



tif

Teacher  
Incentive  
Fund



# Performance-Based Compensation in Charter Schools

## Webinar 3: Developing an Aligned Human Capital Management System



Westat  
University of Wisconsin  
J. Koppich & Associates  
AIR  
Synergy Enterprises

# CECR Overview

- Center for Educator Compensation Reform (CECR)
- Provide information and assistance to the grantees of the Teacher Incentive Fund (TIF)
- Increase public awareness about compensation reform
- Build a nationwide network of informed consumers and provide the next wave of educator compensation reform leaders with a virtual toolkit

# Charter Schools Webinar Series

- Designed to highlight innovative and experimental approaches in charter schools
- Charter schools have increased flexibility but also distinct challenges.
- When these approaches are successful, they can be replicated in other charters as well as school districts.

# Charter Schools Webinar Series

The three-part webinar series will cover the following topics:

- Resources for developing performance-based compensation systems
- Innovations in sharing promising practices
- Innovations in comprehensive educator performance management systems

## Webinar 3: Developing an Aligned Human Capital Management System

Aligned human capital management systems require the careful coordination of multiple components of performance management, ranging from recruitment and induction to advanced career opportunities.

This process can be a daunting task for charter schools.

E.L. Haynes is a promising example of a charter school that is developing a human capital management system that coordinates evaluation results with professional development and compensation.



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AMERICAN INSTITUTES FOR RESEARCH<sup>®</sup>

# Building a Comprehensive Human Capital Management System

**Ellen Behrstock-Sherratt, Ph.D.**

March 29, 2012

# Teacher Quality

- The research and data are clear—teacher quality is the single most important variable affecting student achievement (Rivkin, Hanushek, & Kain, 2005; Rockoff, 2004).
- “Everything else—educational standards, testing, class size, greater accountability—is background” (Gordon, Kane, & Staiger, 2006).

# The National Policy Landscape

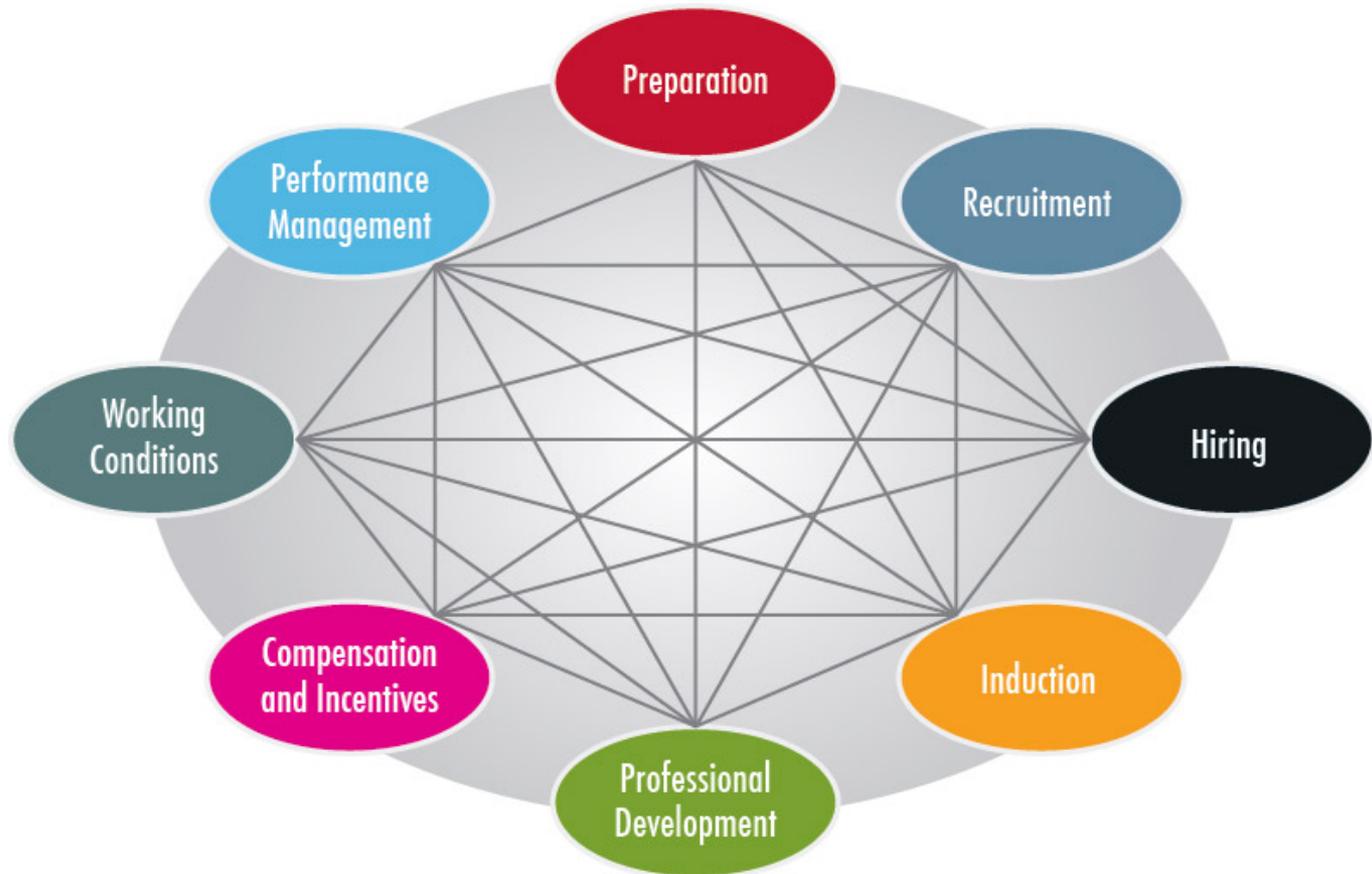
- A teacher and principal effectiveness thread runs through key federal initiatives:
  - Elementary and Secondary Education Act Flexibility Waivers
  - Race to the Top
  - Teacher Incentive Fund
  - School Improvement Grants
- The war for talent
- Multidimensional responses are needed
- Charter schools as leaders

