

NATIONAL CENTER ON
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Texas Educator Excellence Grant (TEEG) Program: Year Two Evaluation Report

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EXECUTIVE SUMMARY

The history of performance pay programs and policies in Texas provides a backdrop to the state's Texas Educator Excellence Grant (TEEG) program and the Districts Awards for Teacher Excellence (DATE) program. The TEEG and DATE programs are state-funded and provide grants to schools and districts to implement locally-designed performance pay plans. Starting in the 2006-07 school year, the TEEG program operates annually in more than 1,000 schools, while 203 districts implemented district-wide performance pay plans using DATE funds in the 2008-09 school year.

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, policymakers attempted to reform the single-salary schedule and introduce performance pay for educators. Several lessons emerge from these first generation programs and play a significant role in the design and implementation of TEEG and DATE. Lessons learned include that (1) adequate, sustainable funding is imperative; (2) teacher involvement in program design fosters school personnel buy-in; (3) performance pay should reward educators for their contribution to student achievement outcomes as well as teacher and staff collaboration; and (4) programs will benefit from comprehensive, independent program evaluation.

This report presents findings from the second year of a multi-year evaluation of the TEEG program and preliminary findings about the design and implementation of the DATE program. An overview of key evaluation findings is presented below.

Texas Educator Excellence Grant (TEEG) Program

Second-year findings from the TEEG evaluation include the following:

- TEEG plans rely heavily on measures of student academic performance – especially achievement levels on state standardized assessments – and teacher collaboration to determine teachers' eligibility for bonus awards.
- Most eligible TEEG schools elect to participate in the program. Those that do not typically decline because of certain aspects of TEEG guidelines or other organizational constraints within their schools, but not out of outright opposition to performance pay policy.
- School personnel hold generally positive views about performance pay and the TEEG program. Inexperienced school personnel and bonus award recipients in TEEG schools have more positive attitudes towards performance pay and the TEEG program, as do personnel in charter schools. The attitudes of employees in schools that participated in consecutive years of the TEEG program (as compared to those in only one program year) become more positive over time.
- Teacher turnover in TEEG schools is greatly influenced by the receipt and size of TEEG bonus awards distributed to teachers. Similar to findings in GEEG schools, 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.

- Contrary to findings in GEEG schools, evidence on associations between TEEG plan design features and student achievement gains in math and reading is inconclusive, making it important to further study these relationships when more data are available.
- While personnel in TEEG schools generally do not believe the program directly influences their professional behavior, they do report an overall increase in the use of high-quality instructional practice over time.
- Teachers' eligibility for TEEG bonus awards is more often determined by the performance of individual teachers than by school-wide or team-level performance.
- Similar to Governor's Educator Excellence Grant (GEEG) schools,¹ the actual distribution of bonus awards typically exhibits greater inequality than the proposed distribution of awards in TEEG plans submitted to the Texas Education Agency with their grant application.
- The distribution of first-year (i.e., Cycle 1) bonus awards to teachers varies noticeably among schools. However, more than three-quarters of schools proposed maximum TEEG bonus awards less than the minimum bonus award amount (\$3,000) recommended in state guidelines.
- The determination of schools' annual selection into the TEEG program is marked by volatility, driven largely by the instability of Comparable Improvement rankings and budgetary constraints. Shifts in the percentage of educationally disadvantaged students (%ED) at the school, along with changes in accountability ratings, also contribute to the volatility.
- Cycle 2 non-participating schools were different than Cycle 2 participants. They were more likely to be small schools, provide alternative instructional programs and all-grade configurations, serve a lower share of economically disadvantaged students, have previous negative encounters with other performance pay programs, and be ineligible for other cycles of the TEEG program.

District Awards for Teacher Excellence (DATE) Program

Preliminary findings from the DATE evaluation include the following:

- Most DATE participants received grants of \$200,000 or less and plan to use more than the required 60 percent of funds for teacher bonus awards.
- Over half of DATE participants include all district schools in their performance pay plans rather than targeting funds primarily in high-needs schools.
- On average, DATE districts have more minority students and are less likely to have high accountability ratings compared to other, non-participating districts in Texas.

¹ See *Governor's Educator Excellence Grant (GEEG) Program: Year One Evaluation Report* (August 2007) at http://www.tea.state.tx.us/opge/progeval/TeacherIncentive/GEEG_083107.pdf.

- Future evaluation initiatives will examine implementation of DATE plans in participating districts and the program’s impact on the attitudes and behavior of school personnel, organizational dynamics within districts and schools, teacher turnover, and student achievement gains.

These findings suggest that school and personnel characteristics, schools’ participation patterns in the TEEG program, and design features of schools’ performance pay plans influence program outcomes. The attitudes and behaviors of school personnel and teacher turnover are certainly influenced by these factors. While evidence on any relationship between plan design features and student achievement gains is currently inconclusive, further analysis using additional years of data will continue to examine this matter. Given findings from the GEEG evaluation, discovering an association between performance pay design features and student achievement gains in TEEG schools is foreseeable.

Key decision-makers in Texas are advised to pay close attention to the manner in which schools design their performance pay plans, particularly how they determine teachers’ eligibility for bonus awards and the size of those awards. Decision-makers might also reflect on the manner in which schools are selected into the TEEG program, given the high degree of volatility that marks schools’ program eligibility and implications that has for school personnel motivation over time.

Overall, the TEEG and DATE programs provide unique opportunities to learn about the differential effects performance pay plans have on the attitudes and experiences of school personnel, organizational dynamics within schools, teacher turnover, and student achievement gains. The TEEG program allows policymakers, practitioners, and researchers to learn about the impact of performance pay plans within high-poverty, high-performing schools, while DATE provides similar learning opportunities within a different context (i.e., that of an open-access, district-level program). Future evaluation initiatives will continue to explore how the unique characteristics of these state-funded programs – and the plans designed by their participants – influence the quality of teaching and student learning within Texas public schools.

INTRODUCTION

This report presents interim findings from the second-year evaluation of the Texas Educator Excellence Grant (TEEG) program and preliminary findings about the implementation of the District Awards for Teacher Excellence (DATE) program. The TEEG and DATE programs are state-funded and provide grants to schools and districts, respectively, to design and implement performance pay plans. With the 2008-09 school year, TEEG is in its third year (i.e., cycle) of operation, while DATE is being implemented for the first time in participating districts. The TEEG program operates in approximately 1,000 schools each year, and 203 districts are currently participating in DATE.

Overall, the report discusses the implementation experiences of both TEEG and DATE program participants, paying close attention to the manner in which participating schools and districts design their performance pay plans and the program outcomes from those plans. More detailed evaluation findings pertaining to the TEEG program are available because the program has been in operation for a longer period of time, lending itself to more advanced evaluation. The contents of this report address each of the following questions.

