

# School Finance Committee Testimony

May 3, 2018



## Best In Class

**Championing Effective Educators for Every Student**

*Powered by The Commit Partnership and Communities Foundation of Texas*

# The Best in Class Coalition works to create more equitable access to effective, diverse teachers and school leaders in the DFW region



By improving how we **attract, prepare, develop,** and **retain** educators...



We will increase access to **effective, diverse teachers** and **school leaders**...



Which will grow the proportion of DFW students **on track for college and career success.**



# Best in Class focuses on four key strategies



## ATTRACT

Attract **greater numbers of talented, diverse candidates** as teachers and school leaders



## PREPARE

**Better prepare future teachers and school leaders** to meet the needs of students in our region



## DEVELOP

Support teachers and school leaders with **opportunities for ongoing learning and development**



## RETAIN

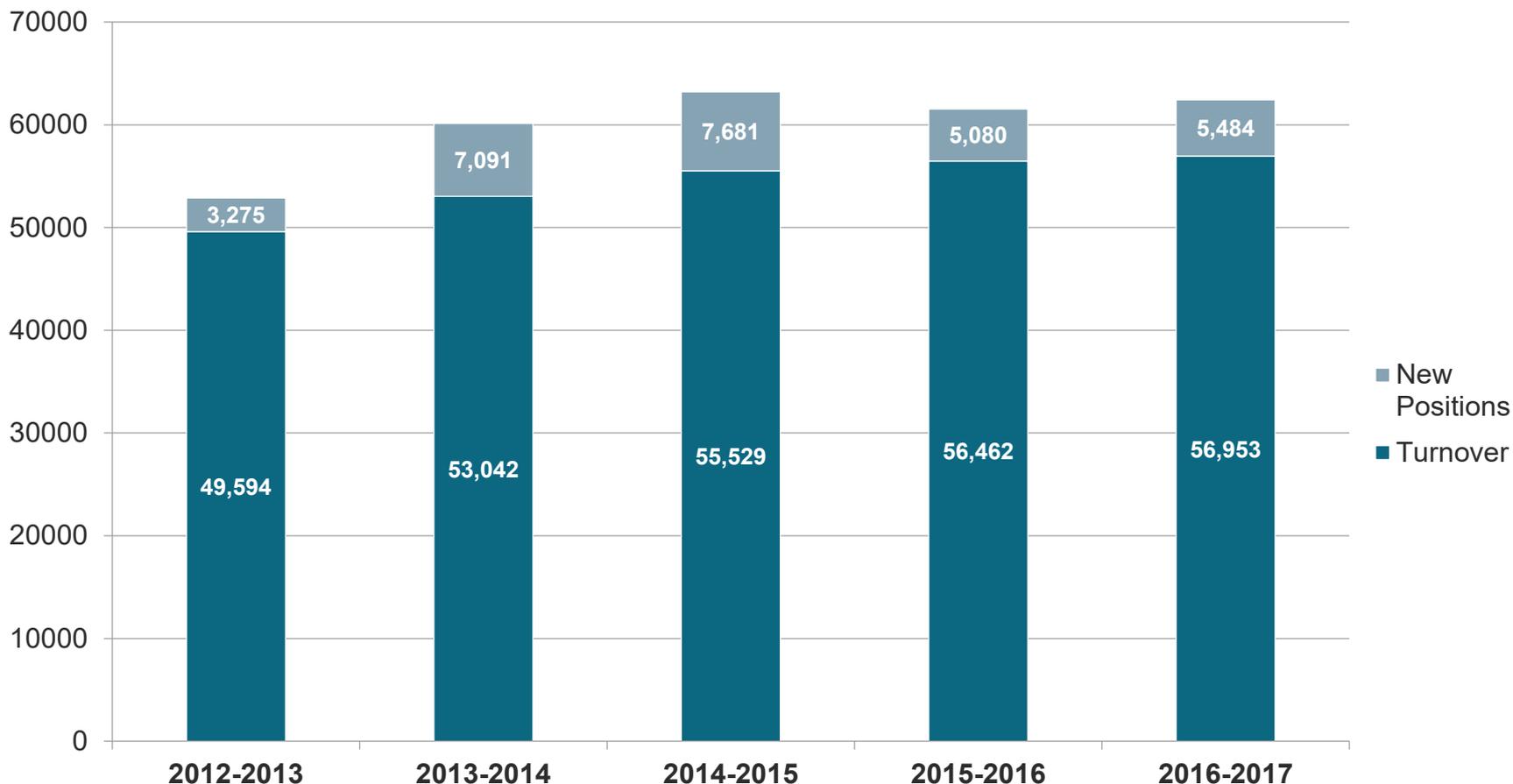
Increase retention of our **most promising and effective educators**

*Increased access to **effective, diverse teachers and school leaders** grows the proportion of students in Dallas-Forth Worth who are **on track for college and career success.***



