

TEACHER INCENTIVE PERFORMANCE AWARD Prince William County Public Schools, Virginia

CTAC study finds that building educator skills and school-wide collaboration produces student learning gains

Teacher Incentive Performance Award (TIPA), a five-year initiative supported by the U.S. Department of Education's Teacher Incentive Fund, sought to increase student achievement and strengthen instruction in Prince William's 30 lowest performing schools. Implemented from 2010-11 through 2015-16, TIPA supported the efforts of schools to improve their effectiveness as measured by a diverse set of criteria.

TIPA's approach: TIPA was specifically designed to create learning environments that encouraged teacher collaboration, supported educator growth and development, valued parent and student feedback, and held educators and students to high standards. It also provided incentives that fostered collaborative school-wide improvement efforts. Specifically, the initiative:

- Provided "real time," tailored professional development to teachers and included a leadership strand supporting the 30 TIPA principals.
- Implemented a performance-based compensation system combining student growth and achievement measures with 23 measures of school effectiveness, such as positive school culture, effective parent engagement, and teacher leadership.
- Awarded school-based compensation bonuses, with administrators/teachers in core subjects eligible for the largest awards.

CTAC's findings:

- TIPA led to statistically significant increases in student achievement in all four core subjects analyzed as measured by Virginia Standards of Learning (SOL) test results.
- Compared to where they would have been had they not participated in TIPA, students were approximately 2 to 4 months ahead in mathematics; 2 to 4 months ahead in science; 1 to 2 months ahead in English language arts; and 2 to 3 months ahead in history.
- TIPA was planned and implemented with educator participation and ownership. The initiative's processes greatly increased instructional feedback and reflection, collaborative dialogue among principals and teachers, and the use of data to inform instruction.

For the full report, *Getting the Pieces Right: Professional Development, Compensation, and School-Wide Performance*, go to www.ctacusa.com.