

## SALARY LEVELS MODEL INSTRUCTIONS

This document contains instructions for how to use the Salary Levels compensation model. Districts can choose to adopt this model in its entirety, adapt it with modifications based on local priorities, or simply use it as a spring board for discussion as the district embarks on compensation design.

### Salary Levels Compensation Model Overview

The Salary Levels Compensation Model may be best suited for a district that does not have retention challenges in the first one to four years of a teacher's career and instead prefers to recognize accumulated performance over time. It is a very straight-forward compensation approach with factors that do not differentiate year-over-year. Additional details regarding this compensation model's criteria and progression requirements are provided below.

*Please note:* All compensation amounts presented in this model are illustrative and should be tailored based on a district's funding availability.

### Compensation Criteria

Under the Salary Levels Compensation Model, the three mandatory compensation components are defined in the following way:

- (1) **Effectiveness:** A teacher's summative performance evaluation results according to the Compass evaluation process (e.g., Ineffective, Effective: Emerging, Effective: Proficient, and Highly Effective).
  - Under this model, this criterion is recognized through a permanent base salary increase; however, districts have the flexibility to recognize this criterion through a one-time stipend instead.
- (2) **Demand:** Districts have the flexibility to define the demand component based on their local needs. Please refer to pages 3-5 for examples of how this criterion may be defined.
  - Under this model, this criterion is recognized through a one-time stipend increase; however, districts have the flexibility to recognize this criterion through a permanent base salary increase instead.
- (3) **Experience:** In this model, this criterion is defined as an additional year of experience in the classroom. However, districts have the flexibility to use an alternative definition for the Experience criterion. Please refer to pages 3-5 for examples of how this criterion may be defined.
  - Under this model, this criterion is recognized through a permanent base salary increase; however, districts have the flexibility to recognize this criterion through a one-time stipend instead.

### Compensation Progression Criteria

This model contains six salary levels – each level containing a minimum salary amount. *Please note:* All compensation amounts presented in this model are illustrative and should be tailored based on a district's funding availability. Although these example salary amounts were developed based on data from a district in Louisiana with teacher salaries among the top five in the state, this model approach and structure can work under any district context:

- **Novice:** \$46,100
- **Level I:** \$49,000
- **Level II:** \$52,000
- **Level III:** \$54,000
- **Level IV:** \$57,000
- **Level V** (teachers advance to and in this level only if they receive Highly Effective ratings): \$60,000

According to this compensation approach Effective: Emerging, Effective: Proficient and Highly Effective teachers receive a base salary increase for a single year of performance. This base salary increase is equally derived from the Experience and Effectiveness criteria. Teachers meeting the requirements for the district’s demand criterion will receive a one-time stipend. As mandated by the legislation, teachers rated Ineffective will not be eligible to receive a compensation increase of any kind.

Upon accumulating three Highly Effective ratings or four ratings of at least Effective: Proficient, teachers are advanced to the next salary level. *Please note:* teachers do not need to receive consecutive ratings to advance to the following level. Additionally, teachers who receive tenure automatically progress to Level V. Please note that this is an option districts can choose not to adopt. This model also contains differentiated base salary caps driven by a teacher’s effectiveness rating. In addition to modifying the number of levels the model contains, districts have the flexibility to modify the progression criteria or base salary caps based on how quickly the district would like teachers to progress through the compensation model.

In addition to defining the Demand and Experience criterion and determining which increases are base-building versus a one-time stipend, below is a summary of the design choices for this sample compensation model.

