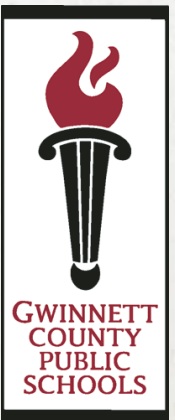


The Framework for Gwinnett's Performance-Based Teacher Compensation System

Gwinnett County Board of Education – February 16, 2017

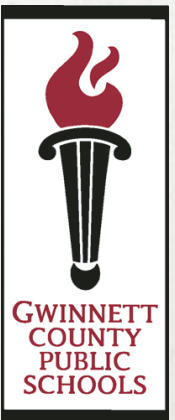
Gwinnett's road to a new Compensation System for Teachers

- **Began investigating in 2007**
- **Efforts were suspended when Georgia won a Race to the Top grant in 2010**
- **Activity was reignited with Governor Deal's Education Reform Commission in December 2015**
 - "...the commission recommends that the State Board of Education provide guidance to districts to support the development of district teacher compensation models."



Factors guiding Gwinnett's work to develop a new Compensation System for Teachers

- **Advance the district's work toward instituting a teacher effectiveness system based on performance**
- **Increase the district's capacity to recruit and retain effective teachers**
- **Build the capacity of teachers by emphasizing professional development and preparation**



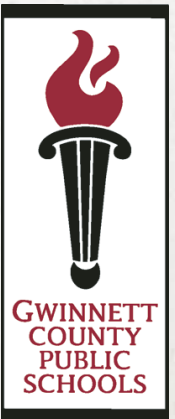
Phased-in Approach

**Phase 1:
Performance-Based
Salary Schedule
August 2017**



Phase 1: Performance-Based Salary Schedule

- The “Performance-Based Salary Schedule” will go into effect beginning with the August 2017 paycheck.
- All teachers and certified support staff compensated on the current teacher salary schedule will transition to the new one.
- It has 29 steps, as does the current schedule, but 10 current certification levels are consolidated into four.
- The new schedule acknowledges a teacher’s current education level, and advanced degrees as they are earned.
- No staff member will lose base salary compensation when the new schedule takes effect.



Phase 1: Performance-Based Salary Schedule

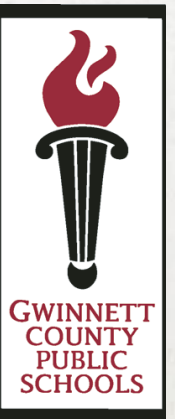
- On the new schedule, annual performance, not time on the job, will determine movement to the next step.
- A teacher advances one “performance step” for the next contract year upon receiving a rating of “Proficient” or higher on the annual Teacher Assessment on Performance Standards (TAPS) or equivalent evaluation tool.
- As with our current salary schedule, teachers can move only one step per year on the new schedule.



Phased-in Approach

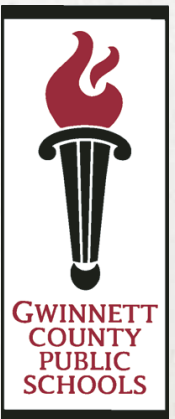
Phase 1:
Performance-Based
Salary Schedule
August 2017

Phase 2:
Performance-Based
Awards
2018-19



Phase 2: Performance-Based Awards

- The “Performance-Based Awards” will go into effect in SY2018-2019.
- Teachers will be awarded based on four metrics: Professional Growth, TAPS Evaluation, Student Growth, and Weighted School Assessment
- Eligible teachers are classroom teachers who provide direct instruction to students, for whom scores are available on all four performance metrics, and who were employed for at least 120 days during the school year.



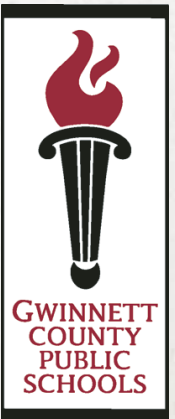
Phase 2: Performance-Based Awards

- Eligible teachers will be awarded in three categories:
 - **Category 1** – Teachers with Highest 10% of scores SYSTEM wide; award will equal 10% of average GCPS Teacher salary
 - **Category 2** – Teachers with Highest 10% of scores at each SCHOOL; award will equal 6% of average GCPS Teacher salary
 - **Category 3** – Teachers with Second Highest 10% of scores at each SCHOOL; award will equal 3% of average GCPS Teacher salary
- Teachers awarded in Category 1 will not be eligible for awards in categories 2 or 3.

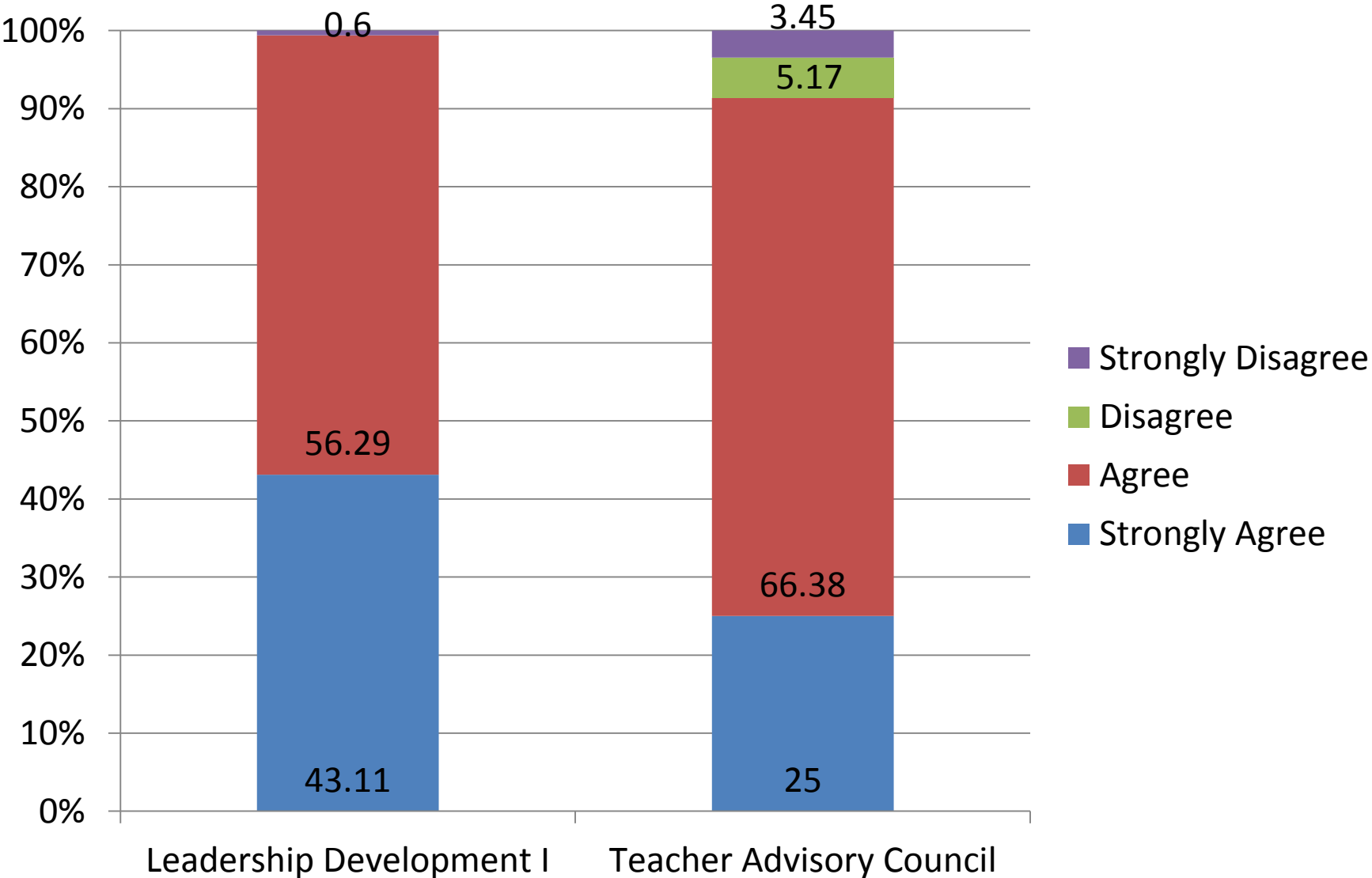


Performance-Based Awards – Input from Surveys

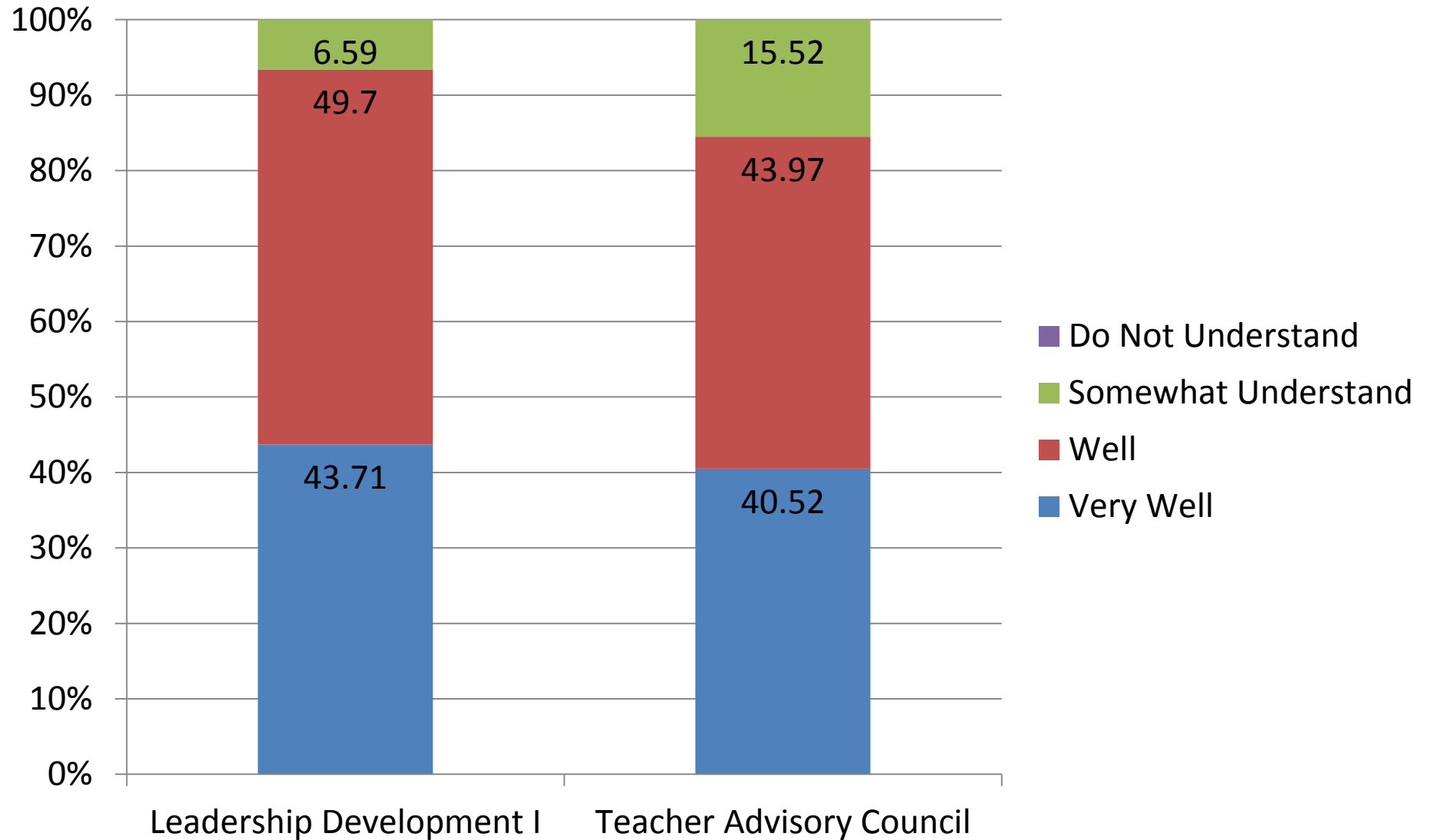
- Feedback on three questions
 - Comparison of results from Leadership Development I and Teachers Advisory Council



