

**Madeira City Schools Planning Commission**  
**Annual Salary and Benefit Study**  
**January 2014**

**Committee Members**

John Kirby, Chairman

Tom Alloy

Janet McGuire

Rebecca Durkee

Brian Kellett

Susan Crabill, Resource

# Salary & Benefit Study

## Part 1 - Salary

## **I. Objective**

- A. The Madeira Planning Commission Salary Study Committee was asked to review the status of surrounding school districts' salary/structures in reference to employee compensation. The committee was also asked to make a recommendation based on the findings to the Board.

## **II. Methodology**

- A. Madeira's certified salary schedule was compared against 29 other school districts in the surrounding area for the 2013-2014 school year and future years that have been negotiated by other districts.
- B. Budget data is provided for various options pertaining to salary increases.
- C. Additional information on the comparison of districts' contracts and compensation was collected and summarized in Part 2 Benefit Study.

## **III. Findings**

### **A. Certified Teaching Staff Salary Analysis**

- 1. Contract information, salary schedules, salary rankings, and averages for the salary schedules are located in Part 1, Appendix 1-6 .
- 2. Madeira's goal in certified teaching staff salary administration is to consistently have salary schedules that place Madeira in the top 3rd of comparison districts. Madeira has designed the salary schedule to put a major emphasis on certified teachers to continue their education as Madeira ranks in the top 10 in Master's plus 30 across the board.
- 3. Madeira was one of seven (7) school districts (30 Total Districts) that had a base salary increase in 2013-2014 school year. Twenty-three (23) Districts had no increase. Madeira's base increase was 1%.

4. Madeira was one of ten (10) schools (30 Total Districts) that allowed step movement. Eighteen (18) districts had no step increase. Two (2) districts have not settled 2013-2014 salaries.
5. Eighteen (18) out of thirty (30) districts are in the final year of the current salary contract.
6. Analysis of salary rankings vs. comparison districts indicates that Madeira maintains a competitive position. Madeira's starting salary for a Bachelor's Degree ranks 4<sup>th</sup> (last year - 5<sup>th</sup>), starting salary for a Master's Degree ranks 5<sup>th</sup> (last year - 4<sup>th</sup>), and Madeira's maximum salary ranks 5<sup>th</sup> (last year - 5<sup>th</sup>), out of thirty (30) districts. Although the average base salary increase for 2013-2014 was .48%, Madeira maintained virtually the same competitive position with the 1% base increase.

## B. Budget Impact

Certified Staff – the budget impact of salary changes are listed below the current year certified salary budget

Current Year Certified Salary	\$7,290,000	Average Salary	\$69,587
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1. *Step Movement for Eligible staff without a change in base Salary*

- |                     |             |                |          |
|---------------------|-------------|----------------|----------|
| a. Cost:            | \$136,900   |                |          |
| b. Certified Salary | \$7,426,900 | Average Salary | \$70,894 |

2. *1% increase in the base salary schedule without step movement*

- |                     |             |                |          |
|---------------------|-------------|----------------|----------|
| a. Cost:            | \$72,900    |                |          |
| b. Certified Salary | \$7,362,900 | Average Salary | \$70,284 |



3. *Combination of **step movement** for eligible staff plus **1%** increase in the base salary schedule*

- a. Cost: \$211,000
- b. Certified Salary \$7,501,000      Average Salary \$71,601

4. *Additional 1% one time for non-step eligible staff (similar to last year)*

- a. Cost: \$16,500

#### **C. Previous Year Recommendation and Board Action**

##### **1. Recommendation for 2013-2014**

- 1. *Maintain step movement for certified teachers that are eligible. Teachers not eligible for the step increase will receive a one time 1.0% on their base. The base salary schedule will remain unchanged for 2013-2014 school year.*

##### **2. Board Action on Salary (2013-2014)**

- 1. **Salary** - The Board increased the Certified salary schedule base by 1%, and allowed step movement. Staff on step schedules who did not receive a total 2% increase by moving a step, were given a one-time increase up to 2%.

#### **IV. Recommendation**

A. The committee recognizes it is very important to continue to support our teachers and non-teachers in Madeira. The committee recommends to continue to help our students by providing them with quality and top educated staff.

##### **B. Based on our findings we recommend:**

- 1. A combination of step movement for eligible staff plus a 1% increase in their base salary schedule, plus an additional 1% one-time increase for non-step eligible staff.

COMPARISON DISTRICT CONTRACT SUMMARY CHART

	Prior 3 Years					Current Yr.		Future Years					Contract Information			
District	% Increase 2010-11	% Increase 2011-12		% Base Increase 2012-13		% Base Increase 2013-14		% Base Increase 2014-15		% Base Increase 2015-16		Evaluation based Comp	Current Year	Duration	Start	End
			Steps 11-12		Steps 12-13		Steps 13-14		Steps 14-15		Steps 15-16					
6-Deer Park	1.75%	0.00%	No	0.00%	No	0.00%	No-\$1150 flat stipend					No	3	3	7/1/2011	6/30/2014
Fairfield	0.00%	0.00%	No	0.00%	No	0.00%	No					No	3	3	6/30/2011	6/30/2014
Finneytown	2.50%	0.00%	No	0.00%	No	0.00%	Yes-1% for non step\$'s	0.00%	Yes-1% for non step\$'s			No	1	2	8/1/2013	7/31/2015
Forest Hills	2.00%	0.00%	No	0.00%	No	1.00%	No-\$500 flat stipend	1.00%	Yes	1.00%	Yes	No	1	4	7/1/2013	6/30/2017
Hamilton City	1.50%	0.00%	No	0.00%	No	0.00%	No	To be negotiated				No	3	3	7/1/2011	6/30/2014
2-Indian Hill	1.75%	0.00%	No	0.00%	No							No	2	2	12/1/2011	6/30/2013
1-Kings Local	0.00%	0.00%	No	1.00%	No	1.75%	Yes	1.75%	Dependent upon TPPT reimbursement			No	3	4	8/1/2011	6/30/2015
Lakota Local	0.00%	0.00%	No	0.00%	No	0.00%	No					No	3	3	7/1/2011	6/30/2014
Lebanon City	0.00%	0.00%	No	0.00%	No	0.00%	No	To be negotiated				No	3	3	9/1/2011	8/31/2014
Lockland	1.00%	0.00%	No	0.00%	No	0.00%	No-1% stipend or \$1500 bonus for growth		1 step only			No	3	3	6/30/2011	6/30/2014
Loveland	1.50%	0.00%	No	0.00%	No	1.00%	No					No	1	2	7/1/2013	6/30/2015
3-Madeira	1.50%	0.00%	Yes	0.00%	Yes	1.00%	Yes - 2% to staff not receiving increase					No	Not Applicable			
5-Mariemont	1.65%	0.00%	Yes	0.00%	Yes	0.00%	Yes- 2% to staff not receiving increase					No	Not Applicable			
Mason City	2.50%	2.50%	Yes	0.00%	No	0.00%	No		Opener for sal/ben only			No	2	3	7/1/2012	6/30/2015
Milford Exempted	2.00%	1.00%	Yes	1.00%	Yes	0.00%	No	Negotiations begin Spring, 2014				No	4	4	7/1/2010	6/30/2014
Mt. Healthy	0.00%	0.00%	No	0.00%	No	3.00%	Yes	3.00%	Yes			No	1	2	7/1/2013	6/30/2015
New Richmond	2.25%	0.00%	No	0.00%	No	0.00%	No					No	3	3	7/1/2011	6/30/2014
North College Hill	0.00%	0.00%	No	1.00%	No	1.00%	No					No	3	3	7/1/2011	6/30/2014
Northwest	0.00%	0.00%	No	0.00%	No	0.00%	No	Negotiation begin Nov., 2013				No	3	3	7/1/2011	6/30/2014
4-Norwood	0.00%	0.00%	Yes	0.50%	Yes	0.00%	No-merit pay					Yes	3	3	9/16/2010	7/31/2014
Oak Hills	2.00%	0.00%	Yes	0.00%	No	2.00%	No					No	4	4	7/1/2010	6/30/2014
Princeton	2.00%	0.00%	No	0.00%	No	0.00%	No		no makeup placement			No	3	3	7/1/2011	6/30/2014
Reading	1.75%	0.00%	No	0.00%	No	0.00%	Yes					No	4	4	9/1/2010	8/31/2014
7-Ross Local	0.00%	0.00%	No	0.00%	No							No	2	2	9/1/2011	8/31/2013
Southwest	2.00%	0.00%	Yes	0.00%	No	1.75%	Yes	1.75%	Yes	1.00%	Yes	No	1	3	9/1/2013	8/31/2016
St. Bernard - Elmwood	2.00%	2.00%	Yes	0.00%	Yes	1.00%	Yes	1.00%	Yes	1.00%	Yes	No	1	1	8/1/2012	7/31/2013
Sycamore	2.50%	0.00%	No	0.00%	Yes	0.00%	Yes					No	2	2	8/1/2012	7/31/2014
Three Rivers	1.00%	0.00%	No	0.00%	No	0.00%	No					No	5	5	8/1/2009	7/31/2014
Winton Woods	1.95%	0.00%	No	0.00%	No	0.00%	No					No	3	3	6/30/2011	7/31/2014
Wyoming	2.250%	2.375%	Yes	0.00%	No	0.00%	Yes					No	5	5	7/1/2009	6/30/2014
Average:	1.31%	0.26%		0.12%		0.48%		0.85%								

Great Oaks, Indian Hill, Oakwood, Norwood  
Vandalia-Buter, Benton Local

<sup>1</sup> Kings-Steps frozen in 2015 unless State holds TPPT Reimb to save level as 2013  
<sup>2</sup> Indian Hill - 2014-bargaining; 2012 received .75% on base with no step or schedule change; 2013 received 1% on base with no step or schedule change.  
<sup>3</sup> Madeira - 2014-2% to non step/academic staff; 2013 - 1% to non step/academic staff  
<sup>4</sup> Norwood-2014, \$1000 for all teaching/admin staff for growth on value added; \$500 for any bldg with OGT/OAA/PI increase in score  
<sup>5</sup> Mariemont - 2014- 2% to non step/academic staff; 2013 - 1% to non step/academic staff  
<sup>6</sup> Deer Park - 2014, one time stipend  
<sup>7</sup> Ross Local - 2014 bargaining

**SALARY COMPARISONS - BACHELORS DEGREE**  
**Teachers Salary Schedule**  
**2013-2014 School Year**

Rank	Years' Experience --->	Starting	Rank	Years' Experience --->	5 Years	Rank	Years' Experience --->	10 Years	Rank	Years' Experience --->	Max
	District	\$\$\$\$		District	\$\$\$\$		District	\$\$\$\$		District	\$\$\$\$
1	Indian Hill	\$40,784	1	Indian Hill	\$50,980	1	Oak Hills	\$61,530	1	Wyoming	\$79,720
2	Sycamore	\$39,979	2	Oak Hills	\$49,605	2	Indian Hill	\$61,176	2	Kings Local	\$75,328
3	Princeton	\$39,528	3	Kings Local	\$49,025	3	Princeton	\$60,873	3	Southwest	\$73,616
4	Madeira	\$39,275	4	Princeton	\$49,015	4	Kings Local	\$59,142	4	Oak Hills	\$73,067
5	Kings Local	\$38,909	5	Loveland	\$48,619	5	Loveland	\$58,497	5	Loveland	\$72,328
6	Wyoming	\$38,888	6	Wyoming	\$48,610	6	Wyoming	\$58,332	6	Sycamore	\$71,946
7	Loveland	\$38,740	7	Finneytown	\$48,552	7	Southwest	\$57,589	7	Indian Hill	\$71,373
8	Oak Hills	\$38,456	8	Sycamore	\$48,374	8	Sycamore	\$57,507	8	Three Rivers	\$71,222
9	Mason City	\$38,331	9	Southwest	\$47,576	9	Forest Hills	\$57,029	9	Mason City	\$71,104
10	Finneytown	\$38,230	10	Forest Hills	\$47,524	10	Deer Park	\$56,948	10	Reading	\$69,491
11	Forest Hills	\$38,019	11	Mason City	\$47,435	11	Mariemont	\$56,602	11	Princeton	\$69,372
12	Deer Park	\$37,714	12	Mariemont	\$46,852	12	Finneytown	\$56,580	12	Forest Hills	\$67,932
13	Southwest	\$37,559	13	Deer Park	\$46,388	13	Mason City	\$56,538	13	Winton Woods	\$66,832
14	Lakota Local	\$37,492	14	Reading	\$46,287	14	North College Hill	\$56,399	14	Deer Park	\$66,753
15	Mariemont	\$37,069	15	North College Hill	\$46,048	15	Reading	\$55,971	15	North College Hill	\$65,678
16	Reading	\$36,823	16	Madeira	\$45,798	16	Three Rivers	\$55,829	16	Lebanon City	\$65,262
17	St. Bernard - Elmwood	\$36,564	17	Three Rivers	\$45,566	17	Winton Woods	\$55,653	17	Norwood	\$65,113
18	Milford Exempted	\$36,069	18	Winton Woods	\$44,659	18	Madeira	\$53,857	18	Finneytown	\$64,991
19	Winton Woods	\$35,836	19	Milford Exempted	\$44,545	19	Mt. Healthy	\$53,529	19	Lakota Local	\$64,674
20	New Richmond	\$35,736	20	Lakota Local	\$44,016	20	Milford Exempted	\$53,021	20	Fairfield	\$64,329
21	North College Hill	\$35,695	21	Mt. Healthy	\$43,956	21	St. Bernard - Elmwood	\$53,018	21	Northwest	\$64,163
22	Lebanon City	\$35,668	22	St. Bernard - Elmwood	\$43,877	22	Norwood	\$52,867	22	New Richmond	\$62,359
23	Norwood	\$35,661	23	New Richmond	\$43,848	23	New Richmond	\$52,246	23	Milford Exempted	\$61,526
24	Hamilton City	\$34,470	24	Norwood	\$43,685	24	Lakota Local	\$52,170	24	Hamilton City	\$60,586
25	Mt. Healthy	\$34,386	25	Northwest	\$43,059	25	Northwest	\$51,855	25	Mariemont	\$60,533
26	Northwest	\$34,266	26	Lebanon City	\$42,502	26	Lockland	\$51,164	26	St. Bernard - Elmwood	\$58,502
27	Three Rivers	\$34,209	27	Lockland	\$42,087	27	Lebanon City	\$49,615	27	Lockland	\$58,425
28	Ross Local	\$33,722	28	Fairfield	\$41,150	28	Fairfield	\$48,708	28	Mt. Healthy	\$57,105
29	Fairfield	\$33,592	29	Ross Local	\$40,804	29	Ross Local	\$47,886	29	Ross Local	\$56,384
30	Lockland	\$33,009	30	Hamilton City	\$40,163	30	Hamilton City	\$42,279	30	Madeira	\$55,298
Salary Average		\$36,823	Salary Average		\$45,687	Salary Average		\$54,814	Salary Average		\$66,167
<b>Salary for Madeira</b>		<b>\$38,909</b>	<b>Salary for Madeira</b>		<b>\$45,566</b>	<b>Salary for Madeira</b>		<b>\$53,857</b>	<b>Salary for Madeira</b>		<b>\$55,298</b>
Madeira vs Average		\$2,086	Madeira vs Average		(\$121)	Madeira vs Average		(\$957)	Madeira vs Average		(\$10,869)

**SALARY COMPARISONS - MASTERS DEGREE**  
**Teachers Salary Schedule**  
**2013-2014 School Year**

Years' Experience --->	Starting	Years' Experience --->	5 Years	Years' Experience --->	10 Years	Years' Experience --->	Max
Rank District	\$\$\$\$	Rank District	\$\$\$\$	Rank District	\$\$\$\$	Rank District	\$\$\$\$
1 Indian Hill	\$44,863	1 Indian Hill	\$56,078	1 Indian Hill	\$67,294	1 Wyoming	\$90,220
2 Southwest	\$43,568	2 Loveland	\$54,333	2 Forest Hills	\$65,659	2 Sycamore	\$88,804
3 Princeton	\$43,481	3 Forest Hills	\$53,930	3 Princeton	\$65,616	3 Indian Hill	\$87,890
4 Oak Hills	\$43,456	4 Princeton	\$53,758	4 Sycamore	\$65,578	4 Kings Local	\$81,787
<b>5 Madeira</b>	<b>\$43,257</b>	5 Sycamore	\$53,666	5 Loveland	\$65,471	5 Princeton	\$81,230
6 Loveland	\$43,195	6 Southwest	\$53,585	6 Oak Hills	\$65,376	6 Loveland	\$81,063
7 St. Bernard - Elmwood	\$43,146	7 Oak Hills	\$53,454	7 Finneytown	\$64,991	7 Mason City	\$80,802
8 Kings Local	\$42,956	8 Mariemont	\$53,342	8 Mariemont	\$64,760	8 Southwest	\$79,621
9 Reading	\$42,346	<b>9 Madeira</b>	<b>\$53,335</b>	<b>9 Madeira</b>	<b>\$64,683</b>	<b>9 Madeira</b>	<b>\$79,182</b>
10 Deer Park	\$42,240	10 Reading	\$53,209	10 Wyoming	\$64,554	10 Oak Hills	\$78,835
11 Forest Hills	\$42,201	11 Kings Local	\$53,072	11 Reading	\$64,330	11 Finneytown	\$78,753
12 Mason City	\$42,164	12 Mason City	\$52,897	12 Deer Park	\$64,114	12 Mariemont	\$78,399
13 Mariemont	\$41,922	13 Wyoming	\$52,888	13 Mason City	\$63,629	13 Forest Hills	\$78,342
14 Sycamore	\$41,756	14 Finneytown	\$52,375	14 Southwest	\$63,599	14 Reading	\$77,960
15 Lakota Local	\$41,241	15 Deer Park	\$52,045	15 Kings Local	\$63,188	15 Winton Woods	\$77,730
16 Wyoming	\$41,221	16 St. Bernard - Elmwood	\$50,458	16 Milford Exempted	\$61,209	16 Three Rivers	\$77,654
17 Finneytown	\$40,524	17 North College Hill	\$50,187	17 Three Rivers	\$61,028	17 St. Bernard - Elmwood	\$76,419
18 North College Hill	\$39,836	18 Milford Exempted	\$50,028	18 Winton Woods	\$60,774	18 Deer Park	\$76,182
19 Mt. Healthy	\$39,750	19 Three Rivers	\$49,945	19 North College Hill	\$60,540	19 North College Hill	\$76,030
20 Lebanon City	\$39,553	20 New Richmond	\$49,423	20 New Richmond	\$59,965	20 Lebanon City	\$75,983
21 Winton Woods	\$39,133	21 Mt. Healthy	\$49,320	21 St. Bernard - Elmwood	\$59,599	21 Lakota Local	\$75,546
22 Hamilton City	\$39,103	22 Winton Woods	\$48,769	22 Norwood	\$59,286	22 Norwood	\$72,959
23 New Richmond	\$38,988	23 Lakota Local	\$48,365	23 Mt. Healthy	\$58,893	23 New Richmond	\$72,687
24 Norwood	\$38,871	24 Norwood	\$48,321	24 Lakota Local	\$57,269	24 Milford Exempted	\$72,381
25 Three Rivers	\$38,861	25 Lebanon City	\$48,227	25 Lebanon City	\$56,901	25 Fairfield	\$71,383
26 Milford Exempted	\$38,846	26 Northwest	\$47,006	26 Northwest	\$55,960	26 Northwest	\$70,218
27 Fairfield	\$38,127	27 Fairfield	\$46,525	27 Hamilton City	\$55,488	27 Lockland	\$69,319
28 Northwest	\$38,056	28 Hamilton City	\$46,386	28 Fairfield	\$54,923	28 Hamilton City	\$69,225
29 Ross Local	\$37,162	29 Ross Local	\$45,930	29 Lockland	\$54,796	29 Mt. Healthy	\$66,922
30 Lockland	\$36,640	30 Lockland	\$45,718	30 Ross Local	\$54,698	30 Ross Local	\$65,219
Salary Average	\$40,882	Salary Average	\$50,886	Salary Average	\$61,472	Salary Average	\$76,958
<b>Salary for Madeira</b>	<b>\$43,456</b>	<b>Salary for Madeira</b>	<b>\$53,209</b>	<b>Salary for Madeira</b>	<b>\$64,114</b>	<b>Salary for Madeira</b>	<b>\$78,835</b>
Madeira vs Average	\$2,574	Madeira vs Average	\$2,323	Madeira vs Average	\$2,642	Madeira vs Average	\$1,877

