

**NATIONAL CENTER ON
PERFORMANCE INCENTIVES**

Policy Evaluation Report
August 31, 2009

**Texas Educator Excellence Grant (TEEG) Program:
Year Three Evaluation Report**

Texas Education Agency
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Performance Incentives

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EXECUTIVE SUMMARY

The Texas Educator Excellence Grant (TEEG) program was state-funded and provided annual grants to schools to design and implement performance pay plans during the 2006-07 to 2009-10 school year.¹ TEEG was implemented each year (i.e., Cycle) in approximately 1,000 high poverty, high performing Texas public schools.

Performance pay for teachers entered Texas state policy deliberations during the 1980s, a decade marked as one of the most active periods of school reform in Texas. As early as the Texas Teacher Career Ladder program in 1984, policy makers attempted to reform the single-salary schedule and introduce performance pay for educators. Several lessons emerged from those first generation programs and played a significant role in the design and implementation of contemporary performance pay programs in Texas, such as TEEG. Specific lessons include the importance of (1) adequate, sustainable funding; (2) teacher involvement in program design; (3) rewarding educators for their contribution to student performance and professional collaboration; and (4) conducting independent, comprehensive program evaluations.

This report builds on the previous TEEG evaluation reports, presenting findings from three years of the TEEG program.² Overall, the report discusses the participation decisions of eligible schools, the implementation experiences of TEEG participants, the manner in which performance pay plans were designed, and the program's outcomes. An overview of key evaluation findings is presented below.

TEEG Participation Decisions

- During all three cycles of the TEEG program, at least 90% of eligible schools opted to participate. These participation decisions were most commonly made by teachers and school administrators.
- Eligible schools that decided not to participate in TEEG were systematically different than participant schools. They were more likely to be small schools, provide alternative instruction programs and non-traditional grade configurations, and serve a lower percentage of ED students.

¹ It should be noted that during each cycle of TEEG, a school's performance pay plan had two distinct phases: a performance evaluation phase and a fund dissemination phase. For example, Cycle 1 schools implemented performance pay plans during the 2006-07 school year during which time teachers were evaluated to determine their bonus award eligibility. However, a school did not have to distribute bonus awards until the following fall semester (fall 2007) and funds for activities other than bonus awards could be spent into the 2007-08 school year. Therefore, while TEEG cycles are referred to by discrete school years for ease of explanation, each cycle lasted more than one school year (i.e., Cycle 1 implemented in 2006-07 with funds expended in their entirety in 2007-08; Cycle 2 implemented in 2007-08 with funds expended in their entirety in 2008-09; and Cycle 3 implemented in 2008-09 with all funds to be expended during 2009-10).

² See *Texas Educator Excellence Grant (TEEG) Program: Year One Evaluation Report* (2008) and *Texas Educator Excellence Grant (TEEG) Program: Year Two Evaluation Report* (2008). See <http://ritter.tea.state.tx.us/opge/progeval/TeacherIncentive/index.html> for full reports.

- Schools opting not to participate in TEEG were most often concerned about the program’s guidelines for bonus award distribution and school selection along with perceptions that application for and participation in TEEG would be burdensome. They were also dissuaded by previous negative experiences with performance pay. Volatile dynamics in schools (e.g., leadership turnover) also kept some eligible schools from applying.

Design of TEEG Performance Pay Plans

- TEEG plans relied heavily on measures of student achievement – especially performance levels and results from state standardized assessments – along with teacher collaboration to determine teachers’ eligibility for bonus awards.
- Teachers’ eligibility for bonus awards was typically determined by an individual teacher’s performance as opposed to the performance of an entire school or team of teachers.
- The distribution of TEEG bonus awards varied noticeably among schools, but most proposed bonus award models that did not align with minimum and maximum dollar amounts recommended in state guidelines (i.e., \$3,000 and \$10,000 respectively). Nearly all schools (95.5% of Cycle 1 schools and 95.7 % of Cycle 2 schools) proposed a *minimum* award less than \$3,000, and most (82.3% of Cycle 1 schools and 70.0% of Cycle 2 schools) proposed a *maximum* award of less than \$3,000.
- The probability of receiving a TEEG bonus award and the actual amount received was related to several teacher characteristics, especially a teacher’s subject-area assignment. Differences in teacher credentials explained little of the variation in bonus awards received by individual teachers in TEEG schools.

TEEG Implementation Experiences and Challenges

- Over half of principals in TEEG schools consistently reported that schools could have improved implementation of their performance pay plans, noting that clearer program guidelines from the state would have been of great importance.
- However, TEEG principals also had overall positive perceptions of the program’s impact in their schools.

Educator Attitudes, Instructional Practice, and School Environment in TEEG Schools

- Most personnel in TEEG schools supported the principle of performance pay, while inexperienced teachers and professionals tended to be more supportive than their counterparts.

- Personnel did not believe the TEEG program undermined collaboration or workplace collegiality. In fact, the majority viewed their colleagues, principals, and overall work environment positively. Both bonus award recipients and non-recipients in TEEG schools, as well as new and experienced teachers, held these positive views. However, award recipients and inexperienced staff were more likely to hold these favorable opinions.
- Personnel in schools that remained in TEEG over time – rather than cycling in and out of the program – tended to have more positive opinions towards performance pay generally, the impact of TEEG in schools, workplace collegiality, and principal leadership.
- The majority of educators in TEEG schools reported frequent use of targeted and data-driven instructional practices. Those reporting the receipt of bonus awards indicated more frequent use of these professional practices than non-recipients of bonus awards.

Impact of TEEG on Teacher Turnover

- There is no evidence that schools in the TEEG program experienced any systematic reduction in teacher turnover following the first two cycles of program implementation (i.e., fall 2007 and fall 2008). However, there is strong evidence that several design features of performance pay plans influenced teacher turnover within TEEG schools.
- The receipt and size of actual bonus awards had a strong impact on teacher turnover in the first cycle of TEEG; the probability of turnover fell as the size of the bonus award grew. However, many TEEG teachers received bonus awards so small that the program likely had a negligible or negative impact on their probability of turnover.
- Schools relying exclusively on student achievement levels to measure teachers' contribution to student success had significantly lower turnover rates than did schools relying solely on student gains.

TEEG and Student Achievement Gains

- There is no strong evidence of a systematic TEEG treatment effect on student achievement gains. Additionally, evidence on associations between TEEG plan design features and student achievement gains is mixed.

These findings suggest that school and personnel characteristics, the criteria used to select schools into the TEEG program, and the plan design features of TEEG schools' performance pay plans influenced many outcomes of interest. The attitudes and behaviors of school personnel, school environment, and teacher turnover were certainly affected by these factors. However, evidence suggests that there is no strong, systematic treatment effect of TEEG on student achievement gains. Nor are there consistent associations between TEEG plan design features and student achievement gains.

While TEEG funding comes to an end, these findings are still relevant for key decision-makers in Texas. As other state-funded performance pay plans continue, policy makers and practitioners are advised to pay close attention to the manner in which schools are selected into performance pay

programs and the design of their performance pay plans; particularly how they determine teachers' eligibility for bonus awards and the size of those awards. Additionally, the state's continued commitment to performance pay programs – under the umbrella of the District Awards for Teacher Excellence (D.A.T.E.) program – allows researchers to refine their understanding of the ways in which locally-designed performance pay plans influence the quality of teaching and student learning within schools; an issue of increasing importance both state-wide and nationally as performance pay continues as a prominent strategy for education reform.

CHAPTER 1

Introduction to Final TEEG Evaluation Report

This report presents findings from the final year of a three-year evaluation of the Texas Educator Excellence Grant (TEEG) program. The TEEG program was state-funded and provided annual grants to schools to design and implement performance pay plans during the 2006-07 to 2009-10 school year. TEEG was implemented each year (i.e., Cycle) in approximately 1,000 high poverty, high performing Texas public schools.

Overall, the report discusses the implementation experiences of TEEG program participants, paying close attention to the manner in which participating schools designed their performance pay plans and program outcomes. This final report addresses each of the following questions.

- What was the national and state policy context – especially in regards to the use of performance pay programs – in which the TEEG program operated?
- How did policy guidelines impact the stability – or instability – of school selection into the TEEG program?
- Why did eligible TEEG schools choose to participate – or not participate – in the state-funded performance pay program?
- What was the nature of performance pay plans developed and implemented by TEEG participants?
- What were the attitudes and behaviors of school personnel in TEEG schools?
- How did TEEG participation and design features of TEEG plans influence teacher turnover and student test score gains?

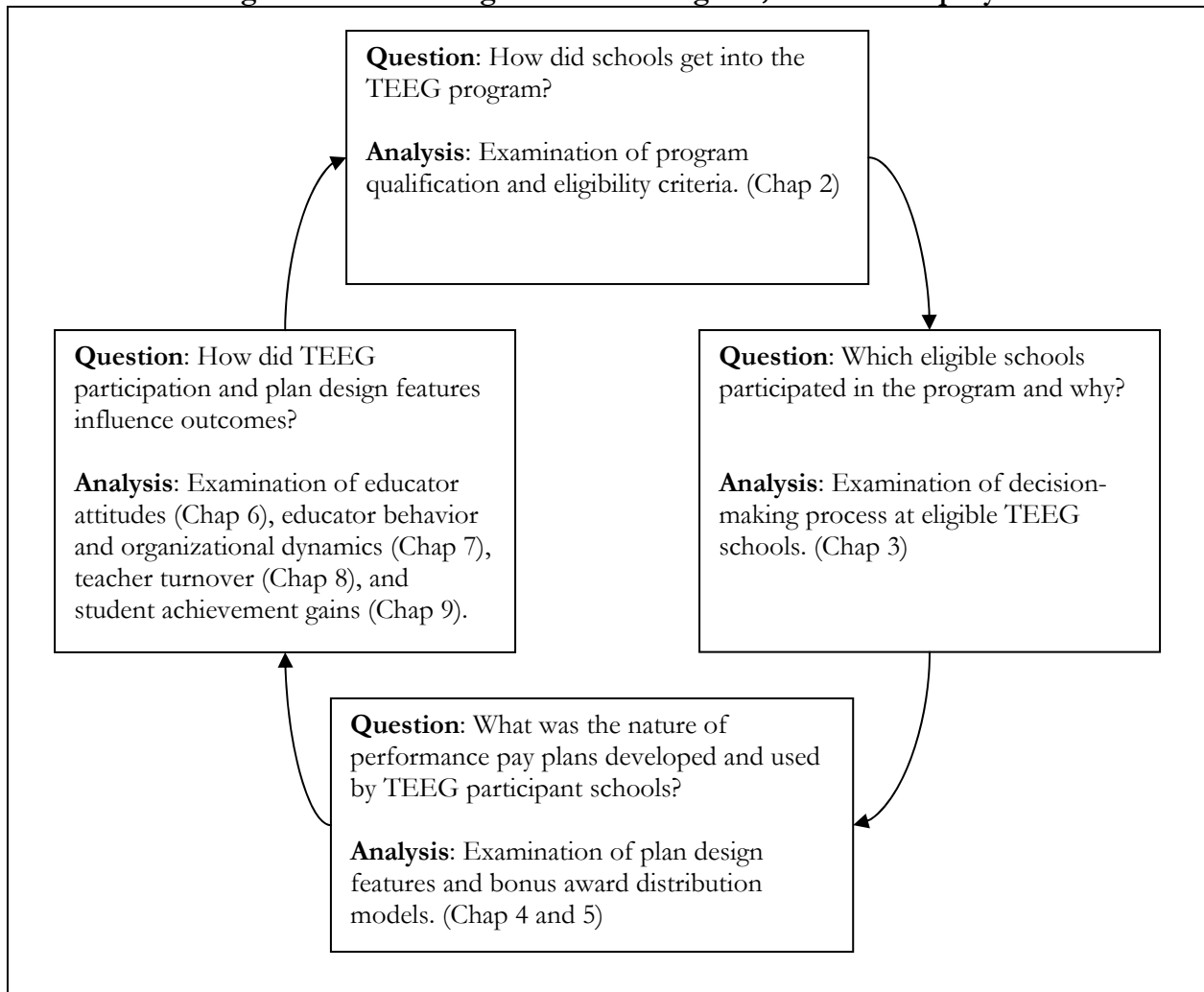
Previous TEEG evaluation reports, based on the first two years of program operation, suggested that school and personnel characteristics, schools' participation patterns in the TEEG program, and design features of schools' performance pay plans influenced program outcomes. The attitudes and behaviors of school personnel and teacher turnover were certainly influenced by these factors. Evidence regarding TEEG's impact on student achievement gains, as well as any relationship between plan design features and student achievement gains, was also examined in earlier reports with inconclusive results.¹

This final year-three report builds on earlier findings. It begins with a brief overview of the TEEG program and the policy context in which it was implemented, before turning to evaluation findings. Subsequent chapters address the model of inquiry (see Figure 1), which informed evaluation of the TEEG program. This model follows four lines of questioning: (1) How did schools get into the

¹See *Texas Educator Excellence Grant (TEEG) Program: Year One Evaluation Report* (2008) and *Texas Educator Excellence Grant (TEEG) Program: Year Two Evaluation Report* (2008). See <http://ritter.tea.state.tx.us/opge/progeval/TeacherIncentive/index.html> for full reports.

TEEG program? (2) Which eligible schools chose to participate and why? (3) What were the design features of participant schools' TEEG plans? and (4) What were the program outcomes?

Figure 1.1: Evaluating the TEEG Program, Model of Inquiry



The first two questions allow evaluators to understand the nature of participant schools and determine appropriate sets of comparison schools for examining program effects. The volatility of TEEG program eligibility over time had implications for the ways in which evaluators could study the impact of the TEEG program. Previous research on performance pay also emphasizes that plan design features may influence program outcomes. Not all performance pay plans operate in a similar fashion, and understandably, plans with variable characteristics might have variable outcomes. Accordingly, evaluators identified TEEG plan design features used in schools and the bonus awards received by teachers to better understand educator attitudes and behavior, organizational dynamics, teacher turnover, and student achievement gains. Ultimately, this information informs policymakers as they refine and/or expand performance pay programs in Texas – and beyond – in the future.

CHAPTER 2

Overview of the TEEG Program

This chapter provides a brief overview of the TEEG program and the policy context in which it operated. It begins with a summary of key national and state policy issues surrounding the TEEG program in Texas, followed by a review of state guidelines that informed the selection of schools into the program, the design of schools' performance pay plans, and how grants were distributed to those schools. It concludes with a description of key characteristics of TEEG schools compared to other Texas public schools.² The key policy questions and key policy points discussed throughout this chapter are listed below.

Key Policy Questions

This chapter addresses the following questions.

- How did past experiences with performance pay inform the state's design and implementation of TEEG and other state-funded performance pay programs?
- What is the current performance pay landscape in Texas and how does it compare to other policies throughout the U.S. K-12 public education system?
- How were schools selected into the TEEG program and how were grants distributed to participating schools?
- What guidelines informed the development of locally-designed performance pay plans under TEEG?
- How did TEEG schools compare to other public schools in Texas across student, teacher, and school characteristics?

Key Policy Points

This chapter highlights and expands upon the following key policy points based on a review of the policy context and state guidelines informing the development of the TEEG program.

- Texas' TEEG program operated as part of the single largest, state-funded performance pay system in U.S. K-12 public education.

² See Chapters 1 and 2 from the *Texas Educator Excellence Grant (TEEG) Program: Year Two Evaluation Report* (2008) for a more detailed discussion of the national and state policy context as well as the history of educator performance pay reform in Texas. See <http://ritter.tea.state.tx.us/opge/progeval/TeacherIncentive/index.html> for full report.

- Schools were eligible for the TEEG program one year at a time based on their percent of economically disadvantaged (ED) students and their record of academic performance.
- Turnover of TEEG-eligible schools is high from one program cycle to the next due to several factors, including the percentage of ED students and academic performance criteria, along with budgetary constraints and the desire to maintain a balance of grade levels and schools displaying high levels of academic performance versus those with high levels of academic improvement.
- Grant amounts were determined by the size of a school's student population, and at least 75% of TEEG funds had to be allocated as bonus awards to high-performing classroom teachers.
- TEEG schools had greater percentage of ED students and were more likely to have high accountability ratings compared to other schools throughout Texas.

Educator Compensation Reform in Texas

Texas has the largest statewide performance pay system in U.S. public education, which began with the GEEG program in 2006 and grew to include the Texas Educator Excellence Grant (TEEG) program and the District Awards for Teacher Excellence (D.A.T.E.) program. During the 2008-09 school year, the state allocated approximately \$247 million for the design and implementation of these locally-developed performance pay programs. However, the 81st Texas legislature restructured funding for the programs during the 2009 session. The GEEG program came to a close, as originally planned, and the TEEG program was essentially dismantled with funds being redirected for the expansion of D.A.T.E. As the 2009-10 school year approaches, the current educator performance pay system provides \$197 million annually for the development of performance pay plans under the umbrella of D.A.T.E.

History of Educator Compensation Reform in Texas

Performance pay for teachers in Texas entered state policy deliberations during the 1980s, a decade marked as one of the most active periods of school reform in Texas.³ Initiatives related to performance pay included the Texas Teacher Career Ladder (1984-1993) and the Texas Successful Schools Award Program (1992-2001), among other school finance reforms. The Texas Career Ladder Program and the Successful Schools Award Program took fundamentally different approaches to performance incentive. The former distributed awards to individual teachers and the latter distributed awards primarily to schools. The career ladder based awards on the efforts of teachers, whereas Successful Schools based awards on the outcomes of teacher efforts (i.e., student achievement). A summary of lessons learned from the successes and obstacles of these early performance pay programs is described in Table 2.1.

³ The State Legislature introduced the first statewide curriculum at the beginning of 1981, and replaced the appointed State Board of Education with an elected board in 1989 (TEA, 2004). During the intervening years, the Legislature established a new state assessment system, mandatory student testing, a required high-school graduation test, class size limits, a no pass/no play rule, a dropout reduction program, a public education information system, annual district performance reports, competency testing for teacher recertification, an across-the-board pay raise for teachers, an overhaul of the state's finance system, and the Teacher Career Ladder.

**Table 2.1: Lessons Learned,
Texas Career Ladder and Successful Schools Awards Program**

Recommendations for Design and Implementation	Career Ladder	Successful Schools
Adequate funding	X	X
Commitment to stable funding over time	X	
State responsibility for program	X	
Local responsibility for plan design	X	
Teacher involvement in plan design	X	X
Simple and understandable plan criteria		X
Thorough communication about plan	X	
Alignment between incentives and state goals	X	X
Incentive awards as a part of teacher salary		X
Significantly large award amounts		X
Awards distributed evenly to all teachers		X
Awards based on multiple criteria		X
Awards based on objective performance evaluations	X	
Awards primarily based on student achievement	X	X
Longitudinal measures of achievement gains		X
Fixed and known criteria for incentive awards		X
Strategies to enhance teacher collaboration	X	X
Programs for schools with disadvantaged students		X
Independent, periodic program evaluations	X	X

Source: Synthesis of information gathered by authors.

From 2003 to 2006, state policymakers turned their attention greatly toward school finance reform, as legislators debated new taxes for increasing state funding for public schools and new formulas for distributing these funds. Some Texans advocated more money for education while others advocated more education for the money. The largest school expenditure, teacher salaries, became a central focus of public discussions bringing performance pay proposals back to the debate. Performance pay re-entered the school finance debate in 2003 by the Koret Task Force on K-12 Education, followed by a series of legislative attempts to produce a performance pay program during the 2003 and 2005 sessions. As legislators did not create a program during the 2005 session, Governor Perry issued in November 2005 an executive order to establish a state performance pay program paving the way for the current performance pay landscape in Texas.

Statewide Framework for Performance Pay in Texas

The educator performance pay system in Texas originally consisted of three distinct, state-funded grant programs: GEEG, TEEG and D.A.T.E. The first program, GEEG, was funded with state and federal dollars and completed its operation on August 31, 2009. That same year, the TEEG program continued in its third cycle and the first cycle of the D.A.T.E. program began. During the 2008-09 year, the state was providing approximately \$247 million for the operation of performance pay plans

in Texas public schools, making it the largest statewide performance pay system in U.S. K-12 public education.⁴

Governor's Educator Excellence Grant (GEEG) Program

The GEEG program was established in November 2005, when Governor Perry issued Executive Order RP 51 to create a \$10-million, three-year noncompetitive grant program. GEEG grants were to be used for the provision of performance pay to teachers employed in schools with records of high or improved student achievement serving high percentage of ED students.

The executive order outlined the basic design of the GEEG program and authorized the Texas Commissioner of Education to further develop program criteria, which had to adhere to the following stipulations.

- Use federal funds, as authorized by Title II of the No Child Left Behind Act.
- Set aside no less than \$10 million annually for the program.
- Award grants of no less than \$100,000 to schools with high percentage of ED students.
- Require schools to dedicate at least 75% of grant funds for classroom teacher performance awards.

In the fall of 2006, the state made available three-year grant awards ranging from \$60,000 to \$220,000 per year to 99 public schools meeting eligibility criteria. Funds were distributed to schools that were in the top third of Texas schools in terms of percentage of ED students and either carried a performance rating of Exemplary or Recognized on the state accountability system, or were in the top quartile on TEA's Comparable Improvement measure (in the 2004-05 school year).⁵

The GEEG program operated in these 99 schools during the 2006-07 to 2008-09 school years, with bonus awards distributed to teachers during the fall 2006, fall 2007, and fall 2008 semesters.

Texas Educator Excellence Grant (TEEG) Program

State funds provided \$100 million to TEEG-eligible schools during the 2006-07 school year, and \$97 million for each of the 2007-08 and 2008-09 school years. Grant awards were made available to schools for one-year cycles. During Cycle 1 (2006-07 school year), 1,148 schools participated in the TEEG program, followed by 1,026 schools during the subsequent school year. Approximately 988

⁴ See Chapter 2 of *Governor's Educator Excellence Grant (GEEG) Program: Year Two Evaluation Report* (2009) for a more detailed analysis of Texas versus national educator compensation trends, including analysis of the Schools and Staffing Survey. See <http://ritter.tea.state.tx.us/opge/progeval/TeacherIncentive/index.html> for full report.

⁵ A Recognized rating means that for every tested subject at least 75% of the tested students pass the Texas Assessment of Knowledge and Skills (TAKS), while an Exemplary rating elevates the standard so that for every subject at least 90% of the tested students pass TAKS. Comparable Improvement (CI) is a measure that calculates how student performance on the TAKS mathematics and reading/English language arts tests has changed (or grown) from one year to the next, and compares the change to that of the 40 schools that are demographically most similar to the target school. Student demographics used to construct groups include percent of African American, Hispanic and white students, percent of economically disadvantaged students, percent of limited English proficient students, and percent of mobile students. CI is calculated separately for reading/English language arts and mathematics, based on individual student *Texas Growth Index* (TGI) values. The student-level TGI values are aggregated to the campus level to create an average TGI for each campus.

schools participated in Cycle 3 during the 2008-09 school year.⁶ During the 81st session in 2009, the Texas Legislature eliminated the TEEG program. Therefore, Cycle 3 was the final cycle of the TEEG program, with funds coming to a close after Cycle 3 participants expend all TEEG grant monies during the 2009-10 school year.

Eligibility criteria and requirements were nearly identical to those of the GEEG program. However, schools had to be in the top half of Texas schools in terms of percentage of ED students, and schools were only eligible for grants one year at a time. Program eligibility was determined on an annual basis, with grant amounts ranging from \$40,000 to \$295,000 per year. Both the GEEG and TEEG programs specified that school grants should be divided into Part 1 and Part 2 funds. Part 1 funds represented 75% of a school's total grant and were earmarked for teacher bonus awards. Part 2, representing the other 25% of a school's grant, could be used for bonus awards to other school personnel or to implement professional growth activities.

District Awards for Teacher Excellence (D.A.T.E.) Program

The district-level program, D.A.T.E., was funded at approximately \$150 million during the 2008-09 school year with \$197 million in funds set aside for fiscal years 2010 and 2011 through the Texas Educator Excellence Fund. All districts in the state became eligible to participate beginning with the 2008-09 school year. Districts may apply for D.A.T.E. funds for all schools or simply for high-needs schools, or to implement components of the Teacher Advancement Program (TAP).⁷ Grant amounts are based on student enrollment in each district.

The 203 districts electing to participate in D.A.T.E. during the 2008-09 school year participated in Cycle 1 of the program. They committed to participate in D.A.T.E. for at least two consecutive years (2008-09 and 2009-10 school years) during which time districts would expend Part 1 funds for teacher bonus awards and Part 2 funds for other activities. They also committed to a 15% match in funds (or in kind). Cycle 1 D.A.T.E. participants went through the following stages of planning and implementation.

⁶ It should be noted that during each cycle of TEEG, a school's performance pay plan had two distinct phases: a performance evaluation phase and a fund dissemination phase. For example, Cycle 1 schools implemented plans during the 2006-07 school year during which time teachers were evaluated to determine Part 1 bonus award eligibility. However, a school did not have to distribute Part 1 bonus awards until the following fall semester (fall 2007) and Part 2 funds could be spent into the 2007-08 school year. Therefore, while TEEG cycles are referred to by discrete school years for ease of explanation, each cycle lasted more than one school year (i.e., Cycle 1 implemented in 2006-07 with funds expended in entirety in 2007-08; Cycle 2 implemented in 2007-08 with funds expended in entirety in 2008-09; and Cycle 3 implemented in 2008-09 with all funds to be expended during 2009-10).

⁷ TAP, a comprehensive school reform model providing teachers with an opportunity to earn performance pay, has gained considerable attention in the recent years. Developed in 1999 by Lowell Milken and other individuals at the Milken Family Foundation (MFF) to attract highly-effective teachers, improve instructional effectiveness, and elevate student achievement, TAP operates in more than 180 schools in 15 states and the District of Columbia. In the aggregate, there are approximately 5,000 teachers and 60,000 students in TAP schools across the nation (MFF, 2007). TAP also figured prominently in the 2006 announcement of TIF grantees, with over one-third (36.8%) of funds going to public school districts and states that proposed to implement TAP. To learn more about TAP, visit <http://www.tapsystem.org/>.

- Submitted a Notice of Intent to Apply in October 2007.
- Participated in an unfunded planning phase during the 2007-08 school year to develop performance pay plans.
- Participated in technical assistance activities during the 2007-08 school year.
- Implemented their D.A.T.E. plans in the 2008-09 school year during which teacher performance was assessed to determine eligibility for bonus awards.
- Bonus awards will be distributed to eligible teachers by October 2009.
- Part 2 funds must be expended for other designated activities by February 2010.

During the first year of implementation (2008-09 school year), districts were required to use at least 60% of funds to directly reward classroom teachers based on measures of student achievement. Remaining funds (i.e., Part 2) are to be used as stipends for mentors, teacher coaches, teachers certified in hard-to-staff subjects, or teachers who hold post-baccalaureate degrees; as awards to principals and other staff members. Other allowable uses of funds included increasing data capacity, providing professional development, and implementing TAP.

Subsequent cycles of D.A.T.E. program participants follow a similar pattern to plan and implement their performance pay plans, with Cycle 2 participants – for example – beginning their planning year in the 2008-09 school year.

With legislative authorization, the D.A.T.E. program will continue into the 2009-10 school year and thereafter with \$197 million in annual state funds. Additionally, the 15% matching requirement was eliminated for the 2009-10 school year and thereafter.

TEEG Selection and Program Guidelines

The purpose of this section is to provide an overview of how schools became eligible to participate in the TEEG program and the guidelines that informed local plan design and implementation.

Qualification Criteria for TEEG Schools

The TEEG program can be thought of as a two-stage tournament. In the first stage, schools participated in a state-level tournament to earn the opportunity (and the funding) to operate a second stage, school-level performance pay tournament. TEA set the rules and identified the schools that would be eligible for TEEG in the first-stage tournament; what evaluators term the state qualifying tournament. Those selected in the first phase were then eligible to design and implement school tournaments. The design of school tournaments differed across schools, as will be evident in Chapter 4, as schools were given flexibility to design their own performance pay plans within broad guidelines imposed by the Texas Education Agency (TEA).

TEEG school eligibility was determined annually based on two criteria, the first of which was being in the top half of Texas public schools in terms of percentage of ED students. The TEA stratified the distribution of schools by type, so elementary schools had to be in the top half of the poverty distribution for elementary schools, and the same applies for middle schools and high schools. The second criterion was earning a high campus accountability rating (i.e. Exemplary or Recognized) or

performing within the top quartile of Comparable Improvement in math or reading. A Recognized rating means that for every tested subject at least 75% of the tested students pass the Texas Assessment of Knowledge and Skills (TAKS), while an Exemplary rating elevates the standard so that for every subject at least 90% of the tested students pass TAKS. To determine Comparable Improvement, the TEA matches each Texas public school annually to 40 other peer Texas public schools on the basis of student demographics. The TEA then calculates the average change in student test scores from one year to the next. A school in the top quartile of Comparable Improvement has one of the 10-largest average gains in TAKS scores among the 40 schools in its reference group.

In summary, schools with regular instruction programs (i.e., not alternative education schools) had to meet the following conditions to qualify for TEEG.

- The school fell within the top-half of schools by percentage of ED students within grade type, AND
- The school was rated Exemplary or Recognized (i.e., high performing), OR
- If the school was rated Academically Acceptable, it fell in the top quartile of Comparable Improvement in either math or reading when compared to its set of 40 peer schools.

Registered alternative education (AEA) schools had their own qualification criteria. They had to be ranked in the top-third within each grade-level category with respect to their percentage of ED students. AEA schools had to also satisfy an alternative performance criterion based upon passing rates on TAKS.

Eligibility Criteria for TEEG Schools

The previously discussed qualification criteria represent the necessary conditions that a school had to meet in order to qualify for further consideration to receive TEEG funding. The process of determining the set of TEEG-eligible schools from the set of TEEG-qualified schools was more complex. Not all schools that satisfied the percentage of ED and performance criteria became eligible and funded under the TEEG program. The actual grant distribution process in each year was constrained by the budget allocation and by representation objectives.

TEEG school eligibility slots were allocated to each grade type of school based on dollars available and the performance qualification criteria (i.e., high performing or high improving). The goal was for TEEG-eligible schools in each grade type group to be 50% high performing and 50% high improving. For some grade types, however, the total number of eligible high performing schools was less than 50% of all eligible schools within that grade level group. In those cases, more than half of TEEG-eligible schools in a grade level group met the improving performance criteria.

Volatility of TEEG School Eligibility

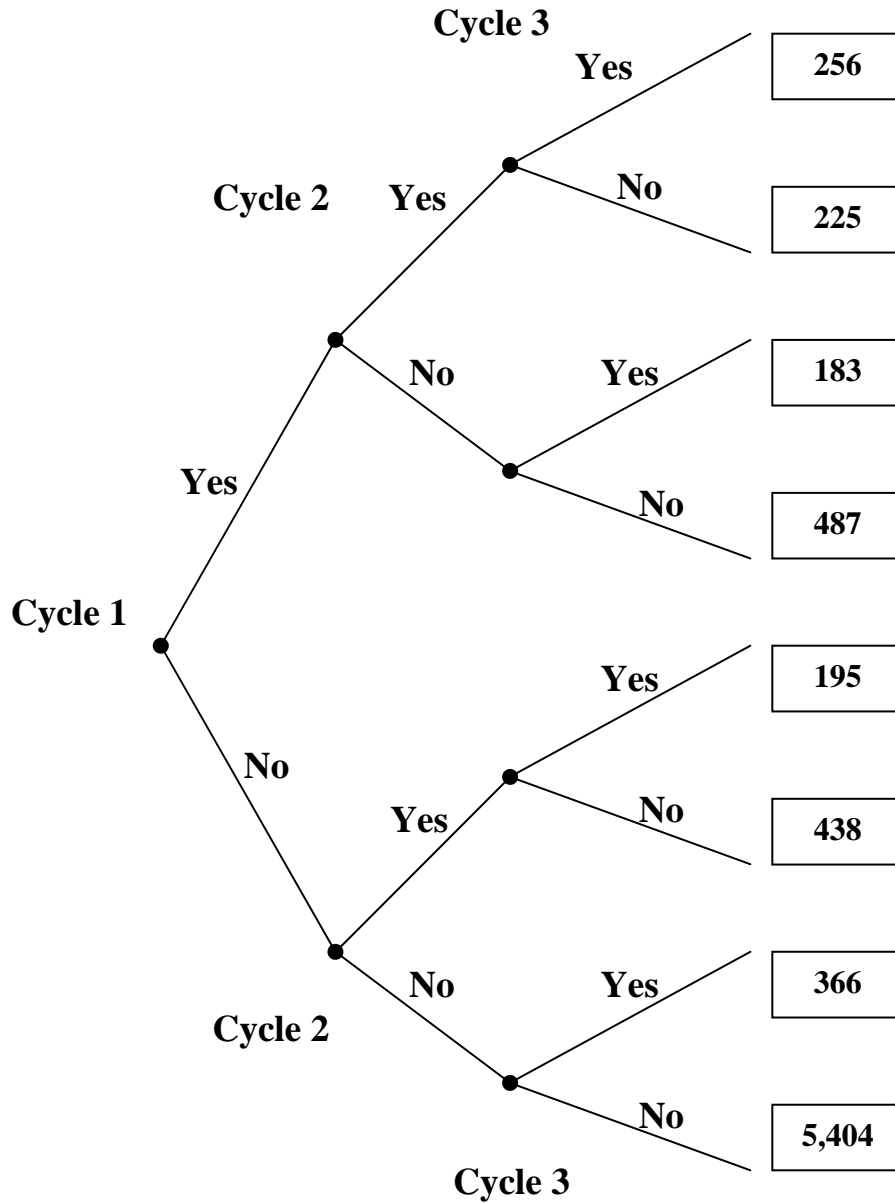
Eligibility for the TEEG program was determined on a yearly basis. Cycle 1 of the program was implemented during the 2006-07 school year in 1,148 schools. Their percentage of ED students and academic performance during the 2004-05 school year determined their eligibility for Cycle 1 participation. Cycle 2 eligibility was determined by the school's status during the 2005-06 school year, resulting in 1,026 schools implementing plans during the 2007-08 school year. Approximately

988 schools implemented plans in Cycle 3 during the 2008-09 school year based on their percentage of ED students and academic performance during the 2006-07 school year.

Figure 2.1 depicts the in-out transitions of the 7,554 Texas public schools that operated during the first three years that TEEG operated (2006-07, 2007-08, and 2008-09 school years), which were the years that grant funding decisions were made by TEA. Of these schools, 2,150 (28.5%) were eligible in at least one of the three TEEG cycles. The figure illustrates the following findings.

- Of the 7,554 schools, 71.5% (5,404) were not eligible for any of the three cycles of TEEG.
- Of the 2,150 schools that were ever eligible, only 11.9% (256 schools) were eligible in all three cycles.
- Of the 2,150 schools that were ever eligible, only 28.0% (603) were eligible in two of the three TEEG cycles. These schools were evenly divided across possible participation patterns: 10.5% (225) were eligible in Cycles 1 and 2; 8.5% (183) were eligible in Cycles 1 and 3, while 9.1% (195) were eligible in Cycles 2 and 3.
- Of the 2,150 schools that were ever eligible, 60.0% (1,291) were eligible in just one of the three cycles: 22.7% (487) were eligible only in Cycle 1, 20.4% (438) were eligible only in Cycle 2, and 17.0% (366) were eligible only in Cycle 3.

Figure 2.1: In-Out Patterns of TEEG Eligibility for Cycles 1, 2, and 3



Note: Includes only campuses that operated during all TEEG Cycles. Hence 65 TEEG eligible campuses are excluded from the figure because during at least one of the three TEEG years, they were not in operation.

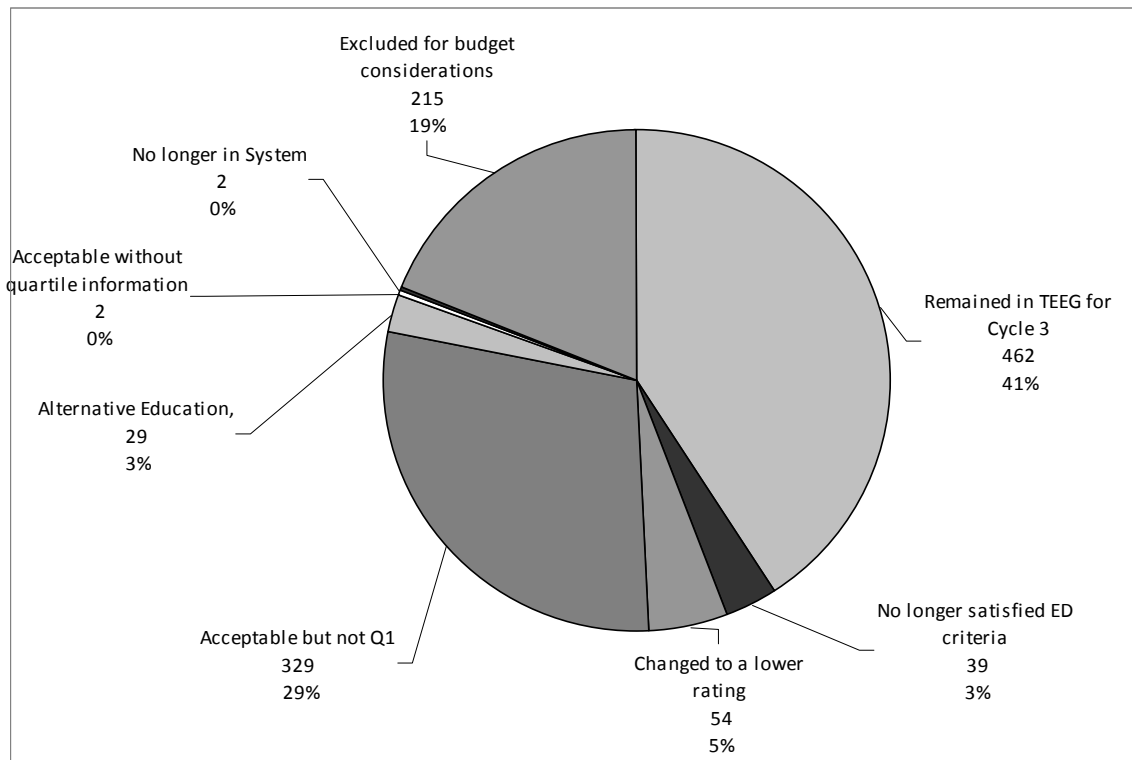
Source: Academic Excellence Indicator System, TEA “TEEG Cycle 1-3 Patterns 11-7-07” Worksheet and authors calculations. N= 7,554

Sources of TEEG Eligibility Volatility

Turnover of TEEG-eligible schools was high from one cycle to the next; for example, over 40% of schools eligible for TEEG Cycle 2 lost their eligibility status for Cycle 3 participation. There are (at least) four underlying sources contributing to the volatility in schools eligible during the three cycles

of the TEEG program. The first three sources correspond to the three filters used to select qualified schools: percentage of ED students, accountability rating, and Comparable Improvement. The fourth stems from the constraints that limit which qualified schools became eligible to receive a TEEG grant. Figure 2.2 provides an example of the ways in which qualifying criteria and other constraints contributed to eligibility volatility. Specifically, it illustrates what happened to eligible Cycle 2 schools in Cycle 3.

Figure 2.2: What Happened to Eligible Cycle 2 Schools in Cycle 3?



N= 1,132 schools

Source: TEA “TEEG Cycle 1-3 Patterns 11-7-07” Worksheet and authors calculations

Overall, the instability of Comparable Improvement rankings and budgetary constraints had a large impact on TEEG eligibility volatility, explaining 29% and 19% of the volatility respectively. Shifts in percentage of ED status along with changes in accountability ratings also contributed.⁸

TEEG Participation Guidelines

Participation in TEEG was voluntary for eligible schools. TEEG plans had to be locally developed and supported by a school-based committee with significant teacher engagement. A school’s TEEG plan had to be approved by both a district-level committee, such as the district-level planning and decision-making committee, and local school board.

⁸ For further details about the nature and source of TEEG eligibility volatility, see Chapter 4 in *Texas Educator Excellence Grant (TEEG) Program: Year One Evaluation Report* (2008) and Chapter 5 in *Texas Educator Excellence Grant (TEEG) Program: Year Two Evaluation Report* (2008). See <http://ritter.tea.state.tx.us/opge/progeval/TeacherIncentive/index.html> for full reports.

TEEG program guidelines identified two funding components – Part 1 and Part 2 funds. Part 1 funding accounted for at least 75% of a school’s total grant and was earmarked for bonus awards to classroom teachers. Teachers’ bonus awards were determined by four criteria, two were required and two were optional. Schools had to use quantifiable, objective measures of student performance (Criterion 1) and teacher collaboration (Criterion 2). Schools could also determine teacher bonus award eligibility using measures of teacher commitment and initiative (Criterion 3), as well as placement in hard-to-staff areas (Criterion 4).⁹

TEEG Cycle 1 bonus awards were distributed in the fall 2007 semester and were based on teacher performance during the 2006-07 school year. Cycle 2 bonus awards were distributed in the fall 2008 semester and based upon teachers’ performance during the 2007-08 school year. Cycle 3 awards were distributed in the fall 2009 semester and based upon performance during the 2008-09 school year.

Part 2 funds were to be used as bonus awards for other school personnel who were ineligible for Part 1 bonus awards or for implementing professional growth activities at the school level, as explained below.

- **Additional incentives for school personnel** who were not eligible to receive bonus awards created from Part 1 funds, including principals, assistant principals, teachers, counselors, speech therapists, instructional coaches, teacher aides, nurses, librarians, custodians, and other school personnel who contributed to increased student achievement.
- **Professional development** for classroom teachers who did not qualify for Part 1 bonus awards, or reimbursement/funding for professional development that directly contributed to improved teaching and student achievement.
- **Teacher mentoring programs** which adhered to specific components listed in TEEG guidelines, such as formative assessments to identify teachers’ needs and assistance with lesson planning.
- **New teacher induction programs** which adhered to specific components listed in TEEG guidelines, such as common planning time and standards-based evaluation.
- **Common planning time and curriculum development** to create opportunities for teacher collaboration.
- **Recruitment and retention efforts** focused on highly qualified, effective teachers.
- **Activities to further the goals of performance pay plans** designed to improve student achievement, such as value-added assessment.
- **Signing bonuses** for full-time classroom teachers who were new to the school and/or teaching in high-needs subject areas.
- **Stipends** for teachers to participate in after-school or Saturday programs that directly contributed to improved teaching and student achievement.
- **Other programs** that directly contributed to improved teaching.

⁹ Designated teacher shortage areas are identified using the TEA’s 2006-07 proposal for the state-developed alternate methodology as specified in 34 CFR §682.210(q)(7). This methodology is based on surveys of school personnel administrators and private non-profit school administrators. Using this methodology, shortage areas identified for the 2006-07 school year are mathematics, science, foreign language, special education, bilingual education, technology applications, and English as a Second Language.

TEEG schools were permitted to share Part 2 funds with feeder schools that were not eligible for the TEEG program because they did not receive state accountability ratings (e.g., a kindergarten through third-grade school).¹⁰

TEEG Grant Awards

Annual grants for TEEG schools ranged from \$40,000 to \$300,000. Grant amounts were based upon student enrollment at the school level, with most schools receiving between \$120 and \$240 per pupil. The average grant, for example, was equal to approximately 4% of instructional payroll at the recipient TEEG Cycle 1 schools and slightly more than 4% (4.1%) at Cycle 2 schools, ranging from roughly 1% of payroll in one school to more than 20% of instructional payroll in a handful of very small schools. The grant distribution categories determined by student enrollment are listed below in Table 2.2.

Table 2.2: Basis for Calculation of TEEG Grant Amounts

School Student Enrollment	TEEG Grant Amount
30 – 249	\$40,000
250 – 299	\$45,000
300 – 399	\$50,000
400 – 449	\$60,000
450 – 549	\$75,000
550 – 599	\$80,000
600 – 649	\$90,000
650 – 699	\$100,000
700 – 849	\$120,000
850 – 949	\$130,000
950 – 999	\$140,000
1,000 – 1,099	\$165,000
1,100 – 1,199	\$175,000
1,200 – 1,299	\$180,000
1,300 – 1,399	\$190,000
1,400 – 1,599	\$200,000
1,600 – 1,799	\$210,000
1,800 – 1,999	\$220,000
2,000 – 2,199	\$230,000
2,200 – 2,399	\$240,000
2,400 – 2,599	\$250,000
2,600 – 2,799	\$260,000
2,800 – 2,999	\$270,000
3,000 – 3,999	\$290,000
4,000 or more	\$300,000

Source: Texas Educator Excellence Grant (TEEG) Program Guidelines, TEA.

¹⁰ Based upon progress report results, evaluators did not find much evidence that TEEG schools were using Part 2 funds for feeder campuses.

Table 2.3 provides a breakdown of the total grant amounts distributed to schools in each of the three cycles of TEEG. In all three cycles of the program, most schools received grants amounting to \$140,000 or less, with the highest percentage receiving \$75,000 or less each program year.

Table 2.3: Distribution of TEEG Grants, Cycle 1, Cycle 2, and Cycle 3

TEEG Grant Amount	TEEG Cycle 1 Schools (n=1,148)	TEEG Cycle 2 Schools (n=1,026)	TEEG Cycle 3 Schools (n=988)
\$75,000 or less	60.3% (692)	50.6% (519)	48.8% (482)
\$80,000 to \$140,000	29.8% (342)	38.2% (392)	41.1% (406)
\$165,000 to \$200,000	6.4% (73)	7.4% (76)	6.6% (65)
\$210,000 to \$250,000	3.3% (38)	3.6% (37)	3.1% (31)
More than \$250,000	0.3% (3)	0.2% (2)	0.4% (4)

Source: Information based upon TEEG Cycle 1 eligibility list provided by the TEA

TEEG School Characteristics

This section provides an overview of demographic characteristics of schools that participated in the TEEG program, with a focus on Cycle 1 (i.e., schools participating in TEEG during the 2006-07 school year). It compares them to schools participating in the smaller performance pay program, GEEG, as well as to all other public schools in Texas.¹¹ Since schools in Cycles 2 and 3 of TEEG were selected using the same eligibility criteria as Cycle 1, this descriptive information provides a reasonable overview of how TEEG, GEEG, and other Texas public schools compare across student, teacher, and school characteristics.¹²

Student Characteristics

Student enrollment

TEEG, GEEG, and other public schools have similar percentages of schools by grade type. Table 2.4 provides an overview of the percent of each school program type that falls within each grade category during the 2004-05 school year (i.e., elementary school, middle school, high school, and other grade configuration).¹³ In each school program category, roughly half of schools served elementary grades, with TEEG schools serving closer to 60%. Approximately 20% served middle and high school grades, respectively.

¹¹ These tables and figures use a Cycle 1 school count of 1,147 because one Cycle 1 school is no longer in operation.

¹² See Chapter 4 of *Texas Educator Excellence Grant (TEEG) Program: Year Two Evaluation Report (2008)* for a more detailed description of TEEG school characteristics. See <http://ritter.tea.state.tx.us/opge/progeval/TeacherIncentive/index.html> for full report.

¹³ An “other” grade configuration includes schools that serve non-traditional grade configurations such as grades 5-11, K-8, or K-12.

Table 2.4: Distribution of Grade Levels by School Type, 2004-05 School Year

Grade Level	GEEG Schools	TEEG Cycle 1 Schools	Other Public Schools
Elementary school	52.5% (52)	57.8% (663)	53.3% (3435)
Middle school	20.2% (20)	18.4% (211)	19.7% (1268)
High school	21.2% (21)	18.6% (213)	20.6% (1330)
Other grades	6.1% (6)	5.2% (60)	6.4% (411)

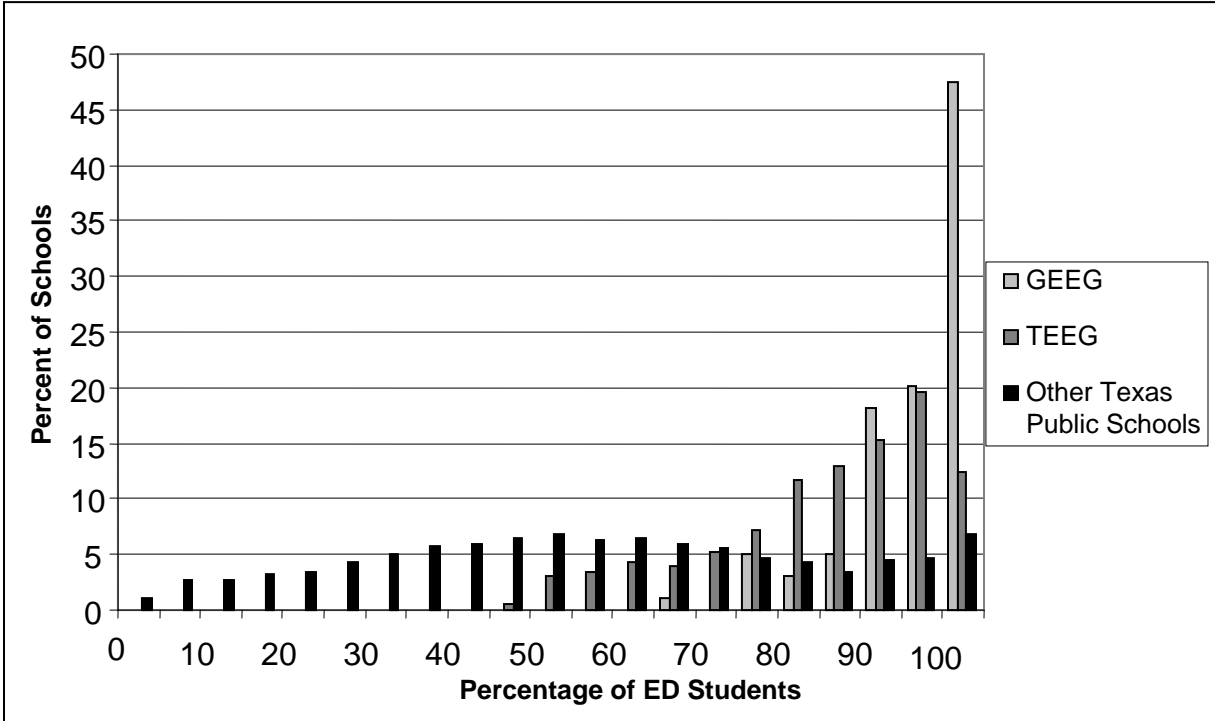
GEEG schools (n=99), TEEG schools (n=1,147), Other schools (n=6,444)

Source: Data from the 2004-05 Public Education Information Management System (PEIMS), TEA.

Economically disadvantaged population

TEEG eligibility criteria required that participating schools be in the top half of Texas public schools in terms of their percentage of ED students during the 2004-05 school year for Cycle 1. Similarly, GEEG schools had to be in the top third of public schools in terms of their percentage of ED students. Figure 2.3 displays the distribution of TEEG, GEEG, and other Texas public schools by their percentage of ED students (i.e., the percent of schools with 0 to 5% of ED students, the percent of schools with 6 to 10% of ED students, etc.). Most TEEG schools fall within the higher percentage of ED students categories, as seen by the distribution of TEEG schools on the right side of the figure along with GEEG schools, which have the highest percentage of schools with the highest percentage of ED students overall. The percentage of other Texas public schools across categories of percentage of ED is much more evenly distributed.

Figure 2.3: Distribution of GEEG, TEEG Cycle 1, and Other Schools by Percentage of ED Students, 2004-05 School Year



Source: Data from 2004-05, 2005-06, 2006-07 Academic Excellence Indicator System (AEIS), TEA.

Teacher Characteristics

Table 2.5 compares classroom teachers in TEEG, GEEG, and other Texas public schools by gender, level of education, race/ethnicity, years of experience, and average total teacher pay.

Table 2.5: Distribution of Teacher Characteristics by School Type, 2004-05 School Year

Teacher Characteristics	GEEG School Teachers	TEEG Cycle 1 School Teachers	Other Texas Public School Teachers
Male	29.4%	24.5%	22.5%
Bachelor's degree	78.9%	77.6%	77.0%
Master's degree	19.6%	20.6%	21.6%
Doctorate (Ph.D.)	0.7%	0.5%	0.5%
Hispanic	57.1%	35.8%	15.8%
Black	13.5%	12.9%	8.0%
Asian	3.0%	1.5%	0.9%
American Indian	0.1%	0.2%	0.3%
Years of experience	11.0 years	11.0 years	11.6 years
New district hires	16.3%	17.5%	18.1%
Average teacher salary	\$42,802.11	\$42,379.45	\$42,158.23

GEEG school teachers (n=3,893), TEEG school teachers (n=46,023), Other school teachers (n=246,248)

Source: Data from the 2004-05 Public Education Information Management System (PEIMS), TEA.

Classroom teachers in TEEG Cycle 1 schools had, on average, a very similar profile to GEEG teachers in terms of gender, level of education, years of teaching experience, being a new district hire, and total teacher pay. The one exception being that a smaller share of TEEG teachers was Hispanic. Only 36% of teachers in TEEG schools were Hispanic – noticeably lower than the nearly 60% in GEEG schools. Teachers in other Texas public schools had characteristics similar to those in TEEG and GEEG schools, with the exception of race/ethnicity. Noticeably fewer teachers in other Texas public schools were Hispanic or black.

School Characteristics

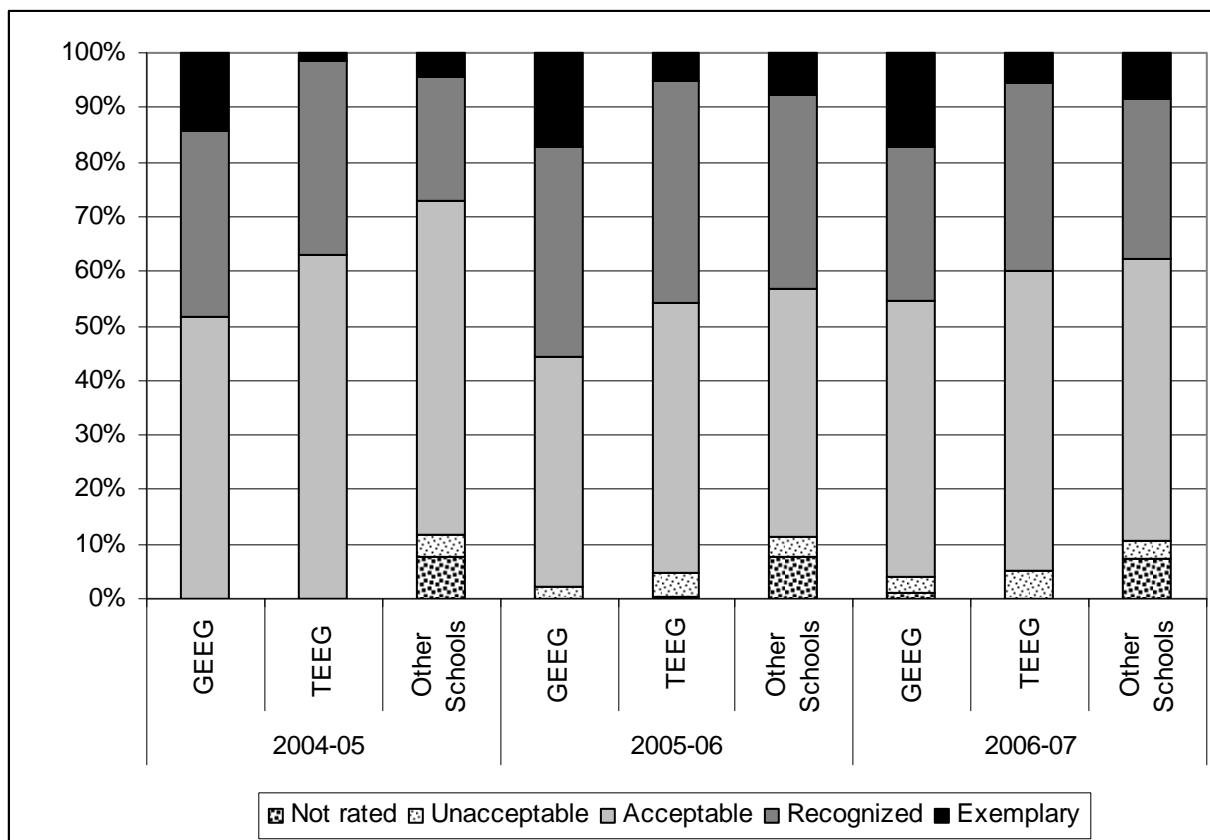
School accountability ratings

Evaluators compared the accountability ratings of TEEG, GEEG, and other schools over a three-year period (2004-05, 2005-06, and 2006-07 school years). This provides information about the eligibility year for TEEG Cycle 1 and GEEG schools and how their ratings compare to the rest of public schools in the state. It also reveals how accountability ratings among school types change over time.

Figure 2.4 shows the distribution of school types across five sets of accountability ratings for three consecutive school years. The vertical axis shows the percentage of schools within one of the five accountability ratings: Exemplary, Recognized, Acceptable, Academically Unacceptable, and Not Rated.¹⁴ The sum of all the accountability ratings within each column totals 100%.

¹⁴ A common reason for a school to be not rated is when there is a question about the validity of their test scores or other data.

Figure 2.4: GEEG, TEEG Cycle 1, and Other School Accountability Ratings, 2004-05, 2005-06, 2006-07



GEEG schools (n=99), TEEG schools (n=1,147), Other schools (n=6444, 6495, and 6605 in 2004-05, 2005-06, and 2006-07)

Source: Data from the 2004-05, 2005-06, 2006-07 Academic Excellence Indicator System (AEIS), TEA.

As would be expected from the eligibility criteria used to select TEEG and GEEG schools into the state-funded programs, other public schools throughout Texas consistently had a greater share of Academically Unacceptable and Not Rated schools, and a smaller share of Recognized and Exemplary schools. However, all school types (TEEG, GEEG, and Other schools) typically had the same percentage of schools rated as Academically Acceptable.

Chapter Summary

This chapter provides a detailed overview of the TEEG program and the policy context in which it operated, including a summary of key national and state policy issues surrounding the TEEG program in Texas, state guidelines that informed the selection of schools into the program, the design of schools' performance pay plans, and the ways in which grants were distributed to those schools. It concludes with a description of key characteristics of TEEG schools compared to other Texas public schools. Overall, it sets the stage for subsequent chapters which discuss further evaluation findings about the experiences of schools and teachers participating in the TEEG program, as well as the program's impact on teacher turnover and student achievement.

CHAPTER 3

TEEG Participation Decisions and Why Some Schools Did Not Participate

This chapter discusses the participation decisions of schools that were eligible for TEEG grants during the three cycles of the program (i.e., 2006-07, 2007-08, and 2008-09 school years). It begins with a description of participation rates during Cycle 1, Cycle 2, and Cycle 3 of the program, followed by details regarding the decision making processes used by TEEG participants and eligible non-participants. The chapter concludes with a more detailed discussion of the reasons for which some schools did not participate in TEEG despite being eligible to do so. The key policy questions and key policy points discussed throughout this chapter are listed below.

Key Policy Questions

This chapter addresses the following questions.

- What was the participation rate of TEEG-eligible schools during the life of the program?
- How did characteristics of TEEG-participant schools compare to those schools that were eligible but did not participate in the program?
- Who was involved in schools' TEEG participation decisions?
- Why did some TEEG-eligible schools not participate in the program?
- What is the likelihood that non-participating schools will participate in other state-funded performance pay programs?

Key Policy Points

This chapter highlights and expands upon the following key policy points based on surveys and interviews with TEEG-eligible schools, including those that did not participate in the program.¹⁵

- During the three cycles of the TEEG program, at least 90% of eligible schools participated.
- Teachers and school administrators were primary decision makers in determining eligible schools' participation status in all cycles of the TEEG program.
- In each cycle of TEEG, non-participating schools were systematically different than participant schools. They were more likely to be small schools, provide alternative instruction programs and all-grade configurations, and serve a lower percentage of ED students.

¹⁵ See Appendix A for further details about the methodology used to compile the chapter's results.

- Non-participant schools expressed similar concerns across all three cycles of TEEG. They were most prominently concerned with program guidelines about bonus distribution and school selection, the burden of program application and participation, and dissuaded by previous negative experiences with performance pay.
- Non-participants in all years were also deterred by organizational dynamics within their schools and concerns that TEEG would negatively impact school culture.
- Most non-participating schools remained hesitant about future participation in the TEEG program.

Overview of TEEG Participants' Decisions

The voluntary TEEG program was consistently marked by a high participation rate. During each cycle, close to 90% of eligible schools chose to participate in the program. Table 3.1 summarizes participation rates among eligible schools for each cycle of TEEG.

Table 3.1: Participation Rates of TEEG-Eligible Schools, Cycles 1, 2, and 3

TEEG Cycle	# of Eligible Schools	Participation Rate
Cycle 1 (2006-07)	1,198	95.7% (1,148 schools)
Cycle 2 (2007-08)	1,130	90.8% (1,026 schools)
Cycle 3 (2008-09)	1,109	89.1% (988 schools)

Source: Based on TEA eligibility lists and participation lists.

The following sections describe the decision making processes used by participant schools, highlighting the stakeholders that were involved and some reservations that stakeholders within these schools held. It should be noted that evaluators could only survey principals in participant schools during Cycle 1 and Cycle 2 of the TEEG program. The Texas Legislature eliminated the TEEG program and evaluation before evaluators were able to administer a Cycle 3 progress report (during fall 2009 semester) to gather similar results from Cycle 3 principals.

The chapter concludes with further discussion about the concerns held by eligible schools that chose not to participate in TEEG. These findings are the result of interviews with officials in non-participant schools and represent those schools that were eligible for, but did not participate in, Cycles 1, 2, and/or 3 of the TEEG program.

TEEG Participants' Decision Process

Table 3.2 provides an overview of school community members that were involved in the TEEG plan development process. It describes the percent of schools that involved each type of school member in the plan development process and in voting on TEEG plan approval.

Table 3.2: School Community Members Involved in Design and Approval of TEEG Plan, Cycle 1 and Cycle 2

School Personnel Members	Plan Development		Plan Vote	
	Cycle 1 (n=978)	Cycle 2 (n=909)	Cycle 1 (n=893)	Cycle 2 (n=872)
Principal	93.6% (915)	95.5% (868)	81.6% (729)	81.5% (711)
Assistant principal	50.5% (494)	49.5% (450)	60.7% (542)	60.1% (524)
Full-time classroom teachers	79.9% (781)	76.6% (696)	97.9% (874)	98.4% (858)
Part-time classroom teachers	21.8% (213)	17.8% (162)	37.5% (335)	34.2% (298)
Instructional specialists	51.3% (502)	45.8% (416)	67.6% (604)	64.3% (561)
Instructional support staff	48.0% (469)	44.8% (407)	71.3% (637)	73.1% (637)
Librarian(s)	41.2% (403)	35.3% (321)	70.9% (633)	68.7% (599)
Health support staff	30.0% (293)	27.1% (246)	57.6% (514)	58.4% (509)
Counselor(s)	47.1% (461)	43.9% (399)	71.9% (642)	70.9% (618)
Campus support staff	35.5% (347)	32.3% (294)	58.0% (518)	58.3% (508)
District officials	44.1% (431)	40.8% (371)	18.5% (165)	19.3% (168)
Local school board members	15.4% (151)	14.7% (134)	12.2% (109)	15.8% (138)
Parents	24.0% (235)	21.6% (196)	19.4% (173)	19.3% (168)
Community and business leaders	19.1% (187)	15.6% (142)	16.1% (144)	15.9% (139)
Students	4.5% (44)	3.6% (33)	2.7% (24)	2.8% (24)

Note: Percentages may not add up to 100% because numbers are based upon duplicated counts (i.e., a school program may be described by more than one response category.)

Source: Data results come from the fall 2007 progress report administered in 978 TEEG Cycle 1 schools and the spring 2008 progress report administered in 909 TEEG Cycle 2 schools.

For both cycles, principals were the most frequently cited school community members involved in plan development generally, with over 90% of both Cycle 1 and Cycle 2 schools reporting so. Full-time teachers were also highly reported members; over three-quarters of Cycle 1 and Cycle 2 respondents indicate that full-time teachers were involved in some manner in the TEEG plan development process. Community and business leaders, local school board members, and students were consistently reported as the least involved members in both cycles.

Reports of which school community members actually voted on TEEG plan approval indicate similar patterns in both Cycle 1 and Cycle 2 schools. Full-time teachers were the most commonly reported voting members, followed by principals, instructional support staff, and counselors. Apparently, principals were most often involved in plan development discussions, but did not as often vote on the final participation decision.¹⁶ Just as community and business leaders, local school board members, and students were not regularly involved in plan development discussions, they were not frequent voting members.

TEEG Participants' Reservations

Cycle 1 and Cycle 2 respondents were asked if any school community members disagreed with their schools' decisions to participate in the TEEG program.¹⁷ Fewer than 25% of respondents reported that there was such dissent.

Table 3.3 describes which school community members were the most frequent dissenters in those 150 Cycle 1 and 201 Cycle 2 schools. For both Cycle 1 and Cycle 2, full-time teachers were the most frequently cited dissenters, at 61% and 69%, respectively. They were the only members reported by more than 50% of respondents in either year.

¹⁶ This was also a common finding among non-participant TEEG-eligible schools. Among schools that held an actual vote, many principals indicated that they abstained from voting on the program participation decision.

¹⁷ The Texas Legislature eliminated the TEEG program and evaluation before evaluators were able to administer a Cycle 3 progress report (during fall 2009 semester) to gather similar results from Cycle 3 participants.

Table 3.3: School Community Members Disagreeing with TEEG Participation Decision

School Personnel Members	TEEG Cycle 1 (n=150)	TEEG Cycle 2 (n=201)
Principal	5.3% (8)	2.0% (4)
Assistant principal	4.7% (7)	0.5% (1)
Full-time classroom teachers	60.7% (91)	69.2% (139)
Part-time classroom teachers	13.3% (20)	4.5% (9)
Instructional specialists	9.3% (14)	4.5% (9)
Instructional support staff	12.0% (18)	7.5% (15)
Librarian(s)	8.0% (12)	1.0% (2)
Health support staff	3.3% (5)	1.5% (3)
Counselor(s)	6.0% (9)	1.5% (3)
Campus support staff	8.7% (13)	6.0% (12)
District officials	0.7% (1)	0.0% (0)
Local school board members	0.7% (1)	0.0% (0)
Parents	0.7% (1)	0.0% (0)
Community and business leaders	0.7% (1)	0.0% (0)
Students	0.7% (1)	0.0% (0)

Note: Percentages may not add up to 100% because numbers are based on duplicated counts (i.e., a school experience may be described by more than one response category). Only schools reporting dissent were asked this follow-up question.

Source: Data results come from the fall 2007 progress report administered in 978 TEEG Cycle 1 schools and the spring 2008 progress report administered in 909 TEEG Cycle 2 schools.

Respondents in participating TEEG schools were also asked about the reasoning of those who disagreed with TEEG participation. Responses are provided in Table 3.4. The majority of Cycle 1 respondents agreed that disapproving community members felt strongly that the “TEEG program would have a negative effect on school culture”. Other moderately or highly-rated concerns include unfair award distribution guidelines and the belief that pay for performance is inappropriate for the field of education. These concerns were not as widely reported by Cycle 2 respondents. In fact, no concern was reported as having (moderate or high) importance by more than 30% of Cycle 2 respondents.

Table 3.4: Why School Community Members Disagree with TEEG Participation Decision

Reason for Dissent	TEEG Cycle	N	No Importance	Low Importance	Moderate Importance	High Importance	Do Not Know
Too many administrative demands to participate in TEEG program.	Cycle 1	150	38.0% (57)	12.0% (18)	8.0% (12)	14.0% (21)	28.0% (42)
	Cycle 2	201	39.8% (80)	11.9% (24)	6.0% (12)	9.0% (18)	33.3% (67)
TEEG program guidelines are unclear.	Cycle 1	150	36.0% (54)	12.0% (18)	18.7% (28)	5.3% (8)	28.0% (42)
	Cycle 2	201	44.3% (89)	11.9% (24)	8.5% (17)	2.0% (4)	33.3% (67)
TEEG award distribution guidelines are unfair.	Cycle 1	150	24.7% (37)	9.3% (14)	18.0% (27)	23.3% (35)	24.7% (37)
	Cycle 2	201	30.3% (61)	6.5% (13)	12.4% (25)	17.4% (35)	33.3% (67)
TEEG award criteria do not measure important aspects of teaching and learning.	Cycle 1	150	25.3% (38)	13.3% (20)	13.3% (20)	19.3% (29)	28.7% (43)
	Cycle 2	201	30.3% (61)	9.0% (18)	13.9% (28)	13.4% (27)	33.3% (67)
TEEG program would have negative effect on school culture.	Cycle 1	150	17.3% (26)	8.0% (12)	15.3% (23)	37.3% (56)	22.0% (33)
	Cycle 2	201	29.4% (59)	7.0% (14)	12.4% (25)	17.9% (36)	33.3% (67)
Previous negative experience with another performance incentive pay program.	Cycle 1	150	36.7% (55)	10.0% (15)	6.0% (9)	9.3% (14)	38.0% (57)
	Cycle 2	201	39.8% (80)	8.0% (16)	7.5% (15)	11.4% (23)	33.3% (67)
Pay for performance is not an appropriate for the field of education.	Cycle 1	150	23.3% (35)	9.3% (14)	14.7% (22)	26.0% (39)	26.7% (40)
	Cycle 2	201	34.3% (69)	10.4% (21)	7.5% (15)	14.4% (29)	33.3% (67)

Note: Only schools reporting dissent were asked this follow-up question.

Source: Data results come from the fall 2007 progress report administered in 978 TEEG Cycle 1 schools and the spring 2008 progress report administered in 909 TEEG Cycle 2 schools.

Subsequent chapters of this report will provide more information about the experiences, attitudes, and behaviors of school personnel participating in the TEEG program, along with analyses of program outcomes for teacher turnover and student achievement. The remaining sections of this chapter provide further details about the decisions and attitudes of schools that did not participate in the TEEG program despite being eligible to do so.

Overview of Schools Not Participating in TEEG Program

This section provides an overview of decisions made by TEEG-eligible schools in each cycle that did not participate in the program. While the share of eligible non-participants was small each cycle of TEEG, interesting lessons about implementation of performance pay programs can be taken from these schools.

Evaluators begin with a brief description of characteristics of non-participant schools compared to those that were eligible and did participate in TEEG. Then it focuses on who was involved in the schools' decisions, what reservations they held about the program, and the likelihood of future participation in similar state-funded performance pay programs. Emphasis is placed on findings from Cycle 3, highlighting commonalities and differences from results on Cycle 1 and Cycle 2 non-participant schools presented in earlier TEEG evaluation reports.¹⁸

Overview of School Characteristics

Table 3.5 compares the characteristics of Cycle 3 participant and non-participant schools. Non-participant Cycle 3-eligible schools were systematically different from eligible participants. Non-participants had a greater share of alternative instruction programs, schools serving high school and all-grade configurations, and schools with lower percentage of ED students. These findings mirror results from participant and non-participant schools during Cycle 1 and Cycle 2 of the TEEG program. The sub-set of 61 non-participant schools, for which interviews were captured, are similar to all non-participants on school type, grade level served, 2006-07 accountability rating, and 2006-07 percentage of ED students.

¹⁸ For a comparison of Cycle 1 eligible school characteristics, see Chapter 7 in *Texas Educator Excellence Grant (TEEG) Program: Year One Evaluation Report* (2008). See Chapter 6 in *Texas Educator Excellence Grant (TEEG) Program: Year Two Evaluation Report* (2008) for a comparison of Cycle 2 eligible school characteristics. See <http://ritter.tea.state.tx.us/opge/progeval/TeacherIncentive/index.html> for full reports.

Table 3.5: Overview of School Characteristics, Cycle 3 Participants v. Non-Participants

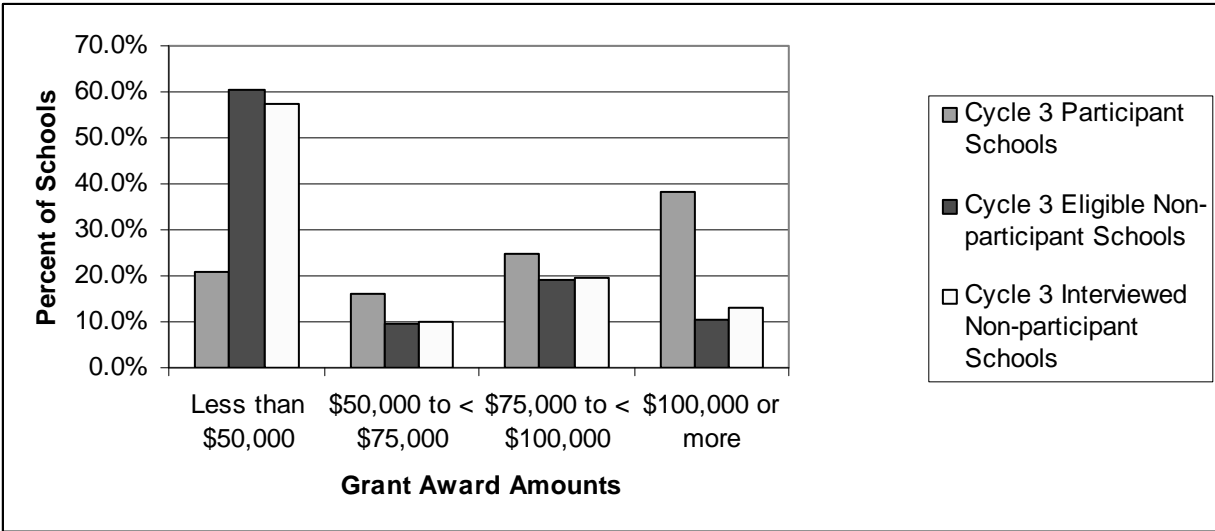
School Characteristic	Cycle 3 Participants (n=988)	All Non-Participants (n=104)	Interviewed Non-Participants (n=61)
School Type			
Regular instruction	94.3% (932)	81.7% (85)	78.7% (48)
Alternative instruction	4.5% (44)	18.3% (19)	21.3% (13)
Grade Level			
Elementary	56.5% (558)	28.8% (30)	29.5% (18)
Middle	20.4% (202)	18.3% (19)	14.8% (9)
High	18.0% (178)	41.3% (43)	44.3% (27)
All-grade	4.1% (41)	11.5% (12)	11.5% (7)
2006-07 Accountability Rating			
Exemplary	10.1% (100)	5.8% (6)	9.8% (6)
Recognized	34.4% (340)	23.1% (24)	23.0% (14)
Acceptable	50.4% (498)	53.8% (56)	47.5% (29)
AEA: Acceptable	4.1% (41)	17.3% (18)	19.7% (12)
2006-07 Percentage of ED Students			
<50%	2.0% (20)	9.6% (10)	8.2% (5)
≥50%	15.3% (151)	27.9% (29)	29.5% (18)
≥70%	44.2% (437)	39.4% (41)	41.0% (25)
≥90%	37.6% (371)	23.1% (24)	21.3% (13)

Source: Authors' calculations based on the TEEG Cycle 3 eligibility list provided by the TEA and PEIMS.

Overview of Cycle 3 Grant Awards

Figure 3.1 compares the Cycle 3 grant amounts offered to all Cycle 3-eligible schools, including participant schools, all eligible non-participating schools, and all interviewee schools. Overall, Cycle 3 participant schools were offered larger grant award amounts than were eligible non-participants. Considering that grant amounts were determined by the size of a school's student enrollment (i.e., higher grant amounts for schools with higher student enrollment), it can be assumed that participant schools were generally larger than those schools that were eligible but did not end up participating in the program during the 2008-09 school year. This pattern reflects similar findings pertaining to the grant awards offered to all Cycle 1 and Cycle 2 eligible schools and may also be related to high percentage of alternative instruction campuses.

Figure 3.1: TEEG Cycle 3 Grant Awards Offered to Schools



Source: Information provided by the TEA Cycle 3 School Participant List

Cycle 3 participant awards ranged from \$40,000 to \$290,000 with an average TEEG award of \$90,450.00. Eligible non-participant potential awards ranged from \$40,000 to \$175,000 with an average of \$59,230.77. Schools for which interviews were captured had the same range as all non-participants with an average award of \$61,475.41.

Nature of Decision to Not Participate in Cycle 3

Previous years’ interviews with Cycle 1 and Cycle 2 non-participant schools revealed that, while most eligible non-participants explicitly declined participation in TEEG, a sub-set of schools did not participate for other reasons; primarily because they were unaware of their eligibility to apply. Evaluators asked interviewees directly if they were aware of the school’s eligibility for TEEG and why they did not participate in the program during the 2008-09 school year.

Nearly 75% (37 interviewees) explicitly declined participation in TEEG.¹⁹ Of those schools, only slightly over half (62.2%) included teachers in that decision. The remaining schools’ decisions to decline were made without consulting teachers. School and district officials made decisions cooperatively in 19% of the schools, while district officials were the sole decision makers in 14% of schools.

The remaining 13 interviewees had various reasons for not participating, none of which were explicitly declining participation. Four interviewees said they were unaware of the opportunity to apply for Cycle 3 of the TEEG program, and another four explained that they simply ran out of time to apply. Similarly, others admitted that they forgot to follow through on the application. As one interviewee put it:

¹⁹ Similarly, 80 percent of non-participant Cycle 2 interviewees indicated that the school explicitly decline participation in the TEEG program.

We were in the process of moving from one campus to another, as well as cutting back our personnel, so it was a very busy time and it just didn't get done; unfortunately it was just lost in the shuffle.

Reservations about TEEG Cycle 3 Participation

Interviewees at schools that explicitly declined TEEG Cycle 3 participation were asked to explain the reservations that influenced those decisions. Five themes emerged, consistent with previous years' findings: (1) program application and participation was perceived as burdensome; (2) program guidelines were concerning; (3) previous experience with performance pay was negative; (4) organizational dynamics at the school were ill-suited for TEEG participation; and, (5) school culture would be harmed.²⁰ As will be discussed, many of these themes were interconnected.

Concerns about TEEG program guidelines

As with previous TEEG non-participants, the most universally held reservations was that program guidelines concerning the distribution of bonus awards was unfair. Over 50% (54.1%) expressed this as a major reason for not participating. Many felt that all personnel in the school should be eligible to receive equal award amounts because they all contribute to student learning. They disapproved of the Part 1 and Part 2 funding split, believing that awards for non-teacher personnel should not be limited to such a small pot of money (i.e., no more than 25% under Part 2).

Related to the issue of bonus distribution was the challenge of devising a fair measure of teacher performance under the guidelines established for TEEG. They recognized that Part 1 bonus awards had to be determined heavily by teachers' contribution to student performance and finding a fair, objective test measure of academic performance was daunting.

One principal captured this two-pronged concern about the fairness of bonus award guidelines when he stated:

What the state's trying to do is provide an additional incentive for those teachers. Well that's all well and good but the concern that I had is that if I'm providing an extra incentive and it's really only pointed to those teachers that are involved in those curriculums that are tested which are language arts, science, social studies, and math and we do not include any other professional staff in that, then what I'm doing is setting up division, 'well, I can't get rewarded no matter how good I do.'"

Nearly 22% of interviewees disagreed with the guidelines for determining schools' program eligibility. Primarily, they believed that school-level (as opposed to district-level) selection ignored the "pipeline" effect in education. That is the belief that the academic performance of a student is dependent on his/her education throughout the K-12 experience; not simply isolated at one grade-level (i.e., elementary, middle, or high school). If a high school is TEEG eligible but the district's lower grades are not, it fails to recognize the contribution of elementary and middle school teachers to the current success of high school students. This was a particularly prevalent concern among

²⁰ Discussion of TEEG Cycle 3 reservations is limited to the subset of 37 interviewees at schools that explicitly decline participation in the program. All percentages reported in this section of the chapter use a denominator of 37.

interviewees working in small districts. In fact, of the eight mentions of school selection concerns, five came from interviewees in self-described small districts. One school official explained:

We are a very small district and we have been working really hard to improve student achievement and it starts at the primary level, and then our middle school has built on it and then our high school. So for the high school teachers to be the only ones to get that incentive pay would have demoralized everyone. If you're not doing your job in middle school then high schools going to suffer down the road; we're all so tied together that it's real hard to single out one campus.

However, interviewees in small districts did not only disagree with school-level selection because of the “pipeline” argument. They also explained that limiting eligibility to a subset of schools in a small community would create animosity. An interviewee described this reality when she said:

When you've only got 20 staff members, you're not going to keep anything hidden from anybody. They know if one of them gets a dollar more than somebody else, they know what they should get on their yearly salaries and, as my father frequently warned me, people are not hesitant to compare notes even when they shouldn't.

Burden of program application and participation

Over one-third of interviewees (35.1%) complained of the burdensome process to apply and participate in the TEEG program. This was also a widely held concern among previous cycles of non-participant schools. However, Cycle 3 non-participants seemed greatly preoccupied by the burden of actual participation, whereas previous years were more focused on the cumbersome application process.

Numerous times Cycle 3 interviewees referred to the perception of excess “effort”, “time”, and “bureaucracy” that would be involved with TEEG participation. One principal said, “The amount of effort to administer it [TEEG] was completely disproportionate to it being only a potential benefit.” Others – especially those describing the nature of a small district – made reference to already being “stretched thin” and the demands participation would place on staff to monitor the grant.

There was so much data collection and to be honest with you, we did not have time. ... if we're going to concentrate on instruction then you have to weigh your priorities. What's more important, this mini-grant or the kids?

When discussing the burden of the application process, interviewees kept making reference to the amount of “paperwork” involved. One principal summed up the result of the “cumbersome” application when she said, “we just didn't know how to proceed with it.”

Negative previous experience with performance pay

Previous negative encounters with performance pay programs, especially TEEG, left schools unwilling to participate during Cycle 3 of the program. Earlier cycles of non-participants expressed hesitance about TEEG participation based on previous performance pay experiences, with heavier mention of the old Career Ladder program that operated in Texas during the 1980s and 1990s.

Nearly one-third (32.4%) of Cycle 3 decliners were quite preoccupied by these previous experiences, particularly past ramifications of TEEG (and GEEG) bonus distribution. Their comments described teachers' perceptions of unfair distribution and the difficulty of devising "fair" measures to justify bonus distribution.

One principal candidly described the ramifications that occurred at his school:

People were watching each other trying to get them disqualified so that more money could be put in the pot at the end of the year to be divided amongst fewer people.

Another explained her school's challenges, saying:

The teachers didn't like the fact of 'Well, I worked hard but didn't get anything and she worked less than me, but because her whole team met their goal, she got something and that's not fair.' And you know, 'How come I got nothing, but the one over there, her team carried her and she got it.' We couldn't find a way to write it to prevent all that.

Ill-suited organizational dynamics at school

Interestingly, a number of interviewees explained that declining Cycle 3 participation was not so much about concerns with the TEEG program itself. Rather, they did not participate because of the organizational dynamics within their schools at the time they were notified of program eligibility. This was also a finding that became apparent among interviews with Cycle 2 decliners.

As mentioned previously, being in a small district swayed many schools to decline participation in TEEG; a common finding among Cycle 1, Cycle 2, and Cycle 3 non-participants. Nearly 25% of Cycle 3 decliners explained the predicament faced by schools in small districts. That is, handling the work associated with program participation, recognizing teachers' contribution to student performance, and allocating bonus awards justly became a greater predicament in a small community.

Other interviewees (16.2%) explained how instability within their schools led them to decline Cycle 3 participation. Schools in the midst of leadership transitions, facing heavy teacher turnover, or addressing long-standing performance concerns found themselves preoccupied and unwilling or unable to take on a new initiative such as TEEG for fear that it would only negatively impact their schools' vulnerable culture.

A common scenario was expressed by one district official who said:

There's been a turnover of principals at this school and morale and unity were not at a premium at that time when the grant came out.

While a principal described the challenges presented by teacher turnover:

We had a large turnover in staff. We'd had probably two-thirds of our teachers turn over in two years. When I was in the middle school as principal we had participated in the TEEG grant and had a very tight campus, and teachers worked together very well. That was not the situation at the high school. The feeling was that trying to do performance pay at the high school would've been very divisive.

Harmful impact on school culture

Just under 25% of Cycle 3 decliners believed participation in TEEG would have a detrimental impact on the collegial culture of professionals in their schools. They described concerns related to “division”, “competitiveness”, and “dissentation” that would be brought on by participation in a performance pay program such as TEEG; especially given that the program was intended to reward teachers based on individual rather than school-wide performance. Others simply did not see a place for performance pay in the field of education.

A principal explained how the consequences of trying to design a TEEG Cycle 3 plan encouraged his school to ultimately decline participation.

It became very divisive because we couldn't write it just, you know, if the school gets this, we all get this. We're looking at all these different groups and how to measure what they do and what was happening was, you know, kindergarten teachers were only looking out for kindergarten teachers. And the 1st grade teacher only cared about the 1st grade teachers so we stopped being about the school. We started being about ourselves and that's not how we play here.

Prospects of Future Participation in Performance Pay

At the time interviews were conducted, the Texas legislature had not yet eliminated the TEEG program. Therefore, evaluators asked interviewees what the likelihood would be that their schools would participate in TEEG if provided with the opportunity in the future. While that specific question essentially has little relevance given the legislature's decision to end the program during the 2009 session, respondents' answers have implications for their prospect of future participation in other state-funded performance pay programs, such as D.A.T.E.

All interviewees – whether or not they explicitly declined Cycle 3 participation or not – were asked about future participation in performance pay. Nearly half (48.0%) said they would given certain conditions. The other half were fairly evenly divided among those that would definitely participate (16.0%), those that would not (22.0%), and those that were simply unsure (14.0%). Responses from previous cycles of non-participants were more heavily weighted towards being in favor of participation than was apparent among Cycle 3 non-participants.

Several “conditions” were expressed by the 48% (24 interviewees). Their decisions to participate in the future would hinge on the following issues: (1) equality of bonus distribution; (2) organizational dynamics of their schools; and (3) burden of program application and participation.

Seven of these interviewees said they would participate if program guidelines allowed for a more even distribution of bonus awards among school personnel, as one principal stated:

I think that if it was a whole school where the entire school would benefit from it, the answer would be yes. If it's still distributed due to how Miss X and her kids perform on TAKS, I think we would say no again.

Of relatively equal concern (expressed by 6 interviewees) was the state of organizational dynamics at a school in the future. They explained that leadership or teaching staff would have to stabilize, or that they would consider participation if they were relocated to a bigger district. As one asserted, "Large schools, I think there's certainly room there [to participate]."

Finally, five interviewees said they would have no problem with participating in TEEG if the process of applying for or implementing the program was made less burdensome. One district official explained that, "If it's a very tedious grant and all the meetings ... no." While another school official conceded that, "If they [TEA] make adjustment to TEEG that make it what I call more user-friendly, then we will certainly look at it."

Chapter Summary

This chapter discussed the participation decisions of schools that were eligible for TEEG grants during the three cycles of the program. The voluntary TEEG program experienced high rates of participation among eligible schools during its three years of operation; at least 90% of eligible schools participated each cycle. Nonetheless, insightful lessons were learned from those eligible schools that did not participate in TEEG.

Non-participating schools were systematically different than participant schools. They were more likely to be small schools, provide alternative instruction programs and all-grade configurations, and serve a lower percentage of ED students. Non-participant schools expressed similar reservations across all three cycles of TEEG. They were most prominently concerned with program guidelines about bonus distribution and school selection, the burden of program application and participation, and dissuaded by previous negative experiences with performance pay. Interestingly, over the years, these past experiences became less centered on the old Career Ladder program and more about encounters with the TEEG and GEEG programs.

Non-participants in all years were also deterred by organizational dynamics within their schools and concerns that TEEG would negatively impact school culture. Finally, most non-participating schools remained hesitant about future participation in the TEEG program unless certain conditions were addressed: bonus distribution should become more equitable and the burden of program application and participation should be less burdensome. Others recognized that future participation would hinge on the organizational dynamics within their own schools rather than changes to program guidelines.

CHAPTER 4

TEEG Cycle 1 and 2 Plan Design and Implementation

This chapter discusses the design and implementation of TEEG schools' performance pay plans. First, it presents the characteristics of TEEG Cycle 1 and 2 plans developed by schools. Primary attention is given to explaining the Part 1 performance criteria for determining teachers' eligibility for bonus awards.²¹ The chapter concludes with principals' feedback about their schools' implementation experiences and technical assistance. The key policy questions and key policy points discussed throughout this chapter are listed below.

Key Policy Questions

This chapter addresses the following questions.

- What were the key design features used by Cycle 1 and Cycle 2 TEEG schools to determine teachers' eligibility for bonus awards?
- How do the design features used by Cycle 1 and Cycle 2 schools compare?
- What feedback did principals provide about the schools' experiences participating in the TEEG program during Cycle 1 and Cycle 2?

Key Policy Points

This chapter highlights and expands upon the following key policy points based on a review of Cycle 1 and Cycle 2 plans designed and implemented by TEEG schools.

- Cycle 1 and Cycle 2 schools commonly used Part 1 funds to reward teachers for their contribution to student performance and faculty and staff collaboration. However, Cycle 2 schools reported broader use of allowable, but not required, Part 1 performance criteria.
- Teachers' contribution to student performance was most frequently measured using results on state standardized assessments and student achievement levels.
- Cycle 2 schools reported greater use of campus-wide performance measures to determine teachers' bonus award eligibility than was apparent in the performance pay plans of Cycle 1 schools.

²¹ Chapter 5 provides a more thorough analysis of TEEG Cycle 1 and Cycle 2 schools' design and distribution of Part 1 bonus awards to teachers. Evaluators were not able to gather comparable information about Cycle 3 schools' plans because the evaluation ended before the Cycle 3 progress report could be administered in the fall of 2009.

- Among Cycle 1 and Cycle 2 schools, teachers' eligibility for bonus awards was most commonly determined by the performance of individual teachers as opposed to the performance of an entire school or team of teachers.
- In over half of TEEG schools that participated in Cycle 1 and Cycle 2, principals reported that schools could have improved implementation of their performance pay plans, noting that clearer program guidelines would have been of great importance.
- Principals had an overall positive perception of the TEEG program's impact at their schools.

Key Design Features of Cycle 1 and Cycle 2 TEEG Plans

This chapter presents results from evaluators' review of Cycle 1 and Cycle 2 TEEG plans designed and implemented by schools. Findings are based on TEEG applications submitted to the TEA and progress reports completed by principals.²²

TEEG guidelines required schools to use at least 75% of grant funds (i.e., Part 1 funds) as bonus awards to teachers using at least two of four pre-determined performance criteria. All participating schools were required to incorporate measures of student performance (Criterion 1) and teacher collaboration (Criterion 2). TEEG schools could also use measures of teacher commitment and initiative (Criterion 3) and/or reward teachers in hard-to-staff areas (Criterion 4).

Teacher Performance Measures: Cycle 1 and Cycle 2 Plans

Table 4.1 presents the overall performance criteria used by schools to distribute Part 1 bonus awards to teachers. While over half (56.1%) of Cycle 1 schools used only the required performance criteria to determine teachers' bonus award eligibility, just over one-third (36.0%) of Cycle 2 schools reported the same. The most popular combination of Part 1 criteria used by Cycle 2 schools (49.4%) was measures of student performance (Criterion 1), teacher collaboration (Criterion 2), along with measures of teacher commitment and initiative (Criterion 3).

Table 4.1: TEEG Criteria for Part 1 Teacher Awards, Cycle 1 and Cycle 2 Plans

TEEG Criteria for Teacher Awards	Cycle 1	Cycle 2
Criterion 1: Student Performance + Criterion 2: Teacher Collaboration	56.1% (644)	36.0% (334)
Criterion 1: Student Performance + Criterion 2: Teacher Collaboration + Criterion 3: Teacher Commitment & Initiative	38.4% (441)	49.4% (458)
Criterion 1: Student Performance + Criterion 2: Teacher Collaboration + Criterion 4: Hard-to-Staff Areas	0.9% (10)	1.4% (13)
Criterion 1: Student Performance + Criterion 2: Teacher Collaboration + Criterion 3: Teacher Commitment & Initiative + Criterion 4: Hard-to-Staff Areas	3.0% (34)	7.9% (73)
Not within TEEG guidelines [†]	---	5.3% (49)

Cycle 1: N=1,148 coded applications; Cycle 2: N=927 survey responses

[†]Cycle 2 plan features were gathered by surveys in which some respondents indicated the use of Part 1 criteria contradictory to TEEG guidelines requiring Part 1 awards be based at least on a teacher fulfilling criteria 1 and 2. Thirty-three (3.6%) indicated not using criterion 2 and 16 (1.7%) indicated not using criterion 1 to determine Part 1 bonus awards.

Source: Information based on analysis of 1,148 Cycle 1 applications submitted to TEA and survey responses from 927 Cycle 2 schools.

²² Appendix B provides technical information about the methodology pertaining to this chapter.

Indicators of student performance

Cycle 1 and 2 plans used a number of indicators to measure student performance (Criterion 1) as seen in Table 4.2. They used indicators that could be categorized across several broad measures: campus-wide performance measures, state and local assessments of students' academic achievement, and other academic and non-academic indicators of student performance.

Table 4.2: Types of Student Performance Indicators, Cycle 1 and Cycle 2 Plans

Student Performance Indicators	Cycle 1	Cycle 2
Campus-wide Performance	16.7% (191)	54.2% (502)
High TEA rating	12.8% (147)	35.3% (327)
Acceptable TEA rating	4.8% (55)	20.1% (186)
Comparable Improvement ranking	0.1% (1)	13.9% (129)
Adequate Yearly Progress	2.8% (32)	16.1% (149)
Student Academic Assessments	98.1% (1,125)	93.2% (864)
State standardized assessments	90.1% (1,033)	86.3% (800)
End-of-year assessments	14.7% (169)	27.1% (251)
Local benchmark assessments	41.8% (479)	46.7% (433)
Student portfolio assessment	9.2% (106)	16.0% (148)
Other student assessment	46.1% (529)	---
Non-Academic Indicators	5.9% (68)	12.0% (111)
Student attendance	1.3% (15)	11.3% (105)
Dropout rate	0.3% (4)	2.5% (23)
Graduation rate	0.5% (6)	2.3% (21)
Other non-academic indicator	4.4% (50)	---

Cycle 1: N=1,148 coded applications; Cycle 2: N=927 survey responses

Note: --- represents an indicator that was not explicitly asked about on the Cycle 2 survey. Percentages in each cell are duplicative since plans could include more than one design feature.

Source: Information based on analysis of 1,148 Cycle 1 applications submitted to TEA and survey responses from 927 Cycle 2 schools.

While student academic assessments were widely used by schools in Cycle 1 and Cycle 2 of TEEG (98.1% and 93.2%, respectively), many more Cycle 2 schools reported the use of campus-wide measures when evaluating teachers' contribution to student performance. However, of the 502 Cycle 2 schools reporting the use of campus-wide measures, only 7% (37 schools) used such a measure exclusively; this would be contrary to TEEG program guidelines stating that TEEG schools could not solely use such broad measures.

Specifically, the most popular performance indicators used by Cycle 1 and Cycle 2 schools were state-standardized assessments (e.g., TAKS, Texas Primary Reading Inventory) and local benchmark assessments. Roughly 90% of Cycle 1 and Cycle 2 schools used the former when determining teachers' bonus award eligibility. Over 40% of schools used the latter during both cycles of TEEG.

Evaluators also identified the nature of student performance analyses used by Cycle 1 and Cycle 2 schools (Table 4.3). That is, they identified whether schools used students' achievement levels and/or measures of how students' performance changed over time. Schools reported similar approaches during both cycles of TEEG, with the most popular strategy being the use of achievement levels. Over 50% of Cycle 1 and Cycle 2 schools measured teachers' contribution to student performance by achievement levels alone. In both cycles, over 25% of schools took into account changes in students' performance along with their achievement levels.

Table 4.3: Type of Student Performance Analysis, Cycle 1 and Cycle 2 Plans

Type of Performance Analysis	Cycle 1	Cycle 2
Achievement level	59.4% (682)	53.3% (494)
Change over time (e.g., gains, growth, value-added measures)	12.2% (140)	14.6% (135)
Achievement level + Change over time	25.5% (293)	28.9% (268)
Missing/Not applicable	2.9% (33)	3.2% (30)

Cycle 1: N=1,148 coded applications; Cycle 2: N=927 survey responses

Note: The final row indicates the %(#) of observations missing in Cycle 1 applications and the %(#) of survey respondents indicating that a particular design feature was not applicable to their school's TEEG plan.

Source: Information based on analysis of 1,148 Cycle 1 applications submitted to TEA and survey responses from 927 Cycle 2 schools.

Indicators of teacher collaboration

TEEG guidelines required that measures of teacher collaboration capture collaborative activities among faculty and staff that contribute to improving overall student performance at the school. Cycle 1 and Cycle 2 schools interpreted this Part 1 performance component with noticeable variation.

Table 4.4 reveals the frequency with which various indicators of collaboration were used by Cycle 1 and Cycle 2 schools. A similar percentage of schools reported the use of instructional and curricular activities in both cycles (65.4% in Cycle 1 and 69.6% in Cycle 2). This broad category included activities such as grade and/or subject area collaborative lesson-planning as well as other instructional or curricular leadership activities at the school site.

There are several indicators for which Cycle 2 schools reported more frequent use when determining teachers' eligibility for bonus awards. They more often evaluated teachers based on their professional development activities, involvement in staff meetings, sharing and analysis of student data, and parent involvement activities.

Table 4.4: Types of Teacher Collaboration Indicators, Cycle 1 and Cycle 2 Plans

Teacher Collaboration Indicators	Cycle 1	Cycle 2
Instructional and curricular activities	65.4% (750)	69.6% (645)
Professional development	54.2% (622)	72.2% (669)
Staff meetings	46.1% (529)	79.0% (732)
Team teaching	20.7% (237)	35.6% (330)
Sharing, analyzing student performance data	20.5% (235)	58.5% (542)
Mentoring teachers	13.4% (154)	25.5% (236)
Parent involvement activities	6.5% (75)	24.3% (225)
Teacher PDAS rating	5.1% (59)	14.1% (131)
Teacher attendance at school	3.7% (43)	---
Other indicators	20.5% (235)	8.2% (76)
Missing/Not applicable	1.5% (17)	3.9% (36)

Cycle 1: N=1,148 coded applications; Cycle 2: N=927 survey responses

Note: --- represents an indicator that was not explicitly asked about on the Cycle 2 survey. Percentages in each cell are duplicative since plans could include more than one design feature.

Note: The final row indicates the %(#) of observations missing in Cycle 1 applications and the %(#) of survey respondents indicating that a particular design feature was not applicable to their school's TEEG plan.

Source: Information based on analysis of 1,148 Cycle 1 applications submitted to TEA and survey responses from 927 Cycle 2 schools.

Indicators of teacher commitment and initiative

Criterion 3 evaluated teacher initiative and commitment and was one of two criteria that were not required measures under TEEG guidelines for determining teachers' eligibility for a Part 1 bonus award. State guidelines described Criterion 3 as "a teacher's demonstration of on-going initiative, commitment, personalization, professionalism, and involvement in other activities that directly result in improved student performance." Examples of such activities included working with students outside of assigned class hours, creating programs to engage parents, and taking initiative to personalize the learning environment for every student.

Table 4.5 presents the measures used by TEEG schools that incorporated Criterion 3 into their performance pay plans. Overall, a greater share of Cycle 2 schools (59.5%) used Criterion 3 than did Cycle 1 schools (41.4%), as seen in Table 4.1. Indicators such as teacher attendance, tutoring, and parent involvement remained popular measures of teacher commitment and initiative in both program cycles. However, teachers’ involvement in professional development was used much more frequently in Cycle 2.

Table 4.5: Types of Teacher Commitment & Initiative Indicators, Cycle 1 and Cycle 2 Plans

Teacher Commitment & Initiative Indicators	Cycle 1	Cycle 2
Teacher attendance at school	24.4% (280)	29.7% (275)
Tutoring	20.2% (232)	31.5% (292)
Parent involvement activities	13.6% (156)	20.8% (193)
Professional development	7.1% (81)	43.1% (400)
District leadership activities	3.0% (34)	11.5% (107)
Teacher PDAS rating	2.9% (33)	10.4% (96)
Other	15.5% (178)	6.6% (61)
Not applicable	58.2% (667)	40.5% (375)
Missing	0.7% (8)	---

Cycle 1: N=1,148 coded applications; Cycle 2: N=927 survey responses

Note: --- represents an indicator that was not explicitly asked about on the Cycle 2 survey. Percentages in each cell are duplicative since plans could include more than one design feature.

Source: Information based on analysis of 1,148 Cycle 1 applications submitted to TEA and survey responses from 927 Cycle 2 schools.

Indicators of hard-to-staff area

Criterion 4 is the other optional performance measure for determining teachers’ eligibility for Part 1 bonus awards and focuses on teachers working in hard-to-staff areas. The TEA designated state-shortage areas, and schools could also include locally-determined shortage areas.

Table 4.6 provides an overview of hard-to-staff areas being used by the few Cycle 1 and Cycle 2 schools that actually incorporated Criterion 4 into their performance pay plans. Less than 5% of Cycle 1 schools considered a teacher’s assignment to a hard-to-staff area, along with slightly less than 10% of Cycle 2 schools, as seen in Table 4.1.

Table 4.6: Indicators of Teaching in a Hard-to-Staff Area, Cycle 1 and Cycle 2 Plans

Hard-to-Staff Areas	Cycle 1	Cycle 2
Locally-determined shortage area	2.4% (27)	1.7% (16)
Mathematics	1.3% (15)	7.3% (68)
Science	1.2% (14)	6.8% (63)
Special education	1.1% (13)	5.4% (50)
Bilingual education	1.0% (11)	4.4% (41)
English as Second Language	1.0% (12)	
Foreign language	0.6% (7)	2.6% (24)
Technology	0.3% (4)	3.6% (33)
Not applicable	95.7% (1,098)	90.5% (839)
Missing	0.3% (4)	---

Cycle 1: N=1,148 coded applications; Cycle 2: N=927 survey responses

Note: --- represents an indicator that was not explicitly asked about on the Cycle 2 survey.

Source: Information based on analysis of 1,148 Cycle 1 applications submitted to TEA and survey responses from 927 Cycle 2 schools.

Unit(s) of Accountability

The final design feature of interest is the unit of accountability employed by TEEG schools when evaluating teacher performance; that is, the entity whose performance determined award eligibility. Evaluators identified several units of accountability used by Cycle 1 and Cycle 2 schools: an entire school, a team of teachers (e.g., grade-level, subject area), or an individual teacher. The school was considered the unit of accountability when school-wide performance was used to decide bonus award eligibility. When bonus eligibility was determined by the collective performance of a group of teachers, the school was using a team unit of accountability. A teacher was identified as the unit of accountability when a teacher's receipt of a bonus was determined by his or her individual performance.

The only Part 1 component for which schools used some variation in units of accountability was for measuring teachers' contribution to student performance (Criterion 1). For all other Part 1 criteria, performance was measured primarily at the individual teacher level. That is, for example, a teacher was held accountable for his or her own participation in collaborative activities.

Table 4.7 provides an overview of the units of accountability used by Cycle 1 and Cycle 2 schools when evaluating teachers' contribution to student performance. Design choices were similar in both cycles. The most popular strategy was to use teachers as the exclusive unit of accountability, as

reported by 31% of Cycle 1 schools and 35% of Cycle 2 schools. Teacher teams were another popular choice used by 28% and 22% of Cycle 1 and Cycle 2 schools, respectively.

Table 4.7: Unit(s) of Accountability, Cycle 1 and Cycle 2 Plans

Unit of Accountability	Cycle 1	Cycle 2
School only	4.1% (47)	8.7% (81)
Team only	28.2% (324)	21.5% (199)
Teacher only	31.4% (361)	35.2% (326)
School + Team	3.7% (43)	5.1% (47)
School + Teacher	3.1% (36)	6.1% (57)
Team + Teacher	12.3% (141)	13.2% (122)
School + Team + Teacher	2.5% (29)	8.1% (75)
Missing/Not applicable	14.6% (167)	2.2% (20)

Cycle 1: N=1,148 coded applications; Cycle 2: N=927 survey responses

Note: The final row indicates the %(#) of observations missing in Cycle 1 applications and the %(#) of survey respondents indicating that a particular design feature was not applicable to their school's TEEG plan.

Source: Information based on analysis of 1,148 Cycle 1 applications submitted to TEA and survey responses from 927 Cycle 2 schools.

TEEG Participation Experiences and Technical Assistance

Evaluators asked principals about their schools' experiences implementing TEEG performance pay plans during both Cycle 1 and Cycle 2 of the program. Specifically, principals reported whether or not their schools could have improved implementation of TEEG plans and, if so, what resources would have been useful. They were also asked about their perceptions of the program's impact at their schools.

Over 60% of Cycle 1 (65.4%) and Cycle 2 (63.2%) principals reported that their schools could have improved implementation of TEEG plans. The importance of various resources that could have improved plan implementation is presented in Table 4.8. The resource identified as having the most importance was clearer guidelines explaining the parameters for designing a TEEG performance pay plan. Just over 84% of Cycle 1 principals reported that as a resource of moderate or high importance, while 80% of Cycle 2 principals reported similarly. Obtaining more administrative assistance to develop and manage TEEG plans and more technical assistance to develop and use teacher evaluation measures were also commonly mentioned resources of moderate or high importance.

**Table 4.8: Resources for Improving School’s Implementation of TEEG,
Cycle 1 and Cycle 2 Principal Surveys**

Resources for Improvement	No Importance		Low Importance		Moderate Importance		High Importance	
	Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
Clearer explanation from TEA as to why selected for TEEG	23.6% (151)	18.9% (111)	26.9% (172)	26.8% (157)	26.9% (172)	29.9% (175)	22.7% (145)	24.4% (143)
Clearer guidelines for TEEG plan design	6.2% (40)	7.5% (44)	9.7% (62)	12.6% (74)	33.0% (211)	39.2% (230)	51.1% (327)	40.6% (238)
More administrative assistance to develop, manage, and monitor plan	7.3% (47)	8.4% (49)	18.3% (117)	19.8% (116)	38.9% (249)	37.0% (217)	35.5% (227)	34.8% (204)
Tech. assistance to support development and use of measures to evaluate teachers	9.5% (61)	10.8% (63)	15.3% (98)	21.5% (126)	38.3% (245)	38.6% (226)	36.9% (236)	29.2% (171)

Cycle 1 principal survey, N= 640; Cycle 2 principal survey, N= 586. Responses limited to those respondents who answered “yes”, the school could have improved implementation of TEEG.

Source: Data results come from the Fall 2007 progress report administered to principals in Cycle 1 schools and Fall 2008 progress report administered to principals in Cycle 2 schools. Overall, 85.3% of Cycle 1 schools responded in Fall 2007 and 90.4% of Cycle 2 schools responded in Fall 2008.

Principals in Cycle 2 schools were asked to report their perceptions of the TEEG program’s impact at their schools.²³ Table 4.9 presents their responses which indicate an overall positive perception of the program’s impact. Over 80% of Cycle 2 principals disagreed with the statement that “TEEG had a negative effect on my school”, while over 75% agreed that TEEG helped improve teaching practices (75.3%) and student learning (77.9%). Principals’ general tendency to perceive TEEG positively continued – but with slightly less certainty – when asked about the program’s impact on teacher resentment (or lack thereof), job satisfaction, and contribution to professional development. They were less convinced about TEEG’s ability to distinguish effective from ineffective teachers, with only 53% agreeing that their performance pay plans did a good job of it.

²³ The annual TEEG principal progress report was modified to include questions about overall TEEG impact at schools following the survey administered in Cycle 1 schools. Therefore, comparable responses are not available to report from principals during Cycle 1 of TEEG.

Table 4.9: Principal Perceptions of TEEG’s Impact at Schools, Cycle 2 Principal Survey

Effects of TEEG Participation	Strongly Disagree	Disagree	Agree	Strongly Agree
TEEG had a negative effect on my school.	35.2% (326)	47.2% (438)	14.2% (132)	3.3% (31)
TEEG plan did a good job of distinguishing effective from ineffective teachers.	7.0% (65)	40.3% (374)	47.0% (436)	5.6% (52)
TEEG caused resentment among teachers at my school.	24.5% (227)	45.5% (422)	24.5% (227)	5.5% (51)
TEEG did not affect teaching practices or professional behaviors.	12.4% (115)	54.3% (503)	29.1% (270)	4.2% (39)
TEEG helped teachers feel more satisfied with their jobs.	3.9% (36)	27.0% (250)	56.1% (520)	13.1% (121)
TEEG contributed to improvements in professional development offered to teachers.	3.8% (35)	35.4% (328)	49.9% (463)	10.9% (101)
TEEG helped improve teaching practices.	2.0% (19)	22.7% (210)	62.4% (578)	12.9% (120)
TEEG helped increase student learning.	1.7% (16)	20.4% (189)	61.1% (566)	16.8% (156)

Cycle 2 principal survey, N= 927.

Source: Data results come from the Fall 2008 progress report administered to principals in Cycle 2 schools.

Chapter Summary

This chapter highlights key findings about the design and implementation of schools’ TEEG plans during Cycle 1 and Cycle 2 of the program. It first presents design features of schools’ locally-developed performance pay plans, focusing on the ways in which schools determined teachers’ eligibility for bonus awards. Cycle 1 and Cycle 2 schools commonly used Part 1 funds to reward teachers for their contribution to student performance and faculty and staff collaboration. However, Cycle 2 schools reported broader use of allowable, but not required, Part 1 performance criteria.

Teachers’ contribution to student performance was most frequently measured using results on state standardized assessments and student achievement levels. However, Cycle 2 schools reported greater use of campus-wide performance measures to determine teachers’ bonus award eligibility than was apparent in the performance pay plans of Cycle 1 schools. Additionally, among Cycle 1 and Cycle 2 schools, teachers’ eligibility for bonus awards was most commonly determined by the performance of individual teachers as opposed to the performance of an entire school or team of teachers.

In over half of TEEG schools that participated in Cycle 1 and Cycle 2, principals reported that schools could have improved implementation of their performance pay plans, noting that clearer program guidelines would have been of great importance. Finally, principals had an overall positive perception of the TEEG program’s impact at their schools, with most reporting that the program helped improve both teaching practices and student learning.

CHAPTER 5

TEEG Cycle 1 and Cycle 2 Bonus Award Design and Distribution

This chapter reviews how schools designed and distributed Part 1 bonus awards for teachers during Cycle 1 and Cycle 2 of the TEEG program. The design and distribution of teacher bonus awards are operationalized in two ways. First, evaluators analyze the dispersion of minimum and maximum awards as proposed and distributed by schools. Second, they examine the equality of bonus award design and distribution in schools. The chapter concludes with a discussion of characteristics of TEEG schools as they may relate to the design and distribution of teacher bonus awards. The key policy questions and key policy points discussed throughout this chapter are listed below.

Key Policy Questions

This chapter addresses the following questions.

- How did Cycle 1 and 2 schools intend to distribute Part 1 bonus awards?
- How did schools actually distribute Part 1 bonus awards to teachers during Cycles 1 and 2 of the TEEG program?
- Are there systematic differences between schools that designed relatively individualistic incentive plans and schools that designed relatively egalitarian incentive plans?
- Are there systematic differences between teachers who received bonus awards and those who did not?

Key Policy Points

This chapter highlights and expands upon the following key policy points based on a review of the design and distribution of Part 1 bonus awards to teachers during Cycle 1 and Cycle 2 of the TEEG program.²⁴

- The dispersion of minimum versus maximum bonus awards during both cycles varied considerably within and between schools. At one extreme, 139 Cycle 1 schools and 75 Cycle 2 schools proposed a bonus award distribution in which the minimum possible award equals the maximum possible award. At the other extreme, 14 Cycle 1 schools and 65 Cycle 2 schools proposed models in which minimum and maximum bonus award amounts have a range of more than \$4,000.
- The average difference between the proposed minimum and maximum awards was \$1,016 for Cycle 1 schools and \$1,688 for Cycle 2 schools.

²⁴ See Appendix C for a review of methods and other technical information pertaining to this chapter.

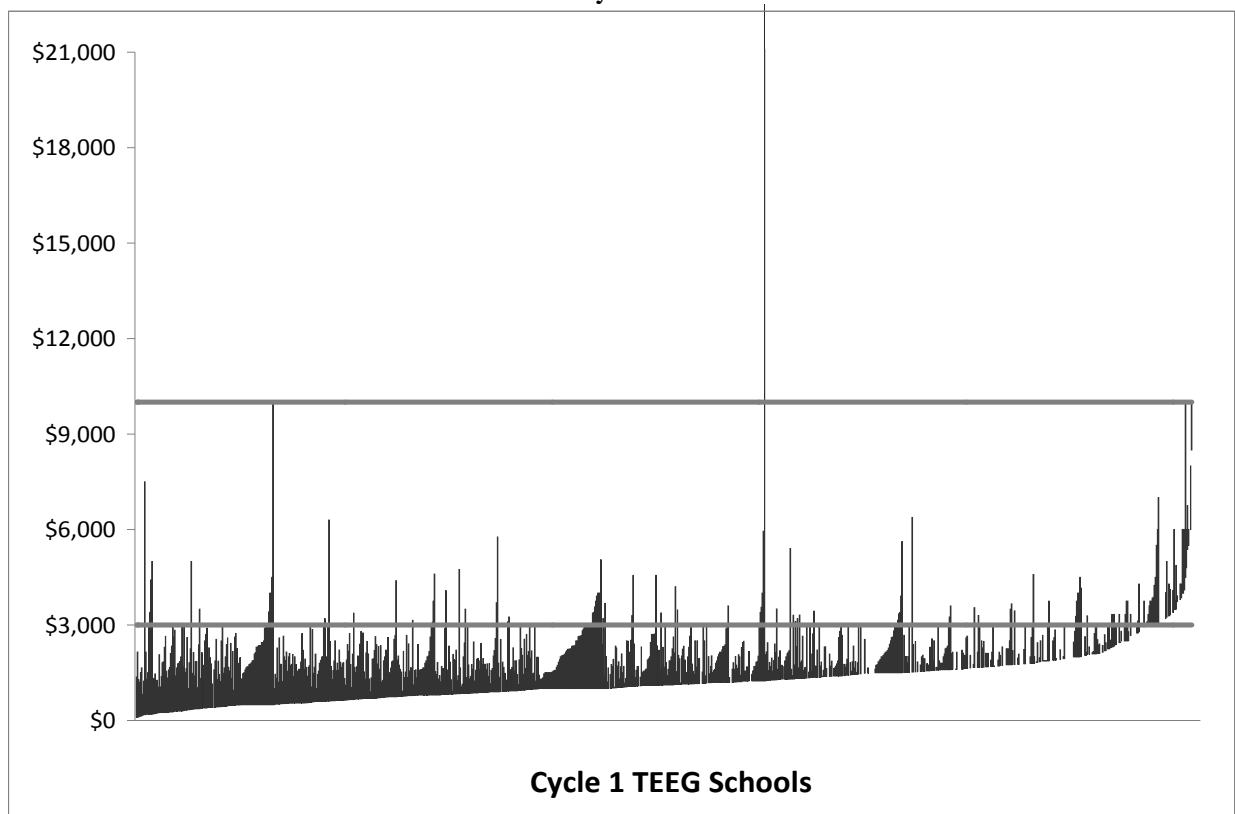
- Most schools in both cycles proposed a bonus award distribution model that did not align with the minimum and maximum dollar amounts recommended in state guidelines. Nearly all schools (95.5% of Cycle 1 schools and 95.7 % of Cycle 2 schools) proposed a minimum award less than the recommended minimum of \$3,000, and most (82.3% of Cycle 1 schools and 70.0% of Cycle 2 schools) proposed a *maximum* award of less than \$3,000.
- The average Part 1 bonus was \$1,982 in Cycle 1 and \$2,094 in Cycle 2, a modest, but statistically significant difference.
- In most Cycle 1 and Cycle 2 schools, the distribution of actual bonus awards was less equal than the bonus award models proposed in TEEG plan applications.
- School and teacher characteristics are related to the nature of bonus award models designed and implemented by TEEG schools. In particular, larger schools, schools with a history of higher teacher turnover, and schools with a relatively lean TEEG budget devised incentive plans that allowed for a more unequal distribution of incentive awards. Schools with previous experience in the TEEG program devised bonus award distribution models with higher potential inequality than did schools that were new to the program.
- The probability of receiving a bonus award and the actual amount received is related to several teacher characteristics, especially a teacher's subject-area assignment. On average, teachers with self-contained classrooms in TAKS-tested grades, bilingual/ESL teachers and language arts teachers received the largest awards, while fine arts teachers received the smallest awards.
- Differences in teacher credentials explained little of the variation in the bonus awards received by individual teachers.

Design of TEEG Cycle 1 and Cycle 2 Bonus Awards

Minimum versus Maximum Proposed Bonus Awards

Figures 5.1a and 5.1b display the range of bonus award amounts designed in Cycle 1 and Cycle 2 plans, respectively. Each vertical bar represents a single school. The lower end of each bar is the minimum proposed bonus award, while the upper end of the bar indicates the maximum possible bonus award proposed for the school's TEEG plan. The minimum award amount is defined as any value other than \$0 that a teacher could earn; that is, the amount a teacher could earn if meeting only the minimal Part 1 performance criteria. The maximum award amount represents the total award that a teacher could earn if meeting all possible Part 1 performance criteria.

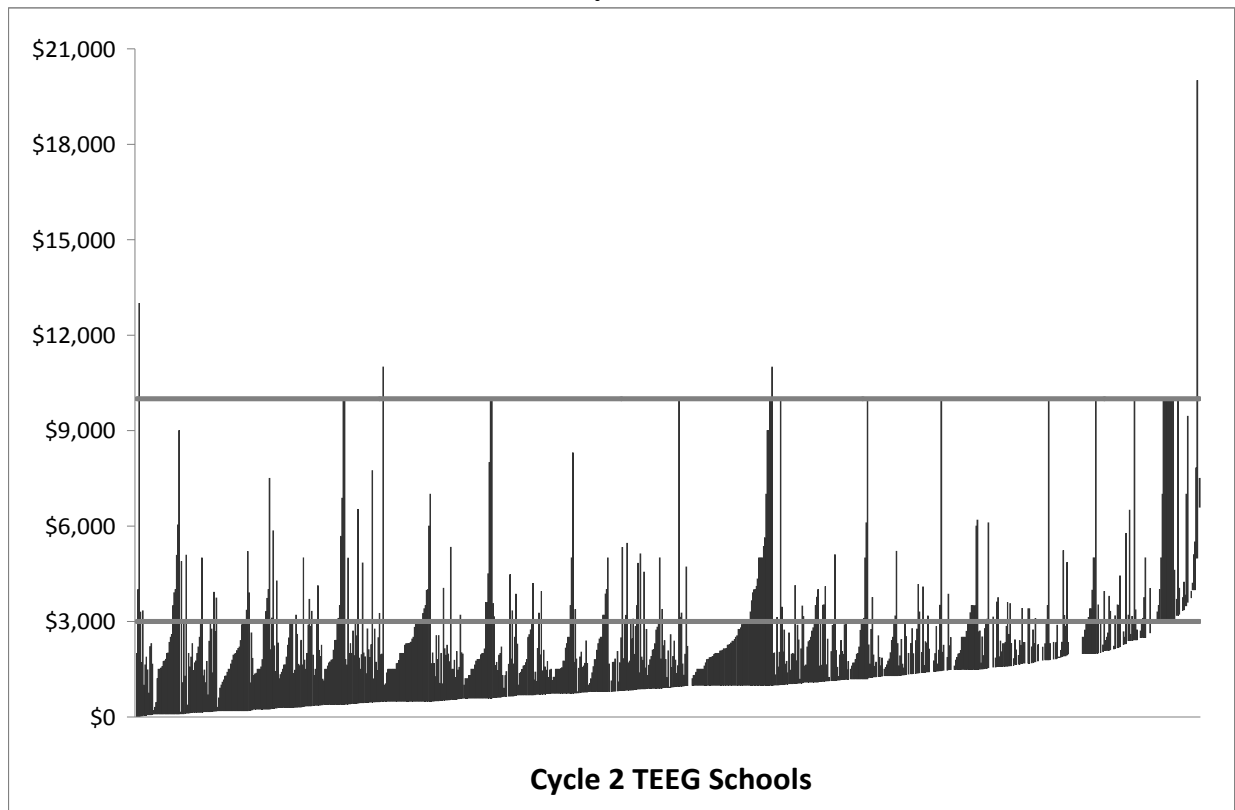
Figure 5.1a: Distribution of Minimum and Maximum Proposed Bonus Awards, Cycle 1



Note: Figure 5.1a represents 1,021 of the 1,147 TEEG Cycle 1 schools because the remaining applications did not clearly specify both a maximum and a minimum proposed bonus award for Part 1. The horizontal lines indicate the minimum and maximum rewards indicated in TEA guidelines.

Source: Proposed TEEG teacher award information collected during fall 2007 by coding TEEG plan applications submitted to the TEA.

Figure 5.1b: Distribution of Minimum and Maximum Proposed Bonus Awards, Cycle 2



Note: Figure 5.1b represents 881 of the 1,022 TEEG Cycle 2 schools. The remaining Cycle 2 schools either did not respond to the principal survey or did not reliably indicate both a minimum and a maximum Part 1 award. The horizontal lines indicate the minimum and maximum rewards indicated in TEA guidelines.

Source: Proposed TEEG teacher award information collected during fall 2008 by surveying TEEG plan administrators.

As the figures illustrate, the distribution of proposed bonus awards varies considerably both within and between schools. At one extreme, 139 Cycle 1 schools and 75 Cycle 2 schools proposed a bonus award distribution in which the minimum possible award equals the maximum possible award, meaning that any teacher meeting minimal performance criteria got a bonus award amount and nothing above it for exceeding performance thresholds. At the other extreme, 14 Cycle 1 schools and 65 Cycle 2 schools proposed models in which minimum and maximum bonus award amounts have a range of more than \$4,000. The average difference between the proposed minimum and maximum awards was \$1,016 for Cycle 1 schools and \$1,688 for Cycle 2 schools.

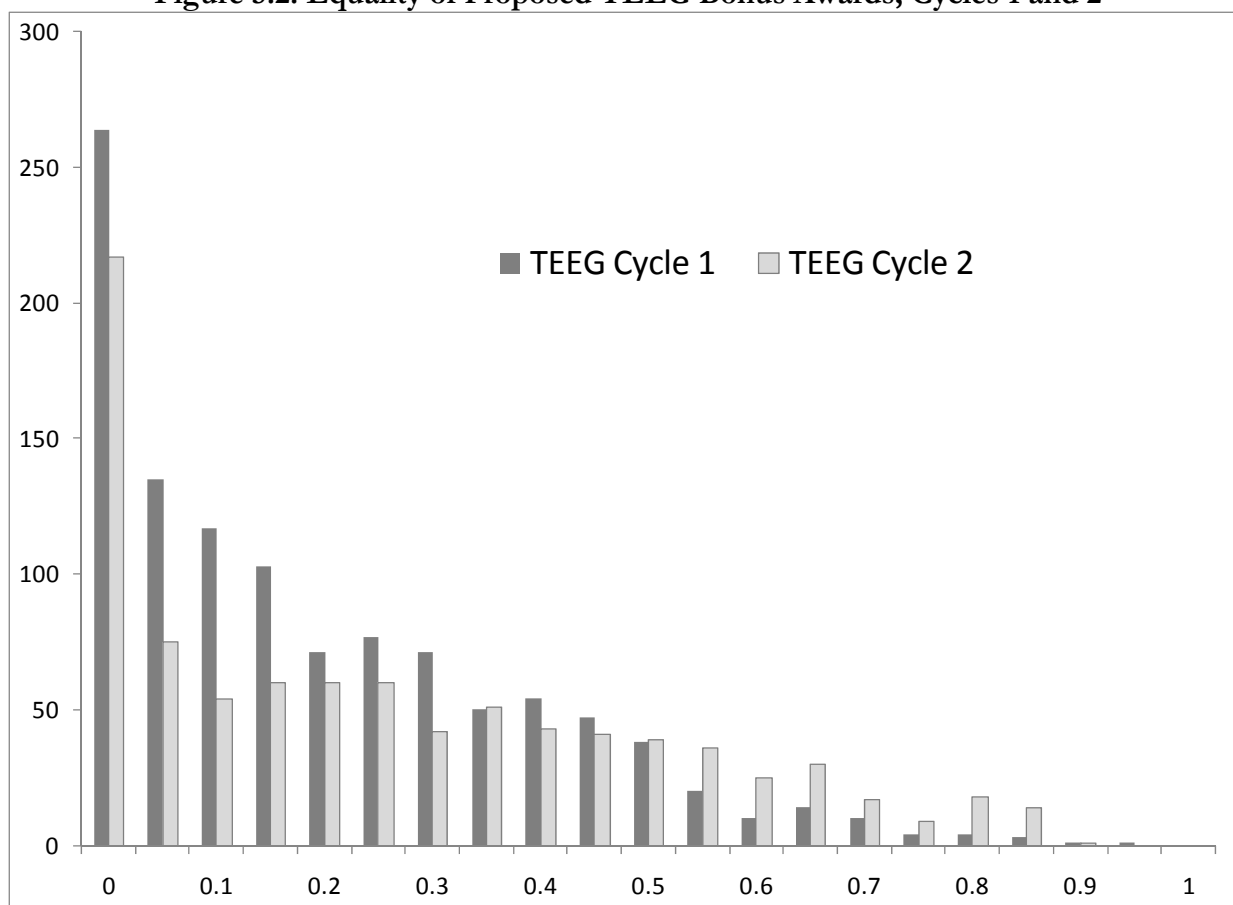
Figures 5.1a and 5.1b also demonstrate that most TEEG schools proposed a bonus award distribution model that did not align with the minimum and maximum dollar amounts recommended in TEEG program guidelines issued by the TEA. Guidelines advise that Part 1 bonus awards be no less than \$3,000 and not exceed \$10,000 per teacher (the horizontal lines in the figures). Nearly all schools (95.5% of Cycle 1 schools and 95.7 % of Cycle 2 schools) proposed a minimum award less than \$3,000, and most (82.3% of Cycle 1 schools and 70.0% of Cycle 2 schools) proposed a *maximum* award of less than \$3,000.

Equality of Proposed Bonus Awards

Evaluators calculated a second measure of proposed bonus award dispersion since the range between minimum and maximum awards can be misleading if there were teachers who did not receive any bonus award at all under a school’s TEEG plan. This second indicator is based on the Gini coefficient, which is a common ratio measure of income inequality with values between zero and one.²⁵ Essentially, as the Plan Gini coefficient increases, the plan’s intended distribution of awards becomes more unequal.

Figure 5.2 displays the distribution of Plan Ginis for the 1,094 Cycle 1 and 892 Cycle 2 schools for which it was possible to determine a maximum proposed bonus award for teachers. The highest value on the Plan Ginis is 0.93 for Cycle 1 and 0.88 for Cycle 2. The lowest value is 0.00, meaning that it was possible for every teacher to receive the maximum proposed bonus award. There were 216 Cycle 1 schools and 190 Cycle 2 schools with Plan Ginis of 0.00.

Figure 5.2: Equality of Proposed TEEG Bonus Awards, Cycles 1 and 2



Note: The x-axis denotes the Plan Gini Coefficient and the y-axis indicates the number of schools with that particular value.

Source: Plan Gini for Cycle 1 derived from PEIMS data and proposed TEEG teacher award information collected by coding TEEG plan applications submitted to the TEA. Plan Gini for Cycle 2 derived from PEIMS data and survey responses.

²⁵ See Appendix C for further explanation of the Gini coefficient used for these analyses.

The evidence suggests that Cycle 2 schools designed incentive plans with more potential inequality than did the Cycle 1 schools. The mean Plan Gini coefficient was 0.19 for TEEG Cycle 1 schools while it was 0.26 for TEEG Cycle 2 schools, a statistically significant difference. Furthermore, this difference is not attributable to the change in sample from Cycle 1 to Cycle 2. Plan Gini coefficients are available for 380 Cycle 1 schools that were also Cycle 2 schools. Among those 380 schools, there was a statistically significant increase in plan inequality between Cycle 1 (average Plan Gini=0.19) and Cycle 2 (average Plan Gini=0.26).²⁶

Distribution of TEEG Cycle 1 and Cycle 2 Bonus Awards

Data collected on the actual distribution of TEEG bonus awards indicates that 69% of full-time teachers in Cycle 1 schools received a Part 1 bonus award in the fall 2007 for their performance during the 2006-07 school year. In Cycle 2 schools, 72% of full-time teachers received a Part 1 bonus award in the fall 2008 for their performance in the 2007-08 school year.

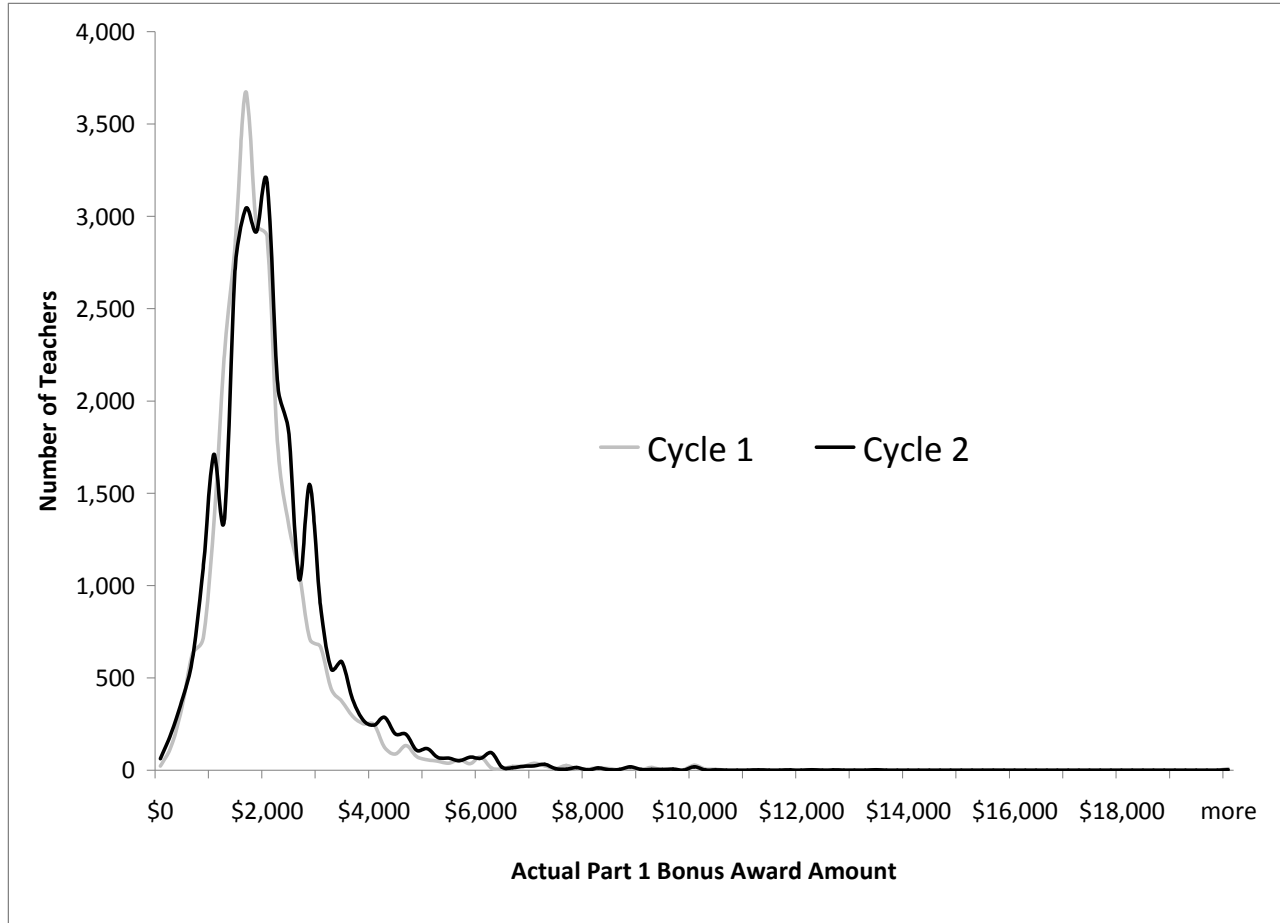
Interestingly, 838 (10.5%) of the 8,001 full-time teachers who were new to a responding TEEG school in the fall 2007 received Part 1 bonus awards, even though they were not employed at the school in the performance year (2006-07). Similarly, 1,223 (14.3%) of the 8,581 full-time teachers who were new to a responding TEEG school in the fall of 2008 received a bonus award. While awarding a new teacher at the school is permitted in TEEG guidelines, it may be suggestive of an egalitarian view toward performance pay policies in these schools.

Figure 5.3 displays the actual distributions of Part 1 bonus awards pooled across all teachers and schools, conditional upon a teacher receiving a bonus award during Cycle 1 and Cycle2, respectively. Bonus awards ranged from less than \$20 to more than \$20,000, with most teachers receiving between \$1,000 and \$3,000. Nearly 90% of the teachers who received a bonus award from Part 1 funds earned less than \$3,000 (87.5% in Cycle1, 84.4% in Cycle2). The average Part 1 bonus was \$1,982 in Cycle 1 and \$2,094 in Cycle 2, a modest, but statistically significant difference.

Seventy-seven percent of Cycle 1 respondent schools and 66% of Cycle 2 respondent schools distributed bonus awards from Part 1 funds that exceeded the maximum dollar amount specified in their original TEEG plans. For example, seven Cycle 1 schools awarded more than \$10,000 to at least one teacher despite submitting a plan to the TEA with a maximum award less than \$5,000. This pattern suggests some schools resorted to contingency plans that essentially allocated fund balances among those teachers meeting Part 1 performance criteria if other teachers did not meet those necessary criteria to earn a bonus award.

²⁶ On the other hand, the increase in apparent inequality could simply reflect the change in data reporting strategies (the Cycle 1 data come from a coding of the submitted plans while the Cycle 2 data come from survey responses) rather than any underlying shift in plan design.

