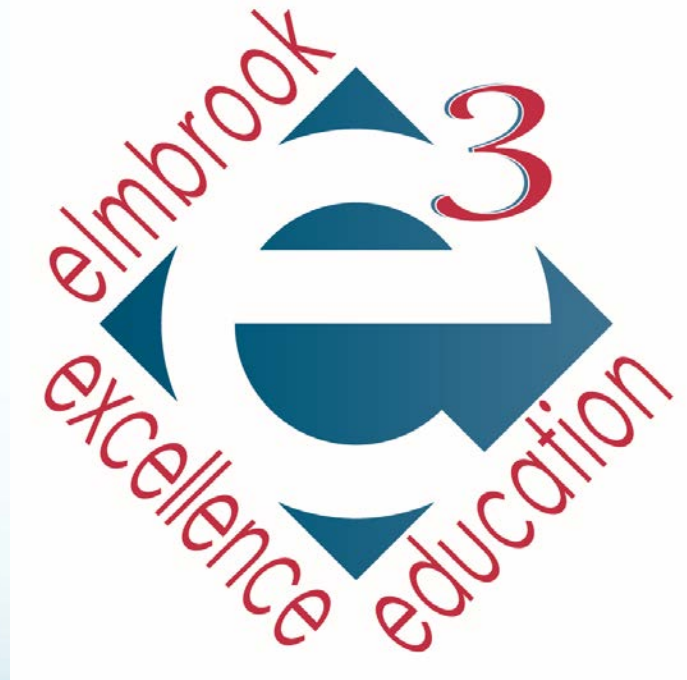


Elmbrook's Strategic Compensation Plan



January 2015



Presenters

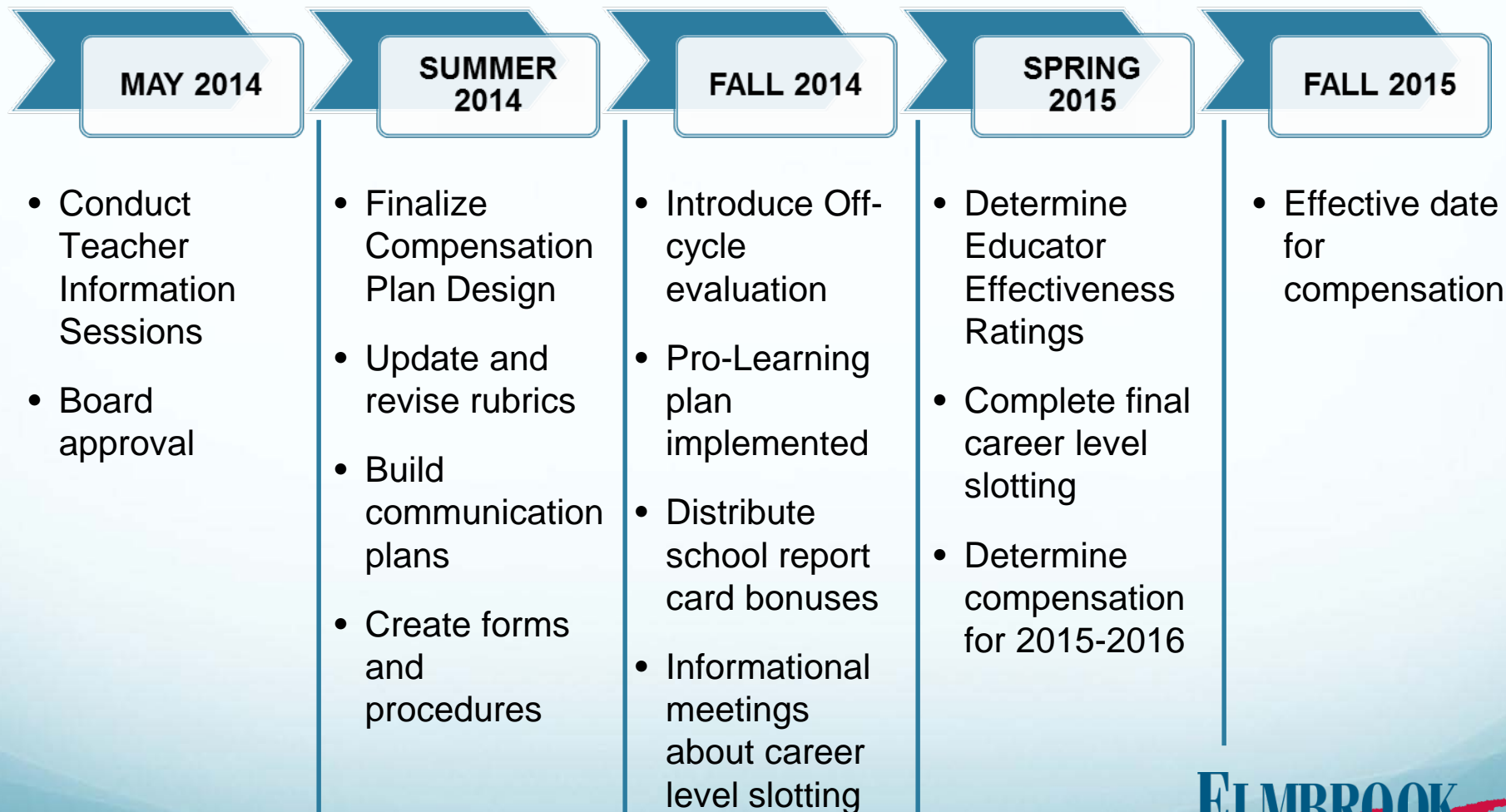
- **Mark Hansen, Superintendent School District of Elmbrook**
- **Erik Kass, Assistant Superintendent School District of Elmbrook**
- **Mary Hubacher, Attorney at Buelow Vetter**
- **Alana Leffler, Attorney at Buelow Vetter**

