



Erin O'Hara

Dr. Jason Grissom

February 7, 2019



@TNEdResAlliance

Updates from TERA: School Leadership and Educator Diversity

Presentation to State Board of
Education

vu.edu/tera

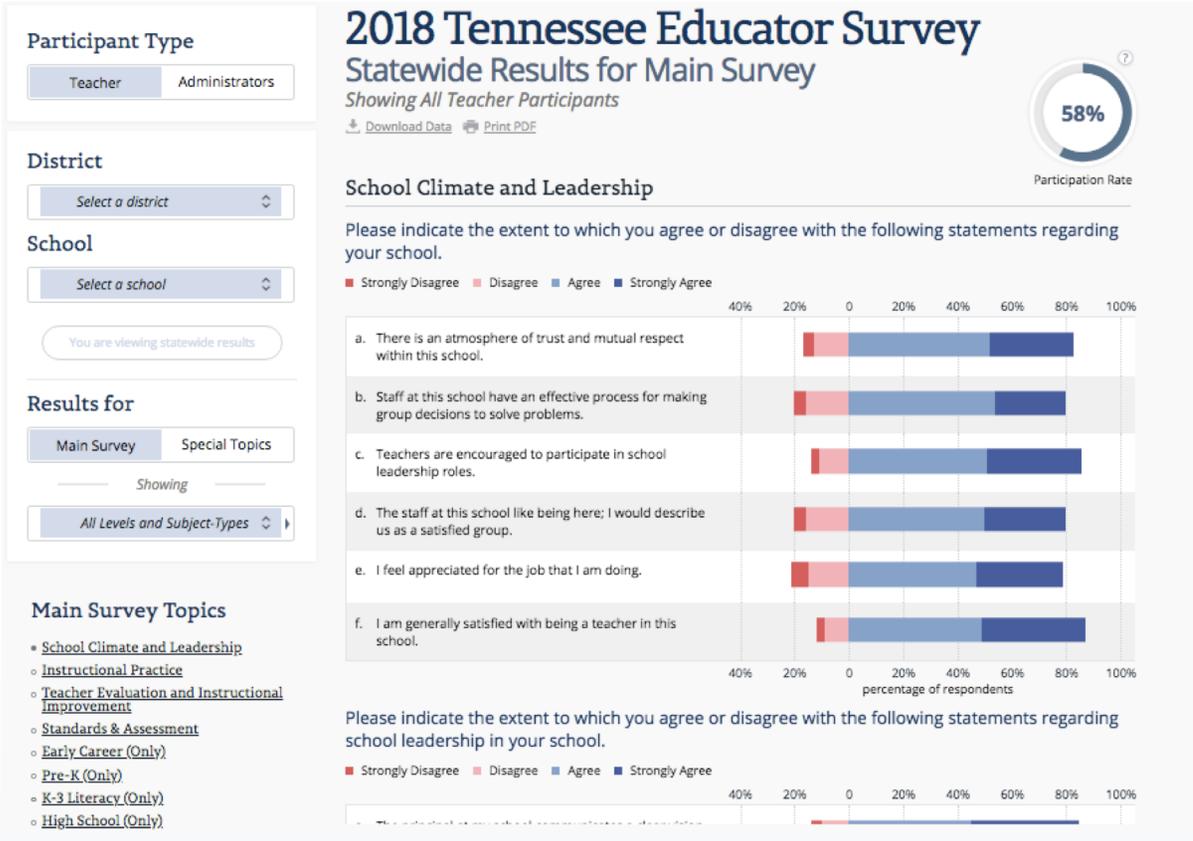
The Tennessee Education Research Alliance is...

- A **partnership** between Peabody and the state led by researchers *and* practitioners
- A **statewide** initiative informing Tennessee's school improvement efforts
- **Practice oriented** research to better understand core challenges, design and improve solutions, and evaluate results
- Informed by a **broad-based** advisory council

TERA will be successful if...

- TERA creates rigorous, high-quality, and timely education policy research using the annual educator survey and TERA's longitudinal dataset.
- TERA leadership and researchers engage state policymakers to consider TERA research when making decisions about policy and implementation.
- TERA is seen as an essential source for education research in Tennessee by key state education policy leaders as well as school district leadership.

Annual educator survey provides insight into practice



Research builds knowledge across key issue areas

1. Improving early learning
2. Reimagining state support for professional learning
3. Driving improvement in low-performing schools
4. Strengthening Tennessee's education labor market

