

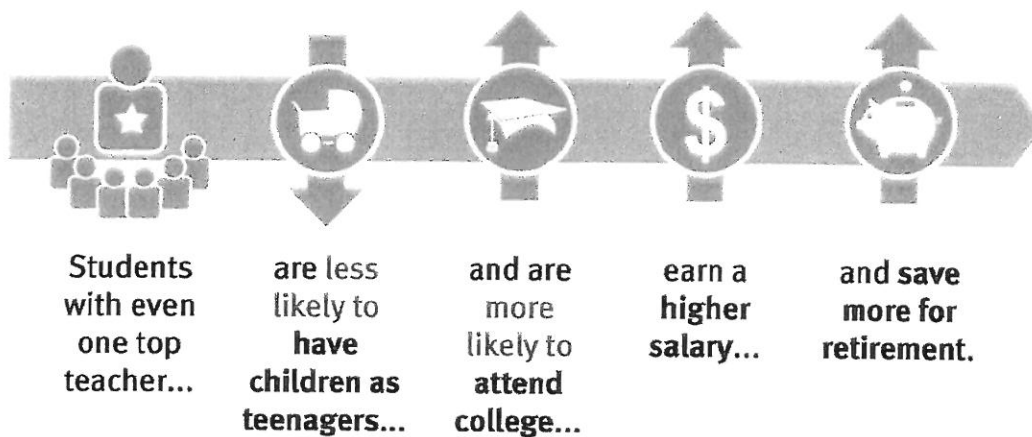
# Duval County Public Schools

## Instructional Quality and Human Capital Diagnostic

June 10, 2014

**Even one year with a highly effective teacher has a lifelong impact on students.**

## Great teaching changes lives.



Analysis of 20 years of data on 2.5 million students in grades 3-8, including 18 million tests, and tax records on parent characteristics and adult outcomes.  
Source: Chetty et al., 2011.

TNTP helps public schools, districts and states advance great teaching in four key areas, so teachers thrive and students excel.

## OUR GOAL

Great teaching for every student

### FOUR PRIORITIES FOR THE TEACHING PROFESSION



#### SUPPLY

strong new teachers

Train and hire only new teachers who are consistently effective.



#### GROW

all teachers

Provide feedback and support that helps all teachers improve.



#### KEEP

top teachers

Ensure successful teachers stay and unsuccessful teachers leave.



#### REACH

disadvantaged students

Prioritize great teaching for high-poverty students.

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## Debrief Goals

- SHARE background on our approach and methodology.
- DISCUSS results from our inquiry into DCPS's human capital and instructional policies and practices.
- IDENTIFY opportunities to shift policies and strategy for improved results.

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## Contents



### **Background and Methodology**

Teacher Recruitment, Selection and Staffing

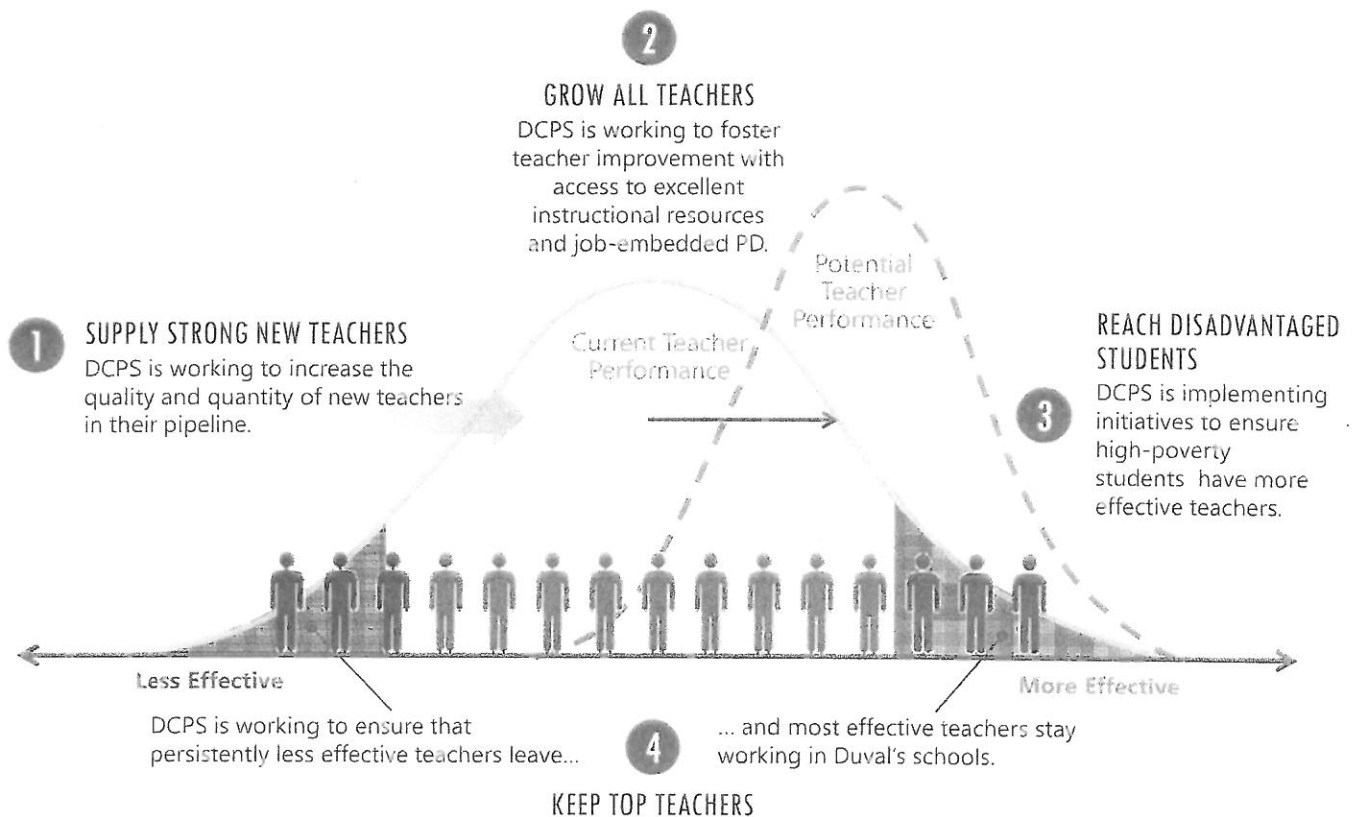
Teacher Retention

Instructional Quality

Instructional Culture

Teacher Evaluation

Through the initiatives under Goal 1 in its strategic plan, DCPS is working on a number of initiatives to improve the quality of its teaching force.



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## A Comprehensive Diagnostic: Understanding Current Realities



### **Policies and Practices that Support Teacher Effectiveness**

What are DCPS's current human capital policies and practices and are they helping to attract, develop and retain excellent teachers?



### **Excellent Teaching in Schools**

What is the instructional culture in DCPS and are teachers leading lessons that will put kids on a path to success in college, career and life?



Every DCPS student is inspired and prepared for success in college or a career, and life.

**TNTP used a variety of sources to generate the findings and strategies contained in the diagnostic**

Interviews	Surveys	Policy Analysis	Data Analysis	School Visits
HR staff members Academic services staff members Region Chiefs Select Principals Focus Groups: Teachers and Coaches	Insight Instructional Culture teacher survey School-based administrators Coaches	District staffing and onboarding processes Collective bargaining agreements Salary schedules Evaluation policy and materials	Teacher recruitment and hiring School assignment Retention Compensation Evaluation	Classroom Observations Instructional planning materials audit Student work analysis



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## A Note on Process



- DCPS achieved one of the highest survey completion rates of any of our national partners and did so in under one week. Our data represents the opinions of more than 90% of teachers and school leaders in DCPS.
- Dr. Vitti asked us to analyze policies and practices across departments in pursuit of continuous improvement, and he encouraged candor and honesty from his team, resulting in open, honest dialogue with central office and school based staff.
- The schools we visited were warm, welcoming and excited to share their work and feedback.

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Background and Methodology



**Teacher Recruitment, Selection and Staffing**

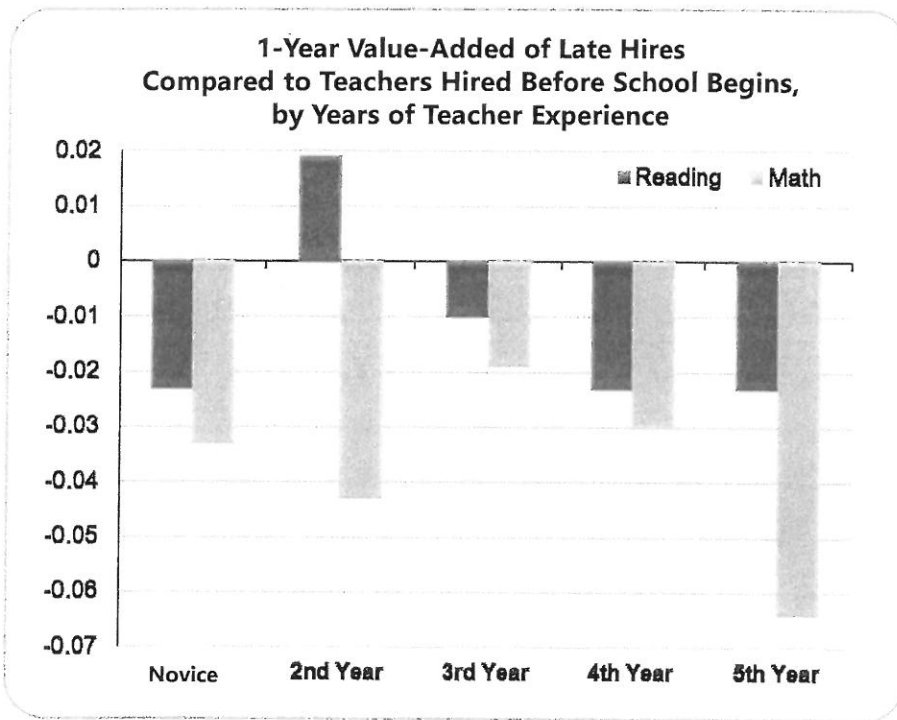
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**RESEARCH** Research shows that late hires perform worse than other teachers in their first year on the job, a trend that persists over time.



