

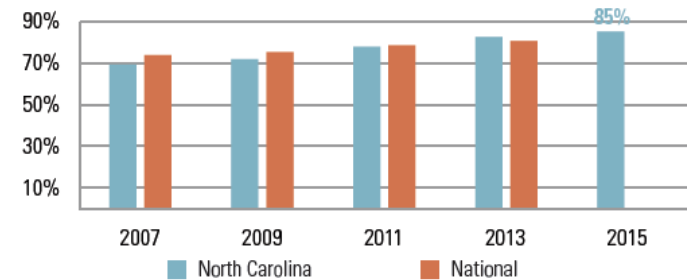
NC House Select
Committee on
Education Strategy
and Practices

Educator
compensation and
student achievement

January 27-28, 2016



Four-Year Cohort High School Graduation Rate by Year



Source: NC DPI and the National Center for Education Statistics.

Student Achievement

16%

Only 16% of North Carolina high school graduates met all readiness benchmarks on the ACT

47%

Nearly half of NC's high school graduates fail to meet *any* ACT college readiness benchmarks

62%

62% of North Carolina 4th graders are not proficient in reading and 27% can not read at a basic level

Source: ACT and NAEP

3

Educators Matter

- Teachers have the **single-greatest impact** on student achievement – two to three times greater than any other in-school factor
- One-fourth of a school's impact on academic achievement can be attributed to the **school leader**
- The best performing systems in the world and the most impactful education reforms focused on **educator quality**.

Source: "Teachers Matter..." (RAND, 2012); "Cumulative PISA 2012 Results in Focus, OECD (2013); How the world's most improved school systems keep getting better, McKinsey & Company (2009) "Lacking Leaders" (Doyle & Locke, 2014)

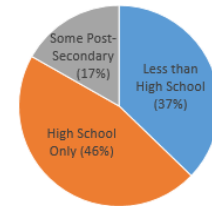
NC's Changing Education & Workforce Demands

5

The 1970s Classroom



1970

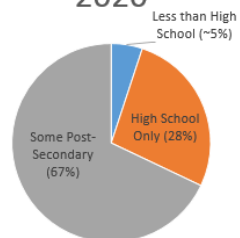


6

Today's Classroom



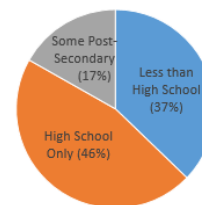
2020



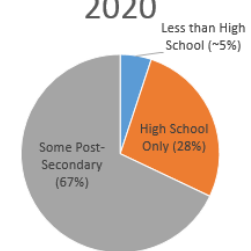
7

Educational Attainment Trends in NC, 1970-2020

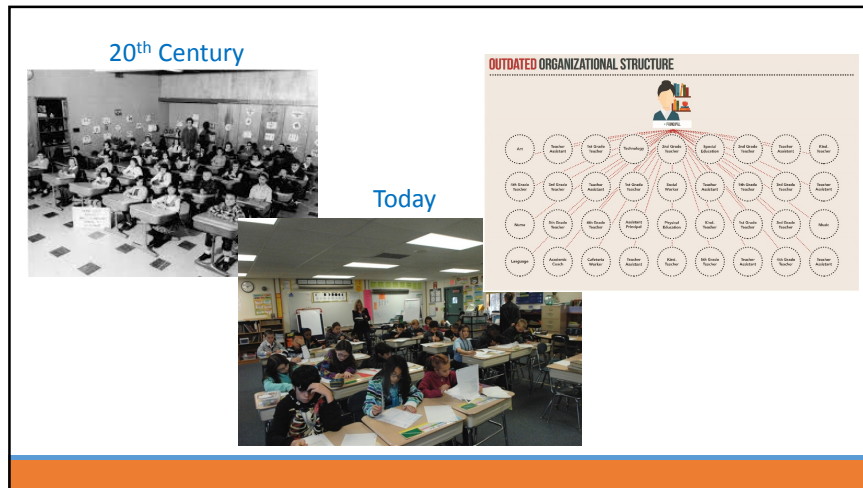
1970



2020



8



Challenges Facing the NC Education Profession

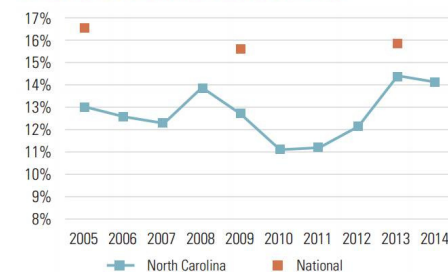
Teacher Turnover 2014-15

Teacher Category	% Turnover	Total # of Teachers	# of Teachers Leaving
Career Status Teachers	13%	77,137	10,313
Beginning Teachers*	21%	18,944	3,942
Lateral Entry Teachers*	24%	3,455	836

*Lateral Entry Teachers may also be counted as Beginning Teachers and vice versa.

