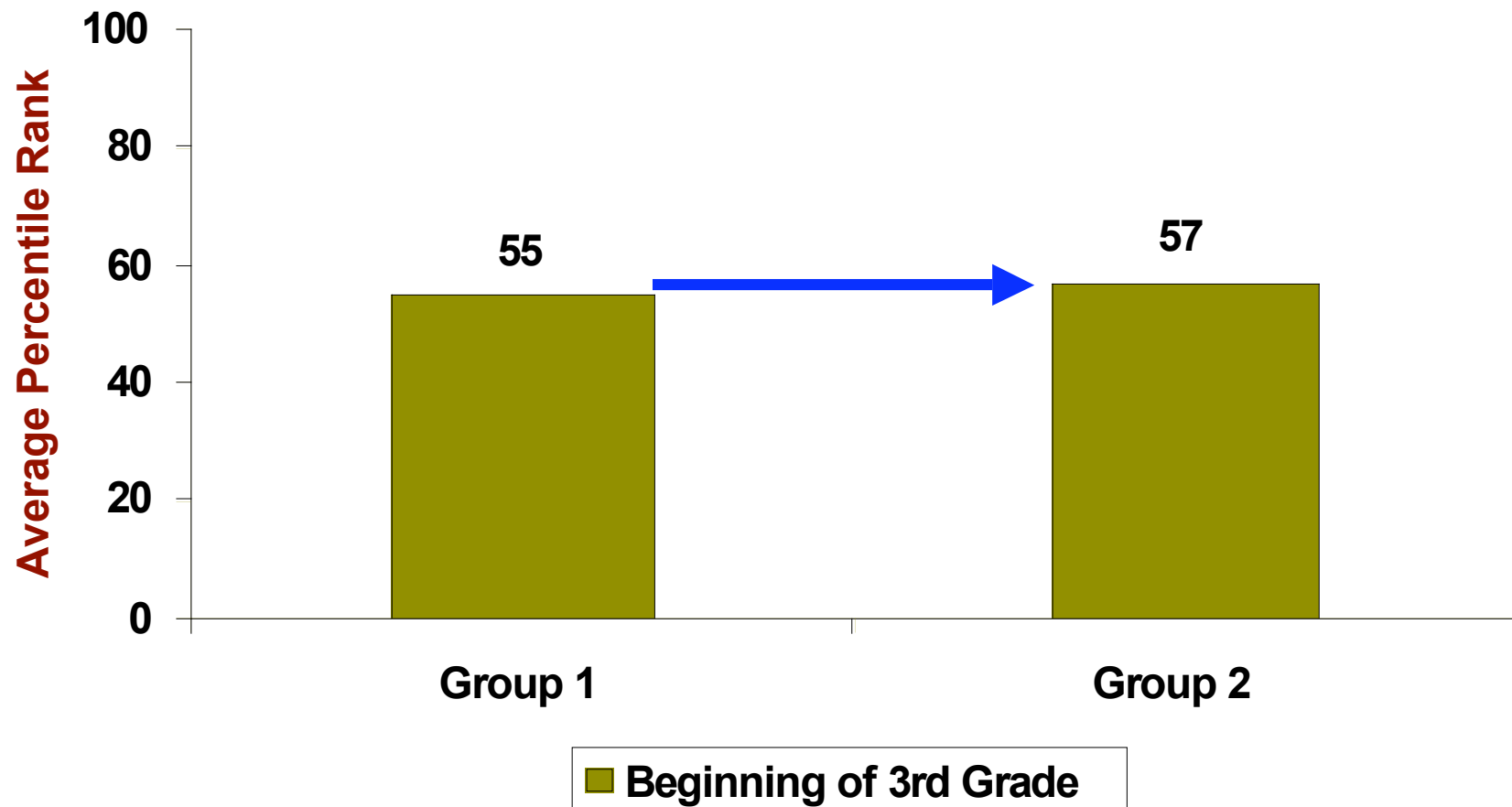


Students Who Start 3rd Grade at About the Same Level of Math Achievement...