# Brainstorm

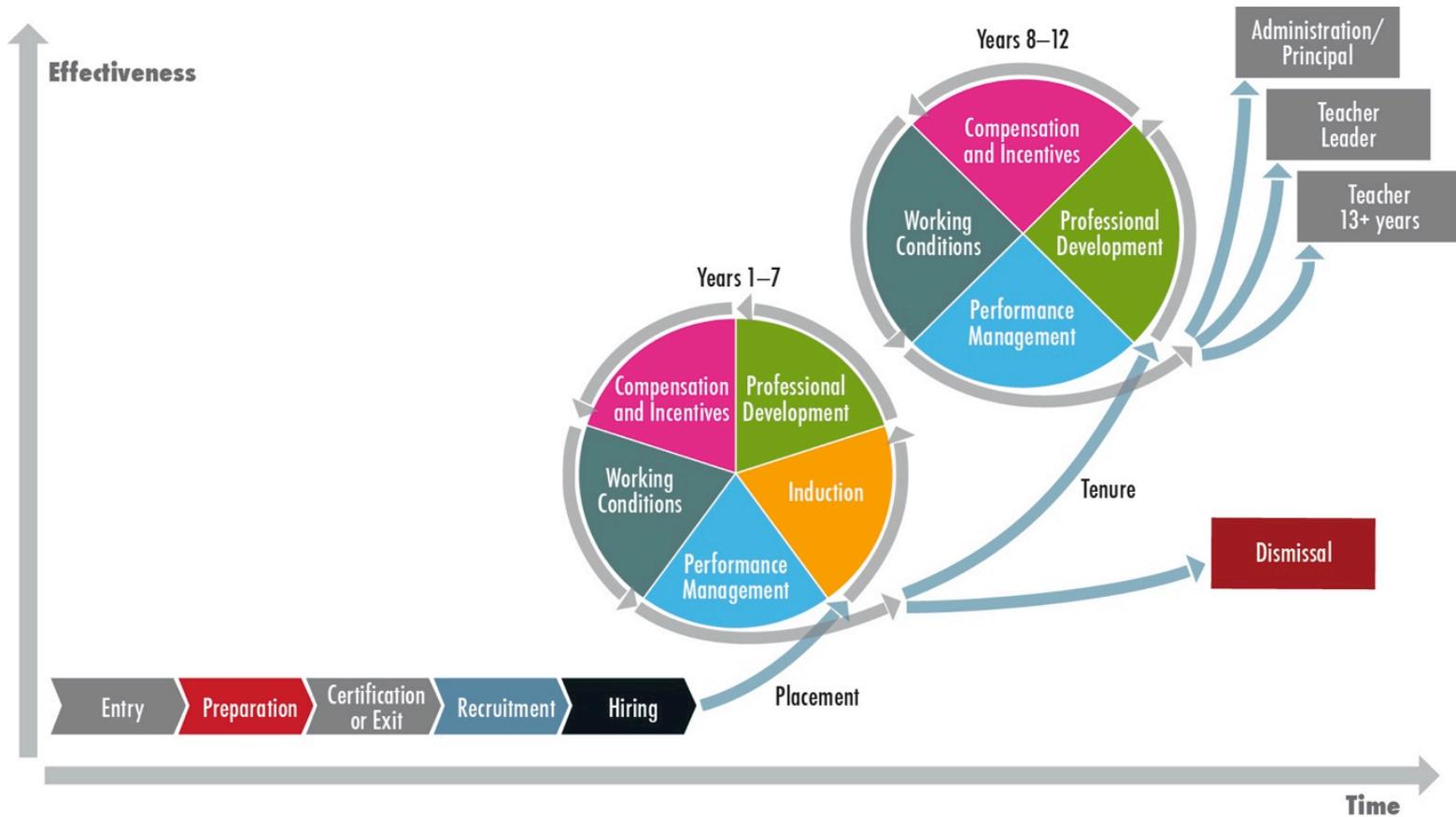
**What system-level components are needed to strengthen teacher and leader effectiveness in your charter school(s)?**

- Brainstorm
- Share in chat box

# Human Capital Management System



# Educator Career Continuum



## Key tenets of HCMS

- There is no silver bullet.
- Each component must be addressed strategically and purposefully.
- Components must align with one another.
- Requires systems-thinking.
- Key decision-makers must collaborate.

## Example: Recruitment and Hiring

- Promote, increase, and market the most attractive school/network characteristics
- Establish and maintain a high standard for the quality and quantity of teachers needed to staff all classrooms
- Actively develop relationships with all potential applicant pools
- Encourage early hiring timelines and early notification of departure

## Example: Compensation

- Take teacher effectiveness into account
- Take teacher professional development into account
- Take teacher workload, leadership, and responsibilities into account.
- Pay attention to salary structure as well as salary levels

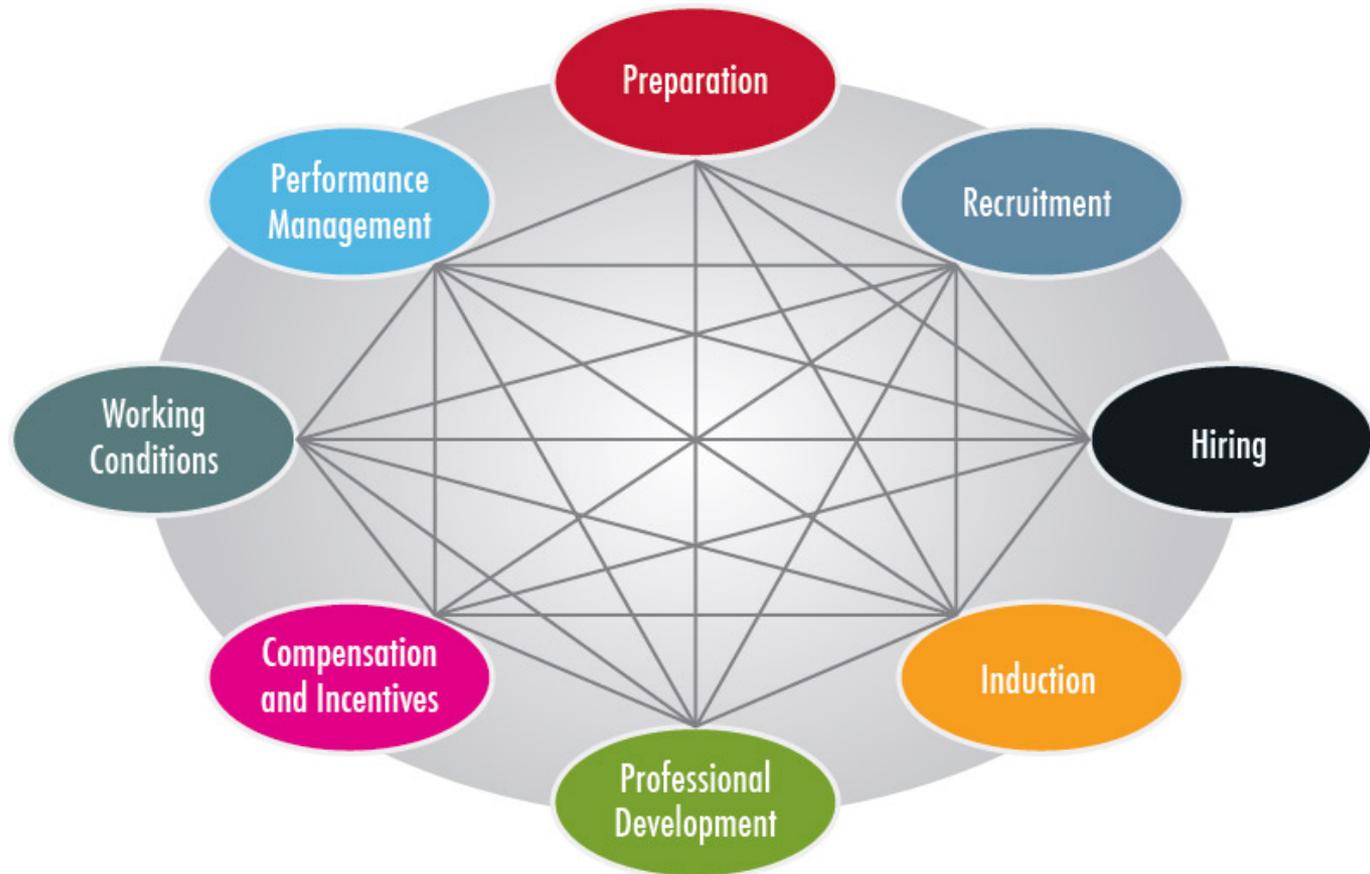
## Example: Working Conditions

- Ensure professional physical working conditions
- Promote a collegial, trusting culture, particularly through recruitment and retention of effective school leaders
- Keep workloads and class sizes reasonable

