



2015 State Plan To Ensure Equitable Access to Excellent Educators in California





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Goals of Workshop

- Provide participants with background information regarding the *2015 State Plan to Ensure Equitable Access to Excellent Educators*.
- Engage in discussion of equity gaps, root causes, and strategies in order to inform the update of the *2015 State Plan to Ensure Equitable Access to Excellent Educators*.
- Collect input from participants to help ensure that the equitable access plan continues to be implemented in a way that not only complies with federal requirements but also leads to meaningful educational advancements.



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Findings From Research on Equitable Access

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



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Introductions: Share and Compare

1. Turn to a neighbor and share your name and current role.
2. Share your thoughts on the following:
 - In your current role, have you observed equitable access issues?
 - If so, how did it impact your choices as an educator? How did it impact your students? Your community?
 - If not, what examples of equitable access did you observe?



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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 students from low-income families and students of color are not taught at higher rates than other students by unqualified, inexperienced, or out-of-field teachers.

2015 State Plan to Ensure Equitable Access to Excellent Educators



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- On July 31, 2015, the California State Board of Education (SBE) and the California Department of Education (CDE) submitted to the U.S. Department of Education (ED) a plan of current and future work related to gaps in equitable access to excellent educators for all students.
- This plan responds to Education Secretary Duncan's July 7, 2014, letter to state educational agencies (SEAs), augmented with guidance published on November 10, 2014, titled: *State Plans to Ensure Equitable Access to Excellent Educators Frequently Asked Questions* (available at <http://www2.ed.gov/programs/titleiparta/resources.html>)



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Federal Law

The 2015 State Plan complies with:

- The requirement in Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) that each state's Title I, Part A plan include information on the specific steps that the SEA will take to ensure that students from low-income families and students of color are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers, and the measures that the agency will use to evaluate and publicly report the progress of the agency with respect to such steps; and
- The requirement in ESEA Section 1111(e)(2) that a state's plan be revised by the SEA if appropriate.



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Overview of *The 2015 Plan to Ensure Equitable Access to Excellent Educators*



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The 2015 State Plan submitted to the U.S. Department of Education on July 31, 2015, includes:

- Analysis of state data identifying equity gaps
- Stakeholder engagement information
- Identification of root causes of equity gaps
- Theory of Action for each root cause
- Strategies to address each root cause
- Ongoing monitoring and public reporting on progress
- Timeline, outlining the implementation of the strategies



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Analysis of State Data Identifying Equity Gaps



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Analysis of State Data Identifying Equity Gaps

California's Kindergarten Through Grade Twelve system

- 6.2 million students
- more than 10,000 schools
- 1,028 school districts
- 1,175 charter schools

The CDE drew upon equity gap data collected via the California Longitudinal Pupil Achievement Data System, Commission on Teacher Credentialing, and *CalEdFacts* to create data profiles.

— Specifically regarding the rates at which poor and minority children are taught by inexperienced, unqualified, out-of-field, and intern teachers compared to the rates at which other children are taught by these teachers.



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Equity Gap Data

The data reflected:

- 10,358 schools
- 6,236,672 students
- 293,835 teachers

Key to Acronyms:

SED=Socioeconomically Disadvantaged

LMD = Low Minority Decile

HMD = High Minority Decile

LPD = Low Poverty Decile

HPD = High Poverty Decile



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Equity Gaps: Inexperienced Teachers by Minority Decile

	Total Teachers	# of Inexperienced Teachers	% of Inexperienced Teachers
LMD	18,191	1,562	8.6%
HMD	27,423	2,792	10.2%
Statewide Total	293,835	28,136	9.6%

Equity Gap: $10.2\% - 8.6\% = 1.6\%$



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Equity Gaps: Inexperienced Teachers by SED Decile

	Total Teachers	# of Inexperienced Teachers	% of Inexperienced Teachers
LPD	27,782	2,279	8.2%
HPD	22,448	2,379	10.6%
Statewide Total	293,835	28,136	9.6%

