

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



About the Resource Center

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



AF Teacher Career Pathway

National Charter School Resource Center Webinar

April 2012



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



- ✓ 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.



- ✓ **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.



AF Connecticut Student Demographics

- ✓ 100 percent of AF's Connecticut students are selected by lottery
- ✓ 71 percent of AF's Connecticut students are African-American and 26 percent are Hispanic
- ✓ 80 percent of AF's Connecticut students are low-income as defined by eligibility for free or reduced-price lunch
- ✓ 7 percent of AF's Connecticut students are identified for special education services

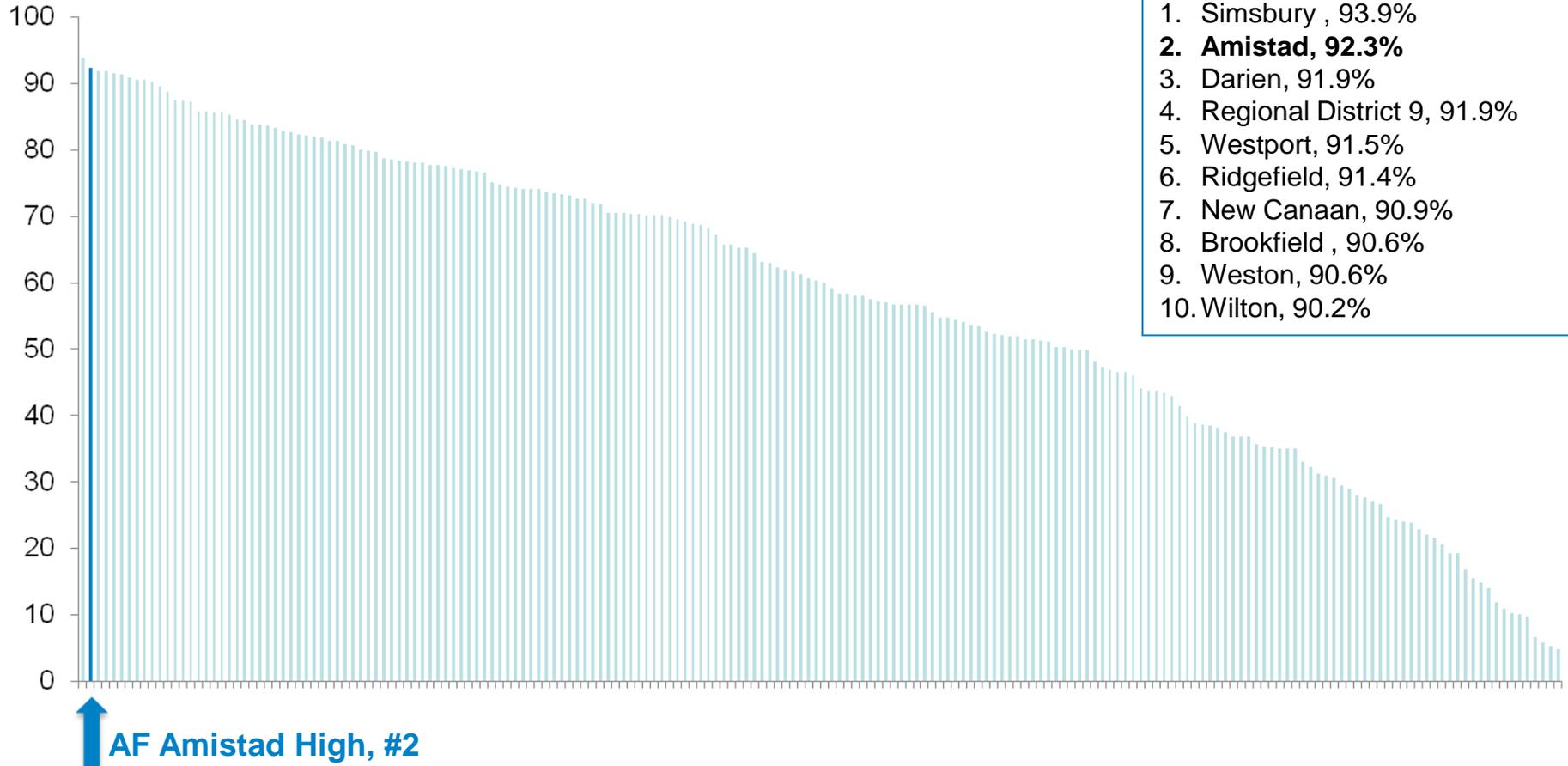
AF New York Student Demographics

- ✓ 100 percent of AF's New York students are selected by lottery
- ✓ 82 percent of AF's New York students are African-American and 17 percent are Hispanic
- ✓ 78 percent of AF's New York students are low-income, as defined by eligibility for free or reduced-price lunch
- ✓ 10 percent of AF's New York students are identified for special education services

At goal, AF's high school writing performance is the second highest out of 195 Connecticut high schools



Percentage of 10th Graders At or Above Goal in Writing on the 2011 Connecticut Academic Performance Test



