

Tackling Teacher Retention: *One Key Aspect of Addressing Equity in Education*

AASB Equity in Education and
Winter Board Academy
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Introductions

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QUIZ!!!

- At your table, you have cards labeled:
 - A, B, C, D, E
- For each question, confer with your table mates and decide on your answer
- Hold up your answer

Q1: Coalition for Education Equity used to be named

- A. Coalition of Education Adequacy Advocates for Children
- B. Citizens for the Educational Advancement of Alaska's Children
- C. Citizens for Education Adequacy for Alaska's Children
- D. Creating Equity and Adequacy for Alaska's Children

Citizens for the Educational Advancement of Alaska's Children (CEAAC):

- Represents people and organizations concerned about the quality and breadth of educational opportunities available to Alaska's children.
- Advocates for funding to provide adequate facilities and programming in every school around the state.
- Believes that all Alaskan students deserve adequate school facilities and excellent school programs.

"Tools for Success: What is and Adequate Education?" Educate Alaska Final Report. June 30, 2002.
Citizens for the Educational Advancement of Alaska's Children

Q2: CEAAC was founded in

A. 1990

B. 2001

C. 2009

D. 1996

Q3: CEAAC participated in which of the following education lawsuits

- A. Kasayulie v. State of Alaska
- B. Hootch v. Alaska State-Operated School System
- C. Moore v. State of Alaska
- D. All of the Above
- E. A and C

Q4: This court case led to the 2010 passage of SB 239, which directs funds for rural school construction.

- A. Macauley v. Hildebrand
- B. Matanuska-Susitna Borough School District v. State
- C. Kasayulie v. State of Alaska
- D. Hootch v. Alaska State-Operated School System
- E. Moore v. State of Alaska

Education Equity in Alaska

Equity as Adequacy

Equity

- Equity can mean fairness – do all students receive a fair share of resources?
- Recognizes inequalities – some students need greater resources to achieve at appropriate levels (“appropriate” treatment” instead of “equal” treatment)
- Focus is on inputs
- Aimed at reducing disparity
- Funding attempts to address equity by allocating resources differently based on:
 - Characteristics of the students
 - Characteristics of the schools or school districts
 - Characteristics of various programs

Adequacy

- Goal of meeting outcomes for every student
- Ensuring that school finance policy can facilitate the goal of teaching students to higher standards
- Finance structure more directly linked to strategies that raise levels of student achievement
- Focus on quality of education provided
 - Does every school have the resources it needs?
 - Are children meeting the state’s own education standards?
- Creating high expectations for students and providing adequate resources to meet those expectations

2002 - How do Alaskans describe an adequate education?

- An adequate education gives young people the tools to succeed in whatever life they choose.
- An adequate education is owned by the local community and reflects the diverse cultures of the whole state of Alaska.
- An adequate education finds a balance between small, locally-based schools and regional “economies of scale”.

“Tools for Success: What is and Adequate Education?” Educate Alaska Final Report.
June 30, 2002. Citizens for the Educational Advancement of Alaska’s Children

Barriers to providing an adequate education

- High teacher turnover
- Teachers teaching outside their area of certification
- Courses not offered on a regular basis
- Lack of standards-based evaluation
- Native culture not valued by school environment
- Lack of vocational and technical courses
- Not offering “college-prep” atmosphere and expectations

“Tools for Success: What is and Adequate Education?” Educate Alaska Final Report.
June 30, 2002. Citizens for the Educational Advancement of Alaska’s Children

Ways to increase community ownership

- Increasing the number of Alaska Native teachers in rural classrooms
- Create direct political link between Advisory School boards and school district leadership
- Utilize community expertise in the schools – create a legitimate place for Elders
- Anchor curricula in traditional language, skills, practices – more “place-based” education

“Tools for Success: What is and Adequate Education?” Educate Alaska Final Report.
June 30, 2002. Citizens for the Educational Advancement of Alaska’s Children

Balance between small, locally-based schools and regional “economies of scale”

- Small school size can be an asset
- Greater course selection and more activities in larger schools
- Sub-regional residential schools
 - Choice
 - Do not shut down village schools

“Tools for Success: What is and Adequate Education?” Educate Alaska Final Report.
June 30, 2002. Citizens for the Educational Advancement of Alaska’s Children

Moore v. State of Alaska

- Filed in 2004 - Challenged whether Alaska's public education system was adequate under the Alaska Constitution
- Goes beyond equity and funding: focuses on the state's constitutional obligation for providing public education
- In initial 2007 ruling, the court defined four aspects of this obligation
- Positive rulings in 2009 and 2010; settled in 2012

Alaska State Constitutional Responsibility for Public Education: Four Components

- Constitutionally adequate set of educational standards;
- Adequate assessments determining whether children are learning the standards;
- Adequate funding so as to accord to schools the ability to provide instruction in the standards;
- Adequacy of State oversight and accountability

Findings in the Moore Case (2009)

- State had failed to insure that each school district's **curriculum aligned** to the State's standards;
- The State's interventions had not included attention to content areas not covered by State's standardized testing;
- The State's interventions had been limited in scope and had not addressed the **specific strengths and weaknesses** of each chronically under-performing district;
- The State's interventions had not given adequate consideration of **pre-Kindergarten and other intensive early learning initiatives** designed to address the unique educational challenges faced by students in Alaska's chronically underperforming schools districts;
- The State's interventions had not addressed **teaching capacity** due to high turnover, teacher inexperience and unique educational challenges in Alaska's chronically underperforming school districts.

