

NORTH CAROLINA GENERAL ASSEMBLY



HOUSE SELECT COMMITTEE ON EDUCATION REFORM

REPORT TO THE 2024 SESSION of the 2023 GENERAL ASSEMBLY OF NORTH CAROLINA

MARCH 25, 2024

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TRANSMITTAL LETTER

March 25, 2024

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TO THE MEMBERS OF THE 2024 REGULAR SESSION
OF THE 2023 GENERAL ASSEMBLY

The **HOUSE SELECT COMMITTEE ON EDUCATION REFORM**, respectfully submits the following report to the 2024 Regular Session of the 2023 General Assembly.

Rep. Brian Biggs (Co-Chair)

Rep. John A. Torbett (Co-Chair)

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COMMITTEE PROCEEDINGS

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The Committee on House Select Committee on Education Reform met 6 times after the 2023 Regular Session. The following is a brief summary of the Committee's proceedings. Detailed minutes and information from each Committee meeting are available in the Legislative Library.

January 22, 2024

The House Select Committee on Education Reform held its first meeting on January 22, 2024, at the Legislative Office Building in Raleigh, North Carolina. Representative Torbett presided as Chair of the meeting.

The Committee first heard from Mary Schuler, Fiscal Analyst, Fiscal Research Division, on teacher compensation in North Carolina. She explained to the Committee how teacher salaries are determined and provided a comparison between North Carolina's teacher salary schedule and neighboring states. She highlighted recent changes to teacher pay enacted by the General Assembly, such as increased beginning teacher salaries, additional funding for teacher salaries in smaller or lower wealth counties, and bonus programs based on student performance, and provided the Committee with additional items to consider if the General Assembly were to modify the teacher pay schedule. The Committee then heard from David Vanderweide, Fiscal Analyst, Fiscal Research Division, on the current benefit structure for teachers in North Carolina. He reviewed the pension benefits North Carolina offers and how those benefits compare to neighboring states. He reviewed survey results highlighting the financial concerns of Millennials and Gen Z and how those concerns may impact attraction and retention of new hires. Ms. Schuler and Mr. Vanderweide then answered questions from the Committee.

The Committee then heard from Amanda Fratrik, Fiscal Analyst, Fiscal Research Division, on the Advanced Teaching Roles program. She provided the Committee with an overview of the program, the program's expansion and participation since its creation and the program's metrics. She then explained how the program is funded, provided possible policy considerations should the General Assembly wish to expand the program, and provided a summary of the most recent independent research evaluation report that was submitted to the General Assembly. Ms. Fratrik then answered questions from the Committee.

The Committee then heard from Leah Sutton, Vice President of Policy and Engagement, BEST NC, who talked to the Committee about BEST NC's mission and their role in the Advanced Teaching Roles (ATR) program. The General Assembly established ATR to provide opportunities for effective master teachers to move into positions of leadership and extend their reach as educators without moving into traditional administrative roles. Ms. Sutton said beginning teachers often need additional support and ATR benefits them by providing support and mentorship. She informed the Committee that the school

organizational model is outdated and presents many challenges and explained how Advanced Teaching Roles can help address these challenges. She then talked about grants districts receive for participating in the program, how those grants can be used, and recommendations for the General Assembly, the Department of Public Instruction and State Board of Education to facilitate expansion of the program statewide. Ms. Sutton then answered questions from the Committee.

Lastly, the Committee heard from Brenda Berg, President and CEO, BEST NC, who talked about teacher pay and highlighted the main challenges the current teacher compensation model faces. She explained to the Committee that the pay structure fails to address shifts in our national workforce and is inadequate for meeting the personal and professional needs of today's teachers. She informed the Committee that licensure and compensation are challenges the State needs to address to ensure that every student has access to an effective teacher and presented the Committee with recommendations for a modern professional pay plan to increase teacher recruitment and retention. Ms. Berg then answered questions from the Committee.

January 29, 2024

The House Select Committee on Education Reform held its second meeting on January 29, 2024, at the Legislative Office Building in Raleigh, North Carolina. Representative Biggs presided as Chair of the meeting.

