



The Education Trust



Building a Foundation for Equitable Access

April 2, 2014

Panelists:

- **Sonja Brookins Santelises**, Vice President of K-12 Policy and Practice, The Education Trust
- **Crystal Harmon**, Vice President, Performance Management, TNTP
- **Dr. Terry Grier**, Superintendent, Houston Independent School District
- **Dr. Rodney Watson**, Chief Human Resources Officer, HISD
- **Jason Kamras**, Chief of Human Capital, District of Columbia Public Schools
- **Scott Thompson**, Deputy Chief of Human Capital for Teacher Effectiveness, DCPS

Agenda

Introduction – The Need for Equitable Access (10 min) – The Education Trust & TNTP

Building a Foundation for Equitable Access (20 min) – Houston Independent School District


Building a Foundation for Equitable Access (20 min) – District of Columbia Public Schools

Key Questions (10 min) – The Education Trust

Reminders

1. The webinar is being recorded.
2. Use the chat function to type out questions for presenters at any point during the presentation.

Despite some progress in closing gaps and raising achievement, too many low-income students and students of color are not getting the education they need and deserve.

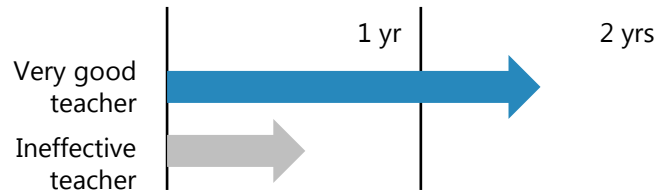
 In 2013, only **14% of African-American and 21% of Hispanic** eighth graders scored proficient in math on the national NAEP exam.

 By the end of high school, African-American and Hispanic students read and do math at the **same level as eighth-grade white students.**

 Close to **1 in 3 African-American and Hispanic high school students** don't graduate on time.

 **Every student deserves to graduate from high school prepared for college and a career. The achievement gap betrays the promise of an equal education for all.**

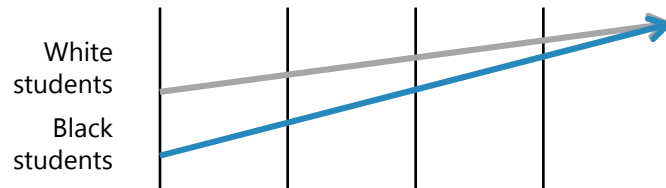
Nothing at school matters more than the teacher at the front of the class. More than ever before, it's critical that all students have equal access to the strongest teachers.



1 extra year of learning

“The students of an ineffective teacher learn an average of half a year’s worth of material in one school year, while the students of a very good teacher learn 1.5 year’s worth—a difference of a year’s worth of learning in a single year.”

(Hanushek, 2010)



Gap-closing growth in 4 years

“Having a top-quartile teacher rather than a bottom-quartile teacher four years in a row could be enough to close the black-white test score gap.”

(Gordon, Kane and Staiger, 2006)

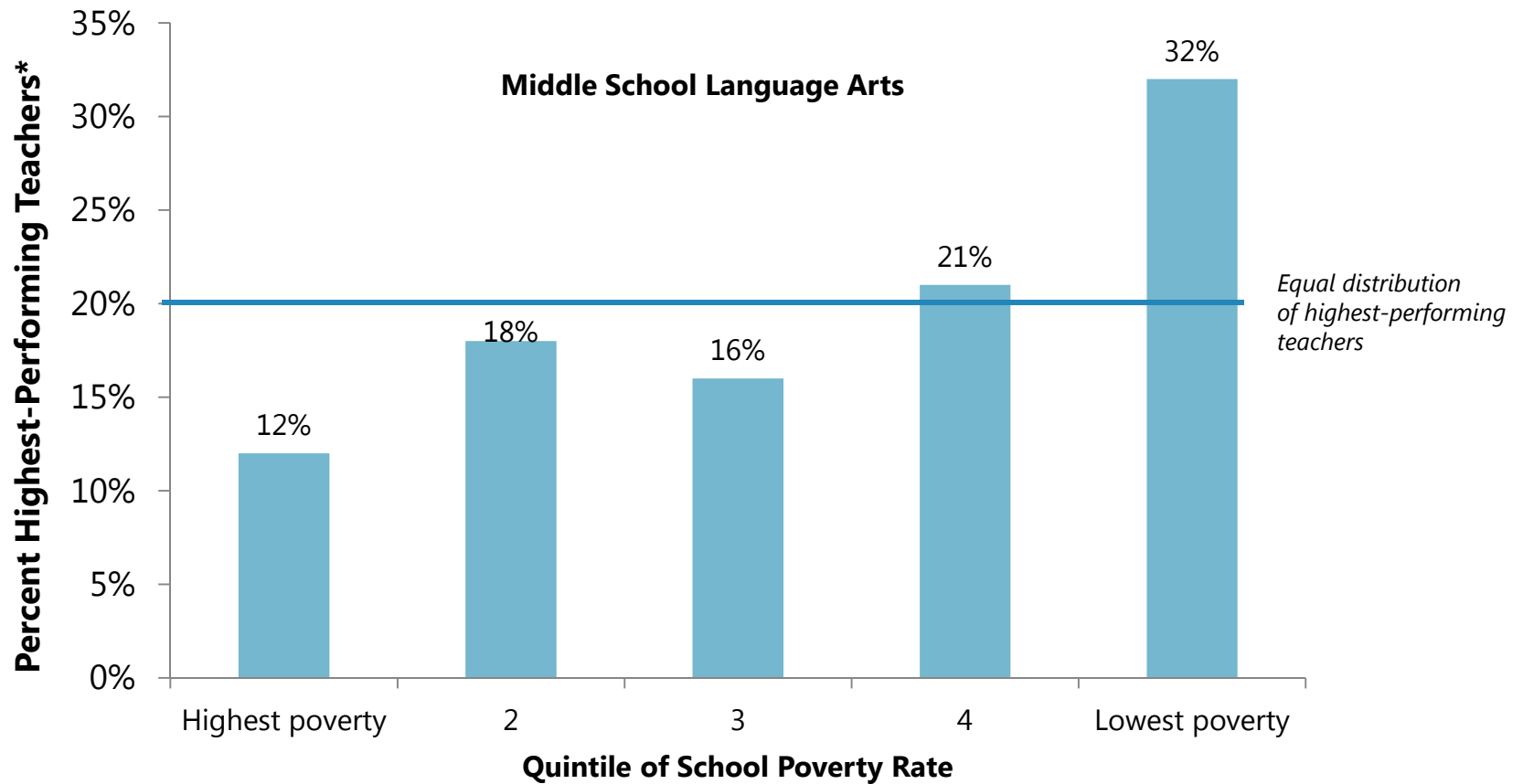


Extended impact on life outcomes

Students with even one top teacher are less likely to have children as teenagers and are more likely to attend college, live in more affluent areas, earn a higher salary, and save more for retirement.

(Chetty, Friedman, and Rockoff, 2012)

Yet schools educating the most low-income students have fewer of the most effective teachers.



In a recent study across 10 districts in 7 states, middle schools serving low income students had less than their fair share of the highest-performing teachers.

*Highest-performing teachers defined as the top 20 percent in terms of value-added. (Limited to middle school language arts teachers.)

Note: Data from 10 districts that were part of the Institute for Education Sciences (IES) study of transfer incentives for teachers.