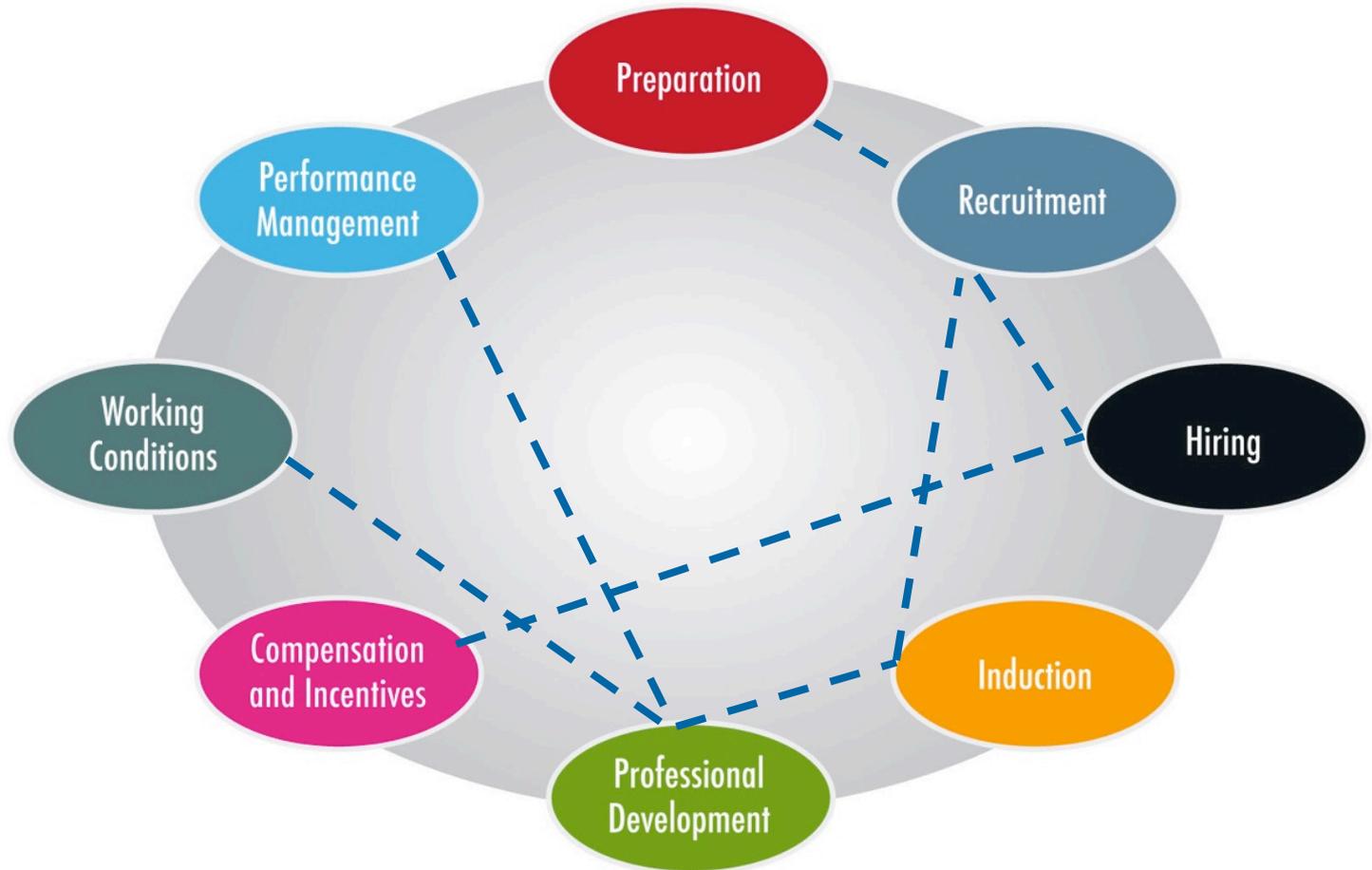
## Example: Performance Management

- Encourage detailed, constructive feedback based on multiple measures
- Use multiple rating categories
- Align evaluation standards to standards used in professional development, hiring, induction, and preparation
- Train evaluators and educators
- Involve teachers in system design and ongoing modifications

# Human Capital Management System



# How well aligned is your HCMS?



# Choosing a Door to Walk Through



1. Recruitment and Hiring
2. Induction and Mentoring
3. Professional Development
4. Performance Management
5. Compensation and Incentives

# Performance Management as a “Door”



## References

- Gordon, R., Kane, T. J., & Staiger, D.O. (2006, April). *Identifying effective teachers using performance on the job* (The Hamilton Project, Discussion Paper 2006-01). Washington, DC: The Brookings Institution.
- Rivkin, S., Hanushek, E., & Kain, J. (2005). Teachers, schools, and academic achievement. *Econometrica*, 73(2), 417–458.
- Rockoff, J. (2004). The impact of individual teachers on student achievement: Evidence from panel data. *American Economic Review*, 94(2), 247–252.



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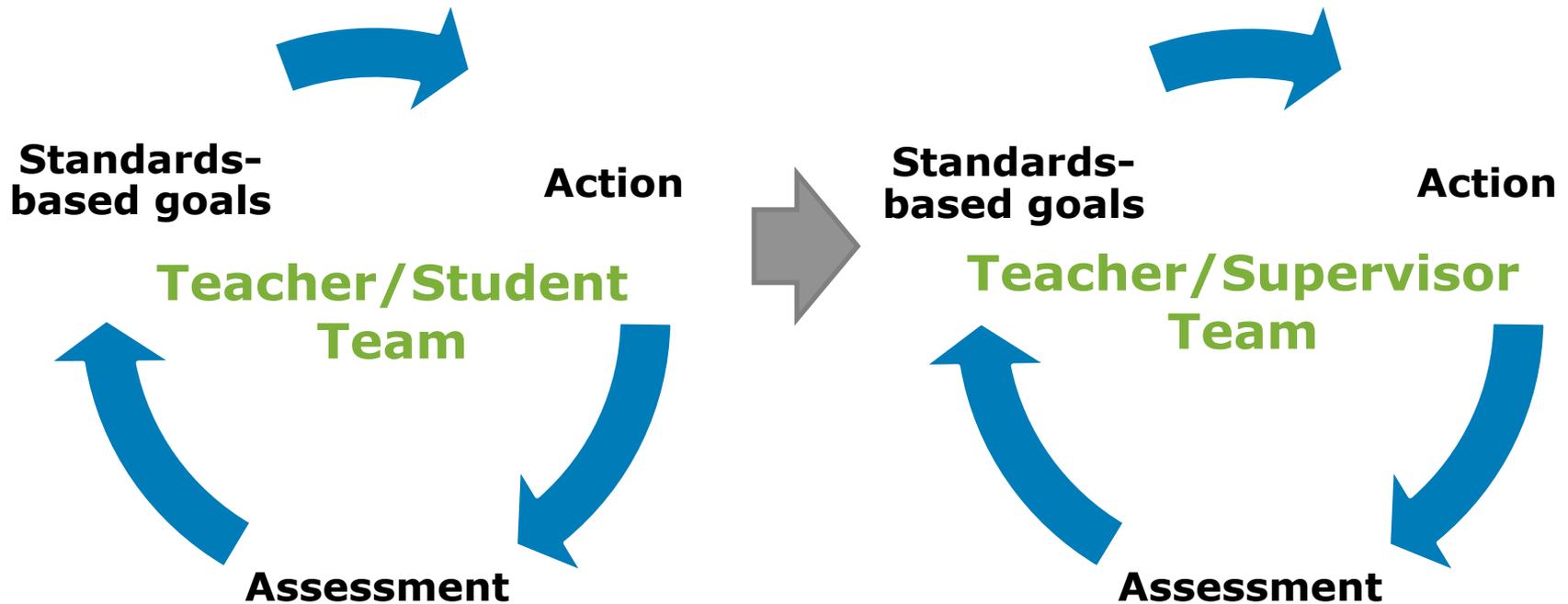
Website: [www.air.org](http://www.air.org)



# Teacher Evaluation and Compensation

# Teacher Evaluation Goals: Creating a Culture of Continuous Improvement

We are helping our students grow...and we need to grow as professionals



# Our Mechanisms for Improving Teacher Practice

## For Teachers

- ▶ Teacher Evaluation Cycle with observation & feedback
- ▶ Self-assessments
- ▶ Professional Growth Plan
- ▶ Professional Development
  - ▶ ELH workshops
  - ▶ External workshops
  - ▶ School visits
  - ▶ Book groups
  - ▶ Superfriends groups
  - ▶ PLACES
  - ▶ Etc.
- ▶ Teacher Surveys (Fall, Winter, Spring)
- ▶ Peer Observation
- ▶ New Teacher Mentors

