

COMPENSATION AND BENEFITS
INCENTIVES AND STIPENDS

DEAA
(LOCAL)

TRANSFORMATION OF
POLICY REGARDING
PERFORMANCE PAY
AND DIFFERENTIATED
COMPENSATION

The District's greatest strength is its human capital. As such, high expectations are set for school leadership to inspire creative thinking and innovative approaches that lead to instructional and operational excellence. These expectations create an instructional context that acknowledges that the personal, face-to-face contact between teacher and student will always be the central event in education. Changes in the District's structure, governance, and policies underscore the importance of this relationship and must coalesce to create an organizational culture that values employees who are results-oriented, talented, innovative thinkers who strive to increase student achievement and contribute to the reformation of public education.

To aid in this pursuit, in 2007 the District launched the ASPIRE (Accelerating Student Progress, Increasing Results and Expectations) Educational Improvement Model as a comprehensive improvement program built on four pillars: (1) developing human capital; (2) improving teaching and learning; (3) informing practice; and (4) recognizing excellence. The performance-pay-program, a component of ASPIRE, supports the District's goal to improve human capital.

Accordingly, high-performing employees as measured by value-added data should be rewarded. The District must establish levels of compensation and differentiated salaries driven by performance, value-added data, and accountability for all employees.

Also, human capital reform measures must focus on higher standards for recruitment and selection, job performance and compensation, professional development and career planning, and provide employees a viable career path within the organization.

EDUCATOR
PERFORMANCE
PROGRAMS

Qualifying employees shall receive performance-pay through an awards program established under the District's ASPIRE Award Program. Any performance pay distributed shall be considered payment for performance and not an entitlement as part of an employee's salary.

[See also DEA regarding stipends for noncontractual supplemental duties]

LOCAL CRITERIA

Performance pay shall be based on value-added data including, but not limited to:

- Annual student academic growth;
- Student achievement;
- Student enrollment and neighborhood enrollment;

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- Student dropout rates; and
- Student performance before and after school-level transitions:
 - Elementary school to middle school
 - Middle school to high school
 - High school to postsecondary