



Lucia Mar Unified School District/TAP | California

SUMMARY

The Lucia Mar TAP project is an incentive program designed to increase student achievement and teacher and principal recruitment and retention. By implementing the comprehensive TAP model, the project aligns teacher and principal performance-based compensation with evaluation, staff development, and new career paths. Incentives rely on value-added student assessment scores and objective, rigorous evaluations using the TAP Skills, Knowledge, and Responsibilities (SKR) Performance Standards. A performance-based compensation system (PBCS) with incentives that average over 5 percent of base pay rewards teachers for classroom and schoolwide achievement, as well as proficiency in the skills and knowledge required of a teacher.

PROGRAM GOALS AND EVALUATION

The goals of the Lucia Mar TAP project are as follows:

- Increase student and teacher achievement at the six participating school sites
- Increase the school district's ability to recruit and retain effective teachers and principals
- Implement an integrated, equitable, and transparent instructionally focused accountability system for teachers and principals that includes the following:
 - A PBCS
 - A clear definition of effective instruction
 - Comprehensive professional development (PD) that explicitly connects to effective instruction
 - Multiple career paths that support teacher growth
 - Frequent, relevant evaluations
- Ensure the alignment of PBCS with evaluation, PD, and career paths

State: California

Location: Arroyo Grande

Award amount: \$7,175,126

TIF Cohort: 3

STEM Grantee: No

Number of districts participating: 1

Number of schools participating: 5

Number of teachers eligible: 140

Number of principals eligible: 5

Superintendent: Jim Hogeboom

Key program staff:

Kathy Alberda, Project Director

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REWARD STRUCTURE

K-2 teachers and specials at middle school reward structure is 50 percent SKR scores based on the 19- point TAP Rubric and 50 percent on schoolwide growth data.

3-6. At the middle school (7-8), languages arts and math courses reward structure is based on 50 percent SKR scores, 30 percent on individual classroom growth, and 20 percent schoolwide growth data.

Principals are paid out with 30 percent coming from McRel Summative scores, 30 percent from the TAP Leadership Team (TLT) Rubric, 30 percent from schoolwide growth data and 10 percent from the Responsibility scores.

YEARS 1-4 HIGHLIGHTS

- In 2013, California adopted the Common Core State Standards and Smarter Balanced Assessment Consortium (SBAC). As a result, Lucia Mar TAP received permission from the Department to waive the student growth requirement for payouts for one year (SY 2013–14). With the waiver, teachers were eligible for full payouts based solely on SKR scores (in lieu of losing 50 percent of their payout for student growth). Principals were eligible for full payouts based on the McREL Balanced Leadership model, TLT scores, Responsibility Survey scores, and the NIET School Review score (in lieu of losing 30 percent of their payout for student growth).
- Two staff members co-observe all teachers (inter-rater reliability), and the teachers must self-assess their own performance as part of the formal observation process. These three scores are weighted using TAP Rubrics.
- Lucia Mar surveys teachers' perceptions of TAP annually, and it has fully engaged the Lucia Mar Unified Teachers Association members in all aspects of the project's development and maintenance.
- Each site has one master teacher and two TIF-funded mentor teachers. Several sites have chosen to fund a third mentor or second master teacher using site categorical funds.

YEAR 5 OUTLOOK

In Year 5, one school, Dorothea Lange, will leave the project. However, no other changes in the scope and objectives of the grant are anticipated. Lucia Mar will meet the priority of student growth data for Year 5 with the use of the NWEA MAP test.

Lucia Mar continues to make progress toward project objectives and district goals. We are fully committed to success and our ability to sustain and build district capacity using the best practices we have learned through the TIF grant and the TAP System.

SUSTAINABILITY

California has implemented a new funding formula, the Local Control Funding Formula (LCFF). The Local Control Accountability Plan, required with LCFF, describes how the district will use the funds to increase student achievement, particularly educationally disadvantaged youth. Lucia Mar is sustaining and building district capacity by providing:

1. Job-embedded PD at all sites weekly through a late-start model
2. Trained coaches at each non-TAP school site to provide PD and support to classroom teachers
3. An instructional model based on effective teacher strategies
4. PD to build capacity of teacher leaders at school sites using the Professional Learning Community model

The model above closely aligns to the TAP System of PD. Each school site has an instructional coach to provide weekly PD.

PERFORMANCE-BASED COMPENSATION

Performance-based expenditures including fringe total \$542,991.80 and were paid on November 10, 2014.