

A young boy with short dark hair, wearing a grey and blue striped shirt, is sitting and smiling while holding a red folder. In the background, a teacher with blonde hair is visible, and there are bookshelves filled with books. The scene is brightly lit, suggesting a classroom environment.

**Committee to
Advance Educator
Compensation
& Careers (CAECC)**

Meeting #14

January 30, 2015

Goals Today

During today's meeting we will:

- Review the primary state investments in teacher compensation
- Review a revised series of proposals to the outstanding questions at last discussion
- Review the next steps in closing Phase I of the CAECC process

Agenda

- **Part I: Overview of Current Investments**
- Part II: Revisit Proposal from January 16
- Next Steps
- Public Comment

Broad Approaches to Compensation

We can pay for...

Performance

- Measurable contributions to student growth

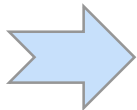
Responsibility

- Teacher leadership, service in high need roles and schools, etc.

Inputs

- Higher degrees, certifications, years of experience, professional development, etc.

Our
current
vision

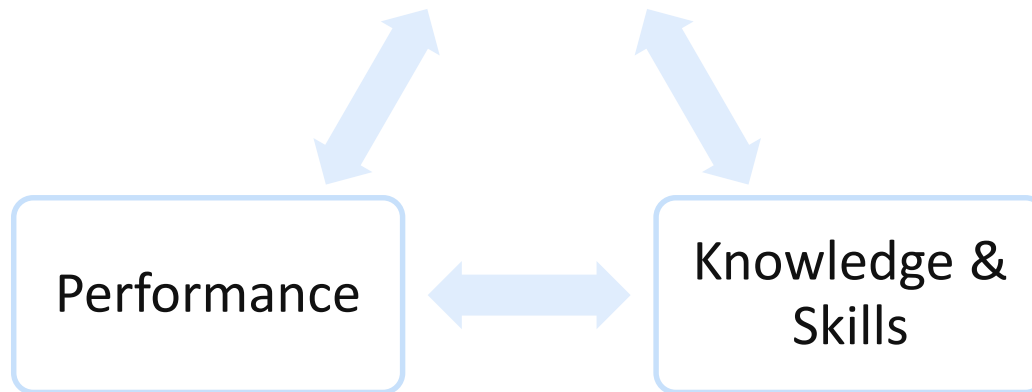


Current Vision: Teacher Leadership

**Senior Teacher Leader &
Teacher Leader Roles**

Responsibility

**Valued as critical “gate keepers” to
heightened responsibilities**



**Mutually reinforcing with leadership roles
playing central role in driving professional
growth for all educators**

Principle

CAECC principles for a compensation and career pathway system . . .

PAY FOR WHAT WE VALUE

communicates the core values of the state, district, and school.

MANAGEABLE

is transparent, fair, and strives to be easy to understand and implement.

PERFORMANCE FOCUS

conveys a commitment to outcomes for students and values excellence.

FORWARD LOOKING

responsive to the needs of the next generation of educators.

EARNINGS POTENTIAL

provides competitive total compensation over time.

CLEAR INCENTIVES

attracts and retains great teachers, elevates leadership, and enhances accountability.

