



Teacher Compensation Based on Effectiveness

The Harrison (CO) School District's
Pay-for-Performance Plan

F. Mike Miles
with Ellen Belcher

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FOREWORD

A teacher's effectiveness has a tremendous impact on a child's learning and academic trajectory. Yet knowing that, and being able to create teacher evaluation systems that successfully measure and document teacher effectiveness, are two very different things. In fact, for as long as anyone can remember, a public school teacher's effectiveness and performance in Ohio classrooms—as in the rest of America—haven't been measured much at all. These critical factors have had little impact on decisions about whether she is retained by her district or laid off, how she is compensated or assigned to a district's schools, or how her professional development is crafted.

That's why we are so excited to publish this report on Harrison (CO) School District's Pay-for-Performance Plan, authored by Harrison Superintendent Mike Miles. We first learned of Mike's work in spring 2011, just as Ohio was beginning to debate legislation (S.B. 5 and H.B. 153) to adopt policies tying teacher evaluations to key personnel decisions such as compensation, placement, tenure, and dismissal.

We were incredibly impressed by the outstanding work that Mike and his team at Harrison had done with their pay-for-performance plan. The Harrison Plan actually did things that districts across Ohio and across the country were afraid of or were balking at—even as Washington, under the federal Race to the Top grant, and legislatures across the country were demanding more rigorous teacher evaluations and individual accountability for student performance.

Harrison is a high-poverty school district of about 10,000 students near Colorado Springs. It has confronted the dual challenges of defining an effective teacher and then identifying all the things that demonstrate her effectiveness. Exceptional teachers in Harrison are rewarded for their students' quantifiable success and their own documented professionalism. Excellent teachers earn substantially more—and earlier in their careers—than their less effective peers. Salaries are dependent not on years spent in the classroom, but on what actually happens in a classroom. And professional development is informed by evaluations.

Mike participated in several conferences in Ohio in September 2011, during which he shared the story of the Harrison Plan with hundreds of educators and administrators across the state. Participants couldn't learn enough about the Harrison experience in the short time he had for his presentation and they peppered him with questions. That interest in the details and nuances of Harrison's plan was the impetus for this how-to guide, which we hope will be a tool and a model for Ohio's school districts.

How does Harrison measure teachers' success? How many pay levels does it have?

What tests does it give students? When are the tests given? What are principals' roles in the evaluation process? How does the district support teachers who aren't succeeding? All this, and much more, is detailed in this guide.

Mike, a former U.S. State Department diplomat and Army Ranger, has been superintendent in Harrison since 2006. Just two years into the implementation of the district's pay-for-performance plan, he is the first to say that he can't prove that the plan alone is driving Harrison's successes. (The district's most recent average ACT scores were up more than one full point over the previous year; one elementary school's third grade scored 100 percent proficient on Colorado's state reading test.)

But Mike is adamant that raising student achievement can't happen without excellent teachers—and that the district's best teachers deserve the recognition and financial rewards the plan outlines.

We are profoundly appreciative of this piece of work. We hope and believe it adds to the important efforts underway in districts and schools across the Buckeye State to create high-quality teacher evaluation systems and rigorous teacher performance plans of their own.

In addition to Mike Miles, we owe a debt of gratitude to Ellen Belcher, former opinion page editor for the *Dayton Daily News*. Her exceptional editing skills brought Mike's solid draft to the next level. Together, Mike and Ellen have created a user-friendly guide for drafting and implementing an effective teacher performance plan.

At the Fordham Institute, we thank Chester E. Finn, Jr. (Checker) for his encouragement, edits, and suggestions all along the way and Bianca Speranza for her research help. We also commend Andy Kittles for his always-outstanding graphic design work and Shannon Last for her copyediting savvy.

Terry Ryan, vice president for Ohio programs and policy
Emmy Partin, director of Ohio policy and research

F. Mike Miles has served the public interest as a soldier, statesman, and educator. A former officer in the Army Ranger Battalion, Miles's military experience includes leading counterterrorism training operations. Miles later served in the U.S. State Department as a Soviet analyst and member of the Bureau of Intelligence and Research. He then served as a diplomat to Poland and Russia at the end of the Cold War, finishing his State Department work as the Special Assistant to the Ambassador to Russia. Miles continued his commitment to public service as a teacher and principal. He currently serves as the Superintendent of the Harrison School District in Colorado Springs, one of the most challenging public school districts in Colorado. As an instructional leader and professional developer, he has also helped teachers and administrators statewide and in school districts nationally to improve instruction and raise student achievement. He is recognized as an accomplished practitioner of curriculum alignment, organizational effectiveness, leadership development, and systems thinking. Miles holds degrees from the United States Military Academy at West Point, the University of California at Berkeley, and Columbia University.

Ellen Belcher is an award-winning journalist and former editorial page editor of the *Dayton Daily News*, where she frequently wrote about education issues. Currently, she is a freelance editor and writer and teaches at the university level.

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EXECUTIVE SUMMARY

Harrison School District 2, in Colorado Springs, is in its second year of what is arguably the boldest pay-for-performance plan in the country. The school district is a high-poverty, historically low-performing system that, in 2006, ranked 160th out of 178 in the state for scores on state achievement exams and other academic measures. Seventy-seven percent of its students are eligible for free or reduced-price lunches.

In the 2010-11 school year, the district implemented a plan that upends the traditional pay plan for teachers.

- Teachers are paid for performance, as determined by their students' achievement scores and as judged by their principal or assistant principal. An administrator formally observes them in the classroom and makes no fewer than eight mini-observations (ten to fifteen minutes long) for tenured teachers, and sixteen for non-tenured faculty, per year.
- “Step increases” based on longevity were eliminated, as were cost-of-living raises.
- Teachers are not given raises for earning additional degrees or bonuses for near-perfect attendance.
- And they do not earn additional pay for accepting extracurricular responsibilities or leadership positions.

It is not an overstatement to say that Harrison, which serves a little over 10,000 students and employs more than 750 teachers in twenty-one buildings, revolutionized its compensation plan. It is a national leader in a policy change that assuredly will elevate teaching as a profession and help ensure that students are being taught by effective teachers.

This guide is designed to help other districts learn from Harrison. We want to inspire others by our success and spare them the mistakes we made. While school districts vary widely and state laws differ, our philosophy is transferable and our approach is replicable.

At a time when districts are being prodded, incentivized, or forced to adopt pay-for-performance plans, we hope this “how-to” guide will be a useful template that allows districts to seize the opportunity to recognize and reward teachers who are succeeding in the classroom.

GETTING STARTED

Before we confronted the challenge of creating a pay-for-performance plan, we established guiding principles. Those principles were our touchstones when we were stymied, when we disagreed, and when we had to defend ourselves.

These were our non-negotiable principles:

- Evaluations will focus on results, not on whether tasks are completed.
- Student academic achievement results will count for 50 percent of a teacher's evaluation.¹
- Performance—defined as high quality instruction—will count for the other 50 percent.
- We believe in individual accountability, meaning teachers are evaluated on the scores of the students they actually teach, not on aggregate test results.
- Our compensation plan will be fair, accurate, and rigorous; it will not always be perfectly equitable.
- Our plan must include all classroom teachers and must be equally rigorous for all grades and subject areas.
- Compensation will be tied to the achievements the district values most.
- Compensation should be markedly differentiated between exceptional teachers and proficient teachers.
- The implementation of the plan must be standardized.
- We will continually revise and update the plan to make it better and fairer, and to account for unintended consequences.

THE HARRISON PLAN DETAILS

The Harrison Plan eliminates the traditional teacher salary schedule and replaces it with nine levels of effectiveness, ranging from Novice, for first-year teachers, to Master teacher. (See Chart 1.)

A teacher moves to the next level if she meets the criteria both for performance *and* student achievement. Each succeeding level requires a higher degree of performance and demonstrated student achievement results, with compensation increasing commensurately. (Incidentally, Harrison teachers make significantly more than their peers in neighboring districts.)

¹ Colorado's Teacher and Principal Effectiveness legislation (S.B. 191), passed in May 2010, requires 50 percent of a teacher's evaluation to be based on student achievement results by the 2013-2014 school year. HSD2's plan preceded the passage of S.B. 191.

CHART 1: Teacher Effectiveness and Compensation Scale

		Reviews Conducted by Principal			Reviews Conducted by Committee of Evaluators				
		Progressing		Proficient			Exemplary		Master
		I	II	I	II	III	I	II	
<i>in thousands of dollars</i>	35	38	40/44	48	54	60	70	80	90

THE EVALUATION PROCESS

Teachers are ranked in a particular effectiveness level based on their annual evaluation rating. (Newly hired teachers are ranked based on a review of their past achievement data and an estimation of their entering proficiency level.)

