



Texas Association of School Boards

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Serving Texas Schools Since 1949

July 20, 2010

The Honorable Florence Shapiro
Chair, Senate Committee on Education
Sam Houston Bldg., Room 440
Austin, Texas 78701

Dear Chair Shapiro:

As the Senate Education Committee studies the issues of teacher evaluation and teacher compensation, the Texas Association of School Boards (TASB) offers the following information for the Committee's consideration.

Teacher Evaluation

The Professional Development and Appraisal System (PDAS) is the state's approved instrument for appraising its teachers and identifying areas that would benefit from staff development. The following features of PDAS call into question its ability to perform the tasks for which it is intended:

- (1) it provides a one-time snapshot in time of the teacher's performance;
- (2) the evaluation provided using PDAS is not useful to the teacher; and,
- (3) the teacher's evaluation is disconnected from student performance and growth outcomes.

Several existing teacher evaluation models would represent a substantial improvement over PDAS, such as the Teacher Advancement Program (TAP) and the Harrison, Colorado teacher evaluation model. Both models employ teams of teacher leaders and administrators to observe and evaluate instructional practices and to coach teachers towards improvement. Whereas under PDAS few teachers are rated lower than "exceed expectations" despite poor student learning results, under the TAP and the Harrison, Colorado models a quarter or more of teachers evaluated are rated lower than "proficient." Understandably, this has led to resistance to widespread adoption of these models.

If the legislature's goal is to put in place support structures to develop and retain outstanding teachers, the legislature should adopt a teacher evaluation instrument and process that are fair, rigorous, high quality, and that take into account multiple measures of student achievement in assessing teacher performance. The teacher evaluation model should measure at least three years of student growth, rather than pass rates, when attributing teacher effects. As some teaching techniques are better than others, in-class observation is a key component of any valid model purporting to evaluate a teacher's effectiveness.

Teacher Compensation

The traditional step schedule tied to years of service is no longer an appropriate model to attract and retain a new generation of high quality teachers. This model rewards only longevity, which has a weak, at best, relationship to teacher quality. Additionally, the step schedule does not differentiate between the quality of the teacher, the subject taught by the teacher, or the type of campus where the teacher is teaching. The step schedule does not differentiate teacher compensation on any factor that might enhance student performance or serve to attract and retain high quality teachers.

One school district in Colorado, Harrison School District Two, has replaced the traditional salary schedule with a complete performance pay system for teachers. That district plans to fund the transition costs by redirecting money now spent on attendance incentives, degree stipends and department head stipends. Texas school districts are not similarly able to redirect stipend dollars to pay for the types of teacher incentives that positively impact student learning. And, the small incentives that Texas districts currently use to differentiate teacher compensation are simply not sufficient.

Certain state mandates impede Texas school districts from reforming pay practices to recognize and attract high quality teachers. For example, the mandate that districts pay a local step increase in addition to a the state-funded pay raise has tied up local revenue that would have been better allocated through compensation models that recognize a teacher's contribution to student learning, rather than the teacher's ability to make it through one more year. The across-the-board state-funded pay raise requires districts to direct funding without regard to the district's need to staff particular campuses or particular subjects. Standardization is not bad if it produces the desired results. However, if the standardized teacher compensation system currently in place had produced the desired results in student achievement, it is unlikely that this issue would merit interim study.

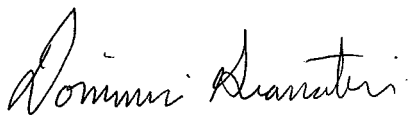
One of the biggest advancements in teacher compensation models in Texas has been the District Awards for Teacher Excellence (DATE) program. In a short time this program has demonstrated good results by encouraging innovation and collaboration among teachers to improve student achievement. Currently, 324 districts are participating in DATE, including most of Texas' large urban districts. Fifty-six percent of Texas teachers now have an opportunity to earn DATE-funded rewards for their hard work and effective teaching skills. Surveys of teacher opinions about DATE have been favorable.

Early results support continuing the DATE program. Districts that have used DATE funds to implement the TAP have turned around failing schools and have improved teacher retention rates. At Rolling Hills Elementary in Lancaster ISD, for example, TAKS passing scores in core subjects increased by an average of 30 percent, and teacher turnover dropped by 17 percent in the TAP schools.

