School District of Janesville
Plan for Equitable Distribution of Teachers

Purpose(s):

1) To ensure that
    a) all students have access to high quality educators
    b) students of color, and students living in poverty do not have a disproportionate chance of getting an inexperienced or emergency licensed teacher
2) To put strategies in place to eliminate our equity gap

Data Analysis:

Data analysis notes per year are summary of noticings and wonderings as we reviewed data annually. Actions to address issues arising from the data have been placed in the action and strategies portion of the plan.

Data Analysis Notes Fall 2015

- Emergency Licenses do not appear to be a significant factor. The number of emergency licenses is small and can be traced back to teacher shortage areas (ELL, CTE, etc.)
- The large majority of P4J teachers are hired and paid by community providers contracting with the School District of Janesville. Those positions require a 4 year degree and teacher certification, but compensation is determined by the community providers and is low compared to that of actual SDJ employees. This results in many P4J teachers moving into better compensated positions when they have the chance.
- Jackson School was flagged for only one of the six years in the study, 2012-2013.
- Middle schools were flagged over multiple years with an in-experience rate that rose over time.
- Teacher compensation is routinely used as a measure of comparability for the SDJ for Title I; these comparability reports in addition to the data provided above have shown equitable distribution of teachers across the district.

(Root) Causes of Teacher Turnover Resulting in Hiring of Inexperienced Teachers.

- Retirements
- Commuters find job closer to home (in particular, Madison)
    - spouse (limited professional employment opportunity in Janesville for spouses)
    - extended family
    - larger city amenities
- Teachers moving into administrative roles
    - It is estimated that between 2006 and 2016, approximately 15 experienced middle school teachers transitioned out of the classroom into positions as academic learning coaches, program support teachers, deans, assistant principals, principals, and curriculum coordinators.
- Spring 2011 SDJ cut 110 positions

- The data for 2011-2012 and 2012-2013 follow the SDJ cut of 110 positions in the spring of 2011 following Act 10. The large amount of layoffs created a large domino effect of movement within SDJ and between the SDJ and other districts.

Data Analysis Notes Fall 2016

- For 13-14, disproportionality in teacher equity *based on race*, only P4J is cited.
- For 13-14 and 15-16, disproportionality in teacher equity *based on income status*, Edison (13-14), Franklin (13-14 and 15-16), Marshall (13-14), and Parker (13-14 and 15-16) are cited.
- Why is the inexperienced teacher number and rate higher at middle schools than any other level?

DPI Challenge

Track students and their experience with inexperienced/out-of-field teachers. What can we do in assigning students to teachers internally to provide greater equity?

SDJ Notes

- Assignment to principals to track a sample group of students.
- HS teacher assignment to courses
- Frequency of change in teacher assignments?
- Frequency of change in co-teaching teams?

Future Considerations

- Examine teacher assignment within schools: how teachers are assigned to particular groups of students
- Collaborations with Forward Janesville, etc. to promote working and living in Janesville? (Keep people in the community)

Data Analysis Notes Fall 2017

Fall 2017 New Questions for Consideration:

- What does the newest data say? How does DPI data match HR data?
- Are emergency licensed SpEd staff equitably distributed among schools?
- What safeguards are in place in the transfer and hiring process to ensure inequitable distribution is not created unintentionally?
- L & I Team having conversations with HS during weekly instructional team meetings about staff assignments and equitable distribution within high schools? Show data and ask, "Is this OK with you?"
- Do we have the right people connected to this conversation and this work? LLT?
- How do we integrate alignment between CREATE teams and principals?
- Look at teacher distribution in context with what students are accessing courses.

ESSA Requirement--*Every district receiving Title I funds will be asked to analyze school-level data to see if low-income students, English learners, and students of color are being taught at disproportionate rates by ineffective, inexperienced, or out-of-field teachers, and, if so, create a plan for how they will eliminate those gaps, as part of the required LEA ESSA plan.*

Actions & Strategies:

Focus of Teacher Equity Efforts

Increase teacher retention to minimize the number of inexperienced teachers in the district.

