



2014-15 Differentiated Pay Plan Submission Template

In June 2013, the State Board of Education passed a revised set of guidelines pursuant to Tenn. Code Ann. §49-3-306(h), which requires districts to create and implement differentiated pay plans. The intent of the differentiated pay plans is to give local control to districts in regard to salary schedule, and to create another lever for districts to attract and retain teachers based on a flexible set of potential criteria. A complete copy of the policy can be found [here](#).

Structure of this Document

The document includes two required sections where districts will describe their proposed 2014-15 differentiated pay plans and salary schedules. An optional section is also included on stakeholder engagement and eligibility. Finally, districts that choose to propose an [alternative salary schedule](#) as their differentiated pay plan, or part of their plan, will need to complete a short [addendum](#). A list of the common differentiated pay terms used throughout this document can be found in [Appendix A](#).

Timeline

The department has created a flexible timeline for differentiated pay plan submission to better meet the various deadlines of each district's local school board and budget processes. The table below outlines this timeline:

General Differentiated Pay Plan Submission Timeline	
Prior to submission	Local school boards are informed of and/or approve differentiated pay plans that will be submitted to TDOE
Jan. 2, 2014	TDOE begins accepting differentiated pay plan submissions
Ongoing	Districts submit differentiated pay plans to TDOE
Three weeks after date of submission	TDOE communicates approval decision to school districts
Following TDOE approval notification but no later than June 30, 2014	Local school boards approve final differentiated pay plans and any associated budget items

For those districts that choose to implement an [alternative salary schedule](#) as their differentiated pay plan (see page 5 for more detailed information on this option) the following timeline will be used in order to meet the necessary State Board of Education (SBE) deadlines.

Alternative Salary Schedule Submission Timeline	
Prior to submission	Local school boards are informed of the alternative salary schedule that will be submitted to TDOE
Jan. 2, 2014	TDOE begins accepting differentiated pay plan submissions
Jan. 31, 2014	Districts submit alternative salary schedules to TDOE
By Feb. 21, 2014	TDOE communicates approval decision of the alternative salary schedule to school districts
By March 8, 2014	Local school boards approve the alternative salary schedule
March 8, 2014	TDOE submits alternative salary schedule documents to the SBE
April 18, 2014	SBE Meeting

All differentiated pay plans and alternative salary schedules should be submitted to Laura.Encalade@tn.gov. The department also plans to post the final differentiated pay plans on its website.

Note that while the differentiated pay plan must be implemented in the 2014-15 school year, the first payouts from those plans could occur, particularly for those plans which include performance related criteria, at the completion of the 2014-15 school year when all relevant student achievement data is available. Following the 2014-15 school year, the department will collect evidence of implementation, including information regarding the number of awards that were paid out.

Contact Laura Encalade at Laura.Encalade@tn.gov or (615) 253-2119 for additional questions or guidance on creating your differentiated pay plan or on the submission and approval processes.

I. Description of Differentiated Elements (Required Section)

Directions: For each element of the district's differentiated pay plan, use the table below to provide a description of how the district will differentiate pay. The plan must include **at least one** of the elements listed below in the left-hand column, in addition to education and experience.

Many plans may include a combination of several elements; therefore, please add rows or repeat differentiated elements as needed. For example, the plan may include two different types of additional instructional roles. Also, please feel free to delete from the table or leave blank any differentiated elements that will not be used in your plan.

[Appendix B](#) of this document contains an example of each type of differentiated element. Please review that example prior to completing the table below.

Differentiated Element	Description	Compensation Type and Size	Reach	Estimated Cost	Estimated Salary Expenditures
	<i>Describe how the district will differentiate for this element.</i> <i>Include the criteria for receiving the award.</i>	<i>Will the compensation be given as a bonus or a base pay increase?</i> <i>How much will qualifying teachers receive?</i>	<i>Eligibility: How many teachers are eligible for this type of compensation?</i> <i>Forecasted participation: How many teachers do you estimate will receive the award?</i>	<i>How much does the district estimate it will pay out for this differentiated pay element?</i>	<i>What percentage of salary expenditures (excluding benefit costs) does this element cover?</i>
Hard-to-Staff (School, Subject, or Placement)	<i>The district will offer the following:</i> <i>Internal transfer or recruitment bonus,</i> <i>New teacher recruitment signing and performance bonus,</i> <i>Retention stipend,</i> <i>Tuition reimbursement for hard to staff, high need and accountability areas to be determined annually.</i>	<i>Internal transfer or recruitment will receive \$4,000 one-time bonus to be evenly distributed in monthly salary over the year.</i> <i>New teacher recruitment incentives will include a \$2,000 signing bonus and an additional \$3,000 bonus following demonstration of satisfactory performance at the end of year one. This</i>	<i>We anticipate the following numbers will be eligible for each type of hard to staff area:</i> <i>Internal transfer or recruit-3</i> <i>New Teacher Recruitment=3</i> <i>Retention Stipend=-12</i> <i>Tuition Reimbursement=3</i>	<i>Estimated payouts per area:</i> <i>Internal transfer or recruit-\$6,000</i> <i>New Teacher Recruitment=\$9,000</i> <i>Retention Stipend=-\$24,000</i> <i>Tuition Reimbursement=\$24,000</i>	<i>This will comprise about 0.8 % of district salary expenditures.</i>

	<i>See page 15 of attached SOAR Compensation Plan Handbook.</i>	<i>amount will be evenly distributed in monthly salary over the 2nd year of employment.</i> <i>Retention stipend will be a \$2,000 one-time bonus for internal transfer or when new teachers are hired in the hard to staff area in which existing employees already teach. Tuition reimbursement of up to four classes per year (approximately \$2,000 per class) will be provided to those teachers who obtain content specific endorsements in hard to staff areas.</i>			
Performance	<i>The district has established a new salary schedule that uses TEAM composite evaluation scores to determine base pay changes.</i> <i>See pages 5- 6 of attached SOAR Compensation Plan Handbook.</i>	Teachers will receive step increases based on the following criteria: TEAM composite score of 5: Three steps, or \$975 TEAM composite score of 4: Two steps, or \$650 TEAM composite score of 3: One step, or \$325 <i>Those receiving a 1 or 2 will not receive a base pay increase.</i>	<i>All existing (2013-14) educators hired before January 31, 2014 may choose to opt in or opt out of the new plan. Those hired after January 31, 2014 are automatically opted in. All administrators are automatically opted in regardless of employment date. Employees who do not complete the enrollment process and make a selection by the deadline will be in opted in.</i> <i>Based on 2012-13 TEAM</i>	<i>The district estimates the total increased cost to be \$123,500 based on last year's evaluation data.</i>	<i>This will comprise about 1.5 % of district salary expenditures.</i>

			<i>Score data, the district anticipates between 81-86% of teachers will receive a base pay change.</i>		
Additional Instructional Roles or Responsibilities	<i>Two types of teacher leadership roles will be Teacher Leader and Teacher Coach. Bonuses will be awarded for these roles. See page 14 of attached SOAR Compensation Plan Handbook.</i> <i>Teachers who opt in to the new differentiated pay plan with TEAM scores of 3, 4, or 5 are eligible to apply for these positions.</i>	<i>Teacher Leaders will receive an annual stipend of \$2,000.</i> <i>Teacher Coaches will receive an annual stipend of \$1,000.</i>	<i>All teachers who opt in to the differentiated pay plan and who have a TEAM score of 3, 4, or 5 will be eligible to apply for these positions. Estimated number of teachers would be 81-86% of 176 total.</i> <i>The district has allocated for 10 Teacher Leaders and 20 Teacher Coaches.</i>	<i>Estimated cost for filling all available positions would be \$40,000.</i>	<i>This will comprise about 0.5 % of district salary expenditures.</i>
Education	<i>The district will include compensation for completion of one advanced degree in base pay.</i> <i>Educators who are currently enrolled in an advanced degree program as of March 15, 2014 will be grandfathered in under the 2013-14 step and level increase.</i> <i>Educators enrolling after March 15, 2014 will be awarded four steps (\$1,300) for the completion of an</i>	<i>Completion of an advanced degree from an accredited school of education or content-specific advanced degree with prior written approval from the District: Four steps, or \$1,300</i>	<i>All teachers and administrators are eligible for this type of compensation.</i> <i>The district estimates up to 6 educators to complete advanced degrees annually.</i>	<i>Anticipated cost would be \$7,800.</i>	<i>This will comprise about 0.1 % of district salary expenditures.</i>

	<i>advanced degree.</i> <i>Educators must have a TEAM score of 3, 4, or 5 in the year of completion of the advanced degree.</i> <i>See pages 7-9 of attached SOAR Compensation Plan Handbook.</i>				
Experience	<i>The district will not award step increases for years of experience on the new differentiated pay plan.</i>	NA	NA	NA	NA
School-wide Performance	<i>The district will award for school-wide TVAAS composite score and Annual Measurable Objectives.</i> <i>Educators must have a TEAM score of 3, 4, or 5 to be eligible to receive this bonus and must have opted in to the new plan.</i> <i>See page 13 of attached SOAR Compensation Plan Handbook.</i>	<i>The district will award a bonus as follows:</i> School-Wide TVAAS Composite Score <i>Educators will receive the following amounts based on their school's TVAAS composite score:</i> Composite score of 5 = \$800 Composite score of 4 = \$533 Composite score of 3 = \$356 Annual Measurable Objectives (AMOs) <i>Educators will receive \$667 if their school achieves 51% or more of its school-level AMOs.</i>	<i>All teachers who opt in to the differentiated pay plan and who have a TEAM score of 3, 4, or 5 will be eligible.</i> <i>Based on previous data, it is estimated that 94% of the educators would qualify for school-wide TVAAS bonus.</i> <i>Based on previous data, it is estimated that 83% of the educators would qualify for AMOs bonus.</i>	<i>Estimated cost for school-wide TVAAS would be about \$137,867.</i> <i>Estimated cost for AMOs would be about \$98,000.</i>	School-wide TVAAS: <i>This will comprise about 1.7 % of district salary expenditures.</i> School AMOs: <i>This will comprise about 1.2 % of district salary expenditures.</i>

II. Salary Schedule (Required Section)

1. Please include below or attach a copy of the district's proposed 2014-15 salary schedule. ***See page 6 of attached SOAR Compensation Plan Handbook for the Alternative Salary Schedule for those who opt in and page 10 for the 2013-14 Step and Level Salary Schedule that will be used for those who opt out.***
2. Describe how you will allocate any future state funding increases (i.e., FY13 1.5% increase in the BEP instructional component). Will increases be: 1) applied across-the-board, 2) allocated towards differentiated pay, or 3) a combination of both? ***Future state funding increases will be allocated toward the differentiated pay plan.***

III. Eligibility and Stakeholder Engagement (Optional Section)

While this section is optional, the information provided will help the department to be able to provide continued support and assistance to districts in implementing their differentiated pay plans.

