



District of Columbia  
Office of the State Superintendent of Education

# An Excellent Teacher for Every Child

*District of Columbia Plan  
to Ensure Equitable Access to Excellent Educators  
August, 2017*

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This District of Columbia plan complies with Section 1111(b)(1)(B) of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) which requires that states indicate “how low-income and minority children... are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers,” a provision that builds on the educator equity requirements in section 1111(b)(8)(C) of the ESEA as reauthorized by the No Child Left Behind Act, under which the District submitted its Educator Equity Plan in 2015.

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## Section 1: Introduction

One of the most persistent and challenging policy issues facing the U.S. education system is the discrepant levels of performance that can be found between subgroups of the country's student population, whether comparisons are made based on race/ethnicity, gender, or socioeconomic status. These discrepancies, commonly referred to as "achievement gaps," continue to persist despite promising reform efforts across the country.

In the District of Columbia (DC), the most significant achievement gaps are those that correlate with poverty, race, and neighborhood. In 2013, National Assessment of Educational Performance (NAEP) assessment results revealed that the District maintains significant achievement gaps between white and African American students.<sup>i</sup> Although the District has made great strides in raising overall student achievement, the widening achievement gap requires targeted action.

In the past several years, as part of the implementation of the Elementary and Secondary Education Act (ESEA) Flexibility Waiver, and then the Every Student Succeeds Act (ESSA) plan, the Office of the State Superintendent of Education (OSSE) and the District's Local Education Agencies (LEAs) have taken multiple steps to improve the District's lowest performing schools and to close the achievement gap. However, it is clear that despite these efforts, more work needs to be done to specifically address teacher effectiveness in our highest need schools.

Effective teachers have an enormous impact on the lives of students. Research shows that teachers are the most important "within-school" influence on student achievement.<sup>ii</sup> As such, ensuring student access to effective teachers can potentially be the most powerful tool in addressing the achievement gap. Without equitable access to great teachers and leaders for all students, any education reform effort will be unsuccessful.

Unfortunately, recent data from the U.S. Department of Education suggests that minority students across the country are more likely to be taught by teachers who are not fully certified, and by teachers who are in their first year of teaching.<sup>iii</sup> In addition, recent research commissioned by the U.S. Department of Education revealed that children from lower socio-economic backgrounds do not have the same access to effective teaching as others. The study looked at 29 large school districts from multiple states and found that disadvantaged students systematically have less access to effective teachers. On average, reported value-added scores from state assessments for English Language Arts (ELA) teachers of low-poverty students were ranked in the 56th percentile, while teachers of high poverty students were in the 47th percentile.<sup>iv</sup>

### Access to Great Teachers in DC

DC is at the forefront of innovation and rigor in developing policies to improve teacher quality. In 2009, DC's largest LEA, the DC Public Schools (DCPS), instituted a multi-measure, high-stakes evaluation system for the district's nearly 7,000 teachers, school leaders, and other school-based staff members that are recognized as one of the most rigorous teacher evaluation frameworks in the nation. IMPACT was designed to help individual staff and the district as a whole become more

effective by: outlining clear performance expectations tailored to staff members' job responsibilities; providing quality feedback and support; providing performance data to facilitate high-quality, differentiated professional development; informing strategic decisions about how to allocate resources, and retaining top performers.

For the past six years, teachers, school leaders, and District education leaders have utilized the information gathered through the implementation of IMPACT to inform all facets of human capital management. DCPS uses IMPACT data to undergird decisions regarding recruitment, hiring/selection, distribution of highly effective teachers, retention, compensation, professional development, separation, and promotion. More information on these efforts can be found in the pages that follow.

Studies have confirmed that these teacher quality policies improved the level of instruction in DC.<sup>v</sup> Yet even as the average level of instruction and student achievement has improved, there continue to be gaps in students' access to effective teachers, particularly for students of high poverty and minority students. Data released in 2013 revealed that schools in the District's wards 7 and 8, which serve the highest proportions of students in poverty, have significantly less access to highly effective teachers than schools in the more affluent wards in DC.<sup>vi</sup>

Additionally, the DC Graduation Pathways Project, a recent local study examining graduation rates across the city, revealed that students of specific backgrounds are at risk of not graduating. This study found that 50 percent of the most significantly disengaged students are concentrated in just 7 schools. If our goal as a District is to close the graduation and achievement gaps, then ensuring that these schools are staffed with our best teachers must be a priority.<sup>vii</sup>

In order to tackle these issues and ensure equitable access to excellent educators for all students in the District, OSSE builds on "An Excellent Teacher for Every Child," the original version of this state plan, which was publically introduced and approved by the U.S. Department of Education in 2015, and submits the following revised plan to address the inequities in students' access to excellent educators.

The original plan introduced a set of strategies to address these inequities, and this revised plan builds on the successes of the original plan. It provides new and updated data analysis on citywide teacher equity gaps and takes into account lessons learned regarding the originally proposed strategies that are now in their second and third years of implementation. It aims to ensure that students from low-income families, students of color, students attending low-performing schools, and students who live in high-need areas of Washington DC are not disproportionately taught by ineffective, out-of-field, and inexperienced teachers. This plan provides the measures that the agency will use to monitor the plan's progress, identify and address potential obstacles, and share successes worthy of replication, expanding on measures that were outlined as part of the DC ESSA State Plan.

## Understanding DC's Unique Education Landscape

This plan focuses on two main questions: the first is *how can we prepare, supply, recruit and place our best teachers in the schools that need them the most?* This question focuses on creating excellent educator pipelines. The second question is *how can we get our best teachers to stay at the schools that need them the most?* Retaining our best teachers at schools where there may be challenges, and ensuring that these teachers are able to contribute to school turnaround efforts, is critical to long term equitable access in the District.

In order to understand the gaps in the District and to address them properly, it is important to acknowledge the unique context of the District's education system, including a significant public charter sector. Almost half of the students in the District are enrolled in over 60 charter LEAs, overseen by the Public Charter School Board (PCSB), the city's sole charter authorizer. Schools in the District's charter sector have almost unlimited flexibility in hiring, separating, and recruiting, and they employ many different systems of teacher evaluation. The traditional public LEA, DCPS, includes most of the District's low-performing schools. While it has less flexibility in its processes and procedures, it has a robust and innovative teacher evaluation system.

The drafting of the first version of this plan (released in August, 2015) was initiated alongside work on the District's school improvement plan (part of the ESEA flexibility waiver renewal application) which reflects the interrelatedness of efforts around equitable access to educators and efforts around school improvement. Indeed, it is clear that equitable access to teachers and leaders is a fundamental condition for successful school improvement work. For example, sophisticated use of data, aimed at personalized instruction, can only be successful with great teachers who understand how to use the data to inform instruction. Strategies regarding the effective use of time, including Response to Intervention (RTI) or extended school day, can only result in positive outcomes if great teachers are implementing them.

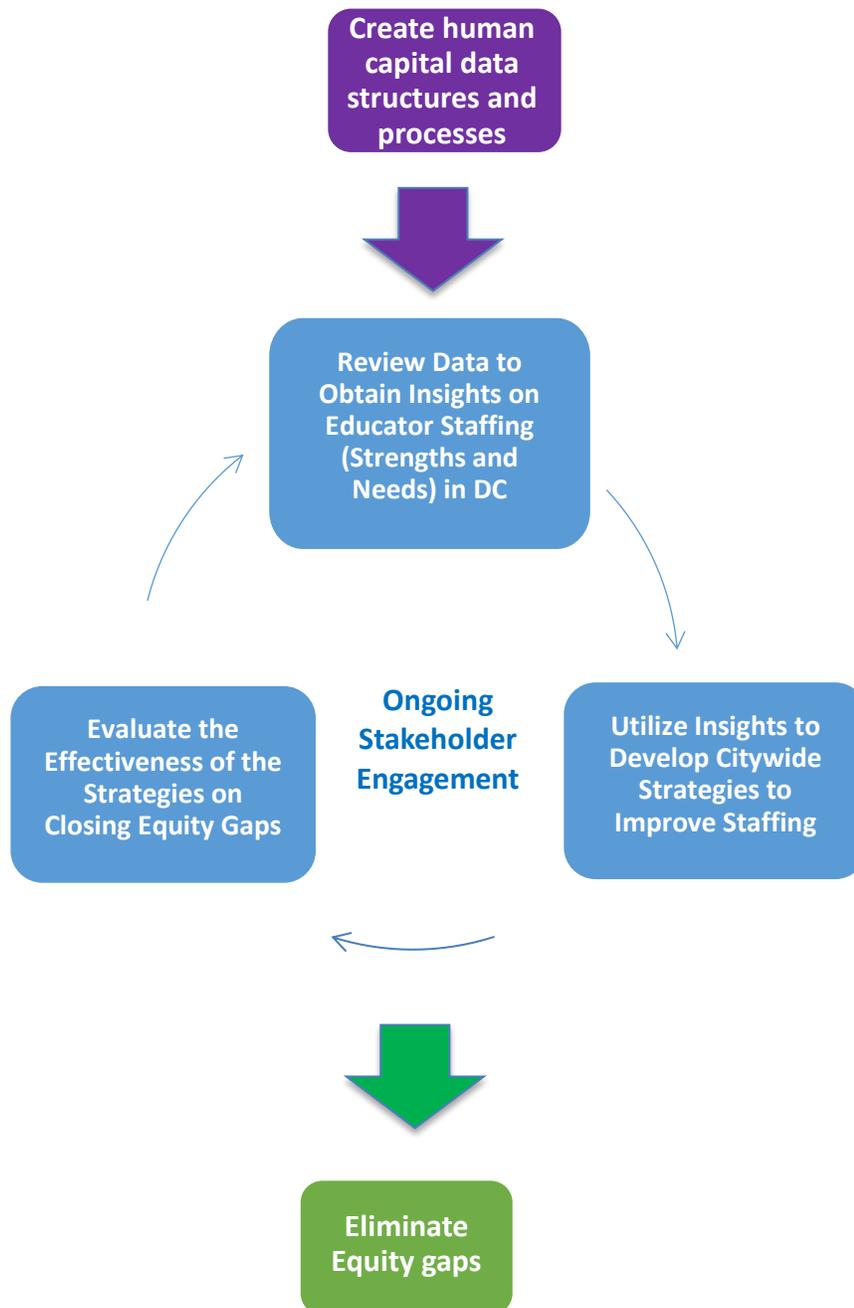
Thus, OSSE believes that concurrent discussions around equitable access to educators and school improvement were critical to building a state plan that would align state efforts toward a common goal: great schools for all students. Therefore, this new version of the DC Equitable Access plan is attached to the OSSE state plan under the Every Student Succeeds Act (ESSA). The OSSE state plan includes school improvement strategies and focuses on the interrelated goals of ensuring equitable access to excellent teachers for high poverty and minority students, and improving schools identified as low performing.

To create this Equitable Access plan, which includes insights from and builds on the 2015 plan, OSSE convened an internal team of staff members who work in data, policy, teaching and learning, and teacher effectiveness. The team engaged in the development of the plan through six steps:

- 1. Development of a stakeholder engagement process:** The team produced a plan for a stakeholder engagement process that was parallel to the agency's engagement and consultation process for the ESEA flexibility waiver renewal application.

