

**Connecticut State Department of Education
Connecticut’s Teacher Equity Plan: 2010-11**

GOAL:

The Connecticut State Department of Education (CSDE) will continue to use strategies that were developed at the inception of No Child Left Behind (NCLB), which have been annually updated, to ensure that poor or minority students are not taught by inexperienced, unqualified, or out-of-field teachers at a higher rate than other students.

DEFINITION OF THE ISSUE:

Inexperience

The United States Department of Education (USDOE) provided a definition of inexperienced teachers as those having two or less years of teaching experience. Using this definition, the CSDE annually analyzes district and school data and establishes quartiles based on the percentage of minority and poor students in each school, to determine if schools assigned to the highest quartile have a higher percentage of classes taught by inexperienced teachers. State summary data for the past five years are included in the table below.

Percentage of Inexperienced Teachers					
	2006-07	2007-08	2008-09	2009-10	2010-11
Statewide	16.9	16.3	14.7	12.2	10.7
High-Poverty Quartile	22.8	21.7	20.0	17.6	15.5
Low-Poverty Quartile	14.9	14.3	13.0	10.7	9.0
High-Minority Quartile	23.5	22.9	20.5	17.8	16.6
Low-Minority Quartile	15.0	14.3	13.3	11.1	9.3

CSDE will provide this Highly Qualified Teacher (HQT) equity analysis annually to all districts in the state and biennial reports (e.g., NCLB Report Cards), and the percentage of inexperienced teachers in each school will be reported to the district. Based on the statewide data, poor or minority students are slightly more likely to be taught by inexperienced teachers even though the percentage of inexperienced teachers continues to decrease statewide.

The school-level analysis, however, is more revealing. In 2010-11, of the 273 schools in the high poverty quartile, 117 schools (42.7 percent) also fell into the quartile in which there was a high percentage of inexperienced teachers. Of the 273 schools in the low poverty quartile, only 48 (17.6 percent) also fell into the quartile in which there was a high percentage of inexperienced teachers. This indicates that there are disproportionate numbers of inexperienced teachers being assigned to schools with high percentages of students in poverty. A student in a high poverty

quartile school was slightly more than twice as likely to be taught by an inexperienced teacher as a student in a low poverty quartile school.

Of the 117 schools identified with high poverty and a high percentage of inexperienced teachers, 78 (66.7 percent) are in four of the largest urban districts. All 117 schools will receive priority attention in order to: 1) Determine if there are any institutional practices and procedures, both at the Local Education Agency (LEA) and State Education Agency (SEA) level, that correlate with less experienced teachers being assigned to the high poverty schools; and 2) Ensure that impoverished students are taught by experienced, highly qualified teachers.

In 2010-11, of the 273 schools in the high minority quartile, 133 schools (48.7 percent) also fell into the quartile which had a high percentage of inexperienced teachers. Of the 273 schools in the low minority quartile, only 52 (19 percent) also fell into the quartile in which there was a high percentage of inexperienced teachers. This indicates that there are disproportionate numbers of inexperienced teachers being assigned to schools with high percentages of minority students. A student in a high minority quartile school was slightly more than twice as likely to be taught by an inexperienced teacher as a student in a low minority quartile school.

Of the 133 schools identified with a high minority and high percentage of inexperienced teachers, 84 (63.2 percent) are in four of the largest urban districts. All 133 schools will receive priority attention in order to: 1) Determine if there are any institutional practices and procedures, both at the LEA and SEA level that correlate with less experienced teachers being assigned to the high minority schools; and 2) Ensure that minority students are taught by experienced, highly qualified teachers.

Poverty

The CSDE defines poverty for each school using the percentage of students eligible for free/reduced-price meals based on the student data collected in its public student information system (PSIS). The CSDE annually analyzes district and school data and establishes quartiles, based on the percentage of impoverished students in each school, in order to determine if schools assigned to the highest quartile have a higher percentage of classes taught by Not Highly Qualified (NHQ) teachers.

The 2010-11 state summary data are as follows:

2010-11					
	N Classes	N HQ Classes	N NHQ Classes	% HQ Classes	% NHQ Classes
Statewide	132,601	131,831	767	99.4	0.6
High Poverty Quartile	27,495	27,039	456	98.3	1.7
Low Poverty Quartile	36,054	35,952	102	99.7	0.3

The CSDE will provide this HQT equity analysis annually to all districts in the state and biennial reports (e.g., NCLB Report Cards), and the percentage of NHQ teachers in each school will be reported to each district. The percentage of classes being taught by NHQ teachers is almost negligible; however, the trend of students in schools assigned to the high poverty quartile in classes taught at a more frequent rate by NHQ teachers, persists.

