

# Introduction to Strategic Compensation:

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

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Salem City Schools' 4<sup>th</sup> Superintendent  
Appointed December 2006

## Our Heroic Profession

Who was the teacher who most inspired you?

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*Not everything that matters can be measured; not everything that can be measured matters.*

- Albert Einstein

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## 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

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**Battelle for Kids** About Value-Added Analysis

### Achievement vs. Progress

In education, the words "achievement" and "progress" are often used interchangeably. However, their meanings are very different.

**Achievement**

Measures a student's performance at a single point in time. Related to a student's family background.

Compares students' performance to a standard.

Critical to a student's post-secondary opportunities.

**Progress**

Measures a student's progress between two points in time. Not related to a student's family background.

Compares students' performance to their own prior performance.

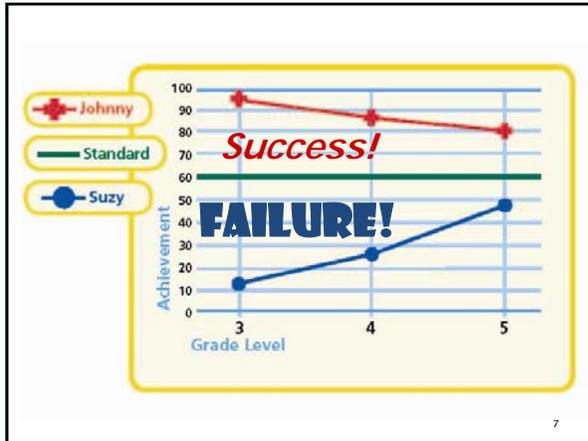
Critical to ensuring a student's future academic success.

**A more complete picture of student learning**

**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.

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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*

## Growth Models

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

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## 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.

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## Authentic Measures of Student Growth

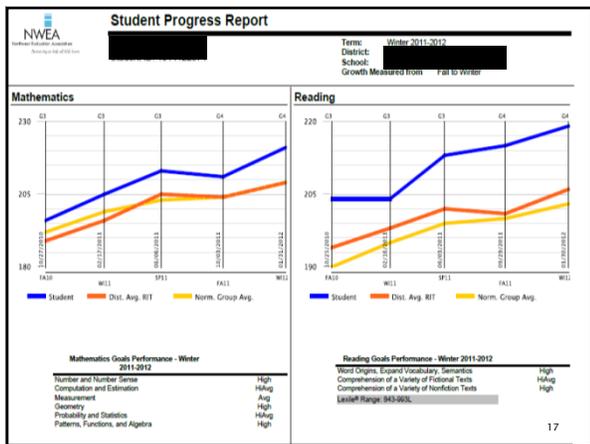


**NWEA**  
Northwest Evaluation Association  
*Partnering to help all kids learn*



**MAP**  
Measures of Academic Progress

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# Professional Evaluation

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Trust matters! Use data as a flashlight...not a hammer!



Must have *multiple* measures over *multiple* years

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Strategic Compensation is not...

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**MERIT PAY**

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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

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Strategic Compensation

- Honors that fact that School Boards are *employers* and should therefore be *expected* to incentivize *Strategic Goals*.

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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
Size of administration and fiscal resources	X	X				
Level of alignment with other models	X				X	
Provides pathway of higher education	X					
Provides for salary and longevity within school division	X					
Flexibility		X	X	X		
Provides advancement and knowledge		X	X			
Knowledge-based		X				
Aligned with school district goals		X		X	X	
Emphasizes professional development			X	X		
Knows culture and context			X	X		
Provides mentorship & collaboration			X			
Support from teacher compensation experts				X		X
Greater teacher control					X	
Emphasizes teacher accountability					X	
Capacity for individualization					X	
Provides mentorship and accountability					X	X
Provides monitoring of student progress						X
Provides monitoring student achievement					X	X

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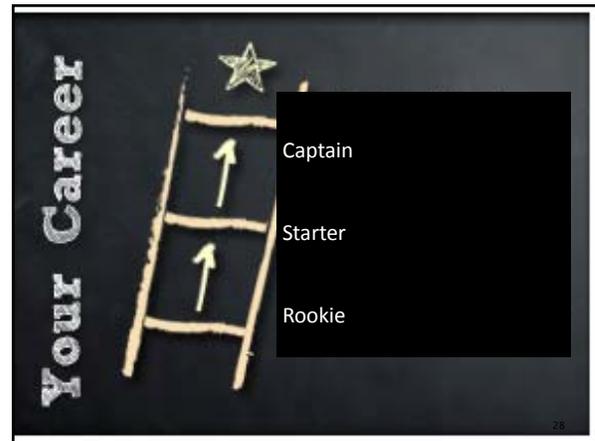
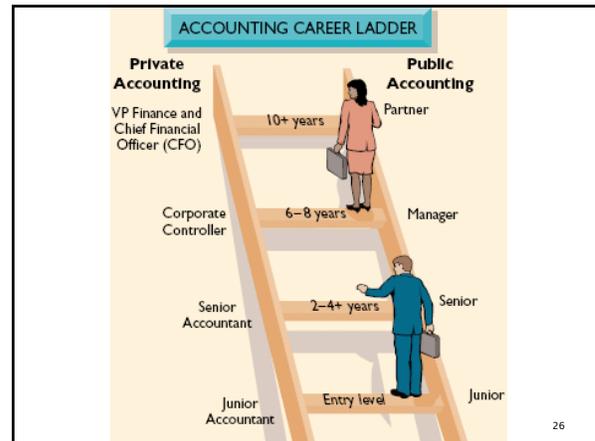
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Figure 3.14: Comparative Disadvantages of Compensation Models

