

Improving Support for Teachers

Restructuring compensation to improve recruitment and retention of highly effective teachers

Commissioner Mike Merath TASA/TASB (legislative Confere



TEA's Strategic Priority 1

Every child, prepared for success in college, a career or the military. Strategic priorities Recruit, support, ild a foundation **Connect high school** Improve lowretain teachers and of reading and to career and performing schools principals college math Increase transparency, fairness and rigor in district and campus academic and financial performance Enablers Ensure compliance, effectively implement legislation and inform policymakers Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)



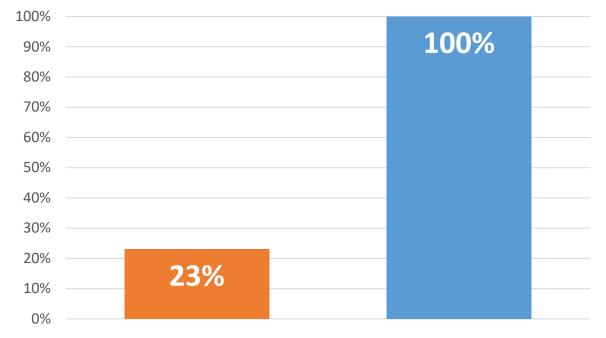
Recruitment Challenge: Perception of Teaching

ONLY 4%

of high school students indicated an interest in majoring in education.**

*From a 2010 McKinsey & Co report, Closing the Gaps. **From SAT/ACT Interest Survey

Top 1/3rd College Graduates*



of new teachers in the **United States** come from top 1/3rd of their college graduating classes.

of new teachers come from the top 1/3rd of graduating classes in **Singapore**, **Finland**, and **South Korea**.

TEA Challenges: Workings Conditions and Pay

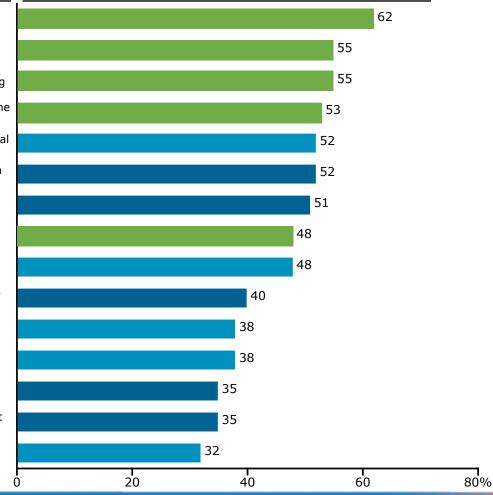




Professional Development

| JOB ATTRIBUTE |
|---|
| If I were to do well in this job, it would be rewarded financially |
| This job offers a competitive starting salary |
| This job pays appropriately for the skills and effort I would bring |
| This job offers a salary that would increase substantially over the next seven to ten years |
| This job would allow me to work in a well resourced, professional environment |
| There are opportunities to continue to advance professionally in this career |
| In this job, people get promoted when they do well |
| I could support a family with this career |
| People in this job are considered successful |
| This job would provide high quality training and support to help me imporve my performance on the job |
| This job attracts the type of people I would want to work with |
| Only top students get jobs in this field |
| My supervisor in this job would help me improve my performance |
| Jobs in this career would prepare me for almost any job I might take in the future |
| This job would be challenging in a satisfying way |

DIFFERENCE BETWEEN TEACHING AND PREFERRED OCCUPATION IN % OF STUDENTS WHO AGREE THE OCCUPATION RATES HIGHLY

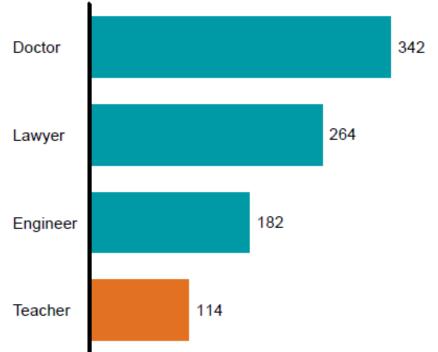


TEACHER Pay Relative to Other Professions Has Gotten Materially Worse

Average U.S. teacher salary as percent of GDP per capita 1970 – present Percent

200 150 100 Average teacher salary as 50 percent of GDP has decreased at roughly 2% per year 0 1970 1980 1990 2000 2010

