



# Exhibit C3



**3.0.C.5 Attracting and Retaining Administrative and Educational Staff**

Michael Griffith (Consultant)  
Presentation to the Senate Committee on Education  
and the House Committee on Education  
Little Rock, Arkansas  
April 8, 2020

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**Educators**

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**Teacher Shortage  
A National Perspective**

The Economic Policy Institute estimated that at the beginning of the 2019-20 school year, our public schools are facing a 307,000-teacher shortfall

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## Reasons for the Shortage

- **Student Population Growth:** Between 2008 and 2020 public school enrollment grew by almost 1.6 million students
- **Decreasing number of teachers:** While student populations were growing the number of public-school teachers was shrinking. Between 2008 and 2020 the number of public-school teachers shrank by just under 8,000
- **High teacher turnover:** It is estimated that nearly 7.7% of public-school teachers leave field annually. To put this into perspective, approximately 246,000 teachers will leave the teaching field this spring

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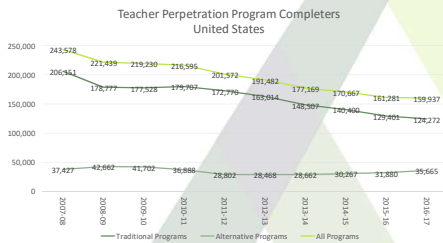
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## Decreasing Number of New Teachers



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## The "New Teacher Gap"

- There are approximately 160,000 new certified teachers each year
- With 246,000 teachers projected to leave the field this year – that will leave a qualified teacher shortfall of 84,000

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### Why are Teachers Leaving? It's not what you think

- The most common reason sighted in reasons for leaving teaching was “desertification with the job” (55 percent)
- This compares to only 18 percent who sighted “financial reasons” for leaving the teaching field

Source: NCES

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### Most at Risk of Leaving

Research has found that the following individuals have an above-average rate for leaving teaching:

- Beginning teachers
- Teachers in high-poverty schools or districts
- Teachers in high-minority schools or districts
- Teachers of color

A recent study found that 44 percent of teachers leave within five years of entry

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### The Importance of Reducing Turnover

- If we could cut the teacher turnover rate in half it would eliminate the teacher shortage in this country
- If the turnover rate were cut in half, we would only need 123,000 new teachers each year, which could quickly be filled by the 160,000 or so individuals who complete their teacher training each year

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### Teacher Turnover Issues Salaries in Bordering States

State	Average Teacher Salaries 2017-18
Texas	\$53,167
Tennessee	\$50,900
Louisiana	\$50,256
Missouri	\$49,208
<b>Arkansas</b>	<b>\$49,017</b>
Oklahoma	\$45,678
Mississippi	\$43,107
<b>National Average</b>	<b>\$60,483</b>

Source: NCES

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### Teacher Turnover Issues Teacher Support

- In a national survey, 58 percent of the teachers in Arkansas felt supported by their school's administrators
- In the U.S. 48 percent of teachers felt supported by their administrators

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### Percent of Teachers who Felt Supported by their School Administrators - 2012

Percent of Teachers who Felt Supported by their School Administrators - 2012 SREB States and Massachusetts			
Arkansas	58%	Florida	52%
Alabama	57%	Mississippi	51%
Tennessee	56%	Kentucky	49%
Georgia	55%	Virginia	48%
South Carolina	55%	<b>National</b>	<b>48%</b>
Louisiana	54%	Texas	46%
North Carolina	53%	Delaware	45%
Oklahoma	53%	Massachusetts	45%
West Virginia	53%	Maryland	41%

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### The Difference Between The Turnover and Leaving Rates

- The leaving rate only counts those individuals who are leaving public education altogether
- The turnover rate counts both those leaving the profession and those who move jobs but stay in public education

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### Teacher Turnover Rate - 2013

Teacher Turnover Rate - 2013 SREB States and Massachusetts		
West Virginia	8.7%	<b>National Average</b> 14.2%
Maryland	11.9%	Kentucky 15.8%
Georgia	12.7%	Delaware 17.3%
Tennessee	13.2%	South Carolina 17.3%
Massachusetts	13.4%	Mississippi 17.4%
<b>Arkansas</b>	<b>13.7%</b>	North Carolina 17.4%
Alabama	13.8%	Oklahoma 17.9%
Florida	14.1%	Texas 20.7%
Virginia	14.6%	Louisiana 21.4%

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### Teacher Leaving Rates - 2013

State	Leaving Teaching
Massachusetts	3.0%
<b>Arkansas</b>	<b>4.6%</b>
Georgia	5.5%
North Carolina	5.5%
Oklahoma	5.6%
Florida	6.6%
Alabama	6.8%
Virginia	8.0%
Louisiana	9.9%
South Carolina	13.9%
Kentucky	14.8%
Texas	14.9%
<b>National Average</b>	<b>7.7%</b>

Delaware, Maryland, Mississippi, Tennessee, and West Virginia did not report this data

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### How the Leaving Rate Impacts Arkansas

- According to the Arkansas Department of Education, during the 2019-20 school year, there are 33,399 certified public-school teachers in the state.
- With a leaving rate of 4.6 percent, that means that there will be an estimated 1,536 open teaching positions at the beginning of the 2020-21 school year.

