

Approved by
Franklin County Board of Education
June 9, 2014

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)	The district will pay current licensed teachers for required college tuition and/or testing expenses to add endorsements in the areas of secondary math, science, foreign language, and special education – these areas have been identified as 'hard to fill' for several years.	The compensation will be given as a bonus after one of the needed endorsements has been added to the teacher's license	Approximately 200 teachers with secondary endorsements could add one of the needed endorsements by merely passing the required praxis test. Approximately 425 teachers could fulfill the requirements (coursework and/or praxis requirements) for adding one of the required endorsements in one of the 'shortage areas'.	The estimated total for this is \$25,000 (hopefully, 5 teachers will be compensated up to \$5,000- tuition for the required courses and 10 teachers will take the required praxis exams – about \$100 each).	This compensation makes up less than 1 percent of the district's annual salary costs for certified employees.

II. Salary Schedule (Required Section)

1. Please include below or attach a copy of the district's proposed 2014-15 salary schedule.

Franklin County Schools for the 2014-15 School Year																					
Teachers and Principals - no change from 2012-13 and 2013-14																					
	Years of Experience 2014-15																				
Training	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20 and more
Doctorate	43,855	45,282	45,445	45,624	46,203	46,905	48,188	49,215	50,709	51,801	51,998	53,109	53,330	54,483	54,674	55,850	55,850	56,865	56,865	57,898	58,299
EDS	41,255	42,671	42,820	42,982	43,493	44,042	44,671	45,299	46,654	47,663	47,860	48,881	49,090	50,141	50,344	51,431	51,431	52,339	52,339	53,270	53,640
Master's + 30	40,242	41,668	41,809	41,965	42,432	43,044	43,629	44,208	44,788	45,753	46,027	46,958	47,275	48,153	48,674	49,439	49,758	50,237	50,451	51,120	51,507
Master	37,554	38,968	39,097	39,239	39,734	40,315	40,885	41,472	42,170	43,072	43,268	44,205	44,424	45,358	45,824	46,566	46,860	47,359	47,499	48,182	48,503
Bachelor	34,635	36,010	36,122	36,244	36,644	37,123	37,644	38,163	38,677	39,193	39,711	40,292	40,869	41,450	42,089	42,780	43,038	43,321	43,599	43,895	44,463
System-Wide Certified Employees for 200-Day Work Contract (Limited to Supervisors, Psychologists and Speech-Language with Master's Degree)																					
	Years of Experience																				
Training	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20 and more
Doctorate	44,896	46,335	46,498	46,688	47,298	48,023	49,336	50,381	51,903	53,038	53,234	54,381	54,596	55,777	55,969	57,182	57,182	58,213	58,213	59,277	59,677
EDS	42,669	44,102	44,252	44,444	44,977	45,556	46,225	46,890	48,298	49,337	49,545	50,596	50,817	51,898	52,119	53,235	53,235	54,177	54,177	55,145	55,516
Master's + 30	41,614	43,064	43,205	43,390	43,881	44,528	45,144	45,758	46,386	47,385	47,659	48,632	48,949	49,873	50,389	51,201	51,521	52,029	52,243	52,942	53,329
Master	38,914	40,357	40,486	40,646	41,178	41,312	41,789	42,122	42,501	43,769	44,700	44,904	45,908	47,067	47,533	48,316	48,611	49,133	49,273	49,992	50,313
Bachelor	36,001	37,407	37,517	37,657	38,092	38,596	39,159	39,706	40,269	40,814	41,349	41,960	42,544	43,159	43,810	44,537	44,795	45,100	45,379	45,705	46,274

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? Some combination of both would be considered if there are no associated requirements.

We would consider a combination of both if there are no associated requirements.

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.

Differentiated Pay

The following areas are deemed to be areas of shortage:

Secondary Math
Secondary Science
Special Education
Speech/Language

If total funding is not available from federal, state, or local sources including, but not limited to, the Special Education Institute, scholarships, and/or grants, then Franklin County Schools will supplement, or reimburse, up to half of college tuition, maximum of eighteen (18) hours, as well as registration for the required Praxis exam(s), but not to exceed a total of \$5,000, for an employee to add the required teaching endorsement in one of the above named shortage areas as follows:

1. The teacher must be currently employed, but not teaching on a Transitional License, by Franklin County Schools;
2. The teacher must submit an approved "Plan of Study" from the university assisting with this endeavor before beginning this project for the purpose of this project;
3. The completion of the "Plan of Study" cannot lead to a pay increase (due to an additional degree or next horizontal step on the system's pay schedule);
4. Reimbursement for the cost of required coursework will be immediately after the course(s) is/are completed but contingent upon passing the course (transcript will be required);
5. The new endorsement must be added to the employee's license within three (3) years of the employee's start date;
6. Reimbursement will include cost of the required Praxis exam(s) and possibly only the cost of the Praxis exam, if applicable;
7. After receiving the endorsement, the teacher must serve in one of the above shortage areas for a minimum of three (3) years with positive evaluations each year; and
8. Each participant will sign and file with the Director of Schools an agreement to this plan.

If the employee does not complete the “Plan of Study” and the endorsement is not added to the employee’s license in the required three (3) years, the employee will be required to reimburse the school system for all funds received for this project.

The employee will be required to reimburse the school system up to 100% of the funds received on a pro-rated scale if the employee does not fulfill the three (3) years of teaching obligation.

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

An email was sent in early February to all certified employees inviting them to be a participating member of a committee to be formed for the purpose of developing a local Differentiated Pay Plan. About forty (40) employees (teacher, principals, and supervisors) responded that they wanted to participate in this undertaking. All respondents were notified of the initial meeting where the Executive Director of TOSS, Wayne Miller, outlined the requirements in regard to Differentiated Pay. He also shared what some school systems were proposing. A discussion followed in regard what was best for Franklin County Schools and what could Franklin County Schools afford to do. At that time, information about state funding had not been released and the local budget process had just begun.

Franklin County Schools received the news that there would be no recommended salary increase at the state level. Locally, the 2014-15 budget process is even bleaker; major cuts are required.

Thus, when the committee met again in early May, the members had the challenge to develop a plan for differentiated pay with no new revenue. The committee members expressed no desire to change the traditional pay schedule shown above. After discussion, the committee agreed to submit the plan shown above.

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?

The school year for 2014-15 will be the third consecutive year that the teachers in Franklin County have not had a raise – the very same salary schedule was in place for the 2012-13 school year, the 2013-14 school year, and now the 2014-15 school year; this is due to a lack of funding at both the state and local levels. We are interested in approaching a broader differentiated pay plan, but will need additional funding to do so. We are considering eliminating the Masters + 30 and the Doctorate lanes in the salary schedule in the future.

IV. Alternative Salary Schedule (Optional Section) THIS SECTION IS NOT APPLICABLE TO THE PROPOSAL FROM FRANKLIN COUNTY SCHOOLS.

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?
- 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?
- How will the following groups be placed on the alternative salary schedule?:
 - Existing district employees
 - Educators new to teaching with zero years of experience
 - Educators new to the district but with prior experience

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.

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.

d. Stakeholder Engagement

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