Louisiana Believes

2016-2017 Educator Workforce Reports
Regional Supervisors Collaboration
March 2017

DEPARTMENT of EDUCATION

2016-2017 Educator Workforce Reports

Session Description

During this session, participants will be introduced to the 2016-2017 Educator Workforce Reports.

Session Outcomes

By the end of the session, participants will have:

- had the opportunity to ask technical questions regarding the 2016-2017 Educator Workforce Reports
- a clear understanding of the data in the reports and how these data can be used to inform educator workforce decisions

Agenda

2016-2017 Educator Workforce Report Overview (10 min.)

Deep dive into Educator Workforce Reports (40 min.)

Next steps (10 min.)

2016-2017 Educator Workforce Report

The 2016-2017 District Educator Workforce Report, an internal report, provides district leaders with a detailed overview of decisions they are charged with making regarding the educators and education leaders in their districts.

Data in the Educator Workforce Report may be used to inform decisions related to:
- **Recruiting and hiring**
- **Evaluating results**
- **Compensating teachers and school leaders**
- **Retaining teachers and granting tenure**

The Educator Workforce Report has been improved based upon feedback from the pilot year and will be available on each district's FTP this week.

Network leaders will also hold individual conversations with each district regarding their reports following the collaborations.

Reports will *not* be posted publicly.

Workforce management decisions made during pilot year

Report section	Decisions
Recruiting and hiring	• In districts with high percentages of uncertified/out-of-field teachers , HR Directors identified which teachers were out-of-field/uncertified and developed plans to certify teachers • Data used to set up meeting with rural parishes and universities to discuss partnership and recruitment opportunities • Data used to develop strategies to recruit alternate candidates
Evaluating Results	• Transitional Student Growth Data shared with principals and used to develop targeted professional development for teachers with Effective: Emerging and Ineffective results • Data used to inform teacher placement decisions • Review of Transitional Student Growth Data led one district to implement district-wide curriculum
Compensation	One district used data to inform discussions relative to merit pay
Retaining teachers and granting tenure	• Districts used departing teachers by years of experience data to survey teachers to determine why so many of them are leaving the district • Districts used retention data to think through strategies (e.g. staggering start time/offering daycare or travel stipend) to increase retention in specific schools • One district decided to prioritize recruitment efforts, especially for special education. • One district planned to market the profession to university and high school students and to develop a recruitment program similar to the STAR program. • One district decided to implement a mentor teacher program as a way to improve teacher retention

Improvements to 2016-2017 Educator Workforce Report

Report section	Updates
Overall	• Data on schools with high/low percentages of minority, special education, and economically disadvantaged students will be taken out and replaced with data on high-needs schools • "Region" defined as per map on next slide
Educator Workforce Overview ***New section***	• Includes teacher certification status by school letter grade • Includes data relative to equitable access to excellent educators
Recruiting and hiring	• Includes all teachers hired in LEA, as well as teachers hired on a Practitioner's License • Breaks out teachers hired from preparation programs by undergraduate and post-baccalaureate
Evaluating results	No changes
Compensation	• Salary information for core vs. non-core teachers deleted
Retaining, promoting, and granting tenure	• School leader departure trends added • Retention rates for graduates of teacher preparation programs added
Appendices	• Additional site-level information added, including list of teachers who are teaching out-of-field