Source: National Center for Education Evaluation, IES, "Do Low-Income Students Have Equal Access to the Highest-performing Teachers?" 2011. http://ies.ed.gov/ncee/pubs/20114016/pdf/20114016_app.pdf

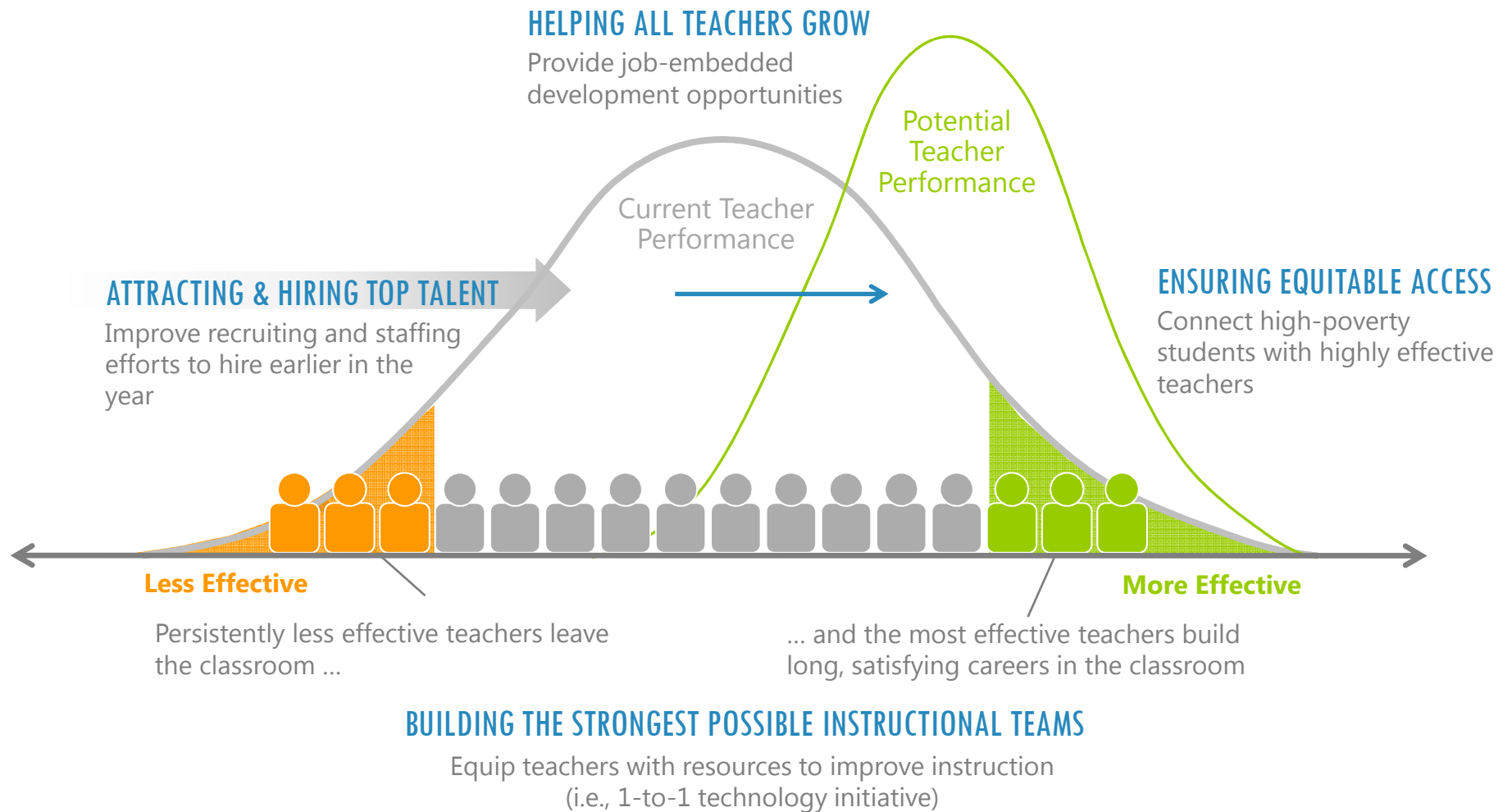
Building a Foundation for Equitable Access in Houston, TX and Washington, DC



- **Over 211,000 students**
 - 30% LEP
 - 80% Eligible for Free/Reduced Price Lunches
- **Over 11,000 teachers**
- **282 Schools**
- **Largest school district in Texas;**
seventh-largest in the U.S.

- **Over 46,000 students**
 - 10% ELL
 - 76% Eligible for Free/Reduced Price Lunches
- **Over 3,500 teachers**
- **109 Schools**

One of HISD's most important priorities is ensuring that every student – regardless of zip code – has access to an effective teacher.



To connect high-need students with top teachers, HISD needed to identify its strongest teachers. That's why the community came together in 2010 to build the Teacher Appraisal and Development System.

ABOUT THE SYSTEM

4,000

stakeholders engaged in the design of the Teacher Appraisal and Development System

3

components included in the new system
(Instructional Practice, Professional Expectations, and Student Performance)

4

annual opportunities for teachers to receive in-person feedback based on observations and walkthroughs

130

Teacher Development Specialists hired to support teachers in the school building

INITIAL RESULTS

11,000+ teachers

set development goals and receive formative and summative appraisal ratings each year

51%

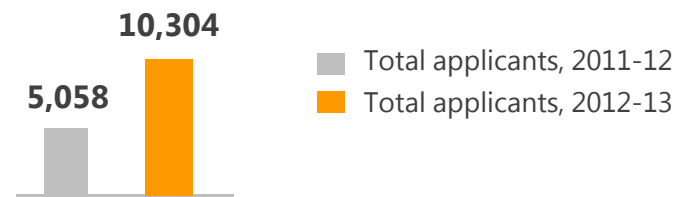
of teachers have development areas identified in their appraisal (compared to 3% under PDAS, the former appraisal system)

1,600+

Highly Effective teachers identified in campuses across the district in 2012-13

With performance data in hand, HISD transformed recruiting and staffing efforts to increase new teacher effectiveness – and is building new systems to retain and reward the most effective teachers.

Increasing new teacher effectiveness
through targeted recruitment and early hiring



Retaining more than 90% of our top teachers
over the past three years through performance pay
and new career pathway opportunities

\$136 million paid to highly effective teachers
from 2008-2012



Ensuring equitable access

Questions?

**Please type your questions
using the chat feature.**

We have a simple goal for our teacher effectiveness work

Create a system in which all parents would be satisfied **randomly** assigning their children to **any** classroom in DCPS.

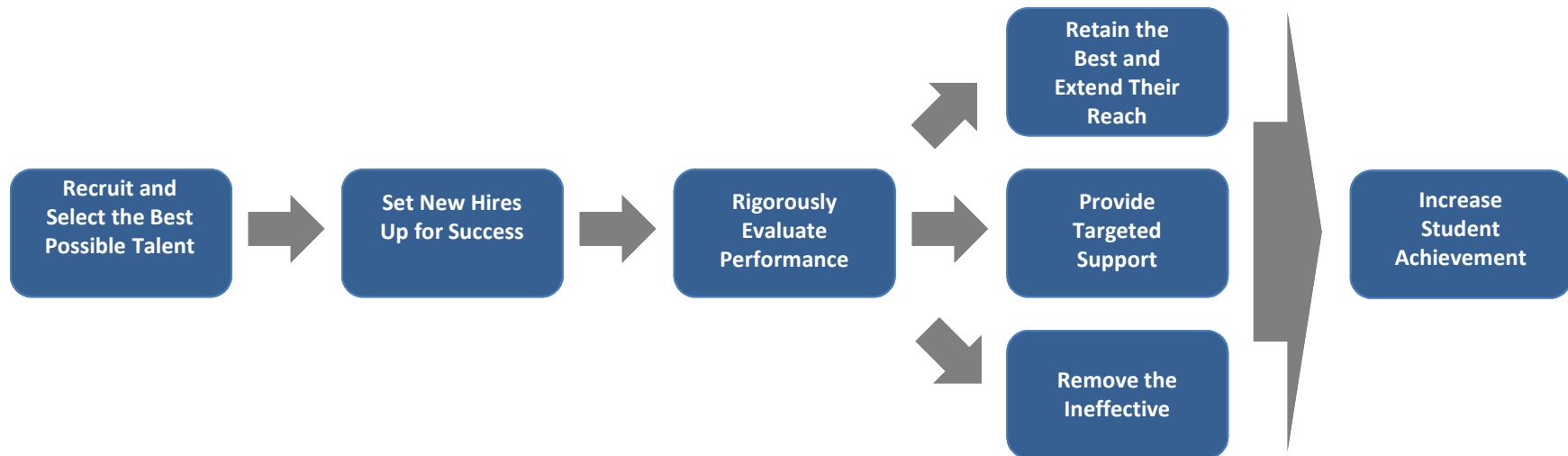
Where we were in 2007

12% vs. 95%

8th Grade Reading
Proficiency (2007 NAEP)