Equity Gap: $10.6\% - 8.2\% = 2.4\%$



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Equity Gaps: Unqualified Teachers by Minority Decile

	Total Teachers	# of Unqualified Teachers	% of Unqualified Teachers
LMD	18,191	129	0.7%
HMD	27,423	400	1.5%
Statewide Total	293,835	3,218	1.1%

Equity Gap: 1.5%- 0.7% = 0.8%



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Equity Gaps: Unqualified Teachers by SED Decile

	Total Teachers	# of Unqualified Teachers	% of Unqualified Teachers
LPD	27,782	240	0.9%
HPD	22,448	325	1.4%
Statewide Total	293,835	3,218	1.1%

Equity Gap: 1.4%- 0.9% = 0.5%



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Equity Gaps: Out of Field Teachers by Minority Decile

	Total Teachers	# of Out of Field Teachers	% of Out of Field Teachers
LMD	18,191	90	0.5%
HMD	27,423	114	0.4%
Statewide Total	293,835	1,732	0.6%

Equity Gap: 0.4%- 0.5% = (0.1)%



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Equity Gaps: Out of Field Teachers by SED Decile

	Total Teachers	# of Out of Field Teachers	% of Out of Field Teachers
LPD	27,782	129	0.5%
HPD	22,448	71	0.3%
Statewide Total	293,835	1,732	0.6%

Equity Gap: 0.3%- 0.5% = (0.2)%



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Table Talk

Take a moment and turn to the people around you to discuss the data we just reviewed.

- What surprised you about the data, if anything?
- Where do you think the most critical gaps are regarding educator equitable access in your experience?
- Why do you think these gaps exist?



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Stakeholder Engagement Information



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Stakeholder Engagement Information

Equity gap data was discussed by participants at stakeholder meetings held on May 13, and June 9 and 10, 2015.

- They chose to perform a root cause analysis in the area where the equity gap is most evident.
 - The gap between the percentage of inexperienced teachers in schools with relatively high numbers of Socioeconomically Disadvantaged (SED) and minority students and the percentage of inexperienced teachers in schools serving relatively low numbers of SED and minority students.
- Structured protocols provided participants structures to review the equity gap data, discuss root causes behind equity gaps, and identify strategies to address the root causes.



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Identification of Root Causes of Equity Gaps



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Identification of Root Causes of Equity Gaps

The first key equity gap identified was:

- Inexperienced teachers serve SED students at higher rates than students with higher socioeconomic status.

The second key equity gap identified was:

- Inexperienced teachers serve students in minority communities at higher rates than students in predominantly white communities.



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Root Causes, Theory of Action and Strategies



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Root Causes, Theory of Action and Strategies:

Root Cause 1: Uneven teacher preparation and induction

Theory of Action: If California teachers, including early childhood educators, receive strong preparation and support from pre-service through their first two years in the profession, then they will be better able to succeed in high-need schools, lessening teacher turnover and inequitable access to excellent educators.



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Root Causes, Theory of Action and Strategies (Con't)

California is implementing the following strategies to increase the rigor and effectiveness of the State's preparation and induction process to better prepare and induct teachers into the profession:

- Strategy 1A: Implement Teaching Performance Assessments (TPA)
- Strategy 1B: Strengthen and Streamline Accreditation
- Strategy 1C: Increase Support for Teacher Induction
- Strategy 1D: Include Cultural Awareness and Responsive Teaching Principles and Practices within Teacher Preparation Programs and Local Induction



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Root Causes, Theory of Action and Strategies (Con't)

Root Cause 2: Uneven administrator preparation and induction

Theory of Action: If California administrators receive strong preparation and support from pre-service through their first two years in the profession, then they will be better able to succeed in high-need schools, lessening administrator turnover and inequitable access to excellent educators. If administrators are better prepared and supported, then they will be better able to support teachers at their sites, thus improving teacher retention.



