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Improving Teaching Effectiveness

IMPLEMENTATION, APPENDIXES D AND E

The INTENSIVE PARTNERSHIPS *for* EFFECTIVE TEACHING
Through 2013–2014

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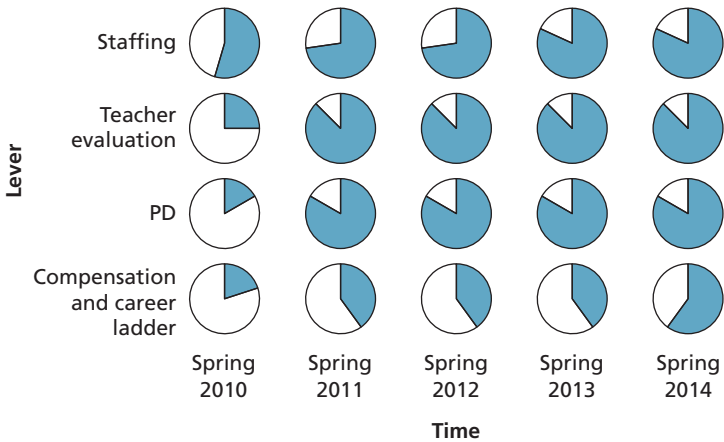
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Lever Implementation, by Site

Implementation in Hillsborough County Public Schools

Since the beginning of the Intensive Partnership initiative in the spring of 2010, HCPS has implemented a large majority of the policies and practices that are part of the teacher-evaluation, PD, and compensation and career-ladder levers (see Figure D.1). HCPS has implemented eight of the 11 staffing policies, but it was already implementing six of these policies at the time of its proposal to the Bill & Melinda Gates Foundation (2009–2010 school year). HCPS was implementing only one of six

Figure D.1
Lever Implementation in Hillsborough County Public Schools



RAND RR1295-D.1

of the PD policies at the time of the proposal but is now implementing five of these.

As noted, HCPS already had some staffing policies in place at the time of its proposal to the foundation. For example, HCPS schools have always made the final hiring, retention, and dismissal decisions for teachers, and the previous evaluation system included performance ratings that the district used to dismiss low-performing teachers (although the district's approach to this has changed under EET). HCPS also has long offered incentives to work in high-need schools. Effective and highly effective teachers at 50 district schools with at least 90 percent of students qualifying for free or reduced-price lunch, called Renaissance Schools, received a bonus for teaching at the school, and for National Board for Professional Teaching Standards certification. There is also a salary differential program for teachers working in these schools. As part of its EET reforms, HCPS proposed changes that would grant tenure based on performance rather than experience. However, because of changes in Florida state law, the district can no longer offer tenure. HCPS has retained a distinction, however, between probationary and nonprobationary teachers and is continuing its process of using evaluation results to dismiss low-performing teachers. Any teacher, regardless of probationary or nonprobationary status, who receives an unsatisfactory rating for two consecutive years is eligible for dismissal. Teachers with scores in the "needs improvement" range receive individualized support and forgo their salary step increases but are given more than a year to improve. The district has begun planning to move its overall hiring timeline up by one month, though, to make the district more competitive for highly qualified teachers. The district has also begun work on another staffing policy that was not implemented as of the spring of 2014: developing screening tools based on the teacher-evaluation rubric to inform its recruitment and hiring.

HCPS has fully implemented seven of the eight teacher-evaluation policies and is not planning to implement the eighth policy—student or parents surveys as part of the formal evaluation—although the district proposed using these surveys for the new evaluation system. HCPS subsequently decided not to do so because of teacher concerns about validity of these data but is instead experimenting with

student surveys for PD purposes. In school year 2010–2011, HCPS began implementing its new teacher-evaluation system that includes formal and informal classroom observations by principals, mentors (for teachers in the first and second years), peers (for experienced teachers), and content specialists (for struggling teachers); a VAM score; and an overall weighted effectiveness measure. The classroom-observation rubric includes a measure of teacher professionalism. In the 2014–2015 school year, the district employed 83 mentors and 144 peer evaluators. HCPS moved quickly in developing VAM scores for all subject areas, supported by its existing tests for every subject and grade. HCPS is using scale scores to estimate VAM results for teachers rather than performance levels (such as levels 1 to 5 on the Florida Comprehensive Assessment Test). The district rolled out the first VAM scores based on school year 2010–2011 student data in September 2011, working with the University of Wisconsin–Madison Value-Added Research Center to generate the scores. Although HCPS uses school-level VAMs to evaluate some school personnel (e.g., principals, guidance counselors), they are not used to evaluate classroom teachers. Teacher-evaluation scores are combined and weighted in one score that determines each teacher’s overall annual performance. This final score (from 0 to 100) includes 40 points based on the VAM score and 60 points based on observation of teacher practice. Initially, the 60 points based on classroom observation was composed of 30 points deriving from the principal evaluation and 30 points deriving from the peer or mentor evaluation. In school year 2012–2013, HCPS revised the composition of the teacher practice component to 35.1 points deriving from the principal evaluation and 24.9 points deriving from the peer and mentor evaluation because principals evaluate more components in domain 4 (professional responsibilities) of the rubric than peers and mentors do. In the fall of 2012, HCPS rolled out cut scores (also referred to locally as cut points and performance levels), which divided all teachers into five effectiveness levels¹ based on their overall evaluation scores from the previous school year (2011–2012).

¹ In school year 2012–2013, teachers scoring 63.0 or higher on the overall annual score were rated at levels 4 and 5 and were considered highly effective. This category included

Concurrent with intensive efforts to develop and implement the teacher-evaluation policies, HCPS began carrying out multiple efforts to expand, target, and tailor PD opportunities for teachers. The district substantially redesigned its new teacher induction, beginning with the first year of EET. Mentor evaluators now provide intensive supports to teachers who are new to teaching throughout their first two years in the district (teachers new to HCPS with prior teaching experience do not receive mentors). Prior to EET, there was no systematic district-wide program for supporting and mentoring new teachers once they were in the classroom. The district's mentor program is a mandatory two-year program for new teachers who have no prior teaching experience. Mentors meet with their mentees weekly for observations and debriefs. Throughout the course of the year, mentors conduct formative evaluations and identify areas for improvement. Using the action plans developed, mentors direct new teachers to appropriate PD opportunities to address their developmental needs. Mentors are also responsible for maintaining PD records for each new teacher. Furthermore, since the implementation of the new observation process, principals, peer evaluators, and mentor evaluators are using observation data to identify teacher development needs and recommend PD. Coaching and mentoring feedback has been linked to the evaluation through the teacher-observation and postconference process. In addition, HCPS is offering PD designed to improve specific teaching skills measured by the observation rubric. In April 2012, PD staff unveiled a new website that allows teachers to search PD opportunities by evaluation rubric component. Central-office staff members have also reviewed observation results to identify additional PD courses that might be needed. In recent years, HCPS also created "look-for" lists to help teachers successfully transfer their PD learning to their work in classrooms. These lists identify observable behaviors that teachers should exhibit following trainings if they are implementing particular skills or strategies from the PD. The district is currently trying to share electronic data

approximately 40 percent of teachers. Teachers scoring 46.0 to 62.9 were rated level 3 and were considered effective. Teachers scoring 40.0 to 45.9 were rated level 2 and in need of improvement. Teachers scoring below 39.0 were rated level 1 and considered unsatisfactory.

on PD participation more effectively with principals, so they can better monitor and support teachers; this is not currently required practice. HCPS requires principals to complete item 4e from the Framework for Teaching, on PD participation, as part of their formal evaluation. Principals in Renaissance Schools and Performance Outcomes with Effective Rewards 3 sites systematically monitor teachers' completion of the PD activities included in their PD plans because this is required for teachers to earn bonuses or salary differentials. Evidence from the sites we visited suggests that other principals are not as systematic.

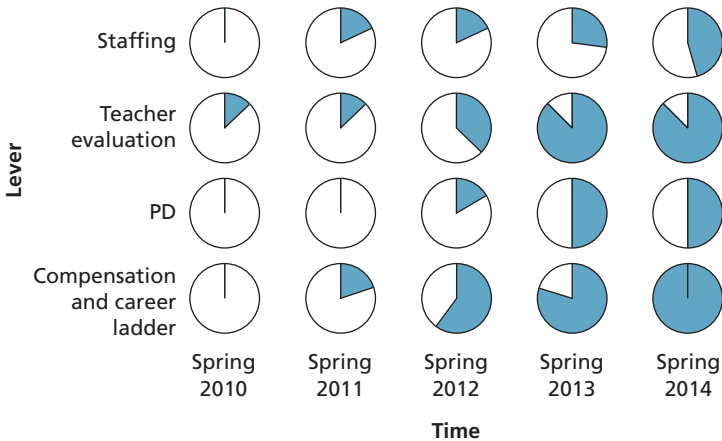
HCPS has also modified its compensation and career-ladder policies. At the time of its proposal to the foundation, HCPS already had a long-standing practice of providing bonuses to teachers based on individual and aggregate effectiveness measures. In the years prior to EET, HCPS introduced various incremental bonuses tied to teacher performance and student learning in addition to the traditional step salary schedule. However, implementation of several policies under the compensation and career-ladder lever were part of HCPS's EET plan. First, HCPS retained its preexisting pay-for-performance program, based on requirements in Florida statutes but revised the process such that it is aligned with the new evaluation system. All nonprobationary school-based personnel who are evaluated under the new system are automatically considered for performance pay. The district now awards bonuses to all eligible teachers and principals who have highly effective evaluation ratings. Second, in its proposal to the foundation, HCPS outlined a new salary schedule tied to teachers' evaluation scores and movement up a career ladder. The new salary schedule went into effect later than HCPS had originally proposed, but, at the beginning of the 2013–2014 school year, HCPS and the Hillsborough Classroom Teachers Association ratified a new teacher contract with the new salary schedule based on TE scores. However, the new compensation system maintains the old step salary schedule based on years of experience and education. Third, in its proposal, HCPS also outlined a six-step career ladder. HCPS will not implement the steps as described in its proposal, but, in school year 2010–2011, HCPS rolled out the mentor and evaluator career-ladder roles, which consist of peer observers and mentors. As originally planned, teachers in these positions receive supplements

to their base salaries for each year they serve in the role. In school year 2013–2014, HCPS piloted a new career-ladder role, teacher leader, at 15 high-need schools. Teacher leaders are teachers who have been deemed highly effective through the evaluation system. They allocate half of each day to carrying out regular classroom instructional duties and the other half to serving as instructional coaches for other teachers at their schools. Teacher leaders also receive supplemental salary increases for each year they serve in this role. In school year 2014–2015, HCPS planned to place teacher leaders in an additional 15 high-need schools.

