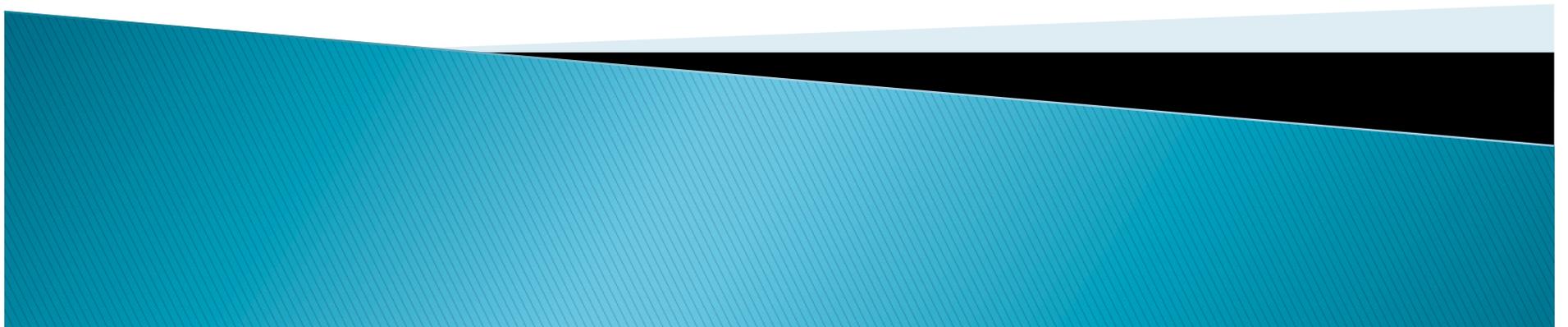


# CECR/TIF Grantee Meeting

School District of Philadelphia  
Philadelphia, PA

Dr. Tonya E. Wolford  
*Office of Research and Evaluation*



# Philadelphia TIF

- ▶ Housed in the *Office of Charter, Partnership and New Schools*
- ▶ Implemented in charter schools (individual LEAs)
  - 4 schools in Year I
  - 11 schools in Year II
  - 11 schools in Year III
- ▶ Uses TAP Model
  - Distributed leadership
    - A train-the-trainer model
    - Leadership teams
      - Administrators, master teachers and mentor teachers
  - Teacher professional development
  - Performance-based pay incentives



# Evaluation

- ▶ Evaluation component written in to grant by SDP's *Office of Research and Evaluation*
- ▶ Evaluation plan developed in conjunction with external evaluators
  - Institute for Schools and Society, Temple University
    - Academic entity
- ▶ Initial instability
  - Scope of program changed dramatically after receipt of award
  - Staff changes at Temple
  - Staff changes at SDP



# Evaluation Design

- ▶ Mixed-methods approach
  - Interviews
  - Observations
  - Records/documents review
  - Participant surveys
    - PEPS Summer Institute feedback survey
    - NIET Teacher survey
    - PEPS/Temple survey
  - Student outcomes
- ▶ Triangulation of data to address program objectives



# Program Objectives

- ▶ Implementation and support of a standards-based teacher evaluation system
  - Perception and satisfaction with professional development
  - Perception and satisfaction with leadership teams
  - Understanding and satisfaction with financial incentives
- ▶ Student achievement
- ▶ Teacher retention
- ▶ Ongoing support
- ▶ Administrator performance



# Outcomes

- ▶ Teacher outcomes
  - Understanding of program components
  - Improved instructional skills
  - Satisfaction with multiple career pathways, professional development and coaching
  - Understanding and satisfaction with incentive model
  - Increase in teacher retention rates



# Outcomes (continued)

- ▶ School-level outcomes
  - Fidelity of implementation
  - Satisfaction with administrator's roles
  - Improvement in school climate
  - Increased instructional focus
- ▶ Student outcomes
  - Yearly evidence of growth in student achievement
  - Growth in student achievement relative to matched comparison schools



# SDP Relationship with Evaluator

- ▶ Quarterly progress reports/meetings
- ▶ Annual evaluation reports
- ▶ Regular contact with the *Office of Charter, Partnership and New Schools* (program office) and the *Office of Research and Evaluation*
- ▶ Monthly invoices



# Impact of Evaluation

- ▶ Teachers did not feel adequately proficient in the payout model
  - Program office recognized the need for the payout model to be explained three times over the year
    - Learning is layered



# Impact (continued)

- ▶ Confusion around program identity
  - Various names associated with the program
    - REPS, PEPS, Philly TAP, TIF, etc.
  - Program office sought to establish a clear brand and identity for the program (*Philly TAP*)
  - Established an online presence
  - Hired an external PR firm



# Impact (continued)

- ▶ Confusion about professional development
  - Inconsistency in terminology
  - Delivery variable across schools
  - Program staff began to clarify what professional development means in the TIF schools
    - Clusters *are* professional development



# Impact (continued)

- ▶ Career teachers understanding of TAP components
  - Different message being delivered to leadership teams and career teachers
  - Program office *invited career teachers to summer institute* (originally just for leadership teams)
    - Modification of turn-around training model



# Evolution of Evaluation

- ▶ Early instability
  - Change in scope of program
  - Staff changes
- ▶ Conflicting expectations
  - Academia vs. real world
- ▶ Mismatch between data collection and outcome measures
  - Initial focus on qualitative data
- ▶ Communication
  - *'External'* evaluators
    - Challenges in accessing schools/District information
  - Misunderstandings in program design
    - Not entrenched in day-to-day operations
  - Relevance of recommendations
    - Theory vs. practice

