

Attracting and Retaining Effective Teachers in Denver Public Schools

The Professional Compensation System for Teachers

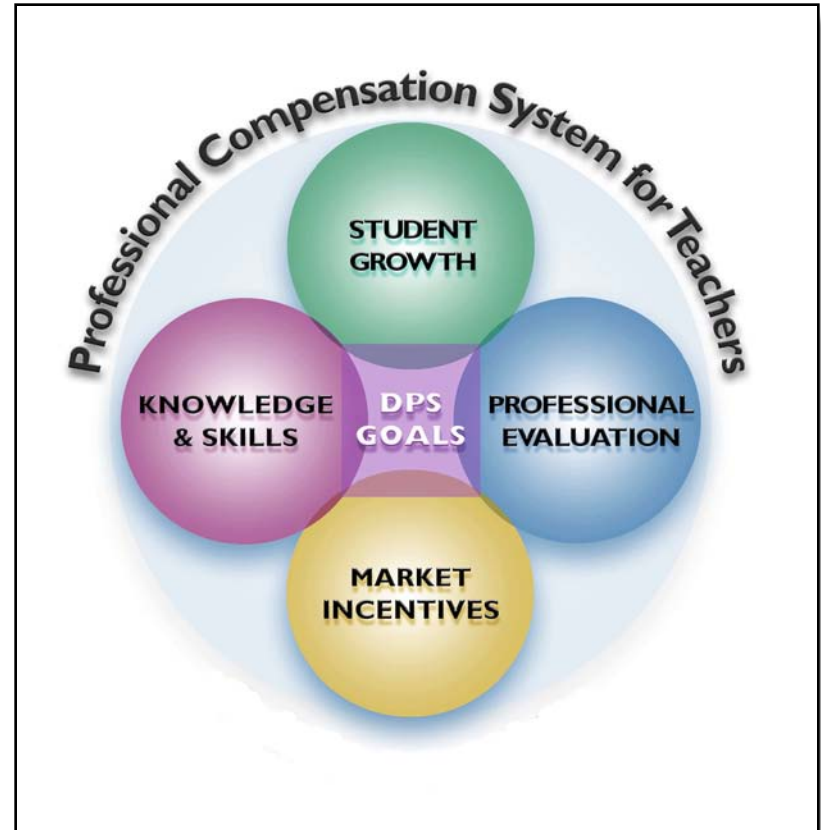
April 2010

ProComp: The Policy Premise

Teacher compensation, which is a school district's single largest expenditure, should be linked directly and in multiple ways to improved student learning, which is the district's intended organizational outcome.

ProComp Aligns Teacher Compensation with District Goals

- Replaces a system of capped entitlements with a system of uncapped earned increases
- Allows teachers to design their own professional pay package based on what they do and where they want to go with their career
- Voters approved \$25 million in new revenue



