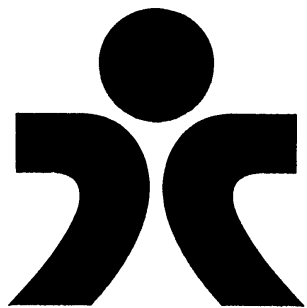


*Douglas County Schools
Colorado*

*Performance Pay Plan
for Teachers*

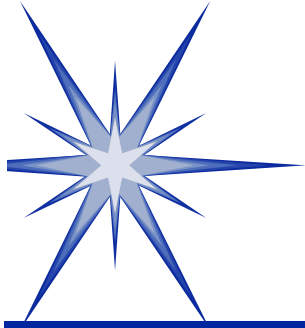


A Decade of Experience
Implementing Performance
Based Compensation



Teacher Performance Pay Plan PRESENTATION OUTLINE

- **Setting the Stage**
- **The Development Process**
- **An Overview of the Performance Pay Plan**
- **Performance Pay Plan Data**
- **Future Directions and Challenges**
- **Key Learnings & Advice**
- **Potential Benefits**
- **Questions and Answers**



Douglas County School District

PROFILE

- **Large suburban area (867 square miles) located between Denver and Colorado Springs**
- **Rapidly-growing county (151% since 1990) 46,000 students**
- **Year-round schools K-6 (45-15 plan)**
- **Average teacher tenure in district: 10 years (12 years total teaching experience)**
- **High academic achievement**
- **High per capita income & education**
- **One of the lowest funded school districts in Colorado (Approx. \$6,000 per student)**



Performance Pay Plan

SETTING THE STAGE

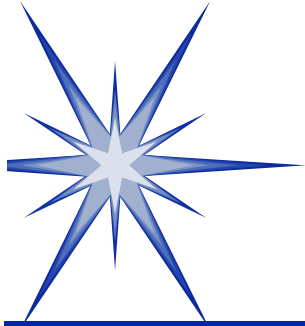
- **AFT district since 1975**
- **Performance pay a goal of Board of Education since late 1980s**
- **Positional negotiations at time of development and implementation (IBB negotiations process since 1999)**
- **1993-94 Design Team developed plan**
- **1994-95 Performance Pay Plan implemented**



Performance Pay Plan

THE KEY FACTORS

- **Positive relationship between the district and the teachers**
- **Leadership and stability on Board of Education and in central office**
- **Union leadership is collaborative, flexible, and believes in taking risks**
- **A tremendous sense of TRUST**



The Development Process 1993-1994

- Diverse twenty member committee
- Meetings held weekly from July 1993 through May 1994
- Relied on third-party facilitators and use of breakout teams for draft work
- Process was slow and deliberate
- Agendas guided work, but discussions were often unplanned and spontaneous
- Process kept completely separate from negotiations

