

Attracting and Retaining The Most Effective Teachers to Work in the Denver Public Schools

The Professional Compensation System for Teachers

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ProComp: The Policy Premise

Teacher compensation, which is a school district's single largest expenditure, should be linked directly and in multiple ways to the district's most important organizational outcome – improved student learning.



ProComp: Goals

- Align financial incentives with improved student learning
- Better attract new teachers and reduce turnover of early and mid-career teachers where rates are highest
- Increase ability to attract teachers to serve in our highest poverty schools and hardest to staff positions
- Create positive and collaborative school cultures aligned around common goals for student learning



Milestones in the ProComp Story – Collaboration Between DPS and DCTA

- **Aug 1999** – DPS and DCTA agree to “Pay for Performance Pilot”
- **Oct 2001 to Jan 2004** – Joint Task Force on Teacher Compensation develops ProComp
- **March 2004** – DCTA members ratify ProComp 59.8% to 40.2%
- **November 2005** – Denver voters approve \$25 million annual mill levy (adjusted each year for inflation) to fund ProComp
- **August 2008** – DPS and DCTA reach agreement on significant revisions to ProComp with support of 78% of teachers
- Ongoing collaboration on ProComp through joint ProComp Trust Board and DPS/DCTA Transition Team



ProComp At A Glance

- Over 70% of teacher currently participate in ProComp
- ProComp are available in the following areas:
 - Serving in high poverty schools and hard to staff positions
 - Driving individual and school-level student growth
 - Expanding knowledge and skills
- Over \$16,000 in salary increases and annual incentives available to teachers under ProComp
- Average teacher earns approximately \$6500 in ProComp incentives each year



Initial Lessons from ProComp

Positive outcomes since introduction of ProComp and broader human capital agenda

- Substantial increase in student growth in last 4 years
- Higher performance by new teachers in first 3 years
- Increase in teacher retention over last 4 years, with highest growth in hard-to-serve schools with high ProComp participation



Attitudes Towards ProComp

- Favorable attitudes of teachers and principals towards ProComp, particularly when compared with the traditional salary schedule
- For example:
 - 3 out of 4 ProComp teachers believe that ProComp is better designed to motivate teachers to improve performance than the traditional salary schedule
 - 2 out of 3 ProComp teachers believe that ProComp is better designed to ultimately improve student achievement than the traditional salary schedule (non-ProComp teachers)
 - Principals convey generally strong belief in ProComp to attract and retain effective educators, motivate changes in instructional practice and drive improved student achievement.



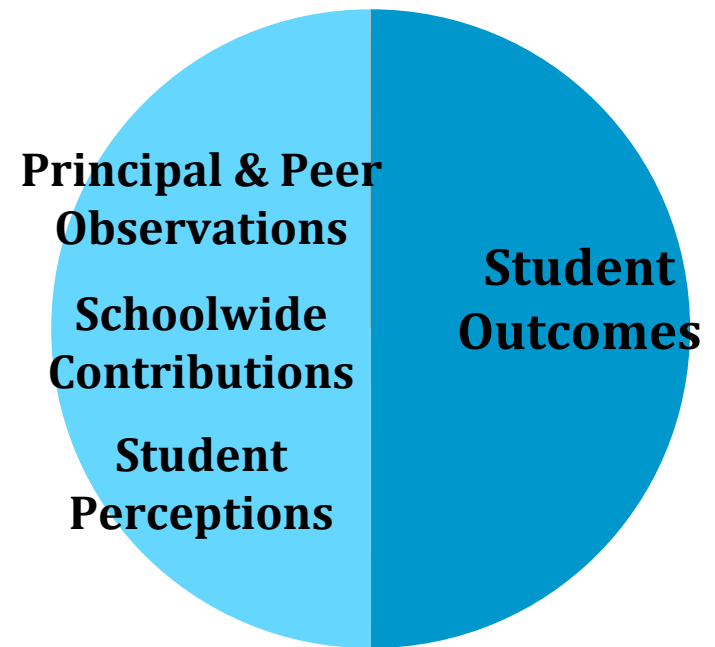
What's Next?: The Colorado Landscape

- Educator Effectiveness Statute
 - Passed by Colorado Legislature in spring 2010
 - New systems for teacher and principal evaluation based at least 50% on student outcomes
 - Greater linkage between measures of educator effectiveness and hiring, compensation, professional development, non-probationary status, dismissal



DPS Educator Effectiveness Initiative

- New teacher evaluation with aligned PD to be rolled out in 2010/11; new principal evaluation system roll-out in 2011/12
- Multiple measure teacher evaluation to include student outcomes, principal/peer observations, schoolwide contributions and student perceptions
- Extensive engagement effort, including focus groups, design teams and collaborative steering committee structure



For More Information

www.denverprocomp.org

