Rewarding Excellence in Instruction and Leadership

A Closer Look for Teachers & Principals

Developing Talent, Enhancing Careers,
Improving Student Learning

REIL

An Initiative of the Maricopa County
Education Service Agency

Rewarding Excellence in Instruction and Leadership (REIL),

an initiative of the Maricopa County Education Service Agency, engages six Maricopa County school districts in implementing systemic change aimed at transforming how schools recruit, retain, support, and compensate effective teachers and principals. The ultimate goal is building the capacity of educators to improve student learning.

Rigorous, fair and transparent educator evaluations, targeted professional learning, tools for measuring student success, establishment of multiple career pathways, and sustainable, differential, performance-based compensation are critical elements of REIL.

The five-year initiative, which will culminate in 2014-15, is funded by a $51.5 million Teacher Incentive Fund grant from the U.S Department of Education.

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The Challenge

A recent survey finds that voters are concerned with the quality of the education system, and are worried that Arizona is being deprived of economic and job growth opportunities, as well as needed talent and expertise (*Voter Attitudes toward Arizona's Education System*, 2010). Eighty-eight percent of voters say that education in Arizona has either declined or stayed the same in the last five (5) years, and 70% rate the educational system as fair or poor. In addition, 79% of voters name teachers as having a great deal of responsibility in improving the education system.

Teachers and principals are key to the solution. A student scoring at the 50th percentile, who spends two years in a "most effective" school with a "most effective" teacher, rockets to the 96th percentile. If this same student spends two years in a "least effective" school with a "least effective" teacher, that student's achievement level plunges to the third percentile (Marzano, 2003). In addition, teacher impact on student learning can last up to four years, and a student that has an ineffective teacher for two years cannot recover from the resulting decrease in progress (Sanders and Rivers, 1996).

The Opportunity

Where there is a will, there is a way. Public support of educational reform is definite, and the demand for sustained improvement in student achievement is urgent. Ninety-two percent of Arizona voters agree that everyone has a role to play when it comes time to improving education in Arizona. Therefore, for the first time in Arizona's history, a powerful Alliance of education leaders has formed around the belief that rewarding excellence in instruction and leadership will lead to increased student learning. This Alliance includes 3,380 teachers, 174 principals and assistant principals, and six (6) superintendents, who are responsible for ensuring that over 52,000 students graduate college- and career-ready. Recognizing the historic nature of the Alliance and its promising, research-based approach to increasing student learning, the U.S. Department of Education in September 2010 awarded the Maricopa County Education Service Agency (MCESA) a $51.5 million Teacher Incentive Fund grant to implement the Rewarding Excellence in Instruction and Leadership (REIL) initiative over a five-year period beginning in October 2010.

How Does a Performance-Based Management System Facilitate Change?

The REIL initiative is guided by a clearly articulated *theory of change* (see Figure 1). Over the next five (5) years, REIL will advance the vision of a Performance-Based Management System, leading to development and implementation of two key components: a comprehensive Performance-Based Evaluation System that will identify variations in teacher and principal performance and a Performance-Based Compensation System to reward such variations accordingly. By rewarding excellence and addressing ineffective teaching and leading, REIL will institutionalize the conditions that ensure students graduate college- and career-ready, which will be critical as Arizona strives to shift to a knowledge-based economy.

Figure 1: Achieving REIL Change
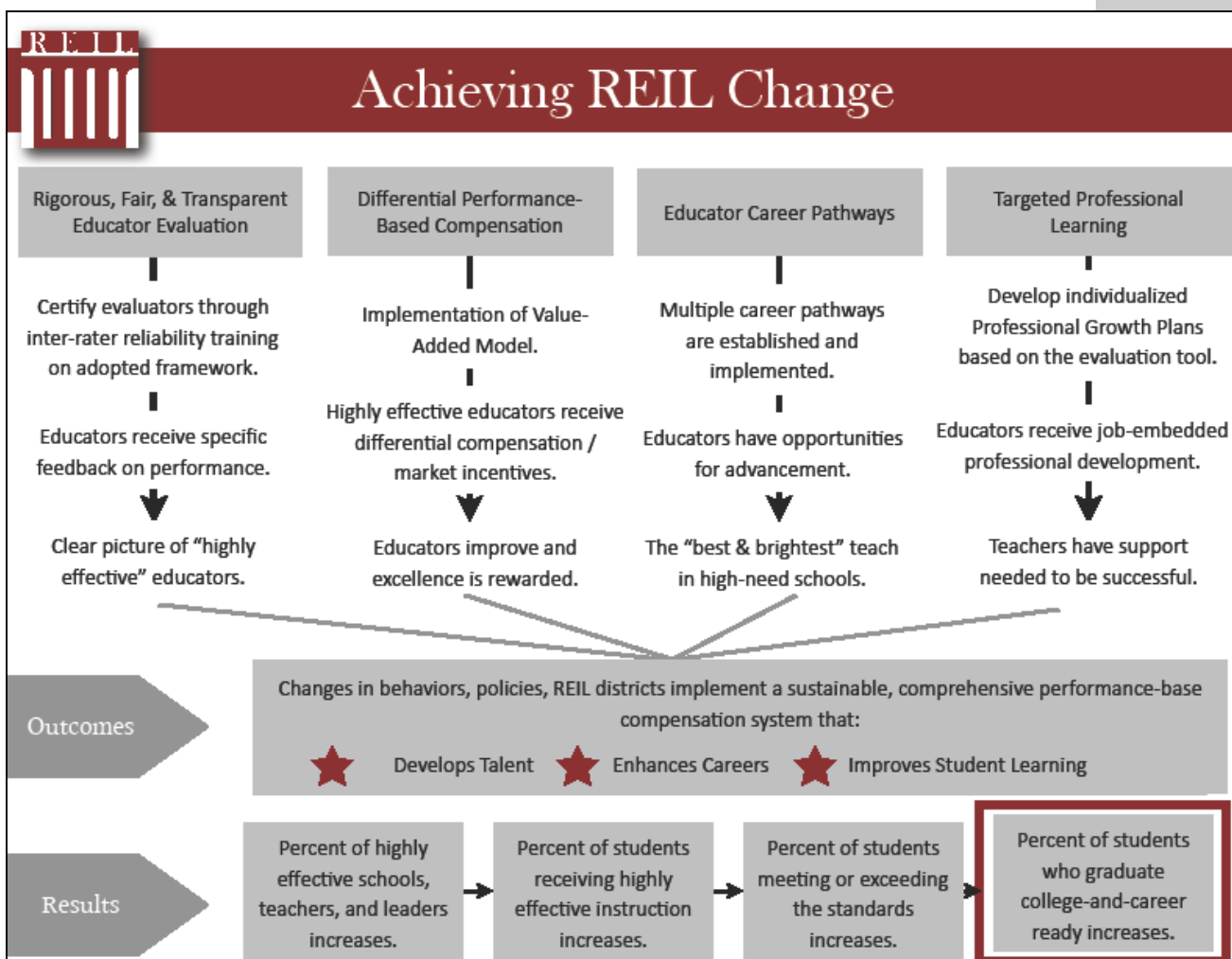
What Is the REIL Alliance?