1. Provide a list of eligibility rules (i.e., attendance requirements, retirement or transfer policies, etc.) for the differentiated pay plan elements or additional roles/responsibilities outlined in the plan. ***(See pages 4-5 and page 11 of attached SOAR Compensation Plan Handbook.)***
2. Include a description of how the district engaged teachers or other stakeholders in the development of the differentiated pay plan.
All teachers and administrators were informed in a countywide meeting in July 2013 of the beginning stages of the development of the SOAR differentiated pay plan. The District Leadership Team assembled the Design Team to include a representative group of educators and stakeholders with a variety of experience across grades, subjects and years in education. The Design Team included representatives from every school, every grade span, tested and non-tested areas, elementary and secondary principals, and District administrators. Also included on the team was a School Board Member and community member. These Team members developed the SOAR Compensation Plan through a collaborative process from June through December 2013. Design Team members returned to their respective schools and shared with their fellow staff members the developments from each design team meeting and gathered input from them as well. This input was shared with the countywide Design Team at meetings.
3. Does the district plan to expand or grow its differentiated pay plan in future years? If so, what types of changes or expansions are you considering to your differentiated pay plan or salary schedule? ***We will consider adding additional teacher leader roles and adding additional funds for hard to staff positions.***

IV. Alternative Salary Schedule (Optional Section)

An alternative salary schedule uses some other component, often performance criteria, in addition to or in place of education and experience to determine base pay and is subject to State Board of Education (SBE) approval. If you are unsure whether your plan qualifies as an alternative salary schedule or for additional resources for developing such a plan, contact Laura Encalade at Laura.Encalade@tn.gov for more information. Please review the [specific submission timeline](#) for alternative salary schedules on page 2.

Those districts proposing an alternative salary schedule as part of their differentiated pay plan, must complete this addendum to provide the department with the additional information needed to present the salary schedule to the SBE on behalf of the LEA. Those districts which already have SBE approved alternative salary schedules need only to submit a current copy of that plan.

a. Salary Schedule

Include both the proposed salary schedule and a description of the following:

- How will base pay changes be determined? ***Base pay changes on the alternative salary schedule will be determined by TEAM composite scores of 3, 4, or 5. Each step on the new salary schedule is worth \$325. Completion of advanced degrees will be awarded four steps which is equivalent to \$1,300.***
- Will existing employees have an opt-out provision for the alternative salary schedule? If so, when will all employees transition to the alternative salary schedule? ***Existing employees (those hired on or before January 31, 2014) have the ability to “opt-in” or “opt-out” of the alternative salary schedule. Employees who “opt-in” to the program have the ability to “opt-out” one time. Employees may “opt-in” to the program two times. When the employee has “opted-in” the second time, he/she will remain permanently “opted-in”. Current employees may exercise their “opt-out” option for the first five year of the program. Those who choose to “opt-in” will transition to the new alternative schedule for the 2014-15 school year.***
- How will the following groups be placed on the alternative salary schedule? :
 - Existing district employees- ***Teachers will be placed on the alternative salary schedule using their 2013-14 base pay as a guide. Placement on the alternative salary schedule will be the closest amount to the 2013-14 base pay salary without reduction.***
 - Educators new to teaching with zero years of experience-***These teachers will be placed on step one of the alternative salary schedule.***
 - Educators new to the district but with prior experience –***We will use the teachers’ placement on the 2013-14 salary schedule as a starting point to then place them on the alternative salary schedule at the closest equivalent amount.***

b. Eligibility Criteria

If not already included in Section IV on the previous page, describe below or include in an attachment a copy of any eligibility rules for the alternative salary schedule. (See pages 4-5 and page 11 of attached SOAR Compensation Plan Handbook.)

c. Feasibility Analysis

Attach evidence using 2012-13 data (at a minimum) that the alternative salary schedule is financially feasible. Please reach out to Laura.Encalade@tn.gov for additional information or support in meeting this requirement. ***See attached document Chester Modeling_Final_12.18.13.***

d. Stakeholder Engagement

Include a description of how the district engaged teachers or other stakeholders in the development of the differentiated pay plan.

All teachers and administrators were informed in a countywide meeting in July 2013 of the beginning stages of the development of the SOAR differentiated pay plan. The District Leadership Team assembled the Design Team to include a representative group of educators and stakeholders with a variety of experience across grades, subjects and years in education. The Design Team included representatives from every school, every grade span, tested and non-tested areas, elementary and secondary principals, and District administrators. Also included on the team was a School Board Member and community member. These Team members developed the SOAR Compensation Plan through a collaborative process from June through December 2013. Design Team members returned to their respective schools and shared with their fellow staff members the developments from each design team meeting and gathered input from them as well. This input was shared with the countywide Design Team at meetings.