Given these results, it is not surprising that the number of district using DATE funds continues to increase. The Texas Education Agency has already cut three million dollars from the DATE program as part of the state agency budget reduction ordered by state leadership. TASB urges the Committee to protect funding for the DATE program, given its positive early results.

If TASB can provide any additional information on these issues, please do not hesitate to contact me. I can be reached at (512) 478-4044.

Sincerely,



Dominic Giarratani
Assistant Director

CC: Members of the Senate Education Committee

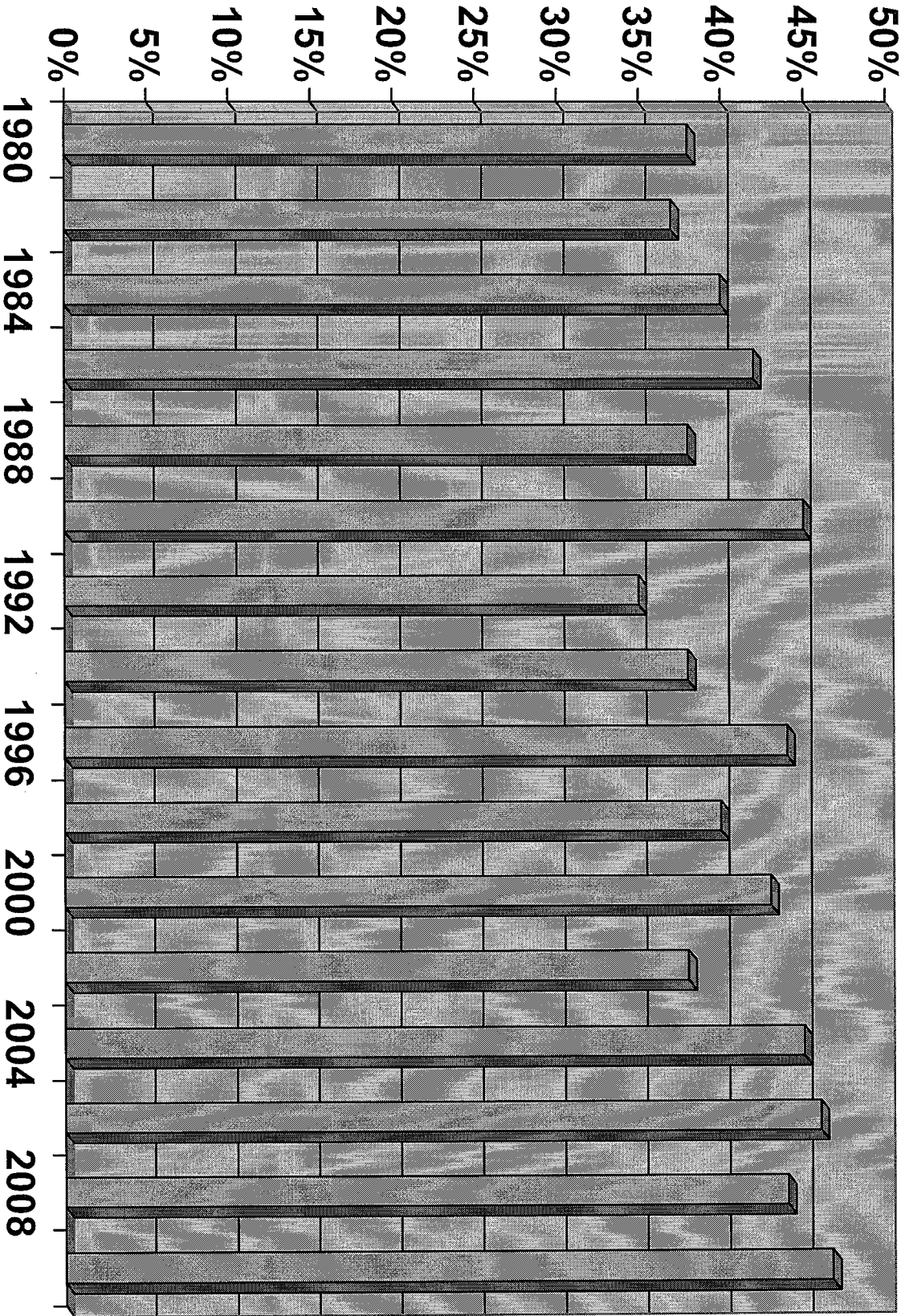
Moonlight table

Characteristics	1980	1982	1984	1986	1988	1990	1992	1994	1996	1998	2000	2002	2004	2006	2008	2010
Average Age	38.6	39.2	41.2	41.3	43.0	42.5	43.6	43.0	45.5	44.9	40.2	39.9	43.2	43.3	44	49.1
Sex: Male	20%	20%	15%	18%	16%	15%	17%	16%	14%	15%	20%	20%	18%	22%	22%	20.4%
Female	80%	80%	85%	82%	84%	85%	83%	84%	86%	85%	80%	80%	82%	78%	78%	78.9%
Married	77%	75%	75%	77%	73%	74%	73%	73%	76%	73%	60%	72%	71%	78%	67%	61.6%
Spouse Works	70%	70%	66%	72%	67%	70%	73%	68%	76%	72%	59%	70%	73%	74%	59%	53.2%
Degree: Bachelor	64%	63%	55%	50%	53%	53%	60%	57%	56%	58%	69%	74%	58%	67%	63%	52%
Master	36%	37%	44%	49%	47%	47%	39%	42%	43%	41%	30%	26%	39%	33%	37%	43.8%
	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	1.9%
Major Breadwinner	40%	40%	40%	39%	43%	41%	46%	42%	42%	40%	51%	43%	48%	41%	56%	58.6%
Districts: Urban	41%	43%	43%	46%	38%	42%	41%	40%	40%	35%	45%	36%	48%	41%	44%	51%
Suburban	33%	37%	39%	37%	40%	40%	37%	41%	39%	44%	41%	45%	41%	48%	50%	38%
Rural	27%	20%	18%	17%	22%	18%	22%	19%	21%	21%	14%	19%	11%	11%	6%	9.7%
Grade Taught: K - 5	51%	50%	46%	52%	52%	51%	53%	47%	50%	54%	47%	48%	42%	47%	41%	35.9%
6 - 8	20%	20%	24%	23%	23%	25%	27%	29%	21%	22%	26%	21%	24%	22%	21%	24.9%
9 - 12	29%	30%	30%	26%	25%	24%	21%	24%	29%	24%	27%	31%	34%	31%	38%	37.4%