Development Timeline and Communication

- Jan 6, (2014) - Initial planning meeting – meetings scheduled every other week 4pm to 6pm through May 30
- January 21 - Teacher survey distributed
- February 27 - Senior administrators presentations to faculty -
- March 3 World Café Feedback Sessions (teacher feedback)
- April 10 – Principals present updates to faculty
- May 1 - Senior administrators give final presentation to faculty
- May 27 (2014) - Board approves



Implementation Timeline





Purpose

To develop a total rewards system that attracts, retains, rewards and develops high quality staff by offering a benefits and salary package that is competitive with benchmark districts.



Critical Success Factors

- ◆ **Promotes Professional Growth**
- ◆ **Creates Career Pathways and Ladders**
- ◆ **Has Consistency**
- ◆ **Honors Core Values**
- ◆ **Promotes Elmbrook as a Destination District**
- ◆ **Financial Sustainability**
- ◆ **Does Not Negatively Impact Pay (Hold Harmless)**
- ◆ **Within Sphere of Influence Legally Defensible**
- ◆ **Easily Understood**
- ◆ **Aligns with the District's Strategies**
- ◆ **Limits Subjectivity**



Introduction to Merit and Performance Pay

- Introduction to Supplemental Wages Under Act 10
 - Illegal Subject of Bargaining
 - Costing and Relationship to Base Wages
- Relationship to Union Bargained Base Wages
- Over-Arching Constitutional Issues



Feedback from World Café Meetings

COMPENSATION:

- ☐ Consistent, Fair, Transparent, Objective, Predictable, and Easy to Understand
- ☐ Career Pathways and Levels
- ☐ Professional Development
- ☐ Critical Skills Jobs
- ☐ Collaboration
- ☐ Pay for Performance
- ☐ Mentoring / Leading
- ☐ Reward for Risk Taking

BENEFITS:

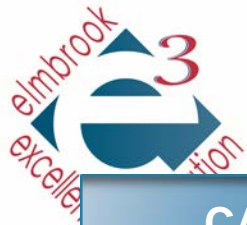
- ☐ Flexibility with Paid Time Off
- ☐ Benefits



Plan Elements



Definition of Plan Elements



CAREER PATHWAYS



Career Pathways is a systematic, coordinated approach to recognizing and developing great teachers / educators as they progress through career stages.

PAY FOR PERFORMANCE



Pay for performance decisions are informed by annual performance appraisals from the employee's immediate supervisor based upon a variety of factors and outcomes including: Educator Effectiveness Outcomes, School Report Card, etc.

PROFESSIONAL LEARNING



Professional learning that results in demonstrable, observable impact in practice that is not required by the district.