- 2. Internal root cause discussion:** OSSE leadership invited representatives from the American Institute of Research's Center on Great Teachers and Leaders to facilitate an OSSE-led leadership root cause discussion on equitable access in DC.
- 3. Review of current promising practices:** It was important for the agency and key stakeholders to identify the foundational strategies already underway in DC and build on current successes. For example, DCPS has accomplished impressive work on developing a variety of human capital policies. DCPS's launches of the IMPACT teacher evaluation system and the corresponding LIFT program have resulted in a career ladder system where high-performing teachers in low-income schools receive significant monetary compensation and professional development opportunities in recognition of their work. There are also important examples of strong practices in charter LEAs that were considered as the plan was developed.
- 4. Create human capital data structures and processes:** One of the main lessons learned through the initial work on equitable access to teachers was that OSSE needed a structure to provide additional staffing data capacity and allow a forum for candid discussion among LEAs, in order to obtain insights and produce data-driven strategies. The initiative to create the DC Staffing Data Collaborative produced that structure and capacity for the agency. The Staffing Data Collaborative now includes cross-sector data on more than 7,000 DC teachers, and has led to insights on teachers' backgrounds, training, effectiveness, working conditions, and more. These insights have informed both state and LEA policy on teacher equity, much of which is presented in this plan.
- 5. Facilitation of stakeholder engagement process:** Since the approval of the original plan in 2015, OSSE has continued to engage stakeholders on the issue of equitable access to effective educators, to share information about implementation, receive feedback, and prepare the additional strategies and improvements that are included in this revised document. Prior to submitting the 2015 Equitable Access plan, OSSE completed extensive consultation with stakeholders, including city leaders, LEA leaders, school leaders, teachers, parents, and other community members.
- 6. Design of research-based strategies and measurable targets:** OSSE utilized the quantitative and qualitative data gathered from the above process to complete an initial analysis of equity gaps and develop effective strategies to reduce the gaps.

## Theory of Action



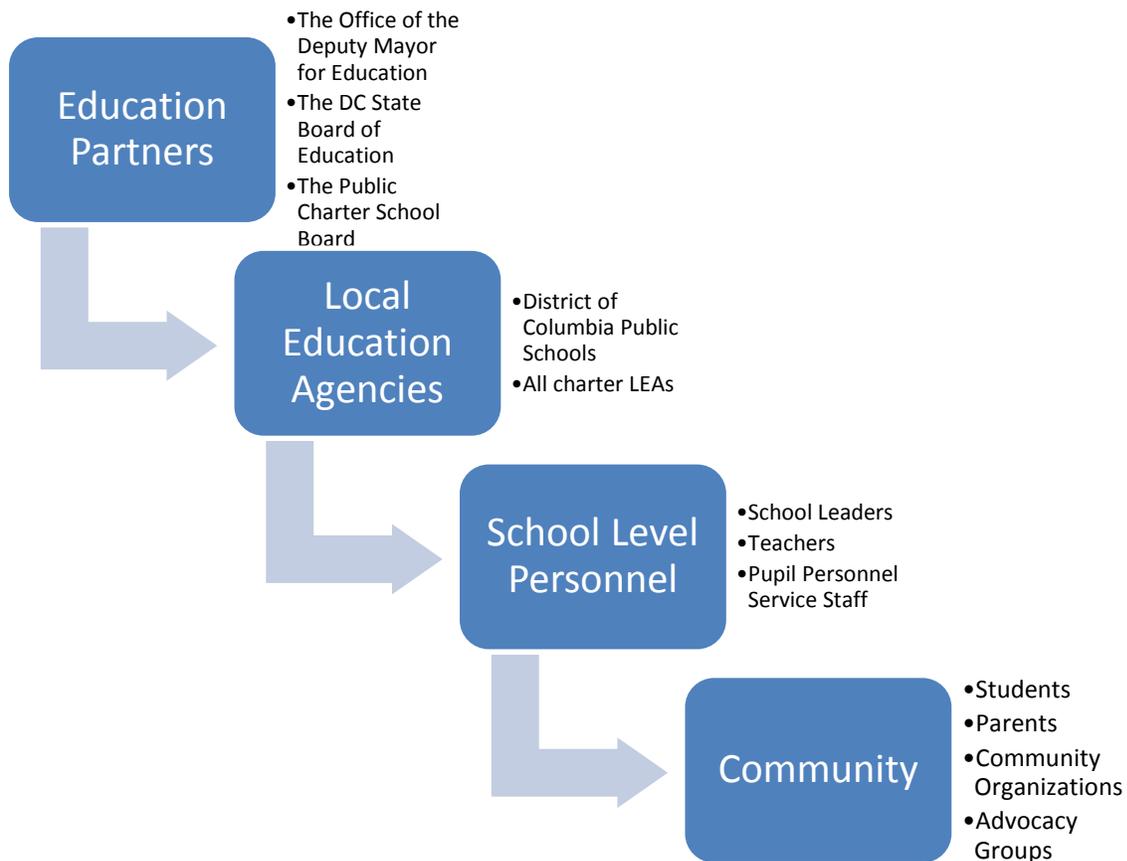
The theory of action that underlies the development of this plan is represented by the image above. OSSE believes that a necessary condition for effective policy to close teacher equity gaps is the utilization of high quality data on the citywide root causes leading to these gaps.

With the 2015 creation of the DC Staffing Data Collaborative (for detail, see Section 5, Strategy 1), OSSE established a structure to collect, discuss, and use high quality, citywide data on staffing. Using this data, OSSE obtains insights on strengths and needs around educator staffing citywide, including educator recruitment, preparation, development, evaluation, and retention. As part of this work, teacher equity gaps at the school, LEA, and state levels are identified. The insights on staffing, including the data on teacher equity gaps, inform OSSE's development of appropriate citywide strategies. To evaluate the effectiveness of the strategies, OSSE reviews the subsequent round of high quality data and examines the extent to which the strategies may affect teacher equity gaps. Insights from new data lead to new strategies, as well as adjustments to existing strategies, and the cycle continues. Throughout the cycle, OSSE engages with stakeholders at the community, school, LEA, and state levels. OSSE believes that this cycle of data-driven, community-informed, continuous self-reflection and improvement over time will lead to the elimination of citywide teacher equity gaps.

## **Section 2: Stakeholder Engagement**

OSSE believes that only through extensive consultation with the education community, and particularly with teachers and leaders, can it create a meaningful equitable access plan. Figure 1 describes the types of stakeholders with whom OSSE specifically engaged. Appendix B provides a comprehensive list of all the agencies, institutions, and organizations that were invited to participate in the process leading to the original equitable access plan.

Figure 1: Overview of Stakeholder Engagement Participants



To achieve meaningful engagement and maximize stakeholder participation, OSSE developed a three-pronged stakeholder engagement process:

### 1. Public Meetings

OSSE held several public meetings and ensured that at least one meeting was conducted in each of the eight wards of the city. Teachers, leaders, and parents were invited to discuss concerns and insights regarding equitable access.

Appendix A provides a list of the public meetings held, including invitees and participants.

### 2. Focus Groups: Root Cause Analysis

Prior to the drafting of this plan, OSSE conducted extensive consultation with stakeholders to explore root causes of identified inequities. After the 2015 version of this plan was approved, OSSE also held stakeholder discussions to gather feedback on the plan and on the implementation of the plan's strategies, in preparation for the submission of this renewed document.

To prepare the initial 2015 plan, OSSE engaged in discussions with teachers who are currently teaching at the District's highest-need schools, as well as with teachers who left those schools, to explore the various reasons for staying or leaving. To facilitate several of these discussions, OSSE partnered with Teach Plus, an organization which recruits high performing teachers to participate in fellowships with placements at high-need schools. OSSE reconvened that same group of teachers a year later to discuss these questions again and explore the implementation of the strategies. Additionally, OSSE met with teachers in some of the District's lowest performing schools which serve the highest rates of high-need populations. Two focus groups were conducted as a result of this outreach. These opportunities were instrumental in identifying potential issues around teacher working conditions. OSSE also met with the Washington Teachers Union for additional input. Further, OSSE identified the need to engage Science, Technology, Engineering and Mathematics (STEM) teachers specifically, given the fact that STEM subjects are traditionally harder to staff. OSSE held a roundtable with STEM teachers from both high and non high need schools to discuss both challenges and promising strategies.

OSSE also held a special convening of the school leaders of the District's lowest performing schools. These schools are the main beneficiaries of effective equitable access policies, and discussing challenges with these school leaders was a priority.

Following focus group meetings, notes were sent to both the participants and invitees that did not attend to provide an additional opportunity to provide input.

OSSE's second wave of engagement, which followed one year of implementation of the 2015 plan, included a series of meetings with educators that covered two key components: (1) review of the implementation of the strategies and solicitation of stakeholder feedback on necessary adjustments; and (2) a new root cause discussion to reflect new challenges.

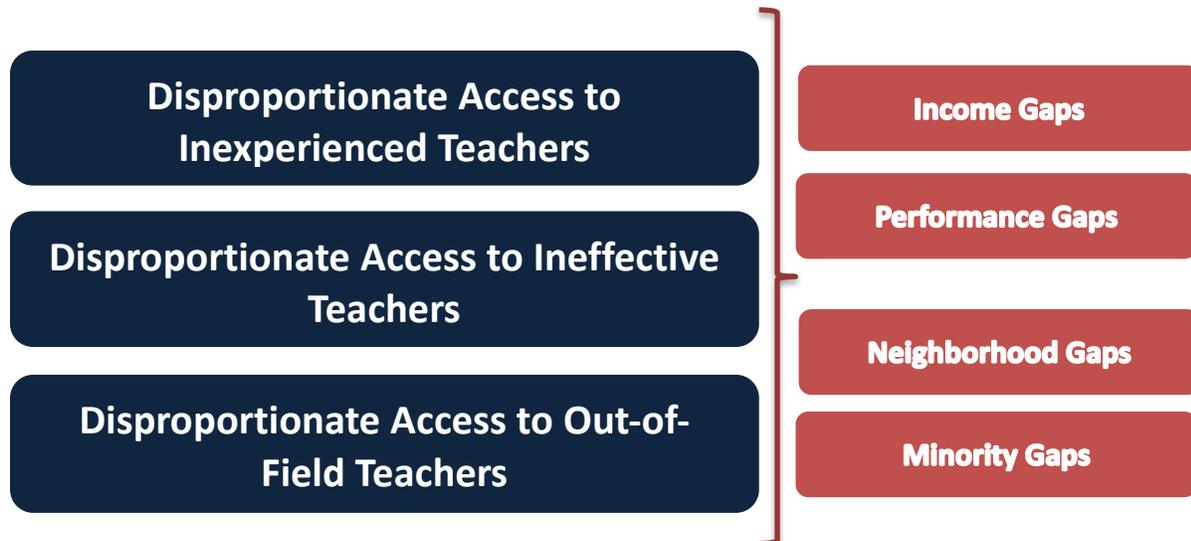
### **3. Online Engagement**

For both waves of engagement and plan development, public meetings were followed by online webinars as an additional form of engagement. The webinars focused on the same content as the public meetings, and were open to the general public. Information shared via the webinars was later posted on OSSE's website for additional accessibility.

## **Section 3: Equity Gaps**

A number of data sources were used in order to analyze equity gaps in the District. OSSE considered rates of access to experienced teachers, effective teachers and in-field teachers, as defined below. To analyze gaps, OSSE considered the rates of "inexperienced," "ineffective," and "out-of-field" teachers for different groups of students.

