



HOUSE BILL 571: Changes to Advanced Teaching Roles Program.

2019-2020 General Assembly

Committee:	House Education - K-12. If favorable, re-refer to Appropriations, Education. If favorable, re-refer to Rules, Calendar, and Operations of the House	Date:	April 9, 2019
Introduced by:	Reps. Horn, Clemmons	Prepared by:	Brian Gwyn*
Analysis of:	Second Edition		Committee Co-Counsel

OVERVIEW: *The 2nd edition of House Bill 571 would codify and make modifications to the Teacher Compensation Models and Advanced Teaching Roles Pilot Program.*

CURRENT LAW: Sec. 8.7 of S.L. 2016-94, as amended by Sec. 7.11.(a) of S.L. 2017-57, Sec. 7.15 of S.L. 2017-57, and Sec. 7.9 of S.L. 2018-5, established an eight-year pilot program ("Pilot") to develop advanced teaching roles and organizational models that link teacher performance and professional growth to salary increases for classroom teachers in selected local school administrative units (LEAs). A classroom teacher is a teacher who works in the classroom providing instruction for at least 70% of the instructional day and who is not instructional support personnel.

The Pilot's purpose is to:

- Allow highly effective classroom teachers to be accountable for the performance of a higher number of students or by leading a school-wide effort to implement new instructional models to improve school-wide performance.
- Enable LEAs to provide salary supplements to classroom teachers in advanced teaching roles.
- Enable LEAs to create innovative compensation models that focus on classroom teacher professional growth and student outcomes.
- Utilize local plans to establish organizational changes related to compensation to sustain evidenced-based teaching practices that can be replicated.

Proposals from local boards of education must include the following:

- A description of the program structure.
- Descriptions of the advanced teaching roles, including minimum qualifications that must include one of the following:
 - Advanced certifications.
 - A rating of accomplished on the Teacher Evaluation Standards.
 - Evidence of having exceeded expected student growth based on three years of teacher evaluation data.
 - Equivalent demonstrated mastery of teaching skills.
- Job responsibilities that include at least one of the following:
 - Teaching an increased number of students and being accountable for their performance.

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- Becoming a lead classroom teacher among a group of teachers.
- Leading a school-wide effort to implement data-driven instructional models.
- Training that certifies the teacher as an in-house provider of professional development.
- Description of how the LEA will inform employees and the public on the criteria and selection for the advanced teaching roles, continued eligibility requirements, evaluations, and movement on the proposed new local compensation model.
- The process for the voluntary relinquishment of an advanced teaching role.
- Salary supplement information, including the amount of the supplement (up to 30% of the State teacher salary schedule) along with the amount of the salary supplements at all levels of the proposed new LEA compensation model in relation to the State teacher salary schedule.
- The implementation plan, including the number of schools in the LEA that will have advanced teaching roles, any new compensation model, the number of advanced teaching roles at each school, and the number of teachers eligible for the new compensation model.
- The plans for financial sustainability once grant monies are no longer available to the LEA.

The SBE must select up to 10 LEAs as follows:

- Up to five LEAs with an average daily membership (ADM) equal to or less than 4,000.
- Up to three LEAs with an ADM between 4,001 and 20,000.
- Up to two LEAs with an ADM of 20,001 or more.

The selected LEAs must implement their plans from the 2017-2018 school year through the 2024-2025 school year. Funds awarded to the LEAs can be used for the following:

- Salary supplements for advanced teaching roles.
- Development of advanced teaching role plans.
- Development of professional development courses.
- Transition costs associated with designing and implementing advanced teaching role models.
- Development of the design and implementation of compensation plans that focus on teacher professional growth and student outcomes.

The SBE must contract with an independent research organization to evaluate the Pilot, including how the advanced teaching roles and new compensation plans have accomplished the following:

- Improvement in the quality of classroom instruction and increases in school-wide growth.
- An increase in the attractiveness of teaching.
- Recognition, impact, and retention of high-quality classroom teachers.
- Assistance to and retention of beginning classroom teachers.
- Improvement in and expansion of the use of technology and digital learning.

The independent research organization must report annually to the SBE until the conclusion of the Pilot on all aspects of the implementation and evaluation of the Pilot. It must also evaluate the existing Project LIFT program in the Charlotte-Mecklenburg Public School System and the proposed Project Advance in the Chapel Hill-Carrboro City Schools if that program is implemented. The SBE must provide the annual reports to the General Assembly.

BILL ANALYSIS: House Bill 571 would codify the advanced teaching roles program. Local boards of education would be required to submit their proposals by October 15, 2019, and annually thereafter, to

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participate in the program. The bill would not limit the number LEAs that could participate in the program, but it would prioritize funding for up to 15 LEAs that fit in certain size categories. Additionally, LEAs participating in the existing pilot program in the 2019-2020 school year would be guaranteed approval, provided that their application is not inconsistent with the codified program's requirements.

The bill includes several changes from the Pilot in the requirements for participation in the program, such as:

- Requiring information on how the LEA would utilize and train classroom teachers in advanced teaching roles.
- Requiring teachers in advanced teaching roles to have an average Education Value-Added Assessment System (EVAAS) student growth index score of 1.5 or greater (and no score below zero) over the previous three years.
- Requiring a description of how the LEA could partner with local educator preparation programs, institutions of higher education, or community colleges to improve teacher effectiveness.

Initially selected LEAs would implement their plans beginning with the 2020-2021 school year. The SBE would review participating LEAs every five years to ensure compliance with the approved plan. After review, the SBE could renew or terminate the plan.

Schools that are included in an LEA's approved application would receive class size flexibility, and LEAs that participate in the program would receive budget flexibility for the purpose of providing salary supplements.

Funds awarded for this program are subject to availability and could be awarded for a term of up to three years. LEAs are only eligible to receive funding for one term. Unlike the pilot program, awarded funds could not be used for salary supplements.

The SBE must contract with an independent research organization to provide an evaluation during the first two years of the program. Beginning October 15, 2022, and annually thereafter, the SBE would perform the evaluation and provide the annual reports.

The bill would appropriate \$1.5 million in nonrecurring funds for the 2019-2020 fiscal year to the Department of Public Instruction (DPI) to be allocated to participating LEAs. These funds would not revert. Additionally, the bill would appropriate \$3 million in recurring funds for the 2020-2021 fiscal year to DPI to be allocated to participating LEAs. Up to four percent of the funds appropriated could go towards the evaluation of the program each year.

EFFECTIVE DATE: The codified language of the bill would be effective July 1, 2019. The current Pilot would be repealed June 30, 2020.

**Drupti Chauhan, Committee Counsel, substantially contributed to this summary.*