Late hires occur disproportionately at the most challenged schools.

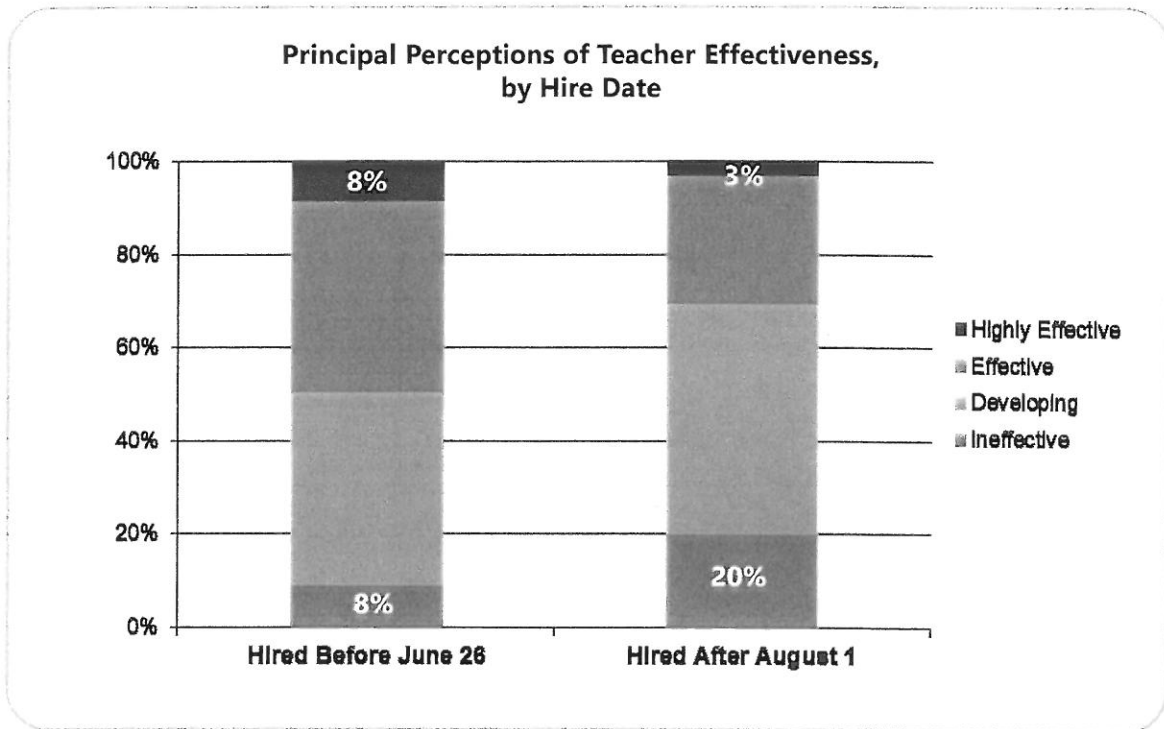
In 2006-07,  
**1 in 3 new hires**  
in Charlotte's lowest-performing schools joined after the beginning of the school year.

This further disadvantages students who need the most help.

Note: 4th-8th grade math and reading teachers in Charlotte-Mecklenburg Schools, 1998-99 to 2008-09  
Source: "Teacher Employment Patterns and Student Results in Charlotte-Mecklenburg Schools," Harvard Center for Education Policy Research, 2010.

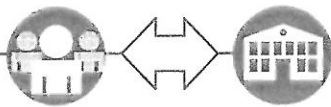
**NATIONAL  
DATA**

TNTP's surveys of principals about the effectiveness of their teachers supports this finding.



Source: TNTP surveys of principal perceptions of 400 teachers in a subset of low-performing schools in a large urban district, 2009-10.

**RESEARCH** “Mutual consent” policies create strong matches between teachers and schools, with benefits for teachers, schools and students.



**Mutual consent policies have mutual benefits for teachers and schools.**

- **Teachers** get to work at schools that are good fits for their talents. **90%** of Chicago teachers who transferred under mutual consent rules said the process resulted in a good match.
- **Schools** get the strongest possible instructional teams. **76%** of Philadelphia principals said mutual consent rules helped them build strong teams.

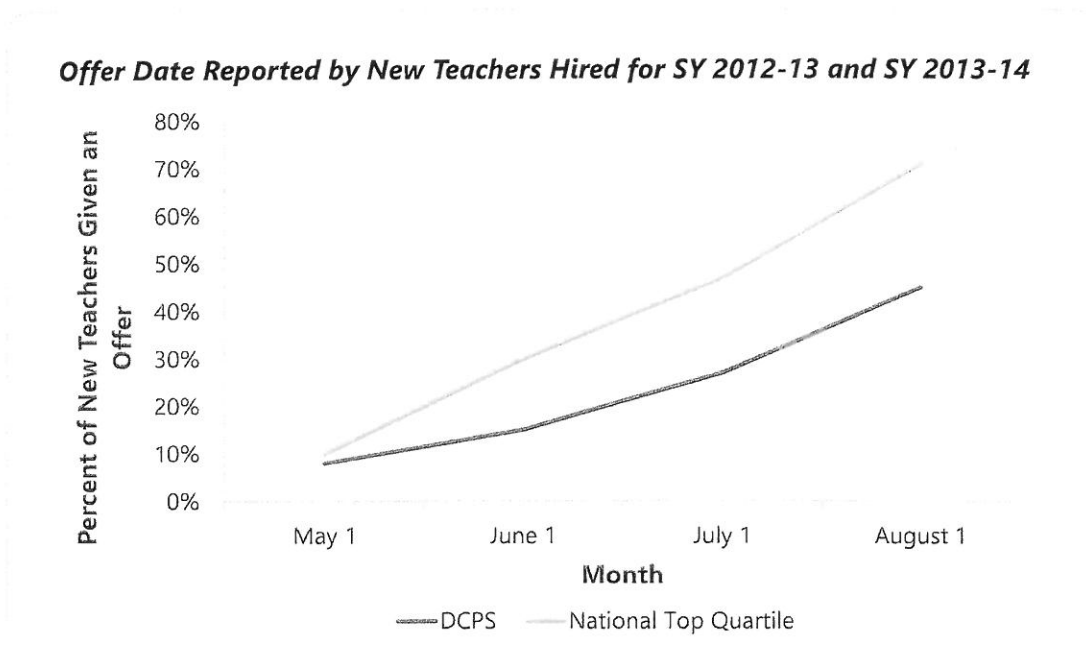


**Quality matches make for more effective teachers.**

- Teachers are more effective when they work in schools that are good fits—which is much more likely to happen under mutual consent staffing rules.
- Research has shown that **25% of teachers' effectiveness** in the classroom depends on the quality of the match with their school.\*

\* Source: C. Kirabo Jackson, “Match Quality, Worker Productivity, and Worker Mobility: Direct Evidence From Teachers,” May 2010. The study found that North Carolina elementary school teachers who transferred schools between 1995 and 2006 tended to be more effective (measured by growth in standardized test scores) after they transferred due in part to the “match effect” of their new schools.

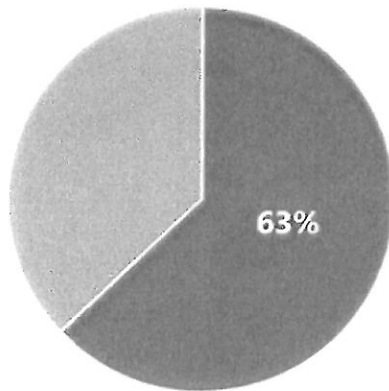
**DCPS DATA** Compared to the top schools across the country, DCPS hires teachers far too late, therefore losing out on the best candidates and opening the school year with vacancies.



HR data indicates that 75% of vacant positions were staffed by the first week of school in 2013-2014. However, 59% of principals reported continued staffing through September or later during the 2013-14 school year.

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**DCPS DATA** DCPS routinely loses effective teachers during the surplus process and places teachers in schools where they have not interviewed with the school leader.

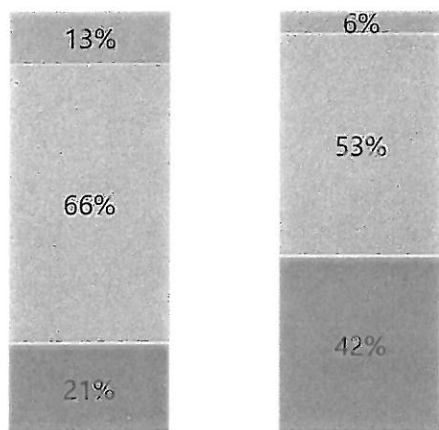


**63 percent** of principals indicated that they have lost teachers that they wanted to keep during position or budget cuts over the past three years

Seventy-nine percent of principals said that they have had a teacher placed on their campus that they were not able to interview.

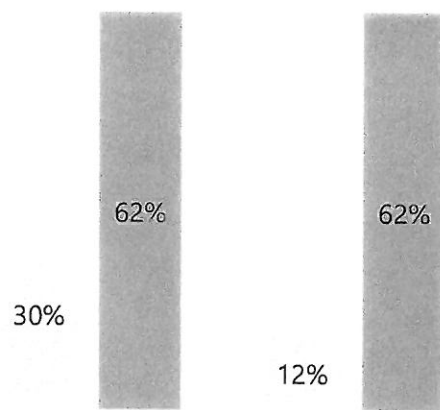
**DCPS DATA** Schools serving the most high-need students are disproportionately disadvantaged by ineffective recruitment, selection, and staffing.

*New Teacher Performance in Highest and Lowest Need Schools, SY 12-13*



Lowest-Need Schools n=103    Highest-Need Schools n=215  
 ■ Least Effective   ■ Average   ■ Most Effective

*Principal Satisfaction with Supply of Teacher Candidates*



I am satisfied with the quantity of applicants.    I am satisfied with the quality of applicants.

