

State Programs

CURRENT PAY-FOR-PERFORMANCE STATE PROGRAMS¹

ALASKA PUBLIC SCHOOL PERFORMANCE INCENTIVE PROGRAM²

Status and Participation

This pilot program was enacted by state law in 2006 and will sunset in June of 2009. Most schools are eligible. To be eligible, a school must provide mathematics and language arts instruction; have any combination of grades K-12 (except schools with 11-12 only), and administer the reading, writing, and mathematics standards-based assessment. All teachers in eligible schools can receive the incentives, although the program is limited to 850 certified staff members and approximately 340 uncertified staff members.

Structure of Incentives

This program only provides schoolwide incentives. Individual students' test scores on the state assessment are placed in one of six performance categories. A student's performance is then compared with his or her individual scores from the previous year. Schools receive points for students' movement between categories. The points for a school's students are totaled and then divided by the number of students to produce the school score. This score is applied to an index that has several levels; the higher the score, the larger the bonus. Schools that show only one year of growth or less do not receive bonuses.

Other Required Elements

None

Funding³

The cost of the program can not exceed \$5.8 million annually. The program is funded by the state.

ARIZONA CAREER LADDER PROGRAM

Status and Participation

The program was launched in 1985-86 with 14 districts. Twenty-eight districts currently participate and the program hasn't received additional funding since 1993-94. All new teachers in Career Ladder districts must be evaluated for placement on the Career Ladder but are free to choose whether or not to participate or to remain on the traditional salary schedule. Approximately 70 percent of eligible teachers participate in the Career Ladder Program.

Structure of Incentives

Each district constructs its own ladder and places teachers on a level according to their performance. Teachers earn higher salaries for higher levels of placement on the Career Ladder. Teachers qualify for levels based on evaluation or classroom performance, student progress, and additional responsibility for a particular place within each level.

Local performance criteria vary across participating districts, but the plans include both individual- and group- based awards, and they typically reward some combination of the following: professional development, teaching quality, use of innovative methods, parent satisfaction, and student performance.

Other Required Elements

Districts are required to provide professional development for teachers to help them advance through the levels. Teachers with less than three years of experience in the Career Ladder program must be evaluated at least twice a year and teachers with three or more years of experience must be evaluated at least once a year.

Funding

The program is supported by local property taxes and state appropriations from the general fund.⁴ The program costs about \$76,507,267 for 28 districts.⁵

ARIZONA CLASSROOM SITE FUND⁶

Status and Participation

The program was enacted in 2000 through passage of a ballot initiative. All districts in Arizona are required to have some type of pay-for-performance component for teachers. Districts participating in the Classroom Site Fund or the Career Ladder Program meet this requirement. All teachers are eligible for the incentives.

Structure of Incentives

School districts create their own plans, but must adhere to set guidelines. Districts may reward teachers in groups or individually.

Classroom site funds must be used in the following manner:

- 20 percent for increasing teachers' base pay
- 40 percent for performance pay for teachers
- 40 percent for school "menu options" such as reduced class sizes; classroom supplies, materials, or computers; Academic Intervention Monitoring System programs; dropout prevention programs; teacher training; teacher liability insurance premiums; and additional teacher compensation.

The state also encourages school district governing boards to incorporate the following elements in their programs: school district performance and school performance; measures of academic progress toward the state academic standards; dropout or graduation rates; attendance rates; parent and student ratings of school quality; teacher and administrator input, including approval of the system by a vote of at least 70 percent of teachers eligible to participate in it; an appeals process for teachers who have been denied performance-based compensation; and a regular evaluation of the system's effectiveness.

Other Required Elements

The state encourages districts using performance-based compensation systems to provide teachers with professional development programs aligned with the above elements.

Funding⁷

The program is supported by state funds including a 0.6 cent education sales tax; \$406,550,500 was allocated for the program in FY 2007.

