

Human Capital Management Transformation:

Partnership with Teach for America and The New Teacher Project



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Fort Worth
INDEPENDENT SCHOOL DISTRICT

Teachers Matter.

“Having a top-quartile teacher rather than a bottom-quartile teacher four years in a row would be **enough to close the black-white test score gap.**

(Gordon, Kane and Staiger, 2006)

“Having a high quality teacher throughout elementary school can substantially offset **eliminate the disadvantage of low socio-economic background.**

(Rivkin, Hanushek and Kain, 2002)

“A very good teacher as opposed to a very bad one can make as much as a full year’s difference in learning growth for students. Indeed, the effect of increases in teacher quality **swamps the impact of any other educational investment.**

(Goldhaber, 2009)

“The results of this study well document that **the most important factor affecting student learning** is the teacher. In addition, the results show wide variation in effectiveness among teachers. The immediate and clear implication of this finding is that seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor.”

(Wright, Horn and Sanders, 1997)



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Overview of Human Capital Management (HCM) Transformation

Build confidence & understanding of HCM

Streamline processes to increase efficiency

Increase use and innovation with technology

Build capacity of HCM staff

Develop systems to ensure effective employee performance practice and to reward demonstrated effectiveness

Develop and implement new programs to improve district Human Capital impact

Current Recruiting Highlights

- **Hired over 450 teachers last year.** Decrease of nearly 50% as typical hiring year is about 800 teachers. Expectation that this will rise as economy improves.
- **Of those hired, nearly 50% of teachers through alternative certification providers.** 199 of whom were sourced from over 22 different ACPs.
- **The majority of teacher vacancies were at the secondary level.** Of the 462 teachers hired over 50% were secondary teacher positions.
- **Despite having almost 6000 applicants, we still struggle to find compelling applicants for critical shortage areas like math and science secondary.** Only 369 of these 6000 applicants, a mere 6%, even met minimum qualifications for a secondary math position.

Strategically partner with teacher preparation providers

Identified goals for developing deeper partnerships with strategic Alternative Certification Providers (ACP) partners:

1. Rigorous selection rubrics that look for indicators of classroom effectiveness in urban, high needs environments
2. Research-based and proven-effective teacher training and support models
3. Collaborative planning and targeted teacher preparation based on district's expected hiring needs
4. Joint accountability for developing and supporting teachers to accelerate student achievement
5. Build HCM capacity through knowledge transfer of best practices around recruiting, selection and preparation

BOTH: National leaders who strongly align to FWISD mission



“..Works to end the injustice of educational inequality by providing excellent teachers to the students who need them most...”



“..Enlist our nation’s most promising future leaders in the movement to eliminate educational inequity so that all children have the opportunity to attain excellent education.”

BOTH OF these organizations:

- Are committed to mission of eliminating the achievement gap
- Rigorously recruit and are highly selective
- Provide intensive pre-service training and on-going support
- Focus on measuring the impact on student achievement
- Share best practices, rubrics and tools



BOTH: Rigorously recruit and are highly selective

The New Teacher Project



- Focus on mid-career changers wanting to specifically teach in high needs environments
- Out of 2,623 applicants only 339 offers were made –a 13% offer rate in 2010
Statewide the average acceptance rate for certification programs is 80%.
- 2010 TTF Fellows Characteristics
 - 3.3 Average GPA
 - 22% with graduate degrees
 - 49% people of color
 - 33% male
 - 89% high needs teaching positions

TEACHFORAMERICA

- Focused on recent college graduates and young professionals who commit to working in high needs schools
- Recruits at over 350 top public and private institutions, including HBCUs and HSIs
- In 2010, 46,000 applicants, including 12% of all Ivy League seniors and 6% of UT-Austin graduates, for 4500 positions (less than 9% acceptance rate)
- 2009 TFA Dallas Corps:
 - 3.7 GPA; Average SAT: 1340
 - 96% held leadership role in college
 - 41% people of color

BOTH: Intensive pre-service and on-going support

The New Teacher Project



- 96% of 2009 Fellows reported feeling prepared to teach on the 1st day of school
- Real classroom experience teaching summer school
- TTF Seminars grouped by content area and grade level for 50 hours per year (3 hours at least 2 times per month)
- *Teaching for Results* curriculum
- FWISD staff engaged in selection, training and development