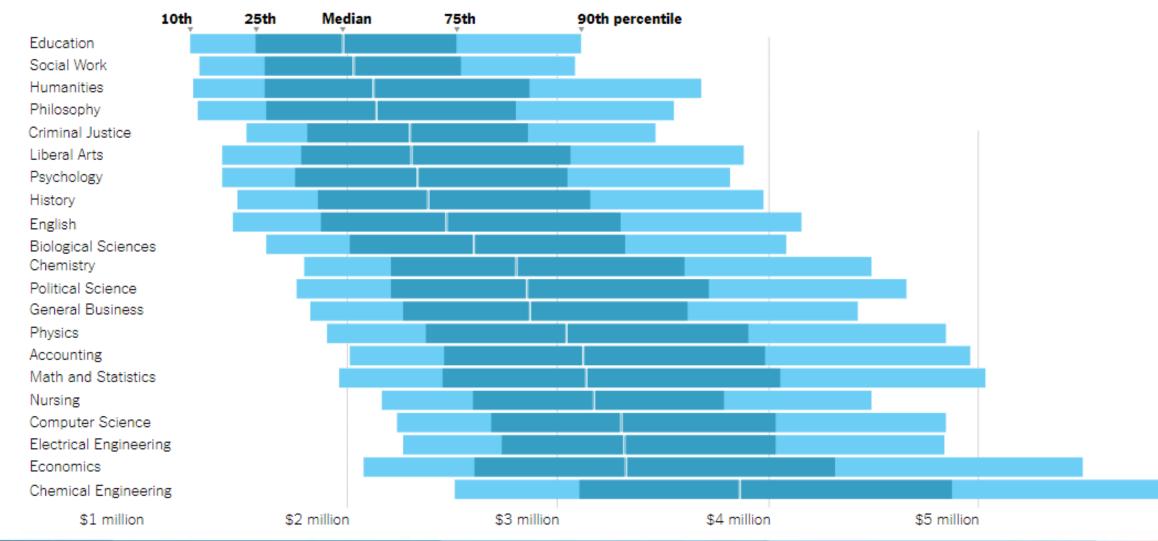
Average professional salaries in US as percent of GDP per capita 2008 Percent



Source: McKinsey Report: Closing the talent gap: attracting and retaining top-third graduates to careers in teaching, September 2010



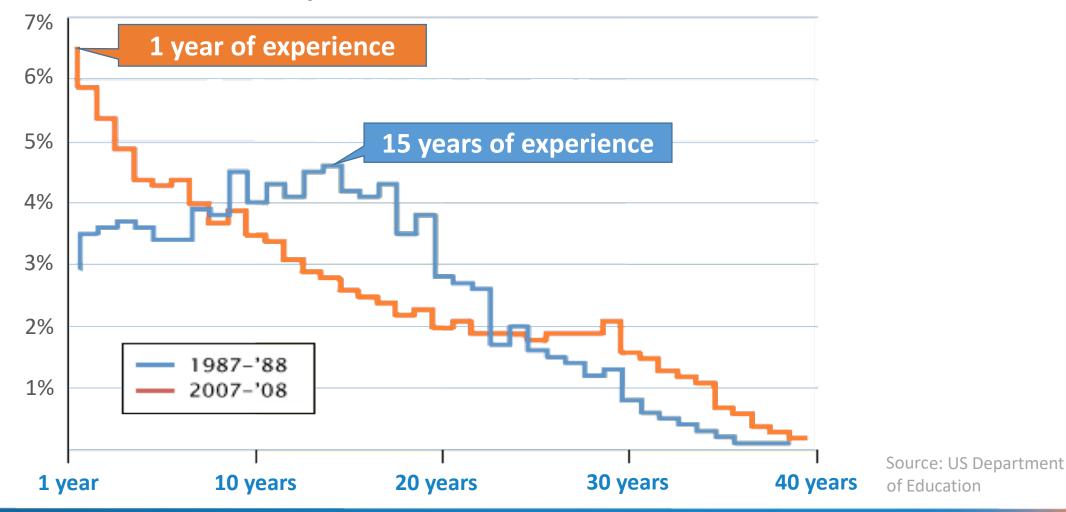
Projected career earnings for college graduates in the ...