Source: 2014-15 DPI Annual Report on Teachers Leaving the Profession

K-12 Average Statewide Teacher Turnover



14%

Teacher turnover in K-12 public schools is approaching the national average

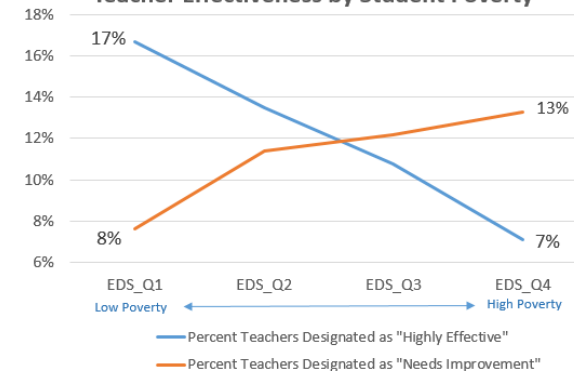
Source: DPI Annual Report on Teachers Leaving the Profession

Hard to Staff Positions 2014-15

Licensure Area	# of LEAs	% of LEAs
9-12 Math	95	83%
Special Ed.: General Curriculum	87	76%
9-12 Science	74	64%
M.G. Math	70	61%
Special Ed.: Adapted Curriculum	56	49%

Source: 2014-15 DPI Annual Report on Teachers Leaving the Profession

Teacher Effectiveness by Student Poverty



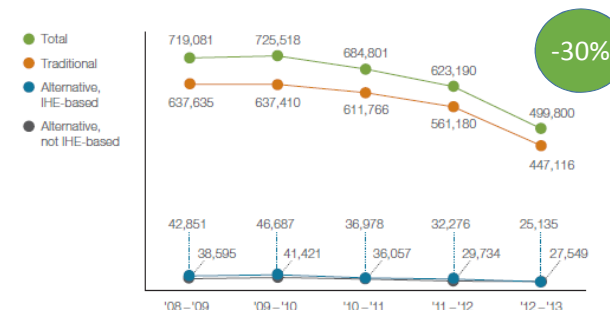
Source: NC Dept of Public Instruction

Teachers are retiring... and millennials don't want to replace them

UNC-system education degree programs have seen a **30% decline in enrollment** over the past five years.

Source: UNC System General Administration

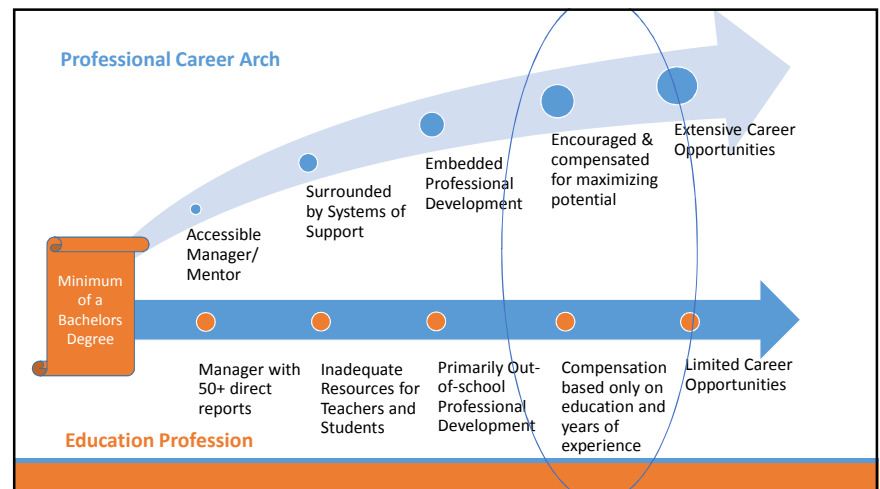
Enrollment in Teacher Preparation Programs by Total Enrollment and Program Type: AY 2008–09 Through AY 2012–13



Source: Title II Higher Ed Act – News You Can Use

The State that has the perfect compensation and talent plan is...

