Welcome to the Webinar!

Evaluating Teacher Effectiveness in Charter Schools: Exploring Initiatives to Develop and Reward Excellent Teachers

We will be starting soon.
Evaluating Teacher Effectiveness in Charter Schools: Exploring Initiatives to Develop and Reward Excellent Teachers

April 18, 2012
The **U.S. Department of Education** is committed to promoting effective practices, providing technical assistance, and disseminating the resources critical to ensuring the success of charter schools across the country. To that end, the Education Department, under a contract with American Institutes for Research, has developed the **National Charter School Resource Center**.
Achievement First

• Achievement First has been successful winning highly competitive federal grants:
  
  ▪ Won grant from the Charter Schools Program in the Replication and Expansion for High-Quality Charter Schools competition, which awards funds to successful non-profit charter management organizations.
  
  ▪ Successfully competed for a Teacher Incentive Fund (TIF) grant. The TIF program supports efforts to develop and implement sustainable performance-based teacher and principal compensation systems in high-need schools that improve student achievement by increasing teacher and principal effectiveness and reward teachers and principals for increases in student achievement.
Presenter

Sarah Coon
Senior Director, Talent Development
Lead for Teacher Career Pathway Initiative
Achievement First
Session Aims

Participants will be able to:

✓ Describe how Achievement First identifies, develops and rewards excellent teachers through the AF Teacher Career Pathway

✓ Articulate how AF worked to invest and communicate with key constituents

✓ Apply lessons learned at AF to ensure success in their own schools
Agenda

✓ Introduction to Achievement First

✓ Purpose of the Teacher Career Pathway

✓ Timeline

✓ Identifying Excellence

✓ Big Benefits for AF Teachers

✓ 2011-2012 Results

✓ Your Questions
K-12 Public charter school network in NY (Brooklyn) and CT (New Haven, Hartford, Bridgeport)

Started in 1999 with Amistad Academy in New Haven

In 2011-2012 school year:
- 6,200 Students
- 550 teachers
- 20 Schools
The Mission of Achievement First

The mission of Achievement First is to deliver on the promise of equal educational opportunity for all of America's children. We believe that all children, regardless of race or economic status, can succeed if they have access to a great education.

Achievement First schools will provide all of our students with the academic and character skills they need to graduate from top colleges, to succeed in a competitive world, and to serve as the next generation of leaders of their communities.
AF’s Strategic Plan: Areas of Focus

✓ **Quality:** Our goal is gap-closing, college-preparatory success for all students.

✓ **Scale:** We aim to be a proof point for most U.S. school districts that student success is possible at scale.

✓ **Sustainability:** We will operate at the same cost as our host districts, eliminating another “yes, but” excuse and ensuring our long term viability.
<table>
<thead>
<tr>
<th>AF Connecticut Student Demographics</th>
<th>AF New York Student Demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ 100 percent of AF’s Connecticut students are selected by lottery</td>
<td>✓ 100 percent of AF’s New York students are selected by lottery</td>
</tr>
<tr>
<td>✓ 71 percent of AF’s Connecticut students are African-American and 26 percent are Hispanic</td>
<td>✓ 82 percent of AF’s New York students are African-American and 17 percent are Hispanic</td>
</tr>
<tr>
<td>✓ 80 percent of AF’s Connecticut students are low-income as defined by eligibility for free or reduced-price lunch</td>
<td>✓ 78 percent of AF’s New York students are low-income, as defined by eligibility for free or reduced-price lunch</td>
</tr>
<tr>
<td>✓ 7 percent of AF’s Connecticut students are identified for special education services</td>
<td>✓ 10 percent of AF’s New York students are identified for special education services</td>
</tr>
</tbody>
</table>
At goal, AF’s high school writing performance is the second highest out of 195 Connecticut high schools.

Top 10 Writing Performance

1. Simsbury, 93.9%
2. **Amistad, 92.3%**
3. Darien, 91.9%
4. Regional District 9, 91.9%
5. Westport, 91.5%
6. Ridgefield, 91.4%
7. New Canaan, 90.9%
8. Brookfield, 90.6%
9. Weston, 90.6%
10. Wilton, 90.2%
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✓ Your Questions
Dallas students who start 3rd grade at about the same level of math achievement... …finish 5th grade math at dramatically different levels depending on the quality of their teachers.

