

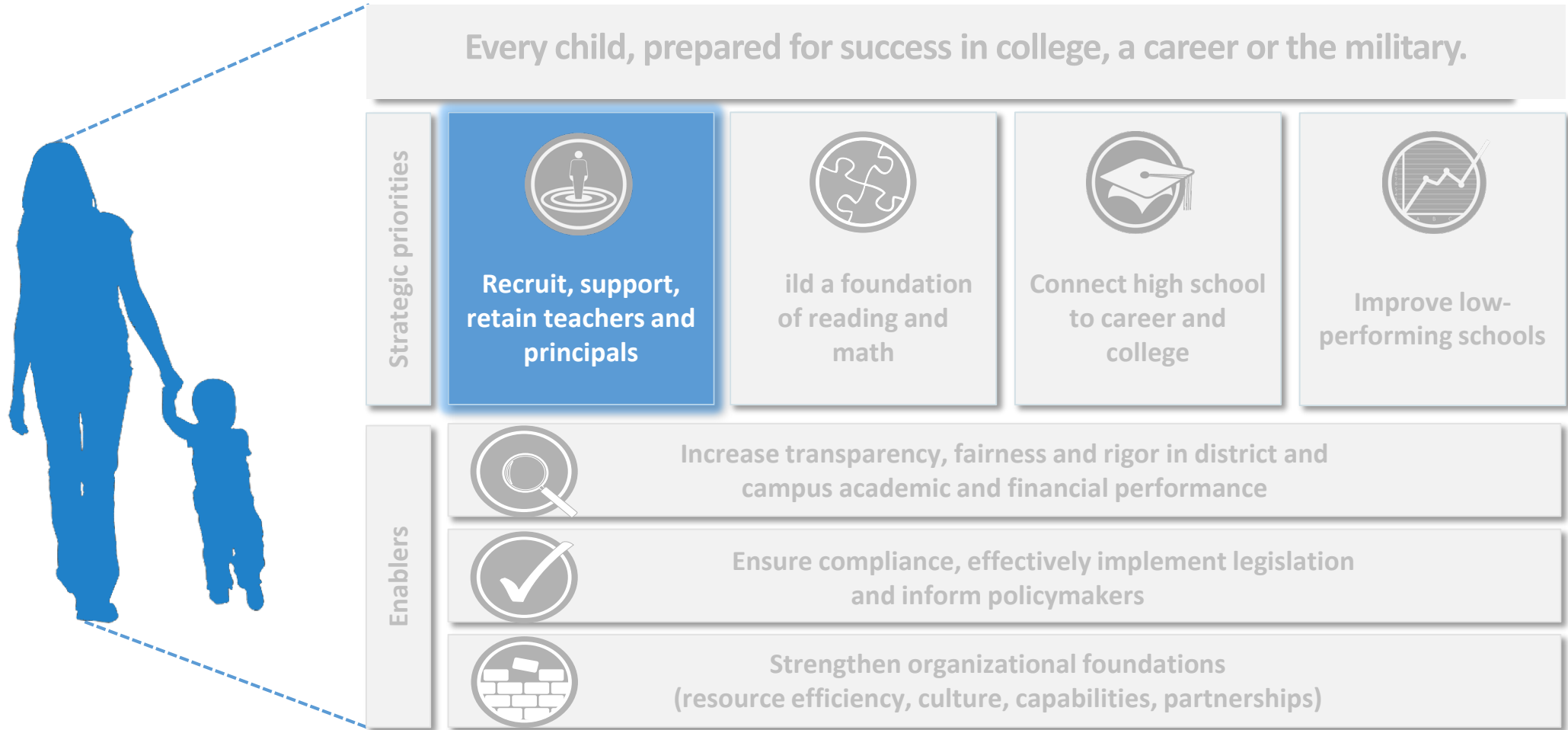


Improving Support for Teachers

Restructuring compensation to improve recruitment and retention of highly effective teachers