TEACHFORAMERICA

- Over 300 hours of pre-service training including independent study, regional induction, and five week instructional institute
- Intensive student-teaching experience through summer training Institutes in Houston
- Certified by TTF and receive TTF support and observations
- *Teaching as Leadership* curriculum and TFAnet
- Dedicated instructional coach who provides 1:1 reflection and professional development, quarterly all corps conferences, grade & subject level learning teams

BOTH: Accelerate student achievement and teacher effectiveness

The New Teacher Project

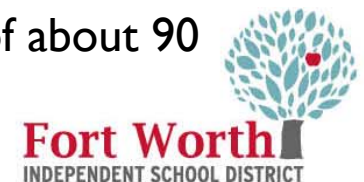


- Only provider in the state of Louisiana to earn **top rating three years in a row**. Teachers trained by TNTP showed evidence of being “**more effective than experienced teachers**” in advancing student academic growth in math, reading, English language arts and science.
- 96% of principals reported that having a Texas Teaching Fellow in their school had a strong positive impact.
- TEA commendations in 5 distinct areas

TEACHFORAMERICA

- The positive impact of having a Teach For America teacher was at least twice that of having a teacher with three or more years of experience relative to a new teacher.
2008 Urban Institute/CALDER study using EOC data
- 86% of Dallas elementary corps members led students to at least 1.5 years growth (DRA) in their first year of teaching. Passing rates across content areas were 11% higher than the previous year average. Commended rates were 4% higher.
- Students in Teach For America corps members' middle school math classes received the equivalent of about 90 extra days of learning.

2010 Impacts of Teacher Preparation on Student Test Scores in North Carolina



TNTP TEACH i3 Grant Opportunity

- TNTP TEACH application was selected as just one of 49 from 1700 Investing in Innovation grant applicants
- Ties certification to demonstrated effectiveness in the classroom to test the rigor in recruiting and training to drive quick impact in the classroom
- 6 partner districts in the nation:
 - Chicago Public Schools
 - Charlotte-Mecklenberg Schools
 - Metro Nashville Schools
 - New Orleans Recovery School District
 - DC Public Schools
 - Fort Worth ISD

Retention rates of TFA & TNTP teachers

The New Teacher Project



- TNTP retention rates exceed national averages
 - 87% vs 82% in year 1
 - 75% vs 69% in year 2
- 70% of TTF teachers return after 3 years
- Selection standards identify interest and commitment to teaching in urban environments

TEACHFORAMERICA

- 97% of Teach For America-Dallas teachers entered year two compared to the national average of 82% for teachers in low-income schools
- 67% of Teach For America's 20,000 alumni continue to work in education, half as K-12 classroom teachers
- Of alumni working in schools, 91% are in schools that serve low-income communities.
- 460 alumni serve as principals or school system leaders, impacting more than 500,000 students across the country.

Specific Partnership Opportunity

- 50 teachers from TFA each year and 100 Teachers from TNTP
- Staffing projections based on district need and market potential; subject to be updated throughout the year
- 35-50% are specifically trained for secondary content areas; 10-16% for bilingual

Total:	150 Teachers	
Projected Certification:		
	Min #	Max#
Secondary Math	25	35
Secondary Science	20	30
Secondary ELA	8	10
Special Education*	20	25
Bilingual	16	25
ESL*	23	32

**Majority of these are working at secondary levels*

Financial Commitment

	<u>FY12</u>	<u>FY13</u>	<u>FY14</u>	<u>FY15</u>	<u>FY16</u>
TFA	\$ 150,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000
TNTP	\$ 81,620	\$ 145,330	\$ 350,177	\$ 774,822	\$ 959,998
TOTAL	\$ 231,620	\$ 445,330	\$ 650,177	\$ 1,074,822	\$ 1,259,998



Funding Source Strategy: Redirection of Funds

- Redirect HCM recruiting, retention and development costs (~\$300K)
- Redirect recruiting travel budget (~\$60K)
- Grant funding: TTIPS and others
- Evaluate in FY14 for go-forward potential based on demonstrated effectiveness with a commitment to secure strong external funding support

Next Steps

- Identify and address questions or concerns
- Schedule visit to observe TFA and TTF teacher classrooms (Dallas area schools)
- Board Vote on October 12