# Equity Lab

Alaska Department of Education & Early Development

*December 1, 2018*

# Goal for the Day

- To take steps towards meeting the ESSA requirements to increase equity in teacher distribution

# Objectives

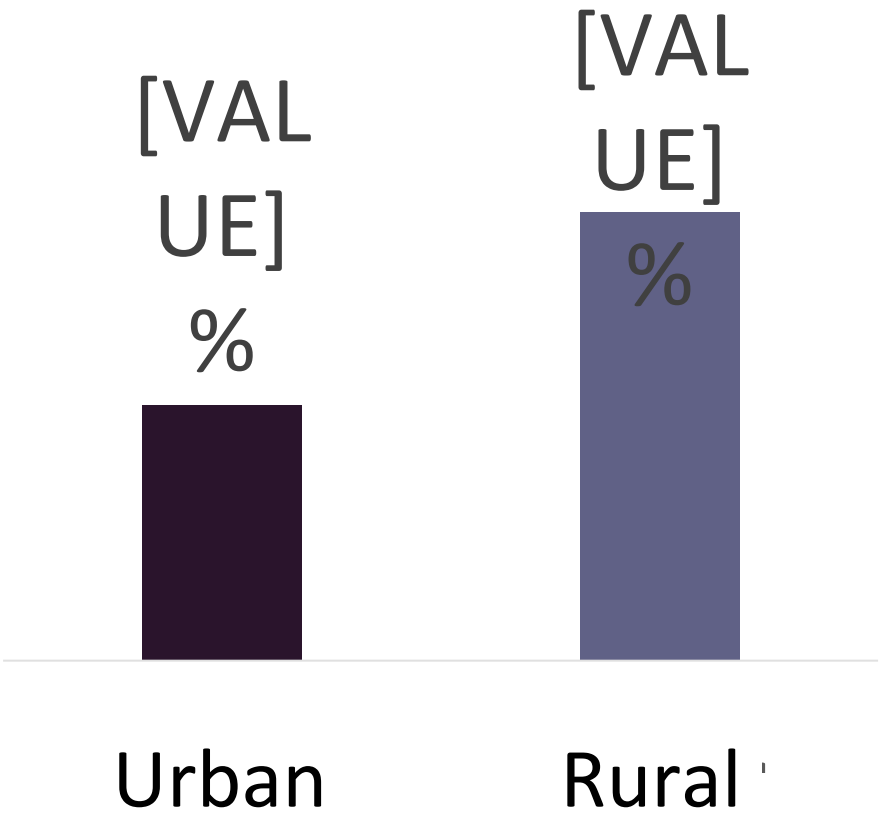
- Understand the teaching equity landscape
- Practice using data for decision-making
- Identify preliminary root causes
- Learn a process for equity review with stakeholders

# Introductions

- Name
- District
- Role


- What was your experience of the earthquake yesterday and how does it relate to your experience using data?


AMAZING IDEA
AWESOME IDEA
COOL IDEA


[VALUE]
%
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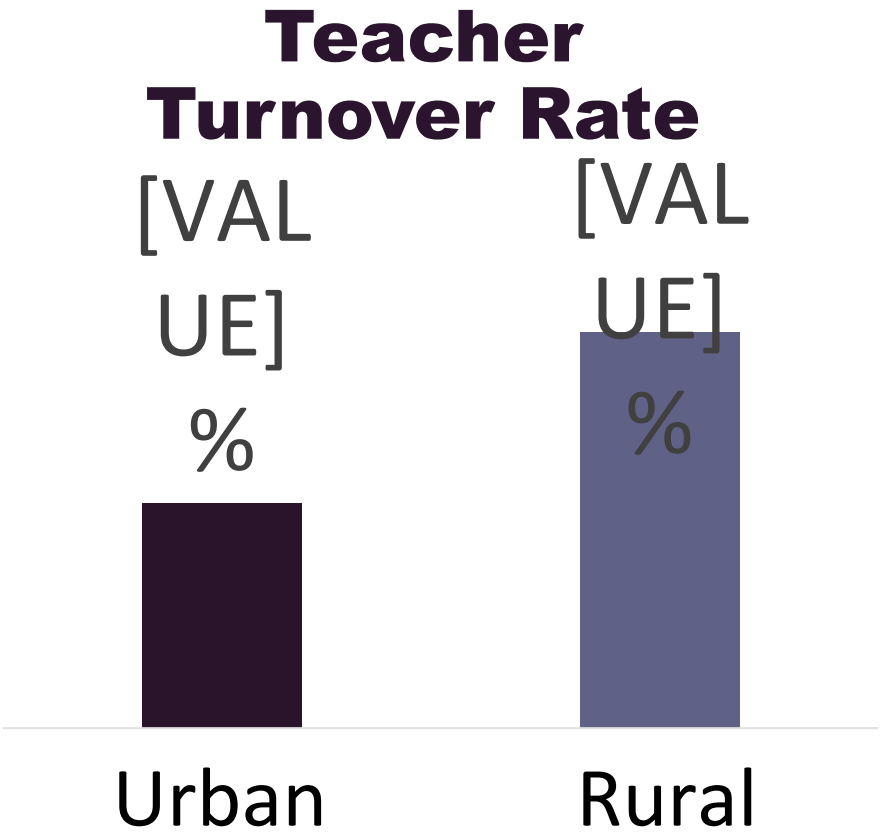
Urban
Rural


AMAZING IDEA
AWESOME IDEA
COOL IDEA


Teacher Turnover Rate
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Urban
Rural