COLLABORATION



Our compensation system promotes teacher collaboration and the sharing of knowledge, resources, and ideas to improve the achievement of ALL students.

MENTORING / LEADERSHIP



- Leadership in Elmbrook will be defined as the process of influencing others to the achievement of a goal that leads to an increase in student learning and achievement.
- Mentoring in Elmbrook will be defined as the development of an ongoing and symbolic relationship between teachers in an effort to improve student learning and achievement.

CRITICAL SHORTAGE



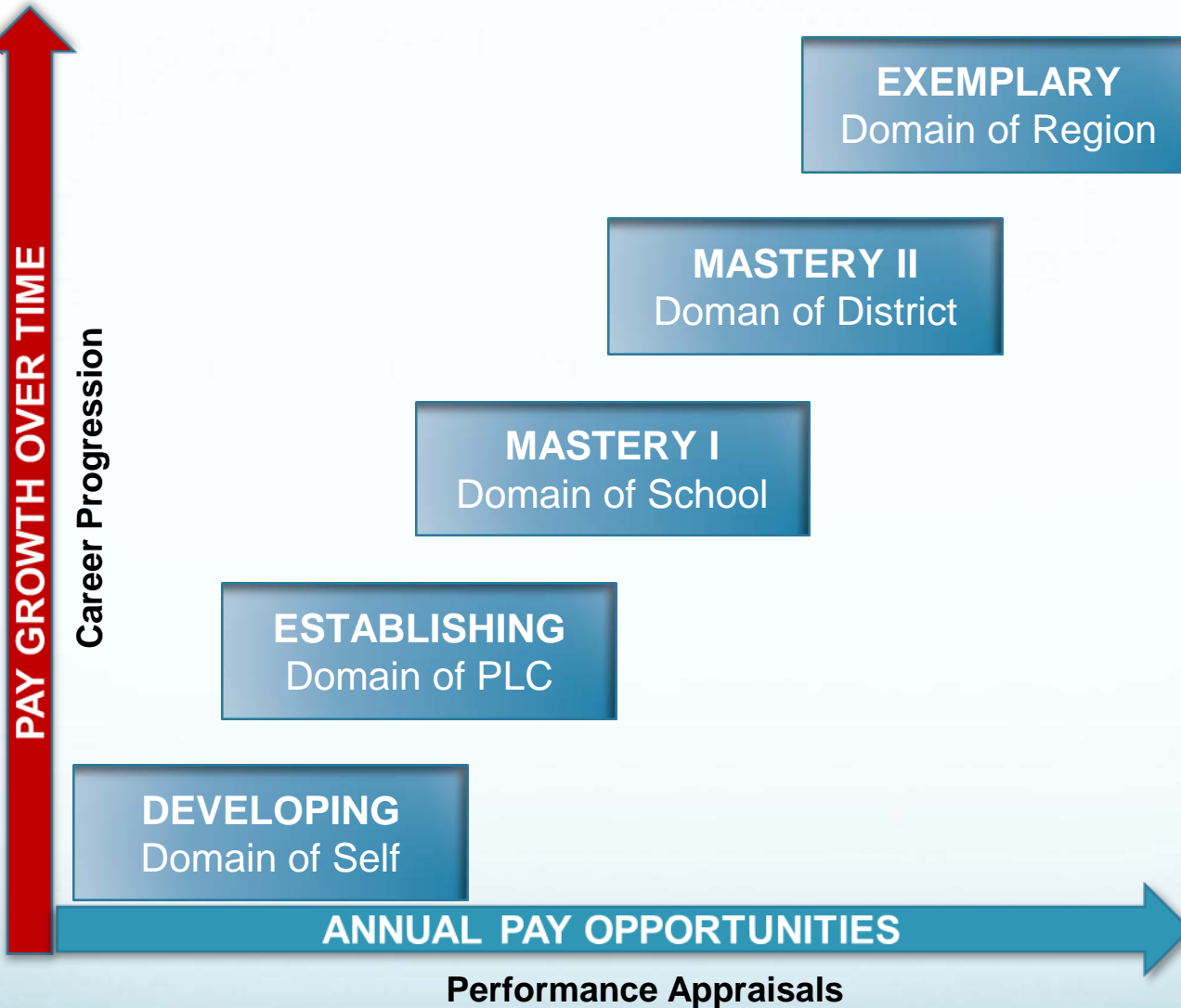
Develop a market based incentive program to both attract (hire) and retain staff in high demand areas.