Regions
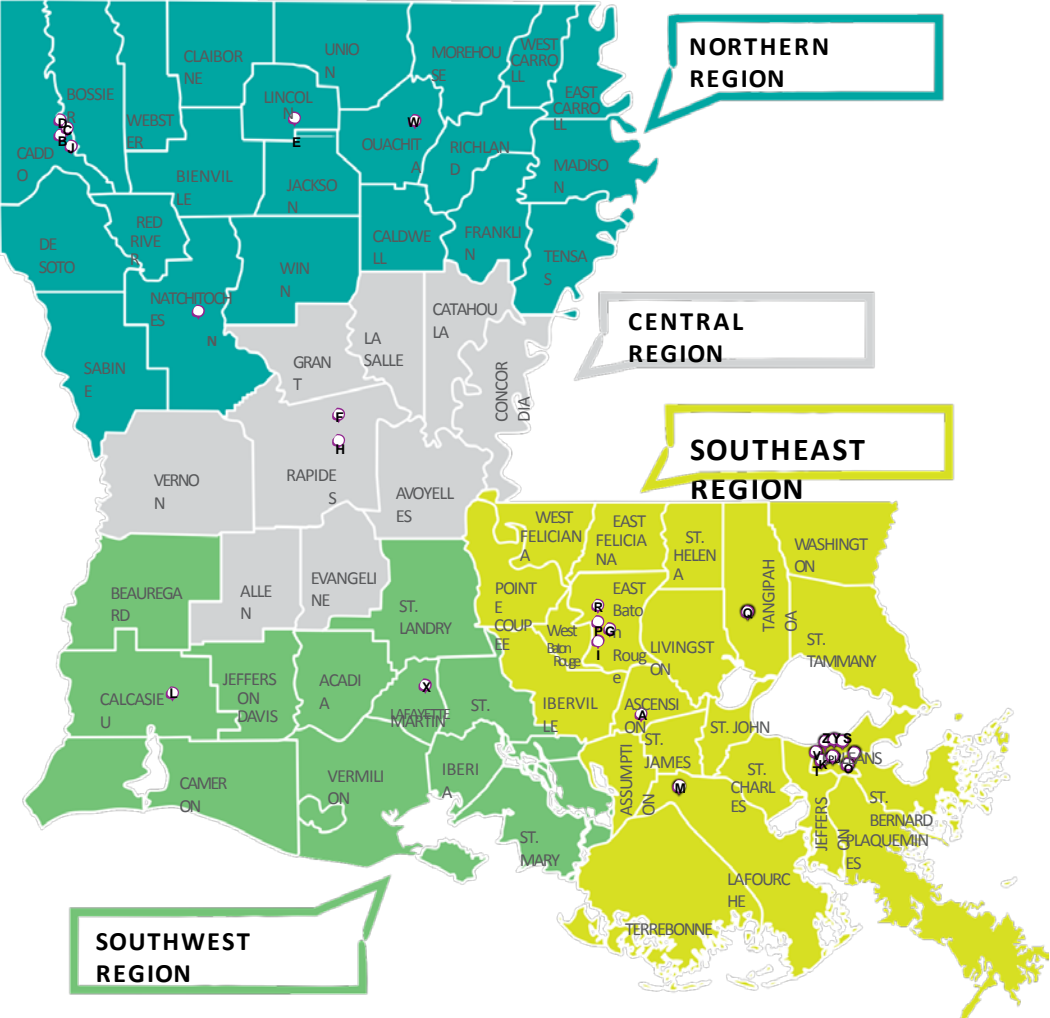
Agenda

2016-2017 Educator Workforce Report Overview (10 min.)

Deep dive into Educator Workforce Reports (40 min.)

Next steps (10 min.)

Educator Workforce Report: Data Sources

The Educator Workforce Report includes data on teachers and leaders who are employed in the 2016-2017 school year.

- "Teachers" include any employee with object code 112 in the Profile of Educational Personnel (PEP).
- "Leaders" include assistant principals and principals with object code 111 and function code 2420 or 2410 in PEP.
- District leadership positions include academic supervisors, instructional coaches and curriculum specialists with object code 111 and function codes 2200, 2210, 2220, 2230 or 2240.

Data for the Educator Workforce Report is pulled from the following sources:

- Profile of Educational Personnel (PEP)
- Teacher Certificate Management System (TCMS)
- Curriculum Database (CUR)
- Compass Information System (CIS)
- October 2016 Enrollment

Section 1: Educator Workforce Overview

TEACHER CERTIFICATION BY SCHOOL DEMOGRAPHICS AND BY SCHOOL LETTER GRADE

| | TEACHER CERTIFICATION STATUS | | | |
	OUT-OF-FIELD*		UNCERTIFIED	
State	#	%	#	%
DISTRICT	#	%	#	%
SCHOOL LETTER GRADE				
A	#	%	#	%
B	#	%	#	%
C	#	%	#	%
D	#	%	#	%
F	#	%	#	%
No Letter Grade	#	%	#	%

*An out-of-field teacher holds a valid teaching certificate, but is not certified for their teaching assignment in at least one class.

