

Consortium for
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State and Local Differentiated Educator Compensation Plans across North Carolina

An Updated Summary of Race to the Top-Funded
Incentives and other Strategic Staffing Plans

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Introduction: Defining Incentives, Pay-for-Performance, and Strategic Staffing¹

Incentives

This brief defines an incentive as *any compensation (financial or in-kind) above a standard rate of pay that is tied to one or more targeted outcomes or behaviors*. In a school setting, incentives most often are tied to recruitment, retention, or performance. Common incentives include pay-for-performance (described below) but also can include non-monetary compensation. For example, Hertford, Hoke, and Dare Counties provide housing to new teachers as a recruitment incentive.²

Pay-for-Performance Incentives

Pay-for-performance—or *differentiated compensation based on one or more performance indicators*—is a ***specific type of incentive*** that most often is tied to analyses of classroom-level student academic outcomes, but also can involve teacher assessment via other quantitative measures (e.g., various grade- and/or school-wide student outcomes, such as graduation rates), qualitative measures (e.g., formal observation results), or combinations of these measures.

North Carolina used Race to the Top (RttT) funds for a ***pay-for-performance initiative for the state's lowest-performing schools***. Through 2012-13, all of an eligible school's staff were awarded the incentive when the school exceeded performance goals. For 2013-14, the initiative included an individual educator performance incentive in addition to the school-level incentive.

Strategic Staffing

Strategic staffing refers to a broad category of approaches to human resources allocation that *purposefully redistribute a state's or a district's educators into roles or positions that maximize their impact on district-, school-, and/or classroom-level outcomes*.³

Strategic staffing plans can include:

1. Staff movement within and across schools;
2. Introduction of additional responsibilities for selected educators (including differentiation of teacher roles through assignment of minor and mid-level leadership roles); and/or
3. Various approaches to differentiated compensation (including pay-for-performance).

¹ Data and text for this brief are from two Consortium for Educational Research and Evaluation–North Carolina (CERE–NC) reports: *Race to the Top Performance Incentives in North Carolina: A Summative Report* (<http://cerenc.org/wp-content/uploads/2014/08/0 - Final Performance Incentives - FINAL - 8.6.14.pdf>); and *Strategic Staffing in North Carolina: A Summative Review of Local and State Implementation across the Race to the Top Period* (<http://cerenc.org/wp-content/uploads/2014/09/State-and-Local-Strategic-Staffing-Final-Summative-Report-9-4-14.pdf>). CERE–NC—a partnership of the SERVE Center at the University of North Carolina at Greensboro, the Education Policy Initiative at Carolina (EPIC) at the University of North Carolina at Chapel Hill, and the Friday Institute for Educational Innovation at North Carolina State University—is conducting the evaluation of the state's use of its Race to the Top funds: <http://cerenc.org>

² <https://www.ncsecufoundation.org/TeacherHouse.html>

³ A review of the literature from which this working definition was derived is included in an appendix.

The North Carolina RttT evaluation used three criteria to determine the comprehensiveness of a district's strategic staffing plan:

- (a) Did the plan *focus on low-performing schools* or student populations?
- (b) Did the plan *differentiate teachers* through some measure of their effectiveness? and
- (c) Did the plan *incorporate some type of incentive* to increase the number of more effective teachers in high-need schools?

The RttT evaluation identified *over 70 North Carolina districts* with strategic staffing plans that met at least one of these criteria. Of those plans, *21 were comprehensive* (i.e., they met all three criteria), and 18 of those included a pay-for-performance component.⁴ Total four-year spending on the plans (SY 2010-11 through SY 2013-14) was about *\$76 million*.

In addition, RttT funds supported a statewide strategic staffing plan to encourage movement of effective teachers to districts and schools that typically experience high staff turnover.

⁴ Three other less-comprehensive plans also include a pay-for-performance component; see Table 2.

Contents of this Brief

This brief includes information about both incentive-only and more comprehensive strategic staffing plans across North Carolina.

- The brief begins with summative findings from the evaluations of the two RttT-funded state-level plans—*pay-for-performance incentives* and *state strategic staffing*—as well as findings from analyses of *local-level strategic staffing* plans.
- These findings and recommendations are followed by supporting tables and figures:
 - **Table 1** (p. 7) outlines all of the ways in which strategic staffing was operationalized across the state during the RttT period.
 - **Table 2** (pp. 8-9) identifies (as of July 2014) districts across the state with strategic staffing plans—from the most complex to the most basic—as well as whether those plans were supported (in part or in whole) by RttT funding. The table highlights plans with clear *pay-for-performance* elements.
 - **Figure 1** (p. 10) populates a map of the state with the same information. The map includes indications of whether a district’s plan(s) was/were supported (in part or in whole) by RttT, as well as whether the district operated a federal School Improvement Grant (SIG)-funded plan that included strategic staffing elements.
- The brief ends with descriptions of a sample of *seven comprehensive district-level strategic staffing plans* from across the state that included one or more *pay-for-performance* elements.

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Findings and Recommendations from Evaluations of the Pay-for-Performance Incentive and Strategic Staffing Initiatives

Race to the Top-Funded Performance Incentives

1. *Little awareness among educators of availability of incentive.* There was little awareness of the performance incentive in the targeted, bonus-eligible schools. Even among schools in which teachers received bonus pay after the first year, there was confusion about eligibility in future years. Awareness of the program increased over time, but even after two years, there was still confusion among teachers about eligibility and the terms of the program. Confusion appeared to be highest in schools in which other grants and programs were present. Awareness was highest in schools with strong communication and relationships with Department of Public Instruction District and School Transformation Coaches. After its introduction in 2013-14, very few teachers and administrators were aware of the additional classroom-level bonus available to tested-subject (e.g., Language Arts and mathematics) teachers.
2. *Little evidence of impact on student performance.* Student performance and growth increased after 2010 (the year before the incentive was introduced) for **both** bonus-awarded and non-awarded but eligible schools. The lack of awareness of the program suggests that the performance incentive had little to do with this improvement.
3. *Few teachers felt motivated by the incentive.* Teachers generally reported (73%) that the performance incentive did not play a major role in their teaching, because they claimed already to be working as hard as possible for their students. Only about 22% of interviewed teachers reported that the incentive played a large role in their own or in their colleagues' practice. Middle and high school teachers were more likely than elementary teachers to indicate that the incentive affected their teaching practices.
4. *Factors other than incentives motivated teachers.* When teachers reported significant improvements to either their own or their colleagues' practice, they often attributed those changes to learning coaches, professional development and training, and collaboration and teamwork—not to the presence of the incentive.
5. *Teachers preferred group incentives to individual incentives.* When teachers were asked whether they supported a school-wide or individual bonus structure, 75 percent favored a school-wide bonus and 25 percent favored an individual bonus structure. Those who favored individual incentives tended to work in school environments that were less collaborative than those who favored the school-wide bonuses.

Race to the Top-Funded State Strategic Staffing Initiative

1. *Little evidence of impact on recruitment and retention.* Only 17 teachers received the recruitment incentive in 2013-14, and none of the interviewed teachers indicated that they were aware of the existence of the incentive before choosing schools. Despite indications from some administrators that it was used for recruitment purposes, there is no evidence available that the incentive actually functioned as either a recruitment or retention tool.

2. *Anecdotal evidence of some impact on school culture.* While limited data prevented the Evaluation Team from drawing conclusions about the impact of the vouchers on student outcomes, teachers and principals suggested that the vouchers may have contributed indirectly in other ways, such as by improving school culture via the increased responsibilities administrators expected of their voucher recipients (e.g., provision of support and professional development for peer teachers; expectations of higher-quality teaching).
3. *Biggest obstacle for state plan: communication.* The primary challenge to the success of the voucher program was a lack of communication between districts, schools, and teachers, although there was some indication in the third year of the initiative from teachers and district administrators that this problem was beginning to be addressed.

