ProComp
The Denver Public Schools/Denver Classroom Teachers Association
Professional Compensation System for Teachers

Presented to the Board of Education
April 6, 2006
ProComp: The Policy Premise

Teacher compensation, which is a school district’s single largest expenditure, should be linked directly and in multiple ways to improved student learning, which is the district’s intended organizational outcome.
ProComp Aligns Teacher Compensation with District Goals

• Replaces a system of capped entitlements with a system of uncapped earned increases
• Allows teachers to design their own professional pay package based on what they do and where they want to go with their career
• Requires $25 million in new revenue
ProComp is Built on A Foundation of Guiding Principles

• ProComp will be negotiated, and therefore owned, by DPS and DCTA
• All bargaining unit positions have the same opportunity
• Cost of living adjustments will be made equally to both systems
• The system will not be enacted unless it is fully funded
• The single salary schedule will be maintained until the last bargaining unit member on it retires
• There will be no quotas
• Current teachers will have the right to opt in over the next seven years
The ProComp “Menu” Is Composed of Ten Elements

<table>
<thead>
<tr>
<th>Basic Facts</th>
<th>District Entry Salary</th>
<th>$33,301</th>
<th>Components</th>
<th>Knowledge and Skills</th>
<th>Professional Evaluation</th>
<th>Market Incentives</th>
<th>Student Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements</td>
<td>Salary increase of 2% Index for completing Professional Development Units</td>
<td>Salary increase of 9% of Index for completing degrees or holding a national license</td>
<td>$1000 for tuition reimbursement</td>
<td>Salary increase of 1% of index when rated satisfactory as probationary teacher</td>
<td>Salary increase of 3% of index when rated satisfactory as non-probationary teacher</td>
<td>Bonus of 3% of index for serving in a hard-to-staff assignment</td>
<td>Bonus of 3% of index for serving in a hard-to-staff assignment</td>
</tr>
<tr>
<td>Dollar Value of Increase</td>
<td>$666</td>
<td>$2,997</td>
<td>$1,000</td>
<td>$333</td>
<td>$999</td>
<td>$999</td>
<td>$333</td>
</tr>
<tr>
<td>Does the Increase Build Pension and Final Average Salary</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>
ProComp Rethinks How We Grant Salary Increases

Distribution of Total Teacher Pay Increases by Purpose, ProComp vs. "the Grid"

- **Grid**
  - Market Incentives: 6%
  - Student Growth: 48%
  - Professional Evaluation: 12%
  - Knowledge & Skills: 16%
  - Experience: 52%

- **ProComp**
  - Market Incentives: 6%
  - Student Growth: 18%
  - Professional Evaluation: 12%
  - Knowledge & Skills: 48%
  - Experience: 16%

[Graphic showing bar charts comparing ProComp and 'the Grid'.]
Thank You
For More Information Contact

www.denverprocomp.org
Brad_Jupp@dpsk12.org