

MINUTES

House Education Committee

Tuesday, March 6, 2012

1:00 pm

Room 544, Legislative Office Building

The Joint Legislative Education Oversight Committee met on Tuesday, March 6, 2012, at 1:00 pm, in room 544 of the Legislative Office Building. The following members were present: Representative Holloway, Johnson, Brandon, Stam, Goodman, Pridgen, Sanderson, Blackwell, Lucas, Langdon, Senator Tillman, Preston, Pate, Robinson, Dannelly, Stevens, Brock and Soucek.

Representative Holloway presided and called the meeting to order with the introduction of the House and Senate Sargent at Arms and co-chairs Representative Johnson, and Senator Tillman. Representative Holloway then asked for a motion to approve the committee minutes from February 7 – 8th. Representative Sanderson made a motion and the minutes were so approved. The visitor registration for this meeting is attached.

Teacher Payment, HB 720:

Chairman Holloway then introduced Matthew Wight Principal of Apex High School to come forth for a presentation on HB 720 and teacher prepayment.

Matthew Wight addressed the Education Oversight Committee and stated that he was here today to speak on behalf of the teachers and principals regarding HB 720.

He asked that the members remember the teachers in fixing HB 720 and how teachers have not seen a pay increase in 3 years, while the cost of health benefits have increased. HB 720 is a source of more confusion and anxiety for teachers in our school systems across the state. Most teachers are already working two jobs just to make ends meet, and as HB 720 stands today, could be receiving different amounts of pay each month making it harder for teachers to budget. Teachers are also spending money for their classroom and instructional school supplies out of their own pockets, but due to the confusion from HB 720, many teachers do not know if or when they will get paid in August or how much they will get paid. After discussions Mr. Wight has had with teachers, morale is low and HB 720 has added a significant amount of anxiety and uncertainty. The biggest issue Mr. Wight has with this bill is making a timely decision in order to give teachers ample time to plan and budget. He also recommended flexibility in the law considering the needs of big systems such as Wake County may be completely different than smaller school systems in other counties. It was his hope that fixing HB 720 will eliminate the unnecessary source of concern and anxiety to teachers. He then welcomed questions..

Chairman Holloway asked members if they have questions for Principal Wight. Members who asked questions were: Representative Blackwell, Senator Tillman and Representative Stam.

Chairman Holloway then introduced Todd Lowe, Finance Officer of Randolph County Schools.

Todd Lowe addressed the members of the Education Oversight Committee. He stated that Randolph County has 31 schools, 18,300 students and approximately 2,300 full-time employees. Of those 2,300 full-time employees, 1,700 are pre-paid each month. The current conditions set in place in 2004 with the calendar law causing 10-month employees to be pre-paid approximately two weeks each month is neither a financially sound or administratively friendly situation. It needs to be fixed but in a way that allows LEAs to have flexibility in order to be compliant with the law. The current language in HB 720 would require that districts pay a partial check on August 31st for only the days worked. In Randolph County, this would only equate to 13 days. Employees would then receive a full month's pay the month after, and every month after that until May. In June employees would be due another partial check for 8.5 days. The August check plus the June check would equal the 21.5 days that a 10-month salary is based on. One of Mr. Lowe's main concerns was the additional work needed to process partial checks, especially in the month of June. His system has approximately 1,100 employees that elect to be on traditional installment pay, they have their 10-month salary divided into 12 equal checks. If they are required to make partial payments, then they are facing a very difficult and time consuming task during the month of June. June is a month that is the busiest time of year for finance departments, as they work against the clock to close out the year. For the financial office, it would mean processing a partial check for 1,700 employees, processing a full check for approximately 611 full-time employees, processing checks for all of the summer employment that occurs before June 30th, and then processing an installment check for another 1,100 employees. For Mr. Lowe and his staff this would involve a great deal of over-time work and would undoubtedly lead to more errors given the time constraints. It would also cost local money if they have to process prior year refunds for errors they made that previous June.

The next issue Mr. Lowe addressed concerned their current software provider having to make programming fixes in order to handle partial payments for those who elect installment pay. Twelve month installment pay is designed for employees who opt to receive 10 equal checks, not 9 full checks and 2 partial checks. A 10-month employee salary is based on 21.5 days per month, or 215 days per year. If an employee receives a partial check in August for the number of days worked, and then receives a full monthly check at the end of September for days worked, the September check still constitutes a prepayment because the last day worked in September would be on the 28th and by that time the employee would have only worked 20 days in the month of September, but is receiving a check based on 21.5 days. To fully abide by the current language, a variable amount of pay each month would have to be processed. The month of December and the Christmas holidays present another challenge for Mr. Lowe and his finance office, similar to the month of June, they are faced with a lot of work to do that must be completed in a

very short amount of time. Tasks that include processing payrolls at the end of December for all employees, closing out the calendar year and balancing W-2 totals, will have to be completed while trying to honor holidays for staff who are non-exempt 40 hours a week full-time employees. There are also many issues as to how they handle deductions in paychecks, the most important being health insurance and other medical insurances. Mr. Lowe said that he sees this as being problematic, regardless of how the final language reads, but he does think that adding a partial check in August adds complications. Due to the variance in salaries, and amounts of deductions among employees, they would literally have to look at each person individually to see what deductions could be taken and which would have to be collected in future checks. This makes the reconciliation process nearly impossible for their finance office and their vendors, increasing the likelihood of additional errors.

In closing Mr. Lowe asked, "How prepared are our employees?" A few months ago he would have said that Randolph County School employees knew what they were facing, and were prepared for the change. He began communicating the change in October and he received many emails from teachers concerned with how they would pay their September bills and an overall confusion of what was happening. As he continued to send out updates regarding pay dates and deduction plans, it became apparent that the employees were not as prepared as he had thought or hoped. The transition with the No Pre-Payment Law has been a big hurdle. It is obvious that employees will have to adapt and make adjustments. But if LEAs are given the proper flexibility and options, most situations will be one time issues and not reoccurring problems year after year. He said that no two LEAs are alike; they may all have the same monthly requirements but their processes can be very different. With varying LEA sizes and capabilities, he felt that one implementation solution will not fit all. If given the option, Randolph County Schools is prepared to implement a mid-month pay date for 10-month employees. Those employees would have to wait 2 additional weeks to receive their check, but it would be a full salary. Being able to pay their September bills is a major concern from the employees from which he has heard. Mr. Lowe feels that a full check on September 14th would come closer to meeting September obligations rather than a partial check at the end of August. Ten equal checks payable around the 14th of each month from September through June establishes a much cleaner process for them. Even though removing to two pay days a month, we are dividing the employees and paying the majority mid-month, with the remainder 11 and 12 month employees at the end of the month. This would eliminate the need for a software change to ensure that the installment checks are calculated correctly and will make the administration of paycheck deductions a little more manageable. This option would eliminate the additional work of two partial checks, especially in the month of June and would pay the majority of their employees on December 14th, before the Christmas holidays.

In a meeting last week that included colleagues from 11 other school systems, 9 were in favor of mid-month pay schedules as Mr. Lowe outlined. The other two school systems felt that partial checks in August and June would be their plan based on payroll processes that they already have in place. Mr. Lowe said that the fact is that one size does not fit all. This will be a difficult and timely transition for all school systems, they can do it and they

can comply with the law, but they will need options. The necessary language is currently contained in the conference report for SB 105, including the options for local boards to delay implementation until July 2013. The North Carolina School Boards Association, The North Carolina Association of School Administrators and NCAE, and DPI are working with Representative Tom Murray from Wake County and have formulated a beneficial solution. On behalf of Mr. Lowe and his colleagues from across the state, he respectfully requested that the Education Oversight Committee recommend the change before you and requested that the General Assembly adopts the conference report as quickly as possible. Mr. Lowe said that it is crucial that timely action be taken so the school systems can finalize their plans and employees can prepare for this change. Mr. Lowe then asked the members for questions.

Chairman Holloway asked members if they had questions for Mr. Lowe. Members who asked questions were: Senator Tillman, Senator Robinson, Representative Blackwell, Representative Brandon, Senator Pate, Senator Brock, and Representative Goodman.

Leanne Winner, Marge Foreman, Evelyn Hawthorne, and Katherine Joyce were all called forth as members of the public to answer questions proposed by members.

SB 105 from Representative Stam was then passed out to the committee as proposed alternative language to HB 720.

Pay for Performance and Teacher Evaluation Measures and Metrics:

Chairman Holloway then introduced Hugh Hattabaugh, the Interim Superintendent of Charlotte-Mecklenburg Schools and Ericka Ellis-Stewart, Chair of the Charlotte-Mecklenburg Board of Education to come forth for a presentation on pay for performance and teacher evaluation measures and metrics.

Hugh Hattabaugh addressed the committee and his plans to discuss his district's work on effective evaluation and compensation of teachers.

His remarks were based on the analysis of observations from the staff of Charlotte-Mecklenburg schools. The perspective of the Board of Education was provided by Ericka Ellis-Stewart who spoke directly after Mr. Hattabaugh.

He believed this to be the most important reform needed in public education today. In order to succeed, all of our students need to be well educated. They will have to compete with others around the world for college placement and jobs. Mr. Hattabaugh stated that we need to do a better job of making them competitive. The classroom teacher is the key to success, because the classroom teacher is the single biggest school-based factor in student achievement. We need to encourage and reward more effective teaching so our

students learn more and learn more quickly. The state salary schedule for teachers does not encourage teacher growth and improvement; it does not differentiate between top performers and mediocre ones. It doesn't differentiate between teachers in hard to fill content areas. As one example, we need the very best teachers in STEM areas (science, technology, engineering and mathematics). But the state salary structure doesn't recognize how competitive these jobs are, making it unlikely for us to lure great teachers from other fields, where STEM knowledge is valued in places such as finance and medicine.

The new Common Core standards are another reason for urgency. As we begin to increase rigor in our classrooms, we need to make sure teachers are able to help students master a more rigorous curriculum. Some of our teachers are doing a great job of making sure students learn, some are doing an adequate job in the classroom, and some are not. We need a way to identify "who is who" in a reliable, accurate and easily affordable way, in order to measure teacher effectiveness. We also need to determine who is doing great work, who needs professional development and coaching to do better work, and who might be suited to other work. Right now we can't really answer those questions because the way we evaluate and compensate our teachers doesn't effectively link teacher performance to our student's achievement. So we don't know who is great, who is adequate and who is not. We don't know enough about the coaching and training to turn our average teachers into great teachers. Our compensation evaluation system is broken. It doesn't distinguish between great work, good work or poor work in a classroom. What we are using is almost a century old, it's essentially the same salary schedule used in American public education since the 1920's.

The three qualifications that make the biggest difference in teacher compensation are: years of experience, national board certification and advanced degrees. Teachers who have these get paid more than those who do not, and these three things make virtually no difference in student achievement. Some teachers improve when they earn them, others do not. So they are not a good proxy for measuring a teacher's value. Mr. Hattabaugh clarified that a masters in a teacher's content area has been research based, and does affect student achievement. Other teacher evaluation and compensation structure does not do a good job in distinguishing who is great, who is good and who is not. Nationally more than 95% of teachers are rated satisfactorily on their evaluations and high school graduation rate continues to regress at less than 75% nationally. He asked, "how can nearly all of our teachers be considered successful, when less than three-fourths of our students are completing high school?"

Mr. Hattabaugh said that at CMS they are trying to close this disconnect, and want to develop a way to distinguish between great teachers, their good teachers and their inadequate ones. CMS wants to reward great teachers so that they stay with the district and continue to grow. CMS also wants to help improve their teachers by providing them with the right coaching and classroom training. CMS is working on better standards and compensation structures for their teachers and other employees. CMS is not finished yet and Mr. Hattabaugh said that there is much left to do, but that they have learned some important lessons in this work. They have learned that any successful evaluation

compensation plan must have four elements: First it must have reliable and accurate measurements; that is measurements with an "s". Good teaching is too complex and too nuanced to be effectively measured with just a single test score, or one evaluation measure. He said that CMS is looking at nine particular areas that can be measured, and that he would talk more about those nine areas later in the presentation. He said that CMS also needs to measure the right things, like the fields and attributes in student achievement. Secondly, a successful plan needs to be sustainable. That means we must be able to afford to keep doing it year after year. We have all seen what happens to teachers' morale when they are told they will get bonuses for good work, and then they don't. We have seen that very recently, in fact, when North Carolina didn't pay out ABC bonuses, it broke teachers' faith in the system and hurt morale. It needs to be sustainable with the right kind of payout, as well. The existing research also suggests that short-term financial incentives, such as teacher bonuses, are unlikely to improve teacher performance by themselves. Other studies have shown that short-term programs attract and retain highly effective teachers. There are programs in Denver and in Houston that rewarded effective teachers and helped prevent turnover. That is very important and we want our best teachers to stay with us. Attrition levels in teaching are nearly 50% in the first three years and Mr. Hattebaugh said that's way too high. We don't have research on long term plans because no plan has been tried long enough to collect data.