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%



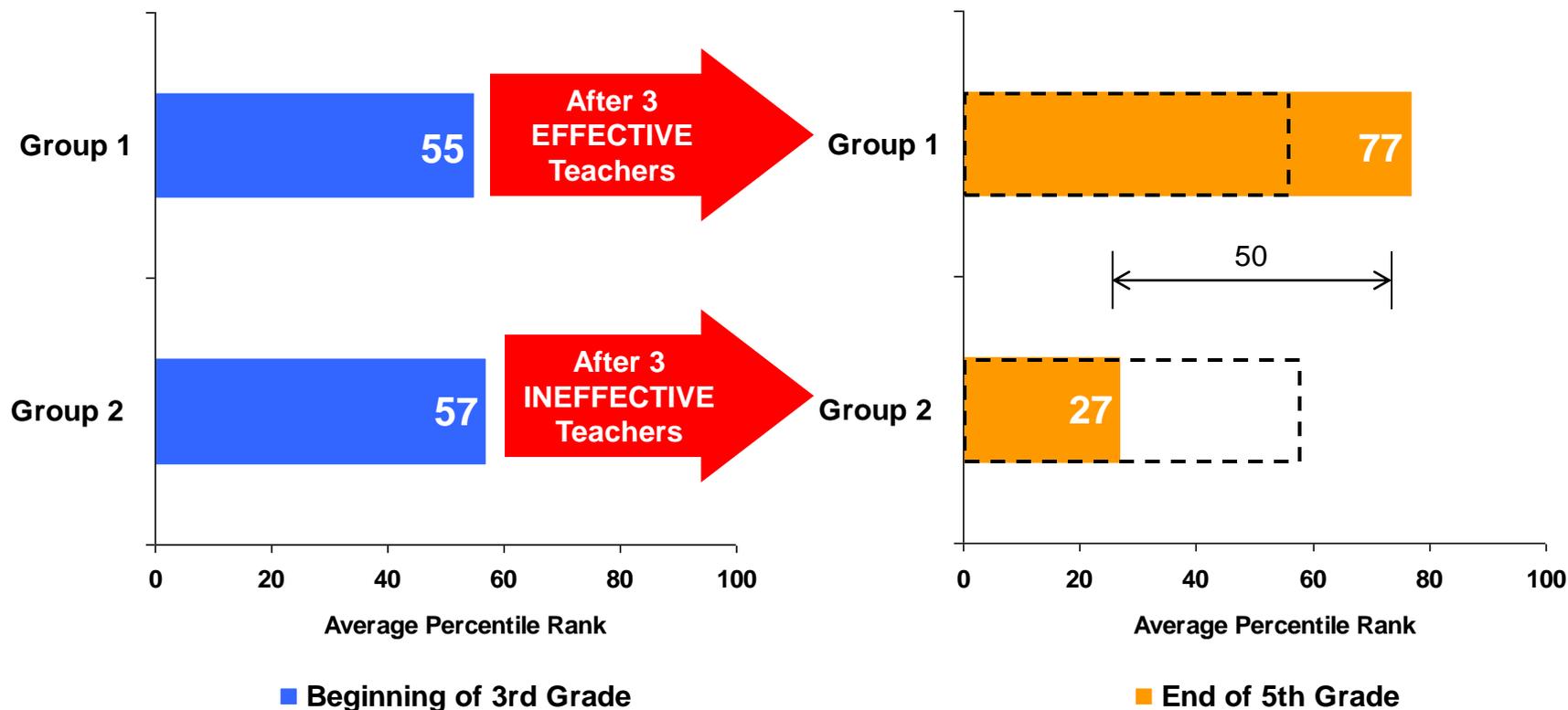
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Great Teachers Matter Mightily



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.

Source: Heather Jordan, Robert Mendro, and Dash Weerasinghe, *The Effects of Teachers on Longitudinal Student Achievement*, 1997.



“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.”

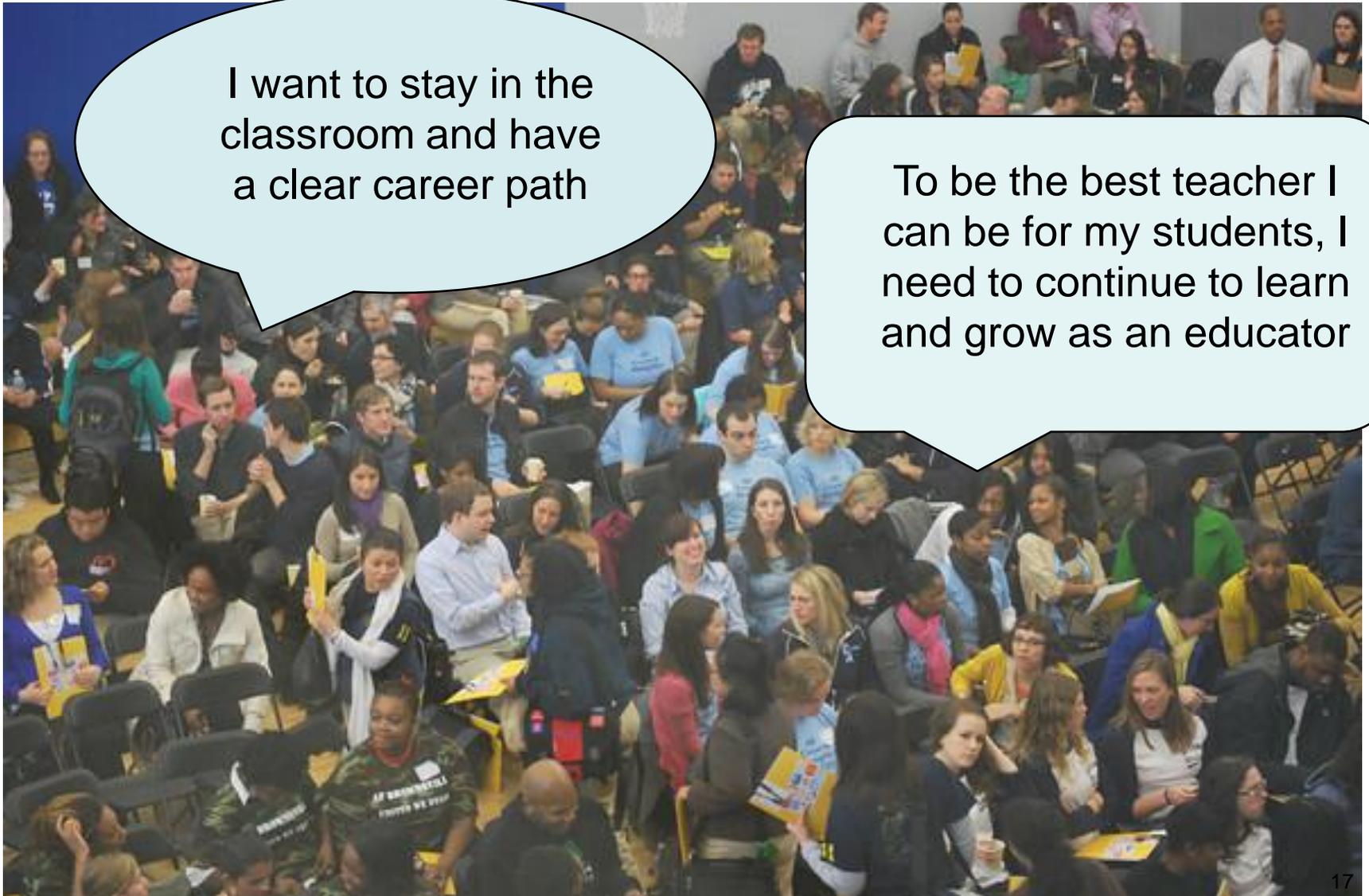
- Chetty, Friedman, and Rockoff (2012). The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood.

