

Performance Compensation Model Brief Description

Local School System:

Washington County Public Schools

Local Contact (Name and contact information):

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Title of Model:

P.O.W.E.R. (Performance Outcomes With Effective Rewards)

Purpose of the Compensation Model:

POWER is a compensation reward system designed to reward effective and highly effective teachers and school-based administrators teaching low-income and disadvantaged students in high-need schools and hard-to-staff subjects who raise levels of and maintain high standards for student achievement.

Brief Description (Please include links, if available, for access to further information on the model):

At this time, the internet link to the POWER program is under construction.

Teachers and administrators in five of Washington County Public School's high need schools who voluntarily agreed to be a participant in POWER have the potential to earn up to \$40,000 in four years. This compensation is bifurcated in that a portion is also designed to reward teachers for their retention in a high needs school or subject area. 50% of the compensation is based on 3 formal school-based evaluations. The other 50%, as aligned with Maryland State Department of Education, is measured through multiple student growth measures. In this case, 30% is NWEA/MAP assessment and 20% is closing the achievement gap based on school-wide MSA results. The retention portion of the reward is tiered in an effort to increasingly reward effective and highly effective teachers for continuing their instruction in a high-needs school or subject area.

In addition to the three formal observations that teachers will receive, they will also complete two reflective video-taped observations, one peer observation, and one external observation from a county administrator or supervisor. These observations/evaluations are for instructional growth and reflection of best practice.

Job-embedded professional development will occur at each school based on the instructional needs of individual teachers and administrators. Administrators will receive two formal observations and complete a binder that reflects their implementation of the Maryland Instructional Leadership Framework within their schools.

The association has been a strong supporter of this piloted program and continues to be a part of all decisions and refinements that we feel are necessary as we progress through year one of the implementation of the grant.

Targeted Employees:

The five schools selected to be recipients of this grant are Salem Avenue Elementary School, Fountaindale School For Academic Arts and Excellence, Winter Street Elementary School, Western Heights Middle School, and Northern Middle School.

These pilot schools were identified based on high-need students relative to academic achievement, student mobility rates, attendance rates, percentage of teachers with and Advanced Professional Certification, and discipline referrals.

School-based administrators were selected to be a part of POWER, and through an application process, teachers voluntarily applied to be a part of the process.

Pros:

Teachers and administrators in this program will pilot a new evaluation tool designed to improve instruction. This tool enables more collaborative discussions between staff and administration. The framework also allows for increased reflective practice and a focus on best practice.

Teachers have the potential to be compensated up to \$40,000 in four years.

Professional development opportunities are available to align directly with individual teacher needs as noted on their evaluations and observations.

Administrators and some teachers have the opportunity to travel to multiple conferences and site visits to gain knowledge on other compensation models and evaluation tools.

This is a voluntary program.

Students at all five schools were assessed using the NWEA/MAP (Measures of Multiple Performance) adaptive assessment to measure student growth based on normative data.

Administrators and teachers are collaboratively designing and refining the core elements of the grant.

Cons:

Due to the fact that it is voluntary, not all teachers in one building are participating.

It is difficult to find appropriate assessments to measure accurate student growth.

It is difficult to determine the amount of impact one teacher has over another.

It is challenging to find measurements of growth for non-tested areas. (Arts/Social Studies/Foreign Languages, etc.)

Our grant is designed to align with Maryland State Department of Education. Since MSA is not currently designed to be used as a growth assessment, we had to make some adjustments to our student growth assessments for year 2 of the grant.

Lessons Learned:

Communication is vital with all stakeholders.

For our first compensation year, it would've made things much easier if we would've only allowed teachers of tested areas to be a part of the program.

The voluntary process was beneficial in some aspects, but in others it would've been helpful if all the teachers in at least one building were participating so that we could compare voluntary vs. involuntary.

Budgeting for a technological program that linked professional performance, student performance, and professional development with pay would have been beneficial.

Implementation/Results (Is the model working? If not, why not?):

Currently, we are in our first year of implementation. We do not have current data that reflects if the model is or is not working. Measurement Inc., our external evaluator, is working on compiling survey results from various participants to determine the amount of knowledge teachers and administrators have with the current program. That information will be out in late November.

Future Plans:

The POWER I (Executive Administrative Team/Association President) and POWER II (Directors/Administrators/Teachers) will continue to meet to refine aspects of the POWER program. We will pilot the new teacher evaluation framework, and align professional development to meet the needs of individual teachers. We plan to continue using the MAP assessment for a percentage of the student growth measure and are hopeful that MSA will be vertically aligned and available for use as a growth measure in year 3 of our grant as a multiple measure for student growth. We will continue to explore assessments that are targeted to measure growth for teachers in non-tested subject areas.

Other Comments: