

A series of five blue silhouettes of people are arranged along a green, upward-curving line that represents a hill. From left to right, the silhouettes show a person sitting on the ground, a person walking, a person walking, a person walking, and a person wearing a graduation cap.

Indiana Department of Education

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Indiana Superintendent of Public Instruction

Indiana's Equity Plan Overview

July 16, 2015

State Board of Education
Strategic Planning Committee



Excellent Educators For All Initiative

The following student groups are less likely to have access to great teachers and school leaders according to virtually every metric available:

- Students of color
- Students from low-income families
- Rural students
- Students with disabilities
- Students with limited English proficiency
- Students in need of academic remediation

Source: Institute of Education Sciences, data from the U.S. Department of Education's Office for Civil Rights

Historical Background

- The 2002 reauthorization of the Elementary and Secondary Education Act, known as No Child Left Behind, called for all students to be taught by highly qualified teachers by 2006.
- States also were required to create plans to ensure that poor and minority students are not taught at higher rates than other students by underqualified, inexperienced, or out-of-field teachers.

USDE Requirements

- Define key terms
 - “excellent educator”
- Required process with stakeholders
 - Data, root cause analysis and strategies to eliminate gap
- Monitoring and evaluating the process

Indiana's Process

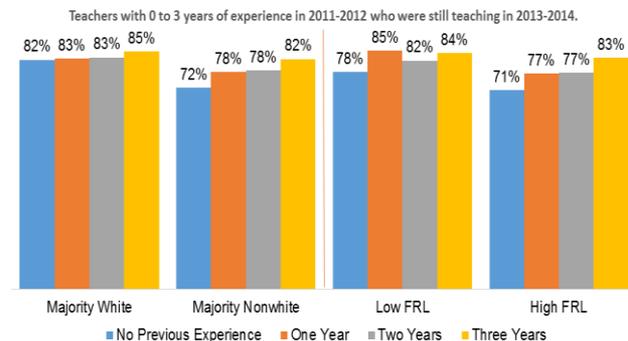
- Convened four stakeholder meetings
 - IDOE staff, INTASS advisory board, teachers, parents, community organizations, HR director, and higher education
- Reviewed data, conducted root cause analysis and developed strategies to eliminate the equity gaps



Data Overview

- Student, educator, and administrator characteristics
 - Educator Effectiveness ratings
 - Highly Qualified Teachers
 - Years of experience
 - School accountability ratings
 - Educator retention rates

Retention Rates Among Inexperienced Teachers



Focus/Priority School Designation

Data reviewed within the context of

Focus/Priority school status

- Student Data:**
- graduation rate
 - ISTEP+ pass rate
 - ECA pass rate
 - school accountability

Educator Data:

- HQT courses
 - educator effectiveness ratings
 - ISTEP+ educator growth ratings
 - years of experience
 - retention rates
- A-F grade
focus/priority status
inexperienced
three-year trend
effectiveness ratings

Educator Data:

- retention rates
- focus/priority status
inexperienced
effectiveness ratings

- Educator Data:**
- HQT courses
 - demographics
 - educator effectiveness ratings
 - ISTEP+ educator growth ratings
 - years of experience
 - retention rates

Meeting #1

Meeting #2

Meeting #3/4

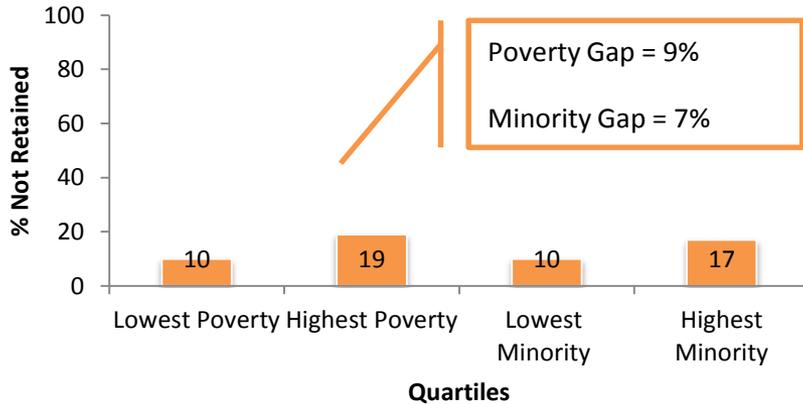
*Data reviewed within the
context of poverty and
minority quartiles per
student population*

Quartiles

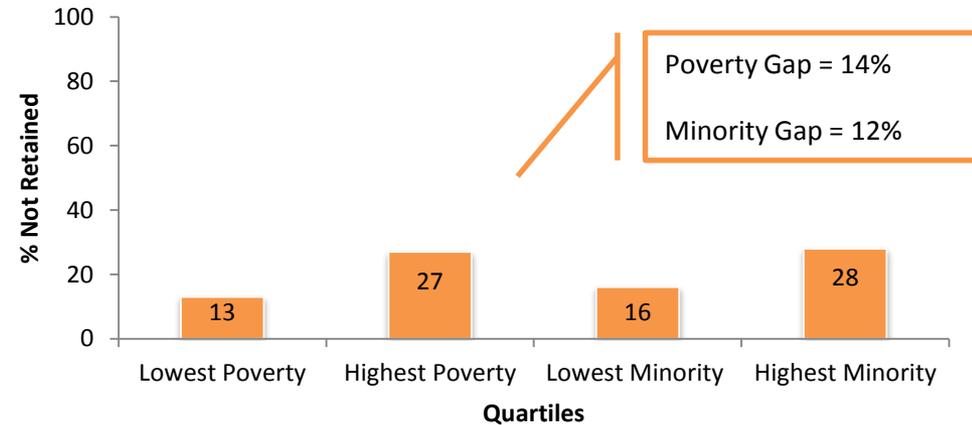
Poverty & Minority

Teacher Retention Data

Turnover of Highly Effective Teachers



Turnover of Effective Teachers



Equitable Access to Excellent Educators

Students in low poverty and low minority schools are taught more consistently by Highly Effective and Effective teachers year to year as compared with students in high poverty and high minority schools.

Root Causes

Working conditions | “Stepping stone” career path | Lack of teacher mentoring and support

Nonexistent or nonresponsive professional development | Inadequate educator preparation

Limited recruitment efforts | Negative school climate or environment

Increased accountability | Lack of quality or consistency of leadership

Negative public and political perceptions

Strategies

Professional Development

Working Conditions

Public Perception

Outcome

< 5% gap

Theory of Action

PROFESSIONAL LEARNING

- ...compensation models include credit for teachers doing PD within schools...
- ...IDOE develops communications protocol to share resources and best practices with identified high poverty and minority schools...
- ...LEAs provide feedback and support based on evaluation data...
- ...IDOE partners with higher education institutions to develop or expand mentoring and induction opportunities or 5th year internships/residencies...

WORKING CONDITIONS

- ...high poverty schools have a more palatable school culture and climate...
- ...IDOE develops a climate survey for educators to complete and submit directly...
- ...LEAs develop and support health and wellness awareness programs...
- ...a partnership is formed with local businesses and community organizations...

PUBLIC PERCEPTION

- ...IDOE provides more support for and advertisement of teacher recognition programs and teacher success...

PROFESSIONAL LEARNING

- ...additional compensation can be included for “mentor” and “master” teachers...
- ...high poverty and minority schools will be able to test these resources and practices for overall school and educator improvement...
- ...there will be a greater focus on recommendations for improvement, targeting professional development, and other improvement supports to specific areas of need...
- ...teachers with little to no experience will have more support within those beginning and ongoing years to become highly effective and effective teachers...

WORKING CONDITIONS

- ...high poverty schools will retain high quality educators...
- ...IDOE can assist in school improvement plans, promotion of teacher leadership and support for building-level administrators...
- ...Educators will know how to respond to stress and LEAs can encourage Educators to engage in team and consensus-building among all teachers and administrators...
- ...schools and teachers will be provided with the support of financial and material resources for improving working conditions...

PUBLIC PERCEPTION

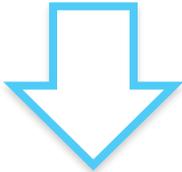
- ...perception of the teaching profession will improve and moral will be lifted...

