

IS THE DECK STACKED?

Educational Outcomes in NC

Nadja Young, SAS Institute

As a child, what did you want to be when you grew up?

- Rock Star
- Pro Athlete
- Teacher
- Lawyer
- Doctor or Nurse
- Computer Scientist
- Astronaut
- Physicist or Chemist
- Marine Biologist

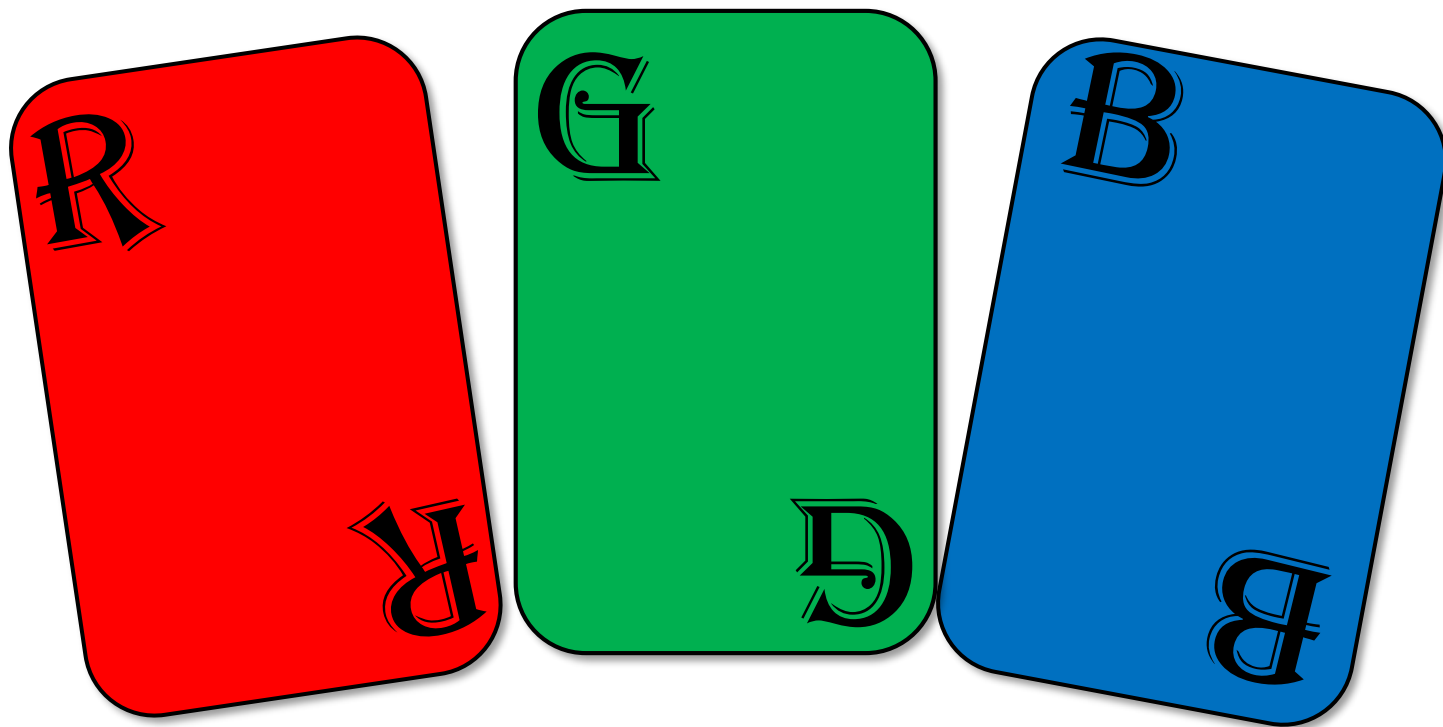


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An Educator's Purpose

Why are we here?