Local Strategic Staffing Initiatives

1. *Local plans exhibited broad reach and diversity.* There were 21 districts statewide with comprehensive strategic staffing plans at the end of the RttT period—13 funded partially or wholly by RttT and eight funded entirely by another source. In addition, 49 more plans included some elements of a comprehensive plan. While there were some similarities across plans, overall the plans were diverse. Districts invested about \$76 million in RttT, local, and other federal funding in these plans across the RttT period.
2. *Plans with multiple components appeared to provide better support for equitable teacher distribution.* Pairing incentives with support for non-monetary variables such as school climate appeared to be key factors in the success of plans designed to increase low-achieving students' exposure to effective teachers. Plans with multiple ways for educators to earn rewards may increase a district's likelihood of more equitably distributing its most effective teachers.
3. *Plans with flexible designs and a local focus appeared to be more portable.* Plans that leveraged a district's existing pool of effective teachers (rather than relying on recruitment from outside the district) and that allowed for flexible implementation across schools in a district showed promise for being more portable—that is, more likely to be implementable in other districts—than did rigid plans that relied solely on incentives.
4. *Biggest obstacle for local plans: sustainability.* Strategies that may help to ease sustainability pressures include making identification of sustaining funds part of the strategic staffing plan's ongoing implementation from the start, and considering ways to support the plan with funds currently earmarked for other purposes that directly relate to the strategic staffing plan.

Recommendations

- *Direct resources to fully-realized strategic staffing plans rather than to incentive-only plans.* Performance incentives alone may not be the best strategy for increasing the effectiveness of teachers or the quality of schooling for low-performing students and schools.
- *Prioritize development and maintenance of a comprehensive communications plan.* Participant feedback demonstrated that clear, consistent, and constant communication between implementers and teachers, as well as among implementers, is critical to the success of the recruitment and retention aspects of any staffing initiative.
- *Design plans with shorter-term staffing targets—e.g., recruitment and retention of effective teachers—rather than with longer-term student achievement goals.* Recent quantitative research and early qualitative evidence from North Carolina’s state and local-level strategic staffing plans offer little evidence of a direct link between strategic staffing components (such as incentives) and improvements in student achievement, but there is growing evidence for the impact of strategic staffing on intermediate outcomes (such as recruitment and retention of effective teachers) that may have longer-term impacts on student achievement.
- *Plan for sustainability.* Even the longest-running, most robust, and most successful plans across the state struggle to maintain ongoing funding; consider pursuing multiple funding sources, and plan for the end of each funding source several years in advance.
- *Work together across school district boundaries.* Currently, there is no formal mechanism in place for districts to learn from each other’s experiences with the state-level initiatives and the dozens of local-level plans. The state should work with districts interested in developing or revising a strategic staffing plan to find ways to connect them with others across the state who can share their experiences and learnings.
- *Explore multiple plan options.* Similarly, districts interested in developing or revising a strategic staffing plan should consider multiple approaches and should be open to early experimentation with those approaches to support the development of an optimal plan for each district’s specific conditions.
- *Review the latest research.* In addition to consulting with each other, districts also should stay current on constantly-updated findings about the effectiveness of new staffing strategies and work to share those findings with administrators and their human resources departments. As approaches to strategic staffing continue to expand, so, too, do data and evidence about their feasibility, sustainability, and effectiveness.

Tables and Figures

Table 1. Summary of Variations in Strategic Staffing Plans across North Carolina

Element	Approaches to Operationalization
Focus on High-Need Schools	<p>School identification based on:</p> <ul style="list-style-type: none"> • Measures of student socioeconomic characteristics • Size of special needs population • Teacher turnover rates • NC ABCs Performance Composites and other measures of student achievement and/or growth • Judicial mandate
Focus on Differentiation of Educator Effectiveness	<p>Differentiation based on:</p> <ul style="list-style-type: none"> • Student performance and/or growth (via value-added modeling or some other method) • Formal and informal educator evaluations • Voluntary participation in optional school programs • Other qualitative measures (e.g., evidence of leadership, results of mandatory re-application for positions, etc.)
Incentives in Support of High-Need School and Teacher Differentiation Foci	<p>Individual incentives based on:</p> <ul style="list-style-type: none"> • <i>Actions</i> <ul style="list-style-type: none"> ○ Development of exemplary teaching materials ○ Willingness to move to a within-LEA target school ○ Willingness to take on leadership roles ○ Willingness to take on challenging teaching assignments ○ Participation in targeted professional development and/or additional coursework • <i>Performance</i> <ul style="list-style-type: none"> ○ Student performance and/or growth ○ Educator evaluation results <p>Other incentives:</p> <ul style="list-style-type: none"> • Grade- and school-wide incentives based on grade-level or school-wide student performance and/or growth (including incentives for non-certified staff) • Incentives in support of targeted professional development and additional coursework • Recruitment incentives • Retention incentives • Non-financial incentives (e.g., housing, equipment, etc.)

Table 2. Strategic Staffing Plans across the State, 2013-14 (**Bold** = plan with pay-for-performance elements)

School Districts with Plans in the 2013-14 and/or 2014- 15 School Years	Strategic Staffing Plan Components		
	Identification of Effective Teachers	Incentives	Focus on High- Need Schools

Plans Meeting All Three Criteria

Alamance-Burlington	X	X	X
Anson~	X	X	X
Cabarrus	X	+	+
Cumberland~	X	X	X
Durham~	X	X	X
Winston-Salem/Forsyth~	X	X	X
Gaston~	X	X	X
Greene~	X	X	X
Guilford~	X	X	X
Halifax~	X	X	X
Iredell-Statesville	X	X	X
Charlotte-Mecklenburg~	X	X	X
Nash-Rocky Mount~	X	X	X
New Hanover~	X	X	X
Northampton^	X	X	X
Pitt~	X	X	X
Rowan-Salisbury	X	X	X
Vance	X	X	X
Wake~	X	X	X
Washington~	X	X	X
Wayne	X	X	X

Components:

1. District indicates that it attempts to determine or differentiate teacher effectiveness in some way
2. District's plan focuses on high-need schools or on identified student needs, based on data
3. District offers – or plans to offer – incentives *clearly linked to other strategic staffing efforts*

Notes:

* Plan with incentives only (no clear linkage to supporting high-need schools or to differentiating teachers by effectiveness); listed but not included in counts of strategic staffing plans

^ Plan details not verified by district

+ Plan only; no identified funding source(s) or not yet implemented

~ District with strategic staffing elements in its federal School Improvement Grant plan

† Incentives present, but not linked to district's other strategic staffing element(s)

Bold - Plan includes a pay-for-performance element

Plans Meeting Two Criteria

Ashe^	X		X
Caldwell	X	+	
Carteret	X		X
Columbus	X		X
Dare	X		X
Lexington City	+	+	
Duplin	X		X
Edgecombe~		X	X
Hyde	+		+
Lincoln^	X		X
Madison	X		X
Moore~		X	X
Randolph	X		X
Richmond~	X		X
Sampson	X	X	
Stanly^	X		X
Union		X	X
Warren	X	X	
Wilson^		X	X

Table 2. Strategic Staffing Plans across the State, 2013-14 (**Bold** = plan with pay-for-performance elements)

School Districts with Plans in the 2013-14 and/or 2014- 15 School Years	Identification of Effective Teachers	Incentives	Focus on High- Need Schools
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Plans Meeting One Criterion

Bladen	X		
Burke	X		
Clay	X		
Kannapolis City	X		
Hickory City	X		
Chatham		†	X
Edenton-Chowan	X		
Whiteville City	X	†	
Craven			X
Thomasville City	X		
Franklin	X		
Graham	X		
Hamett			X
Haywood			X
Hertford			X
Hoke	X	†	
Johnston			X
Jones	X		
Martin			X
McDowell	X		
Mitchell	X		
Pamlico			X
Elizabeth City-Pasquotank	X		
Pender	X		
Rutherford	X		
Clinton City	X		
Stokes			X
Swain	X		
Tyrell	X		
Yadkin			X

Components:

1. District indicates that it attempts to determine or differentiate teacher effectiveness in some way
2. District's plan focuses on high-need schools or on identified student needs, based on data
3. District offers – or plans to offer – incentives *clearly linked to other strategic staffing efforts*

