

## What's New?

### New CECR Case Summary Online

The Center for Educator Compensation Reform (CECR) introduces a new case summary about the New York City School-Wide Performance Bonus Program (SPBP). The program began during the 2007–08 school year and was the product of a collaborative effort between the New York City Department of Education and the United Federation of Teachers. The SPBP had four main goals:

- Provide incentives and rewards to teachers in high-need schools that increase student achievement.
- Institute a revised system of professional compensation for teachers.
- Promote a collegial climate of collaboration.
- Attract and retain the most qualified teachers.

The SPBP provided awards for teachers in 240 pilot schools. Eligibility for incentives linked to school “report cards” issued at the end of each school year. The report cards provide data that represent a school’s ability to meet a set of predetermined performance targets. The performance targets include student achievement, attendance data, and academic growth. The reward structure is as follows:

- Schools that reach 100 percent of their performance targets receive \$3,000 per teacher.
- Schools that reach 75 percent of their performance targets receive \$1,500 per teacher.
- Each school has a Compensation Committee that decides how to disseminate awards.

During the course of the program, participants raised two main concerns:

- Participants felt that the report card system was too complicated and unclear. Further, participants indicated that the report cards did not include enough information about the schools.
- Participants worried about the autonomy of the Compensation Committee.

For more information, read the full Case Summary online at [http://cecr.ed.gov/pdfs/summaries/CECR\\_CS\\_NYC\\_PerfBonusProgram.pdf](http://cecr.ed.gov/pdfs/summaries/CECR_CS_NYC_PerfBonusProgram.pdf)

### New Online Resource

CECR and partners at the University of Wisconsin–Madison are in the process of developing a census of assessments used by all states and selected districts across the country. The goal is to capture innovative approaches to implementation of assessments in grades, subjects, and languages for which assessment is not required under the Elementary and Secondary Education Act of 1965, as amended. Data collection is ongoing, and the resource will continue to feature new states. The reports include technical information about the assessments (e.g., reliabilities, number of items of different types) as well as the segment of the student population that takes each assessment.

Visit <http://www.assessmentsurvey.wceruw.org> to access this resource.

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## Hot Off the Press

**McDonnell Proposes Merit Pay, Corporate Tax Credits for Schools**—*The Washington Post*. January 18, 2011.

[http://voices.washingtonpost.com/virginiapolitics/2011/01/mcdonnell\\_proposes\\_merit\\_pay\\_c.html](http://voices.washingtonpost.com/virginiapolitics/2011/01/mcdonnell_proposes_merit_pay_c.html)

The governor of Virginia proposed a new program that would be available for districts with underperforming schools. The program would provide funding for performance-based compensation. Teachers would be eligible for incentives up to \$5,000 for working in hard-to-staff schools.

**Union, School Board Agree to New Three-Year Contracts**—*AllBusiness.com*. January 14, 2011.

<http://www.allbusiness.com/education-training/education-administration-school-boards/15445385-1.html>

Teachers in Monroe County, Florida, agreed to a new employment contract that includes provisions for performance-based compensation. The program links to the \$700 million that the state of Florida won through the Race to the Top grant program. Teachers will be eligible for additional pay based on how their performance is evaluated using the new evaluation system.

**Kentucky State Panel Passes Teacher Incentive-Pay Bill**—*Courier Journal*. January 5, 2011.

[http://pqasb.pqarchiver.com/courier\\_journal/access/2230792081.html?FMT=ABS&FMFS=ABS:FT&type=current&date=Jan+5%2C+2011&author=Deborah+Yetter&pub=Courier+-+Journal&edition=&startpage=n%2Fa&desc=Kentucky+Senate+panel+passes+teacher+incentive-pay+bill](http://pqasb.pqarchiver.com/courier_journal/access/2230792081.html?FMT=ABS&FMFS=ABS:FT&type=current&date=Jan+5%2C+2011&author=Deborah+Yetter&pub=Courier+-+Journal&edition=&startpage=n%2Fa&desc=Kentucky+Senate+panel+passes+teacher+incentive-pay+bill)  
(available for a minimal fee)

The Kentucky State Senate Education Committee voted on Senate Bill 13, which would reward teachers in science and mathematics. Teachers in advanced courses whose students score high enough on tests to earn college credits would be eligible to earn up to \$500 per student, up to \$7,500 per year. The bill also would provide awards up to \$5,000 for teachers in lower grade mathematics and science courses.

