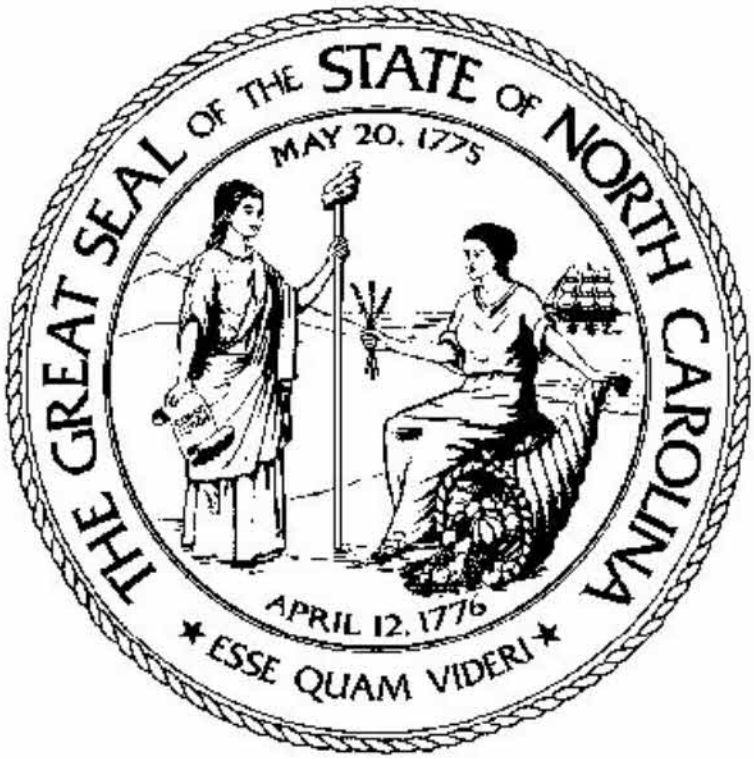
North Carolina's State Plan to Ensure Equitable Access to Excellent Educators



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NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

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Overview

This report reflects the U. S. Department of Education (USED) requirements outlined in the letter written to Chief State School Officers on November 10, 2014, from Assistant Secretary, Deborah S. Delisle. Consistent with section 1111(b)(8)(c) of the Elementary and Secondary Education Act of 1965 (ESEA), each State educational agency (SEA) must develop and submit to USED a State Plan to Ensure Equitable Access to Excellent Educators (Equity Plan). The plan must describe "steps the State education agency will take to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers." This document was developed utilizing resources provided by the Equitable Access Support Network and updated guidance provide by the USED on April 10, 2015. North Carolina's initial submission of the Equity Plan to the USED was on June 1, 2015. It was later updated based on feedback from peer reviewers and resubmitted to the USED on September 8, 2015. Additional edits were made and submitted to the USED on October 23, 2015, based on feedback from USED staff members.

Section 1: Introduction

North Carolina's state system of public schools is comprised of 115 local education agencies (LEAs) and 147 public charter schools (in the 2014-15 school year). These districts and charter schools cover the spectrum from large (approximately 155,000 students) to small (approximately 600 students); are set in urban, suburban, and rural environments, and include (based on fall 2012 data): 2,526 schools, 177,149 staff, and a diverse population of nearly 1.5 million students (52.2% White, 26.1% Black, 14.0% Hispanic, 2.6% Asian, 1.4% American Indian, 0.1% Pacific Islander and 3.6% Two or More Races). The North Carolina Department of Public Instruction (NCDPI) helps the State's LEAs and charter schools meet the goals and mandates set out for the system by the NC State Board of Education (NCSBE) and North Carolina General Assembly (NCGA). North Carolina has a history of establishing high standards for student academic achievement and for holding all schools accountable for working to ensure that all students are college- and career-ready.

Because of the critical role of teachers in actualizing this commitment, North Carolina understands the importance of ensuring that every child has competent, caring, and qualified teachers. To that end, NC continues to review licensure policies to eliminate barriers and facilitate the licensing of teachers from other states and to create accelerated alternate routes to teaching. The current ESEA laws focus on teachers that meet the definition of "highly qualified" and understandably, content expertise is a critical component of effective teaching. However, NC acknowledges the significant body of research that identifies other personal and professional qualities that teachers must possess to positively impact student achievement. Therefore, while NC's Equity Plan addresses gaps in teacher qualifications, the plan includes a significant focus on teacher effectiveness.

Understanding that excellent educators are essential to student success, NC is deeply committed to ensuring that every student has effective teachers and that every school has an effective leader, regardless of where each student attends school. The NCSBE has formalized this commitment in Goal 3 of its strategic plan which states that, "Every student, every day has excellent educators." (See http://stateboard.ncpublicschools.gov/strategic-plan/strategic-plan-full.pdf for a copy of the

NCSBE Strategic Plan.) To move toward achieving this goal, and thereby ensure equitable access to great teachers and leaders, the NCSBE and NCDPI have been building upon the statewide NC Educator Evaluation System to create an educator effectiveness model that recognizes great educators and provides targeted support for educators who need to improve their skills and knowledge.

For North Carolina, the following *definitions* are provided:

1. "Inexperienced" teachers are in their first year of practice.
2. "Novice" teachers have zero to three years of experience.
3. "Out-of-field" and "unqualified" teachers are not "highly qualified."
4. A teacher who is "highly qualified" meets the following criteria:
   a) He or she holds a full NC State Teaching Certification;
   b) He or she holds at least a bachelor's degree from a four-year institution.
   c) He or she demonstrates competence in the core academic subject areas he or she teachers in one of the following ways:
      - Having a major, or coursework equivalent to a major (24 semester hours), from an accredited four-year college(s) or university in the assigned core content area;
      - Holding an advanced degree in that content area; or
      - Holding National Board Certification in that content area; or
      - Having passed the PRAXIS II in that content area.
5. "Highly Effective Teacher" – In North Carolina, a highly effective teacher is one who receives a rating of at least "accomplished" on each of the Teacher Evaluation Standards 1 – 5 and receives a rating of "Exceeds Expected Growth" on Standard 6 of the Teacher Evaluation Instrument. The End-of-Course assessments, End-of-Grade assessments, Career and Technical Education Post-Assessments, NC Final Exams, K-2 Assessments (mClass), and Analysis of Student Work provide the student data used to calculate the growth value.
6. "Effective Teacher" – An effective teacher is one who receives a rating of at least "proficient" on each of the Teacher Evaluation Standards 1 – 5 and receives a rating of at least "Meets Expected Growth" on Standard 6 of the Teacher Evaluation Instrument.
7. "Teacher in Need of Improvement" – A teacher in need of improvement is one who fails to receive a rating of at least "proficient" on each of the Teacher Evaluation Standards 1 – 5 or receives a rating of "Does Not Meet Expected growth" on Standard 6 of the Teacher Evaluation Instrument.

Theory of Change

In 2007, the NCSBE adopted a Future-Ready Core Course of Study to prepare all students for careers and college learning in the 21st century. Board members unanimously approved the new high school graduation requirements, effective with the ninth grade class of 2009-10. The Future Ready Core graduation requirements were established to ensure more students graduate having taken additional courses needed to prepare them for success in the workplace or college.

Educators, parents and lawmakers continued to press for changes to the curriculum and

accountability systems. In 2008, following extensive input from the Blue Ribbon Commission on Testing and Accountability, the NCSBE crafted the *Framework for Change*, a publication containing twenty-seven recommendations to dramatically change the scope of the Standard Course of Study, assessments, and accountability. The foundational principle of this document outlined the need for teaching and learning to be aligned with the 21st century skills that students need for success in their educational, work, and life pursuits. The *Framework for Change* demonstrated the NCSBE's deep commitment to school accountability, to high standards, and to success for all students. More information about the *Framework for Change* is available to the public and is accessible at http://www.ncpublicschools.org/acre/history/.

In response to the *Framework for Change*, NC demonstrated the leadership needed to transform state-level educational standards and assessments through the Accountability and Curriculum Reform Effort (ACRE). ACRE was the State's comprehensive initiative to redefine the North Carolina Standard Course of Study for K-12 students, the student assessment program, and the school accountability model. The outcome of the ACRE work demonstrated NC's commitment to internationally and nationally benchmarked, "fewer, clearer, and higher" standards. Information about the ACRE project is available to the public and is accessible at http://www.ncpublicschools.org/acre/.

During 2008-12, the ACRE work involved many educators from across North Carolina – classroom teachers, school administrators, content and curriculum experts from local school districts, curriculum experts from NCDPI, university and community college faculty, and national experts on curriculum design and testing. These educators met for over a year to review the current standards in order to determine what knowledge, understanding, and skills are critical for students to be college- and career-ready. They also researched international and national benchmarks and reviewed the work of other states and content-specific trends in order to identify the most essential knowledge, understanding, and skills needed to be successful in the 21st century. The timeline for the ACRE initiative is available to the public and is accessible at http://www.ncpublicschools.org/acre/timeline/.

On August 24, 2010, North Carolina became one of only twelve recipients of the 2010 federal Race to the Top (RttT) grant, bringing nearly $400 million to the state's public school system for use over four years. With the support of the RttT grant, North Carolina continued the work developed through the ACRE project. School districts and charter schools received support for implementing creative and meaningful programs and activities that would result in more students graduating from high school, being better prepared for college, and possessing skills necessary for careers in today's economy.

On May 29, 2012, North Carolina received initial approval for ESEA Flexibility which was extended through the 2018-19 school year by the USED on March 31, 2015. In addition to the resources provided through the federal RttT grant, this flexibility regarding specific requirements of the No Child Left Behind Act of 2001 (NCLB) has allowed the State to utilize its limited federal resources more flexibly will ensure that our ESEA goals are met:

- A great teacher in every classroom and a great principal in every school;
- College- and career-ready standards;

- Turning around the lowest performing schools; and
- Data systems to improve instruction.

A Great Teacher in Every Classroom

In its RttT plan, NC committed to enhancing its existing statewide Educator Evaluation System by including a component utilizing standard measures of student growth and by using the results of the Evaluation System to identify teachers and principals who are "effective" and/or "highly effective." In July 2011, the NCSBE enhanced the existing statewide teacher evaluation instrument by adding a sixth standard that measures the extent to which "teachers contribute to the academic success of students." Similarly, the NCSBE also added an eighth standard to the principal instrument that measures "academic achievement leadership."

During the 2011-12 school year, the NCSBE established formal definitions of "effective" and "highly effective" teachers and leaders. These definitions have been and/or will be infused into new policies on career status (tenure), licensure, teacher retention and dismissal, incentives and policies for equitable teacher and leader distribution, and evaluation of teacher and leader preparation programs. For a list of the related policies that have been adopted so far, the NCSBE Policy Manual can be accessed online at http://sbepolicy.dpi.state.nc.us/. All of the policies related to educator evaluation are found within the Twenty-First Century Professionals (TCP) section of the NCSBE Policy Manual. Within the TCP section, subsection C contains all policies related to educator evaluation.

- **TCP-C-004** establishes a statewide teacher evaluation system and set of steps that comprise the teacher evaluation process.

- **TCP-C-005** establishes a statewide administrator evaluation system and set of steps that comprise the principal and assistant principal evaluation process.

- **TCP-C-006** contains the evaluation standards for teachers and administrators.

- **TCP-C-022** requires annual evaluation for all teachers. The abovementioned policies already provided for annual evaluation for principals and assistant principals, but allowed for less frequent evaluation of career-status teachers.

The NCSBE policies merely set the guidelines principals and teachers must use to improve teaching and learning in every classroom. North Carolina understands that teaching and learning will improve most when the Educator Evaluation System is used with fidelity, as a catalyst for frank conversations between principals and teachers regarding instructional practice, and in a way that demands excellence from educators and supports them in pursuing it. To that end, consistent with the requirements of ESEA flexibility and our USED-approved RttT Scope of Work, all NC teachers and principals will receive evaluation ratings derived from the statewide Educator Evaluation System in the fall of 2015. NCDPI will continue to provide support to principals and teachers regarding how to use the System and the evaluation feedback it produces effectively to improve instruction.

NC's Statewide Educator Evaluation System

All teachers in NC must receive an annual evaluation. For beginning teachers (teachers who have been in the classroom three years or less) or career status (tenured) teachers renewing their licenses, school administrators must complete a full evaluation. The evaluation of teachers and school administrators is housed in an online environment that eliminates the need for paper, streamlines the process, and facilitates the use of data at the school, district, and state level. A full description of standards and evaluation instruments for teacher evaluation are available at: http://www.ncpublicschools.org/educatoreffectiveness/. Below are *definitions* of teacher effectiveness and some brief descriptions of key elements of the Evaluation System.

> Highly Effective Teacher – In North Carolina, a highly effective teacher is one who receives a rating of at least "accomplished" on each of the Teacher Evaluation Standards 1 – 5 and receives a rating of "Exceeds Expected Growth" on Standard 6 of the Teacher Evaluation Instrument. The End-of-Course assessments, End-of-Grade assessments, Career and Technical Education Post-Assessments, NC Final Exams, K-2 Assessments (mClass), and Analysis of Student Work provide the student data used to calculate the growth value.
>
> Effective Teacher – An effective teacher is one who receives a rating of at least "proficient" on each of the Teacher Evaluation Standards 1 – 5 and receives a rating of at least "Meets Expected Growth" on Standard 6 of the Teacher Evaluation Instrument.
>
> Teacher in Need of Improvement – A teacher in need of improvement is one who fails to receive a rating of at least "proficient" on each of the Teacher Evaluation Standards 1 – 5 or receives a rating of "Does Not Meet Expected growth" on Standard 6 of the Teacher Evaluation Instrument.

A three-year rolling average of student growth values (individual educator value-added scores computed through the Educator Valued-Added Assessment System; EVAAS) generates the sixth standard rating used to determine teacher effectiveness.

By the fall of 2015, all NC school districts will receive the NC Educator Evaluation System results which will identify each educator's "effectiveness status" – that is, whether the educator was designated as "effective," highly effective," or "in need of improvement." NCDPI is currently working on the development of a new Human Capital Dashboard designed to help districts analyze the effectiveness of teachers moving in and out of the district and its schools. By the 2016-17 school year, all NC school districts will use the NC Educator Evaluation System to inform individual plans for continous improvement and drive staffing and other human capital decisions.

Toward Equitable Distribution of Effective Educators

The first challenge in working toward equitable distribution of effective educators is establishing a system by which to identify effective educators; as described above, North Carolina now has this system in place. The next steps once the NCDPI has the results in the fall of 2015 are to use

the data regarding effectiveness to identify gaps in equitable teacher distribution, examine the root causes of inequitable distribution, and design policy and programmatic interventions to address the root causes. Based on prior analyses, NC expects that economically disadvantaged and minority students will be less likely to be served by effective or highly effective teachers. Extensive discussion with personnel administrators across the State and analysis of the data at the state level on a variety of teacher characteristics at the school district and school building levels reveals that the inequitable distribution of effective teachers across the State is caused not by a single, isolated distribution problem, but rather by a multi-faceted problem involving teacher shortage, recruitment and retention challenges, and distribution decisions at district and building levels.

Section 2: Stakeholder Engagement

The first stage of developing NC's Educator Evaluation System took place during the mid-2000s. At this time, the Professional Teaching Standards Commission brought together educators, members of institutions of higher education, representatives from the NC Association of Educators (NCAE) and NC Principals and Assistant Principals Association (NCPAPA), and other school leaders to craft a vision of what teachers should know and be able to do in a 21st century classroom. The Commission traveled across NC to meet with teachers, administrators, and other district leaders. The NCSBE approved the standards for teachers in June 2007, and later approved the standards for school executives in May 2008. The Commission then shifted its work to the design of rubrics and evaluation processes used by teachers and their administrators, as well as executives and their evaluators. Members sought additional feedback from teachers, school leaders, and central office staff members during work on the rubrics and processes. In addition, teachers and leaders in the field used the instruments and processes during pilot and field tests for the NC Educator Evaluation System. The NCDPI then revised processes based on feedback gathered during the pilot and field tests.

After winning the RttT grant in 2010, North Carolina established an Educator Effectiveness Work Group to bring together teachers, administrators, district office staff members, superintendents, parents, research scholars, leaders from the university system, representatives of various professional organizations, and policy analysts from not-for-profit organizations.The Work Group vets all policies related to educator effectiveness before they are presented to the NCSBE for discussion and decision.

The NCDPI has also sought feedback from district leaders at facilitated discussions during Superintendents' Quarterly Meetings, as well as smaller, regional groups of superintendents. Staff members have travelled to all eight regions of the state to seek input from human resource directors who typically oversee the implementation of the Educator Evaluation System in the State's districts.

Lastly, in partnership with the State's eight Regional Education Service Alliances (RESAs), staff held educator effectiveness focus groups in all regions of the state in 2012. Eight meetings, reaching approximately 400 teachers and principals, were held in the summer, and a second round of meetings occurred in the fall. A third round took place in the late spring; in total, approximately 1,200 teachers and principals had the opportunity to reflect on the State's

proposed educator effectiveness policies.

In consideration of feedback through significant stakeholder consultation, NC designed the new statewide evaluation instruments and processes for teachers and school administrators. As of 2013, the State moved this system to an online platform to provide quicker feedback for educators, easier process completion for evaluators, and enhanced data collection and analysis capabilities for educators and the State.

