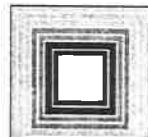


National Board Certification for Principals

Kristopher Nordstrom – Fiscal Research Division

November 9, 2010



FISCAL RESEARCH DIVISION
A Staff Agency of the North Carolina General Assembly

Assumptions

- Only principals – no assistant principals
- Principals with existing teacher certification would not automatically receive the principal certification
- Approximately 1.5% of all State-funded principals earn the principal certification each year
- Successful candidates receive a 12% salary increment
- Principals responsible for application costs

Cost Estimate

	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19	19-20	20-21
State-Paid Principals	2,185	2,201	2,217	2,233	2,249	2,265	2,282	2,299	2,316	2,333	2,350
NBPTS Principals	0	33	66	99	133	167	201	235	270	305	340
(percent)	0.0%	1.5%	3.0%	4.4%	5.9%	7.4%	8.8%	10.2%	11.7%	13.1%	14.5%
Monthly Salary	5,664	5,721	5,778	5,836	5,894	5,953	6,013	6,073	6,134	6,195	6,257
Annual Salary Cost	0	271,862	549,141	831,980	1,128,819	1,431,577	1,740,403	2,055,103	2,384,899	2,720,844	3,063,427
Social Security (7.65%)	0	20,797	42,009	63,646	86,355	109,516	133,141	157,215	182,445	208,145	234,352
Retirement (10.51%)	0	28,573	57,715	87,441	118,639	150,459	182,916	215,991	250,653	285,961	321,966
TOTAL COST	0	321,232	648,865	983,068	1,333,812	1,691,552	2,056,460	2,428,310	2,817,997	3,214,949	3,619,746

- State cost: approximately \$320,000 per year in additional principal compensation
- Approximately \$3.6 million in year ten

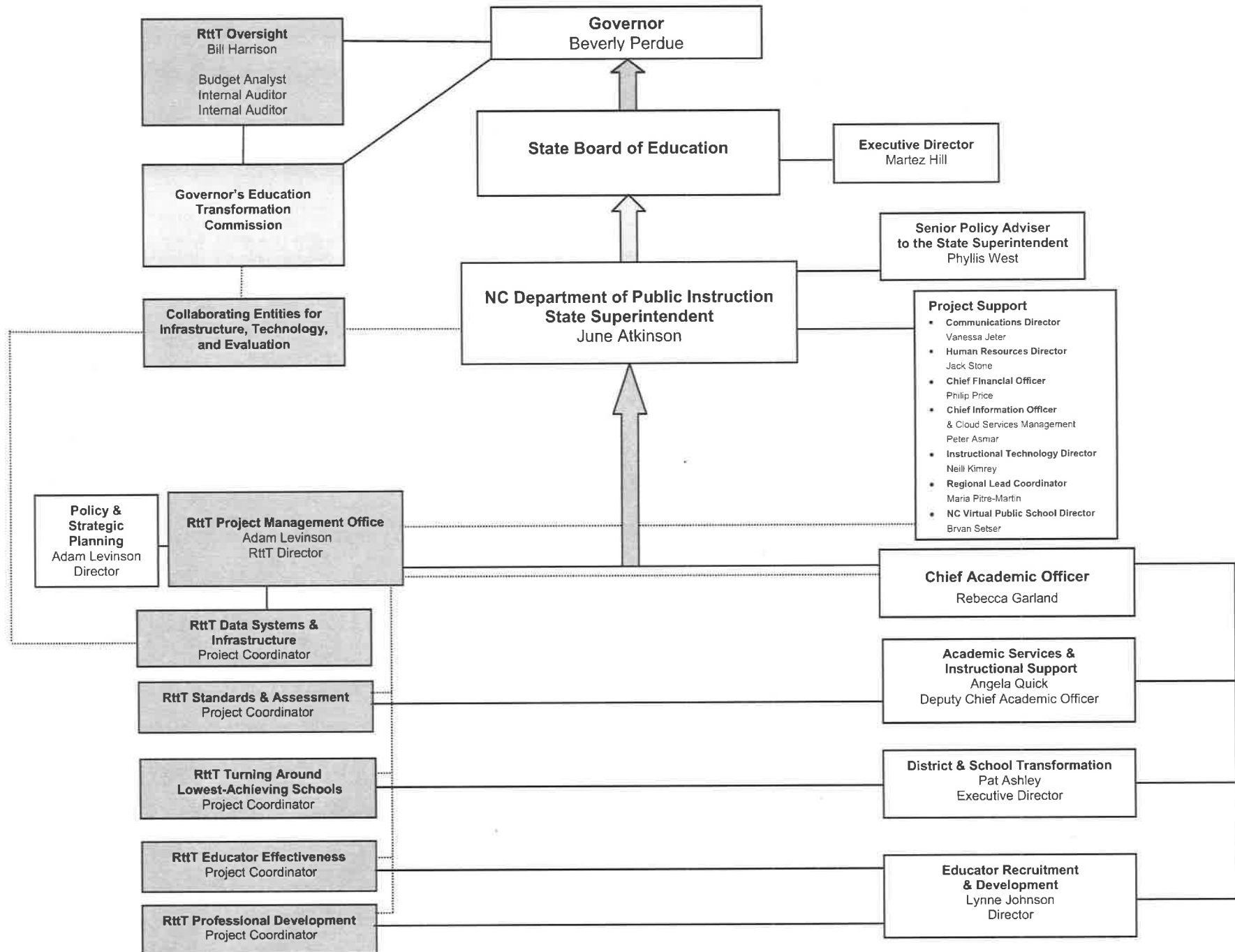
Actual Costs Will Be Higher If...

