



Educator Effectiveness: Data Summer Workshop

July 11, 2016



Every Student Succeeds Act (ESSA)



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- Reauthorization of Elementary and Secondary Education Act (ESEA) aka No Child Left Behind (NCLB)
- ESSA eliminates many of the provisions of NCLB:
 - Adequate Yearly Progress Measure
 - Parental Notification when child is assigned non-HQ teacher
 - Schools identified for improvement, corrective action, or restructuring
 - Federal reporting of HQ (state now defines HQ status)

Every Student Succeeds Act (ESSA)



- States are required to submit plans to the federal government. Plans must/may include:
 - Accountability System
 - School/District/State Report Cards
 - Plans (state and district) for equitable access to highly effective teachers for all students.
- NCDPI is conducting stakeholder meetings across the state to gather input from the field.
- Teachers can/should make their opinions known to USED (see ESSA document on wiki space).

Equitable Access to Highly Effective Educators



Human Capital by Low-Performing Designation



	Low-Performing Designation (n=18,528)		Non Low-Performing Designation (n=73517)		Difference (percentage points)
Teachers on Full Evaluation Cycle	11,993	64.7%	40,166	54.6%	10.1%
Beginning Teachers	2145	11.6%	6810	9.3%	2.3%
First-Year Teachers	803	4.3%	2472	3.4%	0.9%
Teacher Attrition (teachers with EVAAS)	1089	22.5%	5001	22.2%	0.3%

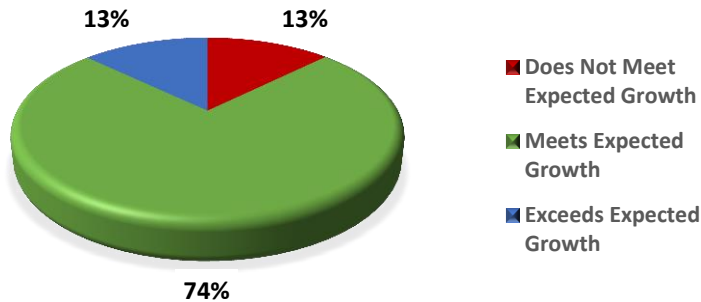
A greater percentage of experienced teachers in schools with a Low-Performing designation are on full evaluation plans, suggesting that these experienced teachers have instructional deficiencies.

There are no meaningful differences between Low-Performing Designated Schools and Non Low-Performing Designated schools in early-career teachers or teacher attrition.

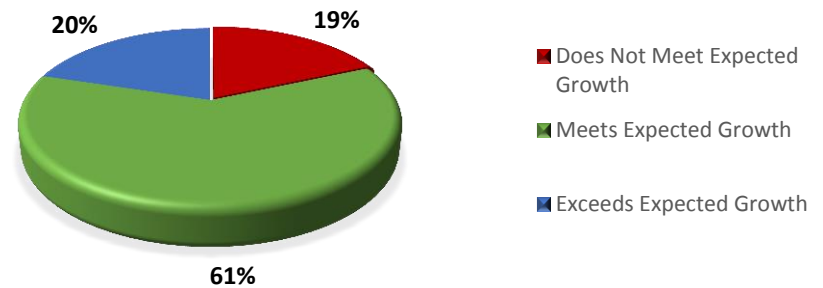
Human Capital by Low-Performing Designation



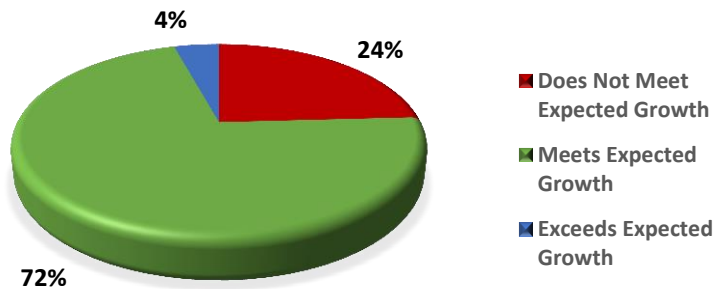
NEW HIRES IN NON LOW-PERFORMING SCHOOLS 2013-14 (N=8891)