Implementation in Pittsburgh Public Schools

Since the start of the initiative in the spring of 2010, PPS has fully implemented the compensation and career-ladder policies and implemented most teacher-evaluation policies but only partially implemented the PD and staffing policies. At the time of the proposal (2009–2010 school year), none of PPS’s teacher staffing policies was in alignment with the goals of the Intensive Partnership initiative, as shown in Figure D.2. During the 2010–2011 school year, TNTP provided training to administrators to help improve their interviewing techniques and make better hiring decisions, and PPS began implementing a teacher candidate screening model based on the RISE rubric and adopted a screening tool, developed by Gallup. This screening tool has been little used, however, because the district’s funding deficit has restricted hiring since 2011. One strategy to improve teacher placement, which PPS began piloting in school year 2010–2011, provides incentives for teachers to work in high-need schools and classrooms through career-ladder roles. These roles provide expanded leadership opportunities for qualified teachers, along with salary differentials and bonuses. In school year 2010–2011, PPS began piloting mutual-consent hiring, in which the principal and teacher must both agree, or mutually consent, to the placement. However, PPS school leaders do not have the ability to make final decisions about which teachers are hired to, placed in, or dismissed from their schools, and teacher transfers and furloughs

Figure D.2
Lever Implementation in Pittsburgh Public Schools



RAND RR1295-D.2

are based on seniority. PPS has not changed tenure or dismissal policies, which are determined by the state. With the implementation of Act 82 in July 2013, award of tenure and grounds for dismissal based on performance are determined by the new teacher-evaluation system.

PPS is implementing a majority of the teacher-evaluation policies encouraged by the Intensive Partnership initiative other than supplemental measures of TE (e.g., content knowledge, professionalism, or peer survey). In the first year of the Intensive Partnership initiative, PPS piloted its RISE system for teacher evaluation and professional growth; RISE was adopted as the district's formal evaluation tool in the 2010–2011 school year. Since its inception, RISE has included formal observations by the principal; in the spring of 2013, the district added formal observations by additional observers (i.e., teacher leaders), although the principal still determines a teacher's final RISE score. Although PPS did not initially intend to combine multiple measures of TE into a single measure or include that single measure as part of the teacher-evaluation system, the district adjusted its course to include these plans during the 2010–2011 school year to ensure compliance with Act 82, which became effective in July 2013. In the spring of 2012, PPS began piloting measures of student growth (i.e.,

individual- and school-level VAM) for teachers in subjects and grades with state tests and student surveys. In the spring of 2013, PPS added measures of student growth for teachers in subjects and grades without state tests and finalized the weights for combining these measures into a single score. Although PPS teachers received their first evaluation scores in the spring of 2013, stakes were not attached to this measure until the spring of 2014, in accordance with Act 82. In the spring of 2013, PPS also implemented a data warehouse for housing its TE data and producing individual effectiveness reports (Educator Effectiveness Reports) for teachers.

In PPS, implementation of the PD policies began once most teacher-evaluation policies had been adopted, but, as of the spring of 2014, the district had not consistently achieved high levels of customization for most teachers. At the beginning of the initiative, PPS did not use TE data to inform PD options or recommendations for teachers. Although informal coaching and feedback had been part of the RISE process since 2010, use of the RISE data to identify development needs was not systematic or consistent across the district until the spring of 2012. Starting in June 2013, PPS began to link effectiveness ratings to development opportunities more systematically. For example, teachers were encouraged, but not required, to use the information about their performance, provided in their Educator Effectiveness Reports, to develop PD plans for the year, and then discuss those plans with their principals. Teachers who received ratings of unsatisfactory at the end of the 2012–2013 school year were required to participate in the intensive support process during the 2013–2014 school year. To facilitate access to PD that is aligned to specific teaching skills, PPS has published an online catalog of PD opportunities that are designed to align to RISE and Tripod constructs. In addition, several career-ladder teacher roles include explicit mandates for peer coaching in classroom management and pedagogy, the goal of which is to provide feedback, coaching, and mentoring that align with teachers' development needs. PPS's capacity for tracking teacher participation in PD remained limited in the spring of 2014 because of limited resources and lack of staff.

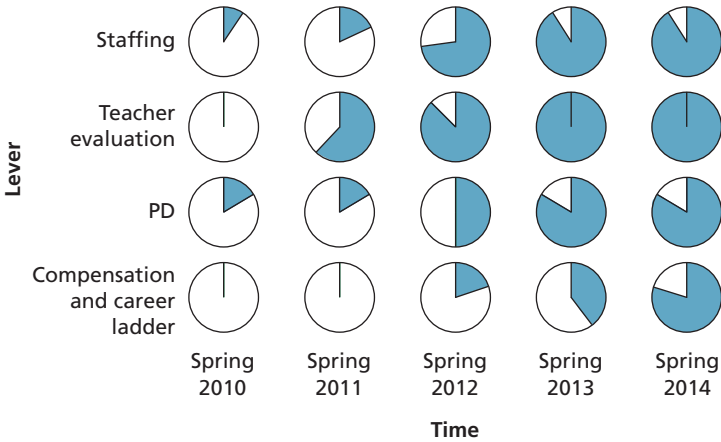
New compensation and career-ladder programs and policies were part of PPS's plan at the beginning of the Intensive Partnership initia-

tive and were implemented gradually, with the district achieving full implementation by the spring of 2014. In 2010, the district and the Pittsburgh Federation of Teachers ratified a collective bargaining agreement, which modified the district's traditional step salary schedule to include salary increments based on an individual teacher's effectiveness. The first cohort of teachers became eligible for performance-based salary increases in school year 2014–2015. PPS implemented career-ladder roles (i.e., positions for teachers with different responsibilities) in school years 2011–2012 and 2012–2013. The three career-ladder roles included additional compensation in the form of salary increments and one role—the Promise-Readiness Corps offered participating teachers the opportunity to earn bonuses based on group effectiveness measures (combining effectiveness ratings for all Promise-Readiness Corps teachers in a school). Two additional programs, one of which awards bonuses to school staff based on school-level growth and the other of which awards bonuses based on district performance, include an educator attendance requirement and thus an incentive to discourage absenteeism. PPS also offers bonuses, in the form of higher placement on the step salary schedule, for hires in high-need positions, such as special education or middle school math or science teachers; this policy has been in place since the winter of 2013. PPS is not implementing salary increments based on group effectiveness measures.

Implementation in Shelby County Schools

Since the start of the initiative in the spring of 2010, SCS had fully implemented the teacher-evaluation lever and implemented most policies related to the staffing lever but only partially implemented the PD and career-ladder policies. At the time of the proposal (2009–2010 school year), few of SCS's teacher staffing policies were in alignment with the goals of the Intensive Partnership initiative, as shown in Figure D.3. In 2010, prior to the Intensive Partnership reforms, teacher-hiring decisions were made at the school level, and the district had an existing partnership with TNTP, which was working to recruit teachers. By the spring of 2012, SCS had outsourced all of its staff-

Figure D.3
Lever Implementation in Shelby County Schools



RAND RR1295-D.3

ing and HR functions to TNTTP, which was able to implement automated recruitment and screening processes; expedited and early hiring; training administrators in interviewing, team-building, and optimum assignment of teachers to subjects and grade levels; and placing teachers within their building more effectively than the district HR office. In addition, once transfers were no longer influenced by seniority, TNTTP helped improve the match between transferred teachers and schools through mutual-consent hiring, in which school leaders and teachers must both agree to the placement. As of the spring of 2014, TNTTP continued to serve as the district’s HR office; TNTTP staff is working to train SCS HR staff, but TNTTP’s contract with SCS is expected to end in December 2015.

SCS fully implemented the teacher-evaluation lever in the spring of 2013. At the time of the Intensive Partnership award in the spring of 2010, SCS was not implementing any of the teacher-evaluation policies encouraged by the Intensive Partnership initiative. In the spring of 2011, the first year of the Intensive Partnership initiative, SCS was piloting teacher-evaluation measures that included rubric-based observations of teacher practice that included observations by multiple observers, student outcome measures for teachers in grades and subjects tested by the

state (based on TVAAS), student attainment measures (e.g., number of students reaching proficiency on state tests), stakeholder feedback in the form of the student Tripod survey, and a measure of teacher content knowledge (e.g., scores on the Praxis exam). SCS began piloting several TEMs and considered ways to combine multiple measures into a single score soon after the Intensive Partnership initiative started, but implementation of these policies became dependent on Tennessee's timeline for implementing the state's TEMs, as mandated by RTT. In the interim, SCS worked with the state to ensure that its proposed TEMs would be consistent with those mandated by the state. SCS implemented its TEMs in July 2011 in accordance with the state mandate. Two years into the Intensive Partnership initiative, in the spring of 2012, SCS combined these measures using weights to create a measure of TE (the TEM). By then, the district had also developed a data warehouse to manage and facilitate use of the TEM data for decisionmaking. SCS adopted the TEM at the time of the merger (July 2013) and, in accordance with guidance from the state, incorporated portfolio-based measures of student growth for some subjects (e.g., world languages, fine arts) that the state does not test.

