

Addendum to *NSTA Express*, 2012.10.08

TIF Competition with a Focus on STEM (84.374B)

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S374B120024 – The National Institute for Excellence in Teaching (CA)

Initial Funding Amount (2 years): \$2,316,209

Total (5-year) Project Cost: \$9,569,093#

School Districts Served: Central Decatur Community School District, IA; and Saydel Community School District, IA#

Number of High-Need Schools Served: 6

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Project Overview: The goal of the Central Decatur and Saydel School Districts and National Institute for Excellence in Teaching (NIET) Teacher Incentive Fund project is to reform each partnering district's human capital management system (HCMS) in an effort to improve student achievement. To achieve this goal, the project objectives are to increase the percentage of teachers deemed effective through incentives, career advancement, evaluation, and professional development, along with increasing the percentage of effective principals through incentives, evaluation, and professional development. Both partnering districts will implement NIET's Teacher Advancement Program (TAP): The System for Teacher and Student Advancement, which offers a comprehensive approach to performance-based compensation systems that tie effectiveness ratings to student growth outcomes. Through implementation of the TAP system, a cadre of STEM master teachers, who are skilled at modeling pedagogical methods for teaching STEM skills and content at the appropriate grade level, will be developed and supported. The two partnering districts will also support STEM teachers in seeking additional training at local universities in STEM subjects that include modeling of researched-supported pedagogical methods. In year 3 of the grant, partnering districts will begin reviewing project data and consider changes to the salary schedule that would, upon district approval, be implemented in year 5 of the grant.

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S374B120010 – Orange County Public Schools (FL)

Initial Funding Amount (2 years): \$7,403,161

Total (5-year) Project Cost: \$25,101,398

Number of High-Need Schools Served: 11

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Project Overview: Orange County Public Schools (OCPS) will implement a performance-based compensation system (PBCS) in the targeted schools to reward (at differentiated levels) teachers, principals, and paraprofessionals who demonstrate their effectiveness by improving student achievement and other measures. OCPS intends to embed the science, technology, engineering, and mathematics (STEM) program into science, technology, reading/literacy, arts, mathematics, and social studies. The objectives of the project are to: increase the number of highly effective teachers and administrators in high-need schools through a PBCS that includes a STEM multiplier; implement high-quality professional development for teachers, administrators, and paraprofessionals; increase student achievement in STEM; recruit and retain highly effective teachers and principals in high-need schools; implement a data system that links student achievement data to inform the PBCS, professional development, and evaluation of teachers and administrators; and increase the number of "effective" and "highly effective" ratings that teachers and principals receive on their evaluations. OCPS will offer monetary, educational, and promotion incentives to encourage top-performing teachers to seek higher positions of responsibility through a proposed career ladder or entrance into school leadership roles.

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S374B120012 – Calcasieu Parish School System (LA)

Initial Funding Amount (2 years): \$7,862,857

Total (5-year) Project Cost: \$29,351,636

Number of High-Need Schools Served: 21

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Project Overview: The Calcasieu Parish School System Professionally Rewarding Outcomes and Growth: Raising Effectiveness and Student Success (PROGRESS) project will strategically increase educator effectiveness and raise student achievement, specifically in Calcasieu's high-need schools.

The project will create and implement a human capital management system (HCMS) that increases educator effectiveness and student achievement; create and implement a rigorous, valid and reliable teacher evaluation system; develop and implement a research-based, data-driven professional improvement plan that provides every educator with the opportunity to succeed; ensure long-term sustainability of the newly developed HCMS and professional improvement plan; and improve student achievement and foster student interest in science, technology, engineering, and mathematics (STEM) disciplines. The HCMS will allow the district to recruit, retain and manage personnel in support of Calcasieu's vision of instructional improvement. Calcasieu's performance-based compensation system (PBCS) includes a state-developed performance management system to award teachers based on a rating that includes classroom observations and student growth. Calcasieu will provide educators with quality feedback, reward effectiveness and deliver differentiated support by aligning performance competencies, instructional practice rubrics, and comprehensive data systems linking student achievement directly to teacher effectiveness. Calcasieu will award additional compensation for teachers, principals, and other personnel (e.g., assistant principals, administrative interns, counselors and librarians) deemed effective in the evaluation system. Implementation of the PBCS will be phased in over year 2 and year 3 of the grant, and continue into year 4 and year 5.

