

NCSSA Executive Sub-Committee on Pay for Performance  
Response to Section 7A.10(a) Pay for Excellence

The committee reviewed various pieces of research prior to discussing the merits of a pay for performance plan. In one of these pieces from the National Governors Association which studied six states and the lessons learned, the following was identified as areas state leaders should consider when establishing a plan:

- Ensuring that assessment and data systems are capable of measuring student learning growth, providing estimates of value added, and linking student assessment scores to individual teachers;
- Identifying tools and measures for gauging teacher effectiveness that go beyond student test scores; evaluating based on multiple measures (such as classroom observations; aggregate, schoolwide student learning gains; teacher portfolios; student artifacts; teacher value-added scores; and student growth measures); and using evaluation results to identify professional development and other supports for teachers, to help them become more effective;
- Providing high-level leadership and engaging key stakeholders, especially teachers and principals and the organizations that represent them, to develop frameworks, guidelines, and details of new compensation structures; and
- Using reform efforts at the state level in ways that complement one another and maximize other opportunities, such as NGA policy academies or federal grant programs, to support the state's reform agenda.

These recommendations dovetail directly with Section 7A.10(a) which identifies the criteria for award of bonuses or adjustments to base salary to include the following:

1. Annual growth in student achievement of students assigned to a teacher's classroom
2. Annual growth in student achievement of students assigned to a specific school
3. Assignment of additional academic responsibilities
4. Assignment to hard to staff school
5. Assignment to hard to staff subject area

Using these recommendations as a guide, the committee would like to present a two tier approach to pay for performance. There was also consensus that prior to implementing a pay for performance plan three action items needed to occur in the following order:

1. Conduct a comprehensive study of pay for performance plans and identify pilot districts to implement with continuous monitoring, feedback, and adjustment.
2. Conduct a comprehensive study of the current teacher salary schedule. This should include modifications which appeal to current and potential teachers desiring to enter the profession of teaching.
3. Identify a dedicated funding stream which will pay for all licensed and support staff regardless of funding source; ie, state, federal or locally paid employees would be included in the plan and paid with state funding.

At each step there would have to be engaging and interactive conversations with ALL stakeholders for understanding and agreement of the plan. The following chart outlines the two tier approach for conversation.

Tier 1 - School Based Award	Tier 2 - Individual Teacher Award (15% maximum additional award or \$5,000)
School Must Exceed Expected Growth (if possible factor in Free/Reduced Rate to equalize school performance)	Teacher Must Exceed Expected Growth (5% additional pay based on base salary or \$2,000)
All full time staff will receive the amount listed below under the following conditions: 1. Begin and end the school year - 100% of award. 2. Leave during the school year - pro-rated share of award. 3. Eligible personnel are full time employees assigned to the school; itinerant staff are eligible at a pro-rated share based upon time assigned to the school.	Additional academic responsibilities (up to 5% additional pay based on base salary or \$1,000) - these responsibilities will be developed locally and approved by the teachers at the school level, then will receive board approval. - the responsibilities can cover multiple areas such as: mentoring, delivering professional development, instructional coordinator, technology coordinator and school improvement team leadership
Option 1: Licensed Personnel - \$2,500 Teacher Asst. (support staff) - \$1,650 Other support staff (office, custodians, \$ 850 cafeteria)	Assignment to hard to staff school (2.5% additional pay based on base salary or \$1,000)
Option 2: Principal - \$5,000 Asst. Principal - \$3,125 Licensed Teachers and Support - \$2,500 (music, art, PE, etc) Teacher Asst. (support staff) - \$1,650 Other support staff (office, custodians, \$ 850 cafeteria)	Assignment to hard to staff subject area (2.5% additional pay based on base salary or \$1,000)

All schools can compete for the Tier 1 Performance Pay. The rationale behind Tier 1 is schools improve when the entire staff work toward common goals and all are part of the outcome and success. This component would assist in creating a climate for collaboration among all teachers and staff, encourage the sharing of ideas and teaching strategies, and help to eliminate isolation when planning. The second option recognizes the impact a strong principal has throughout a school. It follows the theory principals make an impact on the success of a school.

In addition to or separate from a school exceeding growth, the Tier 2 allows individual teachers to earn additional performance pay. This could affect a teacher in a school which exceeded growth or a teacher in a school that made expected or no growth. Tier 2 is based solely on an individual teacher's performance for that school year. Up to an additional 15% or \$5,000 could be earned if they meet the criteria outlined.