

Getting Effective Educators in Hard-to-Staff Schools

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UTD-DISD Collaboration

- Dallas ISD introduced dramatic changes in personnel evaluation and compensation
- What were the effects on:
 - the quality of instruction and school leadership?
 - the distribution of achievement and other outcomes?
- Focus here on most disadvantaged schools



Dallas ISD Principal (PEI) and Teacher (TEI) Excellence Initiatives

- Multiple measure evaluation systems
 - Determine salary subject to qualifications
 - Component weights vary by teacher grade and subject
- Focus on supporting learning and improvement
- Systems have been evolving over time
 - PEI implemented in 2013-2014
 - TEI implemented in 2014-2015



PEI evaluation score

- Performance component – Evaluation based on
 - Supervisor observations
 - Changes in teacher effectiveness
 - Congruence between principal performance evaluations and actual teacher achievement score
- Achievement Component
 - State and district assessments
 - Best of VA, peer comparison and status measures
- Family and community surveys



TEI evaluation score

- Performance component
 - extended and spot evaluations by principal or assistant principal using multidimensional scoring rubric
- Achievement component
 - Student performance on state and district assessments
 - School-level achievement also counts
- Student surveys

Some Details of TEI

- Teachers are divided into four categories (A-D) on the basis of subject and grade (focus on Category A teachers who teach tested subjects and have student surveys)
- Teacher evaluation categories based on sum total of points from achievement, performance and survey components
 - Exemplary
 - Proficient (1, 2 and 3)
 - Progressing (1 and 2)
 - Unsatisfactory



Potential Channels of Effects

- Extensive information with which to develop improvement plans
- Low-performers who do not improve will leave the district
- Closer association between performance and compensation will attract effective educators
 - Compensation is no longer tied to experience and credentials

Potential Unintended Consequences

- Evaluation and compensation reform may exacerbate staffing challenges in the most disadvantaged schools
- Expectation that a more challenging environment may adversely affect evaluation scores and thus compensation



Dallas ISD Response to Concerns

- Designate schools that serve greater shares of disadvantaged students as Tier 1
- Provide financial incentives to work in a Tier 1 school
 - Teaching in a Tier 1 schools gives teachers points toward attaining rank of distinguished teacher
 - Principals receive supplement of \$3,000 -\$5,000



Accelerating Campus Excellence (ACE) Schools

- Distinguish chronically low-achieving Tier 1
- Program size
 - 7 schools for 2016
 - 13 schools for 2017
- Purposeful placement of effective principals in these campuses
- Existing teaching staff reassigned to other district schools following ACE designation



Incentives to Work in an ACE School

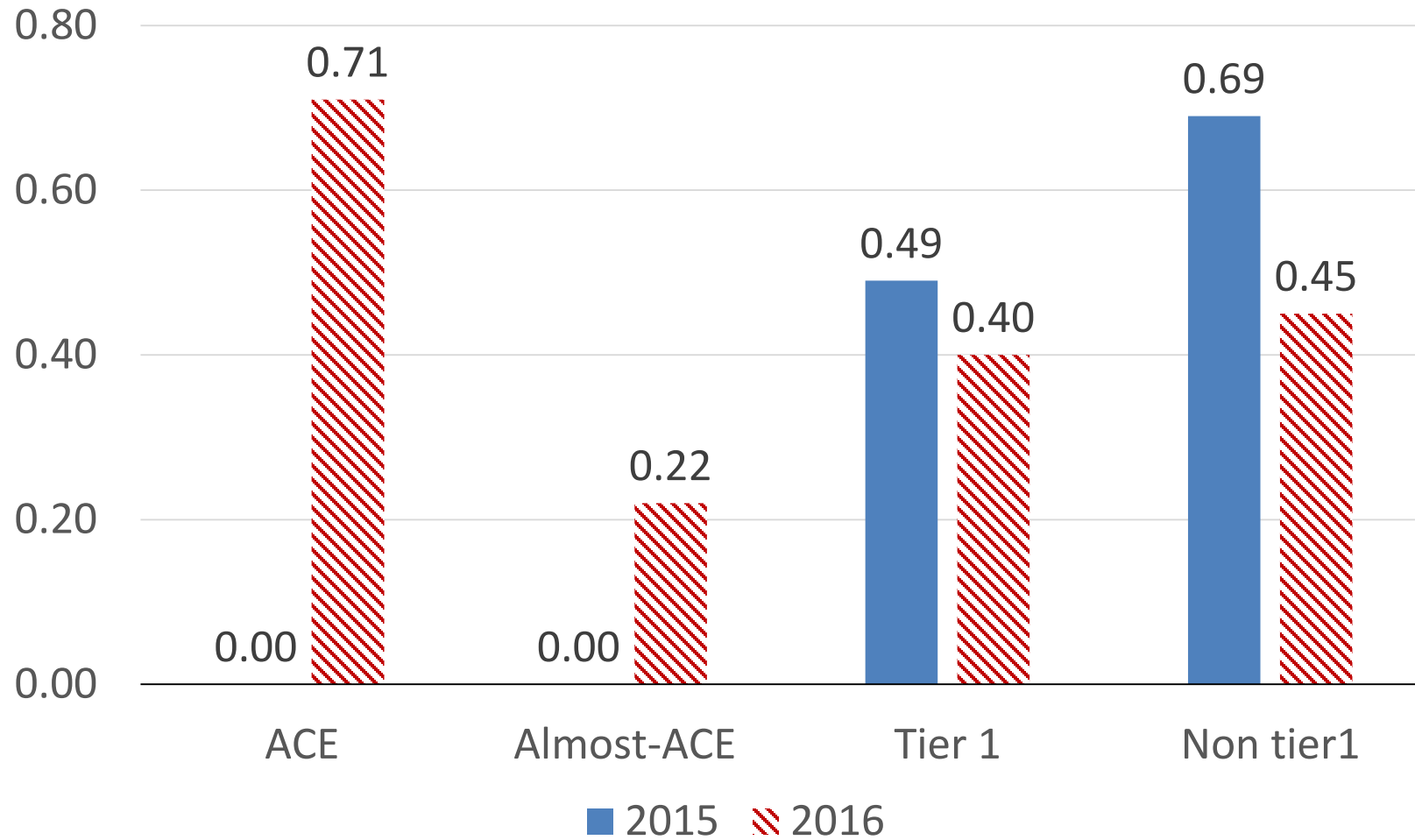
- Educators receive \$2,000 signing bonuses plus annual stipends depending on position and evaluation rating
 - Principals - \$13,000
 - Assistant principals - \$11,500
 - Teachers
 - \$6,000 for those ranked progressing
 - \$8,000 for those ranked proficient
 - \$10,000 for those who are distinguished