Elevating the Education Profession



Millennials!

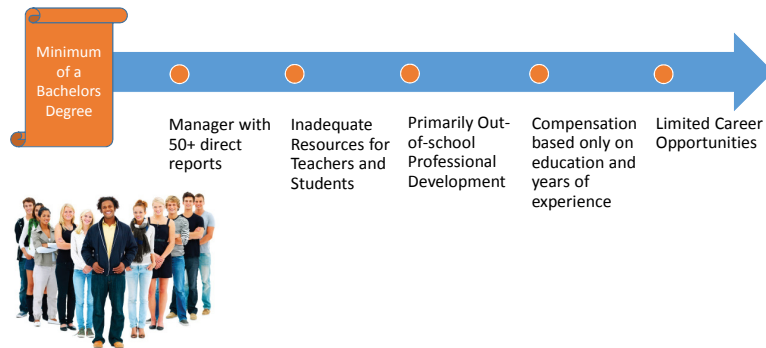


Millennial Employment Priorities

- ✓ Flexibility and work-life balance
- ✓ Recognition and respect, including compensation
- ✓ Opportunity to develop as a leader and “make an impact”
- ✓ Managers who empower others
- ✓ Chance to “grow and learn new things”

Sources: PWC NextGen study; US Chamber; UNC; Harvard Business Review, “What Millennials Want From Work”

The Education Profession

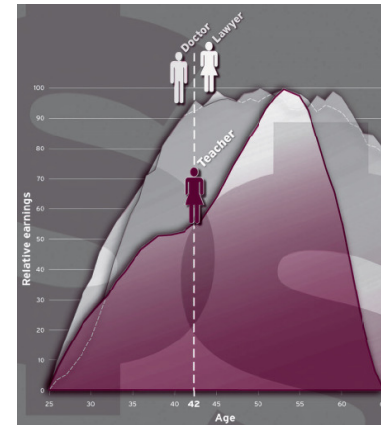


Building a comprehensive plan to attract, recruit, and retain the next generation of educators

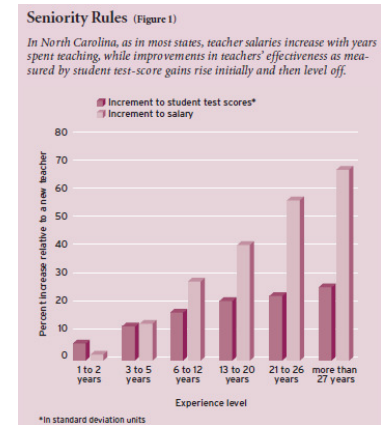
Compensation Priorities:

- ✓ **Retain teachers** who are leaving the profession before they have reached their potential – beginning and lateral entry
- ✓ **Recruit the best teachers to where they are needed most:** hard to staff subjects and high poverty schools*
- ✓ **Attract millennials** who are not choosing the profession in the first place

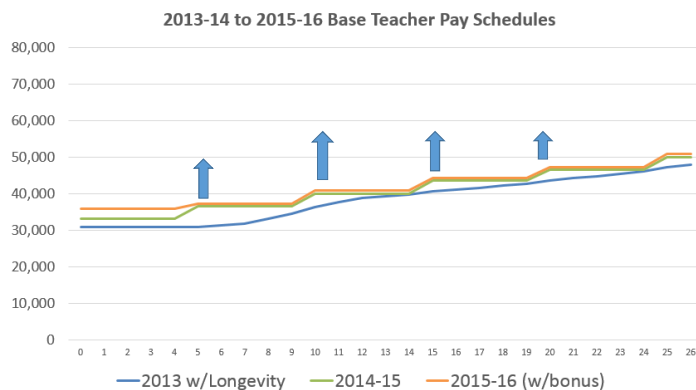
*Both inter-district and intra-district



Source: Jacob Vigdor, Scrap the Salary Schedule



*In standard deviation units



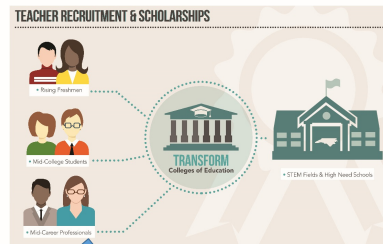
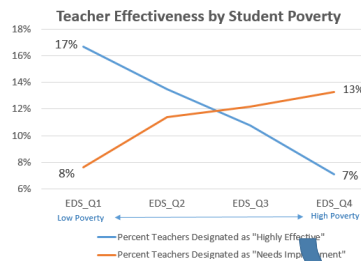
Non-financial motivators:

2007-08 Beginning public school teachers who ...

	Year 1 Turnover	Year 2 Turnover
...were assigned a mentor	8%	10%
...were <u>not</u> assigned a mentor	16%	23%

Source: NCES, 2007-2008 Beginning Teacher Longitudinal Study

Recruit Great Educators to Where They are Needed Most



29

Filling Hard-to-Staff Positions

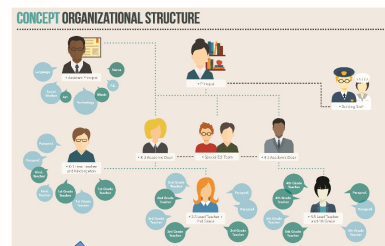
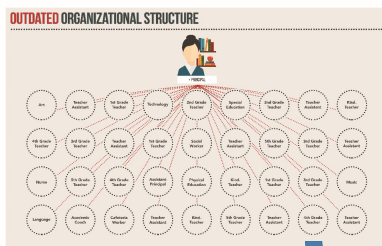
Hard-to-Staff Incentives

- Require **30-50%** bonuses
- Poor** record of retention
- Do not** increase teacher recruits (zero sum)
- Top teachers often **struggle** in new schools

Recruitment Scholarships

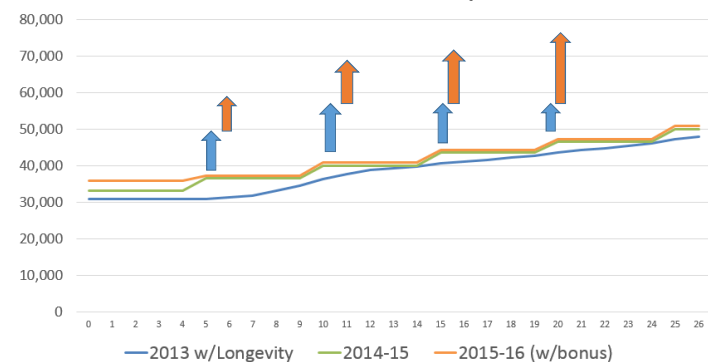
- Leverage limited investment in partial scholarships
- Excellent** record of retention
- Increase overall number of teachers
- Prepare teachers for **specific** school environments

Support a 21st Century Education Workforce



31

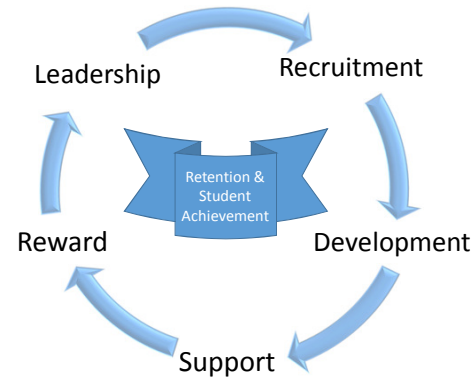
2013-14 to 2015-16 Base Teacher Pay Schedules



Resource a 21st Century Classroom



33



Multi-faceted Financial and Non-Financial Compensation Strategy

1. Dramatically increase salaries for principals and other school-based administrators
2. Restructure principal compensation to reward success and improve retention
3. Enable every teacher to earn a competitive wage
4. Continue to invest more in early-career teachers to improve recruitment & retention
5. Recruit teachers to hard-to-staff positions through loan repayment/ scholarships
6. Empower districts with more hiring and compensation flexibility
7. Reward experienced teachers for expanded roles, increased capacity and impact
8. Foster great working conditions: instructional resources, strong leadership and coaching, time to plan and teach, and embedded professional development

Thank you!

Brenda Berg
President and CEO
Brenda.Berg@BEST-NC.org
www.best-nc.org



36