



**School Boards & Student Outcomes**

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**Essential Questions**

- *Can School Boards impact student outcomes?*
- *Is your district being impacted by a teacher shortage? In what ways?*
- *What has the greatest impact on student outcomes?*
- *Are you getting a good return on your investment for professional development spending?*

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**Trend in Teacher Preparation Program Enrollment**  
**Alabama**

Program Type	AY 2013-14	AY 2014-15	AY 2015-16
Traditional	3,807	3,719	3,749
Alternative, IHE-based	970	1,021	1,132
Alternative, not IHE-based	354	403	308
<b>Total</b>	<b>5,131</b>	<b>5,143</b>	<b>5,189</b>

The count of individuals enrolled includes all individuals that have been admitted to a teacher preparation program, but have not yet completed the program in the academic year being reported.

[https://title2.ed.gov/Public/Report/StateHighlights/StateHighlights.aspx?p=2\\_01](https://title2.ed.gov/Public/Report/StateHighlights/StateHighlights.aspx?p=2_01)

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**Trend in Teacher Preparation Program Enrollment**  
**Arkansas**

Program Type	AY 2013-14	AY 2014-15	AY 2015-16
Traditional	3,555	2,580	2,324
Alternative, IHE-based	1,078	904	917
Alternative, not IHE-based	625	460	496
<b>Total</b>	<b>5,258</b>	<b>3,944</b>	<b>3,737</b>

The count of individuals enrolled includes all individuals that have been admitted to a teacher preparation program, but have not yet completed the program in the academic year being reported.

[https://title2.ed.gov/Public/Report/StateHighlights/StateHighlights.aspx?p=2\\_01](https://title2.ed.gov/Public/Report/StateHighlights/StateHighlights.aspx?p=2_01)

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**Trend in Teacher Preparation Program Enrollment**  
**Louisiana**

Program Type	AY 2013-14	AY 2014-15	AY 2015-16
Traditional	2,856	2,706	2,446
Alternative, IHE-based	1,421	1,307	1,171
Alternative, not IHE-based	1,030	803	1,001
<b>Total</b>	<b>5,307</b>	<b>4,816</b>	<b>4,618</b>

The count of individuals enrolled includes all individuals that have been admitted to a teacher preparation program, but have not yet completed the program in the academic year being reported.

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**Trend in Teacher Preparation Program Enrollment**  
**Mississippi**

Program Type	AY 2013-14	AY 2014-15	AY 2015-16
Traditional	2,534	2,212	1,834
Alternative, IHE-based	1,038	722	707
Alternative, not IHE-based	324	318	254
<b>Total</b>	<b>3,896</b>	<b>3,252</b>	<b>2,795</b>

The count of individuals enrolled includes all individuals that have been admitted to a teacher preparation program, but have not yet completed the program in the academic year being reported.

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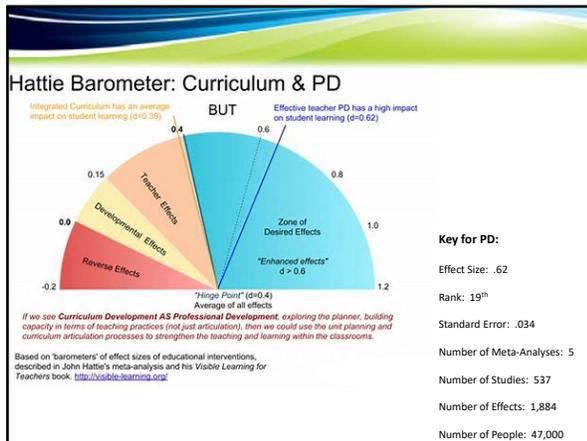
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- In FY2013, Congress appropriated \$2.9 billion for teacher training programs.
  - For the 2012-2013 school year, the PD market was estimated at \$3.2 billion.
  - Schools spend the majority of their funds in-house. MDR EMR projections suggest that schools spend 40-44 percent (\$1.4 billion), on outside professional development and services.
  - Expenditures on Title II of the Elementary and Secondary Education Act (The Eisenhower Program), mostly devoted to PD, are budgeted at about \$2.3 billion in 2014.
  - Districts spend an average of \$18,000 on development for each teacher per year.
- <https://www.brookings.edu/research/what-do-we-know-about-professional-development/>  
<https://hechingerreport.org/new-report-reveals-that-teacher-professional-development-is-costly-and-ineffective/>

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**The challenge for school districts is to better tie their professional-development spending to student outcomes and measures of teacher improvement.**

*No Certification—No Accountability  
 “The Wild-Wild West”*

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### Questions to Insure Investments in Professional Development Spending

1. What impact will this investment have on our State Accountability Level(s)?
2. Who will be impacted?
3. How will we know if the project is moving in the right direction?
4. *How will our return on investment be measured? How often?*
5. Do we have a guarantee from the vendor to insure the success of the project?




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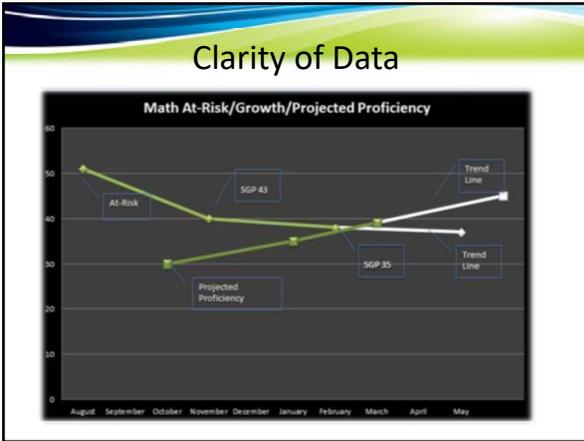
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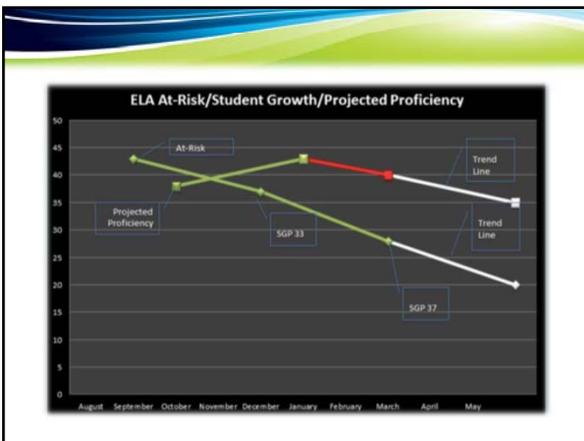
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