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

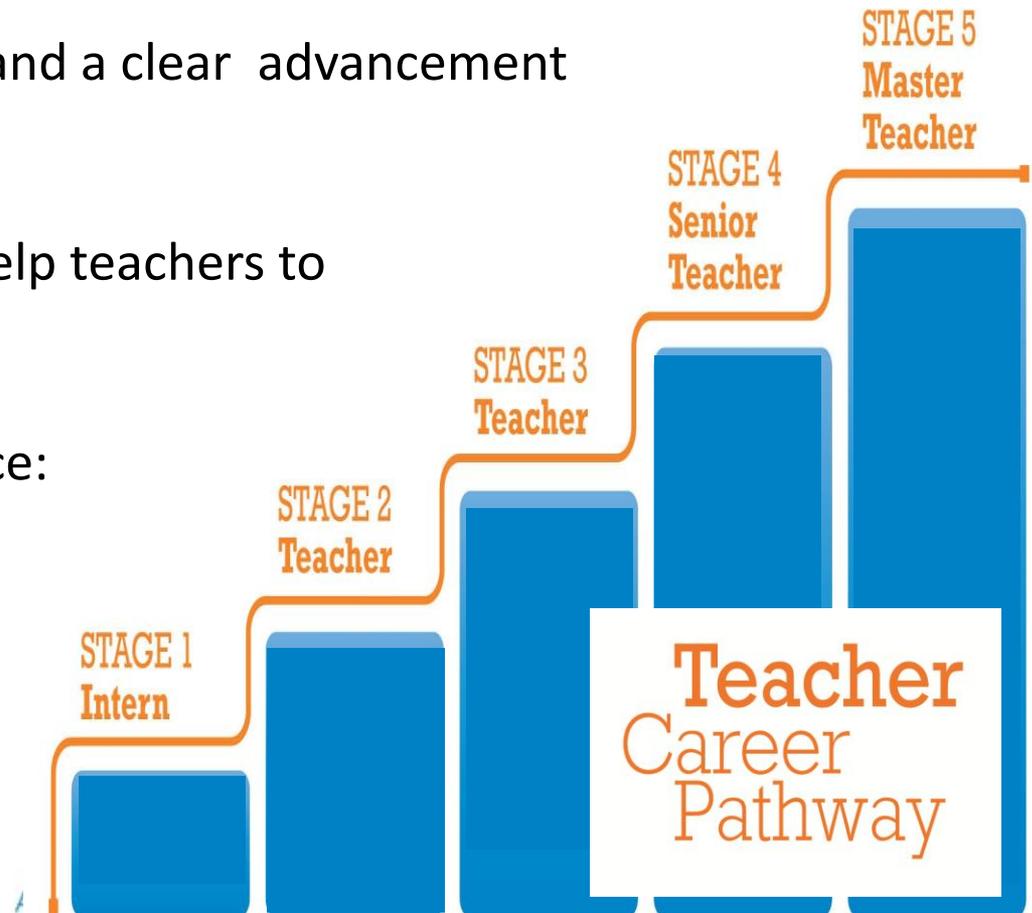
To be the best teacher I can be for my students, I need to continue to learn and grow as an educator



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:
 - Increased status
 - Financial compensation
 - 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