Each REIL Alliance Member, from practitioner to policy-maker, has joined to systematically transform traditional school-level operations to highly effective and accountable schools. The REIL Alliance members have both the *will* and a *way* to create school systems that reward excellence for highly effective instruction and leadership that results in increased student academic growth, achievement, and success.

The Rewarding Excellence in Instruction and Leadership Alliance was formed with the common goal of systemically implementing and sustaining a Performance-Based Management System in school districts where ALL schools within the district were high-need. The Alliance comprises six (6) Alliance Member School Districts, as well as a dynamic cadre of other stakeholder groups who have pledged to support the successful implementation of the goals and objectives of the REIL initiative.

Alliance Members represent three distinct groups vital to REIL's success: Professional Practitioners, Public Policy-Makers, and Professional Associations. Professional Practitioners are represented by Alliance School District superintendents, principals, administrators, teachers, MCESA, and the Arizona Department of Education (ADE). Public Policy-Makers include Arizona Governor Jan Brewer; Chairs of the Senate and House Education Committees; and Alliance School Districts' Governing Board Presidents. Professional Associations are represented through the Arizona Education Association (AEA); Arizona School Boards Association (ASBA); Arizona School Administrators (ASA); Arizona Association of School Business Officials (AASBO); and the Greater Phoenix Educational Management Council (GPEMC).

REIL's six Alliance Member School Districts are Alhambra Elementary School District (Alhambra), Gila Bend Unified School District (Gila Bend), Isaac Elementary School District (Isaac), Nadaburg Unified School District (Nadaburg), Phoenix Union High School District (Phoenix Union), and Tolleson Elementary School District (Tolleson) (see Table 1). The school districts were chosen based on their needs and reputation for focusing on student success.

Table 1: REIL Alliance Member School Districts

REIL Alliance Member School Districts				
District Name	# of School Leaders*	District Enrollment	# of Teachers	# of Schools
Alhambra	30	14,916	794	15
Gila Bend	5	513	27	2
Isaac	31	7,964	494	12
Nadaburg	4	946	52	2
Phoenix Union	92	25,149	1,859	17
Tolleson	12	2,806	154	4
Total	174	52,294	3,380	52

*Principals and assistant principals

Three (3) over-arching goals and nine (9) aligned objectives will support implementation of the Rewarding Excellence in Instruction and Leadership initiative (see Table 2). These goals will guide the Alliance's combined efforts to implement a sustainable Performance-Based Management System.

Table 2: REIL Goals & Objectives

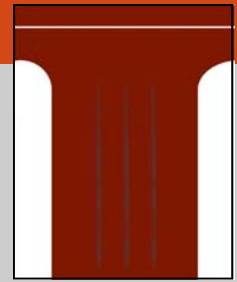| Goal 1: Ensure students graduate college-and-career ready by increasing student achievement and growth in all content areas.	Goal 2: Enhance careers for effective teachers and principals by implementing a fiscally sustainable Performance-Based Compensation System.	Goal 3: Develop talent in teaching and leading through a sustainable, comprehensive program of performance-based evaluation and support.
Objective 1.1: By June 2013, 100% of Alliance School Districts will implement a data management system so that ALL teachers and principals will use data to inform and improve instruction.	Objective 2.1: By June 2013, 100% of Alliance School Districts will implement performance pay for effective teachers and principals by providing differential and substantial compensation based on demonstrated performance.	Objective 3.1: By June 2014, 100% of Alliance School Districts will implement and validate a rigorous, transparent, and fair evaluation system with inter-rater reliability that uses multiple evaluations and measures to determine teacher/principal effectiveness.
Objective 1.2: By June 2014, 100% of Alliance School Districts will implement a value-added model for ALL teachers and principals.	Objective 2.2: By June 2015, 100% of Alliance School Districts will identify and/or re-allocate non-TIF funds to sustain performance-based compensation model.	Objective 3.2: By June 2011, 100% of Alliance School Districts will implement a communication structure to ensure that teachers and principals will understand the specific measures of teacher and principal effectiveness included in the performance-based evaluation system.
Objective 1.3: By June 2015, there will be a 10 percentage point increase in the percentage of students meeting or exceeding the State standard, and a 15 percentage point decrease in students falling far below the standard in State-tested STEM content areas.	Objective 2.3: By June 2015, 100% of Alliance School Districts will provide financial incentives to recruit and retain effective teachers in hard-to-staff positions.	Objective 3.3: By June 2013, 100% of Alliance School Districts will implement a high quality professional development and support system for teachers and principals linked to the performance-based evaluation system.

What Is A Performance-Based Management System?

A Performance-Based Management System (PBMS) brings together multiple systems within the district, including educational services, business services, and human resources, in order to support educator development, reward accomplishments, and inform retention and tenure decisions for the purpose of improved student learning. The REIL initiative will develop and implement a comprehensive Performance-Based Management System as part of a coherent and integrated strategy to improve the educator workforce, as well as to provide a model for the state of Arizona. Five (5) components serve as the organizational theme for the REIL Performance-Based Management System (see Table 3).

Table 3: REIL's Performance-Based Management System

Performance-Based Management System				
Tools	Support	Rewards	Accountability	Sustainability
1. Evaluation System	*2. Differentiated Professional Development*	*3. Performance-Based Compensation*	*4. Accountability for Results*	*5. Fiscal and Program Sustainability*
Multiple rating categories	Job-embedded coaching	Differential compensation	Use of data for retention and advancement decisions	Getting the right people into the right places
Frequent observations	Professional Growth Plans	Individual, team, and school awards	Multiple measures	Law and Policy changes
Formative and summative assessment data	Use of evaluation data to determine professional development	Salary augmentation	Valid and reliable measures of student growth	Alignment of goals and resources

A Closer Look at… PBMS Tools

1) Evaluation System

During Year 1, District Leadership and Communication Teams, in collaboration with district-level Teacher and Principal Evaluation Transition Teams will analyze their current evaluation instrument(s) to establish alignment with the REIL Performance-Based Evaluation System components. As a result of this analysis, each district will refine, revise, or adopt a new instrument to include the following four (4) components:

- Objective, Evidence-Based Rubric - Aligned with professional standards and includes five rating categories (unsatisfactory, developing, approaching, proficient, exceeds) to differentiate instructional effectiveness.
- Five Teacher and Principal Observations Per Year.
- Incorporate Multiple Measures Including Student Academic Growth.
- Inter-Rater Reliability (see Table 4).

Table 4: Phases of REIL Evaluator Training

	Qualified Evaluator Training (Phase 1)	Certified Evaluator Training (Phase 2)
Setting	Five days in workshop setting using validated modules for training.	Three to five days of job-embedded training in the same classroom with REIL Field Specialists and other Qualified Evaluators.
Content	Evaluation rubric; writing educator growth plans; inter-rater reliability training using videotaped lessons; artifact review of lesson plans, grade books; scripting; pre- and post-conference training.	Establish inter-rater reliability between evaluators during in-class/school observations; observations of pre- and post-conferences with teachers and principals; evaluation of growth plans; and evaluation of student academic progress.