Sample Compensation Model Design Approach	Recommendation	Rationale
The number of salary levels	Six salary levels.	The creation of six salary levels allows the district to create incentives for continued effective performance throughout a teacher’s career and provides greater differentiation across different levels of teacher effectiveness.
The <i>minimum</i> salary amount for each salary level	The minimum salary amounts for each salary level should be based on a district’s overall budget availability. Additionally, it should be benchmarked across teachers’ current salary trajectories according to the existing compensation system to ensure that both Highly Effective and Effective: Proficient teachers can earn more than they can under the current system and make a competitive wage as compared to surrounding districts and professions competing for top talent.	The salary amounts established under this system are one of the more important drivers of financial sustainability. If these salary amounts are set too high, the district runs the risk of creating a system that is too costly and unsustainable in the long term. However, if the salary amounts are set too low, districts run the risk of losing their top teacher talent to competing districts in the state. These salary amounts establish a teacher’s earning potential over the course of their career. This is an opportunity for districts to differentiate how much a teacher may earn based on their proven performance in the classroom. Additionally, this is the district’s opportunity to send a strong message about the importance of effective teaching by providing strong earning potentials for the state’s top performers.
The amount teachers would receive for every year of Effective: Emerging, Effective:	Incremental increases should be based on a district’s budget availability and should be determined according to the salary	Under this model teachers receive an incremental increase for every year they are rated Effective: Emerging, Effective:

<p>Proficient or Highly Effective ratings.</p>	<p>trajectory and earning potential the district would like teachers to have year-over-year. Additionally, we recommend that incremental increases be differentiated according to a teacher’s performance in the classroom, with your highest performing teachers receiving the highest incremental increases.</p>	<p>Proficient, or Highly Effective, recognizing their year of effective performance in the classroom. However, under this model, Effective: Emerging teachers can only make an increase for the first three years in the classroom, at which point they reach their base salary cap, sending the message that they need to improve their performance to see further increases in their compensation. Additionally, incremental increases are differentiated between Effective: Proficient and Highly Effective teachers, sending a strong message regarding teacher effectiveness.</p>
<p>The creation of differentiated salary caps based on a teacher’s effectiveness rating</p>	<p>Base salary caps should be based on the district’s budget availability and benchmarked against the salary potential for other professions in the state or district.</p>	<p>It is recommended that districts use differentiated salary caps to control the cost of the system over the long term while sending a strong message about a teacher’s effectiveness in the classroom. By including differentiated salary caps in the system, a teacher’s earning potential is directly tied to their outcomes with students in the classroom while ensuring that the system isn’t too expensive in the long term.</p>
<p>The compensation progression criteria for teachers rated Effective: Proficient and Highly Effective</p>	<p>Under this model, teachers need to accumulate three years of Highly Effective ratings to move to the next level or four years of at least Effective: Proficient.</p>	<p>This progression approach allows Highly Effective teachers to accelerate the growth of their base salaries while still allowing Effective: Proficient teachers to make more money than they do under the current compensation system.</p>
<p>Providing a substantial base salary increase due to receiving tenure</p>	<p>Under this model, we recommend that Highly Effective teachers who obtain tenure receive an automatic salary increase to Level V.</p>	<p>Given the new tenure requirements in the state of Louisiana, achieving tenure is a big accomplishment that signals highly effective results with students. By allowing teachers who earn tenure to leap to the highest salary level, the district is sending a strong message that these are the district’s top performers and that their performance in the classroom is valued.</p>

**Salary Levels Compensation Model Instructions**

**STEP ONE: Download the Microsoft Excel document containing the Salary Levels Compensation Model**

The Salary Levels Compensation Model template is color-coded to guide users through the process of entering data. For basic usage, only populate the green cells and columns.

Users should only enter values in the green cells or columns.

	A	B	C	D	E	F
1	USERS ENTER VALUES IN GREEN CELLS ONLY.					
2						
3	SALARY LEVEL STRUCTURE					
4						
5	Enter minimum salaries for each level:					
6	Novice:	\$46,100				
7	Level I:	\$49,000				
8	Level II:	\$52,000				
9	Level III:	\$54,000				
10	Level IV:	\$57,000				
11	Level V:	\$60,000				
12	Note: Teachers enter the system at their current salary and are placed in the level that contains that salary.					
13						
14	Enter base salary caps:					
15	Effective: Emerging cap:	\$46,400				
16	Effective: Proficient cap:	\$60,000				
17	Highly Effective cap:	\$75,000				
18						

	A	B	C	D	E	F	G	H	I	AW	AX
1	USERS ENTER VALUES IN GREEN COLUMNS ONLY										
2											
3	Teacher ID	Teacher Name	Salary	Rating	In Role Current Year	In Role Next Year	Met Demand 1	Met Demand 2	Met Demand 3	New Base Final	New Total Final
4	1	Teacher 1	\$57,165	4	1	1	0	0	0	\$0.00	\$0.00
5	2	Teacher 2	\$58,000	4	1	1	0	0	0	\$58,000.00	\$58,500.00
6	3	Teacher 3	\$48,539	3	1	1	0	0	0	\$48,839.00	\$48,839.00
7	4	Teacher 4	\$53,028	2	1	1	1	0	0	\$53,028.00	\$53,028.00
8	5	Teacher 5	\$54,724	2	1	1	0	0	0	\$54,724.00	\$54,724.00
9	6	Teacher 6	\$59,000	4	1	1	0	0	0	\$59,000.00	\$59,500.00
10	7	Teacher 7	\$50,854	1	1	1	0	0	0	\$50,854.00	\$50,854.00
11	8	Teacher 8	\$48,321	2	1	1	0	0	0	\$48,400.00	\$48,400.00
12	9	Teacher 9	\$57,250	4	1	1	0	0	0	\$57,750.00	\$57,750.00
13	10	Teacher 10	\$48,248	4	1	1	1	0	0	\$48,748.00	\$48,748.00
14	11	Teacher 11	\$50,643	3	1	1	1	0	0	\$50,943.00	\$51,043.00
15	12	Teacher 12	\$51,499	4	1	1	1	0	0	\$51,799.00	\$51,799.00
16	13	Teacher 13	\$49,366	4	1	1	0	0	0	\$49,866.00	\$49,866.00

**STEP TWO: Gather district information.**

The following information is required in order to use this compensation model template:

Information	Required for Step #:	Available?
Model instructions	2-8	
Minimum salary amount for each salary level	3	
Starting salary for new teachers	3	
Base salary cap/maximum for each level of performance (e.g., Effective: Emerging, Effective: Proficient, and Highly Effective)	3	
Yearly compensation increase amounts (through base salary increases or one-time stipends) for each compensation criterion (e.g., Effectiveness, Experience, and Demand)	3	
Determination of each criterion as driving base salary increases or one-time stipend increases	3	
Number of "points" associated with each rating and number needed to advance levels (see step 3 for more detail)	3	
Total annual budget available for teacher compensation for five years	4	
Complete teacher roster	5	
Teacher summative effectiveness ratings (e.g., Ineffective, Effective: Emerging, Effective: Proficient, Highly Effective)	5	
The list of teachers meeting the locally defined "Demand" criterion	6	

**STEP THREE: Input salary level minimums, base salary caps, and annual increase values.**

1. The first worksheet in the Microsoft Excel document is the “Inputs” worksheet. Click on this tab for this sheet to open.
2. **Salary Level Structure:** Base salary increases and one-time stipend increases are determined based on the three mandatory criteria: Effectiveness, Experience, and Demand, and teachers progress through salary levels as they receive accumulated years of Effective: Proficient or Highly Effective ratings. Districts have the flexibility to modify the number of levels in the model and the effectiveness ratings required to progress through them. In the “Inputs” sheet, under “Salary Level Structure,” enter the minimum amount for each salary level, “Novice” through “Level V” in the sample compensation model. *Please note:* The template will not function correctly if users enter a novice level minimum that is higher than any current teacher’s salary. Next, enter the maximum base salary amounts for Effective: Emerging, Effective: Proficient and Highly Effective rated teachers in the table titled “Enter base salary caps.”

	A	B	C	D	E	F
1	USERS ENTER VALUES IN GREEN CELLS ONLY.					
2						
3	SALARY LEVEL STRUCTURE					
4						
5	Enter minimum salaries for each level:					
6	Novice:	\$46,100				
7	Level I:	\$49,000				
8	Level II:	\$52,000				
9	Level III:	\$54,000				
10	Level IV:	\$57,000				
11	Level V:	\$60,000				
12	<i>Note: Teachers enter the system at their current salary and are placed in the level that contains that salary.</i>					
13						
14	Enter base salary caps:					
15	Effective: Emerging cap:	\$46,400				
16	Effective Proficient cap:	\$60,000				
17	Highly Effective cap:	\$75,000				
18						

3. **Annual Salary Increases:** Districts may choose the annual increase amount for the Effectiveness, Experience, and Demand criteria for each effectiveness level. They also have the flexibility to choose whether each criterion drives permanent base salary increases or a one-time stipend. In the “Annual Salary Increases” section, use Table 1 to enter the annual increase amount for each criterion for teachers **below Level V** for each Effectiveness rating. *Please note:* This model allows districts to use up to three locally defined Demand criteria. Districts are able to create different rules for salary Level V in order to allow teachers consistently rated as Highly Effective to increase their salaries more quickly. Additionally, this salary level can be reserved for the district’s highest performers.