Notes:

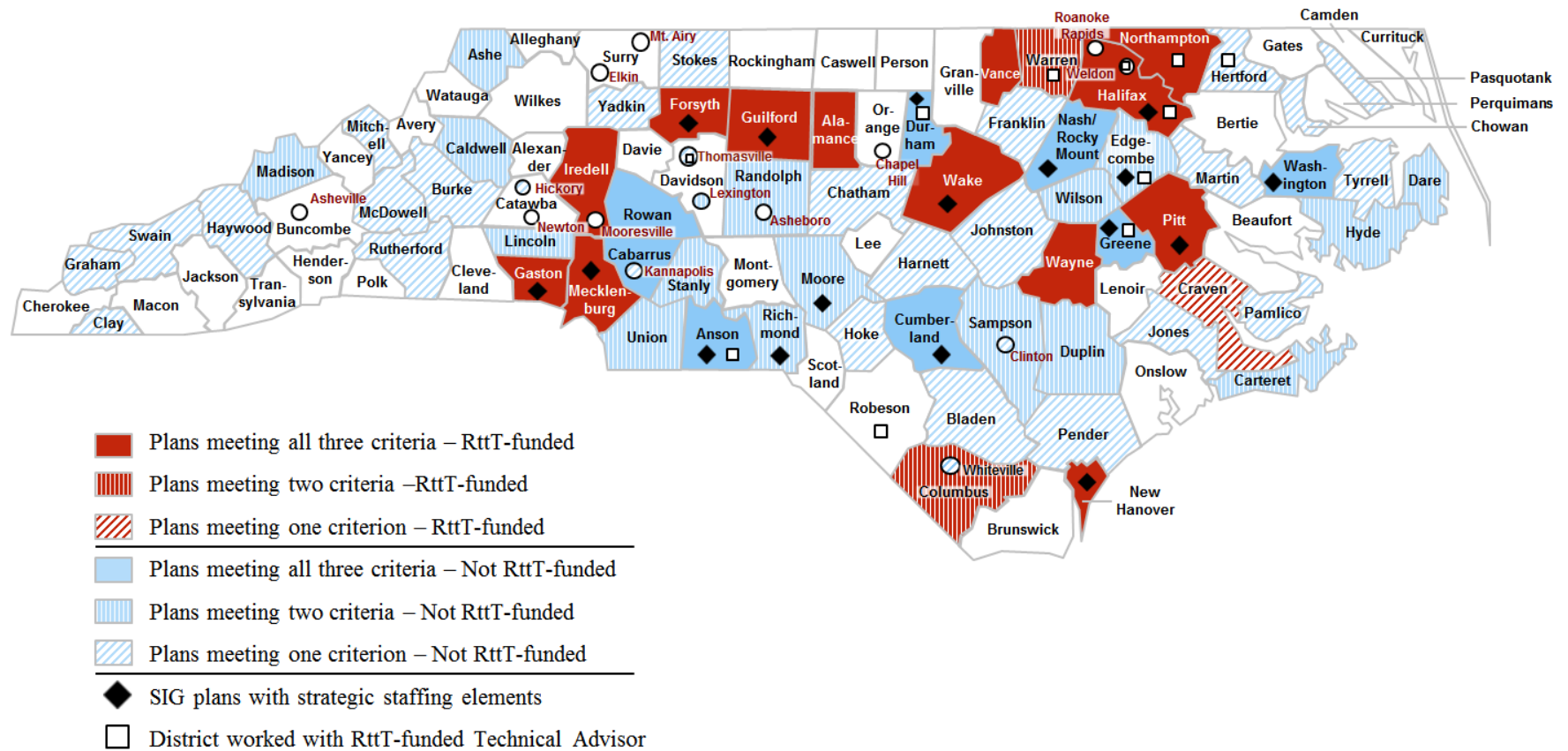
- * Plan with incentives only (no clear linkage to supporting high-need schools or to differentiating teachers by effectiveness); listed but not included in counts of strategic staffing plans
- ^ Plan details not verified by district
- + Plan only; no identified funding source(s) or not yet implemented
- ~ District with strategic staffing elements in its federal School Improvement Grant plan
- † Incentives present, but not linked to district's other strategic staffing element(s)
- Bold** – Plan includes a pay-for-performance element

Other LEAs of Note

Weldon City*		X*	
Lee*		X*	
Lenoir*		X*	
Rockingham*		X*	
Surry*		X*	

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Figure 1. LEA-Level Strategic Staffing Plans, 2013-14



Note: Districts with plans that included only an incentives component with no clear linkage to supporting high-need schools or to differentiating teachers by effectiveness are not identified in this figure. These districts are listed at the end of Table 1.

Highlighted Plans (in Alphabetical Order)

Charlotte-Mecklenburg Schools

The Charlotte-Mecklenburg Schools (CMS) approach to building sustainable human capital capacity in high-need schools focuses on school leadership and leader retention as the keys to school turnaround.⁵ Principals in their first five years of leadership are provided with a layered series of school leadership-focused programs, including: the Queens University/McColl Educational Leadership Institute; consultant coaching; and strategic coaching for struggling principals. The LEA also addresses high-need school staffing and teacher development via a partnership with Teach for America and a federally-supported program called the New Teacher Project.

In past years, CMS has provided signing bonuses and student achievement growth-based salary supplements via a Teacher Incentive Fund (TIF) grant (detailed below), but 2011-12 was the final year of this program (though some elements of the TIF program were continued at individual schools with federal School Improvement Grant [SIG] awards). In addition, CMS has supported a separate Strategic Staffing Initiative (SSI) with a focus on school leadership through a combination of local and RttT funds, as well as a staffing and incentive structure referred to as an Opportunity Culture plan at some of its Project Leadership and Investment for Transformation (L.I.F.T.) schools.

1. Teacher Incentive Fund: LEAP (2007-08 through 2011-12)

CMS adjusted its TIF-funded merit pay plan each year. The first three years of the plan (2007-08 through 2009-10) included recruitment and performance-based bonuses, in addition to professional development-related stipends. For the final two years of the program (2010-11 and 2011-12), the LEA focused all of its resources on a more complex series of performance-based bonuses only. Each iteration is described in more detail below.

2007-08 through 2009-10: For the first three years of the program, teachers and principals were eligible for recruitment signing bonuses of \$10,000 for accepting positions in hard-to-staff, high-need schools, and teachers also were eligible for signing bonuses of \$8,000 for agreeing to teach hard-to-staff subjects (math, science, special needs, high school subjects with end-of-course exams). Stipends of \$115 per day were provided for professional development activities, or for assuming additional leadership responsibilities related to student achievement. Performance-based incentives changed each year as per-course Student Learning Objectives (SLOs, used to measure student growth in non-tested subjects) and teacher- and school-level Value-Added Measures (VAMs) were introduced in the LEA alongside extant state tests.

⁵ For a more complete discussion of this plan, see: Travers, J., Christiansen, B., Institute, A., & Education, R. S. (2010). *Strategic staffing for successful schools: Breaking the cycle of failure in Charlotte-Mecklenburg schools*. Aspen Institute.