Figure 3: Metrics Used for Measuring Equity Gaps



### Key Definitions

Key Term*	Definition
Ineffective teacher	Teachers rated on any tier that is below “effective” on an LEA’s teacher evaluation system.
Out-of-field teacher*	Teachers who do not have a major, certification, or an “effective” teacher evaluation designation in the subject which they are teaching, with the exception of special education teachers. For special education teachers, an out-of-field teacher is defined as a teacher who has not met the requirements outlined in OSSE’s Dear LEA Leader letter dated April 5, 2016.
Novice teacher+	Teachers in their first year of teaching or an “ineffective” teacher (as defined above) in their second year of teaching.
Low-Income student	Student who qualifies for Temporary Assistance for Needy Families (TANF), qualifies for the Supplemental Nutrition Assistance Program (SNAP), is homeless, or has been a ward of the state, in the care of the Child and Family Services Agency (CFSA).
Minority student	Any student who is identified as a minority race or ethnicity (e.g. African American, Latino, Native American, Asian, Pacific Islander, or more than one race).
Low-Income School	School where 50 percent or more of students qualify for the Temporary Assistance for Needy Families (TANF) program, the Supplemental Nutrition Assistant Program (SNAP), homeless, or are wards of the state through the Child and Family Services Agency (CFSA).
High-Minority School	School where 95 percent or more of the students are racial or ethnic minorities.
Low-Performing School	A school designated as “Priority,” “Focus,” “Comprehensive Support School,” or “Targeted Support School.”

High-Need School	A school that is either low income, low performing or in Ward 7 or 8.
Geographic Priority School <sup>viii</sup>	A school in District of Columbia municipal ward 7 or 8.

\*For this year’s plan, out-of-field is defined by teachers who were not Highly Qualified based on the No Child Left Behind definitions. Following the 2016-17 school year, once new data from the collection outlined in this plan becomes available, OSSE will reestablish a baseline using the definition above.

+For this year’s plan, inexperienced is defined by teachers who are in their first year. Following the 2016-17 school year, once new data from the collection outlined in this plan becomes available, OSSE will reestablish a baseline using the definition above.

### Out-of-Field Definition

To support LEAs in recruiting and retaining excellent educators, OSSE is introducing a shift from an input to an outcome-based approach. The input-based approach – that required LEAs to hire teachers that were considered Highly Qualified based only on their qualifications – limited LEAs’ ability to hire teachers who have already proved their effectiveness.

The DC Staffing Data Collaborative (for detail, see Section 5, Strategy 1) provides new and corroborating information on the relationship between prior education and teacher effectiveness. A recent study suggests that qualifications impact teacher effectiveness most greatly during teachers’ initial years of teaching, and effectiveness is potentially explained by other factors as teachers gain more experience – that is, experienced teachers without certain qualifications may still in fact be very effective in the classroom.

Thus, to support LEAs moving forward, the new definition of out-of-field teachers would extend the licensure reform that OSSE delivered in 2015, by including both inputs and outcomes in the definition of in-field teachers. In-field teachers will be teachers who have a major, certification or an “effective” designation in their subject which they are teaching.

This new proposed shift eliminates the burdensome approach of requiring LEAs to have 100 percent Highly Qualified Teachers and mandating corresponding reporting. Instead, the new outcomes-based definition will give LEAs the opportunity to hire from a larger and stronger pool of teachers. In this way, high-need schools will have a greater opportunity to hire excellent teachers, which may contribute to a state-level closing of teacher effectiveness equity gaps. Moreover, OSSE will identify LEAs with disproportional access to out-of-field teachers using this new definition, and support them through strategies suggested in this document.

New data, which reflects this new approach to defining the term *out-of-field*, will be available in 2018. OSSE will rerun the out-of-field analysis as the data becomes available, and revise strategies appropriately. Since this new data on *out-of-field* is not currently available, the strategies included later in this plan solely rely on the data related to access to ineffective and novice teachers.

### Equity Gaps

Effectiveness and experience represent key metrics in measuring equity gaps in the District. First, the availability of rigorous teacher evaluation systems in the District presents an opportunity to

conduct a quality analysis of gaps in the access to effective teaching, as measured by LEAs. In addition, the category of “novice teacher” is an objective measure based on limited experience and therefore broadly perceived as a meaningful metric of effectiveness. Many studies support this notion and measure significant gains in teacher effectiveness in the second year of instruction and onward.<sup>ix</sup> Based on comments from the field, OSSE changed the definition to include teachers in their first two years, a change that will take effect in the 2017-18 school year.

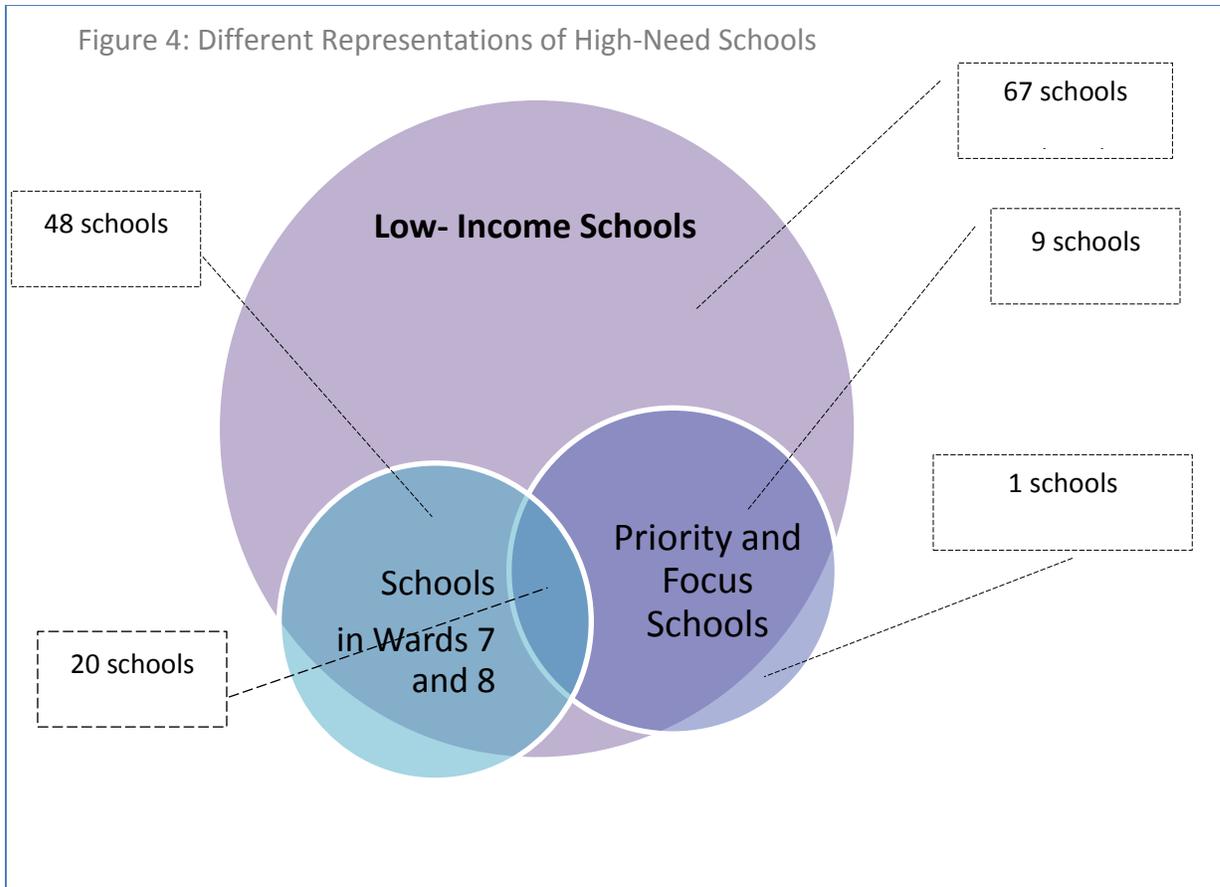
The use of both metrics allows the plan to focus on gaps in access to great teachers.

OSSE’s work on identifying equity gaps additionally takes into account the District’s unique demographic context. The majority of students in DC public and public charter schools are African American or Latino and come from low-income households. In fact, data collected by OSSE for the 2012- 2013 school year reveal that over 92 percent of students are non-white and 74 percent of students are economically disadvantaged. These high percentages required several adjustments to the analysis:

### **1. Measuring Gaps Across Poverty Levels**

To measure gaps related to socioeconomic status, OSSE elected not to use a Free and Reduced Price Lunch Rate (FRPL) metric as a component of its analysis for two primary reasons. First, a significant majority of students in DC qualify for FRPL with varying levels of need, and many schools use community eligibility, a process whereby all students qualify for FRPL if other poverty thresholds are met. Because of these extenuating circumstances, OSSE elected to instead utilize data on students who are homeless, in the care of the Child and Family Services Agency (CFSA), qualify for Temporary Assistance for Needy Families (TANF) or the Supplemental Nutrition Assistance Program (SNAP), or high school students that are one year older, or more, than the expected age for the grade in which the students are enrolled. By using these available metrics, OSSE is able to better identify schools that serve high poverty students.

With these metrics, OSSE defined a low-income school as a school with 50 percent or more of “low-income” students (that is, a school where 50 percent or more of students qualify for TANF, SNAP, are homeless, or have been wards of the state) because a higher cutoff would falsely exclude schools that deal with challenges of serving high poverty populations. While the majority of schools in the District are included in this “low-income school” definition, these are schools that would have been included as low-income in a larger state that is not entirely urban. The additional comparison across city wards on school performance is also meant to display a more targeted high poverty subset of schools.



## 2. Measuring Gaps Across Minority Groups

Since the vast majority of schools have over 90 percent minority students, any cutoff calculation used to define a “high minority school” would leave a small group of schools in the “low minority” category, making comparisons across the groups insignificant and less effective in identifying and closing equity gaps. Therefore, the minority school analysis will focus on the differences between: (a) schools in which over 95 percent of students are minorities and (b) all other schools.

## 3. Measuring Gaps Across Performance Levels

The school performance measure compares the schools in the lowest achievement categories to the rest of the schools in the District. These low performing schools also have the highest rates of high poverty students, and almost exclusively minority populations, and thus the addition of this metric allows for more targeted identification of gaps in these areas. This measure was used to emphasize the critical goal of increasing the access to excellent educators for students as a means of school improvement, and it is consistent with the new ESSA requirements on ensuring equitable access to excellent teachers in schools identified for support and improvement.

Since the implementation of the ESEA Waiver, OSSE increased its efforts to support improvements in its lowest performing schools. Through OSSE's state system of support, which combines foundational support with direct intervention in low performing schools, multiple strategies have been implemented to address the root causes of low performance.

