

Governor's Educator Excellence Award

**TEA TETN Conference
August / September 2006**



Governor's Educator Excellence Award Framework

What Did We Do?

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Overview:

- Seven SAISD campuses were eligible for the initial grant during the 2005-2006 school year
- All seven campuses opted to pursue the grant and developed performance pay proposals
 - Developed by Campus Leadership Team (CLT)
 - Input provided by all staff members
 - Plans are “*campus-specific*” and “*campus-designed*”

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Significant Features:

- Plans include incentives for all campus personnel
- All plans developed criteria that align with the accountability system and are based on classroom performance at a Recognized level (75% of students meeting minimum expectations)
- All campuses have differentiated levels of pay for teachers based on “value-added” features

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Process:

- Identified key district-level staff to support project
 - Human Resources
 - Curriculum & Instruction
 - Campus Operations
 - Accountability, Technology & Management Information
 - Grants
 - Consultant
- Developed specific project timelines
- Developed calendar of events
- Identified specific project tasks
- Assigned responsibilities
- Identified resources needed

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Types of Meetings:

- Planning meetings with district-level staff
- Design meetings
- Principals' meetings
- District Leadership Team (DLT) meetings
- Board meetings
- Superintendent's Cabinet meetings
- Campus meetings
 - Large group
 - Small group
 - Campus Leadership Team (CLT)

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Campus-Level Tasks:

- Campuses have two types of tasks to consider and address:
 - Operational Tasks
 - Performance-related tasks

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Operational Tasks:

- How are decisions going to be made throughout this process?
 - How will input be gathered?
 - How will information be disseminated?
 - When will the meetings be held?
 - What arrangements will be made for classified employees to attend meetings/get information?
- What timelines will be established to complete the project?

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Performance-Related Tasks:

- Consider principles associated with performance-based pay systems:
 - Developed through a collaborative process
 - Universal acceptance by staff
 - Easily understood standards and procedures
 - Fosters collaboration among the instructional staff
 - Recognize the contributions of all staff
 - Utilize multiple measures of student progress
 - Promote positive campus morale

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Performance-Related Tasks:

- Identify categories of teachers for which the plan needs to be custom-built
- Reconstitute student performance data
- Establish goals for campus, grade level, department and individual teacher
- Develop data scenarios based on profiles of conditions of performance
- Focus on goal-setting and benchmarking
- Focus on literacy and numeracy

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Presentation Format:

- Overview of Process
- Focus Groups
 - Small groups; all employee groups represented
 - CLT member will serve as facilitator
 - T-Chart to record questions & answers
 - Pair/Share discussion
 - Each group “reports out”
- Large Group Re-cap / Closure

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Frequently Asked Questions Document:

- Generated from campus informational meetings
- Merged with TEA frequently asked questions document
- Topics grouped by categories:
 - Assessment/Accountability Issues
 - Incentive Eligibility Issues
 - Plan Criteria Issues
 - Award Distribution Issues
 - Grant Information
 - Other Issues

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Data:

- Providing data was a coordinated effort across departments and technologies.
 - SAISD Data Warehouse – In-house system designed to merge TAKS, SDAA, and TPRI data with current student data allowing for a variety of analysis and reporting options
 - iDataPortal© - SAISD web based query tool enabling campuses to explore the data warehouse
 - Research & Evaluation – Produced individualized reports for each campus utilizing the data warehouse
 - Software Developers – Created web based polling software (iPoll©) for campuses

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Other Issues of Merit:

- Voting standard
 - 70% for Interest Vote
 - 80% for Decision-Making & Commitment Vote

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Voting Procedures:

- Determine voting times and dates
- On-line voting process managed through SAISD iPoll© data warehouse system
- May vote only once
- On-going voting results provided to campus principal to encourage maximum voter turnout
- Final results provided to principal after voting was closed

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Sample On-line Voter Survey - Part I

(Voter Turnout: 96.9%)

1. Do I wish to proceed with developing a plan for Performance Pay? (After the development of the plan, a second survey will be administered).