CLASSES TAUGHT BY OUT-OF-FIELD OR UNCERTIFIED TEACHERS BY SUBJECT

CLASSES	TOTAL NUMBER OF CLASSES	CLASSES TAUGHT BY OUT-OF-FIELD TEACHERS		CLASSES TAUGHT BY UNCERTIFIED TEACHERS	
Elementary	#	#	%	#	%
English	#	#	%	#	%
Math	#	#	%	#	%
Science	#	#	%	#	%
Social Studies	#	#	%	#	%
Special Education	#	#	%	#	%

EQUITABLE ACCESS TO EXCELLENT EDUCATORS

| EDUCATORS | STUDENTS | | | | | | | |
	ECONOMICALLY DISADVANTAGED		NON-ECONOMICALLY DISADVANTAGED		MINORITY		NON-MINORITY	
OUT-OF-FIELD OR UNCERTIFIED								
State	#	%	#	%	#	%	#	%
Region	#	%	#	%	#	%	#	%
DISTRICT	#	%	#	%	#	%	#	%
INEXPERIENCED								
State	#	%	#	%	#	%	#	%
Region	#	%	#	%	#	%	#	%
DISTRICT	#	%	#	%	#	%	#	%
INEFFECTIVE								
State	#	%	#	%	#	%	#	%
Region	#	%	#	%	#	%	#	%
DISTRICT	#	%	#	%	#	%	#	%

This section provides information relative to teacher certification status and equitable access to excellent educators.

It will support answering questions around:

- In which subject areas and school types are there teacher shortages? How can these short- and long-term teacher shortages be addressed?

- Are minority and/or economically disadvantaged students taught at a higher rate by out-of-field/uncertified, inexperienced or ineffective teachers? If so, how will your district address any inequities observed?

Section 1: Educator Workforce Overview

TEACHER CERTIFICATION BY SCHOOL DEMOGRAPHICS AND BY SCHOOL LETTER GRADE

| | TEACHER CERTIFICATION STATUS | | | |
	OUT-OF-FIELD*		UNCERTIFIED	
State	#	%	#	%
DISTRICT	#	%	#	%
SCHOOL LETTER GRADE				
A	#	%	#	%
B	#	%	#	%
C	#	%	#	%
D	#	%	#	%
F	#	%	#	%
No Letter Grade	#	%	#	%

An out-of-field teacher holds a valid teaching certificate, but is not certified for their teaching assignment in at least one class.

CLASSES TAUGHT BY OUT-OF-FIELD OR UNCERTIFIED TEACHERS BY SUBJECT

CLASSES	TOTAL NUMBER OF CLASSES	CLASSES TAUGHT BY OUT-OF-FIELD TEACHERS		CLASSES TAUGHT BY UNCERTIFIED TEACHERS	
Elementary	#	#	%	#	%
English	#	#	%	#	%
Math	#	#	%	#	%
Science	#	#	%	#	%
Social Studies	#	#	%	#	%
Special Education	#	#	%	#	%

EQUITABLE ACCESS TO EXCELLENT EDUCATORS

| EDUCATORS | STUDENTS | | | | | | | |
	ECONOMICALLY DISADVANTAGED		NON-ECONOMICALLY DISADVANTAGED		MINORITY		NON-MINORITY	
OUT-OF-FIELD OR UNCERTIFIED								
State	#	%	#	%	#	%	#	%
Region	#	%	#	%	#	%	#	%
DISTRICT	#	%	#	%	#	%	#	%
INEXPERIENCED								
State	#	%	#	%	#	%	#	%
Region	#	%	#	%	#	%	#	%
DISTRICT	#	%	#	%	#	%	#	%
INEFFECTIVE								
State	#	%	#	%	#	%	#	%
Region	#	%	#	%	#	%	#	%
DISTRICT	#	%	#	%	#	%	#	%

Technical notes:
- English, Science, Math, and Social Studies classes are all *secondary classes*
- The *Equitable Access to Excellent Educators* table calculates equity gaps according to federal requirements. Specifically, it compares economically disadvantaged students/minority students in **Title I schools** with non-economically disadvantaged/non-minority students in **non-Title I** schools.
- "Inexperienced" teachers are teachers with one year of experience or less.
- "Ineffective" teachers are teachers who received Ineffective or Effective: Emerging VAM results

Take 5 minutes to review this section. What other technical questions do you have?