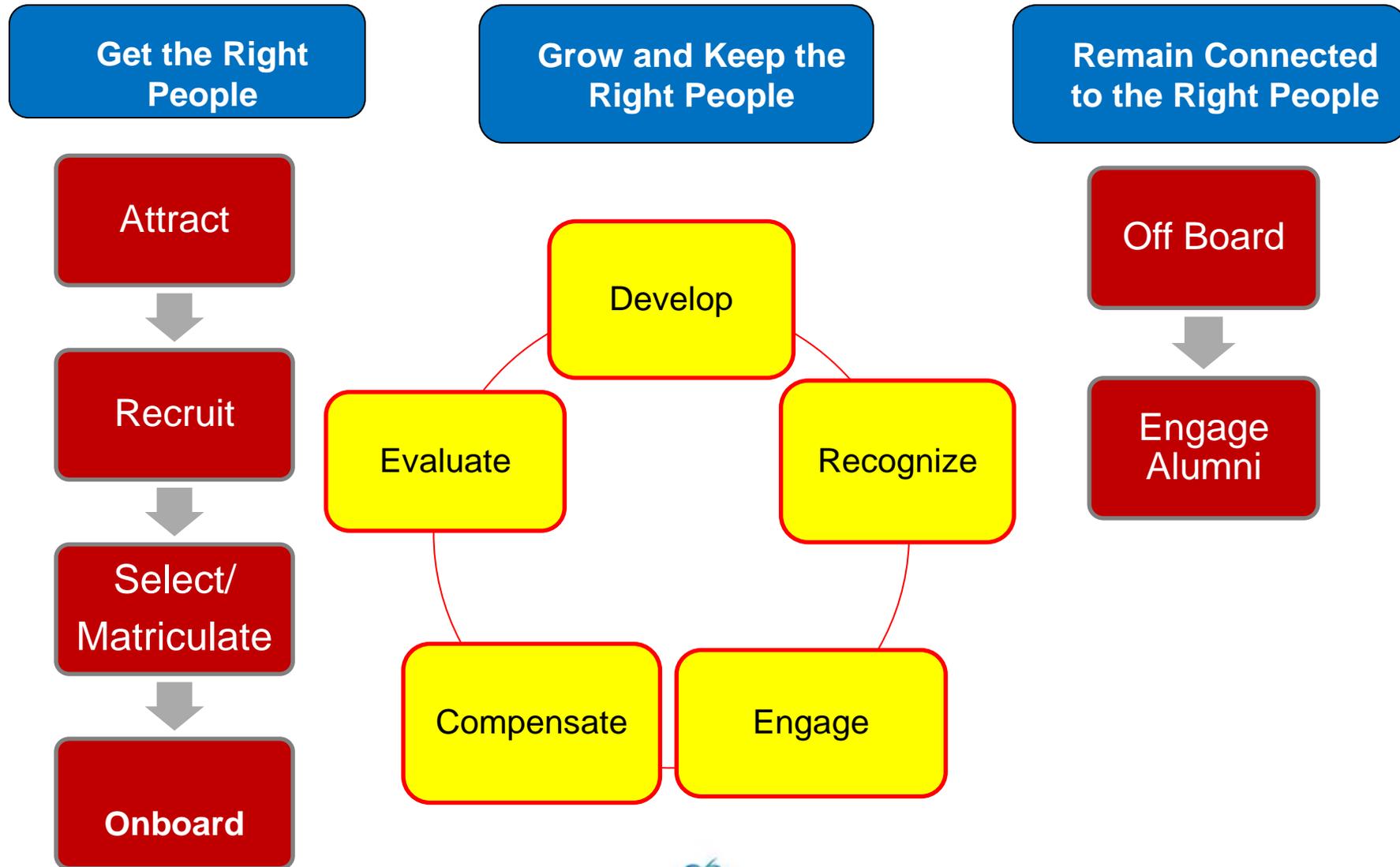
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Multi-Year Design and Pilot



2009-10 SY	Research & design of evaluation and rewards with teachers
Spring 2010	Mini-pilot of evaluation components with 30 teachers
Fall 2010	Teacher and leader investment and communication
Spring 2011	Network-wide pilot of evaluation components with all teachers
2011-12 SY	Full scale implementation: lesson observations, surveys, student achievement measures
Fall 2012	The first AF teachers advance to Stage 4 based on their 2011-2012 results

Career Pathway Builds on Existing Talent Practices



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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Great Teaching Is As Complex As It Is Important