Minority

The CSDE calculates the percentage of minority students in each school based on the student data collected in PSIS. The CSDE annually analyzes district and school data and establishes quartiles, based on the percentage of minority students in each school, in order to determine if schools assigned to the highest quartile have a higher percentage of classes taught by NHQ teachers.

The 2010-11 state summary data are as follows:

2010-11					
	N Classes	N HQ Classes	N NHQ Classes	% HQ Classes	% NHQ Classes
Statewide	132,601	131,831	767	99.4	0.6
High Minority Quartile	27,552	27,110	442	98.4	1.6
Low Minority Quartile	34,749	34,667	82	99.8	0.2

The CSDE will provide this HQT equity analysis annually to all districts in the state and biennial reports (e.g., NCLB Report Cards), and the percentage of NHQ teachers in each school will be reported to the district. The percentage of classes being taught by NHQ teachers is almost negligible; however, the trend of students in schools assigned to the high minority quartile in classes taught at a more frequent rate by NHQ teachers, persists.

Unqualified/Out-of-Field

The CSDE annually monitors districts to determine the percentage of classes taught by teachers who are HQT and those who are NHQ. Over the last five years, in the low poverty quartile, the percentage of classes taught by NHQ teachers has decreased by almost a full percentage point, while in the high poverty quartile, the percentage of classes taught by NHQ teachers has decreased by 2.6 percentage points.

Year	State % HQ Classes	State % NHQ Classes	State % High Poverty HQ Classes	State % High Poverty NHQ Classes	State % Low Poverty HQ Classes	State % Low Poverty NHQ Classes
2006	98.0	2.0	95.9	4.1	98.9	1.1
2007	98.5	1.5	97.0	3.0	99.1	0.9
2008	98.7	1.3	97.5	2.5	99.2	0.8
2009	99.2	0.8	98.3	1.7	99.6	0.4
2010	99.1	0.6	98.3	1.7	99.7	0.3

The CSDE includes every LEA, school and program in its annual HQT analysis and distributes the results to each LEA first via reports on the secure certified staff file Web site, and finally via the NCLB Report Cards. The LEAs are notified if they have met their annual measurable objective (AMO) of 100 percent HQT. If they have not met their AMO, the CSDE has an online HQT Improvement Plan in which LEAs submit their responses to the results of the HQT analysis. These responses detail what the LEAs plan is to ensure that teachers who have been designated as NHQ become highly qualified. Some options are:

- requiring NHQ teachers to successfully complete the state adopted assessment (PRAXIS II or ACTFL for world languages); or
- requiring NHQ teachers to complete courses to achieve a content major or master’s degree; or
- transferring the NHQ teacher into a position for which he/she is HQT; or
- using the High Objective Uniform State Standard of Evaluations (HOUSSE) process only in the identified areas of exception to highly qualify veteran teachers.

Each year, the CSDE analyzes the percentage of classes being taught by teachers working with certificates that are identified as NHQ per the NCLB law by: out-of-field teaching placements, non-certified staff placements, and the number of poor students, to determine if districts and/or schools within that district have a higher percentage of NHQ teachers.

The 2010-11 state summary data are as follows:

Code	Certificate	N Classes High Poverty Quartile	N Classes NHQ High Poverty Quartile	% Classes NHQ High Poverty Quartile
00	*Not Certified	144	144	100.0
99	*Out of Field	77	77	86.4
10	**Nonrenewable Interim Initial Educator	100	100	90.5
11	Initial Educator	4,358	0	0.0
12	**Nonrenewable Interim Provisional Educator	21	21	76.2
13	**Interim Provisional Educator	5	5	100.0
13	Provisional Educator	9,213	0	0.0
14	Professional Educator	13,013	0	0.0
15	Temporary 90-Day Educator	26	0	0.0
16	**Interim Initial Educator	15	15	100.0
17	**Temporary Authorization for Minor Assignment	3	3	100.0
18	Durational Shortage Area Permit (includes renewals)	177	10	5.6
30	**Interim Provisional Educator	5	5	100.0
34	**Substitute Teacher Authorization: Long Term	76	76	0.0
42	International Teacher Permit (includes renewals)	15	0	0.0
45	Resident Educator Certificate	248	0	0.0
	<i>High poverty Quartile Totals and Percent</i>	27,495	456	1.7