Evaluation of ACE Effectiveness-Related Bonuses

- ACE goes into effect in 2016
- Four categories based on 2015 designation
 - ACE (7 schools in 2015; 13 in 2016)
 - Near-ACE (18 schools in 2016)
 - Other Tier 1 (53)
 - Non-disadvantaged (165)
- Compare changes over time in teacher quality, teacher transitions, and student achievement

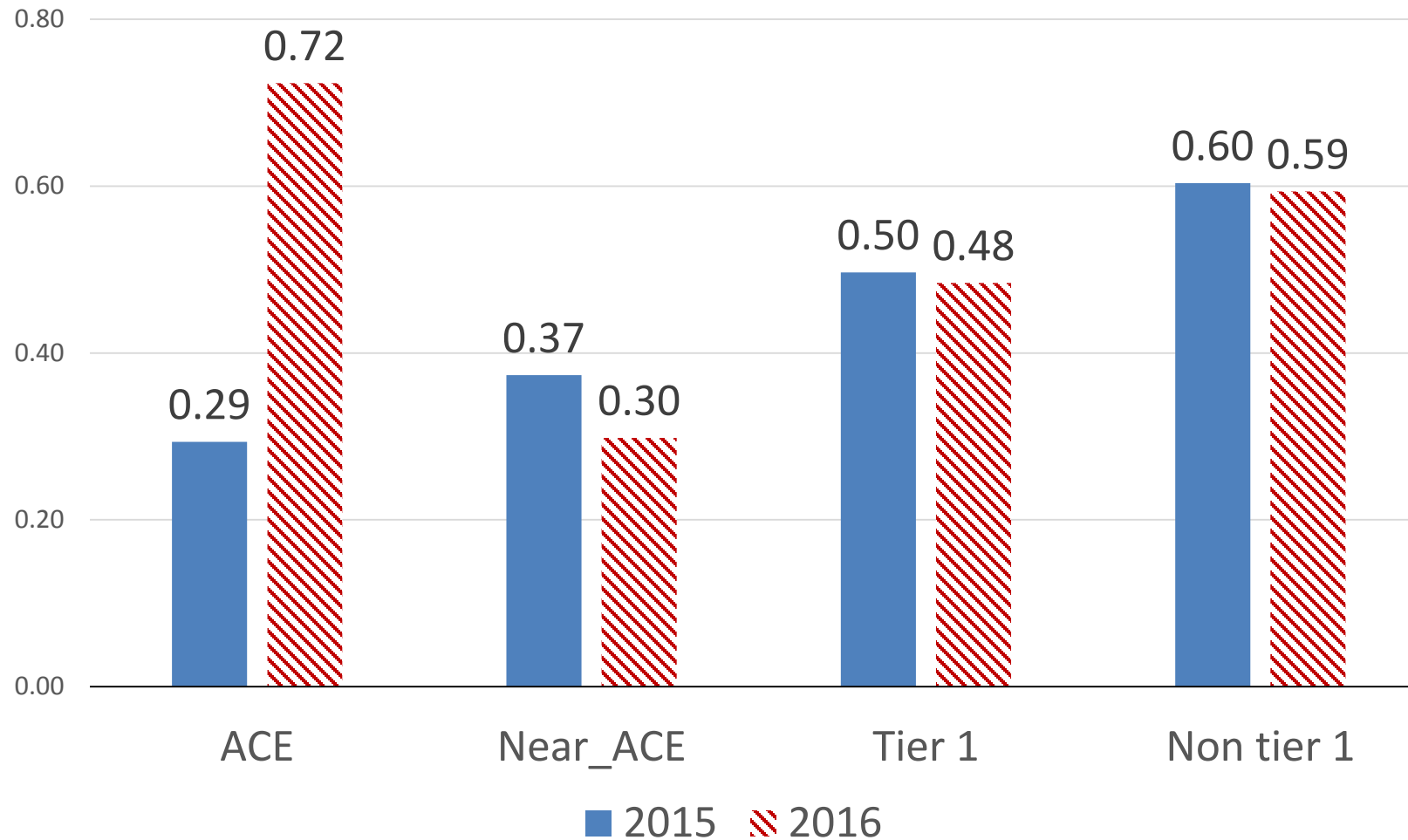
Share of Effective Principals



Note: Effective principal is 2015 evaluation of proficient 1 or better.



Share of Effective Teachers

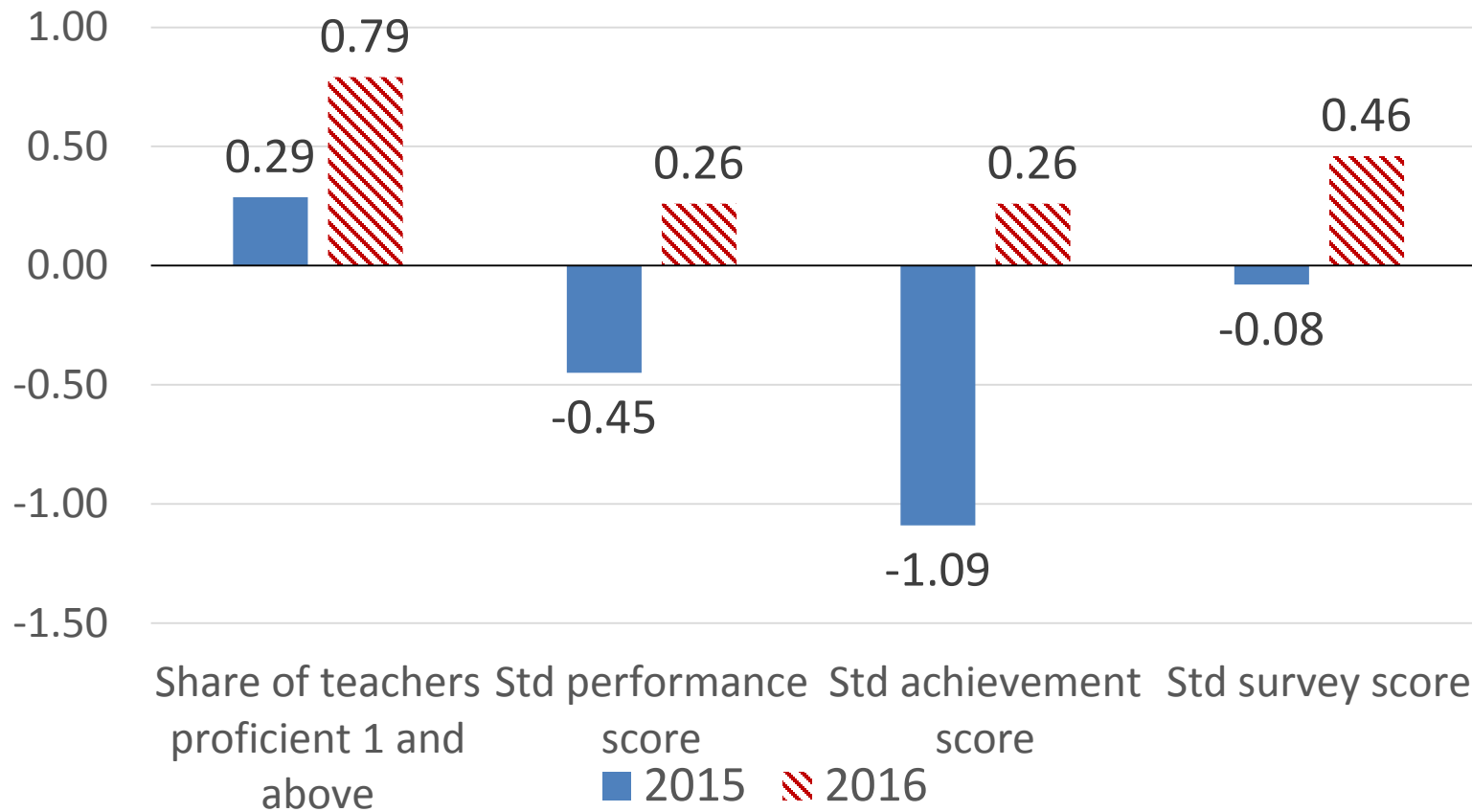


Note: Effective teacher is 2015 evaluation of proficient 1 or better.