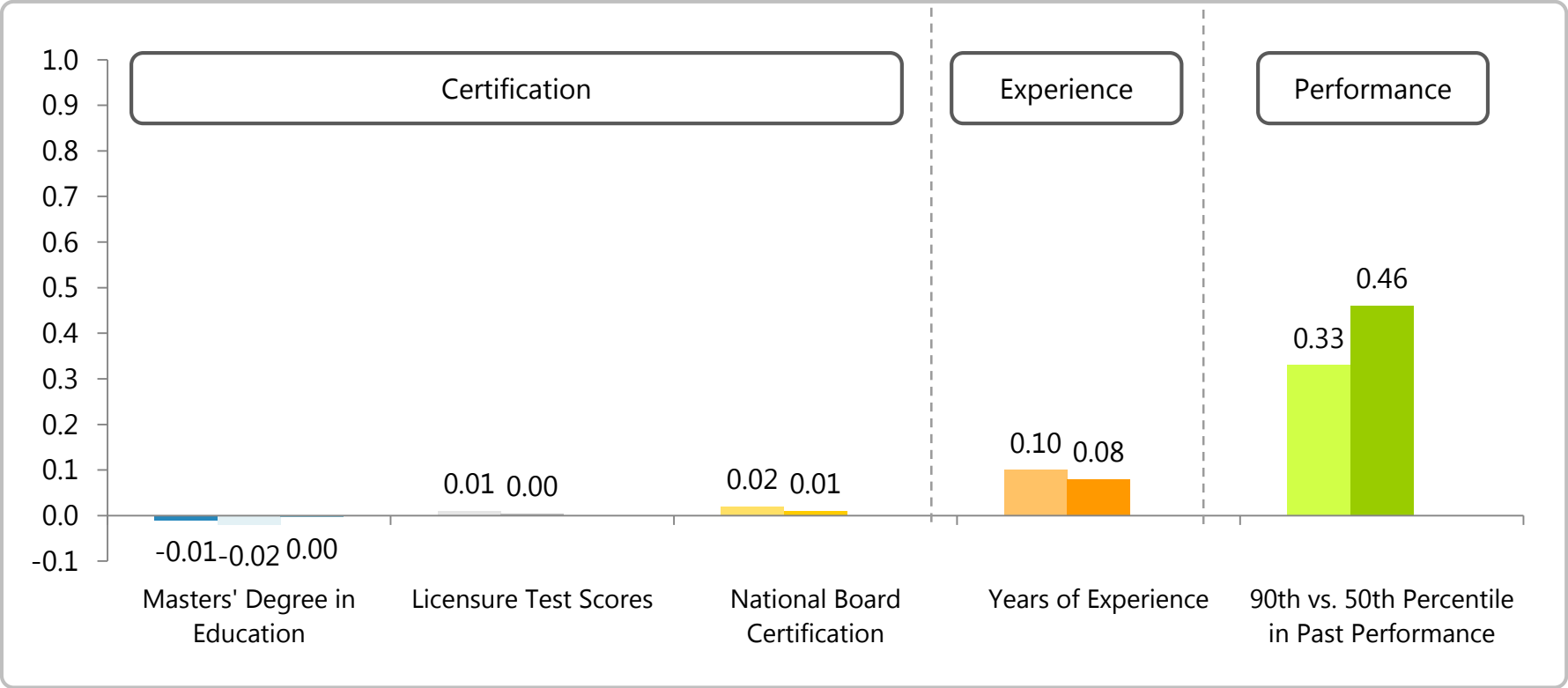
SUSTAINABILITY

funding needs are predictable and supported by a steady portion of the budget.

FLEXIBILITY

allows for refinement as the district's needs change.