As he stated in the beginning, Mr. Hattebaugh said that we have been using the salary structure that we are currently using now since the 1920's, so there is not a lot of hard evidence out there that we have seen. That does not mean that it won't work, but that nobody has come up with the right plan. Our own experience has shown that short term bonuses can work in the right setting, but money is not the prime motivator for teachers, but it can be an effective incentive in conjunction with the other things. A few years ago CMS launched a high school challenge, offering extra money for teachers willing to come to some of our most difficult high schools. Some teachers signed on, but not enough to use the money we had received for that program. We used only 14.5 million of the 18 million planned for the three year period, and we ended up changing the way we allocated the money as well. We learned that money by itself was not enough to draw teachers to a situation that looked difficult. So we took another look and came up with another plan that we thought would work better, and it did. It is called our Strategic Staffing Initiative and we have put it to work in 26 schools so far. We have seen remarkable improvements in nearly every school, double digit improvement in test scores, and visible changes in school culture. Strategic Staffing combines a mix of incentives. We choose highly affective principals, those with a proven track record of success. We told them that they could take as many as five teachers with them to their new school. We told them they could also ask for reassignment for up to five teachers at their new school who were not onboard with their improvement plans. We gave the principal increased flexibility in managing the school and gave them three years to turn things around. The principals and teachers, who accepted the strategic staffing assignments, did get more money as part of the package. It has been an overwhelming success in just three years. We think all of the elements played a part. Teachers were willing to go to a new school if they trusted the leadership, principals were willing to take on the challenge if they had the makings of a strong team as a foundation for school

turnarounds, and the money sweetened the mix. We have included some slides, showing success from the strategic staffing schools over the past three years that are in your information packets. But we haven't come up with the right plan to keep teachers and principals in those schools after three years, and we have seen some attrition in years four and five. The other limitation we have discovered in strategic staffing is making sure we have a deep enough match. We need more great principals to move them into challenging schools. Mr. Hattabaugh then discussed the third element of a successful plan.

He stated that a successful plan needs to be scalable. We have done some work with the Teacher's Incentive Fund and Leadership for Educators Advanced Performance, or TIFLEAP. One thing we have learned is that it would be a very hard to expand this program district or statewide. The TIFLEAP used student objectives created by individual teachers. Teachers met their objectives and received extra money. It is very difficult to take to scale because extra staff are needed to approve objectives in the beginning, then do checks throughout, and make sure they were achieved in the end. Each teacher's work needs to be checked individually and that takes a lot of time and effort. So we have included the need to strike a balance between a plan that is so broad that it misses the nuances of great teaching, and a plan so individualized that we can't afford to do it for all teachers.

Finally a successful plan has to be easily understood. People will not support something they cannot understand. Teachers who are being evaluated need to understand how the evaluation process works and how their assessments are calculated. Again looking at the TIFLEAP work that was a problem for us, the calculation of bonuses was very complex, and most of our teachers did not understand how it was done. It is also a problem for value added calculations; we think value added is the best measure for a teacher's contribution to a student academic achievement, but it is a very complex calculation. Teachers don't understand it and it is hard to build trust in that particular environment. Value added is made more complex due to the elements making up the measure and bringing proprietary information. While we have encountered some staff resistance to a value added measure, we also see broad based support for this work.

Mr Hattabaugh indicated that the CMScommunity wants to strengthen schools; our surveys have shown that parents in the community think performance based pay is a good idea. He said that in their most recent CMS parent and community survey in November of last year, nearly 80% of participants agreed with the statement that a performance based compensation system is needed to recruit and keep highly effective teachers. Another survey done in July found 74% support a different method of paying teachers based on how well they help students improve. So there is support on one side of the equation, including the community and our families, but we need support on the other side from teachers themselves. It is an uphill battle for a lot of reasons. First, change that can directly affect your paycheck is threatening. The current system isn't good in many ways: it doesn't put students first, it doesn't identify ways to help teachers improve, but it has been there for a long time. Teachers understand it, they know it, and for many of them who have stepped their way into top scales, it's a case of "better the devil you know". So it is a hard sell in any environment.

According to Mr. Hattabaugh, at CMS, a recent economic environment has made it even harder. He said that, "three years ago we had the first reduction in force in public schools since the 1930's. We had to layoff teachers, teacher assistants, principals, and other school and district staff. Teaching, which has long been a secure profession, didn't look so secure anymore, and introducing a performance based pay scale is even less secure for teachers and layoffs don't build trust and morale. The pain and the memory of those layoffs has lingered. We also have learned that it is important to get information out quickly and accurately. We struggle with this because the performance based plan is in development. We want to share information, but we don't have the full picture as of yet. That has made it easier for opponents of performance based pay to find fault with it and to build opposition to it. We don't have a complete solution to the problem either. We are working to share information with teachers and we are working to include them in the process of developing measures. We now have teacher working groups who are developing additional measures to provide a fuller understanding of teacher effectiveness than just test scores themselves. One issue we have seen is that calling it "performance based pay" created a lot of anxiety; it is also not the most accurate term for it. What we are trying to build is a system for identifying which teachers need help and provide that help and that means strengthening professional development for teachers and that is a big part of this work. What we are trying to build is not intended to be a punitive plan it is intended to strengthen our schools to help our students by helping teachers improve and getting the best teachers we can into our classrooms. But there has been widespread mistrust and anxiety that we are only trying to punish our teachers and that is not true. What we are working on building is a teacher evaluation tool that will take into account the many aspects of great teaching."

Mr. Hattabaugh continued by saying that "we need a measure that breaks teaching into its component parts and analyzes each one. So that is our coaching and training actually helps teachers to do a better job teaching. Our nine elements we are working on now in teacher work groups, classroom management, content pedagogy, how well teachers know the material being taught and how skillfully they taught their knowledge, contributions to the professional learning community, how well teachers collaborate with others in their schools, willingness and ability to take on hard to staff schools and subjects, student learning objectives in a form that can be used district wide, student surveys, what students tell us about the teaching they receive, professional consultations in which affective teachers shall share their expertise to their peers and solicit feedback in order to improve, the teachers work product and how rigorous assignments are, tests and homework, and of course the last value added, how much a teacher is able to move a student beyond the growth that the student was expected to make."

Mr. Hattabaugh concluded his remarks by saying that, "we think that to a fairly and accurately measure the quality of teaching we need to look at all of those things and use what we learn to supplement the states evaluation tool for teachers. We will need measures that meet the four standards I have discussed today. They will need to be reliable and accurate, they will need to be sustainable so we can use them over many years, and they will need to be scalable so we can use them for all 9,200 classrooms with

teachers in Charlotte-Mecklenburg schools. They will need to be understandable so the teachers, parents and community will see their value and support them. We see this work as a three-stage process and we need to develop the best measures of effectiveness, which is what we are working on presently. We need to incorporate those measures into a comprehensive performance management system so that they are applied across our district, and we need to align recognition and rewards with high performance. At this time I will turn it over to our board chair, Mrs. Ellis-Stewart."

Ericka Ellis-Stewart addressed the members of the Education Oversight Committee and stated that she is the newly elected chair of the Charlotte-Mecklenburg Board of Education. The following statements are transcribed from Ms. Ellis-Stewart's remarks.

"Our Superintendent opened his remarks by stating that teachers are key to student achievement, I agree wholeheartedly. I believe that it is most important for students who are at CMS to have access to and the ability to learn from a highly effective teacher each and every day. Studies have shown that a child who has a consistent teacher for three or more consecutive years, a highly effective teacher will show academic growth, especially when school districts couple this with support services that are designed to deal with the whole child, and to serve the whole child. As a district, one of our top priorities is to ensure that students are being taught by highly effective teachers, who are subject matter experts in their content area. This is often a difficult endeavor in schools with high concentrations of students living in poverty, and in STEM courses which are often designed as hard to staff subjects. Conversely, the challenges associated with effective staffing to mitigate these issues often provide students in high poverty schools with disproportionate exposure to inexperienced and/or burned out teachers, which contributes to the achievement gap.

I agree with our Superintendent that the profession of teaching needs to be elevated and that teacher pay is too low. Teachers should be paid more across the board. In addition to increasing teacher pay, policy makers need to make sure that schools are a more attractive place to work. Our teachers are skilled professionals who often sacrifice pay, professional status, and time with families to serve our community and to educate our children. Offering teachers higher pay, visible respect, strong and supportive principals, and relative professional development will go a long way in stemming the attrition in our schools and making teachers feel like valued professionals. As we ramp up to implement the common course standards in districts across the state, teachers will be called on to increase the level of rigor in the classroom and to deepen the dive in their content areas. This paradigm shift will require a work force that feels valued, whose voice has been heard, that has been supported towards success and that trusts.

Last spring HB 546 hit the Charlotte community like a ton of bricks. It created a tremendous amount of angst amongst educators, and within a broader community. In short, the move decreased the districts credibility of those on the front line, our teachers. As we discuss and explore reform measures, it is critical that we are transparent in our actions to communicate to and with teachers. As a new board, we will need to discuss further how we approach the complexity, the challenges and opportunities that are

presented by reform. We have launched a new committee recently, the Intergovernmental Relations Committee, and one of their primary tasks will be flesh out the districts legislative agenda. Our administrative staff has begun the work of engaging teachers, now we as the board must begin the work of engaging one another in the dialogue that it will take to make decisions that will impact children and teachers in our district now and for years to come.

As Hugh mentioned, we don't have all of the answers, but we are committed to doing what is right for our teachers and what is right for our students. Thank you for having us here today."

Chairman Holloway asked members if they had questions for Mr. Hattabaugh and Mrs. Ellis-Stewart. Members who asked questions were: Senator Pate, Representative Lucas, Representative Goodman, Representative Blackwell, Senator Robinson, Senator Dannelly, and Representative Holloway.

Chairman Holloway then introduced Adam Levinson, Director of Race to the Top program at the Department of Public Instruction.

Adam Levinson addressed the members of the Education Oversight Committee about his plans to discuss educator performance initiative. His presentation is attached and is labeled as, Attachment 1.

Members who asked Mr. Levinson questions about his presentation are: Senator Soucek, Senator Brock, and Senator Robinson.

Project L.I.F.T.

Chairman Holloway then introduced Denise Watts, Executive Director of Project L.I.F.T. Anna Nelson, Co-Chair, and Stick Williams, Co-Chair.

Stick Williams addressed the members of the Education Oversight Committee. He began by giving a background on Project L.I.F.T.'s origins and stated that this was a public-private partnership started by several of the family corporate community foundations in the area. he said that they all have been great supporters of public education through the years and are very concerned if they were helping to move the needle or not. He said that they came together, asked themselves the question, "can philanthropists help or erase the achievement gap and dramatically improve the graduation rates?" Mr. Williams said that, "we have put together a model and we are extremely excited about it, and we believe it will work. First and foremost we are committed to public schools. We chose not to try to form a new private school or form another charter school; we want to impact public schools. We are putting all of our energy there. The leaders of the Charlotte-Mecklenburg

schools were at the table with us, the Superintendent, the chair of the school board, the chief academic officer. They guided us, they instructed us, and they helped us to shape what we consider to be an extraordinary partnership and model."

Mr. Williams then introduced Denise Watts; Executive Director of Project L.I.F.T. Mrs. Watts addressed the members of the Education Oversight Committee. The following statements are transcribed from Ms. Watts's remarks.

"You have to understand that this work is not only important to me because of my background in education, it is also important to me because I was a Project LIFT child growing up in rural poverty and because of education, I have been able to excel beyond my wildest dreams, so the work with Project LIFT is very important. What I hope to do today is to walk you through what Project LIFT is so that everyone leaves with a better understanding.

Essentially and Mr. Williams has already stated Project LIFT is a philanthropic effort, where \$55 million is the goal, \$45 million has already been raised in private funding, to impact students who have previously been educationally disenfranchised. It is an endeavor to affectively model a public-private partnership. When we talk to people at a national level, this aspect of the plan is what is most intriguing. The last effort around Project LIFT is to coordinate and concentrate resources. To not only take the philanthropic dollars at the table, but to also look at what is already there and to find better ways to strategically use those resources to impact student achievement.

The goal of Project LIFT is to focus on nine schools in one geographic area in Charlotte. If you look at these schools and their student achievement and you look at the other social and economic data in the neighborhoods around these schools, then you will find that these nine schools in Charlotte-Mecklenburg are the schools with the greatest need. We can substantiate that with every academic indicator, and you can see some of those listed below. We have about 7,000 children that we are trying to impact and also notable on this slide is that we have double the proportion of students in these schools. These are students with learning disabilities, and other situations that impede learning. If you look at the disparity across Charlotte- Mecklenburg schools we are very proud, obviously, of our accomplishments as a district. We have a 72% graduation rate for all of our students, we have schools in Charlotte-Mecklenburg that have a graduation rate in and above 90%. Just a few miles away from some of these schools that have a 90% graduation rate, we have a school that has a 54% graduation rate. To the Project LIFT board and quite frankly to the CMS team that is unacceptable to have that type of disparity in one school district.

When you look at the data as it breaks down for the non-Project LIFT schools and you compare those schools to the district, again you see at least a 20% disparity in proficiency rates, and this is pervasive and has occurred over time. This is not a one year situation and again this philanthropic concentration of resources is to break that cycle of chronic low performance and decrease the achievement gap. A lot of people ask us, "What is your model?" This slide is representative to the answer of that question. Essentially what we are trying to do is to take a private monetary investment, use the community resources

that are already in place, cultivate a strong partnership with the public school, and focus on what you see in the building next to those tools. That is some policy reform efforts at the very foundational level, but we will focus those tools into four main categories. The area of talent, and you have already heard a lot about talent this afternoon, that is ensuring that we have the most effective teachers and principals in every school. We also believe that there are other areas that we have to address to make sure that all of those great teachers and great leaders have the tools and resources they need to do their jobs well.