Analyses draw on extensive longitudinal data



Student Records



Personnel Records



TN Educator Survey

Processed and de-identified

Linked over time



1 Million Students

Demographics
Achievement
Non-Achievement Outcomes
Mobility



70,000 Teachers and Leaders

Background
Preparation
Performance & Evaluation
Attitudes



1,800 Schools

146 Districts
Enrollment
Local Context
Policy Conditions

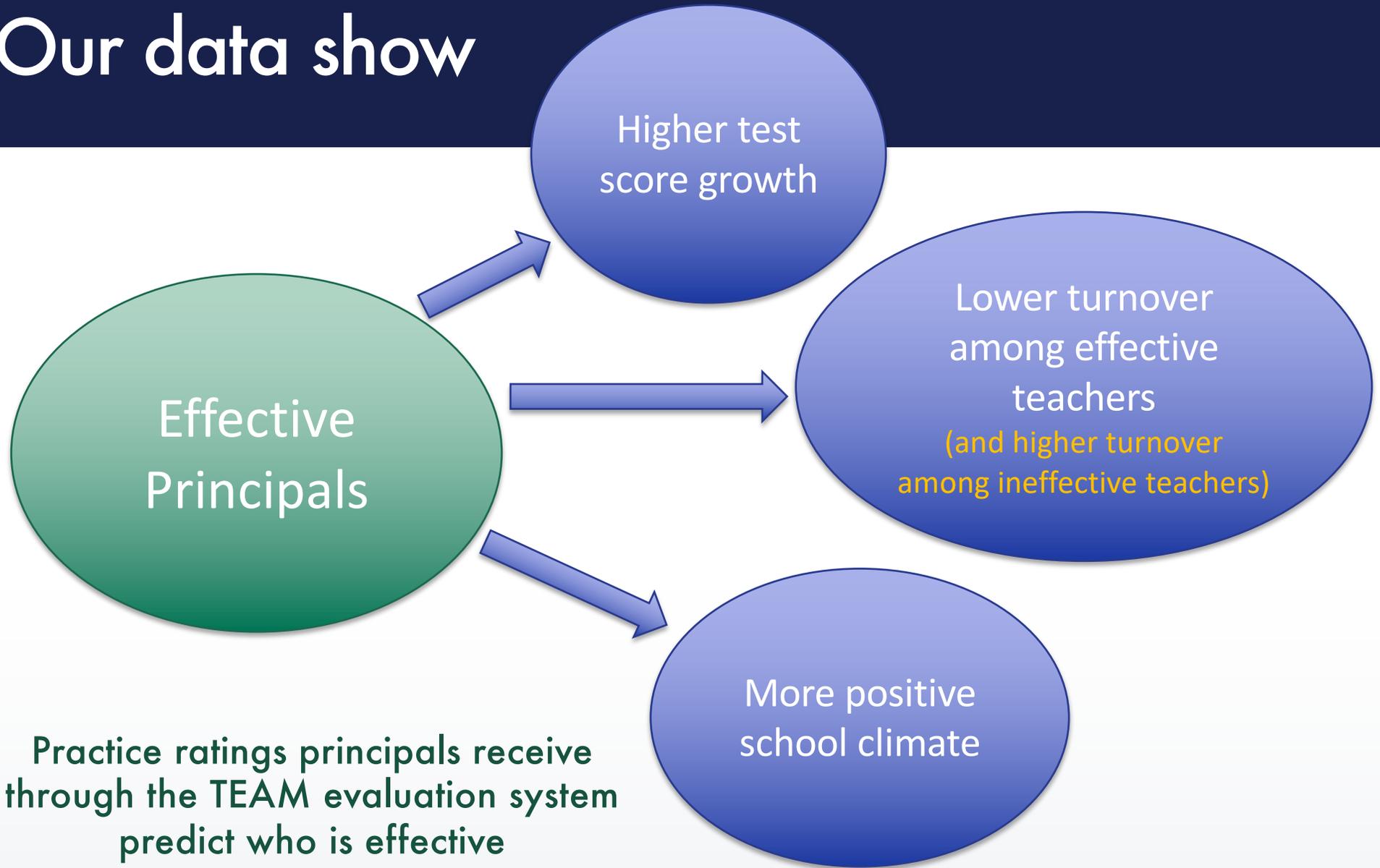
Some recent key findings

1. School leadership
2. Educator diversity

School Principals Matter
(a lot)



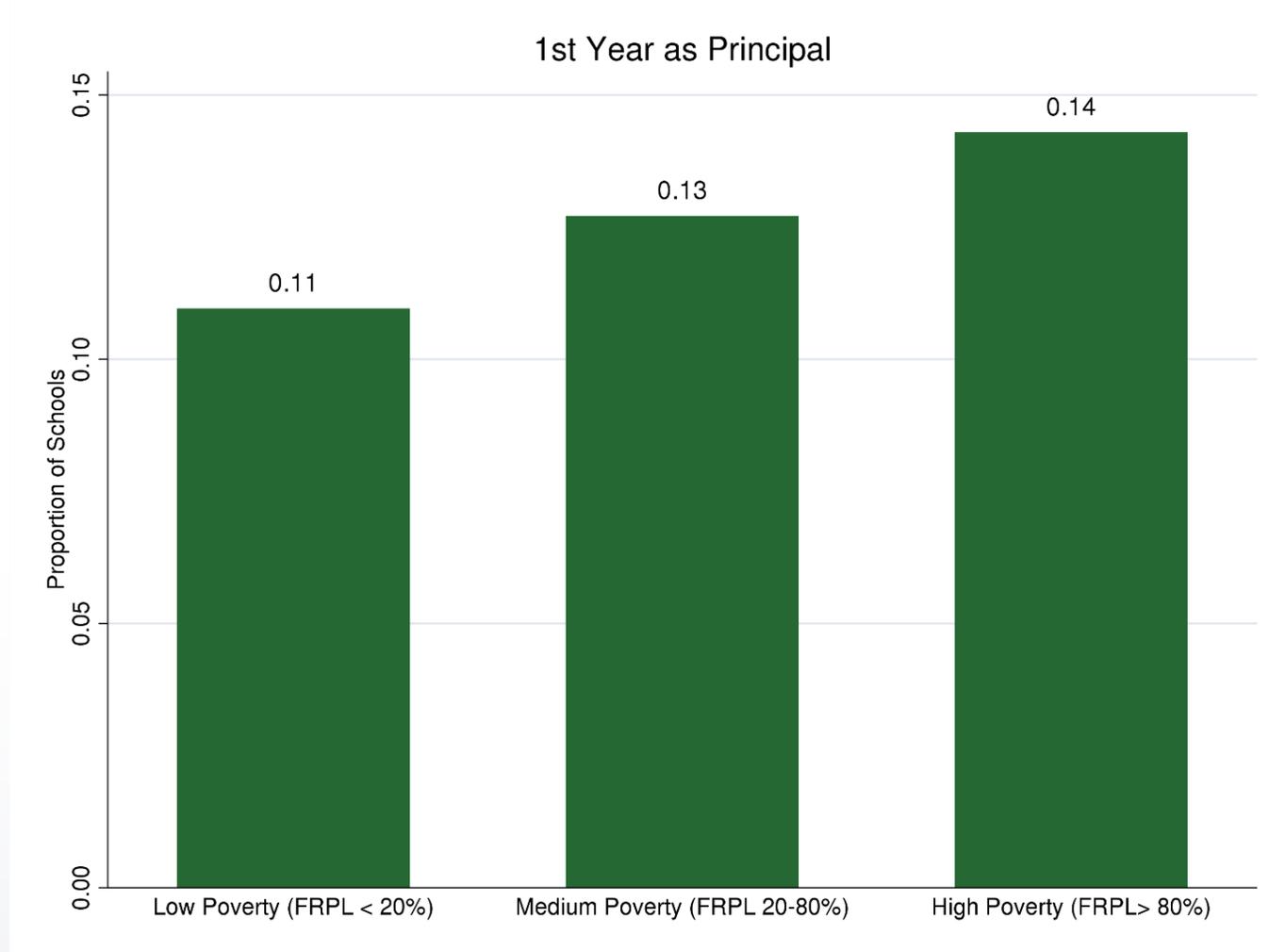
Our data show



Effective Leaders Are Distributed
Inequitably
(the best aren't where we need them most)

