



Equitable Distribution

Aligning Strategies with Needs

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How Can We Facilitate Student Achievement?



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Provide equitable access to highly-qualified and effective teachers:

- Teachers are the most important factor in raising student achievement
- Teachers are our greatest resource in accomplishing NCLB goals

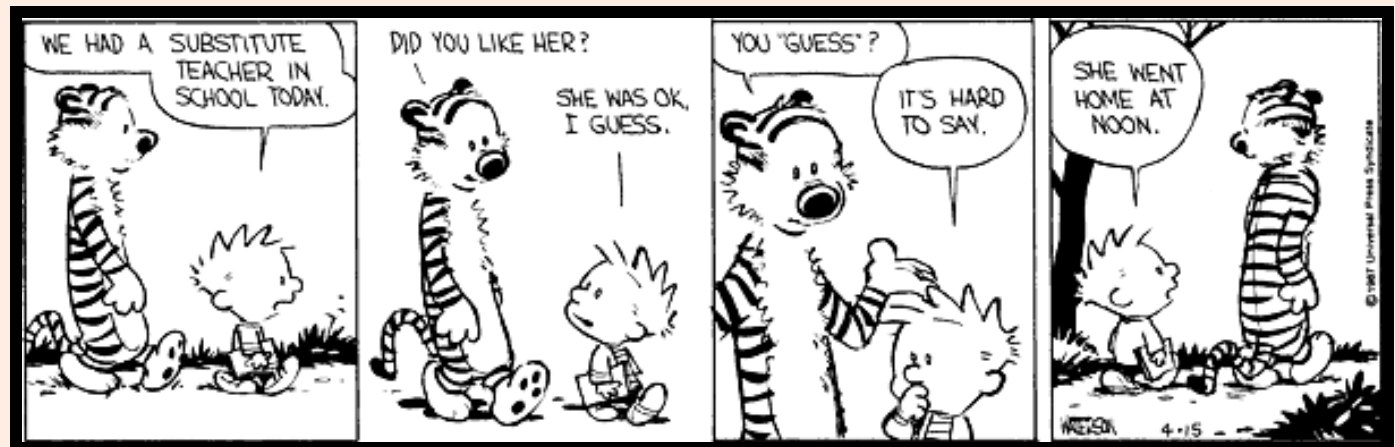


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Overarching Philosophy

The most vulnerable students need the most access to effective teachers

What we know: Effective teachers tend to be highly-qualified, fully-credentialed, and experienced





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Some Challenges

No teacher performance pay

No teacher incentive pay

No easy solutions





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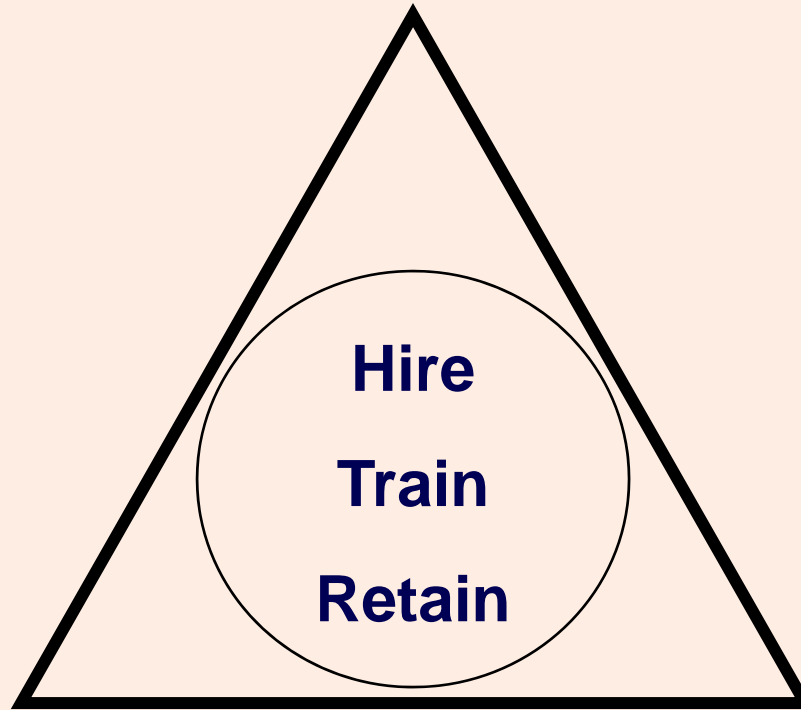
California's Plan for Equity

Guide districts to focus on hiring, training, and retaining highly qualified and effective teachers



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Effective Teacher Resources



Effective
Human
Resource
Practices

Effective
Administrative
Practices



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Equitable Distribution Pilot Study

Findings:

1. Districts were awash in data
2. Not necessarily the right data
3. Most didn't know how to analyze data or use it to create effective district practices



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Statewide Need

Systematic data collection and analysis in the three human talent areas

Statewide Strategies

1. Toolkit for Equitable Distribution
2. Equitable Distribution Plan
3. Personnel Management Teams



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Toolkit for Equitable Distribution

District self-assessment of:

1. Distribution of HQT
2. Effective Administrative Practices
3. Effective Hiring Practices





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Equitable Distribution Plan

Requires district-wide data in three areas:

1. Distribution of HQT
2. Teacher retention rates
3. Administrator experience rates

Data are sorted by the poverty rate of schools to highlight potential discrepancies in equitable distribution.



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PMATS

Personnel Management Assistance Teams designed to help LEAs:

- Collect and analyze data from Toolkit and EDP
- Create a plan for action based on the needs identified in data analysis
- Ensure cabinet-level decision makers are involved in the creation of the plan



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Results

“The data collection process was eye-opening and allowed us to see experience-to-performance correlations.”

“PMAT and state help allowed administrators to see importance of appropriate data collection and staff analysis to move forward as a district. Process impacted all aspects of what we do and how we do it.”



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Results

“We could see how crucial equitable distribution of administrators and trainers relates to school performance.”

“We could easily see on paper that highest poverty schools had newest administrators and teachers, worked with principals to change any tendencies.”