■ Highest-need Schools   ■ Lowest-need Schools



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**IMPLICATIONS** DCPS should consider the following changes to policy and strategy to improve the recruitment, selection and staffing of its schools.

### **Strategy Recommendations**

1. Revisit goals for hiring timeline in the strategic plan and add applicant quality and quality measures. Develop systems to track and monitor those goals.
2. Provide targeted support for hard-to-staff schools, such as a dedicated staffing unit, targeted recruitment and a pre-screen applicant pool.
3. Move up the timeline for vacancy identification.
4. Develop a more effective district-wide recruitment strategy.

### **Policy Recommendations**

1. Address policy and contractual barriers to hiring early.
2. Protect the most effective teachers during surplussing processes.
3. Implement short and long term strategies to end the practice of forced placement.

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**Teacher Retention**

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**NATIONAL DATA** **Nationally, school districts typically retain top teachers and low performers at fairly similar rates.**

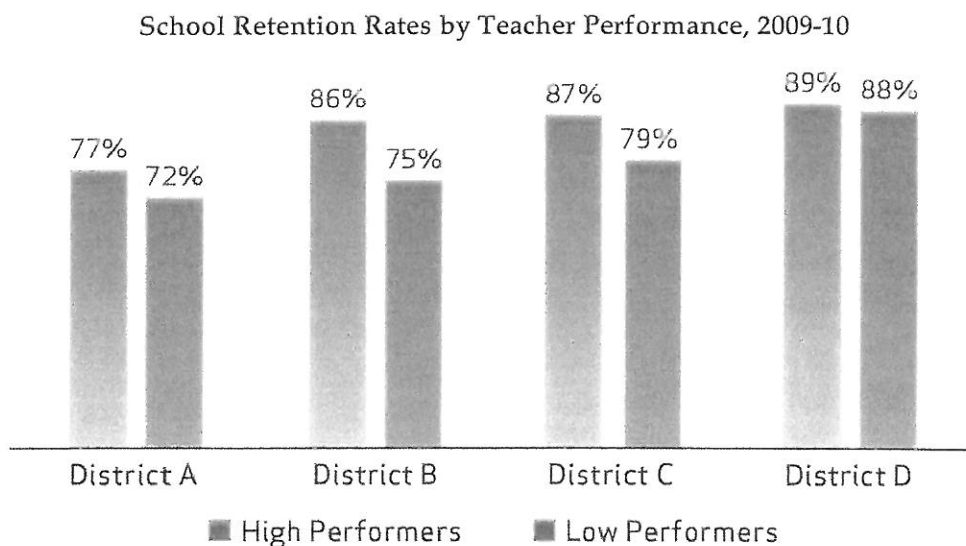
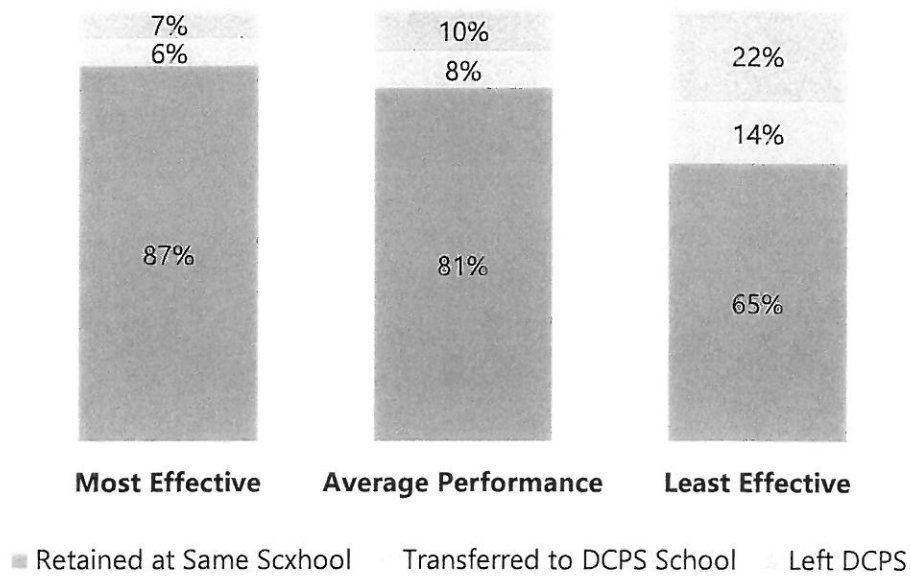


Chart: School retention defined as teachers remaining at their school from one year to the next. Bottom statement: Median years of experience 9-10 years across districts; Percentage planning to stay more than 10 years 48-62% across districts. Source: District data from SY 2008-09 through SY 2010-11

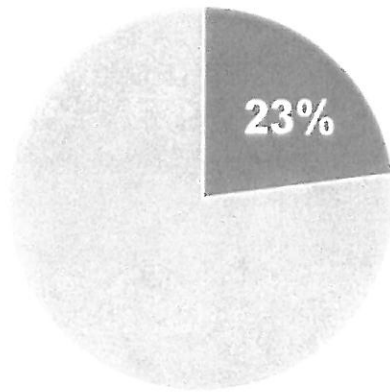
**DCPS DATA** Duval County has had success at retaining effective teachers at a greater rate than ineffective teachers, but a high percentage of low performers remain in DCPS classrooms.

*Retention Rates from SY 2012-13 to SY 2013-14 by Teacher Performance in 2012-13*



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**DCPS DATA** Looking forward however, many of the district's most effective teachers indicated that they plan to leave DCPS.



Of the district's most effective teachers, **23 percent** say they plan to leave DCPS this year or next.

The most common school-based factors cited for planning to leave DCPS were workload, dissatisfaction with leadership, and discretion with curricular decision making.

**NATIONAL  
DATA**

**When an excellent teacher leaves a low-performing school, the school is almost guaranteed to hire a less-effective replacement.**

**Likelihood of Replacing a High Performer with a Teacher of Similar Quality**

**AVERAGE SCHOOL**

When a top teacher leaves only 1 in 6 potential replacements will be of similar quality



**LOW-PERFORMING SCHOOL**

When a top teacher leaves only 1 in 11 potential replacements will be of similar quality



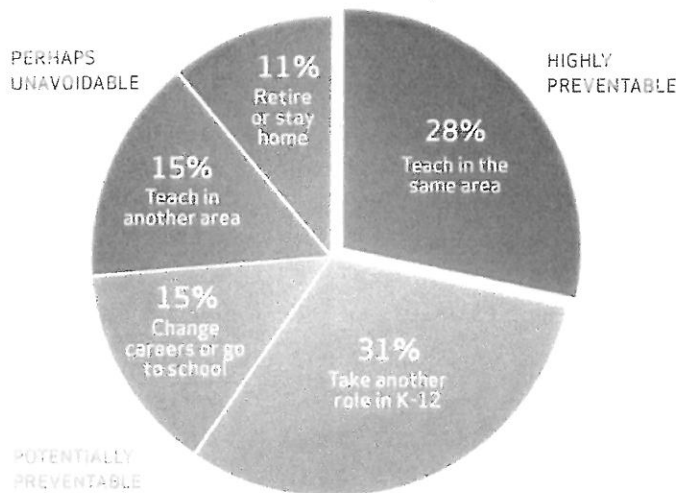
**When a great teacher leaves a school,  
it can take 11 hires to find one teacher of comparable quality.**

Estimates based on teachers with value-added or growth data; Low performing schools include schools in the lowest quintile of proficiency by school level; Percentage of high-performing potential replacements in all schools - District A: 12%; District B: 17%; District C: 15%; District D: 15%; Low-performing schools - District A: 12%; District B: 10%; District C: 3%; District D: 9%. Source: District data from SY 2008-09 and SY 2009-10.

**NATIONAL  
DATA**

**Attrition of high performers is often preventable.**

**Next Steps for High Performers Planning to Leave Their Schools  
in District A, 2010-11**



**47%** of DCPS top performers planning to leave in the next two years intend to teach locally

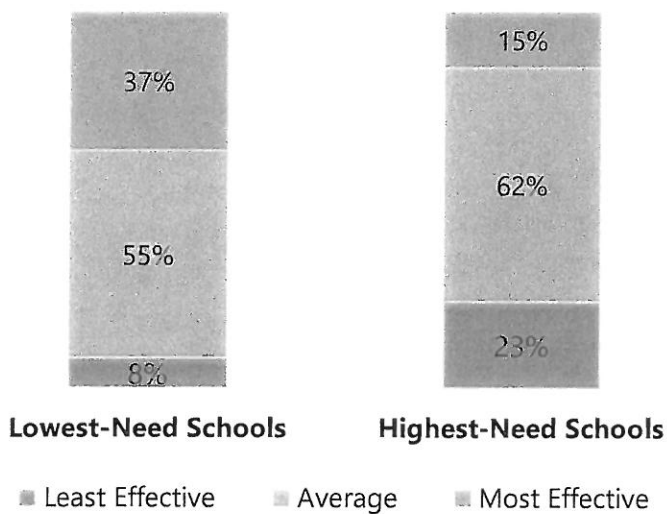
**Our national research indicates that 3 in 4 high-performing teachers with plans to leave their schools would stay if their top reason for leaving improved.**

Population includes high performers only. Source: District A data and survey data. Trends confirmed across districts.

