



## Washington County Public Schools | Maryland

### SUMMARY

The Washington County Public Schools (WCPS) Teacher Incentive Fund (TIF) program, Performance Outcomes With Effective Rewards (POWER), rewards effective teachers and school-based administrators at five schools identified with challenging student needs. The POWER program bases rewards on educators' effectiveness, including their ability to increase levels of student achievement. WCPS designated the 2010–11 school year as a planning year, with the aim of developing and implementing a performance-based compensation system (PBCS) for selected teachers and administrators at the designated schools in Washington County, Maryland. The grantee anticipates that PBCS will increase educator effectiveness and student learning as measured by student growth.

### PROGRAM GOALS AND EVALUATION

The POWER program's overarching goals include the following:

- Increase educator effectiveness that correlates with improved student achievement
- Provide enhanced professional development opportunities for participating educators
- Develop an effective PBCS model that the program can eventually deploy system-wide
- Increase the number of highly effective educators instructing and leading students from low socioeconomic backgrounds

WCPS plans to conduct internal and external evaluation research annually to ascertain the degree to which the program effectively meets all the established goals.

**State:** Maryland

**Location:** Washington County

**Award amount:** \$6,890,088

**TIF Cohort:** 3

**STEM Grantee:** No

**Number of districts participating:** 1

**Number of schools participating:** 5

**Number of teachers eligible:** 145

**Number of principals eligible:** 13

**Superintendent:** Clayton Wilcox

**Key program staff:**

Stacy Henson, Project Administrator

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## REWARD STRUCTURE

- Teachers receive rewards for their effectiveness of classroom practice (50 percent) and data reflecting student achievement (50 percent). They may receive an additional reward if they are retained in one of the five high-needs schools. In Year 5 of the grant, WCPS aligned student data to the PARCC assessment. The MAP assessment is also used for student achievement data.
- WCPS assesses administrators facilitating professional development, conducting post-observation conferences, and supporting the indicators of the Maryland Instructional Leadership Framework to demonstrate effectiveness. It also assesses student attendance and discipline data and a portion of the reward structure. Both student achievement on the MAP and PARCC assessment may allow an administrator to be rewarded. A retention portion is set-aside for administrators who remain in one of the five high-needs schools.

## YEARS 1-4 HIGHLIGHTS

- POWER teams established criteria for developing a fair and rigorous PBCS that met the needs of both teachers and administrators in the five pilot schools.
- WCPS adopted the Danielson framework for the new evaluation system.
- WCPS used the Northwest Education Association/ Measures of Academic Progress (NWEA/MAP) assessment beginning in Year 2 as an additional means to accurately measure student growth in both reading and math.
- In Year 2, 134 teachers and 14 administrators participated in the POWER program.
- The high-need schools that were designated to be a part of the POWER program retained 96 percent of their staff following Year 2.
- During Year 3, 6 out of 14 TIF administrators were promoted to well-respected positions within the county.
- During Year 4, there was a 10 percent increase in determining Effective/Highly Effective status in regard to MAP data.

## YEAR 5 OUTLOOK

- Professional development (PD) will focus on the Maryland College and Career Readiness Standards and the implementation of the Essential Curriculum.
- POWER II teams will continue to collaborate and facilitate PD within the schools.
- WCPS will offer a combination of job-embedded, after/before, and electronic PD.
- WCPS will individualize PD to meet the increasing variability of the participants.
- Teachers and administrators will continue to present and attend local and national conferences as a part of their PD.
- In Year 5, administrators will also conduct peer observe one another.
- All five schools are creating a paper or electronic brochure highlighting the impact that the TIF grant has had on their schools in the last five years.

## SUSTAINABILITY

The five TIF schools have made a strong impact on WCPS. The following items initiated in TIF schools have now become county-wide protocol and, as of now, will continue into 2015–16.

- Observation Tool: The Framework for Teaching
- MAP (Measures of Academic Performance)
- Professional Learning Communities
- Job-Embedded PD (At select sites)

Due to budget constraints, additional reward pay-outs will not be sustained in 2015–16.

## PERFORMANCE-BASED COMPENSATION 2013–14

**Pay-Out Date:** August, 2014

**Total:** \$1,257,041.00