Quality Educators key to Equity in Education

Access to Quality Education

- The teacher is the most influential factor in student learning¹
- Teachers are distributed inequitably²
 - less qualified, less experienced, outside expertise areas, higher turnover in high-poverty, high-minority schools
- AI/AN students more likely to have first-year teachers³

Connections to Student Outcomes

- In schools with high turnover, students score lower on standardized tests^{4,5,6,7}

1. National Commission on Teaching & America's Future. (1996). *What matters most: Teaching for America's future*. New York, NY: Author.
2. Behrstock, E., & Clifford, M. (2010). *Ensuring the equitable distribution of teachers: Strategies for school, district, and state leaders*. Retrieved from American Institutes for Research, Center for Great Teachers and Leaders website: <http://www.gtlcenter.org/products-resources/ensuring-equitable-distribution-teachers-strategies-school-district-and-state>
3. U.S. Department of Education, Office for Civil Rights. (2014). Data snapshot: Teacher equity (Issue Brief No. 4). Retrieved from <http://www2.ed.gov/about/offices/list/ocr/docs/crdc-teacher-equity-snapshot.pdf>
4. National Commission on Teaching & America's Future. (2003). *No dream denied: A pledge to America's children*. Washington, DC: Author.
5. Rockoff, J. E. (2004). The impact of individual teachers on student achievement: Evidence from panel data. *American Economic Review*, 94(2), 247–252.
6. Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement. *American Educational Research Journal*, 50(1), 4–36. Retrieved from https://cepa.stanford.edu/sites/default/files/4.full_.pdf
7. Strong, M. (2009). *Effective teacher induction and mentoring: Assessing the evidence*. New York, NY: Teachers College Press.

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Quality Educators key to Equity in Education

What do you think a high-quality educator/their classroom looks like?

Discuss at your table
5 minutes

What is a quality educator?

- Possess a deep understanding of the subjects they teach;
- Evidence a firm understanding of how students learn;
- Demonstrate the teaching skills necessary to help all students achieve high standards;
- Create a positive learning environment;
- Use a variety of assessment strategies to diagnose and respond to individual learning needs;
- Demonstrate and integrate modern technology into the school curriculum to support student learning;
- Collaborate with colleagues, parents and community members, and other educators to improve student learning;
- Reflect on their practice to improve future teaching and student achievement;
- Pursue professional growth in both content and pedagogy;
- Instill a passion for learning in their students

From: National Commission on Teaching & America's Future. (2003). No dream denied: A pledge to America's children. Washington, DC: Author.

Teacher Turnover in Alaska

Numbers

- On average, rural districts have 20% turnover year to year and urban district 10%
- On average, early career teachers prepared outside have a turnover of 22.5% while those prepared in Alaska, 11.6%.
- On average, about 70% of teachers come from outside of Alaska, only 30% from AK
- On average, the cost of turnover in Alaska is \$20,431.08 per teacher

Impacts

- School climate
- Professional development
- Instructional quality
- Student achievement

EDUCATOR QUALITY AND QUANTITY

EQQ



A project of

**Citizens for the Educational
Advancement
of Alaska's Children**

CEAAC

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February 27, 2015

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Issues and Impetus

Issue Statement: Alaska's education system is not serving all students to the best of their ability.

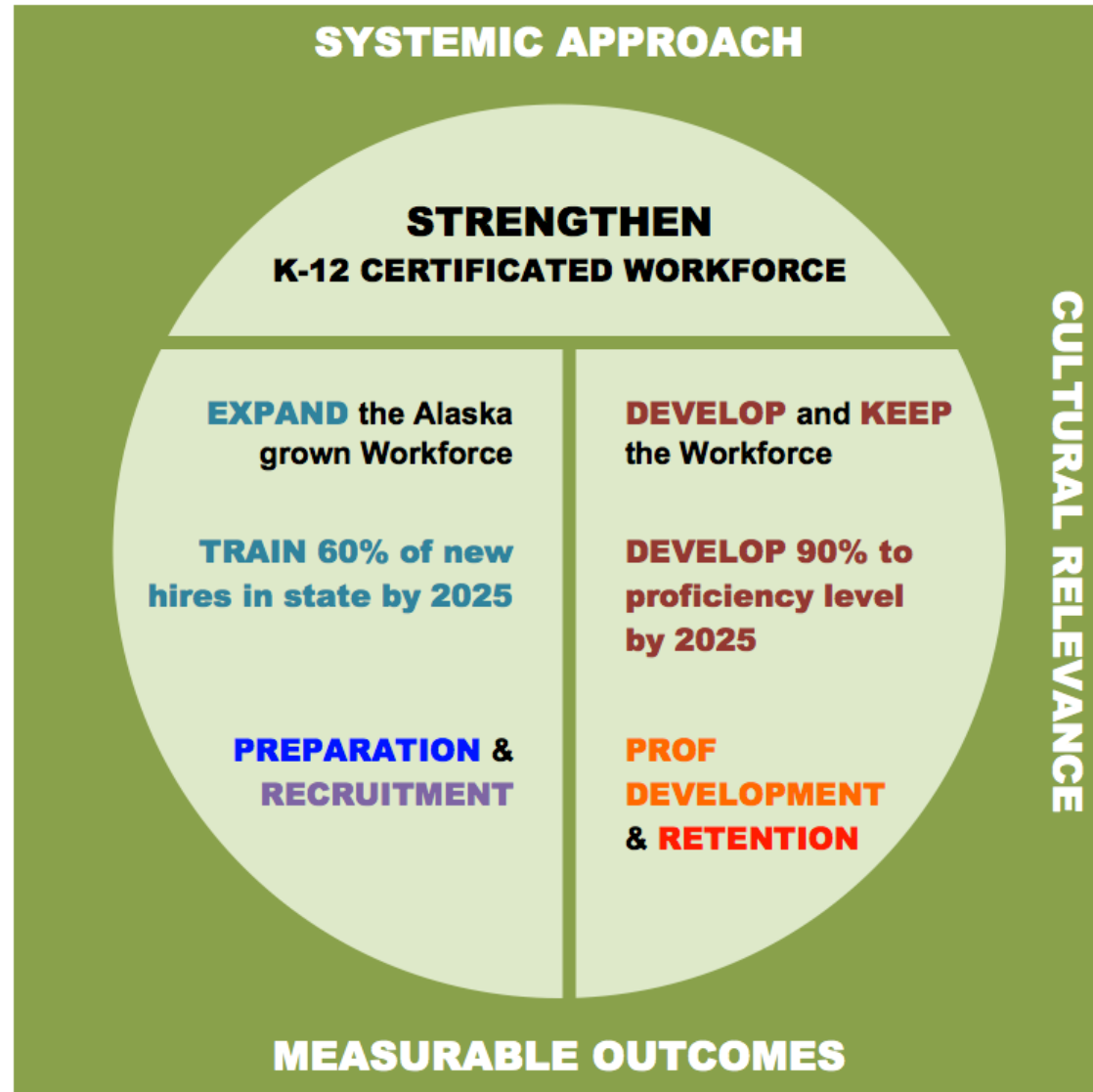
- Only about 40% of Alaska's high school graduates attended postsecondary institutions in 2012 (ACPE, 2013).
- 49% of first-time UA freshman required remedial courses in 2013. Of that group 81% of them required remedial math and 50% required remedial English (ACPE, 2014).
- Half of Alaska's K-12 students are minority but 90% of teachers are white (ISER, 2013).
- District teacher turnover ranged from 7-52% in 2012 (ISER, 2013).
- From 2008-2012 an average of 64% of teachers were hired from outside (ISER, 2013).
- Turnover rate for teachers prepared outside is double that of teachers prepared in Alaska, regardless of years of experience. For example, 23% vs. 12% turnover of early career teachers 0-3 years (ISER, 2013).