For the 2015 State Plan for Equitable Access to Excellent Educators (hereafter referred to as the Equity Plan), public notice was posted on February 24, 2015 on the NCDPI website at http://www.ncpublicschools.org/publicnotices/notices/2014-15/20150224-01 and also sent to various listservs including: LEA Superintendents and Charter School Directors, NC Principals, NC Teachers, NC Partners in Education, NC Education Organizations and Associations, NC School Administrators, LEP District Coordinators and all LEA Communication Directors. The only responses to the Public Notice were phone calls from individuals associated with the New Teacher Center and Teach for America. Both organizations asked to be involved in some way and both organizations participated in the Equity Plan External Stakeholders meeting on April 13, 2015.

Additionally, various aspects of the renewal components were discussed at the following:

- NCSBE Meeting – December 4, 2014
- Superintendents' Quarterly Meeting – December 5, 2014
- NC Committee of Practitioners (COP) Meeting – January 12, 2015
- Statewide Title I Forum – April 13, 2015
- NCSBE Issues Session – May 4, 2015

Throughout the implementation of the state's Equity Plan, consistent with section 1903 of ESEA, any proposed changes in State-required regulations, rules, or policies related to equitable access to excellent educators will be submitted to the COP for review and comment.

To begin the development of the new Equity Plan, a team of NCDPI leaders attended the Equity Meeting hosted by the Council of Chief State School Officers (CCSSO) and the Center for Great Teachers and Leaders (GTL), February 3-4, 2015, in San Diego, California. The team identified key internal and external stakeholders to assist with the development of the Equity Plan. On February 20, 2015, the first internal stakeholder meeting was held with cross-agency divisions invited to include the Office of the Deputy State Superintendent (Rebecca Garland, Deputy Superintendent); Data, Research, and Federal Policy (Lou Fabrizio, Division Director; Karl Pond, Enterprise Data Manager; Diane Dulaney, Data Analyst); Educator Effectiveness (Lynne Johnson, Division Director); District Human Resources (Tom Tomberlin, Division Director); Federal Program Monitoring and Support (Donna Brown, Division Director); Curriculum and Instruction (Robin McCoy, Division Director); Race to the Top (Adam Levinson, Division Director); District and School Transformation (Pat Ashley, Division Director); Financial and Business Services (Eric Moore, Fiscal Analyst); K-12 Program Areas (Christie Ebert, Section Chief; Ivanna Mann Thrower Anderson, ESL Consultant) . Among other tasks, the group reviewed the notes and steps identified and generated by the team members who attended the CCSSO meeting in San Diego (Rebecca Garland, Lou Fabrizio, Tom Tomberlin and Donna

Brown), reviewed the Educator Equity Profile generated by the USED, reviewed a draft of the Public Notice to post on the NCDPI Website regarding the Equity Plan development, and identified additional key external stakeholders that would be critical to plan development.

On April 13, 2015, NCDPI in collaboration with the Southeast Comprehensive Center, SEDL, held the Equity Plan External Stakeholders' meeting at the North Carolina School Boards Association in Raleigh, North Carolina. Attendees covered a wide spectrum of stakeholders including representatives from the following organizations: NC Association of School Administrators; Professional Educators of NC; New Teacher Center; NC Congress of Parents and Teachers; NC School Boards Association; Professional Educators of NC; Personnel Administrators of NC; SERVE Center at the University of North Carolina at Greensboro; Classroom Teachers Association of NC; The University of NC General Administration; NC Business Committee for Education; Teach for America; NC Community College System; NC Association of Educators; Central Carolina Regional Education Service Alliance; The Centers for Quality Teaching and Learning; Classroom Teachers Association of NC; and the Southeast Comprehensive Center, SEDL. (See Appendix A for the List of Attendees.)

. At the meeting, the stakeholders, among other things, reviewed the North Carolina 2011 Equity Plan, reviewed the template of the 2015 Equity Plan and its components, discussed gaps (comparing certain characteristics of educators in schools with high and low concentrations of poor students, hereafter referred to as economically disadvantaged students as is done under the ESEA, as well as schools with high and low concentrations of minority students) using the Educator Equity Profile provided by the USED (Figure 1 in Section 3) along with analyses of gaps based on the Teacher Working Conditions (TWC) Survey results from the 2013-14 school year looking at two variables, managing student conduct and teacher leadership (Figure 2 in Section 3). The analyses from the TWC were at the direction of the New Teacher Center. Please see http://www.ncteachingconditions.org/uploads/File/NC14_brief_ach_retent.pdf for a description of the analyses which included factor analysis to identify the two noted variables. Based on the research, these two variables/factors are related to higher student achievement and lower teacher retention. The stakeholders also reviewed gaps based on teacher effectiveness using data from the 2011-12, 2012-13 and 2013-14 school years (Figures 3 and 4 in Section 3) and generated possible root causes and specific gap closing strategies. (See Appendix B for the meeting Agenda.) Also note that Figures 5-9 were generated subsequent to the External Stakeholder meeting.

On May 21, 2015, NCDPI also provided the Superintendent's Parent Advisory Council (SPAC) with information on the Equity Plan and an opportunity for feedback. The SPAC was established in November of 2013 to examine important processes, policies, and initiatives and to ensure that the needs of parents and their families are included as decisions are made in the State. The SPAC is comprised of parent representatives and parent advocacy groups from various communities across North Carolina. (See Appendix C for the meeting Agenda and Appendix D for a List of Attendees.) SPAC members were provided with the NC Educator Equity Profile (provided by the USED), a sample template of Equity Plan components, and feedback from the Equity Plan External Stakeholder work group. Council members discussed that there is a critical need for diversity in the teaching force to ensure that minority students have appropriate role models in the classroom. Members suggested that strategies to recruit minority students into the teaching

profession may be helpful to address identified gaps in student growth.

Prior to the initial submission of the Equity Plan to the USED, a draft was distributed to members of the NCSBE, the Committee of Practitioners and the Internal and External Stakeholders for review. Several individuals did submit edits, comments or suggested changes, many of which have been incorporated into the document. There also were two sets of additional edits submitted to the USED. One based on feedback from the Peer Reviewers of the USED and the second based on feedback from USED staff members.

Section 3: Equity Gaps

Earlier versions of the North Carolina Equity Plans were focused on the equitable distribution of "highly-qualified" teachers in accordance with section 1112(c)(1)(L) of ESEA. North Carolina used the Educator Equity Profiles provided by the USED during stakeholder engagement meetings which compare certain characteristics of educators based on qualifications in schools with high and low concentrations of economically disadvantaged students as well as schools with high and low concentrations of minority students. It is through this Educator Equity Profile that the State is meeting its obligation for the required analyses under ESEA. The State did not choose to update the analyzes used in the Educator Equity Profile with more recent data because of limited resources and because the State goes above and beyond the required analyses by portraying additional analyses, mostly associated with *Educator Effectiveness* which has been a priority for the State, as well as the USED, under the last four plus years of Race to the Top initiative.

The NCSBE requires school districts to annually report the results of their teacher and administrator evaluations to the NCDPI. *After data are collected from the 2014-15 school year, the NCDPI by the winter of 2016 will supplement existing data analyses for this Equity Plan with measures of teacher effectiveness to determine the distribution of teachers based on teacher quality in addition to teacher qualifications.*

Initial reports on the performance of teachers who were evaluated in the 2010-11, 2011-12, and 2012-13 school years are publically available through the Educator Effectiveness Database posted at: http://apps.schools.nc.gov/pls/apex/f?p=155:1.

Based on the preliminary analyses of data currently being collected in NC, plans are being developed to provide consistent and reliable data collection for teachers employed in public charter schools, Teach for America (TFA) teachers, and teachers placed in schools from the Visiting International Fellows (VIF) program. The next steps are to use the data regarding effectiveness to identify gaps in equitable teacher distribution, examine the possible root causes of inequitable distribution, and design policy and programmatic interventions to address the root causes.

For example, in August of 2015, *The Distribution of Teachers in North Carolina, 2009-2013,* a research brief developed by the Consortium for Educational Research - North Carolina was presented to the NCSBE. This research brief addresses the question of whether effective teachers are equitably distributed across districts (local education agencies), schools, and

classrooms in North Carolina.The full report is publically available at: http://cerenc.org/rttt-evaluation/executive-%20summaries/.

The Educator Equity Profile provided by the USED is reproduced on the next four pages. *Please note that the definitions of the various terms presented are on the fourth page of the profile.*

Figure 1

Educator Equity Profile

North Carolina
2011–12 Data

This profile compares certain characteristics of educators in schools with high and low concentrations of students from low-income families and minority students. These data are the best available to the Department. In working to ensure that all students have access to excellent teachers and leaders, states and districts are encouraged to supplement these data with additional measures of educator quality.

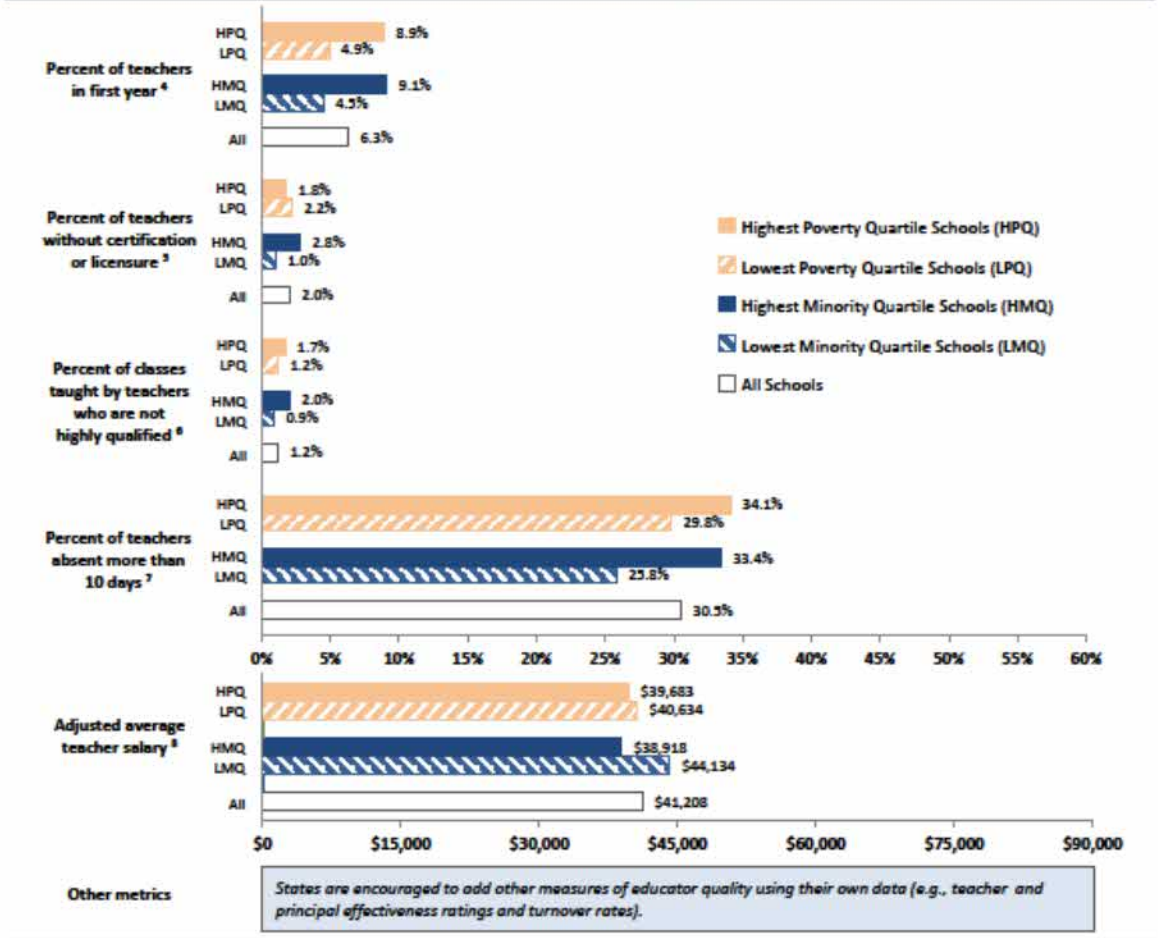
About this State

Number of Schools	2,569
In each quartile	*about 642*
Number of Districts	219
Total Student Enrollment	1,499,541
Total Number of Teachers [1]	95,913

Average Percent Students in Poverty [2]	
All Schools	52%
Highest Poverty Quartile Schools (HPQ)	84%
Lowest Poverty Quartile Schools (LPQ)	27%

Average Percent Minority [3] Students	
All Schools	47%
Highest Minority Quartile Schools (HMQ)	85%
Lowest Minority Quartile Schools (LMQ)	16%

Educator and Classroom Characteristics



Other metrics

States are encouraged to add other measures of educator quality using their own data (e.g., teacher and principal effectiveness ratings and turnover rates).

Chart reads: In the quartile of schools with the highest percentage of students in poverty (HPQ), 8.9 percent of teachers were in their first year of teaching, compared to 4.9 percent of teachers in the quartile of schools with the lowest percentage of students in poverty (LPQ). In the quartile of schools with the highest percentage of minority students (HMQ), 9.1 percent of teachers were in their first year of teaching, compared to 4.5 percent of teachers in the quartile of schools with the lowest percentage of minority students (LMQ). Among teachers in all schools, 6.3 percent were in their first year of teaching.

Note: Average teacher salary data are adjusted to account for regional cost of living differences as measured by differences in salaries of other college graduates who are not educators.

1

Educator Equity Profile

North Carolina – District and Locale
Highest Poverty Quartile Schools
2011–12 Data

State's Highest Poverty Schools – by District and Locale

	Number of State's highest poverty schools	Total number of schools	Percent of teachers in first year in State's highest poverty schools	Percent of teachers without certification or licensure in State's highest poverty schools	Percent of classes taught by teachers who are not highly qualified in State's highest poverty schools	Percent of teachers absent more than 10 days in State's highest poverty schools	Adjusted average teacher salary in State's highest poverty schools
District							
Charlotte-Mecklenburg	74	173	14.5	0.0 ✓	1.0 ✓	43.0	$30,622
Guilford County	41	121	5.9	3.8	0.1 ✓	66.4	$32,935
Robeson County	37	41	9.2	9.5	4.9	26.9 ✓	$47,601 ✓
Forsyth County	29	80	6.7	1.3 ✓	2.3	21.6 ✓	$31,666
Cumberland County	22	86	9.3	0.0 ✓	0.3 ✓	34.7	$39,860
Durham	18	54	4.2 ✓	0.0 ✓	0.6 ✓	1.8 ✓	$44,201 ✓
Gaston County	16	55	5.3	0.0 ✓	0.3 ✓	32.4	$38,039
Vance County	14	16	5.7	4.2	4.7	20.4 ✓	$42,461 ✓
Edgecombe County	11	15	13.0	0.0 ✓	0.0 ✓	34.3	$44,127 ✓
Alamance-Burlington	11	35	8.6	2.5	1.1 ✓	20.9 ✓	$52,146 ✓
Nash-Rocky Mount	10	27	3.2 ✓	0.0 ✓	0.0 ✓	25.1 ✓	$39,958
Wake County	10	165	10.5	4.8	0.0 ✓	28.4 ✓	$36,704
Halifax County	9	11	17.3	5.8	2.1	17.3 ✓	$43,775 ✓
Richmond County	9	17	7.7	0.0 ✓	0.0 ✓	25.1 ✓	$38,610
Scotland County	9	20	7.2	0.0 ✓	0.0 ✓	48.4	$43,060 ✓
Locale [9]							
City	232	648	9.8	1.5 ✓	1.3	37.8	$36,048
Suburb	35	301	8.2	0.7 ✓	0.7 ✓	29.2 ✓	$40,267
Town	128	344	8.3	1.6 ✓	2.6	27.4 ✓	$43,314 ✓
Rural	239	1,276	8.0	2.6	1.8	33.4	$41,933 ✓
For comparison							
State average for lowest poverty schools			**4.9**	**2.2**	**1.2**	**29.8**	**$40,634**

How to read this table:

Among the State's highest poverty schools, 74 are located in Charlotte-Mecklenburg. In those schools, 14.5 percent of teachers were in their first year; this is higher than the percentage of teachers in their first year in the lowest poverty schools in the State (4.9 percent). Among the State's highest poverty schools, 232 are located in cities. In those schools, 9.8 percent of teachers were in their first year; this is higher than the percentage of teachers in their first year in the lowest poverty schools in the State (4.9 percent).

Note: Average teacher salary data are adjusted to account for regional cost of living differences as measured by differences in salaries of other college graduates who are not educators.

✓ Indicates that the State's highest poverty schools in that district (or locale) have equal or lower percentages for each characteristic (or higher salary), on average, than the lowest poverty schools across the entire State.

