



Teacher Advancement Program

TAP Expansion, Impact and Outcomes

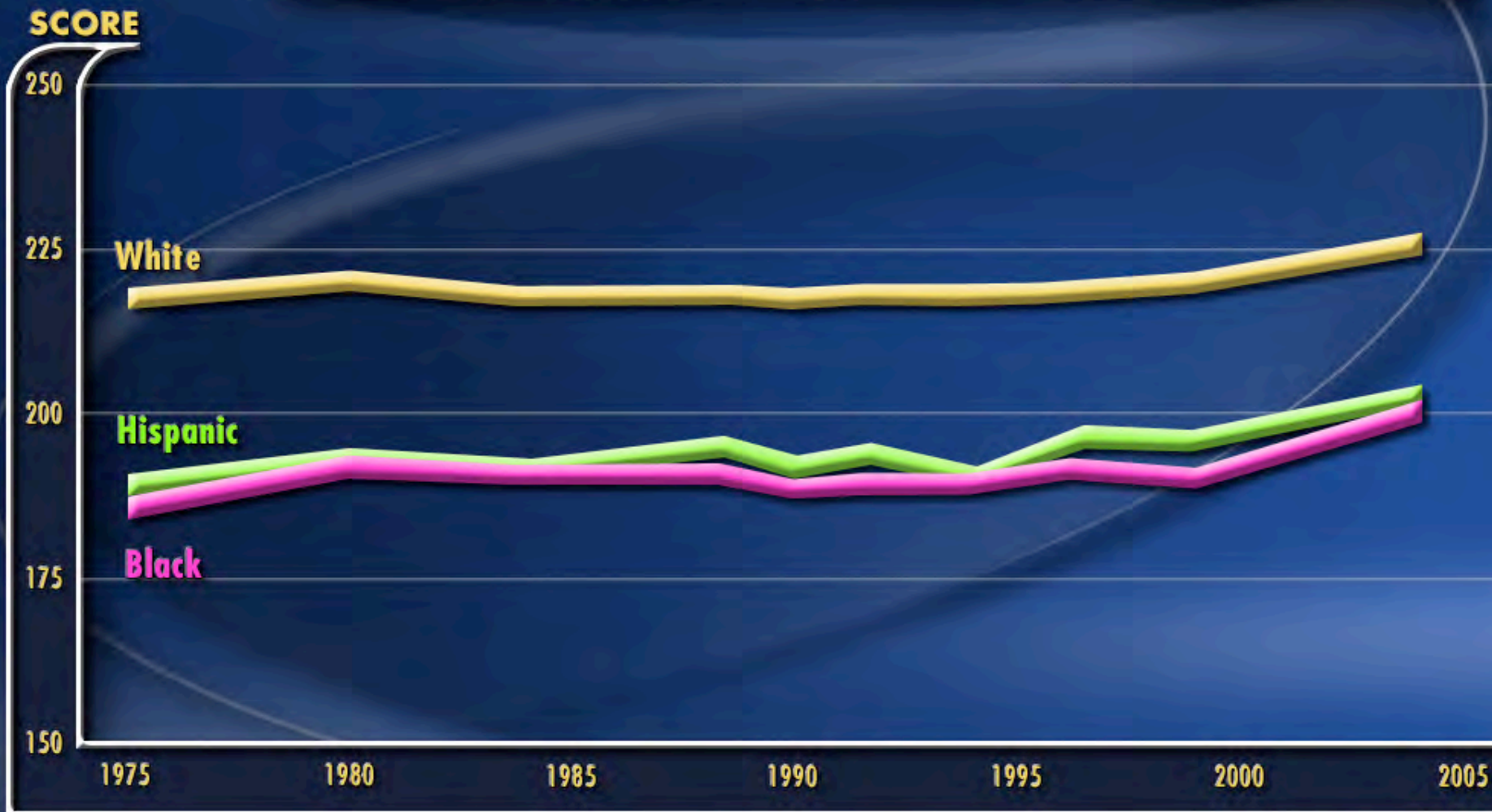
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Achievement Gap is Still Wide but Narrowing: NAEP 9-Year-Old Reading Trends





