

Rewarding Teaching Excellence

16 October 2009



Department of Education and
Early Childhood Development



**Rewarding
Teaching
Excellence**

Blueprint Implementation Paper



Launched by Minister
Bronwyn Pike, MP in
August 2009

Two models - key features

Teacher Rewards

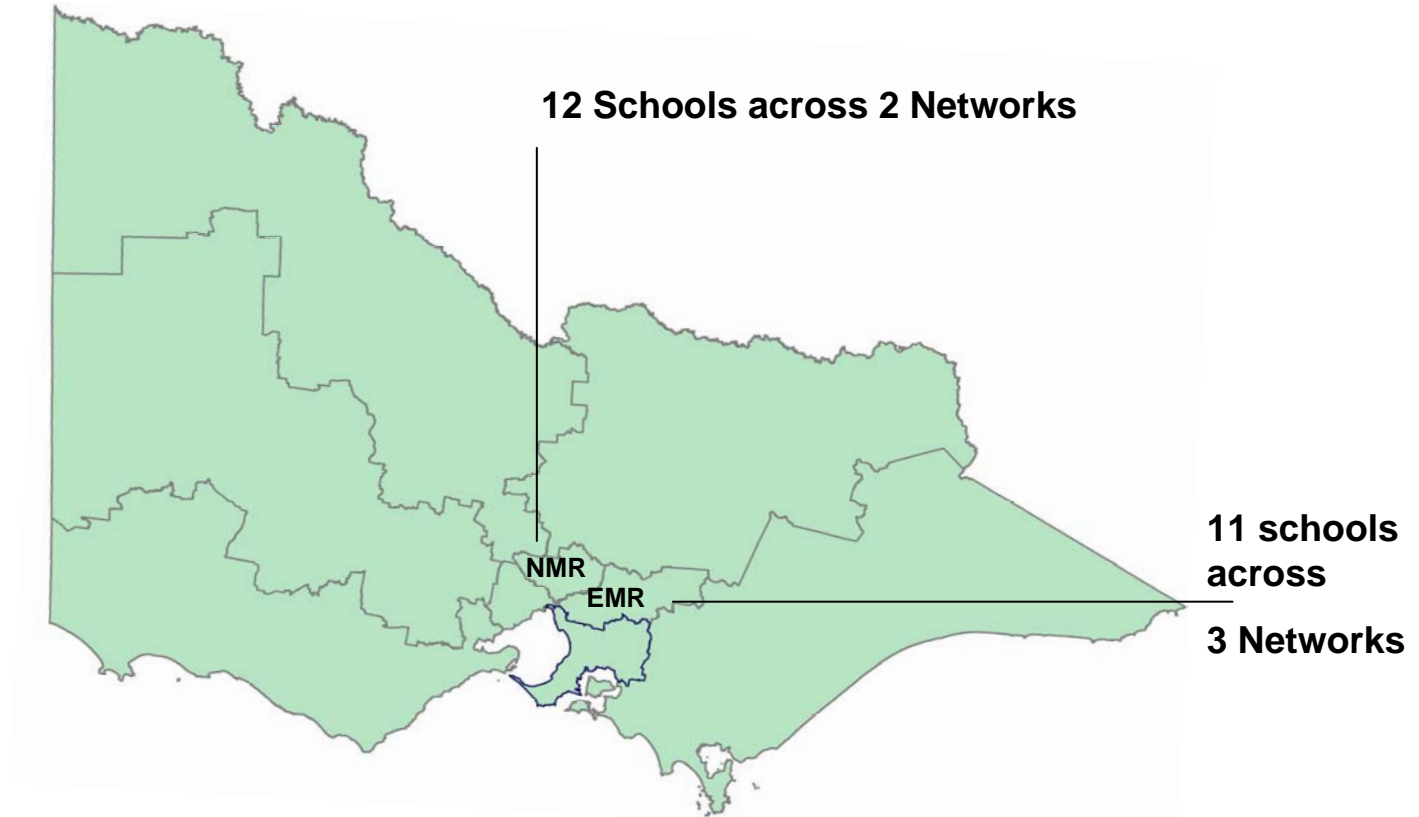
- Monetary bonus paid to the top 30% of performing teachers
- Performance assessed by school leadership panel based on a balanced scorecard
- Recognises significant variation in performance of individual teachers - rewards the highest performing teachers

