Introduction to Strategic Compensation:
What Works, What Doesn’t, and What’s Next

January 16, 2013
Our Heroic Profession

Who was the teacher who most inspired you?
Not everything that matters can be measured; not everything that can be measured matters.

- Albert Einstein
Key Elements of Salem’s Growth Project

• Over three years of action-based research with Assessment FOR Learning resulting in Highly Effective Instruction

• A high level of Participation, Trust, and Collaboration

• Locally-funded, Authentic Measures of Student Growth
About Value-Added Analysis

Achievement vs. Progress

In education, the words “achievement” and “progress” are often used interchangeably. However, their meanings are very different.

**Achievement** is measured by students’ performance at a single point in time and how well those students perform against a standard. Achievement typically has been measured by students’ performance on state tests and how well students perform in relation to state standards and the “bar” established for proficiency. To date, performance of districts, schools and teachers has been determined almost exclusively by the number of students who pass the state tests.

**Progress** is measured by how much “gain” or “growth” students make over time (i.e., year to year, semester to semester, etc.). Think of academic progress in terms of a child’s growth chart. A growth chart shows a child’s height at age two, three, etc. These data points can be plotted to display that child’s physical growth over a specific period of time.
Success!

FAILURE!
The Commonwealth of Virginia’s Current Assessment & Accountability System:

Exclusively based on Student Achievement
SOL (Achievement) Tests

Authentic Growth Measures

34 0
We are not suggesting that Achievement (SOL) Tests are not important...

They are entirely necessary, at key points in time but must only be used for the intended purpose.
The Commonwealth of Virginia’s Current Assessment & Accountability System:

A 1990’s Solution to a 1980’s Problem
Please do not use an unbalanced and outdated system to apply new labels...

*we need a new system first, new labels second*
Growth Models

• Parents of students ranging from the gifted to those with special needs want to know if their child is learning and growing.
Teachers long to celebrate not just a standardized test score, but how much individual children have progressed in their classroom.
Growth Models

• Expecting *every* child to learn and grow is a foundation of our Noble Profession, it resonates with common sense.

• Tools are now available to measure and report student growth, but not in Virginia, at least not for all students.

• Currently local districts must pay for and administer assessments over and above the SOL tests.
Authentic Measures of Student Growth

NWEA
Northwest Evaluation Association
Partnering to help all kids learn

MAP
Measures of Academic Progress
Student Progress Report

Term: Winter 2011-2012
District: [Redacted]
School: [Redacted]
Growth Measured from Fall to Winter

Mathematics

<table>
<thead>
<tr>
<th>G3</th>
<th>G3</th>
<th>G3</th>
<th>G4</th>
<th>G4</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/27/2010</td>
<td>02/17/2011</td>
<td>06/06/2011</td>
<td>10/03/2011</td>
<td>01/31/2012</td>
</tr>
</tbody>
</table>

Reading

<table>
<thead>
<tr>
<th>G3</th>
<th>G3</th>
<th>G3</th>
<th>G4</th>
<th>G4</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/25/2010</td>
<td>02/16/2011</td>
<td>06/03/2011</td>
<td>09/29/2011</td>
<td>01/30/2012</td>
</tr>
</tbody>
</table>

Mathematics Goals Performance - Winter 2011-2012

Number and Number Sense: High
Computation and Estimation: HiAvg
Measurement: Avg
Geometry: High
Probability and Statistics: HiAvg
Patterns, Functions, and Algebra: High

Reading Goals Performance - Winter 2011-2012

Word Origins, Expand Vocabulary, Semantics: High
Comprehension of a Variety of Fictional Texts: HiAvg
Comprehension of a Variety of Nonfiction Texts: High
Lexile® Range: 843-993L
Professional Evaluation
Trust matters! Use data as a flashlight...not a hammer!

Must have *multiple* measures over *multiple* years
Strategic Compensation is not...
MERIT PAY
Strategic Compensation is...

- a large, complex, and evolving area of research
- a topic that needs further research to identify and organize the best components for consideration
Strategic Compensation

• Honors that fact that School Boards are *employers* and should therefore be *expected* to incentivize *Strategic Goals*.

• Salem Teachers Reviewed 17 Different Compensation Models during Summer 2011
  • Many were impractical or flat out offensive to people who have answered the Call to Teach
  • Fairness, Reliability of Evaluation Outcomes, and an emphasis on collaboration and teamwork were “must haves” for Salem teachers
**Figure 3.13: Comparative Advantages of Compensation Models**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ease of administration and record keeping</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarity</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ease of alignment with other models</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promotes pursuit of higher education</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promotes loyalty and longevity within school division</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fairness</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Promotes involvement and leadership</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rewards effort</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aligned with school/division goals</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Emphasizes professional development</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rewards initiative and competence</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promotes mentorship &amp; collaboration</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support from teacher compensation experts</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greater teacher control</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emphasizes teacher accountability</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capacity for individualization</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus on outcome and accountability</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Promotes monitoring of student progress</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Focus on improving student achievement</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
### Figure 3.14: Comparative Disadvantages of Compensation Models

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairness</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Response to market demands</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applicability of additional education</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting started &amp; topping out</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relationship to school reform</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taxpayer resistance</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expectations for pay</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overload</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Competition</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quotas</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaving the classroom</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cumbersome</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Track record</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance problem</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funding</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Test stress</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linking teacher effort to student performance</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Haves&quot; and &quot;Have-nots&quot;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### RECOMMENDED GUIDELINES

When considering a teacher compensation model, it is important for local education agencies (LEAs) to be able to answer two basic questions:

- What do you desire to accomplish through your compensation system?
- What do you believe must be the basic characteristics of a compensation system that will accomplish this desired aim?