**Contracts to Aid TPS Teacher Effectiveness**—*Tulsa World*. January 4, 2011.

[http://www.tulsaworld.com/news/article.aspx?subjectid=332&articleid=20110104\\_19\\_A1\\_CUTLIN943254](http://www.tulsaworld.com/news/article.aspx?subjectid=332&articleid=20110104_19_A1_CUTLIN943254)

The Tulsa Public School Board approved two new contracts with the Value-Added Research Center (VARC) and Battelle for Kids to implement plans to evaluate teacher and leader effectiveness based in part on student growth. VARC will provide value-added data analysis, and Battelle for Kids will provide assistance to the school district on the use of value-added data. These contracts are the result of the *Oklahoma Teacher and Leader Effectiveness Act*, which requires all public school districts to evaluate teachers, principals, assistant principals, and any other school administrators who supervise classroom teachers with a new system.

## Grantee Spotlight

### Hillsborough County Public Schools: POWER II

Hillsborough County Public Schools revised its Teacher Incentive Fund (TIF) grant from 2007, Performance Outcomes with Effective Rewards (POWER I), to create POWER II. The district received a new TIF grant in 2010 to carry out POWER II. The district plans to expand the program to 35 of its highest need schools. At the participating schools, more than 50 percent of the student body qualifies for free or reduced-price lunch. In addition, the schools have lower standardized test scores than comparable district schools and face higher than normal teacher turnover compared to other district schools. Of these teachers, approximately 50 percent have seven or fewer years of classroom experience.

#### Primary Components of the Program

The district will reward teachers and principals based on their overall effectiveness. For teachers, the district will weight the following factors as indicated: evaluation by principals (30 percent), peer or mentor evaluation (30 percent), and student achievement (40 percent). Principals and peers or mentors who evaluate teachers will use rubrics with 22 components and 4 domains. The district will move from a one-year growth model that uses value tables to determine teachers' student achievement growth scores to a three-year value-added growth model that uses multilevel modeling techniques by the 2013–14 school year.

Using a system similar to that used for teachers, the district will weight factors to determine principal effectiveness as follows: results from the Principal Effectiveness Survey (30 percent), schoolwide student learning gains for all students (30 percent) and students below grade level (10 percent), attendance and schoolwide discipline (10 percent), oversight of facilities and annual financial audit results (10 percent), retention of effective teachers (5 percent), and evaluation of teachers (5 percent).

In addition to effectiveness ratings, the district has developed a prescriptive professional development system that links individual teacher and administrator

strengths and needs identified during the evaluation process to specific professional development activities targeted at increasing effectiveness in the identified areas. The district's data warehouse will house the new evaluation results. The district will require underperforming teachers and administrators to participate in the identified courses. Effective and highly effective teachers and administrators may choose to participate in the identified courses.

Finally, the Hillsborough County Public Schools performance-based compensation program will have explicit progression and exit implications. Low-performing teachers will not earn as much compensation as higher performing teachers. High-performing teachers will earn much higher salaries far earlier in their career than low-performing teachers, thus increasing the retention rate of highly effective teachers. Also, the district will not grant tenure to new teachers who do not perform at effective levels.

#### Goals of the Program

The challenges faced by the district (i.e., lower student achievement, higher teacher turnover, and a teacher workforce with less experience) motivated Hillsborough County Public Schools to implement the performance-based compensation system, POWER II.

POWER II is part of a districtwide multiyear plan designed to attract, support, reward, and retain the most effective teachers and administrators, especially at high-need schools, to improve student achievement. The program has several initiatives, which include the following:

- A new teacher and administrator evaluation system with prescriptive linkage to professional development
- A performance-based career ladder
- Programs and incentives for high-need schools
- A new teacher induction program
- Enhanced performance management
- Enhanced recruitment and retention

The district's program goals align with a statewide reform effort instituted by the Florida Department of Education and the Florida Legislature and corresponds with the teacher effectiveness reform initiatives included in the state's Race to the Top application.

### **Incentives**

Using the teacher and administrator evaluation rubrics, the district will place educators into one of five performance categories. Based on their categorical placement, teachers and principals will be able to earn up to 5 percent of a beginning teacher's salary.

### **Recent Highlights of the Program**

In addition to providing teachers and administrators with professional development resources, the district plans to provide other resources to program participants, such as communications and data resources. For example, the district has a detailed communications plan to explain its TIF program to all stakeholders, including teachers and principals. Notably, the district will communicate with the stakeholders in the following ways: (1) in-person presentations and meetings, (2) the district website, (3) webcasts and podcasts, and (4) television. Further, teachers and principals will be able to use the district's data dashboard to access teacher and student performance data to diagnose issues and develop solutions. The district's data warehouse system is comprehensive and will be capable of integrating existing longitudinal district and state data for students, teachers, and principals into a single, secure, user-friendly interface.

## *Contact Us*



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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.