Year 1 (2007-2008)

- a. *Recruitment Bonuses*. \$10,000 signing bonus for teachers and principals who accepted positions in hard-to-staff, high-need schools; \$8,000 signing bonuses for teachers who agreed to teach hard-to-staff subjects
- b. *Stipends*. \$115/day, including benefits for attending approved professional development or assuming leadership roles and extra duties that are related to improving student achievement
- c. *Performance-Based Bonuses (based on EOG/EOC scores)*. Up to 15% of employee's normal salary for High Growth and up to 10% for Better-than-Expected Growth

Year 2 (2008-2009)

- a. *Recruitment Bonuses*. \$10,000 signing bonus for teachers and principals who accepted positions in hard-to-staff, high-need schools; \$8,000 signing bonuses for teachers who agreed to teach hard-to-staff subjects
- b. *Stipends*. \$115/day, including benefits for attending approved professional development or assuming leadership roles and extra duties that are related to improving student achievement
- c. *Performance-Based Bonuses (based on Student Learning Objectives [SLOs])*. Bonuses paid as flat amounts of \$5,600 for principals and \$4,200 for assistant principals for facilitation, and of \$1,400 for each SLO completed by teachers (to a maximum of \$2,800)

Year 3 (2009-2010)

- a. *Recruitment Bonuses*. \$10,000 signing bonus for teachers and principals who accepted positions in hard-to-staff, high-need schools; \$8,000 signing bonuses for teachers who agreed to teach hard-to-staff subjects
- b. *Stipends*. \$115/day, including benefits for attending approved professional development or assuming leadership roles and extra duties that are related to improving student achievement
- c. *Performance-Based Bonuses:*

Position	Criteria	Amount	Total
Principals	SLO Facilitation	\$1,000 (Tier 1) \$1,500 (Tier 2) \$2,000 (Tier 3)	Up to \$4,000
	School Growth (VAM)	\$500-\$2,000 (in top 40% of LEA)	
Assistant Principals	SLO Facilitation	\$750 (Tier 1) \$1,125 (Tier 2) \$1,500 (Tier 3)	Up to \$3,500
	School Growth (VAM)	\$500-\$2,000 (in top 40% of LEA)	
Teachers with EOC/EOG Test(s)	SLO Attainment	\$1400/SLO (2 required)	Up to \$5,300
	Classroom Growth (VAM)	\$500-\$2500 (in top 30% of LEA)	
Teachers without EOC/EOG Test(S)	SLO Attainment	\$1,400/SLO (2 required, 1 optional in lieu of Team Growth)	Up to \$4,200
	Team Growth	\$400- \$1,400 (in top 30% of LEA)	

2010-11 through 2011-12: For the final two years of the program, CMS eliminated the recruitment bonuses and daily stipends in favor of a complex performance-based, incentives-only plan that took into account data from SLOs, school-level VAMs, and individual teacher VAMs. Under this revised plan, administrators could earn up to \$5,400 per year, and teachers could earn up to \$7,400 per year.

Years 4-5 (2010-2011 and 2011-2012)

Position	Criteria	Amount	Total
Principals	SLO Facilitation	\$1,800	Up to \$5,400
	School Growth (VAM)	\$2,200-\$3,600 (in top 40% of LEA)	
Assistant Principals	SLO Facilitation	\$1,800	Up to \$4,700
	School Growth (VAM)	\$1,500-\$2,900 (in top 40% of LEA)	
EOG/EOC Teachers (Primary Instructors)	SLO Attainment	\$1,000/SLO (2 required)	Up to \$7,400
	School Growth (VAM)	\$1,000-\$2,400 (in top 40% of LEA)	
	Individual Growth (VAM)	\$2,000-\$3,000 (in top 30% of LEA)	
Shared-Instruction Teachers (Secondary Instructors)	SLO Attainment	\$1,000/SLO (2 required)	Up to \$6,400
	School Growth (VAM)	\$1,000-\$2,400 (in top 40% of LEA)	
	Team Growth (VAM)	\$1,000-\$2,000 (in top 30% of LEA)	
Non EOG/EOC Teachers	SLO Attainment	\$1,000/SLO (2 required)	Up to \$4,400
	School Growth (VAM)	\$1,000-\$2400 (in top 40% of LEA)	

2. *Strategic Staffing Initiative (Start Year: 2008-09)*

The CMS Strategic Staffing Initiative (SSI) is a multiple-year, two-phase initiative. To date, 28 CMS schools have participated (seven beginning in 2008-9, seven in 2009-10, six in 2010-11, six in 2011-12, and two in 2012-13).

The first phase of the plan, which covers the first three years of a school's five-year participation in the initiative, combines a school principal talent search and recruitment process with ongoing support and a supplement/benefits pay plan. The talent search—which is part of a broader CMS Talent Pool Process for planning for principal succession—screens potential candidates for leadership positions at high-need schools. These potential candidates are identified by the superintendent, chief academic officer, and area superintendents as being potential change-leaders. They come from a pool that includes current CMS teachers who have demonstrated the potential for leadership, current CMS principals who have shown gains in student achievement that surpass a year's worth of growth in a year's worth of instruction, and others. Principals selected to participate are moved to a low-performing school, are allowed to select their assistant principals, literacy specialists, and behavior management experts, and are allowed to bring up to five staff members (who also have demonstrated effectiveness in increasing student achievement) with them; they also are allowed to dismiss current teachers who they consider to be disruptive to the development of

a healthy and successful school culture. These principals receive priority attention from the CMS central office whenever issues are raised.

Differentiated incentives also are part of the first phase of the plan. Principals, assistant principals, and literacy facilitators receive a 10% pay supplement to their base salaries, which also is factored into retirement. Teachers receive an initial recruitment bonus of \$10,000, plus retention bonuses of \$5,000 in the second and third years, for a total of \$20,000 in bonuses.

The first phase is supported by local funds.

The second phase of the plan (Years 4 and 5)⁶ transitions participating schools from a recruitment and retention plan that impacted only a subset of educators in a school to a pay-for-performance plan that involves a larger proportion of a school's educators. In this second phase, every teacher of a tested subject and every administrator is eligible for a pay-for-performance bonus:

- Principals, Assistant Principals, Deans of Students, and Academic Facilitators—Bonus based on school-level EVAAS (value-added) data;⁷
- Subject-Area Coordinators—Bonus based on subject-level EVAAS data; and
- Teachers of Tested Subjects—Bonus based on classroom-level EVAAS data.⁸

Through the end of the 2013-14 school year, the second phase is supported by RttT funds; for 2014-15 through 2016-17 (the last year the final cohort of SSI schools will participate), the second phase will be supported by local funds.

3. *The Federal School Improvement Grant (SIG) Program in Charlotte-Mecklenburg Schools (Start Year: 2010-11)*

CMS used elements of its TIF-LEAP model to design unique incentive plans for each of the five schools identified for SIG support.

4. *Opportunity Culture at Project L.I.F.T. Schools (Start Year: 2013-13)*⁹

As part of its Project Leadership and Investment for Transformation (L.I.F.T.) initiative—a school redesign initiative focused on nine underperforming CMS schools that began at the start of the 2012-13 school year—four of the nine participating L.I.F.T. schools incorporated an Opportunity Culture strategic staffing model into their overall transformation plans. For the 2014-15 school year, 17 more CMS schools will adopt similar plans, with up to half of all schools in CMS projected to adopt Opportunity Culture plans by 2017-18. Initial support is

⁶ With the exception of the first cohort (2008-09), Phase Two began the year following the third year of Phase One; for schools in the first cohort, Phase Two did not begin until 2012-13 (no bonuses under either Phase were available to those schools in 2011-12).

⁷ Eligible principals also continue to earn the 10% salary supplement from Phase One.

⁸ In Phase Two, teachers of untested subjects—even those originally brought over by the principal as part of Phase One and eligible for the recruitment and retention bonuses—are not eligible for performance pay.

⁹ <http://opportunityculture.org/charlotte-to-expand-opportunity-culture-to-almost-half-its-schools/>; Norton, M., and Piccinino, K. (2014). *Project L.I.F.T.: Year 1 Report*. Philadelphia, PA: Research for Action.

being provided by a private foundation, with full adoption of the model expected to reach cost neutrality after the initial implementation period.

The Opportunity Culture model offers schools one of three general paths (Multi-Classroom Leadership; Subject Specialization; and Class-Size Change), all guided by staffing and compensation principles that emphasize differentiating teacher roles and responsibility and then matching compensation to those roles and responsibilities. CMS schools largely have followed the Multi-Classroom Leadership team teaching model, in which lead teachers select, evaluate, support, and direct teams of other teachers, with a goal of extending the lead teachers' reach into more classrooms than would be possible in one-teacher/one-classroom (traditional) models. Pay is based in part on responsibility level, with substantially higher-than-normal pay (up to 23,000 per year) possible for lead teachers and others in similar leadership roles; supplements are tied to responsibilities but not directly to student outcomes.