Components of Effective Teacher Scores

ACE Schools

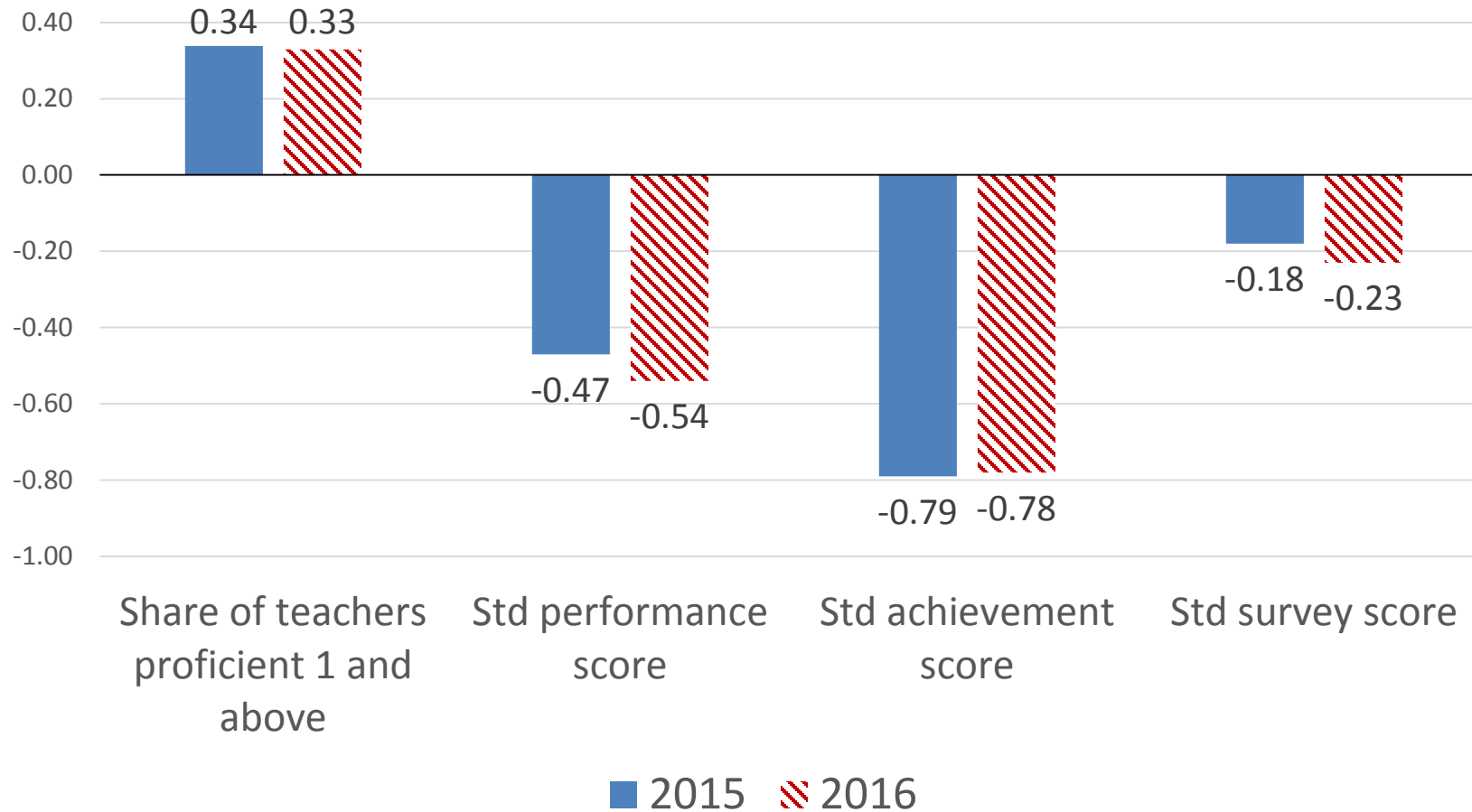


Note: Effective teacher is 2015 evaluation of proficient 1 or better (Category A).