So Project LIFT focuses on three additional areas that you haven't heard about a lot today. Time, that is ensuring that not only the quality of time that students spend in school is used well, but also the time that students spend beyond the school day, during the summer and after school that students are getting the academic support and enrichment opportunities that they need. The third area is that of technology. When Project LIFT commenced back in 2010, one of the things that the Project LIFT board did was to go out in the West Charlotte community and they asked the families, "What do you need?" and out of those discussions came the area of technology. The families acknowledged that the technology gap perpetuates the achievement gap. They don't have the access to 21st century tools that our students need to go from the school room to the board room. Project LIFT will provide those opportunities as well. The last area has to do with reengaging our community and parents back into the schools. What you have to understand is that in these nine schools budget cuts at the public school level and at the city and county level caused libraries to be closed and have caused a public distrust. What we are trying to do with education, and I am smart enough to know, that if this project is going to be successful we have to have a grassroots effort to reengage our families in public education. We need to reengage all of the community agencies that want to help with public schools, but don't do so all of the time in a coordinated fashion. So that is having conversations with the schools on how to best serve kids.

In terms of the \$55 million investments, we are not quite there in reaching our goal. I have built a strategic planned budget that focuses on a \$50 million budget to be fiscally smart. As you can see 45% of that budget will be spent in the talent area, and as you have heard today an effective teacher and an effective principal is invaluable. If the project is to sustain beyond five years, we have to cultivate talent and we know that won't expire as some of the other areas may. We have focused about \$16 million on the time category, community support, about \$5 million on technology, and \$2 million on operating expenditures and grants.

This is a very intriguing slide and I will give you the highlights of it. I will have leadership and authority over those nine schools and working with those principals and teachers. I report to the chief academic officer and that person reports up to the Superintendent and the CMS Board of Education. Notice there is a bold line from my role to the Project LIFT Governance Board. That Governance Board is represented in your executive summary, and those people make decisions on how those philanthropic dollars are used. Under me you see a very small staff, but we will work to make sure our schools get the responses that they need. When you are talking about nine schools that have

chronically low performed, those schools, and I can say this as a former principal, need someone with the ability to respond quickly and provide support in a concentrated way. What you will also see on the right side of the slide are all of the partners that we intend to endorse using some of the dollars that Project LIFT has available.

In our partnership with CMS we have also created and devised some operating principals that set us apart from the other zones in CMS. On this slide it represents essentially what those operating principles are. This is what makes the Project LIFT zone different. We will be able to use innovative best practices, we will be able to request reassignment of staff that do not align to the Project LIFT strategic plan, we will be able to implement extended learning opportunities, and we will also be able to extend a comprehensive human resources strategy that includes recruitment professional development, retention and compensation.

If you remember back to our reform model that I showed a few minutes ago, there is a policy piece to Project LIFT. Essentially we are aligning our policy efforts to be aligned with Charlotte-Mecklenburg schools and some of the things that they are pursuing. We also want to compliment the North Carolina Race to the Top priorities and we want to give districts the flexibility they need to serve their student populations well. Some examples of those would be: school calendar, rewarding teachers based on multiple levels of effectiveness, and linking performance to other human resources decisions. When we talk about the talent aspect of Project LIFT, the goal to sum up would be to recruit excellent teachers and leaders, and to make sure that not only every child has a great teacher but every teacher has the support they need to be professionals and to do their job well. So here are some of the goals that we have: source and recruit the highest veteran teachers and the highest potential novice teachers. We have a pretty robust recruitment effort that we are looking at with Project LIFT that I am trying to exploit at a national level through some branding and marketing; not only the charter school network but the TFA Alumni network and universities. We will also be offering some differentiated compensation to recruit, retain and reward performance, and we are also looking at in our schools to differentiate professional development. For these nine schools, our teachers need a different level of professional development and when I talk to them they are very explicit about that. Charlotte-Mecklenburg schools do a great job of rolling out professional development, but that is for 150 plus schools. Of these schools, nine have high issues of poverty and other situations that need some specialized attention. So one of the things that we will be doing in the summer is bringing teachers back on August 6th and paying them a stipend to come back so we will have the opportunity for them to actually get that professionalized opportunity and time to plan for the school year.

Potential partners that we are looking to work with are Teach for America and the University of Virginia School Turnaround Program. The opportunity to have some teacher innovation grants, giving teachers funding for an opportunity to think about a project that they would like to do in their classrooms. Money never trickles down to their level, giving the opportunity for them to explain what that is and funding that project in their classroom. We also have time goals, our time goals essentially focus around kids that are already off track to graduate. These are kids that we know may still be showing

up at school but have mentally dropped out and if we don't intervene they will drop out. So we will be focusing on students that need credit recovery and the most at risk students throughout the school year.

We are very excited about our LIFT Academy. The LIFT Academy will be a separate academy, but will still be a West Charlotte academy where we give students the opportunity to make up credits at a faster rate, but we also wrap those students up in some vocational opportunities so that they can begin to see career pathways that are beyond where they currently are to reinvest them back in to "why Algebra I is important for me in getting a job three or four years down the road". We are also looking at single track year around schools, all of the principals and non-Project LIFT schools have 100% affirmed that this is a direction we need to go down and pursue. We are also looking at STEM, cultural arts opportunities, this summer we will be serving about 2,000 of our at risk students in two summer programs for free. And you can see here some of the partners we are working with: Building Educated Leaders for Life, and Freedom Schools, those will be our two summer partners and potentially some other partners. Additional funding has been allotted to endorse some additional time partners.

Technology is the key that parents brought to our attention. We want to make sure that our families have access, so one of the projects that we are working with right now is Microsoft, they have a Microsoft Digital Inclusion program, which puts computers and internet access into the homes of families that otherwise would not have that. So one of the first steps that we will be making from August to December is rolling out that plan with 500 computers that Project LIFT will subsidize, we are working with Best Buy to provide the training those parents and to manage the inventory. Project LIFT will also be looking at partners so we can pay for internet access for one year for those families and we will continue until we can ensure that all of our families have that access.

Some of the other areas we will look at is making sure our schools and our teachers have the type of 21st century tools that they need. Additionally, in working with Microsoft they want to provide for all of the students and families at West Charlotte high schools, free industry level certification training, so that provides those students and the parents opportunity for employment with specialized training in that area. The last area has to do with reengaging community and parents, so we have some goals here to getting our parents and community reengaged in these schools. One of the things we are really excited about, while this is a planning year for Project LIFT, we get to issue our first grant. For \$950,000 this grant was awarded to communities and schools, we put 18 additional workers in the community with these nine schools. I will give you an example, West Charlotte has five CIS employees, one that just works with the adjudicated youth and four additional ones that case manage 400 of our most at risk students at that school, so we are hoping to see a return on investment there. We have issued PTSA grants to reinstall PTSA's in these schools, looking at incentive programs from parents and for students, childcare so our parents can come and participate without the worry of childcare. We are working with a couple of hospitals right now in Charlotte to ensure that we get a mobile medical clinic to serve the needs of our students that have medical issues that often distract them from learning.

Obviously with a \$55 million initiative there will have to be a robust monitoring and evaluation system, so we intend to do internal evaluations as well as endorsing a third party external evaluation and there will be interim goals set at the end of this school year. Our next steps are to continue working with our advisory committees, begin the implementation of Project LIFT, begin the RFP process, and transition and to assume leadership in the nine schools and that started two weeks ago. There is contact information for me and have a website that has all of this information on it, and we would invite you to visit that website."

Chairman Holloway asked members if they have questions for Mrs. Watts and the Co-Chairs of Project LIFT. Members who asked questions were: Representative Blackwell, Representative Lucas, Representative Brandon, Senator Robinson, Senator Dannelly and Senator Brock.

North Carolina PTA Parent Involvement Initiative:

Chairman Holloway introduced Debra Horton, Executive Director of North Carolina PTA Parent Involvement Program.

Debra Horton addressed the members of the Education Oversight Committee. The following statements are transcribed from Ms. Horton's remarks.

"I really appreciate Project LIFT's introduction and support for what PTA is all about, parent engagement. It is certainly one of the most important pieces of their template and stool for a successful student. The North Carolina PTA members across the state are grateful for this opportunity to share with you our story. One of our hopes for today is to strengthen our relationships with each of your communities to help engage parents, leaders, and school partners in building homeschool connections that benefit students. Building relationships with parents and communities is at the heart of what we do every day for the last 114 years. Research shows that effective parent engagement is one of the pivotal elements in indicative of student achievement. This is why we hope you will join us in making these community connections.

Over 685,000 students in North Carolina are touched each day at their schools and in their community from efforts from North Carolina PTA programs and trainings. PTA's are formed in public, private, and charter schools as well as in the communities of faith. We welcome all parents and caregivers to take part in the benefits of PTA. Our mission is to give parents and others information of how to help in the home and school with education, health and making decisions that are right for their family.

One of the programs that have been supported by many of you in this room, and from others on both sides of the political aisle, is the parent initiative sometimes called PII. We are grateful to our legislative partners for making an investment in the work of NCPTA to

make home and school connections and empower parents with information and resources to support their families. The PII program is a customized approach for each community to identify and put into place efforts that work for them to increase parent involvement. It is not a one size fits all approach, but it is driven by the needs of that community. PII is multilayered with statewide, local and targeted school work. One of our most successful efforts has been the home visit program. In June of 2011 the US Department of Education invited us to present in Washington as one of only three programs recognized in the country for the success of PII, especially in rural, low wealth communities. The success of this North Carolina program has been shared with states across the country for the uniqueness in the collaboration between the state PTA, the legislative assembly, state departments, other non-profits, local resources, the business community, and state level organizations, working together affectively to empower parents. One of the major focuses of the PII program is literacy. Our school coaches observed in most of the home visits the lack of any reading materials, no books, no magazines, no maps, no anything. Our coaches provide standard course of study training for parents, workshops on writing, language arts assessments, and the importance of early reading to students. We also work with the classroom teachers to customize home libraries to further the work going on in the classroom. We hold book club meetings for parents and students, Readers Theater, and partnered with the scholastic literacy foundation to match our dollars and make the resources go farther.

Our parents, school administrators, and teachers all note the increase in parent participation in the schools, reduced absences, better behavior and improved reading scores from work done as part of the PII program in their schools and community. You have a handout in your committee folders today that shares these quotes and more on the parent involvement initiative. It is now my pleasure to have you view the video we showed during our presentation in Washington. There is no better testament to the work then to hear from those closely impacted. Using evidence based methods North Carolina PTA is impacting students learning opportunities by connecting the dots between teachers, schools and parents in a way which enables them to communicate and work together on improving student achievement. While we were not funded to continue this work in the last budget, we hope you will keep in mind the parent involvement initiative and the critical work it provides to our families. Thank you for taking the time to hear our story and view our video, remember the uniqueness of our program is about relationships and those relationships to engage parents to lead to successful students. Thank you for the opportunity to be here today and hearing from those in the video will give you the deep and rich story of those relationships being built to reengage parents and students."

Video of the work done by the PII program was shown to the members of the Education Oversight Committee.

Chairman Holloway asked members if they had questions for Mrs. Horton. Members who asked questions were: Representative Pridgen.

There being no further business, the meeting adjourned at 3:46 pm

Respectfully Submitted,

Representative Holloway, Co-Chair

Cara Philon, Committee Assistant

Effective when Section 5 of S.L. 2011-379 becomes effective, G.S. 115C-301.2(b) as rewritten by Section 5 of S.L. 2011-379 reads as rewritten:

(b) Salary Payments. – State-allotted teachers shall be paid for a term of 10 months. State-allotted months of employment for vocational education to local boards shall be used for the employment of teachers of vocational and technical education for a term of employment to be determined by the local boards of education. However, local boards shall not reduce the term of employment for any vocational agriculture teacher personnel position that was 12 calendar months for the 1982-83 school year for any school year thereafter. In addition, local boards shall not reduce the term of employment for any vocational agriculture teacher personnel position that was 12 calendar months for the 2003-2004 school year for any school year thereafter.