From REL Northwest & CAEPR

# CONTEXT: EDUCATOR RETENTION IN ALASKA

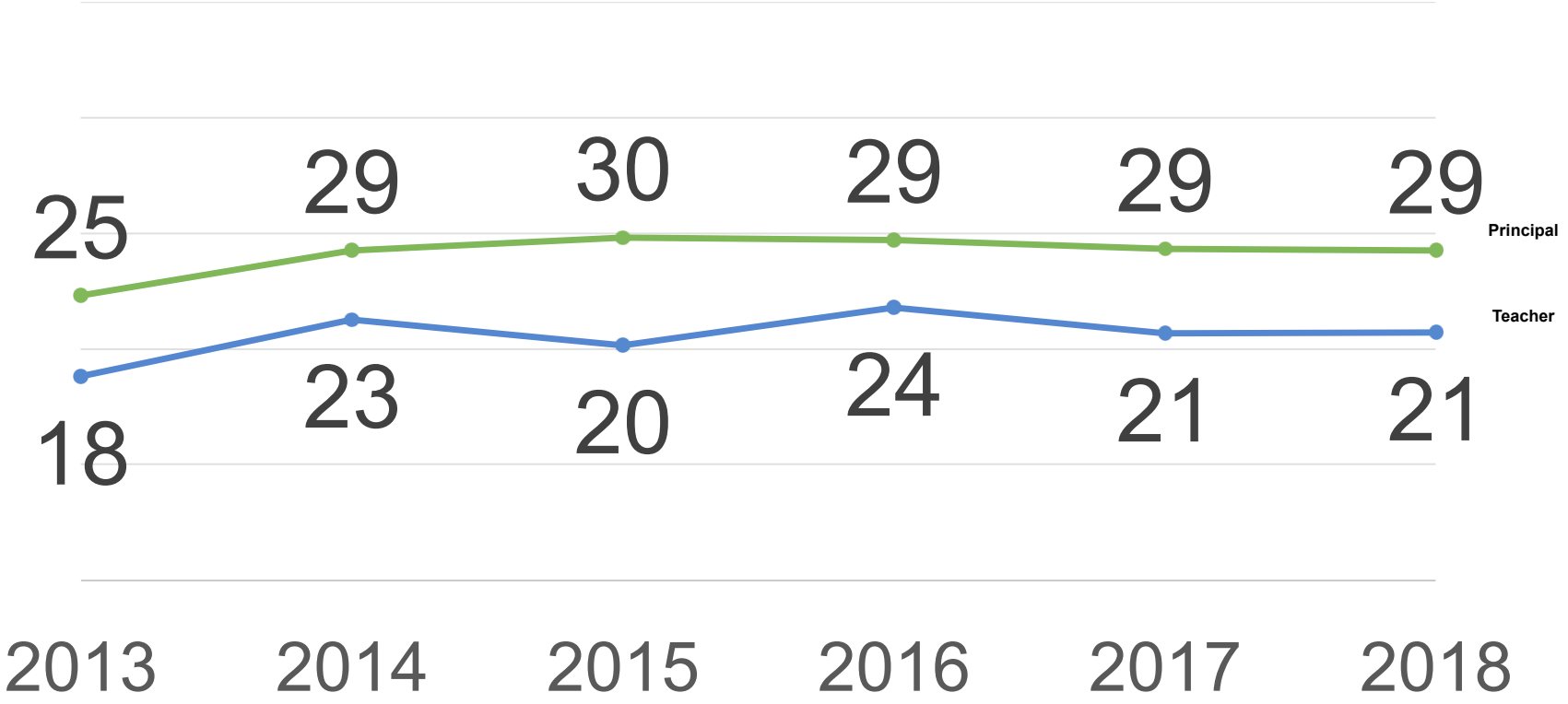
# Educator landscape 2017/18

- About 130,000 students in public schools
- Approximately 8,000 teachers
  - 700 new to profession/Alaska
- Approximately 400 principals
  - 70 new to profession/Alaska

