

Talent Management Alaska Equity Lab

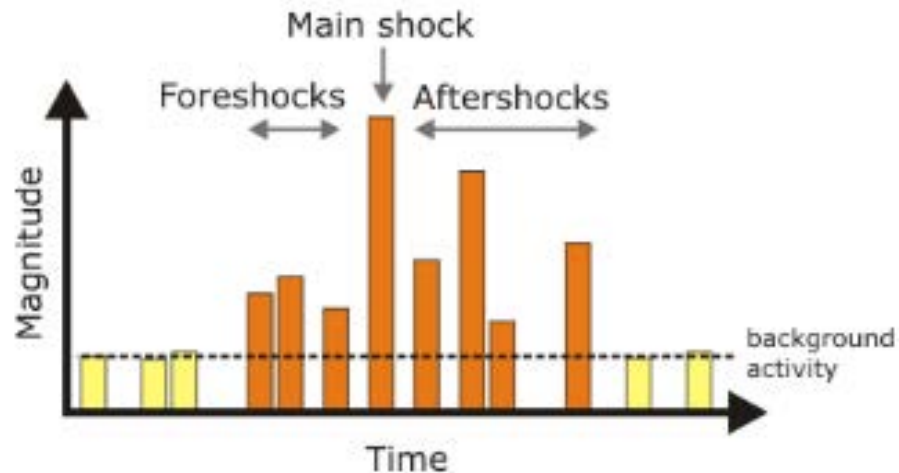
ALASBO Pre-Conference
December 2, 2018

Goal for the Equity Lab

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

Introductions

- Name
- District
- Role



Since the earthquake there has been numerous aftershocks. What has been your reaction and how does it relate to your experience in managing educator talent?

Today's Objectives

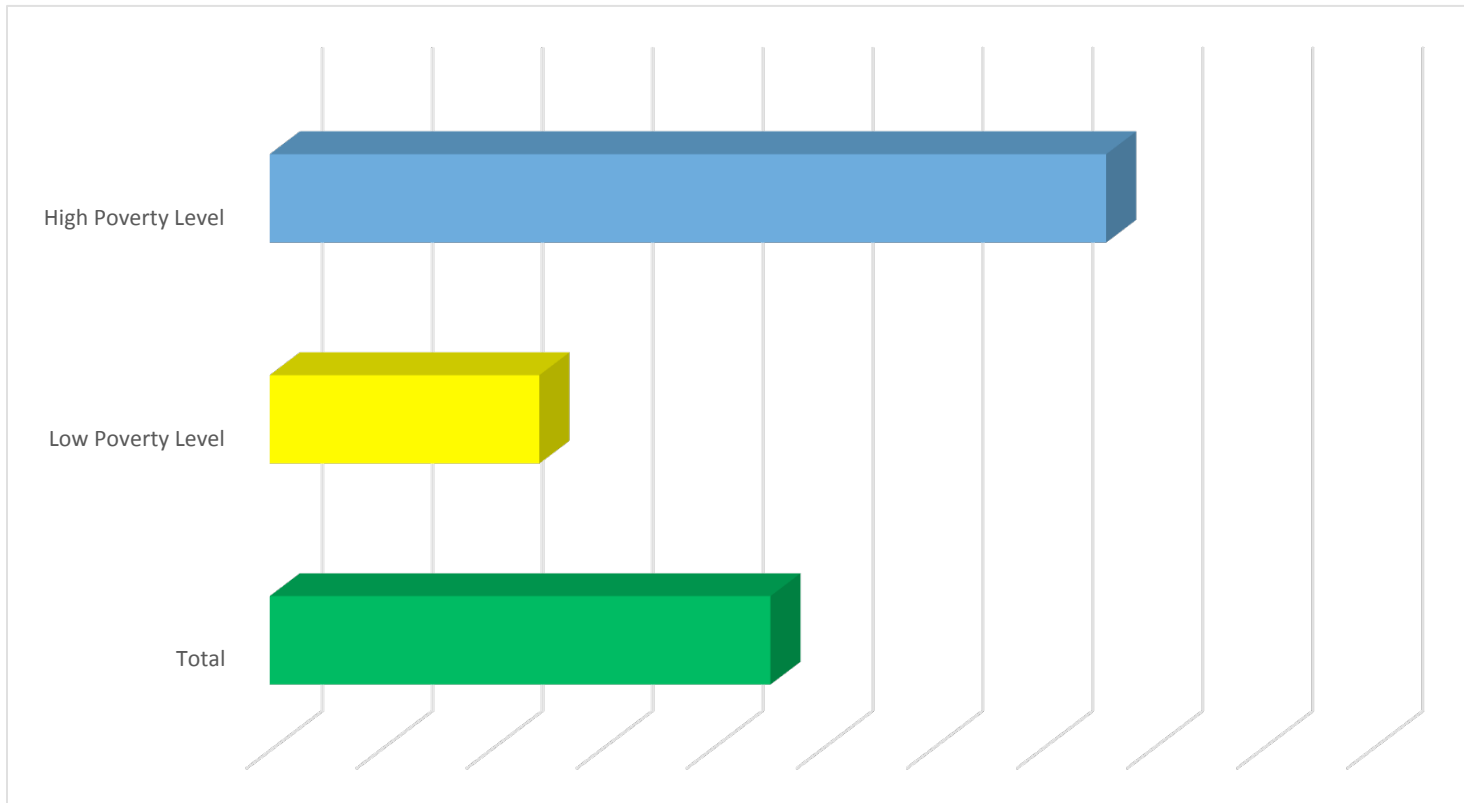
- Review root causes
- Identify preliminary solutions
- Equity implementation plan
- Determine additional technical assistance needed