The Harrison Plan evaluation process is divided into two parts, each representing 50 percent of the overall score:

- 50 percent for performance
- 50 percent for achievement

In the performance portion, a teacher is ranked on seven criteria, with each criterion weighted equally. The teacher’s principal or assistant principal evaluates him or her in each of these areas based on no fewer than eight observations (for a tenured teacher). That judgment is admittedly subjective, but the fact that supervisors are in the classroom so frequently (sixteen times per year for at least a fifteen-minute observation of a non-tenured teacher, plus twice for a more lengthy evaluation) requires that the evaluator really know a teacher’s work.

All of the criteria are central to being an effective teacher. Who would disagree that preparation, use of data to inform instruction, quality instruction, and classroom environment are essential to being an effective teacher?

The 50 percent relating to achievement is almost wholly objective and tied to specific achievement test results. Which test results are considered depends on the grade, subject, and discipline. For example, state achievement test results, results on the district’s quarterly exams, and scores on the district’s semester exams may each account for up to 25 percent.

In order not to put too much emphasis on a single test, this apportionment means that the state test results, for example, represent *one-eighth* of a teacher’s *overall* evaluation. Also, it is especially significant that none of the rankings depends on “status” results; that is, all tests are norm-referenced or student growth is the measurement that matters. Finally, one-eighth of a teacher’s achievement score is tied to her school’s state test results and one-eighth to a personal goal she sets in concert with her supervisor.

PERFORMANCE – 50 POINTS

The performance evaluation rubric looks at seven performance areas:

1. Preparation for instruction
2. Use of data to inform instruction
3. Quality instruction
4. Intervention to meet diverse needs
5. Classroom environment
6. Leadership
7. Professionalism

Principals or assistant principals conduct two formal observations and complete a written evaluation for every non-tenured teacher each year. For tenured teachers, they conduct one formal observation and complete a written evaluation.

They also make eight mini-observations per semester for each non-tenured teacher and four each semester for tenured teachers. These ten- to fifteen-minute observations result in a written “spot observation form,” wherein the principal or assistant principal provides instructional feedback.

Each of the seven performance areas is worth seven points, for a subtotal of forty-nine points.² The district gives the teacher one point, bringing the total possible points to fifty.

Teacher Performance Evaluation Summary Sheet

Standard 1. Preparation for Instruction						
Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Proficient III	Exemplary
<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)	<input type="checkbox"/> (6)	<input type="checkbox"/> (7)
Standard 2. Use of Data to Inform Instruction						
Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Proficient III	Exemplary
<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)	<input type="checkbox"/> (6)	<input type="checkbox"/> (7)

² A teacher with two or more unsatisfactory ratings receives an overall rating of Unsatisfactory with a score of just 7 points. A teacher with one unsatisfactory rating may not receive better than an overall rating of Progressing I with a score of 11 points. The rationale is that all seven standards are so critical that being unsatisfactory in even just one significantly diminishes a teacher’s effectiveness.

Teacher Performance Evaluation Summary Sheet (cont.)

Standard 3. Delivers Quality Instruction						
Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Proficient III	Exemplary
<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)	<input type="checkbox"/> (6)	<input type="checkbox"/> (7)

Standard 4. Interventions to Meet Diverse Needs						
Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Proficient III	Exemplary
<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)	<input type="checkbox"/> (6)	<input type="checkbox"/> (7)

Standard 5. Classroom Environment						
Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Proficient III	Exemplary
<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)	<input type="checkbox"/> (6)	<input type="checkbox"/> (7)

Standard 6. Leadership						
Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Proficient III	Exemplary
<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)	<input type="checkbox"/> (6)	<input type="checkbox"/> (7)

Standard 7. Professionalism						
Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Proficient III	Exemplary
<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<input type="checkbox"/> (3)	<input type="checkbox"/> (4)	<input type="checkbox"/> (5)	<input type="checkbox"/> (6)	<input type="checkbox"/> (7)

The following scale is used to place teachers in one of the seven performance rankings.

Performance Evaluation Score						
Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Proficient III	Exemplary
8-10	11-17	18-24	25-31	32-38	39-45	46-50

ACHIEVEMENT – 50 POINTS

Similar to the performance portion of the evaluation, the achievement portion reflects the district’s principles. The teacher’s student achievement data score ensures individual accountability, focuses on results, and is equally rigorous across grades, subjects, and student populations.

Regardless of her discipline, every teacher’s achievement score consists of eight parts, or “weights,” of student achievement. Each weight is worth six points for a subtotal of forty-eight points. The district gives the teacher two points, bringing the total possible points for achievement to fifty.

Charts 2-4 provide a quick overview of the multiple measures of student achievement included in different disciplines or grades:

CHART 2: "Weights" for 4th and 5th Grade Teachers

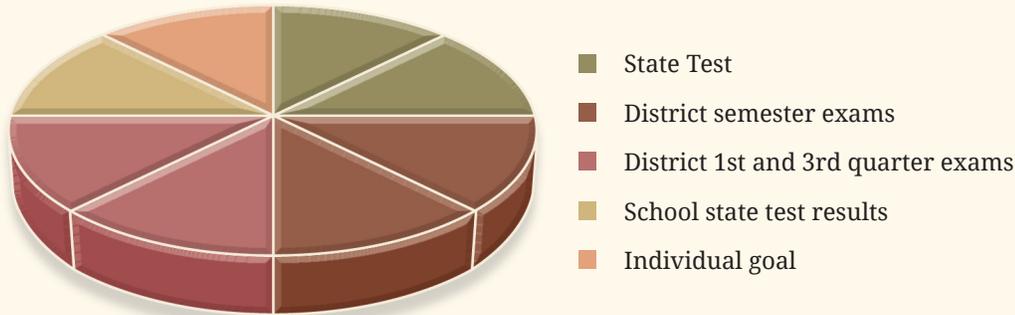


CHART 3: "Weights" for Elementary Art Teachers

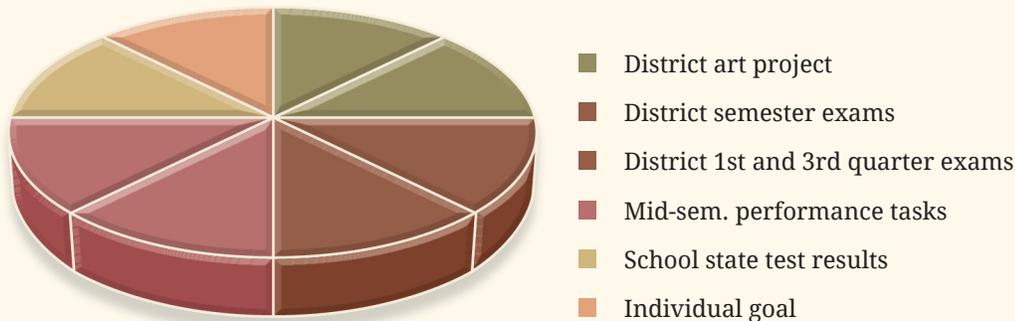
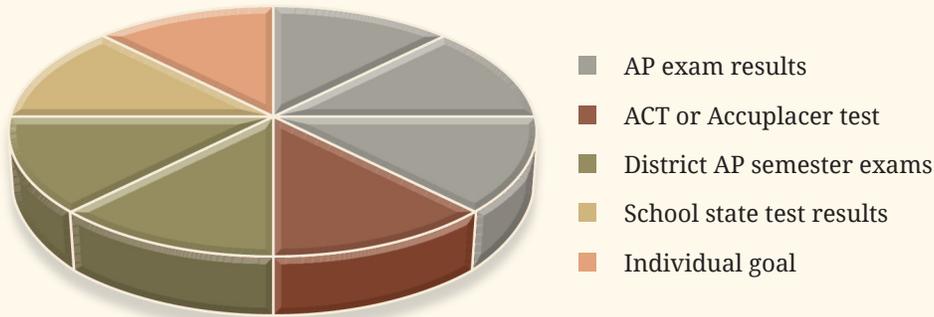


CHART 4: "Weights" for AP Teachers



THE ACHIEVEMENT TEMPLATE

Every teacher has an achievement template. There are twenty-two different achievement templates at the elementary level, twenty middle school templates, and forty-six high school templates. (See Appendix F for a sample.)

These templates describe in detail the multiple measures that are used to assess a teacher’s effectiveness. The template also outlines the “cut-points” that are used to determine a teacher’s score for each part, or weight.

Six of the eight weights differ depending on the grade, discipline, or specialty. For example, measurements for a fourth-grade teacher include the state assessment results for her class, results on common district-wide semester exams, and results on common quarterly exams.

The measurements for an elementary art teacher include her students’ performance on the spring art project, results of the semester exams, and two art assessments sets, which include performance tasks.

One weight for every teacher is tied to the school’s state assessment results. In this way, every teacher is partly accountable for her school’s high-stakes test and accreditation.