Alaska Performance Scholarship Outcomes Report 2013 by Alaska Commission on Postsecondary Education, Retrieved from ACPE website: http://acpe.alaska.gov/REPORTS/Reports/APS_Outcomes_Report.

Hill, A., & Hirshberg, D. (2013). Alaska teacher turnover, supply and demand: 2013 highlights. Retrieved from University of Alaska Anchorage website: http://www.iser.uaa.alaska.edu/Publications/2013_06-TeacherTurnover.pdf

Model from the Educator Quality and Quantity (EQQ) Report

February 27, 2015



Preparation

STRATEGIES TO
SUPPORT ACHIEVING
GOAL #1:

**TRAIN 60% OF NEW
HIRES IN STATE BY
2025**

- Raise standards for entry into and exit from Alaska educator programs
- Increase and strengthen bridge programs to attract minority groups into education careers
- Ensure university capacity for educator preparation to reach the goal of 60% of Alaska grown
- **Increase and strengthen pre-service field experience**
- **Establish laboratory schools in urban and rural hub communities**
- **Provide a systemic process for improving educator preparation using stakeholder and outcome feedback**

Recruitment

STRATEGIES TO
SUPPORT ACHIEVING
GOAL #1:
**TRAIN 60% OF NEW
HIRES IN STATE BY
2025**

- **Expand FEA program in every school district**
- Revisit salary and benefits package
- Incentivize hard to fill jobs
- **Increase alternative certification opportunities**
- Provide loan forgiveness

Professional Development

STRATEGIES TO
SUPPORT ACHIEVING

GOAL #2:

**DEVELOP 90% TO
PROFICIENCY LEVEL
BY 2025**

- Increase time of school year
- Implement voluntary statewide curricula
- Expand the Alaska Statewide Mentor Project
- **Develop UA curricula to address unique Alaska needs**

Retention

STRATEGIES TO
SUPPORT ACHIEVING
GOAL #2:
DEVELOP 90% TO
PROFICIENCY LEVEL
BY 2025

- Continue district teacher retention grants started through Moore settlement
- Increase and strengthen bridge programs to attract minority groups into education careers
- **Establish laboratory schools in urban and rural hub communities**
- Revisit salary and benefits package
- Incentivize hard to fill jobs
- Provide loan forgiveness
- Expand the Alaska Statewide Mentor Project
- **Develop UA curricula to address unique Alaska needs**

Note: this systemic approach should support increased retention as a whole

RESS Pilot Study

Research-based Educator Systems Support

Apply a third-party, research-based, systems model to understand and track educator satisfaction with their work, social, and basic needs environments throughout the school year and share that data with school districts to ensure a timely, well-informed, district response to address educator concerns and thereby reduce turnover.

Small Group Brainstorm

What are some of the factors contributing to teacher turnover?

(overall, in Alaska, in your communities)

What are some of the factors contributing to teacher retention?

(overall, in Alaska, in your communities)

SURVEY 1 RESULTS GENERAL REPORT
RESEARCH-BASED EDUCATOR SYSTEM SUPPORT (RESS) PILOT STUDY
BY JERRY COVEY AND BARBARA L. ADAMS

What is Research-based Educator Systems Support (RESS)?

RESS is a third-party, researched-based systems model that uses teacher surveys to understand and track educator satisfaction with their work, social, and basic needs environments throughout the school year and share that data with school districts to ensure a timely, well-informed district response to address educator concerns, increase satisfaction, and thereby reduce turnover.

