Educator Equity

February 24, 2015
Dr. Amy Fowler

AGENDA

1. Overview
2. Preliminary Data Findings
3. Opportunities for Input
4. Legislator Comments

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USDE REQUIREMENTS OF STATE PLANS

WHAT AND WHEN

- Deadline: June 1, 2015
- Plans must meet the following six requirements:
  1. Describe and provide documentation of the steps the SEA took to consult with stakeholders.
  2. Identify equity gaps.
  3. Explain the likely cause(s) of the identified equity gaps.
  4. Set forth the SEA's steps to eliminate identified equity gaps.
  5. Describe the measures that the SEA will use to evaluate progress toward eliminating the identified equity gaps.
  6. Describe how the SEA will publicly report on its progress in eliminating the identified gaps, including timelines for this reporting.

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PLAN FOR CONSULTATION AND INPUT

- Identified partners in <u>developing and implementing</u> State Plan

  - Vermont State Board of Education
  - Vermont Standards Board for Professional Educators
  - VSA, VSBA, VPA, VNEA
  - Regional meetings for parents, teachers, students and parents
    - Swanton, Burlington, Bennington, Rutland City, Bellows Falls, Barre, Orleans
  - Educator Preparation Programs

- Proposed Plan

  - December/January→ Information shared via meeting, email and field memo
  - January→ Field participation by survey in suggesting metrics and indicators
  - March/April→ Regional meetings to gather field responses to proposed metrics, plan and strategies
  - April/May→ First draft of plan submitted for review by field and to gather comments
  - May/June→ Finalize plan

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IDENTIFYING EQUITY GAPS

- Must make two comparisons between State School Quartiles
    - High Poverty Schools (HPQ) to Low Poverty Schools (LPQ)
    - High Minority Schools (HMQ) to Low Minority Schools (LMQ)
- Must select at least 3 indicators to describe student exposure to (may select others)
    - Inexperienced educators-
        - 1st year teachers,
        - Principal turnover and
        - Superintendent turnover
    - Unqualified educators- Those who are not highly qualified
    - Out-of-field teachers-Those who are teaching or leading on provisional licenses

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REVIEWING VERMONT'S EQUITY PROFILE

- Was released by USDE on December 19
  - http://www2.ed.gov/programs/titleiparta/resources.html
  - Data is based on state and school level reporting
    - Ed Facts
    - Civil Rights Data Collection
- Vermont AOE has since reviewed local data to be certain we act on the most robust and relevant data. Sample data follows
- Key: Research across the nation shows that students attending high poverty schools and high minority schools are at a disadvantage on multiple indicators compared to students in low poverty and low minority schools.

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TEACHERS-POVERTY COMPARISONS

	Poverty Comparisons			Finding:
	High Poverty Quartile	Low Poverty Quartile	Equity Gap	On teacher metrics, Vermont is typical of the nation in that student and teacher experiences in high poverty schools are generally less good than those in low poverty schools
	Mean	Mean	(L-H)	
Percent of 1st Year Teachers	5.9%	3.0%	-2.9%	
Percent of Teachers Not HQT	5.2%	4.7%	-0.5%	
Percent of Teachers with Provisional License	1.6%	2.0%	0.4%	
Adjusted Average Salary	$47,446	$48,638	-$1,192	
Student: Teacher Adjusted Average Salary	$4,460	$4,813	-$353	

Teacher Data

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TEACHERS-MINORITY COMPARISONS

	Poverty Comparisons		
	High Minority Quartile	Low Minority Quartile	Equity Gap
	Mean	Mean	(L-H)
Percent of 1st Year Teachers	3.5%	6.3%	2.8%
Percent of Teachers Not HQT	2.7%	4.9%	2.2%
Percent of Teachers with Provisional	0.2%	0.8%	0.6%
Adjusted Average Salary	$49,886	$46,578	-$3,308
Student: Teacher Adjusted Average Salary	$4,919	$4,551	-$368

(Teacher Data)

Finding:

On teacher metrics, Vermont is NOT typical of the nation in that student and teacher experiences in high minority schools are generally better than those in low minority schools

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EXPOSURE TO 1ST YEAR TEACHERS

	High Poverty Quartile	Low Poverty Quartile	Magnitude
City/Suburb	2.8%	2.6%	Nearly the same
Rural	6.1%	3.2%	Twice as often
Town	7.0%	2.5%	Nearly 3 times as often

Finding:
On teacher metrics, students attending high poverty schools in our rural areas and towns are much more disadvantaged compared to their low poverty peers in those same areas- this does not hold true in cities/suburbs

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PRINCIPALS-POVERTY COMPARISONS

	Poverty Comparisons			Finding:
	High Poverty Quartile	Low Poverty Quartile	Equity Gap	On principal metrics, Vermont is **NOT** typical of the nation in that principal experiences in high poverty schools are not typically worse than those in low poverty schools
	Mean	Mean	(L-H)	
Number of Principals in last 5 years	2.00	1.95	-0.05	
Adjusted Average Principal Salary	$78,244	$85,034	-$6,790	
Student: Principal Adjusted Average Salary	$524	$475	$49	

Principal Data

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PRINCIPALS-MINORITY COMPARISONS

	Poverty Comparisons		
	High Minority Quartile	Low Minority Quartile	Equity Gap
	Mean	Mean	(L-H)
Number of Principals in last 5 years	1.80	2.00	-0.2
Adjusted Average Principal Salary	$84,154	$75,955	-$8,199
Student: Principal Adjusted Average Salary	$429	$808	$379

Principal Data (row label spanning the three data rows)

Finding:

On principal metrics, Vermont is NOT typical of the nation in that principal experiences in high minority schools are not typically worse than those in low minority schools

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COMMUNITY INPUT OPPORTUNITIES

- Burlington High School, Burlington, VT 05408- March 19, 6:30-8:00 pm
- Swanton Central School, Swanton, VT 05488- March 25, 6:30-8:00 pm
- Lakes Region Union High School, Orleans, VT 05860 - March 26, 6:30-8:00 pm
- Spaulding High School, Barre, VT 05641 – March 31, 6:00-7:30 pm
- Rutland High School, Rutland, VT 05701 – April 2, 6:30-8:00 pm
- Bellow Falls UHSD #27, Westminster, VT 05158 – April 7, 6:30-8:00 pm
- Bennington Elementary School, Bennington, VT 05201 – April 8, 6:30-8:00 pm

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LEGISLATIVE INPUT

- Why do our schools in rural and small towns experience
  - Higher exposure to 1st year teachers?
  - Higher exposure to teachers who are not highly qualified?
- What possible strategies might mitigate these circumstances?

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