2) Data Management System

Implementation of a Performance-Based Management System requires a multi-purpose data management system. Each school district's current system(s) will be analyzed to determine if a data management system will need to be purchased / developed at the district level. Data management specifications will include, for example, the ability to (1) link teacher and principal assignment data to student achievement data; (2) link performance of student achievement data to each eligible teacher's and principal's performance-based compensation to payroll and human resource system; (3) capture and allow easy analysis of formative and summative assessments by item and strand; (4) capture teacher and principal evaluation data and walk-through data; and (5) capture teacher and principal professional development data.

3) Assessment System

During the planning period, Alliance School District local assessment systems will be analyzed in order to determine assessment needs. Based on the analysis of the results, a formative (benchmark) assessment system will be purchased for Alliance School Districts whose systems do not meet the established requirements. Formative assessment systems will be validated during Years 2 and 3 of the REIL initiative. By July 2013, local formative assessment systems will be in place for grades K-12 in all content areas.

Analysis of Alliance District Assessment Systems
1) Determine predictive quality of existing assessments to the AIMS assessment.
2) Determine the validity and reliability of existing assessment(s).
3) Compile data on the grade levels / content areas currently being assessed with formative and end-of-course assessment(s).
4) Analyze current district infrastructure's ability to support formative assessments.
5) Identify assessments currently in place to assess college-and-career readiness.

A Closer Look at... PBMS Support

All teachers and principals will receive the job-embedded support they need to become effective, improve effectiveness, or explore additional career pathways. Guided by Professional Growth Plans, REIL's professional development component will allow all program participants to understand the components of the Performance-Based Compensation System, use data from the data management system to inform instruction, and receive targeted professional development based on needs identified through the evaluation process.
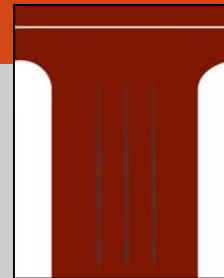
REIL's Five-Year Professional Development Plan contains activities designed according to five (5) phases of professional learning, which will assist REIL's Alliance School Districts with incorporating high-quality professional development activities designed to increase the capacity of teachers and principals to raise student achievement (see Table 5).

The REIL initiative will support teachers and principals with a five-year comprehensive professional development plan that:
1) Provides the tools and time to learn and implement the skills that foster higher levels of performance.
2) Supports the training of Principals, Master Educators, and Peer Evaluators in how to recognize good teaching and support teachers through the evaluation process.
3) Focuses on the instructional needs of individual students as well as teacher learning needs identified from evaluations and resulting Professional Growth Plans.

Educator Growth Plans

The Educator Growth Plan is an individualized professional learning plan that is collaboratively-developed between the evaluator and evaluate, based on the results of observation rubrics and student academic progress. Each educator's (teacher and principal) growth plan will be focused on specific goals which will create a professional development path for the individual educator. Over the course of each year, teachers and principals will receive clear, written midyear indictors that show current progress toward these goals. Growth plans will be also be reviewed annually to determine site- and teacher- specific, as well as principal-specific job-embedded professional development options.

DID YOU KNOW?
Each REIL School District will have access to an online video library of exemplary classroom teaching.

Table 5: Five-Year Professional Development Plan

| Rewarding Excellence in Instruction and Leadership (REIL) Professional Development Plan	Phase 1 Build Knowledge	Phase 2 Develop Skills	Phase 3 Apply to Practice	Phase 4 Improve Results	Phase 5 Extend Impact
Year 1					
Information sessions on the newly adopted evaluation process (three 1-day trainings). [Obj. 3.1]	√				
Information sessions on elements of the evaluation indicators. [Obj. 3.3]	√				
Evaluators attend training to become *qualified* evaluators. [Obj. 3.1]	√	√	√		
Evaluators attend training to become *certified* evaluators. [Obj. 3.1]			√	√	√
Grade 7-12 math & science teachers attend training on Professional Learning Communities. [Obj. 1.3]	√	√	√		
Year 2					
Continuing training for teachers & principals on evaluation system & tools. [Obj. 3.3]		√	√		
Professional development for teachers & principals on how to use data generated from evaluation. [Obj. 3.3]	√	√			
Career Pathway candidates attend professional development on specific topics. [Obj. 3.3]	√	√			
Career Pathway candidates participate in *qualified* evaluator training. [Obj. 3.1]	√	√	√		
Evaluators receive job-embedded *certified* evaluator training. [Obj. 3.3]		√	√	√	
Teachers & principals attend training on how to use data to inform and improve instruction. [Obj. 1.1]	√	√	√	√	
Teachers & principals informational sessions on value-added model. [Obj. 1.2]	√				
Grade 7-12 math & science teachers participate in PLC groups with a focus on development of common assessments. [Obj. 1.3]	√	√	√	√	

	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
	Build Knowledge	Develop Skills	Apply to Practice	Improve Results	Extend Impact
Year 3					
Professional development for teachers & principals on how to use data generated from evaluation. [Obj. 3.3]	√	√	√	√	
Evaluation training for new teacher and principal hires. [Obj. 3.3]	√	√			
Peer Evaluators becomes *certified* evaluators. [Obj. 3.1]	√	√	√	√	
Teachers & principals are supported by Master Educators & Peer Evaluators based on evaluation results, individual professional growth plans and student achievement results. [Obj. 3.3]		√	√	√	√
Principals, Master Educators, and Peer Evaluators attend training on NSDC professional development standards. [Obj. 3.3]	√	√	√		
Teachers & principals attend professional development on Professional Learning Communities and Data Analysis. [Obj. 3.3]	√	√	√		
Differentiated professional development options aligned to staff needs generated by teacher evaluation data are facilitated by Central Office Staff, Principals, Master Educators, and Peer Evaluators. [Obj. 3.3]			√	√	√
Grade 7-12 math and science teachers participate in PLC groups with emphasis on student enrichment and intervention strategies. [Obj. 1.3]	√	√	√	√	
Year 4-5					
Grade 7-12 math and science teachers receive content-focused professional development delivered via established partnership and Peer Evaluator Cadre. [Obj. 1.3]	√	√	√	√	√
Teachers and principals receive job-embedded professional learning via coaching and feedback aligned to teacher/principal learning needs (identified by evaluation rubric) and student learning needs (identified by student growth data). [Obj. 3.3]	√	√	√	√	√
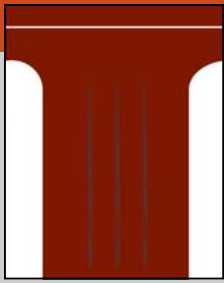
A Closer Look at... PBMS Rewards

Effective and highly-effective teachers and principals will be rewarded through a Performance-Based Compensation System. Non-negotiable aspects of this component will be (1) differential compensation based on multiple measures, including a value-added calculation; (2) individual, team, and school awards; and (3) salary augmentation via career pathways and hard-to-staff assignments.

Significant performance compensation is available to both teachers and principals. In addition, salary compensation for career pathway assignments, hard-to-staff assignments, and turnaround principal and teacher assignments will provide additional opportunities to increase the total performance pay for highly effective teachers and principals.