This survey, the first of four, had 36 questions – 31 multiple-choice questions divided into five groups:

- ❖ Work Environment/Leadership
- ❖ Community
- ❖ Efficacy
- ❖ Quality of Life
- ❖ Strengthening the Workforce

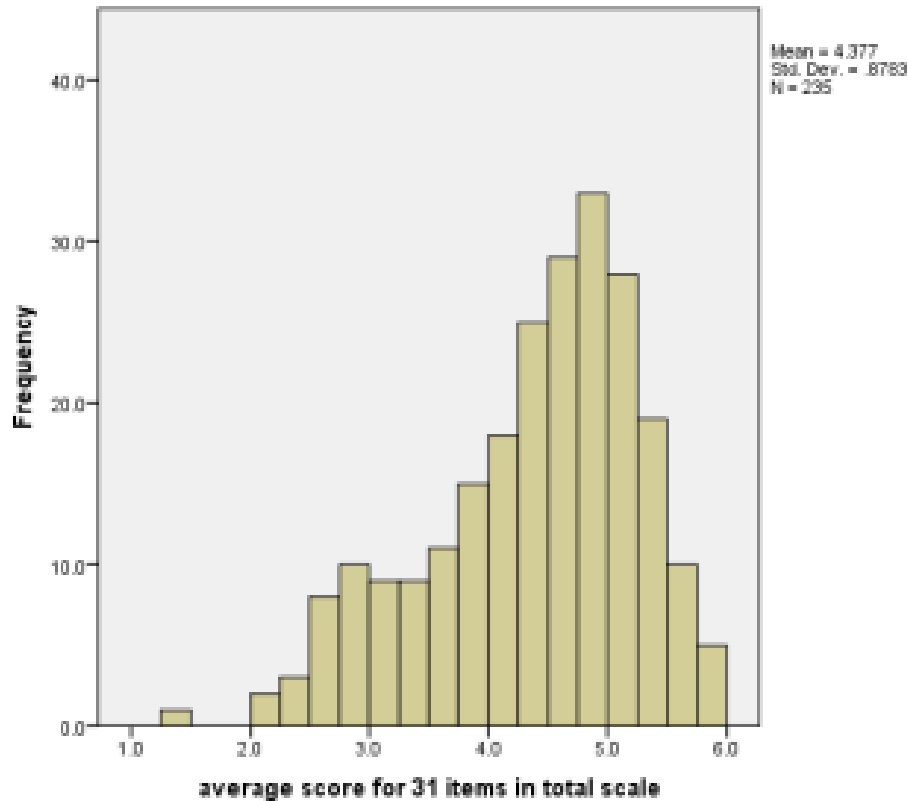
There were also five narrative questions on this survey, one for each of the above groups, that allowed teachers to share any thoughts and/or ideas.

The following scale was used for all questions and is reflected in the attached histograms and bar charts.

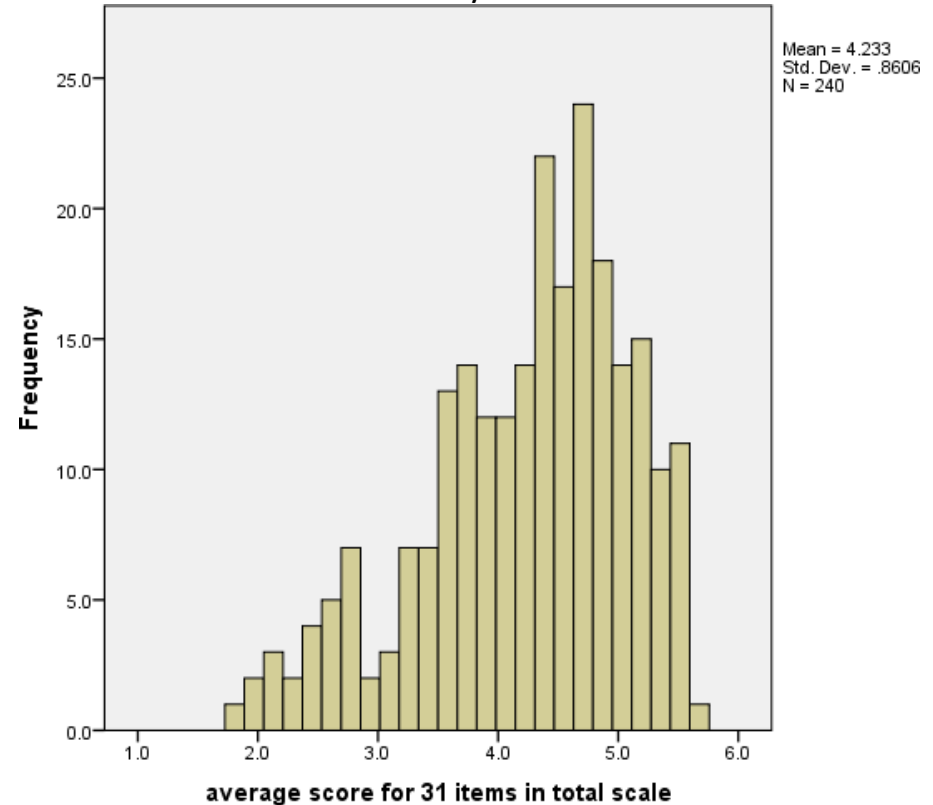
- 6 – Absolutely
- 5 – Mostly
- 4 – More than not
- 3 – Maybe
- 2 – A little bit
- 1 – Not at all
- 0 – Not Applicable