	Single-Salary Schedule	Extra Duty/Additional Responsibility	Career Ladder	Knowledge- and Skills-Based	Individual Evaluation	Performance-Based
Fluency	X	X	X	X	X	X
Response to market demands	X					
Applicability of additional education	X					
Getting started & staying on	X					
Relationship to school system	X					
Teacher resistance	X					
Expectations for pay overhead		X				
Competition		X	X	X	X	
Quality			X			X
Leaving the classroom			X			
Careers				X	X	X
Track record				X	X	
Performance problem					X	
Funding					X	
Best sites						X
Leading 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:



- ### 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

## Strategic Compensation: A Point-based System

# Hypothetically...

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## 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.

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## 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
  - $\$300,000 / 16,843 \text{ points} = \$17.81 \text{ per point}$

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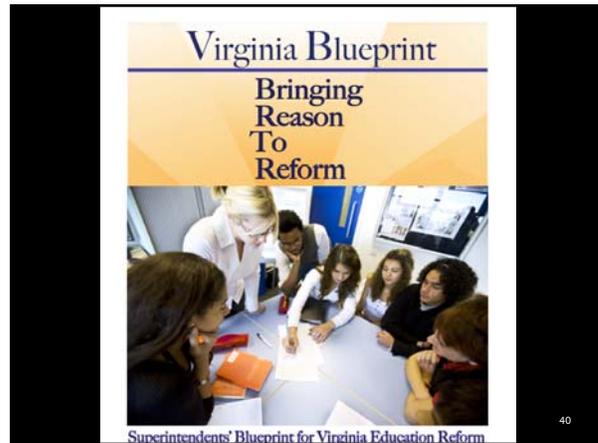
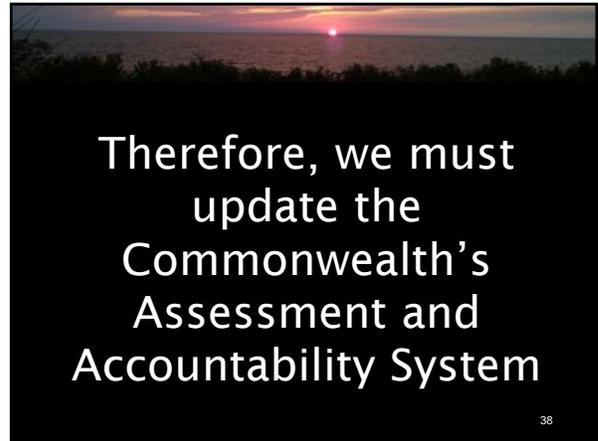
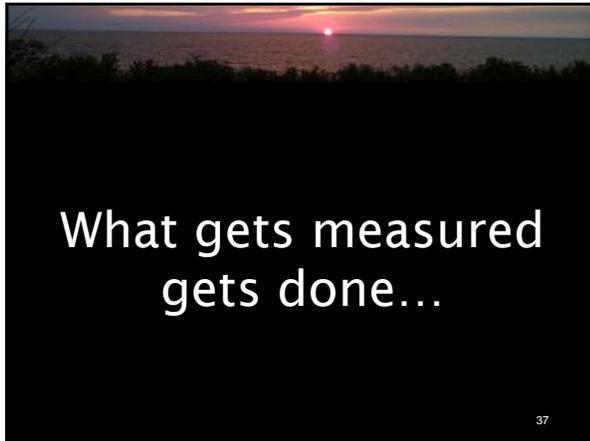
## Strategic Compensation: A Point-based System

- Multiplying the point value by the number of points earned results in the Strategic Point Bonus
  - ranging from \$516 to \$2030
- Collaborative, Sustainable, and Meaningful
- Not perfect, but then *perfection is the enemy of progress*

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# What's Next?

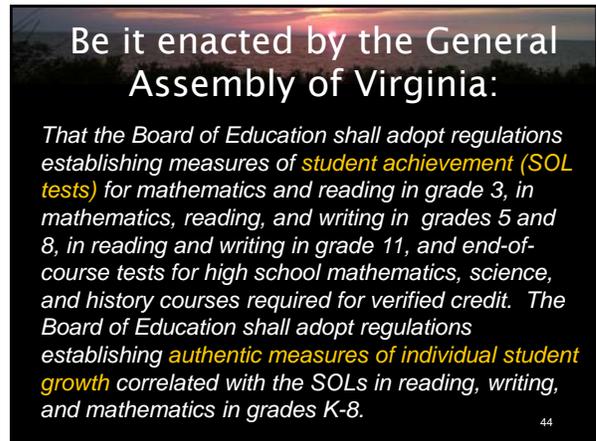
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# Could Legislation Be Next?!