Finally, each teacher has one weight that is based on her accomplishment of an individual goal that is established at the beginning of the year with the principal. It is assessed using the rubric in Appendix G.

During the development of the Harrison Plan, we provided template summaries as a starting point for discussion about what achievement data should be included in a teacher’s evaluation. Focus groups discussed the proposed weights and made revisions. Tables 1 and 2 describe the achievement measurements for a fourth-grade teacher and an elementary art teacher:

TABLE 1:

Student Achievement Measures for a 4th Grade Teacher		
Weight	Type	Tested subjects
W1, W2	Classroom score on STATE test	Reading, writing, math
W3, W4	Classroom performance on DISTRICT semester exams	Reading, writing, math, science
W5, W6	Classroom performance on DISTRICT 1st and 3rd quarter exams	Reading, writing, math
W7	School-wide score on STATE test	Reading, writing, math
W8	Teacher’s own selection of a goal for student achievement	

TABLE 2:

Student Achievement Measures for an Elementary Art Teacher		
Weight	Type	Tested subjects
W1, W2	DISTRICT performance test (end of year performance)	Art
W3,W4	Classroom performance on DISTRICT semester exams	Art
W5	Classroom performance on DISTRICT 1st and 3rd quarter exams	Art
W6	Classroom performance on mid-semester performance tasks (2x/yr)	Art
W7	School-wide score on STATE test	Reading, writing, math
W8	Teacher's own selection of a goal for student achievement	

STATUS VERSUS GROWTH

The multiple measures of student achievement included in the various achievement templates are tied predominantly to student growth or norm-referenced measurements. This is significant. Rather than just considering “status”—the percentage of students who scored proficient or advanced on an exam—the Harrison Plan rewards significant academic growth even if a student is not yet proficient.

For our quarterly and semester exams, for example, the achievement template includes both status and normed results, and the teacher is awarded the higher of the two.

With regard to the state exams, Colorado calculates a median growth percentile that describes student academic growth and compares students with their academic peers (students with similar past academic performance). The median growth percentile is the primary measure for the state exam results.

But it is only one of three choices for scoring “Weight 7” (with the teacher being awarded the best of the three scores):

- **Status** – the percentage of students who scored proficient or advanced on the exam.
- **Real AYP** – the average academic growth of the students when their current proficiency levels are compared to last year’s proficiency levels.
- **Median growth percentile** – the median score of all of the individual student growth percentiles, as calculated by the Colorado Department of Education. (See the sample achievement template in Appendix F.)

Peer group scoring

In yet another strategy to ensure accurate—and fair—measurement of a teacher’s effectiveness, all students are placed in an academic peer group based on their reading level as determined either by the previous state reading exam or a separate reading placement exam administered upon enrollment.



Students in fourth through twelfth grades are placed in one of four peer groups: advanced, proficient, partially proficient, and unsatisfactory. Kindergarten through third grade students are placed in one of three peer groups based on the common DIBELS assessment of students’ oral reading fluency and comprehension.

For every district-wide semester exam and every district-wide quarterly exam, we calculate the median score of each peer group. Next, we calculate the percentage of a teacher’s students who scored at or above the median for their peer groups. The higher the percentage of students who scored above the median, the higher the marks the teacher receives on the achievement template.

The importance of this scoring strategy is that teachers whose students start at a lower proficiency level are not penalized; they can still compete with teachers who begin with more proficient students.

Assessments and cut-points

In order to evaluate teachers based on student achievement results and to hold teachers individually accountable for higher proficiency levels, the district had to develop common student assessments in both the core and non-core areas. (Learn more about the development of these common exams in Appendix B.)

Students’ progress in every grade, subject, and discipline is measured quarterly. We use approximately 175 different common tests, and these assessments account for approximately half of a teacher’s student achievement data score—or a quarter of her total evaluation.

The power of these common exams is that there is no ambiguity about what students need to be learning and mastering.

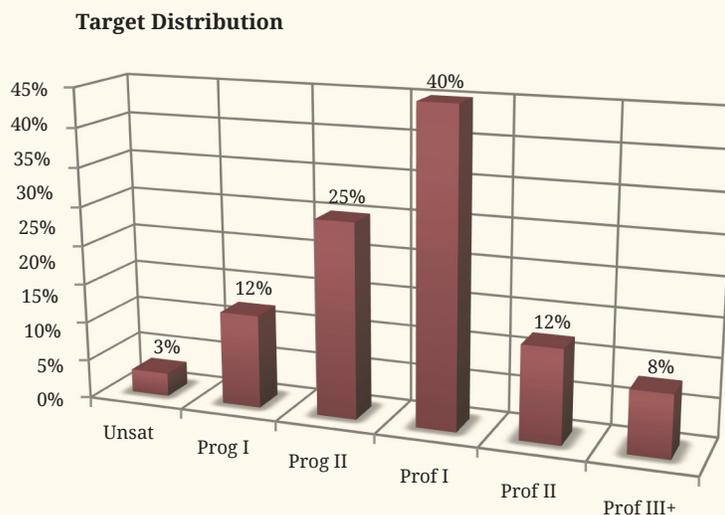
One difficulty we had was finding a way to assess students’ proficiency in the non-core classes. Take art, for example. The challenge was to ensure that the as-

assessment of proficiency in art would be no easier or harder than the assessment of proficiency in math. To be fair, we had to design a system that gives similar chances of success for all teachers, regardless of grade or discipline.

Linking cut-points to a “target distribution” was our solution.

We started with the premise that a high percentage of proficient or distinguished teachers would correlate to significantly improved student achievement. While the district hopes to have more than 80 percent of the staff at the proficient level or higher someday, the student achievement data at the time of our pay plan’s development suggested that the percentage of proficient and distinguished teachers was much lower.

A target distribution was created to reflect where leaders hoped staff proficiency levels would be by the end of the 2012-2013 school year. We set the following target distribution of teacher proficiency:



(See other cut-points in the sample achievement template in Appendix F.)

We deliberately skewed the distribution. We expect 60 percent of the teachers to be proficient or higher by the end of the third year of implementation.

After establishing the target distribution, the district then set the cut-points on the achievement templates so that the actual distribution of teacher scores would approximate the target distribution.

This is *not* a quota. All teachers whose students score well enough to be rated proficient receive the proficient ranking.

Semester exams – % of students in a teacher's class scoring above the median score of their academic peers in the District in reading, writing, math, and science (2x)

< 35	Unsat (0)
< 48 and ≥ 35	Progressing I (1)
< 60 and ≥ 48	Progressing II (2)
< 72 and ≥ 60	Proficient I (3)
≥ 72 in 2 of the last 3 yrs.	Proficient II (4)
≥ 80 in 2 of the last 3 yrs.	Proficient III (5)
Meet Prof. III criteria in 3 of last 5 yrs.	Exemplary (6)

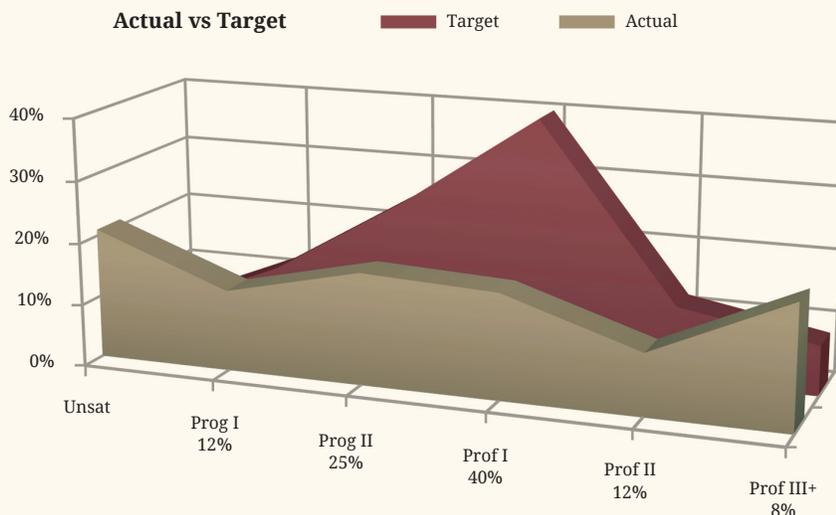
But we asked ourselves: Are these the “right” cut-points? Are they too difficult? Too easy? Will anyone be able meet the Proficient III criteria? Equally important, we struggled with how to set cut-points for elective courses in light of the fact that there was little to no past data to use for comparison.

For the initial cut-points, the district used existing test scores in the core areas as benchmarks. But we had not yet administered common quarterly exams in the non-core areas, so we had to make educated guesses about where the cut-points should be.

The results in some cases showed that the cut-points were set too low relative to other exams. In other instances, the cut-points placed too many teachers in the Unsatisfactory or Progressing categories, suggesting that they were set too high.