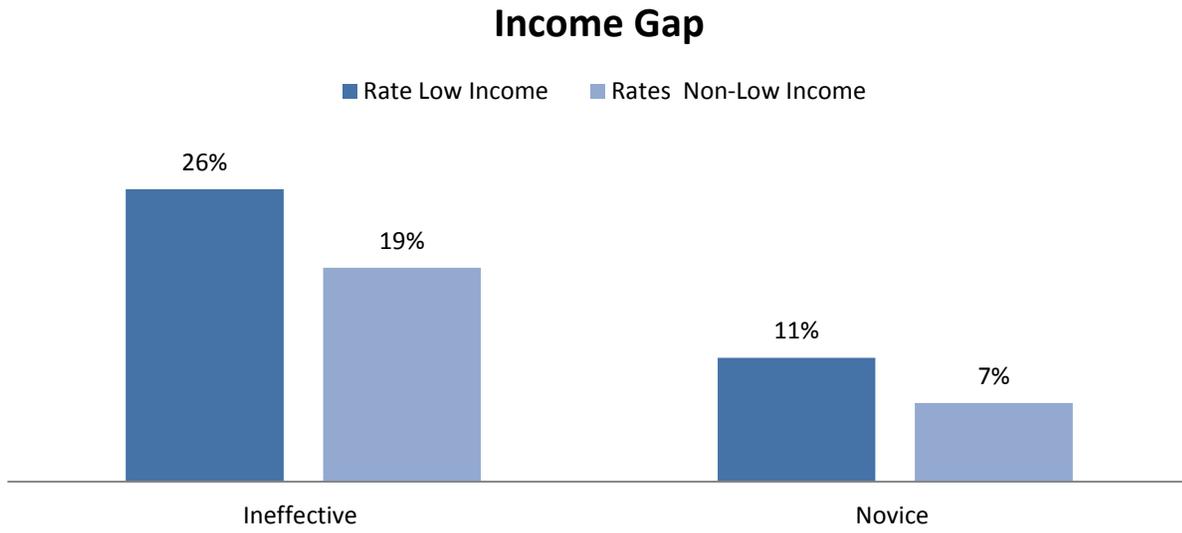
One understanding that was reinforced through this work is that access to great teachers and leaders is a condition for school improvement, and that without great educators, interventions and supports are unlikely to drive change. Therefore, OSSE's plan intentionally focuses on equity gaps between the schools that were classified by OSSE as Priority and Focus schools through the ESEA waiver, the two lowest school performance categories, and other schools, with the intention of developing strategies to improve access to excellent educators to support improvement in these schools.

#### **4. Measuring Gaps Across City Wards**

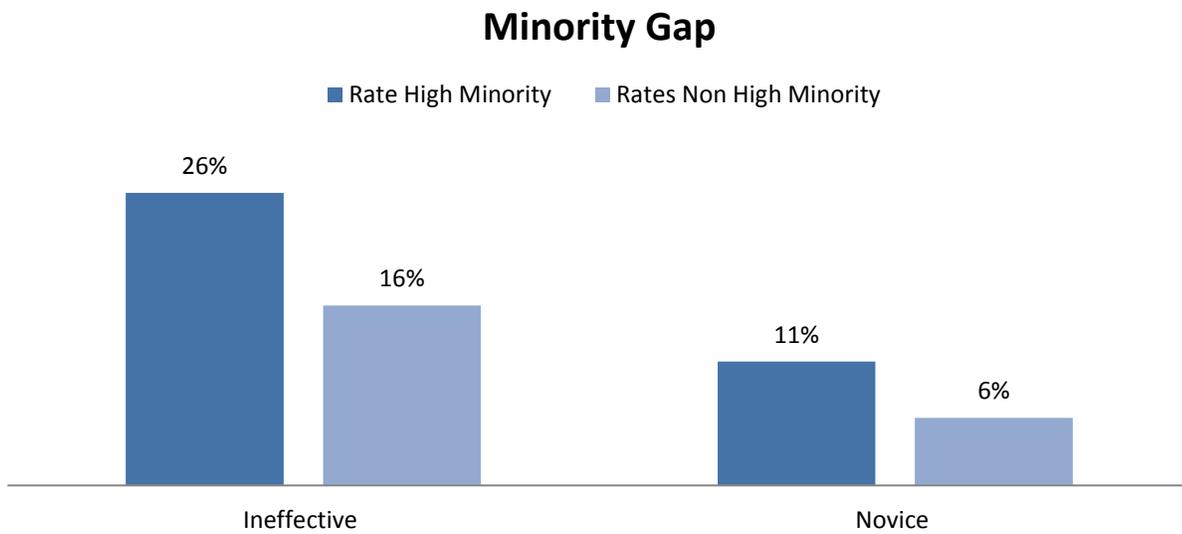
There are eight wards in DC. Analyzing teacher equity gaps by ward is important due to significant differences in student demographics and school performance among them. For instance, 67 percent of the lowest performing schools (67 percent of priority schools and 67 percent of focus schools) are clustered in ward 7 and ward 8, the two least affluent areas of the city.

Wards 7 and 8 also manifest the highest levels of poverty, and should be emphasized as a result. According to the Urban Institute, between 2007 and 2013 there were over 10,000 new enrollees in SNAP in both wards 7 and 8, while the total number of program enrollees in Ward 3 rose by only 365.<sup>x</sup> For these reasons, the analysis compares schools in Ward 7 or 8 with all others.

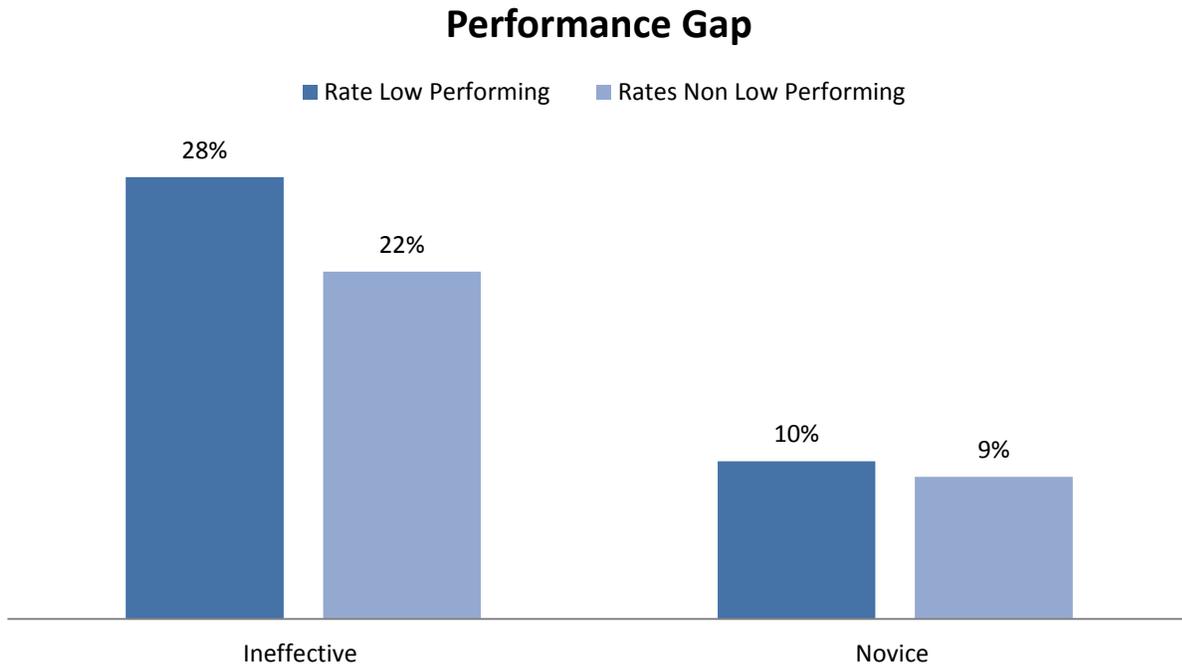
## Income Gap



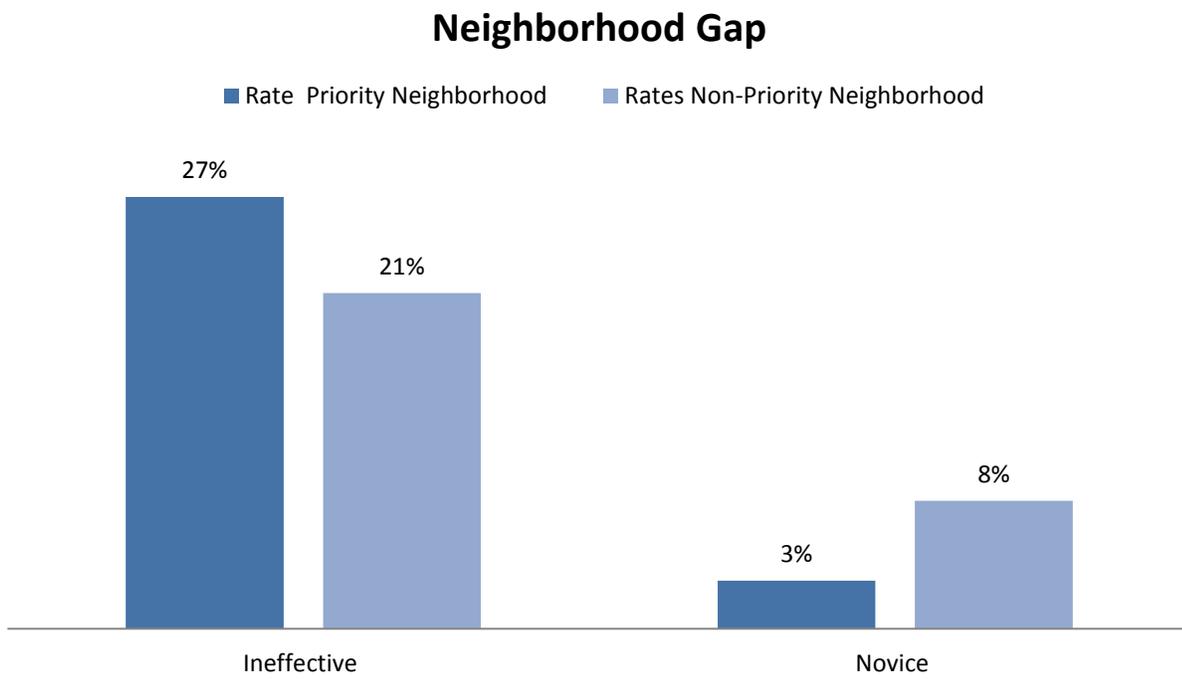
## Minority Gap



## Performance Gap



## Neighborhood Gap



## Equity Gap Summary

Using multiple calculations, OSSE observed several noteworthy trends. Students in schools that are located in Ward 7 or 8, serve a high poverty population, and have a history of low performance are indeed disproportionately assigned to ineffective teachers. As these schools are at the focus of school improvement efforts at all levels, the significance of these findings cannot be underscored enough. We did not find significant gaps when measuring the access to experienced teachers.

In order to effectively eliminate the achievement gap in DC, it is critical that we increase the likelihood that high poverty students will be assigned to an effective teacher who is not in his or her first year of teaching. Therefore, the strategies outlined in this plan are designed to reverse this trend and ensure that low performing schools, and schools that serve high poverty populations, have the teachers and leaders they need in order to drive improvement and provide high quality education for all students.

## Goals

The goals below were established based on 2015-16 school year data. In this plan, OSSE introduces a new educator equity data collection plan that would include the proposed definitions for out-of-field and novice teachers. Thus, OSSE plans to reset the long term goals during the 2017-18 school year reporting to match these definitions.

### Effective Teachers

**By 2021**, the difference in the rate of ineffective teachers between high-need and non-high-need schools will be eliminated.

#### *Income Goals*

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
7%	6%	5%	4%	2%	0%

#### *Minority Goals*

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
10%	9%	7%	5%	3%	0%

### Out-of-Field Teachers

**By 2021**, the difference in the rate of out-of-field teachers between high-need and non-high-need schools will be eliminated.