The Legal Relationship Between Compensation and Student Learning is Complex

- The History of Educational Malpractice
 - Duty to increase student achievement
 - The student does not achieve to a satisfactory level
 - Inappropriate teaching caused the lack of achievement
 - Damages
- Have Educational and Legal Advancements Changed the Equation?
 - Response to Intervention (RtI)
 - Results Driven Accountability (RDA)
 - Other

How To Navigate





Level Descriptors



DEVELOPING Domain of Self

Initial educators, likely within their first 1-5 years of teaching. The primary focus is on classroom instruction and building knowledge and expertise in teaching so that efficacy is built.

ESTABLISHING Domain of PLC

Likely teachers with 4-10 years of experience. Solid instructional practices throughout, focus has grown from self to team and are gaining skills in collaboration, shared decision making and leadership.

MASTERY I Domain of School

Must have evidence of ongoing formal education such as district approved masters and/or high valued certifications. Likely teachers with 8-15 years of experience. Leader in the school. Influence beyond grade-level peers to many educators in the building. Coach or mentor. Department chairs, grade-level leaders, etc.

MASTERY II Domain of District

Approximately 10+ years of experience, district approved masters and additional certifications likely. Plays role at the district level through prominent committee work. Teaching and Learning Specialists. National Board Certification.

EXEMPLARY Domain of Region

Approximately 15+ years of experience. Multiple advance degrees and/or certifications. Plays a role in the region or state through associations, conference presentations, grant writing, etc.



Career Pathways Rubric

- Career Pathways rubric developed based on five levels.
- Four Factors: Education, Professional Learning, Continuous Improvement, and Leadership/Collaboration.
- For initial placement, the administrator will assess the appropriate level based on the career pathways rubric. The educator will also complete a self-assessment form based on the career pathways rubric.

ELMBROOK SCHOOLS
SCHOOL DISTRICT OF ELMBROOK CAREER PATHWAYS

FACTOR	DOMAIN OF SELF	DOMAIN OF PLC	MASTER I	MASTER II	EXEMPLARY
EDUCATION	BA/BS	BA/BS PLUS	MA	MA or National Boards – second Master's degree or National Board Certifications	PHD or additional graduate level work
PROFESSIONAL LEARNING	<ul style="list-style-type: none"> Participation in new teacher orientation Professional development with new curricula 	<ul style="list-style-type: none"> Builds personal capability and understanding that supports the development and implementation of innovative practices 	<ul style="list-style-type: none"> Supports and contributes to the development and implementation of innovative practices. 	<ul style="list-style-type: none"> Supports and leads the development and implementation of innovative practice beyond their classroom (team / department). 	<ul style="list-style-type: none"> Highly engaged – leadership, mentoring, research, innovation, district innovation.
CONTINUOUS IMPROVEMENT	<ul style="list-style-type: none"> Understands and supports classroom mission statement aligned with school mission and goals 	<ul style="list-style-type: none"> Develops and supports classroom mission aligned to school mission and goals, and connects the mission with the work of the students 	<ul style="list-style-type: none"> With student input and/or data, develops and supports the school - at the department or grade-level - and classroom mission and goals, and can demonstrate how student work is connected. Don't understand this bullet? Connected to what? 	<ul style="list-style-type: none"> Engages in the achievement of the school mission and goals by influencing action planning and implementing determined strategies at the PLC and building level. 	<ul style="list-style-type: none"> Engages in the achievement of the school and district mission and goals by influencing action planning and implementing determined strategies. Substantial professional influence may extend beyond the building or district to the region or state level.
LEADERSHIP / COLLABORATION	<ul style="list-style-type: none"> Works cooperatively and collegially with colleagues 	<ul style="list-style-type: none"> Participates and contributes to team goals 	<ul style="list-style-type: none"> Contributes informal leadership and influence at a team level 	<ul style="list-style-type: none"> Has increasing responsibility in teams, including formal leader designation(s) 	<ul style="list-style-type: none"> Leads team and district initiatives

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“Leveling Up” Process



Three years of “Proficient” rating or better (Year 3) or “Meets Expectations” rating or better (Years 1 and 2)