...which will address **ROOT CAUSE(S)** most directly related to...

- lack of teacher mentoring nonexistent or nonresponsive PD
- inadequate educator preparation
- limited recruitment efforts
- negative school climate or environment
- increased accountability
- lack of quality or consistency of leadership
- negative public and political perceptions

Over time, this will reduce the equity gap(s) in high poverty and high minority schools of...

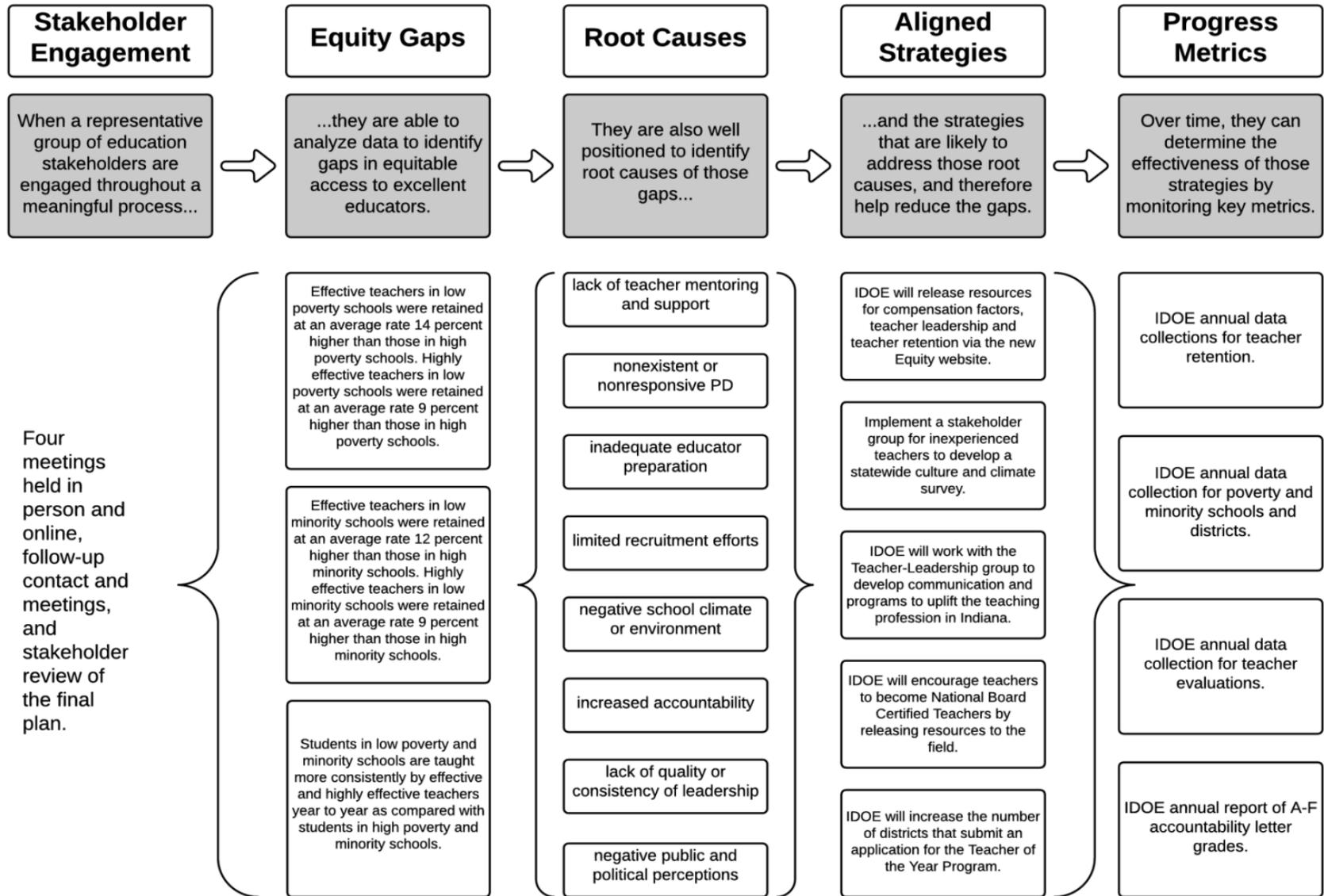
- Highly Effective and Effective teachers in high poverty schools are retained at a lower average rate than Highly Effective and Effective teachers in low poverty schools.
- Highly Effective and Effective teachers in high minority schools are retained at a lower average rate than Highly Effective and Effective teachers in low minority schools.
- Students in high poverty, high minority schools are taught less consistently by Highly Effective and Effective teachers than students in low poverty, low minority schools.