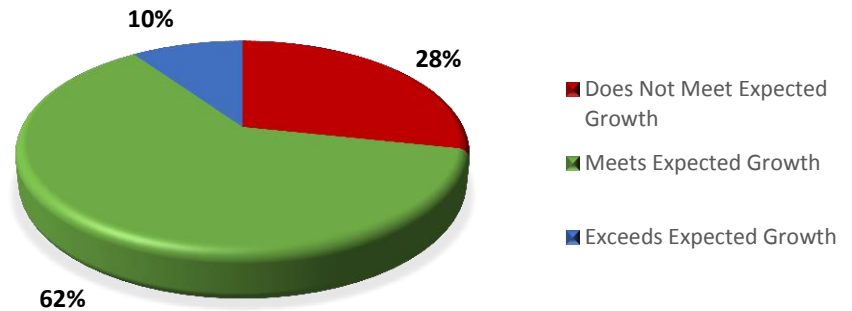
NEW HIRES IN NON LOW-PERFORMING SCHOOLS 2014-15 (N=8891)



NEW HIRES IN LOW-PERFORMING SCHOOLS 2013-14 (N=2320)



NEW HIRES IN LOW-PERFORMING SCHOOLS 2014-15 (N=5,939)



Teacher Mobility 2014 to 2015 by Quartiles of Minority Students



	Lowest Quartile (2015)	Second Quartile (2015)	Third Quartile (2015)	Highest Quartile (2015)	Total
Lowest Quartile (2014)	77	26	6	3	112
<i>Expected</i>	<i>27.9</i>	<i>29.4</i>	<i>29.2</i>	<i>25.5</i>	
Second Quartile (2014)	36	64	28	10	138
<i>Expected</i>	<i>34.4</i>	<i>36.2</i>	<i>35.9</i>	<i>31.5</i>	
Third Quartile (2014)	15	34	56	17	122
<i>Expected</i>	<i>30.4</i>	<i>32.0</i>	<i>31.8</i>	<i>27.8</i>	
Highest Quartile (2014)	11	22	55	97	185
<i>Expected</i>	<i>46.2</i>	<i>48.5</i>	<i>48.2</i>	<i>42.2</i>	
Total	139	146	145	127	557

EHE Teacher Mobility 2014 to 2015 by Quartiles of Minority Students



	Lowest Quartile (2015)	Second Quartile (2015)	Third Quartile (2015)	Highest Quartile (2015)	Total
Lowest Quartile (2014)	69	21	6	3	99
<i>Expected</i>	<i>24.4</i>	<i>26.5</i>	<i>24.4</i>	<i>23.6</i>	
Second Quartile (2014)	31	53	23	8	115
<i>Expected</i>	<i>28.4</i>	<i>30.8</i>	<i>28.4</i>	<i>27.4</i>	
Third Quartile (2014)	11	33	42	15	101
<i>Expected</i>	<i>24.9</i>	<i>27.1</i>	<i>24.9</i>	<i>24.1</i>	
Highest Quartile (2014)	6	20	46	87	159
<i>Expected</i>	<i>39.2</i>	<i>42.6</i>	<i>39.2</i>	<i>37.9</i>	
Total	117	127	117	113	474

