



Framework

for developing a

PICCS Performance-Based Compensation Plan

January 2011



About PICCS

The Partnership for Innovation in Compensation for Charter Schools (PICCS) is a comprehensive program designed to recruit, retain, develop and reward top quality teachers and school leaders at charter schools. Led by the **Center for Educational Innovation - Public Education Association (CEI-PEA)**, PICCS is funded through federal grants from the Teacher Incentive Fund program, which supports development of performance-based compensation systems to drive increases in student performance. Twenty-two public charter schools, located in New York City and Buffalo, form the PICCS partnership. For more information, visit us on the web at www.piccs.org.

About CEI-PEA

The Center for Educational Innovation – Public Education Association (CEI-PEA) is a New York City-based nonprofit organization that creates successful public schools and educational programs. CEI-PEA's staff of experienced leaders in public education provides hands-on support to improve the skills of teachers and school leaders, increase parent involvement, and channel cultural and academic intervention programs into schools. The benefits of this hands-on support are multiplied through a network of more than 200 public schools in New York and other major urban school systems across the country and around the world. For more information, visit us on the web at www.cei-pea.org.

Contact Information

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Introduction

The Partnership for Innovation in Compensation for Charter Schools (PICCS) project, funded through the U. S. Department of Education Teacher Incentive Fund (TIF), is more than compensation reform for educators—it is a comprehensive school improvement model with the potential to touch on every area of your school's operation. PICCS will provide teachers with online, in person and onsite resources to develop quality instructional practices.

Through PICCS, educators will develop digital curriculum maps to ensure the curriculum designed by your teachers is aligned with state standards and is integrated across grades and subject areas. Teachers will strengthen curriculum by developing assessments that measure your curriculum's effectiveness as demonstrated by student learning. PICCS schools will have access to a variety of data stored in the robust PICCS warehouse, which will enable teachers to track student data, set growth targets, and monitor progress towards meeting those targets.

After teachers have successfully developed curricular and instructional strategies to meet students needs, PICCS will encourage them to: (1) Document effective units of instruction; (2) Participate in the peer review process in which peer educators review and help refine the unit; and, (3) Share "ready for replication" units of instruction with the broader educational community. Teachers will also participate in Professional Learning Communities (PLC), which promote the use of protocols that will empower teachers to help one another refine their practices, reach consensus for decision-making and improve the school-level support aimed at the success of teachers and students.

Administrators will learn how to evaluate and observe classroom instruction in an objective fashion, using data and evidence to support evaluation. Likewise, PICCS will provide support for use of a research-based 360 assessment that measures the effectiveness of school leaders by providing a detailed assessment of a principal's learning-centered leadership.

The school-based improvement initiatives will culminate in your school's Performance Based Compensation Plan (PBCP). The PBCP objectifies the work educators will engage in as they implement the school improvement model. This PBCP is the objectification of the work educators are doing through the implementation of the school improvement model. Teachers, school leaders, and other staff are eligible to receive additional compensation based on the implementation of PICCS initiatives, as exemplified by student growth outcomes at all levels. It is important to note that the PBCP is not meant to reward teachers and others for doing the job that is expected of them, but is meant to compensate teachers who go above and beyond to enhance the data-driven culture of your school: using data to inform instruction, using data during classroom observations, and using student outcome data as a way of assessing school effectiveness.

The PICCS project is comprised of many intense and interrelated initiatives. Through the five-year run of the project, these initiatives will require significant amounts of time and energy spent by teachers, administrators and other staff members, while they continue to fulfill their classroom and building duties. Success will rest on your ability to integrate PICCS into the school's Comprehensive Education Plan (CEP) and existing school-defined systems, rather than treating it as an external, add-on resource. PICCS resources must be integrated with your school's operational, strategic or comprehensive educational planning.

As you read the following template, we recommend that you consider how PICCS resources will integrate into your school's culture and how you will measure this integration using student outcomes. Over the coming months, the members of your school's PBCP team will develop your plan using the supports for improvement provided through PICCS. By the end of the project, it is hoped that your performance-based compensation will become integrated with the school's overall compensation system, rewarding those teachers and others who provide outstanding services to students.

Teacher Compensation

Framework, Requirements & Recommendations

PICCS recommends using the table at the end of this section to delineate teacher compensation. Please note that the percentages that comprise the compensation formula are suggested amounts and can be altered based on school culture and needs, **as long as measures of growth comprise at least 51% of the formula**. Other measures not listed below may be established and included based on school needs—e.g. need to recruit teachers, need to improve achievement in specific areas or for specific groups of students, progress towards “turning around” a struggling school, and/or individual professional growth targets.