Guilford County Schools

Mission Possible Strategic Staffing Plan

Guilford County's strategic staffing initiative—Mission Possible—has been in operation since the 2006-07 school year, and from 2007 forward has been supported by a federal TIF grant, which was awarded again in 2010 but will be depleted after the 2014-15 school year. The LEA has used some of its RttT allotment to support the program.

Mission Possible includes a performance-based compensation system designed to recruit highly-effective educators to any of 42 identified schools designated as high-need (based on student poverty, teacher turnover, and school performance) and, once hired, to retain them in those schools. Teachers and administrators at Mission Possible schools have access to specialized training and resources, and they are eligible for performance incentives that are tied to value-added estimates.

Three different incentives programs—the Original program from 2006-07 (**O**),¹⁰ the Incentive program (**I**), and the Bonus program (**B**)—are now available for teachers and principals, with each tied to a different set of schools. The two newer programs (the Incentive and Bonus programs) were created as part of an experimental design to attempt to determine whether one approach is more successful than another at supporting gains in student performance. Currently available incentives for each program¹¹ include:

- *Recruitment Incentives*: Awarded to teachers with evidence of high estimates of the value they add to their students' learning (i.e., their value-added scores, as estimated by EVAAS; \$5,000)—**O, I, B**
- *Hard-to-Staff Incentives*: Awarded to teachers in hard-to-staff subject areas (\$2,500-\$5,000)—**O, I, B**
- *Performance Incentives*: Individual teachers are eligible to receive graduated performance incentives based upon value-added measures (\$2,000-\$12,000). In addition, entire school staff (including administrators) are eligible to receive graduated performance incentives based on school-wide value-added data (\$750-\$1,500; \$15,000 for administrators)—**O, I**
- *Leadership Incentive*: Individual teachers are eligible for recognition of their leadership in helping colleagues to increase student achievement (\$2,000)—**I, B**
- *School Supplement Bonus*: A flat 1% of salary is added to the pay of all certified and non-certified staff at schools with this incentive option—**B**

Historical and current Mission Possible incentives structures appear on pages 18 through 20.

¹⁰ The Original program started as a locally-funded program for 22 schools, and then grew to 30 schools when Guilford was awarded its first TIF grant in 2007. When that first TIF grant ended, Guilford kept the Original program in place but modified it to prioritize performance-based incentives and de-emphasize recruitment incentives.

¹¹ http://www1.gcsnc.com/depts/mission_possible/pay.htm

The School Improvement Grant Program and Guilford County Schools

Guilford County Schools is using SIG funds to support staffing efforts at three schools. At each school, all staff will be required to re-apply for their positions, with no more than 50% eligible for rehire. A new staffing protocol includes the identification and recruitment of highly-qualified staff from other Guilford County schools who: exhibit evidence of high value added (via EVAAS); meet the expectations detailed in the district's Interactive Computer Interview System¹² screening process; and exceed expectations in team interviews¹³ and observations of a lesson in the candidate's area of certification. Qualified candidates receive recruitment bonuses and are eligible for performance incentives (based on annual measures of value added via EVAAS); they also are offered extended employment agreements. Incentive structures vary across the three schools.

¹² This computer-assisted interviewing process is designed to measure the skills and knowledge of prospective teachers. The tool was developed by the American Association of School Personnel Administrators: <http://www.aaspa.org/publications/product/4/>

¹³ Interviews include representatives from the school and from the district.

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*Guilford County Schools: Mission: Possible Incentives Structure*¹⁴

1. Original Incentive Structure

Add it up:	Incentive	Principals	Secondary Math	EC: OCS or Adaptive, 6-8 Science, Physics, Chemistry	3-5 Classroom Teachers, 6-8 LA, English I, US History, Civics & Economics, Biology	All Other Licensed Faculty	Classified Staff
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Recruitment Incentives

<i>Start with</i>	High VAD Recruitment Incentive	N/A	\$5,000	N/A	\$5,000	N/A	N/A
+	Hard-to-Staff Position Incentive	\$5,000	\$5,000	\$5,000	\$2,500	N/A	N/A

Individual VAD Performance Incentives (You must have VAD to qualify)

+	Level 4 VAD	N/A	\$4,000	N/A	\$2,000	N/A	N/A
<i>or</i> +	Level 5 VAD	N/A	\$12,000	N/A	\$6,000	N/A	N/A

School-wide VAD Performance Incentive

+	Above (Coded in Green)	\$15,000	\$1,500	\$1,500	\$1,500	\$1,500	\$750
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Salary Bonus

N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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Leadership Incentives

N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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Total Incentives

=	Minimum Incentives	\$5,000	\$5,000	\$5,000	\$2,500	\$0	\$0
=	Maximum Incentives	\$20,000	\$23,500	\$6,500	\$15,000	\$1,500	\$750

Participating Schools: Murphey Traditional Academy, Sedgefield Elementary, Archer Elementary, Rankin Elementary, Vandalia Elementary, Sumner Elementary, McLeansville Elementary, Kiser Middle, Guilford Middle, Eastern Middle

¹⁴ Adapted from: http://www1.gcsnc.com/depts/mission_possible/

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2. Incentives Plan Structure

Add it up:	Incentive	Principals	Secondary Math	EC: OCS or Adaptive, 6-8 Science, Physics, Chemistry	3-5 Classroom Teachers, 6-8 LA, English I, US History, Civics & Economics, Biology	All Other Licensed Faculty	Classified Staff
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Recruitment Incentives

<i>Start with</i>	High VAD Recruitment Incentive	N/A	\$5,000	N/A	\$5,000	N/A	N/A
+	Hard-to-Staff Position Incentive	\$5,000	\$5,000	\$5,000	\$2,500	N/A	N/A

Individual VAD Performance Incentives (You must have VAD to qualify)

+	Level 4 VAD	N/A	\$4,000	N/A	\$2,000	N/A	N/A
<i>or</i> +	Level 5 VAD	N/A	\$12,000	N/A	\$6,000	N/A	N/A

School-wide VAD Performance Incentives

+	Above (Coded Green)	\$15,000	\$1,500	\$1,500	\$1,500	\$1,500	\$750
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Salary Bonus

N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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Leadership Incentives

+	Teacher Leader (6 per school)	N/A	\$2,000	\$2,000	\$2,000	\$2,000	N/A
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Total Incentives

=	Minimum Incentives	\$5,000	\$5,000	\$5,000	\$2,500	\$0	\$0
=	Maximum Incentives	\$20,000	\$25,500	\$8,500	\$17,000	\$3,500	\$750

Participating Schools: Peck Elementary, Frazier Elementary, Hunter Elementary, Allen Jay Elementary, Brightwood Elementary, Bluford Science Technology Engineering and Mathematics Academy, Montlieu Elementary Academy of Technology, Jamestown Middle, Southern Middle, Northeast Middle

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3. Bonus Plan Structure

Add it up:	Incentive	Principals	Secondary Math	EC: OCS or Adaptive, 6-8 Science, Physics, Chemistry	3-5 Classroom Teachers, 6-8 L.A., English I, US History, Civics & Economics, Biology	All Other Licensed Faculty	Classified Staff
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Recruitment Incentives

<i>Start with</i>	High VAD Recruitment Incentive	N/A	\$5,000	N/A	\$5,000	N/A	N/A
+	Hard-to-Staff Position Incentive	\$5,000	\$5,000	\$5,000	\$2,500	N/A	N/A

Individual VAD Performance Incentives (You must have VAD to qualify)

N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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School-wide VAD Performance Incentives

N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
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Salary Bonus

+	1% of Salary	1% of Salary	1% of Salary	1% of Salary	1% of Salary	1% of Salary	1% of Salary
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Leadership Incentives

+	Teacher Leader (6 per school)	N/A	\$2,000	\$2,000	\$2,000	\$2,000	N/A
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Total Incentives

