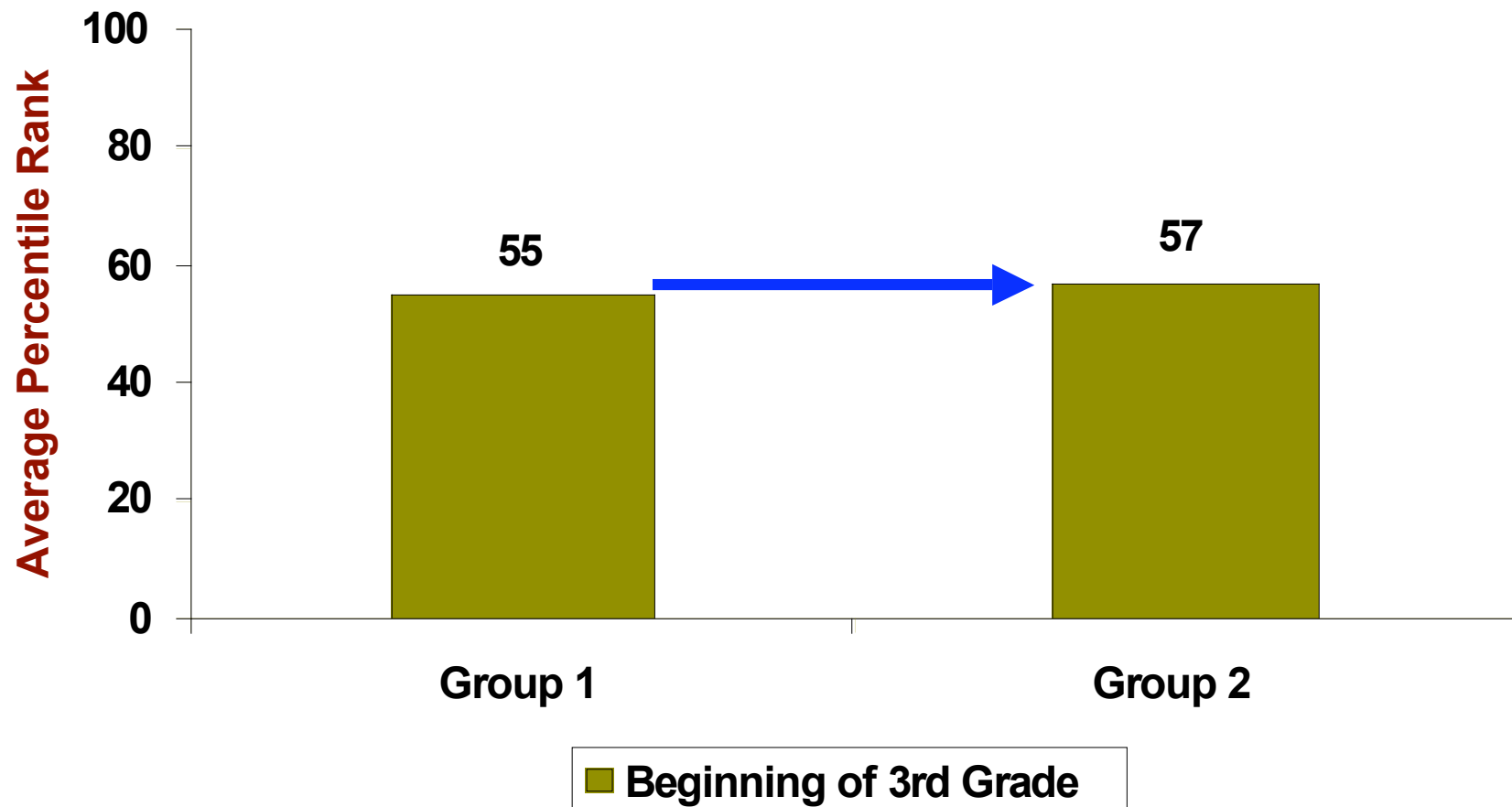


Students Who Start 3rd Grade at About the Same Level of Math Achievement...