Review: Yesterday's Objectives

- *Understand the teaching equity landscape*
- *Practice using data for decision-making*
- *Identify preliminary root causes*

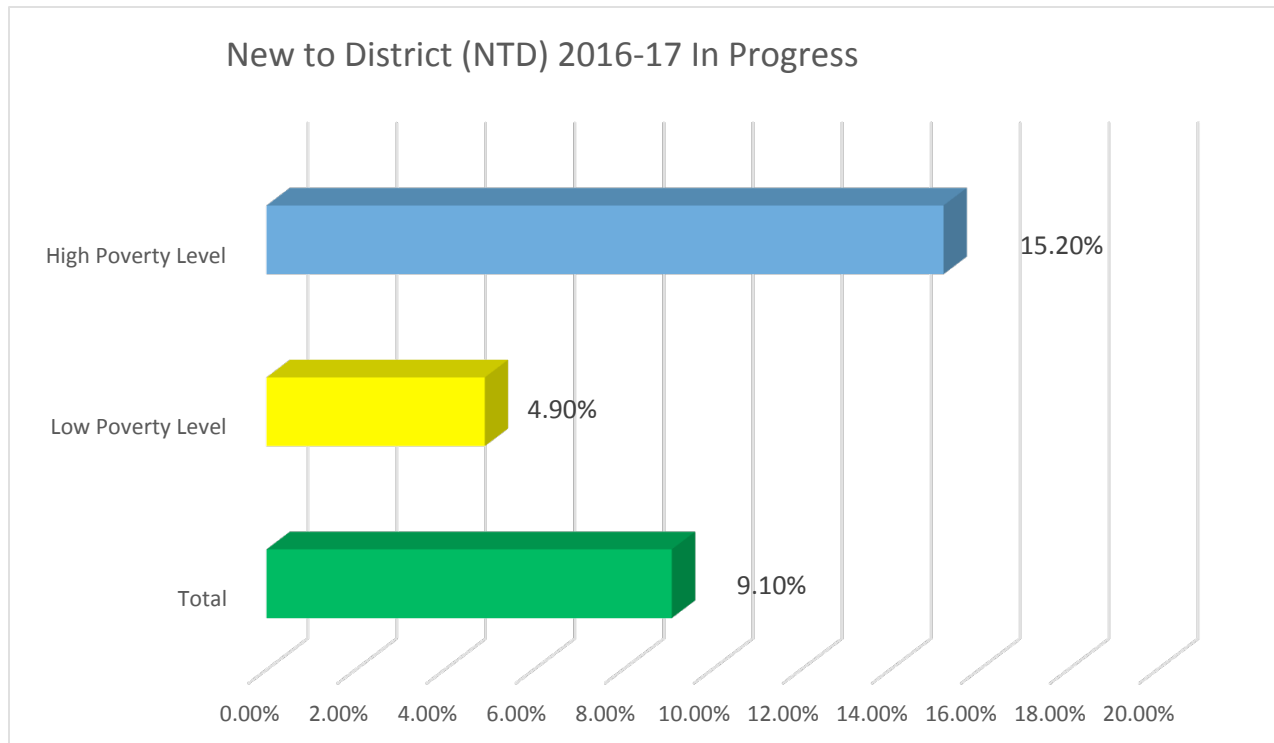
- *Learn a process for equity review with stakeholders*