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3 Cards = 3 Schools

Every child's schooling experience

Card #1 = Elementary school experience



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3 Cards = 3 Schools

Every child's schooling experience

Card #2 = Middle school experience



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3 Cards = 3 Schools

Every child's schooling experience

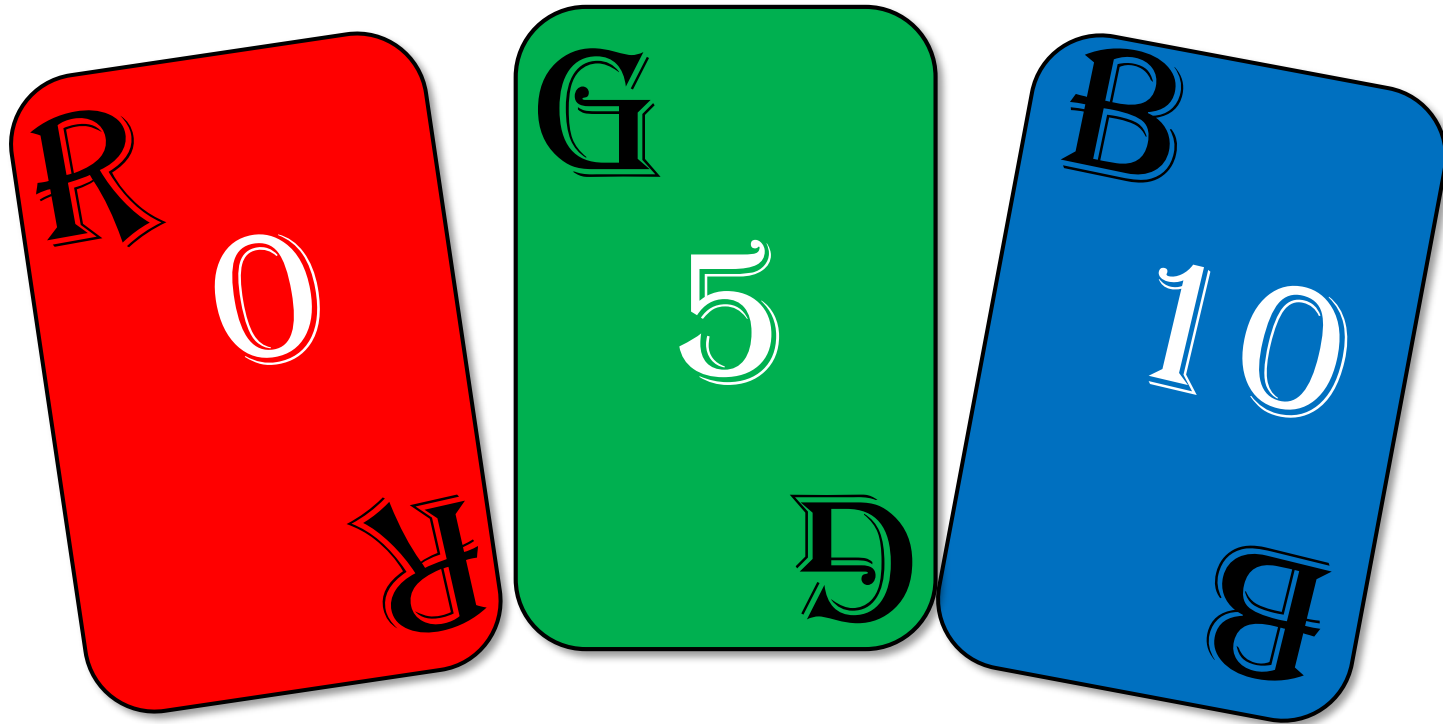
Card #3 = High school experience



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Add 'em up!
How did you do?



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Add 'em up!

Will you reach your dreams?



Total Points Needed

Dropout	0 - 9
Graduate High School	10 - 14
Enroll in College	15 - 19
Graduate in 4 years	20-24
Graduate w/ a STEM degree	25-30



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Add 'em up!

Will you reach your dreams?

