

# **Return on Investment**

Together, Ensuring *Student Success* by Igniting a *Passion* for Learning



# Actions

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## Focus Areas

- Improve School and District Performance
- Increase Educators Preparedness to Meet the Needs of Every Student

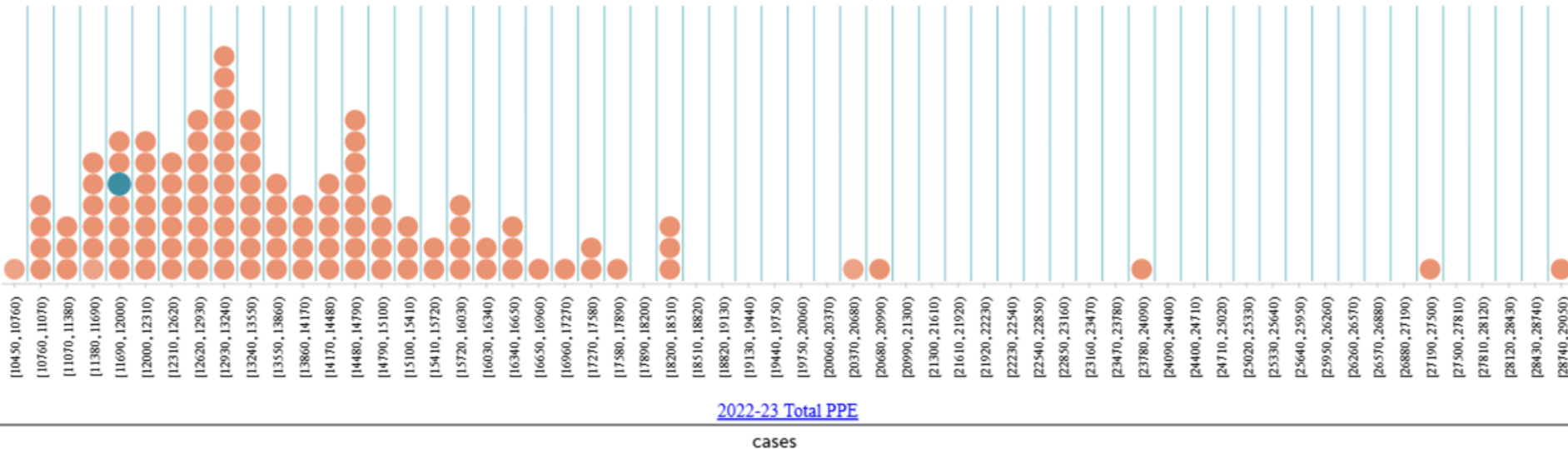
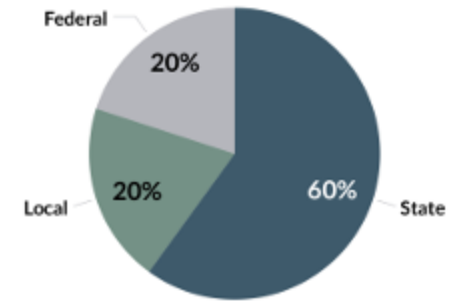
## Funding

# Iredell - Statesville Schools

## Funding

- We are near the bottom of per pupil expenditures (PPE) at **100** out of **116** in the state (NCDPI).

Statewide Public School Instructional Expenditures by Source of Funds

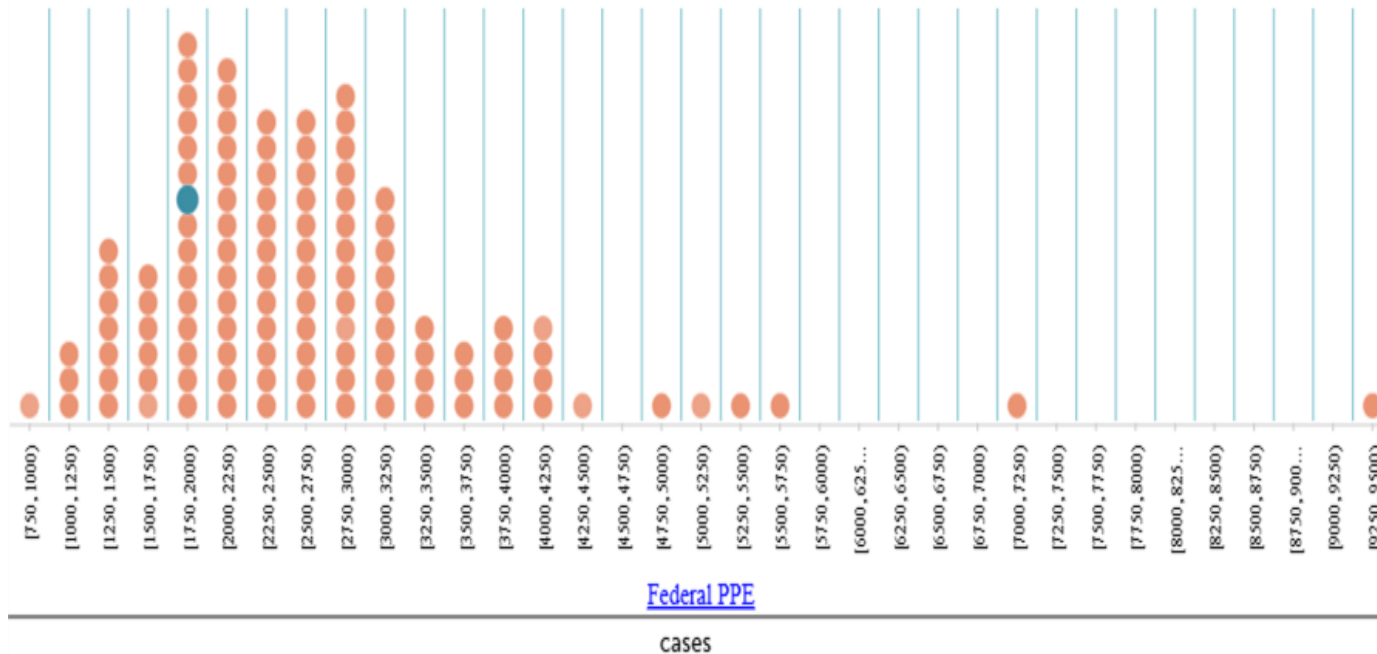


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## Federal Funding

We rank **98** out of **116** for Federal PPE, which makes up 20% of our budget (NCDPI)

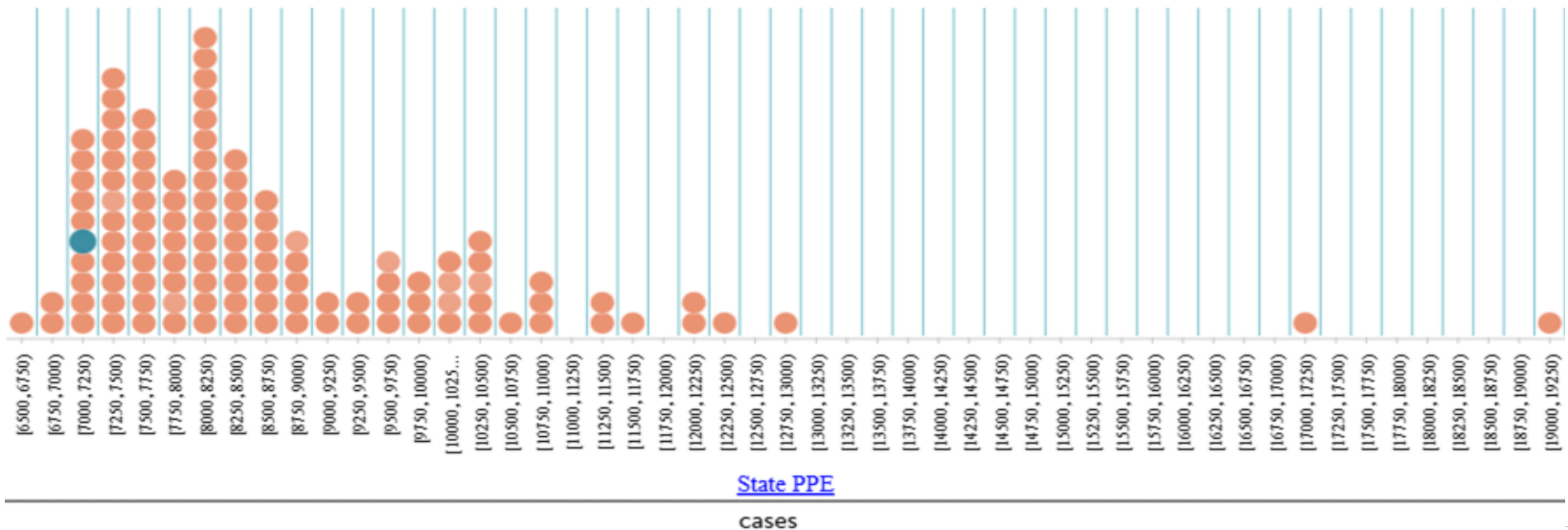


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## State Funding

We rank **110** out of **116** in state PPE (NCDPI)

This is where the majority (60%) of our budget comes from



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## Key Takeaways

We are significantly underfunded at the state and federal level, which makes up 80% of our budget

We encourage the School Board to take this up with the state legislature and advocate on our behalf.