School Rewards

- Monetary bonus paid to the top 20% of Victorian government schools
- School performance assessed on a weighted index of school outcomes
- "Top" schools considered to be those demonstrating:
 - Greatest improvement in performance on weighted index



Teacher Rewards

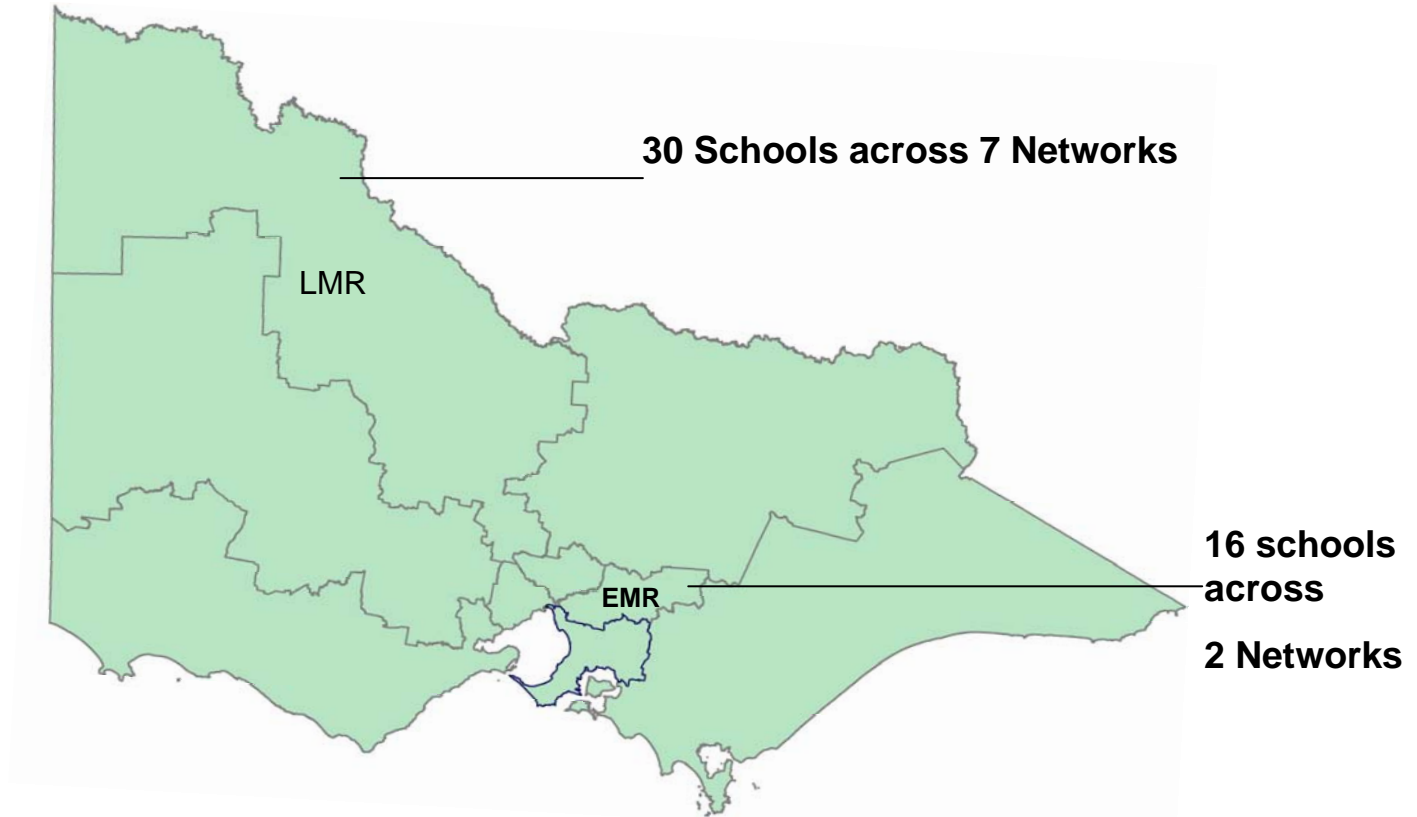


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School Rewards



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Evaluation: purpose and research questions

- How do financial incentives affect teacher attitudes and performance, student outcomes, and whole school culture?
- Which model design features have the greatest impact, and in what circumstances?
- How do the trial models compare?
- What are the unintended consequences of the model trials?
- What are the implications of the findings for recognising and rewarding teaching excellence?