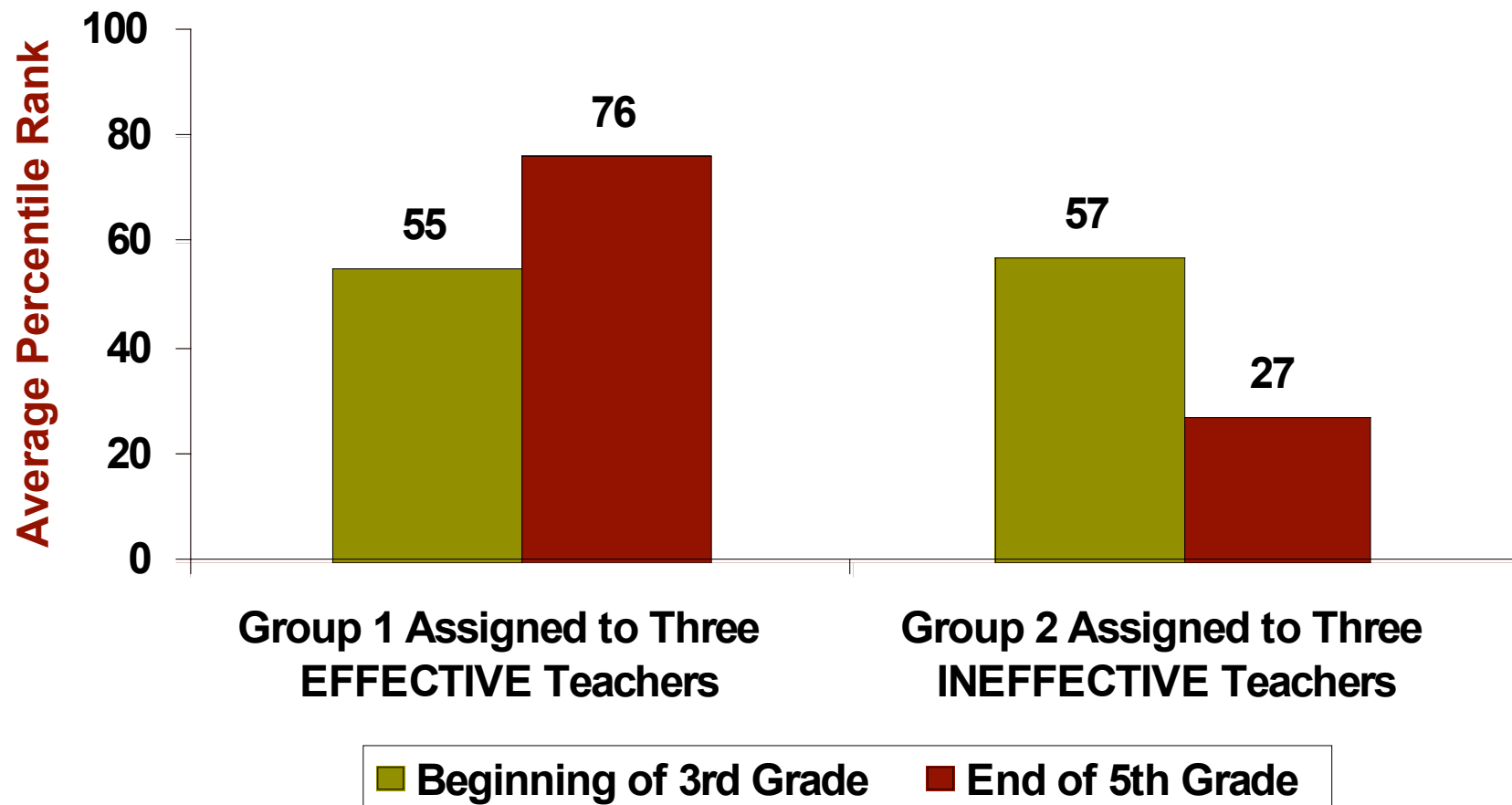


2005 by The Education Trust, Inc.