Commissioner Mike Merath
TASA/TASB Legislative Conference
February 26, 2019

TEA's Strategic Priority 1



Recruitment Challenge: Perception of Teaching

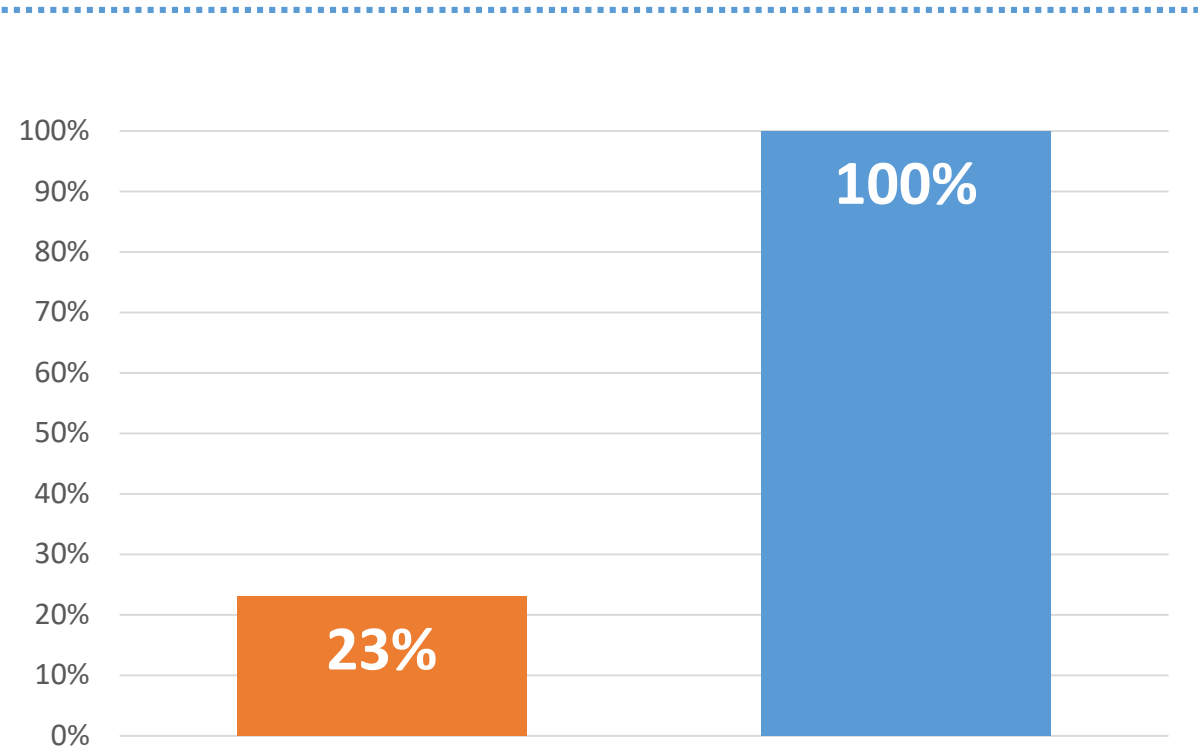
ONLY
4%

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.

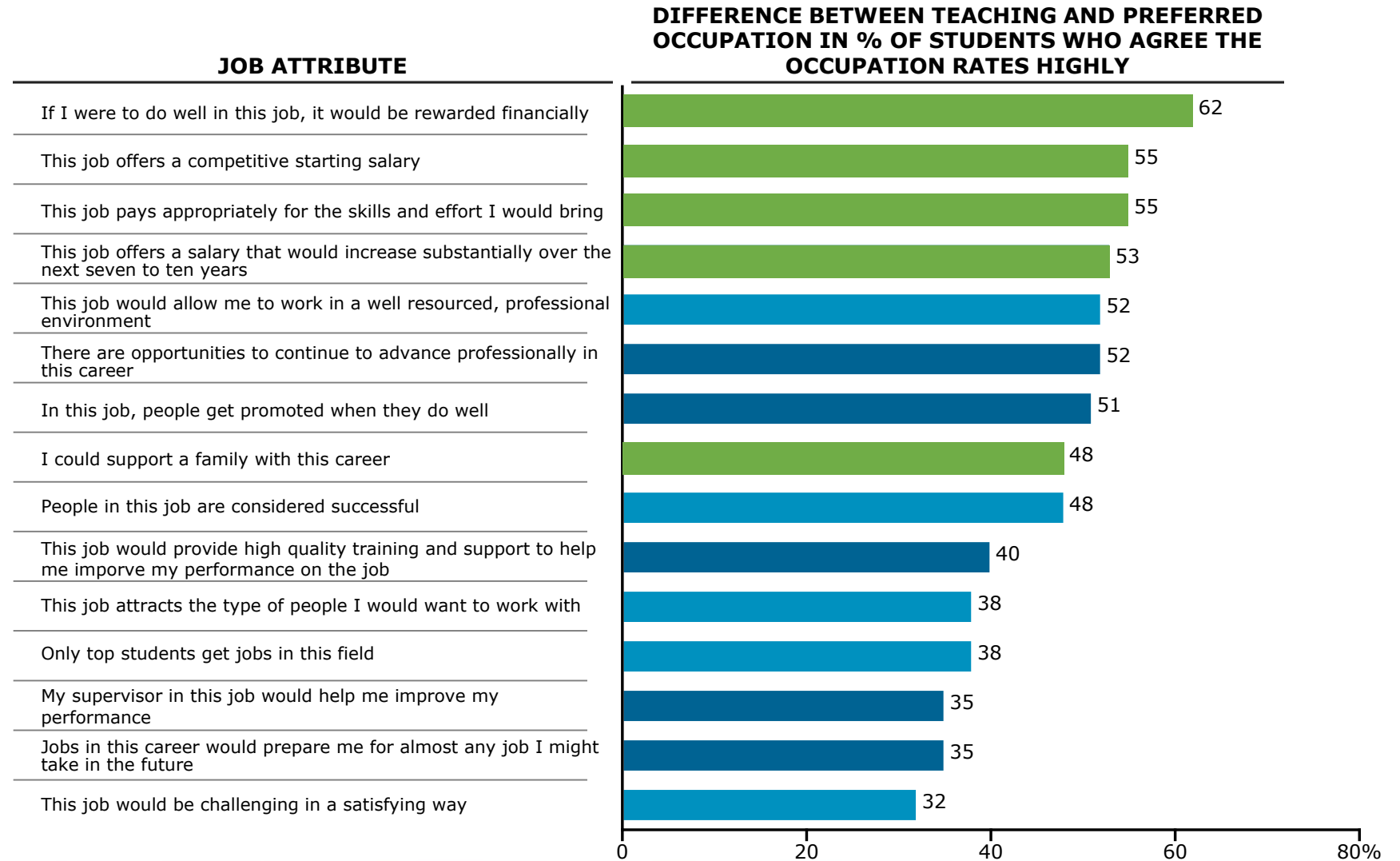
of new teachers come from the top 1/3rd of graduating classes in **Singapore, Finland, and South Korea.**

