

2014-2015 Washington County Schools Differentiated Pay for Highly Effective Teachers

Section 8.41(a) Intent-It is the intent of the General Assembly to provide local boards of education additional state funds for local programs to provide differentiated pay for highly effective classroom teachers through funds appropriated from the North Carolina Education Endowment Fund as provided in section 8.11(i) of the act.

Section 8.41 (b) Proposals-Local boards of education shall submit proposals to establish a local program to provide differentiated pay for highly effective classroom teachers to the Senate Appropriations/Base Budget Committee, the House Committee on Appropriations, and the Joint Legislative Oversight Committee by January 15, 2015. KEY ELEMENTS OF WCS PROPOSAL are as follows:

Proposals may include ANY of the following types of differentiated pay for classroom teachers:

- a. Performance-based salary increases for classroom teachers rated highly effective on the North Carolina Teacher Evaluation instrument based on successful performance relative to classroom instruction & STUDENT ACADEMIC GROWTH;
- b. Ensuring that assessment & data systems are capable of measuring student learning growth, providing estimates of value added, and linking student assessment scores to individual teachers;
- c. Identifying tools & measures that go beyond gauging teacher effectiveness that go beyond student test scores; evaluating based on multiple measures such as classroom observations, school-wide learning gains, and district learning gains from previous years.

Definition of Eligible staff & “teachers”

Under this proposal, persons who work directly with students enrolled in the Washington County Schools in an instructional or student support capacity are eligible to receive incentives. For sake of clarity, persons serving as principal, assistant principal, classroom teacher, or someone who works at least 70% of the day providing direct academic instruction to pupils, and those defined by statutory action as a “teacher,” i.e., media coordinators, guidance counselors, academic coaches, academic/subject coordinators, and speech/language pathologists are included. Additionally, instructional/teacher assistants, bus drivers, custodian, school nurses, child nutrition personnel and administrative assistants are included as prospective recipients of incentives, as their contributions to instruction and instructional support of pupils is viewed as a valuable asset to the long-term instructional goals of the Washington County School System.

Base Financial Incentives and a Tiered Approach to Incentivized Compensation

Under this proposal, every administrator and certified “teacher” and instructional/teacher assistant serving in the Washington County School System will receive a base amount of \$250.00 provided:

- a. The school-wide proficiency goal on academic/standardized assessments meets or exceeds 50% proficiency and
- b. The district-wide proficiency goal on all academic/standardized assessments meets or exceeds 50% proficiency

Incentivized pay occurs when academic growth occurs per teacher, resulting in some teachers/leadership staff being eligible to receive higher amounts of compensation than others as measured by the growth standard experienced per teacher

Below is the suggested **BASE** pay plan for Washington County Schools:

Role	Base Amount	Class Differentiation	Campus Progress Award (\$500.00=met \$750.00=exceeded)	Maximum Incentivized Amount Prior to Growth Goals
Administration	\$250.00		\$500.00/\$750.00	\$1,000.00
K-12 Teachers	\$250.00		\$500.00/\$750.00	\$1,000.00
AP Teachers	\$250.00	\$100.00 per class	\$500.00/\$750.00	\$1,400.00 (@4 courses per year)
Exceptional Children’s Teachers (resource/self-contained)	\$250.00	\$100.00 per class	\$500.00/\$750.00	\$1,800.00 presuming 4 self-contained courses (HS) per semester
Certified Instructional Support (Coaches, Media Coordinator,	\$250.00		\$500.00/\$750.00	\$1,000.00

Counselor, etc.)				
Teacher Assistant	\$250.00		\$250.00 (flat rate, regardless of met/exceeded)	\$500.00
Clerical/Custodial	\$250.00		\$250.00 (flat rate, regardless of met/exceeded)	\$500.00
Cafeteria/Bus Driver	\$250.00		\$250.00 (flat rate, regardless of met/exceeded)	\$500.00
Additional Criteria:	5 absences or less per semester. All staff included	Students in class(es) taught deemed to be at- risk	Either: Graduation rate >75% and/or +3% over previous year And/or Grade C or higher under the state accountability model.	

Note: To be eligible for performance payment, employee a) must not have missed more than 5 student instructional days per semester, b) must be employed at the end of the school year, and c) must achieve a minimum rating of “proficient/at standard” on all evaluation measures.

INCENTIVIZED PAY PLANS BASED UPON STUDENT GROWTH

As indicated in the table above, each staff member receives an incentive for their service and school-wide growth, should conditions be met. For individual teachers, however, additional incentivized compensation may occur on a “rolling scale” should students in their class demonstrate growth along the following parameters, thereby increasing their maximum earning potential:

Growth Standard for Individual Classroom Teachers	Amount Awarded in Addition to Amount Payable for School-wide Goals
Threshold/No Growth	\$0.00
.1-.3	\$200.00

.31-.5	Add \$200.00
.51-.7	Add \$200.00
.71-.99	Add \$200.00
1 year plus	Add \$500.00
Maximum Incentivized Earnings Potential for Meeting step for step growth goals:	\$1,300.00 ADDED to School-wide goals amount earned.

Note: This incentive scale is applicable ONLY to classroom teachers. It should be noted, then, that it is possible for there to be the real possibility of earning disparity between and among teachers, which could adversely impact:

- 1) Morale
- 2) Climate
- 3) Decision to return to position for the next school year
- 4) Requests to transfer from school to school or from “level” to “level” in an attempt to teach more academically sound students.

Very thorough communication of this plan and the merits of participating in this plan should be undertaken with the prevailing theme of increased personal/individual accountability among educators resulting in a more effective and efficient operation of school-related endeavors ranging from employee attendance to the quality of instruction and assessment among teachers, to the level of supervision and professional development and coaching provided from school administrators.