Figure 5.3: Distribution of Actual Part 1 Bonus Awards, Cycle 1 and Cycle 2



Note: Two hundred seventy Cycle 1 schools and 130 Cycle 2 schools did not provide useable information on actual award amounts distributed to teachers, thus the information displayed in Figure 5.3 is representative of 75% of Cycle 1 schools and 87% of Cycle 2 schools.

Source: TEEG teacher award information collected during fall 2007 and fall 2008 using an online, secure data upload system.

Equality of Actual Bonus Awards

Examining the equality of actual bonus award distribution provides further evidence that schools' implementation of TEEG did not always align with plans as designed by schools. Just as the Plan Gini coefficient provides a measure of the potential inequality of the awards as designed, the Actual Gini coefficient provides a measure of the actual inequality of the bonus awards as distributed by schools.

The Actual Gini coefficients for Cycle 1 and Cycle 2 schools describe the distribution of Part 1 bonus awards among teachers who were eligible for Part 1 awards because they taught full time in the school during the 2006-07 and 2007-08 school years, respectively. The Actual Gini coefficients for Cycle 1 range from a minimum of zero (all the teachers in the school received identical awards) to a maximum of 0.93 (one teacher received nearly all the distributed Part 1 awards) with a mean of 0.42. Similarly, the Actual Gini coefficients for Cycle 2 range from zero to a maximum of 0.92, with a mean of 0.37.

Table 5.1: Comparing Plan and Actual Gini Coefficients, Cycle 1 and Cycle 2

Plan v. Actual Gini Coefficients	Cycle 1 (n=1,147)	Cycle 2 (1,022)
Actual distribution of awards MORE equal than planned (Actual Gini < Plan Gini)	8.6% (99)	23.2% (238)
Actual distribution SAME as planned (Actual Gini=Plan Gini)	0.5% (6)	0.5% (5)
Actual distribution of awards LESS equal than planned (Actual Gini > Plan Gini)	63.2% (725)	52.9% (542)
Either actual gini or plan gini coefficient MISSING	27.6% (317)	23.3% (239)

Source: Plan Gini derived from PEIMS data and proposed TEEG award information collected by coding TEEG plan applications submitted to the TEA and survey responses. Actual Gini derived from PEIMS data and TEEG teacher award information collected during fall 2007 and fall 2008 using an online, secure data upload system.

Table 5.1 compares the Actual and Plan Ginis for Cycles 1 and 2. For more than two-thirds of the TEEG schools with data on planned and actual bonus awards (87% of Cycle 1 schools and 69% of Cycle 2 schools), the actual distribution of Part 1 bonus awards is less equal than the most unequal distribution possible given the plan described in TEEG applications submitted to the TEA.

Determinants of TEEG Cycle 1 and Cycle 2 Bonus Awards

Determinants of Cycle 1 and Cycle 2 Bonus Award Design and Distribution

The evidence suggests that Cycle 1 and Cycle 2 TEEG schools designed incentive plans that ranged from perfectly egalitarian (those with a Plan Gini equal to zero) to highly individualistic (those with a Plan Gini close to one). All other things being equal, highly egalitarian plans indicate a preference for bonus awards based on group performance, while highly individualistic plans indicate a preference for bonus awards based on individual performance. Evaluators examined whether there are systematic differences between schools that designed relatively individualistic TEEG plans and schools that did not.²⁷

Table 5.2 summarizes the estimated relationship between the Plan and Actual Gini coefficients and a number of school characteristics that the literature suggests might be important determinants of incentive plan equality. As further explained in Appendix C, the relationship between possible explanatory factors and proposed bonus award distributions did not change between Cycle 1 and Cycle 2. Therefore, a combined model is preferred with results reported in the second column of Table 5.2. However, the relationship between the possible explanatory factors and the actual bonus award distribution did shift between Cycle 1 and Cycle 2. Therefore, the preferred specification for the Actual Gini coefficient analysis is one with separate regressions for Cycles 1 and 2 (see the last two columns in Table 5.2).

²⁷ See Appendix C for a review of variables and methods used to examine determinants of TEEG bonus awards, including a rationale for methods used to report findings in Table 5.2. Marginal effects and robust standard errors are presented in Appendix Table C.1.

Table 5.2: Predicting TEEG Bonus Award Equality, Cycle 1 and 2

Possible Explanatory Factors	Plan Gini Coefficients Cycles 1 and 2	Actual Gini Coefficients Cycle 1	Actual Gini Coefficients Cycle 2
Charter school	.	.	.
More economically homogeneous students	More equality	.	.
More experienced teachers	.	More equality	.
More homogeneous teachers	.	.	.
Larger schools	Less equality	.	Less equality
More TEEG funding per pupil	More equality	.	.
More teachers new to campus	Less equality	Less equality	Less equality
Higher share of teachers male	Less equality	Less equality	.
Elementary school	.	Less equality	.
Middle school	.	Less equality	Less equality
Secondary school	.	Less equality	Less equality
High improving school	.	.	.
Second year in TEEG	Less equality	.	.

Source: Plan Gini derived from PEIMS data and proposed TEEG award information collected by coding TEEG plan applications submitted to the TEA and survey responses. Actual Gini derived from PEIMS data and TEEG teacher award information collected during fall 2007 and fall 2008 using an online, secure data upload system. Data on explanatory factors come from PEIMS.

Appendix C also provides a thorough discussion of Table 5.2 results couched in the context of current research literature. A brief overview of findings follows below.

The evidence from TEEG suggests that many of the possible explanatory factors are determinants of bonus award design and distribution. First, a small increase in school size significantly increases both the potential inequality of the award distribution and the actual inequality of that distribution (at least with respect to Cycle 2).²⁸ In other words, larger schools had more inequality, all other things being equal.

Schools with more economically homogeneous students adopted plans with more potential equality. However, there is no evidence that student homogeneity (at least with respect to socioeconomic status) has any effect on the realized distribution of TEEG awards.

TEEG schools with higher average teacher experience had more equal distributions of actual bonus awards in Cycle 1, but were not systematically different from other schools with respect to the distribution of awards in Cycle 2. Variations in teacher experience also had no power to explain variations in the maximum potential inequality implied by the plan's design. The analysis suggests schools with a larger share of male teachers had greater potential inequality and a more unequal distribution of actual bonus awards in Cycle 1.

²⁸ Given the design of the TEEG program, school funding per pupil is much higher in small schools than it is in large schools. Therefore, school size and TEEG funding per pupil are highly correlated with one another and must be evaluated jointly. This discussion is based on the calculated marginal effect of a change in school size, as a function of both the direct effect of size and the indirect effect of a change in size on the level of TEEG funding per pupil.

The evidence strongly suggests that schools with a larger share of teachers who were new to the building devised plans with greater potential inequality and wound up with more realized inequality. A larger share of teachers who were new to the building could indicate schools with a history of higher turnover or schools that are growing rapidly. In either case, results indicate that schools where a larger share of teachers were not in the building when TEEG eligibility was determined (i.e. during the 2004-05 school year for Cycle 1 and the 2005-06 school year for Cycle 2) were less likely to devise plans that shared the rewards evenly among all teachers.

The distribution of proposed bonus awards was not significantly more equal for elementary schools than for middle or mixed grade schools, although high schools had more actual inequality than elementary schools in TEEG Cycle 2.²⁹

Per-pupil TEEG funding was included as a possible explanatory factor to test the hypothesis that schools with more generous per-capita funding might be more willing to spread the wealth around. The evidence supports this perspective with respect to proposed bonus award inequality, but not with respect to actual distribution of bonus awards.

There is no evidence that schools eligible for TEEG based on high accountability ratings designed more egalitarian plans than those eligible by Comparable Improvement, or that charter schools designed more individualistic TEEG plans than did traditional public schools. However, the evidence does suggest that schools with previous experience in the TEEG program devised bonus award distribution models with higher potential inequality than did schools that were new to the program.

Teacher Characteristics and Actual Distribution of Cycle 1 and Cycle 2 Bonus Awards

Evaluators also studied whether there were any systematic differences between teachers who received TEEG bonus awards and those who did not. They explored the relationship between teacher characteristics, school characteristics, and the dollar amounts awarded to teachers in TEEG schools. The analysis addressed two questions. First, what is the relationship between these characteristics and the probability of receiving a TEEG bonus award? Second, what is the relationship between these characteristics and the size of the bonus award? Results are reported in Tables 5.3 and 5.4 and described below. Overall, the evidence suggests that that relationship between the teacher characteristics and teacher bonus awards changed between Cycles 1 and 2, so each Cycle has been analyzed separately.

A more detailed discussion of methodology and results can be found in Appendix C.

Teacher characteristics and receipt of bonus award

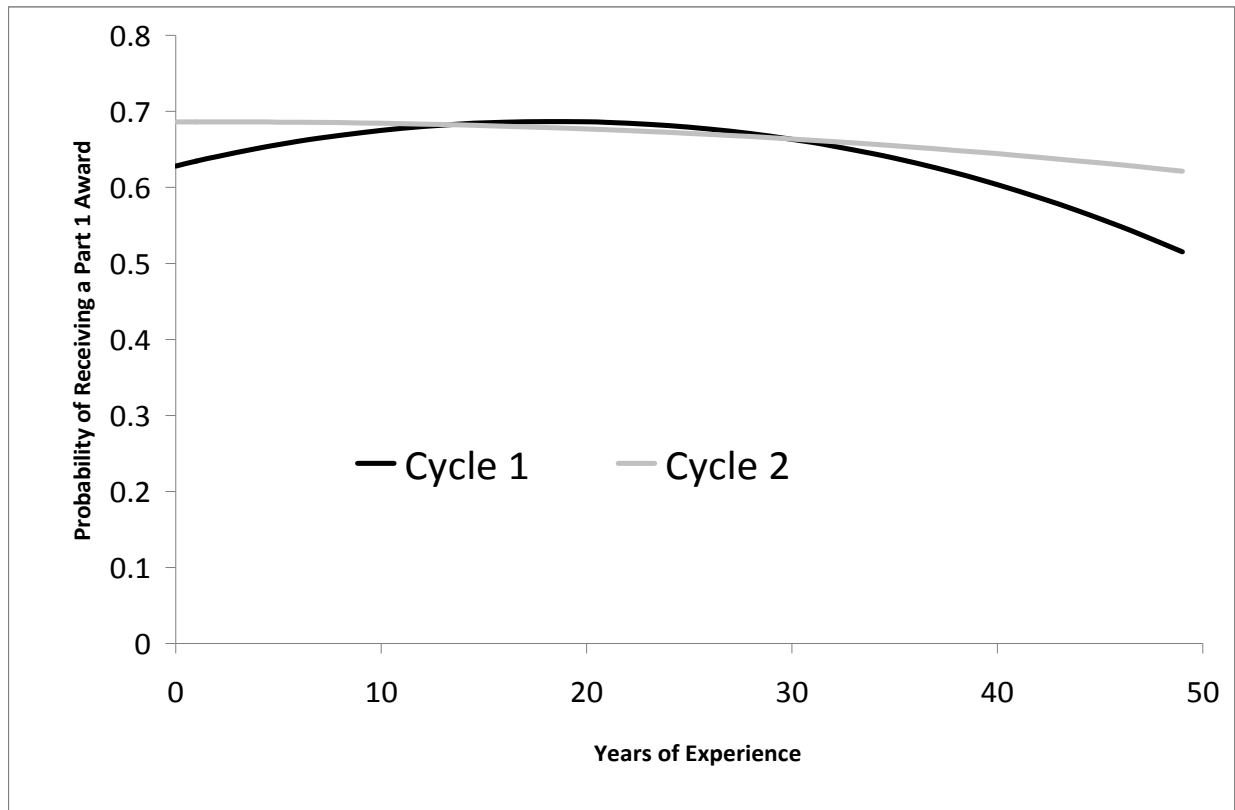
The analysis indicates that there were systematic differences between teachers who received a TEEG Part 1 bonus award and those that did not. For example, during Cycle 1—but not during Cycle 2—more experienced teachers were more likely to receive a Part 1 bonus award than less experienced teachers. Figure 5.4 depicts the estimated relationship between years of experience and the

²⁹ However, mixed-grade schools did have more equal distributions of actual awards (lower actual Ginis) than other types of schools.

probability of receiving a bonus award.³⁰ As the figure illustrates, during Cycle 1, the probability of receiving a Part 1 bonus award was three percentage points higher for a teacher with 20 years of experience than for a teacher with five years experience. During Cycle 2, the probability of receiving a Part 1 bonus award was a statistically insignificant 0.9 percentage points lower for a teacher with 20 years of experience than for a teacher with five years of experience. Thus, experience generally increased the probability of receiving a bonus award in Cycle 1 and had no effect in Cycle 2.

Newly-arrived teachers had a lower probability of receiving a bonus award in both cycles, a finding that was above and beyond any difference in awards attributable to differences in teacher experience—no more than 40% of the teachers who were new to a school in Cycle 1 or Cycle 2 were also new to teaching. As Table 5.3 illustrates, during Cycle 1 the probability of receiving a Part 1 bonus award was 15.3 percentage points lower for a teacher who was new to the building than for a teacher who was not new to the building, all other things being equal. During Cycle 1 the probability of receiving a Part 1 bonus award was 20.7 percentage points lower for a teacher who was new to the building.

Figure 5.4: The Effect of Experience on the Probability of Receiving a TEEG Bonus Award



Source: Author’s calculations from PEIMS data and TEEG teacher award information collected during fall 2007 and fall 2008 using an online, secure data upload system.

³⁰ The probabilities are calculated using the method of recycled predictions.

Table 5.3: Selected Teacher Characteristics and the Associated Change in the Probability of Receiving a Part 1 Bonus Award, Cycles 1 and 2

Determinants	The Change in Probability of Receiving a Cycle 1 Award	The Change in Probability of Receiving a Cycle 2 Award
No degree	0.000	0.000
Bachelor's degree	0.086**	0.109**
Master's degree	0.035	0.066
Doctorate degree	0.014	0.062
Male Teacher	-0.058***	-0.048***
Coach	-0.052***	-0.011
New to building	-0.153***	-0.207***
Language arts	0.040***	0.028**
Math	0.057***	0.027*
Science	0.029**	0.008
Foreign language	-0.005	0.033
Fine arts	-0.106***	-0.043**
Vocational/technical	0.004	0.058***
Special education	-0.033*	-0.018
Bilingual	0.069***	0.030*
TAKS self-contained	0.059***	0.091***

Note: This table presents marginal percentage point changes. It indicates, for example, that the probability of receiving an award was 8.6 percentage points higher if the teacher in Cycle 1 had a bachelor's degree than if the teacher had no college degree. A TAKS self-contained classroom is a self-contained classroom in a grade level that is subject to the TAKS test (grades 3-11). The asterisks indicate that a marginal effect is ** significant at 5% level; *** significant at 1% level. See Appendix Table C.2 for complete model specification and standard errors.

Source: Based on authors' calculations from PEIMS data and TEEG teacher award information collected during fall 2007 and fall 2008 using an online, secure data upload system.

Having an advanced degree reduced the probability of receiving a bonus award in both cycles. During Cycle 1, the probability of receiving a Part 1 bonus award was at least five percentage points lower for teachers with a master's degree or doctorate than it was for teachers with a bachelor's degree. During Cycle 2, the probability was at least 3 percentage points lower for a teacher with an advanced degree.

Male teachers were less likely to receive a Part 1 bonus award than were comparable female teachers. Furthermore, this differential is not attributable to the program guidelines forbidding schools from giving TEEG bonus awards to athletics coaches. (More than 19% of the male teachers in TEEG schools received some form of coaching stipend while less than 3% of the female teachers received such a stipend.)

Finally, the models indicate that there are systematic differences in the probability of receiving a bonus award based on the individual's teaching assignment. In either Cycle, teachers who were assigned to language arts, bilingual education/ESL, and self-contained classrooms in TAKS-tested grades were significantly more likely to receive Part 1 bonus awards than were other teachers, all other things being equal. Bilingual/ESL teachers were the most likely to receive such awards in

Cycle 1, while teachers in self-contained TAKS classrooms were most likely to receive such awards in Cycle 2.

Fine arts teachers were the least likely to receive an award in either Cycle. Considering standardized student assessment measures are not available in all grades and subjects, particularly in fine arts, it is possible some schools did not develop their own means to include teachers in those traditionally untested subjects as possible award recipients.

Teacher characteristics and award amounts

Table 5.4 describes the relationship between teacher characteristics and bonus award amounts received by a teacher in Cycles 1 and 2. Each of the estimates indicates the dollar change in award attributable to a unit change in the designated teacher characteristic.

The implications of this analysis are generally similar to those for the analysis of award receipt. Teachers who were new to the building during the TEEG school year received bonus awards that were significantly less (\$588 less in Cycle 1, \$824 less in Cycle 2) than other teachers with similar educational attainment and experience. Again, experienced teachers received higher awards in Cycle 1 but not Cycle 2, a teacher with a bachelor's degree received a significantly higher bonus award than a teacher with an advanced degree in either Cycle, and teaching assignment was a major determinant of the size of the award.

The differences in award amounts attributable to teacher qualifications were relatively modest. In Cycle 1, bonus awards increased with experience until teachers had 16 years of experience, and then began to fall as experience increased beyond that point. On average, a teacher with 16 years of experience received only \$98 more than a teacher with one year of experience, all other things being equal. In Cycle 2, there was no relationship between experience and awards. Although statistically significant, the difference in bonus awards between a teacher with a bachelor's degree and a teacher with a master's degree was only \$125 in Cycle 1 and \$117 in Cycle 2.

Differences in bonus awards across teaching assignments are much more substantial. Teachers with self-contained classrooms in TAKS-tested grades received by far the largest bonus awards, all other things being equal, while fine arts teachers received the smallest awards. The typical self-contained TAKS teacher received roughly \$1,000 more in Part 1 bonus awards than the typical fine arts teacher (\$1,023 in Cycle 1, \$921 in Cycle 2). Bilingual/ESL teachers (Cycle 1) and Language Arts teachers (Cycle 2) received the second largest awards.

Table 5.4: Determinants of an Individual Teacher’s Part 1 Bonus Award, Cycle 1 and Cycle 2

Determinants	The Amount of the Cycle 1 Award	The Amount of the Cycle 2 Award
Experience	\$14.25**	-\$4.93
Experience, squared	-0.46**	-0.06
Experience, missing	-46.70	-121.60**
Bachelor’s degree	437.89***	584.00***
Master’s degree	313.14**	467.35***
Doctorate degree	372.89	688.25
Male Teacher	-239.30***	-221.84***
Coach	-266.68***	-188.50
New to building	-588.03***	-824.40***
Language arts	149.16***	98.11***
Math	206.45***	98.89
Science	-41.66	1.84
Foreign language	-43.26	83.61
Fine arts	-529.23***	-334.08***
Vocational/technical	-46.27	102.06
Special education	-72.83	-120.37
Bilingual	214.19***	94.07
TAKS self-contained	493.80***	586.49***

Note: This table presents marginal dollar changes. A TAKS self-contained classroom is a self-contained classroom in a grade level that is subject to the TAKS test (grades 3-11). The asterisks indicate that a marginal effect is ** significant at 5% level; *** significant at 1% level. See Appendix Table C.2 for complete model specification and standard errors.

Source: Based on authors’ calculations from PEIMS data and TEEG teacher award information collected during fall 2007 and fall 2008 using an online, secure data upload system.

Chapter Summary

This chapter provides a thorough review of the nature of Part 1 bonus award design and distribution in Cycle 1 and Cycle 2 schools, including the dispersion of minimum and maximum awards and the measure of award equality for each school. The evidence suggests that TEEG schools chose a wide variety of possible bonus award schemes. Some were highly egalitarian while others were highly individualistic. Most schools designed bonus award plans with a large number of relatively small awards.

Several school and teacher characteristics were associated with increases in the potential inequality of a school’s proposed bonus award model. In particular, larger schools, schools with a history of higher teacher turnover, and schools with a relatively lean TEEG budget devised bonus award plans that allowed for a more unequal distribution of TEEG bonus awards. Schools with previous experience in the TEEG program devised bonus award distribution models with higher potential inequality than did schools that were new to the program.

The probability that a particular teacher received an award – and the actual amount received – was significantly related to several teacher characteristics. The differences according to teacher qualifications are relatively modest, with highly experienced teachers receiving up to \$98 more than

inexperienced teachers in Cycle 1, and no more than inexperienced teachers in Cycle 2. As a general rule, teachers with advanced degrees received smaller awards than teachers with bachelor's degrees. Differences in bonus awards across teaching assignments are much more substantial, with the largest awards going to teachers with self-contained classrooms in TAKS-tested grades, bilingual/ESL teachers and language arts teachers.

CHAPTER 6

Educator Attitudes and Beliefs about Performance Pay in TEEG Schools

This chapter provides results from a survey administered to teachers and other professionals in TEEG schools during the Fall 2008 semester and completed by more than 61,000 school personnel members. This mid-year survey was part of a two-pronged annual survey strategy for gathering information about school personnel's experiences, especially that of teachers, during their time in the TEEG program. This Fall 2008 survey was the second and final administration of the mid-year survey in TEEG schools and addresses the following topics.

- Perceptions about the school's TEEG plan, as well as the school's work climate and principal leadership.
- Attitudes and beliefs about performance pay in general and the ability of staff to impact student learning.

The key policy questions and key policy points discussed throughout this chapter are listed below.

Key Policy Questions

This chapter addresses the following questions.

- What attitudes did TEEG school personnel have about performance pay in general and their TEEG plan?
- What attitudes did TEEG school personnel have about TEEG plan characteristics and perceived impacts of the TEEG program on their school?
- What attitudes did TEEG school personnel have about professional efficacy?
- What attitudes did TEEG school personnel have about teacher expectations and cooperativeness?
- What attitudes did TEEG school personnel have about principal leadership?
- Did attitudes and perceptions of TEEG school personnel differ across respondent characteristics (e.g., years of experience, grade levels served at the school where they work, type of professional position), or respondent experience with performance pay (whether or not the respondent has ever earned an performance award)?
- Did attitudes and perceptions of TEEG school personnel change over time as they continued to participate in the TEEG program?

Key Policy Points

This chapter highlights and expands upon the following key policy points based on the Fall 2008 survey analysis.

- Most personnel in TEEG schools supported the principle of teacher performance pay. Inexperienced teachers and professionals tended to be more supportive than more experienced school personnel.
- Overall, TEEG personnel did not believe the TEEG program undermined collaboration or workplace collegiality. The majority viewed their colleagues, principals, and overall work environment favorably.
- Both bonus award recipients and non-recipients in TEEG schools, as well as new and veteran school personnel, had positive views about the TEEG program. However, award recipients and inexperienced staff were more likely to hold positive opinions.
- Respondents from schools that remained in the TEEG program over time tended to have better attitudes in most survey categories than comparison groups. In addition, these attitudes improved in regard to general performance pay programs, the impact of performance pay programs, and principal leadership. While the vast majority of teachers considered their plan to be fair, this share has decreased over grant cycles slightly.

Survey Overview and Methodology

Surveys were administered in the 2006-07 through 2008-09 school years. Each school’s TEEG participation year was categorized by a survey cycle. Appropriately, Cycle 1 schools were given the Fall survey in the 2006-07 school year, Cycle 2 schools received it in the 2007-08 school year, and Cycle 3 in the 2008-09 school year. In the 2008-09 survey administration, selected schools with current TEEG Cycle 3 grants (“Cycle 3 Only” and “Cycle 2 and 3”), schools with prior TEEG grants (“Cycle 1 Only” and “Cycle 2 not 3”) and comparison schools with no participation in TEEG, GEEG, or D.A.T.E. were asked to complete one of the appropriate surveys. Details about survey administration, estimated response rates, and data integrity are represented in Appendix D.

A summary of estimated response rates is presented in Table 6.1 which indicates that between 58% and 74% of teachers and instructional personnel in targeted schools completed the Fall 2008 survey. Evaluators also note that completion rates are somewhat higher from schools actually participating in TEEG during the 2008-09 school year than other groups of schools.

Table 6.1: Response Rates for Fall 2008 TEEG Surveys Administration

Survey Administered	School Count	Schools Represented	% of Total Schools	Total Responses	Mean Response Rate
Cycle 1 Only	497	344	69.2%	10408	58.6%
Cycles 2 and 3	436	384	88.1%	14484	73.4%
Cycles 2 not 3	592	501	84.6%	16591	63.3%
Cycle 3 Only	552	386	69.9%	16236	73.0%
Comp. Group	184	131	71.2%	4071	59.7%

Source: Based on authors’ review of Fall 2008 survey responses.

As noted in the response rate table, slightly different versions of the Fall survey were administered to different groups of schools based on their participation patterns. Evaluators organized and analyzed survey responses based on the participation patterns described below.³¹

- **“Continuous Participation”** for schools that participated in all three TEEG cycles.
- **“Multi-Year Participation”** for schools that were currently participating in TEEG Cycle 3 and had participated in one other prior TEEG cycle.
- **“New Participation”** for schools new to the TEEG program in Cycle 3.
- **“Former Participation”** for schools that were not currently participating in TEEG Cycle 3.
- **“Control Group”** for schools that had never participated in TEEG, GEEG, or D.A.T.E.

³¹ Refer to Appendix D on Survey Administration, Data Integrity & Response Rates

Evaluators report results from the Fall survey in this chapter, emphasizing how responses to the survey administered during the 2008-09 school year varied across participation groups, as well as trends over time based on responses from schools that participated in all three TEEG cycles. There are several logical sections in the Fall survey comprised of related questions, many of which have been used in other national surveys about educator pay³². These sections of the survey will serve as the primary organization of this chapter, with results reported for the major dimensions of attitudes and perceptions listed below.

- General attitudes and beliefs about educator performance pay.
- Characteristics and perceived impacts of the TEEG program.
- Professional efficacy.
- School climate, teacher expectations, and cooperativeness.
- School leadership.

Each section contains results for selected statements/questions from the survey that evaluators believe are representative of the overall tendencies they observed in the results.

Evaluators also present analyses for various subgroups of respondents within each section to examine if there are differences based on respondent characteristics or respondent experience with performance pay.

- Prior award recipients versus respondents who had never received an performance award.
- Years of experience.
- Professional position.
- School type (grade levels served at the school where they work).

A brief discussion of findings from a longitudinal analysis is also presented within each section. A full explanation of longitudinal data manipulation and tables are available in Appendix D.

Detailed results for all survey questions, including of Chi-Square tests of the relationships between response patterns and other summarized variables (i.e., Participation Groups, Experience, Awarded status, type of position, and type of school) are presented as detailed crosstabs in Appendix D.

Attitudes about Performance Pay Design and TEEG Programs

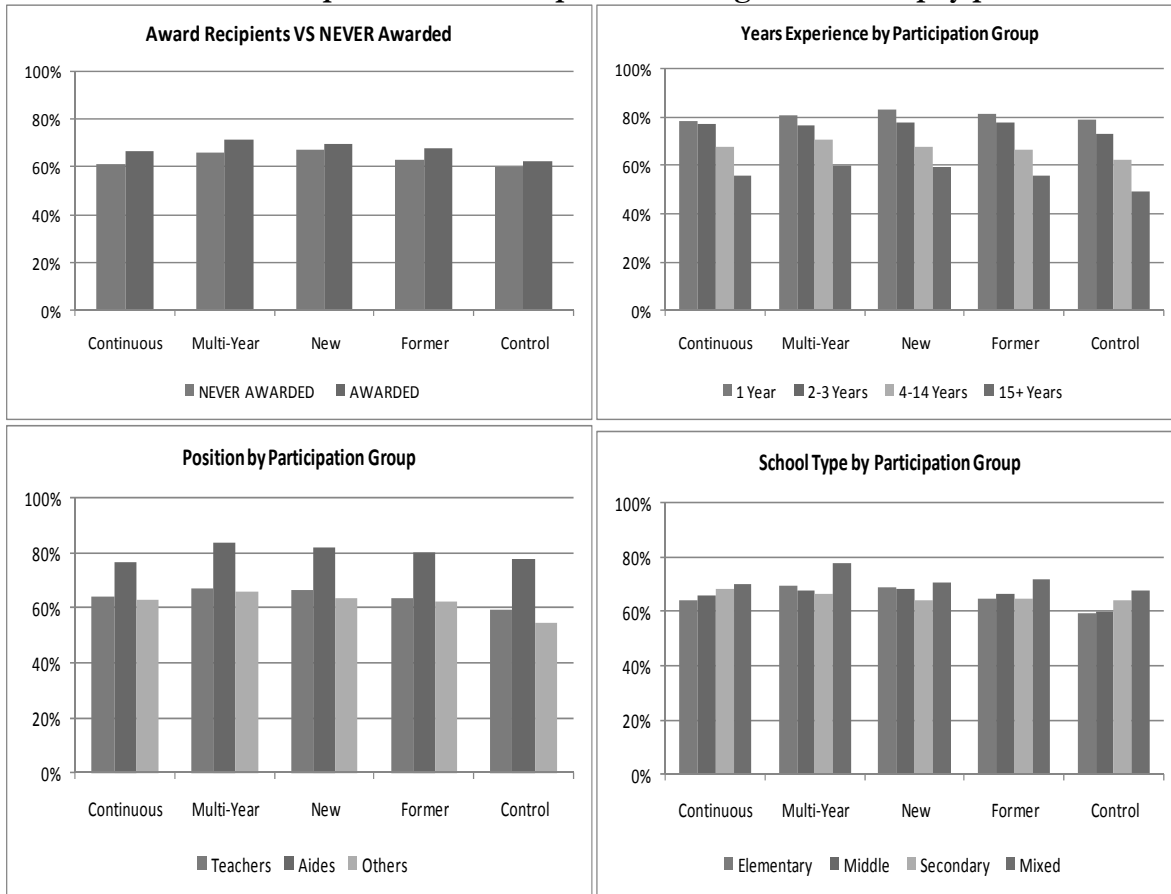
General Attitudes about Performance Pay

This section of the Fall 2008 survey asked a series of questions regarding professional personnel attitudes related to general performance pay evaluation measures, differing performance groupings (school performance, group performance, individual performance, or administrator performance) as well as attitudes related to award distribution based on these performance criteria.

³² All surveys administered in Fall 2008 are presented in Appendix D.

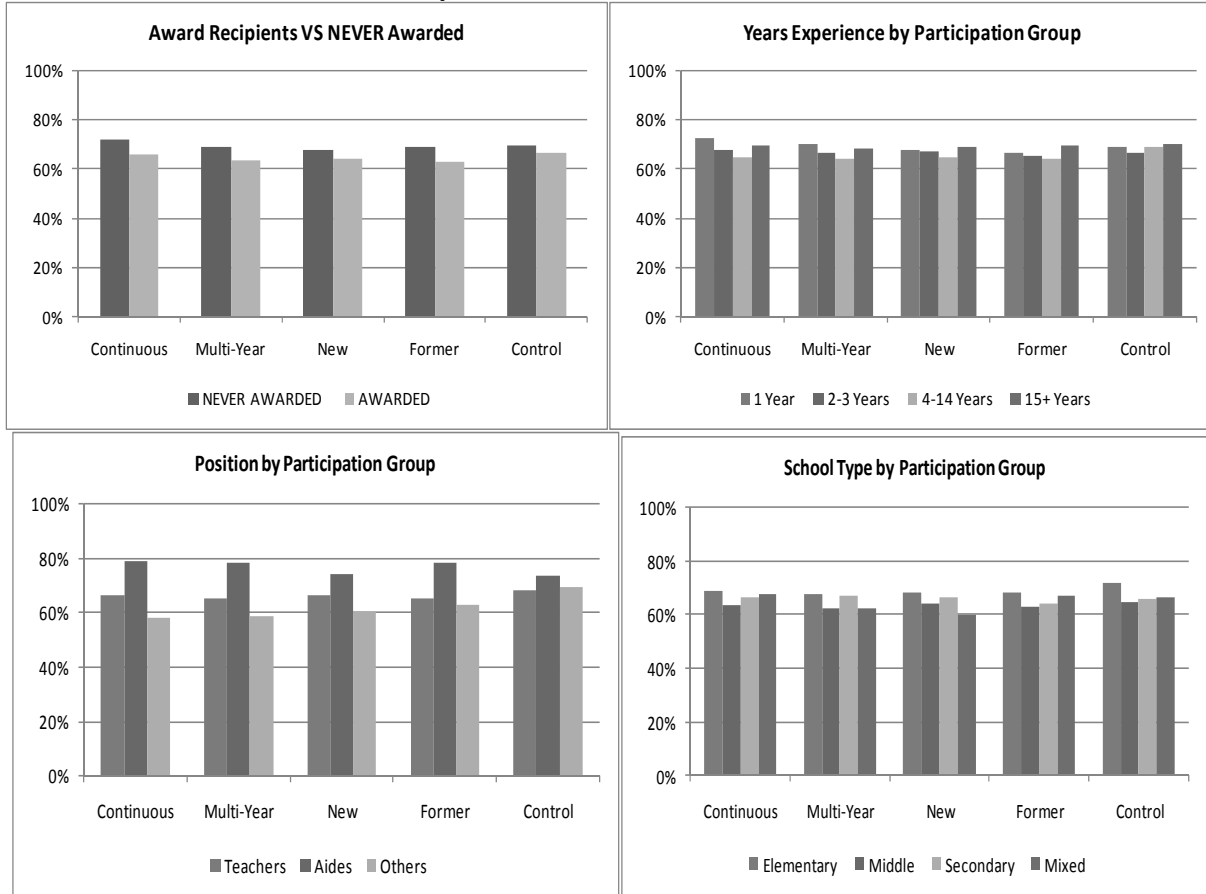
Overall, professional personnel tended to agree that performance pay is a “positive change” to teacher pay practices regardless of the performance grouping evaluated. Irrespective of respondent characteristics and experience with performance pay, respondents tended to favor group evaluation measures and evenly distributed performance awards. When respondent characteristics are taken into account (see Figures 6.1 and 6.2), respondents who had previous experience earning performance pay and respondents with less experience tended to agree more with individualized evaluation and distribution as opposed to their counterparts.

Figure 6.1: Percent Agree with Statement: “Performance pay for teachers based on individual teacher performance is a positive change to teacher pay practices.”



N(Continuous) = 8,263; N(Multi-Year) = 12,394; N(New) = 10,062; N(Former) = 26,999; N(Control) = 4,071
Source: Based on authors’ review of Fall 2008 survey responses.

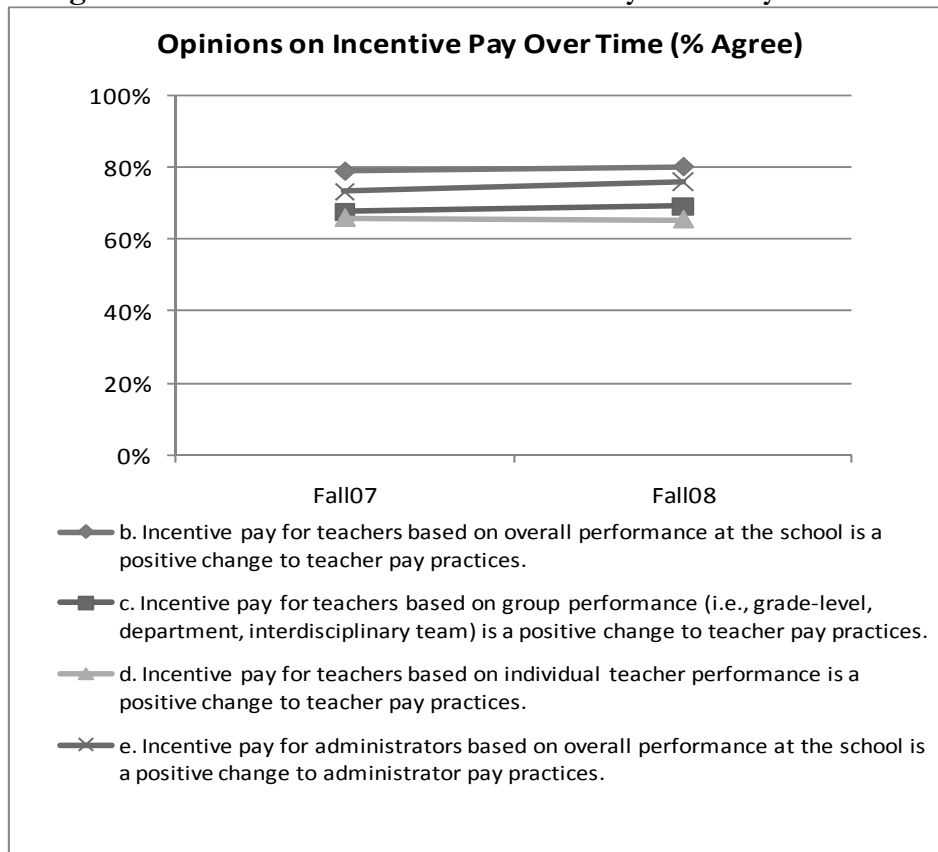
Figure 6.2: Percent Agree with Statement: “Performance awards should be distributed evenly to all teachers at the school.”



N(Continuous) = 8,263; N(Multi-Year) = 12,394; N(New) = 10,062; N(Former) = 26,999; N(Control) = 4,071
 Source: Based on authors' review of Fall 2008 survey responses.

Analyzing responses from questions common to the Fall 2007 and Fall 2008 surveys (see Figure 6.3) for respondents in schools that were TEEG participants during both of those school years, evaluators see an increase in agreement for overall and group-based performance evaluation measures, while at the same time noting a slight decrease in agreement for performance pay based on individual teacher performance. This finding would suggest that as personnel experience with performance pay deepens, preference for group-based evaluations and award distributions increases. A sharper increase over time in agreement for performance pay for administrators based on overall performance is noted as well.

Figure 6.3: Attitudes about Performance Pay Generally Over Time



N(Fall07 = 6,870); N(Fall08 = 7,146)

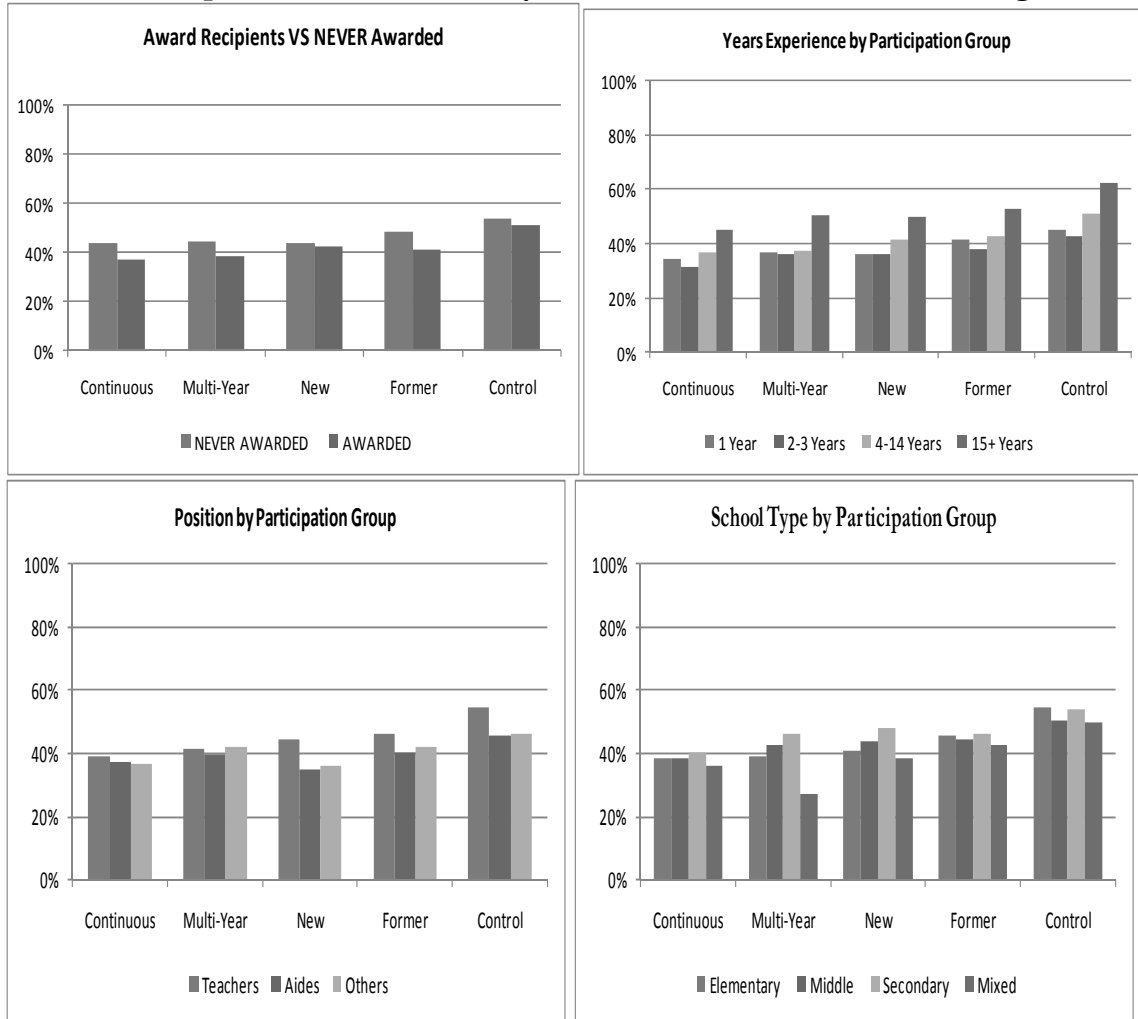
Source: Based on authors' review of Fall 2008 survey responses.

Perceptions of Impact of Performance Pay

On the Fall 2008 TEEG survey, respondents tended to disagree with the statement, “Rewarding teachers based on their students’ performance will destroy the collaborative culture of teaching,” while a majority agreed that rewarding teachers based on student performance “will cause teachers to work more effectively,” as well as lure and retain more effective teachers into the profession. When respondent characteristics were taken into account (see Figures 6.4 and 6.5), respondents who had previous experience earning performance pay and respondents with less experience tended to agree more with the same incentive pay impact statements than their counterparts.

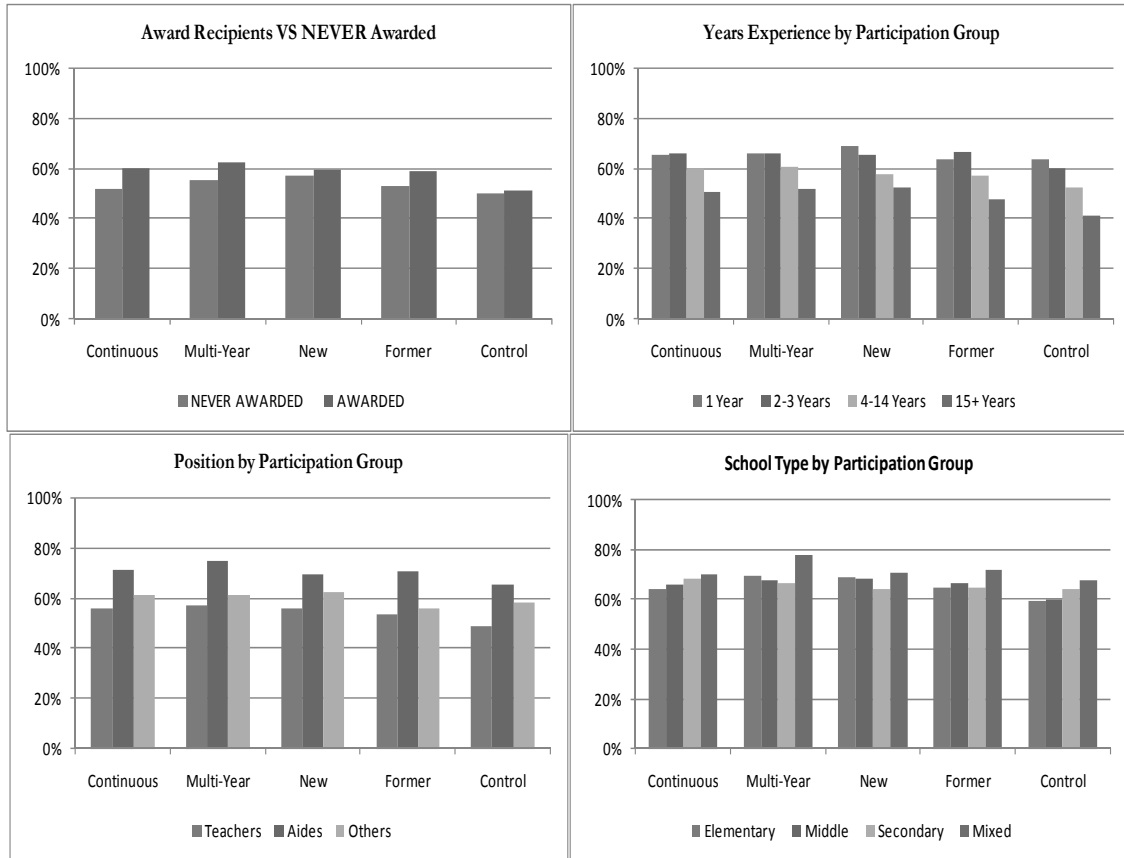
Of note, it appears that the longer a school is exposed to the TEEG program (i.e., schools represented in the Continuous and Multi-Year participation groups), its personnel tended to be more agreeable with the same incentive pay impact statements than personnel from schools with less TEEG exposure.

Figure 6.4: Percent Agree with Statement: “Rewarding teachers based on their student’s performance will destroy the collaborative culture of teaching.”



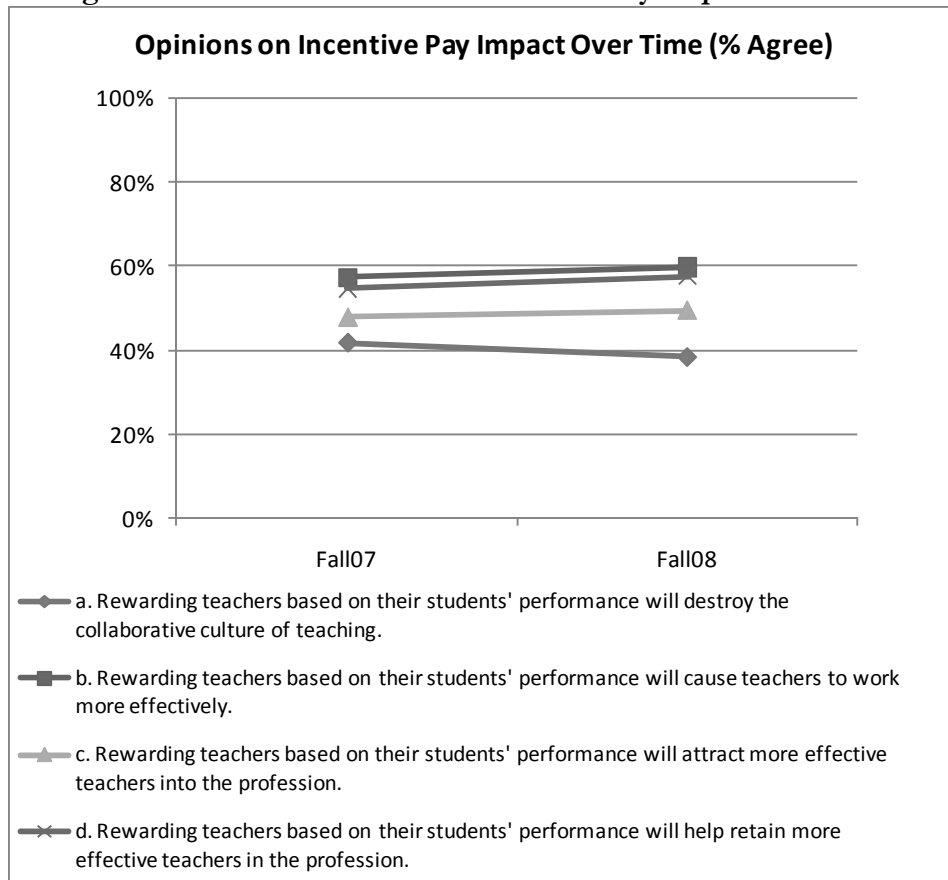
N(Continuous) = 8,263; N(Multi-Year) = 12,394; N(New) = 10,062; N(Former) = 26,999; N(Control) = 4,071
 Source: Based on authors’ review of Fall 2008 survey responses.

Figure 6.5: Percent Agree with Statement: “Rewarding teachers based on their students’ performance will help retain more effective teachers in the profession.”



N(Continuous) = 8,263; N(Multi-Year) = 12,394; N(New) = 10,062; N(Former) = 26,999; N(Control) = 4,071
 Source: Based on authors’ review of Fall 2008 survey responses.

Figure 6.6: Attitudes about Performance Pay Impact Over Time



N(Fall07 = 6,870); N(Fall08 = 7,146)

Source: Based on authors' review of Fall 2008 survey responses.

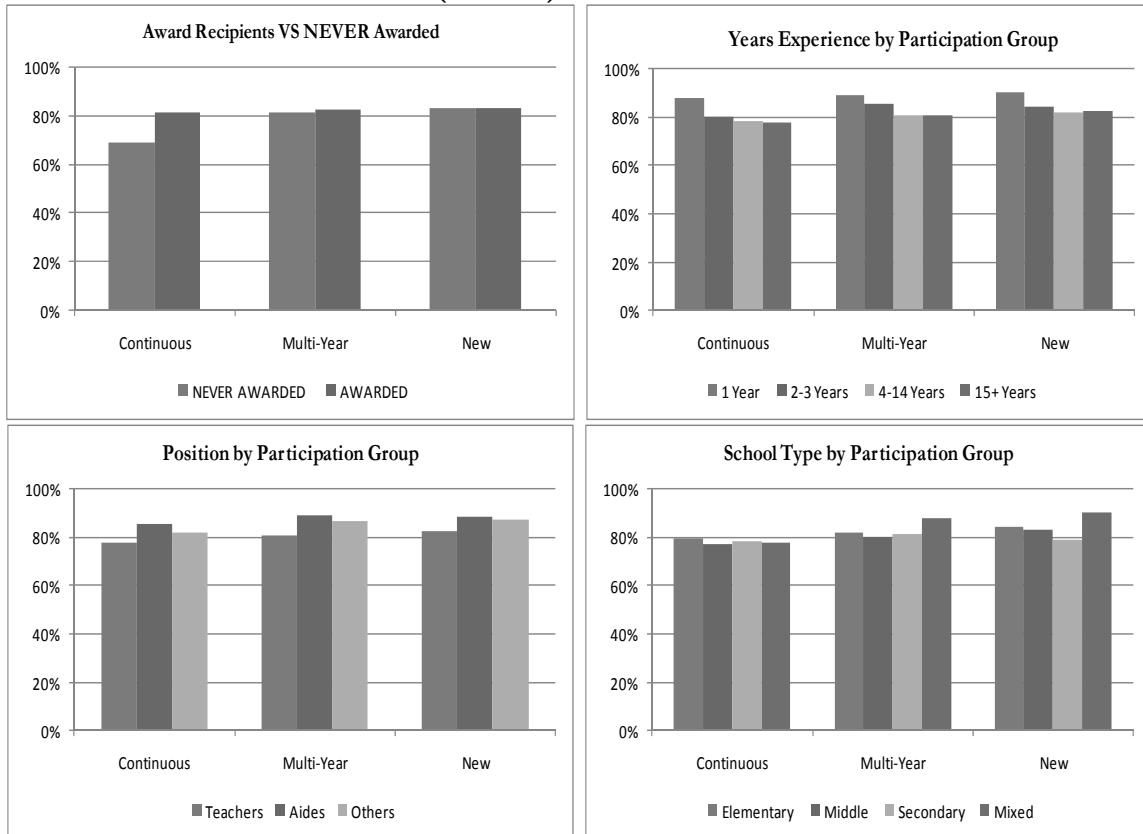
Figure 6.6 displays the longitudinal analysis of common questions from the Fall 2007 and Fall 2008 surveys pertaining to school impact. It shows for Continuous TEEG participant schools, their personnel tended to be more agreeable with statements that incentive pay will have a positive impact on teacher effectiveness, as well as luring and retaining more effective teachers into the profession. At the same time, a smaller proportion of personnel agreed that rewarding teachers based on students' performance will destroy the collaborative culture of teaching.

Perceptions of the TEEG Program

This section of the Fall 2008 survey asked a series of questions regarding professional personnel attitudes about their schools' Cycle 3 plans, including perceived fairness, understanding and feasibility of expected performance criteria, and worthiness of performance criteria. Analysis was restricted to only respondents from schools participating in TEEG Cycle 3 (i.e., Continuous, Multi-year, and New participation groups).

Overall, professional personnel in schools that were Cycle 3 TEEG participants tended to agree that their Cycle 3 plan was fair and had feasible performance criteria that were worthy of extra pay. When respondent characteristics are taken into account (see Figures 6.7 and 6.8), respondents who had previous experience earning performance pay and respondents with less experience tended to show a higher degree of agreeability than their counterparts. Of note, it appears that the longer a school was exposed to the TEEG performance pay program, its personnel tended to be less agreeable with statements of the program’s fairness.

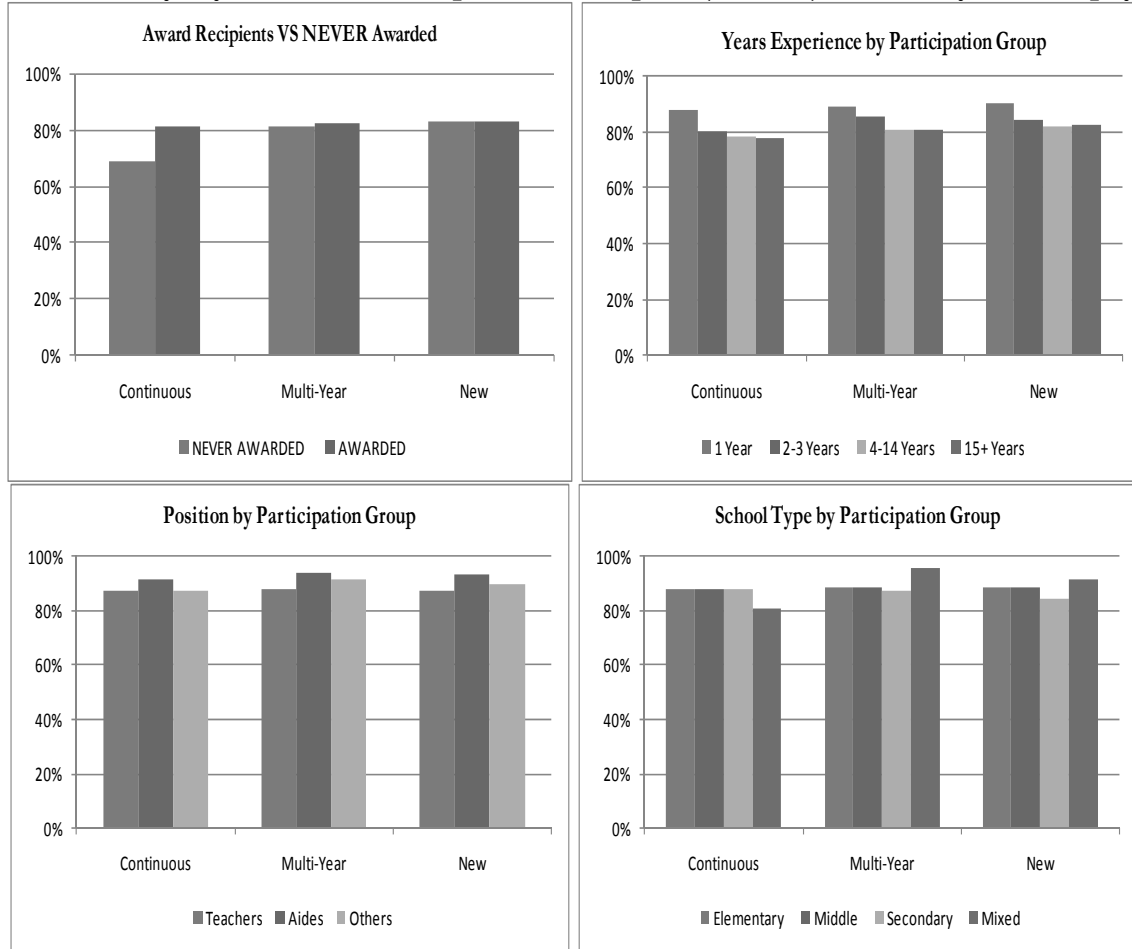
Figure 6.7: Percent Agree with Statement: “The TEEG performance plan developed by my school (2008-09) is fair to teachers.”



N(Continuous) = 8,263; N(Multi-Year) = 12,394; N(New) = 10,062

Source: Based on authors’ review of Fall 2008 survey responses.

Figure 6.8: Percent Agree with Statement: “I believe that the performance criteria established by my school's TEEG performance plan (2008-09) are worthy of extra pay.”

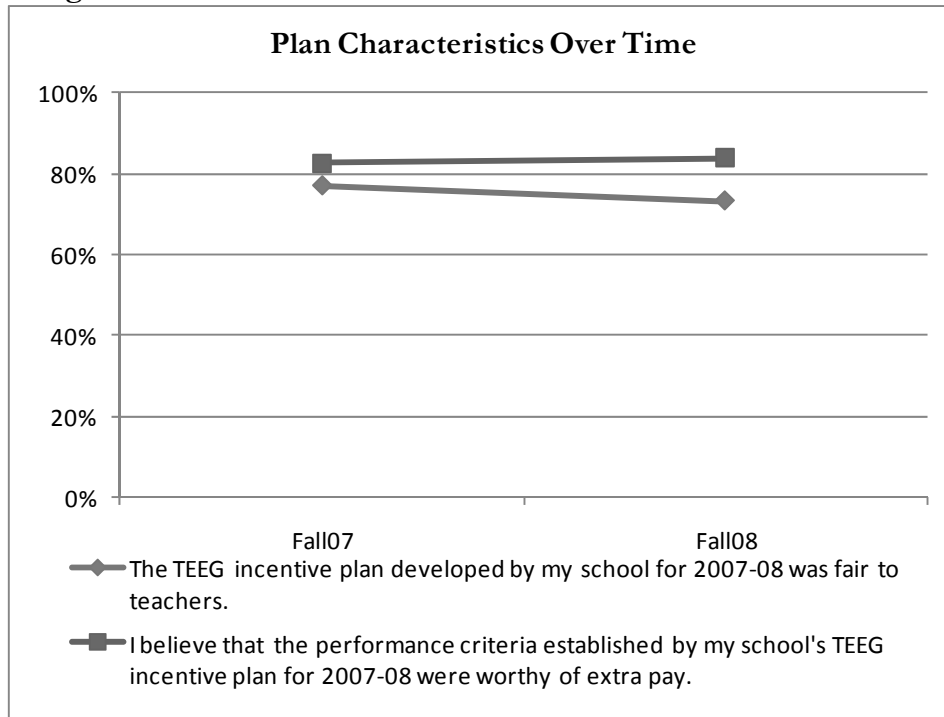


N(Continuous) = 8,263; N(Multi-Year) = 12,394; N(New) = 10,062

Source: Based on authors' review of Fall 2008 survey responses.

Evaluators also undertook a longitudinal examination of personnel's perceived fairness of TEEG plans (Figure 6.9). In this analysis teachers with less than two years experience in the profession or in their current school were removed from the data. Comparing the Fall 2007 survey, where respondents were asked whether their Cycle 2 TEEG plan (2007-08 school year) was fair, with the Fall 2008 survey where respondents were again asked to reflect and respond to the same statement about whether their TEEG Cycle 2 plan was fair, evaluators found a significant decrease (4 percentage points) in agreement.

Figure 6.9: Attitudes about TEEG Plan Characteristics Over Time



N(Fall07 = 6,870); N(Fall08 = 7,146)

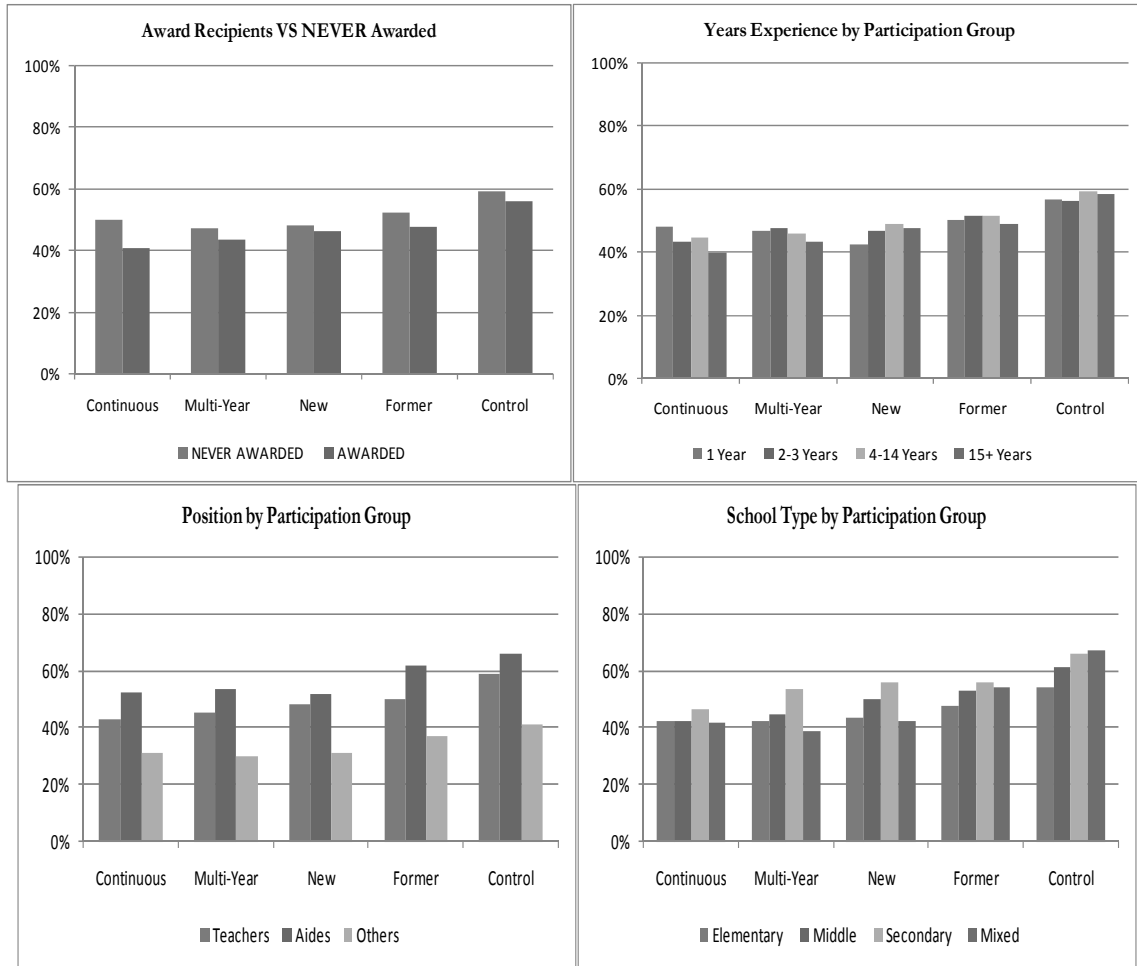
Source: Based on authors' review of Fall 2008 survey responses.

Professional Efficacy

This section of the Fall 2008 survey asked a series of questions regarding personnel's professional efficacy. Specifically, they addressed their perceived ability to impact student achievement or course content retention taking into account their opinion of the student's home environmental influence on student success, or student difficulty and motivation.

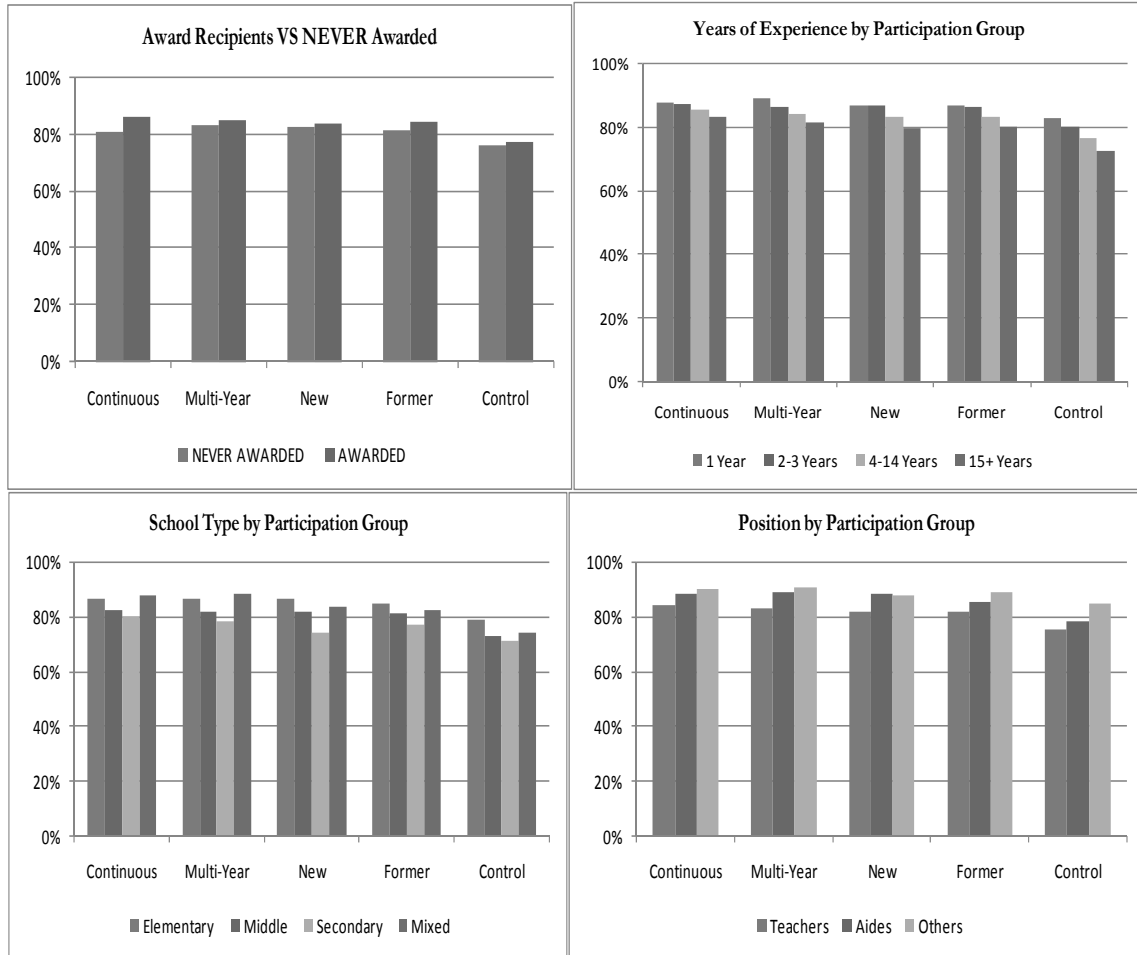
Although a negligible portion of respondents agreed that the student's home environment is such a large influence that it may limit teachers' efficacy, overall professional personnel tended to agree that they had the ability to impact student achievement. When respondent characteristics are taken into account (see Figures 6.10 and 6.11), respondents who had previous experience earning performance pay and respondents with more years of experience tended to agree more that they had the ability to positively impact student learning though impeded by the aforementioned difficulties. Of note, it appears that the longer a school was exposed to the TEEG performance pay program, its personnel tended to agree more with statements that claim efficaciousness. From left to right, as the cross variable "Participation Group" represents schools with less time exposed to the TEEG performance plan, evaluators see a decrease in the belief that they are able to positively impact student learning given difficulties.

Figure 6.10: Percent Agree for Statement: “A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.”



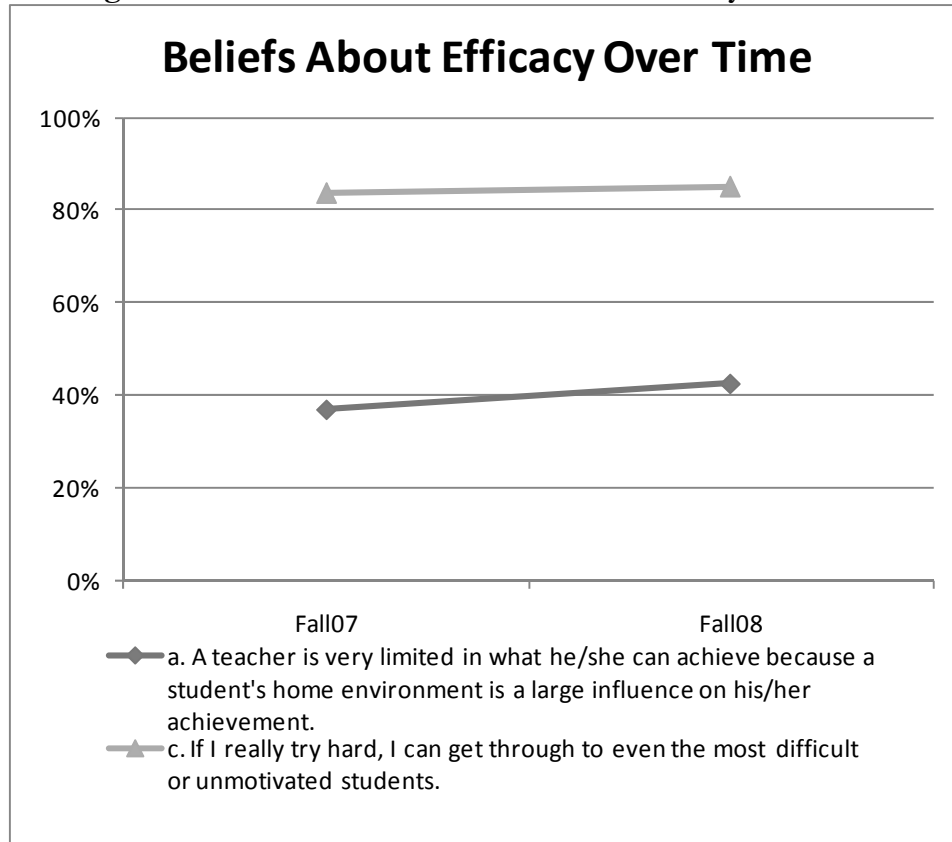
N(Continuous) = 8,263; N(Multi-Year) = 12,394; N(New) = 10,062; N(Former) = 26,999; N(Control) = 4,071
 Source: Based on authors' review of Fall 2008 survey responses.

Figure 6.11: Percent Agree with the Statement: “If I really try hard, I can get through to even the most difficult or unmotivated students.”



N(Continuous) = 8,263; N(Multi-Year) = 12,394; N(New) = 10,062; N(Former) = 26,999; N(Control) = 4,071
 Source: Based on authors' review of Fall 2008 survey responses.

Figure 6.12: Attitudes about Professional Efficacy Over Time



N(Fall07 = 6,870); N(Fall08 = 7,146)

Source: Based on authors' review of Fall 2008 survey responses.

Figure 6.12 displays the longitudinal analysis of two common questions from the Fall 2007 and Fall 2008 surveys pertaining to teacher efficacy. It shows that personnel in TEEG schools that continued to participate in the performance pay program (Continuous Participation) tended to become more agreeable with the statement, “A teacher is very limited in what he/she can achieve because a student’s home environment is a large influence on his/her achievement.” However, they also showed an increased agreement that they are able to “get through to even the most difficult or unmotivated students,” though the latter increase is very small.

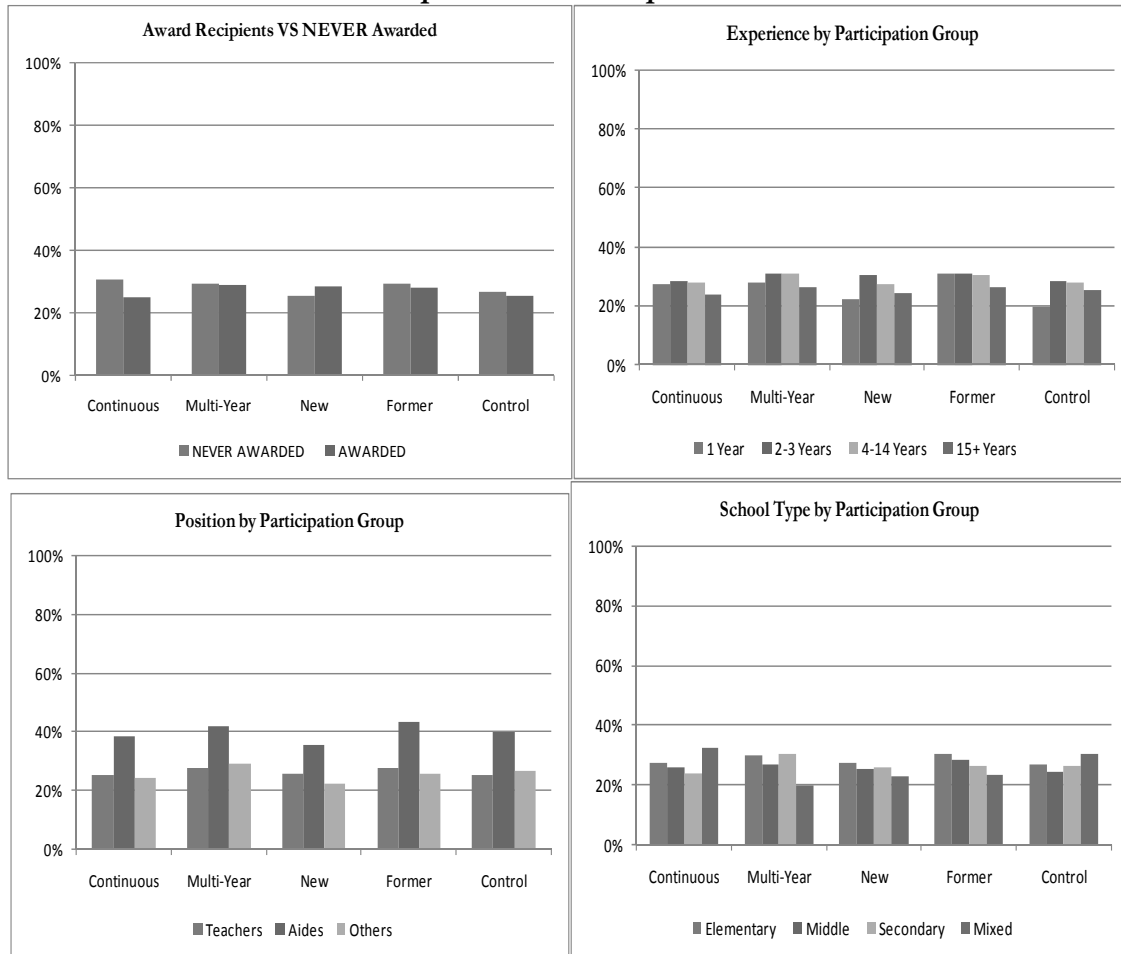
School Climate, Teacher Expectations, and Cooperativeness

Personnel attitudes related to teacher expectations (expect students to complete every assignment, encourage students through challenging work, importance of student achievement) and cooperativeness (feel responsible to help one another, competitiveness, trust and peer assistance) were also assessed by the Fall survey.

Overall, professional personnel tended to agree that their fellow teachers retained high expectations for their students and could rely on one another for cooperation and assistance. When respondent

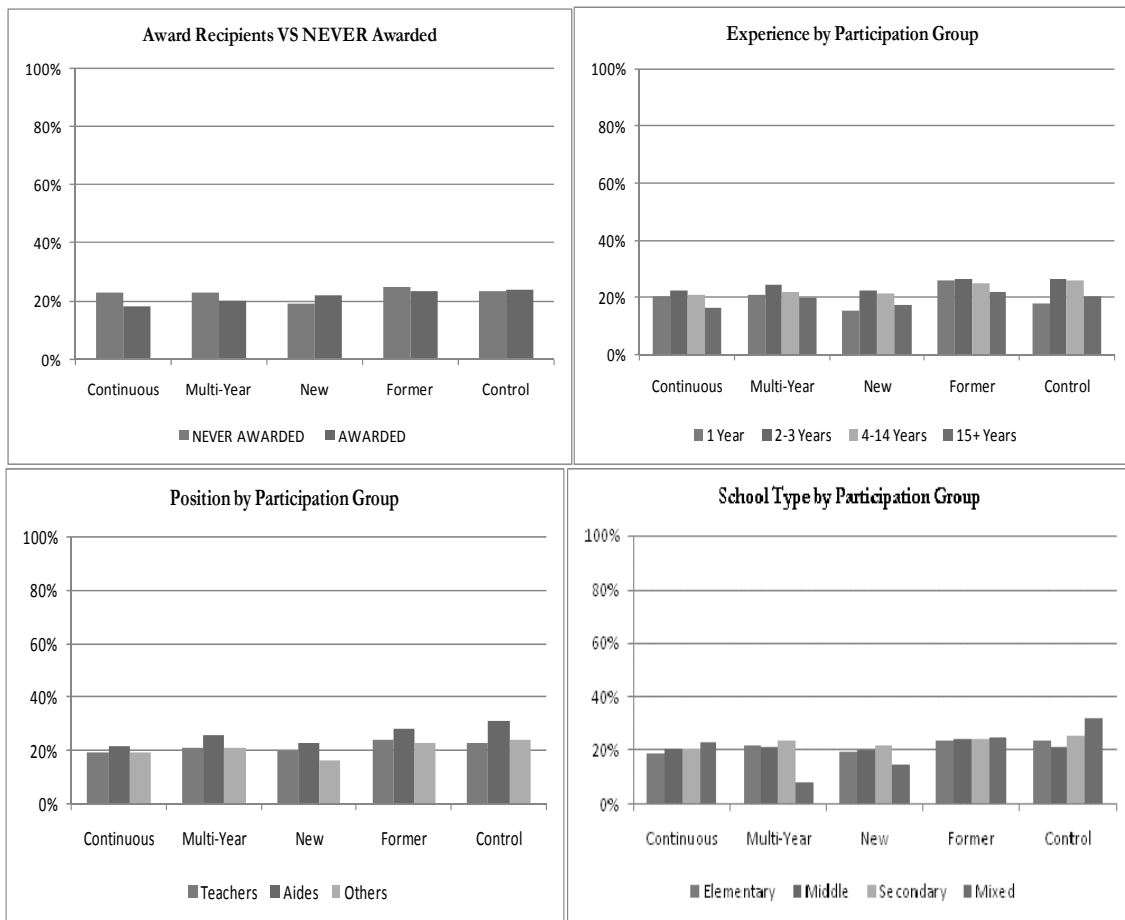
characteristics are taken into account (see Figures 6.13 and 6.14), respondents who had previous experience earning performance pay and respondents with more teaching experience tended to possess a higher degree of agreement that their fellow teachers were more cooperative and trustworthy as opposed to their counterparts.

Figure 6.13: Percent Agree with Statement: “(Teachers at my school) Seem more competitive than cooperative.”



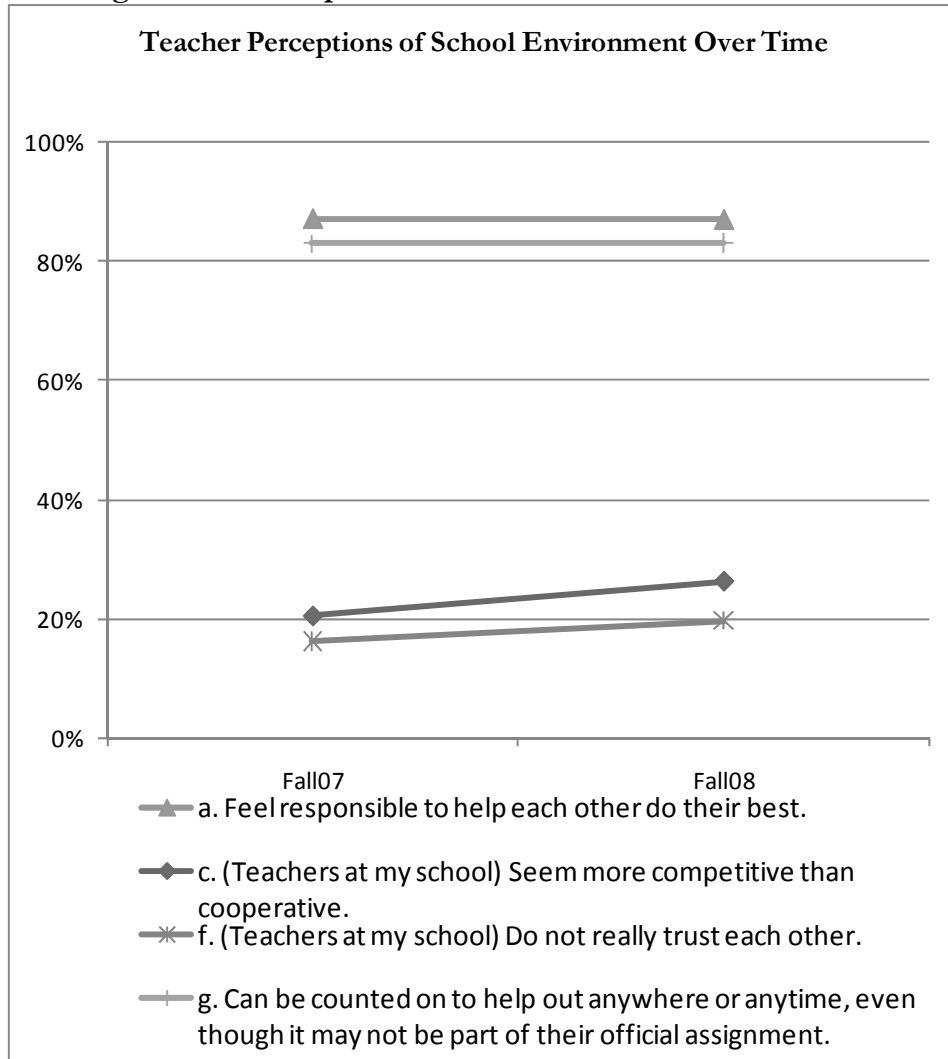
N(Continuous) = 8,263; N(Multi-Year) = 12,394; N(New) = 10,062; N(Former) = 26,999; N(Control) = 4,071
Source: Based on authors' review of Fall 2008 survey responses.

Figure 6.14: Percent Agree with Statement: “(Teachers at my school) Do not really trust each other.”



N(Continuous) = 8,263; N(Multi-Year) = 12,394; N(New) = 10,062; N(Former) = 26,999; N(Control) = 4,071
 Source: Based on authors' review of Fall 2008 survey responses.

Figure 6.15: Perceptions of School Environment Over Time



N(Fall07 = 6,870); N(Fall08 = 7,146)

Source: Based on authors' review of Fall 2008 survey responses.

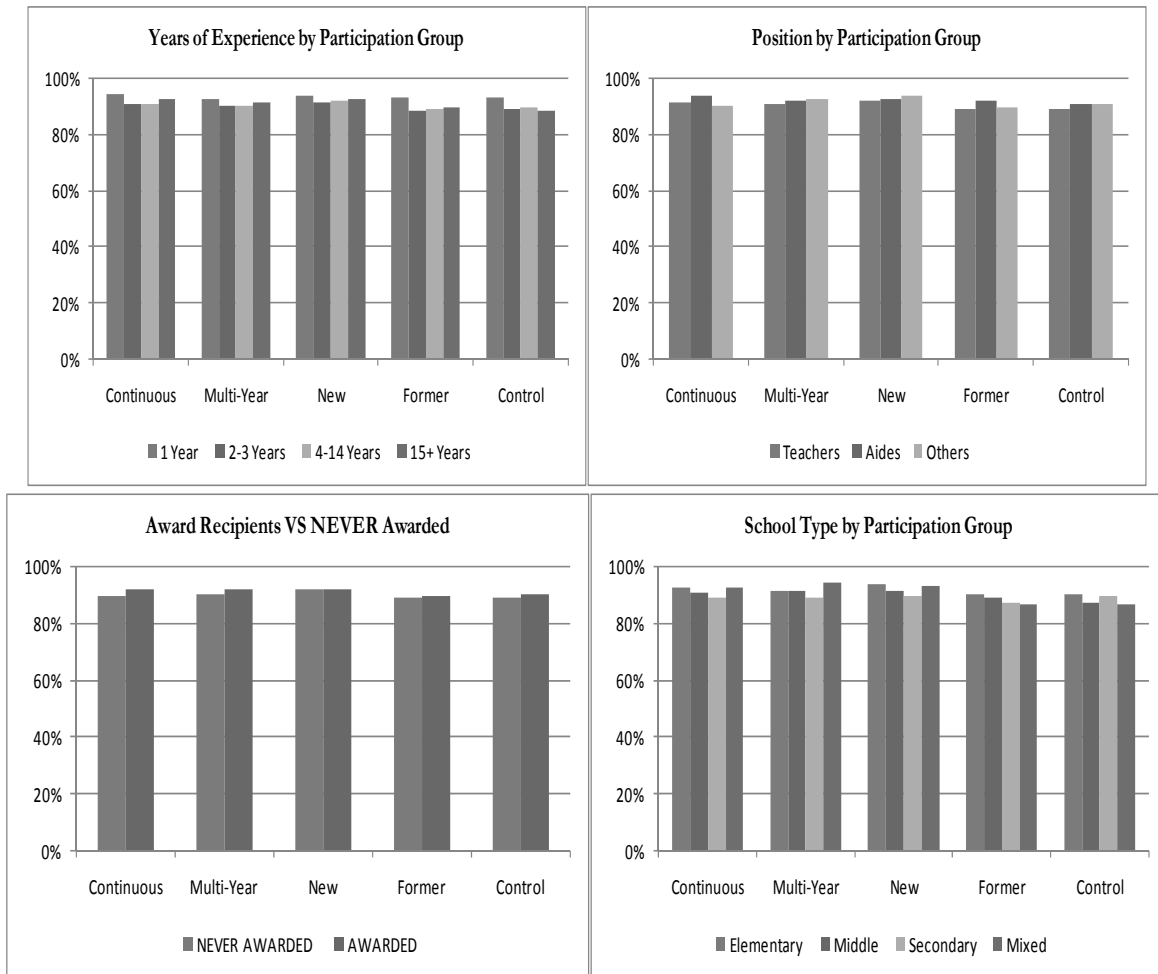
Figure 6.15 displays the longitudinal analysis of four common questions from the Fall 2007 and Fall 2008 surveys pertaining to teacher cooperativeness. It shows for TEEG participant schools that continued to participate in the performance pay program (Continuous Participation), their personnel highly agreed that their peers could be “counted on” and were available for assistance, although no change is noted over time. Change is noticed in the increasing, yet very low, agreement in statements pertaining to teacher competitiveness and distrust.

School Leadership

Professional personnel perceptions of principal leadership (communication effectiveness, ability to track student progress, classroom awareness, encourages raising of test scores, quality assurance measures, assistance, and evaluation) are presented next. Overall, professional personnel tended to

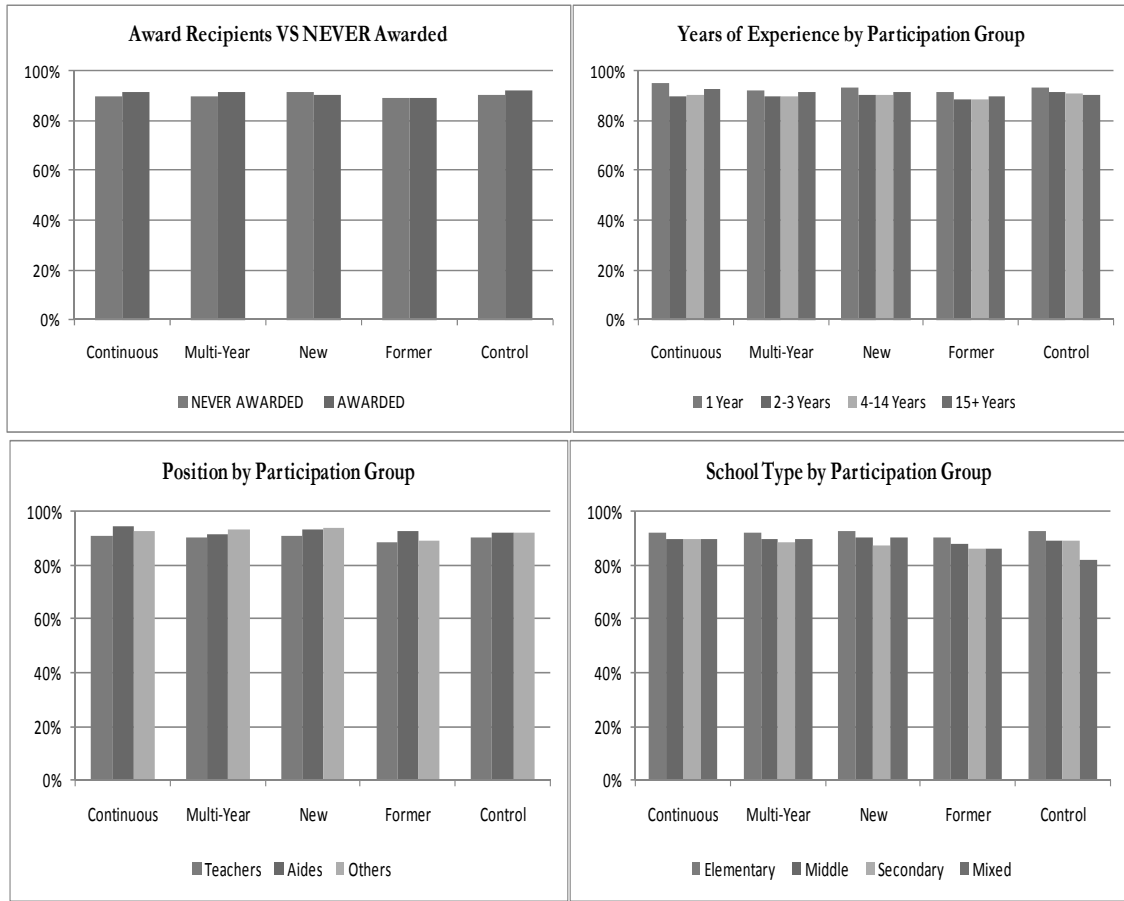
have a high degree of agreement with statements regarding principal effectiveness and ability irrespective of respondent characteristics and experience with performance pay. When respondent characteristics are taken into account (see Figures 6.16 and 6.17), findings are relatively uniform and not substantially different across cross sections, though remain very high. What is of note, longitudinal findings suggest that for most all statements pertaining to principal leadership, evaluators see an increase in agreement by professional personnel in schools that remain TEEG participants.

Figure 6.16: Percent Agree with Statement: “(Our principal) Clearly communicates expected standards for instruction in my classroom.”



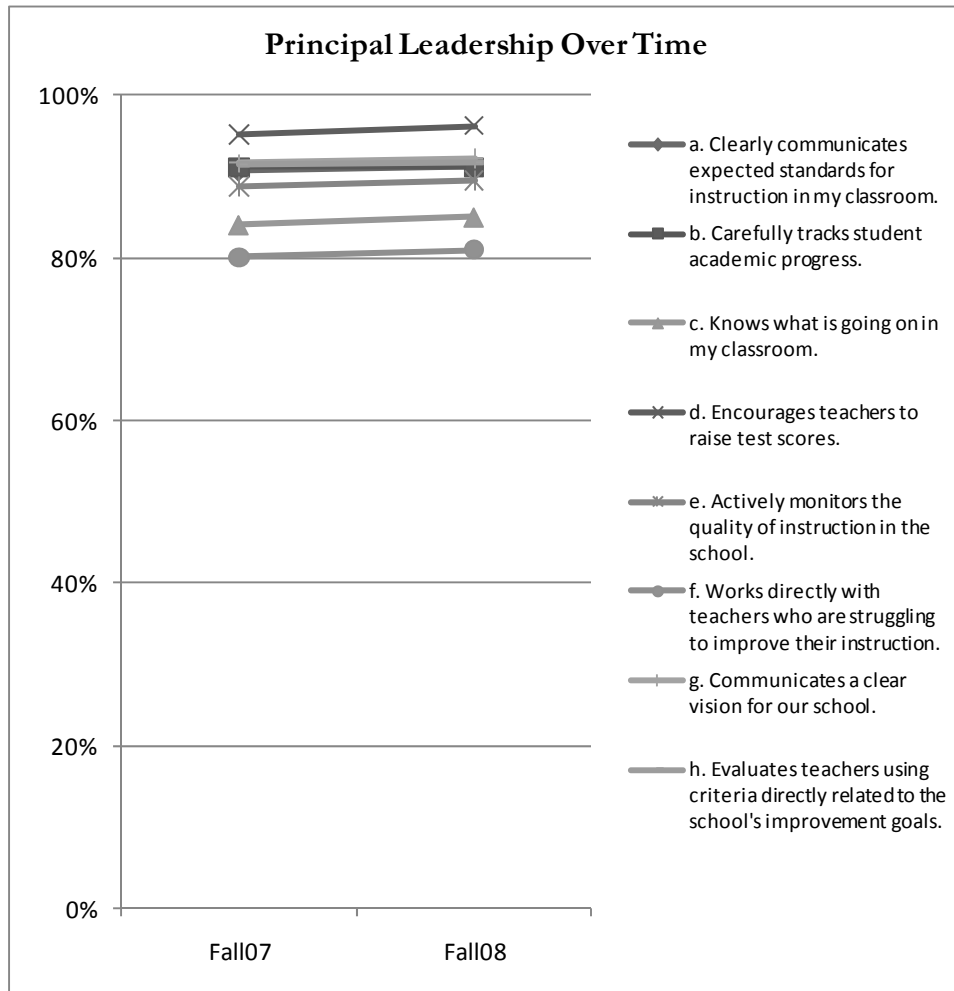
N(Continuous) = 8,263; N(Multi-Year) = 12,394; N(New) = 10,062; N(Former) = 26,999; N(Control) = 4,071
Source: Based on authors' review of Fall 2008 survey responses.

Figure 6.17: Percent Agree with Statement: “(Our principal) Carefully tracks student academic progress.”



N(Continuous) = 8,263; N(Multi-Year) = 12,394; N(New) = 10,062; N(Former) = 26,999; N(Control) = 4,071
 Source: Based on authors' review of Fall 2008 survey responses.

Figure 6.18: Perceptions of Principal Leadership Over Time



N(Fall07 = 6,870); N(Fall08 = 7,146)

Source: Based on authors' review of Fall 2008 survey responses.

Figure 6.18 displays the longitudinal analysis of all eight common questions from the Fall 2007 and Fall 2008 surveys pertaining to principal leadership. It suggests that for most all statements related to a positive assessment of principal leadership, evaluators see an increase in agreement by professional personnel in schools that remain TEEG participants.

Chapter Summary

This chapter discusses the attitudes of school personnel in TEEG and comparison schools about performance pay generally, the TEEG program specifically, along with their perceptions of school environment. Most personnel in TEEG schools supported the principle of teacher performance pay. Inexperienced teachers and professionals tended to be more supportive than more experienced school personnel.

Overall, TEEG personnel did not believe the TEEG program undermined collaboration or workplace collegiality. The majority viewed their colleagues, principals, and overall work environment favorably. Both bonus award recipients and non-recipients in TEEG schools, as well as inexperienced and experienced school personnel, had positive views about the TEEG program. Award recipients and less experienced staff were more likely to hold positive opinions.

Respondents from schools that remained TEEG participants over time tended to have more positive attitudes in most all survey categories than the comparison groups. Additionally, among respondents from schools that remained TEEG participants, attitudes appeared to be improving in regard to general performance pay programs, the overall impact of performance pay in schools, and principal leadership. While the vast majority of TEEG teachers reported good relationships with peers, a minority of teachers reported that distrust or competition has grown slightly.

CHAPTER 7

Educator Behavior and Organizational Dynamics in TEEG Schools

This chapter provides findings about educators' professional practice and behaviors in both TEEG and comparison schools, drawing upon findings from annual spring semester surveys. This survey is the second part of a two-pronged annual survey strategy for gathering information about school personnel's experiences, especially that of teachers, during their time in the TEEG program. Findings from the first prong (i.e., fall semester surveys) were reported in the previous chapter. This chapter presents results from the second prong and addresses the following topics.

- Perceptions about TEEG's impact on organizational dynamics and overall educator satisfaction.
- Classroom practices, including current behavior and perceptions of change over time.

The key policy questions and key policy points discussed throughout this chapter are listed below.

Key Policy Questions

This chapter addresses the following questions:

- What are personnel's perceptions about the impact of TEEG on organizational dynamics?
- Do school personnel report any changes in their professional practices in 2009 in response to TEEG?
- In schools that participated in TEEG for three years, how have respondents' experiences and reported practices changed over time?
- How do responses vary across different types of school and educator characteristics?

Key Policy Points

This chapter highlights and expands upon the following key policy points based on results from spring surveys administered to instructional personnel in TEEG schools and comparison schools.³³

- Most respondents reported strong and improving collegial environments in their schools, and responses grew more positive in schools participating in TEEG for three years. However, responses were somewhat less positive when respondents were asked about their own job satisfaction.
- Respondents who received bonus awards (particularly those in school participating repeatedly in TEEG) were more positive about improving collegial environments than respondents who did not receive awards.
- Over three-quarters of respondents reported using selected instructional practices at least once a week in 2009, and responses from educators receiving bonus awards were three to five percentage points higher than responses from educators who did not receive awards.
- The majority of respondents reported frequent use of assessment data for instructional purposes, although respondents in elementary schools were more likely to use assessment data than respondents in schools serving other grade levels. Educators receiving bonus awards were also more likely to report using assessment data with greater frequency than educators who did not receive awards.
- Most respondents reported contacting parents when students were having problems or when they had done particularly well in class, although there was a slight decline in the frequency of contacts from 2007 to 2009 in schools participating in TEEG for three years.

³³ See Appendix E for a review of technical information and methodology related to this chapter.

Survey Overview and Methodology

Results from the spring 2009 survey administration are presented along with trends over a three year period for schools that have remained in TEEG during all three cycles of its operation (2006-07 to 2008-09). Three versions of the survey were administered during the 2009 spring semester.³⁴

- Past TEEG school survey (i.e., for those participating in TEEG during previous cycles but not in Cycle 3).
- Current TEEG school survey (i.e., for those participating in Cycle 3 during the 2008-09 school year).
- Control group survey (i.e., for those never participating in TEEG).³⁵

Spring 2009 survey results were then analyzed using the same five participation groups used for analysis of fall surveys (as reported in Chapter 6).³⁶ As a recap, these five groups are based on TEEG participation patterns and include the following.

- Schools that participated in TEEG for all three cycles (Continuous).
- Schools that participated in Cycle 3 and one other cycle (Multi-Year).
- Schools that participated in Cycle 3 only (New).
- Schools that participated in Cycle 1 and/or Cycle 2 only (Former).
- Schools that never participated in TEEG (Control).

In addition to comparing responses from schools with different patterns of participation in TEEG, we also compare responses for different groups of educators based on experience (1 year, 2-3 years, 4-14 years, and 15 years or more), grade level (elementary, middle, high or mixed), award status (received an award in the most recent year or did not receive an award), and job classification (teacher or other). Where significant, these comparisons are discussed in the chapter; however, the data are only presented in an Appendix E.

A summary of estimated response rates is presented in Table 7.1 which indicates that between 56% and 79% of teachers and instructional personnel in targeted schools completed the spring 2009 survey. Evaluators also note that completion rates are somewhat higher from schools actually participating in TEEG during the 2008-09 school year than other groups of schools.

³⁴ See Appendix E to view further details about data analysis and survey instruments.

³⁵ Appendix E provides further description of this “Control” group used for the spring survey analyses; it was selected using a different strategy than for the fall 2008 survey results, primarily to create a useful control group for the D.A.T.E. evaluation as well. The schools in this group have never participated in GEEG, TEEG, or D.A.T.E. at least as of the time of that the surveys were administered.

³⁶ Appendix E provides a description of how schools receiving each survey version were regrouped for analysis by five TEEG participation patterns.

Table 7.1: Response Rates for Spring 2009 TEEG Surveys

Survey Administered	School Count	Schools Represented	% of Total Schools	Total Responses	Mean Response Rate
Past TEEG schools	1089	436	40.04%	11531	55.95%
Current TEEG schools	988	518	52.43%	21147	78.82%
Control group schools	358	117	32.68%	3203	55.90%

Source: Based on authors' review of Spring 2009 survey responses.

Detailed results for all survey questions, including of Chi-Square tests of the relationships between response patterns and other summarized variables (i.e., Participation Groups, Experience, Awarded status, type of position, and type of school) and longitudinal analyses for Continuous participation schools are presented in Appendix E.

Overall Educator Attitudes and Satisfaction

Educator Attitudes

Educators in schools that participated in all three TEEG cycles reported generally positive opinions about changes in their colleagues' behaviors and beliefs in 2009 as in previous years. The survey asked respondents to indicate their level of agreement with statements comparing the attitudes and beliefs of colleagues in the current year to the previous year. Each year, responses reflected a judgment about how attitudes had changed since the prior year. For example, the 2009 surveys asked about changes between the 2007-08 and 2008-09 school years. In all three years, most respondents reported improving attitudes and beliefs compared to the previous year. For example, each year about three-quarters of educators agreed that "compared to last year, teachers in my school feel more responsible to help each other do their best", and less than one-quarter agreed that "compared to last year, teachers in my school trust each other less" (see Table 7.2).

Table 7.2: Respondents' Opinions about Teachers' Attitudes and Beliefs, Schools Participating in Cycles 1, 2 and 3 (2007, 2008 and 2009)

Compared to last year, teachers in my school...	% "Agree" or "Strongly Agree" with Statement 2007	% "Agree" or "Strongly Agree" with Statement 2008	% "Agree" or "Strongly Agree" with Statement 2009
Seem more competitive than cooperative*	22.1%	19.0%	18.5%
Trust each other less*	20.6%	16.3%	16.9%
Feel more responsible to help each other do their best*	73.4%	71.3%	81.0%
More often expect students to complete every assignment*	74.2%	68.9%	87.5%
More often encourage students to keep trying even when the work is challenging*	83.0%	79.1%	91.8%
Less often think it is important that all of their students do well in class*	17.5%	14.4%	17.3%
Can be counted on more often to help out anywhere or anytime, even though it may not be part of their official assignment*	72.1%	69.7%	80.4%

N(2007)=5,298; N(2008)=4,423; N(2009)=4,714

Source: Spring 2007, Spring 2008 and Spring 2009 TEEG Educator Surveys

* indicates statistically significant difference in responses across years ($p < 0.05$)

For most items, a higher percentage of respondents reported positive changes (and a lower percentage report negative changes) in 2009 than in 2008 or 2007. For example, in 2009, 92% of respondents agreed that compared to the previous school year their colleagues “more often encourage students to keep trying even when the work was challenging.” The comparable percentages were 79% and 83% in 2008 and 2007. These results suggest that in schools participating in TEEG for three years, most educators believed their collegial environments and the attitudes of teachers continued to improve in many ways.

Table 7.3 reveals a good deal of consistency in 2009 in educators' attitudes and satisfaction across the five school groups based on TEEG participation. Although some of the differences were statistically significant, few of the differences had any practical significance. For some of the items, educators in Continuous and Multi-Year schools were more positive about improvements in teachers' attitudes and satisfaction in 2009 than teachers in Former and Control schools.

Table 7.3: Respondents' Opinions about Teachers' Attitudes and Beliefs by TEEG Participation Patterns (2009)

Compared to last year, teachers in my school ...	% "Agree" or "Strongly Agree" with Statement 2009				
	Continuous	Multi-Year	New	Former	Control
Seem more competitive than cooperative*	18.4%	20.0%	19.6%	20.7%	14.8%
Trust each other less*	16.8%	18.2%	18.8%	19.3%	16.5%
Feel more responsible to help each other do their best*	81.1%	81.9%	81.8%	78.1%	79.3%
More often expect students to complete every assignment*	87.7%	87.4%	85.9%	84.6%	84.4%
More often encourage students to keep trying even when the work is challenging*	92.0%	92.3%	91.3%	89.8%	91.6%
Less often think it is important that all of their students do well in class*	17.5%	19.3%	18.7%	20.3%	18.4%
Can be counted on more often to help out anywhere or anytime, even though it may not be part of their official assignment*	80.6%	80.9%	77.4%	76.4%	78.7%

N(Continuous)=5,020; N(Multi-Year)=7,397; N(New)=5,465; N(Former)=9,984; N(Control)=2,666

Source: Spring 2009 TEEG Educator Surveys.

* indicates statistically significant difference in responses across participation groups ($p < 0.05$)

Looking at 2009 responses among groups of educators revealed that respondents in the Continuous, Multi-Year and New schools who had received TEEG awards reported more positive responses to several items than respondents in those same schools who did not receive awards. Respondents receiving awards in the Former or Control schools responded in essentially the same manner in 2009 as respondents who did not receive awards. In addition, somewhat inexplicably, non-teachers were slightly more likely to agree to all of the items (both positively and negatively worded) than teachers. It is difficult to interpret these findings seeing as higher levels of agreement do not discriminate between positive or negative changes in teachers' attitudes and satisfaction.

Educator Satisfaction

The next set of tables examines changes in respondents' satisfaction with their schools and with their jobs. Table 7.4 shows that respondents in schools that participated in all three cycles were somewhat more likely to report positive change in 2009 than in either 2008 or 2007. For example, in 2009, 59% of respondents agreed that teachers were more satisfied compared with the previous year compared to 51% in 2008 and 54% in 2007. Similarly, only 36% of 2009 respondents reported feeling more stress and disappointment compared with the previous year, down from 37% in the

two previous surveys. Yet there was still some dissatisfaction. About one in five reported being more likely to consider transferring to another school or district this year than last year, and nearly 18% admitted to being more likely to consider staying home because they were tired this year than last year.

**Table 7.4: Respondents' Satisfaction,
Schools Participating in Cycles 1, 2 and 3 (2007, 2008 and 2009)**

Survey Items	% "Agree" or "Strongly Agree" with Statement 2007	% "Agree" or "Strongly Agree" with Statement 2008	% "Agree" or "Strongly Agree" with Statement 2009
I would describe teachers at this school as a more satisfied group than we were last school year.*	54.3%	50.9%	59.3%
The stress and disappointments involved in teaching at this school are much greater than last school year.	37.3%	37.2%	36.1%
This year I like the way things are run at the school more than I did last year.*	54.1%	50.4%	57.1%
This year I think about transferring to another school/district more than I did last year.*	21.8%	25.0%	21.6%
This year I think about staying home from school because I'm just too tired to go more than I did last year	---	19.0%	17.5%

N(2007)=5,298; N(2008)=4,423; N(2009)=4,714

Source: Spring 2007, Spring 2008 and Spring 2009 TEEG Educator Surveys.

* indicates statistically significant difference in responses across years ($p < 0.05$)

Table 7.5 compares responses to these same personal satisfaction items among the five groups of schools with varying TEEG participation patterns. There were no practical differences among the groups. For some items, respondents from Former and Control schools were less likely to report positive opinions than other teachers, though the pattern was not consistent across all items.

Table 7.5: Respondents' Attitudes and Satisfaction by TEEG Participation Patterns (2009)

Survey Items	% "Agree" or "Strongly Agree" with Statement 2009				
	Continuous	Multi-Year	New	Former	Control
I would describe teachers at this school as a more satisfied group than we were last school year.*	59.5%	62.7%	57.7%	55.8%	57.2%
The stress and disappointments involved in teaching at this school are much greater than last school year.*	36.2%	36.2%	39.7%	38.4%	36.2%
This year I like the way things are run at the school more than I did last year.*	56.9%	59.5%	57.4%	54.4%	54.1%
This year I think about transferring to another school/district more than I did last year.*	21.5%	22.6%	25.5%	24.3%	21.6%
This year I think about staying home from school because I'm just too tired to go more than I did last year*	17.3%	18.1%	18.6%	19.9%	18.63%

N(Continuous)=5,020; N(Multi-Year)=7,397; N(New)=5,465; N(Former)=9,984; N(Control)=2,666

Source: Spring 2009 TEEG Educator Surveys.

* indicates statistically significant difference in responses across participation groups (p<0.05)

However, comparing different sets of educators revealed that regardless of TEEG participation pattern, respondents in elementary schools tended to have more positive opinions than other respondents, while middle and high school respondents expressed the most negative views. Respondents who had received awards in the Continuous, Multi-Year and New schools were more positive than respondents from those same schools who had not received awards. Non-teachers reported more positive views than teachers.

Changes in Classroom Practices

Educators also responded to questions about their professional practices in three areas: curriculum and instruction, use of assessment data, and parent engagement. In each area, respondents reported how frequently they engaged in practices during the 2008-09 school year and how that frequency had changed from the prior school year. The same questions were asked of respondents in the spring 2007 and spring 2008 surveys so it was possible to compare responses over time.

Instructional Practices

The survey asked about five instructional behaviors that might be expected to change if teachers were highly focused on improving students' performance on achievement tests. The behaviors included analysis of student work, following a "pacing plan", alignment of instruction with standards, individualizing instruction for students, and peer tutoring.

Table 7.6 presents responses from 2007 through 2009 for schools that participated in all three Cycles of the TEEG program. In all three years, over 75% of all respondents reported engaging in each of these instructional activities at least once a week. Interestingly, the percentage of educators reporting that they engaged in these behaviors at least once a week increased from 2007 to 2008 but declined for all but one measure between 2008 and 2009.

**Table 7.6: Use of Instructional Practices,
Schools Participating in Cycles 1, 2 and 3 (2007, 2008 and 2009)**

Survey Items	% Engaging in Behavior "once a week" or "almost daily" 2007	% Engaging in Behavior "once a week" or "almost daily" 2008	% Engaging in Behavior "once a week" or "almost daily" 2009
I analyze students' work to identify the curricular standards that students have or have not yet mastered.*	77.8%	79.8%	78.6%
I follow an "instructional calendar" or "pacing plan" provided by the school or district to schedule my instructional content.*	78.1%	80.4%	80.5%
I design my classroom lessons to be aligned with specific curricular standards.*	91.5%	93.3%	90.2%
I plan different assignments or lessons for groups of students based on their performance.*	85.1%	87.3%	84.6%
I have students help other students learn class content (e.g., peer tutoring).*	87.5%	88.8%	84.9%

N(2007)=5,298; N(2008)=4,423; N(2009)=4,714

Source: Spring 2007, Spring 2008 and Spring 2009 TEEG Educator Surveys.

* indicates statistically significant difference in responses across years ($p < 0.05$)

Table 7.7 contains responses in 2009 from educators in the five school groups based on TEEG participation patterns. The table shows similar responses across all five types of schools, though educators in Control schools reported slightly less frequent use of most practices than other educators.

Table 7.7: Use of Instructional Practices by TEEG Participation Patterns (2009)

Survey Items	% Engaging in Behavior “once a week” or “almost daily” 2009				
	Continuous	Multi-Year	New	Former	Control
I analyze students’ work to identify the curricular standards that students have or have not yet mastered.*	78.9%	78.0%	75.6%	76.7%	74.5%
I follow an “instructional calendar” or “pacing plan” provided by the school or district to schedule my instructional content.*	80.0%	79.0%	77.0%	76.6%	73.7%
I design my classroom lessons to be aligned with specific curricular standards.*	90.0%	89.7%	89.4%	89.2%	90.7%
I plan different assignments or lessons for groups of students based on their performance.*	84.3%	82.6%	81.5%	83.8%	79.6%
I have students help other students learn class content (e.g., peer tutoring).*	84.4%	84.8%	83.5%	84.3%	81.9%

N(Continuous)=5,813; N(Multi-Year)=8,747; N(New)=6,545; N(Former)=11,482; N(Control)=3,203

Source: Spring 2009 TEEG Educator Surveys.

* indicates statistically significant difference in responses across participation groups ($p < 0.05$)

Comparing different sets of educators revealed that respondents in elementary schools were more likely to engage in each of these behaviors at least weekly than respondents in middle schools or respondents in high schools. Similarly, respondents who received awards were consistently more likely (by three to five percentage points) to engage in each of these behaviors at least weekly than respondents who did not receive awards. As might be expected, teachers were far more likely than non-teachers to report engaging in each of the behaviors at least weekly.

Changes in Instructional Practices

Respondents also reported on the extent to which instructional practices changed from the prior school year to the current school year. The questions focused on assessment, instructional planning, tutoring, and professional development.

In schools that participated in all three Cycles, respondents reported similar annual changes in instructional practices in 2007, 2008 and 2009. For all but one of the items in Table 7.8, between 40% and 50% of the respondents in 2009 said they were spending “a little more” or “much more” time on the behavior in the 2008-09 school year than in the 2007-08 school year. Only 38% of respondents reported more frequent attendance at district- or school- sponsored professional

development workshops than in the prior year. For some items, the responses in 2009 were slightly lower than in 2008, for a few slightly higher, but in no case did the differences appear to be great enough to be practically significant.

**Table 7.8: Changes in Instructional Practices,
Schools Participating in Cycles 1, 2 and 3 (2007, 2008 and 2009)**

Survey Items	% Engaging in Behavior “a little more” or “much more” 2007	% Engaging in Behavior “a little more” or “much more” 2008	% Engaging in Behavior “a little more” or “much more” 2009
Aligning my classroom instruction with curricular standards*	53.6%	51.0%	54.5%
Focusing on the classroom content covered by standardized achievement tests*	47.8%	46.6%	47.4%
Administering benchmark assessments or quizzes*	44.3%	41.6%	41.0%
Re-teaching topics or skills based on students’ performance on classroom tests*	55.7%	55.6%	58.1%
Reviewing student test results with other teachers*	42.8%	42.9%	41.9%
Seeking help from/providing help to other teachers informally*	54.7%	53.0%	53.0%
Attending district- or school-sponsored professional development workshops*	41.4%	39.1%	37.7%
Engaging in informal self-directed learning (e.g., reading subject-specific education research, using the Internet to enrich knowledge and skills)*	51.8%	50.1%	51.0%
Tutoring individuals or small groups of students outside of class time*	49.5%	49.5%	48.3%

N(2007)=5,298; N(2008)=4,423; N(2009)=4,203

Source: Spring 2007, Spring 2008 and Spring 2009 TEEG Educator Surveys.

* indicates statistically significant difference in responses across years ($p < 0.05$)

Table 7.9 compares changes to instructional practice among respondents in schools with different TEEG participation patterns. In 2009, respondents in Multi-Year and New schools were slightly more likely than educators in Continuous and Former schools to engage in many of the behaviors more than the prior year. Educators in Control schools were less likely to report increases for each behavior than respondents in other types of TEEG schools. Nevertheless, results from Control schools suggest that respondents were still changing their behavior even in the absence of TEEG participation in the 2008-09 school year.

Table 7.9: Changes in Instructional Practices by TEEG Participation Patterns (2009)

Survey Items	% Engaging in Behavior “a little more” or “much more” 2009				
	Continuous	Multi-Year	New	Former	Control
Aligning my classroom instruction with curricular standards*	55.8%	58.7%	58.6%	54.7%	54.9%
Focusing on the classroom content covered by standardized achievement tests*	49.1%	53.0%	51.4%	49.2%	42.9%
Administering benchmark assessments or quizzes*	42.7%	45.3%	45.7%	43.5%	36.0%
Re-teaching topics or skills based on students’ performance on classroom tests*	59.1%	61.1%	60.4%	56.3%	54.0%
Reviewing student test results with other teachers*	43.2%	46.1%	45.1%	40.9%	36.8%
Seeking help from/providing help to other teachers informally*	54.4%	57.1%	57.4%	50.1%	50.1%
Attending district- or school-sponsored professional development workshops*	40.0%	43.8%	42.8%	38.2%	37.8%
Engaging in informal self-directed learning (e.g., reading subject-specific education research, using the Internet to enrich knowledge and skills)*	52.9%	55.3%	55.2%	48.8%	48.5%
Tutoring individuals or small groups of students outside of class time*	49.4%	50.8%	51.2%	44.9%	42.9%

N(Continuous)=4,926; N(Multi-Year)=7,318; N(New)=5,468; N(Former)=9,639; N(Control)=2,739

Source: Spring 2009 TEEG Educator Surveys.

* indicates statistically significant difference in responses across participation groups ($p < 0.05$)

Looking across educator types, respondents who received awards in Continuous, Multi-Year, New and Former schools were more likely than respondents in those school types who did not receive awards to report greater use of this set of instructional practices in the 2008-09 school year compared to the prior school year. Overall, responses from respondents receiving awards were three to five percentage points higher than responses from respondents who did not receive awards. Less experienced respondents reported a higher increase in the use of these instructional practices than their more experienced colleague. As expected, teachers were 5 to 15% more likely to report increasing use of these instructional practices than non-teachers, regardless of the type of school in which they worked.

Changes in Student Learning Activities

Similar patterns emerged when respondents described increases in five types of student learning activities from the prior year to the current year, including hands-on learning, working in groups, homework, direct instruction, and inquiry-based learning.

Table 7.10 compares responses from 2007, 2008, and 2009 in schools that participated in all three Cycles. Reports of increases in student learning activities were similar across all three years with small but statistically significant gains from 2007 to 2009. In 2009, approximately half of all respondents said their students spent “a little more” or “much more” time engaging in hands-on learning, working in groups, and inquiry-based learning in the 2008-09 school year compared to the previous school year. About 44% of respondents reported that students spent more time in direct instruction and a third reported that students spent more time doing homework.

Table 7.10: Changes in Students’ Time Using Learning Activities, Schools Participating in Cycles 1, 2 and 3 (2007, 2008 and 2009)

Survey Items	% Participating in Activities “a little more” or “much more” 2007	% Participating in Activities “a little more” or “much more” 2008	% Participating in Activities “a little more” or “much more” 2009
Engaging in hands-on learning activities (e.g., working with manipulative aids)*	52.6%	52.5%	57.3%
Working in groups*	51.9%	52.5%	55.8%
Completing assignments at home (i.e., homework)	33.8%	34.6%	33.9%
Receiving direct instruction*	40.9%	40.3%	43.9%
Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves)	48.7%	48.0%	49.8%

N(2007)=5,298; N(2008)=4,423; N(2009)=4,203

Source: Spring 2007, Spring 2008 and Spring 2009 TEEG Educator Surveys.

* indicates statistically significant difference in responses across years ($p < 0.05$)

Table 7.11 compare increases in student learning activities reported in 2009 among schools with different TEEG participation patterns. Across all school groups, respondents reported similar increases in student learning activities from the 2007-08 school year to the 2008-09 school year. Responses from the Control schools were lower on most items than responses from the participating schools.

Table 7.11: Changes in Students’ Time Using Learning Activities by TEEG Participation Patterns (2009)

Survey Items	% Participating in Activities “a little more” or “much more” 2009				
	Continuous	Multi-Year	New	Former	Control
Engaging in hands-on learning activities (e.g., working with manipulative aids)*	57.9%	58.3%	56.9%	55.0%	52.3%
Working in groups*	56.9%	57.0%	55.9%	53.0%	51.0%
Completing assignments at home (i.e., homework)*	34.7%	34.5%	31.7%	32.3%	26.3%
Receiving direct instruction*	44.8%	45.6%	43.0%	42.2%	36.7%
Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves)*	50.9%	52.7%	50.7%	46.7%	43.6%

N(Continuous)=4,926; N(Multi-Year)=7,318; N(New)=5,468; N(Former)=9,639; N(Control)=2,739

Source: Spring 2009 TEEG Educator Surveys.

* indicates statistically significant different in responses across participation groups (p<0.05)

Comparing educator groups revealed that respondents in elementary and mixed schools were more likely than respondents in middle and high schools to report that students engage in each activity more during the 2008-09 school year than in the prior year. In addition, respondents who received awards in Continuous, Multi-Year and New schools reported higher percentage agreement with all items than respondents from the same schools who did not receive awards. The difference was consistently around five percentage points. Less experienced respondents were more likely to report agreement with all items than were more experienced respondents regardless of the type of school.

Use of Assessments

Respondents were asked how frequently they used assessment data for nine different purposes, such as remediation, individualization, grouping, professional development, and parent engagement. Among schools participating in all three Cycles, 75% or more of respondents in all three years reported that they used student assessment data “frequently” or “always or almost always” for all but one of the items listed in Table 7.12.

Responses to all items were either the same or declined slightly from 2008 to 2009. Fewer educators used assessment data frequently to encourage parent involvement in student learning, or to assign or reassign students to groups but this response is still reported by three-fourths of educators in 2009.

**Table 7.12: Use of Assessment Data,
Schools Participating in Cycles 1, 2 and 3 (2007, 2008 and 2009)**

Survey Items	% Using data “frequently” or “always or almost always” 2007	% Using data “frequently” or “always or almost always” 2008	% Using data “frequently” or “always or almost always” 2009
Identify individual students who need remedial assistance*	85.9%	89.6%	86.7%
Set learning goals for individual students*	82.7%	85.2%	84.5%
Tailor instruction to individual students’ needs	86.3%	87.1%	87.8%
Develop recommendations for tutoring or other educational services for students*	80.6%	82.9%	79.4%
Assign or reassign students to groups*	79.0%	81.2%	75.0%
Identify and correct gaps in the curriculum for all students*	80.5%	83.9%	80.0%
Encourage parent involvement in student learning*	65.8%	77.5%	75.9%
Identify areas where I need to strengthen my content knowledge or teaching skills*	85.6%	87.8%	85.0%
Determine areas where I need professional development*	76.7%	80.1%	76.1%

N(2007)=5,298; N(2008)=4,423; N(2009)=4,714

Source: Spring 2007, Spring 2008 and Spring 2009 TEEG Educator Surveys.

* indicates statistically significant difference in responses across years ($p < 0.05$)

In 2009, there was little difference in the use of assessment data among respondents in schools with various TEEG participation patterns, as seen in Table 7.13. Educators in Control schools were slightly less likely to report using data frequently for many of the purposes than educators in the other groups of schools.

Table 7.13: Use of Assessment Data by TEEG Participation Patterns (2009)

Survey Items	% Using data “frequently” or “always or almost always” 2009				
	Continuous	Multi-Year	New	Former	Control
Identify individual students who need remedial assistance*	86.4%	86.5%	84.8%	86.4%	84.4%
Set learning goals for individual students*	84.1%	83.3%	81.2%	83.4%	78.4%
Tailor instruction to individual students’ needs*	87.5%	86.3%	84.7%	86.7%	83.5%
Develop recommendations for tutoring or other educational services for students*	78.6%	78.2%	76.1%	77.6%	74.6%
Assign or reassign students to groups*	74.7%	74.4%	72.7%	74.5%	71.1%
Identify and correct gaps in the curriculum for all students*	79.3%	78.0%	76.5%	78.6%	76.2%
Encourage parent involvement in student learning*	75.5%	73.5%	71.3%	74.8%	74.3%
Identify areas where I need to strengthen my content knowledge or teaching skills*	85.4%	84.8%	84.3%	85.5%	83.5%
Determine areas where I need professional development	76.6%	75.4%	75.4%	75.8%	74.0%

N(Continuous)=5,813; N(Multi-Year)=8,747; N(New)=6,545; N(Former)=11,482; N(Control)=3,203

Source: Spring 2009 TEEG Educator Surveys.

* indicates statistically significant difference in responses across participation groups ($p < 0.05$)

There were small but noteworthy differences in the use of assessment data related to school and respondent characteristics. Respondents in elementary schools were more likely to use assessment data than respondents in schools serving other grade levels. Respondents receiving awards were more likely to report using assessment data with greater frequency than were respondents who did not receive awards, generally by around five percentage points. As expected, teachers consistently reported using assessment data with greater frequency than non-teachers, with up to 30 percentage point differences.

Parent Engagement

In schools participating in all three TEEG Cycles, respondents engaged in a variety of activities to involve parents in their student's learning. In all three years (2007, 2008 and 2009), the most common activities involved contacting parents of students who were either having academic problems or showing improvement in their academic performance (see Table 7.14). The least common activities were engaging parents in site-based decision making, sending home examples of excellent student work, and assigning homework that required direct parent involvement or participation.

In most cases, the percentage of respondents reporting use of each parent engagement strategy at least frequently declined in 2009 from its level in prior years. For example, in 2009, 62% of educators said they frequently send messages home to parents for students whose academic performance improves compared with 66% in 2007 and 65% in 2008.

**Table 7.14: Use of Parent Engagement Activities,
Schools Participating in Cycles 1, 2 and 3 (2007, 2008 and 2009)**

Survey Items	% Engaging in activity “frequently” or “always or almost always” 2007	% Engaging in activity “frequently” or “always or almost always” 2008	% Engaging in activity “frequently” or “always or almost always” 2009
I require students to have their parents sign off on homework.*	45.9%	45.0%	43.4%
I assign homework that requires direct parent involvement or participation.	37.0%	37.1%	37.5%
I send home examples of excellent student work to serve as models.	36.0%	35.0%	35.6%
For those students who are having academic problems, I try to make direct contact with their parents.*	81.5%	82.3%	77.3%
For those students whose academic performance improves, I send messages home to parents.*	66.0%	65.0%	62.0%
I invite parents to visit or observe my classroom.*	51.3%	50.8%	47.2%
I encourage parents to volunteer in the school.*	49.5%	47.5%	46.0%
I help engage parents in site-based decision making and advisory groups.*	29.1%	27.4%	25.9%

N(2007)=5,298; N(2008)=4,423; N(2009)=4,714

Source: Spring 2007, Spring 2008 and Spring 2009 TEEG Educator Surveys.

* indicates statistically significant difference in responses across years ($p < 0.05$)

TEEG participation patterns were mildly associated with the frequency of parent engagement activities, as seen in Table 7.15. Educators in Continuous schools were usually more likely to use parent engagement activities than their counterparts in Multi-Year and New schools.

Table 7.15: Use of Parent Engagement Activities by TEEG Participation Patterns (2009)

Item	% Engaging in activity “frequently” or “always or almost always” 2009				
	Continuous	Multi-Year	New	Former	Control
I require students to have their parents sign off on homework.*	42.5%	34.7%	32.8%	38.6%	32.4%
I assign homework that requires direct parent involvement or participation.*	37.1%	30.8%	28.6%	35.7%	27.9%
I send home examples of excellent student work to serve as models.*	35.5%	33.1%	29.0%	33.8%	26.1%
For those students who are having academic problems, I try to make direct contact with their parents.*	76.7%	75.0%	74.2%	75.9%	77.0%
For those students whose academic performance improves, I send messages home to parents.*	62.1%	58.8%	58.0%	60.5%	60.1%
I invite parents to visit or observe my classroom.*	46.8%	45.0%	44.8%	46.8%	37.4%
I encourage parents to volunteer in the school.*	45.6%	42.1%	41.6%	44.2%	43.2%
I help engage parents in site-based decision making and advisory groups.*	26.0%	25.6%	23.3%	27.0%	21.5%

N(Continuous)=5,813; N(Multi-Year)=8,747; N(New)=6,545; N(Former)=11,482; N(Control)=3,203

Source: Spring 2009 TEEG Educator Surveys.

* indicates statistically significant difference in responses across participation groups ($p < 0.05$)

Looking across educators’ categories, we found that parent engagement activities were much more likely to occur frequently in elementary schools than in middle schools, and in middle schools more so than in high schools. Educators who received awards were consistently more likely to use all forms of parent engagement than were those who had not received awards. Responses from teachers were higher when the activity was related to academic performance; responses from non-teachers were higher when it came to volunteering and site-based decision making.

Chapter Summary

Most respondents reported strong and improving collegial environments in their schools, and, in schools participating in TEEG for three years, responses were more positive each year. Majorities of respondents also reported high levels of satisfaction with their schools and their jobs. Respondents who received bonus awards (particularly those in schools participating repeatedly in TEEG) were more positive about improving collegial environments and about job satisfaction than respondents who did not receive awards. Respondents from Control and Former schools were less likely to express positive opinions regarding attitudes, collegiality, and satisfaction than educators from other types of schools, but the differences tended to be small.

Over three-quarters of educators reported using selected instructional practices at least once a week in 2009. This is true regardless of TEEG participation category: Continuous, Multi-Year, New, Former and Control. Again, responses from educators receiving awards were three to five percentage points higher than responses from educators who did not receive awards, and responses from Control schools tended to indicate less frequent use of various practices than those from other types of schools. The majority of respondents reported frequent use of assessment data for instructional purposes, although respondents in elementary schools were more likely to use assessment data than respondents in schools serving other grade levels. Educators who received awards were more likely to report using assessment data with greater frequency than educators who did not receive awards. Most respondents reported contacting parents when students were having problems or when they had done particularly well in class, although there was a slight decline in the frequency of contacts from 2007 to 2009 in schools participating in TEEG for three years.

CHAPTER 8

TEEG and Teacher Turnover

This chapter examines the influence of the TEEG program on teacher turnover. Evaluators explored turnover rates of teachers in TEEG and non-TEEG schools, as well as the turnover of teachers within TEEG schools. The latter provides evidence about the influence of TEEG plan design features and TEEG participation patterns on teacher turnover decisions, focusing on how types of student performance analysis, units of accountability, and actual bonus awards influence teacher turnover. A more detailed discussion of methodology and results can be found in Appendix F. The key policy questions and key policy points discussed throughout this chapter are listed below.

Key Policy Questions

This chapter addresses the following questions.

- How does teacher turnover differ between TEEG and non-TEEG schools?
- How does teacher turnover differ among TEEG schools based on their program participation patterns?
- How does teacher turnover differ among TEEG schools based on the design features of each school's TEEG plan?
- How does teacher turnover differ among TEEG schools based on the actual distribution of bonus awards to teachers?

Key Policy Points

This chapter highlights and expands upon the following key policy points.

- There is little evidence that schools in the TEEG program experienced any systematic reduction in teacher turnover during 2007 or 2008.
- Schools relying exclusively on student performance levels to measure student success had significantly lower turnover rates than did schools relying on exclusively student performance gains, all other things being equal
- The receipt and size of actual Cycle 1 bonus awards had a strong impact on teacher turnover; the probability of turnover fell as the TEEG bonus award grew. Beginning and experienced teachers who received a bonus award of \$1,280 or more had a significantly lower predicted turnover rate than an otherwise equal teacher who received a smaller award. Beginning and experienced teachers who received awards of less than \$860 had predicted

- One third of TEEG teachers received bonus awards so small that the program likely had a negative impact on their probability of retention.
- Once the size of the award is taken into account, there are no significant differences in predicted turnover rates between Current Cycle schools and Next Cycle schools.

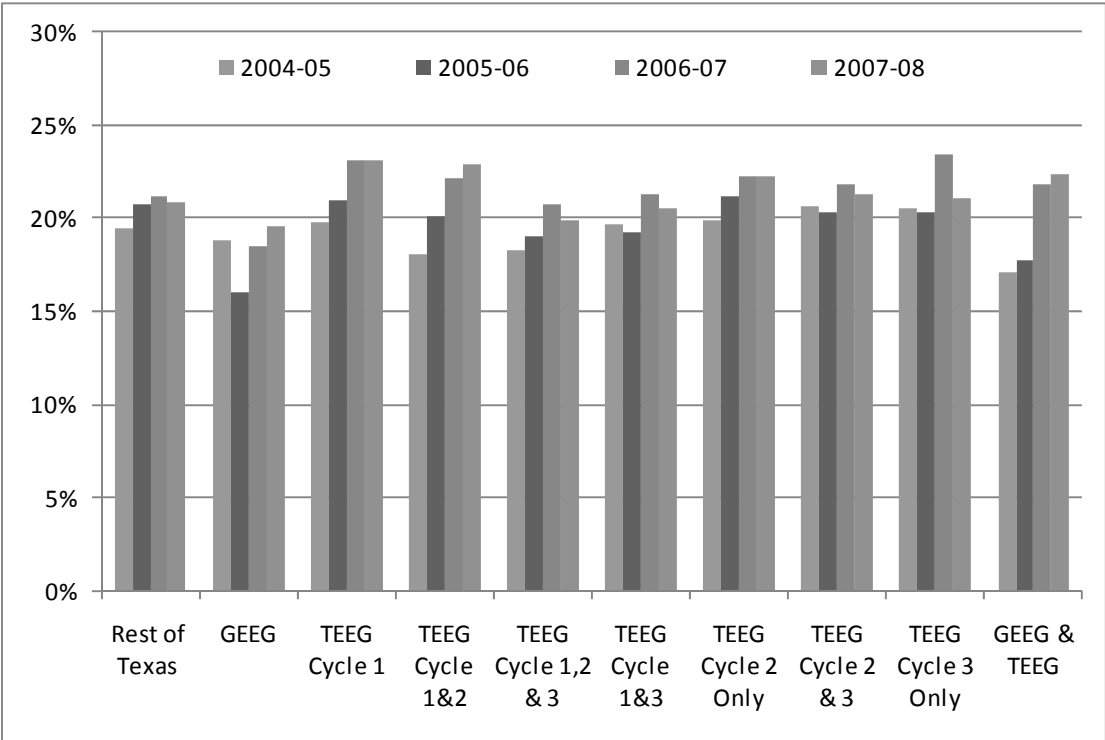
Teacher Turnover in TEEG Schools

Given the eligibility criteria, schools cycled into and out of the TEEG program. Programmatic influences could vary based on the timing and frequency of TEEG program participation. In addition, roughly half of the schools in the GEEG program were included in TEEG Cycle 3, creating a possible interplay between the two programs.

Teachers were notified that their schools would be part of TEEG Cycle 1 during the 2006-07 school year, and the bonuses were distributed in the fall of 2007. Therefore, the TEEG program could have influenced teacher turnover for 2006-07 in all Cycle 1 schools regardless of their eligibility and/or participation in subsequent cycles of TEEG. TEEG Cycle 2 participants were also notified of their pending participation in the spring of 2007. Because the anticipation of participation could have encouraged teacher retention, the TEEG program could also have affected turnover in 2006-07 for those in Cycle 2 schools.

Figure 8.1 illustrates the teacher turnover rates for 10 distinct types of Texas schools: TEEG Cycle 1 only schools, TEEG Cycle 1 & 2 schools, TEEG Cycle 2 only schools, TEEG Cycle 2 & 3 schools, TEEG Cycle 3 only schools, TEEG Cycle 1 & 3 schools, TEEG Cycle 1, 2, & 3 schools, GEEG only schools, GEEG and TEEG schools, and the remaining public schools in the state. As the figure illustrates, turnover was higher in 2006-07 than in the previous two years for all of the school types possibly affected by Cycle 1 of the TEEG program

**Figure 8.1 Overall School Turnover Rates,
TEEG v. GEEG v. Other Texas Public Schools**



Source: Based on authors' calculations using PEIMS data.

