

Rewarding Excellence in Instruction and Leadership

The Next Generation

Overview



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 to 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.

MCESA

Maricopa County Education Service Agency



4041 N. Central Avenue, Suite 1200
Phoenix, AZ 85012
(602) 506-3866 www.maricopa.gov/schools
Known as experts. Renowned for service.

Written requests for reproduction or distribution of information contained in this document shall be directed to Maricopa County Education Service Agency, attention Dr. Lori Renfro, Assistant Superintendent for Performance-Based Management Systems.

The Challenge & Opportunity

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 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, MCEA, 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 Elementary 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.	(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.	(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.	(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.	(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.	(1) By September 30, 2017, 100% of teachers and administrators with <i>REIL Scores</i> will have individual educator goal plans.

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
	Develop Individualized and targeted professional development based on evaluation data			
	↓	↓	↓	↓
	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

Performance-Based Educator Evaluation System

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 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 the HCMS. Table 4 shows the timeline for implementation.

Table 4: 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> Group A: individual, team, school Group B: team, school
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> Group A individual, team, school** Group B: team, school
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 <i>highly effective</i>)	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>

Professional Development

The implementation of the educator evaluation systems with aligned educator goal plans are the most powerful means to communicate an instructional vision. All teachers and building-level administrators will receive individual educator goal plans based on analysis of classroom observations and student growth measures. Educators will also be supported via the five-year professional development plan (see Table 5) that includes the development and implementation of a series of role-based professional development strands called the *learning, leading, coaching, and evaluating series*, that form the basis of job-embedded professional development in the field.

Table 5: REIL-TNG Year 1 Professional Development Plan

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

**An Initiative of Maricopa County Education Service Agency
in partnership with:**

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
Wilson Elementary School District
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