Implementation of PD policies began in earnest once most teacher-evaluation policies had been adopted. Although much customized PD is now available, tracking of PD participation is limited. Prior to the Intensive Partnership initiative in the spring of 2010, SCS did provide induction, coaching, and mentoring for new teachers but did not otherwise use information about TE to target PD to teachers' individual needs. Adoption of the TEM in July 2011 enabled SCS to begin using TEM data to identify teacher development needs and to link coaching, mentoring, and feedback to specific TEM components. With the merger in 2013, the district adopted SCS's tiered coaching model, which continued previous practices and helped the district and schools offer PD that was designed to improve specific skills measured in the evaluation. Although monitoring of teachers' PD participation was not being implemented in the spring of 2014, SCS had started to use an electronic system for PD data collection, which provided a way for supervisors to monitor teacher participation in district-provided

PD sessions and mandated coaching sessions for teachers with poor performance.

The district did not begin to implement compensation and career-ladder policies until the spring of 2012, and the opportunities currently available are not part of a cohesive, districtwide plan. SCS's efforts to develop strategic compensation and career-ladder programs and policies have been hampered by lack of central-office staff to lead the effort since the beginning of the initiative. In the fall of 2012, SCS awarded bonuses to schools that had shown improvement in their TVAAS scores during the 2011–2012 school year and bonuses to individual teachers throughout the district who scored at the highest level (5 out of 5) on the TEM. Teachers with TEM scores of 4 and 5 also received additional bonuses if they transferred to one of the district's highest-need schools. In the fall of 2013, after the merger, teachers in the district's highest-need schools, but not teachers in other schools, continued to be eligible for performance-based bonuses. In addition, SCS implemented salary increments based on individual effectiveness measures as part of the career-ladder roles in its tiered coaching program. Learning coaches and master teachers, who are selected for the role partly on their effectiveness scores, received stipends for coaching and supporting struggling teachers.

Implementation in the College-Ready Promise

Several of the policies included in the staffing lever were in place at all of the CMOs before the Intensive Partnership reforms were implemented. Schools had final hiring and firing authority, transfers and furloughs were not heavily influenced by seniority, and none of the CMOs had tenure; teachers were at-will employees, rehired annually, and recruiting typically began in March. The CMOs used school year 2010–2011 as a planning and development year focusing on the teacher-evaluation lever. In the spring semester of 2011, the CMOs each began piloting new teacher-evaluation policies with a few of their schools. It was not until the 2011–2012 school year that all schools and all teachers were actively involved in the initiative. By the spring of

2012, most of the teacher-evaluation policies, including teacher observations, student and family stakeholder surveys, and a student growth measure, SGP, were fully implemented at all of the CMOs. These measures were combined into a single TE score. The teacher-observation process included at least one formal observation plus a preobservation meeting to review the teacher's lesson plan, the observation scored by rubric, a postobservation teacher reflection and conference, and several shorter informal observations that generally were not part of the observation score. The SGP was based on a minimum of two years of results from the state assessments using LAUSD scores as a comparison group. When California transitioned to new state assessments in school year 2013–2014, state assessment results were not available for the calculation of a student growth measure, and all of the sites except Green Dot used an alternative student achievement measure to contribute to the combined TE score.

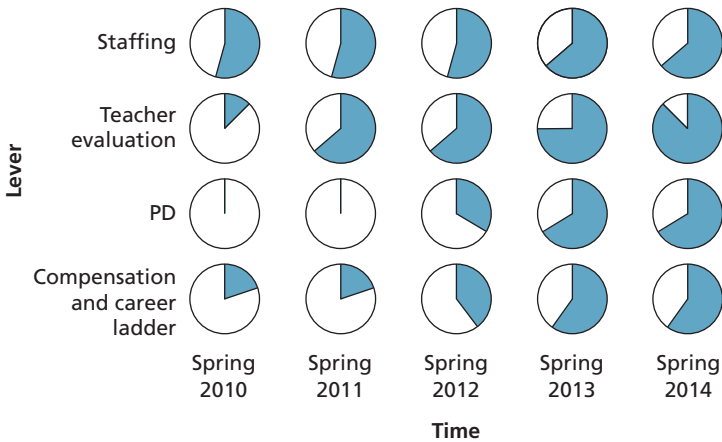
The school-based approach to PD is common across the CMOs. In 2010, at all the CMOs, there were weekly school site PD sessions, often organized by subject or grade level, and several CMO-wide PD days. By 2013, the CMOs had all established networks of coaches targeting primarily first- and second-year teachers. At none of the CMOs do supervisors monitor teacher participation in PD, though teachers are expected to attend the weekly school site sessions and the CMO-wide PD days. Nor do the CMOs have an electronic system to track participation in PD. The CMOs postponed development of career ladders until TE data began to be available at the end of the 2011–2012 school year. By 2013, all of the CMOs established at least a few positions offering effective teachers more responsibilities and stipends. However, these positions remain discrete tasks for which teachers apply annually and do not form a coherent career pathway. Given the downturn in state funding that began in school year 2009–2010, the CMOs feared that they would not be able to sustain a pay-for-performance salary structure. Teachers did not receive any raises for several years, making the elimination of a step-and-column structure moot. But, in December 2013, as state funds increased, most teachers received bonuses reflecting their TE status. Beyond these common characteristics, each organization's culture shaped the implementation of the Intensive

Partnership levers among the CMOs. The following descriptions provide information on variations in implementation that occurred at the CMOs and that are reflected in Figures D.4 through D.7.

Alliance College-Ready Public Schools

Since the inception of the initiative in 2010, Alliance has implemented most teacher-evaluation policies and partially implemented the staffing, PD, and compensation and career-ladder levers (see Figure D.4). At the time of the proposal, hiring at Alliance was very decentralized. The central office provided little assistance, nor did most principals seek assistance. There was no standard hiring process across the CMO. Typically, principals screened and selected candidates. To address hard-to-staff positions, Alliance implemented two approaches. Principals were encouraged to offer stipends or signing bonuses (although principals rarely had funds available for these incentives), and, in school year 2009–2010, Alliance began a teacher residency program for math and science teachers. The residency program was suspended in 2012 because of financial and personnel constraints but was renewed in school year 2013–2014 and expanded to residencies in all teaching fields. No incen-

Figure D.4
Lever Implementation in Alliance College-Ready Public Schools



tives were offered for teachers to work in high-need schools or classrooms. In 2012, Alliance began expanding the HR department and its role. It hired a recruitment coordinator to better support principals and began the hiring process in January instead of March. Expansion continued in 2013 as HR doubled its staff from three to six people and began to provide a pool of applicants to principals, although, in 2014, according to a central staff person, only about 35 percent of principals made use of the HR applicant pool. As more TE data became available in 2013, principals considered the results in their teacher retention decisions, but low scores did not necessarily dictate dismissal.

Alliance had some stakeholder surveys at the start of the initiative, but they did not play a role in teacher evaluation. By the spring of 2011, Alliance was piloting new student and family surveys, the teacher-observation process, SGPs, and a combined measure of TE. Individual SGPs for teachers of nontested classes were not available; instead, their SGPs were based on the teachers' students' math and language arts scores. Alliance has mixed feelings about using multiple evaluators for the observations. On the one hand, having two viewpoints offers different perspectives; on the other hand, because only the second observation counts for the TE score, the second observer might be less cognizant of growth in a teacher's practices. As a result, the usual practice is to have one observer. Coaches, however, also frequently observe and provide feedback to teachers, though their observations do not count toward the formal evaluation. To address the lack of a state assessment in school year 2013–2014, Alliance adopted a Lexile reading measure as a pre and post student achievement measure. Teachers' student growth scores reflect their students' results on the Lexile assessment. Alliance got off to a slow start in establishing a data warehouse for TE information because of an unsatisfactory vendor. In 2013, the CMO implemented Schoolzilla, a warehouse for collecting and integrating data and a reporting tool kit.

At the start of the initiative, school site PD at Alliance was entirely at the principal's discretion with almost no central-office oversight. Nor did the central office provide any coaching support for teachers. Generally, school-based PD has remained the province of the principal. Alliance began linking some PD to evaluation data once the data

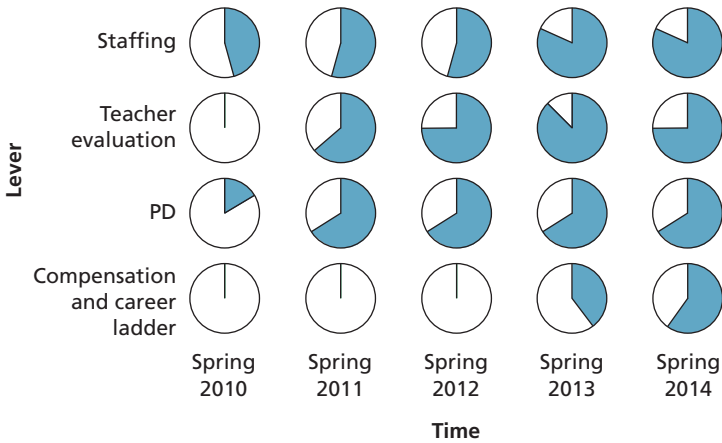
became available in the spring of 2012. At its Alliance-wide PD days, some teacher choice sessions aligned with indicators on the observation rubric. Alliance also began negotiating with Aspire and PUC Schools for some of their online video clips aligned to the rubric. In school year 2013–2014, the focus of PD shifted to the implementation of the Common Core standards, and Alliance began to develop a coaching capacity. The CMO hired ten district coaches, including four math and four ELA Common Core coaches, and trained one or two teachers at each school to serve as part-time coaches for new teachers. New teachers could also enroll in the state’s Beginning Teacher Support and Assessment induction program, which provides coaching and mentoring support to new teachers, though Teach for America teachers, a substantial source of Alliance new teachers, do not participate in Beginning Teacher Support and Assessment. In 2014, the number of coaches increased again.

As noted above, Alliance allows principals to offer signing bonuses or stipends for high-need positions. Bonuses were given to teachers based on school year 2012–2013 and 2013–2014 TE scores. Alliance implemented one career-ladder position in 2013, the teacher coaches described above, and planned to add more roles in school year 2014–2015. The central office will provide training for these positions. Some of the positions will be funded by the schools and some by the home office.