Teacher Mobility 2014 to 2015 by Quartiles of EDS Students



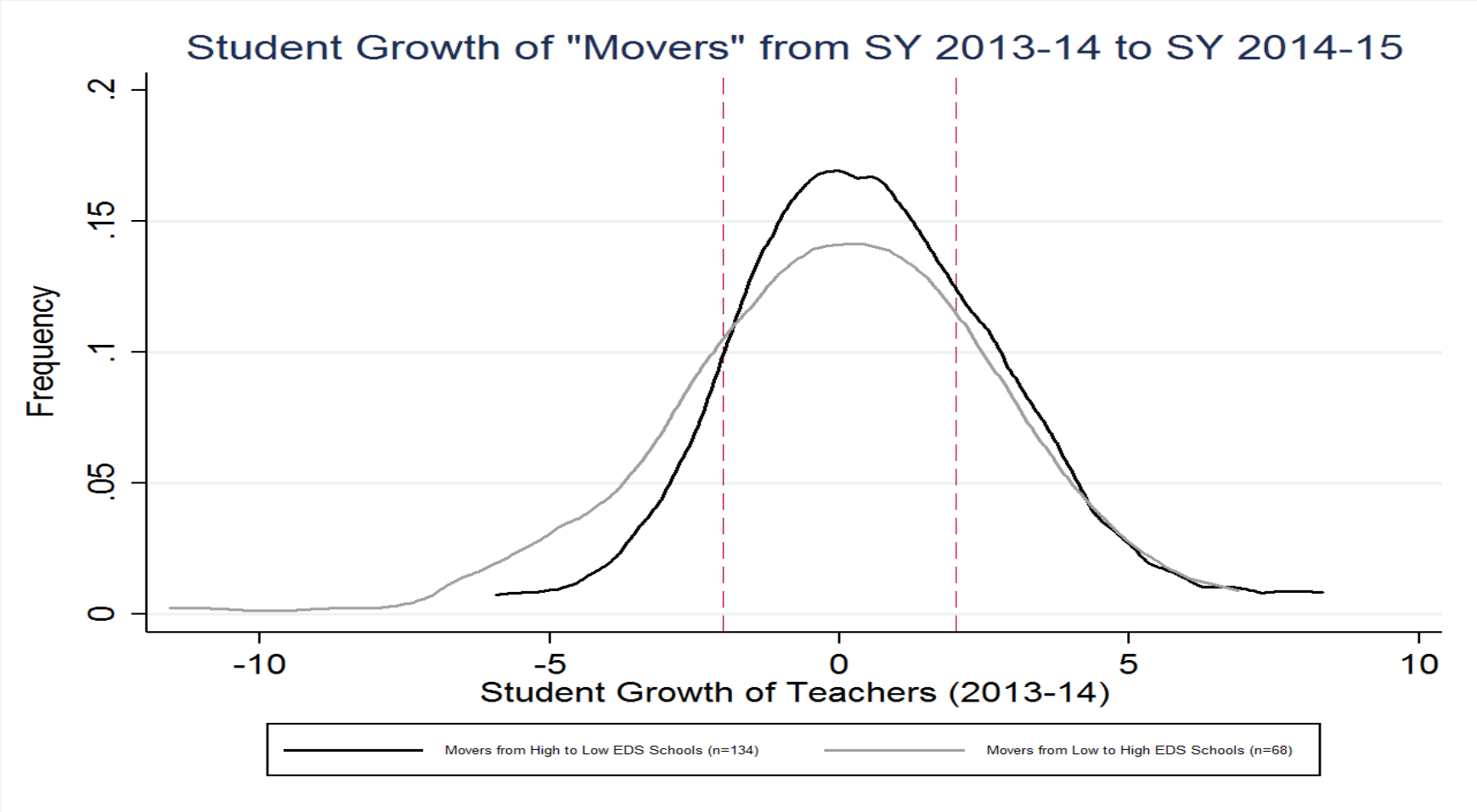
	Lowest Quartile (2015)	Second Quartile (2015)	Third Quartile (2015)	Highest Quartile (2015)	Total
Lowest Quartile (2014)	92	24	14	10	140
<i>Expected</i>	<i>49.5</i>	<i>35.2</i>	<i>31.7</i>	<i>23.6</i>	
Second Quartile (2014)	44	43	25	15	127
<i>Expected</i>	<i>44.9</i>	<i>31.9</i>	<i>28.7</i>	<i>21.4</i>	
Third Quartile (2014)	26	38	33	27	124
<i>Expected</i>	<i>43.9</i>	<i>31.2</i>	<i>28.1</i>	<i>20.9</i>	
Highest Quartile (2014)	35	35	54	42	166
<i>Expected</i>	<i>58.7</i>	<i>41.7</i>	<i>37.6</i>	<i>28.0</i>	
Total	197	140	126	94	557