What do you see?



Was this your story?

Alaska's High Poverty Schools turnover is three times the rate in Alaska's Low-Poverty Schools. Overall, Alaska's rate is about 9%.



STATE REPORT CARD AND ED FACTS DATA REVIEW

Analyze

What do you observe?

What patterns do you notice?

What surprises you?

What do the data not tell you?

Experienced/Inexperienced

Poverty Quartile	Experienced	%Experienced	Inexperienced	%Inexperienced	Totals
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

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

Infield/Out-of-Field – by course

Poverty Quatiles	InField	%InField	OutOfField	%OutOfField	Totals
High Quartile	1899	65.4%	1004	34.6%	2903
Low Quartile	3169	54.4%	2656	45.6%	5825
Middle Quartiles	5289	64.0%	2978	36.0%	8267
State Totals	10357	60.9%	6638	39.1%	16995

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

DRAFT STATE EQUITY STATEMENTS

Inexperienced (NTP)

- Statewide we are close to having 100% experienced teachers. 95% gives room for 5% improvement.
- 8007 of 8381 teachers (95%) are experienced and could be able to mentor and guide the 374 new teachers.
- There are more inexperienced teachers in high poverty schools than low poverty schools.
- Students in high-poverty schools are twice as likely to be taught by an inexperienced teacher than students in low-poverty schools.

Out-of-Field (Not endorsed)

- Slightly over half of our students are getting academic instruction from a teacher with the proper credentials.
- High poverty and mid poverty schools are above the state average (60.9%) of having courses taught by an endorsed teachers while the low poverty schools are higher.
- The majority of high poverty students are being taught by teachers that are teaching in their field of endorsement.

Have we improved?

- State Equity Plan Data Review –
Example Data Statements
- Schools with a higher percentage of . . .
- Low-income students were
 - 1.8 times more likely to be placed . . .

DISTRICT AND SCHOOL REPORT CARDS

District Report Card

Teachers only*

	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			

*The principal and other school leader data will be reported in 2018-2019 and is not available for the 2017-2018 Report Cards.

**The percentage of teachers in the district teaching with an Emergency Teacher Certificate is N/A. Alaska does not issue emergency certificates to teachers.