Focus Area 1: Teacher Induction, Orientation, and Mentoring

- Ensure newly hired teachers have a positive and supported entry into the district.
- Ensure newly hired teachers have information and tools they need to do their jobs.

Strategy/ Action	Description/Intended Effect	Timeline	Persons Responsible	Modifications/Improvement to the Strategy	Measurement/Result
Peer Interview Process	Interview teams are made of people who will be working side by side with the new hire. Their role in choosing is an investment they will work to support and help ensure the new hire is successful.	Ongoing	Peer Interview Committee Participants		30 and 90 day interview data-Do we have any data to insert here about what we've found?
New Teacher Orientation (Effective Teaching I)	Orient new teachers to SDJ culture and climate as well as essential logistics	August	Directors of Admin & HR and Learning and Innovation and designees	Revamped in 2017 to provide more time with mentors and classroom set-up. Focused on student equity data, SDJ Promises, and curriculum/employee resources.	30 and 90 day interview data; Activity evaluations

New Teacher Mentoring	New teachers are provided mentors in their first year; however additional mentor training is needed. Additional time needs to be allotted for mentoring activities to occur within regular work hours. Mentoring based on gradual release.	Ongoing	Learning and Innovation Student Services HR/Admin Services Principals Assistant Principals ALCs	New Mentoring Handbook Developed and used with new hires August 2017.	30 and 90 day interview data

30 and 90 day Interviews	Collect feedback from new hires on how SDJ compares to what we described, who has been helpful, how we can further support them, etc.	Late Sept/Early Oct Late Nov/Early Dec	Principals and Supervisors		Interview data
Effective Teaching II	2 full days PD for teachers entering their 2nd year in SDJ: classroom management, learning targets, disciplinary literacy, Educator Effectiveness, etc.	Early August	Director of Learning & Innovation and designees (L & I team, principals, ALCs)	Revamped in August 2017 around Growth Mindset related to rigor, discourse, culturally responsive practices, ACP, challenging behaviors and trauma with active participation tasks and participant choice.	Activity evaluation data
Mentoring Survey	Develop and administer a survey for 3rd year teachers on their mentoring experience.	May	Director of Learning and Innovation		Survey Results

Focus Area 2: Evidence-Based Leadership Practices (Ongoing)

- Ensure employee engagement by reinforcing that employees have an important purpose, worthwhile work, and are making a difference.
- Build strong administrator-teacher relationships.
- Ensure a challenging, fulfilling, and enjoyable work environment for all employees.

Strategy/ Action	Description of Intended Effect	Timeline	Persons Responsible	Modifications/Improvement to the Strategy	Measurement/Result
Rounding	1:1 meeting w/ supervisor to share what is working well, who should be recognized, tools and equipment needed, and challenges	Once per semester	Principals and Supervisors		Employee Engagement Survey Results
Reward, Recognition, & Thank You Notes	Recognize the contributions of all employees. Includes achievement awards, appreciations, thank you notes, small rewards (a covered recess duty, etc.)	Ongoing	All Staff		Employee Engagement Survey Results
Staff Engagement Survey	Measures employee engagement/satisfaction with leadership, feedback, compensation, safety, etc.	December May	All Staff Principals & Supervisors share results		Results are part of SDJ's Leadership Evaluation Measure (LEM)
Added Fall 2017 New Strategic Plan: Culture & Climate Promise	A challenging, fulfilling, and enjoyable work environment for all employees. • Maintain certified staff retention rate at a minimum of 95%. • Increase job-embedded PD opportunities and expectations. • New salary structure supporting PD application.	2017-18 to 2022-23	All Staff		Certified staff retention rate. PD participation statistics. Documentation of new salary structure (coming in 2018-19)

Strand 3: Educator Effectiveness Efforts

- Ensure teachers feel supported in the EE process.
- Provide teachers meaningful feedback to improve instruction.