Years Experience	11.8	12.1	13.7	14.3	15.4	14.9	14.4	14.8	16.7	16.2	10.0	8.5	13.4	12.4	13.9	17.7
Average Salary	\$14,113	\$17,351	\$20,259	\$24,601	\$26,161	\$26,838	\$28,444	\$30,395	\$33,134	\$34,572	\$35,178	\$36,367	\$41,396	\$42,654	\$47,545	\$50,01
Consider Leaving	38%	37%	40%	42%	38%	45%	35%	38%	44%	40%	43%	38%	45%	46%	44%	46.7%
Quality of Teaching Better	*	*	*	*	37%	39%	43%	43%	39%	38%	39%	39%	28%	30%	32%	28.8%
Expenses Out-Of-Pocket	*	*	*	*	*	*	*	*	*	*	*	\$477	\$500	\$552	\$719	\$564
per year																
Average Pay for Insurance	*	*	*	*	*	\$108	\$144	\$150	\$126	\$144	\$120	\$147	\$149	\$238	\$243	\$222
per month																
School Hours Outside Classroom per week	*	*	*	*	*	*	*	*	12.1	13.3	13.8	13.2	13.8	12.4	13.4	15
Adequate time to Prepare	*	*	*	*	*	*	*	*	41%	36%	37%	39%	31%	31%	32%	32.1%
Worst Problem: Discipline	*	*	*	*	*	*	*	*	*	51%	57%	60%	58%	53%	55%	57.7%
Paperwork	*	*	*	*	*	*	*	*	*	35%	39%	38%	34%	39%	37%	22.3%
One Test for Promotion	*	*	*	*	*	*	*	*	*	*	*	10%	4%	7%	4%	6.3%
Extra Jobs in Summer	30%	36%	34%	31%	29%	32%	30%	33%	36%	35%	42%	39%	45%	42%	34%	56.4%
Summer Earnings	\$1,252	\$2,076	\$2,205	\$1,891	\$2,480	\$2,087	\$2,221	\$2,391	\$3,035	\$2,526	\$2,527	\$2,632	\$2,780	\$2,712	\$3,341	\$136
Moonlight during school year	22%	29%	26%	23%	20%	21%	22%	23%	30%	34%	28%	26%	35%	33%	28%	40.8%
Moonlight Earnings	\$2,799	\$3,189	\$3,615	\$3,522	\$4,627	\$4,329	\$3,552	\$3,533	\$4,504	\$3,340	\$4,720	\$3,250	\$4,705	\$4,952	\$8,288	\$531
Moonlight Hours Weekly	13.6	11.9	14.4	12.8	10.4	11.6	11.1	12.0	10.8	11.5	11.6	11.4	9.9	11.0	11.5	15.2
Moonlight Detrimental	64%	69%	70%	50%	66%	61%	65%	73%	63%	63%	78%	72%	76%	67%	71%	68.6%
Would Quit Moonlighting if Paid More	75%	75%	82%	61%	78%	73%	72%	78%	64%	77%	85%	82%	84%	82%	88%	63.2%
Raise to Quit Moonlighting	\$3,399	\$4,750	\$5,000	\$3,921	\$4,914	\$4,891	\$5,167	\$5,597	\$5,893	\$6,295	\$7,604	\$5,877	\$7,318	\$6,811	\$8,970	\$853

