

Notes on using the Performance-based Compensation Plan (PBCP) matrix as a district planning tool:

- The tool does not have a step in which participating schools are identified.
- The tool does not have a step in which the incentive amounts available – either for salaries or bonuses -- are determined.
- **Assumption:** all participating schools within the district will use the same procedures.
- **Assumption:** in any participating district, a labor-management-stakeholder group will conduct the planning process.
- **Assumption:** district-level staff are not eligible for PBC. If they are, they can be added to the various planning matrices as appropriate.

| SUMMARY TABLE | | | | | | |
|--|----------------------|--------------------|--------------------------|------------------------|---------------------------------|-------|
| Staff Accountability Units | Compensation Drivers | | | | | |
| | Student Growth | Student Attainment | Recruitment or Retention | Performance Evaluation | Leadership and Responsibilities | Other |
| <i>In the cells below, please include the <u>percent</u> that the compensation driver counts as part of the full Performance Based Compensation Plan</i> | | | | | | |
| Individual Awards = x% | | | | | | |
| Teachers of Tested Grades and Subjects | | | | | | |
| Teachers of Non-Tested Grades and Subjects | | | | | | |
| Instructional Support Staff | | | | | | |
| Non-Instructional Staff | | | | | | |
| Principals | | | | | | |
| Other (describe) | | | | | | |
| Group Awards = y% | | | | | | |
| Group 1 (describe) | | | | | | |
| Group 2 (describe) | | | | | | |
| Group 3 (describe) | | | | | | |
| Group 4 (describe) – add rows as needed | | | | | | |
| Schoolwide Awards = z%¹ | | | | | | |
| All School Staff | | | | | | |
| All Awards | | | | | | |
| Total (should sum to 100% across the row) | | | | | | |

¹ Note that x, y and z should add to 100%

Performance-based Compensation Planning Tool

Introduction

American Institutes for Research® developed an earlier version of this tool in collaboration with the Center for Educational Innovation–Public Education Association in New York City. The goal of this revised tool is three-fold: 1) to support budget-related conversations and planning for a performance-based compensation program; 2) to “unpack” the district’s iterations of its performance compensation plan for potential gaps and to generate open dialogue about program components that need additional work; and 3) to develop next steps for how the district will transition the program to a sustainable, performance-based salary and incentive schedule.

Directions for Using the Planning Tool

This tool has two parts. Part 1 has three steps and will walk your district’s team through a process of “taking stock” of the components to be incorporated into a performance-based compensation (PBC) program. Part 2 has two steps and will lead your team through a conversation about how to transition the PBC program to a sustainable program that relies on a performance-based salary schedule. Below is an overview of each step for completing Parts 1 and 2.

Part 1: Taking Stock of Current Program Details

- Step 1: Salary Matrix
 - The “Salary Matrix” is a basic table that, when populated, will list the base salary range for each staff role in the participating schools and the number of people in each school for each staff role. The table also documents the current factors that enhance staff salary, according to the salary schedule, and the amount of salary enhancement available for those factors. Because this tool is intended to support budget conversations and planning, the matrix provides a place for an important initial step in that planning. Note: this table can be populated either at the participating-school level or through generic positions at the district level.
- Step 2: Compensation Drivers² Matrices
 - The Compensation Drivers Matrices are the bulk of the tool. For the first compensation drivers matrix (Step 2a: Compensation Drivers Matrices), your team should indicate the compensation driver(s) for which each unit of accountability³ is eligible. This identification process will include the range of available funds for each compensation driver by unit of accountability (e.g., what are the range of funds available to individual language arts teachers based on student growth scores), what type of award it is (i.e., permanent salary increase or one-time incentive), and the percentage for which the

² “Compensation drivers” are factors on which an individual staff member or group may be rewarded performance-based compensation.

³ “Unit of accountability” refers to any individual or group of individuals eligible to receive a performance-based reward.

compensation driver counts toward the overall 100% available (e.g., what percentage does observation count toward a school principal's overall performance-based reward?).

- The next matrix (Growth and Attainment Scores Matrix) requests the total growth⁴ and attainment⁵ percentages for each unit of accountability, either at the district or school level. Matrices 2c–2h generate detailed information about how each compensation driver will be implemented as part of the overall program.

- Step 3: Reflection Questions for Part 1

- The reflection questions for Part 1 allow the district PBC planning team to take what it has done with the compensation drivers matrices and ask “how does this work in the long run”? The reflection questions are designed to help the team think about and plan for next steps as a result of the information documented in the matrices. The reflection questions also provide a venue for the team to request support with one or more aspects of program planning and implementation.