Educator Equity Profile

North Carolina – District and Locale
Highest Minority Quartile Schools
2011–12 Data

State's Highest Minority Schools – by District and Locale

	Number of State's highest minority schools	Total number of schools	Percent of teachers in first year in State's highest minority schools	Percent of teachers without certification or licensure in State's highest minority schools	Percent of classes taught by teachers who are not highly qualified in State's highest minority schools	Percent of teachers absent more than 10 days in State's highest minority schools	Adjusted average teacher salary in State's highest minority schools
District							
Charlotte-Mecklenburg	98	173	13.8	0.0 ✓	0.9 ✓	41.5	$31,769
Guilford County	55	121	5.8	4.2	0.1 ✓	62.9	$33,426
Cumberland County	46	86	8.2	0.0 ✓	0.6 ✓	36.8	$39,493
Durham	40	54	4.7	0.0 ✓	1.8	1.9 ✓	$44,495 ✓
Robeson County	34	41	7.9	15.2	6.5	26.3	$49,540 ✓
Forsyth County	33	80	6.9	1.6	3.1	21.6 ✓	$31,716
Wake County	32	165	6.8	5.7	0.5 ✓	32.4	$37,787
Vance County	15	16	7.5	12.8	5.3	17.2 ✓	$44,728 ✓
Pitt County	14	37	9.0	6.0	3.8	29.1	$38,867
Halifax County	11	11	15.7	9.4	8.6	16.1 ✓	$42,866
Alamance-Burlington	11	35	8.2	1.5	0.7 ✓	21.9 ✓	$52,141 ✓
Nash-Rocky Mount	10	27	2.1 ✓	0.0 ✓	0.0 ✓	27.2	$40,460
Wayne County	10	31	7.1	0.3 ✓	2.3	36.6	$39,962
Edgecombe County	9	15	13.9	0.0 ✓	0.0 ✓	32.9	$43,426
Wilson County	9	25	4.8	0.0 ✓	0.5 ✓	13.4 ✓	$43,135
Locale [9]							
City	311	648	9.0	1.7	1.4	35.6	$36,716
Suburb	29	301	9.1	0.7 ✓	0.9 ✓	33.6	$39,215
Town	96	344	9.8	2.5	3.3	27.9	$42,644
Rural	191	1,276	8.8	5.5	2.8	31.4	$41,065
For comparison							
State average for lowest minority schools			**4.5**	**1.0**	**0.9**	**25.8**	**$44,134**

How to read this table:
Among the State's highest minority schools, 98 are located in Charlotte-Mecklenburg. In those schools, 13.8 percent of teachers were in their first year; this is higher than the percentage of teachers in their first year in the lowest minority schools in the State (4.5 percent). Among the State's highest minority schools, 311 are located in cities. In those schools, 9 percent of teachers were in their first year; this is higher than the percentage of teachers in their first year in the lowest minority schools in the State (4.5 percent).

Note: Average teacher salary data are adjusted to account for regional cost of living differences as measured by differences in salaries of other college graduates who are not educators.

✓ Indicates that the State's highest minority schools in that district (or locale) have equal or lower percentages on each characteristic (or higher salary), on average, than the lowest minority schools across the entire State.

State and District Profile Definitions:

[1] Total number of teachers: The number of full-time equivalent (FTE) classroom teachers; all teacher data are measured in FTEs.

[2] Highest and lowest poverty schools: "Poverty" is defined using the percentage of students who are eligible for free or reduced-price lunch. The highest poverty schools are those in the highest quartile in a State. In North Carolina, the schools in the highest poverty quartile have more than 74 percent of students eligible for free or reduced-price lunch. The lowest poverty schools are those in the lowest poverty quartile in the State; in North Carolina, these schools have less than 42 percent of students eligible for free or reduced-price lunch.

[3] Highest and lowest minority schools: "Minority" is defined for purposes of this profile as all students who are American Indian/Alaska Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races. The highest minority schools are those in the highest quartile in a State. In North Carolina, the schools in the highest minority quartile have more than 69 percent minority students. The lowest minority schools are those in the lowest quartile in a State; in North Carolina, these schools have less than 25 percent minority students. Note: There is no statutory or regulatory definition of "minority" in Title I of the Elementary and Secondary Education Act of 1965, as amended. The Department has created this definition of "minority" only for purposes of presenting data in this Educator Equity Profile, which is intended to improve transparency about educator equity in each State. In developing its educator equity plan, including analyzing resources for subpopulations of students, each State should exercise its own judgment as to whether this definition of "minority" is appropriate in describing the student racial and ethnic demographics in the State. For further information about developing a State definition of "minority" for the purpose of a State's educator equity plan, please see the document titled "State Plans to Ensure Equitable Access to Excellent Educators: Frequently Asked Questions."

[4] First year teachers: The number of FTE classroom teachers in their first year of teaching. The number of year(s) of teaching experience includes the current year but does not include any student teaching or other similar preparation experiences. Experience includes teaching in any school, subject, or grade; it does not have to be in the school, subject, or grade that the teacher is presently teaching.

[5] Teachers without certification or licensure: The total number of FTE teachers minus the total number of FTE teachers meeting all applicable State teacher certification requirements for a standard certificate (i.e., has a regular/standard certificate/license/endorsement issued by the State). A beginning teacher who has met the standard teacher education requirements is considered to meet State requirements even if he or she has not completed a State-required probationary period. A teacher with an emergency, temporary, or provisional credential is not considered to meet State requirements. State requirements are determined by the State.

[6] Classes taught by teachers who are not highly qualified: In general, a "highly qualified teacher" is one who is: (1) fully certified or licensed by the State, (2) holds at least a bachelor's degree from a four-year institution, and (3) demonstrates competence in each core academic subject area in which the teacher teaches. When used with respect to any teacher teaching in a public charter school, the term "highly qualified" means that the teacher meets the requirements set forth in the State's public charter school law and the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis. Teachers participating in alternative route programs that meet basic conditions may be considered fully certified for purposes of this highly qualified teacher requirement for up to three years provided they are making satisfactory progress toward completing their program [34 CFR 200.56(a)(2)]. Classes taught by teachers who are not highly qualified are core academic classes taught by teachers who do not meet all of these criteria. Core academic classes are: English, reading/language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

[7] Teachers absent more than 10 days: The total number of FTE teachers who were absent more than 10 days of the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. Absences include both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. Absences do not include administratively approved leave for professional development, field trips or other off-campus activities with students.

[8] Adjusted average teacher salary: Total school-level personnel expenditures from State and local funds for teachers divided by the total FTE teachers funded by those expenditures. Personnel expenditures for teachers include all types of salary expenditures (i.e., base salaries, incentive pay, bonuses, and supplemental stipends for mentoring or other roles). Personnel expenditures for teachers exclude expenditures for employee benefits. Teacher salary is often dependent on the number of years of experience, education, and other credentials. Average teacher salary data are adjusted, using the Comparable Wage Index (CWI), to account for regional cost of living differences as measured by differences in salaries of other college graduates who are not educators. Adjusted salary data are not comparable across states.

[9] Locale: Based on National Center for Education Statistics urban-centric locale code. A city is a territory inside an urbanized area and inside a principal city. A suburb is a territory outside a principal city and inside an urbanized area. A town is a territory inside an urban cluster that is not inside an urbanized area. A rural area is a Census-defined rural territory that is not inside an urbanized area and not inside an urban cluster.

Sources: Data for teachers in their first year, teachers without certification or licensure, teachers who were absent more than 10 days, and adjusted average teacher salary come from the 2011–12 Civil Rights Data Collection. Data for classes taught by highly qualified teachers come from 2011–12 EDFacts. Data on number of schools, number of districts, total student enrollment, total number of teachers, free or reduced-price lunch eligibility, student enrollment by race/ethnicity, and locale come from 2011–12 Common Core of Data school universe file. The Comparable Wage Index (CWI) for the 2012 fiscal year comes from http://bush.tamu.edu/research/faculty/Taylor_CWI/.

Thoughts gleaned from the data portrayed on the Educator Equity Profile

When looking at the demographics of the state in regard to percent of students in poverty and percent of minority students, it is clear that there are big differences in student populations when you compare students in the highest poverty quartile schools (HPQ), which is 84%, with the percent of students in the lowest poverty quartile schools (LPQ) which is 27%. The percent of students in the highest minority quartile schools (HMQ) is 85%, while the percent of students in the lowest minority quartile schools (LMQ) is only 16%.

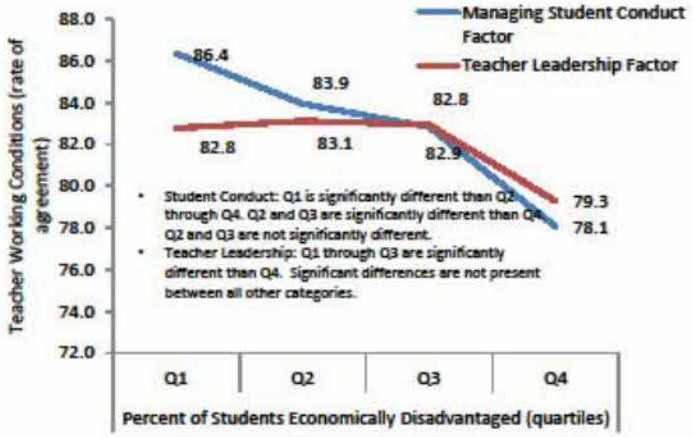
When the data are analyzed by the different educator and classroom characteristics between the highest and lowest quartiles, you also see differences. Best example, there are almost twice as many percentages of teachers in their first year of teaching in the HPQ (8.9%) compared with the LPQ (4.9%) and HMQ (9.1%) compared with LMQ (4.5%). While nearly all teachers in the state have certification or licensure and are highly qualified, there are still some differences where the HMQ (2.8%) is almost three times higher than the LMQ (1.0%) for teachers without certification or licensure and the HMQ (2.0%) versus the LMQ (0.9%) for percentages of classes taught by teachers who are not highly qualified. Interestingly enough, there are slightly more teachers in the LPQ (2.2%) than the HPQ (1.8%) for teachers without certification or licensure which may be a function of the state laws regarding charter schools. Gaps also appear for percentages of teachers absent more than 10 days between the HPQ and the LPQ of 4.3 percentage points and 7.6 percentage points difference between the HMQ and the LMQ. Regarding adjusted average teacher salaries, there is less than a $1,000 difference between the HPQ and the LPQ whereas the difference is more than $5,000 between the HMQ and the LMQ.

For all subsequent gap analyses presented on the following pages, there will be a description of the analyses, the results and comments made about the respective gaps.

Additional Analyses

Figure 2

Teacher Working Conditions – Equity Plan



- Schools that have fewer minority and economically disadvantaged students report more positive conditions in both teacher leadership and managing student conduct.

- This slide focuses on managing student conduct and teacher leadership as a result of the regression analyses found in the New Teacher Center final report to the NC Department of Public Instruction. In that report, managing student conduct and teacher leadership are the two factors that most significantly contributed to student achievement (as measured by EOGs) and teacher attrition.

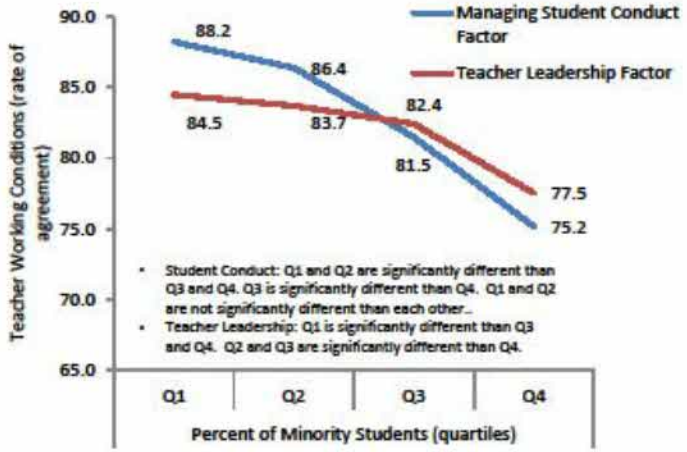
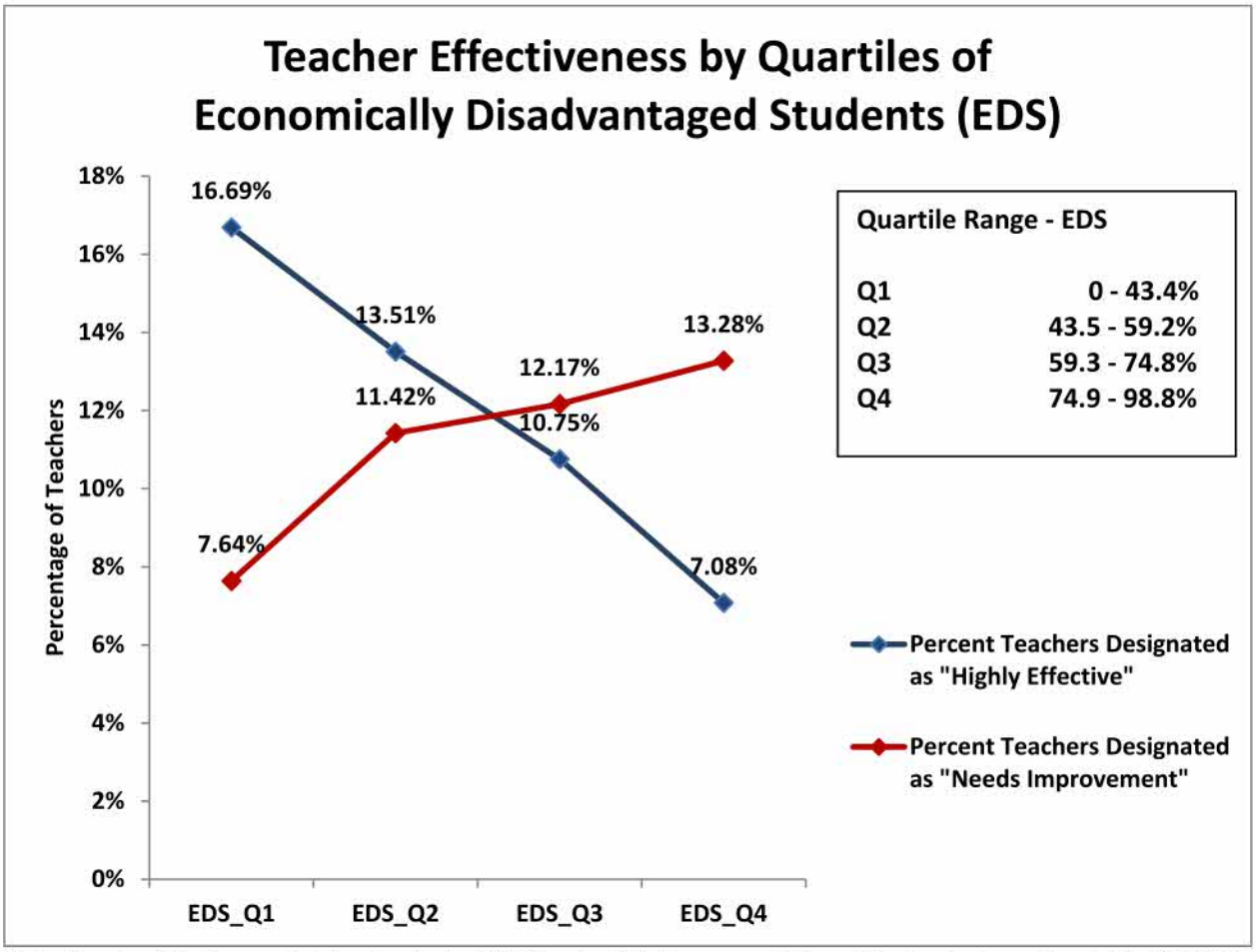


Figure 3

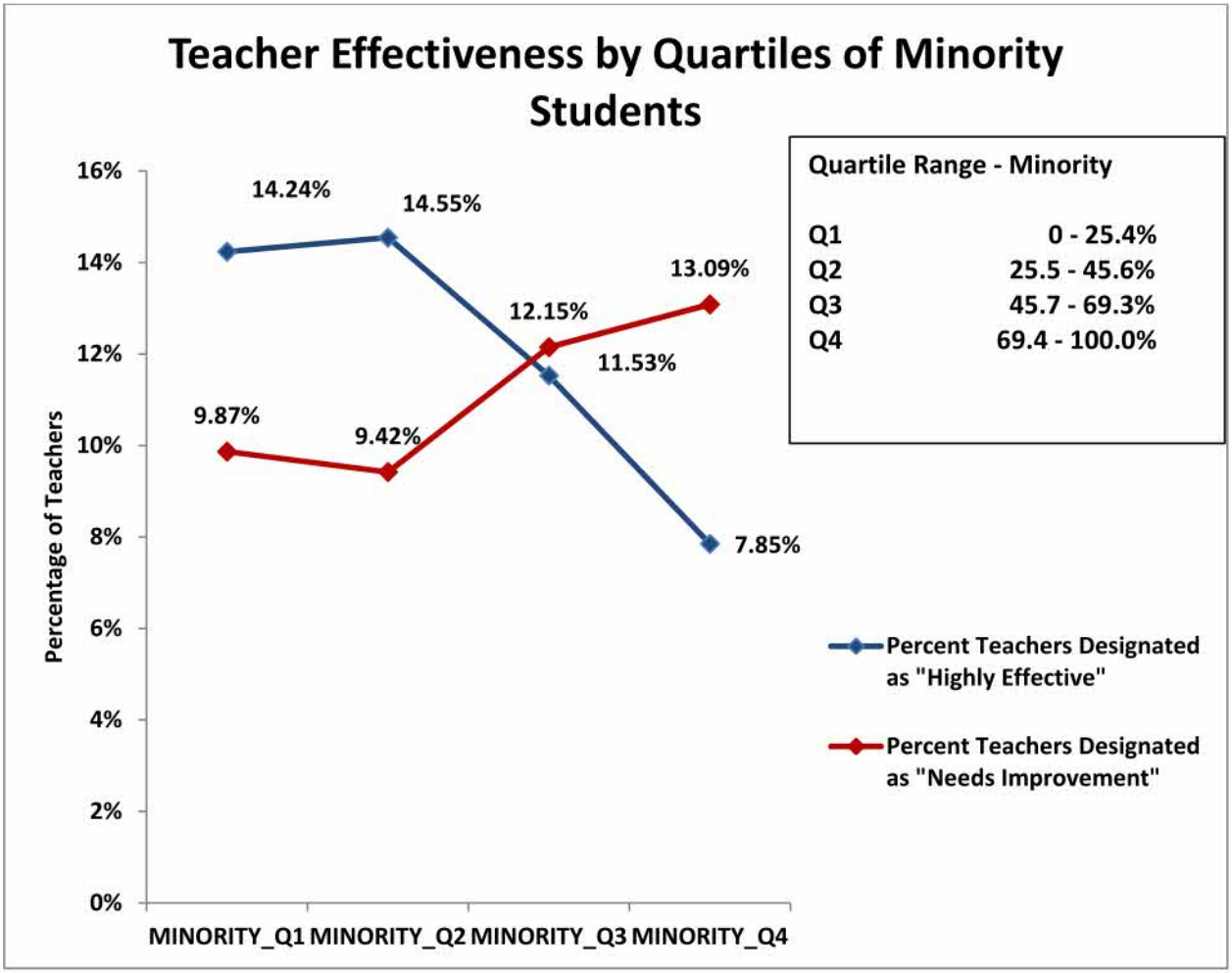


Note: Teacher Effectiveness is determined using NC Educator Effectiveness guidelines. Teachers' observational data (2013-14 school year) are combined with a three year average (2011-12 through 2013-14 school years) of the teacher student-growth data. These ratings are not official teacher ratings as the 2011-12 data are not formally used for determining teacher effectiveness. These data serve as a baseline for future analyses. Please see Appendix E for more information about Educator Effectiveness including the teacher's observational data.