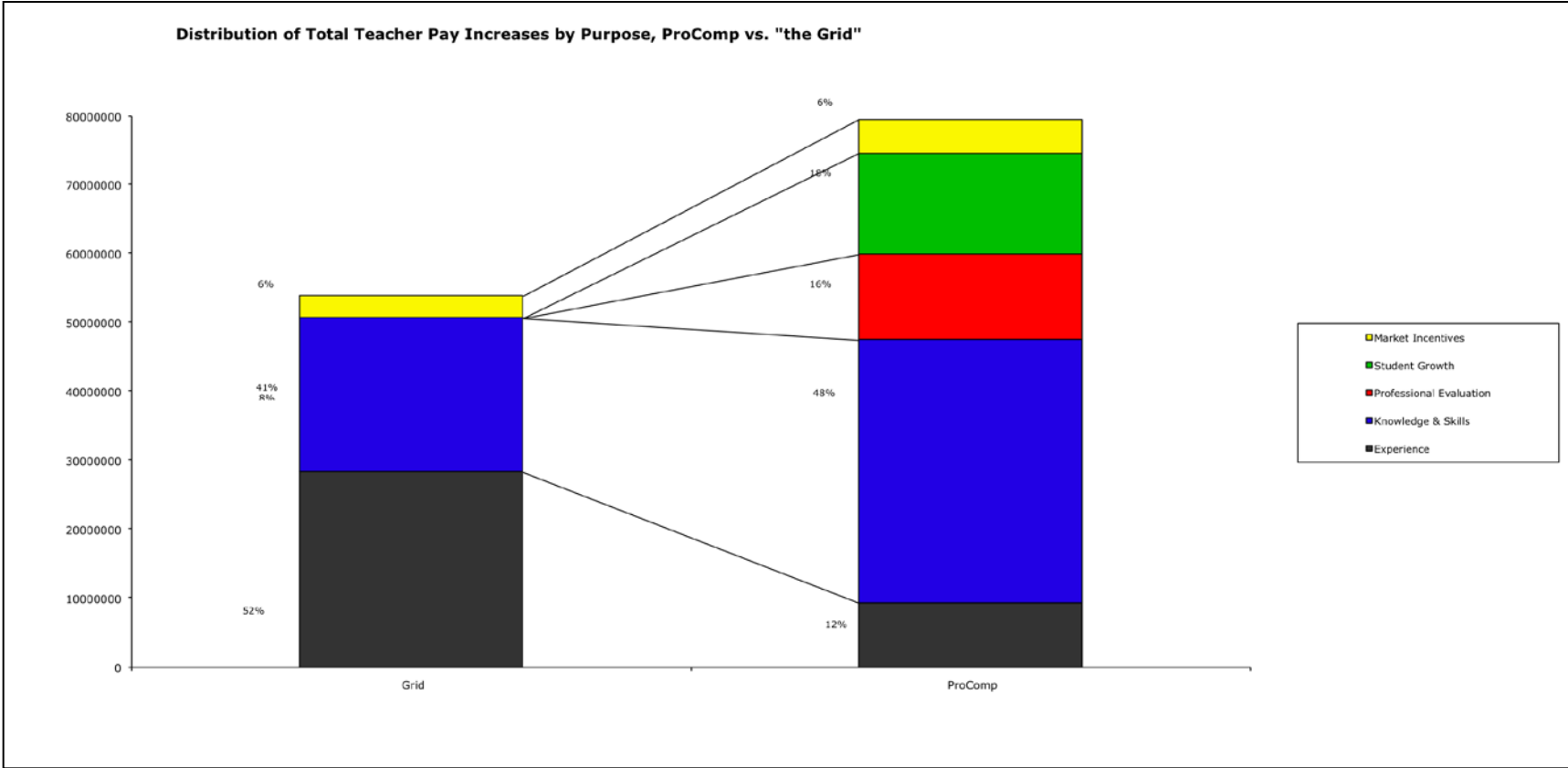
The Settlement at a Glance

Component	Knowledge and Skills			Professional Evaluation	Market Incentives		Student Performance			
	Element	Professional Development Unit	Advanced Degree and License	Tuition Reimbursement	Satisfactory Evaluation: unsatisfactory teachers ineligible for PE increase	Hard to Serve School	Hard to Staff Assignment	Student Growth Objectives	Exceeds CSAP Expectations	Distinguished Schools
Description of Element	Base building element; Effective in 2009-10 school year, salary increase for teachers with 1-14 years service credit. However, PDUs available as non-base building beginning in 2009-10 for teachers with more than 14 years service credit.	Grad. Degree or National Licenses and Certificate; base building element	\$4,000 lifetime account; no more than \$1,000 per year; non-base building element	Base-building element; Effective 2009-10 school year, element earnable to teachers who have 1-14 years service credit only. Different payments for probationary and non probationary teachers (see below)	Current rules; non-base building element	Current rules; non-base-building element	Current rules; base building in any year of service that two SGOs are met	Teachers whose student CSAP scores exceed district expectations for CSAP growth; non-base building element	Teachers in schools designated as a "Top Performing School " based on the DPS School Performance Framework; non-base building element	Teachers in schools designated as a "High Growth School" on the DPS School Performance Framework; non-base building element
Percent of Index (\$36,635)	2%	9%	NA	1% (prob) 3% every three years (nonprob)	6.4%	6.4%	1%	6.4%	6.4%	6.4%
Amount	\$733	\$3,297	\$4,000	\$366 (prob) \$1,099 every three years (non-prob)	\$2,345	\$2,345	\$366	\$2,345	\$2,345	\$2,345
Builds Base Salary	Yes. Beginning 2009-2010, will build base salary for teachers with 1 to 14 years of service credit and not build base salary for teachers with 15 or more years of service credit.	Yes	No	Yes. Beginning 2009-2010, will build base salary for teachers with 1 to 14 years of service credit and not build base salary for teachers with 15 or more years of service credit.	No	No	Yes, if teachers meet both SGOs. No if teachers meet one.	No	No	No
Adds to Pension	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes

Milestones in the ProComp Story

- August 1999 – DPS and DCTA agree to the “Pay for Performance Pilot
- October 2001 to January 2004 – Joint Task Force on Teacher Compensation develops ProComp, based in part on learnings from pilot
- March 2004 – DCTA members ratify ProComp 59.8% to 40.2%
- November 2005 – Denver voters approve property tax increase
- January 2006 – over 1000 current DPS teachers enter ProComp in the first “opt in window”
- August 2008 – DPS and DCTA reach agreement on significant revisions to ProComp

ProComp Rethinks How We Grant Salary Increases



Five Lessons from ProComp

- Changing pay systems is not the only thing that school districts should do to improve student performance in the school system
- Change, including change in student performance, occurs at the classroom level first
- Incentives work in attracting and retaining teachers in hard to serve schools
- Performance pay programs must include in the design opportunities for collaboration on program revisions that are based on data driven decisions to reach student achievement goals and teacher effectiveness goals.

Thank You
For More Information Contact

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