

ProComp

Denver Public Schools
Professional Compensation System for Teachers

A collaborative project of Denver Public Schools
and Denver Classroom Teachers Association



Denver teachers, district collaborate on landmark pay plan

When Denver teachers and Denver Public Schools approved ProComp in the Spring of 2004, they opened the doors to a new and exciting future for teacher compensation. The Professional Compensation System for Teachers or ProComp is a groundbreaking pay system that links teacher pay to the school district's instructional mission.

Since its approval, hundreds of teachers, student services providers and administrators have been developing details and field-testing components of the new system.

At the same time, school districts, educational leaders, the nation's governors and other policymakers are looking at Denver to learn more about this new teacher pay system.

ProComp is generating great interest because it offers several benefits to teachers and the school system.

- ✓ It will reward teachers for improving student achievement and their professional accomplishments.
- ✓ ProComp will help Denver Public Schools attract and retain the most qualified and effective teachers, contributing to high quality instruction for all students.
- ✓ The new system gives teachers opportunities to significantly increase their career earnings and have more control over the course of their careers.

ProComp will reward teachers for increasing student achievement, earning successful professional evaluations, working in the most academically challenging schools and advancing their knowledge and skills.

Importantly, the system was created by DPS and the Denver Classroom Teachers Association working together to link compensation with the district's mission of student learning.

Collaborative and Cross-Functional Teams Forge Details
The implementation of ProComp touches virtually every department and function within Denver Public Schools. A Transition Team – comprised equally of teachers and administrators – sets policy and approves the work of hundreds of teachers, administrators and others serving on work groups developing the details and systems required to implement the new compensation system.

During the 2004-2005 school year, a new professional evaluation system was field-tested in more than 25 schools, and it will be piloted in all schools in the next school year. Teachers in all schools set student growth objectives online during 2004-2005, which will also continue during the upcoming year.

Implementing ProComp

The ProComp system will take effect in January 2006, once funding is approved by Denver voters. Teachers and student services providers in hard-to-staff assignments or hard-to-serve schools are among the first eligible for the bonuses. Current teachers will be able to opt-in over the first seven years or remain in the current system. New teachers hired in 2006 will automatically join ProComp.

The system includes four major components and nine elements for building compensation. These are summarized on page 3 of this brochure. For a full description of all components and elements, visit www.denverprocomp.org.

Approval of ProComp made national news, with coverage on CNN and the nation's largest and most prestigious newspapers.

Pay plan gets a gold star

"ProComp is an innovative approach that puts Denver at the forefront in education. I believe this new plan can help kids and teachers achieve their dreams." — Denver Mayor John Hickenlooper



ProComp Timeline

2004-2005 School Year	Components are developed and tested, including a field test of professional evaluation system.
November 1, 2005	Registered Denver voters cast ballots on mill levy to raise \$25 million
January 2006	If mill levy passes, ProComp takes effect; bonuses available
2005-2006 School Year	Limited implementation of bonuses for market incentives and tuition reimbursement. Testing continues on other components
2006-2007 School Year	Full implementation of ProComp, including salary and bonuses

Profiles illustrate teacher careers under ProComp

The charts and text with teacher names tell the stories of two hypothetical teachers and how their careers would fare by joining ProComp or staying in the current system.

Ginger — A new teacher starting her career in ProComp

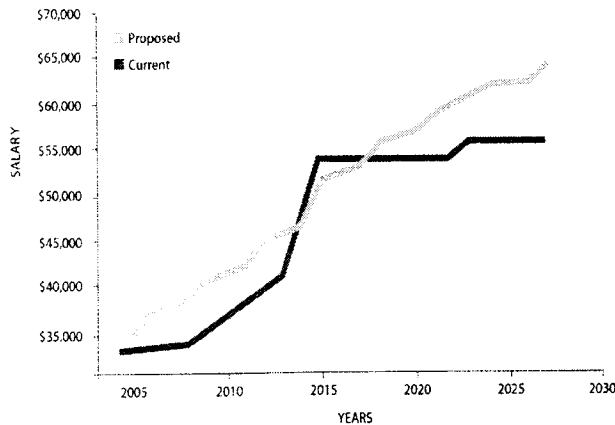
Roy — A veteran teacher on step 8 of the current salary schedule

All figures were computed using the ProComp Salary Calculator (available at www.denverprocomp.org). They do not include Cost of Living Adjustments, because those will be applied equally to both systems.