Survey Results - General

Survey 1



Survey 2

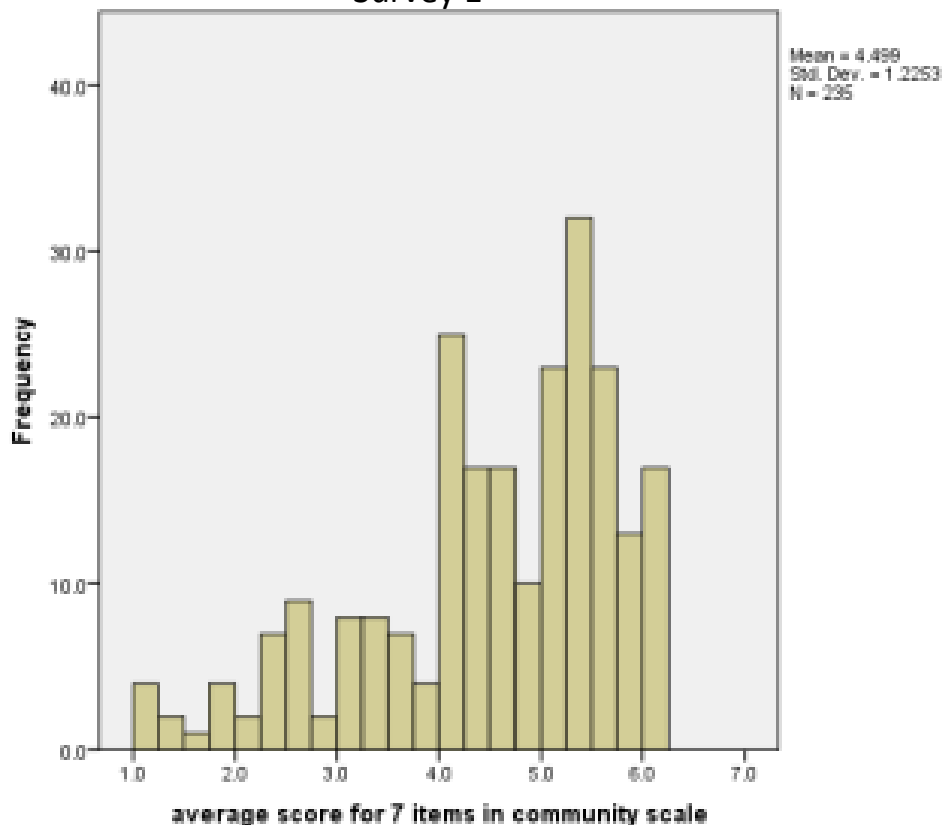


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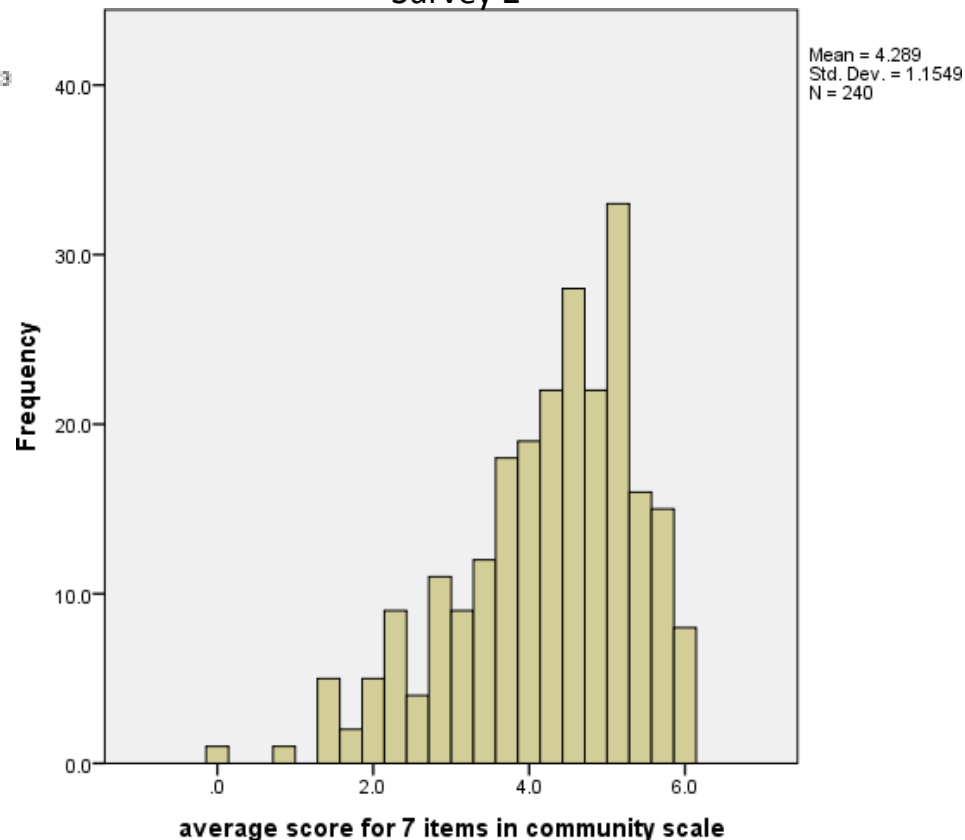
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Survey Results – Community Scale