Reducing these gaps will likely result in...

...improving consistent access to excellent educators year round for all students across the state of Indiana regardless of the school's poverty and/or minority status.

Logic Model



How will this be measured?

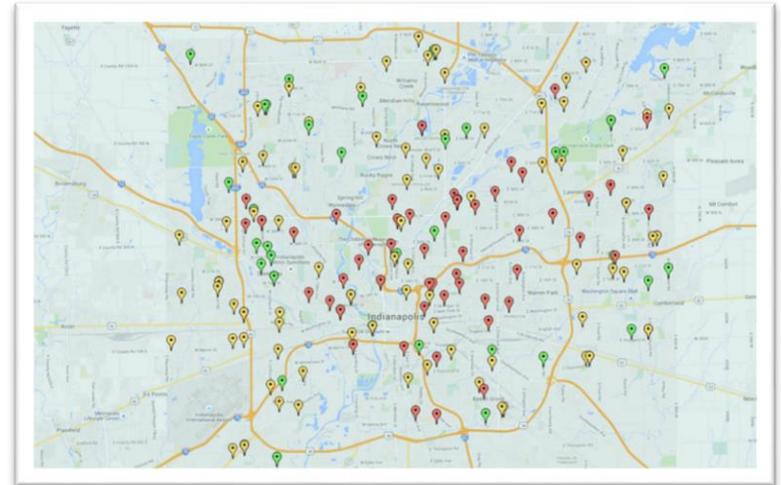
Annual Equity Gap Target	Measures To Be Used	Connection of Root Causes and Strategies
<p>By the end of the 2016 school year:</p> <ul style="list-style-type: none"> • Highly Effective teachers in low poverty schools were retained at an average rate 8 percent – reduced from 9 percent – higher than those in high poverty schools. Effective teachers in low poverty schools were retained at an average rate 13 percent – reduced from 14 percent – higher than those in high poverty schools. • Highly Effective teachers in low minority schools were retained at an average rate 8 percent – reduced from 9 percent – higher than those in high minority schools. Effective teachers in low minority schools were retained at an average rate 11 percent – reduced from 12 percent – higher than those in high minority schools. 	<ul style="list-style-type: none"> • IDOE annual data collections for teacher retention • IDOE annual data collection for poverty and minority schools and districts • IDOE annual data collection for teacher evaluations • IDOE annual report of A-F accountability letter grades 	<p>Root Causes:</p> <ul style="list-style-type: none"> • lack of teacher mentoring and support; • nonexistent or nonresponsive professional development; • inadequate educator preparation; limited recruitment efforts; • negative school climate or environment; • increased accountability; • lack of quality or consistency of leadership; • and negative public and political perceptions <p>Strategies:</p> <ul style="list-style-type: none"> • IDOE will release resources for LEAs to use for compensation factors, teacher leadership and teacher retention via the new Equity website • Implement a stakeholder group for inexperienced teachers to develop a statewide culture and climate survey • IDOE will work with the Teacher-Leadership group to develop communication and programs to uplift the teaching profession in Indiana. • IDOE will encourage teachers to become National Board Certified Teachers by releasing resources to the field • IDOE will increase the number of districts that submit an application for the Teacher of the Year Program • IDOE will continue to analyze data and drill down to specific districts and schools based on equity gaps

IDOE Equity Plan Website

- Launch in August
- Resources for LEAs
 - Climate and culture survey
 - Exit surveys
 - Research
 - WebEx
 - Ongoing stakeholder feedback
 - Geographic representation of data



Geographic Representation





IMAGINING
the possibilities.
MAKING THEM HAPPEN.



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