Challenges: Workings Conditions and Pay

Salary & Compensation

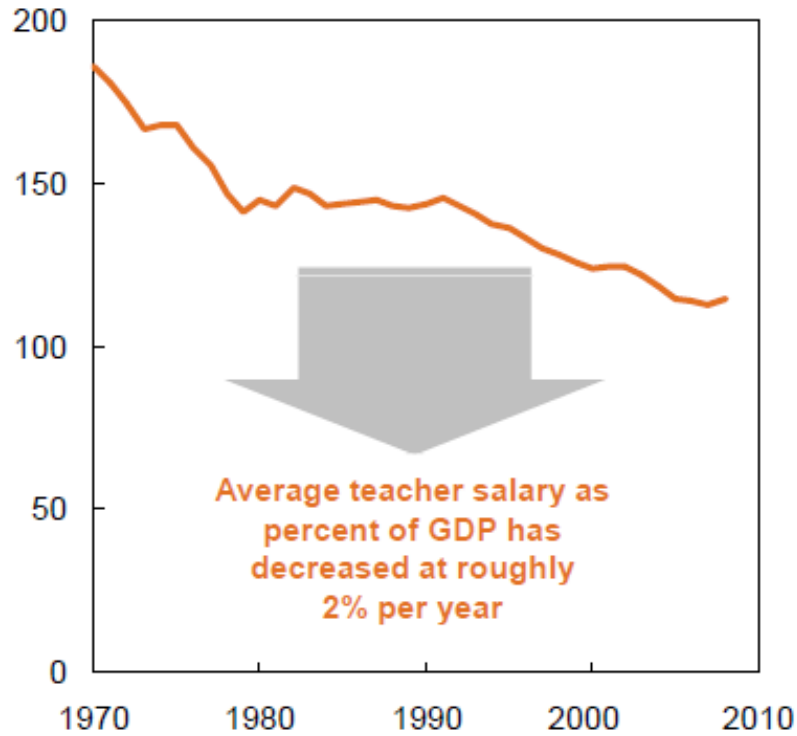
Environment/Culture

Professional Development

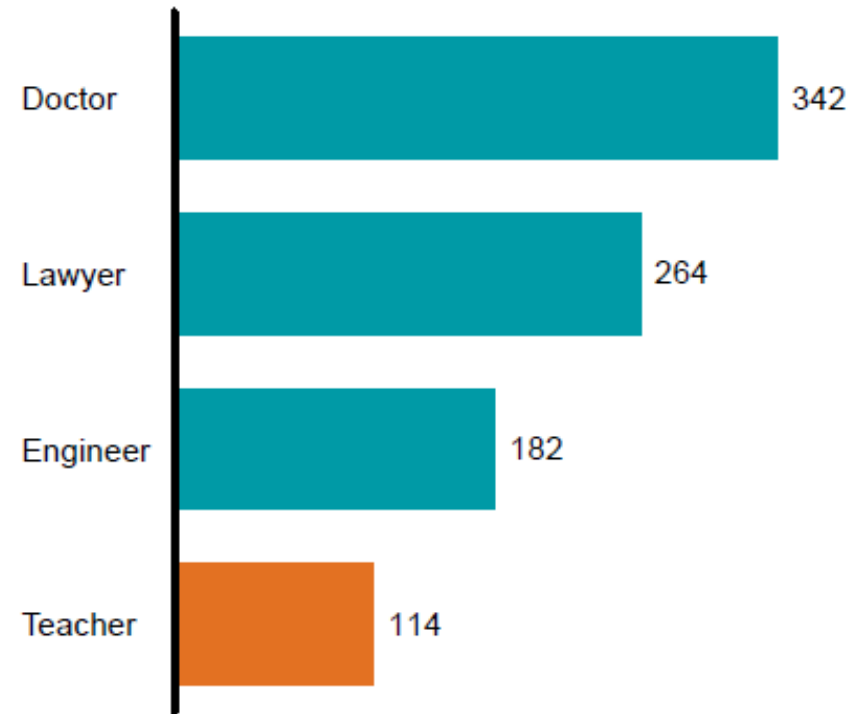


Teacher Pay Relative to Other Professions Has Gotten Materially Worse

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

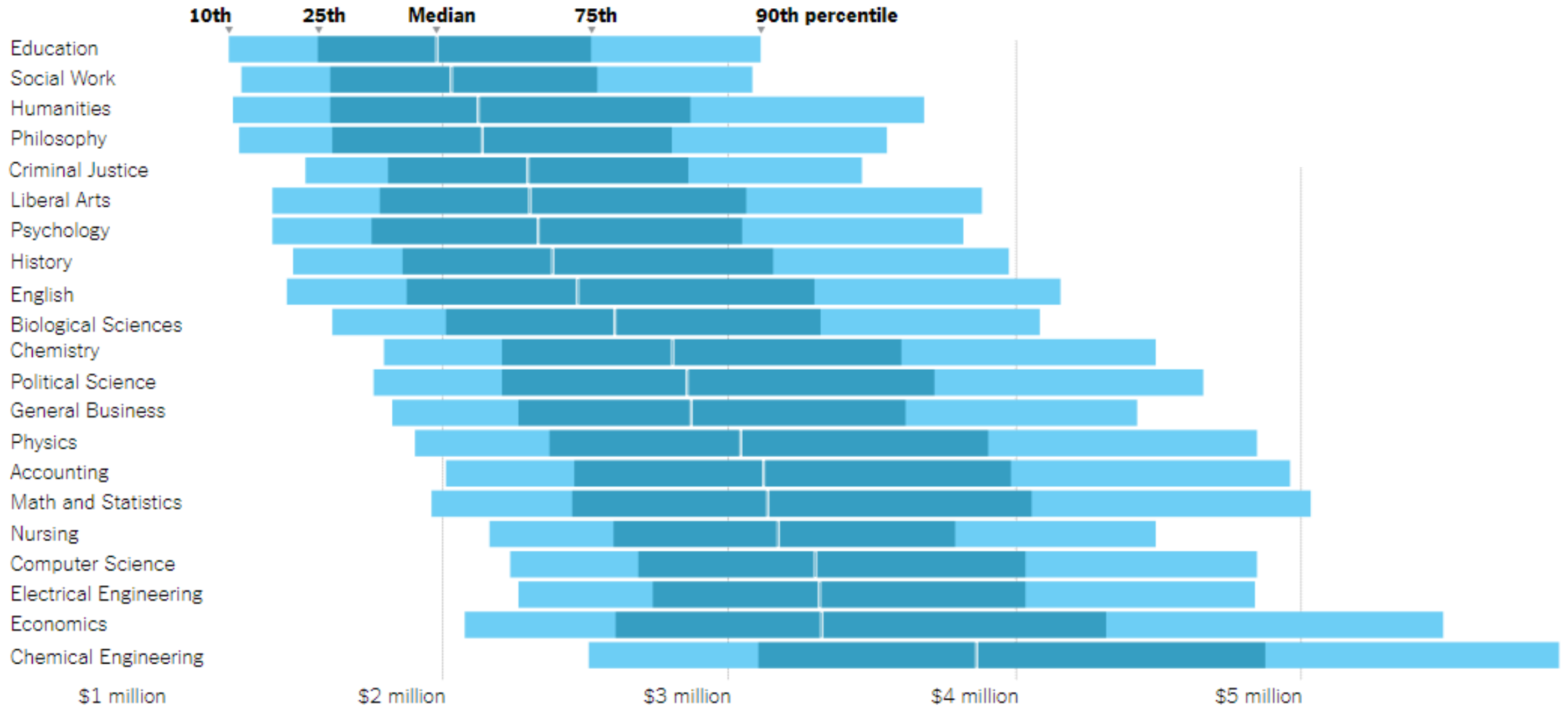


Average professional salaries in US as percent of GDP per capita 2008