**DCPS  
DATA**

**High-need schools have less effective teacher teams than low-need schools, lose top teachers at higher rates and hire lower performing teachers to replace the teachers who leave.**

*Teacher Composition at Schools by Percent of Students Eligible for Free and Reduced Priced Lunch, SY 2012-13*



**92**

percent of top teachers retained at low-need schools

**82**

percent of top teachers retained at high-need schools

**While DCPS's lowest-need schools "traded-up," the highest-need schools "traded-down" between 2011-12 and 2012-13.**



**NATIONAL DATA**

**Retention is affected by a number of factors, most of which schools and districts can influence.**

**EMPLOYEE VALUE PROPOSITION**

Integration of human capital philosophy, programs & policies

Mission & Fit	Working Environment	Total Compensation & Rewards	Professional Growth & Advancement
Daily work is connected to a higher purpose	A congenial place to work where people feel valued	Current pay & benefits – adequate and fair	Opportunity to pursue mastery
Perceived brand & prestige / peer group	School leadership & culture	Opportunity and time horizon for future pay	Opportunity to increase influence, responsibility & autonomy
	School safety, work hours & flexibility		

**Personal Drivers: e.g., geography, life stage, responsibilities**

- 6 in 10 top teachers leaving due to salary say “length of time to earn a good salary” was a critical factor.
- Attrition rates are 50 percent higher at schools with weak cultures than at schools with strong cultures.

NATIONAL  
DATA

From *The Irreplaceables* we know that simple, low-cost interventions by principals can double the time high performing teachers plan to remain at their schools.

Low-Cost Retention Strategies for Irreplaceables

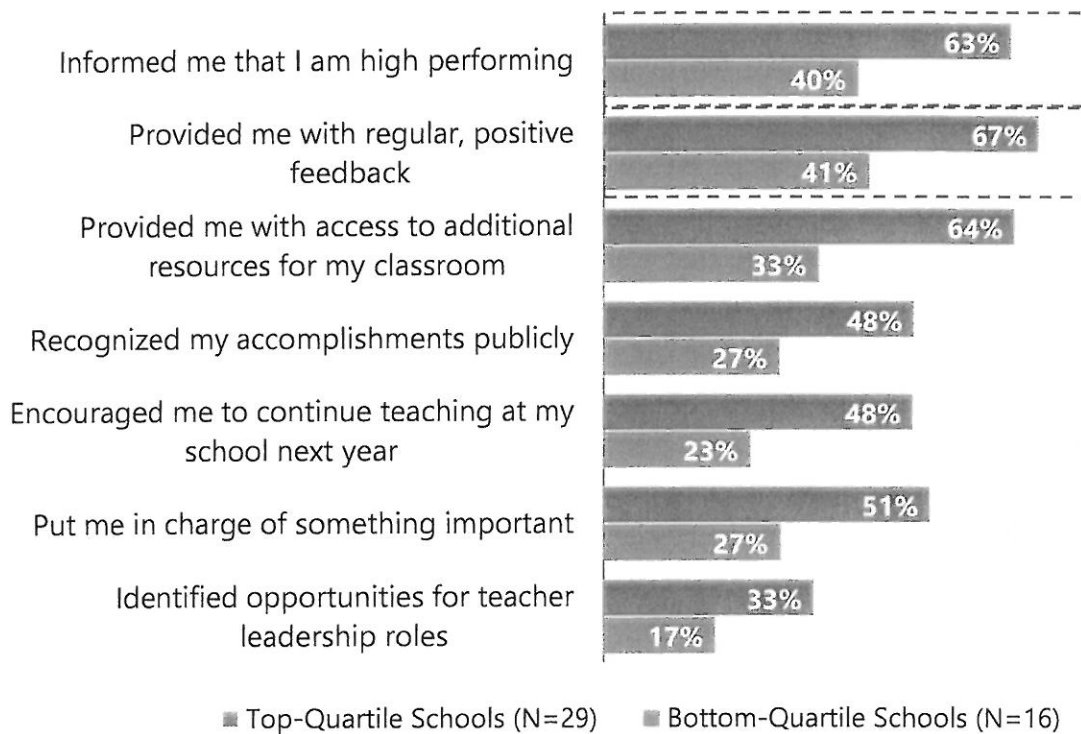
FEEDBACK & DEVELOPMENT	1. Provided me with regular, positive feedback 2. Helped me identify areas of development 3. Gave me critical feedback about my performance informally
RECOGNITION	4. Recognized my accomplishments publicly 5. Informed me that I am high-performing
RESPONSIBILITY & ADVANCEMENT	6. Identified opportunities or paths for teacher leader roles 7. Put me in charge of something important
RESOURCES	8. Provided me with access to additional resources for my classroom

Top teachers who experience two or more of these retention strategies plan to keep teaching at their schools for *nearly twice as long* (2-6 more years).

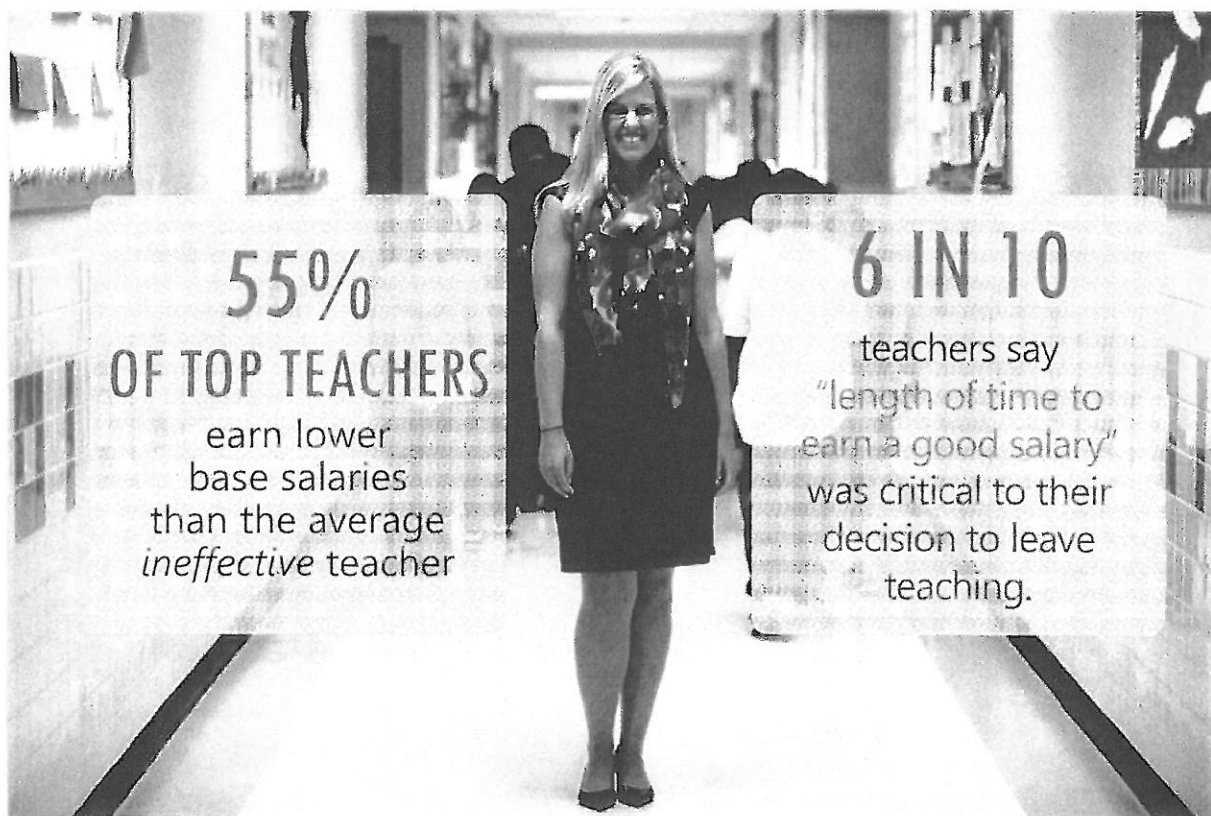
**DCPS  
DATA**

**Fewer than half of effective teachers at bottom-quartile schools experience even the simplest of these strategies, such as being told they are high performers or receiving regular, positive feedback.**

**Percent Most Effective Teachers Reporting Experiencing Retention Strategy**



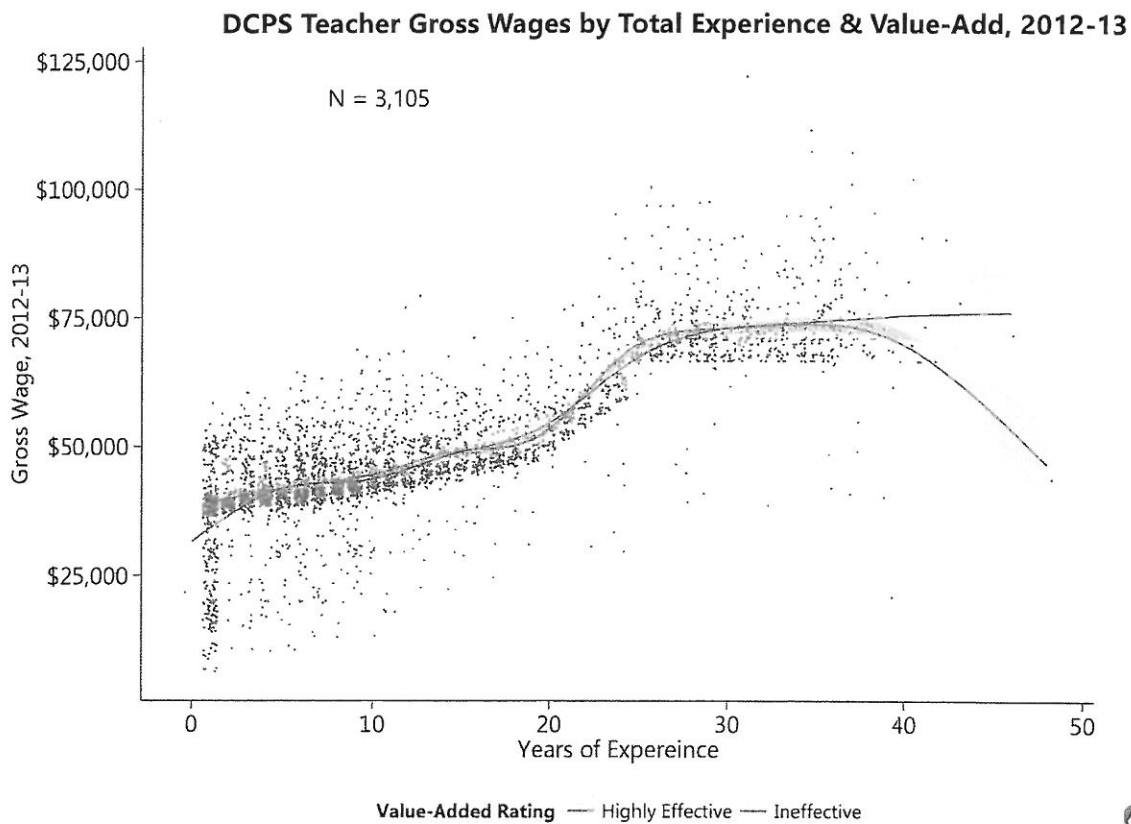
**NATIONAL DATA** Rigid, seniority-based pay scales and other counterproductive policies make smart retention difficult for principals.