The percentage of highly effective teachers in NC schools with the lowest percentages of economically disadvantaged students (EDS) is greater than the percentage of highly effective teachers for schools with higher percentages of EDS. The percentage of highly effective teachers in each quartile of EDS is greater than the percentage of highly effective teachers in the subsequent quartile of school-level EDS; these differences are statistically significant at the p=0.05 level.

Schools with the highest percentages of EDS have the highest percentage of teachers designated as needing improvement. The difference in percentage of teachers who need improvement between the fourth quartile and the third quartile of EDS is statistically significant, but there are no meaningful differences in the percentages of these teachers for the first through third quartiles of EDS.

Figure 4



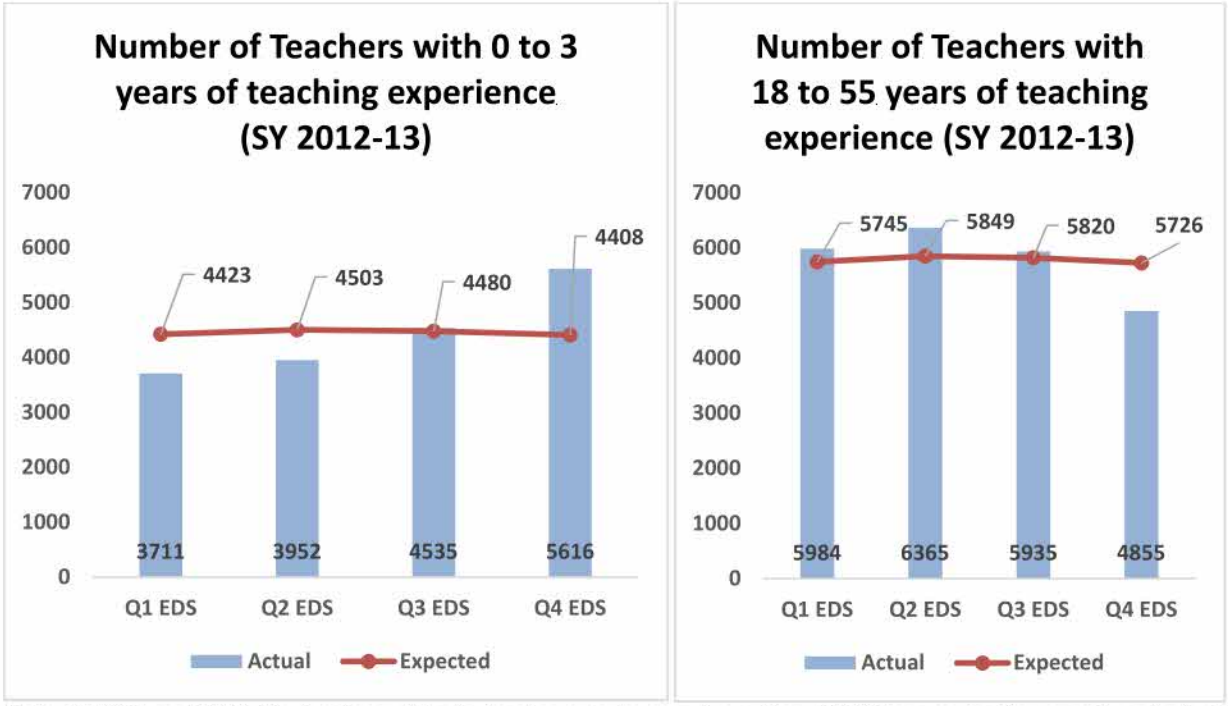
Note: Teacher Effectiveness is determined using NC Educator Effectiveness guidelines. Teachers' observational data (2013-14 school year) are combined with a three year average (2011-12 through 2013-14 school years) of the teacher student-growth data. These ratings are not official teacher ratings as the 2011-12 data are not formally used for determining teacher effectiveness. These data serve as a baseline for future analyses. Please see Appendix E for more information about Educator Effectiveness including the teacher's observational data.

Schools in the lowest (first) quartile of minority student populations have just over 14 percent of their teachers designated as highly effective. Schools in the second quartile of minority student populations actually have a greater percentage of highly effective teachers than schools in the first quartile, but this difference is not meaningful. Schools with the highest percentages of minority students (third and fourth quartile), however, have measurably fewer teachers who achieved the status of "Highly Effective." Additionally, schools in the fourth quartile have substantially lower percentages of highly effective teachers than schools in the third quartile of minority student populations. The difference in percentage of highly effective teachers between third and fourth quartile schools is statistically significant.

Although schools in the fourth quartile of minority student population have greater percentages of teachers who are in need of improvement, NCDPI cannot demonstrate that these differences are meaningful.

Figures 5-9 were completed subsequent to the External Stakeholders' Meeting

Figure 5

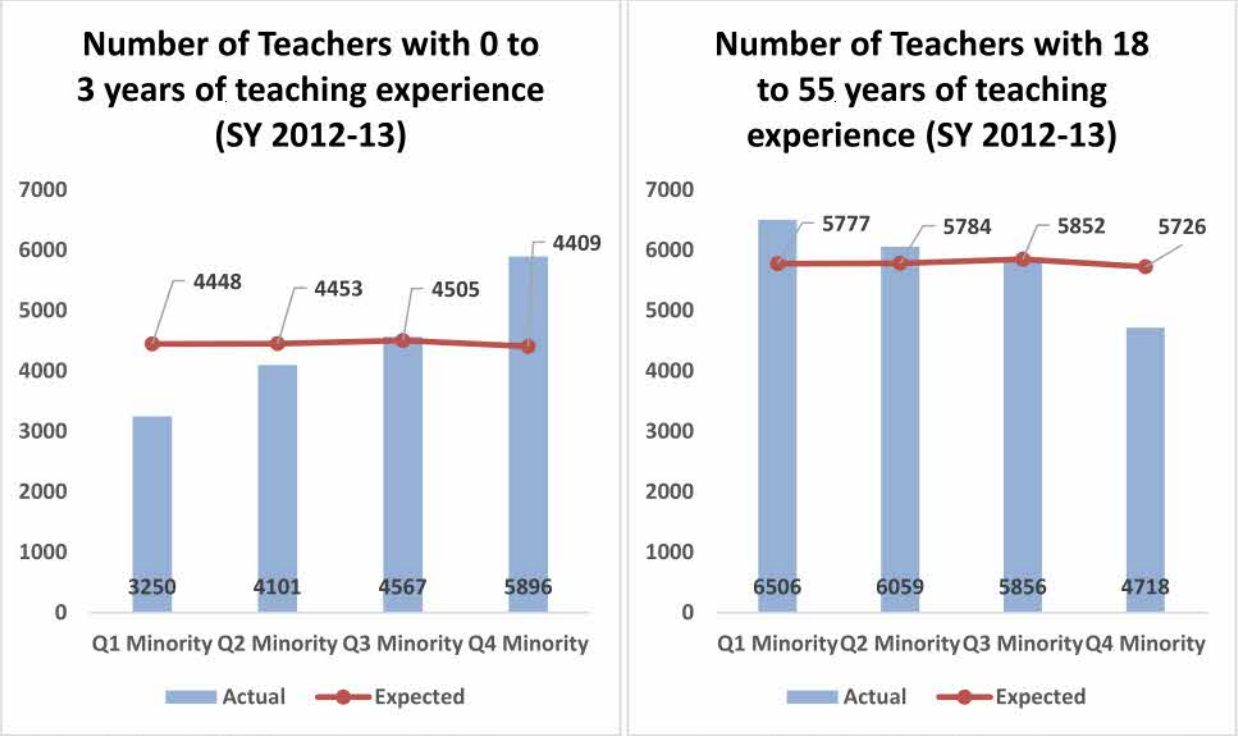


Note: NCDPI used 2012-13 school year data for teacher experience and quartiles of EDS because teacher experience had not yet been verified for the 2013-14 school year at the time this report was written. Data will be updated in future reports. Data from the 2011-12 school year were also analyzed with similar findings. For the sake of brevity, NCDPI is only displaying 2012-13 school year data.

The graphs above indicate the number of teachers with a given level of teaching experience in schools of varying levels of EDS populations. The blue columns represent the actual number of teachers in the schools based on their quartiles of EDS populations. The orange line represents the number of teachers (with a given level of experience) that we would expect to find if there was no relationship between teacher distribution and populations of EDS in the school. NCDPI conducted a chi-square test to determine whether the actual distribution of teachers by experience level differed from a hypothetical (expected) distribution in which there was no relationship between teacher distribution and EDS. NCDPI found that there was a statistically signifcant difference between the actual and expected distributions ($\chi^2(9, N=87,858)=846.95, p<0.001$).

From the graph above, one can conclude that schools with the highest populations of EDS (Q4) have a disporportionately greater number of inexperienced teachers than schools with lower percentages of EDS. Additionally, schools in the highest quartile of EDS populations attract fewer experienced teachers to their schools than their peer schools with lower EDS populations.

Figure 6

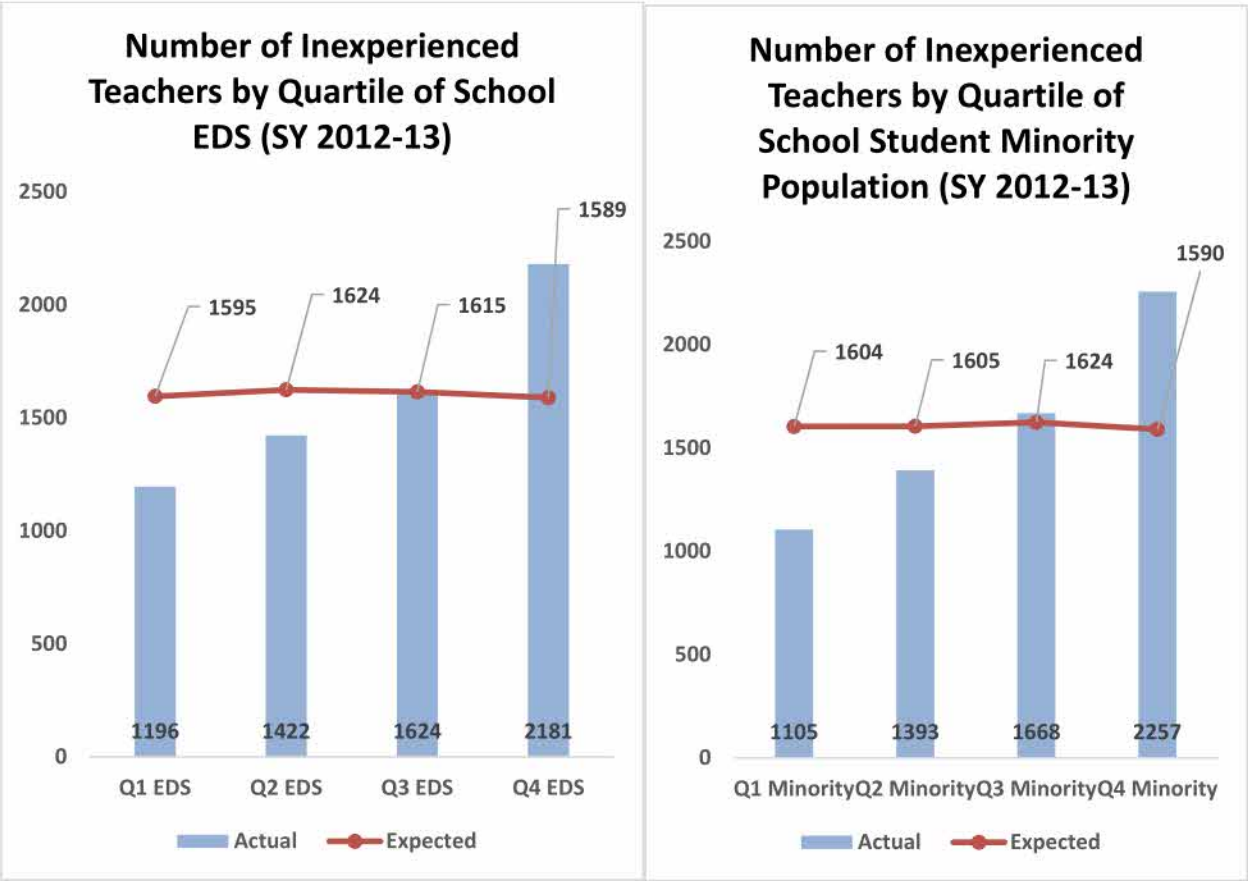


Note: NCDPI used 2012-13 school year data for teacher experience and quartiles of minority student populations because teacher experience had not yet been verified for the 2013-14 school year at the time this report was written. Data will be updated in future reports. Data from the 2011-12 school year were also analyzed with similar findings. For the sake of brevity, NCDPI is only displaying 2012-13 school year data.

The graphs above indicate the number of teachers with a given level of teaching experience in schools of varying levels of minority student populations. The blue columns represent the actual number of teachers in the schools based on their quartiles of student minority populations. The orange line represents the number of teachers (with a given level of experience) that we would expect to find if there was no relationship between teacher distribution and populations of minority students in the school. NCDPI conducted a chi-square test to determine whether the actual distribution of teachers by experience level differed from a hypothetical (expected) distribution in which there was no relationship between teacher distribution and student minority populations. NCDPI found that there was a statistically signifcant difference between the actual and expected distributions ($\chi^2(9, N=87{,}858)=1300.00, p<0.001$).

From the graphs above, one can conclude that schools with the highest populations of minority students (Q4) have a disporportionately greater number of inexperienced teachers than schools with lower percentages of minority students. Additionally, schools in the highest quartile of minority populations attract fewer experienced teachers to their schools than their peer schools with lower minority student populations.