Table 6: Sample Schedule for Performance-Based Compensation & Salary Augmentation

Component	Group	Potential Annual Award
Individual, Team, and School Awards	Teachers (Master Educators, REIL Peer Evaluators)	Year 3: $3,000
		Year 4: $5,000
		Year 5: $5,000
	Hard-to-Staff Assignments	Year 3: $4,500
		Year 4: $7,500
		Year 5: $7,500
	Principal	Year 3: $2,750
		Year 4: $5,000
		Year 5: $5,000
Salary Augmentation	Master Educator	$5,000
	Turnaround Teacher	$5,000
	Turnaround Principal	$10,000

A Closer Look at... PBMS Accountability for Results

Teachers and principals will have a clear understanding of what is expected, and they will receive ongoing information from certified evaluators about how effectively they are performing relative to these expectations. Effective teachers and principals will be rewarded with differential compensation beginning in Year 3 of the initiative, as a result of placement on the REIL Performance Award Continuum, informed by a value-added model. Teacher effectiveness will be determined based on four (4) components (see Table 7). Principal effectiveness will be determined based on the three (3) components described in Table 8.
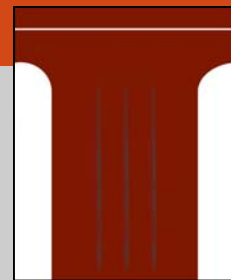
Table 7: REIL Score Components & Percentages for Teachers

REIL Score Components & Percentages (Teacher)		
Component	Source of Score	Sample Percentage
1. Evaluation Instrument	Derived from Classroom Observation and Documentation; Professional Responsibilities.	50%
2. Individual Value-Added	Derived from AIMS Results; Teacher Level MAP Score; Student Scores on Local Formative Assessments.	40%
3. Team Value-Added	Derived from AIMS Results; Aggregated Team Level MAP Score; Aggregated Team Level Student Scores on Local Formative Assessments.	5%
4. School Value-Added	Derived from AIMS Results; ADE School-Level MAP Score.	5%

Table 8: REIL Score Components & Percentages for Principals

REIL Score Components & Percentages (Principal)		
Component	Source of Score	Sample Percentage
1. Evaluation Instrument	Derived from Observation and Documentation; Survey Results.	50%
2. Individual Value-Added	Derived from AIMS Results; School-Level MAP Score.	45%
3. District Value-Added	Derived from District-Level MAP Score.	5%

ACCOUNTABLE
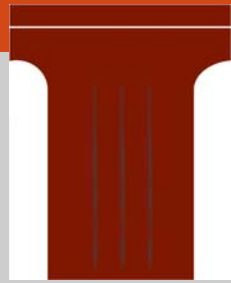
SUSTAINABLE

A Closer Look at… PBMS Fiscal and Program Sustainability

Programmatic and fiscal sustainability is a critical component of REIL's Performance-Based Management System. On the programmatic side, implementation of a career pathway model will serve to build each district's capacity to support teacher and principal development. On the fiscal side, reallocation of existing funding sources will allow school districts to financially sustain performance-based compensation beyond the five-year grant period.

Building Capacity

Each REIL School District will establish a Teacher Career Pathway Program that aligns with the local context of each district, for implementation in Year 3 of the program. Potential candidates for career pathway positions will be identified during Year 2. Teacher Career Pathway options will include: (1) Master Educators; (2) Peer Evaluators; (3) In-Demand Teachers; and (4) Turnaround Teachers.

Master Educators will serve as coaches, mentors, and leaders of professional development for other teachers. An innovative option for the Master Educator pathway will be the inclusion of a separate Master Educator pathway that allows top tier teachers to maintain direct contact with students through, what Hassel and Hassel (2009) describe as reach extensions (number of children served by each top-tier teacher) (see Table 9).

Table 9: Reach Extension Descriptions and Examples

In-Person Reach Extension	Remote Reach Extension
Releasing a top-tier teacher from non-instructional duties to focus exclusively on academic instruction in which they might teach more children, increase the amount of time each student spends in personalized instruction, or shrink instructional group sizes by delivering academic content in another teachers' classroom Offering top-tier teachers larger classrooms, *by choice*.	Using technology to extend the reach of the top-tier teachers remotely, both in real time and asynchronously, and within schools and across long distances. Examples might include: (1) piping in video of top-tier teachers for specific subjects and topics; (2) using software to deliver "smart" content, rapidly identifying and addressing student learning gaps, with design and production participation by top-tier teachers.

REIL Peer Evaluators will be selected for expertise in specific areas, and will conduct approximately 100 evaluations a semester for a cadre of assigned teachers over the course of a year. They will also spend approximately 20% of their time supporting teachers with both on-site and cross-district professional learning, ensuring that teachers receive the job-embedded support needed to improve practice and student achievement.

The third and fourth career pathway options, In-Demand Teachers, and Turnaround Teachers will address the need to have high quality teachers designated in hard-to-staff areas and hard-to-serve schools. Teachers identified in a hard-to-staff position (per collaboratively designed procedures) and placed on the REIL Performance Award Continuum will be compensated for a three-year period. In Year 3, hard-to-staff teachers who earn placement on the REIL Performance Award Continuum will receive one and a half times the performance compensation amount. Hard-to-serve schools will also qualify for Turnaround Teachers, who will receive a salary augmentation incentive for accepting a position in a hard-to-serve school.

A principal career pathway will also be supported through the REIL initiative. Principals that have demonstrated effectiveness can become a Turnaround Principal at a designated hard-to-serve school. Although all of the schools in the REIL Alliance are considered high-needs schools, there are some schools that need additional support due to special circumstances (e.g., school label, persistently lowest performing). Turnaround Principals who demonstrate effectiveness will qualify for a performance-based salary augmentation.

Funding Resources

Each REIL School District has accepted responsibility for repurposing or reallo-cating current and future funding sources to ensure implementation and sustainabil-ity of REIL's Performance-Based Compensation System. In addition, the strategic phase-in and phase-out plan includes a gradual shift of reliance upon grant funds to reliance upon district funds to ensure sustainability beyond the grant period. State funding sources including the Classroom Site Fund (Arizona Revised Statute 15-977) and the Instructional Improvement Fund (Arizona Revised Statute 15-979), as well as federal funding sources including Title I and II monies, can be used to support imple-mentation of the REIL initiative. To ensure sustainability of performance-based com-pensation during and after the grant period, a strategic phase-in and phase-out plan has been designed in order to illustrate that, by fiscal year 2014-2015, REIL School Districts will be responsible for funding 80% of the performance-based compensation. By fiscal year 2015-2016, REIL School Districts will have sufficient local funds to sup-port 100% of the performance-based compensation (see Table 10).

In consultation with the Arizona Association of School Business Officials (AASBO), conservative and realistic projections have been modeled demonstrating the long-term availability of Class-room Site Funds for each Alliance School District's fiscal support of REIL. This model is based on the premise that each REIL School District will carry over half of their total funds annually in order to establish a corpus to continue funding performance-based compensation during Years 3-5 of the grant period, as well as beyond the grant period.

Table 10: Phase-in/Phase-out Strategic Transition Plan for Performance-Based Compensation

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Percent of PBCS Cost Covered by Grant			80%	40%	22%	0%
Percent of PBCS Cost Covered by District			20%	60%	78%	100%

Table 11 outlines a sample performance-based compensation and salary augmentation proposal for Years 3-5, highlighting the budget sources for that compensation.

