The Student Performance Improvement Program: An Approach to Alternative Compensation

A Joint Project of St. Francis Independent School District #15 and Education Minnesota St. Francis

Timeline, 1995 - 2005:
St. Francis & Minnesota

1995 - Minnesota begins 2% set aside for professional development

1997 - St. Francis negotiates teacher teams, leaders, 20 hours of individual professional time

2000 - Chief negotiator, union vice president attend ER&D training, write what becomes Teacher Academy policy

2001 - District starts Teacher Academy, Gov. Ventura provides $$ for five model alternative compensation programs

2002 - Tim Pawlenty elected governor

2003 - Minnesota provides no increase in education funding for two-year period, state senate (controlled by Democrats) propose an increase all tied to performance-based pay

Timeline, 1995 - 2005:
St. Francis & Minnesota

2004 - St. Francis union executive council endorses a plan to pursue performance-based pay as “most likely means to significantly increase teacher pay,” 54% of teacher leaders endorse the concept

2005 - (March) 70% of St. Francis teachers endorse plan for negotiations

2005 - (July) State legislature approves Q Comp, Governor signs law

2005 - (September) 85% of St. Francis teachers vote “yes” for performance-base pay plan

2005 - (October) St. Francis Plan accepted by State, goes into effect

Minnesota's Quality Compensation (Q Comp) Law

- Passes legislature in July 2005, goes into effect August, 2005
- Voluntary program - districts, schools, and chart schools must apply
- Provides $260 per pupil for designated purposes (about 7% increase in money available for teacher salaries)
- Five components -
  - Career ladder for teachers
  - Job-embedded staff development
  - Teacher evaluation system
  - Performance pay (standardized test bonus)
  - Reformed steps and lanes

Four-Member Performance Review Team

Assigned to each professional covered by the teacher contract

Membership

1. Teacher
2. Peer Leader
3. Specialist (peer)
4. Administrator

(Assigned by program coordinator)

Fall Meeting

- Reviews Annual Goal & Plan
- Sets observation schedule
- Sets Up Planning for "Evidence of Student Growth"

Spring Meeting

- Determines Plan Completion
- Provides Annual Rating
- Approves Teacher's Plan for the following year

Annual Review Process for Individual Teachers

PRT Reviews Work / Reports Results (PRT Meets)
(Spring)

Performance Review Team (PRT) Assigned
Spring/Summer

Annual Program Developed (PRT Meets)
(Summer/Fall)

Professional Growth
(Summer/school year)

Formal Observations / Evidence of Student Growth
(November - May)

Salary Schedule (2009-11)

Teacher Level	BA	BA - Mentor	MA	MA - Mentor	Accumulated Annual Reviews Required
Teacher 1	$39,120		$40,750		Entry Level
Teacher 2	$45,641		$47,814		3 (all proficient or above)
Teacher 3	$52,160	$53,247	$55,420	$56,507	6 (all proficient or above)
Career 1			$59,767	$60,854	10 (7 established)
Career 2			$64,114	$65,201	13 (10 established)
Career 3			$71,542	$72,629	16 (13 established)
Career Ladder 1				$60,854	7 (4 established)
Career Ladder 2				$65,201	7 (4 established)
Career Ladder 3				$72,629	7 (4 established)

Extended Responsibility Stipends Range - $4,162 to $10,404

Career Teacher Incentive - $1,700 to $2,420

Teacher Career Paths

Emerging Professional Teacher
6 annual reviews at proficient level (minimum)

Professional Teacher

Mentor Teacher
Teachers eligible after 7 annual reviews

Approved Master's Degree Program Completed

Career Classroom Performance
Teachers eligible with 10 annual reviews, 7 of which are "established"

Career Ladder in Teacher Leadership
Teachers eligible with 7 annual reviews, 4 of which are "established"

St. Francis Student Achievement, Compared to the State Average...

Increased by an average of

- +12.81 point average gain in mathematics
- +10.15 point average gain in reading

(Comparing the base years 1998–2000 to full implementation years 2002–2005)

St. Francis Graduates Increasing College Access

Grad Year	2000	2001	2002	2003	2004	2005	2006	Total
Total Respondents	218	201	241	278	280	207	237	**1662**
Graduates	264	249	290	360	391	269	355	**2178**
Technical/Career College	19.3%	15.9%	14.9%	14.4%	11.4%	11.6%	14.3%	**14.4%**
Community College	11.0%	10.4%	24.1%	19.1%	23.9%	21.3%	28.3%	**20.1%**
4 year College/University	29.4%	35.3%	30.7%	31.7%	34.6%	38.2%	33.8%	**33.3%**
Total Continuing Education	**59.6%**	**61.7%**	**69.7%**	**65.1%**	**70.0%**	**71.0%**	**76.4%**	**67.8%**

Baseline (2000) - 59.6% of graduates go on to college.

Average of full implementation years (2002–2006) - 70.4% of graduates go on to college.

University of Minnesota Center for Applied Research and Educational Improvement Study

August 2007 - June 2008,
Presented to the School Board August 11, 2008

U of M CAREI Study

What Attracts New Teachers to St. Francis?*

33% - Teacher Support System

32% - Improved Salary Schedule

24% - Early hiring decision

11% - Other

*Survey given to new teachers hired in 2006 and 2007.

U of M CAREI Study

Is St. Francis attracting more applicants for teaching jobs?*

70% - Agree St. Francis is attracting more applicants

- 18% strongly agree
- 51% agree

*Survey given to administrators and teacher-leaders.

U of M CAREI Study

Is St. Francis attracting better applicants for teaching jobs?*

75% - Agree St. Francis is attracting better applicants

- 18% strongly agree
- 57% agree

*Survey given to administrators and teacher-leaders.

U of M CAREI Study

Support for the system*

88.9% - Highly support system

79% - Believe salary advancement should be connected to student achievement gains

82% - Believe system will result in greater achievement gains for students

*Survey given to all teachers.

U of M CAREI Study

Summary & Conclusions

- Most significant change - explicit link between professional development and positive, observable changes in work settings

- Teachers must demonstrate proficiency in attaining goals through observations by peers and administrators during the four classroom visits

- Link between professional development and professional behavior provides catalyst for permanent and positive change

U of M CAREI Study

Summary & Conclusions

Improved professional development

- Increased reflective practice
- Teacher growth objectives observed and assessed
- Increased understanding of various roles (teacher, social worker, educational assistant, administrator)
- Process is clear, not overly rigid or prescriptive
- Student performance in both reading and math improved
- Extended teacher duties increases leadership capacities of young teachers

Keillor's Theorem

A *system* that is indifferent to the performance of its employees and rewards them alike regardless of effort or effectiveness is based on an assumption that what those employees do really isn't very important or difficult.

Keillor's Postulate

If well constructed, the most significant changes that result from implementing high-stakes evaluation of teachers are not so much what good teachers do in their classrooms but in the way school systems function – the environment in which those good teachers find themselves now thriving.

“Those of us responsible for public education must never defend or try to perpetuate a school to which we would not send our own children.”

Sandra Feldman,

President, American Federation of Teachers, 1997-2004