



Gaston County Schools
shaping our future

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Memorandum

To: Senate Appropriations/Base Budget Committee
House Committee on Appropriations
Joint Legislative Education Oversight Committee

From: John S. Tutterow, Ed. D. 
Assistant Superintendent for Human Resources

Through: W. Jeffrey Booker, Superintendent
Gaston County Board of Education

Date: November 19, 2014

Re: Differentiated Pay for Highly Effective Teachers

In response to Senate Bill 744 (Appropriations Act of 2014), you will find the Gaston Alternative Pay Plan (GAPP), accompanying this memorandum, for your review and consideration for funding.

We appreciate the opportunity to submit a proposal that we feel will assist us in attracting and retaining highly effective teachers while recognizing current quality employees. We look forward to hearing the outcome.

GASTON ALTERNATIVE PAY PLAN *(GAPP)*

Submitted: November 19, 2014
Gaston County Schools



shaping our future

GASTON ALTERNATIVE PAY PLAN (GAPP)

Purpose

It is highly important in the current economic times that the Gaston County Schools (GCS) remain competitive in attracting and retaining highly effective teachers and Instructional Facilitators (IFs). Awarding alternative pay beyond the North Carolina (NC) Teacher and Central Office (IFs) Salary Schedules and GCS Supplement Schedules will allow us to recognize school-based, licensed employees for growth in student achievement; school-wide growth; assuming additional academic responsibilities; working in hard-to-staff schools; teaching hard-to-staff subjects; and, student growth tied to Professional Learning Communities (PLCs); grade levels; and/or subject areas. Combining regular pay with alternative pay enhances our ability to fulfill AdvancED Standard 2, *Governance and Leadership*, as well as Goals 2 and 3 of the Gaston County Schools' *Strategic Plan*. These two goals focus on student achievement and quality classroom instruction, respectively. Therefore, pursuant to Senate Bill (SB) 744 (Appropriations Act of 2014), we present the following core principles that provide the foundation for the Gaston Alternative Pay Plan.

Principles

- The plan will be administered equitably and fairly.
- The plan includes licensed teachers in all 56 schools, who spend at least seventy percent (70%) of their work time in classroom instruction, as well as Instructional Facilitators in Title I schools.
- We choose to avoid measures that will pit employees against each other. We want to ensure continued collaboration that has been established by Professional Learning Communities (PLCs).
- The plan will be reviewed continuously to account for unintended consequences, which include but are not limited to changes driven by the North Carolina State Board of Education (SBE), and/or the General Assembly, and/or its committees.

- The evaluation instrument utilized as part of the plan will be the North Carolina Educator Evaluation System (NCEES) and state developed instrument for IFs.
- We believe in individual, PLC/grade level/subject, and school-wide accountability.
- The Superintendent or designee retains the right to weigh factors; make decisions related to unintentional consequences; and/or consider other criteria that he deems relevant.

Definitions

- AdvancEd = regional accrediting body for K-12 schools, colleges, and universities in Southeast United States; formerly known as Southern Association of Colleges/Universities (SACs)
- DPI = Department of Public Instruction; state education department that directs employee licensure, salaries, curriculum, and assessment; takes direction from NC State Board of Education
- EOCs = End-of-Course tests administered in grades 8-12
- EOGs = End-of-Grade tests administered in grades 3-8
- Hard-to-staff school = Criteria issued by the GCS Accountability Department that ranks schools by the number of at-risk factors, i.e., free and reduced lunch; student mobility; student attendance rate; household make-up (one parent or other); suspensions per 100; performance composite; average growth; percent of goals met (AMO); percentage of Exceptional Children; and, minority percentage. Classification as a hard-to-staff school can change annually.
- Hard-to-staff subject = Mathematics; Science; Exceptional Children; Spanish; English as a Second Language; Technology Education; and, Health Occupations/Allied Health. Hard-to-staff subjects can change annually.

- PLCs = Professional Learning Communities; staff members analyze assessment data and lesson plans for instructional and learning purposes

Senate Bill 744 Components

The North Carolina Legislature passed Senate Bill (SB) 744 during its 2014 session, and it stipulated that Differentiated Pay Plans may include the following components:

- Student academic growth.
- Assignment of additional academic responsibilities and leadership roles.
- Assignment to a hard-to-staff school.
- Assignment to a hard-to-staff subject area.