Teachers Meeting or
Exceeding Expectations

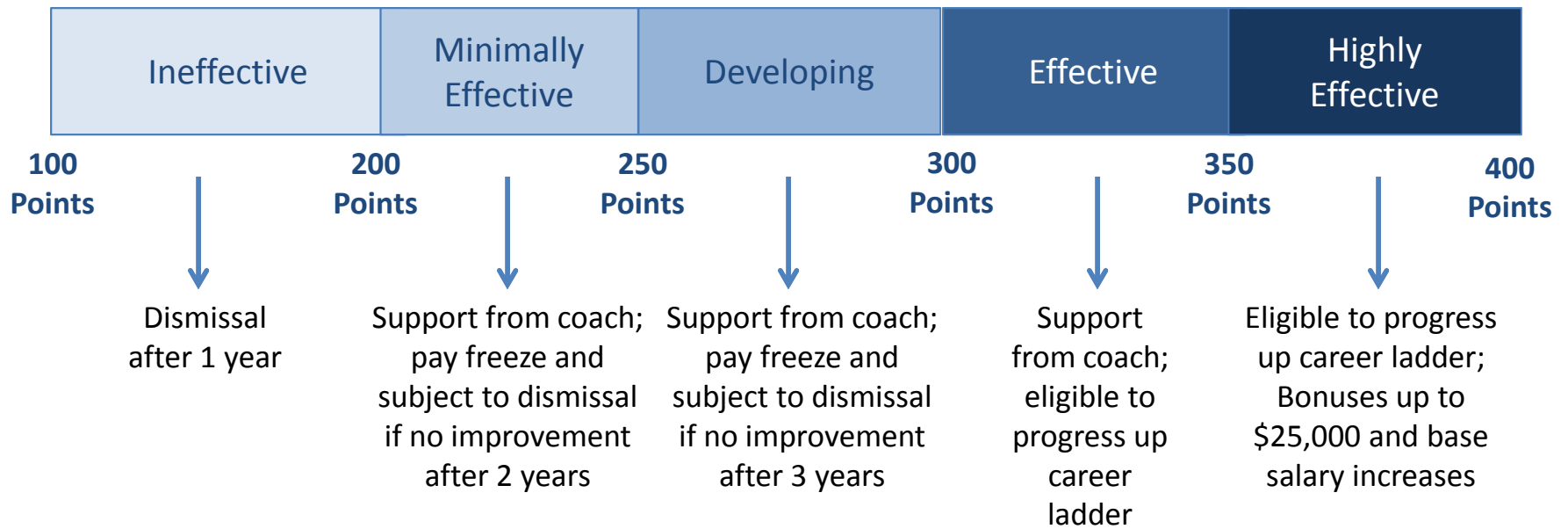
Our human capital theory of action



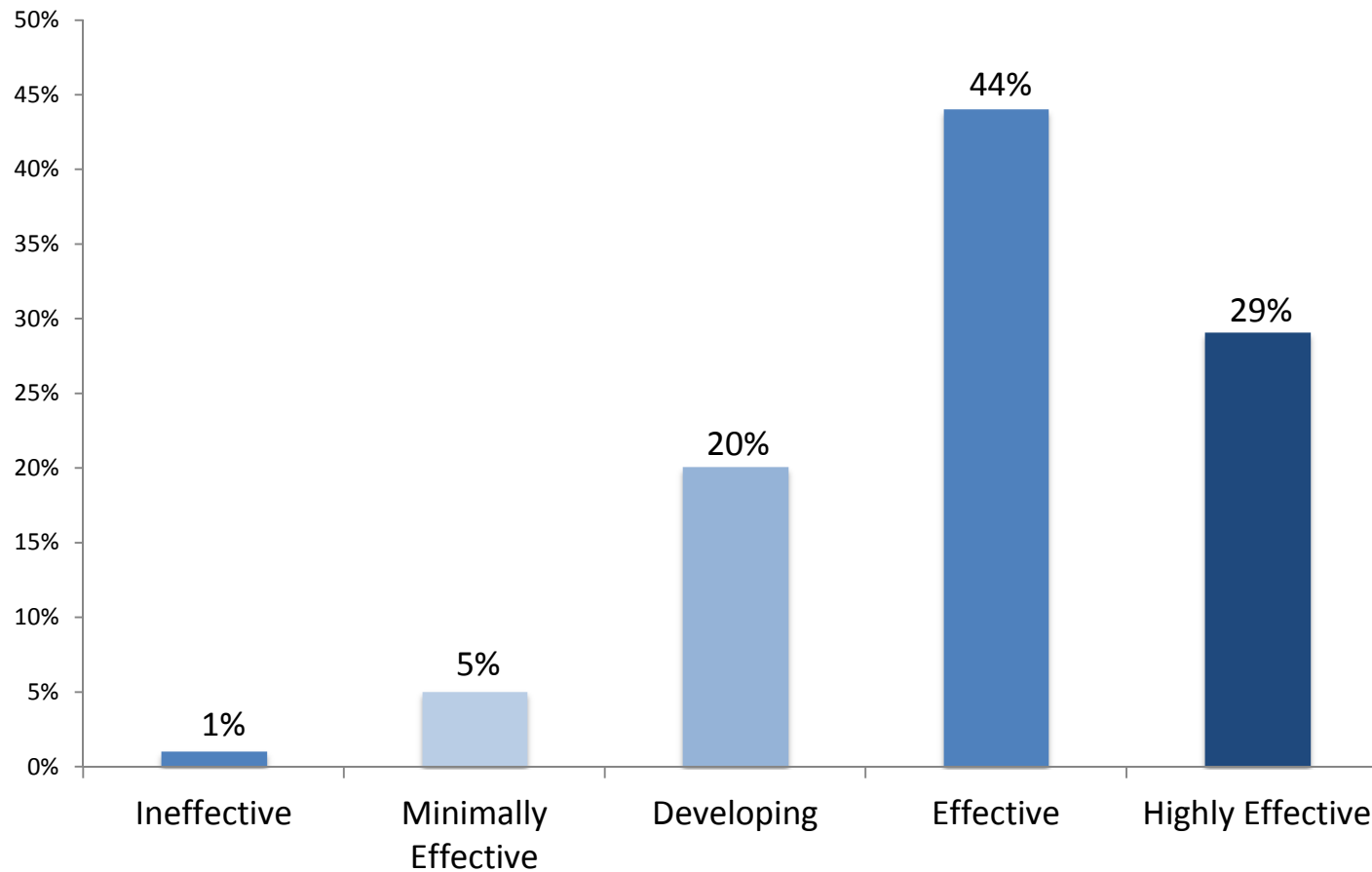
Quick overview of IMPACT

- What is IMPACT?
 - IMPACT is the teacher evaluation system for the District of Columbia Public Schools. It was launched in the fall of 2009.
- How are teachers evaluated under IMPACT?
 - Four factors: student progress, classroom practice, collaboration, and professionalism
- What kinds of support do teachers receive?
 - Written feedback along with a conference to discuss next steps for growth after after each observation
 - Targeted support from school-based instructional coaches
 - Targeted support from content-based expert teachers called master educators