*Income Goals*

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
13%	12%	9%	6%	3%	0%

*Minority Goals*

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
12%	10%	7%	5%	3%	0%

Experienced Teachers

**By 2019**, the difference in the rate of novice teachers between high-need and non-high-need schools will be eliminated.

*Income Goals*

2015-16 Gap	2016-17 Gap	2017-18 Gap	2018-19 Gap	2019-20 Gap	2020-21 Gap
4%	3%	2%	0%	0%	0%

*Minority Goals*

2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
5%	3%	1%	0%	0%	0%

## Section 4: Root Cause Analysis

To develop strategies to close equity gaps, OSSE conducted a qualitative root cause analysis, with the goal of uncovering the key drivers of District inequities. As part of this analysis, OSSE convened teachers and leaders from across different schools in the District, held ongoing conversations with LEA leaders, and completed a review of relevant research.

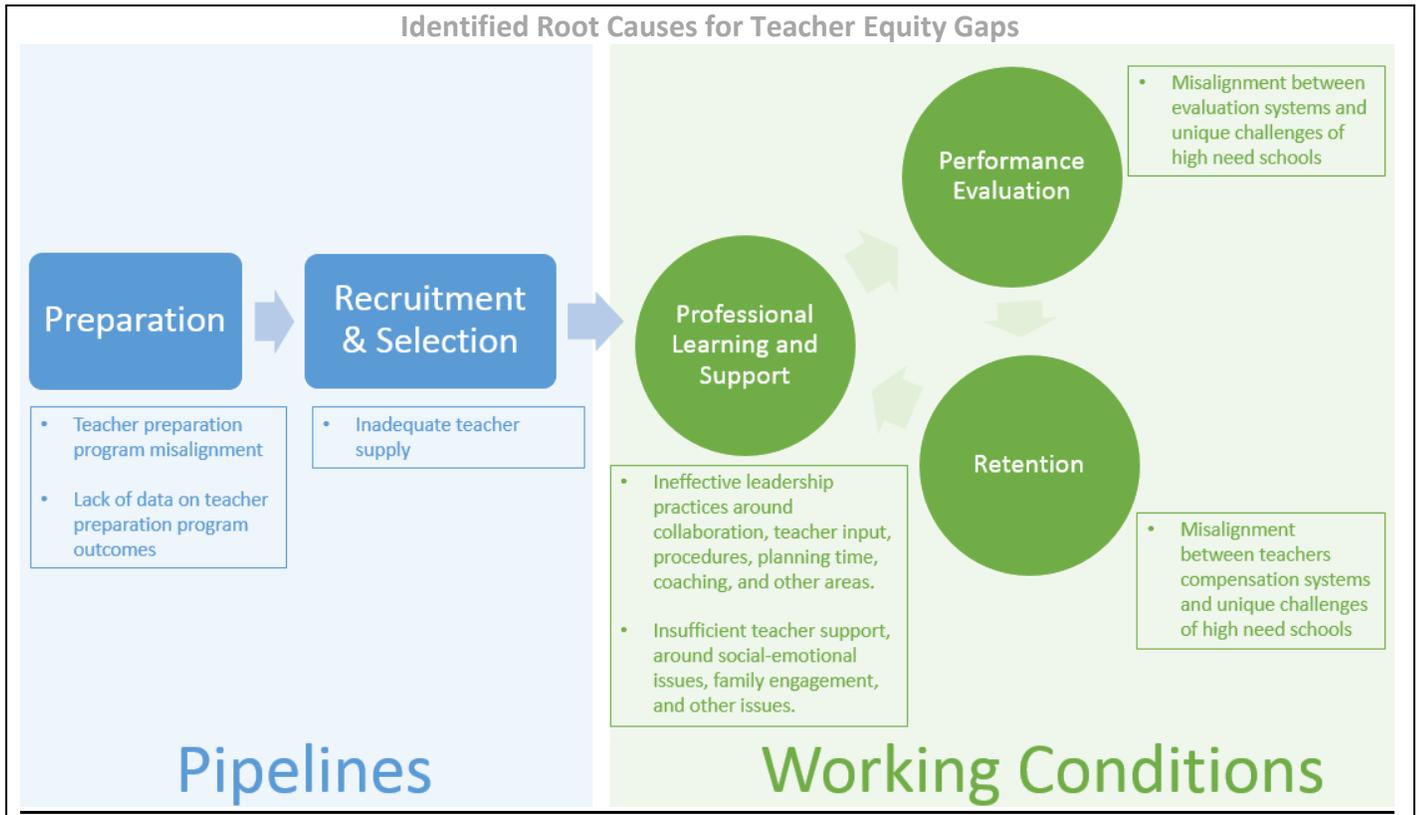
As noted above, the DC Graduation Pathways Project research that preceded the process of writing the 2015 Equitable Access plan indicated that most of the students with a risk of disengagement are concentrated in a small number of schools. Additional analyses conducted by OSSE and presented in this plan confirm this trend. Based on this data, OSSE made an effort to ensure the participation of these teachers and leaders from the city's most struggling schools in its analysis of root causes.

In focus group discussions with teachers, school leaders, and community members, OSSE introduced discussion questions in the context of national and local data. OSSE presented national data on equity gaps for poverty and minority populations, alongside DCPS data on the distribution of teacher effectiveness scores by wards, in order to show equity gaps across the District. To better understand the District's teacher pipeline, OSSE met with teachers who chose to serve within DC's highest-need schools, as well as "leavers"—teachers who previously taught in high-need schools and decided to transfer out.

**Based on the national data and the experiences shared by participating teachers, OSSE asked teachers and leaders what they perceived as the reasons for gaps in access to great teachers, specifically focusing on the two questions that anchor this report: (1) *How can we prepare, supply, recruit and place our best teachers in the schools that need them the most?* And (2) *How can we get our best teachers to stay at the schools that need them the most?***

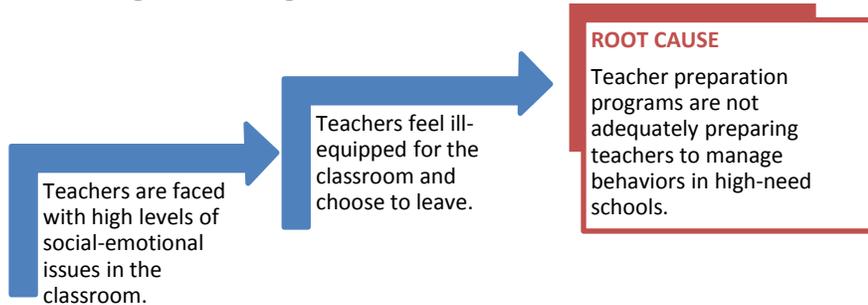
Through this process, we identified the root causes that are presented in the figure below. The figure organized according to the Comprehensive Talent Management Framework for Teachers and Leaders,<sup>xi</sup> which is used to frame the remainder of this report.

Figure 9: Teacher and Principal-Identified Root Causes



### Teacher Pipeline Root Causes

#### Teacher Preparation Program Misalignment

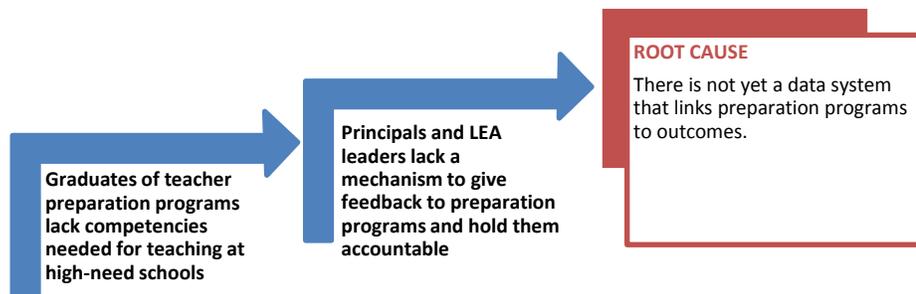


In the focus group discussions, principals expressed the opinion that many graduates are not prepared for the challenges that come with working at high poverty urban schools, where social-emotional challenges are often significant due to higher levels of family stress and in some cases, the impact of trauma.<sup>xii</sup>

Teachers in high poverty schools also emphasized behavioral issues in the classroom as a challenge for which they were not fully prepared, noting that these issues interfere with implementing high quality instruction.

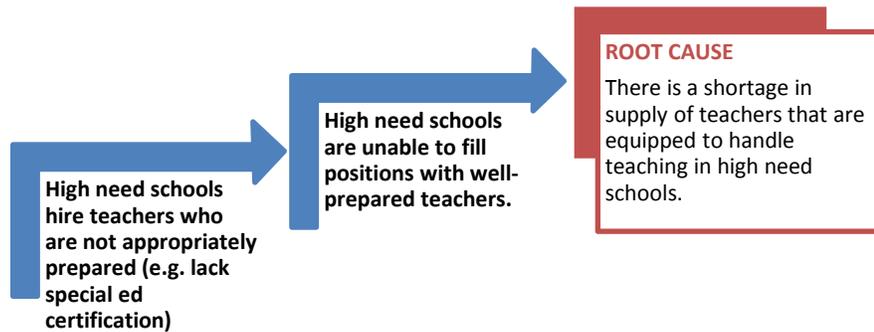
National research confirms that preparation programs that expose teaching candidates to high poverty school environments can produce better teachers for these schools. Research also shows that candidates who student-teach in high poverty environments become more effective in any school environment.<sup>xiii</sup>

### Lack of Data on Preparation Program Outcomes



Principals and teachers in the focus groups agreed that they want to see more alignment between teacher education program curricula and the needs of classrooms in high poverty schools. Teaching in high-need schools requires specific skills and competencies that principals felt were lacking in many of the graduates of the preparation programs. Both principals and LEA administrators indicated that they would like to have a mechanism for increasing feedback to and accountability for teacher preparation programs. Through the DC Staffing Data Collaborative project (see Section 5, Strategy 1), OSSE has begun linking participation in preparation programs to teacher and student outcomes. However, the DC Staffing Data Collaborative’s capacity is still being developed and currently available data is limited. As a result, school, LEA, and state leaders have limited ability to give meaningful, data-based feedback to teacher preparation programs. Without this feedback, teacher preparation programs lack the context-specific information they need to tailor their offerings to the specific needs of District high poverty schools. In this way, lack of data on teacher preparation program outcomes represents a barrier to robust program accountability and continuous improvement in preparing teachers for high-need schools.