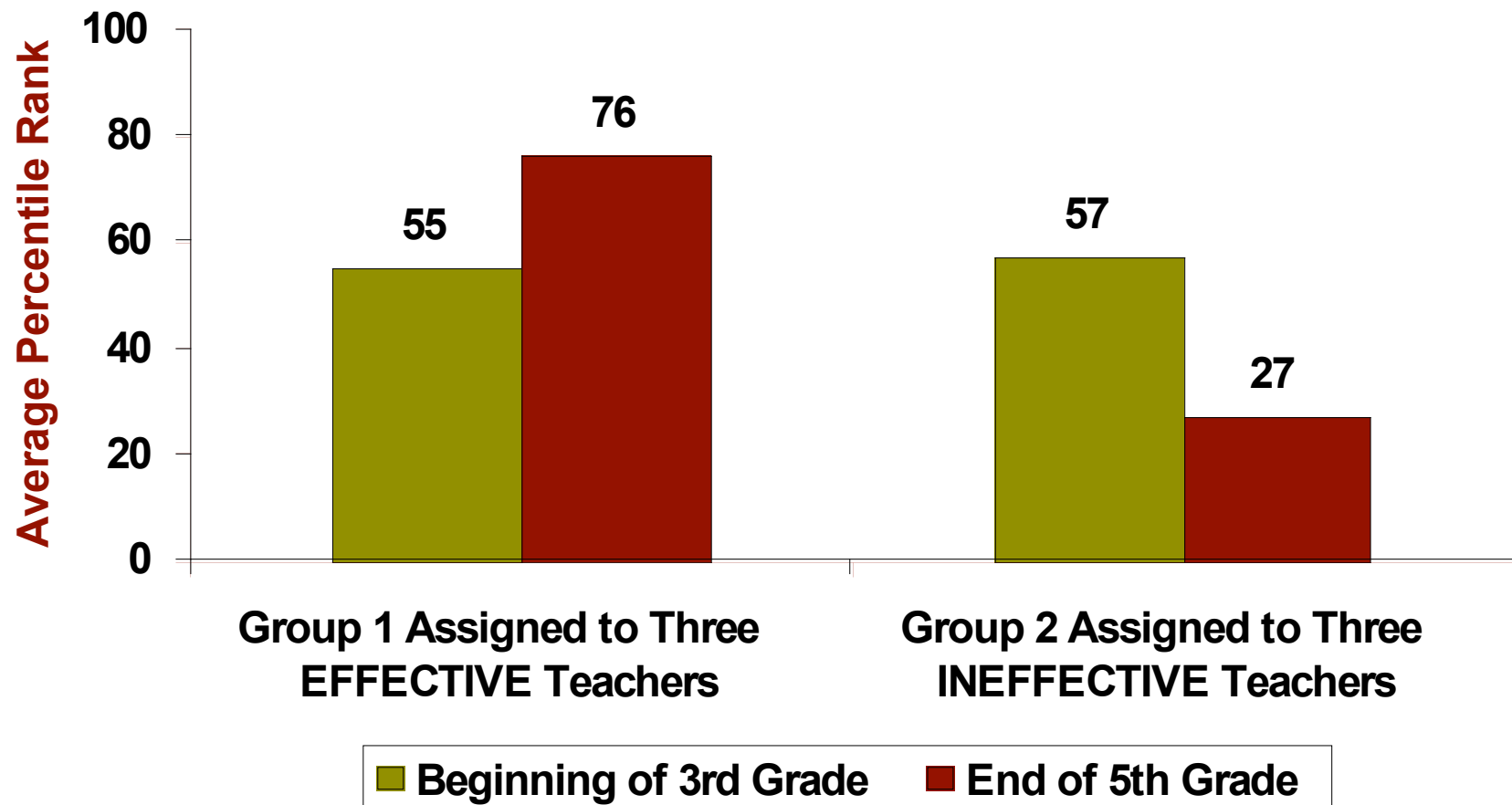


2005 by The Education Trust, Inc.

Source: Heather Jordan, Robert Mendro, and Dash Weerasinghe, *The Effects of Teachers on Longitudinal Student Achievement*, 1997.



...Finish 5th Grade Math at Dramatically Different Levels Depending on the Quality of Their Teachers