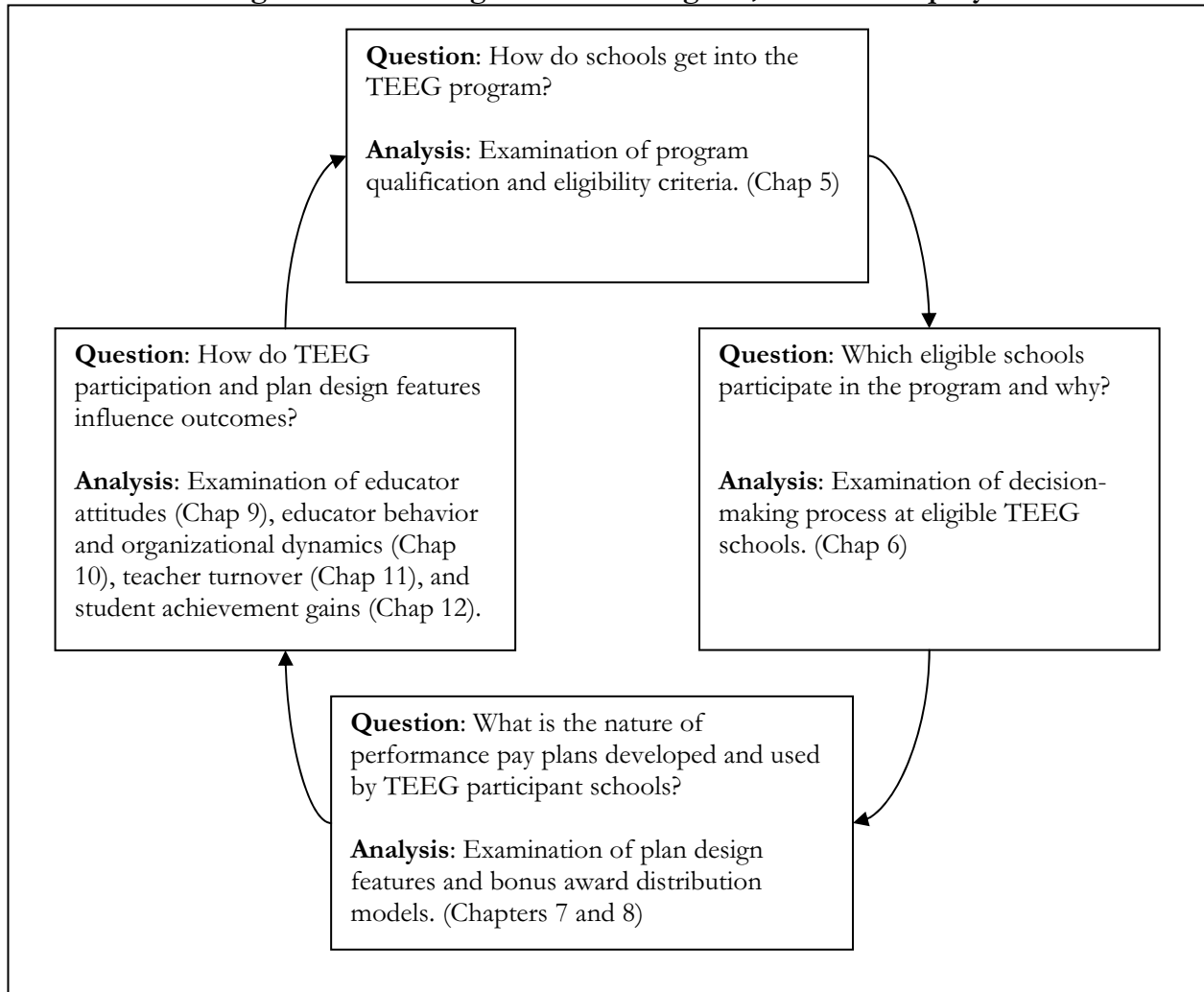
- What is the national and state policy context – especially in regards to the use of performance pay programs – in which the TEEG and DATE programs operate?
- What is the nature of performance pay plans developed by TEEG and DATE participants?
- How do policy guidelines impact the stability – or instability – of school selection into the TEEG program?
- Why do eligible TEEG schools choose to participate – or not participate – in the state-funded performance pay program?
- What are the attitudes and behavior of school personnel in TEEG schools?
- How do TEEG participation and design features of TEEG plans influence teacher turnover and student achievement gains?

The report begins with Chapters 1 and 2, which describe the national and Texas-specific policy contexts in which TEEG and DATE programs operate, while Chapters 3 and 4 provide an overview of the guidelines governing the implementation of TEEG and DATE plans in schools and districts.

The remaining chapters focus on findings pertaining to the TEEG program, which were gathered systematically based upon a model of inquiry depicted in Figure 1 below. This model follows four lines of questioning: (1) How do schools get into the TEEG program? (2) Which eligible schools choose to participate and why? (3) What are the design features of participant schools' TEEG plans? and (4) What are the program outcomes? The first two questions allow evaluators to understand the nature of participant schools and determine appropriate sets of comparison schools for identifying program effects over time. Previous research on performance pay emphasizes that plan design features influence plan outcomes. Not all performance pay plans operate in a similar fashion, and

understandably, plans with variable characteristics have variable outcomes. Evaluators identify 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.

Figure 1: Evaluating the TEEG Program, Model of Inquiry



Findings from this model of inquiry are found in Chapter 5 through Chapter 12. Chapter 5 discusses the volatility that characterizes schools’ annual selection into the TEEG program, while the participation decisions of eligible schools are described in Chapter 6. Chapters 7 and 8 review the design features proposed by TEEG schools and the resulting bonus award distribution models. The attitudes of school personnel (Chapter 9) and educators’ behavior and organizational dynamics in TEEG schools (Chapter 10) are presented along with findings pertaining to teacher turnover (Chapter 11) and student achievement gains (Chapter 12). The report closes with a discussion of overall findings and their implications for policy and research in Chapter 13.

CHAPTER 1

Educator Performance Pay in U.S. Public Education

This chapter provides an overview of the current state of performance pay in the U.S. public education system and an analysis of national performance pay trends over the past decade. Using the Schools and Staffing Survey, conducted by the National Center for Education Statistics (NCES), this chapter begins with a discussion of performance pay used in U.S. public school districts since the 1999-00 school year. The chapter concludes with a review of some widely known performance pay programs currently operating at the local, state, and national level.

Key Policy Questions

This chapter addresses the following questions.

- What types of performance pay have U.S. public school districts used to financially reward teachers over the past decade?
- What is the incidence of performance pay in U.S. public school districts over the past decade?
- How is the use of performance pay different in high- versus low-poverty public school districts or in traditional versus charter public schools throughout the U.S.?
- What are the features of some widely known performance pay programs operating in the U.S. public education system?

Key Policy Points

This chapter highlights and expands upon the following key policy points based on a review of performance pay policies in the U.S. public education system.

- Rewards for professional development and National Board for Professional Teaching Standards (NBPTS) certification have been the most popular type of performance pay used by U.S. public school districts over the past several school years. Field-based pay for teachers also has grown in popularity.
- The share of U.S. public school districts not offering any performance pay to teachers has decreased, but more than half of public school districts report not using performance pay during the 2003-04 school year.
- High-poverty public school districts in the U.S. are more likely to use field-based pay for teachers than low-poverty public school districts. The share of high-poverty public school

districts not providing performance pay at all is lower than the share of their low-poverty counterparts.