Original analysis by the Education Trust.

“We find that students assigned to higher value-add teachers are more successful in many dimensions. They are more likely to attend college, earn higher salaries, live in better neighborhoods, and save more for retirement.”

- Chetty, Friedman, and Rockoff (2012). The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood.
Teachers Eager to Make Their Impact From Within the Classroom Told Us Two Things:

I want to stay in the classroom and have a clear career path.

To be the best teacher I can be for my students, I need to continue to learn and grow as an educator.
Teacher Career Pathway Defined

• Formal, sustained recognition for all teachers with multiple stages for advancement throughout a teacher’s career

• Clear performance criteria and a clear advancement process

• Feedback and supports to help teachers to continue to learn and grow

• Rewards as teachers advance:
  o Increased status
  o Financial compensation
  o PD opportunities
Goals of the AF Teacher Career Pathway

In order to meet our mission of equal educational opportunity for all of America’s children, Achievement First believes every student must have an effective teacher.

The AF Teacher Career Pathway supports this goal by:

✓ Celebrating excellence in the teaching profession through recognition and reward

✓ Investing in the on-going support and development of teachers at all stages of their careers

✓ Setting clear standards for instructional excellence and providing frequent training and feedback to help teachers learn and grow

✓ Developing schools with strong teams of teachers working together for student success
Agenda

- Introduction to Achievement First
- Purpose of the Teacher Career Pathway
- Timeline
- Identifying Excellence
- Big Benefits for AF Teachers
- 2011-2012 Results
- Your Questions
<table>
<thead>
<tr>
<th>Year</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10 SY</td>
<td>Research &amp; design of evaluation and rewards with teachers</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>Mini-pilot of evaluation components with 30 teachers</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>Teacher and leader investment and communication</td>
</tr>
<tr>
<td>Spring 2011</td>
<td>Network-wide pilot of evaluation components with all teachers</td>
</tr>
<tr>
<td>2011-12 SY</td>
<td>Full scale implementation: lesson observations, surveys, student achievement measures</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>The first AF teachers advance to <strong>Stage 4</strong> based on their 2011-2012 results</td>
</tr>
</tbody>
</table>
Career Pathway Builds on Existing Talent Practices

Get the Right People

Attract

Recruit

Select/ Matriculate

Onboard

Grow and Keep the Right People

Develop

Evaluate

Recognize

Compensate

Engage

Off Board

Engage Alumni

Remain Connected to the Right People
Before Beginning the Teacher Career Pathway

- Named talent as an organization priority
- Strong principals that teachers trusted
- Robust recruitment and selection
- Strong leadership pipeline and development
- Competencies for every role
- Consistent evaluation across schools
- Mechanisms for teachers to give feedback back to school leaders and the network
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We need multiple evaluation measures that capture great teaching and show what we value as a network.

**STUDENT OUTCOMES**

- Student Achievement
- Student Character Development

**TEACHER INPUTS**

- Quality Instruction
- Core Values and Contributions
### Teaching Excellence Framework

#### STUDENT OUTCOMES

<table>
<thead>
<tr>
<th>Student Achievement</th>
<th>Student Character Development</th>
</tr>
</thead>
</table>

- Teacher’s impact on student academic growth based on principal review of assessment data
- Student survey on their experience in the classroom and Parent survey of relationships and communications

#### TEACHER INPUTS

<table>
<thead>
<tr>
<th>Quality Instruction</th>
<th>Core Values and Contributions</th>
</tr>
</thead>
</table>

- Essentials lesson observations (3 formal observations and 1 comprehensive score)
- Peer survey and principal/dean survey of core values and contributions to team achievement
**Subject Weights: 4-8 Reading and Math**

- **Student Character 15%**  
  (Student and Parent Survey)
- **Core Values and Contributions 15%**  
  (Peer and Principal Survey)
- **Quality Instruction 30%**  
  (1 School Leader Obs, 2 Co-Observations, 1 Comprehensive)
- **Student Achievement 40%**

**Achievement First**
Evaluation Weights: Subjects Without State Tests

- **Student Character 15%**
  (Student and Parent Survey)

- **Core Values and Contributions 15%**
  (Peer and Principal Survey)