Once your school drafts a compensation plan based on this framework, we highly recommend that you apply sample data from a previous year to ascertain if the plan produces fair and appropriate incentive amounts and adjust accordingly.

Teacher Eligibility

- ✓ Performance-based compensation formulas can include teachers and other instructional staff who are in the classroom and have a direct connection to student outcomes.
- ✓ To be eligible for an incentive, all teachers must have received at least two documented observations/evaluations. No staff (including Administrators, Teachers, Paraprofessionals, Counselors, Social Workers, and Librarians) will be eligible for an incentive without the two observations.
- ✓ For teachers who leave the school or join mid-year, the school must pay a fair incentive to that teacher for work completed while employed at the school.

Growth Targets - REQUIREMENTS

Individual Student Growth, Grade Level Growth, and School-Wide Growth

- ✓ Incentives are based on annual improvements in student growth and attainment at three levels: student, grade, and school level.
- ✓ Incentive payouts cannot be calculated based on base salaries. Generally speaking, the teacher with the best student outcomes according to the PBCP should receive the largest incentive.
- ✓ It must be clear what tests are being used to measure achievement of set goals.
 - For K-8, goals must relate to tested measures and must include at least reading and math for all general education teachers.
 - The use of a nationally normed assessment is strongly recommended such as Terra Nova, ITBS, Scantron, etc.
 - For high school goals and measures, all schools should use all five base Regents (ELA, one Math, Global Studies, US History & Government, one Science) plus other Regents results as appropriate for the school.
 - High schools are encouraged to use eighth grade NYSED Math, ELA, and Science scores as a basis to measure growth in these areas.
 - High schools are encouraged to develop individual goals for students, classes or teachers as appropriate through the use of graded portfolios, teacher/school leader goals for specific groups of students, etc.
 - Schools new to PICCS should feel free to contact their “buddies” or other existing PICCS schools to get examples of how other schools have measured these areas.
- ✓ Measures of growth are at least 51% of the incentive formula
 - Growth models must be based on the same student’s pre-/post-scores and not on NCLB requirements for AYP. NCLB requires that each grade’s scores from the prior year be compared to the same grade’s scores in the current year (i.e., 4th grade scores from 08-09 are compared to 4th grade scores in 09-10); therefore, it is not a measure of teacher effectiveness on an individual student’s learning because the comparison is between different cohorts of students.

- √ Measures of growth should be as consistent as possible across measures and grades to insure equity among teachers.
 - While we are limited to the scaled score on the NYSED tests, schools should consider using the scaled score for grades K-2. For example, it is much harder to show growth using a normal curve equivalent (NCE) measure than it is to show growth through a scaled or standardized score. Therefore, in those grades where NCE is used (usually K-2) it is harder to show growth, potentially making it harder for the lower grade teachers to receive an incentive.
- √ Consistent calculations should be made across grades.
 - If the plan calls for calculating kindergarten teacher payouts on a per student basis (i.e., a teacher gains a given amount of money for each student that shows growth), the fifth grade teacher payout should not be based on average growth, but on a per student basis as well.
- √ Teachers in non-tested subjects/grades must have opportunities to receive an incentive beyond school-level incentive (i.e. teachers' formula includes individual and grade level related incentives).
- √ The non-core teachers (Art, PE, Resource Room, Title teachers, etc.) must have an equitable payout system, 51% of which is also based on a student-to-teacher growth outcome.
 - Non-core teachers cannot pick the students that will be used to calculate their incentives; it must be based on all students. For example, an Art teacher can choose to have his/her incentive based on ELA scores (depending on the school's plan). However, if the Art teacher works with several classes, this teacher cannot choose to have his/her incentive based on the results of only one class, unless the Art teacher has a specific reason for selecting a particular class. For example, if the Art teacher teaches all grades in a school; but, s/he works with the first grade on a cultural piece that aligns with the Social Studies curriculum being taught by the classroom teachers, then the Art teacher's incentive could be based on the first grade class results. This distinction must be spelled out in detail in the PBCP.
- √ Performance goals are aligned with state requirements and Race to the Top.
- √ Individual, grade, and school goals align with charter goals as listed in the school's Accountability Plan.
- √ Multiple levels of incentives correspond to different goal levels or different degrees of meeting student achievement goals (i.e. incentives are not "all or nothing").
- √ Plan is well-integrated into the overall school culture and community.