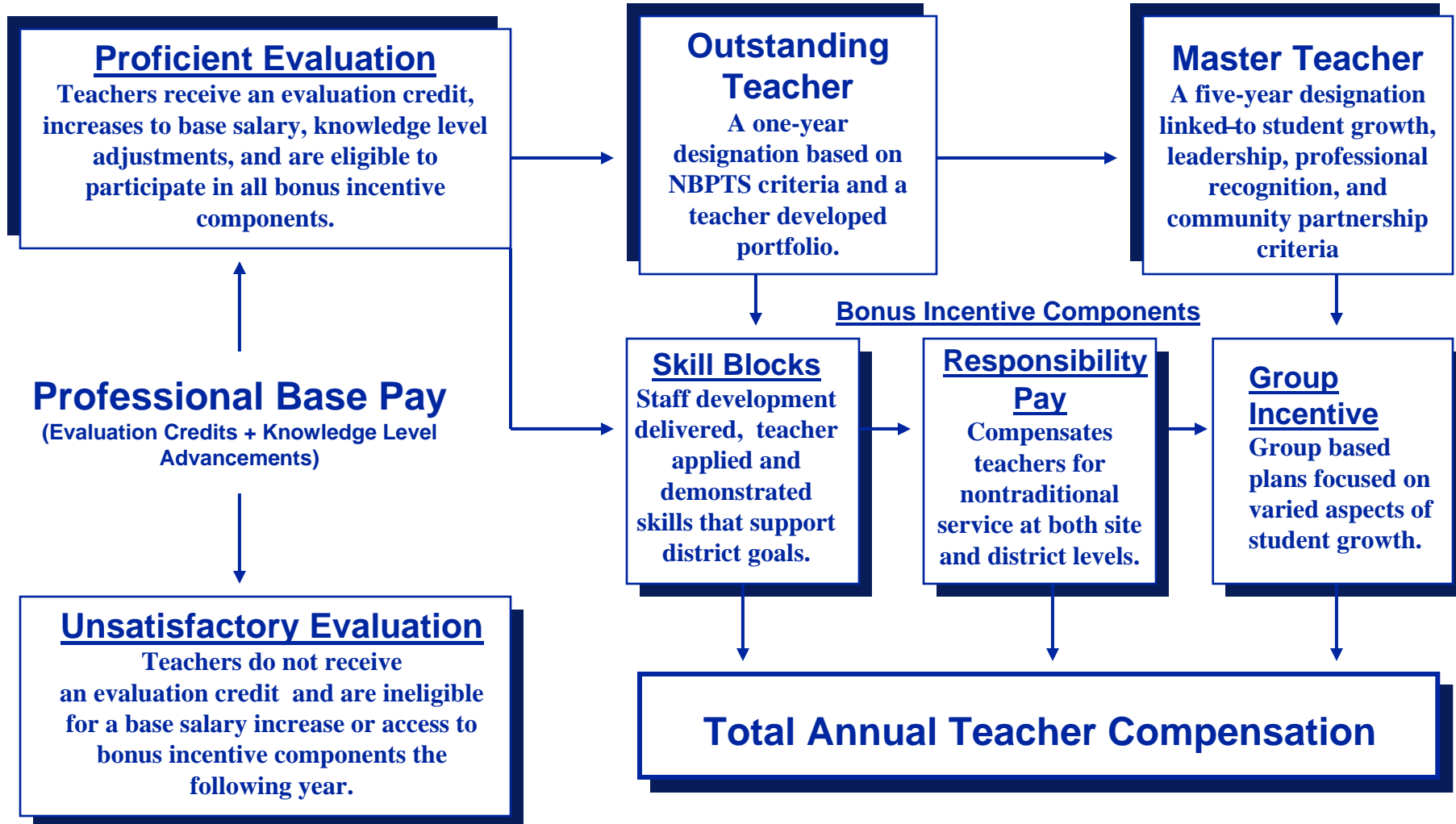


Original Plan Objectives

- Support the district's mission and core values
- Attract, retain and motivate the highest qualified teachers while competing in the employment market
- Reward growth, development and skill and knowledge acquisition
- Provide a degree of predictability and stability
- Ensure teacher involvement in the development, evaluation and reward process



Teacher Compensation Plan Overview





Professional Base Salary

BASE	31165																	
STEPS		1256		1352		1442	1591		1670		1737		1802		1868		1936	
		0		1		2	3		4		5		6		7		8	
Level	BA 00	FBA 00	RBA 14	PBA 14	RBA 28	PBA 28	RBA 36	RMA 00	FMA 00	RMA 16	FMA 16	RMA 32	FMA 32	RMA 48	PMA 48 R	PHD P	PHD R	
1	30666	31165	31586	32100	32534	33063	34055	34165	35077	35190	36129	36245	37213	37333	38329	38453	39479	
2	31902	32421	32916	33452	33953	34505	35646	35791	36746	36881	37866	38001	39015	39152	40197	40338	41415	
3	33137	33676	34246	34803	35372	35948	37237	37417	38416	38573	39603	39756	40817	40971	42064	42224	43351	
4	34373	34932	35576	36155	36792	37390	38829	39044	40086	40265	41340	41512	42620	42790	43932	44109	45287	
5	35609	36188	36906	37506	38211	38832	40420	40670	41756	41957	43077	43267	44422	44609	45800	45995	47223	
6	36844	37443	38236	38858	39630	40274	42011	42296	43425	43649	44814	45023	46224	46428	47667	47881	49159	
7	38080	38699	39566	40209	41049	41717	43602	43923	45095	45341	46551	46778	48027	48247	49535	49766	51095	
8	39315	39954	40896	41561	42355	43162	45193	45549	46765	47033	48288	48534	49829	50066	51402	51652	53031	
9	40551	41210	42225	42912	43888	44601	46785	47175	48434	48725	50025	50289	51631	51885	53270	53538	54967	
10	41786	42466	43555	44264	45307	46044	48376	48802	50104	50417	51762	52045	53434	53704	55138	55423	56903	
11	43022	43721	44885	45615	46726	47486	49967	50428	51774	52108	53499	53800	55236	55523	57005	57309	58839	
12	43022	43721	46215	46967	48145	48928	51558	52054	53444	53800	55237	55555	57038	57342	58873	59194	60775	
13	43022	43721	46215	46967	49564	50370	53149	53681	55113	55492	56974	57311	58841	59161	60741	61080	62711	
14	43022	43721	46215	46967	49564	50370	54741	55307	56783	57184	58711	59066	60643	60980	62608	62966	64646	
15	43772	44471	46965	47717	50314	51120	55491	59041	59953	61008	61948	62978	63945	64979	65976	67056	68082	
16	43772	44471	46965	47717	51064	51120	55491	59041	59953	61008	61948	64780	65748	66847	67843	68992	70018	
17	43772	44471	46965	47717	51064	51120	55491	59041	59953	61008	61948	65530	65748	68714	69711	70928	71954	
18	43772	44471	46965	47717	51064	51120	55491	59041	59953	61008	61948	65530	65748	68714	69711	72864	73890	
19	43772	44471	46965	47717	51064	51120	55491	59041	59953	61008	61948	65530	65748	68714	69711	72864	73890	