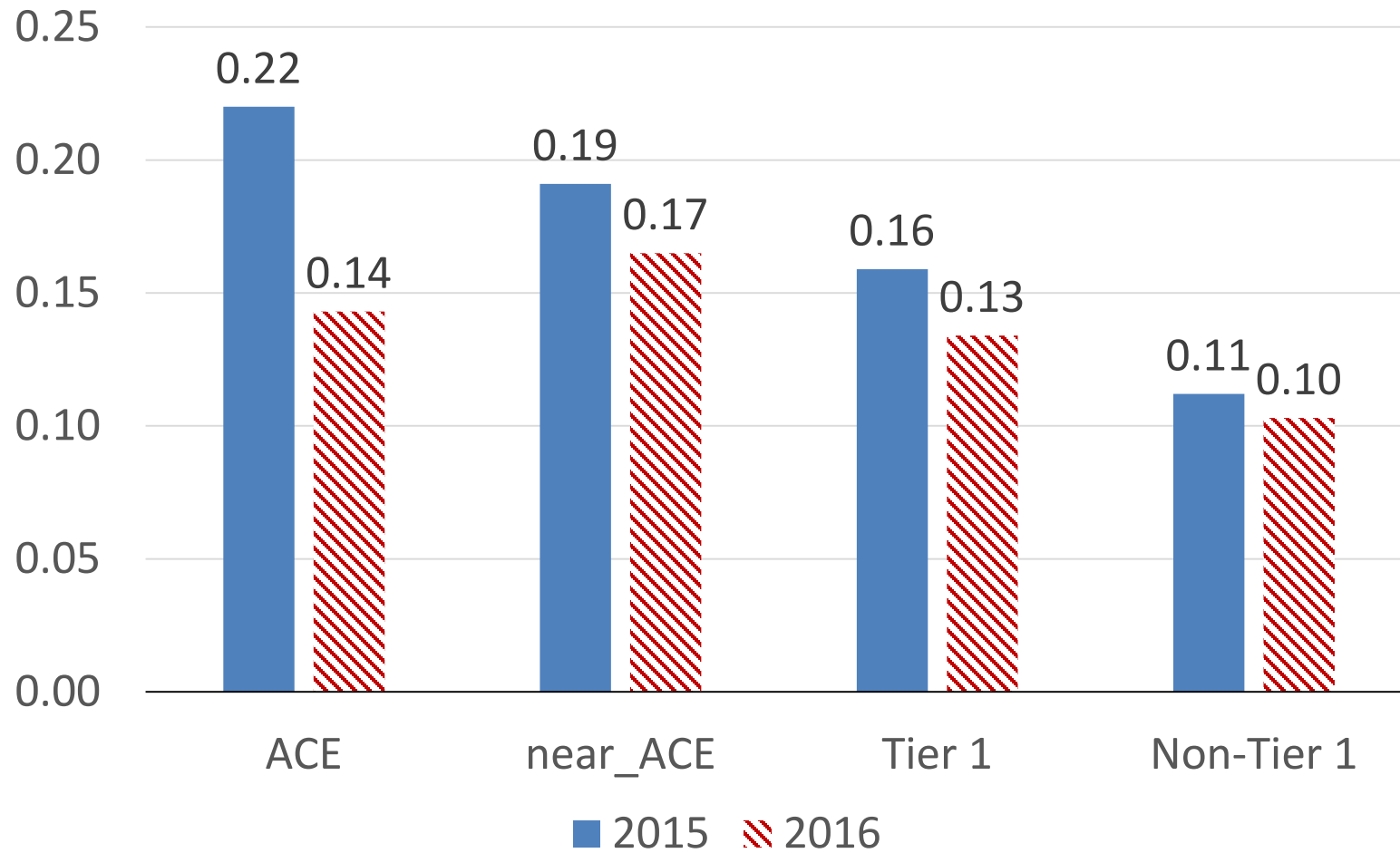
Components of Effective Teacher Scores

Near-ACE Schools



Note: Effective teacher is 2015 evaluation of proficient 1 or better (Category A).

Fraction of First Year Teachers





Does performance of ACE entrants change?