Growth Targets - RECOMMENDATIONS

Individual Student Growth, Grade Level Growth, and School-Wide Growth

- √ New schools are encouraged to reach out to their PICCS Buddies or to talk to any schools currently participating in the PICCS project about ways of developing growth plans. These schools have been very creative over the years with how they calculate these incentives. Below are a few examples:
 - The school could compare classroom outcomes to similar schools or district schools to determine growth. (This option is highly recommended and is a good resolution to the changing State cut scores).
 - Third grade always presents problems since this is the first year of NYSED testing; therefore, it is highly recommended that schools test third grade on the national normed test used in second grade (i.e., Terra Nova, ITBS, etc) for comparison purposes.
 - It is highly recommended that schools use some version of their charter goals for the school-wide incentive.

Teacher Evaluation - REQUIREMENTS

- √ Must use a multi-level rubric or rating scale with explicit performance standards for teacher evaluation, e.g. Danielson Model.
- √ Must include explicit provision for feedback to those observed and a method of appeal for those who feel the observation was not accurate or fairly done.

- √ Must use artifacts such as lesson plans, unit plans, student work, or assessments as forms of evidence.

Teacher Evaluation - RECOMMENDATIONS

- √ Use of multiple observers
- √ Provision for pre-conferences before observations AND/ OR self-assessment at beginning of year
- √ Performance standards explicitly aligned with school's instructional vision or strategy for improving student achievement
- √ Performance observation system aligned with or linked to individual and school-wide professional development (PD) planning
- √ Communication describing performance expectations and assessment procedures provided early in the school year
- √ An explicit schedule of events and timelines that is clearly communicated to teachers and principals

Teacher Leadership - REQUIREMENTS

- √ Explicit identification of leadership roles
- √ Explicit description of role responsibilities
- √ Explicit identification of outcomes that must be achieved for the incentive award

Teacher Leadership - RECOMMENDATIONS

- √ A method of assessing the performance of the teacher in a leadership role and the manner of dealing with ineffective performers is included. These rubrics must be submitted with the PBCP when presented to the Committee for approval.
- √ Teacher leadership roles that are included in PBCP may be:
 - Peer Review Coordinator and Professional Learning Community Coach
 - Data Coordinator(s)
 - Communications Liaison
 - School-based Team members
 - Teachers who participate in a School-level peer review
 - Teachers who participate in a Network-level peer review
 - Teachers who attend data-related trainings on software and serve as turnkey trainers
 - Teachers who lead a school initiative such as realigning the curriculum or become the turnkey trainers for the PICCS Warehouse.
 - Schools may develop other leadership roles that are appropriate to the school; however, these must be clearly outlined and rubrics for assessment must be included with the PBCP submission.

Teacher Compensation Plan Worksheet

<u>Suggested</u> % of Incentive	Area	Goal(s)	Check if Growth Measure	Check if Attainment Measure	Measurement(s) Used
30 %	Individual Student Growth				
25 %	Grade Level Growth				
15 %	School Wide Growth				
20 %	Teacher Evaluations and Observations				
10 %	Leadership				
Must total 100 %			Checks for Growth Must correspond to >51%		

School Leader Compensation

Framework, Requirements & Recommendations

PICCS recommends using the table at the end of this section to delineate school leader compensation. Please note that the percentages that comprise the compensation formula are suggested amounts and can be altered based on school culture and needs, **as long as measures of growth comprise at least 51% of the formula**. Other measures not listed below may be established and included based on school needs—e.g. need to recruit teachers, need to improve achievement in specific areas or for specific groups of students, progress towards “turning around” a struggling school, and/or individual professional growth targets.

Once your school drafts a compensation plan based on this framework, we highly recommend that you apply sample data from a previous year to ascertain if the plan produces fair and appropriate incentive amounts and adjust accordingly.

School Leader Eligibility

- ✓ To be eligible for an incentive, all school leaders must have received at least two documented observations/evaluations.
- ✓ School leader compensation can include people with titles comparable to principal and assistant principal in charter school settings.
- ✓ For school leaders who leave the school or join mid-year, the school must pay a fair incentive to that school leader for work he/she completed while employed at the school.