Percent



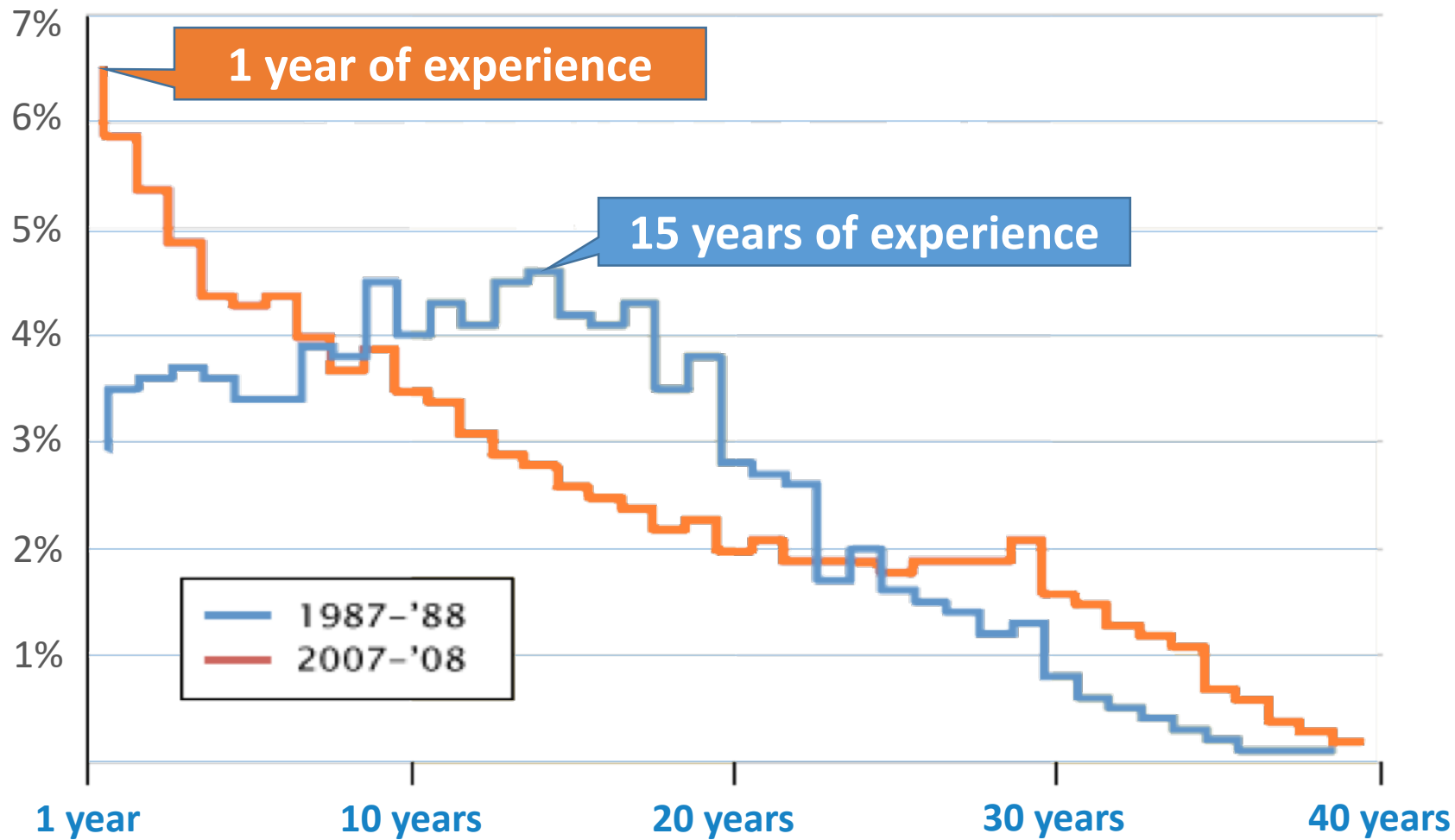
Projected Career Earnings

Projected career earnings for college graduates in the ...



Retention Challenges

Teacher Experience As A Share of Workforce



Source: US Department of Education

Teachers receive a slower rate of raises than other professions.

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.