EHE Teacher Mobility 2014 to 2015 by Quartiles of EDS Students



	Lowest Quartile (2015)	Second Quartile (2015)	Third Quartile (2015)	Highest Quartile (2015)	Total
Lowest Quartile (2014)	86	21	13	10	130
<i>Expected</i>	<i>48.0</i>	<i>30.7</i>	<i>30.2</i>	<i>21.1</i>	
Second Quartile (2014)	37	33	22	8	100
<i>Expected</i>	<i>36.9</i>	<i>23.6</i>	<i>23.2</i>	<i>16.2</i>	
Third Quartile (2014)	19	32	27	23	101
<i>Expected</i>	<i>37.3</i>	<i>23.9</i>	<i>23.4</i>	<i>16.4</i>	
Highest Quartile (2014)	33	26	48	36	143
<i>Expected</i>	<i>52.8</i>	<i>33.8</i>	<i>33.2</i>	<i>23.2</i>	
Total	175	112	110	77	474

Distribution of Effectiveness of “Movers”



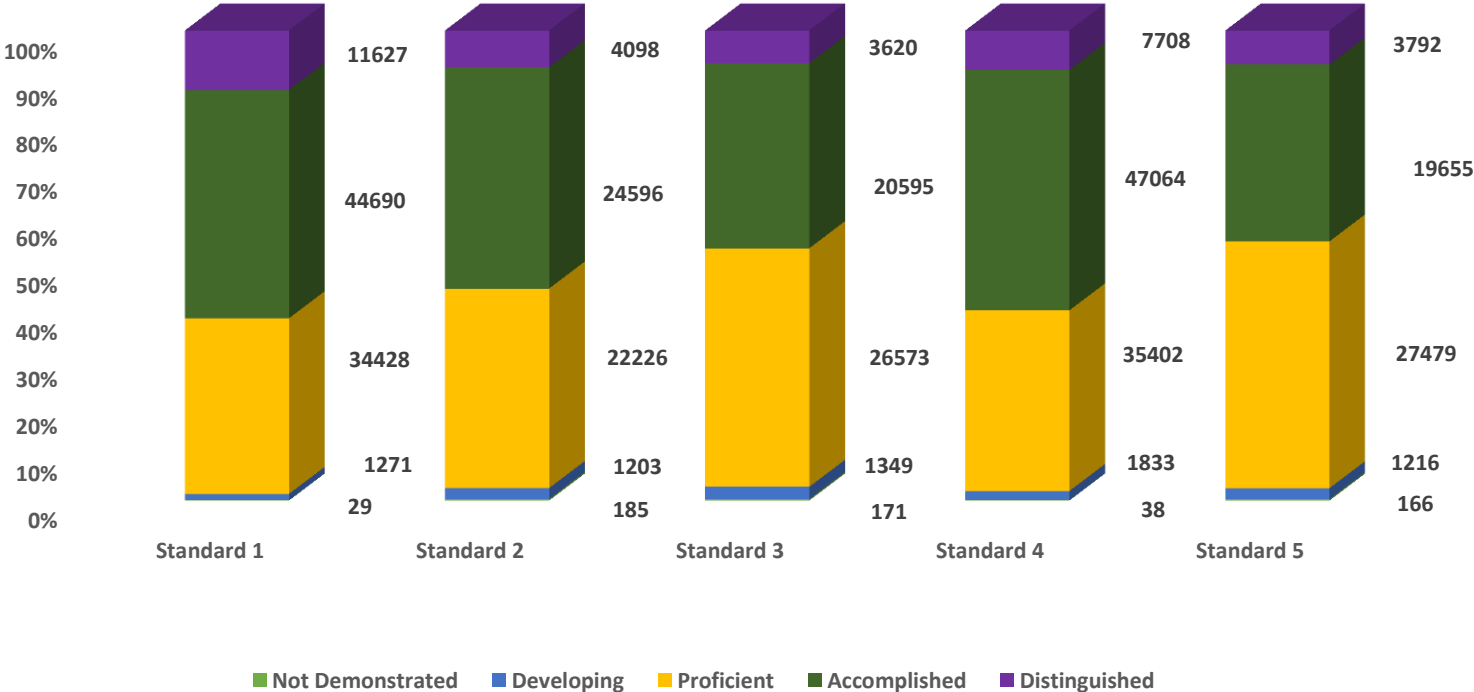
Standard 6 → Student Growth



Principal Evaluation Ratings



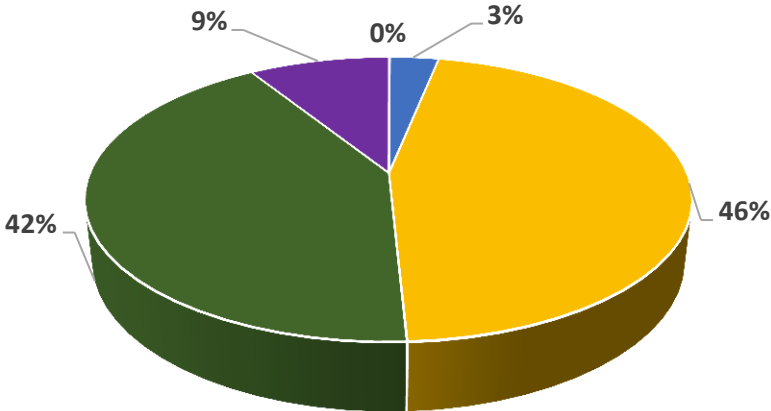