Growth Targets - REQUIREMENTS

Individual Student Growth, Grade Level Growth, and School-Wide Growth

- ✓ Incentive payouts cannot be calculated based on base salaries.
- ✓ Incentives are based on annual improvements in student growth and attainment at three levels: student, grade, and school level.
- ✓ Measures of growth are at least 51% of the incentive formula .
- ✓ Absolute goals may be used to reflect goals set forth in charter (e.g. 75% of students will score at levels 3 or 4 on the state ELA and math tests).
- ✓ Performance goals are aligned with state requirements.
- ✓ Individual, grade, and school goals align with charter goals as listed in the Accountability Plan.
- ✓ Multiple levels of incentives correspond to different goal levels or different degrees of meeting student achievement goals (i.e. incentives are not “all or nothing”).
- ✓ Plan is well-integrated into the overall culture of the school.

Growth Targets - RECOMMENDATIONS

Individual Student Growth, Grade Level Growth, and School-Wide Growth

- ✓ Performance goals should be as closely aligned to the teachers’ plan as possible. For example, if teachers are held accountable for individual growth of their students; there should be a corresponding principal’s goal that awards the principal an incentive if all students in the entire school show growth on the same measures.
- ✓ Corresponding goals from the teacher evaluation can be used for the principal but on a meta-level. For example, if teachers receive a reward for completing a certain amount of professional development, then a principal can receive a reward if: 1.) the principal provided X number of teachers time out of class to attend professional development; and/or 2.) X number of teachers trained in specific areas implemented the new knowledge in their classrooms.

School Leader Evaluation - REQUIREMENTS

- ✓ Must use a researched-based evaluation tool that measures the effectiveness of school leaders by providing a detailed assessment of a principal's performance, e.g. VAL-ED .
- ✓ The evaluation tool for school leaders includes the school leader, teachers and the principal's supervisor.
- ✓ Includes a method of appeal for those who feel that an evaluation/observation was not accurate or fairly executed.

School Leader Evaluation - RECOMMENDATIONS

- ✓ Performance standards are explicitly aligned with school's instructional vision or strategy for improving student achievement.
- ✓ Communication describing performance, expectation and assessment procedures provided early in school year.
- ✓ An explicit schedule of events and timelines is clearly communicated to all involved in the evaluation.

School Leader Compensation Plan Worksheet

<u>Suggested % of Incentive</u>	Area	Goal(s)	Check if Growth Measure	Check if Attainment Measure	Measurement(s) Used
30 %	Individual Student Growth				
25 %	Department Level Growth				
25 %	School Wide Growth				
20 %	Principal Evaluation				
Must total 100 %			Checks for Growth Must correspond to >51%		

Paraprofessional Compensation

Framework, Requirements & Recommendations

PICCS recommends using the table at the end of this section to delineate paraprofessional compensation. Please note that the percentages that comprise the compensation formula are suggested amounts and can be altered based on school culture and needs, **as long as measures of growth comprise at least 51% of the formula.**

Once you draft a compensation plan based on this framework, we highly recommend that you apply sample data from a previous year to ascertain if the formula produces fair and appropriate incentive amounts and adjust accordingly.

Paraprofessional Eligibility

- √ To be eligible for an incentive, all paraprofessionals must have received at least two documented observations/evaluations.
- √ Paraprofessionals must work in the classroom and have direct ties to student outcomes. For paraprofessionals who leave the school or join mid-year, the school must pay a fair incentive to that paraprofessional for work he/she completed while employed at the school.

Paraprofessional Compensation Plan Worksheet

<u>Suggested % of Incentive</u>	Area	Goal(s)	Check if Growth Measure	Check if Attainment Measure	Measurement(s) Used
50 %	Individual Student Growth				
35 %	Grade Level Growth				
15 %	School Wide Growth				
Must total 100 %			Checks for Growth Must correspond to >51%		

Guidance Counselors, Social Workers, School Librarians & Library Media Specialists Compensation *Framework, Requirements & Recommendations*

The 2011-2012 school year marks the first time that PICCS will require the inclusion of guidance counselors, social workers, school librarians and library media specialists in the PBCPs. PICCS staff will work very closely with schools while these plans are being written. Generic descriptions for these positions are outlined below. We understand that there may be schools where the Guidance Counselors perform some social work duties and vice versa. PICCS will discuss these issues with schools individually.