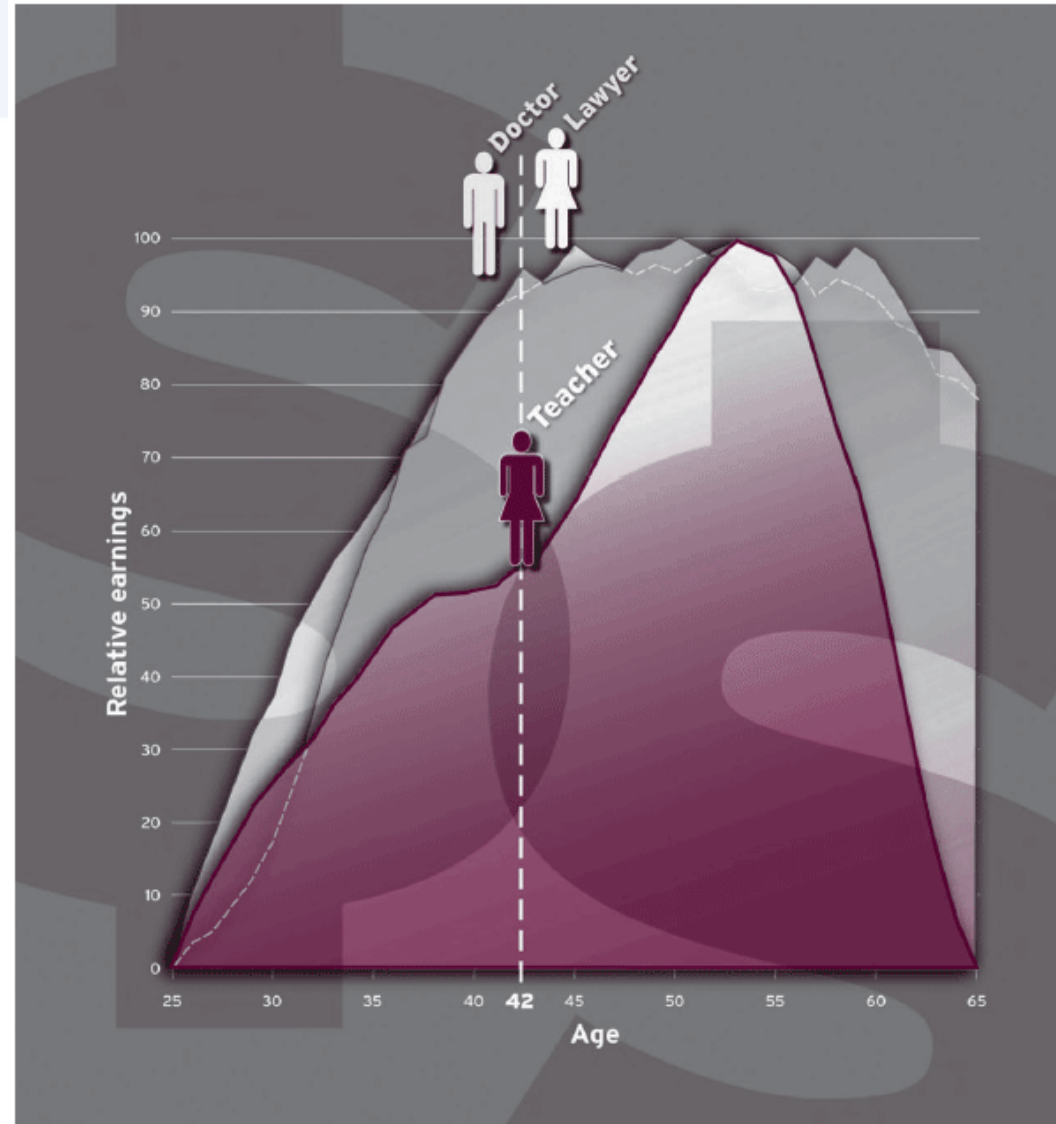
