

1

<p>Today's Outcomes</p>	<p>Who we are What we did Why we did it How we did it</p>
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2

<p>Who We Are</p>	<p>Largest elementary district Majority minority Innovative programs Collaborative culture High community expectations Strong community partnerships</p>
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3

Who We Are

Culture of high expectations

Results focused

Accountability - student learning

PLCs are institutionalized

Transparent

Continuous improvement

90-day SIP reviews

4

Our Mission & Goals

Students who have attended District 54 schools for at least one year will **read at grade level** upon entering third grade.

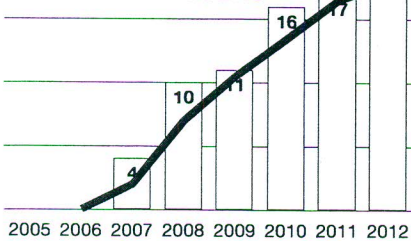
Each school will **close the achievement gap** for all students in reading and math as measured by both district and state assessments.

At least **90% of all students will meet or exceed standards** in reading and math as measured by both district and state assessments.

5

It's all about the results

90/90 Goal Results

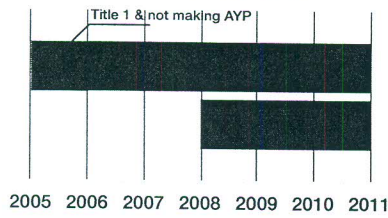


6

MAP

Measures of
Academic
Progress

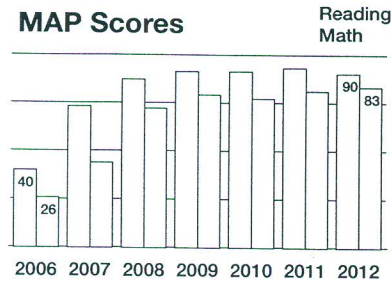
MAP Rollout Schedule



MAP

Measures of
Academic
Progress

MAP Scores



MAP

Measures of
Academic
Progress

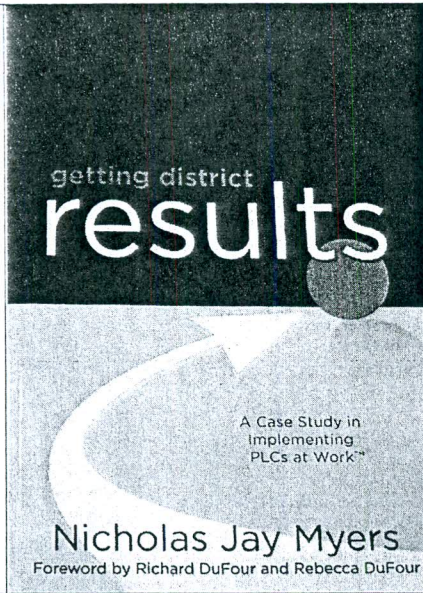
Nine schools

90%/83%

Two schools

94%/94%

More than we can fit in a slide



Fiscally Sound Practices

- Balanced operating budget**
 - Board requirement
 - 16th year
- Debt free**
- Aaa rating from Moody's**
- Long-term capital improvement**
- No referendum**
- \$12,637 per pupil**

What we did

- Compensation tied to student growth
- Teacher contract—87% approval rate
- Support staff contract—96% approval rate
- Team vs. individual accountability
- Unsatisfactory rating = pay freeze
- Local sustainability
- Administrators
- All other employees

Cumulative raise

0.5%

Enhanced compensation agreement

0.5%

Meeting district growth targets (in percentiles)

Year	Reading	Math
Last	90 th	83 rd
This	90 th	87 th
Next	90 th	90 th

Noncumulative raise

0.5%

Meeting school growth targets (in percentiles)

Year	Reading	Math
Last	90 th	83 rd
This	90 th	87 th
Next	90 th	90 th

1%

Year	Reading	Math
Last	94 th	94 th
This	95 th	95 th
Next	96 th	96 th

Why we did it

- High priority for our Board of Ed
- Accountable to our parents
- Accountable to our taxpayers
- Recognition of staff members
- Supports collaborative practices
- Focused on improved student learning
- Right thing to do for our students