***Teachers working without a certificate or out-of-field are always considered to be NHQ.**

****Teachers working under these certificates are always considered to be NHQ per NCLB.**

Code	Certificate	N Classes Low Poverty Quartile	N Classes NHQ Low Poverty Quartile	% Classes NHQ Low Poverty Quartile
00	*Not Certified	27	27	100.0
99	*Out-of-Field	11	11	100.0
10	**Nonrenewable Interim Initial Educator	16	16	53.1
11	Initial Educator	3,379	0	0.0
12	**Nonrenewable Interim Provisional Educator	1	1	100.0
13	Provisional Educator	12,620	0	0.0
14	Professional Educator	19,905	0	0.0
15	Temporary 90-Day Educator	7	0	0.0
17	**Temporary Authorization for Minor Assignment	2	2	100.0
18	Durational Shortage Area Permit (includes renewals)	36	4	11.1
34	**Substitute Teacher Authorization: Long Term	41	41	87.7
41	International Teacher Permit (includes renewals)	9	0	0.0
	<i>Low poverty Quartile Totals and Percent</i>	36,054	102	0.3

***Teachers working without a certificate or out-of-field are always considered to be NHQ.**
****Teachers working under these certificates are always considered to be NHQ per NCLB.**

A new policy introduced in 2005-2006 designated teachers holding Durational Shortage Area Permits (DSAPs) and Temporary Authorizations for Minor Assignments as NHQ. From July 1, 2006, Connecticut law requires that any teacher who applies for a DSAP must have passed the PRAXIS II exam in the content area, thus making the teacher highly qualified. The CSDE notifies LEAs about teachers working under licenses that were issued without the teachers passing a content exam, and also instructs the LEAs to have the teachers take and pass a content exam. These teachers can also demonstrate content knowledge by having a college major in the content area. The CSDE, therefore, expects to see a decrease in the number of teachers holding certificates designated as NHQ, especially in the high poverty quartile schools.

OVERARCHING STRATEGIES:

1. Continuous monitoring, through annual data collections and analyses, to ensure that Connecticut's poor or minority students are being taught by highly qualified and experienced teachers, in order to ensure the success of all students and reduce the achievement gap between poor, or minority students and other students.
 - *Measure:* percentage of core academic subjects taught by teachers who meet the NCLB HQT requirement in Connecticut's districts and schools in the high poverty and high minority quartiles;

- Measure: percentage of core academic subjects taught by teachers who meet the NCLB HQT requirement in Connecticut’s districts and schools who have failed to make Annual Yearly Progress (AYP);
 - Measure: percentage of teachers with less than two full years of teaching experience assigned to the schools in the highest quartiles for poor or minority students; and
 - Publicly Report Progress: NCLB State Report Card, District Test Results, School Test Results and Connecticut’s Strategic School Profiles for districts and schools.
2. Increase to 100 percent the core academic subjects taught by teachers in Connecticut who meet the HQT requirements.
- Measure: percentage of core academic subjects taught by teachers who satisfy the NCLB HQT requirements in Connecticut’s districts and schools; and
 - Publicly Report Progress: NCLB State Report Card, District Reports.

Sub-Strategy 1: Data and Reporting Systems

NEED: to continue to correct inequities of the distribution of not highly qualified (NHQ) or inexperienced teachers in schools assigned to the highest quartiles based on the percentage of minority and impoverished students. The CSDE will utilize the state’s long-standing, multi-layered data collection and reporting systems. The ongoing analysis of the data will provide the CSDE with evidence of the probable success of its overarching strategy.