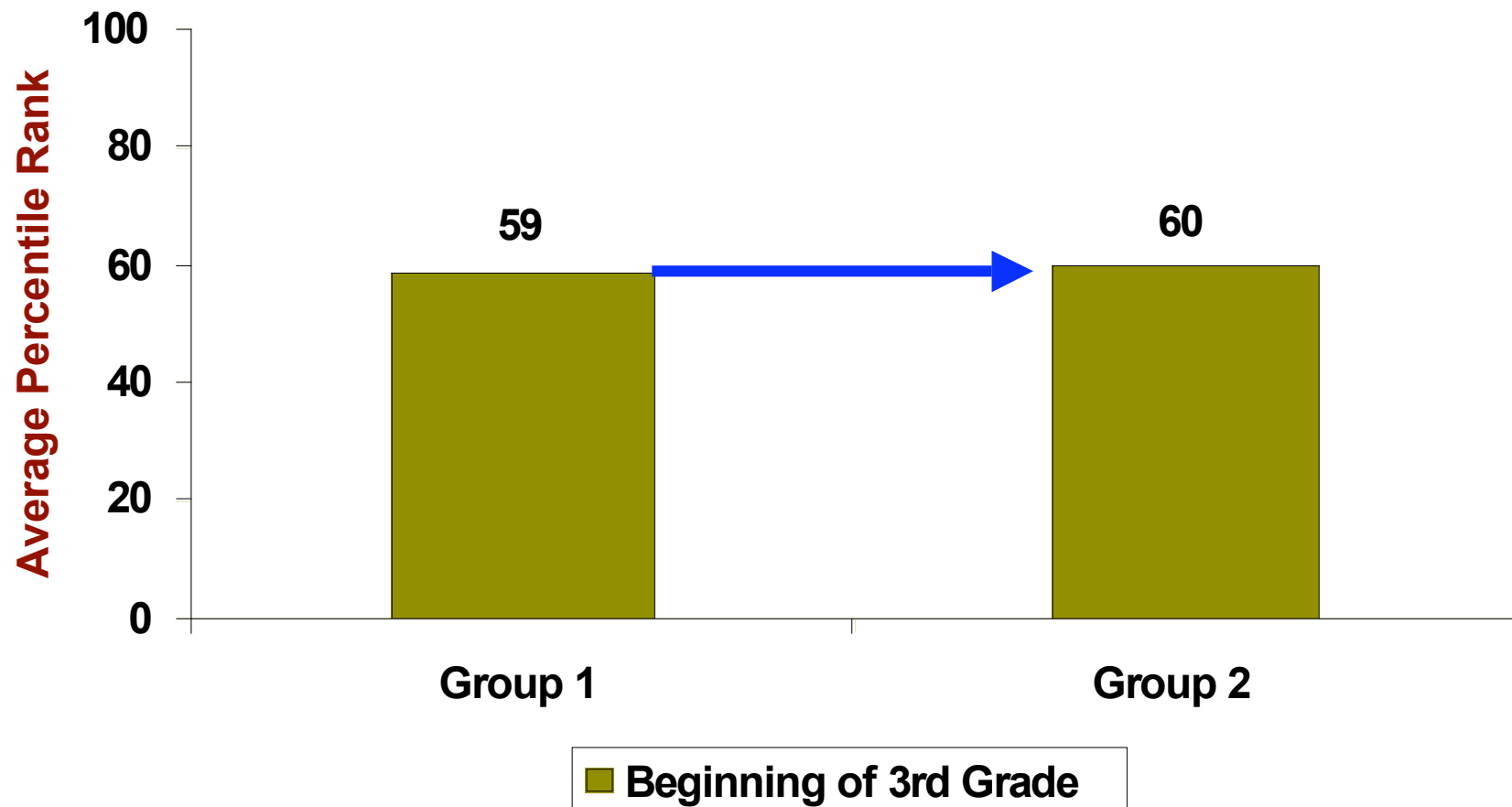


2005 by The Education Trust, Inc.

Source: Heather Jordan, Robert Mendro, and Dash Weerasinghe, *The Effects of Teachers on Longitudinal Student Achievement*, 1997.



Students Who Start 3rd Grade at About the Same Level of Reading Achievement...