Table 11: Sample Schedule for Performance-Based Compensation & Salary Augmentation *with Budget Source*

Component	Group	Potential Annual Award	Budget Source
Individual, Team, and School Awards	Teachers (Master Educators, REIL Peer Evaluators)	Year 3: $3,000	Year 3: 80% TIF / 20% District
		Year 4: $5,000	Year 4: 40% TIF / 60% District
		Year 5: $5,000	Year 5: 20% TIF / 80% District
	Hard-to-Staff Assignments	Year 3: $4,500	Year 3: 80% TIF / 20% District
		Year 4: $7,500	Year 4: 40% TIF / 60% District
		Year 5: $7,500	Year 5: 20% TIF / 80% District
	Principal	Year 3: $2,750	Year 3: 75% TIF / 25% District
		Year 4: $5,000	Year 4: 50% TIF / 50% District
		Year 5: $5,000	Year 5: 25% TIF / 75% District
Salary Augmentation	Master Educator	$5,000	Year 3: 100% TIF
			Year 4: 100% TIF
			Year 5: 50% TIF / 50% District
	Turnaround Teacher	$5,000	Year 3: 80% TIF / 20% District
			Year 4: 40% TIF / 60% District
			Year 5: 20% TIF / 80% District
	Turnaround Principal	$10,000	Year 3: 75% TIF / 25% District
			Year 4: 50% TIF / 50% District
			Year 5: 25% TIF / 75% District

How Will the Initiative Be Managed and Evaluated?

The REIL initiative requires a comprehensive management plan commensurate with the diverse, multi-district focus of the project. Therefore, a five-year program timeline has been carefully outlined with specific project periods (see Table 12) in order to ensure continuous improvement over the course of the five-year implementation cycle.

Table 12: Five-Year Planning Timeline

Year 1: Planning	PLAN-DO-STUDY-ACT	Oct 2010-June 2011
Year 2: Focused implementation	PLAN-DO-STUDY-ACT	July 2011-June 2012
Year 3: Full implementation	PLAN-DO-STUDY-ACT	July 2012-June 2013
Year 4: Full implementation	PLAN-DO-STUDY-ACT	July 2013-June 2014
Year 5: Full implementation	PLAN-DO-STUDY-ACT	July 2014-June 2015

Year 1 will function as a planning period in order to ensure that five core elements are in place.

The five core elements include:
- A plan for effectively communicating to teachers, administrators, other school personnel, and the community-at-large the components of its Performance-Based Compensation System (PBCS).
- The involvement and support of teachers, principals, and other personnel.
- Rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account student growth as a significant factor, as well as classroom observations conducted at least twice during the school year.
- A data-management system that can link student achievement data to teacher and principal payroll and human resources systems.
- A plan for ensuring that teachers and principals understand the specific measures of teacher and principal effectiveness included in the PBCS, and receive professional development that enables them to use data generated by these measures to improve their practice.

A Closer Look at… Key Personnel

Overseeing implementation of the REIL initiative are Principal Investigator, Dr. Lori Renfro, Assistant Superintendent of Performance-Based Management Systems for MCESA, who is responsible for coordinating all activities under each of the REIL program objectives and ensuring efficient coordination and communication across program partners, and Co-Principal Investigator, Dr. Donald D. Covey, the Maricopa County Superintendent of Schools.

In addition to the expertise and time commitment of the Principal Investigators, REIL will hire the following individuals who will devote 100% of their time to managing the program: (1) Data Coordinator, who will assist the Superintendent of Performance-Based Management Systems in data collection and dissemination; (2) REIL Field Specialists, who will serve as the in-district program coordinators; (3) Business Systems Specialist to assist REIL School Districts with preparing for fiscal sustainability using human resources and financial modeling; (4) Peer Evaluators; and (5) a Videographer.

MCESA staff will also support implementation of the REIL initiative, including (1) Chief Deputy Superintendent (.10 FTE); (2) Assistant Superintendent for Innovative Programs (.15 FTE); (3) Marketing/Communications Director (.10 FTE); and (4) Research and Evaluation Director (.25 FTE).

A Closer Look at… Key Activities / Milestones

The REIL initiative will be managed through a specific set of activities with identified milestones. Table 13 represents some of the key activities / milestones of REIL. These activities / milestones have been grouped into nine categories and identified according to the year of implementation.

Table 13: REIL Activity/Milestone Highlights

	Year 1	Year 2	Year 3	Year 4	Year 5
Staffing					
Hire Assistant Superintendent for Performance-Based Management Systems; Data Coordinator; Program Evaluator; REIL Field Specialists; Videographer; Business Systems Analyst.	√				
Hire Peer Evaluators.		√			
Develop/ distribute Requests for Proposals and procure consultant services.	√				
Communication & Stakeholder Involvement					
REIL Advisory Council in place.	√				
Establish Cross-District Teams (Professional Development; Human Resources/ Payroll; Finance).	√				
Alliance School Districts establish REIL Leadership and Communication Team.	√				
Each Alliance School District forms a Data Management Transition Team; Teacher and Principal Evaluation Transition Team ; and Professional Development Transition Team.	√				
REIL website complete.	√				
Information materials distributed/posted.	√	√			
REIL guidebooks for each employee group.			√		
Completion of Objective 3.2.		√			
White Papers examining promising practices and solutions disseminated to participating schools.	√	√	√	√	√
Annual Evaluation Report.		√	√	√	
Recruitment and Retention of Effective Teachers and Principals in Hard-to-Staff Subjects and Specialty Areas in Hard-to-Serve Schools					
Establish criteria for selecting hard-to-staff positions and hard-to-serve schools.	√				
District Professional Development Transition Teams establish hard-to-staff assignment list and submit to Alliance School District Superintendents for Governing Board approval.	√				
Districts adopt revised hiring process for filling vacancies for hard-to-staff positions.	√				
Identify hard-to-serve-schools.	√				
Identify turnaround principal candidates and recommend placement in designated hard-to-serve schools.			√		
Determine effectiveness of potential hard-to-staff career pathway candidates.		√			
Re-evaluate hard-to-staff positions for next three-year term .					√
Completion of Objective 2.3.					√

Assessments	Year 1	Year 2	Year 3	Year 4	Year 5
Conduct analysis of existing local assessment systems for each Alliance School District.	√				
Identify valid and reliable measures to use to assess performance of all teachers and principals. Validate the correlation of current assessments to AIMS assessment. Procure benchmark assessment system and technology solutions based on *gap analysis.*	√				
Implement assessment system.		√			
Benchmark Assessments in place for tested grade levels and subject areas.			√		
Benchmark Assessments in place for non-tested grade levels and subject areas.				√	
Validate all assessments.			√	√	√
Performance-Based Evaluation System(s)					
Conduct analysis of current REIL School District evaluation systems/policies, administrative procedures, & state statutes.	√				
Facilitate district level Evaluation Transition Teams in crosswalk/comparison of existing district evaluation tools(s) to *REIL* Frameworks.	√				
Identify REIL-aligned evaluation instrument(s) for teachers (to be used in Year 2), principals (to be used in Year 2), and career pathways (to be used in Year 3).	√				
Governing Boards approve teacher and principal evaluation pilot to validate evaluation tools and processes.	√				
Rigorous, transparent, and fair evaluation system plan for teachers and principals in place.		√			
Recommend viable evaluation framework for teachers and principals to ADE and SBE pursuant to Senate Bill 1040.		√			
Evaluate qualified teachers and principals with newly developed STEP process.		√			
Validate adopted instruments and processes.		√			
Recommend a validated evaluation system to each Alliance School District Superintendent.		√			
Each Alliance School District Governing Boards adopts REIL-aligned district evaluation tool(s) and processes.		√			
Develop and implement Professional Growth Plans for teachers & principals.		√	√	√	√
Evaluators are *qualified* <u>and</u> *certified*.			√		
Completion of Objective 3.1.				√	