Source: "The Irreplaceables," TNTP, August 2012. <http://www.tntp.org/irreplaceables>

**DCPS  
DATA**

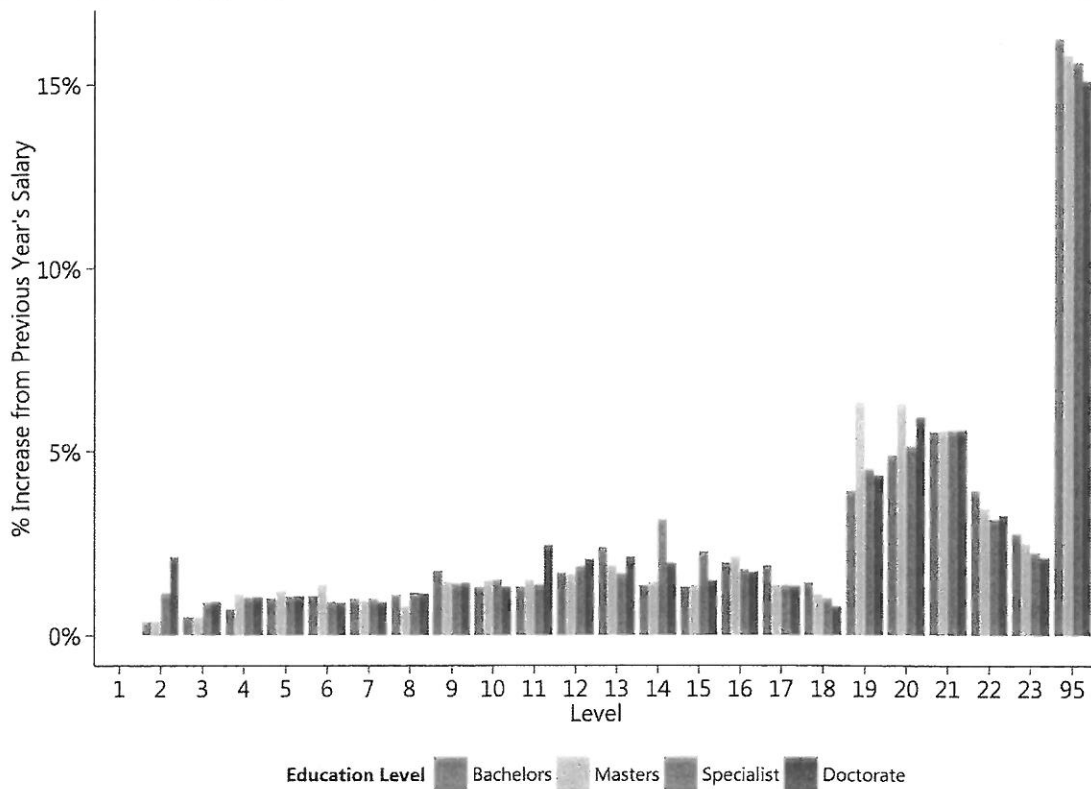
**In DCPS, after controlling for years of experience, there is no difference between the pay of the most and least effective teachers.**



**DCPS  
DATA**

**Instead, the largest raises go to teachers with 20+ years of experience.**

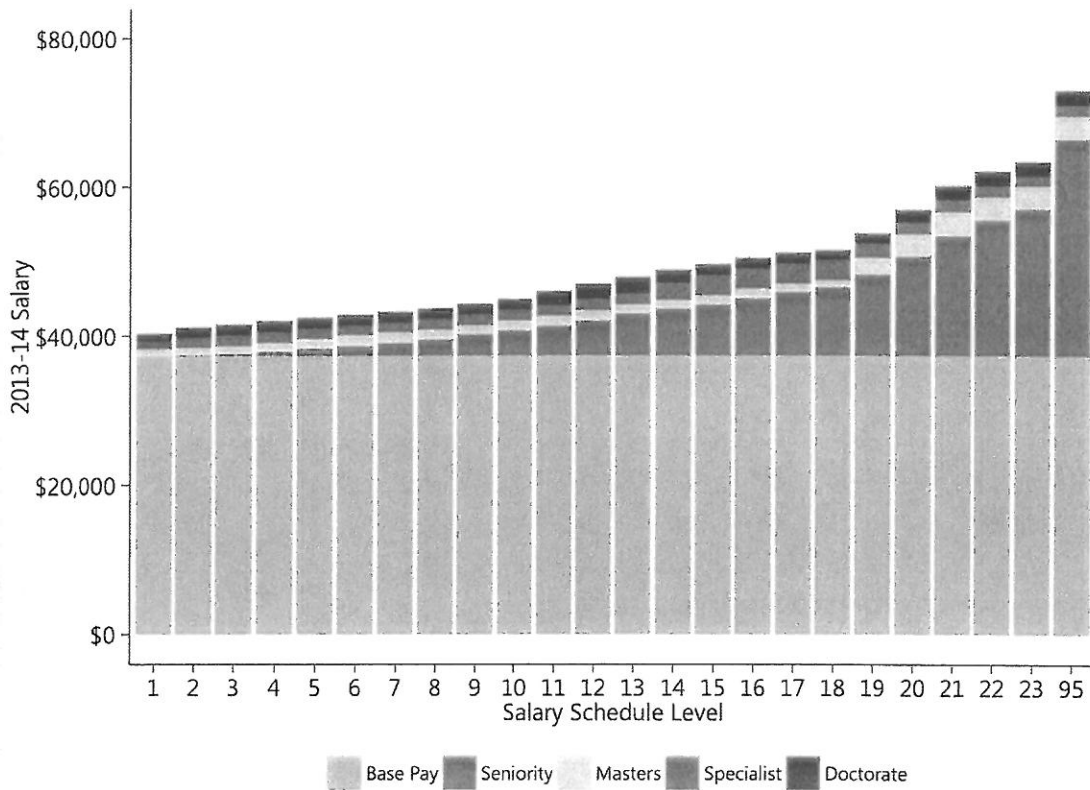
Most annual step increases are less than 3% until teachers reach level 18 on the salary schedule.



**DCPS  
DATA**

**Over a teacher's 24-year career, \$173,926-\$292,357 of their total compensation will be based on seniority and advanced degrees**

This funding could be reallocated to provide capital for performance-based compensation.



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**IMPLICATIONS** DCPS should consider the following changes to policy and strategy to retain more top performing teachers in its schools.

### **Strategy Recommendations**

1. Revisit the annual district-wide teacher retention goal and set specific targets for retention rates of the district's most effective teachers and their concentration in the highest-need schools.
2. Work with school leaders, especially those at high need schools, to implement low-cost retention strategies with their most effective teachers.
3. Identify high-need schools with strong instructional leadership and high retention rates of effective teachers in order to identify best practices and train other principals.

### **Policy Recommendations**

1. Leverage SB 736 to design a bold new compensation system that attracts high quality candidates and encourages the retention of effective teachers.
2. Take steps to improve or exit low-performing teachers.



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**Instructional Quality**

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To support the district's full transition to the new Florida standard's next year, we analyzed instructional quality against these more rigorous expectations.

Classrooms have phased in the new standards in grades K-2, while 3-12 students continued to work toward Next Generation Sunshine State Standards.

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Standards Adoption		Blended Implementation (K)	Blended Implementation (K-1)	Blended Implementation (K-2)	Full Implementation (K-12)

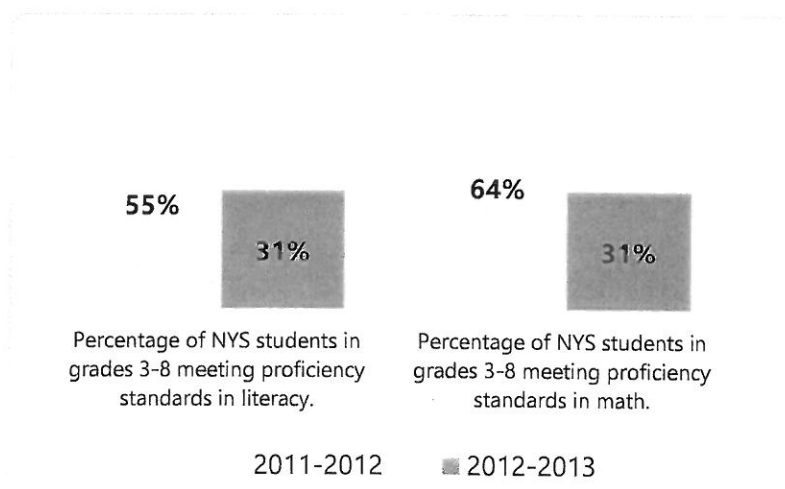
Our data on standards alignment and shifts in instructional practice show the district's starting point for full implementation of the new standards

**NATIONAL  
DATA**

**The transition to college and career readiness standards is critical, but challenging work.**

In a survey of 20,000+ teachers, Scholastic found that 73% of teachers who teach math, English language arts (ELA), science and/or social studies say they are enthusiastic about the implementation of the Common Core in their classrooms. *That same percentage believe that implementation will be challenging.*