**SALARY COMPARISONS - MASTERS+30**  
**Teachers Salary Schedule**  
**2013-2014 School Year**

Rank	Years' Experience --->	Starting	Rank	Years' Experience --->	5 Years	Rank	Years' Experience --->	10 Years	Rank	Years' Experience --->	Max
	District	\$\$\$\$		District	\$\$\$\$		District	\$\$\$\$		District	\$\$\$\$
1	Loveland	\$49,297	1	Loveland	\$60,434	1	Loveland	\$71,572	1	Wyoming	\$93,331
2	Indian Hill	\$48,941	2	Indian Hill	\$60,157	2	Indian Hill	\$71,373	2	Indian Hill	\$91,969
3	Southwest	\$47,576	3	Forest Hills	\$58,359	3	Forest Hills	\$70,335	3	Sycamore	\$90,548
4	St. Bernard - Elmwood	\$47,533	4	Southwest	\$57,589	4	Mariemont	\$69,465	4	Mason City	\$89,618
5	Oak Hills	\$47,301	5	Mariemont	\$57,345	5	Mason City	\$69,379	5	Loveland	\$87,165
6	Forest Hills	\$46,383	6	Oak Hills	\$57,300	6	Oak Hills	\$69,221	6	Oak Hills	\$86,527
7	Madeira	\$46,161	7	Madeira	\$57,298	7	Finneytown	\$68,814	7	Madeira	\$84,801
8	Princeton	\$45,852	8	Mason City	\$56,730	8	Madeira	\$68,513	8	Mariemont	\$83,958
9	Mariemont	\$45,225	9	Princeton	\$56,130	9	Princeton	\$67,988	9	Kings Local	\$83,810
10	Kings Local	\$44,979	10	Wyoming	\$55,999	10	Wyoming	\$67,665	10	Finneytown	\$83,723
11	Reading	\$44,887	11	Reading	\$55,787	11	Southwest	\$67,606	11	Southwest	\$83,625
12	Wyoming	\$44,332	12	Finneytown	\$55,433	12	Sycamore	\$67,324	12	Princeton	\$83,602
13	Mason City	\$44,081	13	Sycamore	\$55,416	13	New Richmond	\$67,184	13	Forest Hills	\$83,216
14	Deer Park	\$43,748	14	Kings Local	\$55,095	14	Reading	\$66,944	14	New Richmond	\$81,764
15	Sycamore	\$43,505	15	New Richmond	\$55,033	15	Milford Exempted	\$66,331	15	Lakota Local	\$81,733
16	Mt. Healthy	\$43,326	16	St. Bernard - Elmwood	\$54,846	16	Deer Park	\$65,622	16	Reading	\$80,501
17	Lakota Local	\$43,116	17	Milford Exempted	\$53,887	17	Kings Local	\$65,211	17	St. Bernard - Elmwood	\$80,441
18	New Richmond	\$42,883	18	Deer Park	\$53,554	18	St. Bernard - Elmwood	\$63,987	18	Three Rivers	\$80,049
19	Finneytown	\$42,053	19	Mt. Healthy	\$52,899	19	Norwood	\$63,833	19	Deer Park	\$79,199
20	North College Hill	\$41,906	20	Three Rivers	\$52,339	20	Three Rivers	\$63,423	20	Milford Exempted	\$78,812
21	Lebanon City	\$41,905	21	North College Hill	\$52,257	21	North College Hill	\$62,610	21	Winton Woods	\$78,687
22	Northwest	\$41,849	22	Lakota Local	\$51,739	22	Lakota Local	\$62,518	22	Norwood	\$78,575
23	Milford Exempted	\$41,443	23	Norwood	\$51,530	23	Mt. Healthy	\$62,469	23	Lebanon City	\$78,336
24	Three Rivers	\$41,255	24	Northwest	\$50,799	24	Winton Woods	\$61,731	24	North College Hill	\$78,103
25	Norwood	\$41,010	25	Ross Local	\$50,718	25	Ross Local	\$60,835	25	Northwest	\$74,001
26	Ross Local	\$40,602	26	Lebanon City	\$50,579	26	Northwest	\$59,753	26	Fairfield	\$73,566
27	Hamilton City	\$40,427	27	Winton Woods	\$49,726	27	Lebanon City	\$59,253	27	Ross Local	\$72,975
28	Fairfield	\$40,310	28	Lockland	\$49,349	28	Lockland	\$58,425	28	Lockland	\$72,949
29	Lockland	\$40,272	29	Fairfield	\$48,708	29	Fairfield	\$57,106	29	Mt. Healthy	\$72,506
30	Winton Woods	\$40,089	30	Hamilton City	\$47,709	30	Hamilton City	\$56,813	30	Hamilton City	\$70,880
Salary Average		\$43,742	Salary Average		\$54,158	Salary Average		\$65,110	Salary Average		\$81,299
<b>Salary for Madeira</b>		<b>\$45,852</b>	<b>Salary for Madeira</b>		<b>\$57,298</b>	<b>Salary for Madeira</b>		<b>\$68,513</b>	<b>Salary for Madeira</b>		<b>\$83,958</b>
Madeira vs Average		\$2,110	Madeira vs Average		\$3,140	Madeira vs Average		\$3,403	Madeira vs Average		\$2,659

**SALARY COMPARISONS - MAX**  
**2013-2014 School Year**

Rank	District	Max \$\$\$\$		Peak Earning Year
1	Wyoming	\$94,109	Masters+36	25
2	Indian Hill	\$92,988	Doctorate	23
3	Sycamore	\$91,857	Masters+45	25
4	Mason City	\$89,618	Masters+30	27
<b>5</b>	<b>Madeira</b>	<b>\$87,779</b>	<b>Masters+45</b>	<b>27</b>
6	Loveland	\$87,165	Masters+30	20
7	Oak Hills	\$86,527	Masters+30	25
8	Princeton	\$85,973	Doctorate	17
9	Forest Hills	\$85,307	Doctorate	27
10	Lakota Local	\$83,982	Doctorate	25
11	Mariemont	\$83,958	Masters+30	27
12	Kings Local	\$83,810	Masters+20	29
13	Finneytown	\$83,723	Masters+30/Ed.Spec.	27
14	Southwest	\$83,625	Masters+30	26
15	Milford Exempted	\$82,331	Masters+50	25
16	Reading	\$82,158	Masters+45	27
17	New Richmond	\$81,764	Masters+30	22
18	St. Bernard - Elmwood	\$80,441	Masters+30	25
19	Three Rivers	\$80,049	Masters+30	25
20	Deer Park	\$79,954	Masters+45	27
21	Winton Woods	\$79,005	Doctorate	25
22	Norwood	\$78,575	Masters+30	22
23	Lebanon City	\$78,336	Masters+20	27
24	North College Hill	\$78,103	Masters+20	23
25	Northwest	\$75,896	Masters+45	27
26	Fairfield	\$73,566	Master +30	24
27	Ross Local	\$72,975	Masters+30	18
28	Lockland	\$72,949	Masters+30	26
29	Mt. Healthy	\$72,506	Masters+30	16
30	Hamilton City	\$70,880	Masters+30	27

Salary Average	\$81,997
<b>Salary for Madeira</b>	<b>\$87,779</b>
Madeira vs Average	\$5,782

# MADEIRA SALARY RANKING

<u>BACHELORS</u>	<u>Rank</u>	<u>Start</u>	<u>Rank</u>	<u>5 Years</u>	<u>Rank</u>	<u>10 Years</u>	<u>Rank</u>	<u>Max</u>	<u># of Districts</u>
<b>2013 - 2014</b>	<b>4</b>	<b>\$39,275</b>	<b>16</b>	<b>\$45,798</b>	<b>18</b>	<b>\$53,857</b>	<b>30</b>	<b>\$55,298</b>	<b>30 Districts</b>
2012 - 2013	5	\$38,886	17	\$45,345	18	\$53,324	30	\$54,750	30 Districts
2011 - 2012	5	\$38,886	16	\$45,345	19	\$53,324	31	\$54,750	31 Districts
2010 - 2011	4	\$38,886	16	\$45,345	19	\$53,324	31	\$54,750	31 Districts
2009 - 2010	4	\$38,311	17	\$44,674	20	\$52,536	30	\$53,941	30 Districts
2008 - 2009	3	\$37,560	20	\$43,798	20	\$51,506	30	\$52,884	30 Districts
2007 - 2008	4	\$36,466	18	\$42,523	20	\$50,006	30	\$51,344	30 Districts
2006 - 2007	4	\$35,646	18	\$41,567	21	\$48,881	30	\$50,189	30 Districts
2005 - 2006	5	\$34,441	19	\$40,161	23	\$47,228	29	\$48,492	30 Districts
2004 - 2005	5	\$33,519	21	\$39,086	22	\$45,964	30	\$47,194	30 Districts
2003 - 2004	6	\$32,307	22	\$37,673	24	\$44,303	30	\$45,488	30 Districts
2002 - 2003	5	\$31,139	22	\$36,311	25	\$42,702	30	\$43,844	30 Districts
2001 - 2002	3	\$30,232	21	\$35,253	25	\$41,458	30	\$42,567	30 Districts
2000 - 2001	3	\$29,351	19	\$34,226	22	\$40,250	30	\$41,327	30 Districts
1999 - 2000	4	\$28,205	19	\$32,890	25	\$38,679	30	\$39,714	30 Districts
1998 - 1999	6	\$27,186	20	\$31,701	28	\$37,281	36	\$38,279	37 Districts

<u>MASTERS</u>	<u>Rank</u>	<u>Start</u>	<u>Rank</u>	<u>5 Years</u>	<u>Rank</u>	<u>10 Years</u>	<u>Rank</u>	<u>Max</u>	<u># of Districts</u>
<b>2013 - 2014</b>	<b>5</b>	<b>\$43,257</b>	<b>9</b>	<b>\$53,335</b>	<b>9</b>	<b>\$64,683</b>	<b>9</b>	<b>\$79,182</b>	<b>30 Districts</b>
2012 - 2013	4	\$42,829	10	\$52,807	12	\$64,043	10	\$78,398	30 Districts
2011 - 2012	5	\$42,829	9	\$52,807	12	\$64,043	10	\$78,398	31 Districts
2010 - 2011	3	\$42,829	8	\$52,807	10	\$64,043	11	\$78,398	31 Districts
2009 - 2010	3	\$42,196	8	\$52,026	8	\$63,096	8	\$77,238	30 Districts
2008 - 2009	6	\$41,369	7	\$51,006	6	\$61,859	14	\$75,724	30 Districts
2007 - 2008	8	\$40,164	9	\$49,521	8	\$60,057	13	\$73,519	30 Districts
2006 - 2007	7	\$39,261	9	\$48,407	9	\$58,706	13	\$71,866	30 Districts
2005 - 2006	10	\$37,933	12	\$46,770	11	\$56,721	16	\$69,436	30 Districts
2004 - 2005	8	\$36,918	9	\$45,518	7	\$55,203	14	\$67,578	30 Districts
2003 - 2004	8	\$35,584	9	\$43,873	9	\$53,208	14	\$65,135	30 Districts
2002 - 2003	9	\$34,298	10	\$42,287	8	\$51,285	14	\$62,781	30 Districts
2001 - 2002	6	\$33,218	7	\$40,956	7	\$49,671	14	\$60,805	30 Districts
2000 - 2001	6	\$32,250	6	\$39,763	6	\$48,224	14	\$58,192	30 Districts
1999 - 2000	6	\$30,991	10	\$38,211	7	\$46,341	14	\$55,920	30 Districts
1998 - 1999	9	\$29,871	12	\$36,830	11	\$44,666	17	\$53,899	37 Districts

<u>MASTERS +30</u>	<u>Rank</u>	<u>Start</u>	<u>Rank</u>	<u>5 Years</u>	<u>Rank</u>	<u>10 Years</u>	<u>Rank</u>	<u>M+30 Max</u>	<u>Rank</u>	<u>Overall Max</u>	
<b>2013 - 2014</b>	<b>7</b>	<b>\$46,161</b>	<b>7</b>	<b>\$57,298</b>	<b>8</b>	<b>\$68,513</b>	<b>7</b>	<b>\$84,801</b>	<b>5</b>	<b>\$87,779</b>	<b>30 Districts</b>
2012 - 2013	8	\$45,704	5	\$56,730	9	\$67,834	7	\$83,961	5	\$86,909	30 Districts
2011 - 2012	8	\$45,704	6	\$56,730	9	\$67,834	8	\$83,961	5	\$86,909	31 Districts
2010 - 2011	8	\$45,704	7	\$56,730	8	\$67,834	9	\$83,961	5	\$86,909	31 Districts
2009 - 2010	8	\$45,028	5	\$55,891	7	\$66,831	8	\$82,719	4	\$85,624	30 Districts
2008 - 2009	7	\$44,146	7	\$54,796	8	\$65,521	8	\$81,098	5	\$83,946	30 Districts
2007 - 2008	8	\$42,860	7	\$53,200	7	\$63,613	8	\$78,736	6	\$81,501	30 Districts
2006 - 2007	8	\$41,897	7	\$52,004	8	\$62,183	8	\$76,966	6	\$79,669	30 Districts
2005 - 2006	8	\$40,480	10	\$50,245	11	\$60,080	5	\$76,975	6	\$76,975	30 Districts
2004 - 2005	9	\$39,397	9	\$48,900	7	\$58,472	5	\$72,373	5	\$74,915	30 Districts
2003 - 2004	11	\$37,973	9	\$47,133	9	\$56,359	6	\$69,757	5	\$72,207	30 Districts
2002 - 2003	14	\$35,783	15	\$44,612	14	\$53,505	8	\$67,236	6	\$69,597	30 Districts
2001 - 2002	14	\$34,573	16	\$43,103	14	\$51,696	9	\$64,962	6	\$66,950	30 Districts
2000 - 2001	13	\$33,178	12	\$41,653	13	\$49,996	6	\$63,070	4	\$65,000	30 Districts
1999 - 2000	12	\$32,402	12	\$40,027	14	\$48,044	8	\$60,005	5	\$62,040	30 Districts
1998 - 1999	14	\$31,231	14	\$38,580	15	\$46,307	10	\$57,836	6	\$59,798	37 Districts

## BUDGET IMPACT 2013-2014 to 2014-2015

Salary			
Fiscal Yr	Base >	BS-0	AVG
FY01	3.75%	28,205	
FY02	4.00%	29,351	
FY03	3.00%	30,232	
FY04	3.00%	31,139	
FY05	3.75%	32,307	
FY06	3.75%	33,519	58,196
FY07	3.50%	34,441	60,816
FY08	2.30%	35,646	62,630
FY09	3.00%	36,466	64,110
FY10	2.00%	38,311	66,031
FY11	1.50%	38,886	68,358
FY12	0%	38,886	67,637
FY13	0%	38,886	68,575
FY14	1.00%	39,275	69,594
5 YR Avg.	<b>0.90%</b>		

2013-2014 Salary Data					
Experience in Yrs			Academic Level		
YRS	%FTE	% Amt.	Level	%FTE	%Amt.
<b>0-5</b>	12.41%	8.82%	<b>BA All</b>	15.08%	11.38%
<b>6-10</b>	24.40%	20.81%	<b>MA</b>	32.04%	30.57%
<b>11-15</b>	22.43%	23.19%	<b>MA+15</b>	16.23%	17.84%
<b>16-20</b>	15.65%	17.65%	<b>MA+30</b>	22.43%	24.63%
<b>21-25</b>	14.60%	17.03%	<b>MA+45</b>	14.22%	15.58%
<b>26+</b>	10.50%	12.50%			
	100.00%	100.00%		100.00%	100.00%
<b>6+ YRS</b>	87.59%	91.18%	<b>MA %</b>	84.92%	88.62%

### BUDGET IMPACT - CHANGES IN SALARY

2013-2014 Certified Salary - current year **\$7,290,000**

.5% base increase, no step movement **\$36,400**

Step only increase, no change in base **\$136,900**

.5% base increase, step increase **\$174,000**

1% base increase, step increase **\$211,000**

1% one time for non-step eligible \$1,650,000 **\$16,500**

Salary cost of no step, .5% on 2013-14 Base

Salary cost of step only movement for 2014-2015

Total cost of step & .5% base increase for 2014-2015

Total cost of step & 1% base increase for 2014-2015

Additional cost of 1% one time for non-step eligible cert.



# Salary & Benefit Study

## Part 2 - Benefits

## **I. Objective**

The Madeira Planning Commission Salary Study committee was asked “what are the comparable data in regards to employee benefits?”

## **II. Methodology**

- A. Part 2, Appendix 8 is a comparison of 20 districts benefits including; health, dental, and vision plan Board/Employee % costs, Opt Out benefit offering, tuition reimbursement and non-resident staff children attending the district where they teach.
- B. An online survey of staff was conducted asking them five questions regarding their benefits and how they feel about the benefits provided.

**III. Background** – It is the intention of the Board of Education to provide competitive benefits for Madeira staff as this is considered a prerequisite to attract and retain best talent. Knowledge of surrounding school districts’ benefit packages is helpful to determine Madeira’s competitive position, while maintaining a position of being fiscally responsible to the community.

## **IV. Findings**

### **A. Benefits of Comparator Districts:**

- 1. Health benefit results were relatively the same as in the previous year
  - a. 13 districts share health costs at 85%-Board and 15% Employee
  - b. 3 districts share health costs at 90% Board and 10% Employee
  - c. 2 districts shared health costs at 80% Board and 20% Employee
  - d. 1 district shared health costs at 75% Board and 25% Employee
  - e. 1 district (Mason) has a High Deductible Health Plan with 100% Board premium.
- 2. Opt Out Benefits – With the implementation of spousal language and the Affordable Care Act this type of benefit is likely to take a different form in the future.
  - a. 13 districts do not provide Opt-Out Benefits
  - b. 7 districts do provide Opt-Out Benefits
- 3. Tuition Reimbursement – There were no changes to tuition reimbursement from the previous study. See Appendix 8 for detail.

B. Staff Survey - Questions and responses are in Part 2, Appendix 9.

- C. The committee found that overall benefits were competitive with comparable districts. However, many teachers had some interesting ideas and wanted to have more input on which benefits.

## Benefit Summary Comparison Chart

	Medical Plans				Dental Plan		Vision Plan		Opt Out of Benefits	Open Enrollment	Tuition Students	Non-resident staff children	Tuition Reimbursement	
	Plan 1		Plan 2		Plan 1		Plan 1							
District	Board %	Employee%	Board %	Employee %	Board %	Employee %	Board %	Employee %	Yes/No	Yes/No		Yes/No	Yes/No	How much per employee per year
Deer Park	90%	10%			85%	15%	0%	100%	No	No		Yes	Yes	lesser of cost or \$100
Fairfield	80%	20%			90%	10%			Yes-\$500 per yr	Yes			Yes	6 hrs @ \$275/hr or cost; prorated
1-Finneytown	85%	15%	80% with spousal lang.	20%	85%	15%		100%	No	No		Yes	Yes	
2-Forest Hills	75%	25%	84%	16%	100%	0%			No	No	No	No	Yes	6 hrs @ \$250/hr
Indian Hill	85%	15%			85%	15%	0%	100%	Yes-\$1000 per yr	No			Yes	4 hrs; < of Actual vs Xavier
Kings Local	85%	15%			100%	0%	\$180	balance	No	Yes		only non-resident staff allowed	Yes	6 hrs @ Actual or prorated
Lakota Local	85%	15%			85%	15%			No	No			Yes	6 hrs @ 1/2 actual; prorated
Loveland	85%	15%			100%	0%			Yes-\$1000 per yr	No		Yes, staff employed prior to 7/1/2004	Yes	3 hrs @ actual cost; proration
Madeira	85%	15%			100%	0%	0%	100%	No	No		Yes, staff employed prior to 2/1/2000	Yes	6 hrs; Avg cost; UC,X,Mi;prorated
Mariemont	85%	15%			85%	15%			No	No		Yes	Yes	8 hrs; \$200/hr
Mason City	100% HDHP, Health Savings				100%	0%	100%		Yes-\$1000 one time	Yes-only staff children		Yes	Yes	9 hrs @ Actual cost
Milford Exempted	85%	15%	HDHP/Health Savings		90%	10%			Yes-\$300 per mo.	Yes		Yes, prior to FY07	Yes	6hrs @ actual; prorated
Mt. Healthy	90%	10%			100%	0%			No	No				
Northwest	HDHP/HSA 85%	15%			100%	0%			No	No		Yes, must pay excess costs if any	Yes	6 hrs @ \$135; prorated
Oak Hills	80.3%	19.7%			83%	17%			No	No		No	No	
Princeton	85%	15%	HDHP/Health Savings		85%	15%			Yes-\$1200 per yr	No			Yes	6 hrs @ 50% of cost
Reading	85%	15%			100%	0%			No	Yes			Yes	max \$1500/tch;prorated
Sycamore	85%	15%	HDHP/Health Savings		90%	10%			Yes-\$1000 per yr FT;prorated for PT	No		No	Yes	6 hrs @ \$175;
Three Rivers	90.0%	10.0%			90%	10%			No	Yes		Yes		
Wyoming	85%	15%			85%	15%			No	No		50% tuition waiver	Yes	Up to MA+12; 6 hrs per school year, 12 hrs per calendar year @ 50%. Summer courses @ 75% or \$400 max

## **SURVEY RESPONSES**

**An online survey among Madeira staff was conducted. Using a scale of 1-5 with 5 strongly agree, 1 strongly disagree and 3 neutral. Sixty-eight staff members answered the following statements. There was fairly equal representation from all three buildings. Below are the statements, ratings for each and some of the comments left by staff.**

**Each full time employee in Madeira participating in health benefits pays 15% of the premium cost. Are you willing to pay an increased % of the premium to allow more funding available for salary consideration?**

- Average score of the total responses = 2.7 (i.e. the majority of the staff that responded disagreed with this option)
- There were 68 responses with a total of 11 comments.
- One comment indicated that health benefits have tax benefits, while salary is taxed.
- Two comments indicated no desire for an increase
- Three comments wanted more information on the personal financial impact
- One comment indicated that good health coverage and manageable cost are of primary importance
- One comment indicated they'd be willing to pay more if it were pre-taxed.