- 1.1 The CSDE has begun collecting class schedule rosters from districts. This information will allow the CSDE to further verify that the teaching assignment data reported in the certified staff file are accurate by directly linking teachers to their students through class schedules. The project moved forward rapidly during the 2010-11 school year.
- 1.2 The CSDE will monitor districts annually for the number of teachers who are HQT and for those who are not certified or teaching out-of-field. The CSDE has significantly reduced the number of non-certified and out-of-field teaching assignments between 2002-03 and 2010-11. The data are reported on the NCLB annual report card.
- 1.3 Connecticut expanded the annual HQT analysis for every LEA and school, and distributed the results to each district beginning with the 2005-06 data collection. This analysis enabled the LEAs to track their progress toward achieving their AMO of 100 percent HQT. It also enabled LEAs to focus attention on the schools with the highest percentage of inexperienced and NHQ teachers.
- 1.4 The CSDE’s HQT plan requires that each LEA incorporate specific steps in its district HQT Improvement Plan to achieve its AMO of 100 percent HQT.
- 1.5 The CSDE will collect and review the HQT Improvement Plans from all districts. The CSDE will provide feedback to each district that fails to meet its AMO of 100 percent HQT.

- 1.6 Each LEA must annually report the progress made on its HQT Improvement Plan.
- 1.7 To ensure that districts reach the 100 percent HQT goal, LEA plans and HQT Improvement Plans must include methods that will make each teacher become highly qualified that include, but are not limited to, the following:
 - require that NHQ teachers either successfully complete the state adopted assessment (PRAXIS II or ACTFL for world languages); or
 - complete courses to achieve a content major or master’s degree; or
 - transfer the NHQ teacher into a position for which he/she is HQT; or
 - use the HOUSSE process only in the identified areas of exception to highly qualify veteran teachers.
- 1.8 The CSDE rolled out its web-based certification system during the 2008-09 school year. Everyone who holds a certificate has a record indicating content area major and all degrees earned. Beginning July 1, 2016, in order to advance in the certification continuum, a person must obtain a master’s degree instead of 30 credits beyond the bachelor’s degree. LEAs have access to this information.

Sub-Strategy 2: Teacher Preparation

NEED: to prepare high quality teachers and ensure their success and effectiveness in high poverty, high minority and low-performing schools. The CSDE will develop and support stronger collaborations between teacher preparation institutions and school districts.

- 2.1 In the coming year, the Department, in collaboration with the Board of Regents for Higher Education, will host the Educator Preparation Advisory Committee (EPAC), a group of interested stakeholders, to advise the State Board of Education on developing a system for the approval, quality, regulation, oversight and accreditation of Connecticut preparation programs, including:
 - performance in the classroom as determined by indicator such as teacher evaluations and student achievement data;
 - program graduates retention, turnover and dismissal rates in their schools;
 - new graduates’ preparation for work in high-need districts;
 - the effectiveness of the preparation programs’ recruitment efforts among top-tier university students; and
 - structured feedback from school districts on the readiness and effectiveness of preparation program graduates.
- 2.2 Connecticut has implemented a new teacher induction program titled the Teacher Education And Mentoring (TEAM) Program. The TEAM Program is an induction program for beginning teachers that includes mentorship and professional development. Beginning teachers participating in the program are assigned a mentor to guide them while they progress through the program. Under the guidance of their mentors, beginning teachers are required to complete up to five professional growth modules focused on the following domains of the Common Core of Teaching (CCT): (1)

Classroom environment; (2) Planning; (3) Instruction; (4) Assessment; and (5) Professional responsibility. At the culmination of each module, a written reflection paper will be submitted by the beginning teacher to a district or regional review committee to determine if the beginning teacher has successfully completed the module. Beginning teachers must successfully complete TEAM Program requirements to be eligible for continued certification.

The CSDE in collaboration with Regional Education Service Centers (RESCs) provide comprehensive training for district personnel implementing the TEAM Program. This training includes effective teaching methods and best practices in teacher evaluation. Training is provided to TEAM Program district facilitators, coordinating committee members, administrators and mentors. As the program evolves, beginning teacher seminars and webinars will be available, and experienced teachers from urban districts will be selected and trained to be “Master Mentors” and teacher leaders in their schools. The TEAM Program Web site provides districts and beginning teachers with numerous resources related to the program and effective teaching.

During the 2012-13 year, the CSDE has contracted with an independent evaluator to evaluate the success of the TEAM Program as it plays a substantial role in enhancing the instructional effectiveness of new teachers and ensures that all new teachers demonstrate Connecticut’s rigorous teaching standards in all schools, including high poverty, high minority and low-performing schools. The professional growth modules require beginning teachers to engage in reflection, self-evaluation and professional development resulting in enhanced pedagogical skills. It is expected that this process will have a positive impact on students and ultimately lead to a higher level of student learning. The “support” component of the TEAM Program ensures that all new teachers are assigned a state-trained mentor to provide guidance and support during their first two years of teaching, resulting in enhanced instructional effectiveness and the retention of new teachers in high poverty, high minority and low performing schools. Additional information about the TEAM Program is available on the program website at www.ctteam.org.