REL NORTHWEST
Regional Educational Laboratory at Education Northwest

ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

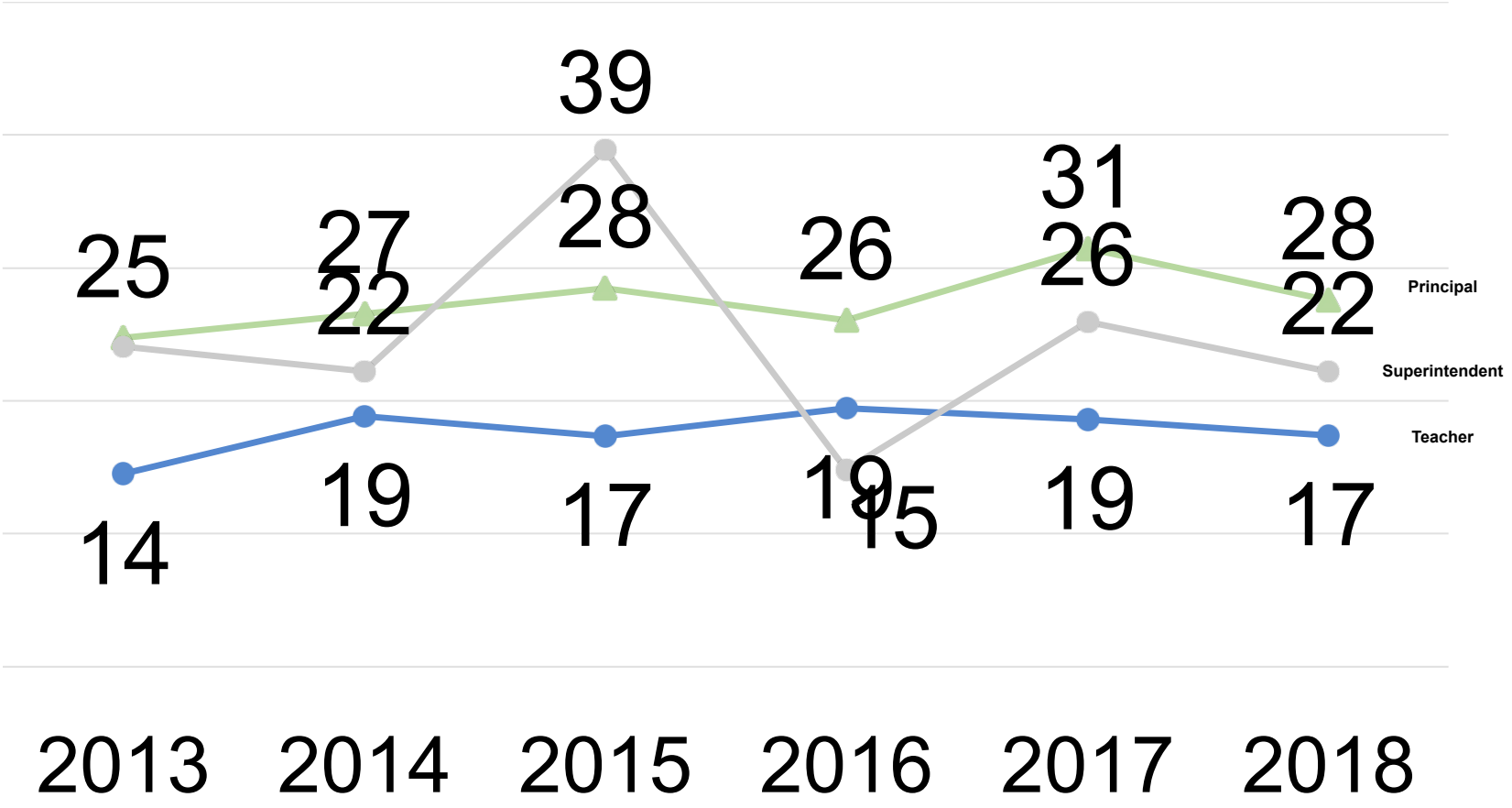
# School turnover:
## Principal and teacher rates steady




*Preliminary results*

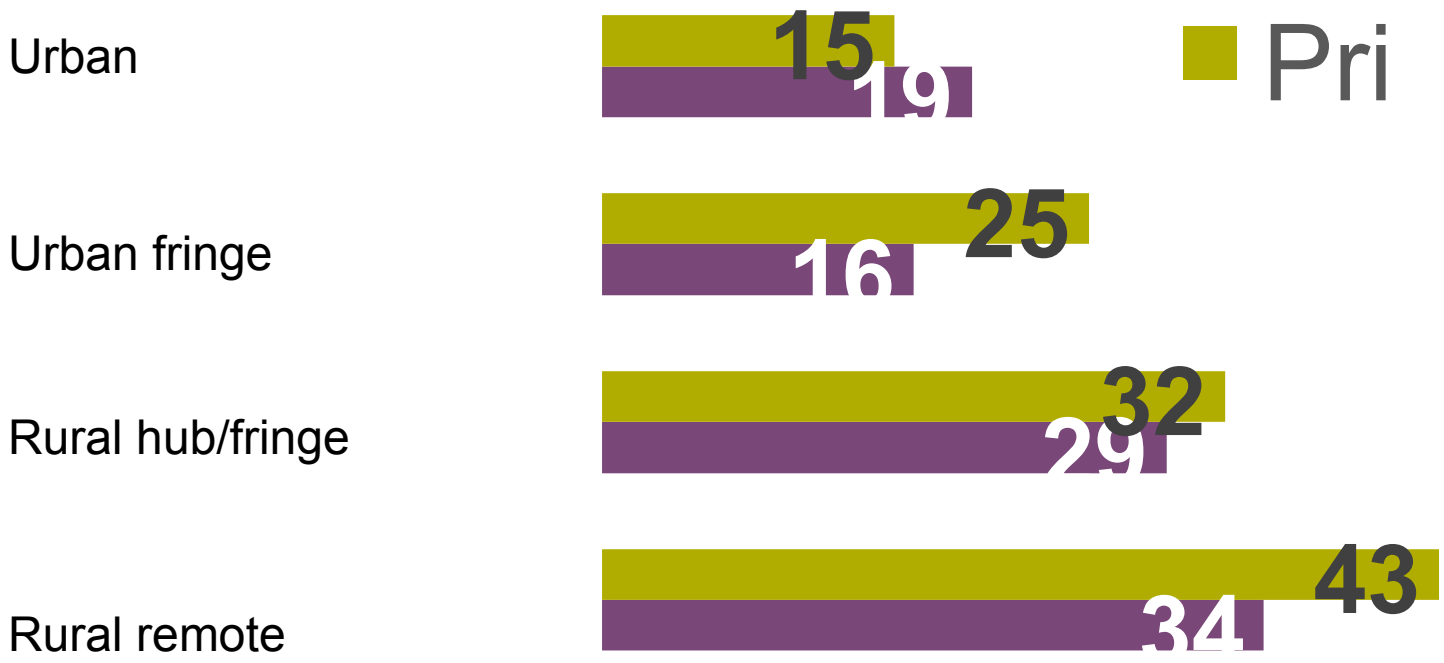
# District turnover:

## Principal and teacher rates steady




*Preliminary results*

# Rural remote schools had the highest turnover among principals and teachers in 2017-18

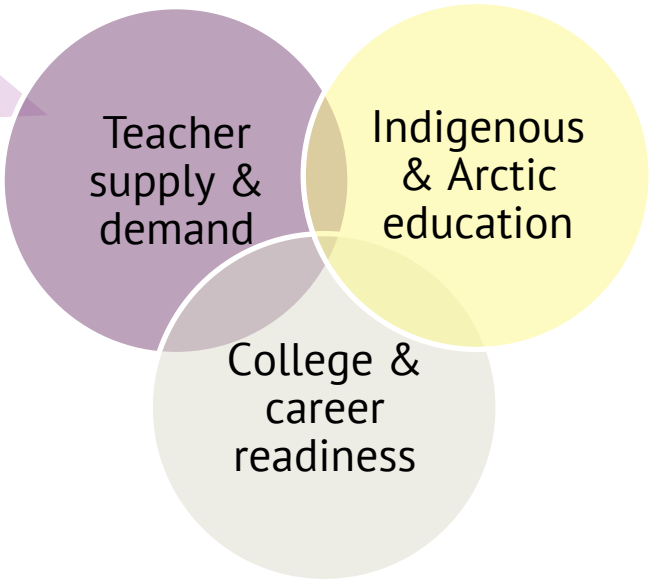



*Preliminary results*

# Center for Alaska Education Policy Research

## Current projects

- Longitudinal surveys of UA teacher education students from program entry to employment
- Modeling how compensation can support equitable teacher distribution
- Documenting how rural superintendents recruit & hire teachers
- Exploring culturally responsive practices and PD for early childhood educators serving Alaska Native children




UAA Institute of Social and Economic Research
University of Alaska Anchorage

Alaska Department of Education & Early Development

# Teacher turnover…

**…cannot be "fixed" with salary alone.**

Compensation matters, but working conditions are a bigger factor in teacher turnover decisions than pay.

It's more than just dollars: Problematizing salary as the sole mechanism for recruiting and retaining teachers in rural Alaska (2018)

# Cost of teacher turnover…

**…is $20,431 per teacher per year.***

Schools with higher turnover invest disproportionate resources in replacing teachers who leave.

Costs are higher in rural communities.

*administrative costs, conservative estimate

Cost of Teacher Turnover in Alaska (2017)

# Alaska teacher salaries…

**…are about 15% below where they should be (statewide).**

Salary needed to **attract and retain high quality teachers** varies significantly by community and depends heavily on working conditions there.

There is a 116% difference between lowest and highest recommended salaries.

Salary & Benefits Schedule and Teacher Tenure Study (2015)

# Tenure…

**…is worth $34,000 in salary per teacher per year.**

Awarding tenure after 5 years (instead of 3) would require salary increases of $16,000 per teacher per year.

Statute and implementation: How phantom policies affect tenure value and support (2018)
Salary & Benefits Schedule and Teacher Tenure Study (2015)

# Contact

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# DATA REVIEW PROCESS

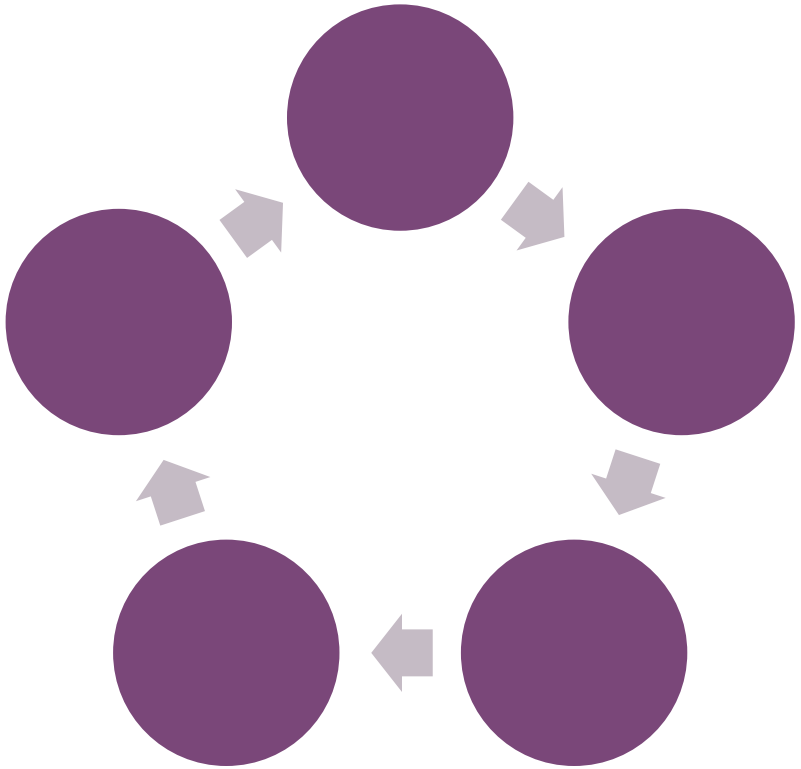
# Reminder: Today's Objectives

- *Understand the teaching equity landscape*
- *Practice using data for decision-making*
- *Identify preliminary root causes*
- *Learn a process for equity review with stakeholders*