=	Minimum Incentives	\$5,000 + 1% of Salary	\$5,000 + 1% of Salary	\$5,000 + 1% of Salary	\$2,500 + 1% of Salary	1% of Salary	1% of Salary
=	Maximum Incentives		\$12,000 + 1% of Salary	\$7,000 + 1% of Salary	\$9,500 + 1% of Salary	\$2,000 + 1% of Salary	

Participating Schools: Bessemer Elementary, Cone Elementary, Fairview Elementary, Falkner Elementary, Foust Elementary, Gillespie Park, Hampton Academy, Kirkman Park Elementary, Oak Hill Elementary, Parkview Elementary, Washington Montessori, Wiley Elementary, Union Hill Elementary, Allen Middle, Ferndale Middle, Jackson Middle, Hairston Middle, Welborn, Andrews High, Dudley High, Eastern High, High Point Central, Smith High, Southern High

Pitt County Schools

The Pitt County strategic staffing plan¹⁵ centered on development of a Teacher Leadership Cohort (TLC), which was designed to support small groups of highly-effective teachers who volunteered to transfer to a lower-performing school. The original intent of the program was for groups of teachers who had worked together in the past to move together to a new school, but Pitt abandoned the cohort requirement after the first year in favor of increasing the number of teachers involved. The program was piloted on a small scale (5 teachers) at one school during the 2010-11 school year, and in school year 2011-12 it expanded to include more than three times as many teachers (some of whom moved together as cohorts) who worked in six lower-performing schools.

Pitt identified eligible teachers in tested subject areas only, and only teachers who demonstrated three or four years of exceptional student growth (Pitt considered both raw growth measures and EVAAS-adjusted estimates, as well as supporting teacher evaluation data). Participating teachers identified up to three high-need schools to which they were willing to move, but final placement was made by Central Office staff. Teachers were required to commit three years to the program, if accepted.

School eligibility was determined based on two factors: a performance composite below 60%, and progress made toward achieving court-ordered unitary status measures (such as evidence of teaching experience that is reflective of the district's average). Pitt initially identified five such schools (all elementary or middle), with a sixth school identified for the 2011-12 school year.

Pitt County offered a varied menu of incentives to the TLC participants, which included two weeks of paid, targeted professional development over the summer, an iPad, and the opportunity to move their children to the schools to which they transferred, in addition to a more traditional stipend (\$3,000) for making the move. Based on learnings from the pilot year that staff in identified schools were hesitant to embrace and integrate TLC teachers into their new school's culture, the summer professional development experience was modified to include a focus on helping TLC teachers learn how to develop and maintain professional relationships in their new schools.

The School Improvement Grant Program and Pitt County Schools (2010-11–2012-13)

The Pitt County SIG plan operated in three schools through the 2012-13 school year.¹⁶ The strategic staffing components of the plan originally included individual- and school-level pay-for-performance incentives, as well as provisions for staff removal, with cumulative potential awards as high as \$10,750.

In the final year of the SIG-funded portion of the plan, the individual-level incentives were eliminated; this revised version of the plan continues to be supported by local funds. Though not as complex as it was when it included individual-level incentives, the revised incentive plan still offers all certified and non-certified staff in the three SIG schools multiple opportunities to earn performance pay as a result of meeting or exceeding expectations in areas such as personal

¹⁵ The plan was discontinued after the 2013-14 school year, after RttT funds were exhausted.

¹⁶ A fourth school began receiving SIG funding in 2013-14.

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attendance, willingness to teach hard-to-staff courses, and whole-school performance in both achievement and graduation rates. To be eligible for the whole-school performance pay, staff have to be rated at least at the Proficient level in all standards of their evaluation. Cumulative awards are as high as \$2,600.

In addition, for the 2013-14 school year, Pitt County used local funds to include hiring incentives of up to \$4,000 for the three former SIG schools; whether these incentives or the performance-based incentives will be continued in succeeding school years is not yet clear.

Revised Performance Pay Plan for Pitt County Former SIG Schools, 2013-2014

Role	Attendance Goal	Class Differentiation	Campus Progress Award (school-wide)	Maximum Possible
Administration	\$200/sem		\$1,000	\$1,400
9-12 Teachers	\$200/sem		\$700	\$1,100
AR English/Math	\$200/sem	\$250/class	\$700	\$2,600
Certified Instr. Support	\$200/sem		\$700	\$1,100
Teaching Assistant	\$200/sem		\$500	\$900
Clerical/Custodial	\$200/sem		\$500	\$900
Cafeteria/Bus Driver	\$200/sem		\$200	\$600
Criteria:	2 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 B 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/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.

Recruitment Incentive Pay Plan for Pitt County Former SIG Schools, 2013-14

Role	2013-14 only
Highly-Qualified Exceptional Children-certified, and Highly Qualified in Core Subject	\$4,000
Highly-Qualified Math, English, Science, or Social Studies	\$2,500
All Other Teachers	\$1,000

Notes:

- Current PCS employees at a SIG school or who transfer to a SIG school are not eligible for hiring incentives but are eligible for performance payment.
- No individual can receive more than one hiring bonus from PCS under this plan.

Wake County Public School System

1. Project Renaissance

At the beginning of the 2009-10 school year, the Wake County Public School System (WCPSS) identified four high-need schools to participate in a strategic staffing program called Project Renaissance. Project Renaissance provides several incentives to encourage highly-effective teachers to move to one of these schools, including recruitment bonuses and performance bonuses. A teacher's eligibility for the performance bonus is based on demonstrated growth on the state's teacher evaluation instrument, whole-school growth, and, for teachers of tested subjects, classroom-level growth.

The four schools were identified based on their composite scores, all of which were below 60%. A fifth school, which was a new school in 2011-12, also was identified to receive support upon opening that was similar to the support provided to the Project Renaissance schools, based on what its composite score would have been, had its students been in attendance at the school in the previous year.

2. Targeted Recruitment Partnerships with Institutes of Higher Education

In addition to its targeted strategic staffing work, WCPSS also continues to investigate ways to expand its recruitment pool. In the past, the district maintained a relationship with the teacher preparation program at Slippery Rock University (in Pennsylvania) whereby students in that program completed internships in Wake County schools. The district intended to reinstate that initiative in Summer 2015. In support of its focus on recruiting a teacher corps that reflects the district's student body, the district has attempted to establish similar relationships with several historically black colleges and universities (HBCUs) in the hopes of increasing the size of its pool of minority teacher candidates.

3. The School Improvement Grant Program and WCPSS

WCPSS uses SIG funds to support extension of the teacher effectiveness incentives included in its Project Renaissance School program as part of its plan for its SIG school.

Wayne County Public Schools

Wayne County used RttT funds to support strategic staffing as part of its implementation of a school turnaround model at one of its District Transformation schools, with support for continuation of the plan made possible by the one-year RttT no-cost extension. The incentive plan offered at this school is available to instructional certified and classified staff only.

Incentives are awarded at the individual level for staff development participation and for teacher performance as measured through the state’s Teacher Evaluation Process (TEP). An incentive is awarded to any staff member who receives minimum ratings of “Proficient” on all areas of the TEP, as well as to all other staff who receive minimum ratings of “At Standard” for all areas on their evaluation instruments. Teachers who receive a minimum rating of “Proficient” on the student growth measure are awarded an additional bonus. In addition, the incentive plan provides a school-wide bonus for meeting the student proficiency standard, a one-time sign-on bonus for teachers who are new to the school, and a retention bonus for returning qualified teachers. In the RttT-funded Transformation school, incentives can reach as high as \$4,500 per year for certified staff, and up to \$2,750 for classified staff.

Performance Pay Plan for Wayne County DST School

Role	Sign-On	Retention	Staff Development Participation [^]	School-wide Performance	Evaluation Results of Proficient or Better on Original TEP Standards*	Evaluation Results of Proficient or Better on TEP Standard 6 (EVAAS)	Maximum Possible
Teacher New to School	\$1,000		\$500 + 7 extra paid days	\$1,000	\$1,000	\$1,000	\$4,500
Returning Teacher		\$1,000	\$500 + 7 extra paid days	\$1,000	\$1,000	\$1,000	\$4,500
Classified Staff		\$1,000	\$250	\$500	\$500	\$500 [#]	\$2,750

[^] Awarded for 40+ contact hours

* Standards 1 through 5 of state evaluation instrument for certified staff; in-house evaluation tool for classified staff

[#]Based on student growth for classified staff whose work is directly connected to the work of certified staff (e.g., teacher’s assistant); based on Administration assessment of student performance for other classified staff (e.g., computer lab instructor) who work directly with students.

Wayne County’s school board considered in Spring 2014 whether to add temporarily a second level to the incentives scale for 2014-15—for instance, awarding \$1,500 for a rating of “Accomplished” or higher for Standards 1 through 5, or Standard 6, or both—which would be supported by remaining RttT funds. A decision had not been made when data collection for this report ended (Spring 2014).

Winston-Salem/Forsyth County Schools

There are three programs operating in the Winston-Salem/Forsyth County Schools (WSFCS) that contribute to an overall strategic staffing plan: Project ENRICH (a targeted teacher preparation program), Equity+ (a targeted teacher retention program), and STAR3 (a performance-based school turnaround program). Funding for the three programs comes from RttT and other federal sources (as noted below). All three programs are part of WSFCS's two-year strategic plan, which focuses on (1) producing 21st century graduates and (2) providing effective teachers and principals. The district continues to move toward alignment of these incentive pay plans system-wide.

In addition to these three programs, WSFCS is investigating factors that impact teacher and principal effectiveness, with results of the study to be used to determine whether effective staff currently are equitably distributed and, if not, how to move the district toward equitable distribution. Analyses of the various components of WSFCS's strategic staffing plan were scheduled to be completed by the conclusion of the 2014-15 school year.

1. Project ENRICH (funded by a five-year Teacher Quality Partnership grant)¹⁷

Based on the work of Betty Epanchin at the North Carolina Teacher Academy (and now of the University of North Carolina at Greensboro), Project ENRICH is a partnership with UNCG that provides highly-qualified lateral entry and traditionally licensed teachers for hard-to-staff areas (mathematics, science, English as a second language, and exceptional children) in high-need WSFCS schools that are in the process of successful turnaround. Lateral entry candidates (of which there have been three cohorts—the first comprised of 12 candidates, the second cohort of 12, and the third of 8 candidates) complete a compressed master's program (1½ years) and intern in an identified WSFCS school; then, if there are openings and the candidates are identified by their coaches, cooperating teachers, and program coordinators as suitable candidates, they are offered positions in a high-need school. Their commitment is at least three years. Eight of 12 members of the first cohort and seven of the 12 members of the second cohort now work for WSFCS. In exchange, they are awarded an annual stipend (\$30,000) while completing the master's degree that can be used for personal expenses or to cover tuition costs. Lateral entry candidates spend four days a week in a public school classroom and a fifth day on campus at UNCG. In addition to the lateral entry candidates, 50 to 60 UNCG undergraduates also participate as part of their licensure programs, completing their student teaching internships in an identified WSFCS school.

2. Equity+ Schools

WSFCS's Equity+ program identifies high-need schools with a minimum required proportion of free and reduced-price lunch students (75% or more at the elementary level and 50% or more at the middle and high school levels) and provides bonuses to teachers who already work at or agree to work in these schools. In 2012, the incentives program began moving toward a performance-pay model (based on student growth measures) as WSFCS worked to align all incentives programs across the district. Current Equity+ supports include

¹⁷ http://www.uncg.edu/soe/project_enrich/

on-demand professional development, as well as immediate feedback and support to teachers after observations.

3. *STAR³: Teacher Incentive Fund—Leadership for Educators’ Advanced Performance (LEAP) 2 (2011-2016)*

Awarded at the start of the 2010-11 school year (a planning year), the STAR³ (School Transformation by Actively Recruiting, Retaining, and Rewarding) program is designed to support whole-school turnaround. The program has completed its third implementation year (2013-2014) and will run through 2014-15. It is funded by the federal Teacher Incentive Fund (TIF) and operates in 15 WSFCS high-need schools (12 elementary schools and 3 middle schools).

Participation in the program begins with a “360°” school-needs evaluation in consultation with the principal. The program then provides classroom observation and coaching, intensive professional development (both planned and on-demand), and instructional support for teachers and principals (provided starting in the 2012-13 school year via a Teacher Development Academy and an Executive Leadership Academy, respectively).¹⁸ Classroom observers use a version of the District of Columbia’s classroom observation tool, which district leaders determined was better suited to single-class observations than was the standard North Carolina observation tool but was still aligned with the North Carolina teacher evaluation standards.¹⁹ Classroom teachers are directed to web-based professional development that corresponds with their areas of need as determined by the observation and review process. Also included as part of the STAR³ program are a staff development facilitator for each school and a new integrative software program for identifying data-driven student interventions.

STAR³ includes a matched-pair pay-for-performance experimental component. Teachers in a randomly-chosen sample that includes six of the elementary schools and two of the middle schools are eligible for several levels of pay bonus; the other elementary and middle schools serve as matched comparison schools. Matches were based on school grade composition, school achievement level, and demographic similarities. Teachers in the performance pay schools are eligible to earn pay bonuses based on student growth as measured by the SAS EVAAS value-added model; growth-based grade-level and school-level bonuses also are available. Since there are no state tests for grades K-2, bonuses for these grades are determined based on results of the Iowa Test of Basic Skills (ITBS), which SAS has been able to include in its value-added modeling. Total compensation for an individual teacher can equal up to an additional \$10,000 annually. All teachers in the matched comparison schools receive a flat 1% pay bonus for working in a targeted school. Teachers in all 15 schools are eligible for recruitment incentives and bonuses based on demonstrated leadership. The STAR³ incentive structures are outlined in detail on the following pages.

¹⁸ The Teacher Development Academy and the Executive Leadership Academy are available for educators in all WSFCS schools.

¹⁹ The official North Carolina observation tool (<http://www.ncpublicschools.org/effectiveness-model/ncees/>) considers elements beyond classroom teaching alone and is broader in scope than the District of Columbia’s IMPACT tool.

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Winston-Salem/Forsyth County Schools: STAR³ Incentives Structure

	Administrators		Instructional Staff				Student Support Staff ^d	Admin & Operations Support Staff ^e
	Principal	Assistant Principal	Core Teacher ^a	Core Elem TA ^c	Non-Core Teacher ^b	Non-Core or MS TA ^c		
Level								
Elementary	Level 1 – Whole School Performance EVAAS Campus Composite ≥ 1.0 SE	\$500	\$500	\$500	\$500	\$500	\$500	\$500
	Level 2 – Grade-Level Performance EVAAS Grade-Level Composite (one composite each for Grade K through 5) ≥ 1.0 SE	\$750 per Grade	\$500 per Grade	\$3,000 ^g	\$750	\$3,000 ^g	\$750 ^g	
	Level 3 – Teacher-Level Performance Teacher observations plus EVAAS Teacher Composite: Level A - ≥ 0.5 SE Composite Level B - ≥ 1.0 SE Composite Level C - ≥ 1.5 SE Composite Level D - ≥ 2.0 SE Composite			\$1,000 \$2,000 \$3,500 \$5,000	\$500 \$1,000 \$1,750 \$2,500			
	Additional Bonus - Leadership Paid to effective teachers in selected leadership roles as defined by the STAR ³ District Team			\$2000		\$2000		
	Maximum Potential Payout Per Employee	\$5,000	\$3,500	\$10,500	\$3,750	\$5,500	\$1,250	\$500

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	Administrators		Instructional Staff				Student Support Staff ^d	Admin & Operations Support Staff ^e
	Principal	Assistant Principal	Core Teacher ^a	Core Elem TA ^c	Non-Core Teacher ^b	Non-Core or MS TA ^c		
Level 1 – Whole School Performance EVAAS Campus Composite ≥ 1.0 SE	\$500	\$500	\$500		\$500	\$500	\$500	\$500
Level 2 – Grade-Level Performance EVAAS Grade-Level Composite (one composite each for Grades 6, 7, and 8) ≥ 1.0 SE	\$1,500 per Grade	\$1,000 per Grade	\$3,000		\$3,000 ^f	\$750 ^f		
Level 3 – Teacher-Level Performance Teacher observations plus EVAAS Teacher Composite: Level A - ≥ 0.5 SE Composite Level B - ≥ 1.0 SE Composite Level C - ≥ 1.5 SE Composite Level D - ≥ 2.0 SE Composite			\$1,000 \$2,000 \$3,500 \$5,000					
Additional Bonus - Leadership Paid to effective teachers in selected leadership roles as defined by the STAR ³ District Team			\$2000		\$2000			
Maximum Potential Payout Per Employee	\$5,000	\$3,500	\$10,500		\$5,500	\$1,250	\$500	\$500

^a Core Teacher includes Elementary grade level teachers (K-5), Middle School Math and Language Arts teachers, 8th grade Science teachers, EC teachers in self-contained classrooms teaching core subjects or in co-teaching classrooms, and primary reading teachers (PRTs) who are co-teaching. EC teachers in classrooms where less than 10 students take regular assessments are only eligible for Whole-School Performance bonuses.