Performance Categories - NCEES 2014-15 (n=92,045/52,308)



Rating Categories for Standard 4 by Evaluation Type

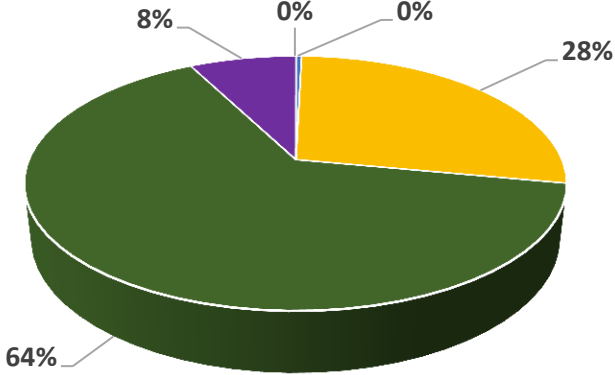


Full Evaluation - Standard 4 (n=52,308)



- Not Demonstrated
- Developing
- Proficient
- Accomplished
- Distinguished

Abbreviated Evaluation - Standard 4 (n=39,737)

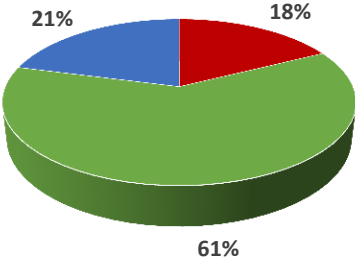


- Not Demonstrated
- Developing
- Proficient
- Accomplished
- Distinguished

Distribution of Student Growth Ratings

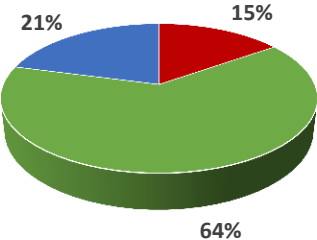


Student Growth SY 2014-15 (n=61,891)



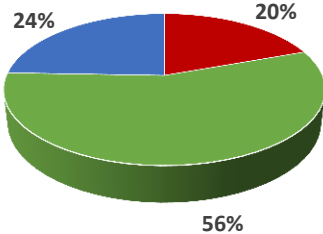
■ Does Not Meet Expected Growth ■ Meets Expected Growth ■ Exceeds Expected Growth

Student Growth SY 2013-14 (n=35,855)



■ Does Not Meet Expected Growth ■ Meets Expected Growth
■ Exceeds Expected Growth

Student Growth SY 2012-13 (n=27,348)

