Traditional Relationship Management Status Quo Process Compliance

- Very little accountability
- Diffuse responsibility
- Low initiative
- Check the box or go through the motions

Transformative Action Leadership Change Outcomes Effectiveness

- High expectations
- Clear accountability
- “Figure it out” mentality
- Outcomes focused
TEACHER EVALUATION, COMPENSATION, AND SUPPORT

10 AUG 2023
NES/A -- Effective Teachers Should Be Paid More

- Strongly Agree
- Agree
- Neither A or D
- Disagree
- Strongly Disagree

- Teacher
- Admin.
- SDMC
NES/A -- Effective Teachers Should Be Paid More

- Strongly Agree: 121
- Agree: 65
- Neither A or D: 16
- Disagree: 9
- Strongly Disagree: 3
Non-NES/A -- Effective Teachers Paid More

- Strongly Agree: Teacher (90), Admin. (10), SDMC (5)
- Agree: Teacher (70), Admin. (10), SDMC (5)
- Neither A or D: Teacher (30), Admin. (5), SDMC (2)
- Disagree: Teacher (10), Admin. (1), SDMC (1)
- Strongly Disagree: Teacher (2), Admin. (1), SDMC (1)
Non-NES/A -- Effective Teachers Paid More

- Strongly Agree: 257
- Agree: 170
- Neither A or D: 73
- Disagree: 37
- Strongly Disagree: 8
All -- Effective Teachers Should Be Paid More

- Strongly Agree
- Agree
- Neither A or D
- Disagree
- Strongly Disagree

Legend:
- Teacher
- Admin.
- SDMC
All -- Effective Teachers Should Be Paid More

- Strongly Agree: 378
- Agree: 235
- Neither A or D: 89
- Disagree: 46
- Strongly Disagree: 11
Those responding to the survey who agree or strongly agree that effective teachers should be paid more than less effective teachers:

Teachers: 80%
Administrators: 88%
All respondents: 81%

Our teachers are leading the way.
NES/A -- % of Eval. Based on Achievement Data

- 0%
- 20%
- 30%
- 40%
- > 40%

Teacher  | Admin.  | SDMC

Bar chart showing the distribution of evaluations based on achievement data.
Non-NES/A -- Quality of Instruction Best Assessed Through Frequent, Spot Obs.

- **Strongly Agree**: 77%
- **Agree**: 88%
- **Neither A or D**: 62%
- **Disagree**: (data not shown)
- **Strongly Disagree**: (data not shown)

Legend:
- Teacher
- Admin.
- SDMC
EFFECTIVENESS AREAS

- School Action Plan
- Student Survey
- Teacher Performance
- Student achievement
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category A</strong>:</td>
<td>teacher has district, state, or national achievement data</td>
</tr>
<tr>
<td><strong>Category B</strong>:</td>
<td>teacher has achievement data, but students do not participate in the survey</td>
</tr>
<tr>
<td><strong>Category C</strong>:</td>
<td>student achievement data is not available, but students take the survey</td>
</tr>
<tr>
<td><strong>Category D</strong>:</td>
<td>student achievement data is not available nor are student survey data</td>
</tr>
</tbody>
</table>
## Percentage of the evaluation devoted to each effectiveness area

<table>
<thead>
<tr>
<th>Category</th>
<th>Student achievement data</th>
<th>Teacher Performance</th>
<th>Student Survey data</th>
<th>School Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Category A:</strong> teacher has district, state, or national achievement data</td>
<td>35%</td>
<td>40%</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Category B:</strong> teacher has achievement data, but students do not participate in the survey</td>
<td>35%</td>
<td>50%</td>
<td>0%</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Category C:</strong> student achievement data is not available, but students take the survey</td>
<td>35%</td>
<td>40%</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Category D:</strong> student achievement data is not available nor are student survey data</td>
<td>35%</td>
<td>50%</td>
<td>0%</td>
<td>15%</td>
</tr>
</tbody>
</table>
A teacher may earn up to 100 points. The scores from each effectiveness component are added to get the teacher evaluation rating (a score out of 100 points). The scores equate to the following seven effectiveness levels.

<table>
<thead>
<tr>
<th>Unsat</th>
<th>Prog. I</th>
<th>Prog. II</th>
<th>Prof. I</th>
<th>Prof. II</th>
<th>Exemp. I</th>
<th>Exemp. II</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-18</td>
<td>19-29</td>
<td>30-42</td>
<td>43-57</td>
<td>58-71</td>
<td>72-85</td>
<td>86-100</td>
</tr>
</tbody>
</table>
## Distinguished Teachers

<table>
<thead>
<tr>
<th>Unsat</th>
<th>Prog. I</th>
<th>Prog. II</th>
<th>Prof. I</th>
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<td>86-100</td>
</tr>
</tbody>
</table>

Distinguished
DISTINGUISHED TEACHERS

<table>
<thead>
<tr>
<th>DTR Attribute</th>
<th>Max. Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of instruction</td>
<td>5</td>
</tr>
<tr>
<td>Leadership</td>
<td>5</td>
</tr>
<tr>
<td>Lifelong learning</td>
<td>5</td>
</tr>
<tr>
<td>Contributions to the profession</td>
<td>5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

Student Achieve. (35) + Teacher Perform (40) + Student Survey (10) + School Plan (15) + DTR (20) = 120
The method of linking cut-points to a “target distribution” is an elegant solution to the problem of ensuring equal rigor across the system.
COMPENSATION
No organization can maximize its effectiveness if what it values is disconnected from how it compensates its employees.
## TES Base Salaries

<table>
<thead>
<tr>
<th>Unsat</th>
<th>Prof. I</th>
<th>Prof. II</th>
<th>Exemp. I</th>
<th>Exemp. II</th>
</tr>
</thead>
<tbody>
<tr>
<td>$65,000</td>
<td>$80,000</td>
<td>$88,000</td>
<td>$96,000</td>
<td>$104,000</td>
</tr>
<tr>
<td>$70,000</td>
<td>$75,000</td>
<td>$80,000</td>
<td>$88,000</td>
<td>$96,000</td>
</tr>
</tbody>
</table>

Novice Teacher -- $72,500