

Surry County Schools *Proposed* Differentiated Pay Plan Based on Senate Bill 744: Appropriations Act of 2014

Background Information

Senate Bill 744: Appropriations Act of 2014 encourages North Carolina Local Education Agencies to develop differentiated pay approaches for classroom teachers based on a teacher's demonstrated effectiveness in teaching in hard to staff schools and/or positions and assuming additional responsibilities in advanced roles (such as lead teacher roles.)

This approach is a different approach than the "25% Pay Increase Plan" discussed last spring when the district was mandated through revisions to GS 115(c)-325-Section 9.6 (g) (Elimination of Teacher Tenure status) to identify 25% of teachers who would receive additional pay to relinquish career status. The new differentiated pay plan is to be developed to recruit and retain highly effective teachers within the school district and to reward highly effective teachers for their work. Some examples of components of differentiated pay plans are:

1. Bonuses to schools with high value-added results (Exceeds Expected Growth).
2. Bonuses to teachers with high value-added results (Exceeds Expected Growth).
 - a. Teachers with high attendance
3. Bonuses to PLCs with high value-added results (Exceeds Expected Growth).
4. Signing bonuses to recruit teachers in hard to fill subject areas.

Surry County Schools Proposed Differentiated Pay Plan

The proposed Surry County School's Differentiated Pay Plan is designed to be a comprehensive plan that offers all eligible certified staff multiple opportunities to earn additional pay for performance. The plan is created to be understandable, directly connected to student performance/achievement, transparent, fair, and equitable. The extra pay incentives shall be based on teacher effectiveness and student growth performance as measured by EVAAS data (school wide and individual teacher performance), a teacher's willingness to teach in hard to staff classroom/school settings, strong and effective PLCs and employee attendance. Awarding of differentiated pay based on school-wide student performance will be **contingent on the availability of accurate state test data and state funding. Current state appropriation of \$10,000,000 is grossly inadequate to fund all of the individual LEA plans!**

- Differentiated Pay Awards will be identified in four (4) levels.

Level 1: School-Wide Student Performance Award

Level 2: Individual Teacher Effectiveness Award

Level 3: PLC Effectiveness Award

Level 4: Recruitment and Retention of staff in difficult to staff positions/schools/classrooms.

- Differentiated Pay Awards will be cumulative. Teachers will be able to receive differentiated pay from all levels in which they meet qualifications.
- All identified certified staff classified as “teacher” will be eligible to participate in the Surry County Schools Differentiated Pay Plan regardless of the teacher’s pay funding source.

The Plan

(School) Level 1 – School-Wide Performance Differentiated Pay: All eligible certified staff will receive a designated amount of differentiated pay if overall school effectiveness rating is **EXCEEDS EXPECTED GROWTH**.

1. Teachers who begin and end the school year in the same school will receive 100% of designated award amount.
2. Teachers leaving during the school year will receive a prorated amount of designated pay based on days employed at the school.
3. Itinerant staff members are eligible for school-wide award at a prorated amount based on (%) percent of time assigned to the school.

Level 1 Rationale: School-wide performance differentiated pay supports the basic belief that schools improve when you promote a collaborative work environment and all staff members are part of the success and achievement of the students. This level will assist in creating a climate of collective thinking and vision among all teachers and create a need for all staff to share instructional strategies and ideas while eliminating isolated, closed door teaching practices.

(Teacher)Level 2 – Individual Teacher Effectiveness Differentiated Pay:

Part A-Individual Teacher Effectiveness: Based on EVAAS data, Analysis of Student Work or locally developed student growth assessments, teachers who earn annual effectiveness rating of **EXCEEDS EXPECTED GROWTH** will be eligible for designated differentiated pay.

Part B-Attendance Incentive: Designed to recognize and reward teachers with differentiated pay for consistent attendance impacting student achievement, teachers with attendance that meets or exceeds the district staff attendance percentage will receive designated pay provided the overall teacher effectiveness rating based on EVAAS data is at least **MEETS EXPECTED GROWTH** or better. Attendance pay is not to exceed \$200.00 per school year (\$100.00 per semester.)

Level 2 Rationale: Extra pay for individual teacher effectiveness allows teachers an opportunity to earn additional performance pay based on their individual effectiveness. This opportunity would directly affect a teacher in a school in which the school wide designation of **EXCEEDS EXPECTED GROWTH** was not met, and the school was not eligible for the Level 1 performance award. If the teacher's overall effectiveness rating is **EXCEEDS EXPECTED GROWTH**, that teacher is eligible for the designated differentiated pay. Level 2 is based solely on an individual teacher's performance, assignment and attendance for the school year.

(PLC)Level 3 – Professional Learning Community Effectiveness

Differentiated Pay: Professional Learning communities that demonstrate high value added results by (exceeding expected growth) on state tests that are part of the EVAAS state model for North Carolina, with all teachers in the PLC exceeding growth would have their individual teacher award doubled (2X).

Level 3 Rationale: Extra pay for professional learning community effectiveness promotes a collaborative work environment and allows teachers an opportunity to earn additional performance pay based on their PLCs effectiveness. This opportunity would directly affect a teacher in a school in which the school wide designation of **EXCEEDS EXPECTED GROWTH** was not met, and the school was not eligible for the Level 1 performance award. If the PLCs overall effectiveness rating is **EXCEEDS EXPECTED GROWTH**, and all teachers in the PLC **EXCEED EXPECTED GROWTH** then they are eligible for the designated differentiated pay. Level 3 is based on an individual teacher's performance and the performance of their PLC, for the school year.

(Talent Development)Level 4—Recruitment of Difficult to Staff

Positions: Designate a percentage of total funds for one-time teacher recruitment signing bonuses for identified difficult to staff positions within the district (Ex. Special Education at all levels, Middle and Secondary Math and Middle and Secondary Science positions). Signing bonuses would be paid to teachers in two increments: half of the bonus at the end of the first semester and half of the bonus at the end of the school year. In

addition a percentage of total funds would be identified to provide on-going teacher support and staff development for teachers in hard to fill positions.

Level 4 Rationale: External competitive differentiated pay will assist with recruiting highly effective teachers. The additional funds identified for on-going support and staff development for hard to fill areas will assist district retention efforts by providing funds to assist with personalized support and continuing education needs for teachers in hard to fill areas.