~~Each local board of education shall establish a set date on which monthly salary payments to State-allotted teachers shall be made. This set pay date may differ from the end of the month of service. Each local board of education shall set dates on which salary due to State-allotted teachers shall be paid. These set pay dates may differ from the end of the month of service. Pay dates shall be spaced no more than one month apart, provided the January pay date may be as late as January 31. All payments shall include a full payment for salary due for that pay period. For teachers not employed on year round calendars, the first payment for teachers employed at the start of a school year shall be only for the days employed. The daily rate of pay for teachers shall equal midway between one twenty-first and one twenty-second of the monthly rate of pay. Except for teachers employed in a year-round school or paid in accordance with a year-round calendar, or both, the initial pay date for teachers shall be no later than August 31 and shall include a full monthly payment. Subsequent pay dates shall be spaced no more than one month apart and shall include a full monthly payment.~~

~~Teachers shall be paid only for the days employed as of the set pay date. Payment for a full month when days employed are less than a full month is prohibited, as this constitutes prepayment.~~

~~A teacher who fails to attend scheduled workdays or who has not worked the number of days for which the teacher has been paid and who resigns or is dismissed shall repay to the local board any salary payments received for days not yet worked. A teacher who has been prepaid and who continues to be employed by a local board but fails to attend scheduled workdays may be subject to dismissal or other appropriate discipline. [NOTE: REINSERTS LANGUAGE DELETED IN 2011-379 TO EXPLICITLY PROVIDE FOR RECOVERY OF LIMITED PREPAYMENTS NOW ALLOWED ABOVE.]~~

Any individual teacher who is not employed in a year-round school may be paid in 12 monthly installments if the teacher so requests on or before the first day of the school year. The request shall be filed in the local school administrative unit which employs the teacher. The payment of the annual salary in 12 installments instead of 10 shall not increase or decrease the teacher's annual salary nor in any other way alter the contract made between the teacher and the local school administrative unit. Teachers employed for a period of less than 10 months shall not receive their salaries in 12 installments.

Notwithstanding this subsection, the term "daily rate of pay" for the purpose of G.S. 115C-12(8) or for any other law or policy governing pay or benefits based on the teacher salary schedule shall not exceed one twenty-second of a teacher's monthly rate of pay."

Effective when Section 5 of S.L. 2011-379 becomes effective, G.S. 115C-316(a)(1) reads as rewritten:

“(a)School officials and other employees shall be paid promptly when their salaries are due provided the legal requirements for their employment and service have been met. All school officials and other employees employed by any local school administrative unit who are to be paid from local funds shall be paid promptly as provided by law and as state-allotted school officials and other employees are paid.

Public school employees paid from State funds shall be paid as follows:

- (1) Employees Other than Superintendents, Supervisors and Classified Principals on an Annual Basis. – Each local board of education shall establish a set date on which monthly salary payments to employees other than superintendents, supervisors, and classified principals employed on an annual basis, shall be made. This set pay date may differ from the end of the calendar month of service. Employees may be prepaid on the monthly pay date for days not yet worked. – Each local board of education shall set dates on which salary due to employees other than superintendents, supervisors, and classified principals employed on an annual basis shall be paid. These set pay dates may differ from the end of the month of service. Pay dates shall be spaced no more than one month apart, provided the January pay date may be as late as January 31. All payments shall include a full payment for salary due for that pay period. For employees other than superintendents, supervisors, and classified principals employed on an annual basis not employed on year round calendars, the first payment for such employees employed at the start of a school year shall be only for the days employed. An employee who fails to attend scheduled workdays or who has not worked the number of days for which the employee has been paid and who resigns or is dismissed shall repay to the local board any salary payments received for days not yet worked. An employee who has been prepaid and who continues to be employed by a local board but fails to attend scheduled workdays may be subject to dismissal or other appropriate discipline. The daily rate of pay shall equal the number of weekdays in the pay period. Included within their term of employment shall be annual vacation leave at the same rate provided for State employees, computed at one-twelfth (1/12) of the annual rate for state employees for each calendar month of employment. On a day that employees are required to report for a workday but pupils are not required to attend school due to inclement weather, an employee may elect not to report due to hazardous travel conditions and to take one of the employee's annual vacation days or to make up the day at a time agreed upon by the employee and the employee's immediate supervisor or principal. On a day that school is closed to employees and pupils due to inclement weather, an employee shall work on the scheduled makeup day. Included within their term of employment each local board of education shall designate the same or an

equivalent number of legal holidays as those designated by the State Personnel Commission for State employees.

Section 7 of S.L. 2011-379 reads as rewritten:

Section 5 of this act becomes effective July 1, ~~2012-2012~~, except a local board of education may choose by resolution to defer its effectiveness within its school administrative unit until July 1, 2013. The remainder of this act is effective when it becomes law and applies beginning with the 2011-2012 school year. (Note: This non-underlined part is carried over from S.L. 2011-379 and applies to the other provisions in the bill.)

North Carolina School Boards Association

Q) Will teacher only be paid once a month?

A) It depends on the district. For the first time this legislation will authorize districts to pay more than once a month if they have staffing levels to support more payrolls. The solution may vary from district to district.

Q) If snow days or non-paid leave days etc. occur will districts be prohibited from issuing paychecks?

A) No, this will only limit prepayment in the first pay period of employment.

Q) Will districts be allowed to pay for a full month in December so that teachers can receive their full months pay before Christmas?

A) Yes, this legislation will only affect the first pay period of employment.

Q) My district receives a weather waiver. How does this apply to it?

A) In all honesty, for those district that start earlier in August, this one time transition will be much easier. Many teachers in districts with weather waivers return early enough so that they will receive a full or almost a full month's pay at the end of August.

Q) How will this affect the State Health Plan?

A) DPI is working with officials at the State Health Plan. The State Health Plan understands the problem and has dealt with similar situations in the past. They have committed to working out a plan with DPI so that a teacher will not have to pay for two months of dependent care out of the first pay check.

Q) What role does the State Employees Credit Union (SECU) play in this?

A) SECU can play several roles. First, they are working with districts and employees who use their program to spread 10 paychecks over 12 months to make sure that funds are spread further to cover the two weeks. Additionally, SECU has given assurances that employees will not incur any penalties on mortgages and other loans due to a school district changing its pay date.

Q) How will this change affect teachers who have requested the school district spread payments over twelve pay periods instead of 10?

A) This option will still be available going forward. For teachers who have this option they will still receive their last paycheck for this fiscal year at the end of July. Dependent upon what their school district chooses they will be in the same situation as other teachers for their August paycheck.

Q) When will longevity payments be made?

A) Longevity bonuses will be made in the first pay period if an employee's anniversary is then.

Q) Why is the following language being added: A teacher who fails to attend scheduled workdays or who has not worked the number of days for which the teacher has been paid and who resigns or is dismissed shall repay to the local board any salary payments received for days not yet worked. A teacher who has been prepaid and who continues to be employed by a local board but fails to attend scheduled workdays may be subject to dismissal or other appropriate discipline.

A) This language was in the statute until this past summer's legislation. Because the correction allows for some limited prepayment it needed to be reinserted to allow for recovery of those funds. It makes this statute consistent with other employee statutes.

Q) Has the General Assembly given enough time for this to be implemented?

A) At the request of NCAE, the original provision did not go into effect until July 1, 2012. That gave districts and teachers more than a year to adjust to upcoming change. Because of the confusion, school districts will be able to delay it an additional year if they feel that the district and its employees would be better served by a delayed implementation.

Question & Answer on Technical Correction for Prepayment of Teachers

Q) Is prepayment a common practice in any industry?

A) It is very uncommon, if not unheard of, for a business or governmental entity to prepay for work in a month that is not *recouped* for 10 months (August, June). It is important for our governmental entities to be good stewards of our public taxpayer monies and this is not a sound business practice.

Q) Why is this necessary?

A) Prepayment has raised issues for both administrators and teachers; especially when a teacher leaves and the district is mandated to track him/her down to collect payment. There has also been confusion by teachers when he/she is not paid in June due to the fact that they have already been paid for the weeks they work in June in their August paycheck.

Q) Will teachers now receive a paycheck in June?

A) Yes, teachers will now receive a paycheck in June.

Q) Will teachers be paid less?

A) Absolutely not. Teachers will receive the same amount of annual compensation. However, 2012 W-2s will be less as the compensation is moved to when it is earned (i.e. June).

Q) What happens to employees in year-round schools?

A) Year-round school employees will still be allowed to be prepaid as their employment situation is a unique one where they intermittently get three weeks off. Year-round school employees are not receiving a large pre-payment at the beginning of the school year.

Q) When will a teacher receive their first check?

A) It will depend on how the district implements the provision and when employees return. The first paycheck by law can be no later than the end of the first month of employment. It is still possible for all teachers to receive a pay check at the end of August, for the days employed in August, under this provision.

Q) Why has this process been rushed?

A) It hasn't been rushed. The General Assembly delayed implementation for a year in order to deal with any issues that arose from this process. Further delay may lead to even more confusion. It is also important to note that the current language must be amended because the adopted language includes contradictory instructions.

Q) Who asked for this?

A) Administrators, especially finance officers, have complained about this for years. It was contained in a bill that eliminated burdensome provisions on school districts and teachers so that more resources could be dedicated to the classroom. NCAE, NC School Boards Association (NCSBA) and NC Association of School Administrators (NCASA) all worked collaboratively on the bill. All three organizations have continued to work diligently on this item once the drafting errors were identified. All three organizations support the technical correction.

Q) Will teachers receive a paycheck for August?

A) It will depend on the district; however they will be eligible for a paycheck either the end of the calendar month (for the actual number of days employed) or the end of the first month of employment depending on the districts pay periods.

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2011

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SENATE BILL 105
House Committee Substitute Favorable 4/20/11
Proposed Conference Committee Substitute S105-PCCS65062-LB-16

Short Title: Murder Penalty/Reg Deeds Fees/Teacher Payday.

(Public)

Sponsors:

Referred to:

February 23, 2011

1 A BILL TO BE ENTITLED
2 AN ACT TO INCREASE THE PENALTY FOR CERTAIN SECOND DEGREE MURDERS
3 TO CLASS B1 FELONIES, TO CLARIFY THE FEE FOR REGISTERING CERTAIN
4 INSTRUMENTS WITH A REGISTER OF DEEDS, AND TO MAKE A CORRECTION
5 IN TEACHER PAY DATES.

6 The General Assembly of North Carolina enacts:

7 SECTION 1.(a) G.S. 14-17 reads as rewritten:
8 "§ 14-17. Murder in the first and second degree defined; punishment.

9 (a) A murder which shall be perpetrated by means of a nuclear, biological, or chemical
10 weapon of mass destruction as defined in G.S. 14-288.21, poison, lying in wait, imprisonment,
11 starving, torture, or by any other kind of willful, deliberate, and premeditated killing, or which
12 shall be committed in the perpetration or attempted perpetration of any arson, rape or a sex
13 offense, robbery, kidnapping, burglary, or other felony committed or attempted with the use of
14 a deadly weapon shall be deemed to be murder in the first degree, a Class A felony, and any
15 person who commits such murder shall be punished with death or imprisonment in the State's
16 prison for life without parole as the court shall determine pursuant to G.S. 15A-2000, except
17 that any such person who was under 18 years of age at the time of the murder shall be punished
18 with imprisonment in the State's prison for life without parole. ~~All other kinds of murder,~~
19 ~~including that which shall be proximately caused by the unlawful distribution of opium or any~~
20 ~~synthetic or natural salt, compound, derivative, or preparation of opium, or cocaine or other~~
21 ~~substance described in G.S. 90-90(1)d., or methamphetamine, when the ingestion of such~~
22 ~~substance causes the death of the user, shall be deemed murder in the second degree, and any~~
23 ~~person who commits such murder shall be punished as a Class B2 felon.~~

24 (b) A murder other than described in subsection (a) of this section shall be deemed
25 murder in the second degree, and any person who commits such murder shall be punished as a
26 Class B1 felon if the murder was committed (i) with hatred, ill will, or spite or (ii) with that
27 condition of mind which prompts a person to take the life of another intentionally or to
28 intentionally inflict serious bodily harm which proximately results in death without just cause,
29 excuse, or justification. All other second degree murders shall be punished as Class B2
30 felonies."

31 SECTION 1.(b) This section becomes effective February 1, 2012, and applies to
32 offenses committed on or after that date.



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1 **SECTION 2.** Effective when it becomes law, but expiring at the same time as
2 Section 1 of S.L. 2011-296 expires (currently July 1, 2013), G.S. 161-10(a), as rewritten by
3 S.L. 2011-296, reads as rewritten:

4 **"§ 161-10. Uniform fees of registers of deeds.**

5 (a) Except as otherwise provided in this Article, all fees collected under this section
6 shall be deposited into the county general fund. While performing the duties of the office, the
7 register of deeds shall collect the following fees which shall be uniform throughout the State:

- 8 (1) Instruments in General. – For registering or filing any instrument for which
9 no other provision is made by this section, the fee shall be twenty-six dollars
10 (\$26.00) for the first 15 pages plus four dollars (\$4.00) for each additional
11 page or fraction thereof.

12 ~~When a subsequent instrument, as defined in G.S. 161-14.1(a)(3), is~~
13 ~~presented for registration with reference to more than one original~~
14 ~~instrument for which recording data are required to be indexed pursuant to~~
15 ~~G.S. 161-14.1(b), the fee shall be an additional twenty-five dollars (\$25.00)~~
16 ~~for each additional reference. For any instrument that assigns more than one~~
17 ~~security instrument as defined in G.S. 45-36.4(18) by reference to previously~~
18 ~~recorded instrument recording data that are required to be indexed pursuant~~
19 ~~to G.S. 161-14.1(b), the fee shall be an additional ten dollars (\$10.00) for~~
20 ~~each additional reference.~~

21 When a document is presented for registration that consists of multiple
22 instruments, the fee shall be an additional ten dollars (\$10.00) for each
23 additional instrument. A document consists of multiple instruments when it
24 contains two or more instruments with different legal consequences or
25 intent, each of which is separately executed and acknowledged and could be
26 recorded alone.