At the end of Harrison’s first full year of implementation, the district readjusted cut-points. That decision to revisit the scoring process—a commitment we made

at the outset—was key to making the plan fair, accurate, and valid.



The graph on the left is one example of a distribution that needed adjustment. The actual section in the graph represents the actual distribution of teacher proficiency based on the median growth percentile scores of the March 2011 state exams, and using the cut-points set in August of 2010. The graph shows that the cut-points were set too high at the lower end of the scale, as too many teachers (35 percent) scored at the Unsatisfactory

or Progressing I level. Meanwhile, the cut-points at the higher levels were too generous, as too many teachers (31 percent) achieved the Proficient II or Proficient III level. We adjusted accordingly.

When the cut-points are adjusted so that the actual distribution approximates the target distribution, all teachers have a similar chance of reaching a particular proficiency level regardless of grade or discipline.

OVERALL EFFECTIVENESS LEVEL

The overall effectiveness score is calculated by adding the achievement score and performance score together. Each teacher is then annually placed in one of the following seven categories. Under this evaluation process, a teacher's effectiveness rating can change every year. (Exemplary II and Master teachers are discussed in the next section.)

Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Proficient III	Exemplary
10-18	19-29	30-42	43-57	58-71	72-85	86-100

When a teacher receives a higher evaluation rating, she is automatically moved to the next level on the overall effectiveness scale. However, if a teacher's effectiveness score *falls* in a single year, she is not penalized financially or moved down. That move does not occur until or unless the teacher scores at a lower level for *three* consecutive years. In 2014, that span will be reduced to *two* years.

EVALUATION OF DISTINGUISHED TEACHERS

Distinguished teachers are those whose overall effectiveness level is Proficient II or higher. These teachers are our most highly compensated teachers, earning up to \$90,000 annually.

Distinguished teachers have to meet especially rigorous criteria. If a teacher scores at least 25 points on the performance evaluation and at least 18 points on the achievement template *and* the combination of the performance evaluation score and the achievement template score would place the teacher at the distinguished levels at least 58 points, the teacher is *eligible* for a Distinguished Teacher Evaluation.

Teachers must apply to become a Distinguished Teacher, or, if already at the Distinguished level, they must apply to advance to the next higher effectiveness

level.

The Distinguished Teacher Evaluation review is conducted by the Department of School Supervision and Leadership, assisted by principals and other instructional leaders. A team of administrators and instructional coordinators observe the teacher’s classroom instruction and assess her leadership, lifelong learning, and contributions to the profession.

These criteria are evaluated using the rubrics in Appendix H. The team also receives input from the principal, the form for which can be found in Appendix I.

EXEMPLARY II AND MASTER TEACHER

A teacher who receives an Exemplary II rating from the Distinguished Teacher Evaluation Review Team and whose achievement template results in an Exemplary rating (at least 42 points) is placed at the Exemplary II effectiveness level.

She will be considered a Master teacher if she has been rated at the Exemplary II level for at least two years in a row and has earned the National Board Certification or has successfully taught at least five months in a school outside the district that is similarly challenged by poverty as Harrison. We believe the latter is the sort of contribution that demonstrates the highest level of commitment to the profession.³

TEACHER COMPENSATION

It was critically important to tie the compensation system to the achievements we value most.

	Novice	Progressing		Proficient			Exemplary		Master
		I	II	I	II	III	I	II	
<i>in thousands of dollars</i>	35	38	40/44	48	54	60	70	80	90

Upon the implementation of the Harrison Plan, the district eliminated the traditional teacher salary schedule, meaning teachers are no longer paid for years of experience or college degrees or credits. Rather, salaries are tied to a teacher’s effectiveness level.

In addition to the fact that salaries are significantly higher than those in other local districts, effective teachers earn more earlier in their careers. In Colorado Springs, it takes a new teacher approximately twelve years to reach a salary

³ During this leave from Harrison, the teacher remains an employee of HSD2 and is paid by HSD2.

of \$48,000. In Harrison, a new high-performing teacher can begin earning that amount after only three years.

Teachers receive little other money—there are generally no bonuses, stipends, or extra-duty pay. Teachers are not paid to be mentors, department chairs, or hall monitors. The district also does not pay teachers to attend voluntary professional development.

At Harrison, we expect to pay an effective teacher a significantly higher salary, and, in turn, we set high expectations for professional behavior and practice.

Finally, there are no automatic cost-of-living adjustments. The compensation scale, however, is reviewed at least once every three years by an administrative team and the Harrison Plan Focus Group, which is composed of administrators, teachers and parents. They make recommendations to the school board about salary increases.

HOW MUCH DOES THIS COST?

The Harrison School District designed and implemented what we believe is the most rigorous pay-for-performance plan in the nation during the worst economic downturn since before World War II. Between 2008 and 2011, the district's \$107 million budget was reduced by \$12.5 million.

We received one grant to help develop our pay-for-performance plan. The Daniels Fund in Colorado awarded the district \$800,000 to be used over two years.

Start-up costs

Start-up costs were manageable, in part, because the plan was developed in-house. The two most significant costs were:

- **Initial salary adjustment.** Eighty percent of the staff received initial salary increases based on their placement on the effectiveness scale. Salaries remained the same for the other 20 percent. This bump cost \$300,000 more than what the district paid in salaries the year prior. (We imposed an \$8,000 cap on the increase any one teacher could receive.)
- **Assessment development and scoring.** This was the biggest cost. Harrison added three people to the five-person Curriculum and Assessment Department and spent \$200,000 for consultants to develop district-wide quarterly and semester exams. Start-up costs for test development and scoring were approximately \$400,000.

Sustaining the pay plan

The Harrison Plan is designed for teachers to graduate to the next-highest level almost yearly until they reach the Proficient I level. At that point, advancing is, by design, more difficult. As long as the plan stays rigorous, with an estimated 20 to 25 percent of teachers promoted each year, the plan is financially sustainable.

Under an honest and effective evaluation system, not all teachers will be rated the same. Of course, that also means that not all of them will be paid equally. Indeed, a pay-for-performance system cannot be sustainable if the plan is designed simply to provide teachers with more money.

Not getting a raise or a step increase every year (except in particularly bad economic times) is a foreign concept to most teachers. But the district made an early decision to truly differentiate salaries and to design a system that rewarded people handsomely, but not every year.

Under the Harrison Plan, the district can give a significant increase (up to \$10,000) to a teacher who advances one effectiveness level. That financial reward is affordable because not all teachers are getting an automatic increase. In fact, in any given year, the majority of teachers will not advance to the next level.

Over time, the district anticipates having more high-achieving teachers. But paying out more in salaries can only happen when student achievement results significantly improve—a tradeoff we welcome.

LESSONS LEARNED

Here are the key lessons we learned:

- **Draft a concept paper and framework; then get input.** While this may seem to be a “top down” approach, teachers want to know what they will be held accountable for. Talking in the abstract slows down the process and allows people to create their own narrative, which may or may not resemble your intentions or the truth.
- **Over-communicate with principals and other building leaders.** Most teachers turn to their principals first. Some of our principals did not have enough information about certain aspects of the plan. In the 2011-2012 school year, the district retrained principals and assistant principals and also required one building leader per school to attend the monthly Harrison Plan Focus Group meetings.
- **Pilot the quarterly and semester exams for a year.** This gives both the teachers and the district a chance to work out the kinks in the tests and

the logistics related to administering and scoring such a large number of new assessments.

- **Ensure the curricula are well-written and finalized before trying to create aligned tests.**
- **Share the quarterly and semester exams with teachers at least two months prior to the date they will be administered.** Harrison started this practice in the 2011-2012 school year. The district conducted separate meetings for different grades and disciplines and showed teachers each test question or prompt and then showed how the questions were aligned to the new national standards and the district's curriculum maps.
- **Build in assessment and scoring days.** If possible, the district should schedule more time in the instructional calendar for the increased amount of testing and to allow time for scoring constructed responses.
- **Create a version of the Harrison Plan Focus Group.** Select two teachers from each school who want to make the initiative work. Hold meetings every three to four weeks to disseminate information to them and also to hear concerns and ideas. Give this group authority to make key decisions, but maintain the authority to veto ideas that violate your starting principles. (See Appendix C for Major Decisions of the Harrison Plan Focus Group.)
- **Build community support for pay-for-performance.** Expect push-back against tying teacher evaluations to student achievement. Harrison has been successful partly because the community understands and supports what we are trying to do.
- **Standardize the processes for creating, delivering, administering, and scoring assessments.**
- **Try something, but promise to address problems and make improvements along the way.** If a district waited until it created a perfect pay-for-performance plan, nothing would ever change.