- Charter schools report greater use of performance pay than traditional public schools in the U.S., but there is no difference in the incidence of performance pay reported by traditional public school and public charter school teachers.

National Landscape and Trends in Educator Performance Pay

Several issues simultaneously occurring in the U.S. public education system have stimulated interest in the design and implementation of performance pay policies for educators: state accountability systems, the poor relative performance of U.S. students particularly on international math and science tests, and the disproportionate distribution of inexperienced teachers in high-needs subject areas and schools. Many public school districts, and even entire states such as Florida, Minnesota, and Texas, are exploring performance pay as a means to improve administrator and teacher productivity and recruit more qualified teachers. Interest in such programs is growing, as is the number of programs under development and being implemented.

The primary data source used for analyzing the national landscape of performance pay is the Schools and Staffing Survey (SASS), conducted by the National Center for Education Statistics (NCES). SASS is a nationally representative sample of roughly 8,000 public schools and 43,000 public-school teachers.¹ There have been five waves of SASS, associated with five school years: 1987-88, 1990-91, 1993-94, 1999-00, and 2003-04. A sixth administration (2007-08) is currently in the field, but results of that survey will not be available until spring of 2009.

SASS has formed the basis for a number of studies of teacher pay in both public and private schools (e.g., Ballou, 1996; Ballou & Podgursky, 1997; Figlio, & Kenny, 2007; Podgursky et al, 2007). Given that SASS has spanned nearly two decades and each wave includes questions on teacher pay, it is possible to examine SASS to track trends in the incidence and character of pay systems nationwide. Unfortunately, the more specific questions about teacher pay in recent administrations (1999-00 and 2003-04) are not compatible with pay questions in earlier survey years. Thus, an examination of trends is restricted to the most compatible items across various waves of SASS.

This chapter begins with a study of district-level survey questions concerning reasons for which performance pay awards were given to teachers.² Summary statistics are listed in Table 1.1.

The incidence of each type of award was computed in two ways. In the first panel, responses are reported at the district level; in the second panel, responses are computed accounting for the number of full-time equivalent teachers in each district. The teacher-weighted responses indicate the extent to which teachers were exposed to the award in question. In every case, these teacher-weighted percentages are larger than the district-level percentages, indicating that larger districts (i.e., those employing a larger teacher workforce) are more likely to use the performance pay awards identified in Table 1.1.

¹ SASS includes private schools and teachers as well; however, the focus of this study is on trends in public schools.

² “Does the district currently use any pay incentives such as cash bonuses, salary increase, or different steps on a salary schedule to reward ...”

Table 1.1: Reasons for Providing Performance Incentive Awards to Teachers in U.S. Public School Districts

Type of performance award	District Responses (%)			Teacher-Weighted Responses (%)		
	1999-00	2003-04	Change	1999-00	2003-04	Change
National Board for Professional Teaching Standards (NBPTS) certification	8.3%	18.4%	10.1%	22.9%	39.8%	17.0%
Excellence in teaching	5.5%	8.0%	2.4%	13.6%	14.0%	0.3%
In-service professional development	26.4%	24.2%	-2.2%	38.8%	35.9%	-3.0%
Teach in less desirable location	3.6%	4.6%	1.0%	11.2%	13.1%	1.9%

Source: National Center for Education Statistics. U.S. Department of Education Schools and Staffing Surveys, various years. School District Survey.

Table 1.1 reveals that the most common reason for making a performance pay award was for professional development. In the 2003-04 school year, 24 percent of public school districts employing 36 percent of teachers offered a performance pay award to teachers for participating in in-service professional development. The next most common reason was for National Board for Professional Teaching Standards (NBPTS) certification. NBPTS certification was also the most rapidly growing reason for making a performance pay award, with the number of public school districts using it growing by 10 percentage points between the 1999-00 and 2003-04 school years.

Table 1.1 shows that eight percent of public school districts, employing 14 percent of teachers, reported the use of performance pay awards for excellence in teaching. Five percent of public school districts, with 13 percent of teachers, provided awards for teaching in less desirable locations. Interestingly, the popularity of performance pay awards as reported by public school districts is nearly the opposite of teacher preferences, as reported in a recent study of Washington teachers (Goldhaber, DeArmond, and De Burgomaster, 2007). Teaching in a less desirable location was the most popular reason for receiving an award among Washington teachers (63%), followed by NBPTS certification (20%), shortage fields (12%), and performance pay (6%).

The incidence of performance pay used by public school districts was also tabulated, as displayed in Table 1.2. Fifty-five percent of public school districts employing 31 percent of teachers reported no incentives in the 2003-04 school year, down from 60 percent and 39 percent respectively in the 1999-00 school year. Two-thirds of teachers were employed in public school districts that provided one or more incentives, and 15 percent of teachers were in public school districts providing three or more such incentives.

**Table 1.2: Number of Performance Incentive Awards
in U.S. Public School Districts**

Number of incentives	District Responses (%)			Teacher-Weighted Responses (%)		
	1999-00	2003-04	Change	1999-00	2003-04	Change
No incentives	60.6%	55.5%	-5.1%	39.2%	31.1%	-8.0%
1 incentive	28.1%	29.8%	1.7%	33.1%	35.5%	2.5%
2 incentives	8.3%	9.7%	1.3%	16.0%	21.0%	5.0%
3 incentives	2.4%	3.9%	1.5%	5.9%	10.2%	4.2%
4 incentives	0.4%	1.0%	0.6%	2.0%	4.5%	2.5%
5 incentives	0.1%	0.2%	0.1%	3.9%	0.7%	-3.2%

Source: National Center for Education Statistics. U.S. Department of Education Schools and Staffing Surveys, various years. School District Survey.

Table 1.3 identifies whether public school districts awarded schools for their students' achievement with monetary or non-monetary resources for school-wide activities, monetary or non-monetary resources for teachers, or non-monetary forms of school recognition. The most popular school-wide award was non-monetary forms of recognition, reported by 16 percent of public school districts, employing 30 percent of teachers, on the 2003-04 survey. Not as many public school districts (6.8% employing 19.6% of teachers) used cash awards or additional resources for school-wide activities, while even fewer (4.7% of public school districts employing 15.4% of teachers) reported cash awards or additional resources for teachers.

**Table 1.3: School Performance Awards for Student Achievement
in U.S. Public School Districts**

Based on student achievement, were any schools in the district awarded in any of the following ways?	2003-04	
	District Responses (%)	Teacher-Weighted Responses (%)
Cash awards/additional resources for school-wide activity	6.8%	19.6%
Cash awards/additional resources for teachers	4.7%	15.4%
Schools given non-monetary forms of recognition	15.8%	30.4%

Note: Responses not available for 1999-00 school year because survey item not included in 1999-00 survey

Source: National Center for Education Statistics. U.S. Department of Education Schools and Staffing Surveys, various years. School District Survey.