Effects of Teacher Qualifications on Student Performance

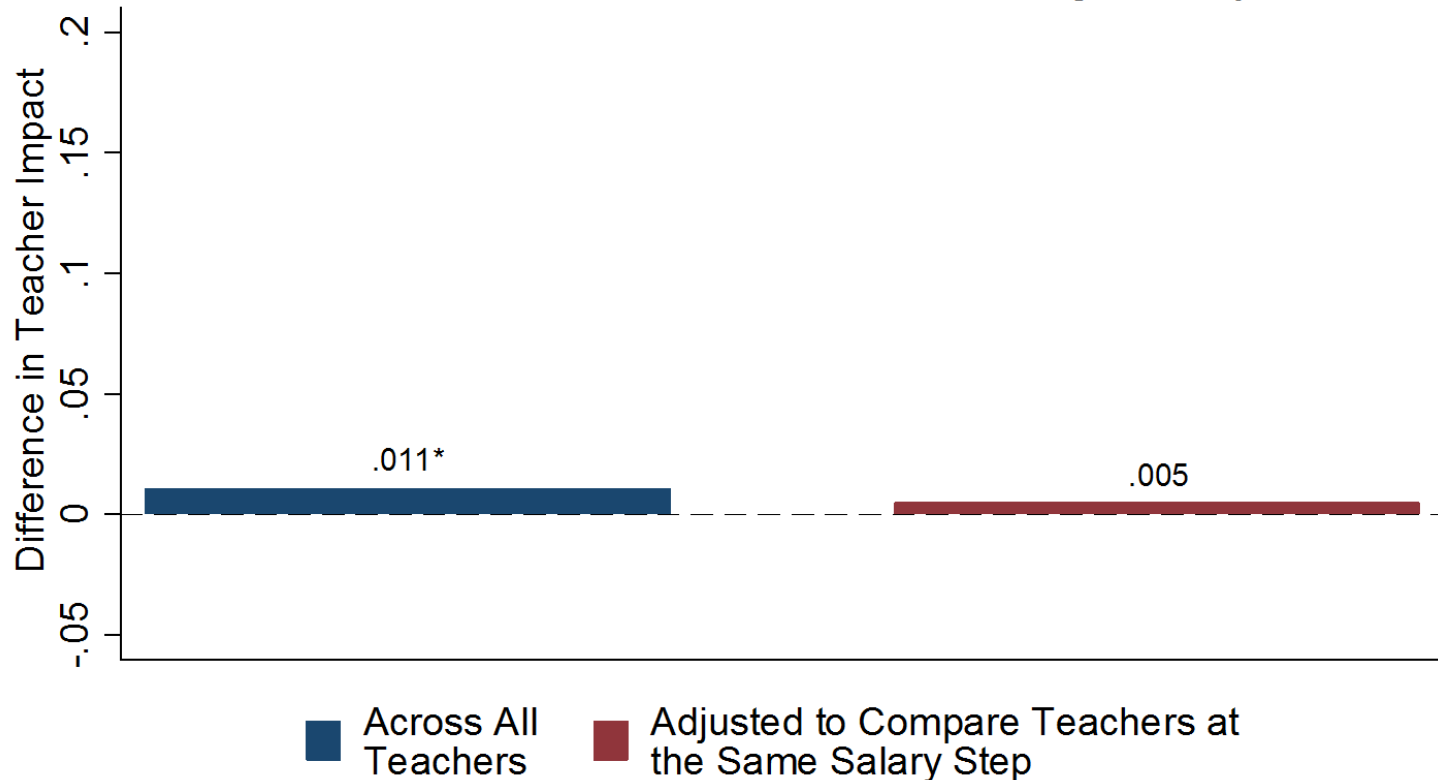


- Clotfelter, Ladd & Vigdor (2007), Reading
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- Nye, Konstantopulous & Hedges (2004), Math
- Rivkin, Hanushek & Kain (2005), Math
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- Nye, Konstantopulous & Hedges (2004), Reading
- Rivkin, Hanushek & Kain (2005), Reading

Note: Results depicted above are limited to those that are statistically significant.

Delaware Harvard Strategic Data Project: “there is little difference in impact on student achievement between teachers with and without masters degrees”

Math Teacher Impact of Teachers with an Advanced Degree Relative to Teachers with a Bachelor Degree Only