Relative to our state and federal funding levels, we are outperforming many districts, this is unsustainable though, in particular with regard to supporting teachers and principals

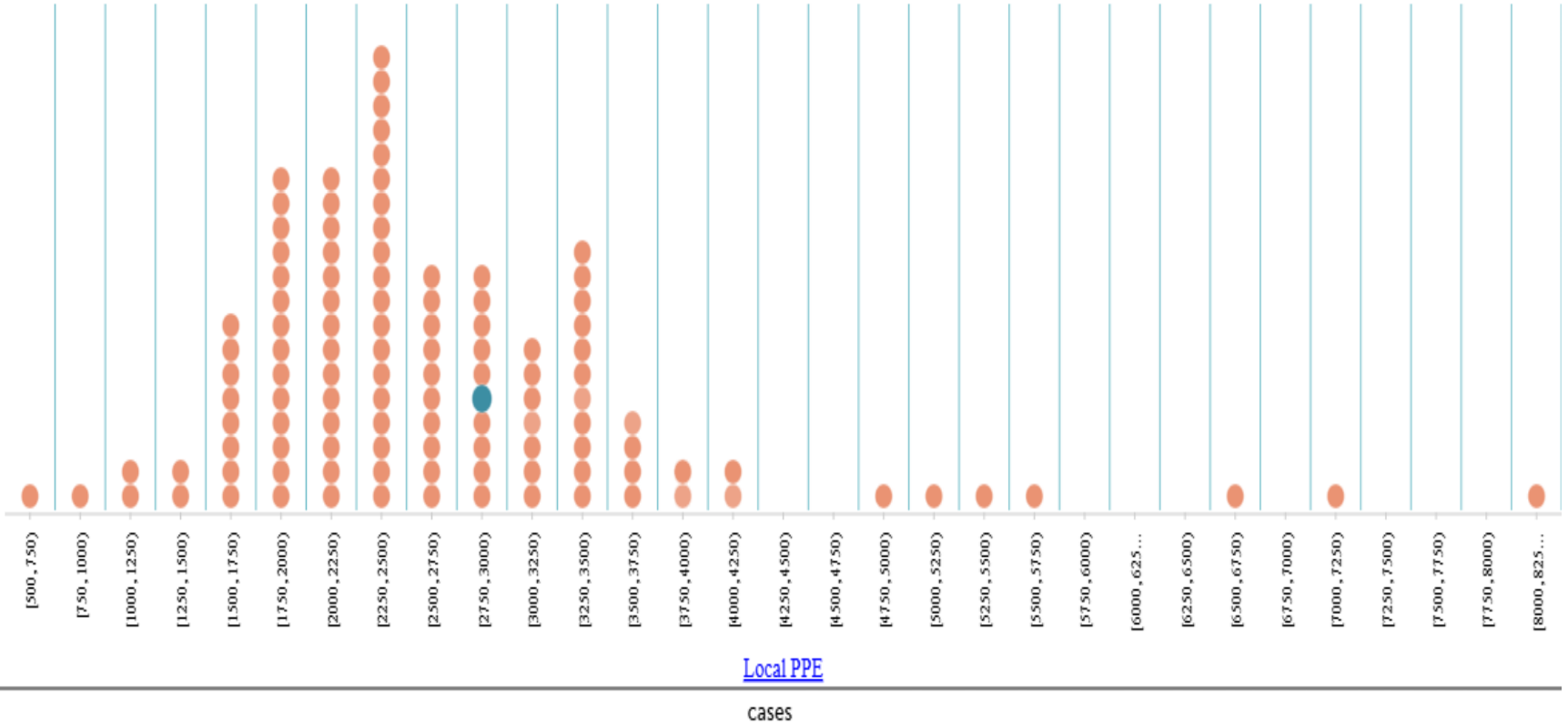
## Local Funding (graphic on next slide)

- On the local level, we fare better at 28 out of 116 (NCDPI).
- However our district is one of the more expensive in the state (20th according to Niche)
- We have a strong tax base, and so our relative funding effort at the local level is about 23%. This ranks us at 73rd in the state (Public School Forum NC).



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[Click here, or drag an attribute here.](#)



[Local PPE](#)

cases

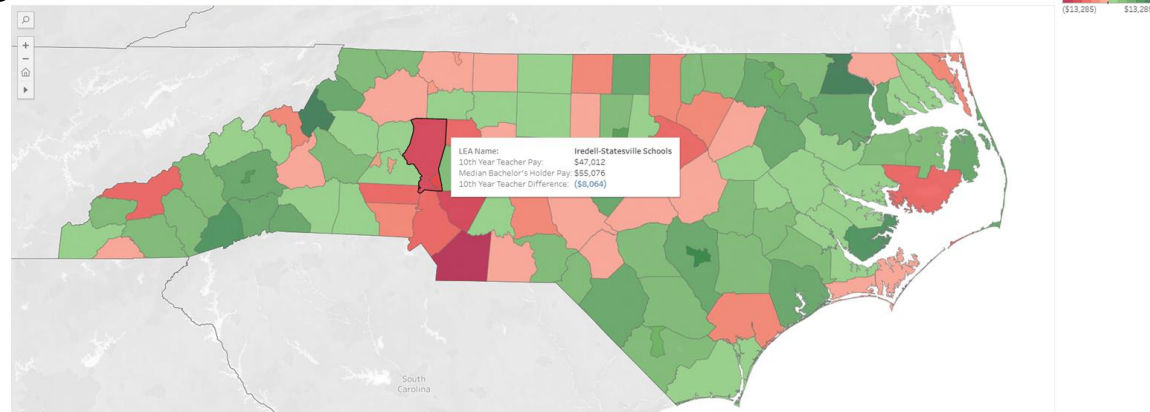
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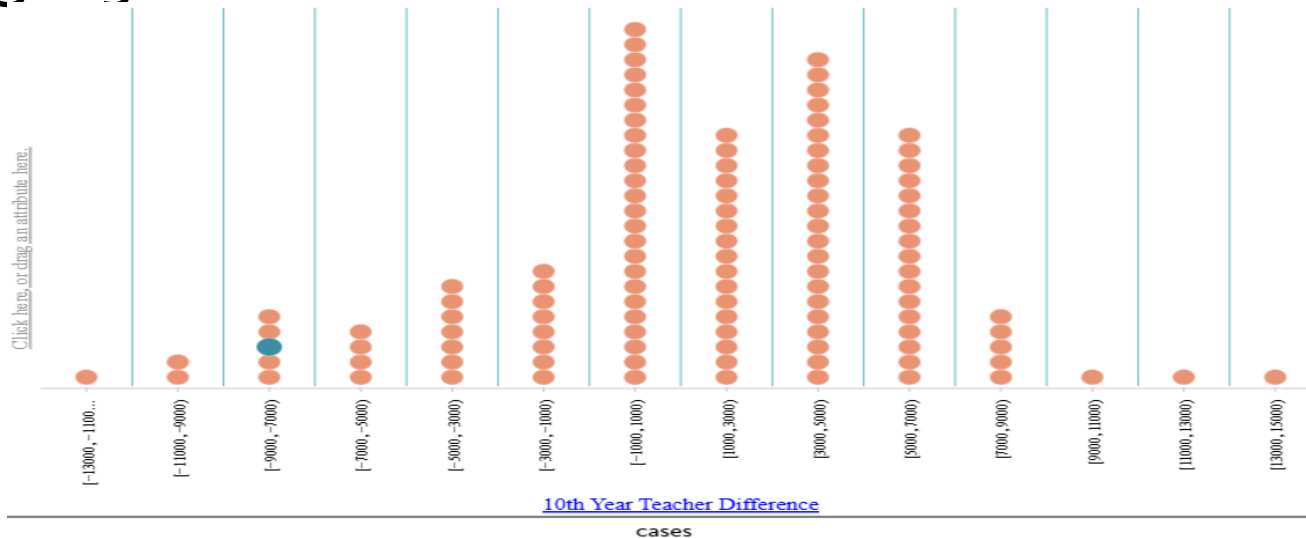
## Local: Teacher Pay

This local cost of living makes it difficult to recruit strong teachers as we rank at the bottom in terms of comparing 10th year teacher pay in the district to the median bachelor holders pay in the county (NC BEST)

Tenth-Year Teacher Salary vs. Median Bachelor's Degree Holder Salary in County, by District (2019)



Our wages are only a livable wage for single adults with no children, or couples with two working adults with two children or less (MIT living age calculator).