All teachers receive a final IMPACT rating every year



Score distribution: 2012-13



LIFT: DCPS's teacher career ladder

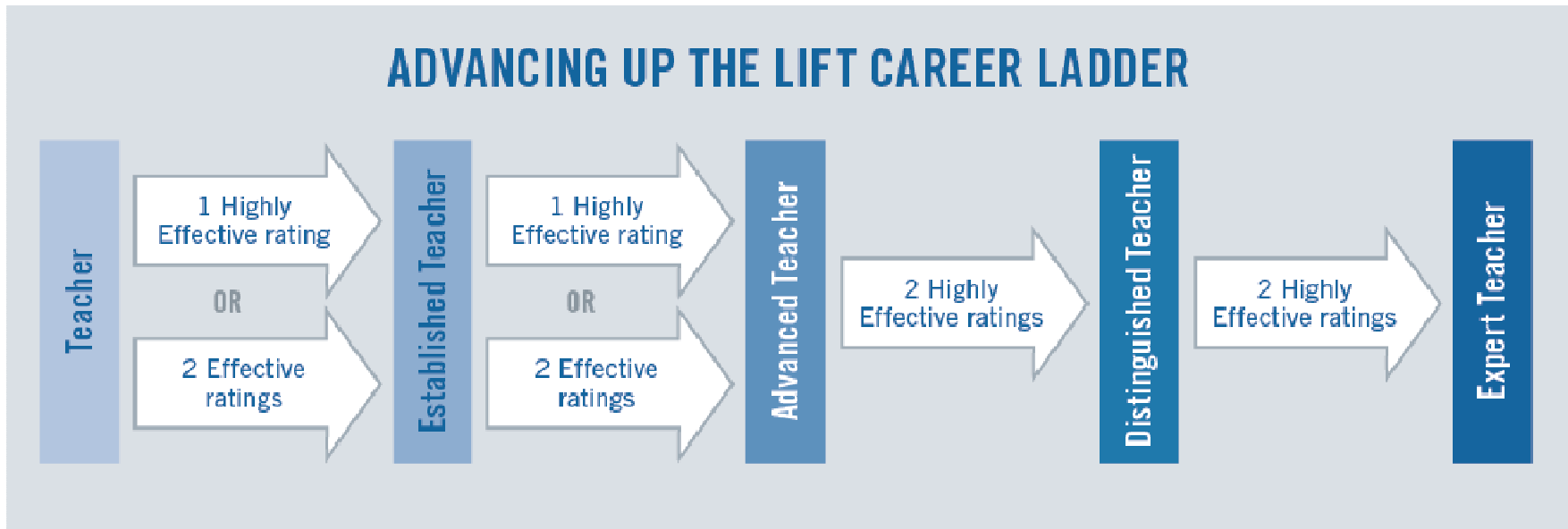


The problem of teacher career paths

Traditionally, many teachers have found that the only way to advance in their careers is to leave the classroom.

Advancing up the LIFT ladder

Movement between the stages is based on annual performance on IMPACT



Three benefits as teachers move up the career ladder



Every teacher is given a LIFT guidebook, which includes a “course catalog” of leadership opportunities



Index of Opportunities

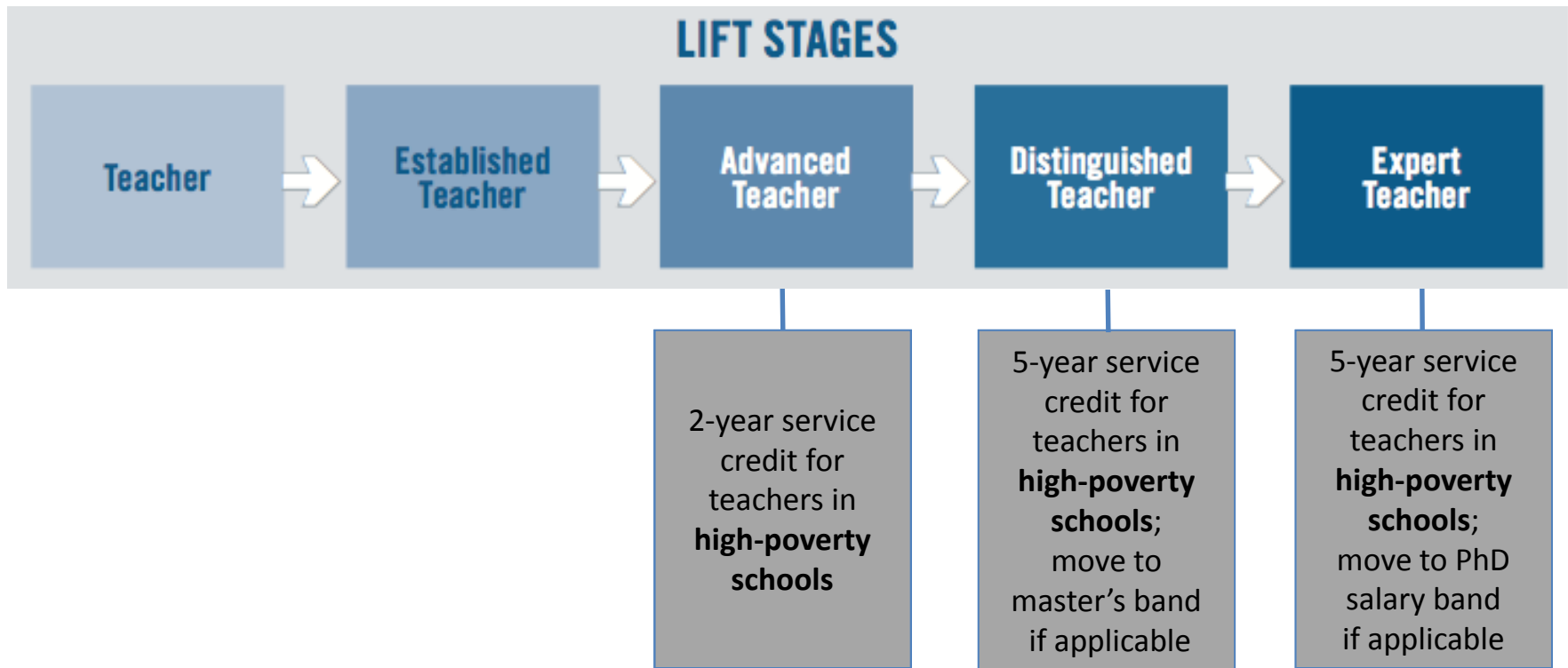
Education Policy Opportunities	
■ Chancellor's Teachers' Cabinet	32
■ Hope Street Group National Teacher Fellowship	32
■ Teachers Central to Leadership Fellowship	32
■ Teach Plus Teaching Policy Fellowship	33
■ U.S. Department of Education Teaching Ambassador Fellowship Program	33
Curricular Opportunities	
■ Common Core Mathematics Corps	33
■ Common Core Reading Corps	34
■ Curriculum Writer	34
■ STEM Master Teacher Corps	34
■ Wilson Reading System Cohort	34
School Point of Contact Positions	
■ ACCESS Chair	35
■ Burst Point of Contact	35
■ Dual Language Lead Teacher	35
■ Early Childhood Grade Level Chair	36
■ Foundations Point of Contact	36
■ Just Words Point of Contact	36
■ Read 180 Point of Contact	37
■ Scholastic Reading Inventory Point of Contact	37
School Leadership Opportunities	
■ Principal and Assistant Principal	37
■ Teacher Lead	38
Leadership Development Programs	
■ Emerging Leaders Program	38
■ Mary Jane Patterson Fellowship	39
■ National Academy of Advanced Teacher Education	39
■ New Leaders Aspiring Principals Program	39
Coaching and Mentoring Opportunities	
■ Early Childhood Education Instructional Specialist	40
■ Instructional Coach	40
■ Master Educator	40
■ Monthly Meet-up Group Organizer	41
■ Teaching in Action Consulting Teacher	41
Recruitment and Selection Opportunities	
■ Teaching Audition Host Teacher	41
■ Teacher Selection Ambassador	42
Central Office Opportunities	
■ Washington Teachers' Union Opportunities	42
Other School-Based Opportunities	
Fellowships, Grants, and Travel Opportunities	
■ America Achieves Education Champions Fellowship	43
■ DonorsChoose.org	44
■ Fulbright-Hays Seminars Abroad	44
■ Fund for Teachers	44
■ Math for America DC Master Teacher Fellowship	45
■ Teachers for Global Classrooms Grant Program	45

IMPACT*plus* bonus structure

- Our best teachers in our highest need schools are eligible for up to a \$25,000 annual bonus.