The TEEG program could have affected teacher turnover in 2007-08 in two ways as well. The program could have directly affected teachers in all types of Cycle 2 schools. It could also have influenced turnover indirectly for teachers that anticipated participating in Cycle 3. As Figure 8.1 illustrates, turnover declined in 2007-08 for most of the potentially affected school types, but it rose for other potentially affected types.

While suggestive, such simple differences do not provide strong evidence about the influence of the TEEG program. TEEG schools are systematically different from GEEG schools, and from schools in the rest of the state. The apparent increase in turnover rates in 2006-07 may have been driven by factors that have nothing to do with the TEEG program itself. Similarly, any declines in turnover in 2007-08 could be driven by non-programmatic factors. Therefore, evaluators developed an analytic model of individual teacher turnover, and used it to evaluate the impact of the TEEG program on teacher retention.

The analytic model is adapted from a common one used in analyses of teacher turnover. The underlying assumption of the standard model is that teachers choose to leave their jobs only if they expect to be happier in an alternative situation than they are in their current positions. Therefore, turnover is modeled as depending on the characteristics of a teacher's current job, her employment alternatives, and any personal characteristics that might influence her turnover decision. Here, the TEEG program is treated as one of the pertinent characteristics of a teacher's current job. See Appendix F for a detailed discussion of the analytic model, for a description of the data used in the estimation, and for the regression estimates that underlie the following tables.

Comparing Teacher Turnover between TEEG and Non-TEEG Schools

Table 8.1 presents two alternative analyses of teacher turnover. The first column presents the predicted impact of the TEEG program on the overall turnover rate in the three types of TEEG schools, after the non-programmatic influences on teacher turnover are taken into account. The remaining three columns present the impact of the TEEG program on the three types of turnover possibilities: those who have remained in the same district but changed schools (internal movers), those who have stayed in teaching but changed districts (external movers), and those who are no longer teaching in a Texas public school (leavers).³⁷ On average over the six-year analysis period (2002-03 through 2007-08 school years), 80% of Texas teachers were retained each year, 5% moved internally, 5% moved to another district, and nearly 10% left teaching, at least temporarily.

³⁷ Teachers who are teaching in a private school are indistinguishable from those who have left teaching. Teachers who have been promoted into administrative positions are considered having left teaching. The data for this analysis come from PEIMS.

Table 8.1: Impact of TEEG on Predicted Turnover Rates

	Any Turnover	Internal Mover	External Mover	Leaver
First Year of TEEG (2006-07)				
Current Cycle schools	0.99**	0.65	0.00	0.35
Next Cycle schools	0.26	0.73	-0.30	-0.10
Current and Next Cycle schools	0.50	0.28	-0.62**	0.85
Second Year of TEEG (2007-08)				
Current Cycle schools	0.98	0.65	0.09	0.28
Next Cycle schools	-0.33	0.14	0.05	-0.47
Current and Next Cycle schools	-0.08	-0.27	-0.29	0.44

Note: In the first year of TEEG, Current Cycle schools are TEEG Cycle 1 schools and TEEG Cycle 1&3 schools; Next Cycle schools are TEEG Cycle 2 only schools and TEEG Cycle 2&3 schools; and Current and Next Cycle schools are TEEG Cycle 1&2 schools and TEEG Cycle 1,2&3 schools. In the second year of TEEG, Current Cycle schools are TEEG Cycle 2 and TEEG Cycle 1&2 schools; Next Cycle schools are TEEG Cycle 3 only schools and TEEG Cycle 1&3 schools; and Current and Next Cycle schools are TEEG Cycle 2 & 3 and TEEG Cycle 1, 2 & 3 schools. The asterisks indicate that the percentage point change in the predicted turnover rate is significantly different from zero at the one percent (***) or five percent (**) level.

Source: Based on authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics. See Appendix Table F.1.

The first column indicates the percentage point change in turnover rates attributable to the TEEG program. There is no evidence that schools already in the TEEG program (i.e., Current Cycle schools and Current and Next Cycle schools) experienced significantly lower teacher turnover in the first or second years of the TEEG program, nor is there any evidence that anticipation of the TEEG program lowered overall turnover in prospective TEEG schools (i.e. Next Cycle schools). Instead, turnover rates in Current Cycle schools were nearly one percentage point higher than would have been expected, given teacher, school and labor market conditions. This effect was only statistically significant in TEEG Cycle 1. None of the other differences in turnover rate were statistically significant.

The remaining three columns of Table 8.1 decompose teacher turnover into moving externally, moving internally, and leaving teaching altogether. The higher than expected turnover rate at Current Cycle schools is largely attributable to an increase in teachers switching schools within the same school district. Although not statistically significant at the 5% level, the expected probability that a teacher moved to another school within the same school district (i.e. the expected rate of internal turnover) is 0.65 percentage points higher in a Current Cycle TEEG school than in an otherwise equal non-TEEG school.

There is some evidence that the continuation of the TEEG program had an influence on the probability that a teacher would move to another school district. The probability that a teacher would be an external mover was 0.62 percentage points lower than expected for Current and Next

Cycle schools in the first year of TEEG. However, there was no such pattern in the second year of TEEG.

Nothing the TEEG schools did during Cycle 1 (2006-07) had any impact on their eligibility for Cycle 2 because Cycle 2 eligibility was determined by a school's percent ED students and performance during the 2005-06 school year. No matter how effective (or ineffective) their plans were at inducing greater teacher teamwork, or student performance, Current Cycle schools were dropped from the program, while Current and Next Cycle schools were retained. The evidence that turnover increased for Current Cycle schools, but not for Current and Next Cycle schools, could reflect underlying differences between the schools that were consistently eligible for the program and those that were not, but it could also indicate that teachers in Current Cycle schools were disillusioned by the whole process, particularly in the first year of the TEEG program.

Turnover in high needs schools

Only schools that served relatively high need students were eligible to participate in the TEEG program. Arguably, the analysis should be restricted only to schools with similar student demographics. Table 8.2 presents an analysis that includes only schools within 10 percentage points of the poverty eligibility thresholds for the TEEG program at some point during the analysis period. All GEEG schools are therefore included in this analysis. The general pattern of teacher turnover persists even when the analysis is restricted to relatively high needs schools, although the estimates are less precise and generally not statistically significant. As with the full sample, the evidence indicates that Current and Next Cycle teachers were significantly less likely to switch districts in 2006-07, teachers in Next Cycle schools were unaffected by the pending program in either year, and that the TEEG program had no program-wide influence on teacher turnover in 2007-08.

**Table 8.2: Impact of the TEEG Program on Predicted Turnover Rates
Among High Needs Schools**

	Any Turnover	Internal Mover	External Mover	Leaver
First Year of TEEG (2006-07)				
Current Cycle schools	0.42	0.51	-0.05	0.32
Next Cycle schools	-0.27	0.59	-0.37	-0.16
Current and Next Cycle schools	-0.07	0.15	-0.71**	0.81
Second Year of TEEG (2007-08)				
Current Cycle schools	0.81	0.85	0.01	0.23
Next Cycle schools	-0.59	0.31	-0.05	-0.51
Current and Next Cycle schools	-0.34	-0.13	-0.37	0.39

Note: See the note to Table 8.1 for the definition of Current Cycle and Next Cycle schools. The asterisks indicate that the predicted percentage point change in rate is significantly different from zero at the one percent (***) or five percent (**) level.

Source: Based on authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics. See Appendix Table F.2.

Turnover among math and science teachers

TEEG schools had the option of using their performance pay funds to help recruit and retain teachers in hard-to-staff areas such as math and science. Table 8.3 examines the impact of the TEEG program on predicted turnover among teachers who were specifically certified in either math or science. Just over 13% of TEEG teachers, and 15% of non-TEEG teachers, held a teaching certificate in either math or science during the analysis period.

Table 8.3: Impact of the TEEG Program on Predicted Turnover Rates Among Math and Science Teachers

	Any Turnover	Internal Mover	External Mover	Leaver
First Year of TEEG (2006-07)				
Current Cycle schools	0.63	0.09	0.63	-0.07
Next Cycle schools	-0.26	1.34	-0.64	-0.85
Current and Next Cycle schools	0.87	0.73	-0.68	0.83
Second Year of TEEG (2007-08)				
Current Cycle schools	3.12**	1.60**	1.32**	0.34
Next Cycle schools	-0.06	1.38	-0.68	-0.67
Current and Next Cycle schools	-0.51	-0.45	-0.86	0.76

Note: See the note to Table 8.1 for the definition of Current Cycle and Next Cycle schools. The asterisks indicate that the predicted percentage point change in rate is significantly different from zero at the one percent (***) or five percent (**) level.

Source: Based on authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics. See Appendix Table F.3.

As the table illustrates, there is no evidence that the TEEG program reduced turnover among teachers certified in math or science. Instead, the evidence indicates that math and science teachers were significantly more likely to turnover in 2007-08 if their school had been in the program but was not going to continue in the TEEG program. Teachers whose school was continuing in the program saw no such surge in turnover. The increase in turnover rates was largely attributable to increases in the probability that a teacher would change districts or schools. There is no evidence that the TEEG program had any influence on the probability that a math or science teacher left teaching.

Turnover among beginning and experienced teachers

The literature suggests that beginning teachers may be more responsive than experienced teachers to performance pay programs³⁸. Furthermore, in Texas, turnover rates vary significantly by teacher experience. The annual school-level turnover rate for beginning teachers is 26%, while the annual

³⁸ Following NCES, beginning teachers are defined as those with less than four years experience. All other teachers are considered experienced teachers.

**Table 8.4: Impact of the TEEG Program on Predicted Turnover Rates in 2007
by Teacher Years of Experience**

Beginning Teachers	Any Turnover	External Mover	Internal Mover	Leaver
First Year of TEEG (2006-07)				
Current Cycle schools	1.76**	0.74	-0.20	1.20**
Next Cycle schools	0.63	0.73	-0.64	0.60
Current and Next Cycle schools	1.20	0.03	-0.92	2.05
Second Year of TEEG (2007-08)				
Current Cycle schools	1.96	1.05	0.29	0.68
Next Cycle schools	-0.51	-0.25	0.30	-0.48
Current and Next Cycle schools	1.24	-0.04	-0.26	1.34
Experienced Teachers	Any Turnover	External Mover	Internal Mover	Leaver
First Year of TEEG (2006-07)				
Current Cycle schools	0.34	0.67	-0.16	-0.14
Next Cycle schools	0.21	0.84	-0.09	-0.43
Current and Next Cycle schools	0.16	0.34	-0.52***	0.41
Second Year of TEEG (2007-08)				
Current Cycle schools	0.54	0.46	-0.06	0.18
Next Cycle schools	-0.24	0.34	0.11	-0.62
Current and Next Cycle schools	-0.61	-0.42	-0.22	0.06

Note: Beginning teachers have less than four years teaching experience. Experienced teachers have four or more years of teaching experience. Teachers for whom years of experience could not be determined were excluded. See the note to Table 8.1 for the definition of Current Cycle and Next Cycle schools. The asterisks indicate that the predicted percentage point change in rate is significantly different from zero at the one percent (***) or five percent (**) level.

Source: Based on authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics. See Appendix Tables F.4 and F.5.

school-level turnover rate for experienced teachers is only 18%. Beginning teachers are also much more likely to move between districts than are more experienced teachers.

Table 8.4 compares the impact of the TEEG program on beginning teachers with its impact on experienced teachers. The pattern is striking. Most of the increase in turnover at Current Cycle schools comes from beginning teachers. The predicted turnover rate for 2006-07 among beginning teachers is 1.76 percentage points higher in Current Cycle schools than in non-TEEG schools. In 2006-07, beginning teachers were significantly more likely to leave teaching altogether if they were in

a Current Cycle school. There is no evidence that the TEEG program had any effect on predicted turnover rates for beginning teachers in the second year of the TEEG program.

The evidence suggests that the initial year of the TEEG program reduced the predicted probability that experienced teachers would leave a Current and Next Cycle school for a school in another district. There is no evidence that the TEEG program had any effect on the predicted probability that an experienced teacher would leave teaching, regardless of the type of TEEG school, or that the program had any effect on turnover or its components in the second year of the program (2007-08).

The Impact of TEEG Plan Characteristics on Teacher Turnover

All TEEG schools were required to base bonus awards on student performance and teacher collaboration, and encouraged to use teacher bonus awards ranging from \$3,000 to \$10,000. Nevertheless, TEEG schools had considerable latitude with respect to their plan design. Here, the analysis explores the extent to which specific TEEG plan design features impact teacher turnover. This analysis focuses on three essential plan elements—the types of student performance analysis, the unit of accountability for student performance, and the actual receipt of bonus awards.³⁹

Types of student performance analysis

As discussed in Chapter 4, Cycle 1 and Cycle 2 TEEG plans can be classified based on the way in which they analyze student performance for the determination of teachers' bonus award eligibility. Specifically, they can be categorized as using student performance levels, student performance growth, or some combination of the two. Of the 1,110 Cycle 1 schools for which complete data are available, 680 based their plans exclusively on student performance levels, 139 based their plans exclusively on performance growth, and 291 based their plans on some combination of the two. Similarly, of the 883 Cycle 2 schools for which complete data are available, 484 based their plans exclusively on student performance levels, 134 based their plans exclusively on performance growth, and 235 based their plans on some combination of the two. Table 8.5 presents predicted changes in turnover rates, after the non-programmatic influences on teacher turnover are taken into account. In all cases, the analysis is based solely on variations in turnover among TEEG schools.

As the table illustrates, there is some evidence that teacher turnover rates in 2007 were influenced by plan differences with respect to the measure of student performance. Turnover was lower than would have been expected for beginning teachers in Current and Next Cycle schools that rewarded performance gains, and for experienced teachers in Current Cycle schools that rewarded a mix of performance gains and levels. However, for teachers as a whole, there is no systematic relationship between teacher turnover in 2007 and the type of student performance analysis used in a school's TEEG plan.

The evidence for a relationship between turnover and plan characteristics is much stronger for the second year of the TEEG program. For both types of Cycle 2 schools (Current Cycle schools and Current and Next Cycle schools for 2008) the evidence suggest that turnover was lower in schools that relied exclusively on performance levels or some mixture of levels and gains than it was in schools that relied exclusively on gains to measure student performance. This pattern was largely

³⁹ See Chapters 4 and 5 for a complete description of these indicators.

Table 8.5: Impact of Types of Student Performance Analysis on the Predicted Turnover Rate in 2006-07 and 2007-08

	All Teachers	Beginning Teachers	Experienced Teachers
Current Cycle 2006-07			
Student performance gains only	-0.26	0.15	-0.22
Both gains and levels	-1.02	0.53	-1.67**
Student performance levels only	-0.04	-0.50	-0.17
Current and Next Cycle 2006-07			
Student performance gains only	-1.81	-4.55**	0.08
Both gains and levels	-0.88	-1.64	-0.62
Student performance levels only	-0.97	-0.07	-1.12
Next Cycle 2006-07	-1.30***	-1.81	-0.87
Current Cycle 2007-08			
Student performance gains only	-0.25	0.30	-1.37
Both gains and levels	-2.15***	-2.84**	-1.78**
Student performance levels only	-1.46***	-1.34	-1.47**
Current and Next Cycle 2007-08			
Student performance gains only	-0.84	-0.56	-1.80
Both gains and levels	-4.12***	-5.69**	-3.47***
Student performance levels only	-1.31**	-0.49	-1.71***
Next Cycle 2007-08	-1.85***	-2.45***	-1.67***

Note: The asterisks indicate that the predicted percentage point change in rate is significantly different from zero at the one percent (***) or five percent (**) level.

Source: Based on authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics. See Appendix Table F.6.

driven by the turnover responses of experienced teachers. Turnover among beginning teachers was significantly lower than expected only in schools that used a mix of gains and levels to measure student performance.

The analysis also suggests that anticipation of participation in the TEEG program was associated with lower teacher turnover. The turnover rate was significantly lower than expect in the Next Cycle schools for both years of the TEEG program.

Unit of accountability

Evaluators also examined the relationship between teacher turnover and the unit of accountability used to determine Part 1 bonus award eligibility; that is, whether or not the school used school-level performance, team-level performance, individual teacher performance, or some combination of the three, to determine bonus award eligibility. Unlike the GEEG program, wherein nearly a third of the schools designed incentive plans in which the only unit of accountability was the school, the TEEG program had only a modest number of schools that relied exclusively on school-wide incentives (47 Cycle 1 schools and 80 Cycle 2 schools). Most TEEG schools designed plans with teacher-level awards (357 Cycle 1 schools and 322 Cycle 2 schools), team-level awards (324 Cycle 1 schools and 199 Cycle 2 schools) or some mix of teachers, teams and campuses (249 Cycle 1 schools and 299 Cycle 2 schools).

Table 8.6 presents findings on the relationship between the unit(s) of accountability used in TEEG plans and teacher turnover in TEEG schools. As the table illustrates, the unit of accountability used in TEEG plans also had an influence on teacher turnover. For Current Cycle teachers in the first year of TEEG and Current and Next Cycle teachers in the second year of TEEG, there were no significant differences in turnover rates between schools with teacher-level incentives, those with team-level incentives, those with school-level incentives and those with mixed-level incentives in any of the TEEG program years. However, there were significant differences in turnover by plan type for Current and Next Cycle schools in 2007, and for Current Cycle schools in 2008. In the first year of TEEG, turnover was lower in Current and Next Cycle schools that relied on a mix of incentive structures than in schools that used either teacher-level, campus-level or team-level incentives. In the second year of TEEG, Current Cycle schools that used at least some disaggregate incentives had lower turnover rates than did schools that relied exclusively on campus-level incentives.

Turnover among beginning teachers in Current Cycle schools was significantly higher in schools with campus-level incentives than in other types of schools during the second year of the TEEG program, but not during the first. In either year of TEEG, there were no differences in beginning-teacher turnover between Current and Next Cycle schools with teacher-level incentives, those with school-level incentives, those with team-level incentives and those with mixed-level incentives. Turnover was lower than expected for Current and Next Cycle schools with all types of incentives in the second year of the TEEG program, but the differences in turnover across incentive types were not statistically significant.

Among experienced teachers, turnover decreased significantly in the first year of TEEG, but only for Current and Next Cycle schools with mixed incentives. As with the beginning teachers, turnover was lower than expected for Current and Next Cycle schools with all types of incentives in the second year of the TEEG program, but the differences in turnover across incentive types were not statistically significant.

Table 8.6: Impact of the Unit of Accountability on the Predicted Turnover Rate in 2006-07 and 2007-08

	All Teachers	Beginning Teachers	Experienced Teachers
Current Cycle 2007			
Campus only	-1.49%	-0.24%	-1.53%
Team only	0.22%	0.76%	-0.45%
Teacher only	-0.29%	0.44%	-0.44%
Mixed	-0.74%	-1.39%	-0.55%
Current and Next Cycle 2007			
Campus only	-1.39%	0.15%	-1.47%
Team only	0.18%	1.17%	0.10%
Teacher only	-0.42%	-2.80%	0.69%
Mixed	-2.64%***	-2.99%	-2.52%***
Next Cycle 2007	-1.30%***	-1.82%	-0.87%
Current Cycle 2008			
Campus only	1.03%	4.52%**	-0.87%
Team only	-2.18%***	-1.40%	-2.57%***
Teacher only	-1.44%**	-1.08%	-1.76%**
Mixed	-1.70%***	-3.15%***	-1.01%
Current and Next Cycle 2008			
Campus only	-2.01%	-1.56%	-2.32%
Team only	-1.25%	-0.88%	-1.19%
Teacher only	-2.42%***	-3.82%***	-2.43%***
Mixed	-2.47%***	-0.50%	-3.26%***
Next Cycle 2008	-1.85%***	-2.45%***	-1.67%***

Note: The asterisks indicate that the predicted percentage point change in rate is significantly different from zero at the one percent (***) or five percent (**) level.

Source: Based on authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics. See Appendix Table F.7.

Receiving bonus awards

The final section of this chapter explores the extent to which the actual receipt of a TEEG bonus award impacted individual teacher turnover decisions. This analysis relies on the actual Part 1 and Part 2 bonus awards distributed to teachers during the fall semesters of 2007 and 2008. As in previous analyses, the evaluators estimated the relationship between the turnover decision and the amount of the TEEG award, holding constant the non-TEEG characteristics of a teacher's current job, his or her salary and employment alternatives, and any personal characteristics (such as years of experience) that might influence the turnover decision.

An underlying assumption of this analysis is that teachers were able to anticipate the size of their bonus awards when they made their turnover decisions, even though the awards were not distributed until the following fall. Thus, it is assumed that the first TEEG bonus award, based on teacher performance in the 2006-07 school year and distributed in fall 2007, could influence whether or not a teacher returns for the 2007-08 school year.

Arguably, the relationship could work the other way around. Schools could have chosen to withhold awards from a teacher who quit, even though the teacher had met the performance criteria. However, as Table 8.7 illustrates, a substantial number of teachers who turned over still received TEEG bonus awards. For example, among the schools with data on actual award amounts, nearly a quarter of the teachers who left teaching during the TEEG program received a TEEG bonus award. Therefore, it is reasonable to presume that the expectation of awards influences turnover, and not the reverse.

Table 8.7: The Number of Teachers Receiving a Bonus Award, by Turnover Status

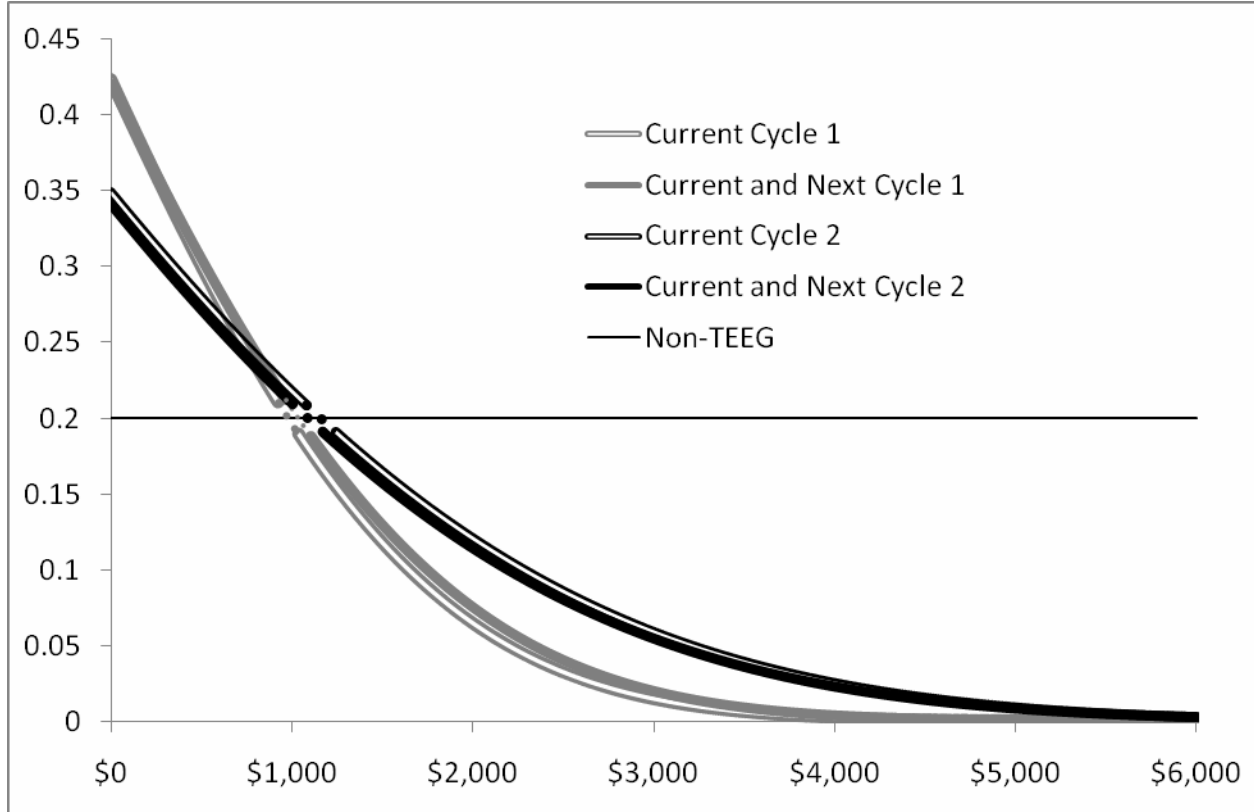
	Retained	Internal Mover	External Mover	Leaver
Non-respondent School	71,835	4,916	5,015	10,895
No Bonus Award	8,939	1,371	3,072	6,378
Received a Part 1 or Part 2 Bonus Award	46,830	1,986	628	1,832

Source: Based on authors' calculations using PEIMS data and TEEG teacher award information collected during fall 2007 and fall 2008 using an online, secure data upload system.

Figure 8.2 illustrates the estimated relationship between the size of the TEEG bonus award and teacher turnover (all other things being equal).⁴⁰ The horizontal line in the figure indicates the expected turnover rate in the absence of the TEEG program, while the curves indicate the expected turnover rates in each year of the TEEG program, once all of the non-TEEG influences on teacher turnover have been taken into account. The dashed sections of the curve indicate the range in which the change in teacher turnover was not statistically significant.

⁴⁰ Data on the individual awards distributed in fall 2007 are available for 859 of the 1,147 TEEG Cycle 1 schools for which PEIMS personnel data are available. Data on the individual awards distributed in 2008 are available for 894 of the 1,024 TEEG Cycle 2 schools for which PEIMS personnel data are available. Rather than lose a substantial fraction of the sample to missing data, the evaluators included in the analysis indicators for whether or not the school provided award data in 2007 and 2008. These indicators take on the value of one if the bonus data are missing, and zero otherwise. See Appendix Table F.9.

Figure 8.2: The Impact of Receiving a TEEG Award on the Probability of Teacher Turnover, All Teachers

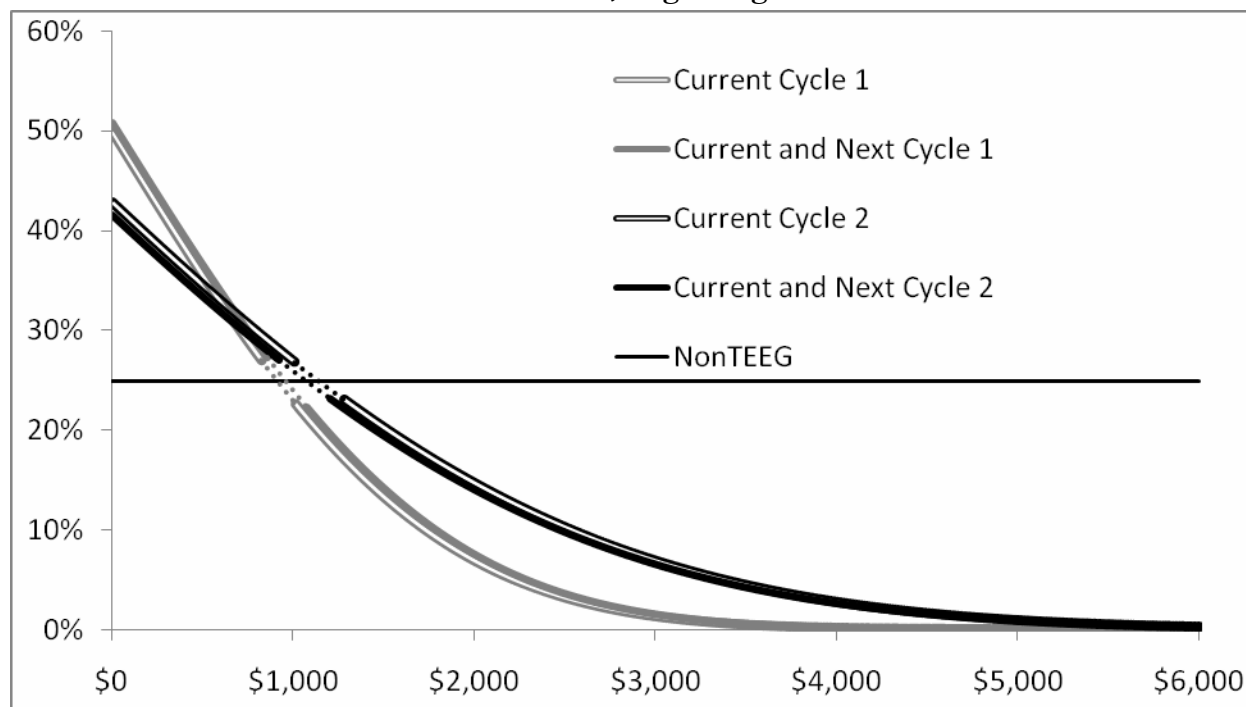


Note: The dashed sections indicate the range in which the change in teacher turnover was not statistically significant.
Source: Based on authors' calculations using data from PEIMS, the NCES, the U.S. Bureau of Labor Statistics and TEEG teacher award information collected during fall 2007 and fall 2008 using an online, secure data upload system.. See Appendix Table F.9.

As the figure illustrates, the size of the individual's TEEG award had a significant influence on the probability that a teacher would turn over. The probability of turnover surged among teachers who did not receive a TEEG award, while it fell sharply among teachers who did receive such an award. In other words, teachers who rightly anticipated that they would receive no award had a significantly higher predicted turnover rate than those who received some award, and the probability of turnover fell as the size of the award increased. This pattern exists whether the TEEG school is a Cycle 1 school or a Cycle 2 school, although the turnover response is less dramatic in Cycle 2. Once the size of the award is taken into account, there are no significant differences in predicted turnover rates between Current Cycle schools and Current and Next Cycle schools.

Figure 8.3 and 8.4 illustrate the relationship between awards and the probability of turnover for beginning and experienced teachers, respectively. As the figures illustrate, the pattern of awards is generally the same for either level of teacher experience. The probability of turnover increased for teachers who received no award or only a modest award, while it fell for those receiving a substantial bonus award. Again, there were no significant differences between Current Cycle schools and those that would be continuing in the TEEG program, and the amount of the individual award had greater influence on the probability of turnover in the first year of the program than it did in the second.

Figure 8.3: The Impact of Receiving a TEEG award on the Probability of Teacher Turnover, Beginning Teachers

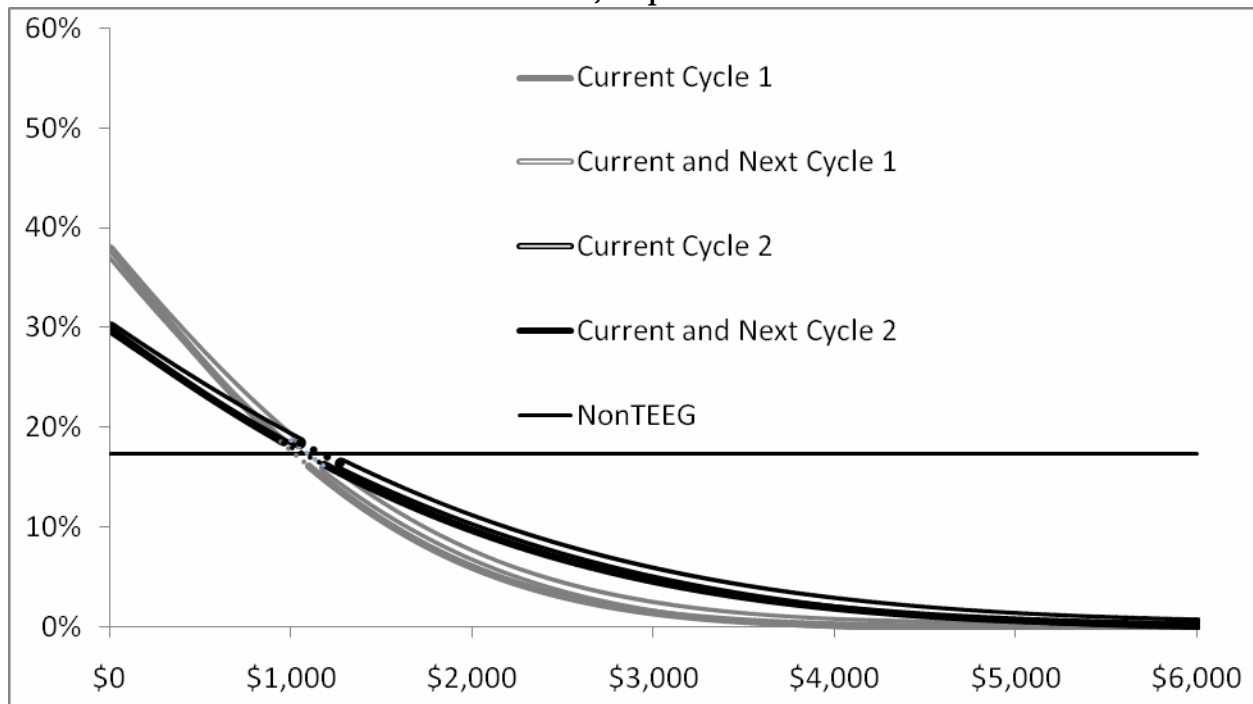


Note: The dashed sections indicate the range in which the change in teacher turnover was not statistically significant.
Source: Based on authors' calculations using data from PEIMS, the NCES, the U.S. Bureau of Labor Statistics and TEEG teacher award information collected during fall 2007 and fall 2008 using an online, secure data upload system.. See Appendix Table F.9

In all cases, receiving no award greatly increases the probability of turnover, and the probability of turnover falls as the size of the award increases. For each type of teacher—total, beginning and experienced—the evaluators calculated the range of awards for which the predicted turnover rate is not significantly different from the baseline. Among beginning teachers, those ranges are from \$860 to \$1,075 for Cycle 1 schools, and from \$920 to \$1,280 for Cycle 2 schools. Across the two years of the program, receiving a bonus award less than \$860 is associated with a higher predicted turnover rate than would otherwise be expected, given school and teacher characteristics, while a bonus award of \$1,280 or higher is associated with a lower predicted turnover rate. In other words, a modest TEEG bonus award, while less discouraging than no award at all, still led to a significantly higher predicted turnover rate. Among experienced teachers, an award less than \$940 led to higher predicted turnover in Cycle 1 schools, while an award of less than \$960 led to higher predicted turnover in Cycle 2 schools.

Any type of teacher who received a bonus award of \$1,280 or more had a significantly lower predicted turnover rate than an otherwise equal teacher who received a smaller award. Across all three groups (beginning teachers, experienced teachers and all teachers) and all four school types (Current Cycle 1, Current Cycle 2, Current and Next Cycle 1 and Current and Next Cycle 2), awards of \$3,000 (the recommended minimum award) reduced the predicted turnover rate among the recipients to less than a third of the predicted turnover rate observed before the TEEG program.

Figure 8.4: The Impact of Receiving a TEEG award on the Probability of Teacher Turnover, Experienced Teachers



Note: The dashed sections indicate the range in which the change in teacher turnover was not statistically significant.

Source: Based on authors' calculations using data from PEIMS, the NCES, the U.S. Bureau of Labor Statistics and TEEG teacher award information collected during fall 2007 and fall 2008 using an online, secure data upload system.. See Appendix Table F.9.

Chapter Summary

On net, there is little evidence that schools in the TEEG program experienced any systematic reduction in teacher turnover during 2007 or 2008. The TEEG program encouraged some teachers to turnover who otherwise would not, and encouraged other teachers to stay who otherwise would have left. Compared with non-TEEG schools, turnover among Current Cycle schools increased, although the effect was only statistically significant for the first year of the TEEG program.

Analyses of teacher turnover based on the actual distribution of bonus awards strongly indicate that the size of the TEEG bonus award influences turnover decisions. The probability of turnover increased sharply among teachers receiving no bonus award or a relatively small award, while it greatly decreased among teachers receiving large bonus awards. As the size of the TEEG bonus award increased, the probability of teacher turnover decreased. This pattern exists whether the TEEG school is a Cycle 1 school or a Cycle 2 school, although the turnover response is less dramatic in Cycle 2. Once the size of the award is taken into account, there were no significant differences in predicted turnover rates between Current Cycle schools and Current and Next Cycle schools.

Many TEEG teachers received bonus awards so small that the program likely had a negligible or negative impact on their probability of retention. One third of the teachers in Cycle 1 and Cycle 2

schools (both Current Cycle and Current and Next Cycle schools) received awards so low that their probability of turnover was significantly increased.

Analyses also suggest that specific characteristics of schools' TEEG plans impacted teacher turnover. Schools relying exclusively on student performance levels to measure student success had significantly lower turnover rates than did schools relying on exclusively student performance gains, all other things being equal. Current Cycle schools relying exclusively on campus-level incentives also had significantly higher turnover rates than did schools with less aggregate incentives.

CHAPTER 9

TEEG Participation and Student Achievement Gains

This chapter discusses the associations between student achievement gains and TEEG program participation, focusing on two broad types of associations. It first examines the relationships between student achievement gains and design features of the performance pay plans developed by TEEG schools, specifically those in Cycle 2 of the program. This extends the analysis of Cycle 1 plans reported in the previous TEEG evaluation report.⁴¹ The chapter goes on to explore evidence of a TEEG treatment effect on student achievement gains; that is, any differences in student achievement gains between schools participating and not participating in the TEEG program. The key policy questions and key policy points discussed throughout this chapter are listed below.

Key Policy Questions

This chapter addresses the following questions.

- How do student achievement gains compare in TEEG schools giving larger and smaller teacher bonus awards?
- How do student achievement gains compare in TEEG schools using different criteria for measuring teachers' contribution to student performance?
- Is there evidence of a TEEG participation treatment effect on student achievement gains?

Key Policy Points

This chapter highlights and expands upon the following key policy points.

- There is little evidence of any associations between student achievement gains and plan design features in Cycle 2 schools, including bonus award amounts and performance criteria. Associations in Cycle 1 schools are mixed and inconclusive.
- No strong, systematic evidence of a TEEG treatment effect on student achievement was found.

⁴¹ See Chapter 12 in *Texas Educator Excellence Grant (TEEG) Program: Year Two Evaluation Report* (2008). The report can be located at <http://ritter.tea.state.tx.us/opge/progeval/TeacherIncentive/index.html>.

Associations between Student Achievement and TEEG Plan Design

The first line of research investigates associations between student achievement gains and TEEG plan design features, controlling for various background characteristics of students and schools. Analyses reported in this chapter focus on the design features used by Cycle 2 TEEG schools and provide a brief summary of results for Cycle 1 schools. Evaluators have addressed the associations in Cycle 1 and Cycle 2 schools independently, rather than pooling results across years, due to the fundamental difference in how plan design features were identified.⁴² The plan design features of interest for these analyses include the maximum proposed bonus award amounts for teachers (i.e., Part 1 bonus awards), measures of student performance, and the unit of accountability.

The following sections first offer a brief overview of the data, sample, and key variables used for these analyses – with greater detail discussed in Appendix G – and then present results of associations between student achievement gains and plan design features.

Methodology

The data for the study of associations between student achievement gains and plan design features come from three primary sources. First, characteristics of students, teachers, and schools are drawn from the Public Education Information Management Systems (PEIMS).⁴³ Second, achievement results in math and reading are drawn from the Academic Excellence Indicator System (AEIS) also maintains by TEA.⁴⁴ Third, information on characteristics of plan design features are drawn from principal surveys administered during the fall 2008 semester.

The sample for the analysis of Cycle 2 plan features is based on the 927 schools that participated in Cycle 2 of the TEEG program. The number of students in our sample includes 141,423 students at TEEG Comparable Improvement campuses in 2008 for whom we could calculate reading gain scores. This includes 38,281 students at elementary campuses, 42,119 students at middle school campuses, 60,020 students at high schools, and a small number at all-grade campuses. We also have 87,703 students at TEEG Accountability Rating campuses in 2008 for whom we could calculate a reading gain score. This includes 33,111 students at elementary campuses, 45,094 students at middle school campuses, 7,462 students at high schools, and a small number at all-grade campuses. Sample statistics on Cycle 2 plan variables are presented in Table G.1 of Appendix G.

⁴² As discussed in Appendix B of this report, the plan design features in Cycle 1 schools were identified through a systematic review of plan applications submitted to TEA. Evaluators used a school-level survey to gather information on plan design features in Cycle 2 schools. While both data collection efforts focused on the same types of design features, the difference in approaches leads evaluators to prefer reporting of statistical associations independently rather than pooling across years.

⁴³ As described earlier in this report, PEIMS (the Public Education Information Management System) is maintained by the Texas Education Agency and encompasses all data requested and received by the agency from local education agencies, including student demographic, personnel, financial, and organizational information.

⁴⁴ AEIS contains longitudinal, student-level achievement data for grades 3 through 11 in mathematics and reading along with achievement data in science, social studies, and writing for select grades. Achievement results come from the TAKS, a standardized assessment adopted in spring 2003 that evaluates student performance on a subset of the state-defined and state-mandated curriculum. This study does not analyze achievement results in science, social studies, or writing because those subjects are not administered in all grades and years.

The analysis of associations between Cycle 2 plan features and student achievement gains draws upon several variables including (1) a measure of student growth in math and reading; (2) TEEG plan design features; and (3) controls for student, school, and TEEG program characteristics. A discussion of these variables can be found in Appendix G.

Study Limitations

This section presents *statistical associations* between student achievement gains and TEEG plan design features, controlling for various background characteristics of students and schools. A statistical association means two variables are related. It does not imply a direct causal connection between the associated variables (i.e., TEEG plan design features and student achievement gains).

The "true" causal mechanism underlying the observed association between TEEG plan design features and student achievement gains may be the influence of one or more factors that drive the relationship in question. For example, teachers, principals, and other stakeholders play a significant role in designing their schools performance pay plans. This means variation in plan design features developed by Cycle 2 schools may not be independent of these other factors that are also related to student achievement. In econometrics, this is known as the endogeneity problem.⁴⁵

Finally, predictions of the association between student achievement gains and plan design features that are based on additional years of achievement data may yield different findings. This is particularly important considering the degree of TEEG selection volatility during the first three cycles of the program. For example, of the 7,554 public schools in Texas operating from 2006-07 to 2008-09, 71.5% (5,404) were not eligible for any of the three cycles of TEEG. Of the 2,150 schools that were ever eligible, only 11.9% (256 schools) were eligible in all three cycles; only 28.0% (603) were eligible in two of the three TEEG cycles; and 60.0% (1,291) were eligible in just one of the three cycles. Unfortunately, evaluators were not able to explore these associations over additional years since the TEEG program was eliminated by the Texas Legislature during the 2009 session before Cycle 4 could be implemented.

Results: Associations between Plan Design and Student Achievement Gains

Table 9.1 summarizes findings of the associations between student achievement gains and the plan design features of interest: proposed maximum bonus awards, measures of student performance, and unit(s) of accountability. As is evidenced in the table, there is generally no relationship between student achievement and Cycle 2 plan features. A more detailed discussion of these results can be found in Appendix G. Three exceptions seen in Table 9.1 are discussed below.

First, evaluators find that only for reading scores in TEEG schools using a proposed maximum bonus greater than \$6,000 there is a statistically significant and positive impact on student performance. This is only true for TEEG schools selected into the program based on accountability rating. In all other cases the impact on reading scores and on math scores of schools proposing more than \$6,000 is not statistically significant.

⁴⁵ See Chapter 7 for further details on school, teacher, and program characteristics that act as determinants of plan design features developed by Cycle 2 schools.

Second, there are two instances of significant associations related to the unit of accountability in Cycle 2 plans. Accountability rating schools that use school-level performance in combination with team performance show significantly larger average math gains. However, in Comparable Improvement schools, average reading gains were significantly lower for schools using school and team performance to determine bonus award eligibility.

Again, overall there is little evidence of any association between plan features in Cycle 2 schools and student achievement gains. And, the three exceptions seen in Table 9.1 do not provide any conclusive results to imply a consistent association. While results for Cycle 1 schools (presented in Table G.2 of Appendix G) did indicate more statistically significant associations, they were very mixed and, like Cycle 2, provide inconclusive evidence of any association between plan design features of TEEG schools and their student achievement gains.

Table 9.1: Summary of Models Estimating the Association between Cycle 2 Plan Features and Student Achievement Gains

Cycle 2 Plan Characteristics	Panel A: Accountability Rating Schools, Estimated Associations		Panel B: Comparable Improvement Schools, Estimated Associations	
	Mathematics	Reading	Mathematics	Reading
Bonus award amount				
Linear relationship	NS	NS	NS	NS
Non-linear relationship	NS	NS	NS	NS
Quartile rankings				
Quartile 1	RC	RC	RC	RC
Quartile 2	NS	NS	NS	NS
Quartile 3	NS	NS	NS	NS
Quartile 4	NS	NS	NS	NS
Award thresholds				
\$3,000	NS	NS	NS	NS
\$4,000	NS	NS	NS	NS
\$5,000	NS	NS	NS	NS
\$6,000	NS	Positive (Modest) ¹	NS	NS
\$7,000	NS	NS	NS	NS
Student performance analysis				
Achievement level only	RC	RC	RC	RC
Student growth only	NS	NS	NS	NS
Achievement level + growth	NS	NS	NS	NS
Unit of accountability				
School only	RC	RC	RC	RC
Teacher only	NS	NS	NS	NS
Team only	NS	NS	NS	NS
School + teacher	NS	NS	NS	NS
School + team	Positive (Modest) ²	NS	NS	Negative (Modest) ³

Note: RC is referent category. NS indicates the association is not statistically significant.

1. This impact is modest, 0.1, about one tenth of a standard deviation of test score gains for the average student.

2. This impact is modest, 0.15, about one-sixth of a standard deviation of test score gains for the average student.

3. This impact is modest, -0.1, about a negative one-tenth of a standard deviation of test score gains for the average student.

Source: Authors' calculations

TEEG Program Participation and Student Achievement: The Treatment Effect

In the second line of research evaluators developed and tested a framework for evaluating the effect of participating in the TEEG program on student performance outcomes. Details of this design and a discussion of how the TEEG program fits well into this design are discussed in Appendix G.

Summary of Results

The results from the full set of analyses are presented in Table 9.2 below.

For Accountability Rating (Recognized) schools, there is some evidence of a positive impact of TEEG, with three positive and statistically significant impacts at the 10% significance level and only one negative and statistically significant impact. However, for Comparable Improvement schools, the story is more mixed, with 65 cases that are statistically insignificant, three cases with a statistically significant positive impact, and four cases with a statistically significant negative impact.

There is an interesting pattern in the results for Comparable Improvement schools, in that for middle schools evaluators find one positive but three negative statistically significant results. Meanwhile for high schools they find two positive and no negative statistically significant results. It is unclear why Comparable Improvement TEEG high schools should show marginal evidence of a positive TEEG influence while TEEG middle schools show marginal evidence of a negative TEEG impact.

Table 9.2: Summary of Regression Discontinuity Models Estimating the TEEG Cycle 1 and Cycle 2 Treatment Effect on Student Achievement Gains:

Qualifying Type	School Type	Positive Effect	Insignificant Effect	Negative Effect
Recognized Schools				
	Elementary	0	11	1
	Middle	2	10	0
	High	1	11	0
Comparable Improvement Schools				
	Elementary	0	23	1
	Middle	1	20	3
	High	2	22	0
Total: 108 tests		6	97	5

Notes: Significance level for positive or negative effect is 10%. If we use a 5% significance level, there were 6 results statistically significant, 4 positive and 2 negative.

Source: Based on authors' calculations; see Appendix G for details on data sources.

In summary, evaluators offer the following four comments about the results for TEEG schools. First, as with any program, start-up year impacts may differ significantly from longer-term impacts. Given some of the implementation timing issues for the first year of TEEG, start-up year effects could be particularly idiosyncratic.

Second, as has been noted in previous TEEG evaluation reports, the performance incentives under the TEEG program may be quite weak. The weakness of the incentives is partly due to the bonus structures proposed by schools and partly due to the high participation volatility due to the TEEG selection criteria. The lack of consistent evidence of a positive treatment effect on student achievement gains could well be an accurate picture. It is also possible that the search for evidence of a TEEG treatment effect is hampered by the inherent volatility and noisiness of gain scores as a measure of program outcomes.

Finally, the RD analysis modeled TEEG treatment as a homogeneous treatment. As illustrated in earlier regression analysis of TEEG plan design effects, students and teachers at TEEG schools were exposed to heterogeneous treatments (i.e., different plan design features). The analysis of plan design features of Cycle 1 and Cycle 2 schools also suggests that some plan designs may have been more effective than others; although the evidence is mostly mixed and rather inconclusive. The RD analysis would not account for these differences entirely and some potentially significant differences between TEEG treated schools and non-treated schools could be lost in the averaging.

Chapter Summary

This chapter examines student achievement gains for TEEG schools using two approaches. The first line of research examines the association between the TEEG plan design features and their student achievement gains in mathematics and reading, with a focus on Cycle 2 schools. The evidence on associations between TEEG plan design features and student achievement gains is mixed and in most cases not statistically significant.

Since this first set of analyses is carried out within the set of TEEG schools, it does not provide any evidence of differential student achievement gains for students in TEEG-treated schools relative to students in non-treated schools. Therefore, the second set of research results addresses the TEEG treatment effect within a regression discontinuity program evaluation framework. The analysis of a TEEG treatment effect finds no support for a strong, systematic effect of TEEG participation on student achievement gains in mathematics and reading.

CHAPTER 10

Conclusions and Implications for Policy and Research

This chapter reviews key findings from the third-year evaluation of the TEEG program, focusing on the implications they have for policy and future research. The chapter begins with a summary of chapter findings before addressing how evaluation outcomes can be utilized by policy makers, practitioners, and researchers. The key policy questions and key policy points discussed throughout this chapter are listed below.

Key Policy Questions

This chapter addresses the following questions.

- What can be learned about the design of locally-devised TEEG plans?
- What were the experiences and challenges faced by schools implementing TEEG plans?
- What was the nature of educator attitudes, instructional practice, and school environments during the three years of TEEG?
- How did TEEG impact teacher turnover and student achievement gains, if at all?
- How does the third-year evaluation of TEEG inform the debate on performance pay?

Key Policy Points

This chapter highlights and expands upon the following key policy points based on the summary of TEEG's third-year evaluation findings.

- The bonus award criteria developed by TEEG schools adhered to state guidelines, but the dollar amounts of those awards largely did not.
- The probability of receiving a TEEG bonus award and the actual amount received was most strongly related to factors (e.g., subject-area assignment) other than those traditionally used to determine teacher pay (e.g., overall years of experience, educational attainment).
- While most principals of TEEG schools reported that their plans could have been improved, they still held overall positive views of the program's impact on teaching quality and student learning in their schools.

- Most personnel in TEEG schools supported the overall principle of performance pay and their TEEG plans specifically. These attitudes were more positive in schools that remained in the TEEG program during all three cycles as compared to those schools that cycled in and out of the program.
- Most educators reported frequent use of effective and data-driven instructional practices, with bonus award recipients more often using these practices than those personnel not receiving bonus awards.
- There is strong evidence that TEEG plans had an impact on teacher turnover, with the probability of turnover falling noticeably as the size of the bonus award increased.
- There is no systematic evidence that TEEG had an impact on student achievement gains, and evidence of associations between student achievement gains and the design features of locally-developed performance pay plans is mixed.
- Intermediate outcomes, such as educator attitudes, instructional practice, and school environment, offer appropriate measures for evaluating the TEEG program. Furthermore, teacher turnover provides an important outcome for understanding the impact of TEEG in schools.
- As state-funded performance pay plans continue in Texas under D.A.T.E., policy makers should pay careful attention to the manner in which plans are designed, especially bonus award distribution models, given implications for teacher turnover.

Summary of TEEG Evaluation Findings

This chapter first reviews key findings in the following order: TEEG participation decisions; design of performance pay plans; schools' experiences implementing those plans; intermediate outcomes for educator attitudes, instructional practice, and school environment; and, lastly, TEEG's impact on teacher turnover and student achievement gains.

TEEG Participation Decisions

During all three cycles of the TEEG program, at least 90% of eligible schools opted to participate. These participation decisions were most commonly made by teachers and school administrators.

When examining the nature of schools that opted not to participate in TEEG, evaluators found that they were systematically different than participant schools. They were more likely to be small schools, provide alternative instruction programs and non-traditional grade configurations, and serve a lower percentage of ED students. Non-participant schools were most often concerned about the program's guidelines for bonus award distribution and school selection, perceived applying for and participating in TEEG as a burdensome process, and were dissuaded by previous negative experiences with performance pay. Some were also deterred by volatile dynamics ongoing in their schools (e.g., leadership turnover).

Design of TEEG Performance Pay Plans

Overall, TEEG schools adhered to the state guidelines for performance criteria but often disregarded recommendations for bonus award amounts (i.e., minimum of \$3,000 and maximum of \$10,000). TEEG plans relied heavily on measures of student achievement and teacher collaboration, both required by program guidelines. When measuring teachers' contribution to student performance, TEEG schools tended to use performance levels and results from state standardized assessments. Additionally, teachers' eligibility for bonus awards was typically determined by an individual teacher's performance as opposed to the performance of an entire school or team of teachers.

The distribution of TEEG bonus awards varied noticeably among schools, but most proposed bonus award models that did not align with minimum and maximum dollar amounts recommended in state guidelines. Nearly all schools (95.5% of Cycle 1 schools and 95.7% of Cycle 2 schools) proposed a minimum award less than \$3,000, and most (82.3% of Cycle 1 schools and 70.0% of Cycle 2 schools) proposed a *maximum* award of less than \$3,000.

Interestingly, the probability of receiving a bonus award relied little on determinants traditionally used for teacher pay (i.e., overall years of experience and educational level). Rather, the probability of receiving a TEEG bonus award and the actual amount received was most notably related to teachers' subject-area assignment.

TEEG Implementation Experiences and Challenges

Over half of principals in TEEG schools consistently reported that schools could have improved implementation of their performance pay plans, noting that clearer program guidelines from the state would have been of great importance. Interestingly, TEA did add a technical assistance requirement for schools participating in TEEG Cycle 3 and D.A.T.E. during the 2008-09 school year. And, many of the topics mentioned as important by GEEG principals were topics addressed by these technical assistance activities.⁴⁶ Despite these reports, TEEG principals held overall positive perceptions of the program's impact in their schools.

Educator Attitudes, Instructional Practice, and School Environment in TEEG Schools

Most personnel in TEEG schools supported the principle of performance pay, while inexperienced teachers and professionals tended to be more supportive than their counterparts. Additionally, personnel did not believe the TEEG program undermined collaboration or workplace collegiality. In fact, the majority viewed their colleagues, principals, and overall work environment positively. Both bonus award recipients and non-recipients in TEEG schools, as well as new and experienced teachers, held these positive views. However, award recipients and inexperienced staff were more likely to hold these favorable opinions. The majority of educators in TEEG schools reported frequent use of targeted and data-driven instructional practices. Those reporting the receipt of bonus awards indicated more frequent use of these professional practices than non-recipients of bonus awards.

An educator's length of exposure to the TEEG program also influenced attitudes. Specifically, personnel in schools that remained in TEEG over time – rather than cycling in and out of the program – tended to have more positive opinions towards performance pay generally, the impact of TEEG in schools, workplace collegiality, and principal leadership.

Impact of TEEG on Teacher Turnover

There is no evidence that schools in the TEEG program experienced any systematic reduction in teacher turnover following the first two cycles of program implementation (i.e., fall 2007 and fall 2008). However, there is strong evidence that several design features of performance pay plans influenced teacher turnover within TEEG schools.

First, the receipt and size of actual bonus awards had a strong impact on teacher turnover in Cycle 1; the probability of turnover fell as the size of the bonus award grew. Beginning and experienced teachers who received a bonus award of \$1,280 or more had a significantly lower predicted turnover rate than an otherwise equal teacher who received a smaller award. Beginning and experienced teachers who received awards of less than \$860 had predicted turnover rates that were significantly higher than they would have been in the absence of the TEEG program. However, many TEEG teachers received bonus awards so small that the program likely had a negligible or negative impact on their probability of turnover. Second, schools relying exclusively on student achievement levels to measure teachers' contribution to student success had significantly lower turnover rates than did schools relying solely on student gains.

⁴⁶ See Chapter 4 of the forthcoming report *District Awards for Teacher Excellence (D.A.T.E.): Year One Evaluation Report*.

TEEG and Student Achievement Gains

There is no strong evidence of a systematic TEEG treatment effect on student achievement gains. Additionally, evidence on associations between TEEG plan design features and student achievement gains is mixed.

Implications for Policy and Research

Generally, an examination of a performance pay program is interested in two primary outcomes of interest: the quality of teaching and learning in schools, and the differential recruitment and retention of teachers. For reasons discussed previously, evaluators are able to most adequately address the former using intermediate outcomes, such as reports of educator practice, attitudes, and school environment. The examination of TEEG's impact on teacher turnover revealed strong evidence of the ways in which performance pay plans influence teacher retention.

The overall evaluation of TEEG must be understood within the context of performance pay plans used by schools. While schools did adhere to performance criteria set forth in state guidelines, very few actually aligned bonus award models to the state's recommendations. Therefore, policy makers must understand that the evaluation can not necessarily speak to the outcomes that would have occurred had schools truly aligned their performance pay plans with the parameters recommended by the state.

Despite this limitation, evaluation findings do have several important insights for policy especially as Texas continues its commitment to state-funded performance pay under the umbrella of D.A.T.E. First, personnel in TEEG schools were supportive of performance pay as a compensation practice. Additionally, there was little evidence that schools in TEEG experienced some of the ramifications often discussed by opponents of performance pay; that is, the fear that performance pay will harm collegiality or that instruction will become overly focused on teaching to the test. Rather, it was a common perception that TEEG did not undermine teacher collaboration and educators continued to report frequent and increasing use of beneficial instructional practices.

Second, evaluation of TEEG provides a unique opportunity to learn about teacher preferences for the design of performance pay plans. While TEEG guidelines include parameters for plans, many of the design details are left to the discretion of educators within schools. Interestingly, teachers themselves have designed bonus award models that reward teachers for factors *not* tied to the traditional determinants of teacher salary. That is, the likelihood of receiving a bonus award – and the size of that award – was closely related to the subject-area assignment of a teacher and his/her years at the current school. It is not tied to the more traditional salary determinants of overall years of experience and educational attainment.

Finally, there is strong evidence that TEEG – and especially the bonus award models designed by schools – had an impact on the turnover of teachers. Receiving a bonus award of increasing size decreased the probability of turnover noticeably. If one assumes that it is actually the less effective teachers who fail to receive bonus awards (or who receive the lowest bonus amounts), then turnover is not necessarily a bad thing. Rather, it could be part of a strategy to improve the quality of teaching within a school. It should also be noted that turnover leads to replacement teachers who – by their

very nature – are new to a school and have a lower probability of receiving a TEEG bonus award; potentially because they are truly less effective within that school context. Unfortunately, the data (i.e., teacher-student linked data) necessary to confirm these assumptions do not currently exist in Texas.

Regardless of this data limitation, these insights from evaluating TEEG are useful for policy makers and researchers as the D.A.T.E. program moves forward in Texas. First, if participants more often develop plans within the scope of desired guidelines, evaluators can learn how such parameters influence outcomes. Second, although participation rates were consistently high in TEEG, the concerns raised by non-participants should be noted and improved upon – when possible – if the state wants to improve participation rates of D.A.T.E. Steps have already been made to provide technical assistance offerings for D.A.T.E. participants that address some of the commonly mentioned concerns.

Additionally, D.A.T.E. is unique in that it is not limited to high-performing, high-needs schools. Therefore, evaluators can explore how schools with varying demographics and performance records design plans, and how such design features influence outcomes in varying school settings. These are prominent issues under debate as performance pay receives great attention nationally. Forthcoming evaluation reports on the D.A.T.E. program should prove useful to those policy makers, practitioners, and researchers interested in knowing the role that performance pay might play as a strategy for school improvement.

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APPENDIX A

Technical Appendix for Chapter 3, TEEG Participation Decisions and Why Some Schools Did Not Participate

Findings presented in Chapter 3 draw upon the results of two evaluation initiatives: annual principal surveys in TEEG participant schools and annual interviews with principals at schools that were TEEG-eligible but did not end up participating in the program. The methodology and response rates pertaining to both data collection efforts are described below.

TEEG Principal Surveys

Methodology

Evaluators used an annual principal survey to monitor plan design modifications and other implementation experiences in TEEG schools. Principals (or site coordinators) completed these annual online surveys for Cycle 1 and Cycle 2, which operated during the 2006-07 and 2007-08 school years, respectively. A principal survey for Cycle 3 was not conducted, as it would have been administered during the fall 2009 semester, but funding for the TEEG program and evaluation was discontinued in spring 2009.

Cycle 2 schools actually received two principal surveys, as evaluators phased-in a modified process for gathering information about plan design features used by TEEG schools. In an effort to ease the length of any single principal survey, evaluators divided the Cycle 2 principal survey into two administrations. The first was given in spring 2008 and focused on the manner in which TEEG plans were approved and developed by participating schools. The second survey was administered in the fall 2008. It focused on the plan design features used by TEEG Cycle 2 schools, focusing primarily on evaluation criteria for determining teachers' eligibility for Part 1 bonus awards. The fall 2008 principal survey also asked principals their feedback about technical assistance and perceptions of program outcomes. More details about the specific survey items are presented in subsequent sections of this appendix.

Methodology for the Cycle 1 principal survey can be found in the second year evaluation report for the TEEG program. The sections below provide an overview of the response rate, respondent characteristics, and survey content pertaining to the principal surveys given to Cycle 2 schools.

Response Rate and Respondent Characteristics

Evaluators achieved a relatively high response rate on both Cycle 2 principal surveys. Of the 1,026 Cycle 2 schools, evaluators received 909 responses (88.6%) on the spring 2008 survey and 927 responses (90.4%) on the fall 2008 survey. Respondent characteristics, including their professional title and involvement in the development of schools' TEEG Cycle 2 plans, are provided in Table A.1 below.

**Table A.1: Respondent Characteristics,
TEEG Cycle 2 Spring 2008 and Fall 2008 Principal Surveys**

Respondent Characteristics	Cycle 2 Spring '08 Principal Survey (n=909)	Cycle 2 Fall '08 Principal Survey (n=927)
Professional Title		
Principal	92.2% (838)	87.8% (814)
Other school administrator	2.3% (21)	4.5% (42)
Classroom teacher	3.2% (29)	2.5% (23)
School staff	0.2% (2)	0.3% (3)
Superintendent	0.6% (5)	1.1% (10)
Other district administrator	0.2% (2)	1.2% (11)
Other personnel	1.3% (12)	2.6% (24)
Involved in TEEG development		
Yes	89.1% (810)	82.1% (761)

Source: Based on authors' review of Spring 2008 and Fall 2008 TEEG Cycle 2 Principal Surveys

Survey Instrument

The spring 2008 TEEG Cycle 2 principal survey addressed the following concepts.

- Process for developing TEEG plans
- Process for approving TEEG plans
- Mechanisms for monitoring TEEG plan implementation
- Respondent background information

The fall 2008 TEEG Cycle 2 principal survey addressed the following concepts.

- TEEG plan design features
- Mechanisms for monitoring TEEG plan implementation
- School personnel feedback about TEEG experience
- Respondent background information

The survey instruments can be found at the conclusion of this chapter.

Principal Interviews

Methodology

Evaluators also interviewed principals or other appropriate officials at schools that were eligible for Cycle 1, Cycle 2, and/or Cycle 3 of the TEEG program, but did not end up participating. During the spring semester of each Cycle (i.e., spring 2007 for Cycle 1, spring 2008 for Cycle 2, and spring 2009 for Cycle 3) evaluators conducted phone interviews with the primary contact at each eligible non-participant school.

Evaluators elected to interview principals with the belief that principals would have the best understanding of issues surrounding the school's rationale for not participating in the TEEG program. If the principal was not familiar with those issues or felt that another school or district official could offer better insight, interviews were conducted with that individual. Phone interviews were entirely confidential, and at no time was any identifiable information recorded during the interview.

Response Rate and Respondent Characteristics

Response rates and respondent characteristics for the spring 2007 and spring 2008 interviews can be found in previous TEEG evaluation reports. The response rate and respondent characteristics for the spring 2009 interviews are explained below.

There were a total of 104 potential interviews, for which evaluators completed 61 achieving a response rate of 59 percent. Of the remaining schools, 25 did not respond to multiple contacts by evaluators, two were actually Cycle 3 participants, four asked not to be interviewed, and six no longer employed personnel who could address the questions being asked.

Table A.2 details characteristics of the interviewees who participated in this interview initiative.

Table A.2: Respondent Characteristics, Spring 2009 Interviews

Respondent Characteristics	Percent (#) of Interviewees
Professional Position	
Principal	72.0% (36)
Superintendent	14.0% (7)
Other school official	6.0% (3)
Other district official	8.0% (4)
Years of Experience	
Average years of experience	5.1 years
1 year	12.0% (6)
2-3 years	65.2% (15)
4-14 years	46.0% (23)
15+ years	6.0% (3)
Missing	6.0% (3)

N=61

Source: Interviews conducted during spring 2009.

Interview Protocol

The same open-ended interview protocol was used during all three years with slight modifications, and addressed issues such as (1) who was involved in the decision not to participate in TEEG, (2) what were the primary reservations about TEEG participation, (3) opinions about various performance pay models, and (4) the likelihood of future participation in the TEEG program.

The interview protocol used during the spring 2009 is found at the end of this appendix. Previous years' interview protocols can be found in the *Texas Educator Excellence Grant (TEEG) Program: Year Two Evaluation Report* (2008).

Texas Educator Excellence Grant (TEEG) Cycle 2 Spring 2008 Principal Survey

Dear Principal,

The National Center on Performance Incentives (NCPI), under contract with the Texas Education Agency (TEA), is conducting an on-going evaluation of the Texas Educator Excellence Grant (TEEG) program. This spring 2008 principal survey will help us learn about your school's early experiences with the TEEG Cycle 2 program (i.e., grant award period beginning 1/1/2008). We will also send you a follow-up survey in the fall of 2008. Both data collections are part of the progress reporting and evaluation efforts that are further explained in the TEEG program guidelines issued by TEA.

If your school participated in TEEG Cycle 1, it is possible that you completed a survey similar to this during the fall 2007 semester. If that is the case, we thank you for your participation last fall and ask for your participation again. This survey is a separate data collection effort and is in regards to your school's participation in Cycle 2.

We also remind you that full-time instructional personnel in your school are completing a survey about TEEG Cycle 2 as well. The teacher survey addresses a different set of issues than we are asking you to complete at this time. We appreciate your assistance encouraging them to participate in that data collection effort.

We thank you for your contribution to this study and believe that your feedback will provide important insight about the TEEG program. We remind you that all responses will remain entirely confidential and no identifying information will be included in published reports on this project. Additionally, if you feel that you are not the most appropriate person to complete this survey, please direct it to the most appropriate respondent (i.e., person most knowledgeable about the design and implementation of your school's TEEG plan).

Finally, if you have any questions about the survey or the study, please contact the following persons.

For general questions about TEEG or the overall evaluation,	
Andrew Moellmer (TEA)	Jessica Lewis (TEA)
(512) 936-6503	(615) 322-5622
programeval@tea.state.tx.us	jessica.l.lewis@vanderbilt.edu

For questions about technical problems completing this survey,
Omar Lopez (NCPI)
(512) 341-0351
teeg@cpse-k16.com

TEEG Cycle 2: Plan Development

1. In developing your school's plans for TEEG Cycle 2, which members of the following groups were involved at any level? Please select all that apply.
 - a. Principal
 - b. Assistant principal
 - c. Full-time classroom teachers (i.e., educator who teaches in an academic or a career and technology instructional setting for not less than an average of four hours each day)
 - d. Part-time classroom teachers (i.e., educator who teaches in an academic or a career and technology instructional setting for less than an average of four hours each day)
 - e. Instructional specialists (e.g., instructional coaches, reading/math specialists)
 - f. Instructional support staff (e.g., teacher's aid)
 - g. Librarian(s)
 - h. Health support staff (e.g., nurses)
 - i. Counselors (e.g., social workers, career counselors)
 - j. Campus support staff (e.g., custodians, cafeteria workers, secretaries)
 - k. District officials
 - l. Local school board members
 - m. Parents
 - n. Community members and business leaders
 - o. Students (whether enrolled at school or not)
 - p. Other – Please use the space provided to define members of other groups not listed above.

2. Was a school-based decision-making team involved in developing your school's plan for TEEG Cycle 2?
 - a. Yes [go to question 2a]
 - b. No [go to question 3]
 - c. Do not know [go to question 3]
- 2a. Which of the following members comprised the school-based decision-making team at your school?
 - a. Principal
 - b. Assistant principal
 - c. Full-time classroom teachers (i.e., educator who teaches in an academic or a career and technology instructional setting for not less than an average of four hours each day)
 - d. Part-time classroom teachers (i.e., educator who teaches in an academic or a career and technology instructional setting for less than an average of four hours each day)
 - e. Instructional specialists (e.g., instructional coaches, reading/math specialists)
 - f. Instructional support staff (e.g., teacher's aid)
 - g. Librarian(s)
 - h. Health support staff (e.g., nurses)
 - i. Counselors (e.g., social workers, career counselors)
 - j. Campus support staff (e.g., custodians, cafeteria workers, secretaries)
 - k. District officials

- l. Local school board members
 - m. Parents
 - n. Community members and business leaders
 - o. Students (whether enrolled at school or not)
 - p. Other – Please use the space provided to define members of other groups not listed above.
-

TEEG Cycle 2: Plan Approval

- 3. Did your school vote to approve its plan for TEEG Cycle 2?
 - a. Yes [go to question 3a]
 - b. No [go to question 4]
 - c. Do not know [go to question 4]

 - 3a. Please identify all groups that participated in that vote.
 - a. Principal
 - b. Assistant principal
 - c. Full-time classroom teachers (i.e., educator who teaches in an academic or a career and technology instructional setting for not less than an average of four hours each day)
 - d. Part-time classroom teachers (i.e., educator who teaches in an academic or a career and technology instructional setting for less than an average of four hours each day)
 - e. Instructional specialists (e.g., instructional coaches, reading/math specialists)
 - f. Instructional support staff (e.g., teacher's aid)
 - g. Librarian(s)
 - h. Health support staff (e.g., nurses)
 - i. Counselors (e.g., social workers, career counselors)
 - j. Campus support staff (e.g., custodians, cafeteria workers, secretaries)
 - k. District officials
 - l. Local school board members
 - m. Parents
 - n. Community members and business leaders
 - o. Students (whether enrolled at school or not)
 - p. Other – Please use the space provided to define members of other groups not listed above.
-
- 4. Did anyone at your school disagree with the approval of the TEEG Cycle 2 plan?
 - a. Yes [go to questions 4a and 4b]
 - b. No [go to question 5]
 - c. Do not know [go to question 5]

4a. Please identify all groups that disagreed with the school's approval of the TEEG Cycle 2 plan.

- a. Principal
 - b. Assistant principal
 - c. Full-time classroom teachers (i.e., educator who teaches in an academic or a career and technology instructional setting for not less than an average of four hours each day)
 - d. Part-time classroom teachers (i.e., educator who teaches in an academic or a career and technology instructional setting for less than an average of four hours each day)
 - e. Instructional specialists (e.g., instructional coaches, reading/math specialists)
 - f. Instructional support staff (e.g., teacher's aid)
 - g. Librarian(s)
 - h. Health support staff (e.g., nurses)
 - i. Counselors (e.g., social workers, career counselors)
 - j. Campus support staff (e.g., custodians, cafeteria workers, secretaries)
 - k. District officials
 - l. Local school board members
 - m. Parents
 - n. Community members and business leaders
 - o. Students (whether enrolled at school or not)
 - p. Other – Please use the space provided to define members of other groups not listed above.
-

4b. You indicated that some groups disagreed with the school's approval of the TEEG Cycle 2 plan. Are you familiar with their rationale not to support that plan?

- d. Yes [go to question 4b-1]
- e. No [go to question 5]

4b-1. For each of the following statements, please indicate its level of importance for explaining their rationale not to support the Cycle 2 plan.

	No Importance	Low Importance	Moderate Importance	High Importance
a. The administrative demands (e.g., paperwork) of the TEEG program would not be worth the time and effort required for program implementation.				
b. The guidelines for the TEEG program are unclear.				
c. The guidelines for TEEG award distribution (i.e., 75% of funds for full-time teachers, 25% for other personnel and/or activities) are an unfair way to allocate funds.				
d. In the TEEG plan, the performance criteria used to determine incentive payments for teachers do not measure important aspects of teaching and learning.				
e. Implementing a TEEG program at the school would have a negative effect on school culture and professional collegiality.				
f. Previous school or personal involvement with performance incentives and/or differentiated pay was a negative experience.				
g. The concept of pay-for-performance is not an appropriate fit for the field of public education.				

If school personnel provided any other feedback related to their disagreement with TEEG Cycle 2, please explain in the space provided below.

TEEG Cycle 2: Monitoring and Managing Program Implementation

5. Has your school developed a formal process to monitor and manage TEEG Cycle 2 implementation?
 - a. Yes [go to questions 5a-5d]
 - b. No [go to question 6]

5a. Does your monitoring and management process include the development of an end-of-year/annual written report on the implementation of the school's TEEG program?

- a. Yes
- b. No

5b. Does your monitoring and management process include meetings with faculty and staff to gather their feedback about the implementation of the school's TEEG program?

- a. Yes
- b. No

5c. Does your monitoring and management process include a system of providing ongoing feedback/information to faculty and staff about the implementation of the school's TEEG program?

- a. Yes
- b. No

5d. Does your monitoring and management process for TEEG Cycle 2 include any other strategies other than those stated above? If so, please describe them in the space provided below.

Background Information

6. Please identify the professional title that best describes your current professional position for the 2007-2008 school year?

- a. Principal
- b. Other school administrator
- c. Classroom teacher (either full- or part-time)
- d. School staff (i.e., non-teacher position)
- e. Superintendent
- f. Other district administrator
- g. Other – Please use the space provided to describe your professional position.

7. Were you involved in the process of designing and approving the school's plan for TEEG Cycle 2 (i.e., grant award period beginning 1/1/2008)?

- h. Yes
- i. No

Texas Educator Excellence Grant (TEEG) Fall 2008 School Progress Report

Dear Principal,

The National Center on Performance Incentives (NCPI), under contract with the Texas Education Agency (TEA), is conducting a multiple-year evaluation of the Texas Educator Excellence Grant (TEEG) program. This progress report is intended to help us learn about schools' experiences with and participation in Cycle 2 of the TEEG program during the 2007-08 school year. You (or a previous principal) were asked to complete the first of two progress reports during the spring 2008 semester. This is the second and final progress report regarding your school's experience in Cycle 2 of the TEEG program.

If you feel that you are not the most appropriate person to complete the survey, please direct it to the most appropriate respondent (i.e., person most knowledgeable about the design and implementation of your school's TEEG plan).

We appreciate your contribution to this study and believe that your feedback will provide important insight regarding the issues addressed by this progress report. We remind you that all responses will remain entirely confidential and no identifying information will be included in published reports and papers on this project.

If you have any questions about the survey or the study, please contact:

Dr. Omar Lopez
(512) 341-0351
[Insert email address here](#)

TEEG Plan Design

We would like to learn how your school's TEEG Cycle 2 incentive plan was implemented during the 2007-08 school year. The following questions ask about specific design features of your school's plan. Please answer each question to the best of your ability.

1. What is the total grant amount that your school received to implement the TEEG program during the 2007-08 school year?
\$ _____
2. Of that total grant amount, how much of those funds were used for Part 1 bonus awards reserved for classroom teachers?
\$ _____

The remaining questions in this section only pertain to the design and use of Part 1 funds (i.e., funds reserved to reward classroom teachers for their performance).

3. Other than \$0, what is the minimum bonus award a teacher could earn from Part 1 funds (i.e., if a teacher achieved only the very minimum performance criteria established in the school's TEEG plan)?
\$ _____
4. What is the maximum bonus award a teacher could earn from Part 1 funds (i.e., if a teacher achieved all possible performance criteria established in the school's TEEG plan)?
\$ _____

TEEG program guidelines allow a school to use four categories of performance criteria for determining a teacher's eligibility for Part 1 bonus awards. Please indicate below whether or not your school's TEEG plan used each of the Part 1 performance criteria.

5. Did your school's TEEG plan reward teachers for contributing to improvements in student achievement (i.e., Criterion 1 of Part 1 performance criteria)?
 - a. If "Yes", please click here (proceed to questions 5a, 5b, and 5c; if no select, proceed to question 6)

5a. Below is a list of performance indicators that a school might have used to measure teachers' contribution to student achievement (i.e. Criterion 1). Please indicate whether or not your school's TEEG plan used each of the following performance indicators for Criterion 1.

My school's TEEG plan used ...	If "Yes", please click on the box below
Exemplary campus rating	<input type="checkbox"/>
Recognized campus rating	<input type="checkbox"/>
Acceptable campus rating	<input type="checkbox"/>
Comparable Improvement ranking	<input type="checkbox"/>
Adequate Yearly Progress (AYP) under NCLB	<input type="checkbox"/>
Results from state standardized assessments (e.g., TAKS, SDAA, TPRI)	<input type="checkbox"/>
Results from end-of-year course assessments	<input type="checkbox"/>
Results from local benchmark assessments	<input type="checkbox"/>
Results from student portfolio assessments	<input type="checkbox"/>
Student attendance	<input type="checkbox"/>
Student drop-out rate	<input type="checkbox"/>
Students graduation rate	<input type="checkbox"/>
Other	<input type="checkbox"/>

Please identify any other performance indicators used by the school's TEEG plan to measure a teachers' contribution to student achievement (i.e. Criterion 1). _____

5b. Schools traditionally use two methods for analyzing teachers' contribution to student achievement: measures of students' achievement levels or measures of change in students' performance over time (e.g., performance growth, value-added, etc.). Please indicate below the design feature(s) used by your school's TEEG plan when measuring teachers' contribution to student achievement.

My school's TEEG plan used ...	If "Yes", please click on the box below.
Measures of students' achievement levels.	<input type="checkbox"/>
Measures of students' performance over time (e.g., performance growth, value-added scores, etc.).	<input type="checkbox"/>

5c. Performance incentive plans in schools typically use one or more approaches for holding teachers accountable for performance. One approach is to reward teachers based on the performance of individual teachers (e.g., their classroom performance), while another approach is to reward teachers based on the performance of a team of teachers (e.g., an entire grade-level or subject-area team). A final approach is to reward teachers based on the performance of an entire school (e.g., a campus rating). Please indicate below the design feature(s) used by your school's TEEG plan when measuring teachers' contribution to student achievement.

My school's TEEG plan used ...	If "Yes", please click on the box below
Individual teacher performance to determine bonus award eligibility.	<input type="checkbox"/>
Team of teacher performance to determine bonus award eligibility.	<input type="checkbox"/>
Entire campus performance to determine bonus award eligibility.	<input type="checkbox"/>

6. Did your school's TEEG plan reward teachers for collaborating with faculty and staff (i.e., Criterion 2 of Part 1 performance criteria)?
- a. If "Yes", please click here (proceed to questions 6a and 6b; if no selection proceed to question 7)

6a. Below is a list of performance indicators that a school might have used to measure teachers' collaboration (i.e., Criterion 2). Please indicate whether or not your school's TEEG plan used each of the following performance indicators for Criterion 2.

My school's TEEG plan used ...	If "Yes", please click on the box below
Professional development participation	<input type="checkbox"/>
Professional Development and Appraisal System (PDAS) rating	<input type="checkbox"/>
Instructional/curricular leadership and activities (e.g., interdisciplinary planning meetings)	<input type="checkbox"/>
Staff meeting participation	<input type="checkbox"/>
Team teaching activities	<input type="checkbox"/>
Teacher mentoring and induction activities	<input type="checkbox"/>
Sharing/analyzing student achievement data	<input type="checkbox"/>
Parent involvement activities	<input type="checkbox"/>
Other	<input type="checkbox"/>

Please identify any other performance indicators used by the school's TEEG plan to measure teachers' collaboration with faculty and staff (i.e., Criterion 2). _____

6b. Performance incentive plans in schools typically use one or more approaches for holding teachers accountable for performance. One approach is to reward teachers based on the performance of individual teachers (e.g., their classroom performance), while another approach is to reward teachers based on the performance of a team of teachers (e.g., an entire grade-level or subject-area team). A final approach is to reward teachers based on the performance of an entire school (e.g., a campus rating). Please indicate below the design feature(s) used by your school's TEEG plan to measure teachers' collaboration with faculty and staff.

My school's TEEG plan used ...	If "Yes", please click on the box below
Individual teacher performance to determine bonus award eligibility.	<input type="checkbox"/>
Team of teacher performance to determine bonus award eligibility.	<input type="checkbox"/>
Entire campus performance to determine bonus award eligibility.	<input type="checkbox"/>

7. Did your school's TEEG plan reward teachers for demonstrating ongoing initiative, commitment, professionalism, and involvement in other activities that contribute to improved student achievement (i.e., Criterion 3 of Part 1 performance criteria)?
- a. If "Yes", please click here (proceed to question 7a and 7b; if no selection proceed to question 8)

7a. Below is a list of performance indicators that a school might have used to measure teachers' initiative, commitment, and professionalism (i.e., Criterion 3). Please indicate whether or not your school's TEEG plan used each of the following performance indicators for Criterion 3.

My school's TEEG plan used ...	If "Yes", please click on the box below
Professional development participation	<input type="checkbox"/>
Professional Development and Appraisal System (PDAS) rating	<input type="checkbox"/>
Tutoring and after-school program activities	<input type="checkbox"/>
Parent involvement activities	<input type="checkbox"/>
District leadership activities	<input type="checkbox"/>
Teacher attendance	<input type="checkbox"/>
Other	<input type="checkbox"/>

Please identify any other performance indicators used by the school's TEEG plan to measure teachers' initiative, commitment, and professionalism (i.e., Criterion 3). _____

7b. Performance incentive plans in schools typically use one or more approaches for holding teachers accountable for performance. One approach is to reward teachers based on the performance of individual teachers (e.g., their classroom performance), while another approach is to reward teachers based on the performance of a team of teachers (e.g., an entire grade-level or subject-area team). A final approach is to reward teachers based on the performance of an entire school (e.g., a campus rating). Please indicate below the design feature(s) used by your school's TEEG plan to measure teachers' initiative, commitment, and professionalism.

My school's TEEG plan used ...	If "Yes", please click on the box below
Individual teacher performance to determine bonus award eligibility.	<input type="checkbox"/>
Team of teacher performance to determine bonus award eligibility.	<input type="checkbox"/>
Entire campus performance to determine bonus award eligibility.	<input type="checkbox"/>

8. Did your school's TEEG plan reward teachers assigned to a hard-to-staff or traditionally high-turnover subject area (i.e., Criterion 4 of Part 1 performance criteria)?
- a. If "Yes", please click here (proceed to question 8a; if not selected proceed to question 9)

8a. Below is a list of subject areas that a school might have used to measure teachers' assignment to a hard-to-staff or high-turnover subject area (i.e., Criterion 4). Please indicate whether or not your school's TEEG plan used each of the following performance indicators for Criterion 4.

My school's TEEG plan rewarded teachers assigned to ...	If "Yes", please click on the box below
Mathematics	<input type="checkbox"/>
Science	<input type="checkbox"/>
Literacy instruction	<input type="checkbox"/>
Foreign language	<input type="checkbox"/>
Special education	<input type="checkbox"/>
Technology applications	<input type="checkbox"/>
Bilingual education/English as a Second Language	<input type="checkbox"/>
Other locally-determined shortage or high-turnover assignments	<input type="checkbox"/>

Please identify any other shortage or high-turnover assignments used by the school's TEEG plan to reward classroom teachers under Part 1. _____

TEEG Resources and Technical Assistance

9. Thinking back on your school’s experience with TEEG during the 2007-08 school year, how important do you think the following types of resources, supports, or technical assistance activities were in contributing to successful implementation of your school’s TEEG plan?

If your school did not receive or participate in any of the types of resources, supports, or technical assistance activities specified below, please mark “Not Applicable”.

	No Importance	Low Importance	Moderate Importance	High Importance	Not Applicable
a. Guidelines provided by the Texas Education Agency explaining the parameters for a TEEG plan.					
b. Administrative support from your district, regional center, or other entity to develop, manage, and monitor your school’s TEEG plan.					
c. Expertise from your district and/or school personnel to develop and use high quality performance measures to evaluate teacher performance.					

If your school received any other resources, supports, or technical assistance that aided the successful implementation of your school’s TEEG plan during the 2007-08 school year, please explain in the space below.

10. Thinking back on your school’s experience with TEEG during the 2007-08 school year, could your school have improved its implementation of TEEG?
- a. If “Yes” please click here [go to 10a; if not selected go to 11]

10a. You indicated that your school could have improved its implementation of TEEG during the 2007-08 school year. Please indicate the importance that each of the following types of resources would have played in improving your school's ability to implement its TEEG plan.

	No Importance	Low Importance	Moderate Importance	High Importance
a. Clearer explanation from the Texas Education Agency as to why the school was selected to receive a TEEG grant				
b. Clearer guidelines for the school explaining the parameters for the school's TEEG plan design				
c. More administrative assistance for the school to develop, manage, and monitor the school's TEEG plan				
d. Technical assistance for the school to support the development and use of high quality performance measures to evaluate teacher performance				

If your school would have benefited from any other resources, supports, or technical assistance not listed above during the 2007-08 school year, please explain in the space below.

TEEG Monitoring and Managing Program Implementation

11. Has your school developed a formal process to monitor and manage TEEG implementation?

a. If "Yes", please click here [go to 11a-11d; if not selected go to 12]

11a. Does your monitoring and management process include the development of an end-of-year/annual written report on the implementation of the school's TEEG program?

a. If "Yes", please click here

11b. Does your monitoring and management process include meetings with faculty and staff to gather feedback about the implementation of the school's TEEG program?

a. If "Yes", please click here

11c. Does your monitoring and management process include a system of providing ongoing feedback to faculty and staff about the implementation of the school's TEEG program?

a. If "Yes", please click here

11d. Does your monitoring and management process include any other strategies other than those stated in 11a – 11c? If so, please describe below.

TEEG Feedback from School Personnel

12. We are interested in knowing what kind of feedback – if any – your school may have gathered from school personnel related to their experience with and participation in the TEEG program during the 2007-08 school year. Did your school gather any such feedback from school personnel during the 2007-08 school year?

a. If “Yes” please click here [go to 12a; if not selected, go to 13]

12a. You indicated that your school gathered feedback from school personnel related to their experience with and participation in TEEG during the 2007-08 school year. Please indicate the extent to which you agree that their feedback aligns with each of the statements below.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. The school’s TEEG plan did a good job of distinguishing effective from ineffective teachers at the school.					
b. The prospect of earning an award discouraged teachers and staff from working together.					
c. Teachers and staff altered (for better or worse) their professional practice to earn a TEEG award.					
d. Our TEEG plan measured important aspects of teaching and learning.					
e. School personnel did not understand the criteria established for earning a TEEG award.					
f. The administrative demands (e.g., paperwork) of the TEEG program were not worth the time and effort required for implementation.					
g. The guidelines established for TEEG award distribution (i.e., 75% of funds for full-time teachers, 25% for other personnel and/or activities) were a fair way to allocate funds.					
h. When participating in the school’s TEEG plan, school personnel had confidence they would receive an incentive award for achieving performance criteria.					

If school personnel provided any other feedback related to their experience with or participation in the TEEG program during the 2007-08 school year, please explain in the space below.

13. Please indicate the extent to which you agree or disagree with each statement about the TEEG plan that operated in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The TEEG plan had negative effects on my school.				
b. The TEEG plan in my school did a good job of distinguishing effective from ineffective teachers at my school.				
c. The TEEG plan caused resentment among teachers at my school.				
d. The TEEG plan did not affect teaching practices or professional behaviors.				
e. The TEEG plan at my school helped teachers feel more satisfied with their jobs.				
f. The TEEG plan at my school contributed to improvements in the quality of professional development offered to teachers.				
g. The TEEG plan at my school helped improve teaching practices.				
h. The TEEG plan at my school helped increase student learning.				

14. If you have any other thoughts or comments regarding your school’s experience with the TEEG program, please describe using the space below.

Background Information

15. Please identify the professional title that best describes your current professional position this 2008-09 school year?

- a. Principal
- b. Other school administrator
- c. Classroom teacher (either full or part-time)
- d. School staff (i.e., non-teacher position)
- e. Superintendent
- f. Other district administrator
- g. Other – Please describe your professional position below

16. Were you involved in the school’s process of designing and approving the plan for TEEG?

- a. If “Yes”, please click here

Thank you for your participation! The survey is now complete.

Interview Protocol for Cycle 3 Non-Participants (Spring 2009)

Hello,

We are contacting you from the National Center on Performance Incentives at Vanderbilt University's Peabody College. We are working under contract with the Texas Education Agency to evaluate the Texas Educator Excellence Grant (otherwise referred to as TEEG).

As part of this evaluation, we are interested in talking to principals at schools that did not participate in Cycle 3 of the TEEG program even though their schools met eligibility criteria to participate during the 2008-09 school year. We believe these interviews will be informative to state policymakers and provide them with a better understanding as to why schools decided not to apply and their perspectives on performance pay policy.

Participation in this interview is voluntary. You may refuse to answer any question you do not wish to answer. Additionally, you may also choose to end the interview at any time if you do not wish to continue.

Please note that your responses will remain confidential, as outlined in the Memo on Confidentiality that was previously sent to you, and we will not identify any individuals by name in our study reports. Did you receive this Memo on Confidentiality? If not, would you like me to send it to you at this time?

Your responses will be combined with others and reported in the aggregate. If quotations are used in any written reports, they will be included only for illustrative purposes and will not be attributed to any individual. At the end of the study, we will destroy any information that identifies you.

To keep your responses anonymous, we will refer to you during the interview as **PRINCIPAL [OR WHATEVER THEIR TITLE MIGHT BE]** and your campus as **[GENERIC SCHOOL CODE]**. Is that okay with you?

With your permission, we would like to audio-record this conversation. At the end of the study we will destroy the tapes. Is it all right if we audiotape this interview?

This interview will take at least 20 minutes of your time.

Do you have any questions about the interview before we begin?

PART ONE: PRINCIPAL AND SCHOOL BACKGROUND INFORMATION

I want to begin by learning more about you and your school.

1. Your school was eligible for Cycle 3 of the Texas Educator Excellence Grant program during the 2008-09 school year and did not end up participating. Are you familiar with the reasoning for your school not participating in the program?
 - a. **[If yes]:** Continue with question 2 below.
 - b. **[If no]:** Might you recommend another administrative official at your school who would be more familiar with this matter?
 - i. Thank you for your time and cooperation today.
2. Including this 2008-09 school year, for how many years have you served as the principal [OR “as the (whatever their current position might be)] for **[GENERIC SCHOOL CODE]**?
 - a. For how many total school years have you served as a principal [or whatever their position might be] at any school or district?
3. Have you served in any other professional positions in the field of education?
 - a. **[If yes]:** What types of positions and for how long?
4. How would you describe your school’s overall performance in teaching and learning?
 - a. In your opinion, what are its primary strengths?
 - b. In your opinion, upon which areas could the school improve?

PART TWO: UNDERSTANDING SCHOOL DECISION-MAKING

I would now like to move on to some questions regarding your school not participating in Cycle 3 of the Texas Educator Excellence Grant program. Throughout the following questions, we will refer to that program by its acronym – “TEEG”. We want to again emphasize that these questions pertain to your school not participating in Cycle 3 during this 2008-09 school year.

5. Was the school aware of its eligibility to participate in Cycle 3 of the TEEG program in time to make a decision whether or not to participate?
 - a. **[If answer is “Yes”]** How did you become aware of the school’s eligibility?
 - b. **[If answer is “Yes”]** When did you become aware of the school’s eligibility? At least provide a general time frame (i.e., what semester).

[If answer is “Yes” to Question 5, continue with question 6 through 11.]

- c. **[If answer is “No”]** Why do you think the school was not aware of its eligibility?

[If answer is “No” to Question 5, continue on to question 12.]

6. Without identifying anyone by name, who was involved in the school’s decision not to apply for the TEEG grant?
7. When did the school decide not to apply for the TEEG grant?
8. How long did it take the school to come to that decision?
9. We want to learn about the reservations held by school personnel that led to the school’s decision not to participate in TEEG Cycle 3.
 - a. What were the primary reservations, if any, held by the school administration?
 - b. What were the primary reservations, if any, held by the school’s teachers?
 - c. What were the primary reservations, if any, held by the school’s staff?

[If school participated in previous Cycles of TEEG during the 2006-07 or 2007-08 school years, but declined Cycle 3, ask Question 10. If not, move on to Question 11.]

10. We are aware that your school participated in TEEG in prior school years. Can you explain why your school decided not to participate during Cycle 3 after participating in the TEEG program during earlier school years?
11. We are interested in knowing if any school personnel disagreed with the decision to decline participation in the TEEG program.
 - a. Did school administration disagree and if so, what was their reasoning?
 - b. Did the school’s teachers disagree and if so, what was their reasoning?
 - c. Did the school’s staff disagree and if so, what was their reasoning?

[If school is a D.A.T.E. school, ask question 12. If not, move on to question 13.]

12. We are aware that your school is participating in the District Awards for Teacher Excellence (D.A.T.E.) program? Are you aware of your school’s participation in that program?
 - a. **[If yes]** Why has the school agreed to participate in the D.A.T.E. program?

13. Do you currently have a good understanding of the reasons for which your school was eligible to participate in TEEG during the 2008-09 school year?

[If interviewee responds “yes”, ask the following sub-questions.]

- a. Do you mind sharing the criteria your school met in order to be eligible?
- b. Do you feel like the current eligibility criteria represent a fair way to select schools for TEEG participation?

[If interviewee responds “no”, move on to the next question.]

14. If you were designing an incentive pay program for teachers in your school, what three behaviors or measures of performance would you consider most important to include in the incentive pay program?

a. [If clarification is needed:]

- i. A behavior might be a practice like taking on certain types of assignments, duties, roles, or engaging in desirable activities related to the job.
- ii. A measure might be an outcome related to performance.

15. Has the school used (or is it currently using) any type of performance incentive or differentiated pay programs for its teachers within the recent history of the school’s operation (i.e., within the past five school years)?

[If yes, ask the following]:

- a. How does that program operate?
- b. What has been the school’s experience with that program?

[Go on and ask these sub-questions as it might elicit more ideas from the interviewee:]

- a. Does your school use merit pay/bonuses for teachers?
 - i. **[If yes]:** What is/was the school’s experience with that program?
- b. Does your school use stipends/bonuses for teachers certified in critical shortage areas?
 - i. **[If yes]:** For which shortage areas?
 - ii. **[If yes]:** What is/was the school’s experience with that program?
- c. Does your school use stipends/bonuses for mentor teachers?
 - i. **[If yes]:** What is/was the school’s experience with that program?
- d. Does your school plan on participating in the District Awards for Teacher Excellence (DATE) program? [if explanation is needed explain that DATE is a

state-funded program that provides districts with funds to implement performance incentive programs at schools starting in the 2008-09 school year. Districts have to provide matching funds as well.]

[If no to all sub-questions, Go to PART THREE]

PART THREE: PERCEPTION OF EDUCATOR INCENTIVES IN GENERAL

I would now like to ask some questions regarding your thoughts on educator incentives in general.

16. How do you feel about a policy that provides awards to schools whose students show above-average achievement or above-average achievement gains?
 - a. Do you think this type of policy will lead to improvements in education?
17. How do you feel about a policy that provides bonuses to teachers whose students show above-average achievement or above-average achievement gains?
 - a. Do you think this will lead to improvements in education?
18. How do you feel about a policy that provides bonuses to groups of teachers (e.g, grade-level teams or departments) whose students show above-average achievement or above-average achievement gains?
 - a. Do you think this will lead to improvements in education?
19. Are there any non-monetary incentives that teachers would find equally or more motivating than cash awards?
 - a. **[If yes]:** What kinds of non-monetary incentives would motivate teachers?

PART FOUR: FUTURE INVOLVEMENT WITH EDUCATOR INCENTIVES

20. If offered the opportunity to apply for TEEG in the future, would you respond in the same way?
 - a. Why or why not?
 - b. Do you think your staff would respond in the same way? Why or why not?
21. Is there anything else you would like to add about your experience with the TEEG program or other performance-based pay policies?

We appreciate your time and cooperation!

APPENDIX B

Technical Appendix for Chapter 4, TEEG Plan Design and Implementation

Application Coding Methodology

Evaluators examined the plan design features described in Cycle 1 and Cycle 2 TEEG applications submitted to the Texas Education Agency. Evaluators developed a detailed taxonomy to code key features of plans, with a focus on the use of Part 1 funds. More specifically, the taxonomy identifies the following plan design features.

- Amount of school’s total grant and share dedicated to Part 1 bonus awards
- Proposed minimum and maximum amounts for Part 1 bonus awards
- Indicators and other strategies used to determine teachers’ eligibility for Part 1 bonus awards

Cycle 1 Plans, Coding Process

Evaluators examined the plan design features described in the 1,148 Cycle 1 applications submitted to the Texas Education Agency.¹ Evaluators developed a detailed taxonomy to code key features of plans, with a focus on the use of Part 1 funds. During the 2006-07 and 2007-08 school years, three evaluators coded Cycle 1 plan components identified in each of the Cycle 1 applications. These evaluators reviewed a random sample of each other’s findings to ensure inter-rater reliability and a fourth evaluator adjudicated any discrepancies.

Evaluators were able to code the majority of taxonomy fields for all but four of the Cycle 1 plan applications in which plan details were unclear despite multiple reviewers’ efforts to understand the content. Of the applications for which evaluators were able to gather nearly exhaustive information about plan design features, some plan variables remained unclear, as noted in the tables throughout Chapter 4. These missing fields did not hinder evaluators’ ability to analyze the Cycle 1 plans.

It should be noted that evaluators have made most use of three of these design features, particularly for analysis of the influence of design features on teacher turnover and student achievement gains. These three design features include:

- Proposed maximum Part 1 bonus award amounts
- Unit of accountability to determine teacher eligibility for Part 1 bonus awards
- Measure of student performance to determine teacher eligibility for Part 1 bonus awards

Below is a complete list of all design features coded during this process.

¹ The original Cycle 1 school list included 1,148 schools, but one is no longer in operation and has been removed from analyses mainly because evaluators intend to use plan design features to examine program outcomes in currently participating schools.

Part 1 Funding Component

The Part 1 funding component of TEEG represents at least 75% of a school's total award. This award money must be used only for financial incentive payments to classroom teachers, and must be structured in such a way that teachers receiving payments demonstrate (1) success in improving student performance using objective, quantifiable measures, such as local benchmarking systems, portfolio assessment, end-of-course assessment, or value-added assessment; and (2) collaboration with faculty and staff that contributes to improving overall student performance on the campus.

Part 1 awards may also take into consideration the following two optional criteria: (1) a teacher's demonstration of ongoing initiative, commitment, personalization, professionalism, and involvement in other activities that directly result in improved student performance; and (2) a teacher's assignment in an area that is historically hard to staff or has had high turnover.

- **Amount \$\$**
 - **Total campus grant** – Total TEEG grant amount given to school.
 - **Total Part 1 funding** – Total amount of Part 1 funding awarded to the school. This amount should represent at least 75% of the total TEEG grant given to the school.
 - ***Maximum \$\$ for teachers** – The maximum amount of money that an individual teacher could possibly earn from the Part 1 funding component.
 - ***Minimum \$\$ for teachers** – The minimum amount of money that an individual teacher could possibly earn from the Part 1 funding component.
- **# Eligible teachers** – The number of teachers that could possibly earn money from the Part 1 funding component.

Criterion 1: Student performance

- **Indicator of student performance** – The type(s) of indicator(s) that a school uses to evaluate academic performance. These indicators are broken down into three distinct categories: campus ratings, student assessment instrument, and other non-academic performance measures.
- ***Measure of student performance** – The nature of student achievement analysis used to determine a teacher's eligibility for a bonus award. A school might use achievement levels whereby a school only looks at the level of performance that students accomplish. A school might use measures of growth whereby a school only looks at change in student performance over time. Finally, a school might use a combination of both, considering both achievement levels and measures of growth when evaluating student performance.

Criterion 2: Teacher collaboration

- **Indicator of collaboration** – The type(s) of indicator(s) that a school uses to evaluate teacher collaboration.

Criterion 3: Teacher initiative and commitment

- **Indicator of initiative and commitment** – The type(s) of indicator(s) that a school uses to evaluate teacher initiative and commitment.

Criterion 4: Hard-to-staff areas

- **Indicator of hard-to-staff area** – The type(s) of indicator(s) that a school uses to define a hard-to-staff teacher.

Performance level benchmarks – For each criterion, the performance levels that must be met in order for a teacher or group of teachers to qualify for an award. A school might establish one threshold that a teacher or group of teachers must meet or exceed in order to qualify for the award. Others might establish a tiered threshold whereby teachers earn more money as they advance from a lower threshold to a higher one.

***Unit of accountability** – The unit (i.e., entity) that is held accountable for the performance used to determine award distribution. Some schools distribute awards to teachers based upon the performance of an “individual teacher,” while others distribute awards based on the performance of a “team” of teachers (i.e., grade-level, subject department). A third approach is distributing awards based on “campus-wide” performance.

Award distribution method – Schools use varying methods to disseminate awards, including “weighting,” “flat amount,” and a “prerequisite.”

- **Weighting** – This method is used to assign differential importance to criterion measures required to earn performance incentives. Measures that are weighted more should be associated with higher pay amounts. This method is often, but not always, associated with a tiered performance level benchmark structure. Common strategies for weighting include:
 - (1) Qualitative – Base award is assigned for achieving performance criterion measure, and supplemental awards are assigned based upon meeting some other additional measures or classification.
 - (2) Points – Points are assigned in an increasing fashion to performance criterion measures.
 - (3) Percentages – Percentages are assigned in an increasing fashion to performance criterion measures; therefore, highly weighted measures are assigned to a higher percentage of the total award amount associated with that criterion.
- **Flat amount** – A school does not use a weighting scheme to distribute awards; instead, it allocates awards at one flat amount based on the required performance threshold for a criterion. This method is often associated with a one-level performance benchmark structure.
- **Prerequisite** – An award amount is not determined by the performance on a given criterion; rather, the criterion performance must be achieved in order to qualify as an award recipient. The actual award amount is then determined by performance on a different criterion.

Following completion of the *Texas Educator Excellence Grant (TEEG) Program: Year Two Evaluation Report*, evaluators discovered some problems with the coding of the three primary design features of interest (i.e., proposed maximum Part 1 bonus award, unit of accountability, measure of student performance). Accordingly, evaluators recoded all Cycle 1 plan applications to correct original coding errors. The findings presented in Chapter 4 of this report reflect those revisions.

And analyses of teacher turnover and student achievement gains make use of the new data set of Cycle 1 design features.

Cycle 2 Plans, Principal Survey

For several reasons, evaluators went about identifying design features of Cycle 2 plans in a different manner. They used a principal survey administered in Cycle 2 schools during the fall 2008 semester to gather the information. The methodology, response rate, respondent characteristics, and survey items pertaining to this data collection initiative are explained in depth in Appendix A. The rationale for changing the data collection strategy includes:

- Identifying the final versions of applications with amendments – as submitted by schools to TEA – became an overly arduous process leaving insufficient time to actually code plan features. Of particular concern was the ongoing nature of amendments throughout the course of TEEG participation school years which complicated coding of plan design features.
- Schools did not write plan applications with evaluators' taxonomy in mind, making interpretation of plan features difficult at times.
- Schools may have modified plan features upon TEEG implementation. Evaluators hoped that by surveying principals in the fall semester following program participation they would capture the true design features of plans as implemented.

Admittedly, identifying plan design features in Cycle 1 and Cycle 2 schools using different strategies can present some challenges. First, it may be that the plans submitted to TEA reflect propositions by schools and not the reality of implementation, as ideally captured by principal survey responses. Therefore, a comparison of Cycle 1 and Cycle 2 plan features may have bias. Or, it may be that principals in the fall 2008 did not accurately recall the nature of plan features implemented during the 2007-08 school year.

APPENDIX C

Technical Appendix for Chapter 5, TEEG Cycle 1 and Cycle 2 Bonus Award Design and Distribution

Review of TEEG Cycle 1 and Cycle 2 Bonus Awards

Methodology for Reviewing TEEG Bonus Awards

Information about the design and distribution of TEEG bonus awards comes from two primary sources. First, data on the minimum and maximum bonus awards proposed under Part 1 of each TEEG plan come from either the school's plan application (Cycle 1) or the principal's response to a fall 2008 survey about design features (Cycle 2). Further details about the fall 2008 TEEG principal survey, including survey content and response rate, can be found in Appendix A.

Second, data on the actual bonus awards given to individual teachers in the fall 2007 (Cycle 1) and the fall of 2008 (Cycle 2) were collected using a secure, online data upload system. The data on individual awards were extensively audited by program staff at the TEA and by evaluators, and then match-merged with administrative personnel records in Texas' Public Education Information Management System (PEIMS).

Eight hundred fifty-nine (74.9%) of the 1,147 Cycle 1 TEEG schools provided usable information on the actual bonus award amounts distributed to teachers in fall 2007², while 894 (87.3%) of the 1,024 Cycle 2 TEEG schools provided useable data on the actual bonus awards distributed in the fall of 2008. The remaining Cycle 1 and Cycle 2 schools did not submit usable data despite repeated reminders from both the TEA and the evaluation team.

Non-respondent Cycle 1 schools had a higher share of low-income and minority students, on average, than did respondent Cycle 1 schools, but were not systematically different from respondent schools with respect to enrollment or other demographic factors. There were no demographic differences between respondent and non-respondent Cycle 2 schools. Respondent schools also did not systematically differ from non-respondents in either Cycle with respect to two measures of plan equity: the range of proposed bonus awards and the maximum potential inequality of the awards distribution.

Explanation of Gini Coefficient

Evaluators calculated a measure of proposed and actual bonus award dispersion since the range between minimum and maximum awards can be misleading if there were teachers who did not receive any bonus award at all under a school's TEEG plan. This indicator is based on the Gini

² At the start of the 2007-08 school year, 1,147 of the original 1,148 Cycle 1 schools were in operation. Evaluators excluded the non-operating school from this analysis. In addition, three Cycle 1 schools provided data on actual bonus amounts but were not found in PEIMS, while 14 Cycle 1 schools provided data on award amounts but no identifiers that could be used to merge the teacher awards data to PEIMS. Data from those schools also could not be used in most of the analysis.

coefficient, which is a common ratio measure of income inequality with values between zero and one.

The Plan Gini coefficient takes on the value of zero when the proposed distribution of bonus awards is perfectly equal (i.e., all teachers received exactly the same award), and takes the value of one when the proposed distribution is perfectly unequal (i.e., only one teacher received an award).³ As the Plan Gini coefficient increases, the proposed distribution of awards becomes more unequal.

The Plan Gini describes the most unequal distribution of bonus awards possible, given the maximum awards described in Figures 5.1a and 5.1b in Chapter 5, the number of full-time teachers in the school and the total amount of Part 1 funds. The most unequal distribution that exhausts Part 1 funds occurs when some teachers received the maximum bonus award possible, and all other teachers received nothing. Thus, when calculating the Plan Gini coefficient, evaluators assumed that the total amount of Part 1 funds was distributed across teachers so that as many teachers as possible received the maximum proposed award, one teacher received any residual Part 1 funds (which would necessarily be less than the maximum proposed award), and the remaining teachers received nothing.

Take, for example, a scenario where one school with 11 full-time-equivalent teachers and \$45,000 in Part 1 funds designed a TEEG plan wherein the maximum proposed bonus award was \$6,000. If the schools gave seven teachers the maximum bonus award, there were sufficient funds to give one teacher a bonus award of \$3,000 ($\$45,000 - 7 * \$6,000 = \$3,000$). The remaining three teachers received nothing. The Plan Gini coefficient for this hypothetical school's award model is 0.3151.

Similarly, the Actual Gini coefficient takes on the value of zero when the actual distribution of bonus awards is perfectly equal (i.e., all teachers received exactly the same award), and takes the value of one when the actual distribution is perfectly unequal (i.e., only one teacher received an award). As the Actual Gini coefficient increases, the distribution of awards becomes less egalitarian.

Determinants of Cycle 1 and Cycle 2 Bonus Award Design and Distribution

To investigate the school factors that might explain bonus award equality, evaluators incorporated several school and TEEG plan characteristics into a simple regression model suggested by the economics literature on optimal incentives. The school characteristics include the size of the school, the socioeconomic homogeneity of the student body (as measured by the percentage of ED students), the average years of teacher experience, the degree of similarity among teacher credentials,⁴ the share of teachers who are male, the share of teacher who are new to the building

³ More specifically, the Gini coefficient for school k equals: $G = 1 + \frac{1}{N} - \left[\frac{2}{mN^2} \right] \sum_{i=1}^{i=N} (N-i+1)y_i$

where N is the number of teachers in school k , m is the average award per teacher in school k , y_i is the individual award of teacher I in school k , and the teachers in school k have been sorted from the teacher with the lowest TEEG award or no TEEG award (y_1) to the teacher with the highest TEEG award (y_N).

⁴ The measure of teacher similarity used in this analysis is the Gini coefficient for teacher base pay. If all of the teachers share the same step on the salary scale, the Gini coefficient would be zero. As the teachers become increasingly dissimilar with respect to experience and educational attainment, the salary Gini increases.

and indicators for charter schools, and elementary, middle and secondary schools. The TEEG plan characteristics include TEEG funding per pupil, an indicator for whether the school was eligible for TEEG based on Comparable Improvement, and an indicator for whether or not the school had been in TEEG the previous school year.

The evidence suggests that that relationship between the possible explanatory factors and the potential inequality of bonus award distribution (i.e., the Plan Gini) did not change between Cycle 1 and Cycle 2. Therefore, a combined model is the preferred specification. However, the relationship between the possible explanatory factors and the realized inequality of bonus award distribution (i.e., the Actual Gini) did shift between Cycle 1 and Cycle 2. Therefore, the preferred specification for the Actual Gini coefficient analysis is one with separate regressions for Cycles 1 and 2.⁵ Results from these preferred specifications are reported in Table 5.2 of Chapter 5 with a technical discussion of findings following below.

The Plan Gini coefficients describe the maximum potential inequality under each school's TEEG plan. As such, they represent a relatively clean measure of the intended potential inequality of the incentive plan. In contrast, the Actual Gini coefficients reflect not only the plan's design parameters, but also the pattern of teacher responses to those incentives. Care should be taken not to interpret the Actual Gini relationships as strong evidence regarding teacher preferences.

School size could be an important determinant of plan design. Previous research suggests that small groups are more likely to adopt egalitarian incentive structures than large groups. It is also easier to monitor free riding in smaller schools, making egalitarian awards more viable in small schools. The evidence from TEEG supports the earlier research. It suggests that a small increase in school size significantly increases both the potential inequality of the award distribution and the actual inequality of that distribution (at least with respect to Cycle 2).⁶ In other words, larger schools had more inequality, all other things being equal.

The literature also suggests that more egalitarian plans are more likely to develop where it is more difficult to measure teacher effectiveness.⁷ In schools where the students are more similar to one another, it should be easier to attribute differences in performance to differences in teachers, and individualistic incentive plans should be more common. However, the TEEG evidence suggests that schools with more economically homogeneous students adopted plans with *less* potential inequality. Furthermore, there is no evidence that student homogeneity (at least with respect to socioeconomic status) has any effect on the realized distribution of TEEG awards.

Several studies suggest that beginning teachers are more accepting of performance incentives than are more experienced teachers.⁸ Therefore, the evaluators included in the analysis the average years of experience for teachers in the school. The evidence suggests that schools with higher average

⁵ To accommodate the large number of zeros in the data, the evaluators used censored normal regression for this analysis. In all cases, the standard errors have been adjusted for clustering by school district.

⁶ Given the design of the TEEG program, school funding per pupil is much higher in small schools than it is in large schools. Therefore, school size and TEEG funding per pupil are highly correlated with one another and must be evaluated jointly. This discussion is based on the calculated marginal effect of a change in school size, as a function of both the direct effect of size and the indirect effect of a change in size on the level of TEEG funding per pupil.

⁷ For example, see Holmstrom and Milgrom (1987).

⁸ See, for example, Ballou and Podgursky (1993), Goldhaber, DeArmond, and Player (2007), or Jacob and Springer (2007)

teacher experience had more equal distributions of actual awards in Cycle 1, but were not systematically different from other schools with respect to the distribution of awards in Cycle 2. Variations in teacher experience also had no power to explain variations in the maximum potential inequality implied by the plan's design.

Work by Freeman and Gelber (2006) suggests that most TEEG teachers would reasonably prefer a more egalitarian structure when there is significant variation in teaching ability within the school. The rationale is that where there is significant variation in ability, most teachers have little hope of winning a winner-take-all tournament, and would rationally prefer a plan with a greater dispersion of awards. However, contrary to expectations, there is no evidence that teacher similarity had any influence on the potential or realized distribution of TEEG awards.

Several studies also suggest that preferences regarding teacher incentive pay plans may vary by gender. For example, Niederle and Vesterlund (2007), find that even when there are no gender differences in performance, men are twice as likely as women to choose a performance pay scheme that rewards individual performance.⁹ Self-report data from teachers further indicates that female teachers have more negative impressions of performance-pay plans than male teachers.¹⁰ This analysis includes as a possible determinant of award equity the share of teachers who are male, which ranges from a minimum of zero to a maximum of 89%, with an average of 23.6%. The analysis suggests schools with a larger share of male teachers had greater potential inequality, and a more unequal distribution of actual bonus awards in Cycle 1.

Two recent surveys—Goldhaber, DeArmond, and Player (2007) and Jacob and Springer (2007)—both concluded that elementary school teachers are less supportive than secondary-level teachers of teacher performance-pay programs when compared to secondary-level teachers. However, there is no evidence that such attitudes resulted in systematically more egalitarian TEEG plans in elementary schools. Neither indicator of plan equality is significantly lower for elementary schools than it is for middle or mixed grade schools, although high schools had more actual inequality than elementary schools in TEEG Cycle 2.¹¹

The evidence strongly suggests that schools with a larger share of teachers who are new to the building devised plans with greater potential inequality, and wound up with more realized inequality. A higher share of new-to-the-building teachers could indicate schools with a history of higher turnover, or schools that are growing rapidly. In either case, the evidence suggests that schools where a larger share of teachers were not in the building when TEEG eligibility was determined (i.e. during the 2004-05 school year for Cycle 1 and the 2005-06 school year for Cycle 2) were less likely to devise plans that shared the rewards evenly among all teachers.

Per-pupil TEEG funding has been included as a possible explanatory factor to test the hypothesis that schools with more generous per-capita funding might be more willing to spread the wealth around. The evidence supports this perspective with respect to potential inequality, but not with respect to actual inequality.

⁹ For other work on gender preferences for performance pay, see Ballou and Podgursky (1993), Goldhaber, DeArmond, and Player (2007) or Eckel and Grossman (2002).

¹⁰ Ballou and Podgursky (1993) or Goldhaber, DeArmond, and Player (2007).

¹¹ However, mixed-grade schools did have more equal distributions of actual awards (lower actual Ginis) than other types of schools.

There is no evidence that schools eligible for TEEG based on high accountability ratings designed more egalitarian plans than those eligible by Comparable Improvement, or that charter schools designed more individualistic incentives than did traditional public schools. However, the evidence does suggest that schools with previous experience in the TEEG program devised incentive plans with higher potential inequality.

Table C.1: Predicting TEEG Bonus Award Equality, Cycle 1 and Cycle 2 Bonus Awards

Possible Explanatory Factors	Plan Gini Coefficients Cycle 1	Plan Gini Coefficients Cycle 2	Plan Gini Coefficients Cycles 1 & 2	Actual Gini Coefficients Cycle 1	Actual Gini Coefficients Cycle 2
Charter school	0.042 (0.046)	0.003 (0.068)	0.024 (0.043)	0.062 (0.037)*	-0.068 (0.048)
Share economically disadvantaged (log)	-0.094 (0.059)	-0.097 (0.067)	-0.097 (0.044)**	-0.012 (0.042)	0.063 (0.040)
Average teacher experience	-0.005 (0.003)	-0.003 (0.004)	-0.004 (0.003)	-0.006 (0.003)**	-0.002 (0.004)
Teacher salary Gini	0.218 (0.458)	0.189 (0.658)	0.023 (0.440)	0.602 (0.426)	0.213 (0.609)
School enrollment (log)	0.004 (0.020)	0.037 (0.026)	0.021 (0.017)	0.005 (0.021)	0.032 (0.021)
TEEG funding per pupil	-0.401 (0.106)***	-0.525 (0.182)***	-0.415 (0.100)***	-0.113 (0.105)	-0.046 (0.130)
Share of teachers new to campus	0.130 (0.072)*	0.242 (0.086)***	0.195 (0.060)***	0.423 (0.065)***	0.399 (0.084)***
Share of teachers male	0.158 (0.081)**	0.087 (0.105)	0.136 (0.069)**	0.278 (0.068)***	0.133 (0.070)*
Elementary school	-0.017 (0.048)	-0.021 (0.061)	-0.014 (0.043)	0.088 (0.040)**	0.069 (0.036)*
Middle school	0.001 (0.045)	0.009 (0.061)	0.008 (0.042)	0.117 (0.037)***	0.084 (0.033)**
Secondary school	-0.002 (0.047)	-0.038 (0.062)	-0.017 (0.042)	0.117 (0.038)***	0.141 (0.040)***
High Improving School	-0.007 (0.016)	0.009 (0.025)	0.002 (0.015)	-0.028 (0.019)	-0.000 (0.016)
Second Year in TEEG		0.036 (0.019)*	0.067 (0.015)***		-0.002 (0.014)
Constant	0.607 (0.270)**	0.451 (0.282)	0.522 (0.186)***	0.238 (0.215)	-0.280 (0.193)
Observations	1090	892	1982	857	891

One cannot reject the hypothesis that the coefficients are the same between Cycle 1 and Cycle 2 for the Plan Gini regression. Therefore, the combined model is the preferred specification. One can reject the hypothesis that the coefficients are the same in Cycles 1 and 2 for the Actual Gini regressions. Therefore the preferred specification for the Actual Gini regression is one with separate regressions for Cycles 1 and 2.

Clustered, robust standard errors in parentheses

* significant at 10%; ** significant at 5%; *** significant at 1%

Source: Based on authors' calculations from PEIMS data and TEEG teacher award information collected during fall 2007 and fall 2008 using an online, secure data upload system

Teacher Characteristics and Actual Distribution of Cycle 1 and Cycle 2 Bonus Awards

Evaluators also studied whether there were any systematic differences between teachers who received TEEG bonus awards and those who did not. The evaluators used two complementary strategies to explore the relationship between observable teacher characteristics (i.e., years of experience, education level, and teaching field assignment), school characteristics, and the dollar amount awarded to teachers in TEEG schools (see Tables 5.3 and 5.4 in Chapter 5).

The first set of models examines the probability that a teacher received a bonus award in fall 2007 (Cycle 1) or fall 2008 (Cycle 2), while the second set examines the size of any such awards.¹² Both sets of analyses are based on data from 37,558 full-time teachers who were employed in 859 Cycle 1 schools during the 2006-07 school year, and from 38,574 full-time teachers who were employed in 892 Cycle 2 schools during the 2007-08 school year. The evidence suggests that that relationship between the teacher characteristics and teacher bonus awards changed between Cycles 1 and 2, so each Cycle has been analyzed separately

The first two columns of Table C.2 present selected finding from an analysis of the probability that a teacher received a bonus award for performance during TEEG Cycles 1 and 2, respectively. In both cases, the underlying models include not only the individual teacher characteristics presented in Table C.2, but also controls for the non-teacher school characteristics examined in the previous section of this report (i.e. controls for the size of the school, the socioeconomic homogeneity of the student body, TEEG funding per pupil, and indicators for charter schools, elementary, middle and secondary schools, for eligibility based on Comparable Improvement, and for whether or not the school had been in TEEG the previous year.)

The interpretation of Table C.2 is generally straightforward. Each of the marginal effects in the first two columns indicates the change in the probability that a teacher received a Part 1 bonus award attributable to a change in the designated variable. Thus, for example, an estimated marginal effect of -0.153 indicates that during Cycle 1 the probability of receiving a Part 1 bonus award was 15.3 percentage points lower for a teacher who was new to the building than for a teacher who was not new to the building, all other things being equal. Each of the marginal effects in the last two columns indicate the dollar change in awards associated with a one unit change in the underlying teacher characteristic.

¹² Teachers who did not receive an award are coded as receiving an award of zero dollars.

Table C.2: The Determinants of an Individual Teacher’s Part 1 Bonus Award, Cycles 1 & 2

Determinants	The Probability of Receiving a Cycle 1 Award	The Probability of Receiving a Cycle 2 Award	The Amount of the Cycle 1 Award	The Amount of the Cycle 2 Award
Experience	0.006	0.000	14.249	-4.932
	(0.001)***	(0.001)	(6.765)**	(3.257)
Experience, squared	-0.000	-0.000	-0.455	-0.058
	(0.000)***	(0.000)	(0.179)**	(0.096)
Experience, missing	-0.020	-0.011	-46.669	-121.598
	(0.015)	(0.020)	(55.773)	(48.825)**
Bachelor’s degree	0.086	0.109	437.889	583.998
	(0.037)**	(0.047)**	(153.638)***	(167.351)***
Master’s degree	0.035	0.066	313.141	467.347
	(0.035)	(0.041)	(155.909)**	(170.923)***
Doctorate degree	0.014	0.062	372.889	688.254
	(0.053)	(0.062)	(224.152)*	(384.389)*
Male Teacher	-0.058	-0.048	-239.297	-221.841
	(0.009)***	(0.012)***	(31.131)***	(41.174)***
Coach	-0.052	-0.011	-266.684	-188.503
	(0.017)***	(0.023)	(68.897)***	(107.117)*
New to building	-0.153	-0.207	-588.026	-824.399
	(0.010)***	(0.022)***	(51.050)***	(95.902)***
Language arts	0.040	0.028	149.164	98.111
	(0.014)***	(0.013)**	(50.297)***	(37.807)***
Math	0.057	0.027	206.454	98.887
	(0.014)***	(0.016)*	(50.215)***	(51.470)*
Science	0.029	0.008	-41.662	1.839
	(0.015)**	(0.017)	(52.515)	(56.434)
Foreign language	-0.005	0.033	-43.259	83.614
	(0.022)	(0.022)	(77.710)	(70.567)
Fine arts	-0.106	-0.043	-529.234	-334.082
	(0.024)***	(0.020)**	(96.501)***	(81.531)***
Vocational/technical	0.004	0.058	-46.273	102.058
	(0.019)	(0.018)***	(88.041)	(76.701)
Special education	-0.033	-0.018	-72.827	-120.371
	(0.018)*	(0.017)	(67.396)	(80.881)
Bilingual	0.069	0.030	214.188	94.071
	(0.019)***	(0.017)*	(66.396)***	(60.008)
TAKS self-contained	0.059	0.091	493.799	586.486
	(0.011)***	(0.011)***	(60.809)***	(49.737)***
Observations	37558	38574	37558	38574

Note: The first two columns present marginal effects from probit analyses. The last two columns present marginal effects from censored normal regression. Robust standard errors (in parentheses) were clustered by school district. The asterisks indicate that a marginal effect is ** significant at 5% level; *** significant at 1% level. All models also include controls for the size of the school, the socioeconomic homogeneity of the student body, TEEG funding per pupil, and indicators for charter schools, elementary, middle and secondary schools, eligibility based on Comparable Improvement, and for whether or not the school had been in TEEG the previous year.

Source: Based on authors’ calculations from PEIMS data and TEEG teacher award information collected during fall 2007 and fall 2008 using an online, secure data upload system.

APPENDIX D
Technical Appendix for Chapter 6,
Educator Attitudes and Beliefs about Performance Pay in TEEG Schools

Fall Survey Methodology

Full-time instructional personnel in TEEG schools and a set of comparison schools were asked to complete an online survey during the fall 2008 semester. Several iterations of the survey were administered to make items appropriate for different school groups. However, the vast majority of survey items were the same across all survey versions. Separate surveys were administered to the following types of schools.

- Cycle 1 only TEEG schools
- Cycles 2 and 3 TEEG schools
- Cycle 2 not 3 TEEG schools
- Cycle 3 only TEEG schools
- Comparison Group¹³

The remaining sections of this appendix provide an overview of the following topics pertaining to the fall 2008 TEEG survey.

- Survey instruments and response rates by survey version
- Construction of TEEG participation groupings for survey analysis
- Overview of survey results

Survey Instruments

Five versions of the fall 2008 TEEG survey were administered to instructional personnel. A copy of each is provided at the conclusion of this appendix. Each survey addressed the following concepts.

- General attitudes and beliefs about educator performance pay
- Characteristics and perceived impacts of the TEEG program
- Professional efficacy
- School climate, teacher expectations, and cooperativeness
- School leadership
- Personnel background characteristics (e.g., professional experience, education level) and pay variables (e.g., salary level and bonus award receipt)

¹³ Comparison schools were selected from a sample of schools (1) that were above the 50th percentile on percentage of students identified as economically disadvantaged and (2) that had not been eligible for the GEEG or TEEG program as of the 2008-09 school year. A total of 1,555 schools in the state met both criteria. Evaluators then randomly selected 200 comparison schools in proportion to the number of schools by level where level was defined as elementary, middle, high school and mixed grade configurations. A total of 22 mixed grade configuration schools, 106 elementary schools, 38 middle schools, and 34 high schools were selected.

Response Rates

The overall response rate for the fall 2008 survey along with detailed response rates for each of the five survey versions follow in Tables D.1 to D.6. A summary of response rates indicates that approximately between 58% and 74% of teachers and instructional personnel in targeted schools completed the fall 2008 survey. Evaluators also note that completion rates are somewhat higher in schools participating in TEEG during the 2008-09 school year (Cycles 2 and 3, and Cycle 3 Only) than other groups of schools.

Table D.1: Response Rates for Fall 2008 TEEG Surveys by Survey Version

Survey Administered	School Count	Schools Represented	% of Total Schools	Total Responses	Mean Response Rate
Cycle 1 Only	497	344	69.2%	10408	58.6%
Cycles 2 and 3	436	384	88.1%	14484	73.4%
Cycle 2 not 3	592	501	84.6%	16591	63.3%
Cycle 3 Only	552	386	69.9%	16236	73.0%
Comp. Group	184	131	71.2%	4071	59.7%

Source: Based on authors' review of Fall 2008 survey responses.

Table D.2: Response Rate Details for Cycle 1 Only TEEG Schools

	Schools in Survey Cycle		Schools Represented in Survey		
Size (estimated number of teachers)	School Count	Percent of Size Group	School Count	Percent of Size Group	
Fewer than 6	7	1.41%	3	42.86%	
6 to 20	76	15.29%	50	65.79%	
21 to 40	220	44.27%	156	70.91%	
41 to 60	120	24.14%	89	74.17%	
61 to 80	30	6.04%	25	83.33%	
81 or more	32	6.44%	19	59.38%	
Unknown	12	2.41%	2	16.67%	
Total	497	100.00%	344	69.22%	
Size (estimated number of teachers)	School Count	Teacher Count	Teacher Response Rate Within Group	Total Respondent Count	Mean Response Rate
Fewer than 6	7	14	100.00%	18	83.97%
6 to 20	76	561	72.67%	681	69.99%
21 to 40	220	3097	63.98%	3745	59.31%
41 to 60	120	2883	65.88%	3362	61.24%
61 to 80	30	1059	61.55%	1191	56.19%
81 or more	32	1311	53.64%	1407	49.75%
Unknown	12	3	---	4	---
Total	497	8928	62.99%	10408	58.61%
Schools That Did Not Respond to Survey					
Teachers in School	Number of Schools		Total Estimated Number of Teachers		
Fewer than 6	4		11		
6 to 20	26		335		
21 to 40	64		2066		
41 to 60	31		1512		
61 to 80	5		357		
81 or more	13		1772		
Unknown	10		---		
Total	153		6055		

Source: Based on authors' review of Fall 2008 survey responses.

Table D.3: Response Rate Details for Cycles 2 and 3 TEEG Schools

	Schools in Survey Cycle		Schools Represented in Survey		
Size (estimated number of teachers)	School Count	Percent of Size Group	School Count	Percent of Size Group	
Fewer than 6	4	0.92%	4	100.00%	
6 to 20	79	18.12%	68	86.08%	
21 to 40	168	38.53%	147	87.50%	
41 to 60	133	30.50%	120	90.23%	
61 to 80	35	8.03%	32	91.43%	
81 or more	17	3.90%	13	76.47%	
Unknown	0	---	---	---	
Total	436	100.00%	384	88.07%	
Size (estimated number of teachers)	School Count	Teacher Count	Teacher Response Rate Within Group	Total Respondent Count	Mean Response Rate
Fewer than 6	4	23	99.31%	25	95.16%
6 to 20	79	877	82.90%	1024	78.82%
21 to 40	168	3833	81.68%	4610	76.78%
41 to 60	133	4600	77.67%	5517	72.64%
61 to 80	35	1690	76.60%	1975	74.08%
81 or more	17	1242	69.66%	1333	62.11%
Unknown	0	---	---	---	---
Total	436	12265	78.17%	14484	73.38%
Schools That Did Not Respond to Survey					
Teachers in School	Number of Schools		Total Estimated Number of Teachers		
Fewer than 6	0		0		
6 to 20	11		173		
21 to 40	21		656		
41 to 60	13		613		
61 to 80	3		218		
81 or more	4		539		
Unknown	0		0		
Total	52		2200		

Source: Based on authors' review of Fall 2008 survey responses.

Table D.4: Response Rate Details for Cycle 2 not 3 TEEG Schools

	Schools in Survey Cycle		Schools Represented in Survey		
Size (estimated number of teachers)	School Count	Percent of Size Group	School Count	Percent of Size Group	
Fewer than 6	6	1.01%	5	83.33%	
6 to 20	112	18.92%	87	77.68%	
21 to 40	235	39.70%	202	85.96%	
41 to 60	145	24.49%	129	88.97%	
61 to 80	43	7.26%	36	83.72%	
81 or more	44	7.43%	35	79.55%	
Unknown	7	1.18%	7	100.00%	
Total	592	100.00%	501	84.63%	
Size (estimated number of teachers)	School Count	Teacher Count	Teacher Response Rate Within Group	Total Respondent Count	Mean Response Rate
Fewer than 6	6	17	59.97%	18	61.52%
6 to 20	112	944	72.31%	1142	70.24%
21 to 40	235	4735	73.00%	5661	67.94%
41 to 60	145	4234	66.45%	5097	62.86%
61 to 80	43	1646	67.34%	1877	62.54%
81 or more	44	2476	60.19%	2673	54.37%
Unknown	7	109	---	123	---
Total	592	14161	69.70%	16591	63.29%
Schools That Did Not Respond to Survey					
Teachers in School	Number of Schools		Total Estimated Number of Teachers		
Fewer than 6	1		6		
6 to 20	25		382		
21 to 40	33		958		
41 to 60	16		784		
61 to 80	7		490		
81 or more	9		986		
Unknown	0		0		
Total	91		3605		

Source: Based on authors' review of Fall 2008 survey responses.

Table D.5: Response Rate Details for Cycle 3 Only TEEG Schools

	Schools in Survey Cycle		Schools Represented in Survey		
Size (estimated number of teachers)	School Count	Percent of Size Group	School Count	Percent of Size Group	
Fewer than 6	5	0.91%	3	60.00%	
6 to 20	102	18.48%	58	56.86%	
21 to 40	214	38.77%	157	73.36%	
41 to 60	149	26.99%	106	71.14%	
61 to 80	36	6.52%	27	75.00%	
81 or more	41	7.43%	34	82.93%	
Unknown	5	0.91%	1	20.00%	
Total	552	100.00%	386	69.93%	
Size (estimated number of teachers)	School Count	Teacher Count	Teacher Response Rate Within Group	Total Respondent Count	Mean Response Rate
Fewer than 6	5	16	78.83%	16	73.10%
6 to 20	102	731	84.64%	867	82.05%
21 to 40	214	4264	83.14%	5350	77.11%
41 to 60	149	4118	78.37%	4874	73.76%
61 to 80	36	1529	79.74%	1714	72.99%
81 or more	41	3171	72.12%	3397	64.92%
Unknown	5	18	---	18	---
Total	552	13847	78.62%	16236	73.01%
Schools That Did Not Respond to Survey					
Teachers in School	Number of Schools		Total Estimated Number of Teachers		
Fewer than 6	2		10		
6 to 20	44		654		
21 to 40	57		1756		
41 to 60	43		2155		
61 to 80	9		623		
81 or more	7		799		
Unknown	4		---		
Total	166		5997		

Source: Based on authors' review of Fall 2008 survey responses.

Table D.6: Response Rate Details for Comparison Group Schools

	Schools in Survey Cycle		Schools Represented in Survey		
Size (estimated number of teachers)	School Count	Percent of Size Group	School Count	Percent of Size Group	
Fewer than 6	4	2.17%	1	25.00%	
6 to 20	41	22.28%	26	63.41%	
21 to 40	70	38.04%	47	67.14%	
41 to 60	46	25.00%	40	86.96%	
61 to 80	13	7.07%	10	76.92%	
81 or more	10	5.43%	7	70.00%	
Unknown	0	---	---	---	
Total	184	100.00%	131	71.20%	
Size (estimated number of teachers)	School Count	Teacher Count	Teacher Response Rate Within Group	Total Respondent Count	Mean Response Rate
Fewer than 6	1	3	60.00%	4	66.67%
6 to 20	26	269	64.27%	340	59.33%
21 to 40	47	1009	71.78%	1209	65.65%
41 to 60	40	1336	71.94%	1523	61.74%
61 to 80	10	388	57.31%	439	53.05%
81 or more	7	522	55.47%	556	50.50%
Unknown	---	0	---	0	---
Total	131	3527	66.48%	4071	59.72%
Schools That Did Not Respond to Survey					
Teachers in School	Number of Schools		Total Estimated Number of Teachers		
Fewer than 6	3		6		
6 to 20	15		233		
21 to 40	23		682		
41 to 60	6		301		
61 to 80	3		214		
81 or more	3		446		
Unknown	0		0		
Total	53		1881		

Source: Based on authors' review of Fall 2008 survey responses.