Principal Endorsement



Budget Available



School Year 2016-2017 will be the first year someone will be eligible

BASE WAGE INCREASE AMOUNT

LEVEL 1 TO 2: \$1,500

LEVEL 2 TO 3: \$2,000

LEVEL 3 TO 4: \$2,750

LEVEL 4 TO 5: \$4,000



Act 10 Anticipates Merit and Performance Pay

- Performance Pay has traditionally been negotiated but not under Act 10.
 - Traditional “meet and confer” is an appropriate method of communication
 - Avoid confusing or mixing base and supplemental wages
 - Avoid individual bargaining of base wages
 - Carefully anticipate the relationship between performance and base wage increases
 - Develop written communications carefully
- Merit Pay is “cutting edge” and perhaps less likely to create Act 10 issues.

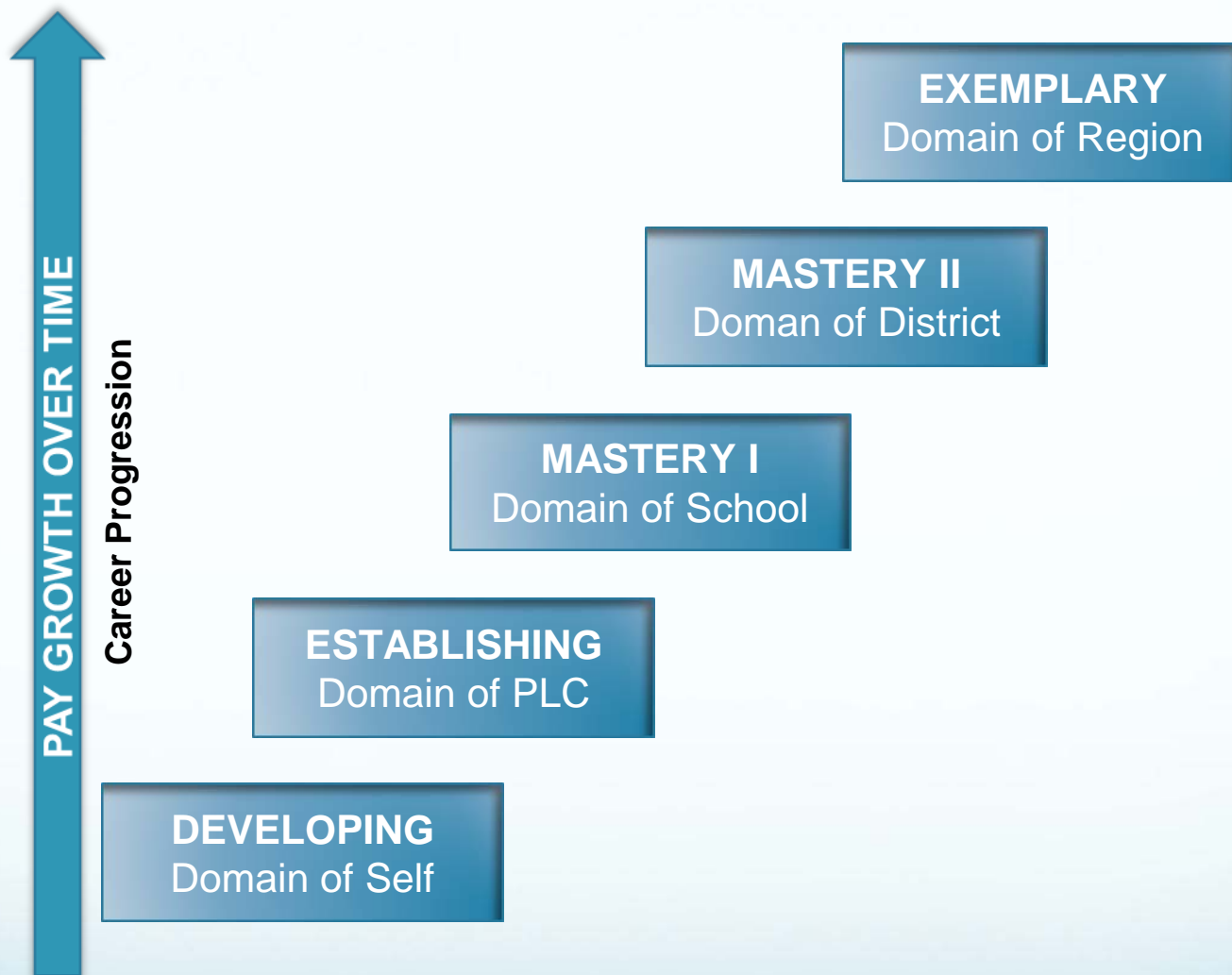


Constitutional Issues Are Relevant

- **Scope of personnel issues implicated**
- **Equal protection and due process issues**
- **Practice pointers to avoid litigation**