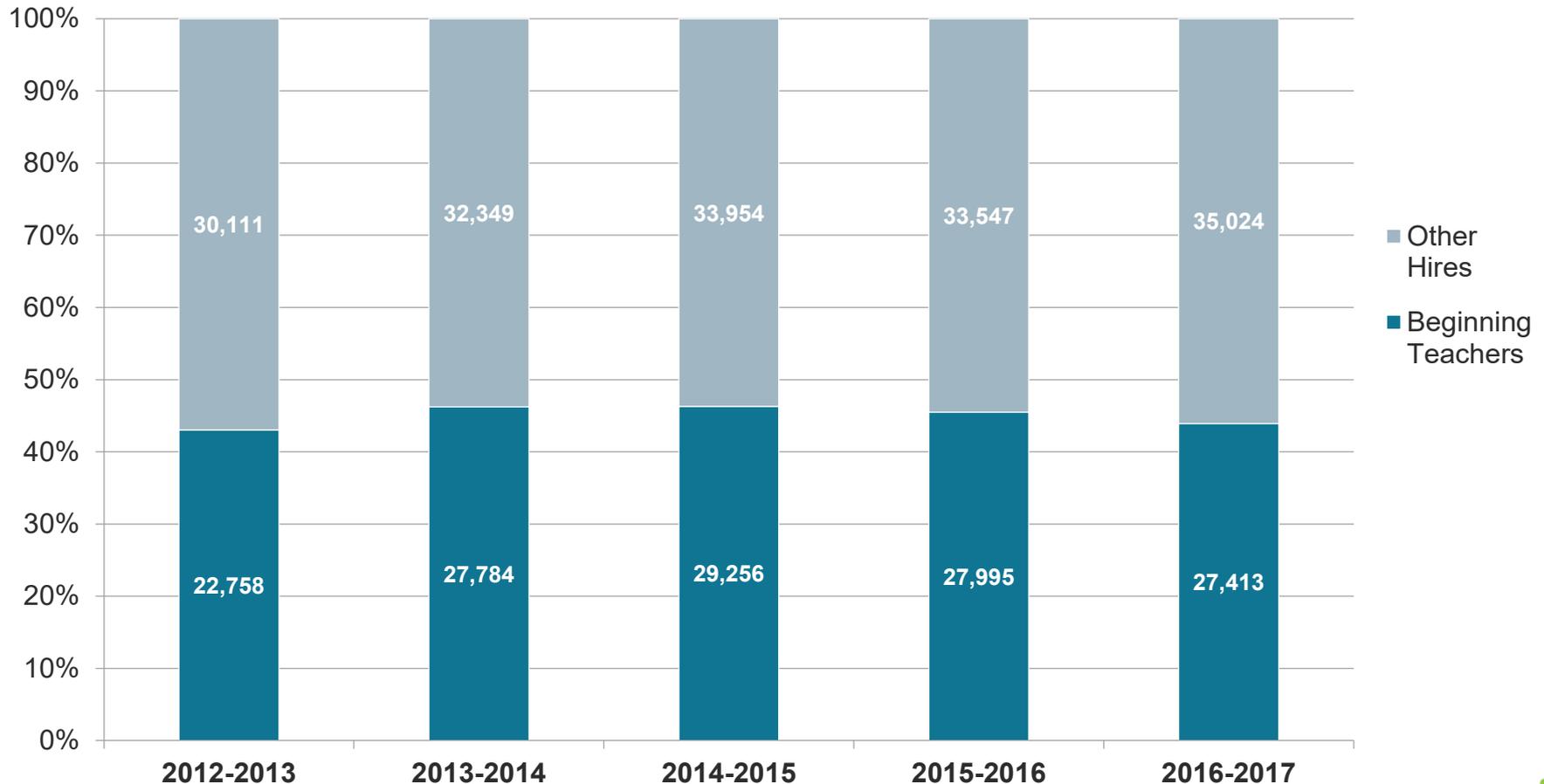
# The majority of Texas teacher hiring is driven by the need to fill vacancies caused by turnover from the previous year

## State of Texas Teacher Positions Filled, 2013 -2017



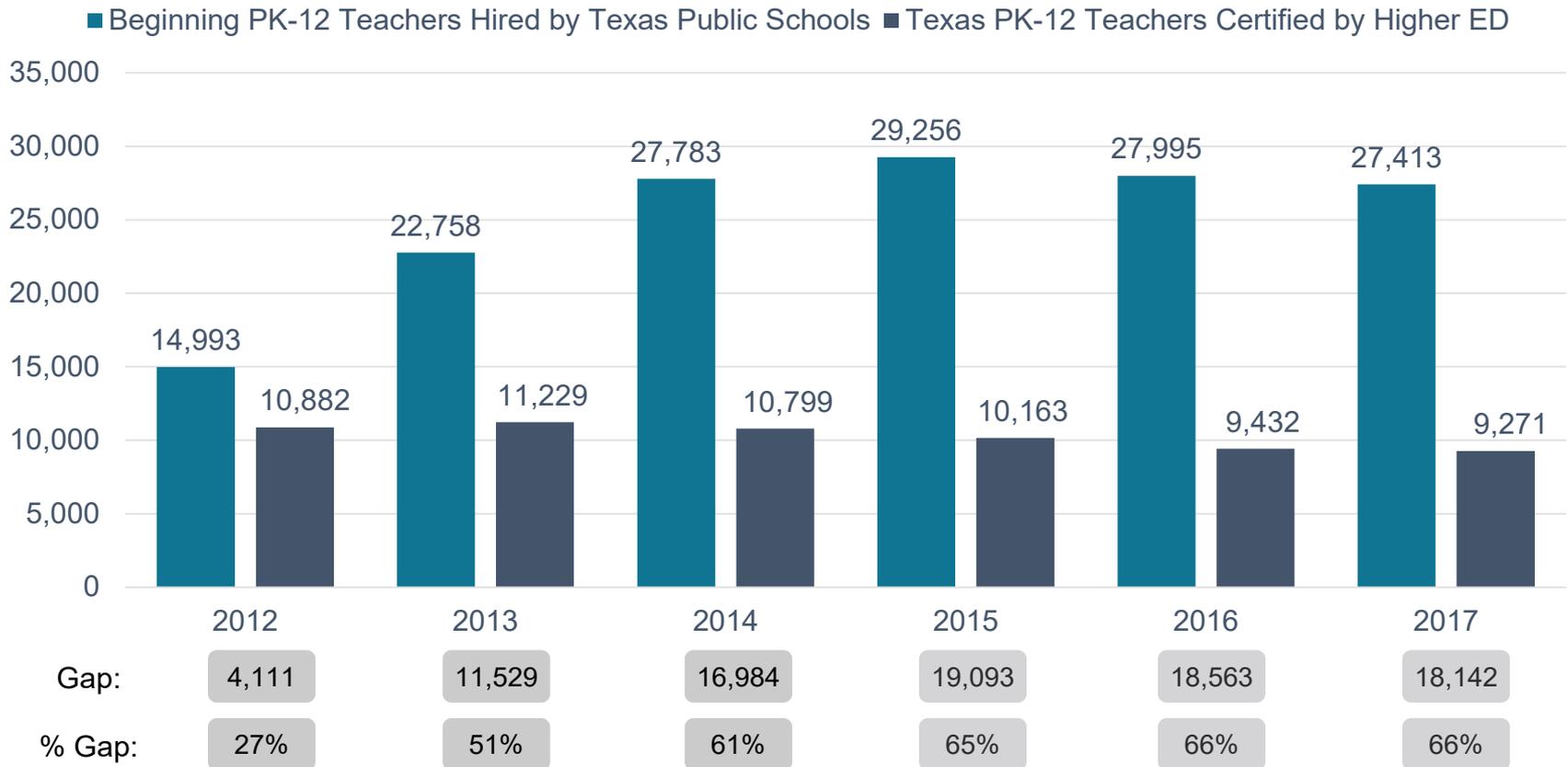
# Close to half of all hires across Texas are beginning teachers

## State of Texas Beginning Teachers Hired, 2013 -2017



# Beginning teacher supply provided by schools of higher education continues to decline statewide

## State of Texas Beginning Teacher Supply and Demand, 2012 -2017



**Demand:** Regional Demand is measured by all beginning teachers hired in all public school districts in the State of Texas.