Your Position	Your IMPACT Rating	Your School's FRM Rate	Your Bonus	Group 1 Add-On	Target 40 Add-On	Your Total Possible Annual Bonus
Teacher	Highly Effective	60% or higher	\$10,000	\$5,000	\$10,000	\$25,000
		59% or lower	\$2,000	\$1,000	n/a	\$3,000
Instructional Coach	Highly Effective	60% or higher	\$10,000	n/a	\$10,000	\$20,000
		59% or lower	\$2,000	n/a	n/a	\$2,000
Other WTU Member	Highly Effective	60% or higher	\$2,000	n/a	n/a	\$2,000
		59% or lower	\$1,000	n/a	n/a	\$1,000

IMPACT*plus* base salary increase structure



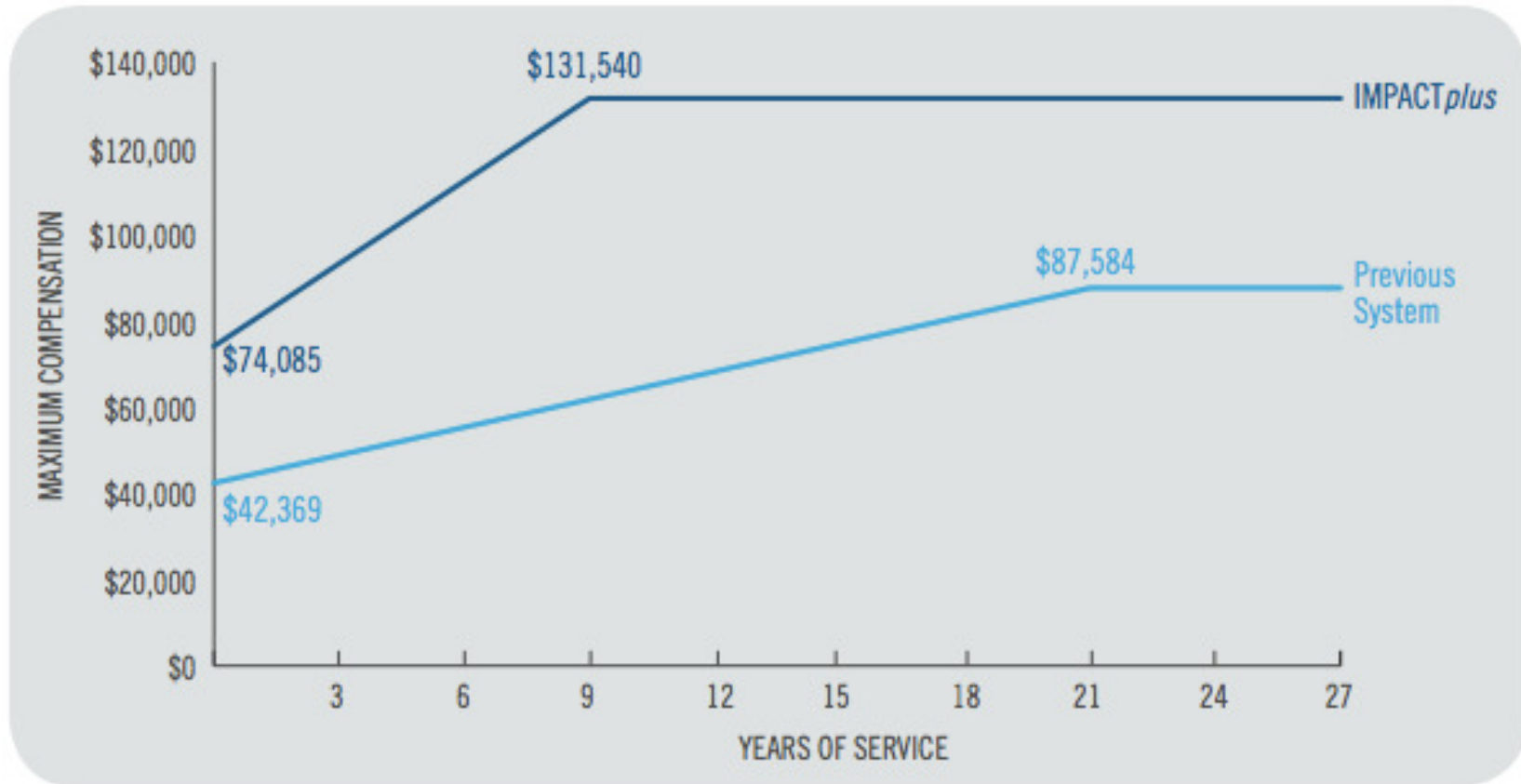
Example: Base salary increases

A teacher in her sixth year teaching who moves from the Advanced to the Distinguished stage will see a significant increase in compensation

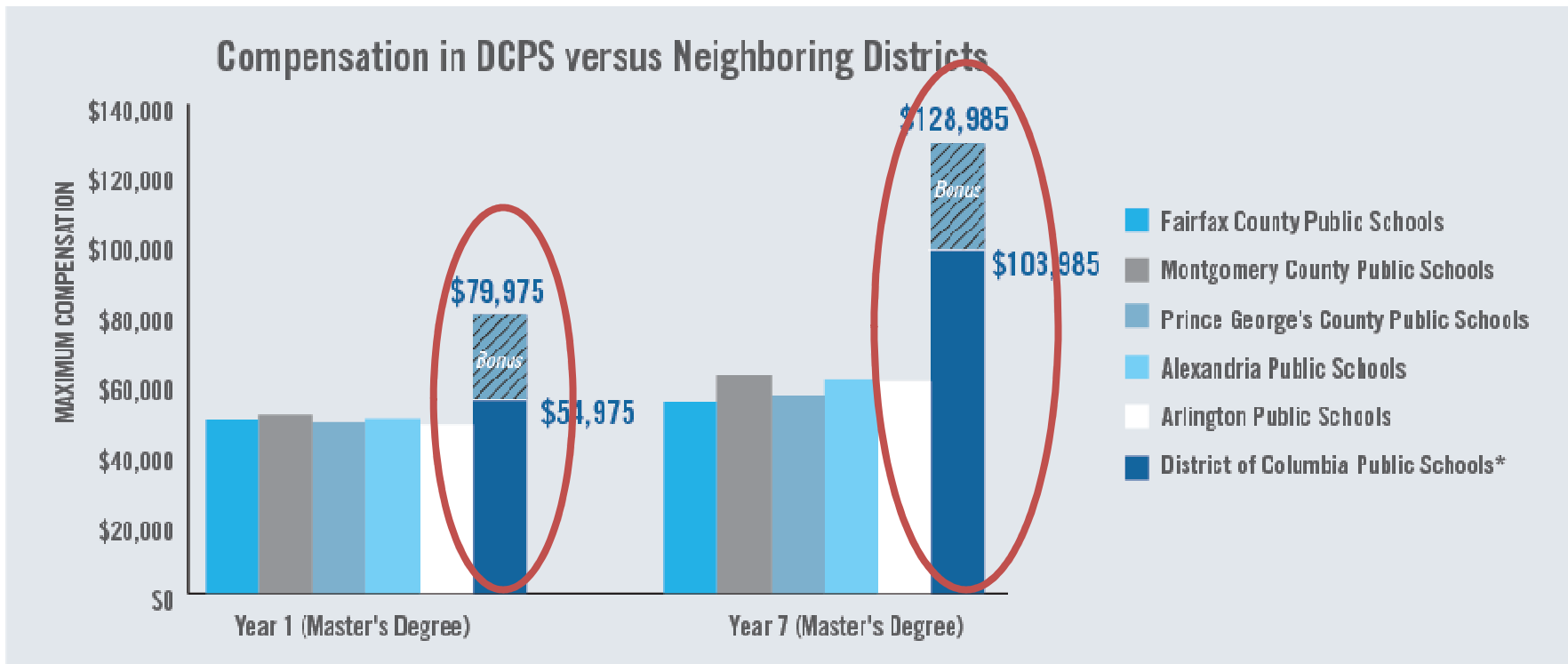
FY 2012 Salary Scale			
	STEP 5	STEP 8	STEP 11
BACHELORS	\$56,655	\$63,517	\$70,891
BACHELORS + 15	\$59,087	\$65,957	\$73,325
BACHELORS + 30/MASTERS	\$63,611	\$72,171	\$81,335
MASTERS + 30	\$66,078	\$74,640	\$83,774
MASTERS + 60/PHD	\$68,537	\$77,101	\$86,236

