Teacher Vacancy Task Force

March 10, 2022
We must significantly change our practices in order to address the needs of our students.
COVID-19 Erased Years of Academic Gains

**Reading**
% Met Grade Level or Above

- 2012: 39%
- 2013: 40%
- 2014: 41%
- 2015: 42%
- 2016: 43%
- 2017: 45%
- 2018: 47%
- 2019: 43%
- 2020: 43%
- 2021: 43%

**Math**
% Met Grade Level or Above

- 2012: 34%
- 2013: 34%
- 2014: 37%
- 2015: 38%
- 2016: 42%
- 2017: 45%
- 2018: 48%
- 2019: 50%
- 2020: 35%
- 2021: 35%
We Have Had Limited Success Accelerating Students From Below Grade to Meets Grade Level

Hurricane Katrina

After 4 years of intervention, those students recovered to state averages in reading. They did not recover in math.

Source: TEA

7% of 3rd graders who were below grade level in 3rd grade math met grade level within 2 years.

<table>
<thead>
<tr>
<th># of Students</th>
<th>Did Not Meet Grade Level in 2017 3rd Grade Math</th>
<th>Accelerated to Approaches Grade Level (or better) for 2018 4th Grade Math</th>
<th>Accelerated to Meets Grade Level (or better) for 2019 5th Grade Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>80,000</td>
<td></td>
<td>20,000</td>
<td>0</td>
</tr>
</tbody>
</table>
There is no path to victory for students that doesn’t involve teachers.
Teachers are the single most important in school factor impacting student outcomes.
COVID has caused a significant disruption in teacher attrition, not seen since the great recession.
Teacher supply in Texas adjusts based on LEA demand, largely because of alternative certification
Teachers prepared through alternative certification programs leave the workforce at a higher rate

If teachers prepared in alternative certification programs were retained at the same rate as teachers prepared in traditional programs, over 3,700 fewer new teachers would have been needed last year.
But novice teachers leave the profession in large numbers
There are a large number of novice teachers.
Novice teachers are more likely to teach low-income students and students of color.

Median Campus Demographics by Teacher Certificate Type and Experience

- Intern/Probationary
- Standard: 3 years or fewer experience
- Standard: 4 years or more experience
Novice teachers achieve less academic growth with students than more experienced teachers.

Based on 2018-2019 STAAR progress measure.
Increasing recruitment & retention, and improving preparation support and quality requires an integrated strategy.
TEA Strategic Priorities

Every child, prepared for success in college, a career or the military.

Strategic priorities:
- Recruit, support and retain teachers and principals
- Build a foundation of reading and math
- Connect high school to career and college
- Improve low-performing schools

Enablers:
- Increase transparency, fairness and rigor in district and campus academic and financial performance
- Ensure compliance, effectively implement legislation and inform policymakers
- Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)
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Recruiting, Preparing, Supporting, and Retaining Teachers Requires a Continuum of Policies and Practices

**Prepare (EPPs)**
- ASEP and Cert Exam Redesign
- EPP Continuous Improvement and the Effective Preparation Framework
- HQ Residency Models

**Prepare (LEAs)**
- Mentor Program Allotment
- HQ Residency Models
- DOI & Apprentice Models

**Support**
- TX Lesson Study
- TXTLAC Online
- Reading and Math Academies
- Texas Instructional Leadership
- HQIM Implementation Support

**Recruit**
- Grow Your Own
- Teacher Incentive Allotment

**Retain**
- Teacher Leadership
- Strategic Staffing Models
- Teacher Incentive Allotment
We must increase teacher preparation rigor AND increase teacher recruitment and retention efforts

If there are no other policy changes, some argue that increased rigor in teacher preparation can reduce the number of people entering the profession...

However, low rigor of preparation will continue to lead to increased early career teacher attrition and low outcomes for students taught by novices...

Therefore, we must combine a focus on increasing rigorous preparation with a focus on increasing recruitment, support, and other retention efforts
The Texas Legislature has significantly invested in additional teacher recruitment and retention supports.

**Strategic Staffing**
Grant funding for teacher resident stipends and access to strategic staffing design and implementation supports.

**Teacher Residencies**
High-quality, sustainable teacher residency planning and implementation support in partnership with an Educator Preparation Program.

~$130 million in federal and state funds, 87th TX Legislative Session.

NATIONAL BOARD for Professional Teaching Standards*

- Recognized – $3,000–$9,000
- Exemplary – $6,000–$18,000
- Master – $12,000–$32,000

TEACHER INCENTIVE ALLOTMENT
The legislature has also increased overall funding, but the impact on teacher salaries depends on LEA staffing decisions.
Districts have access to a range of hiring and placement flexibility to meet immediate needs.

