



MTI Teacher Compensation Update

February 1, 2018

MTI-MMSD Teacher Compensation Work Group Appointees

<ul style="list-style-type: none"> • MTI <ul style="list-style-type: none"> • Cindy Ball, Jefferson Middle • Susan Covarrubias, Stephens • Pamela Ferrill, New Teacher Mentor • Valerie Hammer, Whitehorse • Holly Hansen, Lapham • John Howe, West High • Kristin Scheffler, Sherman • Steve Somerson, East High • Susan Stern, Shorewood • Amy Turkowski, Franklin • Andy Waity, MTI President • Doug Keillor, MTI Exec. Director • Jeff Knight, MTI Asst. Director 	<ul style="list-style-type: none"> • MMSD <ul style="list-style-type: none"> • Deirdre Hargrove Krieghoff, HR Dir. • Rachelle Hady, Benefits Manager • Abby Brabec, Employment Manager
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Reason for Considering Teacher Salary Schedule Changes

Pay matters. In order to increase the competitiveness of the MMSD’s starting salary for new teachers, and with MTI’s support, the District increased the starting salary for new hires by approximately 10% for the 2017-18 school year (increasing the teacher base pay to \$41,026 and increasing the salaries of any previously hired teachers below that amount to that amount). While the increase in the hiring rate improved the District’s competitiveness for new hires, additional compensation adjustments are needed to reward and retain *all teachers* who have experienced relatively stagnant salary growth in the past decade.

In addition, the District and MTI are interested in identifying compensation incentives to help address high turnover and shortage areas. Average overall annual teacher turnover is 6.8%, but is highest for teachers in the 6-10 year experience range. Annual turnover of Bilingual and Cross Categorical teachers has been reported as 24%-25%. Emergency Licenses on the rise, with CC emergency licenses increasing from 7% to 12% in the past two years and Bilingual emergency licenses increasing from 28% to 44% in the past two years.

While the Teacher Salary Schedule work group is aware that numerous other factors influence teacher attraction and retention, we are exploring what modifications and additional investments could be made to the MMSD teacher salary schedule to help to attract, retain, and reward Madison teachers.

Potential changes currently being discussed

- Delete “half-steps”, providing annual step movement for all teachers (including part-time)
- Remove credit requirements for improvement and incentive levels to allow all teachers to advance steps without credits
- Differentiated salary curve (more \$ sooner, boost career earnings)
- Simplified schedule, 3-4 tracks (retain Bachelor’s and Master’s tracks) with possible annual professional development additive or stipend-based pay
- Advanced placement or annual stipend for specified shortage areas (CC and Bilingual)
- Additional investments of \$1.5 million to \$3 million over current salary schedule costs

MTI Summary Analysis of Current Considerations

Delete “half-steps”, providing annual step movement for all teachers (including part-time)

Positives	Negatives
<ul style="list-style-type: none"> • Part-time teachers, and those working less than a full school year, would receive greater annual pay increases • Simplicity, all teachers move a full step annually • \$120,000 investment 	<ul style="list-style-type: none"> • Opportunity cost of \$ (e.g. alternative use of these resources)

Remove credit requirements for improvement and incentive levels to allow all teachers to advance steps without credits

Positives	Negatives
<ul style="list-style-type: none"> • Allows all teachers to advance steps without requiring additional credits • Benefits all teachers (both new and experienced educators) • Provides for salary advancement for staff currently “frozen” due to lack of credits • Simplification • Consistent with changes in teacher licensure • \$400,000 investment 	<ul style="list-style-type: none"> • Removes potential incentives for continuing education • Opportunity cost of \$ (e.g. alternative use of these resources)

Further increases to the new hire starting salary and/or differentiated salary curve resulting in more money being distributed for salary increases earlier in a teacher’s career (more \$ sooner, boost career earnings)

Positives	Negatives
<ul style="list-style-type: none"> • Boosts starting salary to increase competitiveness for new hires • Could assist new educators to achieve professional level salaries earlier • Boosts career earnings of new educators (more \$ sooner) • May help with attrition in 3-6-year range • Up to \$2 million investment 	<ul style="list-style-type: none"> • MMSD already increased the beginning salary 10% in 2017-18 creating internal equity issues and salary compression. Increased hiring salary would further that compression. • Benefits new educators only, provides no salary benefit to experienced staff • High cost = high opportunity cost

Simplified schedule, 3-4 tracks (retain Bachelor’s and Master’s tracks) with possible professional development additive pay

Positives	Negatives
<ul style="list-style-type: none"> • Simplified schedule • Could provide salary increases for some teachers • No cost estimate, assumes current salary schedule \$ is rearranged • Could create new options for PD additives 	<ul style="list-style-type: none"> • Does simple = preferred or competitive • Inequitable- some will benefit at the expense of others if no additional \$ is provided • Implementation is complicated <ul style="list-style-type: none"> • How to compress all teachers from 8 tracks to 4 tracks? • Grandfather current staff? • Internal equity challenges? • What would new PD look like? • Value of PD credits as annual stipend opposed to permanent Track movement

Advanced placement or annual stipend for identified shortage areas (CC and Bilingual)

Positives	Negatives
<ul style="list-style-type: none"> • Provides additional economic incentive in high needs/shortage areas of CC and Bilingual • Provides additional compensation for the additional demands on current CC and Bilingual teachers • Could help address recruitment and retention issues of certified CC and Bilingual teachers • \$500,000 to \$2 million investment 	<ul style="list-style-type: none"> • May not impact recruitment and retention. Other factors may be more relevant than \$. • Opportunity costs of \$

Next steps

- MTI-MMSD Teacher Compensation work group meeting **February 7**
- Goal to determine what recommendations (if any) to advance by mid-February
- Communicate draft recommendations to Handbook Review Committee, teachers, superintendent and BOE in mid to late February
- Collect feedback on recommended changes from teachers, superintendent and BOE in March
- Finalize joint Handbook Review Committee recommendations (if any) for BOE by end of March. The Board of Education has final say on any changes and will consider any recommendations as part of the 2018-19 MMSD Budget process.