In all five waves of SASS, a question inquires about recruitment incentives for teachers, which asks district administrators whether they offer additional awards for teachers working in shortage fields, and in which fields they are used. Table 1.4 provides summary statistics of district and teacher-weighted responses.

**Table 1.4: Recruitment Incentives by Type of Shortage Field
in U.S. Public School Districts**

District Responses	1987-88 (%)	1990-91 (%)	1993-94 (%)	1999-00 (%)	2003-04 (%)	Change
District provides incentive	7.5%	8.7%	10.2%	10.4%	11.9%	4.4%
General elementary	---	---	---	2.6%	2.2%	---
Special education	2.2%	4.7%	6.2%	5.7%	7.3%	5.1%
English/language arts	---	---	---	1.0%	2.0%	---
Social studies	---	---	---	0.7%	1.5%	---
Computer science	1.2%	1.1%	1.7%	2.1%	2.1%	0.8%
Mathematics	2.7%	2.3%	3.2%	3.8%	5.9%	3.3%
Physical sciences	1.7%	2.1%	2.7%	3.6%	4.6%	3.0%
Biology or life sciences	1.3%	1.9%	2.8%	3.5%	4.5%	3.2%
English as Second Language	0.8%	1.5%	3.2%	3.3%	4.3%	3.4%
Foreign language	1.0%	0.9%	2.0%	2.4%	3.8%	2.8%
Music or art	---	---	---	2.5%	2.5%	---
Vocational or technical education	---	1.5%	2.5%	3.5%	2.6%	---
Other fields	1.9%	2.9%	1.1%	---	---	---
Teacher-Weighted Responses	1987-88 (%)	1990-91 (%)	1993-94 (%)	1999-00 (%)	2003-04 (%)	Change
District provides incentive	11.3%	16.6%	18.7%	23.6%	25.3%	14.0%
General elementary	---	---	---	2.4%	2.6%	---
Special education	6.7%	11.8%	13.4%	14.3%	20.6%	13.9%
English/language arts	---	---	---	5.3%	4.2%	---
Social studies	---	---	---	1.6%	2.4%	---
Computer science	1.4%	2.9%	1.3%	3.4%	3.4%	2.0%
Mathematics	5.2%	5.8%	3.9%	8.9%	15.7%	10.5%
Physical sciences	3.6%	5.0%	3.9%	8.4%	13.4%	9.8%
Biology or life sciences	3.8%	4.3%	3.7%	8.4%	12.8%	8.9%
English as Second Language	3.3%	7.6%	8.1%	11.1%	15.5%	12.2%
Foreign language	2.4%	3.1%	2.4%	5.3%	9.4%	7.0%
Music or art	---	---	---	4.9%	6.4%	---
Vocational or technical education	---	4.7%	3.2%	8.0%	7.3%	---
Other fields	4.2%	4.2%	1.6%	---	---	---

Source: National Center for Education Statistics. U.S. Department of Education Schools and Staffing Surveys, various years. School District Survey.

Table 1.4 shows a sharp increase over the 16-year interval in the incidence of field-based incentives. In the first administration of SASS during the 1987-88 school year, just over seven percent of public school districts, with 11 percent of teachers, provided such incentives. Recruitment incentives took the form of cash bonuses or higher pay, or higher initial placement on the salary schedule. That share climbed to 12 percent of public school districts and 25 percent of teachers by the 2003-04 school year. These incentives were most commonly used in the teaching fields of special education, math, science, and English as a second language (ESL).

Table 1.5 splits the sample into high (above median) and low (below median) poverty public school districts, where the median value is roughly 40 percent of students being free and reduced-price lunch eligible. These tabulations suggest that higher poverty districts were somewhat more likely to implement most types of performance pay.

Table 1.5: Performance Incentive Awards in High- and Low-Poverty Districts in U.S. Public School Districts

District Responses	High Poverty			Low Poverty*		
	1999-00 (%)	2003-04 (%)	Change (%)	1999-00 (%)	2003-04 (%)	Change (%)
Type of Awards						
NBPTS certification	9.0%	20.1%	11.1%	7.8%	16.9%	9.1%
Excellence in teaching	6.0%	9.6%	3.6%	5.2%	6.5%	1.3%
In-service professional development	22.9%	22.6%	-0.3%	28.8%	25.5%	-3.3%
Teach in less desirable location	4.7%	6.9%	2.2%	2.8%	2.8%	0.0%
Teach in fields of shortage	14.1%	14.3%	0.2%	7.8%	9.8%	1.9%
Teacher-Weighted Responses						
Type of Awards						
NBPTS certification	26.4%	40.5%	14.1%	20.0%	39.1%	19.1%
Excellence in teaching	18.8%	14.9%	-4.0%	9.4%	11.1%	1.7%
In-service professional development	39.3%	33.0%	-6.3%	38.4%	38.6%	0.1%
Teach in less desirable location	17.0%	15.7%	-1.4%	6.4%	10.6%	4.1%
Teach in fields of shortage	33.4%	33.4%	0.1%	15.6%	17.3%	1.7%
No incentives	59.5%	51.8%	-7.6%	61.4%	58.6%	-2.8%
1 incentive	28.5%	32.2%	3.8%	27.9%	27.8%	-0.1%
2 incentives	8.6%	10.3%	1.7%	8.2%	9.1%	1.0%
3 incentives	2.9%	4.4%	1.5%	2.1%	3.5%	1.4%
4 incentives	0.4%	1.0%	0.6%	0.4%	0.9%	0.5%
5 incentives	0.1%	0.3%	0.1%	0.1%	0.1%	0.1%
No incentives	33.9%	25.3%	-8.5%	43.5%	36.8%	-6.7%
1 incentive	32.6%	33.2%	0.6%	33.5%	31.9%	-1.6%
2 incentives	15.9%	25.7%	9.8%	16.0%	16.4%	0.4%
3 incentives	8.1%	11.5%	3.3%	4.1%	8.9%	4.8%
4 incentives	1.2%	3.6%	2.4%	2.6%	5.3%	2.7%
5 incentives	8.3%	0.7%	-7.6%	0.3%	0.7%	0.4%

*Low=below median percent for FRL, High=median or higher percent FRL.

Source: National Center for Education Statistics. U.S. Department of Education Schools and Staffing Surveys, various years. School District Survey.

By the 2003-04 school year, 52 percent of high-poverty public school districts, employing 25 percent of teachers, had no incentives in place compared to 59 percent of low-poverty public school districts employing 37 percent of teachers. The no-incentive share dropped more rapidly in the high poverty

public school districts as well. Among particular types of incentives, the most notable difference is the higher incidence of field-based pay incentives in high-poverty public school districts.

Beginning with the 1993-94 SASS, the surveys include a series of questions for teachers concerning base pay and various supplements to base pay. Pay supplements include extra pay for activities such as teaching evening classes, after-school tutoring, participation in extracurricular activities, or sponsoring student activities. Teachers are also asked about merit pay awards and state supplements. An example of the latter would be career ladder awards funded in part by state legislatures. This category would also include NBPTS certification awards.