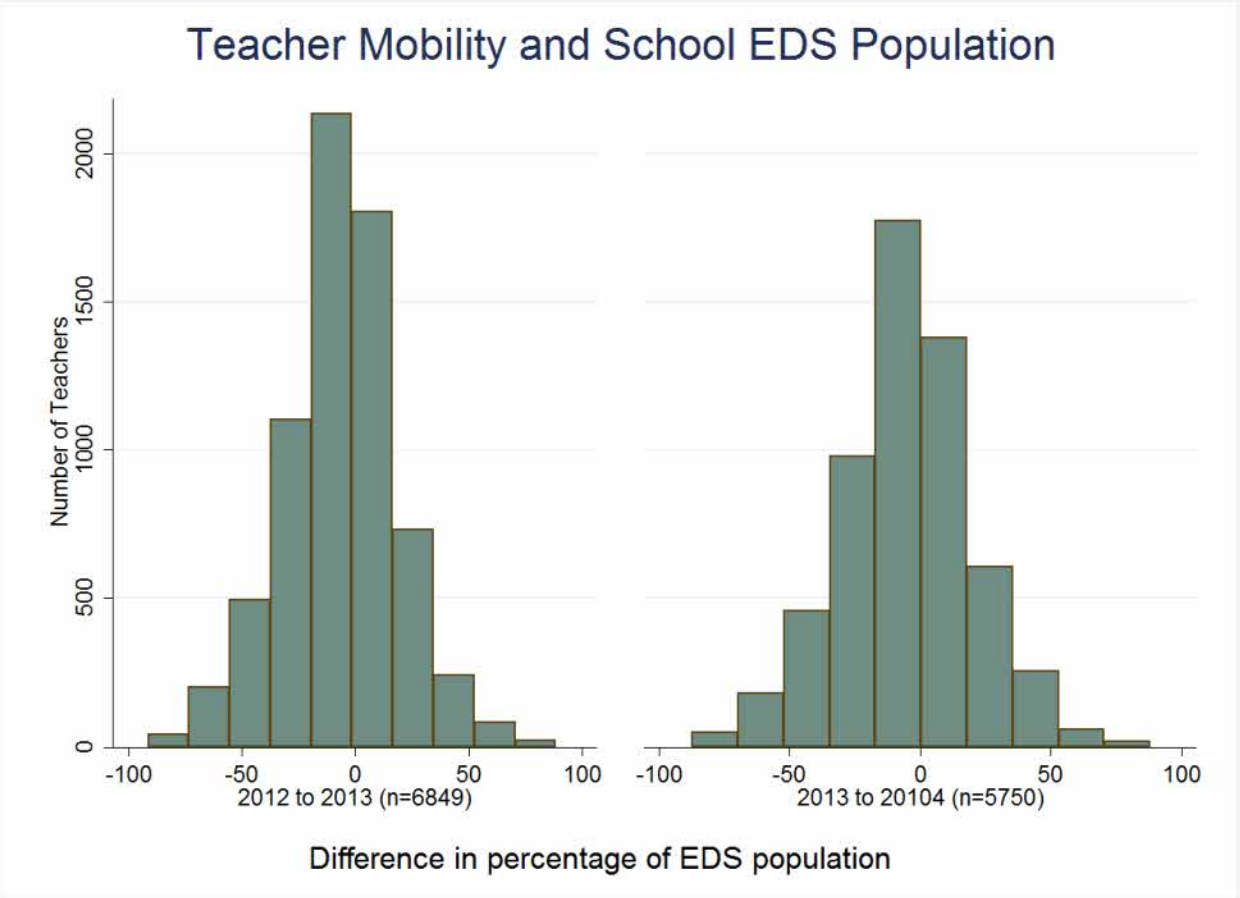
Figure 7



The graphs above expand on the previous analysis by examining whether inexperienced (first-year) teachers are equally distributed across North Carolina's schools relative to the percentages of economically disadvantaged students (EDS) and minority student populations (Minority) in the schools. Similar to the preceding graphs, the blue columns indicate the actual distribution of inexperienced teachers to schools grouped by quartiles of EDS and Minority. The orange line indicates the expected number of inexperienced teachers one would expect in those schools if there was no relationship between the distribution of inexperienced teachers and student EDS and Minority populations. The actual distribution of inexperienced teachers to quartiles of EDS schools differs from the expected distribution; NCDPI has determined that this difference is statistically significant *($\chi^2(3, N=87,858)=372.19, p<0.001$)*. NCDPI was also able to demonstrate that inexperienced teachers are not equitably distributed across schools with varying percentages of student minority populations ($\chi^2(3, N=87,858)=501.24, p<0.001$).

One can infer from the graphs above that schools with high percentages of EDS and minority student populations have a difficult time recruiting teachers with prior teaching experience. The result is that North Carolina's most vulnerable students are disportionately taught by teachers in their first year of service.

Figure 8

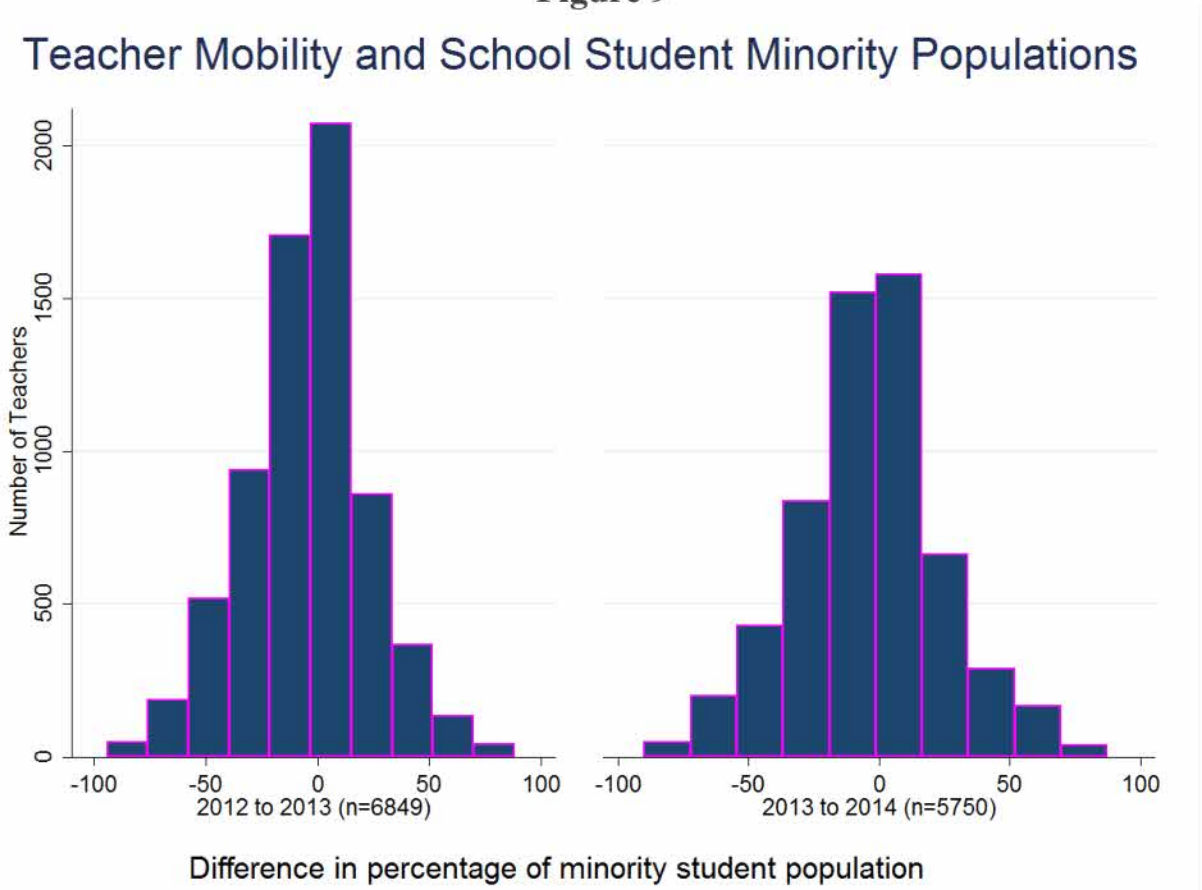


In addition to recruiting highly effective teachers, schools with high EDS populations also face challenges in retaining teachers from year to year. Using teacher mobility data from the state, NCDPI analyzed the differences in EDS populations of the schools that teachers moved from in the 2011-12 school year to those that teachers moved into in the 2012-13 school year (as well as movement of teachers from the 2012-13 school year to the 2013-14 school year). The graph on the left above represents the 6,849 teachers who transferred schools at the end of the 2011-12 school year. Teachers who moved to a school with a lower EDS population are represented by the bars to the left of the zero (0). Teachers who moved to a school with a higher EDS population are represented by the bars to the right of the zero (0). The numbers on the horizontal axis represent the magnitude of change in EDS population between the school the teacher left and the one he/she entered. For example, a teacher who moved from a school with a 90% EDS population to one with a 10% EDS population would appear in the leftmost bar of the graph.

Although teachers move to schools with both higher and lower EDS populations, one can clearly see that a greater number of teachers are moving from schools with higher EDS populations to schools with lower EDS populations than those moving in the opposite direction. In order to be sure that these movement patterns are meaningful, NCDPI conducted additional analyses to determine whether there was a relationship between teacher mobility and schools' EDS populations. NCDPI conducted a chi-square test to test whether actual teacher mobility rates in these two years were different from a theoretical distribution of teacher mobility in which there was no relationship between teacher mobility and schools' EDS

populations. The results of these tests indicate that there is a statistically significant difference in the observed and theoretical distribution of teacher mobility in the 2012-13 ($\chi^2(9, N=6{,}849)=1000.00$, $p<0.001$) and the 2013-14 ($\chi^2(9, N=5{,}750)=783.32$, $p<0.001$) school years. In practical terms, schools in the highest (Q4) quartile of EDS populations had a net loss of 27.2% to teacher mobility between the 2011-12 and 2012-13 school years (the loss was 22.1% at the end of the 2012-13 school year). By contrast, schools in the lowest (Q1) quartile of EDS populations appreciated a net gain of 45.9% from teacher mobility between the 2011-12 and 2012-13 school years (the net gain was 43.0% at the end of the 2012-13 school year).

Figure 9



The graphs above illustrate similar analyses to those presented in the previous graphs, but with teacher mobility compared to differences in schools' minority student populations. Teachers who transferred to schools with lower minority student populations are represented by the bars to the left of the zero (0); teachers moving into schools with higher student minority populations are represented by the bars to the right of the zero (0). In general, teachers appear to move from schools with lower minority student populations, but the magnitude of the trend does not appear as great as observed with school EDS populations.

In order to be sure that these movement patterns are meaningful, NCDPI conducted additional analyses to determine whether there was a relationship between teacher mobility and schools' minority student

populations. NCDPI conducted a chi-square test to test whether actual teacher mobility rates in these two years were different from a theoretical distribution of teacher mobility in which there was no relationship between teacher mobility and schools' minority student populations. The results of these tests indicate that there is a statistically significant difference in the observed and theoretical distribution of teacher mobility in the 2012-13 ($\chi^2(9,N=6,849)=1600.00$, $p<0.001$) and the 2013-14 ($\chi^2(9, N=5,750)=1300.00$, $p<0.001$) school years. In practical terms, schools in the highest (Q4) quartile of minority student populations had a net loss of 24.7% to teacher mobility between the 2011-12 and 2012-13 school years (the loss was 18.4% at the end of the 2012-13 school year). By contrast, schools in the lowest (Q1) quartile of EDS population appreciated a net gain of 26.2% from teacher mobility between the 2011-12 and 2012-13 school years (the net gain was 14.3% at the end of the 2012-13 school year).

Conculsions of the different analyses

The analyses presented above indicate that students in North Carolina schools with high percentages of economically disadvantaged and minority student populations have less access to highly effective teaching than their peers in schools with lower percentages of EDS and minority student populations. Additionally, students in these high-poverty, high-minority schools have a greater probability of receiving instruction from an inexperienced teacher than the students in schools with lower percentages of EDS and minority student populations. NCDPI is committed to working with districts to understand the root causes of these phenomena and developing policies and practices that reduce these inequities between affluent and poor students and majority and minority students.

This problem is further exacerbated by trends in teacher mobility. It is clear that schools with higher EDS and minority student populations are losing experienced teachers every year to schools with more affluent student populations and those experienced teachers are being replaced by inexperienced teachers. This particular trend needs further analysis to understand if there are differences in teaching effectiveness between those teachers who are remaining in, and departing from, schools with high EDS and minority student population. NCDPI currently is developing tools for its districts and charter schools that will allow district leaders to use teacher effectiveness data to develop human capital management strategies that can mitigate the debilitating effects of teacher mobility and attrition.

As previously noted, significant data have been collected and analyzed as a means of developing a robust Educator Effectiveness system. NC now has a system in place to supplement exisiting data with measures of teacher effectiveness to determine the distribution of teachers based on teacher quality in addition to teacher qualifications. With the development of a new Human Capital Dashboard, districts will be able to analyze the effectiveness of teachers moving in and out of the district and its schools. By the 2016-17 school year, all NC school districts will use the NC Educator Evaluation System to inform individual plans for continuous improvement and drive staffing and other human capital decisions. The Human Capital Dashboard is a tool that will be used by schools and central offices to assist them in making better decisions. It initially will contain student growth data for the teachers but could evolve in the future to include additional information. The Dashboard (tool) is not posted on a public website but the data will provide the state with a means to prioritize existing equity gaps and to target additional resources and support to the schools and LEAs with the greatest needs.

Section 4: Strategies for Eliminating Equity Gaps

As previously noted, NC has a multi-faceted problem regarding equity gaps in the distribution of effective teachers. The summary from the External Stakeholders meeting is presented on the following page.

North Carolina 2015 Educator Equity Plan: External Stakeholders' Meeting (April 13, 2015)
Root Causes Tool: Summary and Compilation of External Stakeholders' Responses Regarding Teacher Equity Issues

Overview:
This document includes a summary of responses and compilation of responses recorded by individual participants during the External Stakeholders' meeting on April 13, 2015, concerning the North Carolina 2015 Educator Equity Plan. Consolidation of responses reduced redundancy and permitted brevity of this document.

Summary of Responses

Identified Gaps	Root Causes	Recommended Strategies
• Teacher Turnover Rate • Teacher Vacancy Rates/Long-term Substitute Teachers • Teacher Experience • Percent of Ineffective Teachers	• Low, inadequate teacher salaries • Low and varying district supplemental pay • Inadequately trained and experienced teachers and school administrators • Unsupportive school administrators, parents, and the community • Poor working conditions in poor school climates and cultures • Increasing student misbehavior without any or adequate consequences • Unrealistic and unreasonable expectations, especially for accountability and testing • Inadequate professional development • Competing priorities in the implementation of new programs and initiatives	• Increase and standardize salaries and supplemental pay, regardless of location. • Improve teacher and school administrators' educational preparatory programs and training (including PD). • Advocate and lobby for adequate funding from the North Carolina General Assembly and other funding sources. • Target issues of discipline and poverty so that teachers can focus on teaching. • Collaborate and align efforts with schools of education and other partners. • Partner with all stakeholders.

Based on the feedback from the USED Peer Reviewers, the table below is provided as a quick summary of the identified gaps portrayed in the different figures contained in this Equity Plan along with possible root causes and recommended strategies. The gaps are organized by those (1) identified in the Equity Profile generated by the USED, (2) identified by the New Teacher Center in North Carolina using data from the Teacher Working Conditions (TWC) Survey, and (3) identified by NCDPI.

Identified Gaps (USED Equity Profile)	**Possible Root Causes**	**Recommended Strategies (See pages 32-47 for descriptions of the strategies.)**
Percent of teachers in first year (see page 13)	• Hard-to-staff districts (e.g., rural areas) and schools • Low, inadequate teacher salaries • Fewer students entering teacher education programs • Hard-to-staff rural areas • Teacher retirements	• NC Virtual Public Schools • Expansion of Access to Teacher Preparation Programs • Teacher and Administrator Preparation Programs • Troops to Teachers
Percent of teachers without certification or licensure (see page 13)	• Low, inadequate state teacher salaries • Lack of local supplements in rural areas • Ineffective school leadership • Lack of support for beginning teachers • Inadequate professional development • Burdensome teacher working conditions • Fewer students entering teacher education programs	• Regional Leadership Academies • Mentoring and Induction into Teaching • Performance-Based Teacher and Principal Evaluation • Financial Incentives • TWC Survey • National Board Certification • High-Quality Professional Development • Technology Integration • Microsoft IT Academy
Percent of classes taught by teachers who are not highly qualified (see page 13)	• Hard-to-staff districts (e.g., rural areas) and schools • Less than desirable working conditions • Fewer students entering teacher education programs	• LEA Educator Equity Plan • Focus on Teacher Retention • Public Reporting (e.g., teacher distribution results, working conditions surveys, etc.)
Percent of teachers absent more than 10 days (see page 13)	• Less than desirable working conditions • Hard-to-staff districts (e.g., rural areas) and schools	• Regional Leadership Academies • Mentoring and Induction into Teaching • Performance-Based Teacher and Principal Evaluation • High-Quality Professional Development

Adjusted average teacher salary (see page 13)	• Lower than expected raises from the General Assembly • Low or lack of local supplements in rural areas due to insufficient tax bases	• Increased communications with the members of the General Assembly as to the need for more competitive salaries for classroom teachers
Identified Gaps (Additional Analyses New Teacher Center and NCDPI)	**Possible Root Causes**	**Recommended Strategies (See pages 32-47 for descriptions of the strategies.)**
Teachers Effectively Managing Student Conduct (see page 18)	• Insufficient/ineffective professional development • Ineffective school leadership	• Regional Leadership Academies • Mentoring and Induction into Teaching • Performance-Based Teacher and Principal Evaluation • TWC Survey • National Board Certification • High-Quality Professional Development • Technology Integration • Microsoft IT Academy
Schools Supporting Teacher Leadership (see page 18)	• Insufficient/ineffective professional development • Ineffective school leadership • Hard-to-staff districts (e.g., rural areas) and schools	• Regional Leadership Academies • Mentoring and Induction into Teaching • Performance-Based Teacher and Principal Evaluation • Financial Incentives • TWC Survey • National Board Certification • High-Quality Professional Development • Technology Integration • Microsoft IT Academy
Schools with Effective Teachers (see pages 19 - 20)	• Insufficient training • Ineffective school leadership • Less than desirable working conditions • Hard-to-staff districts (e.g., rural areas) and schools	• Regional Leadership Academies • Mentoring and Induction into Teaching • Performance-Based Teacher and Principal Evaluation • Financial Incentives

		• TWC Survey • National Board Certification • High-Quality Professional Development • Expansion of Turnaround Teams for Low-Performing Schools • Technology Integration • Microsoft IT Academy
Number of teachers with 0-3 years of teaching experience (i.e.- Novice Teachers) [see pages 21 - 22]	• Teacher retirements • Hard-to-staff districts (e.g., rural areas) and schools • Fewer students entering teacher education programs	• NC Virtual Public Schools • Expansion of Access to Teacher Preparation Programs • Teacher and Administrator Preparation Programs • Troops to Teachers
Number of teachers with 18-55 years of teaching experience (see pages 21 - 22)	• Hard-to-staff districts (e.g., rural areas) and schools • Fewer students entering teacher education programs	• NC Virtual Public Schools • Expansion of Access to Teacher Preparation Programs • Teacher and Administrator Preparation Programs • Troops to Teachers
Number of Inexperienced (1st Year) Teachers (see page 23)	• Teacher retirements • Hard-to-staff districts (e.g., rural areas) and schools • Fewer students entering teacher education programs	• NC Virtual Public Schools • Expansion of Access to Teacher Preparation Programs • Teacher and Administrator Preparation Programs • Troops to Teachers
Teacher Mobility (see pages 24-25)	• Fewer at-risk students in new school • Less than desirable working conditions in former school • Lack of local supplements in rural areas • Personal reasons (proximity to new school)	• NC Virtual Public Schools • Regional Leadership Academies • Mentoring and Induction into Teaching • TWC Survey • Financial Incentives

It is apparent that many potential root causes impact multiple gaps. Consequently, the strategies identified are not exclusive to one part of the problem, rather many of the strategies described ultimately will impact other facets of the inequitable distribution problem. Therefore, based on the extensive stakeholder feedback, NC will focus its strategies organized around the major themes of 1) teacher shortage, 2) recruitment and retention challenges, and 3) distribution decisions at the district and building levels. It is important to recognize that the strategies identified are not exclusive to one part of the problem, rather many of the strategies described ultimately will impact other facets of the inequitable distribution problem.