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

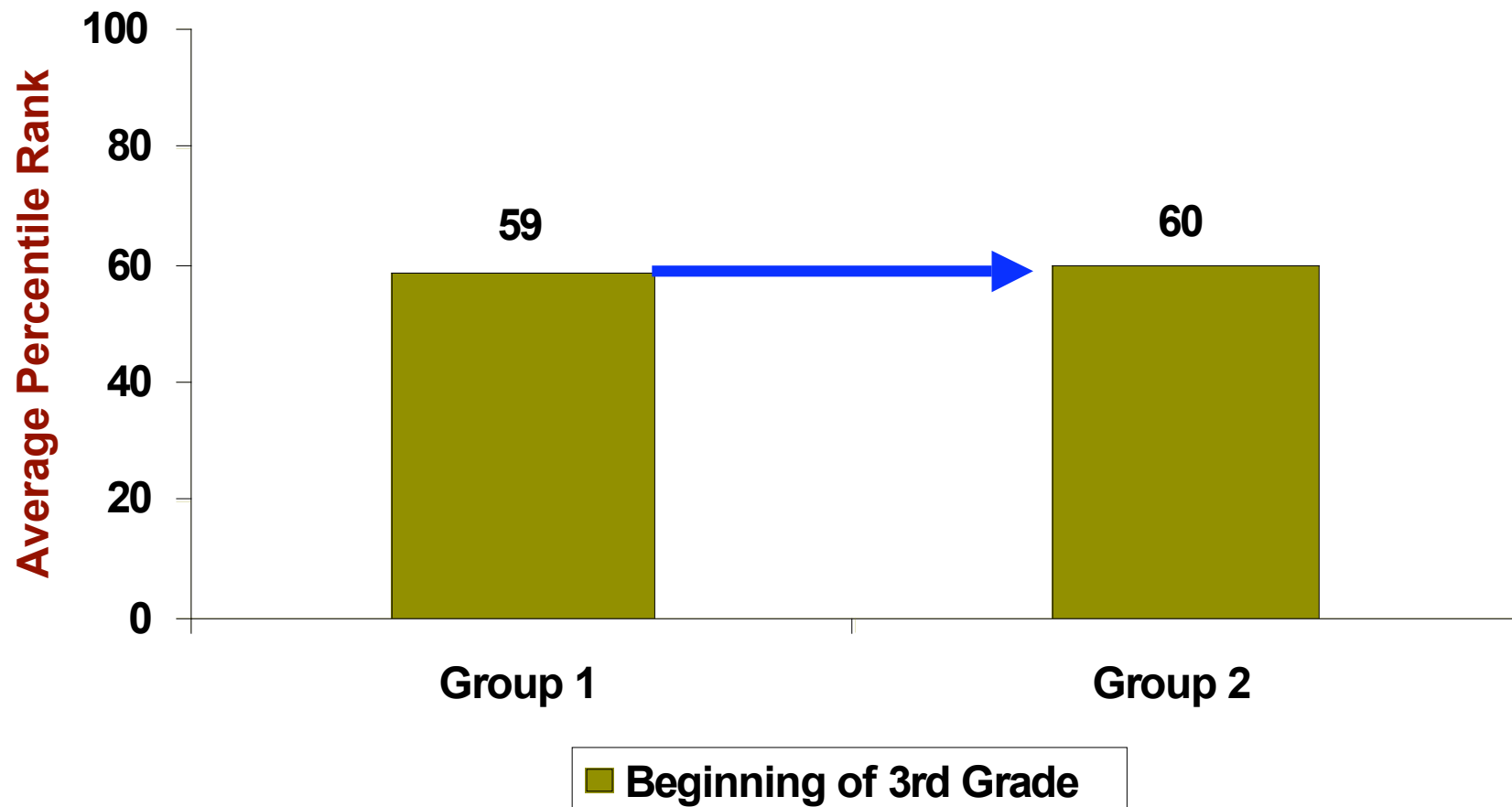


2005 by The Education Trust, Inc.

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...

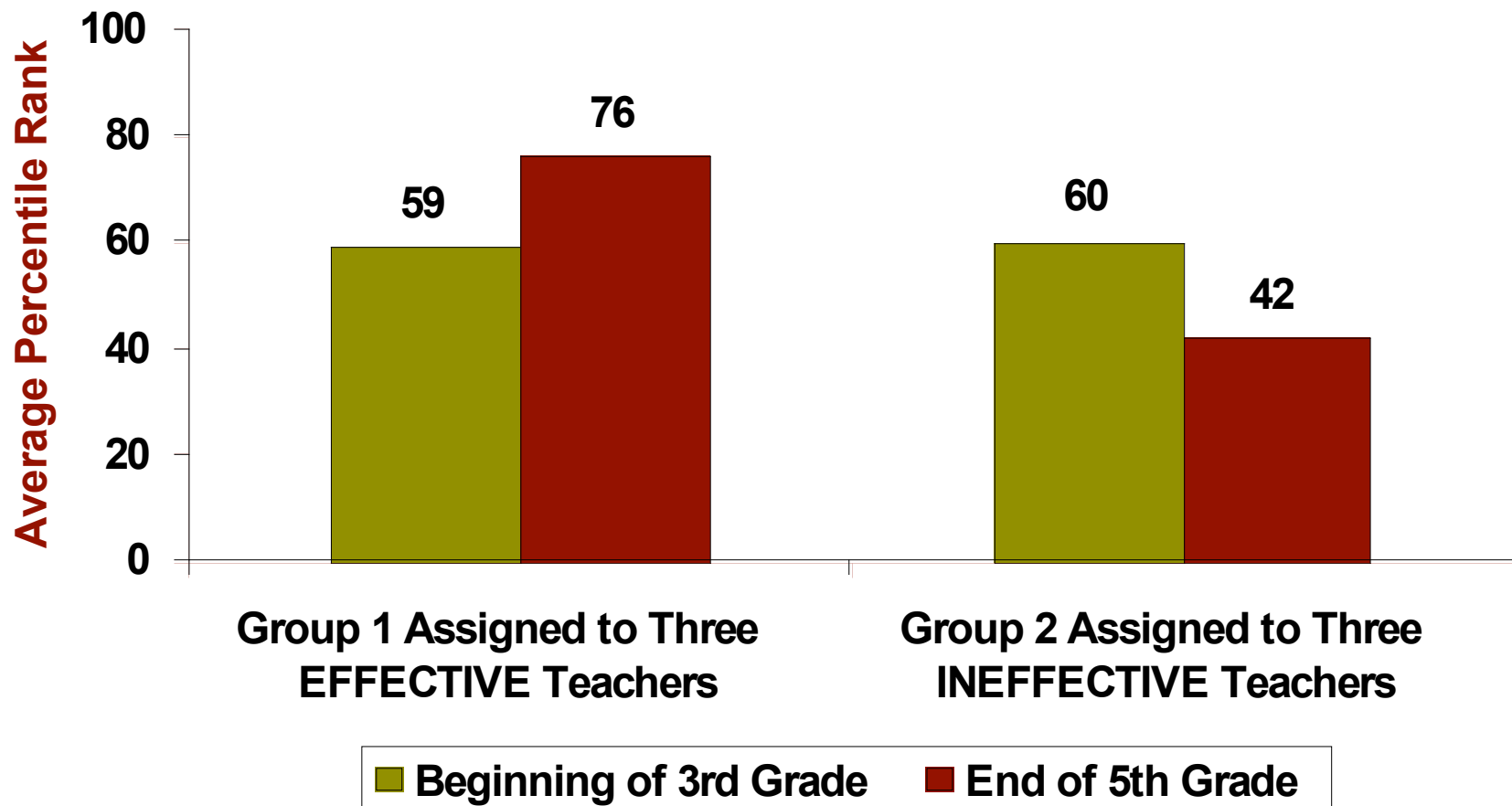


2005 by The Education Trust, Inc.

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

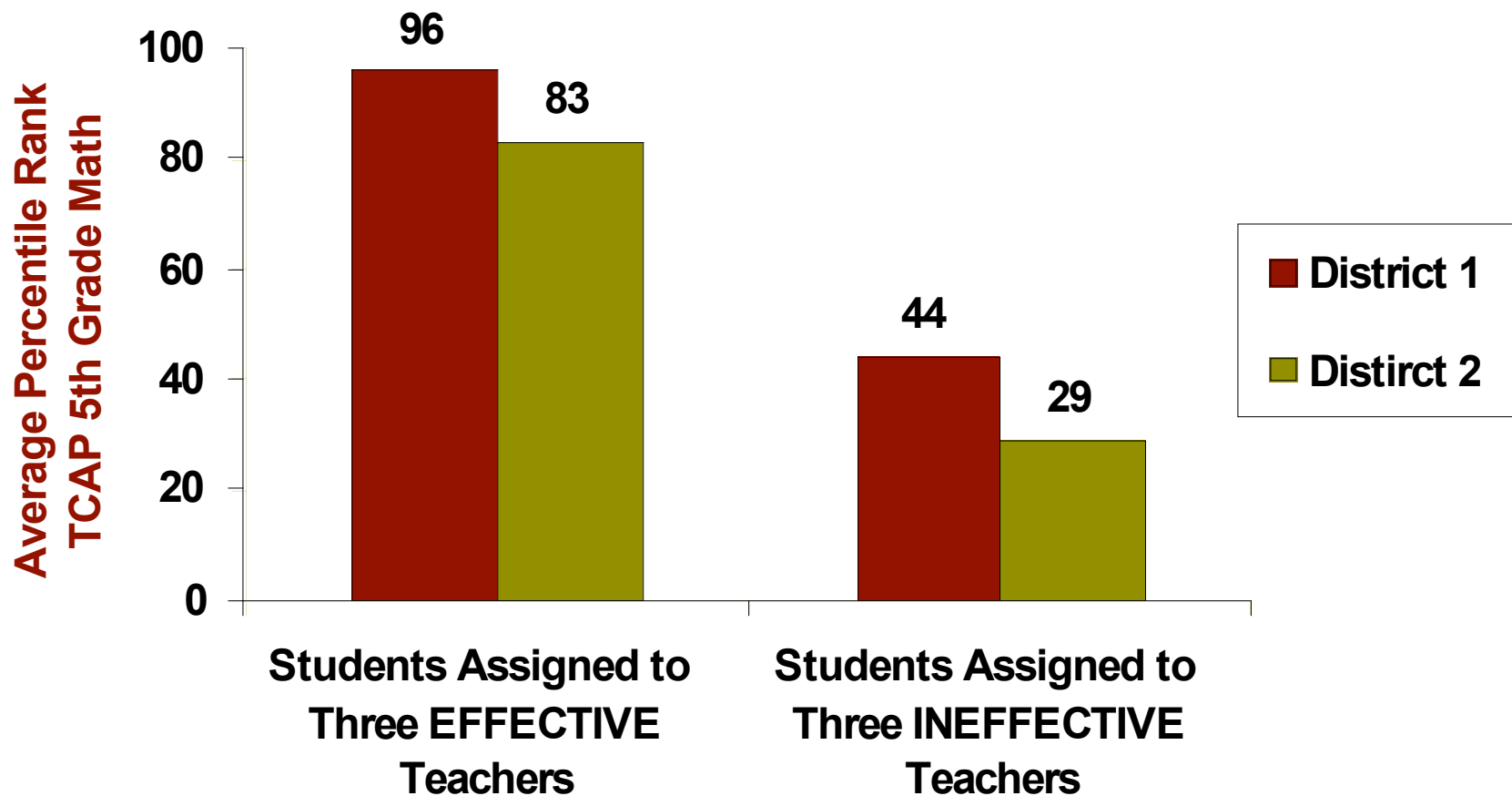


2005 by The Education Trust, Inc.