27 "

28 **SECTION 3.(a)** Effective when Section 5 of S.L. 2011-379 becomes effective,
29 G.S. 115C-301.2(b), as rewritten by Section 5 of S.L. 2011-379, reads as rewritten:

30 "(b) Salary Payments. – State-allotted teachers shall be paid for a term of 10 months.
31 State-allotted months of employment for vocational education to local boards shall be used for
32 the employment of teachers of vocational and technical education for a term of employment to
33 be determined by the local boards of education. However, local boards shall not reduce the
34 term of employment for any vocational agriculture teacher personnel position that was 12
35 calendar months for the 1982-83 school year for any school year thereafter. In addition, local
36 boards shall not reduce the term of employment for any vocational agriculture teacher
37 personnel position that was 12 calendar months for the 2003-2004 school year for any school
38 year thereafter.

39 ~~Each local board of education shall establish a set date on which monthly salary payments~~
40 ~~to State-allotted teachers shall be made. This set pay date may differ from the end of the month~~
41 ~~of service. Each local board of education shall set dates on which salary due to State-allotted~~
42 ~~teachers shall be paid. These set pay dates may differ from the end of the month of service. Pay~~
43 ~~dates shall be spaced no more than one month apart, provided the January pay date may be as~~
44 ~~late as January 31. All payments shall include a full payment for salary due for that pay period.~~
45 ~~For teachers not employed on year-round calendars, the first payment for teachers employed at~~
46 ~~the start of a school year shall be only for the days employed. The daily rate of pay for teachers~~
47 ~~shall equal midway between one twenty-first and one twenty-second of the monthly rate of pay.~~
48 ~~Except for teachers employed in a year-round school or paid in accordance with a year-round~~
49 ~~calendar, or both, the initial pay date for teachers shall be no later than August 31 and shall~~
50 ~~include a full monthly payment. Subsequent pay dates shall be spaced no more than one month~~
51 ~~apart and shall include a full monthly payment.~~

1 ~~Teachers shall be paid only for the days employed as of the set pay date. Payment for a full~~
2 ~~month when days employed are less than a full month is prohibited, as this constitutes~~
3 ~~prepayment. A teacher who fails to attend scheduled workdays or who has not worked the~~
4 ~~number of days for which the teacher has been paid and who resigns or is dismissed shall repay~~
5 ~~to the local board any salary payments received for days not yet worked. A teacher who has~~
6 ~~been prepaid and who continues to be employed by a local board but fails to attend scheduled~~
7 ~~workdays may be subject to dismissal or other appropriate discipline.~~

8 Any individual teacher who is not employed in a year-round school may be paid in 12
9 monthly installments if the teacher so requests on or before the first day of the school year. The
10 request shall be filed in the local school administrative unit which employs the teacher. The
11 payment of the annual salary in 12 installments instead of 10 shall not increase or decrease the
12 teacher's annual salary nor in any other way alter the contract made between the teacher and the
13 local school administrative unit. Teachers employed for a period of less than 10 months shall
14 not receive their salaries in 12 installments.

15 Notwithstanding this subsection, the term "daily rate of pay" for the purpose of
16 G.S. 115C-12(8) or for any other law or policy governing pay or benefits based on the teacher
17 salary schedule shall not exceed one twenty-second of a teacher's monthly rate of pay."

18 **SECTION 3.(b)** Effective when Section 5 of S.L. 2011-379 becomes effective,
19 G.S. 115C-316(a)(1) reads as rewritten:

20 "(a) School officials and other employees shall be paid promptly when their salaries are
21 due provided the legal requirements for their employment and service have been met. All
22 school officials and other employees employed by any local school administrative unit who are
23 to be paid from local funds shall be paid promptly as provided by law and as state-allotted
24 school officials and other employees are paid.

25 Public school employees paid from State funds shall be paid as follows:

- 26 (1) ~~Employees Other than Superintendents, Supervisors and Classified~~
27 ~~Principals on an Annual Basis. – Each local board of education shall~~
28 ~~establish a set date on which monthly salary payments to employees other~~
29 ~~than superintendents, supervisors, and classified principals employed on an~~
30 ~~annual basis, shall be made. This set pay date may differ from the end of the~~
31 ~~calendar month of service. Employees may be prepaid on the monthly pay~~
32 ~~date for days not yet worked. Each local board of education shall set dates~~
33 ~~on which salary due to employees other than superintendents, supervisors,~~
34 ~~and classified principals employed on an annual basis shall be paid. These~~
35 ~~set pay dates may differ from the end of the month of service. Pay dates shall~~
36 ~~be spaced no more than one month apart, provided the January pay date may~~
37 ~~be as late as January 31. All payments shall include a full payment for salary~~
38 ~~due for that pay period. For employees other than superintendents,~~
39 ~~supervisors, and classified principals employed on an annual basis not~~
40 ~~employed on year-round calendars, the first payment for such employees~~
41 ~~employed at the start of a school year shall be only for the days employed.~~
42 An employee who fails to attend scheduled workdays or who has not worked
43 the number of days for which the employee has been paid and who resigns
44 or is dismissed shall repay to the local board any salary payments received
45 for days not yet worked. An employee who has been prepaid and who
46 continues to be employed by a local board but fails to attend scheduled
47 workdays may be subject to dismissal or other appropriate discipline. The
48 daily rate of pay shall equal the number of weekdays in the pay period.
49 Included within their term of employment shall be annual vacation leave at
50 the same rate provided for State employees, computed at one-twelfth (1/12)
51 of the annual rate for state employees for each calendar month of

1 employment. On a day that employees are required to report for a workday
2 but pupils are not required to attend school due to inclement weather, an
3 employee may elect not to report due to hazardous travel conditions and to
4 take one of the employee's annual vacation days or to make up the day at a
5 time agreed upon by the employee and the employee's immediate supervisor
6 or principal. On a day that school is closed to employees and pupils due to
7 inclement weather, an employee shall work on the scheduled makeup day.
8 Included within their term of employment each local board of education
9 shall designate the same or an equivalent number of legal holidays as those
10 designated by the State Personnel Commission for State employees.

11"

12 **SECTION 3.(c)** Section 7 of S.L. 2011-379 reads as rewritten:

13 "**SECTION 7.** Section 5 of this act becomes effective July 1, ~~2012.~~ 2012, except a local
14 board of education may choose by resolution to defer its effectiveness within its school
15 administrative unit until July 1, 2013. The remainder of this act is effective when it becomes
16 law and applies beginning with the 2011-2012 school year."

17 **SECTION 4.** Except as otherwise provided, this act is effective when it becomes
18 law.

District and School Transformation
Race to the Top Identified Lowest 5% of Elementary, Middle, and High Schools

LEA Number	LEA Name	School Number	School Name	SCHOOL Type - E M H
010	Alamance-Burlington Schools	010303	Alamance-Burlington Middle Col	H
010	Alamance-Burlington Schools	010326	Eastlawn Elementary	E
010	Alamance-Burlington Schools	010357	Haw River Elementary	E
040	Anson County Schools	040306	Anson High School	H
040	Anson County Schools	040309	Anson Middle	M
040	Anson County Schools	040324	Morven Elementary	E
040	Anson County Schools	040330	Wadesboro Elementary	E
140	Caldwell County Schools	140396	Whitnel Elementary	E
181	Hickory City Schools	181318	Hickory Career & Arts Magnet High School	H
240	Columbus County Schools	240318	Boys and Girls Home	H
292	Thomasville City Schools	292318	Thomasville Primary	E
310	Duplin County Schools	310336	Warsaw Elementary	E
320	Durham Public Schools	320310	Eastway Elementary	E
320	Durham Public Schools	320314	Chewning Middle	M
320	Durham Public Schools	320320	Glenn Elementary	E
320	Durham Public Schools	320325	Hillside High	H
320	Durham Public Schools	320344	Fayetteville Street Elementary	E
320	Durham Public Schools	320346	Lowe's Grove Middle	M
320	Durham Public Schools	320355	Neal Middle	M
320	Durham Public Schools	320368	Southern High	H
320	Durham Public Schools	320376	Spring Valley Elementary	E
320	Durham Public Schools	320388	W G Pearson Elementary	E
320	Durham Public Schools	320400	Y E Smith Elementary	E
330	Edgecombe County Public Schools	330312	Coker-Wimberly Elementary	E
330	Edgecombe County Public Schools	330330	W A Pattillo A+ Elementary Sch	E
330	Edgecombe County Public Schools	330334	Princeville Montessori	E
340	Winston-Salem/Forsyth County Schools	340330	Carver High	H
340	Winston-Salem/Forsyth County Schools	340351	Cook Elementary	E
340	Winston-Salem/Forsyth County Schools	340368	Easton Elementary	E

District and School Transformation
Race to the Top Identified Lowest 5% of Elementary, Middle, and High Schools

LEA Number	LEA Name	School Number	School Name	School Type - E M H
340	Winston-Salem/Forsyth County Schools	340376	Forest Park Elementary	E
340	Winston-Salem/Forsyth County Schools	340396	Hill Middle	M
340	Winston-Salem/Forsyth County Schools	340490	Petree Elementary	E
340	Winston-Salem/Forsyth County Schools	340492	Philo Middle	M
340	Winston-Salem/Forsyth County Schools	340701	Sch of Biotechnology Atkins Hi	H
340	Winston-Salem/Forsyth County Schools	340702	Sch Pre-Engineering Atkins Hig	H
340	Winston-Salem/Forsyth County Schools	340700	Sch Computer Technology Atkins	H
360	Gaston County Schools	360480	Pleasant Ridge Elementary	E
360	Gaston County Schools	360520	Woodhill Elementary	E
400	Greene County Schools	400308	Greene Central High	H
400	Greene County Schools	400312	Greene County Middle	M
410	Guilford County Schools	410319	T Wingate Andrews High	H
410	Guilford County Schools	410355	Dudley High	H
410	Guilford County Schools	410364	Fairview Elementary	E
410	Guilford County Schools	410373	Julius I Foust Elementary	E
410	Guilford County Schools	410499	Oak Hill Elementary	E
410	Guilford County Schools	410511	Parkview Village Elementary	E
410	Guilford County Schools	410544	Ben L Smith High	H
410	Guilford County Schools	410580	Union Hill Elementary	E
410	Guilford County Schools	410598	Wiley Elementary	E
420	Halifax County Schools	420304	Aurelian Springs Elementary	E
420	Halifax County Schools	420316	Dawson Elementary	E
420	Halifax County Schools	420324	Enfield Middle	M
420	Halifax County Schools	420328	Everetts Elementary	E
420	Halifax County Schools	420340	Inborden Elementary	E
420	Halifax County Schools	420346	Northwest High	H
420	Halifax County Schools	420348	Pittman Elementary	E
420	Halifax County Schools	420356	Scotland Neck Primary	E
420	Halifax County Schools	420358	Southeast Halifax High	H
420	Halifax County Schools	420376	William R Davie Middle	M

District and School Transformation
Race to the Top Identified Lowest 5% c . elementary, Middle, and High Schools

LEA Number	LEA Name	School Number	School Name	School Type - E M H
422	Weldon City Schools	422318	Weldon Middle	M
422	Weldon City Schools	422700	Weldon STEM High School	H
460	Hertford County Schools	460318	Hertford County Middle	M
460	Hertford County Schools	460332	Riverview Elementary	E
460	Hertford County Schools	460340	Student Development Center	H
470	Hoke County Schools	470330	Hawk Eye Elementary	E
480	Hyde County Schools	480307	Mattamuskeet High	H
540	Lenoir County Public Schools	540325	Northeast Elementary	E
540	Lenoir County Public Schools	540330	Rochelle Middle	M
540	Lenoir County Public Schools	540338	Southeast Elementary	E
600	Charlotte-Mecklenburg Schools	600335	Billingsville Elementary	E
600	Charlotte-Mecklenburg Schools	600374	Druid Hills Elementary	E
600	Charlotte-Mecklenburg Schools	600386	Hawthorne High	H
600	Charlotte-Mecklenburg Schools	600448	Martin Luther King Jr Middle	M
600	Charlotte-Mecklenburg Schools	600489	Bruns Avenue Elementary	E
600	Charlotte-Mecklenburg Schools	600495	Pawtuckett Elementary	E
600	Charlotte-Mecklenburg Schools	600517	Reid Park Elementary	E
600	Charlotte-Mecklenburg Schools	600519	Sedgefield Elementary	E
600	Charlotte-Mecklenburg Schools	600541	Bishop Spagh Community Middle	M
600	Charlotte-Mecklenburg Schools	600553	Thomasboro Elementary	E
600	Charlotte-Mecklenburg Schools	600574	Walter G Byers Elementary	E
600	Charlotte-Mecklenburg Schools	600581	J T Williams Middle	M
640	Nash-Rocky Mount Schools	640326	D S Johnson Elementary	E
640	Nash-Rocky Mount Schools	640354	O R Pope Elementary	E
640	Nash-Rocky Mount Schools	640396	Williford Elementary	E
650	New Hanover County Schools	650384	A H Snipes Academy of Arts/Des	E
700	Pasquotank County Schools	700320	P W Moore Elementary	E
740	Pitt County Schools	740310	Belvoir Elementary	E
740	Pitt County Schools	740375	Northwest Elementary	E
740	Pitt County Schools	740376	Pactolus Elementary	E