Appendix A: Common Differentiated Pay Definitions

1. Base pay (base salary): An individual's salary excluding any additional compensation in the form of bonuses, stipends, or supplements for additional work or responsibilities.
2. Bonus/stipend: Additional compensation for a pre-defined set of criteria. Bonus and stipend pay are awarded in addition to or "on top of" an individual's base pay. Bonuses/stipends are one-time payments awarded for a specific role, additional responsibility, or achievement of particular criteria. Bonuses and stipends are not a part of base salary and do not become a reoccurring part of an individual's compensation.
3. Traditional salary schedule (or step and lane schedule): A salary schedule that uses years of experience and education levels exclusively to determine educator's increases in base pay. Traditional schedules may follow the same structure as the state minimum salary schedule. Salary schedules that modify the amount of the step increases given for experience or change the structure of the education lanes may still be considered a traditional schedule as long as they meet or exceed the relevant state minimums.

4. Alternative salary schedule¹: A salary schedule that uses some other component, often a performance measure, in addition to or in place of education and experience to determine base pay. A schedule where an educator's evaluation score is used to determine the amount of his or her yearly base pay increase is an example of an alternative salary schedule. Alternative salary schedules are subject to State Board of Education approval.
5. Opt-in/opt-out provision: Individuals are provided with the choice to participate in a program. This provision is most often associated with alternative salary schedules and is not a required provision.

¹ If you are unsure as to whether your plan is a traditional salary schedule or an alternative salary schedule, please contact Laura.Encalade@tn.gov.



Chester County School System SOAR Compensation Plan

SOAR Compensation Plan Handbook

A Guide for Chester County Educators

Increasing District performance and results

Recruiting, rewarding, and retaining hard-to-staff positions

Increasing teacher leadership opportunities

Recruiting, rewarding, and retaining highly performing building leaders

2013–2014 School Year



An Introduction

We are proud of our school system and the quality of teaching and learning that takes place in our classrooms each and every day. Chester County School Systems' (CCSS) success is the result of many things, but especially our dedicated staff.

In 2013, we were fortunate to receive Teacher Incentive Fund (TIF) 4 funding to develop a strategic compensation model that rewards educators for their efforts with students in every classroom, every day.

A 22-member team of teachers, principals, the Director of Schools, Board of Education members, and other key stakeholders invested in educational improvement designed the new SOAR Compensation Plan over a seven-month period to support excellence in our schools.

Overarching SOAR Goals

- **Increase District performance and results**
- **Recruit, reward, and retain hard-to-staff positions**
- **Increase teacher-leadership opportunities**
- **Recruit, reward, and retain highly performing building leaders**

The design team and central office staff are committed to reviewing the model annually to ensure it continues to meet educators' needs—and serve their best interests.

We invite you to learn more about our SOAR Compensation Plan and how it benefits CCSS teachers, administrators, and students.

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SOAR Compensation Plan Components

SOAR is composed of two key components:

1 Alternative Salary Schedule + 2 Bonus Model

The SOAR model is the same for all positions—teachers and administrators.

SOAR Eligibility

All certified staff who receive a TEAM composite score are eligible to participate in SOAR.

- Central office staff, substitute teachers, student teachers, contracted employees, and staff who do not receive a TEAM composite score are *not* eligible to participate in SOAR.
- Hourly employees are *not* eligible for the bonus model.

Participation

Current Certified Teaching Staff

Hired before or on January 31, 2014

All current employees (hired before or on January 31, 2014) may choose to opt-in or opt-out of SOAR.

- Employees who do not complete the enrollment process and make a selection will be included in the program, or opted-in.

New Certified Teaching Staff

All new employees (hired after January 31, 2014 or those returning* for the 2014–2015 school year) will automatically be part of SOAR. They do not have the ability to opt-out.

**Returning refers to employees who were at one time employed by CCSS but did not work in the District during the 2013–2014 school year.*

Administrators

All administrators are automatically opted-in to SOAR.

2013–2014 Window for Enrollment Selection: February 15–March 15, 2014

- In year two, unless a change is made to the enrollment selection, employees' status will be the same as year one.
- Employees who have opted-in to the program have the ability to opt-out one time.
- Employees may opt-in to the program two times.
- When the employee has opted-in the second time, he/she will remain permanently opted-in.
- Current employees may exercise their opt-out option for the first five years of the program.
- Current employees must make any changes to their enrollment status by August 15 of the given school year.

Enrollment Examples

Example #1

An employee was hired in 1974 as an 8th grade math teacher. In year one of SOAR, this teacher opts-in. In year three, he decides to opt-out as he is unsure if he wants to continue participating. In year four, the teacher opts-back-in to the program. He is now permanently enrolled in SOAR and can no longer move back to the step and level salary schedule, or opt-out.

Example #2

A teacher was hired on June 30, 2012. Based on SOAR guidelines, she has the ability to opt-in or opt-out of the program. In years one through four, she does not participate (opted-out), but decides to opt-in during year five. This teacher is now permanently part of SOAR.

Example #3

A teacher was hired on July 5, 2014. Based on SOAR guidelines, she misses the deadline to be considered current staff and is thus considered a new staff member. She is now part of SOAR and does not have the ability to opt-out at a later time.

Example #4

A teacher worked for the District from 1982–2008 and then left for another school district. He is re-hired to teach 7th grade math at CCSS on July 10, 2014. While he previously worked in the District, since his hire date is July 10, 2014, he is automatically part of SOAR and may not opt-out in the future.

