

CEI TEACHER INCENTIVE FUND GRANTS: An Analysis of the PICCS Projects, 2007-2016

TIF ROUND 2

Project Name: PICCS

Project Period: 2007 – 2012

USDOE Funds: CEI awarded \$10.5 million

Participating Schools:

- Bronx Charter School for Children
- Hellenic Classical Charter School
- The Renaissance Charter School
- Hebrew Language Academy Charter School
- John V. Lindsay Wildcat Academy Charter School
- South Bronx Charter School for International Culture and the Arts
- Family Life Academy Charter School
- Manhattan Charter School
- Merrick Academy Charter School
- The Renaissance Charter School

Project Overview: The Center for Educational Innovation (CEI) in partnership with *nine high-need New York City public charter schools* developed the **Partnership for Innovation in Compensation for Charter Schools (PICCS)** to retain, develop, and reward top quality teachers and school leaders.

Key program components include:

- 1) Provide teachers and school leaders with financial incentives for achieving student outcomes;
- 2) Provide support to help educators meet their goals using data-based decision-making;
- 3) Provide educators with a Professional Learning Community (PLC) where they can share best practices.

Student Outcomes:

PICCS students not only made consistent average gains on state assessments in ELA and Math for grades 3-8 during the five years of PICCS implementation, but they also outperformed their peers from other New York City (NYC) charter schools and New York State (NYS) public schools.¹

Scale Score Gains 2006 to 2012

	ELA	MATH
NYS	+7	+14
NYC Charter	+9	+27
PICCS	+13	+30

¹All reported data comes from Measurement Inc. evaluations, which can be found at <http://piccs.org/results/>

TIF ROUND 2

Teacher and Principal Outcomes:

- **Improving Teacher Effectiveness:** In the final year of the grant, schools unanimously reported that they benefited greatly as being more skilled, knowledgeable, and prepared than prior to PICCS implementation.
- **Creating a Collaborative School Culture:** Many school leaders attributed a positive shift in the collaborative culture of their school, recognizing a greater focus on data that drove conversations central to student outcomes.

TIF ROUND 3

Project Name: PICCS3NYC
Project Period: 2010 – 2016
USDOE Funds: CEI awarded \$8 million

Project Name: PICCS Buffalo
Project Period: 2010 – 2015
USDOE Funds: CEI awarded \$7.5 million

Participating Schools:

- Bronx Charter School for Excellence
- Challenge Preparatory Charter School
- DREAM Charter School
- Mott Haven Academy Charter School

Participating Schools:

- Enterprise Charter School
- Health Sciences Charter School
- Oracle Charter School
- Our World Neighborhood Charter Project

Project Overview:

CEI in partnership with *five high-need public charter schools in New York City and four high-need public charter schools in Buffalo, NY*, expanded PICCS to focus on comprehensive performance-based compensation systems based on educator effectiveness.

Key program components include:

- 1) Compensation linked to student achievement outcomes, evaluation, and professional development;
- 2) Site-based coaching for educators to help them meet high student achievement targets;
- 3) Support for teachers in using data effectively within a culture of Professional Learning Communities.

Student Outcomes:

PICCS3NYC schools consistently outperformed their NYC charter and district school counterparts on the statewide assessments in ELA and Math. Gains made in Math, in particular, surpassed those made by other NYC charter and district schools with a 16%-point gain (compared to a 9%-point gain for charters and a 5% gain for district schools), even though all groups began with similar baselines in 2013. The following table depicts participating schools’ significant increases in student achievement during the Common Core years of the grant for the PICCS3NYC cohort:

Student Achievement from 2013-2016

	Percent Proficient	
	ELA	MATH
2013	29%	35%
2016	47%	56%

TIF ROUND 3

Teacher and Principal Outcomes:

- **Improving Teacher Effectiveness:** PICCS provided structures and processes for teachers to increase collaboration and build a common language of effective professional practices. Notably, the percent of teachers who reported implementing more assessment and data instruction grew significantly from 63% to 100% during the course of the grant; similarly, 93% of teachers reported reviewing student data with other teachers to collectively identify strategies to improve student learning.
- **Creating a Collaborative School Culture:** PICCS facilitated a greater focus on and documentation of effective teaching, increased collaboration amongst staff, and an intensified use of data to inform and drive instruction. Teachers were working together more to develop shared understandings or curricula, instruction, and assessment. Ultimately, students reaped the benefits as teachers continued to explore new and increasing ways to actively involve students in their learning.