While more public school districts reported the use of performance pay awards over nearly a decade, the incidence of awards as reported by teachers did not increase over a similar time period. As seen in Table 1.6, roughly 13 percent of teachers reported receiving an award of some kind, amounting to roughly five percent of base annual salary for teachers who received such an award.

Although charter schools were much more likely to report use of performance awards than traditional public schools, charter school teachers were no more likely to report that they received an award than their counterparts in traditional public schools. The performance award as a percentage of base annual salary is roughly one percentage point higher for recipients in charter schools than for recipients in traditional public schools. It may be possible that charter school teachers perceived all or some portion of the performance awards as part of base pay, considering that only 62 percent of charter schools reported using a salary schedule. Thus, what charter school teachers reported as base pay may incorporate some award payments.

Table 1.6: Performance Incentive Awards for Teachers, Traditional Public Schools and Charter Schools in U.S.

Traditional Public Schools	1993-94 (%)	1999-00 (%)	2003-04 (%)
Yes	13.7%	12.9%	13.3%
Mean base annual salary	\$33,655	\$39,346	\$43,778
Mean bonus	\$1,653	\$1,569	\$2,005
Bonus as a percent of mean base annual salary	4.9%	3.9%	4.6%
Charter Schools	1993-94 (%)	1999-00 (%)	2003-04 (%)
Yes	---	14.9%	12.2%
Mean base annual salary	---	\$31,789	\$35,536
Mean bonus	---	\$1,866	\$2,024
Bonus as a percent of mean base annual salary	---	5.9%	5.7%

Source: National Center for Education Statistics. U.S. Department of Education Schools and Staffing Surveys, various years. School District Survey.

Overview of Local, State, and National Performance Pay Programs

Many public school district, state, and national performance pay programs have been enacted over the past decade. This second wave of performance pay programs follows an earlier wave of “merit pay” and “knowledge and skill-based pay” programs during the 1980s and 1990s, respectively.³ This section provides a brief overview of some of the prominent performance pay programs, with details about Texas performance pay programs discussed in Chapter 2. Further information about other public school district-, state-, and national-level programs can be found on the State-by-State Resources page of the National Center on Performance Incentives’ website.⁴

Public School District Performance Pay Programs

Denver Public Schools’ ProComp

A well-known performance pay program is Denver Public Schools’ (DPS) Professional Compensation System for Teachers (ProComp). In 1999, the Denver Classroom Teachers Association (DCTA) and DPS agreed on a pilot performance pay plan linking teacher pay to student achievement and professional evaluations. This pilot program operated in 16 DPS schools from 1999-2003. A multi-year, summative evaluation of the pilot program released by the Community Training and Assistance Center (CTAC) in 2004 revealed several promising findings related to ProComp.

- Students of teachers using high quality performance objectives were more likely to have higher average achievement scores than students instructed by teachers with performance objectives of lower quality.
- When a teacher met at least two performance objectives, his/her students were more likely to have higher mean achievement scores.
- The percent of teachers using quality performance objectives grew over the course of the four-year pilot program. Similarly, the longer an individual teacher participated in the pilot, the more the quality of his/her performance objectives improved.
- Teachers’ ability to meet their performance objectives also increased over time.

Following refinement of the pilot model, ProComp was adopted in spring 2004 by the board of education and members of DCTA. ProComp’s position in DPS was strengthened in November 2005 when Denver voters approved a ballot initiative to provide \$25 million in taxes to scale up the program beginning in January 2006. Additionally, in 2006 DPS received a \$22.67 million, five-year Teacher Incentive Fund (TIF) award from the U.S. Department of Education (USDE)⁵ which will help expand ProComp to nearly 90 percent of Denver’s 150 K-12 public schools.

³ “Merit pay” refers to a pay program in which teacher awards are tied directly to the performance of his/her students. “Knowledge and skill-based pay” refers to a pay program in which awards are tied to the knowledge and skills that a teacher acquires or displays.

⁴ More details about performance-based incentive pay programs throughout the nation can be found at the following section of NCPI’s website http://www.performanceincentives.org/statebystate_resources/index.asp. The Center for Educator Compensation Reform also provides related information on its website <http://www.cccr.ed.gov/initiatives/maps/>

⁵ A more thorough discussion of the Teacher Incentive Fund can be found later in this section of the chapter.

ProComp, which provides all teachers with the opportunity to augment earnings, offers awards to individual teachers for meeting criteria such as improving student achievement, completing professional evaluations, advancing their knowledge and skills, working in a hard-to-staff school or subject area, or being employed in a state-designated “distinguished” school. New teachers to DPS starting in 2006 had to participate in ProComp, while previously employed teachers were given seven school years to opt into the program. The fourth round of teachers opting into ProComp began their first year of participation in the 2008-09 school year. However, recent disagreement between DPS and DCTA about the future of ProComp has begun to surface as the district entered the 2008-09 school year (Gonring, Teske, and Jupp, 2007; Koppich, 2008).

New York City’s School-wide Performance Bonus Program

During the 2007-08 school year, New York City (NYC) Chancellor Joel Klein and the United Federation of Teachers (UFT) designed the city’s first school-wide performance pay program. Approximately \$20 million in private funds were raised to support the pilot initiative. In November 2007, 240 (15%) of NYC public schools were randomly selected for participation from a set of high-needs schools, defined by the average proficiency rating in core subject areas, poverty rates, student demographics, as well as the percent of English language learner and special education students. Of those, 205 (86%) agreed to participate. Beginning in the 2008-09 school year, the program became publicly funded and expanded to include more than 400 schools (30% of all NYC public schools).

Eligible schools opted into the program through a school compensation committee vote taken during the 2007-08 school year. Each school designed progress report targets to determine eligibility for school-wide performance awards, which are distributed at the end of the school year. Schools meeting all performance targets can earn enough funds for all full-time UFT-represented employees to receive \$3,000. Schools meeting 75 percent of targets can earn enough funds for those employees to receive \$1,500 each. Each school’s compensation committee decides how performance awards will be distributed among employees.

State Performance Pay Programs

Minnesota’s Quality Compensation for Teachers

In July 2005, the Minnesota State Legislature approved the Quality Compensation for Teachers program (Q-Comp), a performance pay program for teachers. Q-Comp is a voluntary program for public school districts and follows the Teacher Advancement Program model using five core components: career ladder for teachers, job-embedded professional development, instructional observations and standards-based assessments, measures to determine student growth, and performance pay. Participating districts must develop a new salary schedule for teachers with the collaboration of local public school district and teacher union officials. At least 60 percent of any pay increase for teachers must be based on locally-developed performance measures and evidence of a teacher’s contribution to student achievement gains.

Q-Comp operates in 39 of the state’s 230 public school districts and in 21 charter schools in Minnesota, with over 130 additional public school districts indicating their intent to participate in coming school years. Participating public school districts are eligible for approximately \$260 per student to support implementation of their performance pay plan. State aid provides \$190 of this per

student revenue, with the remaining funds coming from a partially equalized levy; public school districts are not required to levy the additional funds.