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S374A120008 – Washoe County School District (NV)

Initial Funding Amount (2 years): \$9,711,497

Total (5-year) Project Cost: \$25,540,700

Number of High-Need Schools Served: 9

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Project Overview: Washoe County School District (WCSD) revised its human capital management system (HCMS) to better inform human resource decisions on recruiting, hiring, professional development, evaluation, promotion, retention, and reductions in workforce. WCSD is incorporating research-based, best-practice, and innovative initiatives to drive HCMS decisions in order to make significant student achievement gains by building the capacity of highly effective teachers and leaders. The goal is to increase the number of highly effective and competent certified teachers and principals who reflect the District's mission, vision, and core beliefs through the implementation of an effective and comprehensive evaluative growth system, particularly in the areas of science, technology, engineering, and mathematics (STEM). The WCSD Teacher Incentive Fund initiative will provide the following strategies toward continuous improvement of the district's HCMS: development and implementation of student learning objectives; professional development and career lattice opportunities in STEM; in-depth training in classroom observations; and the integration of an HCMS Web-based system. WCSD will evaluate teachers based on classroom observations and student performance. To be eligible for compensation, employees must work at a school that met school-wide performance targets the previous year, receive an "acceptable overall" rating on their annual evaluation, and work at the same school for at least 85 percent of the school year.

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S374B120016 – South Carolina Department of Education (SC)

Initial Funding Amount (2 years): \$5,272,237

Total (5-year) Project Cost: \$24,672,570

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School Districts Served: Barnwell 19; Beaufort; Florence 3; Jasper; Laurens 56; Lee; and Orangeburg#

Number of High-Need Schools Served: 24#

Project Overview: The South Carolina Department of Education will build on previous Teacher Incentive Fund (TIF) efforts to expand its human capital management system in high-need local education agencies (LEAs) across South Carolina (SC) with a focus on recruiting and retaining teachers to strengthen science, technology, and mathematics (STEM). The STEM and TAP: Effective Practices (STEP) project will apply lessons learned through previous TIF efforts including the following: performance-based compensation, rigorous evaluation, use of value-added growth measures, and development of a career ladder that supports differentiated leadership in schools. The STEP project objectives aim to attract and retain high-quality teachers and principals, enhance leadership and career advancement opportunities, enhance the preparation and performance of principals, and maintain and improve student achievement. All teachers will receive value-added growth measurements using the high stakes accountability tests as well as specifically created Student Learning Outcomes. These student-growth measures will be a significant factor in determining the teacher effectiveness score, which ultimately will be used to determine career advancement decisions

as well as to create the new performance-based salary structure. Based on previous experience with TAP, SC will modify the state salary structure to align with the teacher evaluation system and the performance-based compensation system. The goal will be to use both the teacher evaluation results, principal evaluation results (overall observation ratings) and student-growth scores to identify additional compensation for each teacher.

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S374B120011 – Houston Independent School District (TX)br> Initial Funding Amount (2 years): \$7,714,032

Total (5-year) Project Cost: \$15,938,747

Number of High-Need Schools Served: 24

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Project Overview: The Houston Independent School District's (HISD) human capital management system and performance-based compensation system will focus on teacher effectiveness and growth in student learning at both the campus and individual-teacher levels. Teachers at 24 high-need schools will be eligible for incentives. This project will allow HISD to increase and retain the number of effective teachers teaching poor, minority, and disadvantaged students in hard-to-staff subjects, increase principal effectiveness, and increase student achievement. The project will increase the number of high-quality science, technology, and mathematics (STEM) teachers, especially in the earlier grades, so that students are prepared for college and careers. The goals for this project include: using an educator evaluation system to inform recruitment, hiring, placement, retention, dismissal, professional development, tenure and promotion; advancing human resource practices and supports; increasing the number of and rewards for effective teachers (rated at the highest level), thereby increasing student achievement; and building a culture of growth across the district to attract, develop, and retain top talent in education. HISD's educator evaluation system rates teachers based on student performance, instructional practice, and professional expectations. HISD will create career pathways for highly effective teachers by offering school-based leadership roles and including teachers in the design and delivery of professional development resources, tools, and curriculum to be used school- or district-wide.#