Research on Importance/Impact of Teacher Quality

Home and Family 49%

Teacher Qualifications 43%

Class Size 8%



Evidence on Teacher Quality

- **Magnitude of quality effects (TX)**
 - 10X class size reduction
 - 5 years of good teacher = SES gap
- **Magnitude of quality effects (Gary, IN)**
 - Good → Bad equals 1 year achievement



Out-of-Field Teaching Rampant

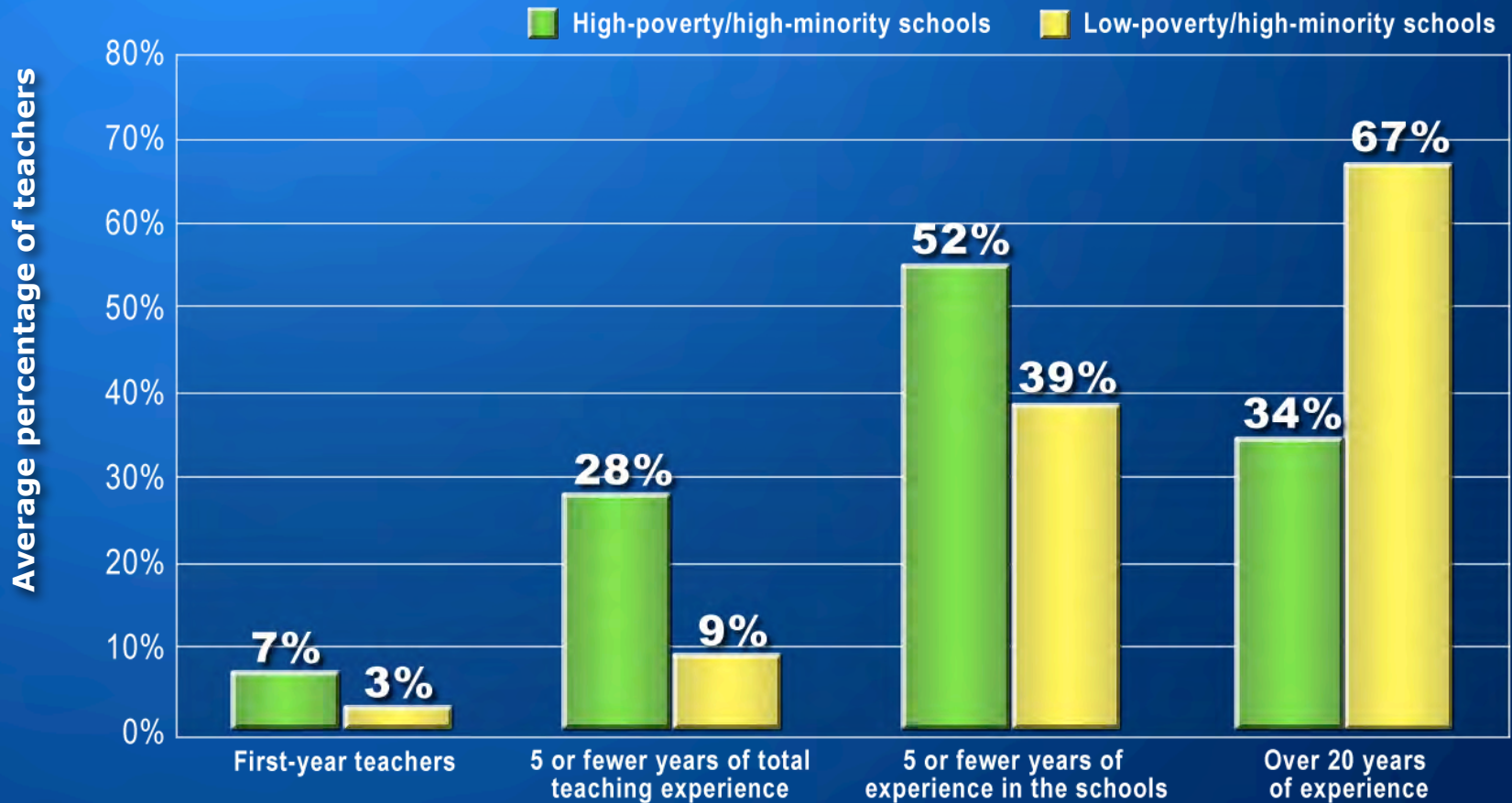
	Math	English	History	Physical Science
All Public Schools	35.8%	33.1%	58.5%	59.1%
High Poverty Schools	51.4%	41.7%	61.2%	61.2%

Source: Ingersoll, 2003



Distribution of Experienced Teachers in Philadelphia

Average percentage of teachers in high-poverty/high-minority and low-poverty/high-minority schools by measures of teaching experiences in the school and total years of teaching experience, 1998-1999





Why Don't People Choose Teaching?

