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**One School District's Approach to
Understanding and Implementing
the New Mexico
Incentive Pay Pilot Program**

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Indicators

- Simple and easy to understand.
- Based on classroom/school performance to improve teaching and learning.
- Despite the uncertain track record of incentive systems and the controversy surrounding them, the purpose is to take the best practices and findings to implement an effective system.
- Two of the schools in our research, combined team incentives and individual incentives. School-wide rewards given to all school staff if the school met student growth targets. Individual rewards were given to teachers who take on additional roles, demonstrate effectiveness in performance evaluations, and commit to remaining in the school for an additional two years to operate model classrooms.

Indicators

- Our incentive plan includes a commitment by principals, teachers and other staff to stay at the school for two years following receiving an incentive and have the classrooms and/or school serve as models.
- . . . team-based systems are also important . . . must recognize the entire school staff – which would include custodians, secretaries, instructional assistants, teachers, and principals for their hard work in making the school a special, inviting, and high performing place. . . . best practice . . . tends to promote social cohesion, feelings of fairness and productivity norms.

Indicators

- We must avoid a pitfall that rewarding a teacher for individual performance is contrary to the highly collaborative nature of teaching.
- There is evidence that while the performance of lower ability staff improves, the performance of higher ability staff tends to decline . . . guard against that by acknowledging that the reward depends on performance of the entire group – everyone at their level. (Regression to the Mean).
- This system, while recognizing the teacher and principal's role in increasing student achievement, does not reward additional responsibilities and duties although those are covered in the Exemplary or Highly Effective category of the NMTEACH evaluation plan.

Indicators

- Research indicated a concern regarding the Value Added Modeling for its assumption that curricula are vertically aligned and spiraled to allow for accurate assessment of student growth over a multi-year period.
- PVSD addressed this concern by developing Kindergarten through grade12 Reading Language Arts, Mathematics, and Social Studies Pacing Guides based on Common Core State Standards that have spiraled quarterly skills within and between grades . . . is the aligned and assessed curriculum.

The Pojoaque Program

“The incentive pay program will be established at two levels – one for the individual and one for the school team such that an individual will be eligible for both an individual award and a group/team award.”

Two Levels:

Group/Team Awards: *include all school-based staff at a single school (1/3 of award)*

Individual Teachers and Principals/Assistant Award

(allows principals to participate as well as teachers -- heavy emphasis on student performance data, 2/3 of award)

School Team Group Awards

Group	A Grade receives 100% of award	B Grade receives 90% of award
Principal	\$2,000.00	\$1,800.00
Asst. Principal	\$1,500.00	\$1,350.00
Teacher	\$1,500.00	\$1,350.00
Instructional Assistants	\$1,000.00	\$900.00
Secretaries	\$1,000.00	\$900.00
Custodians	\$1,000.00	\$900.00
Other Staff	\$1,000.00	\$900.00

Group Awards: include all school-based staff at a single school (1/3 of award)

“... single greatest indicator in student achievement lies in the effectiveness of teacher and school leaders discovered that 75 percent of the effect a school has on a student can be attributed to the individual teacher, while only 25 percent of the effect can be attributed to the school.”

- **Group Award 2014-15: 2 B Schools 131 staff of 258 (\$150,750.00)**
- **Group Award 2015-16: NONE**
- **Group Award 2014-15: increase grade from F to another grade
1 school 22 staff (\$11,000.00 district)**

2014-2015 Group	Number Receiving	Total Number in District
Principal	2	258
Assistant Principal	2	
Other Staff	24	
Secretaries	8	
Instructional Assistants	22	
Teachers	67	
Custodians	6	
Total	131	

Individual Awards (Principal/Teacher)

Group	Exemplary receives 100% of award	Highly Effective receives 90% of award
Principal	\$7,500.00	\$6,750.00
Asst. Principal	\$6,000.00	\$5,400.00
Teacher	\$5,500.00	\$4,950.00

Individual Teachers and Principals/Assistant Award

Based on individual evaluation results that included student performance measures. (Total cost 14-15 \$190,850.00)

2014-2015	Number Receiving	Total Number in District
Exemplary Teachers	2	109
Highly Effective Teachers	28	
Exemplary Principal/Asst.	5	7
Highly Effective Principal/Asst.	1	

Next Steps

- **Possibly add “Effective” rating at 80% (45)**
- **Continue research on appropriate award amounts**
- **Address the challenges:**
 - **Reimbursement system has negative effect on small school district cash balances (\$352,600.00)**
 - **Mixing calendars – have to wait to give awards until all data are received.**