Aspire Public Schools

In the four years since the start of the initiative in 2010, Aspire has implemented almost all of the policies that are part of staffing and teacher-evaluation levers and many of the policies that make up the PD, and compensation and career-ladder levers (see Figure D.5). From the start of the initiative, Aspire has had an active HR department that provides training to principals and school staff on interviewing candidates. HR also tracks all aspects of the recruitment and hiring process. In the early years of the initiative, Aspire had thousands of applicants. As the California economy improved and school districts increased hiring, Aspire has had fewer quality candidates. To address the situation, in 2013, it began the recruiting process earlier. When it

Figure D.5
Lever Implementation in Aspire Public Schools



became clear that principals did not always know how many vacancies they would have so early in the year, the CMO returned to the February–March hiring schedule in 2014. In 2010, Aspire began a teacher residency program with 20 residents. The program expanded each year, and, in 2014, Aspire had more than 30 residents. Generally, Aspire hires all residents who complete the program. Aspire offers incentives for its teacher residents when they get hired in low-performing schools. In 2013, it also tried to incentivize highly effective teachers to teach in low-performing schools but did not succeed in getting teachers to change schools. As TE data became available in school year 2012–2013, Aspire principals began taking the information into consideration in terms of teacher retention, though there is no formal prescription linking low TE scores to dismissal.

Prior to the initiative, Aspire had a teacher-observation form similar to the TCRP rubric. In 2011, it piloted the new teacher-observation process, stakeholder surveys, SGPs, and a combined teacher-evaluation score. Principals or assistant principals conducted observations, and these administrators have remained the evaluators through 2014. Aspire’s extensive network of coaches also observe teachers and provide feedback, but not for evaluative purposes. From the start of the

initiative, Aspire, like the other CMOs, calculated SGPs based on the California Standards Test (CST) results. SGP scores for teachers of students in nontested classes were based on either the school's or Aspire's SGP score, whichever was higher. For the 2013–2014 school year, Aspire addressed the lack of state assessment scores by purchasing the 2013 CST and asking each school to administer either the math or ELA assessment. Previous years' test scores provided the information for calculating SGPs. Nontested teachers used school-level scores. Aspire began developing a fully integrated teacher, student, and HR data platform with a teacher portal in 2009. All sections of the platform were operational and linked in school year 2012–2013. Alliance, Green Dot, and PUC Schools purchased the Aspire architecture for their data warehouses. In 2013, Aspire established Schoolzilla, a data management platform, as an independent nonprofit, thus making its architecture more widely available.

Aspire began working with software developers in school year 2010–2011 to capture teacher-observation data and, in 2012, linked PD resources, including video clips and lessons, to indicators on the teacher-observation rubric. By the spring of 2013, Aspire had more than 200 video clips of highly effective teachers linked to indicators on the rubric and had developed instructional guides for most of the indicators. Prior to the start of the initiative, Aspire had a group of instructional coaches assigned by region, grade, and content to support teachers, and 50 percent of their time was allocated to coaching new teachers. Aspire has continued to expand this coaching staff and expanding new-teacher support. In 2012, new-teacher PD sessions were increased from two days a year to once a month and have remained at that level.

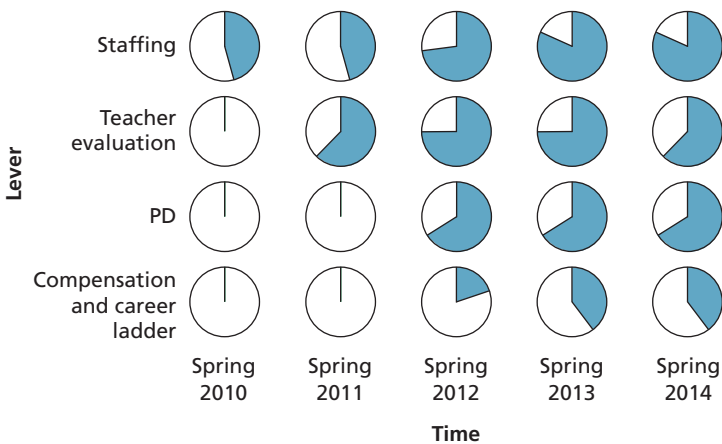
Aspire has always had pay for performance as part of its salary structure. Because of years of a salary freeze, Aspire teachers hired at different times but at the same effectiveness level were receiving different amounts of compensation. In 2013, Aspire offered bonuses to teachers based on their effectiveness scores in school year 2012–2013. In 2014, before awarding bonuses based on school year 2013–2014 effectiveness scores, Aspire standardized pay for all teachers at a given effectiveness level and then awarded a bonus based on that effectiveness

level. It eliminated the traditional years-of-experience salary schedule. Aspire began developing an extensive set of career-ladder positions in school year 2012–2013. Roles included professional learning community leaders, mentor teachers, and teachers who agreed to be videotaped as models of effective instruction. In school year 2013–2014, the menu of positions expanded to include teachers at all levels of effectiveness, including teacher advisory committee panelist for entering teachers and, for highly effective teachers, such positions as peer observer or mentor teacher. For most positions, teachers received a stipend of \$250 to \$2,500, dependent on the responsibilities involved and time commitment.

Green Dot Public Schools

In the four years since the start of the initiative, Green Dot has implemented almost all of the policies that make up the staffing lever, many of the teacher-evaluation and PD lever policies, and some of the compensation and career-ladder lever policies (Figure D.6). In 2010, Green Dot’s recruiting and hiring department reported to HR, but, in the spring of 2011, to support the TCRP initiative, Green Dot created a human capital department to handle recruitment, retention, PD, and

Figure D.6
Lever Implementation in Green Dot Public Schools



performance management and began tracking where teachers were recruited to identify sources of effective teachers. In school year 2011–2012, rather than principals contacting human capital to notify it of a candidate they wanted to hire, human capital vetted each candidate with an extensive phone interview and questionnaire before referring the candidate to a principal. At the school, a candidate’s demonstration lessons were scored using the teacher-observation rubric. In accordance with the teachers’ union contract, Green Dot cannot post openings until teachers submit their intent-to-remain letters in March. To address the growing competition for quality teachers, in school year 2013–2014, Green Dot experimented with a few offers for anticipated openings contingent on the opening becoming available and the principal’s acceptance of the candidate. The process proved successful and was continued for school year 2014–2015. Although the CMO does not offer incentives to work in high-need schools or classrooms, a teacher can receive an incentive for referring a teacher to a hard-to-staff school, if the referred teacher remains for three months. The teacher contract also specifies that teachers with observation scores lower than 2 (on a four-point scale) can be placed on improvement plans and can be dismissed if they have not improved after 90 days.

Green Dot piloted the teacher-evaluation measures in 2011 and fully implemented them in 2012. Teachers received one formal and two informal observations each semester. Generally, the same observer observes a teacher throughout the year. Instructional coaches can also observe teachers, but those observations are not part of the evaluation. In school year 2013–2014, the CMO piloted a “many mini” model of six short observations to address both the burden and perceived lack of authenticity of the formal observation. The union, however, did not approve a pilot for school year 2014–2015, so the approach is on hold. Prior to the spring of 2014, a teacher’s SGP was based on the state assessments. Scores for teachers of nontested classes were based on the schoolwide SGP. During the transition to a new state test in 2014, when scores were unavailable for computing an SGP, Green Dot “grayed out” the SGP component of the composite score. In school year 2012–2013, Green Dot bought Aspire’s data-warehouse architecture and began to assemble an integrated data system. Teacher and student

data were linked to teacher-evaluation data in 2013 and to the HR information system by 2014.

Prior to the start of the initiative, Green Dot-wide PD days had been reduced because of budget constraints. Teachers received PD at weekly school sessions and from two central-office coaches. In 2012, Green Dot began increasing its coaching staff, and, by 2013, there were nine coaches and ten curriculum specialists who also provided coaching. New teachers and reading and mathematics teachers were the primary targets of coaching. The coaching staff increased again in school year 2013–2014, and a three-tiered system was instituted providing targeted coaching (weekly observation and debriefing), limited coaching (twice-a-month observation or lesson planning), and basic coaching (once-a-month observation or lesson planning). All new teachers received targeted coaching. Once TE data became available in 2012, all PD was data driven. Central-office staff reviewed observation data by teacher and by rubric indicator, and SGP data by grade and subject, with the school leader to develop PD plans. Schools with low SGPs also get more coaches and more PD. In school year 2012–2013, the central office identified four “power indicators” from the observation rubric that were correlated with academic performance, and it linked all Green Dot-wide PD to those indicators. One school-based PD session each quarter is developed by the home office and focused on an indicator. The CMO also began developing videos and curriculum guides aligned to the observation rubric and posted them online. Common Core implementation dominated PD in school year 2013–2014, and the CMO developed a crosswalk between the observation rubric and Common Core to support the alignment of the two initiatives.

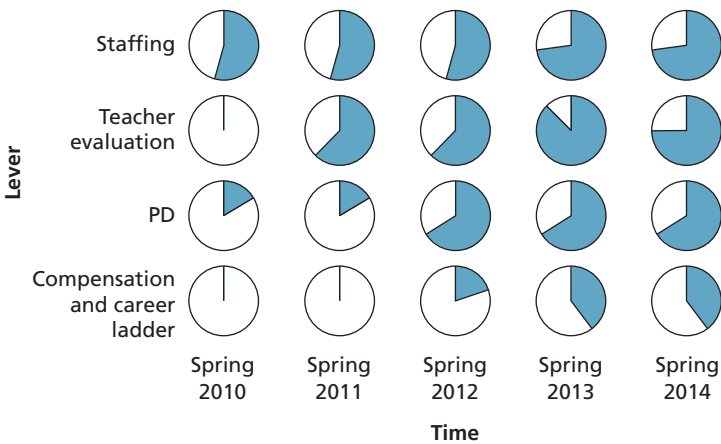
Green Dot remains on a step-and-column salary structure. When two years of TE scores were available in the spring of 2013, the CMO provided bonuses for all teachers except teachers at the lowest effectiveness level. Bonuses were again delivered the next year based on school year 2013–2014 data. In 2012, Green Dot developed two career-ladder positions, teacher-leader facilitators and demonstration-classroom teachers, each of which has a stipend, but the program really got under way in school year 2013–2014 with a variety of additional

positions, including data fellow, new-teacher mentor, and Common Core transition-team member.