**Policy 5111 Eligibility of Resident/Non-Resident Students, under the section Optional Tuition Free Education allows as a benefit non-resident staff who were hired prior to Feb. 1, 2000 that have had full time continuous employment to enroll their children in Madeira at no cost. Are you in agreement with this current policy?**

- Average score of the total responses= 3.76 (majority of responses agreed with policy, but wanted it extended to all staff)
- There were 68 responses with 23 comments.
- Fifteen comments (approximately 20%) indicated they wanted this benefit to be extended to all staff
- Three comments thought that teachers' children should be allowed to attend for free

**Policy 3440.01 details the current Tuition Reimbursement policy. Are you satisfied with this current policy?**

- Average score of the total responses= 3.84 (majority of responses agreed with the current tuition reimbursement policy)

- There were 68 responses with 7 comments.
- One commenter thought the 6/30 deadline made it difficult to hand in the necessary paperwork for summer school
- One responder/comment was uncomfortable not knowing the percentage that would be reimbursed
- Two staff members would like to see the amount covered increased

**Policy and Administrative Guideline 3436 & 4436 were changed as a result of last years Salary & Benefit study to allow unused personal leave to roll into accumulated sick leave on July 1 of each year. Are you satisfied with this change to the personal leave policy?**

- Average score of the total responses= 4.46 (i.e. majority of staff that responded strongly agreed with this change)
- There were 68 responses with 5 comments.
- Two responders expressed interest in being paid for unused personal days rather than rolling them into sick time

**Policies and Administrative Guidelines 3432 & 4432 detail the district's procedures on accumulated sick leave for each person. Accumulated sick leave is available to be used to continue compensation during short or long term absences per any state or federal law. Upon retirement, Policy 3415 & 4415, the accumulated sick leave balance is used to determine the amount of severance to be distributed. Are you interested in participating in a study that would research the idea of creating a "sick bank"?**

- Average score of the total responses= 3.49 (i.e. majority of staff were interested in participating in a study to research the idea of creating a sick bank)
- There were 68 responses, with 3 staff members commenting “yes” to be willing to participate in administering a sick bank
- Four additional staff members said they may be interested in administering the sick bank for the district, but wanted more information as to the commitment level.

# Salary & Benefit Study

## Part 3 - Strategic Compensation

## **I. Objective**

The committee was asked to investigate the status of current strategic or performance based compensation programs being offered in other districts within the State of Ohio pursuant to the 2012 Strategic Pay; Compensation for Design and Implementation study prepared for the Madeira City Schools Board of Education. In 2011, Ohio House Bill 153 directed the State Department of Education to establish a framework to evaluate teachers, better known as OTES (Ohio Teachers Evaluation System). Although districts in Ohio were required to adopt an evaluation policy that aligned with this framework by July 1, 2013, only a few developed a performance based compensation system that utilized the evaluation policy.

## **II. Methodology**

The committee contacted several districts that received “Race to the Top “ funding to find any stance on this topic or if the districts have implemented strategic compensation.

Although districts receiving “Race to the Top” (RttT) funds were required to adopt an evaluation system that aligned with the state framework, the Ohio Department of Education did not require them to develop a performance-based schedule unless it was specifically identified as deliverable within its RttT scope of work. However, Norwood and Lockland were identified as having referenced some form of merit-based compensation within their contract.

## **III. Findings**

- A. **Norwood City Schools** provided a Performance Bonus for certified and administrative staff members as a result of student achievement growth on the 2012-13 Ohio Department of Education Local Report Card as listed:
  - \$1,000 for all teaching and administrative staff members based on growth of Value Added Component scores.
  - \$500 for all teaching and administrative staff members at any building in which OAA or OGT assessment scores along with Performance index scores increased from previous school year.
- B. **Lockland Local Schools** provided for a bonus for “Professional Growth Program”
  - \$1,500 for teachers to track after school volunteer hours for participation in extra-curricular activities.

Specific districts within the State of Ohio were identified as having implemented performance-based compensation contract that took effect in the 2013-14 school year. Two of these districts included the **Liberty-Benton Local Schools** (Findley, OH) and **Oakwood City Schools** (Dayton, OH). The following information was provided by the two districts.



### **C. Liberty-Benton Local School District**

The Liberty-Benton Local Board had been discussing merit pay for several years; however, it was not until April 2012 that the discussions were held with the teacher unions. A pilot merit-based compensation system was started with the 2012-13 contract year; however, the evaluation and assessment process was found to be extremely time consuming for teachers and administrators. Thus, a new pay model was later developed in the Spring of 2013 using the OTES framework as a basis. Full implementation of the compensation program will occur in the 2014-2015 school year.

There are two programs for the performance-based compensation that included the following:

#### **Performance Pay Salary Structure:**

- Salaries for all teachers will start at the previous year's base.
- Performance assessments are based on the OTES model established by the ODE
- Percentage increases to base salaries are centered on the Teacher Performance Level as indicated on the attached matrix. APPENDIX B – Liberty-Benton Local School District – Performance Pay Matrix
- Salaries for beginning teachers start at \$30,000 and the maximum annual salary is \$72,500.

#### **Achievement Award Program (Bonus Pay) :**

- Staff can achieve an award (one time monetary payment) based on meeting the Building Goals and District Goals.
- The award amount is based on the Performance index for both goals as listed in the attached matrix. APPENDIX C - Achievement Award 2014-15 and 2015-16.

### **D. Oakwood City School District**

The Oakwood City Schools implemented the “COMPASS” plan (Compensation Performance that Affect Student Success) for a three year salary structure period started on July 1, 2013 and ends June 30, 2016. The overall program is graduated with altering criteria introduced over the three year contract period. Principals, administrators and non-instructional staff have separate base salary rubrics using the Danielson based evaluation ratings. Two program similar in theory to Liberty-Benton.

#### **Performance-Based Compensation Program:**

- Salaries for all teachers for the 2013-14 school year were set at the previous year's base.
- Salaries for new beginning teachers start at \$45,000 and new experienced teacher salaries are based on a Salary Range Placement schedule See Appendix D attached

- Methods for Base Salary Advancement. Compensation is cumulative
  - Performance Evaluation for Compensation: The components include 1) OTES rubric rating. 2) the evaluator's assessment of the teacher's Professional Growth Plan and 3) the Unit Member's assessment of his/her Professions Growth. See Appendix I - Compensation Information In 2012-13, salary increases will be based on 100% Professional Practice; starting in 2013-14, increases will be based on 50% Professional Growth and 50% Student Growth Measures.
  - Critical Self-Reflection Process may be completed by a unit member once every three years with an increase to their base salary of \$1,500. The self-study is to show enhancement of their technical practice for the purpose of increasing student achievement. Members have two options: (1) use of a framework established by the District or (2) a stand-alone option in which a separate institution determines the framework.
  - Master or Doctorate Degree Attainment with certified documentation presented to the Superintendent. Base salary increase of \$1500 for any content area and \$1000 for non-content area.
  - Supplemental Compensation for when the need for new positions on supplemental assignments arise, the administrative staff shall consult with the member to determine responsibilities and time to determine the appropriate compensation level.

#### **Fixed Annual Incentive Program**

- One time annual (non-cumulative) payment based on the collective efforts of all employees that result in high level of student achievement, ie. District report card of A = \$375 and Median ACT scores in the top 1% of Ohio = + \$375 for years 2014 to 2016.

Although other districts have considered strategic compensation, some programs have been placed on hold due to failure to pass district levies. For a review of the Ohio Educator Evaluation and Compensation Systems, see attached literature, Part 3, Appendix 10.

#### **Recommendation**

The committee recommends the Board monitor the outcomes of these and other similar districts to determine viability of the performance-based compensation program for use in the Madeira school district.

## APPENDIX B

### LIBERTY-BENTON LOCAL SCHOOL DISTRICT Performance Pay Matrix 2014-2015 and 2015-2016

	Positions in Salary Range			
	30,000- 40,625	40,626- 51,250	51,251- 61,875	61,876- 72,500
Performance Assessment	1 <sup>st</sup> Quartile	2 <sup>nd</sup> Quartile	3 <sup>rd</sup> Quartile	4 <sup>th</sup> Quartile
Performance Level 5 (40-34)	4.50%	3.50%	3.25%	2.50%
Performance Level 4 (33-28)	4.00%	3.00%	2.50%	2.00%
Performance Level 3 (27-18)	3.50%	2.50%	2.25%	1.75%
Performance Level 2 (17-11)	1.25%	0.00%	0.00%	0.00%
Performance Level 1 (<= 10)	0.00%	0.00%	0.00%	0.00%

Maximum annual teacher salary = \$72,500.

Performance Levels based upon scoring on each of the ten (10) OTES indicators, with scoring values determined as follows, for a total maximum possible scoring of forty (40):

OTES Indicator:  
Accomplished = 4  
Skilled = 2  
Developing = 1  
Ineffective = 0

## APPENDIX C

### Achievement Award 2014-2015 and 2015-2016

Did the district receive a positive "cash flow" this year? Amount	Yes	No
The district will take the first \$150,000 to add to the carryover of the district		
The remaining difference not exceed \$130,000 in any given contract year, split 50/50 between the district and LBTA for payment of Achievement Award		
\$65,000 budgeted annually by district for 2014-2015 and 2015-2016 contract years, respectively, for payment of Achievement Award		
**Total Value of Achievement Award	\$65,000.00	
**Number of Staff	94	
Value of Award for each Staff Member	\$691.49	
Each staff member can achieve award with following criteria: Building Goal		
	107 + PI	60%
	105-106.99	50%
	103-104.99	35%
	100.5-102.99	25%
		FY 2013
		\$414.89
		\$345.74
		\$242.02
		\$172.87
District Goal		
	107 + PI	60%
	105-106.99	50%
	103-104.99	35%
	100.5-102.99	25%
		\$414.89
		\$345.74
		\$242.02
		\$172.87

#### NOTES:

Ineffective or Developing not eligible

@ FTE at time of service

Paid second payroll in July

Eligibility starting in 2014-2015 contract year, using 2013-2014 school year data

In year of retirement, paid at employee's election in severance or paid by June 30 of year of retirement

**MEMORANDUM**

**To:** SERB Clearinghouse  
c/o Tammy Johnson, *Research & Training Section*  
**FROM:** Lisa M. Bursleson  
Counsel for Liberty Benton Local School District Board of Education  
Thomas J. Rose  
Field Coordinator, Ohio Federation of Teachers  
**DATE:** June 12, 2012  
**SUBJECT:** Addendum to Reopener Contract Data Summary Sheet for 2012-2013 Contract Year Reopener

08-07-13  
11-CON-03-1011  
1011-03  
K29634

The Liberty-Benton Local School District Board of Education ("Board") and the Liberty-Benton Teachers Association, OFT/AFT ("LBTA"), have reached an agreement on salary for the 2012-2013 contract year (beginning July 1, 2012) pursuant to the reopener provision contained in Article XIV, entitled "Duration," of the existing 2010-2013 collective bargaining agreement ("Agreement"). The agreement effectively eliminates Article XI, "Salary and Reimbursements," Section A, "Salary Schedule and Index," as well as the corresponding Appendices A and B of the Agreement. The changes to Article XI are difficult to capture on SERB's existing contract data summary sheet because the parties have agreed to a new merit-based compensation system. Consequently, there is no applicable "Wage Increase Across the Board" to report on, per se, on page 2 of the contract data summary sheet.

In an attempt to report the terms of the agreement that was reached between the parties with respect to salaries and new compensation system, the Board and LBTA submit this addendum.

**2012-2013 Compensation: "The Bridge Year"**

The newly negotiated merit-based compensation system will go into full-scale effect as of July 1, 2012 in order to directly drive teacher compensation for the 2013-2014 school year. However, for purposes of determining teacher compensation for the 2012-2013 contract year, the parties created and negotiated a hybrid compensation model. The hybrid model employs a one-year bridge document as the link between the pre-existing salary schedule index to the new merit-based model. The bridge document that will be employed is called the "2011-2012 Professional Growth Self-Assessment" ("Self-Assessment").

### Bridge Document

The Self-Assessment is a two-part *reflective* instrument that each LBTA bargaining member must complete in order to be eligible for negotiated compensation for the 2012-2013 contract year.

The first part of the Self-Assessment instrument asks each LBTA bargaining unit member to reflect on professional growth during the 2011-2012 school year in at least two pre-selected categories of achievement. This could include growth in curriculum, technology, community impact, teaching style, leadership and other areas.

The second part of the Self-Assessment asks each LBTA bargaining unit member to identify at least one professional goal as having either been accomplished during the 2011-2012 school year, or as one the member plans to accomplish during the 2012-2013 school year.

### Value of Compensation for 2012-2013 Contract Year

Compensation values for the 2012-2013 contract year, using the hybrid model, have been negotiated as follows:

1. All teachers who would have been **eligible** for a step or column increase in the 2012-2013 contract year under the previously existing salary schedule index will receive the actual dollar value equivalent of the step and/or column increases on base salary for the 2012-2013 school year, *so long as* they participate in the Self-Assessment platform.
2. Teachers who were **not eligible** to receive a step or column increase for the 2012-2013 contract year under the previously existing salary schedule index will receive a two percent (2%) increase in individual base compensation from the 2011-2012 contract year, *so long as* they participate in the Self-Assessment platform. This includes rehired-retired LBTA bargaining unit members.
3. Any teacher who **attains eligibility** on or before September 15, 2013 for formerly established **column movement** (only) on the previously existing salary schedule index will receive the dollar value equivalent previously attached to the column movement as an addition to individual base salary *so long as*:
  - a) the teacher was enrolled in and working towards column movement eligibility as of the start of the 2011-2012 contract year; and
  - b) the teacher fully completes all necessary coursework and related requirements and documentation for column movement no later than September 15, 2013.
4. Base salary for all supplemental contracts will be increased by one percent (1%) for 2012-2013 contract year.

**2013-2014 Merit Based Compensation System - Implementation of 2012-2013 Performance Standards Pilot**

**2012-2013 Teacher Performance Driving Merit-Based Compensation for 2013-2014**

Starting in the 2012-2013 school year, teachers will be assessed, and their future compensation in contract years 2013-2014 and beyond, will be incrementally correlated to certain weighted merit-based evaluation standards. Fifty-percent (50%) of the weighted standards will be driven by District State Report Card performance; twenty-five percent (25%) of which will be assessed through district-wide performance on the State Report Card; the remaining twenty-five percent (25%) by building-wide performance.

The remaining fifty percent (50%) of the weighted standards will be divided into three categories: Goal Setting (5%); Teacher Performance (30%) and Communication/Professionalism (15%).

The purpose of the new merit-based evaluation system is to assure that every LBTA bargaining unit member has an annual review/assessment of his/her skills, goals, and performance. The annual evaluation is not new to the District, but will be more rigorous than in past years and will also permit each teacher who is not up for contract renewal with the opportunity to more proactively participate in his/her individual evaluation process.

The instrument that was created and negotiated to assess teacher performance in this brand new context is called the "2012-2013 Performance Standards Pilot" ("Pilot"). A brief description of the Pilot is outlined below.

**Goal Setting**

As part of the Pilot, starting with the 2012-2013 contract year, goal setting will be required for all LBTA bargaining unit members. Goal setting in this context will include not only personal goals being set by each teacher, but also building goals and professional goals. Personal goals will be valued at two percent (2%) and will be individual and unique to each teacher, while building goals will be valued at one percent (1%) and will be established collaboratively between each building principal and his/her teaching staff. Professional goals will be valued at two percent (2%) and will be individually established, but focused on the art of teaching.

**Teacher Performance**

In the Pilot, teacher performance will be assessed by teacher evidence and submission and administrator review of lesson plans (valued at five percent (5%)), teacher participation in individual conferences and meetings concerning students (valued at five percent (5%)), and data analysis for instruction (valued at five percent (5%)). Teacher performance will also be assessed in the Pilot through traditional LBTA contract observation and evaluation methods (for those teachers who are up for contract renewal/non-renewal during the 2012-2013 contract year); and through the employment of the Self-Assessment instrument for all others. Whichever method is employed, the results of which will be valued at fifteen percent (15%).

### **Communication/ Professionalism**

The final, yet perhaps most unique local component of the newly negotiated Pilot system is an assessment of individual bargaining unit member levels of communication and professionalism. This metric involves an assessment of punctuality (valued at five percent (5%)), teaching-related activities that bargaining unit members engage in outside the normal school day (valued at five percent (5%)), and teacher participation in continuing education and professional development (valued at five percent (5%)).

If you need any additional documentation in order to process the information reported herein, please let us know.



# Oakwood City Schools

**NOTE:**

**Draft plan from Spring 2013. Minor changes implemented in final negotiated product in May 2013.**



## Differentiated Compensation System: Teachers



## Differentiated Compensation Plan

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Page 14	Appendix: Evaluation Framework
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## **THE GOAL OF THE DIFFERENTIATED COMPENSATION PLAN**

**Oakwood's Differentiated Compensation Plan demonstrates the District's commitment to student learning by:**

- **eliminating the current system of automatic step increases based solely on experience, and**
- **replacing it with a system that bases salary increases on documented student and teacher performance that results in learning experiences for all students producing optimal levels of achievement for each student.**

## **OBJECTIVES**

- **ELIMINATE AUTOMATIC STEP INCREASES**
  - Tie salary increases to performance/achievement
  - Document the actions/results upon which salaries are based
- **ENHANCE STUDENT LEARNING EXPERIENCES FOR ALL STUDENTS THAT RESULT IN OPTIMAL STUDENT ACHIEVEMENT**
  - "Work on Our Work" -- Examine and engage in technical practice that is characteristic of effective/highly effective teaching.

## The Development of the Differentiated Compensation Plan

In June 2011 the Oakwood Teachers' Association (OTA) voted on a new two-year contract with the Oakwood Board of Education (BOE). With 87 votes cast out of 163 members, the contract was approved 63-24. The major change that was agreed upon was replacing the current step-column salary schedule in the contract with a new compensation system, slated to begin July 2013.

In the summer of 2011, it was determined that the Race to the Top (RttT) team of teachers and administrators was already in place to help develop the Differentiated Compensation Plan (DCP). A second team was organized to help develop the DCP that included the Negotiations team, LMC, and volunteers gathered from a district-wide email sent seeking participants. A list of people involved appears below.

**Administrators:** Nance Bradds, Allyson Couch, Kimbe Lange, Kevin Philo, Mary Jo Scalzo, Pam Taiclet, Paul Waller, Dan Weckstein

**RttT:** Lynne Irwin, Jay Lane, Aaron Oakes, Patty Reymann, Jeff Sellers, Emily Sullivan

**Negotiations:** Jeanne Duell, Chris Fisher, Lynne Irwin, Jay Lane, John Loomis

**LMC (building reps):** Jeanne Duell, Bridget Fiore, Lisa Henry, Mindi Purdy

**Volunteering members:** Amanda Ammer, Cindy Bacso, Leslie Blythe, Monica Brouwer, Jennifer Gabbard, Christina Gluck, Susan Kuntz, Sharon Liapis, Kathy Lupinek, Sue Martin, Amy Mullins, Deb Osterfeld, Kelly Owens, Britt Platt, Laura Snyder, Chris Tokarz

Articles, literature, and research about alternative compensation plans were gathered by Mary Jo Scalzo and Jay Lane, then sent to team members in July 2011. At least once a month, sometimes twice, Mary Jo and Jay met to discuss the development of the DCP, and agreed what components would be presented at the next team meeting. Beginning in August, the RttT team and the LMC team met at separate times each month; part of each meeting was designated for reviewing the differentiated compensation plan developed by Mary Jo and Jay.

Meetings were offered at different times throughout the year to provide staff members, not on the two teams, with opportunities to review and share feedback with Mary Jo and Jay. The questions, comments, concerns, and suggestions were taken back to shape the development of the next version of the DCP.

On a monthly basis Jay went to Smith, Harman, and the JH/SH at lunch to be available for individual or group discussions. Jay was invited to Lange in the Fall, and was able to facilitate a dialogue with those teachers. A presentation of the DCP developed at that time was given to the entire district in November 2011. Three building meetings with DCP updates at Smith, Harman, and JH/SH were offered in March 2012. A staff only meeting was facilitated in April 2012. Finally, a district-wide meeting was held in May 2012 to present the draft that will go before the Negotiations team during the 2012-2013 school year.

Update About Oakwood's Work on the Differentiated Compensation Plan  
Submitted for a RttT Report in April 2012

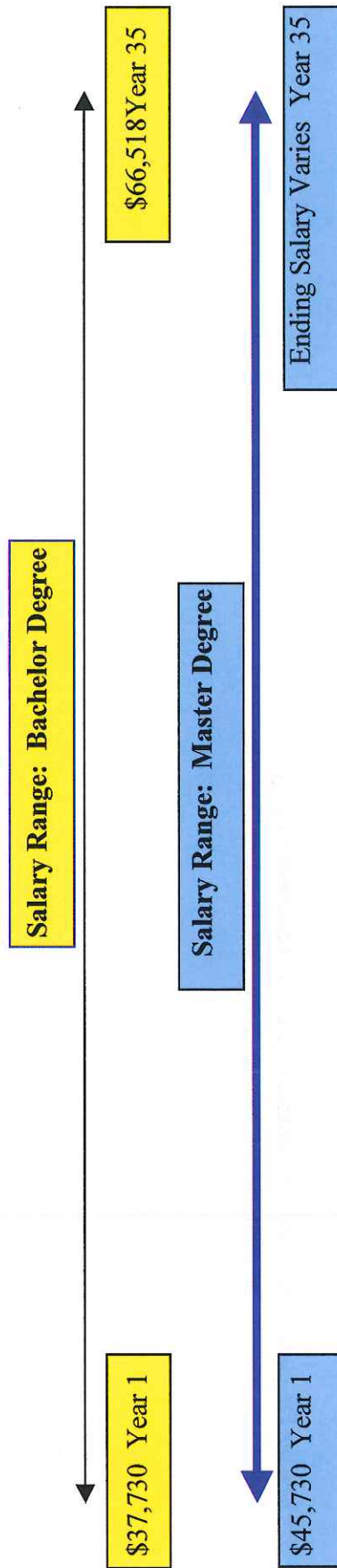
Since June 2011, the Oakwood City School District has been working intensely to develop a Differentiated Compensation Plan (DCP) that will replace the old "step and ladder" system beginning with the 2013-2014 school year. In May 2011, the Board and OTA negotiated a two-year contract that explicitly eliminates pay increases based solely on years of experience (steps) beginning in 2013 and which "froze" the 2012-2013 salaries of Oakwood employees at the 2011-2012 level.