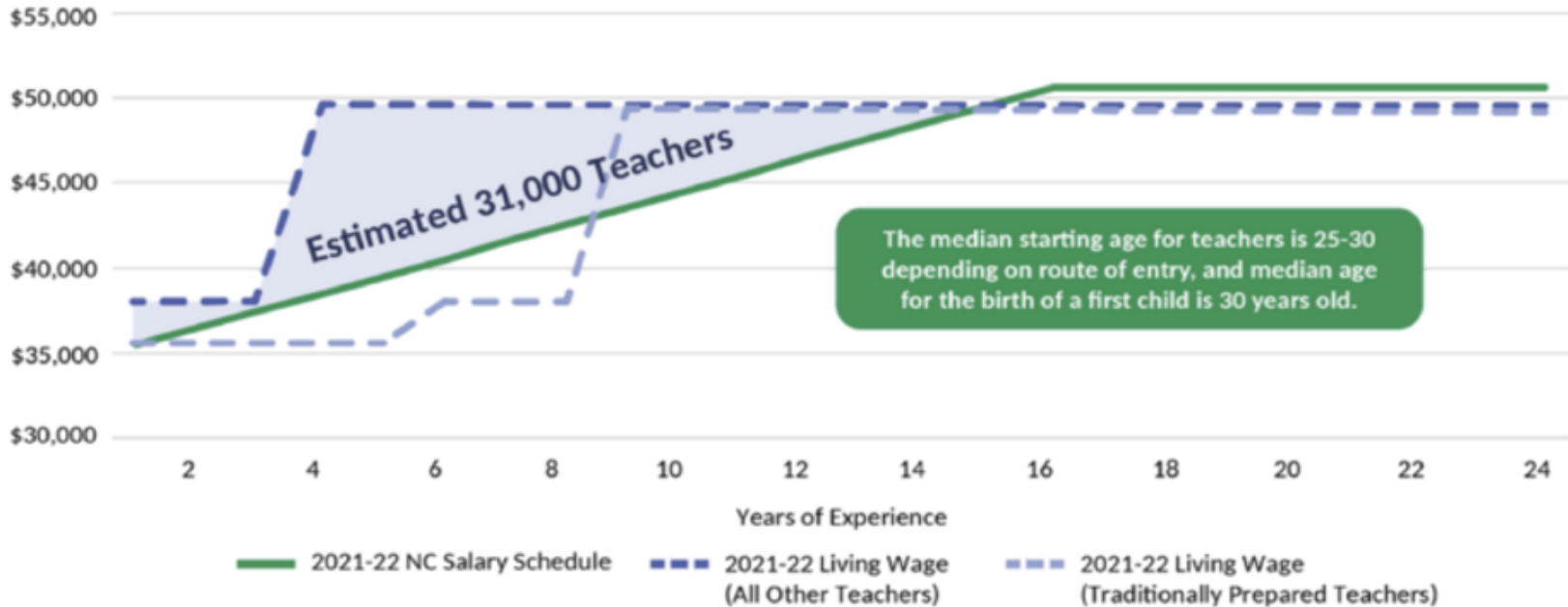
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## EX V.4 - North Carolina State Teacher Salary Schedule vs. Typical Living Wage Trajectory of Teachers (2020-21) - Found on Page 26



Sources: [MIT Living Wage Calculator](#); [NC DPI Teacher Salary Schedules](#)

The *Teacher Pay in North Carolina* report uses the [Living Wage Calculator](#) from the Massachusetts Institute of Technology, which leverages geographically specific data on living expenses (e.g. housing, health insurance, food, childcare), to estimate that nearly one-third of North Carolina teachers earned less than a living wage for a family of four in 2021-22.

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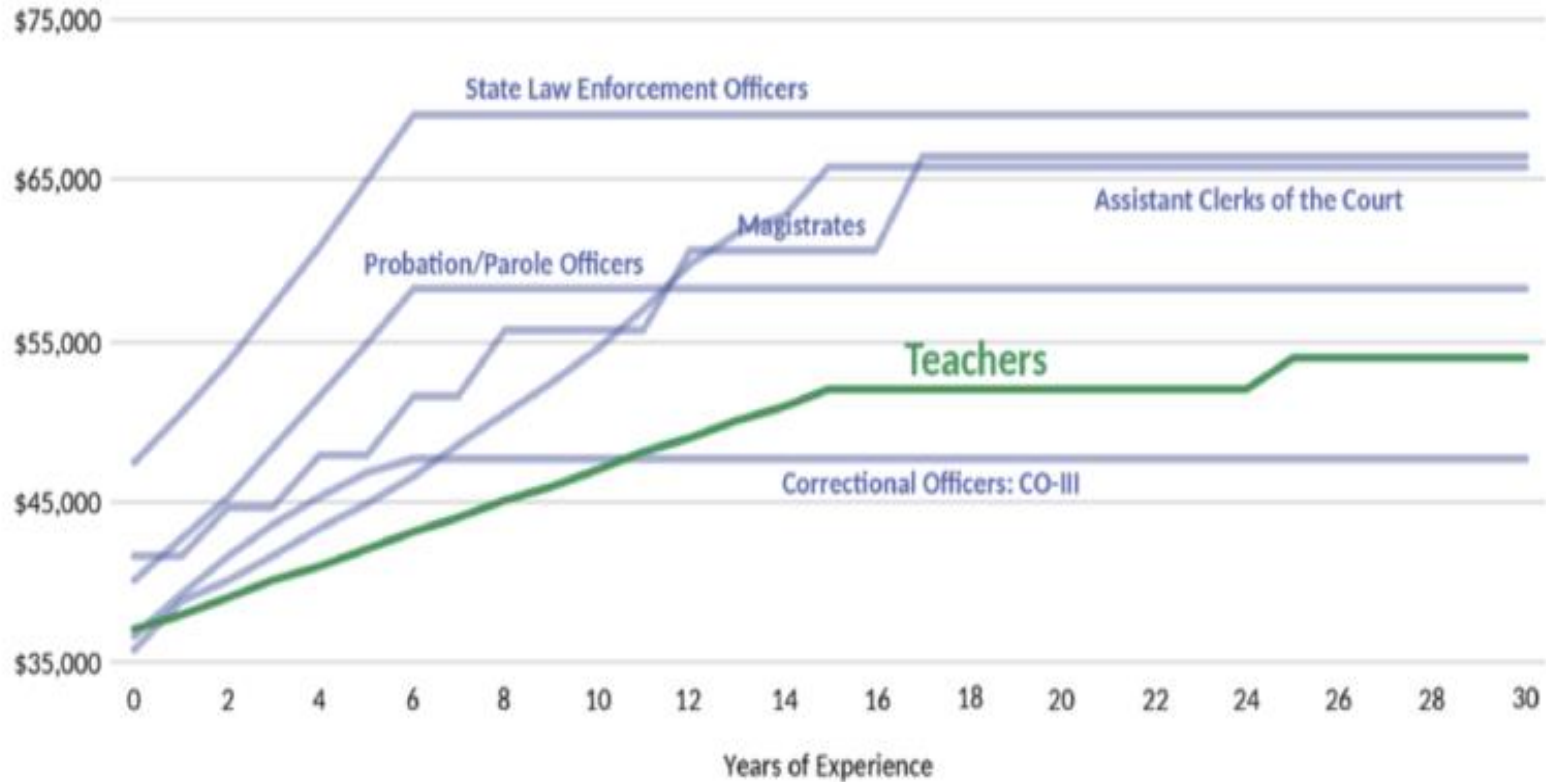




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## EX V.2 - Comparison of State Salary Schedules for NC Public Sector Employees (2021-22)