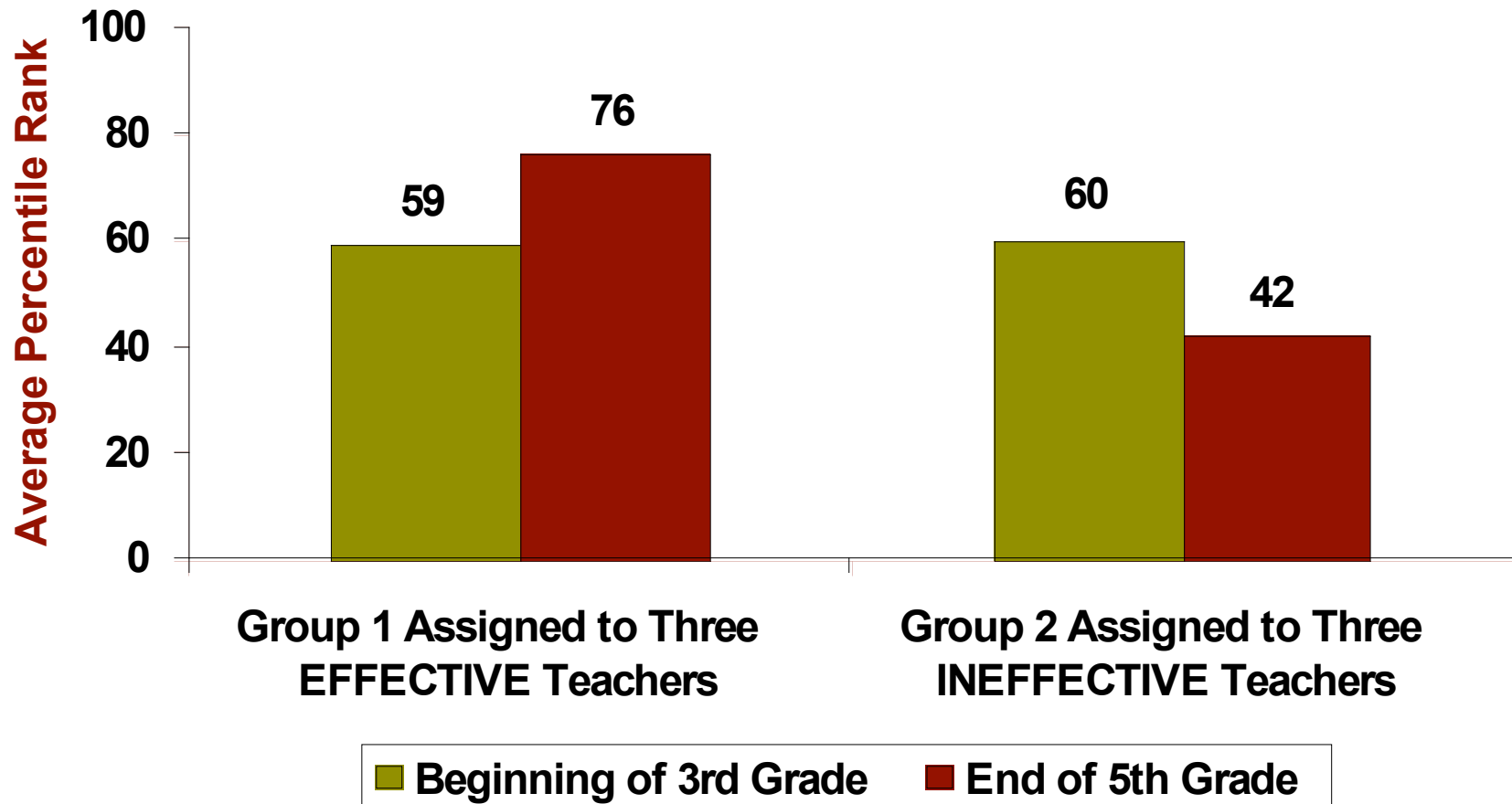


2005 by The Education Trust, Inc.