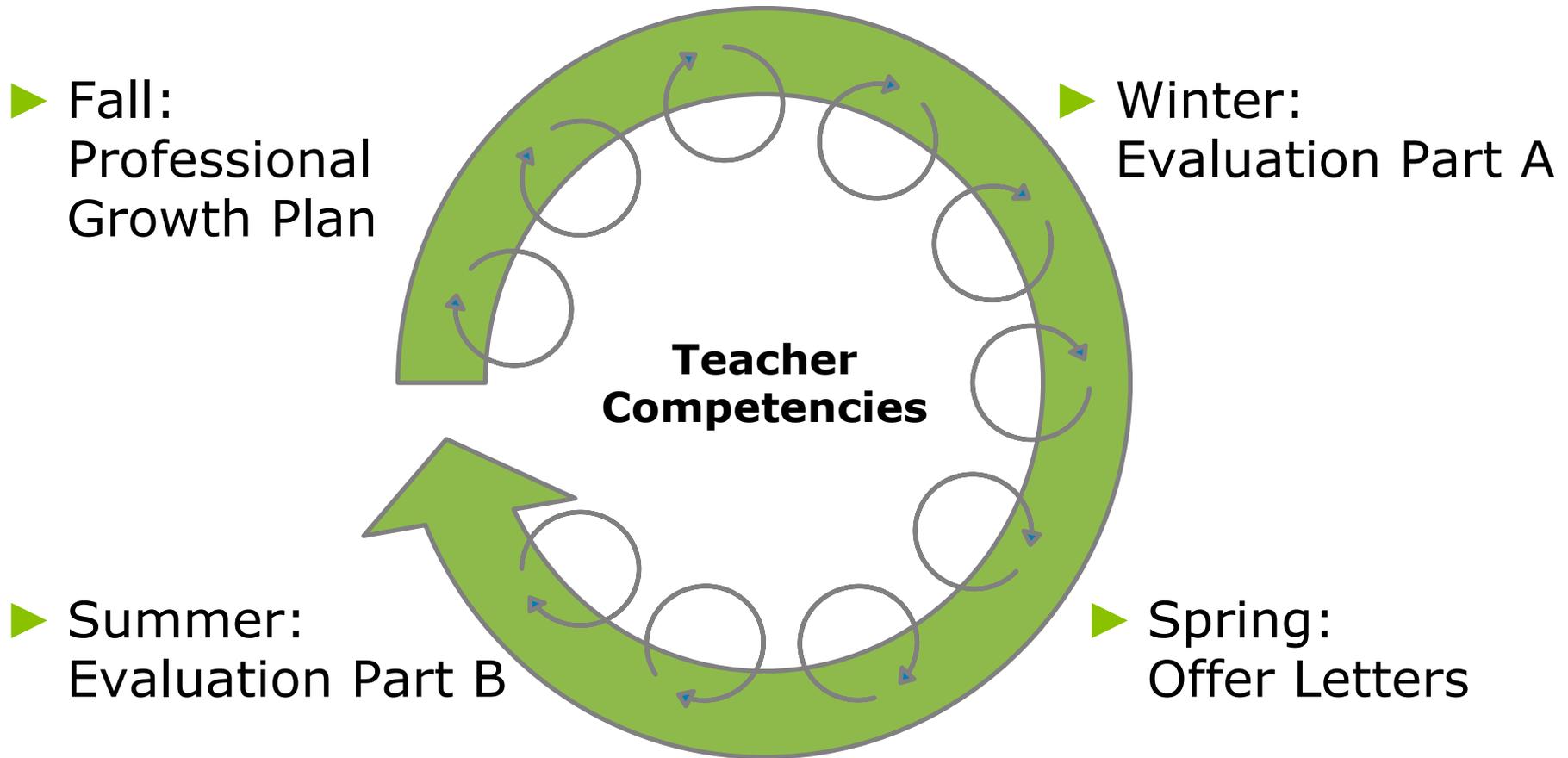
## For Principals & Assistant Principals

- ▶ Principal Evaluation Cycle
- ▶ Leadership coaching to improve observation and feedback skills
- ▶ Professional Development
  - ▶ Critique, tune, and practice observation and feedback skills through video, role play, and document review during Instructional Leaders Team meeting
  - ▶ Bi-weekly walkthroughs with ILT members (rotating through PS-2, 3-5, 6-8, 9) to gather program-wide data
  - ▶ Workshops, school visits, etc.
- ▶ Review of teacher survey data with their supervisor
- ▶ Monthly meetings for principals with Head of School to review completed observation/feedback cycles

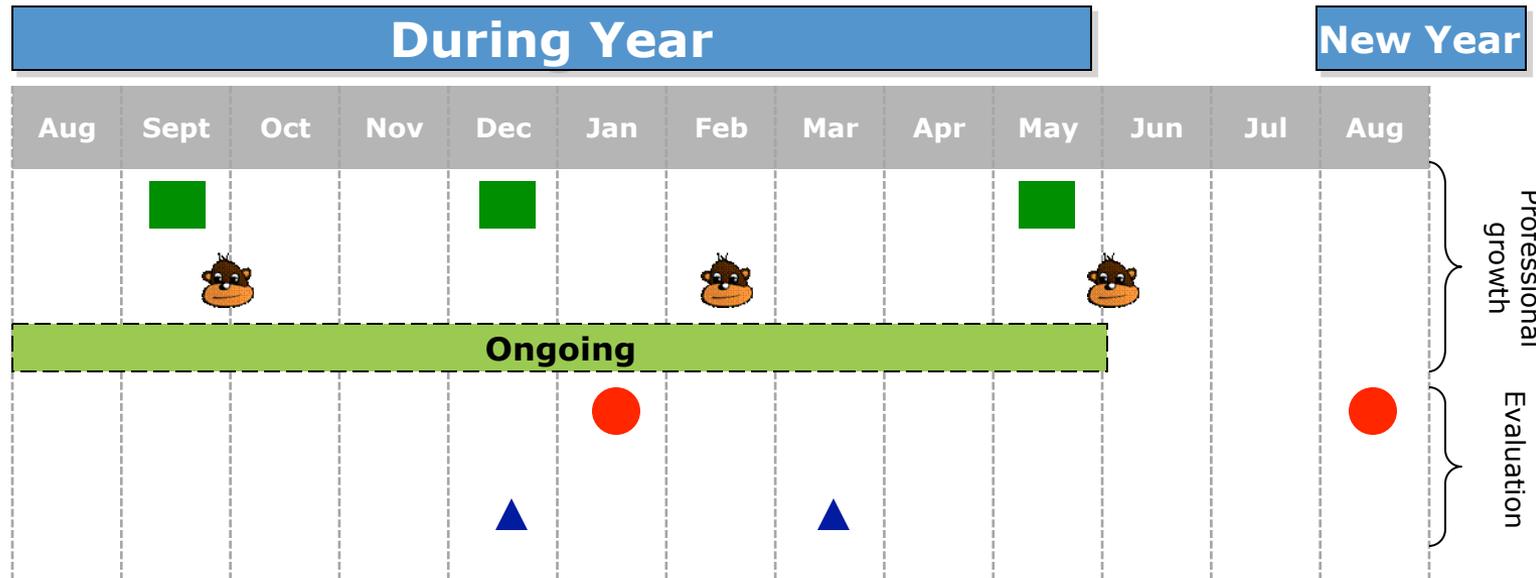
# What teachers can expect

- ▶ 5 observation/feedback cycles annually by supervisors
- ▶ Three meetings with your supervisor to create and review your Professional Growth Plan together.
- ▶ At least two self-assessments you complete. One is used to set PGP goals and the other is used to inform the winter evaluation meeting.
- ▶ Clear written indicator of whether you are on-track or not-on-track in December before winter break.
  - If you are determined to be not-on-track at any time during the year, you will go on an improvement plan developed by your supervisor.
- ▶ One hour-long evaluation (part A) meeting with your supervisor in the winter; evaluation (part B) meeting with your supervisor in the summer after student growth data are in
- ▶ Renewal letters for 2012–13 issued in March/early April.