# How?

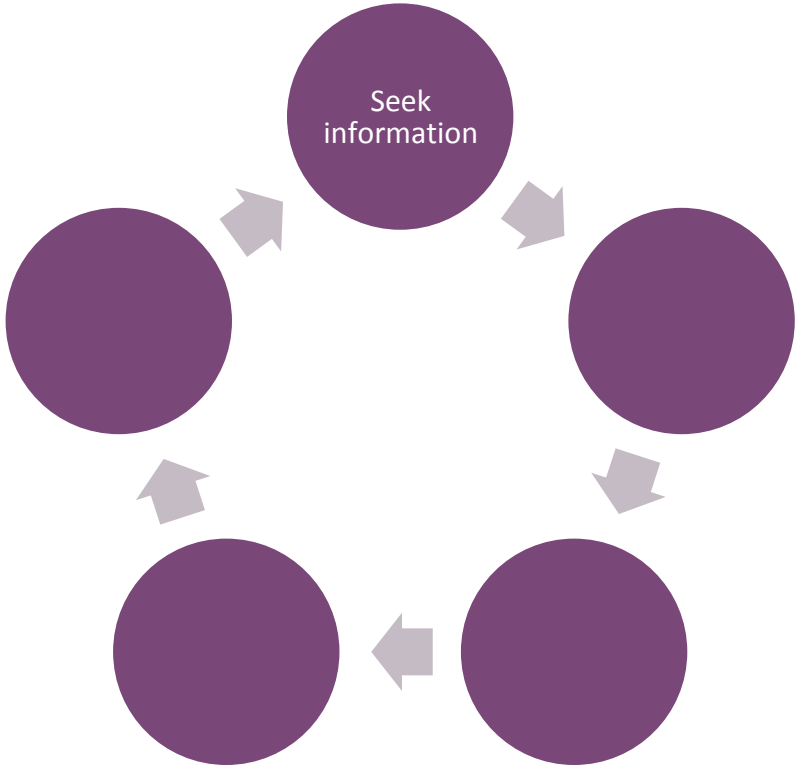
Engage in an inquiry cycle

Why?



# How?

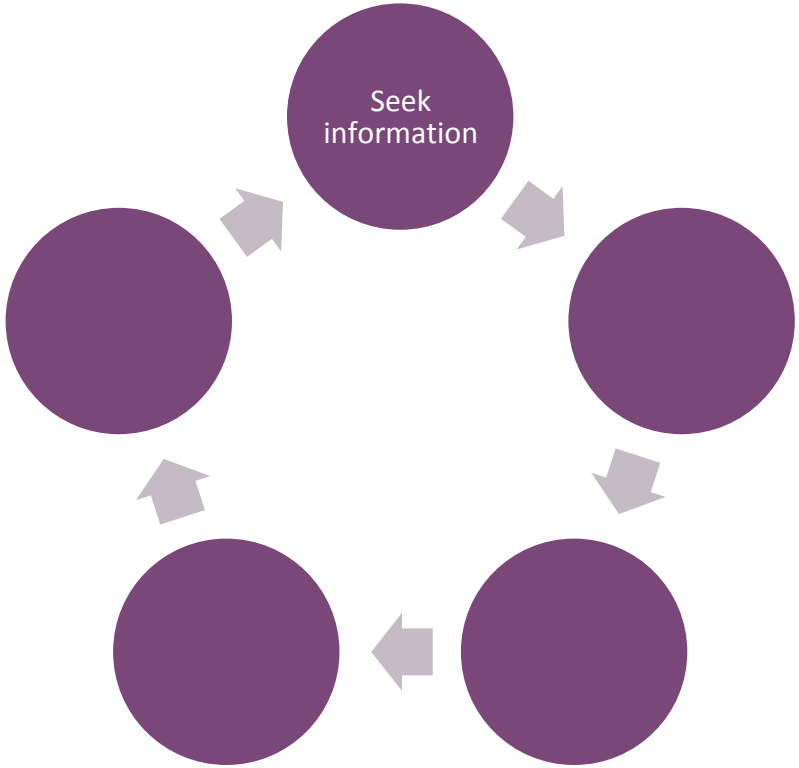
Engage in an inquiry cycle



# How?

Engage in an inquiry cycle

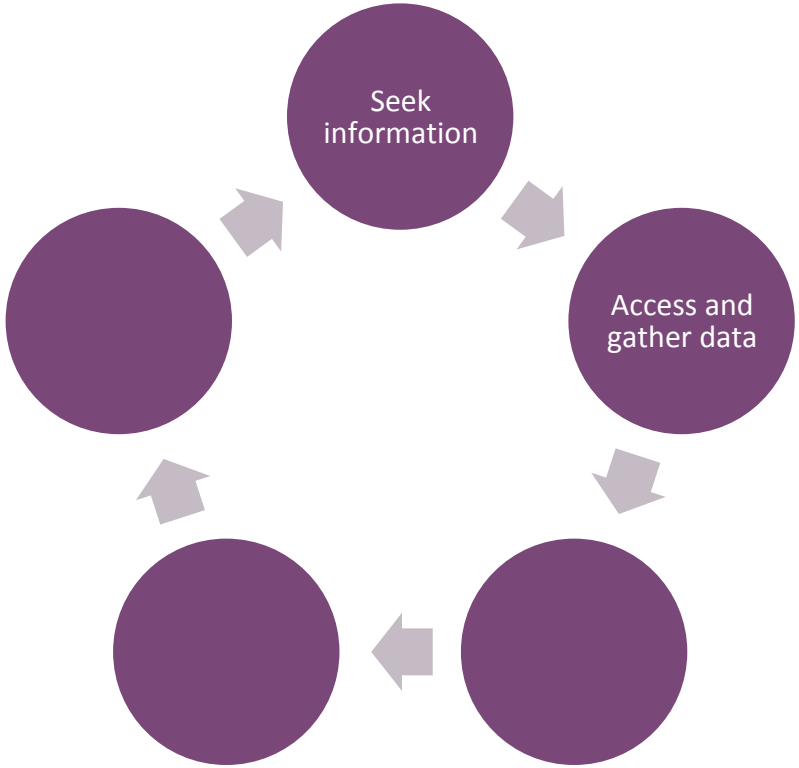
*Understand the teaching equity landscape*



