



Partnership for Innovation in Compensation for Charter Schools - Buffalo | New York

SUMMARY

The Partnership for Innovation in Compensation for Charter Schools-Buffalo (PICCS-Buffalo) enhances and expands performance-based compensation systems for school leaders, instructional administrators, teachers, and instructional staff at the participating schools. The program compensates all instructional administrators and staff based on their effectiveness in attaining student achievement targets. PICCS-Buffalo also provides necessary resources and support to instructional staff to help them meet high student achievement targets. Within a given framework, each consortium school establishes school-specific strategies for implementing effective differentiated-compensation initiatives focused on improvement of instruction and increased student achievement and growth.

PROGRAM GOALS AND EVALUATION

The four main elements of the PICCS framework are as follows:

1. Provide teachers and school leaders with meaningful financial incentives for achieving student outcome goals
2. Provide embedded professional development to help teachers and school leaders meet their goals
3. Provide educators with a comprehensive peer review and professional learning community (PLC) program where they can draw on and share best practices
4. Support educators in using data-based decision-making by providing them with a robust data system that delivers real-time data to the school and classroom

State: New York

Location: Buffalo, New York

Award amount: \$7,579,626

TIF Cohort: 3

STEM Grantee: No

Number of districts participating: 3

Number of schools participating: 3

Number of teachers eligible: 154

Number of principals eligible: 12

Project Director:

Frank San Felice

Email: FSANFELICE@CEI-PEA.ORG

Key program staff:

Carter Clawson, Project Co-Director

The evaluator will examine the performance-based compensation plans (PBCP), the project's impact on student and schoolwide outcomes, and the link between project implementation and outcomes. The evaluation examines the quality and the effectiveness of the PICCS-Buffalo model of professional development and training program as well as the fidelity of implementation at the school and classroom levels.

REWARD STRUCTURE

Each school created a PBCP Committee that produced a school-based PBCP that included incentives based on student achievement, (primarily student growth), observations, and teacher leadership. A team of experts, including technical assistance providers from CECR, reviewed and approved each plan. We have now completed three rounds of performance-based compensation for effective and highly effective educators in the PICCS Buffalo schools; Year 1 was a valuable planning year. The PBCP plans are based 60 percent on professional practice measures and 40 percent on student growth, with an opportunity for teacher leadership, as approved by the USDOE. These plans are in direct alignment with New York State requirements (NY law 3012-c), particularly in relation to New York State Education Department (NYSED) Race to the Top requirements for Annual Professional Performance Review (APPR).

YEARS 1-4 HIGHLIGHTS

- Created PBCP Committees
- Used student growth measures to award incentive compensation for payouts
- Introduced a new teacher and school leader evaluation system. The teacher evaluation system includes measures of student achievement tied to educator performance and measures of professional practice.
- Developed school-level capacity in PLCs and peer review through monthly meetings for the PLC coach(s) that included exposure to protocols from each school
- Provided professional development to teachers and principals and opportunities to meet in PLCs to improve student outcomes
- Increased educators' capacity to access and use student data to inform instruction
- Launched Eduplanet, a social learning tool that provides teachers access to learning paths related to the educator evaluation model and data system.

YEAR 5 OUTLOOK

In the final grant year, PICCS continues to provide professional development and technical assistance to participating schools, including content area coaching, data use training, PLCs, and training in the Danielson framework. Schools are in the capacity-building stage of PICCS, and school leaders are focusing on sustaining the PICCS structures and processes that have proved most beneficial after the grant ends.

SUSTAINABILITY

Much of the time and effort during the end of Year 5 and perhaps during our proposed NCE will focus on planning for sustainability after the grant ends. PICCS needs time to work not just with school leaders but with the charter school boards to develop a plan for financial and programmatic sustainability. We will continue to seek funding sources to support this work after the end of the grant. Last, sustainability refers not just to sustaining the human capital management structures via working with school leaders and board members, but also to sustaining PLCs, data cultures, and new common core instruction strategies within the classroom. PICCS is deploying direct support to teachers in these areas with a focus on capacity building.

PERFORMANCE-BASED COMPENSATION

PICCS awarded \$330,150 to Effective and Highly Effective teachers and principals in four participating schools in November and December 2014. Of the 166 eligible educators, 17 were Highly Effective, 99 were Effective, 31 were Developing, and 19 were Ineffective. The maximum award for teachers was \$4,500; \$5,000 for principals; \$1,000 for paraprofessionals.