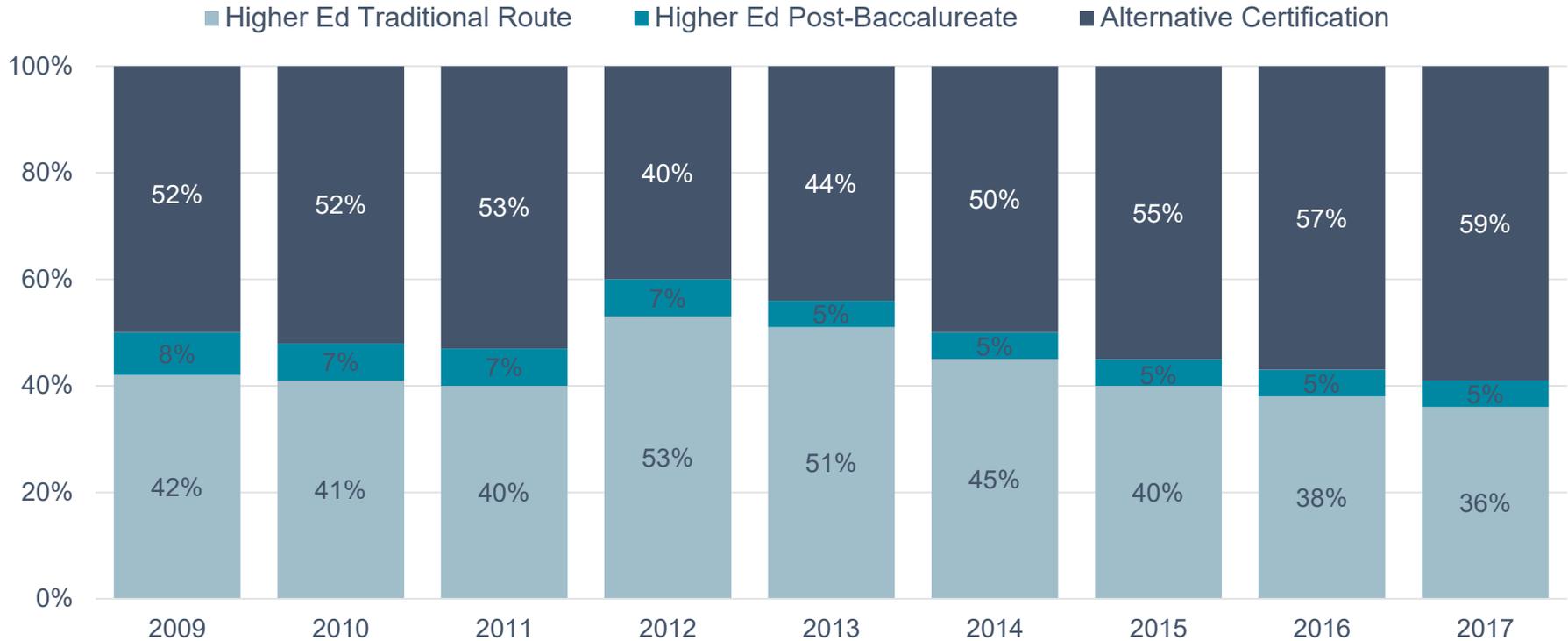
Source: TEA TAPR District Staff data 2010-2017 via <https://public.tableau.com/profile/the.commit.partnership#!/vizhome/DSTAFDataAccessTool/DistrictTeacherRaceGender>

**Supply:** Regional Higher Ed Institutions (Supply) is measured by Initial Educator Certificates (both Traditional and Post Bac) at all Texas Universities. Source: State Board Educator Certification; [https://secure.sbec.state.tx.us/Reports/prodrpts/rpt\\_edu\\_tchr\\_prod\\_counts.asp?width=1366&height=768](https://secure.sbec.state.tx.us/Reports/prodrpts/rpt_edu_tchr_prod_counts.asp?width=1366&height=768)



# Meanwhile, an increasing proportion of Texas certifications are from alternative certification providers

## State-Wide Certification Type, 2009-17



### Total Certifications



# The decline in certifications from IHEs is concerning in part because of higher turnover among alternatively certified teachers

<b>2015-2016 - 5 Largest Alternative Certification Providers for Certifying Teachers</b>		
<b>Alternative Certification Provider</b>	<b>Number Fully Certified in 2015-16</b>	<b>Percent Certified in 2010-11 Employed as Teacher in Fall 2015</b>
<b>Texas Teachers</b>	3,393	70%
<b>iTeach Texas</b>	1,102	70%
<b>Webcentric ACP</b>	525	76%
<b>Region 4 ESC</b>	503	73%
<b>ACT Houston</b>	352	68%

<b>2015-2016 - 5 Largest Institutions of Higher Education for Certifying Teachers</b>		
<b>Institution of Higher Ed</b>	<b>Number Fully Certified in 2015-16</b>	<b>Percent Certified in 2010-11 Employed as Teacher in Fall 2015</b>
<b>Texas State University</b>	623	81%
<b>University of North Texas</b>	522	78%
<b>Texas A&amp;M University</b>	497	70%
<b>Sam Houston State University</b>	419	86%
<b>Texas A&amp;M University - Commerce</b>	419	82%

<b>State of Texas</b>	<b>19,470</b>	<b>73%</b>
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Notes: Remaining in Profession defined as: Completers who were issued initial, standard teacher certificates in AY 2010-2011, were employed as regular classroom teachers in AY 2011-2012, and were employed as regular classroom teachers in the Fall 2015 Snapshot are counted as retained.