The Committee first heard from Eric Moore, Fiscal Analyst with the Fiscal Research Division, on the status of State funding for school technology and connectivity. Mr. Moore informed the Committee that statewide funding for connectivity appears to be met but there are significant gaps in funding for device replacement and content. Mr. Moore presented the Committee with a list of State allotments that can be used to fund technology, while focusing on the three allotments the General Assembly has made available specifically for technological purposes. Mr. Moore then provided background information and funding history on the Digital Learning Initiative, School Connectivity Initiative, and School Technology Fund. He then informed the Committee that a more recent way for assessing demand is to look at local COVID-19 expenditures. He highlighted the funding received from the federal government to address the pandemic and learning loss recovery and the different ways local school administrative units have utilized funding flexibility for computer software and supplies, computer equipment and hardware, and supplies and materials. Mr. Moore then answered questions from the Committee.

The Committee next heard from Dr. Vanessa Wrenn, Chief Information Officer, and Dr. Ashely McBride, Digital Learning Initiative Specialist, Department of Public Instruction (DPI), on student devices, home connectivity and DPI's K-12 Artificial Intelligence (AI) guidelines. Dr. Wrenn informed the Committee that the North Carolina Digital Learning and Media Inventory survey that is completed every year by public school units (PSUs) helps DPI assess the status of devices and connectivity available to students at school and at home. Dr. Wrenn provided the Committee with the number of student devices in active

use by PSU students, the different type of student issued devices, the number of devices that are four years old or less, the average cost for replacing each device, and how many local school administrative units reported not having sufficient resources to replace these devices beyond ESSER funding. She then talked about student home connectivity and device access at home and informed the Committee there are still many households without high-speed internet access, but that it is difficult to know the exact number or reason for lack of internet access because parents are often reluctant to answer questions regarding connectivity at home. Dr. Wrenn highlighted strategies used to get connectivity to students' homes, such as the Affordable Connectivity Program, Hotspot Programs, and school bus wi-fi. Dr. Wrenn then presented on North Carolina's Generative AI Recommendations and Considerations for PK-13 Schools guideline document and its goal to support safety, responsibility, and understanding of how AI can be used to improve teacher productivity and student outcomes. They informed the Committee that North Carolina is the fourth state in the nation to release such guidance and it has been referred to as the best guidance available to K-12 schools. Dr. Wrenn and Dr. McBride answered questions from the Committee.

The Committee then heard from Dr. Jeni Corn, Director of Research and Evaluation, DPI, about North Carolina's road to learning recovery. Dr. Corn informed the Committee that the Office of Learning Recovery and Acceleration was created to help make evidence-based decisions at the State and local level to aid in recovery and accelerate student learning, address long-standing challenges facing North Carolina's public education and serve as the central point of contact for coordination of resources, collaboration, and communications. Dr. Corn gave an overview of DPI's new recovery analysis model that is a more robust way to measure achievement trends in terms of pandemic impact and recovery thresholds and provided data on overall improvement by subject matter and grade level from 2021 to 2023. Dr. Corn then answered questions from the Committee.

Lastly, the Committee heard from Dr. Stephen Gainey, Randolph County School System Superintendent, who provided an update on learning loss from the local perspective. Dr. Gainey presented the Committee with a comparison of the district's proficiency on end-of-grade and end-of-course tests in reading, math, and science at different grade levels for the 2018-2019 and 2022-2023 school years. He emphasized that while there is still a lot of work to be done, recovery does not happen overnight, and he highlighted examples of actions the district is taking to address learning loss. Dr. Gainey then presented on technology funding from a Superintendent's perspective. He informed the Committee that the State's technology and connectivity funding is the most important funding that districts count on because it is recurring and he emphasized that although districts have received federal funding such as E-Rates and ESSER to use towards purchasing devices, the districts' challenge is not having enough funding for the replacement of devices, technology subscriptions, and upgrading the technology infrastructure in schools. Dr. Gainey answered questions from the Committee.