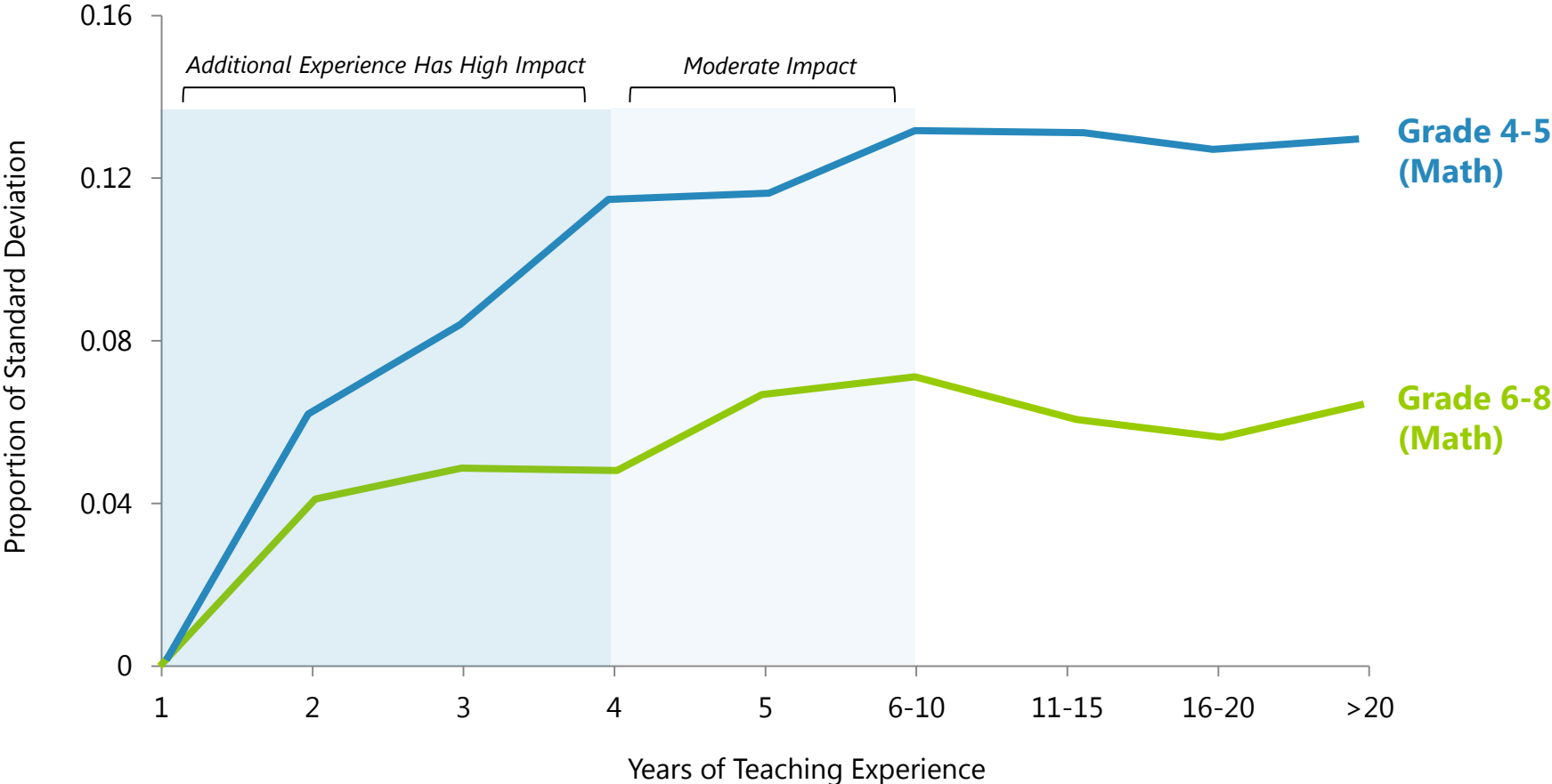


Notes: Sample includes teachers with teacher job codes and teacher impact estimates who are linked to students in schools in the 2006-07 to 2011-12 school years, with 5,346 teacher years and 1,655 unique teachers. Teachers with advanced degrees have masters degrees or higher. All data are from Delaware Department of Education records.



Experience and Student Outcomes

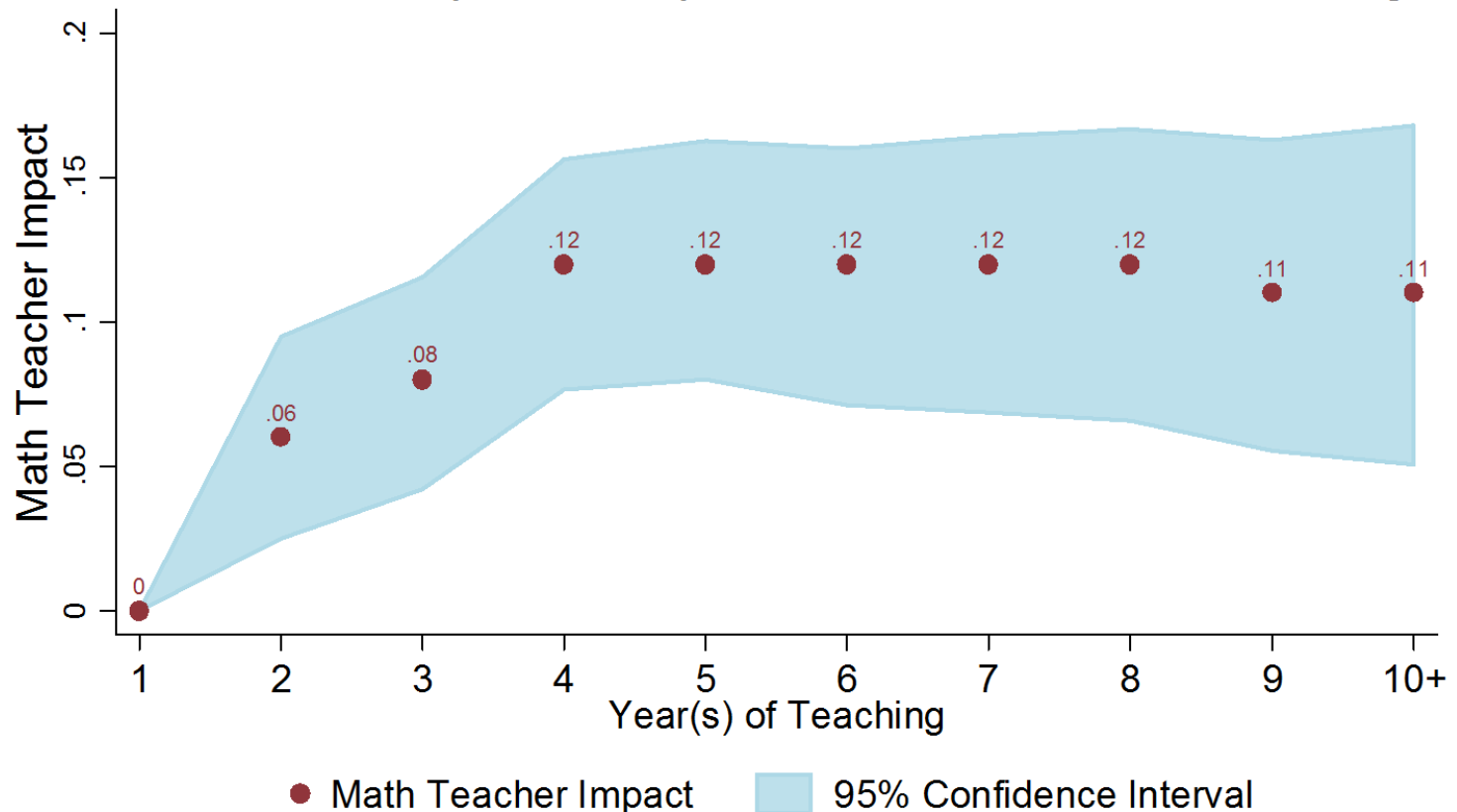
Improvement in Student Achievement Attributable to Additional Teacher Experience



