



Reach Institute for School Leadership | California

SUMMARY

The Reach Institute for School Leadership leads a consortium of charter schools in Alameda County, California, whose mission is to send traditionally low-performing, low-income students of color to college. The consortium's performance-pay plan relies on multiple measures, including value-added and observational evaluation scores at the individual and school levels. The Reach Consortium evaluates teachers using measures of student achievement and effective teacher practices. Individual- and school-level effective practice measures are based on California's Standards for the Teaching Profession.

The Reach Consortium has three high schools and one K–8 school, with approximately 1,000 students, 50 teachers, and 91 employees. The schools draw primarily from Oakland, California, and the surrounding urban areas and serve a high proportion of high-need student.

PROGRAM GOALS AND EVALUATION

The Reach Consortium strives to

- Improve student achievement
- Develop a means of differentiating individual and collective contributions to student learning
- Create individual and collective incentives for improving student achievement
- Build the capacity of teachers, teacher teams, school leaders, and school teams
- Rigorously evaluate the project, both in terms of its implementation and results

State: California

Location: Alameda County

Award amount: \$4,295,164

TIF Cohort: 3

STEM Grantee: No

Number of districts participating: 4

Number of schools participating: 4

Number of teachers eligible: 60-80

Number of principals eligible: 13

Key program staff:

Hope Tollefsrud, Project Director

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Outside evaluators from the University of California, Berkeley, are leading a design development evaluation of the program. Using quantitative and qualitative data, the evaluators simultaneously inform project leaders about potential program improvements and help generate conclusions about best practices and lessons learned.

REWARD STRUCTURE

The Reach Consortium's comprehensive incentive system combines measures of student growth and measures of effective practice. Its comprehensive structure includes four sets of measures: schoolwide student growth targets, individual teachers' student growth targets, schoolwide effective teaching targets, and individual effective teaching targets. Value-added measures of student achievement determine individual teacher bonuses, and measures of effective practice determine both schoolwide collaborative incentives as well as individual incentives. Measures of effective practice combine a variety of evaluative measures, such as satisfactory supervisory evaluations based on standards of performance. Each category is designed to provide for multiple, dynamic measures of value-added growth to ensure that the incentives align with the Reach Consortium schools' beliefs that the teacher and school's job is to move all students' achievement to higher levels.

YEARS 1-4 HIGHLIGHTS

- Reach Consortium implemented the performance-based evaluation and compensation system and released results using a customized online dashboard.
- Reach implemented a performance-based compensation system using a complex formula to differentiate payouts across its teachers and principals
- Teacher practice based on the summative evaluation videos showed an increase in performance at the highest levels, and schools reported a higher degree of interest and engagement in lesson study, practice, and peer review related to the lesson-level task.
- Teachers are studying alternative lesson plan formats in teams as a way to build their repertoire of practice in relation to the summative evaluation task.

YEAR 5 OUTLOOK

The schools in the Reach Consortium have internalized many of the features of the project. Teachers and school leaders have normed themselves around shared understandings of effective instruction based on tools

and processes that were developed collaboratively as a result of the project goals. Teachers have formed communities of practice in which reflection on data drives improvement efforts. School leaders continue to refine their recognition of effective practice, as well as their skills in conferencing to build teacher skill.

The schools report that they are building expanded leadership roles and that having multiple people evaluating across the school is useful, especially for collaboration

SUSTAINABILITY

The schools in the Reach Consortium are planning new salary systems that include features from the project that have yielded the most promising results. These compensations systems will recognize effective teaching practices and offer appealing incentives for teachers to stay in the classroom, as well as offering leadership roles that emphasize instructional leadership.

In general, the schools want to sustain evaluation systems that include growth and coaching. Their intention is to continue to include salary incentives for professional learning and collaboration, using such design elements as the SET for teacher improvement, as teachers are now "bought into" these elements. School leaders report that the norms and cultural impact on their schools will continue, even if and when they themselves, or individuals who participated in the project, move away from the school.

PERFORMANCE-BASED COMPENSATION

Academic Year of 2013-2014

- Number of Teacher Receiving Awards: 73
- Number of Principals Receiving Awards: 13
- Number of Other Staff Receiving Awards: 69
- Total Dollar Amount of Awards: \$442,066