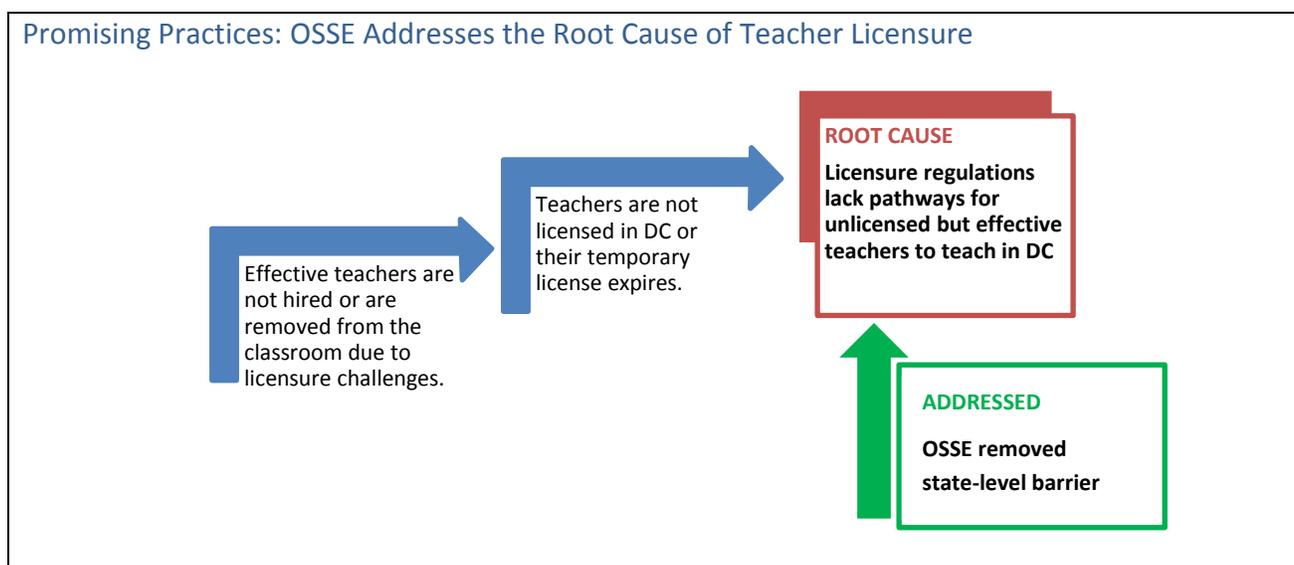
## Inadequate Teacher Supply



In the discussions, several principals shared a concern about misalignment between the demand for teachers who are certified in particular subjects and the supply of teachers from teacher preparation programs. For example, some principals noted the benefit that they receive from graduates that are dually-certified in general and special education, but stated that they are not hiring such candidates only because of a shortage in supply. This is particularly important for schools that serve high poverty populations and schools that were identified as having low access to effective and experienced teachers above, as these schools also have higher rates of special education populations.

This is especially relevant given the national context of teacher shortages<sup>xiv</sup> and District of Columbia teacher shortages<sup>xv</sup>, both which persist even outside the specific context of high-need schools.

Several principals in the focus groups also mentioned that with regard to electives, and particularly the arts, teachers are reluctant to be assigned to a high-need school, where the elective programs are typically less established or emphasized than in schools that serve other populations.



Prior to the submission of the original 2015 equitable access plan, principals and district human capital managers suggested that licensure regulations denied them the opportunity to recruit and retain effective teachers. DCPS had consistently experienced obstacles around recruiting effective teachers from out-of-state, or effective teachers from another sector without a teaching license. At the time of those root cause discussions, effective teaching outside the District could not be considered a factor for licensure in the District.

In 2015, as a response to this finding, OSSE reformed its licensure regulations to ensure that teachers with a track record of effectiveness, either in DCPS or outside of it, can receive a permanent license to teach in DCPS. Thus, licensure is no longer included as an identified root cause for inequities in DC.

### Working Conditions Root Causes

The “Working Conditions” category addresses root causes that are interrelated. A common theme of all the discussions on working conditions was the need for differentiation in policies and practices in order to support the success of high-need schools. Discussions highlighted three types of differentiation:

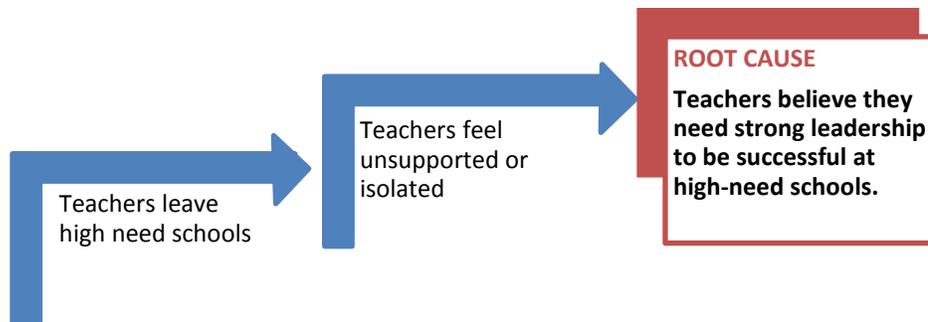
- Differentiation in leadership (meaning that high-need school principals have a different job than other principals, and their role thus requires unique skillset and competencies);
- Differentiation in supports (meaning that teachers in high-need schools need different types of supports than other teachers); and
- Differentiation in evaluation and compensation (teachers in high-need schools should be evaluated and compensated differently).

Teachers responded to the data that was presented on equity gaps in DC and nationally by sharing their perspectives on what contributes to these gaps. Teachers noted that it is insufficient to think about great teaching absent a consideration of the teaching environment. Therefore, they noted that a root cause analysis must consider the degree to which teachers are provided with the supporting conditions necessary to succeed in high-need schools. It is not just a question of distributing talent; rather, it is a question of creating environments in which talent can grow and develop.

Further, some teachers stated their belief that there may currently be many teachers at high-need schools that could become highly effective with the right supporting conditions and teachers who are rated as highly effective within low-poverty schools would likely lose this rating if reassigned to teach in high-poverty schools with poor working conditions. Therefore, some participating teachers noted that the gap would not close without addressing the working conditions in these schools. Many teachers emphasized the importance of effective, strong school leadership that provides support for teachers, as well as the need for a balanced and fair teacher evaluation and compensation system.

## Principal Leadership

The main root cause in the “working conditions” category is that of school leadership. Interestingly, in the focus group discussions, this focus on leadership primarily came from teachers who are generally satisfied and have been retained at high-need schools. Many of these same teachers mentioned challenges similar to those noted by teachers who have either left their schools or expressed the intent to leave their schools; however, good leadership was brought up as a means to overcome such challenges.



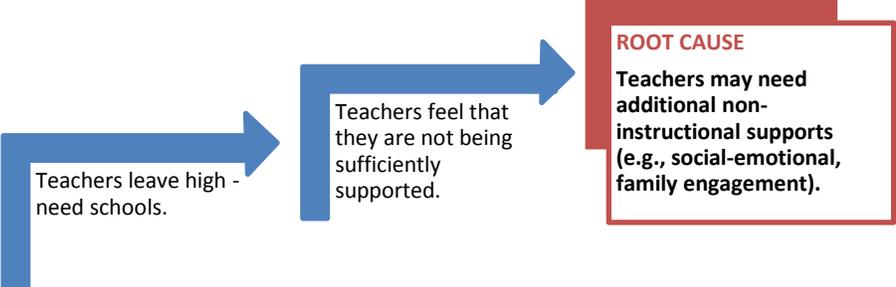
Teachers in the focus groups who decided to teach at high-need schools in the District talked about the chance to succeed despite challenges being conditioned upon having great leadership at their school. They said that teachers want to make a difference for children, but most of them believe that they cannot do it without a strong leader behind them. Many teachers in the focus groups shared that principal turnover was as a reason for leaving high-need schools. The impact of leadership quality on teacher retention is also supported by national research.<sup>xvi</sup>

The principal’s use of a shared leadership model was also discussed as an important factor in teacher retention at high-need schools. Teachers expressed wanting to be a part of decision-making in the school, to have an opportunity to voice the challenges that they deal with in the classroom, and to contribute to the problem solving and continuous improvement process. Some teachers that left high-need schools also noted that isolation from the administration was a significant driver of their eventual departure. In one school, teachers noted that the isolation from the school leadership negatively impacted their instruction. For example, when teachers were not informed of a violent incident that the administration learned took place between students outside the school grounds, teachers did not feel prepared to effectively address the situation in the classroom.

In addition, the degree of collaboration among staff was heavily emphasized both by teachers who stayed and teachers who left high-need schools, or “leavers,” in the focus group discussions. Leavers pointed to being isolated from peers, often times even with a sense of competition among them, while having to manage an extremely challenging job under tough conditions. High degrees of staff collaboration and morale were perhaps the most dominant determinants of retention in the focus group discussions, and both consistently tracked back to the ability of leaders to prioritize and foster such a culture.

One of the main issues teachers repeatedly raised in the discussions was the high number of impediments to instruction teachers in high-need schools face. These impediments can present themselves in the form of behavioral problems in the school, a lack of planning time for teachers, a disorganized working environment, or other factors. Teachers pointed to the need for strong processes and procedures that eliminate distractions and help teachers focus on instruction. Again, this issue was connected to strong leadership that recognizes this challenge and intentionally creates such processes. Teachers in schools with strong leadership pointed to a clear behavioral code that is being consistently followed, structured planning time for teachers, clear procedures around the beginning and end of the school day and between classes, and generally a very organized and thoughtful working environment that allows teachers to maximize their focus on actual instruction.

Teacher Support



Support for teachers is another significant root cause in the “working conditions” category. It is highly correlated with the leadership root cause, as great leaders often provide many of the supports that are missing in these schools. Researchers have found that teachers who receive high levels of support are less likely to leave their schools and/or the teaching profession.<sup>xvii</sup>

While teachers discussed the importance of instructional support in the focus group discussions, they also talked about the need for assistance with non-instructional supports. These include social-emotional supports for teachers at high-need schools that serve students with behavioral challenges that schools may not be fully equipped to address.

Teachers also talked about professional supports in cases of disagreements with parents. Participants noted that high conflict interactions with families can cause teachers to experience feelings of insecurity and that managing these interactions requires a high level of support from their employer. Teachers noted that without the backing of the administration it can be very difficult to manage the stress experienced from such interactions with parents and the community.

In the focus group discussions, some principals indicated that support for teachers should be consistent throughout their career and that too often schools concentrate on supporting first year

teachers while neglecting other teachers that need support as well, particularly teachers with two to five years of experience.

### Differentiated Evaluation and Compensation



In the focus group discussions, many teachers and leaders shared that they do not believe current teacher evaluation systems sufficiently control for their unique challenges. For example, some teachers believe that the system does not adequately capture academic gains for students that are below grade level. As a result, the system does not reward teachers for significant academic gains for students who are far behind at the beginning of the year and still below grade level at the end of the year (in spite of making significant academic gains).

Several principals expressed similar concerns about their own evaluations, explaining that evaluations may not account for the very low baseline of many of their students upon initial enrollment. Participants also raised questions about the lack of differentiation in the classroom observation system, which unlike the student growth component in the teacher evaluation rubric, does not account for the different challenges that teachers in high-need schools face. Both the compensation system and the evaluation system were raised by teachers and leaders as factors that influence their decision to teach at high-need schools.

### Root Cause Discussions: Next Step

As outlined below, the plan supports ongoing quantitative data analysis and additional qualitative data collection to be shaped further through discussion with teachers and leaders. This iterative approach allows for validation of the currently identified root causes and further analysis based upon data not available at the time of the development of this plan.