➤ Provide a degree of predictability and stability



Bonus Incentive Components

- Strictly voluntary
- All bonuses are single-year payments
- Teachers participate in consecutive years
- Intended to...
 - Support the district's mission and core values
 - Attract, retain and motivate the highest qualified teachers while competing in the employment market
 - Reward growth, development and skill and knowledge acquisition



Outstanding Teacher

Four Portfolio Options:

- Type “A” – Teacher Practice Based
- Type “B” - Standards Based Instruction
- Type “C” – NBPTS Based
- Type “D” - Student Growth Based

Eligibility Requirements:

- Minimum four years total teaching experience
- One year service in Douglas County
- Satisfactory evaluation in previous year
- Bonus incentive value of \$1250



Outstanding Teacher - Type A

Teacher Centered Portfolio Structure

- Resume, Context, Teaching Philosophy
- Portfolio Artifacts and Narratives
 - Assessment & Instruction
 - Content & Pedagogy
 - Collaboration & Partnership
- Reflections on peer & client surveys
- Summative evaluation or growth plan
- Self assessment and plan for professional growth



Standards Based Portfolio - Type B Criteria

- Focused on standards-based instruction
- Measures student progress in mastering standards
- Utilizes six configuration maps (rubrics) concerning:
 - adjustment of instruction
 - feedback on student progress
 - professional collaboration about student learning
 - role of assessment
 - student ownership and understanding of learning
 - timing of assessment



Portfolio Type “C” National Board Candidates

- Candidates may use the portfolio they will submit for National Board certification
 - Replaces standard Type A format
 - Modified with an index to direct administrator to appropriate artifacts for performance criteria
 - Includes client and peer surveys
 - Reflective writings on survey data and professional growth plans



Portfolio - Type D

Student Growth

- The teacher must demonstrate the systematic collection and use of student data to guide instruction

- Teacher must demonstrate significant student growth as measured by state, district, and/or teacher generated assessments
 - All data must be for a period of no less than one full academic year
 - Elementary teachers must present data for reading, writing or mathematics (two of three)
 - Secondary teachers must present data for their subject area standards in the area for their primary teaching assignment



Portfolio - Type D

Student Growth (cont.)

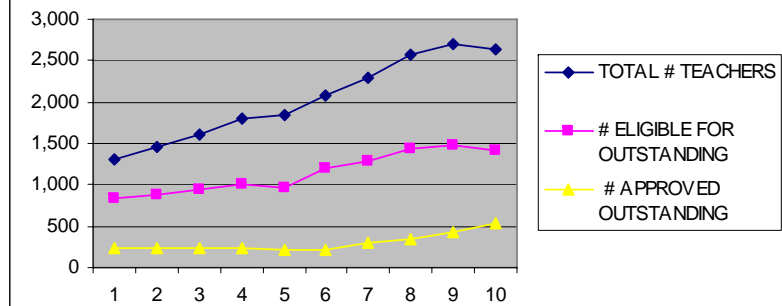
- The Type D Portfolio must include
 - Student baseline, benchmarking, and terminal assessment data
 - Written reflection of how the growth is a direct result of the teacher's instructional practice and use of data
 - Documentation of a “reflective conference” with the teachers evaluator validating the teachers practice



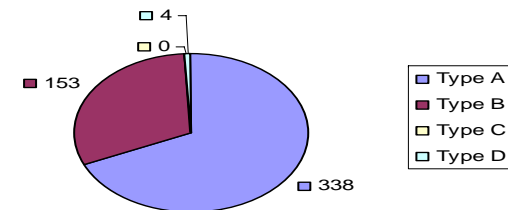
Outstanding Teacher Participation Data

- Outstanding Teacher
 - Participation rates have remained relatively constant
 - Teachers consistently select the Type A option over all others
 - Most expensive component of the performance pay plan