Partnerships to Uplift Communities Schools

In the four years since the start of the initiative, PUC Schools implemented almost all of the teacher-evaluation policies, most of the workforce and PD policies, and some of the compensation policies (Figure D.7). Even prior to TCRP involvement, the central office conducted recruiting for PUC Schools. HR hosts two interview days a week, and principals attend if they are interested in a candidate. PUC Schools HR staff meet monthly with principals to ascertain their hiring needs, and they conduct training sessions twice a year to assist principals with recruiting and hiring. One strategy PUC Schools is using to address the shortage of quality teachers is to start a residency program with their own alumni and PUC Schools community members. In school year 2013–2014, PUC Schools began a new residency program with two residents and expanded to seven residents for school year 2014–2015. In school year 2012–2013, PUC Schools also moved up the recruiting process to January. When TE data became available in

Figure D.7
Lever Implementation in Partnerships to Uplift Communities Schools



school year 2012–2013, PUC Schools school leaders began taking them into consideration in their decisions to retain or dismiss teachers, but low scores were not in and of themselves grounds for dismissal. School leaders were also concerned about whether teachers were making the effort to improve in their identified growth goals.

PUC Schools has always valued its personnel management. Prior to the initiative, PUC Schools had an observation rubric similar to the TCRP rubric, and school leaders conducted about 20 observations for each teacher. In school year 2011–2012, all schools switched to the TCRP model of a formal and several informal teacher observations conducted by a school leader. Prior to the spring of 2014, PUC Schools calculated SGPs based on student scores on the CST. The CMO used a school-level SGP score for teachers whose students did not have CST scores. In the spring of 2014, PUC Schools calculated a student growth score for secondary students using internal benchmark assessments and a Lexile reading growth metric. Elementary students used their school year 2012–2013 SGP results based on the CST. Like Alliance, PUC Schools was stalled in the development of a data warehouse for TE data by an ineffectual vendor. In school year 2012–2013, PUC Schools purchased Aspire’s data-warehouse architecture and began to develop an integrated data system containing teacher and student information and to explore integrating HR data into the system.

Prior to the start of the initiative, PD at PUC Schools relied on the school leaders, and the home office focused on building school-leader capacity. School leaders met and still meet weekly for organizational and PD purposes. In school year 2010–2011, PUC Schools hired four part-time coaches and began to explore how to differentiate PD based on the teacher-observation results. In school year 2011–2012, the CMO hired the New Teacher Center to further develop its coaching capacity. After their first observations in school year 2011–2012, teachers selected growth goals based on the rubric indicators, and school-level PD focused on the most common of those growth goals. At a CMO-wide community-of-practice meeting in 2012, teachers could select among sessions organized by goals linked to rubric indicators. These sessions have continued annually. The number of instructional coaches has increased every year. PUC Schools also began develop-

ing videos of effective teachers linked to the rubric indicators, and, in school year 2012–2013, PUC began developing growth guides linked to each rubric indicator. These guides were shared with the other CMOs, which developed their own versions. Even prior to the start of the initiative, new teachers received one-week summer learning labs and follow-up PD sessions with central-office staff. They also participate in the state induction program, receiving two hours of coaching a week. PUC Schools does not have an electronic system for tracking participation in PD. A fundamental principle at PUC Schools is to use soft money to build infrastructure, not to support critical resources. Given the uncertain financial status in California, PUC Schools has been reluctant to move to a pay-for-performance compensation structure. Bonuses were perceived as a more flexible alternative, and, in 2013, teachers received bonuses based on their effectiveness scores. At the end of 2014, teachers reported that they saw the evaluation system as subjective. PUC Schools was reluctant to give bonuses based on a system that teachers viewed as flawed, so instead, every teacher was given a bonus for being part of the research and development of the initiative. PUC Schools sees the career-path positions for which teachers will have to qualify serving as a reward for TE. Even prior to the start of the initiative, PUC Schools had positions, such as lab teacher, which offered increased responsibilities and a stipend, but it was not until school year 2013–2014 that PUC Schools developed a set of positions with an application process and specific effectiveness qualifications. One such position, Common Core Pioneer, was implemented in school year 2013–2014. A variety of positions to be offered to school leaders is planned for school year 2015–2016. These positions focus on building teacher leadership. School leaders will decide which positions they need to support their schools.

Detailed Lever Tables: Hillsborough County Public Schools

Table D.1
Teacher-Evaluation Lever in Hillsborough County Public Schools

Practice	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Observation by principals or other administrator included in formal evaluation	1	1	1	1	1	1
Observation by an additional set of observers (e.g., other school leaders, content-area specialists, peers, central-office administrators, coaches) for at least some teachers included in formal evaluation	1	1	1	1	1	1
Student or parent surveys included in formal evaluation	1	0	0	0	0	0
Other measures of TE (e.g., content knowledge, professionalism, peer survey) included in formal evaluation	1	0	1	1	1	1
Individual VAM or SGP score for subjects and grades with state test included in formal evaluation	1	0	1	1	1	1
Individual VAM or SGP score for subjects and grades with no state test or other alternative measures of student growth included in formal evaluation	1	0	1	1	1	1
Multiple measures combined using weights	1	0	1	1	1	1
Data warehouse established for TE data	1	0	1	1	1	1
Total for teacher-evaluation lever	8	2	7	7	7	7

Table D.2
Staffing Lever in Hillsborough County Public Schools

Practice	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Early or expedited recruiting and hiring for high-need positions	1	0	0	0	1	1
Early hiring for all vacancies	1	0	0	0	0	0
Schools make final hiring decision	1	1	1	1	1	1
Administrators trained to make good hiring decisions (e.g., in interviewing and team-building)	1	0	1	1	1	1
New applicant screening model based on TE rubric	1	0	0	0	0	0
Incentives offered to work in high-need schools and classrooms	1	1	1	1	1	1
Transfers and furloughs not heavily influenced by seniority	1	1	1	1	1	1
School leaders make final decision about which teachers are placed in their schools	1	1	1	1	1	1
Tenure and retention linked to effectiveness ratings	1	0	1	1	1	1
Effectiveness rating used as basis for dismissal	1	1	1	1	1	1
Schools make final decision about teacher retention and dismissal	1	1	1	1	1	1
Total for staffing lever	11	6	8	8	9	9

Table D.3
Professional-Development Lever in Hillsborough County Public Schools

Practice	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Use evaluation data to identify teacher development needs	1	0	1	1	1	1
Offer PD designed to improve specific teaching skills measured in the evaluation	1	0	1	1	1	1
Link coaching and mentoring feedback to evaluation components	1	0	1	1	1	1
Provide induction, mentoring, coaching, or academies for new teachers	1	1	1	1	1	1
Supervisors systematically oversee teachers' PD participation	1	0	0	0	0	0
Electronic system for PD data collection	1	0	1	1	1	1
Total for professional-development lever	6	1	5	5	5	5

Table D.4
Compensation and Career-Ladder Lever in Hillsborough County Public Schools

Practice	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Bonuses, stipends, or salary increments offered based on individual effectiveness measures	1	1	1	1	1	1
Traditional step-based salary schedule not used exclusively	1	0	0	0	0	1
Bonuses or salary increments given for high-need positions	1	0	0	0	0	0
Incentives given for desired teacher behavior (e.g., low absenteeism)	1	0	0	0	0	0
Positions created for effective teachers with different responsibilities	1	0	1	1	1	1
Total for compensation and career-ladder lever	5	1	2	2	2	3

Table D.5
Overall Implementation in Hillsborough County Public Schools

Lever	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Teacher evaluation	8	2	7	7	7	7
Staffing	11	6	8	8	9	9
PD	6	1	5	5	5	5
Compensation and career ladder	5	1	2	2	2	3
Overall total	30	10	22	22	23	24

Detailed Lever Tables: Shelby County Schools

Table D.6
Teacher-Evaluation Lever in Shelby County Schools

Practice	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Observation by principals or other administrator included in formal evaluation	1	0	1	1	1	1
Observation by an additional set of observers (e.g., other school leaders, content-area specialists, peers, central-office administrators, coaches) for at least some teachers included in formal evaluation	1	0	1	1	1	1
Student or parent surveys included in formal evaluation	1	0	1	1	1	1
Other measures of TE (e.g., content knowledge, professionalism, peer survey) included in formal evaluation	1	0	1	1	1	1
Individual VAM or SGP score for subjects and grades with state test included in formal evaluation	1	0	1	1	1	1
Individual VAM or SGP score for subjects and grades with no state test or other alternative measures of student growth included in formal evaluation	1	0	0	0	1	1
Multiple measures combined using weights	1	0	0	1	1	1
Data warehouse established for TE data	1	0	0	1	1	1
Total for teacher-evaluation lever	8	0	5	7	8	8

Table D.7
Staffing Lever in Shelby County Schools

Practice	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Early or expedited recruiting and hiring for high-need positions	1	0	0	1	1	1
Early hiring for all vacancies	1	0	0	0	0	0
Schools make final hiring decision	1	1	1	1	1	1
Administrators trained to make good hiring decisions (e.g., in interviewing and team-building)	1	0	1	1	1	1
New applicant screening model based on TE rubric	1	0	0	0	1	1
Incentives offered to work in high-need schools and classrooms	1	0	0	0	1	1
Transfers and furloughs not heavily influenced by seniority	1	0	0	1	1	1
School leaders make final decision about which teachers are placed in their schools	1	0	0	1	1	1
Tenure and retention linked to effectiveness ratings	1	0	0	1	1	1
Effectiveness rating used as basis for dismissal	1	0	0	1	1	1
Schools make final decision about teacher retention and dismissal	1	0	0	1	1	1
Total for staffing lever	11	1	2	8	10	10