How To Navigate



Performance Appraisals, Professional Learning, School Report Card)




Performance Appraisals

An Educator will receive a performance evaluation every year to inform a base wage increase that will be differentiated based on performance.

Will not include SLOs

“Off-Cycle” Evaluation Form

(For Years 1 and 2)



Annual evaluation <i>DRAFT</i>		
	Meets Expectations	Below Expectations
<p>Des positive and with vision</p> <p>Utilizes data to improve</p> <p>Functional as a model for others</p> <p>• Dress is always appropriate given their teaching assignment</p>	<ul style="list-style-type: none"> Disposition and attitude are primarily positive Problem solve and is often solution minded Influenced by high and low performers Aware of district mission and vision and contributes when asked SLO and PPD goals promote growth Utilizes student achievement data to address strengths and weaknesses and to guide instructional decisions related to student achievement Adheres to personnel and instructional policies and practices Dress is usually appropriate given their teaching assignment 	<ul style="list-style-type: none"> Disposition and attitude are counterproductive to a positive school culture Looks to others to solve problems, blames systems and people without offering solutions Negative influence on others District mission and vision doesn't influence daily decisions SLO and PPD goals are rudimentary and do not promote growth Rarely utilizes student achievement data to address strengths and weaknesses or to guide instructional decisions related to student achievement Inconsistently adheres to personnel and instructional policies and practices Dress is unprofessional for teaching assignment
<p>PLC</p> <ul style="list-style-type: none"> Demonstrates high commitment to making things better for the school and organization as a whole Consistently leads PLC work and other professional learning opportunities 	<ul style="list-style-type: none"> Committed to improving performance of the school and organization Engages and contributes to PLC work and other professional learning opportunities 	<ul style="list-style-type: none"> Demonstrates little commitment to the overall success of the school and the organization Disengaged from PLC work and/or makes minimal contributions
<p>Professional Growth and Learning</p> <ul style="list-style-type: none"> Actively and independently seeks professional learning opportunities and highly engages or leads professional development 	<ul style="list-style-type: none"> Engages and actively participates in professional development opportunities 	<ul style="list-style-type: none"> Complies with required professional development opportunities

+ Self-Assessment

Formal Teaching Practice Evaluation

(For Year 3)




+ Self-Assessment



Performance Appraisals

How Does it Work?

FORMAL TEACHING PRACTICE EVALUATION	“OFF-CYCLE” EVALUATION FORM	BASE WAGE INCREASE
Unsatisfactory Range	N/A	0%
Basic Range	Does Not Meet Expectations	0%
Proficient Range	Meets Expectations	Up to 2%
Distinguished Range	Exceeds Expectations	Up to 4%



Note: The actual % increase will be dependent upon the budget and performance distribution each year.