- **Quality Instruction 50%**
  (1 School Leader Obs, 2 Co-Observations, 1 Comprehensive)
Every teacher has an individual student achievement measure

All measures are based on a teacher’s impact on student growth using common state or network assessments
  - Whenever possible, we use teacher value-added
  - In courses without a state assessment, we have developed a “matrix” student growth measure

How we mitigate for the imprecision:
  - Multiple measures of teacher effectiveness
  - Performance groups instead of specific scores
  - Principal discretion
Explicitly assessed in:
  • student survey
  • parent survey

Also assessed in:
  • lesson observations and planning
  • peer survey and principal/dean survey
3 formal observations for every teacher annually. Using our AF Essentials Rubric, teachers receive evidenced-based feedback from their school leaders and external experts on a 45 minute, unannounced observation.
Great Teachers = Great Teammates

Assessed by:
- Peer survey (closest peers – grade/subject teams)
- Principal/dean survey with the same questions
Identifying Excellence is a Balance

Collecting and Analyzing Objective Data from Multiple Sources

Professional Judgment of Principal and Coach
Throughout the school year, there are several opportunities for teachers to use feedback to help them grow.

School Year

<table>
<thead>
<tr>
<th>Aug</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
<th>Dec</th>
<th>Jan</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Goal Setting</td>
<td>Teacher Development Step-Backs</td>
<td>Observation #1 Debrief</td>
<td>Observation #2 Debrief</td>
<td>Observation #3 Debrief</td>
<td>Survey &amp; Obs. Debrief</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Regular informal observation feedback plus interim assessment data every six weeks
Lessons Learned: Evaluation

✓ Have an instructional model and evaluation framework in place prior to evaluation and reward systems.

✓ Teaching is hard and multi-faceted. The evaluation should reflect that by being holistic and focusing on both student outcomes and teacher inputs.

✓ Evaluation will drive behavior, so make sure it drives it in the direction that aligns with your values.

✓ Evaluation requires both objective data and professional judgment. Those who will need to exercise professional judgment need credibility.

✓ Because it is deeply personal, observations are anxiety producing for teachers – even in schools where they already receive regular informal feedback.
Lessons Learned: Teacher Development

- Focus on teacher development, not just teacher evaluation.
- Plan for how teachers, coaches, schools and the network will use data to drive teacher development.
- Align the work with existing teacher development practices.
- Plan for extensive school leader development too. It will take hard work and training for principals to lead this well in their schools.
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Five Big Benefits for AF Teachers

1. Increased individual compensation based on teacher effectiveness

2. Team incentives and recognition – school-wide bonus

3. Differentiated teacher learning and development opportunities

4. More feedback from more sources to help teachers grow

5. Consistent recognition
With the introduction of TCP, we are moving to a model that rewards performance more than experience or education.

Our salaries remain higher than our host districts and competitive with our peer organizations.

Teachers who advance to Stages 4 and 5 earn significant salary increases.
All team members in a school have an opportunity to earn a bonus based on the overall success of the school (measured by the AF School Report Card).
Big Benefit # 3: Robust Learning Opportunities

ición in senior/master teacher learning cohort

✓ Individual professional development budget

✓ Special visits to observe high-performing teachers regionally/nationally

✓ Formal partnership with Team Teaching and Learning on curriculum and professional development
Big Benefit # 4: More Feedback from More Sources

In addition to the many ways teachers currently learn and grow, this is an opportunity to get more feedback from a variety of helpful perspectives.

Teacher Learning
Big Benefit # 5: Consistent Recognition

- Announcement at AF-wide PD day and listing in network Many Minds, One Mission newsletter e-newsletter

- Teaching videos used as exemplars

- Annual recognition dinner with co-CEOs
So… How Do You Pay for This?

- The initial design and pilot was funded by private foundations and a federal Teacher Incentive Fund grant.

- The first three years of the teacher salary increases and bonuses are funded by the TIF grant.

- We are working with principals now to gradually reduce costs and increase revenue over the next three year so that this will be a financially sustainable model. Leaders agree that excellent teachers are a smart investment.
Lessons Learned: Rewards

✓ Ask your best teachers what rewards most motivate them… and then do that!

✓ Non-financial rewards matter – great teachers care most about becoming their best.

✓ Rewards should incentivize both individual success and teamwork.
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Celebrations!