# How?

Engage in an inquiry cycle

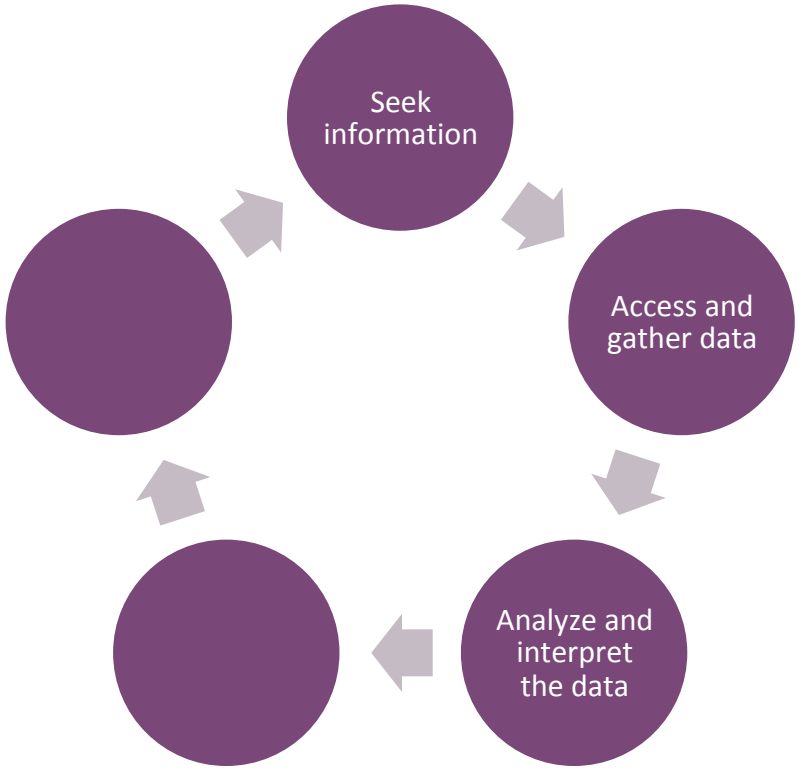
*Understand the teaching equity landscape*



# How?

Engage in an inquiry cycle

*Understand the teaching equity landscape*



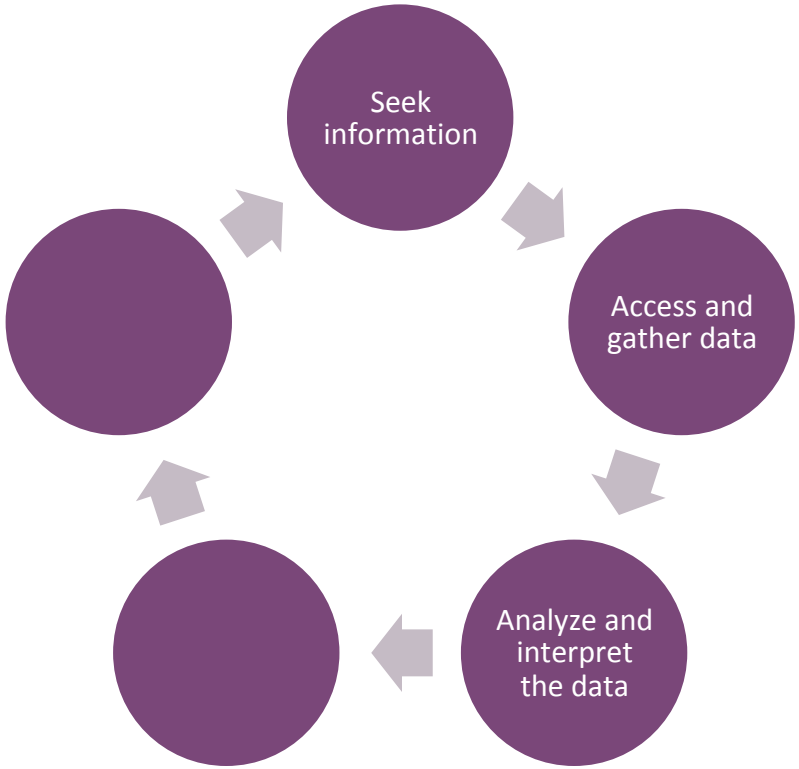
# How?

Engage in an inquiry cycle

*Understand the teaching equity landscape*

*Practice using data for decisionmaking* (now)

*Identify preliminary root causes* (next)



# How?

Engage in an inquiry cycle

(…)

Next steps & solutions (tomorrow)

# How?

Engage in an inquiry cycle

(…)

Implementation & continuous improvement (back home) *with stakeholders, using this process for equity review you're learning*

# STATE EQUITY PLAN DATA REVIEW

# Analyze

What do you observe?

What patterns do you notice?

What surprises you?

