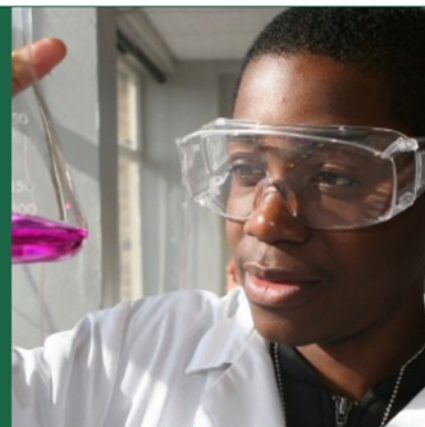


Rewarding Excellence in Instruction and Leadership

The Next Generation

A Closer Look for Superintendents



Developing Talent, Enhancing Careers,
Improving Student Learning



An initiative of



MCESA

Maricopa County Education Service Agency

***Rewarding Excellence in Instruction and Leadership,
The Next Generation (REIL-TNG),***

an initiative of the Maricopa County Education Service Agency, engages seven Maricopa County school districts in implementing systemic change aimed at transforming how schools attract, place, retain and sustain educators. The ultimate goal is building the capacity of educators to improve student learning.

By rewarding excellence through a groundbreaking shift from a traditional salary schedule to one based on educator effectiveness, as well as supporting effective teaching and leading, REIL-TNG will create the conditions that ensure our neediest schools have effective educators.

Rigorous, fair and transparent educator evaluations, targeted professional learning, tools for measuring student success, establishment of multiple career pathways, and sustainable, differential, Human Capital Management System (HCMS) are critical elements of REIL-TNG.

This five-year initiative, which will culminate in 2017-18, is funded by a \$57.8 million Teacher Incentive Fund grant from the U.S Department of Education.



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Why Reward Excellence?

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).

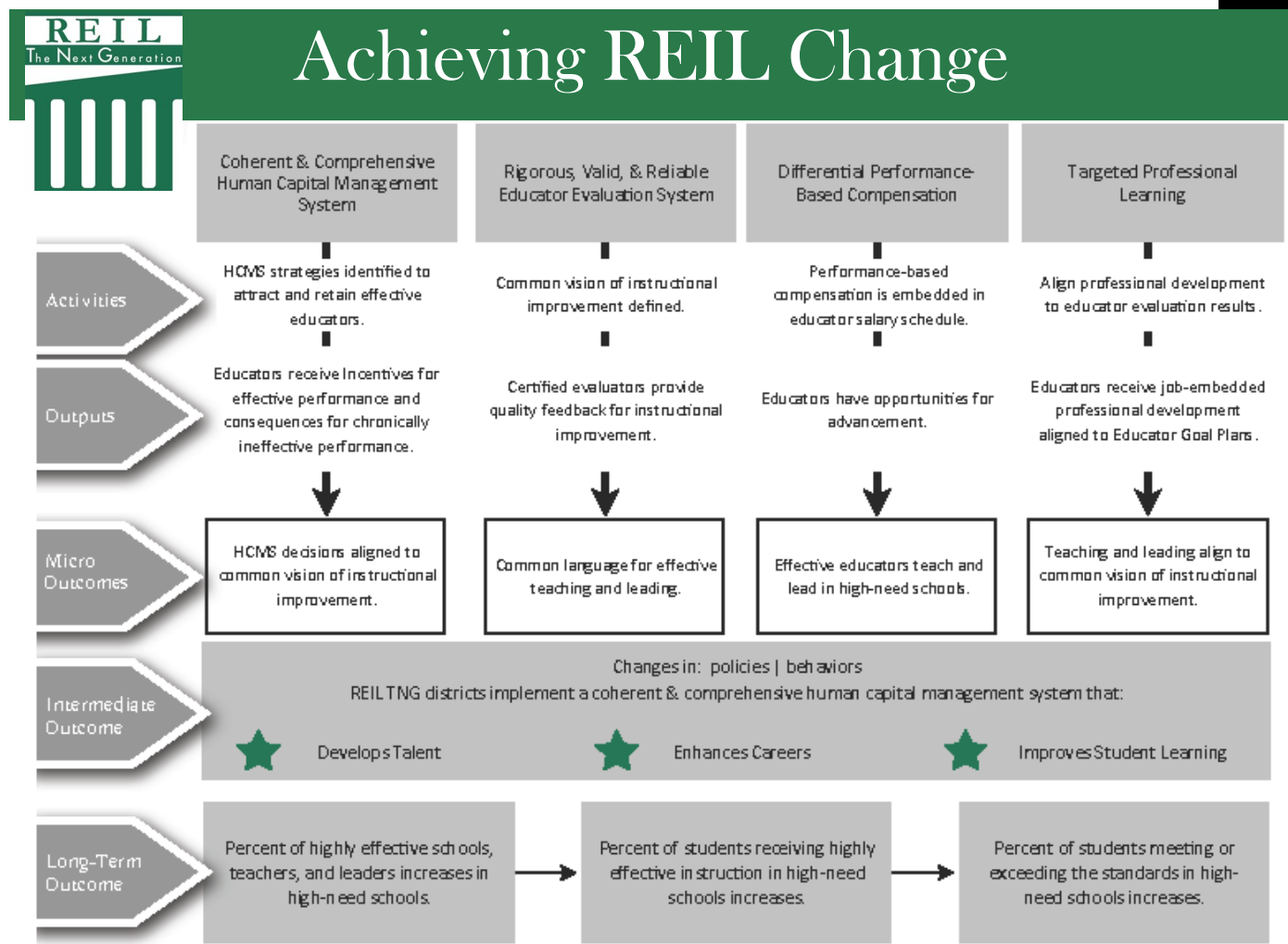
The Opportunity

The state of Arizona has made a commitment to ensuring that all students benefit from effective instruction, year after year, in every grade, in every course, in every school, and in every area across the state. Trailblazing legislation has set the stage for advancing compensation as a tool for influencing the quality of the educator workforce. In October 2010, the Maricopa County Education Service Agency (MCESA) was awarded a *Teacher Incentive Fund* Grant to implement *Rewarding Excellence in Instruction and Leadership* (REIL) in six Maricopa County school districts in Phoenix, Arizona. With TIF4, MCESA proposes to leverage the experience gained from the REIL program to move forward with a fully realized Human Capital Management System (HCMS).

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 1,296 teachers, 64 principals and assistant principals, and 7 superintendents who are responsible for ensuring that over 24,878 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 awarded MCESA a \$57.8 million *Teacher Incentive Fund* grant to implement the *Rewarding Excellence in Instruction and Leadership, The Next Generation* (REIL-TNG) initiative over a five-year period beginning in October 2012.

The REIL-TNG initiative is guided by a clearly articulated *theory of change* (see Figure 1). Over the next five years, REIL-TNG will advance the vision of a Human Capital Management System (HCMS) that is supported by a comprehensive educator evaluation system, performance-based compensation, and targeted professional learning. Effective teaching and learning is a consequence of the systematic implementation of a common vision of instructional improvement - which is created by a common, research-based definition of good teaching (as defined by observation rubrics); specific, continuous instructional feedback; fair and rigorous educator evaluation procedures that effectively identify educator contribution to learning; and human capital decision making to support exemplary as well as inadequate performance.

Figure 1: Achieving REIL Change



What is the REIL-TNG Alliance?

The REIL-TNG Alliance was formed with the goal of systemically implementing and sustaining a Human Capital Management System (HCMS) in high-need school districts and schools. The Alliance is comprised of seven (7) LEAs, 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-TNG initiative.

Alliance Members represent three distinct groups vital to REIL-TNG’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-TNG’s seven Alliance School Districts include the Arizona Department of Juvenile Corrections, Balsz Elementary School District, Maricopa County Regional School District, Mobile Elementary School District, Phoenix Elementary School District, Roosevelt School District, and Wilson Elementary School District (see Table 1). These school districts were chosen based on their need and reputation for focusing on student success.