Gaston County Schools' Plan Components

The Gaston County Schools' GAPP Design Team recommends the following components be part of the school district's plan:

- Annual growth in student achievement of students assigned to an individual teacher
- Annual growth in student achievement school-wide
- Annual growth in student achievement of students assigned within a Professional Learning Community (PLC) or grade level and/or subject area, once it is known which data are available
- Service as a mentor
- Assigned to a hard-to-staff school
- Assigned to a hard-to-staff subject area

The following pages display pay plan components; goals/requirements for the components; and the financial award for each group of employees who achieve the goals and/or meet requirements.

ELEMENTARY CLASSROOM TEACHERS;
EXCEPTIONAL CHILDREN'S TEACHERS; LITERACY TEACHERS

(Must be teaching students 70% of the day)

The following are required of elementary classroom; EC; and literacy teachers in GCS elementary schools:

1. All teachers will be evaluated annually under NCEES.
2. Teachers employed in hard-to-fill schools agree to remain in said schools for a minimum of three school years.
3. Teachers on a Monitored or Directed Professional Development Plan become eligible for pro-rated financial awards after successfully meeting the requirements of the improvement plan.
4. Teachers on a Mandatory Improvement Plan are not eligible for awards under this pay plan.

Component	Goal/Requirement	Financial Award
Individual Teacher's Students' Growth	Students exceed growth (K-2 in DIBELS and/or M- CLASS; 3-5 in EOGs) [Does not apply to EC and Literacy Teachers]	\$1500 paid after NC State Board of Education certifies results
School-wide Students' Growth	School exceeds growth (K-2 in DIBELS and/or M-CLASS; 3-5 in EOGs)	\$500 paid after NC State Board of Education certifies results
Academic Responsibilities	Serve as a Mentor to a Beginning Teacher	\$2000 paid over 10 months
Hard-to-Staff Schools	*Criteria determined by GCS Accountability Dept. and reviewed by	\$300 per month PLUS \$3000 at the end of the 3 rd year

Component	Goal/Requirement	Financial Award
	Cabinet *Number of schools with this classification determined by Cabinet and amount of available funding	
Teaching Hard-to-Staff Subject Area	Applies to Exceptional Children (EC) only	\$2000 paid over 10 months and pro-rated if employee is shared between schools
Students' Growth by PLC/Grade Level/Subject	Students exceed growth (K-2 in DIBELS and/or M-CLASS; 3-5 in EOGs) [Does not apply to EC Teachers]	\$500 paid after NC State Board of Education certifies results

**ENGLISH AS A SECOND LANGUAGE (ESL) AND ACADEMICALLY
INTELLECTUALLY GIFTED (AIG) TEACHERS AT THE ELEMENTARY LEVEL**

(Must be teaching students 70% of the school day)

The following are required of ESL and AIG teachers at the elementary level in GCS schools:

1. All teachers will be evaluated annually under NCEES.
2. Teachers employed in hard-to-fill schools agree to remain in said schools for a minimum of three school years.
3. Teachers on a Monitored or Directed Professional Development Plan become eligible for pro-rated financial awards after successfully meeting the requirements of the improvement plan.
4. Teachers on a Mandatory Improvement Plan are not eligible for awards under this pay plan.

Component	Goal/Requirement	Financial Award
Individual Teacher's Students' Growth	Not Applicable	
School-wide Students' Growth	School(s) exceeds/exceed growth (K-2 DIBELS and/or M-CLASS; 3-5 EOGs)	\$500 paid after NC State Board of Education certifies results; pro-rated based on percentage of time in school(s)
Academic Responsibilities	Serve as a Mentor to a Beginning Teacher	\$2000 paid over 10 months
Hard-to-Staff Schools	*Criteria determined by GCS Accountability	\$300 per month PLUS \$3000 at the end of the 3 rd

Component	Goal/Requirement	Financial Award
	Dept. and reviewed by Cabinet *Number of schools with this classification determined by Cabinet and amount of available funding	year; pro-rated based on percentage of time assigned to school(s)
Teaching Hard-to-Staff Subject Area	Applies to English as a Second Language (ESL) only	\$2000 paid over 10 months and pro-rated based on percentage of time assigned to school(s)
Students' Growth by PLC/Grade Level/Subject	Not Applicable	

ELEMENTARY ART, MUSIC, PHYSICAL EDUCATION

The following are required of Elementary Art, Music, and Physical Education teachers in GCS schools:

1. Itinerant personnel are evaluated using NCEES.
2. Itinerant personnel employed in hard-to-fill schools agree to remain in said schools for a minimum of three school years.
3. Teachers on a Monitored or Directed Professional Development Plan become eligible for pro-rated financial awards after successfully meeting the requirements of the improvement plan.
4. Teachers on a Mandatory Improvement Plan are not eligible for awards under this pay plan.

