

Life Without Salary Schedules (Encore Performance)

Differentiated Compensation Plan - COMPASS
Compensate Performance that Affects Student Success



AGENDA

- Introductions - Kyle
- Oakwood Overview - Mike
- Process - Jay
- Philosophy - Kevin
- Models:
 - Teacher - Jay
 - Classified - Kevin
 - Administrative - Kyle
- Unexpected Issues - Kevin
- Next Steps - Kyle
- Q & A - All
- Five Take-aways



Our Team:

- Mike Miller** - Board of Education, Vice President
- Jay Lane** - Oakwood Teachers Association, Past President
- Kevin Philo** - Treasurer
- Kyle Ramey** - Superintendent

**With Special Credit to Dr. Mary Jo Scalzo - Former Superintendent & Visionary*

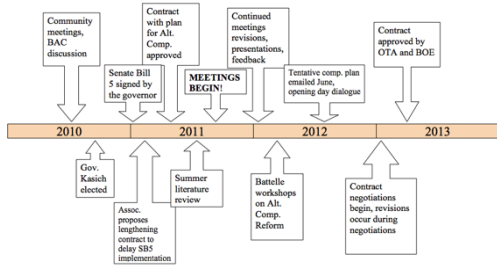


Oakwood City Schools, Oakwood Ohio

Inner-ring Suburb of Dayton
2100 Students
5 Buildings (K, Two Elementaries 1-6, JH, HS)
253 Total Employees
High Performing (27 ACT, 111 PI, 12.1 VA Gain)
3% F&R Lunch
On a 3-year Levy Cycle for new money



PROCESS and TIMELINE




LITERATURE

Performance Pay for Teachers, Executive Summary, Center for Teaching Quality, <http://www.teachingquality.org/>
Center for Education Compensation Reform, <http://www.cecr.ed.gov>
Guiding Principles for Teacher Incentive Compensation Plan, AASA, AFT, NEA, NSBA, <http://www.electronic-school.com>
Teacher Compensation Based on Effectiveness, The Fordham Institute, <http://edexcellence.net>




**Why?? -
Philosophy on Implementation**

- All Employees
 - To differentiate and reward behaviors that improve learning
 - To give greater emphasis and weight to the evaluation process
 - To improve performance
 - To align compensation models with common business practice
 - To improve accountability of the District and all employees
- Teachers - Special Emphasis on work in the Classroom/Instruction
- Administrators - Special Emphasis on Goals/Professional Development
- Classified - Special Emphasis on Exceptional Work and/or Significant Contribution to the District's Mission and Operations



Teacher Plan

4 Components: Rubric, Fixed Annual,
Master's, Self-Reflection



GUIDING PRINCIPLES


Nobody starts lower

Everyone has access

Easily understood

Transparent


Sustainable



Component 1

Evaluation Percentage
75% Performance on OTES Rubric
12.5% each Teacher and Evaluator PGP Rating

OTES Evaluation Rating	Score Range	Base Increase
Accomplished	160-150	+ 0.5%
Skilled	149-130	2.5%
Developing	129-110	2.25%
Ineffective	109-80	1.5%
	less than 80	0%




Components 2 and 3

Fixed annual incentives

Not base building
\$375 for the District receiving an A for PI on State Report Card
\$375 for Median ACT score in Top 1% of high schools in Ohio

New master's degree


\$1500 on base salary for degree attainment in content area
\$1000 on base salary for other degree attainment



Component 4

Critical Self-reflection

\$1500 on base salary
Can be completed once during a contract period
Connected to district and building goals and Professional Growth Plan
It's all about the process
57% 1st-year participation in self-reflection
_____ in the 2nd-year of the self-reflection



On-the-shelf

PD hours
Annual salary adjustments for grade level/
department or building goals
Leadership roles



Classified Employees - COMPASS Plan

Compensate Performance that Affects Student Success



Four Components for Compensation

1. Evaluation - Point System
2. Add Ons - Exceptional Work/Significant Contribution
3. Professional Development
4. District Incentive

Scale of 0% to 2.50% Add-ons can increase maximum to 3.75%

Evaluation - 3 Major Competencies

1) Professional, 2) Human Relations, and 3) Management
10 point scale with 12 being the highest (exceptional, sixth sigma)
Exceptional Work (12) must be documented, Superintendent approval
Up to 0.5% increase, determined by Superintendent for other significant
contributions to the District's Mission and Operations