Table 1: REIL-TNG Alliance Member School Districts

District Name	# of School Leaders	District Enrollment	# of Teachers	# of Schools
Arizona Department of Juvenile Corrections	2	1,200	36	2
Balsz Elementary School District	5	2,532	167	5
Maricopa County Regional School District	8	3,511	33	4
Mobile Elementary School District	1	27	5	1
Phoenix Elementary School District	14	6,838	450	14
Roosevelt School District	30	9,632	530	19
Wilson Elementary School District	4	1,138	76	2
Total	64	24,878	1,296	47

Goals and Objectives

Three (3) over-arching goals and five (5) aligned objectives will measure the success of the Rewarding Excellence in Instruction and Leadership–The Next Generation (REIL-TNG). These goals will guide the Alliance’s combined efforts to implement a sustainable Human Capital Management System (HCMS) (see Table 2).


Table 2: REIL-TNG Goals & Objectives

GOAL 1: Ensure students graduate college and career ready by increasing student achievement and growth in state-tested content areas.	
Objectives	Performance Measures
1.1: By September 30, 2017, there will be a 10-point increase in the percentage of students meeting or exceeding the state standards in reading, math, and science.	<ul style="list-style-type: none"> (1) By September 30, 2017, 55% of REIL-TNG students will score in the meets or exceeds category on the math portion of the state-administered AIMS assessment. (2) By September 30, 2017, 48% of REIL-TNG students will score in the meets or exceeds category on the science portion of the state-administered AIMS assessment. (3) By September 30, 2017, 72% of REIL-TNG students will score in the meets or exceeds category on the reading portion of the state-administered AIMS assessment.
GOAL 2: Enhance careers by implementing an LEA-wide HCMS with a fiscally sustainable PBCS for effective teachers and school leaders.	
Objectives	Performance Measures
2.1: By September 30, 2017, REIL-TNG LEAs will utilize the <i>REIL Score</i> to inform human capital management decisions.	<ul style="list-style-type: none"> (1) By September 30, 2017, the % of <i>effective & highly effective</i> teachers in <i>spotlight schools</i> will increase by 5% from the baseline (2013-14). (2) By September 30, 2017, the % of <i>effective & highly effective</i> building-level administrators will increase by 5% from the baseline (2013-14). (3) By September 30, 2017, the turnover/retention rate of the % of <i>effective & highly effective</i> teachers and building-level administrators will decrease by 10% from the baseline (2013-14). (4) By September 30, 2017, the number of open positions filled by the % of <i>effective & highly effective</i> building-level administrators will increase by 5% from the baseline (2013-14).
2.2: By September 30, 2017, REIL-TNG LEAs will incorporate performance classifications as part of the educator salary structure.	<ul style="list-style-type: none"> (1) By September 30, 2017, 70% of an educator’s base salary will be based on the <i>REIL Score</i>. (2) By September 30, 2015, the individual teacher performance component of the (CSF) will account for 33% of the 40% allocation for teacher compensation based on performance.
GOAL 3: Develop talent in teaching and leading through a sustainable, comprehensive program of performance-based evaluation and support.	
Objectives	Performance Measures
3.1: By September 30, 2017, REIL-TNG LEAs will increase the number of <i>effective & highly effective</i> teachers and leaders as measured by placement on the REIL-TNG continuum.	<ul style="list-style-type: none"> (1) By September 30, 2017, the percentage of teachers receiving a performance classification of <i>effective</i> or <i>highly effective</i> will increase by 10% from the baseline (2013-14). (2) By September 30, 2017, the percentage of building-level administrators receiving a performance classification of <i>effective</i> or <i>highly effective</i> will increase by 10% from the baseline (2013-14).
3.2: By September 30, 2017, data generated from the evaluation process will be used to identify PD needs.	<ul style="list-style-type: none"> (1) By September 30, 2017, 100% of teachers and administrators with <i>REIL Scores</i> will have individual educator goal plans.

What is a Human Capital Management System?

An LEA-wide Human Capital Management System (HCMS) with educator evaluation systems at the center form the basis of a coherent, comprehensive cross-district HCMS. This robust HCMS will attract, place, retain, sustain and develop educators who will help ensure students are college- and career-ready (see Table 3). Key strategies within each pillar will create a robust system that will place talent into schools most in need.

Table 3: REIL-TNG Human Capital Management System

	ATTRACT	PLACE	RETAIN	SUSTAIN
	D E V E L O P <i>Individualized and targeted professional development based on evaluation data</i>			
	↓	↓	↓	↓
	Attracting and acquiring top talent to work in high-need schools	Initiating strategic staffing efforts through hiring, selection, and placement/assignment policies and practices	Retaining top talent in high-need schools and exiting those who are persistently ineffective	Maintaining a highly engaged, effective educator workforce focused on a common vision of instructional improvement
Key Strategies	<ul style="list-style-type: none"> → Strategic compensation → Competitive starting salary → Bonus for hard-to-pay position → Use of data to inform recruitment decisions (e.g., REIL Score, pre-service training) → Educator support via systemic PD → Implementation of <i>Recruitment Strategy Management Team (RSMT)</i> and RSMT communication plan → HR branding → Effective school leadership → Career pathways 	<ul style="list-style-type: none"> → Strategic compensation for service in spotlight schools → Use of educator evaluation data to inform staffing decisions → Exemplary hiring practices → Selecting high quality candidates by using multiple data points → STEP/PATH process → High-need school designation (e.g, spotlight school) → Equitable distribution of teachers → Implementing transfer and protection policies → Career pathways 	<ul style="list-style-type: none"> → Strategic compensation → Use of educator evaluation data to inform retention decisions → Educator support via individualized educator goal plans → Revised evaluation policies → Incentives (e.g., multi-year contracts; career pathway opportunities) → Exiting strategies for ineffective teachers 	<ul style="list-style-type: none"> → Strategic compensation → Educator salary structure that emphasizes collaboration → Use of educator evaluation data to inform PD decisions and continuous improvement planning → Educator support via individualized and targeted professional development → Career pathways → Involvement of teachers and administrators in decision-making → Strategic assignment of students to effective and highly effective teachers

Individualized and targeted professional development based on evaluation data is embedded within the 4 pillars of the HCMS. A comprehensive professional development plan has been developed as part of REIL-TNG in order to ensure that all educators across the LEA high-need schools have the opportunity to improve their effectiveness. This plan will implement a system that is aligned to the common vision of instructional improvement and that uses disaggregated data from the educator evaluation results to inform professional development decisions to address needs of individual educators and schools.

Each educator will be supported through an individualized educator goal plan (EGP) and system of support that is aligned to the school’s year-long professional development plan and specific individual needs derived from evaluation data. First, building-level administrators will collaborate with their teachers to develop school- and team level goals and professional development action plans. The educator goal has two parts: (1) a student achievement goal in an identified content, and (2) a measurable goal for improved instruction as measured by the Learning Observation Instrument (LOI) element scores.

A plan of action is identified to support each educator in achieving the identified goal. The plan of action will include objectives for each identified observation element as well as action plan components (see Table 4).

Table 4: REIL-TNG Action Plan Components

Component	Example				
Rubric Element	Monitor and Adjust	Type of Support	Planning		
Objectives	The teacher will plan possible adjustments to comprehension lessons using information print to prepare for extensions or sub-group interventions within the lesson.				
Description of Support	<ol style="list-style-type: none"> 1. Attend Learning Series: Year 1 workshop “Modifying Instruction” 2. Analyze data with coach to anticipate students who may have misconceptions that will require adjustments to first time teaching. 3. Plan checks for understanding to monitor learning during lesson. 4. Plan lessons 1:1 with coach. 5. Plan lessons with PLC. 				
Support Team Member	Instructional Coach	Frequency	Bi-Weekly	Duration	3 times
Evidence	<ol style="list-style-type: none"> 1. Lesson plans with possible adjustments specific to a sub-objective or learning experience are listed. 2. Possible adjustments are labeled as content, pedagogy, or critical thinking. 3. Students who may require extension or intervention in the lesson based on prior assessment are listed. 				