## **Section 5: Strategies for Success**

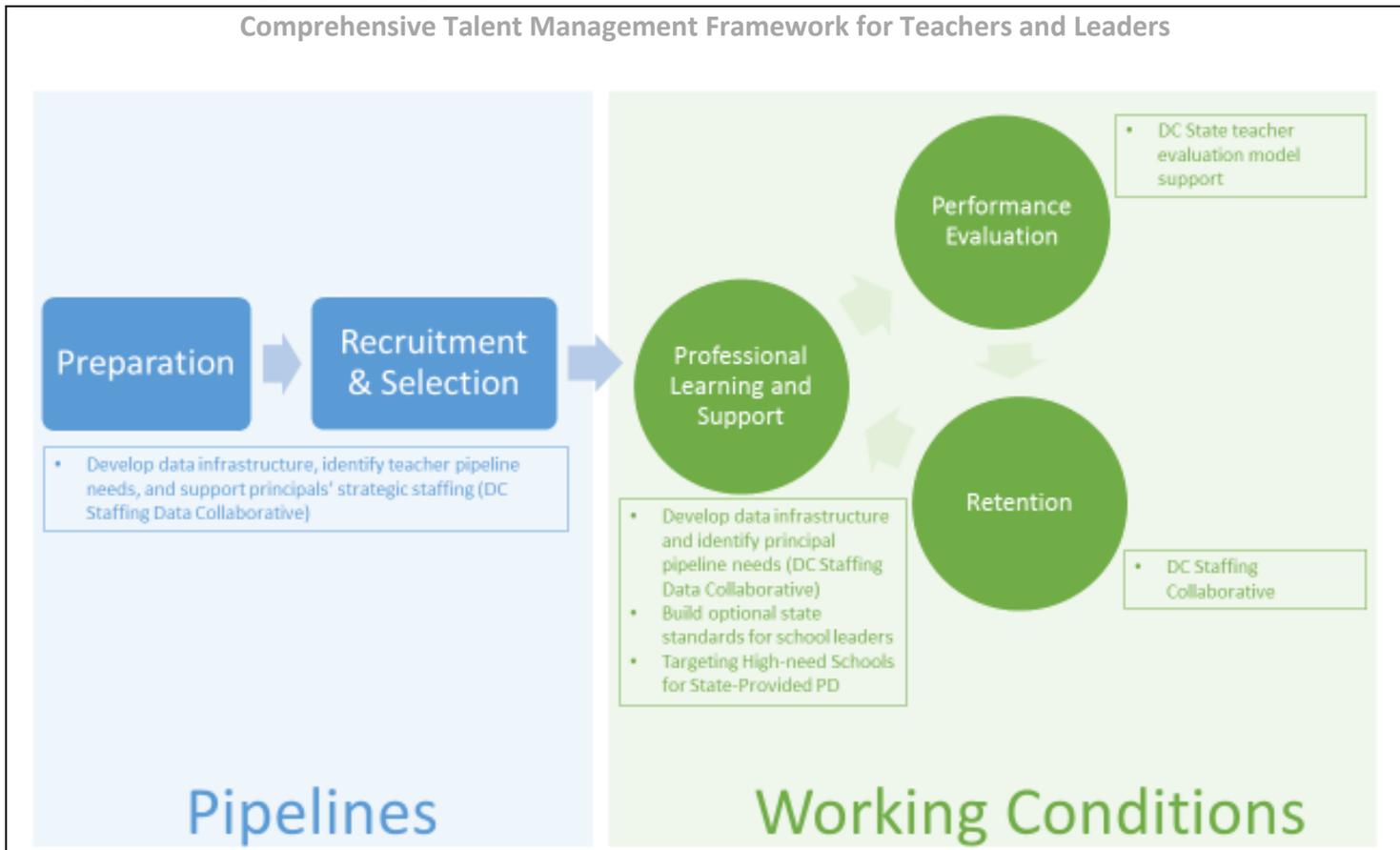
This section presents strategies that OSSE, in partnership with its stakeholders, will take to address root causes of the District's inequitable distribution of effective teachers. The figure below introduces the strategies that OSSE will implement to eliminate disproportionate rates of ineffective teachers, aligned to the root causes uncovered in OSSE's analysis above.

Figure 10: Strategies Addressing Root Causes

Root Cause		Strategy	Timeline and Funding
Teacher Preparation Program Misalignment	<ul style="list-style-type: none"> <li>Teachers receive inadequate preparation for managing behaviors and social emotional challenges at high-need schools.</li> </ul>	<ol style="list-style-type: none"> <li>Develop data infrastructure, identify teacher pipeline needs, and support principals' strategic staffing.                             <ul style="list-style-type: none"> <li>The DC Staffing Data Collaborative</li> <li>DC Staffing Data Collaborative Coaching</li> </ul> </li> <li>Develop data infrastructure and identify principal pipeline needs</li> <li>Develop Optional State Standards for School Leaders</li> <li>Targeting High-Need Schools for State-Provided PD</li> <li>DC State teacher evaluation model support</li> <li>Continued teacher, leader, and LEA consultation</li> </ol>	
Lack of Data on Preparation Program Outcomes	<ul style="list-style-type: none"> <li>A lack of robust data on teacher preparation program outcomes makes it difficult to know which programs effectively prepare teachers for high-need schools, and how programs can improve the effectiveness of their teacher candidates.</li> </ul>		
Inadequate Teacher Supply	<ul style="list-style-type: none"> <li>A shortage in supply prevents principals at high-need schools from having access to high-quality teaching candidates.</li> </ul>		
Principal Leadership	<ul style="list-style-type: none"> <li>A lack of effective leadership practices can exacerbate the challenges of teaching at high-need schools.</li> <li>A lack of voice in decisions may drive teachers away from high-need schools.</li> <li>A lack of a strong culture of collaboration may drive teachers away from high-need schools.</li> <li>A lack of school-wide procedures to address misbehaviors may drive teachers away from high-need schools.</li> <li>A lack of planning schedules that allow teachers to focus on preparation and instruction may drive teachers away from high-need schools.</li> </ul>		
Teacher Support	<ul style="list-style-type: none"> <li>Insufficient supports around non-academic challenges like social-emotional issues and family engagement may drive teachers away from high-need schools.</li> <li>Insufficient coaching support beyond teachers' first year and throughout teachers' careers may drive teachers away from high-need schools.</li> </ul>		
Differentiated Evaluation and Compensation	<ul style="list-style-type: none"> <li>Teacher evaluation and compensation systems that do not take into account the unique challenges of high-need schools may drive teachers away from high-need schools.</li> </ul>		

The figure below aligns OSSE’s strategies to address identified root causes with the Comprehensive Talent Management Framework for Teachers and leaders.

Figure 11: Strategies Addressing Root Causes



### Strategies

Strategy 1: Develop Data Infrastructure, Identify Teacher Pipeline Needs, and Support Principals’ Strategic Staffing

*The DC Staffing Data Collaborative*

In our root cause analysis, stakeholders identified root causes of the District’s disproportionate rates of effective teachers at every stage of the talent management framework. Leaders of high-need schools in the District face persistent challenges in preparing, recruiting, supporting, evaluating, and retaining excellent teachers and excellent leaders. To support principals in effectively recruiting and retaining excellent teachers and address these root causes, OSSE

designed the DC Staffing Data Collaborative. The DC Staffing Data Collaborative is a partnership between OSSE, LEAs, and a research partner, with the goal of facilitating meaningful staffing data collection and analysis. The DC Staffing Data Collaborative produces customized reports for LEAs and principals, intended to support schools on making data-driven and strategic staffing decisions. It also allows for a robust state-level analysis of teacher pipelines, preparation programs, licensure, and working conditions across sectors, setting the state up to make data-driven, strategic policy decisions that strengthen teacher pipelines state-wide.

The project includes four stages:

1. The state forms a partnership between LEAs with schools serving high poverty students, both public and public charter. This group, together with OSSE, collaboratively decides on the data that will be submitted to the DC Staffing Data collaborative, with the goal of broadening LEA insights on recruiting and retaining great teachers.
2. The state funds a high quality research partner that conducts all data collection and performs rigorous analysis.
3. The research partner comprehensively analyzes teacher-level data around teacher pipelines, preparation, demand and supply, licensure, placement, retention, evaluation, compensation and other relevant aspects of the teaching profession in DC.
4. The research partner produces customized reports for the District and for each individual LEA. The reports provide concrete recommendations around actionable activities to improve the quality of the teacher pipeline, both in the state overall and at the LEA level.

The project provides a new level of professional learning support for school leaders around every stage of the talent management framework for teachers:

1. **Teacher Recruitment:** The Collaborative supports principals in making strategic hiring decisions by providing them with robust data on the quality of teacher preparation programs (based on their graduates' outcomes), and the impact of content knowledge and certification on the outcomes of graduates. The detailed report that school leaders receive from the Collaborative outlines strengths and challenges of human capital efforts in their school. It also provides principals with school-specific recommendations around how to improve the school's strategic hiring practice and its outcomes.
2. **Teacher Preparation:** The Collaborative provides teacher preparation programs with feedback on their graduates' outcomes, to help the programs improve how effectively they prepare teachers for District schools. Outcomes already reported to teacher preparation programs include: effectiveness of novice teachers, retention rates by program, diversity of graduates, and assignment to high-need schools. In addition, as part of the Collaborative, schools administer a teacher survey with questions on the level of

preparation they receive, and insights from this survey can then be returned to teacher preparation programs.

3. **Teacher Professional Learning:** The Collaborative reports provide leaders with teachers' perception of school professional learning, giving principals the opportunity to strategically improve it.
4. **Teacher Evaluation:** The Collaborative provides leaders with insights on strengths and weaknesses of teacher evaluation at the school, as evidenced by teachers' surveys that are compared with evaluation outcomes. These insights give leaders the opportunity to refine and improve their evaluation systems.
5. **Teacher Retention:** The Collaborative reports provide leaders with recommendations about aspects of leadership, support, evaluation, school climate, preparation, compensation and other inputs. The reports also give principals valuable data around how each of these areas relate to their school's retention of effective teachers, so that principals can use this information to improve retention at their school.

Currently, over 90 percent of schools in the District participate in this project, including most of the schools that were identified for state intervention. To further address identified root causes, OSSE is planning to expand the Collaborative.

#### *DC Staffing Collaborative Coaching*

First, OSSE will add a coaching component to support LEAs in implementing human capital recommendations that they receive as part of the project. Through this work, LEAs with identified equity gaps have the opportunity to use Title II funds to receive coaching focused on implementing the recommendations in their Staffing Collaborative report. Recommendations given in the first year based on individual LEA data included, for example, revamping an educator evaluation system, developing professional growth opportunities for teachers, and diversifying the preparation programs that the school draws from for hiring.

#### *DC Talent Management Hub*

OSSE is exploring the possibility of further building upon the success of the DC Staffing Data Collaborative by creating an online hub where LEAs can opt in to post vacancies and receive information on available candidates and candidates can voluntarily post information regarding their profiles, including program attended, education levels, interests, and experience. Through this hub, OSSE would be able to support LEAs in strategically addressing teacher shortages at the LEA, neighborhood, school and subject level.

### **Strategy 2: Develop Data Infrastructure and Identify Principal Pipeline Needs**

In order to ensure equitable access to excellent educators, all schools need to be propelled by leaders who build supportive and collaborative working conditions for teachers. Yet, research indicates that the task of building supportive working conditions for teachers is different for leaders of high-need schools. In the root cause analysis, stakeholders at high-need schools indicated that it is school leadership who have the ability to shape working conditions, such that they are supportive enough to induce teachers to stay, or such that they are isolating enough to drive teachers to leave. To improve the capacity of the District's principal leadership, especially in the highest need schools, OSSE plans to develop the state's data infrastructure, so that it can identify and address principal pipeline needs.