Section 2: Recruiting and Hiring

NEWLY HIRED TEACHERS*

	TEACHERS HIRED IN 2014-2015		TEACHERS HIRED IN 2015-2016		TEACHERS HIRED IN 2016-2017		TEACHERS HIRED IN 2014-2016 IN HIGH-NEED SCHOOLS	
ALL NEWLY HIRED TEACHERS IN DISTRICT	#	100%	#	100%	#	100%	#	100%
Newly Hired Teachers on a Practitioner's License	#	%	#	%	#	%	#	%
Newly Hired Teacher Preparation Program Completers**	#	%	#	%	#	%	#	%

*Includes teachers who were hired in 2014-2015, 2015-2016, and 2016-2017. A teacher who was hired in 2014-2015, left the district, and was rehired in 2016-2017 is counted twice.
** Only includes teachers who were hired after completing a teacher preparation program.

HIGHEST SENDING PREPARATION PROGRAMS (2013-2016)*

HIGHEST SENDING PREPARATION PROGRAMS	PATHWAY OF PROGRAM COMPLETERS				MOST FREQUENT CERTIFICATION AREAS	TEACHERS HIRED IN HIGH-NEED SCHOOLS	
	UNDERGRADUATE		POST BACCALAUREATE				
	#	%	#	%		#	%
	#	%	#	%		#	%
	#	%	#	%		#	%
	#	%	#	%		#	%
	#	%	#	%		#	%

*Includes teachers who graduated from a teacher preparation program in 2013-2014, 2014-2015, and 2015-2016, and who were hired in 2014-2015, 2015-2016, or 2016-2017.

TEACHERS PREPARED THROUGH BELIEVE AND PREPARE (2015-2016)*

PREPARATION PROGRAMS	TEACHERS PREPARED 2015-2016	MOST FREQUENT CERTIFICATION AREAS
	#	
	#	
	#	

*Based on data reported by districts and providers.

BELIEVE AND PREPARE MENTOR TEACHERS*

NUMBER OF MENTOR TEACHERS TRAINED (2015-2016)	NUMBER OF MENTOR TEACHERS WITH TSGD	2015-2016 TRANSITIONAL STUDENT GROWTH DATA RESULTS (TSGD)			
		INEFFECTIVE	EFFECTIVE: EMERGING	EFFECTIVE: PROFICIENT	HIGHLY EFFECTIVE
#	#	%	%	%	%

*Based on data reported by districts and providers.

This section will assist in making decisions related to recruiting and hiring teachers, including strengthening partnerships with teacher preparation providers.

It will support answering questions around:
- Is your district hiring program completers in the certification areas and schools with the highest need? If not, how could you work with preparation programs to change this?
- Does your district have a sufficient number of trained mentor teachers to support new teachers – including teachers on practitioner licenses?

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Section 2: Recruiting and Hiring

NUMBER OF DEPARTING TEACHERS (2013-2016)							TSGD RESULTS OF DEPARTING TEACHERS (2013-2016)	
GEOGRAPHIC AREA	2013-2014		2014-2015		2015-2016		PERCENTAGE OF DEPARTING TEACHERS WITH HIGHLY EFFECTIVE OR EFFECTIVE: PROFICIENT TSGD RESULTS	
State	#	%	#	%	#	%	#	%
Region	#	%	#	%	#	%	#	%
DISTRICT	#	%	#	%	#	%	#	%

NUMBER OF YEARS OF PUBLIC SCHOOL EXPERIENCE OF DEPARTING TEACHERS (2013-2016)													
GEOGRAPHIC REGION	1 year or less		2-5 years		6-10 years		11-15 years		16-20 years		21+ years	
State	#	%	#	%	#	%	#	%	#	%	#	%
Region	#	%	#	%	#	%	#	%	#	%	#	%
DISTRICT	#	%	#	%	#	%	#	%	#	%	#	%