Salary Schedules

Alternative Salary Schedule

For those who opt-in to SOAR

Employees who are enrolled, or opt-in, to SOAR will transition to the alternative salary schedule. Their starting base pay will be their current step and level base pay or the closest equivalent without a reduction.

For example: A teacher who currently earns \$41,430 will be placed at step 28 (\$41,522) in the new schedule as it is the closest step without a reduction.

By opting-in, employees understand that they will no longer receive base pay increases solely for years of service and degrees (as defined by the CCSS step and level salary system). Instead, they will receive a base pay increase if they perform at appropriate levels.

Base pay increases are based on data and, therefore, will not be the same for every employee. Data from the 2013–2014 school year will determine a teacher's step increase for the 2014–2015 school year.

To receive a base pay increase as part of the alternative salary schedule, all employees must:

- Have credentials for the position in which they function.
- Be in “good standing,” meaning that all paperwork/certifications are up-to-date.
- Be supervised and evaluated by the principal (or his/her designee) where they are serving students.
- If applicable, employees must review instructional-linkage and assignment-verification information for accuracy (applicable employees are responsible for claiming their students’ individual scores).

In the new alternative salary schedule, each step is worth \$325.

Teachers will receive step increases based on the following criteria:

- Completion of an advanced degree from an accredited school of education or content-specific advanced degree with prior written approval from the District: Four steps, or \$1,300
- TEAM composite score of 5: Three steps, or \$975
- TEAM composite score of 4: Two steps, or \$650
- TEAM composite score of 3: One step, or \$325

Alternative Salary Schedule

Step	1	2	3	4	5	6	7	8	9
Salary	\$32,747	\$33,072	\$33,397	\$33,722	\$34,047	\$34,372	\$34,697	\$35,022	\$35,347

10	11	12	13	14	15	16	17	18	19
\$35,672	\$35,997	\$36,322	\$36,647	\$36,972	\$37,297	\$37,622	\$37,947	\$38,272	\$38,597

20	21	22	23	24	25	26	27	28	29
\$38,922	\$39,247	\$39,572	\$39,897	\$40,222	\$40,547	\$40,872	\$41,197	\$41,522	\$41,847

30	31	32	33	34	35	36	37	38	39
\$42,172	\$42,497	\$42,822	\$43,147	\$43,472	\$43,797	\$44,122	\$44,447	\$44,772	\$45,097

40	41	42	43	44	45	46	47	48	49
\$45,422	\$45,747	\$46,072	\$46,397	\$46,722	\$47,047	\$47,372	\$47,697	\$48,022	\$48,347

50	51	52	53	54	55	56	57	58	59
\$48,672	\$48,997	\$49,322	\$49,647	\$49,972	\$50,297	\$50,622	\$50,947	\$51,272	\$51,597

60	61	62	63	64	65	66	67	68	69
\$51,922	\$52,247	\$52,572	\$52,897	\$53,222	\$53,547	\$53,872	\$54,197	\$54,522	\$54,847

70	71	72	73	74	75
\$55,172	\$55,497	\$55,822	\$56,147	\$56,472	\$56,797

Advanced Degrees

CCSS will award teachers who have enrolled, or opted-in, to SOAR with four steps after the completion of an education or content-specific advanced degree.

- Educators are eligible to receive payment for the completion of one degree.
- Educators who are currently enrolled (as of March 15, 2014) in an advanced degree program will be grandfathered in under the 2013–2014 step and level increase (or see page 9 for those who opt-out).

For example: A teacher has opted-in to SOAR. She enrolled in an advanced degree program before March 15, 2014. This teacher has a bachelor's degree and 10 years of experience upon completion of the master's degree in 2015.

On the 2013–2014 step and level salary schedule, this teacher would earn \$38,629 for a bachelor's degree and \$42,004 for a master's degree.

On the alternative salary schedule, this teacher was at Step 21 (\$39,247) prior to completing the master's degree.

To determine placement following completion of the master's degree, we would use the 2013–2014 step and level schedule:

\$42,004 (master's degree and 10 years of experience)
– \$38,629 (bachelor's degree and 10 years of experience)
\$3,375

Then, we would add that amount to the step the teacher is currently on in the alternative salary schedule (Step 21):

\$39,247
+ \$3,375
\$42,622

So, as part of the alternative salary schedule, the teacher's new placement for completion of the advanced degree would be Step 32: \$42,822 because this number is closest to \$42,622.

To receive the step level increase for advanced degrees outlined in the alternative salary schedule, educators must:

- Receive a TEAM composite score of 3 or higher in the year the degree was completed
- Provide the District with evidence of enrollment
- Remain continuously enrolled in their degree program until completion
- Complete their program within three years of the date of enrollment or re-enrollment.

Advanced Degree Examples

Example #1

A Level 3 teacher enrolls in April 2014 and completes a master's degree in 2015. This teacher is awarded four steps for the following school year.

Example #2

A Level 3 teacher completed her master's degree in 2002. She enrolls in a program in April 2014 and receives an Ed.S. in 2015. This teacher is awarded four steps for the following school year.

Example #3

A Level 3 teacher enrolls in a program in May 2014 and completes a master's degree in 2016. This teacher is awarded four steps for the following school year. He then completes an Ed.S. during the 2018 school year. He is not awarded an additional four steps because he already received the one-time base pay increase for additional education.