Source: "The Narrowing Gap in New York City Teacher Qualifications and Its Implications for Student Achievement in High-Poverty Schools," Urban Institute, National Center for Analysis of Longitudinal Data in Education Research, 2007 (available at <http://files.eric.ed.gov/fulltext/ED498669.pdf>).

Delaware Harvard Strategic Data Project: “Teacher impact on student math achievement increases the most in the first few years of teaching”

Math Teacher Impact Compared to First Year of Teaching



Notes: Sample includes comprehensive and magnet school teachers in the 2006-07 through 2011-12 school years with teacher job codes and teacher impact estimates who are linked to 4th through 8th grade students, with 5,448 teacher years and 1,721 unique teachers. Teacher impacts on student test scores are average within-teacher gains compared to novice teachers. All data are from Delaware Department of Education records.



Current Primary State Investments in Compensation

Current State Investments	Number Impacted Number % of total	Estimated Annual State Cost ⁽¹⁾
Years of Experience (above year 5)	8,118 81%	\$90.7M
Advanced Degrees	6,494 65%	\$62.8M
Plus Credits	3,869 39%	\$13.4M
Skills & Knowledge Clusters	1,529 15%	\$3.5M
National Board Certification	457 5%	\$2.4M

- (1) Includes OECs at assumed 30% rate; all figures based on 10,242 educator count via DEPS scattergrams and approximated using formula salaries for 12mth classroom educators per § 1305 of Delaware state code
- (2) National Board Certification & Skills & Knowledge figures reflect estimates based on data provided by DDOE and FY 2014 Delaware budget available via: http://budget.delaware.gov/budget_archive.shtml

Summary of Proposed New Investments

Potential new investments (illustrative comparison assuming 100% of educators enrolled in alternative compensation system)	Estimated Annual State Cost ⁽¹⁾
Increase starting teacher salaries	\$10.2M
Introduce Teacher Leader Supplements <i>~1,500 roles, \$5,000 per year</i>	\$10.0M
Senior Teacher Leadership Supplements <i>~200 roles, \$17,000 per year</i>	\$4.5M
Recurring Teacher Leader Base Supplements <i>5%, 15% and 25% base bumps for recurring TL roles ⁽²⁾</i>	\$1.0M
Potential cost savings	Est. Savings
Suspend Plus Credits in alternative comp system	(\$13.4M)

Net additional state investment: + \$12.3M

(1) Includes OECs at assumed 30% rate

(2) Estimates reflect mid-point of estimates based on ranges of BA-credentialed educators opted into alternative system

Overview: National Board Certification

Pros associated with incentivizing National Board Certification

- A number of studies have shown that teachers with NBCT are more effective, on average, than those who are not certified
- Research suggests that NBCT teachers are more likely to take on leadership roles within their building and peers often regard the credential as a credible indicator of excellence
- NJ & PA: no state-level stipend offered; MD: state will match up to \$2,000 local stipend in a “comprehensive needs” school or up to \$1,500 in a non-CN school

Considerations

- Research is unclear whether National Board is simply identifying the most effective teachers (self-selecting) or whether the process itself makes the teachers more effective
- WA and other states have shown that NBCT attainment tends to be among the most experienced educators and are less common among High Need schools and populations
- Cost of certification is substantial to the educator (up to \$3,000)
- Cost to state is substantial over long-run (up to \$235k over 30 year career) in the absence of formal leadership responsibilities or assurances that practice has improved

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REVIEW PROPOSALS HANDOUT

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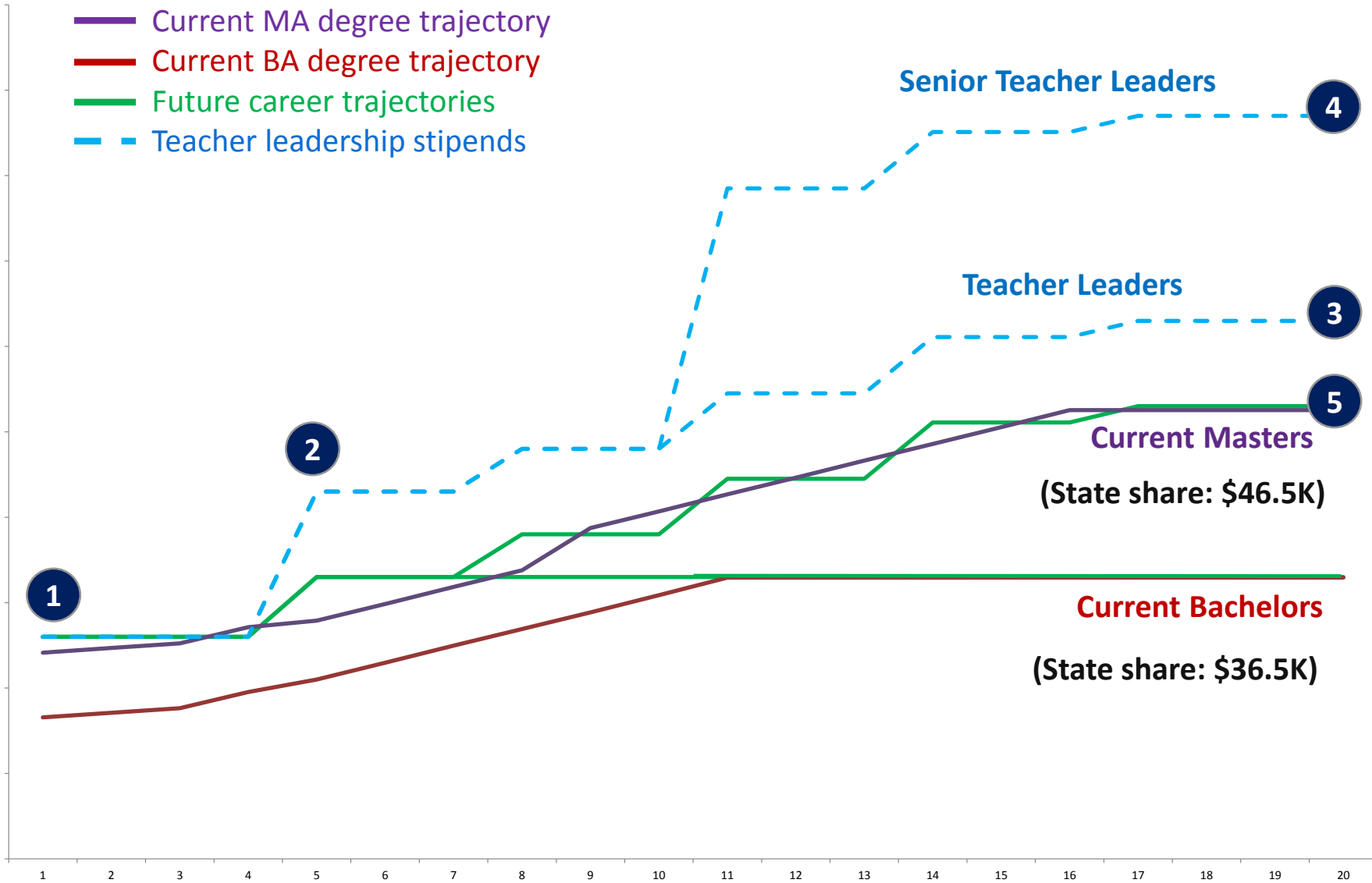
Announcements

- **Next CAECC meeting:**
 - TBD
- **Materials and Minutes:**
 - <http://caecc.us>

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Alternative Working Proposal



Working Proposal 2.0

