

Performance Compensation Model Brief Description

Local School System: Denver (CO) Public Schools

Title of Model: ProComp (Professional Compensation System for Teachers)

Purpose of the Compensation Model:

- Rewards and recognizes teachers for meeting and exceeding expectations
- Links compensation more closely with instructional outcomes for students
- Enables the district to attract and retain the most qualified and effective teachers by offering uncapped annual earnings in a fair system

Brief Description: ProComp is a groundbreaking compensation system that links teacher pay to the school district's instructional mission. Designed in a partnership between the Denver Classroom Teachers Association and Denver Public Schools, ProComp has received national attention because it rewards teachers for their professional accomplishments while linking pay to student achievement. ProComp has a comprehensive range of compensation drivers (see attachment) that include:

- **Knowledge and Skills**, including recognition for [Professional Development Unit](#), [Advanced Degrees, Licenses and Certificates](#) and [Tuition and Student Loan reimbursement](#)
- [Comprehensive Professional Evaluation](#)
- [Market Incentives](#) for “Hard to Serve” and “Hard to Staff” schools and subjects
- **Student Growth**, including [Student Growth Objectives](#), [Exceeds Expectations](#), and [Top Performing and High Growth Schools](#)

Targeted Employees: ProComp initially was for teachers only, though a comparable program for principals is being developed through a federal TIF grant. Eligible employees must be enrolled in ProComp to receive incentives, and they must also meet the eligibility criteria specified for each incentive. Eligible employees initially included teachers who volunteered to participate as well as all new teachers hired after 2008.

Pros: ProComp started as and remained a full partnership between the Denver Public Schools and the Denver Classroom Teachers Association. ProComp has continued to evolve each year, continuously revising the compensation elements, how they are assessed, and how they are linked to compensation. In addition to the comprehensive nature of the program, ProComp has a unique sustainability provision – it is paid for by a mill levy that was passed by Denver voters. ProComp started as a volunteer program; over time, many veteran teachers elected to join.

Cons: It is very complex and costly to administer, and requires a very sophisticated data infrastructure to be operational.

Lessons Learned: Open communications were key to the success of ProComp; to that end, the Rose Family Foundation funded a communications initiative in support of ProComp that proved critical to its early acceptance. Another important lesson was to start with the program as being voluntary for veteran teachers, to explain clearly and repeatedly the advantages or disadvantages of enrolling in ProComp, and to offer annual signup periods.

Implementation/Results: A series of evaluations have shown generally positive effects of ProComp. The Community Training and Assistance Center (CTAC) conducted a study of Denver's Pay for Performance Pilot program. Findings in its initial report were the basis for expanding the teacher compensation plan to include more than student achievement. CTAC's final report on the Pilot program, *Catalyst for Change*, was issued in January 2004 and showed a link between student growth and teachers who set the highest level of student learning objectives.

More recently, ProComp has been the subject of two evaluations conducted by the University of Colorado. The [April, 2010 ProComp Evaluation](#) found that:

- Teachers hired after the implementation of ProComp exhibit higher first-year achievement than those hired prior to the program. This finding is positive for both mathematics and reading.
- Teachers who have voluntarily opted into the ProComp program slightly outperform their non-participant colleagues, though differences are less pronounced when adjusted for individual differences between teachers who choose to participate and those who do not.
- A majority of ProComp participants indicated that they believed the program could motivate teachers to improve instructional practices, with positive respondents outnumbering negative responses by a 3-to-1 margin.
- Participants indicating that the ProComp program would ultimately improve student achievement outnumbered those who disagreed by a 2-to-1 margin.

Future Plans: ProComp has been fully operational for the at least the past five years, though each year operating policies and incentives are revised and adjusted. As noted earlier, ProComp is now developing a companion compensation system for principals.

Attachment: Chart of compensation drivers used in ProComp (downloaded from <http://denverprocomp.dpsk12.org/about/>).

Local Contact (name and contact information): No contact information is provided, but extensive information about ProComp is available at: <http://denverprocomp.dpsk12.org/>. To contact the ProComp Team, send an email to ProComp@dpsk12.org or call the ProComp hotline at 720-423-3900.

Attachment**2010-'11 ProComp Payment Opportunities**<http://denverprocomp.dpsk12.org/>

Component of Index \$37,551	Knowledge and Skills			Comprehensive Professional Evaluation			Market Incentives		Student Growth			
Element	Professional Development Unit	Advanced Degree and License	Tuition and Student Loan Reimbursement	Probationary	Non-Probationary	Innovation Non-Probationary	Hard to Serve School	Hard to Staff Assignment	Student Growth Objectives	Exceeds CSAP Expectations	Top Performing Schools	High Growth School
Description of Element	Providing ongoing professional development – tied to the needs of our students -- is a central strategy to help you expand your skills, improve student performance, and advance your career with the district	Compensation for Graduate Degree or Advanced Licenses or Certificates	Reimbursement for tuition or for outstanding student loans.	Increases for new teachers based on a satisfactory evaluation.	Increases based on a satisfactory evaluation.	Increases based on a satisfactory evaluation.	Designed to attract teachers to schools with a high free and reduced lunch percentage.	Designed to attract teachers to roles with high vacancy rate and high turnover	Incentive paid for meeting student growth objectives.	Teachers whose assigned student's growth in CSAP scores exceed district expectations	Teachers in schools designated as a "Top Performing School" based on the DPS School Performance Framework	Teachers in schools designated as a "High Growth School" on the DPS School Performance Framework
Eligibility and Payout	Base building for PDUs paid if 14 or fewer years of service. Non-base building if more than 14 years of service at time of payment	Paid upon receipt of documentation that the license or certification is active and current	Paid upon receipt of evidence of payment for and satisfactory completion of coursework; \$4,000 lifetime account; no more than \$1,000 per year	Requires Satisfactory Evaluation: If unsatisfactory, ineligible for CPE increase	Payable only to teachers who have a formal evaluation during service credit years 1-14.	Teachers receive 1% of index increase for a satisfactory annual evaluation during years 1-14 if have not received a 3% of index CPE increase in the past two years	Teachers currently serving in schools designated "Hard-to-Serve".	Teachers currently serving in designated "Hard-to-Staff" positions	Base building when 2 SGOs are met, non base-building when only 1 SGO is met during prior school year ⁴	Paid based on assigned student CSAP growth percentiles. Paid based on results from prior school year.	Paid based on performance during the prior school year.	Paid based on performance during the prior school year.

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Affect on Base Salary	Base Building ²	Base Building	Non-Base Building	Base Building	Base Building	Base Building	Non-Base Building	Non-Base Building	Base Building ⁴	Non-Base Building	Non-Base Building	Non-Base Building
Percent of Index	2%	9% per degree or license. Eligible once every 3 yrs	N/A	1% every year	3% every three years	1% every year if no 3% in past 2 yrs	6.4%	6.4%	1%	6.4%	6.4%	6.4%
Dollar Amount	\$751	\$3,380	Actual expense up to \$1000/yr, \$4000 lifetime	\$376	\$1,127	\$376	\$2,403 \$200.27/mo	\$2403 (\$200.27 per mo) x (# of assignments held)	\$376.00	\$2,403.26	\$2,403.26	\$2,403.26
Builds pension and highest average salary	Yes	Yes	No ³	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Payment Type and Frequency⁶	Monthly installments upon submission of proper documents	Monthly installments upon submission of proper documents	Up to \$1000 per year upon submission of proper documents	Prorated over 12 months. If unsatisfactory delayed at least 1 yr	Prorated over 12 months. If unsatisfactory delayed at least 1 yr	Prorated over 12 months. If unsatisfactory delayed at least 1 yr	Monthly installment upon completion of service each month	Monthly installment upon completion of service each month	1 objective: Paid lump sum. 2 objectives: Paid in monthly installment	Paid lump sum in the year following assessment	Paid lump sum in the year following assessment	Paid lump sum in the year following assessment