



New York State Department of Education | New York

SUMMARY

The New York State Education Department (NYSED), partnering with Rochester City School District (RCSD) and Syracuse City School District (SCSD), created a performance-based compensation system (PBCS) in 60 high-need schools that aligns to the state's teacher and principal career ladders and Career Development Continua. The differentiated compensation rewards, at differentiated levels, teachers and principals who demonstrate effectiveness by improving student achievement and assuming leadership responsibilities. The teacher and principal Career Development Continua are part of NYSED's comprehensive plan to increase educator effectiveness. Two of the state's largest urban districts are current partners with NYSED in New York's Teacher Incentive Fund (TIF). These two districts serve more than 48,000 high-need students, with nearly 80 percent eligible for free or reduced-price lunch.

PROGRAM GOALS AND EVALUATION

The state's human capital strategy focuses on student learning and provides data and targeted preparation, training, and professional development to elevate teaching and learning. The TIF project leverages the state's teacher and principal Career Development Continua to reward teachers and principals who demonstrate effectiveness by improving student achievement and assuming leadership responsibilities. The specific goals of the project are: support implementation of new teacher and principal evaluation systems; pilot teacher and principal career ladder roles in selected high-need schools; pilot statewide teacher and principal assessments using enhanced performance and content requirements; and evaluate program effect on teacher and principal effectiveness, retention, and student learning in selected high-need schools.

State: New York

Location:

Rochester, New York
Syracuse, New York

Award amount: \$25,134,574

TIF Cohort: 3

STEM Grantee: No

Number of districts participating: N/A

Number of schools participating: 60

Number of teachers eligible: 2,800

Number of principals eligible: 60

Key program staff:

Rebecca Coyle, Project Director

Email: Rebecca.Coyle@nysed.gov

REWARD STRUCTURE

Partner districts have fully implemented a collectively bargained evaluation system consistent with Education Law §3012-c. In Group 1 and non-study schools, teachers and their building principals who receive Highly Effective composite ratings earn stipends equivalent to approximately 10 percent of their base salaries.

In all participating schools, the school districts established career ladder positions with additional roles and responsibilities and differentiated compensation structures that may be in the same high-need school the educator is in or may be incentives for other strong performers to move into high-need schools.

YEARS 1-4 HIGHLIGHTS

- Reflected on decisions made with districts' evaluation systems, analyzed the collected data, and are strategically making decisions that will improve educator practice and student achievement outcomes.
- Engaged in collaborative conversations with collective bargaining units about talent management and developing a shared vision for how to use the evaluation process to support high-quality professional development and improve student achievement.
- Provided career ladder opportunities for teachers and principals who take on additional roles and responsibilities.
- Made PBCS payouts to eligible Highly Effective educators based on the 2013–14 evaluation results. Actual payouts vary by school district but are based on 10 percent of a teacher's/principal's annual salary. Payouts for the 2013–14 school year were made in September 2014.

YEAR 5 OUTLOOK

During project Year 5, both TIF districts will continue to demonstrate their dedication to TIF-funded activities and their resilience in implementing systemic change to realize the long-term benefits on student achievement. RCSD and SCSD continue to build support for systemic change, including targeted professional development informed by

evaluation data. Further, the districts continue to collect and analyze data to look strategically at allocating district funds toward those initiatives that have the greatest return on investment to ensure the long-term sustainability of PBCS and career ladder opportunities for teachers and principals.

SUSTAINABILITY

Embedded in the TIF program budget is an increasing allocation of costs to the district. To support the TIF project in times of economic hardship, the state has identified several potential funding sources for use in support of the project, including district and state-level Elementary and Secondary Education Act Title II funds. The state will continue to work with the school districts to find additional and innovative ways to sustain their TIF initiatives.

PERFORMANCE-BASED COMPENSATION

Under Education Law §3012-c, New York State differentiates teacher and principal effectiveness using four rating categories—Highly Effective, Effective, Developing, and Ineffective. Education Law §3012-c(2)(a) requires annual professional performance reviews to result in a single composite teacher or principal effectiveness score that incorporates multiple measures of effectiveness. The results of the evaluations are a significant factor in employment decisions, including but not limited to promotion, retention, tenure determination, termination, and supplemental compensation, as well as teacher and principal professional development (including coaching, induction support, and differentiated professional development).

RCSD made payments totaling \$4,707,277 to 271 Highly Effective teachers and 11 Highly Effective principals based on 2013–14 evaluation results and to the 2013–14 career ladder recipients, including 1,105 teachers and 22 principals. SCSD made performance-based payments totaling \$2,232,019 to 266 Highly Effective teachers based on 2013–14 evaluation results and to the 2013–14 career ladder recipients, including 207 teachers and 11 principals.