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



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)

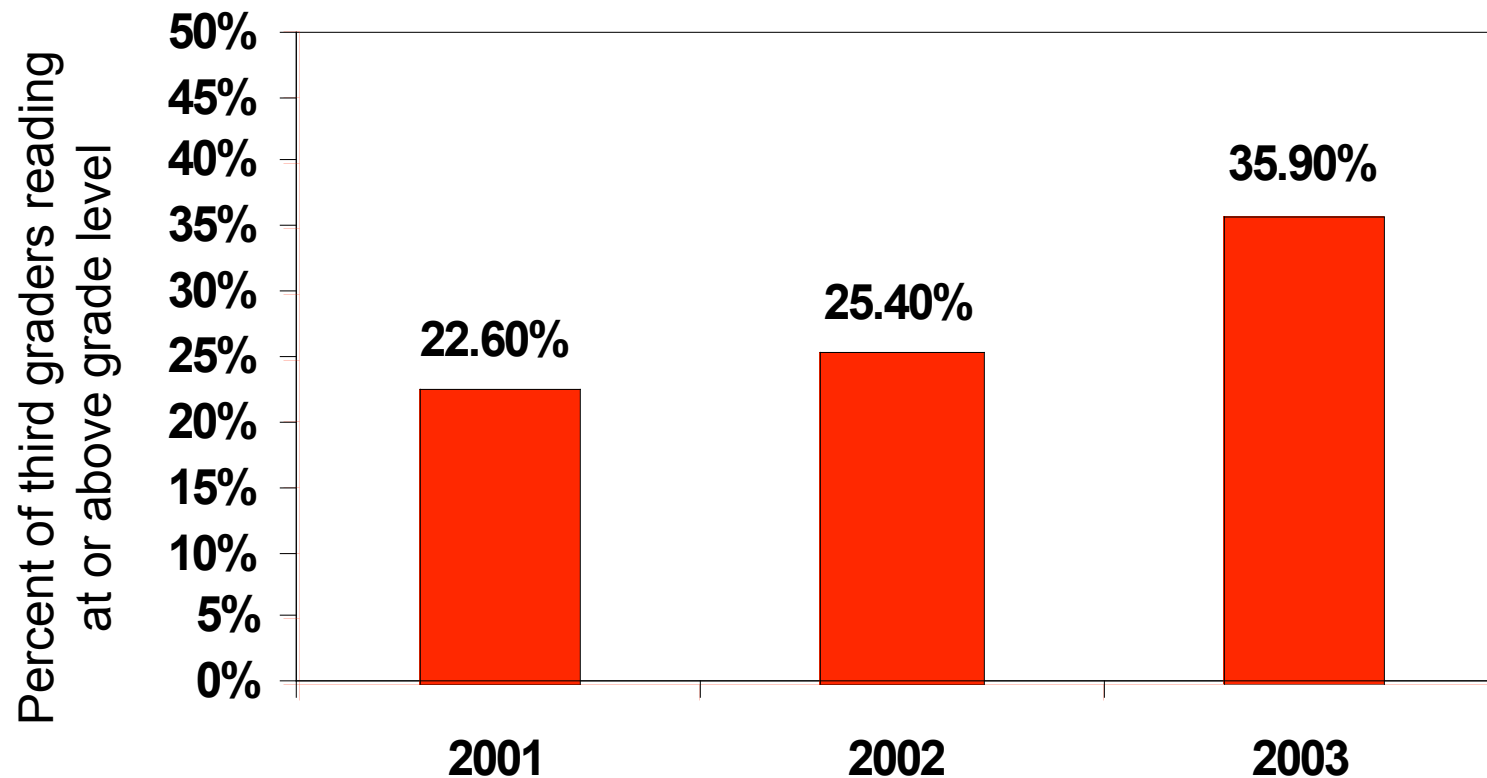
Five year initiative to improve teacher quality in nine urban, high-poverty schools in Chattanooga, TN.

- 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)