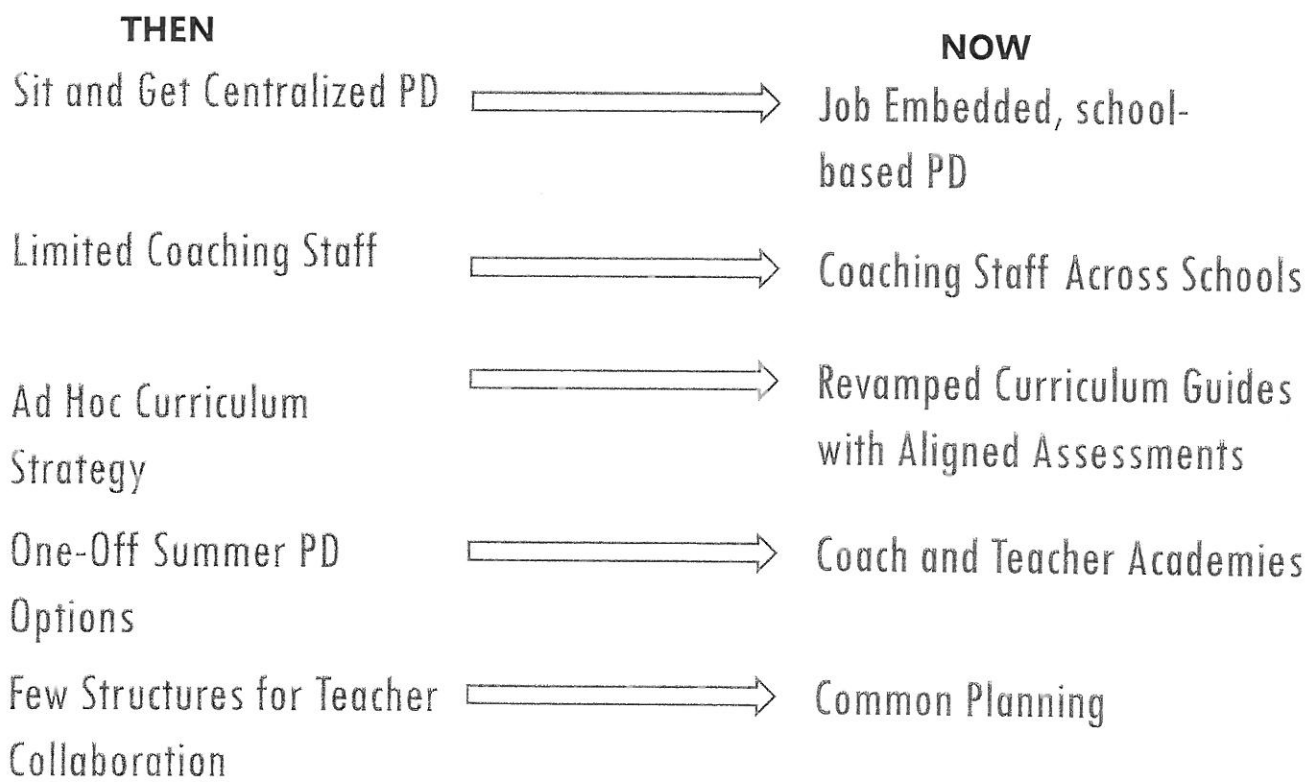
In New York State, which has adopted college and career readiness standards similar to Florida's and where districts and the state invested in aggressive teacher preparation as part of their implementation strategy, student proficiency rates dropped dramatically in the first year of testing.



Sources: "Primary Sources," <http://www.smcisdpc.com/primarysources/teachers-on-the-common-core.htm>  
"A New Baseline," [http://www.e12.nysed.gov/files/els-math/2013/2013-09-09/FINALELA%20MainPRESENTATIONDECK\\_v2.pdf](http://www.e12.nysed.gov/files/els-math/2013/2013-09-09/FINALELA%20MainPRESENTATIONDECK_v2.pdf)

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**DCPS DATA** In a very short timeframe, DCPS has put strong infrastructure in place to support instructional excellence; infrastructure that will be essential to supporting the transition to more rigorous standards.



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**DCPS DATA** These structures have gotten some traction in schools, where teachers generally report regular collaboration, a commitment to school-based PD and a focus on tracking toward academic goals.

**70%**

I regularly meet with other teachers throughout my school or district who teach in my same grade or subject area to plan and share resources.

**72%**

My school is committed to improving my instructional practice.

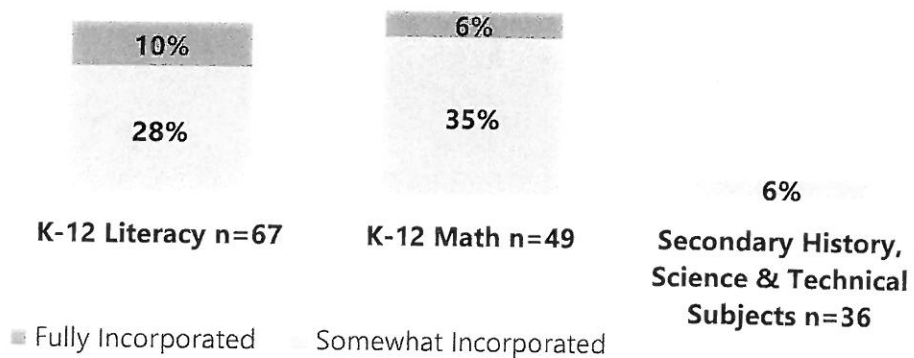
**82%**

Teachers at my school track the performance of their students toward measurable academic goals.

**DCPS  
DATA**

**In classroom observations of 152 teachers, we saw limited evidence of key instructional shifts needed for students meet the new standards.**

*Percent of Reviewed Lessons That Indicate Teacher Is Making Necessary Instructional Shifts*



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**DCPS DATA** Because of the transition timeline, most instructional materials have not yet been aligned to the new Florida Standards, and we saw this in our analysis of teacher products. The transition to the new standards will be a dramatic, rapid change in most classrooms.

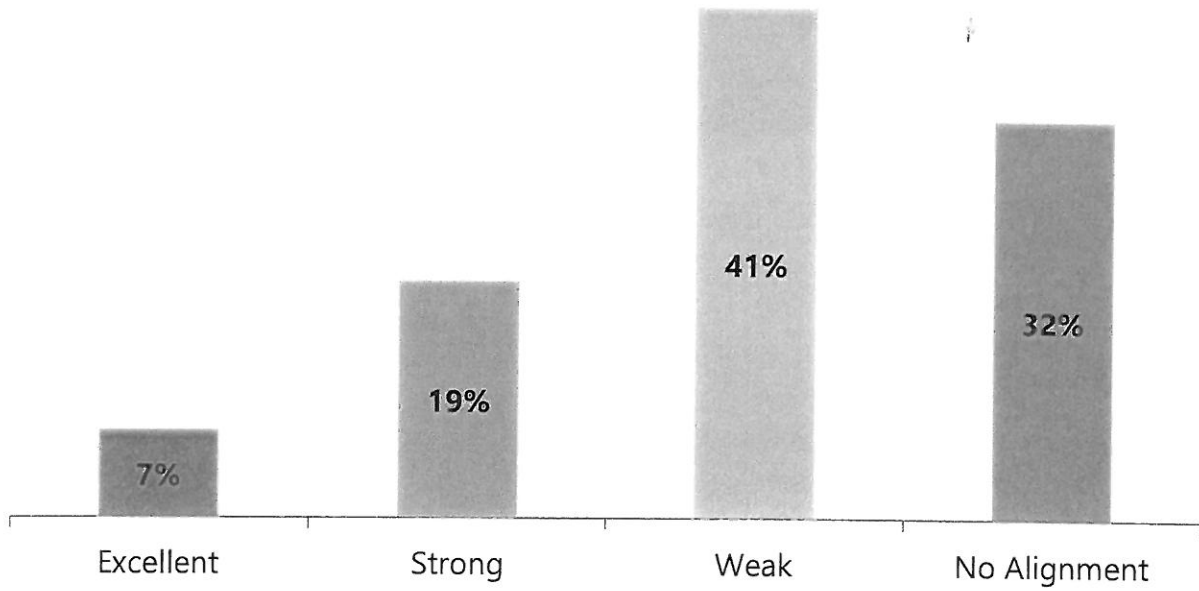
**8** percent of long-term plans collected met a high bar for rigor,

**23** percent of math assessments balanced conceptual understanding, procedural skill and fluency, and real-world application, and

**3** percent of literacy assessments featured texts with the appropriate level of complexity for the grade.

**DCPS DATA** Nearly three-quarters of the assignments we reviewed showed weak or no alignment to the new Florida standards.

*Percent of Reviewed Assignments that Aligned with the Content and Performance Requirements of the Standards*

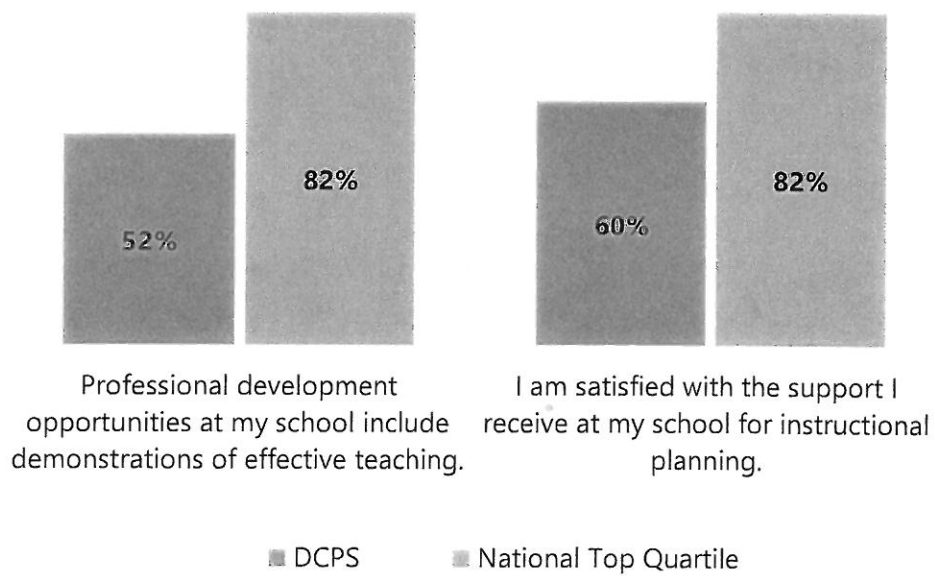


n= 94 assignments examined



**DCPS DATA** Fully optimizing promising structures like common planning and coaching across all schools would help support the transition to the new standards.

