A STAFFING PLAN: RTTT Project 9 Deliverable 3

Illustrative Guidelines

The following is technical assistance to districts providing illustrative guidelines for completion of Race to the Top (RTTT) Project 9, Deliverable 3, a commitment to:

> "Submit a staffing plan that reflects the assignment of effective and highly effective teachers and principals as defined in the grant notice to the district's schools that have the highest percentages of low-income students and minority students. Revisions to the plan, if made, should be submitted annually."

Districts may use these guidelines to review their current staffing plan and/or make any desired adjustments for completion of this RTTT deliverable by RTTT Year 4 Quarter 4.

Why a staffing plan?

One significant aspect of sustaining school improvement processes and preparing all students to be college and career ready is ensuring an equitable distribution of effective and highly effective teachers among all district schools. At a minimum, each district has a plan on how to monitor the distribution of teachers and principals based on annual summative evaluation ratings.

Districts monitor staffing practices for schools that have the highest percentages of low-income students and minority students to be sure there is both an equitable distribution of effective and highly effective teachers and principals in such schools and that the staffing assignment practices of the district support the school improvement goals of each school.

Building an effective staffing plan

The RTTT Project 9, Deliverable 3 evidence that is uploaded into the online Grant Management system consists of two elements:

- The actual staffing plan developed and being implemented by the district; and
- Data that reflect the impact of that plan on staffing assignments of teachers and principals.

The district's evaluation systems for teachers and principals result in one of four summative ratings (Highly effective, Effective, Needs Improvement/Developing or Unsatisfactory). Monitoring the distribution of teachers and principals based on these rating in schools that have the highest percentages of low-income students and minority students is a baseline element in the staffing plan. At a minimum a staffing plan for RTTT Project 9, Deliverable 3 will have these elements:

- A timely process to track assignment of teachers and principals rated effective and highly effective to be aware of whether the distribution of teachers and principals at the targeted schools provide less access to such staff than at other district schools;
- Defined triggers that make clear when actions must be taken to address imbalances in staff distributions; and
- Defined actions or options to remedy imbalances in staff distributions.

A high-quality staffing plan

RTTT Project 9, Deliverable 3 sets a baseline for district staffing plans. This baseline will enable continuous progress toward a high-quality staffing plan that will not only monitor and respond to any significant differences in distribution of teachers and principals based on annual summative ratings, but may also monitor distributions on additional factors to achieve district equity goals and support improvement in schools that have the highest percentages of low-income students and minority students. As district capacities expand, staffing plans may also address factors such as:

- Distributions by subject matter or grade levels in addition to whole schools;
- Distributions by years of experience to avoid a disproportionate percentage of new teachers or end-of-career teachers at the targeted schools; and
- Proficiency of teachers and principals at targeted schools in supporting a professional learning culture or working with school improvement initiatives.

Districts may also monitor staffing distributions based on additional factors such as teaching experience, collegial team building proficiencies, certification and proficiency on district priorities and initiatives.

Guiding Questions

A set of illustrative guiding questions for developing, improving and implementing a district staffing plan is as follows:

1. What policies or practices are in effect to prevent staffing inequities?
    a. Are there incentives to encourage effective and highly teachers and principals to transfer to low-performing schools?
    b. Are there resources for professional development in low-performing schools to address growth needs of existing staff?
    c. Are factors other than summative evaluation ratings considered in efforts to recruit and retain teachers and principals in low-performing schools?
    d. Do district supervisors monitor the practices of school principals regarding recruiting and retaining staff that meet student needs?
2. What data are reviewed to assess distribution of effective and highly effective teachers?
3. When is that staffing data reviewed and by whom?
4. What evidence/data triggers a staffing action or district intervention to address inequities?
5. What options are available to remedy staffing inequities?
6. What review or evaluation actions are taken to monitor impact of preventative or corrective staffing actions?