

DIFFERENTIATED PAY FOR HIGHLY EFFECTIVE TEACHERS  
CUMBERLAND COUNTY SCHOOLS  
Fayetteville, North Carolina  
(Proposal)

INTRODUCTION

This proposal is being submitted to meet the compliance requirements of Sections 8.41.(a) and 8.41.(b) of Senate Bill 744, as referenced in the North Carolina Education Endowment Fund established pursuant to G.S. 115C-472.16.

The intent of this proposal is to present a local plan designed to provide differentiated pay for highly effective classroom teachers. For purposes of this proposal, highly effective teachers are defined as teachers whose students exceed the academic expected growth outcomes as predicted by the Education Value-Added Assessment System (EVAAS) and are rated as proficient or higher on all Standards I-V of the North Carolina Educator Evaluator System (NCEES) on their most recent summary evaluation. These are the teachers that truly epitomize the best of the profession through quality performance standards and are the ones who set standards of performance to be emulated by all teachers.

It is the belief of the Cumberland County Schools that all schools struggle with teacher recruitment and retention, some more than others, yet the challenge remains for all. During the past seven years the Cumberland County Schools has implemented strategic staffing initiatives in hard to staff schools in an effort to recruit and to retain highly effective teachers. The initiatives have been in the form of one federal Teacher Incentive Fund (TIF) pay-for-performance grant that was implemented over a five year period in five schools and through a locally funded initiative implemented in thirteen schools. Even though the models for each of the initiatives were different, primarily due to funding capacity, the outcomes have been very similar in terms of meeting the targeted objective of the initiatives, recruitment and retention of highly effective teachers. In both initiatives, the targeted schools have been more successful in their ability to recruit and retain teachers as a result of the differentiated pay incentive model being in place. Given the experience over the past seven years with the strategic staffing initiatives, the school district believes that being able to expand a differentiated pay model will serve to benefit a greater number of teachers and ultimately have a positive impact on more schools and students.

PROPOSED DISTRICT MODEL

The district believes that the most appropriate differentiated models are the ones that find a way to reward all teachers that prove to be highly effective in terms of exceeding academic student growth and receive ratings as proficient or higher in all Standards I-V on the North Carolina Educator Evaluation System. The following is a description of how highly effective teachers will be identified for differentiated pay incentives through the district plan standards and what the specific criteria of eligibility are for each.

Standard of Performance I: A school-wide assessment evaluation composite score that will include all schools that exceed student academic growth as reported on the Education Value-Added Assessment System. Eligibility requirements for the incentive awards include:

- a. all licensed full time teachers who provide classroom instruction at least 70% of their time
- b. all licensed full time teachers in non-tested subject areas including itinerant teachers (i.e. music, art, drama, band, orchestra, physical education, etc.) on a pro rata basis as long as they meet proficient or higher on all Standards I-V of the North Carolina Educator Evaluation System.
- c. all licensed full time teachers who provide classroom instruction at least 70% of their time who do not start at the beginning of the school year on a pro rata basis
- d. all licensed full time teachers serving as instructional coaches as long as they meet proficient or higher on all Standards I-V of the North Carolina Educator Evaluation System.
- e. all principals and assistant principals (\* the district will agree to remove this item if it will prevent the district from being awarded the proposal)

Standard of Performance II: An individual teacher incentive proponent that rewards highly effective teachers that exceed student academic growth as reported on the Education Value-Added Assessment System that work in a school that does not exceed student academic growth as a school-wide composite. Eligibility requirements for the incentive awards include:

- f. all licensed full time teachers who provide classroom instruction at least 70% of their time in tested subject areas as reported in the Education Value-Added Assessment System.
- g. all licensed full time teachers who provide classroom instruction at least 70% of their time in tested subject areas as reported in the Education Value-Added Assessment System who do not start at the beginning of the school year on a pro rata basis

### INCENTIVE AMOUNT AWARDS

The district recognizes that monetary incentive awards should be reasonable and yet substantial enough to express a certain level of appreciation for a job well done. The district recommends that incentive awards are set at \$3500 for each teacher that exceeds expected composite growth or \$2500 per teacher in a school that exceeded expected composite growth on a school wide level as a whole. Additionally, the district recommends that principals and assistant principals receive incentive awards equivalent to the awards that teachers receive, however, the district does agree to remove the request for administrator participation in the district proposal if their inclusion would prevent the district proposal from being considered.

### LOCAL PLAN PROPOSAL COST ESTIMATIONS

The total cost estimation provided here is predicated upon a review of the number of eligible teachers for Standards I and II of the recommended incentive amounts discussed in the previous section of the proposal. The data utilized in determining the cost estimation is from school year 2013-2014 and is taken from the Educator Value-Added Assessment System (EVAAS) and the North Carolina Educator Evaluation System (NCEES). The total estimated cost for the district proposal is \$3,670,500.<sup>00</sup>.

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