# Research suggests that high rates of turnover have a negative impact on school culture and student performance

## ATTRITION POSES CHALLENGES TO SCHOOLS AS ORGANIZATIONS...

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“Continual loss of teachers had a **negative impact on the momentum of instruction** at the school. This impact was described both **in terms of morale among remaining staff**, as well as the day-to-day instructional activities”

*Chronic Teacher Turnover in Urban Elementary Schools,*  
Education Policy Analysis Archives

“Schools with high rates of turnover do face **serious organizational challenges**, including the failure to establish a coherent instructional program and a lack of trust among teachers”

*Chronic Teacher Turnover in Urban Elementary Schools,*  
Education Policy Analysis Archives

## ...AND HAS POTENTIAL NEGATIVE IMPACT ON STUDENT ACHIEVEMENT

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“Results suggest that teacher turnover has a **significant and negative impact on student achievement** in both math and ELA”

*How Teacher Turnover Harms Student Achievement*  
American Education Research Journal

“Teacher turnover is **particularly harmful to** the achievement of students in schools with large populations of **low-performing and Black students**”

*How Teacher Turnover Harms Student Achievement*  
American Education Research Journal

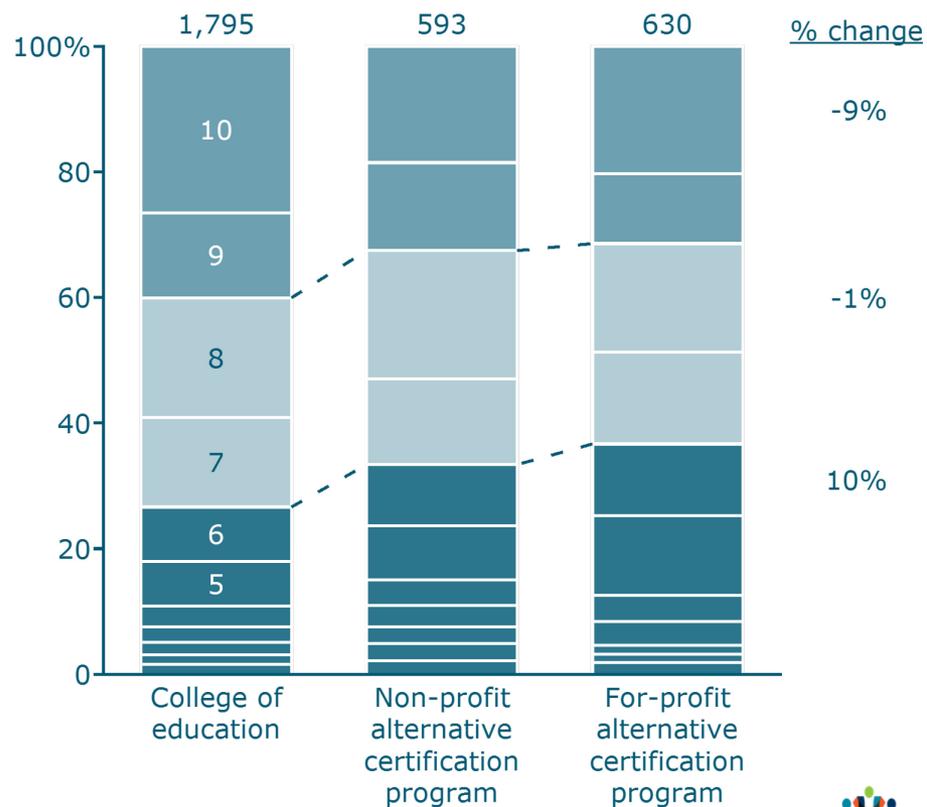
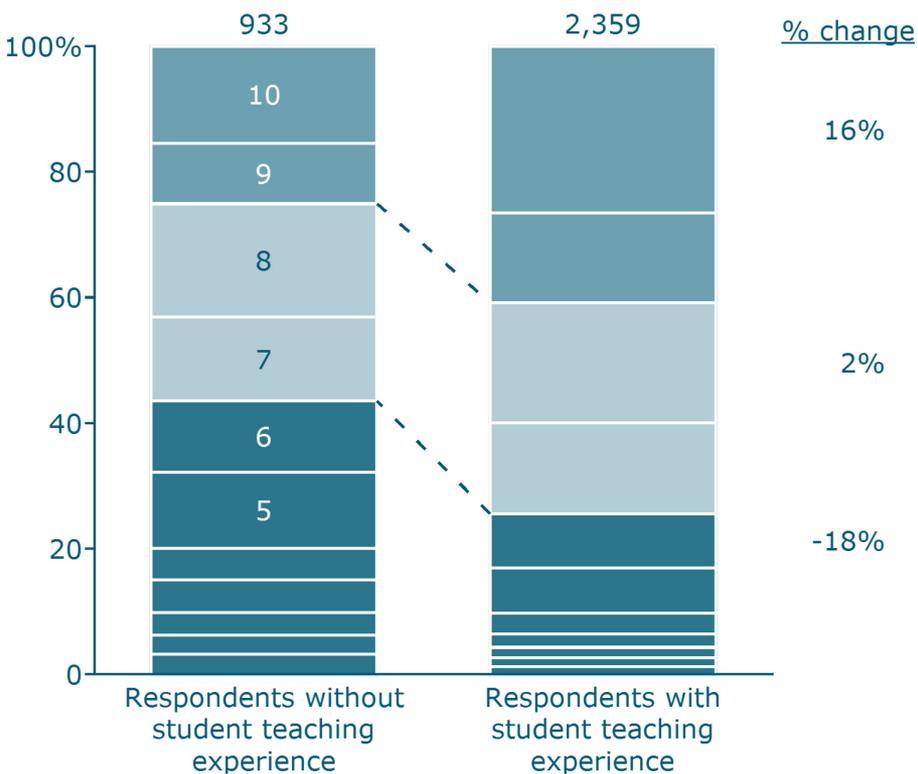


# Finally, our local research indicates that teachers who student taught or attended IHEs are more likely to feel well prepared to teach

How much do you agree with the statement “My teacher preparation program prepared me to be successful for my first year of teaching?”