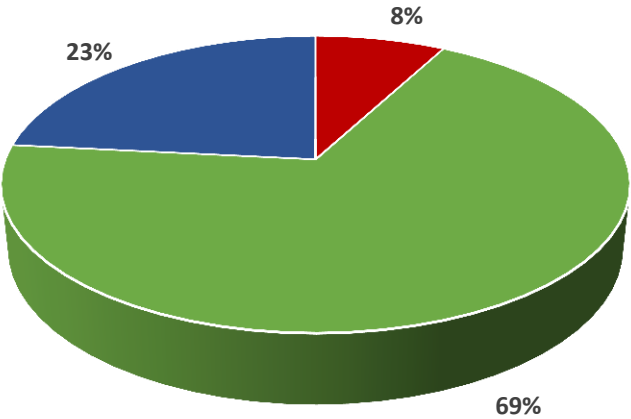


■ Does Not Meet Expected Growth ■ Meets Expected Growth
■ Exceeds Expected Growth

First Teacher Status

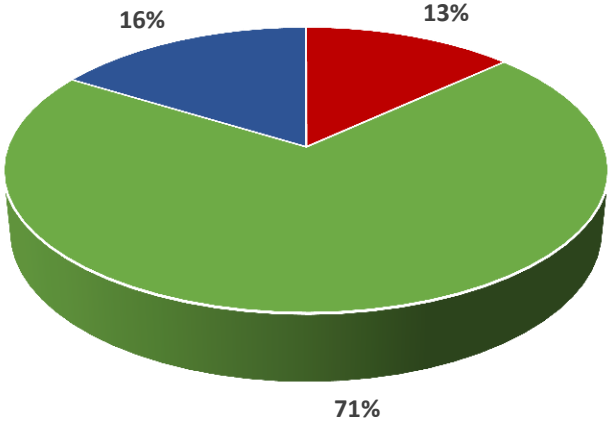


Overall Status Based on Strongest Two of Three Years (n=23,745)



Needs Improvement Effective Highly Effective

Overall Status Based on Three Years (n=23,745)



Needs Improvement Effective Highly Effective

Student Growth – Moving Forward



- Standards 6 (teacher) and 8 (administrator) are no longer stand-alone standards in the NC Educator Effectiveness System (NCEES).
- Standards 6 and 8 will be referred to as Student Growth and School Growth, respectively.
- All processes related to the development of student and school growth will continue (e.g., student assessment, ASW process, roster verification).
- Teachers and administrator will continue to see the growth data in the EVAAS online system.
- Observational evaluation ratings will no longer appear in the EVAAS system. Student growth data will no longer appear in the TNL system.
- Student and School Growth may be used as an artifact in the evaluation of educators, at the discretion of the evaluator.

Student Growth – Reporting



Teacher Effectiveness Data for the 2014-15 School Year

	Not Demonstrated ¹		Developing ²		Proficient ³		Accomplished ⁴		Distinguished ⁵	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Standard 1	3	0	31	.3	2712	28	5107	52.7	1829	18.9
Standard 2	1	0	32	.6	1460	27.9	3114	59.6	617	11.8
Standard 3	1	0	26	.5	2110	40.4	2585	49.5	502	9.6
Standard 4	1	0	46	.5	2527	26.1	5916	61.1	1192	12.3
Standard 5	2	0	28	.5	2127	40.7	2458	47.1	609	11.7

Does Not Meet Expected Growth
Meets Expected Growth the st
Exceeds Expected Growth the

All teachers in North Carolina
of teachers in the count for Sta

http:

	Does Not Meet Expected Growth ¹		Meets Expected Growth ²		Exceeds Expected Growth ³	
	Count	Percentage	Count	Percentage	Count	Percentage
Standard 6	948	15.4	3548	57.5	1670	27.1

growth measures. The number

SBE Strategic Plan



Measure 3.5.3

The percentage of effective or highly effective teachers leaving high-poverty schools due to teacher mobility (teachers transfer within the state).