BACKGROUND TO THE HARRISON PLAN

The Harrison superintendent drafted the concept paper for our pay-for-performance plan in the summer of 2009. It included key features and outlined how both performance and student achievement would be measured.

At the start of the 2009-2010 school year, the concept paper and supporting documents were shown to principals, central office staff, and board members. The

idea was also broached with the Harrison Education Association (the teachers' union) and the Collaborative Decision Making Team, a group charged with developing the annual "Agreement of Trust and Understanding," which is voted on by all employees. (The district does not engage in traditional collective bargaining.)

Though a union-sponsored teachers' survey showed that opinion initially was mixed—one-third opposed the idea, one-third liked it, one-third needed more information—board members approved the pay-for-performance framework in October 2009.

In May 2010, a new Agreement of Trust and Understanding that included the pay-for-performance plan was approved by 76 percent of the staff. In September 2010, the district began implementation.

During the development phase, focus groups were convened for every grade and subject area. Participants learned about the plan and, more important, helped decide the makeup of the eight weights in the achievement templates.

In addition to these grade-level focus groups, the district created the Harrison Plan Focus Group, comprising two teachers from each school. This group met monthly and was invaluable in communicating the complex parts of the plan to their colleagues, getting input, making important revisions, and leading the charge for acceptance.

The Harrison Plan Focus Group continues to meet monthly and has been a major reason why the plan has been implemented successfully. (See Appendix C for some of its contributions.)

APPENDIX A: KEY DETAILS OF HARRISON PAY-FOR-PERFORMANCE PLAN

Teacher Placement & Mobility

Initial placement

New, first-year teachers start at the Novice effectiveness level. New teachers who have teaching experience may be placed at Novice, Progressing I, Progressing IIa, Progressing IIb, or Proficient I. Placement is made by the Human Resources Department in collaboration with the principal and with input from the superintendent and the Department of School Supervision and Leadership (SSL). The superintendent, with input from HR, may place a new teacher at a higher level if there is evidence that the teacher has produced exceptional student-achievement results and is an exemplary teacher. These exceptions are made on a case-by-case basis.

Tenure

Until the passage of teacher effectiveness legislation in May 2010 (S.B. 191), the Harrison Plan did not change or affect tenure. Teachers would still have achieved “non-probationary” status once they began their fourth year in the district. Now, based on revisions to Colorado law, tenure (or non-probationary status) will be granted after three consecutive years of “effective” teaching. The district aligned its definition of effectiveness with the law, defining an “effective” teacher as one who receives an overall evaluation of Proficient I or higher.

Probationary teachers who do not meet the district’s standards may be non-renewed. Non-probationary teachers who are not performing at the Proficient level, according to the district’s evaluation system, may undergo remediation and, if necessary, be terminated.

Advancement to the next effectiveness level

After initial placement, teachers advance from one effectiveness level to the next without skipping a level. However, there is no minimum number of years that a person must remain at a certain level.

In exceptional situations, the superintendent, after consultation with a review board, may adjust upward a teacher’s placement on the plan’s scale. (The superintendent determines the makeup of the review board and convenes the board as needed.) Adjustment of a teacher’s placement on the scale in this manner may be done only once in a teacher’s career in the Harrison District.

Movement to a lower level

A teacher may be moved to a lower level after receiving a lower evaluation rating for three consecutive years. Starting in the 2014-2015 school year, a teacher may be moved to a lower level after two consecutive years of lower performance. The teacher will remain at that lower level for at least one year and will receive the

salary associated with that level (except that the salary of a non-probationary teacher currently employed full-time by the district may not be lower than his 2009-2010 salary).

Transfer to another school in the district

Proficient II and higher teachers may be transferred to a school that requires more skilled teachers.

Evaluations

Timeline for evaluations

Under the Harrison Plan (and S.B. 191), all teachers receive a summative evaluation every year. School administrators usually conduct summative evaluations toward the end of the school year, during April and May.

Beginning in the 2011-2012 school year, school administrators may also conduct summative evaluations at the end of the first semester. These mid-year evaluations are reserved for teachers who are at Progressing II or higher and are likely to be advanced to the next effectiveness level.

For both the end-of-year and mid-year evaluations, the review must take into account the teacher's performance over at least three academic quarters. It must also take into account achievement data compiled over four academic quarters.

Appeal/review of evaluation rating

There is no appeal of one's evaluation rating. However, if the performance score and the achievement score differ by more than one level, the teacher may request a review of her evaluation.

Upon such a request, the district's Review Team reviews the teacher's performance, student achievement data, and the principal's process for establishing the teacher's rating. The Review Team comprises members of the SSL Department and Curriculum Department as determined by the superintendent. The Review Team makes a rating recommendation to the superintendent. The superintendent then makes the final determination after considering the recommendation of the Review Team and receiving input from HR.

Remediation/improvement plans

Teachers on an improvement or remediation plan must successfully complete the plan before they may be considered for advancement. They must be evaluated for at least one year after the date of the end of the improvement or remediation plan before being given a summative evaluation that could result in a promotion to the next level.

Student teachers or interns

Teachers are held accountable for their students’ scores even if they accept a student teacher or intern.

Quotas

There is no “quota” for the percentage of teachers who can be at each effectiveness level.

Effect of student attendance on scores

The scores of “chronically absent students”—students who are absent more than 25 percent of the time—are not included in a teacher’s data set and do not count against a teacher.

Students must also meet the eligibility requirement for their scores to be counted. For example, the scores of a student who has not been assigned to a particular teacher for at least six weeks prior to a semester or quarterly exam will not count for or against a teacher’s data.

Elementary Art, Music, and Physical Education

Teachers of elementary art, music, and physical education (P.E.) are assessed for student achievement in only two grades each year. This is a sample rotation.

School Year	Art	Music	P.E.
2010-2011	1st and 4th grades	Kinder and 3rd grade	2nd and 5th grades
2011-2012	Kinder and 3rd grade	2nd and 5th grades	1st and 4th grades
2012-2013	2nd and 5th grades	1st and 4th grades	Kinder and 3rd grade

APPENDIX B: HARRISON'S QUARTERLY AND SEMESTER EXAMS

The Smarter Balanced Assessment Consortium (SBAC) and the Partnership for the Assessment of Readiness for College and Careers (PARCC) are developing assessments aligned with the new national core standards. Once these assessments are adopted by Colorado, the Harrison School District will replace some of its exams with those created by either SBAC or PARCC.

In the absence of nationally- or state-developed interim assessments, Harrison created its own assessments in all subject areas. The creation of valid and reliable common tests has been the most difficult and most costly part of implementing our pay-for-performance plan.

The district has essentially three types of assessments:

- **Curriculum Based Measurement (CBM):** the CBMs assess student learning over one semester and are administered in December and May.
- **Assessment Sets:** these first- and third-quarter exams assess student learning over one quarter and are administered in October and at the end of February.
- **Performance Assessments:** these assessments are for the specials and electives teachers of the performing arts and physical education.

The curriculum department drafts all of the common tests and ensures alignment with the state standards. In the core areas of reading, writing, communicating, and math, the assessments are tied to the new national core standards. Teachers provide sample questions for the exams each spring. They also review the questions that are included in the common tests a couple of months before each assessment is administered. After each test is given, teachers make suggestions about strengthening alignment, revising questions, writing prompts, and eliminating questions.

Test administration and scoring

Because the district's quarterly and semester exam results contribute to teacher evaluations, the stakes are high and the potential for either mis-administering the exams or cheating is elevated.

The protocols for administering the assessments include all those used to administer state exams. They also include keeping the doors open when an exam is administered, maintaining a standardized testing environment building-wide, and ensuring tests are properly collected and secured.

Assistant principals typically are responsible for coordinating the logistics related to a successful test administration.

The District Scoring Guide outlines in detail the process and requirements for fair and accurate scoring. The requirements include arena scoring, the presence of an official scoring monitor (five designees per building), blind scoring, and review of rubrics for constructed responses.

Most exams include a multiple choice section and a constructed response section. The multiple choice section is scanned and scored by the district using purchased software, or it is administered online and the results immediately are tabulated by the district.

The constructed response sections are scored by almost all teachers in the district in an arena-type setting. The picture on this page shows the arena scoring that took place at the Zalman Center after an Assessment Set in October 2011. The district schedules three “scoring days” in the school year to help teachers with the additional requirement to score exams.



APPENDIX C: MAJOR DECISIONS OF THE HARRISON PLAN FOCUS GROUP

Advice and counsel from the Harrison Plan Focus Group have been critical to the success of our pay-for-performance plan. It comprises two teachers and an administrator from each school. The group meets every month; it brings questions and concerns to the attention of the district and disseminates information to the community. Most importantly, it is empowered to make key decisions.