## By Student Teaching

## By Certification Route

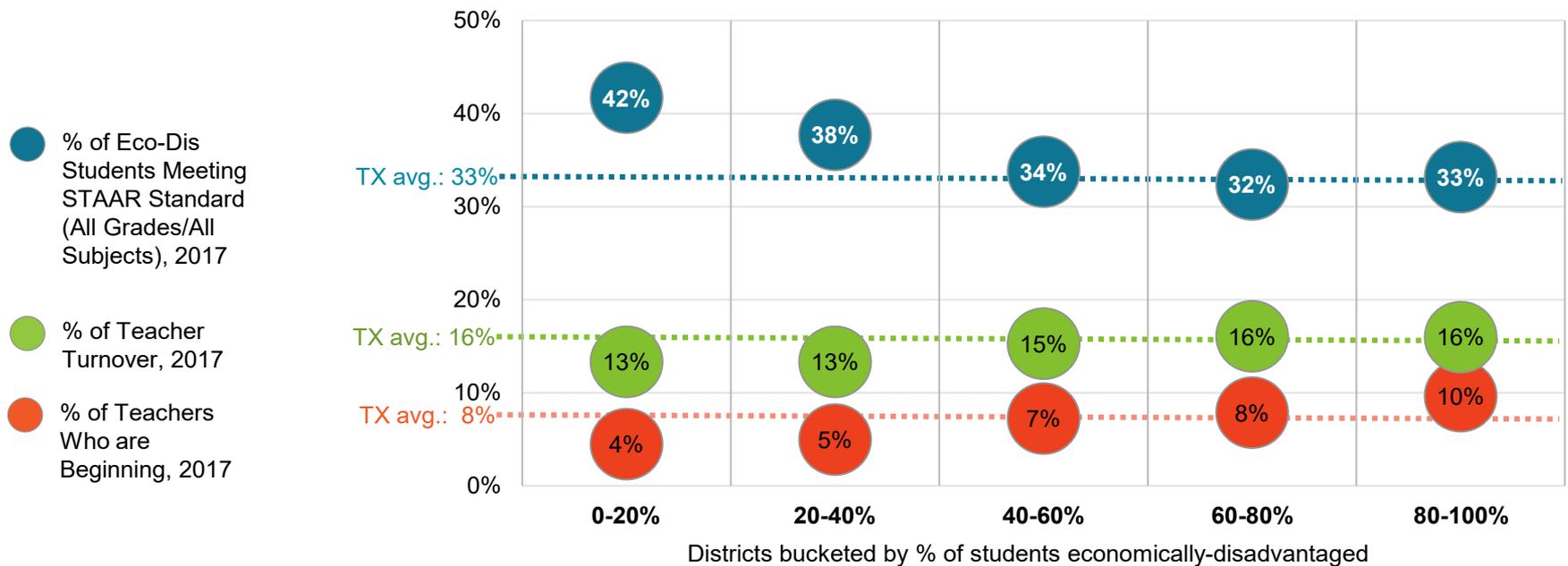


Note: 274 ACP responses marked Other and are not matched to “Non-profit” or “For-profit”  
 Source: Commit Second Annual DFW Teachers Survey (June 2017), N = 3292



# Beginning teachers and high teacher turnover are particularly common at lower-income ISDs, likely impacting student achievement

## Eco-Dis Student Achievement vs. Teacher Characteristics, by District Eco-Dis Rate (200 Largest ISDs)



Teachers: Avg. Yrs. Exp.	11.2	11.4	10.8	10.6	10.2
# Districts	15	30	51	67	36
# Students	223,117	727,916	1,081,443	1,463,410	787,427
# Teachers	14,627	47,393	69,988	92,391	50,736



# In North Texas, several districts are now using the ACE model to create more equitable access to educators with proven outcomes

## **DISD's Strategic Teacher Compensation effort, known as the ACE Program, has 5 key components with aligned interventions to create a culture of high campus expectations**

### **Effective Principals and Teachers**

- Strategic staffing – 90%+ of staff evaluated as proficient or higher the year prior
- Targeted and differentiated professional development
- Emphasis on mission/purpose

### **Instructional Excellence**

- Data analysis/PLCs (Professional Learning Communities)
- PLC/Planning collaboration
- Observation, coaching, and feedback

### **Extended Learning**

- Extra hour embedded into the Reading and Math curriculum
- Open until 6PM for intervention, enrichment, and safety
- Breakfast, lunch, and dinner served

### **Social and Emotional Support**

- Positive relationships
- Reduction of suspensions with restorative focus
- Joyful incentives

### **Parent and Community Partnerships**

- Facility upgrades
- Increased communication
- New partnerships

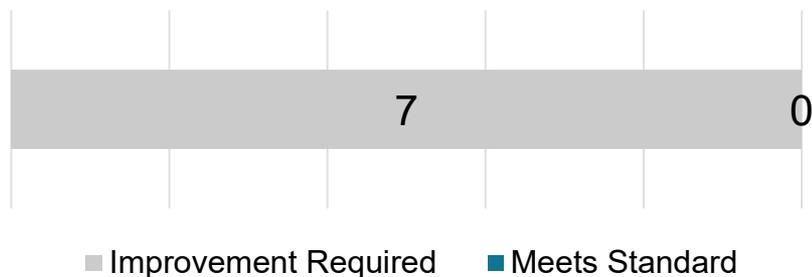


# 6 out of 7 ACE schools moved off of multi-year IR list after one year, maintaining same demographics

## 2014-2015

Detail on the 7 Pilot ACE Campuses:  
4 elementary schools & 3 middle schools

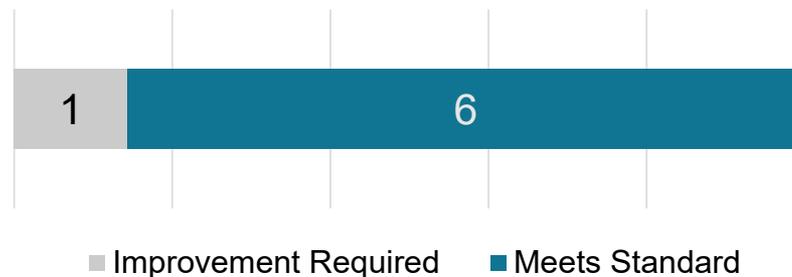
### 3.4 Years on the IR list on average



## 2015-2016

Detail on the 7 ACE Campuses:  
4 elementary schools & 3 middle schools

### 9 total state distinctions earned



Total Enrollment	4,158
Avg. % Black	57%
Avg. % Hispanic	41%
Avg. % Economically-Disadvantaged	92%
Avg. % Limited English Proficiency	28%

Total Enrollment	3,918
Avg. % Black	57%
Avg. % Hispanic	41%
Avg. % Economically-Disadvantaged	90%
Avg. % Limited English Proficiency	29%



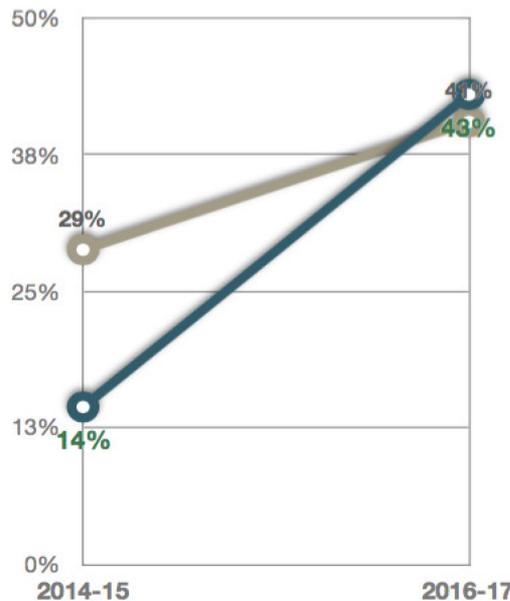
# In two years, DISD ACE schools eliminated their gap with the district on STAAR math achievement