- Certification offered to assistant principals
- Principals with existing teacher certification automatically receive the principal certification
- Demand for certification is greater than assumed
- Successful completion of certification is easier than assumed
- Salary increment is more than 12%
- State provides funding for application costs

Actual Costs Will Be Lower If...

- Demand for certification is less than assumed
- Successful completion of certification is more difficult than assumed
- Salary increment is less than 12%

NC Race to the Top Oversight and Implementation Organization



Overview of NC Race to the Top (RttT) Initiatives

Lead Coordinator (NC DPI)	Proposal Section	RttT Initiative	Objectives	External Partners*	Budget
A. State Success Factors					
Peter Asmar Philip Price	A2	Technology infrastructures and resources	<ul style="list-style-type: none"> Establish PK-12 education technology “cloud” infrastructure to provide cost-effective and robust networking infrastructure for LEAs Provide digital tools and resources to support all RttT initiatives Prepare all educators to make effective use of online resources and tools (linked to D5: Professional Development) 	Friday Institute (NCSU) Contractors	\$34,639,376
Martez Hill	A2	Evaluation and policy analyses	<ul style="list-style-type: none"> Provide ongoing evaluations to inform continuous improvement of RttT initiatives Provide summative analyses to inform future program, policy, and funding decisions Conduct analyses of NC policies to inform the removal of policy barriers and the development of policies that support reforms 	Friday Institute (NCSU) SERVE (UNC-G) Carolina Policy Institute (UNC-CH)	\$9,498,277
B. Standards and Assessments					
Angela Quick	B3	Transition to new standards and assessments	<ul style="list-style-type: none"> Generate stakeholder support for transition Ensure that all teachers understand the new standards and assessments Ensure that stakeholders understand and use summative assessments effectively and appropriately 	Contractors See also Section D5	See Budgets for Sections C3, D5

* Note: The partners listed in this column are those identified at this point in time, and do not necessarily represent an exhaustive list.

Lead Coordinator (NC DPI)	Proposal Section	RttT Initiative	Objectives	External Partners*	Budget
C. Data Systems to Support Instruction					
Adam Levinson	C2	State data use	<ul style="list-style-type: none"> • Ensure that NC data are accessible to all relevant stakeholders • Ensure that all relevant stakeholders are prepared to make effective and appropriate use of the data (linked to D5: Professional Development) • Ensure that data are used to support decision-making and continuous improvement processes 	See also Section D5	See Budget for Section D5
Angela Quick	C3	Instructional Improvement System	<ul style="list-style-type: none"> • Increase the use of instructional improvement systems • Develop a statewide instructional improvement system to support curriculum-embedded assessments, diagnostic assessments, curriculum monitoring, and summative assessments to inform teacher planning and student placement decisions • Provide technology infrastructure to support effective use of the instructional improvement system • Prepare teachers to make effective use of the instructional improvement system (linked to D5) • Improve student achievement outcomes, especially for low-performing students 	Contractors See also Section D5	\$23,299,248