Ginger

Ginger is a new high school biology teacher, hired into DPS with a bachelor's degree. She begins the ProComp system in its initial year as a first year teacher and plans to remain in the system for 25 years. She intends to get her master's degree in her seventh year and expects to complete a Professional Development Unit nearly every year.

As a hard working, but not exceptional, teacher she expects to meet the average 88% of the student growth objectives she sets over her career. Using those assumptions, this is how she fares under both systems.



Next Year Current	\$33,225
Next Year ProComp	\$34,949
Final Year Current	\$55,405
Final Year ProComp	\$64,623

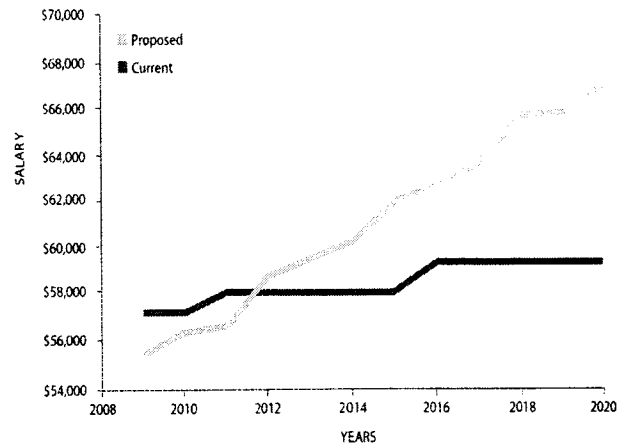
Cumulative Current	\$1,103,105
Cumulative ProComp	\$1,174,097

Net Gain \$70,992

Roy

Roy is a teacher with a master's degree who has worked at DPS for eight years. After using the salary calculator, he determines that he can make more money at the moment under the current system because of the annual step increases. He will join ProComp in 2009 when he is near the top of the step scale. After joining ProComp, he finishes his second master's degree and receives a \$2,967 salary increase.

In addition, each year he completes Professional Development Units, he earns an extra \$659, and he earns \$330 every time both annual student growth objectives are met. When he ends his career, he will be making \$7,000 more annually than he would have made if he stayed in the current system. ProComp also benefits his retirement by enabling his salary to increase nearly \$8,000 during the final 10 years of his career, compared to only \$2,500 under the older system.



Next Year's Earnings Current	\$57,131
Next Year ProComp	\$55,855
Final Year's Earnings Current	\$59,135
Final Earnings ProComp	\$66,406

Accumulated Current	\$699,297
Accumulated ProComp	\$731,596

Net Gain \$32,299

“ProComp will put teacher salaries on a par with other professions. The system also provides a structure where teachers and the district can work collaboratively to improve student achievement.” — Kim Ursetta, president, Denver Classroom Teachers Association

ProComp is not merit pay

Denver's new teacher compensation system should not be confused with "merit pay" and "performance pay" – which have been used to describe earlier experiments in teacher compensation plans that were not successful. These earlier attempts were unpopular due to the perceived subjectivity of the process and the often narrow focus used to evaluate an employee.

The ProComp system actually is **results-**

based pay, using multiple criteria to assess teachers' performance. Teachers will not receive increases until they **demonstrate results**. A new teacher evaluation system was field-tested during the 2004-2005 school year.