## ACE Elementary School Math Achievement vs. DISD

○ ACE    ○ District

### 3rd Grade Math

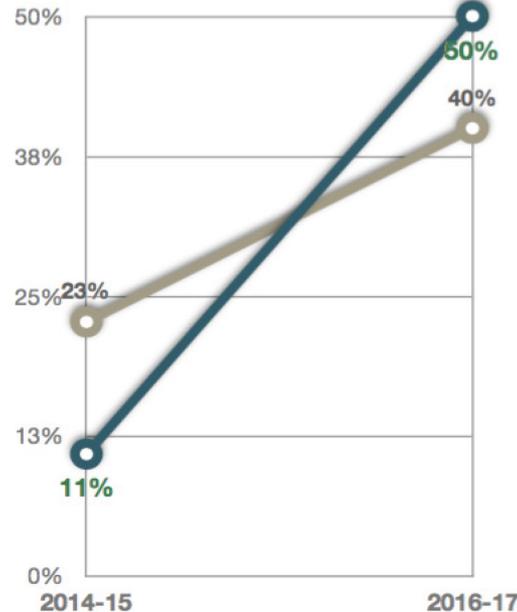
(ACE schools went from 15 pts. BELOW District to 2 pts. ABOVE District)



**29 point overall improvement;  
17 point gain vs. District**

### 4th Grade Math

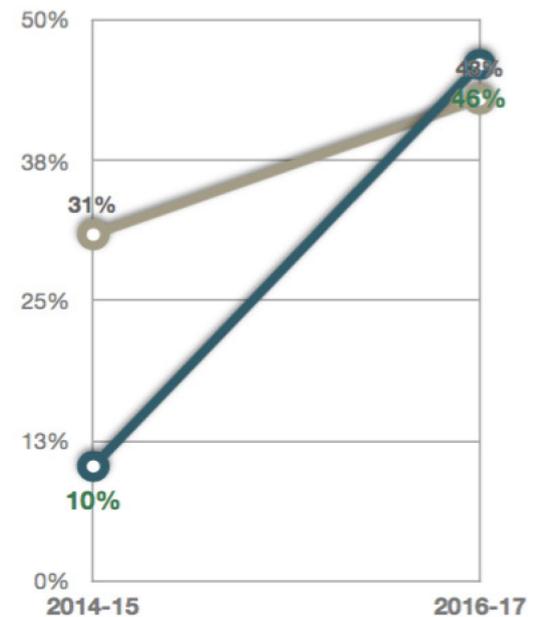
(ACE schools went from 12 pts. BELOW District to 10 pts. ABOVE District)



**39 point overall improvement;  
22 point gain vs. District**

### 5th Grade Math

(ACE schools went from 21 pts. BELOW District to 3 pts. ABOVE District)