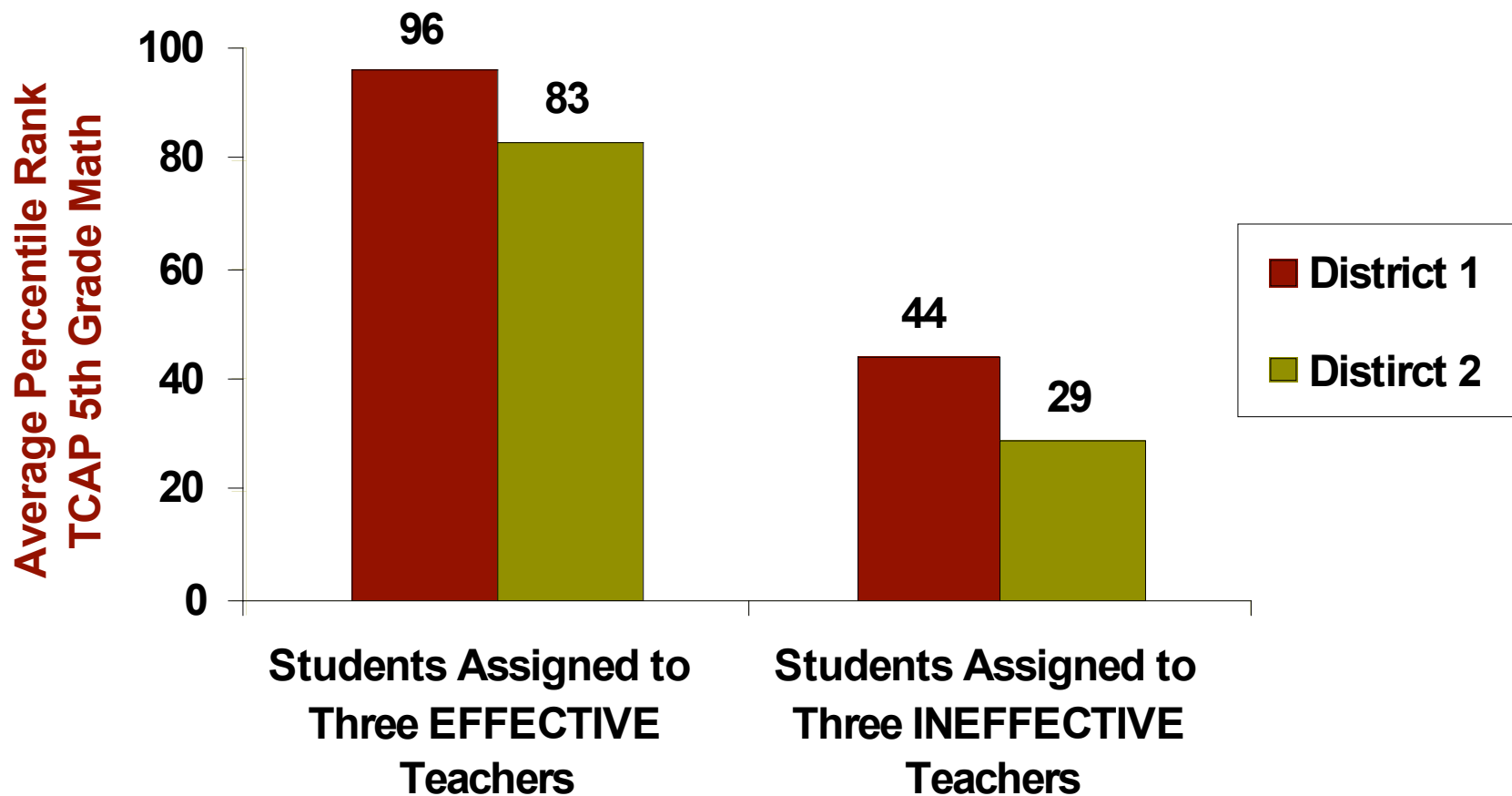
Source: Heather Jordan, Robert Mendro, and Dash Weerasinghe, *The Effects of Teachers on Longitudinal Student Achievement*, 1997.



...Finish 5th Grade at Dramatically Different Levels Depending on the Quality of Their Teachers



Students Assigned to Effective Teachers Dramatically Outperformed Students Assigned to Ineffective Teachers



2005 by The Education Trust, Inc.



Source: William L. Sanders and June C. Rivers, *Cumulative and Residual Effects of Teachers on Future Students Academic Achievement*, University of Tennessee Value-Added Research and Assessment Center, 1996.

Benwood Initiative (Tennessee)