✓ In fall 2010, 98.6% of teachers indicated that this is the right direction for AF

✓ 76% of teachers rated their first two lesson observation experiences as an A+, A or B on an *optional* survey (and getting better each window)

✓ 100% of school leaders said that the co-observations were extremely or valuable for their own learning and development

✓ Schools and the network are having in-depth conversations about instruction
I enjoy talking to my dean following my observations because she provides targeted feedback that I can implement immediately. Her suggestions are helping me improve my instruction on a daily basis.

I appreciate that all the feedback was directly applicable to future lessons. It's already made a positive impact on my instruction.

Thinking about instruction on a higher level than I have ever been forced to do really pushed me to think about how I can improve.

The debrief conversation was very useful. I felt like the feedback was about trends in my instruction, not just one-time actions.
Lessons Learned: Investment

✓ Teachers have great ideas! Identify high-credibility teachers and leaders to engage in the design process and on-going revisions.

✓ Engage principals and cross-functional network leaders early and often. It will take everyone’s best work to get this right.

✓ CEO “roadshow” of a robust draft to all teachers for more input. Resulted in 98.6% of teachers saying this is the right direction for AF.

✓ You cannot communicate too much. Teachers and leaders will be your best communicators to teachers.

✓ Be transparent about challenges and trade-offs and create an on-going feedback loop.

✓ Pilot, Pilot, Pilot.
Lessons Learned: Execution

✓ It becomes more complex as it is applied to individual, unique teachers.

✓ It will take collaboration from all network teams and school teams to get this right. It also takes their time so buy-in is key.

✓ Student-teacher links need to be accurate.

✓ A strong data system is necessary to capture and communicate all of this data to inform teacher practice.
How to Learn More

✓ Executive summary (2012)

✓ Aspen Institute case study (2009)
   http://www.aspeninstitute.org/publications

✓ AF Essentials Rubric (2011-2012 SY)

✓ sarahcoon@achievementfirst.org
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Your Questions and Feedback
Because Great Teachers Matter Mightily!

“Having a high-quality teacher over four consecutive years could close the achievement gap.”

-Daniel Fallon, Brookings Institute
An Overall Score is Determined for Each Teacher

### Stage Calculator Example

<table>
<thead>
<tr>
<th>Teaching Excellence Framework</th>
<th>Date of data collection</th>
<th>Possible Points</th>
<th>Network Averages</th>
<th>My Results</th>
<th>Scaled Score (My Results scaled to 400)</th>
<th>Percent of Evaluation (Weights)</th>
<th>Weighted Scores by measure</th>
<th>My Weighted Scale Score</th>
<th>Stage 4 Minimums</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Achievement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>57</td>
</tr>
<tr>
<td>✓ Your assessment 1: F&amp;P</td>
<td>June 2012</td>
<td>0-40</td>
<td>TBD</td>
<td>Positive Impact 25 points</td>
<td>250</td>
<td>13.0%</td>
<td>32.5</td>
<td>Data will be available in late Fall 2012</td>
<td></td>
</tr>
<tr>
<td>✓ Your assessment 2: Terra Nova</td>
<td>May 2012</td>
<td>0-40</td>
<td>TBD</td>
<td>Exemplary Impact 35 points</td>
<td>350</td>
<td>7.0%</td>
<td>24.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Character</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>49.2</td>
</tr>
<tr>
<td>✓ Student Survey</td>
<td>April 2012</td>
<td>1-5</td>
<td>TBD</td>
<td>4.3</td>
<td>344</td>
<td>7.5%</td>
<td>25.8</td>
<td>Average of student and parent surveys minimum of TBD</td>
<td></td>
</tr>
<tr>
<td>✓ Parent Survey</td>
<td>March 2012</td>
<td>1-5</td>
<td>TBD</td>
<td>3.9</td>
<td>312</td>
<td>7.5%</td>
<td>23.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>110</td>
</tr>
<tr>
<td>✓ Observation 1</td>
<td>October 2011</td>
<td>10-100</td>
<td>TBD</td>
<td>47</td>
<td>188</td>
<td>12.5%</td>
<td>23.5</td>
<td>Average of all observations minimum of TBD</td>
<td></td>
</tr>
<tr>
<td>✓ Observation 2</td>
<td>January 2012</td>
<td>10-100</td>
<td>TBD</td>
<td>50</td>
<td>200</td>
<td>12.5%</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Observation 3</td>
<td>April 2012</td>
<td>10-100</td>
<td>TBD</td>
<td>68</td>
<td>272</td>
<td>12.5%</td>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Comprehensive lesson</td>
<td>June 2012</td>
<td>10-100</td>
<td>TBD</td>
<td>55</td>
<td>220</td>
<td>12.5%</td>
<td>27.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>observation</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Core Values &amp; Cont. to Team</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Peer Survey</td>
<td>May 2012</td>
<td>1-5</td>
<td>TBD</td>
<td>3.6</td>
<td>288</td>
<td>7.5%</td>
<td>21.6</td>
<td>Average of the peer &amp; principal survey minimum of TBD</td>
<td></td>
</tr>
<tr>
<td>✓ Principal/Dean Survey</td>
<td>May 2012</td>
<td>1-5</td>
<td>TBD</td>
<td>3.5</td>
<td>280</td>
<td>7.5%</td>
<td>21</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL SCORE based on all evaluation components**