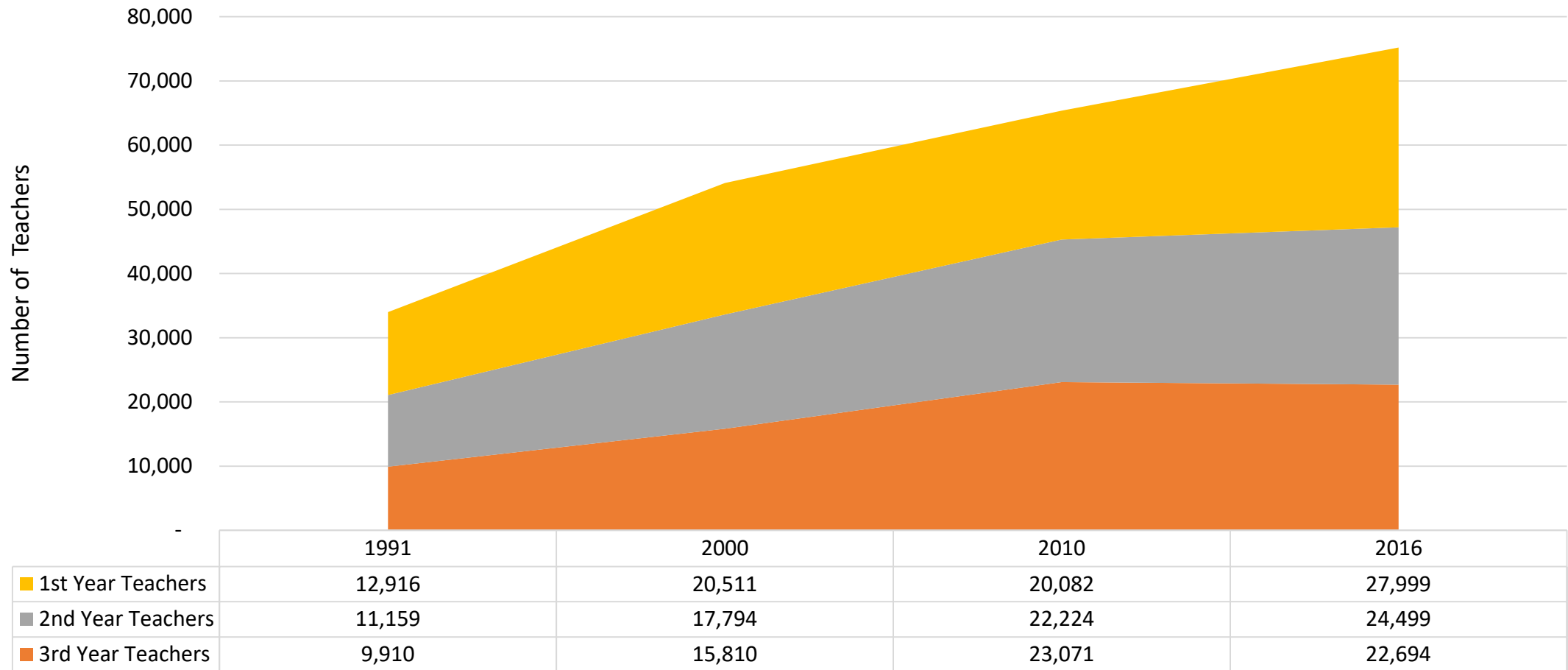