February 12, 2024

The House Select Committee on Education Reform held its third meeting on February 12, 2024, at the Legislative Office Building in Raleigh, North Carolina. Representative Torbett presided as Chair of the meeting.

The Committee heard from Dr. Michael Maher, Deputy State Superintendent, Department of Public Instruction (DPI), who spoke about the ESSER Funding Cliff Toolkit. Dr. Maher informed the Committee that the toolkit was designed to provide education leaders with relevant information and data around ESSER expenditures and student outcomes, as well as help school leaders determine the best return on investment for ESSER investments. The toolkit consists of the following six steps for determining the best and most effective investments: (i) determine budget process and timeline; (ii) collect data and evidence; (iii) determine return on investment; (iv) decision-making; (v) budgeting process; and (vi) communication. Dr. Maher explained the importance of each step and how they help determine the best interventions and programs for student outcomes. Lastly, he informed the Committee that the Office of Learning Recovery will be hosting a series of regional sessions with district and charter school representatives to help determine the best investments for student outcomes and developing plans to sustain these efforts after the ESSER funding is exhausted. Dr. Maher then answered questions from the Committee.

Dr. Maher then spoke to the Committee about recent math data trends from the National Assessment of Educational Progress (NAEP) scores and the need to change the culture around mathematics. He reviewed the General Assembly's recent legislative requirement to require advanced math course enrollment if a student demonstrates readiness regardless of the student's background and shared highlights from the 2023 report, indicating an overall increase in the number and percentage of students placed in advanced mathematics courses across the board in North Carolina. Dr. Maher shared with the Committee Superintendent Truitt's comprehensive math reform proposal that includes (i) selecting standards-aligned instructional materials; (ii) high quality professional development for math teachers; (iii) assessment and progress monitoring for all educators who teach math in grades K-8; (iv) early parent notification for any K-8 student exhibiting math difficulties; and (v) requiring public school units to adopt and offer evidence-based math intervention programs to each K-8 student exhibiting math difficulties within 30 days of a student being identified. He then informed the Committee that North Carolina is one of 45 grant recipients awarded the Patterns for Reaching and Impacting Students in Math (PRISM) grant. Dr. Maher informed the Committee that the grant program's goal is to provide teachers with individualized support in math content and instruction which will lead to an increase in student growth and math proficiency. Lastly, he provided the Committee with DPI's timeline for the five-year grant. Dr. Maher and State Superintendent Catherine Truitt answered questions from the Committee.

February 26, 2024

The House Select Committee on Education Reform held its fourth meeting on February 26, 2024, at the Legislative Office Building in Raleigh, North Carolina. Representative Biggs presided as Chair of the meeting.

The Committee heard from State Superintendent Catherine Truitt, Dr. Michael Maher, Deputy State Superintendent, and Dr. Andrew Smith, Assistant State Superintendent of the Office of Innovation, Department of Public Instruction (DPI), on the Superintendent's proposal to redesign school performance grades. Ms. Truitt explained that accountability and testing represent two important aspects of public education: (i) how public schools are accountable to the state and federal government, as required by law, and (ii) how schools are accountable to the public through school performance grades. She stated that the new model will help to redesign how we define what a high-performing school is and what student success looks like. The Committee was provided with an analysis of school performance grades for the 2021-2022 school year comparing the grade distribution of other states with A-F grades with the grade distribution in North Carolina. DPI then looked at the NAEP scores for each state and found that North Carolina while had comparable performance, the State is overidentifying schools as low-performing schools as compared to other states, especially at the elementary and middle school level. Ms. Truitt informed the Committee that the challenge is that the State's accountability model and the federal accountability model are not aligned, making it difficult to know if schools are improving. She presented her proposed new model, a multi-measure model, that would have individual grades per indicator category instead of having one performance grade and would still comply with federal guidelines. The four indicators are as follows: (i) academics, (ii) progress, (iii) readiness, and (iv) opportunity. Ms. Truitt explained to the Committee that this new model will provide a better representation of school performance and a clearer picture of what schools are doing to prepare students for post-secondary plans of their choice. Ms. Truitt, Dr. Maher, and Dr. Smith then answered questions from the Committee.

The Committee then heard from Alexis Schauss, Chief Financial Officer, DPI, on charter school funding and the six main public school funds used for allocating money to public school units. She first talked about Fund 1, which are base allocations and restricted State funds specifically administered through DPI. She explained that public education is supported by four large State revenue streams: (i) General Fund appropriations, (ii) fines and forfeitures, (iii) sales tax refunds, and (iv) lottery receipts, and charter schools are beneficiaries of these funding sources. She informed the Committee that G.S. 115C-218.105 requires DPI to allocate to each charter school an amount equal to the average per pupil allocation for average daily membership from the school district in which the charter school is located and explained how the dollar per student is calculated. She explained that in addition to the base dollars per student, charter schools also receive funds for special populations such as children with disabilities and children with limited English proficiency, and when eligible, charter schools can also apply for State-funded grants such as school safety grants, transportation grants and STEM grants. She then talked about Fund 3, which are Federal funds administered through DPI that charter schools are eligible to apply for such as Title I, IDEA, ACCESS (restricted to charter schools), and COVID funds. Next,

she talked about Fund 2 and Fund 8 which are local funds with oversight through the local boards of education, not DPI. Fund 2, the local current expense fund, must include appropriations sufficient, when added to appropriations from the State Public School Fund, for the current operating expense of the public school system in conformity with the educational goals and policies of the State and the local board of education. These appropriations must be funded by revenues accruing to the LEA, moneys made available to the LEA by the board of county commissioners, supplemental taxes levied by or on behalf of the LEA pursuant to a local act or State law, State money disbursed directly to the LEA, and other moneys made available or accruing to the LEA for the current operating expenses of the public school system. She explained that Fund 8 was created in 2010 by the State Board of Education to separate Fund 2 funds from "other funds", such as revenue from reimbursements, including indirect costs, sales tax revenues and refunds, funds received for prekindergarten programs and other special programs. Ms. Schauss then answered questions from the Committee.

The Committee then heard from Dr. Aaron Woody, Superintendent of Asheboro City Schools, to provide a local perspective. Dr. Woody provided an overview of Asheboro City Schools and informed the Committee that he has been the Superintendent of Asheboro City Schools for five years. During his time as Superintendent, he has done a lot of work with principals, teachers, staff, and the school board to improve school climate and culture and ensure that everyone feels seen and supported, starting with students and parents but also teachers and staff. He said the district wants to ensure that students have a unique, innovative, creative, and meaningful school experience. He highlighted some unique programs they have that most other districts do not, such as a Pre-K program, an early childhood development center, an NC Spark lab for STEM, an innovation center that will soon launch a broadcasting booth for students, and a zoo school among others, and said he believes these opportunities create pathways for success and help students reach their full potential. He spoke about the district's achievements, highlighting that the graduation rate is rising and dropout rates are dropping. He spoke in support of the Superintendent's proposed performance grade model and said he thinks having the four grades would be more reliable and just. He indicated that the current model does not adequately reflect success or failure. Last, Dr. Woody spoke about Fund 8. In terms of Asheboro City Schools, some of the special programs he mentioned, like the Pre-K program and ROTC program, and Medicaid reimbursements for students receiving physical therapy or speech therapy, are funded through Fund 8. He said that requiring school districts to share Fund 8 with charter schools would take those resources away from them. Dr. Woody then answered questions from the Committee.

March 11, 2024

The House Select Committee on Education Reform held its fifth meeting on March 11, 2024, at the Legislative Office Building in Raleigh, North Carolina. Representative Torbett presided as Chair of the meeting.