- ✓ 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**





STUDENT OUTCOMES

Student Achievement



Student Character Development



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

Quality Instruction



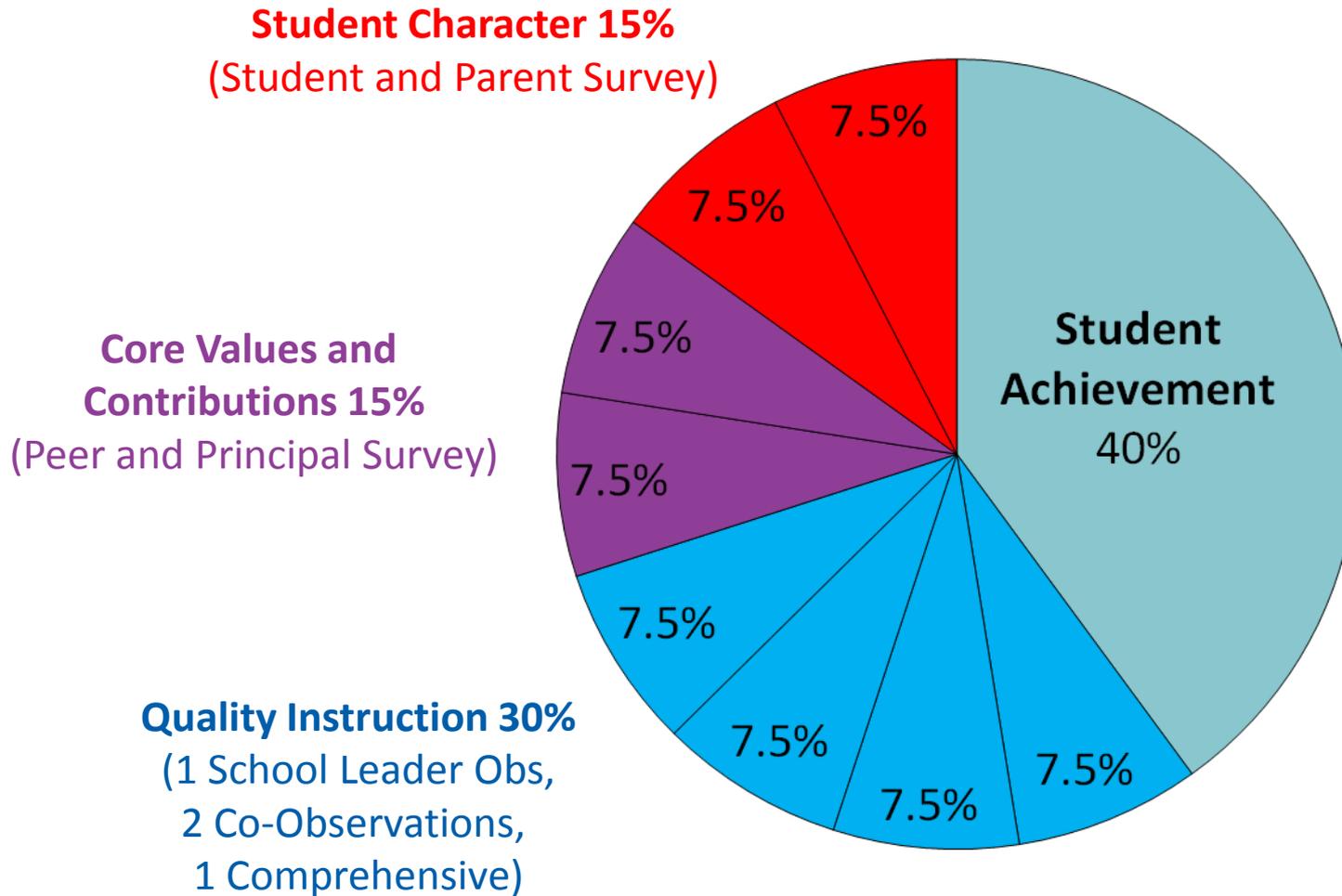
Core Values and Contributions



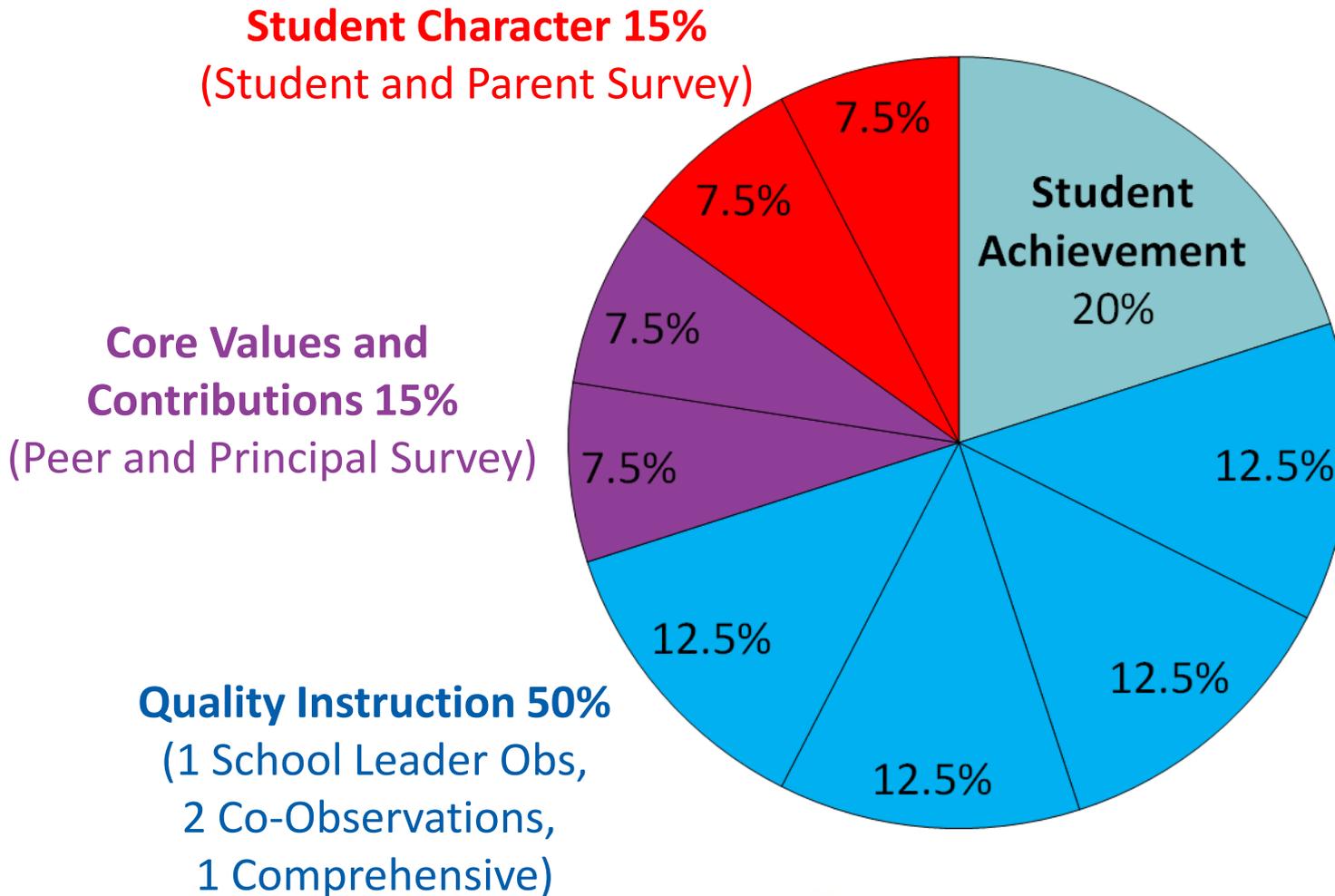
Essentials lesson observations (3 formal observations and 1 comprehensive score)

Peer survey and principal/dean survey of core values and contributions to team achievement

Evaluation Weights: 4-8 Reading and Math



Evaluation Weights: Subjects Without State Tests



Student Achievement

Student Achievement



- ✓ 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

Student Character

Student Character Development



- ✓ Explicitly assessed in:
 - student survey
 - parent survey

- ✓ Also assessed in:
 - lesson observations and planning
 - peer survey and principal/dean survey

Quality Instruction

Quality Instruction



Observation #1
co-observation
(late Sept-Nov)

Observation #2
school leader
(Dec-Feb)

Observation #3
co-observation
(Mar-April)

Comprehensive Evaluation
(May)

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.