Our planning team is comprised of teachers, union leadership, principals, central office administrators, treasurer and superintendent. We conducted a review of the literature between June-September 2011 to include the resources offered by the Center for Educator Compensation Reform (CECR), NEA, GATES Foundation, Center for Teacher Quality, and Tennessee State Board of Education. (Recently we received the Fordham Institute's Harrison Report.) We also identified our guiding principles from which the objectives of our DCP emerged, and a timeline for completion.

Since June 2011, the OTA President and Superintendent have been meeting at least twice monthly with each other as well as twice monthly with members of the Differentiated Compensation Planning (DCP) team to develop our new compensation system. We maintain minutes of each meeting and have produced several binders of artifacts. Additionally, two formal presentations have been made to OTA membership and the Board of Education -- one series in November/December and the second series in March -- to apprise them of the progress-to-date.

We have targeted June 2012 for completion of the DCP so that we can devote the 2012-2013 school year to 1) educating teachers about the plan, 2) implementing the new evaluation system, 3) providing appropriate PD for principals and teachers, and 4) creating/testing the documentation system in order to activate the new Differentiated Compensation System July 1, 2013.





### How Are Salary Increases Earned?

Beginning 2013-2014 School Year – Your 2<sup>nd</sup> check in August is your 1<sup>st</sup> check for 2013-2014

#### ON YOUR BASE SALARY

2012-2013 Evaluation Rating [100% Professional Practice, max 2.5%] + New Master Degree (See Schedule on Other Side)

OTES Evaluation Score	160-150	Accomplished	+ 0.5%	129-110	Proficient	2.25%	109-81	Developing	1.5%	less than 80	Ineffective	0%

\$750 ANNUAL ADJUSTMENT (NOT ADDED TO YOUR BASE)

Highest Possible District Rating in 2012-2013

Beginning 2014-2015 School Year – Your 2<sup>nd</sup> check in August is your 1<sup>st</sup> check for 2014-2015

#### ON YOUR BASE SALARY

2013-2014 Evaluation Rating [50% Professional Practice + 50% Student Growth, max 2.5%]  
+ Optional Self-Reflection in 2013-2014 + New Master Degree (See Schedule on Other Side)

\$750 ANNUAL ADJUSTMENT (NOT ADDED TO YOUR BASE)

Highest Possible District Rating in 2013-2014



## Professional Practice – What Components Will Be Documented in the Evaluation?

### 100% (Evaluations Conducted in 2012-2013) 50% (Evaluations Conducted Beginning 2013-2014)

- ✓ Utilize the OTES framework for teachers
- ✓ Utilize the Danielson framework for Guidance Counselors, Media Specialists, Nurses, Psychologists
- ✓ Complete Professional Growth Plan
- ✓ Include annual record of attendance
- ✓ Cite areas of reinforcement and refinement

### Student Growth Measures – 50% of Evaluation Score (beginning with evaluations conducted in 2013-2014)

- ✓ Value-Added scores where applicable to comprise at least 10% of the 50%
- ✓ Vendor Assessments
- ✓ Locally Developed Assessments
- ✓ Student Learning Objectives

036

### 2014-2015 Compensation Enhancements: Optional Self-Reflection, Earned Master Degree

Teachers may opt to conduct an extensive self-reflection of technical practice by utilizing the *District Self-Reflection Framework*. This component will qualify for additional compensation (\$1,500) on a teacher's base salary beginning in 2014-2015.

Master Degrees earned after January 15, 2013, will result in additional compensation on the base.

1<sup>st</sup> Master Degree:    \$8,000 Teachers who were on Level 1 of the old salary schedule  
                               \$6,000 Teachers who were on Level 2 of the old salary schedule  
                               \$4,000 Teachers who were on Level 3 of the old salary schedule

2<sup>nd</sup> Master Degree:    \$1,500 In Content Area; All Teachers Eligible  
                               \$1,000 Non-Content Area; All Teacher Eligible

8/2012



## **Differentiated Compensation Plan Year-By-Year 2012-2015**

### **2012-2013 School Year: Preparation**

- ❖ The new “Oakwoodized” Ohio Teacher Evaluation System (OTES) is implemented.
- ❖ This year Professional Practice comprises 100% of the Evaluation. Next year it will comprise 50% and Student Growth will comprise 50%.
- ❖ Principals engage in PD to assure uniformity among evaluation components at all schools.
- ❖ Principals meet with teachers at the first of the school year about each teacher’s Growth Plan. Each teacher decides on format for goals, type of PD Plan, and method of student data collection.
- ❖ Principals collect data on specific elements of the Growth Plan: (1) SMART Goals, (2) Standardized Student Survey Data, and (3) a Specialized PD Plan.
- ❖ PD on SMART Goals and development of Student Growth Measures.
- ❖ 30 teachers paid \$500 to pilot the district’s Self-Reflection Framework
- ❖ Prior to Jan. 15, new Master Degrees compensated according to current contract. Degrees earned after Jan. 15 compensated according to the new system.

## Differentiated Compensation Plan Year-By-Year 2012-2015

### 2013-2014 School Year: Implementation Year #1

Compensation is based upon the following factors:

#### On The Base Salary

2012-2013 Evaluation Rating  
New Master Degree

#### Fixed Payment

District Rating  
(If we attain highest possible rating)

- ❖ Professional Practice will comprise 50% and Student Growth will comprise 50% of the final evaluation rating beginning this year.
- ❖ PD for principals and teachers continues. LMC reviews Diff. Comp Plan.

#### **During school year 2013-2014:**

- ❖ Teachers may opt to conduct an extensive self-reflection of technical practice by utilizing the District Self-Reflection Framework. This component will qualify for additional compensation on a teacher's base salary beginning in 2014-2015.
- ❖ Teachers who participated in the pilot study will be granted credit for compensation in 2014-2015.
- ❖ On the Shelf\* - Specific Elements of the Growth Plan: (1) SMART Goals, (2) Standardized Student Survey Data, and (3) A Specialized PD Plan.

\* ***On the Shelf*** refers to components of our differentiated compensation plan that we intend to implement as *Add-Ons* once we get the green light that district revenues can support the addition. We anticipate that the Growth Plan Elements will qualify as *Add-Ons* to a teacher's base salary beginning in 2015-2016. We will know definitively after the election of November 2013 (when the district will have a levy on the ballot).

## **Differentiated Compensation Plan Year-By-Year 2012-2015**

### **2014-2015 School Year: Implementation Year #2**

Compensation is based upon the following factors:

#### On The Base Salary

2013-2014 Evaluation Rating  
New Master Degree  
Completion of a Self-Reflection in  
2013-2014

#### Fixed Payment

District Rating  
(If we attain highest possible rating)

- ❖ Professional Practice will comprise 50% and Student Growth will comprise 50% of the final evaluation rating.
- ❖ PD for principals and teachers continues. LMC reviews Diff. Comp Plan.
- ❖ Teachers may opt to incorporate specific elements of the Growth Plan: (1) SMART Goals, (2) Standardized Student Survey Data, and (3) a Specialized PD Plan. We anticipate that these components will qualify as *Add-Ons* -- additional compensation on a teacher's base salary beginning in 2015-2016. This decision will be made before the 2014-2015 school year begins.

## APPENDIX: Terms

### Compensation for District Rating

In an effort to recognize the collective efforts that result in high levels of student achievement, each year that Oakwood earns the highest state rating, all teachers will receive a fixed annual salary adjustment. This compensation is not added in the base salary.

### Compensation for Evaluation Add-Ons

Evaluation Add-Ons are defined as best practice strategies that teachers may choose to incorporate in their professional growth plan in any given school year as a means of enhancing their technical practice. At this time, projected add-ons include: 1) writing a specialized professional development plan, 2) collecting student data using standardized student surveys that yield statistically significant data, and 3) writing SMART goals. Over time, as these strategies become embedded in a teacher's practice other best practice strategies will replace them as evaluation add-ons.

Since teachers and principals will be adjusting to a new evaluation system in 2012-2013 and because it is difficult at this time to predict how much the add-ons will impact compensation, they will not be used to determine compensation in the 2013-2014 school year. During the 2012-2013 school year, principals will collect data regarding the number of teachers who implement one or more of the strategies defined as add-ons, as well as the total number of add-ons teachers incorporated. These data will be used to help determine how we can incorporate the add-ons in the compensation system. Currently, we anticipate including add-ons as part of the compensation package beginning with the 2014-2015 school year. This means teachers could choose to incorporate between one and three of the identified evaluation add-ons in their 2013-2014 professional growth plan. Each add-on will be worth 0.2 on your evaluation rating and translates into an additional 0.25% on your base salary.

### Compensation for Master Degrees

Prior to January 15, 2013 new Master Degrees will be compensated according to stipulations in the current contract. Degrees earned after January 15, 2013 will be compensated according to provisions included in the new system:

1 <sup>st</sup> Master Degree:	\$8,000	Teachers who were on Level 1 of the old salary schedule
	\$6,000	Teachers who were on Level 2 of the old salary schedule
	\$4,000	Teachers who were on Level 3 of the old salary schedule
2 <sup>nd</sup> Master Degree:	\$1,500	In Content Area; All Teachers Eligible
	\$1,000	Non-Content Area; All Teacher Eligible

### Self-Reflection Pilot

In 2012-2013, we would like to have 30 individuals pilot the newly constructed *District Self-Reflection Framework* to provide us with feedback. If more than 30 people volunteer, there will be a lottery to determine which individuals are selected to participate. Completing the pilot has two benefits. First, you will receive a \$500 stipend for your work in 2012-2013. Secondly, you will qualify as having completed a self-reflection, which means \$1500 will be added to your base salary beginning with the 2014-2015 school year.

8/2012

### Self-Reflection Framework 2011-2012

#### Requirements and Compensation:

- All certified staff may complete the self-reflection process for the 2013-2014 school year
- faculty who meet the expectations of the self-reflection process increase their base salary by \$1,500 (it is not a one time stipend like the current performance compensation)
- faculty members may complete the self-reflection process every three years

#### Self-Reflection Deadlines: (two options)

1. Submit proposal by September 30th; check progress with principal by January 30th; submit final reflection by June 30th; receive compensation beginning Aug. 30th
2. Submit proposal by March 30th; check progress with principal by June 30th; submit final reflection by Sept. 30th; receive compensation beginning Jan. 30th

**Framework:** Certified staff members have **two options** to complete a self-reflection:

A. follow the Oakwood City School District Framework

B. complete a stand- alone option ( one in which a separate institution determines the framework, deadlines, etc.)

#### Guidelines:

- Teacher directed
- Aligned with district goals
- Aligned with mission and vision
- In line with educators' goals and plan
- Focus on professional growth leading to student and/or parent learning
- Meaningful growth experience
- Ongoing communication with administration

#### A. The Oakwood City School District Self-Reflection Process/Criteria (A five step process)

**Rationale:** This process is designed to be cyclical in nature. It truly never really begins or ends, but endures the tests and challenges over time. While all the parts are essential, the exact pattern may vary somewhat for different situations and circumstances.

##### 1. Context-

- What led up to this process? Why did one choose to complete the self-reflection?  
potential answers: student performance, survey info, observations, etc.

##### 2. Experience

- What did/will you do?  
potential answers: incorporate new methods into lessons, take college courses, etc.

## **A. The Oakwood City School District Self-Reflection Process/Criteria (Continued)**

### **Choice Board for potential experiences:**

- Portfolio approach – includes student data and a reflection on yearly goals and evaluations
- Domain Reflection - the goal is to improve in one domain, create a plan to improve, and reflect on implementation
- Project (including action research)
- Reflection on Leadership Role
- Project or program development of educator's choosing
- other as approved

### **3. Reflection**

- How did the experience go? What were the pros and cons? What worked and didn't work?

### **Choice Board for illustrating one's reflection on the experience**

- A culminating video
- A culminating presentation or production
- A culminating paper
- A culminating project
- A portfolio
- A website
- A PowerPoint presentation
- A speech
- A demonstration
- An experiment
- other as approved

### **4. Action**

- What will or have you done or do differently as a result?

### **5. Evaluation**

- Personal reflection

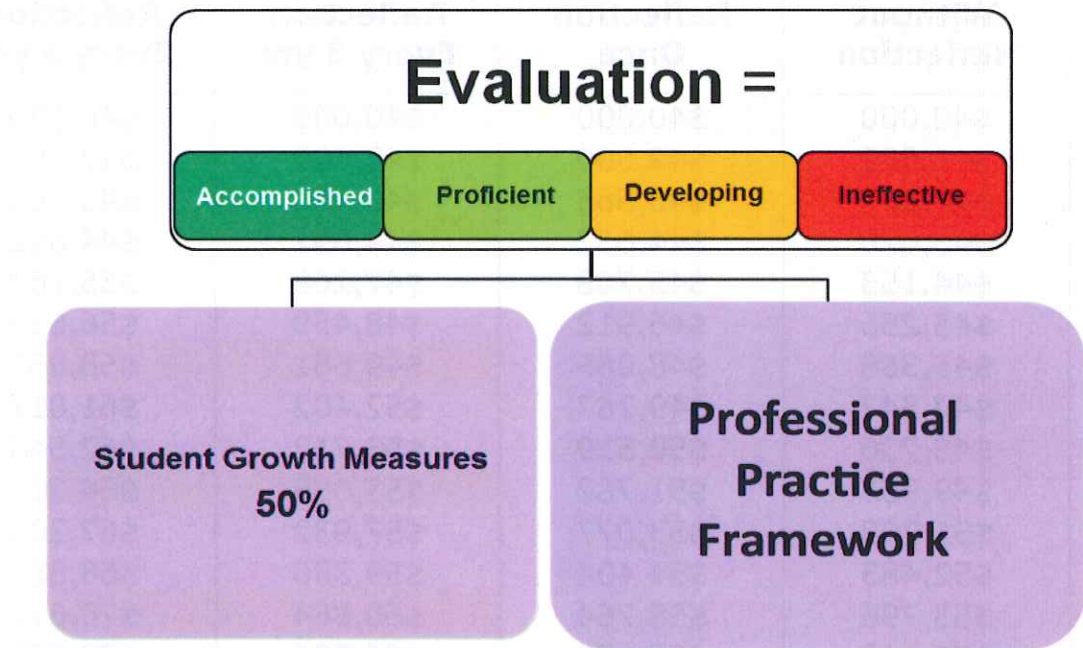
**B. Stand-Alone of the Self-Reflection Process** (faculty members will follow the framework and deadlines of the self-reflection options listed below; the district will compensate teachers when they successfully complete the process, i.e. earn the licensure or receive the certification)

- National Board Certification
- Master Teacher Portfolio
- Resident Teacher program

The two stand-alones listed below are still being considered. We need more information as to the rigor and time required to complete the components in these programs.

- Lead Teacher Certification
- Take One (offered through National Board)

## Evaluation Framework





## Monetary Value of Self-Reflections over a Career

**Masters @ 5**

Years	Without Reflection	Reflection Once	Reflection Every 3 yrs	Reflection Every 3 yrs
1	\$40,000	\$40,000	\$40,000	\$40,000
2	\$41,000	\$42,500	\$42,500	\$42,500
3	\$42,025	\$43,563	\$43,563	\$43,563
4	\$43,076	\$44,652	\$44,652	\$44,652
5	\$44,153	\$45,768	\$47,268	\$55,268
6	\$45,256	\$46,912	\$48,450	\$56,650
7	\$46,388	\$48,085	\$49,661	\$58,066
8	\$47,547	\$49,287	\$52,402	\$61,017
9	\$48,736	\$50,519	\$53,712	\$62,543
10	\$49,955	\$51,782	\$55,055	\$64,106
11	\$51,203	\$53,077	\$57,932	\$67,209
12	\$52,483	\$54,404	\$59,380	\$68,889
13	\$53,796	\$55,764	\$60,864	\$70,612
14	\$55,140	\$57,158	\$63,886	\$73,877
15	\$56,519	\$58,587	\$65,483	\$75,724
16	\$57,932	\$60,051	\$67,120	\$77,617
17	\$59,380	\$61,553	\$70,298	\$81,057
18	\$60,865	\$63,091	\$72,056	\$83,084
19	\$62,386	\$64,669	\$73,857	\$85,161
20	\$63,946	\$66,285	\$77,203	\$88,790
21	\$65,545	\$67,943	\$79,134	\$91,010
22	\$67,183	\$69,641	\$81,112	\$93,285
23	\$68,863	\$71,382	\$84,640	\$97,117
24	\$70,584	\$73,167	\$86,756	\$99,545
25	\$72,349	\$74,996	\$88,925	\$102,033
26	\$74,158	\$76,871	\$92,648	\$106,084
27	\$76,012	\$78,793	\$94,964	\$108,736
28	\$77,912	\$80,762	\$97,338	\$111,455
29	\$79,860	\$82,782	\$101,271	\$115,741
30	\$81,856	\$84,851	\$103,803	\$118,635
<b>Totals</b>	<b>\$1,756,108</b>	<b>\$1,818,893</b>	<b>\$2,055,931</b>	<b>\$2,344,024</b>

Reflection = \$1500

Average Evaluation Increase 2.5%

Does NOT include District Ranking

**\*\*For example only - results will vary with individuals and % increases**







## **The Oakwood City School District's Current Compensation System**

The Oakwood City School District currently compensates teachers according to a salary schedule based upon automatic increases for years of experience and additional education. A salary index exists for teaching contracts as well as extracurricular activity assignments.

Additionally, teachers with at least seventeen years of experience are eligible for Performance Compensation based upon evidence of distinguished performance as documented through evaluation. This method of compensation was negotiated in 2008 and a subcommittee of the district's Labor Management Committee that included both teachers and administrators developed the provisions through which the additional compensation may be awarded.

The Master Agreement language for compensation is included herein. Article VII, Sections A-E, describes the salary indices for teaching contracts and extracurricular activities. Article VII, Section N, describes the current performance compensation provisions.

### **ARTICLE VII – COMPENSATION, EXPENSES AND FRINGES**

#### **A. Base Salary**

The base salary (BA, 0 years), as applied to the salary index schedule shall be set as follows:

1. The base salary shall be \$37,730 effective July 1, 2011.

The base salary for the 2011-12 school year shall remain \$37,730.00 with step increases applicable for eligible teachers. A 1% recurring increase will be effective for all teachers not eligible for a step increase. This will also be the last year for awarding step increases solely on the basis of experience.

2. There will be no increase on the base salary and no step movement for the 2012- 13 school year. Movement across the salary schedule for educational advancement will continue for the duration of the agreement.

3. For Unit Members who began their teaching career in Oakwood Schools with the 2002-2003 school year, starting salaries shall be set in accordance with the new hire's actual experience, up to a maximum of ten (10) years and in accordance with the new hire's training record per Section C.
4. Any current Unit Member placed higher than his/her actual experience or training record shall be paid in accordance with his/her current salary index schedule placement until such is overcome by application of Section C.

**B. Salary Index Schedule**

The negotiated salary index schedule in effect for each work year of this Agreement shall be printed as an appendix to this Agreement and incorporated by reference herein. Though the salary index schedule shall not show a BA+36 column, the Unit Member on that column as of June 30, 1996 shall continue to be paid as if the column exists until such time as they advance past that column or until the end of this Agreement, whichever comes sooner. Steps added to the salary index schedule with the Agreement or during its term shall be credited, when applicable, to Unit Members on the BA+36 column.

**C. Salary Schedule Advancement**

1. An official certified transcript shall be presented as evidence of satisfactory work promptly upon completion of training. If credits for additional professional training are earned prior to September 15, such credit shall be evaluated for salary purposes effective the first day of the current school year. Credits earned after September 15 but before January 15 of the current school year shall be considered for salary placement purposes effective January 1 of the current school year. In addition to the foregoing, an official certified transcript must be presented by November 1 if such credit is to be applied beginning with the first work day of that school year and by March 1 if such credit is to be applied beginning with January 1 of that school year. The Superintendent shall allow for late presentations provided that lateness is due to circumstances beyond the control of the Unit Member.
2. Unit Members who have reached the maximum step in one column of the salary schedule and subsequently qualify for advancement to another column shall be placed on the appropriate step in the new column as indicated by the training and years of accredited experience.

**D. Salary Schedules**

Salary schedules, per the above provisions, are included as Appendix D.