Guidance Counselors

Performance-based compensation will be based on attainment of absolute and growth targets established at the beginning of each year and based on the following process:

- 1. Annual Goal Setting** - The School Leader will meet with each counselor at the beginning of each year to set annual performance targets for guidance counselors that are aligned with the scope and focus of the school as well as the school's improvement plan. Targets should be based on criteria culled from research-supported best practices and should include:
 - √ **Program planning**, including how well the guidance counselor—(a) organizes the counseling program by assessing needs, setting goals, and formulating a plan of action and program evaluation; (b) initiates and coordinates school-wide guidance and counseling activities; (c) manages time effectively and provides services on schedule; and (d) seeks input from teachers and staff in making decisions about the school counseling program.
 - √ **Counseling**, including how well the guidance counselor—(a) demonstrates knowledge of counseling strategies by selecting appropriate models and techniques for individual and group counseling; (b) uses appropriate counseling processes and techniques for individual and group sessions to meet developmental, preventive, and remedial needs of students; (c) uses appropriate assessment and diagnostic procedures for determining and structuring individual and group counseling services; and (d) follows up on individual and group counseling to monitor student progress.
 - √ **Consulting**, including how well the guidance counselor—(a) demonstrates knowledge of consulting processes and techniques with students, parents, teachers, and administrators; (b) assists parents and teachers in understanding and responding to developmental levels of students; (c) presents instructional/informational programs to groups, parents, and teachers (e.g., parent education programs, group guidance, teacher in-service); and (d) interprets achievement and aptitude test data to assist school staff with curriculum planning.
 - √ **Coordinating**, including how well the guidance counselor—(a) communicates effectively with students, parents, and staff; (b) advocates for all students; (c) assists teachers with the integration of guidance activities into the curriculum; (d) shares appropriate information about students with school personnel, parents, and community agencies; (e) makes appropriate referrals of students to school and community programs; (f) assists with coordination of student services in the school; and (g) assists with coordination of the school's annual testing programs.
 - √ **Student Appraisal**, including how well the guidance counselor—(a) interprets testing results and other student data accurately; (b) conducts non-standardized educational assessments (e.g.

classroom observations); and (c) assures that testing conditions and the administration of standardized tests in the school are appropriate.

- √ *Professional Practices and Development*, including how well the guidance counselor—(a) adheres to ethical standards of the counseling profession; (b) follows the laws, policies, and procedures which govern school programs; (c) carries out other school duties assigned by the administration, provided these assignments do not interfere with the counseling program and services to students; and (d) takes part in professional development activities to improve knowledge and skills.
2. **Formal Observation/Evaluation** - Counselors should receive a minimum of two formal observations per year, which will include a pre-observation conference to discuss the objectives of the activity to be observed and a post-observation conference to review and process the observation/evaluation.
 3. **Additional Criteria** - Additional criteria may be based on parent outreach and interaction objectives established at the beginning of each year and other school-specific measures.

Social Workers

Performance-based compensation would be based on attainment of absolute and growth targets established at the beginning of each year based on the following process:

1. **Annual Goal Setting** - The School Leader will meet with each social worker at the beginning of each year to set annual performance targets that are aligned with the scope and focus of the school. Targets should be based on criteria culled from research-supported best practices and should include:
 - √ Increased parent involvement improved linkages
 - √ Collaboration with the greater community
 - √ The degree to which the social worker uses student data (e.g. individual or aggregate academic, attendance, behavioral, etc.); pre-intervention observations and assessments to inform their interventions and activities, and post-intervention observations and assessments to measure changes and modify additional interventions or activities.
2. **Formal Observation** - Social workers should receive a minimum of two formal observations/evaluations per year, which will include a pre-observation conference to discuss the objectives of the activity to be observed and a post-observation conference to review and process the observation.
3. **Additional Criteria** - Additional criteria may be based on parent outreach and interaction objectives established at the beginning of each year and other school-specific measures.

School Librarians & Library Media Specialists

Performance-based compensation will be based on attainment of absolute and growth targets established at the beginning of each year.