Florida's Merit Award Program

In March 2007, Florida legislators passed the Merit Award Program (MAP) to replace a year-old Special Teachers are Rewarded (STAR) program that had been widely unpopular with public school district officials and teachers. Beginning in the 2007-08 school year, districts were no longer legislatively required to implement a performance pay plan, but all districts became eligible to opt into MAP. Unlike the requirements of STAR, participation is now voluntary and subject to collective bargaining (Buddin, McCaffrey, Kirby, and Xia, 2007; Jacob and Springer, 2007). Currently, 10 of 67 public school districts in Florida are participating along with 186 charter schools in the state.

Under MAP, all instructional personnel (except paraprofessionals and substitute teachers) and school administrators are eligible to receive performance awards if employed in a participating public school district. Public school districts have some flexibility in determining how many teachers will be awarded and how large a share of teacher raises will be determined by student achievement outcomes. Measures of student academic proficiency or gains must carry no less than 60 percent of the weight for employees' award determination. Student achievement can be measured at the individual classroom, instructional team, or school level (the latter only for school administrators) using state, national, or local assessments. At least 40 percent of an employee's award must be determined by professional practices. Each public school district determines an award amount equal to at least five percent but not more than 10 percent of that public school district's average teacher salary, which is to be distributed to all of its top performing instructional personnel.

National Performance Pay Programs

Teacher Incentive Fund

In 2006, the U.S. Congress appropriated \$99 million per year for the Teacher Incentive Fund (TIF) program. TIF grants are distributed to public school districts, charter schools, and states on a competitive basis to fund the development and implementation of principal and teacher performance pay programs. Although the USDE estimated that TIF dollars would fund approximately ten to 12 performance pay programs with a per-program award size of \$8 million annually, a total of 16 grants were distributed in fall 2006, expending less than half of the \$99-million appropriation.⁶ In October 2006, the USDE also funded the Center for Educator Compensation Reform as a national center to provide technical assistance and other support to TIF grantees. The USDE distributed the remaining \$43 million of first-year appropriations during the summer 2007 following a second grant competition. Over \$95 million was appropriated for TIF in fiscal year 2008.

The goals of TIF, as defined by the USDE, are as follows.

- Improving teacher and principal effectiveness in an effort to increase student achievement.
- Revamping teacher and principal compensation systems so pay is more closely aligned with student achievement outcomes.

⁶ As part of the USDE's Appropriations Act (P.L. 109-149), TIF is a direct discretionary federal grant program.

- Increasing the assignment of highly effective teachers in hard-to-staff schools and subject areas.
- Sustaining alternative performance pay systems for educators.

Grantees have a good deal of flexibility in the design and implementation of TIF-funded programs. However, educator pay must be tied in some way to student achievement gains and results of multiple classroom evaluations throughout a school year. TIF grantees must also provide educators with incentives to take on additional leadership roles or responsibilities.

Teacher Advancement Program

The Teacher Advancement Program (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.

TAP's design has four primary components: (1) multiple career paths, (2) ongoing applied professional growth, (3) instructionally-focused accountability, and (4) performance pay. Teacher knowledge, skills, and responsibilities comprise the first indicator in TAP's performance pay system. Fifty (50) percent of a teacher's performance award is contingent on classroom observations. Thirty (30) percent of a teacher's award is based on value-added measurement of gains the teacher produces in his/her classroom's achievement. School-wide achievement is the final determinant and contributes to 20 percent of a teacher's performance award. School-wide student performance is also evaluated as a measure of value added. This performance award structure enables teachers to earn anywhere from \$0 to \$12,000 per year, with much variation in awards across TAP sites.⁷

Chapter Summary

This chapter provides an overview of the trends and current landscape of performance pay policies in the U.S. public education system. The use of performance pay reported by public school districts over the past decade has grown, although a similar increase is not evident in the share of teachers reporting the receipt of such awards. This may stem from some of the more popular types of awards used by districts – NBPTS certification awards and field-based incentives – for which a more limited subset of teachers represents eligible recipients. The use of performance awards differs by public school district/school type: high-poverty public school districts were more likely to use field-based incentives than their low-poverty counterparts; charter schools were more likely to use performance pay than traditional public schools.

⁷ In recent years there have been a number of evaluations of TAP, many of which find generally positive findings. These evaluations include work by: Schacter et al (2002); Schacter, Thum, Reifsneider, and Schiff (2004); Solmon, White, Cohen, and Woo (2007); Springer, Ballou, and Peng (2008).

Many local-, state-, and national-level performance pay programs exist. Some of the more prominent programs share several features, including voluntary participation for schools or teachers and alignment between teacher pay and student achievement.

CHAPTER 2

Educator Performance Pay in Texas

This chapter discusses the history of teacher pay policy along with state- and local-level performance pay programs operating in Texas. Texas has the largest statewide performance pay system in U.S. public education, including the Texas Educator Excellence Grant (TEEG) program and the District Awards for Teacher Excellence (DATE) program. These current initiatives are the result of decades of political debate.

Key Policy Questions

This chapter addresses the following questions.

- What is the history of performance pay reform and policies in Texas?
- How have past experiences with performance pay informed the state’s design and implementation of TEEG and DATE?
- 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?

Key Policy Points

This chapter highlights and expands upon the following key policy points based on a review of performance pay policies in Texas.

- Texas operates the single largest performance pay system in U.S. K-12 public education.
- Educator performance pay, as designed under TEEG and DATE, reflects the challenges and lessons learned from other statewide compensation and performance pay reforms.
- Many districts in Texas operate performance pay plans, including locally-funded programs as well as those funded through TEEG and DATE.

History of Educator Compensation Reform in Texas

The history of performance pay programs and policies in Texas provides a backdrop to the state's TEEG and DATE programs. Performance pay for teachers entered state policy deliberations during the 1980s, a decade marked as one of the most active periods of school reform in Texas.⁸ This section provides an overview of these efforts, including a discussion of the Texas Teacher Career Ladder Program (1984-1993), the Texas Successful Schools Award Program (1992-2001), and other school finance reform leading up to the current incentive pay policy landscape.

Texas Teacher Career Ladder Program (1984-1993)

The Texas Teacher Career Ladder was first proposed by the Select Committee on Public Education, convened in 1984 by Governor Mark White and headed by H. Ross Perot. The Select Committee recommended that the legislature replace the existing state salary schedule, based on longevity and advanced education degrees, with a salary system determined by teacher performance and evaluation. A career ladder program, the committee reported, would establish a professional career development path for outstanding teachers, attract capable individuals to the teaching profession, provide incentives for the best teachers to remain in the classroom, and ensure that these high-performing teachers receive the financial rewards they deserve.

These salary supplements were directly linked to teacher performance, as opposed to student achievement, and encouraged teachers to exceed standards for classroom performance on the Texas Teacher Appraisal System. Teacher evaluations were conducted by a school-level team consisting of one administrator and one teacher colleague. Texas districts were responsible for evaluating teacher performance and determining step placements. Additionally, districts were allowed to reduce step supplements if state funding for the program did not cover full supplements for all eligible teachers. Finally, districts were authorized to demote teachers or decline to renew contracts when teachers failed to meet classroom performance standards (House Research Organization, 2004).