ProComp contains nine different avenues for increasing pay – most of which are based on **objective criteria**. They include meet-

ing annual instructional objectives, working in hard-to-serve schools or hard-to-staff assignments, obtaining certification from the National Board for Professional Teaching Standards, and more. Teachers set their objectives at the beginning of the year in consultation with the principal. At the end of the year, a rubric helps the teacher and principal fairly assess performance against objectives.

SUMMARY TABLE — COMPONENTS AND ELEMENTS/LEARNING OPPORTUNITIES

Index \$32,971	KNOWLEDGE AND SKILLS			PROFESSIONAL EVALUATION				STUDENT GROWTH		
	Prof. Development Unit	Graduate Degree/National Certificate	Tuition Reimb.	Unsatis. Perf.	Satisfactory Perf.	Hard to Staff Position	Hard to Serve School	Annual Objectives	CSAP	Distinguished School
Element	2% Index Salary	9% Index Salary	\$1,000 Account	Delay of Satisfactory Increase	3% Index Salary 3rd year	3% Index Bonus	3% Index Bonus	1% Index Salary, 1% Index Bonus	3% Index Sustain. Increase	2% Index Bonus
Dollar Amount	\$659	\$2,967	\$1,000		\$989	\$989	\$989	\$330	\$989	\$659
Decision Process	Protocol agreed to by DCTA and DPS	Protocol agreed to by DCTA and DPS	Protocol agreed to by DCTA and DPS	Current system remains in effect until DCTA and DPS agree on Eval. tool	Current system remains in effect until DCTA and DPS agree on Eval. tool	Method agreed to by DCTA and DPS	Method agreed to by DCTA and DPS	Teacher and Principal reach consensus	Method agreed to by DCTA and DPS	Method agreed to by DCTA and DPS
When the Increase is Applied	Upon submission proper document	Upon submission proper document	Upon submission proper document	July 1; delayed at least one year	July 1	In monthly installmts. upon completion of service each month	In monthly installmts. upon completion of service each month	In June upon analysis of appropriate student data	In early fall, upon analysis of CSAP data	In early fall, upon completion of multiple measures of school perform.
Year Implemented	2006-07	2006-07	2005-06	2006-07	2005-06	2006-07	2005-06	2006-07	2006-07	2005-06

Salary Calculator gives earnings snapshot

The Salary Calculator is a popular and useful online tool that was developed to demonstrate how ProComp can impact annual and lifetime earnings. It helps teachers experiment with a menu of career options and powerfully illustrates how the new pay system allows teachers to build earnings while taking control of their careers.

While using the Salary Calculator, teachers can compare their current salary to what they would earn in the new system and determine the best time, if ever, to join ProComp.

The calculator also allows teachers to see how the different components of ProComp create pay for them. For example, it will show the salary benefits of working in challenging schools, teaching understaffed subjects, earning additional degrees or taking district approved courses.

Many teachers appreciate the calculator's ability to show projected lifetime earnings under either system, allowing them to plan better for retirement.

For more information on the Salary Calculator, visit www.denverprocomp.org.

ProComp: Secure, professional, affordable

ProComp's increased earnings for teachers are affordable because the system is based on a mill levy override that will add \$25 million per year, solely for teacher compensation under ProComp. Teachers are protected because the system will not be implemented unless Denver voters approve additional funding through a mill levy election scheduled for November 2005. This \$25 million annual revenue increase is permanent and will build over time, totaling \$250 million in 10 years and \$750 million over 30 years. Importantly, proceeds from the mill levy will be placed in a trust fund governed by a board of directors that includes representatives from DPS, DCTA and the community.

Designers of ProComp projected the system costs 50 years into the future. Based on a mill levy increase, the model proves that the system is secure and sustainable. In the early years, revenues would exceed expenditures as ProComp is phased in. Like a retirement fund, any surplus money will be invested to stabilize short-term fluctuations in the cost of the system. Over time, the system will become self-sustaining as teachers retire at the top end and are replaced by newer teachers entering the district at lower salaries.

Foundation support crucial to ProComp success

Development of ProComp would not have been possible without the financial support and guidance of major foundations in Colorado and the nation. Denver Public Schools and the Denver Classroom Teachers Association thank the following foundations for their vision and generous support.

- Rose Community Foundation
- The Broad Foundation
- Daniels Fund
- The Denver Foundation
- Donnell Kay Foundation
- The Piton Foundation
- Sturm Family Foundation

Guiding Principles of ProComp

All Positions Are Included – All DCTA bargaining unit members will be integrated into the new system. Student services providers or specialists — such as nurses, counselors, speech therapists and social workers — will have the same career and earnings opportunities as all teachers.

Commitment to Professional Development – The long term success of the ProComp system is dependent on the professional development of teachers, principals and administrators. The Transition Team will monitor and advise on professional development issues.

Cost of Living Adjustments – COLA will continue to be negotiated by DPS-DCTA. Payments will be made equally to both systems. No funds from the ProComp mill levy override will be used to make Cost of Living Adjustments.

Extra Duty Pay - As part of ProComp, Article 32 in the Master Agreement, which covers extra duty pay and stipends will be reviewed and revised to ensure that it covers the goals of both teachers and the district.

Fully Funded – The new system will be fully funded. Proceeds from a mill levy election will be placed in a trust fund for the exclusive use of ProComp.

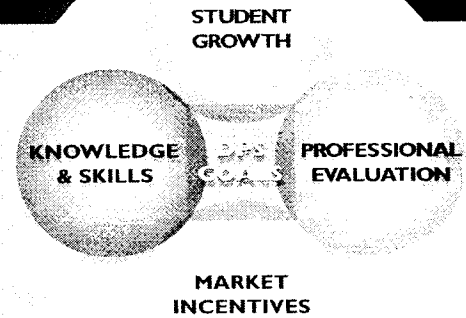
Maintain Master Agreement Salary Schedule – The current Master Agreement salary schedule will continue to operate alongside the ProComp System. The step system will be maintained until the last person on the salary schedule retires, is terminated or leaves the bargaining the unit and enters ProComp.

No Quotas – There will be no quotas for the number of teachers compensated under the ProComp system. All teachers who fulfill criteria for payment under an element will be paid.

Opt-In – Current teachers will have up to seven years to opt-in to the ProComp System. Teachers who choose not to join will remain under the existing salary system. No teacher will be paid less than their current annual earnings.

Phase-In – The ProComp system will be phased in as components and elements are completed. Both DPS and DCTA are committed to implementing compensation components only as the system can support them.

Pledge to Specialists – Specialists have a greater voice under the ProComp system than ever before. A specialist subcommittee is working on the professional evaluation component, and another committee will examine certificates so that specialists can be paid for additional training similar to the National Board for Professional Teaching Standards certificates.



Teachers can choose whether to join

ProComp offers current teachers the opportunity to opt into the new system or remain in the current system until retirement, and thus select the best salary system to meet their individual needs and circumstances.

Seven opt-in windows beginning with the 2005-2006 school year enable teachers to pick the most advantageous time to join. This approach ensures that no teacher will be harmed economically by having to join the new system before he or she earns appropriate benefits in the current system.

If the \$25 million mill levy passes in November 2005, teachers hired after January 1, 2006, will automatically be placed in ProComp. Qualified teachers who are eligible to receive bonuses under the plan, and who opt in during the first window, will be paid in January 2006. Their bonuses would be retroactive to the beginning of the school year.

Denver's current salary system will stay in place until the last person in it retires, terminates with DPS or elects to join ProComp. DPS and DCTA will negotiate annual Cost of Living Adjustments for both systems as well as adjustments to the current salary schedule to ensure that it remains a viable option for current teachers.

For more information

To learn more about ProComp, visit the web site www.denverprocomp.org or send an email to procomp_info@dpsk12.org



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