Frequent, informal observations that capture a holistic view of instruction

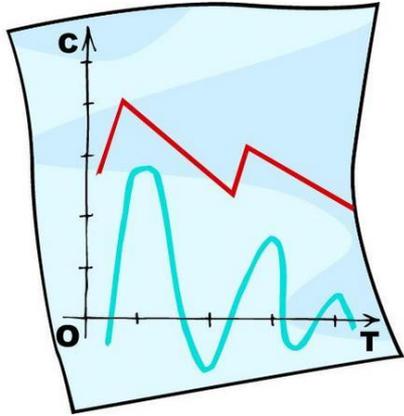
Core Values and Contributions to Team

Core Values and Contributions



- ✓ 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



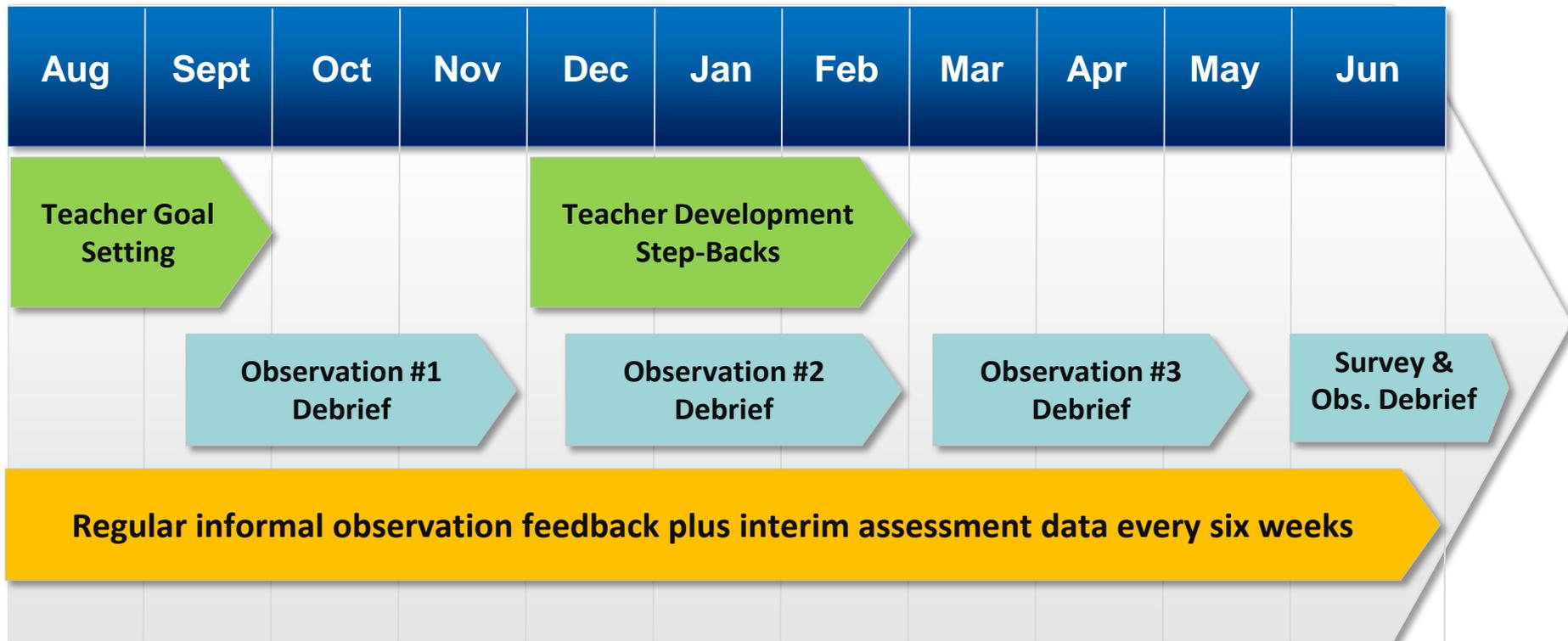
Professional Judgment
of Principal and Coach

Teacher Debrief Conversations



- ✓ Throughout the school year, there are several opportunities for teachers to use feedback to help them grow.

School Year



Lessons Learned: Evaluation

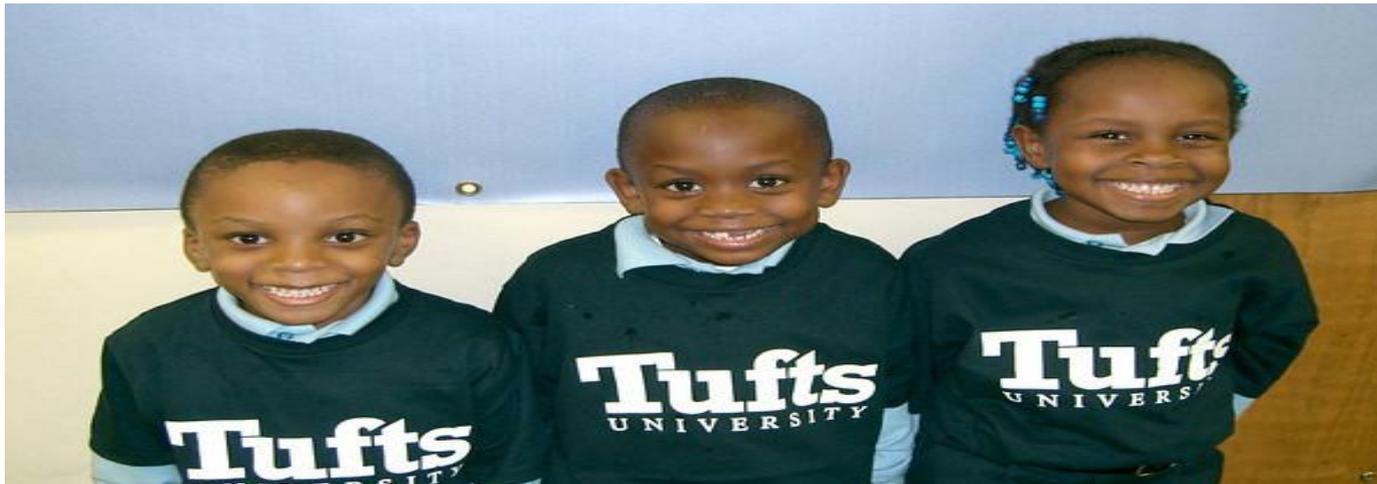


- ✓ Have an instructional model and evaluation framework in place prior to evaluation and reward systems.
- ✓ Teaching is hard and multi-faceted. The evaluation should reflect that by being holistic and focusing on both student outcomes and teacher inputs.
- ✓ Evaluation will drive behavior, so make 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

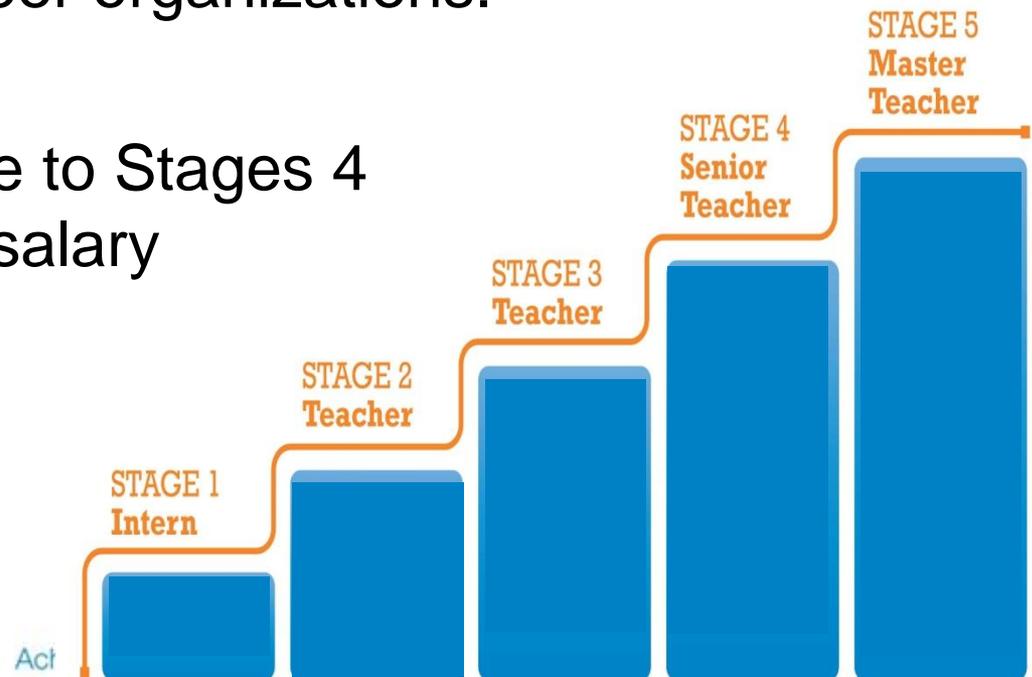


1. Increased individual compensation based on teacher effectiveness
2. Team incentives and recognition – school-wide bonus
3. Differentiated teacher learning and development opportunities
4. More feedback from more sources to help teachers grow
5. Consistent recognition



Big Benefit #1: Performance-Based Compensation

- ✓ 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.



Big Benefit #2: School Bonuses



- ✓ 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).

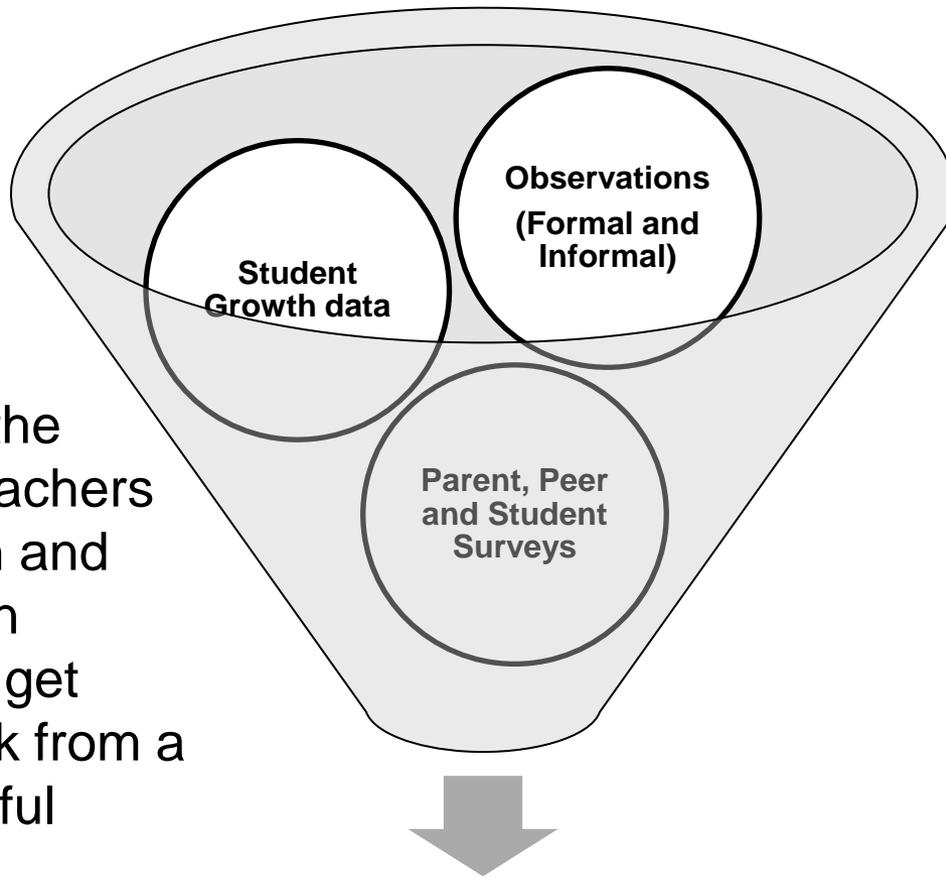


Big Benefit # 3: Robust Learning Opportunities

- ✓ Participation 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?

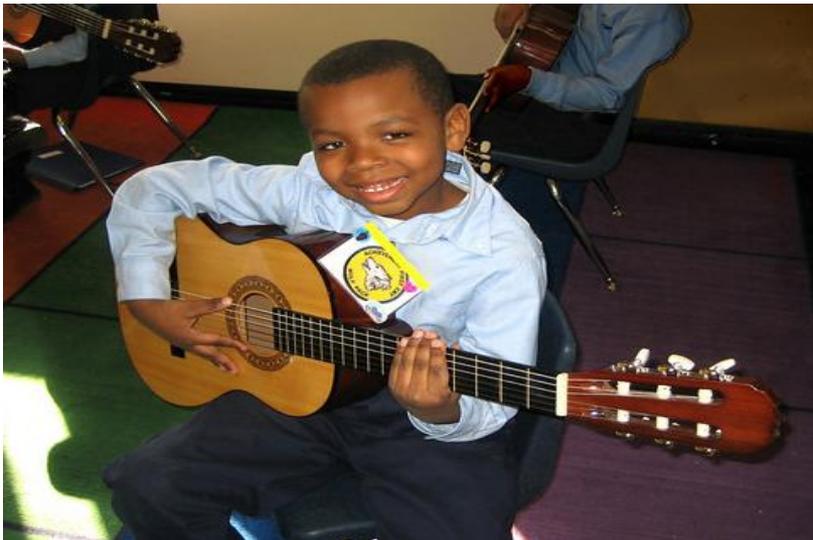


- ✓ The initial design and pilot was funded by private foundations and a federal Teacher Incentive Fund grant.
- ✓ The first three years of the teacher salary increases and bonuses are funded by the TIF grant.
- ✓ We are working with principals now to gradually reduce costs and increase revenue over 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



What Teachers Are Saying....



- ✓ *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.



- ✓ 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



ACHIEVEMENT FIRST: DEVELOPING A
TEACHER PERFORMANCE MANAGEMENT
SYSTEM THAT RECOGNIZES EXCELLENCE



Agenda



- ✓ Introduction to Achievement First
- ✓ Purpose of the Teacher Career Pathway
- ✓ Timeline
- ✓ Identifying Excellence
- ✓ Big Benefits for AF Teachers
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Your Questions and Feedback



Because Great Teachers Matter Mightily!



EDUCATION

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

-Daniel Fallon, Brookings Institute

FREEDOM



Appendix



An Overall Score is Determined for Each Teacher



Stage Calculator Example

Teaching Excellence Framework		Date of data collection	Possible Points	Network Averages	My Results	Scaled Score (My Results scaled to 400)	Percent of Evaluation (Weights)	Weighted Scores by measure	My Weighted Scale Score	Stage 4 Minimums
						$(400 / \text{max points possible}) \times \text{My Results}$	Identified weights for each component	Scaled score x percent of evaluation	Sum of weighted scores by component	
 Student Achievement	✓ Your assessment 1: F&P	June 2012	0-40	TBD	Positive Impact 25 points	250	13.0%	32.5	57	Data will be available in late Fall 2012
	✓ Your assessment 2: Terra Nova	May 2012	0-40	TBD	Exemplary Impact 35 points	350	7.0%	24.5		
 Student Character	✓ Student Survey	April 2012	1-5	TBD	4.3	344	7.5%	25.8	49.2	Average of student and parent surveys minimum of TBD
	✓ Parent Survey	March 2012	1-5	TBD	3.9	312	7.5%	23.4		
 Quality of Instruction	✓ Observation 1	October 2011	10-100	TBD	47	188	12.5%	23.5	110	Average of all observations minimum of TBD
	✓ Observation 2	January 2012	10-100	TBD	50	200	12.5%	25		
	✓ Observation 3	April 2012	10-100	TBD	68	272	12.5%	34		
	✓ Comprehensive lesson observation	June 2012	10-100	TBD	55	220	12.5%	27.5		
 Core Values & Cont. to Team	✓ Peer Survey	May 2012	1-5	TBD	3.6	288	7.5%	21.6	42.6	Average of the peer & principal survey minimum of TBD
	✓ Principal/Dean Survey	May 2012	1-5	TBD	3.5	280	7.5%	21		
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

	ELA	Math	History	Science	Specials
Elementary School	Matrix Model: <i>F&P</i>	Matrix: <i>TN</i> TVA: <i>TerraNova</i>			Portfolio Review
Middle School	TVA: <i>Multiple Assessments</i>			Matrix Model: <i>Multiple Assessments</i>	
High School	Matrix Model: <i>Multiple Assessments</i>				

Performance Impact Levels



Negative Impact

- Students outcomes well below typical growth levels
- Bottom third of teacher outcomes compared to the external district
- The percentage of students in each performance band (e.g. remedial, basic, proficient, advanced) is worse than the previous year's data.
- 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.

Minimal Impact

- Student outcomes are lower than typical growth levels
- Generally in the bottom half of teacher outcomes compared to the external district
- The percentage of students in each performance band (or overall scale score growth) is similar to (or slightly better) than the previous school year.
- The school is no closer (but also no further away) from meeting its AF Report Card goals based on the teacher's contribution.

Positive Impact

- Student outcomes exceed typical growth levels and moved the class forward
- Generally in the top half of teacher outcomes compared to the external district
- The growth in percentage of students in each performance band (or overall scale score growth) is solid to strong.
- Students make solid or significant progress -- but not enough to help school meet or exceed its AF Report Card goals.

Exemplary Impact

- Student outcomes significantly exceeded typical growth levels
- Generally in the top 10% of teacher outcomes as compared to external district.
- Teacher value-added or student achievement growth is very strong and on pace to close the achievement gap within three years
- Teacher did his/her part to help the school meet or exceed AF Report Card goals

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.

National Charter School Resource Center

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ED.gov

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