CURRENT PAY-FOR-PERFORMANCE STATE PROGRAMS

TEXAS

EDUCATOR EXCELLENCE GRANTS

Status and Participation

Schools are selected for the program if they rank within the top half of schools enrolling high percentages of educationally disadvantaged students and either receive an exemplary or recognized state accountability rating or rank within the top quartile of performance in comparable improvement in mathematics, reading, or both.

Structure of Incentives

Part I funding is used to provide individual incentives to teachers. It must make up no less than 75 percent of a school's award. Only classroom teachers, as defined by the Texas Education Code, are eligible for awards under Part I. The awards must be made based on improved student performance using objective, quantifiable measures and collaboration with faculty and staff that contributes to improved overall student performance. Schools can also distribute awards using Part I funding to teachers who demonstrate initiative, commitment, personalization, professionalism, and involvement in activities that improve student achievement and to teachers who accept an assignment in a subject area that is difficult to staff.

Part II funding can represent no more than 25 percent of a school's award. It can be used for incentives to feeder schools, additional incentives for other school personnel, professional development, signing bonuses for new teachers who are teaching in high-needs subject areas, teacher mentoring programs, new teacher induction programs, common planning time and curriculum development, stipends for additional education or responsibilities, other programs that contribute to improved student achievement, and other programs that would support a financial incentive system.

Other Required Elements

Plans must be developed with significant teacher involvement and must be supported by the teachers in a school through a simple majority vote.

Funding¹⁴

The state has allocated \$100 million for FY 2007 and \$97.5 million annually for fiscal years 2008 and 2009. The program is supported by state funds.

1 We were unable to find parallel information on funding for each program.

2 Information about the Public School Performance Incentive Program was excerpted from the Education Commission of the States Teacher Compensation Database, available at http://www.ecs.org/ecsmain.asp?page=/html/educationissues/teachingquality/NCLB-HQTP/T_Comp.asp

3 Education Commission of the States, Teacher Compensation Database, <http://mb2.ecs.org/reports/Report.aspx?id=1267>

4 Education Commission of the States, Teacher Compensation Database, <http://mb2.ecs.org/reports/Report.aspx?id=1126>

5 Arizona Department of Education, School Finance, http://www.ade.az.gov/SchoolFinance/Reports/CareerLadder_OPIP/

6 Information about the Classroom Site Fund and Career Ladder Programs were excerpted from the Education Commission of the States Teacher Compensation Database at http://www.ecs.org/ecsmain.asp?page=/html/educationissues/teachingquality/NCLB-HQTP/T_Comp.asp

7 Education Commission of the States, Teacher Compensation Database, <http://mb2.ecs.org/reports/Report.aspx?id=1267>

8 Florida Department of Education, SB1226 Executive Summary, http://www.fldoe.org/gr/Bill_Summary/2007/SB1226.pdf. Also confirmed by email with Pam Stewart, Deputy Chancellor, K12 Educator Quality, Florida Department of Education.

9 Email from Kristie Anderson, Program Specialist, Minnesota Department of Education.

10 Conversation with Lydia Prude, Chief of School Allotments, North Carolina Department of Public Instruction.

11 Email from Maureen Yoder, TIF Project Manager, Ohio Department of Education, and U.S. Department of Education, Teacher Incentive Fund, Awards, <http://www.ed.gov/programs/teacherincentive/awards.html>; these funding amounts do not include other sources of funding for the program.

12 Email from Maureen Yoder, TIF Project Manager, Ohio Department of Education, and U.S. Department of Education, Teacher Incentive Fund, Awards, <http://www.ed.gov/programs/teacherincentive/awards.html>; these funding amounts don't include other sources of funding for the program.

13 U.S. Department of Education, Teacher Incentive Fund, Awards, <http://www.ed.gov/programs/teacherincentive/awards.html>; Email from Jason Culbertson, Executive Director, South Carolina Teacher Advancement Program.

14 Email from Rita Ghazal, Program Manager of Policy Initiatives, Office of Education Initiatives, Texas Education Agency.