Measure Values	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Proposed Targets	NA	NA	NA	TBD	TBD	TBD
Actual Results	NA	NA	45.1%			

There were 16,761 teachers in the 2013-14 school year for whom we were able to generate a teacher status (observational data and 3 years of student growth data). Of those teachers, 13,198 (78.7%) received an evaluation status in the 2014-15 school year. There were 3,563 teachers with a status in 2013-14 who did not receive an evaluation status in the 2014-15 school year. The vast majority of teachers who had an evaluation status in both years worked in the same school for the 2013-2014 and 2014-2015 school years (12,600, or 95.5%). Of the 598 teachers with an evaluation status in both years and moved schools for the 2014-15 school year, 474 received a status of effective or highly effective (EHE).

In the 2013-14 school year, there were 244 EHE teachers serving schools with high economically disadvantaged student (EDS) populations (greater than 54.5%) who transferred to another school in the 2014-15 school year. Of these 244 teachers, 110 teachers (45.1%) transferred to schools with low EDS populations. By contrast, of the 230 EHE teachers who served in low EDS schools and transferred in the 2014-15 school year, only 53 (23.0%) moved to schools with high EDS populations.

SBE Strategic Plan



Measure 3.5.4

The percentage of effective or highly effective teachers leaving high-minority schools due to teacher mobility (teachers transfer within the state).

Measure	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Values						
Proposed						
Targets	NA	NA	NA	TBD	TBD	
Actual Results	NA	NA	26.9%			

There were 260 EHE teachers serving in schools with high minority populations (greater than 42.5%) who transferred schools in the 2014-15 school year. Of these 260 teachers, 70 EHE teachers (26.9%) went to schools with low minority student populations. By contrast, of the 214 EHE teachers who were serving in school with low minority populations, 40 teachers (18.7%) transferred to schools with high minority populations in the 2014-15 school year.

Recent Legislation



Teacher Salary (2016-2017)



2016-2017 Teacher Monthly Salary Schedule

Years of Experience "A" Teachers

Yrs Exp	Monthly Salary	Yrs Exp	Monthly Salary	Yrs Exp	Monthly Salary
0	3500	6	3800	12	4175
1	3575	7	3850	13	4250
2	3600	8	3900	14	4325
3	3625	9	3950	15-19	4525
4	3675	10	4025	20-24	4800
5	3725	11	4100	25+	5100
"M" teachers – 10% supplement; 6-year degree – 126/mo.; doctorate – 253/mo.					
NBPTS certification – 12% supplement on "A" salary.					

THIRD GRADE READING TEACHER PERFORMANCE PILOT PROGRAM



- Total of \$10 million dollars appropriated for the pilot
- Available to 3rd grade teachers with a growth-measure in reading
- Bonus available to teachers whose 3rd grade reading index is in the top 25% across the state
- Bonus available to teachers whose 3rd grade reading index is in the top 25% of the district (proportionately weighted by ADM)
- Teachers in charter and regional schools not eligible.
- Teachers who qualify in both state and district will receive both bonuses.
- Bonuses are paid in January (2017 and 2018). Teacher must be in same LEA, teaching 3rd grade reading up until the school year in which the bonus is paid (or bonus is forfeited).

TEACHER COMPENSATION MODELS AND ADVANCED TEACHING ROLES



- Three year pilot to develop advanced teaching roles and organizational models that link teacher performance and professional growth to salary increases.
- Highly effective teachers to teach an increased number of students in exchange for increased compensation.
- Supplements for advanced teachers may be up to 30% of state salary schedule.
- SBE will issue RFP by September 15, 2016; LEAs must submit proposals by October 15, 2016.

Bonuses for AP and IB Pilot Program



- Bonus of \$50 for each student who receives a 3 or above in an AP exam or 4 or above for an IB exam.
- Maximum \$2,000 per year
- Bonuses paid in January
- Teacher must remained employed teaching advanced courses in same LEA.

Mentor and Cooperating Teacher Requirements



- All beginning teachers (<3 yrs) must be assigned a mentor.
- Mentors must be evaluated at the “accomplished” level and meet expectations for student growth.
- Teachers who serve as a cooperating teacher for a student teacher must be evaluated at the “accomplished” level and meet expected growth in the field of licensure sought by the student.

Questions from the Field



FAQ



Contact Us



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Online:

<http://www.dpi.state.nc.us/newsroom/lets-talk/>