

NCPAPA 2016 Legislative Priorities and Talking Points

Priorities:

- **Provide Adequate Principal and Assistant Principal Compensation**
- **Change the definition of a Low-Performing School and the associated consequences that impede a school's chances to improve**

Provide Adequate Principal and Assistant Principal Compensation

Essential Actions...

- A recent study conducted by U.S. Department of Labor Bureau of Labor Statistics shows that North Carolina ranks **50th** in principal and assistant principal pay. A full look at this study can be found at: <https://www.sokanu.com/careers/principal/salary/>
- The new salary schedule for teachers has created a situation where the vast majority of assistant principals and principals at the same experience and education level would earn more or very slightly less per month than they would if they remained a teacher.
- Forty-two percent of NC principals are still on the first step of the salary schedule. There is very little if any incentive for choosing school leadership as a career.

Definition of Low-Performing School and associated consequences

Essential Actions...

- Reward academic improvement and lift morale of the teachers and administrators working hard to ensure student success in struggling schools by removing all schools that "meet growth" standards from the definition of and penalties for low-performing schools.
- Make the 15-point school performance grading scale, rather than a 10-point scale, permanent after the third set of grades are released for the current school year. This will lessen confusion for school communities.
- Make school grades a more accurate reflection of a school's true performance rather than a reflection of their poverty level by revising the current formula for determining school grades so that student growth is weighed more heavily.
- Rectify the consequences for schools identified as "low-performing." Consequences currently in place for schools identified as "low-performing" would unfairly penalize principals, even if schools are improving and meeting student growth standards, and place them on action plans and subject them to possible dismissal. Attracting proven principals and teachers, essential to raising student performance in high-poverty schools, will become increasingly difficult.
- 581 Schools were designated "low performing schools."

