

## What's New?

### CECR Staff Out in the Field

During December 2009 and January 2010, Robert H. Meyer, Ph.D.; Christopher Thorn, Ph.D.; and Jeffrey Watson, Ph.D., of the University of Wisconsin–Madison gave a series of presentations to state agency and district leaders in several states on the lessons learned from working with Teacher Incentive Fund (TIF) districts. The presentations focused on the use of value-added analysis to measure teacher performance.

### Updated CECR Resource

CECR updated the Online Library to include a new educator compensation issue area, Teacher Pensions. To find articles related to this issue, or any others of interest, visit the Online Library at <http://cecr.ed.gov/library>.

### New Report on Longitudinal Data

The Data Quality Campaign released a report that contains a series of case studies on the use of unique teacher identifiers and longitudinal data systems. The five white papers provide a national overview in addition to three case studies from school districts in Colorado. The report, *Teacher Identifiers and Improving Education Practice*, is available online at [http://www.dataqualitycampaign.org/files/teacher\\_ID\\_v7\\_Web\\_Downsize2.pdf](http://www.dataqualitycampaign.org/files/teacher_ID_v7_Web_Downsize2.pdf).

### Related CECR Resources

CECR has helpful resources regarding data quality essentials for compensation reform:

- Guide to Implementation Modules
  - *Data Quality Essentials*  
<http://cecr.ed.gov/guides/dataQuality.pdf>
  - Information Technology Considerations  
<http://cecr.ed.gov/guides/itConsiderations.pdf>
- TIF TIPS Podcast About TIF Challenges in Education Information Systems and Knowledge Management  
[http://cecr.ed.gov/initiatives/grantees/podcasts/TIF\\_Information\\_Systems.mp3](http://cecr.ed.gov/initiatives/grantees/podcasts/TIF_Information_Systems.mp3)

## In This Issue

Hot Off the Press	2
Grantee Spotlight	3
Contact Us	5

# Hot Off the Press

## **Elevating the Teaching Profession—**

*NEA Today Action*. December 9, 2009

<http://www.neatodayaction.org/2009/12/09/elevating-the-teaching-profession/>

U.S. Secretary of Education Arne Duncan provides an overview of the federal administration's teacher quality goals including teacher pay reform and teacher tenure. Secretary Duncan also explains how states can use funding opportunities, such as Race to the Top and other stimulus initiatives, to implement these reforms.

## **Plan Ties Teacher Pay to**

**Performance—**Fox 13 News. January 5, 2010

<http://www.myfoxtampabay.com/dpp/news/local/hillsborough/105-gates-plan-hillsborough-schools>

Hillsborough County Schools in Florida received \$100 million from the Bill and Melinda Gates Foundation for a seven-year partnership to model teacher performance pay. Under the plan, teachers receive additional pay based on their performance on principal evaluations, participation in a peer mentor program, and student achievement. First-year teachers receive weekly visits from peer mentors for ongoing instructional coaching, while second-year teachers receive visits every other week.

## **Perdue Proposes Teacher Pay Changes Based on Student Performance—**

*Atlanta Journal Constitution*. January 12, 2010

<http://www.ajc.com/news/georgia-politics-elections/perdue-proposes-teacher-pay-273569.html>

As part of the state's application for Race to the Top funds, Georgia Governor Sonny Perdue proposed a new plan that changes teacher pay. The proposed plan bases teacher compensation on multiple measures of effectiveness, including 50 percent based on students' academic progress.

## **AFT Chief Vows to Revise Teacher-**

**Dismissal Process—***Education Week*. January 13, 2010

[http://www.edweek.org/ew/articles/2010/01/12/18aft\\_ep.h29.html?tkn=USWFSZAJwoQ46BnqYcCfd%2BQwI8ZGdgBe4cqb](http://www.edweek.org/ew/articles/2010/01/12/18aft_ep.h29.html?tkn=USWFSZAJwoQ46BnqYcCfd%2BQwI8ZGdgBe4cqb)

Randi Weingarten, president of the American Federation of Teachers, announced support for the use of student test scores for teacher evaluation purposes, with the caveat that scores are only one of multiple measures. Other measures suggested include peer and administrator evaluations, self-evaluations, and reviews of lesson plans and documented student work. Although Weingarten did not express support for the use of teacher evaluations in decisions about pay, the explicit support for use of student test scores signifies a shift in AFT policy.

## *Grantee Spotlight:*

# National Institute for Excellence in Teaching, Algiers Charter Schools Association

The Algiers Charter Schools Association (ACSA) in New Orleans, Louisiana, currently implements TAP: The System for Teacher and Student Advancement (TAP System) in partnership with the National Institute for Excellence in Teaching (NIET). The TAP System, formerly known as the Teacher Advancement Program, bases teacher incentive pay on multiple measures of teacher performance and provides various opportunities for teacher leadership and professional growth. The ACSA program includes all nine schools in the association and expands on the traditional TAP System to include additional performance-based incentives for principals.