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Root Causes, Theory of Action and Strategies (Con't)

California is implementing the following strategies to better prepare and induct administrators into the profession:

- Strategy 2A: Refresh the California Professional Standards for Education Leaders and Descriptions of Practice
- Strategy 2B: Develop Modules to Support Administrator Induction
- Strategy 2C: Develop an Administrator Performance Assessment



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Root Causes, Theory of Action and Strategies (Con't)

Root Cause 3: Inadequate support for educator professional learning

Theory of Action: If California educators, including early childhood educators, are supported by a high quality, integrated professional learning system that supports continuous professional growth throughout their careers, as described in Greatness by Design, then they will be better able to succeed in high-need schools, lessening turnover and inequitable access to excellent educators.



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Root Causes, Theory of Action and Strategies (Con't)

California is implementing the following strategies to better support the implementation of a high-quality, statewide professional learning system.

- Strategy 3A: Disseminate and Promote the *Superintendent's Quality Professional Learning Standards*
- Strategy 3B: Disseminate and Promote Integrated Professional Learning System Work



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Root Causes, Theory of Action and Strategies (Con't)

Root Cause 4: Challenging working conditions in high-need schools

- Theory of Action: If California's high-need schools receive additional fiscal resources and are required to address conditions of learning through expenditure and accountability plans developed in collaboration with the entire school community, they will be better able to improve working conditions to attract and retain high quality educators, lessening educator turnover and inequitable access to excellent educators.



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Root Causes, Theory of Action and Strategies (Con't)

California is implementing the following strategy to provide more resources to high-need schools:

- Strategy 4A: Implement the Local Control Funding Formula



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Root Causes, Theory of Action and Strategies (Con't)

Root Cause 5: Need to enhance parent and community engagement in high-need schools

- Theories of Action: If California's high-need schools genuinely and respectfully encourage and receive additional support and input from parent and community stakeholders, and build the capacity of both parents and educators to work as partners, they will be better able to improve working conditions to attract and retain high quality educators, lessening turnover and inequitable access to excellent educators. If schools have additional guidance and resources to support effective parent engagement, then they will improve their ability to engage parents in schools.



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Root Causes, Theory of Action and Strategies (Con't)

California is implementing the following strategies to better engage parents and community members in high-need schools:

- Strategy 5A: Implement the Local Control Funding Formula
- Strategy 5B: Promote Resources Designed to Assist Schools to Effectively Engage Parents



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Root Causes, Theory of Action and Strategies (Con't)

Root Cause 6: Diverse local root causes.

Theory of Action: If the State provides technical assistance and intervenes when local educational agencies (LEAs) do not provide equitable access to educators, then LEAs will more equitably distribute these educators.

- Strategy 6A: Implement the Compliance Monitoring, Intervention and Sanctions Program



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Ongoing Monitoring and Public Reporting Progress

The CDE has made a commitment to convening stakeholders annually to review this data, examine equity gaps, and identify opportunities to improve upon strategies. Using this information, the CDE will prepare a report on the progress of *The California State Plan to Ensure Equitable Access to Excellent Educators* and present it to the SBE on an annual basis.



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Timeline Outlining Implementation

Educator Equity Plan Implementation Timeline provides the following:

- The strategy being implemented
- The responsible parties to implement the strategy
- The timeline of 2014–15, 2015–16, and 2016–17



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Breakout Groups

1. Review root causes, theories of actions, strategies and timeline outlining implementation.
2. Using the template, provide feedback.
3. Prepare to share with the group.



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Share Out



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Exit Ticket

On an index card, complete the **3-2-1** activity. Turn it in on the way out.

- 3** Make a list of **THREE** statements regarding the feedback process of this stakeholder workshops.
- 2** Make a list of **TWO** adjustments you would suggest for future stakeholder workshops.
- 1** Write **ONE** idea for engaging stakeholders.



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Questions?

Contact us:

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[Link to *The 2015 State Plan Ensuring Equitable Access to Excellent Educators*](#)



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Thank you!