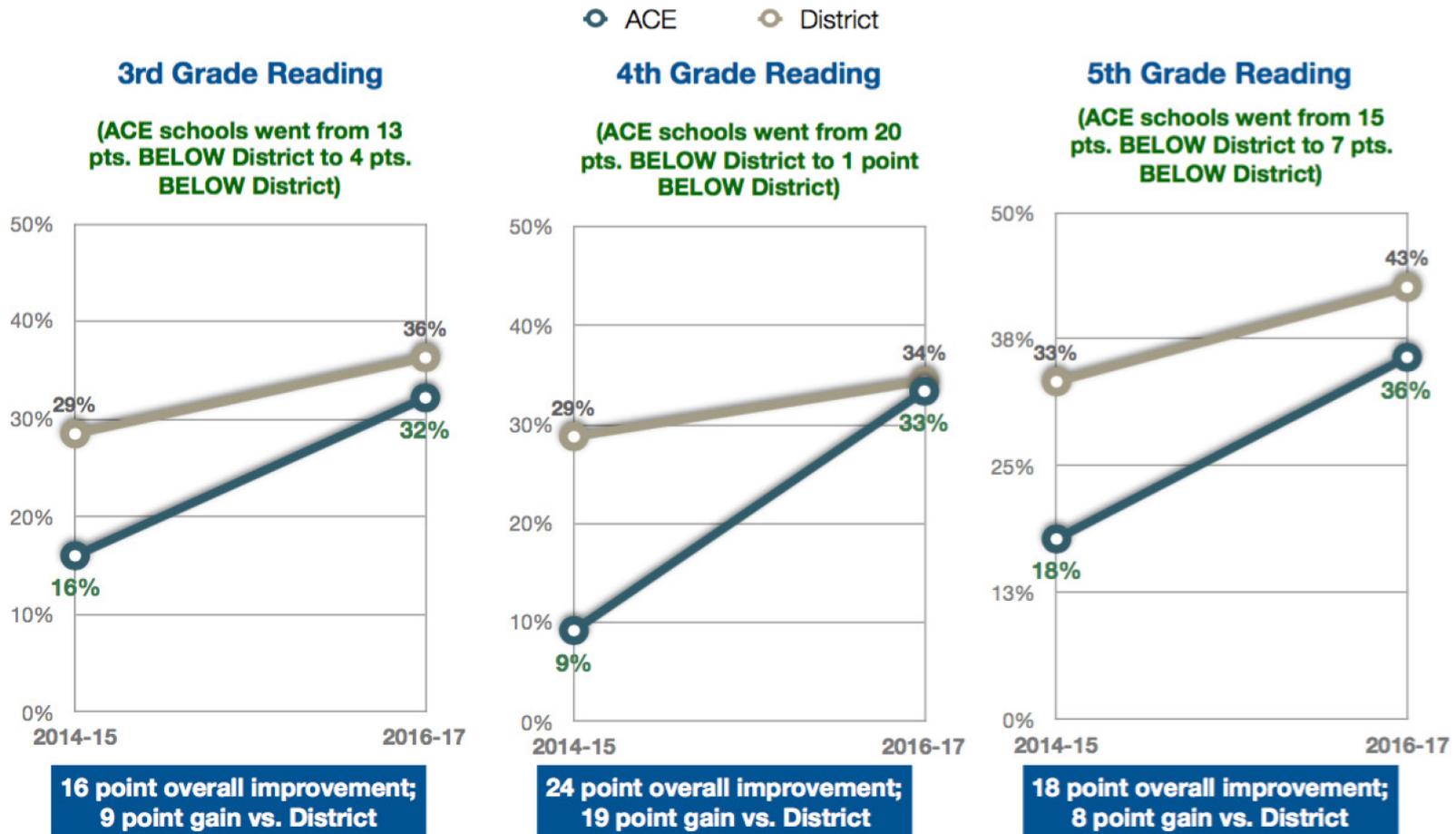


**33 point overall improvement;  
24 point gain vs. District**

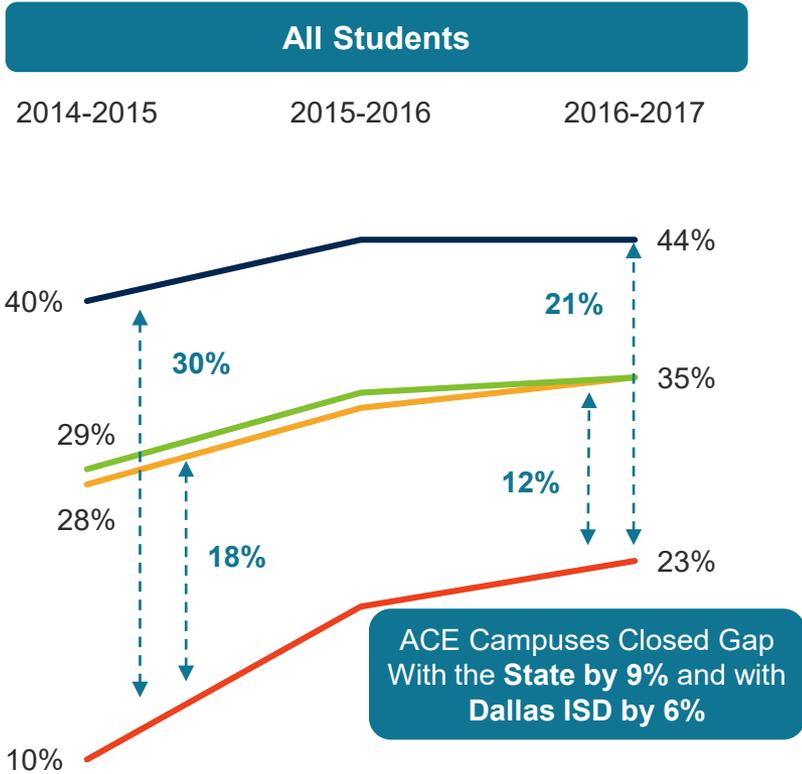


# In addition, DISD ACE schools significantly closed the gap on STAAR reading achievement

## ACE Elementary School Reading Achievement vs. DISD

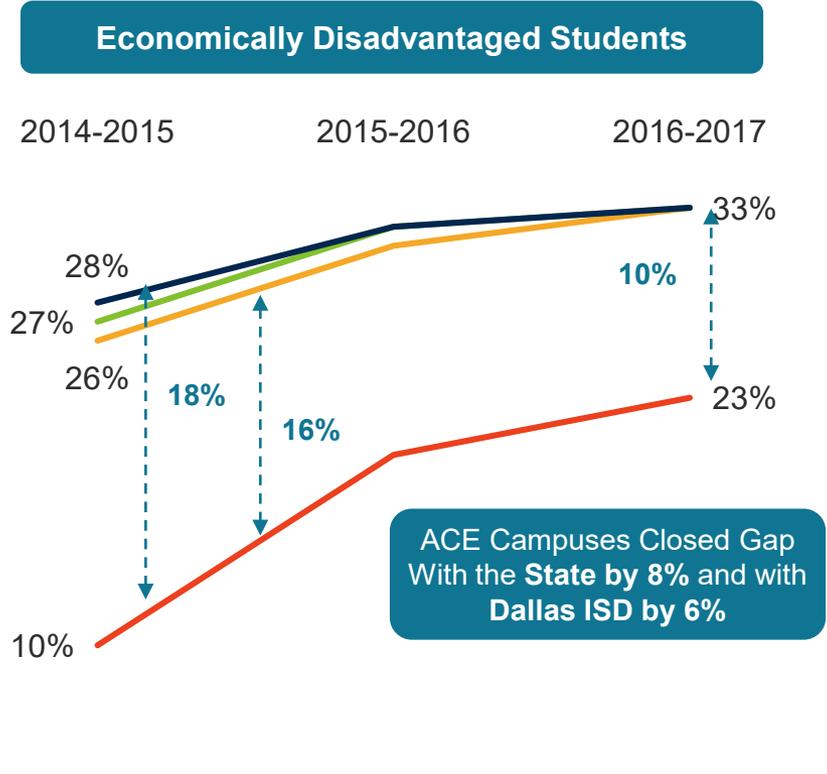


# The ACE effort positively impacted overall DISD performance



	ACE Cohort One	Non-ACE	Dallas ISD	State
<b>2-Year Growth</b>	<b>13%</b>	<b>6%</b>	<b>7%</b>	<b>4%</b>

- All Dallas ISD
- ACE Cohort 1
- Non-ACE Campuses
- State



	ACE Cohort One	Non-ACE	Dallas ISD	State
<b>2-Year Growth</b>	<b>13%</b>	<b>6%</b>	<b>7%</b>	<b>5%</b>