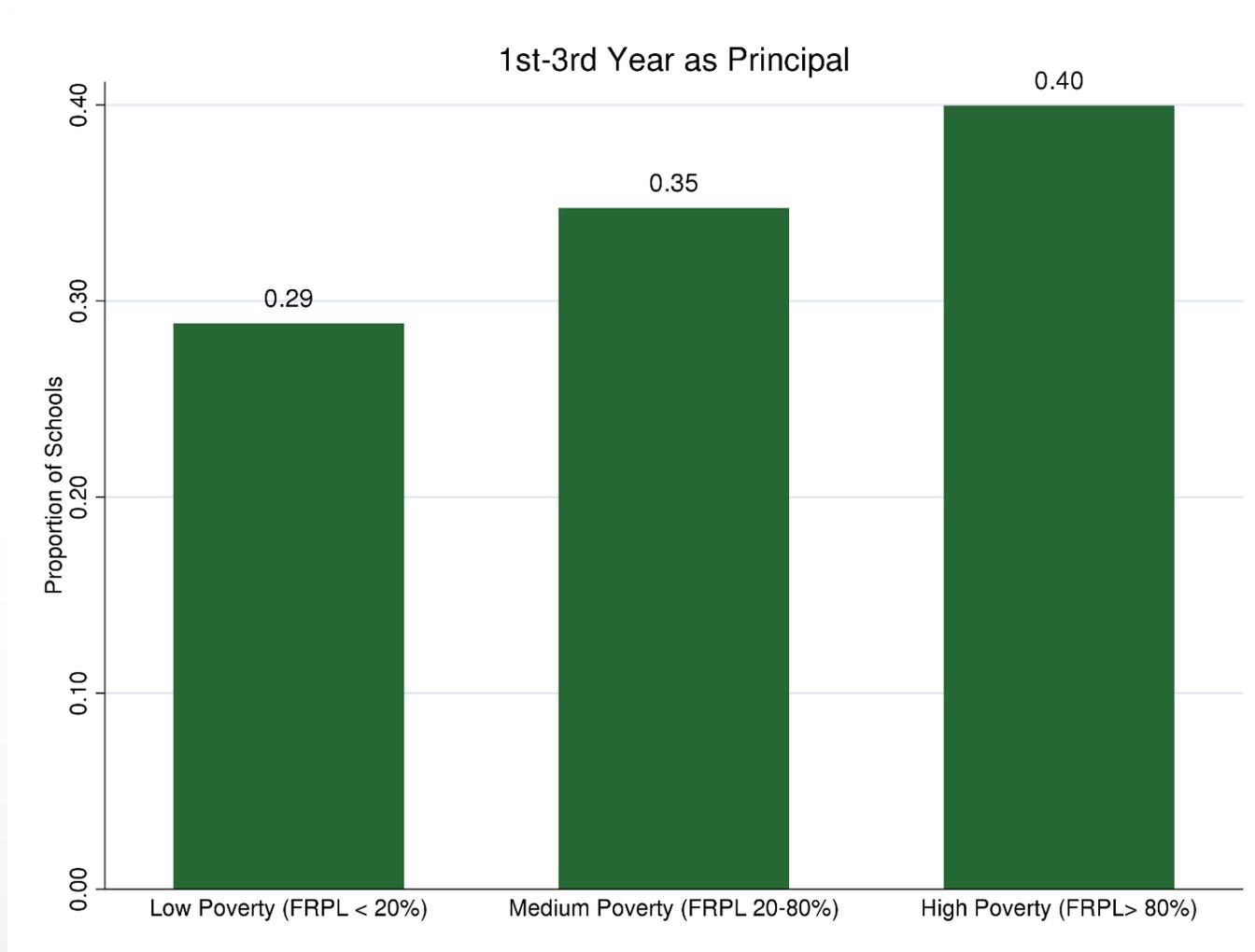


Principal experience is lower in high-poverty schools

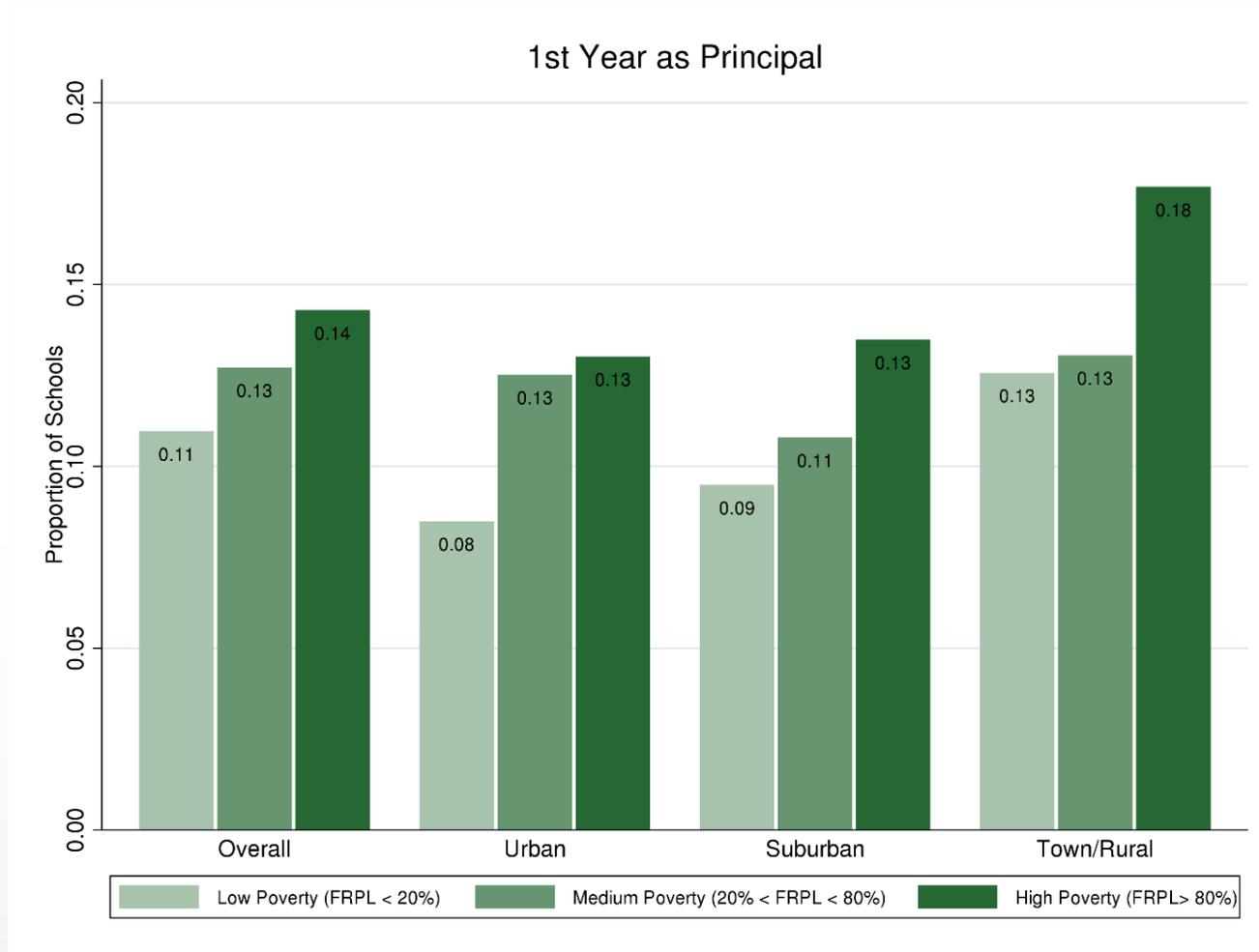


School poverty measured by the fraction of students who are eligible for free/reduced price lunch (FRPL)