All teachers and principals will receive the job-embedded support they need to become effective, improve effectiveness, or explore additional career pathways. REIL-TNG’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-TNG’s Five-Year Professional Development Plan contains activities designed according to five (5) phases of professional learning, which will assist REIL-TNG’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).

Table 5: REIL-TNG Five-Year Professional Development Plan

	<i>Phase 1</i>	<i>Phase 2</i>	<i>Phase 3</i>	<i>Phase 4</i>	<i>Phase 5</i>
	Build Knowledge	Develop Skills	Apply to Practice	Improve Results	Extend Impact
Year 1					
<i>Learning Series: Year 1 for teachers and leaders.</i>	✓	✓	✓		
<i>Coaching Series: Year 1 for current instructional coaches</i>	✓	✓	✓		
<i>Leading Series: Year 1 for principals, assistant principals, and principal evaluators, including Qualified Evaluator Training (QET) for LOI.</i>	✓	✓	✓		
<i>Evaluating Series: QET and CET for LdOI</i>	✓	✓	✓		
<i>Career Pathway Academy for identified spotlight in-demand teachers.</i>	✓	✓	✓	✓	✓
Year 2					
<i>Learning Series Year 1 1st-year teacher induction program.</i>	✓	✓	✓		
<i>Coaching Series: Year 1 induction program for new hire instructional coaches.</i>	✓	✓	✓		
<i>Leading Series: Year 1 as 1st-year induction program for new Principals and Assistant Principals.</i>	✓	✓	✓		

<i>Learning Series:</i> Year 2 for teachers and leaders.	✓	✓	✓	✓	
<i>Coaching Series:</i> Year 2 for instructional coaches.	✓	✓	✓	✓	
<i>Leading Series:</i> Year 2 for principals, APs, and evaluators of principals.	✓	✓	✓	✓	
<i>Evaluating Series:</i> QET for induction of principal evaluators and CET for LdOI for continuing principal evaluators.	✓	✓	✓		
Human Resource Series: Evaluation Data Use and Value-Added Measurements in REIL scores for teachers and leaders.	✓	✓			
<i>Career Pathway Academy</i> for spotlight <i>in-demand</i> teachers.	✓	✓	✓	✓	✓
Year 3					
<i>Learning Series:</i> Year 1 & 2 as 1st & 2nd year induction program for new teachers.	✓	✓	✓		
<i>Coaching Series:</i> Year 1 & 2 induction program for new hire master educator; instructional coaches.	✓	✓	✓		
<i>Leading Series:</i> Year 1 & 2 as 1st year induction program for new principals and assistant principals.	✓	✓	✓		
<i>Learning Series:</i> Year 3 for teachers and leaders.	✓	✓	✓	✓	
<i>Coaching Series:</i> Year 3 for master educators; instructional coaches.	✓	✓	✓	✓	
<i>Leading Series:</i> Year 3 for principals, assistant principals, and evaluators of principals.	✓	✓	✓	✓	
<i>Evaluating Series:</i> QET for induction of 1st year principal evaluators and CET for LdOI for continuing principal evaluators.	✓	✓	✓		
<i>Human Resource Series:</i> Evaluation Data Use for teachers and leaders.	✓	✓			
<i>Career Pathway Academy</i> for identified spotlight <i>in-demand</i> teachers.	✓	✓	✓	✓	✓
LOI Certified Evaluator Training for peer evaluators.	✓	✓	✓	✓	
Support by master educators & peer evaluators based on evaluation results, EGPs, and achievement results.		✓	✓	✓	✓
Year 4-5					
<i>Learning Series:</i> Years 1-3 induction program for teachers in their 1st-3rd years in the district.	✓	✓	✓		
<i>Coaching Series:</i> Years 1-3 for 1st-3rd year induction program for master educator; instructional coaches.	✓	✓	✓		
<i>Leading Series:</i> Years 1-3 as 1st-3rd year induction program for new principals and assistant principals, including LOI QET and CET.	✓	✓	✓		
<i>Evaluator Series:</i> LdOI QET for new principal evaluators and LdOI CET for principal evaluators.	✓	✓	✓		
Differentiated, job-embedded PD and feedback provided based on educator evaluation data facilitated by central office staff, principals, master educators, and peer evaluators.			✓	✓	✓

Attracting and acquiring top talent to work in high-need schools is a priority in an HCMS, which is at the center of the REIL-TNG initiative. Table 6 demonstrates the alignment of the Performance-Based Compensation System (column 2) to the definitions set forth in the grant requirements (column 1). REIL-TNG will include a salary structure based on educator effectiveness as a strategy to attract and retain effective educators in high-need schools.

Table 6: REIL-TNG Performance-Based Compensation System (PBCS) System Design Option & Timeline

PBCS Design Option 1 Requirements	REIL-TNG	Timeline
Additional compensation for <i>teachers and principals</i> who receive an overall rating of effective or higher	Performance-based compensation embedded in salary schedule resulting in differential pay for effective educators	Implementation of revised salary structure begins Year 3 (SY 2014-15)
Additional compensation for effective teachers and principals, who take on additional responsibilities and leadership roles	Implementation of Career Pathway Model in subset of high-need schools; Implementation of peer evaluators in all high-need schools	Salary enhancement begins Year 2 (SY 2013-14) for peer evaluators and Year 3 (SY 2014-15) for master educators, in-demand teachers, turn-around principals/assistant principals
Optional Element		
Proposed PBCS provides additional compensation for educators who receive an overall rating of effective or higher and who either: (1) Transfer to a high-need school from a school of the LEA that is not high-need, or (2) For educators who previously worked in another LEA, are hired to work in a high-need school	Implementation of HCMS hiring, placement, and transfer policies	Begins Year 3 (SY 2014-15)

The REIL-TNG LEA's established a set of six guiding principles that they agree to use when working to select a specific LEA salary model. These guidelines serve as the basis for the budgeted financial model that was used to project the anticipated costs of moving to an educator salary structure based on effectiveness.

REIL-TNG's Six Guiding Principles

1. Educator compensation should be aligned to a common vision of instructional improvement.
2. Initial salary placement should attract top teaching talent through the establishment of a competitive starting salary.
3. Base pay placement and progression is designed to significantly reward long-term performance and rely less on years of experience and education units and degrees.
4. Base pay progression should reward effective educators by reducing the gap between initial and peak earnings.
5. Base pay progression is designed with an established end point.
6. The overall salary structure should be designed to foster collaboration (in order to maximize the number of educators benefitting from base-pay progression based on effectiveness), as opposed to competition (limiting the number of educators who can benefit from base-pay progression based on effectiveness).

Strategic staffing efforts through hiring, selection, and placement/assignment policies and practices is a component of an effective HCMS. Exemplary hiring practices will continue and be expanded to include establishing the norms by which each LEA will choose and train a selection team; and setting parameters for the use of hiring tools (e.g. interview questions, resume screening, reference checks). Selection of educators for new and existing positions will be enhanced to ensure the inclusion of multiple data points in hiring decisions, including the use of the identified core competencies, in order to narrow the candidate pool to qualified candidates. This will include requiring career pathway candidates go through the *Selecting Teachers to Enter Pathways (STEP)* and *Placing Administrators on Track to High achievement (PATH)* process. The placement process will be driven by the overall effectiveness rating (*REIL Score*), and educators will receive incentives, such as a 3-year contract, to transfer to a position in a *spotlight school*.