Table D.8
Professional-Development Lever in Shelby County Schools

Practice	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Use evaluation data to identify teacher development needs	1	0	0	1	1	1
Offer PD designed to improve specific teaching skills measured in the evaluation	1	0	0	0	1	1
Link coaching and mentoring feedback to evaluation components	1	0	0	1	1	1
Provide induction, mentoring, coaching, or academies for new teachers	1	1	1	1	1	1
Supervisors systematically oversee teachers' PD participation	1	0	0	0	1	0
Electronic system for PD data collection	1	0	0	0	0	1
Total for PD lever	6	1	1	3	5	5

Table D.9
Compensation and Career-Ladder Lever in Shelby County Schools

Practice	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Bonuses, stipends, or salary increments offered based on individual effectiveness measures	1	0	0	1	1	1
Traditional step-based salary schedule not used exclusively	1	0	0	0	1	1
Bonuses or salary increments given for high-need positions	1	0	0	0	0	1
Incentives given for desired teacher behavior (e.g., low absenteeism)	1	0	0	0	0	0
Positions created for effective teachers with different responsibilities	1	0	0	0	0	1
Total for compensation and career-ladder lever	5	0	0	1	2	4

Table D.10
Overall Implementation in Shelby County Schools

Lever	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Teacher evaluation	8	0	5	7	8	8
Staffing	11	1	2	8	10	10
PD	6	1	1	3	5	5
Compensation and career ladder	5	0	0	1	2	4
Overall total	30	2	8	19	25	27

Detailed Lever Tables: Pittsburgh Public Schools

Table D.11
Teacher-Evaluation Lever in Pittsburgh Public Schools

Practice	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Observation by principals or other administrator included in formal evaluation	1	1	1	1	1	1
Observation by an additional set of observers (e.g., other school leaders, content-area specialists, peers, central-office administrators, coaches) for at least some teachers included in formal evaluation	1	0	0	0	1	1
Student or parent surveys included in formal evaluation	1	0	0	1	1	1
Other measures of TE (e.g., content knowledge, professionalism, peer survey) included in formal evaluation	1	0	0	0	0	0
Individual VAM or SGP score for subjects and grades with state test included in formal evaluation	1	0	0	1	1	1
Individual VAM or SGP score for subjects and grades with no state test or other alternative measures of student growth included in formal evaluation	1	0	0	0	1	1
Multiple measures combined using weights	1	0	0	0	1	1
Data warehouse established for TE data	1	0	0	0	1	1
Total for teacher-evaluation lever	8	1	1	3	7	7

Table D.12
Staffing Lever in Pittsburgh Public Schools

Practice	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Early or expedited recruiting and hiring for high-need positions	1	0	1	0	0	0
Early hiring for all vacancies	1	0	0	0	0	0
Schools make final hiring decision	1	0	0	0	0	0
Administrators trained to make good hiring decisions (e.g., in interviewing and team-building)	1	0	0	0	1	1
New applicant screening model based on TE rubric	1	0	1	1	1	1
Incentives offered to work in high-need schools and classrooms	1	0	0	1	1	1
Transfers and furloughs not heavily influenced by seniority	1	0	0	0	0	0
School leaders make final decision about which teachers are placed in their schools	1	0	0	0	0	0
Tenure and retention linked to effectiveness ratings	1	0	0	0	0	1
Effectiveness rating used as basis for dismissal	1	0	0	0	0	1
Schools make final decision about teacher retention and dismissal	1	0	0	0	0	0
Total for staffing lever	11	0	2	2	3	5

Table D.13
Professional-Development Lever in Pittsburgh Public Schools

Practice	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Use evaluation data to identify teacher development needs	1	0	0	0	1	1
Offer PD designed to improve specific teaching skills measured in the evaluation	1	0	0	0	1	1
Link coaching and mentoring feedback to evaluation components	1	0	0	1	1	1
Provide induction, mentoring, coaching, or academies for new teachers	1	0	0	0	0	0
Supervisors systematically oversee teachers' PD participation	1	0	0	0	0	0
Electronic system for PD data collection	1	0	0	0	0	0
Total for PD lever	6	0	0	1	3	3

Table D.14
Compensation and Career-Ladder Lever in Pittsburgh Public Schools

Practice	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Bonuses, stipends, or salary increments offered based on individual effectiveness measures	1	0	0	0	0	1
Traditional step-based salary schedule not used exclusively	1	0	1	1	1	1
Bonuses or salary increments given for high-need positions	1	0	0	0	1	1
Incentives given for desired teacher behavior (e.g., low absenteeism)	1	0	0	1	1	1
Positions created for effective teachers with different responsibilities	1	0	0	1	1	1
Total for compensation and career-ladder lever	5	0	1	3	4	5

Table D.15
Overall Implementation in Pittsburgh Public Schools

Lever	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Teacher evaluation	8	1	1	3	7	7
Staffing	11	0	2	2	3	5
PD	6	0	0	1	3	3
Compensation and career ladder	5	0	1	3	4	5
Overall total	30	1	4	9	17	20

Detailed Lever Tables: Alliance College-Ready Public Schools

Table D.16
Teacher-Evaluation Lever in Alliance College-Ready Public Schools

Practice	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Observation by principals or other administrator included in formal evaluation	1	0	1	1	1	1
Observation by an additional set of observers (e.g., other school leaders, content-area specialists, peers, central-office administrators, coaches) for at least some teachers included in formal evaluation	1	0	0	0	0	1
Student or parent surveys included in formal evaluation	1	1	1	1	1	1
Other measures of TE (e.g., content knowledge, professionalism, peer survey) included in formal evaluation	1	0	1	1	1	1
Individual VAM or SGP score for subjects and grades with state test included in formal evaluation	1	0	1	1	1	0
Individual VAM or SGP score for subjects and grades with no state test or other alternative measures of student growth included in formal evaluation	1	0	0	0	0	1
Multiple measures combined using weights	1	0	1	1	1	1
Data warehouse established for TE data	1	0	0	0	1	1
Total for teacher-evaluation lever	8	1	5	5	6	7

Table D.17
Staffing Lever in Alliance College-Ready Public Schools

Practice	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Early or expedited recruiting and hiring for high-need positions	1	1	1	1	0	1
Early hiring for all vacancies	1	1	1	1	1	1
Schools make final hiring decision	1	1	1	1	1	1
Administrators trained to make good hiring decisions (e.g., in interviewing and team-building)	1	0	0	0	1	0
New applicant screening model based on TE rubric	1	0	0	0	0	0
Incentives offered to work in high-need schools and classrooms	1	0	0	0	0	0
Transfers and furloughs not heavily influenced by seniority	1	1	1	1	1	1
School leaders make final decision about which teachers are placed in their schools	1	1	1	1	1	1
Tenure and retention linked to effectiveness ratings	1	0	0	0	1	1
Effectiveness rating used as basis for dismissal	1	0	0	0	0	0
Schools make final decision about teacher retention and dismissal	1	1	1	1	1	1
Total for staffing lever	11	6	6	6	7	7

Table D.18
Professional-Development Lever in Alliance College-Ready Public Schools

Practice	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Use evaluation data to identify teacher development needs	1	0	0	1	1	1
Offer PD designed to improve specific teaching skills measured in the evaluation	1	0	0	1	1	1
Link coaching and mentoring feedback to evaluation components	1	0	0	0	1	1
Provide induction, mentoring, coaching, or academies for new teachers	1	0	0	0	1	1
Supervisors systematically oversee teachers' PD participation	1	0	0	0	0	0
Electronic system for PD data collection	1	0	0	0	0	0
Total for PD lever	6	0	0	2	4	4

Table D.19
Compensation and Career-Ladder Lever in Alliance College-Ready Public Schools

Practice	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Bonuses, stipends, or salary increments offered based on individual effectiveness measures	1	0	0	0	1	1
Traditional step-based salary schedule not used exclusively	1	0	0	0	0	0
Bonuses or salary increments given for high-need positions	1	0	0	1	1	1
Incentives offered for desired teacher behavior (e.g., low absenteeism)	1	1	1	1	0	0
Positions created for effective teachers with different responsibilities	1	0	0	0	1	1
Total for compensation and career-ladder lever	5	1	1	2	3	3

Table D.20
Overall Implementation in Alliance College-Ready Public Schools

Lever	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Teacher evaluation	8	1	5	5	6	7
Staffing	11	6	6	6	7	7
PD	6	0	0	2	4	4
Compensation and career ladder	5	1	1	2	3	3
Overall total	30	8	12	15	20	21

Detailed Lever Tables: Aspire Public Schools

Table D.21
Teacher-Evaluation Lever in Aspire Public Schools

Practice	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Observation by principals or other administrator included in formal evaluation	1	0	1	1	1	1
Observation by an additional set of observers (e.g., other school leaders, content-area specialists, peers, central-office administrators, coaches) for at least some teachers included in formal evaluation	1	0	0	0	0	0
Student or parent surveys included in formal evaluation	1	0	1	1	1	1
Other measures of TE (e.g., content knowledge, professionalism, peer survey) included in formal evaluation	1	0	1	1	1	1
Individual VAM or SGP score for subjects and grades with state test included in formal evaluation	1	0	1	1	1	0
Individual VAM or SGP score for subjects and grades with no state test or other alternative measures of student growth included in formal evaluation	1	0	0	0	1	1
Multiple measures combined using weights	1	0	1	1	1	1
Data warehouse established for TE data	1	0	0	1	1	1
Total for teacher-evaluation lever	8	0	5	6	7	6

Table D.22
Staffing Lever in Aspire Public Schools

Practice	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Early or expedited recruiting and hiring for high-need positions	1	0	0	0	1	0
Early hiring for all vacancies	1	1	1	1	1	1
Schools make final hiring decision	1	1	1	1	1	1
Administrators trained to make good hiring decisions (e.g., in interviewing and team-building)	1	0	1	1	1	1
New applicant screening model based on TE rubric	1	0	0	0	0	1
Incentives offered to work in high-need schools and classrooms	1	0	0	0	1	1
Transfers and furloughs not heavily influenced by seniority	1	1	1	1	1	1
School leaders make final decision about which teachers are placed in their schools	1	1	1	1	1	1
Tenure and retention linked to effectiveness ratings	1	0	0	0	1	1
Effectiveness rating used as basis for dismissal	1	0	0	0	0	0
Schools make final decision about teacher retention and dismissal	1	1	1	1	1	1
Total for staffing lever	11	5	6	6	9	9