Principal experience is lower in high-poverty schools



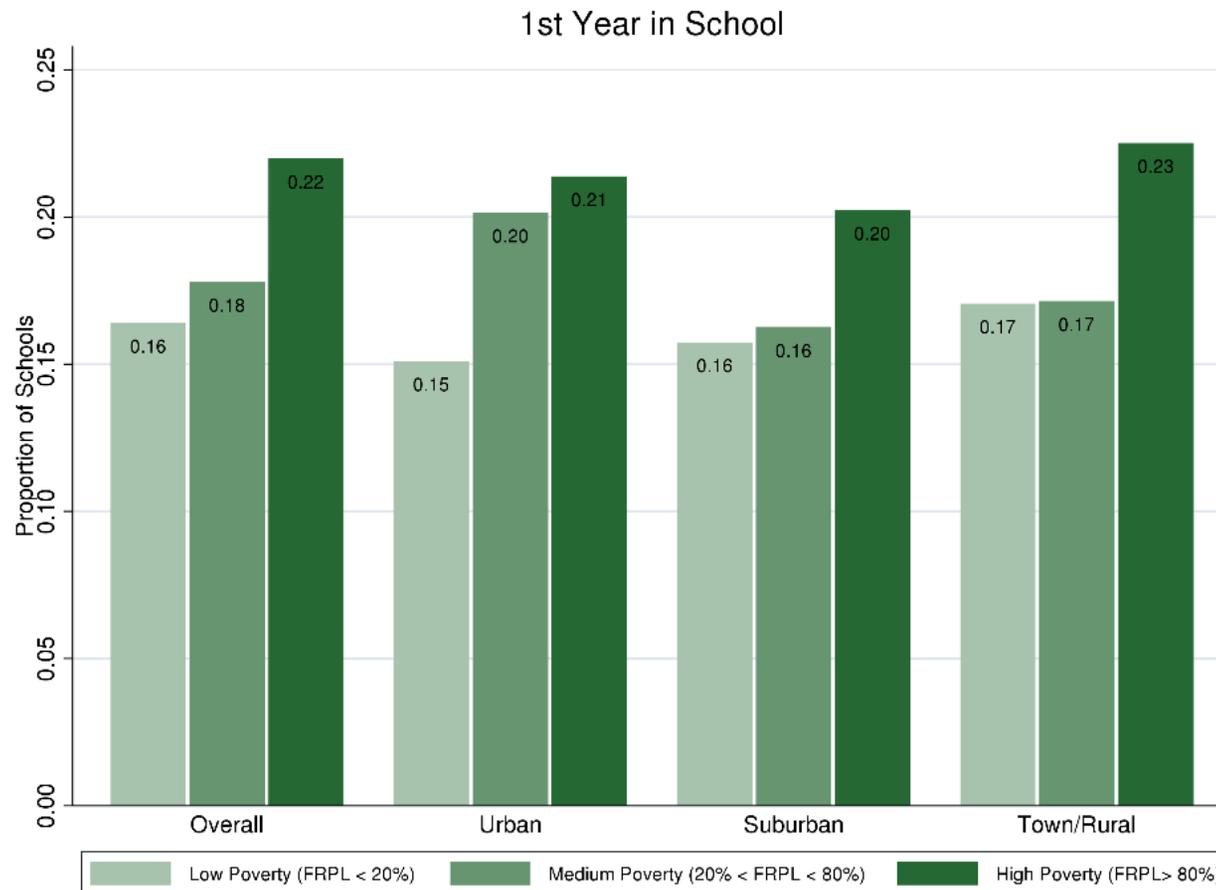
Not just an urban phenomenon



Also: Only 66% of new rural principals have been an AP, compared to 80%+ for other schools