Table 7 lists HCMS decisions, their alignment to the type of HCMS strategy, along with the significance, or weight, that the *REIL Score* will play in each HCMS decision.

Table 7: HCMS Decisions Aligned to Results of Educator Evaluation (*REIL Score*)

Strategy Key® A = Attract P = Place R = Retain S = Sustain					Weight of REIL Score on HCMS Decision*	
HCMS Decision	A	P	R	S	Partial	Full
Teacher Evaluation & Support						
Placement and base pay progression on educator salary structure.	✓			✓		✓
Salary enhancement for in-demand; master educator positions.	✓		✓	✓		✓
Placement of teacher in spotlight school.		✓				✓
Placement of teacher in career pathway position.		✓				✓
Issuance of 3-year contract to highly effective teacher.	✓		✓	✓		✓
Request educator evaluation and performance classification when hiring outside of the LEA.	✓	✓	✓	✓	✓	
Equitable distribution of teachers.		✓			✓	
Assignment of goal/action plan (educator goal plan).	✓		✓	✓		✓
Design / selection of professional development programs.	✓		✓	✓	✓	
Assignment of students to teachers.				✓	✓	
Employment retention cannot be based solely on tenure or seniority.			✓	✓	✓	
Non-transfer of ineffective teacher to another school.		✓			✓**	

Table 7: HCMS Decisions Aligned to Results of Educator Evaluation (REIL Score) cont.

Assignment of a 4th year teacher with an ineffective performance classification a probationary contract as opposed to a “continuing” contract.			✓		✓	
Performance improvement plan for teachers with a performance classification of <i>ineffective</i> .			✓			✓
Dismissal policies for teachers with a performance classification of <i>ineffective</i> after using the intervention option. ***			✓			✓
Dismissal policies for teachers with a performance classification of <i>ineffective</i> who are not provided an intervention option (which includes the initiation of a notice of inadequate classroom performance no later than the second consecutive year of the <i>ineffective</i> classification). ***			✓			✓
Governing board developed definition of inadequacy of classroom performance that aligns with the performance classifications.			✓	✓	✓	
Building-Level Administrator Evaluation & Support						
Placement and base-pay progression on educator salary structure.	✓		✓	✓		✓
Salary enhancement for principal/assistant principal career pathway position (turnaround principal / turnaround assistant principal).	✓		✓	✓		✓
Request for educator evaluation and performance classification when hiring outside of the LEA.	✓	✓	✓	✓	✓	
Assignment of goal/action plan (educator goal plan).	✓		✓	✓		✓
Design / selection of professional development programs.	✓		✓	✓	✓	
Transfer and contract policies for principals in the lowest performance classification (ineffective).		✓	✓		✓	
Governing board developed definition of inadequacy of classroom performance that aligns with the performance classifications.			✓	✓	✓	
<p>* If <i>REIL Score</i> (performance classification) is not available, equivalent evidence of effectiveness will need to be provided.</p> <p>** Prohibits a continuing teacher who is in the lowest performance classification for two consecutive years from being transferred as a teacher to another school unless the teacher has been given notice of inadequate classroom performance, is subject to an improvement plan, and the governing board approves the transfer.</p> <p>***Specific policy recommendations will be developed by the district-level and cross-district HCMS/PBMS teams over the course of the grant (see timeline in A.4 for specific details).</p>						

Retaining top talent in high-need schools and exiting those who are persistently ineffective is an integral part of an HCMS. REIL-TNG will implement a career pathway model in order to provide a means for growth opportunities without having to leave the classroom, the principalship, or the profession. The professional development program will ensure that educators receive timely, meaningful, and relevant professional learning that is aligned to the common vision for instructional improvement. In addition, a revised educator salary structure will reward effectiveness, providing an incentive to remain in a REIL-TNG LEA.

Management of Retention & Dismissal Decisions

Retention decisions will also be handled differently than they have been in the past. For example, the process for moving a teacher from probationary status to continuing status used to be based on years of experience. Once three years of teaching were completed, teachers were automatically moved into continuing status. Now, with legislative changes in place (e.g., HB 2823), REIL-TNG will develop and implement an *expectations and experience* decision-making model to support the career trajectory of an educator. For example, the 4th year continuing status for a teacher may be withheld based on an *ineffective or developing REIL Score*. An example of this decision-making model is shown in Table 8.

Table 8: Sample Expectations and Experience Decision-Making Model

Experience	Ineffective	Developing	Effective	Highly Effective
1 year	Retain if improving	Retain if improving	Retain	Retain
2 years	Dismiss	Retain if improving	Retain	Retain
3 years	Dismiss	Extend non-continuing status	Retain & reward	Retain & reward
4 years	Dismiss	Retain if teacher was effective in the prior year	Retain & reward	Retain & reward
5+ years	Dismiss	Retain if teacher was effective in the prior year	Retain & reward	Retain & reward

The common vision of instructional improvement is articulated through a comprehensive and inter-connected set of cross-district teacher and leader observation tools. The information derived through the performance-based evaluation (PBE) process will result in a REIL SCORE that will determine an educator’s overall effectiveness rating and serve as the foundation for many decision through HCMS (see Table 7). Table 9 below shows the timeline for implementation.

Table 9: Timeline for Implementation

	Observations	Student Growth	Other Factors	REIL Score
2012-2013	Minimum of two observation cycles for all teachers	Assessments administered for tested areas Validation of assessments in a subgroup of non-tested areas	Team-level and school-level value-added for all teachers Refinements to professional responsibilities rubric	Generation of <i>REIL Score for all teachers including VAM score for:</i> <i>Group A: individual, team, school</i> <i>Group B: team, school</i>
2013-2014	Minimum of five observation cycles for all teachers	Assessments administered for tested areas and a sub-group of non-tested areas Validation of assessments in a sub-group of non-tested areas	Team-level and school-level value-added for all teachers Professional Responsibilities rubric: logic model applied to performance classification*	Generation of <i>REIL Score for all teachers including VAM score for:</i> <i>Group A individual, team, school**</i> <i>Group B: team, school</i>
2014-2015	Minimum of five observation cycles for all teachers	Assessments administered for tested and non-tested areas	Team-level and school-level value-added for all teachers Professional Responsibilities rubric applied	Generation of full <i>REIL Score for all teachers</i>
2015-2016	Five observation cycles for all teachers	Assessments administered for tested and non-tested areas	Team-level and school-level value-added for all teachers Professional Responsibilities rubric applied	Generation of full <i>REIL Score for all teachers</i>
2016-2017	Five observation cycles for teachers (3 for highly effective)	Assessments administered for tested and non-tested areas	Team-level and school-level value-added for all teachers Professional Responsibilities rubric applied	Generation of full <i>REIL Score for all teachers</i>

Maintaining a highly engaged, effective educator workforce focused on a common vision of instructional improvement is a critical piece of an effective HCMS. A culture of respect develops which leads to employee commitment. Innovative rewards like multi-year contracts encourage innovation and dedication. Career pathways such as Master Educator, Peer Evaluator, In-demand Teacher, Turnaround Teacher, and Turnaround Principal offer opportunities for educators to serve their peers and grow in their profession. Strategic compensation that emphasizes collaboration supports a culture focused on student academic progress and achievement. Educators feel supported in a continuous improvement process via individualized and targeted professional development. Over time, the most effective teachers and leaders are retained in high-need schools.

When an educator remains in an Alliance district and is promoted from one career pathway role to the next, that individual will possess the knowledge and skills necessary to be highly effective in the new role, leading to the sustainability of the program.

Figure 2 illustrates how observation elements will be systematically embedded in professional development training for teachers and administrators with increasing depth and complexity along the extended career pathway for all.