Act I requires that no single criterion make up more than 50% of a teacher’s total compensation increase, so the cells to the right of the table will say “MEETS 50% RULE” if this rule is met. If not, the cell will display “SURPASSES 50% RULE.” Note that while this model assigns teachers in each rating group the same amount for the Effectiveness and Experience criteria, districts may choose to award different amounts as long as no criterion makes up more than 50% of the pay increase calculation. Also, in accordance with Act I, the model locks the pay increases for Ineffective teachers at \$0 across all criteria.

20 ANNUAL SALARY INCREASES

22 TABLE 1

23 Enter annual increases for each criterion and each rating for teachers **BELOW** Level V:

24	Rating	Effectiveness	Experience	Demand 1	Demand 2	Demand 3	
25	Ineffective	\$0	\$0	\$0	\$0	\$0	
26	Effective: Emerging	\$50	\$50	\$50	\$0	\$0	MEETS 50% RULE
27	Effective: Proficient	\$150	\$150	\$100	\$0	\$0	MEETS 50% RULE
28	Highly Effective	\$250	\$250	\$150	\$0	\$0	MEETS 50% RULE

29 Note: It is suggested that the district provide larger increases for higher rated teachers.

In Table 2, input whether each part of the compensation increases for teachers **below Level V** should be considered base building or a stipend. This flexibility allows districts to choose the level of emphasis or importance for each criterion. Additionally, districts have the flexibility to make certain criteria non-base building, allowing them to create compensation systems that are affordable and sustainable given the district’s current compensation budget.

29 TABLE 2

30 Enter whether each increase for teachers **BELOW** Level V should be base building or a stipend:

31	Rating	Effectiveness	Experience	Demand 1	Demand 2	Demand 3
32	Ineffective					
33	Effective: Emerging	Base Building	Base Building	Stipend	Stipend	Stipend
34	Effective: Proficient	Base Building	Base Building	Stipend	Stipend	Stipend
35	Highly Effective	Base Building	Base Building	Stipend	Stipend	Stipend

In Table 3, input the annual increase amount desired for teachers in Level V for each criterion. As in Table 1, the worksheet checks to make sure no single criterion is greater than 50% of a teacher’s total compensation increase and displays the result to the right. Additionally, in Table 4, input whether the compensation increases for each criterion for teachers in Level V should be base building or a stipend.

39 TABLE 3

40 Enter annual increases for each criterion and each rating for **LEVEL V** teachers:

41	Rating	Effectiveness	Experience	Demand 1	Demand 2	Demand 3	
42	Ineffective	\$0	\$0	\$0	\$0	\$0	
43	Effective: Emerging	\$0	\$0	\$0	\$0	\$0	MEETS 50% RULE
44	Effective: Proficient	\$0	\$0	\$0	\$0	\$0	MEETS 50% RULE
45	Highly Effective	\$750	\$750	\$150	\$0	\$0	MEETS 50% RULE

46 Note: It is suggested that the district provide larger increases for higher rated teachers.

48 TABLE 4

49 Enter whether each **LEVEL V** teacher increase should be base building or a stipend:

50	Rating	Effectiveness	Experience	Demand 1	Demand 2	Demand 3
51	Ineffective					
52	Effective: Emerging	Base Building	Base Building	Stipend	Stipend	Stipend
53	Effective: Proficient	Base Building	Base Building	Stipend	Stipend	Stipend
54	Highly Effective	Base Building	Base Building	Stipend	Stipend	Stipend

4. **Level Progression:** In addition to annual compensation increases for a single-year of performance, this model also progresses teachers to higher salary levels for accumulated years of Effective: Proficient or

Highly Effective ratings. Under this model, a teacher’s level progression is split equally between the Effectiveness and Experience criteria. Teachers that progress to the next level will also receive pay increases for the Demand criterion if they meet the locally defined Demand requirements. Districts may choose how many years of accumulated ratings are necessary to move to higher levels. In this sample compensation model, teachers move to a higher salary level once they have accumulated three years of Highly Effective ratings or four years of Effective: Proficient ratings. *Please note:* under this sample model, teachers rated Effective: Emerging are not eligible for level progression.