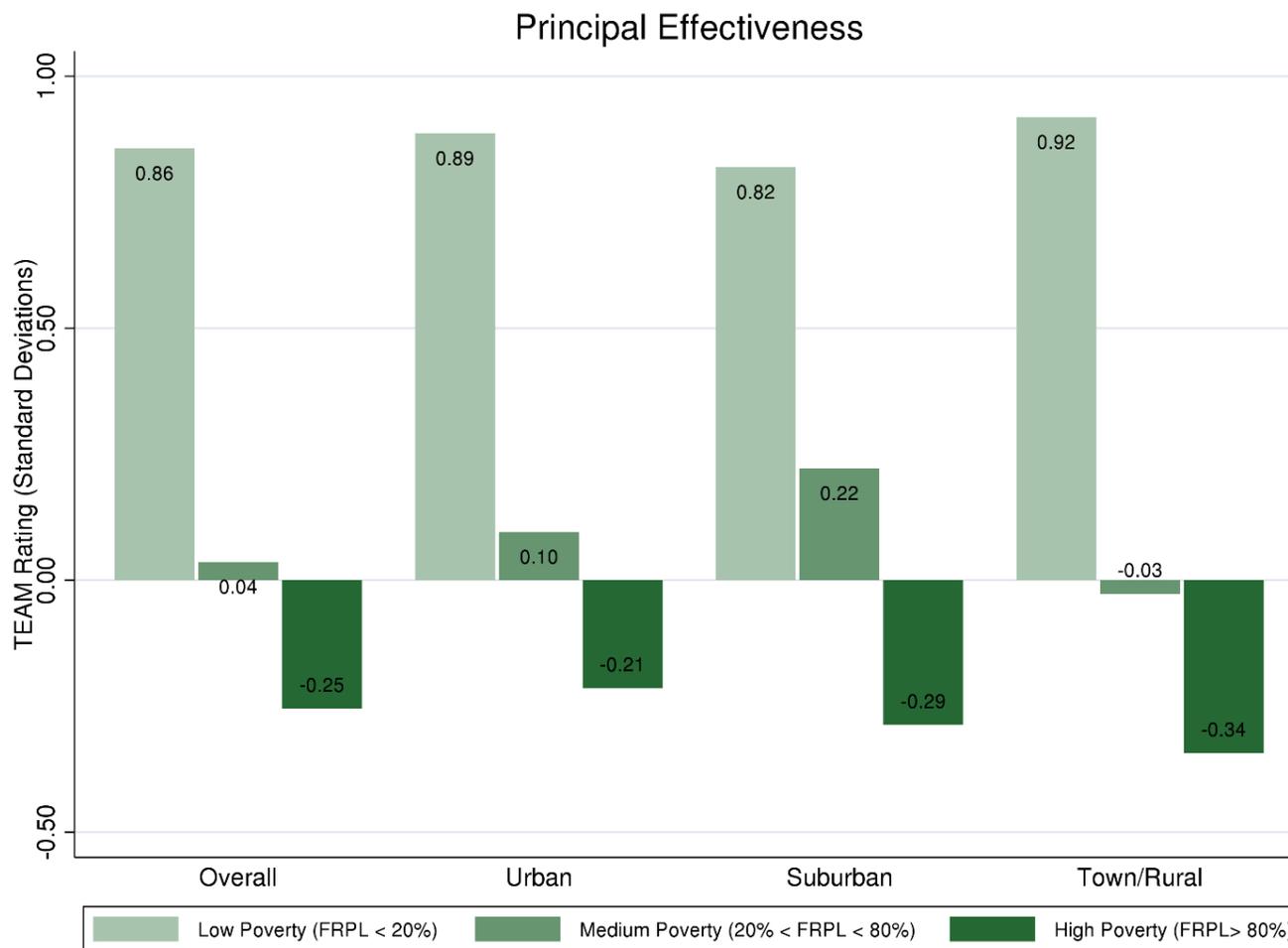
By student poverty

Many principals of disadvantaged schools are **new to their schools** each year



Similar patterns for TEAM ratings

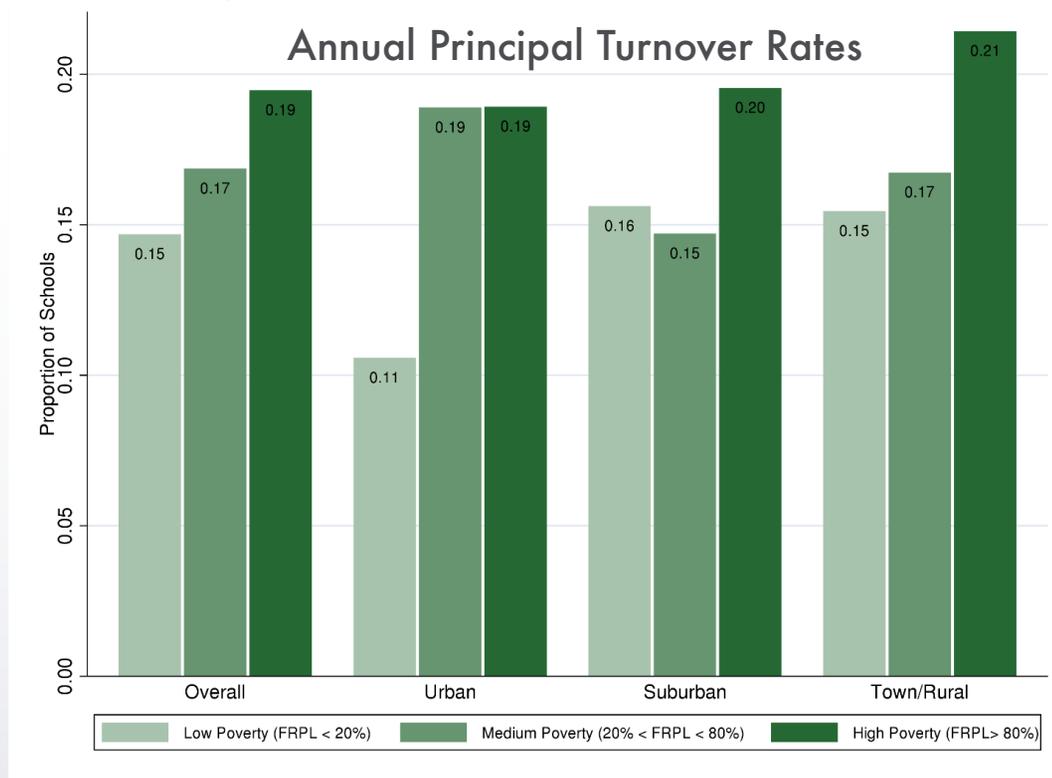
About 1
full rating
point



By student poverty

What drives these patterns of sorting?

1. Districts tend to place less qualified, less effective leaders in less advantaged schools
2. Leader turnover is much higher in disadvantaged schools

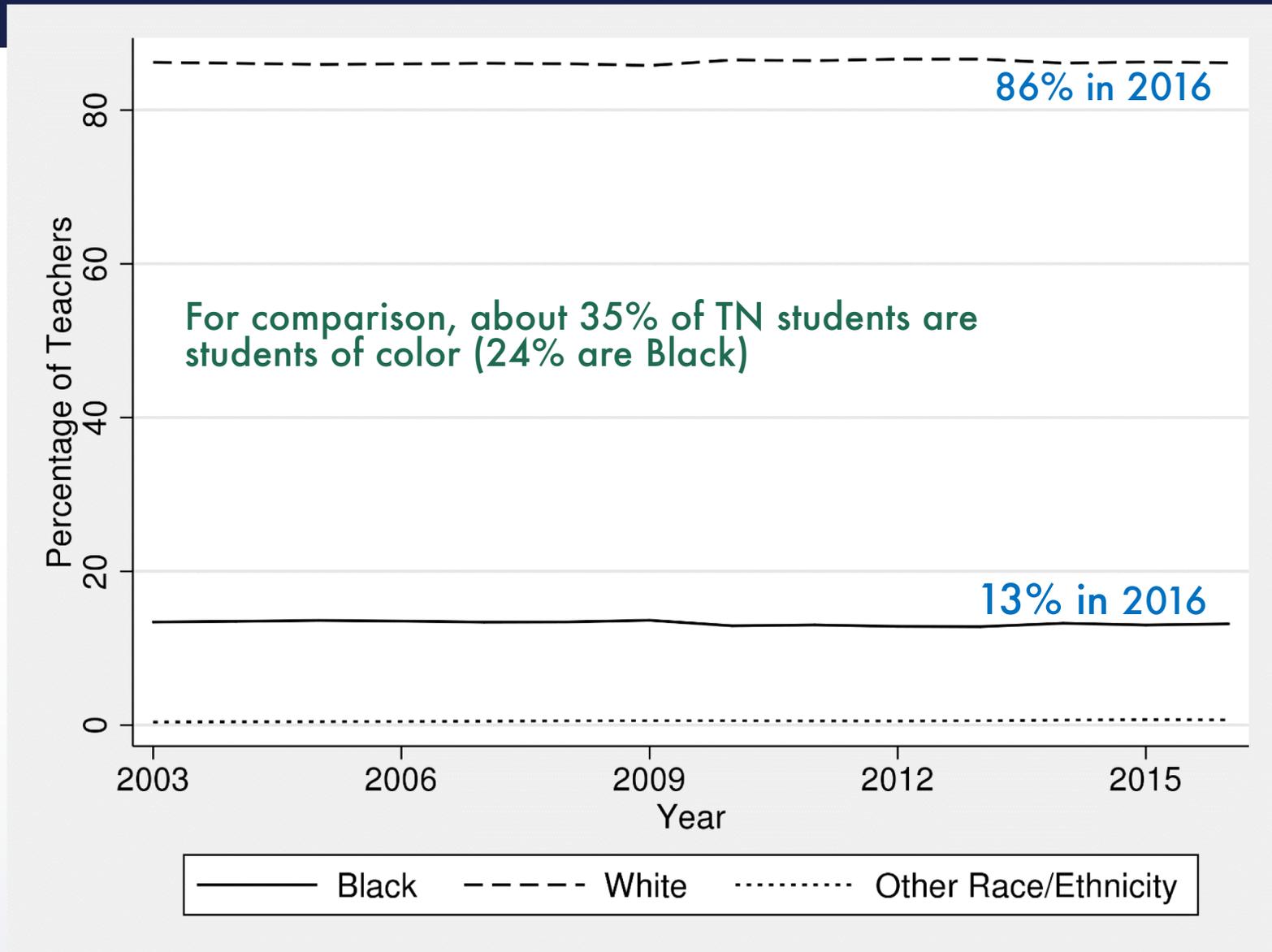


Also find that achievement dips and teacher turnover spikes for 2 years following a principal turnover event

