



Foundations for a Better Oregon (Chalkboard Project) | Oregon

SUMMARY

The Chalkboard Project is working with five local education agencies (LEAs) in Oregon to implement the CLASS Project, a program that reforms the compensation system, expands career paths for principals and teachers, provides professional development, and evaluates teacher and principal performance. The participating school districts measure teacher performance using a rigorous and comprehensive performance evaluation system and other measures that the project determined during the planning year.

The project bases both teacher and principal incentives on their school-level student performance using a value-added model and teacher/principal scores on an evaluation rubric. In addition to the performance incentives, teachers have the opportunity to earn bonuses by taking on additional leadership roles and responsibilities outside the classroom.

PROGRAM GOALS AND EVALUATION

The Chalkboard Project hopes to help the five participating districts achieve six goals:

- Use the collaborative CLASS approach to develop and implement the performance-based compensation system (PBCS) as part of a comprehensive strategy for strengthening the educator workforce
- Improve student academic achievement by designing and implementing rigorous teacher and principal performance evaluations
- Improve instructional practices by connecting the evaluation system to the professional development experiences of teachers and principals
- Improve the recruitment and the retention of effective teachers by connecting compensation and teacher career ladders to the performance evaluation system
- Identify and implement long-term strategies for fiscal sustainability

The grantee evaluates the CLASS Project based on each goal using performance measures and targets to track progress through the life of the project.

State: Oregon

Location:

Bend-La Pine School District, Crook County School District, Greater Albany School District, Redmond School District, and Salem-Keizer Public Schools

Award amount: \$22,844,823

TIF Cohort: 3

STEM Grantee: No

Number of LEAs participating: 5

Number of schools participating: 47

Number of teachers eligible: 1,471

Number of principals eligible: 77

Key program staff:

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REWARD STRUCTURE

The reward structure for the participating districts contains two main components, for which there are separate incentive payouts. The first component is based on the educators' rating on the components of the evaluation rubric. Educators had to receive a rating of proficient (level 3 out of 4) to be eligible to receive an incentive award. The second component of the reward structure is based on a schoolwide value-added rating comparing their school against all other schools in Oregon with the same grade levels. Value-added ratings were then compared with established targets to determine incentive payouts.

YEARS 1-4 HIGHLIGHTS

- Developed teacher and principal evaluation models in five participating districts that include a schoolwide value-added measure and evaluations of professional practice
- Routinely surveyed educators from all of its districts again in the fall to continue to provide the support needed for successful grant implementation
- Trained principals and other administrators to conduct fair, rigorous, and credible evaluations
- Aligned professional development to professional growth goals identified through the new evaluation results
- Created and refined new teacher leadership pathways to allow highly effective teachers to work with other teachers and in other non-administrative leadership roles.

YEAR 5 OUTLOOK

In the last year of the grant, districts have well established protocols for PBCS payouts, evaluation systems, communication loops, and data systems. In the early years of the grant, revisions were being made to ensure educator understanding of all of the critical elements. This year the outlook is very promising as effective systems are in place to address all elements of the grant. During the budgeting process this year each district will determine how it will maintain components of the grant that have been the most effective.

SUSTAINABILITY

All five districts are currently working on plans for sustaining their efforts after TIF grant funding ends. Each district is addressing three areas of sustainability in their plans. The three areas are programmatic sustainability, cultural/shared leadership sustainability, and financial sustainability.

PERFORMANCE-BASED COMPENSATION

Performance-based compensation incentive amounts for the 2013–14 school year varied by district. Overall, the median incentive amounts for teachers ranged from a low of \$890 in Crook Co. to a high of \$2,250 in Salem-Keizer. The median incentive amounts for principals ranged from \$950 in Greater Albany to \$4,000 in Salem-Keizer. The percentage of teachers who received a VAM incentive was 64 percent, whereas the percentage of principals to receive a VAM award was 59 percent. The percentage of teachers receiving an observation-based award was 87 percent, and the percentage of principals receiving an observation-based award was 71 percent.