- 2.2 The CSDE has promoted and approved urban teaching programs aimed at improving the knowledge and skills of teachers working with students from high poverty, low-performing schools. Prospective teachers develop classroom management skills, acquire rigorous subject area knowledge, diagnose learning problems, build trusting relationships across racial, class and gender boundaries, and become careful observers of culture in the urban communities in which they will teach. In fall 2011, the CSDE approved the state’s first alternate route to certification for administrators designed and implemented by Achievement First, a charter management organization. This program is designed specifically to develop administrators to work in the state’s large urban districts such as Hartford, New Haven and Bridgeport.
- 2.3 The CSDE in collaboration with the State Board of Regents, Department of Higher Education, has established an articulation agreement that provides seamless pathways to a baccalaureate degree for Connecticut students. The agreement improves the acceptance

and transfer of credits earned at a community college into a teacher preparation program offered at Connecticut's four-year colleges and universities. This agreement creates an accessible pathway leading to state teacher certification. Community colleges help increase the diversity of the teaching force because they educate a higher percentage of minority and low-income students than four-year institutions.

- 2.4 The CSDE, through the Connecticut Accountability for Learning Initiative (CALI), provides professional development to principals in the state's neediest schools. The exercise coaches principals to identify and implement leadership practices that are proven to promote student success and a school culture that retains and attracts effective teachers.
- 2.5 Connecticut has administered the Alternate Route to Certification (ARC) Program for over 20 years. This program is administered by the state through the Office of Higher Education (OHE) (formerly the Department of Higher Education). The CSDE is working with the OHE to expand ARC to include all shortage areas. ARC was designed to attract and prepare well-educated adults with strong subject-area knowledge to become teachers in Connecticut's public schools. In 2010-2011, 113 individuals completed the ARC program and received a teaching certificate; of those individuals who completed the ARC program, 82 are currently employed in Connecticut public schools. The CSDE and OHE will continue to support and enhance the ARC Program to meet the needs of Connecticut's public schools.

Sub-Strategy 3: Recruitment and Retention of Experienced Teachers

NEED: to build a critical mass of qualified and experienced teachers willing to work in hard-to-staff schools. The CSDE will implement policies, programs and practices to build this pool of teachers willing to work in hard-to-staff schools with high percentages of minority or impoverished students.

- 3.1 Several states (Arkansas, Florida, Kentucky, Louisiana, Maryland, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia) have developed policies which allow retired teachers to return to the classroom without losing retirement benefits. Connecticut has implemented a similar program allowing retired teachers to be reemployed without being subject to the earnings limit if they teach in a subject shortage area. In spring 2010, funding for this program was extended and legislation passed that allows retired teachers to teach any content area in a high need urban district without being subject to the earnings limit. This employment may be for one school year and may, with prior approval of the Teachers' Retirement Board, be extended for an additional year. This will increase the pool of experienced teachers statewide, including high need districts. The goal of the program is to alleviate teacher shortages and allow highly qualified teachers to bring their experience to the classroom and share their knowledge with beginning teachers. With the approval of the Teachers' Retirement Board, 28 formerly retired teachers are teaching in Connecticut public schools and 15 of those teachers are teaching in high-need urban districts. We anticipate that the number of teachers

participating in this program will increase as a result of this legislation. Program success will be determined by the number of retirees filling vacancies in shortage areas and teaching in high-need urban districts, and the impact these teachers have on student achievement and beginning teachers.