Survey 1



Survey 2



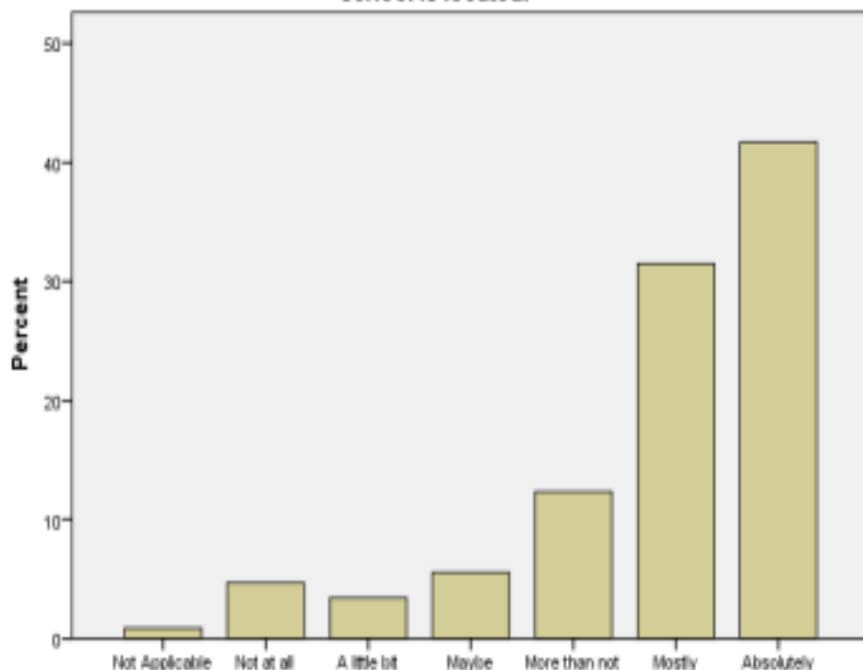
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Survey Results – Example Q19

Survey 1

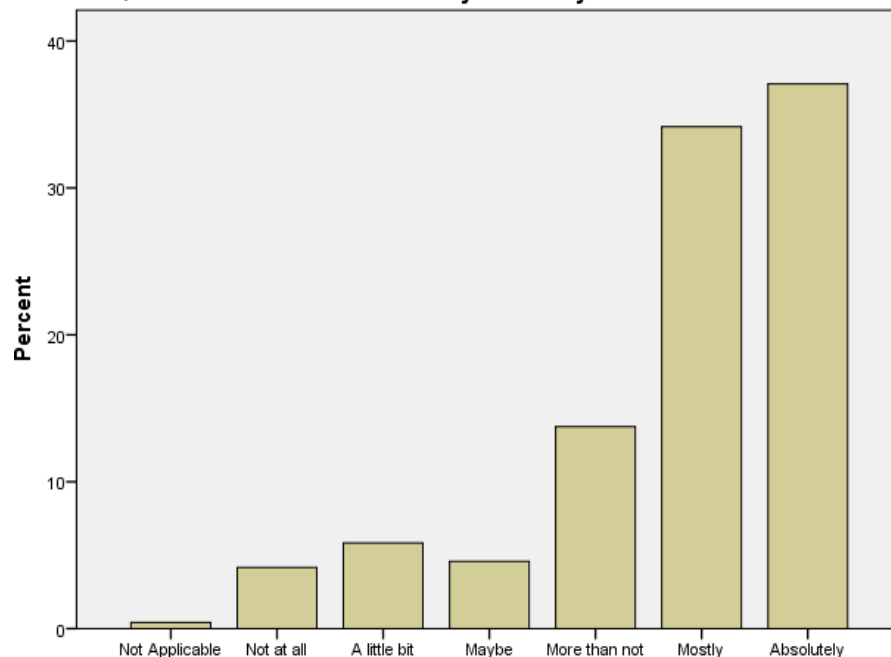
Q19: Based upon my interactions this year, I feel safe in the community where my school is located.



Q19: Based upon my interactions this year, I feel safe in the community where my school is located.

Survey 2

Q19: I feel safe in the community where my school is located.



Q19: I feel safe in the community where my school is located.

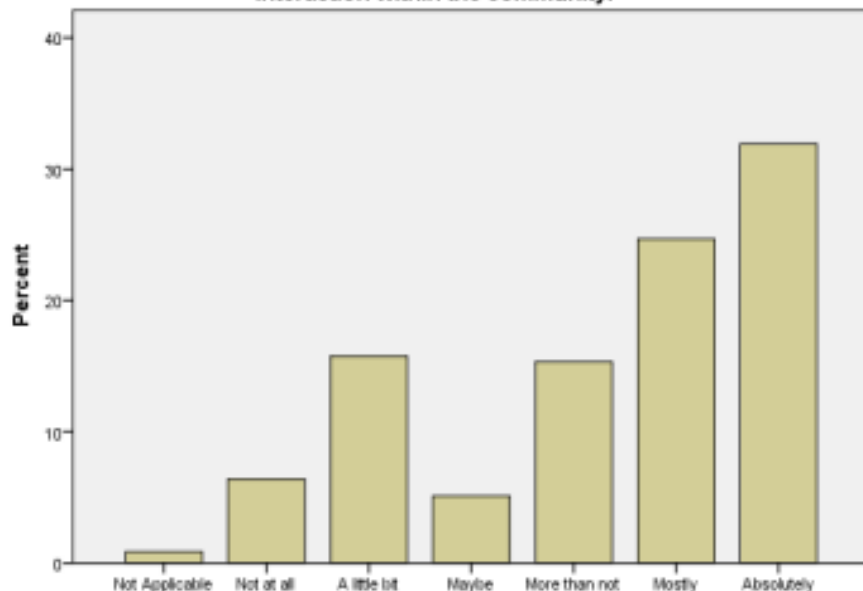
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Survey Results – Example Q17

