



Educator Equity in North Carolina's ESSA State Plan¹

Strengths

Ineffective Teacher Definition

North Carolina bases its definition of ineffective teacher on its teacher evaluation system and further includes an objective measure of student growth to determine a teacher's effectiveness for the purposes of its educator equity analysis. Although North Carolina does not include objective measures of student learning and growth in its teacher evaluation system,² its work to ensure that all students in North Carolina have equitable access to effective educators benefits from the inclusion of, among multiple measures, objective measures of student learning and growth that research demonstrates are critically important to measuring teacher quality.³

Recognition of the Value of Student-Level Data

North Carolina's ESSA state plan recognizes the importance of collecting and evaluating student-level data to determine whether the school-level data that the state is currently using obscures existing within-school educator equity gaps. North Carolina should continue its work to develop and implement systems that will enable it to calculate and report student-level data, as doing so will enable it to illuminate any existing within-school educator equity gaps that school-level data necessarily obscure.⁴

Promising Strategies

North Carolina intends to implement promising, potentially high-impact strategies designed to eliminate its existing educator equity gaps, including reporting annually about the qualities of teacher preparation programs, which North Carolina refers to as Education Preparation Program Report Cards (previously called IHE Annual Performance Reports).

Opportunities

Inexperienced Teacher Definition

North Carolina defines an inexperienced, or beginning, teacher as a teacher who is in the first three years of teaching. North Carolina should amend this definition to limit it to a teacher with two years or less of experience, as research demonstrates that teachers experience the greatest increase in effectiveness in the first two years of teaching.⁵

Timelines and Interim Targets

North Carolina does not include timelines and interim targets for eliminating its identified equity gaps in its ESSA state plan. North Carolina should amend its plan to include timelines and interim targets so that the state and its stakeholders are able to ensure adequate accountability for eliminating educator equity gaps.

State Response

North Carolina was helpful in providing NCTQ with the facts necessary for this analysis.

¹ <https://www2.ed.gov/admins/lead/account/stateplan17/ncconsolidatedstateplan.pdf>

² For NCTQ's analysis of the role of student growth in North Carolina's teacher evaluation system, see <https://www.nctq.org/dmsView/NorthCarolina-snapshot>

³ See, e.g., Kane, T. J., & Cantrell, S. (2013). Ensuring fair and reliable measures of effective teaching: Culminating findings from the MET Project's three-year study. Seattle, WA: Bill & Melinda Gates Foundation; Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014). Measuring the impacts of teachers II: Teacher value-added and student outcomes in adulthood. *American Economic Review*, 104(9), 2633-2679; and Adnot, M., Dee, T., Katz, V., & Wyckoff, J. (2017). Teacher turnover, teacher quality, and student achievement in DCPS. *Educational Evaluation and Policy Analysis*, 39(1), 54-76.

⁴ See, e.g., Kalogrides, D., & Loeb, S. (2013). Different teachers, different peers: The magnitude of student sorting within schools. *Educational Researcher*, 42(6), 304-316; and Goldhaber, D., Lavery, L., & Theobald, R. (2015). Uneven playing field? Assessing the teacher quality gap between advantaged and disadvantaged students. *Educational Researcher*, 44(5), 293-307.

⁵ See, e.g., Boyd, D., et al. (2008). The narrowing gap in New York City teacher qualifications and its implications for student achievement in high-poverty schools. *Journal of Policy Analysis and Management*, 27(4), 793-818; Henry, G. T., Bastian, K. C., & Fortner, C. K. (2011). Stayers and leavers early-career teacher effectiveness and attrition. *Educational Researcher*, 40(6), 271-280; and Papay, J. P., & Kraft, M. A. (2015). Productivity returns to experience in the teacher labor market: Methodological challenges and new evidence on long-term career improvement. *Journal of Public Economics*, 130, 105-119.