Participation Rates 1994-2004



2003-2004 Portfolio Options



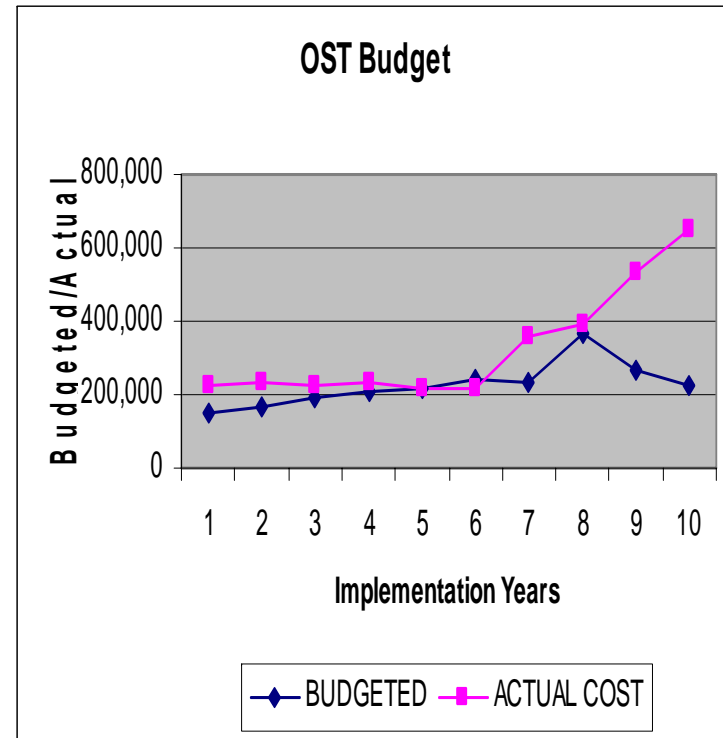


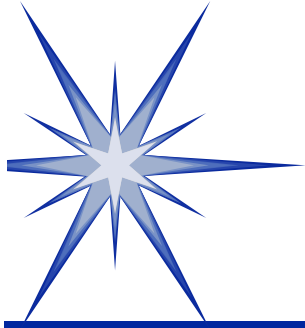
Outstanding Teacher Challenges

Managing Financial Implications

- Cost of increased participation (\$651,754 in 03-04 bonuses alone)
- Budgeting must include **all benefits** (22%) associated with bonuses (\$ added \$253,781 in 03-04)
- Board directed goals for student achievement

Budgeted and Actuals





Master Teacher Designation

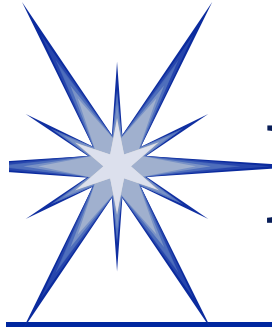
Two Participation Options

DCSD Master Teacher

- Eligibility requirement of six years in Douglas County
- Designated MT for five years
- Bonus value of \$2500 per year for five years (\$12,500)
- Resubmission of a Master Teacher

NBCT to MT

- Eligible upon National Board certification
- NB certification honored for five years
- Incentive bonus value of \$2500 per year for five years (\$12,500)
- At end of five years, must access MT component
- There are currently 25 National Board certified teachers



Master Teacher

➤ Required demonstration of Master Teacher performance

➤ Student Growth (Minimum of two years of data)

- Academic growth beyond normal expectations
- Measured using district, building, teacher-designed or other reliable assessments
- Directly linked to teacher's instructional practice

➤ Required Documentation

- Abridged data must include pre and post-testing for each year and student group
- Meet a “reasonable person” standard of clarity
- Recommended use of graphs and/or charts to illustrate student growth
- A maximum five page narrative directly linking student growth to instructional practice and explaining how data is used to direct instruction



Master Teacher

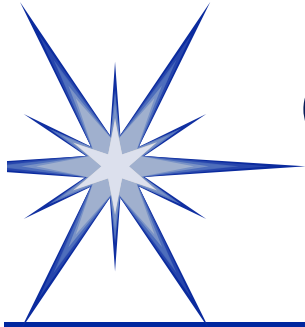
- Optional Performance Criteria (Teacher selects two of three)
- Leadership
 - sustained leadership activity impacting a school's or the District's instructional program
 - sustained leadership activity outside of the District that contributes to educational, institutional, and/or systemic improvement
- Recognition and Awards
 - professional recognition through awards with strong teaching criteria from a reputable state or national organization
- Creativity and Innovation
 - may include demonstration of highly creative instructional practices that positively impact student growth
 - may include documentation of a pattern of outstanding work in building school community relations, extraordinary community service and or school business partnerships



