

## ***Teacher Advisory Q&A October 10, 2017***

***What plan is in place as a district to analyze the huge drop in our math growth and achievement data for the 2016-2017 school year?***

The district will continue to triangulate and analyze data through MTSS implementation, the development of a district improvement plan, and district-level benchmark assessments, just to mention a few. The district will also continue to support schools in analyzing and interpreting data throughout the school year.

Many variables contribute to student performance. The resource, such as Engage NY, does not solely predict proficiency or growth. There are many pieces that contribute to the increase or decrease in scores. For example, teacher experience, student attendance, etc. impact scores. However, we will continue with the plan to implement Engage NY as a primary resource as it provides a deeper, more innovative approach to teaching math. Furthermore, it matches the rigor of our NC standards.

The image you provided is representative of 2016-2017 math data and does not include ELA or science data. Jennifer Hawkins and the district coaches are available to assist with interpreting EVAAS data. The two schools you referenced have math proficiency scores of 32.8 and 47.9. While these schools may have attained growth, they have not achieved an adequate level of proficiency. - Joanne Sanders

***What other counties in NC are using Learning Focused? Is there any data that can be looked at showing how Learning Focused is working in these counties?***

Since January of 2017, LFS has worked with some or all schools in the following North Carolina Counties:

Alexander County, Scotland County, Craven County, New Hanover County, Chapel Hill-Carrboro City Schools, Wake County, Henderson County, Wilson County, Pitt County, Harnett County, Edenton-Chowan Schools, Onslow County, Robeson County

A data sheet for nearby LEAs is provided as part of this document. - Larry Cartner

***Is it possible for teachers to receive CEUs for the Learning Focused Micro PDs and District Meetings that we are required to complete and attend each month? It would be helpful especially to those that are up for license renewal.***

Yes. We can certainly make this happen. - Larry Cartner

***What is being done about teacher retention or the teacher turnover rate in the district?***

## **ECPPS Teacher Recruitment and Retention**

### **What Are We Doing About It?**

The following efforts continue to be the districts focus on teacher recruitment and retention:

#### **Human Resource Annual Recruitment Schedule**

Select school administrators and teachers travel more than 20 universities in the spring to recruitment from various teacher education departments. Last year, we came in contact with more than 300 candidates. This year we have begun creating our recruitment schedule. Annually, we also send personalized email invitations to ECU, ECSU, and MACU to fall and spring graduates noting our application process and teacher vacancies.

#### **Teacher Assistant Pathway to Teaching**

With licensure and lateral entry flexibility, the district compiled information from all teacher assistants who currently hold a 4 year degree. Those individuals were informed of teaching vacancies in the district and given the opportunity to have their transcripts reviewed for teacher vacancy opportunities.

#### **ECU Partnership East Meeting**

Each academic year East Carolina University updates their Guide for Prospective Teacher Education Students. The target audience is Teacher Assistants and/or any Classified Staff member. **Programs are for individuals who may be interested in earning their four year degree (online) through ECU to become a licensed teacher in either:**

- Elementary Education K-6,
- Special Education - General Curriculum K-12, or
- Middle Grades Education - Social Studies & Language Arts Concentrations 6-

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Our meeting is scheduled for Tuesday, October 10th from 5:00-6:00 p.m. in the Board Room at the Elizabeth City-Pasquotank Public Schools Board of Education. Classified employees may bring their transcripts to be reviewed.

### **Model Lesson Interview**

Low Performing Schools have altered their hiring process. Teacher candidate interviews through the traditional method of committee members comprised from the school who asks various questions. Finalists are invited to return for a final interview by way of modeling a lesson. This process raises the bar for identifying high quality teachers and allows the principal to immediately identify weaknesses and target those deficiencies upon employment.

### **Teacher Contract**

Beginning 2018, the district may offer 2 and 4 year contracts to teachers based on criteria from general assembly legislation.

### **L.E.A.P.**

This program is designed to identify teacher leaders and build their capacity to take on a leadership role in the district as an instructional coach, assistant principal, principal or district administrator.

**Learning Focused professional development to build capacity.**

**Factors Influencing Teacher Retention In research studies, teachers consistently identify five factors as reasons for remaining in their classrooms and schools (Charlton & Kritsonis, 2009-2010)**

- Time to collaborate with colleagues to plan and to participate in professional activities, which allow colleagues to learn from one another and reduces isolation
- Job-embedded professional development planned collaboratively with other teachers and leaders to target instructional strategies and other content immediately applicable to their practice

- Sense of autonomy to exercise authority in their classrooms and participate in the decision-making process at the school level
- Time to interact with supportive educational leaders in a reciprocal relationship of respect, support, and involvement in leadership opportunities
- Opportunities to provide input regarding student learning outcomes as part of a professional learning community where teachers question and discuss student needs, subject matter, assessments, equity and access, and generate local knowledge

**Begin dialogue with principals about implementing retention and recruitment strategies in their schools. - Steve Lassiter**

Pitt County Schools

2014-2015	SPG	Growth Status	Growth Index
Ayden Elementary	C	Met	-0.76
Belvoir Elementary	D	Exceeded	3.06
CM Eppes Middle	D	Met	-0.01
Wellcome Middle	D	Met	1.49
2015-2016	SPG	Growth Status	Growth Index
Ayden Elementary	C	Met	0.94
Belvoir Elementary	D	Exceeded	-0.12
CM Eppes Middle	D	Not Met	-2.27
Wellcome Middle	D	Met	-4.8
2016-2017	SPG	Growth Status	Growth Index
Ayden Elementary	C	Not Met	-3.24
Belvoir Elementary	D	Met	-0.66
CM Eppes Middle	D	Met	-0.53
Wellcome Middle	C	Exceeded	5.23

Craven County Schools

2014-2015	SPG	Growth Status	Growth Index
JW Smith Elem.	C	Exceeded	5.98
JT Barber Elem.	C	Met	0.72
2015-2016	SPG	Growth Status	Growth Index
JW Smith Elem.	C	Exceeded	6.59
JT Barber Elem.	C	Exceeded	2.13
2016-2017	SPG	Growth Status	Growth Index
JW Smith Elem.	C	Exceeded	5.98
JT Barber Elem.	C	Met	0.72