# Evaluation Cycle



# Annual Calendar



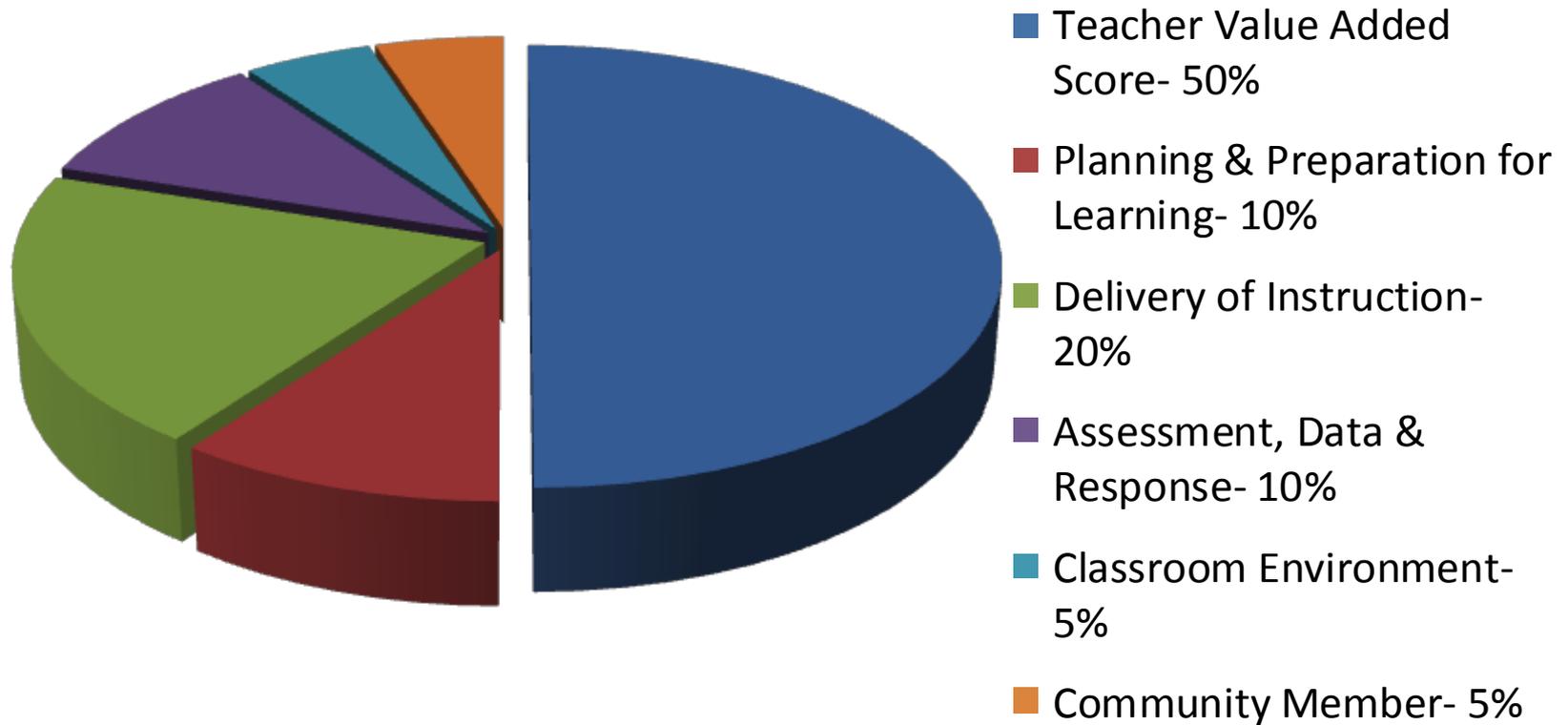
Event	Details	Teachers	Supervisor
■ Teacher self-assessment	Self-review of strengths and weaknesses for supervisor	✓	
🐵 Teacher survey	Surveys giving school leadership feedback	✓	
■ Observation/Feedback	Observation and feedback cycles	✓	✓
● Evaluation meetings	Formal review process incorporating self-review and supervisor observations	✓	✓
▲ Status letters	December: "On-track" letter March: offer letter	✓	✓

# Race to the Top Expectations

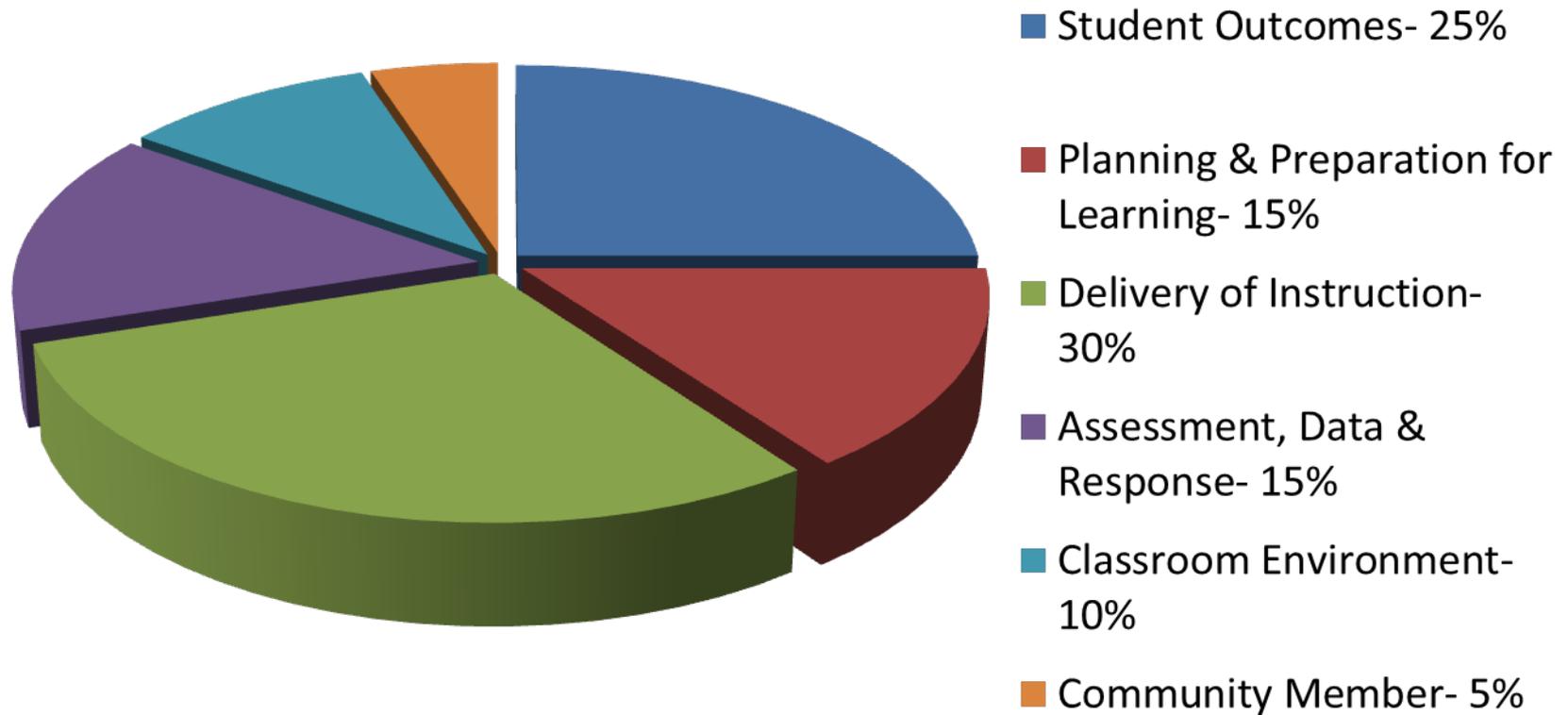
- ▶ For teachers in 4<sup>th</sup>–8<sup>th</sup> grades teaching reading and math, 50% of their evaluation score will be based on the value-added student growth on the DCCAS\*. The other 50% will be based on scores from the teacher competency rubric and schoolwide student growth.
- ▶ For other teachers (classroom, specials, SST, etc.), 25% will be based on student growth on assessments yet to be identified. The remaining percentage will be based on scores from the teacher competency rubric and schoolwide student growth.
- ▶ All teachers receive rating on a 1 to 4 scale.