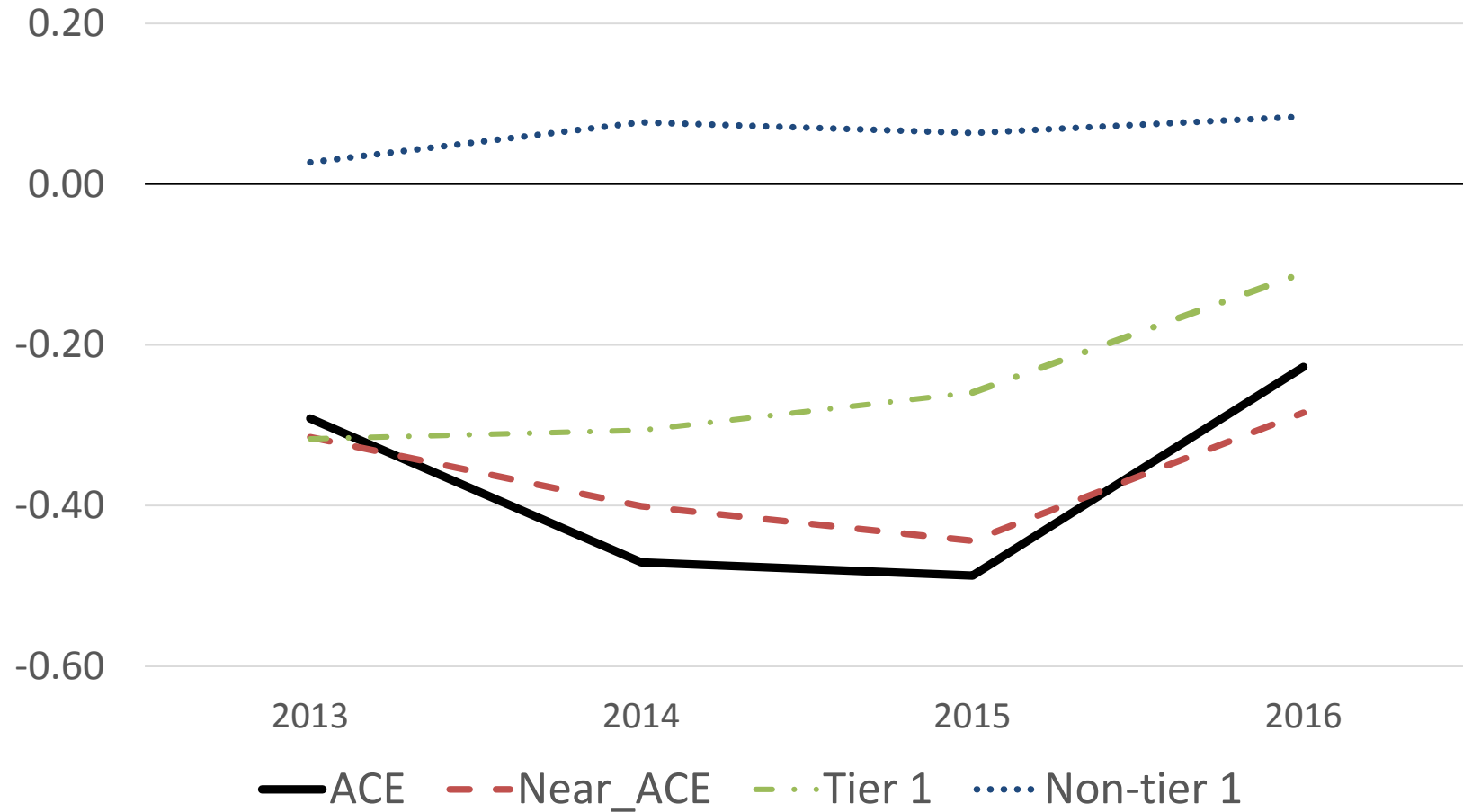
- Teachers may struggle in a lower-achieving school
 - Note that principal is also new to the school and was successful in her previous school
- Substantial transition costs including grade-switching may dampen effectiveness

Pre- and Post-effectiveness of teachers switching into ACE

		Proficient (%)	Performance (std dev)	Achievement (std dev)	Survey (std dev)
Switched grades (37%)	2015	91	0.10	0.46	0.13
	2016	89	-0.05	0.58	0.32
Did not switch grades (63%)	2015	92	0.22	0.56	0.49
	2016	93	0.23	0.64	0.59