Table 2: Survey of Texas Teachers 2010 Results

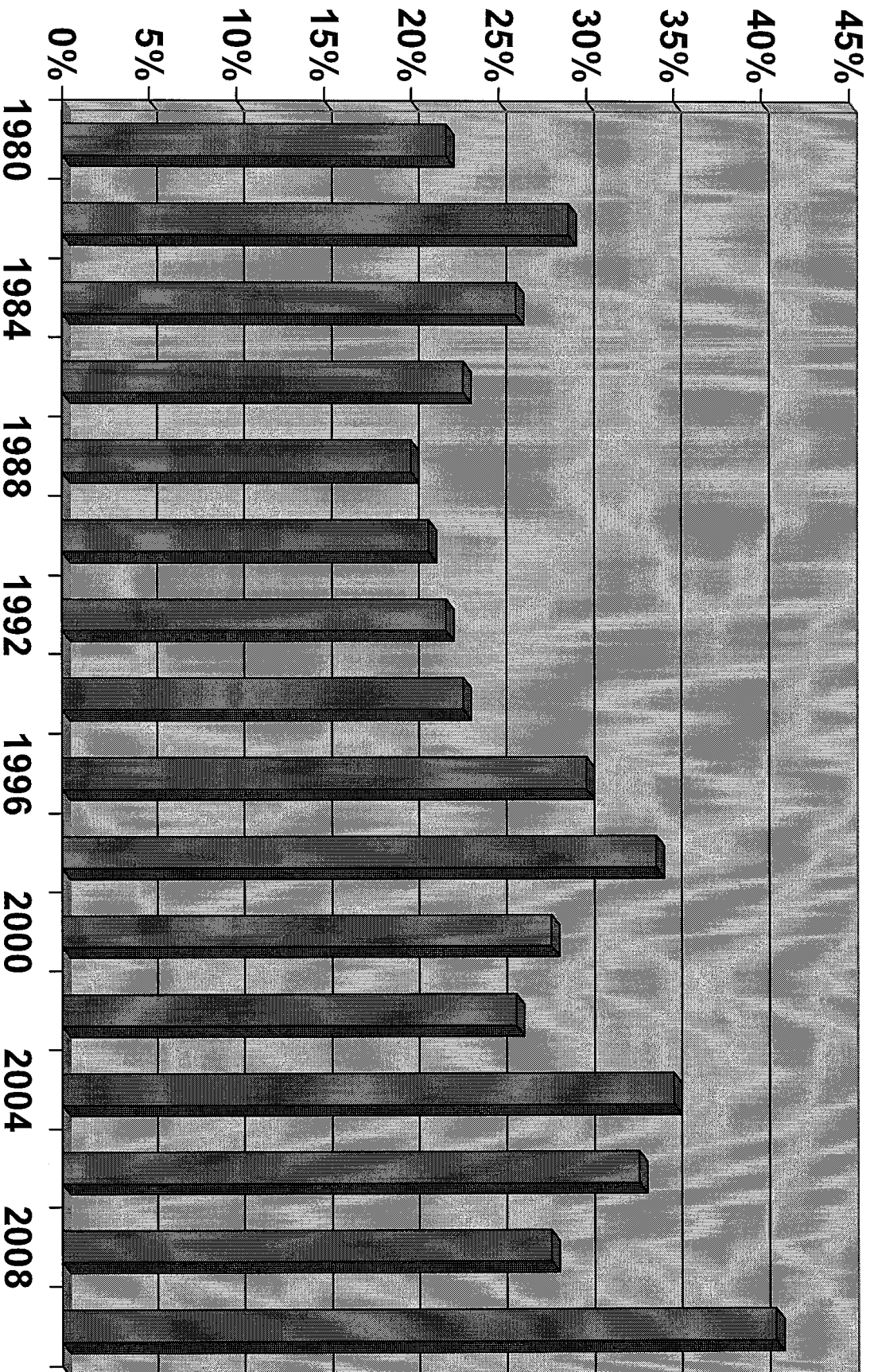
Note: Responses in percentages are a "YES" answer.
 State Survey by: Dr. Daphne Johnson, Dr. Sam Sullivan, Dr. Marilyn Rice, Dr. Bob Maninger, and Dr. David Henderson (Sam Houston State University)