As discussed in the previous sections, there are many compensation models to consider, and numerous ways a school division might wish to combine elements of these models in specific ways. Performance pay could be part of the solution to...
Your Career

Master Teacher

Career Teacher

Probationary Teacher
Your Career

Captain
Starter
Rookie
Career Ladder for Teachers

• Appealing to many
• Represents a MAJOR restructuring that would require time (phasing in) and resources
• Phasing can be accomplished by putting all new hires on the ladder and having optional windows of opportunity for existing staff to make the move
Hypothetically...
Consider a school division with approximately 350 licensed professionals interested in piloting a point-based strategic compensation system. $300,000 is set aside for strategic incentives and a number of strategic, point-based indicators are established.
• During the school year, licensed employees earn points. Many may be earned voluntarily and others are earned as part of the Professional Evaluation Process and established Student Growth Measures.
• At the end of the school year, points are tallied:
• Division-wide, 16,843 points were earned
  – an average of 48 points per professional, but ranging from a low of 26 to a high of 114).
• Dividing the total points earned into the budgeted amount determines the value of each point
  – $300,000/16,843 points = $17.81 per point
Strategic Compensation: A Point-based System

• Multiplying the point value by the number of points earned results in the Strategic Point Bonus
  – ranging from $516 to $2,030
• Collaborative, Sustainable, and Meaningful
• Not perfect, but then perfection is the enemy of progress
What’s Next?
What gets measured gets done...
Therefore, we must update the Commonwealth’s Assessment and Accountability System
There are currents of change...
Superintendents’ Blueprint for Virginia Education Reform
The DOE took an important step on September 25, 2012
COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
REQUEST FOR PROPOSAL (RFP)

Issue Date: September 25, 2012

Title: Student Growth Assessments

Commodity Code: 92420

Issuing Agency: Commonwealth of Virginia
Virginia Department of Education
101 North 14th Street, 21st Floor
Richmond, Virginia 23219

Using Agencies: Local Education Agencies including
Virginia Public School Divisions and
Virginia Public Schools

Work to be Performed: Offsite

Initial Period Of Contract: From Date of Award Through November 15, 2014; (Renewable).

Sealed Proposals Will Be Received Until 2:00 PM October 29, 2012, For Furnishing The Goods/Services Described Herein.

All Inquiries For Information Should Be Directed To: Marie Williams, Contract Officer, at (804) 225-2040.

PROPOSALS MUST BE DELIVERED TO THE JAMES MONROE BUILDING, 101 N. 14TH STREET, RICHMOND, VA, 23219, 21ST FLOOR, PROCUREMENT OFFICE, TO THE ATTENTION OF MONIQUE ROBINSON (See Section VIII, C. Identification of Proposal Envelope.) This is NOT a mailing address. It is recommended that proposals be hand delivered.

In compliance with this Request For Proposals (RFP) and all conditions imposed in this RFP, the undersigned firm hereby offers and agrees to furnish all goods and services in accordance with the attached signed proposal or as mutually agreed upon by subsequent negotiation, and the undersigned firm hereby certifies that all information provided below and in any schedule attached hereto is true, correct, and complete.

Name And Address Of Firm:
Could Legislation Be Next?!
Be it enacted by the General Assembly of Virginia:

That the Board of Education shall adopt regulations establishing measures of **student achievement (SOL tests)** for mathematics and reading in grade 3, in mathematics, reading, and writing in grades 5 and 8, in reading and writing in grade 11, and end-of-course tests for high school mathematics, science, and history courses required for verified credit. The Board of Education shall adopt regulations establishing **authentic measures of individual student growth** correlated with the SOLs in reading, writing, and mathematics in grades K-8.
SOL (Achievement) Tests

Authentic Growth Measures
Be it enacted by the General Assembly of Virginia:

That funds be allocated for Strategic Compensation grants?

If yes, please be mindful of timelines…divisions need to know they will receive the grant in time to put it to good use.
Be it enacted by the General Assembly of Virginia:

That Salem City Schools be allocated $500,000 to implement its points-based Strategic Compensation system, be required to distribute every penny to licensed instructional staff based primarily on student growth, to provide all management and related support/oversight as an in-kind investment/contribution to the pilot, and report results to the Finance Committee in the fall of 2014?
Key Elements of Salem’s Growth Project

• Over three years of action-based research with Assessment FOR Learning resulting in Highly Effective Instruction
• A high level of Participation, Trust, and Collaboration
• Locally-funded, Authentic Measures of Student Growth
Teaching is a calling
Thank you for supporting those who answer the call to teach!