In order to ensure that teachers receive the necessary base salary increase as a result of accumulated ratings, enter how many “points” a teacher should accumulate to advance to the next salary level in the “Points to Advance” field. Then, enter the number of points that should be awarded for each rating of Effective: Proficient or Highly Effective. For example, in this sample model, a teacher needs to acquire at least 4.0 points to advance to the next level, so the “Points to Advance” field is set at 4.0. Teachers receive 1.3 points (calculated as 4 divided by 3) for each Highly Effective rating while teachers rated Effective: Proficient receive 1.0. These point values make it such that teachers who receive three ratings of Highly Effective advance to the next salary level, while a teacher needs at least four years of Effective: Proficient ratings to receive a salary jump, allowing Highly Effective teachers to advance their base salary increases at a faster pace than teachers rated Effective: Proficient.

Districts can also set the minimum amount the base salary must increase when a teacher advances to the next salary level. For example, if a teacher currently earns only \$100 below the minimum for the next level, entering an amount of \$500 in the “Minimum amount a teacher will receive” field will ensure a base salary increase of at least \$500 between that teacher’s current salary and their new base salary after accumulating the necessary years of performance. Districts should consider the average amount that teachers earn when they progress to the next level when setting this value.

54	<b>LEVEL PROGRESSION</b>	
55		
56	<i>Progression Rules:</i>	
57	Points to Advance:	4.0
58	Points for Ineffective:	0.0
59	Points for Effective: Emerging:	0.0
60	Points for Effective: Proficient:	1.0
61	Points for Highly Effective:	1.3
62	Minimum amount a teacher will receive when moving up to the next level:	\$500
63		

**STEP FOUR: Input Budget Availability**

1. Click on the “Budget Inputs” tab to open the next worksheet.
2. Input the total amount of money available for teacher compensation in each year of the model, changing only the green cells. Note that this sample model contains five budget years. Districts using this template will enter only the values that are already known. For example, once a district has clear information about the 2013-2014 compensation budget the district will fill in the Amount cell for 2013-2014.

	A	B	C
1	<b>USERS ENTER VALUES IN GREEN CELLS ONLY</b>		
2			
3	<b>Enter teacher salary budget:</b>		
4	<b>Year</b>	<b>Amount</b>	
5	2012-2013	\$840,000	
6	2013-2014	\$840,000	
7	2014-2015	\$840,000	
8	2015-2016	\$840,000	
9	2016-2017	\$840,000	

**STEP FIVE: Input roster information.**

1. Click on the “Levels” tab to open the next worksheet.
2. Input values for all teachers under the green columns. Each year, districts should enter new teachers in new rows below the current list of teachers. Districts must keep teachers that have left the district in their row and give them a rating of 0 in years that they are no longer teaching in the district. Use the following instructions for these columns:
  - a. Teacher ID – Input a unique identifier assigned by the district for each of its teachers.
  - b. Teacher Name – Input each teacher’s name.
  - c. Starting Salary – Enter the salary for each teacher upon entering the salary system. These values will not change year-over-year. New teachers in this sample compensation model have a starting salary of \$46,100.
  - d. Ratings – Enter the rating values 0 – 4, according to the following list:
    - 0 – No rating (used for teachers not active in a given year)
    - 1 – Ineffective
    - 2 – Effective: Emerging
    - 3 – Effective: Proficient
    - 4 – Highly Effective

*Please note:* Make sure to enter 0 in rows without any teacher information.