E. Supplemental Compensation

1. Extracurricular Assignments Salary Schedule and Index (Appendices A and B)
  - a. The Extracurricular Assignments Salary Schedule shall be an indexed schedule. This schedule shall appear in Appendices A & B. The salary for any step on the schedule shall be computed by multiplying the index for that category times the salary for the step in the category. All other committee work shall be assigned on a voluntary basis and shall be done without pay. The exception to all of the above is that committee work may be assigned to Unit Members without extra pay provided such work is done on paid released time.
  - b. When the need for new positions on the Extracurricular Assignments Salary Schedule arises, the administrative staff shall consult with the Unit Members in the area involved to determine responsibilities and time involved in the position. After such consultation, the Superintendent shall place the position within the appropriate category.
  - c. Unit Members transferring to the District shall not be credited with supplemental experience held in other school Districts. Unit Members changing duty positions, but remaining within the same area, shall not lose experience credit except when transferring to a head coach's position.
  - d. The Board has the right to change job descriptions, fill or not fill positions, remove positions from the schedule, add positions to the schedule, and/or move positions from one level to another, all subject to outstanding contract right of incumbents, but not a subject to appeal per the grievance procedure herein.
  - e. Changes to the Extracurricular Assignments Index (Appendix A) may be proposed to the Superintendent by Unit Members, administrators and the Association for periodic review.
  - f. The Superintendent will announce to the Labor Management Committee all proposed changes prior to implementation to allow ample time for Unit Member input. Once changes have been finalized by the Superintendent they will be reported to the Labor Management Committee and updated copies of Appendix A will be distributed to all Unit Members.

2. Other Compensation Schedule (Appendix C)

Appendix C outlines area of additional supplemental compensation that are subject to negotiation with the Association.

N. Performance Compensation Plan

The Board may provide additional compensation to eligible members of the bargaining unit in recognition of distinguished performance.

A Joint Committee comprised of three (3) representatives of the Association and three (3) representatives of the Board will determine the guidelines, procedures, and time lines to be followed in documenting 3a, 3b, and 3c (as described in the following paragraph). The Committee shall complete its development of the guidelines, procedures, and the time lines on or before September 1, 2008. The Labor Management Committee (LMC) must approve the guidelines, procedures, and time lines of implementation at their September meeting.

Performance Compensation shall be awarded in accordance with the following provisions:

1. Eligible member of the bargaining unit is any bargaining unit member whose placement on the teacher's salary schedule is at or higher than step 17;
2. The additional compensation shall be in the amount of \$1,500.00 in any year an eligible member of the bargaining unit qualifies for the Performance Compensation.
3. An eligible member of the bargaining unit will qualify for the Performance Compensation by meeting the following criteria:
  - a. The Unit Member's performance is documented in the annual evaluation performed by the administration as "distinguished" in each of the four (4) domains of planning and performance, classroom environment, instruction, and professional responsibilities contained in Enhancing Professional Practice: A Framework for Teaching, 2<sup>nd</sup> Edition by Charlotte Danielson.
  - b. The Unit Member may not use more than ten (10) days of sick, personal, and/or unpaid leave during student instructional days.



- c. The Unit Member compiles and submits supporting documentation of distinguished performance that is aligned with the Danielson rubric.
4. An eligible member of the bargaining unit must inform the supervising principal in writing prior to September 30 of his/her wish to be considered for Performance Compensation for the current school year.
5. A Unit Member who is approved by the Board for Performance Compensation will received said compensation no later than June 30 following the school year in which the Performance Compensation was earned.
6. Performance Compensation decisions by the Superintendent and Board are final and not subject to the Grievance Procedure.

### **Evidence of Need, Interest, and Commitment**

During negotiations in the spring of 2008, the Oakwood Teachers' Association (OTA) and Board of Education demonstrated an interest in alternative compensation by agreeing upon language to provide a performance-based compensation opportunity for veteran teachers. Subsequently, these entities demonstrated their commitment by creating a planning team. Between May and August of 2008, a subcommittee of the Labor Management Committee, comprised of teachers and administrators, was charged with:

- Develop Guiding Principles
- Determine the Guidelines, Procedures, and Time Lines to be followed in documenting:
  - a. Definitions of "distinguished" performance as found in the Danielson framework;
  - b. Attendance Requirements;
  - c. Data Collection that provided Supporting Evidence.

As documented in the Labor Management Committee minutes of September 9, 2008:

*The Performance Compensation Planning Committee completed work for regular and special education teachers. They will meet within the next weeks to complete supporting documentation/evidence needed for additional groups: media specialists, school nurse, psychologist and counselors*

The Performance Compensation Plans currently in place for veteran teachers, media specialists, school nurses, school psychologists, and counselors were finalized on December 8, 2008.

During the 2009-2010 and 2010-2011 school years, the Oakwood School District engaged the community in a series of Neighborhood Meetings with the Superintendent as part of its *Staying in Touch* Program that was launched in June 2007. This program is designed to provide community members with opportunities to talk with the Superintendent and representatives of the Board of Education about school matters in comfortable, informal settings. With a 5.75 mill operating levy and the Senate Bill 5 Recall on the ballot in November 2010, this series of Neighborhood Meetings was well attended. Questions about educator compensation, the role of teacher unions, and the effect of state funding cuts during the economic downturn dominated discussions. Concurrently, the Treasurer and Superintendent were conducting Finance Education meetings with building representatives from each of the district's schools. This series of meetings was initiated in 2006 at the conclusion of a particularly intense negotiations process that had exposed a gap between actual and perceived financial factors affecting the district budget.

As a result of discussions at the Neighborhood and Finance Education meetings, both the Board and OTA began to sharpen their focus on the compensation question. The concerns of external stakeholders were summarized in the statement, *I haven't seen a raise in "x" years and yet educators receive automatic increases every year. It is getting harder to vote yes for levies that increase the base salary and provide for additional step increases based solely on working another year.* The concerns of internal stakeholders were summarized by the question, *Do we wait for the state to develop and impose a system on us, or do we take matters into our own hands and create a system that works for us?*



When the Oakwood Teachers' Association (OTA) approached the Board in the spring of 2011 to extend until 2013 the contract that was due to expire June 30, 2012, the stage was set for a groundbreaking agreement.

In June 2011 the OTA voted on a new two-year contract with the Oakwood Board of Education. With 87 votes cast out of 163 members, the contract was approved 63-24. The major change that was agreed upon was replacing the current step-column salary schedule in the contract with a new compensation system, slated to begin July 2013.

The new Collective Bargaining Agreement effective June 20, 2011 through June 30, 2013, among other provisions, included the following language:

*The 2011-12 school year shall be the last year for awarding step increases solely on the basis of experience... There will be no increase on the base salary and no step movement for the 2012-13 school year... Beginning with the 2013-2014 school year, step increases for experience will be eliminated and replaced by a Differentiated Compensation Plan developed jointly by the Board, Association and the Administration.*

In the press release that announced the agreement, the OTA President and district Superintendent offered these quotes:

*Since the levy passed in November, Oakwood's financial situation has changed. We planned for an 8% cut in state funding and are now anticipating a 13% cut in state funding. In these difficult financial times, we want to be able to maintain the quality education that is offered to all students. We worked with the Administration to develop a plan that helps us achieve that goal. The OTA believes that time is needed, beyond the one-year we had left on our current contract, to develop a quality plan for compensating teachers that is fair and equitable. – Association President Jay Lane*

*This is a golden opportunity for us to demonstrate leadership at the local level. It is an exciting opportunity to engage in transformative work cooperatively and I am very grateful to the Teachers' Association, Administrative Team, and Board of Education for committing to the elimination of step increases and to the creation of a Differentiated Compensation Plan. There is hard work ahead, but we are up to the task. The end result will be a plan that bases increases in compensation on measurable outcomes such as student and educator performance, and other measures to be decided.*

--- Superintendent Mary Jo Scalzo

### **Oakwood City School District's 2013-2014 Alternative Compensation System**

Titled ***The Oakwood COMPASS Plan*** because it will establish the scope of the district's vision for compensating staff while providing direction for ongoing adjustments over time, the Oakwood City School District's differentiated compensation system will **Compensate Performance** that **Affects Student Success**.

#### **Design Team and Planning Overview**

Since July 2011 the OTA and Administration, led by the OTA President and Superintendent, have worked cooperatively to develop the Differentiated Compensation Plan that will go into effect beginning July 2013.

The Superintendent, Treasurer, and six of the district's eight administrators participated as members of the Design Team. Only the Director of Athletics and Student Activities and a part-time kindergarten principal did not participate. However, they were briefed as part of monthly Cabinet meetings.

Twenty percent (20%) of the district's licensed staff members participated on the Design Team. Membership included regular education teachers; gifted and special education intervention specialists; primary, intermediate, junior high, and high school



teachers; fine arts, practical arts, family science, and physical education teachers; guidance counselor, nurse, and psychologist.

Mid-way through the 2011-2012 school year, we established an ad hoc task force of teachers and principals that was specifically directed to formulate criteria for one of the three major COMPASS Plan components.

We developed a triangulated process for plan development. Briefly, the OTA President and Superintendent would meet for 4-8 hours a month to craft plan components that were aligned with the guiding principles and goals established by a joint team of teachers and administrators during the first three months of the planning process. Each month, the most current iteration of the plan was then vetted separately by two district teams: the Race to the Top (RttT) Transformation Team and a Differentiated Compensation Planning Committee comprised of the Labor Management Committee, the OTA's Negotiation Team, and self-selected volunteers from the licensed staff who responded to a district-wide request for participants. Based upon the feedback and questions generated by the two teams each month, the OTA President and Superintendent would then revise/update the plan and submit the next iteration to the teams the following month. More than a dozen iterations of the plan were developed over a fifteen-month period.

On a monthly basis, the OTA President visited four of the five district schools during the noon hour to meet with interested staff members. He arranged a different schedule for the fifth school because of factors concomitant with that school's operations. The Superintendent met monthly with members of her administrative team.

Additionally, the OTA President conducted one staff-only district-wide meeting in April 2012 and three (3) joint district-wide meetings with the Superintendent in November 2011, March 2012, and May 2012. Since the start of the 2012-2013 school year, we have continued to request and receive input on The Oakwood COMPASS Plan primarily through building level meetings.



### **Outline of *The Oakwood COMPASS Plan***

Throughout the planning process, our team studied and continues to study the literature on alternative compensation, which includes but is not limited to:

- *Alternative Compensation Models and Our Members* (NEA Publication)
- Appendices to *Alternative Compensation Models and Our Members* (NEA Publication)
- Implementation Checklist (Center for Educator Compensation Reform [CECR])
- *Engaging Stakeholder in Teacher Pay Reform* (Emerging Issues Report No. 1, October 2009, CECR)
- *Alternative Compensation Terminology* (Emerging Issues Report No. 2, October 2009, CECR)
- *Research Synthesis: General Compensation Questions* (Center for Educator Compensation Reform [CECR])
- *Observations of Teachers' Classroom Performance* (Center for Educator Compensation Reform [CECR])
- *Strategic Compensation in Education: Reflections and Results* (Battelle for Kids)
- *Performance-Based Compensation: Design and Implementation at Six Teacher Incentive Fund Sites* (GATES Foundation and The Joyce Foundation)
- *Vandalia Butler Performance Pay Timeline & History*
- Executive Summary of the *Performance-Pay for Teachers* Report (Center for Teaching Quality)
- *Teacher Compensation Based on Teacher Effectiveness: The Harrison Report* (Thomas B. Fordham Institute)





We studied the building blocks of effective plans and are striving to adhere to the following foundational principles. Effective plans:

- are transparent and understandable
- are well communicated
- are based upon multiple measures
- are based upon sustainable funding
- have buy-in

We formulated our Plan Goals and Objectives, and our Guiding Principles.

### THE GOAL OF OAKWOOD'S DIFFERENTIATED COMPENSATION PLAN

To demonstrates the District's commitment to student learning by:

- eliminating the current system of automatic step increases based solely on experience, and
- replacing it with a system that bases salary increases on documented student and teacher performance that results in learning experiences for all students producing optimal levels of achievement for each student.

### OBJECTIVES

- ELIMINATE AUTOMATIC STEP INCREASES
  - ✓ Tie salary increases to performance/achievement
  - ✓ Document the actions/results upon which salaries are based
- ENHANCE STUDENT LEARNING EXPERIENCES FOR ALL STUDENTS THAT RESULT IN OPTIMAL STUDENT ACHIEVEMENT
  - ✓ "Work on Our Work" -- Examine and engage in technical practice that is characteristic of effective/highly effective teaching.

We invested time in gaining consensus about the significant guiding principles of our plan. We utilized the *Performance Pay for Teachers* Report from the Center for Teaching Quality as the basis for these deliberations.

1. Get the Base Pay System Right

We agreed that no one will earn less beginning in July 2013 than they earn now. We also agreed that we must assure new employees to the district and Resident Educators they can earn salaries competitive with competing districts that continue to utilize a step and lane system.

2. Create a system that is open to all -- All staff members must have access to the compensation rewards. Competition among staff members for a pool of dollars is NOT the way to go.

3. Teachers should be compensated for student growth.

4. Provide additional pay for additional degrees and professional development but establish priorities based upon best practice and district goals.

5. Site-Based Flexibility - At this point we are not comfortable compensating one teaching field differently than another but we are open to re-evaluate this position in the future.

6. Encourage collaboration - We are open to considering "team effects" as part of our compensation plan.



**Implementation Time Line: The Oakwood COMPASS Plan  
Year-By-Year 2012-2015**

**2012-2013 School Year: Preparation**

The new “Oakwoodized” Ohio Teacher Evaluation System (OTES) is implemented.

This year Professional Practice comprises 100% of the Evaluation. Next year it will comprise 50% and Student Growth will comprise 50%.

Principals earn OTES credential from ODE and engage in PD to assure uniformity among evaluation components at all schools. District administrators also earn OTES credential from ODE.

The district’s Teacher Evaluation Committee, comprised of teachers, principals, and district administrators designs the evaluation roll-out that will occur during the first quarter of the school year.

Principals meet with teachers at the first of the school year about each teacher’s Professional Growth Plan. Each teacher decides on format for goals, type of PD Plan, and method of student data collection.

Professional Development on SMART Goals, Formative Instructional Practices, and Student Growth Measures is the priority.

30 teachers paid \$500 to pilot the district’s Self-Reflection Framework – a COMPASS component that becomes operational beginning with the 2013-2014 school year.

Prior to Jan. 15, new Master Degrees compensated according to current contract. Degrees earned after Jan. 15 compensated according to the new system.



### 2013-2014 School Year: Implementation Year #1

COMPASS Compensation for this school year was determined in 2012-2013 and based upon the following factors:

#### On The Base Salary

2012-2013 Evaluation Rating  
 Attainment of a New Master Degree

#### Fixed Payment

District Report Card  
 Rating or Another  
 Metric that Appropriately  
 Measures Student  
 Achievement

#### **During school year 2013-2014:**

Professional Practice will comprise 50% and Student Growth will comprise 50% of the final evaluation rating beginning this year.

PD for principals and teachers continues. The Labor Management Committee reviews the COMPASS Plan and makes necessary adjustments.

Teachers may opt to conduct an extensive self-reflection of technical practice by utilizing the District Self-Reflection Framework. This component will qualify for additional compensation on a teacher's base salary beginning in 2014-2015.

Teachers who participated in the pilot study will be granted credit for compensation in 2014-2015.

On the Shelf\* - Specific Elements of the Growth Plan: (1) SMART Goals, (2) Standardized Student Survey Data, and (3) A Specialized PD Plan.

***\*On the Shelf*** refers to components of our COMPASS Plan that we intend to implement as *Add-Ons* once we get the green light that district revenues can support the addition. We anticipate that the



Growth Plan Elements will qualify as *Fixed Annual Salary Adjustments* to a teacher's base salary beginning in 2015-2016. We will know definitively after the election of November 2013 (when the district will have a levy on the ballot).

2014-2015 School Year: Implementation Year #2

COMPASS Compensation for this school year was determined in 2013-2014 and based upon the following factors:

On The Base Salary

2013-2014 Evaluation Rating  
New Master Degree  
Completion of a Self-Reflection in  
2013-2014

Fixed Payment

District Report Card  
Rating or Another  
Metric that Appropriately  
Measures Student  
Achievement

Professional Practice will comprise 50% and Student Growth will comprise 50% of the final evaluation rating.

PD for principals and teachers continues. The Labor Management Committee reviews the COMPASS Plan and makes necessary adjustments.

Teachers may opt to incorporate specific elements of the Growth Plan: (1) SMART Goals, (2) Standardized Student Survey Data, and (3) a Specialized PD Plan. We anticipate that these components will qualify as *Fixed Annual Salary Adjustments*-- additional compensation on a teacher's base salary beginning in 2015-2016. This decision will be made before the 2014-2015 school year begins.

## **Explanation of Terms**

### Compensation for District Report Card Rating or Another District Metric

In an effort to recognize the collective efforts that result in high levels of student achievement, each year that Oakwood earns the highest state rating based upon an appropriate metric that is agreed upon by the OTA and Board, all teachers will receive a fixed annual salary adjustment. This compensation is not added in the base salary.

### Compensation for Evaluation Add-Ons

Evaluation Add-Ons are defined as best practice strategies that teachers may choose to incorporate in their professional growth plan in any given school year as a means of enhancing their technical practice. At this time, projected add-ons include: 1) writing a specialized professional development plan, 2) collecting student data using standardized student surveys that yield statistically significant data, and 3) writing SMART goals. Over time, as these strategies become embedded in a teacher's practice other best practice strategies will replace them as evaluation add-ons.

Since teachers and principals will be adjusting to a new evaluation system in 2012-2013 and because it is difficult at this time to predict how much the add-ons will impact compensation, they will not be used to determine compensation in the 2013-2014 school year. During the 2012-2013 school year, principals will collect data regarding the number of teachers who implement one or more of the strategies defined as add-ons, as well as the total number of add-ons teachers incorporated. These data will be used to help determine how we can incorporate the add-ons in the compensation system. Currently, we anticipate including add-ons as part of the compensation package beginning with the 2014-2015 school year. This means teachers could choose to incorporate between one and three of the identified evaluation add-ons in their 2013-2014 professional growth plan. Each add-on will be worth 0.2 on your evaluation rating and translates into an additional 0.25% on your base salary.



### Compensation for Master Degrees

Prior to January 15, 2013 new Master Degrees will be compensated according to stipulations in the current contract. Degrees earned after January 15, 2013 will be compensated according to provisions included in the new system:

1<sup>st</sup> Master Degree: \$8,000 Teachers who were on Level 1 of the old salary schedule  
\$6,000 Teachers who were on Level 2 of the old salary schedule  
\$4,000 Teachers who were on Level 3 of the old salary schedule

2<sup>nd</sup> Master Degree: \$1,500 In Content Area; All Teachers Eligible  
\$1,000 Non-Content Area; All Teacher Eligible

### Self-Reflection Pilot

In 2012-2013, 30 individuals will pilot the newly constructed *District Self-Reflection Framework* to provide us with feedback. If more than 30 people volunteer, a lottery will determine which individuals are selected to participate. Completing the pilot has two benefits. First, the teacher will receive a \$500 stipend for his/her work in 2012-2013. Secondly, the will qualify as having completed a self-reflection, which means \$1500 will be added to his/her base salary beginning with the 2014-2015 school year.

### **Self-Reflection Framework 2011-2012**

#### **Requirements and Compensation:**

All certified staff may complete the self-reflection process for the 2013-2014 school year

Faculty who meet the expectations of the self-reflection process increase their base salary by \$1,500 (it is not a one time stipend like the current performance compensation)

Faculty members may complete the self-reflection process every three years

**Self-Reflection Deadlines: (two options)**

1. Submit proposal by September 30th; check progress with principal by January 30th; submit final reflection by June 30th; receive compensation beginning Aug. 30th
2. Submit proposal by March 30th; check progress with principal by June 30th; submit final reflection by Sept. 30th; receive compensation beginning Jan. 30th

**Framework:** Certified staff members have **two options** to complete a self-reflection:

- A. follow the Oakwood City School District Framework
- B. complete a stand- alone option ( one in which a separate institution determines the framework, deadlines, etc.)

**Guidelines:**

- Teacher directed
- Aligned with district goals
- Aligned with mission and vision
- In line with educators' goals and plan
- Focus on professional growth leading to student and/or parent learning
- Meaningful growth experience
- Ongoing communication with administration

**A. The Oakwood City School District Self-Reflection Process/Criteria**  
**(A five step process)**

**Rationale:** This process is designed to be cyclical in nature. It truly never really begins or ends, but endures the tests and challenges over time.



While all the parts are essential, the exact pattern may vary somewhat for different situations and circumstances.

### **1. Context-**

What led up to this process? Why did one choose to complete the self-reflection?

potential answers: student performance, survey info, observations, etc.

### **2. Experience**

What did/will you do?

potential answers: incorporate new methods into lessons, take college courses, etc.

### **Choice Board for potential experiences:**

- Portfolio approach – includes student data and a reflection on yearly goals and evaluations
- Domain Reflection - the goal is to improve in one domain, create a plan to improve, and reflect on implementation
- Project (including action research)
- Reflection on Leadership Role
- Project or program development of educator's choosing
- other as approved

### **3. Reflection**

- How did the experience go? What were the pros and cons? What worked and didn't work?



## **A. The Oakwood City School District Self-Reflection Process/Criteria (Continued)**

### **Choice Board for illustrating one's reflection on the experience**

- A culminating video
- A culminating presentation or production
- A culminating paper
- A culminating project
- A portfolio
- A website
- A PowerPoint presentation
- A speech
- A demonstration
- An experiment
- other as approved

#### **4. Action**

- What will or have you done or do differently as a result?