PICCS will adapt the rubrics and performance measures in the New York State Education Department's School Library Media Program Evaluation (http://www.emsc.nysed.gov/ciai/library/SLMPE_rubric/), a self-assessment instrument that assesses school library media programs across 25 different "Essential Elements." The instrument supports school librarians and other school stakeholders in working together to improve school library programs and student academic outcomes. It sets forth the criteria for progressing from "Below Basic" to "Basic" to "Proficient" to "Distinguished" in each Essential Element. The Essential Elements are categorized by key areas:

- √ **Teaching for Learning** - Essential Elements include Instructional Design, Collaborative Planning, Information Literacy, Reading, Assessment for Learning, Teaching for Diverse Student Needs, Inquiry Learning, Social Learning, Intellectual Freedom and Social Responsibility.
- √ **Building the Learning Environment** - Essential Elements include Staffing, Professional Development, Resources and Materials, Resource Sharing, Equitable Access, Educational Technology, Climate Conducive to Learning, Budget and Facility.
- √ **Empowering Learning through Leadership** - Essential Elements include Instructional Leadership, Administrative Support, Program Planning and Evaluation, Communication, Reporting and Program Advocacy.

At the beginning of the project, School Leaders should meet with school librarians/media specialists to identify the specific performance targets for the librarians/media specialists in helping the school progress in each "Essential Element". Performance-based compensation will be tied to each librarian's attainment of, or progress towards, attaining the agreed-upon performance targets.

PBCP Redistribution

Once a school has distributed their incentives according to the school's PBCP, it is CEI-PEA's experience that a school will not have exhausted the funds attributed to their school for the purposes of incentive payouts. PICCS schools will likely have a substantial amount of funds left after payouts. Therefore, each school is responsible for writing a Redistribution Plan that outlines what the school will do with remaining funds.

Requirements

- ✓ Any funds not spent in the first round of compensation cannot be returned to CEI-PEA or the federal government.
- ✓ Schools may only apply these funds for fair and planned incentives to eligible educators based on a Redistribution Plan.

Redistribution is a complicated component of performance-based compensation within the Teacher Incentive Fund (TIF). If redistribution is not done carefully and thoughtfully, it can skew payouts. For example, if redistribution is simply spread out amongst eligible teachers, there is no longer differentiation of performance and compensation. In other words, a school's PBCP may have shown that teachers with poorer outcomes were compensated less than teachers that showed outstanding student growth, but when the redistribution was applied, all teachers receive a similarly substantial payout.

Suggestions

1. One highly recommended strategy employed by an existing PICCS school involves the setting of benchmarks to determine eligibility for incentives. For example:
 - ✓ If a teacher was absent (or late) for more than the allowable days, that teacher was not eligible for any monies through redistribution.
 - ✓ If a teacher did not test X percent of his/her students on the internal assessments, that teacher was not eligible for either the initial incentive or the redistribution.
 - ✓ If a teacher did not have curriculum mapped on the software, that teacher was not eligible for redistribution
2. Remaining funds are distributed amongst teacher leaders. For example:
 - ✓ Teachers who held key leadership positions in PICCS ,
 - ✓ Teachers who served as turnkey trainers on any of the new software systems
 - ✓ Teachers who held leadership positions within the school (writing the curriculum or units of study, department chair, tutoring students during non-classroom time, overseeing the community service work, supervising student clubs, working on renewal).
3. Exemplary teacher performance as measured by student growth.
Schools can consider setting two sets of goals. Goal one is a student growth goal as written in the school's main PBCP. Goal two is a higher, more rigorous student growth goal as written in the Redistribution Plan. Therefore, if a teacher earns an incentive for attaining his/her student growth goal(s), he/she is eligible for an incentive in the Redistribution Plan. That teacher may then earn an incentive in the redistribution plan if a higher level, more rigorous goal was achieved. For example:
 - ✓ Any teacher who received an incentive for students who demonstrated at least a two NCE growth was then eligible for redistribution for any student that demonstrated four NCE growth or more.
 - ✓ Any teacher who received an incentive for some base growth was then eligible for redistribution on some additional measure.
4. A combination of 1), 2), and 3) is possible.

5. We encourage innovation on the concept of fair redistribution.

PBCP Communications & Implementation

We cannot emphasize enough how important communication is in your building! The ultimate goal is that every TIF-eligible educator in your building will know exactly what he/she needs to accomplish in order to receive an incentive award.