Salary in sixth year of teaching

Our best teachers in our high-poverty schools have the potential to earn \$100,000 in salary and bonus by their fourth year



Compensation in DCPS versus neighboring districts



Expanding our reach

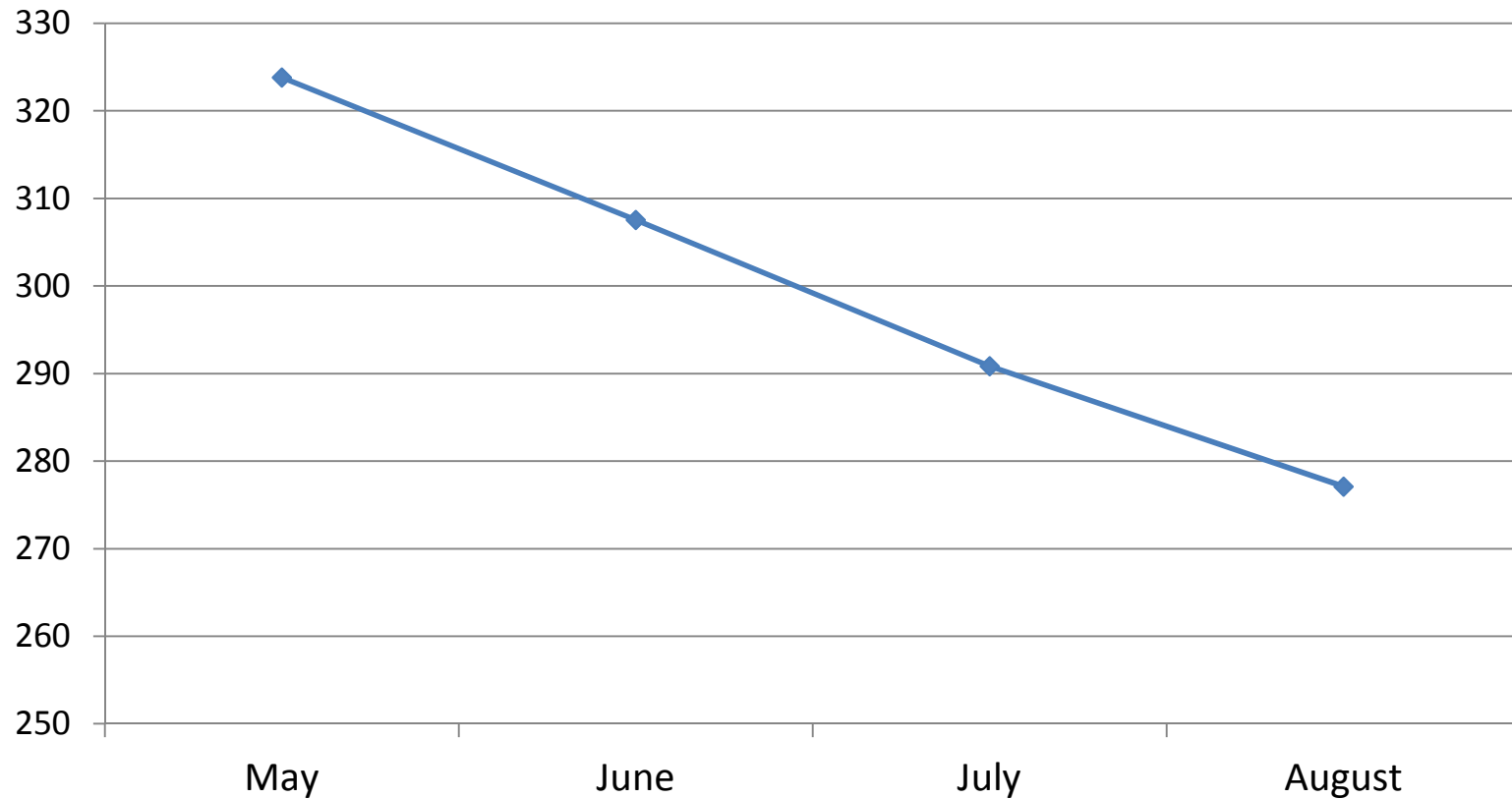
Through marketing and direct outreach, we attracted over 85,000 visitors to our website and increased our teacher applications by 70% in one year.



joinDCpublicschools.com

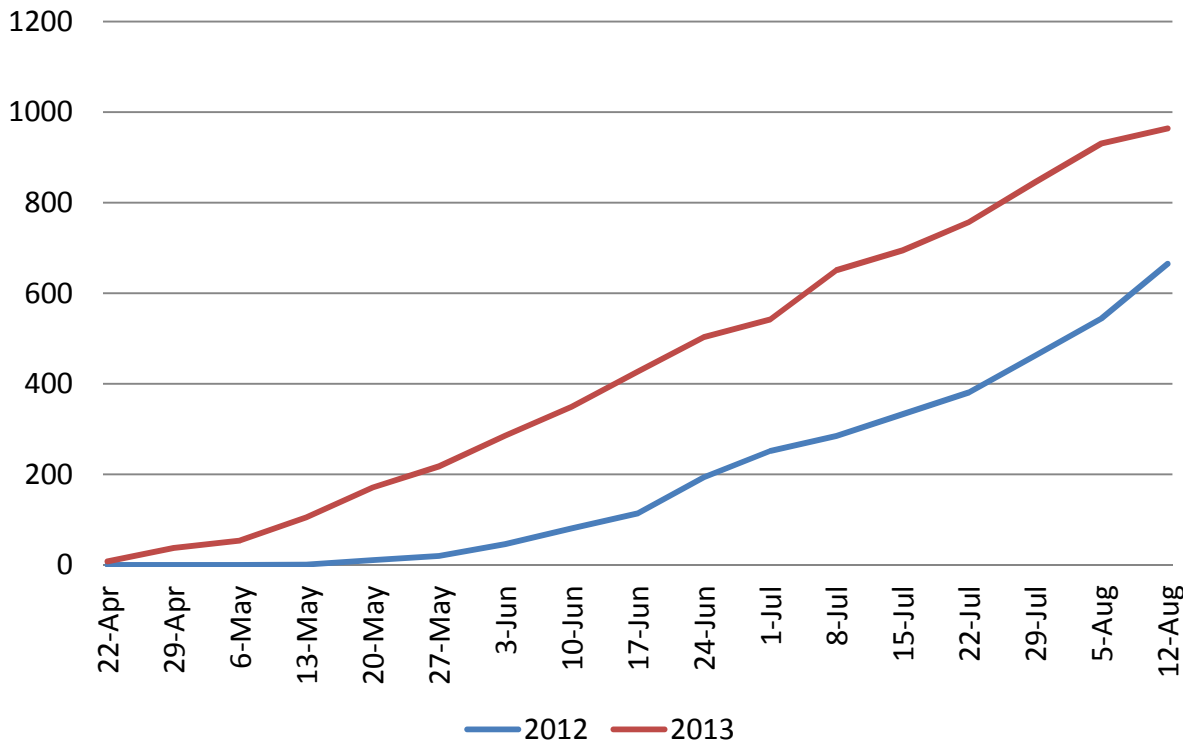
One of our key goals has been to push early hiring

SY11-12: Average IMPACT Score by Month of Hire



Last year, we succeeded in driving earlier hires district-wide – and this year, we’re prioritizing even earlier hiring at our highest-need schools

Teacher Hires



Key Data Point: By June 1st 2013, we had filled 263 teacher positions compared to only 32 by that same date in 2012.