- Found on Page 26



Source: North Carolina General Assembly Fiscal Research Division

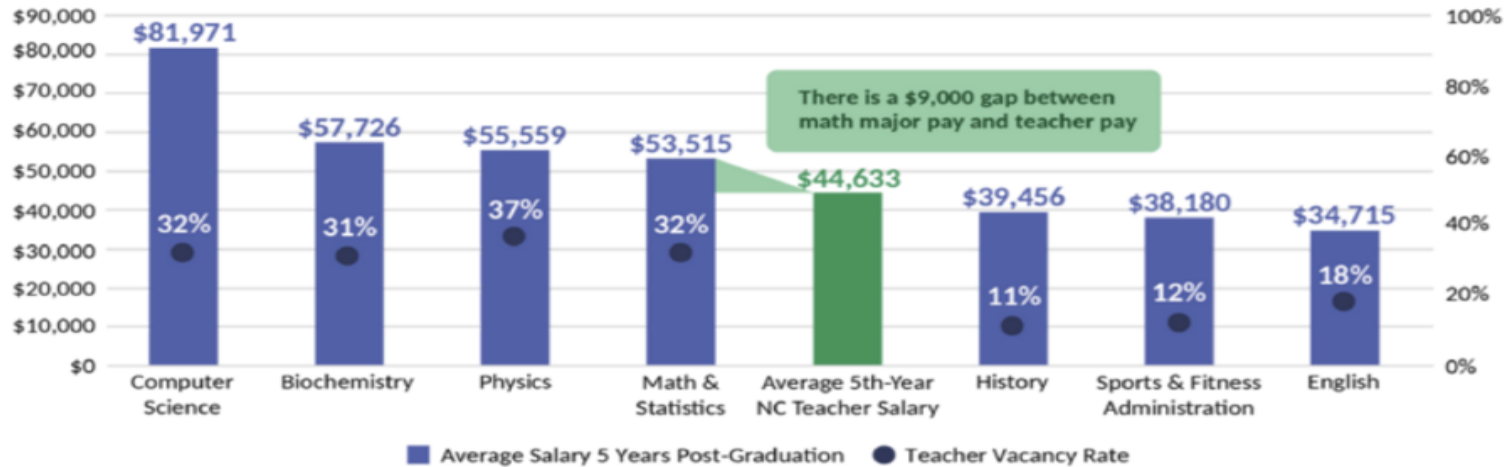
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**EX V.7 – Average Wages of UNC System Graduates Five Years Post-Graduation (Class of 2016) and Percentage of U.S. Schools with Difficulty Filling Teacher Vacancies (2020-21), by Subject Area**



**Note:** The average 5th-year teacher salary estimate is likely higher than actual because it factors in the average local salary supplement, not the actual. Local salary supplements are often higher for teachers with more years of experience.

**Sources:** NC TOWER; NC DPI Public School Salary Schedules; NC DPI Statistical Profile; Education Week

- Found on Page 29

Research has **demonstrated** that the traditional step-and-lane salary schedule limits overall earning potential and discourages high-apptitude individuals from pursuing a teaching career. Reinforcing this notion, a report issued by McKinsey in 2010 **revealed** that 87% of top-tier candidates indicate that their preferred occupation provides opportunities to advance, compared to just 45% who believe teaching will provide similar advancement opportunities.

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## EX VI.1 - Perceptions of Teaching vs. Preferred Occupation for "Top Third" Students Not Planning To Teach (2010) - Found on Page 8

	Percentage that Agree/Strongly Agree this Attribute Rates Highly for:		
	Preferred Occupation	Teaching	Gap between Preferred Occupation and Teaching
There are opportunities to continue to advance professionally in this career.	87%	35%	52
I could support a family with this career.	81%	33%	48
If I were to do well in this job, I would be rewarded financially.	75%	13%	62
Pays appropriately for the skills and effort I will bring.	72%	17%	55
Offers a salary that would increase substantially over the next seven to ten years.	71%	18%	53
This job offers a competitive starting salary.	65%	10%	55

Source: McKinsey Research, 2010.

**Starting Teacher Pay is not Competitive with Surrounding States, making it Difficult to Attract Top Candidates and Compete for Talent in Our Region.**

Cost-of-living adjusted beginning teacher pay in North Carolina trails our regional neighbors.

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**EX IV.16 – Cost of Living-Adjusted  
Average Beginning Teacher Pay, by  
State in the Southeast Region (2021-22)**

State	Avg. Beginning Teacher Pay
Texas	\$47,607
Alabama	\$47,109
Tennessee	\$44,191
Mississippi	\$44,148
Louisiana	\$43,716
Florida	\$42,072
South Carolina	\$41,693
West Virginia	\$41,146
Georgia	\$40,464
Arkansas	\$40,352
Kentucky	\$40,273
Virginia	\$39,932
North Carolina	\$39,538

*Note: The 2021-22 Beginning Teacher pay figures do not reflect the additional \$70 million in Supplement Assistance Allotment funds that was appropriated in the 2022 state budget. See Appendix A for average teacher pay in all states. These figures were updated in the online version of this report in April 2023.*

*Sources: 2023 NEA Rankings and Estimates Report; 2021-22 NEA Teacher Salary Benchmark Report; Insure.com*

For the past eight years, education stakeholders have recognized that North Carolina’s A-F SPG system disproportionately assigns failing grades to schools that serve students from families with low incomes. ([NCJCEdLAW](#))

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## NC Working Conditions Survey

*Take Away. Teachers need time!*

### Time

Please rate how strongly you agree or disagree with the following statements about the use of time at this school.

	State	District/Charter
1. Teachers are allowed to focus on educating students with minimal interruptions.	73.25%	74.85%
2. The non-instructional time* provided for teachers is sufficient.	57.37%	58.81%
3. Efforts are made to minimize the amount of routine paperwork* teachers are required to do.	65.21%	68.19%
4. Teachers have sufficient instructional time to meet the needs of all students.	67.04%	70.20%
5. Teachers are protected from duties that interfere with their essential role of educating students.	69.58%	71.60%

## Key Takeaways

- We are underfunded at the local level relative to our revenue
- We are an expensive county to live in
- Our teachers could make better money with their degrees doing other jobs
- Our teachers need more time to do their jobs

## School Success

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# Iredell - Statesville Schools

## School Performance Grades (SPG)

Since 2013-14, student performance data have been used to assign letter grades to North Carolina public schools as required by North Carolina General Statute 115C-83.15. The grades are based on each school's achievement score (weight of 80%) and each school's academic growth (weight of 20%). The total school performance score is converted to a 100-point scale and then used to determine a school performance grade of A, B, C, D or F.

### The final grade is based on a 15-point scale:

- A:** 85-100
- B:** 70-84
- C:** 55-69
- D:** 40-54
- F:** Less than 40

Each public school will receive an overall letter grade and a letter grade for each student subgroup (Asian, American Indian, Black, Hispanic, Two or More Races, White, Economically Disadvantaged, Students with Disabilities, and English Learners). Subgroup performance is reported when the number of scores in a particular group is at least 30 for one or more parts of the accountability model.

K-2 schools will receive the letter grades earned by the schools to which they send the largest percentage of students. Schools approved to use the state's alternative accountability model will be assigned a letter grade only for the purposes of identifying Comprehensive Support and Improvement schools and Targeted Support and Improvement schools, as required by federal statute.