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### Teaching Shortages in Arkansas

The Arkansas Department of Education has designated the following areas as critical academic shortage areas for the 2019-2020 school year:

- Art (K-12)
- Agriculture (7-12)
- Chemistry (7-12)
- Computer Science (4-12)
- English / Lang. Arts (7-12)
- Family & Consumer Science (7-12)
- French (K-12)
- Library/Media (K-12)
- Mathematics (7-12)
- Music (K-12)
- Physics (7-12)
- Spanish (K-12)
- Special Education (K-12)

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### Teacher Shortages in Comparable States

Teaching Subject	Number of Comparative States That Reported a Shortage
Mathematics	14 States
Special Education	14 States
Science	13 States
Career and Technical Ed.	12 States
World Languages	11 States

Source: U.S. Department of Education

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### Recruitment & Retention Policies Scholarship & Loan Programs

- Some states provide scholarship or grant programs to undergraduate students to help recruit teachers to underserved schools and/or shortage subject areas
- **Scholarship Example:** Alabama provides annual scholarships of up to \$4,000 for undergraduate students to teach mathematics, science, computer education or other critical needs areas

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### Recruitment & Retention Policies Scholarship & Loan Programs

- Loan Example
  - **Kentucky:** The state provides forgivable loans to emergency certified personnel, fully certified teachers who are willing to seek additional certification in hard-to-fill or critical shortage areas, and paraprofessionals in local school districts to become fully certified teachers

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### Loan & Scholarship Programs

Loan and Scholarship Programs SREB States and Massachusetts					
State	Loan Program	Scholarship Program	State	Loan Program	Scholarship Program
Arkansas	Yes	Yes			
Alabama	No	Yes	Mississippi	Yes	Yes
Delaware	Yes	No	North Carolina	Yes	No
Florida	No	Yes	Oklahoma	No	Yes
Georgia	No	No	South Carolina	Yes	No
Kentucky	Yes	Yes	Tennessee	No	Yes
Louisiana	Yes	No	Texas	No	No
Maryland	No	Yes	Virginia	No	Yes
Massachusetts	No	Yes	West Virginia	No	Yes

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## Recruitment & Retention Policies Differentiated Pay

- Some states provide additional pay for either hard to staff schools or hard to staff subject areas
- Hard to staff schools example
  - **Mississippi:** Certain teachers who are employed at a school rated "D" or "F" are entitled to a teacher salary supplement of \$6,000 for up to five years
- Hard to staff subject example
  - **Louisiana:** Provides a \$3,000 an annual salary supplement for newly certified teachers who agree to teach mathematics, biology, chemistry, physics, or special education for their first four years in the classroom

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## Differentiated Pay

Differentiated Pay Programs SREB States and Massachusetts					
State	Hard to Staff Schools	Hard to Staff Subjects	State	Hard to Staff Schools	Hard to Staff Subjects
Arkansas	Yes	Yes			
Alabama	No	No	Mississippi	Yes	No
Delaware	No	No	North Carolina	No	No
Florida	Yes	Yes	Oklahoma	Yes	Yes
Georgia	No	Yes	South Carolina	Yes	No
Kentucky	Yes	Yes	Tennessee	Yes	Yes
Louisiana	Yes	Yes	Texas	Yes	Yes
Maryland	Yes	no	Virginia	Yes	Yes
Massachusetts	Yes	Yes	West Virginia	Yes	Yes

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## Support for New Teachers

- Because of the high turnover rate for new teachers some states have mandated that states provide supports for these teachers. New teacher supports can include induction and mentoring programs or even reduced workloads

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## Support for New Teachers

- Induction & mentoring example:
  - Massachusetts: The state requires all new teachers to participate in an induction program in their first year and that they be provided with a mentor. Both the mentor and beginning teacher are to be given release time during the school day to work together on mentoring activities.

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## Mentoring Programs

Mentoring Programs SREB States and Massachusetts					
State	Program	Duration	State	Program	Duration
Arkansas	Yes	3 Years			
Alabama	No	N/A	Mississippi	No	N/A
Delaware	Yes	2 Years	North Carolina	Yes	3 Years
Florida	No	N/A	Oklahoma	Yes	No Set Time
Georgia	No	N/A	South Carolina	Yes	Up to 3 Years
Kentucky	Yes	1 Year	Tennessee	No	N/A
Louisiana	No	N/A	Texas	No	N/A
Maryland	Yes	No Set Time	Virginia	Yes	1 Year
Massachusetts	Yes	1 Year	West Virginia	No	N/A

Alabama, Florida, Georgia, Louisiana, Mississippi, Tennessee, Texas, and West Virginia do not require districts to have mentoring programs.