Teacher Shortage

From 2010 through 2014, the drop in enrollment across the 15 institutions of the UNC system offering education programs for bachelor's or master's degrees is -27.6% (UNC-GA, December 2014). The decline of college students enrolling in teacher preparation programs means it is harder for public schools to fill teaching positions at all, let alone with proven, effective teachers. This scenario creates and/or exacerbates discrepancies in teacher quality between those districts and schools that are able to attract skilled teachers because of such factors as location, local pay supplement, and/or working conditions, and those districts and schools that are already less alluring based on those dimensions. Given these conditions, it is clear that in order to address the inequitable distribution of teachers, the State must first focus energy on increasing the overall supply of effective teachers available to schools.

Strategy 1: NC Virtual Public Schools

The North Carolina Virtual Public School (NCVPS) helps ensure equity in teacher distribution by providing students access to courses and other opportunities they might otherwise not have. NCVPS enables students throughout the State, regardless of geographic area, to have access to highly qualified, experienced teachers. Schools and school systems unable to employ highly qualified teachers for specific subjects are often able to access them through the Virtual Public School.

Established in 2007 by North Carolina Session Law 2006-66 (Section 7.16.(a-e), NCVPS is committed to raising student achievement and closing learning gaps by providing high quality courses and instruction for all North Carolina students through supplementing the course offerings in the local public schools.

With over 55,000 full credit enrollments per year, North Carolina's secondary students enroll in over 150 courses ranging from Advanced Placement, Honors, Traditional, Credit Recovery, and Occupational Course of Study course offerings. NCVPS students come from all 115 school districts in North Carolina as well as many charter schools and non-public school students.

Collaborative learning is core to the NCVPS instructional model, so courses utilize real-time and asynchronous tools. Most importantly, courses pair students with highly qualified NC licensed teachers. By virtue of the online course delivery, students from all areas of the state now have access to courses and highly qualified teachers in subjects that they may not have

available at their local school. The state has truly achieved the goal of providing quality learning opportunities to every North Carolina student regardless of zip code.

NCVPS has 23 fulltime staff and approximately 600 contracted teachers. NCVPS teachers average 15 years classroom teaching experience and four years of online teaching experience. All NCVPS teachers are highly qualified in their subject area. 64% have master's degrees and 43% are Nationally Board certified. 58% teach in the face-to-face schools during the day while 42% teach only for NCVPS.

Perspective NCVPS teachers must train unpaid for 18 weeks prior to teaching for NCVPS. Teachers in Training are trained in the NCVPS instructional design philosophy which rests on four foundational pillars. These are teaching through effective learning blocks; teaching through effective instructional feedback; teaching through building student connections; and teaching through effective individualized instruction. These four instructional pillars are foundational to the online learning environment at NCVPS and are critical for student success. The NCVPS Teacher Induction Program provides opportunities for participants to gain the specific skills necessary to employ these strategies and to practice these skills with targeted feedback from a mentor teacher and instructional staff.

Strategy 2: Expansion of Access to Teacher Preparation Programs

NCDPI believes that increasing access to teacher preparation programs, particularly in rural areas of the State, will help ensure the equitable distribution of teachers for two reasons. First, analysis of teacher education program graduate data demonstrates that many program completers stay in the area in which they completed their programs. Second, individuals who already have roots/ties in an area/community, particularly rural or low wealth areas, are more likely to remain in those areas/communities. Increasing the supply of teachers will help address inequities in teacher distribution by providing a larger pool of qualified candidates.

In 2012 NCDPI created the North Carolina Teacher Corps (NCTC) to recruit potential educators who were recent college graduates or mid-career professionals interested in pursuing teacher licensure through alternative certification routes. The NCDPI recruited, trained and helped place NCTC cohort groups in 2012-13 and 2013-14. In the summer of 2013, the NCGA provided funding to Teach for America (TFA)-NC to assume responsibility for future cohort groups of NCTC. NCDPI continues to provide induction coaching for NCTC members from cohorts 1 and 2 employed in NC school districts.

In addition, NCDPI in collaboration with the University of NC General Administration (UNC-GA) created a comprehensive three-year induction program using RttT funds. The program known as the North Carolina New Teacher Support Program (NC-NTSP) was specifically designed to support beginning teachers who work in low-achieving schools in NC. The NC-NTSP provides a three-phase induction program, modeled in part after the TFA support program for teachers in similar school settings. The program begins before teachers enter the classroom and provides induction support for three years, at the conclusion of which successful teachers qualify for their full (continuing) license. The UNC-GA received sustainability funding in 2014 from the NC General Assembly to continue operation of the induction program post RttT funding.

Strategy 3: Teacher and Administrator Preparation Programs

Revised higher education teacher and administrator education programs will align with the National Common Core State Standards. As a result, all teachers and principals will have the opportunity to experience the same rich curriculum and be better prepared for challenges in school across the state.

In order to ensure that new teachers and principals can support the new standards, NCDPI and the NCSBE work closely with Institutions of Higher Education (IHEs) on program approval and program review. All teacher and leader (principal) education licensure areas must have NCSBE approved programs which are aligned to the NC Professional Teaching Standards and the NC School Executive Standards (Masters of School Administration programs). Both sets of standards (teachers and school leaders) explicitly have diversity standards and practices which speak to teachers' ability to differentiate for all learners, including those typically under-served. Teacher and leader candidate programs use these standards to develop and implement their program of studies. In addition, the state reviews the IHE programs using candidate's developed artifacts. These artifacts demonstrate a candidate's proficiencies in all the standards, including teaching diverse learners including English learners (ELs), students with disabilities (SWDs), and low-achieving students.

During the 2012-13 school year, NCDPI successfully launched the IHE Annual Performance Report now referred to as Education Preparation Program Report Cards. The IHE report cards offer a snapshot of information about college/university teacher and principal preparation programs. These report cards contain multiple data points about education graduates and education IHE programs, such as mean GPA of admitted students; program accreditation; percentage of program completers, etc. The live IHE report card as well as the current IHE performance report submitted to the NCSBE can be found at http://newdev.www.ncpublicschools.org/ihe/reports/.

Strategy 4: Troops to Teachers

To meet our objective of assisting eligible military personnel to transition to a new career as public schools teachers, NC has an established office to provide participants with counseling and assistance regarding certification requirements, routes to state certification, and employment leads. The NC program's mission is to: assist transitioning service members to become employed as teachers; assist the nation's youth by providing good role models; and to assist schools by providing teachers in critical subjects (math, science, special education, foreign language, and career-technical) for high needs schools. More information on the NC Troops to Teachers Program is available at http://www.ncpublicschools.org/troops/.

Recruitment and Retention

Ensuring equitable distribution of effective teachers is not merely driven by too few teachers coming into the profession, but must focus on strategies to reduce the turnover and attrition rate. It is critical to balance efforts to prepare high quality teachers with strong strategies to support

recruiting and then retaining the best teachers in every classroom of every school.

Strategy 5: Regional Leadership Academies

By identifying and nurturing effective teacher leaders in regional areas which have difficulty recruiting and retaining highly qualified personnel, the Regional Leadership Academies (RLAs) offer an incentive for the most capable educators to stay and build local capacity to bolster positive school culture and student outcomes.

At the onset of the 2010-2011 school year, the NCDPI, in conjunction with other educational partners, began the Northeast Leadership Academy (NELA), a two-year leadership preparation program for aspiring principals who were committed to serving in low-performing and high-need schools in the rural, northeast region of the state. The NCSBE expanded the initiative in the 2011-2012 school year, when it began the Piedmont Triad Academy (PTLA) and the Sandhills Leadership Academy (SLA). Unlike NELA, both of the regional expansion academies are one-year principal preparation programs. The RttT goal for each of the academies was to prepare sixty educational leaders during the grant. There have been 186 graduates of the three academies. Currently all three academies are striving to obtain sustainability funding from the NCGA and from the United States Department of Education in the form of grants. North Carolina State University has secured two educator preparation grants that will enable NELA to continue operation in the short term. The table below highlights the employment outcomes of the RLA graduates.

Employment Outcomes
Regional Leadership Academy Graduates

	Principals	Assistant Principals	Central Office Staff	Other	Total
Northeast Leadership Academy (NELA)	13	29	9	11	62
Sandhills Leadership Academy (SLA)	15	38	2	6	61
Piedmont Triad Leadership Academy (PTLA)	7	39	5	12	63

**Table reflects data as of 5/14/15. Outcome data changes frequently as graduates continue to apply for leadership positions and gain employment in LEAs.*

Strategy 6: Mentoring and Induction into Teaching

In line with national statistics, North Carolina loses almost 50% of its new teachers within five years. This results in the need to continuously recruit new teachers to replace those that leave. By retaining more new teachers, North Carolina will increase the supply of teachers available to school systems throughout the State. In addition, North Carolina will be better able to ensure that schools are staffed by more experienced teachers. A variety of research studies support the need for strong induction programs for new teachers. Mentoring new teachers impacts retention and helps teachers develop as professionals. While NC has had a mentoring program for over twenty years, the State needs to identify specific strategies to increase the impact of our program on teacher retention.
The NCSBE has enacted policies to encourage optimum working conditions for new teachers[1]. The policy reads:

To ensure that beginning teachers have the opportunity to develop into capable teachers, the following working conditions are strongly recommended:

- *assignment in the area of licensure;*
- *mentor assigned early, in the licensure area, and in close proximity;*
- *orientation that includes state, district, and school expectations;*
- *limited preparations;*
- *limited non-instructional duties;*
- *limited number of exceptional or difficult students; and*
- *no extracurricular assignments unless requested in writing by the beginning teacher.*

The term "non-instructional duties" refers to those that are not directly involved with the instructional program or the implementation of the standard course of study, but that all teachers are expected to do. Examples would be bus duty, lunch duty, and hall duty. The term "extracurricular activities" refers to those activities performed by a teacher involving students that are outside the regular school day and not directly related to the instructional program.

In 2010, the NCSBE adopted new Mentor and Beginning Teacher Support Standards, which align directly to the North Carolina Professional Teaching Standards and the Teacher Evaluation Instrument. These new standards are based on professional growth, and they provide a strong opportunity for capacity building across the state for mentors and beginning teachers alike. A new peer review process was implemented in 2012 where districts share ideas to assess and support each other's Beginning Teacher Support Programs to maximize available resources for the induction and retention of teachers.

[1] North Carolina State Board of Education Policy Manual (2010). Policies on the Beginning Teacher Support Program, Policy Number TCP-A-004, Section 4.30 Optimum Working Conditions for Beginning Teachers.

Strategy 7: Performance-Based Teacher and Principal Evaluation

The new evaluation system promotes continual professional growth, effective leadership, quality teaching, and student learning. Through its focus on professional growth, collaboration, and student outcomes, the evaluation instrument has direct implications for teacher preparation programs and sustainable staff development. Both endeavors will ensure the identification, hiring, and retention of more well-trained personnel. Moreover, through the new teacher and principal evaluation system and the local flexibility provided by the Race to the Top Grant, opportunities for teachers and principals to earn incentives based on student performance increases significantly. These incentives will particularly help recruit and retain effective teachers and principal in rural and urban districts that traditionally have difficulty in these areas.

As of the 2010-11 school year, the new North Carolina teacher and principal evaluation processes were fully implemented statewide, with student achievement growth data used as a significant component in a balanced evaluation system. The utility of the aligned evaluations based on the revised North Carolina Professional Teaching Standards will provide improved evidence of teacher and principal effectiveness and inform decisions about ensuring the most capable educators are distributed equitably to the students and schools most in need.

For example, through the new teacher and principal evaluation system and the local flexibility provided by the Race to the Top Grant, opportunities for teachers and principals to earn incentives based on student performance increased significantly. As other funds become available, incentive initiatives supported with RttT funds will serve as models for the recruitment and retention of effective teachers and principals in rural and urban districts that traditionally have difficulty in this area.

Strategy 8: Financial Incentives

Several studies have identified salary as a factor when potential employees decide whether or not to accept a particular assignment. Using the low wealth funding and the Disadvantaged Student Supplemental Funding (DSSF), local systems can offer salary incentives to attract teachers to hard-to-staff schools or address working conditions (such as class size, teacher assistants, instructional materials) that might attract teachers to the schools.

The state and LEAs offer teachers a variety of incentives to enter the field, stay in teaching, and work in hard-to-staff schools and content areas. One way the state offers incentives is through recent changes to its teacher compensation scale. North Carolina uses a step scale for teacher compensation. The scale provides salary increases for each five years of experience. Actions enacted by the NCGA placed greater emphasis on increasing the bottom levels of the scale, resulting in raises of up to 18% for teachers in their first few years of teaching. These increases in the early years were designed to attract teachers to the profession and to provide an increased incentive for teachers to stay in the classroom during the time in which teachers tend to leave the field and when teachers are growing in terms of their effectiveness in the classroom.

In addition, the state provides an incentive to LEAs to hire teachers based upon their quality, rather than the cost required to compensate them. Teachers and other school personnel in North Carolina are paid on a state salary schedule based on education level and experience. School systems are allotted teaching positions based on student enrollment, rather than dollar amounts. Therefore, the salary is paid for whatever person the LEAs hires into the position. Consequently, there is an incentive for LEAs to hire teachers with more experience and pay them higher salaries, since the base pay is borne by the state.

North Carolina provides supplemental funds to LEAs in counties that do not have the ability to generate revenue to support public schools (per a legislated formula) at the state average level. The funding is to allow those counties to enhance the instructional program and student achievement. Eligible LEAs are located in counties in which the calculated county wealth (per the legislated formula) is less than 100% of the state average wealth. In FY 2015-2016, the State plans to allot $193.1 million was allotted for low-wealth funding across 79 LEAs that qualify for these funds. School systems can use this funding for instructional positions, substitutes, instructional support positions, teacher assistant positions, clerical positions, overtime pay, instructional equipment, instructional supplies and materials, staff development, and textbooks.

In the 2015-2016 school year, the State plans to allot to LEAs approximately $80.3 million through the state DSSF to address the capacity needs of their system to meet the needs of disadvantaged students. Funds are allocated based on a formula that considers the percentage of students living in a single parent family, the percentage of students eligible for federal ESEA Title I, and the percentage of students who have at least one parent with less than a high school diploma. Each LEA must submit an annual action plan and budget to the NCSBE. It is expected that LEAs will include teacher recruitment and retention, using the Teacher Working Conditions Survey as a tool, in their plans.

Strategy 9: Teacher Working Conditions

On an annual basis, North Carolina hires approximately 11,000 – 12,000 new teachers. These teachers are needed not only because of student growth, but to replace teachers LEAs have lost due to retirement, other opportunities, and teacher working conditions. Focusing on teacher working conditions will help improve teacher retention. This in turn will result in more experienced teaching staff in our schools. The State can address the shortage, in part, by retaining more teachers in our schools.

Since 2002, the State has surveyed all school-based licensed educators biennially about their teaching conditions, including time, leadership, empowerment, professional development, facilities and resources, and induction. The most recent iteration of the Teacher Working Conditions (TWC) survey was in the spring of 2014, and 93,178 (88.63%) educators responded, providing every public school with their own data to use as a tool to improve student learning conditions. Analyses conducted by the New Teacher Center demonstrate significant connections between positive teacher working conditions and student achievement and teacher retention. School leaders are also asked about their working conditions in NC. In 2014, of the 2,597 schools in the state, 1,490 Principals (1.6%

of total survey responses) and 1,770 (1.9% of total survey responses) responded to the survey. The results of the survey are available on-line at http://www.ncteachingconditions.org/. A detailed report which is available on the website provides a question by question comparison of responses at the district and school levels. Schools and school systems can also request the results in Excel file format. The TWC survey continues to inform local communities on ways to improve each school, and data from the survey assist district and State policymakers in decisions affecting the recruitment and retention of quality teachers, teacher induction practices, and quality training of principals. The state recommends, among other things, use of the TWC data in the annual School and District Improvement Plans. The TWC data and accompanying research findings continue to shape statewide policy, leading to newly established 21st century standards and evaluations and support for school leaders and classroom teachers. The TWC Survey has been used in principal trainings in 2014 and principals have been asked to identify a priority of improvement with their TWC data and outline a plan of action. Examples of guiding questions for principals are, "How will you use the TWC Survey to impact student performance in your school?" and "How will you use the TWC survey to address the needs of your school, individual teachers, and professional learning communities?"