Component	Goal/Requirement	Financial Award
Individual Teacher's Students' Growth	Not Applicable	
School-wide Students' Growth	School exceeds growth (K-2 in DIBELS and/or M-CLASS; 3-5 EOGs)	\$500 paid after NC State Board of Education certifies results and pro-rated based on percentage of time assigned to school(s)
Academic Responsibilities	Serve as a Mentor to a Beginning Teacher	\$2000 paid over 10 months
Hard-to-Staff Schools	*Criteria determined by GCS Accountability Dept. and reviewed by Cabinet *Number of schools with this classification determined by Cabinet and amount of available funding	\$300 per month PLUS \$3000 at the end of the 3 rd year; pro-rated based on percentage of time assigned to school(s)

Component	Goal/Requirement	Financial Award
Teaching Hard-to-Staff Subject Area	Not Applicable	Not Applicable
Students' Growth by PLC/Grade Level/Subject	Not Applicable	

MIDDLE AND SECONDARY SCHOOL CLASSROOM TEACHERS;
ENGLISH AS A SECOND LANGUAGE (ESL) TEACHERS;
EXCEPTIONAL CHILDREN'S (EC) TEACHERS
(Must be teaching students 70% of the day)

The following are required of teachers in GCS middle and secondary schools:

1. All teachers will be evaluated annually under NCEES.
2. Teachers employed in hard-to-fill schools agree to remain in said schools for a minimum of three school years.
3. Teachers on a Monitored or Directed Professional Development Plan become eligible for pro-rated financial awards after successfully meeting the requirements of the improvement plan.
4. Teachers on a Mandatory Improvement Plan are not eligible for awards under this pay plan.

Component	Goal/Requirement	Financial Award
Individual Teacher's Students' Growth	Students exceed growth (Courses assessed by EOGs and EOCs) [Does not apply to EC and ESL Teachers.]	\$1500 paid after NC State Board of Education certifies results; pro-rated based on percentage of time assigned to school(s), if applicable
School-wide Students' Growth	School exceeds growth (Courses assessed by EOGs and EOCs)	\$500 paid after NC State Board of Education certifies results and pro-rated based on percentage of time assigned to school(s), if applicable
Academic Responsibilities	Serve as a Mentor to a Beginning Teacher	\$2000 paid over 10 months

Component	Goal/Requirement	Financial Award
Hard-to-Staff Schools	*Criteria determined by GCS Accountability Dept. and reviewed by Cabinet *Number of schools with this classification determined by Cabinet and amount of available funding	\$300 per month PLUS \$3000 at the end of the 3 rd year
Teaching Hard-to-Staff Subject Area	Applies to Exceptional Children (EC); English as a Second Language (ESL); Mathematics; Science; Technology Education; Spanish; Health Occupations	\$2000 paid over 10 months and pro-rated if employee is shared with other schools
Students' Growth by PLC/Grade Level/Subject	Students exceed growth (Courses assessed by EOCs and EOGs) [Does not apply to EC and ESL Teachers.]	\$500 paid after NC State Board of Education certifies results; pro-rated based on percentage of time assigned to school(s), if applicable

INSTRUCTIONAL FACILITATORS

The following are required of Instructional Facilitators in GCS schools:

1. Instructional Facilitators (IFs) are evaluated using a state-developed instrument.
2. IFs employed in hard-to-staff schools agree to remain in said schools for a minimum of three school years.
3. IFs on an Improvement Plan become eligible for pro-rated financial awards after successfully meeting the requirements of the improvement plan.

Component	Goal/Requirement	Financial Award
Individual Teacher's Students' Growth	Not Applicable	Not Applicable
School-wide Students' Growth	School exceeds growth (K-2 in DIBELS and/or M-CLASS; 3-8 in EOGs and EOCs)	\$1500 paid after NC State Board of Education certifies scores
Academic Responsibilities	Not Applicable	Not Applicable
Hard-to-Staff Schools	*Criteria determined by Accountability Dept. and reviewed by Cabinet *Number of schools with the classification determined by Cabinet and amount of available funding	\$300 per month PLUS \$3000 at the end of the 3 rd year
Teaching Hard-to-Staff Subject Area	Not Applicable	Not Applicable
Students' Growth by PLC/Grade Level/Subject	Not Applicable	Not Applicable