Real results for NC

Average Dropout Rate in NC across grades 1-12	2%
Percent of NC students who graduate HS in 4 years	86%
Percentage of NC HS grads who enroll in some postsecondary ed	57%
Percent of NC postsecondary students who graduate with some degree (Associates or Undergraduate) in 4 years	51%
Percent of NC college graduates who earn a STEM-related degree	46%

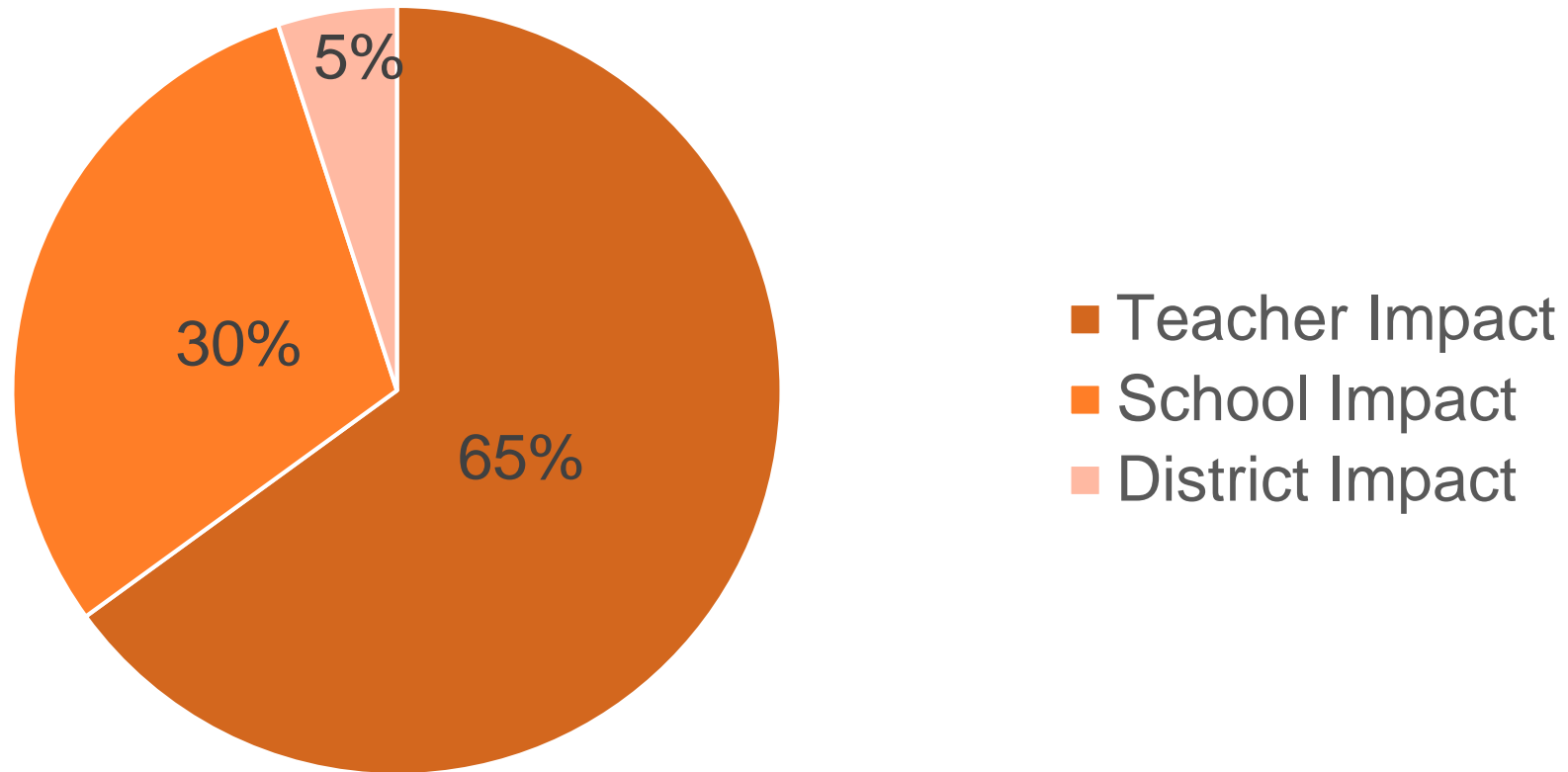


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Teachers Matter

Teachers have the largest impact on student learning growth



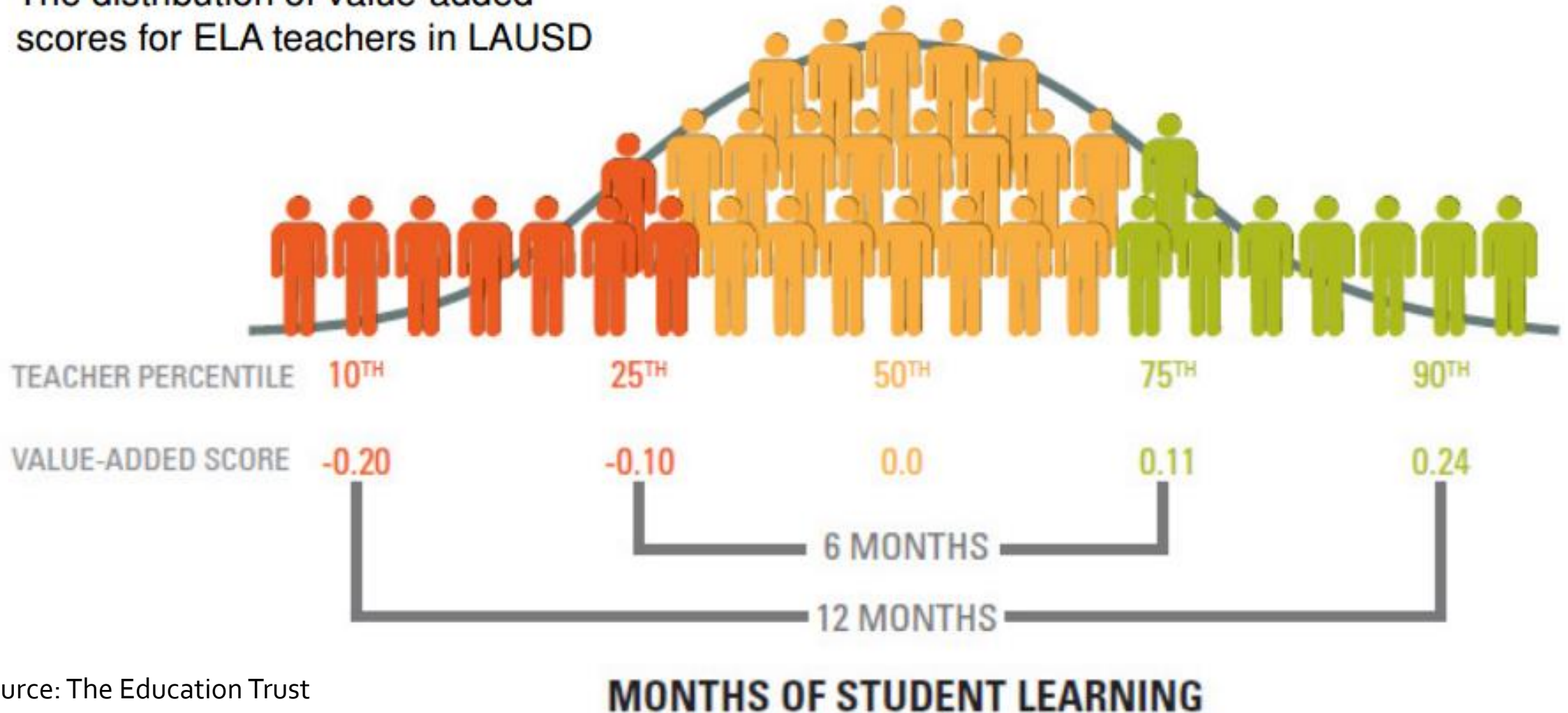
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Source: SAS

Differences in teacher effectiveness account for large differences in student learning growth