TOP DISTRICTS TO WHICH DEPARTING TEACHERS TRANSFERRED (2013-2016)		
DISTRICTS		
	#	%
	#	%
	#	%

TEACHERS PROMOTED TO SCHOOL AND DISTRICT LEADERSHIP POSITIONS				TENURE			
POSITION	NUMBER PROMOTED	NUMBER PROMOTED WITH TSGD RESULTS	PERCENTAGE OF PROMOTED TEACHERS WITH HIGHLY EFFECTIVE OR EFFECTIVE PROFICIENT TSGD RESULTS	NUMBER OF TEACHERS WITH TENURE		NUMBER OF TEACHERS ON TRACK TO EARN TENURE	
School Leadership Role	#	#	%	#	%	#	%
District Leadership Role	#	#	%	#	%	#	%

RETENTION RATES OF 2012-2016 GRADUATES FROM TEACHER PREPARATION PROGRAMS*								
HIGHEST SENDING PREPARATION PROGRAMS	HIRED FOR FIRST TIME 2013-2016		RETAINED 1 YEAR		RETAINED 2 YEARS		RETAINED 3 YEARS	
Name of Preparation Program	#	%	#	%**	#	%**	#	%**
Name of Preparation Program	#	%	#	%**	#	%**	#	%**
Name of Preparation Program	#	%	#	%**	#	%**	#	%**

*Graduates from 2012-2013, 2013-2014, and 2014-2015 who were hired in 2013-2014, 2014-2015, and 2015-2016 and are working in the district in 2016-2017.

** Percentage of total number of 2012-2013, 2013-2014, or 2014-2015 graduates hired in the first year after program completion who worked in the district each subsequent year.

NUMBER OF DEPARTING SCHOOL LEADERS (2013-2016)							SCHOOL PERFORMANCE* OF SCHOOL LEADERS WHO DEPARTED IN 2015-2016	
GEOGRAPHIC AREA	2013-2014		2014-2015		2015-2016		SCHOOL LEADERS OF TOP PERFORMING/TOP GROWTH SCHOOLS	SCHOOL LEADERS OF LOW PERFORMING/LOW GROWTH SCHOOLS
State	#	%	#	%	#	%	#	%
Region	#	%	#	%	#	%	#	%
DISTRICT	#	%	#	%	#	%	#	%

*Based on 2015-2016 school performance/growth designations.

Technical notes:

- The first table answers the question "How many teachers does my district hire in a given year?". *This means that a teacher who was hired in 2014-2015, left in 2015-2016, and was **hired again** in 2016-2017 – is counted twice.*

- The second table answers the questions "From which teacher preparation programs does my district hire the highest number of teachers? Does my district tend to hire completers from undergraduate programs or from post-baccalaureate programs?"

Take 5 minutes to review this section. What other technical questions do you have?

Section 3: Evaluating Results

2015-2016 TSGD TEACHER RESULTS BY SUBJECT AREA AND SCHOOL DEMOGRAPHICS					
GEOGRAPHIC AREA	NUMBER OF TEACHERS WITH TSGD	2015-2016 TRANSITIONAL STUDENT GROWTH DATA RESULTS (TSGD)			
		INEFFECTIVE	EFFECTIVE: EMERGING	EFFECTIVE: PROFICIENT	HIGHLY EFFECTIVE
State	#	%	%	%	%
Region	#	%	%	%	%
DISTRICT	#	%	%	%	%
CERTIFICATION STATUS					
Certified	#	%	%	%	%
Uncertified	#	%	%	%	%
SUBJECT AREAS					
Algebra	#	%	%	%	%
English	#	%	%	%	%
Geometry	#	%	%	%	%
Math	#	%	%	%	%
Science	#	%	%	%	%
Social Studies	N/A	N/A	N/A	N/A	N/A

*Test was in pilot year, therefore no TSGD results were reported in 2015-2016.

TEACHERS WITH CONSISTENTLY HIGHLY EFFECTIVE OR INEFFECTIVE VAM/TSGD RESULTS				
VAM/TSGD RESULTS (2013-2014, 2014-2015, AND 2015-2016)	HIGHLY EFFECTIVE		INEFFECTIVE	
State	#	%	#	%
Region	#	%	#	%
DISTRICT	#	%	#	%

This section will assist in making decisions related to teacher placement and support.

It will support answering questions around:
- In which grades and subjects are a high number of teachers positively impacting student learning, as reflected in their transitional student growth data (TSGD)? Why might that be the case (e.g., professional development sessions, initiatives)?
- How will you expand the impact of teachers with exceptional student results? Will they be considered for Teacher Leader and/or mentor teacher roles?
- How will you provide support to teachers who have consistently low VAM/TSGD ratings? What decisions need to be made regarding those teachers?

Section 3: Evaluating Results

2015-2016 TSGD TEACHER RESULTS BY SUBJECT AREA AND SCHOOL DEMOGRAPHICS					
GEOGRAPHIC AREA	**NUMBER OF TEACHERS WITH TSGD**	2015-2016 TRANSITIONAL STUDENT GROWTH DATA RESULTS (TSGD)			
		INEFFECTIVE	**EFFECTIVE: EMERGING**	**EFFECTIVE: PROFICIENT**	**HIGHLY EFFECTIVE**
State	#	%	%	%	%
Region	#	%	%	%	%
DISTRICT	#	%	%	%	%
CERTIFICATION STATUS					
Certified	#	%	%	%	%
Uncertified	#	%	%	%	%
SUBJECT AREAS					
Algebra	#	%	%	%	%
English	#	%	%	%	%
Geometry	#	%	%	%	%
Math	#	%	%	%	%
Science	#	%	%	%	%
Social Studies	N/A	N/A	N/A	N/A	N/A

*Test was in pilot year, therefore no TSGD results were reported in 2015-2016.

TEACHERS WITH CONSISTENTLY HIGHLY EFFECTIVE OR INEFFECTIVE VAM/TSGD RESULTS				
VAM/TSGD RESULTS (2013-2014, 2014-2015, AND 2015-2016)	**HIGHLY EFFECTIVE**		**INEFFECTIVE**	
State	#	%	#	%
Region	#	%	#	%
DISTRICT	#	%	#	%

Technical notes:

- 2015-2016 TSGD results are only included for teachers who were still employed in your district in 2016-2017, as reported in PEP.

Take 5 minutes to review this section. What other technical questions do you have?

Section 4: Compensation

AVERAGE TEACHER COMPENSATION						
GEOGRAPHIC AREA	ALL TEACHERS	NEW TEACHERS	TEACHERS IN HIGH-NEEDS SCHOOLS	EFFECTIVE OR HIGHER TSGD: PROFICIENT TSGD RESULTS	INEFFECTIVE OR EFFECTIVE: EMERGING TSGD RESULTS	COMMON SHORTAGE AREAS: SECONDARY MATH, SECONDARY SCIENCE, AND SPECIAL EDUCATION
State	$	$	$	$	$	$
Region	$	$	$	$	$	$
DISTRICT	$	$	$	$	$	$

AVERAGE SCHOOL LEADER COMPENSATION					
GEOGRAPHIC AREA	ALL SCHOOL LEADERS	NEW SCHOOL LEADERS	SCHOOL LEADERS IN HIGH-NEED SCHOOLS	SCHOOL LEADERS OF TOP PERFORMING/TOP GROWTH SCHOOLS	SCHOOL LEADERS OF LOW PERFORMING/LOW GROWTH SCHOOLS
State	$	$	$	$	$
Region	$	$	$	$	$
DISTRICT	$	$	$	$	$

This section will assist in making decisions related to teacher and school leader compensation.

It will support answering questions around:
- How does compensation in your district compare to your region and the state?
- Does compensation reflect or address workforce needs in particular subject areas and/or schools?
- Are the most successful teachers and school leaders rewarded for their positive impact on student achievement?
- What, if anything, could you change about compensation to address workforce needs and priorities?