TEEG Participation Groupings

In order to conduct meaningful cross-sectional analyses of the fall 2008 survey results, evaluators re-constructed survey groups into the following logical TEEG participation groupings. Each participation group essentially represents a different dose – or level of exposure – to the TEEG program, ranging from consecutive year exposure (i.e., Continuous Participation) to no exposure at all (i.e., Control Group).

- **“Continuous Participation”** for schools that participated in all three TEEG Cycles.
- **“Multi-Year Participation”** for schools participating in TEEG Cycle 3 and had participated in one other prior TEEG Cycle.
- **“New Participation”** for schools new to the TEEG program in Cycle 3.
- **“Former Participation”** for schools not participating in TEEG Cycle 3.
- **“Control Group”** for schools that never participated in TEEG, GEEG, or D.A.T.E.

Table D.7 describes more specifically how schools receiving each survey version were sorted for cross-sectional analyses, detailing the number of schools and respondents represented in each TEEG participation grouping.

Table D.7: Survey Version by Participation Grouping, School and Respondent Count

Survey Version	Continuous Participation	Multi-Year Participation	New Participation	Former Participation	Control Group	Total
Cycle 1 Only	0	0	0	344	0	344
Cycles 2 and 3	223	161	0	0	0	384
Cycles 2 not 3	0	0	0	501	0	501
Cycle 3 Only	0	140	246	0	0	386
Comp. Group	0	0	0	0	131	131
Total	223	301	246	845	131	1746
Observation Count: Survey Cycle by Participation Grouping						
Survey Version	Continuous Participation	Multi-Year Participation	New Participation	Former Participation	Control Group	Total
Cycle 1 Only	0	0	0	10408	0	10408
Cycles 2 and 3	8263	6221	0	0	0	14484
Cycles 2 not 3	0	0	0	16591	0	16591
Cycle 3 Only	0	6173	10063	0	0	16236
Comp. Group	0	0	0	0	4071	4071
Total	8263	12394	10063	26999	4071	61790

Evaluators compared the final TEEG participant lists for each TEEG cycle (provided by TEA) to the list of schools receiving each of the five survey versions. It is important to note that at the time of fielding the fall 2008 survey, the final participant lists for TEEG cycles were still under revision (e.g., some schools decided to opt out of Cycle 3 during the 2008-09 school year).

The preliminary checking revealed several schools in each dataset that responded to surveys that were not appropriate for their TEEG status in the 2008-09 school year. Table D.8 presents a summary of the number of schools and responses that evaluators determined should not have received the specific version of the survey to which they responded. Specific survey questions that were inappropriately administered to these mismatched schools are detailed in Table D.9.

Table D.8: Summary of Mismatched Survey Responses

TEEG Cycle Survey Dataset	Total # of Observations in Dataset	Total # of Schools in Dataset	# of Schools Given Incorrect Survey	# of Observations Given Incorrect Survey	N/A Survey Questions
CY1	10726	357	13 (CY3)	318	8
CY2n3	14738	393	9 (non-CY3)	254	9, 10, 11
CY2non3	17249	520	19 (CY3)	658	9, 10
CY3	16692	414	28 (non-CY3)	456	5, 6, 7

Evaluators conducted chi-square analyses on responses to the “N/A Survey Questions” on each survey from mismatched schools and correctly matched schools to see if the distributions of responses were related to schools’ status. See Table D.9 for the frequency distributions and Chi-Square statistics. As could be anticipated, responses were significantly related to school status on questions pertaining to current TEEG plan awareness, current eligibility/ineligibility, or award anticipation. Responses tended to *not* be significantly related to school status on questions pertaining to aspirations or performance improvement for future TEEG eligibility as well as questions regarding TEEG program characteristics.

Given these findings, all observations from schools responding to incorrect survey versions were removed prior to conducting analyses.

**Table D.9: Survey Questions from Inappropriately Administered Surveys,
Frequency Distributions and Chi-Square Statistics**

Survey: Cy1	Q8a: Teachers in my school are aware that the school is not participating in the TEEG program during this 2008-09 school year.				<u>Chi-Square</u> Value: 122.3486 Prob: <.0001
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY1	6.45	25.68	56.53	11.34	
CY3	21.83	36.51	37.30	4.37	
Survey: Cy1	Q8b: I understand why the school is ineligible to participate in the TEEG program during this 2008-09 school year.				<u>Chi-Square</u> Value: 22.4494 Prob: <.0001
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY1	15.25	45.33	34.89	4.54	
CY3	25.00	41.67	32.14	1.19	
Survey: Cy1	Q8c: I am disappointed that I can not earn a TEEG bonus award for my performance during the 2008-09 school year.				<u>Chi-Square</u> Value: 23.1961 Prob: .0001
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY1	7.40	27.53	45.59	19.47	
CY3	13.89	33.73	37.3	15.08	
Survey: Cy1	Q8d: I believe it is fair that the school is ineligible to participate in the TEEG program during this 2008-09 school year.				<u>Chi-Square</u> Value: 14.2927 Prob: .0025
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY1	12.78	49.48	33.33	4.41	
CY3	20.63	45.63	30.95	2.78	
Survey: Cy1	Q8e: I hope that the school will become eligible to participate in the TEEG program in future school years.				<u>Chi-Square</u> Value: .9018 Prob: .8250
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY1	4.73	11.95	57.43	25.89	
CY3	3.97	12.70	55.56	27.78	
Survey: Cy1	Q8f: I am adapting my professional practice this 2008-09 school year to improve the school's chances of becoming eligible for the TEEG program in future school years.				<u>Chi-Square</u> Value: 2.8253 Prob: .4194
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY1	6.24	26.41	54.21	13.14	
CY3	6.75	21.83	58.33	13.10	
Survey: Cy1	Q8g: I believe my efforts can contribute to the school's chances of becoming eligible for the TEEG program in future school years.				<u>Chi-Square</u> Value: 1.1579 Prob: .8850
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY1	4.18	15.24	62.78	17.80	
CY3	4.76	13.89	61.51	19.84	

Survey: CY2n3	Q9: It is our understanding that your school is eligible to participate in Cycle 3 of the TEEG program during the 2008-09 school year. Are you aware that the school is eligible to participate in the program this 2008-09 school year?				<u>Chi-Square</u> Value: 67.4895 Prob: <.0001
Campus:	Yes		No		
CY3	89.99		9.99		
Non-CY3	73.36		26.64		
Survey: CY2n3	Q10: Is your school participating in Cycle 3 of the TEEG program during this 2008-09 school year?				<u>Chi-Square</u> Value: 3010.6350 Prob: <.0001
Campus:	Yes	No	Do Not Know		
CY3	82.40	0.49	17.11		
Non-CY3	32.74	46.43	20.83		
Survey: CY2n3	Q11a: School personnel are aware that the school is participating in the TEEG program this 2008-09 school year.				<u>Chi-Square</u> Value: 3.3745 Prob: .3374
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY3	0.63	1.87	61.85	35.65	
Non-CY3	1.82	0.00	69.09	29.09	
Survey: CY2n3	Q11b: I am glad that the school is participating in the TEEG program this 2008-09 school year.				<u>Chi-Square</u> Value: 42.3499 Prob: <.0001
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY3	2.81	6.10	55.88	35.21	
Non-CY3	16.36	10.91	56.36	16.36	
Survey: CY2n3	Q11c: The TEEG incentive plan developed by my school is fair to teachers.				<u>Chi-Square</u> Value: 32.1837 Prob: <.0001
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY3	5.32	16.36	56.14	22.18	
Non-CY3	20.00	23.64	52.73	3.64	
Survey: CY2n3	Q11d: I have a clear understanding of the performance criteria that I need to meet in order to earn a TEEG bonus award.				<u>Chi-Square</u> Value: 3.1418 Prob: .3703
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY3	2.30	11.03	61.33	25.34	
Non-CY3	1.82	9.09	72.73	16.36	
Survey: CY2n3	Q11e: I do not believe that I can achieve the performance criteria established by my school's TEEG incentive plan.				<u>Chi-Square</u> Value: 6.6072 Prob: .0855
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	

CY3	23.55	57.72	15.43	3.30	
Non-CY3	16.36	54.55	27.27	1.82	
Survey: CY2n3	Q11f: I believe that the performance criteria established by my school's TEEG plan are worthy of extra pay.				<u>Chi-Square</u> Value: 7.8357 Prob: .0495
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY3	2.49	9.68	64.93	22.90	
Non-CY3	3.64	18.18	67.27	10.91	
Survey: CY2n3	Q11g: The size of the top bonus award in my school's TEEG incentive plan is not large enough to motivate me to try to earn the top award.				<u>Chi-Square</u> Value: 3.7623 Prob: .2883
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY3	15.21	58.45	21.54	4.79	
Non-CY3	9.09	56.36	30.91	3.64	
Survey: CY2n3	Q11h: When participating in my school's TEEG incentive plan this year, I have confidence I will receive an incentive award for achieving performance criteria.				<u>Chi-Square</u> Value: 8.1715 Prob: .0426
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY3	2.58	11.10	64.84	21.48	
Non-CY3	5.45	18.18	67.27	9.09	
Survey: CY2n3	Q11i: I am disappointed that my school is participating in the TEEG program this 2008-09 school year.				<u>Chi-Square</u> Value: 20.6669 Prob: .0001
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY3	44.39	44.93	8.15	2.53	
Non-CY3	21.82	52.73	16.36	9.09	
Survey: CY2non3	Q9: It is our understanding that your school is <u>not</u> eligible to participate in Cycle 3 of the TEEG program during the 2008-09 school year. Are you aware that the school is <u>not</u> eligible to participate in the program this 2008-09 school year?				<u>Chi-Square</u> Value: 243.8371 Prob: <.0001
Campus:	Yes		No		
CY2	43.29		56.70		
CY3	10.67		89.33		
Survey: CY2non3	Q10a: Teachers in my school are aware that the school is not participating in the TEEG program this 2008-09 school year.				<u>Chi-Square</u> Value: 38.4271 Prob: <.0001
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY2	1.47	8.17	69.82	20.54	
CY3	4.84	27.42	61.29	6.45	

Survey: CY2non3	Q10b: I understand why the school is ineligible to participate in the TEEG program this 2008-09 school year.				<u>Chi-Square</u> Value: 4.8815 Prob: .1807
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY2	10.30	30.14	49.70	9.87	
CY3	6.45	30.65	59.68	3.23	
Survey: CY2non3	Q10c: I am disappointed that I can not earn a TEEG bonus award for my performance during this 2008-09 school year.				<u>Chi-Square</u> Value: 10.4803 Prob: .0149
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY2	6.34	19.07	47.43	27.16	
CY3	4.84	32.26	50.00	12.90	
Survey: CY2non3	Q10d: I believe it is fair that the school is ineligible to participate in the TEEG program during this 2008-09 school year.				<u>Chi-Square</u> Value: 0.4709 Prob: .9252
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY2	13.42	43.39	38.16	5.03	
CY3	11.29	41.94	41.94	4.84	
Survey: CY2non3	Q10e: I hope that the school will become eligible to participate in the TEEG program in future school years.				<u>Chi-Square</u> Value: 11.6424 Prob: .0087
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY2	3.89	8.25	52.69	35.17	
CY3	3.23	17.74	59.68	19.35	
Survey: CY2non3	Q10f: I am adapting my professional practice this 2008-09 school year to improve the school's chances of becoming eligible for the TEEG program in future school years.				<u>Chi-Square</u> Value: 5.0316 Prob: .2841
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY2	5.41	21.85	55.07	17.65	
CY3	3.23	32.26	53.23	11.29	
Survey: CY2non3	Q10g: I believe my efforts can contribute to the school's chances of becoming eligible for the TEEG program in future school years.				<u>Chi-Square</u> Value: 10.8102 Prob: .0288
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY2	3.30	11.90	62.25	22.54	
CY3	1.61	24.19	61.29	12.90	

Survey: CY3	Q5: It is our understanding that your school is eligible to participate in the TEEG program during the 2008-09 school year. Are you aware that the school is eligible to participate in the program this 2008-09 school year?			<u>Chi-Square</u> Value: 660.9308 Prob: <.0001	
Campus:	Yes	No			
CY3	93.27	6.73			
Non-CY3	58.16	41.84			
Survey: CY3	Q6: Is your school participating in the TEEG program during the 2008-09 school year?			<u>Chi-Square</u> Value: 1656.3879 Prob: <.0001	
Campus:	Yes	No	Do Not Know		
CY3	88.20	1.15	10.65		
Non-CY3	23.25	32.89	43.86		
Survey: CY3	Q7a: School personnel are aware that the school is participating in the TEEG program this 2008-09 school year.				<u>Chi-Square</u> Value: 29.2534 Prob: <.0001
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY3	0.59	1.78	44.49	53.15	
Non-CY3	1.89	7.55	69.81	20.75	
Survey: CY3	Q7b: I am glad that the school is participating in the TEEG program this 2008-09 school year.				<u>Chi-Square</u> Value: 2.0486 Prob: .5624
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY3	2.81	6.56	50.94	39.70	
Non-CY3	3.77	7.55	58.49	30.19	
Survey: CY3	Q7c: The TEEG incentive plan developed by my school is fair to teachers.				<u>Chi-Square</u> Value: 4.1819 Prob: .3819
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY3	4.55	13.02	54.77	27.65	
Non-CY3	7.55	11.32	64.15	16.98	
Survey: CY3	Q7d: I have a clear understanding of the performance criteria that I need to meet in order to earn a TEEG bonus award.				<u>Chi-Square</u> Value: 38.3045 Prob: <.0001
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY3	2.38	11.98	53.15	32.50	
Non-CY3	9.43	33.96	41.51	15.09	
Survey: CY3	Q7e: I do not believe that I can achieve the performance criteria established by my school's TEEG incentive plan.				<u>Chi-Square</u> Value: 1.6050 Prob: .6583
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	

	Disagree				
CY3	24.20	56.12	15.32	4.36	
Non-CY3	16.98	60.38	16.98	5.66	
Survey: CY3	Q7f: I believe that the performance criteria established by my school's TEEG plan are worthy of extra pay.				<u>Chi-Square</u> Value: 5.9144 Prob: .1158
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY3	2.91	9.89	60.47	26.73	
Non-CY3	5.66	16.98	60.38	16.98	
Survey: CY3	Q7g: The size of the top bonus award in my school's TEEG incentive plan is not large enough to motivate me to try to earn the top award.				<u>Chi-Square</u> Value: 2.5924 Prob: .4588
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY3	14.95	57.38	21.36	6.31	
Non-CY3	15.09	49.06	30.19	5.66	
Survey: CY3	Q7h: When participating in my school's TEEG incentive plan this year, I have confidence I will receive an incentive award for achieving performance criteria.				<u>Chi-Square</u> Value: 14.9197 Prob: .0049
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY3	2.57	11.83	61.06	24.53	
Non-CY3	9.43	20.75	52.83	16.98	
Survey: CY3	Q7i: I am <u>not</u> looking forward to my school's participation in the TEEG program this 2008-09 school year.				<u>Chi-Square</u> Value: 1.8641 Prob: .6011
Campus:	Strongly Disagree	Disagree	Agree	Strongly Agree	
CY3	29.93	47.73	15.51	6.83	
Non-CY3	22.64	49.06	18.87	9.43	

Fall Survey Results

Fall 2008 Survey Results

Some sections of the survey employed conditional branching logic, resulting in blocks of questions not being answered and having missing values. Survey responses were examined for duplicate observations and identified duplicates were removed from the data set. In addition, some items included a “Do Not Know” option; all survey responses of “Do Not Know” were recoded to be missing values prior to calculating statistics. Missing values are excluded from all frequency distributions, X^2 tests, and calculations of means.

Simple descriptive statistics for the fall 2008 survey are presented in this section and include distribution statistics and means for all items included on the survey. These statistics are presented as four crosstabs.

- The first set of tables is based on crosstabs with **respondent position** (i.e., teacher, aides v. others) as the variable crossed with a school’s TEEG participation grouping.
- The second set of tables is based on crosstabs with **school type** (i.e., classified by grade levels taught) as the variable crossed with a school’s TEEG participation grouping.
- The third set of tables is based on crosstabs with **years of experience** as the variable crossed with a school’s TEEG participation grouping.
- The fourth set of tables is based on crosstabs with **bonus award status** as the variable crossed with a school’s TEEG participation grouping.

These tables report the results of Chi-square tests that were conducted to determine if the responses to the survey items were related to the other variables in the crosstab. In many cases, the mean for an item and the percent agree are nearly identical while the Chi-square test statistic was statistically significant indicating that there were differences in the underlying distributions of responses. We examined several of these cases and noted a symmetrical shift on either side of the “neutral” response for an item that yielded very similar mean values and very similar summaries of the percent agree. The following example shows how this can happen. The hypothetical distributions of responses show identical values for % Agree (50%) and mean value (2.5). However, the distributions of responses across the original Likert options are different for the different participation groups (i.e., “Continuous” and “Former”).

	# Strongly Disagree	# Disagree	# Agree	# Strongly Disagree	Average
Continuous	20	30	30	20	2.5
Former	10	40	40	10	2.5

Respondent position

Please indicate the extent to which you agree or disagree with each general statement about incentive pay that could be awarded in addition to base pay.										
a. Incentive awards should be distributed evenly to all teachers at the school.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	66.4%	2.88	79.0%	3.05	58.3%	2.76	67.3%	2.89	8263	87.92**
Multi-Year	65.2%	2.85	78.6%	3.03	58.9%	2.73	66.2%	2.86	12394	113.20**
New	66.3%	2.87	74.4%	2.96	60.8%	2.77	66.8%	2.87	10062	43.18**
Former	65.5%	2.86	78.2%	3.03	62.9%	2.81	66.5%	2.87	26999	212.12**
Control	68.5%	2.92	73.7%	2.96	69.5%	2.96	69.0%	2.92	4071	6.96
b. Incentive pay for teachers based on overall performance at the school is a positive change to teacher pay practices.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	79.4%	2.97	85.8%	3.01	80.2%	2.99	80.1%	2.98	8263	46.04**
Multi-Year	78.9%	2.96	86.2%	3.06	80.0%	2.96	79.7%	2.97	12394	44.88**
New	77.4%	2.92	84.7%	3.01	81.1%	2.95	78.3%	2.93	10062	36.02**
Former	75.8%	2.91	83.2%	3.00	77.3%	2.93	76.5%	2.92	26999	109.25**
Control	70.8%	2.84	80.2%	2.98	79.0%	2.93	72.0%	2.85	4071	23.25**
c. Incentive pay for teachers based on group performance (i.e., grade-level, department, interdisciplinary team) is a positive change to teacher pay practices.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	68.3%	2.76	73.3%	2.80	68.2%	2.76	68.8%	2.76	8263	41.03**
Multi-Year	68.5%	2.77	76.3%	2.89	66.6%	2.74	69.1%	2.78	12394	54.11**
New	66.7%	2.73	73.1%	2.81	65.3%	2.74	67.2%	2.74	10062	31.64**
Former	64.1%	2.69	72.3%	2.81	64.0%	2.69	64.8%	2.70	26999	112.65**
Control	58.2%	2.60	70.4%	2.79	59.0%	2.65	59.2%	2.61	4071	26.66**
d. Incentive pay for teachers based on individual teacher performance is a positive change to teacher pay practices.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	64.1%	2.72	76.8%	2.89	62.6%	2.71	65.3%	2.74	8263	84.31**
Multi-Year	66.9%	2.77	83.5%	3.02	65.9%	2.78	68.4%	2.79	12394	157.03**
New	66.3%	2.76	81.8%	3.00	63.4%	2.72	67.6%	2.78	10062	108.83**
Former	63.7%	2.71	79.9%	2.96	62.1%	2.69	65.1%	2.74	26998	346.22**
Control	59.3%	2.63	77.8%	2.94	54.8%	2.56	60.6%	2.66	4071	52.12**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across position types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each general statement about incentive pay that could be awarded in addition to base pay.											
e. Incentive pay for administrators based on overall performance at the school is a positive change to administrator pay practices.											
		Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²	
Continuous	74.9%	2.82	83.0%	2.93	79.8%	2.92	76.0%	2.84	8263	41.77**	
Multi-Year	74.3%	2.81	83.9%	2.98	77.8%	2.95	75.4%	2.83	12394	75.27**	
New	74.5%	2.81	82.4%	2.97	82.0%	2.97	75.7%	2.84	10062	53.23**	
Former	70.4%	2.75	80.1%	2.91	76.1%	2.87	71.6%	2.77	26997	146.81**	
Control	64.1%	2.65	76.6%	2.88	71.9%	2.83	65.6%	2.68	4071	30.49**	

f. Teachers should receive different incentive award amounts based on their individual teaching performance.											
		Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²	
Continuous	54.2%	2.56	65.1%	2.73	54.8%	2.58	55.4%	2.58	8263	44.24**	
Multi-Year	56.6%	2.60	70.8%	2.88	56.6%	2.64	57.9%	2.63	12394	106.92**	
New	57.4%	2.60	70.1%	2.86	57.2%	2.65	58.6%	2.63	10063	75.76**	
Former	55.4%	2.57	69.3%	2.82	56.0%	2.59	56.7%	2.60	26999	208.79**	
Control	52.6%	2.51	70.4%	2.81	53.3%	2.50	54.1%	2.53	4071	40.68**	

Please indicate the extent to which you agree or disagree with each statement about incentive pay and its potential impact on schools.											
a. Rewarding teachers based on their students' performance will destroy the collaborative culture of teaching.											
		Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²	
Continuous	39.0%	2.40	37.3%	2.35	36.8%	2.38	38.7%	2.39	8263	16.34*	
Multi-Year	41.6%	2.44	39.4%	2.36	42.1%	2.44	41.4%	2.43	12393	44.81**	
New	44.5%	2.48	34.9%	2.33	36.2%	2.39	43.1%	2.46	10062	52.23**	
Former	46.1%	2.52	40.4%	2.39	42.2%	2.46	45.3%	2.50	26998	111.92**	
Control	54.5%	2.66	45.5%	2.46	46.2%	2.53	53.3%	2.64	4071	25.85**	

b. Rewarding teachers based on their students' performance will cause teachers to work more effectively.											
		Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²	
Continuous	58.2%	2.59	72.8%	2.81	63.7%	2.65	60.1%	2.61	8263	74.79**	
Multi-Year	59.9%	2.62	75.6%	2.89	66.7%	2.70	61.7%	2.65	12393	137.24**	
New	58.3%	2.59	73.3%	2.84	67.4%	2.72	60.2%	2.62	10063	105.46**	
Former	55.7%	2.55	70.5%	2.80	60.4%	2.62	57.3%	2.57	26998	245.43**	
Control	50.7%	2.45	65.6%	2.77	61.9%	2.63	52.5%	2.49	4071	55.84**	

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across position types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about incentive pay and its potential impact on schools.

c. Rewarding teachers based on their students' performance will attract more effective teachers into the profession.

Group	Teachers		Aides		Others		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	48.1%	2.45	65.0%	2.73	49.0%	2.48	49.9%	2.48	8263	104.4**
Multi-Year	49.0%	2.47	70.7%	2.83	53.6%	2.52	51.2%	2.50	12393	212.44**
New	47.4%	2.44	67.7%	2.79	53.3%	2.53	49.7%	2.48	10062	164.95**
Former	45.8%	2.41	65.5%	2.74	48.5%	2.45	47.8%	2.44	26997	403.91**
Control	40.1%	2.30	62.0%	2.73	43.8%	2.40	42.1%	2.34	4071	78.79**

d. Rewarding teachers based on their students' performance will help retain more effective teachers in the profession.

Group	Teachers		Aides		Others		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	56.0%	2.57	71.5%	2.82	61.1%	2.65	58.0%	2.60	8263	87.28**
Multi-Year	56.8%	2.58	74.6%	2.88	61.4%	2.65	58.7%	2.61	12393	148.31**
New	56.0%	2.56	69.7%	2.83	62.5%	2.67	57.7%	2.59	10062	94.56**
Former	53.8%	2.53	70.6%	2.80	55.8%	2.57	55.5%	2.56	26998	305.24**
Control	48.5%	2.43	65.6%	2.76	58.1%	2.58	50.4%	2.46	4071	49.68**

The current teacher salary schedule rewards experience and education. Several additional factors have been suggested for determining incentive pay for individual teachers. If you were designing an incentive pay program for individual teachers, how much importance would you give to each of the following. (% Agree represents % of respondents who rank the following as Moderate or High Importance)

a. Time spent in professional development.

Group	Teachers		Aides		Others		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	79.8%	3.03	91.4%	3.25	86.9%	3.21	81.5%	3.06	8263	98.43**
Multi-Year	80.3%	3.06	88.4%	3.25	85.4%	3.15	81.3%	3.08	12393	83.35**
New	80.7%	3.07	87.7%	3.23	86.9%	3.20	81.7%	3.09	10063	57.99**
Former	80.1%	3.05	90.1%	3.23	85.6%	3.20	81.3%	3.07	26999	206.28**
Control	80.8%	3.07	87.1%	3.22	92.4%	3.32	81.9%	3.09	4071	35.62**

b. High average test scores by students.

Group	Teachers		Aides		Others		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	74.2%	2.89	91.3%	3.26	74.4%	2.92	76.0%	2.93	8263	208.92**
Multi-Year	74.0%	2.89	90.4%	3.29	77.3%	2.97	75.7%	2.93	12393	318.48**
New	71.3%	2.85	88.7%	3.23	73.5%	2.87	73.1%	2.89	10063	229.73**
Former	70.8%	2.83	88.9%	3.22	73.7%	2.88	72.6%	2.87	26998	590.56**
Control	64.8%	2.71	83.5%	3.12	70.5%	2.86	66.7%	2.75	4071	80.96**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across position types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

The current teacher salary schedule rewards experience and education. Several additional factors have been suggested for determining incentive pay for individual teachers. If you were designing an incentive pay program for individual teachers, how much importance would you give to each of the following. (% Agree represents % of respondents who rank the following as Moderate or High Importance)

c. Improvements in students' test scores.

Group	Teachers		Aides		Others		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	92.5%	3.44	96.8%	3.53	93.1%	3.55	93.0%	3.45	8263	41.40**
Multi-Year	92.2%	3.42	95.2%	3.50	94.7%	3.57	92.6%	3.43	12393	45.22**
New	90.7%	3.39	95.1%	3.49	92.7%	3.52	91.3%	3.40	10063	43.92**
Former	90.3%	3.37	94.9%	3.45	92.3%	3.51	90.9%	3.38	26999	133.71**
Control	86.6%	3.28	93.4%	3.41	93.8%	3.46	87.6%	3.30	4071	22.86**

d. Performance evaluations by supervisors.

Group	Teachers		Aides		Others		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	74.4%	2.90	89.0%	3.25	81.7%	3.09	76.4%	2.95	8263	171.65**
Multi-Year	74.8%	2.91	90.1%	3.26	80.6%	3.05	76.5%	2.95	12393	223.31**
New	75.3%	2.92	88.4%	3.22	78.8%	3.01	76.7%	2.96	10063	142.89**
Former	74.5%	2.90	88.0%	3.20	78.9%	3.02	76.0%	2.93	26999	341.93**
Control	74.6%	2.91	87.1%	3.20	79.5%	2.94	75.9%	2.93	4071	49.09**

e. Performance evaluations by peers.

Group	Teachers		Aides		Others		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	57.5%	2.57	76.2%	2.94	62.4%	2.69	59.8%	2.61	8263	144.43**
Multi-Year	58.9%	2.60	78.8%	2.98	59.8%	2.62	60.8%	2.64	12393	200.45**
New	58.7%	2.60	74.1%	2.91	58.5%	2.60	60.2%	2.63	10063	115.56**
Former	58.0%	2.59	77.0%	2.93	58.5%	2.60	59.8%	2.62	26998	372.41**
Control	56.6%	2.57	71.3%	2.87	63.3%	2.66	58.2%	2.60	4071	41.08**

f. Independent evaluation of teaching portfolios.

Group	Teachers		Aides		Others		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	54.6%	2.52	85.7%	3.11	64.3%	2.72	58.5%	2.59	8263	381.09**
Multi-Year	57.9%	2.58	85.0%	3.11	61.8%	2.69	60.6%	2.63	12393	435.17**
New	57.6%	2.59	83.9%	3.08	64.4%	2.73	60.5%	2.64	10063	309.48**
Former	56.5%	2.55	83.5%	3.04	60.9%	2.68	59.2%	2.61	26999	783.21**
Control	55.1%	2.53	81.4%	3.02	63.3%	2.73	57.7%	2.58	4071	109.84**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across position types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

The current teacher salary schedule rewards experience and education. Several additional factors have been suggested for determining incentive pay for individual teachers. If you were designing an incentive pay program for individual teachers, how much importance would you give to each of the following.
(% Agree represents % of respondents who rank the following as Moderate or High Importance)

g. Independent evaluations of students' work (e.g., portfolios).

Group	Teachers		Aides		Others		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	64.0%	2.70	88.5%	3.18	69.2%	2.84	66.9%	2.76	8263	256.8**
Multi-Year	65.4%	2.73	86.8%	3.18	70.6%	2.82	67.7%	2.78	12393	309.59**
New	65.3%	2.73	84.5%	3.15	70.0%	2.86	67.4%	2.78	10063	211.19**
Former	63.9%	2.70	87.1%	3.13	68.9%	2.82	66.4%	2.74	26999	639.11**
Control	60.7%	2.64	82.3%	3.03	70.0%	2.85	62.9%	2.68	4071	73.76**

h. Student evaluations of teaching performance.

Group	Teachers		Aides		Others		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	45.7%	2.34	75.0%	2.93	46.7%	2.39	48.9%	2.41	8263	329.18**
Multi-Year	49.2%	2.42	76.5%	2.96	48.8%	2.43	51.7%	2.47	12393	379.22**
New	47.3%	2.38	73.2%	2.92	45.8%	2.36	49.7%	2.43	10063	293.41**
Former	47.4%	2.37	72.9%	2.88	46.8%	2.40	49.8%	2.42	26999	698.12**
Control	45.1%	2.33	71.3%	2.83	48.1%	2.46	47.4%	2.38	4071	94.13**

i. Collaboration with faculty and staff.

Group	Teachers		Aides		Others		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	85.6%	3.20	93.1%	3.39	92.7%	3.42	86.8%	3.23	8263	87.02**
Multi-Year	85.3%	3.20	91.3%	3.38	91.4%	3.37	86.2%	3.22	12393	85.95**
New	85.1%	3.18	91.0%	3.33	90.4%	3.35	85.9%	3.21	10063	61.22**
Former	84.0%	3.15	91.3%	3.33	88.9%	3.33	85.0%	3.18	26999	189.50**
Control	80.9%	3.10	87.4%	3.22	90.5%	3.37	82.0%	3.13	4071	31.22**

j. Working with students outside of class time.

Group	Teachers		Aides		Others		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	72.9%	2.93	86.1%	3.20	75.7%	3.02	74.4%	2.97	8263	86.59**
Multi-Year	73.8%	2.96	86.1%	3.20	76.8%	3.05	75.1%	2.98	12393	104.11**
New	73.5%	2.96	85.9%	3.19	75.4%	3.04	74.8%	2.98	10063	84.41**
Former	71.8%	2.91	85.5%	3.15	74.1%	3.00	73.2%	2.93	26999	241.29**
Control	69.5%	2.87	79.9%	3.06	76.2%	3.01	70.7%	2.89	4071	21.28**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

The current teacher salary schedule rewards experience and education. Several additional factors have been suggested for determining incentive pay for individual teachers. If you were designing an incentive pay program for individual teachers, how much importance would you give to each of the following. (% Agree represents % of respondents who rank the following as Moderate or High Importance)										
k. Efforts to involve parents in students' education.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	77.2%	3.04	91.5%	3.41	84.1%	3.18	79.1%	3.09	8263	175.84**
Multi-Year	77.3%	3.05	91.3%	3.45	85.3%	3.21	79.0%	3.10	12393	279.35**
New	78.7%	3.08	89.7%	3.43	82.4%	3.20	80.0%	3.12	10063	187.08**
Former	76.3%	3.02	90.6%	3.41	81.7%	3.17	77.9%	3.06	26999	543.85**
Control	74.5%	2.99	84.1%	3.24	81.9%	3.20	75.7%	3.03	4071	36.18**
l. Serving as a Master Teacher.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	66.7%	2.79	81.3%	3.04	81.9%	3.15	69.1%	2.84	8263	146.46**
Multi-Year	67.7%	2.81	81.7%	3.08	78.4%	3.10	69.6%	2.85	12393	161.10**
New	68.4%	2.83	81.2%	3.06	79.0%	3.11	70.2%	2.87	10063	122.65**
Former	67.6%	2.81	79.5%	3.02	80.7%	3.15	69.4%	2.85	26999	353.24**
Control	68.9%	2.86	78.7%	3.03	83.3%	3.24	70.5%	2.90	4071	55.02**
m. Mentoring other teachers.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	73.2%	2.92	84.5%	3.14	85.8%	3.24	75.1%	2.96	8263	124.33**
Multi-Year	74.3%	2.94	86.8%	3.20	84.6%	3.20	75.9%	2.98	12393	166.99**
New	74.9%	2.95	87.6%	3.22	86.9%	3.24	76.8%	2.99	10063	152.09**
Former	73.9%	2.93	84.3%	3.14	85.8%	3.25	75.5%	2.97	26998	320.34**
Control	74.9%	2.97	82.0%	3.12	88.6%	3.32	76.1%	3.00	4071	41.57**
n. National Board for Professional Teaching Standards (NBPTS) certification.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	58.9%	2.64	84.9%	3.17	62.8%	2.73	61.9%	2.70	8263	269.21**
Multi-Year	61.7%	2.69	85.3%	3.19	63.5%	2.73	64.0%	2.74	12393	316.10**
New	61.2%	2.69	85.2%	3.18	60.0%	2.66	63.4%	2.73	10063	277.66**
Former	60.7%	2.67	85.0%	3.16	62.2%	2.71	63.0%	2.72	26997	677.62**
Control	60.7%	2.67	81.1%	3.12	61.9%	2.71	62.4%	2.71	4071	72.23**

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The current teacher salary schedule rewards experience and education. Several additional factors have been suggested for determining incentive pay for individual teachers. If you were designing an incentive pay program for individual teachers, how much importance would you give to each of the following. (% Agree represents % of respondents who rank the following as Moderate or High Importance)

o. Parent satisfaction with teacher.

		Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²	
Continuous	54.2%	2.53	78.3%	3.04	57.2%	2.60	56.9%	2.59	8263	257.91**	
Multi-Year	55.4%	2.55	79.6%	3.09	54.6%	2.55	57.6%	2.60	12393	371.07**	
New	54.1%	2.53	80.1%	3.08	53.5%	2.50	56.6%	2.58	10063	332.55**	
Former	53.9%	2.52	79.1%	3.05	53.5%	2.50	56.2%	2.57	26998	801.38**	
Control	51.0%	2.47	75.1%	2.96	53.3%	2.58	53.1%	2.52	4071	94.25**	

p. Teaching in hard-to-staff fields.

		Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²	
Continuous	78.4%	3.06	87.4%	3.20	85.8%	3.23	79.8%	3.09	8263	59.62**	
Multi-Year	80.1%	3.09	87.1%	3.19	85.1%	3.21	81.0%	3.11	12393	45.18**	
New	79.8%	3.09	87.7%	3.20	81.2%	3.14	80.6%	3.11	10063	41.45**	
Former	78.5%	3.06	88.4%	3.18	82.7%	3.19	79.7%	3.08	26998	208.39**	
Control	78.6%	3.07	85.3%	3.16	85.2%	3.17	79.5%	3.08	4071	14.96*	

q. Teaching in hard-to-staff school.

		Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²	
Continuous	80.7%	3.12	88.1%	3.23	87.1%	3.33	81.8%	3.15	8263	64.89**	
Multi-Year	82.5%	3.16	88.2%	3.23	87.4%	3.27	83.2%	3.18	12393	39.83**	
New	82.6%	3.18	87.7%	3.21	85.0%	3.28	83.3%	3.19	10062	43.02**	
Former	81.4%	3.14	88.1%	3.19	84.8%	3.29	82.2%	3.15	26998	186.67**	
Control	82.1%	3.15	86.2%	3.23	89.0%	3.30	82.8%	3.17	4071	12.07	

Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.

a. The TEEG incentive plan had negative effects on my school.

		Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²	
Former	33.3%	2.28	28.3%	2.19	30.6%	2.19	32.7%	2.27	7996	31.42**	

b. The TEEG incentive plan in my school did a good job of distinguishing effective from ineffective teachers at my school.

		Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²	
Former	36.0%	2.24	64.8%	2.70	35.2%	2.24	38.4%	2.28	7740	222.56**	

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Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.										
c. The TEEG incentive plan caused resentment among teachers at my school.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	46.1%	2.49	34.8%	2.30	41.3%	2.40	44.9%	2.47	7909	46.57**
d. The TEEG incentive plan did not affect my teaching practices or professional behaviors.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	76.7%	3.01	80.9%	2.99	69.2%	2.90	76.7%	3.00	8576	47.80**
e. The TEEG incentive plan at my school helped teachers feel more satisfied with their jobs.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	52.5%	2.53	76.0%	2.92	54.7%	2.55	54.7%	2.56	7750	145.69**
f. The TEEG incentive plan at my school contributed to improvements in the quality of professional development offered to teachers.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	49.7%	2.47	79.8%	2.93	50.2%	2.49	52.3%	2.51	7794	226.90**
g. The TEEG incentive plan at my school helped improve teaching practices.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	54.1%	2.53	77.9%	2.91	56.2%	2.57	56.3%	2.56	7911	154.71**
h. The TEEG incentive plan at my school helped increase student learning.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	54.1%	2.53	77.8%	2.93	57.5%	2.60	56.4%	2.57	7821	151.13**

Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.										
a. The TEEG incentive plan developed by my school was fair to teachers.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	68.7%	2.73	81.7%	2.91	76.9%	2.91	70.3%	2.76	8224	92.39**
b. I had a clear understanding of the performance criteria that I needed to meet in order to earn a TEEG bonus award.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	78.1%	2.92	84.1%	2.97	84.6%	3.10	78.9%	2.94	8549	59.84**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.										
c. I did not believe that I could achieve the performance criteria established by my school's TEEG incentive plan.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	22.4%	2.10	31.1%	2.26	17.6%	2.00	22.9%	2.11	8193	53.90**
d. I believe that the performance criteria established by my school's TEEG incentive plan were worthy of extra pay.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	78.4%	2.91	86.9%	3.03	80.0%	2.94	79.3%	2.92	8147	35.48**
e. The size of the top bonus award in my school's TEEG incentive plan was not large enough to motivate me to try to earn the top award.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	32.5%	2.28	38.5%	2.39	30.8%	2.25	32.9%	2.29	7840	19.00**
f. When participating in my school's TEEG incentive plan, I had confidence I would receive an incentive award for achieving performance criteria.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	80.1%	2.96	86.1%	3.00	84.5%	3.04	80.8%	2.97	8095	36.04**

Please rate how much you agree that the following types of assistance would have improved your school's TEEG incentive plan during the 2006-07 school year.										
a. A better explanation from the Texas Education Agency as to why the school was selected to participate in TEEG in the first place.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	49.4%	2.51	62.8%	2.70	46.1%	2.47	50.6%	2.53	6862	51.15**
Multi-Year	55.4%	2.59	70.3%	2.76	54.1%	2.60	56.5%	2.60	5121	43.30**
Former	62.5%	2.70	73.0%	2.81	57.7%	2.66	63.2%	2.71	22187	135.07**
b. A more thorough explanation to the school of the guidelines for developing a TEEG performance incentive plan.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	53.3%	2.58	67.3%	2.76	50.9%	2.57	54.6%	2.60	7032	64.99**
Multi-Year	59.9%	2.67	71.0%	2.80	59.7%	2.69	60.8%	2.68	5302	27.11**
Former	66.9%	2.78	75.4%	2.84	61.1%	2.74	67.4%	2.78	22619	157.91**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please rate how much you agree that the following types of assistance would have improved your school's TEEG incentive plan during the 2006-07 school year.										
c. More time for the school to develop the school's TEEG performance incentive plan.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	49.4%	2.53	62.5%	2.69	48.9%	2.54	50.8%	2.55	6895	49.51**
Multi-Year	55.2%	2.62	70.3%	2.79	55.9%	2.69	56.4%	2.63	5068	53.36**
Former	62.2%	2.71	70.6%	2.79	59.2%	2.71	62.8%	2.72	21939	114.15**
d. More school-based support to assist with the paperwork and other administrative demands when developing and managing the school's TEEG plan.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	59.7%	2.67	71.6%	2.82	54.3%	2.65	60.6%	2.69	6707	52.33**
Multi-Year	64.7%	2.75	75.4%	2.84	62.2%	2.77	65.4%	2.76	5009	39.20**
Former	69.6%	2.83	75.7%	2.87	66.3%	2.79	70.0%	2.83	21402	80.98**
e. More technical expertise for the school to develop and use high quality measures for evaluating the performance of teachers and other staff members.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	52.9%	2.57	69.4%	2.79	55.5%	2.62	54.7%	2.60	6758	72.67**
Multi-Year	58.1%	2.65	70.3%	2.82	57.5%	2.69	59.0%	2.67	5006	29.97**
Former	63.7%	2.73	74.0%	2.84	59.8%	2.71	64.4%	2.74	21504	131.36**
f. A clearer explanation of the performance criteria that must be used by the school to determine eligibility for a TEEG bonus award.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	53.7%	2.60	67.3%	2.76	50.2%	2.58	54.9%	2.61	7112	59.90**
Multi-Year	59.6%	2.69	71.8%	2.82	56.5%	2.70	60.4%	2.70	5294	44.79**
Former	66.3%	2.79	75.5%	2.87	61.9%	2.73	66.9%	2.79	22669	130.21**
g. Better support from district officials in developing and implementing the school's TEEG incentive plan.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	50.2%	2.55	66.7%	2.79	46.9%	2.52	51.7%	2.57	6784	80.76**
Multi-Year	54.3%	2.61	68.8%	2.79	55.9%	2.68	55.6%	2.63	5042	44.09**
Former	61.5%	2.72	73.3%	2.86	55.2%	2.65	62.2%	2.73	21614	163.00**
h. Better support from the Texas Education Agency in developing and implementing the school's TEEG incentive plan.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	51.2%	2.56	68.6%	2.79	47.0%	2.52	52.7%	2.58	6676	83.27**
Multi-Year	56.0%	2.63	71.4%	2.82	59.5%	2.71	57.5%	2.65	4924	41.13**
Former	63.3%	2.74	74.9%	2.87	56.2%	2.67	64.0%	2.75	21218	157.58**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across position types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

To what extent do you agree or disagree with the following statements?										
a. Teachers in my school are aware that the school is not participating in the TEEG program during this 2008-09 school year.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	77.0%	2.88	77.4%	2.83	83.8%	3.01	77.4%	2.88	17572	93.03**
b. I understand why the school is ineligible to participate in the TEEG program during this 2008-09 school year.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	47.6%	2.41	58.8%	2.57	51.6%	2.52	48.8%	2.43	17572	133.51**
c. I am disappointed that I can not earn a TEEG bonus award for my performance during this 2008-09 school year.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	68.9%	2.85	73.5%	2.86	69.3%	2.86	69.3%	2.85	17571	71.19**
d. I believe it is fair that the school is ineligible to participate in the TEEG program during this 2008-09 school year.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	40.0%	2.32	52.3%	2.48	44.8%	2.37	41.3%	2.33	17572	105.43**
e. I hope that the school will become eligible to participate in the TEEG program in future school years.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	85.2%	3.10	94.0%	3.23	84.5%	3.12	85.9%	3.12	17572	98.75**
f. I am adapting my professional practice this 2008-09 school year to improve the school's chances of becoming eligible for the TEEG program in future school years.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	69.6%	2.79	86.2%	3.04	67.9%	2.79	70.9%	2.81	17570	202.39**
g. I believe my efforts can contribute to the school's chances of becoming eligible for the TEEG program in future school years.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	82.3%	2.98	90.1%	3.09	82.4%	3.01	83.0%	2.99	17569	70.66**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each of the following statements.										
a. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	42.6%	2.44	52.6%	2.58	30.8%	2.19	43.0%	2.44	8262	86.05**
Multi-Year	45.5%	2.49	53.4%	2.59	30.1%	2.22	45.4%	2.49	12393	101.95**
New	48.0%	2.54	52.0%	2.57	30.8%	2.23	47.5%	2.53	10063	98.54**
Former	49.9%	2.56	61.9%	2.74	37.0%	2.32	50.4%	2.57	26998	269.87**
Control	58.7%	2.72	66.2%	2.85	41.0%	2.41	58.4%	2.72	4071	45.51**
b. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	88.8%	3.03	89.8%	3.02	89.9%	3.09	89.0%	3.03	8262	19.92**
Multi-Year	87.8%	3.03	88.3%	3.01	89.4%	3.09	88.0%	3.03	12393	20.29**
New	88.3%	3.04	87.2%	3.02	91.4%	3.14	88.4%	3.04	10063	29.44**
Former	87.5%	3.01	85.6%	2.97	90.3%	3.10	87.4%	3.01	26998	76.70**
Control	85.1%	2.98	83.5%	2.96	90.5%	3.14	85.3%	2.99	4071	20.68**
c. If I really try hard, I can get through to even the most difficult or unmotivated students.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	84.1%	3.04	88.3%	3.10	90.1%	3.18	84.9%	3.05	8262	30.96**
Multi-Year	82.9%	3.03	89.2%	3.15	90.6%	3.16	83.8%	3.04	12393	62.03**
New	81.8%	3.03	88.2%	3.19	87.8%	3.17	82.7%	3.05	10063	71.30**
Former	81.8%	3.01	85.6%	3.06	88.7%	3.16	82.6%	3.02	26998	83.94**
Control	75.3%	2.92	78.4%	3.05	84.8%	3.19	76.1%	2.95	4071	45.80**

Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about your principal's leadership? The principal at my school ...										
a. Clearly communicates expected standards for instruction in my classroom.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	91.4%	3.20	93.9%	3.24	89.9%	3.23	91.6%	3.21	8262	13.88*
Multi-Year	90.6%	3.21	91.8%	3.23	92.5%	3.29	90.8%	3.22	12393	9.69
New	92.0%	3.27	92.7%	3.25	93.6%	3.36	92.2%	3.27	10063	16.52*
Former	88.8%	3.15	92.0%	3.19	89.7%	3.23	89.1%	3.16	26997	59.88**
Control	89.1%	3.20	91.0%	3.24	91.0%	3.31	89.4%	3.21	4071	8.07

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about your principal's leadership? The principal at my school ...										
b. Carefully tracks student academic progress.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	90.9%	3.19	94.5%	3.22	92.5%	3.29	91.3%	3.20	8262	30.49**
Multi-Year	90.3%	3.20	91.8%	3.23	93.1%	3.30	90.6%	3.21	12393	19.17**
New	90.7%	3.24	93.4%	3.26	93.8%	3.35	91.1%	3.25	10063	24.60**
Former	88.6%	3.15	92.8%	3.20	89.3%	3.25	89.0%	3.16	26998	104.74**
Control	90.6%	3.23	91.9%	3.26	92.4%	3.32	90.8%	3.23	4071	7.71
c. Knows what is going on in my classroom.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	85.1%	3.08	89.1%	3.15	84.5%	3.12	85.5%	3.09	8262	18.35**
Multi-Year	83.2%	3.06	86.3%	3.14	87.5%	3.17	83.7%	3.07	12393	25.75**
New	83.3%	3.09	85.6%	3.11	85.7%	3.15	83.6%	3.09	10063	8.78
Former	81.8%	3.02	86.5%	3.11	83.6%	3.10	82.3%	3.03	26998	56.82**
Control	81.1%	3.04	85.3%	3.14	84.8%	3.17	81.7%	3.05	4071	12.81*
d. Encourages teachers to raise test scores.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	96.4%	3.34	94.9%	3.31	97.2%	3.40	96.3%	3.34	8262	16.72*
Multi-Year	95.9%	3.37	95.0%	3.36	97.8%	3.45	95.9%	3.38	12393	17.61**
New	96.8%	3.43	96.7%	3.38	98.5%	3.53	96.9%	3.43	10063	27.95**
Former	95.3%	3.33	95.1%	3.29	96.7%	3.43	95.4%	3.33	26998	72.37**
Control	95.6%	3.41	95.2%	3.37	96.7%	3.44	95.6%	3.41	4071	2.63
e. Actively monitors the quality of instruction in the school.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	89.4%	3.19	93.5%	3.25	88.8%	3.22	89.8%	3.20	8262	17.48**
Multi-Year	88.0%	3.19	91.2%	3.25	89.9%	3.27	88.4%	3.20	12393	21.47**
New	88.4%	3.22	92.6%	3.28	90.4%	3.32	88.9%	3.23	10063	27.45**
Former	86.2%	3.13	90.8%	3.20	85.7%	3.19	86.6%	3.14	26998	75.55**
Control	86.8%	3.19	90.4%	3.24	86.7%	3.24	87.1%	3.19	4071	8.50

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about your principal's leadership? The principal at my school ...										
f. Works directly with teachers who are struggling to improve their instruction.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	80.4%	3.01	90.1%	3.17	80.9%	3.04	81.4%	3.03	8262	50.62**
Multi-Year	78.2%	2.98	88.2%	3.18	83.8%	3.12	79.4%	3.01	12393	88.36**
New	78.8%	3.01	88.6%	3.18	83.3%	3.12	80.0%	3.04	10063	61.1**
Former	76.2%	2.94	87.5%	3.13	77.3%	3.01	77.3%	2.96	26998	192.32**
Control	75.5%	2.94	84.4%	3.13	75.7%	3.04	76.2%	2.96	4071	26.01**
g. Communicates a clear vision for our school.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	92.2%	3.27	95.3%	3.33	91.6%	3.31	92.5%	3.28	8262	16.28*
Multi-Year	91.0%	3.28	92.5%	3.31	90.2%	3.32	91.1%	3.28	12393	12.47
New	92.3%	3.34	93.8%	3.35	93.2%	3.41	92.5%	3.35	10063	13.26*
Former	89.3%	3.22	92.6%	3.25	90.0%	3.28	89.6%	3.22	26998	66.56**
Control	89.0%	3.28	91.3%	3.30	89.0%	3.33	89.2%	3.29	4071	4.47
h. Evaluates teachers using criteria directly related to the school's improvement goals.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	91.6%	3.20	95.3%	3.27	91.6%	3.24	92.0%	3.21	8262	18.96**
Multi-Year	90.0%	3.19	92.7%	3.27	92.3%	3.28	90.4%	3.21	12393	23.87**
New	91.7%	3.26	94.5%	3.29	93.6%	3.35	92.1%	3.26	10063	22.59**
Former	88.8%	3.15	92.8%	3.21	89.9%	3.23	89.2%	3.16	26998	72.19**
Control	89.3%	3.22	93.4%	3.28	88.1%	3.28	89.6%	3.23	4071	12.00
Think about teachers at your school this school year (2008-09). To what extent do you agree or disagree with the following statements about the teachers in your school? Teachers in my school ...										
a. Feel responsible to help each other do their best.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	86.8%	3.12	90.9%	3.20	86.5%	3.10	87.2%	3.13	8261	14.70*
Multi-Year	86.1%	3.10	90.9%	3.20	83.4%	3.04	86.4%	3.10	12392	34.62**
New	85.9%	3.12	87.5%	3.18	84.8%	3.09	86.0%	3.12	10063	11.98
Former	84.7%	3.07	89.7%	3.14	82.1%	3.02	85.0%	3.08	26997	62.86**
Control	82.1%	3.05	87.7%	3.16	78.1%	2.95	82.4%	3.05	4071	13.58*

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across position types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Think about teachers at your school this school year (2008-09). To what extent do you agree or disagree with the following statements about the teachers in your school? Teachers in my school ...										
b. Expect students to complete every assignment.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	92.4%	3.21	94.9%	3.23	90.5%	3.18	92.6%	3.21	8261	12.43
Multi-Year	90.6%	3.17	92.7%	3.22	90.6%	3.16	90.8%	3.18	12392	8.30
New	89.7%	3.18	93.5%	3.24	91.6%	3.17	90.2%	3.18	10063	24.56**
Former	89.0%	3.14	92.8%	3.19	88.8%	3.12	89.3%	3.14	26997	41.91**
Control	86.7%	3.12	91.6%	3.21	85.2%	3.01	87.0%	3.12	4071	19.79**
c. Seem more competitive than cooperative.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	25.2%	2.15	38.5%	2.34	24.3%	2.14	26.6%	2.17	8261	74.20**
Multi-Year	27.8%	2.21	42.1%	2.41	29.4%	2.25	29.2%	2.23	12392	116.14**
New	25.6%	2.18	35.3%	2.35	22.3%	2.14	26.4%	2.19	10063	56.13**
Former	27.7%	2.20	43.2%	2.42	25.7%	2.17	29.0%	2.22	26997	277.40**
Control	25.2%	2.16	40.1%	2.39	26.7%	2.18	26.5%	2.18	4071	37.92**
d. Encourage students to keep trying even when the work is challenging.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	96.8%	3.29	97.5%	3.31	94.8%	3.26	96.8%	3.29	8261	10.62
Multi-Year	96.3%	3.27	97.0%	3.32	93.0%	3.19	96.2%	3.27	12392	34.81**
New	95.9%	3.28	96.3%	3.34	93.4%	3.22	95.8%	3.28	10063	33.70**
Former	95.3%	3.24	96.6%	3.27	93.1%	3.20	95.3%	3.24	26997	32.48**
Control	94.2%	3.24	96.4%	3.33	90.5%	3.13	94.2%	3.24	4071	23.97**
e. Think it is important that all of their students do well in class.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	96.0%	3.33	96.6%	3.34	95.1%	3.29	96.0%	3.33	8261	5.54
Multi-Year	95.0%	3.30	97.4%	3.36	93.6%	3.24	95.2%	3.30	12392	24.96**
New	94.3%	3.32	95.7%	3.38	92.5%	3.29	94.4%	3.32	10063	19.19**
Former	94.2%	3.27	96.4%	3.29	92.6%	3.24	94.3%	3.27	26997	35.65**
Control	91.6%	3.26	93.7%	3.34	89.5%	3.18	91.7%	3.26	4071	17.81**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across position types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Think about teachers at your school this school year (2008-09). To what extent do you agree or disagree with the following statements about the teachers in your school? Teachers in my school ...										
f. Do not really trust each other.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	19.3%	1.96	21.6%	2.00	19.4%	1.94	19.5%	1.97	8261	4.97
Multi-Year	21.3%	2.02	25.6%	2.07	21.3%	2.03	21.7%	2.02	12392	15.08*
New	19.8%	1.98	22.5%	2.01	16.3%	1.97	19.8%	1.98	10063	14.63*
Former	23.8%	2.05	28.1%	2.13	22.6%	2.05	24.2%	2.06	26996	28.64**
Control	22.9%	2.03	30.8%	2.18	23.8%	2.07	23.6%	2.04	4071	13.41*
g. Can be counted on to help out anywhere or anytime, even though it may not be part of their official assignment.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	82.8%	3.05	88.8%	3.17	80.9%	3.01	83.3%	3.06	8261	25.78**
Multi-Year	80.9%	3.00	85.5%	3.11	76.6%	2.93	81.1%	3.01	12392	34.56**
New	80.4%	3.01	83.9%	3.09	78.2%	2.98	80.6%	3.02	10063	18.27**
Former	80.0%	2.99	85.5%	3.09	76.0%	2.93	80.3%	3.00	26995	67.78**
Control	76.2%	2.94	81.1%	3.08	75.7%	2.88	76.6%	2.95	4071	31.85**
Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the TEEG program during the 2007-08 school year.										
a. Time spent in professional development.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	76.9%	3.00	92.1%	3.35	77.6%	3.07	78.5%	3.04	7698	123.89**
Multi-Year	78.6%	3.05	91.6%	3.35	82.9%	3.16	79.9%	3.08	5740	58.92**
Former	76.4%	3.01	90.5%	3.34	79.4%	3.11	77.9%	3.04	15129	205.88**
b. High average test scores by students.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	84.6%	3.23	94.9%	3.47	86.5%	3.34	85.8%	3.26	7853	79.96**
Multi-Year	85.3%	3.25	96.3%	3.51	87.7%	3.31	86.4%	3.27	5833	58.28**
Former	83.9%	3.21	92.7%	3.41	88.0%	3.34	84.9%	3.24	15474	103.92**
c. Improvements in students' test scores.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	89.5%	3.44	97.5%	3.62	89.2%	3.44	90.3%	3.45	7826	55.09**
Multi-Year	90.8%	3.46	97.8%	3.64	92.6%	3.55	91.5%	3.48	5852	36.47**
Former	89.3%	3.41	96.6%	3.56	89.9%	3.50	90.0%	3.43	15471	103.82**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across position types (* $p < .05$ ** $p < .01$). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the TEEG program during the 2007-08 school year.										
d. Performance evaluations by supervisors.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	73.6%	2.91	93.0%	3.39	75.0%	2.97	75.7%	2.96	7665	228.36**
Multi-Year	74.7%	2.93	90.9%	3.35	75.5%	2.98	76.2%	2.97	5741	106.71**
Former	73.2%	2.90	91.6%	3.36	72.6%	2.89	74.9%	2.95	15167	334.45**
e. Performance evaluations by peers.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	53.8%	2.47	80.8%	3.05	49.7%	2.38	56.4%	2.53	7642	274.10**
Multi-Year	54.4%	2.50	83.9%	3.12	51.9%	2.48	56.8%	2.55	5664	187.96**
Former	54.1%	2.49	80.1%	3.04	49.9%	2.42	56.3%	2.54	14995	424.62**
f. Independent evaluation of teaching portfolios.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	53.8%	2.48	89.8%	3.23	53.0%	2.44	57.5%	2.55	7547	449.61**
Multi-Year	57.0%	2.54	88.8%	3.25	56.4%	2.53	59.7%	2.60	5587	251.65**
Former	55.0%	2.51	86.1%	3.19	51.0%	2.46	57.7%	2.57	14866	614.12**
g. Independent evaluations of students' work (e.g., portfolios).										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	59.1%	2.59	90.7%	3.29	54.1%	2.46	62.2%	2.66	7616	387.23**
Multi-Year	60.7%	2.62	89.0%	3.29	60.3%	2.61	63.0%	2.68	5635	201.63**
Former	59.8%	2.61	88.5%	3.24	57.3%	2.59	62.3%	2.67	15015	526.71**
h. Student evaluations of teaching performance.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	44.5%	2.29	79.6%	3.06	38.1%	2.10	47.8%	2.36	7672	444.48**
Multi-Year	47.3%	2.35	80.3%	3.10	45.8%	2.34	50.0%	2.41	5667	233.81**
Former	47.1%	2.34	78.0%	3.02	40.5%	2.24	49.6%	2.40	15079	573.07**
i. Collaboration with faculty and staff.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	83.8%	3.21	93.2%	3.46	84.6%	3.31	84.9%	3.24	7683	75.23**
Multi-Year	83.3%	3.20	93.8%	3.46	88.6%	3.43	84.5%	3.24	5699	64.20**
Former	82.2%	3.17	92.0%	3.40	83.7%	3.26	83.2%	3.20	15120	110.43**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the TEEG program during the 2007-08 school year.										
j. Working with students outside of class time.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	72.7%	2.95	88.3%	3.30	71.9%	2.98	74.4%	2.99	7662	108.69**
Multi-Year	74.4%	2.98	87.7%	3.33	74.8%	3.07	75.6%	3.02	5687	68.19**
Former	72.9%	2.95	88.0%	3.28	74.2%	3.03	74.3%	2.98	15060	176.69**
k. Efforts to involve parents in students' education.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	71.6%	2.92	91.3%	3.44	71.6%	2.90	73.7%	2.97	7602	220.41**
Multi-Year	71.1%	2.91	91.7%	3.45	71.3%	2.95	72.9%	2.96	5657	136.92**
Former	70.7%	2.90	90.9%	3.42	71.4%	2.94	72.6%	2.95	14949	360.59**
l. Serving as a Master Teacher.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	58.8%	2.61	85.4%	3.17	62.3%	2.69	61.7%	2.67	7368	233.48**
Multi-Year	61.1%	2.65	84.5%	3.22	60.3%	2.72	63.1%	2.70	5433	141.26**
Former	59.6%	2.63	82.0%	3.11	61.7%	2.69	61.8%	2.68	14480	289.27**
m. Mentoring other teachers.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	64.7%	2.74	88.3%	3.24	66.8%	2.79	67.3%	2.79	7499	211.86**
Multi-Year	66.4%	2.77	87.4%	3.32	69.6%	2.92	68.4%	2.83	5543	143.63**
Former	65.6%	2.76	85.7%	3.22	66.9%	2.81	67.6%	2.80	14727	267.38**
n. National Board for Professional Teaching Standards (NBPTS) certification.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	56.2%	2.55	88.0%	3.29	50.1%	2.39	59.2%	2.62	7173	359.75**
Multi-Year	56.8%	2.57	88.2%	3.32	52.8%	2.51	59.3%	2.63	5307	235.29**
Former	57.2%	2.57	87.6%	3.27	49.7%	2.40	59.7%	2.63	14095	584.09**
o. Parent satisfaction with teacher.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	51.8%	2.45	83.7%	3.18	49.3%	2.33	55.1%	2.52	7608	395.36**
Multi-Year	52.0%	2.45	83.1%	3.20	50.0%	2.45	54.5%	2.52	5642	241.85**
Former	52.8%	2.46	82.2%	3.15	47.6%	2.35	55.3%	2.52	14930	577.29**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the TEEG program during the 2007-08 school year.										
p. Teaching in hard-to-staff fields.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	67.6%	2.81	89.8%	3.28	62.7%	2.68	69.7%	2.86	7307	189.80**
Multi-Year	68.7%	2.83	89.6%	3.32	63.2%	2.78	70.2%	2.87	5379	110.44**
Former	68.0%	2.83	89.6%	3.28	63.6%	2.74	69.8%	2.87	14265	309.77**
q. Teaching in hard-to-staff school.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	68.3%	2.83	89.7%	3.29	63.5%	2.72	70.4%	2.87	7250	177.72**
Multi-Year	69.5%	2.85	91.5%	3.36	64.6%	2.79	71.1%	2.89	5334	119.81**
Former	68.6%	2.85	89.7%	3.29	65.5%	2.81	70.5%	2.89	14194	298.88**

Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.										
a. The TEEG incentive plan had negative effects on my school.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	26.9%	2.12	24.2%	2.09	28.8%	2.12	26.7%	2.12	7222	9.94
Multi-Year	27.0%	2.12	22.6%	1.99	30.1%	2.16	26.8%	2.11	5274	13.98*
Former	26.3%	2.11	23.7%	2.05	28.5%	2.13	26.1%	2.11	14083	8.85
b. The TEEG incentive plan in my school did a good job of distinguishing effective from ineffective teachers at my school.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	36.7%	2.27	64.2%	2.71	40.2%	2.31	39.7%	2.31	6695	193.87**
Multi-Year	39.5%	2.30	71.0%	2.82	45.9%	2.46	42.4%	2.35	4848	148.91**
Former	37.7%	2.27	64.4%	2.72	38.1%	2.30	40.1%	2.32	13149	338.93**
c. The TEEG incentive plan caused resentment among teachers at my school.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	40.9%	2.38	36.1%	2.31	40.2%	2.36	40.4%	2.37	6977	8.75
Multi-Year	42.9%	2.39	39.1%	2.27	43.7%	2.42	42.6%	2.38	5067	9.11
Former	41.5%	2.39	35.4%	2.26	43.4%	2.40	41.1%	2.38	13639	27.93**

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Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.										
d. The TEEG incentive plan did not affect my teaching practices or professional behaviors.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	72.4%	2.98	76.7%	2.96	66.3%	2.87	72.5%	2.97	7521	41.31**
Multi-Year	69.4%	2.91	76.7%	2.93	69.1%	2.94	69.9%	2.91	5539	31.24**
Former	71.3%	2.93	76.5%	2.92	67.2%	2.92	71.5%	2.93	14862	95.98**
e. The TEEG incentive plan at my school helped teachers feel more satisfied with their jobs.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	59.2%	2.65	75.1%	2.93	59.9%	2.66	60.9%	2.68	6790	69.23**
Multi-Year	62.3%	2.70	84.6%	3.07	62.9%	2.76	64.2%	2.73	4910	85.02**
Former	61.8%	2.70	79.2%	2.97	61.6%	2.69	63.4%	2.72	13358	149.69**
f. The TEEG incentive plan at my school contributed to improvements in the quality of professional development offered to teachers.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	55.8%	2.57	80.0%	2.98	59.0%	2.62	58.5%	2.62	6753	156.98**
Multi-Year	57.5%	2.61	86.1%	3.08	61.6%	2.73	60.1%	2.65	4945	142.24**
Former	55.0%	2.57	79.6%	2.97	56.1%	2.61	57.3%	2.61	13277	279.41**
g. The TEEG incentive plan at my school helped improve teaching practices.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	63.7%	2.69	79.6%	2.96	67.2%	2.75	65.5%	2.72	6939	77.78**
Multi-Year	67.3%	2.75	89.1%	3.14	71.6%	2.84	69.3%	2.78	5095	98.90**
Former	64.0%	2.70	81.2%	2.99	66.4%	2.75	65.7%	2.73	13599	160.28**
h. The TEEG incentive plan at my school helped increase student learning.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	63.5%	2.70	77.3%	2.94	68.1%	2.79	65.2%	2.73	6915	61.04**
Multi-Year	68.3%	2.78	88.3%	3.14	74.0%	2.91	70.3%	2.81	5053	87.15**
Former	65.2%	2.73	80.2%	2.99	68.4%	2.80	66.7%	2.76	13469	121.09**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.										
a. The TEEG incentive plan developed by my school was fair to teachers.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	70.9%	2.80	81.3%	2.94	76.0%	2.88	72.3%	2.82	7325	41.19**
Multi-Year	70.1%	2.79	81.1%	2.94	72.8%	2.90	71.2%	2.81	5400	42.13**
Former	70.9%	2.79	80.7%	2.91	73.6%	2.90	71.9%	2.81	14275	101.3**
b. I had a clear understanding of the performance criteria that I needed to meet in order to earn a TEEG bonus award.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	85.3%	3.08	91.0%	3.11	89.6%	3.18	86.1%	3.09	7582	43.65**
Multi-Year	80.7%	3.01	90.3%	3.12	83.5%	3.09	81.7%	3.02	5621	39.29**
Former	80.2%	2.98	86.0%	3.02	85.4%	3.14	81.0%	2.99	14821	88.64**
c. I did not believe that I could achieve the performance criteria established by my school's TEEG incentive plan.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	18.3%	2.02	25.5%	2.15	12.4%	1.89	18.7%	2.03	7351	46.43**
Multi-Year	20.2%	2.05	32.5%	2.22	17.7%	2.00	21.0%	2.06	5412	53.86**
Former	21.1%	2.06	26.3%	2.15	12.1%	1.88	21.1%	2.06	14240	86.18**
d. I believe that the performance criteria established by my school's TEEG incentive plan were worthy of extra pay.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	82.9%	3.01	88.6%	3.10	85.6%	3.09	83.6%	3.03	7281	20.85**
Multi-Year	84.5%	3.06	90.9%	3.15	82.3%	3.09	84.9%	3.07	5398	23.73**
Former	83.8%	3.03	88.0%	3.12	85.2%	3.12	84.3%	3.05	14198	38.69**
e. The size of the top bonus award in my school's TEEG incentive plan was not large enough to motivate me to try to earn the top award.										
		Teachers		Aides		Others		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	24.0%	2.15	32.6%	2.25	20.7%	2.05	24.7%	2.15	6887	37.98**
Multi-Year	24.8%	2.14	38.4%	2.34	24.1%	2.14	25.9%	2.16	5106	41.47**
Former	26.2%	2.17	34.7%	2.29	21.6%	2.11	26.7%	2.17	13403	54.75**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.										
f. When participating in my school's TEEG incentive plan, I had confidence I would receive an incentive award for achieving performance criteria.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	84.5%	3.04	88.8%	3.08	87.7%	3.09	85.1%	3.04	7252	15.74*
Multi-Year	84.2%	3.05	90.1%	3.11	90.0%	3.16	85.0%	3.06	5339	21.82**
Former	82.3%	3.02	87.7%	3.06	85.9%	3.11	83.0%	3.03	14099	47.39**

Please indicate the extent to which you agree or disagree with each statement about the TEEG program operating in your school this 2008-09 school year.										
a. School personnel are aware that the school is participating in the TEEG program this 2008-09 school year.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	97.5%	3.32	98.4%	3.28	97.4%	3.37	97.6%	3.32	6145	15.49*
Multi-Year	97.2%	3.40	98.7%	3.34	96.4%	3.43	97.3%	3.39	9556	33.11**
Former	97.9%	3.53	97.9%	3.46	98.5%	3.60	97.9%	3.52	8203	29.73**
b. I am glad that the school is participating in the TEEG program this 2008-09 school year.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	90.9%	3.23	96.3%	3.29	88.0%	3.17	91.2%	3.23	6145	26.32**
Multi-Year	91.1%	3.26	96.8%	3.37	91.4%	3.28	91.6%	3.27	9556	31.63**
Former	90.4%	3.27	96.6%	3.43	90.2%	3.32	91.0%	3.29	8203	43.93**
c. The TEEG incentive plan developed by my school is fair to teachers.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	77.9%	2.94	85.7%	3.04	82.0%	3.00	78.9%	2.96	6145	24.25**
Multi-Year	80.8%	3.01	89.3%	3.15	86.6%	3.10	81.8%	3.02	9556	57.82**
Former	82.4%	3.06	88.4%	3.16	87.2%	3.18	83.2%	3.08	8202	26.45**
d. I have a clear understanding of the performance criteria that I need to meet in order to earn a TEEG bonus award.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	87.4%	3.11	93.6%	3.16	90.6%	3.17	88.2%	3.11	6145	26.23**
Multi-Year	86.1%	3.13	91.5%	3.19	87.0%	3.16	86.6%	3.14	9556	19.74**
Former	85.1%	3.15	89.9%	3.21	88.5%	3.26	85.7%	3.16	8203	31.13**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about the TEEG program operating in your school this 2008-09 school year.											
e. I do not believe that I can achieve the performance criteria established by my school's TEEG incentive plan.											
		Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²	
Continuous	17.8%	1.98	19.7%	1.99	13.8%	1.88	17.7%	1.97	6145	12.17	
Multi-Year	19.8%	2.00	24.7%	2.04	12.4%	1.86	19.8%	1.99	9556	33.38**	
Former	19.8%	2.00	22.4%	2.00	17.7%	1.93	19.9%	2.00	8203	34.46**	
f. I believe that the performance criteria established by my school's TEEG incentive plan are worthy of extra pay.											
		Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²	
Continuous	87.4%	3.07	91.3%	3.14	87.5%	3.07	87.8%	3.08	6145	11.28	
Multi-Year	87.7%	3.10	94.2%	3.24	91.4%	3.17	88.4%	3.12	9556	44.62**	
Former	87.2%	3.12	93.6%	3.27	89.5%	3.17	87.9%	3.13	8203	38.07**	
g. The size of the top bonus award in my school's TEEG incentive plan is not large enough to motivate me to try to earn the top award.											
		Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²	
Continuous	26.3%	2.16	29.4%	2.21	24.5%	2.08	26.5%	2.16	6145	15.84*	
Multi-Year	27.9%	2.19	36.1%	2.27	26.3%	2.18	28.5%	2.20	9556	29.81**	
Former	26.7%	2.17	31.5%	2.21	23.5%	2.09	26.9%	2.17	8203	16.47*	
h. When participating in my school's TEEG incentive plan this year, I have confidence I will receive an incentive award for achieving performance criteria.											
		Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²	
Continuous	86.9%	3.05	91.6%	3.16	89.8%	3.14	87.5%	3.07	6145	22.29**	
Multi-Year	86.1%	3.07	94.3%	3.24	90.3%	3.11	87.0%	3.08	9556	63.08**	
Former	84.9%	3.07	91.0%	3.20	88.2%	3.14	85.6%	3.08	8202	39.64**	
i. I am disappointed that my school is participating in the TEEG program this 2008-09 school year.											
		Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²	
Continuous	10.8%	1.70	11.3%	1.71	10.2%	1.67	10.8%	1.70	6145	5.75	
Multi-Year	16.8%	1.85	17.3%	1.82	15.5%	1.78	16.7%	1.84	9556	9.16	
Former	22.4%	1.99	17.5%	1.83	21.2%	1.91	21.9%	1.97	8203	44.14**	

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across position types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

School type

Please indicate the extent to which you agree or disagree with each general statement about incentive pay that could be awarded in addition to base pay.												
a. Incentive awards should be distributed evenly to all teachers at the school.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	68.7%	2.93	63.5%	2.83	66.7%	2.85	67.8%	2.90	67.3%	2.89	8263	24.06**
Multi-Year	67.5%	2.88	62.2%	2.79	66.9%	2.89	62.3%	2.73	66.2%	2.86	12394	46.82**
New	68.2%	2.90	64.3%	2.82	66.5%	2.88	59.7%	2.81	66.8%	2.87	10062	26.77**
Former	68.5%	2.91	62.9%	2.81	64.2%	2.83	66.9%	2.82	66.5%	2.87	26877	85.67**
Control	71.7%	2.98	64.6%	2.83	66.1%	2.86	66.5%	2.87	69.0%	2.92	4071	33.08**
b. Incentive pay for teachers based on overall performance at the school is a positive change to teacher pay practices.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	79.9%	2.97	80.1%	2.99	81.0%	2.98	79.8%	3.01	80.1%	2.98	8263	5.75
Multi-Year	80.0%	2.97	80.7%	2.98	77.4%	2.94	87.7%	3.10	79.7%	2.97	12394	38.08**
New	80.4%	2.97	77.6%	2.90	73.3%	2.85	85.2%	3.09	78.3%	2.93	10062	60.64**
Former	77.0%	2.93	77.7%	2.94	74.6%	2.89	73.6%	2.88	76.5%	2.92	26877	24.06**
Control	73.5%	2.89	71.1%	2.83	68.2%	2.77	74.7%	2.85	72.0%	2.85	4071	20.93*
c. Incentive pay for teachers based on group performance (i.e., grade-level, department, interdisciplinary team) is a positive change to teacher pay practices.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	68.1%	2.75	69.4%	2.76	70.8%	2.80	70.0%	2.75	68.8%	2.76	8263	10.23
Multi-Year	69.1%	2.78	70.7%	2.80	67.3%	2.75	74.2%	2.83	69.1%	2.78	12394	20.04*
New	68.1%	2.76	67.6%	2.74	64.2%	2.69	73.2%	2.83	67.2%	2.74	10062	40.99**
Former	64.6%	2.70	67.1%	2.74	63.5%	2.68	63.7%	2.68	64.8%	2.70	26877	28.00**
Control	58.7%	2.62	61.9%	2.65	58.3%	2.58	58.9%	2.63	59.2%	2.61	4071	13.79
d. Incentive pay for teachers based on individual teacher performance is a positive change to teacher pay practices.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	64.3%	2.72	65.7%	2.73	68.1%	2.80	70.0%	2.83	65.3%	2.74	8263	30.65**
Multi-Year	69.2%	2.82	67.8%	2.76	66.5%	2.75	77.5%	2.97	68.4%	2.79	12394	31.4**
New	68.7%	2.81	68.4%	2.77	63.9%	2.70	70.5%	2.91	67.6%	2.78	10062	46.31**
Former	64.5%	2.72	66.5%	2.75	64.8%	2.74	71.9%	2.88	65.1%	2.74	26876	43.27**
Control	59.1%	2.64	59.9%	2.64	63.8%	2.71	67.7%	2.76	60.6%	2.66	4071	13.75

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across school types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each general statement about incentive pay that could be awarded in addition to base pay.												
e. Incentive pay for administrators based on overall performance at the school is a positive change to administrator pay practices.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	77.2%	2.86	73.9%	2.80	74.1%	2.80	75.7%	2.85	76.0%	2.84	8263	12.64
Multi-Year	78.1%	2.89	74.1%	2.80	70.2%	2.75	80.1%	2.93	75.4%	2.83	12394	85.35**
New	78.6%	2.89	75.3%	2.83	68.8%	2.71	79.2%	2.95	75.7%	2.84	10062	92.66**
Former	72.7%	2.79	71.2%	2.76	68.5%	2.72	74.3%	2.83	71.6%	2.77	26875	50.51**
Control	66.2%	2.70	64.0%	2.63	64.0%	2.63	72.2%	2.80	65.6%	2.68	4071	15.88

f. Teachers should receive different incentive award amounts based on their individual teaching performance.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	55.1%	2.58	54.3%	2.56	57.5%	2.62	60.3%	2.68	55.4%	2.58	8263	10.49
Multi-Year	59.2%	2.66	56.8%	2.60	55.6%	2.57	62.7%	2.80	57.9%	2.63	12394	40.43**
New	60.1%	2.67	58.5%	2.62	54.6%	2.53	66.4%	2.81	58.6%	2.63	10063	49.89**
Former	55.9%	2.58	58.2%	2.61	57.0%	2.60	63.8%	2.76	56.7%	2.59	26877	33.09**
Control	52.0%	2.50	56.5%	2.56	56.5%	2.56	60.1%	2.64	54.1%	2.53	4071	14.07

Please indicate the extent to which you agree or disagree with each statement about incentive pay and its potential impact on schools.												
a. Rewarding teachers based on their students' performance will destroy the collaborative culture of teaching.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	38.5%	2.39	38.6%	2.39	40.3%	2.41	36.3%	2.34	38.7%	2.39	8263	14.60
Multi-Year	39.2%	2.40	42.8%	2.47	46.1%	2.51	27.1%	2.20	41.4%	2.43	12393	77.10**
New	40.9%	2.42	43.9%	2.48	48.0%	2.56	38.3%	2.35	43.1%	2.46	10062	56.52**
Former	45.5%	2.50	44.5%	2.49	46.0%	2.51	42.6%	2.45	45.4%	2.50	26876	7.22
Control	54.4%	2.66	50.4%	2.59	53.9%	2.66	50.0%	2.59	53.3%	2.64	4071	15.08

b. Rewarding teachers based on their students' performance will cause teachers to work more effectively.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	60.3%	2.62	60.2%	2.61	59.3%	2.60	58.1%	2.59	60.1%	2.61	8263	17.06*
Multi-Year	63.6%	2.68	58.9%	2.60	59.0%	2.60	71.6%	2.80	61.7%	2.65	12393	48.29**
New	62.4%	2.67	60.2%	2.59	54.6%	2.52	64.4%	2.74	60.2%	2.62	10063	73.92**
Former	57.3%	2.58	58.8%	2.58	55.8%	2.55	57.4%	2.56	57.3%	2.57	26876	28.13**
Control	52.3%	2.49	54.0%	2.50	51.0%	2.45	55.7%	2.50	52.5%	2.49	4071	11.55

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across school types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about incentive pay and its potential impact on schools.												
c. Rewarding teachers based on their students' performance will attract more effective teachers into the profession.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	50.6%	2.50	49.2%	2.46	48.5%	2.45	48.3%	2.44	49.9%	2.48	8263	15.37
Multi-Year	53.4%	2.54	47.6%	2.43	49.2%	2.46	55.5%	2.59	51.2%	2.50	12393	51.62**
New	52.3%	2.52	50.0%	2.46	42.6%	2.36	57.0%	2.68	49.7%	2.48	10062	93.63**
Former	48.3%	2.46	49.2%	2.45	45.4%	2.39	43.7%	2.37	47.7%	2.44	26875	47.19**
Control	41.6%	2.34	42.9%	2.35	42.8%	2.33	43.0%	2.35	42.1%	2.34	4071	7.46
d. Rewarding teachers based on their students' performance will help retain more effective teachers in the profession.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	58.5%	2.62	56.6%	2.57	57.8%	2.58	58.1%	2.57	58.0%	2.60	8263	18.70*
Multi-Year	60.4%	2.65	55.4%	2.55	57.3%	2.58	66.1%	2.74	58.7%	2.61	12393	41.86**
New	60.2%	2.65	57.2%	2.57	52.0%	2.48	62.4%	2.77	57.7%	2.59	10062	83.97**
Former	55.8%	2.57	56.6%	2.56	53.5%	2.52	55.1%	2.51	55.4%	2.56	26876	34.93**
Control	50.5%	2.46	51.5%	2.49	48.5%	2.42	52.5%	2.49	50.4%	2.46	4071	5.98
The current teacher salary schedule rewards experience and education. Several additional factors have been suggested for determining incentive pay for individual teachers. If you were designing an incentive pay program for individual teachers, how much importance would you give to each of the following. (% Agree represents % of respondents who rank the following as Moderate or High Importance)												
a. Time spent in professional development.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	83.5%	3.10	79.9%	3.03	73.7%	2.92	88.4%	3.15	81.5%	3.06	8263	80.98**
Multi-Year	84.3%	3.15	78.5%	3.01	77.7%	3.01	75.4%	2.99	81.3%	3.08	12393	112.27**
New	84.5%	3.15	80.8%	3.06	76.3%	2.97	77.9%	3.08	81.7%	3.09	10063	106.16**
Former	83.9%	3.13	80.1%	3.04	75.8%	2.96	78.0%	3.02	81.4%	3.07	26877	236.61**
Control	84.3%	3.14	80.6%	3.06	76.5%	2.99	82.9%	3.08	81.9%	3.09	4071	36.09**
b. High average test scores by students.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	78.3%	2.98	73.0%	2.87	70.9%	2.82	75.7%	2.93	76.0%	2.93	8263	59.38**
Multi-Year	79.2%	3.01	70.8%	2.82	72.4%	2.84	73.3%	2.94	75.7%	2.93	12393	180.12**
New	77.4%	2.98	70.4%	2.83	65.3%	2.73	79.2%	3.03	73.1%	2.89	10063	175.10**
Former	74.8%	2.92	72.0%	2.85	67.2%	2.76	70.4%	2.83	72.6%	2.87	26876	173.70**
Control	70.8%	2.83	61.5%	2.69	60.2%	2.61	67.1%	2.77	66.7%	2.75	4071	56.15**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across school types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

The current teacher salary schedule rewards experience and education. Several additional factors have been suggested for determining incentive pay for individual teachers. If you were designing an incentive pay program for individual teachers, how much importance would you give to each of the following.
(% Agree represents % of respondents who rank the following as Moderate or High Importance)

c. Improvements in students' test scores.

Group	Elementary		Middle		Secondary		Mixed		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	93.9%	3.48	93.0%	3.48	89.6%	3.32	91.0%	3.36	93.0%	3.45	8263	66.73**
Multi-Year	93.9%	3.49	91.8%	3.42	90.4%	3.32	93.6%	3.44	92.6%	3.43	12393	138.53**
New	93.1%	3.48	91.0%	3.39	86.9%	3.23	95.3%	3.51	91.3%	3.40	10063	203.31**
Former	92.0%	3.42	91.0%	3.38	87.6%	3.28	90.8%	3.35	90.9%	3.38	26877	153.74**
Control	89.7%	3.36	88.0%	3.32	82.0%	3.14	84.2%	3.20	87.6%	3.30	4071	54.25**

d. Performance evaluations by supervisors.

Group	Elementary		Middle		Secondary		Mixed		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	79.7%	3.01	71.7%	2.89	67.8%	2.76	82.8%	3.10	76.4%	2.95	8263	145.45**
Multi-Year	79.8%	3.02	73.5%	2.88	71.6%	2.85	77.5%	3.03	76.5%	2.95	12393	123.99**
New	80.1%	3.03	75.4%	2.91	69.6%	2.82	81.2%	3.06	76.7%	2.96	10063	139.13**
Former	79.1%	2.99	74.3%	2.90	68.7%	2.80	75.1%	2.90	76.0%	2.93	26877	281.58**
Control	79.1%	3.00	70.4%	2.84	73.2%	2.84	71.5%	2.89	75.9%	2.93	4071	50.70**

e. Performance evaluations by peers.

Group	Elementary		Middle		Secondary		Mixed		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	60.6%	2.63	57.4%	2.57	59.4%	2.60	62.9%	2.72	59.8%	2.61	8263	14.31
Multi-Year	62.1%	2.66	56.4%	2.56	61.6%	2.65	58.5%	2.61	60.8%	2.64	12393	34.00**
New	61.9%	2.65	58.0%	2.60	57.9%	2.58	64.4%	2.68	60.2%	2.63	10063	21.22*
Former	60.8%	2.63	59.0%	2.60	58.8%	2.61	53.2%	2.50	59.8%	2.62	26876	40.92**
Control	58.7%	2.62	57.3%	2.58	57.9%	2.56	57.0%	2.55	58.2%	2.60	4071	12.59

f. Independent evaluation of teaching portfolios.

Group	Elementary		Middle		Secondary		Mixed		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	61.1%	2.64	53.8%	2.53	52.9%	2.49	64.8%	2.73	58.5%	2.59	8263	59.34**
Multi-Year	63.3%	2.69	56.6%	2.56	58.3%	2.59	57.2%	2.58	60.6%	2.63	12393	59.71**
New	63.4%	2.70	57.8%	2.60	56.2%	2.54	61.7%	2.68	60.5%	2.64	10063	69.80**
Former	61.4%	2.64	57.8%	2.57	55.0%	2.54	55.3%	2.55	59.3%	2.61	26877	91.15**
Control	60.1%	2.62	54.6%	2.55	53.7%	2.49	58.2%	2.59	57.7%	2.58	4071	22.01**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across school types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

The current teacher salary schedule rewards experience and education. Several additional factors have been suggested for determining incentive pay for individual teachers. If you were designing an incentive pay program for individual teachers, how much importance would you give to each of the following. (% Agree represents % of respondents who rank the following as Moderate or High Importance)												
g. Independent evaluations of students' work (e.g., portfolios).												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	69.8%	2.82	62.5%	2.68	60.1%	2.61	71.5%	2.85	66.9%	2.76	8263	79.39**
Multi-Year	71.6%	2.86	62.3%	2.66	63.9%	2.70	64.0%	2.70	67.7%	2.78	12393	140.66**
New	71.8%	2.87	63.7%	2.72	60.6%	2.62	65.8%	2.77	67.4%	2.78	10063	147.48**
Former	69.5%	2.80	63.2%	2.68	60.2%	2.63	66.2%	2.73	66.4%	2.74	26877	212.74**
Control	66.2%	2.74	59.0%	2.62	58.2%	2.56	60.8%	2.72	62.9%	2.68	4071	43.16**
h. Student evaluations of teaching performance.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	51.3%	2.45	43.3%	2.30	46.7%	2.37	49.4%	2.45	48.9%	2.41	8263	44.21**
Multi-Year	54.3%	2.52	44.2%	2.31	52.5%	2.49	49.2%	2.47	51.7%	2.47	12393	108.28**
New	53.0%	2.50	45.1%	2.35	46.3%	2.34	53.0%	2.58	49.7%	2.43	10063	100.18**
Former	51.7%	2.46	46.4%	2.34	48.1%	2.40	44.9%	2.32	49.8%	2.42	26877	77.88**
Control	49.7%	2.43	42.0%	2.28	46.4%	2.34	46.2%	2.34	47.4%	2.38	4071	21.60*
i. Collaboration with faculty and staff.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	88.2%	3.28	85.9%	3.20	81.4%	3.07	89.9%	3.22	86.8%	3.23	8263	92.32**
Multi-Year	87.8%	3.27	84.7%	3.18	84.2%	3.15	82.6%	3.21	86.2%	3.22	12393	80.85**
New	88.5%	3.27	84.8%	3.18	80.9%	3.08	87.9%	3.17	85.9%	3.21	10063	125.13**
Former	87.1%	3.23	83.7%	3.14	80.3%	3.06	83.8%	3.10	85.0%	3.18	26877	249.85**
Control	85.3%	3.19	78.6%	3.08	76.8%	3.00	78.5%	3.06	82.0%	3.13	4071	49.33**
j. Working with students outside of class time.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	73.7%	2.95	74.8%	2.97	75.4%	2.99	81.3%	3.08	74.4%	2.97	8263	12.41
Multi-Year	74.4%	2.97	75.2%	2.99	76.7%	3.01	72.0%	2.96	75.1%	2.98	12393	16.07
New	74.6%	2.99	75.5%	2.99	74.8%	2.96	69.1%	2.90	74.8%	2.98	10063	17.69*
Former	72.1%	2.91	74.8%	2.96	74.3%	2.97	74.9%	2.95	73.1%	2.93	26877	37.51**
Control	69.3%	2.86	72.5%	2.95	71.8%	2.90	75.9%	2.98	70.7%	2.89	4071	12.48

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

The current teacher salary schedule rewards experience and education. Several additional factors have been suggested for determining incentive pay for individual teachers. If you were designing an incentive pay program for individual teachers, how much importance would you give to each of the following. (% Agree represents % of respondents who rank the following as Moderate or High Importance)												
k. Efforts to involve parents in students' education.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	81.5%	3.14	75.6%	3.01	73.0%	2.94	83.9%	3.17	79.1%	3.09	8263	88.07**
Multi-Year	81.8%	3.17	76.0%	3.02	75.7%	3.00	78.0%	3.11	79.0%	3.10	12393	144.24**
New	82.7%	3.19	79.4%	3.08	74.0%	2.97	80.5%	3.15	80.0%	3.12	10063	127.75**
Former	80.6%	3.13	75.2%	3.00	72.9%	2.95	75.6%	3.02	77.9%	3.06	26877	240.06**
Control	78.5%	3.10	74.3%	2.99	69.4%	2.86	75.9%	3.03	75.7%	3.03	4071	49.36**
l. Serving as a Master Teacher.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	69.6%	2.84	67.9%	2.83	69.1%	2.83	68.2%	2.86	69.1%	2.84	8263	7.08
Multi-Year	70.5%	2.88	67.8%	2.81	68.9%	2.83	71.2%	2.90	69.6%	2.85	12393	24.03**
New	72.6%	2.92	68.1%	2.82	65.9%	2.79	79.2%	3.01	70.2%	2.87	10063	55.72**
Former	70.5%	2.87	68.0%	2.82	67.2%	2.80	69.9%	2.85	69.4%	2.85	26877	34.51**
Control	72.3%	2.94	67.9%	2.85	68.2%	2.82	69.0%	2.85	70.5%	2.90	4071	22.22**
m. Mentoring other teachers.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	75.9%	2.97	72.6%	2.93	74.9%	2.95	78.3%	2.99	75.1%	2.96	8263	13.44
Multi-Year	76.4%	3.00	74.2%	2.93	76.1%	2.97	77.5%	3.00	75.9%	2.98	12393	27.53**
New	77.6%	3.02	76.4%	2.98	74.9%	2.95	82.6%	3.13	76.8%	2.99	10063	25.70**
Former	76.3%	2.99	74.2%	2.94	74.6%	2.95	74.0%	2.91	75.5%	2.97	26876	24.77**
Control	78.7%	3.05	73.5%	2.95	72.6%	2.92	72.2%	2.95	76.1%	3.00	4071	35.42**
n. National Board for Professional Teaching Standards (NBPTS) certification.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	65.1%	2.77	56.8%	2.60	54.7%	2.55	65.5%	2.75	61.9%	2.70	8263	79.62**
Multi-Year	68.5%	2.84	57.3%	2.61	60.0%	2.65	60.6%	2.69	64.0%	2.74	12393	158.65**
New	67.5%	2.82	60.2%	2.66	56.4%	2.57	72.5%	2.97	63.4%	2.73	10063	150.19**
Former	66.8%	2.80	60.2%	2.66	55.3%	2.58	58.8%	2.64	63.0%	2.72	26875	287.30**
Control	67.5%	2.80	53.5%	2.56	57.8%	2.60	58.9%	2.64	62.4%	2.71	4071	68.13**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

The current teacher salary schedule rewards experience and education. Several additional factors have been suggested for determining incentive pay for individual teachers. If you were designing an incentive pay program for individual teachers, how much importance would you give to each of the following. (% Agree represents % of respondents who rank the following as Moderate or High Importance)												
o. Parent satisfaction with teacher.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	61.1%	2.67	49.0%	2.45	50.8%	2.46	58.4%	2.65	56.9%	2.59	8263	113.00**
Multi-Year	62.0%	2.70	50.6%	2.44	54.4%	2.53	51.7%	2.52	57.6%	2.60	12393	186.31**
New	61.6%	2.68	52.3%	2.51	48.8%	2.41	59.7%	2.67	56.6%	2.58	10063	168.60**
Former	60.5%	2.66	51.0%	2.45	49.3%	2.44	51.6%	2.46	56.2%	2.57	26876	378.48**
Control	57.7%	2.60	45.9%	2.40	48.1%	2.41	49.4%	2.45	53.1%	2.52	4071	53.51**
p. Teaching in hard-to-staff fields.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	80.3%	3.09	79.4%	3.09	77.5%	3.04	82.8%	3.12	79.8%	3.09	8263	11.09
Multi-Year	82.2%	3.14	78.8%	3.07	79.9%	3.08	82.6%	3.11	81.0%	3.11	12393	29.59**
New	80.5%	3.10	81.9%	3.16	79.1%	3.06	88.6%	3.21	80.6%	3.11	10063	30.85**
Former	80.1%	3.08	80.1%	3.10	78.1%	3.06	78.9%	3.05	79.6%	3.08	26876	33.47**
Control	80.9%	3.09	80.4%	3.14	75.3%	3.00	76.6%	3.16	79.5%	3.08	4071	38.22**
q. Teaching in hard-to-staff school.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	82.6%	3.16	80.7%	3.13	79.7%	3.11	83.5%	3.15	81.8%	3.15	8263	12.00
Multi-Year	84.2%	3.20	82.0%	3.16	82.1%	3.14	83.5%	3.20	83.2%	3.18	12393	19.73*
New	82.4%	3.16	86.0%	3.28	82.3%	3.15	87.2%	3.24	83.3%	3.19	10062	45.24**
Former	82.3%	3.15	82.9%	3.18	81.5%	3.14	81.0%	3.11	82.2%	3.15	26876	22.47**
Control	83.0%	3.16	85.4%	3.27	79.6%	3.08	82.9%	3.29	82.8%	3.17	4071	41.50**
Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.												
a. The TEEG incentive plan had negative effects on my school.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	33.9%	2.29	31.9%	2.23	31.0%	2.26	20.0%	2.08	32.7%	2.27	7992	28.75**
b. The TEEG incentive plan in my school did a good job of distinguishing effective from ineffective teachers at my school.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	38.0%	2.27	40.5%	2.31	37.0%	2.24	50.6%	2.49	38.4%	2.28	7736	23.41**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.												
c. The TEEG incentive plan caused resentment among teachers at my school.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	45.0%	2.48	43.7%	2.43	45.8%	2.48	39.4%	2.34	44.9%	2.47	7906	14.61
d. The TEEG incentive plan did not affect my teaching practices or professional behaviors.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	78.0%	3.03	75.0%	2.96	74.3%	2.96	75.4%	2.98	76.7%	3.00	8572	25.36**
e. The TEEG incentive plan at my school helped teachers feel more satisfied with their jobs.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	54.0%	2.55	58.9%	2.64	53.2%	2.53	57.4%	2.62	54.7%	2.56	7746	19.54*
f. The TEEG incentive plan at my school contributed to improvements in the quality of professional development offered to teachers.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	52.6%	2.51	51.1%	2.52	52.3%	2.49	50.6%	2.49	52.3%	2.51	7790	13.31
g. The TEEG incentive plan at my school helped improve teaching practices.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	55.9%	2.56	56.9%	2.59	56.2%	2.55	62.2%	2.65	56.3%	2.56	7907	10.39
h. The TEEG incentive plan at my school helped increase student learning.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	56.5%	2.57	56.4%	2.58	55.3%	2.54	61.9%	2.68	56.4%	2.57	7817	12.34
Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.												
a. The TEEG incentive plan developed by my school was fair to teachers.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	70.1%	2.75	71.8%	2.81	69.0%	2.72	78.9%	2.89	70.3%	2.76	8220	20.95*
b. I had a clear understanding of the performance criteria that I needed to meet in order to earn a TEEG bonus award.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	80.9%	2.97	78.5%	2.94	73.5%	2.85	74.6%	2.84	78.9%	2.94	8545	52.66**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.											
c. I did not believe that I could achieve the performance criteria established by my school's TEEG incentive plan.											
		Elementary		Middle		Secondary		Mixed		Overall	
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	X ²
Former	21.2%	2.09	23.5%	2.11	27.6%	2.17	26.2%	2.11	22.9%	2.11	8189 35.61**
d. I believe that the performance criteria established by my school's TEEG incentive plan were worthy of extra pay.											
		Elementary		Middle		Secondary		Mixed		Overall	
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	X ²
Former	79.0%	2.92	81.4%	2.97	77.7%	2.88	83.5%	2.97	79.2%	2.92	8143 16.33
e. The size of the top bonus award in my school's TEEG incentive plan was not large enough to motivate me to try to earn the top award.											
		Elementary		Middle		Secondary		Mixed		Overall	
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	X ²
Former	32.1%	2.28	32.0%	2.26	36.4%	2.32	33.1%	2.23	32.9%	2.29	7837 35.08**
f. When participating in my school's TEEG incentive plan, I had confidence I would receive an incentive award for achieving performance criteria.											
		Elementary		Middle		Secondary		Mixed		Overall	
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	X ²
Former	82.7%	3.00	80.9%	2.97	75.3%	2.86	77.8%	2.87	80.8%	2.97	8091 57.26**

Please rate how much you agree that the following types of assistance would have improved your school's TEEG incentive plan during the 2006-07 school year.											
a. A better explanation from the Texas Education Agency as to why the school was selected to participate in TEEG in the first place.											
		Elementary		Middle		Secondary		Mixed		Overall	
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	X ²
Continuous	48.8%	2.50	49.2%	2.50	57.2%	2.63	65.8%	2.77	50.6%	2.53	6862 57.54**
Multi-Year	56.3%	2.60	49.9%	2.49	64.7%	2.73	36.6%	2.39	56.5%	2.60	5121 71.23**
Former	62.0%	2.69	62.6%	2.70	67.2%	2.77	67.2%	2.78	63.2%	2.71	22090 54.71**
b. A more thorough explanation to the school of the guidelines for developing a TEEG performance incentive plan.											
		Elementary		Middle		Secondary		Mixed		Overall	
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	X ²
Continuous	52.4%	2.57	54.8%	2.59	60.8%	2.70	67.5%	2.83	54.6%	2.60	7032 53.61**
Multi-Year	61.3%	2.69	53.1%	2.59	67.8%	2.78	46.7%	2.55	60.8%	2.68	5302 63.06**
Former	66.2%	2.76	67.4%	2.79	70.6%	2.84	69.0%	2.83	67.4%	2.78	22523 39.82**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please rate how much you agree that the following types of assistance would have improved your school's TEEG incentive plan during the 2006-07 school year.												
c. More time for the school to develop the school's TEEG performance incentive plan.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	49.6%	2.53	49.7%	2.53	54.6%	2.60	64.5%	2.77	50.8%	2.55	6895	32.76**
Multi-Year	57.4%	2.64	50.0%	2.54	61.4%	2.71	39.1%	2.46	56.4%	2.63	5068	46.48**
Former	61.2%	2.70	64.2%	2.74	67.0%	2.78	61.2%	2.70	62.9%	2.72	21851	56.71**
d. More school-based support to assist with the paperwork and other administrative demands when developing and managing the school's TEEG plan.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	58.9%	2.66	62.7%	2.71	62.6%	2.70	70.9%	2.84	60.6%	2.69	6707	21.62*
Multi-Year	66.0%	2.77	62.3%	2.71	68.3%	2.78	43.3%	2.55	65.4%	2.76	5009	31.21**
Former	69.4%	2.82	70.2%	2.82	72.2%	2.86	66.2%	2.77	70.0%	2.83	21321	24.07**
e. More technical expertise for the school to develop and use high quality measures for evaluating the performance of teachers and other staff members.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	52.8%	2.57	56.0%	2.62	59.3%	2.67	64.6%	2.74	54.7%	2.60	6758	28.67**
Multi-Year	59.6%	2.69	53.2%	2.57	64.6%	2.73	38.0%	2.45	59.0%	2.67	5006	55.35**
Former	63.1%	2.73	65.3%	2.75	67.8%	2.80	62.8%	2.72	64.5%	2.74	21419	38.98**
f. A clearer explanation of the performance criteria that must be used by the school to determine eligibility for a TEEG bonus award.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	52.6%	2.58	54.4%	2.60	63.2%	2.73	66.8%	2.79	54.9%	2.61	7112	53.14**
Multi-Year	60.7%	2.71	53.3%	2.60	67.7%	2.79	43.4%	2.49	60.4%	2.70	5294	62.62**
Former	65.3%	2.77	67.9%	2.80	70.4%	2.85	68.3%	2.82	66.9%	2.79	22576	54.53**
g. Better support from district officials in developing and implementing the school's TEEG incentive plan.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	50.5%	2.55	50.3%	2.55	56.4%	2.64	64.2%	2.74	51.7%	2.57	6784	28.26**
Multi-Year	55.9%	2.63	47.9%	2.52	64.3%	2.75	25.0%	2.25	55.6%	2.63	5042	89.44**
Former	61.2%	2.72	63.2%	2.74	64.9%	2.77	58.8%	2.71	62.3%	2.73	21528	33.25**
h. Better support from the Texas Education Agency in developing and implementing the school's TEEG incentive plan.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	51.9%	2.57	51.1%	2.56	56.9%	2.64	62.5%	2.73	52.7%	2.58	6676	22.55**
Multi-Year	57.6%	2.66	49.7%	2.55	66.0%	2.77	38.2%	2.40	57.5%	2.65	4924	68.67**
Former	62.5%	2.73	65.7%	2.76	67.3%	2.80	63.2%	2.75	64.0%	2.75	21135	44.23**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

To what extent do you agree or disagree with the following statements?												
a. Teachers in my school are aware that the school is not participating in the TEEG program during this 2008-09 school year.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	80.5%	2.93	78.5%	2.89	67.6%	2.72	65.5%	2.67	77.4%	2.88	17556	307.77**
b. I understand why the school is ineligible to participate in the TEEG program during this 2008-09 school year.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	51.0%	2.47	49.2%	2.43	42.2%	2.33	41.0%	2.29	48.8%	2.43	17556	100.68**
c. I am disappointed that I can not earn a TEEG bonus award for my performance during this 2008-09 school year.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	68.2%	2.83	71.8%	2.90	70.6%	2.85	72.4%	2.90	69.3%	2.85	17555	40.84**
d. I believe it is fair that the school is ineligible to participate in the TEEG program during this 2008-09 school year.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	43.1%	2.36	39.0%	2.30	38.2%	2.30	37.2%	2.25	41.3%	2.33	17556	44.81**
e. I hope that the school will become eligible to participate in the TEEG program in future school years.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	85.3%	3.12	87.2%	3.14	86.3%	3.10	88.5%	3.13	85.9%	3.12	17556	34.82**
f. I am adapting my professional practice this 2008-09 school year to improve the school's chances of becoming eligible for the TEEG program in future school years.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	71.4%	2.83	69.6%	2.78	69.6%	2.77	76.3%	2.86	70.9%	2.81	17554	47.31**
g. I believe my efforts can contribute to the school's chances of becoming eligible for the TEEG program in future school years.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	83.8%	3.02	83.4%	2.99	79.5%	2.92	83.7%	2.98	83.0%	2.99	17553	61.24**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across school types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each of the following statements.												
a. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	42.5%	2.42	42.3%	2.44	46.6%	2.53	41.9%	2.46	43.0%	2.44	8262	25.08**
Multi-Year	42.1%	2.43	44.8%	2.48	53.5%	2.62	39.0%	2.38	45.4%	2.49	12393	125.83**
New	43.2%	2.45	50.0%	2.56	55.6%	2.68	42.3%	2.36	47.5%	2.53	10063	139.20**
Former	47.5%	2.51	52.7%	2.61	56.1%	2.67	54.2%	2.63	50.4%	2.57	26876	163.75**
Control	54.1%	2.64	61.4%	2.79	65.7%	2.82	67.1%	2.93	58.4%	2.72	4071	56.94**
b. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	89.8%	3.04	88.9%	3.04	85.7%	2.95	87.3%	2.99	89.0%	3.03	8262	30.78**
Multi-Year	89.0%	3.05	86.3%	3.00	87.0%	3.00	89.4%	3.08	88.0%	3.03	12393	28.77**
New	89.5%	3.08	88.2%	3.03	85.9%	2.99	85.2%	3.03	88.4%	3.04	10063	58.33**
Former	88.5%	3.04	87.3%	3.00	84.8%	2.97	86.5%	2.98	87.5%	3.01	26876	95.10**
Control	87.0%	3.02	83.0%	2.96	82.5%	2.94	86.1%	3.00	85.3%	2.99	4071	32.23**
c. If I really try hard, I can get through to even the most difficult or unmotivated students.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	86.7%	3.09	82.4%	3.02	80.2%	2.95	88.0%	3.04	84.9%	3.05	8262	65.20**
Multi-Year	86.8%	3.10	82.0%	3.00	78.6%	2.96	88.1%	3.14	83.8%	3.04	12393	127.30**
New	86.5%	3.13	82.1%	3.03	74.2%	2.89	83.9%	3.07	82.7%	3.05	10063	200.78**
Former	85.0%	3.07	81.0%	2.98	77.0%	2.93	82.3%	2.99	82.6%	3.02	26876	240.35**
Control	79.2%	3.02	72.8%	2.87	71.1%	2.83	74.1%	2.92	76.1%	2.95	4071	53.62**
Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about your principal's leadership? The principal at my school ...												
a. Clearly communicates expected standards for instruction in my classroom.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	92.3%	3.23	91.0%	3.19	89.0%	3.11	92.5%	3.27	91.6%	3.21	8262	40.86**
Multi-Year	91.3%	3.26	91.2%	3.21	89.0%	3.14	94.5%	3.33	90.8%	3.22	12393	81.17**
New	93.5%	3.32	91.6%	3.25	89.6%	3.18	93.3%	3.42	92.2%	3.27	10063	95.38**
Former	90.0%	3.19	88.7%	3.16	87.2%	3.09	86.7%	3.10	89.1%	3.16	26875	90.07**
Control	90.3%	3.27	86.9%	3.13	89.6%	3.17	86.7%	3.12	89.4%	3.21	4071	41.09**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across school types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about your principal's leadership? The principal at my school ...												
b. Carefully tracks student academic progress.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	92.3%	3.24	89.8%	3.16	89.9%	3.12	89.5%	3.18	91.3%	3.20	8262	50.42**
Multi-Year	91.9%	3.26	89.7%	3.19	88.4%	3.11	89.8%	3.21	90.6%	3.21	12393	120.62**
New	92.9%	3.31	90.3%	3.22	87.6%	3.11	90.6%	3.34	91.1%	3.25	10063	166.65**
Former	90.4%	3.20	88.1%	3.14	86.2%	3.07	86.0%	3.09	89.0%	3.16	26876	164.26**
Control	92.6%	3.30	89.4%	3.18	89.0%	3.14	82.3%	3.04	90.8%	3.23	4071	67.66**
c. Knows what is going on in my classroom.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	87.2%	3.14	84.1%	3.03	79.8%	2.95	86.9%	3.12	85.5%	3.09	8262	92.15**
Multi-Year	86.6%	3.15	83.5%	3.04	77.2%	2.92	89.4%	3.22	83.7%	3.07	12393	240.31**
New	87.1%	3.17	81.7%	3.05	76.9%	2.93	89.3%	3.26	83.6%	3.09	10063	189.06**
Former	84.4%	3.08	80.3%	2.99	77.9%	2.93	84.4%	3.08	82.3%	3.03	26876	197.95**
Control	83.9%	3.12	78.4%	2.95	78.2%	2.96	84.2%	3.06	81.7%	3.05	4071	48.46**
d. Encourages teachers to raise test scores.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	96.3%	3.36	96.4%	3.34	95.8%	3.29	97.8%	3.39	96.3%	3.34	8262	20.19*
Multi-Year	96.1%	3.40	95.7%	3.37	95.6%	3.33	94.9%	3.42	95.9%	3.38	12393	36.49**
New	97.1%	3.46	97.1%	3.43	95.9%	3.36	97.3%	3.56	96.9%	3.43	10063	53.17**
Former	95.7%	3.35	95.6%	3.34	94.3%	3.29	94.1%	3.29	95.4%	3.33	26876	42.26**
Control	96.3%	3.43	94.5%	3.41	95.3%	3.35	93.7%	3.26	95.6%	3.41	4071	33.03**
e. Actively monitors the quality of instruction in the school.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	91.2%	3.24	88.1%	3.15	85.7%	3.09	92.9%	3.28	89.8%	3.20	8262	75.68**
Multi-Year	89.7%	3.25	88.2%	3.18	85.4%	3.09	92.4%	3.27	88.4%	3.20	12393	126.03**
New	90.9%	3.30	89.1%	3.22	83.8%	3.08	92.6%	3.38	88.9%	3.23	10063	174.41**
Former	88.2%	3.18	85.2%	3.11	83.8%	3.06	84.6%	3.10	86.6%	3.14	26876	140.55**
Control	88.1%	3.23	84.5%	3.15	87.1%	3.14	84.2%	3.06	87.1%	3.19	4071	35.49**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about your principal's leadership? The principal at my school ...												
f. Works directly with teachers who are struggling to improve their instruction.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	83.2%	3.08	78.4%	2.96	77.1%	2.91	86.9%	3.10	81.4%	3.03	8262	90.25**
Multi-Year	81.5%	3.06	78.7%	2.98	75.1%	2.90	83.9%	3.12	79.4%	3.01	12393	124.56**
New	82.9%	3.10	77.3%	2.99	75.3%	2.90	87.9%	3.21	80.0%	3.04	10063	140.82**
Former	79.3%	3.00	75.7%	2.92	73.2%	2.86	79.3%	2.99	77.4%	2.96	26876	166.11**
Control	77.6%	3.01	71.5%	2.85	77.1%	2.93	74.7%	2.92	76.2%	2.96	4071	44.11**
g. Communicates a clear vision for our school.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	93.3%	3.30	91.8%	3.25	89.6%	3.18	94.4%	3.37	92.5%	3.28	8262	43.13**
Multi-Year	91.8%	3.31	91.5%	3.29	89.2%	3.21	93.6%	3.39	91.1%	3.28	12393	60.06**
New	93.3%	3.39	92.4%	3.34	90.5%	3.25	98.0%	3.54	92.5%	3.35	10063	81.16**
Former	90.7%	3.25	89.4%	3.22	87.3%	3.17	85.9%	3.12	89.6%	3.22	26876	79.5**
Control	90.5%	3.34	87.4%	3.24	88.3%	3.21	85.4%	3.20	89.2%	3.29	4071	34.92**
h. Evaluates teachers using criteria directly related to the school's improvement goals.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	92.7%	3.23	91.6%	3.18	88.6%	3.11	96.3%	3.30	92.0%	3.21	8262	60.27**
Multi-Year	91.6%	3.25	89.8%	3.19	87.8%	3.11	93.6%	3.30	90.4%	3.21	12393	110.22**
New	93.4%	3.31	91.6%	3.24	89.3%	3.15	94.6%	3.39	92.1%	3.26	10063	121.35**
Former	90.6%	3.20	88.2%	3.14	86.1%	3.07	88.3%	3.13	89.2%	3.16	26876	167.11**
Control	90.4%	3.27	87.6%	3.17	89.4%	3.17	89.9%	3.25	89.6%	3.23	4071	28.06**
Think about teachers at your school this school year (2008-09). To what extent do you agree or disagree with the following statements about the teachers in your school? Teachers in my school ...												
a. Feel responsible to help each other do their best.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	88.4%	3.15	85.7%	3.11	83.9%	3.03	88.0%	3.14	87.2%	3.13	8261	35.74**
Multi-Year	86.6%	3.13	85.8%	3.09	86.1%	3.06	92.4%	3.23	86.4%	3.10	12392	49.89**
New	86.4%	3.16	86.3%	3.11	84.3%	3.05	89.9%	3.23	86.0%	3.12	10063	58.41**
Former	85.7%	3.10	84.8%	3.05	83.3%	3.02	84.2%	3.05	85.0%	3.08	26875	107.15**
Control	84.3%	3.10	81.6%	3.04	78.2%	2.95	80.4%	3.01	82.4%	3.05	4071	35.36**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Think about teachers at your school this school year (2008-09). To what extent do you agree or disagree with the following statements about the teachers in your school? Teachers in my school ...												
b. Expect students to complete every assignment.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	93.2%	3.22	92.4%	3.23	90.0%	3.15	93.2%	3.24	92.6%	3.21	8261	28.56**
Multi-Year	92.9%	3.22	90.9%	3.19	86.1%	3.06	94.1%	3.30	90.8%	3.18	12392	193.43**
New	92.3%	3.23	90.2%	3.18	85.0%	3.07	91.3%	3.31	90.2%	3.18	10063	131.55**
Former	91.5%	3.18	88.7%	3.14	84.1%	3.03	88.3%	3.14	89.4%	3.14	26875	289.98**
Control	90.1%	3.19	84.9%	3.07	80.7%	2.98	87.3%	3.10	87.0%	3.12	4071	77.17**
c. Seem more competitive than cooperative.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	27.2%	2.18	25.8%	2.15	24.0%	2.15	32.3%	2.21	26.6%	2.17	8261	29.87**
Multi-Year	29.9%	2.24	27.0%	2.20	30.2%	2.25	19.9%	2.06	29.2%	2.23	12392	38.36**
New	27.2%	2.20	25.3%	2.18	25.8%	2.19	22.8%	2.11	26.4%	2.19	10063	17.29*
Former	30.3%	2.24	28.6%	2.19	26.4%	2.18	23.3%	2.12	29.0%	2.22	26875	81.12**
Control	26.9%	2.18	24.5%	2.15	26.4%	2.17	30.4%	2.25	26.5%	2.18	4071	6.09
d. Encourage students to keep trying even when the work is challenging.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	97.2%	3.31	96.4%	3.27	95.5%	3.23	95.9%	3.27	96.8%	3.29	8261	27.1**
Multi-Year	97.3%	3.30	96.3%	3.26	93.8%	3.19	97.9%	3.35	96.2%	3.27	12392	124.91**
New	96.9%	3.32	95.7%	3.26	93.3%	3.19	96.6%	3.46	95.8%	3.28	10063	125.53**
Former	96.3%	3.27	95.0%	3.21	93.2%	3.16	93.9%	3.21	95.3%	3.24	26875	207.51**
Control	95.9%	3.30	93.1%	3.20	91.1%	3.14	92.4%	3.19	94.2%	3.24	4071	55.84**
e. Think it is important that all of their students do well in class.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	97.0%	3.36	95.3%	3.30	93.1%	3.20	93.6%	3.30	96.0%	3.33	8261	98.59**
Multi-Year	96.8%	3.36	94.8%	3.29	92.1%	3.19	95.8%	3.35	95.2%	3.30	12392	192.87**
New	96.1%	3.39	94.6%	3.29	89.9%	3.18	96.0%	3.44	94.4%	3.32	10063	241.77**
Former	95.7%	3.32	93.9%	3.23	90.9%	3.16	92.0%	3.22	94.3%	3.27	26875	367.38**
Control	94.4%	3.36	90.4%	3.23	86.2%	3.08	87.3%	3.11	91.7%	3.26	4071	138.09**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Think about teachers at your school this school year (2008-09). To what extent do you agree or disagree with the following statements about the teachers in your school? Teachers in my school ...												
f. Do not really trust each other.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	18.9%	1.95	20.5%	1.97	20.2%	2.00	22.6%	1.98	19.5%	1.97	8261	20.14*
Multi-Year	21.5%	2.02	21.2%	2.01	23.6%	2.06	8.1%	1.72	21.7%	2.02	12392	48.27**
New	19.0%	1.96	20.1%	1.99	21.9%	2.03	14.8%	1.79	19.8%	1.98	10063	34.15**
Former	23.9%	2.05	24.7%	2.06	24.4%	2.08	24.9%	2.06	24.2%	2.06	26874	30.27**
Control	23.1%	2.03	21.3%	1.98	25.6%	2.10	32.3%	2.19	23.6%	2.04	4071	23.3**
g. Can be counted on to help out anywhere or anytime, even though it may not be part of their official assignment.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	84.9%	3.10	81.7%	3.04	79.2%	2.94	82.7%	3.06	83.3%	3.06	8261	54.20**
Multi-Year	82.5%	3.04	80.1%	2.98	78.4%	2.94	89.0%	3.23	81.1%	3.01	12392	87.74**
New	82.1%	3.07	80.8%	3.01	76.6%	2.91	84.6%	3.06	80.6%	3.02	10063	77.62**
Former	81.2%	3.02	79.8%	2.98	78.2%	2.93	81.8%	3.03	80.3%	3.00	26873	87.27**
Control	77.9%	2.98	76.4%	2.94	73.2%	2.86	77.2%	2.95	76.6%	2.95	4071	22.29**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across school types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the TEEG program during the 2007-08 school year. (% Agree represents % of respondents who rank the following as Moderate or High Importance)												
a. Time spent in professional development.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	80.7%	3.09	76.2%	3.00	72.2%	2.90	80.6%	3.05	78.5%	3.04	7698	54.02**
Multi-Year	82.5%	3.15	77.3%	3.01	76.4%	3.00	68.5%	2.82	79.9%	3.08	5740	51.57**
Former	80.5%	3.11	75.8%	2.99	73.0%	2.93	73.9%	2.90	77.9%	3.05	15026	129.1**
b. High average test scores by students.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	86.9%	3.30	84.1%	3.23	83.3%	3.16	86.2%	3.25	85.8%	3.26	7853	41.53**
Multi-Year	89.4%	3.36	81.8%	3.15	83.4%	3.17	80.2%	3.13	86.4%	3.27	5833	103.56**
Former	87.3%	3.30	83.8%	3.21	79.9%	3.10	78.2%	3.10	84.9%	3.24	15370	171.52**
c. Improvements in students' test scores.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	91.3%	3.49	88.8%	3.43	88.5%	3.36	89.6%	3.41	90.3%	3.45	7826	44.82**
Multi-Year	92.8%	3.53	88.9%	3.41	90.8%	3.42	85.9%	3.38	91.5%	3.48	5852	59.64**
Former	91.4%	3.47	88.3%	3.39	88.0%	3.38	89.3%	3.35	90.1%	3.43	15371	58.04**

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Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the TEEG program during the 2007-08 school year.

(% Agree represents % of respondents who rank the following as Moderate or High Importance)

d. Performance evaluations by supervisors.

Group	Elementary		Middle		Secondary		Mixed		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	79.1%	3.03	71.2%	2.87	68.4%	2.78	74.3%	2.98	75.7%	2.96	7665	101.66**
Multi-Year	78.0%	3.02	73.4%	2.90	74.6%	2.93	70.0%	2.96	76.2%	2.97	5741	41.40**
Former	77.9%	3.02	72.2%	2.88	69.4%	2.81	68.7%	2.82	74.9%	2.95	15064	155.6**

e. Performance evaluations by peers.

Group	Elementary		Middle		Secondary		Mixed		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	58.4%	2.57	53.9%	2.48	52.0%	2.44	54.9%	2.50	56.4%	2.53	7642	24.08**
Multi-Year	58.0%	2.58	52.2%	2.44	59.6%	2.63	41.9%	2.30	56.8%	2.55	5664	39.97**
Former	58.4%	2.59	54.0%	2.47	53.5%	2.48	45.9%	2.35	56.3%	2.54	14891	79.38**

f. Independent evaluation of teaching portfolios.

Group	Elementary		Middle		Secondary		Mixed		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	59.9%	2.61	54.6%	2.50	50.5%	2.39	61.4%	2.60	57.5%	2.55	7547	55.28**
Multi-Year	62.3%	2.65	53.5%	2.48	59.7%	2.59	50.5%	2.38	59.7%	2.60	5587	35.63**
Former	60.5%	2.63	55.3%	2.51	53.3%	2.48	48.3%	2.48	57.7%	2.57	14763	88.39**

g. Independent evaluations of students' work (e.g., portfolios).

Group	Elementary		Middle		Secondary		Mixed		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	65.3%	2.73	57.5%	2.57	54.9%	2.48	64.0%	2.66	62.2%	2.66	7616	74.85**
Multi-Year	67.2%	2.78	54.4%	2.49	61.7%	2.63	48.9%	2.42	63.0%	2.68	5635	94.58**
Former	65.5%	2.74	58.4%	2.57	57.3%	2.55	59.7%	2.65	62.3%	2.67	14913	125.6**

h. Student evaluations of teaching performance.

Group	Elementary		Middle		Secondary		Mixed		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	50.7%	2.42	42.4%	2.24	43.0%	2.26	49.4%	2.37	47.8%	2.36	7672	49.79**
Multi-Year	53.9%	2.49	39.5%	2.18	51.7%	2.45	34.8%	2.17	50.0%	2.41	5667	99.29**
Former	52.3%	2.46	46.2%	2.29	46.2%	2.33	43.5%	2.22	49.7%	2.40	14976	94.59**

i. Collaboration with faculty and staff.

Group	Elementary		Middle		Secondary		Mixed		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	85.8%	3.27	85.1%	3.26	81.3%	3.12	81.5%	3.08	84.9%	3.24	7683	48.59**
Multi-Year	85.8%	3.28	85.1%	3.23	81.0%	3.14	77.3%	3.13	84.5%	3.24	5699	31.92**
Former	85.4%	3.26	80.8%	3.13	79.2%	3.09	83.0%	3.13	83.2%	3.20	15019	117.01**

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j. Working with students outside of class time.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	75.3%	3.01	73.5%	2.98	71.0%	2.91	77.3%	3.03	74.4%	2.99	7662	13.87
Multi-Year	76.5%	3.04	76.1%	3.04	73.6%	2.95	59.6%	2.63	75.6%	3.02	5687	26.89**
Former	74.9%	3.00	73.7%	2.96	73.5%	2.96	72.9%	2.93	74.3%	2.98	14961	20.73*
k. Efforts to involve parents in students' education.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	76.8%	3.05	68.7%	2.85	67.3%	2.82	76.4%	3.00	73.7%	2.97	7602	81.72**
Multi-Year	75.2%	3.03	69.3%	2.88	71.2%	2.88	61.6%	2.72	72.9%	2.96	5657	59.02**
Former	75.4%	3.02	68.8%	2.85	68.8%	2.85	69.6%	2.88	72.6%	2.95	14846	113.61**
l. Serving as a Master Teacher.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	63.3%	2.71	58.0%	2.60	59.3%	2.63	65.3%	2.70	61.7%	2.67	7368	29.12**
Multi-Year	64.8%	2.75	57.7%	2.58	63.9%	2.70	63.5%	2.67	63.1%	2.70	5433	26.04**
Former	63.7%	2.72	59.2%	2.62	59.4%	2.63	55.8%	2.53	61.8%	2.68	14376	42.85**
m. Mentoring other teachers.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	69.2%	2.82	62.9%	2.71	65.0%	2.75	69.7%	2.83	67.3%	2.79	7499	28.66**
Multi-Year	69.3%	2.86	66.0%	2.77	68.7%	2.80	64.8%	2.81	68.4%	2.83	5543	16.32
Former	69.1%	2.84	64.7%	2.73	66.7%	2.78	61.8%	2.66	67.6%	2.80	14623	42.72**
n. National Board for Professional Teaching Standards (NBPTS) certification.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	62.8%	2.71	53.8%	2.50	51.2%	2.41	63.1%	2.63	59.2%	2.62	7173	103.17**
Multi-Year	63.7%	2.73	51.3%	2.45	55.9%	2.54	55.7%	2.54	59.3%	2.63	5307	79.26**
Former	63.3%	2.71	56.8%	2.55	53.0%	2.48	50.5%	2.40	59.7%	2.63	14002	135.11**
o. Parent satisfaction with teacher.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	59.2%	2.61	48.3%	2.38	47.4%	2.37	55.3%	2.57	55.1%	2.52	7608	93.90**
Multi-Year	58.5%	2.61	46.2%	2.32	53.1%	2.48	48.4%	2.38	54.5%	2.52	5642	79.93**
Former	58.8%	2.61	51.1%	2.40	50.2%	2.42	48.0%	2.37	55.3%	2.52	14828	143.37**

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Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the TEEG program during the 2007-08 school year.
(% Agree represents % of respondents who rank the following as Moderate or High Importance)

p. Teaching in hard-to-staff fields.

Group	Elementary		Middle		Secondary		Mixed		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	71.1%	2.88	66.0%	2.80	67.7%	2.82	77.5%	3.00	69.7%	2.86	7307	39.04**
Multi-Year	71.3%	2.91	65.8%	2.78	72.3%	2.88	61.4%	2.64	70.2%	2.87	5379	32.99**
Former	70.1%	2.87	69.6%	2.85	68.9%	2.87	70.2%	2.83	69.8%	2.87	14167	18.99*

q. Teaching in hard-to-staff school.

Group	Elementary		Middle		Secondary		Mixed		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	72.4%	2.92	66.3%	2.80	66.9%	2.79	73.3%	2.89	70.4%	2.87	7250	44.45**
Multi-Year	73.0%	2.94	66.6%	2.79	71.6%	2.87	59.3%	2.59	71.1%	2.89	5334	37.08**
Former	71.0%	2.90	70.7%	2.88	68.6%	2.87	68.8%	2.80	70.4%	2.89	14096	29.98**

Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.

a. The TEEG incentive plan had negative effects on my school.

Group	Elementary		Middle		Secondary		Mixed		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	27.3%	2.13	26.9%	2.10	21.5%	2.03	37.4%	2.28	26.7%	2.12	7222	36.74**
Multi-Year	28.4%	2.14	25.3%	2.09	25.5%	2.09	5.1%	1.59	26.8%	2.11	5274	42.17**
Former	25.3%	2.09	31.0%	2.19	24.7%	2.09	16.0%	1.92	26.1%	2.11	13995	58.36**

b. The TEEG incentive plan in my school did a good job of distinguishing effective from ineffective teachers at my school.

Group	Elementary		Middle		Secondary		Mixed		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	40.4%	2.33	38.3%	2.29	37.0%	2.28	46.6%	2.36	39.7%	2.31	6695	15.30
Multi-Year	44.2%	2.39	39.2%	2.28	40.7%	2.31	43.1%	2.35	42.4%	2.35	4848	17.16*
Former	40.6%	2.33	40.2%	2.31	38.0%	2.27	41.9%	2.36	40.1%	2.32	13071	19.86*

c. The TEEG incentive plan caused resentment among teachers at my school.