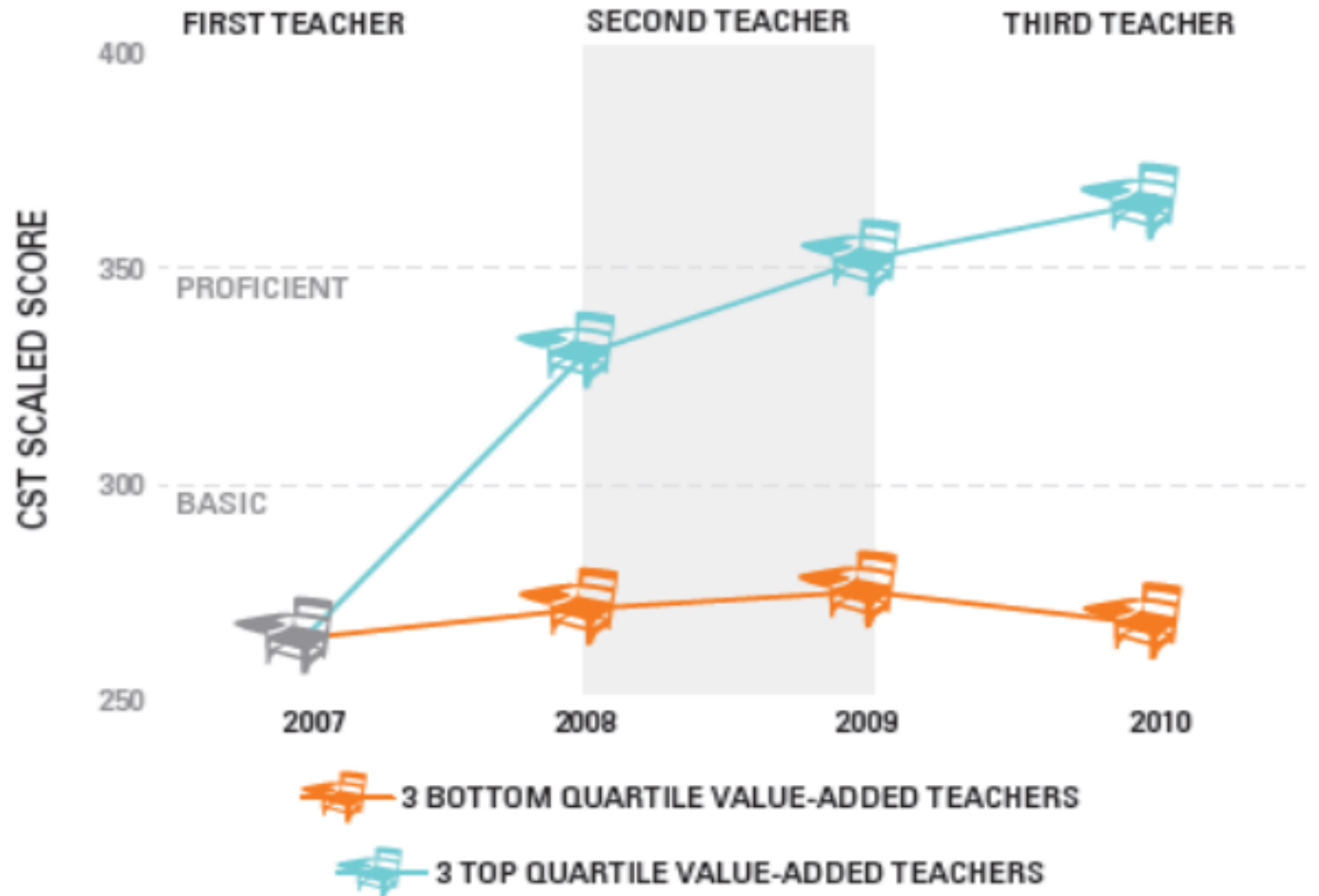
The distribution of value-added scores for ELA teachers in LAUSD



Source: The Education Trust

Cumulative effects of teacher quality on student outcomes

CST math proficiency trends for second-graders at 'Below Basic' or 'Far Below Basic' in 2007 who subsequently had three consecutive high or low value-added teachers



Leaders Matter



“**Leadership** is second only to classroom instruction among all **school-related factors** that **contribute** to what **students learn** at school.”

Leithwood, Anderson, and Wahlstrom, 2004



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CONCLUSION

Teachers and leaders MATTER.

School systems have the ability to change the course
of student outcomes.