Survey 1

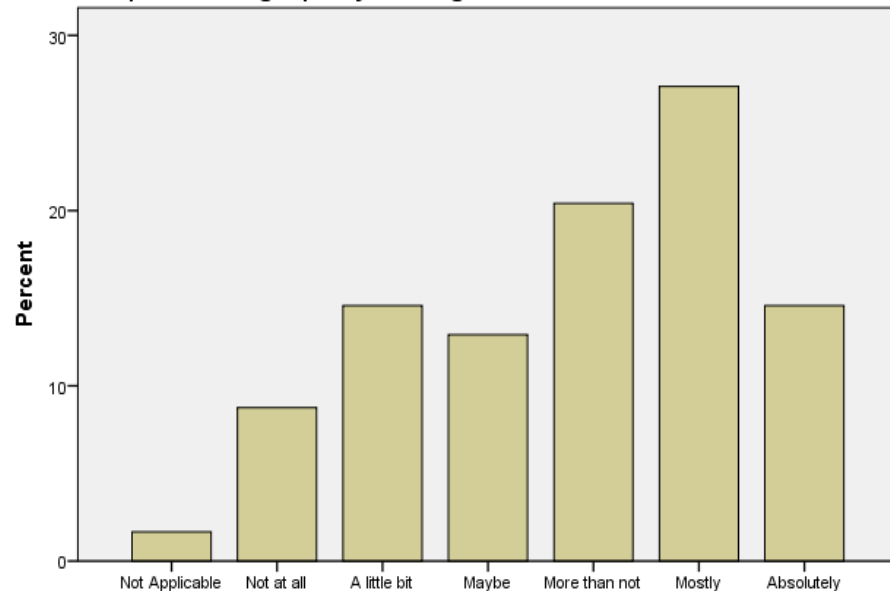
Q17: I am informed about community events and dynamics that will support my interaction within the community.



Q17: I am informed about community events and dynamics that will support my interaction within the community.

Survey 2

Q17: Interactions between the school and community organizations support my efforts to provide a high quality learning environment for the students I teach.



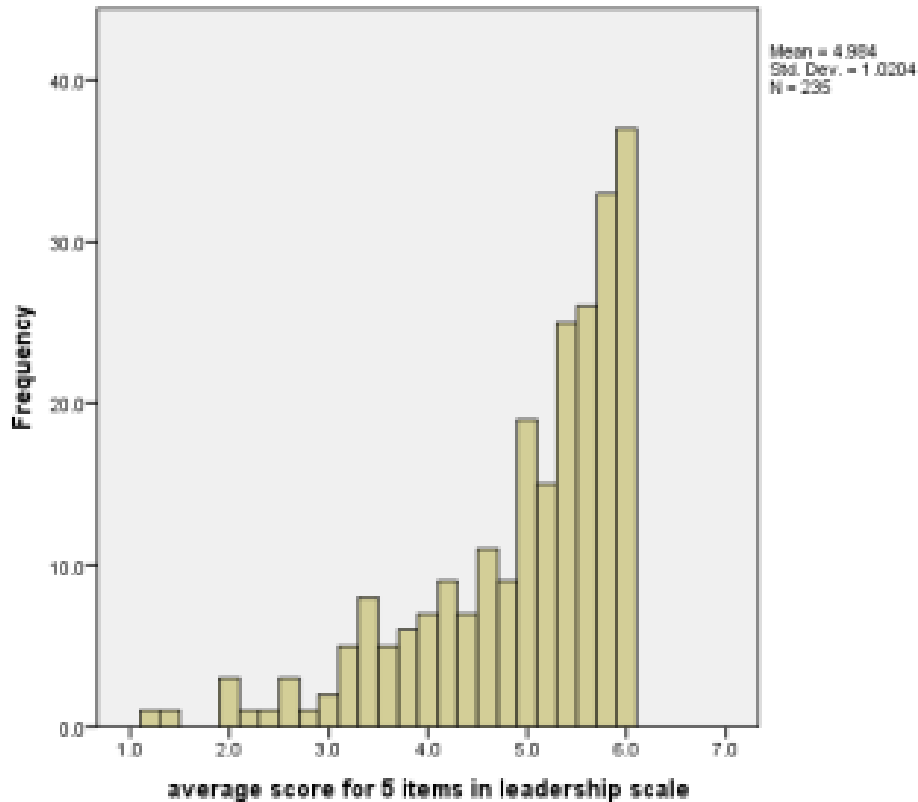
Q17: Interactions between the school and community organizations support my efforts to provide a high quality learning environment for the students I teach.

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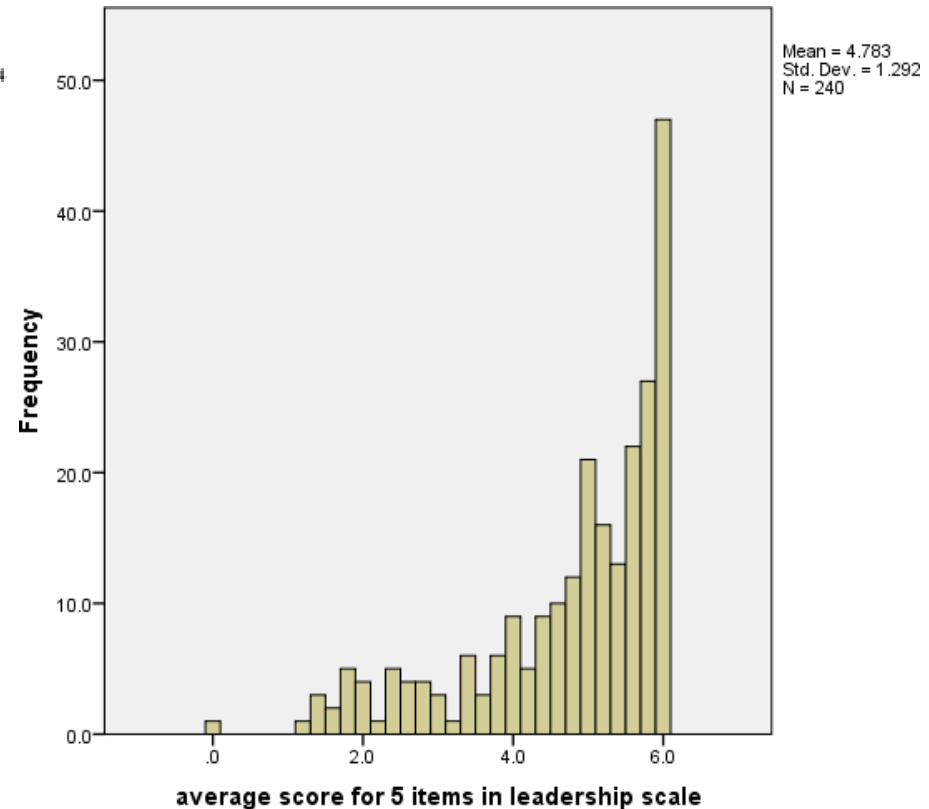
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Survey Results – Leadership Scale