Source: "The Lifetime Earnings Premia of Different Majors", Douglas A Webber, 2014 (updated 2017), via nytimes.com



Teacher Experience As A Share of Workforce





A Slower Climb

It is well known that teachers earn less than doctors and lawyers. However, few realize that most doctors and lawyers make up much of the gap between their initial and peak earnings by their early 40s, while teachers' earnings rise slowly and peak when they reach their mid-50s and are near retirement.

earnings 60 Relative 40 **42** Age

2S DESIGN

SAN

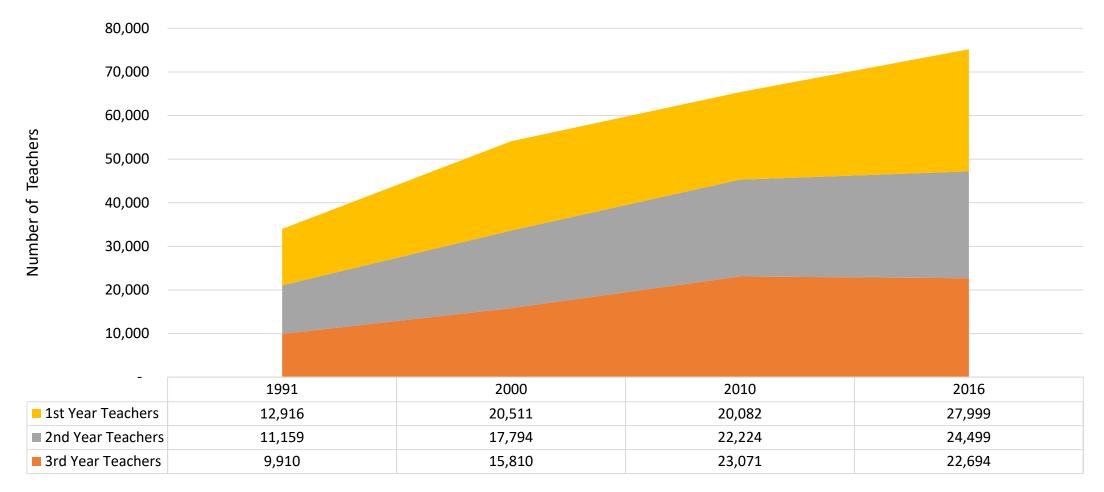
RATION /

Teachers receive a slower rate of raises than other professions.

Note: The figure plots five-year moving averages of annual earnings measured relative to the difference between earnings at age 25 and peak earnings for each profession.

SOURCE: U.S. Census Bureau, American Community Survey, 2006

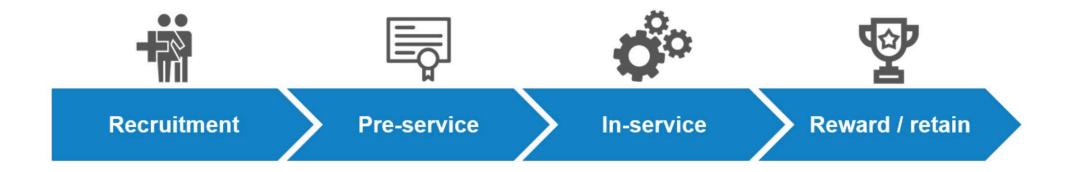
In the span of 25 years, the percentage of teachers with more than three years of experience has dropped by 5.1% from 83.5% in 1991 to 78.4% in 2016)



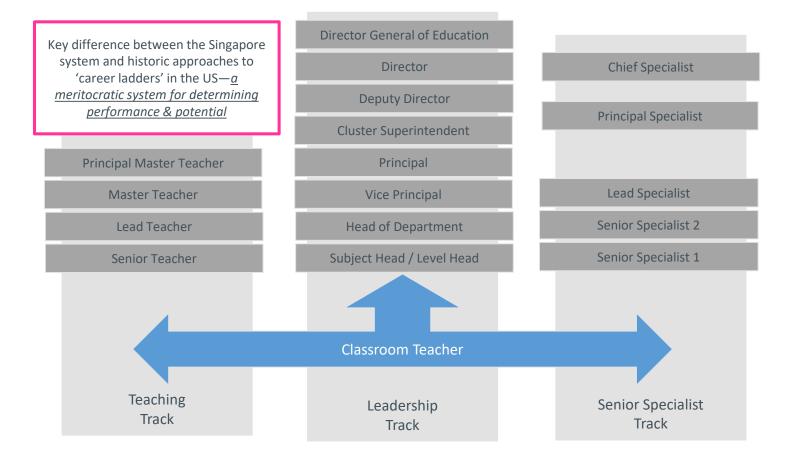
*Teachers in their 4th year or more totaled 171,940 in FY1991, 214,112 in FY2000, 267,726 in FY2010, and 272,160 in FY2016.