The career ladder program provided opportunities for professional advancement along four steps. When introduced in 1984, new teachers and most teachers employed in Texas public schools were placed at the first step. To advance through the steps, teachers had to complete a specified number of years at each level, demonstrate instructional abilities, and satisfy professional development requirements. Those on the first step whose performance “exceeded expectations” were moved up to the second step, earning an additional \$1,500 to \$2,000 each year. Teachers advancing to the third step could earn an annual supplement of \$4,000, while teachers who attained the final step could earn up to \$6,000 annually for performing additional duties, such as supervising student teachers, serving as team leaders or mentors, conducting academic training, or appraising career ladder candidates.

⁸ 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 (Texas Education Agency, 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 school finance system, and the Teacher Career Ladder.

State funding was a significant challenge for the program (Texas Education Agency, 1998). The state allotment increased from \$50 per student during the 1983-84 school year to \$90 per student in the 1992-93 school year. By the time the program was repealed in 1993, there were 132,855 teachers on the second and third steps of the career ladder and state spending had reached \$291 million annually, even without the state implementing the fourth step.

The program faced other challenges. The state's failure to involve teachers in the initial program design led to early, sharp criticism. Teachers were highly skeptical about the objectivity of performance appraisals, the emphasis on student testing, and the adequacy of state funding to put all deserving teachers on appropriate steps. In addition, some felt the program created a negative culture of competition in schools (House Research Organization, 2004).

Texas Successful Schools Awards Program (1992-2001)

Long before the state legislature repealed the Texas Teacher Career Ladder in 1993, state policymakers considered ways to refine performance pay by rewarding performance outcomes instead of inputs, thereby aligning performance pay with state goals for student achievement gains. In 1990, Governor Ann Richards created the Governor's Educational Excellence Awards Committee. This committee provided monetary awards to schools that demonstrated the highest levels of sustained improvement or substantial gains in student academic achievement (Texas Education Agency, 1998).

In 1991, a special session of the legislature called for the Governor's Educational Excellence Awards Committee program to be replaced by the Texas Successful Schools Awards Program, a program that was designed to recognize and reward schools and districts demonstrating progress toward or success in meeting state education goals. In 1995, the legislature created the Texas Successful Schools Award System.

The Commissioner of Education was authorized to select criteria for annual awards and identify eligible schools and districts. Awards were determined by a complex set of criteria which included performance on the state's school accountability system, performance gains on state assessments, reduced dropout rates, and college admissions test scores. Schools and districts were required to use school-level committees to determine the distribution of awards which had to give priority to using funds for the improvement of academic instruction. Schools could use awards for: purchasing technology, instructional materials, school furniture or equipment; funding professional development; directing performance-based awards to students; providing performance-based teacher awards; or expanding school/community relations and reserve funds (Texas Education Agency, 1998).

The first awards under the Successful Schools Award System began in 1992 and concluded in 2001, with awards to schools and districts ranging from \$250 to \$175,000. Awards were generally used for the purchase of technology and instructional materials; however, a relatively small, but growing number of schools used the funds to distribute performance awards to teachers (Texas Education Agency, 1998).

The 77th Texas Legislature did not appropriate money for the Successful Schools Awards Program during the 2001-02 and 2002-03 school years. At this time state policymakers were fully occupied by

concerns about the state's public school finance system and the lawsuit filed against the system in 2001. In fact, during the last year of the program, \$500,000 was provided by the Texas Education Agency (Texas Education Agency, 2007).

State policymakers recognized three fundamental problems with the Successful Schools Award Program. First, the criteria for awards were complicated and not understood by many teachers and school administrators. Second, the monetary awards were too small to stimulate change in the behavior of teachers, schools, and districts. Lastly, there was a significant delay between the performance of schools and districts and award distribution.

A formal evaluation of the Successful Schools Awards Program recognized these limitations and suggested ways to improve state performance pay programs (Texas Education Agency, 1998). The Texas Education Agency determined that awards from Successful Schools Awards should be in the form of salary supplements for all professional staff and sufficiently large to be meaningful to recipients. The evaluation recommended that eligibility criteria be transparent and fixed for awards to serve as incentives, and that performance awards be based on multiple indicators. A longitudinal measure of improvement in student achievement—a “value-added” measure—was suggested to better recognize the success of schools serving large populations of disadvantaged students.

The Texas Career Ladder Program and the Successful Schools Awards Program took fundamentally different approaches to performance incentives. 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.

**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 presented in previous sections of this chapter, including multiple resources cited above.

School Finance Reform and Teacher Performance Pay

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 during hearings of the Joint Select Committee on Public School Finance of the 78th Texas Legislature.⁹

Governor Perry’s proposal for teacher incentives (January 2004)

In January of 2004, Governor Rick Perry proposed a Teacher Excellence Incentive Plan to reward teachers for achieving a high level of excellence in the classroom and increase the pool of effective

⁹ The Koret Task Force on K-12 Education is a team of education experts brought together by the Hoover Institution, with the support of the Koret Foundation, to work on education reform. The primary objectives of the task force are to gather, evaluate, and disseminate existing evidence in an analytical context, and analyze reform measures that will enhance the quality and productivity of K-12 education (as stated at <http://www.hoover.org/research/ktf>).

teachers in the state's public schools, particularly those working with disadvantaged students. The key features of his plan follow.

- \$200 million in state funding.
- Optional participation for districts and schools.
- Locally-designed district plans.
- State and district matching funds amounting to \$2,500 per teacher.
- An additional \$5,000 state award for teachers working in underperforming schools that serve large numbers of disadvantaged students.

The Koret Task Force's proposal for teacher incentives (February 2004)

A month later, the Koret Task Force presented the Joint Select Committee on Public School Finance with its formal recommendations, suggesting that Texas establish a state performance pay system including the following guiding principles.

- Incentives should be offered to both individuals and schools.
- Awards should be based on quantitative measures of student performance – both achievement levels and value-added gains – along with other measures of teacher performance.
- Districts should design their own performance pay plans following state guidelines.
- The state should provide a model performance pay plan for districts that do not want to design their own plan.

The Joint Select Committee's proposal for teacher incentives (March 2004)

In March 2004, the Joint Select Committee on Public School Finance released its findings, including key recommendations for performance pay for individual teachers, which follow.

- Voluntary participation.
- Locally-designed plans using objective measures of teacher performance tied to value-added gains and supplemented with input from principals and parents.
- Awards of \$10,000 for the top five percent of district teachers, and \$5,000 for the remaining teachers in the top 15 percent pool.

Their key recommendations for school-level performance pay include the following.

- Voluntary participation.
- Qualifying schools to be identified by the Texas Education Agency.
- Participant selection based on ranking of value-added performance.
- Largest bonuses awarded to highest-rated schools comprising 20 percent of state's students.
- Awards of \$3,000 to \$5,000 distributed to each teacher in qualifying schools.
- Awards of \$10,000 for top 20 percent and \$5,000 for next two percent of principals.
- Awards for other professional staff to be determined by principals and site-based decision-making committees.