### **The primary components of the TAP System in Algiers include the following:**

- **Multiple Career Paths** providing opportunities for instructional leadership through master and mentor teacher positions.
- **Ongoing and Applied Professional Growth** focusing on individual teacher and administrator needs, as identified through performance evaluations. Furthermore, professional development activities occur during the school day. ACSA structures the school-day schedule to provide time for teachers and principals to meet, learn, plan, mentor, and share with others.
- **Instructionally Focused Accountability** measuring teacher and administrator progress toward meeting the TAP Teaching Skills, Knowledge, and Responsibility Standards.
- **Performance-Based Compensation** rewarding teachers and administrators for student performance on standardized tests and performance on educator evaluations and providing additional incentives for teachers in hard-to-staff subjects and schools and administrators who develop complex data systems.

During the 2006–07 school year, the Louisiana Department of Education (LDE) took control of seven out of the nine schools that are a part of the TIF grant. The LDE took this action because the schools had five or more years of failing scores and teacher turnover rates that averaged 31 percent during the 2006–07 school year. At that time, 20 percent of teachers in ACSA did not meet the Highly Qualified

Teacher requirements of the 2002 reauthorization of the Elementary and Secondary Education Act. ACSA currently serves one of the most needy student populations in the state, with more than 90 percent minority population, as well as 86 percent of students eligible to receive free or reduced-price lunch.

### **What are the goals of the program?**

ACSA and NIET designed the program to ensure that all teachers and administrators in Algiers schools significantly improve their teaching skills and thus improve student achievement. The secondary goal is improving teacher recruitment and retention.

### **How much are the incentives?**

Under the TAP System, teachers in ACSA schools receive incentives based on several key measures:

- 50 percent based on growth in student achievement (20 percent determined by schoolwide value-added growth; 30 percent determined by teacher individual classroom value-added gains)
  - For teachers in nontested subjects or classrooms not able to receive a value-added score (e.g., due to a lack of three consecutive years of data), the entire 50 percent relies solely on schoolwide gain.
- 50 percent based on individual teacher classroom performance as measured against instructional rubrics developed for the TAP System and evaluated by multiple trained and certified evaluators.

TAP System incentive payouts are made from a bonus awards pool for teachers, principals, and other school staff. ACSA annually designates \$3,000 per teacher; \$10,000 for principals; \$5,000 for assistant principals; and \$1,000 for other instructional professionals (e.g., paraprofessionals).

### **What are the recent highlights of the program?**

Seven schools out of the nine participating ACSA schools achieved more than a full year of academic growth in the 2008–09 school year, according to value-added analysis. In addition, five of the seven schools received the highest possible value-added score, and two achieved above average results. For more information, see the following press release issued by NIET: <http://www.tapsystem.org/newsroom/newsroom.ta?page=pressreleases&function=detail&id=72>

During the 2009–10 school year, NIET plans to continue its work with ACSA conducting regular, on-site professional development and training that focuses on TAP leadership teams and school administrators. NIET also plans to develop two new data systems for ACSA to track the progress of students and teachers and to implement a communication plan to ensure continued stakeholder engagement and program sustainability.

For additional information about the program, please visit the following sites:

- Algiers TAP Website  
[http://www.algierscharterschools.org/apps/pages/index.jsp?uREC\\_ID=73264&type=d&pREC\\_ID=123197&rn=4412771](http://www.algierscharterschools.org/apps/pages/index.jsp?uREC_ID=73264&type=d&pREC_ID=123197&rn=4412771)
- TAP Website  
<http://www.tapsystem.org>
- CECR National Map Profile  
[http://cecr.ed.gov/initiatives/maps/pdfs/CECR\\_LA\\_NewOrleansTIF.pdf](http://cecr.ed.gov/initiatives/maps/pdfs/CECR_LA_NewOrleansTIF.pdf)
- CECR TIF Grantee Profile  
[http://cecr.ed.gov/initiatives/profiles/pdfs/National\\_InstituteForExcellence.pdf](http://cecr.ed.gov/initiatives/profiles/pdfs/National_InstituteForExcellence.pdf)

## Contact Us

---



Allison Henderson, Director  
Phone: 888-202-1513  
E-mail: [cecr@westat.com](mailto:cecr@westat.com)

The Center for Educator Compensation Reform (CECR) was awarded to Westat — in partnership with Learning Point Associates, Synergy Enterprises Inc., Vanderbilt University, and the University of Wisconsin — by the U.S. Department of Education in October 2006.

The primary purpose of CECR is to support Teacher Incentive Fund (TIF) grantees in their implementation efforts through provision of sustained technical assistance and development and dissemination of timely resources. CECR also is charged with raising national awareness of alternative and effective strategies for educator compensation through a newsletter, a Web-based clearinghouse, and other outreach activities.

This work was originally produced in whole or in part by the Center for Educator Compensation Reform (CECR) with funds from the U.S. Department of Education under contract number ED-06-CO-0110. The content does not necessarily reflect the position or policy of CECR or the Department of Education, nor does mention or visual representation of trade names, commercial products, or organizations imply endorsement by CECR or the federal government.