

ATTACHMENT A

1. 2015-2016 is a transition year as it is the first year base compensation has changed since the 2011 changes to the collective bargaining statute. According to IEERB's CBA Compliance Handbook and Rubric, "Parties to a transition year contract do not have to include a compensation plan or follow the compensation plan restrictions."
2. In accordance with state law and the IEERB Compliance Handbook and Rubric, teachers rated ineffective or needs improvement on the 2014-2015 evaluation will not receive any increase in compensation.
3. In transitioning to this plan, the parties agreed to:
 - Raise starting salaries and provide flexibility in starting salaries to improve recruitment of talented teachers and provide for strategic and flexible hiring decisions;
 - Create bands within the compensation plan to strategically distribute increases to enhance retention of effective and highly effective teachers at career points that historically have seen turnover in order to better address the academic needs of students;
 - Provide for leadership roles as both a career path opportunity for teachers and as a mechanism to leverage the impact of our most highly effective teachers to more students (See Article VII, Sections 6 and 7).
4. Even though this is a transition year, the parties still used the statutory factors to determine salary increases. For the 2015 -2016 school year, a teacher is eligible for the transition year salary increase shown below based on the following factors:
 - A. Evaluation = The teacher receives either an effective or highly effective rating for the prior school year. This factor is given 75% weight.
 - B. Academic Needs of Students = Provides for consistency for students by having effective and highly effective teachers each year while attending IPS. It is given 15% weight and is strategically applied to address the academic needs of students by targeting teacher turnover and retention.
 - C. Years of Service = The teacher returns for one additional year of service. This factor is given 10% weight.
5. A teacher who receives an ineffective or needs improvement evaluation for the prior school year will not move to the Transition Year Compensation Plan and will not receive any increase in compensation.
6. In determining the salary amounts in the Transition Year Compensation Plan, the parties assumed that 15% of teachers would not be eligible for an increase due to receiving an ineffective or needs improvement evaluation for the prior year. The funds that otherwise would have been used for increases for those ineligible teachers was included in the funds used to arrive at the salary amounts shown below. In the event fewer than 15% of teachers

are ineligible for salary increases due to evaluation ratings, the District will spend additional funds from its cash reserves to provide those teachers with the increases shown below. If more than 15% of teachers are ineligible for salary increases due to evaluation ratings, any money that would have been given to those teachers as increases will be distributed equally among all teachers receiving an effective or highly effective evaluation rating in the form of a stipend.

7. Compensation earned by teachers during a school year will be paid in twenty-six (26) equal installments during the school year.

2015-2016 Transition Year Compensation Plan		
Current Step	Transition Level	2015-2016 Salary
1	A	40,000
2	A	40,000
3	B	40,500
4	C	41,900
5	D	43,500
6	E	44,900
7	F	46,300
8	G	47,700
9	H	49,100
10	I	50,600
11	J	52,000
12	K	53,500
13	L	55,000
14	M	56,900
15	M	56,900
16	M	56,900
17	M	56,900
18	M	56,900
19	M	56,900
20	N	58,200
21	N	58,200
22	N	58,200
23	N	58,200
24	N	58,200
25	O	58,600