DATA POINTS



\$60 MILLION TO ADDRESS TEACHER SHORTAGES

The U.S. Department of Education has awarded more than \$60 million to address teacher shortages and help ensure long-term investments in teacher pathways and development programs. "Now more than ever, we are supporting teacher preparation and development programs that provide educators with meaningful, relevant, and evidence-based strategies for promoting student success and social and emotional well-being," said U.S. Secretary of Education Miguel Cardona.

bit.ly/3CuHF7O

53% OF SCHOOLS ARE UNDERSTAFFED — EVEN FOR COACHES

The U.S. Department of Education's Institute of Education Sciences released data in September showing that 53% of U.S. schools surveyed reported being understaffed this year. Special education teachers (65%) and transportation staff (59%) were the most understaffed positions, but teachers of STEM subjects and foreign language also had high rates of vacancies. As of August, 24% of surveyed schools reported difficulty filling coaching positions, and an additional 33% found it somewhat difficult. In every region, the top two reasons cited for shortages were too few applicants overall and too few qualified candidates in particular.

ies.ed.gov/schoolsurvey/spp/

7 POINT DECREASE IN MATH TEST SCORES

For the first time in the 50-year history of the National Assessment of Educational Progress (NAEP), also known as "the nation's report card," there was a statistically significant decline in 9-year-olds' reading and math scores from 2020 to 2022. Average scores declined seven points in math and five points in reading. Declines were steepest for Black and Brown students and for students who were already struggling academically, but students of all backgrounds and abilities lost ground. In a commentary, Frederick Brown, Learning Forward's president and CEO, noted that professional learning can help educators at all levels address those gaps and change the troubling trends. "The declines in NAEP scores make clear that we are in a situation we've never seen before and that teachers have an array of new challenges," Brown wrote. "In this context, it is clear that access to high-quality professional learning for all educators is an urgent equity issue."

bit.ly/3CbwZcC

7 YEAR PROJECT SUPPORTS EQUITY-MINDED LEADERSHIP

The Wallace Foundation — working with the Council of Chief State School Officers, the Council of the Great City Schools and the National Urban League — launched a novel effort to see if their districts, especially those serving high-need

communities, could use the Every Student Succeeds Act to promote more effective and equity-minded school principals. A newly released report on the seven-year endeavor details the results, including state policy ideas and programs. Results included the creation of new collaborative professional learning for principals, the development of equity leadership learning modules for principal preparation providers, and generating new resources for the field about fostering equity-minded leadership.

bit.ly/3RD8ATb

58% OF TEACHERS OF COLOR PRIORITIZE STUDENT LOAN FORGIVENESS

A recent report from RAND's 2022 State of the American Teacher survey examined how to address the need for greater racial and ethnic diversity of the teacher workforce. The most popular strategy for recruiting more teachers of color was student loan forgiveness or service scholarships to make becoming a teacher more affordable, endorsed by 67% of Black teachers, 58% of all teachers of color, and 79% of administrators surveyed or interviewed. Expanding teacher preparation programs at minority-serving institutions was popular with teachers, while growyour-own programs were popular with administrators. For hiring and retention strategies, teachers ranked increasing pay as the most important strategy, while bonuses for working in high-needs schools were popular with administrators. Other strategies popular with both groups were allowing licensure reciprocity across states and partnering with diverse teacher preparation programs.

www.rand.org/pubs/research_reports/RRA1108-6.html