TAP Expansion, Impact and Outcomes

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April 27, 2006
Achievement Gap is Still Wide but Narrowing:
NAEP 9-Year-Old Reading Trends

Source: NAEP Long-Term Trends, 2004
Research on Importance/Impact of Teacher Quality

- Home and Family: 49%
- Teacher Qualifications: 43%
- Class Size: 8%

Source: Marzano
Evidence on Teacher Quality

- **Magnitude of quality effects (TX)**
  - 10X class size reduction
  - 5 years of good teacher = SES gap

- **Magnitude of quality effects (Gary, IN)**
  - Good → Bad equals 1 year achievement

Source: Hanushek
Out-of-Field Teaching Rampant

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<thead>
<tr>
<th></th>
<th>Math</th>
<th>English</th>
<th>History</th>
<th>Physical Science</th>
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</thead>
<tbody>
<tr>
<td>All Public Schools</td>
<td>35.8%</td>
<td>33.1%</td>
<td>58.5%</td>
<td>59.1%</td>
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<tr>
<td>High Poverty Schools</td>
<td>51.4%</td>
<td>41.7%</td>
<td>61.2%</td>
<td>61.2%</td>
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Source: Ingersoll, 2003
Distribution of Experienced Teachers in Philadelphia

Average percentage of teachers in high-poverty/high-minority and low-poverty/low-minority schools by measures of teaching experiences in the school and total years of teaching experience, 1998-1999

- First-year teachers: 7% (High) vs. 3% (Low)
- 5 or fewer years of total teaching experience: 28% (High) vs. 9% (Low)
- 5 or fewer years of experience in the schools: 52% (High) vs. 39% (Low)
- Over 20 years of experience: 67% (High) vs. 34% (Low)
Why Don’t People Choose Teaching?

- Salaries not competitive
- Costs of training not warranted by salary
- Start career and retire with same title and same job description
- Rarely do supervisors try to see how effective you are
- Few opportunities to get better at what you do
- Everyone with same experience and credits gets same pay
- Women have more career opportunities now
- Little collegiality
- Sometimes little respect from community
- Often unpleasant, dangerous environment
To Some:
TAP is a professional development program that makes successful hard work pay off.

To Others:
TAP is a performance pay program that provides a great deal of support to teachers

Message:
Do not implement performance pay in a vacuum – please!
Why Do Performance Pay Plans Fail?

- Imposed on Teachers
- Do not provide mechanism for poorly performing teachers to get better
- Teachers not prepared to be assessed
- Fear of bias, nepotism of evaluators, don’t trust the principal
- Evaluation criteria not fair (student test scores vs. value added) or justified by research
Why Do Performance Pay Plans Fail?

- Process adds work for teachers and bonuses too small to justify the extra effort
- Some teachers lose money
- Zero-sum game causes competition
- Fear that the program will not be sustainable
ELEMENTS OF THAT REFORM:

1. Multiple Career Paths
2. Instructionally Focused Accountability
3. Ongoing, Applied Professional Growth
4. Performance-Based Compensation
Performance Pay

- Performance pay alone is not enough
- Must be supported by strong, transparent and fair teacher evaluation system
- Need professional development to deal with areas of improvement
- Teachers are willing to be evaluated if they are prepared for it
- Bonuses keep them willing to do extra work
Higher pay is granted for:

- Excellent teacher performance, as judged by experts
- Student achievement gains (Value-added)
- Different functions/additional duties

Our model would support higher pay:

- If the teacher’s primary field is difficult to staff, or if the teacher is in a hard-to-staff school
- For teacher training & relevant degrees (e.g. National Board Certification)
Performance Awards

- All teachers can get bonus of some amount
- Everyone meeting a standard gets bonus
- Eliminates "zero sum game" mentality and competition
- Teachers who score well on skills can earn bonuses even if student scores do not improve, and vice versa
Skills and Knowledge

- 50% of bonus for skills and knowledge
- Can get over nepotism/favoritism worry with clear evaluation system and multiple classroom visits with multiple trained/certified evaluators
- Possibility of creeping grade inflation
- Followed up by efforts to help get better
Student Achievement

50% of bonus is based on student achievement growth

- 20-30% school-wide for all teachers (gives incentive to help others get better)
- 20-30% based on achievement of individual teacher’s students

Value-added assessment

- Statistical model to measure growth in student achievement from pre-to-post-testing
- Eliminates problem of having students with different levels of ability
TAP Outcomes

- New Sources of funds have materialized from district budgets, state appropriations, federal funding, ballot initiatives, and private foundations.

- Growth from 1 state in 2000-01 to 13 states plus D.C. next year serving roughly 125 schools, over 4,000 teachers, and 50,000 students.

- We have reversed the flow of quality teachers who now move from high SES Non-TAP schools to low SES TAP schools.

- Easier to hire good teachers

- Turnover at TAP schools was half that of Non-TAP schools

- Generally, TAP schools outperform schools in student achievement gains.
TAP Outcomes

• Substantially more TAP schools increased the proportion of proficient students from 2003-04 to 2004-05 than declined.

• Substantially more TAP schools were making AYP in 4 states than statewide even though they generally were more likely to be high needs schools.

• Support for TAP elements is strong and increasing

• Collegiality is very strong in TAP school

• TAP has become a technical assistance program for schools needing improvement in South Carolina.

• Based on TAP results, Minnesota passed an 86 million dollar teacher compensation.

• The first 5 schools to reopen in New Orleans Parish in Louisiana are TAP schools.