The Committee heard from Nartarshia Sharpe, President of the North Carolina School Counselor Association (NCSCA), Vanessa Goodman Barnes, NCSCA Board Member, and Meredith Draughn, 2023 ASCA National School Counselor of the Year, on the role of School Counselors. Ms. Draughn informed the Committee that school counselors use day-to-day data to inform their work and are responsible for providing academic, social-emotional, and career development skills to students. They often lead small group sessions, meet one-on-one with students to help them process challenges impeding their day, and help create post-secondary plans for students to be successful and prepared for the future. Ms. Goodman Barnes told the Committee that school counselors are certified/licensed educators with specific qualifications they must meet, such as holding a master's degree in school counseling, meeting the state certification/licensure standards, and fulfilling continuing education requirements. The Committee was informed that the role of school counselors has evolved over the years and that school counselors play an important role in creating an equitable and inclusive school culture promoting success for all students by teaching students to apply academic achievement strategies, manage emotions, and utilize interpersonal skills. Lastly, the presenters informed the Committee that they have worked closely with the State Board of Education to approve and adopt new standards, which will be named the North Carolina Student Success Standards. Ms. Sharpe, Ms. Goodman Barnes, and Ms. Draughn answered questions from the Committee.

The Committee then heard from Dr. John Lassiter, Principal at Hertford Grammar School, Perquimans County Schools, and Ashley Faulkenberry, Principal at Trent Park Elementary School, Craven County Schools, on the North Carolina Association of School Administrators' (NCASA) proposal to revise principal pay. They informed the Committee that the only two factors impacting principal pay are average daily membership (ADM) and growth, and said their proposal is not focused on significant pay increases but on tweaking the compensation model to provide greater pay stability and keep outstanding principals in their schools longer. They said the current compensation plan is a step in the right direction for overall principal pay; however, some of the challenges with the plan are that it leads to big swings in pay based on many factors beyond the principal's control, it does not consider the complexity of the school, and it disincentivizes outstanding assistant principals from wanting to become principals and stay in the field. They informed the Committee that strong leadership is important to provide an environment that fosters growth in students and teachers, and research shows that as principals become more experienced, they tend to move to lead schools with fewer complexity factors leading to higher retention problems and less experienced principals at low-performing schools. NCASA's proposal aims to overcome these challenges by establishing a complexity model that considers more than just school size when determining salaries, links all school employees to one salary scale while ensuring that the principal is the highest paid employee in the building, reduces the performance swings in pay to stabilize salaries, and adds a system of incentivizing retention by adding additional pay based on years of experience as a school principal to keep leaders in schools. The Committee was provided with survey results showing that 21% of principals surveyed agree that performance-based pay in the current model makes up a fair portion of a principal's total salary; only 7% agree that the current model encourages high-performing principals to transition to low-performing schools; less than 15% agree the current model encourages school leaders to transition into

the role of the principal; and less than 10% agree the current model incentivizes principals to remain in the profession. They informed the Committee that NCASA worked closely with principals across the state to come up with the proposal and it has a high level of support across the state. Dr. Lassiter and Ms. Faulkenberry then answered questions from the Committee.

March 25, 2024

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FINDINGS AND RECOMMENDATIONS

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Teacher Compensation in North Carolina

The Committee finds that the State continues to face difficulties recruiting and retaining high quality teachers. The Committee commends the General Assembly for increasing teacher compensation in North Carolina in recent years through increased beginning teacher salaries, additional funding for teacher salaries in smaller or lower wealth counties, and bonus programs based on student performance. However, the Committee finds that even with these significant investments, teacher compensation has still not kept up with the rising cost of living, the increasing employment opportunities for female, college-educated professionals, or the pay for other public sector employees. The Committee recognizes that North Carolina's teacher compensation structure is not ensuring that hard-to-staff subject area positions and schools are sufficiently filled with highly qualified teachers.

The Committee recommends that the General Assembly continue to support North Carolina teachers and further assess compensation for teachers, as well as find ways to attract and retain teachers in hard-to-staff positions.

Advanced Teaching Roles (ATR) Program

The Committee finds that most teachers do not have meaningful opportunities for advancement within their profession. Additionally, the Committee finds that beginning teachers often need additional support. The General Assembly established the Advanced Teaching Roles (ATR) Program in 2016 to provide opportunities for effective master teachers to move into positions of leadership and extend their reach as educators without moving into traditional administrative roles. For the 2022-2023 fiscal year, there were 17 school districts with established programs. The ATR Program benefits beginning teachers as well by providing support and mentorship. The Committee finds that expanding the reach of master teachers and supporting the development of beginning teachers increases student access to high-quality instruction. The Committee recognizes that independent evaluations of the ATR Program have shown positive effects on teachers' Education Value-Added Assessment System (EVAAS) growth scores, especially in math. Additionally, participating teacher surveys have shown a positive effect on teacher retention and school culture. Therefore, the Committee finds that the ATR Program is a promising strategy to develop new teachers, provide opportunities for advancement for effective teachers, and increase student success.

