



McMinnville School District | Oregon

SUMMARY

McMinnville School District's (MSD) Investing in Effective Educators (IEE) Project increases teacher and principal effectiveness by investing in the development of human capital through job-embedded instructional coaching, alternative career pathways for highly effective teachers, and a performance-based compensation system (PBCS) that links educator pay to student achievement and growth. MSD differentiates compensation based on state assessment scores in reading and mathematics, classroom-based growth as measured by common formative and summative assessments, additional leadership duties, and classroom observation. The classroom-based growth criterion captures a teacher's impact on student learning. The leadership criterion fosters and sustains a culture in which educators work collaboratively and are empowered to innovate and lead.

PROGRAM GOALS AND EVALUATION

The goals of the IEE Project are as follows:

- Implement a fair and transparent PBCS that directly links to student achievement, student growth, educational leadership, and classroom observation
- Increase student achievement and accelerate student growth by increasing teacher and principal effectiveness
- Increase educator effectiveness by providing an intensive, sustained, and coherent program of professional learning and job-embedded instructional coaching

State: Arizona

Location: McMinnville

Award amount: \$6,739,798

TIF Cohort: 3

STEM Grantee: No

Number of districts participating: 1

Number of schools participating: 9

Number of teachers eligible: 378

Number of principals eligible: 9

Superintendent: Dr. Maryalice Russell

Key program staff:

Dr. Maryalice Donovan, Project Director

Email: KDonovan@msd.k12.or.us

Jill Long, Project Coordinator

To ensure that the IEE Project is progressing toward achieving the school district's goals, an internal evaluator conducts site observations, analyzes student and project performance data, conducts stakeholder interviews and attitude assessments, and formulates mid- and end-of-year reports.

REWARD STRUCTURE

26-30 points earned: \$2,500 performance bonus

21-25 points earned: \$1,650 performance bonus

16-20 points earned: \$825 performance bonus

0-15 points earned: No performance bonus

All educators must perform at or above proficiency on the classroom observation component of the project in order to earn any performance bonus.

YEARS 1-4 HIGHLIGHTS

- A project design team, which included approximately 25 teachers, administrators, and teachers' union representatives, collaborated on fully developing and communicating MSD's teacher and principal evaluation systems.
- MSD increased the number of full-time equivalent teachers dedicated to job-embedded instructional coaching.
- Participants consistently identified instructional coaching as being key to the increased achievement and student growth in the district.
- The grantee held twice-monthly Data Team meetings to analyze student performance on district-developed common formative and summative assessments

YEAR 5 OUTLOOK

There are no changes to the project anticipated in Year 5. The district continues to provide job-embedded instructional coaching and professional development to educators on the district's three foundational frameworks:

- Research-based instruction
- Data Teams
- Rigorous curriculum design aligned with the Common Core State Standards

Performance bonuses will again be awarded based on student achievement on state assessments (Smarter Balanced), student growth, leadership duties, and classroom observation.

SUSTAINABILITY

District leadership is exploring funding streams to support the sustainability of instructional coaching full-time equivalents, as project participants have identified that component as having the greatest impact on teacher effectiveness. Other essential components that have positively affected student achievement are common formative and summative assessments and twice-monthly Data Teams. Those are now embedded in the work that we do and will be sustained beyond the TIF funding period.

PERFORMANCE-BASED COMPENSATION

Of the 387 teachers and principals eligible for a performance bonus, 69 percent earned the maximum bonus; 8.3 percent earned the middle bonus; 1.3 percent earned the minimum bonus; and 21.4 percent earned no bonus.