#### **5. Evaluation**

- Personal reflection

**B. Stand-Alone of the Self-Reflection Process** (faculty members will follow the framework and deadlines of the self-reflection options listed below; the district will compensate teachers when they successfully complete the process, i.e. earn the licensure or receive the certification)

- National Board Certification
- Master Teacher Portfolio
- Resident Teacher program

The two stand-alones listed below are still being considered. We need more information as to the rigor and time required to complete the components in these programs:

- Lead Teacher Certification
- Take One (offered through National Board)



Estimated Monetary Value of Self-Reflections over a Career – Example

**Masters @  
5**

Years	Without Reflection	Reflection Once	Reflection Every 3 yrs	Reflection Every 3 yrs
1	\$40,000	\$40,000	\$40,000	\$40,000
2	\$41,000	\$42,500	\$42,500	\$42,500
3	\$42,025	\$43,563	\$43,563	\$43,563
4	\$43,076	\$44,652	\$44,652	\$44,652
5	\$44,153	\$45,768	\$47,268	\$55,268
6	\$45,256	\$46,912	\$48,450	\$56,650
7	\$46,388	\$48,085	\$49,661	\$58,066
8	\$47,547	\$49,287	\$52,402	\$61,017
9	\$48,736	\$50,519	\$53,712	\$62,543
10	\$49,955	\$51,782	\$55,055	\$64,106
11	\$51,203	\$53,077	\$57,932	\$67,209
12	\$52,483	\$54,404	\$59,380	\$68,889
13	\$53,796	\$55,764	\$60,864	\$70,612
14	\$55,140	\$57,158	\$63,886	\$73,877
15	\$56,519	\$58,587	\$65,483	\$75,724
16	\$57,932	\$60,051	\$67,120	\$77,617
17	\$59,380	\$61,553	\$70,298	\$81,057
18	\$60,865	\$63,091	\$72,056	\$83,084
19	\$62,386	\$64,669	\$73,857	\$85,161
20	\$63,946	\$66,285	\$77,203	\$88,790
21	\$65,545	\$67,943	\$79,134	\$91,010
22	\$67,183	\$69,641	\$81,112	\$93,285
23	\$68,863	\$71,382	\$84,640	\$97,117
24	\$70,584	\$73,167	\$86,756	\$99,545
25	\$72,349	\$74,996	\$88,925	\$102,033
26	\$74,158	\$76,871	\$92,648	\$106,084
27	\$76,012	\$78,793	\$94,964	\$108,736
28	\$77,912	\$80,762	\$97,338	\$111,455
29	\$79,860	\$82,782	\$101,271	\$115,741
30	\$81,856	\$84,851	\$103,803	\$118,635
<b>Totals</b>	<b>\$1,756,108</b>	<b>\$1,818,893</b>	<b>\$2,055,931</b>	<b>\$2,344,024</b>



**CHART KEY:**

Reflection = \$1500

Average Evaluation Increase 2.5%

Does not include any Fixed Annual Increases

CHART IS AN EXAMPLE ONLY – RESULTS

WILL VARY WITH INDIVIDUALS AND %

INCREASES

**Potential Barriers to Success**

We are concerned about potential barriers to the success of our compensation plan. The biggest barrier is not compensating teachers the amount stated in the plan due to a lack of funding. This is a key reason we are submitting an application for this grant. We also are exploring foundation and business grants to augment local and state tax dollars as a means to help increase the amount of funding available.

Now that we are not artificially holding veteran teachers' salaries in place, we want to make sure we are not artificially holding back the compensation of our youngest and newest teachers. The way our COMPASS Plan is currently designed, the youngest and newest teachers to the district will receive salary increases that might not keep pace with area districts using a traditional step-column salary schedule. As we move into negotiations this spring, this will be one area that needs special attention. We do not want to find ourselves losing teachers because they can achieve greater compensation early in their careers with another district. Because we will be compensating everyone for their performance throughout their entire career, our plan is going to require more money.

Since we are one of the few districts leading the way, we are concerned about outside forces interfering with our compensation system and our implementation plan. It is anxiety-producing enough to create change for ourselves at the local level. Anxieties have been





heightened by the implementation of the Ohio Teacher Evaluation System (OTES) this year which will determine increases on the base salary for every teacher in our district beginning in July 2013. Further, the following year when student growth outcomes are incorporated into the OTES model, teachers are concerned about the impact of those measures on their evaluations and, concomitantly, on their compensation.

Recognizing, addressing, and mitigating anxieties will be essential to both the short- and long-term success of the Oakwood COMPASS Plan.

### **Communication Plan**

### **Budget/Fiscal Plan**



Highest Possible District Rating in 2013-2014



## Professional Practice – What Components Will Be Documented in the Evaluation?

100% (Evaluations Conducted in 2012-2013) 50% (Evaluations Conducted Beginning 2013-2014)

- ✓ Utilize the OTES framework for teachers
- ✓ Utilize the Danielson framework for Guidance Counselors, Media Specialists, Nurses, Psychologists
- ✓ Complete Professional Growth Plan
- ✓ Include annual record of attendance
- ✓ Cite areas of reinforcement and refinement

## Student Growth Measures – 50% of Evaluation Score (beginning with evaluations conducted in 2013-2014)

- ✓ Value-Added scores where applicable to comprise at least 10% of the 50%
- ✓ Vendor Assessments
- ✓ Locally Developed Assessments
- ✓ Student Learning Objectives

## 2014-2015 Compensation Enhancements: Optional Self-Reflection, Earned Master Degree

Teachers may opt to conduct an extensive self-reflection of technical practice by utilizing the *District Self-Reflection Framework*. This component will qualify for additional compensation (\$1,500) on a teacher's base salary beginning in 2014-2015.

Master Degrees earned after January 15, 2013, will result in additional compensation on the base.

1<sup>st</sup> Master Degree: \$8,000 Teachers who were on Level 1 of the old salary schedule  
\$6,000 Teachers who were on Level 2 of the old salary schedule  
\$4,000 Teachers who were on Level 3 of the old salary schedule

2<sup>nd</sup> Master Degree: \$1,500 In Content Area; All Teachers Eligible  
\$1,000 Non-Content Area; All Teacher Eligible



### **Compensation Plan Sustainability**

Sustainability has been at the forefront of our discussions from the outset. Since we maintain small carry-overs in the district's general fund, it is imperative that we examine the sustainability of our plan. A failed levy or over-spending on compensation would send us into a financial crisis. For those reasons, the Treasurer has been engaged in the process to "run the numbers." We have used the Treasurer's five-year forecasts as guides for how much money is available to be spent on compensation. The Superintendent and Association President agreed on proposed percentages and dollar amounts, then the Treasurer would predict the finances of the district based on everyone achieving the maximum salary increase. After reviewing the hypothetical scenarios, the Superintendent and Association President revised the compensation plan. Once the plan is in full effect, an annual review will be conducted to ascertain whether the system is compensating teachers the way it was intended. This review should identify unanticipated problems and allow the system to be adapted as needed.

### **Formative and Summative Evaluations**

**Oakwood City School District**

**Differentiated Compensation Plan Packet Components for Distribution as of 10/15/13:**

1. OCSD Press Release dated 5/29/13 – Oakwood Schools Announce Groundbreaking Teachers' Contract
2. Administrator COMPASS Plan
3. Teacher COMPASS Plan Salary Range
4. OCSD Differentiated Compensation System: Teachers dated 8/2012  
*Note: Draft plan from Spring 2013. Minor changes implemented in final negotiated product in May 2013.*
5. Master Agreement 7/1/13-6/30/16 - Pages 35-37, 53, 57-65, 68-73
6. Classified Evaluation/COMPASS Plan

# **1. PERFORMANCE EVALUATION: INCREASE ON THE BASE SALARY**

## OHIO PRINCIPAL RUBRIC:

DISTINGUISHED – ACCOMPLISHED – PROFICIENT – INEFFECTIVE

18-20 POINTS =	3.00%	There are 5 Standards and 4 Ratings. Distinguished = 4; Accomplished = 3; Proficient = 2; Ineffective = 1  3.00% = 18-20 points (5D; 4D + 1A; 3D + 2A) 2.75% = 16-17 points (2D + 3A; 1D + 4A) 2.50% = 13-15 points (5A; 4A + 1P; 3A + 2P) 2.25% = 11-12 points (2A + 3P; 1A + 4P) 2.00% = 09-10 points (5P; 4P + 1IN) 1.00% = 08 points (3P + 2 IN) 0.05% = 07 points (2P + 3IN) 0.00% = 05-06 points (1P + 4IN; 5IN)
16-17 POINTS =	2.75%	
13-15 POINTS =	2.50%	
11-12 POINTS =	2.25%	
09-10 POINTS =	2.00%	
08 POINTS =	1.00%	
07 POINTS =	0.50%	
05-06 POINTS =	0.00%	

## ISLLC (Interstate School Leaders Licensure Consortium) DISTRICT ADMIN RUBRIC:

DISTINGUISHED – PROGRESSING – PROFICIENT – LIMITED

16-18 POINTS =	3.00 %
14-15 POINTS =	2.75%
12-13 POINTS =	2.50%
10-11 POINTS =	2.00%
09 POINTS =	1.00%
<09 POINTS =	0.00%

# **2. DISTRICT /DEPARTMENT GOALS: 0.2% - 1.0% ON THE BASE SALARY**

The administrator demonstrates level of contribution to the attainment of district, building, department goals.

#1 Utilize Common Core Standards; Develop and Utilize High Quality Formative Assessments

#2 Determine and Develop, as Appropriate, Multiple Measures of Student Growth

#3 Implement OTES and OPES Frameworks for Evaluation

#4 Pilot IIS

#5 Apply the 40 Developmental Assets in Order to Prevent Bullying Behaviors Among Students

#6 Department/Building Goals

# **3. PROFESSIONAL DEVELOPMENT: Fixed Annual Incentive**

**\$ 0 - \$185 - \$375 - \$565- \$750**

The administrator demonstrates engagement in professional development that affects the professional success of self and/or colleagues and leads to enhanced student achievement



## PRESS RELEASE

For release: Wednesday, May 29, 2013  
Contact: Kevin S. Philo, Treasurer  
Mary Jo Scalzo, Ph.D., Superintendent  
Phone: (937)-297-5332  
Email: [philo.kevin@oakwoodschoools.org](mailto:philo.kevin@oakwoodschoools.org)  
[scalzo.maryjo@oakwoodschoools.org](mailto:scalzo.maryjo@oakwoodschoools.org)

### Oakwood Schools Announce Groundbreaking Teachers' Contract

The Oakwood Board of Education and the Oakwood Teachers' Association (OTA) have taken historic votes to approve a new 3-year contract. OTA members voted May 23 and the Oakwood Board did likewise at a special meeting on Wednesday, May 29. The new contract puts in place a compensation plan that bases future salary increases for teachers on performance and evaluation rather than the traditional salary schedule that allowed for automatic pay increases each year. In other action, the Board approved a similar plan for classified staff. Administrators will also be compensated on performance and evaluation.

The new plan, entitled The Oakwood COMPASS Plan (**Compensate Performance that Affects Student Success**), is one of the first in the region and State. Salary increases are based upon evaluation and classroom observation criteria, district performance, and directed, self-improvement processes. Under this plan, teachers can receive between a 1.0% and 2.5% increase based upon the Ohio Department of Education's evaluation system, with high achieving teachers eligible for an additional 0.5%. Beginning teacher salaries have been increased to a base of \$45,000 so that the district can remain competitive in attracting the best teachers. Another component is a district incentive that allows all employees to earn an additional stipend based upon student growth and achievement. The third component of the COMPASS Plan is an intensive professional practice study that may be completed every three (3) years in order for a teacher to earn \$1,500 on his or her base salary. Teachers will continue to be compensated for Master Degrees.

"I am very grateful to the Teachers' Association, Administrative Team, and Board of Education for their collaborative efforts over the past two years as we crafted the COMPASS Plan. This was hard work but also an opportunity to demonstrate leadership at the local level," stated Superintendent Dr. Mary Jo Scalzo. "We responded to our community's interest in pursuing an alternative to the traditional compensation system for educators."



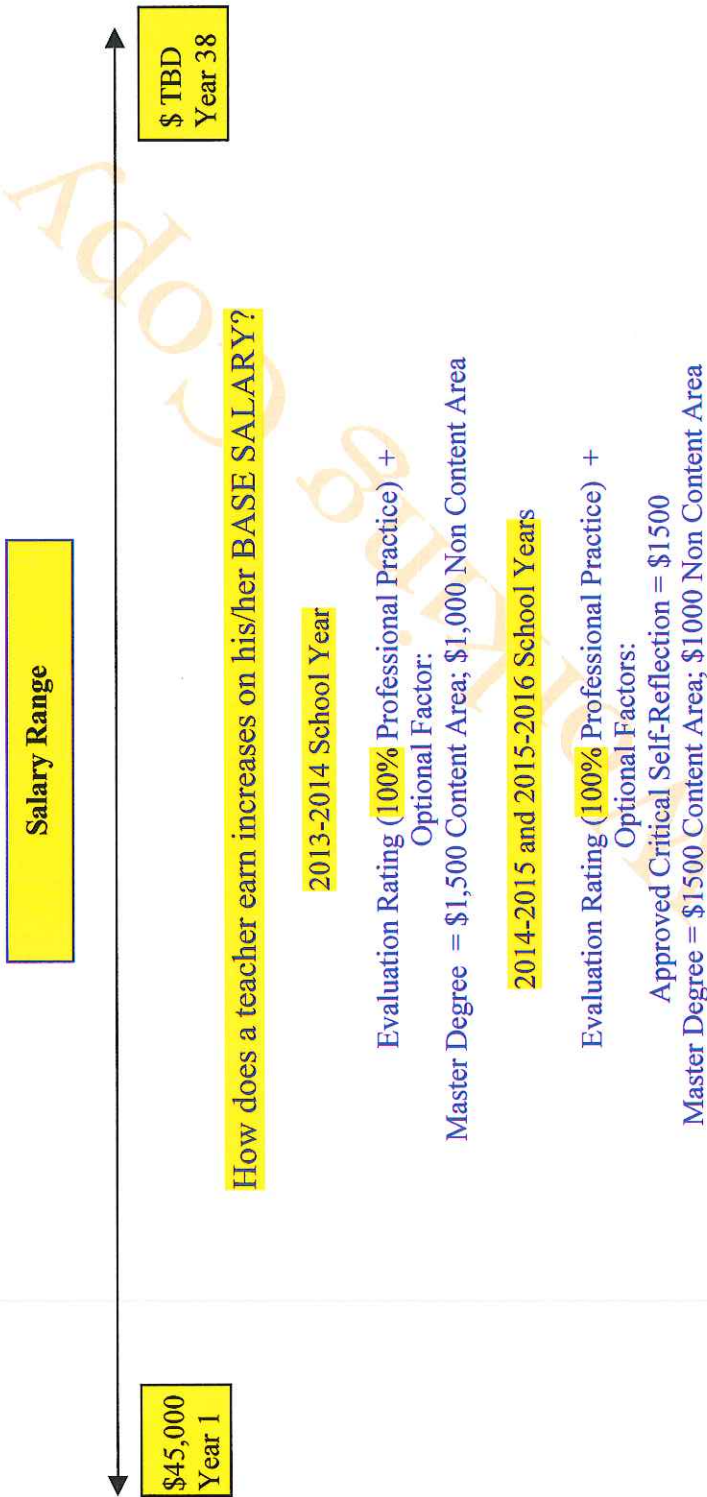
Association President Jay Lane continued, "The Oakwood Teachers' Association is satisfied with the terms of the new contract. Given the financial position of the district, not knowing what state funding Oakwood will be receiving for the next two years, we are happy that teachers are receiving increased compensation. From this point forward, increases in compensation for all teachers, are based upon classroom evaluations, district student achievements, attaining a Master degree or higher, and completion of a critical self-reflection project. This compensation plan was created and refined over the last two years through many hours of exhaustive discussion. There is still lots of work to be done to make sure every teacher understands the new compensation and evaluation plans."

Board President Mr. Sam Davis commented, "Oakwood is now in a position to lead the region in the area of performance-based compensation, fostering better schools for our kids and our community. I am extremely proud of our leadership – Superintendent Dr. Mary Jo Scalzo and Oakwood Teachers' Association President Jay Lane – for their tireless dedication in launching the COMPASS plan. Further, our teachers and staff should be recognized for their courage and patience in supporting the effort."

This contract replaces the traditional salary schedule that most schools and other governments have used since the early 1900's which grants automatic increases based upon years of experience and educational levels. It follows two years of 0% increases for all Oakwood Schools' employees. Several months ago, the Ohio Department of Education recognized the work and leadership of the Oakwood Schools on this issue by approving an Alternate Compensation Reform Grant that will pay for a portion of the initial implementation.

The new Agreement commences July 1, 2013 and ends on June 30, 2016.

Oakwood City School District: Teacher COMPASS Plan



**What is a Fixed Annual Incentive?**

This possible compensation is a one-time annual payment and is noncumulative (It is NOT a Base Salary Increase). It is a direct result of documented student achievement at a high level. All employees are eligible for the Fixed Annual Incentive because we believe student achievement is influenced by the collective efforts of all district employees.

**2014-2015 and 2015-2016**

The District's State Report Card Grade of A = \$375.00

Median ACT Score in top 1% of Ohio = \$375.00

Date: 05/31/13

- a. In consideration of the benefits of participating in the Sick Leave Bank, each applicant for membership in the Bank and for benefits from the Bank shall, as a condition to such application, agree in writing as follows:  
  
 "I specifically acknowledge and agree that the granting of days from the Sick Leave Bank shall be the sole discretion of the Sick Leave Bank Committee. All decisions of the Sick Leave Bank Committee will be final and binding and not subject to grievance. I further agree to abide by such decision and to indemnify and hold harmless the Oakwood City School District, the Oakwood Teachers Association, the Sick Leave Bank Committee, and all other agents for any loss they may sustain as a result of any claim or legal proceeding I may bring against any of them with respect to a decision made by any of them concerning this application."
- b. Application for the Sick Leave Bank days must be made to the Sick Leave Bank Committee Chairperson.
- c. The Sick Leave Bank Committee shall meet and render a written decision within ten (10) work days of receipt of request.
- d. Unused requested days shall be returned to the Sick Leave Bank.
- e. The Sick Leave Bank will begin with one (1) day from each contributing Unit Member. When the fund is depleted below fifty (50) days, each participant will be assessed one (1) additional day. The Sick Leave Bank Committee shall be responsible for notifying employees of each assessment period.
- f. Extension of additional days may be applied for in the same manner as original application up to the thirty (30) days per contract year maximum.
- g. When an employee donates days to the Bank, he/she agrees to the above stated rules for administration of the Bank and agrees to abide by the stated rules.
- h. All decisions of the Sick Leave Bank Committee shall be final and binding, and not subject to the grievance provisions of the existing collective bargaining agreement between the Association and the Board.

## **ARTICLE VII – COMPENSATION AND BENEFITS**

### **A. Base Salary**

#### **1. New Unit Members Employed Beginning With The 2013-2014 School Year**

- a. The base salary (BA, 0 years), as applied to the salary schedule shall be \$45,000 effective July 1, 2013.

- b. For Unit Members who begin teaching in Oakwood Schools with the 2013-2014 school year, starting salaries shall be set in accordance with the new Unit Member's actual experience up to a maximum of ten (10) years and other relevant factors, including training record. Administration shall make the salary range placement and inform the OTA President of the factors considered as part of this decision. Initial compensation decisions by the Superintendent and Board are final and not subject to the Grievance Procedure.
- c. The Salary Range Placement Chart for Unit Members new to the Oakwood Schools is found in Appendix D.
- d. Any Unit Member erroneously placed at a higher salary other than warranted by his/her actual experience, training record, or other relevant factors shall be paid at this level until the error is rectified, and the Board will not seek recovery.

2. Current Unit Members

- a. All current, full-time equivalent teachers, including those designated as Resident Educators by the State of Ohio, shall be compensated at a minimum of \$45,000 effective July 1, 2013.
- b. The base salary of current Unit Members is defined as the salary earned in the previous school year.
- c. Base salary does not include one-time payments (Fixed Annual Incentives) as defined in Appendix I or compensation for supplemental contracts.
- d. Any Unit Member erroneously placed at a higher salary other than warranted by his/her performance evaluation, Master attainment, and/or critical self-reflection shall be paid at this level until the error is rectified, and the Board will not seek recovery.

B. Base Salary Advancement

This compensation is cumulative.

1. Performance Evaluation for Compensation

The components include: 1) the OTES rubric rating, 2) the evaluator's assessment of the teacher's Professional Growth Plan, and 3) the Unit Member's assessment of his/her Professional Growth Plan. These components are rated according to an agreed upon scale with the cumulative score determining the percentage of increase. See Appendix I for the forms and the compensation matrix.

2. Critical Self-Reflection

This is a self-study conducted by the Unit Member in order to enhance his/her technical practice for the purpose of increasing student achievement. Unit members have two options for completing a Critical Self-Reflection:

- a. the Oakwood City School District Framework as presented in Appendix I.
  - b. a stand-alone option, one in which a separate institution determines the framework, deadlines, etc., as presented in Appendix I
3. Master or Doctorate Degree Attainment
- a. An official certified transcript shall be presented as evidence of satisfactory work promptly upon completion of a Master or Doctorate degree. If the Master or Doctorate degree is earned prior to September 15, the degree shall be evaluated for salary purposes effective the first day of the current school year. An official certified transcript must be presented by November 1 if such credit is to be applied beginning with the first work day of that school year.
  - b. A Master or Doctorate degree earned after September 15 but before January 15 of the current school year shall be considered for salary purposes effective January 1 of the current school year. An official certified transcript must be presented by March 1 if such credit is to be prorated and applied beginning with January 1 of that school year.
  - c. The Superintendent shall allow for late presentations provided that lateness is due to circumstances beyond the control of the Unit Member.

See Appendix I for the rate of compensation.

C. Fixed Annual Incentive

This possible compensation is a one-time annual payment and is noncumulative. It is based upon the collective efforts of all district employees that result in high levels of student achievement. See Appendix I.