**\*In 2014–15, DC will use the PARCC assessment for K–12<sup>th</sup>.**

# Tested Grades and Subjects



# Nontested Grades and Subjects



# Using Data To Drive Professional Development



## DRAFT Professional Development Calendar

### Quarter 1

Topic: Engagement and Equity

Teacher Competency Indicator: DI4 Engagement

Groups of 8-10 Haynes teachers will be led by an ILT member to look at research on engagement and collect data on engagement at Haynes. Teachers will then participate in critical friends groups that help teachers build their skills in engaging all students.

### Quarter 2

Choice 1

Choice 2

Choice 3

Choice 4

### Quarter 3

Topic: Assessment-based unit planning

Teacher Competency Indicator: PPL3 Create standards-based unit plans and A1 Unit-based assessment

### Quarter 4

Choice 1

Choice 2

Choice 3

Choice 4

# Teacher Compensation – Resources and Process

**E.L. Haynes consulted a number of resources over the last several months to guide our thinking on the compensation structure for next year:**

- **The New Teacher Project study of compensation in DC charter schools**
  - **Aggregated salary data by quartile and survey data from teachers about why they choose to stay at their school**
  - **Several meetings with the author of the study to understand the data and conclusions**
- **DCPS salary benchmarks for instructional staff**
- **Budget Committee meetings with ELH staff, Leadership Team meetings, and lots of one-on-one conversations with staff**
- **Input from the Executive Committee of the Board of Trustees**

# Elements of the proposed teacher compensation plan

- A single salary scale for teachers and social workers/school counselors that is based on total number of years of full-time lead teaching experience in their career. Unlike in prior years, base salary will not be differentiated based on what level of education the teacher has obtained.
- For teachers with 1-3 years of full-time teaching experience, the scale will be in the 2nd Quartile compensation range for DC charters, which is also close to the DCPS bachelor' s scale.
- Starting in year 4 the scale will increase to be in the 3rd Quartile compensation range for DC charters, which is just below the DCPS master' s scale.
- Beginning in 2012–13, teachers who score a “3” or a “4” on their evaluation will move up the salary scale every year. Teachers who score a “2” on their evaluation will stay at the same salary step for the subsequent year. If a teacher scores a “2” for two years in a row or a “1” on his/her evaluation, he/she may not be invited back.
- This plan does not include retention bonuses or performance-based pay beyond the point above.
- Embedded in this scale is any cost of living or other annual increase for teachers; this scale will be in place “as is” until the Board of Trustees approves another scale.

# Positions that fall under the proposed compensation plan

## **Teachers**

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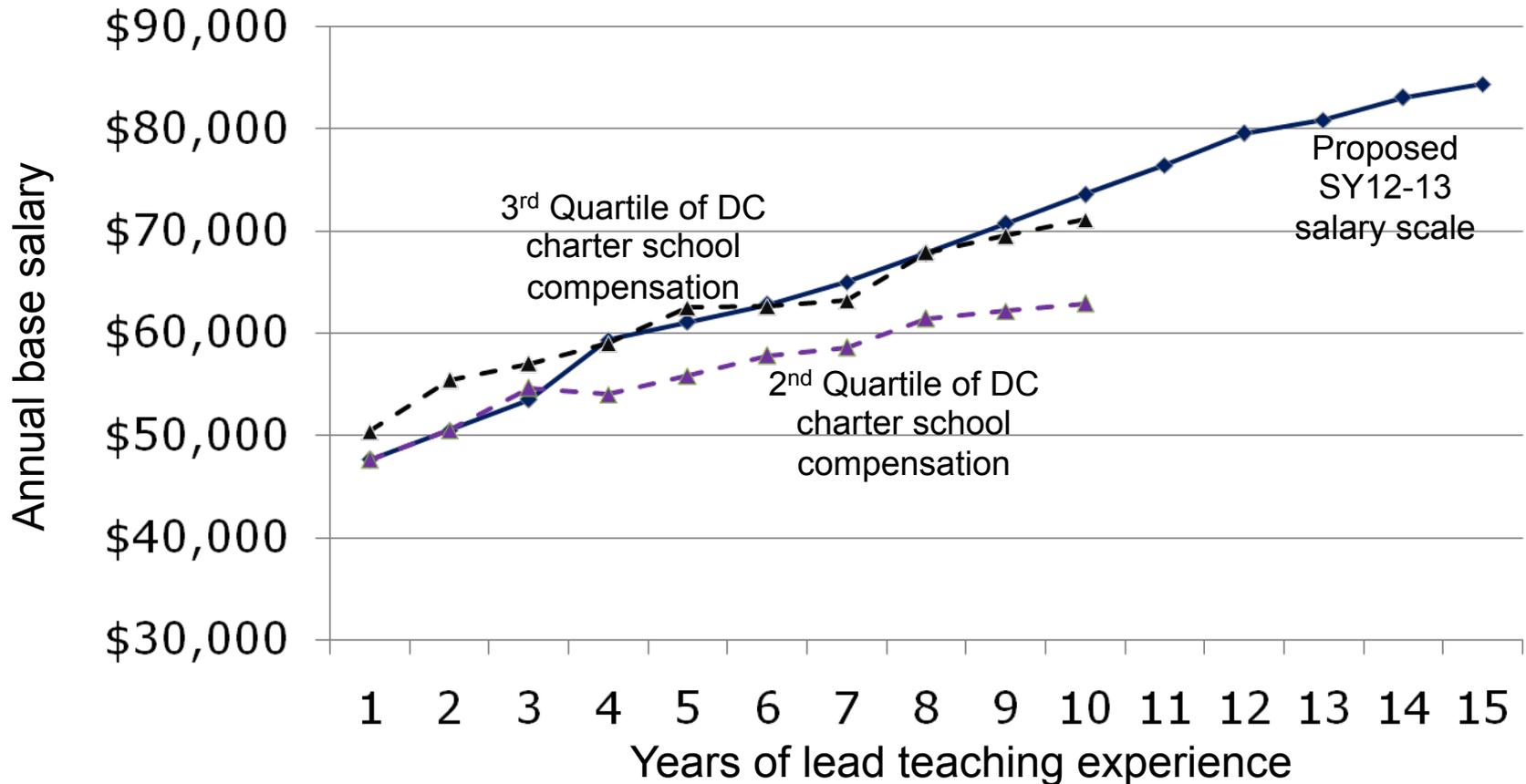
- Lead Classroom Teachers
- Inclusion Teachers
- ELL Teachers
- Specials Teachers
- Resource Room Teachers
- Wilson Reading Teachers
- Intervention Teachers

## **Student-Focused Instructional Staff**

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- Social Workers/School Counselors
- Occupational Therapists
- Speech and Language Therapists
- Behavior Coordinator

# Proposed salary scale compared to DC charter school peers



**By year 4 ELH teachers will be at or slightly above the 3<sup>rd</sup> Quartile of base salary for DC charter school teachers**

# Two-year transition to move all staff onto the new compensation scale

- This compensation scale affects teachers in different ways; some teachers will have large increases, and others will have small increases, depending on the teacher's years of teaching experience and his/her level of educational attainment.
  - Increases in base salary range from 1% to 30% with an average of ~15%.
- In order to make the transition to the new scale affordable, we need to phase it in over two years:
  - In year one (SY12–13), teachers will receive increases of up to 15% of their current base salary.
  - In year two (SY13–14), all teachers will be completely on the new scale.
- New teachers to Haynes in 2012–13 will start at an equitable discount to the proposed scale, in line with the 15% cap for returning staff members.