Turnover Patterns of White
Teachers and Teachers of
Color Are Different

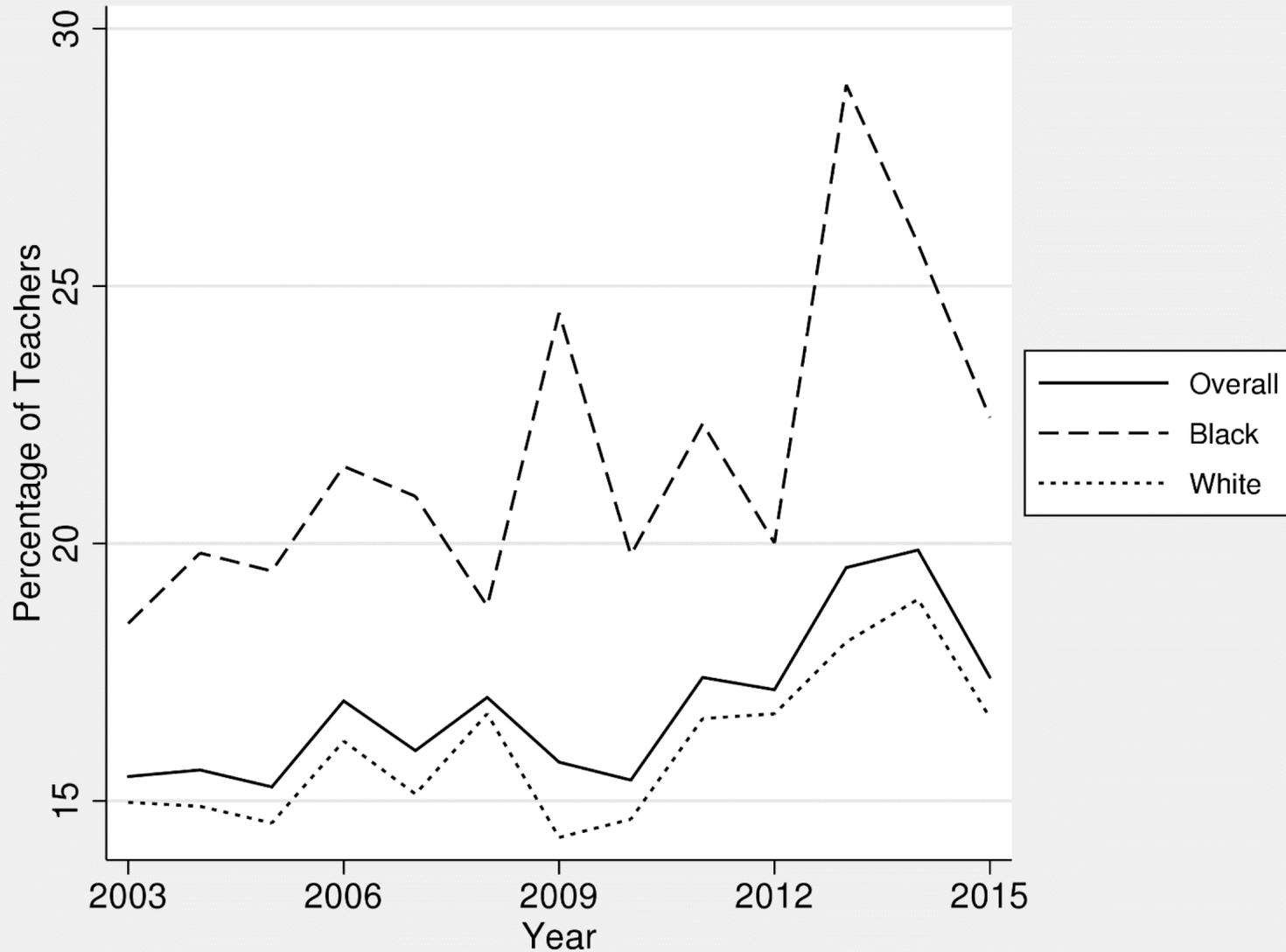


Composition of Teachers by Race/Ethnicity

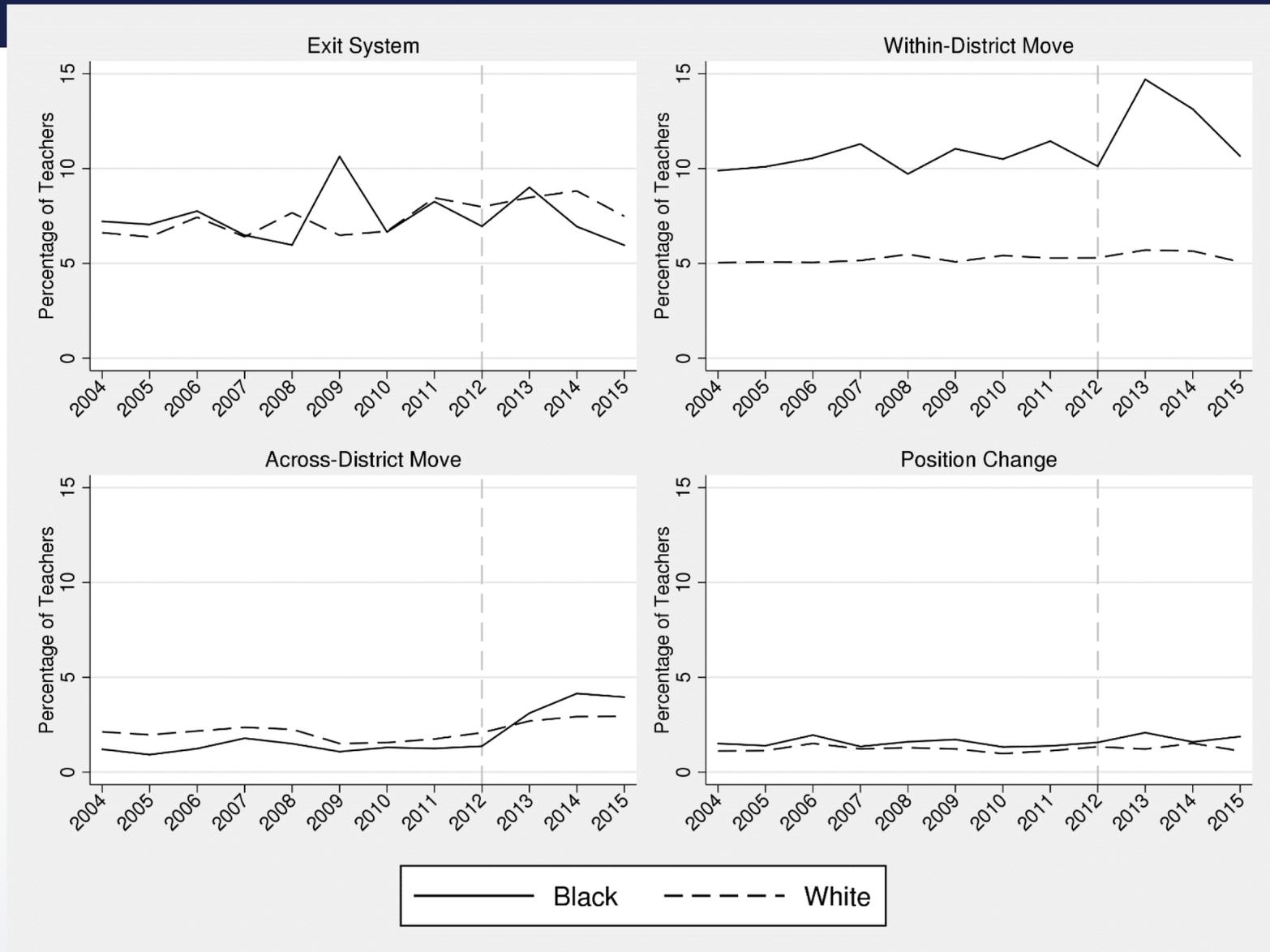


“Other” category has some data challenges

Teacher Turnover by Race



Types of Teacher Turnover by Race



Spikes in 2009 (exits) and 2013 (within) are driven by Memphis/Shelby Co.

What could drive turnover differences?

