

A sunset scene over the ocean with silhouetted trees in the foreground. The sun is low on the horizon, casting a warm glow across the sky and water. The sky is filled with soft, wispy clouds, and the water reflects the colors of the sunset. The foreground shows the dark silhouettes of trees and bushes.

Introduction to Strategic Compensation:

***What Works, What Doesn't,
and What's Next***

January 16, 2013

A sunset over the ocean with a bright sun low on the horizon, casting a warm glow over the water and sky. The foreground shows dark silhouettes of trees or bushes.

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

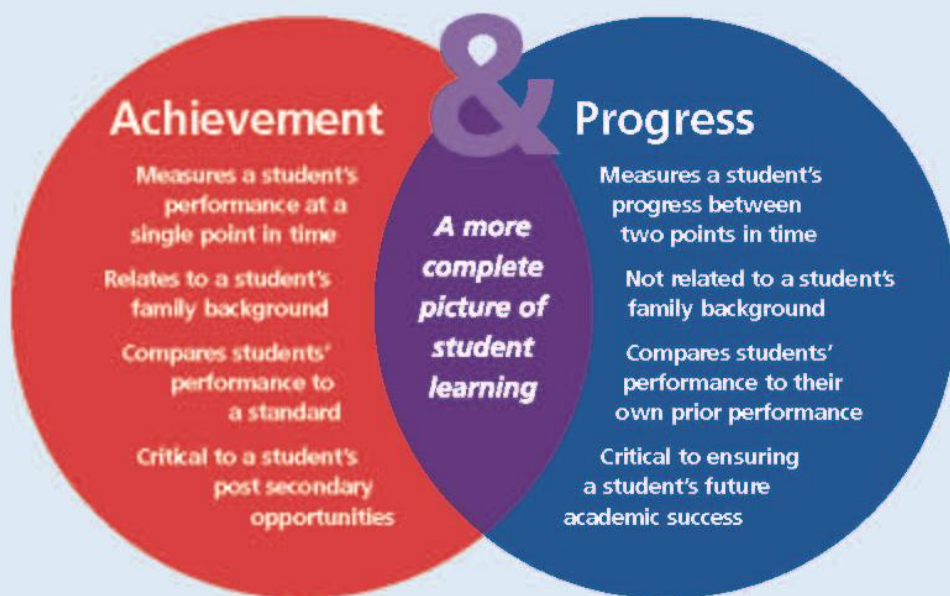
A sunset over the ocean with a bright sun low on the horizon, casting a glow over the water and sky. The title text is overlaid on this image.

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

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.

—◆— Johnny

— Standard

—●— Suzy



Success!

FAILURE!

The Commonwealth of
Virginia's Current Assessment &
Accountability System:

*Exclusively based on
Student Achievement*

SOL
(Achievement)
Tests

34

Authentic
Growth
Measures

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*

A photograph of a sunset over the ocean. The sun is a bright orange-red circle on the horizon, with a colorful sky of orange, yellow, and blue above. The dark silhouettes of trees and bushes are visible in the foreground.

Growth Models

- Parents of students ranging from the gifted to those with special needs want to know if their child is learning and growing.

A sunset over the ocean with the sun low on the horizon, casting a warm glow over the water and sky. The foreground shows dark silhouettes of trees and bushes.

Growth Models

- Teachers long to celebrate not just a standardized test score, but how much individual children have progressed in their classroom.

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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



