

Chicago Public Schools: Chicago TAP



The Chicago Public Schools (CPS) is collaborating with the Chicago Teachers Union (CTU), Chicago Principals and Administrators Association (CPAA), National Institute for Excellence in Teaching (NIET)/Teacher Advancement Program (TAP), and The Chicago Public Education Fund (The Fund) to implement a comprehensive and aligned system that includes performance-based compensation, classroom observations, job-embedded professional development, and school-based career opportunities for teachers and principals. Chicago TAP expands on the national model by including all adults in the building, not only the educators, as eligible for compensation.

Needs Assessment Results and General Information

Chicago TAP will be implemented as a pilot in 40 of the highest need regular and charter schools in the CPS, affecting approximately 24,000 students, 1,240 teachers, and 40 principals. CPS enrolls a large number of low-income and minority students. The district has growing English Language Learners (ELL) (15 percent) and special needs (12 percent) populations. In 2006-07, approximately 39 percent of elementary students were in the lowest performing categories on the state assessments in reading and 31 percent were in the lowest performing categories on the state assessments in mathematics. At the high school level, the majority of students performed in the lowest two categories in reading (66 percent) and math (72 percent).

Conducted in partnership with the Joyce Foundation and Education Trust, the CPS teacher quality survey results showed there was an inequitable distribution of high-quality teachers among the highest poverty,

highest minority, and lowest performing schools. Teacher turnover in the schools that participated in the teacher quality survey was 19 percent.

Background

Building on an ongoing Human Capital Initiative, CPS is implementing a localized version of the nationally recognized TAP model. After a design year, Chicago TAP began the pilot with 10 schools during the 2007-08 school year and will add 10 schools each year for a total of 40.

Incentives

Chicago TAP offers performance-based compensation. This compensation is determined by established objective criteria, including classroom observations and student achievement gains. All performance-based compensation is above and beyond a teacher, principal, or school staff's salary. The system rewards teachers for measurable improvements in their teaching skills and student performance.

Location(s)	Chicago, Illinois
Award Date	November 2006
Duration	5 years
Partners	National Institute for Excellence in Teaching (NIET), Teacher Advancement Program (TAP), Mathematica Policy Research, Inc. (MPR), Chicago Teachers Union (CTU), Chicago Principals and Administrators Association (CPAA) and The Chicago Public Education Fund.

In the first round of performance awards in 2007-08, almost 350 teachers and administrators were eligible for TIF-funded performance awards totaling approximately \$325,000, and 150 support staff were eligible for non-TIF performance awards totaling \$25,000.

In the second round of performance awards in 2008-09, almost 600 teachers and administrators were eligible for TIF-funded performance awards totaling approximately \$1,205,000, and 300 support staff were eligible for non-TIF performance awards totaling \$100,000.

Lead Teachers receive a stipend of \$15,000, and Mentor Teachers receive a stipend of \$7,000 above and beyond base compensation. These stipends reflect additional roles and responsibilities of lead and mentor teachers.

Year 1 of Implementation

All teachers were eligible for an average bonus award of \$2,000 based on schoolwide value-added student achievement gains (75 percent) and the average scores earned on multiple observations of classroom teaching using the Chicago TAP skills, knowledge, and responsibilities standards (25 percent);

Administrators were eligible for a maximum bonus award of \$5,000 based on schoolwide value-added student achievement gains (25 percent) and effectiveness of TAP implementation (75 percent); and

All other school support staff were eligible for a maximum bonus award (non-TIF funded) of \$500 based on schoolwide value-added student achievement gains.

Years 2-4 of Implementation

All teachers are eligible for an average bonus award of \$4,000 based on schoolwide and classroom value-added student achievement gains and the average scores earned on multiple observations of classroom

teaching using the Chicago TAP skills, knowledge, and responsibilities standards. Over time, 60 percent of the teacher targeted bonus will be linked to student achievement on state assessments. The other 40 percent will be related to multiple evaluations of teacher performance. Within the 60 percent tied to student achievement, 50 percent will be based on schoolwide value-added growth and 50 percent on individual classroom value-added growth. Chicago TAP teachers who do not teach state-tested subjects (art, physical education) will have the entire 60 percent based on schoolwide gains.

Administrators are eligible for a maximum bonus award of \$5,000 based on schoolwide value-added student achievement gains, and fidelity of TAP implementation. The range will shift to 50 percent student achievement gains and 50 percent implementation in Year 2, and 75 percent and 25 percent, respectively, in Year 3 and beyond.

All other school support staff are eligible for a maximum bonus award of \$1,000 based on schoolwide value-added student achievement gains.

Evaluation

A multi-year evaluation of the Chicago TAP is being conducted by Mathematica Policy Research, Inc. Chicago Public Schools' Department of Program Evaluation and NIET will also conduct evaluation activities related to the Chicago TAP implementation. A value-added model is being developed with the Wisconsin Center for Education Research (WCER).

Resources

CPS has developed a funding schedule that will support Chicago TAP during and beyond the grant period with district and foundation support, including \$2.6 million from the Broad Foundation, \$1.2 million from the Joyce Foundation, and \$627,000 from The Chicago Public Education Fund.

Data Systems

In-place data systems include student assessment data on the statewide exams in grades 3 to 8 in math and reading, student background information, teacher mobility, and teacher credentials.

Year 3 Activities

Selection for additional schools to be part of Chicago TAP was completed in March 2009. Cohort 3 implemented in July 2009, and Cohort 4 will implement in July 2010.

All the Chicago TAP schools were provided with proven processes and tools to structure and drive instructional change and student achievement, as well as ongoing support from the Chicago TAP management team. Chicago TAP schools had the opportunity to participate in continuous training such as summits, monthly lead and mentor teacher meetings, bi-monthly principals meetings, and on-site support and coaching from NIET/TAP national trainers and the local team.

The Chicago TAP Joint Council, a committee of five members appointed by the Board of Education and five members appointed by the CTU, along with a member of The Chicago Public Education Fund, worked together to establish joint communications and messaging, to monitor the program implementation, and to recommend improvements to the program such as developing program exit criteria.

Challenges

- Selecting additional schools to maintain the count of 40 schools participating in Chicago TAP was a challenge. Prior to the selection process for Cohorts 3 and 4, two schools exited Chicago TAP. To account for these two schools, 12 schools were selected to be part of Cohort 3 and 10 for Cohort 4, a total of 40 schools. After the selection process, one more school exited the program, bringing the total to 39. Cohort 1 has experienced the most school attrition.

- In our experience with high schools, the current single value-added metric used was not representative of the schools' performance. Therefore, it was necessary to identify other metrics to determine student achievement gains. This change requires Chicago TAP to submit a change of scope for its TIF grant.
- CPS identified the use of both schoolwide and classroom-level value-added in its calculations for performance award compensations. Classroom value-added is used for schools in their second and subsequent years of program implementation. WCER at UW-Madison for Value Added is testing the data to assess whether they are of high enough quality to be used in the application for performance award compensations.

Outlook for Year 4

In 2009-10, Chicago TAP will provide extensive support and follow-up training to the 12 schools in Cohort 3 who began implementation in summer 2009, as well as to the 9 schools in Cohort 2 entering the second year of implementation and 8 schools in Cohort 1 entering the third year of implementation. The selection of lead teachers for Cohort 4 as well as for Cohorts 1-3 schools who are experiencing staff changes will occur in March 2010. In addition, an orientation session will be conducted for Cohort 4 principals to assist them in their preparation for program participation.

CPS will continue conversations both internally and with foundations for funding to sustain Chicago TAP beyond the grant period. One of the major challenges foreseen is the statewide budget shortfall, which will have a negative impact on all programs.