Administrative Plan

3 Parts: Rubric, Goals, PD




Oakwood City School District's Final Summative Rating Form – Principal

Name: _____ School: _____

School Year: 2014-2015 Record of Leave: (8/1/14-6/1/15) Prof: ___ Sick: ___ Vac: ___ Pers: ___

FINAL PERFORMANCE RATING 2014-2015

	Ineffective 0	Developing			Skilled			Accomplished 4
		1	1.5	2	2.5	3	3.5	
Standard 1 Continuous Improvement	Ineffective 0	Developing			Skilled			Accomplished
		1	1.5	2.0	2.5	3	3.5	4
Standard 2 Instruction	Ineffective 0	Developing			Skilled			Accomplished
		1	1.5	2.0	2.5	3	3.5	4
Standard 3 School Operations	Ineffective 0	Developing			Skilled			Accomplished
		1	1.5	2.0	2.5	3	3.5	4
Standard 4 Collaboration	Ineffective 0	Developing			Skilled			Accomplished
		1	1.5	2.0	2.5	3	3.5	4
Standard 5 Parent and Community Engagement	Ineffective 0	Developing			Skilled			Accomplish
		1	1.5	2.0	2.5	3	3.5	4



Superintendent's Statement and Recommendations:	Principal's Statement: (optional)


2014-2015 COMPASS Plan: Compensation that Affects Student Success

Principal Standards	Developing			Skilled			Accomplished
	7 pts	8-10 pts	11-12 pts	13-15 pts	16-17 pts	18-20 pts	
	%	%	%	%	%	%	%
District Goals	0%	%	%	%	%	%	%
Professional Development	0	\$185		\$375	\$565		\$750

Final eTPES Rating Ineffective Developing Skilled Accomplished

My signature indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.

Principal's Signature _____ Date _____ Superintendent's Signature _____ Date _____



1a. Performance Evaluation: Increase on the Base Salary

OHIO PRINCIPAL RUBRIC: ACCOMPLISHED = 4 POINTS, SKILLED = 2.5 – 3.5 POINTS, DEVELOPING = 1 – 2 POINTS, INEFFECTIVE = 0 POINTS

- 18-20 POINTS = %
- 16-17 POINTS = %
- 13-15 POINTS = %
- 11-12 POINTS = %
- 9-10 POINTS = %
- 8 POINTS = %
- 7 POINTS = %
- 5-6 POINTS = 0%



1b. ISLLC (Interstate School Leaders Licensure Consortium)

DISTRICT ADMINISTRATIVE RUBRIC:
ACCOMPLISHED = 3 POINTS, SKILLED = 2.5 POINTS, DEVELOPING = 2 POINTS
DEVELOPING/LIMITED = 1.5 POINTS, LIMITED = 1.0 POINTS, INEFFECTIVE = 0

- 16-18 POINTS = %
- 14-15 POINTS = %
- 12-13 POINTS = %
- 10-11 POINTS = %
- 9 POINTS = %



**2. DISTRICT /DEPARTMENT GOALS:
__% - __% ON THE BASE SALARY**

*The administrator demonstrates level of contribution to the attainment of district, building, department goals.

- #1 Accomplish Building GROW Goal
- #2 Accomplish Data Target Goal
- #3 Implement OTES and eTPES Frameworks for Evaluation & DCP
- #4 Integration of Effective Communications Plan and Technology in the Classroom
- #5 Apply the 40 Developmental Assets and Maintains Safe Learning Environment
- #6 Contribute Significantly to Financial Stability



3. PROFESSIONAL GROWTH GOAL: Fixed Annual Incentive

\$ 0 - \$185 - \$375 - \$565- \$750

The administrator demonstrates engagement in professional development that affects the professional success of self and/or colleagues and leads to enhanced student achievement.



UNEXPECTED ISSUES -

What We Learned The Last Two Years

- Handful of Accomplished vs. initial 80% highest ranking
- Existing Employees, bump to \$45K
- Financial Implications
- Strong Administration
- Recruitment and Retention
- Teamwork
- Community/Levy Results
- Testimonials
- Survey Results



NEXT STEPS

- Negotiations
- “Off the shelf”
- “Add-ons”

Examples from other districts:

- *Points system for desired behavior/training = raise
- *Accomplished and Skilled = steps, bonus, etc.





Five Take-Aways

1. Don't slide it across the table
2. Budget to the maximum - this probably will not save you money
3. All inclusive
4. Dynamic process
5. Not just a feather



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