



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the Joint Legislative Education Oversight Committee

Review Incentive Award Structure of
the ABCs of Public Education
(Preliminary Report)

*2006 Session of the General Assembly
Senate Bill 1741, Section 7.6.(c)*

Date Due: December 15, 2006
Report #25
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Charge to the State Board of Education (SBE)

The General Assembly in Section 7.6.(c) of Senate Bill 1741 of the 2006 Session, stated:

The State Board of Education shall review the incentive award structure described in this section to ensure that extraordinary performance is rewarded. In addition, the Board shall determine whether the relationship between awards for teachers and teacher assistants and the Board's strategic priorities is appropriate. The Board shall provide a preliminary report of its findings and recommendations to the Joint Legislative Education Oversight Committee by December 15, 2006. (See Appendix A for the full text of Section 7.6 (a) through (c).)

Background

The State Board of Education (SBE) developed the ABCs of Public Education in response to the School-Based Management and Accountability Program enacted by the General Assembly in June 1996. The program focuses on strong Accountability, teaching the Basics with an emphasis on high educational standards, and maximum local Control.

In 2002-03, the ABCs program was expanded to incorporate the new statutory accountability requirements of No Child Left Behind (NCLB). This federal legislation sets a proficiency goal of 100% for all schools by 2013-14. The SBE adopted AYP as a "closing the achievement gap component" of the ABCs in response to General Statute 115C-105.35.

The ABCs accountability program sets growth and performance standards for each elementary, middle, and high school in the state. End-of-Grade (EOG) and End-of-Course (EOC) test results and other selected components are used to measure a school's growth and performance. Schools that attain the standards are eligible for incentive awards or other recognition, i.e., Honor Schools of Excellence, Schools of Excellence, Schools of Distinction and Schools of Progress. Priority Schools may request assistance from the Department of Public Instruction. Schools where growth and performance fall below specified levels are designated as low-performing, and may receive mandated assistance based on action by the SBE.

Current Incentive Structure

1. Incentive awards in schools that achieve higher than expected improvements (initially referred to as making Exemplary Growth, later changed to High Growth) may be up to:
 - a. One thousand five hundred dollars (\$1,500) for each teacher and for certified personnel; and
 - b. Five hundred dollars (\$500.00) for each teacher assistant.
2. Incentive awards in schools that meet the expected improvements (referred to as making Expected Growth) may be up to:

- a. Seven hundred fifty dollars (\$750.00) for each teacher and for certified personnel; and
- b. Three hundred seventy-five dollars (\$375.00) for each teacher assistant.

Findings

1. The initial ABCs legislation mandated that only certified staff (and teacher assistants) in schools that made Exemplary Growth would receive incentive awards (initially \$1,000 for certified staff and \$500 for teacher assistants).
2. Starting with the second year of operations of the ABCs, the General Assembly expanded the pool of eligible recipients for incentive awards to include certified staff and teacher assistants that were in schools that made Expected Growth. (See Appendix B for the number and percentages of schools making Expected and High Growth (and other classification designations) over the ten year period of the ABCs Program.
3. The standards for Expected Growth are at a lower level than for High Growth. Therefore, one would not consider the schools that made Expected Growth to have demonstrated “extraordinary performance.”
4. The underlying premise of the ABCs program is to reward ALL certified staff in the schools that make either Expected or High Growth. This would encourage staff to share ideas of the best ways to teach students. It would foster the integration of the curriculum so that teachers, other than just those assigned to teach reading and mathematics in grades 3-8, would have a vested interest in seeing that students’ reading and mathematics skills are enhanced through the other content areas.
5. Because of the underlying premise stated in number 4 above, the possibility exists for some “less successful” teachers to receive incentive awards in some schools while “more successful” teachers do not receive incentive awards in other schools.
6. Changing the system to award individual certified staff (and teacher assistants) rather than all certified staff (and teacher assistants) in a school that meets its growth expectation would involve the evaluation of pros and cons for making such a change and conducting a review of the research literature and this would take more time to complete.
7. The SBE’s Future-Ready Strategic Plan includes goals such as
 - a. NC public schools will produce globally competitive students.
 - b. NC public schools will be led by 21st Century professionals.
 - c. NC public school students will be healthy and responsible.
 - d. Leadership will guide innovation in NC public schools.
 - e. NC public schools will be governed and supported by 21st Century systems.The current system of providing incentive awards aligns with these priorities although more stakeholder input is needed to determine what changes, if any, could enhance the alignment.
8. Recent policy changes approved by the SBE will affect the ABCs Accountability Program at the high school level. These changes include the new high school exit standards and the move to a core course of study for graduation. The SBE will need to revise the ABCs Accountability Program in light of these changes and this will require more time to review options. The SBE could include a discussion of the

incentive structure award system as part of the process and a report of its recommendations can be presented to the Joint Legislative Education Oversight Committee at a later point in time.