Section 5: Retaining, promoting, and granting tenure

NUMBER OF DEPARTING TEACHERS (2014-2016)							TSGD RESULTS OF DEPARTING TEACHERS (2014-2016)	
GEOGRAPHIC AREA	2013-2014		2014-2015		2015-2016		PERCENTAGE OF DEPARTING TEACHERS WITH HIGHLY EFFECTIVE OR EFFECTIVE: PROFICIENT TSGD RESULTS	
State	#	%	#	%	#	%	#	%
Region	#	%	#	%	#	%	#	%
DISTRICT	#	%	#	%	#	%	#	%

NUMBER OF YEARS OF PUBLIC SCHOOL EXPERIENCE OF DEPARTING TEACHERS (2014-2016)												
GEOGRAPHIC REGION	1 year or less		2-5 years		6-10 years		11-15 years		16-20 years		21+ years	
State	#	%	#	%	#	%	#	%	#	%	#	%
Region	#	%	#	%	#	%	#	%	#	%	#	%
DISTRICT	#	%	#	%	#	%	#	%	#	%	#	%

TOP DISTRICTS TO WHICH DEPARTING TEACHERS TRANSFERRED (2014-2016)		
DISTRICTS		
	#	%
	#	%
	#	%

TEACHERS PROMOTED TO SCHOOL AND DISTRICT LEADERSHIP POSITIONS				TENURE			
POSITION	NUMBER PROMOTED	NUMBER PROMOTED WITH TSGD RESULTS	PERCENTAGE OF PROMOTED TEACHERS WITH HIGHLY EFFECTIVE OR EFFECTIVE: PROFICIENT TSGD RESULTS	NUMBER OF TEACHERS WITH TENURE		NUMBER OF TEACHERS ON TRACK TO EARN TENURE	
School Leadership Role	#	#	%	#	%	#	%
District Leadership Role	#	#	%				

RETENTION RATES OF 2013-2015 TEACHER PREPARATION PROGRAM COMPLETERS*						
HIGHEST SENDING PREPARATION PROGRAMS	RETAINED 1 YEAR		RETAINED 2 YEARS		RETAINED 3 YEARS	
Name of Preparation Program	#	%**	#	%**	#	%**
Name of Preparation Program	#	%**	#	%**	#	%**
Name of Preparation Program	#	%**	#	%**	#	%**

*Program completers from 2012-2013, 2013-2014, and 2014-2015 who were hired in 2013-2014, 2014-2015, and 2015-2016 and are working in the district in 2016-2017.

** Percentage of total number of 2012-2013, 2013-2014, or 2014-2015 program completers who worked in the district in the first year after graduation and also worked in the district each subsequent year.

NUMBER OF DEPARTING SCHOOL LEADERS (2014-2016)							SCHOOL PERFORMANCE* OF SCHOOL LEADERS WHO DEPARTED IN 2015-2016	
GEOGRAPHIC AREA	2013-2014		2014-2015		2015-2016		SCHOOL LEADERS OF TOP PERFORMING/TOP GROWTH SCHOOLS	SCHOOL LEADERS OF LOW PERFORMING/LOW GROWTH SCHOOLS
State	#	%	#	%	#	%	#	%
Region	#	%	#	%	#	%	#	%
DISTRICT	#	%	#	%	#	%	#	%

*Based on 2015-2016 school performance/growth designations.

Technical notes:
- Years of experience is calculated based upon the number of years the teacher appeared in PEP, which began collecting data in 1993.
- Teachers on track to earn tenure are defined in this report as teachers who met the below criteria for the last three years for which they were employed:
    - Worked continuously in the district in a position that required a teaching certificate and was not federally funded
    - Did not work at a charter school
    - Received at least two Highly Effective Compass final evaluations from "2013-2014 to 2015-2016"
- Retention rates of teacher preparation program completers are calculated by cohort – i.e. retained 1 year includes completers who finished their programs in 2014-2015, became employed in 2015-2016, and were still employed in 2016-2017.

Take 5 minutes to review this section. What other technical questions do you have?

Section 5: Retaining, promoting, and granting tenure

NUMBER OF DEPARTING TEACHERS (2014-2016)							TSGD RESULTS OF DEPARTING TEACHERS (2014-2016)	
GEOGRAPHIC AREA	2013-2014		2014-2015		2015-2016		PERCENTAGE OF DEPARTING TEACHERS WITH HIGHLY EFFECTIVE OR EFFECTIVE: PROFICIENT TSGD RESULTS	
	#	%	#	%	#	%	#	%
State	#	%	#	%	#	%	#	%
Region	#	%	#	%	#	%	#	%
DISTRICT	#	%	#	%	#	%	#	%