District and School Transformation
Race to the Top Identified Lowest 5% of Elementary, Middle, and High Schools

LEA Number	LEA Name	School Number	School Name	School Type - E M H
740	Pitt County Schools	740382	Sadie Saulter Elementary	E
740	Pitt County Schools	740402	Wellcome Middle	M
761	Asheboro City Schools	761320	Charles W McCrary Elementary	E
770	Richmond County Schools	770344	Mineral Springs Elementary	E
780	Public Schools of Robeson County	780324	Fairgrove Middle	M
780	Public Schools of Robeson County	780341	Lumberton Junior High	M
780	Public Schools of Robeson County	780344	Magnolia Elementary	E
780	Public Schools of Robeson County	780393	Red Springs Middle	M
780	Public Schools of Robeson County	780408	Southside/Ashpole Elem	E
780	Public Schools of Robeson County	780410	Townsend Middle	M
790	Rockingham County Schools	790322	Draper Elementary	E
790	Rockingham County Schools	790338	Lawsonville Ave Elem	E
800	Rowan-Salisbury Schools	800363	Knox Middle	M
800	Rowan-Salisbury Schools	800376	North Rowan High	H
830	Scotland County Schools	830702	SHS-Visual & Performing Arts	H
900	Union County Public Schools	900351	Rock Rest Elementary	E
910	Vance County Schools	910376	L B Yancey Elementary	E
940	Washington County Schools	940314	Pines Elementary	E
940	Washington County Schools	940328	Washington County Union	M
960	Wayne County Public Schools	960326	Dillard Middle	M
980	Wilson County Schools	980356	Margaret Hearne Elementary	E
980	Wilson County Schools	980357	Vick Elementary	E

List 2

Conventional high schools with a 4-year cohort graduation rate below 60% in 2009-10 and either 2008-09 or 2007-08

LEA Name	School Number	School Name	School Type - E M H
Hickory City Schools	181318	Hickory Career & Arts Magnet High School	H
Forsyth County Schools	340700	Sch Computer Technology Atkins	H
Charlotte-Mecklenburg Schools	600376	E E Waddell High	H
Charlotte-Mecklenburg Schools	600576	West Charlotte High	H
Charlotte-Mecklenburg Schools	600579	West Mecklenburg High	H
Pitt County Schools	740374	North Pitt High	H
Tyrrell County Schools	890304	Columbia High	H
Wayne County Public Schools	960335	Goldsboro High	H
Wilson County Schools	980318	Beddingfield High	H
		Total: 9 Schools	

RttT Incentive Compensation for Performance in 2010-11 School Year Guidelines adopted by State Board of Education, November 2011

Program Description

In accordance with North Carolina's Race to the Top (RttT) Grant, an incentive award will be distributed as compensation to certified personnel in persistently low achieving schools.

Eligible Schools

There are 118 persistently low achieving schools, as defined in the NC RttT Grant Application. To be eligible for the incentive compensation, the school must achieve higher than expected improvements in the 2010-11 school year, as determined by ABC results.

Eligible Person

An eligible person is a certified employee, who is required to be paid from the NC certified salary schedule, and coded to a persistently low achieving school. An eligible person may only include principal, assistant principal, teacher and student services personnel.

Eligible person must be in pay status for 45 consecutive days during the school year to be eligible for all or part of the incentive. Days on short term or long term disability, workers compensation or leave without pay may not be included in the 45 consecutive days.

Certified personnel, who work more than 45 consecutive days and less than the full 10 month school year, shall be eligible for a pro-rata portion of the incentive.

Part-time personnel are eligible for a pro-rata portion of the compensation incentive. Part-time employees must work at least 20 hours at the school to be eligible for a pro-rata portion.

Substitutes are not eligible. Interim teachers who meet the other eligibility requirements are eligible.

A certified person may be eligible for a maximum of \$1,500.

Retention Requirement

An eligible person who returns to the same persistently low achieving school in 2011-12 shall receive 100% of their eligible bonus.

An eligible person who does not return shall receive 50% of their eligible bonus.

**RttT "Lowest-Achieving" Schools that made High Growth in 2010-11*
Qualified for Performance Incentive Bonus**

Local Education Agency (LEA) Name	School name
Hickory City Schools	Hickory Career & Arts Magnet High School
Durham Public Schools	Spring Valley Elementary
Durham Public Schools	W G Pearson Elementary
Durham Public Schools	Y E Smith Elementary
Forsyth County Schools	Philo Middle
Gaston County Schools	Pleasant Ridge Elementary
Guilford County Schools	T Wingate Andrews High
Guilford County Schools	Fairview Elementary
Guilford County Schools	Julius I Foust Elementary
Guilford County Schools	Oak Hill Elementary
Guilford County Schools	Union Hill Elementary
Hertford County Schools	Student Development Center
Charlotte-Mecklenburg Schools	Billingsville Elementary
Charlotte-Mecklenburg Schools	Martin Luther King Jr Middle
Charlotte-Mecklenburg Schools	Pawtucket Elementary
Pasquotank County Schools	P W Moore Elementary
Pitt County Schools	Pactolus Elementary
Pitt County Schools	North Pitt High
Asheboro City Schools	Charles W McCrary Elementary
Richmond County Schools	Mineral Springs Elementary
Scotland County Schools	SHS-Visual & Performing Arts
Wilson County Schools	Vick Elementary
Wilson County Schools	Beddingfield High

* Note: 27 of the 118 RttT Lowest Achieving Schools made high growth in 2010-11

NCPTA

Parent Involvement Impact

- ☑ Helping Parents Stay Engaged
- ☑ Building Teacher-Parent Relationships
- ☑ Giving Families Tools for Enrichment
- ☑ Focusing on the Whole Child

The Difference Your North Carolina PTA Makes

North Carolina PTA is uniquely positioned as the largest parent-teacher volunteer organization in our state working to help 685,000 children in PTA schools and all children in North Carolina reach their potential.

For more than 90 years, PTAs across North Carolina have maintained a common interest of improving the school experience for North Carolina's children through joint parent-teacher initiatives.

Statewide Impact

NCPTA Convenes Thousands of Parents, Caregivers and Teachers Annually at:

- Parent Education Statewide Conference
- Regional Parent-Teacher Training & Idea Exchange Forums
- Community-Based Family Enrichment Activities
- Emerging Leaders Programs
- Nonprofit Learning Series
- Parent Involvement Teacher Seminars

The statewide reach offered through NCPTA provides valuable, targeted community and local impact for parent engagement.

North Carolina as a Model
"I would certainly encourage other states to look at North Carolina as a model, and I would encourage North Carolina to share their success story with other states to show what you're doing..."

Chuck Saylor
National PTA President
(2009-2011)

National Spotlight

In 2011, NCPTA was invited by the U.S. Department of Education to present in Washington, D.C. on the success of its Parent Involvement Initiative in low-income communities

Tools for School & Home

Available to Teachers and Parents Across NC

- Online Resources & Data Sharing
- Free trainings by NCPTA
- Newsletters to PTA members across the state on parent involvement news

NCPTA

Parent Involvement Impact

NCPTA has phased in research-based practices for parent involvement with dedicated regional coordinators who are tasked with bridging homes and schools.

Through this initiative, parents and teachers are gaining knowledge and skills which are producing real results and lessons learned for statewide application.

"The impact to over 800 students in grades pre-K through fifth has improved their attendance, test scores, their persistence in striving to achieve, and the overall social, emotional, and academic abilities."

*Principal Essie McKoy
Hall-Woodward Elementary School*

Picture This! - a snapshot at the difference parent outreach can make

Schools experience a **dramatic jump in parent participation in family learning opportunities**

- *PTA-Organized Family Involvement Events produce impressive turnouts ranging from 300 to 600 parents and caregivers. – Schools in Forsyth County*
- *The majority of schools with PII coordinators improved their reading test scores over the last three years according to NC Report Cards information*
- *School-Specific Parent Clubs consistently draw 60+ Family Members for Skills Building Education Opportunities – Schools in Forsyth County and Hoke Counties*
- *Interpreter services provided to remove communication barriers at parent-teacher conferences resulted in 30% increase in participation by non-English speaking parents – Coltrane-Webb Elementary, Cabarrus County*
- *NCPTA regional coordinators and teachers get back to the basics with hundreds of home visits to engage families in targeted communities.*

Good, old-fashioned communication is key

Parents and students **build relationships with teachers in unique home visit settings.**

- NCPTA parent engagement activities are founded on nationally recognized best practices and expert research findings.

Evidence-Based Methods

Research shows that effective parent engagement is one of the pivotal elements indicated in student achievement.

The evidence is clear-schools cannot close the achievement gap without partnering with families.

Over 40 years of research has demonstrated that engaging families in their children's education improves student achievement, attendance, and behavior, and increases graduation rates.

- Children spend 70 percent of their waking hours outside of school, and how they spend that time is critical to their success in school.

Like

Tweet

Contact

www.ncpta.org

March 2012

North Carolina PTA

What Did You Do at School?

We thoroughly enjoyed hearing about all the Take Your Family to School Week activities. Check out our [Facebook](#) page to see a few postings about highlights around the state and be sure to share your stories and photos with us! [Write on our wall](#) or send us a quick email at office@ncpta.org.



Try This! Nutrition Month Contest



March is Nutrition Month. We hear some PTAs have planned fun taste tests as a simple way to explore new flavors and sneak in a nutrition lesson or two.

Send us your creative ideas by March 2, and you will be entered to win a family four-pack of tickets to the [NC Symphony "Bug Songs"](#) concert on March 10. Just post "Try This!" on our [Facebook wall](#) followed by a short explanation of your PTA ideas for Nutrition Month, or you can send us an [email](#).

IN THIS ISSUE

- Nutrition Month Contest
- Emerging Leaders Conference
- Reflections District Winners
- Nominate a Terrific Teacher
- Awards Applications Due March 1
- Parent Education Conference
- Just Ask Health Coalition

Join Emerging Leaders in Wilmington



EMERGING LEADERS CONFERENCE

SATURDAY, MARCH 17, 2012 | 9 AM - 3:30 PM

Explore historical perspectives, current issues and new ideas for improving and promoting family engagement, teacher preparedness, and strategies for outreach to support student success. \$10 (includes lunch).

[Learn More](#)

SAVE THE DATE!

Emerging Leaders Conference
March 17, 2012
Wilmington NC

Parent Education Conference
April 28, 2012
Raleigh NC

Summer Leadership Training
June 2, 2012
Raleigh, NC

National PTA Convention
June 21-24, 2012
San Jose, CA

Reflections District Winners Selected

Congratulations to students and PTA families across the state! District winners for Reflections have been selected and will move on to the State Competition. [View a full listing](#) of category placements for dance, film, literature, music, photography and visual arts.



SPECIAL SAVINGS

NC Symphony "Bug Songs"
March 10, 2012
Raleigh, NC

Five Teachers will Receive Parent Education Conference Scholarships



Nominate a teacher today! NCPTA is offering the opportunity for local PTAs to nominate a terrific PTA Teacher in their school for a full scholarship to attend the NCPTA 2012 Parent Education Conference on April 28 in Raleigh. Nominees should be members of a PTA in North Carolina. **Deadline for nominations is March 23, 2012.** Winners will be announced by

early April.

[Learn More](#)

NCPTA Awards Applications are Due March 1

Get recognized – you deserve it! Honor a parent, teacher, principal, administrator or your PTA by applying for an award. Your PTA may be chosen to be in the spotlight at the [Parent Education Conference](#) in Raleigh on April 28.

[Apply Today!](#)

Plan Now for Parent Education Conference in Raleigh

Mark your calendars for **April 28**. We are excited to announce presentations by the following groups:

- Partnership for 21st Century Skills
- Project Unify, an initiative of Special Olympics
- National PTA

Additional workshops and guest speakers will be announced later this month.

Just Ask Health Coalition Launch

Interested in school health?

Want to learn about local and statewide resources, exchange ideas and learn from other advocates?



The Just ASK (Advocates-Schools-Kids) Health Coalition, initiated by NCPTA, is a new network of North Carolina parent and caregiver advocates who are interested in making a positive impact on school health. [Learn More.](#)

Want to learn more? Just Ask! Send us an [email](#) and include your name, school PTA, phone number and health interests.

You are receiving this email because of your relationship with the North Carolina PTA. NCPTA is North Carolina's oldest and largest volunteer organization advocating for the education, health, safety and success of all children and youth while building strong families and communities.



www.ncpta.org

NCPTA Nights with the Bobcats
March 23 and April 20, 2012
Charlotte, NC

OTHER NEWS



Get Inspired; Share our Story
Blue Cross Blue Shield of North Carolina (BCBSNC) Foundation chose NCPTA as a featured organization for *Inspired*, an online storytelling initiative which is drawing attention to people making an impact in their communities

Each time you share our story using the icons on the site, BCBSNC Foundation will invest \$1 into the work of the featured organizations [Watch and Share Today!](#)

NCPTA Latest News
[Read More](#)

Charlotte-Mecklenburg Schools began work on measuring effective teaching and compensation reform more than three years ago. We believe that this is the most important reform needed in public education today. The single biggest school-based factor in how well students learn is the classroom teacher. To improve our schools, therefore, we must improve the quality of our teaching.