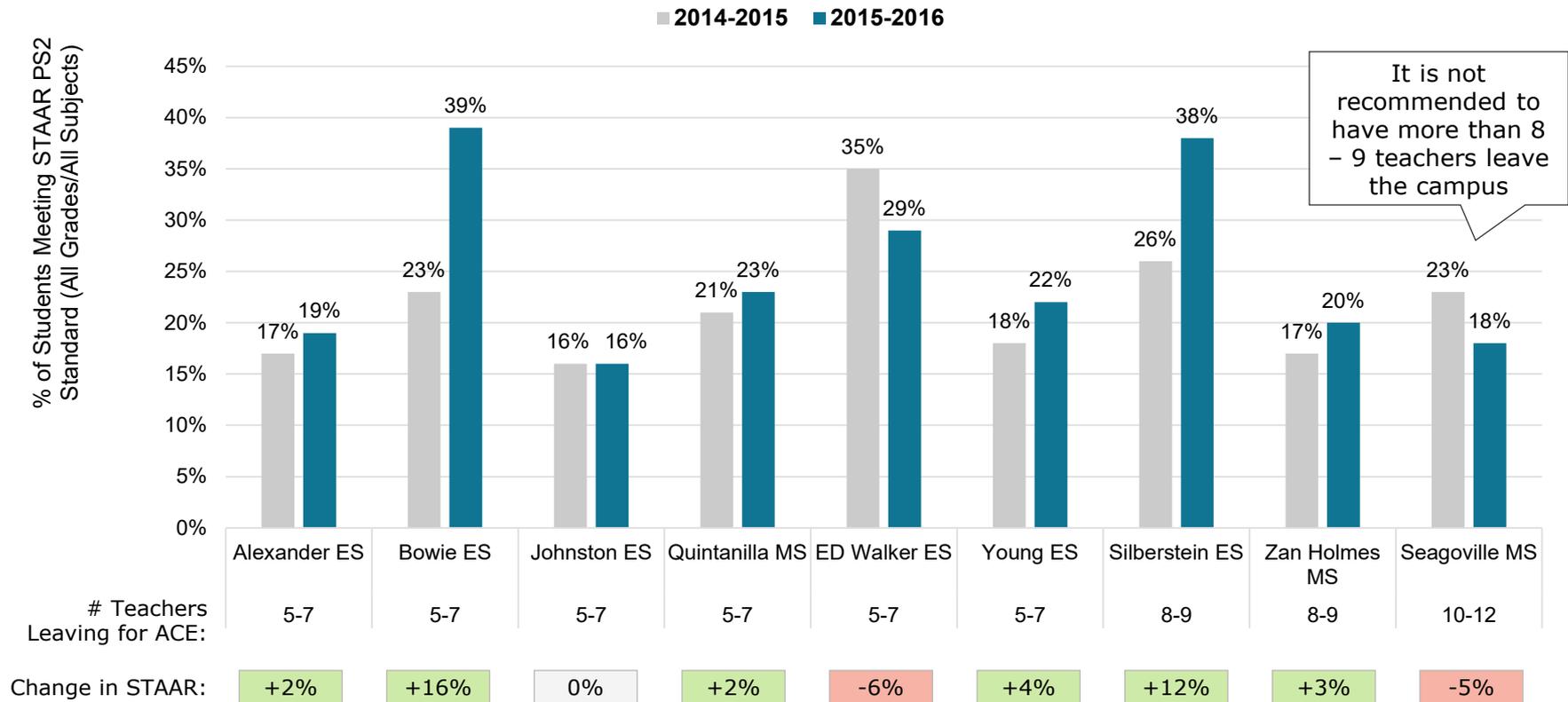
- All Dallas ISD
- ACE Cohort 1
- Non-ACE Campuses
- State



# The majority of schools that contributed the most teachers to ACE campuses still saw gains

## Campuses with the Largest Number of Effective Teachers Relocating to ACE Campuses

2014-15 vs. 2015-2016 Postsecondary STAAR Performance



# ACE costs about \$1300 per student, excluding the costs of identifying a district's most effective educators

## Average ACE Incremental Costs per Campus

With average student enrolment of 614, 40 teachers, and 58 total staff

Expense Type	Cost per Campus
Stipends Annual stipends for principal, assistant principal(s), teachers, counselor(s), instructional coaches, and librarian	\$484,000
Professional Development Targeted, experiential professional development for school leadership teams and additional professional development resources for teachers	\$85,000
Extended Day Extra duty pay for teachers, 6 p.m. transportation, and after-school enrichment for students	\$164,000
Culture and Climate Non-structural facility upgrades, library renovation and resources, uniforms	\$62,000

Total per Campus: \$795,000

**Total per Student: \$1,295**



# A rigorous, multi-measure evaluation system enables strategic staffing efforts like ACE, plus other key levers for improving district results

- ✓ Differentiated professional development
- ✓ Improved induction systems
- ✓ Effective mentoring
- ✓ Equitable staffing of proven educators
- ✓ Distributed leadership and career pathways
- ✓ Early identification of future leaders
- ✓ Effectiveness-based pay
- ✓ Preparation program partnerships to continuously improve program quality

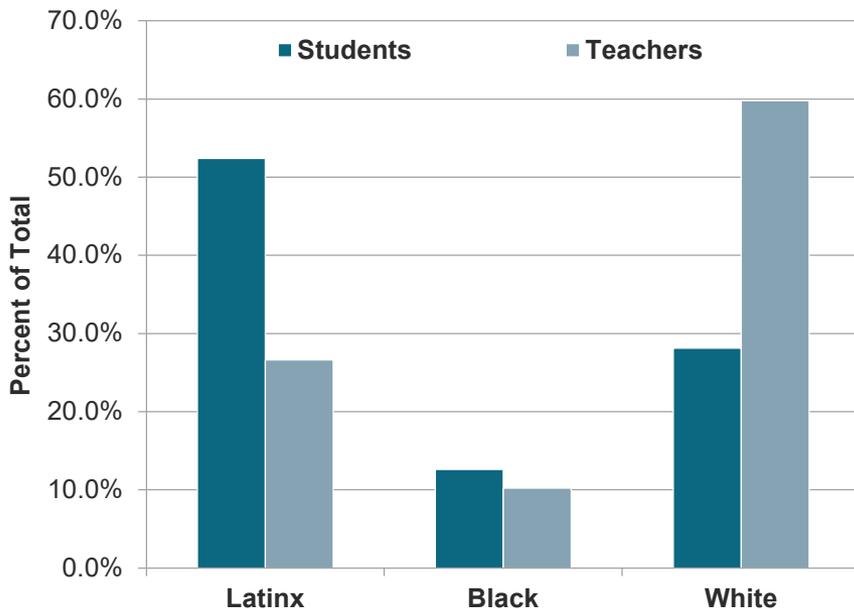


# A more representative teacher workforce also will support greater educational equity in Texas

*Supporting TEA in expanding its Grow Your Own grant program could help districts drive toward racial parity and attract bilingual educators.*

## Teacher Representation Gap

*Makeup of Texas Student Body & Teacher Workforce (2017)*



## Impact of Representation

“ [S]tudents assigned to a teacher who shares their race and gender are more likely to say their teacher pushes them to work hard, requires them to explain their answers, not to give up when the work gets hard, and accepts nothing less than their full effort.”

“ [S]tudents assigned to demographically similar teachers say their teachers notice if they don't understand a topic and explain it another way. Also, difficult material is explained clearly and teachers take the time to provide feedback on students' written work so they can understand how to do better in the future.”



# Increasing access to excellent, diverse teachers is critical to achieving educational equity in Texas



Teachers are the **MOST important school-based factor** that determines a student's ability to achieve academically



**Increase in students' lifetime earnings** by replacing a poor performing teacher with an average teacher



Grade level gains by **strategically staffing high-performing teachers** in select "Improvement Required" schools



# Recommendations

- Expand SB 1882 to include an option for implementation of strategic staffing models that include incentives for principals and teachers with demonstrated effectiveness, professional development, social emotional support, and extended learning time, like Dallas ISD ACE
- Support TEA in expanding its Grow Your Own grant program and be more inclusive of urban districts, which also face student/teacher racial gaps and a high need for bilingual educators

