



Miami-Dade County Public Schools | Florida

SUMMARY

Miami-Dade County Public Schools’ (M-DCPS) TIF 3 grant award supports the Creating Opportunities to Reward Educators (CORE) Initiative. The incentive structure incorporated into the CORE Initiative enables high-need schools in the M-DCPS to recruit, reward, and retain highly effective teachers and administrators to engage and teach students to succeed despite the many challenges they face. The CORE Initiative serves as a catalyst for change in these schools, supporting a culture of continuous improvement leading to increased teacher effectiveness and student achievement. The district determines incentives based on teacher performance on reliable, transparent student data. The levels of effectiveness help drive differentiated performance-based compensation and professional development.

PROGRAM GOALS AND EVALUATION

The CORE Initiative seeks to improve teacher and administrator effectiveness in high-need schools through incentives and professional development to increase student achievement. The key project objectives include:

- Improve student achievement at high-need schools so that increasing numbers of teachers and administrators qualify for the new performance-based compensation system (PBCS)
- Increase teacher effectiveness in participating high-need schools
- Improve administrator effectiveness and instructional staff deployment practices.

State: Florida

Location: Miami-Dade County

Award amount: \$8,913,420

TIF Cohort: 3

STEM Grantee: No

Number of districts participating: 1

Number of schools participating: 8

Number of teachers eligible: 380

Number of principals eligible: 8

Number of assistant principals eligible: 9

Superintendent: Alberto Carvalho

Key program staff:

Ellen Wright, Project Director

Email: EWright@dadeschools.net

REWARD STRUCTURE

Teachers can earn up to an additional \$10,000 per year based on performance of their students. Teachers who meet specific thresholds of student growth, exceptional growth, or proficiency receive individual “shares.” In turn, the aggregate of all shares acquired by eligible teachers in each year of the grant serves as the divisor used to determine the share’s overall dollar value.

Principals' and assistant principals' award amounts and thresholds directly align with teacher compensation using a fixed percentage of the total amount of performance compensation received by their instructional staff:

- Principals: 7.5 percent of the total instructional PBC
- Assistant principals: 5 percent of the total instructional PBC

Summative evaluation ratings each year for participants must be highly effective, effective, or developing/needs improvement to be eligible for incentives and the professional must be recommended for continued.

YEARS 1-4 HIGHLIGHTS

- Principals and participating teachers whose students demonstrated growth on the year's state assessments received awards through the PBCS.
- CORE schools participated in grant-sponsored professional development and other grant-related activities, such as school-based professional learning communities and action research.
- CORE teachers who received training in Data Coaching and the Rigor and Relevance delivery model implemented this training at their own schools in order to build capacity and knowledge in these critical areas.
- M-DCPS launched the CORE web application to link student performance to teachers to calculate incentives and verify student records. This eliminated many appeals when the grantee forwarded incentive payout reports to participating teachers.
- CORE partnered with Discovery Education to create a Discovery Education—CORE Ambassador Program in which teachers paired with a mentor to facilitate the use of technology integration resources and to provide in-class support when applying learned strategies from Discovery Education workshops.

YEAR 5 OUTLOOK

The CORE Project Director, CORE Curriculum Support Specialist, principal and coach will collaboratively identify teacher leaders who will serve as capacity builders to develop and foster demonstration classrooms that can be utilized as part of a strategic sustainability plan beyond the life of the grant.

The School Leadership Team will include the administrator, coach, and identified teacher leaders who will be serving as capacity builders (those teachers identified for the demonstration classrooms). The goal/outcome will be to develop a comprehensive plan for the upcoming school year focused on the continued support of teachers implementing the standards and creating sustainable unit/lesson plans that would become a permanent resource for the upcoming school year and beyond.

SUSTAINABILITY

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PERFORMANCE-BASED COMPENSATION

Anticipated pay-out in April 2015.