Lead Coordinator (NC DPI)	Proposal Section	RttT Initiative	Objectives	External Partners*	Budget
D. Great Teachers & Leaders					
Lynne Johnson/ Rebecca Garland	D2	Teacher and principal evaluation processes	<ul style="list-style-type: none"> Fully implement the new NC teacher and principal evaluation processes statewide, with student achievement growth data used as a significant component in the balanced evaluation 	McREL Contractor	\$5,320,100
Pat Ashley	D2	Performance incentives for lowest-achieving schools	<ul style="list-style-type: none"> Provide opportunities to earn incentives based on student performance Transition to classroom-level incentives by 2012-13 	N/A	\$19,048,745
Lynne Johnson/ Rebecca Garland	D2	Teacher effectiveness evaluation planning	<ul style="list-style-type: none"> Develop, with the engagement of all stakeholders, a state-level, equitable, reliable, and transparent system for integrating student achievement growth data into evaluations for all teachers and principals 	Contractors	\$700,840
Lynne Johnson/ Bill Harrison	D3	Regional Leadership Academies	<ul style="list-style-type: none"> Increase the number of principals qualified to lead transformational change in low-performing schools in both rural and urban areas 	NCPAPA NCSU Z. Smith Reynolds Found.	\$18,608,809

Lead Coordinator (NC DPI)	Proposal Section	RttT Initiative	Objectives	External Partners*	Budget
Lynne Johnson	D3	Expand teacher recruitment and licensure programs	<ul style="list-style-type: none"> • Teach for America – Increase the number of TFA teachers in low-performing schools; focus recruitment on specific needs of each LEA • NC Teacher Corps – Using TFA-like approach, recruit and prepare NC college graduates to teach in low-performing schools that are not served by TFA • Induction Support Program for New teachers – Provide comprehensive, three-year induction program for novice teachers in low-achieving schools 	Teach for America UNC-GA Contractors	\$7,369,400 \$5,100,000 <u>\$7,774,887</u> \$20,244,287
Lynne Johnson	D3	Strategic staffing initiatives	<ul style="list-style-type: none"> • Support LEA development, implementation, and evaluation of programs to strengthen staffing in low-performing schools and high-needs subjects and specialties 	Contractors	\$250,000
Bryan Setser	D3	North Carolina Virtual Public School expansion	<ul style="list-style-type: none"> • Expand the availability and use of virtual courses in mathematics and science in low-performing schools and other schools in which curriculum offerings are limited and qualified teachers are unavailable locally 	Contractors NCVPS Teachers	\$6,456,023

Lead Coordinator (NC DPI)	Proposal Section	RttT Initiative	Objectives	External Partners*	Budget
Lynne Johnson	D4	Research on effectiveness of teacher and principal	<ul style="list-style-type: none"> Use data and lessons learned to inform decisions about program improvements, expansion and closure. 	UNC-GA	N/A
Lynne Johnson	D5	Professional Development	<ul style="list-style-type: none"> Create, train, and support a cadre of teacher and principal professional development leaders to establish sustainable professional development capacity statewide Develop resources (for workshops, professional learning communities, virtual courses, webinars, etc.) to support effective professional activities, with the capacity to create additional resources as needed Align professional development with reform initiatives in the RttT plan Expand the online professional development infrastructure to provide accessible and high-quality online professional development for all educators throughout NC Evaluate professional development activities to determine the impact on teaching practices and student achievement, to inform continuous improvement of professional development activities 	Contractors Friday Institute Teacher Academy LEARN NC Kenan Fellows NCCAT RESAs Public School Forum National Staff Development Council NCAE NCPAPA NCSBA Center for School Leadership	\$37,027,995

Lead Coordinator (NC DPI)	Proposal Section	RttT Initiative	Objectives	External Partners*	Budget
E. Turning Around the Lowest-Achieving Schools					
Pat Ashley	E2	District and School Transformation support system	<ul style="list-style-type: none"> Improve performance of all low-performing schools, with a specific target of moving all schools above the 60% performance level 	N/A	\$41,980,147
June Atkinson	E2	Science, Technology, Engineering, and Mathematics (STEM) thematic schools and network	<ul style="list-style-type: none"> Develop four coordinated STEM anchor schools, each focused on a major area relevant to NC economic development Use the anchor schools as centers for professional development, curriculum development, technology use, and innovation to impact networks of STEM schools throughout NC lowest-achieving schools, as described in Section E. 	New Schools Project NC STEM Community Collaborative JOBS Commission	\$10,146,297