- Differences in other teacher characteristics (e.g., experience, age)
- Differences in school contexts
 - Including differences in students, colleagues, and leadership
- Differences in evaluation scores
 - And/or responses to evaluation

Black and White teachers look similar in terms of other demographics

- Years of experience
- Age
- Small gap in tenure in school
 - 6 years for white teachers vs. 4.5 years for black teachers
- Black teachers more likely to have a MA degree (67% vs. 56%)

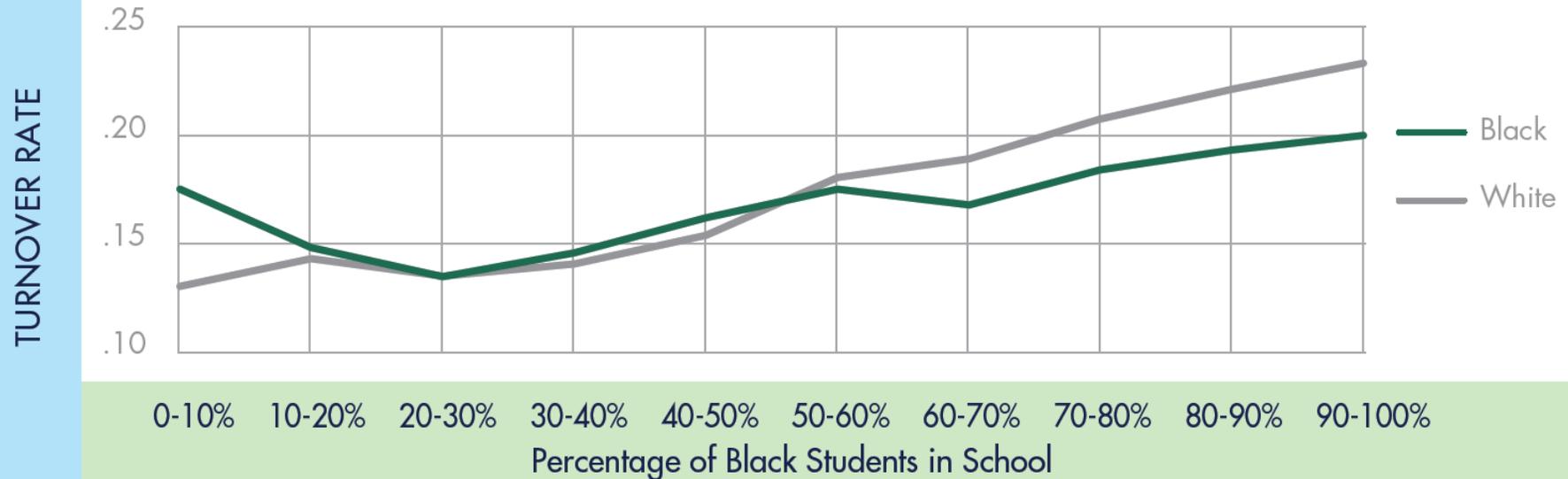
These differences account for essentially none of the turnover gap between Black and White teachers

Black and White teachers work in very different types of schools

	Black Teachers	White Teachers
Black/Hispanic students	78%	27%
FRPL students	79%	57%
Achievement Index	-0.55 SD	0.39 SD
Urban	75%	26%
Black peers (other teachers)	46%	8%

Black and White teachers are differentially responsive to school context

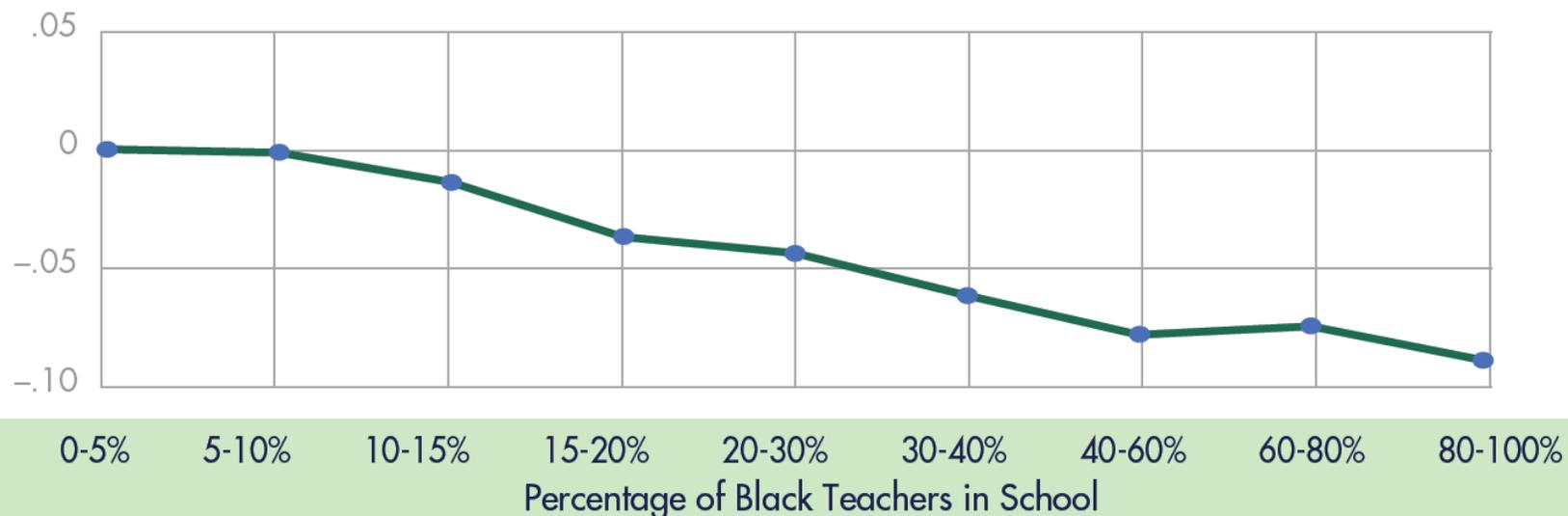
BLACK TEACHERS ARE MORE LIKELY THAN WHITE TEACHERS TO STAY IN SCHOOLS WITH LARGER NUMBERS OF BLACK STUDENTS



Colleagues matter

THE LIKELIHOOD OF TURNOVER FOR BLACK TEACHERS DECREASES THE MORE BLACK TEACHERS THEY WORK WITH IN THEIR SCHOOL

ESTIMATED DIFFERENCE IN
BLACK TEACHER TURNOVER



Differences in school context (and response) explain big portion (~1/3) of predicted Black-White turnover gap

Leader Diversity Matters
(leader and teacher diversity are
linked)