Requirements

- ✓ By the end of Year 1 (Planning Year), every school must have a school-specific communications plan for their compensation plan that includes teachers, parents and the broader community.
- ✓ Both the PBCP and the accompanying Communications Plan are well-integrated into the overall culture of the school.
- ✓ Calculations of performance and whether an incentive is earned are clear and transparent.
- ✓ Payouts are made in a timely fashion in relation to release of test scores.
- ✓ PICCS schools *must* contact PICCS staff first if approached by media regarding the school's involvement in the project.
- ✓ Communications Plan must include, at minimum, the following:
 - Contact information (including name, title, phone, email) for key staff person(s) responsible for administering the incentive program, answering questions, collecting data, and making calculations at each site.
 - The dates by which your PBCP (information describing performance goals, measurement procedures, and incentive amounts) will be provided to eligible staff (a date early in the school year and again prior to distribution).
 - A process to deal with questions and challenges from teachers/principals as to whether and how an incentive was earned.
 - Exactly how the school will communicate incentive awards to teachers and the broader school community
 - A plan to celebrate successes and acknowledge achievement if/when incentives are earned.

PBCP Approval Process

All final PBCPs must be approved by the PICCS External Review Panel. Once the Panel approves a school's plan, no changes will be permitted to that plan until the following year unless the change goes through the approval process. The reimbursable payouts by CEI-PEA will only be based on the PBCP that is approved by the Panel. Below is the expected timeline regarding approval of PBCPs.

Month	Activity
January 2011	PICCS communicates PBCP framework; School-based committees meet to review framework (meet monthly thereafter) 2 day orientation to PBCP
February-March-April 2011	School-based committee meets monthly to create PBCP and Communications Plan
May 27, 2011	PBCP PLANS DUE TO PICCS
June-July 2011	Panel reviews of PBCPs
August 2011	Final plans in place in each school

PBCP Verification Process for Payouts

One area in which the current PICCS project is a national stand-out is in the area of verifications. The verification issue has been a challenge to many TIF awardees. PICCS designed and successfully implemented a federally approved process that all PICCS schools are required to follow. These verifications are extremely important for several reasons. First, the USDOE is accountable to Congress and the tax payer to ensure that TIF money is expended in a manner that complies with all related laws and regulations. The verification process gives USDOE the proof that in fact, this has been done. Second, CEI-PEA must account for the incentive money; there are parameters under which this money must be expended. CEI-PEA will be held accountable to their own Board during fiscal audits and to the Federal Government during oversight visits. Third, having an approved plan with a verification process ensures that schools are protected if grievances are filed. If a grievance is filed, and the plan and the calculations have been subject to several rigorous levels of verification, including approval by a national-level committee, it would be very unlikely that any school would lose a grievance. And finally, the verification process provides a degree of assurance to school staff that their payouts are fair and correct.

Schools must remember: **THIS IS NOT THEIR MONEY TO SPEND AS THEY WISH.** All expenditures must be approved prior to distribution through the PBCP and any changes to this approved plan will not be allowed without the written approval of the PICCS PBCP Committee.

There are four levels of verification and a rigorous system designed to account for each of these levels. All data will be loaded to the school's Principal's Portal for review and downloading by PICCS staff. (NOTE: A full description of the Portal and procedures and processes for using the Portal to load all data and verifications will take place at a later date.)

Level 1 - Are all staff being paid an incentive actually eligible?

- √ All staff must have the appropriately documented two observations/evaluations that the school must submit to PICCS staff for verification. During the year, PICCS staff will visit schools to conduct spot checks of these observations. (Note: This is something new that is being required by the external fiscal auditors.)
- √ All staff must have signed a MOU at the beginning of the 2011 school year attesting to the fact that they read and understood the PBCP and the grievance process. PICCS has examples of these documents for schools to review and adapt.
- √ All principals must sign a letter of attestation stating that all staff members receiving an incentive are in fact eligible based on the federal definitions as outlined in the RFP. Again, PICCS has examples of this letter.
- √ All teachers who either left the school or were hired mid-year were awarded pro-rated incentives, if they participated in the mandatory two observations/evaluations.

Level 2 - Do the payouts adhere to the original approved PBCP?

- √ Do the actual payout calculations follow the approved plan exactly? In the past some of the obvious violations of this verification step have included:
 - Schools decided that certain incentives did not distinguish between teachers so they simply dropped that analysis.
 - Schools decided to include additional incentives not included in the original approved plan.
 - Schools made payouts based on a calculation different from the calculation outlined in their plan, i.e., the payment in the PBCP was described as a per student payment—any student exhibiting X amount of growth results in the teacher receiving X amount of an incentive is incorrectly analyzed as an average classroom growth of X.

- √ None of the above will be allowed. Any changes to the PBCP must be approved by the PICCS PBCP Committee. If schools do make these changes on their own, during the first stage of the verification process, the calculations will be changed back to mirror the approved plan.