Strategy 10: National Board Certification

National Board Certification is a way to recognize the accomplished teaching that is occurring in North Carolina's classrooms. The certification process is based on high and rigorous a standards that evaluate teaching practice through performance-based assessments; the ultimate result is improved performance and achievement for North Carolina's students. North Carolina currently has 20,611 National Board Certified teachers. National Board Certification in North Carolina is grounded in the National Board's Five Core Propositions and the North Carolina Teaching Standards.[2] The certification process is designed to collect standards-based evidence of accomplished practice. While teacher licensure systems set basic requirements to teach in each state, completion of Board certification means a teacher has voluntarily gone much further. National Board Certified Teachers (NBCTs) have demonstrated the professional knowledge, skills and practices required of an outstanding educator. Board certification allows teachers to hone their practice, showcase their talent in the classroom and demonstrate their dedication to their students and their profession. North Carolina supports National Board Certification through policy and considers it a valued professional development opportunity for experienced and newly certified teachers.

Initial candidates who complete the process are granted 7.5 renewal credits which satisfy all requirements for one teaching license renewal cycle. Additionally, NBCTs are paid a salary differential of 12% of their state salary for the life of the certificate which is ten years initially and renewable each ten years. Charter school payment differentials may vary. Grant renewal credit and salary differential payments are two examples of how the state is dedicated to retaining quality educators in classrooms across the state.

[2] National Board for Professional Teaching Standards, "Do the Best for Your Students: Be the Best for You". Pamphlet. April 2014

Strategy 11: High-Quality Professional Development

NCDPI is deploying a professional development system to create, train, and support a cadre of teacher and principal leaders in professional development in each school district to build capacity for sustainable professional development statewide. Through available online workshops, webinars, virtual courses and other electronic media, teachers from across the entire state have equitable access to quality professional development.

Comprehensive Professional Development Calendar - In partnership with the Regional Education Service Alliances (RESAs), the NCDPI has provided a comprehensive, targeted, seamless, and flexible array of face-to-face sessions for all educators. Over the past five years, the state's cadre of professional development leaders has delivered nearly 1,000 face-to-face sessions across the entire state. The calendar has progressed from a prescriptive list of sessions designated to acclimate the state to the Race to the Top (RttT) goals to a differentiated list of sessions based on the growth LEAs have made over the last four years and the idiosyncratic needs they have subsequently identified.

School Leadership Support - Principal READY is an example of targeted support for principals. These sessions provide principals with resources and a deeper and more specific examination of the meaning of the NC Professional Teaching Standards and the NC Teacher Evaluation Rubric. Building on the coaching protocols established during fall and spring of 2013-14, Principal READY focuses on instructional leadership to help the principal support the growth of teachers. Participants explore curriculum tools and resources to help their teachers improve content knowledge and instructional skills. These meetings represent an opportunity for principals to work in groups and dive into new resources available to support their understanding of the NC Teacher Evaluation Process and NC Teacher Evaluation Rubric.

Professional Development Resources - NCDPI continues to expand the availability of instructional support tools and materials to help teachers implement the new standards and assessments. While initial documents and resources focused on how the new standards linked to previous standards, NCDPI shifted focus toward providing teachers with resources and professional development that offer concrete examples of how to address the new standards in classrooms. A total of 63 online modules were created over the last 5 years. Content from many of the modules provides a format for the redelivery of many of our face-to-face presentations, Wikispaces, and over 100 webinars delivered yearly.

Wikispaces has been a very successful organizational tool the State has embraced. Through the NC Learning Technology Initiative (NCLTI), NCDPI synthesized and gathered materials for districts in a more uniform, current and comprehensive manner. The NCDPI Wikispaces can be found at http://wikicentral.ncdpi.wikispaces.net.

Governors' Teacher Network - In the spring of 2014, Gov. Pat McCrory partnered with NCDPI to establish the Governor's Teacher Network (GTN). The primary purpose of the GTN was to promote teacher leadership and create high quality tools for teaching and learning for all educators across the state. From a pool of 1,297 applications with broad representation from each of the eight state regions, 446 outstanding teachers were selected to

participate. These teachers spent the year developing projects that supported key RttT initiatives (professional development and digital instructional resources for Home Base) in their schools and districts. Each GTN teacher received specialized training related to their proposed projects and ongoing professional support from NCDPI staff over the course of the year. A $10,000 stipend was paid to each teacher for completed work. These projects fit within one of two pathways:

- Pathway 1: Professional Development (PD): Teachers created professional development sessions and materials (face-to-face, webinars and online modules) to address classroom instructional needs and increase the PD offerings in Home Base, NC's suite of digital classroom management tools and instructional resources for teachers, students, parents and administrators.

- Pathway 2: Instructional Resources: Teachers created instructional resources for Home Base aligned to the NC Standard Course of Study. The instructional resources consist of unit and lesson plans that seamlessly integrate the formative assessment process in daily practice, and where applicable, sample summative assessment items that are aligned to the standards being taught in the lessons/unit.

Summer Institutes - Summer Institutes have been the state's annual opportunity for districts and charter schools to learn, network, collaborate with each other and engage in concentrated "team time" before the school year began. As part of the yearlong planning effort for coordinating summer professional development opportunities, the Summer Institutes connected the annual professional development calendar, an annual release of online professional development courses developed by the RttT Online Module Development team, and the Fidelity Support sessions led by the Regional Professional Development Leaders.

Each NC LEA and participating charter school sent a designated leadership team to regional Summer Institutes over the past four years. The leadership teams received training and resources on a variety of topics such as teacher effectiveness standards and data, curriculum standards and assessments, instructional design strategies, and tools to build leadership capacity. Each team is composed of teacher leaders, central office and building administrators, and support staff who lead training efforts in the district or charter.

Over the last four years, the focus of Summer Institutes has progressed from understanding the new standards to focusing on instructional improvements to reflecting on how to improve systemic educational practices to celebrating and sustaining the success of their local practices. Over 10,000 educators have participated as a member of a district/charters' leadership team.

IHE-LEA Collaborative Conversations Meetings - IHE-LEA meetings are held quarterly in each of the eight regions of North Carolina. LEAs are represented by their local Beginning Teacher (BT) Coordinator. The meetings are facilitated by the Regional Education Facilitators. The locations of these collaborative conversations have been held on the campuses of IHEs or within local LEAs in each of the respective regions. The purpose is to enhance collaboration between the IHE and LEA/Charter School while promoting the improvement of mentor development and induction programs. The timeframe is a minimum

of three hours. During the course of the meetings, IHEs and LEA/Charter Schools collaborate, share and plan activities to promote growth of pre-service teachers, beginning teachers and mentors. In addition to these collaborative conversations, IHEs and LEAs/Charter Schools have benefited from meaningful presentations from other stakeholders, including NCDPI. Participants include:

- IHEs: Deans of the Schools of Education (SOEs), Associate Professors, directors of special programming
- LEAs: BT Coordinators, Mentors, Assistant/Associate Superintendents, Directors of HR, beginning teachers
- Partners: NCDPI, North Carolina New Teacher Support Program, New Teacher Center, Northeast Collaborative for Beginning Teacher Support, RESA

Multi-Tiered System of Support (MTSS) - To ensure that all economically disadvantaged and minority students gain access to and learn content aligned with college- and career-ready standards, NCDPI promotes a Multi-Tiered System of Support (MTSS). MTSS focuses on problem-solving academic and behavior data at the district, school, class, and individual student level. MTSS merges the initiatives of Responsiveness to Instruction (RtI) and Positive Behavior Intervention and Support (PBIS) to create a seamless system of data-based decision-making. MTSS is a school improvement model that employs a systems approach for teachers to use data-driven problem-solving to maximize growth for all students.

Currently NCDPI has invited over 50 school districts, twelve charter schools and three state operated programs to participate in the first two of four cohorts to receive professional development and coaching. These selections and groupings were based on a variety of factors, including components of readiness. Professional development is being constructed and will be tailored for each cohort of implementers. NCDPI will be using a facilitated online professional development model to ensure statewide sustainability over time.

Strategy 12: Expansion of the Turnaround Teams for Low-Performing Schools

In areas in which recruitment and retention of teachers is more of a challenge and the supply of highly qualified and effective teachers is smaller, more intensive support from NCDPI allows for and encourages LEA efforts to make policy and staffing changes that will more equitably distribute highly qualified and highly effective personnel.

Through the Division of District and School Transformation (DST), NCDPI provides support for North Carolina schools and districts to increase student achievement and reduce dropouts, utilizing a Statewide System of Support. Additionally, District and School Transformation provides specific support to districts and schools identified under federal law through No Child Left Behind and under state statute and/or executive or judicial mandate as having challenges with equity, growth, basic level of proficiency, or district capacity. Low-performing schools, schools with gaps in subgroup performance and secondary schools with performance composites below 60% proficient are supported through District and School Transformation's providing direct instructional and leadership coaching, comprehensive needs assessments, and/or strategic professional development.

The most important elements of the strategies implemented through DST are those focused on changing behaviors and practices of school leaders and instructional staff. Without significant change and re-culturing in the classroom, student achievement will not advance. Therefore, the work of DST intensively focuses on change in the professional practice of school leaders and teachers.

This model, focused on developing two levels of capacity, school and district, has produced significant positive results. Capacity-building with current staff when schools and districts are located in areas that make recruitment and retention more difficult is a viable option having documented success. Rather than redistributing existing highly qualified teachers, this model increases the supply of highly qualified teachers, builds the skills and abilities of current staff, and significantly increases instructional effectiveness. The model also allows flexibility among districts with greater and less capacity to affect internal changes.

In addition, North Carolina has targeted the schools for turnaround that are in the lowest 5 percent based on student achievement, high schools with graduation rates below 60 percent, and local school districts with aggregate performance composites of less than 65 percent. Schools and districts that have been involved in transformation and turnaround activities over the past four years have shown significant improvements and have built internal capacity to continue the pattern of improvement even after NCDPI staff have ended their on-site commitment with the schools or districts.

Strategy 13: Technology Integration

The School Connectivity Program is the culmination of several years of vision surrounding the 21st century classroom, and developing a North Carolina workforce poised to meet the challenge of a global economy. NCDPI is proud to be the sponsor of this collaborative effort. Through a partnership among MCNC, NC State University's Friday Institute, the Office of Information Technology Services (ITS) and NCDPI, the North Carolina Research Education Network (NCREN) has been extended to the K-12 community of schools. All districts in North Carolina now have a high speed direct connection to this robust education networking infrastructure. Recurring funding has been allocated from the NCGA to support this effort. These funds shall be used for broadband access, equipment, and support services that create, improve, and sustain equity of access for instructional opportunities for public school students and educators.

Strategy 14: Microsoft IT Academy

In 2010 North Carolina Public Schools became the first state education agency in the country to enter into an agreement with Microsoft to pilot the Microsoft IT Academy (MSITA), which provides high school students with real-world technology skills they need to be successful in their college and/or career. MSITA offers statewide access to provide students, teachers, and staff members an opportunity to earn industry certifications. North Carolina is the largest IT Academy in the world. Since 2010, students and teachers enrolled in the Academy have earned 196,000 professional credits.

Distribution Decisions at the District and School Level

North Carolina's goal is to ensure that every student has effective teachers and that every school has an effective leader. While the state is committed to increasing access to great teachers in every classroom, ultimately teacher hiring and assignment decisions are made at the local level.

Strategy 15: LEA Educator Equity Plans

Since teacher hiring and assignment decisions are made by local school districts and principals, districts and schools that receive federal Title I, Part A and Title II, Part A funds must revise existing Equity Plans as necessary to ensure that economically disadvantaged and minority students are not taught at higher rates by ineffective teachers. District equity plans should be driven by local data collection including teacher effectiveness ratings and may include results of the Teacher Working Conditions Survey and the Annual Report on Teachers Leaving the Profession. Local equity plans will be reviewed each year during the application funding process and then monitored throughout their implementation as described in the Ongoing Monitoring and Support section of this document.

NCDPI will require local equity plans to be uploaded into the web-based grants management system, the Comprehensive Continuous Improvement Plan (CCIP) as a part of the application for formula funds beginning in the fall of 2016. NCDPI will review local equity plans and provide feedback as necessary as part of the funding application and approval process. Through cooperative assessment of local equity plans between the State and LEAs, the quality of instruction to students will be strengthened and improved.

Strategy 16: Focus on Teacher Retention

Teacher turnover contributes to the differences in teacher experience levels at schools. Teacher turnover is higher at hard-to-staff schools and schools where working conditions are less than desirable. Teacher turnover can be reduced, and reducing it will positively impact student achievement. Retaining more teachers will increase the supply of teachers available to schools.

Each year NCDPI presents to the NCSBE the *Annual Report on Teachers Leaving the Profession*. Turnover data within this report are summarized by individual LEAs and NCSBE districts. The data have been analyzed and five categories of teacher turnover have been identified: Remained/Remaining in Education, Personal Reasons, Turnover Initiated by the LEA, Turnover Beyond Control, and Other Reasons. The category Remained/Remaining in Education includes individuals resigning to teach in another NC LEA or charter school and individuals who moved to non-teaching positions in education. The category Personal Reasons includes individuals retiring with reduced benefits, individuals resigning to teach in a non-public school in NC, individuals resigning to teach in another state, individuals dissatisfied with teaching, individuals seeking a career change, and individuals who resigned for unknown and other reasons. The category Turnover Initiated by the LEA includes individuals who were non-renewed, dismissed, or resigned in lieu of dismissal. The category Turnover Beyond Control included those individuals who retired with full benefits, individuals who resigned for health reasons,

individuals who resigned due to family responsibilities and/or childcare, and individuals who resigned due to family relocation. The category Other Reasons included those reasons teachers resigned not listed or for unknown reasons. The teacher turnover report is presented to the NCSBE in October and sent to the NCGA in November on an annual basis. A copy of the most recent report for the 2013-14 school year can be accessed at http://www.ncpublicschools.org/docs/educatoreffectiveness/surveys/leaving/2013-14turnoverreport.pdf .

Strategy 17: Public Reporting

To ensure the equitable distribution of teachers, the public must be aware of the problems that districts and schools face regarding teacher shortage and distribution. Public reporting of teacher qualification data allows parents and other interested individuals to compare schools within and across systems, and to identify where there are gaps in coverage and quality. By doing so, public reporting raises awareness of teacher shortage and can build momentum behind local, regional, and state initiatives that focus on this issue.

North Carolina publicly reports data on teacher qualifications in the annual School Report Card. The report card is web-based and contains information at the school, district, and State levels on the percent of highly qualified teachers, the number of teachers with advanced degrees, the number of teachers with 0-3, 4-10, and 10+ years of experience, retention of teachers at the school level, number of National Board Certified teachers, and results of the Teacher Working Conditions Survey. Schools are expected to send copies of their report card home. The school report card is published on the Department of Public Instruction website and can be found at: www.ncreportcards.org. System level personnel are provided training on the School Report Card annually so that they can answer any questions parents may have. Once the NCSBE approves the inclusion of equity measures into its Strategic Plan, discussions will follow regarding the inclusion of this type of information in the annual School Report Card.

Timeline of State Strategy Implementation

As previously noted, the State Board of Education and the Department of Public Instruction recognize that great teachers and leaders are the key to success in North Carolina's public schools. The following timeline demonstrates a long standing history of strategies the state continues to implement in support of equitable access to excellent educators for all students. The title of the staff person responsible for the respective strategies also is included along with when the strategy was initially implemented and how often information about the strategy is reported to the NCSBE.