Teachers Who Consider Leaving the Profession



Note: Responses in percentages are a "YES" answer.
State Survey by: Dr. Daphne Johnson, Dr. Sam Sullivan, Dr. Marilyn Rice, Dr. Bob Manning, and Dr. David Henderson (Sam Houston State University)

Teachers Who Moonlight



Note: Responses in percentages are a "YES" answer.
State Survey by: Dr. Daphne Johnson, Dr. Sam Sullivan, Dr. Marilyn Rice, Dr. Bob Manning, and Dr. David Henderson (Sam Houston State University)

Moonlight Table 1

Texas Teachers, Moonlighting and Morale -- 2010

Directions: Please answer all items that apply to you. Additional comments at the end if needed.

What is your age?

What is your sex?

- Male
- Female

What is your marital status?

- Married
- Single
- Other

If married, does your spouse work?

- Yes
- No
- N/A

What is your highest degree?

- Bachelor
- Master
- Doctorate

Are you the major breadwinner in your household?

- Yes
- No
- Equal

In What type of district do you teach?

- Urban
- Suburban
- Rural

What grade level do you PRIMARILY teach?

- K-5
- 6-8
- 9-12

How many years have you taught in the public schools?

What is your current teaching salary PER YEAR?

Are you seriously considering leaving the teaching profession?

- Yes
- No

If you answered "Yes" to the previous question, why are you considering leaving?

How is the quality of teaching at your school compared to FIVE years ago?

- Better
- Worse
- Same

How much do you spend out-of-pocket on school supplies per year?

How much do you pay PER MONTH out-of-pocket for the health insurance?

How many HOURS PER WEEK are spent outside of class on school related work?

Do you have adequate time to prepare and teach?

- Yes
- No

If you answered "No" to the previous question, what changes could be made?

What is the WORST problem in your school?

- Drugs
- Discipline
- Paperwork
- Safety
- Other:

Should a single standardized exam determine whether a student gets promoted?

- Yes
- No

Do you have an extra job during the SUMMER?

- Yes
- No

How much EXTRA do you earn during the summer?

- None
- Other:

Do you have an EXTRA (Moonlighting) job during the REGULAR SCHOOL YEAR to supplement your teaching salary?

- Yes
- No

***** If your answer to the previous question is "Yes", please answer the following questions.*****

How much EXTRA money do you earn during the REGULAR SCHOOL YEAR?

How many HOURS PER WEEK during the regular school year do you spend working at the MOONLIGHTING job?

Do you feel that the quality of your teaching would improve if you did NOT have a second job during the regular school year?

- Yes
- No

Would you QUIT the second job if your teaching salary would enable you to give up moonlighting during the school year?

- Yes
- No

How large a raise in your teaching salary would you require to enable you to QUIT moonlighting during the regular school year?

What is your EXTRA job during the school year? (Please give a job title)

Submit