NUMBER OF YEARS OF PUBLIC SCHOOL EXPERIENCE OF DEPARTING TEACHERS (2014-2016)												
GEOGRAPHIC REGION	1 year or less		2-5 years		6-10 years		11-15 years		16-20 years		21+ years	
State	#	%	#	%	#	%	#	%	#	%	#	%
Region	#	%	#	%	#	%	#	%	#	%	#	%
DISTRICT	#	%	#	%	#	%	#	%	#	%	#	%

TOP DISTRICTS TO WHICH DEPARTING TEACHERS TRANSFERRED (2014-2016)		
DISTRICTS		
	#	%
	#	%
	#	%

TEACHERS PROMOTED TO SCHOOL AND DISTRICT LEADERSHIP POSITIONS				TENURE			
POSITION	NUMBER PROMOTED	NUMBER PROMOTED WITH TSGD RESULTS	PERCENTAGE OF PROMOTED TEACHERS WITH HIGHLY EFFECTIVE OR EFFECTIVE PROFICIENT TSGD RESULTS	NUMBER OF TEACHERS WITH TENURE		NUMBER OF TEACHERS ON TRACK TO EARN TENURE	
School Leadership Role	#	#	%	#	%	#	%
District Leadership Role	#	#	%				

RETENTION RATES OF 2013-2015 TEACHER PREPARATION PROGRAM COMPLETERS*						
HIGHEST SENDING PREPARATION PROGRAMS	RETAINED 1 YEAR		RETAINED 2 YEARS		RETAINED 3 YEARS	
Name of Preparation Program	#	%**	#	%**	#	%**
Name of Preparation Program	#	%**	#	%**	#	%**
Name of Preparation Program	#	%**	#	%**	#	%**

*Program completers from 2012-2013, 2013-2014, and 2014-2015 who were hired in 2013-2014, 2014-2015, and 2015-2016 and are working in the district in 2016-2017.

** Percentage of total number of 2012-2013, 2013-2014, or 2014-2015 program completers who worked in the district in the first year after graduation and also worked in the district each subsequent year.

NUMBER OF DEPARTING SCHOOL LEADERS (2014-2016)							SCHOOL PERFORMANCE* OF SCHOOL LEADERS WHO DEPARTED IN 2015-2016	
GEOGRAPHIC AREA	2013-2014		2014-2015		2015-2016		SCHOOL LEADERS OF TOP PERFORMING/TOP GROWTH SCHOOLS	SCHOOL LEADERS OF LOW PERFORMING/LOW GROWTH SCHOOLS
State	#	%	#	%	#	%	#	%
Region	#	%	#	%	#	%	#	%
DISTRICT	#	%	#	%	#	%	#	%

*Based on 2015-2016 school performance/growth designations.

This section will assist in making decisions related to retaining and promoting teachers and granting tenure.

It will support answering questions around:
- Which teachers and school leaders are leaving your district? How will you address these trends?
- Are the individuals who are on track to earn tenure the individuals you would like to retain indefinitely?

Appendices

APPENDIX 1: TEACHER RESULTS
List of 2016-2017 teachers with the VAM/TSGD results for 2013-2014, 2014-2015, and 2015-2016

APPENDIX 2: SITE-LEVEL DATA
- Top performing/top growth schools and low performing/low growth schools
- High need schools
- Number of certified teachers, out-of-field teachers, and uncertified teachers
- Number of departing teachers from each school in 2013-2014, 2014-2015, and 2015-2016

APPENDIX 3: NEWLY HIRED TEACHERS
Preparation programs that send graduates to district, with certification area counts

APPENDIX 4: OUT-OF-FILED TEACHERS
List of 2016-2017 teachers who teach at least one class out of their certification area, by school name and class being taught out-of-field

APPENDIX 5: TEACHERS ON TRACK TO EARN TENURE

Agenda

2016-2017 Educator Workforce Report Overview (10 min.)

Deep dive into Educator Workforce Reports (40 min.)

Next steps (10 min.)

Next steps

The District Educator Workforce Report and appendices will be dropped onto your district's FTP this week.

Network leaders will schedule conversations to discuss the reports in depth with superintendents and/or district leadership teams.

We encourage you to review these reports in depth and use them to inform decisions that will strengthen your workforces.