



Washoe County School District | Nevada

SUMMARY

The Principal and Teacher Performance Growth System is a performance-based compensation system (PBCS) with a goal of increasing the number of highly effective teachers and principals in nine high-need Washoe County School District (WCSD) schools. The Principal and Teacher Performance Growth System incorporates four aspects of teacher evaluation: (1) student achievement data; (2) other data such as classroom observations; (3) review of evaluations from the previous three years; and (4) performance review discussions focusing on areas of strength, growth, and performance. Principal evaluations include additional measures of effectiveness, such as teacher retention rate and access to professional development based on data-driven needs, high school graduation rate, and college enrollment rates.

PROGRAM GOALS AND EVALUATION

The goal for this project is to increase the number of Highly Effective teachers and principals who reflect WCSD's mission, vision, and core beliefs by implementing an effective and comprehensive evaluative growth system.

The external evaluator hired for this grant, Interactive Inc., has worked closely with WCSD's research and evaluation team to conduct a comprehensive evaluation of TIF 3, incorporating formative and summative methods. The formative evaluation focuses on measures of fidelity to ensure WCSD implements the program model as intended. The summative evaluation assesses the impact of TIF grant efforts on teacher and principal effectiveness and recruitment and retention of effective teachers and principals. Interactive has collected quantitative and qualitative data through interviews; surveys; and analyses of school, teacher, and student-level data.

State: Nevada

Location: Reno

Award amount: \$9,030,556

TIF Cohort: 3

STEM Grantee: No

Number of districts participating: 1

Number of schools participating: 9

Number of teachers eligible: 334

Number of principals eligible: 9

Number of assistant principals eligible: 7

Superintendent: Traci Davis (interim)

Key program staff:

Sabrina Pellett, Project Director

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REWARD STRUCTURE

The PBC reward structure for the 2014–15 school year is based on the following criteria for the nine TIF3 sites:

- Be in attendance at the TIF school for 90 percent of the school year
- Be at the SAME TIF school as of October 1, 2015
- Receive an Effective or Highly Effective on the qualitative evaluation rubric for 2014–15
- School has received a minimum of a 3-star classification on the Nevada School Performance Framework AND achieves a median SGP greater than or equal to 50 in reading or math.

YEARS 1-4 HIGHLIGHTS

- Piloted the new teacher evaluation rubric at all nine TIF schools
- Provided professional development trainings on professional growth systems and evaluation rubrics
- Hired career lattice positions for master and mentor teachers at all nine TIF schools
- Established incentive criteria in collaboration with all bargaining units and began making pay-outs
- Established teacher peer assistance and review (PAR) committees and launched the district-wide rollout of the PAR system to support new and teachers needing extra support as indicated by their performance evaluation
- Supported the transition of the professional growth system into the human capital management system being rolled out for SY 2014–15.
- Continued to upgrade the data warehouse to enhance system capability to track and report on individual student achievement

YEAR 5 OUTLOOK

- Work to restructure career lattice, master and mentor teacher processes to improve the structure, selection, and outcomes
- BIE training for leadership, coaches, master and mentor teachers, teachers
- Build a professional learning suite to support professional growth tied to evaluation performance frameworks and Nevada Academic Content Standards
- Ongoing work with the State of Nevada in preparation for a statewide evaluation system and accountability tied to evaluation
- Professional development for administrators on observation and analysis of teaching
- District rollout of the PAR process to support new and underperforming certified and administrative employees
- Continue to upgrade the data warehouse to enhance system capability to track and report on individual student achievement

SUSTAINABILITY

WCSD has fully implemented the qualitative portion of our professional growth system and will continue to support its implementation through deepening understanding of the framework for certified teachers and site administrators. The PAR program has been built and piloted in the TIF 3 schools. This process will be implemented throughout the district in the 2014–15 school year and sustained by the WCSD. The Legislature for the State of Nevada is investigating the quantitative component of our evaluation framework, and we expect decisions to be made at the state level during the 2014–15 school year with implementation projected for the 2015–16 school year. WCSD has made substantial gains in creating a sustainable data warehouse in the district and has trained nearly all schools as well as key support staff in how to access, review, and use the data to improve their schools and monitor student progress. WCSD's IT and Accountability Department staff fully maintain the system through general funding, and so it is sustainable without TIF3 funding. The Buck institute training will be sustainable through our employees that have become Buck Certified Trainers and will continue to grow and support this work.

PERFORMANCE-BASED COMPENSATION

Based on the PBCS criteria, three schools were eligible for their staff to receive PBC in SY 2013–14 based on their performance framework classification and the growth criteria established: Clayton Middle School, Smithridge Elementary School, and Veterans Elementary School. At those schools, 84.0 percent of certified teachers, 62.6 percent of education support professionals, and 85.7 percent of administrators received PBC based on established criteria.