Figure 2: Systemic Progression of Career Pathway Roles and Domains in Rubrics

				Coaching Series						
	Learning Series			Leading Series						
Career Pathway Role	Induction Teacher & Teachers new to REIL	Continuing	Classroom Career Pathway Academy	Master Educators:	Master Educators Instructional	Peer Evaluators	Aspiring APs	Assistant Principals	Principals	Turn-Around Principals & Principal Coaches
Progression of Knowledge & Skills	Rubric: Content Element: Task Analysis			Rubric: Designing Support Element: Instructional Planning			Rubric: Setting & Communicating Direction Element: CIP: Goal Setting & CIP: Action Plans			

REIL-TNG’s HCMS implementation and investment in system infrastructure will ensure that LEAs have sufficient resources to create a sustainable and effective PBCS and educator evaluation system during and beyond the grant period. Each REIL-TNG LEA has accepted responsibility for using current and future funding sources to ensure sustainability of REIL-TNG’s PBCS. Two State funding sources, Maintenance and Operation (M&O) and Classroom Site Fund (CSF), in addition to Federal ESEA Title I and II-A Funds, support and supplement personnel costs. The strategic repurposing and use of these funds during and after the grant will be integral to the sustainability of REIL-TNG’s PBCS.

Through a strategic phase-in, phase-out plan (See Table 10) REIL-TNG LEAs, through their MOU commitments, will shift from reliance upon TIF grant funds to total reliance upon district M&O, CSF funds, and entitlement ESEA funds to create a feasible sustainability plan for the PBCS beyond the grant period.

Table 10: Phase in / Phase out approach for Sustainability

	Existing LEA Resources	LEA Efficiencies	TIF Grant Resources
2012-2013	M & O- No Change CSF-No Change		No PBCS
2013-2014	M & O- No Change CSF Fund 11-No Change CSF Fund 12-Carry Over CSF Fund 13-No Change		No PBCS
2014-2015	M & O- Supporting New PBCS CSF Fund 11-Carry Over CSF Fund 12-Carry Over CSF Fund 13-No Change		100% TIF Supplement PBCS
2015-2016	M & O- Supporting PBCS CSF Fund 11-Carry Over CSF Fund 12-Carry Over CSF Fund 13-No Change	<ul style="list-style-type: none"> Strategic assignment of most effective educators. Aligned PD 	100% TIF Supplement PBCS
2016-2017	M & O- Supporting PBCS CSF Fund 11-Carry Over CSF Fund 12-Carry Over CSF Fund 13-No Change	<ul style="list-style-type: none"> Strategic assignment of most effective educators. Aligned PD. 	100% TIF Supplement PBCS
2017-2018	M & O- 100% PBCS CSF Fund 11-100% PBCS CSF Fund 12-100% PBCS CSF Fund 13-100% Aligned to Educator Evaluation System	<ul style="list-style-type: none"> Strategic assignment of most effective educators. Aligned PD. 	0%
2018-2019	M & O- 100% PBCS CSF Fund 11-100%PBCS CSF Fund 12-100% PBCS CSF Fund 13-100% Aligned to Educator Evaluation System	<ul style="list-style-type: none"> Strategic assignment of most effective educators. Aligned PD Dismissal of chronically ineffective educators. 	0%
2019-2020	M & O- 100% PBCS CSF Fund 11-100% PBCS CSF Fund 12-100% PBCS CSF Fund 13-100% Aligned to Educator Evaluation System	<ul style="list-style-type: none"> Strategic assignment of most effective educators. Aligned PD Dismissal of chronically ineffective educators. 	0%

The strategic phase-in begins with the redesign of the existing educator salary schedules to a PBCS. Over the first two years of the grant, LEAs will continue their traditional compensation strategy while they engage in the process of redesigning and adopting salary schedules that align to the REIL-TNG guiding principles, which will begin in Year 3, according to their effectiveness as measured by their *REIL Score*. Proposition 301 increased the State sales tax for a period of 20 years (2001-2021) and created the Classroom Site Fund (CSF). This funding source for teacher compensation is made up of three parts (fund 11, fund 12, and fund 13); and can be used for base salary increases (fund 11), performance-based compensation (fund 12) and professional development (fund 13). In 2011, the Legislature amended ARS§15-977 to require that a portion of the CSF, fund 12, be linked to individual teacher effectiveness beginning in 2014-2015. Statute also affords districts the ability to carry-over these funds in unlimited amounts and for an unlimited number of years. In preparation for the phase-out of grant funding, each REIL-TNG LEA, as modeled in Table 11, will carry-over all fund 12 CSFs received during FYs 2013-2014 through 2016-2017, collectively banking in escrow a total of \$10,090,558 for FY 18 when grant funds cease. These conservative and realistic projections demonstrate the long-term revenues available through the CSF for each REIL-TNG LEA to sustain fiscal support of the REIL-TNG PBCS and evaluation system after the grant period.

Table 11: LEA Classroom Site Fund Projections (Funds 11, 12, 13)

FY	Per Pupil	ADJC	BESD	MCRSD	MESD	PESD	RESD	WESD
13	227	\$80,128	\$574,744	\$92,169	\$6,304	\$1,552,224	\$2,186,289	\$258,329
14	250	\$88,909	\$639,308	\$147,758	\$6,995	\$1,735,140	\$2,443,924	\$293,039
15	280	\$100,325	\$723,185	\$166,730	\$7,893	\$1,972,507	\$2,778,253	\$338,050
16	300	\$108,297	\$782,589	\$179,979	\$8,520	\$2,145,102	\$3,021,350	\$373,062
17	320	\$116,383	\$843,110	\$193,418	\$9,156	\$2,322,430	\$3,271,115	\$409,871
18	340	\$124,584	\$904,762	\$207,048	\$9,801	\$2,504,596	\$3,527,693	\$448,552
19	360	\$132,902	\$967,563	\$220,871	\$10,456	\$2,691,704	\$3,791,232	\$489,186
20	380	\$141,338	\$1,031,530	\$234,890	\$11,119	\$2,883,862	\$4,061,884	\$531,854
LEA Total Allocation CSF FY14-17								\$25,226,395
LEA Fund 12 Carry-over FY 14-17								\$10,091,018
LEA Fund 11 & 12 Average								
Annual Projected Allocation FYs 18-20								\$4,985,485.24

How Will the Initiative be Managed and Evaluated?

The REIL-TNG 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 in order to ensure continuous improvement over the course of the five-year implementation cycle.

Quantitative and qualitative data will be collected 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 12.

Table 12: Five-Year Planning Timeline

	Year 1				Year 2				Year 3				Year 4				Year 5											
Data Collection																												
	Quarter				Quarter				Quarter				Quarter				Quarter											
Instrument and protocol design	x			x			x					x				x												
Site visits and interviews with LEA staff		x					x				x				x												x	
Educator surveys		x					x				x				x												x	
Co-observation data			x				x				x				x													
Educator evaluation data / EGPs	x			x				x				x				x												x
Assessment data	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
Human resources data (e.g., attrition)			x				x				x				x											x		
Human resource document review			x				x				x				x											x		
Governing board minutes		x				x				x				x				x				x				x		
Analysis																												
Feasibility Study	x																											
Implementation data analysis			x				x				x				x											x		
Analysis of program impact											x				x											x		
Performance Feedback																												
Formative assessment reports		x		x		x		x		x		x		x		x		x		x		x		x		x		
Annual evaluation report				x				x				x				x									x			
Comprehensive evaluation report																											x	
White papers on promising practices											x				x								x					

Key Personnel

Overseeing implementation of REIL-TNG are Principal Investigators Dr. Lori Renfro, MCESA's Assistant Superintendent for Performance-Based Management Systems, and Kristine Morris, Chief Deputy Superintendent for MCESA. A Program Director, Dr. Janice Johnson, will be responsible for coordinating all activities under each of the program objectives, ensuring efficient coordination and communication across program partners. The program director will oversee the day-to-day operations of the program, supervise program staff, ensure successful completion of annual grant requirements, and work collaboratively with the REIL-TNG Advisory Council, TIF4 LEA administration, and project partners.