The Committee recommends that the General Assembly continue to support the ATR Program, monitor the Program, and consider how best to further implement the Program.

Technology and Devices

The Committee finds that the General Assembly has made substantial investments in digital learning and school connectivity over the past decade. The General Assembly directed the use of Federal COVID funds for various technologies, which increased the number of devices available to students so that nearly all local school administrative units and three-quarters of charter schools have at least one device available per student. The Committee understands that it is best to replace devices within five years of purchase and recognizes that while most of the devices in schools are under five years old, three-quarters of local school administrative units do not have identified or sufficient resources to sustain the device replacement cycle after Federal funding expires.

In addition to devices in schools, the Committee acknowledges that most students have access to the internet and a device at home, but that approximately 1.1 million North Carolina households do not have access to high-speed internet. While public school units can use school bus wi-fi to increase access to the internet outside of schools, the Committee recognizes that the best use is on activity buses when students spend a long time within range of the hotspot. The Committee commends the public school units and the Department of Public Instruction for developing solutions for providing increased access to the internet for students away from the school building.

With increased access to the internet, the Committee recognizes the importance of providing guidance for the use of Artificial Intelligence (AI) in schools. The Committee commends the Department of Public Instruction for its work in being one of the first states to adopt such guidance, which has been recognized as the best guidance available to PK-12 schools. The Committee finds that understanding AI is critical, especially as it can be used to improve teacher productivity and student learning and strongly encourages schools to follow the guidance adopted by the Department.

The Committee recommends that the General Assembly continue to support student access to technology. The Committee recommends a plan be developed to identify various funding streams for refreshing the devices currently in schools.

Learning Loss Recovery

The Committee commends the Superintendent of Public Instruction for creating the Office of Learning Recovery and Acceleration at the Department of Public Instruction to prioritize the recovery of student learning after the COVID-19 pandemic. The Committee finds that the State has shown evidence of a recovery trajectory in third through eighth grade reading and math, fifth grade science, Math 1, and Biology.

The Committee recommends that the General Assembly support the Department of Public Instruction in continuing this recovery by investing in the following: (i) building on early grade literacy and math progress, (ii) providing targeted and evidence-based reading and

math interventions in middle grades, (iii) exploring STEM initiatives aligned to workforce priorities, and (iv) renewing a commitment to the Department's research in studying and identifying effective interventions.

Comprehensive Mathematics Reform

The Committee finds the current culture around math does not support the idea that "all kids are math kids," and that this narrative is unsupportive to students developing an interest and talent in STEM fields. The Committee finds that recent National Assessment of Educational Progress (NAEP) math data trends show a score gap between student demographic groups, which shows that not all North Carolina students are currently prepared to succeed in Math 1. The Committee commends the General Assembly for requiring automatic enrollment in advanced math courses if the student demonstrates readiness regardless of the student's background. The Committee finds that this is a national model for ensuring access to advanced material and continuing to develop students' strength in math.

The Committee recommends that the General Assembly support the Department of Public Instruction in efforts to ensure that all students are prepared for Math 1.

School Performance Grades

The Committee recognizes the importance of communicating school performance to parents, students, and other stakeholders. However, the Committee finds that the State's current A-F school performance grades do not provide a balanced assessment of a school and do not effectively communicate school quality. The Committee recognizes that other states using an A-F model have a more balanced approach that relies less on student test scores. For example, North Carolina has math and reading scores on the National Assessment of Educational Progress (NAEP) that are comparable to other states that use an A-F school performance grade model, yet North Carolina has a significantly greater percentage of schools with D or F grades than those comparable states.