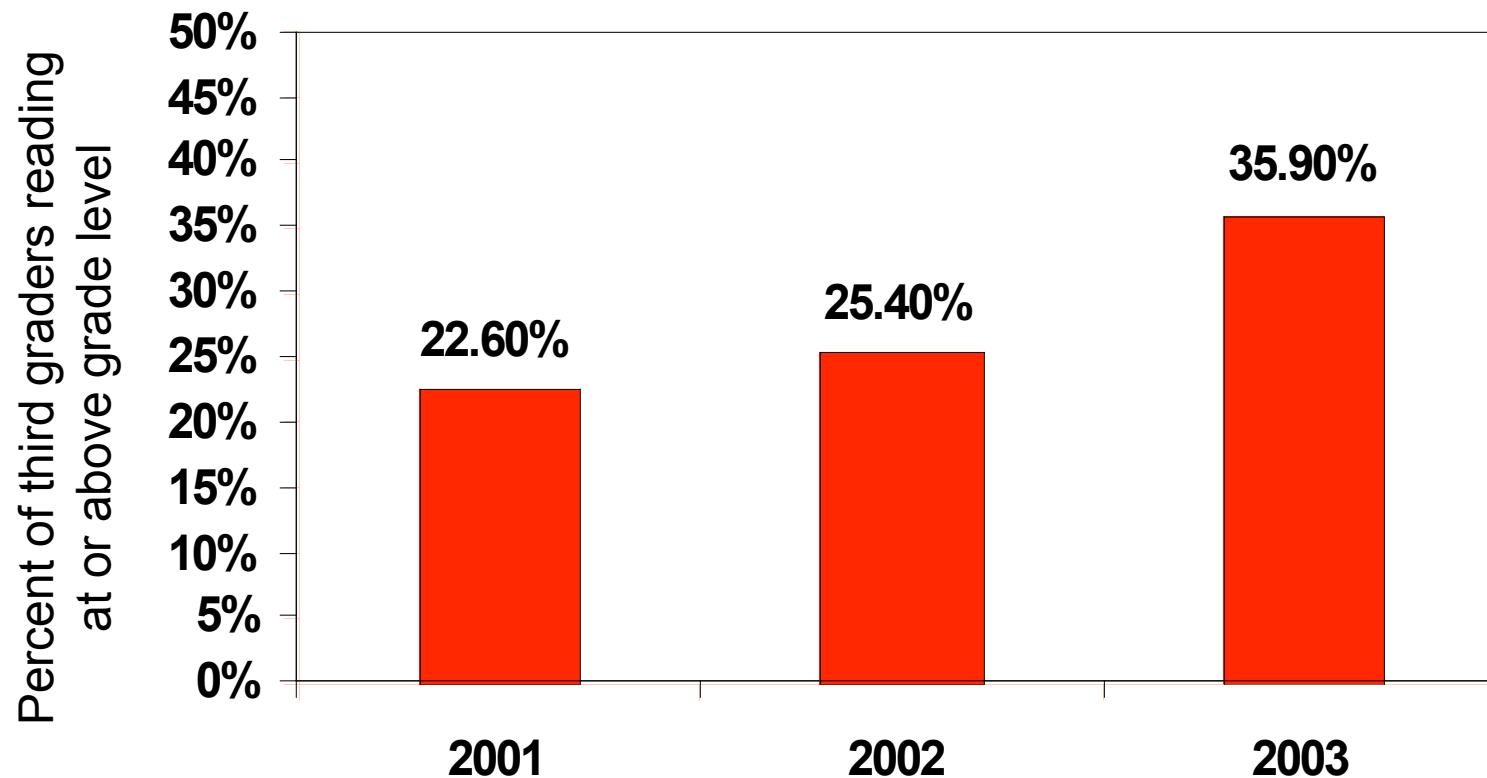
Five year initiative to improve teacher quality in nine urban, high-poverty schools in Chattanooga, TN.

- Focus on teacher recruitment, retention and training.
- Teachers receive housing incentives and free master's degree tuition.
- Teachers receive bonuses for improved student performance.
- Teachers receive intensive PD on reading instruction.
- Teachers have access to coaching & support from literacy coaches.



Benwood Initiative (Tennessee)

Five year initiative to improve teacher quality in nine urban, high-poverty schools in Chattanooga, TN.



2005 by The Education Trust, Inc.



Strategies to Ensure Equitable Access: Compensation

- Implement existing programs (e.g., Teacher Advancement Program)
- Extra pay for effective teachers in high-needs schools (over time, continued)
- Revise salary schedule to recognize challenging schools and teacher impact



Strategies to Ensure Equitable Access: Inexperienced Teachers

- Cap the number/percent of novice teachers in HNS
- Prioritize induction for novice teachers in HNS
- Give novice teachers a lighter teaching load in HNS—frees them up to observe master teachers



Strategies to Ensure Equitable Access: Contract Provisions

- Re-examine contracts with a focus on getting most talented teachers in HNS
- Move up hiring timelines
- Consider earlier hiring timelines for high-needs schools (“the draft strategy”)
- Allow principals/teachers in HNS to select teachers of their own choosing, and protect those teachers from being “bumped”



Strategies to Ensure Equitable Access: Budgeting

- Districts should use weighted student formulas and require debiting of actual salaries, not average.
- Transparency in spending on teacher salaries.



Strategies to Ensure Equitable Access: Promoting Efficacy in HNS

- Provide additional subject specialists / coaches in HNS
- Smaller student loads for teachers in HNS
- More collaborative time
- Schedules aligned (e.g., so teachers can collaborate with same-subject and cross-subject teachers)