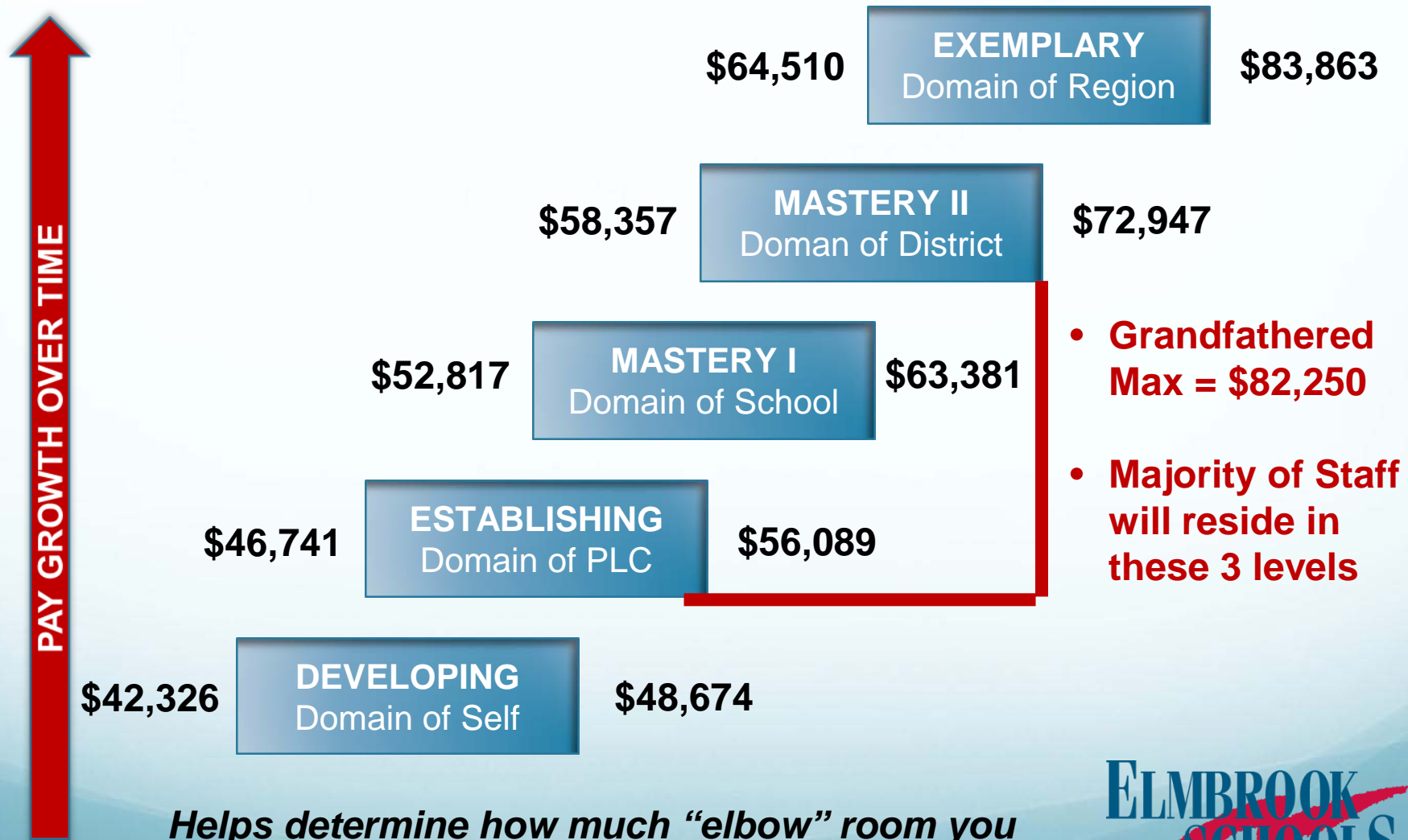


Avoiding Clashes with the Teachers Union

- **Precisely define and characterize supplemental pay**
- **Separate the negotiations process and base wage Issues**
 - **Unilateral adoption of merit and performance pay by the school board**
 - **Absolutely no collective bargaining is allowed, although information discussions are permissible**
 - **The union would not ratify any supplemental pay adopted by the school board**
- **Other issues discussed above**



Career Levels / “Hold Harmless” Transition



- Grandfathered Max = \$82,250
- Majority of Staff will reside in these 3 levels

Helps determine how much “elbow” room you have to advance your pay.



Professional Learning

Professional Learning is...	Professional Learning is NOT...
<ul style="list-style-type: none">•voluntary•typically initiated by the teacher, though may be recommended by an administrator•usually occurring outside of the school day•aligned to district goals and initiatives•rigorous and relevant•something that is verified by a facilitator (required)	<ul style="list-style-type: none">•something required by the district•PLC meetings•Thursday early release activities•disconnected from district goals and initiatives



Professional Learning

Learning opportunities are categorized into three Levels:

Level 1: Professional learning that requires no more than one day (eight hours) of time investment.

Point Value: 1 point

Level 2: Professional learning that requires no more than two days (16 hours) of time investment:

Point Value: 2 points

Level 3: Professional learning that requires more than two days (16+ hours) of time investment.

Point Value: 4 points

- 5 to 9 points \$250
- 10 to 14 points \$500
- 15 points or more \$800



School Report Card

- School achieves **“Significantly Exceeds Expectations”** Overall Accountability Rating.
- To promote **collaboration**, all certified staff members will receive a one-time bonus unless you are on a performance improvement plan.
- Must be at the school during the measurement period (prior year) and actively employed.