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## Reduced Workload for New Teachers

State	Reduced Workload
Georgia	Funds may be used for release time for teachers to serve as mentors.
Maryland	The state encourages LEAs to consider a reduction in the teaching schedule & responsibilities for first-year teachers
Massachusetts	LEAs must provide release time for mentor and beginning teachers so that they can engage in mentoring activities.
Oklahoma	Lead teachers and master teachers have reduced teaching loads.
South Carolina	LEAs can provide mentor teachers with release time.

The remaining states do not require that schools/districts provide new teachers or mentors with reduced workloads.

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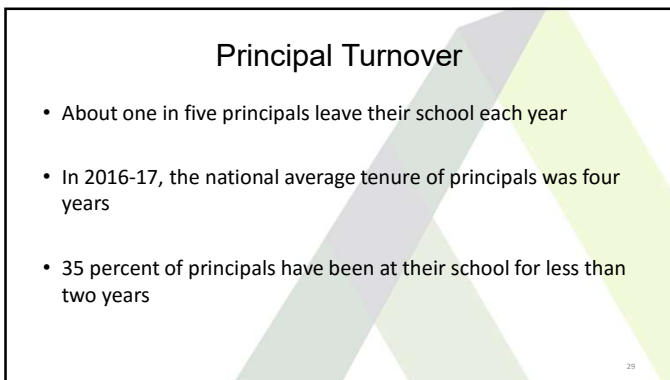
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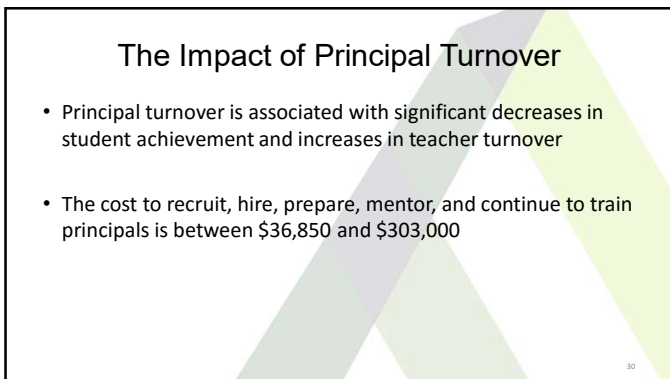
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### Retaining Qualified School Administrators

Research has shown that the following are the primary reasons that principals leave their schools:

- Inadequate preparation and professional development
- Poor working conditions
- Insufficient salaries
- Lack of decision-making authority
- Counter-productive high-stakes accountability policies

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### State Policies

Using Data to Improve School Administrators

- Delaware: The state's Performance Appraisal System supports leadership by using data to identify areas of opportunity and growth, including:
  - Reflecting on standards aligned practices
  - Setting attainable goals and creating plans to reach those goals
  - Identifying priorities for leadership development
  - Working collaboratively with colleagues to improve student outcomes
  - Analyzing student and school outcomes to evaluate programming and systems

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### State Policies

Improved Preparation

- Georgia: The state has a two-tiered system of educational leadership preparation programs.
  - Tier 1 prepares candidates to serve in leadership positions below principal (such as assistant principal)
  - Tier II is an advanced program that requires an extended residency component and have more rigorous performance expectations

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### State Policies

#### Targeted Leadership Programs

- **Alabama:** The state’s “Alabama Strong” program is designed to provide targeted training to school leaders in a limited group of school districts. Participants received the following benefits:
  - An understanding of the most effective leadership style to guide transformational change
  - Attainment of skills to design meeting agendas, communications, and meeting structures for school improvement leadership teams
  - A professional learning community of participant cohorts that extend to school improvement leadership teams
  - The participation of district staff to better support principals.

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### State Policies

#### Leadership Prep Programs

- **Massachusetts:** The state’s Performance Assessment for Leaders evaluates the readiness of school leadership candidates for initial licensure. This new system enables principal/assistant principal candidates to demonstrate their leadership knowledge and skills based on actual experiences within their schools as part of a preparation pathway and to meet licensure requirements

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### State Policies

#### Supporting Underperforming Principals

- Do states require principals with less-than-effective ratings to be placed on improvement plans?
  - **Yes** (7): Alabama, Delaware, Florida, Louisiana, Massachusetts, South Carolina, and West Virginia
  - **No** (10): **Arkansas**, Georgia, Kentucky, Maryland, Mississippi, North Carolina, Oklahoma, Tennessee, Texas, and Virginia

Source: National Council on Teaching Quality

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**State Policies**  
**Supporting Underperforming Principals**

- Do states require student growth data to be included in principal evaluations?
  - Yes (12): Delaware, Florida, Georgia, Louisiana, Maryland, Massachusetts, Mississippi, South Carolina, Tennessee, Texas, Virginia, and West Virginia
  - No (5): Alabama, **Arkansas**, Kentucky, North Carolina, and Oklahoma

Source: National Council on Teaching Quality

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