Example #4

A teacher currently enrolled in a program provides the District with evidence of enrollment and receives a master's degree in 2015. This teacher is awarded the amount of the master's degree step level increase from the 2013–2014 schedule because she was continuously enrolled in the degree program before March 15, 2015.

Example #5

A Level 2 teacher enrolls in a program in April 2014 and completes an Ed.S. in 2015. He is not awarded an additional four steps because he was not a Level 3 or higher teacher in the year his degree was completed.

Opting-Out of SOAR

Employees who are not enrolled or have opted-out of SOAR will remain on the 2013–2014 step and level salary schedule to determine their base pay.

These educators will continue to receive step increases based on experience, as outlined in the 2013–2014 schedule, but will not be eligible to receive any other compensation in the form of bonuses, hard-to-staff incentives, or teacher-leadership stipends.

For example: If an educator opts-out for the 2014–2015 school year and has a bachelor's degree and three years of experience, the educator would earn the amount someone with a bachelor's degree and four years of experience would make (according to the 2013–2014 CCSS step and level salary schedule) the following year.

Unless employees who opt-out are currently enrolled in an advanced degree program (as of March 15, 2014) and provide evidence of enrollment, they will no longer receive education increases.

To receive an education increase, employees who opt-out must be continuously enrolled and finish the program within three years of the date of enrollment or re-enrollment. Employees who enroll in a degree program after March 15, 2014 will not receive education increases unless they have opted-in to SOAR.

The 2013–2014 step and level salary schedule will serve as the District's final step and level salary schedule.

If the state awards an increase to teachers in future years, the amount will not be added to the 2013–2014 CCSS step and level salary schedule.

For example: If the state implements a 1% increase in 2014–2015, the 2013–2014 CCSS step and level salary schedule will not be updated or changed. If the state decides to implement a 2% increase in 2017–2018, the 2013–2014 CCSS step and level salary schedule will not be changed.

2013–2014 Step and Level Salary Schedule

Step	Bachelor's Degree	Master's Degree	Master's Degree +	Ed.S.	Ph.D.
0	\$32,747	\$35,309	\$37,552	\$39,056	\$42,366
1	\$34,076	\$36,344	\$38,566	\$39,644	\$42,961
2	\$34,303	\$36,577	\$38,808	\$39,644	\$42,961
3	\$34,536	\$36,820	\$39,060	\$40,266	\$43,659
4	\$35,021	\$37,383	\$39,594	\$41,071	\$44,553
5	\$35,578	\$38,007	\$40,322	\$41,910	\$45,453
6	\$36,172	\$38,979	\$41,377	\$43,026	\$46,670
7	\$36,773	\$39,801	\$42,232	\$43,931	\$47,645
8	\$37,371	\$40,961	\$43,442	\$45,215	\$49,061
9	\$37,985	\$41,816	\$44,359	\$46,174	\$50,100
10	\$38,629	\$42,004	\$44,558	\$46,360	\$50,284
11	\$39,308	\$42,893	\$45,503	\$47,329	\$51,338
12	\$40,001	\$43,070	\$45,669	\$47,526	\$51,549
13	\$40,693	\$43,986	\$46,636	\$48,523	\$52,639
14	\$41,430	\$44,341	\$46,824	\$48,717	\$52,822
15	\$42,193	\$45,156	\$47,798	\$49,745	\$53,937
16	\$42,193	\$45,156	\$47,798	\$49,745	\$53,937
17	\$42,193	\$45,885	\$48,613	\$50,607	\$54,899
18	\$42,193	\$45,885	\$48,613	\$50,607	\$54,899
19	\$42,193	\$46,665	\$49,451	\$51,490	\$55,880
20	\$42,652	\$46,665	\$49,451	\$51,490	\$55,880
25	\$43,146	\$47,570	\$49,451	\$51,490	\$55,934

Teacher and Administrator Bonus Model

The second component of SOAR is the bonus model. Bonuses are available to employees who opt-in and meet the eligibility criteria outlined below.

Bonus Model Eligibility

1. Current employees, or those working during the 2013–2014 school year, must opt-in to the program to receive bonus pay.
2. Bonuses are not guaranteed to occur every year and are contingent upon program funding.
3. New employees for the 2014–2015 school year must be employed in a position by September 1 to be considered a teacher of record to be eligible for a bonus for that school year.
4. New employees hired for the 2014–2015 school year are automatically opted-in.
5. Employees who receive an individual TEAM composite score of 3 or higher are eligible for bonuses.
6. Central office staff, substitutes, and non-certified positions are not eligible for bonuses due to grant funding requirements.
7. Employees cannot be absent for more than 10 days to be eligible for a bonus. The following types of leave will be held harmless: *military leave, FMLA (Family Medical Leave Act; must be authorized through Director of Schools), assault leave, jury duty, and off-campus duty (such as professional development opportunities or activities approved by the District)*. Attendance eligibility requirement will begin in the 2014–2015 school year.
8. Employees who retire at the completion of a school year or who are on approved leave are eligible to receive their bonus.

For example: During the 2015–2016 school year, an employee teaches from the beginning of the school year through the end of April. Then, he is on approved leave from May 2016 through the 2016–2017 school year. This teacher returns to work for the 2017–2018 school year. This teacher would receive the bonus payout for data obtained during the 2015–2016 school year since he taught during the data year and is still an employee with the District. The teacher would not, however, receive any bonuses for data obtained during the 2016–2017 school year since he was not teaching.