# Organization of the CECR Website

**CECR** Center for Educator Compensation Reform

Search

**New to Performance-Based Compensation** | **Development and Implementation** | **National Perspective** | **TIF Grantees**

*Raising national awareness of effective strategies for performance-based compensation and supporting the Teacher Incentive Fund Grantees*

**What's new** [Sign Up for CECR's Newsletter](#)

Peer Review: Getting Serious About Teacher Support and Evaluation

**Assessment Survey:** Identifies different states' assessments in grades, subjects, and languages, not required under ESEA.  
December 2011/January 2012 Newsletter

New to Performance-Based Compensation	Development and Implementation	National Perspective	TIF Grantees
<ul style="list-style-type: none"> <li>Establish an Understanding of the Various Components of Performance-Based Compensation</li> <li>Read the Available Research on Performance-Based Compensation</li> <li>Explore Case Summaries from Existing Alternative Compensation Programs</li> </ul>	<ul style="list-style-type: none"> <li>Utilize Multiple Resources Based on the Six Areas of Focus</li> <li>Listen to Podcasts and Webinars on Performance-Based Compensation</li> <li>Read Syntheses of Lessons Learned Through the Harvesting Project and Guidebook Chapters</li> </ul>	<ul style="list-style-type: none"> <li>View a National Map of Performance-Based Compensation Initiatives</li> <li>Review Research and Articles Through an Online Library</li> <li>Access Archived Newsletters</li> </ul>	<ul style="list-style-type: none"> <li>Access Grantee Profiles</li> <li>Annual Grantee Meeting Materials</li> </ul>

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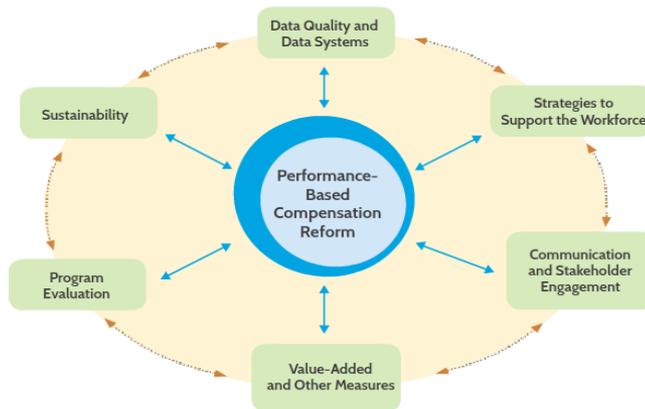
# New to Performance-Based Compensation

## New to Performance-Based Compensation

 [Sign Up for CECR's Newsletter](#)

### How Performance-Based Compensation Reform Works

Performance-based compensation requires the coordination of several components. For successful implementation of performance-based compensation, data quality and data systems, strategies to support the workforce, communication and stakeholder engagement, value-added and other measures, program evaluation and program sustainability must all work together in a systematic and strategic way. Click on any of the six components to learn about the resources CECR can provide.



#### Background Information

Below are a series of resources designed to provide background information on performance-based compensation.

[Implementation Checklist](#) 

[Guide to Implementation](#)

[Emerging Issues](#)

[Case Summaries](#)

[Research Syntheses](#)

[Annotated Bibliographies](#)

[Presentations](#)

[Harvesting Papers](#)

# Development and Implementation

## Development and Implementation



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Resources in this section provide general information on performance-based compensation.

### Data Quality and Data Systems

Resources in this section provide support for those planning and implementing high-quality data systems, and for those interested in how to use data to support performance-based compensation.

### Strategies to Support Workforce

Information is available on educator evaluation systems, professional development, and human capital development strategies to increase student learning.

### Communication and Stakeholder Engagement

CECR provides resources for those working to communicate effectively and develop support for performance-based compensation programs among teachers, administrators, unions, parents, the community, and the media.

### Value-Added and Other Measures

Measuring student growth is an important component of performance-based compensation. Resources focus on the definition, design and review of value-added models as well other student growth measures.

### Program Evaluation

Information is provided on using formative and summative assessment to evaluate and improve performance-based compensation programs.

### Sustainability

Resources are provided sustain performance-based compensation systems long-term by aligning them with state and district initiatives and fiscal goals.



# Strategies To Support Workforce

## Development and Implementation

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Home

Data Quality and Data Systems

**Strategies to Support Workforce**

Overview

Presentations

Tools and Products

Papers

Communication and Stakeholder  
Engagement

Value-Added and Other Measures

Program Evaluation

Sustainability

### Strategies to Support Workforce

Information is available on educator evaluation systems, professional development, and human capital development strategies to increase student learning.

#### Overview

Access materials that provide a general overview of the issues and challenges associated with Strategies to Support Workforce.

#### Presentations

View Webcasts, Podcasts, Videos and Slide Presentations from experts on Strategies to Support Workforce.

- [Videos](#)
- [Podcasts](#)
- [Slide Presentations](#)

#### Tools and Products

Utilize tools and products from CECR, the U.S. Department of Education, TIF Grantees and other experts on Strategies to Support Workforce.

#### Papers

Review various publications related to Strategies to Support Workforce.

# Tools and Products

## Development and Implementation

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Strategies to Support Workforce

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Communication and Stakeholder  
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Value-Added and Other Measures

Program Evaluation

Sustainability

### Tools and Products

Information is available on professional development, human capital development strategies, and educator evaluation systems, including measures such as student learning objectives.

#### Assessing the Performance of Special Educators

[AISD REACH Program Overview 2008-2009](#)

This handout is an overview of Austin's REACH program as part of the panel discussion on assessing special education teachers.

[2008-2009 ProComp Payment Opportunities](#)

This handout is part of the panel on assessing the performance on special education teachers on ProComp.

[My Classroom Performance Assessment Form Project EXCELL! Phase III](#)

This is a handout as part of the panel on assessing the performance of special education teachers from Project Excell!

[Project EXCELL! Amphitheater Public Schools](#)

This is a handout as part of the panel on assessing the performance of special education teachers from Project Excell!

#### Assessing the Performance of Administrators

[Chart of Indicators TIF Grantees Are Using to Measure Principal Performance and Determine Administrator Reward](#)

This chart shows what indicators TIF Grantees are using to measure principal performance.

[Principal Scorecard](#)

The following is an example of a principal scorecard.

#### Student Learning Objectives

[Guide for the Development of Student Learning Objectives](#)

This Guide for Development of Student Learning Objectives comes from Austin Independent School district as part of the panel discussion on assessing special education teachers.

[2008-2009 Student Learning Objectives Examples](#)

This student learning objectives example was provided by Austin Independent School District as a handout on a panel discussion on assessing special education teachers.