TIF ROUND 4

Project Name: PICCS4NYC
Project Period: 2012 - 2017
USDOE Funds: CEI awarded \$11 million
Participating Schools:

- Imagine Me Charter School
- New Dawn Charter High School
- Tech International Charter School
- John W. Lavelle Preparatory Charter School

Project Name: PICCS4NJ
Project Period: 2012 - 2017
USDOE Funds: awarded \$9.5 million
Participating Schools:

- Academy Charter High School
- Millville Public Charter School
- Vineland Public Charter School
- Academy for Urban Leadership Charter School

Project Overview:

CEI leveraged their extensive experience managing TIF-supported projects to create PICCS4NYC and PICCS4NJ - a partnership with *eight high-need public charter schools* to establish a comprehensive Human Capital Management System in each school.

Key program components include:

- 1) Create a human capital management system, from teacher induction to a career ladder and performance-based salary schedule emphasizing evaluation and professional growth for teachers and school leaders;
- 2) Align onsite professional development with evaluation data to address teacher needs;
- 3) Create opportunities for teachers to take on leadership roles in the school.

Student Outcomes: In PICCS4NYC schools with grades 3-8, the average ELA proficiency rate increased 17% from 2013 to 2016. In Math, participating schools are now outperforming their school district, the city, and the state - having increased the average Math proficiency from 16% in 2013 to 37% in 2016. By year 5 of the grant, one school increased proficiency by 232% on the ELA exam and 112% in math since 2013.

Teacher and Principal Outcomes:

• **Improving Teacher Effectiveness:**

- 91% of teachers agreed that PD included ample opportunities to directly incorporate new techniques into instruction and helped them to improve instructional strategies and professional skills.
- A strong indicator of the PICCS quality of professional development is upward movement in educator effectiveness ratings. Of the NYC teachers that were rated "Developing" in their annual evaluation in SY 2015-16, 75% showed enough improvement in their practice to be rated "Effective" in SY 2016-17. Likewise, for the NJ project, 91% of the teachers that were rated "Developing" in 2015-2016 showed enough improvement in their practice to be rated "Effective the following year."

• **Teacher Retention:**

- By 2016-17, PICCS NYC schools' combined annual teacher retention rate at 83% exceeded the aggregate retention data of all NYS charter schools at 59%.
- By the final two years of the grant (2015-2017), the average teacher leader retention rate in PICCS NJ schools more than tripled - increasing from 25% to 86%

- **Improving Principal Effectiveness:** The consistency of educator evaluation practices was evident through positive reports from teachers on the quality of feedback and guidance from principals. Teachers that agree with the statement “I received evidence-based, improvement focused feedback and guidance on my performance as a teacher” grew from 80% in 2014 to 94% in 2016. Likewise, principals perceived an increase in the effectiveness of their own evaluation skills. 100% of the surveyed administrators reported that they now can “accurately discern effective and ineffective teaching”, which is an increase from 84% from the prior year.
- **Developing a Pipeline of Effective Educators:** PICCS provided funding for participating schools to recruit, hire, and develop Aspiring Teachers, providing one-year apprenticeships for teaching candidates who are in the certification process. The program provided an effective pipeline of new, quality teachers in participating schools. Of the 13 Aspiring Teachers who joined in the 2014-15 school year, 85% were hired into their school as full-time teachers for 2015-16.
- **Creating a Collaborative School Culture:** Professional Learning Communities (PLCs) are increasingly functioning as internal settings for continuous, professional development where data driven discussions converge and help to improve practice in meaningful, measurable ways. 100% of teachers reported that their participation in PLCs helped improve teaching practices.
- **Quality of PICCS Supports:** Administrators commented that it was beneficial to have a reliable framework and structures in place through support from PICCS. From the comments collected in the interviews, participating educators consistently used words like “reliable,” “responsive,” and “trusted” when describing PICCS.