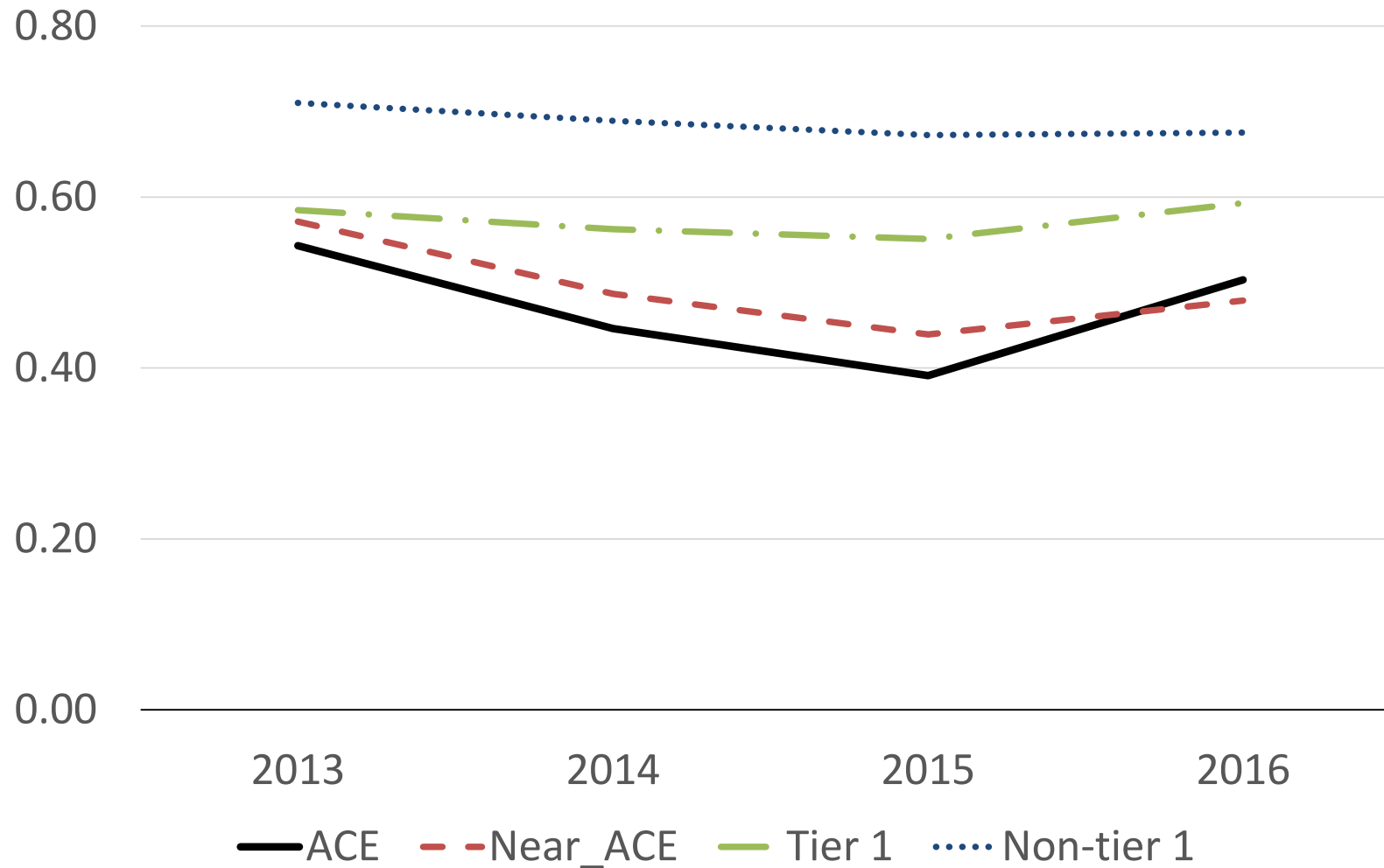


Reading Scores



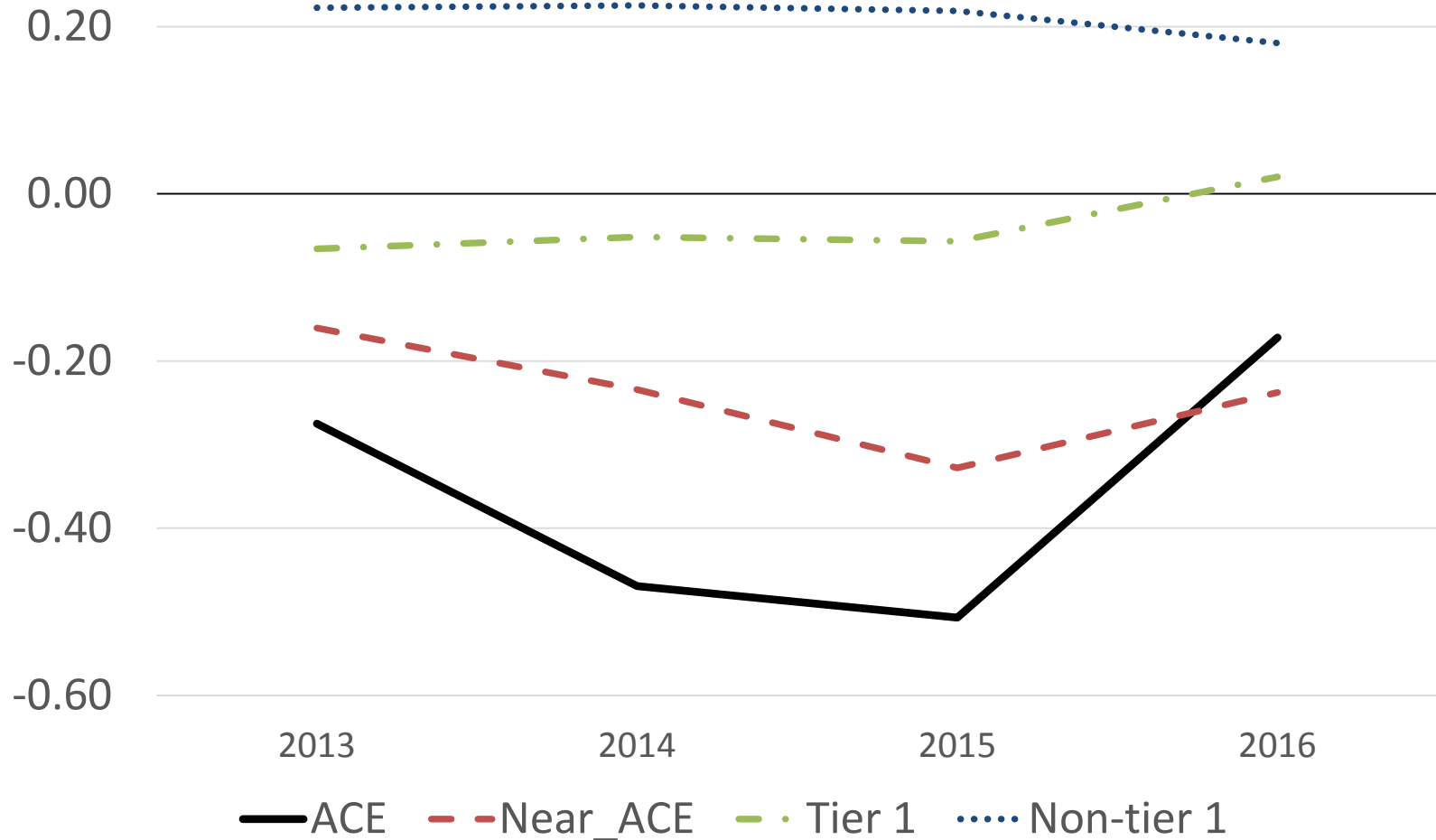


Reading Pass Rates



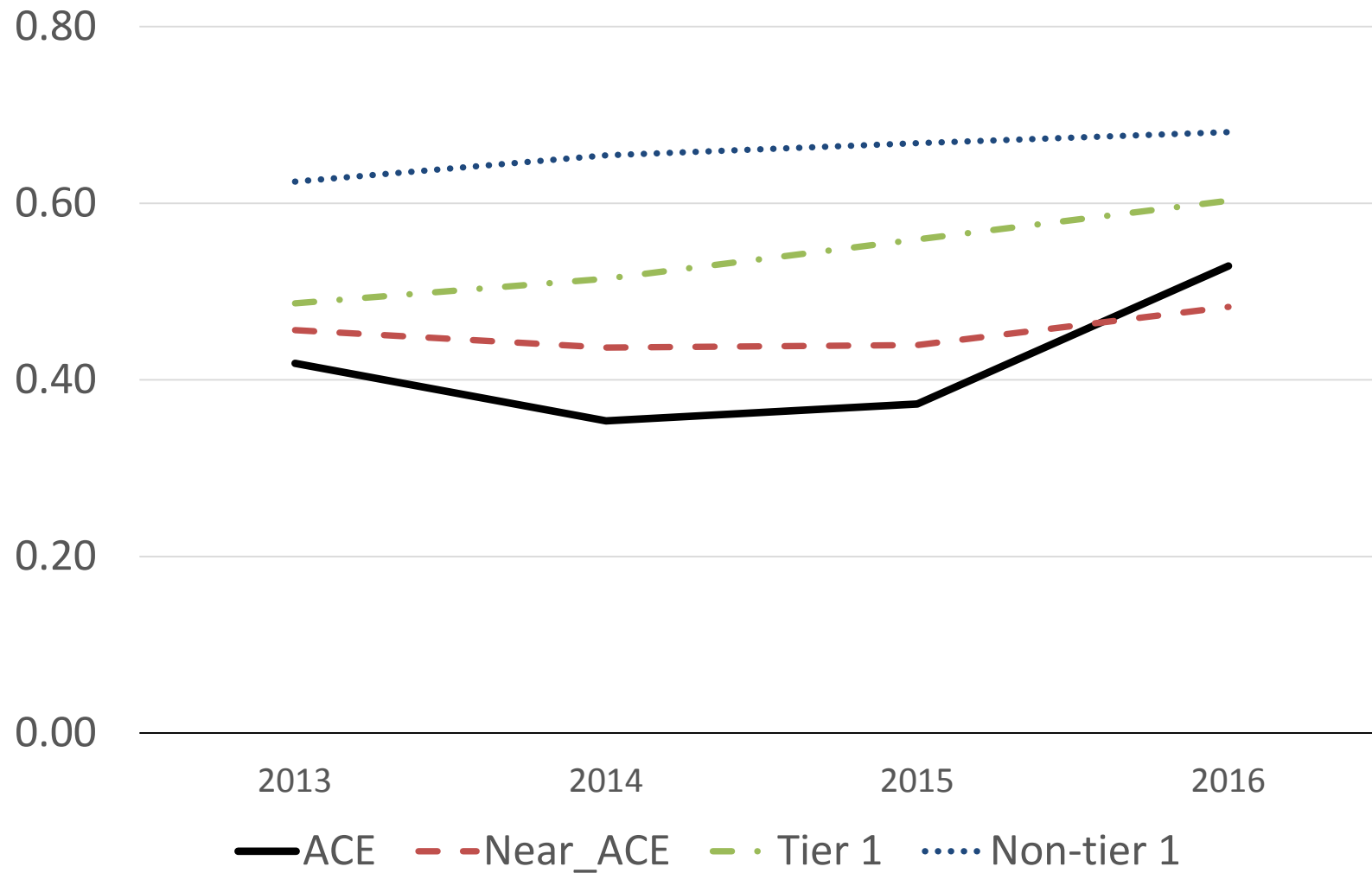


Math Scores





Math Pass Rates





Effectiveness-related Pay for Educators in Disadvantaged Schools

- Additional pay linked with evaluation substantially improves the quality of instruction and achievement
- Teachers successful in non-disadvantaged schools are equally successful in ACE schools
 - Note that ACE schools are all led by effective principals



Other Findings and Future Analysis

- Mathematics and reading achievement have been rising in Dallas despite substantial changes in evaluation and compensation systems and despite high turnover of teachers and principals
- Additional years of data:
 - look in depth at movements and improvements of teachers and principals
 - further evaluate role of principals
 - Link principal effectiveness to teacher quality