	A	B	C	D	E	F	G
1	USERS ENTER VALUES IN GREEN COLUMNS ONLY. ENTER 0 IF THERE IS NOT A TEACHER FOR THE ROW.						
2							
3				Ratings (Enter 0 if not a teacher during a year)			
4	Teacher ID	Teacher Name	Starting Salary (for a teacher's first year on the new salary model)	Rating SY 2012-13	Rating SY 2013-14	Rating SY 2014-15	Rating SY 2015-16
5	1	Teacher 1	\$57,165	4	0	0	0
6	2	Teacher 2	\$58,000	4	4	4	4
7	3	Teacher 3	\$46,539	3	4	3	4
8	4	Teacher 4	\$52,028	2	2	0	0
9	5	Teacher 5	\$54,724	2	3	0	0
10	6	Teacher 6	\$59,000	4	4	4	4
11	7	Teacher 7	\$50,854	1	2	3	4
12	8	Teacher 8	\$46,307	2	3	4	1
13	9	Teacher 9	\$57,250	4	3	2	0
14	10	Teacher 10	\$48,246	4	4	4	4
15	11	Teacher 11	\$50,643	3	4	3	2
16	12	Teacher 12	\$51,690	4	3	4	3
17	13	Teacher 13	\$49,366	4	3	4	4
18	14	Teacher 14	\$51,875	3	3	3	3
19	15	Teacher 15	\$50,715	3	3	3	3
20	16	Teacher 16	\$52,814	3	3	3	3
21	17	Teacher 17	\$46,100	0	4	3	3
22	18	Teacher 18	\$46,100	0	0	4	4
23	19	Teacher 19	\$46,100	0	0	2	2
24	20	Teacher 20	\$46,100	0	0	0	3

**STEP SIX: Enter teacher role information for the current year.**

1. Click on the tab for the current school year.
2. All teacher names, salaries, and ratings for that year are automatically transferred based on your inputs in the "Levels tab". Fill out the green columns according to the following instructions:
  - a. "In Role Current Year" – Enter a 1 for each teacher who is active in the current school year. Enter a 0 if a teacher is not active in the current year.
  - b. "In Role Next Year" – Enter a 1 for each teacher who will be active in the next year and is included in the next year's budget. Enter a 0 for each teacher who will not be in the next year's budget due to the fact that they no longer teach in the district.
  - c. "Met Demand 1" through "Met Demand 3" – For each district-defined Demand criterion, use a 1 to indicate if a teacher has met that Demand criterion in the current year. For example, if "Met Demand 1" is used to indicate teachers filling a hard-to-staff subject (e.g., secondary math, secondary science, special education, etc.), use a 1 for each teacher meeting that Demand criterion and filling a hard-to-staff subject and a 0 for every other teacher.

	A	B	C	D	E	F	G	H	I
1	USERS ENTER VALUES IN GREEN COLUMNS ONLY								
2									
3	Teacher ID	Teacher Name	Salary	Rating	In Role Current Year	In Role Next Year	Met Demand 1	Met Demand 2	Met Demand 3
4	1	Teacher 1	\$57,165	4	1	0	0	0	0
5	2	Teacher 2	\$58,000	4	1	1	0	0	0
6	3	Teacher 3	\$46,539	3	1	1	0	0	0
7	4	Teacher 4	\$52,028	2	1	1	1	0	0
8	5	Teacher 5	\$54,724	2	1	1	0	0	0
9	6	Teacher 6	\$59,000	4	1	1	0	0	0
10	7	Teacher 7	\$50,854	1	1	1	0	0	0
11	8	Teacher 8	\$46,307	2	1	1	0	0	0
12	9	Teacher 9	\$57,250	4	1	1	0	0	0

**STEP SEVEN: Record new teacher salaries.**

1. Stay on the tab for the current school year and scroll to the right.
2. The model will display the new base salary and total compensation (including base building and non-base building compensation) in the yellow highlighted columns titled “New Base Final” and “New Total Final.” Take note of two important pieces of information: each teacher’s new base salary and each teacher’s new total salary.
3. The model will check whether the total of all new calculated total compensation amounts is within the teacher compensation budget for the year in which pay increases will take place, previously entered in the “Budget Inputs” tab. It will also display how much money, if any, is remaining in the district’s compensation budget, above the calculated total for teacher compensation. Any money remaining in the district’s compensation budget is reserved for use in future years. It is recommended that districts use this type of reserve fund in order to ensure sustainability in years when there are fewer retirements, a decreased teacher compensation budget, or a higher percentage of teachers eligible for pay increases.

