



## Educator Effectiveness Process | Texas

### SUMMARY

The Educator Effectiveness Process (EEP) is implementing a comprehensive, differentiated performance-based compensation system (PBCS) for teachers and principals in 10 high-need charter schools in San Antonio and Corpus Christi, Texas. EEP supports a sustainable, differentiated PBCS that rewards teachers and principals for improved student performance based on individual teacher and principal observations and a value-added student performance measurement model that provides individual class-level and schoolwide data. The 10 charter schools in EEP are some of the highest need schools in San Antonio, as identified by the Texas Education Agency's Title I priority school list of persistently lowest achieving schools. Each high-need school agreed to collaborate on EEP to improve student achievement and turn around their schools.

### PROGRAM GOALS AND EVALUATION

The overall goals of EEP are to

- Increase the effectiveness of principals, teachers, and teacher leaders so that schools improve their instruction to students
- Improve students' academic performances in all subject areas
- Improve the retention of existing effective teachers and teacher leaders
- Improve the recruitment of effective teachers so that students have effective teachers in all subject areas and all classes

EEP uses the following determine to what extent EEP is meeting its goals

- Student test data
- Teacher-student value-added and schoolwide value-added scores

**State:** Texas

**Location:** San Antonio

**Award amount:** \$13,006,876

**TIF Cohort:** 3

**STEM Grantee:** No

**Number of districts participating:** 6

**Number of schools participating:** 10

**Number of teachers eligible:** 179

**Number of principals eligible:** 10

**Superintendent:**

Claudette Yarborough (Fiscal Agent for EEP)

**Key program staff:**

Claudette Yarborough, Project Director

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- Principal and teacher observation data
- External evaluator surveys following each EEP professional development activity and annual surveys measuring the satisfaction with EEP implementation
- State of Texas Index 1 to measure academic accountability
- State of Texas Index 2 to measure academic growth

## REWARD STRUCTURE

EEP's goal is to improve teacher effectiveness to promote student achievement. To do this, the EEP model provides significant incentive awards to teachers (up to \$8,000 per school year) and principals (up to \$22,000 per school year), reducing the gap between charter schools' teacher pay and principal pay and the public school teacher pay and the public school principal pay. The reward structure is based on the PBCS and awarded to the teachers who stay for the next school year. The value of teacher and principal incentives is sufficient to retain effective teachers and principals at the high-need schools and to improve the ability of EEP schools to recruit effective teachers and principals.

## YEARS 1-4 HIGHLIGHTS

- EEP continues to retain the same 10 original schools and the same partners that began with the grant.
- One school has implemented the HCMS, and three more schools have developed a three-year plan to implement HCMS.
- Superintendents have become very involved in EEP implementation on their campuses by participating in superintendent meetings and retreats.
- Educators at EEP schools received grant-sponsored professional development that was shared at the EEP Summer Institutes. Teachers presented 25 of 36 (70 percent) of the breakout sessions at the EEP Summer Institute 2014.
- EEP created and implemented the Principal Observation Tool, with principal observations performed annually.
- The State of Texas' recent grant application mirrors what EEP has been implementing for the past four years.

## YEAR 5 OUTLOOK

- EEP expects that 100 percent of the participating schools will earn a schoolwide value-added score of at least a Level 3.
- EEP expects that all 10 campuses will implement sustainability plans.

- EEP expects that the human capital management system plan to increase salary will be implemented on 6 of 10 campuses (60 percent) by 2016.
- The Career Teacher facilitation of the EEP Summer Institute 2015 will increase to 28 of 32 (88 percent) of the breakout sessions.

## SUSTAINABILITY

By engaging the superintendents in each charter organization, EEP is working toward realistic sustainability beyond the grant cycle. EEP schools have agreed to the sustainability of EEP based on positive implementation efforts using a high level of communication between the superintendents, principals, and teachers. Of the teachers and principals that signed Buy-In forms to display their commitment to continue EEP on their campus, 177 of 179 (99 percent) initialed YES.

## PERFORMANCE-BASED COMPENSATION

The EEP PBCS defines a differentiated way to provide incentives to individual principals and teachers based on their level of effectiveness. The factors that determine an incentive payout to a teacher are based on the following: 1) Teacher observations that occur over the course of the year, 2) the value-added student performance data, and/or 3) the schoolwide value-added score based on the schoolwide value-added student performance data. That means that half of a teacher's incentive payout relies on student achievement, and the other half relies on the individual teacher's observation scores.

The factors that determine a payout to a principal are based on 1) Principal observation scores, 2) the schoolwide value-added score based on the schoolwide student performance data, 3) EEP implementation, and 4) meeting the state accountability. EEP paid out \$766,386.00 to 115 campus participants.