Survey 1



Survey 2

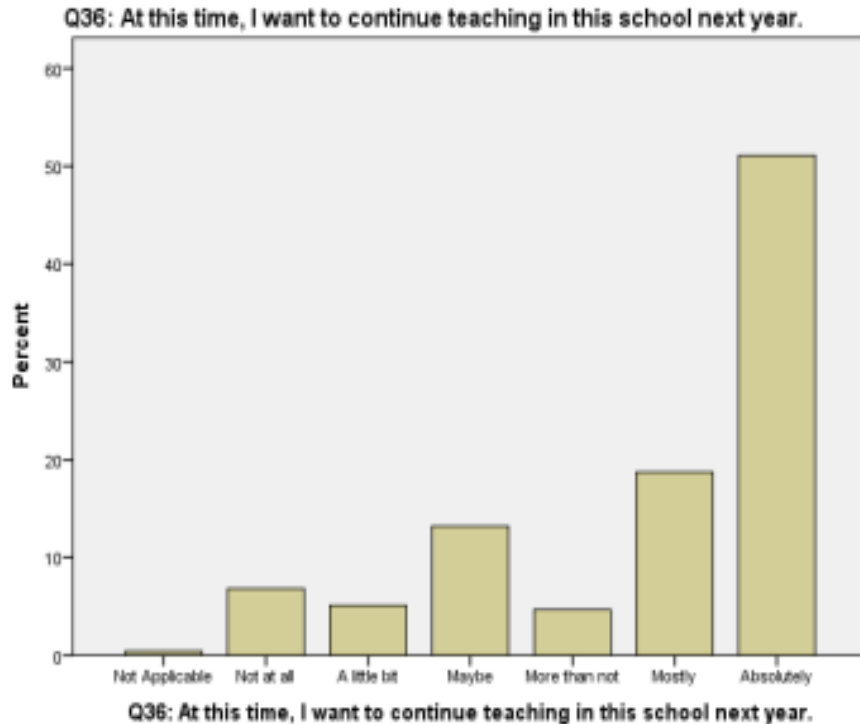


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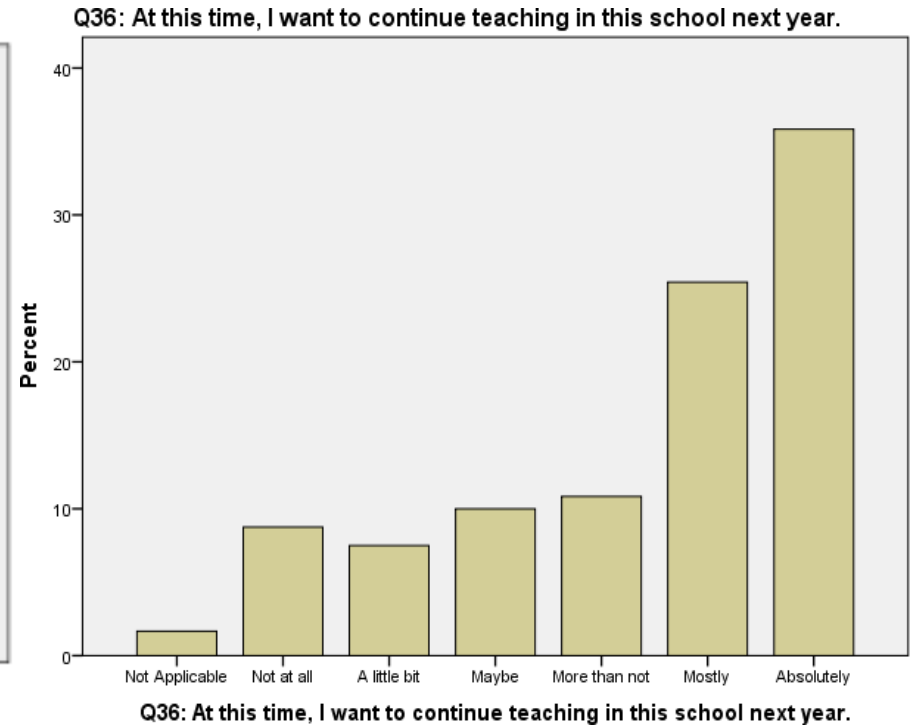
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Survey Results – Example Q36

Survey 1



Survey 2



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Problem Solving

What can communities do to address teacher satisfaction in any of these areas?

What can school boards do?

Thank you!



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