9. Employees not employed in the District at the time of payout are not eligible to receive their bonus.
10. Employees who transfer from one bonus-eligible position to another bonus-eligible position will receive a bonus based on the position the employee held the greatest percentage of the school year.

For example: An employee teaches 6th grade math from the first day of school. On February 5, the employee transfers to a non-tested position on the same campus. Both assignments are bonus eligible; however, the bonus model for the new position is different. In this case, the greater percentage of the “school year” was spent as a 6th grade math teacher. Therefore, the bonus amount would be determined on the basis of a 6th grade math teacher.

11. The bonus for employees who work on multiple campuses in the same participation category will be determined on the basis of the percentage of time in which they function at each campus.

For example: If an ELL teacher is based at Campus A $\frac{3}{4}$ of the day and Campus B for $\frac{1}{4}$ of the day, his/her school-level bonus will be based on $\frac{3}{4}$ ’s of Campus A’s results and $\frac{1}{4}$ of Campus B’s results.

12. There will be no bonus for employees who transfer from a bonus-eligible position to a non-eligible position.

For example: A principal transfers to the central office. Central office staff are not eligible due to grant funding requirements, so the principal will not be able to earn a bonus.

13. Teachers or administrators who leave the District on their own will or who are non-renewed will not be eligible for their bonus.

Bonus Model Visual



Chester County SOAR Strategic Compensation Program Bonus Model

Teachers and Administrators

Eligible educators have the opportunity to receive up to \$2,000

	TVAAS	Annual Measurable Objectives (AMOs)
School-Wide Performance	School-wide TVAAS composite score: 5 \$800 4 \$533 3 \$356	Achievement of 51% of school-level AMOs or greater = \$667

	TVAAS
Individual Performance	Individual TVAAS composite score: 5 \$533 4 \$356 3 \$237

Teacher Leadership Roles

Eligible educators have the opportunity to receive up to \$2,000

Teacher Leader (up to 10 positions per school year)	\$2,000 stipend per school year
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Teacher Coach (up to 20 positions per school year)	\$1,000 stipend per school year
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Hard-to-Staff/High Need Incentives

Internal Transfer or Recruitment - Educators who transfer to hard-to-staff, high need, or accountability area 3+ TEAM score	• \$4,000 bonus (one-time)
New Teacher Recruitment Incentives Educators new to District in hard-to-staff, high need, or accountability area	• \$2,000 signing bonus • Additional \$3,000 following satisfactory performance (3+ TEAM score) at end of year 1
Retention Stipend - Educators currently teaching in same area as new hire or transfer in hard-to-staff, high need, or accountability area 3+ TEAM score	• \$2,000 bonus (one-time)
Tuition Reimbursement* - Educators teaching in hard-to-staff area during year of reimbursement 3+ TEAM score	• Reimbursement for up to four classes (approximately \$2,000 per class)

*Coursework must be content-specific. Approval by District required before coursework is taken.

School-Wide and Individual Performance Bonuses

Eligible educators have the opportunity to receive up to \$2,000 based on school-wide and individual performance.

2/3 of the \$2,000 bonus amount is based on TVAAS. Of that 2/3, school-wide TVAAS is 60% and individual TVAAS is 40%.

1/3 of the \$2,000 bonus is based on Annual Measureable Objectives (AMOs).

- **School-Wide Performance**

- 1. School-Wide TVAAS Composite Score**

Educators will receive the following amounts based on their school's TVAAS composite score:

- Composite score of 5 = \$800
- Composite score of 4 = \$533
- Composite score of 3 = \$356

- 2. Annual Measurable Objectives (AMOs)**

Educators will receive \$667 if their school achieves 51% or more of its school-level AMOs.

- **Individual Performance**

- 1. Individual TVAAS Composite Score**

The individual performance bonus is based on the educator's one-year TVAAS composite score. Therefore, it is only available to those teachers with an individual TVAAS score.

- Composite score of 5 = \$533
- Composite score of 4 = \$356
- Composite score of 3 = \$237

Teacher-Leadership Role Bonuses

The District offers two types of teacher-leadership roles:

1. Teacher Leader
2. Teacher Coach

1. Teacher Leader

Up to 10 Teacher Leaders per year for an annual stipend of \$2,000

The Teacher Leader is responsible for:

- Coordinating and facilitating the work of teachers in grade levels or departments
- Developing curriculum scope and sequence
- Analyzing data
- Developing individual student plans for instruction and interventions
- Creating and updating benchmark and common assessments
- Creating and facilitating PLCs and professional development

2. Teacher Coach

Up to 20 Teacher Coaches per year for an annual stipend of \$1,000

The Teacher Coach is responsible for:

- Collaborating with TVAAS Level 1 and 2 teachers
- Providing coaching on instructional strategies
- Providing peer review of instruction
- Supporting other District initiatives and priorities (to be determined on an annual basis)

To apply, be selected, and receive a bonus for these roles, teachers must opt-in to SOAR.

- Teachers with TEAM composite scores of 5, 4, or 3 are eligible to apply for these roles.
- Candidates will have the opportunity to interview, and the building principal and appropriate grade level/subject area supervisor will select the Teacher Coaches and Teacher Leaders.
- Roles will be reviewed on an annual basis based on District needs and the teacher's performance.
- Teachers must maintain TEAM composite scores of 5, 4, or 3 to apply for the role in future years.
- CCSS cannot guarantee continued employment in the role from year to year.