This is not a small task. Good teaching is complex and nuanced. It cannot be captured in a single test score or other measure. So we have undertaken the work of defining and then measuring the elements of good teaching. What follows is some of the information we have learned, as well as that collected by others, in grappling with how to to define, measure and reward effective teaching.

What we have learned so far about compensation

Current system is broken

- Still using same salary schedule that originated nationally in 1920s.
- The three qualifications that explain almost 100% of the differences in teacher compensation—years of experience, national board certification, and advanced degrees—explain no more than 1-5% of the differences in teachers' impact on student achievement.

How do we fix the system?

Short-term financial incentives (e.g., bonus programs) are unlikely to improve teacher performance.

- Well-executed recent studies from Nashville, Chicago, and New York show that even sizeable bonus payments to teachers in the short-term do not lead to increased student achievement.
- We have limited research or experience on the impact of long-term comprehensive changes to the salary schedule. Almost all of compensation reform we know about has centered around short-term (1-5 yr) bonus structures.

We do have evidence that even these short-term programs can be designed to attract and retain highly effective teachers.

- Denver Public Schools – Battelle for Kids - Performance Management and Strategic Compensation Review (January 2012) "...program helped attract high-quality teachers and increase retention rates. Teachers hired after ProComp went into effect demonstrated higher performance in Reading and Math..."
- educationfirst - A Review of Select District and CMO Policies and Practices: Teacher Retention Decisions and Compensation Initiatives (February 2012) Referring to findings from the Houston Texas reform "The probability of turnover fell sharply among teachers who received awards."
- Our own mixed experience of using incentives to attract and retain high-performing teachers to high poverty schools. High School Challenge, Strategic Staffing Initiative, Teacher Incentive Fund-Leadership for Educators' Advanced Performance (TIF-LEAP).
- CMS parents and community are largely supportive of performance based pay
- CMS Parent/Community survey (November 2011): Large majority (74-80%) agreed "A performance based compensation system is needed to recruit and keep highly effective teachers."
- Educating Change survey (July 2011): 74% support the concept of a compensation plan for teachers that would allow for different pay based on how effective teachers are in helping students improve academically.

CMS parents and community strongly believe rewards should be tied to more than student achievement.

- CMS Parent/Community survey (November 2011): 90% agreed "compensation system should use more than just student academic achievement to assess teaching effectiveness."

- Educating Change survey (July 2011): 86% believe a compensation plan should factor in more than student achievement.

Requisites for our program

- We need to use data (quantitative and qualitative) to understand who is performing well and why.
- We need multiple sources and forms of data. Multiple forms of feedback from multiple sources.
- MET study results reinforce this. Student feedback on teacher behaviors and multiple observations by multiple observers provide valuable insight into teacher effectiveness. Although there has been some controversy around the idea of using student input, the MET study has found that those who are experiencing good teaching generally recognize it.
- We need a comprehensive performance management system for all employees that emphasizes results rather than qualifications.
 - *A revised teacher and principal pay structure by itself will have a modest effect if the other parts of the human resource management system are not realigned.” - Allan Odden, co-director of CPRE project on Strategic Management of Human Capital in education.*
- We need to be able to provide targeted professional development based on current performance.
- We are individually and collectively accountable for results.
- Our decisions on talent acquisition, development, retention, and compensation should be aligned with results for students.

Development of our program

- Examination of other large urban school districts that were implementing bonus programs for teachers who achieve student achievement milestones. We have reviewed Denver, Houston, Washington DC, Hillsborough Co., FL, and more.
- Research on our own teacher labor force in conjunction with Harvard. This analysis showed us that there is no definitive correlation between certifications, such as National Board, and teaching effectiveness. Some teachers improve with these certifications; many others do not. We have found that degrees and certifications are not useful predictors for teaching effectiveness.
- Three-stage process—(1) develop measures of effectiveness, (2) incorporate these measures into comprehensive performance management system and (3) align recognition and rewards with high performance.

Challenges faced in the development

- Compensation dominates discussion.
 - Initially, we tied work on performance management of teachers directly to compensation. Compensation reform dominated the discussion last year, rather than constructing an effective performance management system and culture. Concern regarding changes in compensation trumps the advancement of any related objectives. We led with compensation reform as a priority and had great difficulty engaging stakeholders in dialogue regarding performance improvement due to concerns over impacts to compensation.
- Existing measures based mostly on tests.
 - Most bonus programs focused only on those teachers who taught courses covered by the state’s mandated testing regime. At best, these programs affected only half the teachers in a district. Some districts have chosen to use school-level achievement to cover teachers of non-tested subjects. This approach is problematic in that teachers are evaluated on a measure over which they have limited/no control.

- While student growth on standardized testing provides objective evidence of teacher effectiveness, it is only one measure of teacher performance. The complex nature of teaching requires a multifaceted approach to its evaluation.
- Calculations of a value-added growth score are technically difficult and are not easily understood by the average teacher. Confidence in the validity of these estimates is lacking among teachers. Furthermore, value-added scores provide no feedback to teachers on how to improve their performance.
- CMS has fully implemented the NC Teacher Evaluation Instrument only recently. While CMS has devoted a great deal of time and resources to training, there is still substantial variation in how principals evaluate teacher performance on the standards.
- Measures unrelated to test scores tend to be labor-intensive (e.g., rubrics that must be completed by multiple observers in multiple observations).
 - Raises issues of scalability.

How those have been overcome

- Establishing multiple measures of teacher performance that incorporate the perspectives of various stakeholders (e.g., school house administrators, master teachers, peer teachers, students, etc.)
- Engaging teachers in the process of clearly defining what effective teaching practices are and how the district can best measure performance on those criteria.
- Rigorous testing of performance criteria to ensure reliability and validity.
- Incorporating validated performance measures into the current evaluation process to produce more accurate appraisals of teacher performance.
- Using technology to scale measures (e.g., video observations from the Measuring Effective Teaching project)

The factors that will be considered in determining teacher performance

- Nine potential measures of effectiveness for teachers
 1. Classroom management
 2. Content pedagogy
 3. Contributions to professional learning community
 4. Hard to staff schools and subjects
 5. Student learning objectives
 6. Student surveys
 7. Teacher observations
 8. Teacher work product (rigor of assignments)
 9. Value-added

How those factors are measured:

- Working teams of teachers are developing a variety of instruments to assess teacher performance on the measures of effectiveness. These instruments include rubrics, user guides, protocols, surveys, etc.
- Principals will not be the sole evaluator of performance on these measures of effectiveness. The teams will use peer teachers, master teachers, and students to provide a more complete view of teacher performance.
- Measures of effectiveness have both evaluative and developmental components. Performance appraisals on the measures of effectiveness will serve as “standardized artifacts” for the formal evaluation process. They will also include prescriptions for targeted professional development for teacher improvement.



**PERFORMANCE MANAGEMENT
AND STRATEGIC
COMPENSATION
LANDSCAPE REVIEW**

Prepared for Charlotte-Mecklenburg Schools
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PERFORMANCE MANAGEMENT AND STRATEGIC COMPENSATION LANDSCAPE REVIEW

This review was prepared for Charlotte-Mecklenburg Public Schools (CMS) to assist the district in achieving the goals stated in the Strategic Plan 2014: Teaching Our Way to the Top. Specifically, the purpose of the report is to help the district explore its goals of *Improving Teaching and Managing Performance* by offering an overview of performance management and strategic compensation efforts in 11 districts from around the country.

The districts highlighted in this report are:

- Denver Public Schools, Colorado
- District of Columbia Public Schools
- Duval County Public Schools, Florida
- Forth Worth Independent School District, Texas
- Fulton County Schools, Georgia
- Hillsborough County Public Schools, Florida
- Houston Independent School District, Texas
- Montgomery County Public Schools, Maryland
- Putnam County School System, Tennessee
- Tulsa Public Schools, Oklahoma
- Wake County Public School System, North Carolina

PERFORMANCE MANAGEMENT IN EDUCATION

In recent years, the topic of education reform has become a central theme in public discourse, drawing increased interest from policymakers and citizens alike. Now more than ever, innovation (through initiatives like charter school expansion, extended learning opportunities, and alternative paths to certification) by states and school districts is encouraged. However, given the current economy and resulting budget shortfalls facing many districts, it is clear that when it comes to school reform, innovation simply for the sake of innovation is not feasible for most school organizations. Rather, districts must examine research and reform efforts from around the country to help guide and justify their initiatives, and engage in meticulous self-examination to ensure that resources are maximized and programs are effective.

Leaders of successful public and private sector organizations may argue that this type of self-monitoring, which involves the strategic use of data to track and support progress toward the achievement of organizational goals, should not just be seen as a reactive effort to survive lean times. Instead, many organizations consider this to be the essence of performance management, and it plays a critical role in ensuring the overall success of any organization.

It should be noted that organizations both within the education community and beyond use varying definitions of performance management. For instance, some organizations refer to employee performance evaluations as performance management. Others use the term to refer to the monitoring and improvement of organizational effectiveness. For the purpose of this report, the term “performance management” will refer to *the practice of aligning performance with an organization’s strategic goals by engaging in a continuous process of identifying and tracking appropriate indicators and using them to support the development of individuals, teams, programs, and processes*. This broad definition encompasses a number of organizational tools and processes including:

- **Balanced Scorecard:** Introduced in the early 1990s, this performance tool revolutionized business-sector management by facilitating data gathering and providing a comprehensive

snapshot of organizational performance in the areas of finance, internal processes, customer satisfaction and learning and innovation. School districts using this system have adapted it to include academic measures.

- **Data Dashboard:** While similar to scorecards in that they display information on organizational performance, the concept of the “dashboard” is more open to flexible interpretation. Scorecards typically include objectives and metrics aligned to strategic goals, whereas dashboards may consist of various charts, graphs, and visual representations of selected performance indicators that may or may not be aligned to strategic goals. Additionally, scorecards generally offer snapshots of performance at one period in time, while dashboards are continuously updated and are more likely to show data in real-time.
- **Baldrige Education Criteria:** The U.S. Department of Commerce’s Baldrige Performance Excellence Program is focused on improving organizational performance through the development of evaluation criteria, provision of leadership and support around performance management, and management of the Malcolm Baldrige National Quality Award. The Baldrige Education Criteria are Leadership; Strategic Planning; Customer Focus; Measurement, Analysis, and Knowledge Management; Workforce Focus; Operations Focus; and Results.
- **Plan-Do-Study-Act Cycle:** This iterative process of quality control is gaining popularity in school districts as a tool for making strategic decisions, aligning action at various organizational levels, and assessing the effectiveness of programs.
- **Six Sigma:** Six Sigma involves a process-improvement methodology based on the Define, Measure, Analyze, Improve, Control (DMAIC) framework. Made famous by organizations like General Electric, Motorola, and a number of Fortune 500 companies, Six Sigma focuses on reducing error or process variation by going through the DMAIC steps while employing strategies such as process mapping, high-level statistical analysis, root cause analysis, and failure analysis.
- **Lean:** Lean is a philosophy of process improvement focused on the reduction of waste. The Lean school of thought is grounded in the belief that in a typical repeatable process, five percent of the time or effort spent adds value for a customer, 35 percent is necessary but does not create value, and 60 percent is wasteful and can be reduced. In Lean, waste comes in 9 forms: defects, overproduction, time spent waiting, underutilization of employee talent, transportation, inventory, motion, excess processing, and space.

The report highlights several districts that have implemented performance management systems to varying degrees of detail. Districts like Fulton County Schools in Georgia, for example, use balanced scorecards and engage in annual strategic planning. Others like Denver Public Schools in Colorado use process improvement strategies to identify efficiencies and generate savings.

COMPENSATION IN EDUCATION

While alternative measures of compensation for educators have gained significant traction in recent years (particularly with the introduction of the federal Race to the Top and Teacher Incentive Fund programs), the practice of aligning employee pay with organizational goals and economic realities has, in fact, been present in American education since the mid-1800s. During that time, schools were intended to provide a moral education for children. To align with that goal, they utilized a boarding pay system through which teachers were offered room and board with families of their students. This arrangement allowed them to be well-positioned to serve as beacons of morality for the children with whom they lived, as well as others in the community.

In the early 1900s, schools began to align their strategic goals with the industrial cash economy and started requiring teachers to have more training and education. During this period, position- or grade-based pay became the norm; that is, high-school teachers were paid more than their elementary-school

colleagues to account for the additional education and training required of them. As a reflection of the social biases of the time, women and minorities were also paid less. As society's view of fairness in the workplace began to shift, however, the single-salary pay system, or pay automatic, gained popularity for its capacity to pay educators in a standardized and fair manner. Through this system, teachers with the same qualifications and years of service earned the same pay regardless of grade or subject taught. Exceptions were made for additional degrees, years of experience, and supplemental responsibilities. It is this system, also known as the step-and-lane (or step-and-level) model, which is used in the majority of schools today.

