

TEACHER PERFORMANCE PAY PLAN

Introduction

Improving educational opportunity and student achievement is the key to breaking the cycle of poverty in the inner city, preventing the spread of poverty in the greater Metro-York area, and boosting the competitiveness of all York County students relative to their peers in the industrialized world.

To illustrate the seriousness of the situation, proficiency rates in the 5 Metro-York school districts, measured by 2006 PSSA scores, range from 22% to 96% in math and 27% to 93% in reading. This variation is totally unacceptable given the uniformly high cost of education in the same districts.

One element that contributes to the status quo is the way we compensate teachers. There is simply no connection between their earnings and student achievement.

YCTC recommends negotiating a new contract structure *throughout the County* that rewards teachers and administrators based on students' educational achievement. Teachers should have the opportunity to opt into the new plan at any time, or stay with their current contracts. While the new structure eliminates pay increases for advanced degrees and seniority, it may actually cost *more* if justified by improved student achievement.

The benefit to York County will be the contributions made by young workers prepared to fill the good paying jobs in our area without expensive, remedial training.

Basic Elements of Performance Pay

1. A "living wage" base salary reflecting the value of subject taught (science and math base salary higher than art and physical education: for example \$45,000 vs. \$30,000 to start).
2. A bonus (with no cap) earned when students either attain and maintain proficiency or achieve annual yearly progress.
 - a. Annual bonus for each student achieving proficiency is higher for under performing students as bonus for normal students
 - b. Under performing students are identified by teachers with the principal's concurrence
 - c. Bonus for group of students achieving annual progress should be shared by the teachers most directly involved using NCLB rules
 - d. Average yearly progress bonus for each teacher in c. above should be less than the bonus earned by an individual teacher. Excellent teachers should be able to earn bonuses of \$30,000 or more
3. Living wage base salaries subject to cost of living increases.

Other Key Elements of the New Contract Structure

1. Teachers pay for one-third of health care cost.
2. Districts provide frivolous lawsuit insurance.
3. New contract not subject to agency contract with PSEA.
4. Districts no longer collect and distribute dues to the PSEA.
5. Annual performance ratings fit by administrators to a bell curve to identify and weed out poor performers.