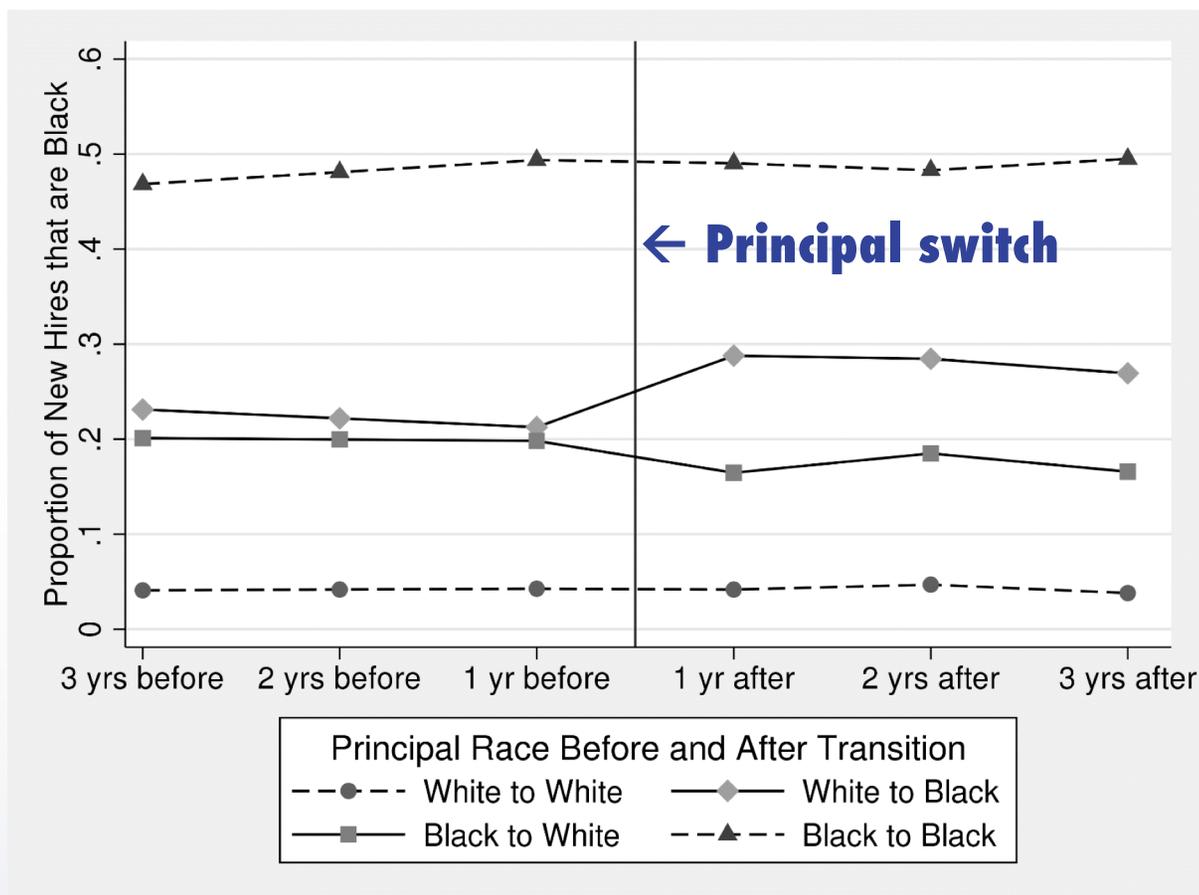


Does the race of the school's principal affect the composition of a school's teaching staff?

- Principals affect composition through two avenues:
 - Hiring
 - Turnover (retention)
- If we track schools over time, do we see changes in the hiring or turnover of teachers of color when the race of the principal changes?

Black and White principals hire differently

- Having a Black principal increases the probability that a newly-hired teacher is Black by **7.4 percentage points**

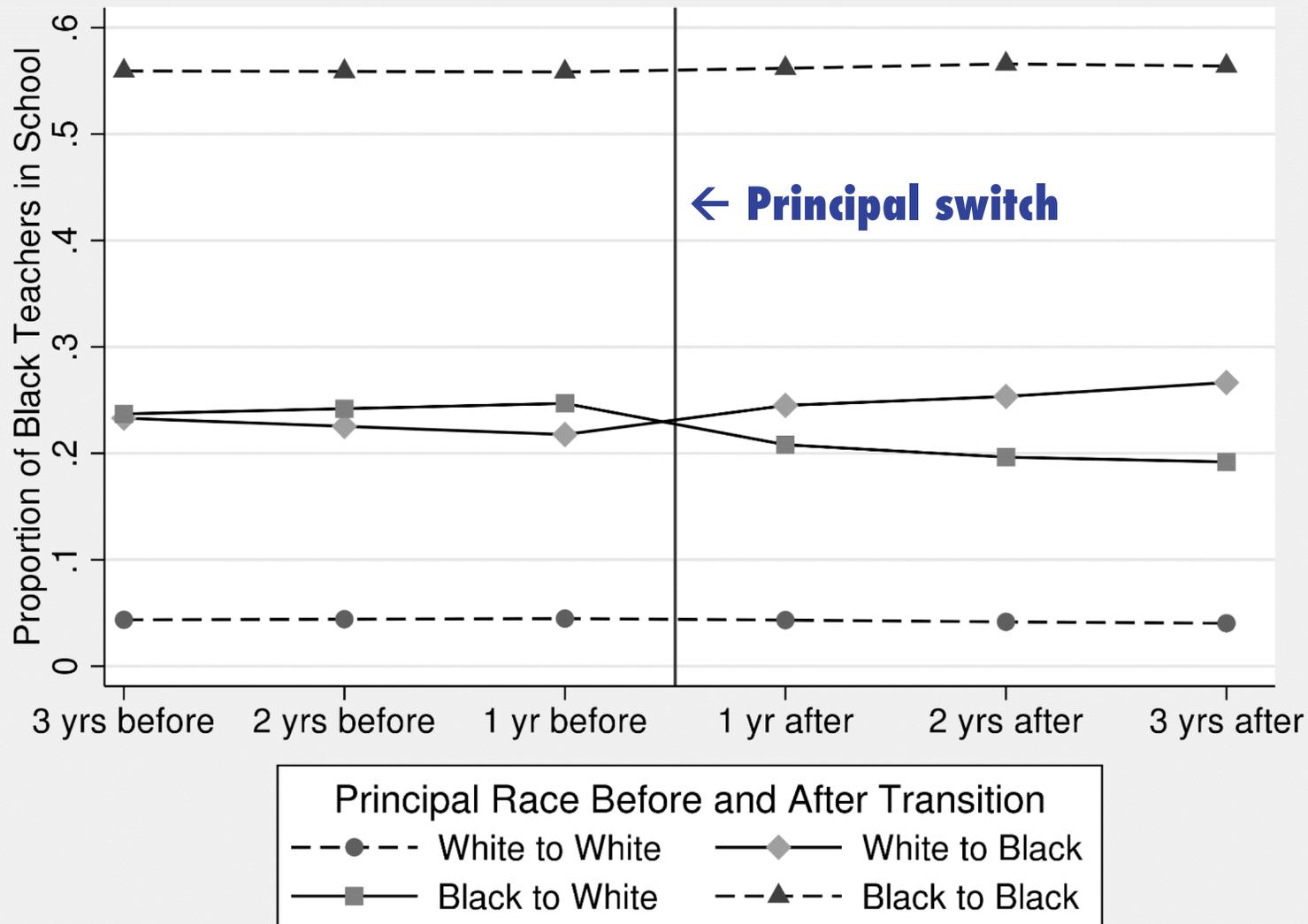


Part of effect appears to be driven by principals hiring same-race teachers with whom they have worked in a previous job

Black and White principals retain differently

- Compare turnover patterns (**within-teacher**) when the principal is the same race/ethnicity as the teacher
- **Main finding:** Having a principal of the same race decreases the likelihood of teacher turnover by about **3 percentage points** (20% of base rate)
 - Also report higher job satisfaction

Change in teacher workforce composition before and after principal turnover



Questions

Jason A. Grissom

jason.grissom@vanderbilt.edu

 @JasonAGrissom

vu.edu/tera