The way that the teaching profession in Texas is currently structured is not sustainable, and we must re-think our approach. This must include all aspects of how we support the profession:



TEACH Texas Education Agency Texas Education Agency The Singapore Approach: Pathways for Professional Growth



TEAC Texas Education Agency Lessons Learned: Past TX Teacher Incentive Programs

Varied Approaches

Career Ladders (1984-1993)

Governor's Educator Excellence Grant ('05-'08)

Texas Educator Excellence Grant ('06-'09)

District Awards for Teacher Excellence ('08-'11)

Lessons Learned

- Need adequate & sustainable funding source
 Formula funding, not riders
- Ensure inter-rater reliability and use multiple measures including student growth
 Teachers must have a fair, balanced process
 - Teachers must have a fair, balanced process, not just the whim of an administrator
- Available to ALL teachers, and encourage professional collaboration
 - It can't be limited to just a few, pitting teacher against teacher.

✓ Use it for **recruitment & retention**

- Teachers don't get better because of a monetary incentive, but the incentive can keep them in the classroom longer



Should teachers be paid based upon their effectiveness?



In spring 2017, Dallas ISD teachers answered a survey about this approach to evaluation & compensation.

"My salary should be based on how effective I am as an educator."

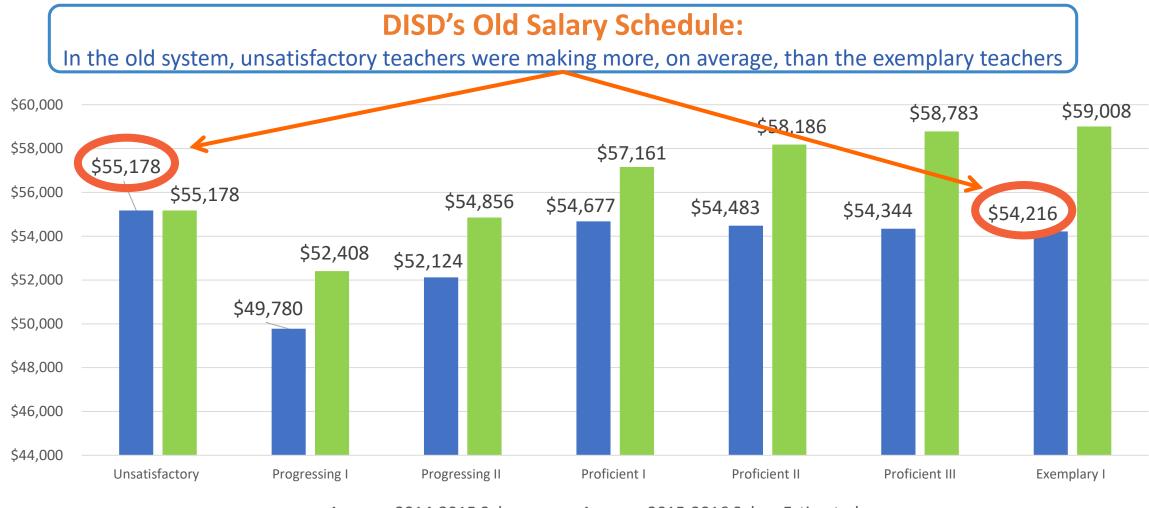
6716 responses

- Strongly Agree 23.0%
- Agree 38.7%
- Neutral 23.6%
- Disagree 9.4%
- Strongly Disagree 5.4%

61.7% Agree

14.8% Disagree

TEAC Texas Education Agency Paying teachers closer to their effectiveness level causes a system-wide transformation



Average 2014-2015 Salary (old service salary scale) Average 2015-2016 Salary Estimated (new TEI pay scale)



DISD retained over 95% of its most effective teachers in 2016.



Since the start of TEI, DISD reduced its lowperforming campuses from **47 to 4**.



Create an Effective Educator Allotment as part of the Foundation School Program

- ✓ If a teacher is identified as highly effective, the district will receive more money
- ✓ There are multiple pathways to defining "highly effective"
- ✓ District participation is completely optional
- ✓ Funding increase would prioritize equity of need: high poverty and rural, ranging from \$3,000 - \$30,000 per year per teacher
- ✓ The teacher keeps the high performing designation, even if they change districts, and the money follows the teacher to the new district