Teacher leadership has been a key aspect of our work to retain and extend the reach of our best teachers in our toughest schools

1

Teach Plus T3 initiative: 3 schools in SY13-14, scaling to 6 in SY14-15

2

Teacher Leadership Innovation (TLI) Pilot: 7 schools in SY13-14, scaling to 21 in SY14-15

3

Leading Educators Fellowship: 21 teacher leaders across 13 schools in SY13-14, currently selecting a new cohort to start in SY14-15

Next areas of focus

- Teacher professional development and support
- School operations
- A scalable, district-wide model for teacher leadership
- School leader pipelines and professional development



So is it working? Key findings from recent study by Stanford/UVA economists Thomas Dee and Jim Wyckoff

1

IMPACT causes teachers to improve.

2

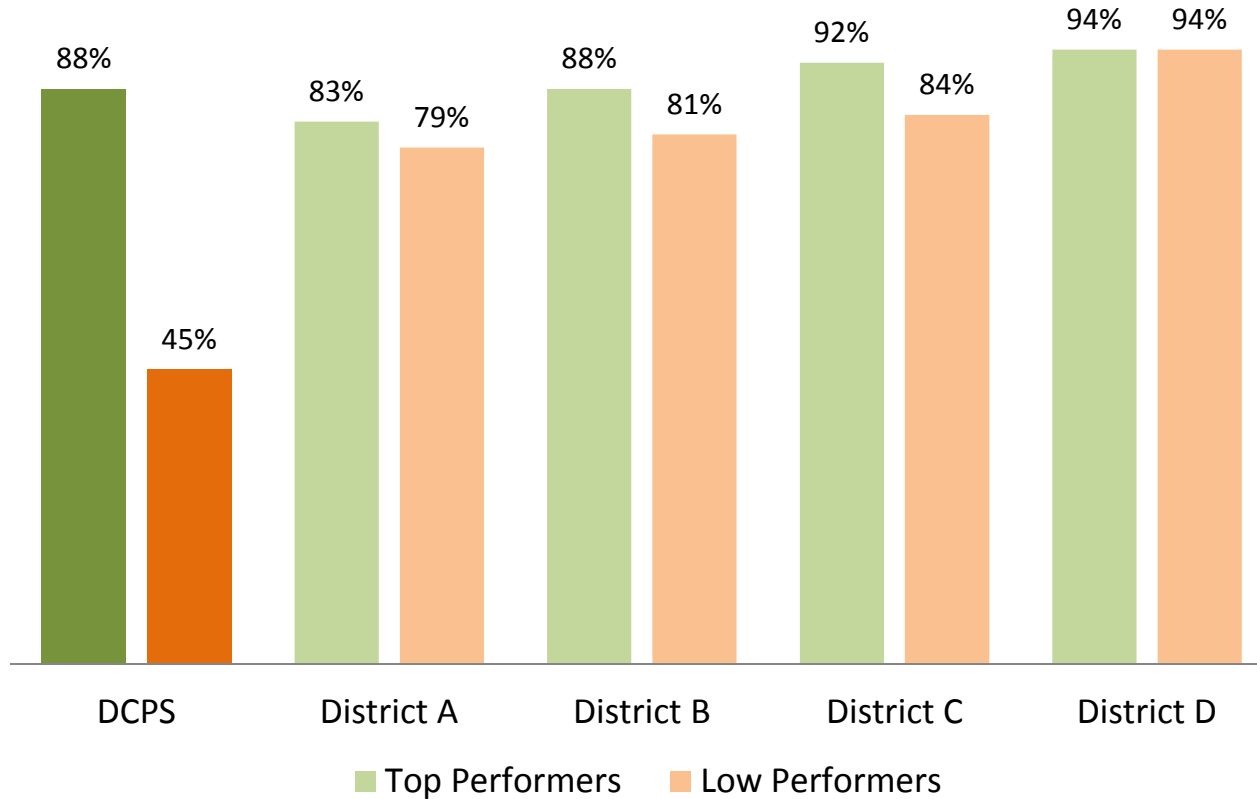
DCPS is retaining its best teachers at very high rates.

3

IMPACT causes many low-performing teachers to leave on their own; those hired to replace them perform better.

Key finding from TNTP's report *The Irreplaceables*: We have moved out dramatically more low performers without losing our best teachers

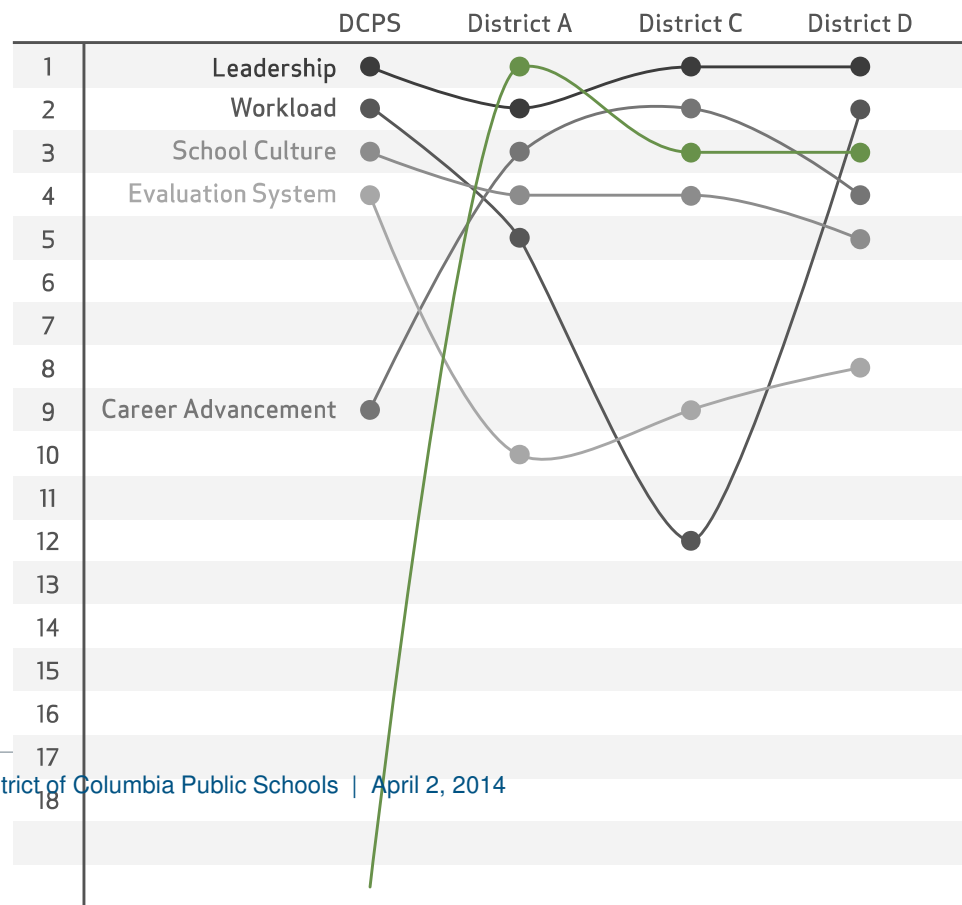
District Retention Rates by Teacher Performance



These reforms have eliminated compensation as a reason that our top teachers leave

DCPS schools (Figure 10); it was one of the top three factors in the other districts we studied. Instead, DCPS teachers were more likely to cite leadership, workload, school culture or evaluation.