Table 13: REIL Activity/Milestone Highlights, *continued*

Data Management System / Value-Added System	Year 1	Year 2	Year 3	Year 4	Year 5
Conduct an assessment of current data management systems in REIL districts based on criteria established by Program Management Team, REIL Advisory Council, and Cross-District Teams.	√				
Procure data management system based on gap analysis.	√				
Finalize value-added model.	√				
REIL School Districts prepare for roll-out of data management system (e.g., infrastructure, BETA testing).	√	√			
Conduct pilot test of data management system.		√			
Data Management System in place.		√			
Value-added model and implementation plan in place.		√			
Award differential compensation.			√		
Completion of Objective 1.1.			√		
Completion of Objective 1.2.				√	
Professional Development					
Provide professional development to ensure that teachers and principals comprehend and apply specific measures of teacher and principal effectiveness included in the PBCS.	√	√	√	√	√
Grade 7-12 math & science teachers participate in Professional Learning Communities.	√	√	√	√	√
Teachers & principals attend professional development on administration of local assessments, and use of data generated from assessments.		√	√	√	√
Teachers & principals attend professional development on value-added model.		√	√		
Teachers and principals attend professional development on how to use data to inform and improve instruction.			√	√	√
Create and/or purchase a video bank (& storage device) of teaching and leading in action for training REIL district evaluation team members.	√	√			
Professional development opportunities for potential Master Educators & Peer Evaluators.		√	√	√	√
Differentiated PD options to support growth plans are provided by Master Educators, Principals, Central Office.			√	√	√
Completion of Objective 3.3.			√		
Teachers & principals receive job-embedded PD via coaching and feedback aligned to teacher/principal learning needs and student learning needs.		√	√	√	√

| Performance-Based Compensation	Year 1	Year 2	Year 3	Year 4	Year 5
Effective teachers and principals receive performance award based on observation component.			√	√	√
Master Educators and REIL Peer Evaluators receive salary enhancement based on effectiveness and career pathway placement.			√	√	√
Master Educators and REIL Peer Evaluators receive performance award based on observation component.			√	√	√
Teachers in hard-to-staff positions receive performance award (1.5 X regular performance incentive).			√	√	√
Effective teachers & principals receive performance award based on observation and value-added component.				√	√
Master Educators & REIL Peer Evaluators receive salary enhancement based on effectiveness and career pathway placement.				√	√
Master Educators & Peer Evaluators receive performance award based on observation component and student academic growth.				√	√
Teachers in hard-to-staff positions receive enhanced performance award (established award x .5).					√
Principals in hard-to-serve schools receive salary enhancement.			√	√	√
Completion of Objective 2.1.			√		
Completion of Objective 2.2.					√
Career Pathways					
REIL Program Management Team finalizes criteria for career pathways (who will qualify?) and communicates with districts on career pathway options.	√				
Districts determine, w/ feedback from district level PD Team, which pathways they will offer.	√				
Districts look at schedule and budgets to determine how to support career pathway options.	√	√			
Develop STEP process.	√				
Master Educators & Peer Evaluators in place.			√		
Implement Career Pathway *reach* extensions for student enrichment and intervention.				√	
Completion of Objective 1.3.					√

A Closer Look at…

Communication & Stakeholder Involvement

REIL is supported by a cadre of Alliance Members who will be accountable to ensure the successful implementation of the REIL initiative. The REIL Alliance was established with vertical and horizontal involvement and support from the classroom to the Capitol in order to set the stage for implementation of REIL's Performance-Based Management System. The REIL Advisory Council will work with the Program Management Team to ensure consistent implementation of REIL goals, objectives, and activities.

A communication and stakeholder involvement structure is designed (see Figure 2), based on feedback from stakeholders, ensuring strong, early, and on-going communication and sufficient time for authentic involvement. This is a comprehensive illustration of stakeholder involvement and recognizes the stake-holders playing different roles.

Figure 2: Communication and Stakeholder Involvement Structure
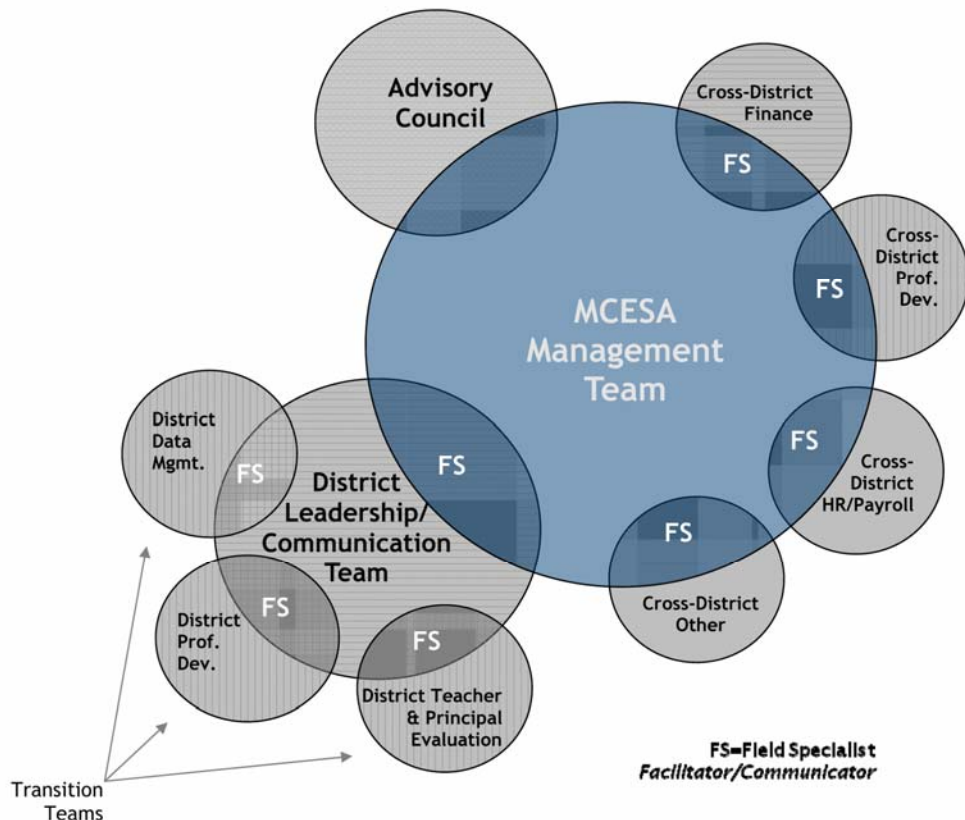
The REIL Management Team will work with the Advisory Council, cross-district specialty teams, and the District Leadership and Communication Teams to ensure successful program implementation. District Leadership and Communication Teams will guide district level data management, professional development, and teacher and principal evaluation transition teams, with support from REIL Field Specialists. Table 14 describes the identified groups and what they do.