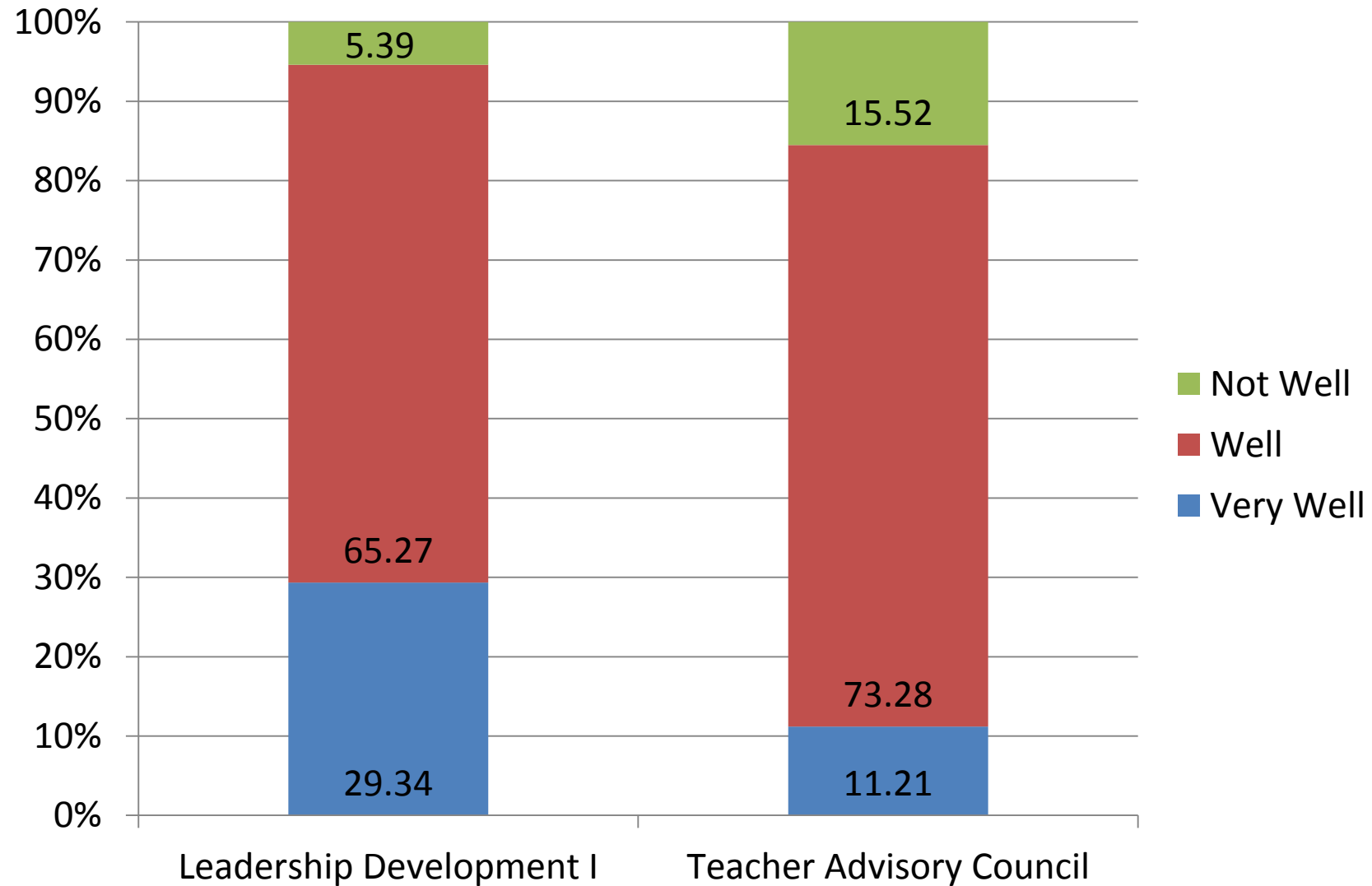
What is your reaction to the proposed changes in the performance awards?



How well do you think you understand the proposed changes?

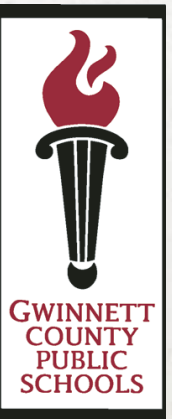


How well do you believe the changes to the performance-based awards will be received by your peers?



Performance-Based Awards – Input from Surveys

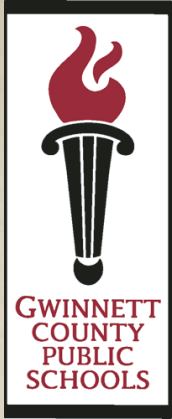
- Open-ended responses grouped in 5 categories:
 - Communication
 - Eligibility
 - Student Growth
 - WSA
 - Other



Performance-Based Awards – Key Messages

- We believe that:
 - There are great teachers in every school in the district.
 - Schools have different characteristics and clientele that make them unique.
 - Recognizing the top-performing teachers at every school acknowledges that, despite their differences, all schools have teachers who deserve to be celebrated.
 - Rewarding outstanding teachers will help us with teacher recruitment, retention, and morale, all of which impact student achievement.
 - Incentivizing top performance in every school will go a long way in helping us improve the education we provide across the district.





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