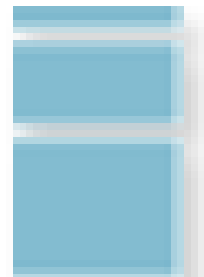
NWEA

Northwest Evaluation Association

Partnering to help all kids learn

MAP

Measures of
Academic Progress

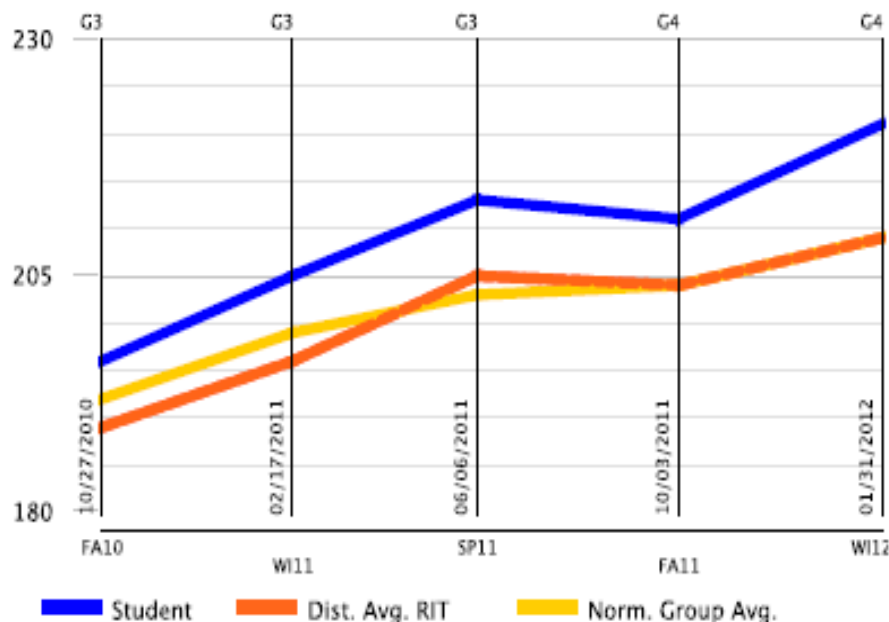


Student Progress Report



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

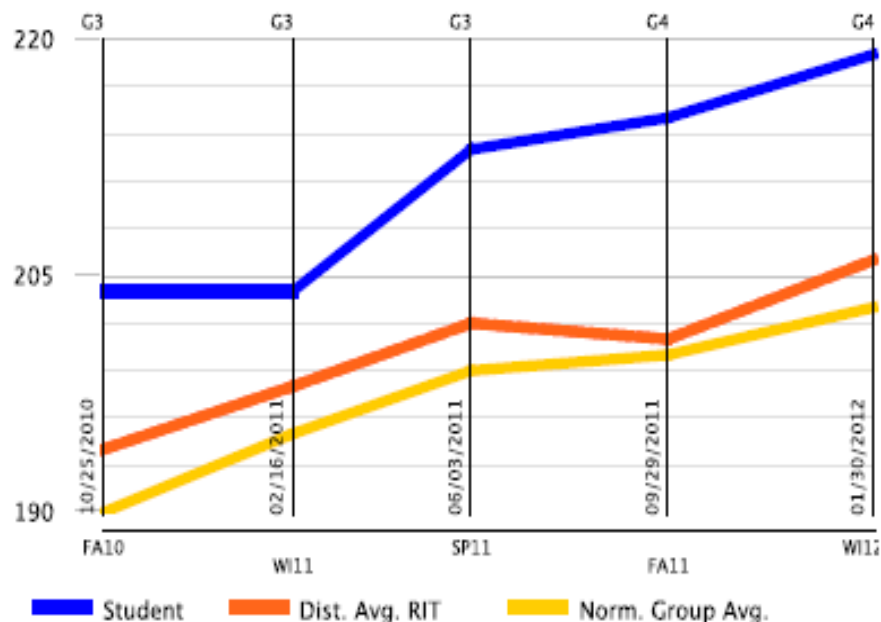
Mathematics



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



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

A sunset over the ocean with a bright sun low on the horizon, casting a glow over the water and sky. The foreground shows dark silhouettes of trees or bushes.