If a district finds that the cost of the compensation model is higher than their available budget for teacher compensation, changes should be made to the model’s compensation increases or progression criteria in order to reduce the overall cost and make the model sustainable. Additionally, it is recommended that districts test their compensation models under different budget scenarios in order to better ensure sustainability. Please see the Sustainability Guidance Document [\(INSERT LINK\)](#) for more information.

	A	B	C	D	E	F	G	H	I	AW	AX	AY	AZ	BA
1	USERS ENTER VALUES IN GREEN COLUMNS ONLY													
2														
3	Teacher ID	Teacher Name	Salary	Rating	In Role Current Year	In Role Next Year	Met Demand 1	Met Demand 2	Met Demand 3	New Base Final	New Total Final			
4	1	Teacher 1	\$57,165	4	1	0	0	0	0	\$0.00	\$0.00			
5	2	Teacher 2	\$58,000	4	1	1	0	0	0	\$58,500.00	\$58,500.00			
6	3	Teacher 3	\$46,539	3	1	1	0	0	0	\$46,839.00	\$46,839.00			
7	4	Teacher 4	\$52,028	2	1	1	1	0	0	\$52,028.00	\$52,028.00			
8	5	Teacher 5	\$54,724	2	1	1	0	0	0	\$54,724.00	\$54,724.00			
9	6	Teacher 6	\$59,000	4	1	1	0	0	0	\$59,500.00	\$59,500.00			
10	7	Teacher 7	\$50,854	1	1	1	0	0	0	\$50,854.00	\$50,854.00			
11	8	Teacher 8	\$46,307	2	1	1	0	0	0	\$46,400.00	\$46,400.00			
12	9	Teacher 9	\$57,250	4	1	1	0	0	0	\$57,750.00	\$57,750.00			
13	10	Teacher 10	\$48,246	4	1	1	1	0	0	\$48,746.00	\$48,896.00			
14	11	Teacher 11	\$50,643	3	1	1	1	0	0	\$50,943.00	\$51,043.00			
15	12	Teacher 12	\$51,690	4	1	1	1	0	0	\$52,190.00	\$52,340.00			
16	13	Teacher 13	\$49,366	4	1	1	0	0	0	\$49,866.00	\$49,866.00			
17	14	Teacher 14	\$51,875	3	1	1	0	0	0	\$52,175.00	\$52,175.00			
18	15	Teacher 15	\$50,715	3	1	1	0	0	0	\$51,015.00	\$51,015.00			
19	16	Teacher 16	\$52,814	3	1	1	0	0	0	\$53,114.00	\$53,114.00			
20	17	Teacher 17	\$46,100	0	1	0	0	0	0	\$46,100.00	\$46,100.00			

Budget Check	
Budget:	\$840,000.00
Money Remaining:	\$8,856.00
Within Budget:	YES

Please note: After checking for remaining compensation funds, the model automatically pulls in any remaining compensation funding from the previous year and adds it to the total amount of funding available for teacher

compensation the following school year. This approach helps ensure sustainability year-over-year, particularly for years with a larger number of teachers progressing to the next salary level.

**STEP EIGHT: Repeat this process for years two, three and four in the model.**

1. Click on the tab for the next school year.
2. Repeat steps 6 and 7 for each school year.
3. View the "Summary" tab to view each teacher's effectiveness ratings, salary level, and total compensation for each year of the model. *Please note:* This tab is populated based on the data entered in the previous input tabs – this tab does not require any data entry.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W
1	USERS DO NOT EDIT THIS SHEET																						
2																							
3																							
4	Teacher	Rating				Level				Base Salary					Total Compensation (Base Salary + Stipends)					Level Key			
		Y1	Y2	Y3	Y4	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	Y1	Y2	Y3	Y4	Y5	0	Novice	
5	Teacher 1	4	0	0	0	4	4	4	4	4	\$57,165	\$0	\$0	\$0	\$0	\$57,165	\$0	\$0	\$0	\$0			
6	Teacher 2	4	4	4	4	4	4	4	5	5	\$58,000	\$58,500	\$59,000	\$60,000	\$61,500	\$58,000	\$58,500	\$59,050	\$60,000	\$61,500			
7	Teacher 3	3	4	3	4	0	0	0	0	1	\$46,539	\$46,939	\$47,439	\$47,839	\$49,000	\$46,539	\$46,939	\$47,439	\$47,889	\$49,050			
8	Teacher 4	2	2	0	0	2	2	2	2	2	\$52,028	\$52,128	\$0	\$0	\$0	\$52,028	\$52,128	\$0	\$0	\$0			
9	Teacher 5	2	3	0	0	3	3	3	3	3	\$54,724	\$54,824	\$0	\$0	\$0	\$54,724	\$54,824	\$0	\$0	\$0			
10	Teacher 6	3	4	2	3	3	3	3	3	3	\$56,383	\$56,783	\$57,283	\$57,383	\$57,783	\$56,383	\$56,783	\$57,283	\$57,383	\$57,833			
11	Teacher 7	1	2	3	4	1	1	1	1	1	\$50,854	\$50,854	\$50,954	\$51,354	\$51,854	\$50,854	\$50,854	\$50,954	\$51,354	\$51,854			
12	Teacher 8	2	3	4	1	0	0	0	0	0	\$46,307	\$46,407	\$46,807	\$47,307	\$47,307	\$46,307	\$46,407	\$46,807	\$47,307	\$47,307			
13	Teacher 9	4	3	2	0	4	4	4	4	4	\$57,250	\$57,750	\$58,150	\$0	\$0	\$57,250	\$57,750	\$58,150	\$0	\$0			
14	Teacher 10	4	4	4	4	0	0	0	1	1	\$48,246	\$48,746	\$49,246	\$49,746	\$50,246	\$48,246	\$48,796	\$49,246	\$49,746	\$50,246			
15	Teacher 11	3	4	3	2	1	1	1	1	1	\$50,643	\$51,043	\$51,543	\$51,943	\$52,043	\$50,643	\$51,093	\$51,543	\$51,943	\$52,043			
16	Teacher 12	4	3	4	3	1	1	1	1	2	\$51,690	\$52,190	\$52,590	\$53,090	\$53,590	\$51,690	\$52,240	\$52,640	\$53,090	\$53,590			
17	Teacher 13	4	3	4	4	1	1	1	1	2	\$49,366	\$49,866	\$50,266	\$50,766	\$52,000	\$49,366	\$49,866	\$50,266	\$50,766	\$52,000			
18	Teacher 14	3	3	3	3	1	1	1	1	2	\$51,875	\$52,275	\$52,675	\$53,075	\$53,575	\$51,875	\$52,275	\$52,675	\$53,125	\$53,625			
19	Teacher 15	3	3	3	3	1	1	1	1	2	\$50,715	\$51,115	\$51,515	\$51,915	\$52,415	\$50,715	\$51,115	\$51,515	\$51,915	\$52,415			
20	Teacher 16	3	3	3	3	2	2	2	2	3	\$52,814	\$53,214	\$53,614	\$54,014	\$54,514	\$52,814	\$53,214	\$53,664	\$54,014	\$54,514			
21	Teacher 17	0	4	3	3	0	0	0	0	0	\$0	\$46,100	\$46,600	\$47,000	\$47,400	\$0	\$46,100	\$46,600	\$47,000	\$47,400			
22	Teacher 18	0	0	4	4	0	0	0	0	0	\$0	\$0	\$46,100	\$46,600	\$47,100	\$0	\$0	\$46,100	\$46,650	\$47,150			
23	Teacher 19	0	0	2	2	0	0	0	0	0	\$0	\$0	\$46,100	\$46,200	\$46,300	\$0	\$0	\$46,100	\$46,200	\$46,300			
24	Teacher 20	0	0	0	3	0	0	0	0	0	\$0	\$0	\$0	\$46,100	\$46,500	\$0	\$0	\$0	\$46,100	\$46,500			
25		0	0	0	0	0	0	0	0	0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			