Welcome to ProComp!

- *Denver Public Schools' innovative <u>professional compensation</u> system is designed to <u>attract</u> and <u>retain</u> the <u>best</u> educators in the profession.*
- *New pay system:*
  - ✓ *Affects all DCTA positions*
  - ✓ *Replaces a capped system of entitlements with uncapped system of earned increases*
  - ✓ *Wide range of compensation choices gives educators more control over their careers*
  - ✓ *Fully fund by Denver voters*
 - ✓ *New teachers and SSPs hired after January 1, 2006 will be placed in ProComp*

ProComp Perspective

- *Responded to the need for an objective system of compensation*
- *Preceded by a Pay for Performance Pilot*
- *High quality objectives linked to significant gains in achievement*
- *March 2004: Teachers and DPS Board of Education voted to approve ProComp*
- *Current educators have 7 opt-in windows to join ProComp*
- *Traditional compensation system remains in place for those who want to stay in old system*
- *Denver voters passed a mill levy in November 2005 that will raise $25 million annually to pay for ProComp*

ProComp Aligns Teacher & Student Service Professionals' Compensation with the District's Goals
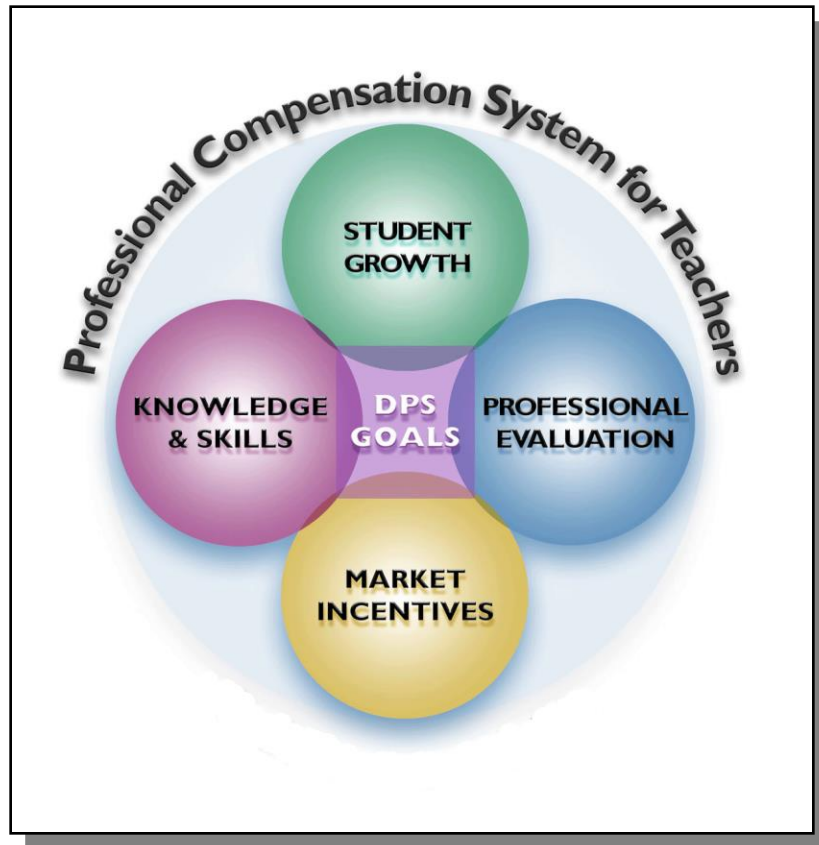
Increases earned for:

- Meeting student growth objectives

- Receiving satisfactory professional evaluations

- Increasing knowledge and skills

* Serving in hard-to-serve schools and in hard-to-staff positions

Components Index $37,927	Knowledge and Skills			Professional Evaluation		Market Incentives		Student Growth		
Element	Professional Development Units 2% of Index Salary Increase	Grad Degree/ Nat. License & Certificates 9% of Index Salary Increase	Tuition Reimburse $1,000 Lifetime Account	Probationary 1% of Index Salary when rated satisfactory	Non-Probationary 3% of Index Salary when rated satisfactory	Hard to Staff Position 6.4% of Index Bonus	Hard to Serve School 6.4 % of Index Bonus	Student Growth Objectives 1% Index Salary if both objectives met 1% Index Bonus if 1 objective met	CSAP Expectations 6.4% of Index sustainable increase for exceeding expectations; 3% Index sustainable decrease for falling below expectations	Top Performing and High Growth Schools **6.4**% of Index Bonus
Dollar Amount	$758	$3413.43	$1,000	$379	$1,138	$2,427.33	$2,427.33	$379	$2,427	$2,427 each
Payment Type and Frequency	Monthly installments upon submission of proper documents	Monthly installments upon submission of proper documents	Up to $1000 upon submission of proper documents	Prorated over 12 months. If unsatisfactory delayed at least 1 yr	Prorated over 12 months. If unsatisfactory delayed at least 1 yr	Monthly installment upon completion of service each month	Monthly installment upon completion of service each month	Paid in in the fall based on previous year	Paid in lump sum in the fall based on previous year	Paid in lump sum in the fall based on previous year
Year Implemented	2006-2007	2005-2006	2005-2006	2005-2006	2005-2006	2005-2006	2005-2006	2006-2007	2006-2007	2005-2006