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

DRAFT DISCUSSION DOCUMENT

Figure 3.13: *Comparative Advantages of Compensation Models*

| | Single-Salary Schedule | Extra Duty/ Additional Responsibility | Career Ladder | Knowledge- and Skills-Based | Individual Evaluation | Performance-Based |
|---|------------------------|---------------------------------------|---------------|-----------------------------|-----------------------|-------------------|
| Ease of administration and record keeping | X | X | | | | |
| Clarity | X | X | | | | |
| Ease of alignment with other models | X | | | | X | |
| Promotes pursuit of higher education | X | | | | | |
| Promotes loyalty and longevity within school division | X | | | | | |
| Fairness | X | | | | | |
| Flexibility | | X | X | X | | |
| Promotes involvement and leadership | | X | X | | | |
| Rewards effort | | X | | | | |
| Aligned with school/division goals | | X | | X | X | |
| Emphasizes professional development | | | X | X | | |
| Rewards initiative and competence | | | X | X | | |
| Promotes mentorship & collaboration | | | X | | | |
| Support from teacher compensation experts | | | | X | | X |
| Greater teacher control | | | | | X | |
| Emphasizes teacher accountability | | | | | X | |
| Capacity for individualization | | | | | X | |
| Focus on outcome and accountability | | | | | X | X |
| Promotes monitoring of student progress | | | | | | X |
| Focus on improving student achievement | | | | | X | X |

Figure 3.14: *Comparative Disadvantages of Compensation Models*

| | Single-Salary Schedule | Extra Duty/ Additional Responsibility | Career Ladder | Knowledge- and Skills-Based | Individual Evaluation | Performance-Based |
|---|------------------------|---------------------------------------|---------------|-----------------------------|-----------------------|-------------------|
| Fairness | X | X | X | X | X | X |
| Response to market demands | X | | | | | |
| Applicability of additional education | X | | | | | |
| Getting started & topping out | X | | | | | |
| Relationship to school reform | X | | | | | |
| Taxpayer resistance | X | | | | | |
| Expectations for pay | | X | | | | |
| Overload | | X | X | | | |
| Competition | | | X | X | X | |
| Quotas | | | X | | | X |
| Leaving the classroom | | | X | | | |
| Cumbersome | | | | X | X | X |
| Track record | | | | X | | |
| Performance problem | | | | | X | |
| Funding | | | | | X | |
| Test stress | | | | | | X |
| Linking teacher effort to student performance | | | | | | X |
| "Haves" and "Have-nots" | | | | | | X |