WISCONSIN
DEPARTMENT OF
PUBLIC
INSTRUCTION

Brookfield El | Elmbrook

School Report Card | 2012-13 | Summary

Overall Accountability Score and Rating

83.1

**Significantly Exceeds
Expectations**

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas	School Score	Max Score	K-5 State	K-5 Max
Student Achievement	88.0/100		66.5/100	
Reading Achievement	38.0/50		28.7/50	
Mathematics Achievement	50.0/50		37.8/50	
Student Growth	78.5/100		65.7/100	
Reading Growth	34.6/50		33.4/50	
Mathematics Growth	43.9/50		32.3/50	
Closing Gaps	75.4/100		65.6/100	
Reading Achievement Gaps	27.5/50		33.2/50	
Mathematics Achievement Gaps	47.9/50		32.4/50	
Graduation Rate Gaps	NA/NA		NA/NA	
On-Track and Postsecondary Readiness	90.4/100		87.1/100	
Graduation Rate (when available)	NA/NA		NA/NA	
Attendance Rate (when graduation not available)	76.4/80		75.6/80	
3rd Grade Reading Achievement	14.0/20		11.5/20	
8th Grade Mathematics Achievement	NA/NA		NA/NA	
ACT Participation and Performance	NA/NA		NA/NA	

Student Engagement Indicators

Total Deductions: 0

Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction



Act 10 Costing is Complex

- **Carefully define and differentiate base and supplemental wages**
- **How to cost each component**
- **Does the union have a role in costing?**
- **Avoiding violating the COLA Cap**
- **Recognize the effect of supplemental pay on base wage calculations**
- **Other**



Putting it all together...

EXAMPLE ONLY!

	CURR. BASE	OVERALL PERF. RATING	PERF. INCREASE (BASE)	NEW BASE	PROF. LEARNING (BONUS)	SCHOOL REPORT CARD (BONUS)	TOTAL SALARY INCREASE
TEACHER A	\$44,000	Distinguished Range	1.60%	\$44,704 (\$704)	\$300	\$500	\$1,504
TEACHER B	\$74,000	Proficient Range	0.80%	\$74,592 (\$592)	\$300	\$500	\$1,398
TEACHER C	\$60,272	Proficient Range	0.80%	\$60,754 (\$482)	\$0	\$500	\$982
TEACHER D	\$55,300	Unsatisfactory / Basic Range	0%	\$55,300 (\$0)	\$0	\$500	\$500



Critical Shortage Stipend

1. Tech Ed
2. Special Ed (various)
3. World Language (Chinese, Latin)

Six Ways to Influence Compensation

Type of Increase	Definition	Influencing Factors
Base Wage Increase	<ul style="list-style-type: none"> Attached to the employee's base salary. Base wage increases remain as affixed increases to the salary. 	<ol style="list-style-type: none"> Performance Appraisal Rating - Educator Effectiveness rating or short-cycle rating. NOT Connected to SLO score. Career Ladder Progression - Education, Professional Learning, Continuous Improvement, Collaboration and Leadership
Stipend	<ul style="list-style-type: none"> Remain in place for the duration of time the employee continues serving in the related capacity. Stipends do not increase your base wage and can end when the circumstance no longer exists. 	<ol style="list-style-type: none"> Critical Shortage Area Extra Duty Contracts - Compensation for extra duty contracts (e.g. coaching, department chair, grade-level leader) were not within the scope of the E3 project for 2014-15. 2013-14 rates will continue for 2014-15 with a commitment to review and evaluate compensation rates for 2015-16.
Bonus	<ul style="list-style-type: none"> One time payments that may be distributed as compensation for, or acknowledgement of a significant performance or contribution. Bonuses do not increase your base wage and do not carry over from one year to the next. 	<ol style="list-style-type: none"> Professional Learning School Report Card



Merit Pay and Performance Pay

- **With greater decision-making options comes greater opportunity, responsibility and risk**
- **Establish appropriate procedures and safeguards**
- **Follow your procedures**
- **Adapt to changes in educational theory and practices**
- **Adapt to caselaw under Act 10**
- **Conclusion**