Outstanding and Master Teacher Student Assessment Data

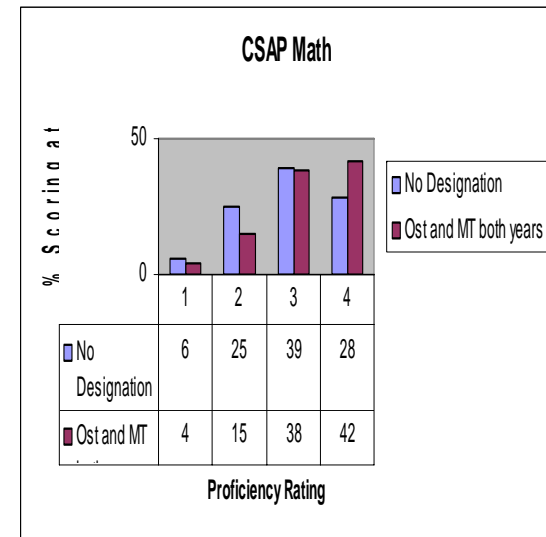
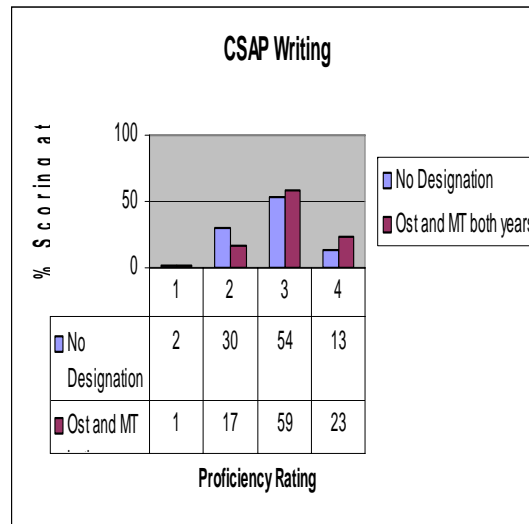
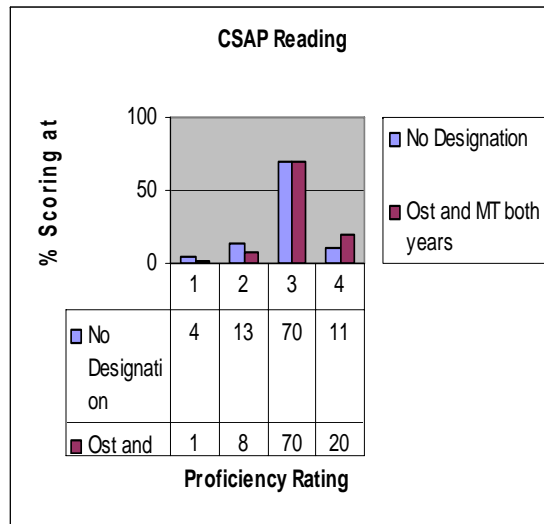
- **Two years of CSAP analysis indicate :***
 - **Slightly higher CSAP ratings consistently across both years for students of Ost/MT teachers**
 - **3-6% more students performing at proficient or advanced levels in reading, writing and math**
 - **Students with IEPs show proficiency rates 3-4% higher than students with non-Ost/Mt teachers**

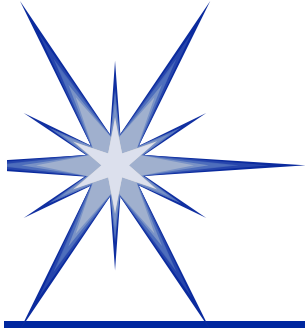
* Sample populations for both students and teachers are small relative to general population.



Outstanding and Master Teacher Student Assessment Data

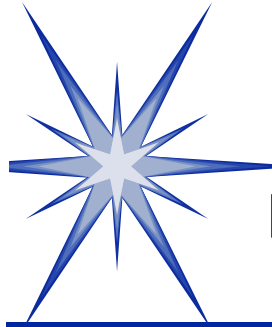
- Preliminary data indicates students who had an OT/MT teacher for two years scored advanced at a rate of 9-14% higher than other students.





Future Focus for Outstanding and Master Teacher Components

- Continue to strengthen linkage to student growth
 - Assuring that the components recognize people who get superior results
 - Challenge of assessment and data collection
 - developing assessment systems for all discipline areas
 - building a district-wide “data warehouse” system
 - making sure performance measures consider more than just a “bottom line”
- Encourage teachers to higher performance challenges
 - Create progression through the OT portfolio process (A-B-D)
 - Using Outstanding Teacher as a means of developing potential Master Teacher candidates
- Continued monitoring cost of components



Skill Blocks

Skills must be:

- Newly acquired, **applied and demonstrated**
- Supportive of district's strategic plan
- District/Teacher-selected
- Taught by highly skilled teachers
- Measured by authentic assessment