How we did it

- Board & union relations committees
- Began in 1994
- Bi-monthly meetings
- Makeup
 - Board, Jr. highs, K-6, and ESP
- Purpose
 - Build relationships
 - Improve communication
 - Proactive problem solving
 - Clarify rumors
 - Focused topic discussions
 - Contract negotiations prep

How we did it

- History of strong union relationships
- Previously brought to the table
 - PLCs
 - Common planning time
 - Subcommittee
- Ongoing learning & research
 - Conferences
 - Books
 - Hard Facts* – Pfeffer & Sutton
 - Redesigning Teacher Pay* – Johnson
 - Articles
 - Networking

How we did it

- Board of Education Preparation
 - Alternative types of compensation
 - Insurance & health benefits
 - Salary schedule
 - Retirement
 - Comparables with other districts
 - Public & private sector raises
 - Working condition issues
 - District's long-term financial picture
 - Local sustainability
 - Student growth targets - MAP

How we did it

- Involvement of entire Board
- Regular updates
- Board consensus in proposal creation
- Financial parameters
- Enhanced compensation
- Length of contract
- Agreed to remain united as a Board
- Agreed upon strategy
- Entire proposal upfront – no games
- Any change needed Board approval

SEA 2012-13 SALARY SCHEDULE

APPENDIX A

(Includes 9.4% TRS Pension Contribution and .88% THIS Fund Contribution - TRS Health Insurance)

	B	B+15	B+39/M	M+15	M+30
1	39872	41866	44257	46649	49839
2	41866	43858	46251	48643	51833
3	43858	45852	48244	50637	53827
4	45852	47846	50238	52630	55820
5	47846	49839	52232	54624	57814
6	49839	52232	54225	56618	60206
7	52232	54225	56618	59010	62200
8	54225	56618	58611	61004	64592
9	56618	58611	61004	63396	66586
10	58611	60605	62997	65390	68977
11	61801	63795	66187	68580	72167
12	64991	66985	69377	71768	75357
13	64991	66985	72566	74958	78547
14	64991	66985	76154	78547	81737
15	64991	66985	79344	81737	85325
16	64991	66985	82933	85325	88515
17	64991	66985	86123	88515	92104
18	64991	66985	86123	88515	92104
19	66985	68977	89313	91705	95292
20	66985	68977	89313	91705	95292
21	69377	70971	91306	93699	97286
22	69377	70971	91306	93699	97286
23	71371	72566	93300	95692	99280
24	71371	72566	93300	95692	99280
25	73363	74560	95292	97686	101273

Teachers who move from the Bachelor's +15 column to the Master's (Bachelor's +39) column during the term of this contract will be moved as follows:

- A. If the move occurs while the teacher is on Step 1 through Step 12:
 1. The teacher will be moved horizontally to the Master's (Bachelor's +39) column.
- B. If the move occurs while the teacher is on Step 13 through Step 25:
 1. The teacher's salary in the Bachelor's +15 column will be increased by 3.5% *for computational purposes only*.
 2. The teacher will then be placed on the Master's (Bachelor's +39) column at the step where the salary is closest to, but not less than, the salary computed in B1. This placement will not be below Master's (Bachelor's +39) Step 12.

CUMULATIVE SALARY SCHEDULE (2012-2015):

- ½% increase on the base for each of 3 years (2012-2015)
- Plus ½% increase on base for meeting District-wide growth target based on MAP scores (Reading 2012-2015; 64% meet annual growth; Math 2012-70% meet annual growth, 2013-72%, 2014-74%)

NON-CUMULATIVE SALARY ENHANCEMENT FOR MEETING BUILDING GROWTH TARGETS AS REPRESENTED BY MAP SCORES

½% for meeting the following building growth targets in Reading and Math:

- 2012 – Reading (64%); Math (70%)**
- 2013 – Reading (64%); Math (72%)**
- 2014 – Reading (64%); Math (74%)**