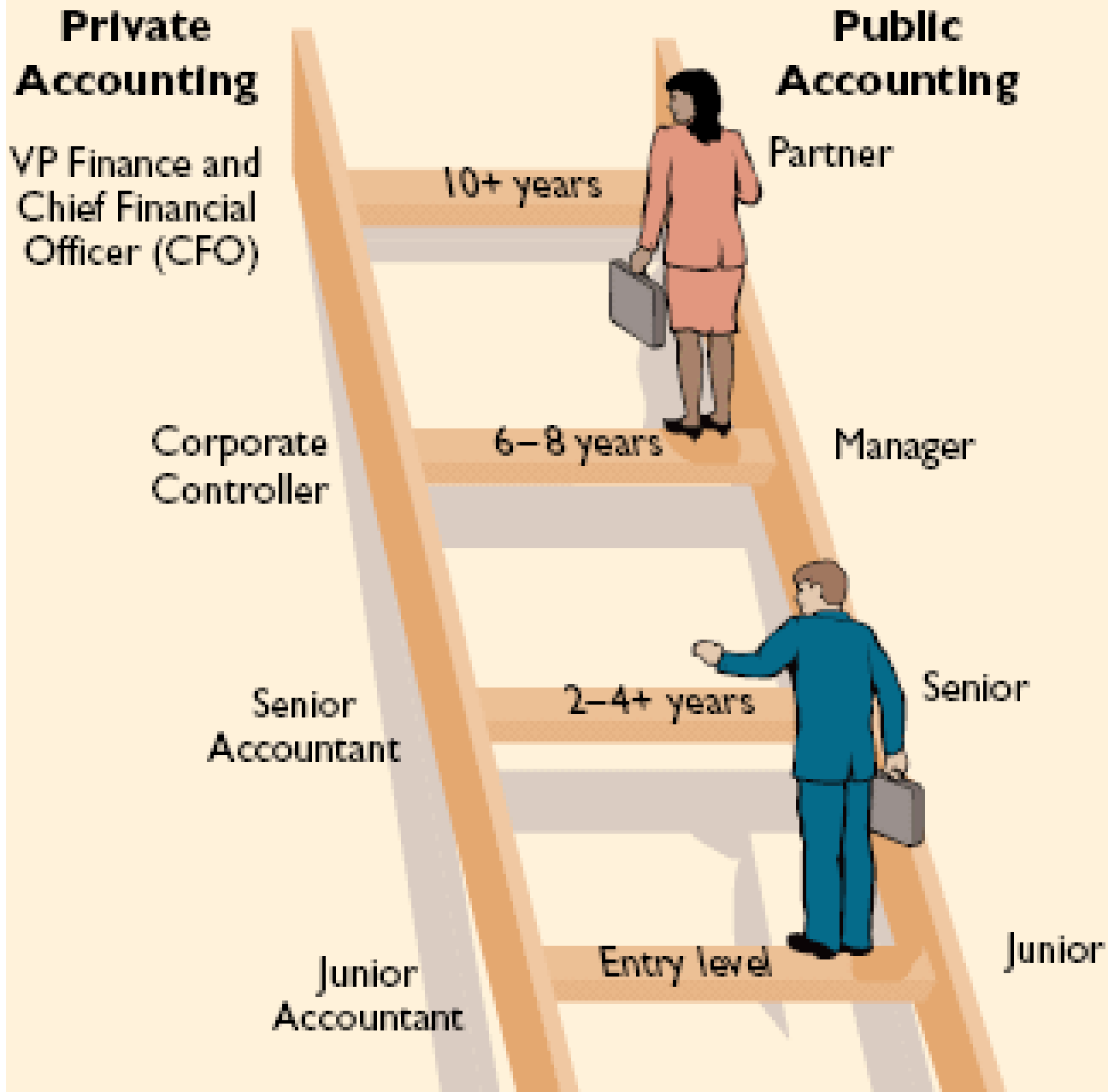
RECOMMENDED GUIDELINES

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

ACCOUNTING CAREER LADDER



Your Career

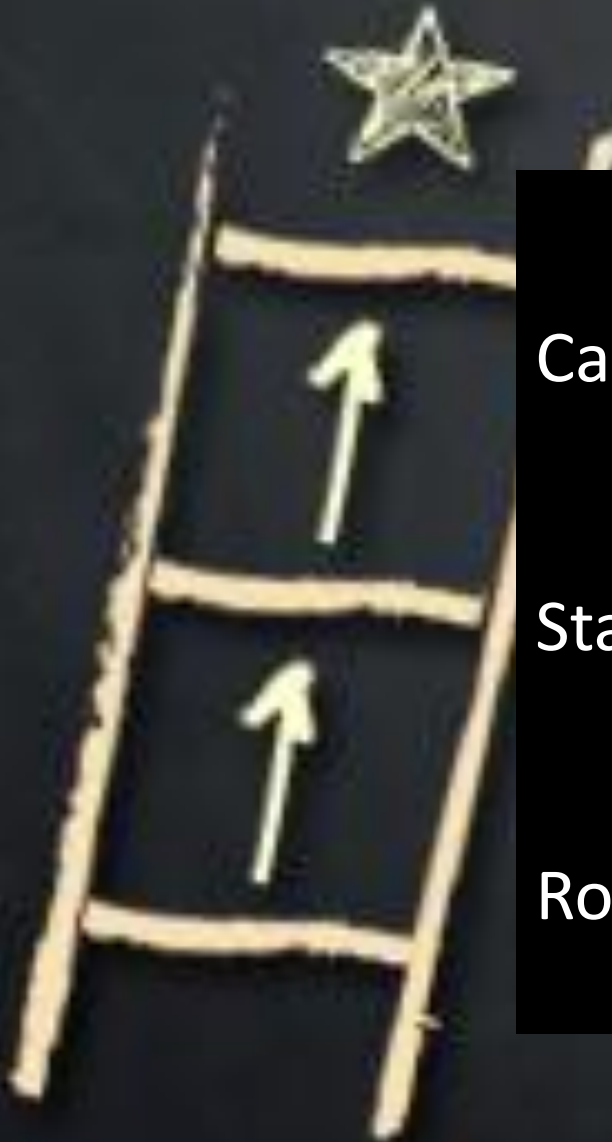


Master Teacher

Career Teacher

Probationary Teacher

Your Career

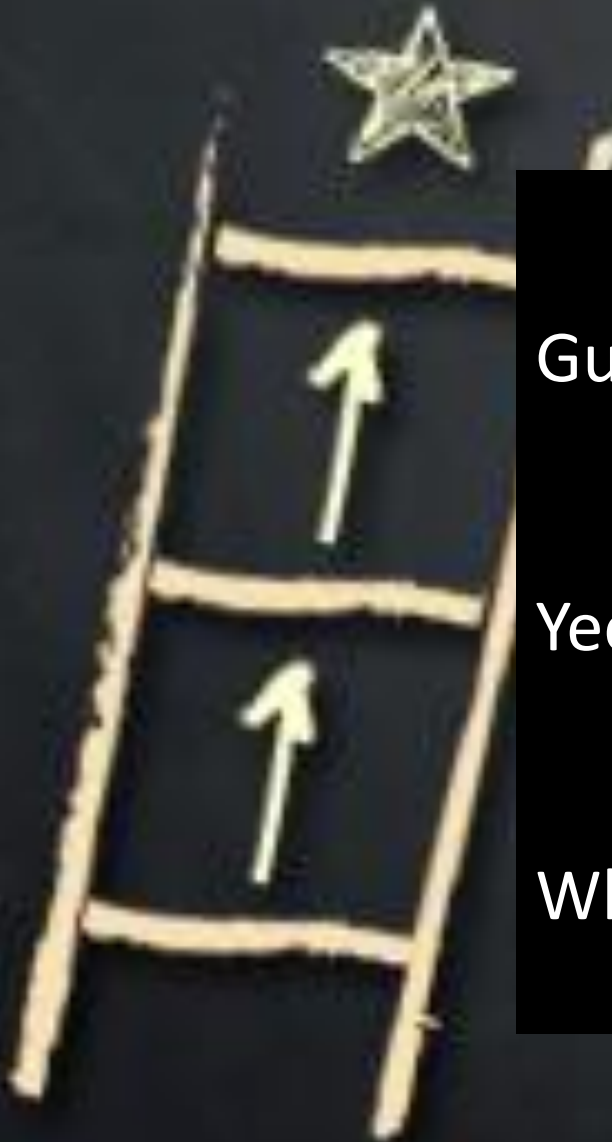


Captain

Starter

Rookie

Your Career



Guru

Yeoman

Whippersnapper

A sunset over the ocean with the sun low on the horizon, casting a glow over the water and sky. The title 'Career Ladder for Teachers' is overlaid in white text.

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

A photograph of a sunset over the ocean, with the sun low on the horizon and a colorful sky. The text is overlaid on this image.

Strategic Compensation: A Point-based System

Hypothetically...

A sunset over the ocean with the sun low on the horizon, casting a warm glow over the sky and water. The title text is overlaid on this image.

Strategic Compensation: A Point-based System

- 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.

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Strategic Compensation: A Point-based System

- 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.

Strategic Compensation: A Point-based System

- 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 \text{ points} = \17.81 per point

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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...

Virginia Blueprint

Bringing Reason To Reform



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 RFP# DOE-SGA-2012-15

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?!

A sunset over a body of water with a bright sun low on the horizon, casting a glow over the scene.

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

19

Authentic
Growth
Measures

18

A photograph of a sunset over the ocean. The sun is a bright orange-red circle on the horizon, with its light reflecting on the water. The sky is a mix of orange, red, and purple, with some clouds. The foreground is dark, showing the silhouettes of trees and bushes.

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.

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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?

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- A high level of Participation, Trust, and Collaboration
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Teaching
is a calling



Thank you
for supporting those who answer
the call to teach!