ProComp Student Growth Objectives

- **All DCTA bargaining unit employees write two student growth objectives each school year**

- **ProComp participants may earn a 1% of index <u>salary</u> <u>increase</u> for meeting <u>both</u> objectives ($342)**

- **ProComp participants may earn a 1% of index <u>bonus</u> for meeting <u>one</u> objective ($342)**

- **Increase is applied at beginning of contract year based on meeting objectives in previous year**

Student Growth Objectives

- *Objectives should be based on learning content and teaching strategies*

- *Objectives should provide a means for teachers and supervisors to discuss:*

  "What do we expect students to learn this year and how will we measure to see that it happens?"

What Is An Objective?

- Job-based

- Measurable

- Focused on growth in student learning

- Based on learning content and teaching strategies

- Discussed collaboratively at least 3 times during the school year

- May be adjusted during the school year

- Are not directly related to the teacher evaluation process

Job-based

- **A job-based objective reflects the type of work educator performs with their students.**

- **The objectives should be based on work done with students**

Focused on Growth in Student Learning

- *Objectives set using base-line data*

- *Student learning measured against base-line data*

- *Other disciplines use factors whose secondary effect would be growth in student learning*

Comprehensive Performance Evaluation

ProComp participants earn incentive pay for satisfactory evaluations

- Probationary educators are evaluated yearly

  Satisfactory evaluation = salary increase, 1% of index

- Non-probationary educators are evaluated every 3rd year

  Satisfactory evaluation = salary increase, 3% of index

Comprehensive Performance Evaluation

The purpose of the CPE is to

1. Communicate the district's objectives and support the growth and development of district employees
2. Inspire professional growth and development of licensed personnel
3. Determine and document unsatisfactory and satisfactory performance
4. Improve student instruction and services through the cooperative effort of both the evaluator and the educator being evaluated

Comprehensive Performance Evaluation

Evaluations take one year to complete

- Evaluation standards/criteria/rubrics are tailored for classroom teachers and for many licensed student service professionals (e.g., school nurse, school counselor, social worker)

- The forms and the process are the same for all DPS educators covered by the DCTA agreement – whether in ProComp, or not

Comprehensive Performance Evaluation

- Every educator is evaluated on the 3-5 criteria for each of the five standards.

EXAMPLE – Classroom Teacher (includes art, music, physical education, and special education teachers):

- ✓ Standard 1 – Instruction
- ✓ Standard 2 – Assessment
- ✓ Standard 3 – Curriculum and Planning
- ✓ Standard 4 – Learning Environment
- ✓ Standard 5 – Professional Responsibility

Comprehensive Performance Evaluation

Student Service Professionals (SSPs) have different standards that relate to their specific jobs

EXAMPLE – Student Advisor

- ✓ Standard 1 – Direct Service/Instructional Support
- ✓ Standard 2 – Safe Learning Environment
- ✓ Standard 3 – Program, Planning, Data Driven Decision Making
- ✓ Standard 4 – Consultation and Contributing to Learning Environment
- ✓ Standard 5 – Professional Learning Responsibilities

Comprehensive Performance Evaluation

- In an effort to further clarify expectations there are rubrics for each criteria that define the 4 levels of performance (not meeting, developing, meeting and exceeding)

- Once the criteria are rated, each standard receives a rating that is used to determine the overall performance rating

To find more information about the standards and the evaluation process go to http://hrforms.dpsk12.org/doc/Appraisals/prof_appraisals.asp

Comprehensive Performance Evaluation

1. Notification of evaluation and orientation
2. Pre-formal observation conference
3. Formal Observation
4. Post-formal observation conference
5. Mid-year conference
   - Educator provides 3-5 records of teaching/service
   - Evaluator reviews and discusses records of teaching/service
   - Evaluator may initiate the discussion of concerns or the process of remediation for educators who exhibit serious performance deficiencies

Comprehensive Performance Evaluation

6. Second Observation – required for probationary educators

7. Evaluator gathers data sources (e.g., observations, conferences, written communications)

8. Final meeting

   - Summary of Evidence Journal

   - Overall Comprehensive Performance Evaluation

   - Signatures

   - Action Plan (for future growth)

ProComp
Professional Development Unit

- *ProComp participants may earn pay for one (1) Professional Development Unit (PDU) each contract year*

- *Teachers may "bank" additional PDU's*

- *Successful study is shown by the presentation of a culmination of a teacher's work*

- *Three requirements:*

   Study, Demonstration, Reflection

ProComp
Professional Development Unit

- Component 1: Study
  - ✓ The participant chooses and designs a type of study for his/her professional learning experience.
    - Ongoing
    - Collaborative
    - Job-embedded
    - Reflect best practices