Table 14: Communication & Stakeholder Groups

Group	Who They Are	What They Do
(1) REIL Program Management	Principal Investigators; Assistant Superintendent for Performance-Based Management Systems; REIL Field Specialists; Business Systems Specialist; Data Coordinator; and MCESA Research and Evaluation Director	Manage all aspects of the REIL program, and oversee the implementation of the Management Plan.
(2) REIL Advisory Council	Principal Investigators; REIL Program Director; and representative Alliance Members	Oversee and provide guidance on all aspects of the implementation of the Management Plan.
(3) REIL Cross-District Teams	District-level personnel representing Prof Development, Human Resources/Payroll, and Finance stakeholders	Stakeholder groups that advise and inform on all aspects of the REIL initiative.
(4) District Leadership and Communication Team	Superintendent's cabinet and REIL Field Specialist	Guide district level data management, professional development, and teacher and principal evaluation transition teams.
(5) REIL Field Specialists	On-site Program Coordinator assigned to each REIL *School District*	Observe and evaluate Peer-Evaluators and Principals; conduct professional development; serve as the main communication conduit between Advisory Council/ Management Team and District Transition Teams.
(6) District-Level Transition Teams (Data Management, Professional Development, Teacher and Principal Evaluation)	District-Level Data Management Stakeholders, District-Level Professional Development Stakeholders, and District-Level Teacher and Principal Evaluation Stakeholders	Provide input and feedback to District Leadership and Communication Team and cross-district teams via the REIL Field Specialist.
(7) School-Based Teams	School level professional development, evaluation, and data management teams	Provide feedback from schools to the District-Level Transition Teams, REIL Field Specialists, as well as provide a communication conduit between schools and Program Management.

The REIL initiative will develop and implement a Stakeholder Engagement and Communication framework to effectively communicate the components of the Performance-Based Compensation System to all stakeholders, and ensure the involvement and support of all the personnel that is needed to implement the initiative. The plan will be guided by the framework outlined in Table 15.

Table 15: Framework for Stakeholder Engagement & Communication

Framework for Stakeholder Engagement & Communication	
Effective PBMS Communication Plan	*Stakeholder Involvement & Support*
Visible and Consistent Leadership	
Designated personnel for project implementation (Program Management Team including site-based *REIL* Field Specialists).	Distributed leadership model and team-oriented approach to facilitate stakeholder involvement and support (see Figure 2).
Build and Support Momentum for the Plan	
Give plan a name and logo.	Engage and build the support of key stakeholders through inclusion in the development process, early involvement, and providing enough time for collaboration.
Establish and use consistent terminology to avoid pitfalls around unclear language.	Ongoing and targeted communication between project leaders and stakeholder groups.
Communicate what is being rewarded, who is being rewarded, and how the inputs and outcomes are measured, as well as the timeline for initial and continuing payouts.	Include feedback loop to make mid-course corrections (i.e., Focus Groups; Surveys; Ongoing communication between Program Mgmt Team and stakeholder groups).
On-Going Communication	

Frequent communication in multiple formats:
• Written materials:
    - Written communication plan with timelines, strategies, deadlines
    - FAQs
    - Pay for performance "REIL Profile"
    - "White Paper" briefs that examine promising practices and solutions employed by district and school leaders.
• Meetings (e.g., Road-shows)
• Electronic communications (e.g., Dedicated website; "Ask-the-Expert;" Webinars)
• Communication with media	

Timelines to ensure messages are repeated frequently to remind stakeholders and interested parties of implementation goals and rationale for the program.	

A Closer Look at... Program Evaluation

The central purpose of the program evaluation process is to determine the extent to which REIL accomplishes the goals and objectives outlined in the initiative. The evaluation plan matrix (see Table 16) identifies the program's measurable goals and objectives, as well as the research questions, data collection, and analytic strategies that will be used to evaluate progress toward these goals and objectives.

Table 16: Program Evaluation Plan Matrix

Goal 1: Ensure students graduate college-and-career ready by increasing student achievement and growth in all content areas		
Performance Objectives	Research Questions	Data Collection / Sources
1.1: By June 2013, 100% of REIL School Districts will implement a data management system (DMS).	What factors facilitate or impede the implementation of a DMS? How much variation is there in functionality and capacity of district DMSs? How are teachers and administrators using the data to inform and improve instruction?	Site visits – semi-structured interviews with district leaders Principal and teacher surveys
1.2: By June, 2014, 100% of REIL School Districts will implement a value-added model for ALL teachers and administrators.	What factors facilitate or impede the implementation of a value-added model? To what degree are districts implementing a valid and reliable value-added model?	Site visits – semi-structured interviews with district leaders Principal and teacher surveys
1.3: By June 2015, there will be a 10 percentage point increase in the percentage of students meeting or exceeding the State standard, and a 15 percentage point decrease in students falling far below the standard in State-tested STEM content areas.	What is the overall impact of the program on student achievement? What impact do the incentives have on teacher and principal effectiveness as measured by student achievement results? How do the program impacts vary based on measures of the fidelity of implementation at the district, school, and classroom level?	AIMS data Local formative assessment data Administrative data on students, teachers, and schools

Table 16: Program Evaluation Plan Matrix, *continued*

Goal 2: Enhance careers for effective teachers and principals by implementing a fiscally sustainable PBCS.		
Objectives	Research Questions	Data Collection / Sources
<u>2.1</u>: By June 2013, 100% of REIL School Districts will implement perform-ance pay for effective teachers and principals by providing differential and sub-stantial compensation based on demon-strated performance.	Are districts and schools implement-ing the components of the program as intended? What factors support or impede successful implementation? To what extent did the implementation of the program increase the retention of effective teachers and principals?	Site visits – semi-structured interviews with district officials Principal and teacher surveys District administra-tive employment data
<u>2.2</u>: By June 2015, 100% of REIL School Districts will identify and/or reallocate non-TIF funds to sustain performance-based compensation model.	To what degree did all partner districts identify and reallocate non-TIF funds? How do districts' funding streams differ and why? What challenges/obstacles do district face in developing sustainable funding for the initiative?	Site visits – semi-structured interviews with district officials District financial data
<u>2.3</u>: By June 2015, 100% of REIL School Districts will provide financial incentives to recruit and retain effective teachers in hard-to-staff positions.	Are all districts providing financial incentives as intended? To what extent do teachers and principals perceive the incentives as an important factor in their decision to stay in the profession? What impact do the incentives have on teacher retention and recruitment?	Site visits – semi-structured interviews with district officials Teacher and principal surveys District administra-tive employment data