*Teacher Satisfaction with Development and Support*



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**IMPLICATIONS** DCPS should consider the following changes to policy and strategy to improve instructional quality and culture in its schools.

### **Strategy Recommendations**

1. Central office staff have a vision for excellent instruction; invest time to communicate and build understanding of that vision in schools.
2. Set annual district-wide and school-level goals around key indicators or instructional quality.
3. Set goals for and measure the effectiveness of school-level supports, including return on investment.
4. Provide model resources that exemplify the vision for excellent instruction.
5. Invest in improved coach selection, skill development and evaluation.

### **Policy Recommendations**

1. Allocate coaches across schools according to teachers' development needs.

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**NATIONAL  
DATA**

**Schools with strong instructional cultures achieve greater academic success with students, and they also retain more of their most effective teachers.**

### **Instructional Culture Matters for Teachers and Students**

**Bottom-Quartile Schools**  
(Weak Instructional Culture)



*Bottom-quartile district schools can expect to lose twice as many of their effective teachers in the next two years...*

**Greenhouse Schools**  
(Strong Instructional Culture)



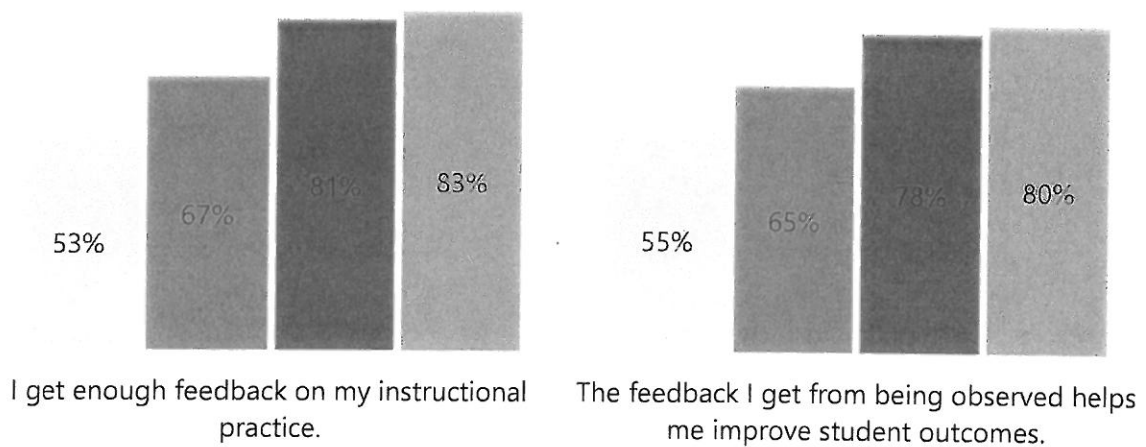
*...and in greenhouse schools, student proficiency rates are 21 percentage points higher in math and 14 percentage points higher in reading.*

**DCPS DATA** There are wide variations in the strength of instructional culture school to school, especially on the Insight Index items correlated to improved outcomes and retention.

Domain	DCPS Schools – Spring 2014		
	Top Quartile	Bottom Quartile	Top Quartile – Bottom Difference
<b>Instructional Culture Index</b> <ul style="list-style-type: none"> <li>- My school is committed to improving my instructional practice.</li> <li>- The expectations for effective teaching are clearly defined at my school.</li> <li>- Teachers at my school share a common vision of what effective teaching looks like.</li> </ul>	8.5	5.5	3.0
Learning Environment	8.0	5.7	2.3
Observation & Feedback	7.7	6.0	1.7
Student Growth Measures	7.6	6.4	1.2
Professional Development	7.8	6.1	1.7
Instructional Planning	8.1	6.3	1.8
Evaluation	7.4	5.8	1.6
Peer Culture	8.1	6.6	1.5
Career Progression	6.7	5.1	1.6
Leadership	8.0	5.7	2.3

**DCPS DATA** CAST has not provided teachers with effective feedback, but some schools have created successful instructional cultures outside of the formal system.

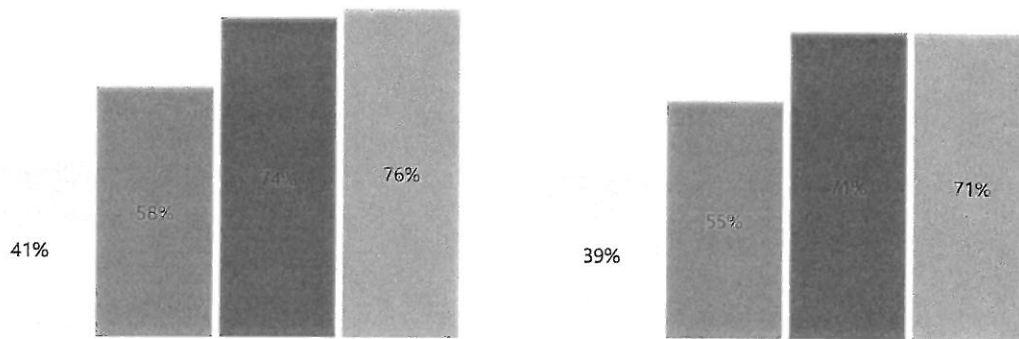
*Teacher Satisfaction with Quality of Feedback*



DCPS Bottom Quartile ■ DCPS Average ■ DCPS Top Quartile ■ National Top Quartile

**DCPS DATA** Strong instructional leadership is the key to establishing school cultures that foster effective feedback and development.

*Teacher Satisfaction with Evaluators*



The person who evaluates my performance has an accurate perception of my classroom practice.

The person who evaluates my performance knows how much growth and progress my students have made this year.

DCPS Bottom Quartile ■ DCPS Average ■ DCPS Top Quartile ■ National Top Quartile

**Schools with strong instructional cultures were also more likely to have higher value-added scores.**

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**IMPLICATIONS** DCPS should consider the following changes to policy and strategy to improve instructional culture in its schools.

**Strategy Recommendations**

1. Set annual district-wide and school-level goals around key indicators or instructional culture.
2. Invest in evaluator skill development in observing lessons, applying evidence to a rubric, identifying strengths and growth areas, and providing useful feedback.



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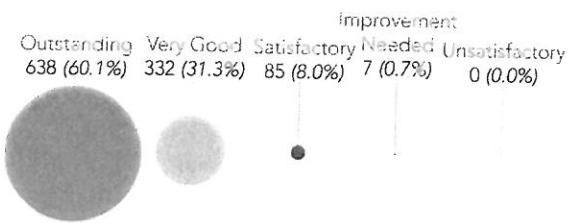
Instructional Culture



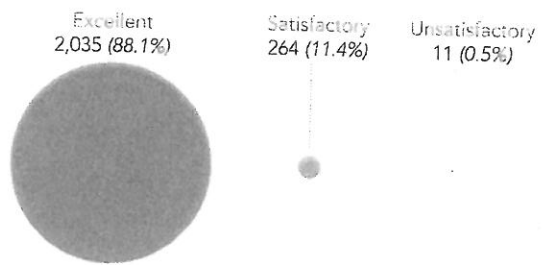
**Teacher Evaluation**

**NATIONAL DATA** Across the country, we routinely find that the vast majority of teachers are rated in the top two performance categories on their evaluations.

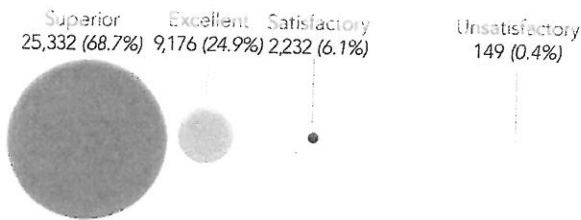
AKRON PUBLIC SCHOOLS SY 05-06 to 07-08



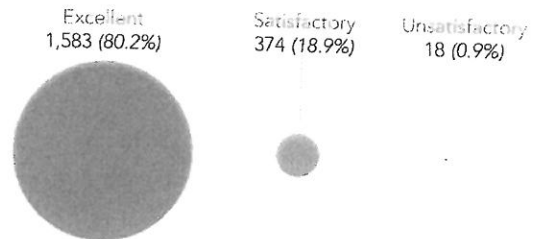
DISTRICT U-46 (ELGIN) SY 03-04 to 06-07



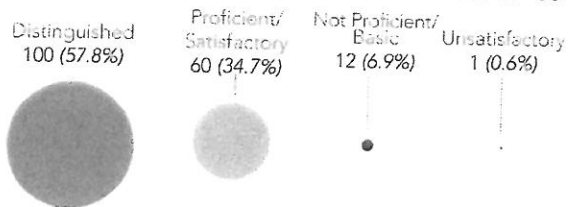
CHICAGO PUBLIC SCHOOLS SY 03-04 to 07-08