ProComp
Professional Development Unit

- Component 2: Demonstration
  - ✓ Participants Component will demonstrate their learning through an ongoing body of accumulated work.
  - ✓ Participants will select three methods of demonstration that will show how new skills will impact student learning

ProComp
Professional Development Unit

- **Component 3: Reflection**

- Reflection is planning a desired future based on the past

- Reflection requires:
  - ✓ Supposition
  - ✓ Theorizing
  - ✓ Conjecture
  - ✓ Speculation

ProComp
Exceeds Expectations

- Incentive available to those teaching 4th-10th grade math or language arts

- Based on individual student growth from the prior test year

- Paid to teachers who exceed statewide norms for student growth compared to the growth of a group of like students statewide

ProComp
Exceeds Expectations

- Teachers must be in the classroom for 89 days and have a minimum of 10 qualifying students
- Students are matched with teachers to determine responsibility for student growth
- Students must:

  -Have a matched pair of test scores

  -Be enrolled in a 4th through 10th grade math or language arts course

  -Be enrolled for a minimum amount of time the course offered

  -Attend a minimum percentage of the course enrollment

ProComp
Exceeds Expectations

- Payout is a bonus 6.4% of the index

- Can qualify in reading, writing or math but only receive one payout per teacher per year

- Platooning teachers eligible only for subject taught

- Payout is prorated on the FTE at the time of service

- Payout is made in the fall of the following year

ProComp
Market Incentives

- Designed to attract qualified teachers and student service providers to the more difficult schools and the hard to fill positions

- Hard to Serve schools and Hard to Staff assignments are reviewed annually to account for changing school demographics and market supply of licensed professionals.

- Market incentive bonuses are 6.4% of the ProComp index and are paid in 12 equal installments over the course of the school year.

- Bonuses are paid in proportion to the amount of time spent in a school or position

Hard to Serve Schools

- Selected based on basis of the percentage of students receiving free or reduced lunch in each school

- List of Hard to Serve schools is approved by the Transition Team in January for the following year

- For a list of Hard to Serve schools see: http://denverprocomp.dpsk12.org/High-Needs2012-13

- Payment is made monthly to ProComp employees working or on paid leave at a Hard to Serve school

- Paid for portion of time spent in a Hard to Serve school (limit 1 FTE)

- Employees must have an active CDE license (APPL OK)

Hard to Staff Assignments Selection Criteria

Criteria Used to Identify Hard to Staff Assignments

- National data on the supply of licensed professionals produced by degree granting institutions
- Regional data on the supply of licensed professionals produced by degree granting institutions
- DPS data on ratio of qualified teachers to total teachers in specific assignment areas and to number of qualified teachers in DPS work force
- DPS data on ratio of teachers with less than one year of experience to total teachers in specific assignment area
- DPS data on Special Education and Student Service Providers

Hard to Staff Assignments Bonus Payments

- A list of hard to Staff positions may be found at: http://denverprocomp.dpsk12.org/H2Staff2011-12

- Payments made for the proportion of time spent in an assignment

- Multiple payments made for filling multiple Hard to Staff roles (e.g. ELA-S secondary math teachers receive 2 payments)

- Must be highly qualified for the assignment (proper endorsements, education, etc)

- Paid for time worked or in paid leave status

Market Incentives Reduction in Building

- ProComp employees who are administratively removed from their position through no fault of their own are allowed to continue Hard to Serve or Hard to staff bonus through the remainder of the contract year

- ProComp employees who are RiB'd must sign a form saying they are willing to be assigned to a Market Incentive school or assignment to continue to receive the bonus

Top Performing Schools/ High Growth Schools

- Both are school-wide awards
- Each is based on year long performance measurement and paid the following fall
- Eligibility:
  - -Teacher must work 89 days in the designated school during the performance year
  - -Teacher must be in ProComp in performance measurement year
  - -Nurses, counselors, etc. assigned to school also eligible
  - -Must still be working at DPS and in ProComp at time of payment

Top Performing Schools/ High Growth Schools

- Payment
  - -Each is 6.4% of the index bonus calculated at the time of payment
  - -Bonus is prorated on time assigned at a designated school
  - -Teacher need not be assigned at the designated school at the time of payment
  - -If the employee is absent in the month of payment, the employee may still be paid if they return to service by May 31 of the payment year

Top Performing Schools

- Based on DPS School Performance Framework (SPF)
- Awarded to schools with the highest overall percentage of points
- Top Performing schools are in the top half of the SPF rankings
- SPF measures include:

    -Student Progress Over Time-Growth

    -Student Achievement Level-Status

    -Post-Secondary Readiness

    -Student Engagement

    -School Demand

    -Parent and Community Engagement

High Growth Schools

- Based on "Student Progress Over Time-Growth" portion of the School Performance Framework

- Growth Indicator is reflective of the student longitudinal growth rating reported on the state School Accountability Report.

- High Growth is awarded to school's earning 48% of more of the points on the "Student Growth Over Time-Growth" indicator

Thank You

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