The indicators for elementary and middle schools differ from the indicators for high schools as presented in the chart and explanation below:

Elementary/Middle School Indicators			High School Indicators	
<ul style="list-style-type: none"> <li>· 3rd Grade Reading</li> <li>· 4th Grade Reading</li> <li>· 5th Grade Reading</li> <li>· 6th Grade Reading</li> <li>· 7th Grade Reading</li> <li>· 8th Grade Reading</li> </ul>	<ul style="list-style-type: none"> <li>· 3rd Grade Math</li> <li>· 4th Grade Math</li> <li>· 5th Grade Math</li> <li>· 6th Grade Math</li> <li>· 7th Grade Math</li> <li>· 8th Grade Math</li> </ul>	<ul style="list-style-type: none"> <li>· 5th Grade Science</li> <li>· 8th Grade Science</li> <li>· NC Math 1</li> <li>· Growth</li> <li>· English Learner Progress</li> </ul>	<b>ASSESSMENTS</b> <ul style="list-style-type: none"> <li>· NC Math 1/Math 3</li> <li>· English II</li> <li>· Biology</li> <li>· The ACT</li> <li>· ACT WorkKeys</li> </ul>	<b>OTHER MEASURES</b> <ul style="list-style-type: none"> <li>· 4-year Graduation Rates</li> <li>· Successful completion of high-level math courses</li> <li>· Growth (NC Math 1/NC Math 3 and English II)</li> <li>· English Learner Progress</li> </ul>

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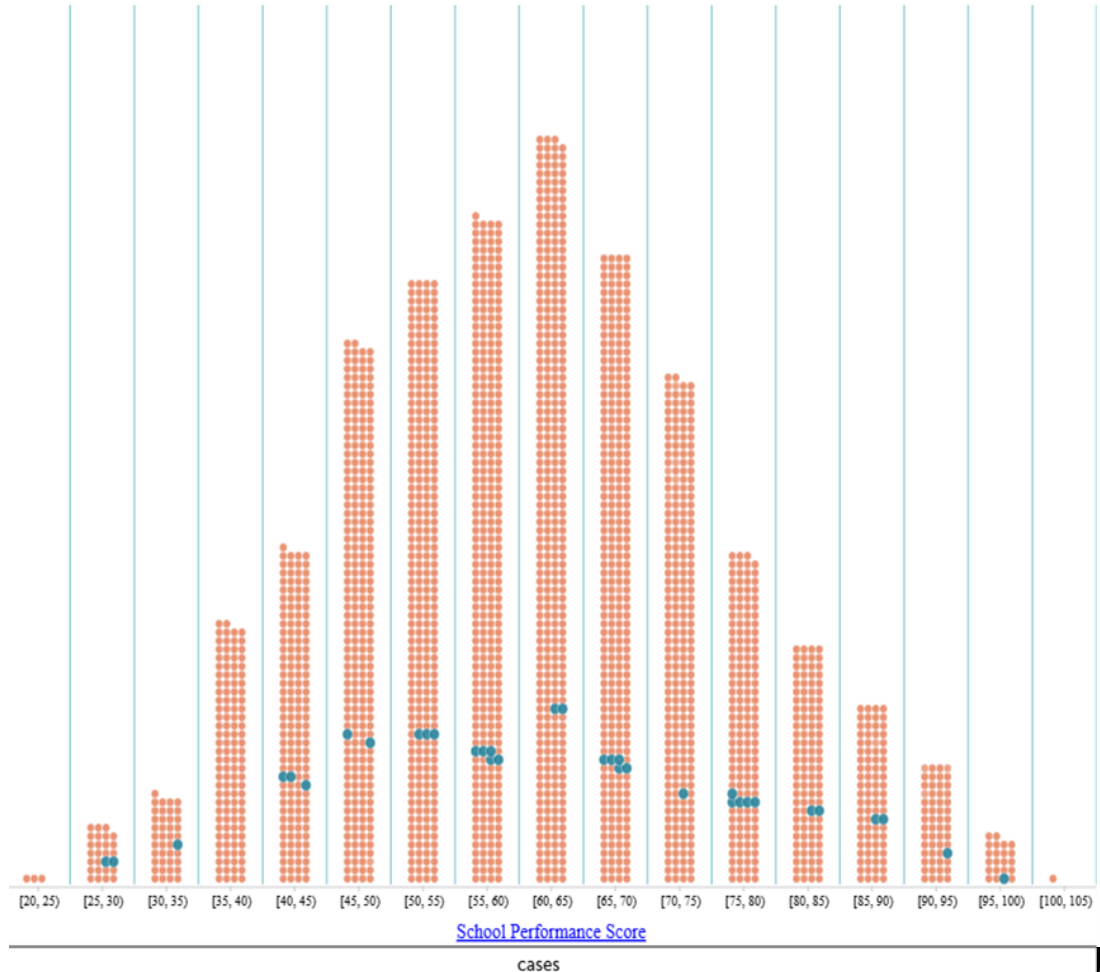


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## School Performance Scores

They are normally distributed across schools across the state by design

ISS performance in line with the state on these metrics

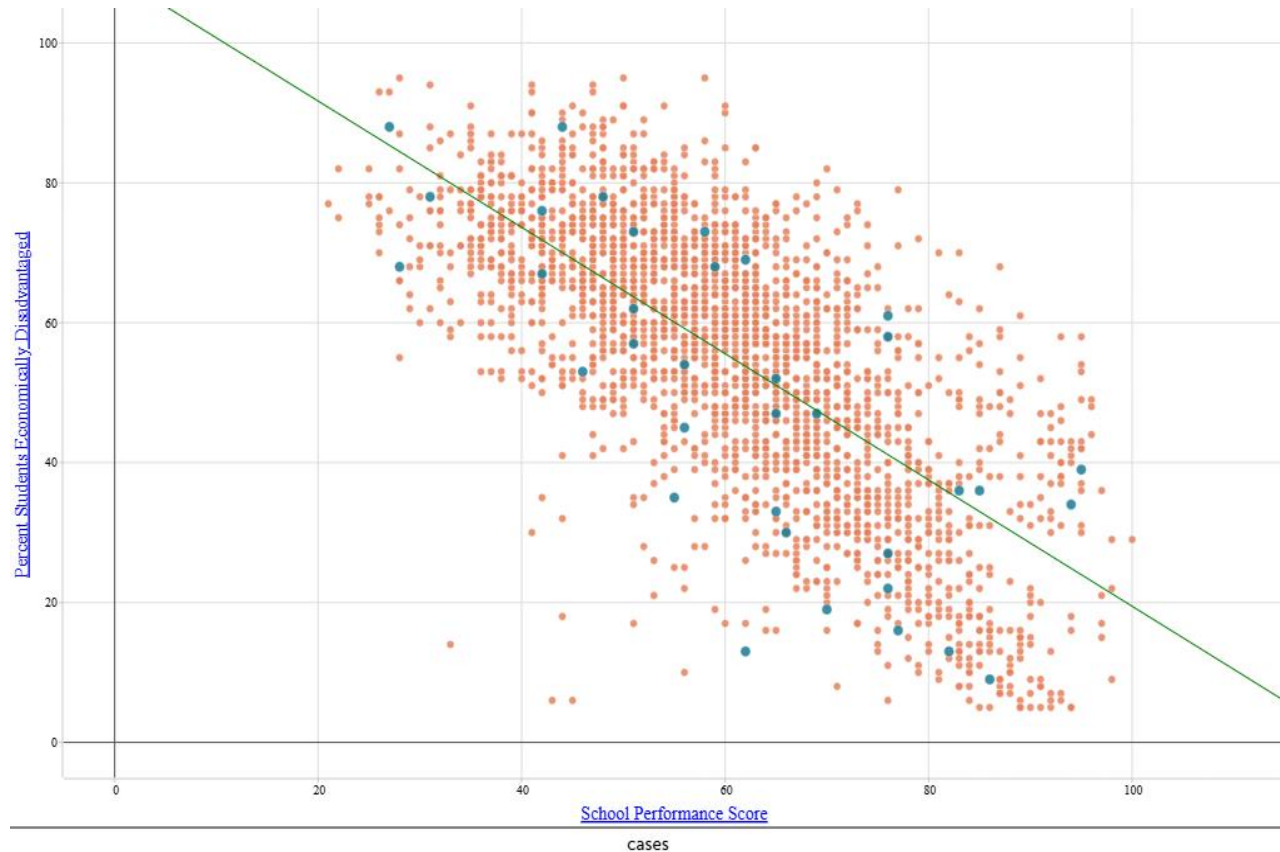


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## School Performance Scores

They are very strongly negatively correlated ( $r = -.71$ ) to measures of poverty