Specifically, OSSE needs robust data around all parts of the Talent Management Framework for Leaders, including preparation (e.g. leadership coursework and residency programs), recruitment, support, evaluation, and retention. Robust data would allow OSSE to make data-driven decisions about policy and resources that would strengthen the District's principal pipeline, with a focus on supporting the highest need schools. Over the coming year, OSSE plans to utilize the DC Staffing Data Collaborative (see Strategy 1) to provide data around leadership preparation programs and principals, and use the insights to close gaps and strengthen the principal pipeline overall.

### Strategy 3: Develop Optional State Standards for School Leaders

Research indicates that the use of principal standards and aligned tools is an emerging, promising practice in the field, with the potential to improve principal preparation, recruitment, development, evaluation, and retention.<sup>18</sup>

To increase the District's system-wide principal capacity, especially at the highest need schools where leadership quality is considered a root cause of disproportionate rates of effective teachers, OSSE has taken on the project of building a set of optional state leadership standards in partnership with the Center on Great Teachers and Leaders (the GTL Center) at the American Institutes for Research.

The work includes the following components:

- OSSE and the GTL Center convene stakeholders, including principal coaches, principals, teachers, parents, a student, researchers, and policymakers
- Stakeholders work collaboratively to develop the standards for the DC context, drawing on existing work, and with the GTL center as experts facilitators
- An advisory panel of expert reviewers review the work
- The group finalizes the standards

OSSE aims to make the standards available, along with associated technical assistance, starting in the fall of 2017, as an optional support to interested LEAs. These standards are intended to be a base for continued LEA and state work on leadership development, including strategic hiring, goal setting and evaluation.

#### Strategy 4: Targeting High-Need Schools for State-Provided PD

During the root cause discussions, OSSE found that teachers do not remain at high-need schools partially because in these schools they address issues of trauma, chronic absenteeism and challenging behaviors, which they were not trained for, are not supported in, and are not evaluated on. Teachers also described needing more support around challenging situations with parents.

OSSE has significant capacity to offer support and professional development in these fields for teachers who need it. Professional development topics offered include, for example, positive behavior support, response to intervention, student support teams, section 504 accommodations, community engagement, and classroom management. Yet, as many of these opportunities are optional and are delivered to those LEAs and schools who seek them, they are not utilized by the schools with the highest need that may benefit from the professional development the most.

To address this gap, OSSE proposes a new intra-agency initiative that will align the work of OSSE's professional development team with the work of OSSE's school improvement team. The goal of this initiative is to increase high-need schools' participation in relevant professional development, by (1) making OSSE's communication about professional development more timely, strategic, and targeted, and (2) continuing to ensure to PD offerings are designed to address the specific context of District high-need schools. Schools that are identified as low performing and as having disproportionate rates of ineffective teachers will be strategically approached and encouraged to sign up for trainings. OSSE will ensure that schools that are identified as having teacher equity gaps will be prioritized for these supports and OSSE will target its efforts to improve retention of teachers who teach high-need schools.

#### Strategy 5: District of Columbia State Teacher Evaluation Model Support

Researchers and practitioners agree that evaluation represents an important tool for educator growth and development. Yet, some high-need LEAs in the District do not have the in-house capacity to conduct robust teacher evaluations. The District's state teacher evaluation model serves as a support for these LEAs. Through this model, the state provides comprehensive

guidance, resources, and technical assistance to LEAs for implementation of rigorous teacher and leader evaluation systems. Over the past 4 years, the District has invested in the development of innovative, rigorous, and meaningful systems of educator evaluation, coordinating with both DC Public Schools and the Public Charter School Board (PCSB) to ensure that all Title I schools meet evaluation system requirements.

In order to support LEAs in the development of evidence-based systems of evaluation, OSSE partnered with Thurgood Marshall Academy and 13 other DC LEAs which opted in to develop a voluntary model teacher evaluation system (MTES). These stakeholders convened as a planning committee over the course of a year, offering critical feedback and expertise regarding teacher evaluation. The result of this work has been the creation of a comprehensive teacher evaluation framework and associated rubric LEAs may use to assess the performance of their teachers. In SY 2015-16, the MTES was piloted with seven LEAs. During SY 2016-17, the MTES became available for adoption and implementation in all DC LEAs. OSSE is now exploring the possibility of adding leadership evaluation to the state model.

## Section 6: Plan Implementation and Evaluation

This plan is an important step in a District-wide effort to reduce inequitable access to great educators. From there, per OSSE's theory of action (included in section 1), OSSE intends for additional consultation, reflection and evaluation to lead to additional insights, continuous improvement, and eventually, the elimination of citywide teacher equity gaps.

As OSSE joins with LEAs to collect and analyze staffing data more systematically, stakeholders will have multiple opportunities to convene to discuss the findings and their implications. Additionally, as OSSE implements the strategies that are outlined in this plan, it will be critical to track implementation to identify success as well as areas in need of mid-course correction.

OSSE will annually report on the implementation of the strategies and on the equity gaps described in this plan. The annual report will include:

- Progress on the strategies listed in the section above.
- Data on the rates of access to inexperienced, ineffective, and out-of-field teachers across categories of school poverty, minority, performance, and city ward. This will allow OSSE to observe trends and determine whether the strategies are effective and the gaps are closing.
- OSSE will report on additional metrics determined to be most meaningful via the work of the Staffing Data Collaborative.

**Appendix A: Equitable Access Consultation Log**

<b>Date</b>	<b>Engagement Type</b>	<b>Number of Participants</b>	<b>Participants</b>
<b>Wave 1: Initial Plan Drafting and Root Cause Analysis</b>			
<b>1/22/2015</b>	Discussion with LEA Representatives	25	LEA Leads on Policy and Data
<b>1/23/2015</b>	Internal Root Cause Discussion	8	Agency Equitable Access Team and Leadership
<b>1/26/2015</b>	Kickoff of the DC ESEA Waiver Renewal and Equitable Access Processes	53	Teachers, Leaders, LEA Representatives
<b>1/29/2015</b>	DC ESEA Waiver Renewal and Teacher Equity Plan Webinar	26	Teachers, Leaders, LEA Representatives
<b>1/29/2015</b>	Equitable Access Discussion with the Private School Advisory Committee	15	Private School Leaders
<b>02/05/2015</b>	Equitable Access Public Meeting-Adopting a Vision for the Plan	17	Teachers, Leaders, LEA Representatives and Public
<b>02/10/2015</b>	Equitable Access Webinar-Vision for the Plan	20	Teachers, leaders, LEA Representatives and Public
<b>02/12/2015</b>	Community Meeting-Ward 2	18	Teachers, Parents
<b>02/19/2015</b>	Community Meeting-Ward 5	20	Teachers, Parents
<b>02/21/2015</b>	Community Meeting-Ward 6	20	Teachers, Parents
<b>02/23/2015</b>	Principals Root Cause Discussion	16	School Leaders
<b>02/24/2015</b>	Teachers Root Cause Discussion	25	Teachers
<b>02/25/2015</b>	Community Meeting-Ward 1	10	Teachers, Parents
<b>02/26/2015</b>	Community Meeting-Ward 5	11	Teachers, Parents
<b>02/26/2015</b>	Community Meeting-Ward 1	23	Teachers, Parents
<b>02/26/2015</b>	Community Meeting-Ward 4	10	Teachers, Parents
<b>02/27/2015</b>	Equitable Access Stakeholder Engagement Recap Webinar	20	Teachers, Leaders, LEA Representatives
<b>02/27/2015</b>	Community Meeting-Ward 1	5	Teachers, Parents
<b>03/04/2015</b>	Community Meeting-Ward 8	25	Teachers, Parents

<b>03/07/2015</b>	Community Meeting-Ward 8	24	Teachers, Parents
<b>03/10/2015</b>	Teacher Root Cause Discussion- Washington Teachers' Union	75	Teachers
<b>03/12/2015</b>	Teacher Root Cause Discussion	16	STEM Teachers
<b>03/16/2015</b>	School Leader Root Cause Discussion	8	Leaders of DC Highest-need Schools
<b>05/05/2015</b>	Teacher Root Cause Discussion: Ballou STAY High School	15	Teachers in a High-need School
<b>05/18/2015</b>	Webinar: Sharing Equitable Access Plan Draft with the Public and Stakeholders		LEA leaders, Public
<b>Wave 2: Consultation on Strategies Implementation and Additional Root Cause Discussions</b>			
<b>03/19/2016</b>	Teacher Consultation and Root Cause Discussion: Cardozo High School	40	Teachers, Education Professionals
<b>04/27/2016</b>	Teacher Consultation and Root Cause Discussion	40	First and Second Year Teachers in High-need Schools
<b>06/02/2016</b>	Teacher Consultation and Root Cause Discussion	20	Teachers and Former Teachers in High-need Schools
<b>10/18/2016</b>	Public Meeting-Development of ESSA Teachers Plan	20	LEA Leaders, Teachers

## Appendix B: Invitee List-Equitable Access Plan Public Engagement

### Education Partners

- The DC State Board of Education
- The Office of the Deputy Mayor for Education
- Washington Teachers Union

### Local Education Agencies

- Private Schools Advisory Committee
- Public Charter LEAs
- The DC State Board of Education
- The District of Columbia Public Schools

### School Level Personnel

- Leaders of the lowest performing DC schools
- Leaders of traditional public and public charter schools
- Teachers of traditional public and public charter schools
- Pupil personnel service staff- DCPS

### Community Members

- Parents and Students (through multiple community meetings)
- 21st Century School Fund
- Advocates for Justice and Education (AJE)
- Alliance for Excellent Education
- American Youth Policy Forum
- Association for Career and Technical Education
- Capitol Hill Public Schools Parent Organization (CHPSPO)
- Children's Law Center
- Communities in Schools
- Data Quality Campaign
- DC Action for Children
- DC Chamber of Commerce
- DC Lawyers for Youth (DCLY)
- DCPS Principals Union
- Eaton School Home and School
- Fight for Children
- Friends of Choice in Urban Schools (FOCUS) DC
- Greater Washington Board of Trade

- Greater Washington Urban League
- Janney School Parent-Teacher Association
- Murch School Home and School
- School Reform Now
- Stoddert School Parent Association
- The Education Trust
- Tubman ES Parent-Teacher Association
- Ward 1 Education Collaborative
- Ward 2 Education Network
- Ward 4 Education Alliance and Senior High Alliance of Parents, Principals, and Educators
- Ward 5 Council on Education
- Ward 7 Council on Education
- Ward 8 Council on Education

## Appendix C: Equity Gaps

### Income Gap

	Rate Low Income Schools	Rates Non-Low Income Schools	Gap
<b>Ineffective</b>	26%	19%	7%
<b>Novice</b>	11%	7%	4%
<b>Out of Field</b>	45%	32%	13%

### Minority Gap

	Rate High Minority Schools	Rates Non High Minority Schools	Gap
<b>Ineffective</b>	26%	16%	10%
<b>Novice</b>	11%	6%	5%
<b>Out of Field</b>	42%	30%	12%

### Performance Gap

	Rate Low Performing Schools	Rates Non-Low Performing Schools	Gap
<b>Ineffective</b>	28%	22%	6%
<b>Novice</b>	10%	9%	1%
<b>Out of Field</b>	47%	37%	10%

### Neighborhood Gap

	Rate Geographic Priority Schools	Rates Non-Geographic Priority Schools	Gap
<b>Ineffective</b>	27%	21%	6%
<b>Novice</b>	3%	8%	-5%
<b>Out of Field</b>	14%	36%	-22%

## End Notes

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