What do the data not tell you?

| Poverty Quartile | # Experienced | % Experienced | # Inexperienced | % Inexperienced | Total # of Teachers |
|---|---|---|---|---|---|
| High Quartile | 1579 | 93.2% | 115 | 6.8% | 1694 |
| Low Quartile | 2346 | 97.3% | 65 | 2.7% | 2411 |
| Middle Quartiles | 4082 | 95.5% | 194 | 4.5% | 4276 |
| State Totals | 8007 | 95.5% | 374 | 4.5% | 8381 |

# Compare with Points from the State Equity Plan

**State Equity Plan Data Review**

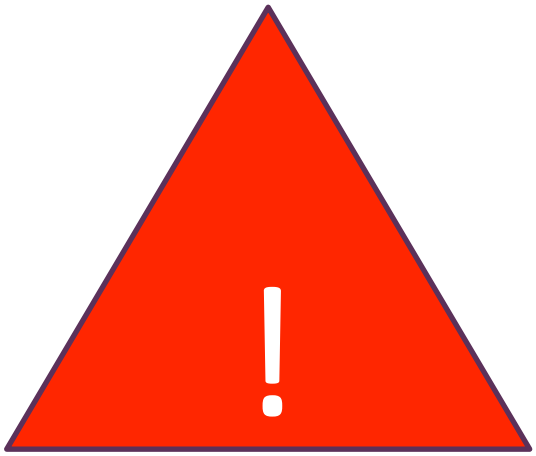
Example Data Statements

Minority and low-income school population

- Schools with a higher percentage of minority and low-income students employ a higher percentage of first-year teachers and teachers new to the district than schools with a lower percentage of minority and low-income students
- Over the past ten years:
    - Low-income students were
        - 1.8 times more likely to be placed with first-year teachers than students in the quartile of schools with the lowest percentage of low-income students
        - 2.3 times more likely to be placed with teachers new to the district than students in the quartile of schools with the lowest percentage of low-income students
    - Minority students were
        - Two times more likely to be placed with first-year teachers than students in the quartile of schools with the lowest percentage of minority students
        - 3.3 times more likely to be placed with teachers who were new to the district than students in the quartile of schools with the lowest percentage of minority students

Beware about moving too fast from analysis to interpretation

- Are you surfacing assumptions, biases, expectations?
- Are you looking at *all* the data?
- What are the strengths & limitations of the data?
- Is everyone at the table who should be?




**Back home**

# Interpret

What can you infer about strengths and challenges in the state?

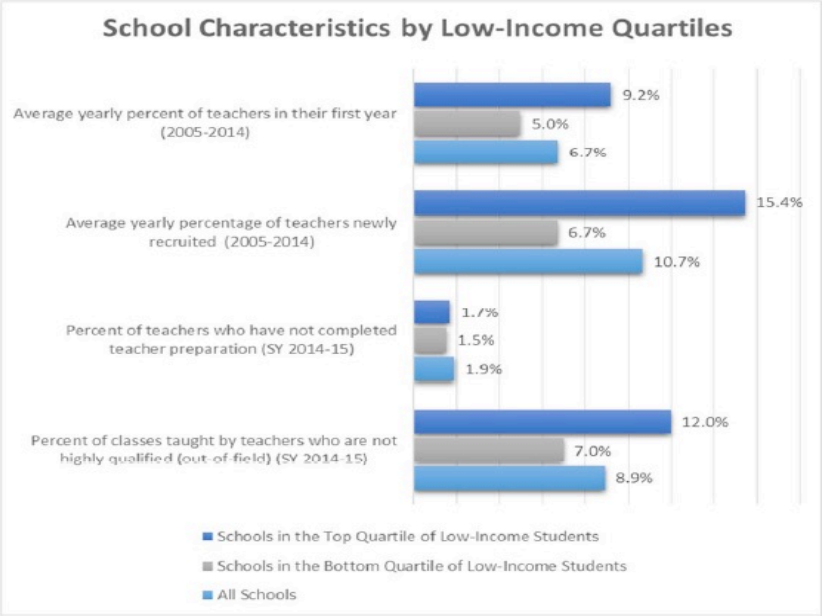
What questions do you have?

What additional data do you need?

What initial explanations do you have?

What preliminary conclusions can you draw? What goals emerge?

*Back home, think about what kind of charts/visuals you could create to better represent what the data say*



# STATE EQUITY PLAN ROOT CAUSES

# Initial Root Causes
# Inexperienced or Out of Field Teacher

- Rural Challenges
- Supply of Excellent Educators
- Retention of Excellent Educators
- Other

# Remote rural Alaska conditions

- Shortage of adequate housing,
- High living costs,
- Isolation,
- Difficulties and cost of travel and limited access to medical care.

# Supply of Excellent Educators

- Multi-grade classrooms in elementary settings
- Subjects beyond what they have been trained to teach in secondary settings.
- Teachers with the skill set, experience, and disposition to meet the need of our rural remote schools

# Retention of Excellent Educators

- Improving working conditions
- Lack of incentives for teachers in remote rural schools to stay
- Higher levels of dissatisfaction
  - district and school leadership,
  - student conduct, and
  - parent/community relationships
- High level of leadership turnover

# ESSA PLAN DATA REVIEW

## Analyze (Reminder)

What do you observe?

What patterns do you notice?

What surprises you?