Randomisation of the model trials

- Of the networks and schools that have expressed interest in taking part, a random selection will be made for involvement in the first year (2010).
- Those not selected for the first year will commence the trial in the second year (2011).



Key elements of the School Rewards model

- **Monetary bonus paid to the top 20% of Victorian government schools on annual basis**
 - Worth 7.5% of teacher base salaries at the school
- **School performance assessed on a weighted index of school outcomes**
 - Student learning, pathways and transitions, student engagement and well being
- **"Top" schools considered to be those demonstrating greatest improvement in performance on weighted index**



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School Rewards Model

- Use of a “weighted index” ...
- ... to measure “distance travelled”



The weighted index – constructing the index – Part 1

Measure	Description of Measure
AoR P-2 %90+	The proportion of Prep to Year 2 students reading appropriate text levels with 90%+ accuracy
VELS_%C+	Proportion of students (Prep to Year 6 or Years 7 to 10 as appropriate) assessed at the 'C' level or above against all English and Mathematics dimensions of the VELS
Year 3/7 % C+/NMS+	Proportion of Year 3 or Year 7 (as appropriate) students achieving at or above the C level based on all English and Maths tests from the AIM or above the NMS based on NAPLAN
Year 5/9 % C+/NMS+	As above, for Years 5 or 9 (as appropriate)
Absence	Average rate of student absence across Prep to Year 6 or Years 7 to 12 (as appropriate)
School Connectedness	Mean school connectedness score from the student Attitudes to School survey, across Years 5 to 6 or 7 to 12 (as appropriate)
7 to 10 Real Retention	Real Retention rate across Years 7 to 10
VCE allstudy	Mean study score across all VCE studies
Positive Exits	Proportion of Years 10 to 12 students exiting to positive post-school destinations (excludes "Unknowns")



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The weighted index – constructing the index – Part 2

Measure	Score	Weighting
AoR P-2 %90+	Percentile Rank	1
VELS_%C+	Percentile Rank	1
Year 3/7 % C+/NMS+	Percentile Rank	1
Year 5/9 % C+/NMS+	Percentile Rank	1
Absence	Percentile Rank	0.5
School Connectedness	Percentile Rank	0.5
7 to 10 Real Retention	Percentile Rank	0.5
VCE allstudy	Percentile Rank	1
Positive Exits	Percentile Rank	0.5



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Measuring the “distance travelled” – Part 1

- “Distance Travelled” is measured by first calculating a “base year” – say, 2008 - score for each school.
- A second score is then derived for each school by repeating the entire process for data in our “target year”, so 2009 for instance. Importantly, all of the target year percentage ranks are calculated against the distribution of outcomes as they were in the base year – in other words, each school’s 2009 outcomes are benchmarked against the range of school performance outcomes as they were in 2008.



Measuring the “distance travelled” – Part 2

- The “distance travelled” is then just the difference between the two overall scores: Target Year minus Base Year = Distance Travelled.
- Or to use an example, a school at the 80th percentile (weighted average) in 2008, but at the 90th percentile in 2009 has travelled 10% relative to 2008 performance levels.



Discretionary weighting

- Need to acknowledge differing priorities in schools

	Student learning	Engagement & wellbeing	Transitions & pathways	Discretionary %
Primary	50%	30%	-	20%
Secondary	40%	20%	20%	20%



Key elements of the Teacher Rewards model

- **Monetary bonus paid to top performing teachers**
 - Bonus pool equivalent to 1.5% of teacher salaries available to participating schools
 - 10% of teachers get 7.5% bonus, next 20% get 3.8% bonus
 - Distribution of rewards must be broadly consistent with the schools staffing profile across classifications



Key elements of the Teacher Rewards model

- **Performance assessed by school leadership panel on a balanced scorecard**
 - Teacher practice, teamwork and leadership, professional learning, school and system contribution
 - Evidence can include peer feedback, classroom observation and student data, where available
 - School assessment process must be signed off against guidelines by an independent assessor (eg, RNL)



Next Steps for Trials

- Development of detailed guidelines for each model
- Further development of the balanced scorecard
- Participating schools to be finalised