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## 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.*

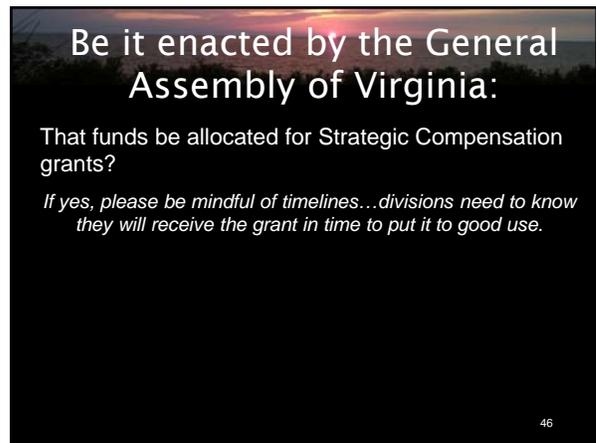
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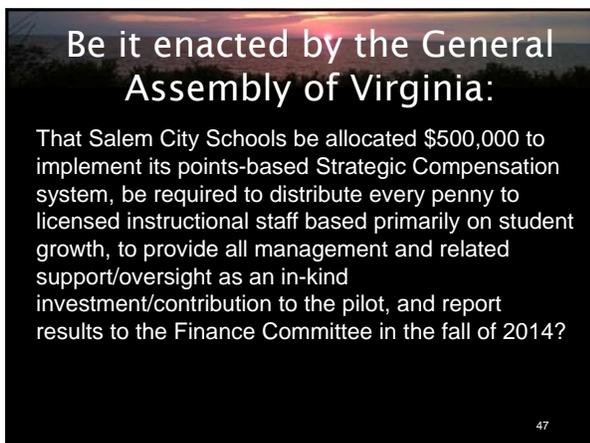


## Be it enacted by the General Assembly of Virginia:

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.*

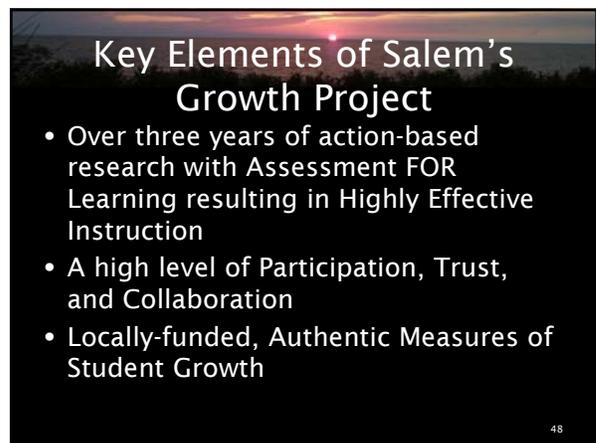
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## Be it enacted by the General Assembly of Virginia:

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?

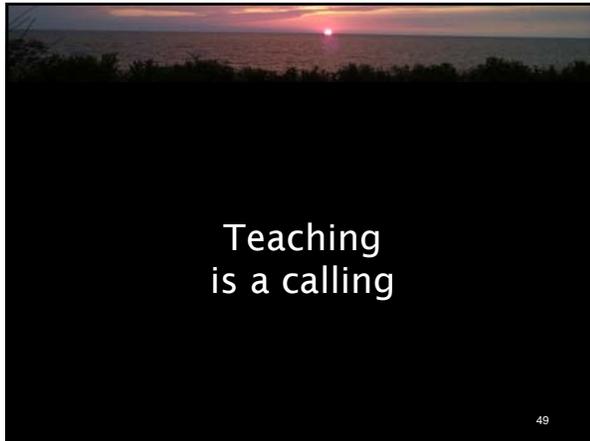
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## Key Elements of Salem's Growth Project

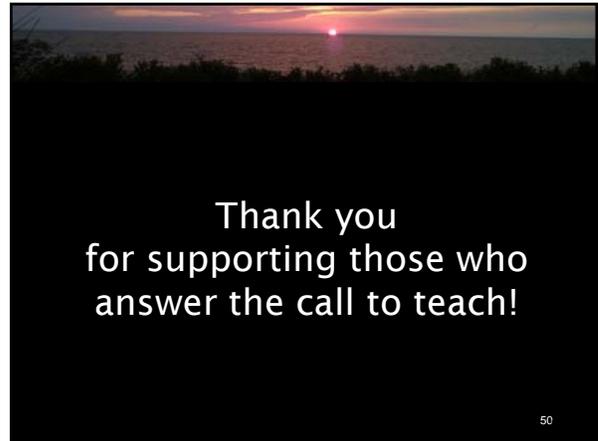
- Over three years of action-based research with Assessment FOR Learning resulting in Highly Effective Instruction
- A high level of Participation, Trust, and Collaboration
- Locally-funded, Authentic Measures of Student Growth

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Teaching  
is a calling

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

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