The Education Policy Context

Current year education budget cuts have already exceeded $3 billion and additional cuts are being proposed.

Despite the economic downturn, the state must educate over 6 million students every day.

State and federal targets for student achievement continue to rise.

Schools and districts are struggling to do more with less.
Key Findings

1. Student achievement is rising slightly, but not nearly enough to meet state and federal targets; the achievement gap persists.

2. Poor students and those of color are still more likely to get an underprepared teacher.

3. California lacks a coherent teacher development system that can prepare and place the teachers we need.

4. The state is facing proposed education budget cuts in excess of $3 billion, yet policymakers lack reliable data that could better target scarce resources.
Organization

This presentation is organized into five sections:

1. Student Achievement
2. The Teacher Workforce
3. Inequitable Distribution
4. A Focus on Core Subject Areas
5. Recommendations
Student Achievement

The Gap Persists:

67% of Latino students and 72% of African American students scored below proficient on the Math CST in 2008
The number of underprepared teachers has declined, but 5% of the workforce still does not hold a preliminary teaching credential.

About half of these are interns.
California’s teacher workforce is regional, with the largest growth occurring in the central part of the state.
Impending Retirements

Nearly 100,000 teachers will be eligible for retirement in the next decade.

That number represents 1/3 of the current workforce.
Inequitable Distribution

The state’s highest minority schools have four times as many underprepared teachers as the lowest minority schools.
Bad Odds for Kids Who Need Better

For California 6th graders in 2008, the odds of having one underprepared teacher during their elementary years if their school is in the:

- **Lowest achievement quartile:** 38
- **Highest achievement quartile:** 16

The odds of having had more than one underprepared teacher during their elementary years if their school is in the:

- **Lowest achievement quartile:** 14
- **Highest achievement quartile:** 1

Source: California Department of Education and SRI analysis.
Underprepared Math Teachers and Student Achievement Don’t Add Up

The Math of API
Underprepared Mathematics Teachers by API Achievement Quartiles, 2007-08

The Math of CAHSEE
Underprepared and Novice Teachers by Pass Rates on CAHSEE, 2007-08 Mathematics
A Focus on Algebra

1/3 of all middle school algebra teachers do not hold a math authorization

Middle School Algebra Teachers, 2007-08

- 66% Fully credentialed with a math authorization
- 23% Fully credentialed without a math authorization
- 8% Underprepared
- 3% More than one credential type

Source: California Department of Education
Math and Middle Schools: Teachers Matter

Middle schools with the lowest student achievement in Algebra I are less likely to have teachers with a mathematics authorization than schools with the highest proficiency rates.
Shortages Across the Core Subject Areas

1/4 to 1/3 of high school core subject teachers are either underprepared, teaching out-of-field, or new to teaching.
Recommendations

Based on the data presented in California’s Teaching Force 2008, the Center makes five recommendations to strengthen teaching quality in California.
Recommendations

Addressing Teacher Shortages

• Review evidence of why these shortages continue to exist in certain schools, subject matter areas and programs where fully prepared teachers are needed most.

• Review the scope and viability of existing efforts to ensure equity.

Based on these reviews, develop a strategic plan designed to ensure access for all students to a fully prepared and effective teacher.
Recommendations

Creating A Teacher Development System

Modify the existing assessments within each component of the teacher development continuum—preparation, induction, evaluation and accomplished teaching—as necessary to form a more cohesive and coherent teacher development system that promotes access to fully prepared and effective teachers for all students, builds capacity, eliminates duplication and focuses on strengthening teaching practice.
Recommendations

Developing A Teacher Workforce Data System

Request the California Department of Education, in collaboration with the Commission on Teacher Credentialing, develop a long-term plan for a more adequate state data system, including benchmarks of progress and funding estimates.
Recommendations

Examining High School Reform

Focus on identifying ways in which high school teachers and administrators can be effectively prepared and supported in order to provide the instruction, learning environment and real-world connections that will reverse the high number of students dropping out of school.
Recommendations

Provide Adequate Resources and Reasonable Guidelines

Review resource levels and approaches designed to promote equity in California in comparison to other states. In addition, we recommend a review of the budget process specific to the realignment between the state and its public schools, with the goal of establishing a more reliable metric for school districts to use as they develop their annual budgets and make staffing decisions.