In addition to the expertise and time commitment of the co-principal investigators and program director, REIL-TNG will also hire the following key positions to manage and assist with program implementation: **(1) Field Specialists (1.0 FTE)**, seven of whom will serve as the in-district program coordinators, and two who will serve in a cross-LEA capacity as professional developers, peer evaluators, and principal coaches; **(2) HCMS Administrator (1.0 FTE)**, who will serve as the project lead for implementation of the cross-LEA HCMS; **(3) Performance-Based Evaluation System Administrator (1.0 FTE)**, who will serve as the project lead for implementation of the LEA-wide educator evaluation system; **(4) Financial / Business Systems Specialist (1.0 FTE)**, who will assist in the financial modeling and support for the development and implementation of the educator salary structure based on effectiveness; **(5) Assessment Coordinator (1.0 FTE)**, who will coordinate the assessment development activities to ensure all teachers with regular instructional responsibilities will have classroom-level assessments; **(6) Communications Coordinator (1.0 FTE)**, who will oversee implementation of the cross-LEA communication plan, and provide support for implementation of LEA-specific communication plans; **(7) Professional Development Coordinator (1.0 FTE)** who will support teacher and leader professional learning, coach video cadre members, and lead development of the *Texts for Teachers and Leaders* program; and **(8) Data Management System Administrator (1.0 FTE)**, who will lead the effort to develop the HCMS REILize Decision Support System components.

Key Activities/Milestones

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

Table 13: REIL-TNG Activity/Milestone Highlights

	Year 1	Year 2	Year 3	Year 4	Year 5
Staffing					
Hire Program Staff.	✓				
Hire Peer Evaluators.		✓			
Milestone: Program leadership identified; staff hired.					
Human Capital Management System					
Develop and distribute <i>A Closer Look</i> series to provide program overviews for differentiated stakeholder groups.	✓				
LEAs conduct road-shows to update school staff of REIL-TNG.	✓				
Establish membership of Cross-District HCMS/PBCS team.	✓				
Finalize HCMS Toolkit to be used with transition teams.	✓				
HCMS LEA-level Transition Teams form.	✓				
Facilitation of HCMS/PBMS teams (<i>Monthly Jan-July 2013; 6 times a year beginning Sep 2013</i>).	✓	✓	✓	✓	✓
Develop recommendations for performance classification and inadequate classroom performance definitions.	✓				
Develop recommendations for incentives for teachers in the highest performance classification, including multi-year contracts not to exceed three years.	✓				
Develop recommendations for incentives for building-level administrators in the two highest performance classifications, including multi-year contracts not to exceed three years.	✓				
Develop transfer and protection policies for <i>spotlight school</i> placement for teachers and administrators.	✓				
Develop transfer and contract processes for building-level administrators designated as <i>ineffective</i> .	✓				
Assignment of educator performance classifications (Sep of each year beginning Sep 2013).	✓	✓	✓	✓	✓
Make policy revision recommendations for policies G-5361 GCO-R Evaluation of Professional Staff Members (BESD, MCRSD, MESD, PESD, RESD, WESD) and Policy 2014.01A Performance Appraisal (ADJC) to align to statute.	✓				
Develop policy recommendations for equitable distribution of teachers.		✓			
Develop policy revision recommendations for G-3463 © GCF-RC (Professional Staff Hiring) to incorporate strategies related to the transfer of personnel from one school to another.		✓			
Milestone: Governing boards adopt definitions for performance classifications (based on observation, student growth).					

Key Activities/Milestones

	Year 1	Year 2	Year 3	Year 4	Year 5
Milestone: Governing boards adopt definition of inadequacy of classroom performance.	July 2013				
Milestone: Governing Boards adopt revised teacher and building-level administrator evaluation policies effective 2013-14.	May—August 2013				
Milestone: LEAs begin using equitable distribution procedures / performance classifications in placement decisions.	August 2013				
Develop Guidebooks for Years 2-5 (<i>beginning Apr 2013</i>).		✓	✓	✓	✓
Governing boards discuss aggregated performance levels for teachers and building level administrators at a public meeting (<i>Nov of each year beginning 2013</i>).		✓	✓	✓	✓
Develop 301 plan for 2014-15 that requires an individual teacher's performance on the evaluation be a portion of the performance pay system required by Proposition 301.		✓			
Develop policy revision recommendations for G-3463 © GCF-RC (Professional Staff Hiring) to incorporate strategies related to the transfer of personnel from one school to another.	✓				
LEAs take performance classifications into account during annual assignment of students to teachers to ensure a student does not repeatedly get placed with an <i>ineffective</i> teacher.		✓	✓	✓	✓
Issuance of three-year contracts to highly effective teachers taking a position in a spotlight school (Beginning Mar 2014 for 2014-15).			✓	✓	✓
Revise hiring, selection practices to include requests for performance classifications from external candidates; participation in STEP/PATH process; new procedures for selection committees.	✓	✓			
Milestone: Revised 301 plan in place.	August 2014				
Develop policy recommendations for support and consequences for teachers designated as <i>ineffective</i> .			✓		
Develop policy recommendations for intervention options for teachers designated <i>ineffective</i> that includes the use of a performance improvement plan.			✓		
Develop policy recommendations for dismissal policies.			✓		
Develop policy recommendations for transfer policies for a teacher who continues to be designated as ineffective or developing and shall not be permitted to transfer to another school.			✓		
Milestone: Governing Boards adopt revised dismissal and transfer policies to align to statutes 15-537, 15-977.	August 2015				
Performance-Based Evaluation System					
Verify analysis of current LEA evaluation systems/policies, administrative procedures, & state statutes.	✓				
Establish membership of Cross-LEA PBE team.	✓				
PBE LEA-level Transition Teams form.	✓				
Facilitation of PBE teams (beginning April 2013).	✓	✓	✓	✓	✓

Key Activities/Milestones

	Year 1	Year 2	Year 3	Year 4	Year 5
Implement qualified and certified evaluator training as described in: Absolute Priority 2.1 / Selection Criteria B.3	✓	✓	✓	✓	✓
Minimum of two observation cycles for all teachers.	✓				
Minimum of five observation cycles for all teachers.		✓	✓	✓	✓
Milestone: Implementation of Year 1 <i>Learning, Coaching, Leading</i> Observation Process complete.	August 2013				
Milestone: Implementation of <i>Peer Evaluator</i> Observation Process complete.	August 2013–2014				
Site observations and tri-annual conferences for all instructional coaches and building-level administrators.	✓	✓	✓	✓	✓
Site observations and tri-annual conferences for all Peer Evaluators.	✓	✓	✓	✓	✓
Site observations and tri-annual conferences for all master educators and <i>turnaround</i> administrators.	✓	✓	✓	✓	✓
Modification of observation cycles from five to three for highly effective educators.					✓
Begin implementation of 5-Year Assessment Development Plan (see specific steps in document in other attachments, page 136).	✓				
Assessments administered for tested areas.	✓				
Validation of assessments in non-tested areas for sub-group of Teachers.	✓				
Team-level and school-level value-added for all teachers.	✓				
Generation of <i>REIL Score</i> for all teachers including VAM score for: Group A: individual, team, school; Group B: school, team.	✓				
Assessments administered for tested areas and a sub-group of non-tested areas.	✓	✓			
Validation of assessments in non-tested areas for a sub-group of teachers.		✓			
Team-level and school-level value-added for all teachers.		✓			
Professional Responsibilities rubric: logic model applied to performance classification (have to be proficient in all areas on rubric to receive an <i>effective</i> performance classification).		✓			
Generation of <i>REIL Score</i> for all teachers including VAM score for: Group A (including a sub-group of teachers that were previously classified as group B): individual, team, school; Group B: school, team.		✓			
Milestone: Educator evaluation system in place LEA-wide for teachers, instructional coaches, building-level administrators, peer evaluators.	August 2013				
Assessments administered for all tested and non-tested areas.			✓	✓	✓
Team-level and school-level value-added for all teachers.			✓	✓	✓
Professional Responsibilities rubric applied.			✓	✓	✓
Milestone: Generation of full <i>REIL Score</i> for all teachers.	Sept. 2015				