^b Non-Core Teacher includes all teachers not listed above under Core Teacher, ENCORE teachers, curriculum coordinators, school-based instructional coaches, learning team facilitators, and media coordinators. For purposes of this pay plan, 6th and 7th Grade Science and 6th – 8th Grade Social Studies teachers are considered non-core, unless they are teaching one of the core areas defined above.

^c Core Elementary TA includes all Teacher Assistants in Core classrooms (as defined above); Non-Core TA includes all K-5 teaching assistants not included under Core TA (above) and all middle school Teacher Assistants.

^d Student Support staff includes guidance counselors, social workers, nurses, speech/language pathologists, home-school coordinators, school psychologists, EC case managers, pre-K teachers, pre-K assistants, media assistants, and technology coordinators.

^e Administrative & Operations Support Staff includes administrative assistants, secretaries, NCWISE managers, custodial staff, cafeteria managers, and cafeteria workers. Transportation staff (bus drivers, magnet stop assistants, traffic officers) are not included in the pay plan.

^f Bonus calculated based on percentage of time at each grade level.

Union County Public Schools (A Two-Criteria Strategic Staffing Plan)

Since 2002, Union County Public Schools has provided a \$1,500 supplement to teachers who agree to teach full-time in one of the district's high-priority schools. Schools are designated as high-priority when the proportion of free and reduced-price lunch students at the school is at or above 50%. As the district has grown, the number of high-priority schools also has risen; in the 2013-14 school year, teachers in 16 of the 52 Union County schools were eligible. Union County continues to use local funds to support this supplemental pay and plans to sustain the initiative indefinitely.

Union's Human Resources Division also uses the supplement as one of several recruitment tools at job fairs it sponsors that are designed specifically to recruit applicants for positions in its high-priority schools.²⁰ In addition to the supplement, prospective teachers are given tours of the schools, and the Division prepares special information packets about the schools.

In addition, Union County works to maintain staff continuity at its high-priority schools by limiting the annual number of staff who are eligible for transfer from those schools to other schools in the district. Once assigned to a high-priority school, a teacher must teach there for three years before becoming eligible for a voluntary transfer. The LEA believes that this policy has helped to ensure continuity in instructional practice and design at the high-priority schools, as indicated by increases in academic growth on state and local assessments.

²⁰ The LEA notes that these job fairs have declined in number in recent years in response to challenging economic conditions.

Appendix: Defining Strategic Staffing

Many states and school systems implement school improvement plans that include some mix of staffing strategies to support those plans, but there is no commonly-accepted delineation of the key elements of a comprehensive strategic staffing plan. The range of uses of the term is still quite broad and is applied to simple incentive-based plans as well as to more complex, multi-tiered plans that involve mass movements of entire school staff. A review of the literature reveals an emerging set of common components that collectively help to inform the definition of a comprehensive strategic staffing plan used throughout this brief.

The first and longest-standing of these components is the inclusion of some sort of financial incentive to recruit educators. Several states and districts have long offered some type of modest bonus for new teachers (Liu, Johnson, & Peske, 2004), and Massachusetts even implemented a healthy \$20,000 signing bonus in 1998 to address shortages in the supply of quality teachers (Liu, Johnson, & Peske, 2004). Though incentives of this type often have less impact than hoped for (e.g., Hanushek, 1997; Johnson, Berg, & Donaldson, 2005), there is some evidence that they can support the intended goals. For example, Figlio (2002; cited in Johnson, Berg, & Donaldson, 2005) found that differential salary adjustments in adjacent districts led to differences in the quality of teachers attracted, as measured by academic degrees from selective colleges and majors in teaching field. Similarly, Ballou and Podgursky (1995) demonstrated that increases in teacher pay targeted to higher-ability teachers (based on student test scores) are likely to result in an increase in the number of those candidates who choose to teach.

But incentives alone do not constitute a fully-realized strategic staffing plan. In recent years, a second common component has emerged: the linkage of incentives to specific staffing needs, such as filling vacancies in hard-to-staff subject areas, recruiting and retaining more effective teachers, and addressing deficiencies in both of those areas in high-needs schools. In their examination of human capital resource allocation in the Boston Public School system, the National Council on Teacher Quality (2010) stressed the importance of incentivizing effective teachers to work at high-needs schools. Since 1995, North Carolina has experimented with several different targeted educator incentives, from offering substantial financial support for pre-service teachers who license in high-need subjects (Stallings, 2007) to funding differentiated pay for teachers who agree to work in those subject areas or in targeted schools (Clotfelter et al., 2006). For example, between 2001 and 2004, North Carolina supported a differentiated pay supplement that provided an \$1,800 bonus to all middle and high school math, science, and special education teachers who taught in schools that served either low-income or low-performing students, or both (Clotfelter et al., 2005). In 2006, the North Carolina General Assembly approved an allocation for a pilot program that awarded salary supplements of \$15,000 to up to ten early-career teachers who agreed to teach math or science in one of three participating districts (Bertie, Columbus, and Rockingham Counties; General Assembly, 2006). While outcomes from some of these programs suggest limits to the degree to which financial incentives alone can impact recruitment and enhance teacher capacity,²¹ they do serve to

²¹ For instance, participation in the \$15,000 pilot was low, with only eight teachers accepting positions in only two of the three target districts (Hines & Mathis, 2007). In addition, Bacolod (2007) concluded that, while salary can affect teachers' decisions to choose teaching as a career, working conditions (as distinguished by variation in the

demonstrate how strategic staffing has started to move beyond simple bonus pay and supplemental salary plans.

A natural evolution of both of these components has been their inclusion in more comprehensive human resources allocation plans that are themselves embedded in larger, whole-school reform efforts. As early as 1998, Miles and Darling-Hammond were able to describe several examples of human capital reallocation strategies (including the reorganization of teachers) to support instructional goals and overall reform efforts, and there also have been notable local human resources allocation experiments in North Carolina that extend beyond simple, incentive-based recruitment plans—many of which are described in the main body of this brief.

It is from this more complex approach to human resources allocation—the *purposeful redistribution of an education unit's* (a school's, a district's, or a state's) *educators into roles or positions that maximize their impact on district-, school-, and/or classroom-level outcomes*—that the criteria used to identify the most comprehensive strategic staffing plans in North Carolina were derived: a) Did the plan focus on low-performing schools or student populations? b) Did the plan differentiate teachers through some measure of their effectiveness? and c) Did the plan incorporate some type of incentive to increase the number of more effective teachers in high-need schools?

It is important to note that these criteria were designed to allow for flexibility in identifying their presence in a district's strategic staffing plan. For example, support for strategic staffing was included in the RttT proposal in part to encourage development of *local context-sensitive* strategies for strategically deploying human capital to places where it is needed most, not to dictate a one-size-fits-all approach for every locale. The criteria above attempt to provide a uniform approach to identifying comprehensive strategic staffing plans, but at the same time, by not specifying how a district operationalizes each criterion, they honor the importance of allowing districts to develop plans that are unique to their settings.

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