Table D.23
Professional-Development Lever in Aspire Public Schools

Practice	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Use evaluation data to identify teacher development needs	1	0	1	1	1	1
Offer PD designed to improve specific teaching skills measured in the evaluation	1	0	1	1	1	1
Link coaching and mentoring feedback to evaluation components	1	0	1	1	1	1
Provide induction, mentoring, coaching, or academies for new teachers	1	1	1	1	1	1
Supervisors systematically oversee of teachers' PD participation	1	0	0	0	0	0
Electronic system for PD data collection	1	0	0	0	0	0
Total for PD lever	6	1	4	4	4	4

Table D.24
Compensation and Career-Ladder Lever in Aspire Public Schools

Practice	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Bonuses, stipends, or salary increments offered based on individual effectiveness measures	1 for either bonuses or salary increments or both	0	0	0	1	1
Traditional step-based salary schedule not used exclusively	1	0	0	0	0	1
Bonuses or salary increments given for high-need positions	1	0	0	0	0	0
Incentives given for desired teacher behavior (e.g., low absenteeism)	1	0	0	0	0	0
Positions created for effective teachers with different responsibilities	1	0	0	0	1	1
Total for compensation and career-ladder lever	5	0	0	0	2	3

Table D.25
Overall Implementation in Aspire Public Schools

Lever	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Teacher evaluation	8	0	5	6	7	6
Staffing	11	5	6	6	9	9
PD	6	1	4	4	4	4
Compensation and career ladder	5	0	0	0	2	3
Overall total	30	6	15	16	22	22

Detailed Lever Tables: Green Dot Public Schools

Table D.26
Teacher-Evaluation Lever in Green Dot Public Schools

Practice	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Observation by principals or other administrator included in formal evaluation	1	0	1	1	1	1
Observation by an additional set of observers (e.g., other school leaders, content-area specialists, peers, central-office administrators, coaches) for at least some teachers included in formal evaluation	1	0	0	0	0	0
Student or parent surveys included in formal evaluation	1	0	1	1	1	1
Other measures of TE (e.g., content knowledge, professionalism, peer survey) included in formal evaluation	1	0	1	1	1	1
Individual VAM or SGP score for subjects and grades with state test included in formal evaluation	1	0	1	1	1	0
Individual VAM or SGP score for subjects and grades with no state test or other alternative measures of student growth included in formal evaluation	1	0	0	0	0	0
Multiple measures combined using weights	1	0	1	1	1	1
Data warehouse established for TE data	1	0	0	1	1	1
Total for teacher-evaluation lever	8	0	5	6	6	5

Table D.27
Staffing Lever in Green Dot Public Schools

Practice	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Early or expedited recruiting and hiring for high-need positions	1	0	0	0	0	0
Early hiring for all vacancies	1	1	1	1	1	1
Schools make final hiring decision	1	1	1	1	1	1
Administrators trained to make good hiring decisions (e.g., in interviewing and team-building)	1	0	0	1	1	1
New applicant screening model based on TE rubric	1	0	0	1	1	1
Incentives offered to work in high-need schools and classrooms	1	0	0	0	0	0
Transfers and furloughs not heavily influenced by seniority	1	1	1	1	1	1
School leaders make final decision about which teachers are placed in their schools	1	1	1	1	1	1
Tenure and retention linked to effectiveness ratings	1	0	0	0	1	1
Effectiveness rating used as basis for dismissal	1	0	0	1	1	1
Schools make final decision about teacher retention and dismissal	1	1	1	1	1	1
Total for staffing lever	11	5	5	8	9	9

Table D.28
Professional-Development Lever in Green Dot Public Schools

Practice	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Use evaluation data to identify teacher development needs	1	0	0	1	1	1
Offer PD designed to improve specific teaching skills measured in the evaluation	1	0	0	1	1	1
Link coaching and mentoring feedback to evaluation components	1	0	0	1	1	1
Provide induction, mentoring, coaching, or academies for new teachers	1	0	0	1	1	1
Supervisors systematically oversee teachers' PD participation	1	0	0	0	0	0
Electronic system for PD data collection	1	0	0	0	0	0
Total for PD lever	6	0	0	4	4	4

Table D.29
Compensation and Career-Ladder Lever in Green Dot Public Schools

Practice	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Bonuses, stipends, or salary increments offered based on individual effectiveness measures	1	0	0	0	1	1
Traditional step-based salary schedule not used exclusively	1	0	0	0	0	0
Bonuses or salary increments given for high-need positions	1	0	0	0	0	0
Incentives offered for desired teacher behavior (e.g., low absenteeism)	1	0	0	0	0	0
Positions created for effective teachers with different responsibilities	1	0	0	1	1	1
Total for compensation and career-ladder lever	5	0	0	1	2	2

Table D.30
Overall Implementation in Green Dot Public Schools

Lever	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Teacher evaluation	8	0	5	6	6	5
Staffing	11	5	5	8	9	9
PD	6	0	0	4	4	4
Compensation and career ladder	5	0	0	1	2	2
Overall total	30	5	10	19	21	20

Detailed Lever Tables: Partnerships to Uplift Communities Schools

Table D.31
Teacher-Evaluation Lever in Partnerships to Uplift Communities Schools

Practice	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Observation by principals or other administrator included in formal evaluation	1	0	1	1	1	1
Observation by an additional set of observers (e.g., other school leaders, content-area specialists, peers, central-office administrators, coaches) for at least some teachers included in formal evaluation	1	0	0	0	0	0
Student or parent surveys included in formal evaluation	1	0	1	1	1	1
Other measures of TE (e.g., content knowledge, professionalism, peer survey) included in formal evaluation	1	0	1	1	1	1
Individual VAM or SGP score for subjects and grades with state test included in formal evaluation	1	0	1	1	1	0
Individual VAM or SGP score for subjects and grades with no state test or other alternative measures of student growth included in formal evaluation	1	0	0	0	1	1
Multiple measures combined using weights	1	0	1	1	1	1
Data warehouse established for TE data	1	0	0	0	1	1
Total for teacher-evaluation lever	8	0	5	5	7	6

Table D.32
Staffing Lever in Partnerships to Uplift Communities Schools

Practice	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Early or expedited recruiting and hiring for high-need positions	1	0	0	0	0	0
Early hiring for all vacancies	1	1	1	1	1	1
Schools make final hiring decision	1	1	1	1	1	1
Administrators trained to make good hiring decisions (e.g., in interviewing and team-building)	1	1	1	1	1	1
New applicant screening model based on TE rubric	1	0	0	0	0	0
Incentives offered to work in high-need schools and classrooms	1	0	0	0	1	1
Transfers and furloughs not heavily influenced by seniority	1	1	1	1	1	1
School leaders make final decision about which teachers are placed in their schools	1	1	1	1	1	1
Tenure and retention linked to effectiveness ratings	1	0	0	0	1	1
Effectiveness rating used as basis for dismissal	1	0	0	0	0	0
Schools make final decision about teacher retention and dismissal	1	1	1	1	1	1
Total for staffing lever	11	6	6	6	8	8

Table D.33
Professional-Development Lever in Partnerships to Uplift Communities
Schools

Practice	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Use evaluation data to identify teacher development needs	1	0	0	1	1	1
Offer PD designed to improve specific teaching skills measured in the evaluation	1	0	0	1	1	1
Link coaching and mentoring feedback to evaluation components	1	0	0	1	1	1
Provide induction, mentoring, coaching, or academies for new teachers	1	1	1	1	1	1
Supervisors systematically oversee teachers' PD participation	1	0	0	0	0	0
Electronic system for PD data collection	1	0	0	0	0	0
Total for PD lever	6	1	1	4	4	4

Table D.34
Compensation and Career-Ladder Lever in Partnerships to Uplift Communities Schools

Practice	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Bonuses, stipends, or salary increments offered based on individual effectiveness measures	1	0	0	0	1	1
Traditional step-based salary schedule not used exclusively	1	0	0	0	0	0
Bonuses or salary increments given for high-need positions	1	0	0	0	0	0
Incentives offered for desired teacher behavior (e.g., low absenteeism)	1	0	0	0	0	0
Positions created for effective teachers with different responsibilities	1	0	0	1	1	1
Total for compensation and career-ladder lever	5	0	0	1	2	2

Table D.35
Overall Implementation in Partnerships to Uplift Communities Schools

Lever	Points	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
Teacher evaluation	8	0	5	5	7	6
Staffing	11	6	6	6	8	8
PD	6	1	1	4	4	4
Compensation and career ladder	5	0	0	1	2	2
Overall total	30	7	12	16	21	20

Time-Allocation Analysis

Time-Allocation Results

We obtained time-allocation data from surveys administered to all school leaders in the springs of the 2010–2011, 2011–2012, and 2012–2013 school years and to a stratified random sample of teachers in the springs of the 2010–2011 and 2012–2013 school years.

For school leaders, activities were divided among seven categories:

- **administration:** general administration activities (e.g., management, meetings)
- **instruction:** time associated with teaching classes, only for school leaders who also formally instruct a course
- **evaluating teachers:** activities related to the formal evaluation of teachers
- **receiving PD:** participating in PD
- **providing PD:** leading PD for teachers and nonteaching staff
- **recruitment:** hiring of teachers and support staff
- **reform:** other initiative activities related to TE.

For teachers, there were five categories:

- **instruction:** all activities related to teaching and assessing student progress (e.g., classroom teaching during and outside the regular school day, planning for class, and reviewing student work and data)

- **administration:** attending meetings, supervising other staff, and similar activities
- **contact with students and families:** dealing with disciplinary issues, monitoring detention or study hall, sponsoring or coaching after-school activities, and meetings with parents
- **PD, mentoring, and evaluation:** activities related to PD, preparing for one's own evaluations, and formally evaluating or mentoring other teachers (for those who are formal evaluators or mentors)
- **reform:** other initiative activities related to TE.