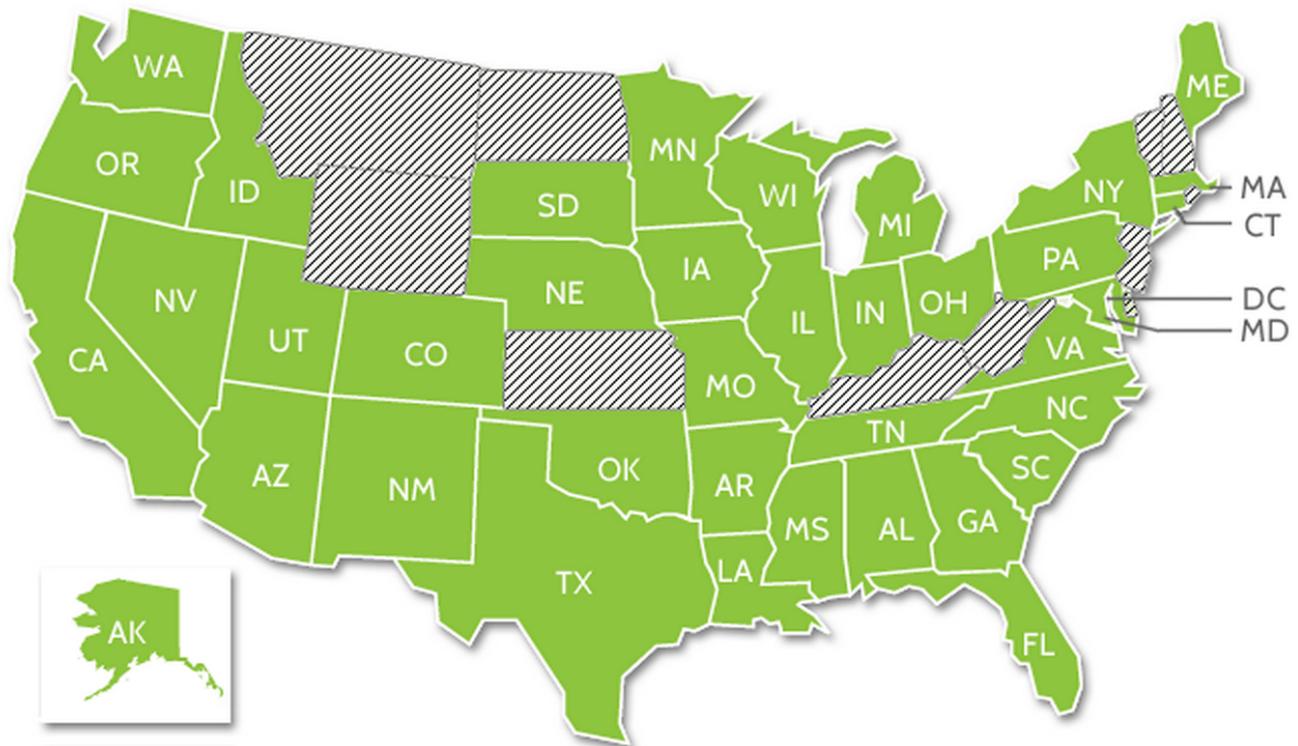
[Rubric For Student Learning Objectives](#)

This rubric for student learning objectives from Austin was a handout as part of the panel discussion on assessing special education teachers.

[Student Learning Objective Form, Charlotte Mecklenburg Schools](#)

This form is a Student Learning Objective Form from Charlotte Mecklenburg Schools.

# National Map



Click on a solid-colored state to learn more about Educator Compensation Reform in particular states and districts.

 States with Educator Compensation Reform Initiatives

 States with no Educator Compensation Reform Initiatives

# Sample State Page

## National Map

[Return to Map](#)

[TIF Cohort 1 & 2](#)

[TIF Cohort 3](#)

[Non-TIF](#)

## Texas Compensation Reform Initiatives

### State Initiatives

- [Governor's Educator Excellence Award \(GEEG\), Texas Educator Excellence Award \(TEEG\) and District Award for Teacher Excellence \(D.A.T.E.\)](#)

### District Initiatives

- [Aldine Independent School District](#)
- [Austin-REACH](#)
- [Austin-REACH](#)
- [Dallas-Principal and Teacher Incentive Pay](#)
- [Fort Worth-PEAK Rewards](#)
- [Galveston Independent School District](#)
- [Houston-ASPIRE](#)
- [Houston-Project SMART](#)
- [Irving-Uplift Education](#)
- [Pasadena Independent School District](#)
- [Round Rock-Round Rock Incentives for Superior Education \(RRISE\)](#)
- [San Antonio-Teachers and Principals Awarded for Student Achievement \(TAPASA\)](#)

### Other Initiatives

- [Austin-Texas Education Agency-Teacher Advancement Program \(TAP\)](#)
- [San Antonio-Teacher Effectiveness Process \(TEP\)](#)
- [The University of Texas System-Teacher Advancement Program \(TAP\)](#)



[Return to Map](#)

The CECR team updates all map profiles once a year



# Sample Map Profile

[Return to Texas Map](#)

MapProfile

## Texas

### Houston

Aldine Independent School District  
14910 Aldine Westfield Rd.  
Houston, TX 77032  
281-449-1011 Website: <http://www.aldine.k12.tx.us/index.cfm>

### Program Overview

The Aldine Independent School District (AISD) has offered performance incentives for teachers, school administrators, and paraprofessionals since the 1996–97 school year. The awards are based on several aspects of school performance including the district accountability rating, student performance on the Texas Assessment of Knowledge and Skills (TAKS), school attendance rate, and school climate. Schools earn bonus awards on a per-teacher basis for each of these aspects of school performance. For example, schools earn \$175 per certified teacher and \$50 per paraprofessional for making adequate yearly progress. AISD distributes the awards to each school, and a school steering committee decides how to distribute the awards to school staff. The district also offers recruitment incentives for teachers in high-need subject areas. Teachers who are certified to teach in the following areas earn a pay supplement: Montessori (\$1,500); English as a second language (\$2,000); secondary mathematics, science, and reading (\$3,000); special education (\$3,000); and bilingual education (\$4,000). The district distributes the supplements in October and March.

### Program Information

- [ECS State Notes: Aldine Independent School District](#)
- [Top 25 Reasons to Work in Aldine: Compensation](#)
- [AISD Critical Needs Supplement](#)
- [AISD Accountability Award System for the 2005–2006 School Year](#)

### Select Articles and Reports

- [Governor Visits Oleson Elementary School to Present Grants for Teaching Excellence](#) (September 12, 2006). *AISD*.
- [Examining Teacher Performance Incentives](#) (April 21, 2004). *House Research Organization, Texas House of Representatives*.

# Library

## Library: Online Search

CECR assembled the online library as a searchable database for the educator compensation reform.

All publications are evaluated *using standardized criteria*, and are updated every 2-3 years.

Need to quickly find evidence-base for a specific topic? See

- All Publications
  - Data Collection
  - Data Systems
  - Incentives for Teaching Hard-To-Fill Subjects
  - Incentives for Teaching in High-Poverty, Low-Performing, or Hard-To-Staff Schools
  - Measurement
  - Measurement: Teacher Performance
  - Measurement: Principal Performance
  - Measurement: Value-Added Assessment
  - Measurement: Student Achievement
  - Differentiated Pay**
  - Knowledge and Skill-Based Pay
  - Performance Pay
  - Communication and Building Support for Alternative Compensation Systems
  - Sustainability
  - Educator Pay
  - Pensions
  - All Publications
- Locality:**
- All
  - Urban
  - Rural

<b>Search for:</b>	<input type="text"/>
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<b>Limit to:</b>	<b>Educator compensation issue areas:</b>
<b>Limit to:</b>	<b>Publication type:</b> All Publications
<b>Limit to:</b>	<b>Publication date:</b> All years
<b>Limit to:</b>	<b>Geographical Focus:</b> All

[Begin Search Now](#)

[Search instructions](#) are available to assist in using the library search tool.

# TIF Grantees

New to Performance-Based Compensation

Development and Implementation

National Perspective

TIF Grantees

## TIF Grantees

- [For TIF Grantees](#)
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### For TIF Grantees

Information about upcoming events, reporting guidance and deadlines relevant for TIF grantees.

- [ED Guidance and Regulation](#)
- [Calendar](#)
- [Meeting Presentations](#)

### About TIF Grantees

- [List of TIF Grants](#)
- [Grantee Profiles](#)



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