- 3.2 In 2000, the state implemented the Teachers Mortgage Assistance Program to be administered by the Connecticut Housing Finance Authority (CHFA). The program is available to Connecticut certified teachers who are employed by, and purchase a first-time home as their primary residence in, a priority school district (urban district with high numbers of poverty and minority students). This provides an important incentive to encourage highly qualified public school teachers to live in the community in which they teach, as well as to address shortage area needs in priority school districts. In 2000, when the program was implemented, six teachers received mortgage assistance. Since then, the number of teachers participating in the program has increased significantly. In 2007 through 2011, 282 teachers received mortgage assistance for purchasing a home in the high-need urban or rural district where they teach. A total of 115 teachers in 2007, 72 teachers in 2008, 43 teachers in 2009, 28 teachers in 2010 and 24 teachers in 2011 received mortgage assistance; the decline in recent years is strongly indicative of the nation's economic situation. The program is deemed successful due to the increased numbers of teachers teaching and living in urban and rural high-need districts.
- 3.3 The CSDE is currently in the process of updating and enhancing its Educator Continuum, which includes a review of educator preparation regulations, certification regulations, teacher/administrator induction programs and professional development for all educators. As part of this undertaking, the CSDE is reviewing recruitment and retention data and making recommendations to increase the retention of teachers within Connecticut's urban and rural districts, and ensure that HQTs are distributed equitably across districts. In March 2010, the State Board of Education approved the updated 2010 Common Core of Teaching: Foundational Skills. Subsequently, discussions have begun regarding the need to revise teacher evaluation guidelines.
- 3.4 The CSDE has developed partnerships with other countries to bring skilled teachers to Connecticut under the three-year J1 Visa Program in an effort to fill positions in our top shortage areas. Most prominently, the CSDE has partnered with India to enable teachers who are trained in math, science and special education to teach in Connecticut public schools. Teachers from India and other countries will be deployed to those districts having the most difficulty employing HQ teachers. The CSDE will continue to support this program in an effort to meet the needs of Connecticut public schools.
- 3.5 In 2006, the Connecticut General Assembly passed statutory language that allows graduates of the Teach for America (TFA) to place teachers in Bridgeport, Hartford and New Haven, the three largest districts in the state. TFA provides mentoring and technical assistance to all of its graduates during their first two years of teaching. To date, over 200 are currently teaching in Bridgeport, Hartford and New Haven.

Sub-Strategy 4: Professional Development

NEED: to build the skills, knowledge and qualification of teachers already working in high poverty, low-performing schools and districts. The CSDE will implement policies, programs and practices that address this need. The CSDE will biennially review program success and evaluate the effectiveness of these strategies through both short-term and long-term methods. The short-term method will be to collect and analyze data regarding the number of experienced and highly qualified teachers teaching within the urban districts, those serving primarily minority students living within high poverty settings. The long-term evaluation methods that the CSDE will use to determine program effectiveness include the following: (1) Improved student outcomes in urban districts and those schools who have a preponderance of inexperienced teachers; and (2) A newly designed state accountability model that integrates federal NCLB and state requirements, including the collection of rates of attendance, suspension, expulsion, graduation and drop-out. Once this data is collected, we will correlate the data on schools identified with a large number of inexperienced teachers with these identified variables within the new accountability model.

- 4.1 The CSDE will provide a statewide professional development session focusing on how LEAs can increase the number of HQTs in their districts. The CSDE worked with each district not meeting the 100 percent HQT goal in the 2009-10 school year to ensure that each LEA met the desired goal.
- 4.2 In July 2007, the passage of state accountability legislation required the CSDE to identify low-achieving districts and provide intensified supervision and direction to these districts. Since the 2007-08 year, the CSDE identified 15 such districts that were in need of improvement in reading, mathematics or both, using No Child Left Behind (NCLB) criteria. The districts are now referred to as Partner Districts. In addition to the required NCLB sanctions, the CSDE provides these districts with intensive support and training to ensure continuous improvement in student achievement. The support and training will continue and be expanded as needed to meet the needs of these districts.
- 4.3 The CSDE will recruit experienced, urban teachers to participate in teacher leadership academies for elementary, special education, mathematics and science to build their capacity to mentor new teachers and implement research-based practices in the classroom. These teacher leadership academies have continued in the areas of mathematics and science; other leadership programs ended due to funding cuts.

Sub-Strategy 5: Working Conditions

NEED: to improve working conditions in high-need schools. The CSDE will conduct a research study to evaluate the unique needs of administrators and teachers in high poverty, high minority and low-performing schools.

- 5.1 The study data will be used to develop strategies and provide feedback to districts and principals about working conditions in individual schools that affect both student achievement and teacher retention.
- 5.2 Based on the results of the study, the CSDE will seek funding to remedy those working conditions that contribute to low student performance and high teacher attrition.