Equitable Access to Effective and Diverse Teachers

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term "equitable access gap" refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the "achievement gap" (how groups of students perform academically); rather, "equitable access gap" is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of "effectiveness" such as teachers receiving stronger evaluations overall, teachers with strengths in

particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

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9. Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers. *

- How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
- Who was included in conversations to review equitable access data?

To meet the needs of our students we continually discuss where our students are at socially, emotionally, and academically. The goal of TAM is to ensure that all students have access to all licensed, unlicensed, and community experts to guarantee that they are receiving a culturally sensitive, trauma-informed, student-centered academic experience. These conversations take place with all staff at both sites on a weekly basis.

We examine the whole child data and utilize NWEA, MCA, and HOPE survey results in addition to extensive data collected during student intake interviews and frequent academic progress reports. The data we collect is used to place students with the experienced teacher that best fits their needs.

- What equitable access gaps has the district found?

- What are the root causes contributing to your equitable access gaps?

During the 18-19 school year, TAM had no ineffective teachers or inexperienced teachers, and has chosen to have all licensed staff teach cross curriculum. TAM's

educational structure is such that students are in Advisories which include a licensed teacher, SPED teachers and paraprofessionals as needed. TAM was founded on the educational philosophy that student learning is a richer experience when they can explore questions without the confining learning to one specific subject. Because of this, all staff members at TAM teach across the curriculum. Our effectiveness lies in our ability to spend 1:1 time with students, powered by the belief that learning takes place in asking the questions and learning how to find solutions. This benefits our students because among other things, they learn 21st Century Skills in a student-centered learning environment.

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- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
- What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

TAM is working on teacher retention and Professional Development geared toward meeting the needs of our student population. We have an overwhelming number of students who score high on ACES, and low in reading and math. Teachers and support staff are trained in Restorative Justice, ACES, and how to be Trauma-Informed, to name a few. Our goals are to continue to recruit, retain, and support teachers and staff who are passionate about meeting the needs of our students.

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WBWF Requirement: WBWF requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

10. **Describe your efforts to increase the racial and ethnic diversity of teachers in your district. ***

- **Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?**
- **How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?**

Example: 30% of our students are Hispanic. Twelve additional Hispanic teachers would increase our licensed teacher staff to 30% staff of color which would be reflective of our Hispanic student population.

Presently all of TAM'sl licensed staff members identify as white, ethnically. As a district our student body encompases approximately 19% - 25% Latino, 74% - 68% White, and 7% of two or more races at each site. To create a staff licensed community that was representative of the racial makeup of our student body, each site at TAM needs to hire at a minimum of one licensed staff that is either Latino or two of more races.

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- **What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?**

Across the United States, there is a shortage of workers in general as the Baby Boomers are retiring, which is reducing the workforce considerably. Teachers, specifically teachers of color, are scarce. In part, the roots of this can be traced to the systemic racism and systems of oppression that are rooted in the genesis of the United States and have plagued our country for the entirety of its existence.

As a rural charter District, TAM is limited on the pool of applicants for licensed staff. The Personnel committees at each site cast a broad net when posting for available advisor

positions. To this point since its inception, across the district there have been three teachers of color apply and all were hired.

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- **What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?**

Since our inception 5 years ago, DTA has had 2 licensed staff members of color. We continue working on improving retention of all staff members. Retention strategies that DTA is implementing include a staff-to-staff mentoring program, as well as the creation of a teacher's job rubric to help staff understand the duties and expectations of their role. This rubric can then be used as a guide for the mentorship program to ensure that staff members can understand improvement areas and how to approach their work from a strength-based stance.

CHOICE has had one licensed staff of color. New staff go through an onboarding process to introduce them with what our school is in an effort to make them feel more comfortable with our systems. CHOICE has also maintained a pay scale consistent with schools in our area to remain competitive in that sense.

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Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to

experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

11. Please check the boxes to confirm that your district publicly reported this data. Do not check any boxes if your district/charter school does not publicly report data.

- **District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.**

- **District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.**

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

14. **Close the Achievement Gap(s) Between Student Groups** *

Goal

All students will have a Personal Learning Plan which includes their post-secondary plan and preparation.

Provide the established SMART goal for the 2018-19 school year. *

All students had a PLP

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Narrative

- **What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?**
- **What strategies are in place to support this goal area?**
- **How well are you implementing your strategies?**
- **How do you know whether it is or is not helping you make progress toward your goal?**

TAM schools utilize NWEA, MCA, and HOPE survey results to identify student growth areas. This information is then aggregated to all staff, so it can be utilized in each student's PLP. The purpose of the PLP is to act as a scope and sequence for each student in their academic and personal learning for the year. The plan that each student creates then helps to drive the specific supports that they need from the TAM staff. A variety of RTI tiered strategies can then be implemented with the student based on their specific plan. The plan may include: early identification of students who are struggling, providing services for identified students such as reading groups, hiring a licensed math instructor, and developing and assessing weekly SMART goals. The ongoing NWEA, MCA, and HOPE survey results along with additional formative assessments by licensed staff act as indicators of student success after the implementation of the strategies that were put into place in the student's PLP.

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16. **All Students Career- and College-Ready by Graduation** *

Goal

Advisory topics will follow an outline of college and career ready topics.

Provide the established SMART goal for the 2018-19 school year.

The CTE committee planned and implemented a monthly advisory activity that included career and college ready skills.

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Narrative

- **What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?**
- **What strategies are in place to support this goal area?**
- **How well are you implementing your strategies?**
- **How do you know whether it is or is not helping you make progress toward your goal?**

TAM utilizes multiple forms of assessment to ensure that our students are career and college ready by the time they graduate. Formal assessments such as NWEA and HOPE survey results are utilized to ensure that students are academically and socially/emotionally prepared. Being a PBL environment also ensures that students can work on their 21st century skills in every project. In addition a CTE advisory activity was planned and implemented each month for every advisory, the topics of the activities focused on career and college readiness. Students that are struggling in any of the categories needed to be successful beyond their time at TAM, are provided additional supports in either the form of small group targeted instruction or one on one throughout the project process. Presently we have created a survey but results have not been collected beyond anecdotally. In the future this survey will be sent out annually to TAM alumni, this will be our summative assessment tool.

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All Students Graduate *

- **This question is required**

Does your district/charter enroll students in grade 12? *
Goal

Provide the established SMART goal for the 2018-19 school year.
On-site generated: Four-year graduation rate: 95% of students continuously enrolled for four years; 85% of students continuously enrolled for three years; 70% for two years; and 50% for one year.
Result
DTA's graduation rate is 95% for this year. CTA's graduation rate is 78% for this year.

Provide the result for the 2018-19 school year that directly ties back to the established goal.
Narrative

- **What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?**
- **What strategies are in place to support this goal area?**
- **How well are you implementing your strategies?**
- **How do you know whether it is or is not helping you make progress toward your goal?**

Looking the 2019 graduation rate, DTA was able to meet our goal, since we graduated 18 out of 19 students equalling 95% graduation rate. CHOICE was able to graduate 7 out of our 9 seniors equalling 78% graduation rate. TAM takes a proactive approach to identify at risk students, who have the potential to fall behind and not graduate. The amount of credit each student earns is tracked by staff on a monthly basis. Students who fall behind the required credit amounts are identified and placed on student assistance. A team is formed to work with the students to create a plan on how to help the student catch up on credits and stay on track. This is offered to all student demographic groups.

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