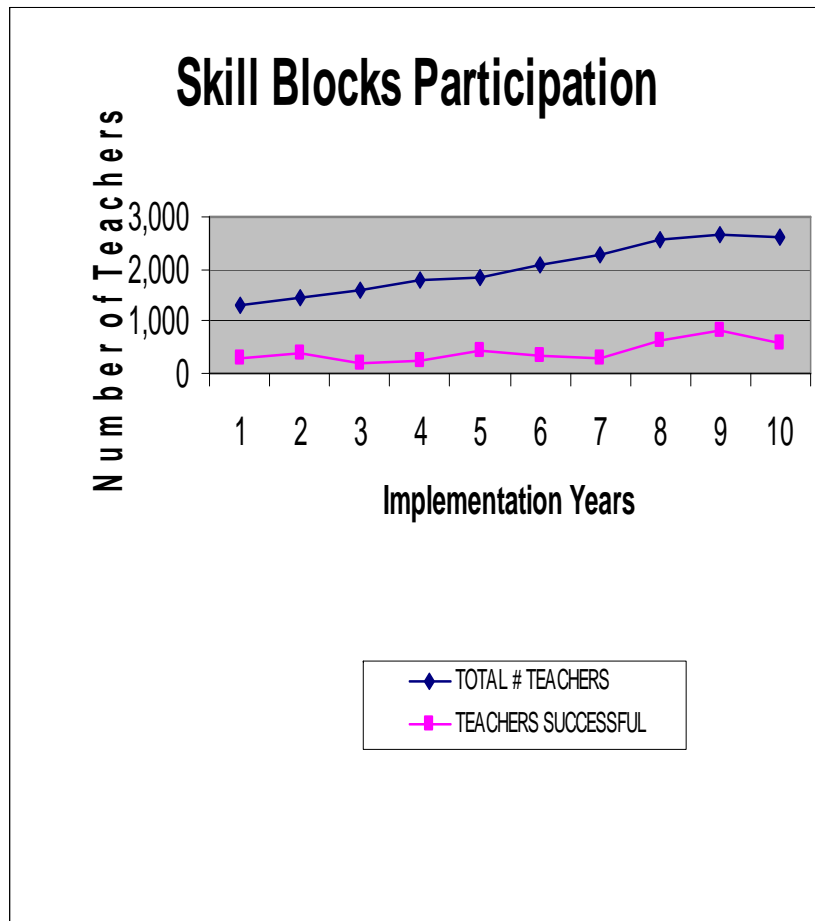
Current Skill Block Offerings

- Differentiation of Instruction - \$350
- Honoring Diversity I - \$350
- Honoring Diversity II-REACH - \$350
- Foundations of Effective Teaching - \$350
- Aligning & Differentiating Standards & Assessment - \$350
- Thinking Math I - \$325
- Thinking Math II - \$350

- Reading Comprehension - \$325
- 7 Habits of Highly Effective People - \$300
- Technology Blocks - \$250
- DCSD Writing Project - \$350
- Instructional Support Services Cumulative - \$350
- Managing Anti-social Behavior - \$325
- The 4 Roles of Leadership - \$300



Skills Block Data and Directions



Future Direction

- Expand program capacity
 - Increase course offerings
 - Increase teacher access

- More consistent alignment with organizational development goals and quality procedures

- Development of assessment tools to gauge impact on student learning



Responsibility Pay

➤ PREVIOUSLY

- Special assignment pay
- Secondary school activities
- Elementary school activities

➤ NEW CONCEPT

- Site-based responsibility pay - governed by the site
- Compensates for services not covered by traditional activities stipends

Examples:

- ◆ Beyond the scope of the typical job description
- ◆ Committee work
- ◆ Curriculum work
- ◆ Ongoing commitments
- ◆ Positively impacts/affects students
- ◆ Mentor role for colleagues
- ◆ Draws upon professional skills and knowledge
- ◆ Additional responsibility during the school day



District Responsibility Pay

Work supported:

- PPIC - the umbrella group
- Group Incentive Board
- Crisis Team
- Health Insurance Committee
- Grading Task Force
- Multi-Cultural Alliance
- Evaluation Committee
- Program development
- 21st Century Partnership

DETERMINING FACTORS

- ❖ Number of meetings
- ❖ Time of meetings
- ❖ Difficulty of tasks
- ❖ Time required outside meetings



Group Incentive Plans

PURPOSES:

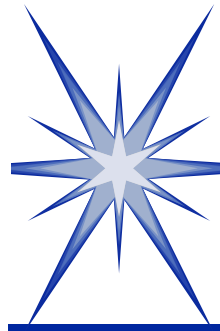
- Reward teachers for outstanding student performance -Tied to measurable gains in student achievement
- Enhance collegiality
- Encourage positive school and community relations