What do the data not tell you?

| State of Alaska 2016-2017 | Total NTP | Percent NTP | Total NTD | Percent NTD |
|---|---|---|---|---|
| High Poverty Level | 255 | 8.5% | 454 | 15.2% |
| Middle Poverty Level | 377 | 4.1% | 944 | 10.3% |
| Low Poverty Level | 166 | 2.4% | 339 | 4.9% |
| Total | 798 | 4.2% | 1737 | 9.1% |

NTP – New to profession; NTD – New to district

# Interpret (Reminder)

What can you infer about strengths and challenges in the state?

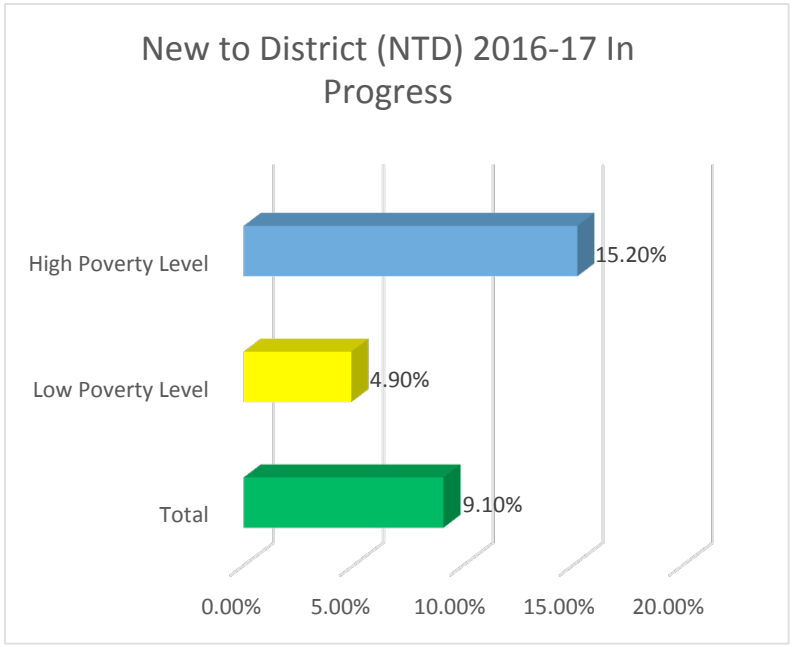
What questions do you have?

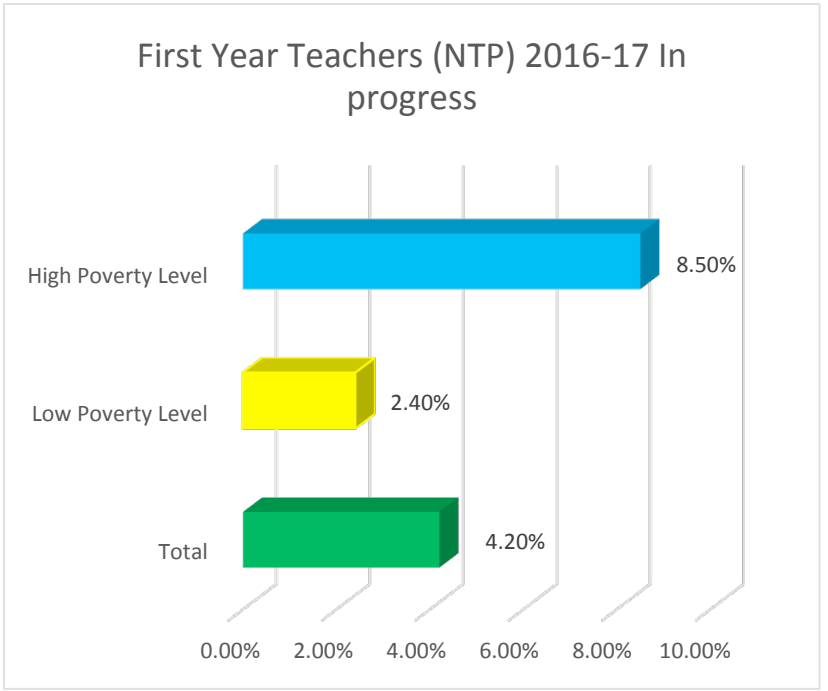
What additional data do you need?

What initial explanations do you have?

What preliminary conclusions can you draw? What goals emerge?

# Example Visuals



# ESSA PLAN MODIFICATIONS

# What's Coming?

- Inexperienced
- Out-of-field
- Ineffective

- Minority quartiles

| | High-poverty Schools (District) | Low-poverty schools (District) | All Schools (District) |
|---|---|---|---|
| Total number of teachers | | | |
| Number of teachers who are inexperienced | | | |
| Percentage of teachers who are inexperienced | | | |
| Number of teachers who have emergency or provisional credentials** | N/A | N/A | N/A |
| Percentage of teachers with emergency or provisional credentials** | N/A | N/A | N/A |
| Total number of classes | | | |
| Number of classes taught by out-of-field teachers | | | |
| Percentage of classes taught by out-of-field teachers | | | |

# DISTRICT DATA ANALYSIS

# Reminders

## Analyze

- What do you observe?
- What patterns do you notice?
- What surprises you?
- What do the data not tell you?

**Check**

- Are you surfacing assumptions, biases, expectations?
- Are you looking at *all* the data?
- What are the strengths & limitations of the data?

## Interpret

- What can you infer about strengths and challenges in the state?
- What questions do you have?
- What additional data do you need?
- What initial explanations do you have?
- What preliminary conclusions can you draw? What goals emerge?

# Next Steps

- Strategies and solutions (Dec 2)
- Continuous monitoring and improvement (back home)

Contact us!

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