		Response Percent	Response Total
	YES	98.4%	61
	NO	1.6%	1
Total Respondents			62
(# of respondents that skipped question)			0

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Sample On-line Voter Survey - Part 2

(Voter Turnout: 100%)

1. Do you support your campuses plan for the Governor's Educator Excellence Award?

		Response Percent	Response Total
YES		96.8%	61
NO		1.6%	1
Total Respondents			63
(# of respondents that skipped question)			1

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What Made Things Work?

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- Dedicating resources – district personnel and time
- Providing data
- Facilitating frequent and open communication
- Creating an environment of trust and open dialogue
- Including representation from all groups
- Communicating with employee organization

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- Standardizing information and communication
- Allowing flexibility within plans
- Honoring differences
- Valuing all employees
- Constantly refining the product
- Celebrating success

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What Do Our Plans Look Like?

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Campus Plans:

- Beacon Hill Elementary – *Jose Moreno, Principal*
- Douglass Academy – *Melanie Herr-Zepeda, Principal*
- M.L. King Academy – *Dr. Derrick Thomas, Principal*

75% Portion of Grant Allocation

Base Pay is earned by meeting the expected level of achievement to qualify for performance pay. Value Added Pay is earned by attaining a level of performance above and beyond the expected level of performance.

School	Assessment	Base Pay	Value Added – I	Value Added - II
Beacon Hill Fenwick Neal (PreK-5 th _	TAKS Reading, Math TPRI/ Tejas Lee Math Readiness Assessment CIRCLE Campus Based PreK Math Assessment TAKS-I; TAKS-M	75% of students meeting minimum expectations	90% of students meeting minimum expectations	students demonstrating individual growth <u>Total # of Credits Earned</u> Number of Students = 100%

75% Portion of Grant Allocation

Base Pay is earned by meeting the expected level of achievement to qualify for performance pay. Value Added Pay is earned by attaining a level of performance above and beyond the expected level of performance.

School	Assessment	Base Pay	Value Added – I	Value Added - II
Forbes (PreK-5th grade) Martin Luther King Academy (PreK-8th grade)	TAKS Reading, Math TPRI/ Tejas Lee Math Readiness Assessment CIRCLE Campus Based Prek Math Assessment (in addition M.L.K. will use TAKS results in Writing , Science , SS)TAKS-I; TAKS-	75% of students meeting minimum expectations	90% of students meeting minimum expectations	Students demonstrating individual growth. . Level of student growth is divided into ranges. These ranges are assigned to quartiles indicating levels of performance tied to a specific amount of incentive pay.

75% Portion of Grant Allocation

School	Assessment	Base Pay	Value Added – I	Value Added - II	Value Added - III
Cooper CORE TAKS subjects (6th-8th grade)	TAKS Reading, Math, Social Studies, Writing, Science TAKS-I; TAKS-M	75% of students meeting minimum expectations	83% of students meeting minimum expectations	90% of students meeting minimum expectations	75% of students achieving a 5 question gain over the previous year's raw score
Cooper CORE non- TAKS subjects (6th -8th grade)	End of Year Course Exams	75% of students meeting minimum expectations	83% of students meeting minimum expectations	90% of students meeting minimum expectations	20% of students achieving Commended status on EOY course exam