Group Incentive Plans

PROCESS

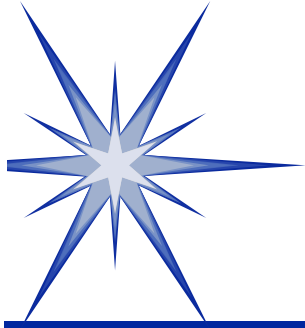
- Establish group and determine goal
- Define activities, determine measurements, and time lines
- Submit plan to GIB for approval
- Submit report & results at year's end
- Peer Review of Plans



Group Incentive Proposals

➤ Goals

- Related to district goals and school accountability and improvement plans
- Target above average increases in student growth
- Impact the entire school community
- Directly benefits students



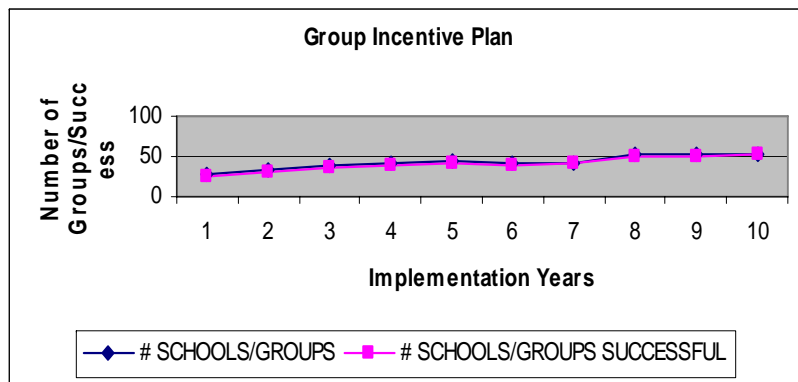
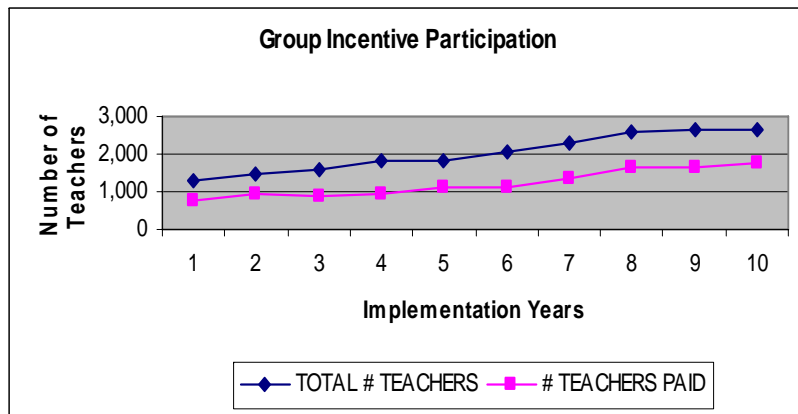
Group Incentive: Sample Goals

- Reading & Writing skills
- Mathematics proficiency
- Mentorships for at-risk students
- Conflict management/problem-solving skills
- Computer/technology skills
- Individual learning plans
- Behavioral expectations
- Content-specific vocabulary
- Most plans are tied to building accountability plans



Group Incentive Data and Future Directions

- Now linked to school accountability plans
- Continue to monitor impact on student growth
- Consider increasing flexibility of group definitions and design





An Example of Performance Pay Compensation

➤ General Salary	\$48,192	Professional Base Pay
➤ Evaluation	\$ 1,153	
➤ Knowledge	\$ 1,116	
➤ Outstanding Teacher	\$ 1,250	<hr/> Incentive Bonuses
➤ Group Incentive	\$ 425	
➤ Skill Block	\$ 350	
➤ Site Responsibility	\$ 225	
➤ District Responsibility	\$ 750	
	<hr/> \$53,461	



What's Changed in Ten Years?

- Changes in Leadership
 - New Board of Education
 - New Superintendent of Schools
 - New department for organizational development
 - New focus on project teams and management by fact

- Implementation of Policy Governance
 - New Board Goals and Executive Limitations
 - Focus on performance pay and student growth, employee recruitment and retention, recognition and reward

- The DCFT/DCSD performance pay plan has proven adaptable to changes in leadership, organizational structure, and policy



Performance Pay Plan:

Key Learnings & Advice

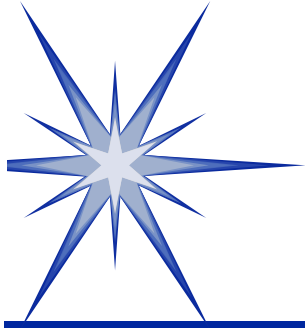
- Performance pay is a process and not an event
- Performance pay design work must be kept separate from the negotiations process
- Performance pay is not a “magic bullet” for evaluation, budgets, or public relations issues
- Performance pay must be adaptable to the needs of a diverse staff and be able to align with district goals