APPENDIX A

FUNDS TO IMPLEMENT THE ABCS OF PUBLIC EDUCATION

SECTION 7.6.(a) The State Board of Education shall use funds appropriated in this act for State Aid to Local School Administrative Units to provide incentive funding for schools that met or exceeded the projected levels of improvement in student performance during the 2005-2006 school year, in accordance with the ABCs of Public Education Program. In accordance with State Board of Education policy:

- (1) Incentive awards in schools that achieve higher than expected improvements may be up to:
 - a. One thousand five hundred dollars (\$1,500) for each teacher and for certified personnel; and
 - b. Five hundred dollars (\$500.00) for each teacher assistant.
- (2) Incentive awards in schools that meet the expected improvements may be up to:
 - a. Seven hundred fifty dollars (\$750.00) for each teacher and for certified personnel; and
 - b. Three hundred seventy-five dollars (\$375.00) for each teacher assistant.

SECTION 7.6.(b) Notwithstanding G.S. 143-23, the State Board of Education may use funds appropriated to the Department of Public Instruction and to the State Public School Fund to establish a consolidated, comprehensive program through which to provide assistance to low-performing schools. For this purpose only, the Board may, with approval from the Office of State Budget and Management, transfer funds between personal service and nonpersonal service line items currently supporting positions, related operating costs, and contracts for school improvement teams and for assistance teams. Funds transferred pursuant to this section shall not be used to raise the salary of existing employees.

The Board shall report to the Joint Legislative Education Oversight Committee and the Joint Legislative Commission on Governmental Operations by January 15, 2007, on any restructuring of the assistance program pursuant to this section.

SECTION 7.6.(c) The State Board of Education shall review the incentive award structure described in this section to ensure that extraordinary performance is rewarded. In addition, the Board shall determine whether the relationship between awards for teachers and teacher assistants and the Board's strategic priorities is appropriate. The Board shall provide a preliminary report of its findings and recommendations to the Joint Legislative Education Oversight Committee by December 15, 2006.

ABCs Results¹
Ten -Year Summary Chart
1996-97 to 2005-06
(December 7, 2006)

Revised
ABCs
ModelRevised
ABCs
Model

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466
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1. AIC results for 1996-97, 1997-98, 1998-99, 1999-00, 2000-01, 2001-02, 2002-03, and 2003-04. *Nonseasonal*
2000 September 10, 2003 October 6, 2004 November 3, 2005 and December 7, 2006. *Seasonal*

The first view of implementation of the ABCs was in 1996-97 on K-8 schools from independent, public, and parochial systems (J. Davis, 2007, unpublished).

3. A school whose gender skewed K-12 ratios included in statistical summaries for both K-8 and high school, no there is deprivation in these counts.

4. The \mathbb{Z}_2 -module $\mathcal{H}^1(\mathcal{A})$ has been studied since 1988-89. There is no identification in these counts.

Figure 1. Schools of Excellence examined for the SBE in 2003-04 relative to Schools of Excellence last year. AYP.

By the end of 2002, the school was running at least as expected, even though the first time.

2017-18

8 Schools Not Meeting Expected Growth was Included in Two Categories Prior to 2002: Schools Receiving No Recognition and Low Performing Schools.

† Total ABC's Schools is the total number of schools participating in the ABCs for a given year; this total does not reflect the runs of this column; Schools of Distinction and Low-Performing Schools are not included.

exclusive categories and may include schools that appear in other categories.

⁽³⁾ All totals for 2004-05 do not include grade 6 reading in growth calculations; however, grade 6 reading is used in performance composite calculations.

Results for 2005-06 are based on a revised accountability model and are not comparable to those from previous years.