Part 2: Planning for a Transition to a Sustainable, Performance-Based Salary Schedule

- Step 1: Action Plan for Transition to a Performance-Based Salary Schedule

- Each district considering implementing a PBC program should deeply consider how it will transition the earliest version of the program into one in which the salary schedule becomes performance-based. The Action Plan for Transition to a Performance-Based Salary Schedule Matrix is a tool that can help districts consider how to transition their program over time into a sustainable, PBC program.

- Step 2: Reflection Questions for Part 2

- The reflection questions for Step 2 are designed to help each team think about and plan for next steps as a result of the information documented in the matrix. The questions also provide a venue for the district planning team to request support with one or more aspects of planning for the transition.

Where applicable, teams should fill in the correct information in cells that have blank lines. For example, if your district will have units of accountability that are eligible for a compensation driver that are not listed in the row, then please identify those units of accountability. Additionally, if your district chooses to implement a compensation driver that is not listed in the columns, then please add that in “other” column of the matrix for Step 2a (Part 1) and then complete information about the compensation driver in the matrix for Step 2h (Part 1).

Lastly, in cases where a cell is not applicable you can insert “N/A.”

⁴ “Growth” refers to measures obtained either through a value-added model or a student-growth model.

⁵ “Attainment” refers to setting student achievement targets against a fixed standard, e.g., 80 percent of students will attain proficiency or higher on the MSA.

Part 1: Taking Stock of Current Program Details

Step 1: Salary Matrix

| Staff Role | Number of Staff | Base Salary (Range) | Factors That Enhance Salary Based on Traditional Schedule (e.g., experience, degrees) | Range Amount Allowable for Traditional Salary Schedule Enhancement Factors (i.e., minimum and maximum salary) |
|--|-----------------|---------------------|---|---|
| <i>In the cells below, please insert the number of each staff role at your school, the base salary range for each staff role, the factors that enhance one's salary based on the format of the traditional salary schedule, and the range amount allowable for the salary enhancement factors.</i> | | | | |
| Teacher | | | | |
| School Principal | | | | |
| Paraprofessional | | | | |
| Guidance Counselor | | | | |
| Social Worker | | | | |
| Library/Media Specialist | | | | |
| Other: | | | | |
| Other: | | | | |

Step 2: Compensation Drivers Matrix

| Unit of Accountability | Compensation Drivers | | | | | | |
|---|----------------------|--------------------|--------------------------------|------------------------|---|--|--|
| | Student Growth | Student Attainment | Recruitment or Retention Bonus | Performance Evaluation | Leadership Roles and Responsibilities (non-stipend) | Other (e.g., meeting individual or group goals): | Total Percent for Unit of Accountability (should = 100%) |
| <i>For each cell below, include: 1) the percentage for which the compensation driver counts as part of the incentive compensation for each unit of accountability; 2) the range of funds that may be awarded for each compensation driver, by unit of accountability; and 3) whether the compensation driver impacts the salary schedule, is a one-time bonus/stipend, or both. Each row should add up to 100%.</i> | | | | | | | |
| Individual Incentives | Incentive | Incentive | Incentive | Incentive | Incentive | Incentive | Incentive |
| Teachers of Tested Grade/Subject Area ⁶ | | | | | | | |
| Teachers of Non-Tested Grade/Subject Area: | | | | | | | |
| School Principal | | | | | | | |
| Paraprofessional | | | | | | | |
| Guidance Counselor | | | | | | | |
| Social Worker | | | | | | | |
| Library/Media Specialist | | | | | | | |
| Other: | | | | | | | |
| Group Incentives | | | | | | | |
| Grade or Subject-Area Team: | | | | | | | |
| Grade or Subject-Area Team: | | | | | | | |
| Grade or Subject-Area Team: | | | | | | | |
| Other: | | | | | | | |
| Schoolwide Incentives | | | | | | | |
| Whole School | | | | | | | |

⁶ Additional rows can be added for other differentiated individual or group units of accountability

Step 2a: Student Growth Matrix

| Unit of Accountability | Student Growth | |
|---|----------------|-------|
| <i>In the cells below, please include the following information for each unit of accountability: 1) which assessments will be used to measure achievement of set goals; 2) the differentiation levels for meeting goals (e.g., is it "all or nothing" or is there more than one opportunity to be awarded a performance award for meeting student growth targets); and 3) how is student growth measured? If student growth is a permanent salary increase performance award, please document the information in the "Salary" column. If student growth is a one-time performance bonus, please document the information in the "Bonus" column. If student growth is a combination performance award, please document the information across both the "Salary" and "Bonus" columns.</i> | | |
| Individual | Salary | Bonus |
| Individual Teacher of Tested Grade/Subject Area | | |
| Individual Teacher of Non-Tested Grade/Subject Area: | | |
| School Principal | | |
| Paraprofessional | | |
| Guidance Counselor | | |
| Social Worker | | |
| Library/Media Specialist | | |
| Other: | | |
| Group | Salary | Bonus |
| Grade or Subject-Area Team: | | |
| Grade or Subject-Area Team: | | |
| Grade or Subject-Area Team: | | |
| Other: | | |
| Schoolwide | Salary | Bonus |
| Whole School | | |

Step 2b: Student Attainment Matrix

| Unit of Accountability | Student Attainment | |
|---|--------------------|-------|
| <i>In the cells below, please include the following information for each unit of accountability: 1) which assessment(s) will be used to measure attainment of set goals; 2) the differentiation levels for meeting goals (e.g., is it "all or nothing" or is there more than one opportunity to be awarded a performance award for meeting student attainment targets); and 3) how is a student attainment measure decided upon and measured? If student attainment is a permanent salary increase performance award, please document the information in the "Salary" column. If student attainment is a one-time performance incentive, please document the information in the "Bonus" column. If student attainment is a combination performance award, please document the information across both the "Salary" and "Bonus" columns.</i> | | |
| Individual | Salary | Bonus |
| Individual Teacher of Tested Grade/Subject Area | | |
| Individual Teacher of Non-Tested Grade/Subject Area: | | |
| Individual Teacher of Non-Tested Grade/Subject Area: | | |
| School Principal | | |
| Paraprofessional | | |
| Guidance Counselor | | |
| Social Worker | | |
| Library/Media Specialist | | |
| Other: | | |
| Group | Salary | Bonus |
| Grade or Subject-Area Team: | | |
| Grade or Subject-Area Team: | | |
| Grade or Subject-Area Team: | | |
| Other: | | |
| Schoolwide | Salary | Bonus |
| Whole School | | |

Step 2c: Recruitment and/or Retention Bonus Matrix

| Unit of Accountability | Recruitment and/or Retention Bonus | |
|--|------------------------------------|--------------|
| <i>In the cells below, please include the following information for each unit of accountability: 1) how long does the unit of accountability have to stay employed at the school to be eligible for the bonus and 2) are there any performance requirements for the unit of accountability to be recruited/hired and receive the bonus? If recruitment bonus is a permanent salary increase performance award, please document the information in the "Salary" column. If recruitment bonus is a one-time performance incentive, please document the information in the "Bonus" column. If recruitment bonus is a combination performance award, please document the information across both the "Salary" and "Bonus" columns.</i> | | |
| Individual | Salary | Bonus |
| Individual Teacher of Tested Grade/Subject Area | | |
| Individual Teacher of Non-Tested Grade/Subject Area: | | |
| Individual Teacher of Non-Tested Grade/Subject Area: | | |
| Individual Teacher of Non-Tested Grade/Subject Area: | | |
| Individual Teacher of Non-Tested Grade/Subject Area: | | |
| School Principal | | |
| Paraprofessional | | |
| Guidance Counselor | | |
| Social Worker | | |
| Library/Media Specialist | | |
| Other: | | |
| Group | Salary | Bonus |
| Grade or Subject-Area Team: | | |
| Grade or Subject-Area Team: | | |
| Grade or Subject-Area Team: | | |
| Other: | | |
| Schoolwide | Salary | Bonus |
| Whole School | | |

Step 2d: Performance Evaluation Matrix

| Unit of Accountability | Performance Evaluation | |
|---|------------------------|-------|
| <i>In the cells below, please include the following information for each unit of accountability: 1) is the evaluation or observation tool a multilevel rubric; 2) is the tool research-based, valid, and reliable; 3) how will the evaluation process provide feedback to the unit of accountability; 4) which artifacts will be part of the evaluation process; 5) how many observers will there be for the unit of accountability; 6) identify any pre-conference or self-assessment options; 7) are the rubric and/or process aligned with individual and school professional development goals; 8) how will the timeline/process be communicated to the unit of accountability; and 9) are reviewers trained to use identified rubrics and observation tools? If performance evaluation is a permanent salary increase performance award, please document the information in the "Salary" column. If observation is a one-time performance incentive, please document the information in the "Bonus" column. If observation is a combination performance award, please document the information across both the "Salary" and "Bonus" columns.</i> | | |
| Individual | Salary | Bonus |
| Individual Teacher of Tested Grade/Subject Area | | |
| Individual Teacher of Non-Tested Grade/Subject Area: | | |
| Individual Teacher of Non-Tested Grade/Subject Area: | | |
| School Principal | | |
| Paraprofessional | | |
| Guidance Counselor | | |
| Social Worker | | |
| Library/Media Specialist | | |
| Other: | | |
| Group | Salary | Bonus |
| Grade or Subject-Area Team: | | |
| Grade or Subject-Area Team: | | |
| Grade or Subject-Area Team: | | |
| Other: | | |
| Schoolwide | Salary | Bonus |
| Whole School | | |