FIGURE 10 | TOP REASONS CITED BY HIGH PERFORMERS PLANNING TO LEAVE

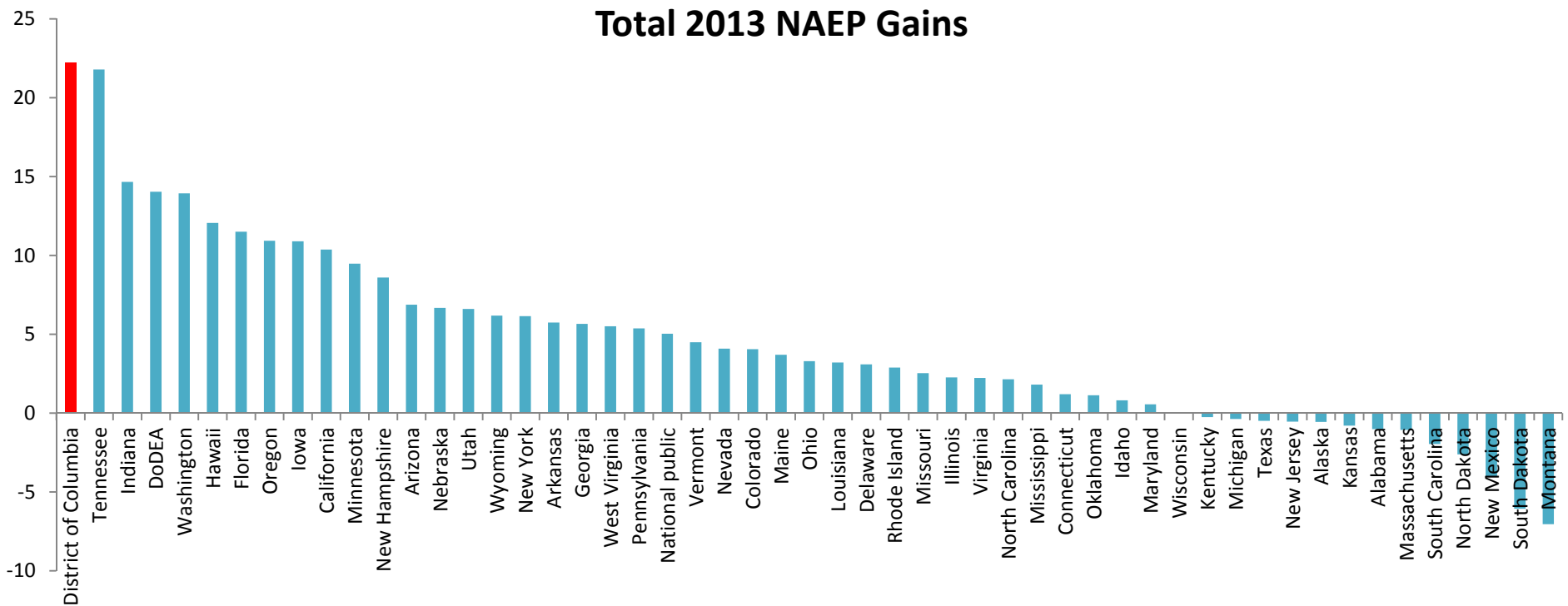


Thanks to policy changes, DCPS rarely loses Irreplaceables because of dissatisfaction with their compensation.

Most important reasons cited by low performers planning to leave their schools in the next three years, ranked by frequency. Ns in District B were too low to include in this analysis. Source: TNTP survey data.

Recent results from the National Assessment of Educational Progress provide evidence that our reforms are working

DC's students showed larger gains than those in any state in the nation.



Questions?

**Please type your questions
using the chat feature.**

Building a Foundation for Equitable Access: Key Questions



FOR DISTRICTS

- Is the applicant pool large enough to put principals in the position of being selective?
- Does the district have hiring policies in place that allow principals to select teachers who are the right fit for their school?
- Can schools hire new teachers as early as January – March?
- Are school leaders receiving professional development on the importance of hiring early, developing a school-based selection model, conducting interviews, terminating ineffective teachers, etc.?

FOR SCHOOL LEADERS

- Are teachers receiving regular, timely feedback about their performance?
- Do teachers and leaders share a common definition of effective instruction?
- Do school leaders create a positive school culture and learning environment?
- Do teachers have clear development goals?
- Are high-performing teachers recognized and given the opportunity to take on greater leadership?

FOR COMMUNITY MEMBERS

- Are districts and schools able to identify their most effective teachers?
- How is the district monitoring the distribution of highly effective teachers at both the district and school level?

Questions?

**Please type your questions
using the chat feature.**

Appendix

Finding #1: IMPACT causes teachers to improve

“We find strong evidence that this system causes meaningful increases in teacher performance.”

- Professor James Wyckoff, Study Co-Author



+12.6

Minimally Effective teachers who scored below the Effective threshold **improved their performance** substantially – **12.6 IMPACT points** more than teachers who scored at or above the Effective threshold.



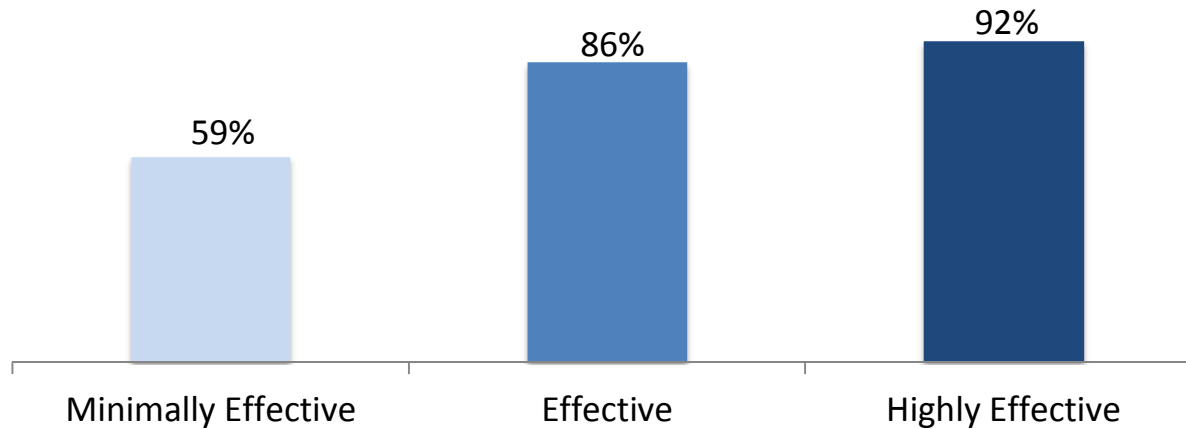
+10.9

Highly Effective teachers who were eligible for a permanent pay increase if they maintained their rating for a second consecutive year **improved their performance** by **10.9 IMPACT points**.

Finding #2: DCPS is retaining its best teachers at very high rates

DCPS retained 92% of teachers who were rated Highly Effective. In contrast, only 59% of teachers rated Minimally Effective were retained.

% of Teachers Retained, 2010-11 and 2011-12



Finding #3: IMPACT causes many low-performing teachers to leave on their own; those hired to replace them perform better

Teachers hired in the 2011-2012 school year substantially outperformed those who left DCPS in 2010-2011.