Group	Elementary		Middle		Secondary		Mixed		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	40.6%	2.38	38.9%	2.34	39.1%	2.35	51.6%	2.53	40.4%	2.37	6977	20.32*
Multi-Year	44.2%	2.41	41.1%	2.38	42.7%	2.38	4.0%	1.63	42.6%	2.38	5067	67.25**
Former	38.8%	2.34	47.0%	2.48	42.6%	2.40	30.7%	2.18	41.0%	2.38	13552	74.75**

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Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.												
d. The TEEG incentive plan did not affect my teaching practices or professional behaviors.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	X ²	
Continuous	73.6%	2.99	71.6%	2.99	68.7%	2.87	72.9%	2.95	72.5%	2.97	7521	32.74**
Multi-Year	71.6%	2.94	66.6%	2.88	69.2%	2.88	64.9%	2.83	69.9%	2.91	5539	21.10*
Former	71.8%	2.93	71.7%	2.94	70.7%	2.92	69.2%	2.86	71.5%	2.93	14766	7.17
e. The TEEG incentive plan at my school helped teachers feel more satisfied with their jobs.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	59.7%	2.66	60.7%	2.69	67.3%	2.77	57.1%	2.61	60.9%	2.68	6790	29.11**
Multi-Year	63.6%	2.73	62.9%	2.71	65.4%	2.74	84.0%	3.03	64.2%	2.73	4910	18.69*
Former	63.1%	2.73	62.4%	2.69	64.4%	2.73	70.7%	2.80	63.3%	2.72	13276	20.00*
f. The TEEG incentive plan at my school contributed to improvements in the quality of professional development offered to teachers.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	61.2%	2.66	54.7%	2.57	53.0%	2.52	54.3%	2.52	58.5%	2.62	6753	45.17**
Multi-Year	63.0%	2.70	55.3%	2.58	56.6%	2.59	67.6%	2.79	60.1%	2.65	4945	29.83**
Former	58.4%	2.64	56.7%	2.59	55.2%	2.57	49.2%	2.44	57.3%	2.61	13195	29.21**
g. The TEEG incentive plan at my school helped improve teaching practices.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	65.9%	2.73	65.5%	2.72	66.0%	2.70	56.8%	2.60	65.5%	2.72	6939	24.32**
Multi-Year	70.6%	2.81	67.1%	2.74	67.5%	2.75	77.3%	2.99	69.3%	2.78	5095	14.29
Former	66.1%	2.75	65.1%	2.71	64.8%	2.70	66.2%	2.68	65.7%	2.73	13514	19.33*
h. The TEEG incentive plan at my school helped increase student learning.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	65.9%	2.75	63.5%	2.69	65.7%	2.70	59.9%	2.67	65.2%	2.73	6915	24.92**
Multi-Year	72.6%	2.85	67.1%	2.77	66.6%	2.74	78.7%	2.99	70.3%	2.81	5053	27.83**
Former	67.4%	2.78	66.9%	2.74	64.3%	2.70	67.0%	2.71	66.7%	2.76	13384	32.93**

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Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.												
a. The TEEG incentive plan developed by my school was fair to teachers.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	72.8%	2.83	71.4%	2.83	72.4%	2.80	66.9%	2.69	72.3%	2.82	7325	41.47**
Multi-Year	70.3%	2.80	73.3%	2.85	70.0%	2.76	91.0%	3.18	71.2%	2.81	5400	29.60**
Former	73.6%	2.84	67.1%	2.72	70.7%	2.79	82.5%	3.02	71.9%	2.81	14187	75.63**
b. I had a clear understanding of the performance criteria that I needed to meet in order to earn a TEEG bonus award.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	88.3%	3.12	84.7%	3.11	79.4%	2.94	82.2%	2.97	86.1%	3.09	7582	95.79**
Multi-Year	82.6%	3.04	81.8%	3.06	78.4%	2.92	90.0%	3.20	81.7%	3.02	5621	48.40**
Former	83.5%	3.04	79.6%	2.98	75.4%	2.90	77.6%	2.95	81.0%	3.00	14728	106.15**
c. I did not believe that I could achieve the performance criteria established by my school's TEEG incentive plan.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	18.7%	2.04	19.3%	2.00	16.6%	1.99	23.2%	2.14	18.7%	2.03	7351	26.31**
Multi-Year	21.9%	2.08	18.6%	2.00	21.9%	2.08	8.9%	1.82	21.0%	2.06	5412	32.49**
Former	19.9%	2.04	23.3%	2.09	23.0%	2.08	15.1%	1.95	21.1%	2.06	14158	32.09**
d. I believe that the performance criteria established by my school's TEEG incentive plan were worthy of extra pay.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	83.9%	3.03	83.4%	3.03	83.0%	3.02	82.1%	3.00	83.6%	3.03	7281	3.68
Multi-Year	84.7%	3.06	86.3%	3.12	83.4%	3.01	96.2%	3.31	84.9%	3.07	5398	27.45**
Former	84.7%	3.06	83.5%	3.02	83.5%	3.03	88.4%	3.11	84.3%	3.05	14113	21.76**
e. The size of the top bonus award in my school's TEEG incentive plan was not large enough to motivate me to try to earn the top award.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	24.7%	2.16	26.3%	2.17	22.4%	2.12	26.1%	2.17	24.7%	2.15	6887	9.96
Multi-Year	25.5%	2.15	19.4%	2.06	33.9%	2.28	24.3%	2.14	25.9%	2.16	5106	72.48**
Former	25.0%	2.15	28.7%	2.21	31.4%	2.23	17.6%	2.07	26.8%	2.18	13320	61.32**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across school types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.

f. When participating in my school's TEEG incentive plan, I had confidence I would receive an incentive award for achieving performance criteria.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	85.6%	3.05	84.5%	3.06	84.4%	3.02	82.8%	2.97	85.1%	3.04	7252	14.38
Multi-Year	85.0%	3.07	85.1%	3.08	84.1%	2.99	93.4%	3.22	85.0%	3.06	5339	39.01**
Former	84.2%	3.06	81.6%	3.00	80.9%	2.98	84.8%	3.04	83.1%	3.03	14015	30.58**

Please indicate the extent to which you agree or disagree with each statement about the TEEG program operating in your school this 2008-09 school year.

a. School personnel are aware that the school is participating in the TEEG program this 2008-09 school year.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	97.9%	3.33	97.4%	3.35	96.8%	3.27	97.8%	3.27	97.6%	3.32	6145	18.83*
Multi-Year	97.9%	3.42	97.9%	3.42	95.6%	3.30	97.1%	3.36	97.3%	3.39	9556	82.69**
New	98.4%	3.56	97.8%	3.56	96.8%	3.39	97.2%	3.42	97.9%	3.52	8203	155.58**

b. I am glad that the school is participating in the TEEG program this 2008-09 school year.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	91.0%	3.23	90.6%	3.24	93.3%	3.26	89.4%	3.15	91.2%	3.23	6145	17.01*
Multi-Year	90.8%	3.28	92.5%	3.30	92.1%	3.23	98.3%	3.40	91.6%	3.27	9556	52.41**
New	90.5%	3.29	91.3%	3.32	91.5%	3.23	96.2%	3.38	91.0%	3.29	8203	52.89**

c. The TEEG incentive plan developed by my school is fair to teachers.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	79.7%	2.97	77.2%	2.95	78.3%	2.93	77.7%	2.88	78.9%	2.96	6145	24.05**
Multi-Year	82.2%	3.05	80.5%	3.01	81.4%	2.97	88.0%	3.16	81.8%	3.02	9556	51.08**
New	84.4%	3.11	83.0%	3.08	79.3%	2.97	90.6%	3.20	83.2%	3.08	8202	52.62**

d. I have a clear understanding of the performance criteria that I need to meet in order to earn a TEEG bonus award.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	89.9%	3.14	87.7%	3.12	81.9%	3.01	84.4%	3.02	88.2%	3.11	6145	54.73**
Multi-Year	89.9%	3.20	83.9%	3.10	81.5%	3.02	86.3%	3.12	86.6%	3.14	9556	140.68**
New	88.5%	3.22	85.6%	3.16	78.6%	3.00	80.2%	3.05	85.7%	3.16	8203	130.41**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across school types (* $p < .05$ ** $p < .01$). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about the TEEG program operating in your school this 2008-09 school year.												
e. I do not believe that I can achieve the performance criteria established by my school's TEEG incentive plan.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	17.1%	1.97	19.0%	1.96	16.6%	1.97	24.0%	2.12	17.7%	1.97	6145	30.81**
Multi-Year	18.6%	1.98	21.2%	2.00	21.9%	2.03	12.0%	1.87	19.8%	1.99	9556	38.16**
New	19.3%	1.98	20.7%	2.01	20.9%	2.04	13.2%	1.85	19.9%	2.00	8203	33.26**
f. I believe that the performance criteria established by my school's TEEG incentive plan are worthy of extra pay.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	88.2%	3.08	87.7%	3.08	87.7%	3.06	81.0%	2.94	87.8%	3.08	6145	17.05*
Multi-Year	88.5%	3.13	88.7%	3.13	87.4%	3.07	96.0%	3.26	88.4%	3.12	9556	27.55**
New	88.7%	3.15	88.5%	3.15	84.6%	3.04	91.5%	3.23	87.9%	3.13	8203	36.17**
g. The size of the top bonus award in my school's TEEG incentive plan is not large enough to motivate me to try to earn the top award.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	26.0%	2.16	27.7%	2.16	26.7%	2.17	26.3%	2.18	26.5%	2.16	6145	7.28
Multi-Year	27.0%	2.18	25.2%	2.14	34.9%	2.29	28.0%	2.25	28.5%	2.20	9556	76.97**
New	25.1%	2.13	26.7%	2.18	32.5%	2.27	21.7%	2.05	26.9%	2.17	8203	47.12**
h. When participating in my school's TEEG incentive plan this year, I have confidence I will receive an incentive award for achieving performance criteria.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	87.7%	3.07	87.4%	3.09	86.7%	3.04	87.2%	3.01	87.5%	3.07	6145	16.85
Multi-Year	88.4%	3.11	84.3%	3.05	85.7%	3.04	92.0%	3.18	87.0%	3.08	9556	44.00**
New	87.7%	3.13	83.7%	3.05	82.4%	3.01	84.0%	3.06	85.6%	3.08	8202	52.36**
i. I am disappointed that my school is participating in the TEEG program this 2008-09 school year.												
		Elementary		Middle		Secondary		Mixed		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	10.7%	1.69	11.5%	1.69	9.7%	1.70	13.4%	1.76	10.8%	1.70	6145	10.29
Multi-Year	15.8%	1.82	16.0%	1.82	20.0%	1.92	9.7%	1.67	16.7%	1.84	9556	41.56**
New	21.4%	1.95	21.2%	1.95	24.5%	2.05	17.0%	1.93	21.9%	1.97	8203	33.69**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Years of experience

Please indicate the extent to which you agree or disagree with each general statement about incentive pay that could be awarded in addition to base pay.												
a. Incentive awards should be distributed evenly to all teachers at the school.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	72.7%	2.95	67.5%	2.86	64.8%	2.85	69.7%	2.96	67.3%	2.89	8261	87.34**
Multi-Year	70.4%	2.90	66.6%	2.86	64.1%	2.82	68.1%	2.91	66.2%	2.86	12393	84.75**
New	67.6%	2.82	67.0%	2.84	65.0%	2.85	69.1%	2.93	66.8%	2.87	10062	81.28**
Former	66.8%	2.85	65.4%	2.83	64.4%	2.83	69.6%	2.94	66.5%	2.87	26996	195.21**
Control	68.7%	2.86	66.7%	2.85	68.9%	2.92	70.1%	2.97	69.0%	2.92	4071	39.02**
b. Incentive pay for teachers based on overall performance at the school is a positive change to teacher pay practices.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	85.5%	3.05	85.2%	3.06	80.8%	2.99	76.3%	2.92	80.1%	2.98	8261	61.25**
Multi-Year	84.3%	3.06	82.3%	3.04	80.5%	2.97	76.5%	2.91	79.7%	2.97	12393	73.52**
New	84.8%	3.01	81.2%	2.98	78.8%	2.95	74.9%	2.86	78.3%	2.93	10062	59.42**
Former	81.3%	3.02	82.2%	3.03	77.0%	2.93	73.2%	2.86	76.5%	2.92	26996	191.73**
Control	79.7%	2.95	76.5%	2.96	72.9%	2.88	67.2%	2.76	72.0%	2.85	4071	52.50**
c. Incentive pay for teachers based on group performance (i.e., grade-level, department, interdisciplinary team) is a positive change to teacher pay practices.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	74.5%	2.86	77.0%	2.89	69.5%	2.77	63.7%	2.68	68.8%	2.76	8261	85.03**
Multi-Year	76.7%	2.92	74.9%	2.90	70.3%	2.79	63.6%	2.67	69.1%	2.78	12393	139.71**
New	75.8%	2.89	73.4%	2.85	68.2%	2.76	61.1%	2.63	67.2%	2.74	10062	121.90**
Former	72.2%	2.84	74.1%	2.87	66.2%	2.73	58.5%	2.59	64.8%	2.70	26996	404.00**
Control	65.7%	2.75	67.3%	2.77	62.0%	2.67	50.8%	2.46	59.2%	2.61	4071	83.33**
d. Incentive pay for teachers based on individual teacher performance is a positive change to teacher pay practices.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	78.4%	3.01	77.1%	2.95	67.4%	2.78	55.9%	2.56	65.3%	2.74	8261	251.80**
Multi-Year	80.9%	3.04	76.5%	2.95	70.5%	2.84	59.8%	2.61	68.4%	2.79	12393	301.68**
New	83.2%	3.07	77.7%	2.98	67.9%	2.78	59.2%	2.61	67.6%	2.78	10062	274.53**
Former	81.1%	3.04	78.0%	2.99	66.6%	2.77	56.0%	2.55	65.1%	2.74	26995	855.29**
Control	79.0%	3.03	72.9%	2.90	62.2%	2.69	49.2%	2.43	60.6%	2.66	4071	173.04**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across experience levels (* $p < .05$ ** $p < .01$). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each general statement about incentive pay that could be awarded in addition to base pay.												
e. Incentive pay for administrators based on overall performance at the school is a positive change to administrator pay practices.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	86.1%	3.02	82.8%	2.96	76.3%	2.84	71.3%	2.75	76.0%	2.84	8261	100.63**
Multi-Year	83.2%	3.01	81.5%	2.96	76.1%	2.84	70.3%	2.74	75.4%	2.83	12393	145.36**
New	85.5%	3.01	82.9%	2.96	75.5%	2.84	70.5%	2.74	75.7%	2.84	10062	137.11**
Former	83.2%	2.96	79.9%	2.92	72.4%	2.78	65.9%	2.67	71.6%	2.77	26994	401.29**
Control	79.3%	2.93	75.6%	2.88	65.3%	2.68	58.7%	2.54	65.6%	2.68	4071	100.55**
f. Teachers should receive different incentive award amounts based on their individual teaching performance.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	65.9%	2.76	65.6%	2.79	58.0%	2.64	46.2%	2.40	55.4%	2.58	8261	220.94**
Multi-Year	68.7%	2.82	64.5%	2.76	60.3%	2.67	49.8%	2.47	57.9%	2.63	12393	234.95**
New	71.3%	2.84	67.8%	2.81	58.9%	2.64	51.4%	2.49	58.6%	2.63	10063	195.81**
Former	71.0%	2.86	66.0%	2.78	58.7%	2.64	48.7%	2.43	56.7%	2.60	26996	607.82**
Control	67.3%	2.80	65.1%	2.74	55.2%	2.57	45.1%	2.33	54.1%	2.53	4071	136.34**
Please indicate the extent to which you agree or disagree with each statement about incentive pay and its potential impact on schools.												
a. Rewarding teachers based on their students' performance will destroy the collaborative culture of teaching.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	34.1%	2.34	31.5%	2.27	36.4%	2.36	45.3%	2.50	38.7%	2.39	8261	103.43**
Multi-Year	36.8%	2.37	35.9%	2.33	37.5%	2.37	50.1%	2.58	41.4%	2.43	12393	225.75**
New	36.1%	2.34	36.2%	2.35	41.5%	2.45	50.0%	2.57	43.1%	2.46	10062	130.91**
Former	41.4%	2.41	37.6%	2.36	42.5%	2.45	52.5%	2.63	45.3%	2.50	26995	452.12**
Control	45.3%	2.46	42.8%	2.47	51.1%	2.60	62.4%	2.80	53.3%	2.64	4071	111.96**
b. Rewarding teachers based on their students' performance will cause teachers to work more effectively.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	66.8%	2.74	68.9%	2.76	61.1%	2.63	54.1%	2.52	60.1%	2.61	8261	104.38**
Multi-Year	63.9%	2.71	70.1%	2.78	63.5%	2.68	55.1%	2.54	61.7%	2.65	12393	160.34**
New	68.5%	2.77	67.4%	2.74	60.3%	2.62	54.9%	2.53	60.2%	2.62	10063	106.16**
Former	64.2%	2.71	66.7%	2.74	59.2%	2.61	50.4%	2.45	57.3%	2.57	26995	439.66**
Control	64.0%	2.70	61.4%	2.62	54.0%	2.53	44.3%	2.33	52.5%	2.49	4071	101.81**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across experience levels (* $p < .05$ ** $p < .01$). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about incentive pay and its potential impact on schools.												
c. Rewarding teachers based on their students' performance will attract more effective teachers into the profession.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	57.3%	2.62	57.2%	2.62	52.0%	2.52	43.1%	2.36	49.9%	2.48	8261	118.69**
Multi-Year	54.8%	2.59	58.0%	2.62	54.0%	2.54	43.7%	2.38	51.2%	2.50	12393	170.76**
New	58.3%	2.65	57.5%	2.62	50.6%	2.49	43.0%	2.36	49.7%	2.48	10062	157.52**
Former	53.0%	2.56	57.9%	2.61	50.3%	2.48	39.9%	2.31	47.8%	2.44	26994	498.10**
Control	53.7%	2.55	51.9%	2.53	43.8%	2.38	33.3%	2.16	42.1%	2.34	4071	118.55**
d. Rewarding teachers based on their students' performance will help retain more effective teachers in the profession.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	65.5%	2.73	66.1%	2.76	60.2%	2.63	50.6%	2.48	58.0%	2.60	8261	133.08**
Multi-Year	66.2%	2.75	65.9%	2.75	60.7%	2.65	51.5%	2.48	58.7%	2.61	12393	187.94**
New	69.1%	2.80	65.1%	2.74	57.4%	2.59	52.3%	2.48	57.7%	2.59	10062	148.89**
Former	63.5%	2.71	66.8%	2.75	57.3%	2.59	47.6%	2.42	55.5%	2.56	26995	539.04**
Control	63.7%	2.71	60.2%	2.64	52.1%	2.51	41.1%	2.27	50.4%	2.46	4071	130.30**
The current teacher salary schedule rewards experience and education. Several additional factors have been suggested for determining incentive pay for individual teachers. If you were designing an incentive pay program for individual teachers, how much importance would you give to each of the following. (% Agree represents % of respondents who rank the following as Moderate or High Importance)												
a. Time spent in professional development.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	88.6%	3.20	84.7%	3.13	80.8%	3.05	80.0%	3.03	81.5%	3.06	8261	36.89**
Multi-Year	83.2%	3.19	84.0%	3.15	81.1%	3.07	80.1%	3.05	81.3%	3.08	12393	47.39**
New	84.6%	3.18	82.5%	3.13	81.1%	3.08	81.6%	3.06	81.7%	3.09	10063	30.84**
Former	85.8%	3.17	84.2%	3.14	80.6%	3.06	80.5%	3.05	81.3%	3.07	26996	71.42**
Control	82.0%	3.17	86.0%	3.17	82.2%	3.10	79.9%	3.04	81.9%	3.09	4071	27.37**
b. High average test scores by students.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	76.6%	2.94	80.1%	3.00	76.5%	2.94	73.7%	2.88	76.0%	2.93	8261	38.01**
Multi-Year	76.6%	2.97	77.2%	2.97	75.9%	2.93	74.6%	2.90	75.7%	2.93	12393	23.70**
New	75.0%	2.96	75.3%	2.93	73.0%	2.89	72.0%	2.85	73.1%	2.89	10063	38.32**
Former	72.2%	2.88	76.0%	2.95	73.3%	2.89	70.5%	2.82	72.6%	2.87	26995	105.69**
Control	68.0%	2.81	71.6%	2.86	68.3%	2.78	62.3%	2.66	66.7%	2.75	4071	35.44**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across experience levels (* $p < .05$ ** $p < .01$). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

The current teacher salary schedule rewards experience and education. Several additional factors have been suggested for determining incentive pay for individual teachers. If you were designing an incentive pay program for individual teachers, how much importance would you give to each of the following. (% Agree represents % of respondents who rank the following as Moderate or High Importance)

c. Improvements in students' test scores.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	93.6%	3.45	94.9%	3.51	93.1%	3.47	92.0%	3.41	93.0%	3.45	8261	34.24**
Multi-Year	92.2%	3.48	94.4%	3.48	93.0%	3.45	91.4%	3.39	92.6%	3.43	12393	43.91**
New	93.4%	3.48	94.1%	3.49	91.4%	3.41	89.2%	3.35	91.3%	3.40	10063	55.01**
Former	91.2%	3.41	92.8%	3.44	91.7%	3.41	88.9%	3.33	90.9%	3.38	26996	105.79**
Control	90.7%	3.38	90.9%	3.38	88.5%	3.34	84.3%	3.21	87.6%	3.30	4071	34.46**

d. Performance evaluations by supervisors.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	86.8%	3.15	83.4%	3.08	77.0%	2.97	71.0%	2.84	76.4%	2.95	8261	129.76**
Multi-Year	85.0%	3.17	81.6%	3.06	76.8%	2.96	72.2%	2.85	76.5%	2.95	12393	160.51**
New	85.3%	3.15	81.6%	3.07	77.1%	2.96	72.0%	2.86	76.7%	2.96	10063	135.54**
Former	84.5%	3.11	81.5%	3.06	77.0%	2.96	71.3%	2.83	76.0%	2.93	26996	329.75**
Control	81.7%	3.07	80.4%	3.04	78.2%	2.97	69.7%	2.81	75.9%	2.93	4071	60.88**

e. Performance evaluations by peers.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	72.3%	2.90	66.7%	2.74	60.9%	2.64	53.7%	2.49	59.8%	2.61	8261	131.14**
Multi-Year	70.3%	2.88	66.4%	2.76	60.6%	2.63	56.9%	2.54	60.8%	2.64	12393	154.66**
New	69.7%	2.83	64.2%	2.73	60.6%	2.62	55.7%	2.54	60.2%	2.63	10063	92.51**
Former	70.4%	2.85	65.1%	2.75	60.4%	2.63	55.7%	2.52	59.8%	2.62	26995	294.23**
Control	63.7%	2.75	62.3%	2.69	59.9%	2.62	53.1%	2.49	58.2%	2.60	4071	43.67**

f. Independent evaluation of teaching portfolios.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	73.0%	2.84	62.7%	2.69	58.5%	2.61	54.5%	2.50	58.5%	2.59	8261	104.99**
Multi-Year	68.3%	2.81	66.3%	2.74	60.9%	2.64	56.2%	2.55	60.6%	2.63	12393	104.33**
New	68.4%	2.78	63.4%	2.72	61.4%	2.65	56.2%	2.56	60.5%	2.64	10063	83.93**
Former	66.9%	2.75	64.5%	2.72	60.2%	2.62	54.9%	2.52	59.2%	2.61	26996	237.95**
Control	63.0%	2.70	61.4%	2.67	59.3%	2.61	52.8%	2.47	57.7%	2.58	4071	38.66**

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The current teacher salary schedule rewards experience and education. Several additional factors have been suggested for determining incentive pay for individual teachers. If you were designing an incentive pay program for individual teachers, how much importance would you give to each of the following. (% Agree represents % of respondents who rank the following as Moderate or High Importance)											
g. Independent evaluations of students' work (e.g., portfolios).											
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall	
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	X ²
Continuous	76.1%	2.96	72.1%	2.87	66.5%	2.76	63.9%	2.68	66.9%	2.76	8261 82.79**
Multi-Year	73.6%	2.92	71.1%	2.86	68.2%	2.79	64.3%	2.70	67.7%	2.78	12393 76.59**
New	75.0%	2.92	71.3%	2.87	67.4%	2.78	63.9%	2.72	67.4%	2.78	10063 59.65**
Former	71.6%	2.84	71.3%	2.84	67.1%	2.76	62.7%	2.67	66.4%	2.74	26996 153.05**
Control	69.7%	2.85	67.0%	2.81	63.1%	2.68	59.6%	2.59	62.9%	2.68	4071 51.34**
h. Student evaluations of teaching performance.											
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall	
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	X ²
Continuous	59.3%	2.62	57.2%	2.56	49.7%	2.43	42.9%	2.27	48.9%	2.41	8261 125.43**
Multi-Year	62.8%	2.74	57.4%	2.60	53.2%	2.49	45.2%	2.33	51.7%	2.47	12393 185.15**
New	60.6%	2.66	55.0%	2.56	50.9%	2.45	43.2%	2.29	49.7%	2.43	10063 148.49**
Former	60.3%	2.64	57.2%	2.57	52.0%	2.46	42.6%	2.27	49.8%	2.42	26996 434.16**
Control	55.7%	2.58	55.8%	2.58	48.1%	2.39	41.2%	2.23	47.4%	2.38	4071 75.75**
i. Collaboration with faculty and staff.											
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall	
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	X ²
Continuous	89.1%	3.25	86.5%	3.23	86.9%	3.23	86.5%	3.22	86.8%	3.23	8261 9.62
Multi-Year	86.4%	3.26	86.8%	3.25	86.5%	3.23	85.5%	3.19	86.2%	3.22	12393 17.03*
New	84.8%	3.20	86.6%	3.23	86.2%	3.21	85.5%	3.20	85.9%	3.21	10063 14.44
Former	83.5%	3.16	84.6%	3.19	85.6%	3.19	84.5%	3.16	85.0%	3.18	26996 35.28**
Control	83.0%	3.16	84.9%	3.21	82.4%	3.13	79.9%	3.08	82.0%	3.13	4071 22.32**
j. Working with students outside of class time.											
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall	
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	X ²
Continuous	81.6%	3.10	78.1%	3.06	73.4%	2.95	73.3%	2.92	74.4%	2.97	8261 39.59**
Multi-Year	80.8%	3.16	77.6%	3.04	74.3%	2.97	74.1%	2.94	75.1%	2.98	12393 61.60**
New	83.2%	3.18	78.1%	3.09	73.6%	2.95	73.2%	2.94	74.8%	2.98	10063 76.24**
Former	80.0%	3.09	76.3%	3.02	73.1%	2.94	71.1%	2.87	73.2%	2.93	26996 139.87**
Control	78.3%	3.06	76.0%	3.05	70.8%	2.88	66.6%	2.80	70.7%	2.89	4071 51.63**

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The current teacher salary schedule rewards experience and education. Several additional factors have been suggested for determining incentive pay for individual teachers. If you were designing an incentive pay program for individual teachers, how much importance would you give to each of the following. (% Agree represents % of respondents who rank the following as Moderate or High Importance)											
k. Efforts to involve parents in students' education.											
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall	
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	X ²
Continuous	85.5%	3.26	80.7%	3.13	78.0%	3.06	79.1%	3.07	79.1%	3.09	8261 36.85**
Multi-Year	81.6%	3.21	80.3%	3.15	79.2%	3.10	77.7%	3.06	79.0%	3.10	12393 37.12**
New	86.2%	3.25	81.1%	3.17	79.4%	3.10	78.9%	3.09	80.0%	3.12	10063 34.17**
Former	82.3%	3.18	80.2%	3.13	78.0%	3.06	76.2%	3.02	77.9%	3.06	26996 80.76**
Control	79.7%	3.15	81.6%	3.16	75.6%	3.02	72.5%	2.95	75.7%	3.03	4071 31.82**
l. Serving as a Master Teacher.											
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall	
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	X ²
Continuous	76.6%	3.00	67.9%	2.80	67.7%	2.81	70.4%	2.87	69.1%	2.84	8261 25.82**
Multi-Year	75.3%	2.98	67.4%	2.84	68.5%	2.83	70.9%	2.87	69.6%	2.85	12393 32.48**
New	75.4%	2.94	66.3%	2.80	69.3%	2.85	71.9%	2.91	70.2%	2.87	10063 32.92**
Former	75.2%	2.96	70.2%	2.87	68.0%	2.83	70.0%	2.85	69.3%	2.85	26996 41.63**
Control	73.0%	2.99	70.1%	2.88	70.0%	2.89	70.7%	2.88	70.5%	2.90	4071 11.16
m. Mentoring other teachers.											
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall	
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	X ²
Continuous	79.3%	3.10	73.9%	2.94	73.8%	2.93	76.7%	2.99	75.1%	2.96	8261 27.90**
Multi-Year	81.7%	3.13	73.7%	2.95	75.4%	2.96	76.6%	2.98	75.9%	2.98	12393 37.14**
New	80.0%	3.06	73.7%	2.95	76.2%	2.97	78.4%	3.03	76.8%	2.99	10063 26.69**
Former	80.0%	3.06	75.3%	2.97	74.5%	2.95	76.3%	2.98	75.5%	2.97	26995 34.84**
Control	79.7%	3.09	75.0%	2.98	75.6%	3.01	76.6%	2.98	76.1%	3.00	4071 11.39
n. National Board for Professional Teaching Standards (NBPTS) certification.											
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall	
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	X ²
Continuous	75.9%	2.95	70.9%	2.88	62.2%	2.71	55.6%	2.57	61.9%	2.70	8261 139.33**
Multi-Year	77.7%	3.06	71.3%	2.90	64.8%	2.76	57.3%	2.59	64.0%	2.74	12393 258.58**
New	75.4%	2.97	66.8%	2.84	64.4%	2.75	57.9%	2.61	63.4%	2.73	10063 130.85**
Former	75.8%	2.99	71.4%	2.88	64.2%	2.75	56.7%	2.59	63.0%	2.72	26994 436.84**
Control	77.0%	2.99	69.5%	2.88	63.7%	2.72	54.6%	2.55	62.4%	2.71	4071 93.75**

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(% Agree represents % of respondents who rank the following as Moderate or High Importance)

o. Parent satisfaction with teacher.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	63.0%	2.73	60.0%	2.65	56.9%	2.59	54.8%	2.54	56.9%	2.59	8261	22.52**
Multi-Year	62.8%	2.73	60.0%	2.67	58.6%	2.62	54.2%	2.51	57.6%	2.60	12393	73.33**
New	62.4%	2.71	60.1%	2.67	56.5%	2.58	53.8%	2.52	56.6%	2.58	10063	43.36**
Former	61.8%	2.72	60.2%	2.66	56.7%	2.58	53.3%	2.50	56.2%	2.57	26995	135.28**
Control	59.7%	2.68	59.9%	2.68	52.4%	2.49	49.7%	2.45	53.1%	2.52	4071	39.30**

p. Teaching in hard-to-staff fields.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	84.8%	3.17	82.3%	3.14	80.0%	3.09	77.8%	3.04	79.8%	3.09	8261	20.93*
Multi-Year	86.8%	3.28	83.8%	3.18	81.3%	3.12	78.3%	3.04	81.0%	3.11	12393	84.11**
New	86.4%	3.25	83.1%	3.19	80.4%	3.09	78.6%	3.06	80.6%	3.11	10063	53.62**
Former	86.4%	3.21	82.7%	3.16	80.4%	3.10	76.6%	3.01	79.7%	3.08	26995	159.85**
Control	84.3%	3.21	82.6%	3.16	80.6%	3.11	75.8%	3.00	79.5%	3.08	4071	29.26**

q. Teaching in hard-to-staff school.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	84.8%	3.20	84.6%	3.20	82.1%	3.15	79.9%	3.11	81.8%	3.15	8261	17.73*
Multi-Year	89.1%	3.33	86.1%	3.25	83.5%	3.19	80.7%	3.10	83.2%	3.18	12393	77.27**
New	87.8%	3.30	84.3%	3.24	83.3%	3.18	81.8%	3.16	83.3%	3.19	10062	30.86**
Former	88.0%	3.27	85.1%	3.22	83.1%	3.18	79.2%	3.08	82.2%	3.15	26995	143.76**
Control	85.7%	3.27	85.4%	3.23	84.0%	3.19	79.4%	3.09	82.8%	3.17	4071	25.59**

Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.

a. The TEEG incentive plan had negative effects on my school.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Former	28.3%	2.22	27.1%	2.18	30.7%	2.23	36.6%	2.34	32.7%	2.27	7996	54.09**

b. The TEEG incentive plan in my school did a good job of distinguishing effective from ineffective teachers at my school.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Former	70.2%	2.74	52.9%	2.51	38.4%	2.27	34.0%	2.21	38.4%	2.28	7740	156.02**

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Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.												
c. The TEEG incentive plan caused resentment among teachers at my school.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	45.9%	2.47	40.1%	2.37	43.4%	2.45	47.6%	2.52	44.9%	2.47	7909	35.63**
d. The TEEG incentive plan did not affect my teaching practices or professional behaviors.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	72.1%	2.81	74.1%	2.91	75.3%	2.99	79.2%	3.05	76.7%	3.00	8576	50.52**
e. The TEEG incentive plan at my school helped teachers feel more satisfied with their jobs.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	76.2%	2.87	67.0%	2.74	55.9%	2.59	49.6%	2.48	54.7%	2.56	7750	114.35**
f. The TEEG incentive plan at my school contributed to improvements in the quality of professional development offered to teachers.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	79.8%	2.93	64.9%	2.69	52.1%	2.51	48.5%	2.45	52.3%	2.51	7794	110.57**
g. The TEEG incentive plan at my school helped improve teaching practices.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	79.5%	2.91	67.8%	2.73	57.3%	2.58	51.5%	2.49	56.3%	2.56	7911	107.74**
h. The TEEG incentive plan at my school helped increase student learning.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	80.6%	2.94	66.8%	2.73	56.1%	2.57	53.2%	2.52	56.4%	2.57	7821	82.28**

Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.												
a. The TEEG incentive plan developed by my school was fair to teachers.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	86.9%	2.96	77.0%	2.82	70.1%	2.76	68.3%	2.73	70.3%	2.76	8224	68.23**
b. I had a clear understanding of the performance criteria that I needed to meet in order to earn a TEEG bonus award.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	76.6%	2.79	74.8%	2.82	79.2%	2.94	79.7%	2.96	78.9%	2.94	8549	34.98**

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Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.											
c. I did not believe that I could achieve the performance criteria established by my school's TEEG incentive plan.											
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall	
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	X ²
Former	40.6%	2.35	29.3%	2.22	22.8%	2.10	20.8%	2.08	22.9%	2.11	8193 56.52**
d. I believe that the performance criteria established by my school's TEEG incentive plan were worthy of extra pay.											
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall	
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	X ²
Former	89.6%	3.07	83.4%	2.98	79.7%	2.92	77.4%	2.90	79.3%	2.92	8147 30.61**
e. The size of the top bonus award in my school's TEEG incentive plan was not large enough to motivate me to try to earn the top award.											
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall	
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	X ²
Former	54.1%	2.56	37.9%	2.33	31.0%	2.26	33.2%	2.29	32.9%	2.29	7840 45.03**
f. When participating in my school's TEEG incentive plan, I had confidence I would receive an incentive award for achieving performance criteria.											
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall	
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	X ²
Former	88.1%	2.99	80.8%	2.93	81.4%	2.99	79.9%	2.95	80.8%	2.97	8095 26.33**

Please rate how much you agree that the following types of assistance would have improved your school's TEEG incentive plan during the 2006-07 school year.											
a. A better explanation from the Texas Education Agency as to why the school was selected to participate in TEEG in the first place.											
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall	
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	X ²
Continuous	72.5%	2.88	58.4%	2.62	50.3%	2.52	46.3%	2.47	50.6%	2.53	6861 94.43**
Multi-Year	77.4%	2.93	55.1%	2.58	57.0%	2.62	54.4%	2.56	56.5%	2.60	5121 46.77**
Former	84.2%	2.99	68.7%	2.77	62.7%	2.70	60.8%	2.68	63.2%	2.71	22185 166.03**
b. A more thorough explanation to the school of the guidelines for developing a TEEG performance incentive plan.											
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall	
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	X ²
Continuous	78.7%	2.95	61.6%	2.68	53.7%	2.59	51.0%	2.55	54.6%	2.60	7031 93.31**
Multi-Year	84.6%	2.99	63.1%	2.71	61.3%	2.71	56.9%	2.62	60.8%	2.68	5302 64.36**
Former	85.7%	3.03	72.8%	2.85	66.5%	2.77	65.4%	2.76	67.4%	2.78	22617 142.87**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across experience levels (* $p < .05$ ** $p < .01$). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please rate how much you agree that the following types of assistance would have improved your school's TEEG incentive plan during the 2006-07 school year.												
c. More time for the school to develop the school's TEEG performance incentive plan.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	X ²	
Continuous	79.3%	2.91	55.2%	2.59	50.2%	2.54	47.7%	2.51	50.8%	2.55	6894	87.26**
Multi-Year	74.0%	2.89	58.2%	2.64	56.1%	2.64	54.6%	2.60	56.4%	2.63	5068	29.65**
Former	84.2%	2.99	67.7%	2.78	61.5%	2.70	61.6%	2.71	62.8%	2.72	21937	147.00**
d. More school-based support to assist with the paperwork and other administrative demands when developing and managing the school's TEEG plan.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	83.4%	3.02	63.9%	2.73	59.4%	2.68	59.1%	2.66	60.6%	2.69	6706	59.07**
Multi-Year	81.9%	2.98	66.7%	2.76	64.6%	2.75	64.3%	2.74	65.4%	2.76	5009	27.40**
Former	88.0%	3.11	73.4%	2.87	68.8%	2.81	69.2%	2.82	70.0%	2.83	21400	117.69**
e. More technical expertise for the school to develop and use high quality measures for evaluating the performance of teachers and other staff members.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	82.8%	2.98	62.0%	2.70	55.3%	2.61	49.2%	2.52	54.8%	2.60	6757	123.22**
Multi-Year	78.9%	2.98	63.6%	2.71	59.3%	2.68	54.9%	2.60	59.0%	2.67	5006	60.29**
Former	84.2%	3.03	70.9%	2.83	64.0%	2.74	61.6%	2.71	64.4%	2.74	21502	169.37**
f. A clearer explanation of the performance criteria that must be used by the school to determine eligibility for a TEEG bonus award.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	82.5%	2.99	61.0%	2.68	54.2%	2.60	51.3%	2.57	54.9%	2.61	7111	101.93**
Multi-Year	80.9%	2.97	63.1%	2.72	60.4%	2.72	57.3%	2.65	60.4%	2.70	5294	52.23**
Former	88.2%	3.08	72.6%	2.86	66.2%	2.78	64.4%	2.76	66.9%	2.79	22667	178.74**
g. Better support from district officials in developing and implementing the school's TEEG incentive plan.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	81.2%	2.99	56.6%	2.63	50.4%	2.56	49.3%	2.54	51.7%	2.57	6783	104.59**
Multi-Year	74.4%	2.91	57.4%	2.64	55.9%	2.64	52.8%	2.58	55.6%	2.63	5042	41.03**
Former	83.8%	3.04	68.1%	2.80	62.0%	2.73	59.3%	2.70	62.2%	2.73	21612	179.97**
h. Better support from the Texas Education Agency in developing and implementing the school's TEEG incentive plan.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	82.3%	2.99	56.4%	2.63	52.3%	2.58	49.6%	2.54	52.7%	2.58	6675	99.42**
Multi-Year	75.8%	2.90	58.1%	2.65	58.3%	2.68	54.4%	2.60	57.5%	2.65	4924	38.51**
Former	85.5%	3.05	69.6%	2.81	63.0%	2.73	62.1%	2.73	64.0%	2.75	21216	165.77**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

To what extent do you agree or disagree with the following statements?										
a. Teachers in my school are aware that the school is not participating in the TEEG program during this 2008-09 school year.										
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall	
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	60.8%	2.65	70.7%	2.79	78.3%	2.90	80.5%	2.91	17571	223.78**
b. I understand why the school is ineligible to participate in the TEEG program during this 2008-09 school year.										
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall	
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	40.8%	2.35	44.2%	2.35	47.6%	2.41	52.8%	2.49	17571	104.18**
c. I am disappointed that I can not earn a TEEG bonus award for my performance during this 2008-09 school year.										
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall	
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	70.2%	2.85	72.0%	2.91	70.6%	2.87	66.7%	2.79	17570	53.94**
d. I believe it is fair that the school is ineligible to participate in the TEEG program during this 2008-09 school year.										
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall	
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	41.7%	2.39	40.4%	2.32	41.0%	2.33	42.1%	2.34	17571	18.82*
e. I hope that the school will become eligible to participate in the TEEG program in future school years.										
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall	
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	89.8%	3.17	89.9%	3.20	86.6%	3.14	83.3%	3.05	17571	109.48**
f. I am adapting my professional practice this 2008-09 school year to improve the school's chances of becoming eligible for the TEEG program in future school years.										
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall	
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	80.3%	2.97	76.6%	2.91	71.1%	2.81	67.7%	2.75	17569	116.11**
g. I believe my efforts can contribute to the school's chances of becoming eligible for the TEEG program in future school years.										
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall	
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	88.6%	3.09	85.2%	3.04	83.3%	3.00	81.2%	2.95	17568	51.72**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each of the following statements.												
a. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	48.0%	2.50	43.4%	2.44	44.6%	2.46	40.0%	2.40	43.0%	2.44	8261	27.56**
Multi-Year	46.7%	2.50	47.5%	2.52	46.0%	2.50	43.5%	2.45	45.4%	2.49	12393	14.39
New	42.4%	2.44	46.7%	2.52	48.7%	2.54	47.4%	2.53	47.5%	2.53	10063	13.23
Former	50.3%	2.57	51.3%	2.57	51.3%	2.58	48.7%	2.54	50.4%	2.57	26996	31.03**
Control	56.7%	2.67	56.3%	2.67	59.4%	2.74	58.3%	2.73	58.4%	2.72	4071	6.34
b. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	87.3%	2.99	89.2%	3.03	88.0%	3.01	90.5%	3.05	89.0%	3.03	8261	18.24*
Multi-Year	88.6%	3.03	86.7%	2.99	87.4%	3.02	89.1%	3.04	88.0%	3.03	12393	17.99*
New	87.3%	3.01	88.6%	3.03	88.2%	3.04	88.7%	3.06	88.4%	3.04	10063	8.28
Former	85.5%	2.97	86.4%	2.98	87.7%	3.01	87.8%	3.03	87.4%	3.01	26996	39.76**
Control	84.7%	2.97	86.1%	3.00	85.5%	2.98	84.8%	3.01	85.3%	2.99	4071	24.74**
c. If I really try hard, I can get through to even the most difficult or unmotivated students.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	87.5%	3.10	87.1%	3.11	85.3%	3.06	83.1%	3.02	84.9%	3.05	8261	32.03**
Multi-Year	89.2%	3.18	86.3%	3.10	84.1%	3.05	81.5%	2.99	83.8%	3.04	12393	77.15**
New	86.6%	3.17	86.8%	3.15	83.0%	3.05	79.7%	2.98	82.7%	3.05	10063	88.34**
Former	86.7%	3.13	86.4%	3.10	83.0%	3.03	80.0%	2.97	82.6%	3.02	26996	141.47**
Control	82.7%	3.08	80.0%	3.02	76.5%	2.95	72.4%	2.88	76.1%	2.95	4071	28.76**

Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about your principal's leadership? The principal at my school ...												
a. Clearly communicates expected standards for instruction in my classroom.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	94.1%	3.34	90.7%	3.22	90.9%	3.17	92.4%	3.23	91.6%	3.21	8261	40.86**
Multi-Year	92.6%	3.28	90.3%	3.22	90.3%	3.21	91.4%	3.22	90.8%	3.22	12393	16.72
New	93.7%	3.36	91.6%	3.27	91.9%	3.25	92.5%	3.28	92.2%	3.27	10063	29.05**
Former	93.1%	3.26	88.3%	3.16	88.8%	3.15	89.3%	3.16	89.1%	3.16	26996	38.21**
Control	93.3%	3.33	89.0%	3.24	89.5%	3.19	88.4%	3.20	89.4%	3.21	4071	17.25*

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about your principal's leadership? The principal at my school ...												
b. Carefully tracks student academic progress.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	X ²	
Continuous	95.0%	3.32	89.7%	3.18	90.4%	3.17	92.8%	3.23	91.3%	3.20	8261	36.58**
Multi-Year	92.2%	3.25	90.0%	3.19	89.8%	3.19	91.7%	3.23	90.6%	3.21	12393	19.20*
New	93.1%	3.30	90.5%	3.24	90.5%	3.23	91.7%	3.26	91.1%	3.25	10063	14.65
Former	91.3%	3.23	88.5%	3.15	88.4%	3.15	89.7%	3.17	89.0%	3.16	26996	34.93**
Control	93.3%	3.32	91.4%	3.26	90.7%	3.23	90.2%	3.21	90.8%	3.23	4071	9.36
c. Knows what is going on in my classroom.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	88.4%	3.20	85.3%	3.09	84.7%	3.06	86.3%	3.11	85.5%	3.09	8261	22.33**
Multi-Year	86.1%	3.14	82.2%	3.04	83.1%	3.06	84.7%	3.10	83.7%	3.07	12393	17.14*
New	87.0%	3.18	82.3%	3.06	82.5%	3.07	85.1%	3.12	83.6%	3.09	10063	24.62**
Former	86.7%	3.12	81.0%	3.01	81.1%	3.01	83.7%	3.06	82.3%	3.03	26996	64.34**
Control	85.0%	3.16	82.2%	3.07	81.6%	3.03	80.9%	3.05	81.7%	3.05	4071	14.69
d. Encourages teachers to raise test scores.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	98.4%	3.45	96.9%	3.36	95.5%	3.31	96.8%	3.36	96.3%	3.34	8261	31.61**
Multi-Year	96.2%	3.40	96.3%	3.39	95.1%	3.35	96.7%	3.40	95.9%	3.38	12393	21.88**
New	97.3%	3.50	97.3%	3.44	96.4%	3.41	97.2%	3.45	96.9%	3.43	10063	28.96**
Former	96.3%	3.41	95.3%	3.34	94.8%	3.32	95.9%	3.34	95.4%	3.33	26996	59.31**
Control	95.3%	3.47	97.0%	3.46	95.5%	3.39	95.3%	3.39	95.6%	3.41	4071	16.93*
e. Actively monitors the quality of instruction in the school.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	95.2%	3.37	89.4%	3.20	89.1%	3.17	90.2%	3.21	89.8%	3.20	8261	39.82**
Multi-Year	91.3%	3.30	88.7%	3.19	87.8%	3.18	88.6%	3.21	88.4%	3.20	12393	25.47**
New	94.3%	3.37	89.8%	3.24	88.0%	3.20	88.8%	3.24	88.9%	3.23	10063	41.52**
Former	91.2%	3.27	87.1%	3.16	86.0%	3.13	86.6%	3.14	86.6%	3.14	26996	59.65**
Control	93.0%	3.37	89.3%	3.25	86.0%	3.15	86.2%	3.18	87.1%	3.19	4071	35.31**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about your principal's leadership? The principal at my school ...												
f. Works directly with teachers who are struggling to improve their instruction.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	X ²	
Continuous	88.2%	3.21	80.7%	3.03	80.5%	3.00	82.0%	3.04	81.5%	3.03	8261	36.03**
Multi-Year	81.9%	3.09	79.4%	3.00	78.1%	2.98	80.8%	3.03	79.4%	3.01	12393	22.13**
New	83.4%	3.13	80.1%	3.06	79.3%	3.01	80.2%	3.04	80.0%	3.04	10063	21.45*
Former	83.5%	3.09	76.2%	2.95	76.6%	2.94	77.9%	2.96	77.3%	2.96	26996	53.70**
Control	84.0%	3.14	76.0%	2.98	75.0%	2.93	76.3%	2.96	76.2%	2.96	4071	20.87*
g. Communicates a clear vision for our school.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	98.0%	3.48	92.7%	3.30	91.6%	3.24	92.8%	3.28	92.5%	3.28	8261	55.54**
Multi-Year	93.7%	3.38	92.0%	3.30	90.4%	3.26	91.2%	3.29	91.1%	3.28	12393	25.27**
New	95.5%	3.50	94.2%	3.38	91.7%	3.31	92.3%	3.35	92.5%	3.35	10063	58.65**
Former	94.1%	3.37	90.3%	3.24	89.0%	3.21	89.7%	3.22	89.6%	3.22	26996	85.98**
Control	93.3%	3.45	90.5%	3.32	89.0%	3.27	88.1%	3.26	89.2%	3.29	4071	27.21**
h. Evaluates teachers using criteria directly related to the school's improvement goals.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	97.5%	3.41	91.8%	3.23	91.4%	3.18	92.0%	3.21	92.0%	3.21	8261	57.11**
Multi-Year	93.9%	3.30	91.6%	3.23	89.9%	3.19	89.8%	3.20	90.4%	3.21	12393	28.82**
New	94.7%	3.38	93.3%	3.30	91.5%	3.24	91.8%	3.26	92.1%	3.26	10063	36.22**
Former	94.0%	3.30	89.6%	3.19	88.8%	3.15	88.9%	3.15	89.2%	3.16	26996	69.46**
Control	93.7%	3.40	91.5%	3.29	89.2%	3.20	88.4%	3.20	89.6%	3.23	4071	32.69**
Think about teachers at your school this school year (2008-09). To what extent do you agree or disagree with the following statements about the teachers in your school? Teachers in my school ...												
a. Feel responsible to help each other do their best.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	89.3%	3.21	86.4%	3.11	85.8%	3.09	89.2%	3.17	87.2%	3.13	8260	34.49**
Multi-Year	89.4%	3.18	83.8%	3.07	84.7%	3.07	89.3%	3.15	86.4%	3.10	12392	75.55**
New	89.4%	3.22	85.4%	3.11	84.2%	3.08	87.9%	3.16	86.0%	3.12	10063	47.22**
Former	85.8%	3.12	84.3%	3.06	83.9%	3.05	86.6%	3.11	85.0%	3.08	26996	64.67**
Control	90.0%	3.19	79.9%	3.05	79.6%	3.00	85.3%	3.10	82.4%	3.05	4071	43.25**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across experience levels (* $p < .05$ ** $p < .01$). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Think about teachers at your school this school year (2008-09). To what extent do you agree or disagree with the following statements about the teachers in your school? Teachers in my school ...												
b. Expect students to complete every assignment.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	91.6%	3.23	93.0%	3.22	92.4%	3.20	92.8%	3.22	92.6%	3.21	8260	7.35
Multi-Year	89.8%	3.18	90.4%	3.17	90.9%	3.18	91.1%	3.18	90.8%	3.18	12392	5.21
New	90.9%	3.26	90.2%	3.20	89.7%	3.17	90.7%	3.18	90.2%	3.18	10063	26.65**
Former	89.7%	3.19	89.2%	3.14	89.2%	3.13	89.6%	3.15	89.3%	3.14	26996	54.68**
Control	87.0%	3.12	84.4%	3.09	87.9%	3.12	87.0%	3.12	87.0%	3.12	4071	14.32
c. Seem more competitive than cooperative.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	27.5%	2.14	28.4%	2.20	28.0%	2.20	23.8%	2.12	26.6%	2.17	8260	26.22**
Multi-Year	27.7%	2.16	30.8%	2.25	30.9%	2.26	26.3%	2.20	29.2%	2.23	12392	59.67**
New	22.2%	2.10	30.4%	2.24	27.2%	2.21	24.3%	2.16	26.4%	2.19	10063	61.33**
Former	30.8%	2.22	30.8%	2.23	30.4%	2.25	26.2%	2.17	29.0%	2.22	26996	115.43**
Control	19.7%	2.06	28.3%	2.20	27.8%	2.20	25.4%	2.16	26.5%	2.18	4071	23.04**
d. Encourage students to keep trying even when the work is challenging.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	97.7%	3.32	97.3%	3.30	96.4%	3.27	96.8%	3.31	96.8%	3.29	8260	13.93
Multi-Year	97.4%	3.31	96.2%	3.26	95.8%	3.25	96.7%	3.28	96.2%	3.27	12392	19.39*
New	97.1%	3.35	95.6%	3.29	95.2%	3.25	96.6%	3.30	95.8%	3.28	10063	31.40**
Former	96.5%	3.28	95.1%	3.24	95.0%	3.22	95.6%	3.25	95.3%	3.24	26996	31.72**
Control	95.3%	3.29	91.9%	3.21	93.7%	3.22	95.6%	3.28	94.2%	3.24	4071	20.55*
e. Think it is important that all of their students do well in class.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	96.6%	3.34	95.7%	3.33	95.6%	3.30	96.5%	3.35	96.0%	3.33	8260	14.19
Multi-Year	95.8%	3.34	94.5%	3.29	94.9%	3.29	95.7%	3.32	95.2%	3.30	12392	18.05*
New	96.2%	3.37	94.1%	3.32	93.6%	3.29	95.1%	3.35	94.4%	3.32	10063	26.26**
Former	93.8%	3.29	93.3%	3.26	94.1%	3.26	94.9%	3.29	94.3%	3.27	26996	34.42**
Control	94.0%	3.31	89.7%	3.24	91.4%	3.25	92.4%	3.29	91.7%	3.26	4071	11.27

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Think about teachers at your school this school year (2008-09). To what extent do you agree or disagree with the following statements about the teachers in your school? Teachers in my school ...												
f. Do not really trust each other.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	20.7%	1.98	22.3%	2.00	20.9%	2.00	16.4%	1.91	19.5%	1.97	8260	38.75**
Multi-Year	21.1%	1.98	24.7%	2.06	22.1%	2.04	19.9%	1.99	21.7%	2.02	12392	49.70**
New	15.4%	1.87	22.7%	2.03	21.5%	2.02	17.2%	1.93	19.8%	1.98	10063	60.40**
Former	25.8%	2.05	26.7%	2.09	25.1%	2.08	21.8%	2.02	24.2%	2.06	26995	107.86**
Control	18.0%	1.92	26.4%	2.08	26.1%	2.11	20.4%	1.96	23.6%	2.04	4071	44.69**
g. Can be counted on to help out anywhere or anytime, even though it may not be part of their official assignment.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	85.9%	3.11	81.6%	3.03	81.6%	3.03	86.1%	3.12	83.4%	3.06	8260	34.79**
Multi-Year	85.1%	3.12	79.2%	2.98	79.2%	2.97	84.0%	3.06	81.1%	3.01	12392	70.91**
New	85.7%	3.15	80.8%	3.02	78.1%	2.97	83.0%	3.06	80.6%	3.02	10063	67.5**
Former	82.9%	3.08	78.5%	2.96	78.9%	2.96	82.5%	3.05	80.3%	3.00	26994	111.38**
Control	85.3%	3.08	76.3%	2.93	74.1%	2.91	78.1%	2.97	76.6%	2.95	4071	35.55**
Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the TEEG program during the 2007-08 school year. (% Agree represents % of respondents who rank the following as Moderate or High Importance)												
a. Time spent in professional development.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	86.8%	3.25	82.6%	3.13	77.9%	3.03	76.7%	3.00	78.5%	3.04	7696	41.97**
Multi-Year	87.3%	3.27	81.3%	3.11	79.2%	3.07	79.2%	3.06	79.9%	3.08	5740	23.91**
Former	83.1%	3.18	81.4%	3.13	77.0%	3.03	77.2%	3.02	77.9%	3.04	15128	44.36**
b. High average test scores by students.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	83.8%	3.14	87.5%	3.32	86.3%	3.28	84.7%	3.24	85.8%	3.27	7851	28.14**
Multi-Year	85.0%	3.26	85.1%	3.24	86.9%	3.29	86.4%	3.26	86.4%	3.27	5833	5.95
Former	83.5%	3.17	86.0%	3.26	85.6%	3.25	83.8%	3.21	84.9%	3.24	15473	24.75**
c. Improvements in students' test scores.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	95.0%	3.53	91.2%	3.47	89.8%	3.45	90.2%	3.44	90.4%	3.46	7824	16.01
Multi-Year	94.3%	3.51	90.6%	3.43	90.8%	3.46	92.4%	3.51	91.5%	3.48	5852	18.56*
Former	94.2%	3.49	91.8%	3.47	89.7%	3.43	89.3%	3.42	90.0%	3.43	15469	30.19**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the TEEG program during the 2007-08 school year.
(% Agree represents % of respondents who rank the following as Moderate or High Importance)

d. Performance evaluations by supervisors.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	89.6%	3.25	81.5%	3.07	75.3%	2.95	72.3%	2.89	75.8%	2.96	7663	82.40**
Multi-Year	91.2%	3.29	78.0%	3.04	75.3%	2.94	74.4%	2.94	76.2%	2.97	5741	54.07**
Former	87.4%	3.24	81.0%	3.09	74.3%	2.93	71.9%	2.87	74.9%	2.95	15165	170.23**

e. Performance evaluations by peers.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	70.2%	2.85	64.9%	2.70	57.0%	2.53	50.6%	2.42	56.4%	2.53	7640	110.08**
Multi-Year	75.1%	2.94	59.2%	2.63	56.1%	2.53	54.1%	2.50	56.8%	2.55	5664	61.65**
Former	72.2%	2.92	63.3%	2.70	56.2%	2.53	51.9%	2.44	56.3%	2.54	14993	203.08**

f. Independent evaluation of teaching portfolios.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	75.4%	2.90	64.0%	2.69	57.6%	2.55	52.8%	2.45	57.5%	2.55	7545	98.04**
Multi-Year	78.0%	2.98	62.5%	2.66	58.2%	2.57	57.8%	2.55	59.7%	2.60	5587	55.27**
Former	74.0%	2.92	67.0%	2.76	57.4%	2.56	52.6%	2.47	57.7%	2.57	14864	220.96**

g. Independent evaluations of students' work (e.g., portfolios).

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	78.0%	3.01	67.3%	2.78	61.2%	2.64	59.4%	2.59	62.2%	2.66	7614	76.98**
Multi-Year	77.6%	3.04	64.2%	2.70	62.2%	2.66	61.6%	2.64	63.0%	2.68	5635	44.45**
Former	75.4%	2.97	68.6%	2.81	61.7%	2.65	59.3%	2.60	62.3%	2.67	15013	129.86**

h. Student evaluations of teaching performance.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	63.3%	2.69	55.9%	2.55	48.6%	2.38	41.7%	2.22	47.8%	2.36	7670	123.76**
Multi-Year	68.7%	2.89	54.9%	2.52	49.9%	2.39	45.5%	2.32	50.0%	2.41	5667	85.77**
Former	65.7%	2.76	56.9%	2.58	50.5%	2.42	43.9%	2.25	49.6%	2.40	15077	238.45**

i. Collaboration with faculty and staff.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	89.2%	3.29	85.2%	3.24	84.6%	3.24	84.5%	3.24	84.9%	3.24	7681	13.62
Multi-Year	86.7%	3.27	84.1%	3.21	84.1%	3.22	84.9%	3.27	84.5%	3.24	5699	9.25
Former	86.3%	3.22	84.6%	3.25	82.9%	3.19	82.6%	3.19	83.2%	3.20	15118	31.46**

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Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the TEEG program during the 2007-08 school year. (% Agree represents % of respondents who rank the following as Moderate or High Importance)												
j. Working with students outside of class time.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	X ²	
Continuous	84.6%	3.22	77.3%	3.05	73.3%	2.95	73.4%	2.98	74.4%	2.99	7660	39.26**
Multi-Year	85.4%	3.25	74.9%	3.02	73.6%	2.96	77.2%	3.05	75.6%	3.02	5687	33.37**
Former	84.3%	3.19	77.3%	3.07	73.6%	2.96	73.1%	2.95	74.3%	2.98	15058	66.20**
k. Efforts to involve parents in students' education.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	86.0%	3.27	74.6%	3.02	72.4%	2.93	73.7%	2.97	73.7%	2.97	7600	45.25**
Multi-Year	85.3%	3.24	71.0%	2.93	71.7%	2.92	73.5%	2.99	72.9%	2.96	5657	33.18**
Former	82.0%	3.18	76.0%	3.04	71.2%	2.92	72.1%	2.94	72.6%	2.95	14947	64.54**
l. Serving as a Master Teacher.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	80.6%	3.09	65.2%	2.73	59.4%	2.62	61.0%	2.67	61.7%	2.67	7366	77.17**
Multi-Year	81.7%	3.13	64.2%	2.74	60.1%	2.63	64.1%	2.72	63.1%	2.70	5433	61.96**
Former	79.6%	3.09	65.3%	2.77	59.9%	2.63	60.8%	2.66	61.8%	2.68	14478	128.33**
m. Mentoring other teachers.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	81.5%	3.15	70.0%	2.85	65.3%	2.75	67.0%	2.78	67.3%	2.79	7497	61.59**
Multi-Year	84.0%	3.24	67.3%	2.81	66.4%	2.77	69.3%	2.85	68.4%	2.83	5543	54.37**
Former	82.3%	3.14	70.3%	2.88	65.7%	2.76	67.3%	2.80	67.6%	2.80	14725	102.62**
n. National Board for Professional Teaching Standards (NBPTS) certification.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	82.0%	3.15	68.2%	2.83	59.2%	2.61	52.9%	2.48	59.2%	2.62	7171	163.38**
Multi-Year	80.9%	3.11	67.3%	2.80	59.0%	2.62	53.2%	2.50	59.3%	2.63	5307	111.29**
Former	79.6%	3.11	69.1%	2.85	60.4%	2.64	52.8%	2.47	59.7%	2.63	14093	319.79**
o. Parent satisfaction with teacher.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	67.8%	2.82	58.2%	2.60	55.2%	2.52	52.2%	2.47	55.1%	2.52	7606	53.18**
Multi-Year	69.4%	2.85	56.3%	2.56	54.0%	2.51	52.3%	2.46	54.5%	2.52	5642	39.15**
Former	68.3%	2.83	61.9%	2.68	54.3%	2.50	52.5%	2.45	55.3%	2.52	14928	122.57**

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Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the TEEG program during the 2007-08 school year.
(% Agree represents % of respondents who rank the following as Moderate or High Importance)

p. Teaching in hard-to-staff fields.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	85.2%	3.18	75.0%	2.98	69.5%	2.84	66.0%	2.79	69.7%	2.86	7305	85.21**
Multi-Year	88.2%	3.29	75.2%	2.98	69.1%	2.86	66.9%	2.79	70.2%	2.87	5379	69.26**
Former	87.2%	3.27	75.5%	3.01	69.5%	2.86	66.0%	2.77	69.8%	2.87	14263	174.95**

q. Teaching in hard-to-staff school.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	84.9%	3.20	75.4%	2.99	70.2%	2.86	66.8%	2.81	70.4%	2.87	7248	78.41**
Multi-Year	89.7%	3.32	75.5%	2.99	70.5%	2.87	67.4%	2.81	71.1%	2.89	5334	68.45**
Former	88.0%	3.30	76.5%	3.03	70.4%	2.89	66.1%	2.79	70.4%	2.89	14192	180.96**

Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.

a. The TEEG incentive plan had negative effects on my school.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	20.2%	2.03	19.0%	1.97	26.4%	2.11	30.5%	2.20	26.7%	2.12	7220	60.35**
Multi-Year	20.5%	1.97	21.5%	2.00	27.0%	2.12	29.1%	2.16	26.8%	2.11	5274	26.91**
Former	23.9%	2.09	19.4%	1.95	25.5%	2.10	29.7%	2.19	26.1%	2.11	14082	112.32**

b. The TEEG incentive plan in my school did a good job of distinguishing effective from ineffective teachers at my school.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	58.5%	2.57	46.9%	2.42	38.4%	2.29	37.4%	2.28	39.7%	2.31	6693	56.36**
Multi-Year	53.9%	2.58	47.3%	2.40	41.8%	2.34	40.4%	2.33	42.4%	2.35	4848	32.89**
Former	61.5%	2.63	46.9%	2.44	39.4%	2.30	37.5%	2.27	40.1%	2.32	13147	110.64**

c. The TEEG incentive plan caused resentment among teachers at my school.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	36.8%	2.28	32.8%	2.23	40.6%	2.37	43.2%	2.43	40.4%	2.37	6975	38.07**
Multi-Year	41.9%	2.38	35.1%	2.22	43.4%	2.39	44.6%	2.43	42.6%	2.38	5067	30.53**
Former	39.9%	2.34	33.7%	2.22	40.5%	2.37	44.6%	2.45	41.1%	2.38	13637	88.29**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.												
d. The TEEG incentive plan did not affect my teaching practices or professional behaviors.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	X ²	
Continuous	72.4%	2.86	70.1%	2.91	71.7%	2.96	74.4%	3.02	72.5%	2.97	7519	32.44**
Multi-Year	67.9%	2.84	64.6%	2.81	70.7%	2.93	71.2%	2.94	69.9%	2.91	5539	19.08*
Former	69.8%	2.84	66.3%	2.83	71.7%	2.92	73.3%	2.98	71.5%	2.93	14860	65.13**
e. The TEEG incentive plan at my school helped teachers feel more satisfied with their jobs.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	80.1%	2.99	70.7%	2.85	59.7%	2.66	57.3%	2.61	60.9%	2.68	6788	84.31**
Multi-Year	73.2%	2.91	70.7%	2.85	65.1%	2.74	59.4%	2.67	64.2%	2.73	4910	47.04**
Former	78.1%	2.92	73.3%	2.91	63.3%	2.72	59.0%	2.64	63.4%	2.72	13356	153.78**
f. The TEEG incentive plan at my school contributed to improvements in the quality of professional development offered to teachers.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	76.6%	2.94	67.0%	2.74	56.4%	2.58	56.8%	2.59	58.5%	2.62	6751	63.37**
Multi-Year	79.2%	2.97	67.0%	2.75	57.9%	2.61	58.7%	2.65	60.1%	2.65	4945	49.05**
Former	79.4%	2.94	65.9%	2.77	56.2%	2.59	54.5%	2.56	57.3%	2.61	13275	137.39**
g. The TEEG incentive plan at my school helped improve teaching practices.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	78.0%	2.96	72.9%	2.85	64.6%	2.70	63.2%	2.68	65.5%	2.72	6937	51.89**
Multi-Year	76.0%	2.90	76.4%	2.88	68.6%	2.77	66.9%	2.75	69.3%	2.78	5095	30.19**
Former	78.5%	2.93	73.3%	2.88	65.1%	2.72	63.0%	2.68	65.7%	2.73	13597	98.52**
h. The TEEG incentive plan at my school helped increase student learning.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	77.1%	2.94	71.7%	2.82	63.9%	2.71	63.7%	2.70	65.2%	2.73	6913	35.81**
Multi-Year	76.3%	2.88	75.0%	2.88	70.0%	2.81	68.2%	2.79	70.3%	2.81	5053	23.05**
Former	78.2%	2.92	74.1%	2.89	66.2%	2.75	64.1%	2.71	66.7%	2.76	13467	83.71**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across experience levels (* $p < .05$ ** $p < .01$). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.												
a. The TEEG incentive plan developed by my school was fair to teachers.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	79.9%	2.88	75.8%	2.87	72.3%	2.83	70.4%	2.79	72.3%	2.82	7324	21.88**
Multi-Year	76.8%	2.87	75.1%	2.88	70.1%	2.78	70.7%	2.81	71.2%	2.81	5400	19.75*
Former	81.3%	2.95	76.0%	2.87	71.4%	2.80	70.6%	2.79	71.9%	2.81	14273	40.65**
b. I had a clear understanding of the performance criteria that I needed to meet in order to earn a TEEG bonus award.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	79.4%	2.89	84.6%	3.07	87.1%	3.11	85.9%	3.08	86.1%	3.09	7581	22.55**
Multi-Year	78.4%	2.91	82.6%	3.05	81.0%	3.02	82.6%	3.04	81.7%	3.02	5621	11.33
Former	75.6%	2.85	79.2%	2.96	80.7%	2.99	82.2%	3.02	81.0%	2.99	14819	22.33**
c. I did not believe that I could achieve the performance criteria established by my school's TEEG incentive plan.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	30.6%	2.21	21.6%	2.08	18.2%	2.02	17.3%	2.01	18.7%	2.03	7350	29.95**
Multi-Year	30.2%	2.18	21.4%	2.05	21.4%	2.06	19.5%	2.04	21.0%	2.06	5412	13.81
Former	30.4%	2.20	23.9%	2.10	21.6%	2.06	18.8%	2.02	21.1%	2.06	14238	49.01**
d. I believe that the performance criteria established by my school's TEEG incentive plan were worthy of extra pay.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	85.6%	3.02	88.4%	3.10	83.1%	3.02	82.4%	3.01	83.7%	3.03	7280	29.12**
Multi-Year	85.4%	3.09	88.2%	3.14	84.6%	3.05	84.0%	3.06	84.9%	3.07	5398	15.24
Former	85.9%	3.04	87.3%	3.09	84.4%	3.04	83.0%	3.03	84.3%	3.05	14196	25.65**
e. The size of the top bonus award in my school's TEEG incentive plan was not large enough to motivate me to try to earn the top award.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	36.6%	2.30	23.1%	2.11	24.4%	2.16	25.0%	2.15	24.7%	2.15	6886	20.51*
Multi-Year	38.5%	2.35	23.0%	2.11	25.3%	2.15	26.8%	2.18	25.9%	2.16	5106	27.74**
Former	37.0%	2.26	26.8%	2.18	27.2%	2.19	25.5%	2.15	26.7%	2.17	13401	31.62**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.

f. When participating in my school's TEEG incentive plan, I had confidence I would receive an incentive award for achieving performance criteria.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	88.1%	3.07	84.5%	3.02	86.1%	3.07	83.9%	3.02	85.1%	3.04	7251	17.21*
Multi-Year	84.4%	2.97	84.3%	3.04	85.0%	3.07	85.2%	3.06	85.0%	3.06	5339	8.93
Former	83.1%	2.97	82.7%	3.04	84.1%	3.05	81.7%	3.00	83.0%	3.03	14097	29.53**

Please indicate the extent to which you agree or disagree with each statement about the TEEG program operating in your school this 2008-09 school year.

a. School personnel are aware that the school is participating in the TEEG program this 2008-09 school year.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	98.6%	3.36	98.2%	3.35	97.1%	3.32	98.0%	3.31	97.6%	3.32	6144	13.90
Multi-Year	97.6%	3.39	97.1%	3.41	97.5%	3.40	97.1%	3.38	97.3%	3.39	9556	5.36
New	97.2%	3.51	98.2%	3.56	97.7%	3.52	98.3%	3.51	97.9%	3.52	8203	11.90

b. I am glad that the school is participating in the TEEG program this 2008-09 school year.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	96.2%	3.29	95.1%	3.34	91.5%	3.25	89.1%	3.17	91.2%	3.23	6144	49.48**
Multi-Year	95.5%	3.33	95.8%	3.38	91.4%	3.28	89.8%	3.22	91.6%	3.27	9556	69.05**
New	97.6%	3.47	93.8%	3.37	90.7%	3.28	89.0%	3.24	91.0%	3.29	8203	67.37**

c. The TEEG incentive plan developed by my school is fair to teachers.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	88.2%	3.06	80.5%	3.01	78.6%	2.96	77.8%	2.93	78.9%	2.96	6144	21.73**
Multi-Year	89.2%	3.14	85.6%	3.10	80.7%	3.01	80.8%	3.00	81.8%	3.02	9556	39.90**
New	90.2%	3.20	84.4%	3.09	82.1%	3.07	82.8%	3.06	83.2%	3.08	8202	25.30**

d. I have a clear understanding of the performance criteria that I need to meet in order to earn a TEEG bonus award.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	76.3%	2.91	85.9%	3.10	89.2%	3.14	88.7%	3.11	88.2%	3.12	6144	42.85**
Multi-Year	78.5%	3.01	84.3%	3.11	86.5%	3.13	88.6%	3.16	86.6%	3.14	9556	51.40**
New	76.9%	3.02	85.3%	3.16	85.7%	3.16	87.5%	3.19	85.7%	3.16	8203	41.73**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about the TEEG program operating in your school this 2008-09 school year.												
e. I do not believe that I can achieve the performance criteria established by my school's TEEG incentive plan.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	X ²	
Continuous	25.6%	2.14	17.8%	1.97	18.2%	1.97	16.2%	1.96	17.7%	1.97	6144	27.67**
Multi-Year	22.0%	2.04	21.1%	2.01	19.8%	1.99	19.0%	1.98	19.8%	1.99	9556	7.46
New	19.7%	1.99	20.6%	2.01	20.1%	2.00	19.2%	1.99	19.9%	2.00	8203	9.27
f. I believe that the performance criteria established by my school's TEEG incentive plan are worthy of extra pay.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	94.3%	3.12	89.9%	3.11	87.1%	3.07	87.4%	3.06	87.8%	3.08	6144	18.51*
Multi-Year	92.3%	3.19	91.1%	3.16	88.0%	3.10	87.5%	3.10	88.4%	3.12	9556	28.57**
New	92.9%	3.22	89.7%	3.16	87.0%	3.11	87.5%	3.13	87.9%	3.13	8203	20.57*
g. The size of the top bonus award in my school's TEEG incentive plan is not large enough to motivate me to try to earn the top award.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	26.1%	2.18	25.2%	2.12	27.3%	2.18	26.0%	2.15	26.5%	2.16	6144	9.99
Multi-Year	31.3%	2.23	28.3%	2.21	28.4%	2.19	28.3%	2.19	28.5%	2.20	9556	4.69
New	21.4%	2.07	27.9%	2.17	27.6%	2.18	26.4%	2.17	26.9%	2.17	8203	15.49
h. When participating in my school's TEEG incentive plan this year, I have confidence I will receive an incentive award for achieving performance criteria.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	88.2%	3.04	88.0%	3.10	87.6%	3.09	87.3%	3.04	87.5%	3.07	6144	23.43**
Multi-Year	83.3%	3.02	87.2%	3.10	86.6%	3.08	87.8%	3.09	87.0%	3.08	9556	13.30
New	83.8%	3.04	85.1%	3.09	85.9%	3.09	85.9%	3.08	85.6%	3.08	8202	7.31
i. I am disappointed that my school is participating in the TEEG program this 2008-09 school year.												
		1 Year		2-3 Years		4-14 Years		15 Years +		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	11.4%	1.73	10.3%	1.63	11.1%	1.69	10.6%	1.72	10.8%	1.70	6144	22.36**
Multi-Year	12.7%	1.80	12.9%	1.74	16.5%	1.83	19.0%	1.90	16.7%	1.84	9556	46.16**
New	12.0%	1.76	19.3%	1.92	22.0%	1.96	24.5%	2.03	21.9%	1.97	8203	51.90**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Bonus award status

Please indicate the extent to which you agree or disagree with each general statement about incentive pay that could be awarded in addition to base pay.								
a. Incentive awards should be distributed evenly to all teachers at the school.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	71.9%	2.98	65.8%	2.87	67.3%	2.89	8263	27.62**
Multi-Year	68.7%	2.91	63.3%	2.80	66.2%	2.86	12394	49.20**
New	67.7%	2.89	64.1%	2.81	66.8%	2.87	10062	17.16**
Former	69.1%	2.92	63.1%	2.81	66.5%	2.87	26999	107.53**
Control	69.6%	2.93	66.7%	2.91	69.0%	2.92	4071	12.71**
Test Across Participation Groups							61789	23.63*
b. Incentive pay for teachers based on overall performance at the school is a positive change to teacher pay practices.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	77.5%	2.93	80.9%	3.00	80.1%	2.98	8263	14.41**
Multi-Year	77.7%	2.93	81.9%	3.01	79.7%	2.97	12394	35.87**
New	77.9%	2.92	79.5%	2.95	78.3%	2.93	10062	3.96
Former	75.0%	2.89	78.6%	2.96	76.5%	2.92	26999	56.97**
Control	71.1%	2.84	75.3%	2.90	72.0%	2.85	4071	6.63
Test Across Participation Groups							61789	180.82**
c. Incentive pay for teachers based on group performance (i.e., grade-level, department, interdisciplinary team) is a positive change to teacher pay practices.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	63.7%	2.67	70.5%	2.79	68.8%	2.76	8263	36.94**
Multi-Year	66.4%	2.73	72.1%	2.83	69.1%	2.78	12394	51.96**
New	66.8%	2.73	68.5%	2.77	67.2%	2.74	10062	6.01
Former	62.5%	2.66	67.9%	2.76	64.8%	2.70	26999	92.01**
Control	58.0%	2.60	63.6%	2.66	59.2%	2.61	4071	13.07**
Test Across Participation Groups							61789	214.6**
d. Incentive pay for teachers based on individual teacher performance is a positive change to teacher pay practices.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	61.4%	2.65	66.6%	2.77	65.3%	2.74	8263	35.74**
Multi-Year	65.8%	2.74	71.3%	2.85	68.4%	2.79	12394	50.07**
New	66.9%	2.76	69.6%	2.83	67.6%	2.78	10062	14.69**
Former	62.9%	2.69	68.0%	2.80	65.1%	2.74	26998	105.58**
Control	60.1%	2.64	62.1%	2.70	60.6%	2.66	4071	4.04
Test Across Participation Groups							61788	154.91**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each general statement about incentive pay that could be awarded in addition to base pay.								
e. Incentive pay for administrators based on overall performance at the school is a positive change to administrator pay practices.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	72.8%	2.77	77.1%	2.86	76.0%	2.84	8263	18.76**
Multi-Year	72.9%	2.79	78.2%	2.88	75.4%	2.83	12394	48.04**
New	75.6%	2.83	76.0%	2.84	75.7%	2.84	10062	1.05
Former	69.2%	2.72	74.8%	2.83	71.6%	2.77	26997	110.62**
Control	64.8%	2.66	68.4%	2.74	65.6%	2.68	4071	6.15
Test Across Participation Groups							61787	270.04**
f. Teachers should receive different incentive award amounts based on their individual teaching performance.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	52.1%	2.51	56.5%	2.61	55.4%	2.58	8263	23.88**
Multi-Year	55.2%	2.57	60.9%	2.69	57.9%	2.63	12394	53.32**
New	57.7%	2.61	61.5%	2.70	58.6%	2.63	10063	19.08**
Former	54.9%	2.55	59.1%	2.65	56.7%	2.60	26999	82.99**
Control	53.9%	2.53	54.7%	2.54	54.1%	2.53	4071	1.65
Test Across Participation Groups							61790	102.40**

Please indicate the extent to which you agree or disagree with each statement about incentive pay and its potential impact on schools.								
a. Rewarding teachers based on their students' performance will destroy the collaborative culture of teaching.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	43.9%	2.49	36.9%	2.36	38.7%	2.39	8263	43.54**
Multi-Year	44.3%	2.48	38.2%	2.38	41.4%	2.43	12393	54.66**
New	43.4%	2.47	42.2%	2.44	43.1%	2.46	10062	4.30
Former	48.5%	2.55	41.1%	2.43	45.3%	2.50	26998	166.92**
Control	54.0%	2.65	50.9%	2.60	53.3%	2.64	4071	10.04*
Test Across Participation Groups							61787	333.22**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about incentive pay and its potential impact on schools.								
b. Rewarding teachers based on their students' performance will cause teachers to work more effectively.								
Received Award			No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	53.4%	2.50	62.3%	2.65	60.1%	2.61	8263	59.22**
Multi-Year	58.2%	2.59	65.5%	2.71	61.7%	2.65	12393	78.69**
New	59.3%	2.60	62.8%	2.67	60.2%	2.62	10063	15.32**
Former	54.5%	2.53	61.0%	2.64	57.3%	2.57	26998	135.30**
Control	52.3%	2.49	53.1%	2.48	52.5%	2.49	4071	5.62
Test Across Participation Groups							61788	219.89**
c. Rewarding teachers based on their students' performance will attract more effective teachers into the profession.								
Received Award			No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	43.8%	2.37	52.0%	2.52	49.9%	2.48	8263	54.14**
Multi-Year	48.1%	2.44	54.7%	2.57	51.2%	2.50	12393	67.40**
New	49.3%	2.47	50.9%	2.51	49.7%	2.48	10062	5.91
Former	45.6%	2.40	50.6%	2.50	47.8%	2.44	26997	100.76**
Control	41.9%	2.34	43.0%	2.34	42.1%	2.34	4071	4.27
Test Across Participation Groups							61786	180.4**
d. Rewarding teachers based on their students' performance will help retain more effective teachers in the profession.								
Received Award			No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	51.6%	2.48	60.1%	2.64	58.0%	2.60	8263	55.06**
Multi-Year	55.4%	2.56	62.5%	2.68	58.7%	2.61	12393	70.03**
New	57.1%	2.58	59.4%	2.63	57.7%	2.59	10062	5.58
Former	53.1%	2.51	58.6%	2.62	55.5%	2.56	26998	124.47**
Control	50.2%	2.46	51.1%	2.46	50.4%	2.46	4071	2.34
Test Across Participation Groups							61787	172.62**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

The current teacher salary schedule rewards experience and education. Several additional factors have been suggested for determining incentive pay for individual teachers. If you were designing an incentive pay program for individual teachers, how much importance would you give to each of the following.

a. Time spent in professional development.

Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	83.2%	3.08	80.9%	3.05	81.5%	3.06	8263	7.95*
Multi-Year	81.2%	3.08	81.5%	3.08	81.3%	3.08	12393	0.82
New	81.9%	3.09	81.1%	3.09	81.7%	3.09	10063	7.84*
Former	81.3%	3.07	81.3%	3.08	81.3%	3.07	26999	3.81
Control	81.8%	3.10	82.4%	3.09	81.9%	3.09	4071	1.61
Test Across Participation Groups							61789	20.96

b. High average test scores by students.

Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	71.7%	2.85	77.5%	2.96	76.0%	2.93	8263	37.51**
Multi-Year	74.0%	2.90	77.5%	2.97	75.7%	2.93	12393	25.78**
New	72.6%	2.87	74.8%	2.93	73.1%	2.89	10063	11.84**
Former	71.5%	2.84	74.1%	2.90	72.6%	2.87	26998	39.80**
Control	66.3%	2.75	67.9%	2.76	66.7%	2.75	4071	3.43
Test Across Participation Groups							61788	218.98**

c. Improvements in students' test scores.

Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	91.1%	3.40	93.6%	3.47	93.0%	3.45	8263	20.76**
Multi-Year	91.6%	3.41	93.7%	3.46	92.6%	3.43	12393	21.63**
New	91.0%	3.40	92.0%	3.43	91.3%	3.40	10063	3.73
Former	89.9%	3.35	92.1%	3.43	90.9%	3.38	26999	90.49**
Control	87.4%	3.31	88.1%	3.28	87.6%	3.30	4071	6.08
Test Across Participation Groups							61789	185.81**

d. Performance evaluations by supervisors.

Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	76.3%	2.95	76.4%	2.95	76.4%	2.95	8263	0.07
Multi-Year	76.3%	2.95	76.6%	2.96	76.5%	2.95	12393	2.41
New	77.4%	2.97	74.8%	2.92	76.7%	2.96	10063	7.95*
Former	75.9%	2.93	76.1%	2.94	76.0%	2.93	26999	5.74
Control	76.6%	2.94	73.3%	2.89	75.9%	2.93	4071	7.44
Test Across Participation Groups							61789	15.29

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

The current teacher salary schedule rewards experience and education. Several additional factors have been suggested for determining incentive pay for individual teachers. If you were designing an incentive pay program for individual teachers, how much importance would you give to each of the following.
(% Agree represents % of respondents who rank the following as Moderate or High Importance)

e. Performance evaluations by peers.

Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	61.5%	2.65	59.2%	2.60	59.8%	2.61	8263	4.98
Multi-Year	61.1%	2.64	60.4%	2.63	60.8%	2.64	12393	1.44
New	59.9%	2.62	60.9%	2.64	60.2%	2.63	10063	1.47
Former	60.0%	2.61	59.6%	2.62	59.8%	2.62	26998	6.70
Control	58.3%	2.59	57.6%	2.61	58.2%	2.60	4071	3.42
Test Across Participation Groups							61788	16.88

f. Independent evaluation of teaching portfolios.

Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	58.7%	2.60	58.4%	2.59	58.5%	2.59	8263	0.05
Multi-Year	60.2%	2.63	60.9%	2.64	60.6%	2.63	12393	1.96
New	60.4%	2.64	60.7%	2.63	60.5%	2.64	10063	3.23
Former	59.4%	2.60	59.0%	2.61	59.2%	2.61	26999	5.44
Control	57.8%	2.58	57.2%	2.55	57.7%	2.58	4071	1.78
Test Across Participation Groups							61789	41.03**

g. Independent evaluations of students' work (e.g., portfolios).

Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	66.9%	2.76	66.9%	2.76	66.9%	2.76	8263	0.90
Multi-Year	66.9%	2.76	68.5%	2.79	67.7%	2.78	12393	5.18
New	67.1%	2.78	68.2%	2.78	67.4%	2.78	10063	6.72
Former	66.1%	2.73	66.6%	2.76	66.4%	2.74	26999	6.53
Control	63.1%	2.68	62.5%	2.68	62.9%	2.68	4071	1.14
Test Across Participation Groups							61789	75.72**

h. Student evaluations of teaching performance.

Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	50.3%	2.44	48.4%	2.39	48.9%	2.41	8263	5.28
Multi-Year	51.9%	2.47	51.5%	2.46	51.7%	2.47	12393	0.71
New	49.0%	2.42	51.8%	2.47	49.7%	2.43	10063	6.95
Former	49.7%	2.41	49.8%	2.43	49.8%	2.42	26999	5.76
Control	47.1%	2.37	48.5%	2.39	47.4%	2.38	4071	3.74
Test Across Participation Groups							61789	52.95**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

The current teacher salary schedule rewards experience and education. Several additional factors have been suggested for determining incentive pay for individual teachers. If you were designing an incentive pay program for individual teachers, how much importance would you give to each of the following. (% Agree represents % of respondents who rank the following as Moderate or High Importance)								
i. Collaboration with faculty and staff.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	86.4%	3.21	86.9%	3.24	86.8%	3.23	8263	3.40
Multi-Year	86.0%	3.22	86.4%	3.23	86.2%	3.22	12393	2.14
New	86.2%	3.21	85.1%	3.19	85.9%	3.21	10063	1.84
Former	84.4%	3.15	85.7%	3.21	85.0%	3.18	26999	45.09**
Control	81.8%	3.13	82.7%	3.12	82.0%	3.13	4071	1.88
Test Across Participation Groups							61789	97.23**
j. Working with students outside of class time.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	73.6%	2.93	74.7%	2.98	74.4%	2.97	8263	6.81
Multi-Year	74.5%	2.96	75.8%	3.00	75.1%	2.98	12393	7.97*
New	74.6%	2.98	75.4%	3.00	74.8%	2.98	10063	2.43
Former	72.6%	2.92	73.9%	2.95	73.2%	2.93	26999	11.98**
Control	69.9%	2.88	73.5%	2.94	70.7%	2.89	4071	5.82
Test Across Participation Groups							61789	82.80**
k. Efforts to involve parents in students' education.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	78.6%	3.07	79.3%	3.09	79.1%	3.09	8263	1.60
Multi-Year	79.0%	3.10	79.0%	3.09	79.0%	3.10	12393	0.35
New	79.9%	3.11	80.0%	3.12	80.0%	3.12	10063	1.38
Former	77.7%	3.06	78.2%	3.07	77.9%	3.06	26999	3.29
Control	75.6%	3.02	76.0%	3.03	75.7%	3.03	4071	0.16
Test Across Participation Groups							61789	68.06**
l. Serving as a Master Teacher.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	67.6%	2.79	69.6%	2.85	69.1%	2.84	8263	8.31*
Multi-Year	69.0%	2.83	70.2%	2.88	69.6%	2.85	12393	16.04**
New	70.0%	2.86	70.6%	2.88	70.2%	2.87	10063	0.95
Former	68.8%	2.83	70.1%	2.87	69.4%	2.85	26999	13.80**
Control	69.7%	2.88	73.4%	2.94	70.5%	2.90	4071	5.82
Test Across Participation Groups							61789	39.92**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

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The current teacher salary schedule rewards experience and education. Several additional factors have been suggested for determining incentive pay for individual teachers. If you were designing an incentive pay program for individual teachers, how much importance would you give to each of the following. (% Agree represents % of respondents who rank the following as Moderate or High Importance)

m. Mentoring other teachers.

Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	72.7%	2.92	75.9%	2.97	75.1%	2.96	8263	8.66*
Multi-Year	75.4%	2.96	76.5%	3.00	75.9%	2.98	12393	10.36*
New	76.8%	2.99	76.6%	3.00	76.8%	2.99	10063	2.02
Former	75.1%	2.96	76.0%	2.99	75.5%	2.97	26998	9.06*
Control	75.5%	3.00	78.3%	3.01	76.1%	3.00	4071	6.75
Test Across Participation Groups							61788	21.00

n. National Board for Professional Teaching Standards (NBPTS) certification.

Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	62.4%	2.70	61.7%	2.70	61.9%	2.70	8263	2.12
Multi-Year	64.7%	2.76	63.2%	2.72	64.0%	2.74	12393	4.59
New	63.8%	2.74	62.4%	2.72	63.4%	2.73	10063	2.34
Former	63.3%	2.72	62.8%	2.72	63.0%	2.72	26997	1.10
Control	62.3%	2.71	62.8%	2.68	62.4%	2.71	4071	5.46
Test Across Participation Groups							61787	17.61

o. Parent satisfaction with teacher.

Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	56.7%	2.58	57.0%	2.59	56.9%	2.59	8263	0.96
Multi-Year	57.4%	2.60	57.9%	2.60	57.6%	2.60	12393	3.24
New	56.1%	2.57	57.9%	2.61	56.6%	2.58	10063	2.77
Former	55.8%	2.56	56.7%	2.58	56.2%	2.57	26998	2.58
Control	53.3%	2.52	52.2%	2.48	53.1%	2.52	4071	2.40
Test Across Participation Groups							61788	35.87**

p. Teaching in hard-to-staff fields.

Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	78.3%	3.07	80.3%	3.09	79.8%	3.09	8263	5.03
Multi-Year	80.5%	3.10	81.5%	3.12	81.0%	3.11	12393	2.05
New	79.9%	3.08	83.0%	3.18	80.6%	3.11	10063	31.12**
Former	78.3%	3.04	81.5%	3.14	79.7%	3.08	26998	83.48**
Control	78.6%	3.07	82.8%	3.13	79.5%	3.08	4071	9.17*
Test Across Participation Groups							61788	20.47

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The current teacher salary schedule rewards experience and education. Several additional factors have been suggested for determining incentive pay for individual teachers. If you were designing an incentive pay program for individual teachers, how much importance would you give to each of the following.
(% Agree represents % of respondents who rank the following as Moderate or High Importance)

q. Teaching in hard-to-staff school.

Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	80.3%	3.13	82.3%	3.15	81.8%	3.15	8263	6.66
Multi-Year	83.1%	3.17	83.5%	3.19	83.2%	3.18	12393	2.27
New	82.5%	3.17	85.5%	3.27	83.3%	3.19	10062	29.81**
Former	80.7%	3.11	84.3%	3.21	82.2%	3.15	26998	86.1**
Control	82.3%	3.16	84.4%	3.19	82.8%	3.17	4071	2.31
Test Across Participation Groups							61787	40.81**

Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.

a. The TEEG incentive plan had negative effects on my school.

Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Former	33.0%	2.28	31.8%	2.24	32.7%	2.27	7996	2.43

b. The TEEG incentive plan in my school did a good job of distinguishing effective from ineffective teachers at my school.

Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Former	38.5%	2.28	38.3%	2.27	38.4%	2.28	7740	1.59

c. The TEEG incentive plan caused resentment among teachers at my school.

Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Former	44.8%	2.47	45.1%	2.46	44.9%	2.47	7909	1.90

d. The TEEG incentive plan did not affect my teaching practices or professional behaviors.

Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Former	77.1%	3.00	75.6%	3.00	76.7%	3.00	8576	5.90

e. The TEEG incentive plan at my school helped teachers feel more satisfied with their jobs.

Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Former	54.4%	2.55	55.5%	2.59	54.7%	2.56	7750	4.47

f. The TEEG incentive plan at my school contributed to improvements in the quality of professional development offered to teachers.

Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Former	52.1%	2.50	52.9%	2.55	52.3%	2.51	7794	16.30**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.								
g. The TEEG incentive plan at my school helped improve teaching practices.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	55.6%	2.55	58.4%	2.61	56.3%	2.56	7911	13.21**
h. The TEEG incentive plan at my school helped increase student learning.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	55.8%	2.55	58.2%	2.62	56.4%	2.57	7821	11.70**
Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.								
a. The TEEG incentive plan developed by my school was fair to teachers.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	70.0%	2.75	71.3%	2.79	70.3%	2.76	8224	5.01
b. I had a clear understanding of the performance criteria that I needed to meet in order to earn a TEEG bonus award.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	78.9%	2.93	79.1%	2.96	78.9%	2.94	8549	5.43
c. I did not believe that I could achieve the performance criteria established by my school's TEEG incentive plan.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	22.6%	2.11	23.9%	2.11	22.9%	2.11	8193	2.87
d. I believe that the performance criteria established by my school's TEEG incentive plan were worthy of extra pay.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	79.3%	2.92	79.2%	2.93	79.3%	2.92	8147	3.03
e. The size of the top bonus award in my school's TEEG incentive plan was not large enough to motivate me to try to earn the top award.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	32.9%	2.29	33.0%	2.29	32.9%	2.29	7840	1.93
f. When participating in my school's TEEG incentive plan, I had confidence I would receive an incentive award for achieving performance criteria.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	80.6%	2.96	81.6%	3.00	80.8%	2.97	8095	8.88*

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

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Please rate how much you agree that the following types of assistance would have improved your school's TEEG incentive plan during the 2006-07 school year.								
a. A better explanation from the Texas Education Agency as to why the school was selected to participate in TEEG in the first place.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	61.5%	2.70	47.6%	2.48	50.6%	2.53	6862	111.32**
Multi-Year	67.4%	2.77	53.0%	2.55	56.5%	2.60	5121	92.61**
Former	65.1%	2.74	60.9%	2.67	63.2%	2.71	22187	48.03**
Test Across Participation Groups							34170	394.45**
b. A more thorough explanation to the school of the guidelines for developing a TEEG performance incentive plan.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	67.2%	2.79	51.2%	2.55	54.6%	2.60	7032	143.19**
Multi-Year	70.4%	2.84	57.6%	2.63	60.8%	2.68	5302	88.43**
Former	69.7%	2.82	64.4%	2.74	67.4%	2.78	22619	74.46**
Test Across Participation Groups							34953	420.32**
c. More time for the school to develop the school's TEEG performance incentive plan.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	63.7%	2.72	47.3%	2.50	50.8%	2.55	6895	129.92**
Multi-Year	65.3%	2.78	53.5%	2.59	56.4%	2.63	5068	74.42**
Former	65.5%	2.76	59.5%	2.68	62.8%	2.72	21939	84.97**
Test Across Participation Groups							33902	349.83**
d. More school-based support to assist with the paperwork and other administrative demands when developing and managing the school's TEEG plan.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	71.5%	2.84	57.7%	2.64	60.6%	2.69	6707	98.19**
Multi-Year	73.2%	2.88	62.9%	2.72	65.4%	2.76	5009	59.42**
Former	72.0%	2.86	67.5%	2.79	70.0%	2.83	21402	52.22**
Test Across Participation Groups							33118	239.5**
e. More technical expertise for the school to develop and use high quality measures for evaluating the performance of teachers and other staff members.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	65.1%	2.75	51.9%	2.56	54.7%	2.60	6758	94.21**
Multi-Year	68.6%	2.81	55.9%	2.62	59.0%	2.67	5006	79.68**
Former	66.6%	2.77	61.7%	2.70	64.4%	2.74	21504	59.21**
Test Across Participation Groups							33268	234.93**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please rate how much you agree that the following types of assistance would have improved your school's TEEG incentive plan during the 2006-07 school year.

f. A clearer explanation of the performance criteria that must be used by the school to determine eligibility for a TEEG bonus award.

		Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²	
Continuous	68.0%	2.80	51.3%	2.56	54.9%	2.61	7112	149.16**	
Multi-Year	70.3%	2.87	57.2%	2.65	60.4%	2.70	5294	92.39**	
Former	69.6%	2.83	63.6%	2.74	66.9%	2.79	22669	96.18**	
Test Across Participation Groups							35075	383.86**	

g. Better support from district officials in developing and implementing the school's TEEG incentive plan.

		Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²	
Continuous	64.4%	2.77	48.3%	2.52	51.7%	2.57	6784	135.83**	
Multi-Year	66.2%	2.81	52.2%	2.57	55.6%	2.63	5042	108.48**	
Former	65.1%	2.78	58.8%	2.68	62.2%	2.73	21614	100.35**	
Test Across Participation Groups							33440	285.61**	

h. Better support from the Texas Education Agency in developing and implementing the school's TEEG incentive plan.

		Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²	
Continuous	65.4%	2.77	49.3%	2.53	52.7%	2.58	6676	136.57**	
Multi-Year	67.4%	2.82	54.3%	2.60	57.5%	2.65	4924	84.31**	
Former	66.8%	2.79	60.6%	2.69	64.0%	2.75	21218	96.63**	
Test Across Participation Groups							32818	307.27**	

To what extent do you agree or disagree with the following statements?

a. Teachers in my school are aware that the school is not participating in the TEEG program during this 2008-09 school year.

		Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²	
Former	74.9%	2.83	81.6%	2.96	77.4%	2.88	17572	135.79**	

b. I understand why the school is ineligible to participate in the TEEG program during this 2008-09 school year.

		Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²	
Former	46.7%	2.40	52.5%	2.48	48.8%	2.43	17572	63.22**	

c. I am disappointed that I can not earn a TEEG bonus award for my performance during this 2008-09 school year.

		Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²	
Former	67.7%	2.81	72.1%	2.91	69.3%	2.85	17571	57.24**	

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

To what extent do you agree or disagree with the following statements?								
d. I believe it is fair that the school is ineligible to participate in the TEEG program during this 2008-09 school year.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	41.3%	2.33	41.4%	2.33	41.3%	2.33	17572	1.16
e. I hope that the school will become eligible to participate in the TEEG program in future school years.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	85.0%	3.09	87.5%	3.17	85.9%	3.12	17572	58.48**
f. I am adapting my professional practice this 2008-09 school year to improve the school's chances of becoming eligible for the TEEG program in future school years.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	70.6%	2.79	71.4%	2.84	70.9%	2.81	17570	27.92**
g. I believe my efforts can contribute to the school's chances of becoming eligible for the TEEG program in future school years.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Former	82.2%	2.97	84.3%	3.03	83.0%	2.99	17569	36.89**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each of the following statements.								
a. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.								
Received Award			No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	50.0%	2.58	40.7%	2.40	43.0%	2.44	8262	88.20**
Multi-Year	47.2%	2.52	43.4%	2.45	45.4%	2.49	12393	22.66**
New	48.0%	2.53	46.2%	2.52	47.5%	2.53	10063	7.56
Former	52.5%	2.61	47.5%	2.51	50.4%	2.57	26998	82.85**
Control	59.1%	2.73	56.0%	2.66	58.4%	2.72	4071	6.20
Test Across Participation Groups							61787	414.08**
b. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.								
Received Award			No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	87.4%	2.99	89.5%	3.04	89.0%	3.03	8262	17.32**
Multi-Year	87.5%	3.02	88.5%	3.04	88.0%	3.03	12393	7.24
New	88.2%	3.04	88.9%	3.06	88.4%	3.04	10063	2.62
Former	86.8%	3.00	88.2%	3.03	87.4%	3.01	26998	17.30**
Control	85.0%	2.98	86.3%	3.02	85.3%	2.99	4071	3.48
Test Across Participation Groups							61787	93.83**
c. If I really try hard, I can get through to even the most difficult or unmotivated students.								
Received Award			No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	80.9%	2.98	86.2%	3.08	84.9%	3.05	8262	40.52**
Multi-Year	83.1%	3.03	84.6%	3.06	83.8%	3.04	12393	8.39*
New	82.4%	3.04	83.8%	3.08	82.7%	3.05	10063	4.28
Former	81.5%	3.00	84.0%	3.05	82.6%	3.02	26998	33.95**
Control	75.8%	2.94	77.2%	2.98	76.1%	2.95	4071	2.71
Test Across Participation Groups							61787	197.43**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (* $p < .05$ ** $p < .01$). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about your principal's leadership? The principal at my school ...								
a. Clearly communicates expected standards for instruction in my classroom.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	89.8%	3.16	92.1%	3.22	91.6%	3.21	8262	16.08**
Multi-Year	90.0%	3.21	91.7%	3.23	90.8%	3.22	12393	10.99*
New	92.2%	3.27	92.2%	3.28	92.2%	3.27	10063	0.87
Former	88.8%	3.15	89.5%	3.17	89.1%	3.16	26997	9.06*
Control	89.1%	3.20	90.4%	3.25	89.4%	3.21	4071	3.33
Test Across Participation Groups							61786	260.26**
b. Carefully tracks student academic progress.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	89.9%	3.16	91.8%	3.22	91.3%	3.20	8262	13.61**
Multi-Year	89.9%	3.20	91.3%	3.22	90.6%	3.21	12393	7.37
New	91.4%	3.25	90.3%	3.24	91.1%	3.25	10063	3.62
Former	88.9%	3.15	89.1%	3.17	89.0%	3.16	26998	9.58*
Control	90.5%	3.22	91.9%	3.28	90.8%	3.23	4071	6.59
Test Across Participation Groups							61787	200.68**
c. Knows what is going on in my classroom.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	83.4%	3.04	86.2%	3.11	85.5%	3.09	8262	14.30**
Multi-Year	82.1%	3.05	85.5%	3.10	83.7%	3.07	12393	27.26**
New	83.7%	3.09	83.4%	3.09	83.6%	3.09	10063	0.38
Former	82.2%	3.03	82.4%	3.04	82.3%	3.03	26998	3.09
Control	81.6%	3.05	82.0%	3.08	81.7%	3.05	4071	6.93
Test Across Participation Groups							61787	125.11**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (* $p < .05$ ** $p < .01$). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about your principal's leadership? The principal at my school ...								
d. Encourages teachers to raise test scores.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	96.0%	3.31	96.4%	3.35	96.3%	3.34	8262	10.76*
Multi-Year	95.6%	3.36	96.3%	3.39	95.9%	3.38	12393	9.08*
New	97.0%	3.43	96.4%	3.43	96.9%	3.43	10063	2.69
Former	95.0%	3.32	95.9%	3.35	95.4%	3.33	26998	24.37**
Control	95.4%	3.39	96.3%	3.46	95.6%	3.41	4071	8.91*
Test Across Participation Groups							61787	282.61**
e. Actively monitors the quality of instruction in the school.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	88.1%	3.15	90.4%	3.22	89.8%	3.20	8262	14.21**
Multi-Year	87.9%	3.18	89.0%	3.21	88.4%	3.20	12393	4.80
New	89.0%	3.23	88.9%	3.23	88.9%	3.23	10063	0.19
Former	86.7%	3.14	86.5%	3.15	86.6%	3.14	26998	2.91
Control	86.7%	3.19	88.2%	3.22	87.1%	3.19	4071	2.79
Test Across Participation Groups							61787	195.6**
f. Works directly with teachers who are struggling to improve their instruction.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	79.4%	2.98	82.1%	3.04	81.4%	3.03	8262	11.53**
Multi-Year	78.5%	2.99	80.4%	3.03	79.4%	3.01	12393	12.36**
New	80.6%	3.04	78.2%	3.01	80.0%	3.04	10063	7.66
Former	77.6%	2.96	77.0%	2.96	77.3%	2.96	26998	6.24
Control	76.3%	2.95	76.1%	2.98	76.2%	2.96	4071	6.36
Test Across Participation Groups							61787	157.58**
g. Communicates a clear vision for our school.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	91.2%	3.24	92.9%	3.29	92.5%	3.28	8262	9.16*
Multi-Year	90.5%	3.27	91.8%	3.30	91.1%	3.28	12393	6.89
New	92.6%	3.35	92.4%	3.34	92.5%	3.35	10063	0.28
Former	89.2%	3.21	90.2%	3.24	89.6%	3.22	26998	13.83**
Control	89.0%	3.28	89.9%	3.32	89.2%	3.29	4071	2.69
Test Across Participation Groups							61787	352.67**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about your principal's leadership? The principal at my school ...								
h. Evaluates teachers using criteria directly related to the school's improvement goals.								
Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	90.7%	3.17	92.4%	3.22	92.0%	3.21	8262	9.48*
Multi-Year	89.8%	3.20	91.0%	3.22	90.4%	3.21	12393	4.91
New	92.2%	3.27	91.7%	3.26	92.1%	3.26	10063	2.01
Former	89.0%	3.15	89.5%	3.18	89.2%	3.16	26998	9.71*
Control	89.7%	3.22	89.4%	3.26	89.6%	3.23	4071	9.13*
Test Across Participation Groups							61787	244.36**

Think about teachers at your school this school year (2008-09). To what extent do you agree or disagree with the following statements about the teachers in your school? Teachers in my school ...								
a. Feel responsible to help each other do their best.								
Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	84.4%	3.08	88.1%	3.14	87.2%	3.13	8261	19.41**
Multi-Year	85.9%	3.10	87.0%	3.12	86.4%	3.10	12392	3.74
New	86.0%	3.12	86.0%	3.13	86.0%	3.12	10063	3.05
Former	84.9%	3.07	85.1%	3.08	85.0%	3.08	26997	1.40
Control	81.7%	3.04	84.8%	3.10	82.4%	3.05	4071	5.65
Test Across Participation Groups							61784	123.71**
b. Expect students to complete every assignment.								
Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	91.3%	3.18	93.0%	3.22	92.6%	3.21	8261	8.13*
Multi-Year	90.2%	3.17	91.5%	3.19	90.8%	3.18	12392	6.59
New	90.2%	3.18	90.2%	3.19	90.2%	3.18	10063	2.50
Former	89.4%	3.14	89.3%	3.14	89.3%	3.14	26997	3.65
Control	86.9%	3.11	87.4%	3.14	87.0%	3.12	4071	3.96
Test Across Participation Groups							61784	172.55**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Think about teachers at your school this school year (2008-09). To what extent do you agree or disagree with the following statements about the teachers in your school? Teachers in my school ...								
c. Seem more competitive than cooperative.								
Received Award			No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	30.9%	2.24	25.2%	2.15	26.6%	2.17	8261	26.30**
Multi-Year	29.4%	2.24	28.9%	2.23	29.2%	2.23	12392	0.49
New	25.6%	2.18	28.6%	2.24	26.4%	2.19	10063	12.66**
Former	29.5%	2.22	28.3%	2.21	29.0%	2.22	26997	9.93*
Control	26.8%	2.18	25.3%	2.15	26.5%	2.18	4071	1.40
Test Across Participation Groups							61784	102.43**
d. Encourage students to keep trying even when the work is challenging.								
Received Award			No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	95.4%	3.24	97.2%	3.31	96.8%	3.29	8261	28.63**
Multi-Year	95.7%	3.26	96.8%	3.28	96.2%	3.27	12392	11.64**
New	95.8%	3.28	96.0%	3.30	95.8%	3.28	10063	2.30
Former	95.1%	3.23	95.6%	3.25	95.3%	3.24	26997	7.74
Control	94.0%	3.24	94.9%	3.25	94.2%	3.24	4071	1.39
Test Across Participation Groups							61784	122.64**
e. Think it is important that all of their students do well in class.								
Received Award			No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	94.3%	3.27	96.5%	3.35	96.0%	3.33	8261	35.07**
Multi-Year	94.8%	3.30	95.7%	3.31	95.2%	3.30	12392	6.15
New	94.1%	3.31	95.2%	3.34	94.4%	3.32	10063	5.64
Former	94.2%	3.27	94.4%	3.28	94.3%	3.27	26997	2.20
Control	91.7%	3.26	91.6%	3.28	91.7%	3.26	4071	1.02
Test Across Participation Groups							61784	206.44**
f. Do not really trust each other.								
Received Award			No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	22.9%	2.04	18.4%	1.94	19.5%	1.97	8261	28.66**
Multi-Year	22.9%	2.04	20.3%	2.00	21.7%	2.02	12392	13.31**
New	19.1%	1.97	22.0%	2.02	19.8%	1.98	10063	9.63*
Former	24.7%	2.07	23.5%	2.04	24.2%	2.06	26996	7.05
Control	23.6%	2.04	23.7%	2.05	23.6%	2.04	4071	0.30
Test Across Participation Groups							61783	160.08**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Think about teachers at your school this school year (2008-09). To what extent do you agree or disagree with the following statements about the teachers in your school?
Teachers in my school ...

g. Can be counted on to help out anywhere or anytime, even though it may not be part of their official assignment.

Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	80.2%	3.00	84.4%	3.08	83.3%	3.06	8261	23.54**
Multi-Year	80.1%	2.99	82.3%	3.03	81.1%	3.01	12392	11.61**
New	80.6%	3.02	80.6%	3.02	80.6%	3.02	10063	0.50
Former	80.3%	2.99	80.5%	3.00	80.3%	3.00	26995	0.52
Control	76.5%	2.94	77.1%	2.97	76.6%	2.95	4071	2.86
Test Across Participation Groups							61782	111.56**

Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the TEEG program during the 2007-08 school year.
(% Agree represents % of respondents who rank the following as Moderate or High Importance)

a. Time spent in professional development.

Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	78.5%	3.03	78.6%	3.05	78.5%	3.04	7698	2.85
Multi-Year	78.7%	3.03	80.3%	3.10	79.9%	3.08	5740	9.78*
Former	77.9%	3.03	77.9%	3.05	77.9%	3.04	15129	7.05
Test Across Participation Groups							28567	15.01*

b. High average test scores by students.

Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	81.7%	3.16	87.1%	3.30	85.8%	3.26	7853	56.45**
Multi-Year	82.5%	3.18	87.8%	3.31	86.4%	3.27	5833	38.66**
Former	83.6%	3.19	86.0%	3.27	84.9%	3.24	15474	45.17**
Test Across Participation Groups							29160	12.87*

c. Improvements in students' test scores.

Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	88.6%	3.39	90.9%	3.48	90.3%	3.45	7826	21.99**
Multi-Year	89.1%	3.39	92.4%	3.51	91.5%	3.48	5852	28.55**
Former	89.4%	3.39	90.5%	3.46	90.0%	3.43	15471	45.74**
Test Across Participation Groups							29149	20.79**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the TEEG program during the 2007-08 school year.

(% Agree represents % of respondents who rank the following as Moderate or High Importance)

d. Performance evaluations by supervisors.

Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	76.8%	2.98	75.4%	2.95	75.7%	2.96	7665	2.25
Multi-Year	75.1%	2.93	76.6%	2.99	76.2%	2.97	5741	6.11
Former	75.6%	2.96	74.3%	2.93	74.9%	2.95	15167	8.26*
Test Across Participation Groups							28573	4.56

e. Performance evaluations by peers.

Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	60.1%	2.59	55.3%	2.51	56.4%	2.53	7642	13.65**
Multi-Year	58.7%	2.56	56.1%	2.55	56.8%	2.55	5664	7.65
Former	58.2%	2.58	54.7%	2.51	56.3%	2.54	14995	24.41**
Test Across Participation Groups							28301	6.37

f. Independent evaluation of teaching portfolios.

Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	60.7%	2.60	56.6%	2.54	57.5%	2.55	7547	11.52**
Multi-Year	59.9%	2.59	59.6%	2.60	59.7%	2.60	5587	2.52
Former	59.5%	2.60	56.3%	2.54	57.7%	2.57	14866	16.82**
Test Across Participation Groups							28000	12.87*

g. Independent evaluations of students' work (e.g., portfolios).

Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	64.7%	2.69	61.4%	2.65	62.2%	2.66	7616	10.05*
Multi-Year	62.7%	2.66	63.2%	2.68	63.0%	2.68	5635	4.62
Former	64.1%	2.70	60.9%	2.65	62.3%	2.67	15015	20.87**
Test Across Participation Groups							28266	3.08

h. Student evaluations of teaching performance.

Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	50.8%	2.41	46.9%	2.34	47.8%	2.36	7672	16.80**
Multi-Year	51.9%	2.44	49.3%	2.40	50.0%	2.41	5667	3.39
Former	50.8%	2.42	48.7%	2.38	49.6%	2.40	15079	12.49**
Test Across Participation Groups							28418	10.92

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the TEEG program during the 2007-08 school year. (% Agree represents % of respondents who rank the following as Moderate or High Importance)								
i. Collaboration with faculty and staff.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	83.7%	3.20	85.2%	3.26	84.9%	3.24	7683	12.02**
Multi-Year	82.1%	3.16	85.4%	3.26	84.5%	3.24	5699	16.90**
Former	82.5%	3.17	83.7%	3.22	83.2%	3.20	15120	11.71**
Test Across Participation Groups							28502	18.67**
j. Working with students outside of class time.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	73.3%	2.94	74.7%	3.00	74.4%	2.99	7662	10.4*
Multi-Year	73.8%	2.97	76.2%	3.03	75.6%	3.02	5687	4.89
Former	74.3%	2.97	74.4%	2.99	74.3%	2.98	15060	4.83
Test Across Participation Groups							28409	8.67
k. Efforts to involve parents in students' education.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	74.3%	2.98	73.6%	2.97	73.7%	2.97	7602	5.25
Multi-Year	72.8%	2.95	72.9%	2.97	72.9%	2.96	5657	1.54
Former	73.7%	2.97	71.8%	2.94	72.6%	2.95	14949	9.44*
Test Across Participation Groups							28208	3.87
l. Serving as a Master Teacher.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	62.8%	2.68	61.4%	2.67	61.7%	2.67	7368	5.14
Multi-Year	63.2%	2.69	63.0%	2.71	63.1%	2.70	5433	3.75
Former	63.2%	2.71	60.6%	2.66	61.8%	2.68	14480	11.75**
Test Across Participation Groups							27281	6.75
m. Mentoring other teachers.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	67.1%	2.79	67.3%	2.79	67.3%	2.79	7499	3.63
Multi-Year	67.8%	2.81	68.6%	2.83	68.4%	2.83	5543	2.15
Former	68.7%	2.83	66.7%	2.79	67.6%	2.8	14727	8.22*
Test Across Participation Groups							27769	6.04

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the TEEG program during the 2007-08 school year. (% Agree represents % of respondents who rank the following as Moderate or High Importance)								
n. National Board for Professional Teaching Standards (NBPTS) certification.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	61.1%	2.65	58.7%	2.61	59.2%	2.62	7173	4.07
Multi-Year	61.3%	2.66	58.5%	2.62	59.3%	2.63	5307	5.72
Former	62.0%	2.68	57.9%	2.59	59.7%	2.63	14095	26.80**
Test Across Participation Groups							26575	2.19
o. Parent satisfaction with teacher.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	56.7%	2.56	54.6%	2.51	55.1%	2.52	7608	2.62
Multi-Year	54.8%	2.51	54.4%	2.52	54.5%	2.52	5642	2.76
Former	57.4%	2.57	53.6%	2.49	55.3%	2.52	14930	29.46**
Test Across Participation Groups							28180	2.79
p. Teaching in hard-to-staff fields.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	71.0%	2.88	69.3%	2.85	69.7%	2.86	7307	3.00
Multi-Year	70.9%	2.85	69.9%	2.88	70.2%	2.87	5379	7.62
Former	70.7%	2.88	69.1%	2.86	69.8%	2.87	14265	22.80**
Test Across Participation Groups							26951	4.51
q. Teaching in hard-to-staff school.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	71.6%	2.90	70.0%	2.87	70.4%	2.87	7250	2.31
Multi-Year	72.4%	2.89	70.6%	2.89	71.1%	2.89	5334	9.16*
Former	71.1%	2.90	70.0%	2.88	70.5%	2.89	14194	25.54**
Test Across Participation Groups							26778	8.85

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.								
a. The TEEG incentive plan had negative effects on my school.								
Group	Received Award		No Award		Overall		N	X ²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	37.9%	2.36	23.8%	2.05	26.7%	2.12	7222	155.36**
Multi-Year	39.2%	2.39	22.9%	2.02	26.8%	2.11	5274	173.76**
Former	29.8%	2.20	23.6%	2.04	26.1%	2.11	14083	115.83**
Test Across Participation Groups							26579	6.92

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.								
b. The TEEG incentive plan in my school did a good job of distinguishing effective from ineffective teachers at my school.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	32.7%	2.15	41.5%	2.36	39.7%	2.31	6695	79.57**
Multi-Year	35.4%	2.18	44.6%	2.40	42.4%	2.35	4848	66.66**
Former	37.2%	2.25	42.2%	2.36	40.1%	2.32	13149	56.72**
Test Across Participation Groups							24692	14.11*
c. The TEEG incentive plan caused resentment among teachers at my school.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	52.8%	2.61	37.2%	2.31	40.4%	2.37	6977	130.23**
Multi-Year	55.6%	2.65	38.5%	2.30	42.6%	2.38	5067	147.25**
Former	44.4%	2.45	38.7%	2.32	41.1%	2.38	13639	66.18**
Test Across Participation Groups							25683	16.43*
d. The TEEG incentive plan did not affect my teaching practices or professional behaviors.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	75.6%	3.01	71.7%	2.96	72.5%	2.97	7521	12.10**
Multi-Year	72.6%	2.95	69.1%	2.90	69.9%	2.91	5539	7.05
Former	73.9%	2.97	69.8%	2.90	71.5%	2.93	14862	29.97**
Test Across Participation Groups							27922	21.70**
e. The TEEG incentive plan at my school helped teachers feel more satisfied with their jobs.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	50.1%	2.46	63.7%	2.73	60.9%	2.68	6790	122.72**
Multi-Year	52.3%	2.49	68.0%	2.82	64.2%	2.73	4910	133.72**
Former	58.2%	2.62	67.1%	2.79	63.4%	2.72	13358	130.48**
Test Across Participation Groups							25058	20.66**
f. The TEEG incentive plan at my school contributed to improvements in the quality of professional development offered to teachers.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	53.3%	2.47	59.8%	2.65	58.5%	2.62	6753	72.11**
Multi-Year	53.7%	2.50	62.2%	2.70	60.1%	2.65	4945	69.63**
Former	53.9%	2.54	59.7%	2.66	57.3%	2.61	13277	58.05**
Test Across Participation Groups							24975	18.33**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

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Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.								
g. The TEEG incentive plan at my school helped improve teaching practices.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	54.9%	2.51	68.2%	2.77	65.5%	2.72	6939	139.95**
Multi-Year	58.7%	2.57	72.7%	2.85	69.3%	2.78	5095	123.56**
Former	60.3%	2.63	69.6%	2.80	65.7%	2.73	13599	145.96**
Test Across Participation Groups							25633	28.55**
h. The TEEG incentive plan at my school helped increase student learning.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	55.5%	2.52	67.7%	2.78	65.2%	2.73	6915	121.44**
Multi-Year	60.0%	2.60	73.6%	2.88	70.3%	2.81	5053	116.58**
Former	61.2%	2.65	70.7%	2.83	66.7%	2.76	13469	151.31**
Test Across Participation Groups							25437	39.94**
Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.								
a. The TEEG incentive plan developed by my school was fair to teachers.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	59.2%	2.53	75.6%	2.89	72.3%	2.82	7325	239.11**
Multi-Year	59.4%	2.54	74.9%	2.89	71.2%	2.81	5400	180.49**
Former	67.3%	2.70	75.2%	2.89	71.9%	2.81	14275	199.27**
Test Across Participation Groups							27000	5.76
b. I had a clear understanding of the performance criteria that I needed to meet in order to earn a TEEG bonus award.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	75.3%	2.83	89.0%	3.16	86.1%	3.09	7582	278.56**
Multi-Year	70.9%	2.76	85.2%	3.11	81.7%	3.02	5621	200.40**
Former	77.1%	2.89	83.8%	3.07	81.0%	2.99	14821	201.27**
Test Across Participation Groups							28024	114.27**
c. I did not believe that I could achieve the performance criteria established by my school's TEEG incentive plan.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	30.2%	2.23	15.7%	1.97	18.7%	2.03	7351	178.29**
Multi-Year	32.1%	2.27	17.5%	1.99	21.0%	2.06	5412	146.84**
Former	23.9%	2.11	19.1%	2.01	21.1%	2.06	14240	73.03**
Test Across Participation Groups							27003	23.20**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.								
d. I believe that the performance criteria established by my school's TEEG incentive plan were worthy of extra pay.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	71.7%	2.77	86.7%	3.09	83.6%	3.03	7281	248.26**
Multi-Year	74.7%	2.84	88.1%	3.14	84.9%	3.07	5398	169.02**
Former	80.1%	2.95	87.3%	3.11	84.3%	3.05	14198	178.69**
Test Across Participation Groups							26877	11.45
e. The size of the top bonus award in my school's TEEG incentive plan was not large enough to motivate me to try to earn the top award.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	33.7%	2.29	22.6%	2.12	24.7%	2.15	6887	72.39**
Multi-Year	32.4%	2.28	23.9%	2.12	25.9%	2.16	5106	41.31**
Former	28.1%	2.20	25.7%	2.16	26.7%	2.17	13403	14.23**
Test Across Participation Groups							25396	15.01*
f. When participating in my school's TEEG incentive plan, I had confidence I would receive an incentive award for achieving performance criteria.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	69.9%	2.74	88.9%	3.12	85.1%	3.04	7252	373.41**
Multi-Year	72.8%	2.80	88.6%	3.13	85.0%	3.06	5339	219.23**
Former	78.3%	2.92	86.3%	3.10	83.0%	3.03	14099	209.02**
Test Across Participation Groups							26690	29.89**

Please indicate the extent to which you agree or disagree with each statement about the TEEG program operating in your school this 2008-09 school year.								
a. School personnel are aware that the school is participating in the TEEG program this 2008-09 school year.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	97.1%	3.31	97.7%	3.33	97.6%	3.32	6145	3.72
Multi-Year	97.1%	3.41	97.5%	3.37	97.3%	3.39	9556	24.59**
Former	97.9%	3.52	98.0%	3.52	97.9%	3.52	8203	2.38
Test Across Participation Groups							23904	600.64**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

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Please indicate the extent to which you agree or disagree with each statement about the TEEG program operating in your school this 2008-09 school year.								
b. I am glad that the school is participating in the TEEG program this 2008-09 school year.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	83.6%	3.04	93.0%	3.28	91.2%	3.23	6145	133.32**
Multi-Year	89.9%	3.24	93.4%	3.31	91.6%	3.27	9556	39.28**
Former	90.7%	3.28	91.8%	3.31	91.0%	3.29	8203	4.71
Test Across Participation Groups							23904	66.57**
c. The TEEG incentive plan developed by my school is fair to teachers.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	68.9%	2.75	81.3%	3.01	78.9%	2.96	6145	125.61**
Multi-Year	81.1%	3.00	82.5%	3.04	81.8%	3.02	9556	10.39*
New	83.1%	3.07	83.3%	3.08	83.2%	3.08	8202	1.42
Test Across Participation Groups							23903	104.13**
d. I have a clear understanding of the performance criteria that I need to meet in order to earn a TEEG bonus award.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	77.1%	2.90	90.8%	3.17	88.2%	3.11	6145	192.07**
Multi-Year	84.6%	3.11	88.7%	3.16	86.6%	3.14	9556	39.64**
New	85.6%	3.16	86.2%	3.17	85.7%	3.16	8203	0.92
Test Across Participation Groups							23904	143.11**
e. I do not believe that I can achieve the performance criteria established by my school's TEEG incentive plan.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	27.0%	2.16	15.4%	1.93	17.7%	1.97	6145	107.86**
Multi-Year	21.5%	2.02	18.0%	1.96	19.8%	1.99	9556	20.17**
New	19.2%	1.99	21.8%	2.02	19.9%	2	8203	7.07
Test Across Participation Groups							23904	32.49**
f. I believe that the performance criteria established by my school's TEEG incentive plan are worthy of extra pay.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	79.5%	2.90	89.8%	3.12	87.8%	3.08	6145	119.96**
Multi-Year	87.2%	3.09	89.8%	3.14	88.4%	3.12	9556	20.80**
New	87.9%	3.13	87.8%	3.13	87.9%	3.13	8203	1.57
Test Across Participation Groups							23904	69.42**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about the TEEG program operating in your school this 2008-09 school year.								
g. The size of the top bonus award in my school's TEEG incentive plan is not large enough to motivate me to try to earn the top award.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	30.7%	2.24	25.5%	2.14	26.5%	2.16	6145	17.40**
Multi-Year	28.9%	2.21	28.0%	2.18	28.5%	2.2	9556	11.18*
New	26.6%	2.16	27.7%	2.20	26.9%	2.17	8203	5.24
Test Across Participation Groups							23904	24.81**
h. When participating in my school's TEEG incentive plan this year, I have confidence I will receive an incentive award for achieving performance criteria.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	70.8%	2.78	91.6%	3.14	87.5%	3.07	6145	413.33**
Multi-Year	83.7%	3.03	90.5%	3.14	87.0%	3.08	9556	98.41**
New	85.2%	3.08	86.8%	3.11	85.6%	3.08	8202	3.89
Test Across Participation Groups							23903	53.06**
i. I am disappointed that my school is participating in the TEEG program this 2008-09 school year.								
		Received Award		No Award		Overall		
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X ²
Continuous	14.9%	1.85	9.8%	1.66	10.8%	1.7	6145	72.42**
Multi-Year	20.1%	1.95	13.1%	1.73	16.7%	1.84	9556	176.64**
New	21.6%	1.96	22.7%	1.98	21.9%	1.97	8203	1.94
Test Across Participation Groups							23904	406.44**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Fall 2006, Fall 2007 and Fall 2008 Survey Results

Longitudinal statistics comparing the responses over time for the Continuous Participation TEEG schools are presented in this section. Results capture responses from common questions on the fall 2006, fall 2007, and fall 2008 TEEG surveys for instructional personnel.

The current teacher salary schedule rewards experience and education. Several additional factors have been suggested for determining incentive pay for individual teachers. If you were designing an incentive pay program for individual teachers, how much importance would you give to each of the following. (% Agree represents % of respondents who rank the following as Moderate or High Importance)										
Question	Fall 06			Fall 07			Fall 08			X ²
	N	Agree	Mean	N	Agree	Mean	N	Agree	Mean	
a. Time spent in professional development.	2035	87.1%	3.23	6870	80.5%	3.04	7146	81.4%	3.06	132.49**
b. High average test scores by students.	2035	74.6%	2.96	6870	74.6%	2.90	7146	75.9%	2.93	39.03**
c. Improvements in students' test scores.	2035	91.5%	3.45	6870	92.6%	3.45	7146	93.2%	3.46	15.86*
d. Performance evaluations by supervisors.	2035	82.5%	3.12	6870	78.6%	2.99	7146	76.0%	2.95	90.62**
e. Performance evaluations by peers.	2035	61.6%	2.67	6870	61.5%	2.64	7146	59.8%	2.61	10.42
f. Independent evaluation of teaching portfolios.	2035	58.2%	2.63	6870	58.4%	2.58	7146	58.1%	2.59	24.75**
g. Independent evaluations of students' work (e.g., portfolios).	2035	76.6%	3.01	6870	67.9%	2.77	7146	66.3%	2.75	181.24**
h. Student evaluations of teaching performance.	2035	55.5%	2.58	6870	50.9%	2.44	7146	48.5%	2.40	69.21**
i. Collaboration with faculty and staff.	2035	89.9%	3.39	6870	87.4%	3.23	7146	86.9%	3.23	121.37**
j. Working with students outside of class time.	2035	75.5%	3.03	6870	76.0%	2.99	7146	74.4%	2.97	17.08**
k. Efforts to involve parents in students' education.	2035	83.8%	3.25	6870	80.8%	3.11	7146	79.3%	3.09	85.07**
l. Serving as a Master Teacher.	2035	63.8%	2.77	6870	69.9%	2.85	7146	68.8%	2.84	29.82**
m. Mentoring other teachers.	2035	72.8%	2.95	6870	76.4%	2.98	7146	75.1%	2.96	19.47**
n. National Board for Professional Teaching Standards (NBPTS) certification.	2035	52.2%	2.48	6870	60.6%	2.66	7146	61.4%	2.69	93.28**
o. Parent satisfaction with teacher.	2035	62.9%	2.74	6870	57.6%	2.60	7146	56.8%	2.59	54.97**
p. Teaching in hard-to-staff fields.	2035	77.5%	3.09	6870	78.2%	3.06	7146	79.7%	3.08	19.7**
q. Teaching in hard-to-staff school.	2035	79.9%	3.15	6870	80.6%	3.12	7146	81.7%	3.15	20.08**

χ^2 statistic tests if there is a relationship between the distribution of responses across survey administrations (fall 2006 vs fall 2007 vs fall 2008 -- * $p < .05$ ** $p < .01$). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables. Schools selected for longitudinal analysis were continuously TEEG eligible and participated in all three years of survey administrations.

Please indicate the extent to which you agree or disagree with each general statement about incentive pay that could be awarded in addition to base pay.							
Question	Fall 07			Fall 08			X ²
	N	Agree	Mean	N	Agree	Mean	
Incentive pay for teachers based on overall performance at the school is a positive change to teacher pay practices.	6870	78.9%	2.96	7146	80.1%	2.98	5.64
Incentive pay for teachers based on group performance (i.e., grade-level, department, interdisciplinary team) is a positive change to teacher pay practices.	6870	67.5%	2.76	7146	69.1%	2.77	15.66**
Incentive pay for teachers based on individual teacher performance is a positive change to teacher pay practices.	6870	65.8%	2.77	7146	65.4%	2.74	30.95**
Incentive pay for administrators based on overall performance at the school is a positive change to administrator pay practices.	6870	73.2%	2.81	7146	75.8%	2.83	25.26**
Please indicate the extent to which you agree or disagree with each statement about incentive pay and its potential impact on schools.							
Question	Fall 07			Fall 08			X ²
	N	Agree	Mean	N	Agree	Mean	
a. Rewarding teachers based on their students' performance will destroy the collaborative culture of teaching.	6870	41.6%	2.43	7146	38.2%	2.39	42.46**
b. Rewarding teachers based on their students' performance will cause teachers to work more effectively.	6870	57.3%	2.58	7146	59.7%	2.61	43.02**
c. Rewarding teachers based on their students' performance will attract more effective teachers into the profession.	6870	47.8%	2.44	7146	49.5%	2.48	21.4**
d. Rewarding teachers based on their students' performance will help retain more effective teachers in the profession.	6870	54.8%	2.55	7146	57.5%	2.60	36.15**
Please indicate the extent to which you agree or disagree with each of the following statements.							
Question	Fall 07			Fall 08			X ²
	N	Agree	Mean	N	Agree	Mean	
a. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.	6870	36.8%	2.34	7146	42.5%	2.43	170.57**
b. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.	6870	87.1%	2.98	7146	89.0%	3.03	83.86**
c. If I really try hard, I can get through to even the most difficult or unmotivated students.	6870	83.7%	3.01	7146	85.0%	3.05	57.89**

χ^2 statistic tests if there is a relationship between the distribution of responses across survey administrations (fall 2007 vs fall 2008 -- * $p < .05$ ** $p < .01$). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables. Schools selected for longitudinal analysis were continuously TEEG eligible and participated in all three years of survey administrations.

Think about the leadership that the principal at your school is providing this school year. To what extent do you agree or disagree with each of the following statements about your principal's leadership?							
Question	Fall 07			Fall 08			X ²
	N	Agree	Mean	N	Agree	Mean	
a. Clearly communicates expected standards for instruction in my classroom.	6870	90.7%	3.21	7146	91.1%	3.20	5.8
b. Carefully tracks student academic progress.	6870	91.1%	3.21	7146	91.1%	3.20	1.95
c. Knows what is going on in my classroom.	6870	84.0%	3.07	7146	85.0%	3.08	2.78
d. Encourages teachers to raise test scores.	6870	95.1%	3.34	7146	96.3%	3.34	16.42**
e. Actively monitors the quality of instruction in the school.	6870	88.8%	3.18	7146	89.5%	3.19	3.74
f. Works directly with teachers who are struggling to improve their instruction.	6870	80.1%	3.00	7146	81.0%	3.02	2.77
g. Communicates a clear vision for our school.	6870	91.6%	3.28	7146	92.2%	3.27	6.82
h. Evaluates teachers using criteria directly related to the school's improvement goals.	6870	91.4%	3.20	7146	91.7%	3.20	0.99
Think about teachers at your school this school year. To what extent do you agree or disagree with the following statements about the teachers in your school?							
Question	Fall 07			Fall 08			X ²
	N	Agree	Mean	N	Agree	Mean	
a. Feel responsible to help each other do their best.	6870	87.2%	3.13	7145	87.1%	3.12	5.63
b. Expect students to complete every assignment.	6870	92.0%	3.17	7145	92.7%	3.21	19.54**
c. Seem more competitive than cooperative.	6870	20.6%	2.10	7145	26.4%	2.17	74**
d. Encourage students to keep trying even when the work is challenging.	6870	96.7%	3.26	7145	96.7%	3.29	17.6**
e. Think it is important that all of their students do well in class.	6869	95.6%	3.31	7145	96.0%	3.32	1.48
f. Do not really trust each other.	6870	16.3%	1.94	7145	19.8%	1.97	40.47**
g. Can be counted on to help out anywhere or anytime, even though it may not be part of their official assignment.	6870	83.0%	3.05	7145	83.1%	3.06	0.63

χ^2 statistic tests if there is a relationship between the distribution of responses across survey administrations (fall 2007 vs fall 2008 -- * $p < .05$ ** $p < .01$). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables. Schools selected for longitudinal analysis were continuously TEEG eligible and participated in all three years of survey administrations.

Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2007-08 school year.							
Question	Fall 07			Fall 08			X ²
	N	Agree	Mean	N	Agree	Mean	
a. The TEEG incentive plan developed by my school was fair to teachers.	6870	76.9%	2.88	6186	73.2%	2.83	48.75**
b. I had a clear understanding of the performance criteria that I needed to meet in order to earn a TEEG bonus award.	6870	83.8%	3.03	6375	86.6%	3.10	53.87**
c. I did not believe that I could achieve the performance criteria established by my school's TEEG incentive plan.	6870	14.9%	1.95	6200	18.0%	2.02	29.88**
d. I believe that the performance criteria established by my school's TEEG incentive plan	6870	82.5%	2.97	6126	83.9%	3.03	57.93**
e. The size of the top bonus award in my school's TEEG incentive plan was not large enough to motivate me to try to earn the top award.	6870	25.2%	2.19	5811	24.5%	2.15	36.33**
Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2007-08 school year.							
Question	Fall 07			Fall 08			X ²
	N	Agree	Mean	N	Agree	Mean	
a. The TEEG incentive plan had negative effects on my school.	6870	26.5%	2.17	6098	26.1%	2.11	242.49**
b. The TEEG incentive plan in my school did a good job of distinguishing effective from ineffective teachers at my school.	6870	42.2%	2.34	5659	39.4%	2.31	169.65**
c. The TEEG incentive plan caused resentment among teachers at my school.	6870	36.7%	2.33	5879	39.2%	2.35	154.31**
d. The TEEG incentive plan did not affect my teaching practices or professional behaviors.	6870	77.0%	2.99	6343	72.1%	2.96	112.98**

χ^2 statistic tests if there is a relationship between the distribution of responses across survey administrations (fall 2007 vs fall 2008 -- * $p < .05$ ** $p < .01$). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables. Schools selected for longitudinal analysis were continuously TEEG eligible and participated in all three years of survey administrations.

Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the TEEG program during the 2007-08 school year.							
Question	Fall 07			Fall 08			X ²
	N	Agree	Mean	N	Agree	Mean	
a. Time spent in professional development.	6870	76.5%	2.96	6357	78.1%	3.04	86.91**
b. High average test scores by students.	6870	79.0%	3.04	6480	85.4%	3.26	304.22**
c. Improvements in students' test scores.	6870	90.9%	3.40	6462	90.0%	3.45	97.61**
d. Performance evaluations by supervisors.	6870	77.3%	2.96	6337	75.2%	2.95	96.52**
e. Performance evaluations by peers.	6870	56.0%	2.53	6316	55.7%	2.52	45.05**
f. Independent evaluation of teaching portfolios.	6870	55.1%	2.51	6240	56.4%	2.53	78.28**
g. Independent evaluations of students' work (e.g., portfolios).	6870	61.3%	2.63	6297	61.2%	2.64	71.93**
h. Student evaluations of teaching performance.	6870	47.3%	2.34	6343	46.7%	2.34	81.37**
i. Collaboration with faculty and staff.	6870	84.8%	3.17	6340	84.7%	3.24	131.7**
j. Working with students outside of class time.	6870	74.0%	2.95	6328	74.2%	2.98	81.03**
k. Efforts to involve parents in students' education.	6870	75.4%	2.97	6282	73.2%	2.96	108.56**
l. Serving as a Master Teacher.	6870	62.1%	2.69	6077	60.5%	2.65	48.2**
m. Mentoring other teachers.	6870	69.8%	2.82	6178	66.4%	2.77	67.28**
n. National Board for Professional Teaching Standards (NBPTS) certification.	6870	57.9%	2.58	5922	57.6%	2.58	74.39**
o. Parent satisfaction with teacher.	6870	54.0%	2.50	6281	54.2%	2.51	87.8**
p. Teaching in hard-to-staff fields.	6870	72.0%	2.89	6036	68.8%	2.84	91.03**
q. Teaching in hard-to-staff school.	6870	73.0%	2.92	5999	69.7%	2.86	78.52**

χ^2 statistic tests if there is a relationship between the distribution of responses across survey administrations (fall 2007 vs fall 2008 -- * $p < .05$ ** $p < .01$). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. “Do Not Know” responses were treated as missing values and are not counted in the frequency tables. Schools selected for longitudinal analysis were continuously TEEG eligible and participated in all three years of survey administrations.

Texas Educator Excellence Grant (TEEG)
Fall 2008 Teacher Survey
(Cycle 1 ONLY TEEG Schools)

Dear School Personnel,

The National Center on Performance Incentives (NCPI), under contract with the Texas Education Agency (TEA), is conducting an on-going evaluation of the Texas Educator Excellence Grant (TEEG) program. This survey will help us learn about teachers' perceptions about and experiences with performance incentive pay and the TEEG program, specifically.

We recognize that your school is currently not participating in the TEEG program, although you may have filled out a similar survey during the time of your school's participation in the program. Gathering teacher feedback after your participation in the program enables us to better understand teachers' experiences over time.

We appreciate your contribution to this study and know that your time is precious during the school year. Therefore, we offer your school the chance of earning \$500 for achieving a 75% response rate on this survey. All schools reaching that response rate threshold will be placed in a lottery, and 40 schools will be chosen at random to receive a check worth \$500.

We remind you that this survey is voluntary and that all responses will remain entirely confidential; no identifying information will be included in published reports and papers on this project.

ARE YOU FULL-TIME INSTRUCTIONAL SCHOOL PERSONNEL?

We want to survey all school personnel who are directly involved in delivering instruction, including classroom teachers, instructional aides, instructional specialists, and instructional coaches. Therefore, this survey should be completed by all “full-time instructional personnel”, which includes the following:

- (1) A classroom teacher who teaches an average of four hours per day in an academic or career and technology instructional setting focusing on the delivery of the Texas Essential Knowledge and Skills (TEKS).
- (2) The term also includes teachers’ assistants/instructional aides, instructional coaches and specialists directly involved in delivering instruction.
- (3) Permanent substitutes can be included as survey respondents if they meet the above requirements of at least four hours per day of instructional work.

All personnel who meet this definition should participate regardless of their eligibility for Part 1 or Part 2 TEEG awards or the amount of award for which they are eligible.

1. How do you classify your MAIN position in your current school during this 2008-09 school year? Please select only one response below that most accurately describes your position.
 - a. Regular full-time teacher (i.e., an educator who teaches in an academic setting or a career and technology setting for not less than an average of four hours each day.)
 - b. Long-term substitute (i.e., your assignment requires that you fill the role of a “regular full-time teacher” – as defined above – on a long-term basis, but you are still considered a substitute.)
 - c. Teacher aide
 - d. Instructional specialists (e.g., curriculum coordinator, mentor teacher, literacy or math coach)

If none of the positions listed above describes your main position in your current school during this 2008-09 school year, YOU SHOULD NOT COMPLETE THIS SURVEY. YOU MAY EXIT THE SURVEY AT THIS TIME.

Perceptions and Attitudes about Incentive Pay Programs

2. Please indicate the extent to which you agree or disagree with each general statement about incentive pay that could be awarded in addition to base pay.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Incentive awards should be <u>distributed evenly</u> to all teachers at the school.				
b. Incentive pay for <u>teachers</u> based on overall performance at the school is a positive change to teacher pay practices.				
c. Incentive pay for <u>teachers</u> based on group performance (i.e., grade-level, department, interdisciplinary team) is a positive change to teacher pay practices.				
d. Incentive pay for <u>teachers</u> based on individual teacher performance is a positive change to teacher pay practices.				
e. Incentive pay for <u>administrators</u> based on overall performance at the school is a positive change to administrator pay practices.				
f. Teachers should receive different incentive award amounts based on their individual teaching performance .				

3. Please indicate the extent to which you agree or disagree with each general statement about incentive pay and its potential impact on schools.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Rewarding teachers based on their students' performance will destroy the collaborative culture of teaching.				
b. Rewarding teachers based on their students' performance will cause teachers to work more effectively.				
c. Rewarding teachers based on their students' performance will attract more effective teachers into the profession.				
d. Rewarding teachers based on their students' performance will help retain more effective teachers in the profession.				