A number of variations of the traditional step-and-lane system have been implemented around the country, with varying degrees of success. Although many of these are referenced interchangeably, alternative compensation programs vary in their historical context, methodology, and outcomes. They include:

- **Merit Pay:** Merit pay, which first emerged in education around the 1970s, is a system of compensation based on employee performance relative to measureable criteria. While some merit pay programs seemed to elicit positive outcomes in schools during this time, they were, for the most part, deemed unsuccessful. Generally, rewards were small and often distributed based on supervisor preferences, creating widespread distrust in the system.
- **Career Ladders:** Career ladders first gained popularity in the 1980s, particularly with the establishment of Tennessee's Career Ladder Program under then-governor Lamar Alexander. Through this system, which combines elements of teacher evaluation, career development, and compensation, teachers can advance their careers as they improve their performance.
- **Performance Pay:** Performance pay, also known as pay for performance, involves the compensation of employees based on measures of knowledge, skills, or outcomes. This system became popular in the early 2000s and has continued to expand due, in large part, to support from the federal Teacher Incentive Fund (TIF) and private foundation sponsorships. In general, performance pay is used as a stand-alone initiative rather than an inter-related piece of a comprehensive human capital improvement effort.

Most recently, the term "strategic compensation" has become increasingly common in education. It refers to the strategic alignment between desired organizational goals and compensation. Strategic compensation models are designed with a focus on districts' strategic goals, existing structures, related improvement efforts, and human resource policies to develop award models that are integrated within an overarching human capital strategy. While on the surface this appears to be a subtle shift from basic performance pay, in practice, the two systems are markedly different.

In order to move from a basic performance pay system to a true strategic compensation system, the goals for an award model should align with the district's priorities. For instance, if a district's top three priorities are student academic growth, recruitment of teachers in high-need areas, and parent satisfaction, the award model might provide compensation based on things like value-added data, working in hard-to-staff schools or subject areas, and feedback on parent surveys. Ideally, strategic compensation should align with other district programs as well. For example, if a teacher does not earn an award in a specific area, that teacher should have the opportunity to receive meaningful professional development to help him/her improve and hopefully earn a reward the following year.

For districts that are interested in implementing performance management programs, the shift to strategic compensation is particularly important. The coordination of various district efforts (e.g., strategic compensation and professional development) grounded in common goals is central to a performance management culture that uses data to continuously drive progress toward organizational aspirations. This alignment is also extremely beneficial for helping districts realize cost savings through

the reduction of wasteful processes, such as multiple data entries caused by management systems that do not “speak” to each other.

COMPENSATION MODEL TYPES

There are two basic types of compensation models that have emerged across the country in education—bonus models and alternative salary systems. Figure 1A describes some of the major differences between the two models as well as their strengths and weaknesses.

Figure 1A: Bonus Model vs. Alternative Salary System

Bonus Model	Alternative Salary System
<ul style="list-style-type: none"> • Uses step-and-level salary schedule • Allows individuals to earn bonuses on top of their current base pay • Calculates awards based on multiple measures <p><u>Strengths:</u> Bonuses can be motivators, rewards high performers, less intimidating</p> <p><u>Weaknesses:</u> Nearly impossible to sustain financially</p>	<ul style="list-style-type: none"> • Creates a new salary schedule that is not grounded in advanced degrees and years of experience • Calculates awards based on multiple measures. Some measures help calculate base pay while others support bonuses <p><u>Strengths:</u> Bonuses and base pay increases can be motivators, reallocates current funds to help support sustainability</p> <p><u>Weaknesses:</u> Can be intimidating</p>

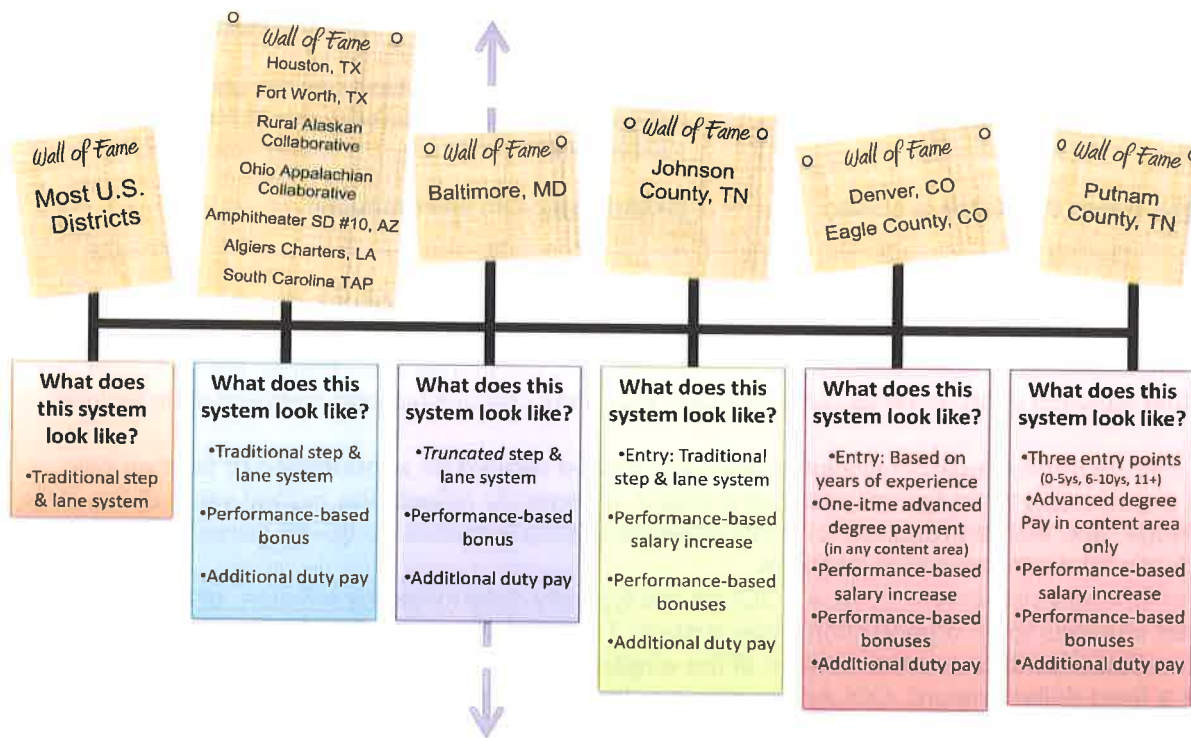
Most education reform efforts in the area of compensation have involved bonus pay models. However, given that 70–90 percent of district expenditures are focused on personnel costs, it may be wise to explore more sustainable options related to employees’ total compensation—that is, the complete pay package that includes cash, benefits, and services. Elements comprising total compensation include:

- **Base Pay:** In most education systems, base pay can be defined as a foundation or floor on pay, which is guaranteed and typically paid as a salary. It generally reflects the market value of the skills, knowledge, and abilities required for a job. Base pay typically makes up 80–85 percent of an individual’s total compensation package.
- **Cost-of-Living Adjustment (COLA):** COLAs are typically determined by inflation, or market-required changes to an organization’s pay system. They are often calculated using federal Bureau of Labor Statistics data and the location of the employee and distributed as a percentage of base pay or a fixed dollar amount. COLAs are regularly included in collective bargaining agreements.
- **Bonus Pay:** Bonus pay is usually provided as a one-time lump sum award to reward employees for performance, attract new employees to join the organization, or encourage other specific behaviors. The important distinction between bonus pay and base pay is that bonus pay does not typically increase an employee’s base pay. The opportunity to earn a bonus may be recurring or it can be a one-time event.
- **Supplemental Pay:** Supplemental pay is compensation provided to employees for extra duties, responsibilities, or time spent working. Common variations of this include coaching stipends, mentoring responsibilities, or working extended-day or extended-year programs.
- **Indirect Compensation:** Indirect compensation is a non-monetary benefit (e.g., health care, retirement benefits, paid time off, discounts for goods and services) provided by a company to its employees.

Alternative salary systems tend to address all or some elements of total compensation, as opposed to strictly awarding bonuses. While these systems are not exactly the same as strategic compensation models, the two are grounded in a similar philosophy. Strategic compensation provides compensation based on outcomes that are essential to the success of a school or district. "Compensation" in this sense could involve base pay increases, one-time bonus awards provided in addition to the traditional salary schedule, or some combination of the two. Those who support alternative salary systems take this idea a step further and argue that if educators are ultimately responsible for student learning, both their salaries and bonuses should reflect their impact on student learning and contributions to the school community, rather than unrelated characteristics such as master's degrees or years of experience. Thus, the alternative salary system is one interpretation of the strategic compensation philosophy.

Bonus models and alternative salary systems are not absolute. Instead, they represent a compensation model continuum. The range of models in this continuum is illustrated in Figure 1B.

Figure 1B: Compensation Continuum



On the left side of the Compensation Continuum we see *Most U.S. Districts*. Currently, the majority of districts across the country use the traditional step-and-lane system, and structure salaries based on years of experience and education levels. The next column provides examples of districts that have implemented bonus award models. These include Houston Independent School District, Fort Worth Independent School District, the Rural Alaskan Collaborative (3 districts), the Ohio Appalachian Collaborative (22 districts), Amphitheater School District #10 in Arizona, South Carolina Teacher Advancement Program, and Algiers Charter Association in Louisiana.

The hashed purple line marks a divide between compensation model types. All models to the right of this line have in some way moved toward a system that is not functionally based on the step-and-lane system as we know it. For instance, Baltimore City Schools (BCS) in Maryland collaborated with its

teachers' union to create a compensation model that truncated the step-and-lane system. Rather than having a unique salary associated with each year of service, years are grouped into steps, with step one applying to teachers with between one and four years of experience. Other features of BCS's model include career ladders and performance-based bonuses. A detailed profile of this district can be found in this report.

Moving across the continuum, you will find examples of various alternative compensation systems, in which experience and education credits are no longer the primary drivers determining pay. Instead, base pay increases, bonuses, supplemental pay, or indirect compensation are determined based on measures of performance, skills, organizational priorities and values, or market-driven considerations. Currently, there are only a handful of districts nationally that have implemented alternative compensation models. The first of these is Johnson County Schools, which is located in the Appalachian town of Mountain City, Tennessee. Under Johnson County's model, participating teachers can earn salary increases based on value-added results, achievement scores, and evaluations. Teachers have the opportunity to receive a percentage pay increase that is almost double what they would have earned on the step-and-lane system. Lexington City Schools, another small Tennessee district, has approved a similar model.

The next two models on the continuum are Eagle County Schools and Denver Public Schools in Colorado. In Eagle County, all new teachers are offered base pay that is aligned to the current market rate for beginning teachers. Then, all teachers can receive salary increases (of up to four percent) based on evaluations derived from 10 or more classroom observations. Also, educators have an opportunity to receive annual bonus checks of up to four percent of their base pay. The amount in these checks is determined by district and school achievement and value-added measures.

Denver Public Schools' has established one of the most recognized teacher pay models in the country. The program, known as ProComp, provides compensation of various types (salary increases, bonuses, and tuition reimbursement) based on four areas: hard-to-staff schools, hard-to-staff positions, classroom performance, and acquiring and using new skills and knowledge. A profile of the ProComp system is provided in this report.

The District of Columbus Public Schools has also implemented an alternative compensation system. The district's *IMPACTplus* program provides bonuses and base increases based on performance. Under DCPS's previous pay structure, a teacher's starting salary was \$42,369, and it took 21 years to achieve the maximum salary of \$87,584. With *IMPACTplus*, a highly effective teacher has the potential to earn \$74,085 in their first year and achieve the maximum salary of \$131,540 in just nine years. Instructional coaches, mentor teachers, and other teachers' union members are also eligible for annual bonuses and base salary increases based on performance. The *IMPACTplus* model is discussed in detail in this report.

The last, and most progressive, compensation model on the continuum has been implemented in the Putnam County School System (PCSS) in Tennessee. The PCSS model compensates teachers through one-time bonuses for advanced degrees in their content area only. Base pay increases are calculated using value-added data, student achievement scores, and evaluations. Teachers can also earn bonuses based on an assortment of building-, team-, and individual-level measures, including ACT scores, value-added gains, and the completion of targeted and specific professional development activities. In addition, stipends are available for taking on mentoring positions or working in hard-to-staff areas. More information on this model can be found in this report.

SUMMARY

The districts featured in this report were selected due to their innovative work in the areas of performance management and/or strategic compensation. They are arranged to reflect a continuum of sorts, with the most progressive strategic compensation districts profiled toward the end. Visual representations of many districts' models are provided throughout the report, with enlarged versions presented in Appendices C and D. The key features of each district's compensation and performance management systems are highlighted in Figure 1C.

Figure 1C: Summary of Districts

District	Compensation	Performance Management
Houston Independent School District	Bonus model (school-based staff)	Scorecards for central-office departments and school levels (elementary, middle, high)
Fort Worth Independent School District	Bonus model (teachers, principals and assistant principals)	None
Fulton County Schools	None	Organizational scorecard, Baldrige quality framework
Wake County Public School System	Bonus model (school-based staff)	Central-office department scorecards
Duval County Public Schools	Bonus model (teachers, principals and assistant principals)	Scorecard-embedded strategic plan
Montgomery County Public Schools	Performance-based career-ladder promotion (teachers)	Baldrige quality framework
Tulsa Public Schools	Bonus model (superintendents)	Central-office department scorecards
Denver Public Schools	Alternative compensation system	Online dashboard for campuses, process improvement efforts
District of Columbia Public Schools	Alternative compensation system	School scorecards, "Plan, Do, Assess" inquiry cycle
Hillsborough County Public Schools	Alternative compensation system (in development)	None
Putnam County School System	Alternative compensation system	None