- Salaries not competitive
- Costs of training not warranted by salary
- Start career and retire with same title and same job description
- Rarely do supervisors try to see how effective you are
- Few opportunities to get better at what you do
- Everyone with same experience and credits gets same pay
- Women have more career opportunities now
- Little collegiality
- Sometimes little respect from community
- Often unpleasant, dangerous environment



What is TAP?

To Some:

TAP is a professional development program that makes successful hard work pay off.

To Others:

TAP is a performance pay program that provides a great deal of support to teachers

Message:

Do not implement performance pay in a vacuum – please!



Why Do Performance Pay Plans Fail?

- Imposed on Teachers
- Do not provide mechanism for poorly performing teachers to get better
- Teachers not prepared to be assessed
- Fear of bias, nepotism of evaluators, don't trust the principal
- Evaluation criteria not fair (student test scores vs. value added) or justified by research



Why Do Performance Pay Plans Fail?

- Process adds work for teachers and bonuses too small to justify the extra effort
- Some teachers lose money
- Zero-sum game causes competition
- Fear that the program will not be sustainable



TAP is a Comprehensive Reform

ELEMENTS OF THAT REFORM:

- 1. Multiple Career Paths**
- 2. Instructionally Focused Accountability**
- 3. Ongoing, Applied Professional Growth**
- 4. Performance-Based Compensation**



Performance Pay

- **Performance pay alone is not enough**
- **Must be supported by strong, transparent and fair teacher evaluation system**
- **Need professional development to deal with areas of improvement**
- **Teachers are willing to be evaluated if they are prepared for it**
- **Bonuses keep them willing to do extra work**



TAP: Performance-based Compensation

Higher pay is granted for:

- Excellent teacher performance, as judged by experts
- Student achievement gains (Value-added)
- Different functions/additional duties

Our model would support higher pay:

- If the teacher's primary field is difficult to staff, or if the teacher is in a hard-to-staff school
- For teacher training & relevant degrees (e.g. National Board Certification)



Performance Awards

- All teachers can get bonus of some amount
- Everyone meeting a standard gets bonus
- Eliminates “zero sum game” mentality and competition
- Teachers who score well on skills can earn bonuses even if student scores do not improve, and vice versa



Skills and Knowledge

- **50% of bonus for skills and knowledge**
- **Can get over nepotism/favoritism worry with clear evaluation system and multiple classroom visits with multiple trained/certified evaluators**
- **Possibility of creeping grade inflation**
- **Followed up by efforts to help get better**



Student Achievement

50% of bonus is based on student achievement **growth**

- 20-30% school-wide for all teachers (gives incentive to help others get better)
- 20-30% based on achievement of individual teacher's students

Value-added assessment

- Statistical model to measure **growth** in student achievement from pre-to-post-testing
- Eliminates problem of having students with different levels of ability



TAP Outcomes

- **New Sources of funds have materialized from district budgets, state appropriations, federal funding, ballot initiatives, and private foundations.**
- **Growth from 1 state in 2000-01 to 13 states plus D.C. next year serving roughly 125 schools, over 4,000 teachers, and 50,000 students.**
- **We have reversed the flow of quality teachers who now move from high SES Non-TAP schools to low SES TAP schools.**
- **Easier to hire good teachers**
- **Turnover at TAP schools was half that of Non-TAP schools**
- **Generally, TAP schools outperform schools in student achievement gains.**



TAP Outcomes

- Substantially more TAP schools increased the proportion of proficient students from 2003-04 to 2004-05 than declined.
- Substantially more TAP schools were making AYP in 4 states than statewide even though they generally were more likely to be high needs schools.
- Support for TAP elements is strong and increasing
- Collegiality is very strong in TAP school
- TAP has become a technical assistance program for schools needing improvement in South Carolina.
- Based on TAP results, Minnesota passed an 86 million dollar teacher compensation.
- The first 5 schools to reopen in New Orleans Parish in Louisiana are TAP schools.



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