ROCKFORD PUBLIC SCHOOLS SY 03-04 to 07-08



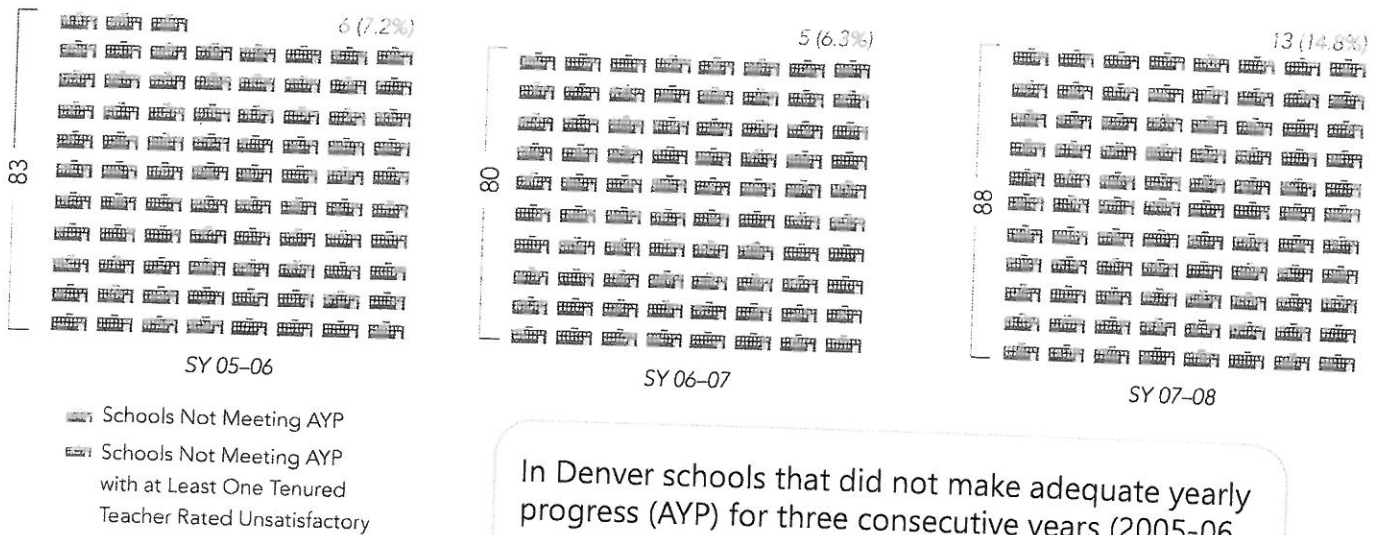
CINCINNATI PUBLIC SCHOOLS SY 03-04 to 07-08\*



**NATIONAL DATA**

Yet these data often stand in sharp relief against student achievement results, as this example from Denver illustrates.

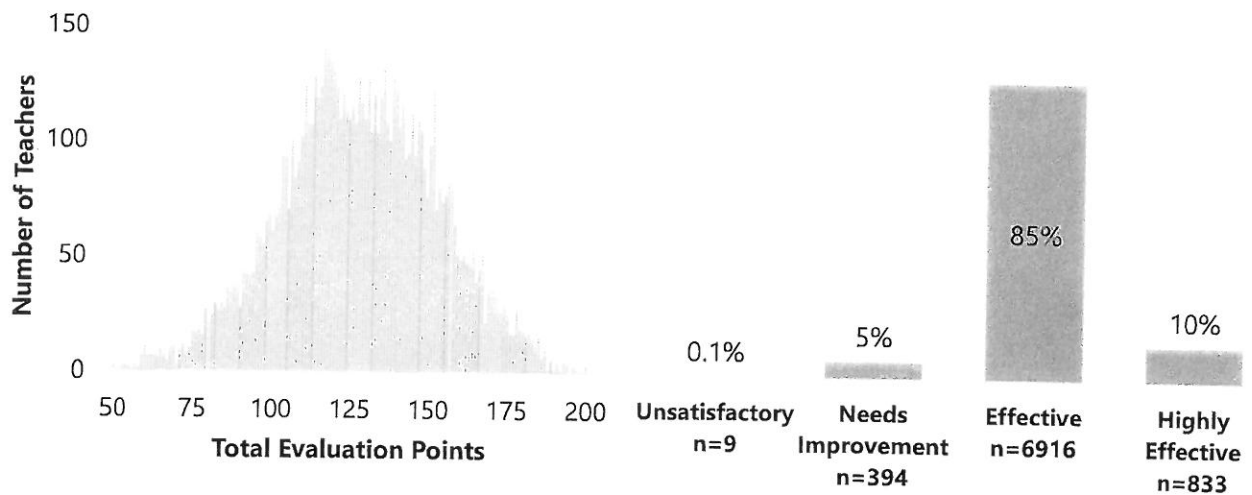
Frequency of Unsatisfactory Ratings  
in Denver Public Schools that Did Not Meet AYP



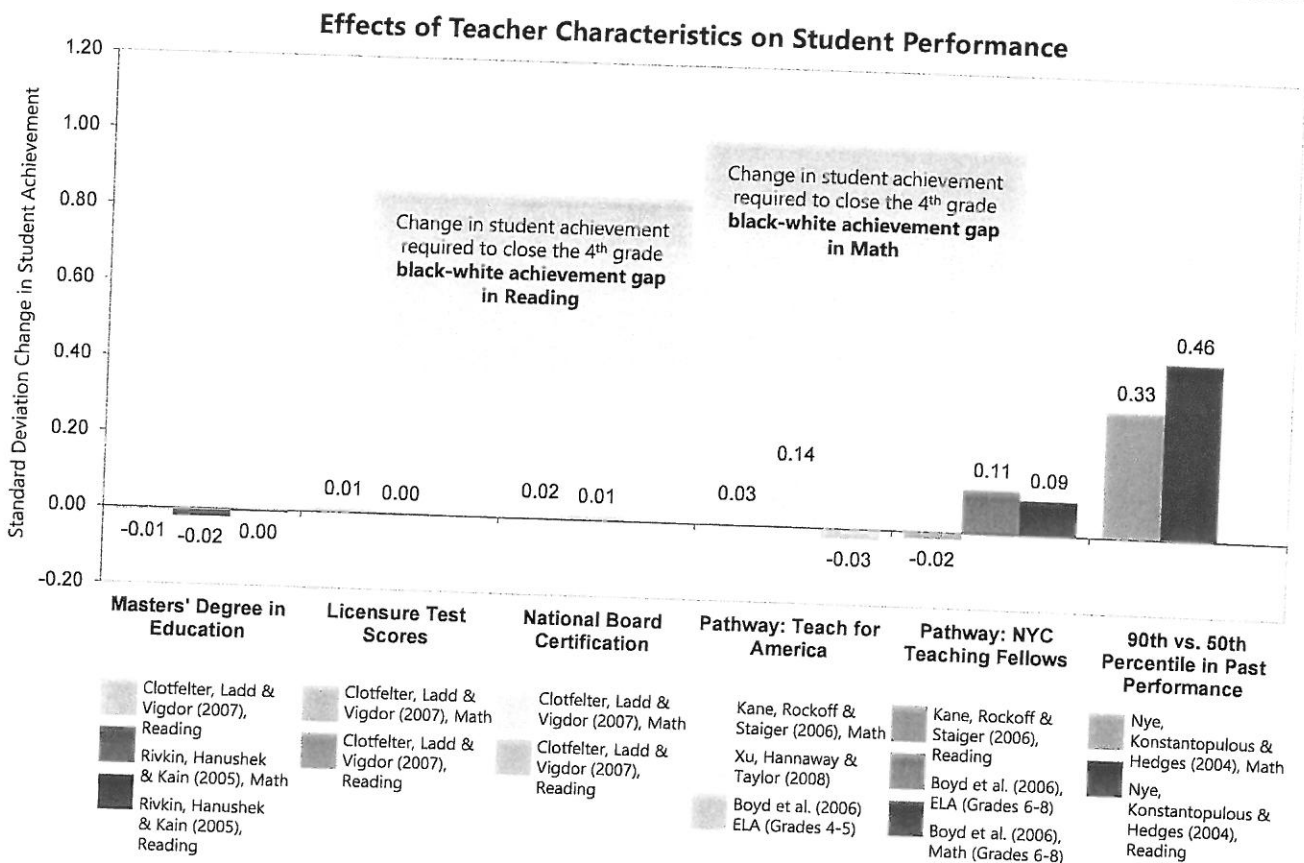
In Denver schools that did not make adequate yearly progress (AYP) for three consecutive years (2005-06 to 2007-08), more than 98 percent of tenured teachers received the highest rating—satisfactory.

**DCPS DATA** CAST summative ratings indicate that DCPS has very similar challenge, but in fact, evaluation raw scores do reveal a more realistic distribution of performance that could be used to drive decision making.

*Distribution of Total Evaluation Points versus Summative CAST Ratings, SY 2012-13*



**RESEARCH** When identifying effective teachers, qualifications provide some insight – but past performance is by far the best indicator.



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

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**IMPLICATIONS** DCPS should consider the following changes to policy and strategy to ensure accurate and meaningful teacher evaluations.

**Strategy Recommendations**

1. Set annual district-wide and school-level goals for evaluation accuracy and usefulness.
2. Develop messaging and communication that explicitly connects teacher evaluation to the district's vision for effective instruction.

**Policy Recommendations**

1. Use raw teacher evaluation data rather than summative evaluation ratings to make internal decisions related to human capital strategy and resource allocation.
2. Design an observation rubric that reflects the district's vision of excellence to be implemented in SY 2015-16.

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# APPENDIX

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## **TNTP used the following data definitions throughout the diagnostic:**

### Most and Least Effective Teachers

- ❖ Teachers identified as “most effective” or “least effective” are based on TNTP’s analysis of total CAST evaluation points, not summative ratings. The “most effective” teachers are the 20 percent of teachers with the highest total evaluation points and the “least effective” are the 20 percent with the lowest total points.

### Instructional Culture

- ❖ The schools identified as having the strongest and weakest instructional cultures are those in the top and bottom 25 percent of DCPS schools based on their score on TNTP’s Instructional Culture Index.

### High-Need and Low-Need Schools

- ❖ The highest- and lowest-need schools are defined as the 20 percent of schools with the greatest and least percentage of students eligible for free or reduced priced lunch.

### District-wide Summary of Teacher Survey Data

- ❖ All data points collected through the Insight teacher survey that represent district-wide data points are based on averages of school-level averages in order to ensure comparability between survey results in DCPS and national data