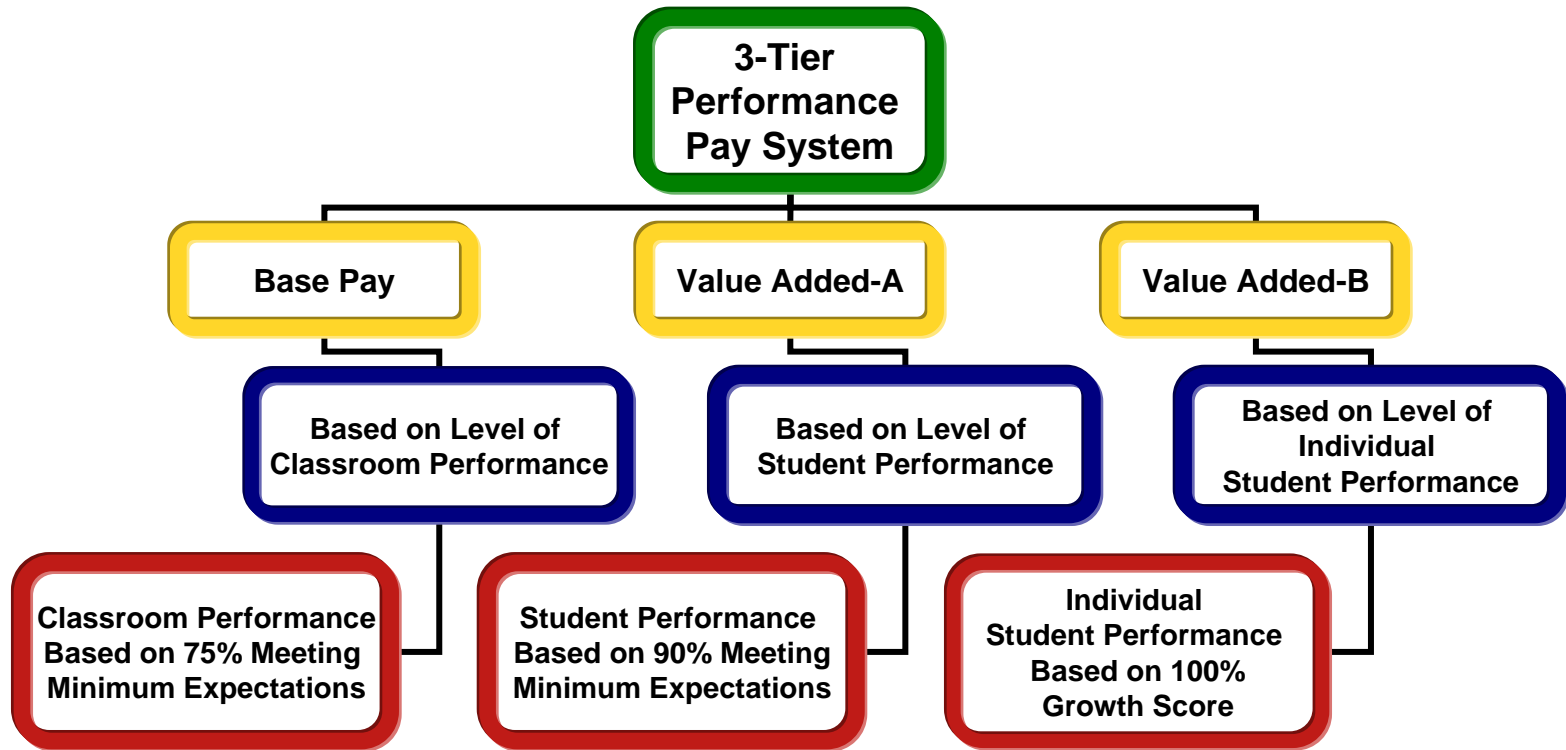
75% Portion of Grant Allocation

School	Assessment	Value Added – I Level of Performance (Classroom Data)
Douglass (PreK-6 th grade)	TAKS Reading, Math TPRI/ Tejas Lee Math Readiness CIRCLE Campus Developed Reading and Math Assessments IRIs TAKS-I; TAKS-M	Point system based on classroom performance on a set of criteria established for each grade in Reading and Math (rubric)

25% Portion of Grant Allocation

Schools	Award
Beacon Hill Fenwick Neal Martin Luther King Academy	Set amount for certified staff; set amount for non-certified staff
Forbes Cooper	Set amount for certified staff; set amount for paraprofessional staff; set amount for classified staff
Douglass Academy	Same amount for all certified, paraprofessionals and classified staff

Beacon Hill Elementary



Douglass Academy Performance Pay Plan

Collaboration Criteria

Criterion 1	Success Range	Yes/No Checklist
Team Collaboration (32 Meetings Per Year)	90% - 100% of the time	<input type="checkbox"/> YES, I met requirements <input type="checkbox"/> NO, I did not meet requirements
Criterion 2	Success Range	Yes/No Checklist
Vertical Teams Collaboration (One Meeting Per Grading Period Per Teams)	90% - 100% of the time	<input type="checkbox"/> YES, I met requirements <input type="checkbox"/> NO, I did not meet requirements
Criterion 3	Success Range	Yes/No Checklist
Peer Observations-Sharing Best Practices (3 Per Year)	100% of the time	<input type="checkbox"/> YES, I met requirements <input type="checkbox"/> NO, I did not meet requirements
Criterion 4	Success Range	Yes/No Checklist
Professional Development (Required Campus, District and State)	100% of the time	<input type="checkbox"/> YES, I met requirements <input type="checkbox"/> NO, I did not meet requirements
Criterion 5	Success Range	Yes/No Checklist
Staff Meetings Attendance	95% - 100% of the time	<input type="checkbox"/> YES, I met requirements <input type="checkbox"/> NO, I did not meet requirements
All 5 Collaboration Criteria Must be Met to be Eligible for Base and Bonus Pay		

Douglass Academy Performance Pay Plan

Teacher Score Sheet - Fourth, Fifth and Sixth Grade Reading

Teacher Name: _____ Grant Year: _____

* Criterion 1	0 points	1 Point	2 Points	3 Points	SUBTOTAL
% Passing TAKS (≥ 2100)	0% - 55% (Met Standard)	56% - 69% (Met Standard)	70% - 84% (Met Standard)	85% - 100% (Met Standard)	_____ POINT(s)
* Criterion 2	0 points	1 Point	2 Points	3 Points	SUBTOTAL
% of Students with Value-Added scale score growth or remain at Commended Performance	0% - 25% (Met Standard)	26% - 50% (Met Standard)	51% - 75% (Met Standard)	76% - 100% (Met Standard)	_____ POINT(s)
Criterion 3	0 points	1 Point	2 Points	3 Points	SUBTOTAL
% Passing > District and/or >Campus Group and/or >State (any combination)	< District < Campus Group < State	> < <	> > <	> > >	_____ POINT(s)
Criterion 4	0 points	1 Point	2 Points	3 Points	SUBTOTAL
% of Students with ≥Year's Growth using Campus Benchmarks	0% - 55% (Met Standard)	56% - 69% (Met Standard)	70% - 79% (Met Standard)	80% - 100% (Met Standard)	_____ POINT(s)
Criterion 5	0 points	1 Point	2 Points	3 Points	SUBTOTAL
IRI Value-Added Growth	0% - 55% (> Year's Growth)	56% - 69% (> Year's Growth)	70% - 79% (> Year's Growth)	80% - 100% (> Year's Growth)	_____ POINT(s)
50% Base Pay Attained with Minimum 10 Points from Criteria 1 through 5				TOTAL BASE POINTS	
* 50% Bonus Pay Attained with Minimum 4 Points from Criteria 1 and 2				TOTAL BONUS POINTS	

M. L. King Academy Performance Pay Plan

	Teacher Incentive	Total Incentive
Strand I Class Performance in Reading & Math	\$600 per subject Exemplary/Recognized 25 eligible teachers	\$30000.00
Strand II Writing, Science, or Social Studies Teachers	\$900 per subject Exemplary \$500 per subject Recognized 7 eligible teachers	\$6300.00

M. L. King Academy

Performance Pay Plan (cont'd)

	Teacher Incentive		Total Incentive	
Strand III Class Performance in Reading & Math	Q1	76-100% Growth	Q1	50% of money available
	Q2	51-75% Growth	Q2	25% of money available
	Q3	31-50% Growth	Q3	15% of money available
	Q4	20-30% Growth	Q4	10% of money available

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What Challenges Did We Face?

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- Time constraints – time of year and during the day
- No models / templates
- Limited assessments in non-core content areas
- Concerns expressed by TAKS grade levels related to accountability
- Questions of fairness
- Questions of equity
- Need for constant communication

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What Are Our Next Steps?

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- Provide data to campuses at the beginning of the school year and at intervals during the year
- Design staff development for campuses that will focus on data analysis
- Ensure that campuses align the Campus Improvement Plan with the performance pay plan
- Explore other forms of assessment that may be used to measure performance in non-TAKS areas
- Develop a mechanism for evaluating the “plan” at the end of each year

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Beacon Hill Elementary School

Douglass Academy

Fenwick Elementary School

Forbes Elementary School

Neal Elementary School

M.L. King Academy

Cooper Middle School