Level 3 - Are the calculations themselves done correctly and do they include all data?

- √ The PICCS Data Team will re-compute all calculations to ensure accuracy. Schools are required to submit the following:
 - All calculation spreadsheets
 - All student level data, including submission of the NYSED test results with student name, scaled score, and level by classroom or teacher. This level of data will be required for any calculation in the PBCP. PICCS staff will re-calculate the outcomes based on this data.
 - Schools must assign an individual to work closely with PICCS staff during this verification process. (This person has almost always been the DCAT representative). It is an intense and time consuming process that usually takes a week or so if there is a staff person assigned to respond immediately.
- √ Members of the PICCS Data Team will work with the DCAT after the PBCP is approved to develop calculation spreadsheets. The DCAT will be expected to enter data from the prior year to ensure that the calculations work appropriately. Any changes to the PBCP that the school wishes to make following this analysis must be approved by the PICCS PBCP Committee.

Level 4 - Are the actual payouts verified correctly and has the school provided its local matching money appropriately?

- √ The verified calculations and data must be loaded to a special Portal for access by CEI-PEA fiscal staff and CEI-PEA and Federal auditors.
- √ CEI-PEA fiscal staff will recalculate all payouts to ensure that no mistakes were made in the calculations.
- √ All legal documentation will be reviewed by CEI-PEA fiscal personnel (MOUs, observations, principal attestation).
- √ Once PICCS staff grants approval, the school must distribute letters to all eligible staff outlining payouts. Again, PICCS has examples of these letters. The school must again distribute the grievance process. Staff has two weeks to grieve any payout. Once payments are distributed, no grievances will be accepted.
- √ Once letters outlining payouts and the grievance process have been distributed, CEI-PEA fiscal personnel will spend the two-week waiting period working with the fiscal staff at the school to discuss how payouts will be made and will release 90% of the CEI-PEA contribution (see table below). In year 2, CEI-PEA will send the school a check for 80% of the total amount of the distribution: 100% of payout - 10% school match - 10% of the CEI-PEA contribution = 80%
- √ Following the payout, the school will submit to CEI-PEA their payroll records for the incentive payouts, with proof of cancelled incentive checks. Once this is verified, CEI-PEA will distribute the remaining 10% of its share of the distribution.

Year of PICCS	School's match
Year 1	Planning year, no payouts
Year 2	10% of the total amount of financial incentives
Year 3	25%

Year 4	50%
Year 5	75%

Timeline for PBCP Calculations & Verification

The following is the continuation of the timeline from the “PBCP Approval Process” section.

Month	Activity
January 2011	PICCS communicates PBCP framework; School-based committees meet to review framework (meet monthly thereafter); 2 day orientation to PBCP
February-March-April 2011	School-based PBCP Committee meets monthly to create PBCP and Communications Plan
May 27, 2011	PBCP PLANS DUE TO PICCS
June-July 2011	Panel review of PBCPs
August 2011	Final plans in place in each school
September 2011	Distribute Plans to eligible staff with grievance policy; Collect signed MOUs; Load list of eligible staff to school’s Principal’s Portal for review by PICCS
October 2011	School DCAT meets with PICCS Data Team member to develop calculations for approved PBCP. (Calculations may be developed with or without the Warehouse depending on the circumstances.)
November-December 2011	DCAT at school analyzes PBCP using data from prior year; Any changes to plan submit to PICCS PBCP Committee for approval; Calculation sheets revised; New PBCP distributed to eligible staff
Early June 2012	Final proof of two observations for each eligible staff loaded to Principal’s Portal.
June-July 2012	Load data to spreadsheets (or download from PICCS Warehouse). This process is based on the release of NYSED test scores.
August 2012	All data loaded (depending on NYSED timeline) and verification process begins.
September-October 2012	Payouts based on 2010-2011 PBCP
Immediately following payouts	2012-2013 PBCP developed based on feedback from prior year and distributed to eligible staff.

Note from PICCS Staff

PICCS staff members have experience with many of the areas that have created problems for schools in the past. We suggest that schools request feedback at every step and that schools work together as plans are developed. Past experience tells us that those schools that attend the meetings and professional development and use their sister schools as support do much better in the PICCS program than those schools that do not.

We at PICCS are very excited about working with you in the coming year. Please contact us whenever you have questions, ideas, or just want to discuss items.

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