Key Activities/Milestones

	Year 1	Year 2	Year 3	Year 4	Year 5
Milestone: Educator evaluation system in place at spotlight schools for master educators.	August 2014				
Governing Boards adopt list of qualified evaluators (<i>Jul-Sep of each year beginning Jul2013</i>).		✓	✓	✓	✓
Validation of observation instruments (LdOI, COI, LnOI, PEOI). (Beginning SY 2012-13).	✓	✓	✓	✓	✓
PBCS / Educator Salary Schedule					
Establish membership of Cross-District PBCS team.	✓				
PBCS LEA-level Transition Teams form.	✓				
Facilitation of PBCS teams.	✓				
Salary Schedule Revision / Financial Modeling begins.	✓				
Develop policy revision recommendations for Policy G-2200 © GCBA to include language related to performance classifications and placement of the salary schedule in alignment with educator salary structure based on effectiveness.	✓	✓			
Develop policy revision recommendations for G-4111 © GCI - R (Professional Growth / Horizontal Movement on Salary Schedule).		✓			
Milestone: Salary enhancements in place for career pathway positions in spotlight schools (in-demand; master educator; turnaround principal/assistant principal).	July 2014				
LEAs place and provide base pay progression on educator salary structure based on effectiveness.			✓		
PBCS in place via revised educator salary structure.			✓		
Send out REIL-TNG Profiles to teachers and principals explaining <i>REIL Score (Sep of each year beginning Sep 2013)</i> .		✓	✓	✓	✓
LEAs roll over classroom site fund monies for use in Year 6.		✓			
LEAs identify and communicate to staff qualifying positions for PBCS.	✓				
Data Management System					
Establish membership of Cross-District Data Management & Assessment (DMAT) team.	✓				
DMATT LEA-level Transition Teams form.	✓				
Facilitation of DMAT/DMATT teams (beginning Feb 2013).	✓	✓	✓	✓	✓
Establish Student-Teacher-Course connection through State Resource Management program.	✓				
Produce REIL Scorecard in DMAR (Data Mgmt and Reporting) System.	✓				
Implement Educator Goal Plan System in REILize Decision Support System (RDSS).		✓	✓	✓	✓
Implement HCMS talent management component in RDSS.		✓	✓	✓	✓
Implement Content Management and Learning Management components in RDSS.		✓	✓	✓	✓

Key Activities/Milestones

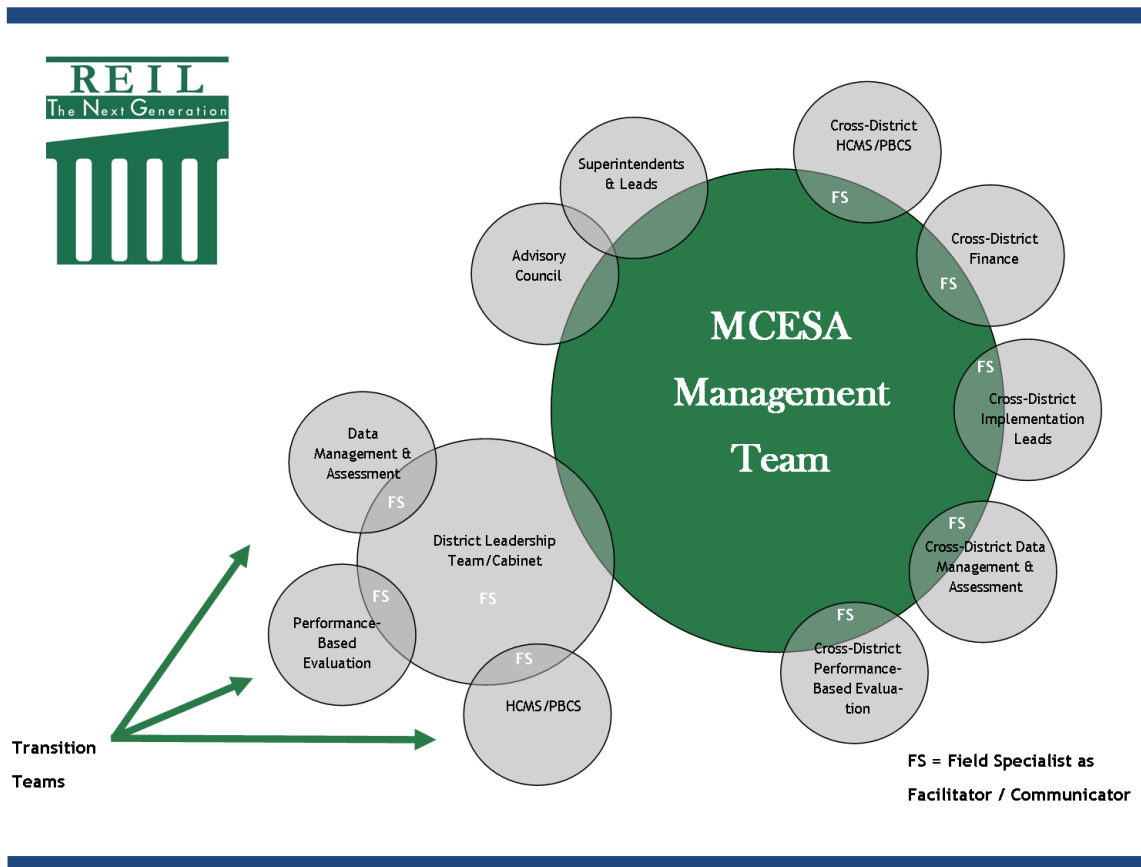
	Year 1	Year 2	Year 3	Year 4	Year 5
Identify and form teacher and administrator video cadre members upon release of Sep 2013 performance classifications.		✓			
Begin videotaping observation settings for inclusion in video Bank.		✓			
Implement roster verification process.	✓				
Implement audit system for data verification.		✓			
Milestone: All evaluators enter observation scores into RDSS.	May 2013				
Milestone: Educators can access online videos and professional development through Content Management component in RDSS.	Aug. 2013				
Milestone: Educators able to verify components of REIL score.	Jan 2014				
Career Pathways					
Development and implementation of recruitment strategies for spotlight school positions.		✓			
HCMS Transition Teams develop recommendations for LEA-specific spotlight school master educator positions emphasizing reach extension of the effective and highly effective teachers.		✓			
Implementation of STEP/PATH process to identify candidates with knowledge, skills, and dispositions for career pathway positions.		✓			
Hire <i>peer evaluator</i> cadre.		✓			
Milestone: Placement of turnaround administrators, master educators, in-demand teachers in <i>spotlight schools</i> .	Aug. 2014				
Finalize criteria for <i>spotlight school</i> designation.		✓			
Make any necessary revisions to Career Pathway Core Competencies.	✓				
LEAs determine funding sources for salaries for establishing master educator positions in <i>spotlight schools</i> .		✓			
Professional Development					
Implementation of 5-year PD plan begins (Refer to <i>REIL-TNG 5-Year PD Plan</i> for comprehensive steps).	✓				
Milestone: Trainings archived for future PD opportunities.	Aug. 2015				
Milestone: Educator evaluation data is accessible through RDSS to inform professional development.	July 2013				
Develop governing board policy recommendations regarding alignment of professional development opportunities to the principal evaluations.	✓				
Develop recommendations for revisions to G-4100 © GCI Professional Staff Development to align with LEA-wide HCMS and revised educator salary structure.		✓			
Evaluator assignment of professional development to evaluators to provide professional development opportunities for the educator to improve performance.		✓	✓	✓	✓
Alignment of district- and school-level professional development to educator evaluation results.		✓	✓	✓	✓
Implement educator goal plans.		✓			

Communication & Stakeholder Involvement

REIL-TNG is supported by a cadre of Alliance Members who will be accountable to ensure the successful implementation of the initiative. The REIL-TNG 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 the Human Capital Management System (HCMS). The REIL-TNG Advisory Council will work with the Program Management Team to ensure consistent implementation of goals, objectives, and activities.