Goal 3: Develop talent in teaching and leading through a sustainable, comprehensive program of performance-based evaluation and support		
Objectives	Research Questions	Data Collection / Sources
3.1: By June 2014, 100% of REIL School Districts will implement and validate a rigorous, transparent, and fair evaluation system with inter-rater reliability that uses multiple evaluations and measures to determine teacher/ principal effectiveness.	What factors facilitate or impede the implementation of a rigorous, transparent, and fair evaluation system? To what degree are the teacher evaluation instruments valid and reliable, adequately distinguishing between levels of performance? To what degree is the inter-rater reliability between evaluators? What is the correlation between the ratings on the instrument and student achievement?	Site visits – semi-structured interviews with district officials Principal and teacher surveys AIMS data Local formative assessment data
3.2: By June 2011, 100% of REIL School Districts will implement a communication structure to ensure that teachers and administrators will understand the specific measures of teacher and principal effectiveness included in the performance-based evaluation system.	How do these communication structures differ? What are some promising strategies that districts are using to effectively communicate the performance measures to teachers and principals? To what extent do teachers and principals understand and support the performance measurement systems?	Site visits – semi-structured interviews with district officials Principal and teacher surveys Observe committee meetings; professional development sessions; coaching sessions
3.3: By June 2013, 100% of REIL School Districts will implement a high quality professional development and support system for teachers and administrators linked to performance-based evaluation system.	To what extent are job-embedded, differentiated professional development and support system for teachers and principals being implemented as intended? What are teachers' and principals' perceptions of the benefits of these plans?	Site visits – semi-structured interviews with district officials Principal and teacher surveys Professional Growth Plans

MCESA will utilize a competitive bidding process to contract with an organization to conduct an independent, third-party evaluation of the REIL initiative so that we will be able to understand and improve the implementation and impact of the program's incentives on teacher, principal, and school performance. A timeline of key evaluation events is presented in Table 17 below.

Table 17: Timeline of Key Program Evaluation Events

	Year 1	Year 2	Year 3	Year 4	Year 5
Data collection					
Instrument and protocol design	√				
Site visits and interviews with district leaders	√	√	√	√	√
Teacher surveys		√	√	√	√
Principal surveys		√	√	√	√
Analysis					
Feasibility study	√				
Implementation data analysis		√	√	√	
Analysis of program impact			√	√	√
Performance Feedback					
White papers on promising practices		√	√	√	√
Annual evaluation report		√	√	√	
Comprehensive evaluation report					√

A variety of quantitative and qualitative data will be collected to evaluate the implementation and impact of the Rewarding Excellence in Instruction and Leadership program (see Table 18). MCESA staff will collaborate with program evaluation team to assist in the collection and dissemination of this critical data.

Table 18: Quantitative and Qualitative Data

Data	Description
Semi-structured Interview Data	Annual semi-structured interviews with superintendents, assistant superintendents, and human resource directors in all six districts. These interviews will aim to assess districts' progress towards the project goals, learn about factors impeding or facilitating their progress, and identify promising practices that should be disseminated.
Principal and Teacher Survey Data	Annual surveys, beginning in Year 2, for participating school principals and teachers. The surveys will measure multiple dimensions of the REIL goals and objectives, including participants' perceptions of program features and support systems, the practical challenges of implementation, and the promising practices employed by participating schools and school personnel.
Student Achievement Data	Longitudinal student-level assessment data, including AIMS, local formative assessments, DIBELS, and graduation data to estimate the program's impact on student achievement.
Administrative Records	Teacher employment data, student demographic and program participation data, and school and district financial data. These data will be used to assess how the impact of the incentive programs varies based on teacher, student, and school factors.

Glossary of REIL Terminology

Career Pathway: A series of connected education and training programs that enable individuals to advance in the field of education.

Data Management System: A system that links student achievement data to teacher and principal payroll and human resource systems.

Hard-to-Serve School: A designation assigned to a school that meets established criteria. Hard-to-serve schools qualify for a Turn-Around Principal.

Hard-to-Staff Assignment: Teaching assignment determined to be hard-to-fill based on established criteria.

Highly Effective: This phrase refers to the teachers' placement on REIL's Performance Award Continuum at the "highly effective" level. This determination is derived from the REIL Score, which is calculated from the evaluation process and student growth results.

Inter-Rater Reliability: The extent to which two or more evaluators agree on a rating a teacher receives after an observation.

Measure of Academic Progress (MAP): District-, school-, and teacher-level growth calculation. A school MAP score of 50 would mean that 50% of the students are growing at the 50th percentile or above compared to the state as a whole, and half its students are growing below the 50th percentile.

Performance-Based Compensation System: A system in which teacher and principal compensation is partially based on performance, including student performance.

Performance-Based Evaluation System: A teacher/principal evaluation system that includes (1) objective, evidence-based rubrics with five rating categories to differentiate instructional effectiveness; (2) multiple observations; (3) multiple measures, including student academic growth; (4) inter-rater reliability.

Performance-Based Management System: A coherent and integrated strategy to improve the educator workforce by supporting educator development, rewarding accomplishments, and informing retention and tenure decisions for the purpose of improved student learning.

Professional Growth Plan: A plan for differentiated professional learning for each teacher and principal that is based on the results from the evaluation process.

REIL Master Educators: A career pathway designed to support quality instruction by ensuring that teachers receive on-site, job-embedded support needed to better understand and use the measures of effectiveness in the Performance-Based Management System in order to improve practice and student achievement.

REIL Peer Evaluators: A career pathway designed to support the performance-based evaluation process by observing and providing feedback to a cadre of teachers over the course of a year. A major role of the REIL Peer Evaluator will be to ensure that teachers receive the support needed to better understand and use the measures of effectiveness in the Performance-Based Management System in order to improve practice and student achievement.

REIL Score: The score that determines the performance-based compensation for teachers and principals, derived from scores on the teacher and principal evaluation instrument (classroom observations, documentation, professional responsibilities), and individual, team, and school value-added calculations.

Salary Augmentation: Additional compensation for effective and highly effective teachers/principals serving in career pathway positions.

Turnaround Principal: Highly effective principal serving in a hard-to-serve school.

Turnaround Teacher: Highly effective teacher serving in a position in a hard-to-serve school.

Value-Added Calculation: Used to determine a teachers' or principals' contribution to student learning.

A Message from the Principal Investigators

We stand at the brink of a crucial juncture in educational reform. Never before have the will, resources and research been so aligned to make a difference for all the students in our classrooms. As principal investigators of the Rewarding Excellence in Instruction and Leadership initiative, we want you to know that we are here to support your pursuit of excellence.

As stated in the opening section of this document: "Where there is a will, there is a way." We join you as part of the collective will, and we are committed to the relentless pursuit of highly-effective teaching and leading in our schools. We will surely face challenges as we work toward achievement of ambitious goals and we will realize even greater rewards. Throughout, the REIL Alliance will stand united around one purpose— to empower our students, teachers, and administrators through sustainable program tools, support, and rewards. The right team, right tools, and the right talent will lead to REIL change.

Thank you for your leadership and strong will to ensure all youth are college– and career-ready.

Dr. Lori Renfro

Assistant Superintendent
Performance-Based Management
Systems

Dr. Donald D. Covey

Maricopa County Superintendent of Schools

An Initiative of the Maricopa County Education Service Agency

in partnership with

Alhambra Elementary School District

Gila Bend Unified School District

Isaac Elementary School District

Nadaburg Unified School District

Phoenix Union High School District

Tolleson Elementary School District

Arizona School Boards Association

Arizona School Administrators

Arizona Education Association

Arizona Association of School Business Officials

Arizona Department of Education

Greater Phoenix Educational Management Council

Chairmen of the Arizona Senate & House Education Committees

Office of the Governor