100%  

258.8 out of 400  

Data will be available in late Fall 2012
There are student achievement measures for all grades/subjects.

Depending on the assessments we have available, we employ different frameworks for calculating growth and putting it in context.

- **Elementary School**
  - ELA: Matrix Model: *F&P*
  - Math: Matrix: *TN*
  - TVA: *TerraNova*
  - TVA: *Multiple Assessments*

- **Middle School**
  - TVA: *State Test*

- **High School**
  - Matrix Model: *Multiple Assessments*

- **Specials**
  - Portfolio Review
### Performance Impact Levels

<table>
<thead>
<tr>
<th><strong>Negative Impact</strong></th>
<th><strong>Minimal Impact</strong></th>
<th><strong>Positive Impact</strong></th>
<th><strong>Exemplary Impact</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Students outcomes well below typical growth levels</td>
<td>• Student outcomes are lower than typical growth levels</td>
<td>• Student outcomes exceed typical growth levels and moved the class forward</td>
<td>• Student outcomes significantly exceeded typical growth levels</td>
</tr>
<tr>
<td>• Bottom third of teacher outcomes compared to the external district</td>
<td>• Generally in the bottom half of teacher outcomes compared to the external district</td>
<td>• Generally in the top half of teacher outcomes compared to the external district</td>
<td>• Generally in the top 10% of teacher outcomes as compared to external district.</td>
</tr>
<tr>
<td>• The percentage of students in each performance band (e.g. remedial, basic, proficient, advanced) is worse than the previous year’s data.</td>
<td>• The percentage of students in each performance band (or overall scale score growth) is similar to (or slightly better) than the previous school year.</td>
<td>• The growth in percentage of students in each performance band (or overall scale score growth) is solid to strong.</td>
<td>• Teacher value-added or student achievement growth is very strong and on pace to close the achievement gap within three years</td>
</tr>
<tr>
<td>• The teacher’s contribution to AF Report Card results caused the school to be further away from meeting its goals to close the achievement gap.</td>
<td>• The school is no closer (but also no further away) from meeting its AF Report Card goals based on the teacher’s contribution.</td>
<td>• Students make solid or significant progress -- but not enough to help school meet or exceed its AF Report Card goals.</td>
<td>• Teacher did his/her part to help the school meet or exceed AF Report Card goals.</td>
</tr>
</tbody>
</table>
There are four final performance bands for all SAMs.

**SAM Calculation + Principal Discretion**

- **Less Discretion**
  - **More Informative**
    - (F&P, Gr. 4-8 TVA)

- **Moderate Discretion**
  - Expert review and recommendation
  - **Less Informative**
    - (MS History, SPED)

- **More Discretion**
  - **Moderately Informative**
    - (All Other SAMs)

**Finalized Performance Band**

- **Negative Impact**
- **Minimal Impact**
- **Positive Impact**
- **Exemplary Impact**
Questions?

Raise your hand or enter your question in the chat box on the left side of your screen.
Thank you for participating.

- We look forward to your participation in future webinars hosted by the National Charter School Resource Center.
- This webinar will be archived at the following website: http://www.charterschoolcenter.org/webinars/
- Please share your feedback with us through the evaluation.
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