D. Supplemental Compensation

1. Supplemental Assignments and Salary Schedule

- a. The Supplemental Assignments and Salary Schedule shall appear as Appendices A & B.
- b. When the need for new positions on Supplemental Assignments arises, the administrative staff shall consult with the Unit Members in the area involved to determine responsibilities and time involved in the position. After such consultation, the Superintendent shall place the position within the appropriate level.

## APPENDIX D – SALARY RANGE PLACEMENT SCHEDULE

Effective July 1, 2013

These schedules are used to determine the base salary for new employees.

Bachelor		
Yrs. Experience	Minimum	Maximum
0	\$45,000	
1-2	\$45,900	\$47,754
3-4	\$47,754	\$49,684
5-6	\$49,684	\$51,691
7-8	\$51,691	\$53,779
9-10	\$53,779	\$55,952
Master		
Yrs Experience	Minimum	Maximum
0	\$46,500	
1-2	\$47,895	\$50,812
3-4	\$50,812	\$53,906
5-6	\$53,906	\$57,189
7-8	\$57,189	\$60,672
9-10	\$60,672	\$64,367

## **APPENDIX F - TEACHER EVALUATION FORMS**

1. Professional Growth Plan
2. Improvement Plan Notification
3. Professional Improvement Plan
4. Post-observation Conference
5. Final Summative Rating
6. Professional Growth Plan evaluation
7. Professional Improvement Plan evaluation



# Professional Growth Plan

Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Subject: \_\_\_\_\_

Evaluator: \_\_\_\_\_ School Year: \_\_\_\_\_ Self Directed ☐ Collaborative ☐

Area of Focus Student Achievement/Outcomes for Students	Date Record dates when discussed	Action Plan Supports needed, resources, professional development
<p>OTES Rubric Indicator:</p> <p>Goal Statement:</p> <p>Rationale: (specific reasons you selected this goal)</p> <p>Evidence Indicators:</p>		

# Professional Growth Plan

Area of Focus Performance on the Ohio Standards for the Teaching Profession	Date Record dates when discussed	Action Plan Supports needed, resources, professional development
<p>OTES Rubric Indicator:</p> <p>Goal Statement:</p> <p>Rationale: (specific reasons you selected this goal)</p> <p>Evidence Indicators:</p>		

\_\_\_\_\_  
Date  
Carmichael City School District

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator Signature

# Professional Improvement Plan Notification

Written improvement plans are to be developed in the circumstances when an educator makes below expected academic growth with his/her students AND/OR receives an overall ineffective rating or an ineffective rating on any of the components of the OTES system. The purpose of the improvement plan is to identify specific deficiencies in performance and foster growth through professional development and targeted support. If corrective actions are not made within the time as specified in the improvement plan, a recommendation may be made for dismissal or to continue on the plan.

Name: \_\_\_\_\_ School: \_\_\_\_\_

Grade Level/Subject: \_\_\_\_\_

Evaluator: \_\_\_\_\_ School Year: \_\_\_\_\_

Date of Notification: \_\_\_\_\_

## Rationale for Referral for a Professional Improvement Plan

In the space below, provide a rationale for the teacher being referred for a Professional Improvement Plan (150-250 words). Please make specific reference to the teacher's *Summative Evaluation Rating* and the teacher's *Student Growth and Teacher Performance Scores*.

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

Cleveland City Schools 06/2012

# Professional Improvement Plan

Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Subject: \_\_\_\_\_  
 Evaluator: \_\_\_\_\_ School Year: \_\_\_\_\_ Date of Improvement Plan Conference: \_\_\_\_/\_\_\_\_/\_\_\_\_

Section 1: Improvement Statement		
Performance Indicator(s) Addressed in this Plan	Date <small>Record dates when concern or improvement area observe</small>	Specific Statement of the Concern: Areas of Improvement
<b>Section 2: Desired Level of Performance</b> List specific measurable goals to improve performance. Indicate what will be measured for each goal.		
Beginning Date:	Ending Date:	Level of Performance:

# Professional Improvement Plan

## Section 3: Specific Plan of Action:

Describe in detail specific plans of action that must be taken by the teacher to improve his/her performance. Indicate the sources of evidence that will be used to document the completion of the improvement plan.

**Actions to be Taken**

**Sources of Evidence that will be Examined**

## Section 4: Assistance and Professional Development:

Describe in detail specific supports that will be provided as well as opportunities for professional development.

Date for Plan to be Evaluated: \_\_\_\_/\_\_\_\_/\_\_\_\_

Evaluator Signature

Date

Teacher Signature

Date



# Post-Observation Conference Form

Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Subject: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_ Observation 1 ☐ 2 ☐ 3 ☐

Reinforcement (area of relative strength)
OTES Rubric Indicator:
Self-Analysis Question:
Evidence from Script: (keys points discussed)

# Post-Observation Conference Form

<b>Refinement (area of relative weakness)</b>
<b>OTES Rubric Indicator:</b>
<b>Self-Analysis Question:</b>
<b>Evidence from Script: (keys points discussed)</b>

**Teacher Comments:**

Observation Rating	Ineffective	Developing	Proficient	Accomplished

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

Oakwood City Schools 08/2012

# Oakwood City School's Final Summative Rating Form

Name \_\_\_\_\_ Grade Level / Subject \_\_\_\_\_ School \_\_\_\_\_  
 School Year \_\_\_\_\_ Date \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_ Leave (as of 4/30): professional- \_\_\_\_\_ sick- \_\_\_\_\_ personal- \_\_\_\_\_ other- \_\_\_\_\_

Evaluator Statement and Recommendations: (Area of Reinforcement, Area of Reinforcement, PGP, Leave)		Evaluatee Statement: (optional)	
PGP Rating: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		PGP Rating: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
OTES Rating: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>		OCSD Rating: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

Pre-Observation Date: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Observation Date: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Post-Observation Date: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Pre-Observation Date: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Observation Date: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Post-Observation Date: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
PGP Conference Date: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Mid-Year Conference Date: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Final Review Conference Date: <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

My signature indicates that I have been advised of my performance status; it does not necessarily imply that I agree with this evaluation.

Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_ Evaluator Signature \_\_\_\_\_ Date \_\_\_\_\_  
 The evaluator's signature on this form verifies that the proper procedures as detailed in the Evaluation Handbook have been followed.

## APPENDIX I – COMPENSATION INFORMATION

FIXED ANNUAL INCENTIVES (available annually, not added to a unit member's base salary)

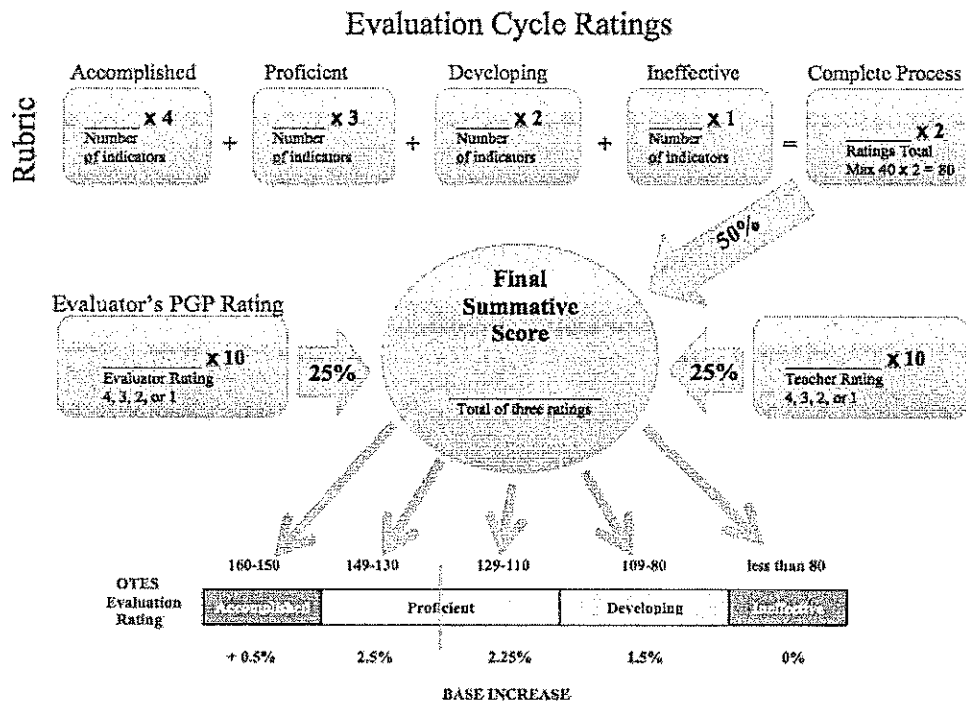
\$375 – for an Overall Grade of A as reported on the State Report Card in the fall of each school year, paid during that same school year

\$375 – for a median ACT score in the top 1% of all Ohio public school districts, reported in the fall of each school year, paid during that same school year

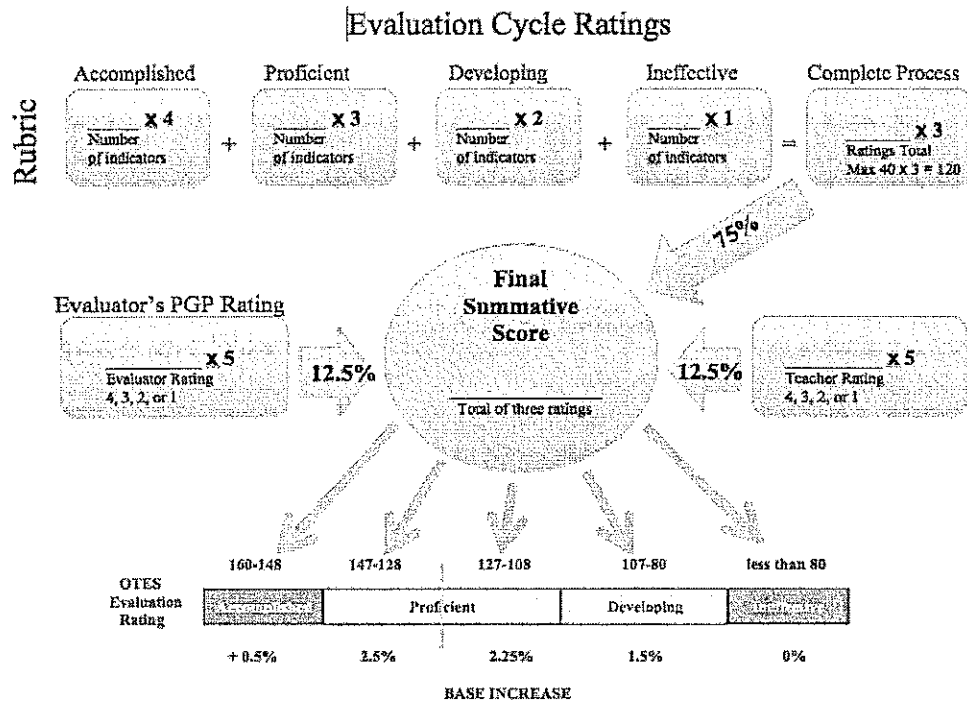
### BASE SALARY INCREASES

OTES based evaluation score calculation and scale for compensation

2013-2014 School year

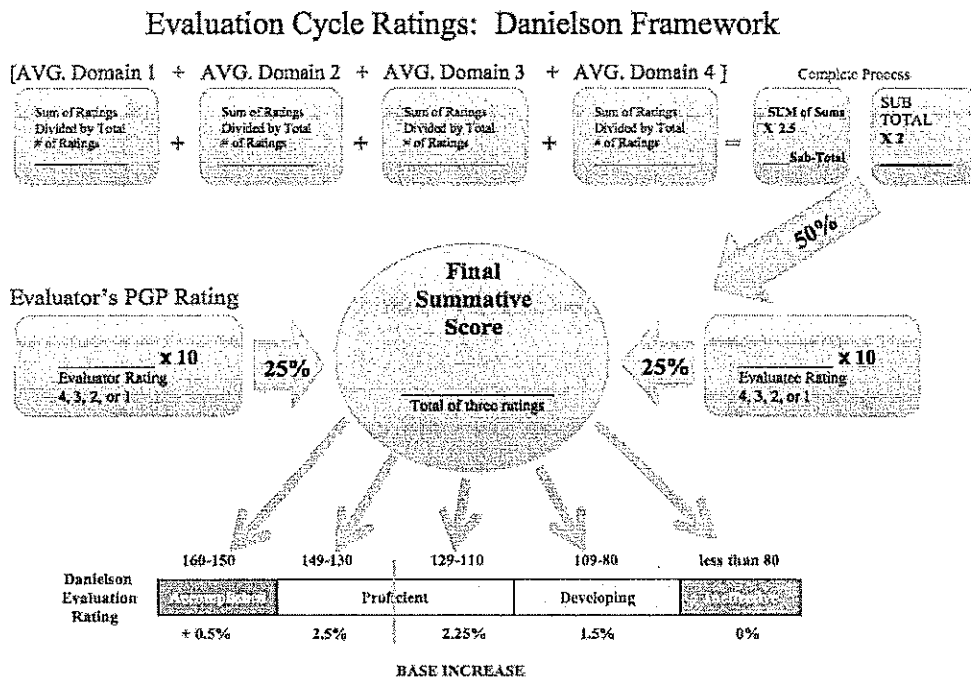


2014 – 2015 and 2015 – 2016 School years



Danielson based evaluation score calculation and scale for compensation

2013-2014 School year

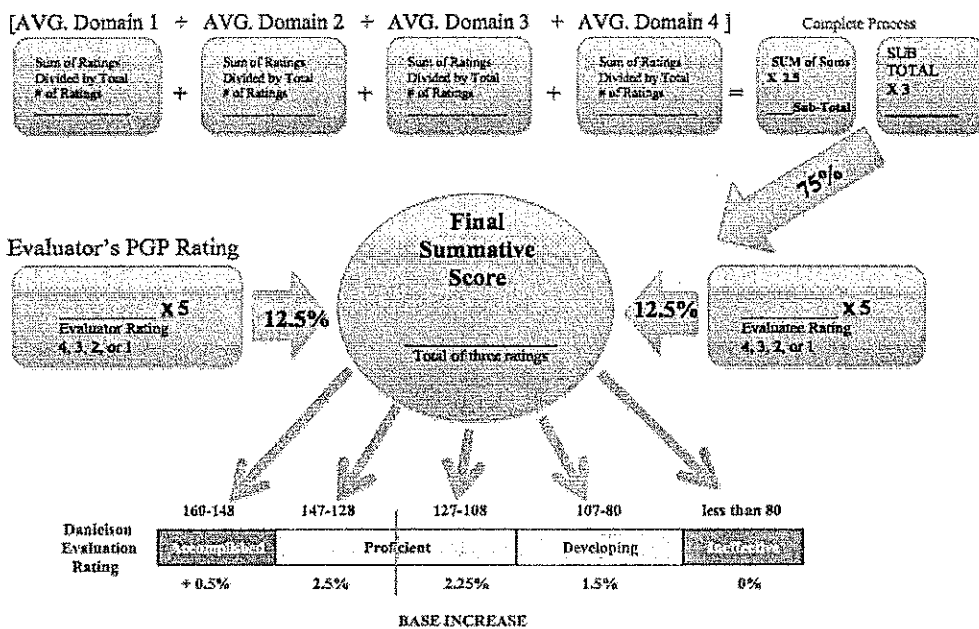


Danielson Framework Revised 06-20-2013



2014 – 2015 and 2015 – 2016 School years

### Evaluation Cycle Ratings: Danielson Framework



Danielson Framework Revised 06/09/2013

Attainment of any Master/Doctorate degree

Elementary

\$1500 for any content area

\$1000 for non-content area (ed leadership, guidance, administration, etc.)

Secondary

\$1500 for your content area

\$1000 for non-content area (ed leadership, guidance, administration, etc.)

Completion of Critical Self-reflection

\$1500

### Oakwood City School District's Critical Self-reflection Process

#### Requirements and Compensation:

- Unit members may complete a Critical Self-reflection once every three years
- Unit members who complete a Critical Self-reflection increase their base salary by \$1,500

#### Deadlines

1. To receive the full compensation of \$1500, effective the first day of the 2014-15 school year, a unit member must submit:

- the proposal to and receive approval from his/her principal by October 15, 2013;
- the final version of his/her Critical Self-reflection in a meeting with his/her principal by October 15, 2014.

2. To receive partial compensation of \$750 on the base salary, effective January 1, 2015, a unit member must submit:

- the proposal to and receive approval from his/her principal by January 25, 2014;
- the final version of his/her Critical Self-reflection in a meeting with his/her principal by January 25, 2015.

The remaining \$750 will be added to the base salary at the beginning of the 2015-16 school year.

3. To receive the full compensation of \$1500, effective the first day of the 2015-16 school year, a unit member must submit:

- the proposal to and receive approval from his/her principal by October 15, 2014;
- the final version of his/her Critical Self-reflection in a meeting with his/her principal by October 15, 2015.

4. To receive partial compensation of \$750 on the base salary, effective January 1, 2016, a unit member must submit:

- the proposal to and receive approval from his/her principal by January 25, 2015;
- the final version of his/her Critical Self-reflection in a meeting with his/her principal by January 25, 2016.

The remaining \$750 will be added to the base salary at the beginning of the 2016-17 school year.

5. To receive the full compensation of \$1500, effective the first day of the 2016-17 school year, a unit member must submit:

- the proposal to and receive approval from his/her principal by October 15, 2015;
- the final version of his/her Critical Self-reflection in a meeting with his/her principal by October 15, 2016.

6. To receive partial compensation of \$750 on the base salary, effective January 1, 2017, a unit member must submit:

- the proposal to and receive approval from his/her principal by January 25, 2016;
- the final version of his/her Critical Self-reflection in a meeting with his/her principal by January 25, 2017.

The remaining \$750 will be added to the base salary at the beginning of the 2017-18 school year.

## Process

Teachers have **two options** for completing a Critical Self-reflection:

- a. follow the Oakwood City School District Framework, requires principal approval of proposal
- b. complete a stand-alone option (one in which a separate institution determines the framework, deadlines, etc.)

### A. The Oakwood City School District Framework

#### Requirements of the Critical Self-reflection

- Teacher directed
- Must align with one or more of the following:
  - Mission and vision
  - District goals
  - Building goals
  - Teacher's goals and Professional Growth Plan
- Enhances technical practice for the purpose of increasing student achievement
- Provides a meaningful growth experience
- Includes ongoing communication with the teacher's principal

#### Proposal Components and Methodology

The proposal is a written document which describes a teacher's intended study, what the teacher hopes to learn from the study, and outlines methodology.

##### **1. Context / Rationale**

- What led up to this process?
- Why did you choose to complete this particular self-reflection project?
- How will student achievement be enhanced?

##### **2. Process / Action Plan**

- In what types of experiences will you engage? Be as detailed as possible; see Choice Board below.
- What kind of data will you collect and how will you collect it?
- When will you complete the steps? Include a timeline.

##### **Choice Board for potential experiences:**

- |  |
|--|
| <ul style="list-style-type: none"><li>• Enhance technical practice in a specific indicator or domain</li><li>• Examine a leadership role</li><li>• Develop a new program</li><li>• Conduct an action research project</li><li>• Develop effective instructional strategies</li><li>• Other as approved</li></ul> |
|--|

### **3. Evidence / Product**

- How will you document your work?
- What will you use to illustrate/support your experience?
- What student artifacts or work samples will be collected?
- Your product needs to demonstrate your investment in the process.