Strategy/ Action	Description of Intended Effect	Timeline	Persons Responsible	Modifications/Improvement to the Strategy	Measurement/ Result
Building-based monthly check-in on NT1, NT2, & CT3	Provide support for the expectations and tasks involved per annual timeline	August through May	Principals Assistant Principals ALC (some schools)		NT1, NT2 grow from Beginning to Developing/Developing to Effective or beyond; CT3 achieve/maintain Effective or beyond
Build additional PD time into the calendar	Build teacher capacity with standards, research-based best practices, and assessment literacy.	Ongoing	Superintendent and Directors	Additional PD Days built into the school year calendar. PD Plans built on prior years' feedback about how those days are structured.	Percent of teachers achieving effective and distinguished Retention of such teachers in SDJ

Strand 4: Culturally Responsive Multi-Level Systems of Supports Efforts

- **Provide teachers support with meeting the diverse learning needs of all students, including with academic and behavioral interventions and with culturally responsive and trauma sensitive practices.**

Strategy/ Action	Description of Intended Effect	Timeline	Persons Responsible	Modifications/Improvement to the Strategy	Measurement/Result
RtI Reboot	Clarify Universal Instruction Expectations and Tiers 2 & 3; Clarify teams and processes	2015-2016 School Year	Learning & Innovation, Special Ed, & Student Services Teams		Student growth data Achievement data (including disaggregated groups for both)
Excellence for All Initiative	Multi-Pronged Effort to Close the Achievement Gap; Mirrors DPI; Continued coordination of CREATE Teams at every school, Disproportionality, PD on race, poverty, culturally responsive practices, initiatives for SwD, etc.	2015-2016 and Beyond	• Excellence for All Committee • Learning & Innovation, Special Ed, & Student Services Teams • Principals		Disaggregated Data for • Attendance • Graduation Rates • Achievement • Office Referrals • Student Engagement Survey
Build Capacity/ Supports for Increase in Challenging Behavior	• Dr. Larry Epstein Plan B • PD on Trauma Sensitive Schools • BOE Reports • Signs of Suicide Training • Youth Leading Others (YoLO) • FACE-Kids (5 agency cooperative--provide groups for students on mental health topics) • Homeless Liaison doing student group through McKinney-Vento	2015-2016 and Beyond	• Principals & Assistant Principals • Student Services Team • Special Ed Team		

Strategy/ Action	Description of Intended Effect	Timeline	Persons Responsible	Modifications/Improvement to the Strategy	Measurement/Result
	• Return Staffing Levels to 2010-2011 for Student Services Staff • GSA student organizations at HS & MS (new at MS) • Increased of monitoring of and direction to participate in NVCI Training (Spec Ed staff; all admin)				

Strand 5: Equitable Distribution of Teachers

Strategy/ Action	Description of Intended Effect	Timeline	Persons Responsible	Modifications/Improvement to the Strategy	Measurement/Result
Asst. Superintendent will meet with Secondary Principals regarding teacher scheduling and distribution.	The intended effect is to provide more oversite and input regarding how teachers are scheduled to teach the students. For example: Specifically review WHO is teaching which courses/grades/sections AND which student populations are represented in those courses/grades/sections. This will provide more control for principals to address equitable distribution.	Annually	Asst. Superintendent/Principals.	1. Create written procedures for this process. 2. Communicate the WHY to teachers.	Analysis of teaching assignments and licensure within the schools.

Strategy/ Action	Description of Intended Effect	Timeline	Persons Responsible	Modifications/Improvement to the Strategy	Measurement/Result
Spring Analysis of Special Education Staff on Emergency Licenses	The spring analysis will ensure that emergency licensed special education teachers are distributed equitably throughout the district for the following school year	January through May	Director of Pupil Services and Coordinator of Special Education	To be determined after first year of implementation	80% or more of all special education staff will certified special education teachers in each building across the district.
Spring Analysis of Special Education Staff and Years of Experience	The spring analysis will ensure that licensed special education teachers are distributed equitably throughout the district for the following school year based upon years of teaching experience.	January through May	Director of Pupil Services and Coordinator of Special Education	To be determined after first year of implementation	80% or more of all certified special education staff will have at least three years or more of teaching experience in each building across the district.
Meeting with building principals about staff distribution within the school.	This explicit conversation will provide the venue for principals to discuss how they use staff demographics and shift/move staff accordingly to address the needs of students.	February	Assistant Superintendent and Building Principals	TBD	Teacher assignment analysis via 1202 HR report.