For example:

2010 – 2011 Highlights

- Eliminated two-tiered plan
 - o The first major decision of the group occurred before the start of the 2010-2011 school year. An early version of the Harrison Plan had two tiers and two separate effectiveness scales—one for teachers of core subjects and one for teachers of non-core subjects. Students in non-core subjects would take fewer assessments. The group rejected that differentiation.
- English as a second language (ESL)
 - o Elementary ESL staff are accountable only for reading and writing content on state proficiency and district exams (not math or science).
- Staff absences
 - o In the original plan, staff members could not receive credit for their students' achievement and then be advanced to the next level if they took more than 40 annual leave days during the school year (for workers compensation or maternity leave, for example). Now the number of absences is not considered. A staff member may still have a valid evaluation rating for purposes of advancement as long as she was present for the nine weeks prior to one of the two quarterly exams and twelve weeks prior to one of the two semester exams.

2011 – 2012 Highlights

- Retention bonus
 - o The group will recommend a retention bonus for returning Proficient I teachers who maintain a Proficient I evaluation rating for three consecutive years, but who are not advanced to the next level.
- Habitually absent students
 - o Students who are absent 25 percent or more of the eligibility window for each semester or quarterly exam will be deemed “habitually absent” and will not be included in a teacher’s student achievement results. This marked a change from the 10 percent threshold the previous year.
- Changing the compensation scale
 - o In the 2012-2013 school year, the group will recommend changes to the compensation scale.

APPENDIX D: SUGGESTED TWO-YEAR IMPLEMENTATION TIMELINE

School Year 1

June – August

- Align the curriculum and identify which objectives will be assessed each quarter in each grade and subject
- Create an effective principal evaluation rubric and an effective teacher evaluation instrument
- Use focus groups to get input on the actual evaluation tools

September – December

- Begin development of assessments in the core areas
- Train teachers and building leaders on curriculum alignment and begin using curriculum maps
- Conduct numerous training sessions to explain the evaluation forms and to educate evaluators about the evaluation tools
- Begin using the new teacher evaluation performance rubric and the new principal evaluation instrument
- Offer intensive professional development for principals to make them effective instructional leaders; focus on giving instructional feedback, aligning curriculum, and leadership
- Begin regular instructional spot observations
- Conduct professional development on the importance of instructional feedback
- Begin development of tests in the non-core areas

January – May

- Begin to record data from the walk-throughs, rating each area overall as exemplary, proficient, progressing or unsatisfactory
- Pilot district quarterly and semester exams in the core areas

School Year 2

June – August

- Revise curriculum as needed

September – December

- Begin initial media and information campaign
- Create an Evaluation Focus Group, including principals or assistant principals
- Administer quarterly and semester exams in the non-core areas (score them, but do not include them in the first evaluation)

January – May

- Choose the target distribution to help establish cut-points
- Finish drafts of achievement templates
- Create testing and scoring schedule for the first year of implementation
- Review with teachers all of the quarterly and semester exams and prompts that were administered during the current school year; adjust as necessary
- Develop data platform to keep track of performance and achievement data

APPENDIX E: 2011-2012 DISTRICT ASSESSMENT SCHEDULE

Assessment	Date Administered	Date Scored	Data Entry	Notes
DIBELS -- Elementary benchmark reading tests	15-25 Aug	15-25 Aug	31-Aug	
DRP -- Secondary benchmark reading tests	18-26 Aug	26-Aug	26-Aug	Secondary Reading Classes Only
1st Quarter District common exams	3-14 Oct	17-Oct	21-Oct	Includes Specials/Elective classes
State English Language Acquisition Exams	12 Dec - 31 Jan			For ELL students
Mid Year DRP -- Secondary reading tests	14 Dec - 13 Jan	13-Jan	13-Jan	Secondary Reading classes only
District common semester exams	8-21 Dec	9-Jan	13-Jan	Includes Specials/Elective classes
MS/HS electives semester exams	6-Dec	9-Jan	13-Jan	Make-ups due 9th
State tests for 3rd grade reading	15 Feb- 16 Feb			Testing window (13 Feb-24 Feb)
3rd Quarter District common exams	15 Feb- 2 Mar	5-Mar	9-Mar	Includes Specials/Elective classes
State tests for 3rd through 10th grade	12 Mar- 23 Mar			Testing window (12 Mar-6 Apr)
Accuplacer -- college course placement exam	12 Mar- 6 Apr		By 6-Apr	Seniors only
Elementary specials performance assessments	9-13 Apr	By district	17-Apr	
MS/HS electives performance assessments	State Festival	By district	TBD	Year Long Classes—Choir/Band only
HS elective performance assessments	16-19 Apr	By District	24-Apr	Year Long Classes—Theatre/PE/ Art I only
ACT test	24-Apr			Make-up 8 May
AP Exams	30 Apr- 4 May			
DRP -- Secondary reading tests	7-11 May	16-May	16-May	Secondary Reading classes only
Common assessments for Yr 2020 program	7-11 May	By district	18-May	
MS electives semester exams	8-May	By district	15-May	
District common semester exams - Seniors only	10-18 May	25-May	1-Jun	Includes Elective classes
District common semester exams	14-24 May	25-May	1-Jun	Includes Specials/Elective classes
HS electives semester exams	14-24 May	25-May	1-Jun	
DIBELS -- Elementary end-of-year reading tests	30 Apr- 9 May	30 Apr- 9 May	NLT 11-May	

APPENDIX F: SAMPLE ACHIEVEMENT TEMPLATE – 4TH AND 5TH GRADE

W1, W2

CSAP status – % of students in a teacher’s class scoring Proficient or Advanced relative to the state percent Prof. or Adv. in all contents taught		
No students scored Proficient or Advanced		Unsat (0)
More than 45 points below the State percent		Progressing I (2)
From 9 to 45 points below the State percent		Progressing II (4)
From 8 points below to 4 points above the State percent		Proficient I (6)
From 5 to 21 points above the State in 2 of the last 3 yrs.		Proficient II (8)
At least 22 points above the State in 2 of the last 3 yrs.		Proficient III (10)
Meet Prof. III criteria in 3 of the last 5 yrs.		Exemplary (12)
OR		
Real AYP – the aggregate Real AYP score for a teacher’s group of students; the teacher must meet the cut-point for each discipline taught and, at the proficient levels, a percentage of students must have a Real AYP of at least 1.0		
aggregate Real AYP	% with Real AYP \geq 1.0	
< .65	na	Unsat (0)
< .85 and \geq .65	na	Progressing I (2)
< 1.05 and \geq .85	na	Progressing II (4)
\geq 1.05	\geq 70	Proficient I (6)
\geq 1.20	\geq 75	Proficient II (8)
\geq 1.25 in 2 of the last 3 yrs.	\geq 80 in 2 of last 3 yrs.	Proficient III (10)
Meet Prof. III criteria in 3 of last 5 yrs		Exemplary (12)
OR		
Median Growth Percentile – the median MGP for a teacher’s group of students in each discipline taught; at the proficient levels, a percentage of students must attain a growth percentile of at least 40		
median of MGP	% with GP \geq 40	
< 20	na	Unsat (0)
< 35 and \geq 20	na	Progressing I (2)
< 50 and \geq 35	na	Progressing II (4)
\geq 50	\geq 70	Proficient I (6)
\geq 65	\geq 75	Proficient II (8)
\geq 75 in 2 of the last 3 yrs.	\geq 80 in 2 of last 3 yrs.	Proficient III (10)
Meet Prof. III criteria in 3 of last 5 yrs		Exemplary (12)
Score for W1, W2		

W3, W4

District semester exams – % of students in a teacher’s class scoring above the median score of their academic peers in the district in reading, writing, math, and science (2x)	
< 35	Unsat (0)
< 48 and ≥ 35	Progressing I (1)
< 60 and ≥ 48	Progressing II (2)
< 72 and ≥ 60	Proficient I (3)
≥ 72 in 2 of the last 3 yrs.	Proficient II (4)
≥ 80 in 2 of the last 3 yrs.	Proficient III (5)
Meet Prof. III criteria in 3 of the last 5 yrs.	Exemplary (6)
AND	
District semester exams – % of students in a teacher’s class scoring above the median score of their academic peers in the district in reading, writing, math, and science (2x)	
< 35	Unsat (0)
< 48 and ≥ 35	Progressing I (1)
< 60 and ≥ 48	Progressing II (2)
< 72 and ≥ 60	Proficient I (3)
≥ 72 in 2 of the last 3 yrs.	Proficient II (4)
≥ 80 in 2 of the last 3 yrs.	Proficient III (5)
Meet Prof. III criteria in 3 of the last 5 yrs.	Exemplary (6)
OR	
District semester exams (status) – % of students in a teacher’s class scoring Proficient or Advanced on the District semester exams in reading, writing, math, and science (2x)	
< 30	Unsat (0)
< 40 and ≥ 30	Progressing I (1)
< 60 and ≥ 40	Progressing II (2)
< 74 and ≥ 60	Proficient I (3)
≥ 74 in 2 of the last 3 yrs.	Proficient II (4)
≥ 82 in 2 of the last 3 yrs.	Proficient III (5)
Meet Prof. III criteria in 3 of the last 5 yrs.	Exemplary (6)
Score for W3, W4	

