

Chicago Public Schools Chicago TAP

The Chicago Public Schools (CPS) is collaborating with the Chicago Teachers Union (CTU), Chicago Principals and Administrators Association (CPAA), National Institute for Excellence in Teaching (NIET)/Teacher Advancement Program (TAP), and The Chicago Public Education Fund (The Fund) to implement a comprehensive and aligned system that includes performance-based compensation, classroom observations, job-embedded professional development, and school-based career opportunities for teachers and principals. Chicago TAP expands on the national model by including all adults in the building, not only the educators, as eligible for compensation.

Needs Assessment Results and General Information

Chicago TAP will be implemented as a pilot in 40 of the highest need regular and charter schools in the CPS, affecting approximately 24,000 students, 1,240 teachers, and 40 principals. CPS enrolls a large number of low-income and minority students. The district has growing English Language Learners (ELL) (15%) and special needs (12%) populations. In 2006-07, approximately 39 percent of elementary students were in the lowest performing categories on the state assessments in reading and 31 percent in mathematics. At the high school level, the majority of students performed in the lowest two categories in reading (66%) and math (72%).

Conducted in partnership with the Joyce Foundation and Education Trust, the CPS teacher quality survey results showed there was an inequitable distribution of high-quality teachers among the highest poverty, highest minority, and lowest performing schools. Teacher turnover in the schools that participated in the teacher quality survey was 19 percent.

Background

Building on an ongoing Human Capital Initiative, CPS is implementing a localized version of the nationally recognized TAP model. After a design year, Chicago TAP began the pilot with 10 schools during the 2007-08 school year and will add 10 schools each year for a total of 40.

Incentives

Chicago TAP offers performance-based compensation. This compensation is determined by established objective criteria, including classroom observations and student achievement gains. All performance-based compensation is above and beyond a teacher, principal or school staff's salary. The system rewards teachers for measurable improvements in their teaching skills and student performance. Almost 350 teachers and administrators were eligible for TIF-funded performance awards totaling approximately \$325,000 in 2007-2008. Approximately 150 support staff were eligible for non-TIF performance awards totaling \$25,000.

LOCATION(S)	Chicago, Illinois
AWARD DATE	November 2006
DURATION	5 years
PARTNERS	National Institute for Excellence in Teaching (NIET), Teacher Advancement Program (TAP), Mathematica Policy Research, Inc. (MPR), Chicago Teachers Union (CTU), Chicago Principals and Administrators Association (CPAA) and The Chicago Public Education Fund (The Fund).

Lead Teachers receive a stipend of \$15,000, and Mentor Teachers receive a stipend of \$7,000 above and beyond base compensation. These stipends reflect additional roles and responsibilities of Lead and Mentor teachers.

Year 1 of Implementation

- All teachers are eligible for an average bonus award of \$2,000 based on schoolwide value-added student achievement gains (75%) and the average scores earned on multiple observations of classroom teaching using the Chicago TAP skills, knowledge, and responsibilities standards (25%);
- Administrators are eligible for a maximum bonus award of \$5,000 based on schoolwide value-added student achievement gains (25%) and effectiveness of TAP implementation (75%); and
- All other school staff are eligible for a maximum bonus award of \$500 based on schoolwide value-added student achievement gains.

Years 2-4 of Implementation

- All teachers are eligible for an average bonus award of \$4,000 based on schoolwide and classroom value-added student achievement gains and the average scores earned on multiple observations of classroom teaching using the Chicago TAP skills, knowledge, and responsibilities standards. Over time, 60 percent of the teacher targeted bonus will be linked to student achievement on state assessments. The other 40 percent will be related to multiple evaluations of teacher performance. Within the 60 percent tied to student achievement, 50 percent will be based on schoolwide value-added growth and 50 percent on individual classroom value-added growth. Chicago TAP teachers who do not teach state-tested subjects (art, physical education) will have the entire 60 percent based on schoolwide gains.

- Administrators are eligible for a maximum bonus award of \$5,000 based on schoolwide value-added student achievement gains, and fidelity of TAP implementation. The range will shift to 50 percent student achievement gains and 50 percent implementation in Year 2, and 75 percent and 25 percent, respectively, in Year 3 and beyond.
- All other school staff are eligible for a maximum bonus award of \$1,000 based on schoolwide value-added student achievement gains

Evaluation

A multi-year evaluation of the Chicago TAP Program is being conducted by Mathematica Policy Research, Inc. Chicago Public Schools' Department of Program Evaluation and NIET will also conduct evaluation activities related to the Chicago TAP program implementation. A value-added model is being developed with the Wisconsin Center for Education Research.

Resources

CPS has developed a funding schedule that will support Chicago TAP during and beyond the grant period with district and foundation support, including \$2.6 million from the Broad Foundation, \$1.2 million from the Joyce Foundation, and \$627,000 from The Chicago Public Education Fund.

Data Systems

In-place data systems include student assessment data on the statewide exams in grades 3 to 8 in math and reading, student background information, teacher mobility, and teacher credentials.

Year 2 Activities

The 10 schools that began the Chicago TAP implementation in August 2007 were provided with proven processes and tools to structure and drive instructional

change and student achievement, as well as ongoing support from the Chicago TAP management team. Chicago TAP schools had the opportunity to participate in continuous training such as summits, monthly lead and mentor teacher meetings, bi-monthly principals meetings, and on-site support and coaching from NIET/TAP national trainers and the local team. In addition, the Chicago TAP Joint Council, a committee of five members appointed by the Board of Education and five members appointed by the Chicago Teachers Union, along with a member of The Chicago Public Education Fund, worked together to establish joint communications and messaging, to monitor the program implementation, and to recommend improvements to the program. In March 2008, the next cohort of 10 schools began preparing for implementation in fall 2008.

Outlook for Year 3

In 2008-09, Chicago TAP will provide extensive support and follow-up training to the 10 schools in Cohort 2 who began implementation in summer 2008, as well as to the 10 schools in Cohort 1 that are entering the second year of implementation. Throughout fall 2008, marketing and recruitment will occur for selection of Cohorts 3 and 4, with 10 schools planned for each cohort. Schools will be selected through an application process during which they will be evaluated on their need and readiness. Contributing criteria include teacher qualifications, experience and turnover, student attendance and achievement, and leadership capacity. In order for schools to be eligible for the program, they must have at least 75 percent of their students receiving free- or reduced-price lunch and evidence that at least 75 percent of their faculty voted to participate.