## Thoughts on Poverty & Public Education

- Education is not a way to escape poverty, it is a way of fighting it

– Julius Nyererre

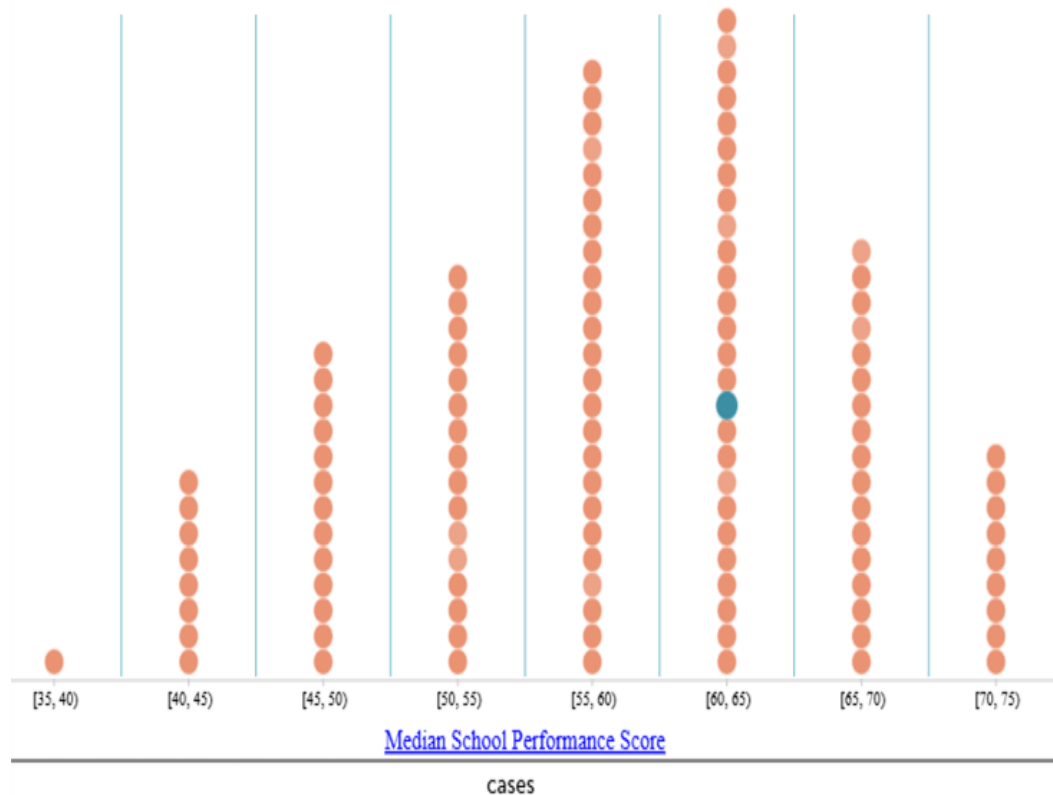
- Think about it: every educated person is not rich but almost every educated person has a job and a way out of poverty. So, education is a fundamental solution to poverty.

– Kathleen Blanco

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## School Performance Schools: District Level

ISS is above average when compared to other districts



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## ASA Statement on VAMs



American Statistical Association  
*Promoting the Practice and Profession of Statistics*

ASA Statement on  
Using Value-Added Models for Educational Assessment

April 8, 2014

### Cautions:

- VAMs are generally based on standardized test scores, and **do not directly measure potential teacher contributions toward other student outcomes.**
- VAMs typically measure correlation, not causation: Effects – positive or negative – attributed to a teacher may actually be caused by other factors that are not captured in the model.
- Under some conditions, VAM scores and rankings can change substantially when a different model or test is used, and a thorough analysis should be undertaken to evaluate the sensitivity of estimates to different models.

## ASA Statement on VAMs

“Most VAM studies find that teachers account for about 1% to 14% of the variability in test scores, and that the majority of opportunities for quality improvement are found in the system-level conditions. Ranking teachers by their VAM scores can have unintended consequences that reduce quality.”



American Statistical Association  
*Promoting the Practice and Profession of Statistics*

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## SPG - State Analysis

NAEP data affirms North Carolina schools are performing considerably better than their state performance grades otherwise suggest. The disproportionately large numbers of D and F schools in North Carolina, as compared to other states, prompts two questions:

- How can North Carolina strengthen the validity of its accountability system for assigning school performance grades?
- And how might evolving values and priorities of North Carolina stakeholders influence revisions to the current system and its intended uses?



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Proficiency EOG-EOC and Graduation Rate Trend Data

	2023-2024		2022-2023		2021-2022		2020-2021		2019-2020	2018-2019		2017-2018		2016-2017	
	LEA %	State %	LEA %	State %	LEA %	State %	LEA %	State %		LEA %	State %	LEA %	State %	LEA %	State %
Biology	49.8	53.4	54.9	54.1	59.6	52.1	53.2	45.6		58.4	59.6	60.3	58.3	54.4	56.1
English II	60	59.5	56.7	58.3	59.3	57.9	62.2	58.5		57.1	59.7	61.5	59.9	62.2	60.7
NC Math 1	37	37	35.4	36	34.5	33.1	40.4	25.1		40.1	41.2	61.6	57.4	65.6	64.3
NC Math 3	53.6	57.6	59.3	58.3	56.2	53.4	52.3	44.6		49.9	46.8	-	-	-	-
Graduation Rate	86.5	86.9	87.8	86.4	88.1	86.2	87	86.9		88.8	86.3	88.8	86.3	87.5	86.5
Math 3	63.9	62.4	64.8	60.9	63.6	57.1	60.8	44.5		64.7	64.3	65.9	64.8	65.4	63.6
Math 4	60.4	56.4	63.2	55.1	57.2	49.8	54.6	37.8		57.58	57.3	61.5	58	59.8	58.6
Math 5	61.8	57.8	57.8	55.7	55.1	51.1	59	42		64.6	60.2	64.5	59.8	63.9	60.3
Read 3	49	48.6	51.6	47.8	51.4	46.4	52.4	45.2		58.3	56.8	57.8	55.9	59.5	57.8
Read 4	51.7	52.6	57.9	55.1	54.6	51.3	52.3	45.1		60.1	57.3	58.6	57.8	59.7	57.7
Read 5	53.7	50.2	49.3	48	49	45.7	49.6	42.4		59.4	54.6	58.4	54.1	61	56.7
Science 5	68.1	66	65.3	65.1	64.4	63	65	53.9		76.7	72.6	72.3	68.9	72.1	70.1
Math 6	52	54.1	55.2	52.2	57.6	50.3	49	40.6		60.9	58.8	53.6	52.8	50.7	53.1
Math 7	49.7	50.4	55.5	50.2	57.6	48.7	53.6	42.5		62.3	58.4	55.8	51.6	51.5	49.8
Math 8 EOG/EOC	50.4	46.7	50.3	44.7	50.3	42.2	41.4	32.7		59.6	52.6	52.4	48.3	51.7	45.8
Read 6	45.1	49.4	49.2	49.2	50.4	47.5	48.3	45.3		60.6	60	65.2	61.2	62.8	61
Read 7	47.2	48.3	49.8	50.1	53.8	48.8	51	46.7		62	58.8	66.8	60.2	62.6	58.2
Read 8	51.3	51.3	52.2	50.9	55.7	50.6	50.9	48.2		58	55.6	59.7	54.2	58.7	53.7
Science 8	67.5	70	69.1	70.2	74.4	73.3	73.5	70.3		78.3	78.6	75.7	75.6	77	75.5

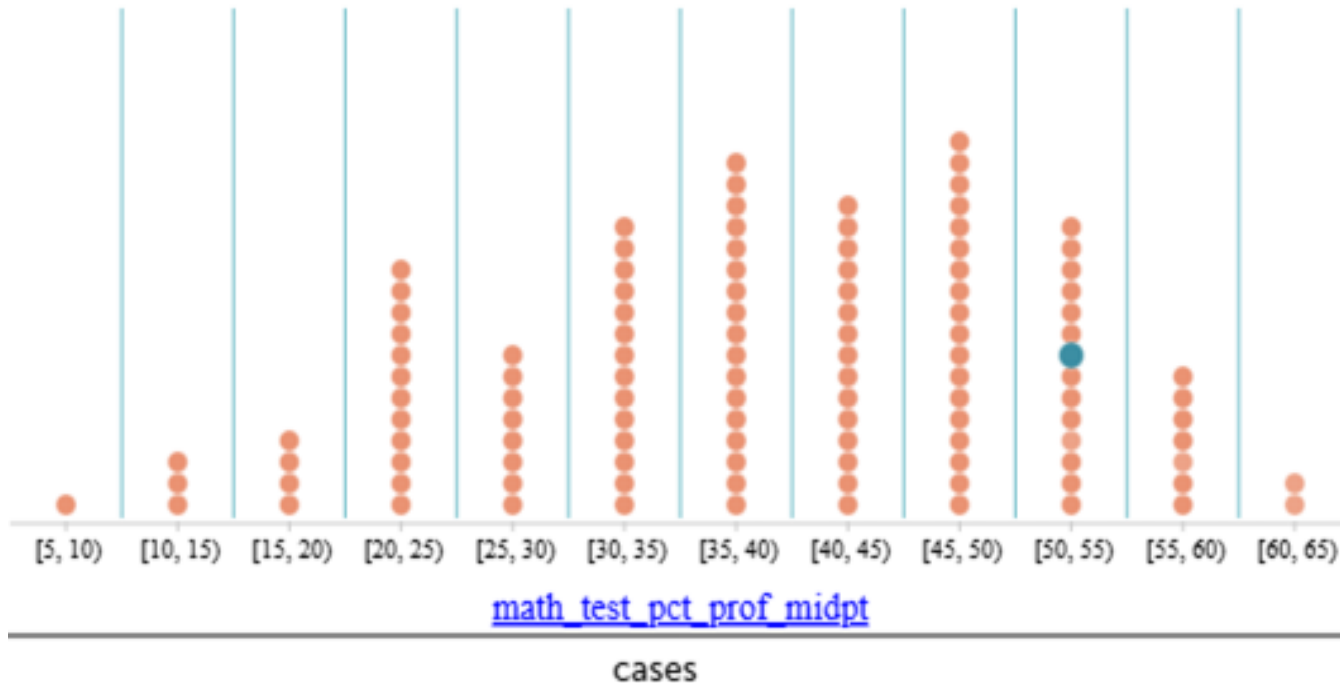
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## Math Test Percent Proficient School Midpoint:

ISS is outperforming many districts



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# Iredell - Statesville Schools

## Reading Test Percent Proficient School Midpoint

*ISS is outperforming many districts*



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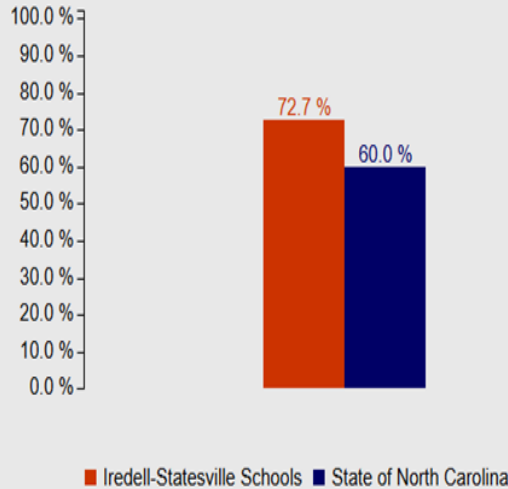


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## Alternative Indicators of Success: ACT

### ACT WorkKeys

Percent earning a Silver certificate or higher in Iredell-Statesville Schools

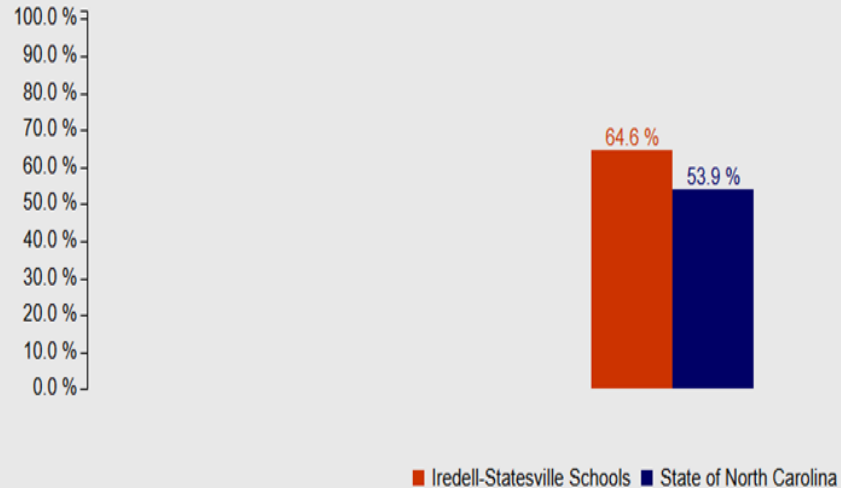


By School/District/State | By Subgroup

### ACT/ACT WorkKeys Combined Indicator

Percent of 12th grade students who have met one of the following benchmarks of Career and College Readiness:

- A Silver or higher certificate on the ACT WorkKeys assessment
- A composite score of 19 or higher on The ACT assessment



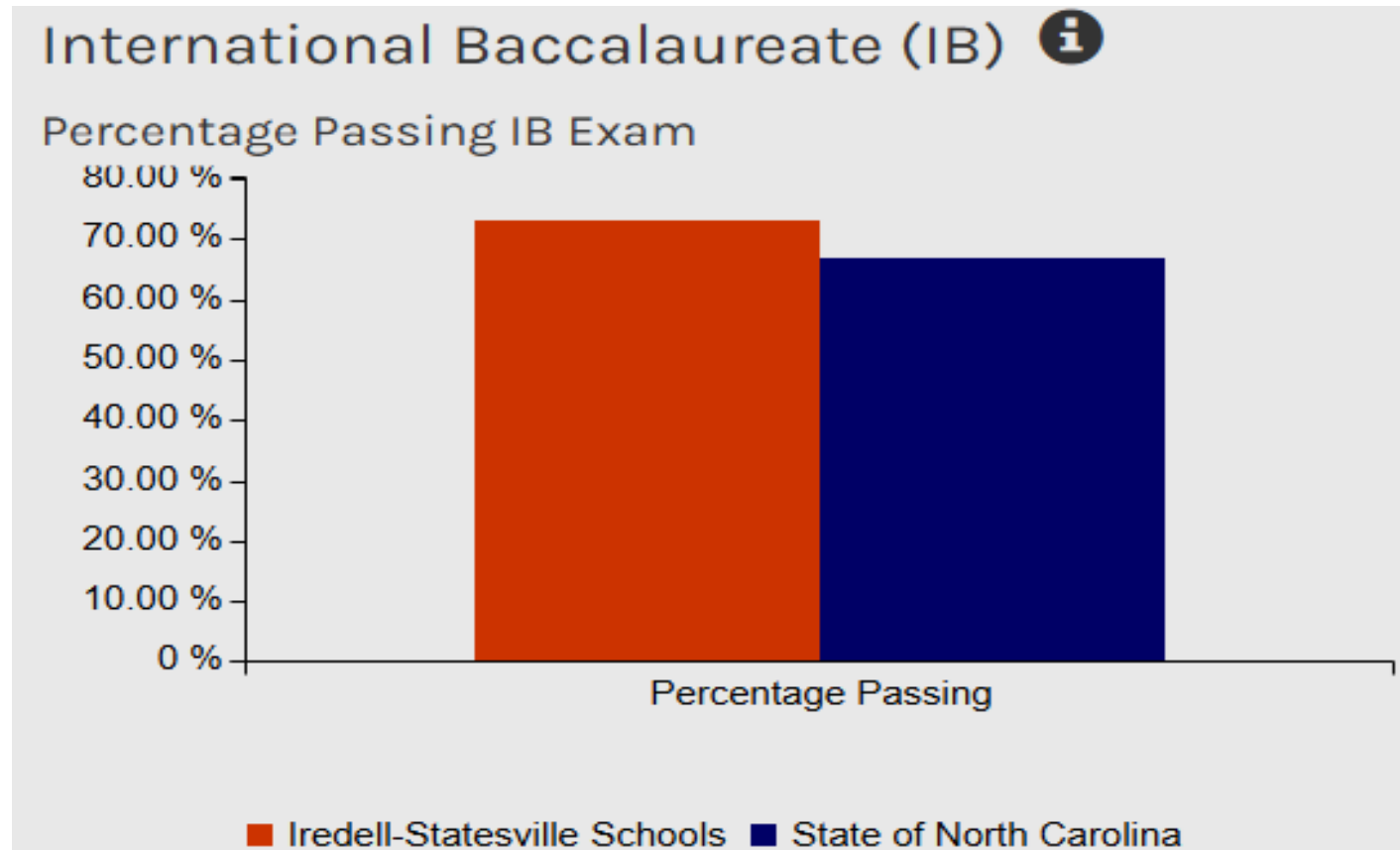
By School/District/State | By Subgroup

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## Alternative Indicators of Success: IB



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## U.S. News & World Report's 2023 Best High Schools