A dynamic communication structure has been designed (see Figure 3) to ensure cross-LEA collaboration and support, as well as LEA-specific stakeholder engagement and support. Field specialists will serve as the main communication conduit between REIL-TNG's Management Team and REIL-TNG LEAs.

Figure 3: REIL-TNG Communication and Stakeholder Involvement Structure



Communication & Stakeholder Involvement

The REIL-TNG 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 Field Specialists. Table 8 describes the identified groups and what they do.

Table 14: Communication & Stakeholder Groups

Group	Who They Are	What They Do
(1) REIL-TNG Program Mgt. Team	Principal Investigators; Program Director; Field Specialists; Project Leads and supporting staff	Manage all aspects of the program, and oversee the implementation of the Management Plan.
(2) REIL Advisory Council	Representation from Management Team; Superintendents & Leads from REIL and REIL-TNG; Alliance Members	Share views, ideas, challenges, and opinions in order to facilitate consistent implementation of the Rewarding Excellence in Instruction and Leadership programs.
(3) REIL-TNG Cross-District Teams	District-level personnel representing HCMS/PBCS, PBE, data management & assessment; finance stakeholders	Stakeholder groups that advise and inform on all aspects of the REIL-TNG program.
(4) District Leadership & Communication Teams	Superintendent's cabinet and REIL-TNG Field Specialist	Ensure compliance with the established MOU; work to align district initiatives with REIL-TNG program goals; review agendas and outcomes from cross-district teams and transition teams; lead year-to-year planning and implementation efforts.
(5) Field Specialists	On-site Program Coordinator assigned to each REIL-TNG LEA	Serve as the main communication conduit between REIL-TNG management team and district teams; Co-observe and evaluate Peer- Evaluators and Principals; conduct professional development;
(6) District-Level Transition Teams	District-Level Data Management Stakeholders, District-Level Professional Development Stakeholders, and District-Level Teacher & Principal Evaluation Stakeholders	Provide feedback from LEAs to the Field Specialists and Cross-LEA Teams, as well as provide an important communication conduit between district-level team and schools.

Program Evaluation

The evaluation plan matrix shown in Table 15 identifies the data collection and analytic strategies that will be used to evaluate progress toward the goals, objectives, and performance measures. Goal 1 is primarily measured by a quantitative investigation of student achievement results and educator evaluation scores. Goal 2 investigates school district routines and therefore incorporates an analysis of internal, organizational and public, Governing Board decision-making practices. Goal 3 utilizes a mixed-methods approach to measure the program’s impact.

Table 15: REIL-TNG Program Evaluation Plan Matrix

Goal 1: Ensure students graduate college and career ready by increasing student achievement and growth in state-tested content areas.		
Objective	Data Collection/Sources	Analytic Strategies
<p>1.1: By September 30, 2017, there will be a 10-point increase in the percentage of students meeting or exceeding the state standards in reading, math, and science.</p>	<ul style="list-style-type: none"> • AIMS data • Administrative data on students, teachers, and schools • <i>REIL Score</i> / evaluation data 	<ul style="list-style-type: none"> • Descriptive quantitative analysis of administrative data • Multivariate analysis of covariance/value-added regression analysis with longitudinal data
Goal 2: Enhance careers by implementing an LEA-wide HCMS with a fiscally sustainable PBCS for effective teachers and school leaders.		
Objective	Data Collection/Sources	Analytic Strategies
<p>2.1: By September 30, 2017, REIL-TNG LEAs will utilize the <i>REIL Score</i> (overall effectiveness rating) to inform human capital management decisions.</p>	<ul style="list-style-type: none"> • Site visits - semi-structured interviews with principals and human resources staff • An annual survey of educators • LEA employment data (e.g., retention rates, attrition) • Human resource document review • A review of Board of Education meeting minutes 	<ul style="list-style-type: none"> • Qualitative analysis of interview data • Descriptive quantitative analysis of survey data • Correlational analysis of teacher evaluation measures with teacher value-added scores • Qualitative analysis of school district documents and Governing Board minutes
<p>2.2: By September 30, 2017, REIL-TNG LEAs will incorporate performance classifications as part of the overall educator salary structure.</p>	<ul style="list-style-type: none"> • Site visits- semi structured interviews with LEA staff • An annual survey of educators • District administrative employment data; <i>REIL Scores</i> • District financial data / salary schedules 	<ul style="list-style-type: none"> • Descriptive quantitative analysis of survey data • Descriptive quantitative analysis of employment and financial data, salary schedule data, and <i>REIL Scores</i>

Table 15: REIL-TNG Program Evaluation Plan Matrix

Goal 3: Develop talent in teaching and leading through a sustainable, comprehensive program of performance-based evaluation and support.		
Objective	Data Collection/Sources	Analytic Strategies
<p>3.1: By September 30, 2017, REIL-TNG LEAs will increase the number of <i>effective & highly effective</i> teachers and leaders as measured by placement on the REIL-TNG performance continuum.</p>	<ul style="list-style-type: none"> • Evaluation data • An annual survey of educators • AIMS data • Local formative assessment data • <i>REIL Score</i> data • Co-observation data 	<ul style="list-style-type: none"> • Quantitative analysis of survey and AIMS data • Correlational analysis of teacher evaluation measures with teacher value-added scores
<p>3.2: By September 30, 2017, data generated from the evaluation process will be used to identify professional development needs.</p>	<ul style="list-style-type: none"> • Educator Goal Plan data (e.g., reinforcements/refinements; goals) • <i>REIL Score</i> data • Professional development tracking database • Site visits - semi-structured interviews with LEA staff • An annual survey of educators 	<ul style="list-style-type: none"> • Descriptive analysis of evaluation data • Qualitative analysis of interview data • Descriptive quantitative analysis of survey data • Quantitative analysis of professional development course information

Glossary

Career Pathway: A series of connected education and training programs that enable individuals to advance in the field of education. Teacher candidates go through *Selecting Teacher to Enter Pathways (STEP)* and Administrators go through *Placing Administrators on track to High achievement (PATH)*.

Educator Goal Plan (EGP): Educators will participate in a system of support that is aligned to the schools' year-long professional development plan and to specific individual needs derived from teacher evaluation data.

Highly Effective: This phrase refers to the teachers' placement on the 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.

Human Capital Management System (HCMS): A system that differentiates educators based on student academic growth using clear evaluations of educator effectiveness.

Master Educator: A career pathway designed to support quality instruction by 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.

Peer Evaluator: 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-TNG 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.

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

Performance-Based Educator Evaluation System: a comprehensive and inter-connected set of cross-district teacher and leader observation tools representing key instructional competencies that serve as the focus for instructional improvement.

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 development), and individual, team, and school value-added calculations.

Spotlight School: A high-needs school that has a state label of "D" or "F" which needs highly-effective teachers and principals to help turn it around and will implement specific HCMS strategies to attract them.

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Arizona Department of Juvenile Corrections

Balsz Elementary School District

Maricopa County Regional School District

Mobile Elementary School District

Phoenix Elementary School District

Roosevelt School District

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Arizona Association of School Business Officials

Arizona Business & Education Coalition

Arizona Department of Education

Arizona Education Association

Arizona School Boards Association

Chairmen of the Arizona House and Senate Education Committees

Office of the Governor