The Committee recommends that the General Assembly modify the current A-F school performance grades by adopting a model that would create a summative grade based on an average of individual school performance grades in four areas: academics (proficiency), progress (growth), readiness (post-secondary preparation), and opportunity (chronic absenteeism, school climate, intra/extracurricular activities).

Charter School Funding

The Committee recognizes that charter schools receive State funds based on the average per pupil allocation for their average daily membership (ADM), with an additional amount for children with disabilities and children with limited English proficiency. The Committee also recognizes that charter schools must receive a per pupil share of the local current

expense fund of the local school administrative unit in which it is located. The Committee understands that Fund 8 is not shared with charter schools and includes funds for the local school administrative unit such as fees for actual costs, tuition, federal appropriations made directly to local school administrative unit, and funds received for prekindergarten programs. The Committee finds that local school administrative units fund several beneficial programs out of Fund 8.

School Counselors

The Committee finds that school counselors perform an essential function in schools by teaching durable skills, leading small group sessions, providing one-on-one counseling, creating post-secondary plans, and triaging more emergent situations. The Committee recognizes the expanded job duties of school counselors beyond just providing post-secondary guidance and understands the difficulties of facing the increased mental health needs of students.

The Committee recommends that the General Assembly continue working to ensure that students have access to the necessary professionals in school and study the impact that funding at the recommended student to professional ratios may have on student outcomes.

Principal Pay

The Committee finds that strong school leadership is important in providing an environment that fosters growth in students and teachers. The Committee commends the General Assembly for enacting a new principal pay scale that increased the average principal pay in 2018. The Committee finds that principal pay is driven by the size of the school and performance, which may lead to a change in salary from year to year. The Committee finds that it is important to retain effective leaders in schools and to attract effective leaders to schools with students that need extra support to succeed at the highest level. The Committee acknowledges that there are additional factors that could be included in a new principal pay plan that considers the complexity of a school and the longevity of a principal when determining salary.

The Committee recommends that the General Assembly continue working to ensure that all schools have effective principals and study the impact that a new salary schedule may have on principal recruitment and retention.

COMMITTEE MEMBERSHIP

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2023-2024

Speaker of the House of Representatives

Appointments:

Rep. Brian Biggs (Co-Chair)
Rep. John A. Torbett (Co-Chair)
Rep. Hugh Blackwell
Rep. Cecil Brockman
Rep. Maria Cervania
Rep. Tricia Ann Cotham
Rep. Frances Jackson, PhD
Rep. Ray Pickett
Rep. Garland E. Pierce
Rep. Phil Shepard
Rep. Harry Warren
Rep. Diane Wheatley
Rep. Shelly Willingham

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COMMITTEE CHARGE/STATUTORY AUTHORITY

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Office of the Speaker
North Carolina House of Representatives

TIM MOORE
SPEAKER OF THE HOUSE

HOUSE SELECT COMMITTEE ON EDUCATION REFORM TO THE HONORABLE
MEMBERS OF THE NORTH CAROLINA HOUSE OF REPRESENTATIVES

Section 1. The House Select Committee on Education Reform (hereinafter "Committee") is established by the Speaker of the House of Representatives pursuant to Rule 26(a) of the Rules of the House of Representatives of the 2023 General Assembly.

Section 2. The Committee consists of thirteen members appointed by the Speaker of the House of Representatives. The membership of the Committee shall include legislators as specified below. Members serve at the pleasure of the Speaker of the House of Representatives. The Speaker of the House of Representatives may dissolve the Committee at any time. Vacancies are filled by the Speaker of the House of Representatives. A Chair, Vice Chair, or other member of the Committee continues to serve until a successor is appointed.

Co-Chair John Torbett	Representative Shelley Willingham
Co-Chair Brian Biggs	Representative Cecil Brockman
Representative Hugh Blackwell	Representative Frances Jackson
Representative Phil Shepard	Representative Maria Cervania
Representative Ray Pickett	Representative Garland Pierce
Representative Diane Wheatley	Representative Tricia Cotham
Representative Harry Warren	

Section 3. The Committee shall meet upon the call of the Chair. A quorum of the Committee shall be a majority of its members. No action may be taken except by majority vote at a meeting at which a quorum is present.

