

Distribution of Teacher Quality in North Carolina

NCCTQ What Works Conference

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DSSF: Funds to Improve Educational Outcomes for Academically Disadvantaged Students

□ DSSF Pilot

- Initiated by Governor and State Board of Education in '04-'05 to improve outcomes for at-risk students
- Response to State's obligation to provide all students with equal opportunity for a "sound, basic education"
- 16 disadvantaged pilot districts received \$22.4M in '04-'05, increased slightly 2nd year, now statewide

□ Evaluation mandated by General Assembly

- This presentation based on initial report: '04-'05 baseline

Major Findings

- ❑ On **all 11 indicators** of teacher quality linked by prior research to student performance,
 - DSSF students less likely to have access to high quality teachers
 - Disadvantaged students less likely than more advantaged students to have access to high quality teachers
 - Disadvantaged students in DSSF districts doubly disadvantaged

- ❑ 11 indicators of “teacher quality”
 - Degrees: % Master’s, % most/highly competitive bachelor’s
 - Praxis: % top quartile, % above mean
 - Licensure: % continuing, % provisional/emergency/temp, % lateral entry
 - Board certification: %NBCTs
 - Experience: % first year, % >3 years

Teacher Quality: High School

- ❑ In DSSF districts, students in EOC subjects:
 - *less likely to have higher quality teachers than comparable students in the rest of North Carolina*

- ❑ Statewide, academically disadvantaged students in EOC subjects:
 - *less likely to have higher quality teachers than their proficient peers*

- ❑ Academically disadvantaged students in EOC subjects in DSSF districts:
 - *doubly disadvantaged*

Teacher Quality: High School

Access to Higher Quality Teachers in EOC Subjects	State	DSSF	Academically Disadvantaged DSSF
Fully certified teacher teaching in field	67.2	58.5	52.8
National Board Certified teacher	8.9	4.3	2.5
Teacher with a continuing license	76.8	67.8	64.3
Teacher with a master's degree	27.2	21.9	19.8
Teacher who scored above average on Praxis	70.0	59.1	56.6

Teacher Quality: Middle School

- DSSF students in grades 6-8:
 - *less likely to have higher quality teachers than in rest of NC*

- Statewide, Academically disadvantaged students:
 - *less likely to have higher quality teachers than their proficient peers*

- Academically disadvantaged students in DSSF districts:
 - *doubly disadvantaged*

Teacher Quality: Middle School

Access to Higher Quality Teachers in Middle School	State	DSSF	Academically Disadvantaged DSSF
Fully certified teacher teaching in field	67.2	60.1	53.6
National Board Certified teacher	6.7	2.9	2.0
Teacher with a continuing license	75.9	67.1	59.6
Teacher with a master's degree	23.8	16.3	14.2
Teacher who scored above average on Praxis	57.7	47.7	41.7

Teacher Quality: Elementary School

- ❑ DSSF students in grades 3-5:
 - *less likely to have higher quality teachers than in rest of NC*

- ❑ Statewide, academically disadvantaged students in grades 3-5:
 - *less likely to have higher quality teachers than their more proficient peers*

- ❑ Academically disadvantaged students in DSSF districts:
 - *doubly disadvantaged*

Teacher Quality: Grades 3-5

Access to Higher Quality Teachers in grades 3-5	State	DSSF	Academically Disadvantaged DSSF
Fully certified teacher teaching in field	81.4	76.6	74.4
National Board Certified teacher	7.6	2.8	2.0
Teacher with a continuing license	80.6	75.6	74.1
Teacher with a master's degree	27.1	23.2	21.5
Teacher who scored above average on Praxis	67.8	57.2	52.5

Conclusions

Critical need: adequate \$ & compensation strategies to provide high quality teachers to all students.

- ❑ Statewide TQ problem: only 67% fully licensed to teach the specific EOC courses they were teaching
- ❑ Compounded in DSSF districts and for disadvantaged students statewide
- ❑ Over 2 pilot years, competitive disadvantage for DSSF districts decreased
 - Salary supplements in DSSF district rose 16.2% in 2 pilot years but still below statewide average of \$2,967
 - Improved position will erode with statewide implementation

DSSF Evaluation: Next Steps

- ❑ Findings in this report covered baseline year performance only
- ❑ Next report focuses on change in teacher quality in 2005-2006
- ❑ Consequences of lower teacher quality and resource allocation decisions to be examined
- ❑ Reports on effects of DSSF and other school resources on student performance will follow
 - High schools
 - Middle schools
 - Elementary schools