Step 2e: Leadership Roles and Responsibilities Matrix

| Unit of Accountability | Leadership Roles and Responsibilities | |
|--|---------------------------------------|-------|
| <i>In the cells below, please include the following information for each unit of accountability: 1) specific leadership role(s) eligible for performance reward; 2) specific responsibilities eligible for performance reward; 3) the assessments that will be used to measure leadership roles and responsibilities; and 4) specific outcomes required to earn performance reward. If leadership roles and responsibilities is a permanent salary increase performance award, please document the information in the "Salary" column. If leadership roles and responsibilities is a one-time performance incentive, please document the information in the "Bonus" column. If leadership roles and responsibilities is a combination performance award, please document the information across both the "Salary" and "Bonus" columns.</i> | | |
| Individual | Salary | Bonus |
| Individual Teacher of Tested Grade/Subject Area | | |
| Individual Teacher of Non-Tested Grade/Subject Area: | | |
| Individual Teacher of Non-Tested Grade/Subject Area: | | |
| School Principal | | |
| Paraprofessional | | |
| Guidance Counselor | | |
| Social Worker | | |
| Library/Media Specialist | | |
| Other: | | |
| Group | Salary | Bonus |
| Grade or Subject-Area Team: | | |
| Grade or Subject-Area Team: | | |
| Grade or Subject-Area Team: | | |
| Other: | | |
| Schoolwide | Salary | Bonus |
| Whole School | | |

Step 2f: Other Compensation Drivers Matrix

| Unit of Accountability | Other: | |
|--|---------------|--------------|
| Individual | Salary | Bonus |
| Individual Teacher of Tested Grade/Subject Area | | |
| Individual Teacher of Non-Tested Grade/Subject Area: | | |
| Individual Teacher of Non-Tested Grade/Subject Area: | | |
| Individual Teacher of Non-Tested Grade/Subject Area: | | |
| Individual Teacher of Non-Tested Grade/Subject Area: | | |
| School Principal | | |
| Paraprofessional | | |
| Guidance Counselor | | |
| Social Worker | | |
| Library/Media Specialist | | |
| Other: | | |
| Group | Salary | Bonus |
| Grade or Subject-Area Team: | | |
| Grade or Subject-Area Team: | | |
| Grade or Subject-Area Team: | | |
| Other: | | |
| Schoolwide | Salary | Bonus |
| Whole School | | |

Step 3: Reflection Questions for Part 1

1. Are there any areas of the above matrices that were left blank? If yes, why? If a clear plan does not exist for one or more components of the program, does your team have a plan for how to reconcile that? If not, what steps will your team take to move the work forward? Is program planning an area in which you think your school could use support? If so, which part specifically?

2. Please describe how you plan to communicate the above information to your participating school staff, including a timeline. Do you think your district and school communication plan is adequate? Is this an area in which you think your district and schools could use support?

3. Is the information in the above matrices aligned with the teachers' union contract? If not, does it need to be? What are the steps that need to be taken to better align the program details listed above with the teachers' union contract? Is this an area in which you think your district or school could use some support?

Part 2: Planning for a Transition to a Sustainable, Performance-Based Salary Schedule

Step 1: Action Plan for Transition to a Performance-Based Salary Schedule Matrix

| Compensation Driver | Transition to Performance-Based Component of Salary Schedule? Why or Why Not? | Who Will Be Eligible for This Compensation Driver as Part of Their Overall Salary? | What Are Three Ideas for How This Compensation Driver Could Impact the Salary Schedule in the Future? | What Steps Need to be Taken to Initiate This Transition? | Who Needs to be Involved in the Transition? | What Is the Timeline for Implementing This Transition? |
|---------------------------------------|--|---|--|---|--|---|
| Student Growth | | | | | | |
| Student Attainment | | | | | | |
| Recruitment or Retention Bonus | | | | | | |
| Performance Evaluation | | | | | | |
| Leadership Roles and Responsibilities | | | | | | |
| Other: | | | | | | |

Step 2: Reflection Questions for Part 2

1. Are there any areas in the transition matrix above that you left blank? If yes, why? If a clear plan does not exist for one or more steps in the transition process, does your team have a plan for how to reconcile that? If not, what steps will your team take to move the work forward? Is transitioning to a sustainable, performance-based salary schedule an area in which you think your district could use support? If so, which part specifically?

2. Please describe how you plan to communicate the above information to your district and participating school staff, including a timeline. Do you think your communication plan is adequate? Is this an area in which you think your district could use support?

3. Is the information in the above matrices aligned with the teachers' union contract? If not, does it need to be? What are the steps that need to be taken to better align this transition to the teachers' union contract? Is this an area in which you think your district could use some support?