_____ x 1.005 = _____
Salary from above schedule

½% for meeting the following building growth targets in Reading and Math:

- 2012 – Reading (68%); Math (77%)**
- 2013 – Reading (69%); Math (78%)**
- 2014 – Reading (70%); Math (79%)**

_____ x 1.01 = _____
Salary from above schedule

**National Percentile Student Growth	
READING	MATH
	70% = 83rd percentile
	72% = 87th percentile
64% = 90th percentile	74% = 90th percentile
68% = 94th percentile	77% = 94th percentile
69% = 95th percentile	78% = 95th percentile
70% = 96th percentile	79% = 96th percentile

Teachers assigned to 1 or 2 schools will receive the non-cumulative raise when their base school (school where they spend the greatest percentage of time) meets building growth targets.

Teachers assigned to 3 or more schools will receive the non-cumulative raise when the district meets district growth targets.

*Revised salary schedules will be distributed by the last day of student attendance each year after MAP scores have been reviewed by the Enhanced Compensation Committee.

ARTICLE XXI - COMPENSATION

G. Enhanced Compensation Committee (ECC)

The board, SEA and SEEO agree to establish an Enhanced Compensation Committee (ECC). The ECC shall be comprised of three (3) SEA members appointed by the SEA President, three (3) SEEO members appointed by the SEEO President and three (3) administrators appointed by the Superintendent. This committee will meet on an as needed basis and will oversee the implementation of the enhanced compensation section of the salary schedule. Decisions will be made by consensus.



SCHOOL DISTRICT 54

Ensuring Student Success

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Edward F. Rafferty
Superintendent of Schools

At our last All Staff Meeting, Andy shared the new Appraisal Process that we will be implementing next year. Based on input from the committee that worked on the appraisal and the feedback provided by many of you since that meeting, we are moving forward with this new process.

For those of you who didn't attend the meeting, we discussed an opportunity for employees who work at the Rauch Center and District Office to volunteer for 40 to 60 minutes a week at one of our schools.

The recently approved SEA and SEEO contracts will now tie a portion of each employee's compensation to meeting our district goals of increased student achievement. A portion of the compensation will be cumulative and will become a permanent part of their salary if the district meets its overall student growth targets. A portion of the compensation increase will be noncumulative. The employee will receive this portion if the school where he is assigned meets its building growth targets.

Our Board of Education and administrative team want to offer the same option to the employees who work at the District Office or Rauch Center. Any employee at these two buildings who is interested in volunteering will be eligible for a similar noncumulative salary increase if the school where they volunteer meets its growth targets. Again, this is totally voluntary.

Salary Explanation:

- All employees will receive their percentage raise based on their job performance.
- All employees will receive an additional cumulative salary increase of 0.5 percent, if the district meets overall student growth targets.
- DO/RCIT employees who volunteer in a school will receive an additional 0.5 percent noncumulative salary increase if the school where they volunteer meets its growth targets at the 90th percentile.
- DO/RCIT employees who volunteer in a school will receive an additional 1 percent noncumulative salary increase if the school where they volunteer meets its growth targets at the 94th percentile (instead of the 0.5 percent for the 90th percentile, not in addition to).

If you are interested in volunteering by mentoring a student or offering another service to support students, please complete the attached form and send it to Carol Smith by July 25.

If you have any questions or need additional information, please contact Ed Rafferty or Andy DuRoss.



SCHOOL DISTRICT 54

Ensuring Student Success

If you are interested in volunteering to provide additional support to a student/school during the 2012-2013 school year for 40 to 60 minutes on a weekly basis, please complete this form and return it to Carol Smith by July 25, 2012. If you have questions or need additional information, please contact Ed Rafferty or Andy DuRoss.

Please describe the specific service you would like to provide.

Please explain your background, skills, talents and/or interests that motivated you to offer this service.

Is there a specific age group you are interested in working with? If so, please identify your reasons.

Please specify when you would be available to volunteer (i.e. days of the week and time of day.)

Is there any training or support that you will need from us to assist you in being a successful volunteer?

Please indicate your name, department and date submitted: