

# Philadelphia Teacher and Principal Incentive Fund Project

*Beginning in fall 2007, approximately 175 classroom teachers and 5 school principals in Philadelphia Charter Schools participated in the Incentive Fund Project, which implemented performance-based bonuses and opportunities for career advancement. Student growth standards were established via a Student Academic Growth System, which was used as a primary determining factor in eligibility for bonuses.*

## Needs Assessment Results and General Information

By Fall 2008, the program will expand to a total of eleven (11) high-need urban elementary schools (grades 3 to 8) serving approximately 6,000 students. More than 70 percent of the District's students are eligible for free or reduced-price lunch; more than 80 percent are African-American or Latino. In 2007–08, the city experienced its seventh consecutive year of growth in math and reading scores on the State test, and the percentages of students scoring at proficient levels in math increased to 49.0 percent overall and 44.0 percent in reading.

## Background

The overall purpose of the initiative is to pilot a performance-based staff development and compensation system that provides teacher and principal incentives tied directly to student achievement growth and classroom evaluations. The current compensatory system is based on seniority and certifications/degrees and is not tied to student achievement. The existing Student Academic Growth model will be used to support the Incentive Fund Project.

## Incentives

The program in year two included cash bonuses for individual teachers, principals, and instructional support staff, as well as opportunities for career advancement with salary increases. Mentor and master teacher roles were established. Bonuses for teachers were based on student achievement at the school level. For principals, 50 percent of the bonus was targeted for student achievement at the school level and 50 percent was based on an external program review of the implementation of the TAP program. Other teachers and staff bonuses were based on schoolwide performance. Opportunities for full or partial bonuses were available.

## Evaluation

An external evaluator was contracted to conduct the program evaluation, in collaboration with the district's own Office of Research and Evaluation. A rigorous evaluation plan includes baseline data collection for the non-equivalent comparison group interrupted time series design. Under this plan, two non-equivalent comparison groups will be identified and tracked over time. Student Academic Growth will be used to

<b>LOCATION(S)</b>	Philadelphia, Pennsylvania
<b>AWARD DATE</b>	November 2006
<b>DURATION</b>	5 years
<b>PARTNERS</b>	School District of Philadelphia, teacher and principal unions