4 High Schools in I-SS earned a high national and metro area ranking

School	Ranking in I-SS	Ranking in NC
LNHS	1	76
SIHS	2	88
CCTL	3	180

## U.S. News & World Report's 2024 Best Middle Schools

Middle Schools in I-SS earning a high national and metro area ranking

School	Ranking in I-SS	Ranking in NC
The Brawley School	1	4
Oakwood	2	8

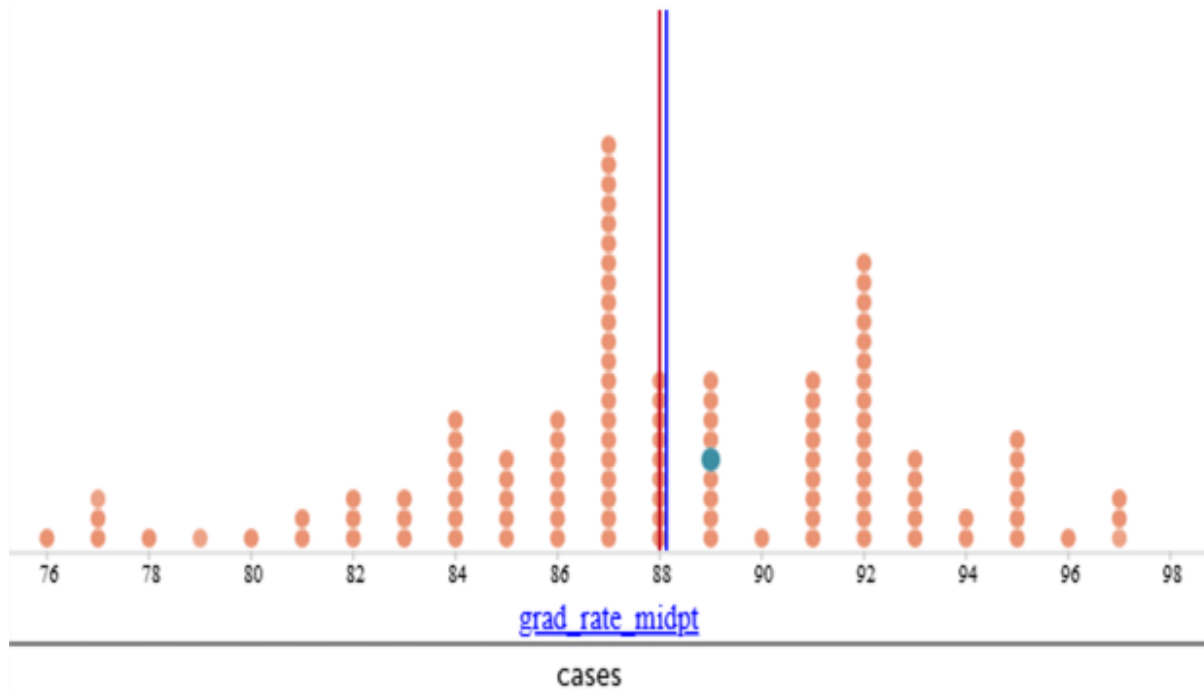
## U.S. News & World Report's 2024 Best Elementary Schools

Elementary Schools in I-SS earning a high national and metro area ranking

School	Ranking in I-SS	Ranking in NC
Central	1	70
Woodland Heights	2	72
Sharon	3	133

## Graduation Rate: District Level

ISS performs above average on school graduation rates



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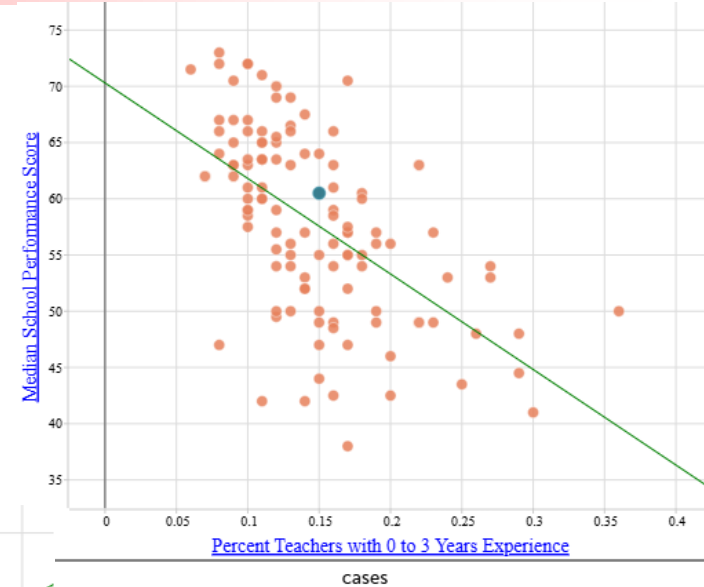
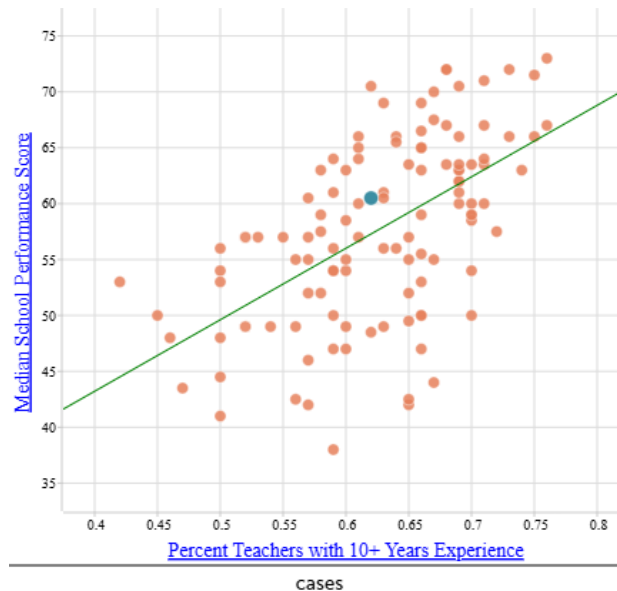
## Main Takeaways

- Growth Measures from EVAAS are problematic, and so are school performance scores.
- The current 80/20 model does more to identify poverty than grading schools
- Despite this, ISS is performing in line with the state and exceeding it in standard metrics and alternative metrics of success
- Statistical comparisons to other districts are impossible due to numerous variables
- There is room for improvement, but based on current funding, it will be almost impossible to close gaps without additional student support- this unfortunately cost money
- Teacher quality has a direct impact on math scores particularly

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Higher proportions of experienced teachers (10+ years) relates positively ( $r=.56$ ) to higher school performance scores

The pattern reverses of early career teachers (0-3 years;  $r=-.57$ )



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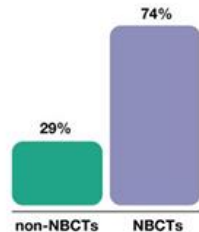


## National Board Certification

As the percent of National Board Certified teachers increases so to does the school performance scores.

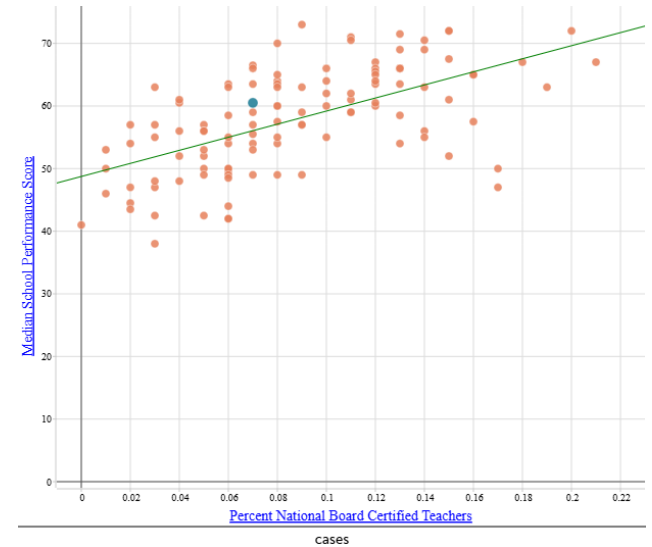
Research supports this as well:

Students of NBCTs demonstrate evidence of deeper learning nearly three times more frequently than their peers



*Student work samples that reflect deeper learning, in the classrooms of NBCTs compared to the classrooms of non-NBCTs*

Students of NBCTs gain one to two months of additional learning compared to their peers in other classrooms



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## Actions: Support National Board Certification

### Why?

- Certification improves student success
- Certification leads to a 10% increase in salary from the state to help recruit and retain your experienced teachers

### Low Cost High Impact Actions

- Provide funding to pay for teachers National Board Certification (\$1900/teacher)
- Provide PD and district support resources for teachers to complete the process
- Provide time through release from other duties while completing the process

## Actions: Increase Local Supplement

### Why?

- Your county is expensive to live in and pays better to not teach than to teach
- You have competition for better pay in neighboring districts and states to compete with
- You have a strong tax base to do it

### Action

Increase supplement to be in top ten in the state to attract high quality teachers and retain experienced teachers.

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