4. The current teacher salary schedule rewards experience and education. Several additional factors have been suggested for determining incentive pay for individual teachers. If you were designing an incentive pay program for individual teachers, how much importance would you give to each of the following:

	Importance			
	None	Low	Moderate	High
a. Time spent in professional development				
b. High average test scores by students				
c. Improvements in students' test scores				
d. Performance evaluations by supervisors				
e. Performance evaluations by peers				
f. Independent evaluation of teaching portfolios				
g. Independent evaluations of students' work (e.g., portfolios)				
h. Student evaluations of teaching performance				
i. Collaboration with faculty and staff				
j. Working with students outside of class time				
k. Efforts to involve parents in students' education				
l. Serving as a Master Teacher				
m. Mentoring other teachers				
n. National Board for Professional Teaching Standards (NBPTS) certification				
o. Parent satisfaction with teacher				
p. Teaching in hard-to-staff fields				
q. Teaching in hard-to-staff school				

Perceptions and Attitudes about Your School's TEEG Plan

5. Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. The TEEG incentive plan had negative effects on my school.					
b. The TEEG incentive plan in my school did a good job of distinguishing effective from ineffective teachers at my school.					
c. The TEEG incentive plan caused resentment among teachers at my school.					
d. The TEEG incentive plan did not affect my teaching practices or professional behaviors.					
e. The TEEG incentive plan at my school helped teachers feel more satisfied with their jobs.					
f. The TEEG incentive plan at my school contributed to improvements in the quality of professional development offered to teachers.					
g. The TEEG incentive plan at my school helped improve teaching practices.					
h. The TEEG incentive plan at my school helped increase student learning.					

6. Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2006-07 school year.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. The TEEG incentive plan developed by my school was fair to teachers.					
b. I had a clear understanding of the performance criteria that I needed to meet in order to earn a TEEG bonus award.					
c. I did <u>not</u> believe that I could achieve the performance criteria established by my school's TEEG incentive plan.					
d. I believe that the performance criteria established by my school's TEEG incentive plan were worthy of extra pay.					
e. The size of the top bonus award in my school's TEEG incentive plan was <u>not</u> large enough to motivate me to try to earn the top award.					
f. When participating in my school's TEEG incentive plan, I had confidence I would receive an incentive award for achieving performance criteria.					

7. Please rate how much you agree that the following types of assistance or resources would have improved your school's TEEG incentive plan during the 2006-07 school year.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. A better explanation from the Texas Education Agency as to why the school was selected to participate in TEEG in the first place.					
b. A more thorough explanation to the school of the guidelines for developing a TEEG performance incentive plan.					
c. More time for the school to develop the school's TEEG performance incentive plan.					
d. More school-based support to assist with the paperwork and other administrative demands when developing and managing the school's TEEG plan.					
e. More technical expertise for the school to develop and use high quality measures for evaluating the performance of teachers and other staff members.					
f. A clearer explanation of the performance criteria that must be used by the school to determine eligibility for a TEEG bonus award.					
g. Better support from district officials in developing and implementing the school's TEEG incentive plan.					
h. Better support from the Texas Education Agency in developing and implementing the school's TEEG incentive plan.					

Please provide any further ideas about ways in which your school's TEEG program experience could have been improved, if at all. _____

8. To what extent do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Teachers in my school are aware that the school is not participating in the TEEG program during this 2008-09 school year.				
b. I understand <u>why</u> the school is ineligible to participate in the TEEG program during this 2008-09 school year.				
c. I am disappointed that I can not earn a TEEG bonus award for my performance during this 2008-09 school year.				
d. I believe it is fair that the school is ineligible to participate in the TEEG program during this 2008-09 school year.				
e. I hope that the school will become eligible to participate in the TEEG program in future school years.				
f. I am adapting my professional practice this 2008-09 school year to improve the school's chances of becoming eligible for the TEEG program in future school years.				
g. I believe my efforts can contribute to the school's chances of becoming eligible for the TEEG program in future school years.				

Teacher Attitudes and School Environment

9. Please indicate the extent to which you agree or disagree with each of the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.				
b. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.				
c. If I really try hard, I can get through to even the most difficult or unmotivated students.				

10. Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about your principal's leadership?

The principal at my school ...	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Clearly communicates expected standards for instruction in my classroom.				
b. Carefully tracks student academic progress.				
c. Knows what is going on in my classroom.				
d. Encourages teachers to raise test scores.				
e. Actively monitors the quality of instruction in the school.				
f. Works directly with teachers who are struggling to improve their instruction.				
g. Communicates a clear vision for our school.				
h. Evaluates teachers using criteria directly related to the school's improvement goals.				

11. Think about teachers at your school this school year (2008-09). To what extent do you agree or disagree with the following statements about the teachers in your school?

Teachers in my school ...	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Feel responsible to help each other do their best.				
b. Expect students to complete every assignment.				
c. Seem more competitive than cooperative.				
d. Encourage students to keep trying even when the work is challenging.				
e. Think it is important that all of their students do well in class.				
f. Do not really trust each other.				
g. Can be counted on to help out anywhere or anytime, even though it may not be part of their official assignment.				

Background Information

12. Including this year (2008-09), please indicate the number of years you have taught on a full-time basis.

- a. 1 year
- b. 2-3 years
- c. 4-9 years
- d. 10-14 years
- e. 15-19 years
- f. 20 or more years

13. Including this year (2008-09), please indicate the number of years you have taught on a full-time basis at this school.

- a. 1 year
- b. 2-3 years
- c. 4-9 years
- d. 10-14 years
- e. 15-19 years
- f. 20 or more years

14. Including this year (2008-09), please indicate the number of years that the current principal has served in the principal position at this school.

- a. 1 year
- b. 2-3 years
- c. 4-9 years
- d. 10-14 years
- e. 15-19 years
- f. 20 or more years
- g. Do not know

15. What is the highest degree you hold?

- a. Associate Degree
 - b. Bachelor's Degree
 - c. Master's Degree
 - d. Doctorate or Professional Degree
 - e. Other – please specify
-

16. What subjects do you teach this school year (2008-09)? (check all that apply)

- a. Arts and Music
- b. Bilingual Education
- c. English and Language Arts
- d. English as a Second Language
- e. Foreign Languages
- f. Gym, Physical Education
- g. Health Education
- h. Mathematics and Computer Science
- i. Natural Sciences
- j. Social Sciences
- k. Special Education
- l. Gifted and Talented
- m. Vocational/Technical Education
- n. Other

17. Do you teach in a subject and grade that is held accountable under the No Child Left Behind Act or Texas accountability system?

- a. Yes
- b. No
- c. Do not know

18. Are you male or female?
- a. Male
 - b. Female
19. What is your race?
- a. White
 - b. Black or African-American
 - c. Hispanic or Latino
 - d. Asian
 - e. Native Hawaiian or Other Pacific Islander
 - f. American Indian or Alaska Native
 - g. Other

Teacher Compensation Information

20. What is your current annual teaching and extra duty salary, not including any bonus or incentive pay?
- a. \$1 to \$9,999
 - b. \$10,000 to \$19,999
 - c. \$20,000 to \$24,999
 - d. \$25,000 to \$29,999
 - e. \$30,000 to \$34,999
 - f. \$35,000 to \$39,999
 - g. \$40,000 to \$44,999
 - h. \$45,000 to \$49,999
 - i. \$50,000 to \$54,999
 - j. \$55,000 to \$59,999
 - k. \$60,000 to \$64,999
 - l. \$65,000 to \$69,999
 - m. \$70,000 to \$74,999
 - n. \$75,000 or more
21. Do you receive any bonus or incentive pay that is over and beyond that which is your annual teaching and extra duty salary?
- a. Yes
 - b. No
22. Is there anything else that you would like to share about your experience with your school's TEEG program that you did not have the opportunity to convey in your survey responses above? If so, please use the space provided below.

Thank you for your participation! The survey is now complete.

**Texas Educator Excellence Grant (TEEG)
Fall 2008 Teacher Survey
(Cycle 2 Participants and Cycle 3 Eligible)**

Dear School Personnel,

The National Center on Performance Incentives (NCPI), under contract with the Texas Education Agency (TEA), is conducting an on-going evaluation of the Texas Educator Excellence Grant (TEEG) program. This survey will help us learn about teachers' perceptions about and experiences with performance incentive pay and the TEEG program, specifically.

We recognize that some of you may have filled out a similar survey during the fall 2007 semester, but it is important that you again complete this fall 2008 survey. Gathering teacher feedback throughout the duration of the TEEG program enables us to better understand teachers' experiences over time.

It is okay if your answers have changed from last school year. We ask that you not try to remember how you responded last time in order to answer the same way again; rather, please indicate how you feel now. If this is your first time to participate in this survey, we encourage you to participate at this time.

We appreciate your contribution to this study and know that your feedback provides important insight for policymakers and educators in this state. We remind you that this survey is voluntary and that all responses will remain entirely confidential; no identifying information will be included in published reports and papers on this project.

ARE YOU FULL-TIME INSTRUCTIONAL SCHOOL PERSONNEL?

We want to survey all school personnel who are directly involved in delivering instruction, including classroom teachers, instructional aides, instructional specialists, and instructional coaches. Therefore, this survey should be completed by all “full-time instructional personnel”, which includes the following:

- (1) A classroom teacher who teaches an average of four hours per day in an academic or career and technology instructional setting focusing on the delivery of the Texas Essential Knowledge and Skills (TEKS).
- (2) The term also includes teachers’ assistants/instructional aides, instructional coaches and specialists directly involved in delivering instruction.
- (3) Permanent substitutes can be included as survey respondents if they meet the above requirements of at least four hours per day of instructional work.

All personnel who meet this definition should participate regardless of their eligibility for Part 1 or Part 2 TEEG awards or the amount of award for which they are eligible.

1. How do you classify your MAIN position in your current school during this 2008-09 school year? Please select only one response below that most accurately describes your position.
 - a. Regular full-time teacher (i.e., an educator who teaches in an academic setting or a career and technology setting for not less than an average of four hours each day.)
 - b. Long-term substitute (i.e., your assignment requires that you fill the role of a “regular full-time teacher” – as defined above – on a long-term basis, but you are still considered a substitute.)
 - c. Teacher aide
 - d. Instructional specialists (e.g., curriculum coordinator, mentor teacher, literacy or math coach)

If none of the positions listed above describes your main position in your current school during this 2008-09 school year, YOU SHOULD NOT COMPLETE THIS SURVEY. YOU MAY EXIT THE SURVEY AT THIS TIME.

Perceptions and Attitudes about Incentive Pay Programs

2. Please indicate the extent to which you agree or disagree with each general statement about incentive pay that could be awarded in addition to base pay.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Incentive awards should be <u>distributed evenly</u> to all teachers at the school.				
b. Incentive pay for <u>teachers</u> based on overall performance at the school is a positive change to teacher pay practices.				
c. Incentive pay for <u>teachers</u> based on group performance (i.e., grade-level, department, interdisciplinary team) is a positive change to teacher pay practices.				
d. Incentive pay for <u>teachers</u> based on individual teacher performance is a positive change to teacher pay practices.				
e. Incentive pay for <u>administrators</u> based on overall performance at the school is a positive change to administrator pay practices.				
f. Teachers should receive different incentive award amounts based on their individual teaching performance .				

3. Please indicate the extent to which you agree or disagree with each general statement about incentive pay and its potential impact on schools.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Rewarding teachers based on their students' performance will destroy the collaborative culture of teaching.				
b. Rewarding teachers based on their students' performance will cause teachers to work more effectively.				
c. Rewarding teachers based on their students' performance will attract more effective teachers into the profession.				
d. Rewarding teachers based on their students' performance will help retain more effective teachers in the profession.				

4. The current teacher salary schedule rewards experience and education. Several additional factors have been suggested for determining incentive pay for individual teachers. If you were designing an incentive pay program for individual teachers, how much importance would you give to each of the following:

	Importance			
	None	Low	Moderate	High
a. Time spent in professional development				
b. High average test scores by students				
c. Improvements in students' test scores				
d. Performance evaluations by supervisors				
e. Performance evaluations by peers				
f. Independent evaluation of teaching portfolios				
g. Independent evaluations of students' work (e.g., portfolios)				
h. Student evaluations of teaching performance				
i. Collaboration with faculty and staff				
j. Working with students outside of class time				
k. Efforts to involve parents in students' education				
l. Serving as a Master Teacher				
m. Mentoring other teachers				
n. National Board for Professional Teaching Standards (NBPTS) certification				
o. Parent satisfaction with teacher				
p. Teaching in hard-to-staff fields				
q. Teaching in hard-to-staff school				

Attitudes and Perceptions about Your School's TEEG Plan

5. Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the TEEG program during the 2007-08 school year.

	Importance				Do Not Know
	None	Low	Moderate	High	
a. Time spent in professional development					
b. High average test scores by students					
c. Improvements in students' test scores					
d. Performance evaluations by supervisors					
e. Performance evaluations by peers					
f. Independent evaluation of teaching portfolios					
g. Independent evaluations of students' work (e.g., portfolios)					
h. Student evaluations of teaching performance					
i. Collaboration with faculty and staff					
j. Working with students outside of class time					
k. Efforts to involve parents in students' education					
l. Serving as a Master Teacher					
m. Mentoring other teachers					
n. National Board for Professional Teaching Standards (NBPTS) certification					
o. Parent satisfaction with teacher					
p. Teaching in hard-to-staff fields					
q. Teaching in hard-to-staff school					

6. Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2007-08 school year.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. The TEEG incentive plan had negative effects on my school.					
b. The TEEG incentive plan in my school did a good job of distinguishing effective from ineffective teachers at my school.					
c. The TEEG incentive plan caused resentment among teachers at my school.					
d. The TEEG incentive plan did not affect my teaching practices or professional behaviors.					
e. The TEEG incentive plan at my school helped teachers feel more satisfied with their jobs.					
f. The TEEG incentive plan at my school					

contributed to improvements in the quality of professional development offered to teachers.					
g. The TEEG incentive plan at my school helped improve teaching practices.					
h. The TEEG incentive plan at my school helped increase student learning.					

7. Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2007-08 school year.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. The TEEG incentive plan developed by my school was fair to teachers.					
b. I had a clear understanding of the performance criteria that I needed to meet in order to earn a TEEG bonus award.					
c. I did <u>not</u> believe that I could achieve the performance criteria established by my school's TEEG incentive plan.					
d. I believe that the performance criteria established by my school's TEEG incentive plan were worthy of extra pay.					
e. The size of the top bonus award in my school's TEEG incentive plan was <u>not</u> large enough to motivate me to try to earn the top award.					
f. When participating in my school's TEEG incentive plan, I had confidence I would receive an incentive award for achieving performance criteria.					

8. Please rate how much you agree that the following types of assistance/resources would have improved your school's TEEG incentive plan during the 2007-08 school year.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. A better explanation from the Texas Education Agency as to why the school was selected to participate in TEEG in the first place.					
b. A more thorough explanation to the school of the guidelines for developing a TEEG performance incentive plan.					
c. More time for the school to develop the school's TEEG performance incentive plan.					
d. More school-based support to assist with the paperwork and other administrative					

demands when developing and managing the school's TEEG plan.					
e. More technical expertise to develop and use high quality measures for evaluating the performance of teachers and other staff members.					
f. A clearer explanation of the performance criteria that must be used by the school to determine eligibility for a TEEG bonus award.					
g. Better support from district officials in developing and implementing the school's TEEG incentive plan.					
h. Better support from the Texas Education Agency in developing and implementing the school's TEEG incentive plan.					

Please provide any further ideas about ways in which your school's TEEG program experience could have been improved, if at all. _____

9. It is our understanding that your school is eligible to participate in Cycle 3 of the TEEG program during the 2008-09 school year. Are you aware that the school is eligible to participate in the program this 2008-09 school year?
- e. If "Yes", please click here (go to question 10; if not selected go to question 12)
10. Is your school participating in Cycle 3 of the TEEG program during this 2008-09 school year?
- f. Yes (go to question 11)
- g. No (go to question 12)
- h. Do not know (go to question 12)

11. Please indicate the extent to which you agree or disagree with each of the following statements about the TEEG program operating in your school this 2008-09 school year.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. School personnel are aware that the school is participating in the TEEG program this 2008-09 school year.				
b. I am glad that the school is participating in the TEEG program this 2008-09 school year.				
c. The TEEG incentive plan developed by my school is fair to teachers.				
d. I have a clear understanding of the performance criteria that I need to meet in order to earn a TEEG bonus award.				
e. I do <u>not</u> believe that I can achieve the performance criteria established by my school's TEEG incentive plan.				
f. I believe that the performance criteria established by my school's TEEG incentive plan are worthy of extra pay.				
g. The size of the top bonus award in my school's TEEG incentive plan is <u>not</u> large enough to motivate me to try to earn the top award.				
h. When participating in my school's TEEG incentive plan this year, I have confidence I will receive an incentive award for achieving performance criteria.				
i. I'm disappointed that my school is participating in the TEEG program during this 2008-09 school year.				

Teacher Attitudes and School Environment

12. Please indicate the extent to which you agree or disagree with each of the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.				
b. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.				
c. If I really try hard, I can get through to even the most difficult or unmotivated students.				

13. Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about your principal's leadership?

The principal at my school ...	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Clearly communicates expected standards for instruction in my classroom.				
b. Carefully tracks student academic progress.				
c. Knows what is going on in my classroom.				
d. Encourages teachers to raise test scores.				
e. Actively monitors the quality of instruction in the school.				
f. Works directly with teachers who are struggling to improve their instruction.				
g. Communicates a clear vision for our school.				
h. Evaluates teachers using criteria directly related to the school's improvement goals.				

14. Think about teachers at your school this school year (2008-09). To what extent do you agree or disagree with the following statements about the teachers in your school?

Teachers in my school ...	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Feel responsible to help each other do their best.				
b. Expect students to complete every assignment.				
c. Seem more competitive than cooperative.				
d. Encourage students to keep trying even when the work is challenging.				
e. Think it is important that all of their students do well in class.				
f. Do not really trust each other.				
g. Can be counted on to help out anywhere or anytime, even though it may not be part of their official assignment.				

Background Information

15. Including this year (2008-09), please indicate the number of years you have taught on a full-time basis.
- a. 1 year
 - b. 2-3 years
 - c. 4-9 years
 - d. 10-14 years
 - e. 15-19 years
 - f. 20 or more years
16. Including this year (2008-09), please indicate the number of years you have taught on a full-time basis at this school.
- a. 1 year
 - b. 2-3 years
 - c. 4-9 years
 - d. 10-14 years
 - e. 15-19 years
 - f. 20 or more years
17. Including this year (2008-09), please indicate the number of years that the current principal has served in the principal position at this school.
- a. 1 year
 - b. 2-3 years
 - c. 4-9 years
 - d. 10-14 years
 - e. 15-19 years
 - f. 20 or more years
 - g. Do not know
18. What is the highest degree you hold?
- a. Associate Degree
 - b. Bachelor's Degree
 - c. Master's Degree
 - d. Doctorate or Professional Degree
 - e. Other – please specify
-

19. What subjects do you teach this school year (2008-09)? (check all that apply)
- a. Arts and Music
 - b. Bilingual Education
 - c. English and Language Arts
 - d. English as a Second Language
 - e. Foreign Languages
 - f. Gym, Physical Education
 - g. Health Education
 - h. Mathematics and Computer Science
 - i. Natural Sciences
 - j. Social Sciences
 - k. Special Education
 - l. Gifted and Talented
 - m. Vocational/Technical Education
 - n. Other
20. Do you teach in a subject and grade that is held accountable under the No Child Left Behind Act or Texas accountability system?
- a. Yes
 - b. No
 - c. Do not know
21. Are you male or female?
- a. Male
 - b. Female
22. What is your race?
- a. White
 - b. Black or African-American
 - c. Hispanic or Latino
 - d. Asian
 - e. Native Hawaiian or Other Pacific Islander
 - f. American Indian or Alaska Native
 - g. Other

Teacher Compensation Information

23. What is your current annual teaching and extra duty salary (i.e., not including any TEEG awards or other bonus or incentive pay)?
- \$1 to \$9,999
 - \$10,000 to \$19,999
 - \$20,000 to \$24,999
 - \$25,000 to \$29,999
 - \$30,000 to \$34,999
 - \$35,000 to \$39,999
 - \$40,000 to \$44,999
 - \$45,000 to \$49,999
 - \$50,000 to \$54,999
 - \$55,000 to \$59,999
 - \$60,000 to \$64,999
 - \$65,000 to \$69,999
 - \$70,000 to \$74,999
 - \$75,000 or more
24. Were you employed at this school during the previous school year (2007-08)?
- Yes (go to question 25)
 - No (go to question 27)
25. Do you believe you will receive a TEEG bonus award this fall 2008 semester for your performance during the 2007-08 school year?
- Yes [go to question 26]
 - No [go to question 27]
 - Do not know [go to question 27]
26. How much of an award do you believe you will personally receive for your performance during the 2007-08 school year?
- \$0
 - \$1 to \$999
 - \$1,000 to \$1,999
 - \$2,000 to \$2,999
 - \$3,000 to \$3,999
 - \$4,000 to \$4,999
 - \$5,000 to \$5,999
 - \$6,000 to \$6,999
 - \$7,000 to \$7,999
 - \$8,000 to \$8,999
 - \$9,000 to \$9,999
 - \$10,000 or more
 - Do not know

27. Do you receive any bonus or incentive pay – other than a TEEG award – that is over and beyond that which is your annual teaching and extra duty salary?

- a. Yes
- b. No

28. Is there anything else that you would like to share about your experience with your school's TEEG program that you did not have the opportunity to convey in your survey responses above? If so, please use the space provided below.

Thank you for your participation! The survey is now complete.

**Texas Educator Excellence Grant (TEEG)
Fall 2008 Teacher Survey
(Cycle 2 Participants and Cycle 3 Ineligible)**

Dear School Personnel,

The National Center on Performance Incentives (NCPI), under contract with the Texas Education Agency (TEA), is conducting an on-going evaluation of the Texas Educator Excellence Grant (TEEG) program. This survey will help us learn about teachers' perceptions about and experiences with performance incentive pay and the TEEG program, specifically.

We recognize that some of you may have filled out a similar survey during the fall 2007 semester, but it is important that you again complete this fall 2008 survey. Gathering teacher feedback throughout the duration of the TEEG program enables us to better understand teachers' experiences over time.

It is okay if your answers have changed from last school year. We ask that you not try to remember how you responded last time in order to answer the same way again; rather, please indicate how you feel now. If this is your first time to participate in this survey, we encourage you to participate at this time.

We appreciate your contribution to this study and know that your feedback provides important insight for policymakers and educators in this state. We remind you that this survey is voluntary and that all responses will remain entirely confidential; no identifying information will be included in published reports and papers on this project.

ARE YOU FULL-TIME INSTRUCTIONAL SCHOOL PERSONNEL?

We want to survey all school personnel who are directly involved in delivering instruction, including classroom teachers, instructional aides, instructional specialists, and instructional coaches. Therefore, this survey should be completed by all “full-time instructional personnel”, which includes the following:

- (1) A classroom teacher who teaches an average of four hours per day in an academic or career and technology instructional setting focusing on the delivery of the Texas Essential Knowledge and Skills (TEKS).
- (2) The term also includes teachers’ assistants/instructional aides, instructional coaches and specialists directly involved in delivering instruction.
- (3) Permanent substitutes can be included as survey respondents if they meet the above requirements of at least four hours per day of instructional work.

All personnel who meet this definition should participate regardless of their eligibility for Part 1 or Part 2 TEEG awards or the amount of award for which they are eligible.

1. How do you classify your MAIN position in your current school during this 2008-09 school year? Please select only one response below that most accurately describes your position.
 - a. Regular full-time teacher (i.e., an educator who teaches in an academic setting or a career and technology setting for not less than an average of four hours each day.)
 - b. Long-term substitute (i.e., your assignment requires that you fill the role of a “regular full-time teacher” – as defined above – on a long-term basis, but you are still considered a substitute.)
 - c. Teacher aide
 - d. Instructional specialists (e.g., curriculum coordinator, mentor teacher, literacy or math coach)

If none of the positions listed above describes your main position in your current school during this 2008-09 school year, YOU SHOULD NOT COMPLETE THIS SURVEY. YOU MAY EXIT THE SURVEY AT THIS TIME.

Perceptions and Attitudes about Incentive Pay Programs

2. Please indicate the extent to which you agree or disagree with each general statement about incentive pay that could be awarded in addition to base pay.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Incentive awards should be <u>distributed evenly</u> to all teachers at the school.				
b. Incentive pay for <u>teachers</u> based on overall performance at the school is a positive change to teacher pay practices.				
c. Incentive pay for <u>teachers</u> based on group performance (i.e., grade-level, department, interdisciplinary team) is a positive change to teacher pay practices.				
d. Incentive pay for <u>teachers</u> based on individual teacher performance is a positive change to teacher pay practices.				
e. Incentive pay for <u>administrators</u> based on overall performance at the school is a positive change to administrator pay practices.				
f. Teachers should receive different incentive award amounts based on their individual teaching performance .				

3. Please indicate the extent to which you agree or disagree with each general statement about incentive pay and its potential impact on schools.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Rewarding teachers based on their students' performance will destroy the collaborative culture of teaching.				
b. Rewarding teachers based on their students' performance will cause teachers to work more effectively.				
c. Rewarding teachers based on their students' performance will attract more effective teachers into the profession.				
d. Rewarding teachers based on their students' performance will help retain more effective teachers in the profession.				

4. The current teacher salary schedule rewards experience and education. Several additional factors have been suggested for determining incentive pay for individual teachers. If you were designing an incentive pay program for individual teachers, how much importance would you give to each of the following:

	Importance			
	None	Low	Moderate	High
a. Time spent in professional development				
b. High average test scores by students				
c. Improvements in students' test scores				
d. Performance evaluations by supervisors				
e. Performance evaluations by peers				
f. Independent evaluation of teaching portfolios				
g. Independent evaluations of students' work (e.g., portfolios)				
h. Student evaluations of teaching performance				
i. Collaboration with faculty and staff				
j. Working with students outside of class time				
k. Efforts to involve parents in students' education				
l. Serving as a Master Teacher				
m. Mentoring other teachers				
n. National Board for Professional Teaching Standards (NBPTS) certification				
o. Parent satisfaction with teacher				
p. Teaching in hard-to-staff fields				
q. Teaching in hard-to-staff school				

Attitudes and Perceptions about Your School's TEEG Plan

5. Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the TEEG program during the 2007-08 school year.

	Importance				Do Not Know
	None	Low	Moderate	High	
a. Time spent in professional development					
b. High average test scores by students					
c. Improvements in students' test scores					
d. Performance evaluations by supervisors					
e. Performance evaluations by peers					
f. Independent evaluation of teaching portfolios					
g. Independent evaluations of students' work (e.g., portfolios)					
h. Student evaluations of teaching performance					
i. Collaboration with faculty and staff					
j. Working with students outside of class time					
k. Efforts to involve parents in students' education					
l. Serving as a Master Teacher					
m. Mentoring other teachers					
n. National Board for Professional Teaching Standards (NBPTS) certification					
o. Parent satisfaction with teacher					
p. Teaching in hard-to-staff fields					
q. Teaching in hard-to-staff school					

6. Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2007-08 school year.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. The TEEG incentive plan had negative effects on my school.					
b. The TEEG incentive plan in my school did a good job of distinguishing effective from ineffective teachers at my school.					
c. The TEEG incentive plan caused resentment among teachers at my school.					
d. The TEEG incentive plan did not affect my teaching practices or professional behaviors.					
e. The TEEG incentive plan at my school helped teachers feel more satisfied with their jobs.					
f. The TEEG incentive plan at my school					

contributed to improvements in the quality of professional development offered to teachers.					
g. The TEEG incentive plan at my school helped improve teaching practices.					
h. The TEEG incentive plan at my school helped increase student learning.					

7. Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that operated in your school during the 2007-08 school year.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. The TEEG incentive plan developed by my school was fair to teachers.					
b. I had a clear understanding of the performance criteria that I needed to meet in order to earn a TEEG bonus award.					
c. I did <u>not</u> believe that I could achieve the performance criteria established by my school's TEEG incentive plan.					
d. I believe that the performance criteria established by my school's TEEG incentive plan were worthy of extra pay.					
e. The size of the top bonus award in my school's TEEG incentive plan was <u>not</u> large enough to motivate me to try to earn the top award.					
f. When participating in my school's TEEG incentive plan, I had confidence I would receive an incentive award for achieving performance criteria.					

8. Please rate how much you agree that the following types of assistance/resources would have improved your school's TEEG incentive plan during the 2007-08 school year.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. A better explanation from the Texas Education Agency as to why the school was selected to participate in TEEG in the first place.					
b. A more thorough explanation to the school of the guidelines for developing a TEEG performance incentive plan.					
c. More time for the school to develop the school's TEEG performance incentive plan.					
d. More school-based support to assist with the paperwork and other administrative					

demands when developing and managing the school's TEEG plan.					
e. More technical expertise for the school to develop and use high quality measures for evaluating the performance of teachers and other staff members.					
f. A clearer explanation of the performance criteria that must be used by the school to determine eligibility for a TEEG bonus award.					
g. Better support from district officials in developing and implementing the school's TEEG incentive plan.					
h. Better support from the Texas Education Agency in developing and implementing the school's TEEG incentive plan.					

Please provide any further ideas about ways in which your school's TEEG program experience could have been improved, if at all. _____

9. It is our understanding that your school is not eligible to participate in Cycle 3 of the TEEG program during the 2008-09 school year. Are you aware that the school is not eligible to participate in the program this 2008-09 school year?

a. If "Yes", please click here (go to question 10; go to question 11)

10. To what extent do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Teachers in my school are aware that the school is not participating in the TEEG program during this 2008-09 school year.				
b. I understand <u>why</u> the school is ineligible to participate in the TEEG program during this 2008-09 school year.				
c. I am disappointed that I can not earn a TEEG bonus award for my performance during this 2008-09 school year.				
d. I believe it is fair that the school is ineligible to participate in the TEEG program during this 2008-09 school year.				
e. I hope that the school will become eligible to participate in the TEEG program in future school years.				
f. I am adapting my professional practice this 2008-09 school year to improve the school's chances of becoming eligible for the TEEG program in future				

school years.				
g. I believe my efforts can contribute to the school's chances of becoming eligible for the TEEG program in future school years.				

Teacher Attitudes and School Environment

11. Please indicate the extent to which you agree or disagree with each of the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.				
b. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.				
c. If I really try hard, I can get through to even the most difficult or unmotivated students.				

12. Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about your principal's leadership?

The principal at my school ...	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Clearly communicates expected standards for instruction in my classroom.				
b. Carefully tracks student academic progress.				
c. Knows what is going on in my classroom.				
d. Encourages teachers to raise test scores.				
e. Actively monitors the quality of instruction in the school.				
f. Works directly with teachers who are struggling to improve their instruction.				
g. Communicates a clear vision for our school.				
h. Evaluates teachers using criteria directly related to the school's improvement goals.				

13. Think about teachers at your school this school year (2008-09). To what extent do you agree or disagree with the following statements about the teachers in your school?

Teachers in my school ...	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Feel responsible to help each other do their best.				
b. Expect students to complete every assignment.				
c. Seem more competitive than cooperative.				
d. Encourage students to keep trying even when the work is challenging.				
e. Think it is important that all of their students do well in class.				
f. Do not really trust each other.				
g. Can be counted on to help out anywhere or anytime, even though it may not be part of their official assignment.				

Background Information

14. Including this year (2008-09), please indicate the number of years you have taught on a full-time basis.

- a. 1 year
- b. 2-3 years
- c. 4-9 years
- d. 10-14 years
- e. 15-19 years
- f. 20 or more years

15. Including this year (2008-09), please indicate the number of years you have taught on a full-time basis at this school.

- a. 1 year
- b. 2-3 years
- c. 4-9 years
- d. 10-14 years
- e. 15-19 years
- f. 20 or more years

16. Including this year (2008-09), please indicate the number of years that the current principal has served in the principal position at this school.

- a. 1 year
- b. 2-3 years
- c. 4-9 years
- d. 10-14 years
- e. 15-19 years
- f. 20 or more years
- g. Do not know

17. What is the highest degree you hold?
- Associate Degree
 - Bachelor's Degree
 - Master's Degree
 - Doctorate or Professional Degree
 - Other – please specify
-
18. What subjects do you teach this school year (2008-09)? (check all that apply)
- Arts and Music
 - Bilingual Education
 - English and Language Arts
 - English as a Second Language
 - Foreign Languages
 - Gym, Physical Education
 - Health Education
 - Mathematics and Computer Science
 - Natural Sciences
 - Social Sciences
 - Special Education
 - Gifted and Talented
 - Vocational/Technical Education
 - Other
19. Do you teach in a subject and grade that is held accountable under the No Child Left Behind Act or Texas accountability system?
- Yes
 - No
 - Do not know
20. Are you male or female?
- Male
 - Female
21. What is your race?
- White
 - Black or African-American
 - Hispanic or Latino
 - Asian
 - Native Hawaiian or Other Pacific Islander
 - American Indian or Alaska Native
 - Other

Teacher Compensation Information

22. What is your current annual teaching and extra duty salary (i.e., not including any TEEG awards or other bonus or incentive pay)?
- a. \$1 to \$9,999
 - b. \$10,000 to \$19,999
 - c. \$20,000 to \$24,999
 - d. \$25,000 to \$29,999
 - e. \$30,000 to \$34,999
 - f. \$35,000 to \$39,999
 - g. \$40,000 to \$44,999
 - h. \$45,000 to \$49,999
 - i. \$50,000 to \$54,999
 - j. \$55,000 to \$59,999
 - k. \$60,000 to \$64,999
 - l. \$65,000 to \$69,999
 - m. \$70,000 to \$74,999
 - n. \$75,000 or more
23. Were you employed at this school during the previous school year (2007-08)?
- a. Yes (go to question 24)
 - b. No (go to question 26)
24. Do you believe you will receive a TEEG bonus award this fall 2008 semester for your performance during the 2007-08 school year?
- a. Yes [go to question 25]
 - b. No [go to question 26]
 - c. Do not know [go to question 26]
25. How much of an award do you believe you will personally receive for your performance during the 2007-08 school year?
- a. \$0
 - b. \$1 to \$999
 - c. \$1,000 to \$1,999
 - d. \$2,000 to \$2,999
 - e. \$3,000 to \$3,999
 - f. \$4,000 to \$4,999
 - g. \$5,000 to \$5,999
 - h. \$6,000 to \$6,999
 - i. \$7,000 to \$7,999
 - j. \$8,000 to \$8,999
 - k. \$9,000 to \$9,999
 - l. \$10,000 or more
 - m. Do not know

26. Do you receive any bonus or incentive pay – other than a TEEG award – that is over and beyond that which is your annual teaching and extra duty salary?

- a. Yes
- b. No

27. Is there anything else that you would like to share about your experience with your school's TEEG program that you did not have the opportunity to convey in your survey responses above? If so, please use the space provided below.

Thank you for your participation! The survey is now complete.

**Texas Educator Excellence Grant (TEEG)
Fall 2008 Teacher Survey
(TEEG Cycle 3 ONLY Participants)**

Dear School Personnel,

The National Center on Performance Incentives (NCPI), under contract with the Texas Education Agency (TEA), is conducting an on-going evaluation of the Texas Educator Excellence Grant (TEEG) program. This survey will help us learn about teachers' perceptions about and experiences with performance incentive pay and the TEEG program, specifically.

Some of you may have completed a similar survey during the 2006-07 school year, if your school participated in TEEG at that time. We are interested in gathering teacher feedback from all of you now that your school is currently eligible for TEEG participation during the 2008-09 schools year.

We appreciate your contribution to this study and know that your feedback provides important insight for policymakers and educators in this state. We remind you that this survey is voluntary and that all responses will remain entirely confidential; no identifying information will be included in published reports and papers on this project.

ARE YOU FULL-TIME INSTRUCTIONAL SCHOOL PERSONNEL?

We want to survey all school personnel who are directly involved in delivering instruction, including classroom teachers, instructional aides, instructional specialists, and instructional coaches. Therefore, this survey should be completed by all “full-time instructional personnel”, which includes the following:

- (1) A classroom teacher who teaches an average of four hours per day in an academic or career and technology instructional setting focusing on the delivery of the Texas Essential Knowledge and Skills (TEKS).
- (2) The term also includes teachers’ assistants/instructional aides, instructional coaches and specialists directly involved in delivering instruction.
- (3) Permanent substitutes can be included as survey respondents if they meet the above requirements of at least four hours per day of instructional work.

All personnel who meet this definition should participate regardless of their eligibility for Part 1 or Part 2 TEEG awards or the amount of award for which they are eligible.

1. How do you classify your MAIN position in your current school during this 2008-09 school year? Please select only one response below that most accurately describes your position.
 - a. Regular full-time teacher (i.e., an educator who teaches in an academic setting or a career and technology setting for not less than an average of four hours each day.)
 - b. Long-term substitute (i.e., your assignment requires that you fill the role of a “regular full-time teacher” – as defined above – on a long-term basis, but you are still considered a substitute.)
 - c. Teacher aide
 - d. Instructional specialists (e.g., curriculum coordinator, mentor teacher, literacy or math coach)

If none of the positions listed above describes your main position in your current school during this 2008-09 school year, YOU SHOULD NOT COMPLETE THIS SURVEY. YOU MAY EXIT THE SURVEY AT THIS TIME.

Perceptions and Attitudes about Incentive Pay Programs

2. Please indicate the extent to which you agree or disagree with each general statement about incentive pay that could be awarded in addition to base pay.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Incentive awards should be <u>distributed evenly</u> to all teachers at the school.				
b. Incentive pay for <u>teachers</u> based on overall performance at the school is a positive change to teacher pay practices.				
c. Incentive pay for <u>teachers</u> based on group performance (i.e., grade-level, department, interdisciplinary team) is a positive change to teacher pay practices.				
d. Incentive pay for <u>teachers</u> based on individual teacher performance is a positive change to teacher pay practices.				
e. Incentive pay for <u>administrators</u> based on overall performance at the school is a positive change to administrator pay practices.				
f. Teachers should receive different incentive award amounts based on their individual teaching performance .				

3. Please indicate the extent to which you agree or disagree with each general statement about incentive pay and its potential impact on schools.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Rewarding teachers based on their students' performance will destroy the collaborative culture of teaching.				
b. Rewarding teachers based on their students' performance will cause teachers to work more effectively.				
c. Rewarding teachers based on their students' performance will attract more effective teachers into the profession.				
d. Rewarding teachers based on their students' performance will help retain more effective teachers in the profession.				

4. The current teacher salary schedule rewards experience and education. Several additional factors have been suggested for determining incentive pay for individual teachers. If you were designing an incentive pay program for individual teachers, how much importance would you give to each of the following:

	Importance			
	None	Low	Moderate	High
a. Time spent in professional development				
b. High average test scores by students				
c. Improvements in students' test scores				
d. Performance evaluations by supervisors				
e. Performance evaluations by peers				
f. Independent evaluation of teaching portfolios				
g. Independent evaluations of students' work (e.g., portfolios)				
h. Student evaluations of teaching performance				
i. Collaboration with faculty and staff				
j. Working with students outside of class time				
k. Efforts to involve parents in students' education				
l. Serving as a Master Teacher				
m. Mentoring other teachers				
n. National Board for Professional Teaching Standards (NBPTS) certification				
o. Parent satisfaction with teacher				
p. Teaching in hard-to-staff fields				
q. Teaching in hard-to-staff school				

Perceptions and Attitudes about Your School’s TEEG Plan

5. It is our understanding that your school is eligible to participate in the TEEG program during the 2008-09 school year. Are you aware that the school is eligible to participate in the program during this 2008-09 school year?
 - a. If “Yes”, please click here (go to question 6; if not selected go to question 8)

6. Is your school participating in the TEEG program this 2008-09 school year?
 - a. Yes (go to question 7)
 - b. No (go to question 8)
 - c. Do not know (go to question 8)

7. Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that is currently operating in your school this 2008-09 school year.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. School personnel are aware that the school is participating in the TEEG program this 2008-09 school year.				
b. I am glad that the school is participating in the TEEG program this 2008-09 school year.				
c. The TEEG incentive plan developed by my school is fair to teachers.				
d. I have a clear understanding of the performance criteria that I need to meet in order to earn a TEEG bonus award.				
e. I do <u>not</u> believe that I can achieve the performance criteria established by my school’s TEEG incentive plan.				
f. I believe that the performance criteria established by my school’s TEEG incentive plan are worthy of extra pay.				
g. The size of the top bonus award in my school’s TEEG incentive plan is <u>not</u> large enough to motivate me to try to earn the top award.				
h. When participating in my school’s TEEG incentive plan this year, I have confidence I will receive an incentive award for achieving performance criteria.				
i. I am <u>not</u> looking forward to my school’s participation in the TEEG program this 2008-09 school year.				

Teacher Attitudes and School Environment

8. Please indicate the extent to which you agree or disagree with each of the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.				
b. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.				
c. If I really try hard, I can get through to even the most difficult or unmotivated students.				

9. Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about your principal's leadership?

The principal at my school ...	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Clearly communicates expected standards for instruction in my classroom.				
b. Carefully tracks student academic progress.				
c. Knows what is going on in my classroom.				
d. Encourages teachers to raise test scores.				
e. Actively monitors the quality of instruction in the school.				
f. Works directly with teachers who are struggling to improve their instruction.				
g. Communicates a clear vision for our school.				
h. Evaluates teachers using criteria directly related to the school's improvement goals.				

10. Think about teachers at your school this school year (2008-09). To what extent do you agree or disagree with the following statements about the teachers in your school?

Teachers in my school ...	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Feel responsible to help each other do their best.				
b. Expect students to complete every assignment.				
c. Seem more competitive than cooperative.				
d. Encourage students to keep trying even when the work is challenging.				
e. Think it is important that all of their students do well in class.				
f. Do not really trust each other.				
g. Can be counted on to help anywhere or anytime, even though it may not be part of their official assignment.				

Background Information

11. Including this year (2008-09), please indicate the number of years you have taught on a full-time basis.
- 1 year
 - 2-3 years
 - 4-9 years
 - 10-14 years
 - 15-19 years
 - 20 or more years
12. Including this year (2008-09), please indicate the number of years you have taught on a full-time basis at this school.
- 1 year
 - 2-3 years
 - 4-9 years
 - 10-14 years
 - 15-19 years
 - 20 or more years
13. Including this year (2008-09), please indicate the number of years that the current principal has served in the principal position at this school.
- 1 year
 - 2-3 years
 - 4-9 years
 - 10-14 years
 - 15-19 years
 - 20 or more years
 - Do not know
14. What is the highest degree you hold?
- Associate Degree
 - Bachelor's Degree
 - Master's Degree
 - Doctorate or Professional Degree
 - Other – please specify
-

15. What subjects do you teach this school year (2008-09)? (check all that apply)
- a. Arts and Music
 - b. Bilingual Education
 - c. English and Language Arts
 - d. English as a Second Language
 - e. Foreign Languages
 - f. Gym, Physical Education
 - g. Health Education
 - h. Mathematics and Computer Science
 - i. Natural Sciences
 - j. Social Sciences
 - k. Special Education
 - l. Gifted and Talented
 - m. Vocational/Technical Education
 - n. Other
16. Do you teach in a subject and grade that is held accountable under the No Child Left Behind Act or Texas accountability system?
- a. Yes
 - b. No
 - c. Do not know
17. Are you male or female?
- a. Male
 - b. Female
18. What is your race?
- a. White
 - b. Black or African-American
 - c. Hispanic or Latino
 - d. Asian
 - e. Native Hawaiian or Other Pacific Islander
 - f. American Indian or Alaska Native
 - g. Other

Teacher Compensation Information

19. What is your current annual teaching and extra duty salary (i.e., not including any TEEG awards or other bonus or incentive pay)?

- a. \$1 to \$9,999
- b. \$10,000 to \$19,999
- c. \$20,000 to \$24,999
- d. \$25,000 to \$29,999
- e. \$30,000 to \$34,999
- f. \$35,000 to \$39,999
- g. \$40,000 to \$44,999
- h. \$45,000 to \$49,999
- i. \$50,000 to \$54,999
- j. \$55,000 to \$59,999
- k. \$60,000 to \$64,999
- l. \$65,000 to \$69,999
- m. \$70,000 to \$74,999
- n. \$75,000 or more

20. Do you receive any bonus or incentive pay – other than a TEEG award – that is over and beyond that which is your annual teaching and extra duty salary?

- a. Yes
- b. No

21. Is there anything else that you would like to share about your experience with your school's TEEG program that you did not have the opportunity to convey in your survey responses above? If so, please use the space provided below.

Thank you for your participation! The survey is now complete.

**Texas Educator Excellence Grant (TEEG)
Fall 2008 Teacher Survey
(Comparison Schools)**

Dear School Personnel,

The National Center on Performance Incentives (NCPI), under contract with the Texas Education Agency (TEA), is conducting an on-going evaluation of the Texas Educator Excellence Grant (TEEG) program. This survey will help us learn about teachers' perceptions about and experiences with performance incentive pay and the TEEG program, specifically.

We recognize that your school is currently not participating in the TEEG program, but we are interested in gathering feedback from schools that are not participating as well as those schools that are participating in the program.

We appreciate your contribution to this study and know that your time is precious during the school year. Therefore, we offer your school the chance of earning \$500 for achieving a 75% response rate on this survey. All schools reaching that response rate threshold will be placed in a lottery, and 40 schools will be chosen at random to receive a check worth \$500.

We remind you that this survey is voluntary and that all responses will remain entirely confidential; no identifying information will be included in published reports and papers on this project.

ARE YOU FULL-TIME INSTRUCTIONAL SCHOOL PERSONNEL?

We want to survey all school personnel who are directly involved in delivering instruction, including classroom teachers, instructional aides, instructional specialists, and instructional coaches. Therefore, this survey should be completed by all “full-time instructional personnel”, which includes the following:

- (1) A classroom teacher who teaches an average of four hours per day in an academic or career and technology instructional setting focusing on the delivery of the Texas Essential Knowledge and Skills (TEKS).
- (2) The term also includes teachers’ assistants/instructional aides, instructional coaches and specialists directly involved in delivering instruction.
- (3) Permanent substitutes can be included as survey respondents if they meet the above requirements of at least four hours per day of instructional work.

All personnel who meet this definition should participate regardless of their eligibility for Part 1 or Part 2 TEEG awards or the amount of award for which they are eligible.

1. How do you classify your MAIN position in your current school during this 2008-09 school year? Please select only one response below that most accurately describes your position.
 - a. Regular full-time teacher (i.e., an educator who teaches in an academic setting or a career and technology setting for not less than an average of four hours each day.)
 - b. Long-term substitute (i.e., your assignment requires that you fill the role of a “regular full-time teacher” – as defined above – on a long-term basis, but you are still considered a substitute.)
 - c. Teacher aide
 - d. Instructional specialists (e.g., curriculum coordinator, mentor teacher, literacy or math coach)

If none of the positions listed above describes your main position in your current school during this 2008-09 school year, YOU SHOULD NOT COMPLETE THIS SURVEY. YOU MAY EXIT THE SURVEY AT THIS TIME.

Perceptions and Attitudes about Incentive Pay Programs

2. Please indicate the extent to which you agree or disagree with each general statement about incentive pay that could be awarded in addition to base pay.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Incentive awards should be <u>distributed evenly</u> to all teachers at the school.				
b. Incentive pay for <u>teachers</u> based on overall performance at the school is a positive change to teacher pay practices.				
c. Incentive pay for <u>teachers</u> based on group performance (i.e., grade-level, department, interdisciplinary team) is a positive change to teacher pay practices.				
d. Incentive pay for <u>teachers</u> based on individual teacher performance is a positive change to teacher pay practices.				
e. Incentive pay for <u>administrators</u> based on overall performance at the school is a positive change to administrator pay practices.				
f. Teachers should receive different incentive award amounts based on their individual teaching performance .				

3. Please indicate the extent to which you agree or disagree with each general statement about incentive pay and its potential impact on schools.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Rewarding teachers based on their students' performance will destroy the collaborative culture of teaching.				
b. Rewarding teachers based on their students' performance will cause teachers to work more effectively.				
c. Rewarding teachers based on their students' performance will attract more effective teachers into the profession.				
d. Rewarding teachers based on their students' performance will help retain more effective teachers in the profession.				

4. The current teacher salary schedule rewards experience and education. Several additional factors have been suggested for determining incentive pay for individual teachers. If you were designing an incentive pay program for individual teachers, how much importance would you give to each of the following:

	Importance			
	None	Low	Moderate	High
a. Time spent in professional development				
b. High average test scores by students				
c. Improvements in students' test scores				
d. Performance evaluations by supervisors				
e. Performance evaluations by peers				
f. Independent evaluation of teaching portfolios				
g. Independent evaluations of students' work (e.g., portfolios)				
h. Student evaluations of teaching performance				
i. Collaboration with faculty and staff				
j. Working with students outside of class time				
k. Efforts to involve parents in students' education				
l. Serving as a Master Teacher				
m. Mentoring other teachers				
n. National Board for Professional Teaching Standards (NBPTS) certification				
o. Parent satisfaction with teacher				
p. Teaching in hard-to-staff fields				
q. Teaching in hard-to-staff school				

Teacher Attitudes and School Environment

5. Please indicate the extent to which you agree or disagree with each of the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.				
b. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.				
c. If I really try hard, I can get through to even the most difficult or unmotivated students.				

6. Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about your principal's leadership?

The principal at my school ...	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Clearly communicates expected standards for instruction in my classroom.				
b. Carefully tracks student academic progress.				
c. Knows what is going on in my classroom.				
d. Encourages teachers to raise test scores.				
e. Actively monitors the quality of instruction in the school.				
f. Works directly with teachers who are struggling to improve their instruction.				
g. Communicates a clear vision for our school.				
h. Evaluates teachers using criteria directly related to the school's improvement goals.				

7. Think about teachers at your school this school year (2008-09). To what extent do you agree or disagree with the following statements about the teachers in your school?

Teachers in my school ...	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Feel responsible to help each other do their best.				
b. Expect students to complete every assignment.				
c. Seem more competitive than cooperative.				
d. Encourage students to keep trying even when the work is challenging.				
e. Think it is important that all of their students do well in class.				
f. Do not really trust each other.				
g. Can be counted on to help anywhere or anytime, even though it may not be part of their official assignment.				

Background Information

8. Is your school currently participating in the state-funded District Awards for Teacher Excellence (DATE) program this 2008-09 school year?
 - a. Yes
 - b. No
 - c. Do not know

9. Including this year (2008-09), please indicate the number of years you have taught on a full-time basis.
 - a. 1 year
 - b. 2-3 years
 - c. 4-9 years
 - d. 10-14 years
 - e. 15-19 years
 - f. 20 or more years

10. Including this year (2008-09), please indicate the number of years you have taught on a full-time basis at this school.
 - a. 1 year
 - b. 2-3 years
 - c. 4-9 years
 - d. 10-14 years
 - e. 15-19 years
 - f. 20 or more years

11. Including this year (2008-09), please indicate the number of years that the current principal has served in the principal position at this school.
 - a. 1 year
 - b. 2-3 years
 - c. 4-9 years
 - d. 10-14 years
 - e. 15-19 years
 - f. 20 or more years
 - g. Do not know

12. What is the highest degree you hold?
 - a. Associate Degree
 - b. Bachelor's Degree
 - c. Master's Degree
 - d. Doctorate or Professional Degree
 - e. Other – please specify

13. What subjects do you teach this school year (2008-09)? (check all that apply)
- a. Arts and Music
 - b. Bilingual Education
 - c. English and Language Arts
 - d. English as a Second Language
 - e. Foreign Languages
 - f. Gym, Physical Education
 - g. Health Education
 - h. Mathematics and Computer Science
 - i. Natural Sciences
 - j. Social Sciences
 - k. Special Education
 - l. Gifted and Talented
 - m. Vocational/Technical Education
 - n. Other
14. Do you teach in a subject and grade that is held accountable under the No Child Left Behind Act or Texas accountability system?
- a. Yes
 - b. No
 - c. Do not know
15. Are you male or female?
- a. Male
 - b. Female
16. What is your race?
- a. White
 - b. Black or African-American
 - c. Hispanic or Latino
 - d. Asian
 - e. Native Hawaiian or Other Pacific Islander
 - f. American Indian or Alaska Native
 - g. Other

Teacher Compensation Information

17. What is your current annual teaching and extra duty salary, not including any bonus or incentive pay?
- a. \$1 to \$9,999
 - b. \$10,000 to \$19,999
 - c. \$20,000 to \$24,999
 - d. \$25,000 to \$29,999
 - e. \$30,000 to \$34,999
 - f. \$35,000 to \$39,999
 - g. \$40,000 to \$44,999
 - h. \$45,000 to \$49,999
 - i. \$50,000 to \$54,999
 - j. \$55,000 to \$59,999
 - k. \$60,000 to \$64,999
 - l. \$65,000 to \$69,999
 - m. \$70,000 to \$74,999
 - n. \$75,000 or more
18. Do you receive any bonus or incentive pay that is over and beyond that which is your annual teaching and extra duty salary?
- a. Yes
 - b. No

Thank you for your participation! The survey is now complete.

APPENDIX E

Technical Appendix for Chapter 7, Educator Behavior and Organizational Dynamics in TEEG Schools

Spring Survey Methodology

Full-time instructional personnel in TEEG schools and a set of comparison schools were asked to complete an online survey during the spring 2000 semester. Several iterations of the survey were administered to make items appropriate for different school groups. However, the vast majority of survey items were the same across all survey versions. Separate surveys were administered to the following types of schools.

- Past TEEG school survey (i.e., for those participating in TEEG during previous cycles but not in Cycle 3).
- Current TEEG school survey (i.e., for those participating in Cycle 3 during the 2008-09 school year).
- Control group survey (i.e., for those never participating in TEEG).

Spring 2009 survey results were then analyzed using the same five participation groups used for analysis of fall surveys (as reported in Chapter 6). As a recap, these five groups are based on TEEG participation patterns and include the following.

- Schools that participated in TEEG for all three cycles (Continuous).
- Schools that participated in Cycle 3 and one other cycle (Multi-Year).
- Schools that participated in Cycle 3 only (New).
- Schools that participated in Cycle 1 and/or Cycle 2 only (Former).
- Schools that never participated in TEEG (Control).

The remaining sections of this appendix provide an overview of the following topics pertaining to the spring 2009 TEEG survey for school personnel.

- Survey instruments and response rates by participation group.
- Construction of TEEG participation groupings for survey analysis.
- Overview of survey results.

Survey Instruments

Three versions of the spring 2009 TEEG survey were administered to instructional personnel. A copy of each is provided at the conclusion of this appendix. Each survey addressed the following concepts.

- Perceptions about TEEG's impact on organizational dynamics and overall educator satisfaction.
- Classroom practices, including current behavior and perceptions of change over time.

- Personnel background characteristics (e.g., professional experience, education level) and pay variables (e.g., salary level, bonus award recipient).

Response Rates

The overall response rate for the spring 2009 survey along with detailed response rates for each of the three TEEG spring 2009 survey versions follow in Tables E.1 to E.4. A summary of response rates indicates that approximately between 56% and 79% of teachers and instructional personnel in targeted schools completed the spring 2009 survey. Evaluators also note that completion rates are somewhat higher from schools actually participating in TEEG during the 2008-09 school year than other groups of schools.

Table E.1: Response Rates for Spring 2009 TEEG Surveys

Survey Administered	School Count	Schools Represented	% of Total Schools	Total Responses	Mean Response Rate
Past TEEG schools	1089	436	40.04%	11531	55.95%
Current TEEG schools	988	518	52.43%	21147	78.82%
Control group schools	358	117	32.68%	3203	55.90%

Source: Based on authors' review of Spring 2009 survey responses.

Table E.2: Response Rate Details for Past TEEG Schools

	Schools in Survey Cycle		Schools Represented in Survey		
Size (estimated number of teachers)	School Count	Percent of Size Group	School Count	Percent of Size Group	
Fewer than 6	13	1.19%	4	30.77%	
6 to 20	188	17.26%	88	46.81%	
21 to 40	455	41.78%	189	41.54%	
41 to 60	265	24.33%	105	39.62%	
61 to 80	73	6.70%	24	32.88%	
81 or more	76	6.98%	21	27.63%	
Unknown	19	1.74%	5	26.32%	
Total	1089	100.00%	436	40.04%	
Size (estimated number of teachers)	School Count	Teacher Count	Teacher Response Rate Within Group	Total Respondent Count	Mean Response Rate
Fewer than 6	13	18	87.50%	18	83.37%
6 to 20	188	823	63.17%	944	59.72%
21 to 40	455	3836	61.18%	4296	55.14%
41 to 60	265	3493	63.37%	3895	57.17%
61 to 80	73	966	55.37%	1035	49.79%
81 or more	76	1244	50.06%	1294	43.08%
Unknown	19	48	---	49	---
Total	1089	10428	61.53%	11531	55.95%
Schools That Did Not Respond to Survey					
Teachers in School	Number of Schools		Total Estimated Number of Teachers		
Fewer than 6	9		37		
6 to 20	100		1474		
21 to 40	266		8339		
41 to 60	160		7850		
61 to 80	49		3363		
81 or more	55		6765		
Unknown	14		---		
Total	653		27827		

Source: Based on authors' review of Spring 2009 survey responses.

Table E.3: Response Rate Details for Current TEEG Schools

	Schools in Survey Cycle		Schools Represented in Survey		
Size (estimated number of teachers)	School Count	Percent of Size Group	School Count	Percent of Size Group	
Fewer than 6	9	0.91%	5	---	
6 to 20	181	18.32%	106	58.56%	
21 to 40	382	38.66%	202	52.88%	
41 to 60	282	28.54%	141	50.00%	
61 to 80	71	7.19%	30	42.25%	
81 or more	58	5.87%	32	55.17%	
Unknown	5	0.51%	2	---	
Total	988	100.00%	518	52.43%	
Size (estimated number of teachers)	School Count	Teacher Count	Teacher Response Rate Within Group	Total Respondent Count	Mean Response Rate
Fewer than 6	9	44	90.06%	47	88.62%
6 to 20	181	1489	85.55%	1693	82.48%
21 to 40	382	6079	86.82%	6984	80.63%
41 to 60	282	5999	82.74%	6691	75.66%
61 to 80	71	1861	82.64%	2022	76.93%
81 or more	58	3474	77.71%	3629	69.51%
Unknown	5	68	---	81	---
Total	988	19014	84.67%	21147	78.82%
Schools That Did Not Respond to Survey					
Teachers in School	Number of Schools		Total Estimated Number of Teachers		
Fewer than 6	4		18		
6 to 20	75		1122		
21 to 40	180		5654		
41 to 60	141		7112		
61 to 80	41		2843		
81 or more	26		3178		
Unknown	3		---		
Total	470		19928		

Source: Based on authors' review of Spring 2009 survey responses.

Table E.4: Response Rate Details for Control Group Schools

	Schools in Survey Cycle		Schools Represented in Survey		
Size (estimated number of teachers)	School Count	Percent of Size Group	School Count	Percent of Size Group	
Fewer than 6	4	1.12%	0	---	
6 to 20	69	19.27%	21	30.43%	
21 to 40	161	44.97%	57	35.40%	
41 to 60	91	25.42%	31	34.07%	
61 to 80	16	4.47%	2	12.50%	
81 or more	17	4.75%	6	35.29%	
Unknown	0	0.00%	0	---	
Total	358	100.00%	117	32.68%	
Size (estimated number of teachers)	School Count	Teacher Count	Teacher Response Rate Within Group	Total Respondent Count	Mean Response Rate
Fewer than 6	4	0	---	0	---
6 to 20	69	233	68.61%	247	61.82%
21 to 40	161	1180	61.82%	1268	55.76%
41 to 60	91	1002	60.34%	1073	52.62%
61 to 80	16	68	62.65%	78	57.12%
81 or more	17	528	54.19%	537	48.78%
Unknown	0	0	---	0	---
Total	358	3011	62.55%	3203	55.90%
Schools That Did Not Respond to Survey					
Teachers in School	Number of Schools		Total Estimated Number of Teachers		
Fewer than 6	4		11		
6 to 20	48		736		
21 to 40	104		3134		
41 to 60	60		2922		
61 to 80	14		966		
81 or more	11		1376		
Unknown	0		---		
Total	241		9144		

Source: Based on authors' review of Spring 2009 survey responses.

TEEG Participation Groupings

In order to conduct meaningful cross-sectional analyses of the spring 2009 survey results, evaluators re-constructed survey groups into the five TEEG participation groupings mentioned above. Each participation group essentially represents a different dose – or level of exposure – to the TEEG program, ranging from consecutive year exposure (i.e., Continuous Participation) to no exposure at all (i.e., Control Group).

Table E.5 describes more specifically how schools receiving each survey version (i.e., Past Participants, Current Participants, Control Group) were sorted for cross-sectional analyses, detailing the number of schools and respondents represented in each TEEG participation grouping.

Table E.5: Survey Version by Participation Grouping, School and Respondent Count

Survey Version	Continuous Participation	Multi-Year Participation	New Participation	Former Participation	Control Group	Total
Past TEEG Schools (i.e., not Cycle 3 Participants)	0	0	0	436	0	436
Current TEEG Schools (i.e., Cycle 3 Participants)	153	205	160	0	0	518
Control Group	0	0	0	0	117	117
Total	153	205	160	436	117	1071
Observation Count: Survey Cycle by Participation Grouping						
Survey Version	Continuous Participation	Multi-Year Participation	New Participation	Former Participation	Control Group	Total
Past TEEG Schools (i.e., not Cycle 3 Participants)	0	0	0	11531	0	11531
Current TEEG Schools (i.e., Cycle 3 Participants)	5813	8747	6587	0	0	21147
Control Group	0	0	0	0	3203	3203
Total	5813	8747	6587	11531	3203	35881

The control group for the spring 2009 survey was constructed in a slightly different manner than was used for selecting fall 2008 survey control group schools (which is described in footnote 1 of Appendix D). Evaluators used a revised approach for the spring 2009 survey administration in order to select a group of schools that would be suitable as a control group for both the evaluation of TEEG and D.A.T.E. programs.

The spring 2009 comparison group was drawn from three groups of schools.

- Group 1: Comparison schools used for spring 2008 TEEG survey.
- Group 2: Other Texas public schools having never participated in GEEG, TEEG, or D.A.T.E.
- Group 3: Schools in D.A.T.E. districts that were not selected to participate in district D.A.T.E. plans.

For Group 1, evaluators used the comparison group that had previously been selected for the spring 2008 TEEG surveys but omitted any schools that ended up participating in the D.A.T.E. program during the 2008-09 school year. As a recap, spring 2008 comparison schools were selected from a sample of schools (1) that were above the 50th percentile on percentage of students identified as economically disadvantaged and (2) that had not been eligible for the GEEG or TEEG program as of the 2008-09 school year. A total of 1,555 schools in the state met both criteria. Evaluators then randomly selected 200 comparison schools in proportion to the number of schools by level where level was defined as elementary, middle, high school and mixed grade configurations. A total of 22 mixed grade configuration schools, 106 elementary schools, 38 middle schools, and 34 high schools were selected. Seventy-four of these original 200 schools were removed because they joined the D.A.T.E. program in 2008-09. So the final Group 1 for the spring 2009 TEEG survey consists of 126 schools.

Group 2 includes 134 schools and resulted from a propensity-score match using variables that described the characteristics of the student populations (e.g., percent African American, percent white, percent economically disadvantaged, etc.), AEIS accountability ratings, spending per student, counts of various categories of staff, and type of community in which the school was located. A propensity score was calculated for each non-treated school and a mahalanis matching algorithm was employed, with the propensity score as one of the covariates, to estimate the “distance” between each non-treated school and the closest matched treatment school. The resulting set of schools was organized by school type and then sorted in order based on the mahalanis distance. The number of schools needed to complete the desired sample size in each type of campus was then selected in order.

Group 3 includes 98 schools and resulted from a random selection of schools in D.A.T.E. districts that were actually *not* selected to participate in the districts’ D.A.T.E. performance pay plans. The method employed was equivalent to that for Group 2, except the non-treated schools were restricted to those districts with D.A.T.E. plans with selective school participation.

Spring Survey Results

Spring 2009 Survey Results

Some sections of the survey employed conditional branching logic, resulting in blocks of questions not being answered and having missing values. Survey responses were examined for duplicate observations and identified duplicates were removed from the data set. In addition, some items included a “Do Not Know” option; all survey responses of “Do Not Know” were recoded to be missing values prior to calculating statistics. Missing values are excluded from all frequency distributions, X^2 tests, and calculations of means.

Simple descriptive statistics for the spring 2009 survey are presented in this section and include distribution statistics and means for all items included on the survey. These statistics are presented as four crosstabs.

- The first set of tables is based on crosstabs with **respondent position** (i.e., teacher, aides v. others) as the variable crossed with a school’s TEEG participation grouping.
- The second set of tables is based on crosstabs with **school type** (i.e., classified by grade levels taught) as the variable crossed with a school’s TEEG participation grouping.
- The third set of tables is based on crosstabs with **years of experience** as the variable crossed with a school’s TEEG participation grouping.
- The fourth set of tables is based on crosstabs with **bonus award status** as the variable crossed with a school’s TEEG participation grouping.

Respondent position

To what extent do you agree or disagree with the following statements about the teachers in your school this year (2008-09) compared to last school year (2007-08)?								
a. Seem more competitive than cooperative.								
Job Classification								
Teacher			Other		Overall			
Group	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	N	X ²
Continuous	18.01%	1.94	21.45%	2.02	18.39%	1.95	5020	3.87*
Multi-Year	18.98%	1.99	28.42%	2.15	19.97%	2.01	7397	38.68**
New	18.78%	1.99	28.09%	2.14	19.63%	2.01	5498	25.08**
Former	19.79%	2	28.30%	2.13	20.64%	2.01	10030	39.81**
Control	14.28%	1.89	23.03%	2.08	14.78%	1.9	2666	8.71**
b. Trust each other less.								
Job Classification								
Teacher			Other		Overall			
Group	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	N	X ²
Continuous	16.47%	1.91	19.45%	1.99	16.79%	1.92	5020	3.13
Multi-Year	17.42%	1.96	24.42%	2.08	18.16%	1.98	7397	22.82**
New	18.13%	1.98	25.30%	2.1	18.79%	1.99	5498	15.34**
Former	18.79%	1.98	23.60%	2.06	19.27%	1.99	10030	13.37**
Control	16.47%	1.93	17.11%	1.97	16.50%	1.93	2666	0.04
c. Feel more responsible to help each other do their best.								
Job Classification								
Teacher			Other		Overall			
Group	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	N	X ²

Continuous	80.43%	2.98	86.91%	3.08	81.14%	2.99	5020	13.45**
Multi-Year	81.34%	2.97	86.95%	3.11	81.93%	2.99	7397	14.75**
New	81.49%	2.98	85.46%	3.07	81.85%	2.99	5498	4.85*
Former	77.21%	2.9	86.20%	3.06	78.11%	2.91	10030	42.56**
Control	79.16%	2.94	82.24%	2.97	79.33%	2.95	2666	0.83

d. More often expect students to complete every assignment.

Group	Job Classification						N	X ²
	Teacher		Other		Overall			
	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean		
Continuous	87.49%	3.12	89.27%	3.13	87.69%	3.12	5020	1.43
Multi-Year	86.94%	3.08	91.21%	3.16	87.39%	3.09	7397	11.49**
New	85.61%	3.07	89.44%	3.13	85.96%	3.08	5498	5.55*
Former	83.94%	3.03	90.10%	3.13	84.56%	3.04	10030	26.14**
Control	84.17%	3.03	88.82%	3.14	84.43%	3.04	2666	2.36

e. More often encourage students to keep trying even when the work is challenging.

Group	Job Classification						N	X ²
	Teacher		Other		Overall			
	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean		
Continuous	91.77%	3.27	93.45%	3.29	91.95%	3.27	5020	1.88
Multi-Year	92.09%	3.24	94.19%	3.3	92.31%	3.25	7397	4.3*
New	91.05%	3.23	93.43%	3.29	91.27%	3.24	5498	3.22
Former	89.38%	3.18	93.80%	3.26	89.82%	3.19	10030	19.24**
Control	91.53%	3.23	92.11%	3.22	91.56%	3.23	2666	0.06

f. Less often think it is important that all of their students do well in class.

Group	Job Classification						N	X ²
	Teacher		Other		Overall			
	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean		

Continuous	16.31%	1.91	26.73%	2.13	17.45%	1.93	5020	36.9**
Multi-Year	18.25%	1.96	28.42%	2.12	19.32%	1.98	7397	45.98**
New	17.87%	1.96	27.49%	2.14	18.75%	1.97	5498	27.68**
Former	19.52%	1.98	26.70%	2.1	20.24%	1.99	10030	28.72**
Control	18.42%	1.96	17.76%	1.99	18.38%	1.96	2666	0.04
g. Can be counted on more often to help out anywhere or anytime, even though it may not be part of their official assignment.								
	Job Classification							
	Teacher		Other		Overall			
Group	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	N	X ²
Continuous	80.07%	3	84.73%	3.11	80.58%	3.01	5020	6.8**
Multi-Year	80.39%	2.98	85.40%	3.08	80.91%	2.99	7397	11.28**
New	77.18%	2.94	79.28%	3	77.37%	2.95	5498	1.15
Former	75.81%	2.91	82.80%	3.04	76.51%	2.92	10030	24.45**
Control	78.52%	3	82.24%	3.02	78.73%	3	2666	1.18

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table; total

N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

To what extent do you agree or disagree with the following statements about satisfaction with teaching at your school?								
a. I would describe teachers at this school as a more satisfied group than we were last school year.								
Job Classification								
Teacher			Other		Overall			
Group	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	N	X ²
Continuous	58.23%	2.61	70%	2.77	59.52%	2.63	5020	28.15**
Multi-Year	61.80%	2.65	70.41%	2.77	62.70%	2.66	7397	21.99**
New	56.79%	2.57	67.13%	2.73	57.73%	2.59	5498	20.01**
Former	54.65%	2.55	66.60%	2.71	55.84%	2.56	10030	52.13**
Control	56.88%	2.59	62.50%	2.68	57.20%	2.59	2666	1.85
b. The stress and disappointments involved in teaching at this school are much greater than last school year.								
Job Classification								
Teacher			Other		Overall			
Group	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	N	X ²
Continuous	36.80%	2.34	31.09%	2.25	36.18%	2.33	5020	6.92**
Multi-Year	36.57%	2.34	33.20%	2.27	36.22%	2.34	7397	3.4
New	39.99%	2.4	36.25%	2.32	39.65%	2.39	5498	2.66
Former	38.68%	2.37	35.50%	2.32	38.36%	2.37	10030	3.86*
Control	36.36%	2.33	33.55%	2.25	36.20%	2.33	2666	0.49
c. This year I like the way things are run at the school more than I did last year.								
Job Classification								
Teacher			Other		Overall			
Group	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	N	X ²
Continuous	55.75%	2.57	66.36%	2.71	56.91%	2.59	5020	22.5**
Multi-Year	58.57%	2.62	67.83%	2.75	59.54%	2.63	7397	24.67**

New	56.65%	2.57	64.74%	2.7	57.38%	2.58	5498	12.23**
Former	53.40%	2.54	63.60%	2.67	54.42%	2.56	10030	37.76**
Control	53.90%	2.56	57.24%	2.61	54.09%	2.56	2666	0.64
d. This year I think about transferring to another school/district more than I did last year.								
	Job Classification							
	Teacher		Other		Overall			
Group	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	N	X ²
Continuous	22.33%	1.95	14.36%	1.78	21.45%	1.93	5020	18.43**
Multi-Year	23.50%	1.99	14.47%	1.74	22.55%	1.96	7396	32.33**
New	26.30%	2.04	17.33%	1.81	25.48%	2.02	5498	19.33**
Former	25.05%	2.03	16.80%	1.82	24.23%	2.01	10030	33.38**
Control	21.68%	1.92	20.39%	1.87	21.61%	1.92	2666	0.14
e. This year I think about staying home from school because I'm just too tired to go more than I did last year.								
	Job Classification							
	Teacher		Other		Overall			
Group	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	N	X ²
Continuous	18.01%	1.89	11.82%	1.73	17.33%	1.88	5020	13.1**
Multi-Year	18.90%	1.9	11.11%	1.7	18.09%	1.88	7397	28.4**
New	19.34%	1.93	11.16%	1.74	18.59%	1.91	5498	20.17**
Former	20.62%	1.96	13%	1.75	19.86%	1.94	10030	32.85**
Control	18.74%	1.89	17.11%	1.84	18.64%	1.89	2666	0.25

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table; total N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

How often do you engage in the following activities as part of your classroom instruction?								
a. I analyze students' work to identify the curricular standards that students have or have not yet mastered.								
	Job Classification							
	Teacher		Other		Overall			
Group	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	N	X ²
Continuous	80.59%	5.19	65.08%	4.35	78.91%	5.1	5813	832.12**
Multi-Year	79.72%	5.17	63.02%	4.23	77.99%	5.07	8747	1514.75**
New	77.91%	5.12	53.94%	3.93	75.74%	5.01	6587	1318.06**
Former	78.34%	5.14	61.47%	4.19	76.72%	5.05	11531	1930.81**
Control	75.39%	5.06	60.42%	4.2	74.49%	5.01	3203	465.71**
b. I follow an "instructional calendar" or "pacing plan" provided by the school or district to schedule my instructional content.								
	Job Classification							
	Teacher		Other		Overall			
Group	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	N	X ²
Continuous	81.40%	5.18	68.41%	4.5	79.99%	5.1	5813	202.79**
Multi-Year	80.60%	5.16	65.01%	4.33	78.99%	5.07	8747	479.1**
New	78.80%	5.08	59.63%	4.11	77.06%	4.99	6587	307.75**
Former	78.06%	5.05	62.83%	4.29	76.60%	4.98	11531	387.23**
Control	74.53%	4.88	59.90%	4.11	73.65%	4.84	3203	60.52**
c. I design my classroom lessons to be aligned with specific curricular standards.								
	Job Classification							
	Teacher		Other		Overall			

Group	"Once or twice a week" or "Almost daily"		"Once or twice a week" or "Almost daily"		"Once or twice a week" or "Almost daily"		N	X ²
	Mean		Mean		Mean			
Continuous	93.54%	5.63	60.95%	4.08	90.01%	5.46	5813	1332.66**
Multi-Year	93.06%	5.62	60.15%	4.03	89.65%	5.46	8747	2043.79**
New	92.90%	5.63	54.44%	3.77	89.42%	5.46	6587	1802.39**
Former	92.35%	5.6	59.56%	4.1	89.21%	5.46	11531	2483.29**
Control	92.86%	5.62	56.25%	3.87	90.67%	5.51	3203	625.88**

d. I plan different assignments or lessons for groups of students based on their performance.

Job Classification								
Teacher			Other			Overall		
Group	"Once or twice a week" or "Almost daily"		"Once or twice a week" or "Almost daily"		"Once or twice a week" or "Almost daily"		N	X ²
	Mean		Mean		Mean			
Continuous	87.48%	5.32	58.41%	4	84.33%	5.18	5813	1026.86**
Multi-Year	85.19%	5.26	59.93%	4	82.58%	5.13	8747	1502.91**
New	84.39%	5.24	52.76%	3.7	81.52%	5.1	6587	1312.73**
Former	86.29%	5.29	60.02%	4.1	83.77%	5.18	11531	1735.67**
Control	81%	5.17	58.33%	3.84	79.64%	5.09	3203	433.74**

e. I have students help other students learn class content (e.g., peer tutoring).

Job Classification								
Teacher			Other			Overall		
Group	"Once or twice a week" or "Almost daily"		"Once or twice a week" or "Almost daily"		"Once or twice a week" or "Almost daily"		N	X ²
	Mean		Mean		Mean			
Continuous	87.36%	5.32	60.16%	4.12	84.41%	5.19	5813	850.88**
Multi-Year	87.23%	5.31	63.25%	4.21	84.75%	5.2	8747	1206.87**
New	86.36%	5.3	55.95%	3.89	83.60%	5.18	6587	1083.64**
Former	86.88%	5.31	59.84%	4.09	84.29%	5.19	11531	1562.93**

Control	83.19%	5.2	61.46%	4.18	81.89%	5.14	3203	242.02**
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*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table; total N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

To what extent do you use student test score data for each of the following purposes?								
a. Identify individual students who need remedial assistance.								
Group	Job Classification				Overall		N	X ²
	Teacher		Other		Overall			
	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean		
Continuous	89.83%	3.41	58.10%	2.63	86.39%	3.32	5813	481.28**
Multi-Year	89.36%	3.38	61.59%	2.67	86.49%	3.31	8747	536.06**
New	87.98%	3.36	53.10%	2.49	84.82%	3.28	6587	512.97**
Former	89.36%	3.38	58.02%	2.61	86.36%	3.3	11531	831.23**
Control	86.48%	3.33	51.04%	2.44	84.36%	3.28	3203	171.82**
b. Set learning goals for individual students.								
Group	Job Classification				Overall		N	X ²
	Teacher		Other		Overall			
	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean		
Continuous	86.88%	3.3	60.79%	2.69	84.05%	3.23	5813	285.18**
Multi-Year	85.60%	3.28	63.36%	2.72	83.30%	3.22	8746	288.8**
New	83.79%	3.24	56.45%	2.55	81.31%	3.18	6587	267.06**

Former	85.82%	3.28	60.38%	2.69	83.38%	3.23	11531	465.81**
Control	79.94%	3.16	53.65%	2.5	78.36%	3.12	3203	73.6**
c. Tailor instruction to individual students' needs.								
	Job Classification							
	Teacher		Other		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	89.77%	3.39	68.89%	2.88	87.51%	3.33	5813	224.19**
Multi-Year	88.37%	3.35	68.54%	2.85	86.32%	3.3	8747	270.26**
New	87.13%	3.32	61.14%	2.75	84.77%	3.27	6587	284.08**
Former	89%	3.36	64.73%	2.8	86.68%	3.3	11531	508.8**
Control	84.69%	3.26	65.10%	2.75	83.52%	3.23	3203	50.29**
d. Develop recommendations for tutoring or other educational services for students.								
	Job Classification							
	Teacher		Other		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	82.21%	3.21	48.89%	2.42	78.60%	3.13	5813	370.81**
Multi-Year	81.52%	3.19	49.78%	2.41	78.23%	3.11	8747	480.49**
New	79.58%	3.15	42.04%	2.23	76.18%	3.07	6587	421.6**
Former	80.79%	3.16	47.42%	2.36	77.60%	3.09	11531	639.24**
Control	77.02%	3.1	36.46%	2.11	74.59%	3.04	3203	156.64**
e. Assign or reassign students to groups.								
	Job Classification							
	Teacher		Other		Overall			
Group	"Frequently" or "Always or almost	Mean	"Frequently" or "Always or almost	Mean	"Frequently" or "Always or almost	Mean	N	X ²

	always"		always"		always"			
Continuous	78.45%	3.11	43.81%	2.29	74.69%	3.02	5813	356.58**
Multi-Year	77.60%	3.09	46.80%	2.34	74.41%	3.01	8747	404.81**
New	76.28%	3.06	38.36%	2.13	72.84%	2.97	6587	394.57**
Former	77.69%	3.08	43.79%	2.3	74.45%	3.01	11531	602.83**
Control	73.33%	3	35.42%	2.07	71.06%	2.94	3203	126.16**
f. Identify and correct gaps in the curriculum for all students.								
	Job Classification							
	Teacher		Other		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	83.25%	3.17	46.83%	2.29	79.31%	3.07	5813	454.17**
Multi-Year	81.46%	3.14	47.68%	2.32	77.96%	3.06	8747	539.14**
New	80.27%	3.12	38.86%	2.11	76.51%	3.03	6587	517.96**
Former	81.78%	3.13	48.59%	2.34	78.61%	3.06	11531	653.19**
Control	78.74%	3.08	35.42%	2.07	76.15%	3.02	3203	186.55**
g. Encourage parent involvement in student learning.								
	Job Classification							
	Teacher		Other		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	78.12%	3.13	54.13%	2.6	75.52%	3.08	5813	174.92**
Multi-Year	75.55%	3.09	55.96%	2.59	73.52%	3.04	8747	160.13**
New	73.60%	3.05	49.08%	2.45	71.38%	3	6586	159.81**
Former	76.90%	3.1	54.94%	2.6	74.80%	3.05	11531	255.13**
Control	76.12%	3.08	45.83%	2.29	74.31%	3.04	3203	86.72**

h. Identify areas where I need to strengthen my content knowledge or teaching skills.								
Job Classification								
Teacher			Other		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	87.69%	3.27	66.51%	2.86	85.39%	3.23	5813	202.09**
Multi-Year	86.83%	3.26	66.89%	2.82	84.76%	3.21	8747	249.95**
New	86.34%	3.26	64.15%	2.74	84.33%	3.21	6587	202.32**
Former	87.39%	3.26	67.82%	2.82	85.52%	3.21	11531	308.6**
Control	84.62%	3.2	65.10%	2.78	83.45%	3.17	3203	49.8**

i. Determine areas where I need professional development.								
Job Classification								
Teacher			Other		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	78.33%	3.09	61.90%	2.77	76.55%	3.05	5813	84.46**
Multi-Year	76.95%	3.06	61.70%	2.72	75.37%	3.03	8747	101.82**
New	77.11%	3.06	58.29%	2.64	75.41%	3.02	6587	103.69**
Former	77.19%	3.06	62.56%	2.75	75.79%	3.03	11531	116.34**
Control	74.86%	3.01	60.94%	2.67	74.02%	2.99	3203	18.19**

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table; total N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

How often do the following kinds of contact occur between you and the parents of your students?								
a. I require students to have their parents sign off on homework.								
Job Classification								
Teacher			Other		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	43.51%	2.42	34.29%	2.09	42.51%	2.38	5813	19.55**
Multi-Year	34.84%	2.18	33.33%	2.03	34.69%	2.17	8747	0.82
New	33.79%	2.16	25.13%	1.83	33.00%	2.13	6587	18.43**
Former	39.27%	2.3	30.64%	1.96	38.44%	2.27	11531	31.36**
Control	33.15%	2.11	20.83%	1.68	32.41%	2.09	3203	12.49**
b. I assign homework that requires direct parent involvement or participation.								
Job Classification								
Teacher			Other		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	37.95%	2.27	30.32%	1.97	37.12%	2.23	5813	14.02**
Multi-Year	30.61%	2.08	32.01%	2.01	30.75%	2.07	8747	0.75
New	29.32%	2.06	22.95%	1.76	28.74%	2.04	6587	10.75**
Former	36.33%	2.21	28.83%	1.9	35.61%	2.18	11531	24.44**
Control	28.53%	2.03	18.75%	1.65	27.94%	2.01	3203	8.57**
c. I send home examples of excellent student work to serve as models.								
Job Classification								
Teacher			Other		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²

Continuous	35.73%	2.16	33.97%	2.02	35.54%	2.15	5813	0.76
Multi-Year	32.81%	2.07	35.65%	2.04	33.11%	2.07	8747	2.95
New	29.55%	2.01	24.12%	1.78	29.06%	1.99	6587	7.76**
Former	33.97%	2.1	31.37%	1.95	33.72%	2.09	11531	3.01
Control	26.30%	1.9	22.92%	1.79	26.10%	1.89	3203	1.07

d. For those students who are having academic problems, I try to make direct contact with their parents.

Group	Job Classification				Overall	N	X ²	
	Teacher		Other					
	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean				
Continuous	80.82%	3.18	43.17%	2.27	76.74%	3.08	5813	446.05**
Multi-Year	78.77%	3.13	42.49%	2.24	75.01%	3.04	8747	569.98**
New	78.18%	3.12	34.34%	2	74.21%	3.02	6587	545.18**
Former	79.57%	3.14	40.38%	2.18	75.83%	3.05	11530	835.28**
Control	80.11%	3.16	28.65%	1.89	77.02%	3.08	3203	270.07**

e. For those students whose academic performance improves, I send messages home to parents.

Group	Job Classification				Overall	N	X ²	
	Teacher		Other					
	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean				
Continuous	64.38%	2.84	42.86%	2.24	62.05%	2.77	5813	110.54**
Multi-Year	60.66%	2.76	42.83%	2.23	58.81%	2.71	8747	106.58**
New	60.45%	2.75	33.84%	2.01	58.04%	2.69	6587	157.91**
Former	62.69%	2.8	39.17%	2.15	60.44%	2.74	11531	230.8**
Control	62.17%	2.79	27.08%	1.86	60.07%	2.74	3203	92.65**

f. I invite parents to visit or observe my classroom.

Group	Job Classification				Overall	N	X ²
	Teacher		Other				

	Teacher		Other		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	48.12%	2.55	35.87%	2.12	46.79%	2.5	5813	33.83**
Multi-Year	46.05%	2.49	35.76%	2.1	44.99%	2.45	8747	34.76**
New	46.08%	2.48	30.99%	1.98	44.71%	2.43	6587	50**
Former	47.96%	2.52	34.90%	2.09	46.71%	2.48	11531	68.27**
Control	38.33%	2.3	23.44%	1.86	37.43%	2.27	3203	17.08**
g. I encourage parents to volunteer in the school.								
	Job Classification							
	Teacher		Other		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	46.05%	2.46	41.75%	2.3	45.59%	2.44	5813	4.2*
Multi-Year	42.49%	2.36	38.74%	2.22	42.11%	2.34	8747	4.69*
New	42.12%	2.35	36.35%	2.12	41.60%	2.33	6587	7.44**
Former	44.45%	2.41	41.25%	2.25	44.14%	2.4	11531	4.13*
Control	44.01%	2.38	29.69%	2.03	43.15%	2.36	3203	15.08**
h. I help engage parents in site-based decision-making and advisory groups.								
	Job Classification							
	Teacher		Other		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	25.78%	1.96	27.94%	1.88	26.01%	1.95	5813	1.36
Multi-Year	25.29%	1.92	27.92%	1.9	25.56%	1.92	8747	2.96
New	23.47%	1.87	22.28%	1.71	23.36%	1.86	6587	0.43

Former	26.72%	1.96	29.10%	1.89	26.94%	1.95	11531	2.88
Control	21.69%	1.82	17.71%	1.61	21.45%	1.81	3203	1.7

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table; total N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

How have you changed your teaching practices this year (2008-09) compared to last year (2007-08)? For each of the activities listed below, please indicate whether you are spending more time, the same amount of time, or less time this year than you did last year.								
a. Aligning my classroom instruction with curricular standards.								
	Job Classification							
	Teacher		Other		Overall			
Group	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	N	X ²
Continuous	56.70%	3.75	46.44%	3.51	55.77%	3.73	4926	114.44**
Multi-Year	59.29%	3.8	52.02%	3.58	58.68%	3.78	7318	297.2**
New	59.43%	3.8	48.79%	3.38	58.63%	3.77	5502	399.02**
Former	55.71%	3.74	42.84%	3.39	54.70%	3.72	9679	450.65**
Control	55.49%	3.72	42.06%	3.36	54.87%	3.7	2739	66.87**
b. Focusing on the classroom content covered by standardized achievement tests.								
	Job Classification							
	Teacher		Other		Overall			

Group	"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		N	X ²
	Mean		Mean		Mean			
Continuous	49.53%	3.63	44.44%	3.46	49.07%	3.61	4926	89.16**
Multi-Year	53.32%	3.7	49.11%	3.52	52.97%	3.69	7318	299.03**
New	52.02%	3.68	45.41%	3.32	51.53%	3.65	5502	334.44**
Former	49.88%	3.65	42.11%	3.36	49.27%	3.62	9678	314.67**
Control	42.86%	3.52	44.44%	3.37	42.94%	3.51	2739	49.06**
c. Administering benchmark assessments or quizzes.								
	Job Classification				Overall			
	Teacher		Other		Overall			
Group	"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		N	X ²
	Mean		Mean		Mean			
Continuous	43.39%	3.56	36.22%	3.21	42.73%	3.53	4926	245.2**
Multi-Year	45.69%	3.58	41.03%	3.29	45.30%	3.56	7318	373.28**
New	46.25%	3.6	38.89%	3.1	45.69%	3.56	5502	424.87**
Former	44.51%	3.57	31.97%	3.11	43.52%	3.53	9678	449.76**
Control	36.09%	3.43	34.13%	3.21	36%	3.42	2739	36.23**
d. Re-teaching topics or skills based on students' performance on classroom tests.								
	Job Classification				Overall			
	Teacher		Other		Overall			
Group	"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		N	X ²
	Mean		Mean		Mean			
Continuous	60.21%	3.79	47.78%	3.5	59.07%	3.76	4926	172.78**
Multi-Year	62.13%	3.82	49.60%	3.54	61.07%	3.8	7318	300.61**

New	61.07%	3.8	52.17%	3.46	60.40%	3.78	5502	428.97**
Former	57.47%	3.74	43.68%	3.39	56.39%	3.72	9678	487.91**
Control	54.46%	3.66	44.44%	3.4	54%	3.65	2739	68.71**
e. Reviewing student test results with other teachers.								
Job Classification								
Teacher			Other		Overall			
Group	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	N	X ²
Continuous	44.01%	3.52	35.33%	3.15	43.22%	3.49	4926	235.04**
Multi-Year	47.04%	3.56	35.54%	3.15	46.06%	3.52	7318	336.03**
New	46.17%	3.54	33.09%	2.96	45.18%	3.49	5502	367.85**
Former	41.74%	3.47	30.57%	3.04	40.86%	3.44	9677	342.96**
Control	37.43%	3.39	23.81%	2.94	36.80%	3.37	2739	57.51**
f. Seeking help from/providing help to other teachers informally.								
Job Classification								
Teacher			Other		Overall			
Group	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	N	X ²
Continuous	55.32%	3.71	45.11%	3.4	54.38%	3.68	4926	220.36**
Multi-Year	58.28%	3.74	44.10%	3.41	57.08%	3.71	7318	277.62**
New	58.47%	3.74	44.93%	3.28	57.45%	3.71	5502	340.95**
Former	51.07%	3.63	39.16%	3.28	50.13%	3.6	9679	341.75**
Control	50.98%	3.61	32.54%	3.11	50.13%	3.59	2739	108.92**
g. Attending district- or school-sponsored professional development workshops.								
Job Classification								
Teacher			Other		Overall			

Group	"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		N	X ²
	Mean		Mean		Mean			
Continuous	40.50%	3.46	34.44%	3.2	39.95%	3.43	4926	136.95**
Multi-Year	44.17%	3.5	39.42%	3.32	43.77%	3.49	7318	151.63**
New	43.26%	3.49	38.16%	3.15	42.88%	3.47	5502	256.19**
Former	38.67%	3.4	32.37%	3.15	38.18%	3.38	9678	192.43**
Control	37.47%	3.39	22.22%	2.89	36.77%	3.37	2739	93.86**
h. Engaging in informal self-directed learning (e.g., reading subject-specific education research, using the Internet to enrich knowledge and skills).								
Job Classification								
Teacher			Other		Overall			
Group	"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		N	X ²
	Mean		Mean		Mean			
Continuous	53.80%	3.68	43.56%	3.44	52.86%	3.66	4926	170.71**
Multi-Year	56.13%	3.71	45.88%	3.46	55.26%	3.69	7318	234.02**
New	55.86%	3.72	48.31%	3.39	55.29%	3.7	5502	366.26**
Former	49.51%	3.62	41.26%	3.34	48.86%	3.6	9679	323.53**
Control	49.18%	3.58	33.33%	3.25	48.45%	3.57	2739	83.64**
i. Tutoring individuals or small groups of students outside of class time.								
Job Classification								
Teacher			Other		Overall			
Group	"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		N	X ²
	Mean		Mean		Mean			

Continuous	50.20%	3.64	40.89%	3.3	49.35%	3.61	4926	149.08**
Multi-Year	51.78%	3.65	40.39%	3.28	50.82%	3.62	7318	258.36**
New	52.16%	3.66	39.37%	3.12	51.20%	3.62	5502	363.21**
Former	45.87%	3.55	33.29%	3.08	44.89%	3.51	9678	359.73**
Control	43.59%	3.48	28.57%	3	42.90%	3.46	2739	81.31**

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table; total N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

How much change has there been in the time your students spend on the following activities this year (2008-09) compared to last year (2007-08)? For each of the activities listed below, please indicate whether your students are spending more time, the same amount of time, or less time this year than they did last year.								
a. Engaging in hands-on learning activities (e.g., working with manipulative aids).								
	Job Classification							
	Teacher		Other		Overall			
	"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"			
Group		Mean		Mean		Mean	N	X ²
Continuous	57.57%	3.72	61.33%	3.82	57.92%	3.73	4926	13.8**
Multi-Year	57.90%	3.72	62.52%	3.83	58.29%	3.73	7318	69.98**
New	56.72%	3.7	58.70%	3.71	56.87%	3.7	5502	100.35**
Former	55.34%	3.68	51.64%	3.61	55.05%	3.67	9679	113.58**
Control	52.43%	3.62	49.21%	3.54	52.28%	3.61	2739	18.35**
b. Working in groups.								
	Job Classification							

	Teacher		Other		Overall			
Group	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	N	X ²
Continuous	56.84%	3.74	57.56%	3.78	56.90%	3.74	4926	16.63**
Multi-Year	56.52%	3.73	61.71%	3.86	56.96%	3.74	7318	60.55**
New	55.70%	3.71	57.73%	3.72	55.85%	3.72	5502	124.87**
Former	53.08%	3.67	52.30%	3.63	53.02%	3.67	9679	143.36**
Control	51.13%	3.62	49.21%	3.61	51.04%	3.62	2739	21.64**
c. Completing assignments at home (i.e., homework).								
	Job Classification							
	Teacher		Other		Overall			
Group	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	N	X ²
Continuous	34.45%	3.34	36.89%	3.29	34.67%	3.34	4926	76.28**
Multi-Year	33.89%	3.29	41.20%	3.35	34.50%	3.29	7318	92.53**
New	31.64%	3.26	33.09%	3.08	31.75%	3.24	5502	152.76**
Former	32.35%	3.28	31.58%	3.13	32.29%	3.27	9678	188.86**
Control	26.41%	3.17	23.02%	3.01	26.25%	3.16	2739	30.3**
d. Receiving direct instruction.								
	Job Classification							
	Teacher		Other		Overall			
Group	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	N	X ²
Continuous	44.48%	3.55	48%	3.61	44.80%	3.55	4926	65.05**

Multi-Year	44.53%	3.54	57.19%	3.78	45.60%	3.56	7318	97.17**
New	42.16%	3.5	54.11%	3.69	43.06%	3.51	5502	185.11**
Former	41.70%	3.5	48.09%	3.57	42.20%	3.51	9679	224.2**
Control	36.28%	3.4	44.44%	3.52	36.66%	3.41	2739	23.72**

e. Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves).

Group	Job Classification				Overall		N	X ²
	Teacher		Other					
	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean		
Continuous	51.34%	3.6	46.44%	3.52	50.89%	3.6	4926	52.75**
Multi-Year	52.75%	3.63	51.70%	3.58	52.66%	3.63	7318	133.32**
New	51.22%	3.6	45.17%	3.37	50.76%	3.58	5502	202.58**
Former	47.24%	3.54	40.74%	3.38	46.73%	3.53	9679	196.99**
Control	44.05%	3.47	34.92%	3.29	43.63%	3.46	2739	17.53**

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table; total N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

Teachers sometimes focus their efforts on improving the performance of specific groups of students. Compared to last year (2007-08), how regularly do you focus extra effort on students at different performance levels in your class(es) this year (2008-09)?

a. I focus the same amount of effort on students at all performance levels.

	Job Classification		Overall	
	Teacher	Other		

Group	"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		N	X ²
	Mean		Mean		Mean			
Continuous	82.26%	3.17	84.22%	3.29	82.44%	3.19	4926	1.09
Multi-Year	82.65%	3.17	82.71%	3.24	82.66%	3.18	7318	0
New	81.78%	3.16	82.37%	3.25	81.82%	3.17	5502	0.09
Former	83.40%	3.19	81.60%	3.21	83.26%	3.19	9679	1.63
Control	79.41%	3.1	79.37%	3.09	79.41%	3.1	2739	0
b. I focus more effort on students at high levels of achievement.								
	Job Classification							
	Teacher		Other		Overall			
Group	"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		N	X ²
	Mean		Mean		Mean			
Continuous	40.93%	2.36	46.89%	2.47	41.47%	2.37	4926	5.98*
Multi-Year	41.87%	2.39	50.08%	2.52	42.57%	2.4	7318	15.62**
New	39.05%	2.34	41.79%	2.34	39.26%	2.34	5502	1.2
Former	41.87%	2.38	48.16%	2.46	42.36%	2.39	9678	11.34**
Control	32.49%	2.21	40.48%	2.36	32.86%	2.22	2739	3.47
c. I focus more effort on students at average levels of achievement.								
	Job Classification							
	Teacher		Other		Overall			
Group	"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		N	X ²
	Mean		Mean		Mean			
Continuous	58.94%	2.65	61.78%	2.75	59.20%	2.66	4926	1.37
Multi-Year	60.10%	2.67	62.84%	2.75	60.33%	2.68	7318	1.78
New	58.39%	2.65	54.35%	2.57	58.09%	2.64	5502	2.57
Former	58.77%	2.65	58.55%	2.67	58.75%	2.65	9678	0.01

Control	50.75%	2.5	56.35%	2.63	51%	2.51	2739	1.51
d. I focus more effort on students at moderately low levels of achievement.								
Job Classification								
Teacher Other Overall								
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	76.30%	3.02	76%	3.07	76.27%	3.02	4926	0.02
Multi-Year	76.10%	3.01	76.25%	3.06	76.11%	3.01	7318	0.01
New	74.94%	2.99	71.50%	2.94	74.68%	2.99	5502	2.4
Former	75.54%	3	72.11%	2.94	75.27%	3	9678	4.45*
Control	71.30%	2.9	69.84%	2.91	71.23%	2.9	2739	0.12
e. I focus more effort on students at very low levels of achievement.								
Job Classification								
Teacher Other Overall								
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	79.78%	3.19	81.33%	3.28	79.92%	3.19	4926	0.61
Multi-Year	79.50%	3.17	82.71%	3.27	79.77%	3.17	7317	3.62
New	78.05%	3.13	78.02%	3.14	78.04%	3.13	5502	0
Former	80.67%	3.19	77.76%	3.14	80.44%	3.18	9678	3.76
Control	75.05%	3.06	72.22%	3.08	74.92%	3.06	2739	0.51

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table; total N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

School type

To what extent do you agree or disagree with the following statements about the teachers in your school this year (2008-09) compared to last school year (2007-08)?

a. Seem more competitive than cooperative.

Group	Grade Level								Overall		N	X ²
	Elementary		Middle		High		Mixed					
	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean		
Continuous	17.50%	1.93	18.55%	1.96	21.76%	2.03	22.11%	1.93	18.39%	1.95	5020	8.14*
Multi-Year	19.50%	1.99	16.05%	1.95	22.95%	2.08	17.31%	1.91	19.97%	2.01	7397	25.32**
New	19.78%	1.99	19.16%	2.03	20.39%	2.03	13.57%	1.89	19.60%	2.01	5465	5.39
Former	20.81%	2.01	19.02%	2	22.06%	2.04	18.50%	1.96	20.66%	2.01	9984	5.8
Control	14.87%	1.89	14.20%	1.9	14.77%	1.92	17.39%	1.78	14.78%	1.9	2666	0.23
Test Across Participation Groups											30532	51.52**

b. Trust each other less.

Group	Grade Level								Overall		N	X ²
	Elementary		Middle		High		Mixed					
	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean		
Continuous	15.82%	1.89	16.36%	1.93	21.35%	2.04	20%	1.94	16.79%	1.92	5020	13.86**
Multi-Year	17.60%	1.96	15.70%	1.93	20.42%	2.04	16.83%	1.9	18.16%	1.98	7397	13.61**
New	18.64%	1.98	18.27%	2	19.54%	2.03	18.09%	1.89	18.79%	1.99	5465	0.86
Former	18.86%	1.97	19.20%	1.99	20.67%	2.04	20.87%	2	19.30%	1.99	9984	3.36
Control	16.15%	1.91	16.48%	1.94	17.37%	1.97	13.04%	1.7	16.50%	1.93	2666	0.74
Test Across Participation Groups											30532	21.07**

c. Feel more responsible to help each other do their best.

Group	Grade Level								Overall		N	X ²
	Elementary		Middle		High		Mixed					
	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean		

Group	"Agree" or "Strongly agree"		"Agree" or "Strongly agree"		"Agree" or "Strongly agree"		"Agree" or "Strongly agree"		"Agree" or "Strongly agree"		N	X ²
	Mean		Mean		Mean		Mean		Mean			
Continuous	82.23%	3.02	80.53%	2.97	76.86%	2.9	81.05%	3	81.14%	2.99	5020	11.48**
Multi-Year	82.16%	3	81.62%	2.99	81.63%	2.95	82.69%	3.07	81.93%	2.99	7397	0.42
New	82.51%	3.02	83.07%	3.01	78.88%	2.9	87.44%	3.12	81.79%	2.99	5465	15.03**
Former	77.72%	2.92	78.68%	2.91	78.94%	2.89	77.17%	2.9	78.09%	2.91	9984	1.73
Control	80.58%	2.99	78.13%	2.91	77.02%	2.85	86.96%	3.26	79.33%	2.95	2666	4.99

Test Across Participation Groups 30532 54.52**

d. More often expect students to complete every assignment.

Group	Grade Level										N	X ²
	Elementary		Middle		High		Mixed		Overall			
	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean		
Continuous	87.75%	3.11	87.79%	3.15	87.19%	3.1	88.42%	3.21	87.69%	3.12	5020	0.23
Multi-Year	88.10%	3.13	87.83%	3.09	86.34%	3.04	83.65%	3	87.39%	3.09	7397	6.8
New	86.28%	3.1	86.36%	3.09	84.34%	3.01	90.95%	3.17	85.93%	3.08	5465	7.77
Former	84.74%	3.06	85.92%	3.05	82.09%	2.96	88.19%	3.08	84.56%	3.04	9984	13.64**
Control	87.31%	3.12	83.52%	2.99	78.52%	2.9	91.30%	3.13	84.43%	3.04	2666	30.29**

Test Across Participation Groups 30532 46.45**

e. More often encourage students to keep trying even when the work is challenging.

Group	Grade Level										N	X ²
	Elementary		Middle		High		Mixed		Overall			
	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean		
Continuous	92.22%	3.28	92.40%	3.27	90.63%	3.22	88.42%	3.27	91.95%	3.27	5020	3.87
Multi-Year	92.64%	3.29	91.89%	3.23	92.23%	3.19	89.42%	3.21	92.31%	3.25	7397	3.33
New	91.62%	3.28	91.44%	3.23	90%	3.14	95.48%	3.39	91.27%	3.23	5465	7.94*
Former	89.42%	3.21	90.86%	3.2	90.16%	3.12	89.37%	3.19	89.80%	3.19	9984	3.43
Control	93.08%	3.3	92.05%	3.19	87.82%	3.09	100%	3.61	91.56%	3.23	2666	20.07**

Test Across Participation Groups 30532 39.47**

f. Less often think it is important that all of their students do well in class.

Group	Grade Level								Overall		N	X ²
	Elementary		Middle		High		Mixed		Overall			
	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean		
Continuous	16.63%	1.91	17.63%	1.91	21.35%	2.04	14.74%	1.86	17.45%	1.93	5020	9.72*
Multi-Year	18.41%	1.94	17.95%	1.95	21.51%	2.05	19.23%	1.92	19.32%	1.98	7397	10.46*
New	17.26%	1.92	18.81%	1.98	21.38%	2.07	17.09%	1.88	18.72%	1.97	5465	11.09*
Former	19.33%	1.96	20.80%	2.02	23.55%	2.09	16.14%	1.95	20.27%	1.99	9984	18.37**
Control	16.99%	1.92	17.61%	1.98	21.61%	2.06	21.74%	1.83	18.38%	1.96	2666	7.43
Test Across Participation Groups											30532	19.31**

g. Can be counted on more often to help out anywhere or anytime, even though it may not be part of their official assignment.

Group	Grade Level								Overall		N	X ²
	Elementary		Middle		High		Mixed		Overall			
	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean		
Continuous	81.36%	3.03	81.68%	3.02	75.90%	2.9	78.95%	3.05	80.58%	3.01	5020	12.3**
Multi-Year	81.35%	3.01	81.36%	3	79.62%	2.94	84.62%	3.13	80.91%	2.99	7397	4.93
New	78.77%	3	78.25%	2.95	72.96%	2.83	86.93%	3.16	77.35%	2.95	5465	30.7**
Former	76.86%	2.94	77.36%	2.94	73.91%	2.86	77.17%	2.96	76.42%	2.92	9984	7.94*
Control	79.55%	3.03	83.24%	3.05	74.42%	2.87	91.30%	3.52	78.73%	3	2666	15.19**
Test Across Participation Groups											30532	68.32**

*p < .05 ** p < .01
 χ^2 statistic tests if there is a relationship between the distribution of responses and years of experience.
 N reflects the total number of observations with valid values for each question in all Groups summarized in the table; total N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

To what extent do you agree or disagree with the following statements about satisfaction with teaching at your school?

a. I would describe teachers at this school as a more satisfied group than we were last school year.

		Grade Level										
		Elementary		Middle		High		Mixed		Overall		
Group	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	N	X ²
Continuous	60.85%	2.65	54.95%	2.56	59.37%	2.61	55.79%	2.57	59.52%	2.63	5020	10.52*
Multi-Year	63.27%	2.67	62.47%	2.68	62.09%	2.64	60.58%	2.65	62.70%	2.66	7397	1.32
New	60.02%	2.64	56.42%	2.55	52.24%	2.48	74.87%	2.84	57.66%	2.58	5465	49.18**
Former	56.43%	2.57	55.29%	2.56	53.68%	2.52	58.27%	2.56	55.78%	2.56	9984	5.12
Control	59.17%	2.64	59.09%	2.62	51.71%	2.48	69.57%	2.78	57.20%	2.59	2666	13.41**
Test Across Participation Groups											30532	89.83**

b. The stress and disappointments involved in teaching at this school are much greater than last school year.

		Grade Level										
		Elementary		Middle		High		Mixed		Overall		
Group	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	N	X ²
Continuous	34.94%	2.31	42.74%	2.43	34.16%	2.31	34.74%	2.27	36.18%	2.33	5020	19.76**
Multi-Year	33.52%	2.3	33.91%	2.29	42.02%	2.42	33.65%	2.29	36.22%	2.34	7397	48.39**
New	35.67%	2.32	45.01%	2.45	44.61%	2.49	25.13%	2.21	39.69%	2.39	5465	63.95**
Former	36.89%	2.35	38.62%	2.37	44.06%	2.44	33.86%	2.3	38.41%	2.37	9984	32.7**
Control	36.79%	2.33	34.38%	2.31	36.25%	2.35	21.74%	2.09	36.20%	2.33	2666	2.83
Test Across Participation Groups											30532	25.55**

c. This year I like the way things are run at the school more than I did last year.

		Grade Level										
		Elementary		Middle		High		Mixed		Overall		
Group	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	N	X ²
Continuous	58.39%	2.61	48.73%	2.48	59.09%	2.6	63.16%	2.61	56.91%	2.59	5020	29.57**
Multi-Year	59.68%	2.64	59.71%	2.64	59.29%	2.62	58.65%	2.62	59.54%	2.63	7397	0.17

New	59.95%	2.63	54.28%	2.55	53.75%	2.5	68.34%	2.73	57.37%	2.58	5465	29.45**
Former	54.26%	2.56	54.60%	2.56	53.95%	2.54	57.87%	2.61	54.36%	2.56	9984	1.45
Control	55.32%	2.59	53.98%	2.57	51.44%	2.5	56.52%	2.52	54.09%	2.56	2666	3.08
Test Across Participation Groups											30532	54.73**

d. This year I think about transferring to another school/district more than I did last year.

Group	Grade Level								N	X ²		
	Elementary		Middle		High		Mixed				Overall	
	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean			"Agree" or "Strongly agree"	Mean
Continuous	19.81%	1.9	26.15%	2.03	23.69%	1.99	18.95%	1.93	21.45%	1.93	5020	19.2**
Multi-Year	20.41%	1.91	22.43%	1.96	25.93%	2.04	24.52%	2.02	22.55%	1.96	7396	25.22**
New	21.76%	1.94	28.34%	2.09	30.79%	2.14	18.09%	1.84	25.49%	2.02	5465	52.23**
Former	22.44%	1.97	25.17%	2.04	29.30%	2.1	27.17%	2.05	24.28%	2.01	9984	38.07**
Control	20.13%	1.88	25%	2	23.39%	1.97	13.04%	1.61	21.61%	1.92	2666	6.78
Test Across Participation Groups											30531	35.98**

e. This year I think about staying home from school because I'm just too tired to go more than I did last year.

Group	Grade Level								N	X ²		
	Elementary		Middle		High		Mixed				Overall	
	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean			"Agree" or "Strongly agree"	Mean
Continuous	16%	1.85	20.28%	1.92	19.42%	1.94	21.05%	1.97	17.33%	1.88	5020	12.5**
Multi-Year	15.38%	1.83	17.26%	1.87	23.08%	1.97	16.35%	1.83	18.09%	1.88	7397	57.99**
New	14.44%	1.82	20.05%	1.94	25.07%	2.05	15.08%	1.77	18.57%	1.91	5465	75.19**
Former	18.67%	1.91	20.75%	1.96	23.94%	2.02	15.35%	1.91	19.90%	1.94	9984	28.42**
Control	17.88%	1.88	18.18%	1.88	20.52%	1.91	17.39%	1.7	18.64%	1.89	2666	2.36
Test Across Participation Groups											30532	17.57**

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table; total N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

How often do you engage in the following activities as part of your classroom instruction?												
a. I analyze students' work to identify the curricular standards that students have or have not yet mastered.												
Group	Grade Level								Overall		N	X ²
	Elementary		Middle		High		Mixed					
	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean		
Continuous	81.66%	5.17	77.68%	5.07	68.79%	4.82	74.80%	5.03	78.91%	5.1	5813	83.51**
Multi-Year	82.05%	5.17	75.51%	5	72.76%	4.93	77.86%	5.11	77.99%	5.07	8747	137.24**
New	81.10%	5.15	73.47%	4.95	68.36%	4.83	71.49%	4.93	75.63%	5.01	6545	162.61**
Former	80.49%	5.14	71.59%	4.89	69.57%	4.88	75.17%	5.07	76.72%	5.05	11482	207.6**
Control	78.58%	5.13	73.56%	4.98	66.26%	4.78	85.71%	5.36	74.49%	5.01	3203	59.66**
Test Across Participation Groups											35790	69.77**
b. I follow an "instructional calendar" or "pacing plan" provided by the school or district to schedule my instructional content.												
Group	Grade Level								Overall		N	X ²
	Elementary		Middle		High		Mixed					
	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean		
Continuous	85.17%	5.31	77.18%	4.96	62.89%	4.45	62.60%	4.46	79.99%	5.1	5813	265.07**
Multi-Year	85.04%	5.29	74.21%	4.91	72.47%	4.84	70.99%	4.7	78.99%	5.07	8747	214.3**
New	85.92%	5.31	74.80%	4.96	64.39%	4.51	68.18%	4.58	76.99%	4.99	6545	340.46**
Former	82.85%	5.22	72.63%	4.83	63.21%	4.48	53.40%	3.99	76.58%	4.98	11482	504.6**

Control	80.71%	5.12	72.22%	4.8	59.89%	4.28	75%	4.86	73.65%	4.84	3203	142.69**
Test Across Participation Groups											35790	95.61**
c. I design my classroom lessons to be aligned with specific curricular standards.												
	Grade Level											
	Elementary		Middle		High		Mixed		Overall			
Group	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	N	X ²
Continuous	91.22%	5.49	89.58%	5.47	85.55%	5.34	86.99%	5.38	90.01%	5.46	5813	44.64**
Multi-Year	91.36%	5.49	87.43%	5.42	87.87%	5.42	91.60%	5.55	89.65%	5.46	8747	79.84**
New	91.95%	5.52	88.28%	5.44	85.94%	5.38	88.43%	5.48	89.40%	5.46	6545	142.93**
Former	90.42%	5.49	89.13%	5.46	85.50%	5.37	88.44%	5.48	89.21%	5.46	11482	111.34**
Control	92.35%	5.57	91.78%	5.56	86.93%	5.39	82.14%	5.07	90.67%	5.51	3203	34.41**
Test Across Participation Groups											35790	35.56**
d. I plan different assignments or lessons for groups of students based on their performance.												
	Grade Level											
	Elementary		Middle		High		Mixed		Overall			
Group	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	N	X ²
Continuous	89.05%	5.31	78.87%	5.04	70.87%	4.79	77.24%	4.97	84.33%	5.18	5813	248.32**
Multi-Year	87.86%	5.27	78.90%	5.02	76.32%	4.94	79.01%	5.06	82.58%	5.13	8747	212.36**
New	88.47%	5.27	77.01%	4.99	73.21%	4.89	77.27%	5.06	81.45%	5.1	6545	280.2**
Former	87.94%	5.29	79.25%	5.05	74.86%	4.93	81.97%	5.13	83.78%	5.18	11482	310.17**
Control	86.56%	5.26	78%	5.05	66.26%	4.76	82.14%	5.04	79.64%	5.09	3203	183.62**
Test Across Participation Groups											35790	79.26**
e. I have students help other students learn class content (e.g., peer tutoring).												
	Grade Level											
	Elementary		Middle		High		Mixed		Overall			

Group	"Once or twice a week" or "Almost daily"		"Once or twice a week" or "Almost daily"		"Once or twice a week" or "Almost daily"		"Once or twice a week" or "Almost daily"		"Once or twice a week" or "Almost daily"		N	X ²
	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean				
Continuous	85.96%	5.22	81.45%	5.13	81.39%	5.12	82.11%	5.2	84.41%	5.19	5813	41.95**
Multi-Year	85.43%	5.2	82.66%	5.1	84.90%	5.25	82.82%	5.18	84.75%	5.2	8747	46.7**
New	84.99%	5.21	80.84%	5.06	82.75%	5.19	85.95%	5.28	83.54%	5.18	6545	66.23**
Former	85.76%	5.22	82.36%	5.13	81.95%	5.17	79.93%	5.04	84.29%	5.19	11482	101.27**
Control	84.26%	5.19	80.89%	5.15	77.54%	5.02	82.14%	5.39	81.89%	5.14	3203	36.37**
Test Across Participation Groups											35790	40.79**

*p < .05 ** p < .01

χ² statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table; total N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

To what extent do you use student test score data for each of the following purposes?												
a. Identify individual students who need remedial assistance.												
Group	Grade Level								Overall		N	X ²
	Elementary		Middle		High		Mixed					
	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean		
Continuous	88%	3.39	86.51%	3.29	79.65%	3.08	82.93%	3.2	86.39%	3.32	5813	43.09**
Multi-Year	88.66%	3.42	86.78%	3.29	82.77%	3.15	87.40%	3.29	86.49%	3.31	8747	50.15**
New	88.25%	3.4	83.86%	3.22	79.49%	3.11	85.12%	3.32	84.80%	3.28	6545	69.5**
Former	88.93%	3.4	84.14%	3.21	80.48%	3.11	85.03%	3.25	86.39%	3.3	11482	112.07**
Control	88.63%	3.42	84%	3.24	75.98%	3	78.57%	3.25	84.36%	3.28	3203	73.75**
Test Across Participation Groups											35790	18.75**

b. Set learning goals for individual students.												
	Grade Level											
	Elementary		Middle		High		Mixed		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	87.42%	3.33	80.26%	3.12	73.29%	2.93	86.18%	3.26	84.05%	3.23	5813	118.31**
Multi-Year	87.93%	3.36	81.29%	3.16	77.23%	3.03	79.77%	3.18	83.30%	3.22	8746	145.9**
New	86.62%	3.33	77.82%	3.07	73.98%	2.99	85.12%	3.21	81.24%	3.18	6545	135.06**
Former	87.99%	3.35	78.71%	3.08	73.57%	2.98	78.91%	3.1	83.39%	3.23	11482	294.12**
Control	84.86%	3.28	74.67%	3.02	66.70%	2.82	85.71%	3.18	78.36%	3.12	3203	121.88**
Test Across Participation Groups											35789	64.99**
c. Tailor instruction to individual students' needs.												
	Grade Level											
	Elementary		Middle		High		Mixed		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	90.83%	3.43	84.72%	3.24	77.11%	3.03	80.49%	3.17	87.51%	3.33	5813	136.83**
Multi-Year	90.33%	3.43	83.74%	3.23	81.23%	3.13	85.88%	3.31	86.32%	3.3	8747	127.06**
New	89.05%	3.4	81.80%	3.17	78.78%	3.11	90.08%	3.36	84.74%	3.27	6545	109.26**
Former	90.29%	3.41	82.56%	3.17	78.91%	3.09	86.39%	3.26	86.67%	3.3	11482	222.06**
Control	89.07%	3.38	79.78%	3.13	73.74%	2.97	92.86%	3.5	83.52%	3.23	3203	109.45**
Test Across Participation Groups											35790	41.18**
d. Develop recommendations for tutoring or other educational services for students.												
	Grade Level											
	Elementary		Middle		High		Mixed		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²

Continuous	81.14%	3.2	76.79%	3.06	69.48%	2.89	78.86%	3.09	78.60%	3.13	5813	59.36**
Multi-Year	82.67%	3.22	75.58%	3.02	72.65%	2.96	76.34%	3.05	78.23%	3.11	8747	106.62**
New	81.32%	3.2	73.91%	2.99	68.85%	2.91	76.03%	3.01	76.13%	3.07	6545	103**
Former	81.45%	3.19	74.41%	2.98	68.97%	2.87	73.13%	3	77.63%	3.09	11482	168.15**
Control	81.15%	3.2	72%	2.98	62.79%	2.75	64.29%	2.86	74.59%	3.04	3203	110.38**

Test Across Participation Groups 35790 29.09**

e. Assign or reassign students to groups.

Group	Grade Level										N	X ²
	Elementary		Middle		High		Mixed		Overall			
	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean		
Continuous	79.49%	3.13	69.44%	2.89	59.88%	2.71	73.17%	2.99	74.69%	3.02	5813	161.6**
Multi-Year	80.93%	3.15	71.39%	2.93	66.20%	2.83	67.18%	2.85	74.41%	3.01	8747	207.96**
New	80.78%	3.16	67.65%	2.83	62.90%	2.76	70.66%	2.94	72.73%	2.97	6545	208.86**
Former	81.16%	3.16	68.03%	2.85	60.54%	2.72	61.90%	2.77	74.46%	3.01	11482	454.73**
Control	79.73%	3.13	65.11%	2.79	56.31%	2.62	71.43%	3	71.06%	2.94	3203	169.23**

Test Across Participation Groups 35790 22.97**

f. Identify and correct gaps in the curriculum for all students.

Group	Grade Level										N	X ²
	Elementary		Middle		High		Mixed		Overall			
	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean		
Continuous	81.56%	3.13	78.17%	3.03	70.64%	2.87	79.67%	3.09	79.31%	3.07	5813	52.19**
Multi-Year	81.87%	3.16	75.79%	3	72.87%	2.93	77.10%	3.05	77.96%	3.06	8747	83.78**
New	81.35%	3.15	74.72%	2.98	69.07%	2.86	78.10%	3.05	76.46%	3.03	6545	99.28**
Former	81.94%	3.14	75.35%	2.95	70.72%	2.88	79.59%	3.02	78.59%	3.06	11482	139.37**
Control	79.73%	3.12	75.11%	3.01	69.50%	2.83	71.43%	3.07	76.15%	3.02	3203	35.31**

Test Across Participation Groups 35790 23.53**

g. Encourage parent involvement in student learning.

Group	Grade Level										N	X ²
	Elementary		Middle		High		Mixed		Overall			
	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean		
Continuous	81.03%	3.19	69.64%	2.94	59.19%	2.73	67.48%	2.98	75.52%	3.08	5813	210.63**
Multi-Year	81.84%	3.21	70.81%	2.96	62.98%	2.81	58.78%	2.81	73.52%	3.04	8747	345.87**
New	81.09%	3.21	66.91%	2.86	58.82%	2.75	61.98%	2.79	71.27%	2.99	6544	307.63**
Former	82.64%	3.22	66.11%	2.87	59.16%	2.72	65.31%	2.85	74.84%	3.06	11482	605.44**
Control	82.95%	3.23	68.67%	2.89	59.66%	2.72	67.86%	2.82	74.31%	3.04	3203	180.22**

Test Across Participation Groups

35789 37.53**

h. Identify areas where I need to strengthen my content knowledge or teaching skills.

Group	Grade Level										N	X ²
	Elementary		Middle		High		Mixed		Overall			
	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean		
Continuous	87.32%	3.28	83.73%	3.17	80%	3.08	77.24%	3.12	85.39%	3.23	5813	40.33**
Multi-Year	87.24%	3.28	82.30%	3.16	81.89%	3.12	86.26%	3.29	84.76%	3.21	8747	45.15**
New	87.58%	3.3	82.24%	3.15	80.26%	3.11	84.71%	3.2	84.34%	3.21	6545	52.26**
Former	87.63%	3.28	83.45%	3.14	80.94%	3.08	82.65%	3.1	85.50%	3.21	11482	70.79**
Control	86.83%	3.27	83.33%	3.14	76.87%	3	75%	3.14	83.45%	3.17	3203	44.65**

Test Across Participation Groups

35790 11.3*

i. Determine areas where I need professional development.

Group	Grade Level										N	X ²
	Elementary		Middle		High		Mixed		Overall			
	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean		
Continuous	78.18%	3.1	75.30%	3	71.56%	2.94	71.54%	2.93	76.55%	3.05	5813	20.22**

Multi-Year	78.37%	3.1	72.76%	2.96	71.77%	2.94	76.72%	3.08	75.37%	3.03	8747	45.5**
New	79.34%	3.11	72.59%	2.95	70.67%	2.91	76.03%	3.03	75.42%	3.02	6545	53.97**
Former	78.72%	3.1	73.57%	2.97	68.92%	2.89	72.79%	2.96	75.81%	3.03	11482	95.44**
Control	78.09%	3.1	74.22%	2.94	65.47%	2.81	78.57%	2.96	74.02%	2.99	3203	50.04**
Test Across Participation Groups											35790	7.79

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table; total N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

How often do the following kinds of contact occur between you and the parents of your students?												
a. I require students to have their parents sign off on homework.												
	Grade Level											
	Elementary		Middle		High		Mixed		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	55.20%	2.69	25.79%	1.98	8.55%	1.53	24.39%	2.06	42.51%	2.38	5813	791.4**
Multi-Year	54.31%	2.66	22.98%	1.92	10.15%	1.54	24.43%	1.9	34.69%	2.17	8747	1564**
New	53.83%	2.65	17.83%	1.79	8.27%	1.48	28.51%	2.03	32.80%	2.13	6545	1263.62**
Former	54.62%	2.67	18.18%	1.82	7.92%	1.48	22.79%	1.86	38.55%	2.27	11482	2007.81**
Control	51.31%	2.58	11.56%	1.67	5.03%	1.32	7.14%	1.36	32.41%	2.09	3203	702.32**
Test Across Participation Groups											35790	184.8**
b. I assign homework that requires direct parent involvement or participation.												
	Grade Level											
	Elementary		Middle		High		Mixed		Overall			

Group	"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		N	X ²
	Mean		Mean		Mean		Mean		Mean			
Continuous	49.72%	2.53	16.87%	1.79	6.36%	1.49	28.46%	2.05	37.12%	2.23	5813	791.61**
Multi-Year	49.28%	2.51	16.33%	1.76	9.13%	1.53	22.90%	1.85	30.75%	2.07	8747	1446.69**
New	48.60%	2.52	12.68%	1.69	7.39%	1.49	17.77%	1.81	28.59%	2.03	6545	1195.71**
Former	51.49%	2.56	13.69%	1.7	7.27%	1.48	21.77%	1.84	35.70%	2.18	11482	1975.9**
Control	44.43%	2.44	10%	1.63	4.02%	1.35	3.57%	1.36	27.94%	2.01	3203	581.5**

Test Across Participation Groups

35790 196.85**

c. I send home examples of excellent student work to serve as models.

Group	Grade Level										N	X ²
	Elementary		Middle		High		Mixed		Overall			
	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean		
Continuous	42.91%	2.29	24.80%	1.95	17.11%	1.78	24.39%	1.9	35.54%	2.15	5813	276.24**
Multi-Year	43.88%	2.29	27.67%	1.98	19.13%	1.78	27.48%	1.88	33.11%	2.07	8747	491.95**
New	40.07%	2.22	22.55%	1.9	15.71%	1.68	20.66%	1.83	28.97%	1.99	6545	377.83**
Former	42.51%	2.27	23.07%	1.9	16.16%	1.7	29.93%	2.01	33.77%	2.09	11482	645.16**
Control	33.83%	2.08	22.22%	1.75	12.18%	1.56	28.57%	2	26.10%	1.89	3203	150.14**

Test Across Participation Groups

35790 131.38**

d. For those students who are having academic problems, I try to make direct contact with their parents.

Group	Grade Level										N	X ²
	Elementary		Middle		High		Mixed		Overall			
	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean		
Continuous	80.64%	3.18	72.82%	2.96	65.20%	2.83	69.11%	2.98	76.74%	3.08	5813	109.73**
Multi-Year	81.23%	3.18	73.27%	2.97	67.60%	2.88	57.63%	2.71	75.01%	3.04	8747	214.58**
New	81.67%	3.19	74.36%	3	63.23%	2.78	57.44%	2.72	74.15%	3.02	6545	240.6**

Former	81.15%	3.17	73.17%	2.94	62.85%	2.77	66.33%	2.87	75.90%	3.05	11481	330.55**
Control	83.11%	3.23	73.56%	2.98	66.82%	2.85	60.71%	2.82	77.02%	3.08	3203	98.32**
Test Across Participation Groups											35789	17.31**
e. For those students whose academic performance improves, I send messages home to parents.												
	Grade Level											
	Elementary		Middle		High		Mixed		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	69.95%	2.91	52.68%	2.6	39.42%	2.37	52.85%	2.66	62.05%	2.77	5813	331.28**
Multi-Year	70.34%	2.92	53.83%	2.61	43.48%	2.42	52.29%	2.57	58.81%	2.71	8747	523.62**
New	70.72%	2.92	52.25%	2.57	41.79%	2.38	45.87%	2.43	57.95%	2.68	6545	436.76**
Former	69.91%	2.92	49.60%	2.54	41.34%	2.37	54.42%	2.61	60.53%	2.74	11482	697.76**
Control	71.42%	2.94	51.11%	2.59	41.34%	2.4	60.71%	2.79	60.07%	2.74	3203	244.25**
Test Across Participation Groups											35790	27.73**
f. I invite parents to visit or observe my classroom.												
	Grade Level											
	Elementary		Middle		High		Mixed		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	50.48%	2.58	42.76%	2.43	35.72%	2.27	43.09%	2.36	46.79%	2.5	5813	70.74**
Multi-Year	51.50%	2.59	43.64%	2.43	36.11%	2.25	35.88%	2.21	44.99%	2.45	8747	171.62**
New	51.66%	2.59	43.77%	2.41	35.39%	2.22	32.64%	2.18	44.81%	2.43	6545	139.57**
Former	51.90%	2.6	43.92%	2.42	33.89%	2.19	38.78%	2.33	46.75%	2.48	11482	232.95**
Control	44.81%	2.47	36%	2.23	23.13%	1.89	35.71%	2.18	37.43%	2.27	3203	121.13**
Test Across Participation Groups											35790	95.62**
g. I encourage parents to volunteer in the school.												
	Grade Level											
	Elementary		Middle		High		Mixed		Overall			

Group	"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		N	X ²
	Mean		Mean		Mean		Mean		Mean			
Continuous	52.89%	2.6	34.23%	2.21	27.05%	2.01	42.28%	2.38	45.59%	2.44	5813	254.97**
Multi-Year	52.14%	2.59	39.45%	2.28	27.82%	1.99	37.40%	2.24	42.11%	2.34	8747	415.24**
New	53.07%	2.6	35.08%	2.2	27.67%	2	33.06%	2.1	41.56%	2.33	6545	345.4**
Former	53%	2.61	32.76%	2.15	27.85%	1.98	35.03%	2.17	44.22%	2.4	11482	572.42**
Control	54.92%	2.67	34.67%	2.14	23.58%	1.84	35.71%	2.11	43.15%	2.36	3203	256.95**
Test Across Participation Groups											35790	29.49**
h. I help engage parents in site-based decision-making and advisory groups.												
	Grade Level											
	Elementary		Middle		High		Mixed		Overall			
Group	"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		N	X ²
	Mean		Mean		Mean		Mean		Mean			
Continuous	28.90%	2.03	20.63%	1.81	19.19%	1.75	28.46%	2.01	26.01%	1.95	5813	52.95**
Multi-Year	31.12%	2.06	21.10%	1.81	19.06%	1.74	24.05%	1.84	25.56%	1.92	8747	146.45**
New	28.86%	2	18.94%	1.75	17.92%	1.71	16.94%	1.67	23.33%	1.86	6545	103.48**
Former	31.69%	2.08	19.81%	1.79	19.11%	1.72	22.11%	1.83	26.97%	1.95	11482	203.54**
Control	25.57%	1.96	15.33%	1.66	15.98%	1.59	25%	1.96	21.45%	1.81	3203	44.58**
Test Across Participation Groups											35790	57.42**

*p < .05 ** p < .01

χ² statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table; total N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

How have you changed your teaching practices this year (2008-09) compared to last year (2007-08)? For each of the activities listed below, please indicate whether you are spending more time, the same amount of time, or less time this year than you did last year.

a. Aligning my classroom instruction with curricular standards.

Group	Grade Level								Overall		N	X ²
	Elementary		Middle		High		Mixed		Mean	Mean		
	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean		
Continuous	57.21%	3.76	52.87%	3.68	52.41%	3.62	57.69%	3.79	55.77%	3.73	4926	11.37
Multi-Year	59.31%	3.81	55.06%	3.72	59.22%	3.75	62.14%	3.91	58.68%	3.78	7318	9.81
New	58.48%	3.78	58.28%	3.76	57.59%	3.72	69.31%	4.01	58.60%	3.77	5468	11.84
Former	54.82%	3.73	55.16%	3.7	53.74%	3.67	54.62%	3.71	54.67%	3.72	9639	2.4
Control	58.12%	3.75	57.38%	3.76	47.39%	3.58	42.31%	3.5	54.87%	3.7	2739	28.22**
Test Across Participation Groups											30090	55.17**

b. Focusing on the classroom content covered by standardized achievement tests.

Group	Grade Level								Overall		N	X ²
	Elementary		Middle		High		Mixed		Mean	Mean		
	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean		
Continuous	50.49%	3.65	48.18%	3.61	43.03%	3.45	53.85%	3.71	49.07%	3.61	4926	19.99**
Multi-Year	54.11%	3.71	47.49%	3.61	53.47%	3.68	58.25%	3.76	52.97%	3.69	7318	26.4**
New	52.45%	3.68	50.92%	3.67	49.19%	3.59	57.43%	3.73	51.43%	3.65	5468	9.89
Former	49.27%	3.63	50.75%	3.63	48.02%	3.6	47.39%	3.61	49.24%	3.62	9638	4.03
Control	45.40%	3.55	44.85%	3.56	36.95%	3.41	42.31%	3.5	42.94%	3.51	2739	16.47*
Test Across Participation Groups											30089	99.15**

c. Administering benchmark assessments or quizzes.

Grade Level												
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	Elementary		Middle		High		Mixed		Overall			
Group	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	N	X ²
Continuous	42.79%	3.53	44.43%	3.58	39.03%	3.41	52.88%	3.68	42.73%	3.53	4926	12.51
Multi-Year	45.70%	3.57	39.59%	3.48	46.44%	3.56	58.25%	3.75	45.30%	3.56	7318	43.12**
New	45.35%	3.55	47.15%	3.59	44.15%	3.52	53.47%	3.68	45.70%	3.56	5468	11.13
Former	43.32%	3.54	44.36%	3.54	42.57%	3.5	47.39%	3.61	43.46%	3.53	9638	7.76
Control	39.86%	3.48	36.21%	3.43	27.42%	3.27	50%	3.42	36%	3.42	2739	46.29**

Test Across Participation Groups

30089 98.34**

d. Re-teaching topics or skills based on students' performance on classroom tests.

	Grade Level											
	Elementary		Middle		High		Mixed		Overall			
Group	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	N	X ²
Continuous	59.68%	3.79	58.97%	3.75	55.72%	3.63	64.42%	3.79	59.07%	3.76	4926	7.2
Multi-Year	61.46%	3.81	59.64%	3.77	60.68%	3.78	66.50%	3.89	61.07%	3.8	7318	13.37*
New	60.86%	3.79	61.17%	3.8	57.80%	3.71	67.82%	3.88	60.35%	3.78	5468	23.13**
Former	56.29%	3.72	58.15%	3.72	55.12%	3.68	54.22%	3.69	56.34%	3.71	9638	8.2
Control	57.30%	3.71	52.65%	3.64	47.39%	3.53	65.38%	3.81	54%	3.65	2739	25.6**

Test Across Participation Groups

30089 78.54**

e. Reviewing student test results with other teachers.

	Grade Level											
	Elementary		Middle		High		Mixed		Overall			

Group	"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		N	X ²
	Mean		Mean		Mean		Mean		Mean			
Continuous	45.50%	3.54	42.91%	3.5	33.93%	3.27	39.42%	3.38	43.22%	3.49	4926	36.41**
Multi-Year	48.69%	3.59	46.13%	3.53	41.44%	3.41	49.51%	3.58	46.06%	3.52	7318	33.53**
New	48.96%	3.58	46.10%	3.5	37.03%	3.32	49.01%	3.53	45.12%	3.49	5468	58.16**
Former	42.40%	3.47	41.40%	3.44	36.58%	3.35	32.13%	3.31	40.86%	3.44	9637	29.65**
Control	40.55%	3.45	38.72%	3.37	28.20%	3.22	34.62%	3.23	36.80%	3.37	2739	38.4**

Test Across Participation Groups 30088 113.65**

f. Seeking help from/providing help to other teachers informally.