W5, W6

District 1st and 3rd quarter exams – % of students in a teacher’s class scoring above the median score of their academic peers in the district in reading, writing, math, and science	
< 35	Unsat (0)
< 48 and ≥ 35	Progressing I (1)
< 60 and ≥ 48	Progressing II (2)
< 72 and ≥ 60	Proficient I (3)
≥ 72 in 2 of the last 3 yrs.	Proficient II (4)
≥ 80 in 2 of the last 3 yrs.	Proficient III (5)
Meet Prof. III criteria in 3 of the last 5 yrs.	Exemplary (6)
AND	
District 1st and 3rd quarter exams – % of students in a teacher’s class scoring above the median score of their academic peers in the district in reading, writing, math, and science	
< 35	Unsat (0)
< 48 and ≥ 35	Progressing I (1)
< 60 and ≥ 48	Progressing II (2)
< 72 and ≥ 60	Proficient I (3)
≥ 72 in 2 of the last 3 yrs.	Proficient II (4)
≥ 80 in 2 of the last 3 yrs.	Proficient III (5)
Meet Prof. III criteria in 3 of the last 5 yrs.	Exemplary (6)
OR	
District 1st and 3rd quarter exams (status) – % of students in a teacher’s class scoring Proficient or Advanced on the District 1st and 3rd quarter exams in reading, writing, math, and science	
< 30	Unsat (0)
< 40 and ≥ 30	Progressing I (1)
< 60 and ≥ 40	Progressing II (2)
< 74 and ≥ 60	Proficient I (3)
≥ 74 in 2 of the last 3 yrs.	Proficient II (4)
≥ 82 in 2 of the last 3 yrs.	Proficient III (5)
Meet Prof. III criteria in 3 of the last 5 yrs.	Exemplary (6)
Score for W5, W6	

W7

CSAP status -- % of students in the teacher's school scoring Prof. or Adv. on the state exams in reading, writing, math, and science		
< 50		Unsat (0)
< 60 and ≥ 50		Progressing I (1)
< 68 and ≥ 60		Progressing II (2)
< 75 and ≥ 68		Proficient I (3)
≥ 75 in 2 of the last 3 yrs.		Proficient II (4)
≥ 80 in 2 of the last 3 yrs.		Proficient III (5)
Meet Prof. III criteria in 3 of the last 5 yrs.		Exemplary (6)
OR		
Real AYP -- the average of the highest and lowest content Real AYP for the school in reading, writing, and math; at the proficient levels, a percentage of students must attain a Real AYP of at least 1.0		
Avg. of the high & low Real AYP	% with Real AYP ≥ 1.0	
< .85	na	Unsat (0)
< .95 and ≥ .85	na	Progressing I (1)
< 1.0 and ≥ .95	na	Progressing II (2)
≥ 1.0	≥ 70	Proficient I (3)
≥ 1.05	≥ 75	Proficient II (4)
≥ 1.10 in 2 of the last 3 yrs.	≥ 80 in 2 of last 3 yrs.	Proficient III (5)
Meet Prof. III criteria in 3 of last 5 yrs		Exemplary (6)
OR		
Median Growth Percentile -- the median MGP for the students in the school in the highest and lowest content areas; at the proficient levels, a percentage of students must attain a growth percentile of at least 40		
median of MGP	% with GP ≥ 40	
< 40	na	Unsat (0)
< 45 and ≥ 40	na	Progressing I (1)
< 50 and ≥ 45	na	Progressing II (2)
≥ 50	≥ 70	Proficient I (3)
≥ 54 in 2 of the last 3 yrs.	≥ 75 in 2 of last 3 yrs.	Proficient II (4)
≥ 58 in 2 of the last 3 yrs.	≥ 80 in 2 of last 3 yrs.	Proficient III (5)
Meet Prof. III criteria in 3 of last 5 yrs		Exemplary (6)
Score for W7		

W8

Individual Student Achievement Goal -- an achievement goal that the teacher selects with the approval of the principal; it is assessed with the Individual Student Achievement Goal Rubric

Score for W8	

APPENDIX G: INDIVIDUAL STUDENT ACHIEVEMENT GOAL RUBRIC

	Unsat	Prog. I	Prog. II	Prof. I	Prof. II	Prof. III	Exemplary
Goal Setting	<input type="checkbox"/> Goal is tied to student achieve. or performance <input type="checkbox"/> Proficiently written as a SMART goal	<input type="checkbox"/> Goal is tied to student achieve. or performance <input type="checkbox"/> Proficiently written as a SMART goal <input type="checkbox"/> Challenging and attainable	<input type="checkbox"/> Goal is tied to student achieve. or performance <input type="checkbox"/> Proficiently written as a SMART goal <input type="checkbox"/> Challenging and attainable	<input type="checkbox"/> Goal is tied to student achieve. or performance <input type="checkbox"/> Proficiently written as a SMART goal <input type="checkbox"/> Goal stretches the employee, requiring new learning, skill, or collaboration	<input type="checkbox"/> Goal is tied to student achieve. or performance <input type="checkbox"/> Proficiently written as a SMART goal <input type="checkbox"/> Goal stretches the employee, requiring new learning, skill, or collaboration <input type="checkbox"/> Goal supports the work of others or the school	<input type="checkbox"/> Goal is tied to student achieve. or performance <input type="checkbox"/> Proficiently written as a SMART goal <input type="checkbox"/> Goal stretches the employee, requiring new learning, skill, or collaboration <input type="checkbox"/> Goal is tied to the success of the team, dept., school, or district	<input type="checkbox"/> Goal is tied to student achieve. or performance <input type="checkbox"/> Proficiently written as a SMART goal <input type="checkbox"/> Goal stretches the employee, requiring new learning, skill, or collaboration <input type="checkbox"/> Goal is tied to the success of the team, dept., school, or district
	AND	AND	AND	AND	AND	AND	AND
Accomplishment	<input type="checkbox"/> Employee accomplishes part of the goal [on a scale from 1 to 10, goal accomplishment would rate above 3]	<input type="checkbox"/> Employee accomplishes part of the goal [on a scale from 1 to 10, goal accomplishment would rate above 3]	<input type="checkbox"/> Employee accomplishes part of the goal [on a scale from 1 to 10, goal accomplishment would rate above 4]	<input type="checkbox"/> Employee accomplishes the goal [on a scale from 1 to 10, goal accomplishment would rate above 6]	<input type="checkbox"/> Employee accomplishes the goal [on a scale from 1 to 10, goal accomplishment would rate above 6]	<input type="checkbox"/> Employee accomplishes the goal [on a scale from 1 to 10, goal accomplishment would rate above 7]	<input type="checkbox"/> Employee accomplishes the goal [on a scale from 1 to 10, goal accomplishment would rate above 8]
						AND	AND
						<input type="checkbox"/> Accomplishment has positively impacted the success of the team, dept., school, or district	<input type="checkbox"/> Accomplishment has positively impacted the success of the team, dept., school, or district

This is a minimum criteria rubric. Start at the lowest level of performance (at the left). The employee must meet each criterion at the lower level before being considered for the next higher level. Assign the rating associated with the last level at which the employee met all the criteria for that level.

