

Approved 12/12/12

DRAFT MINUTES

JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE

November 27, 2012

The Joint Legislative Education Oversight Committee met on Tuesday, November 27, 2012, at 10:00 a.m. in room 643 of the Legislative Office Building. Representative Linda Johnson, House of Representatives Co-Chairwoman, presided. The following Senators were in attendance: Senator Jerry Tillman, Senate Co-Chairman; Senators Barringer, Pate, Preston, Robinson, Rucho, and Soucek. The following House members were also present: Representative Bryan Holloway, House Co-Chairman; Representatives Brandon, Goodman, Hilton, Langdon, Lucas, Pridgen, and Stam. The following members of the Committee Staff were in attendance: Dee Atkinson, Drupti Chauhan, Patsy Pierce, Kara McCraw, Denise Adams, and Sara Kamprath. Joanna Hogg, Legislative Assistant for Representative Linda Johnson, served as the Committee Clerk. Members of the sergeant-at-arms were present.

Chairwoman Johnson convened the meeting and welcomed everyone. She introduced the House and Senate sergeant-at-arms. Chairwoman received a motion and the minutes were approved.

Chairwoman Johnson noted that the first item before the Committee would be the Teacher Preparation Program Effectiveness Report. She introduced presenters Dr. Alisa Chapman, Vice President for Academic and University Programs; Dr. Charles Thompson, Director of Teacher Quality Research at UNC Chapel Hill; and Mr. Kevin Bastian, Doctoral Student UNC Chapel Hill Department of Public Policy.

Dr. Alisa Chapman started by telling Members they would be sharing with them their general approach to teacher quality research aimed at improving those programs that prepare teachers and school leaders. She stated that they would provide their current results from their present program analysis on programs effectiveness and address the action steps they are taking to improve those programs that prepare teachers.

A Strategic Priority of the University

Their general approach begins with priority. The Universities priority is to prepare more and better teachers and school leaders for North Carolina public schools. The key strategies they use to address this goal include recruitment, preparation, and new teacher and school leader support. The University plans to generate more teachers by increasing the productivity of initially licensed teachers. They plan on using a research approach to address the quality preparation of teachers. Dr. Chapman stated that they provided three models to explain their research approach. (See presentation material behind tab 4 in Members' notebook).

Mr. Bastian explained the first graph that shows teacher effectiveness in elementary grade mathematics. It shows the days of student learning in comparison to teachers at the 50th percentile. The graph shows that teachers in the 90th percentile of effectiveness gained 47.62

more days than the teachers who taught at the 50th percentile. Teachers who taught in the 10th percentile taught 52.89 days less than the teachers who taught at the 50th percentile.

Dr. Chapman brought Members attention to the second diagram. Mr. Bastian explained that the second diagram provides the number of North Carolina public school teachers by portal of entry: 2009-2010. In 2009-2010 there were 100,616 individuals paid as teachers in North Carolina public schools. The chart shows the most teachers (32,030 teachers) were prepared at the UNC undergraduate program. The least amount of teachers were prepared at Teach for America (466 teachers).

The third chart shows teacher persistence in North Carolina public schools by portal. The chart shows new teachers employed for three and five years. Teachers who were trained in state generally stay teaching in the North Carolina public school system than teachers who were trained elsewhere.

Summary of Findings from Prior Research on Teacher Effectiveness in North Carolina

The summary shows that UNC undergraduates provide the largest source of teachers in North Carolina. Approximately 80% of those teachers stay teaching in North Carolina public schools for three years and over 70% stay for five years. UNC undergraduate teachers perform slightly better than average.

Out of state undergraduates are the second largest source of teachers in North Carolina. Approximately 65% of those teachers teach in the North Carolina public school system for three years. 50% of those teachers stay for five years. Out of state undergraduate teachers are the least effective source of teachers in North Carolina.

Alternative entry teachers are the third largest source of teachers in North Carolina. 55% of those teachers stay teaching in the North Carolina public school system for three years. 40% stay for at least five years. The performance of those teachers is poor in high school overall.

Teach for America teachers provide the smallest source of teachers in North Carolina. Approximately 30% of those teachers stay for three years and less than 10% persist for five. Teach for America teachers are the most effective source of early-career teachers in North Carolina after the turnover.

Program Effectiveness Report

The purpose of the Program Effectiveness report is to determine how effective teachers from UNC's 15 teacher preparation programs are in terms of raising student test scores. For the most recent report, UNC analyzed 2.9 million test scores, 1.8 million students, and 29,602 teachers with less than five years of experience in all school districts in North Carolina from 2006-2007 through 2010-2011. UNC used a couple methods to come to their report. They compared the effectiveness of the graduates of 15 UNC teacher prep programs to the effectiveness of all other sources of teachers, including Teach for America, private North Carolina teacher preparation programs, teachers prepared out of state, and alternative entry teachers. Teacher preparation

program value-added effects were estimated using multi-level models with 16 students, 5 classrooms, and 7 school covariates.

Two charts were provided to Members to further explain the report summary. (See presentation material behind tab 4 in Members notebooks) The first chart shows the study findings for UNC's 15 teacher preparation programs and if the sources of novice teachers were better than, no different from, or worse than all other sources of novice teachers. The second chart provides a report summary of findings by grade level and subject from elementary school to high school. It shows programs that were better or worse than all other novice teachers.

Research-Based Program Improvement Efforts

Dr. Thompson began to describe improvements that were a result of the research-based program efforts. They included: Increased productivity in high quality routes of preparation, the elementary mathematics initiative (with plans for the development of a parallel elementary science initiative), Burroughs Welcome Fund Scholars Program that addresses science and mathematics preparation at the high school and middle grade levels, new teacher support, and teacher candidate performance assessment pilot.

Program Improvement and Teacher Effectiveness

UNC wanted to discover if the current measures of teacher candidate performance used by UNC programs predict teacher effectiveness. They found that one of the largest UNC teacher preparation programs provided data on their elementary teacher candidates which was merged with program research data. None of the teacher candidate performance instruments predicted the teacher value-added when the candidates became teachers. Mixed results were found for coursework completed; therefore, no definitive conclusions could be made regarding the impact on student learning.

Student Teaching

UNC provided four points why they believe that student teaching is useful:

- Prospective teachers show what they can and cannot do in real classrooms
- Make objective assessments of candidates' performance
- Use assessment results to improve UNC teacher preparation programs
- Use assessment results to improve student teachers performance prior to program completion

Teacher Performance Assessment Instrument

It is important to use a valid and reliable assessment instrument. UNC reviewed 11 instruments and chose the "edTPA". It was developed at Stanford University that built on prior work completed in California. The instrument was pilot-tested in 25 states, including North Carolina. The instrument is supported by the Council of Chief State School Officers, Council for Accreditation of Educator Preparation, and American Association of Colleges of Teacher Education.

UNC campuses are piloting the edTPA to assure it is really useable and helpful in UNC teacher preparation programs. They also use it to ensure the edTPA results really predict teacher effectiveness in the classroom. There are seven UNC campuses participating in the pilot program.

Transforming Research into Action

UNC is taking ownership and responsibility for “evidence based” program improvements in a number of ways. They are improving the existing UNC teacher preparation program, developing pilot and evaluating innovations in UNC teacher prep programs, increasing their productivity to off-set dependency of other portal that perform worse, improving recruitment and selection into UNC teacher prep programs, identifying gaps in lower performing portals that could be addressed through specific strategies with UNC prep programs, and coordinating with K-12 partners to develop, pilot, and evaluate innovations.

Dr. Chapman concluded their presentation and asked Members if there were any questions. Rep. Johnson thanked them for their presentation. Members asked questions to the presenters.

Chairwoman Johnson stated the next item before the Committee which was Senate Bill 724. She introduced presenters Dr. June Atkinson, Superintendent of Public Instruction; and Adam Levinson, Director, Race to the Top, NC Department of Public Instruction.

Senate Bill 724 Statewide Education Initiatives Report Overview

Dr. June Atkinson started by stating that the state’s economic well-being depends on a workforce that is knowledgeable and able and can compete internationally. Students must achieve like never before. North Carolina public schools have made measurable progress and have increasing urgency to improve. (See presentation material behind tab 5 in Members’ notebook)

Some of the progress includes North Carolina graduation rates that have improved from 69.5% in 2007 to 80.4% in 2012. North Carolina results continue to be above average in 4th and 8th grades for the National Assessment of Educational Progress in mathematics. Also, 90,000+ industry credentials have been earned.

There are some improvements that need to be made. In 1950, 60% of jobs were classified as unskilled. Today, less than 20% of jobs are considered to be unskilled. 80% of North Carolina jobs require some postsecondary education or training. In reading for 3rd – 8th graders in 2011-2012, 86.4% of those students deemed not economically disadvantaged were proficient. 59.1% of economically disadvantaged students were proficient.

Race to the Top enables remodeling of the school system through the READY initiative. The initiative includes career and college ready standards, balanced assessment, measurement of educator effectiveness, technology to enhance instruction, and support for districts and schools. The goals of READY and Race to the Top include a graduation rate near 100%, increase college

enrollment, increase college readiness, and for North Carolina to be among the top states in 4th and 8th grade math and reading. The central focus of READY is improving every student's learning by enabling and ensuring great teaching.

Career and College Ready Standards

The new standard course of study includes the common core which consists of English language arts and mathematics. It also includes the essential standards which consist of science, social studies, world languages, arts education, information and technology, healthful living, guidance, occupational course of study, English language development, and career and technical education. When achieved, it ensures students are ready for post-secondary education.

Benefits of the common core include equity, college and career readiness, comparability, sharing of resources, economies of scale, and student mobility.

Educator Effectiveness

North Carolina has an enhanced statewide educator evaluation system. The system provides feedback regarding practice and effects on student growth. It enables identification of the best practices and educators that need support to grow. The system is based on research. It uses multiple measures and data sampled over time. Every standard is valued equally and not weighted.

New features included in the enhanced system consist of an annual evaluation for all teachers. It uses an educator value-added assessment system (EVASS) for all core academic subjects for grades 4 through 12. All teachers will have some student growth measure. An educator must have three years of data before receiving an "effectiveness" determination.

Support for Districts and Schools

Experienced state staff works with low-achieving schools to help build local staff capacity/skills. They provide leadership and instructional coaching. State and local staff works as a team to determine areas of greatest need.

Lowest-achieving 5% of all traditional schools (by grade span) are targeted. Also targeted is any high school with graduation rate below 60%.

Dr. Atkinson and Mr. Levinson concluded their presentation and asked Members if there were any questions. Rep. Johnson thanked them for their presentation. Members asked questions to the presenters.

Chairwoman Johnson stated the next item before the Committee was Hickory Public Schools and Newton-Conover Schools Pilot Program to Raise Compulsory Attendance Age to 18. She introduced presenters Jerry Phillips, Dean Proctor, Representative-Elect Andy Wells, George Moretz, Glenn Barger, and Eddie Bradford.

Hickory Public Schools and Newton-Conover Schools Pilot Program to Raise Compulsory Attendance Age to 18

Hickory Public Schools and Newton-Conover Schools are requesting a Pilot Program to change the drop-out age from 16 to required attendance through the school year of their 18th birthday. Hickory Public Schools have a total of 4,392 students. Newton-Conover City Schools have a total of 2,985 students. (See presentation material behind tab six in Members' notebook.)

Mr. Phillips stated that, at one time, more people were employed in manufacturing in our Congressional District than any other district in the United States. This encouraged young men/women to drop out of school at age 16 and go to work. At that time, good jobs were available with good pay and benefits. Companies actually recruited in the high schools. It is not like that today. A drop-out today will have a bleak future. Welfare, prison, and social services are becoming the norm. A high school drop-out cannot join the military. 79.5% of State prison inmates did not graduate from high school. 73% of Federal prison inmates did not graduate from high school.

Mr. Phillips points out that it would be a good idea to test raising the dropout age in Hickory and Newton-Conover because their MSA is last in NC with percentage of adults without a high school degree. The drop-out age would become effective in the 2014-2015 school year. Funding efforts would become effective in the 2013-2014 school year for purposes of planning and implementation.

In order to support the necessary changes for the plan, they will need additional funding (block grants) to ensure the success of their students, especially for at-risk students. Hickory Public Schools will need \$220,000 and Newton-Conover City Schools will need \$200,000.

Mr. Phillips provided a list of supporters and people involved with the proposed Pilot Program. He ended by requesting that the Pilot Program be included in the educational reform package to be considered by the General Assembly. They would also like legislation to be provided for the Pilot Program.

Mr. Phillips concluded the presentation and asked Members if there were any questions. Rep. Johnson thanked them for their presentation. Members asked questions to the presenters.

Rep. Johnson adjourned the meeting.

Representative Linda Johnson
Presiding Chair

Joanna Hogg
Committee Clerk