Group	Grade Level										N	X ²
	Elementary		Middle		High		Mixed		Overall			
	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean		
Continuous	55.12%	3.7	52.17%	3.65	53.38%	3.61	56.73%	3.75	54.38%	3.68	4926	3.96
Multi-Year	58.38%	3.75	53.95%	3.66	55.68%	3.65	66.99%	3.88	57.08%	3.71	7318	21.33**
New	59.04%	3.75	58.72%	3.72	52.76%	3.62	62.87%	3.77	57.41%	3.71	5468	20**
Former	50.35%	3.62	50.63%	3.59	49.56%	3.58	45.38%	3.49	50.12%	3.6	9639	4.33
Control	53.09%	3.64	50.70%	3.59	43.21%	3.48	65.38%	3.65	50.13%	3.59	2739	27.63**

Test Across Participation Groups 30090 135.45**

g. Attending district- or school-sponsored professional development workshops.

Group	Grade Level										N	X ²
	Elementary		Middle		High		Mixed		Overall			
	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean		

Continuous	40.26%	3.44	40.09%	3.45	38.90%	3.39	36.54%	3.37	39.95%	3.43	4926	3.85
Multi-Year	44.23%	3.5	39.93%	3.4	44.45%	3.5	50%	3.65	43.77%	3.49	7318	16.63*
New	41.79%	3.45	42.94%	3.46	42.81%	3.46	55.45%	3.69	42.81%	3.47	5468	15.14*
Former	37.28%	3.37	40.60%	3.42	39.27%	3.39	34.54%	3.34	38.16%	3.38	9638	9.89
Control	38.54%	3.38	37.88%	3.33	32.38%	3.35	42.31%	3.42	36.77%	3.37	2739	14.97*

Test Across Participation Groups 30089 88.42**

h. Engaging in informal self-directed learning (e.g., reading subject-specific education research, using the Internet to enrich knowledge and skills).

Group	Grade Level										N	X ²
	Elementary		Middle		High		Mixed		Overall			
	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean		
Continuous	52.13%	3.65	51.93%	3.65	58.07%	3.69	47.12%	3.64	52.86%	3.66	4926	12.17
Multi-Year	54.30%	3.68	54.38%	3.66	56.66%	3.71	62.14%	3.88	55.26%	3.69	7318	10.88
New	54.11%	3.68	54.60%	3.67	55.65%	3.71	69.31%	3.95	55.19%	3.7	5468	18.53**
Former	48.04%	3.59	49.01%	3.59	51.32%	3.62	46.99%	3.58	48.80%	3.6	9639	6.83
Control	49.18%	3.57	52.09%	3.6	45.04%	3.54	53.85%	3.69	48.45%	3.57	2739	9.36

Test Across Participation Groups 30090 117.46**

i. Tutoring individuals or small groups of students outside of class time.

Group	Grade Level										N	X ²
	Elementary		Middle		High		Mixed		Overall			
	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean		
Continuous	48.18%	3.59	52.05%	3.66	51.03%	3.62	51.92%	3.61	49.35%	3.61	4926	9.57
Multi-Year	50.82%	3.62	49.36%	3.62	52.19%	3.63	44.17%	3.41	50.82%	3.62	7318	16.96**
New	51.23%	3.62	53.20%	3.66	48.92%	3.58	55.45%	3.67	51.17%	3.62	5468	25.8**
Former	43.79%	3.49	48.30%	3.57	45.60%	3.52	42.17%	3.48	44.87%	3.51	9638	26.65**

Control	43.32%	3.45	47.35%	3.51	39.82%	3.46	46.15%	3.54	42.90%	3.46	2739	19.45**
Test Across Participation Groups											30089	120.23**

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table; total N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

How much change has there been in the time your students spend on the following activities this year (2008-09) compared to last year (2007-08)? For each of the activities listed below, please indicate whether your students are spending more time, the same amount of time, or less time this year than they did last year.												
a. Engaging in hands-on learning activities (e.g., working with manipulative aids).												
Group	Grade Level								Overall		N	X ²
	Elementary		Middle		High		Mixed					
	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean		
Continuous	60.39%	3.78	52.75%	3.62	52.28%	3.59	62.50%	3.8	57.92%	3.73	4926	34.39**
Multi-Year	60.56%	3.78	53.36%	3.65	57.05%	3.69	59.71%	3.83	58.29%	3.73	7318	25.98**
New	59.50%	3.76	54.69%	3.63	52.96%	3.62	64.36%	3.8	56.89%	3.7	5468	24.97**
Former	57%	3.72	51.88%	3.6	51.87%	3.58	52.21%	3.61	55.02%	3.67	9639	27.06**
Control	56.49%	3.68	53.76%	3.62	43.08%	3.48	46.15%	3.5	52.28%	3.61	2739	47.35**
Test Across Participation Groups											30090	51.85**
b. Working in groups.												
Group	Grade Level								Overall		N	X ²
	Elementary		Middle		High		Mixed					

Group	"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		N	X ²
	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean				
Continuous	57.98%	3.79	53.11%	3.64	55.31%	3.66	65.38%	3.88	56.90%	3.74	4926	27.85**
Multi-Year	57.59%	3.77	54.63%	3.69	56.70%	3.7	61.65%	3.84	56.96%	3.74	7318	8.48
New	56.58%	3.76	54.34%	3.64	54.64%	3.67	64.36%	3.87	55.87%	3.72	5468	14.45*
Former	54.25%	3.71	51.34%	3.59	51.71%	3.6	45.38%	3.49	53.03%	3.67	9639	28.62**
Control	54.22%	3.68	52.92%	3.62	44.13%	3.51	34.62%	3.42	51.04%	3.62	2739	28.06**

Test Across Participation Groups

30090 61.5**

c. Completing assignments at home (i.e., homework).

Group	Grade Level										N	X ²
	Elementary		Middle		High		Mixed		Overall			
	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean		
Continuous	36.50%	3.39	32.36%	3.25	28.83%	3.21	37.50%	3.4	34.67%	3.34	4926	31.62**
Multi-Year	36.69%	3.35	30.33%	3.21	33.13%	3.23	34.47%	3.23	34.50%	3.29	7318	26.2**
New	34.66%	3.33	29.80%	3.16	27.96%	3.14	31.19%	3.23	31.69%	3.24	5468	30.84**
Former	35.45%	3.36	29.13%	3.17	26.29%	3.11	22.89%	3.04	32.30%	3.27	9638	99.71**
Control	28.53%	3.24	29.53%	3.09	19.71%	3.05	34.62%	3.31	26.25%	3.16	2739	31.05**

Test Across Participation Groups

30089 90.31**

d. Receiving direct instruction.

Group	Grade Level										N	X ²
	Elementary		Middle		High		Mixed		Overall			
	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean		

Continuous	46.24%	3.59	42.79%	3.5	41.24%	3.46	41.35%	3.48	44.80%	3.55	4926	14.28*
Multi-Year	47.28%	3.6	40.44%	3.47	45.16%	3.52	50%	3.63	45.60%	3.56	7318	19.51**
New	43.72%	3.55	39.88%	3.43	42.74%	3.49	52.48%	3.62	42.98%	3.51	5468	15.12*
Former	43.48%	3.55	39.82%	3.43	40.65%	3.46	38.55%	3.46	42.18%	3.51	9639	11.56
Control	39.48%	3.46	39%	3.44	29.37%	3.28	46.15%	3.58	36.66%	3.41	2739	29.55**
Test Across Participation Groups											30090	82.82**
e. Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves).												
	Grade Level											
	Elementary		Middle		High		Mixed		Overall			
Group	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	N	X ²
Continuous	50.74%	3.61	49.94%	3.55	52.14%	3.56	54.81%	3.74	50.89%	3.6	4926	6.49
Multi-Year	52.26%	3.62	49.28%	3.59	54.14%	3.64	63.11%	3.8	52.66%	3.63	7318	23.09**
New	50.89%	3.6	48.73%	3.54	50.13%	3.56	62.87%	3.73	50.68%	3.58	5468	15.68*
Former	46.97%	3.54	45.07%	3.48	47.80%	3.54	43.78%	3.44	46.72%	3.53	9639	4.01
Control	44.21%	3.47	45.68%	3.5	41.51%	3.43	42.31%	3.46	43.63%	3.46	2739	4.13
Test Across Participation Groups											30090	109.07**

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table; total N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

Teachers sometimes focus their efforts on improving the performance of specific groups of students. Compared to last year (2007-08), how regularly do you focus extra effort on students at different performance levels in your class(es) this year (2008-09)?

a. I focus the same amount of effort on students at all performance levels.

Group	Grade Level								Overall		N	X ²
	Elementary		Middle		High		Mixed					
	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean		
Continuous	83.01%	3.21	82.42%	3.17	80.83%	3.1	75.96%	3.04	82.44%	3.19	4926	5.06
Multi-Year	83.75%	3.22	79.86%	3.12	82.49%	3.14	81.07%	3.19	82.66%	3.18	7318	9.88*
New	82.75%	3.21	81.24%	3.15	81.05%	3.11	79.21%	3.16	81.84%	3.17	5468	3.3
Former	84.21%	3.23	81.73%	3.15	81.24%	3.13	84.34%	3.2	83.22%	3.19	9639	12.13**
Control	78.02%	3.1	81.62%	3.12	81.20%	3.09	80.77%	3.19	79.41%	3.1	2739	4.47

Test Across Participation Groups 30090 22.87**

b. I focus more effort on students at high levels of achievement.

Group	Grade Level								Overall		N	X ²
	Elementary		Middle		High		Mixed					
	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean		
Continuous	44.20%	2.42	37.16%	2.3	35.59%	2.27	32.69%	2.25	41.47%	2.37	4926	30.16**
Multi-Year	45.24%	2.45	35.26%	2.25	42.64%	2.4	35.92%	2.33	42.57%	2.4	7318	40.15**
New	41.75%	2.38	37.34%	2.33	36.76%	2.29	35.64%	2.28	39.25%	2.34	5468	13.65**
Former	44.32%	2.43	40.30%	2.35	38.83%	2.32	36.14%	2.23	42.37%	2.39	9638	25.37**
Control	35.14%	2.26	33.15%	2.26	28.07%	2.13	30.77%	2.15	32.86%	2.22	2739	11.78**

Test Across Participation Groups 30089 97.19**

c. I focus more effort on students at average levels of achievement.

Group	Grade Level								Overall		N	X ²
	Elementary		Middle		High		Mixed					

Group	"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		N	X ²
	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean				
Continuous	61.99%	2.7	57.68%	2.64	50.48%	2.51	45.19%	2.39	59.20%	2.66	4926	42.54**
Multi-Year	62.49%	2.73	56.07%	2.58	58.96%	2.64	61.17%	2.7	60.33%	2.68	7318	17.93**
New	59.42%	2.68	57.32%	2.62	56.18%	2.59	59.41%	2.64	58.10%	2.64	5468	4.57
Former	60.21%	2.69	58.09%	2.61	55.50%	2.58	53.41%	2.54	58.78%	2.65	9638	16.34**
Control	53.27%	2.54	52.65%	2.53	45.56%	2.41	50%	2.54	51%	2.51	2739	12.75**

Test Across Participation Groups 30089 74.95**

d. I focus more effort on students at moderately low levels of achievement.

Group	Grade Level										N	X ²
	Elementary		Middle		High		Mixed		Overall			
	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean		
Continuous	80.02%	3.11	74.44%	2.98	62.62%	2.7	69.23%	2.8	76.27%	3.02	4926	104.31**
Multi-Year	80.57%	3.13	72.98%	2.94	70.77%	2.86	73.30%	2.97	76.11%	3.01	7318	82.88**
New	79.52%	3.11	73.01%	2.95	66.53%	2.79	79.21%	3.05	74.62%	2.99	5468	88.66**
Former	78.97%	3.09	72.18%	2.91	66.89%	2.81	70.68%	2.88	75.30%	3	9638	123.47**
Control	76.39%	3.01	72.98%	2.87	59.79%	2.67	69.23%	2.92	71.23%	2.9	2739	70.09**

Test Across Participation Groups 30089 30.43**

e. I focus more effort on students at very low levels of achievement.

Group	Grade Level										N	X ²
	Elementary		Middle		High		Mixed		Overall			
	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean		
Continuous	84.49%	3.32	77.02%	3.09	64%	2.8	72.12%	2.99	79.92%	3.19	4926	165.23**
Multi-Year	85.55%	3.35	75.19%	3.04	72.88%	2.97	78.64%	3.16	79.77%	3.17	7317	158.01**
New	84.57%	3.31	73.88%	3.03	69.09%	2.88	79.70%	3.13	77.94%	3.13	5468	146.49**

Former	85.31%	3.32	75.28%	3.02	70.57%	2.92	73.90%	2.97	80.49%	3.19	9638	237.02**
Control	81.93%	3.23	73.54%	2.97	61.10%	2.74	73.08%	3.27	74.92%	3.06	2739	119.8**
Test Across Participation Groups											30088	48.58**

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table; total N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

Years of experience

To what extent do you agree or disagree with the following statements about the teachers in your school this year (2008-09) compared to last school year (2007-08)?

a. Seem more competitive than cooperative.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean		
Continuous	16.38%	1.97	18.56%	1.98	18.53%	1.95	18.22%	1.93	18.39%	1.95	5020	0.39
Multi-Year	19.15%	2.01	21.46%	2.05	21.25%	2.04	17.12%	1.93	19.97%	2.01	7397	17.18**
New	26.43%	2.1	19.61%	2	20.72%	2.03	17.35%	1.97	19.63%	2.01	5498	11.69**
Former	22.62%	2.06	21.11%	2.05	21.28%	2.03	19.31%	1.97	20.64%	2.01	10030	5.61
Control	20.69%	2.02	20.48%	2.02	15.19%	1.91	10.98%	1.82	14.78%	1.9	2666	22.51**

Test Across Participation Groups

30611 51.21**

b. Trust each other less.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean		
Continuous	12.93%	1.88	16.09%	1.92	17.40%	1.93	16.50%	1.92	16.79%	1.92	5020	2.27
Multi-Year	15.43%	1.98	17.81%	1.98	18.96%	2	17.30%	1.93	18.16%	1.98	7397	3.76
New	24.29%	2.06	18.82%	2	19.37%	2.02	17.41%	1.95	18.79%	1.99	5498	5.47
Former	22.62%	2.06	19.93%	2.02	19.28%	1.99	18.70%	1.96	19.27%	1.99	10030	2.93
Control	22.41%	1.9	19.29%	2	16.40%	1.94	14.91%	1.89	16.50%	1.93	2666	5.43

Test Across Participation Groups

30611 20.71**

c. Feel more responsible to help each other do their best.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean		
Continuous	85.34%	3.09	83.54%	3.01	79.20%	2.95	82.58%	3.04	81.14%	2.99	5020	12.66**
Multi-Year	85.64%	3.09	81.58%	2.98	80.71%	2.96	83.76%	3.03	81.93%	2.99	7397	10.65*

New	70.71%	2.86	80.89%	2.97	81.46%	2.97	83.96%	3.04	81.85%	2.99	5498	17.63**
Former	78.57%	2.98	78.24%	2.9	77.31%	2.9	79.21%	2.94	78.11%	2.91	10030	4.24
Control	79.31%	2.91	79.52%	2.92	78.31%	2.94	80.81%	2.97	79.33%	2.95	2666	2.01

Test Across Participation Groups

30611 55.01**

d. More often expect students to complete every assignment.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean		
Continuous	92.24%	3.19	89.98%	3.14	87.02%	3.1	87.24%	3.13	87.69%	3.12	5020	7.46
Multi-Year	90.43%	3.17	87.52%	3.09	87%	3.08	87.68%	3.11	87.39%	3.09	7397	2.26
New	85%	3.07	84.63%	3.05	86.02%	3.07	86.74%	3.1	85.96%	3.08	5498	2.45
Former	86.51%	3.09	86.14%	3.08	83.70%	3.03	84.96%	3.04	84.56%	3.04	10030	6.89
Control	79.31%	2.95	86.43%	3.09	83.98%	3.03	84.51%	3.04	84.43%	3.04	2666	2.64

Test Across Participation Groups

30611 46.5**

e. More often encourage students to keep trying even when the work is challenging.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean		
Continuous	92.24%	3.33	94.68%	3.31	91%	3.25	92.02%	3.28	91.95%	3.27	5020	11.18*
Multi-Year	93.09%	3.31	92.31%	3.26	91.77%	3.23	93.09%	3.26	92.31%	3.25	7397	3.57
New	87.14%	3.24	91.13%	3.22	91.33%	3.23	91.59%	3.25	91.27%	3.24	5498	3.25
Former	91.27%	3.26	91.18%	3.22	89.12%	3.18	90.13%	3.2	89.82%	3.19	10030	6.68
Control	89.66%	3.16	91.90%	3.24	91.08%	3.21	92.25%	3.26	91.56%	3.23	2666	1.27

Test Across Participation Groups

30611 39.01**

f. Less often think it is important that all of their students do well in class.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean		
Continuous	19.83%	2.03	18.56%	1.93	16.63%	1.92	17.98%	1.94	17.45%	1.93	5020	2.63
Multi-Year	22.34%	2.03	19.33%	1.99	19.07%	1.97	19.45%	1.97	19.32%	1.98	7397	1.27

New	21.43%	2	18.42%	1.98	19.22%	1.98	18%	1.95	18.75%	1.97	5498	1.73
Former	23.81%	2.04	19.93%	1.99	20.89%	2.02	19.13%	1.96	20.24%	1.99	10030	5.92
Control	13.79%	1.84	17.14%	1.96	20.26%	1.99	16.42%	1.93	18.38%	1.96	2666	6.57
Test Across Participation Groups											30611	18.78**

g. Can be counted on more often to help out anywhere or anytime, even though it may not be part of their official assignment.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean		
Continuous	79.31%	3.01	81.81%	3.05	78.30%	2.96	83.50%	3.07	80.58%	3.01	5020	17.91**
Multi-Year	82.98%	3.06	80.52%	2.98	79.08%	2.95	83.89%	3.06	80.91%	2.99	7397	21.59**
New	73.57%	2.9	77.14%	2.94	76.26%	2.92	79.57%	2.99	77.37%	2.95	5498	7.73
Former	70.24%	2.87	76.01%	2.9	75.73%	2.9	78.39%	2.97	76.51%	2.92	10030	13.9**
Control	70.69%	2.9	76.90%	2.98	78%	2.97	81.27%	3.05	78.73%	3	2666	6.83
Test Across Participation Groups											30611	66.12**

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table; total N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

To what extent do you agree or disagree with the following statements about satisfaction with teaching at your school?												
a. I would describe teachers at this school as a more satisfied group than we were last school year.												
Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean		
Continuous	66.38%	2.77	63.61%	2.67	58.48%	2.62	58.59%	2.61	59.52%	2.63	5020	9.59*
Multi-Year	70.21%	2.79	64.23%	2.69	62.08%	2.65	62.19%	2.65	62.70%	2.66	7397	6.71
New	62.14%	2.67	59.90%	2.61	57.08%	2.58	57.08%	2.58	57.73%	2.59	5498	3.83

Former	57.54%	2.55	59.28%	2.6	55.68%	2.56	54.36%	2.55	55.84%	2.56	10030	10.63*
Control	56.90%	2.57	58.81%	2.63	57.07%	2.58	56.65%	2.6	57.20%	2.59	2666	0.56

Test Across Participation Groups 30611 88.3**

b. The stress and disappointments involved in teaching at this school are much greater than last school year.

1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²	
Group	"Agree" or "Strongly agree" Mean	"Agree" or "Strongly agree" Mean	"Agree" or "Strongly agree" Mean	"Agree" or "Strongly agree" Mean	"Agree" or "Strongly agree" Mean	"Agree" or "Strongly agree" Mean	"Agree" or "Strongly agree" Mean					
Continuous	33.62%	2.35	35.15%	2.3	36.17%	2.34	36.87%	2.33	36.18%	2.33	5020	1.04
Multi-Year	33.51%	2.27	36%	2.34	36.54%	2.34	36.05%	2.33	36.22%	2.34	7397	0.82
New	37.86%	2.35	36.26%	2.34	40.35%	2.41	40.73%	2.4	39.65%	2.39	5498	6.45
Former	36.11%	2.35	37.71%	2.36	38.57%	2.37	38.53%	2.37	38.36%	2.37	10030	0.94
Control	44.83%	2.41	37.38%	2.36	37.04%	2.34	33.76%	2.29	36.20%	2.33	2666	4.76

Test Across Participation Groups 30611 24.92**

c. This year I like the way things are run at the school more than I did last year.

1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²	
Group	"Agree" or "Strongly agree" Mean	"Agree" or "Strongly agree" Mean	"Agree" or "Strongly agree" Mean	"Agree" or "Strongly agree" Mean	"Agree" or "Strongly agree" Mean	"Agree" or "Strongly agree" Mean	"Agree" or "Strongly agree" Mean					
Continuous	70.69%	2.76	61.88%	2.64	56%	2.58	54.85%	2.56	56.91%	2.59	5020	20.78**
Multi-Year	69.68%	2.76	62.71%	2.68	58.60%	2.61	58.36%	2.62	59.54%	2.63	7397	16.15**
New	67.14%	2.72	59.90%	2.62	56.29%	2.57	56.78%	2.57	57.38%	2.58	5498	9.63*
Former	63.49%	2.66	57.19%	2.6	54.41%	2.56	52.45%	2.53	54.42%	2.56	10030	18.25**
Control	58.62%	2.59	55.95%	2.58	53.74%	2.54	53.41%	2.58	54.09%	2.56	2666	1.29

Test Across Participation Groups 30611 53.85**

d. This year I think about transferring to another school/district more than I did last year.

1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²	
Group	"Agree" or "Strongly agree" Mean	"Agree" or "Strongly agree" Mean	"Agree" or "Strongly agree" Mean	"Agree" or "Strongly agree" Mean	"Agree" or "Strongly agree" Mean	"Agree" or "Strongly agree" Mean	"Agree" or "Strongly agree" Mean					
Continuous	15.52%	1.82	23.64%	1.98	23.48%	1.99	17.73%	1.84	21.45%	1.93	5020	24.13**
Multi-Year	18.09%	1.82	25.65%	2.03	23.69%	1.99	19.32%	1.9	22.55%	1.96	7396	25.6**
New	22.14%	1.97	26.90%	2.07	28.03%	2.08	20.90%	1.91	25.48%	2.02	5498	29.66**

Former	17.86%	1.92	28.50%	2.1	25.40%	2.03	20.97%	1.93	24.23%	2.01	10030	43.54**
Control	20.69%	1.86	26.43%	2.03	23.28%	1.95	16.76%	1.81	21.61%	1.92	2666	19.96**
Test Across Participation Groups											30610	35.5**
e. This year I think about staying home from school because I'm just too tired to go more than I did last year.												
1 Year			2-3 Years		4-14 Years		15 Years +		Overall			
Group	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	N	X ²
Continuous	15.52%	1.74	15.47%	1.83	18.17%	1.91	17.12%	1.86	17.33%	1.88	5020	3.47
Multi-Year	14.89%	1.79	18.49%	1.89	18.22%	1.88	17.91%	1.88	18.09%	1.88	7397	1.53
New	16.43%	1.88	17.34%	1.89	19.18%	1.92	18.59%	1.9	18.59%	1.91	5498	2.09
Former	14.68%	1.8	18.95%	1.93	20.41%	1.95	19.85%	1.92	19.86%	1.94	10030	5.97
Control	12.07%	1.71	19.76%	1.95	19.50%	1.89	17.23%	1.86	18.64%	1.89	2666	3.79
Test Across Participation Groups											30611	16.95**

*p < .05 ** p < .01

χ² statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table; total N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

How often do you engage in the following activities as part of your classroom instruction?												
a. I analyze students' work to identify the curricular standards that students have or have not yet mastered.												
1 Year			2-3 Years		4-14 Years		15 Years +		Overall			
Group	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	N	X ²
Continuous	78.51%	5.06	77.97%	5.06	78.40%	5.09	80.30%	5.14	78.91%	5.1	5813	14.51
Multi-Year	81.94%	5.17	78.35%	5.07	76.92%	5.03	78.37%	5.1	77.99%	5.07	8747	20.63*
New	77.76%	5.02	75.84%	5.03	75.97%	5.01	74.67%	5.01	75.74%	5.01	6587	15.68

Former	79.44%	5.09	75.09%	5	76.11%	5.03	77.82%	5.08	76.72%	5.05	11531	14.19
Control	73.64%	4.97	71.87%	4.93	73.40%	4.97	77.90%	5.13	74.49%	5.01	3203	18.23*
Test Across Participation Groups											35881	68.91**
b. I follow an "instructional calendar" or "pacing plan" provided by the school or district to schedule my instructional content.												
1 Year			2-3 Years		4-14 Years		15 Years +		Overall			
Group	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	N	X ²
Continuous	78.51%	4.98	80.45%	5.17	80.63%	5.12	79.15%	5.08	79.99%	5.1	5813	23.1**
Multi-Year	80.30%	5.07	78.42%	5.03	79.58%	5.1	77.96%	5.05	78.99%	5.07	8747	29.87**
New	77.93%	5	77.28%	5.01	77.07%	4.99	76.63%	4.99	77.06%	4.99	6587	7.9
Former	75.93%	4.97	76.98%	4.99	76.30%	4.96	77.05%	5	76.60%	4.98	11531	5.86
Control	71.97%	4.85	74.37%	4.86	74.07%	4.86	73.01%	4.79	73.65%	4.84	3203	8.4
Test Across Participation Groups											35881	95.36**
c. I design my classroom lessons to be aligned with specific curricular standards.												
1 Year			2-3 Years		4-14 Years		15 Years +		Overall			
Group	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	N	X ²
Continuous	87.94%	5.4	91.14%	5.5	89.78%	5.45	90.29%	5.49	90.01%	5.46	5813	17.6*
Multi-Year	89.60%	5.46	88.78%	5.42	89.84%	5.46	89.90%	5.48	89.65%	5.46	8747	33.49**
New	88.28%	5.42	88.09%	5.43	89.76%	5.47	90.08%	5.49	89.42%	5.46	6587	12.89
Former	87.97%	5.44	89.32%	5.46	89.04%	5.45	89.72%	5.49	89.21%	5.46	11531	22.41**
Control	87.87%	5.38	90.37%	5.46	90.63%	5.52	91.60%	5.56	90.67%	5.51	3203	18.12*
Test Across Participation Groups											35881	36.07**
d. I plan different assignments or lessons for groups of students based on their performance.												
1 Year			2-3 Years		4-14 Years		15 Years +		Overall			
Group	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	N	X ²

Continuous	82.89%	5.11	83.91%	5.15	83.83%	5.16	85.70%	5.23	84.33%	5.18	5813	18.33*
Multi-Year	80.30%	5.04	81.19%	5.07	83%	5.13	83.42%	5.17	82.58%	5.13	8747	25.25**
New	78.97%	5.03	80.74%	5.07	82.24%	5.11	81.67%	5.11	81.52%	5.1	6587	12.25
Former	81.78%	5.1	82.72%	5.13	84.30%	5.19	83.97%	5.2	83.77%	5.18	11531	22.42**
Control	71.97%	4.82	80.15%	5.1	80.45%	5.11	80.02%	5.12	79.64%	5.09	3203	22.33**

Test Across Participation Groups 35881 78.66**

e. I have students help other students learn class content (e.g., peer tutoring).

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean		
Continuous	82.02%	5.06	84.77%	5.19	84.80%	5.22	84.26%	5.18	84.41%	5.19	5813	19.82*
Multi-Year	83.86%	5.13	83.83%	5.16	85.14%	5.22	84.93%	5.21	84.75%	5.2	8747	20.03*
New	84.31%	5.16	83.70%	5.2	82.78%	5.15	84.65%	5.21	83.60%	5.18	6587	12.66
Former	81.19%	5.07	83.35%	5.15	84.74%	5.21	84.82%	5.22	84.29%	5.19	11531	16.15
Control	77.41%	4.94	81.31%	5.13	82.25%	5.13	82.78%	5.2	81.89%	5.14	3203	20.81*

Test Across Participation Groups 35881 40.61**

*p < .05 ** p < .01
 χ^2 statistic tests if there is a relationship between the distribution of responses and years of experience.
 N reflects the total number of observations with valid values for each question in all Groups summarized in the table; total N (and N for a given Group which is not reported) may vary across questions.
 Source: Results come from survey administered to personnel in select schools during spring of 2009.

To what extent do you use student test score data for each of the following purposes?												
a. Identify individual students who need remedial assistance.												
1 Year		2-3 Years		4-14 Years		15 Years +		Overall				
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	82.89%	3.22	84.23%	3.25	86.62%	3.34	88.11%	3.36	86.39%	3.32	5813	12.9**
Multi-Year	83.99%	3.23	85.35%	3.24	86.49%	3.31	87.93%	3.36	86.49%	3.31	8747	9.92*
New	83.62%	3.21	84.63%	3.25	84.73%	3.29	85.47%	3.3	84.82%	3.28	6587	1.3
Former	82.83%	3.2	84.67%	3.25	86.31%	3.3	88.13%	3.36	86.36%	3.3	11531	22.59**
Control	76.57%	3.04	84.39%	3.25	83.58%	3.27	87.57%	3.36	84.36%	3.28	3203	19.03**
Test Across Participation Groups											35881	18.3**
b. Set learning goals for individual students.												
1 Year		2-3 Years		4-14 Years		15 Years +		Overall				
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	81.14%	3.14	82.29%	3.18	83.98%	3.24	85.87%	3.27	84.05%	3.23	5813	9.34*
Multi-Year	80.44%	3.15	80.66%	3.15	84.25%	3.24	84.20%	3.25	83.30%	3.22	8746	15.94**
New	76.72%	3.08	80.41%	3.15	81.94%	3.2	82.32%	3.2	81.31%	3.18	6587	10.68*
Former	80.14%	3.14	80.42%	3.17	83.82%	3.24	84.97%	3.26	83.38%	3.23	11531	24.6**
Control	71.13%	2.98	78.61%	3.11	78.66%	3.13	79.60%	3.13	78.36%	3.12	3203	8.31*
Test Across Participation Groups											35880	64.08**
c. Tailor instruction to individual students' needs.												
1 Year		2-3 Years		4-14 Years		15 Years +		Overall				
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	85.96%	3.26	85.96%	3.29	87.92%	3.36	88.11%	3.34	87.51%	3.33	5813	4.01

Multi-Year	86.32%	3.27	84.55%	3.26	86.49%	3.31	87.11%	3.31	86.32%	3.3	8747	5.39
New	83.79%	3.22	82.60%	3.23	85.83%	3.3	84.76%	3.26	84.77%	3.27	6587	7.36
Former	83.53%	3.23	84.90%	3.25	87.12%	3.32	87.64%	3.32	86.68%	3.3	11531	15.88**
Control	79.50%	3.13	85.93%	3.24	83.64%	3.25	83%	3.22	83.52%	3.23	3203	5.21

Test Across Participation Groups 35881 40.79**

d. Develop recommendations for tutoring or other educational services for students.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	73.03%	3.01	76.89%	3.08	79.48%	3.15	79.61%	3.15	78.60%	3.13	5813	12.32**
Multi-Year	72.91%	2.97	76.57%	3.07	79.26%	3.13	79.15%	3.13	78.23%	3.11	8747	18.33**
New	71.90%	2.98	75.93%	3.05	77.14%	3.09	76.14%	3.08	76.18%	3.07	6587	7.42
Former	72.20%	2.96	75.03%	3.03	78.58%	3.1	78.67%	3.12	77.60%	3.09	11531	26.35**
Control	63.60%	2.82	75.72%	3.04	75%	3.04	76.09%	3.09	74.59%	3.04	3203	16.83**

Test Across Participation Groups 35881 28.59**

e. Assign or reassign students to groups.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	69.52%	2.92	72.68%	2.99	76.62%	3.07	74.15%	3	74.69%	3.02	5813	13.99**
Multi-Year	72.23%	2.94	74.39%	2.99	75.40%	3.03	73.44%	3	74.41%	3.01	8747	5.12
New	71.90%	2.94	73.65%	2.97	73.58%	2.99	71.42%	2.95	72.84%	2.97	6587	3.36
Former	70.68%	2.93	73.71%	2.99	75.12%	3.03	74.72%	3.01	74.45%	3.01	11531	8.3*
Control	65.69%	2.79	72.64%	2.97	71.54%	2.95	70.78%	2.96	71.06%	2.94	3203	4.19

Test Across Participation Groups 35881 22.15**

f. Identify and correct gaps in the curriculum for all students.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
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Group	"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		N	X ²
	Mean		Mean		Mean		Mean		Mean			
Continuous	73.90%	2.96	78.19%	3.03	80.19%	3.09	79.95%	3.11	79.31%	3.07	5813	10.53*
Multi-Year	75.92%	2.98	74.26%	3	78.47%	3.08	80.01%	3.09	77.96%	3.06	8747	20.43**
New	72.41%	2.97	76.27%	3.02	77.31%	3.05	76.68%	3.03	76.51%	3.03	6587	6.54
Former	75%	2.96	75.43%	2.99	79.47%	3.08	79.73%	3.09	78.61%	3.06	11531	22.09**
Control	66.53%	2.83	73.99%	2.99	76.66%	3.04	78.96%	3.07	76.15%	3.02	3203	17.82**
Test Across Participation Groups											35881	23.05**
g. Encourage parent involvement in student learning.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		N	X ²
	Mean		Mean		Mean		Mean		Mean			
Continuous	72.81%	2.99	71.06%	2.99	76.84%	3.11	76.57%	3.1	75.52%	3.08	5813	15.35**
Multi-Year	70.73%	2.96	70.43%	2.97	74.24%	3.06	75.08%	3.06	73.52%	3.04	8747	14.52**
New	68.62%	2.96	69.43%	2.97	72.23%	3.01	72.13%	3	71.38%	3	6586	5.93
Former	67.99%	2.93	73.19%	3.04	75.30%	3.06	76.48%	3.09	74.80%	3.05	11531	29.43**
Control	67.78%	2.87	74.18%	3.02	72.94%	3.03	78.21%	3.09	74.31%	3.04	3203	14.33**
Test Across Participation Groups											35880	35.37**
h. Identify areas where I need to strengthen my content knowledge or teaching skills.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		"Frequently" or "Always or almost always"		N	X ²
	Mean		Mean		Mean		Mean		Mean			
Continuous	87.72%	3.28	85.64%	3.24	85.72%	3.24	84.15%	3.2	85.39%	3.23	5813	4.43
Multi-Year	87.41%	3.28	85.87%	3.24	84.72%	3.21	83.33%	3.18	84.76%	3.21	8747	9.29*
New	87.76%	3.32	85.64%	3.25	84.56%	3.21	82.05%	3.16	84.33%	3.21	6587	14.08**
Former	87.27%	3.29	86.28%	3.22	85.52%	3.22	84.71%	3.19	85.52%	3.21	11531	4.78

Control	83.68%	3.16	84.39%	3.19	83.58%	3.18	82.68%	3.16	83.45%	3.17	3203	0.77
Test Across Participation Groups											35881	11.56*
i. Determine areas where I need professional development.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	80.26%	3.14	77.86%	3.08	77.36%	3.05	73.64%	3.01	76.55%	3.05	5813	13.61**
Multi-Year	78.80%	3.13	77.03%	3.06	75.52%	3.03	73.07%	2.97	75.37%	3.03	8747	13.86**
New	80.86%	3.18	76.77%	3.06	75.70%	3.02	72.34%	2.95	75.41%	3.02	6587	19.97**
Former	79.09%	3.12	77.67%	3.06	76.20%	3.04	73.41%	2.98	75.79%	3.03	11531	19.82**
Control	76.15%	3	74.95%	3.03	74.34%	2.99	72.48%	2.98	74.02%	2.99	3203	2.04
Test Across Participation Groups											35881	7.76

*p < .05 ** p < .01

χ² statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table; total N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

How often do the following kinds of contact occur between you and the parents of your students?												
a. I require students to have their parents sign off on homework.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	37.94%	2.2	40.82%	2.29	43.72%	2.43	42.73%	2.4	42.51%	2.38	5813	6.62
Multi-Year	32.15%	2.07	32.08%	2.11	35.79%	2.2	35.22%	2.19	34.69%	2.17	8747	9.13*
New	29.48%	2.04	32.69%	2.1	34.37%	2.17	32.10%	2.12	33.00%	2.13	6587	6.51

Former	32.13%	2.08	35.30%	2.19	39.94%	2.3	39.24%	2.31	38.44%	2.27	11531	27.74**
Control	24.27%	1.89	32.56%	2.11	31.85%	2.07	35.28%	2.17	32.41%	2.09	3203	11*
Test Across Participation Groups											35881	178.98**
b. I assign homework that requires direct parent involvement or participation.												
1 Year			2-3 Years		4-14 Years		15 Years +		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	35.96%	2.18	36.29%	2.19	36.99%	2.25	38.08%	2.25	37.12%	2.23	5813	1.25
Multi-Year	31.60%	2.05	29.90%	2.02	31%	2.08	30.62%	2.09	30.75%	2.07	8747	0.9
New	26.72%	1.99	28.46%	2.02	29.67%	2.05	28.04%	2.03	28.74%	2.04	6587	2.91
Former	32.59%	2.08	34.56%	2.16	36.36%	2.2	35.71%	2.2	35.61%	2.18	11531	5.58
Control	21.34%	1.86	28.90%	2.01	27.79%	2.01	29.33%	2.05	27.94%	2.01	3203	6.33
Test Across Participation Groups											35881	190.9**
c. I send home examples of excellent student work to serve as models.												
1 Year			2-3 Years		4-14 Years		15 Years +		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	35.53%	2.09	34.45%	2.12	35.99%	2.16	35.44%	2.16	35.54%	2.15	5813	0.72
Multi-Year	32.97%	2.06	31.62%	2.05	33.14%	2.06	34.03%	2.09	33.11%	2.07	8747	2.47
New	27.07%	1.94	28.80%	1.97	29.67%	2	28.85%	1.99	29.06%	1.99	6587	1.74
Former	33.76%	2.07	32.32%	2.06	33.96%	2.09	34.03%	2.1	33.72%	2.09	11531	1.82
Control	22.18%	1.8	25.24%	1.86	26.99%	1.91	26.14%	1.89	26.10%	1.89	3203	2.73
Test Across Participation Groups											35881	129.04**
d. For those students who are having academic problems, I try to make direct contact with their parents.												
1 Year			2-3 Years		4-14 Years		15 Years +		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²

	always"		always"		always"		always"		always"			
Continuous	68.64%	2.86	75.05%	3.04	78.36%	3.12	77.25%	3.1	76.74%	3.08	5813	22.47**
Multi-Year	72.64%	3	74.46%	3.02	75.62%	3.06	75.04%	3.03	75.01%	3.04	8747	3.25
New	70.34%	2.96	71.54%	2.98	75.73%	3.05	74.67%	3.02	74.21%	3.02	6587	12.75**
Former	70.79%	2.95	72.56%	2.98	76.61%	3.06	77.47%	3.08	75.83%	3.05	11530	28.96**
Control	64.44%	2.79	75.92%	3.06	77.46%	3.08	80.13%	3.18	77.02%	3.08	3203	27.04**

Test Across Participation Groups

35880 16.52**

e. For those students whose academic performance improves, I send messages home to parents.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	57.89%	2.64	60.69%	2.74	63.31%	2.8	61.92%	2.79	62.05%	2.77	5813	5.89
Multi-Year	58.82%	2.71	58.09%	2.69	58.84%	2.71	59.20%	2.71	58.81%	2.71	8747	0.48
New	56.21%	2.64	55.91%	2.66	59.58%	2.71	57.48%	2.68	58.04%	2.69	6587	6.15
Former	57.59%	2.67	57.18%	2.68	60.75%	2.75	62.27%	2.77	60.44%	2.74	11531	15.81**
Control	52.72%	2.53	59.92%	2.73	59.64%	2.73	62.70%	2.8	60.07%	2.74	3203	8.22*

Test Across Participation Groups

35881 26.36**

f. I invite parents to visit or observe my classroom.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	41.01%	2.29	42.66%	2.38	47.77%	2.52	48.99%	2.58	46.79%	2.5	5813	16.91**
Multi-Year	39.95%	2.3	41.52%	2.37	45.78%	2.46	47.33%	2.51	44.99%	2.45	8747	21.32**
New	37.93%	2.24	41.30%	2.34	45.89%	2.46	47.13%	2.5	44.71%	2.43	6587	22.37**
Former	41%	2.33	42.42%	2.4	47.28%	2.5	49.35%	2.54	46.71%	2.48	11531	34.56**
Control	24.27%	1.91	35.84%	2.22	37.57%	2.27	41.45%	2.4	37.43%	2.27	3203	24.73**

Test Across Participation Groups											35881	95.25**
g. I encourage parents to volunteer in the school.												
1 Year			2-3 Years		4-14 Years		15 Years +		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	37.50%	2.22	42.76%	2.36	46.36%	2.47	48.02%	2.5	45.59%	2.44	5813	19.79**
Multi-Year	39.95%	2.24	39.54%	2.27	42.88%	2.37	43.06%	2.38	42.11%	2.34	8747	7.41
New	36.90%	2.18	38.18%	2.27	43.10%	2.37	42.84%	2.36	41.60%	2.33	6587	14.93**
Former	40.30%	2.27	41.16%	2.34	44.64%	2.41	45.79%	2.43	44.14%	2.4	11531	15.8**
Control	33.47%	2.03	42.77%	2.34	42.62%	2.36	46.65%	2.45	43.15%	2.36	3203	14.03**
Test Across Participation Groups											35881	28.6**
h. I help engage parents in site-based decision-making and advisory groups.												
1 Year			2-3 Years		4-14 Years		15 Years +		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	27.19%	1.91	26.35%	1.92	26.80%	1.97	24.30%	1.94	26.01%	1.95	5813	3.92
Multi-Year	24.21%	1.87	25.94%	1.92	26.17%	1.93	24.71%	1.9	25.56%	1.92	8747	2.54
New	26.21%	1.88	23.56%	1.86	23.50%	1.86	22.13%	1.85	23.36%	1.86	6587	4.25
Former	25.35%	1.9	26.75%	1.93	27.74%	1.97	26.20%	1.95	26.94%	1.95	11531	3.9
Control	16.74%	1.64	22.93%	1.83	21.01%	1.79	22.53%	1.87	21.45%	1.81	3203	4.65
Test Across Participation Groups											35881	56.56**

*p < .05 ** p < .01

χ² statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table; total N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

How have you changed your teaching practices this year (2008-09) compared to last year (2007-08)? For each of the activities listed below, please indicate whether you are spending more time, the same amount of time, or less time this year than you did last year.

a. Aligning my classroom instruction with curricular standards.

1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	"A little more than last year" or "Much more than last year" Mean	"A little more than last year" or "Much more than last year" Mean	"A little more than last year" or "Much more than last year" Mean	"A little more than last year" or "Much more than last year" Mean	"A little more than last year" or "Much more than last year" Mean	"A little more than last year" or "Much more than last year" Mean	"A little more than last year" or "Much more than last year" Mean	"A little more than last year" or "Much more than last year" Mean	"A little more than last year" or "Much more than last year" Mean	N	X ²
Continuous	71.28% 4.06	64.38% 3.85	52.80% 3.68	53.96% 3.7	55.77% 3.73	4926	62.88**				
Multi-Year	71.86% 4.1	62.99% 3.86	57.92% 3.75	55.72% 3.73	58.68% 3.78	7318	50.25**				
New	64.29% 4.01	62.88% 3.83	57.06% 3.74	57.76% 3.74	58.63% 3.77	5502	22.32**				
Former	71.79% 4.04	61.87% 3.83	52.12% 3.67	53.14% 3.69	54.70% 3.72	9679	106.83**				
Control	70.37% 4.01	57.78% 3.75	54.70% 3.68	52.13% 3.67	54.87% 3.7	2739	24.49**				

Test Across Participation Groups

30164 54.86**

b. Focusing on the classroom content covered by standardized achievement tests.

1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	"A little more than last year" or "Much more than last year" Mean	"A little more than last year" or "Much more than last year" Mean	"A little more than last year" or "Much more than last year" Mean	"A little more than last year" or "Much more than last year" Mean	"A little more than last year" or "Much more than last year" Mean	"A little more than last year" or "Much more than last year" Mean	"A little more than last year" or "Much more than last year" Mean	"A little more than last year" or "Much more than last year" Mean	"A little more than last year" or "Much more than last year" Mean	N	X ²
Continuous	66.49% 3.91	59.03% 3.77	46.27% 3.56	46.10% 3.57	49.07% 3.61	4926	87.58**				
Multi-Year	69.96% 4.05	58.59% 3.79	51.83% 3.66	49.38% 3.63	52.97% 3.69	7318	72.86**				
New	61.73% 3.93	56.97% 3.73	50.08% 3.63	49.15% 3.61	51.53% 3.65	5502	35.07**				
Former	67.32% 3.93	58.09% 3.77	47.18% 3.58	46.07% 3.58	49.27% 3.62	9678	156.12**				
Control	60.49% 3.85	46.89% 3.57	43.17% 3.51	38.77% 3.45	42.94% 3.51	2739	26.3**				

Test Across Participation Groups

30163 99.49**

c. Administering benchmark assessments or quizzes.

1 Year		2-3 Years		4-14 Years		15 Years +		Overall	
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Group	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	N	X ²
Continuous	63.83%	3.92	48.57%	3.61	39.94%	3.48	41.43%	3.51	42.73%	3.53	4926	76.65**
Multi-Year	65.40%	4	50%	3.65	44.36%	3.53	41.59%	3.5	45.30%	3.56	7318	77.29**
New	60.71%	3.86	49.71%	3.63	43.90%	3.52	44.18%	3.54	45.69%	3.56	5502	44.05**
Former	62.01%	3.85	50.07%	3.64	41.70%	3.5	40.97%	3.5	43.52%	3.53	9678	113.12**
Control	55.56%	3.74	34.67%	3.4	37.81%	3.45	31.91%	3.34	36%	3.42	2739	28.14**

Test Across Participation Groups

30163 98.58**

d. Re-teaching topics or skills based on students' performance on classroom tests.

	1 Year	2-3 Years		4-14 Years		15 Years +		Overall				
Group	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	N	X ²
Continuous	71.81%	4.01	65.50%	3.84	57.87%	3.73	56.07%	3.73	59.07%	3.76	4926	54.55**
Multi-Year	73%	4.1	66.95%	3.89	60.38%	3.78	57.23%	3.73	61.07%	3.8	7318	60.7**
New	65.82%	3.98	65.08%	3.87	59.09%	3.74	58.85%	3.75	60.40%	3.78	5502	23.55**
Former	69.27%	3.98	64.59%	3.83	54.63%	3.68	53.58%	3.68	56.39%	3.72	9678	107.4**
Control	66.67%	3.95	58.67%	3.71	54.70%	3.65	49.17%	3.58	54%	3.65	2739	25.11**

Test Across Participation Groups

30163 78.1**

e. Reviewing student test results with other teachers.

	1 Year	2-3 Years		4-14 Years		15 Years +		Overall				
Group	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	N	X ²

				year"		year"		year"				
Continuous	64.89%	3.91	46.82%	3.53	41.63%	3.45	41.18%	3.48	43.22%	3.49	4926	65.46**
Multi-Year	60.84%	3.83	51.37%	3.61	45.01%	3.49	42.82%	3.49	46.06%	3.52	7318	61.92**
New	59.18%	3.85	47.33%	3.52	44.40%	3.47	43.39%	3.47	45.18%	3.49	5502	28.76**
Former	60.06%	3.74	46.49%	3.52	39.15%	3.41	38.50%	3.41	40.86%	3.44	9677	120.65**
Control	53.09%	3.63	40.89%	3.4	37.37%	3.39	32.15%	3.31	36.80%	3.37	2739	33.53**

Test Across Participation Groups

30162 113.84**

f. Seeking help from/providing help to other teachers informally.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	N	X ²
Continuous	76.60%	4.2	61.27%	3.78	52.13%	3.63	51.60%	3.63	54.38%	3.68	4926	68.25**
Multi-Year	74.90%	4.14	63.22%	3.81	56.03%	3.68	52.94%	3.63	57.08%	3.71	7318	79.13**
New	68.88%	4.1	63.45%	3.81	56.21%	3.68	54.24%	3.65	57.45%	3.71	5502	36.54**
Former	69.55%	3.97	58.62%	3.73	48.41%	3.57	46.37%	3.55	50.13%	3.6	9679	159.45**
Control	74.07%	4.12	54.44%	3.65	50.51%	3.58	44.92%	3.52	50.13%	3.59	2739	38.07**

Test Across Participation Groups

30164 136.8**

g. Attending district- or school-sponsored professional development workshops.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	N	X ²

				year"		year"		year"				
Continuous	68.62%	4.03	44.33%	3.48	37.96%	3.38	37.28%	3.42	39.95%	3.43	4926	94.75**
Multi-Year	66.92%	4	47.72%	3.53	42.10%	3.44	41.31%	3.47	43.77%	3.49	7318	99.51**
New	66.84%	4.07	45.80%	3.48	41.30%	3.43	40.67%	3.44	42.88%	3.47	5502	61.58**
Former	67.04%	4.01	42.90%	3.44	36.48%	3.34	35.14%	3.36	38.18%	3.38	9678	174.85**
Control	65.43%	3.98	38.67%	3.37	36.93%	3.34	32.74%	3.34	36.77%	3.37	2739	40.81**

Test Across Participation Groups

30163 88.9**

h. Engaging in informal self-directed learning (e.g., reading subject-specific education research, using the Internet to enrich knowledge and skills).

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	N	X ²
Continuous	77.13%	4.19	57.91%	3.75	50.78%	3.62	50.51%	3.61	52.86%	3.66	4926	61.49**
Multi-Year	72.62%	4.13	59.27%	3.77	55.19%	3.67	50.89%	3.62	55.26%	3.69	7318	59.07**
New	71.43%	4.18	59.73%	3.76	54.33%	3.68	52.06%	3.62	55.29%	3.7	5502	38.25**
Former	67.88%	3.98	55.17%	3.7	47.41%	3.57	45.79%	3.54	48.86%	3.6	9679	99.46**
Control	69.14%	3.95	54.67%	3.64	47.28%	3.56	45.04%	3.51	48.45%	3.57	2739	38.72**

Test Across Participation Groups

30164 117.46**

i. Tutoring individuals or small groups of students outside of class time.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	N	X ²

Continuous	62.23%	3.87	52.18%	3.66	48.92%	3.59	46.99%	3.58	49.35%	3.61	4926	44.75**
Multi-Year	63.12%	3.86	55.47%	3.71	50.08%	3.59	47.74%	3.57	50.82%	3.62	7318	63.12**
New	57.14%	3.8	53.34%	3.64	50.54%	3.61	50.18%	3.6	51.20%	3.62	5502	9.48
Former	62.29%	3.83	50.20%	3.6	43.08%	3.47	43.04%	3.49	44.89%	3.51	9678	87.99**
Control	54.32%	3.78	47.11%	3.52	42.14%	3.44	40.78%	3.44	42.90%	3.46	2739	14.22*
Test Across Participation Groups											30163	120.59**

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table; total N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

How much change has there been in the time your students spend on the following activities this year (2008-09) compared to last year (2007-08)? For each of the activities listed below, please indicate whether your students are spending more time, the same amount of time, or less time this year than they did last year.												
a. Engaging in hands-on learning activities (e.g., working with manipulative aids).												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	N	X ²
Continuous	70.74%	4.01	67.12%	3.87	56.39%	3.69	53.96%	3.67	57.92%	3.73	4926	83.82**
Multi-Year	69.20%	3.97	65.50%	3.86	57.19%	3.7	54.45%	3.68	58.29%	3.73	7318	69.23**
New	66.84%	3.94	63.45%	3.82	55.83%	3.68	53.15%	3.62	56.87%	3.7	5502	42.82**
Former	68.72%	4.02	64.59%	3.83	53.01%	3.64	51.92%	3.61	55.05%	3.67	9679	105.96**
Control	70.37%	3.99	58.22%	3.7	52.35%	3.6	47.28%	3.55	52.28%	3.61	2739	29.82**
Test Across Participation Groups											30164	51.2**
b. Working in groups.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			

Group	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	N	X ²
Continuous	72.34%	4.1	65.38%	3.89	55.84%	3.71	52.30%	3.68	56.90%	3.74	4926	73.39**
Multi-Year	68.44%	4.02	64.59%	3.87	56.03%	3.72	52.49%	3.66	56.96%	3.74	7318	68.92**
New	68.37%	3.98	61.16%	3.82	54.95%	3.7	52.42%	3.64	55.85%	3.72	5502	40.75**
Former	70.67%	4.01	61.87%	3.82	51.59%	3.64	48.86%	3.59	53.02%	3.67	9679	126.35**
Control	69.14%	4.06	56.22%	3.71	51.10%	3.61	46.45%	3.54	51.04%	3.62	2739	24.11**

Test Across Participation Groups 30164 61.41**

c. Completing assignments at home (i.e., homework).

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	N	X ²
Continuous	53.19%	3.57	39.23%	3.41	33.07%	3.29	32.54%	3.33	34.67%	3.34	4926	80.41**
Multi-Year	45.63%	3.44	40.73%	3.36	33.59%	3.28	30.92%	3.25	34.50%	3.29	7318	93.81**
New	45.41%	3.32	37.21%	3.31	30.21%	3.22	29.09%	3.22	31.75%	3.24	5502	74.44**
Former	45.53%	3.44	40.05%	3.36	31.44%	3.26	28.27%	3.23	32.29%	3.27	9678	124.77**
Control	37.04%	3.2	34%	3.28	26.73%	3.17	20.33%	3.1	26.25%	3.16	2739	49.52**

Test Across Participation Groups 30163 90**

d. Receiving direct instruction.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	N	X ²
Continuous	64.36%	3.92	48.94%	3.62	42.77%	3.5	43.41%	3.56	44.80%	3.55	4926	50.01**
Multi-Year	61.22%	3.88	51.44%	3.65	43.49%	3.52	43.64%	3.52	45.60%	3.56	7318	65.53**

New	63.27%	3.91	46.95%	3.56	41.10%	3.48	41.27%	3.49	43.06%	3.51	5502	48.53**
Former	60.34%	3.84	48.81%	3.59	39.32%	3.46	41.28%	3.5	42.20%	3.51	9679	101.09**
Control	55.56%	3.7	41.78%	3.49	36.64%	3.4	32.15%	3.37	36.66%	3.41	2739	28.61**
Test Across Participation Groups											30164	82.49**
e. Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves).												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	N	X ²
Continuous	67.02%	3.9	59.15%	3.72	49.85%	3.56	46.29%	3.55	50.89%	3.6	4926	79.37**
Multi-Year	63.88%	3.87	59.57%	3.75	52.28%	3.61	47.79%	3.55	52.66%	3.63	7318	80.54**
New	64.29%	3.87	56.97%	3.67	48.73%	3.55	48.42%	3.53	50.76%	3.58	5502	46.46**
Former	60.61%	3.8	54.58%	3.66	44.63%	3.5	44.51%	3.49	46.73%	3.53	9679	82.28**
Control	59.26%	3.78	48.67%	3.51	44.57%	3.47	37.94%	3.4	43.63%	3.46	2739	29.81**
Test Across Participation Groups											30164	109.25**

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table; total N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

Teachers sometimes focus their efforts on improving the performance of specific groups of students. Compared to last year (2007-08), how regularly do you focus extra effort on students at different performance levels in your class(es) this year (2008-09)?

a. I focus the same amount of effort on students at all performance levels.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean		
Continuous	83.51%	3.24	78.70%	3.11	81.91%	3.17	85.04%	3.24	82.44%	3.19	4926	15.65**
Multi-Year	78.71%	3.13	81.16%	3.14	82.29%	3.17	84.63%	3.22	82.66%	3.18	7318	11.24*
New	83.16%	3.25	81.39%	3.13	80.52%	3.15	84%	3.2	81.82%	3.17	5502	8.6*
Former	81.28%	3.16	80.37%	3.1	81.95%	3.17	86.88%	3.29	83.26%	3.19	9679	45.04**
Control	72.84%	3.01	75.56%	3	79.66%	3.11	81.68%	3.15	79.41%	3.1	2739	8.94*
Test Across Participation Groups											30164	23.42**

b. I focus more effort on students at high levels of achievement.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean		
Continuous	41.49%	2.41	38.23%	2.31	40.24%	2.34	45.01%	2.46	41.47%	2.37	4926	13.04**
Multi-Year	46.01%	2.47	38.07%	2.32	42.67%	2.39	44.69%	2.45	42.57%	2.4	7318	16.21**
New	39.29%	2.37	37.21%	2.29	37.92%	2.32	42.67%	2.4	39.26%	2.34	5502	11.83**
Former	40.78%	2.37	39.39%	2.32	41.95%	2.39	44.62%	2.43	42.36%	2.39	9678	12.6**
Control	33.33%	2.27	31.11%	2.18	32.89%	2.22	33.69%	2.24	32.86%	2.22	2739	0.9
Test Across Participation Groups											30163	97.06**

c. I focus more effort on students at average levels of achievement.

Group	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X ²
	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean		

Continuous	59.57%	2.7	56.04%	2.59	58.33%	2.63	62.08%	2.73	59.20%	2.66	4926	9.46*
Multi-Year	63.50%	2.73	56.53%	2.61	59.70%	2.67	63.25%	2.73	60.33%	2.68	7318	17.4**
New	52.04%	2.61	55.63%	2.59	57.78%	2.64	60.85%	2.68	58.09%	2.64	5502	10.81*
Former	53.63%	2.57	56.17%	2.61	57.88%	2.64	61.93%	2.7	58.75%	2.65	9678	22.43**
Control	50.62%	2.51	47.56%	2.46	50.66%	2.5	53.43%	2.54	51%	2.51	2739	4.2

Test Across Participation Groups 30163 74.88**

d. I focus more effort on students at moderately low levels of achievement.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	75%	3.05	76.46%	2.99	76.09%	3.01	76.60%	3.05	76.27%	3.02	4926	0.32
Multi-Year	78.33%	3.08	74.24%	2.96	76.48%	3.02	76.38%	3.01	76.11%	3.01	7318	3.6
New	74.49%	3.04	71.76%	2.93	75.92%	3	74.61%	3	74.68%	2.99	5502	6.87
Former	76.82%	3.01	73.47%	2.97	75.22%	3	76.05%	3.02	75.27%	3	9678	4.08
Control	66.67%	2.89	71.11%	2.87	70.63%	2.89	72.70%	2.92	71.23%	2.9	2739	1.95

Test Across Participation Groups 30163 30.21**

e. I focus more effort on students at very low levels of achievement.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	81.38%	3.24	79.45%	3.17	80.39%	3.2	79.28%	3.2	79.92%	3.19	4926	1.08
Multi-Year	82.89%	3.27	77.89%	3.15	80.62%	3.2	79.16%	3.14	79.77%	3.17	7317	6.57
New	74.49%	3.14	77.58%	3.11	79.14%	3.15	77.03%	3.11	78.04%	3.13	5502	4.4
Former	80.45%	3.18	79.31%	3.18	80.47%	3.19	80.95%	3.18	80.44%	3.18	9678	1.73
Control	77.78%	3.14	76.44%	3.07	73.79%	3.06	75.65%	3.05	74.92%	3.06	2739	2.08

Test Across Participation Groups 30162 47.04**

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table; total N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

Bonus award status

To what extent do you agree or disagree with the following statements about the teachers in your school this year (2008-09) compared to last school year (2007-08)?								
a. Seem more competitive than cooperative.								
	Awarded		No Award		Overall			
Group	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	N	X ²
Continuous	17.13%	1.92	22.81%	2.06	18.39%	1.95	5020	18.59**
Multi-Year	18.18%	1.97	24.81%	2.11	19.97%	2.01	7397	40**
New	17.16%	1.96	24.23%	2.09	19.63%	2.01	5498	39.65**
Former	20.55%	2.02	20.66%	2.01	20.64%	2.01	10030	0.01
Control	15.85%	1.94	14.48%	1.89	14.78%	1.9	2666	0.67
b. Trust each other less.								
	Awarded		No Award		Overall			
Group	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	N	X ²
Continuous	15.19%	1.88	22.45%	2.06	16.79%	1.92	5020	32.63**
Multi-Year	15.98%	1.93	24.06%	2.1	18.16%	1.98	7397	63.87**
New	15.67%	1.93	24.60%	2.11	18.79%	1.99	5498	65.16**
Former	18.11%	1.96	19.54%	1.99	19.27%	1.99	10030	2
Control	17.07%	1.99	16.35%	1.91	16.50%	1.93	2666	0.17
c. Feel more responsible to help each other do their best.								
	Awarded		No Award		Overall			
Group	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	N	X ²
Continuous	83.64%	3.03	72.32%	2.84	81.14%	2.99	5020	72.32**
Multi-Year	83.68%	3.02	77.15%	2.89	81.93%	2.99	7397	42**

New	84.60%	3.04	76.71%	2.89	81.85%	2.99	5498	52.45**
Former	79.13%	2.94	77.87%	2.91	78.11%	2.91	10030	1.43
Control	80.31%	2.95	79.06%	2.94	79.33%	2.95	2666	0.43
d. More often expect students to complete every assignment.								
	Awarded		No Award		Overall			
Group	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	N	X ²
Continuous	88.52%	3.14	84.76%	3.06	87.69%	3.12	5020	11.31**
Multi-Year	88.25%	3.11	85.03%	3.04	87.39%	3.09	7397	13.7**
New	86.17%	3.1	85.57%	3.04	85.96%	3.08	5498	0.38
Former	84.64%	3.05	84.54%	3.04	84.56%	3.04	10030	0.01
Control	86.06%	3.07	83.99%	3.03	84.43%	3.04	2666	1.48
e. More often encourage students to keep trying even when the work is challenging.								
	Awarded		No Award		Overall			
Group	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	N	X ²
Continuous	92.66%	3.3	89.45%	3.19	91.95%	3.27	5020	12.04**
Multi-Year	92.90%	3.27	90.71%	3.18	92.31%	3.25	7397	9.82**
New	91.95%	3.28	89.99%	3.16	91.27%	3.24	5498	6.01*
Former	90.10%	3.2	89.76%	3.19	89.82%	3.19	10030	0.19
Control	91.81%	3.24	91.49%	3.23	91.56%	3.23	2666	0.06
f. Less often think it is important that all of their students do well in class.								
	Awarded		No Award		Overall			
Group	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	N	X ²
Continuous	16.47%	1.91	20.92%	2.01	17.45%	1.93	5020	11.9**
Multi-Year	18.04%	1.95	22.80%	2.05	19.32%	1.98	7397	21.22**
New	17.30%	1.94	21.47%	2.04	18.75%	1.97	5498	14.29**
Former	21.56%	2.01	19.93%	1.99	20.24%	1.99	10030	2.5

Control	19.51%	2	18.07%	1.95	18.38%	1.96	2666	0.63
g. Can be counted on more often to help out anywhere or anytime, even though it may not be part of their official assignment.								
	Awarded		No Award		Overall			
Group	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	N	X ²
Continuous	83.10%	3.05	71.69%	2.86	80.58%	3.01	5020	71.91**
Multi-Year	82.93%	3.04	75.44%	2.87	80.91%	2.99	7397	52.81**
New	79.88%	3	72.69%	2.84	77.37%	2.95	5498	36.87**
Former	77.49%	2.95	76.28%	2.92	76.51%	2.92	10030	1.24
Control	80.84%	3.02	78.15%	2.99	78.73%	3	2666	1.93

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table; total N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

To what extent do you agree or disagree with the following statements about satisfaction with teaching at your school?								
a. I would describe teachers at this school as a more satisfied group than we were last school year.								
	Awarded		No Award		Overall			
Group	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	N	X ²
Continuous	63.23%	2.68	46.44%	2.43	59.52%	2.63	5020	101.14**
Multi-Year	65.72%	2.71	54.50%	2.52	62.70%	2.66	7397	78.44**
New	61.19%	2.65	51.28%	2.47	57.73%	2.59	5498	50.31**
Former	56.46%	2.57	55.70%	2.56	55.84%	2.56	10030	0.36
Control	57.84%	2.61	57.03%	2.59	57.20%	2.59	2666	0.12
b. The stress and disappointments involved in teaching at this school are much greater than last school year.								

	Awarded		No Award		Overall			
Group	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	N	X ²
Continuous	32.98%	2.28	47.43%	2.51	36.18%	2.33	5020	78.1**
Multi-Year	33.57%	2.29	43.40%	2.46	36.22%	2.34	7397	60.76**
New	35.74%	2.33	46.95%	2.51	39.65%	2.39	5498	65.66**
Former	40.36%	2.39	37.90%	2.36	38.36%	2.37	10030	3.92*
Control	37.63%	2.37	35.80%	2.32	36.20%	2.33	2666	0.65
c. This year I like the way things are run at the school more than I did last year.								
	Awarded		No Award		Overall			
Group	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	N	X ²
Continuous	59.35%	2.63	48.33%	2.44	56.91%	2.59	5020	42.74**
Multi-Year	61.32%	2.66	54.70%	2.55	59.54%	2.63	7397	26.51**
New	59.63%	2.63	53.20%	2.5	57.38%	2.58	5498	21.06**
Former	55.99%	2.58	54.05%	2.55	54.42%	2.56	10030	2.31
Control	55.57%	2.57	53.68%	2.55	54.09%	2.56	2666	0.65
d. This year I think about transferring to another school/district more than I did last year.								
	Awarded		No Award		Overall			
Group	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	"Agree" or "Strongly agree"	Mean	N	X ²
Continuous	19.18%	1.88	29.49%	2.12	21.45%	1.93	5020	54.49**
Multi-Year	19.96%	1.9	29.58%	2.12	22.55%	1.96	7396	77.1**
New	22.30%	1.95	31.42%	2.15	25.48%	2.02	5498	54.79**
Former	25.95%	2.03	23.83%	2	24.23%	2.01	10030	3.77
Control	23.34%	1.96	21.13%	1.91	21.61%	1.92	2666	1.31
e. This year I think about staying home from school because I'm just too tired to go more than I did last year.								
	Awarded		No Award		Overall			

Group	"Agree" or "Strongly agree"		"Agree" or "Strongly agree"		"Agree" or "Strongly agree"		N	X ²
		Mean		Mean		Mean		
Continuous	15.06%	1.82	25.34%	2.06	17.33%	1.88	5020	63.71**
Multi-Year	16.22%	1.84	23.15%	1.98	18.09%	1.88	7397	47.18**
New	16.21%	1.85	23.03%	2.02	18.59%	1.91	5498	38.48**
Former	21.24%	1.95	19.54%	1.93	19.86%	1.94	10030	2.78
Control	21.43%	1.95	17.88%	1.87	18.64%	1.89	2666	3.74

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table;

total N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

How often do you engage in the following activities as part of your classroom instruction?								
a. I analyze students' work to identify the curricular standards that students have or have not yet mastered.								
Group	Awarded		No Award		Overall		N	X ²
	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean		
Continuous	79.89%	5.14	75.95%	4.98	78.91%	5.1	5813	22.43**
Multi-Year	78.80%	5.1	76.04%	4.99	77.99%	5.07	8747	24.15**
New	78.68%	5.11	70.55%	4.85	75.74%	5.01	6587	69.33**
Former	76.59%	5.09	76.75%	5.03	76.72%	5.05	11531	25.97**
Control	72.81%	5	74.93%	5.01	74.49%	5.01	3203	7.75

b. I follow an "instructional calendar" or "pacing plan" provided by the school or district to schedule my instructional content.								
	Awarded		No Award		Overall			
Group	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	N	X ²
Continuous	81.21%	5.16	76.30%	4.93	79.99%	5.1	5813	33.97**
Multi-Year	80.36%	5.13	75.65%	4.94	78.99%	5.07	8747	26.53**
New	79.96%	5.11	71.93%	4.78	77.06%	4.99	6587	68.11**
Former	77.76%	5.03	76.34%	4.97	76.60%	4.98	11531	3.68
Control	76.89%	4.97	72.81%	4.8	73.65%	4.84	3203	7.14
c. I design my classroom lessons to be aligned with specific curricular standards.								
	Awarded		No Award		Overall			
Group	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	N	X ²
Continuous	90.96%	5.5	87.11%	5.35	90.01%	5.46	5813	21.08**
Multi-Year	90.80%	5.5	86.86%	5.35	89.65%	5.46	8747	31.01**
New	91.37%	5.55	85.97%	5.31	89.42%	5.46	6587	60.37**
Former	92.04%	5.57	88.56%	5.43	89.21%	5.46	11531	31.88**
Control	93.35%	5.64	89.96%	5.48	90.67%	5.51	3203	12.28**
d. I plan different assignments or lessons for groups of students based on their performance.								
	Awarded		No Award		Overall			
Group	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	N	X ²
Continuous	85.65%	5.22	80.32%	5.05	84.33%	5.18	5813	29.35**
Multi-Year	83.78%	5.17	79.65%	5.02	82.58%	5.13	8747	26.92**
New	83.57%	5.17	77.90%	4.97	81.52%	5.1	6587	46.59**
Former	85.95%	5.27	83.28%	5.16	83.77%	5.18	11531	35.94**

Control	79%	5.13	79.81%	5.08	79.64%	5.09	3203	4.51
e. I have students help other students learn class content (e.g., peer tutoring).								
	Awarded		No Award		Overall			
Group	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	"Once or twice a week" or "Almost daily"	Mean	N	X ²
Continuous	85.29%	5.23	81.77%	5.08	84.41%	5.19	5813	23.35**
Multi-Year	85.75%	5.24	82.31%	5.09	84.75%	5.2	8747	31.93**
New	84.62%	5.23	81.81%	5.08	83.60%	5.18	6587	25.81**
Former	85.53%	5.27	84.01%	5.18	84.29%	5.19	11531	17.78**
Control	84.74%	5.28	81.15%	5.1	81.89%	5.14	3203	14.66**

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table; total

N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

To what extent do you use student test score data for each of the following purposes?								
a. Identify individual students who need remedial assistance.								
	Awarded		No Award		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	87.60%	3.35	82.74%	3.23	86.39%	3.32	5813	21.73**
Multi-Year	87.98%	3.35	82.86%	3.21	86.49%	3.31	8747	40.45**
New	87.45%	3.35	80.17%	3.15	84.82%	3.28	6587	62.59**
Former	89.44%	3.36	85.65%	3.29	86.36%	3.3	11531	21.25**
Control	83.84%	3.26	84.49%	3.28	84.36%	3.28	3203	0.17

b. Set learning goals for individual students.								
	Awarded		No Award		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	86.02%	3.28	78.10%	3.1	84.05%	3.23	5813	50.73**
Multi-Year	84.86%	3.26	79.49%	3.12	83.30%	3.22	8746	37.45**
New	83.77%	3.24	76.97%	3.07	81.31%	3.18	6587	46.12**
Former	85.16%	3.27	82.98%	3.22	83.38%	3.23	11531	5.99*
Control	76.89%	3.09	78.75%	3.12	78.36%	3.12	3203	1.07
c. Tailor instruction to individual students' needs.								
	Awarded		No Award		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	88.90%	3.37	83.30%	3.23	87.51%	3.33	5813	31.16**
Multi-Year	87.62%	3.34	83.14%	3.21	86.32%	3.3	8747	30.78**
New	87.19%	3.33	80.50%	3.17	84.77%	3.27	6587	52.61**
Former	88.74%	3.34	86.21%	3.3	86.68%	3.3	11531	9.7**
Control	80.51%	3.19	84.30%	3.25	83.52%	3.23	3203	5.46*
d. Develop recommendations for tutoring or other educational services for students.								
	Awarded		No Award		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	80.80%	3.18	71.93%	2.97	78.60%	3.13	5813	50.71**
Multi-Year	80.49%	3.16	72.75%	2.98	78.23%	3.11	8747	63.64**
New	79.99%	3.16	69.45%	2.9	76.18%	3.07	6587	92.92**
Former	81.20%	3.17	76.77%	3.07	77.60%	3.09	11531	19.7**

Control	75.53%	3.06	74.34%	3.03	74.59%	3.04	3203	0.39
e. Assign or reassign students to groups.								
	Awarded		No Award		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	76.22%	3.06	70.06%	2.91	74.69%	3.02	5813	21.79**
Multi-Year	76.26%	3.06	69.92%	2.89	74.41%	3.01	8747	38.15**
New	76.94%	3.06	65.59%	2.81	72.84%	2.97	6587	99.07**
Former	76.87%	3.07	73.90%	2.99	74.45%	3.01	11531	8.14**
Control	72.36%	2.96	70.72%	2.94	71.06%	2.94	3203	0.68
f. Identify and correct gaps in the curriculum for all students.								
	Awarded		No Award		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	81.40%	3.13	72.97%	2.91	79.31%	3.07	5813	46.89**
Multi-Year	79.96%	3.11	73.10%	2.93	77.96%	3.06	8747	49.48**
New	80.13%	3.12	70.13%	2.89	76.51%	3.03	6587	84.63**
Former	81.06%	3.12	78.04%	3.04	78.61%	3.06	11531	9.47**
Control	75.23%	3.02	76.39%	3.02	76.15%	3.02	3203	0.39
g. Encourage parent involvement in student learning.								
	Awarded		No Award		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	77.51%	3.11	69.51%	2.96	75.52%	3.08	5813	37.53**
Multi-Year	75.33%	3.08	69.14%	2.94	73.52%	3.04	8747	35.55**
New	74.80%	3.06	65.32%	2.88	71.38%	3	6586	66.88**

Former	75.20%	3.07	74.71%	3.05	74.80%	3.05	11531	0.22
Control	75.53%	3.05	73.99%	3.03	74.31%	3.04	3203	0.65
h. Identify areas where I need to strengthen my content knowledge or teaching skills.								
	Awarded		No Award		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	86.16%	3.26	83.09%	3.15	85.39%	3.23	5813	8.17**
Multi-Year	85.74%	3.24	82.39%	3.14	84.76%	3.21	8747	15.63**
New	86.74%	3.27	80.08%	3.11	84.33%	3.21	6587	50.91**
Former	87.44%	3.27	85.08%	3.2	85.52%	3.21	11531	7.85**
Control	82.63%	3.15	83.67%	3.18	83.45%	3.17	3203	0.41
i. Determine areas where I need professional development.								
	Awarded		No Award		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	77.78%	3.08	72.83%	2.97	76.55%	3.05	5813	14.78**
Multi-Year	76.18%	3.05	73.41%	2.97	75.37%	3.03	8747	7.47**
New	78.01%	3.08	70.80%	2.92	75.41%	3.02	6587	42.66**
Former	77.06%	3.07	75.50%	3.03	75.79%	3.03	11531	2.33
Control	71.30%	2.95	74.73%	3	74.02%	2.99	3203	3.22

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table; total N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

How often do the following kinds of contact occur between you and the parents of your students?								
a. I require students to have their parents sign off on homework.								
	Awarded		No Award		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	43.62%	2.41	39.15%	2.29	42.51%	2.38	5813	8.83**
Multi-Year	36.79%	2.23	29.57%	2.03	34.69%	2.17	8747	41.61**
New	36.13%	2.22	27.48%	1.98	33.00%	2.13	6587	51.45**
Former	39.83%	2.31	38.13%	2.26	38.44%	2.27	11531	2.15
Control	33.38%	2.11	32.15%	2.08	32.41%	2.09	3203	0.36
b. I assign homework that requires direct parent involvement or participation.								
	Awarded		No Award		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	38.38%	2.27	33.33%	2.13	37.12%	2.23	5813	11.81**
Multi-Year	32.34%	2.12	26.90%	1.96	30.75%	2.07	8747	25.07**
New	30.62%	2.1	25.42%	1.92	28.74%	2.04	6587	20.04**
Former	35.92%	2.2	35.54%	2.18	35.61%	2.18	11531	0.11
Control	31.57%	2.09	27%	1.99	27.94%	2.01	3203	5.46*
c. I send home examples of excellent student work to serve as models.								
	Awarded		No Award		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	36.57%	2.18	32.43%	2.07	35.54%	2.15	5813	8.1**
Multi-Year	34.50%	2.11	29.73%	1.97	33.11%	2.07	8747	18.6**
New	30.97%	2.04	25.67%	1.89	29.06%	1.99	6587	20.71**

Former	34.39%	2.1	33.56%	2.08	33.72%	2.09	11531	0.53
Control	28.25%	1.93	25.54%	1.88	26.10%	1.89	3203	1.99
d. For those students who are having academic problems, I try to make direct contact with their parents.								
	Awarded		No Award		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	78.40%	3.12	71.73%	2.96	76.74%	3.08	5813	27.06**
Multi-Year	76.96%	3.08	70.27%	2.93	75.01%	3.04	8747	43.03**
New	78.25%	3.12	67.06%	2.85	74.21%	3.02	6587	99.47**
Former	78.87%	3.11	75.13%	3.03	75.83%	3.05	11530	13.37**
Control	78.25%	3.14	76.70%	3.07	77.02%	3.08	3203	0.71
e. For those students whose academic performance improves, I send messages home to parents.								
	Awarded		No Award		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	63.98%	2.82	56.20%	2.63	62.05%	2.77	5813	27.88**
Multi-Year	61.61%	2.76	52%	2.57	58.81%	2.71	8747	68.88**
New	62.44%	2.78	50.25%	2.52	58.04%	2.69	6587	92.77**
Former	61.61%	2.79	60.17%	2.73	60.44%	2.74	11531	1.52
Control	61.63%	2.78	59.66%	2.73	60.07%	2.74	3203	0.85
f. I invite parents to visit or observe my classroom.								
	Awarded		No Award		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	48.54%	2.54	41.51%	2.37	46.79%	2.5	5813	21.5**
Multi-Year	46.86%	2.49	40.43%	2.35	44.99%	2.45	8747	30.18**

New	47.37%	2.5	40%	2.31	44.71%	2.43	6587	33.43**
Former	48.26%	2.52	46.35%	2.47	46.71%	2.48	11531	2.54
Control	36.10%	2.27	37.78%	2.27	37.43%	2.27	3203	0.63
g. I encourage parents to volunteer in the school.								
	Awarded		No Award		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	48.10%	2.49	37.98%	2.28	45.59%	2.44	5813	44.83**
Multi-Year	44.54%	2.4	36.20%	2.21	42.11%	2.34	8747	51.57**
New	44.31%	2.4	36.81%	2.2	41.60%	2.33	6587	35.2**
Former	45.84%	2.44	43.75%	2.39	44.14%	2.4	11531	3.07
Control	43.96%	2.38	42.94%	2.35	43.15%	2.36	3203	0.22
h. I help engage parents in site-based decision-making and advisory groups.								
	Awarded		No Award		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	27.60%	1.99	21.21%	1.81	26.01%	1.95	5813	23.03**
Multi-Year	27.21%	1.97	21.57%	1.79	25.56%	1.92	8747	30.18**
New	24.91%	1.92	20.63%	1.76	23.36%	1.86	6587	15.56**
Former	27.97%	1.99	26.71%	1.95	26.94%	1.95	11531	1.4
Control	22.81%	1.84	21.09%	1.8	21.45%	1.81	3203	0.92

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table; total N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

How have you changed your teaching practices this year (2008-09) compared to last year (2007-08)? For each of the activities listed below, please indicate whether you are spending more time, the same amount of time, or less time this year than you did last year.

a. Aligning my classroom instruction with curricular standards.

	Awarded		No Award		Overall			
Group	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	N	X ²
Continuous	56.71%	3.74	52.57%	3.67	55.77%	3.73	4926	28.13**
Multi-Year	59.75%	3.8	55.88%	3.73	58.68%	3.78	7318	12.83**
New	60.16%	3.8	55.73%	3.7	58.63%	3.77	5502	28.73**
Former	56.84%	3.74	54.19%	3.71	54.70%	3.72	9679	4.94
Control	56.08%	3.71	54.55%	3.7	54.87%	3.7	2739	1

b. Focusing on the classroom content covered by standardized achievement tests.

	Awarded		No Award		Overall			
Group	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	N	X ²
Continuous	49.66%	3.63	47.07%	3.56	49.07%	3.61	4926	30.11**
Multi-Year	53.32%	3.7	52.03%	3.66	52.97%	3.69	7318	10.56**
New	51.93%	3.67	50.77%	3.62	51.53%	3.65	5502	13.88**
Former	51.09%	3.65	48.84%	3.62	49.27%	3.62	9678	5.33
Control	46.53%	3.55	41.98%	3.5	42.94%	3.51	2739	3.86

c. Administering benchmark assessments or quizzes.

	Awarded		No Award		Overall			
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Group	"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		N	X ²
	Mean		Mean		Mean			
Continuous	42.94%	3.53	42.02%	3.51	42.73%	3.53	4926	6.34*
Multi-Year	46.24%	3.58	42.84%	3.5	45.30%	3.56	7318	17.54**
New	46.88%	3.59	43.43%	3.49	45.69%	3.56	5502	16.24**
Former	44.57%	3.56	43.27%	3.53	43.52%	3.53	9678	6.96*
Control	38.37%	3.45	35.37%	3.41	36%	3.42	2739	1.81
d. Re-teaching topics or skills based on students' performance on classroom tests.								
	Awarded		No Award		Overall			
Group	"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		N	X ²
	Mean		Mean		Mean			
Continuous	59.77%	3.77	56.74%	3.72	59.07%	3.76	4926	16.96**
Multi-Year	62.30%	3.82	57.86%	3.74	61.07%	3.8	7318	25.14**
New	62.41%	3.82	56.57%	3.7	60.40%	3.78	5502	26.52**
Former	58.31%	3.74	55.93%	3.71	56.39%	3.72	9678	5.3
Control	55.03%	3.7	53.72%	3.64	54%	3.65	2739	3.5
e. Reviewing student test results with other teachers.								
	Awarded		No Award		Overall			
Group	"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		N	X ²
	Mean		Mean		Mean			
Continuous	43.94%	3.5	40.78%	3.43	43.22%	3.49	4926	5.45
Multi-Year	47.75%	3.57	41.65%	3.41	46.06%	3.52	7318	40.79**
New	48.27%	3.56	39.31%	3.36	45.18%	3.49	5502	62.9**
Former	42.62%	3.48	40.45%	3.43	40.86%	3.44	9677	7.21*

Control	38.72%	3.4	36.29%	3.36	36.80%	3.37	2739	1.29
f. Seeking help from/providing help to other teachers informally.								
	Awarded		No Award		Overall			
Group	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	N	X ²
Continuous	55.87%	3.7	49.38%	3.6	54.38%	3.68	4926	20.35**
Multi-Year	59.71%	3.76	50.20%	3.58	57.08%	3.71	7318	63.43**
New	60.38%	3.77	51.87%	3.6	57.45%	3.71	5502	53.56**
Former	52.71%	3.66	49.52%	3.59	50.13%	3.6	9679	9.65**
Control	53.30%	3.64	49.28%	3.58	50.13%	3.59	2739	3.28
g. Attending district- or school-sponsored professional development workshops.								
	Awarded		No Award		Overall			
Group	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	N	X ²
Continuous	40.55%	3.45	37.94%	3.39	39.95%	3.43	4926	5.8
Multi-Year	45.24%	3.53	39.92%	3.37	43.77%	3.49	7318	45.25**
New	44.41%	3.51	39.95%	3.39	42.88%	3.47	5502	25.47**
Former	39.69%	3.43	37.83%	3.37	38.18%	3.38	9678	4.7
Control	36.46%	3.37	36.85%	3.36	36.77%	3.37	2739	0.13
h. Engaging in informal self-directed learning (e.g., reading subject-specific education research, using the Internet to enrich knowledge and skills).								
	Awarded		No Award		Overall			

Group	"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		N	X ²
	Mean		Mean		Mean			
Continuous	53.84%	3.68	49.56%	3.6	52.86%	3.66	4926	16.31**
Multi-Year	55.87%	3.71	53.66%	3.64	55.26%	3.69	7318	18.22**
New	56.92%	3.73	52.19%	3.63	55.29%	3.7	5502	19.56**
Former	49.95%	3.63	48.60%	3.59	48.86%	3.6	9679	3.2
Control	51.91%	3.6	47.53%	3.56	48.45%	3.57	2739	4.36
i. Tutoring individuals or small groups of students outside of class time.								
	Awarded		No Award		Overall			
Group	"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		N	X ²
	Mean		Mean		Mean			
Continuous	50.32%	3.62	46.10%	3.56	49.35%	3.61	4926	10.05**
Multi-Year	51.59%	3.64	48.81%	3.55	50.82%	3.62	7318	32.97**
New	53.40%	3.68	47.02%	3.51	51.20%	3.62	5502	35.42**
Former	47.07%	3.55	44.37%	3.5	44.89%	3.51	9678	4.4
Control	44.10%	3.51	42.58%	3.45	42.90%	3.46	2739	4.07

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table; total N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

How much change has there been in the time your students spend on the following activities this year (2008-09) compared to last year (2007-08)? For each of the activities listed below, please indicate whether your students are spending more time, the same amount of time, or less time this year than they did last year.

a. Engaging in hands-on learning activities (e.g., working with manipulative aids).

	Awarded		No Award		Overall			
Group	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	N	X ²
Continuous	58.58%	3.74	55.67%	3.67	57.92%	3.73	4926	10.34**
Multi-Year	59.56%	3.76	54.99%	3.65	58.29%	3.73	7318	32.65**
New	58.64%	3.75	53.51%	3.61	56.87%	3.7	5502	21.42**
Former	56.41%	3.69	54.73%	3.67	55.05%	3.67	9679	5.32
Control	53.65%	3.64	51.92%	3.61	52.28%	3.61	2739	0.62

b. Working in groups.

	Awarded		No Award		Overall			
Group	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	"A little more than last year" or "Much more than last year"	Mean	N	X ²
Continuous	57.71%	3.76	54.17%	3.68	56.90%	3.74	4926	12.12**
Multi-Year	58.37%	3.76	53.26%	3.67	56.96%	3.74	7318	26.87**
New	57.42%	3.75	52.88%	3.64	55.85%	3.72	5502	33.35**
Former	53.80%	3.68	52.84%	3.66	53.02%	3.67	9679	5.32
Control	52.43%	3.64	50.67%	3.61	51.04%	3.62	2739	0.57

c. Completing assignments at home (i.e., homework).

	Awarded	No Award	Overall	
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Group	"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		N	X ²
	Mean		Mean		Mean			
Continuous	35.83%	3.37	30.76%	3.23	34.67%	3.34	4926	30.11**
Multi-Year	36.02%	3.33	30.53%	3.2	34.50%	3.29	7318	34.01**
New	33.16%	3.28	29.08%	3.16	31.75%	3.24	5502	19.69**
Former	32.19%	3.28	32.31%	3.27	32.29%	3.27	9678	3.86
Control	28.99%	3.21	25.52%	3.15	26.25%	3.16	2739	3.19
d. Receiving direct instruction.								
	Awarded		No Award		Overall			
Group	"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		N	X ²
	Mean		Mean		Mean			
Continuous	45.47%	3.57	42.55%	3.5	44.80%	3.55	4926	11**
Multi-Year	46.75%	3.58	42.59%	3.51	45.60%	3.56	7318	13.67**
New	43.94%	3.53	41.37%	3.48	43.06%	3.51	5502	8.03*
Former	42.45%	3.51	42.15%	3.51	42.20%	3.51	9679	0.79
Control	37.67%	3.41	36.38%	3.41	36.66%	3.41	2739	1.72
e. Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves).								
	Awarded		No Award		Overall			
Group	"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		"A little more than last year" or "Much more than last year"		N	X ²
	Mean		Mean		Mean			
Continuous	52.42%	3.63	45.74%	3.49	50.89%	3.6	4926	23.28**
Multi-Year	54.10%	3.66	48.91%	3.55	52.66%	3.63	7318	34.3**
New	52.87%	3.63	46.75%	3.49	50.76%	3.58	5502	36.21**
Former	47.07%	3.54	46.65%	3.53	46.73%	3.53	9679	4.85

Control	45.31%	3.48	43.18%	3.46	43.63%	3.46	2739	0.85
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*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table;

total N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

Teachers sometimes focus their efforts on improving the performance of specific groups of students. Compared to last year (2007-08), how regularly do you focus extra effort on students at different performance levels in your class(es) this year (2008-09)?								
a. I focus the same amount of effort on students at all performance levels.								
	Awarded		No Award		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	83.46%	3.21	78.99%	3.09	82.44%	3.19	4926	12.03**
Multi-Year	83.38%	3.19	80.78%	3.14	82.66%	3.18	7318	6.89**
New	82.48%	3.18	80.58%	3.14	81.82%	3.17	5502	3.01
Former	82.46%	3.18	83.45%	3.2	83.26%	3.19	9679	1.04
Control	78.30%	3.1	79.70%	3.1	79.41%	3.1	2739	0.55
b. I focus more effort on students at high levels of achievement.								
	Awarded		No Award		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	42.18%	2.38	39.10%	2.35	41.47%	2.37	4926	3.41
Multi-Year	43.39%	2.42	40.42%	2.34	42.57%	2.4	7318	5.3*
New	40.70%	2.37	36.52%	2.28	39.26%	2.34	5502	9.11**

Former	42.35%	2.4	42.37%	2.38	42.36%	2.39	9678	0
Control	34.72%	2.31	32.36%	2.2	32.86%	2.22	2739	1.15
c. I focus more effort on students at average levels of achievement.								
	Awarded		No Award		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	59.22%	2.66	59.13%	2.66	59.20%	2.66	4926	0
Multi-Year	60.90%	2.69	58.84%	2.64	60.33%	2.68	7318	2.58
New	58.94%	2.66	56.46%	2.6	58.09%	2.64	5502	3.13
Former	60.69%	2.68	58.30%	2.64	58.75%	2.65	9678	3.54
Control	54.69%	2.59	50.02%	2.48	51%	2.51	2739	3.96*
d. I focus more effort on students at moderately low levels of achievement.								
	Awarded		No Award		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	76.41%	3.02	75.80%	3.02	76.27%	3.02	4926	0.18
Multi-Year	77.16%	3.04	73.37%	2.95	76.11%	3.01	7318	11.59**
New	75.66%	3	72.82%	2.95	74.68%	2.99	5502	5.28*
Former	76.22%	3.03	75.05%	2.99	75.27%	3	9678	1.1
Control	73.26%	2.97	70.69%	2.88	71.23%	2.9	2739	1.47
e. I focus more effort on students at very low levels of achievement.								
	Awarded		No Award		Overall			
Group	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	"Frequently" or "Always or almost always"	Mean	N	X ²
Continuous	79.70%	3.19	80.67%	3.21	79.92%	3.19	4926	0.51
Multi-Year	79.84%	3.18	79.59%	3.17	79.77%	3.17	7317	0.06

New	78.96%	3.15	76.31%	3.1	78.04%	3.13	5502	5.1*
Former	82.14%	3.21	80.04%	3.18	80.44%	3.18	9678	4.17*
Control	75.35%	3.11	74.80%	3.04	74.92%	3.06	2739	0.07

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and years of experience.

N reflects the total number of observations with valid values for each question in all Groups summarized in the table;

total N (and N for a given Group which is not reported) may vary across questions.

Source: Results come from survey administered to personnel in select schools during spring of 2009.

Longitudinal Analysis Results

Longitudinal statistics comparing the responses over time for the Continuous Participation TEEG schools are presented in this section.

Results capture responses from common questions on the spring 2007, spring 2008, and spring 2009 surveys.

To what extent do you agree or disagree with the following statements about the teachers in your school this year (2008-09) compared to last school year (2007-08)?										
Question	Spring 07			Spring 08			Spring 09			X ²
	N	"Agree" or "Strongly agree"	Mean	N	"Agree" or "Strongly agree"	Mean	N	"Agree" or "Strongly agree"	Mean	
a. Seem more competitive than cooperative.	5298	22.14%	2.05	4423	18.97%	2.03	4714	18.52%	1.95	24.58**
b. Trust each other less.	5298	20.57%	2.01	4423	16.30%	1.98	4714	16.91%	1.92	36.09**
c. Feel more responsible to help each other do their best.	5298	73.37%	2.87	4423	71.29%	2.79	4714	81.01%	2.99	131.4**

d. More often expect students to complete every assignment.	5298	74.16%	2.88	4423	68.87%	2.76	4714	87.51%	3.12	481.46**
e. More often encourage students to keep trying even when the work is challenging.	5298	83.01%	3.09	4423	79.11%	2.92	4714	91.83%	3.27	303.35**
f. Less often think it is important that all of their students do well in class.	5298	17.46%	1.94	4423	14.36%	1.97	4714	17.29%	1.93	20.44**
g. Can be counted on more often to help out anywhere or anytime, even though it may not be part of their official assignment.	5298	72.14%	2.88	4423	69.68%	2.77	4714	80.40%	3.01	152.99**

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and year of survey.

N reflects the number of observations with valid values for the question in the year shown.

Source: Results come from survey administered to personnel in select schools during spring of 2006, 2007, and 2008.

To what extent do you agree or disagree with the following statements about satisfaction with teaching at your school?										
Question	Spring 07			Spring 08			Spring 09			X ²
	N	"Agree" or "Strongly agree"	Mean	N	"Agree" or "Strongly agree"	Mean	N	"Agree" or "Strongly agree"	Mean	
a. I would describe teachers at this school as a more satisfied group than we were last school year.	5298	54.32%	2.56	4423	50.89%	2.48	4714	59.25%	2.62	65.4**
b. The stress and disappointments involved in teaching at this school are much greater than last school year.	5298	37.30%	2.34	4423	37.21%	2.35	4714	36.08%	2.33	1.89

c. This year I like the way things are run at the school more than I did last year.	5298	54.13%	2.56	4423	50.35%	2.48	4714	57.11%	2.59	42.04**
d. This year I think about transferring to another school/district more than I did last year.	5298	21.76%	1.94	4423	24.96%	2.04	4714	21.62%	1.94	18.69**
e. This year I think about staying home from school because I'm just too tired to go more than I did last year.	...	...	...	4423	18.99%	1.95	4714	17.46%	1.87	3.6

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and year of survey.

N reflects the number of observations with valid values for the question in the year shown.

Source: Results come from survey administered to personnel in select schools during spring of 2006, 2007, and 2008.

How often do you engage in the following activities as part of your classroom instruction?										
Question	Spring 07			Spring 08			Spring 09			X ²
	N	"Once or twice a week" or "Almost daily"	Mean	N	"Once or twice a week" or "Almost daily"	Mean	N	"Once or twice a week" or "Almost daily"	Mean	
a. I analyze students' work to identify the curricular standards that students have or have not yet mastered.	5298	77.80%	5.1	4423	79.81%	5.19	4714	78.57%	5.09	99.34**
b. I follow an "instructional calendar" or "pacing plan" provided by the school or district to schedule my instructional content.	5298	78.12%	5.03	4423	80.44%	5.14	4714	80.48%	5.13	22.13**
c. I design my classroom lessons to be aligned with specific curricular standards.	5298	91.53%	5.56	4423	93.29%	5.63	4714	90.18%	5.47	121.36**

d. I plan different assignments or lessons for groups of students based on their performance.	5298	85.11%	5.24	4423	87.34%	5.32	4714	84.62%	5.18	71.02**
e. I have students help other students learn class content (e.g., peer tutoring).	5298	87.49%	5.34	4423	88.81%	5.39	4714	84.85%	5.2	91.5**

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and year of survey.

N reflects the number of observations with valid values for the question in the year shown.

Source: Results come from survey administered to personnel in select schools during spring of 2006, 2007, and 2008.

To what extent do you use student test score data for each of the following purposes?										
Question	Spring 07			Spring 08			Spring 09			X ²
	N	"Frequently" or "Always or almost always"	Mean	N	"Frequently" or "Always or almost always"	Mean	N	"Frequently" or "Always or almost always"	Mean	
a. Identify individual students who need remedial assistance.	5298	85.86%	3.3	4423	89.55%	3.39	4714	86.66%	3.33	31.78**
b. Set learning goals for individual students.	5298	82.69%	3.2	4423	85.17%	3.26	4714	84.51%	3.24	12.17**
c. Tailor instruction to individual students' needs.	5298	86.28%	3.28	4423	87.14%	3.32	4714	87.78%	3.34	5.06
d. Develop recommendations for tutoring or other educational services for students.	5298	80.63%	3.17	4423	82.86%	3.24	4714	79.42%	3.14	17.93**
e. Assign or reassign students to groups.	5298	78.95%	3.12	4423	81.19%	3.17	4714	75.03%	3.03	52.77**

f. Identify and correct gaps in the curriculum for all students.	5298	80.46%	3.12	4423	83.90%	3.19	4714	79.97%	3.09	27.62**
g. Encourage parent involvement in student learning.	5298	65.76%	2.86	4423	77.53%	3.13	4714	75.94%	3.09	205.41**
h. Identify areas where I need to strengthen my content knowledge or teaching skills.	5298	85.56%	3.25	4423	87.81%	3.29	4714	84.98%	3.22	17.02**
i. Determine areas where I need professional development.	5298	76.65%	3.08	4423	80.08%	3.14	4714	76.05%	3.04	24.78**

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and year of survey.

N reflects the number of observations with valid values for the question in the year shown.

Source: Results come from survey administered to personnel in select schools during spring of 2006, 2007, and 2008.

How often do the following kinds of contact occur between you and the parents of your students?										
Question	Spring 07			Spring 08			Spring 09			X ²
	N	"Frequently" or "Always or almost always"	Mean	N	"Frequently" or "Always or almost always"	Mean	N	"Frequently" or "Always or almost always"	Mean	
a. I require students to have their parents sign off on homework.	5298	45.94%	2.48	4423	44.99%	2.45	4714	43.40%	2.41	6.58*
b. I assign homework that requires direct parent involvement or participation.	5298	37.03%	2.26	4423	37.12%	2.26	4714	37.46%	2.25	0.21
c. I send home examples of excellent student work to serve as models.	5298	36.03%	2.16	4423	34.95%	2.15	4714	35.62%	2.15	1.23

d. For those students who are having academic problems, I try to make direct contact with their parents.	5298	81.46%	3.21	4423	82.30%	3.23	4714	77.32%	3.1	42.17**
e. For those students whose academic performance improves, I send messages home to parents.	5298	66.02%	2.88	4423	65%	2.86	4714	61.96%	2.77	18.99**
f. I invite parents to visit or observe my classroom.	5298	51.32%	2.6	4423	50.76%	2.6	4714	47.16%	2.52	19.69**
g. I encourage parents to volunteer in the school.	5298	49.51%	2.53	4423	47.48%	2.5	4714	45.99%	2.46	12.55**
h. I help engage parents in site-based decision-making and advisory groups.	5298	29.09%	2.04	4423	27.40%	2.01	4714	25.90%	1.95	12.73**

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and year of survey.

N reflects the number of observations with valid values for the question in the year shown.

Source: Results come from survey administered to personnel in select schools during spring of 2006, 2007, and 2008.

How have you changed your teaching practices this year (2008-09) compared to last year (2007-08)? For each of the activities listed below, please indicate whether you are spending more time, the same amount of time, or less time this year than you did last year.										
Question	Spring 07			Spring 08			Spring 09			X ²
	N	"A little more than last year" or "Much more than last year"	Mean	N	"A little more than last year" or "Much more than last year"	Mean	N	"A little more than last year" or "Much more than last year"	Mean	
a. Aligning my classroom instruction with curricular standards.	5298	53.55%	3.73	4423	50.98%	3.69	4203	54.48%	3.7	24.51**

b. Focusing on the classroom content covered by standardized achievement tests.	5298	47.83%	3.62	4423	46.64%	3.6	4203	47.42%	3.58	10.56*
c. Administering benchmark assessments or quizzes.	5298	44.30%	3.57	4423	41.56%	3.53	4203	41.04%	3.5	29.56**
d. Re-teaching topics or skills based on students' performance on classroom tests.	5298	55.74%	3.75	4423	55.57%	3.73	4203	58.15%	3.74	29.92**
e. Reviewing student test results with other teachers.	5298	42.83%	3.5	4423	42.89%	3.51	4203	41.92%	3.47	13.55**
f. Seeking help from/providing help to other teachers informally.	5298	54.74%	3.71	4423	52.95%	3.67	4203	53.01%	3.65	10.68*
g. Attending district- or school-sponsored professional development workshops.	5298	41.37%	3.48	4423	39.14%	3.42	4203	37.73%	3.39	13.72**
h. Engaging in informal self-directed learning (e.g., reading subject-specific education research, using the Internet to enrich knowledge and skills).	5298	51.81%	3.67	4423	50.06%	3.64	4203	50.96%	3.62	15.37**
i. Tutoring individuals or small groups of students outside of class time.	5298	49.45%	3.65	4423	49.51%	3.64	4203	48.28%	3.58	19.5**

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and year of survey.

N reflects the number of observations with valid values for the question in the year shown.

Source: Results come from survey administered to personnel in select schools during spring of 2006, 2007, and 2008.

How much change has there been in the time your students spend on the following activities this year (2008-09) compared to last year (2007-08)? For each of the activities listed below, please indicate whether your students are spending more time, the same amount of time, or less time this year than they did last year.

Question	Spring 07			Spring 08			Spring 09			X ²
	N	"A little more than last year" or "Much more than last year"	Mean	N	"A little more than last year" or "Much more than last year"	Mean	N	"A little more than last year" or "Much more than last year"	Mean	
a. Engaging in hands-on learning activities (e.g., working with manipulative aids).	5298	52.57%	3.66	4423	52.48%	3.65	4203	57.29%	3.71	29.34**
b. Working in groups.	5298	51.85%	3.68	4423	52.50%	3.69	4203	55.77%	3.72	22.43**
c. Completing assignments at home (i.e., homework).	5298	33.75%	3.34	4423	34.57%	3.35	4203	33.90%	3.32	6.77
d. Receiving direct instruction.	5298	40.85%	3.5	4423	40.27%	3.48	4203	43.85%	3.53	20.75**
e. Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves).	5298	48.72%	3.59	4423	48%	3.56	4203	49.77%	3.57	4.54

*p < .05 ** p < .01

χ² statistic tests if there is a relationship between the distribution of responses and year of survey.

N reflects the number of observations with valid values for the question in the year shown.

Source: Results come from survey administered to personnel in select schools during spring of 2006, 2007, and 2008.

Teachers sometimes focus their efforts on improving the performance of specific groups of students. Compared to last year (2007-08), how regularly do you focus extra effort on students at different performance levels in your class(es) this year (2008-09)?

Question	Spring 07			Spring 08			Spring 09			X ²
	N	"Frequently" or "Always or almost always"	Mean	N	"Frequently" or "Always or almost always"	Mean	N	"Frequently" or "Always or almost always"	Mean	
a. I focus the same amount of effort on students at all performance levels.	4423	85.46%	3.29	4203	82.35%	3.18	15.53**
b. I focus more effort on students at high levels of achievement.	4423	42.64%	2.4	4203	41.28%	2.37	1.64
c. I focus more effort on students at average levels of achievement.	4423	63.15%	2.72	4203	58.93%	2.65	16.09**
d. I focus more effort on students at moderately low levels of achievement.	4423	78.02%	3.05	4203	76.35%	3.02	3.43
e. I focus more effort on students at very low levels of achievement.	4423	81.44%	3.24	4203	79.75%	3.19	3.92*

*p < .05 ** p < .01

χ^2 statistic tests if there is a relationship between the distribution of responses and year of survey.

N reflects the number of observations with valid values for the question in the year shown.

Source: Results come from survey administered to personnel in select schools during spring of 2006, 2007, and 2008.

Spring 2009 School Personnel Survey Past TEEG Participants

Dear School Personnel,

The National Center on Performance Incentives (NCPI), under contract with the Texas Education Agency (TEA), is conducting an on-going evaluation of the Texas Educator Excellence Grant (TEEG) program and Governor's Educator Excellence Grant (GEEG) program. This survey will help us learn more about your school environment and professional practices.

We recognize that some of you may have filled out a similar survey during the spring 2008 semester, but it is important that you again complete this spring 2009 survey. Gathering teacher feedback throughout the duration of the TEEG and GEEG program – including post-participation experiences – enables us to better understand teachers' experiences over time.

It is okay if your answers have changed from last school year. We ask that you not try to remember how you responded last time in order to answer the same way again; rather, please indicate how you feel now. If this is your first time to participate in this survey, we encourage you to participate at this time.

We appreciate your contribution to this study and know that your feedback provides important insight for policymakers and educators in this state. We remind you that this survey is voluntary and that all responses will remain entirely confidential; no identifying information will be included in published reports and papers on this project.

ARE YOU FULL-TIME INSTRUCTIONAL SCHOOL PERSONNEL?

We want to survey all school personnel who are directly involved in delivering instruction, including classroom teachers, instructional aides, instructional specialists, and instructional coaches. Therefore, this survey should be completed by all “full-time instructional personnel”, which includes the following:

- (1) A classroom teacher who teaches an average of four hours per day in an academic or career and technology instructional setting focusing on the delivery of the Texas Essential Knowledge and Skills (TEKS).
- (2) The term also includes teachers’ assistants/instructional aides, instructional coaches and specialists directly involved in delivering instruction.
- (3) Permanent substitutes can be included as survey respondents if they meet the above requirements of at least four hours per day of instructional work.

All personnel who meet this definition should participate regardless of their eligibility for Part 1 or Part 2 TEEG awards or the amount of award for which they are eligible.

SECTION A: PROFESSIONAL TITLE

1. How do you classify your MAIN position in your current school during this 2008-09 school year? Please select only one response below that most accurately describes your position.
 - a. Regular full-time teacher (i.e., an educator who teaches in an academic setting or a career and technology setting for not less than an average of four hours each day.)
 - b. Long-term substitute (i.e., your assignment requires that you fill the role of a “regular full-time teacher” – as defined above – on a long-term basis, but you are still considered a substitute.)
 - c. Teacher aide
 - d. Instructional specialists (e.g., curriculum coordinator, mentor teacher, literacy or math coach)

If none of the positions listed above describes your main position in your current school during this 2008-09 school year, YOU SHOULD NOT COMPLETE THIS SURVEY. YOU MAY EXIT THE SURVEY AT THIS TIME.

SECTION B: SCHOOL ENVIRONMENT

2. Were you employed at this current school during the past school year (2007-08)?
 - a. Yes (go to questions 3 and 4)
 - b. No (go to question 5)

3. To what extent do you agree or disagree with the following statements about the teachers in your school this year (2008-09) compared to last school year (2007-08)?

Teachers in my school	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Seem more competitive than cooperative	1	2	3	4
b. Trust each other less	1	2	3	4
c. Feel more responsible to help each other do their best	1	2	3	4
d. More often expect students to complete every assignment	1	2	3	4
e. More often encourage students to keep trying even when the work is challenging	1	2	3	4
f. Less often think it is important that all of their students do well in class	1	2	3	4
g. Can be counted on more often to help out anywhere or anytime, even though it may not be part of their official assignment	1	2	3	4

4. To what extent do you agree or disagree with the following statements about satisfaction with teaching at your school?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I would describe teachers at this school as a more satisfied group than we were last school year.	1	2	3	4
b. The stress and disappointments involved in teaching at this school are much greater than last school year.	1	2	3	4
c. This year I like the way things are run at the school more than I did last year.	1	2	3	4
d. This year I think about transferring to another school/district more than I did last year.	1	2	3	4
e. This year I think about staying home from school because I'm just too tired to go more than I did last year.	1	2	3	4

SECTION C: CURRICULUM AND INSTRUCTION PRACTICES

5. How often do you engage in the following activities as part of your classroom instruction?

	Never	Once or twice a Year	Once or twice a semester	Once or twice a month	Once or twice a Week	Almost Daily
a. I analyze students' work to identify the curricular standards that students have or have not yet mastered.	1	2	3	4	5	6
b. I follow an "instructional calendar" or "pacing plan" provided by the school or district to schedule my instructional content.	1	2	3	4	5	6
c. I design my classroom lessons to be aligned with specific curricular standards.	1	2	3	4	5	6
d. I plan different assignments or lessons for groups of students based on their performance.	1	2	3	4	5	6
e. I have students help other students learn class content (e.g., peer tutoring).	1	2	3	4	5	6

6. To what extent do you use student test score data for each of the following purposes?

	Never or almost never	Occasionally	Frequently	Always or almost always
a. Identify individual students who need remedial assistance	1	2	3	4
b. Set learning goals for individual students	1	2	3	4
c. Tailor instruction to individual students' needs	1	2	3	4
d. Develop recommendations for tutoring or other educational services for students	1	2	3	4
e. Assign or reassign students to groups	1	2	3	4
f. Identify and correct gaps in the curriculum for all students	1	2	3	4
g. Encourage parent involvement in student Learning	1	2	3	4
h. Identify areas where I need to strengthen my content knowledge or teaching skills	1	2	3	4
i. Determine areas where I need professional Development	1	2	3	4

7. How often do the following kinds of contact occur between you and the parents of your students?

	Never or almost never	Occasionally	Frequently	Always or almost always
a. I require students to have their parents sign off on homework.	1	2	3	4
b. I assign homework that requires direct parent involvement or participation.	1	2	3	4
c. I send home examples of excellent student work to serve as models.	1	2	3	4
d. For those students who are having academic problems, I try to make direct contact with their parents.	1	2	3	4
e. For those students whose academic performance improves, I send messages home to parents.	1	2	3	4
f. Invite parents to visit or observe my classroom.	1	2	3	4
g. I encourage parents to volunteer in the school.	1	2	3	4
h. I help engage parents in site-based decision-making and advisory groups.	1	2	3	4

8. During last school year (2007-08), were you employed as a teacher or in another position that regularly engaged in classroom instruction?

- a. Yes (answer questions 9-11)
- b. No (go to question 12)

9. How have you changed your teaching practices this year (2008-09) compared to last year (2007-08)? For each of the activities listed below, please indicate whether you are spending more time, the same amount of time, or less time this year than you did last year.

	Much less than last year	A little less than last year	The same as last year	A little more than last year	Much more than last year
a. Aligning my classroom instruction with curricular standards.	1	2	3	4	5
b. Focusing on the classroom content covered by standardized achievement tests	1	2	3	4	5
c. Administering benchmark assessments or quizzes.	1	2	3	4	5
d. Re-teaching topics or skills based on students' performance on classroom tests	1	2	3	4	5
e. Reviewing student test results with other teachers	1	2	3	4	5
f. Seeking help from/providing help to other teachers informally	1	2	3	4	5
g. Attending district- or school-sponsored professional development workshops	1	2	3	4	5
h. Engaging in informal self-directed learning (e.g., reading subject-specific education research, using the Internet to enrich knowledge and skills)	1	2	3	4	5
i. Tutoring individuals or small groups of students outside of class time	1	2	3	4	5

10. How much change has there been in the time your students spend on the following activities this year (2008-09) compared to last year (2007-08)? For each of the activities listed below, please indicate whether your students are spending more time, the same amount of time, or less time this year than they did last year.

	Much less than last year	A little less than last year	The same as last year	A little more than last year	Much more than last Year
a. Engaging in hands-on learning activities (e.g., working with manipulative aids)	1	2	3	4	5
b. Working in groups	1	2	3	4	5
c. Completing assignments at home (i.e., homework)	1	2	3	4	5
d. Receiving direct instruction	1	2	3	4	5
e. Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves.)	1	2	3	4	5

11. Teachers sometimes focus their efforts on improving the performance of specific groups of students. Compared to last year (2007-08), how regularly do you focus extra effort on students at different performance levels in your class(es) this year (2008-09)?

	Never or almost never	Occasionally	Frequently	Always or almost Always
a. I focus the same amount of effort on students at <i>all</i> performance levels.	1	2	3	4
b. I focus more effort on students at <i>high</i> levels of achievement.	1	2	3	4
c. I focus more effort on students at <i>average</i> Levels of achievement.	1	2	3	4
d. I focus more effort on students at <i>moderately</i> low levels of achievement.	1	2	3	4
e. I focus more effort on students at <i>very</i> low levels of achievement.	1	2	3	4

SECTION D: BACKGROUND

Professional Experience

12. Including this year (2008-09), please indicate the number of years you have been employed in your current type of position on a full-time basis.

- a. 1 year
- b. 2-3 years
- c. 4-9 years
- d. 10-14 years
- e. 15-19 years
- f. 20 or more years

13. Including this year (2008-09), please indicate the number of years you have been employed in your current position on a full-time basis at this school.

- a. 1 year
- b. 2-3 years
- c. 4-9 years
- d. 10-14 years
- e. 15-19 years
- f. 20 or more years

14. What is the highest degree you hold?
- a. Associate Degree
 - b. Bachelor's Degree
 - c. Master's Degree
 - d. Doctorate or Professional Degree
 - e. Other – please specify
-

15. What subjects do you teach this school year (2008-09)? (check all that apply)
- a. Arts and Music
 - b. Bilingual Education
 - c. English and Language Arts
 - d. English as a Second Language
 - e. Foreign Languages
 - f. Gym, Physical Education
 - g. Health Education
 - g. Mathematics and Computer Science
 - h. Natural Sciences
 - i. Social Sciences
 - j. Special Education
 - k. Gifted and Talented
 - l. Vocational/Technical Education
 - m. Other
 - n. Not applicable to my current position

16. Do you teach in a subject and grade that is held accountable under the No Child Left Behind Act or Texas accountability system?
- a. Yes
 - b. No
 - c. Do not know
 - d. Not applicable to my current position

17. What percentage of your time is spent teaching in an out-of-field area?
- a. 0% (i.e., none at all)
 - b. 1% to 10%
 - c. 11% to 20%
 - d. 21% to 30%
 - e. 31% to 40%
 - f. 41% to 50%
 - g. 51% to 60%
 - h. 61% to 70%
 - i. 71% to 80%
 - j. 81% to 90%
 - k. 91% to 99%
 - l. 100%
 - m. Do not know
 - n. Not applicable to my current position

18. Are you male or female?
- a. Male
 - b. Female
19. What is your race?
- a. White
 - b. Black or African-American
 - c. Hispanic or Latino
 - d. Asian
 - e. Native Hawaiian or Other Pacific Islander
 - f. American Indian or Alaska Native
 - g. Other

Teacher Compensation Information

20. What is your current annual and extra duty salary, not including any bonus or incentive pay?
- a. \$1 to \$9,999
 - b. \$10,000 to \$19,999
 - c. \$20,000 to \$24,999
 - d. \$25,000 to \$29,999
 - e. \$30,000 to \$34,999
 - f. \$35,000 to \$39,999
 - g. \$40,000 to \$44,999
 - h. \$45,000 to \$49,999
 - i. \$50,000 to \$54,999
 - j. \$55,000 to \$59,999
 - k. \$60,000 to \$64,999
 - l. \$65,000 to \$69,999
 - m. \$70,000 to \$74,999
 - n. \$75,000 or more
21. Were you employed in a school last year (2007-08 school year) that operated a TEEG or GEEG plan?
- a. Yes [go to 22]
 - b. No [go to 23]
 - c. Do not know [go to 23]

22. How much money did you personally receive in a bonus award from the TEEG or GEEG program that you participated in during the 2007-08 school year (i.e., bonus awards distributed during the fall 2008 semester)?
- a. \$0 (i.e., none at all)
 - b. \$1 to \$999
 - c. \$1,000 to \$1,999
 - d. \$2,000 to \$2,999
 - e. \$3,000 to \$3,999
 - f. \$4,000 to \$4,999
 - g. \$5,000 to \$5,999
 - h. \$6,000 to \$6,999
 - i. \$7,000 to \$7,999
 - j. \$8,000 to \$8,999
 - k. \$9,000 to \$9,999
 - l. \$10,000 or more
 - m. Do not know

23. Do you receive any bonus or incentive pay that is over and beyond that which is your annual and extra duty salary?
- a. Yes
 - b. No

24. Is there anything else that you would like to share about your experience with your school's TEEG program that you did not have the opportunity to convey in your survey responses? If so, please use the space provided below.

Thank you for your participation! The survey is now complete.

Spring 2009 School Personnel Survey Current TEEG Cycle 3 Participants

Dear School Personnel,

The National Center on Performance Incentives (NCPI), under contract with the Texas Education Agency (TEA), is conducting an on-going evaluation of the Texas Educator Excellence Grant (TEEG) program. This survey will help us learn more about your school environment and professional practices.

We recognize that some of you may have filled out a similar survey during the spring 2008 semester, but it is important that you again complete this spring 2009 survey. Gathering teacher feedback throughout the duration of the TEEG program enables us to better understand teachers' experiences over time.

It is okay if your answers have changed from last school year. We ask that you not try to remember how you responded last time in order to answer the same way again; rather, please indicate how you feel now. If this is your first time to participate in this survey, we encourage you to participate at this time.

We appreciate your contribution to this study and know that your feedback provides important insight for policymakers and educators in this state. We remind you that this survey is voluntary and that all responses will remain entirely confidential; no identifying information will be included in published reports and papers on this project.

ARE YOU FULL-TIME INSTRUCTIONAL SCHOOL PERSONNEL?

We want to survey all school personnel who are directly involved in delivering instruction, including classroom teachers, instructional aides, instructional specialists, and instructional coaches. Therefore, this survey should be completed by all “full-time instructional personnel”, which includes the following:

- (1) A classroom teacher who teaches an average of four hours per day in an academic or career and technology instructional setting focusing on the delivery of the Texas Essential Knowledge and Skills (TEKS).
- (2) The term also includes teachers’ assistants/instructional aides, instructional coaches and specialists directly involved in delivering instruction.
- (3) Permanent substitutes can be included as survey respondents if they meet the above requirements of at least four hours per day of instructional work.

All personnel who meet this definition should participate regardless of their eligibility for Part 1 or Part 2 TEEG awards or the amount of award for which they are eligible.

SECTION A: PROFESSIONAL TITLE

1. How do you classify your MAIN position in your current school during this 2008-09 school year? Please select only one response below that most accurately describes your position.

a.Regular full-time teacher (i.e., an educator who teaches in an academic setting or a career and technology setting for not less than an average of four hours each day.)

b.Long-term substitute (i.e., your assignment requires that you fill the role of a “regular full-time teacher” – as defined above – on a long-term basis, but you are still considered a substitute.)

c.Teacher aide

d. Instructional specialists (e.g., curriculum coordinator, mentor teacher, literacy or math coach)

If none of the positions listed above describes your main position in your current school during this 2008-09 school year, YOU SHOULD NOT COMPLETE THIS SURVEY. YOU MAY EXIT THE SURVEY AT THIS TIME.

SECTION B: SCHOOL ENVIRONMENT

2. Were you employed at this current school during the past school year (2007-08)?

- a. Yes (go to questions 3 and 4)
- b. No (go to question 5)

3. To what extent do you agree or disagree with the following statements about the teachers in your school this year (2008-09) compared to last school year (2007-08)?

Teachers in my school	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Seem more competitive than cooperative	1	2	3	4
b. Trust each other less	1	2	3	4
c. Feel more responsible to help each other do their best	1	2	3	4
d. More often expect students to complete every assignment	1	2	3	4
e. More often encourage students to keep trying even when the work is challenging	1	2	3	4
f. Less often think it is important that all of their students do well in class	1	2	3	4
g. Can be counted on more often to help out anywhere or anytime, even though it may not be part of their official assignment	1	2	3	4

4. To what extent do you agree or disagree with the following statements about satisfaction with teaching at your school?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I would describe teachers at this school as a more satisfied group than we were last school year.	1	2	3	4
b. The stress and disappointments involved in teaching at this school are much greater than last school year.	1	2	3	4
c. This year I like the way things are run at the school more than I did last year.	1	2	3	4
d. This year I think about transferring to another school/district more than I did last year.	1	2	3	4
e. This year I think about staying home from school because I'm just too tired to go more than I did last year.	1	2	3	4

SECTION C: CURRICULUM AND INSTRUCTION PRACTICES

5. How often do you engage in the following activities as part of your classroom instruction?

	Never	Once or twice a Year	Once or twice a semester	Once or twice a month	Once or twice a Week	Almost daily
a. I analyze students' work to identify the curricular standards that students have or have not yet mastered.	1	2	3	4	5	6
b. I follow an "instructional calendar" or "pacing plan" provided by the school or district to schedule my instructional content.	1	2	3	4	5	6
c. I design my classroom lessons to be aligned with specific curricular standards.	1	2	3	4	5	6
d. I plan different assignments or lessons for groups of students based on their performance.	1	2	3	4	5	6
e. I have students help other students learn class content (e.g., peer tutoring).	1	2	3	4	5	6

6. To what extent do you use student test score data for each of the following purposes?

	Never or almost never	Occasionally	Frequently	Always or almost always
a. Identify individual students who need remedial assistance	1	2	3	4
b. Set learning goals for individual students	1	2	3	4
c. Tailor instruction to individual students' needs	1	2	3	4
d. Develop recommendations for tutoring or other educational services for students	1	2	3	4
e. Assign or reassign students to groups	1	2	3	4
f. Identify and correct gaps in the curriculum for all students	1	2	3	4
g. Encourage parent involvement in student Learning	1	2	3	4
h. Identify areas where I need to strengthen my content knowledge or teaching skills	1	2	3	4
i. Determine areas where I need professional Development	1	2	3	4

7. How often do the following kinds of contact occur between you and the parents of your students?

	Never or almost never	Occasionally	Frequently	Always or almost always
a. I require students to have their parents sign off on homework.	1	2	3	4
b. I assign homework that requires direct parent involvement or participation.	1	2	3	4
c. I send home examples of excellent student work to serve as models.	1	2	3	4
d. For those students who are having academic problems, I try to make direct contact with their parents.	1	2	3	4
e. For those students whose academic performance improves, I send messages home to parents.	1	2	3	4
f. Invite parents to visit or observe my classroom.	1	2	3	4
g. I encourage parents to volunteer in the school.	1	2	3	4
h. I help engage parents in site-based decision-making and advisory groups.	1	2	3	4

8. During last school year (2007-08), were you employed as a teacher or in another position that regularly engaged in classroom instruction?

- a. Yes (answer questions 9-11)
- b. No (go to question 12)

9. How have you changed your teaching practices this year (2008-09) compared to last year (2007-08)? For each of the activities listed below, please indicate whether you are spending more time, the same amount of time, or less time this year than you did last year.

	Much less than last year	A little less than last year	The same as last year	A little more than last year	Much more than last year
a. Aligning my classroom instruction with curricular standards.	1	2	3	4	5
b. Focusing on the classroom content covered by standardized achievement tests	1	2	3	4	5
c. Administering benchmark assessments or quizzes.	1	2	3	4	5
d. Re-teaching topics or skills based on students' performance on classroom tests	1	2	3	4	5
e. Reviewing student test results with other teachers	1	2	3	4	5
f. Seeking help from/providing help to other teachers informally	1	2	3	4	5
g. Attending district- or school-sponsored professional development workshops	1	2	3	4	5
h. Engaging in informal self-directed learning (e.g., reading subject-specific education research, using the Internet to enrich knowledge and skills)	1	2	3	4	5
i. Tutoring individuals or small groups of students outside of class time	1	2	3	4	5

10. How much change has there been in the time your students spend on the following activities this year (2008-09) compared to last year (2007-08)? For each of the activities listed below, please indicate whether your students are spending more time, the same amount of time, or less time this year than they did last year.

	Much less than last year	A little less than last year	The same as last year	A little more than last year	Much more than last Year
a. Engaging in hands-on learning activities (e.g., working with manipulative aids)	1	2	3	4	5
b. Working in groups	1	2	3	4	5
c. Completing assignments at home (i.e., homework)	1	2	3	4	5
d. Receiving direct instruction	1	2	3	4	5
e. Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves.)	1	2	3	4	5

11. Teachers sometimes focus their efforts on improving the performance of specific groups of students. Compared to last year (2007-08), how regularly do you focus extra effort on students at different performance levels in your class(es) this year (2008-09)?

	Never or almost never	Occasionally	Frequently	Always or almost Always
a. I focus the same amount of effort on students at <i>all</i> performance levels.	1	2	3	4
b. I focus more effort on students at <i>high</i> Levels of achievement.	1	2	3	4
f. I focus more effort on students at <i>average</i> Levels of achievement.	1	2	3	4
g. I focus more effort on students at <i>moderately</i> low levels of achievement.	1	2	3	4
h. I focus more effort on students at <i>very</i> low Levels of achievement.	1	2	3	4

SECTION D: BACKGROUND INFORMATION

Professional Experience

12. Including this year (2008-09), please indicate the number of years you have been employed in your current type of position on a full-time basis.

- a. 1 year
- b. 2-3 years
- c. 4-9 years
- d. 10-14 years
- e. 15-19 years
- f. 20 or more years

14. Including this year (2008-09), please indicate the number of years you have been employed in your current position on a full-time basis at this school.

- a. 1 year
- b. 2-3 years
- c. 4-9 years
- e. 10-14 years
- f. 15-19 years
- g. 20 or more years

14. What is the highest degree you hold?
- a. Associate Degree
 - b. Bachelor's Degree
 - c. Master's Degree
 - d. Doctorate or Professional Degree
 - e. Other – please specify
-

15. What subjects do you teach this school year (2008-09)? (check all that apply)

- a. Arts and Music
- b. Bilingual Education
- c. English and Language Arts
- d. English as a Second Language
- e. Foreign Languages
- f. Gym, Physical Education
- g. Health Education
- h. Mathematics and Computer Science
- i. Natural Sciences
- j. Social Sciences
- k. Special Education
- l. Gifted and Talented
- m. Vocational/Technical Education
- n. Other
- o. Not applicable to my current position

16. Do you teach in a subject and grade that is held accountable under the No Child Left Behind Act or Texas accountability system?

- a. Yes
- b. No
- c. Do not know
- d. Not applicable to my current position

17. What percentage of your time is spent teaching in an out-of-field area?

- a. 0% (i.e., none at all)
- b. 1% to 10%
- c. 11% to 20%
- d. 21% to 30%
- e. 31% to 40%
- f. 41% to 50%
- g. 51% to 60%
- h. 61% to 70%
- i. 71% to 80%
- j. 81% to 90%
- k. 91% to 99%
- l. 100%
- m. Do not know
- n. Not applicable to my current position

18. Are you male or female?
- a. Male
 - b. Female
19. What is your race?
- a. White
 - b. Black or African-American
 - c. Hispanic or Latino
 - d. Asian
 - e. Native Hawaiian or Other Pacific Islander
 - f. American Indian or Alaska Native
 - g. Other

Teacher Compensation Information

20. What is your current annual and extra duty salary, not including any bonus or incentive pay?
- a. \$1 to \$9,999
 - b. \$10,000 to \$19,999
 - c. \$20,000 to \$24,999
 - d. \$25,000 to \$29,999
 - e. \$30,000 to \$34,999
 - f. \$35,000 to \$39,999
 - g. \$40,000 to \$44,999
 - h. \$45,000 to \$49,999
 - i. \$50,000 to \$54,999
 - j. \$55,000 to \$59,999
 - k. \$60,000 to \$64,999
 - l. \$65,000 to \$69,999
 - m. \$70,000 to \$74,999
 - n. \$75,000 or more
21. Were you employed in a school last year (2007-08 school year) that operated a TEEG or GEEG plan?
- a. Yes [go to 22]
 - b. No [go to 23]
 - c. Do not know [go to 23]

22. How much money did you personally receive in a bonus award from the TEEG or GEEG program that you participated in during the 2007-08 school year (i.e., bonus awards distributed during the fall 2008 semester)?
- \$0 (i.e., none at all)
 - \$1 to \$999
 - \$1,000 to \$1,999
 - \$2,000 to \$2,999
 - \$3,000 to \$3,999
 - \$4,000 to \$4,999
 - \$5,000 to \$5,999
 - \$6,000 to \$6,999
 - \$7,000 to \$7,999
 - \$8,000 to \$8,999
 - \$9,000 to \$9,999
 - \$10,000 or more
 - Do not know
23. Do you believe you will receive a TEEG bonus award in the fall 2009 semester for your performance during this 2008-09 school year?
- Yes [go to question 24]
 - No [go to question 25]
 - Do not know [go to question 25]
24. How much of a TEEG bonus award do you believe you will personally receive for your performance during this 2008-09 school year?
- \$0
 - \$1 to \$999
 - \$1,000 to \$1,999
 - \$2,000 to \$2,999
 - \$3,000 to \$3,999
 - \$4,000 to \$4,999
 - \$5,000 to \$5,999
 - \$6,000 to \$6,999
 - \$7,000 to \$7,999
 - \$8,000 to \$8,999
 - \$9,000 to \$9,999
 - \$10,000 or more
 - Do not know
25. Do you receive any bonus or incentive pay that is over and beyond that which is your annual and extra duty salary?
- Yes
 - No

26. Is there anything else that you would like to share about your experience with your school's TEEG program that you did not have the opportunity to convey in your survey responses? If so, please use the space provided below.

Thank you for your participation! The survey is now complete.

Spring 2009 School Personnel Survey Comparison Group

Dear School Personnel,

The National Center on Performance Incentives (NCPI), under contract with the Texas Education Agency (TEA), is conducting an on-going evaluation of the Texas Educator Excellence Grant (TEEG) program. This survey will collect information from full-time instructional personnel about their school environment and their professional practices.

We recognize that your school is currently not participating in the TEEG program, but we are interested in gathering feedback from schools that are not participating as well as those schools that are participating in the program.

We appreciate your contribution to this study and know that your time is precious during the school year. Therefore, we offer your school the chance of earning \$500 for achieving a 75% response rate on this survey. All schools reaching that response rate threshold will be placed in a lottery, and 40 schools will be chosen at random to receive a check worth \$500.

We remind you that this survey is voluntary and that all responses will remain entirely confidential; no identifying information will be included in published reports and papers on this project.

ARE YOU FULL-TIME INSTRUCTIONAL SCHOOL PERSONNEL?

We want to survey all school personnel who are directly involved in delivering instruction, including classroom teachers, instructional aides, instructional specialists, and instructional coaches. Therefore, this survey should be completed by all “full-time instructional personnel”, which includes the following:

- (1) A classroom teacher who teaches an average of four hours per day in an academic or career and technology instructional setting focusing on the delivery of the Texas Essential Knowledge and Skills (TEKS).
- (2) The term also includes teachers’ assistants/instructional aides, instructional coaches and specialists directly involved in delivering instruction.
- (3) Permanent substitutes can be included as survey respondents if they meet the above requirements of at least four hours per day of instructional work.

All personnel who meet this definition should participate regardless of their eligibility for Part 1 or Part 2 TEEG awards or the amount of award for which they are eligible.

SECTION A: PERFORMANCE-BASED INCENTIVES

1. How do you classify your MAIN position in your current school during this 2008-09 school year? Please select only one response below that most accurately describes your position.
 - a. Regular full-time teacher (i.e., an educator who teaches in an academic setting or a career and technology setting for not less than an average of four hours each day.)
 - b. Long-term substitute (i.e., your assignment requires that you fill the role of a “regular full-time teacher” – as defined above – on a long-term basis, but you are still considered a substitute.)
 - c. Teacher aide
 - d. Instructional specialists (e.g., curriculum coordinator, mentor teacher, literacy or math coach)

If none of the positions listed above describes your main position in your current school during this 2008-09 school year, YOU SHOULD NOT COMPLETE THIS SURVEY. YOU MAY EXIT THE SURVEY AT THIS TIME.

SECTION B: PERFORMANCE-BASED INCENTIVES

2. It is our understanding that your school has never participated in any of the ongoing, state-funded performance incentive programs; namely the Texas Educator Excellence Grant (TEEG) program or the District Awards for Teacher Excellence (D.A.T.E.) program. To what extent do you agree or disagree with each statement below.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I wish I had the opportunity to participate in one of the state-funded performance incentive programs.	1	2	3	4
b. I am confident I could earn an incentive award based on my performance if I were to participate in a state-funded performance incentive program.	1	2	3	4
c. I would consider working harder to try and earn a large financial incentive award.	1	2	3	4
d. I would consider working differently to try and earn a large financial incentive award.	1	2	3	4
e. The prospect that teachers could earn an incentive award would discourage staff in the school from working together.	1	2	3	4

SECTION C: SCHOOL ENVIRONMENT

3. Were you employed at this current school during the past school year (2007-08)?
 - a. Yes (go to questions 4 and 5)
 - b. No (go to question 6)

4. To what extent do you agree or disagree with the following statements about the teachers in your school this year (2008-09) compared to last school year (2007-08)?

Teachers in my school	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Seem more competitive than cooperative	1	2	3	4
b. Trust each other less	1	2	3	4
c. Feel more responsible to help each other do their best	1	2	3	4
d. More often expect students to complete every assignment	1	2	3	4
e. More often encourage students to keep trying even when the work is challenging	1	2	3	4
f. Less often think it is important that all of their students do well in class	1	2	3	4
g. Can be counted on more often to help out anywhere or anytime, even though it may not be part of their official assignment	1	2	3	4

5. To what extent do you agree or disagree with the following statements about satisfaction with teaching at your school?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I would describe teachers at this school as a more satisfied group than we were last school year.	1	2	3	4
b. The stress and disappointments involved in teaching at this school are much greater than last school year.	1	2	3	4
c. This year I like the way things are run at the school more than I did last year.	1	2	3	4
d. This year I think about transferring to another school/district more than I did last year.	1	2	3	4
e. This year I think about staying home from school because I'm just too tired to go more than I did last year.	1	2	3	4

SECTION D: CURRICULUM AND INSTRUCTION PRACTICES

6. How often do you engage in the following activities as part of your classroom instruction?

	Never	Once or twice a Year	Once or twice a semester	Once or twice a month	Once or twice a Week	Almost Daily
a. I analyze students' work to identify the curricular standards that students have or have not yet mastered.	1	2	3	4	5	6
b. I follow an "instructional calendar" or "pacing plan" provided by the school or district to schedule my instructional content.	1	2	3	4	5	6
c. I design my classroom lessons to be aligned with specific curricular standards.	1	2	3	4	5	6
d. I plan different assignments or lessons for groups of students based on their performance.	1	2	3	4	5	6
e. I have students help other students learn class content (e.g., peer tutoring).	1	2	3	4	5	6

7. To what extent do you use student test score data for each of the following purposes?

	Never or almost never	Occasionally	Frequently	Always or almost always
a. Identify individual students who need remedial assistance	1	2	3	4
b. Set learning goals for individual students	1	2	3	4
c. Tailor instruction to individual students' needs	1	2	3	4
d. Develop recommendations for tutoring or other educational services for students	1	2	3	4
e. Assign or reassign students to groups	1	2	3	4
f. Identify and correct gaps in the curriculum for all students	1	2	3	4
g. Encourage parent involvement in student Learning	1	2	3	4
h. Identify areas where I need to strengthen my content knowledge or teaching skills	1	2	3	4
i. Determine areas where I need professional Development	1	2	3	4

8. How often do the following kinds of contact occur between you and the parents of your students?

	Never or almost never	Occasionally	Frequently	Always or almost always
a. I require students to have their parents sign off on homework.	1	2	3	4
b. I assign homework that requires direct parent involvement or participation.	1	2	3	4
c. I send home examples of excellent student work to serve as models.	1	2	3	4
d. For those students who are having academic problems, I try to make direct contact with their parents.	1	2	3	4
e. For those students whose academic performance improves, I send messages home to parents.	1	2	3	4
f. Invite parents to visit or observe my classroom.	1	2	3	4
g. I encourage parents to volunteer in the school.	1	2	3	4
h. I help engage parents in site-based decision-making and advisory groups.	1	2	3	4

9. During last school year (2007-08), were you employed as a teacher or in another position that regularly engaged in classroom instruction?