Funding for these roles is provided through the grant. CCSS will consider sustaining the positions after the grant ends based on available funding and impact of the roles on teaching and learning.

Hard-to-Staff and High Need Incentive Bonuses

The District offers the following incentives for hard-to-staff and high need positions:

1. Internal transfer or recruitment
2. New teacher recruitment
3. Retention stipend
4. Tuition reimbursement

To apply and receive a bonus, teachers must opt-in to SOAR.

Hard-to-staff positions are in tested or accountability areas only. The District will define hard-to-staff, high need, and accountability areas annually.

1. Internal transfer or recruitment

Educators who agree to move to a hard-to-staff, high need, or accountability areas will receive a \$4,000 one-time bonus.

- This amount will be evenly distributed in monthly salary over the year.

2. New teacher recruitment incentives

Teachers new to the District who move into a designated hard-to-staff, high need, or accountability area will receive a \$2,000 signing bonus. Teachers will receive another \$3,000 stipend following demonstration of satisfactory performance (TEAM composite score of 3 or higher).

- This amount will be evenly distributed in monthly salary over the 2nd year of employment.

3. Retention Stipend

Existing teachers who serve in hard-to-staff, high-need, or accountability positions will receive a \$2,000 one-time bonus if an internal transfer or new teacher moves into the same position in which they currently serve.

Teachers are eligible to receive this incentive one time, and they must have a TEAM score of 5, 4, or 3.

4. Tuition Reimbursement

Teachers who obtain a content-specific endorsement or take content-specific higher education coursework will receive tuition reimbursement of up to four classes per year (approximately \$2,000 per class).

Teachers must serve in a hard-to-staff area the year the tuition reimbursement is received, demonstrate satisfactory performance in the coursework, and the District must grant written pre-approval of the coursework and higher education program.

SOAR Model Design Team

The District carefully assembled the design team to include a representative group of educators and stakeholders with a variety of experience across grades, subjects, and years in education. Team members were carefully selected to develop the SOAR Compensation Plan through a collaborative process from June through December 2013.

The SOAR model design team includes:

- Representatives from every school
- Representatives from every grade span
- Representatives from tested and non-tested areas
- Varied years of experience
- Elementary and high school principals

Decynthia Arnold, K–3 Teacher

Leanne Black, Special Education Teacher

Emily Brown, K–3 Teacher

Keith Brown, 6–12 Teacher

Delona Cole, 6–8 Teacher

Renee Croom, 6–8 Teacher and

CCEA President

Nancy Davidson, K–3 Teacher

**Randle Fenimore, Federal Programs
Director and Supervisor**

**Ronald Johnson, CCSS School Board
Member**

Troy Kilzer, 9–12 Principal

Wes McPeake, 9–12 Teacher

Marilyn Murphy, Payroll

Glenn Naylor, Community Member

**Melinda Parker, Special Education Director
and Design Team Leader**

Amy Peterson, 4–5 Teacher

Cherrie Pipkin, Director of Schools

Molly Risley, 9–12 Teacher

Lisa Snider, 4–5 Teacher

Cristy Swope, 4–5 Principal

Lisa Whaley, 6–8 Teacher

Cathy Whitehead, K–3 Teacher

David Willis, 9–12 Teacher

Issue Resolution

Educator Empowerment, Open Communication, and Transparency

We recognize that SOAR will only be successful if educators are informed and engaged. CCSS is committed to building educator understanding of the program, its benefits, their eligibility, how and when to enroll/opt-in, and the financial rewards they can earn by participating.

Our goal: To partner with educators to ensure that those who have worked hard to earn an award will be accurately compensated for their efforts. We strive to be transparent and fair. And, we encourage dialogue—providing multiple opportunities to submit questions and address concerns.

Teachers will be responsible for annual verification of the data used to calculate payouts through the SOAR website at www.BattelleforKids.org/Tennessee/Chester. Any inquiries regarding individual data, TEAM composite scores, eligibility, and estimated award amounts should be addressed by submitting an inquiry through the website.

Our TIF 4 Coordinator will be available to review inquiries and resolve potential errors and omissions. Appeals will be addressed by a committee (comprised of the TIF 4 Coordinator, a Human Resources representative, and three members of the design team*) and, ultimately, the Director of Schools.

How the Inquiry Resolution Process Works:

TIF 4 Coordinator —————> Committee —————> Director of Schools

1. Educator submits inquiry through SOAR website
2. TIF 4 Coordinator reviews inquiry
3. TIF 4 Coordinator investigates
4. Response provided
5. Educator may appeal decision
6. Committee reviews appeal
7. Response provided
8. Educator may appeal decision
9. Director of Schools reviews appeal
10. Director of Schools provides final decision

**Design team members on the committee may not be from the same building as the individual who submitted the inquiry, and they may not be associated through a friendship/relationship.*

Questions and to Learn More

We look forward to connecting with you, answering your questions, and helping you understand our new SOAR Compensation Plan.

Please contact Melinda Parker with any inquiries and to learn more about SOAR.

parkerm@tennk12.net

(731) 989-5134

Visit the SOAR website at www.BattelleforKids.org/Tennessee/Chester for a variety of information and resources. Educators may enroll in SOAR via the website from February 15–March 15, 2014.