Section 4. The Committee, while in the discharge of its official duties, may exercise all powers provided for under G.S. 120-19 and Article 5A of Chapter 120 of the General Statutes. The Committee may contract for professional, clerical, or consultant services, as provided by G.S. 120 -32.02.

Section 5. Members of the Committee shall receive per diem, subsistence, and travel allowance as provided in G.S. 120-3.1

Section 6. The expenses of the Committee including per diem, subsistence, travel allowances for Committee members, and contracts for professional or consultant services shall be paid upon the written approval of the Speaker of the House of Representatives pursuant to G.S. 120-32.02(c) and G.S. 120-35 from funds available to the House of Representatives for its operations.

Section 7. The Legislative Services Officer shall assign professional and clerical staff to assist the Committee in its work. The Director of Legislative Assistants of the House of Representatives shall assign clerical support staff to the Committee.

Section 8. All meetings planned outside of Raleigh must be approved in advance by the Speaker's office. Once approved, the Committee may meet at various locations around the State to promote greater public participation in its deliberations.

Section 9. The Committee shall submit report on the results of its study, including any proposed legislation, to the members of the General Assembly on or before April 1, 2024, by filing a copy of the report to the Office of the Speaker of the House of Representatives and the Legislative Library. The Select Committee shall terminate on April 1st, 2024, by filing its final report, or by dissolution by the Speaker of the House of Representatives, whichever occurs first.

Effective this 28th day of December 2023.



Tim Moore
Speaker

SUPPORTING DOCUMENTATION

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January 22, 2024

Teacher Compensation and Benefits

Mary Schuler, Fiscal Analyst, Fiscal Research Division

David Vanderweide, Fiscal Analyst, Fiscal Research Division

Advanced Teaching Roles

Amanda Fratrik, Fiscal Analyst, Fiscal Research Division

Teacher Pay in NC – A Smart Investment in Student Achievement

Brenda Berg, President and CEO, BestNC

Advanced Teaching Roles

Leah Sutton, Vice President of Policy and Engagement, BestNC

January 29, 2024

Public School Technology – Assessing Demand for and Supply of State Resources

Eric Moore, Fiscal Analyst, Fiscal Research Division

Student Device, Home Connectivity and K-12 Artificial Intelligence Guidance

Dr. Vanessa Wrenn, Chief Information Officer, Department of Public Instruction

Dr. Ashley McBride, Digital Learning Initiative Specialist, Department of Public Instruction

NC's Road to Recovery through Evidence-based Policymaking

Dr. Jeni Corn, Director of Research and Evaluation, Department of Public Instruction

Update from Randolph County School System:

Dr. Stephen Gainey, Superintendent, Randolph County School System

February 12, 2024

ESSER Funding Cliff Toolkit – Data-Driven Financial Decision Making for Post-ESSER Spending

Dr. Michael Maher, Deputy State Superintendent, Department of Public Instruction

Preparing All Students for Math 1 with Comprehensive Mathematics Reform
Dr. Michael Maher, Deputy State Superintendent, Department of Public Instruction

February 26, 2024

School Performance Grades

Catherine Truitt, State Superintendent of Public Instruction, Department of Public Instruction

Charter School Funding

Alexis Schauss, Chief Financial Officer, Department of Public Instruction

Local Perspective

Dr. Aaron Woody, Superintendent, Asheboro City Schools

March 11, 2024

Approval of Committee Minutes

January 22, 2024

January 29, 2024

February 12, 2024

February 26, 2024

North Carolina School Counselor Association

Vanessa Goodman Barnes, NCSCA Board Member

Nartarshia Sharpe, NCSCA President

Meredith Draughn, 2023 ASCA National School Counselor of the Year

North Carolina Association of School Administrators: Revising Principal Pay

Dr. John Lassiter, Hertford Grammar School, Perquimans County Schools

Ashley Faulkenberry, Trent Park Elementary, Craven County Schools

March 25, 2024