

Attract & Retain Effective Principals and Assistant Principals through Adequate Compensation (Continued)

North Carolina Should:

Develop a compensation structure that encourages strong instructional leaders to go into or remain in school-based leadership roles, and one that acknowledges the instructional expertise required of them and the rigorous demands and challenges they face.

- Reinstatement of the increased bumps every 3 years on the principal salary schedule to motivate high performance and incentivize retention.
- Emphasize the value of effective school leaders by providing all principals and assistant principals with salaries that exceed the pay provided to the employees they supervise.

Continue to Improve Teacher Support and Compensation

NCASA supports the state's 2014 effort to provide a substantial pay increase to early-career teachers; however, other aspects of recent teacher compensation reform have proven to be problematic. Many of North Carolina's most experienced, and most deserving, teachers saw a miniscule raise under the current state budget, which has lowered the morale of veteran teachers who mentor those who are new to the classroom. Also under the salary scale now in place, North Carolina's professional educators will go five years before receiving a pay raise, and another five years after that.

Students Learn Best When They Are Taught By Effective Teachers:

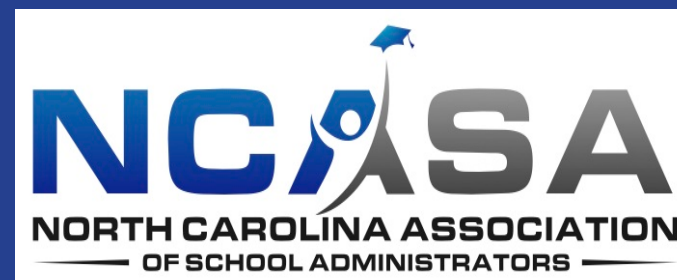
- Who can afford to devote their day to teaching and not have to spend time on extra jobs needed to make ends meet
- Who are selected from a robust pool of well-trained candidates
- Who are provided career enhancements and benefits through professional development and adequate compensation throughout their career
- Who have the tools and resources they need to create classrooms that support the success of all students.

North Carolina Should:

- Refine the new pay scale to ensure that all teachers receive yearly increases to base pay and overall compensation commensurate with attracting and retaining high-quality professional for North Carolina.
- Implement a Career Pathways program that enhances adequate base pay through supplements for higher degrees and certification through advanced coursework proven to positively impact teaching skills.
- Reinstatement of advanced degree supplements for all current and future teachers who earn either a master's degree or doctorate in field in which they teach.
- Develop a teacher scholarship program to encourage qualified high school graduates to seek a career in the classroom and help address a growing North Carolina teaching shortage, particularly in science, math and special education.

NCASA, formed in 1976 as the only professional organization that serves the entire administrative leadership team of NC's school systems and individual schools, was revamped in 2005 as the uniting organization for 11 affiliated groups of school administrators. We serve more than 7,000 individuals from all facets of public school administration statewide.

- North Carolina Principals & Assistant Principals' Association
- North Carolina School Superintendents' Association
- Personnel Administrators of North Carolina
- North Carolina Association for Career & Technical Education Administration
- North Carolina Association of School Business Officials
- North Carolina Council of Administrators of Special Education
- North Carolina Professors of Educational Leadership
- North Carolina School Public Relations Association
- School Nutrition Association of North Carolina
- North Carolina Pupil Transportation Association
- North Carolina Technology in Education Society



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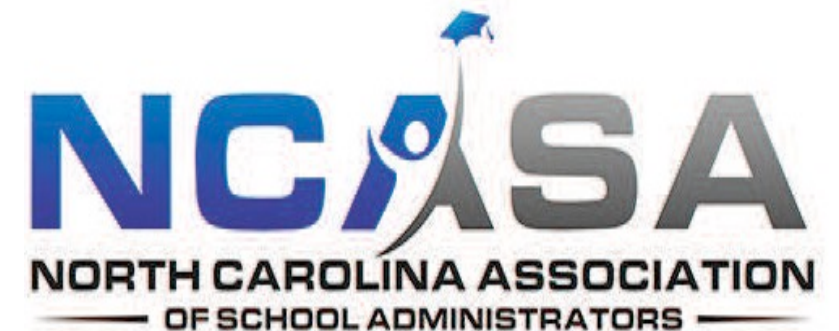
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2015 Priorities for Strengthening & Enhancing Public Education in North Carolina

The North Carolina Association of School Administrators asks that the General Assembly, the Governor, the State Board of Education and other state leaders to work with our organization and the 7,000 school leaders in our membership on focused initiatives that will attract and retain the highest quality personnel to work in public schools across the state and to support enhanced achievement of North Carolina students, ensuring readiness for competition in our global economy. The following are NCASA's recommendations for legislative actions that will assist with these goals and help move the state's public schools to the next level.

- Increase State Investment in Public Schools to Improve Student Learning
- Attract & Retain Effective Principals and Assistant Principals through Adequate Compensation
- Continue to Improve Teacher Support and Compensation
- Refine the A-F School Performance Grades to Ensure Ongoing Economic Vitality in Local Communities
- Ensure High Standards and Accountability for Private and Charter Schools Receiving Public Funding
- Allow Public Schools to Establish an Academically Sound Calendar



Increase State Investment in Public Schools to Improve Student Learning

A high-performing K-12 education system is crucial for North Carolina to develop and attract sustainable, well-paying jobs. Strong public schools ensure North Carolina's students are strong competitors in our global economy and are prepared to become the local, state and federal leaders essential for the future.

Students Learn Best When:

- Class sizes are manageable and instructional support staff are adequately available
- Students have current digital and /or traditional textbooks and resources
- Students have access to up-to-date technology
- School bus routes and ride time are minimized
- Facilities are updated, clean, and welcoming.

North Carolina Should:

- Increase the per-student investment necessary to ensure each student has the resources and personnel needed to receive a high-quality education and preparation for college and careers.
- Return to a budget-funding model that gives schools systems predictability and allows them to adequately plan for their school year by restoring funding for student enrollment growth in the state's continuation budget.
- Restore support for driver education to prevent financial hardships for families, counties and school districts in ensuring students have access to coursework that is paramount to public safety.
- Provide recurring state funding to ensure adequate staffing in all aspects of school operations to ensure students are receiving the high quality educational experience they need and deserve.
- Authorize a state bond referendum to help address the backlog of more than \$8 billion in public school facility needs.

Attract & Retain Effective Principals and Assistant Principals through Adequate Compensation

A comparison of teacher and principal salary schedules shows the vast majority of assistant principals and principals at the same experience and education level would earn more or slightly less per month if they remained a teacher, even with longevity factored into monthly salary. This compensation structure does not incentivize strong teachers to go into school leadership, where they can have a positive effect on the whole school and its entire student population.

Students Learn Best in Schools Led by Great Principals:

- Who are selected from a well-qualified pool of candidates
- Who are not only highly successful teachers, but also strong instructional leaders with the skills needed to develop the effectiveness of teachers they lead
- Who have the resources they need to create schools that support the success of all students
- Who are well supported by an effective Central Office that is adequately funded
- Who are provided career enhancements and benefits through professional development and compensation commensurate with the demands of their jobs.

Refine the A-F School Performance Grades to Ensure Ongoing Economic Vitality in Local Communities

North Carolina is set to release its first set of "A-F School Performance Grades" no earlier than January 15, 2015. Those letter grades, while beneficial in their simplicity, may mislead the public to downgrade their perception of a school, unless factors that contribute to an effective learning environment are calculated along with academic achievement and student progress. Many high-performing schools now viewed as "A" schools in local communities will be relabeled as "C" schools under the current school grading law, even though they will experience no dip in performance. With North Carolina public schools celebrating record graduation rates year after year, more students than ever enrolling in college, and students achieving competitive national test scores, it is clear that North Carolina schools are not failing or broken, but rather the school grading system needs refinement.

Students Learn Best:

- In schools governed by a sound, sensible accountability system
- When testing does not consume valuable instructional time
- When teachers use assessments to guide instruction, improve learning and increase student achievement
- When multiple measures are used to determine a school's strengths and areas for improvement.

North Carolina Should:

- Make the 15-point grading scale, rather than a 10-point scale permanent after the first set of grades are released.
- Look at models from other states and follow their example in factoring student demographics and overall school climate in the letter grading system, which now relies mostly on test performances of students.
- Reduce the number of tests students must take and focus remaining tests on formative rather than summative assessments to help tailor instruction to each student's needs.
- Allow the State Board of Education to adjust the grading system on an ongoing basis to prevent an excessive swing in letter grades as the current standards are revamped, and when further changes occur to the standards, curriculum and assessments.

Ensure High Standards and Accountability for Private and Charter Schools Receiving Public Funding

North Carolina has followed national trends in providing taxpayer support for students to receive their education from providers other than traditional public schools. As this trend continues, the state and any entities involved with approving expansion of school choice options, should put limits in place to ensure that new education service providers are not funded at the expense of the vast majority of the state's K-12 students who are enrolled in public school districts.

Students Learn Best:

- When taxpayer money is used to support strong public schools accessible to ALL students
- When ALL schools, which receive, state funding are held accountable for meeting the highest academic and fiscal standards.

Ensure High Standards and Accountability for Private and Charter Schools Receiving Public Funding (Continued)

North Carolina Should:

- Ensure a rigorous learning environment for all North Carolina's K-12 students by requiring every educational entity that receives state funding to be held accountable under the same high standards now governing traditional public schools.
- Require state certification for all teachers and principals regardless of where they are employed to educate North Carolina students.
- Ensure that accessibility is not a barrier to students who otherwise might be precluded from state-funded education outside the public school system by requiring all state-funded private schools and charter schools to provide transportation, nutritious meals, and exceptional children's services, and prevent those entities from setting academic entrance requirements that limit enrollment.
- Ensure focused growth of school choice options to limit the financial impact on public school districts and their ability to serve the vast majority of the state's K-12 population.
- Preserve essential resources for traditional public school students by not counting current home-schooled students as a loss in the formula that determines how much school district funding must be provided to the virtual charter school pilots that are set to open in 2015-16.
- Place a moratorium on any expansion of private school vouchers until all court cases regarding the program are resolved and their ability to meet or exceed traditional school performance measures can be determined.

Allow Public Schools to Establish an Academically Sound Calendar

North Carolina public Schools need the same school calendar flexibility afforded to private and charter schools to address the specific needs of their students and the local community.

Students Learn Best:

- When a school calendar is designed to enhance learning gains and retention
- When high school schedules accommodate advanced learning opportunities through universities and community colleges
- When fall semester exams conclude before winter break, allowing students to enjoy the holidays with their families rather than studying for, and stressing over, high-stakes tests they will take shortly thereafter.

North Carolina Should:

- Give local boards of education the flexibility to set an instructional calendar that best meets the needs of their students and their community and allows for mid-year adjustments for inclement weather and other emergencies.
- Align public school start and end dates to those of community colleges and universities to facilitate cooperative arrangements for advanced learning opportunities for high school students.
- Allow all fall semester tests and exams to conclude before the winter holiday break.