District Level - Inexperienced

	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			

District Level – Out of Field

	High-poverty Schools (District)	Low-poverty schools (District)	All Schools (District)
Total number of classes			
Number of classes taught by out-of-field teachers			
Percentage of classes taught by out-of-field teachers			

School Level Report Card

Teachers only***

School's Poverty Level:	Your School	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	N/A
Percentage of teachers with emergency or provisional credentials**	N/A	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				

***The principal and other school leader data will be reported combined with the teachers in the 2018-2019 Report Cards.

School Level - Inexperienced

School's Poverty Level:	Your School	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				

STATE EQUITY PLAN ROOT CAUSES

Initial Root Causes

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

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 ROOT CAUSE BRAINSTORM

Remote Rural

- Weather conditions - Bad weather - Weather rain
- Bush Alaska was not what they expected
- Lack of facilities like laundry & shopping mall
- No restaurants & movie theaters
- Remote - Isolation from road system - Out of state homesick
- High prices - Cost of food or medical care at site - Travel cost/time - Medical reasons
- Housing - Cable/internet access
- Compensation
- Unfulfilled expectations
- Lack of suitable partners (dating partners) - No social life

- Racism
- Cultural barriers
- Cultural differences
- Culture shock
- No way to mentally embrace level of abuse/
dysfunction
- Safety
- Death threats drive away new teachers
- Not having a sense of belonging
- Lack of empathy from community

Recruitment

- Certification and recertification qualification - Getting certified is too hard and too expensive
- Lack of applicants - No qualified special ed candidates - Lack of multi-credential teachers
- Late budget decisions cause layoffs and recalls
- Mid year openings
- No support by administration
- New teacher burnout
- Politics in-fighting among teachers
- Differences in philosophies
- Family hardships
- Political

Retention

- Unprepared for realities of teaching
- Not prepared for multi-grade classes - Multi-grade classrooms
- Student conduct - Not prepared for classroom management
- Not prepared for low skilled students
- Small school size - Small size schools
- Teacher class load - Too many preps
- Graduation requirements not inline with course taught
- Teachers' union right to choose what they want to teach not should teach

ALASKA ESSA STATE PLAN RESUBMISSION

Out-of-Field Teachers – Title I

Economically Disadvantaged (Low Income) Students Disproportionate Rate of Access to Out-of-Field Teachers (2016-17)

School type	Poverty quartile						All schools		
	High			Low					
	# out-of-field teachers	Total teachers	% out-of-field	# out-of-field teachers	Total teachers	% out-of-field	# out-of-field teachers	Total teachers	% out-of-field
Title I	#	#	%	#	#	%	#	#	%
Non-Title I	#	#	%	#	#	%	#	#	%
All schools	#	#	%	#	#	%	#	#	%

Out-of-Field – Minority Students

Students of Color (Minority) Disproportionate Rate of Access to Out-of-Field Teachers (2016-2017)

School type	Minority quartile						All schools		
	High			Low					
	# out-of-field teachers	Total teachers	% out-of-field	# out-of-field teachers	Total teachers	% out-of-field	# out-of-field teachers	Total teachers	% out-of-field
Title I	#	#	%	#	#	%	#	#	%
Non-Title I	#	#	%	#	#	%	#	#	%
All schools	#	#	%	#	#	%	#	#	%

Ineffective Teachers – School Level

Economically Disadvantaged (Low Income) Students Disproportionate Rate of Access to Ineffective Teachers (2017-18)

School type	Poverty quartile						All schools		
	High			Low					
	# ineffective teachers	Total teachers	% ineffective	# ineffective teachers	Total teachers	% ineffective	# ineffective teachers	Total teachers	% ineffective
Title I	#	#	%	#	#	%	#	#	%
Non-Title I	#	#	%	#	#	%	#	#	%
All schools	#	#	%	#	#	%	#	#	%

BEST PRACTICES AND STRATEGIES

In Pairs or Trios

- Choose a recorder and reporter
- Taking turns to share a best practice or strategy for addressing one of the ESSA Draft Plan Root Causes
- Put one strategy per sticky note

ALASKA ESSA STATE PLAN RESUBMISSION

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Non-Title I	#	#	%	#	#	%	#	#	%
All schools	#	#	%	#	#	%	#	#	%

Exit Ticket

- What will you share with your district leadership?
- Questions you still have?
- What do you need?