Performance Pay Plan:

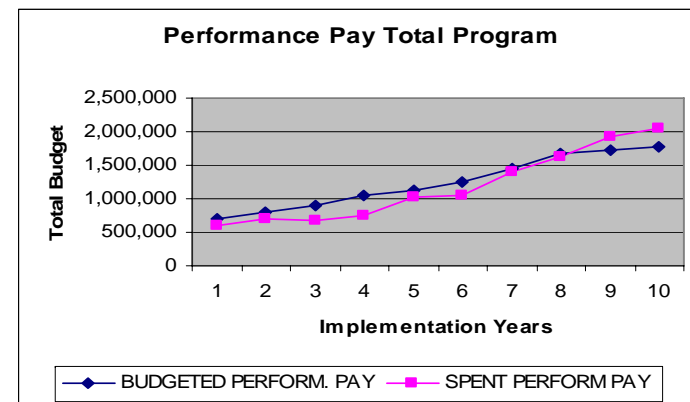
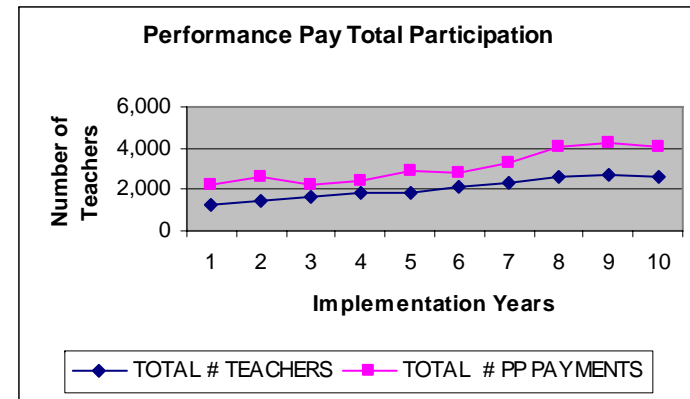
Key Learnings & Advice (cont.)

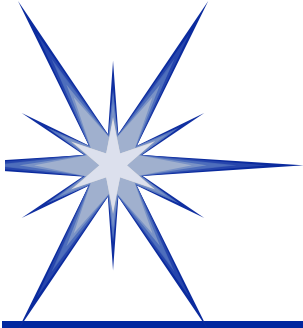
- **Implementing a performance pay plan requires funding stability and long-term financial commitment**
- Developing a comprehensive plan initially requires more work up front but supports effective implementation in later years
- Developing, implementing, and maintaining a performance pay plan requires effective and regular internal and external communication



Budgeting/Funding Considerations

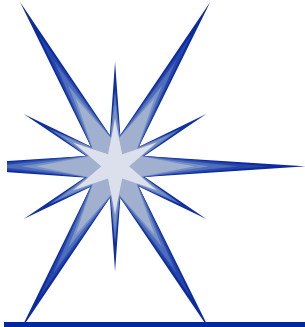
- **Additional funding required to launch program**
- **Cannot reward by “taking away”**
- **Increases applied to base become long-term obligations**
- **Some payments made in bonus format - easier to fund and to budget**
- **Do not set quotas**
- **Prediction difficult until track record set**
- **Basic salaries must remain competitive in market**





Performance Pay Benefits to the District

- Can foster a positive and collaborative relationship between the district and union
- Lessens outside criticism of the District's budget management
- Increases support for school ballot initiatives
- Facilitates a paradigm shift in schools/district
- Creates a platform for continuous quality improvement tied to evaluation.



Performance Pay Benefits for Teachers

- Teachers have significant input in developing meaningful school and district goals
- Participation supports respect and professionalism
- Teachers have greater control of their own professional growth
- A multiple plan components allow for choices to meets the needs of a diverse teaching staff
- More tangible recognition for a job well done
- Increased opportunity for reflection and feedback



Fast Facts about 10 Years of Performance Pay for Teachers

- 3004 Outstanding teachers recognized with bonuses totaling \$3,288,794
- \$1,776,725 paid out to 4236 successful skill block participants
- \$1,465,884 in bonuses paid for site-based responsibility
- \$402,528 paid out in district responsibility bonuses

- \$12,207 GI payments made to individual teachers
- \$5,251,371 in GI bonuses awarded
- \$12,491,899 awarded in performance pay bonuses since 1994
- Since 1994 DCSD has successfully passed two bond/budget elections



For More Information Contact

Pat McGraw, President

Douglas County Federation of Teachers

e-mail: pat.mcgraw@dcft.net

(303)-688-3381