ILLUSTRATION / BRUCE SANDERS DESIGN

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**.

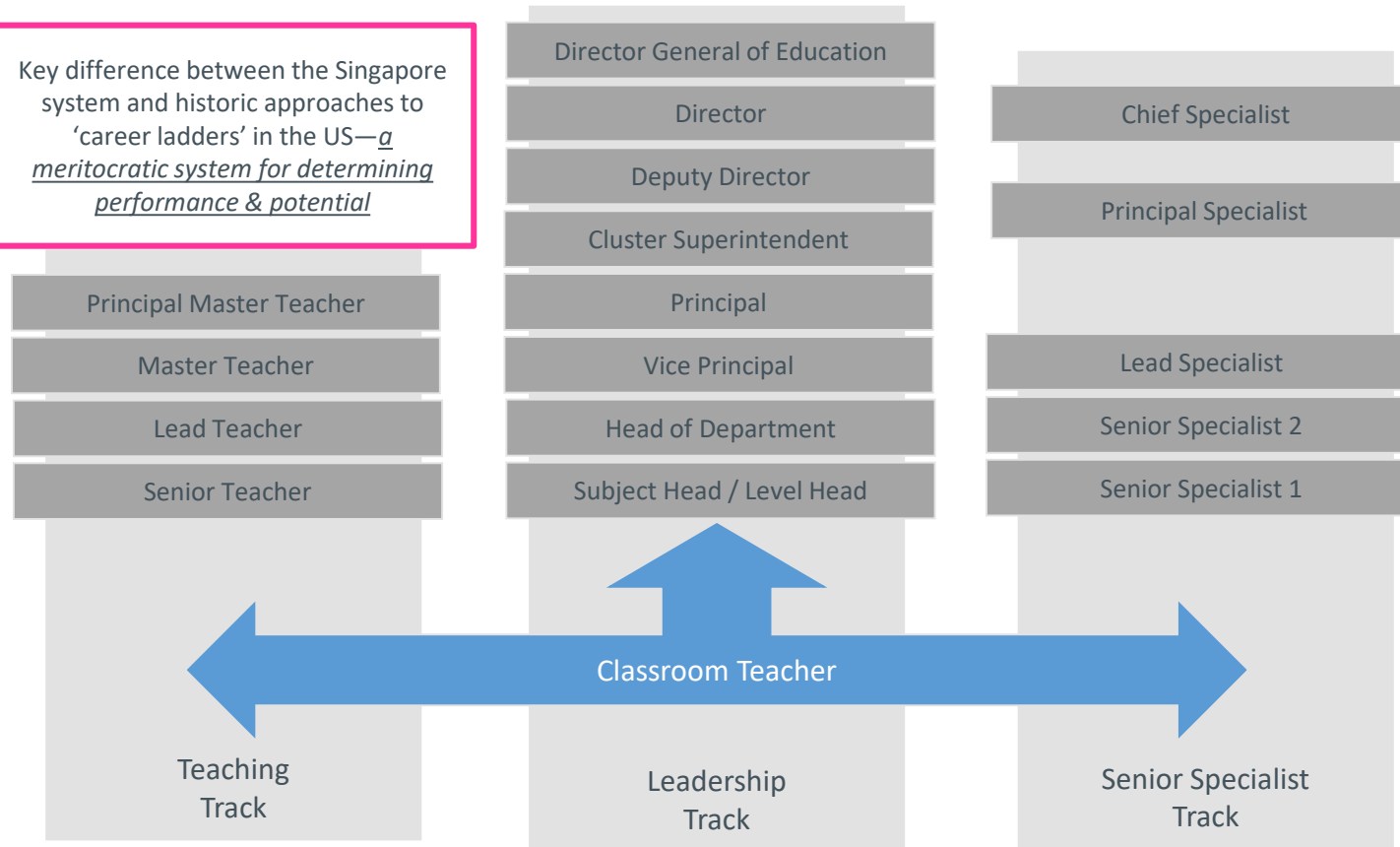
Summary of Challenge

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:



The Singapore Approach: Pathways for Professional Growth

Key difference between the Singapore system and historic approaches to 'career ladders' in the US—*a meritocratic system for determining performance & potential*





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, 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?**

Dallas ISD Case Study: Teacher Opinions