Strategy	Description/ Responsible Person	Initial Implementation	Frequency
1.	NC Virtual Public Schools/Director of NC Virtual Public School	2007	Annual updates and expansion of course offerings Annually increase student enrollment

2	Expansion of Access to Teacher Preparation Programs/Director of Educator Effectiveness	2012	Annual expansion contingent upon NCGA appropriations
3	Teacher and Administrator Preparation Programs/Director of Educator Effectiveness	2012	Annually
4	Troops to Teachers/Troops to Teachers Coordinator	1995	Annually
5	Regional Leadership Academies/NC State University (Dr. Bonnie Fusarelli)	2010	Annual implementation contingent upon NCGA appropriations and/or USED grant opportunities
6	Mentoring and Induction into Teaching/Director of Educator Effectiveness	2010	Annually
7	Performance-Based Teacher and Principal Evaluation/Director of Educator Effectiveness	2010	Annual incentives contingent upon NCGA appropriations and local funds
8	Financial Incentives/Chief Financial Officer	N/A	Annual incentives contingent upon NCGA appropriations
9	Teacher Working Conditions/Director of Educator Effectiveness	2002	Biannually
10	National Board Certification/Director of Educator Effectiveness	1993	Annual incentives contingent upon NCGA appropriations
11	High-Quality Professional Development/Director of Educator Effectiveness	2010	Annually
12	Expansion of the Turnaround Teams for Low-Performing Schools/Director of	2009	Annual expansion contingent on NCGA appropriations

	District and School Transformation		
13	Technology Integration/Chief Information Officer	2009	Annual expansion contingent upon NCGA appropriations
14	Microsoft IT Academy/Director of Career and Technical Education	2010	Annually
15	LEA Educator Equity Plans/Director of Federal Program Monitoring and Support	Fall 2016	Annually review and revise as needed
16	Focus on Teacher Retention/Director of Human Capital, Research and Policy	2000	Annually
17	Public Reporting/ Director of Communications and Information Services	2001	Annually

Section 5: Ongoing Monitoring and Support

Federal Program Monitoring and Support Division

The Federal Program Monitoring and Support Division within NCDPI provides oversight for federal requirements for a number of federal program authorized under the Elementary and Secondary Education Act (ESEA) including Title I, Part A and Title II, Part A. Program monitoring is conducted in order to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Monitoring assesses the extent to which local education agencies (LEAs), charter schools, or other eligible entities provide leadership and guidance for schools and program staff in implementing policies and procedures that comply with the provisions of federal program statutes and applicable State laws.

Most importantly, monitoring formalizes the integral relationship between the State and local programs. It emphasizes first and foremost, accountability for using resources wisely in the critical venture of education and preparing our state's students. The use of specific monitoring indicators clarifies for local programs the critical components of this accountability and provides a performance standard against which local policies and procedures can be measured. As a result of monitoring, NCDPI is able to gather accurate data regarding local needs and use that data to provide technical assistance and leadership initiatives within its statewide system of support.

Thus, monitoring serves not only as a vehicle for helping local programs to achieve high quality implementation of educational programs, it also helps NCDPI to be a better advisor and partner with local programs in that effort.

Monitoring is accomplished through various means beginning with the review of funding applications and narratives. As previously noted, local equity plans must be uploaded into the web-based grants management system before the application for funds can be submitted. NCDPI will review local equity plans and provide feedback as necessary as part of the funding application and approval process.

Each year, NCDPI develops a monitoring schedule to conduct full on-site reviews. For example, grant programs included in the Cross-Program Consolidated Monitoring which includes Title I, Part A and Title II, Part A, are monitored within a four-year cycle. The full on-site monitoring process utilizes specific protocols and instruments organized around compliance indicators specific to each grant program. The on-site review includes a review of documentation and interviews with staff and other stakeholders. During the reviews, NCDPI staff will collect information from various stakeholders on the successes and challenges of implementing the local Equity Plan. Upon completion of the review, a formal report is developed and indicators are rated as "met" or "findings." Areas of non-compliance must be addressed with corrective actions and tracked to completion.

In addition to full on-site reviews, NCDPI staff also conduct Program Quality Reviews (PQRs) each year. The PQR process provides opportunities for conducting additional monitoring outside of the full review that focuses on a specific aspect of the program. PQRs may be scheduled as a follow up to an area of concern during the full on-site review or may be conducted by the request of local program staff as a means of providing technical assistance. PQRs are intended to provide a venue for ongoing technical assistance and support for the implementation of local programs. Written feedback on PQR reviews are issued as "commendations" or "recommendations" for program improvement. Based on the analysis of relevant data including the initial review of Equity Plans submitted with federal funding applications, NCDPI will select a sample of LEAs each year and specifically review local Equity Plans to ensure that plans are reviewed and revised as necessary.

Statewide System of Support

While compliance monitoring provides a formalized process for ensuring that local Equity Plans are reviewed throughout their implementation, significant progress monitoring is supported by other agency staff within the statewide system of support. NC's comprehensive system of support coordinates the work of multiple divisions across the agency including Educator Effectiveness, District and School Transformation, and the collaborative efforts of Curriculum and Instruction and Exceptional Children in the 2015-16 rollout of the state's Multi-Tiered System of Support.

Recent state legislation under House Bill 1031 (SL2014-18) established eight Collaboration for Prosperity zones for North Carolina and aligned the state's education districts with those zones. The intent of this alignment is to establish and enhance collaboration between public schools, the

economic development regions and other state government agencies to enhance planning, use of resources and efficiency. NC is currently reviewing its statewide system of support model to align the work of NCDPI staff to the newly established state education districts. As required by law, the revised statewide system of support model will be implemented beginning with the 2015-16 school year.

The North Carolina 2015 Equity Plan will be posted on the NCDPI website at http://www.ncpublicschools.org/program-monitoring/titleIA/equity-plan/?&print=true for the State Plan to Ensure Equitable Access to Excellent Educators. Copies of the final plan also will be distributed directly to our External Stakeholders who were involved in the Equity Plan development process as well as to the various listservs used for communicating important information to educators, education association leaders and members of the public.

Timeline of future steps:

Date	Action
June 1, 2015	NC Equity Plan submitted to the USED
June 2-30, 2015	USED submits NC plan for external expert technical review (Peer Reviewers), contacts NCDPI with any questions or concerns and provides NCDPI with the opportunity to address the requirements and resubmit the plan
September 8, 2015	NC Equity Plan edited to incorporate feedback from the Peer Reviewers
October 23, 2015	NC Equity Plan edited to incorporate additional feedback from USED staff members
Fall of 2015	Data are available to LEAs/charters regarding teachers deemed effective, highly effective or in need of improvement
Fall of 2015	LEAs/charters will use available data on teacher effectiveness to develop local equity plans
October 2015	NCSBE discusses insertion of educator equity measures into its Strategic Plan at the semi-annual NCSBE Planning Meeting and Monthly Meeting (See paragraph below that describes this in more detail.)
Winter of 2016	NCDPI conducts new equity analyses using the effectiveness data
Spring of 2016	NCDPI reports the results to the NCSBE
Summer of 2016	Convene External Stakeholder groups as mentioned below in the conclusion section to review NC Equity Plan and new analyses conducted
Fall of 2016	LEAs/charters will submit local equity plans to NCDPI for review
2016-17 School Year (Annually)	NCDPI selects a sample of LEAs each year and specifically reviews local Equity Plans to ensure that plans are revised as necessary

Semi-annual NCSBE Planning Meeting and Monthly Meeting – Strategic Plan
The NCSBE held its planning meeting in Winston-Salem, NC on September 29-30, 2015. The following day (October 1, 2015) was the NCSBE's monthly meeting and one of the first agenda items was a lengthy discussion (almost two-hours long) of the board's Strategic Plan. One of the items discussed was the addition of a new objective to the strategic plan (Objective 3.5) which the board is slated to approve at its November meeting. The objective reads as follows: "Increase the access to effective and highly effective teachers for students in low-achieving and high-poverty schools relative to their higher-achieving and lower-poverty peers." At this time, the NCDPI has developed several potential measures (listed below) that can be associated with the new objective so that the NCSBE, educators, and the general public can monitor the progress of the State meeting the new equity measures.

- One potential measure would be (to monitor) the equity gap in the percentage of highly effective teachers serving low-poverty versus high-poverty schools. Currently the gap stands at 9.61 percentage points (16.69% - 7.08%, Figure 3 of the equity plan). Yearly targets of 1.5 percentage point decreases could be established.
- A second potential measure would be (to monitor) the equity gap in the percentage of highly effective teachers serving low-minority versus high-minority schools. Currently the gap stands at 6.39 percentage points (14.24% - 7.85%, Figure 4 of the equity plan). Yearly targets of 1 percentage point decreases could be established.
- A third potential measure would be the percentage of effective or highly effective teachers leaving high-poverty schools due to teacher mobility (teachers transfer within the state). Analyses to be concluded in the winter of 2016.
- A fourth potential measure would be the percentage of effective or highly effective teachers leaving high-minority schools due to teacher mobility (teachers transfer within the state). Analyses to be concluded in the winter of 2016.

The NCSBE anticipates approving the new measures within the next couple of months.

Section 6: Conclusion

North Carolina knows that to reach our primary goal of high student achievement statewide, we must have a great teacher in every classroom and a great principal leading every school. Throughout the implementation of the NC's RttT plan and ESEA Flexibility, NC has a demonstrated record of stakeholder involvement acknowledging the value of reflective collaboration with its schools and their communities in improving outcomes for students. As additional data become available to identify and monitor equity gaps in effective educators, significant stakeholder engagement will be critical to ensure that effective strategies are designed and supported in all districts and schools across the state. Stakeholder engagement will occur each year through established councils and committees (e.g., Superintendent's Parent Advisory Council, Committee of Practitioners, Educator Equity Plan External Stakeholders, etc.), as well as other ad hoc groups as necessary.

As previously noted, NC now has a system in place to supplement exisiting data with measures of teacher effectiveness to determine the distribution of teachers based on teacher quality in addition to teacher qualifications. With the development of a new Human Capital

Dashboard, districts will be able to analyze the effectiveness of teachers moving in and out of the district and its schools. By the 2016-17 school year, all NC school districts will use the NC Educator Evaluation System to inform individual plans for continuous improvement and drive staffing and other human capital decisions. These data will provide the state with a means to better profile existing equity gaps between and among urban, suburban, and rural schools and to provide additional support for building the capacity of the districts to address equity gaps that may be unique to their schools.

Over the past two decades, North Carolina has introduced several initiatives designed to address the inequitable distribution of effective educators, including financial incentive programs that attempt to encourage effective teachers to relocate to more challenging schools, targeted educator training programs intended to prepare high-quality teachers for low-performing schools, and the implementation of an educator evaluation system that emphasizes the development and growth of teachers. Specifically, the goals for North Carolina's teacher and leader distribution efforts are to increase the number of high-achieving, new college graduates teaching in North Carolina; strengthen the preparation of and support for novice teachers; employ strategic staffing approaches to optimize the distribution of available human capital; make further use of virtual and blended classes for students in an attempt to expand curriculum offerings and provide effective instruction when effective teachers for a subject are not available locally; and increase the number of principals prepared to lead transformational change and improve access to high-quality instruction in high-need schools. Collectively, the strategies identified are intended to move the state rapidly toward greater equity in the distribution of educator quality.

Appendix A

Educator Equity Stakeholder Meeting

North Carolina School Boards Association
7208 Falls of Neuse Road, Raleigh, NC
April 13, 2015

List of Attendees

NAME	TITLE	ASSOCIATION/ORGANIZATION
Adam Pridemore	Government Affairs Specialist	NC Association of School Administrators (NCASA)
Carol Vandenbergh	Executive Director	Professional Educators of North Carolina (PENC)
Dawn Shephard	Associate Director	New Teacher Center
Donald Dunn	President	NC Congress of Parents and Teachers (PTA)
Ed Dunlap	Executive Director	NC School Boards Association (NCSBA)
Evelyn Hawthorne	Government Relations	Professional Educators of North Carolina (PENC)
Glenda Jones	PANC President/Cabarrus County Schools Chief HR Officer	Personnel Administrators of North Carolina (PANC)
Jessica Anderson	Senior Policy Research Analyst	SERVE
Judy Kidd	President	Classroom Teachers Association of North Carolina (CTANC)
Julie Marks	Director of Education Policy Initiative at Carolina	UNC General Administration

NAME	TITLE	ASSOCIATION/ORGANIZATION
Lisa Berwyn	Director, Membership Services	NC Business Committee for Education (NCBCE)
Lisa Guckian	Managing Director-NC Alumni Support	Teach for America
Lisa Chapman	Senior Vice President, Programs and Student Services/Chief Academic Officer	NC Community College System
Lisa Eads	Program Coordinator Early Childhood, Public Service Technologies, Career & College Promise	NC Community College System
Mark Jewell	Vice President	North Carolina Association of Educators (NCAE)
Neil Pedersen	Executive Director	Central Carolina Regional Education Services Alliance
Rachel Porter	Executive Director	The Centers for Quality Teaching and Learning
Tammy Ramsey	Senior Instructional Specialist	The Centers for Quality Teaching and Learning
Thomas Townsend	Executive Board Member	Classroom Teachers Association of North Carolina (CTANC)
Tiffany Watts	Director of Assessment, Evaluation & Communications	UNC General Administration
Adam Levinson	Director, Race to the Top	North Carolina Department of Public Instruction
Diane Dulaney	Data Analyst	North Carolina Department of Public Instruction
Lou Fabrizio	Director, Data, Research and Federal Policy	North Carolina Department of Public Instruction
Shirley Carraway	NC State Liaison	Southeast Comprehensive Center (SEDL)
Tom Tomberlin	Director, District LEA HR Support	North Carolina Department of Public Instruction

Appendix B

North Carolina 2015 Educator Equity Plan
External Stakeholders' Meeting
North Carolina School Boards Association
7208 Falls of Neuse Road
Raleigh, NC 27615

April 13, 2015
1:00 p.m. – 4:00 p.m.

Agenda

Outcomes

- Review requirements of the 2015 North Carolina Educator Equity Plan
- Discuss the role of External Stakeholders' Group
- Review NC educator distribution data
- Discuss equity gaps, possible root causes and possible strategies

1:00 – 1:15 p.m.	Welcome, Introductions and Review of the Agenda ◊ Lou Fabrizio, Director of Data, Research & Federal Policy, NC Department of Public Instruction (NCDPI) ◊ Shirley Carraway, NC Liaison, Southeast Comprehensive Center, SEDL
1:15 – 1:30 p.m.	Overview the purpose of the meeting • 2011 Education Equity Plan • 2015 Educator Equity Plan and components
1:30 – 2:00 p.m.	Data Orientation • Discussion of metrics to identify gaps, Lou and Tom Tomberlin, Director, District LEA HR Support, NCDPI • Discussion of possible root causes
2:00 – 2:45 p.m.	Discussion of Gap strategies • Stakeholders identify organization-specific gap strategies
2:45 – 3:00 p.m.	Break
3:00 – 3:45 p.m.	Review of 2011 NC Equity Plan • Review 12 strategies from 2011 plan • Examine strategies for relevance and/or revisions • Identify additional gap strategies
3:45 – 4:00 p.m.	Next Steps and Closure • How the findings will be recorded and incorporated • Opportunities for continued input • Timeline for plan development and submission

SUPERINTENDENT'S PARENT ADVISORY COUNCIL MEETING

Thursday, May 21, 2015
Education Building, Room 504
301 N Wilmington Street, Raleigh, NC 27610
10:00 AM – 2:00 PM

OBJECTIVES

1. Share Information of Relevance to Parents and Students
2. Provide Updates on the Accountability System
3. Discuss Equity Plan and Receive Parent Input

10:00 AM – 10:15 AM	Welcome Superintendent Updates	**June Atkinson** State Superintendent
10:15 AM – 10:45 AM	P21 – Partnership for 21st Century Learning	**Donald Dunn** NCPTA President
10:45 AM – 11:15 AM	Accountability System Updates	**Tammy Howard** Director of Accountability
11:15 AM – 11:30 AM	BREAK	
11:30 AM – 12:30 PM	North Carolina Equity Plan	**Lou Fabrizio** Director of Data, Research and Federal Policy
12:30 PM – 1:30 PM	LUNCH	
1:30 PM – 1:50 PM	What's on Your Mind?	**Donna Brown** Director of Federal Program Monitoring and Support
1:50 PM – 2:00 PM	Closing Remarks/Adjourn	**June Atkinson** State Superintendent

Appendix D

Superintendent's Parents Advisory Council

May 21, 2015

List of Attendees

Name	Affiliation
Donald Dunn	NC PTA
Sarah Martin	NC PTA
Orlando Hernandez	Chatham County Parent Involvement Coordinator
Amy Womble	Parent – Wake County
Kathryn Bogle	Parent – Johnston County
Terri Scott	Parent – Stanly County
Diana Bader	NCPTA President Elect
Jeana Moore	Parent – Sampson County
Tomekia Hutchins	Wayne County Parent Involvement Coordinator
Joanna Best	Parent – Asheville
Carlenia Ivory	Parent – Mecklenburg
Melissa Buchanan	Parent Involvement – Gaston County
Connie Hawkins	Exceptional Children's Assistance Center
Linda Crandall	Parent - Wake County
Dr. June Atkinson	NCDPI – State Superintendent, Presenter
Mike McLaughlin	NCDPI – Senior Policy Advisor, Presenter
Donna Brown	NCDPI – Director of Federal Programs, Presenter
Dr. Tammy Howard	NCDPI – Director of Accountability Services, Presenter
Dr. Lou Fabrizio	NCDPI – Director of Data, Research & Federal Policy, Presenter
Rhonda Muhammad	NCDPI – Parent Involvement Coordinator, Presenter
Carolyn Guthrie	NCDPI – Director of K-3 Literacy, Presenter
Heather Reynolds	NCDPI – State Implementation & Data Consultant, Presenter

Appendix E

Measures Used in Educator Effectiveness Database to Conduct Equity Gap Calculations (Figures 3 & 4)

The following graphic lists the titles of the six standards for teachers and eight standards for principals and other administrators used in the Educator Effectiveness system. Standards 1-5 for teachers and standards 1-7 for principals and other administrators are based on observations by evaluators. Standards 6 & 8 are based on growth scores for students assigned to teachers and schools respectively.

Additional information on the standards can be found at
http://ncees.ncdpi.wikispaces.net/NC+Teachers (for teachers) and
http://ncees.ncdpi.wikispaces.net/NC+Principals (for principals and other administrators)