### **Choice Board for Illustrating one's reflection on the experience**

- |  |
|--|
| <ul style="list-style-type: none"><li>• Video</li><li>• Presentation or production</li><li>• Paper</li><li>• Project</li><li>• Portfolio</li><li>• Demonstration</li><li>• Other as approved</li></ul> |
|--|

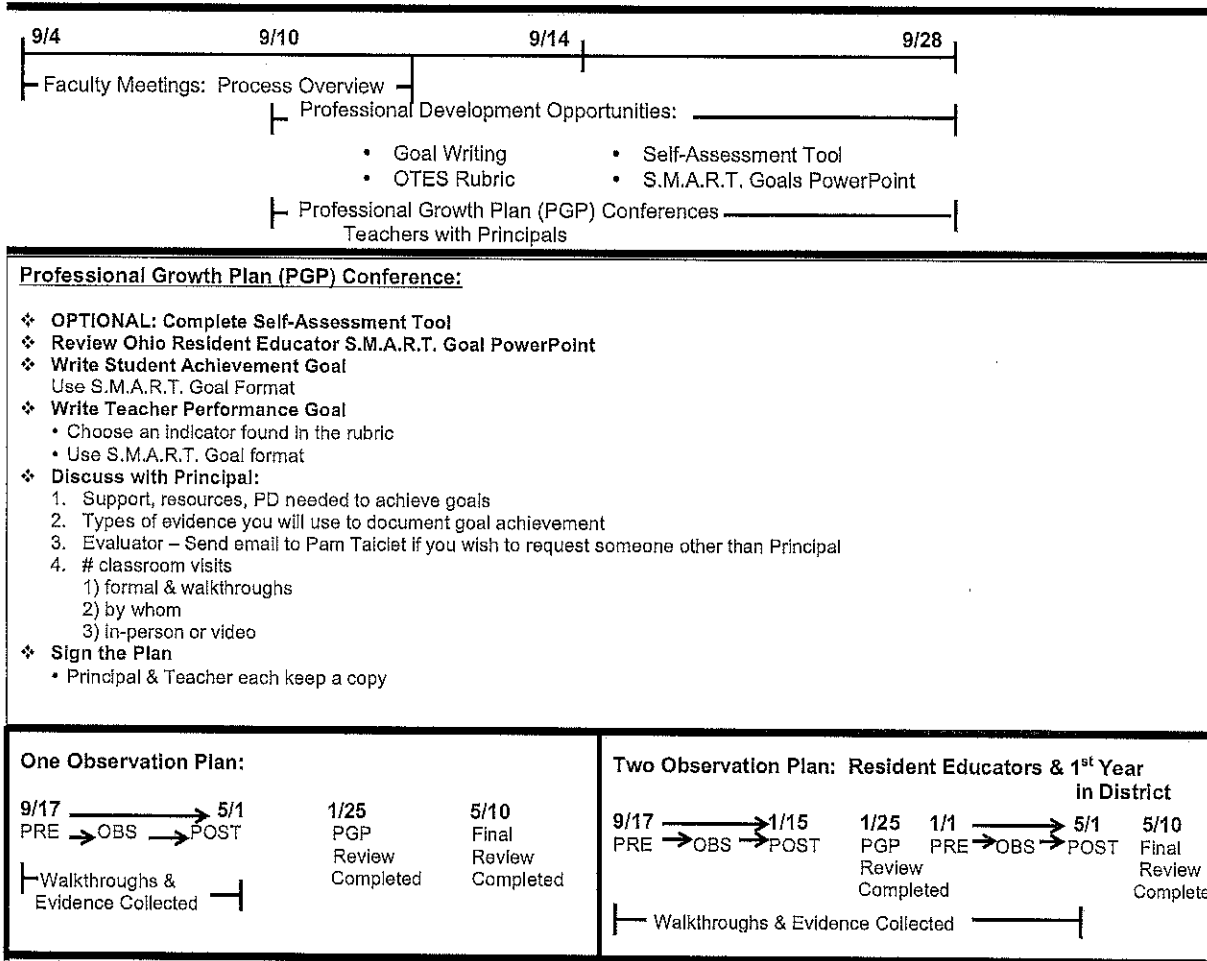
### **4. Reflection / Action**

- What did you learn from this experience?
- What will change as a result of what you learned?
- What will you do with this experience going forward?
- How did your students benefit, or how will they, as a result of this experience?

**B. Stand-Alone Critical Self-reflections** (faculty members will follow the submission timelines of the self-reflection options listed below; the district will compensate teachers when they successfully submit their work)

- National Board Certification or Renewal
- Master Teacher Portfolio
- District's Original Performance Compensation Modules
- Resident Educator program including a final written reflection
- Lead Teacher Certification

**Oakwood City Schools  
Evaluation Framework  
2012-2013**



<p style="text-align: center;"><u><b>Pre-Conference</b></u></p> <p>Sample Questions pp. 33-34</p> <p>Conduct Pre-Conference at least 1 day before observation</p> <ol style="list-style-type: none"> <li>1. Teacher prepares written responses for Instructional Planning Indicators:                         <ul style="list-style-type: none"> <li>• Focus for Learning</li> <li>• Assessment Data</li> <li>• Prior Content Knowledge</li> <li>• Knowledge of Students</li> </ul> </li> <li>2. Teacher reviews Instructional Assessment Indicators as necessary for this specific lesson and is prepared to discuss</li> <li>3. Confirm date/time of observation</li> </ol>	<p style="text-align: center;"><u><b>Post-Conference</b></u></p> <p>Conduct Post-Conference as soon as feasible after observation.</p> <ol style="list-style-type: none"> <li>1. Introduction – “How do you think the lesson went?”</li> <li>2. Reinforcement (Area of Relative Strength)                         <ul style="list-style-type: none"> <li>• Evaluator identifies <u>one</u> area</li> <li>• Evaluator &amp; Teacher discuss reflective questions</li> <li>• Evaluator provides evidence from notes</li> </ul> </li> <li>3. Refinement (Area of Relative Weakness)                         <ul style="list-style-type: none"> <li>• Evaluator identifies <u>one</u> area</li> <li>• Evaluator &amp; Teacher discuss reflective questions</li> <li>• Evaluator provides evidence from notes</li> <li>• Evaluator provides recommendation(s) for future practices</li> </ul> </li> <li>4. Rating                         <ul style="list-style-type: none"> <li>• Evaluator provides rating for each indicator based upon                                 <ol style="list-style-type: none"> <li>1) Pre-Conference</li> <li>2) Observation</li> <li>3) Post-Conference, and</li> <li>4) Walkthroughs</li> </ol> </li> </ul> </li> <li>5. Evaluator completes Post-Observation Conference Form within 2 days of Post-Conference</li> <li>6. Evaluator &amp; Teacher sign Form within 4 days of Post-Conference</li> </ol>	<p style="text-align: center;"><u><b>PGP Review</b></u></p> <p>Evaluator and teacher meet to review PGP and the Observation 1 Rubric Ratings.</p> <ol style="list-style-type: none"> <li>1. Make realignments as appropriate on <i>PGP</i>, or</li> <li>2. Create a <i>Professional Improvement Plan (PIP)</i> if <u>corrective</u> action is necessary.                         <p>*This requires completion of the PIP Notification Form prior to beginning work on the <i>PIP</i>.</p> </li> <li>3. Discuss walkthroughs and other evidence collected since observation.</li> </ol>	<p style="text-align: center;"><u><b>Walkthroughs</b></u></p> <ul style="list-style-type: none"> <li>• Minimum of 2</li> <li>• Use Walkthrough Card</li> </ul>	<p style="text-align: center;"><u><b>Final Review</b></u></p> <ol style="list-style-type: none"> <li>1. Evaluator &amp; Teacher complete Evaluation Form for <i>Professional Growth Plan</i> or the <i>Professional Improvement Plan</i>.</li> <li>2. Evaluator &amp; Teacher review the <i>Final Summative Rating of Teacher Effectiveness</i> and # Leave Days for the year.</li> <li>3. Evaluator and teacher sign both Forms.</li> <li>4. Teacher may attach additional comments if desired.</li> <li>5. The <i>PGP/PIP</i> and <i>Final Summative Rating Forms</i> are filed in teacher's official personnel file.</li> </ol>
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**Observation**

- At least 30 minutes
- Evaluator will script during the entire lesson

*OTES – Regular and Special Education Teachers  
Danielson – Library Media Specialist, Nurse, Psychologist, Counselor,  
Speech Therapists*



# **Oakwood City Schools**

Name \_\_\_\_\_ Time of Arrival \_\_\_\_\_ Time of Departure \_\_\_\_\_ Student Engagement Y / N  
 School: OHS OJHS H S L Subject/Grade \_\_\_\_\_ Date \_\_\_\_\_

<b>Focus for Learning</b> Learning objective is: grade appropriate <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> ? <input type="checkbox"/> Not Obs aligned with Ohio standards <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> ? <input type="checkbox"/> Not Obs measurable <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> ? <input type="checkbox"/> Not Obs  Learning outcomes and goals are clearly communicated to students <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> ? <input type="checkbox"/> Not Obs	<b>Assessment Data</b> Lesson reflects use of: Diagnostic assessments <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> ? <input type="checkbox"/> Not Obs Formative assessments <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> ? <input type="checkbox"/> Not Obs Summative assessments <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> ? <input type="checkbox"/> Not Obs
<b>Prior Content</b> Clear and coherent connections with students' prior knowledge <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> ? <input type="checkbox"/> Not Obs future learning <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> ? <input type="checkbox"/> Not Obs	<b>Lesson Delivery</b> Clear and accurate teacher explanations <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> ? <input type="checkbox"/> Not Obs Tools and strategies reflect learning objectives <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> ? <input type="checkbox"/> Not Obs Teacher provides timely and responsive feedback <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> ? <input type="checkbox"/> Not Obs
<b>Knowledge of Students</b> Evidence of teacher's familiarity with students' background knowledge and experiences <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> ? <input type="checkbox"/> Not Obs	<b>Differentiation</b> Instruction includes a variety of strategies, materials, and/or pacing to meet student needs <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> ? <input type="checkbox"/> Not Obs
<b>Classroom Environment</b> Positive rapport and respect <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> ? <input type="checkbox"/> Not Obs Efficient routines and transitions <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> ? <input type="checkbox"/> Not Obs Clear expectations for student behavior <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> ? <input type="checkbox"/> Not Obs Safe and conducive to learning <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> ? <input type="checkbox"/> Not Obs	<b>Resources</b> Address learning styles and actively engage learners <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> ? <input type="checkbox"/> Not Obs
<b>Assessment for Student Learning</b> Instruction guided by formative assessment of student learning <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> ? <input type="checkbox"/> Not Obs	

\_\_\_\_\_  
 Evaluator Signature

\_\_\_\_\_  
 Date

☐ Photocopy to Teacher

09/04/12



**Oakwood City School District**  
academic excellence since 1908

## Classified Evaluation/**COMPASS\*** Plan

**\*Compensate Performance that Affects Student Success**

Format For: Administrative Assistants, Instructional Aides, Van Drivers, Food Service, Technology, Groundskeeper, Clinic Aides, and LMC Aide.

### **Four Components For Compensation**

- Part 1. Evaluation – Point System**
- Part 2. Add-Ons – Exceptional Work**
- Part 3. Professional Development**
- Part 4. District Incentive**

### **Part 1. - Evaluation**

#### **3 Major Competencies**

- a. Professional (5 categories)
- b. Human Relations (5 categories)
- c. Management (3 categories)

#### **Point System (Regular)**

- 13 categories @ 10 points each = 130 points (see note) **Total = 130 points**

#### **Point System (Exceptional)**

- 13 categories @ 12 points each = 156 points **Total = 156 points**

### **COMPASS**

- a. 116 -156 points = 2.50% increase of salary (**Exceeds Standards – High**)
- b. 104 -115 points = 2.25% increase of salary (**Exceeds Standards**)
- c. 92 -103 points = 2.00% increase of salary (**Meets Standards – High**)
- d. 80 - 91 points = 1.75% increase of salary (**Meets Standards – Medium**)
- e. 65 - 79 points = 1.50% increase of salary (**Meets Standards**)
- f. 23 - 64 points = 1.00% increase of salary (**Needs Improvement**)
- g. 0 - 22 points = 0.00% increase of salary (**Does Not Meet Standards**)

Exceeds Standards		Meets Standards			Needs Improvement
2.50%	2.25%	2.00%	1.75%	1.50%	1.00%
116-156	104-115	92-103	80-91 099	65-79	23-64 pts.



**Improvement Plan** – Any specific item marked 0-4 needs a written improvement plan detailed for the upcoming year.

## **Part 2. - Add Ons**

a. **Add-Ons for Exceptional Work as Evaluated in Major Competencies:**

A classified employee may earn up to three (3) Add-Ons, (one for each of the major competencies: Professional, Human Relations, Management) for exceptional performance throughout the year. Each Add-On will result in a 0.25% increase. To be eligible: a.) at least two (2) sub-categories in a major competency must be rated 12 (Exceptional), b.) documentation of this performance must be provided, and c.) Superintendent approval is required.

b. **Add-On for Significant Contribution:** Up to 0.5% increase, to be determined by the Superintendent, for other significant contributions to the District's Mission and Operations.

Maximum Increase Possible for a Classified Employee = 3.75%

Minimum Increase Possible for a Classified Employee who Exceeds Standards in All Categories (Minimum 104 points) = 2.25%

Minimum Increase Possible for a Classified Employee who Meets Standards in All Categories (Minimum 65 points) = 1.50%

## **Part 3. - Professional Development:**

It is important that Classified Employees participate in Professional Development throughout the year. This shall be reflected in the Evaluation Process. The current provision for Professional Development (the earning of 50 clock hours for a 1% increase) shall continue at this time.

### **Attendance:**

Because attendance affects performance, attendance shall be recorded on the Evaluation Form.

**Note:** - If sub-category IIc or IId are not applicable to a specific position, the evaluator will double-weight another sub-category in Competency II.

## **Part 4. - District Incentive:** – As Applicable for the entire district

# Classified Evaluation Form

Name: School/Department: School Year: Years in Present Assignment:

Job Title: Date of Last Evaluation: Years in Oakwood System:

Total Years Experience:

I. Professional Competencies	*	Exceeds Standards	Meets Standards	Needs Improvement	Does Not Meet Standards	COMMENTS:
a. Job Knowledge & Skills	12	10 9 8	7 6 5	4 3 2	1 0	
b. Communication Skills	12	10 9 8	7 6 5	4 3 2	1 0	
c. Quantity of Work	12	10 9 8	7 6 5	4 3 2	1 0	
d. Quality of Work	12	10 9 8	7 6 5	4 3 2	1 0	
e. Resourcefulness	12	10 9 8	7 6 5	4 3 2	1 0	
<b>T1 Totals</b>						

II. Human Relations Competencies	*	Exceeds Standards	Meets Standards	Needs Improvement	Does Not Meet Standards	COMMENTS:
a. Relationship with Administrators, Supervisors & Teachers	12	10 9 8	7 6 5	4 3 2	1 0	
b. Relationship with Co-workers	12	10 9 8	7 6 5	4 3 2	1 0	
c. Relationship with Parents & Public	12	10 9 8	7 6 5	4 3 2	1 0	
d. Relationship with Students (if applicable)	12	10 9 8	7 6 5	4 3 2	1 0	
e. Promotes a Positive Image within the school/office	12	10 9 8	7 6 5	4 3 2	1 0	
<b>T2 Totals</b>						

- Exceptional – Specific Evidence Required
- Any item marked 0-4 needs a written improvement plan.

III. Management Competencies		Exceeds Standards	Meets Standards	Needs Improvement	Does Not Meet Standards	COMMENTS:
	*					
a. Dependability	12	10 9 8	7 6 5	4 3 2	1 0	
b. Flexibility	12	10 9 8	7 6 5	4 3 2	1 0	
c. Organization	12	10 9 8	7 6 5	4 3 2	1 0	
T3 Totals						

Totals T1 = _____ T2 = _____ T3 = _____		
Grand Total		

- Exceptional – Specific Evidence Required
- Any item marked 0-4 needs a written improvement plan.

Summary Comments: (Mandatory)

Employee's Signature \_\_\_\_\_ Date \_\_\_\_\_ Signature of Evaluator \_\_\_\_\_ Date \_\_\_\_\_

(This signature indicates the employee has read the report and a conference was held. This does not necessarily indicate agreement with this evaluation.)

Employee's Comments (Optional and may attach additional sheet) \_\_\_\_\_  
Other Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Please return evaluation to:  
A copy will be returned to employee and evaluator.





## Classified Evaluation/**COMPASS\*** Plan

**\*Compensate Performance that Affects Student Success**

Format For: Head Custodians and Custodians

### **Four Components For Compensation**

- Part 1. Evaluation – Point System**
- Part 2. Add-Ons – Exceptional Work**
- Part 3. Professional Development**
- Part 4. District Incentive**

### **Part 1. - Evaluation**

#### **4 Major Competencies**

- a. Professional (5 categories)
- b. Human Relations (5 categories)
- c. Management (3 categories)
- d. Job Specific (10 Categories)

#### **Point System (Regular)**

- 23 categories @ 10 points each = 230 points (see note) **Total = 230 points**

#### **Point System (Exceptional)**

- 23 categories @ 12 points each = 276 points, **Total = 276 points**

### **COMPASS**

- a. 201 -276 points = 2.50% increase of salary (**Exceeds Standards – High**)
- b. 184 -200 points = 2.25% increase of salary (**Exceeds Standards**)
- c. 162 -183 points = 2.00% increase of salary (**Meets Standards – High**)
- d. 142 -161 points = 1.75% increase of salary (**Meets Standards – Medium**)
- e. 115 - 141 points = 1.50% increase of salary (**Meets Standards**)
- f. 46 - 114 points = 1.00% increase of salary (**Needs Improvement**)
- g. 0 - 46 points = 0.00% increase of salary (**Does Not Meet Standards**)

Exceeds Standards		Meets Standards			Needs Improvement
2.50%	2.25%	2.00%	1.75%	1.50%	1.00%
201-276	184-200	162-183	142-161	115-141	46-114 pts.



**Improvement Plan** – Any specific item marked 0-4 needs a written improvement plan detailed for the upcoming year.

## **Part 2. Add-Ons**

a. **Add-Ons for Exceptional Work as Evaluated in Major Competencies:**

A Classified Employee may earn up to three (3) Add-Ons, (one for each of the major competencies: Professional, Human Relations, Management) for documented cases of exceptional performance throughout the year. Each Add-On will result in a 0.25% increase. To be eligible, at least two (2) sub-categories in a major competency must be rated 12 (Exceptional), with documentation of this performance provided, and Superintendent Approval is required.

b. **Add-On for Significant Contribution:** Up to 0.5% increase to be determined by the Superintendent for other Significant contributions to the District's Mission and Operations.

Maximum Increase Possible for any Classified Employee = 3.75% increase  
Minimum Increase Possible for Employee who Exceeds Standards in All Categories (Minimum 184 points) = 2.25% increase  
Minimum Increase Possible for Employee who Meets Standards in All Categories (Minimum 115 points) = 1.50% increase

## **Part 3. - Professional Development:**

It is important that Classified Staff participate in Professional Development throughout the year. This shall be reflected in the Evaluation Process. The current provision for Professional Development (the earning of 50 clock hours for a 1% increase) shall continue at this time.

### **Attendance:**

Because attendance affects performance, attendance shall be recorded on the Evaluation Form.

Note - If sub-category 2c or 2d are not applicable to a specific position, the evaluator will choose another sub-category in Competency 2 to be double weighted.

## **Part 4. - District Incentive:** – As Applicable for the Entire District

# Custodial Evaluation Form

Name: \_\_\_\_\_ School/Department: \_\_\_\_\_ School Year: \_\_\_\_\_

Job Title: \_\_\_\_\_ Date of Last Evaluation: \_\_\_\_\_ Years in Oakwood System: \_\_\_\_\_

Total Years Experience: \_\_\_\_\_ Years in Present Assignment: \_\_\_\_\_

<b>I. Professional Competencies</b>	<b>*</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standards</b>	<b>COMMENTS:</b>
a. Job Knowledge & Skills	12	10 9 8	7 6 5	4 3 2	1 0	
b. Communication Skills	12	10 9 8	7 6 5	4 3 2	1 0	
c. Quantity of Work	12	10 9 8	7 6 5	4 3 2	1 0	
d. Quality of Work	12	10 9 8	7 6 5	4 3 2	1 0	
e. Resourcefulness	12	10 9 8	7 6 5	4 3 2	1 0	
<b>T1 Totals</b>						

<b>H. Human Relations Competencies</b>	<b>*</b>	<b>Exceeds Standards</b>	<b>Meets Standards</b>	<b>Needs Improvement</b>	<b>Does Not Meet Standards</b>	<b>COMMENTS:</b>
a. Relationship with Administrators, Supervisors & Teachers	12	10 9 8	7 6 5	4 3 2	1 0	
b. Relationship with Co-workers	12	10 9 8	7 6 5	4 3 2	1 0	
c. Relationship with Parents & Public	12	10 9 8	7 6 5	4 3 2	1 0	
d. Relationship with Students (if applicable)	12	10 9 8	7 6 5	4 3 2	1 0	
e. Promotes a Positive Image within the school/office	12	10 9 8	7 6 5	4 3 2	1 0	
<b>T2 Totals</b>						

- **Exceptional – Specific Evidence Required**
- Any item marked 0-4 needs a written improvement plan.

Classified Evaluation Form  
Custodian

V. Job Specific Competencies	*	Exceeds Standards			Meets Standards	Needs Improvement	Does Not Meet Standards	COMMENTS:
		10	9	8				
a. Establishes and maintains an efficient work routine for self.	12			8	7 6 5	4 3 2	1 0	
b. Demonstrates knowledge of plumbing, heating, painting, carpentry, electricity, metal work, masonry & mechanics.	12			8	7 6 5	4 3 2	1 0	
c. Is cooperative & flexible in responding to maintenance needs of the school district.	12			8	7 6 5	4 3 2	1 0	
d. Maintains an efficient work schedule without supervision.	12			8	7 6 5	4 3 2	1 0	
e. Conducts periodic inspections of assigned areas of responsibility.	12			8	7 6 5	4 3 2	1 0	
f. Maintains an accurate record of loaned materials & equip.	12			8	7 6 5	4 3 2	1 0	
g. Adequately supervises temporary maintenance personnel.	12			8	7 6 5	4 3 2	1 0	
h. Makes asbestos repairs according to AHERA guidelines.	12			8	7 6 5	4 3 2	1 0	
i. Performs seasonal maintenance duties as required.	12			8	7 6 5	4 3 2	1 0	
V. Totals								

\*Exceptional – Specific Evidence Required    \*Any item marked 0-4 needs a written improvement plan.

III. Management Competencies	Exceeds Standards	Meets Standards	Needs Improvement	Does Not Meet Standards	COMMENTS:
a. Dependability	12	7 6 5	4 3 2	1 0	
b. Flexibility	12	7 6 5	4 3 2	1 0	
c. Organization	12	7 6 5	4 3 2	1 0	
T3					

• Exceptional – Specific Evidence Required  
 • Any item marked 0-4 needs a written improvement plan.

Summary Comments: (Mandatory)

Totals	
T1 =	_____
T2 =	_____
V =	_____
T3 =	_____
Grand Total	_____

Employee's Signature	Date	Signature of Evaluator	Date
(This signature indicates the employee has read the report and a conference was held. This does not necessarily indicate agreement with this evaluation.)			
Employee's Comments (Optional and may attach additional sheet)		Other Evaluator	Date

Please return evaluation to:  
 A copy will be returned to employee and evaluator.