- a. Yes (answer questions 10-12)
- b. No (go to question 13)

10. How have you changed your teaching practices this year (2008-09) compared to last year (2007-08)? For each of the activities listed below, please indicate whether you are spending more time, the same amount of time, or less time this year than you did last year.

	Much less than last year	A little less than last year	The same as last year	A little more than last year	Much more than last year
a. Aligning my classroom instruction with curricular standards.	1	2	3	4	5
b. Focusing on the classroom content covered by standardized achievement tests	1	2	3	4	5
c. Administering benchmark assessments or quizzes.	1	2	3	4	5
d. Re-teaching topics or skills based on students' performance on classroom tests	1	2	3	4	5
e. Reviewing student test results with other teachers	1	2	3	4	5
f. Seeking help from/providing help to other teachers informally	1	2	3	4	5
g. Attending district- or school-sponsored professional development workshops	1	2	3	4	5
h. Engaging in informal self-directed learning (e.g., reading subject-specific education research, using the Internet to enrich knowledge and skills)	1	2	3	4	5
i. Tutoring individuals or small groups of students outside of class time	1	2	3	4	5

11. How much change has there been in the time your students spend on the following activities this year (2008-09) compared to last year (2007-08)? For each of the activities listed below, please indicate whether your students are spending more time, the same amount of time, or less time this year than they did last year.

	Much less than last year	A little less than last year	The same as last year	A little more than last year	Much more than last Year
a. Engaging in hands-on learning activities (e.g., working with manipulative aids)	1	2	3	4	5
b. Working in groups	1	2	3	4	5
c. Completing assignments at home (i.e., homework)	1	2	3	4	5
d. Receiving direct instruction	1	2	3	4	5
e. Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves.)	1	2	3	4	5

12. Teachers sometimes focus their efforts on improving the performance of specific groups of students. Compared to last year (2007-08), how regularly do you focus extra effort on students at different performance levels in your class(es) this year (2008-09)?

	Never or almost never	Occasionally	Frequently	Always or almost Always
a. I focus the same amount of effort on students at <i>all</i> performance levels.	1	2	3	4
b. I focus more effort on students at <i>high</i> levels of achievement.	1	2	3	4
i. I focus more effort on students at <i>average</i> Levels of achievement.	1	2	3	4
j. I focus more effort on students at <i>Moderately</i> low levels of achievement.	1	2	3	4
k. I focus more effort on students at <i>very</i> low levels of achievement.	1	2	3	4

SECTION E: BACKGROUND INFORMATION

Professional Experience

13. Including this year (2008-09), please indicate the number of years you have been employed in your current type of position on a full-time basis.

- a. 1 year
- b. 2-3 years
- c. 4-9 years
- d. 10-14 years
- e. 15-19 years
- f. 20 or more years

14. Including this year (2008-09), please indicate the number of years you have been employed in your current position on a full-time basis at this school.

- a. 1 year
- b. 2-3 years
- c. 4-9 years
- d. 10-14 years
- e. 15-19 years
- f. 20 or more years

15. What is the highest degree you hold?
- a. Associate Degree
 - b. Bachelor's Degree
 - c. Master's Degree
 - d. Doctorate or Professional Degree
 - e. Other – please specify
-

16. What subjects do you teach this school year (2008-09)? (check all that apply)
- a. Arts and Music
 - b. Bilingual Education
 - c. English and Language Arts
 - d. English as a Second Language
 - e. Foreign Languages
 - f. Gym, Physical Education
 - g. Health Education
 - h. Mathematics and Computer Science
 - i. Natural Sciences
 - j. Social Sciences
 - k. Special Education
 - l. Gifted and Talented
 - m. Vocational/Technical Education
 - n. Other
 - o. Not applicable to my current position

17. Do you teach in a subject and grade that is held accountable under the No Child Left Behind Act or Texas accountability system?
- a. Yes
 - b. No
 - c. Do not know
 - d. Not applicable to my current position

18. What percentage of your time is spent teaching in an out-of-field area?
- a. 0% (i.e., none at all)
 - b. 1% to 10%
 - c. 11% to 20%
 - d. 21% to 30%
 - e. 31% to 40%
 - f. 41% to 50%
 - g. 51% to 60%
 - h. 61% to 70%
 - i. 71% to 80%
 - j. 81% to 90%
 - k. 91% to 99%
 - l. 100%
 - m. Do not know
 - n. Not applicable to my current position

19. Are you male or female?
- a. Male
 - b. Female
20. What is your race?
- a. White
 - b. Black or African-American
 - c. Hispanic or Latino
 - d. Asian
 - e. Native Hawaiian or Other Pacific Islander
 - f. American Indian or Alaska Native
 - g. Other

Teacher Compensation Information

21. What is your current annual and extra duty salary, not including any bonus or incentive pay?
- a. \$1 to \$9,999
 - b. \$10,000 to \$19,999
 - c. \$20,000 to \$24,999
 - d. \$25,000 to \$29,999
 - e. \$30,000 to \$34,999
 - f. \$35,000 to \$39,999
 - g. \$40,000 to \$44,999
 - h. \$45,000 to \$49,999
 - i. \$50,000 to \$54,999
 - j. \$55,000 to \$59,999
 - k. \$60,000 to \$64,999
 - l. \$65,000 to \$69,999
 - m. \$70,000 to \$74,999
 - n. \$75,000 or more
22. Do you receive any bonus or incentive pay that is over and beyond that which is your annual and extra duty salary?
- a. Yes
 - b. No

Thank you for your participation! The survey is now complete.

APPENDIX F

Technical Appendix for Chapter 8, TEEG and Teacher Turnover

This appendix presents the analytic model, data and regression coefficients underlying the analysis of teacher turnover in Chapter 8.

The Analytic Model

It is common to model teacher turnover as the voluntary consequence of each teacher's pursuit of happiness (Imazeki, 2005). Let the utility (happiness) that teacher i receives from employment situation j (U_{ij}) be defined as:

$$U_{ij} = U_i(W_{ij}, X_{ij}) + e_{ij}$$

where W_{ij} is the wage received in situation j , X_{ij} is a set of nonwage characteristics of situation j , and e_{ij} is a random variable representing the unobserved determinants of utility. Then the probability that a teacher chooses to leave a teaching position is the probability that her utility in a different situation would be higher than her utility in the current position.

$$\Pr[\textit{quit}] = \Pr[U_i(W_{ij}, X_{ij}) + e_{ij} > U_i(W_{id}, X_{id}) + e_{id}]$$

or equivalently,

$$\Pr[\textit{quit}] = \Pr[e_{ij} - e_{id} > U_i(W_{id}, X_{id}) - U_i(W_{ij}, X_{ij})]$$

where the d subscript denotes the current employer.

Teachers choose to leave their current positions only if their expected utility from staying is lower than their expected utility from their best alternative situation. Thus, the probability that a teacher leaves his/her current position is a function of the wages and non-wage aspects of the current position, wages and non-wage aspects of alternative positions, and personal characteristics that might alter the shape of the utility function. If e_{ij} and e_{id} are distributed as independent, normal random variables, then their difference is also normally distributed, and equation 3 can be estimated using probit regression (Singell 1991).

Probit and multinomial logit analyses of equation 3 provide the foundation for the empirical analysis of the effect of performance pay plans on teacher retention. Probit analyses are used to examine the impact of TEEG on turnover in general. Multinomial logit analyses are used to examine any differential impact of TEEG on the three components of teacher turnover—internal movers, external movers and leavers.

The Data

The theory indicates that the data for any analysis of teacher turnover needs to reflect pertinent characteristics about the teacher's current job, her employment alternatives, and any personal characteristics that might influence her turnover decision. Participation in an incentive plan like TEEG or GEEG is simply treated as one of the pertinent job characteristics.

Data on teacher characteristics, including compensation, turnover and teaching assignment, come from the administrative records of the Texas Education Agency and Texas' State Board for Educator Certification (SBEC). Data on other school, district and locational characteristics come from the Texas Education Agency, the National Center for Education Statistics (NCES), the U.S. Bureau of Labor Statistics, and the 2000 U.S. Census.

Information about the design and distribution of TEEG bonus awards comes from two primary sources. First, data on the minimum and maximum bonus awards proposed under Part 1 of each TEEG plan come from either the school's plan application (Cycle 1) or the principal's response to a fall 2008 survey about design features (Cycle 2). Further details about the fall 2008 TEEG principal survey, including survey content and response rate, can be found in Appendix A. Second, data on the actual bonus awards given to individual teachers in the fall 2007 (Cycle 1) and the fall of 2008 (Cycle 2) were collected using a secure, online data upload system. Further details about the actual awards data can be found in Appendix C.

The data cover the six academic years from the 2002-03 school year through the 2007-08 school year. The TEEG program operated during the last two years of the analysis period (2006-07 and 2007-08). The GEEG program operated during the last three school years of the analysis period. Analyses are restricted to individuals who taught more than half time during at least one year of the analysis period. Teachers who were also administrators were excluded from the analysis.

Teacher Data

The examination of teacher turnover uses three categories of teacher data: (1) teacher retention, (2) wages and working conditions, and (3) individual teacher characteristics.

Teachers are considered retained if they are teaching in the same school in the subsequent academic year. Teachers who are not retained are further classified into the following categories: those who remain in the same district but change schools (internal movers); those who stay in teaching but change districts (external movers); and those no longer teaching in a Texas public school (leavers). On average over the analysis period, 80 percent of Texas teachers were retained each year, five percent were internal movers, another five percent were external movers, and 10 percent were leavers, at least temporarily.

A teacher's turnover decision can be influenced by the wage and non-wage characteristics of his/her current teaching position. In addition to the inclusion of a teacher's monthly wage ,

the analyses also consider a teacher’s classroom assignment. That is, is he/she assigned to teach mathematics, science, language arts, fine arts, vocational education, bilingual education, special education, a foreign language, and/or to teach in a self-contained classroom that is subject to the TAKS test?

All analyses described in this chapter also account for a teacher’s years of experience, gender, race/ethnicity, educational attainment, and certification status. Some analyses separately evaluate teachers who are certified in math and science. Table F.1 indicates the certificate descriptions held by teachers who are identified in the analysis as being certified in math or science.

Table F.1: Math and Science Certificates

Certificate Descriptions	
Elementary Biology	Middle School Life-Earth Science
Elementary Chemistry	Middle School Mathematics
Elementary Earth Science	Middle School Science Composite
Elementary Geology	Physical Science/Mathematics/Engineering
Elementary Life-Earth Science	Physical Sciences
Elementary Mathematics	Physics/Mathematics
Elementary Physical Science	Science
Elementary Physics	Secondary Biology
Health Science Technology	Secondary Chemistry
Junior High Mathematics	Secondary Earth Science
Junior High Physical Science	Secondary Life-Earth Science
Life Sciences	Secondary Mathematical Science Composite
Master Math Teacher (4-8)	Secondary Mathematics
Master Math Teacher (8-12)	Secondary Physical Science
Master Math Teacher (EC-4)	Secondary Physics
Mathematics	Secondary Science Composite
Mathematics/Science	Vocational Health Science Technology
Middle School Biology	

Source: Author’s calculations from State Board for Educator Certification data.

School, District, and Locational Data

Other researchers have found that student demographics and school size have a significant influence on teacher turnover (Hanushek, Kain and Rivkin, 2004). Student demographics used in these analyses include: the %ED students in the school, the percent of limited English proficient students, as well as the percent of black and Hispanic students. Student enrollment provides a measure of school size. The analyses also include measures of school district size, because variations in teacher turnover may arise from the lack of transfer opportunities within a district.

The analyses include several indicators of local labor market conditions outside of education. The NCES Comparable Wage Index (CWI) measures the prevailing wage for college graduates in each school district (Taylor and Fowler, 2006). Labor market unemployment

rates are available from the U.S. Bureau of Labor Statistics. The analyses also include indicators for whether or not the district is located in a major metropolitan area (Austin, Dallas, Fort Worth, Houston or San Antonio) a metropolitan area or a micropolitan area. The distance from the district to the center of the closest metropolitan area is also included to reflect typical housing patterns and geographic isolation.

TEEG Plan Characteristics

Given the eligibility criteria, schools cycled into and out of the TEEG program. Dummy variables classify each TEEG school into one of seven distinct types: TEEG Cycle 1 only schools, TEEG Cycle 1 & 2 schools, TEEG Cycle 2 only schools, TEEG Cycle 2&3 schools, TEEG Cycle 3 only schools, TEEG Cycle 1 & 3 schools, and TEEG Cycle 1,2,&3 schools.

Teachers were notified that their schools would be part of TEEG Cycle 1 during the 2006-07 school year, and the bonuses were distributed in the fall of 2007. Therefore, the TEEG program could have influenced teacher turnover for 2006-07 in all Cycle 1 schools. TEEG Cycle 2 participants were also notified of their pending participation in the spring of 2007. Because the anticipation of participation could have encouraged teacher retention, the TEEG program could also have affected turnover in 2006-07 for Cycle 2 only and Cycle 2&3 schools.

To measure these influences, and similar influences on turnover in 2007-08, the analysis includes six additional indicators: TEEG Current Year 2007 (an indicator variable that takes on the value of one if the school is either a TEEG Cycle 1 only school or a TEEG Cycle 1&3 school and the year is 2006-07); TEEG Next Year 2007 (an indicator variable that takes on the value of one if the school is either a TEEG Cycle 2 only school or a TEEG Cycle 2&3 school and the year is 2006-07); TEEG Current & Next Year 2007 (an indicator variable that takes on the value of one if the school is either a TEEG Cycle 1&2 school or a TEEG Cycle 1,2&3 school and the year is 2006-07); TEEG Current Year 2008 (an indicator variable that takes on the value of one if the school is either a TEEG Cycle 2 only school or a TEEG Cycle 1&2 school and the year is 2007-08); TEEG Next Year 2008 (an indicator variable that takes on the value of one if the school is either a TEEG Cycle 3 only school or a TEEG Cycle 1&3 school and the year is 2007-08); and TEEG Current & Next Year 2008 (an indicator variable that takes on the value of one if the school is either a TEEG Cycle 2 &3 school or a TEEG Cycle 1,2&3 school and the year is 2007-08).

The analyses also consider specific design features of a TEEG school's plan. A series of indicators take on the value of one if the plan rewards student performance gains, student performance levels or some combination of the two. Another series of indicators take on the value of one if the plan offers teacher-level incentives, school-level incentives or some combination of the two. The school's Plan Gini enters the analysis as a continuous variable. All of these indicators are interacted with the six TEEG classification variables described above, as appropriate.

GEEG Participation Indicators

The analyses include five variables reflecting a school's GEEG participation. The first is an indicator for whether or not a school ever participated in the GEEG program (EVERGEEG). This indicator takes on a value of one if the school was or would become a GEEG school (and zero otherwise). The next three indicators (GEEG2006, GEEG2007 and GEEG2008) indicate a GEEG school in a specific program year. Finally, the GEEG-TEEG indicator signals a GEEG school in 2007-08 that would become a TEEG school after the completion of the GEEG program.

Individual TEEG Awards

Data on the individual awards distributed in fall 2007 are available for 859 of the 1,147 TEEG Cycle 1 schools for which PEIMS personnel data are available. Data on the individual awards distributed in 2008 are available for 894 of the 1,024 TEEG Cycle 2 schools for which PEIMS personnel data are available. Rather than lose a substantial fraction of the sample to missing data, the evaluators included in the analysis indicators for whether or not the school provided award data in 2007 and 2008. These indicators take on the value of one if the bonus data are missing, and zero otherwise. The awards variables (Bonus 2007 and Bonus 2008) take on the value of the individual award in the corresponding year, and zero otherwise. The awards variables are set equal to zero for all teachers in a non-respondent school. To allow for a non-linear relationship between the probability of teacher turnover and the size of the bonus award, the analysis includes the squares of the individual bonus awards. To allow for differences in effect between Current Cycle schools and Current and Next Cycle schools, the analysis allows for interactions between the award amounts and the TEEG school types.

The Regression Estimates

Tables F.2 through F.6 present coefficient estimates and robust standard errors from a series of analyses comparing turnover in TEEG schools with turnover in non-TEEG schools. Each table applies the same model to a different subset of data. In all cases, the tables present two alternative analyses of teacher retention. The first column in each table presents results from a probit analysis of teacher turnover. The probit analysis is used to examine the impact of TEEG on turnover in general. The remaining three columns present results from a multinomial logit analysis of the three types of turnover. This part of the analysis is used to examine any differential impact of TEEG on internal movers, external movers and leavers. In all cases, the robust standard errors have been adjusted for clustering by district.

Tables 8.1 through 8.4 in the main report present selected marginal effects from the probit and multinomial logit analyses in Tables F.2 through F.6. Each marginal effect indicates the change in the predicted turnover rate, holding constant at the mean all of the teacher, school and student characteristics in the model. The predicted probabilities were calculated using the method of recycled predictions.

Tables F.7 through F.9 present the marginal effects and robust standard errors from the probit regressions underlying the predictions in Tables 8.5 through 8.8 of the main text. Only data on TEEG schools are included in these regressions, and all of the models include campus fixed effects. GEEG schools that would become TEEG schools in Cycle 3 have been excluded. To allow for a correlation in the errors across multiple observations of the same teacher, the standard errors are adjusted for clustering by individual. The marginal effects presented in Tables 8.5 through 8.8 of the main text indicate changes in predicted turnover rates, holding constant at the mean all of the teacher, school and student characteristics in the model, and were calculated using the method of recycled predictions.

Table F.2: Regression Analyses of Turnover, All Teachers, All Schools

	Any Turnover	External Mover	Internal Mover	Leaver
Ever GEEG	-0.027 (0.022)	-0.144* (0.074)	-0.035 (0.092)	-0.042 (0.055)
GEEG 2006	-0.122** (0.050)	-0.386*** (0.094)	-0.180 (0.187)	-0.153** (0.066)
GEEG 2007	-0.015 (0.054)	-0.140 (0.092)	0.075 (0.183)	-0.016 (0.118)
GEEG 2008	0.006 (0.084)	-0.078 (0.174)	0.087 (0.226)	0.015 (0.157)
GEEG-TEEG	0.067 (0.094)	0.002 (0.250)	0.219 (0.298)	0.113 (0.157)
TEEG Cycle 1 Only	-0.035*** (0.012)	-0.034 (0.027)	-0.206*** (0.048)	-0.010 (0.018)
TEEG Cycle 2 Only	-0.027 (0.017)	0.023 (0.033)	-0.195*** (0.058)	-0.010 (0.039)
TEEG Cycle 3 Only	-0.022 (0.015)	-0.014 (0.037)	-0.160*** (0.052)	0.008 (0.025)
TEEG Cycle 1&2	-0.058*** (0.018)	-0.075* (0.043)	-0.255*** (0.061)	-0.055 (0.050)
TEEG Cycle 1&3	-0.039** (0.017)	-0.094** (0.041)	-0.221*** (0.067)	0.010 (0.029)
TEEG Cycle 2&3	-0.041** (0.019)	-0.001 (0.049)	-0.221*** (0.077)	-0.033 (0.037)
TEEG Cycle 1,2&3	-0.085*** (0.020)	-0.100** (0.040)	-0.289*** (0.067)	-0.113*** (0.043)
TEEG Current Year 2007	0.035** (0.018)	0.014 (0.038)	0.137* (0.076)	0.048 (0.038)
TEEG Next Year 2007	0.009 (0.024)	-0.056 (0.048)	0.142 (0.114)	-0.006 (0.058)
TEEG Current & Next Year 2007	0.018 (0.026)	-0.122*** (0.046)	0.063 (0.085)	0.089 (0.093)
TEEG Current Year 2008	0.035 (0.023)	0.031 (0.051)	0.137 (0.088)	0.042 (0.089)
TEEG Next Year 2008	-0.012 (0.021)	0.005 (0.056)	0.025 (0.085)	-0.053 (0.039)
TEEG Current & Next Year 2008	-0.003 (0.026)	-0.059 (0.056)	-0.057 (0.099)	0.042 (0.070)
Base Salary (log)	-0.673*** (0.042)	-1.970*** (0.093)	-0.540*** (0.164)	-0.839*** (0.082)
Charter	0.228*** (0.040)	-0.154* (0.081)	0.025 (0.211)	0.636*** (0.068)
Black	-0.107*** (0.009)	-0.311*** (0.044)	-0.078** (0.031)	-0.186*** (0.019)
Hispanic	-0.101*** (0.009)	-0.213*** (0.028)	-0.020 (0.028)	-0.245*** (0.024)
Asian/American Indian	-0.045** (0.017)	-0.225*** (0.053)	0.023 (0.033)	-0.060 (0.049)
Male	0.034*** (0.008)	0.140*** (0.017)	0.120*** (0.015)	-0.021 (0.016)

Years of Experience	-0.031***	-0.047***	-0.014***	-0.059***
	(0.001)	(0.003)	(0.003)	(0.003)
Experience, squared	0.001***	0.000**	-0.000	0.002***
	(0.000)	(0.000)	(0.000)	(0.000)
Experience missing	-0.069***	0.048	-0.097**	-0.233***
	(0.017)	(0.039)	(0.040)	(0.032)
No Degree	-0.034	-0.545***	0.051	0.096
	(0.033)	(0.073)	(0.097)	(0.068)
MA	0.145***	0.063***	0.094***	0.392***
	(0.005)	(0.013)	(0.017)	(0.012)
PhD	0.145***	-0.120**	0.180***	0.389***
	(0.017)	(0.057)	(0.055)	(0.050)
TAKS	0.062***	0.162***	0.108***	0.070***
	(0.006)	(0.012)	(0.017)	(0.012)
Language Arts	-0.010	-0.077***	-0.012	0.015
	(0.007)	(0.015)	(0.024)	(0.012)
Math	0.006	0.013	-0.026	0.033**
	(0.009)	(0.018)	(0.029)	(0.015)
Science	-0.009	0.038**	-0.046	-0.034**
	(0.008)	(0.018)	(0.030)	(0.014)
Foreign Language	0.080***	0.196***	0.039	0.147***
	(0.013)	(0.033)	(0.053)	(0.026)
Fine Arts	-0.000	0.146***	0.092***	-0.128***
	(0.009)	(0.019)	(0.035)	(0.019)
Vocational-Technical	-0.088***	-0.287***	-0.099*	-0.120***
	(0.009)	(0.022)	(0.051)	(0.014)
Special Education	0.147***	0.140***	0.370***	0.210***
	(0.009)	(0.020)	(0.033)	(0.020)
Bilingual	-0.008	0.041	0.018	-0.041
	(0.014)	(0.035)	(0.046)	(0.040)
Math Certified	0.024***	0.113***	0.023	0.009
	(0.006)	(0.017)	(0.022)	(0.013)
Science Certified	0.029***	0.073***	-0.022	0.077***
	(0.007)	(0.017)	(0.028)	(0.014)
Bilingual Certified	0.036***	0.124***	0.016	0.032
	(0.013)	(0.032)	(0.032)	(0.038)
Special Ed Certified	0.034***	0.044***	0.222***	-0.022
	(0.007)	(0.014)	(0.021)	(0.014)
Certified	-0.284***	0.055**	-0.058***	-0.867***
	(0.025)	(0.024)	(0.022)	(0.056)
Coach	0.074***	0.566***	0.167***	-0.294***
	(0.009)	(0.020)	(0.029)	(0.017)
Percent Ed students	-0.019	0.176**	-0.005	-0.091
	(0.038)	(0.080)	(0.134)	(0.070)
Percent LEP students	0.134***	0.402***	-0.001	0.238***
	(0.049)	(0.101)	(0.185)	(0.069)
Percent Hispanic students	0.235***	0.493***	0.501***	0.313***
	(0.033)	(0.077)	(0.126)	(0.060)
Percent Black students	0.450***	1.151***	0.813***	0.577***
	(0.052)	(0.093)	(0.154)	(0.086)

School enrollment (log)	-0.052***	0.005	-0.176***	-0.056***
	(0.008)	(0.015)	(0.031)	(0.011)
Distance	-0.001	-0.003	0.006	-0.004*
	(0.001)	(0.002)	(0.004)	(0.002)
Distance, squared	0.003	-0.004	-0.026	0.026**
	(0.007)	(0.015)	(0.031)	(0.011)
HISD	-0.114***	-0.158***	-0.395***	-0.160***
	(0.020)	(0.039)	(0.069)	(0.037)
DISD	0.030	-0.213***	0.075	0.051
	(0.022)	(0.039)	(0.079)	(0.042)
District Enrollment (log)	-0.013*	-0.234***	0.141***	0.003
	(0.007)	(0.013)	(0.029)	(0.012)
Comparable Wage Index	0.550***	1.516***	0.607	0.882***
	(0.095)	(0.178)	(0.378)	(0.195)
Unemployment Rate	-0.005	-0.020*	0.001	-0.015*
	(0.006)	(0.012)	(0.029)	(0.009)
Major Urban Area	0.046	0.208***	-0.050	0.057
	(0.029)	(0.046)	(0.140)	(0.042)
Metropolitan area	-0.078***	-0.342***	0.301**	-0.185***
	(0.030)	(0.059)	(0.122)	(0.061)
Micropolitan area	-0.010	0.031	0.132	-0.072**
	(0.022)	(0.051)	(0.085)	(0.035)
School Year 2003-04	0.049***	0.215***	-0.023	0.072***
	(0.012)	(0.022)	(0.055)	(0.020)
School Year 2004-05	-0.004	0.157***	-0.005	-0.104***
	(0.016)	(0.033)	(0.063)	(0.026)
School Year 2005-06	0.026	0.235***	0.037	-0.071**
	(0.018)	(0.035)	(0.083)	(0.031)
School Year 2006-07	0.064***	0.249***	-0.069	0.099**
	(0.025)	(0.048)	(0.109)	(0.044)
School Year 2007-08	0.008	0.129**	-0.157	-0.004
	(0.025)	(0.054)	(0.114)	(0.046)
Elementary School	-0.037*	-0.132***	0.336***	-0.131***
	(0.019)	(0.042)	(0.095)	(0.031)
Middle School	0.046**	0.142***	0.417***	-0.012
	(0.019)	(0.042)	(0.097)	(0.032)
High School	0.017	0.268***	-0.130	0.014
	(0.020)	(0.042)	(0.116)	(0.032)
Constant	4.780***	13.645***	-0.054	5.195***
	(0.319)	(0.719)	(1.296)	(0.628)
Number of Observations	1,745,033.	1,745,033.	1,745,033.	1,745,033.

Source. Authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics.

* significant at 10%; ** significant at 5%; *** significant at 1%

Table F.3: Regression Analyses of Turnover, All Teachers, High Needs Schools

	Any Turnover	External Mover	Internal Mover	Leaver
Ever GEEG	-0.030 (0.022)	-0.096 (0.072)	-0.061 (0.092)	-0.062 (0.049)
GEEG 2006	-0.119*** (0.043)	-0.404*** (0.094)	-0.163 (0.147)	-0.145** (0.065)
GEEG 2007	-0.034 (0.051)	-0.154* (0.092)	0.021 (0.187)	-0.052 (0.102)
GEEG 2008	-0.006 (0.081)	-0.101 (0.175)	0.113 (0.224)	-0.027 (0.138)
GEEG-TEEG	0.082 (0.091)	0.000 (0.247)	0.203 (0.292)	0.173 (0.148)
TEEG Cycle 1 Only	-0.043*** (0.013)	-0.050* (0.028)	-0.210*** (0.050)	-0.026 (0.017)
TEEG Cycle 2 Only	-0.035** (0.016)	0.011 (0.033)	-0.197*** (0.061)	-0.023 (0.028)
TEEG Cycle 3 Only	-0.031** (0.015)	-0.021 (0.038)	-0.170*** (0.055)	-0.008 (0.023)
TEEG Cycle 1&2	-0.068*** (0.018)	-0.088* (0.045)	-0.259*** (0.064)	-0.073* (0.038)
TEEG Cycle 1&3	-0.038** (0.017)	-0.081* (0.042)	-0.221*** (0.068)	0.007 (0.027)
TEEG Cycle 2&3	-0.048** (0.019)	-0.015 (0.048)	-0.229*** (0.078)	-0.042 (0.031)
TEEG Cycle 1,2&3	-0.090*** (0.020)	-0.100*** (0.039)	-0.293*** (0.071)	-0.125*** (0.036)
TEEG Current Year 2007	0.015 (0.019)	0.013 (0.040)	0.054 (0.081)	0.015 (0.032)
TEEG Next Year 2007	-0.010 (0.025)	-0.064 (0.049)	0.087 (0.116)	-0.045 (0.043)
TEEG Current & Next Year 2007	-0.002 (0.025)	-0.129*** (0.045)	0.004 (0.086)	0.048 (0.076)
TEEG Current Year 2008	0.028 (0.019)	-0.008 (0.055)	0.175* (0.097)	0.013 (0.058)
TEEG Next Year 2008	-0.021 (0.023)	-0.024 (0.059)	0.044 (0.093)	-0.082* (0.043)
TEEG Current & Next Year 2008	-0.012 (0.025)	-0.095 (0.059)	-0.045 (0.106)	0.015 (0.050)
Base Salary (log)	-0.736*** (0.051)	-2.012*** (0.132)	-0.668*** (0.172)	-0.993*** (0.093)
Charter	0.180*** (0.051)	-0.280*** (0.097)	0.194 (0.247)	0.510*** (0.091)
Black	-0.138*** (0.009)	-0.391*** (0.048)	-0.117*** (0.038)	-0.239*** (0.017)
Hispanic	-0.124*** (0.010)	-0.286*** (0.031)	-0.041 (0.028)	-0.272*** (0.030)
Asian/American Indian	-0.087*** (0.023)	-0.300*** (0.064)	0.012 (0.035)	-0.155** (0.065)
Male	0.032*** (0.010)	0.083*** (0.020)	0.111*** (0.017)	0.006 (0.023)

Years of Experience	-0.028*** (0.002)	-0.051*** (0.004)	-0.010*** (0.003)	-0.047*** (0.005)
Experience, squared	0.001*** (0.000)	0.000** (0.000)	-0.000 (0.000)	0.002*** (0.000)
Experience missing	-0.045** (0.020)	0.054 (0.049)	-0.040 (0.046)	-0.186*** (0.036)
No Degree	-0.062 (0.042)	-0.580*** (0.096)	-0.049 (0.107)	0.050 (0.090)
MA	0.165*** (0.007)	0.087*** (0.018)	0.128*** (0.023)	0.429*** (0.016)
PhD	0.155*** (0.023)	-0.054 (0.078)	0.140* (0.076)	0.409*** (0.065)
TAKS	0.071*** (0.009)	0.173*** (0.016)	0.114*** (0.022)	0.090*** (0.018)
Language Arts	-0.008 (0.009)	-0.074*** (0.019)	-0.009 (0.031)	0.019 (0.015)
Math	0.010 (0.014)	0.018 (0.028)	0.006 (0.041)	0.025 (0.021)
Science	0.000 (0.011)	0.044* (0.025)	-0.015 (0.038)	-0.022 (0.018)
Foreign Language	0.061*** (0.020)	0.124*** (0.045)	0.055 (0.075)	0.123*** (0.034)
Fine Arts	0.015 (0.012)	0.148*** (0.028)	0.151*** (0.041)	-0.111*** (0.021)
Vocational-Technical	-0.108*** (0.010)	-0.360*** (0.029)	-0.167*** (0.053)	-0.125*** (0.018)
Special Education	0.132*** (0.013)	0.064** (0.029)	0.360*** (0.039)	0.192*** (0.031)
Bilingual	-0.011 (0.015)	0.041 (0.037)	-0.009 (0.048)	-0.036 (0.043)
Math Certified	0.027*** (0.010)	0.130*** (0.025)	0.031 (0.033)	0.007 (0.020)
Science Certified	0.029*** (0.011)	0.093*** (0.025)	-0.024 (0.039)	0.069*** (0.020)
Bilingual Certified	0.029* (0.015)	0.091*** (0.034)	-0.009 (0.032)	0.033 (0.043)
Special Ed Certified	0.032*** (0.011)	0.046** (0.019)	0.189*** (0.029)	-0.014 (0.025)
Certified	-0.266*** (0.035)	0.085** (0.033)	-0.034 (0.027)	-0.850*** (0.079)
Coach	0.055*** (0.013)	0.525*** (0.026)	0.149*** (0.034)	-0.332*** (0.025)
Percent Ed students	0.051 (0.054)	-0.078 (0.115)	0.189 (0.188)	0.146 (0.091)
Percent LEP students	0.160*** (0.051)	0.416*** (0.109)	0.064 (0.199)	0.272*** (0.072)
Percent Hispanic students	0.213*** (0.047)	0.501*** (0.106)	0.495*** (0.155)	0.305*** (0.085)
Percent Black students	0.426*** (0.071)	1.042*** (0.125)	0.845*** (0.184)	0.580*** (0.123)

School enrollment (log)	-0.065***	0.019	-0.273***	-0.061***
	(0.009)	(0.018)	(0.030)	(0.012)
Distance	-0.002*	-0.007***	0.006	-0.005**
	(0.001)	(0.002)	(0.004)	(0.002)
Distance, squared	0.011	0.021	-0.016	0.031**
	(0.007)	(0.014)	(0.026)	(0.013)
HISD	-0.088***	-0.038	-0.416***	-0.131***
	(0.023)	(0.050)	(0.071)	(0.045)
DISD	0.050**	-0.116***	0.020	0.086*
	(0.024)	(0.044)	(0.078)	(0.048)
District Enrollment (log)	-0.029***	-0.278***	0.181***	-0.035**
	(0.010)	(0.017)	(0.030)	(0.016)
Comparable Wage Index	0.660***	1.553***	1.032**	1.062***
	(0.119)	(0.226)	(0.455)	(0.243)
Unemployment Rate	-0.001	-0.006	0.002	-0.009
	(0.006)	(0.013)	(0.030)	(0.009)
Major Urban Area	0.047	0.254***	-0.188	0.102**
	(0.035)	(0.058)	(0.144)	(0.047)
Metropolitan area	-0.104***	-0.397***	0.157	-0.210***
	(0.037)	(0.079)	(0.149)	(0.076)
Micropolitan area	-0.011	0.018	0.084	-0.063
	(0.027)	(0.064)	(0.097)	(0.044)
School Year 2003-04	0.057***	0.239***	0.035	0.057**
	(0.015)	(0.029)	(0.061)	(0.022)
School Year 2004-05	0.013	0.213***	0.034	-0.097***
	(0.019)	(0.043)	(0.072)	(0.030)
School Year 2005-06	0.031	0.298***	0.026	-0.085**
	(0.022)	(0.043)	(0.110)	(0.034)
School Year 2006-07	0.093***	0.324***	-0.020	0.138***
	(0.030)	(0.060)	(0.130)	(0.053)
School Year 2007-08	0.023	0.230***	-0.211*	0.022
	(0.031)	(0.067)	(0.127)	(0.057)
Elementary School	-0.023	-0.074	0.413***	-0.126***
	(0.025)	(0.060)	(0.109)	(0.039)
Middle School	0.073***	0.160***	0.536***	0.036
	(0.026)	(0.059)	(0.111)	(0.040)
High School	0.065**	0.268***	0.129	0.086**
	(0.027)	(0.060)	(0.132)	(0.042)
Constant	5.321***	14.451***	0.563	6.349***
	(0.399)	(1.024)	(1.359)	(0.724)
Number of Observations	881,827	881,827	881,827	881,827

Source: Authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics.

* significant at 10%; ** significant at 5%; *** significant at 1%

Table F.4: Regression Analyses of Turnover, Math and Science Teachers

	Any Turnover	External Mover	Internal Mover	Leaver
Ever GEEG	0.014 (0.052)	0.147 (0.143)	0.020 (0.152)	-0.082 (0.111)
GEEG 2006	-0.257*** (0.087)	-1.087*** (0.237)	-0.226 (0.348)	-0.258 (0.169)
GEEG 2007	-0.043 (0.086)	-0.267 (0.247)	0.164 (0.361)	-0.076 (0.183)
GEEG 2008	0.040 (0.061)	-0.161 (0.225)	0.115 (0.252)	0.178 (0.225)
GEEG-TEEG	0.131 (0.173)	-0.095 (0.430)	0.637 (0.584)	0.101 (0.366)
TEEG Cycle 1 Only	-0.028 (0.021)	-0.029 (0.056)	-0.183** (0.071)	-0.017 (0.041)
TEEG Cycle 2 Only	-0.020 (0.024)	0.009 (0.061)	-0.200** (0.085)	0.007 (0.052)
TEEG Cycle 3 Only	-0.036 (0.023)	-0.032 (0.059)	-0.280*** (0.088)	0.007 (0.042)
TEEG Cycle 1&2	-0.032 (0.037)	0.008 (0.086)	-0.222 (0.137)	-0.057 (0.069)
TEEG Cycle 1&3	-0.066** (0.027)	-0.137** (0.066)	-0.349*** (0.127)	-0.017 (0.053)
TEEG Cycle 2&3	-0.043 (0.027)	-0.023 (0.077)	-0.247** (0.101)	-0.036 (0.061)
TEEG Cycle 1,2&3	-0.081** (0.032)	-0.015 (0.068)	-0.319*** (0.110)	-0.156** (0.066)
TEEG Current Year 2007	0.022 (0.037)	0.105 (0.081)	0.029 (0.168)	0.001 (0.077)
TEEG Next Year 2007	-0.010 (0.039)	-0.111 (0.099)	0.276* (0.163)	-0.096 (0.092)
TEEG Current & Next Year 2007	0.031 (0.045)	-0.103 (0.101)	0.171 (0.165)	0.095 (0.123)
TEEG Current Year 2008	0.108** (0.045)	0.238** (0.121)	0.367** (0.160)	0.080 (0.077)
TEEG Next Year 2008	-0.002 (0.041)	-0.116 (0.107)	0.284* (0.171)	-0.073 (0.081)
TEEG Current & Next Year 2008	-0.018 (0.048)	-0.155 (0.135)	-0.120 (0.168)	0.070 (0.099)
Base Salary (log)	-0.745*** (0.057)	-2.117*** (0.128)	-0.489* (0.256)	-0.872*** (0.124)
Charter	0.314*** (0.052)	0.015 (0.109)	0.170 (0.328)	0.851*** (0.100)
Black	-0.096*** (0.017)	-0.403*** (0.065)	-0.117** (0.054)	-0.070** (0.032)
Hispanic	-0.122*** (0.016)	-0.298*** (0.045)	-0.092** (0.046)	-0.228*** (0.035)
Asian/American Indian	-0.068** (0.028)	-0.286*** (0.085)	0.024 (0.074)	-0.079 (0.066)
Male	0.058*** (0.010)	0.154*** (0.021)	0.112*** (0.028)	0.056*** (0.021)

Years of Experience	-0.038*** (0.002)	-0.035*** (0.005)	-0.017*** (0.006)	-0.088*** (0.004)
Experience, squared	0.001*** (0.000)	0.000 (0.000)	0.000 (0.000)	0.003*** (0.000)
Experience missing	-0.094*** (0.023)	0.131*** (0.049)	-0.173** (0.070)	-0.369*** (0.049)
No Degree	0.135*** (0.051)	0.258** (0.125)	0.046 (0.217)	0.258** (0.110)
MA	0.136*** (0.008)	0.075*** (0.025)	0.042 (0.028)	0.391*** (0.019)
PhD	0.074 (0.048)	-0.161 (0.109)	0.029 (0.086)	0.280** (0.119)
TAKS	0.047*** (0.012)	0.220*** (0.035)	0.117*** (0.034)	-0.024 (0.027)
Language Arts	0.019 (0.012)	-0.080** (0.036)	0.133*** (0.042)	0.054* (0.028)
Math	-0.022* (0.013)	0.004 (0.033)	0.028 (0.038)	-0.099*** (0.024)
Science	-0.023** (0.011)	0.004 (0.030)	-0.085** (0.035)	-0.053** (0.022)
Foreign Language	0.050 (0.035)	0.097 (0.089)	0.035 (0.143)	0.092 (0.089)
Fine Arts	-0.059** (0.028)	0.001 (0.077)	-0.115 (0.090)	-0.162*** (0.059)
Vocational-Technical	-0.078*** (0.016)	-0.221*** (0.050)	-0.175** (0.084)	-0.093*** (0.035)
Special Education	0.105*** (0.034)	0.102 (0.087)	0.354*** (0.110)	0.090 (0.070)
Bilingual	-0.054 (0.041)	-0.087 (0.115)	-0.018 (0.126)	-0.151* (0.089)
Math Certified	0.038*** (0.014)	0.041 (0.040)	-0.050 (0.051)	0.136*** (0.030)
Science Certified	0.036*** (0.013)	0.017 (0.037)	-0.010 (0.051)	0.124*** (0.029)
Bilingual Certified	0.084*** (0.027)	0.259*** (0.089)	0.097 (0.083)	0.045 (0.072)
Special Ed Certified	0.058*** (0.015)	0.147*** (0.042)	0.235*** (0.048)	0.006 (0.039)
Coach	0.046*** (0.012)	0.515*** (0.030)	0.133*** (0.044)	-0.384*** (0.026)
Percent Ed students	-0.002 (0.052)	0.294** (0.121)	-0.124 (0.190)	-0.076 (0.094)
Percent LEP students	0.164** (0.077)	0.482** (0.193)	-0.176 (0.266)	0.353*** (0.103)
Percent Hispanic students	0.281*** (0.046)	0.532*** (0.115)	0.839*** (0.169)	0.313*** (0.084)
Percent Black students	0.598*** (0.061)	1.385*** (0.129)	1.365*** (0.200)	0.662*** (0.095)
School enrollment (log)	-0.040*** (0.008)	0.008 (0.019)	-0.182*** (0.034)	-0.028* (0.015)

Distance	-0.002*	-0.006***	0.003	-0.004**
	(0.001)	(0.002)	(0.005)	(0.002)
Distance, squared	0.011	0.020	-0.001	0.028**
	(0.008)	(0.017)	(0.035)	(0.011)
HISD	-0.025	-0.136***	-0.077	-0.057
	(0.020)	(0.048)	(0.085)	(0.038)
DISD	-0.102***	-0.271***	-0.181*	-0.201***
	(0.021)	(0.049)	(0.094)	(0.040)
District Enrollment (log)	-0.028***	-0.245***	0.147***	-0.009
	(0.008)	(0.017)	(0.034)	(0.013)
Comparable Wage Index	0.567***	1.471***	0.849*	0.777***
	(0.101)	(0.237)	(0.474)	(0.185)
Unemployment Rate	-0.011	-0.033**	-0.030	-0.012
	(0.007)	(0.014)	(0.035)	(0.013)
Major Urban Area	0.046	0.221***	-0.139	0.057
	(0.029)	(0.060)	(0.149)	(0.051)
Metropolitan area	-0.081**	-0.290***	0.138	-0.136**
	(0.033)	(0.074)	(0.152)	(0.062)
Micropolitan area	-0.005	0.082	0.021	-0.070
	(0.028)	(0.066)	(0.111)	(0.049)
School Year 2003-04	0.076***	0.282***	-0.019	0.116***
	(0.016)	(0.039)	(0.071)	(0.030)
School Year 2004-05	0.061***	0.275***	0.040	0.027
	(0.019)	(0.047)	(0.085)	(0.037)
School Year 2005-06	0.115***	0.389***	0.095	0.109**
	(0.023)	(0.051)	(0.107)	(0.042)
School Year 2006-07	0.139***	0.423***	-0.081	0.236***
	(0.027)	(0.067)	(0.129)	(0.058)
School Year 2007-08	0.056*	0.280***	-0.236*	0.083
	(0.031)	(0.078)	(0.141)	(0.059)
Elementary School	-0.026	-0.158**	0.654***	-0.220***
	(0.026)	(0.064)	(0.125)	(0.054)
Middle School	0.050**	0.087	0.574***	-0.017
	(0.025)	(0.061)	(0.125)	(0.052)
High School	0.028	0.243***	-0.003	0.005
	(0.026)	(0.060)	(0.147)	(0.053)
Constant	5.125***	14.886***	-0.732	4.692***
	(0.438)	(1.001)	(2.054)	(0.984)
Number of Observations	261,274	261,274	261,274	261,274

Source: Authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics.

* significant at 10%; ** significant at 5%; *** significant at 1%

Table F.5: Regression Analyses of Turnover, Beginning Teachers

	Any Turnover	External Mover	Internal Mover	Leaver
Ever GEEG	-0.055*	-0.200*	-0.145	-0.024
	(0.028)	(0.110)	(0.122)	(0.088)
GEEG 2006	-0.049	-0.308*	0.139	-0.063
	(0.070)	(0.183)	(0.248)	(0.124)
GEEG 2007	0.022	-0.173	0.247	0.048
	(0.073)	(0.153)	(0.288)	(0.160)
GEEG 2008	0.045	-0.202	0.479*	-0.006
	(0.101)	(0.243)	(0.253)	(0.217)
GEEG-TEEG	0.149	0.373	0.198	0.249
	(0.114)	(0.368)	(0.338)	(0.222)
TEEG Cycle 1 Only	-0.057***	-0.071**	-0.215***	-0.064**
	(0.015)	(0.035)	(0.059)	(0.027)
TEEG Cycle 2 Only	-0.045**	0.002	-0.189***	-0.079
	(0.023)	(0.043)	(0.064)	(0.056)
TEEG Cycle 3 Only	-0.042**	-0.012	-0.202***	-0.048
	(0.017)	(0.036)	(0.053)	(0.039)
TEEG Cycle 1&2	-0.080***	-0.124***	-0.247***	-0.104
	(0.021)	(0.044)	(0.072)	(0.064)
TEEG Cycle 1&3	-0.050**	-0.090	-0.219***	-0.027
	(0.023)	(0.057)	(0.073)	(0.046)
TEEG Cycle 2&3	-0.065***	-0.050	-0.209**	-0.103*
	(0.025)	(0.058)	(0.100)	(0.062)
TEEG Cycle 1,2&3	-0.095***	-0.154***	-0.287***	-0.114**
	(0.025)	(0.053)	(0.081)	(0.056)
TEEG Current Year 2007	0.053**	-0.001	0.144	0.121**
	(0.024)	(0.055)	(0.090)	(0.054)
TEEG Next Year 2007	0.019	-0.075	0.128	0.058
	(0.035)	(0.062)	(0.130)	(0.093)
TEEG Current & Next Year 2007	0.037	-0.106	0.021	0.175
	(0.045)	(0.075)	(0.098)	(0.139)
TEEG Current Year 2008	0.059*	0.065	0.194*	0.084
	(0.032)	(0.061)	(0.109)	(0.111)
TEEG Next Year 2008	-0.016	0.032	-0.051	-0.046
	(0.034)	(0.080)	(0.088)	(0.068)
TEEG Current & Next Year 2008	0.038	-0.018	0.007	0.121
	(0.040)	(0.064)	(0.120)	(0.112)
Base Salary (log)	-0.474***	-1.021***	0.074	-0.884***
	(0.070)	(0.146)	(0.261)	(0.155)
Charter	0.273***	-0.060	0.148	0.753***
	(0.047)	(0.092)	(0.227)	(0.087)
Black	-0.130***	-0.334***	-0.084**	-0.221***
	(0.017)	(0.054)	(0.042)	(0.035)
Hispanic	-0.155***	-0.307***	-0.080***	-0.334***
	(0.014)	(0.034)	(0.030)	(0.041)
Asian/American Indian	-0.030	-0.274***	-0.061	0.043
	(0.026)	(0.077)	(0.053)	(0.062)
Male	0.009	-0.002	0.151***	-0.041*
	(0.010)	(0.023)	(0.023)	(0.024)

Years of Experience	0.042*** (0.015)	0.004 (0.028)	-0.007 (0.028)	0.149*** (0.031)
Experience, squared	-0.014*** (0.004)	-0.026*** (0.008)	0.001 (0.008)	-0.033*** (0.009)
No Degree	-0.017 (0.024)	-0.450*** (0.077)	0.002 (0.082)	0.143*** (0.050)
MA	0.124*** (0.008)	-0.003 (0.022)	0.087*** (0.027)	0.362*** (0.020)
PhD	0.095** (0.038)	-0.118 (0.098)	0.037 (0.154)	0.320*** (0.061)
TAKS	0.058*** (0.008)	0.145*** (0.017)	0.051** (0.023)	0.086*** (0.017)
Language Arts	-0.030*** (0.009)	-0.078*** (0.019)	-0.050* (0.027)	-0.031 (0.020)
Math	0.031*** (0.011)	0.019 (0.025)	-0.029 (0.041)	0.110*** (0.020)
Science	-0.011 (0.010)	0.049** (0.025)	-0.023 (0.037)	-0.059*** (0.022)
Foreign Language	0.148*** (0.019)	0.247*** (0.044)	0.084 (0.071)	0.319*** (0.040)
Fine Arts	0.041*** (0.013)	0.149*** (0.030)	0.100** (0.045)	-0.005 (0.028)
Vocational-Technical	-0.080*** (0.013)	-0.116*** (0.034)	-0.148*** (0.053)	-0.163*** (0.026)
Special Education	0.119*** (0.014)	0.152*** (0.032)	0.239*** (0.043)	0.181*** (0.030)
Bilingual	0.031 (0.019)	0.027 (0.045)	0.045 (0.049)	0.080 (0.061)
Math Certified	0.026** (0.010)	0.085*** (0.029)	0.021 (0.036)	0.034 (0.022)
Science Certified	0.066*** (0.014)	0.077** (0.032)	-0.038 (0.043)	0.194*** (0.029)
Bilingual Certified	-0.047* (0.024)	-0.029 (0.052)	-0.062 (0.046)	-0.161** (0.064)
Special Ed Certified	0.048*** (0.012)	0.090*** (0.026)	0.241*** (0.033)	-0.016 (0.024)
Certified	-0.256*** (0.017)	0.080*** (0.023)	-0.066** (0.026)	-0.842*** (0.037)
Coach	0.103*** (0.011)	0.493*** (0.023)	0.268*** (0.037)	-0.183*** (0.023)
Percent Ed students	0.012 (0.044)	0.343*** (0.092)	0.045 (0.140)	-0.117 (0.100)
Percent LEP students	0.135*** (0.050)	0.287** (0.117)	-0.085 (0.168)	0.311*** (0.107)
Percent Hispanic students	0.235*** (0.042)	0.493*** (0.092)	0.339** (0.141)	0.329*** (0.094)
Percent Black students	0.474*** (0.054)	1.105*** (0.100)	0.637*** (0.160)	0.648*** (0.108)
School enrollment (log)	-0.044*** (0.009)	0.001 (0.019)	-0.147*** (0.041)	-0.046*** (0.017)

Distance	-0.001 (0.001)	-0.000 (0.002)	0.006 (0.004)	-0.005* (0.003)
Distance, squared	0.001 (0.007)	-0.021 (0.017)	-0.028 (0.027)	0.035** (0.015)
HISD	-0.016 (0.024)	0.061 (0.052)	-0.223*** (0.076)	-0.037 (0.056)
DISD	0.113*** (0.025)	-0.031 (0.050)	0.175** (0.079)	0.193*** (0.059)
District Enrollment (log)	-0.042*** (0.008)	-0.297*** (0.015)	0.128*** (0.031)	-0.009 (0.018)
Comparable Wage Index	0.689*** (0.120)	1.439*** (0.215)	0.415 (0.376)	1.372*** (0.299)
Unemployment Rate	-0.006 (0.007)	-0.024* (0.014)	0.017 (0.026)	-0.015 (0.014)
Major Urban Area	0.012 (0.032)	0.121** (0.057)	-0.102 (0.117)	-0.009 (0.069)
Metropolitan area	-0.142*** (0.038)	-0.324*** (0.073)	0.271** (0.127)	-0.331*** (0.089)
Micropolitan area	-0.032 (0.028)	0.009 (0.060)	0.101 (0.084)	-0.087 (0.055)
School Year 2003-04	0.017 (0.016)	0.204*** (0.031)	-0.011 (0.065)	-0.068** (0.028)
School Year 2004-05	0.004 (0.019)	0.121*** (0.042)	0.005 (0.068)	-0.075** (0.036)
School Year 2005-06	-0.005 (0.022)	0.166*** (0.044)	-0.015 (0.084)	-0.142*** (0.046)
School Year 2006-07	0.056* (0.030)	0.098* (0.060)	-0.092 (0.109)	0.153** (0.068)
School Year 2007-08	-0.055* (0.031)	-0.003 (0.066)	-0.225* (0.116)	-0.121* (0.071)
Elementary School	-0.039 (0.025)	-0.082 (0.054)	0.275*** (0.101)	-0.112** (0.049)
Middle School	0.050* (0.026)	0.200*** (0.054)	0.320*** (0.101)	0.007 (0.051)
High School	0.023 (0.027)	0.222*** (0.055)	-0.269** (0.121)	0.100* (0.053)
Constant	3.204*** (0.524)	6.672*** (1.119)	-4.716** (1.946)	4.933*** (1.166)
Number of Observations	414,644	414,644	414,644	414,644

Source: Authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics.

* significant at 10%; ** significant at 5%; *** significant at 1%

Table F.6: Regression Analyses of Turnover, Experienced Teachers

	Any Turnover	External Mover	Internal Mover	Leaver
Ever GEEG	-0.023 (0.024)	-0.165* (0.088)	0.028 (0.091)	-0.082 (0.054)
GEEG 2006	-0.138*** (0.047)	-0.409*** (0.116)	-0.341* (0.176)	-0.118 (0.077)
GEEG 2007	-0.044 (0.057)	-0.026 (0.112)	-0.025 (0.172)	-0.090 (0.121)
GEEG 2008	-0.028 (0.083)	-0.050 (0.235)	-0.139 (0.204)	0.026 (0.158)
GEEG-TEEG	0.060 (0.092)	-0.213 (0.300)	0.291 (0.263)	0.103 (0.162)
TEEG Cycle 1 Only	-0.030** (0.014)	0.005 (0.034)	-0.211*** (0.051)	0.000 (0.022)
TEEG Cycle 2 Only	-0.017 (0.018)	0.059 (0.039)	-0.196*** (0.062)	0.021 (0.040)
TEEG Cycle 3 Only	-0.019 (0.016)	-0.021 (0.048)	-0.144** (0.058)	0.015 (0.027)
TEEG Cycle 1&2	-0.049** (0.019)	-0.005 (0.055)	-0.252*** (0.068)	-0.041 (0.046)
TEEG Cycle 1&3	-0.037* (0.020)	-0.095* (0.052)	-0.226*** (0.078)	0.019 (0.032)
TEEG Cycle 2&3	-0.029 (0.020)	0.030 (0.062)	-0.211*** (0.078)	-0.001 (0.036)
TEEG Cycle 1,2&3	-0.082*** (0.021)	-0.060 (0.044)	-0.282*** (0.074)	-0.120*** (0.041)
TEEG Current Year 2007	0.013 (0.019)	-0.038 (0.048)	0.140 (0.087)	-0.011 (0.040)
TEEG Next Year 2007	0.008 (0.025)	-0.020 (0.060)	0.171 (0.117)	-0.044 (0.060)
TEEG Current & Next Year 2007	0.006 (0.029)	-0.147*** (0.055)	0.073 (0.104)	0.047 (0.088)
TEEG Current Year 2008	0.021 (0.023)	-0.008 (0.067)	0.102 (0.091)	0.027 (0.083)
TEEG Next Year 2008	-0.009 (0.024)	0.028 (0.067)	0.069 (0.098)	-0.072* (0.042)
TEEG Current & Next Year 2008	-0.024 (0.026)	-0.067 (0.075)	-0.101 (0.112)	-0.000 (0.060)
Base Salary (log)	-0.326*** (0.067)	-1.060*** (0.165)	-0.432 (0.275)	-0.426*** (0.121)
Charter	0.416*** (0.051)	0.256** (0.102)	0.128 (0.252)	0.923*** (0.091)
Black	-0.099*** (0.009)	-0.306*** (0.049)	-0.083** (0.033)	-0.174*** (0.019)
Hispanic	-0.083*** (0.009)	-0.179*** (0.033)	-0.012 (0.035)	-0.206*** (0.022)
Asian/American Indian	-0.065*** (0.020)	-0.206*** (0.058)	0.056 (0.040)	-0.168*** (0.060)
Male	0.031*** (0.007)	0.192*** (0.018)	0.098*** (0.018)	-0.038** (0.016)

Years of Experience	-0.047*** (0.002)	-0.042*** (0.005)	-0.016*** (0.006)	-0.092*** (0.004)
Experience, squared	0.001*** (0.000)	-0.000*** (0.000)	-0.000 (0.000)	0.003*** (0.000)
No Degree	-0.139** (0.068)	-0.405*** (0.116)	0.138 (0.196)	-0.355** (0.147)
MA	0.142*** (0.007)	0.089*** (0.017)	0.102*** (0.020)	0.380*** (0.015)
PhD	0.135*** (0.025)	-0.257*** (0.079)	0.253*** (0.060)	0.355*** (0.072)
TAKS	0.064*** (0.006)	0.172*** (0.014)	0.131*** (0.020)	0.067*** (0.012)
Language Arts	-0.003 (0.007)	-0.067*** (0.019)	-0.009 (0.027)	0.027** (0.013)
Math	-0.001 (0.010)	0.030 (0.023)	-0.032 (0.032)	0.003 (0.019)
Science	-0.016* (0.009)	0.017 (0.023)	-0.051 (0.033)	-0.036** (0.018)
Foreign Language	0.043*** (0.013)	0.179*** (0.040)	0.017 (0.054)	0.049* (0.027)
Fine Arts	-0.014 (0.010)	0.164*** (0.023)	0.091** (0.039)	-0.176*** (0.022)
Vocational-Technical	-0.074*** (0.010)	-0.332*** (0.031)	-0.065 (0.058)	-0.091*** (0.017)
Special Education	0.156*** (0.011)	0.081*** (0.029)	0.409*** (0.037)	0.228*** (0.023)
Bilingual	-0.005 (0.015)	0.032 (0.040)	0.037 (0.051)	-0.048 (0.036)
Math Certified	0.020*** (0.007)	0.102*** (0.022)	0.036 (0.025)	-0.001 (0.016)
Science Certified	0.024*** (0.008)	0.088*** (0.020)	-0.016 (0.034)	0.050*** (0.017)
Bilingual Certified	0.040*** (0.013)	0.200*** (0.039)	0.018 (0.040)	0.046 (0.032)
Special Ed Certified	0.030*** (0.007)	0.036** (0.017)	0.219*** (0.024)	-0.036** (0.014)
Certified	-0.534*** (0.056)	0.194*** (0.057)	-0.043 (0.048)	-1.392*** (0.110)
Coach	0.051*** (0.011)	0.609*** (0.024)	0.125*** (0.033)	-0.354*** (0.022)
Percent Ed students	0.027 (0.042)	0.233** (0.097)	0.052 (0.149)	0.005 (0.072)
Percent LEP students	0.144*** (0.055)	0.441*** (0.121)	0.078 (0.208)	0.224*** (0.075)
Percent Hispanic students	0.175*** (0.037)	0.325*** (0.091)	0.467*** (0.141)	0.241*** (0.064)
Percent Black students	0.396*** (0.058)	1.066*** (0.118)	0.843*** (0.175)	0.499*** (0.090)
School enrollment (log)	-0.055*** (0.008)	-0.011 (0.017)	-0.180*** (0.033)	-0.053*** (0.012)

Distance	-0.001 (0.001)	-0.004* (0.002)	0.006 (0.005)	-0.003* (0.002)
Distance, squared	0.005 (0.008)	0.002 (0.017)	-0.020 (0.035)	0.026** (0.012)
HISD	-0.128*** (0.021)	-0.150*** (0.045)	-0.436*** (0.074)	-0.202*** (0.035)
DISD	-0.009 (0.023)	-0.326*** (0.044)	0.012 (0.085)	-0.021 (0.038)
District Enrollment (log)	-0.016* (0.008)	-0.265*** (0.015)	0.126*** (0.032)	-0.006 (0.012)
Comparable Wage Index	0.487*** (0.098)	1.560*** (0.201)	0.642 (0.415)	0.750*** (0.183)
Unemployment Rate	-0.011* (0.007)	-0.035*** (0.013)	-0.011 (0.032)	-0.023** (0.011)
Major Urban Area	0.023 (0.032)	0.161*** (0.051)	-0.067 (0.156)	0.036 (0.042)
Metropolitan area	-0.047 (0.031)	-0.382*** (0.062)	0.368*** (0.133)	-0.126** (0.062)
Micropolitan area	-0.008 (0.023)	0.011 (0.054)	0.165* (0.097)	-0.074* (0.039)
School Year 2003-04	0.055*** (0.013)	0.200*** (0.025)	-0.022 (0.058)	0.120*** (0.023)
School Year 2004-05	-0.026 (0.016)	0.129*** (0.035)	-0.012 (0.067)	-0.141*** (0.029)
School Year 2005-06	0.010 (0.020)	0.192*** (0.040)	0.046 (0.090)	-0.079** (0.034)
School Year 2006-07	0.007 (0.027)	0.154*** (0.054)	-0.106 (0.117)	0.004 (0.048)
School Year 2007-08	-0.033 (0.028)	0.030 (0.061)	-0.180 (0.124)	-0.045 (0.049)
Elementary School	-0.012 (0.022)	-0.102** (0.049)	0.387*** (0.114)	-0.116*** (0.037)
Middle School	0.063*** (0.023)	0.167*** (0.049)	0.480*** (0.117)	-0.005 (0.036)
High School	0.038 (0.024)	0.376*** (0.049)	-0.039 (0.136)	-0.001 (0.038)
Constant	2.416*** (0.523)	6.435*** (1.282)	-0.903 (2.128)	2.790*** (0.945)
Number of Observations				

Source: Authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics.

* significant at 10%; ** significant at 5%; *** significant at 1%

Table F.7: Marginal Effects from Probit Analyses of Turnover by Measures of Student Achievement

	All Teachers	Beginning Teachers	Experienced Teachers
Performance Levels Current Cycle 2007	-0.002 (0.019)	-0.016 (0.036)	-0.007 (0.025)
Performance Levels Current & Next Cycle 2007	-0.036 (0.022)	-0.002 (0.041)	-0.045 (0.028)
Performance Levels Current Cycle 2008	-0.054*** (0.019)	-0.043 (0.035)	-0.059** (0.025)
Performance Levels Current & Next Cycle 2008	-0.048** (0.020)	-0.016 (0.037)	-0.070*** (0.026)
Performance Gains Current Cycle 2007	-0.009 (0.029)	0.005 (0.053)	-0.009 (0.038)
Performance Gains Current & Next Cycle 2007	-0.067* (0.038)	-0.153** (0.072)	0.003 (0.050)
Performance Gains Current Cycle 2008	-0.009 (0.030)	0.010 (0.056)	-0.055 (0.040)
Performance Gains Current & Next Cycle 2008	-0.031 (0.034)	-0.018 (0.063)	-0.073* (0.044)
Gains and Levels Current Cycle 2007	-0.037 (0.023)	0.017 (0.042)	-0.068** (0.029)
Gains and Levels Current & Next Cycle 2007	-0.032 (0.027)	-0.053 (0.050)	-0.025 (0.035)
Gains and Levels Current Cycle 2008	-0.080*** (0.023)	-0.093** (0.043)	-0.073** (0.030)
Gains and Levels Current & Next Cycle 2008	-0.160*** (0.027)	-0.194*** (0.052)	-0.147*** (0.035)
Measure Unknown Current Cycle 2007	-0.030 (0.061)	-0.109 (0.112)	0.019 (0.082)
Measure Unknown Current & Next Cycle 2007	-0.094 (0.068)	0.123 (0.134)	-0.212** (0.090)
Measure Unknown Current Cycle 2008	0.088*** (0.028)	0.124** (0.052)	0.061 (0.037)
Measure Unknown Current & Next Cycle 2008	-0.089* (0.046)	-0.028 (0.085)	-0.134** (0.058)
Next Cycle 2007	-0.048*** (0.018)	-0.059* (0.033)	-0.035 (0.023)
Next Cycle 2008	-0.069*** (0.016)	-0.080*** (0.030)	-0.068*** (0.020)
Base Salary (log)	-0.770*** (0.030)	-0.546*** (0.083)	-0.532*** (0.056)
Black	-0.141*** (0.008)	-0.212*** (0.014)	-0.114*** (0.010)
Hispanic	-0.124*** (0.007)	-0.213*** (0.012)	-0.085*** (0.009)
Asian/American Indian	-0.097*** (0.016)	-0.094*** (0.027)	-0.107*** (0.024)
Male	0.023*** (0.005)	0.011 (0.010)	0.018** (0.007)

Years of Experience	-0.023***	0.102***	-0.036***
	(0.001)	(0.013)	(0.002)
Experience, squared	0.001***	-0.026***	0.001***
	(0.000)	(0.004)	(0.000)
Experience missing	0.003		
	(0.010)		
No Degree	-0.087***	-0.056	-0.173***
	(0.022)	(0.037)	(0.038)
MA	0.181***	0.141***	0.186***
	(0.006)	(0.014)	(0.007)
PhD	0.165***	0.173***	0.126***
	(0.027)	(0.057)	(0.035)
TAKS	0.072***	0.083***	0.066***
	(0.005)	(0.010)	(0.007)
Language Arts	0.000	-0.036***	0.020**
	(0.006)	(0.012)	(0.008)
Math	-0.009	0.033**	-0.026**
	(0.008)	(0.015)	(0.011)
Science	-0.001	-0.007	-0.005
	(0.008)	(0.015)	(0.011)
Foreign Language	0.057***	0.107***	0.031*
	(0.012)	(0.023)	(0.016)
Fine Arts	0.020**	0.087***	0.001
	(0.009)	(0.017)	(0.011)
Vocational-Technical	-0.096***	-0.098***	-0.080***
	(0.011)	(0.023)	(0.014)
Special Education	0.139***	0.102***	0.156***
	(0.011)	(0.022)	(0.015)
Bilingual	-0.036***	0.023	-0.045***
	(0.010)	(0.018)	(0.013)
Math Certified	0.030***	0.027	0.030**
	(0.010)	(0.021)	(0.013)
Science Certified	0.051***	0.101***	0.042***
	(0.011)	(0.023)	(0.013)
Bilingual Certified	0.038***	-0.070***	0.052***
	(0.009)	(0.018)	(0.012)
Special Ed Certified	0.045***	0.074***	0.037***
	(0.008)	(0.017)	(0.010)
Certified	-0.277***	-0.260***	-0.499***
	(0.009)	(0.012)	(0.018)
Coach	0.045***	0.056***	0.019
	(0.009)	(0.017)	(0.012)
Percent Ed students	0.239***	0.299***	0.271***
	(0.058)	(0.109)	(0.079)
Percent LEP students	0.012	0.009	-0.032
	(0.070)	(0.129)	(0.093)
Percent Hispanic students	0.234**	-0.063	0.368**
	(0.116)	(0.217)	(0.157)
Percent Black students	0.032	0.116	-0.029

	(0.126)	(0.235)	(0.173)
School enrollment (log)	0.202***	0.133***	0.245***
	(0.022)	(0.040)	(0.030)
Comparable Wage Index	1.511***	2.508***	1.092***
	(0.202)	(0.393)	(0.262)
Unemployment Rate	0.037***	0.029*	0.044***
	(0.008)	(0.016)	(0.010)
Year Fixed Effects	Yes	Yes	Yes
Campus Fixed Effects?	Yes	Yes	Yes
Observations	473,660	125,274	305,079

Source: Authors' calculations using data from PEIMS, the NCES, the U.S. Bureau of Labor Statistics, plan applications and principal surveys.

* significant at 10%; ** significant at 5%; *** significant at 1%

Table F.8: Marginal Effects from Probit Analyses of Turnover by Units of Accountability

	All Teachers	Beginning Teachers	Experienced Teachers
Teacher Only Incentives X Current Cycle 2007	-0.00289 (0.00616)	0.00444 (0.0134)	-0.00440 (0.00733)
Teacher Only Incentives X Current and Next Cycle 2007	-0.00415 (0.00755)	-0.0280* (0.0159)	0.00693 (0.00931)
Teacher Only Incentives X Current Cycle 2008	-0.0144** (0.00598)	-0.0108 (0.0129)	-0.0176** (0.00696)
Teacher Only Incentives X Current and Next Cycle 2008	-0.0242*** (0.00642)	-0.0382*** (0.0129)	-0.0243*** (0.00751)
Campus Only Incentives X Current Cycle 2007	-0.0149 (0.0136)	-0.00240 (0.0313)	-0.0153 (0.0161)
Campus Only Incentives X Current and Next Cycle 2007	-0.0139 (0.0160)	0.00151 (0.0358)	-0.0147 (0.0191)
Campus Only Incentives X Current Cycle 2008	0.0103 (0.0102)	0.0452** (0.0225)	-0.00873 (0.0115)
Campus Only Incentives X Current and Next Cycle 2008	-0.0201 (0.0128)	-0.0156 (0.0299)	-0.0232 (0.0146)
Team Only Incentives X Current Cycle 2007	0.00222 (0.00606)	0.00759 (0.0132)	-0.00453 (0.00697)
Team Only Incentives X Current and Next Cycle 2007	0.00184 (0.00738)	0.0117 (0.0159)	0.00101 (0.00868)
Team Only Incentives X Current Cycle 2008	-0.0218*** (0.00696)	-0.0140 (0.0149)	-0.0257*** (0.00796)
Team Only Incentives X Current and Next Cycle 2008	-0.0125* (0.00691)	-0.00884 (0.0151)	-0.0119 (0.00792)
Mixed Incentives X Current Cycle 2007	-0.00742 (0.00670)	-0.0139 (0.0142)	-0.00553 (0.00789)
Mixed Incentives X Current and Next Cycle 2007	-0.0264*** (0.00721)	-0.0299* (0.0153)	-0.0252*** (0.00836)
Mixed Incentives X Current Cycle 2008	-0.0170*** (0.00578)	-0.0315*** (0.0117)	-0.0101 (0.00697)
Mixed Incentives X Current and Next Cycle 2008	-0.0247*** (0.00655)	-0.00499 (0.0144)	-0.0326*** (0.00737)
Unit of Accountability Unknown Current Cycle 2007	-0.0113 (0.00804)	-0.0180 (0.0170)	-0.0115 (0.00941)
Unit of Accountability Unknown Current & Next Cycle 2007	-0.0208** (0.00896)	0.0132 (0.0219)	-0.0293*** (0.00982)
Unit of Accountability Unknown Current Cycle 2008	0.0265*** (0.00871)	0.0348* (0.0183)	0.0202* (0.0105)
Unit of Accountability Unknown Current & Next Cycle 2008	-0.0174 (0.0115)	-0.0182 (0.0247)	-0.0195 (0.0131)
Next Cycle School 2007	-0.0130*** (0.00478)	-0.0182* (0.0101)	-0.00871 (0.00570)
Next Cycle School 2008	-0.0185***	-0.0245***	-0.0167***

	(0.00418)	(0.00887)	(0.00488)
Base Salary (log)	-0.213***	-0.171***	-0.135***
	(0.00821)	(0.0260)	(0.0142)
Black	-0.0374***	-0.0630***	-0.0278***
	(0.00195)	(0.00403)	(0.00236)
Hispanic	-0.0337***	-0.0661***	-0.0214***
	(0.00184)	(0.00379)	(0.00223)
Asian/American Indian	-0.0257***	-0.0289***	-0.0260***
	(0.00417)	(0.00781)	(0.00556)
Male	0.00629***	0.00354	0.00465**
	(0.00151)	(0.00314)	(0.00183)
Years of Experience	-0.00632***	0.0322***	-0.00921***
	(0.000263)	(0.00397)	(0.000452)
Experience, squared	0.000231***	-0.00830***	0.000281***
	(6.70e-06)	(0.00126)	(9.06e-06)
Experience missing	0.000768		
	(0.00277)		
No Degree	-0.0233***	-0.0168	-0.0403***
	(0.00570)	(0.0111)	(0.00800)
MA	0.0524***	0.0461***	0.0491***
	(0.00173)	(0.00479)	(0.00190)
PhD	0.0490***	0.0565***	0.0338***
	(0.00854)	(0.0200)	(0.00985)
TAKS	0.0199***	0.0260***	0.0168***
	(0.00149)	(0.00321)	(0.00177)
Language Arts	4.67e-05	-0.0114***	0.00496**
	(0.00173)	(0.00364)	(0.00207)
Math	-0.00240	0.0106**	-0.00649**
	(0.00226)	(0.00473)	(0.00274)
Science	-0.000294	-0.00220	-0.00135
	(0.00233)	(0.00467)	(0.00289)
Foreign Language	0.0160***	0.0342***	0.00799*
	(0.00357)	(0.00769)	(0.00422)
Fine Arts	0.00549**	0.0272***	0.000159
	(0.00250)	(0.00576)	(0.00289)
Vocational-Technical	-0.0257***	-0.0303***	-0.0196***
	(0.00282)	(0.00683)	(0.00338)
Special Education	0.0404***	0.0330***	0.0420***
	(0.00348)	(0.00738)	(0.00417)
Bilingual	-0.00991***	0.00738	-0.0112***
	(0.00268)	(0.00561)	(0.00319)
Math Certified	0.00838***	0.00845	0.00779**
	(0.00290)	(0.00662)	(0.00336)
Science Certified	0.0143***	0.0326***	0.0108***
	(0.00306)	(0.00762)	(0.00350)
Bilingual Certified	0.0106***	-0.0218***	0.0134***

	(0.00265)	(0.00535)	(0.00319)
Special Ed Certified	0.0126***	0.0239***	0.00965***
	(0.00224)	(0.00564)	(0.00252)
Certified	-0.0840***	-0.0858***	-0.154***
	(0.00285)	(0.00429)	(0.00647)
Coach	0.0127***	0.0178***	0.00492
	(0.00256)	(0.00553)	(0.00301)
Percent Ed students	0.0654***	0.0956***	0.0665***
	(0.0160)	(0.0343)	(0.0201)
Percent LEP students	0.00526	0.00974	-0.00787
	(0.0194)	(0.0407)	(0.0235)
Percent Hispanic students	0.0648**	-0.0291	0.0972**
	(0.0321)	(0.0682)	(0.0398)
Percent Black students	0.0123	0.0265	7.62e-05
	(0.0350)	(0.0739)	(0.0440)
School enrollment (log)	0.0554***	0.0397***	0.0626***
	(0.00601)	(0.0125)	(0.00757)
Comparable Wage Index	0.413***	0.779***	0.276***
	(0.0561)	(0.124)	(0.0665)
Unemployment Rate	0.0102***	0.00919*	0.0112***
	(0.00222)	(0.00504)	(0.00260)
Year Fixed Effects?	Yes	Yes	Yes
Campus Fixed Effects?	Yes	Yes	Yes
Observations	473,660	125,274	305,079

Source: Authors' calculations using data from PEIMS, the NCES, the U.S. Bureau of Labor Statistics, plan applications and principal surveys.

* significant at 10%; ** significant at 5%; *** significant at 1%

Table F.9: Marginal Effects from Probit Analyses of Turnover Including Individual TEEG Awards

	All Teachers	Beginning Teachers	Experienced Teachers
Bonus Amount 2008 Current and Next Cycle	-0.398*** (0.014)	-0.433*** (0.026)	-0.386*** (0.019)
Bonus Amount 2007 Current and Next Cycle	-0.619*** (0.024)	-0.730*** (0.056)	-0.571*** (0.028)
Bonus 2007 missing	-0.610*** (0.022)	-0.611*** (0.041)	-0.600*** (0.028)
Bonus 2008 missing	-0.463*** (0.027)	-0.530*** (0.048)	-0.430*** (0.035)
Bonus Amount 2007 Current Cycle	-0.662*** (0.021)	-0.742*** (0.039)	-0.623*** (0.025)
Bonus Amount 2008 Current Cycle	-0.391*** (0.014)	-0.435*** (0.023)	-0.357*** (0.019)
Current Cycle 2007	0.650*** (0.023)	0.675*** (0.042)	0.633*** (0.030)
Next Cycle 2007	-0.047*** (0.018)	-0.058* (0.033)	-0.034 (0.023)
Current and Next Cycle 2007	0.643*** (0.026)	0.698*** (0.052)	0.622*** (0.034)
Current Cycle 2008	0.454*** (0.021)	0.495*** (0.036)	0.413*** (0.027)
Next Cycle 2008	-0.073*** (0.016)	-0.090*** (0.030)	-0.070*** (0.020)
Current and Next Cycle 2008	0.433*** (0.022)	0.462*** (0.040)	0.411*** (0.029)
Base Salary (log)	-0.758*** (0.031)	-0.543*** (0.084)	-0.493*** (0.058)
Black	-0.142*** (0.008)	-0.215*** (0.015)	-0.116*** (0.011)
Hispanic	-0.122*** (0.007)	-0.211*** (0.013)	-0.084*** (0.010)
Asian/American Indian	-0.090*** (0.017)	-0.100*** (0.027)	-0.090*** (0.026)
Male	0.017*** (0.006)	0.011 (0.010)	0.010 (0.008)
Years of Experience	-0.022*** (0.001)	0.111*** (0.013)	-0.037*** (0.002)
Experience, squared	0.001*** (0.000)	-0.028*** (0.004)	0.001*** (0.000)
Experience missing	0.002 (0.010)		
No Degree	-0.079*** (0.024)	-0.047 (0.038)	-0.156*** (0.041)
MA	0.181*** (0.006)	0.138*** (0.015)	0.185*** (0.007)
PhD	0.168*** (0.030)	0.152** (0.062)	0.133*** (0.038)

TAKS	0.092*** (0.006)	0.105*** (0.010)	0.085*** (0.007)
Language Arts	0.007 (0.006)	-0.025** (0.012)	0.024*** (0.008)
Math	-0.004 (0.009)	0.037** (0.015)	-0.019 (0.011)
Science	-0.001 (0.009)	-0.009 (0.015)	-0.005 (0.012)
Foreign Language	0.063*** (0.013)	0.114*** (0.023)	0.038** (0.017)
Fine Arts	0.006 (0.009)	0.070*** (0.018)	-0.013 (0.012)
Vocational-Technical	-0.095*** (0.012)	-0.101*** (0.024)	-0.080*** (0.015)
Special Education	0.144*** (0.012)	0.109*** (0.023)	0.160*** (0.016)
Bilingual	-0.043*** (0.010)	0.015 (0.018)	-0.051*** (0.013)
Math Certified	0.029*** (0.011)	0.029 (0.021)	0.028** (0.014)
Science Certified	0.051*** (0.011)	0.101*** (0.023)	0.042*** (0.014)
Bilingual Certified	0.046*** (0.010)	-0.058*** (0.018)	0.060*** (0.013)
Special Ed Certified	0.041*** (0.008)	0.074*** (0.018)	0.033*** (0.010)
Certified	-0.253*** (0.009)	-0.245*** (0.013)	-0.451*** (0.020)
Coach	0.038*** (0.009)	0.049*** (0.017)	0.011 (0.012)
Percent Ed students	0.135** (0.057)	0.187* (0.110)	0.174** (0.078)
Percent LEP students	0.104 (0.071)	0.146 (0.133)	0.032 (0.093)
Percent Hispanic students	0.195* (0.116)	-0.178 (0.221)	0.343** (0.156)
Percent Black students	0.055 (0.126)	0.072 (0.236)	0.009 (0.173)
School enrollment (log)	0.152*** (0.022)	0.079* (0.040)	0.196*** (0.030)
Comparable Wage Index	1.107*** (0.204)	2.104*** (0.399)	0.742*** (0.263)
Unemployment Rate	0.032*** (0.008)	0.027* (0.016)	0.038*** (0.010)
Campus Fixed Effects?	Yes	Yes	Yes
Observations	473,660	125,274	305,079

Source: Authors' calculations using data from PEIMS, the NCES, the U.S. Bureau of Labor Statistics, and TEEG teacher award information collected during fall 2007 and fall 2008 using an online, secure data upload system

* significant at 10%; ** significant at 5%; *** significant at 1%

APPENDIX G

Technical Appendix for Chapter 9, TEEG Participation and Student Achievement Gains

Associations between TEEG Plans and Student Achievement Gains

Methodology

This section discusses the data used to examine associations between plan design features and student achievement gains. The focus is on Cycle 2 schools, as Cycle 1 schools were discussed in the previous TEEG evaluation report.

Analyses control for select student, school, and TEEG program characteristics. Variables used to estimate the association between Cycle 2 plan design features and student achievement gains include a measure of student growth in mathematics and reading; TEEG plan design features, and controls for student, school, and TEEG program characteristics.

Student test score gains

This study uses a student's spring-to-spring test score gain in mathematics and reading as the outcome variable. Test scores are measured on the state's high-stakes accountability test, TAKS. Raw scale scores from TAKS are not expressed on the same developmental scale from one year to the next or from one grade to the next. Since the structure of the TAKS tests may lead to smaller or larger gains at various points on the achievement distribution, this study computes a standardized test score gain for each student by grade, year, and subject. A standardized gain score also lessens the chances that mean reverting measurement error will bias estimated associations between TEEG plan design features and student test score gains.

To standardize the gain score, each student's actual gain score is normalized relative to the gain scores for all students with identical prior year assessment scores in identical grades.¹⁴ A student's test score gain is standardized by taking the difference between that student's nominal gain and the mean gain of all matched students (i.e. those students in the same grade and with same score in the previous year) over the standard deviation of all student gains in the interval. The standardized gain score has a mean of zero and standard deviation of one and can be interpreted as an individual student's test score gain compared to the mean test score gain at a particular place in the achievement distribution.

TEEG plan design features

Analysis is focused primarily on three design features of a school's Cycle 2 plans: the proposed maximum Part 1 bonus award; types of student performance analysis; and the unit

¹⁴ This approach is described in Reback (2007), and is similar to a normalizing procedure introduced by Hanushek et al (2005) and used by Springer (2007, 2008).

of accountability. The proposed maximum bonus award represents the total bonus award amount that a teacher could earn if he or she met all possible Part 1 award criteria identified in a school's grant application. The average proposed maximum bonus award in all Cycle 2 plans was \$4,094, ranging between the lowest proposed bonus award of \$250 and the highest of \$10,000.

Types of student performance analysis is defined as whether a school's TEEG plan rewards high-performing teachers based on student attainment (level score), student growth, or a combination of the two. A measure based on student attainment, used exclusively by almost 56 percent of Cycle 2 schools, is defined as a school measuring teachers' contribution to student performance based on the achievement or proficiency levels students attain that school year. A measure of student growth, used exclusively by almost 15 percent of Cycle 2 schools, is defined as a school measuring a teachers' contribution to student performance by the change in student performance over time. Nearly 30 percent of Cycle 2 schools used measures of both student attainment and student growth.

The third, and final, design feature is the unit of accountability proposed in Cycle 2 grant applications. The unit of accountability identifies the entity whose performance determines teachers' bonus award eligibility. If bonus awards are determined by the performance of individual teachers, then an individual teacher is considered to be the unit of accountability. A team is considered the unit of accountability when bonus awards are determined by the collective performance of an entire grade level or subject area. The school is the unit of accountability when school-wide performance determines bonus award eligibility.

To define the unit of accountability, Cycle 2 schools were divided into one of five groups: those that use only school-level performance to determine award eligibility; those that use school-level performance in combination with other unit(s) of accountability; those that use team-level performance only; those that use some combination of teacher and team-level performance; and those that use only teacher-level performance to determine award eligibility.

Controlling for student, school, and program characteristics

Analyses control for select student, school, and TEEG program characteristics. All models include a student-fixed effect estimator to account for time invariant characteristics of students that may be correlated with student achievement gains, including parent and student motivation, parental education, and innate student ability.

Analyses control for a number of student, teacher, and school characteristics at the school-level. Student characteristics include the percentage of white students, limited English proficiency students, and gifted and talented students. Teacher characteristics include average years of teaching experience and average teacher salary. School characteristics include the student teacher ratio, accountability rating, and school type (i.e., traditional public school or public charter school). Alternative education accountability (AEA) schools are dropped because they are governed by different performance standards and measures than those used for regular instruction schools.

The Texas Education Agency established a two-tier system for determining school qualification for TEEG program participation, one of which was designed to limit participation to higher-performing schools.¹⁵ Qualified schools had to meet one of two performance criteria: a levels-style measure based on a school's accountability rating or a gains-style measure based on a school's Comparable Improvement ranking. Throughout this chapter these two groups of schools are referred to as either *accountability rating schools* or *Comparable Improvement schools*.

Separate equations are estimated for accountability rating schools and Comparable Improvement schools for several reasons. There are differences in mean achievement gains among these two groups of schools. Second, there are systematic differences among accountability rating schools and Comparable Improvement schools in terms of plan design features proposed by Cycle 2 schools as reported in Chapter 7 of this report. Third, TEEG qualification criteria are characterized by greater than expected volatility from one year to the next, which may confound estimated associations of TEEG plan design features and student achievement gains.¹⁶

All analyses include grade by year fixed effects. This accounts for changes in test performance across grade levels and cohorts that may give an invalid appearance of an association between TEEG plan characteristics and student achievement in Cycle 2 schools (i.e., spurious correlation). That is, if test difficulty varies from year to year, and/or varies for different student populations from year to year, estimates of the association between TEEG plan design features and student achievement gains will be biased toward zero.

Select analyses also control for the maximum potential bonus award under the assumption the association between student achievement gains and other plan design features of interest may be driven by systematic variation in the maximum bonus award found within these other plan design features.

¹⁵ See Chapter 2 for a detailed overview of the TEEG qualification and eligibility criteria used to select TEEG participants.

¹⁶ Admittedly, the confounding nature of volatility in the selection of qualifying schools is more likely to exert influence over time.

Sample statistics for Cycle 2 TEEG schools

Table G.1: Select Sample Statistics of TEEG Cycle 2 Schools

	Cycle 2*	Cycle2 – High Improving	Cycle 2 – High Rating
Campuses	892	464	428
Maximum proposed Part 1 bonus award	\$4,094	\$4,785	\$3,342
Rating Academically Acceptable	52.0%	100%	0%
Rating Recognized	41.1%	0%	14.3%
Rating Exemplary	6.8%	0%	85.7%
Elementary	61.1%	57.8%	64.7%
Middle	19.8%	18.3%	21.5%
High School	16.1%	22.0%	9.8%
All Grades	2.9%	1.9%	4.0%
Achievement-level only	55.7%	55.2%	56.2%
Growth only	14.6%	15.9%	13.2%
Achievement + Growth	29.7%	28.9%	30.6%
Campus unit of accountability	8.6%	8.8%	8.4%
Team unit of accountability	22.0%	21.9%	22.2%
Teacher unit of accountability	35.4%	36.1%	34.7%
Campus + Team unit of accountability	5.4%	5.5%	5.3%
Campus + Teacher unit of accountability	6.1%	7.0%	5.1%
Team + Teacher unit of accountability	14.0%	14.0%	14.0%
Campus + Team + Teacher unit of accountability	8.5%	6.8%	10.4%

Note: Alternative education campuses have been excluded, and any campus for which we did not have TEEG design variables.

Results

Associations between Cycle 1 Plan Features and Student Achievement Gains

Table G.2 summarizes findings from a series of analyses examining the association between student achievement gains and TEEG Cycle 1 plan design features. TEEG plan design features are: (1) proposed Part 1 bonus award amounts for teachers; (2) types of student performance analysis; and (3) unit(s) of accountability. As evidenced in Table G.2, estimates on the association between characteristics of Cycle 1 plans and student achievement are inconsistent. Further discussion of these results can be found in Chapter 12 of the *Texas Educator Excellence Grant (TEEG) Program: Year Two Evaluation Report* (2008).¹⁷

¹⁷ The report can be located at <http://ritter.tea.state.tx.us/opge/progeval/TeacherIncentive/index.html>.

Table G.2: Summary of Models Estimating the Association between Characteristics of Cycle 1 TEEG Plans and Student Achievement Gains

Cycle 1 Plan Characteristics	Panel A: Accountability Rating Schools, Estimated Associations		Panel B: Comparable Improvement Schools, Estimated Associations	
	Mathematics	Reading	Mathematics	Reading
Bonus award amount				
Linear relationship	+/-	+	+/-	-
Non-linear relationship	+/-	+/-	+/-	+/-
Quartile rankings				
Quartile 1	RC	RC	RC	RC
Quartile 2	+/-	+/-	+	+/-
Quartile 3	+/-	+/-	+/-	+/-
Quartile 4	+/-	+/-	+	-
Award thresholds				
\$3,000	+/-	+/-	+	+/-
\$4,000	+	+	-	-
\$5,000	+	-	-	-
\$6,000	...	...	+/-	-
\$7,000	...	...	+/-	-
Student performance analysis				
Achievement level only	RC	RC	RC	RC
Student growth only	+/-	+/-	+	+
Achievement level + growth	+/-	+/-	+	+
Unit of accountability				
School only	RC	RC	RC	RC
Teacher only	+/-	+/-	+	+
Team only	+/-	+	+	-
School + teacher	-	+/-	+	+
School + team	+/-	+	+/-	-

Note: RC is referent category

+/- means estimated association is not statistically significant; - means estimated association is negative and statistically significant; + means estimated association is positive and statistically significant

... no estimates

Source: Based on authors' calculations

Associations between Cycle 2 Plan Features and Student Achievement Gains

What is the association between proposed maximum bonus awards and student achievement gains?

Nearly 70% of Cycle 2 schools proposed maximum bonus awards of less than \$3,000, which is less than the minimum bonus award recommended in TEEG program guidelines.¹⁸ Further, 60% of these schools anticipated paying teachers a maximum ranging between \$1,000 and \$1,999, while the other 40% ranged between \$2,000 and \$2,999. The average proposed maximum bonus award in all Cycle 2 plans was \$4,094, ranging between the lowest proposed bonus award of \$151 and the highest of \$10,000. The proposed maximum bonus award could not be determined for a number of schools; these were excluded from the regression sample.¹⁹

Four approaches were used to examine the relationship between proposed maximum bonus awards and student achievement gains. Tables G.3 and G.4 display these results estimating associations between a TEEG school's proposed maximum bonus award and student achievement gains in mathematics and reading. In both tables, Panel A displays results in mathematics and reading for accountability rating schools and Panel B displays results in mathematics and reading for Comparable Improvement schools.

- The first approach examines the **linear association** between the proposed maximum bonus award amounts and achievement gains.
- The second approach examines the **nonlinear association** between the proposed maximum bonus award amounts and achievement gains.
- The third approach examines the association between the **quartile ranking** of a school's proposed bonus award and achievement gains.
- The fourth approach examines the association between the proposed maximum bonus award and achievement gains by various **proposed maximum bonus award thresholds**.

Results using a linear association: There is not a significant association between the proposed maximum bonus award and student achievement gains in either mathematics or reading for accountability rating schools (Model 1 of Table G.3).²⁰ Additionally, there is not a significant association between the proposed maximum bonus award and student

¹⁸ TEEG guidelines recommended that teachers receive awards ranging between \$3,000 and \$10,000 in order to provide meaningful award amounts to recipients, though schools were allowed to propose teacher award amounts outside this range if approved by their local school board prior to being submitted to the TEA.

¹⁹ TEEG guidelines recommended that teachers receive awards ranging between \$3,000 and \$10,000 in order to provide meaningful award amounts to recipients, though schools were allowed to propose teacher award amounts outside this range if approved by their local school board prior to being submitted to the TEA.

²⁰ A statistically significant and positive association between the maximum bonus variable and student achievement means that the average predicted achievement gain increases as the size of the proposed maximum bonus award increases. A statistically significant and negative effect suggests just the opposite, that is, the average predicted achievement gain decreases as the size of the proposed maximum bonus award increases. An insignificant effect implies the data show no clear patterns or correlations between the proposed maximum bonus award and student achievement gains.

achievement gains in mathematics or in reading for Comparable Improvement schools (Model 4 of Table G.3). Average achievement gains in mathematics and in reading do not change in a statistically significant way when the size of the proposed bonus award increases.

Results using a nonlinear association: The quadratic regression model predicts the mean change in student achievement gains for a one unit increase in the proposed maximum bonus award depending on the value of the proposed maximum bonus award. However, as evidenced for accountability rating schools (Model 2 of Table G.3) and for Comparable Improvement schools (Model 5 of Table G.3), using a more flexible functional form does not provide a better fit when estimating the association between the proposed maximum bonus award and student achievement gains for Cycle 2 TEEG schools.

Results using quartile rankings of proposed bonus awards: A third strategy explores the association between the proposed maximum bonus award and student achievement gains by categorizing the proposed maximum bonus award into quartiles.²¹ This enables a comparison of the average student achievement gains in Quartile 2, Quartile 3, or Quartile 4 schools to the average achievement gains in Quartile 1 schools. There is not a significant association between the proposed maximum bonus award and student achievement gains in mathematics or reading for accountability rating schools (Model 3 of Table G.3). Similarly, there is not a significant association between the proposed maximum bonus award and student achievement gains in mathematics or reading for Comparable Improvement schools (Model 6 of Table G.3).

Results using various bonus award thresholds: Models also evaluated average achievement gains in mathematics and reading by various proposed maximum bonus award thresholds (Table G.4). The referent category are those schools that proposed a maximum bonus award less than or equal to the dollar amount identified in the top of each column. Evaluators find that only for reading scores and a maximum bonus greater than \$6,000 there is a statistically significant and positive impact on student performance. In all other cases, the impact on reading scores and on math scores of schools paying more than the stated maximum bonus is not statistically significantly different than the impact on reading scores and on math scores of schools paying less than the stated maximum bonus.

What is the association between measures of student performance and student achievement gains?

Table G.5 displays the relationship between a school's proposed student performance measure and achievement gains in mathematics and reading.²² The left panel displays results in mathematics and reading for accountability rating schools and the right panel displays results in mathematics and reading for Comparable Improvement schools. Each estimate compares the average achievement gains in schools that relied either on student growth

²¹ The mean bonus in the first quartile is \$1,341.88, \$1,787.61 in the second quartile, \$2,225.17 in the third quartile, and \$3,378.69 in the fourth quartile. The referent category is Quartile 1 schools (i.e., those schools with a proposed maximum bonus ranging between \$394.00 and \$1,633.06).

²² The referent category is those schools relying exclusively on achievement levels for measuring a teacher contribution to student performance.

exclusively or on student growth and attainment to the average achievement gains in schools that rewarded teachers exclusively based on achievement levels or proficiency rates.

Gains in schools relying solely on student growth are not statistically different from gains in schools that rewarded high-performing teachers based only on achievement levels or proficiency rates. They also indicate that gains in schools relying on student growth and student attainment are not statistically different from schools that rewarded high-performing teachers based only on achievement level or proficiency rates.

Results indicate that Comparable Improvement schools relying solely on student growth, or on a combination of student growth and achievement levels, have achievement gains that are not statistically significantly different than schools relying on achievement levels or proficiency rates exclusively.

Model 2 and Model 4 reported in Table G.5 also include the proposed maximum bonus award as an independent variable. Doing so is a way of checking if variation in maximum bonus award size within the measures of student performance groupings may be driving the associations reported above. Predicted average achievement gains in mathematics and reading remain statistically insignificant when adding the school's proposed maximum bonus award.

What is the association between units of accountability and student achievement gains?

To analyze the association between unit of accountability and student achievement gains, evaluators grouped Cycle 2 plans into one of seven groups: those that use only school-level performance to determine award eligibility (8.6% of schools); those that use school-level performance in combination with other unit(s) of accountability (5.4% use a combination of school-level and team-level performance, 6.1% use a combination of school and teacher level performance, and 8.5% use a combination of school, team, and teacher-level performance); those that use team-level performance only (22.0% of schools); those that use some combination of teacher and team-level performance (14.0% of schools); and those that use only teacher-level performance to determine award eligibility (35.4% of schools).²³ The use of school-level performance as the unit of accountability represents the least individualists approach to determining bonus award eligibility. Conversely, award determination based upon the performance of individual teachers is the most individualistic approach.

Table G.6 displays the relationship between the unit of accountability and student achievement gains in mathematics and reading. The left-hand side panel of Table G.6 displays results for accountability rating schools and the models reported in the right-hand side panel do so for Comparable Improvement schools. The referent category in this set of analyses is school-wide performance, meaning the estimates reported are compared to student achievement gains in those schools that identified school-wide performance as the entity whose performance determines bonus award eligibility.

²³ The unit of accountability could not be determined for 53 TEEG schools. Those schools are excluded from this analysis, as are nine schools for which complete data on the determinants are not available.

Model 1 indicates that average mathematics and reading achievement gains in accountability rating schools that used only teacher-level performance are indistinguishable from those schools that relied on school-wide performance. Similarly, average reading and mathematics achievement gains in schools that relied on team-level performance only, or on school and teacher levels, are also indistinguishable from schools that relied on only school-wide performance.

Interestingly, Model 1 suggests that accountability rating schools that used school-level performance in combination with team-level performance show significantly larger average mathematics gains. The results for math are strong in magnitude and in statistical significance.

Model 3 indicates Comparable Improvement schools that used only teacher-level performance, only team-level performance, or both school- and teacher-levels of performance to determine award eligibility have reading and mathematics achievement gains that are statistically insignificantly different than schools using campus-only performance.

Interestingly, reading gains were statistically significantly different for schools that used campus and team levels of performance to determine award eligibility, but the gains were lower than the referent category. This result did not show up in math scores – for math, school that used campus and team levels of performance to determine award eligibility were not statistically significantly different from the referent category, i.e. schools that used school-level performance to determine eligibility.

Similar to the previous section, Models 2 and 4 added a control for the proposed maximum bonus award. Estimates accounting for the proposed maximum bonus award are similar to those that do not control for a school's proposed maximum bonus award.

Table G.3: The Estimated Effect of the Texas Educator Excellence Grant Program on Student Test Score Gains by Various Proposed Maximum Bonus Award Thresholds

Model	Panel A: Accountability Rating Schools						Panel B: Comparable Improvement Schools					
	(1)		(2)		(3)		(4)		(5)		(6)	
	<i>Math</i>	<i>Reading</i>	<i>Math</i>	<i>Reading</i>	<i>Math</i>	<i>Reading</i>	<i>Math</i>	<i>Reading</i>	<i>Math</i>	<i>Reading</i>	<i>Math</i>	<i>Reading</i>
Maximum Bonus	0.0000107 (.0000112) [0.338]	9.88e-06 (6.55e-06) [0.132]	1.23e-06 (2.17e-05) [0.955]	0.0000142 (.0000119) [0.233]			3.26e-06 (1.22e-05) [0.790]	6.93e-07 (8.45e-06) [0.935]	0.0000179 (.000022) [0.421]	- 0.0000104 (.000014) [0.469]		
Maximum Bonus (quadratic)	--	--	6.30e-10 (8.35e-10) [0.451]	-2.87e-10 (5.15e-10) [0.577]					-1.35e-09 (2.63e-09) [0.532]	1.24e-09 (1.70e-09) [0.464]		
Quartile 2	--	--			0.007997 (.067756) [0.906]	0.048816 (.040703) [0.231]					0.024331 (.056292) [0.666]	0.017993 (.034092) [0.598]
Quartile 3	--	--			0.035137 (.056327) [0.533]	0.029892 (.036362) [0.412]					0.014998 (.044914) [0.739]	-0.001421 (.033088) [0.966]
Quartile 4	--	--			-0.039867 (.072888) [0.585]	0.029227 (.044604) [0.513]					0.013508 (.065360) [0.836]	-0.007438 (.038064) [0.845]
Sample Size	397896	396051	397896	396051	397896	396051	664841	664457	664841	664457	664841	664457
Clusters	409	409	409	409	409	409	454	454	454	454	454	454
R ²	.5251	.5276	.5251	.5276	.5251	.5276	.4927	.4929	.4927	.4929	.4927	.4929

Table G.4: The Estimated Effect of the Texas Educator Excellence Grant Program on Student Test Score Gains by Various Proposed Maximum Bonus Award Thresholds

Panel A: Accountability Rating Schools										
	>\$3,000		>\$4,000		>\$5,000		>\$6,000		>\$7,000	
Model	(1)		(2)		(3)		(4)		(5)	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Covariate	-0.046996 (.085360) [0.582]	-0.005316 (.049200) [0.914]	0.053709 (.108908) [0.622]	0.053956 (.062272) [0.387]	0.138577 (.105659) [0.190]	0.077934 (.068743) [0.258]	0.165640 (.134008) [0.217]	0.099524 (.055177) [0.072]*	0.208419 (.156185) [0.183]	0.083935 (.060359) [0.165]
Sample Size	398257	396412	398257	396412	398257	396412	398257	396412	398257	396412
Clusters	409	409	409	409	409	409	409	409	409	409
R ²	.5245	.5271	.5245	.5271	.5246	.5271	.5246	.5271	.5245	.5271
Panel A: Comparable Improvement Schools										
	>\$3,000		>\$4,000		>\$5,000		>\$6,000		>\$7,000	
Model	(6)		(7)		(8)		(9)		(10)	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading
Covariate	-0.022879 (.054474) [0.675]	-0.013793 (.037963) [0.717]	-0.050827 (.067823) [0.454]	-0.009201 (.049189) [0.852]	-0.033196 (.084749) [0.695]	0.001098 (n.a.) [n.a.]	0.005979 (.093657) [0.949]	0.041927 (.064587) [0.517]	0.027730 (.109592) [0.800]	0.060558 (n.a.) [n.a.]
Sample Size	666578	666187	666578	666187	666578	666187	666578	666187	666578	666187
Clusters	454	454	454	454	454	454	454	454	454	454
R ²	.4911	.4916	.4911	.4916	.4911	.4916	.4911	.4916	.4911	.4916

Table G.5: The Estimated Effect of the Texas Educator Excellence Grant Program on Student Test Score Gains by Proposed Measures of Student Performance

Model	Panel A: Accountability Rating Schools				Panel B: Comparable Improvement Schools			
	(1)		(2)		(3)		(4)	
	<i>Math</i>	<i>Reading</i>	<i>Math</i>	<i>Reading</i>	<i>Math</i>	<i>Reading</i>	<i>Math</i>	<i>Reading</i>
Attainment Only (referrant category)	--	--	--	--	--	--	--	--
Student Growth	-0.086868 (.083404) [0.298]	0.004452 (.046942) [0.924]	-0.088807 (.082177) [0.280]	0.002001 (.046938) [0.966]	0.046003 (.050917) [0.367]	0.029312 (.032170) [0.363]	0.063642 (.054644) [0.245]	0.038767 (.034571) [0.263]
Student Growth + Student Attainment	-0.012404 (.062179) [0.842]	-0.009963 (.042349) [0.814]	-0.022168 (.064271) [0.730]	-0.017260 (.043135) [0.689]	0.029923 (.049857) [0.549]	0.000893 (.027993) [0.975]	0.036043 (.050993) [0.480]	-0.000608 (.028492) [0.983]
Maximum Award	--	--	0.000010 (.000011) [0.335]	9.89e-06 (6.72e-06) [0.142]	--	--	-1.33e-07 (1.26e-05) [0.992]	3.54e-07 (8.92e-06) [0.968]
Sample Size	402038	400166	394716	392880	693482	693003	661098	660709
Clusters	430	430	409	409	557	557	454	454
R ²	.5273	.5296	.5258	.5279	.4998	.5002	.4932	.4933

Table G.6: The Estimated Effect of the Texas Educator Excellence Grant Program on Student Test Score Gains by Proposed Unit of Accountability

Model	Panel A: Accountability Ranking Schools				Panel B: Comparable Improvement Schools			
	(1)		(2)		(3)		(4)	
	<i>Math</i>	<i>Reading</i>	<i>Math</i>	<i>Reading</i>	<i>Math</i>	<i>Reading</i>	<i>Math</i>	<i>Reading</i>
School Only (referrant category)	--	--	--	--	--	--	--	--
Team Only	0.011042 (.058216) [0.850]	0.039509 (.041127) [0.337]	0.002639 (.061485) [0.966]	0.036692 (.042493) [0.388]	0.008718 (.050646) [0.863]	-0.013161 (.031245) [0.674]	0.025328 (.053015) [0.633]	-0.013271 (.032084) [0.679]
Teacher Only	-0.041777 (.067216) [0.535]	0.007414 (.040227) [0.854]	-0.044423 (.064680) [0.493]	0.001320 (.040456) [0.974]	0.031007 (.043273) [0.474]	0.012666 (.026190) [0.629]	0.038834 (.047424) [0.413]	0.008858 (.030713) [0.773]
Campus + Team	0.156522 (.078744) [0.047]**	0.074037 (.059541) [0.214]	0.118088 (.077560) [0.129]	0.066836 (.057914) [0.249]	-0.075916 (.100892) [0.452]	-0.092430 (.052414) [0.078]*	-0.043120 (.107676) [0.689]	-0.097458 (.055160) [0.079]*
Campus + Teacher	-0.158698 (.137811) [0.250]	0.025467 (.075387) [0.736]	-0.166589 (.137205) [0.225]	0.019808 (.075458) [0.793]	-0.001472 (.076046) [0.985]	0.022159 (.056443) [0.695}	-0.022187 (.092966) [0.811]	0.035935 (.069182) [0.604}
Maximum Award	--	--	0.000016 (.000012) [0.347]	8.04e-06 (6.49e-06) [0.217]	--	--	-9.09e-08 (1.32e-05) [0.995]	6.79e-07 (9.18e-06) [0.941]
Sample Size	402750	400877	395428	393591	694068	693589	661684	661295
Clusters	430	430	409	409	557	557	454	454
R ²	.5276	.5299	.5260	.5282	.4999	.5002	.4936	.4935

TEEG Program Participation and Student Achievement: The Treatment Effect

Evaluators utilize a regression discontinuity (RD) data design for the study of a TEEG treatment effect. The RD design represents a quasi-experimental design that offers a number of desirable features as a program evaluation alternative to the Gold Standard, but seldom available, randomized experimental design. The RD design has virtually exploded on the applied economic research scene over the past decade. In a recent survey article on RD methods, Van der Klaauw (2008) attributes this growth in popularity to three main factors: (1) recognition that a large number and variety of social programs fit into the RD framework (2) the intuitive nature of the design and the relative ease in conveying results (3) recent and ongoing significant advances in RD estimation methodology by theoretical and applied econometricians.

The RD design has proven to be of particular value to education program analysts. In an influential paper on the effect of class size on student test scores, Angrist and Lavy (1999) take advantage of the institutional feature of “Maimonides Rule” in Israeli schools, which requires that classes be split whenever they reach a specific threshold size, to implement an RD design. Diverse education programs such as mandatory summer school (Matsudaira (2008)), Head Start (Ludwig and Miller (2007)), and school vouchers (Chakrabarti (2008)) have been evaluated using RD design methods. Closer to our current purposes, Lavy (2004, 2009) uses RD to assess the effectiveness of performance-related incentive pay for teachers.

The key requirement of the RD design is the existence of a cutoff or threshold value for an observed continuous variable such that the probability of getting treated by the program under analysis is a discontinuous function of this variable at the cutoff. Since assignment into the program is critically determined by this continuous variable, it is often referred to as the assignment or selection variable. In many education program applications, the assignment variable is a test score, and individual students are selected for inclusion in the treatment program if their test score is on or above the cutoff score (or below, as in the case of mandatory summer school).

If the cutoff and continuity assumptions hold for a given program, then the RD approach to estimating the causal impact of treatment is intuitively and statistically appealing. The basic intuition here is that individuals close to the cutoff point are expected to be very similar to one another. This similarity hypothesis suggests that the sample of individuals in the neighborhood on either side of the cutoff is almost as good as a randomly assigned sample of individuals. As in the case of random assignment designs, a comparison of the average outcome for those above the cutoff (the treated) and those just below the cutoff (the control) produces an estimate of the average treatment effect. From a statistical perspective, the RD identification follows from the assumption of smoothness in the expected potential outcomes at the discontinuity rather than requiring other strong parametric functional form restrictions.

RD and TEEG

The TEEG program fits pretty well into an RD framework. As with most program analyses, there are a few bumps in the road to implementation. In this first pass at an RD evaluation of TEEG, we make several design decisions that facilitate the analysis. We, of course, tried to avoid generating any bias in our results through these decisions, but our results should certainly be viewed as preliminary.

The statutory structure of TEEG is almost ideally RD in character. Eligibility for TEEG requires that a school have an economically disadvantaged population shared (PERCENTAGE OF ED) at or above the median for its school type (elementary, middle, high, all grade), or high PERCENTAGE OF ED (HED), and it must meet one of two performance thresholds—it must be either a high level performing campus (rated Exemplary (E) or Recognized (R)) or it must at an Acceptable (A) performance level and be High Improving (HI). In the language of RD design, the statutory eligibility cutoffs are sharp. If a campus meets the cutoffs, it is eligible; if it misses either cutoff, it is not eligible. Alternatively, all HED campuses that were rated E, R, or AHI were eligible and all non-HED campuses and all HED campuses that were rated A, not HI or were rated Unacceptable were not eligible.

The effective treatment selection for TEEG is not identical, however, with the statutory structure. As with most government programs, budget constraints were binding, and the number of campuses that could be included in the program is less than the number of campuses that met the eligibility criteria. As a result, the lowest PERCENTAGE OF ED among treated schools was often greater than the median. This is not, in and of itself, damaging to RD analysis. As long as the probability of being included jumps at the lowest PERCENTAGE OF ED value, that value simply becomes the effective cutoff in the RD study. What is a bit more challenging to our analysis is the set of schools that have an PERCENTAGE OF ED at or above the effective cutoff, are rated as R or AHI, and are not included in TEEG. A small number of these were invited to participate, but declined. A significant number, however, were culled out in the final screening. We simply excluded these schools from the analysis, and work with the remaining “sharp discontinuity” sample, where all schools below the effective PERCENTAGE OF ED cutoff were out and all schools at or above the effective PERCENTAGE OF ED cutoff were in.²⁴

Given that RD designs are somewhat data-hungry, we limited our RD analysis to Recognized and Acceptable campuses only. There are only 18 Exemplary campuses that participated in Cycle 2 of TEEG (we also excluded AEA campuses). As is standard for an RD study, our analysis has two parts: a graphical analysis of the data, followed by a more formal regression analysis of the data.

²⁴ A second option was to include all schools above the effective PERCENTAGE OF ED threshold in the sample, and utilize what is called a Fuzzy RD design to analyze the data. The “fuzziness” here refers to the fact that the probability of being treated for high performing schools above the effective cutoff is not one like it was in the “sharp” case.

Recognized Schools Analysis

Our first step was to identify the effective percentage of ED cutoff value. We rank ordered all of the TEEG participating Cycle 2 Recognized Elementary Campuses by PERCENTAGE OF ED, and we set the minimum of these values as the effective cutoff for this campus type. The effective cutoff value was 72.6%. We then rank ordered all of the non-TEEG Cycle 2 Recognized Elementary Campuses by PERCENTAGE OF ED. Campuses above the effective cutoff, as determined above, were discarded. The campuses below the effective cutoff were retained.

Next we divide the PERCENTAGE OF ED variable into a number of equal width bins, while making sure that there are two separate bins on each side of the cutoff point (which guarantees no mixing of treated and untreated observations within the same bin). For each bin, we calculated the average (normalized) math gain score for all students who attended schools with PERCENTAGE OF ED values associated with that bin. The gain score measures are the same as those described above and used in the regression-based program analysis. These average bin gains are then graphed against the mid-points of the bins.

Figure G.1 shows the graph for bins of width 3.0 (percentage points). The focal point is the cutoff point. A comparison of the mean outcomes in the bins just to the left and right of the cutoff point gives an indication of the existence and the size of the jump in outcomes in the neighborhood of cutoff. This is evidence of a treatment effect. Indeed, as noted by Lee and Lemieux (2009), the “RD design is ‘as good as a randomized experiment’ right around the cutoff point, and the treatment effect could be computed by simply comparing the average outcomes in ‘small bins’ just to the left and right of the cutoff point” (p.30). But how “small” does small need to be? The choice of bin width is a balancing of precision and bias. If the bin size is very small, the number of observations falls, and the estimates may be very imprecise. If the bin size gets large, the average value of gain scores for the bin may poorly estimate the value at the cutoff. More fundamentally, the similarity hypothesis that underlies the RD identification of a treatment effect becomes suspect as more and more observations further and further from the cutoff point are included in calculating the average outcomes for the bins bookending the cutoff.

Visual inspection of Figure G.1 identifies a jump in average score gains for students at the boundary campuses between treatment and no treatment. It should be noted, however, that there are several significant discontinuities between pairs of bins at other points in the average gain score distribution, thus weakening confidence that we are seeing a true TEEG treatment effect at the cutoff.

The visual assessment of the presence or absence of a treatment effect can be firmed up via regression analysis. In particular, Hahn et al. (2001) demonstrate that local linear regressions represent a non-parametric way of generating consistent estimates of treatment effects within an RD design.²⁵ The complete set of regression results for the Recognized campuses is found in Table G.7A and G.7B.

²⁵ It is also possible, and often desirable, to estimate more flexible polynomial regressions rather than local linear regressions. Visual inspection of the bin graphs suggested that the assumption of linearity was appropriate for our data.

Acceptable Schools Analysis

For the set of Acceptable schools, we take advantage of the two-dimensional nature of the treatment criterion to develop two different RD looks for treatment effects. We illustrate our strategic approaches in Figure G.2. Our first RD design parallels the Recognized school case above. We compare TEEG treated Acceptable schools near the cutoff to the High Improving, but lower PERCENTAGE OF ED untreated schools near the PERCENTAGE OF ED cutoff. Our second RD design compares higher PERCENTAGE OF ED, but not High Improving boundary schools to the TEEG treated Acceptable schools near the top-ten ranking cutoff.

**Table G.7A: Local Linear Regression Treatment Effect Estimates, Recognized Schools;
Cycle 1**

Recognized	h = 3		h = 5		h = 10	
	Math	Reading	Math	Reading	Math	Reading
Elementary Schools coefficient standard error	0.2077 (0.1447)	0.0185 (0.0951)	0.1713* (0.1078)	-0.0129 (0.0749)	0.0940 (0.0789)	-0.0037 (0.0523)
Observations #treated/untreated	57 (25 treated, 32 untreated)		103 (47 treated, 56 untreated)		207 (97 treated, 110 untreated)	
Middle Schools coefficient standard error	-0.2032 (0.2590)	-0.0950 (0.1861)	-0.2670* (0.1576)	-0.1243 (0.1145)	-0.1143 (0.1097)	-0.0657 (0.0690)
Observations #treated/untreated	19 (8 treated, 11 untreated)		34 (16 treated, 18 untreated)		64 (27 treated, 37 untreated)	
High Schools coefficient standard error	0.2275 (0.5942)	0.3251 (0.3773)	0.1255 (0.3915)	-0.1582 (0.2510)	0.1383 (0.2026)	0.0219 (0.1608)
Observations #treated/untreated	10 (6 treated, 4 untreated)		13 (7 treated, 6 untreated)		33 (12 treated, 21 untreated)	

Table G.7B: Local Linear Regression Treatment Effect Estimates; High Improvement Schools; Threshold is Percent Economically Disadvantaged; Cycle 1

Acceptable, High Improving; Threshold is ED Percent	h = 3		h = 5		h= 10	
	Math	Reading	Math	Reading	Math	Reading
Elementary Schools coefficient standard error	0.0108 (0.1419)	-0.0261 (0.0765)	0.0351 (0.1110)	0.0446 (0.0640)	0.0065 (0.0850)	-0.0230 (0.0547)
observations # treated/untreated	53 (27 treated, 26 untreated)		93 (50 treated, 43 untreated)		186 (98 treated, 88 untreated)	
Middle Schools coefficient standard error	-0.0878 (0.0947)	-0.1062** (0.0598)	0.0295 (0.1016)	-0.0901** (0.0465)	0.1073 (0.0791)	-0.0323 (0.0388)
observations # treated/untreated	41 (18 treated, 23 untreated)		62 (29 treated, 33 untreated)		133 (59 treated, 74 untreated)	
High Schools coefficient standard error	0.0337 (0.0837)	0.1072* (0.0672)	-0.0044 (0.0781)	0.1306*** (0.0554)	0.0033 (0.0646)	0.0597 (0.0442)
observations # treated/untreated	49 (27 treated, 22 untreated)		73 (40 treated, 33 untreated)		138 (64 treated, 74 untreated)	

Table G.7C: Local Linear Regression Treatment Effect Estimates; High Improvement Schools; Threshold is Rank among Comparator Schools; Cycle 1

Acceptable, High Improving; Threshold is Comparable Improvement Rank	h = 1		h = 2		h = 3	
	Math	Reading	Math	Reading	Math	Reading
Elementary Schools coefficient Standard error	-0.0436 (0.0553)	-0.0069 (0.0426)	-0.0397 (0.0453)	0.0322 (0.0351)	-0.0767*** (0.0370)	0.0065 (0.0288)
observations # treated/untreated	83 (35 treated, 48 not treated)		143 (60 treated, 83 not treated)		202 (90 treated, 112 not treated)	
Middle Schools coefficient Standard error	0.0698 (0.0796)	0.0829*** (0.0346)	0.0459 (0.0601)	0.0321 (0.0310)	0.0367 (0.0455)	0.0193 (0.0240)
observations # treated/untreated	35 (9 treated, 26 not treated)		67 (23 treated, 44 not treated)		106 (39 treated, 67 not treated)	
High Schools coefficient Standard error	0.0072 (0.0583)	0.0393 (.0434)	0.0033 (0.0405)	0.0247 (0.0298)	-0.0015 (0.0369)	0.0165 (0.0256)
observations # treated/untreated	40 (12 treated, 28 not treated)		70 (29 treated, 41 not treated)		110 (45 treated, 65 not treated)	

- Notes:
1. Coefficient estimate is estimated treatment effect at the discontinuity.
 2. Unit of observation is the campus; dependent variable is campus average student gain.
 - 3 The variable h refers to the window size (on each side of threshold).
 - 4 “Recognized” refers to campuses admitted to TEEG because they were labeled Recognized; the discontinuity as at the minimum Economically Disadvantaged Percentage that allowed a school of a particular type (elementary, middle, high school) to be qualified for TEEG.
 - 5 Acceptable, High Improving schools have two thresholds. These school admitted to TEEG were in the top quartile of comparators in either math or reading; we investigate discontinuity at the minimum ED percentage that allowed a school to be qualified for TEEG (Tables G.7A and G.8A) and separately, the discontinuity at the minimum rank among comparators to allow inclusion as a top quartile campus (Tables G.7C and G.7C).
 6. * indicates statistical significance at the 15% level, ** at the 10% level, *** at the 5% level.

**Table G.8A: Local Linear Regression Treatment Effect Estimates, Recognized Schools;
Cycle 2**

Recognized	h = 3		h = 5		h = 10	
	Math	Reading	Math	Reading	Math	Reading
Elementary Schools coefficient standard error	-0.0287 (0.1173)	-0.1208* (0.0773)	-0.0148 (0.0867)	-0.0425 (0.0589)	0.0284 (0.0612)	-0.0825*** (0.0398)
observations #treated/untreated	121 (64 treated, 57 untreated)		211 (109 treated, 102 untreated)		381 (178 treated, 203 untreated)	
Middle Schools coefficient standard error	0.1284 (0.1192)	0.1615** (0.0849)	0.0990 (0.1028)	0.1177 (0.0627)	0.0712 (0.0649)	0.0837*** (0.0403)
observations #treated/untreated	54 (27 treated, 27 untreated)		84 (37 treated, 47 untreated)		153 (64 treated, 89 untreated)	
High Schools coefficient standard error	0.1300 (0.1505)	0.3151** (0.1504)	0.1349 (0.1023)	0.1666* (0.1014)	0.1121 (0.1110)	0.0977 (0.1127)
observations #treated/untreated	19 (12 treated, 7 untreated)		28 (17 treated, 11 untreated)		59 (26 treated, 33 untreated)	

Table G.8B: Local Linear Regression Treatment Effect Estimates; High Improvement Schools; Threshold is Percent Economically Disadvantaged; Cycle 2

Acceptable, High Improving; Threshold is ED Percent	h = 3		h = 5		h = 10	
	Math	Reading	Math	Reading	Math	Reading
Elementary Schools coefficient standard error	-0.0520 (0.1909)	0.1262 (0.1210)	-0.0877 (0.1401)	0.0974 (0.0931)	0.0014 (0.0964)	0.0256 (0.0641)
observations # treated/untreated	47 (23 treated, 24 untreated)		75 (34 treated, 41 untreated)		134 (67 treated, 67 untreated)	
Middle Schools coefficient standard error	-0.2794** (0.1606)	-0.0562 (0.0971)	-0.1134 (0.1114)	-0.0629 (0.0655)	-0.1203* (0.0787)	-0.0403 (0.0464)
observations # treated/untreated	33 (18 treated, 15 untreated)		60 (32 treated, 28 untreated)		108 (55 treated, 53 untreated)	
High Schools coefficient standard error	0.1649* (0.0968)	0.1503* (0.0966)	0.0837 (0.0868)	0.0681 (0.0793)	-0.0209 (0.0602)	0.0056 (0.0523)
observations # treated/untreated	38 (17 treated, 21 untreated)		63 (30 treated, 33 untreated)		138 (56 treated, 68 untreated)	

Table G.8C: Local Linear Regression Treatment Effect Estimates; High Improvement Schools; Threshold is Rank among Comparator Schools; Cycle 2

Acceptable, High Improving; Threshold is Comparable Improvement Rank	h = 1		h = 2		h = 3	
	Math	Reading	Math	Reading	Math	Reading
Elementary Schools coefficient Standard error	0.0332 (0.0896)	0.0982 (0.0691)	0.0438 (0.0717)	0.0224 (0.0515)	0.0406 (0.0551)	0.0071 (0.0386)
observations # treated/untreated	66 (19 treated, 47 not treated)		100 (33 treated, 67 not treated)		155 (61 treated, 94 not treated)	
Middle Schools coefficient Standard error	-0.0196 (0.0916)	-0.0003 (0.0509)	-0.0643 (0.0728)	0.0012 (0.0427)	-0.0087 (0.0582)	0.0235 (0.0326)
Observations # treated/untreated	30 (7 treated, 23 not treated)		47 (12 treated, 35 not treated)		67 (19 treated, 48 not treated)	
High Schools coefficient Standard error	0.1283 (0.0883)	0.1613*** (.0634)	0.0336 (0.0544)	0.0514 (0.0459)	0.0444 (0.0416)	0.0080 (0.0332)
Observations # treated/untreated	26 (3 treated, 23 not treated)		43 (8 treated, 35 not treated)		66 (18 treated, 48 not treated)	

- Notes:
1. Coefficient estimate is estimated treatment effect at the discontinuity.
 2. Unit of observation is the campus; dependent variable is campus average student gain.
 - 3 The variable h refers to the window size (on each side of threshold).
 - 4 “Recognized” refers to campuses admitted to TEEG because they were labeled Recognized; the discontinuity as at the minimum Economically Disadvantaged Percentage that allowed a school of a particular type (elementary, middle, high school) to be qualified for TEEG.
 - 5 Acceptable, High Improving schools have two thresholds. These school admitted to TEEG were in the top quartile of comparators in either math or reading; we investigate discontinuity at the minimum ED percentage that allowed a school to be qualified for TEEG (Tables G.7B and G.8B) and separately, the discontinuity at the minimum rank among comparators to allow inclusion as a top quartile campus (Tables G.7C and G.8C).
 6. * indicates statistical significance at the 15% level, ** at the 10% level, *** at the 5% level.

Figure G.1: Math gain scores for Recognized Elementary campuses; Cycle 1; bin width of 3.0

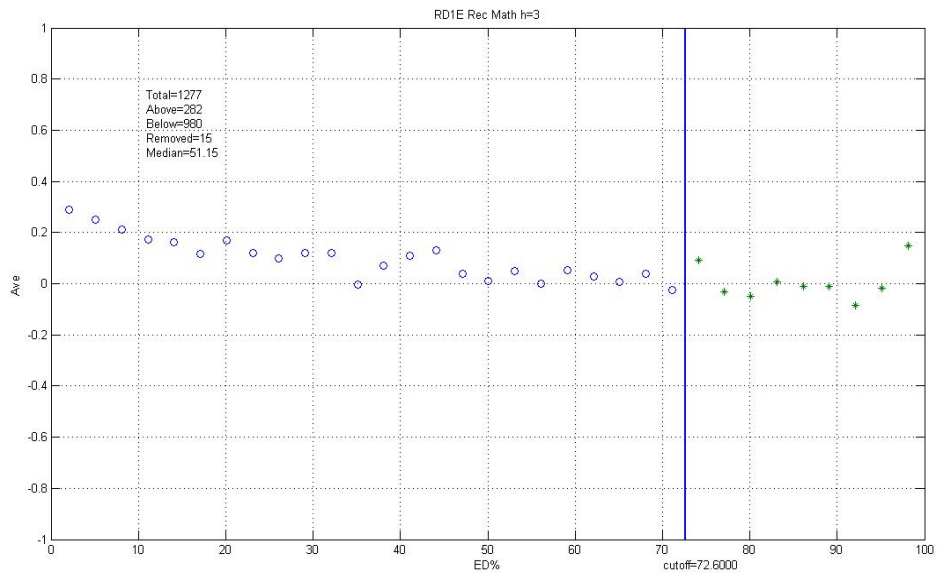
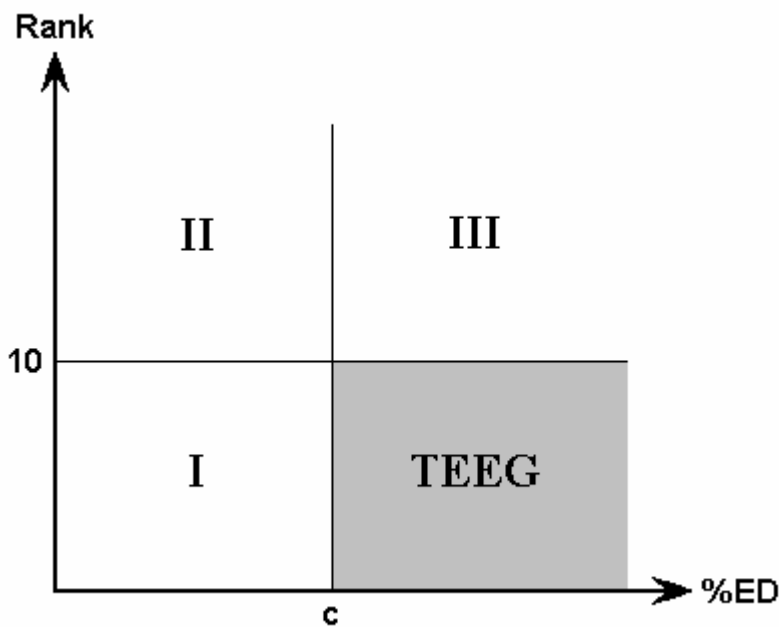


Figure G.2: Two-dimensional RD Design



For all of the Acceptable campuses in 2005, we order them along the x-axis by their PERCENTAGE OF ED and along the y-axis by the minimum of their math and reading rankings relative to their Comparator schools. We find the minimum value for PERCENTAGE OF ED among the TEEG Acceptable schools, and label that value as the PERCENTAGE OF ED cutoff, c . The High Improving criterion cutoff is a (minimum) rank of 10. TEEG treated schools are located in the shaded quadrant (as are some High Improving, High PERCENTAGE OF ED untreated schools—that we drop from this analysis). Our first RD design parallels the Recognized school case above. We compare TEEG treated Acceptable schools near the cutoff to the High Improving, but lower PERCENTAGE OF ED untreated schools near the cutoff in quadrant I. Our second RD design compares boundary schools between quadrant III and the TEEG quadrant. The treatment discontinuity occurs discretely here between schools with a minimum ranking of 10 and those with a minimum ranking of 11. Creating very narrow bins to the left and the right of the cutoff is not an option here.

Figure G.3: Math gain scores for Comparable Improvement Acceptable Elementary schools; Cycle 1; bin width of 3.0

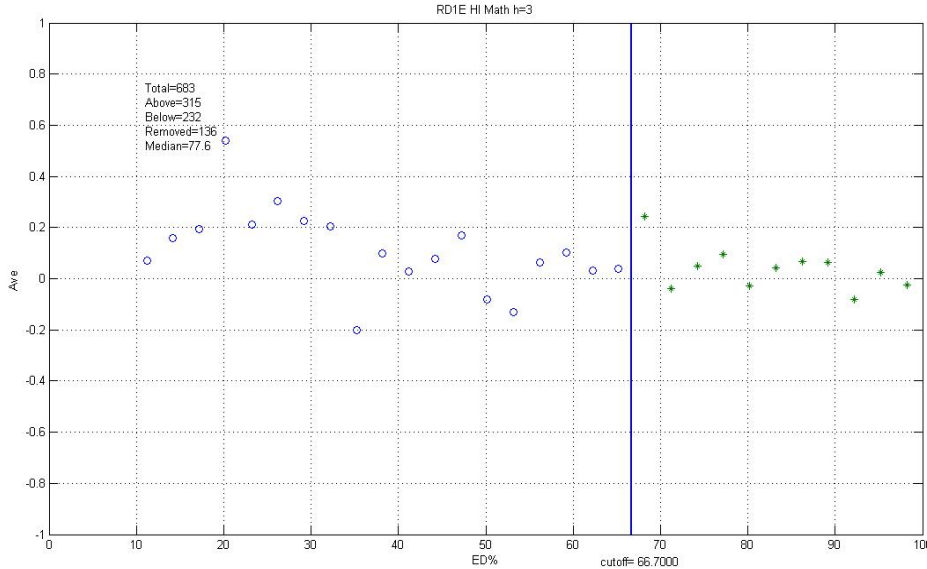


Figure G.3 shows the graph of the first RD treatment for High Improving Acceptable Elementary schools. The PERCENTAGE OF ED cutoff is 66.7 for this group of schools, and the figure is drawn for bins of width 3.0 percentage points. Visual inspection suggests a positive jump at the assignment threshold. The regression analysis confirms the visual assessment. The estimated treatment effect is 0.0108, but the standard error is 0.1419 and so the estimated effect is statistically insignificant at all commonly used significance levels.

**Figure G.4: Math gain scores for High Percentage of ED Students
Acceptable Elementary schools; Cycle 1**

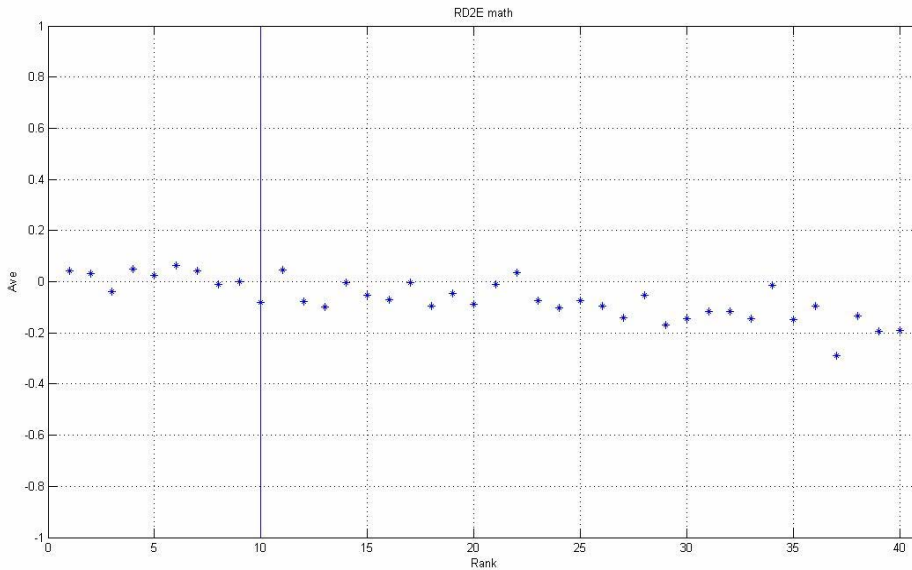


Figure G.4 shows the graph of the second RD treatment for High PERCENTAGE OF ED Acceptable Elementary schools. Given the discreteness in the selection variable here, each ranking value is a bin. A comparison of the average math gain score for students at the marginally treated schools (Rank = 10) and marginally untreated schools (Rank = 11) suggests no treatment effect.

RD Linear Regression Model

The standard implementation of the local linear regression approach is to run a standard regression over the sample of observations located some common given distance h on both sides of the cutoff point. Following the suggestion of Lee and Lemieux (2009), for a given h , we estimate the simple linear regression model.²⁶

$$\text{Gain Score} = \alpha_1 + \tau \cdot D + \beta_1 \cdot (\text{PERCENTAGE OF ED} - c) + (\beta_r - \beta_l) \cdot D \cdot (\text{PERCENTAGE OF ED} - c) + \varepsilon,$$

where $c - h \leq \text{PERCENTAGE OF ED} \leq c + h$, $\tau = \alpha_r - \alpha_l$, D is the treatment dummy variable (1 if treated and 0 if not), and (α_l, β_l) , (α_r, β_r) are the intercepts and slopes of the regression lines on the left and right of the cutoff, respectively. The objective of the exercise here is to generate estimates and associated standard errors of the treatment effect, τ . As discussed above, the choice of h is a balancing of precision of the estimated treatment effect versus the potential bias of the estimate.

Completing our working example, we estimate the local linear regression specification above assuming $h = 5.0$ percentage points. This yields a sample of 93 schools, with 43 schools to the left

and 50 schools to the right of the relevant cutoff, $c = 72.6\%$. The coefficient on the treatment variable, τ , is 0.0351, positive but with a standard error of 0.1110 and hence not significant at the 0.10 level or indeed at any commonly used significance level. The complete set of regression results for the Recognized campuses is found in Tables G.7A and G.8A.

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