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%

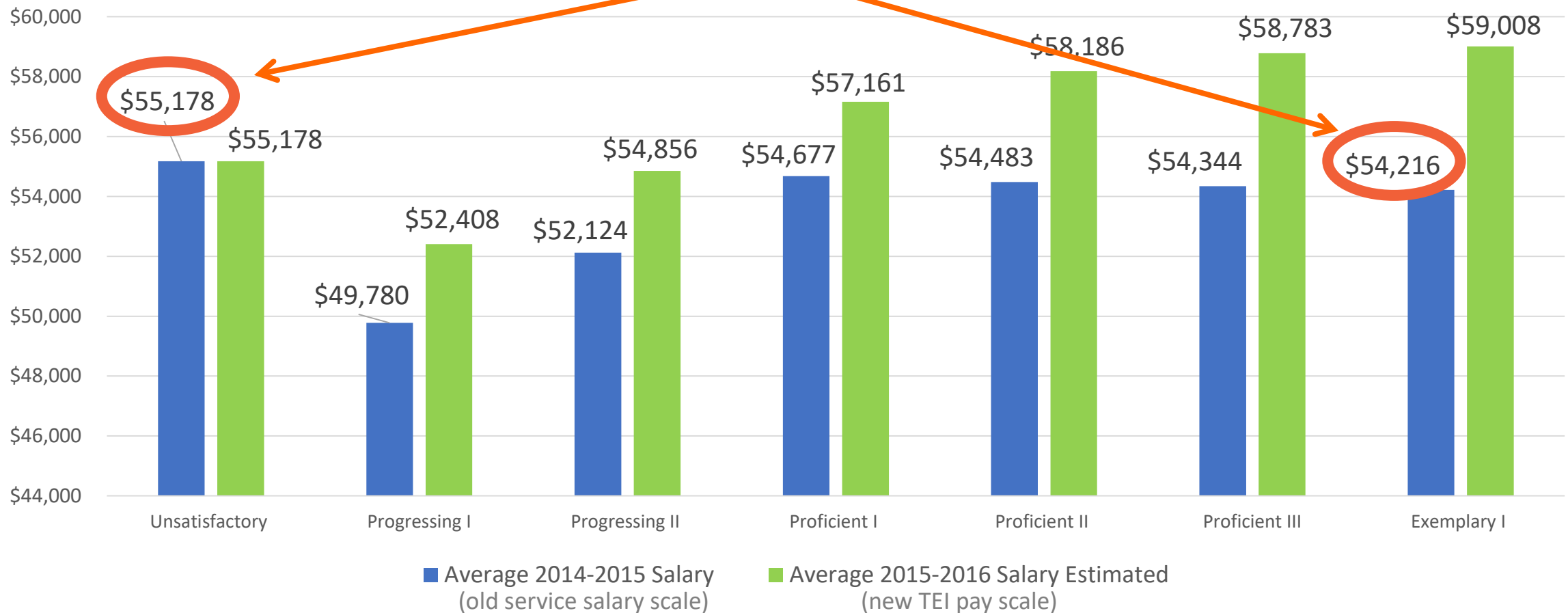
61.7% Agree

14.8% Disagree

Paying teachers closer to their effectiveness level causes a system-wide transformation

DISD's Old Salary Schedule:

In the old system, unsatisfactory teachers were making more, on average, than the exemplary teachers





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



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



Hypothetical Policy Framework

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

Hypothetical Components of a Multiple Measures System

Multi-Measure
Teacher
Evaluation
System