APPENDIX H: DISTINGUISHED TEACHER EVALUATION RUBRIC

Name: _____

Site: _____

Evaluation team members: _____

	Proficient			Exemplary		
	< 33	34-38	39 – 43	44-48	49-53	>53
	5	6	7	8	9	10
Quality of Instruction	<p>A classroom observation rubric will be completed based on two observations and the final interview/discussion with the teacher.</p>					
	Proficient			Exemplary		
	5	6	7	8	9	10
Leadership	<ul style="list-style-type: none"> <input type="checkbox"/> Helps to make sense of information and contributes to professional dialogue and problem solving. <input type="checkbox"/> Assumes a leadership position with adults in some aspect of school life. <input type="checkbox"/> Works to overcome challenges when encountered in role or position. <input type="checkbox"/> Demonstrates commitment to the goals of the school or district. <input type="checkbox"/> Recognizes and demonstrates an understanding that he or she is part of a larger organization and his or her actions impact other segments of the school. 			<ul style="list-style-type: none"> <input type="checkbox"/> Helps to effect change through sense-making that secures staff cooperation and advances the goals of the school or district. <input type="checkbox"/> Helps expand the leadership density in the school or district. <input type="checkbox"/> Challenges the status quo, seeking more effective ways to accomplish goals and improve the organization. <input type="checkbox"/> Helps the leadership team attain the vision of the school or district. <input type="checkbox"/> Demonstrates high standards of professionalism and a commitment to a cause or an idea; his or her actions help advance the entire organization. 		
	Proficient			Exemplary		
	5	6	7	8	9	10
Lifelong Learner	<ul style="list-style-type: none"> <input type="checkbox"/> Takes advantage of multiple learning opportunities, including workshops or conferences, to grow personally and professionally. <input type="checkbox"/> Acts upon feedback on instruction and professional behavior to improve performance. <input type="checkbox"/> Reads books, educational articles, or publications to keep informed on current practice, policy and/or legislation. <input type="checkbox"/> Attains the knowledge of technology and how to use it in the classroom. <input type="checkbox"/> Successfully completes relevant coursework at institutions of higher learning or completes other professional programs. 			<ul style="list-style-type: none"> <input type="checkbox"/> Completes multiple professional development programs in more than one discipline that demonstrates a commitment to growth and mastery of the educational craft. <input type="checkbox"/> Actively seeks and acts on feedback that challenges self to continue to grow professionally. <input type="checkbox"/> Remains current in the field through demonstration and application of knowledge gained through relevant literature. <input type="checkbox"/> Embeds and utilizes technology to enhance instructional practice. <input type="checkbox"/> Earns a master's degree or higher degree. 		

	Proficient			Exemplary		
	5	6	7	8	9	10
Contributions to the Profession	<ul style="list-style-type: none"> <input type="checkbox"/> Shares work and ideas with other teachers in the school or district. <input type="checkbox"/> Contributes to the development and growth of others through mentoring, coaching, or providing non-evaluative feedback. <input type="checkbox"/> Serves on committees or boards at school or district level. <input type="checkbox"/> Formally teaches other professionals in the district (e.g., presents at workshops, teaches a Harrison cohort for UCCS, provides professional development at another school, etc.). <input type="checkbox"/> Collaborates with a team to improve the educational practices in the school or district. 			<ul style="list-style-type: none"> <input type="checkbox"/> Shares ideas or work in ways that advance the profession and through media that reach a larger educational community (e.g., through journals, books, websites, articles, etc.). <input type="checkbox"/> Based on feedback provided to others, materials are developed, shared, or modeled that result in implementation to improve instruction and performance. <input type="checkbox"/> Serves on a state or national committee or board. <input type="checkbox"/> Formally teaches other professionals inside and outside of the district (e.g., presents at conferences, teaches a university class, conducts a workshop for another district, etc.). <input type="checkbox"/> Collaborates with others to improve or influence educational practices or policies that have an impact beyond the school and district. 		

APPENDIX I: PRINCIPAL INPUT FOR THE DTE REVIEW PROCESS

Teacher Name: _____ Principal: _____

Leadership:	Rarely		Frequently	
<input type="checkbox"/> Contributes to staff meetings in a way that positively affects the attitudes and abilities of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Mentors or coaches others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Assumes a leadership position or role in at least some aspect of school life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Works to ensure the success of students and the organization by contributing time and resources outside of operational school hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Knows the goals and supports the philosophy and vision of the school and district and takes action to accomplish those goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Has taken time to learn and understand the interests of different groups or parts of the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Helps to effect change in ways that secure staff cooperation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Challenges the status quo, seeking more effective ways to accomplish goals and improve the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Contributes to the leadership density within the district by actively participating on committees and focus groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Inspires or gives hope to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Demonstrates high standards of personal integrity and a commitment to a cause or an idea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifelong Learning:	Rarely		Frequently	
<input type="checkbox"/> Actively seeks feedback in order to assess instructional strengths and areas for growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Takes advantage of multiple learning opportunities over a number of years, demonstrating a commitment to growth and mastery of the educational craft.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Successfully completes relevant coursework at institutions of higher learning or completes other professional programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Earns a master's degree or higher degree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Reads educational articles or publications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Stays informed of major education legislation and policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Acquires knowledge in more than one discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Positively influences the attitude of students and colleagues toward lifelong learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Reflects on personal behavior, abilities, and instruction in order to be challenged and to continue to grow professionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Has learned to incorporate technology into instruction in motivating, effective and meaningful ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Contributes to the profession:		Rarely		Frequently	
<input type="checkbox"/>	Develops and shares materials and resources with other teachers as well as contributes ideas and offers suggestions in order to improve instructional practices and expand capacity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Offers ideas and exhibits constructive efforts toward advancing the goals of the team, department, or school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Conducts non-evaluative spot observations for peers and offers feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Participates in and contributes to the professional development and growth of others in the school or district (e.g., presents at workshops, teaches a Harrison cohort for UCCS, provides professional development at another school, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Collaborates on multiple teams in order to improve student achievement and instructional practices within the school or district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Collaborates and exhibits active effort, in conjunction with school, district, and community members, to improve or influence educational practices or policies that have an impact beyond the school or district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Shares ideas or works in ways that advance the profession through media that reach the larger educational community (e.g., through journals, books, websites, articles, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Formally teaches other professionals outside of the district (e.g., presents at conferences, teaches a university class, conducts a workshop for another district, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Serves as a contributing member, by presenting research, data, or other pertinent information toward the mission of committees or boards at the school or district level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Serves as a contributing member on a state or national committee or board.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	Initiates important efforts, activities, or programs to solve significant problems or to improve professional practice among teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Principal Signature: _____ Date: _____

APPENDIX J: MATRIX FOR IMPROVING SCHOOLS

	Key Areas	Year One	Year Two	Year Three	Year Four
	Core Beliefs	<ul style="list-style-type: none"> Establish/communicate Core Beliefs 	<ul style="list-style-type: none"> Reinforce 	<ul style="list-style-type: none"> Reinforce 	<ul style="list-style-type: none"> Reinforce
	Classroom Curriculum Alignment	<ul style="list-style-type: none"> Use instructional calendars Post lesson objectives Backward plan Teach the aligned curriculum 	<ul style="list-style-type: none"> Use DOLs (demonstrations of learning) Tie instruction to aligned common assessments 	<ul style="list-style-type: none"> Ensure vertical articulation Tie instruction to aligned core and non-core assessments 	<ul style="list-style-type: none"> Reinforce
Alignment	Assessments/ Use of data	<ul style="list-style-type: none"> Analyze the data already being collected Begin development of core common assessments 	<ul style="list-style-type: none"> Administer core common assessments Begin development of non-core assessments 	<ul style="list-style-type: none"> Administer non-core common assessments Add core progress-monitoring assessments 	<ul style="list-style-type: none"> Reinforce
	Quality Instruction	<ul style="list-style-type: none"> Teach the aligned curriculum Strengthen engagement – multiple response strategies 	<ul style="list-style-type: none"> Develop model lessons, using effective strategies – train teachers 	<ul style="list-style-type: none"> Develop more model lessons – train teachers 	<ul style="list-style-type: none"> Train teachers to differentiate instruction
	Teacher Development and Evaluation	<ul style="list-style-type: none"> Develop teacher performance rubric Train teachers on effective PLCs 	<ul style="list-style-type: none"> Use performance evaluation rubric Implement PLCs Train on model lessons 	<ul style="list-style-type: none"> Select and explain student achievement measurements – create achievement templates 	<ul style="list-style-type: none"> Tie student achievement to teacher evaluations
	Instructional Feedback	<ul style="list-style-type: none"> Begin spot observations (after principal cert.) 	<ul style="list-style-type: none"> Provide coaching and feedback on instruction 	<ul style="list-style-type: none"> Begin peer spot observations 	<ul style="list-style-type: none"> Provide coaching and feedback on instruction
Leadership	Principal Development and Evaluation	<ul style="list-style-type: none"> Develop principal performance rubric Train and certify principals on delivering instructional feedback 	<ul style="list-style-type: none"> Use principal evaluation rubric Conduct purposeful principal training Provide job-embedded professional development 	<ul style="list-style-type: none"> Refine principal evaluation rubric Conduct purposeful principal training Provide job-embedded professional development 	<ul style="list-style-type: none"> Tie student achievement results and teacher effectiveness results to principal evaluations
	Leadership Capacity	<ul style="list-style-type: none"> Define what leadership looks like Include leadership criteria in evaluation rubrics 	<ul style="list-style-type: none"> Conduct academies Expand opportunities Outline distinguished teacher criteria 	<ul style="list-style-type: none"> Conduct academies Expand opportunities Identify distinguished teachers 	<ul style="list-style-type: none"> Include leadership in higher levels of teacher evaluations
	Recruitment	<ul style="list-style-type: none"> Conduct performance interviews 	<ul style="list-style-type: none"> Change recruitment paradigm 	<ul style="list-style-type: none"> Change recruitment paradigm 	<ul style="list-style-type: none"> Change recruitment paradigm