School-Leader Allocation Findings

In school year 2010–2011, the average school leader in a district reported working 62.6 hours per week and showed a decrease in the reported hours worked per week in both school years 2011–2012 and 2012–2013.¹ By school year 2012–2013, he or she reported working 58.3 hours per week, a decrease of 4.3 hours from school year 2010–2011. Both of these differences were statistically significant.

In the case of the CMOs, the decrease in reported working hours was smaller, only one hour difference between school years 2010–2011 and 2012–2013. The average school leader reported working 60.9 hours per week in school year 2010–2011 and 59.4 in school year 2012–2013.

In school year 2010–2011, school leaders in the seven sites allocated most of their time to three activities: administration (70 percent), evaluation (12 percent), and providing and receiving PD (a total of 15 percent). The remaining 2 percent of their time was divided among reform, recruitment, and instructional activities.

In school years 2011–2012 and 2012–2013, administration, evaluation, and providing and receiving PD again accounted for the majority of school-leader time, but there were some significant shifts in how time was divided among these three primary activities (see Table E.1).

¹ We modified the structure of the survey in school year 2011–2012 for school leaders and in school year 2012–2013 for teachers to avoid what we suspected was double counting in the first school year of the survey, 2010–2011.

Table E.1 shows the time-allocation patterns of school leaders for each of the seven Intensive Partnership districts.

Table E.1
Overall School-Leader Time Allocation by Site, in Percentages

School System	Activity	Mean			Difference	
		2011	2012	2013	2012 – 2011	2013 – 2012
HCPS	Administration	74	51	50	-23*	-1
	Instruction	0	0	0	0	0
	Evaluation	14	23	24	9*	1*
	Receiving PD	7	14	14	7*	1*
	Providing PD	4	6	6	2*	0
	Recruitment	0	2	2	2*	0
	Reform	1	4	3	3*	-1*
MCS	Administration	69	36	39	-33*	2*
	Instruction	1	0	0	0	0*
	Evaluation	12	29	29	17*	0
	Receiving PD	10	19	17	9*	-2*
	Providing PD	6	8	9	2*	1*
	Recruitment	0	2	3	2*	0
	Reform	1	5	3	4*	-2*
PPS	Administration	68	41	45	-27*	4*
	Instruction	1	0	0	-1*	0
	Evaluation	16	33	28	17*	-5*
	Receiving PD	10	13	16	4*	3*
	Providing PD	5	7	8	3*	0

Table E.1—Continued

School System	Activity	Mean			Difference	
		2011	2012	2013	2012 – 2011	2013 – 2012
	Recruitment	0	2	1	1*	0
	Reform	1	4	3	3*	-2*
Alliance	Administration	68	46	49	-22*	3
	Instruction	2	2	2	0	0
	Evaluation	13	20	22	7*	2
	Receiving PD	7	14	12	7*	-2*
	Providing PD	8	12	9	4*	-3*
	Recruitment	1	3	3	2*	0
	Reform	1	3	3	2*	1
Aspire	Administration	72	43	47	-29*	4
	Instruction	2	5	5	3	0
	Evaluation	11	22	23	11*	1
	Receiving PD	9	13	13	5*	-1
	Providing PD	6	13	9	7*	-4*
	Recruitment	1	2	3	2*	1
	Reform	1	2	1	1*	-1*
Green Dot	Administration	69	46	49	-22*	3
	Instruction	0	0	0	0	0*
	Evaluation	11	21	22	10*	0
	Receiving PD	11	17	15	6*	-2*
	Providing PD	6	9	10	3*	0
	Recruitment	2	4	3	2*	-1*

Table E.1—Continued

School System	Activity	Mean			Difference	
		2011	2012	2013	2012 – 2011	2013 – 2012
	Reform	1	2	2	1*	0
PUC Schools	Administration	68	46	42	-22*	-4*
	Instruction	0	1	0	1*	-1*
	Evaluation	10	21	24	10*	3*
	Receiving PD	11	13	14	2*	1
	Providing PD	8	12	15	5*	3*
	Recruitment	1	5	3	3*	-2*
	Reform	1	3	3	1*	0

SOURCES: Chambers, Brodziak de los Reyes, Wang, et al., 2014; RAND/AIR school-leader surveys, 2011, 2012, and 2013.

NOTE: * Statistically significant difference at the 5-percent level. Totals do not always sum precisely because of rounding.

Teacher Allocation Findings

In school year 2010–2011, the average teacher in a district reported working 51.5 hours per week, whereas the average teacher in a CMO reported working 56.6 hours per week. By school year 2012–2013, an average teacher in a district increased the time reported working by slightly more than two hours.

In school year 2010–2011, teachers across the seven Intensive Partnership sites allocated the majority of their time to three activities: instruction (80 percent), contact with students and families (7 percent), and administration (7 percent). In school year 2012–2013, activities related to PD became the second-most time-consuming activity category at 14 percent for teachers, while contact with students and families was third at 8 percent, and administration dropped to 5 percent.

Table E.2 shows the time-allocation patterns of teachers for each of the three Intensive Partnership districts.

Table E.2
Overall Teacher Time Allocation by Site, in Percentages

School System	Activity	2011	2013	Difference 2013 – 2011
HCPS	Instruction	83	71	-12*
	Administration	6	4	2*
	Contact with students and families	6	9	2*
	PD	4	12	9*
	Mentoring and evaluation	0	3	3*
	Reform	1	1	0
	SCS	Instruction	79	66
Administration		7	4	-3*
Contact with students and families		8	10	3*
PD		4	14	9*
Mentoring and evaluation		0	4	4*
Reform		1	1	0
PPS		Instruction	78	65
	Administration	8	5	-3*
	Contact with students and families	8	11	2*
	PD	4	13	9*
	Mentoring and evaluation	0	5	5*
	Reform	1	1	0
	Alliance	Instruction	85	72
Administration		6	4	-1
Contact with students and families		5	6	1*
PD		3	13	9*
Mentoring and evaluation		0	3	3*
Reform		1	0	0

Table E.2—Continued

School System	Activity	2011	2013	Difference 2013 – 2011
Aspire	Instruction	83	73	-10*
	Administration	7	5	-2*
	Contact with students and families	5	6	1*
	PD	4	11	9*
	Mentoring and evaluation	0	4	4*
	Reform	1	1	0
Green Dot	Instruction	82	70	-12*
	Administration	6	5	-1*
	Contact with students and families	7	7	0
	PD	4	14	10*
	Mentoring and evaluation	0	4	4*
	Reform	0	1	0
PUC Schools	Instruction	81	71	-10*
	Administration	7	5	-3*
	Contact with students and families	5	7	1*
	PD	5	14	9*
	Mentoring and evaluation	0	4	4*
	Reform	1	1	0

SOURCES: RAND/AIR teacher surveys, 2011 and 2013.

NOTE: * Statistically significant difference at the 5-percent level. Totals do not always sum precisely because of rounding.

Estimating the Value of Time

In order to estimate the value of time that school leaders and teachers spent in each of the categories, we used the results of the time-allocation analysis and applied the average compensation rates that each of the three Intensive Partnership sites provided. In the case of teachers, we imputed the values for 2012 from the estimates from the

2013 survey. We decided to impute based on data from the 2013 survey for two reasons. First, we observed that the time patterns of school leaders between those two years were almost identical, and, second, our conversations that we had with central-office staff from each district confirmed that no major changes were seen between 2012 and 2013 in regard to the teachers' time patterns. To aid the interpretation of the estimates, we calculated per-pupil values dividing the total estimated compensation by the total enrollment for each year.

Tables E.3 and E.4 present the estimates for each Intensive Partnership district.

Table E.3
Per-Pupil Estimates of the Value of School-Leader Time Allocations by Site,
in Dollars

School System	Activity	2011	2012	2013
HCPS	Administration	87.13	51.09	53.03
	Instruction	0.00	0.05	0.02
	Evaluation	24.86	33.44	36.42
	Providing PD	5.90	6.92	7.33
	Receiving PD	8.44	16.49	17.36
	Recruitment	0.81	2.91	3.23
	Reform	275.27	167.86	139.87
SCS	Administration	197.81	102.59	100.60
	Instruction	1.37	1.34	0.64
	Evaluation	35.53	81.98	75.52
	Receiving PD	17.58	22.71	23.24
	Providing PD	28.94	54.66	44.71
	Recruitment	0.73	6.78	7.20
	Reform	3.39	13.12	8.59
PPS	Administration	275.27	167.86	139.87
	Instruction	2.03	0.00	0.00
	Evaluation	63.64	138.21	93.85
	Receiving PD	17.72	29.45	26.65
	Providing PD	37.82	52.14	53.57
	Recruitment	1.38	5.85	3.87
	Reform	4.16	16.33	7.74

SOURCES: RAND/AIR school-leader surveys, 2011, 2012, and 2013; sites' compensation data.

Table E.4
Per-Pupil Estimates of the Value of Teacher Time Allocations by Site, in Dollars

School System	Activity	2011	2013
HCPS	Instruction	3,218.05	2,626.35
	Administration	228.56	145.26
	Contact with students and families	251.45	313.87
	PD	140.81	459.97
	Mentoring and evaluation	3.42	122.05
	Reform	28.60	20.80
SCS	Instruction	3,258.42	2,430.55
	Administration	291.20	156.65
	Contact with students and families	318.26	380.14
	PD	181.59	516.40
	Mentoring and evaluation	17.58	164.18
	Reform	31.22	35.16
PPS	Instruction	3,206.31	2,694.03
	Administration	349.94	202.44
	Contact with students and families	343.39	378.60
	PD	163.75	508.46
	Mentoring and evaluation	9.23	222.16
	Reform	34.99	51.80

SOURCES: RAND/AIR school-leader surveys, 2011, 2012, and 2013; sites' compensation data.