7 Ways to Qualify an Uncertified Teacher

- Alternative certification program (ACP)
- School district permit
- Emergency certification
- Temporary Classroom Assignment Permit (TCAP)
- Nonrenewable permit
- Texas Education Agency (TEA) waiver

https://www.tasb.org/services/hr-services/hrx/recruiting-and-hiring/7-ways-to-qualify-an-uncertified-teacher.aspx

This flexibility allows districts to create targeted apprenticeship approaches along with innovative & strategic staffing models.
## Forney ISD GYO Example: Paraprofessional to Certified Teacher

### FACT: Empower
Forney ISD paraprofessional transition to locally certified classroom teacher

### Empower Program Pay Scale

<table>
<thead>
<tr>
<th></th>
<th>FISD Salary</th>
<th>Salary Paid</th>
<th>Tuition</th>
<th>Diff.</th>
<th>Degree Plan</th>
<th>Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Totals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FISD Aide</td>
<td>$17,144</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 0 Teacher</td>
<td>$54,400</td>
<td>$40,000</td>
<td>$1,000</td>
<td>+$13,400</td>
<td>Complete 30 FISD hours</td>
<td>Forney ISD Locally Certified</td>
</tr>
<tr>
<td>Year 1 Teacher</td>
<td>$54,400</td>
<td>$40,000</td>
<td>$7,000</td>
<td>+$7,400</td>
<td>Complete 30 hours IWU</td>
<td>IWU Core Complete</td>
</tr>
<tr>
<td>Year 2 Teacher</td>
<td>$54,400</td>
<td>$40,000</td>
<td>$7,000</td>
<td>+$7,400</td>
<td>Complete 30 hours IWU</td>
<td></td>
</tr>
<tr>
<td>Year 3 Teacher</td>
<td>$54,400</td>
<td>$44,000</td>
<td>$7,000</td>
<td>+$3,400</td>
<td>Complete 30 hours IWU</td>
<td></td>
</tr>
<tr>
<td>Year 4 Teacher</td>
<td>$54,000</td>
<td>$54,000</td>
<td>$0</td>
<td>$0</td>
<td>Complete Internship with Teachworthy</td>
<td>Bachelor’s Degree Complete</td>
</tr>
</tbody>
</table>

*Candidate pays $300/month for 10 months

**NOTE**
Starting salary for 0 year teacher 2021-22 is $54,400: Aide is $17,144

21-22 Teacher Salary Schedule
Forney ISD GYO Example: High School E&T Coursework to Certified Teacher

FACT: Focus
Forney ISD course plan for high school education in training students to complete field experience, have the opportunity for employment with the district upon high school graduation, and pursue their bachelor’s degree while working as a classroom teacher.

NOTE

DCCCD tuition is waived for FISD students.

Focus Program Pay Scale

<table>
<thead>
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<th>Tuition</th>
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<th>Degree Plan</th>
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<tr>
<td>Totals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11th Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12th Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 0 aide</td>
<td>$17,144</td>
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<td>$1,000</td>
<td>-$1,000</td>
<td>DCCCD Core Complete</td>
</tr>
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<td>$7,000</td>
<td>+$3,400</td>
<td>Forney ISD Locally Certified</td>
</tr>
<tr>
<td>Year 2 Teacher</td>
<td>$54,000</td>
<td>$54,000</td>
<td>$0</td>
<td>$0</td>
<td>Bachelor’s Degree Complete</td>
</tr>
</tbody>
</table>

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# Ector County ISD Example: Teacher Residency and Strategic Staffing Models

<table>
<thead>
<tr>
<th>Classroom 1</th>
<th>Classroom 2</th>
<th>Classroom 3</th>
<th>Classroom 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time teacher</td>
<td>Full-time teacher</td>
<td>Full-time teacher</td>
<td>Vacancy or substitute teachers</td>
</tr>
</tbody>
</table>

Opened with over 300 vacancies each year

Classroom 1 - Multi-Classroom Leader and Advanced Paraprofessional or Teacher Resident

- Multi-classroom leader – ~70K + ~15K
- Advanced Paraprofessional (Reach associate) - ~30K or Teacher Resident – ~30K

Opened with less than 30 vacancies
The magnitude of these gains is significant. The association of having a Multi-Classroom Leader or Team Teacher is equivalent to replacing the average ECISD teacher with an ECISD teacher in the top quartile.
While districts can pursue options independent of certification, state efforts can improve alt-cert program quality to increase overall novice teacher retention & quality

1. Rigorous, Relevant Educator Certification Exams
   - Implement rigorous and relevant certification exams focused on demonstration of content pedagogical skill, including STR and edTPA.

2. ASEP EPP Accountability
   - Support EPP continuous improvement through a shared vision for high quality educator preparation that informs approval and ongoing review.

3. Effective Preparation Framework
   - Hold EPPs accountable for candidate performance on certification exams, student growth, candidate support, and candidate and principal feedback.

4. Recognize and Expand Strong Preparation Practices
   - Support the development and scale of high-quality teacher residency programs.

Support the development and scale of high-quality teacher residency programs.
We can significantly improve our approach to preparing teachers while maintaining overall supply and increasing retention.
What the future could be for the teaching workforce

Teacher Years of Experience
What the future could be for Texas students

Based on 2018-2019 STAAR progress measure
The challenge is mighty, but so are educators in Texas.