These recommendations were incorporated into House Bill 2 during the fourth-called session of the 78th Texas Legislature, but this school finance bill failed to gain enough votes to pass.

House Bill 2 (January 2005)

In January 2005 during the 79th Texas Legislature, the House Education Chair filed a school finance bill again containing a proposal for the Educator Excellence Incentive Program. This program was very similar to that proposed by the same bill during the 78th Legislature, with a few exceptions.

- Districts would be required to allocate at least one percent of their expenditures to the allocation of performance pay awards.
- The design of local performance pay plans must include the input of classroom teachers.
- Performance pay awards must be based on objective measures of student achievement, including achievement levels and/or measures of growth.
- Performance pay plans could include additional indicators of teacher performance for the determination of award eligibility.

This bill passed the Texas House but did not fare well in the Texas Senate. The Senate Committee on Education produced a substitute school finance bill that included a very simple proposal for a statewide performance pay program that would (1) reward schools with at least 65 percent of economically disadvantaged students that demonstrate the most annual improvement, (2) allow districts to develop local performance pay plans, and (3) provide stipends to teachers in shortage areas or hard-to-staff schools. Like its predecessors, this substitute for House Bill 2 failed to pass, as did subsequent proposals including teacher performance pay programs filed during the next two special sessions of the 79th Legislature.

While legislators failed attempts to produce a performance pay program during the 2004 and 2005 sessions, Governor Perry issued an executive order to establish a state performance pay program in November 2005.¹⁰

Statewide Framework for Performance Pay in Texas

The current educator performance pay system originally consisted of three distinct, state-funded grant programs: the Governor's Educator Excellence Grant (GEEG), the Texas Educator Excellence Grant (TEEG), and the District Awards for Teacher Excellence (DATE). The first program, GEEG, was funded with state and federal dollars and completed its operation at the close of the 2007-08 school year. The 2008-09 school year is the third year in which TEEG has been in operation and the first school year that DATE programs are being implemented within participating districts. By 2009, it is estimated that the state will provide approximately \$247 million for the development of performance pay plans in Texas public schools, making it the largest statewide performance pay system in U.S. K-12 public education.

¹⁰ Authorizing legislation (House Bill 1, General Appropriations Act, Subchapter N and Subchapter O), 3rd Called Session, 79th Texas Legislature, 2006

Governor’s Educator Excellence Grant (GEEG) Program

The GEEG program was first realized 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 percentages of economically disadvantaged (%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 %ED students.
- Require schools to dedicate at least 75 percent 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 %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).¹¹

The GEEG program operated in these 99 schools during the 2006-07 and 2007-08 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 1,067 schools are eligible for Cycle 3 this 2008-09 school year. Eligibility criteria and requirements are nearly identical to those of the GEEG program. However, schools must be in the top half of Texas schools in terms of %ED students, and schools are only eligible for grants one year at a time.

¹¹ A Recognized rating means that for every tested subject at least 75 percent 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 percent 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.

Program eligibility is determined on an annual basis, with grant amounts ranging from \$40,000 to \$295,000 per year.

Both the GEEG and TEEG programs specify that school grants should be divided into Part 1 and Part 2 funds. Part 1 funds represent 75 percent of a school's total grant and are earmarked for teacher bonus awards. Part 2, representing the other 25 percent of a school's grant, can be used for bonus awards to other school personnel or to implement professional growth activities.

District Awards for Teacher Excellence (DATE) Program

The district-level program, DATE, is funded at approximately \$150 million annually with state funds provided 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 DATE funds for all schools or simply for high-needs schools, or to implement components of TAP.¹² Grant amounts are based on student enrollment in each district.

Districts are required to use at least 60 percent of funds to directly reward classroom teachers based on measures of student achievement. Remaining funds may be used as stipends for mentors, teacher coaches, teachers certified in hard-to-staff subjects, or teachers who hold post-baccalaureate degrees; or as awards to principals and other staff members.

The 203 districts electing to participate in DATE during the 2008-09 school year must:

- Have submitted a Notice of Intent to Apply in October 2007.
- Participate in an unfunded planning phase during the 2007-08 school year to develop performance pay plans.
- Participate in technical assistance activities during the 2007-08 school year.
- Begin program implementation in the 2008-09 school year.
- Participate in DATE for at least two consecutive grant cycles (2008-09 and 2009-10 school years).
- Decide to implement a district-wide program or target funds to the district's highest-need schools.
- Provide a 15 percent match in funds (or in kind) during the 2007-08 school year and during the subsequent two years of the grant.

Other allowable uses of funds include increasing data capacity, providing professional development, and implementing TAP.

Goals for the Texas Performance Pay System

To better understand the short- and long-term goals guiding development and implementation of the state's current performance pay system, the evaluation team interviewed 16 individuals who currently serve or formally served in state executive, legislative, or regulatory capacities, and were primarily responsible for conceiving and drafting legislation or regulations associated with GEEG,

¹² See Chapter 1 for an overview of the TAP program.

TEEG, and/or DATE. All 16 agreed to be interviewed; their names and titles, at the time interviews were conducted, are listed in Appendix A.¹³

Short-term goals

A number of short-term goals emerged from interviews with key stakeholders. Short-term goals are defined as those milestones to be realized within the next decade. The following list identifies the 10 most frequently referenced objectives.

- Schools with high %ED students will voluntarily apply for state performance pay grants to establish locally-developed performance pay plans.
- Teachers, staff, administrators, and school trustees will collaborate on the design and implementation of school performance pay plans.
- School and district performance pay plans will be informed by research-based best practices and principles, and will use program evaluation findings to adapt over time.
- Grant requirements and local performance pay plans will be transparent, reasonable to implement, and stable over time.
- The size of bonus awards will be sufficiently large to drive instructional changes, and recruit and retain high quality teachers.
- School performance pay plans will improve the quality of teaching and learning at schools by rewarding highly effective teachers and those working in hard-to-staff fields.
- Performance pay will improve the working environment in schools by inciting greater collaboration among school personnel and encouraging principals to be instructional leaders.
- School performance pay plans will encourage principals to:
 - Use student achievement data to make decisions about teacher compensation and bonus awards, teacher placement, teacher evaluations, professional development, instructional practices, and curriculum.
 - Identify and reward high-performing teachers, and place them in the neediest classrooms.
 - Identify under-performing teachers, provide instructional assistance, and assign teachers where they can deliver quality instruction, otherwise teaching contracts will not be renewed.
- State policymakers will fund local performance pay plans to make teacher salaries more competitive and attractive to high-ability individuals.
- The program will stimulate much needed change in education support systems including student achievement-based teacher appraisal system, state databases that connect individual

¹³ It should be carefully noted that responses represent the personal views of individual senior staff and should not be interpreted as the positions on policy associated with any office or agency. There is noteworthy agreement on short- and long-term goals for state performance incentives among those individuals interviewed, although individuals with regulatory responsibility generally articulated more attention to detail for design and implementation and fewer goals that would radically change policy. It is worth noting that many of the goals listed below are not directly stated in law, regulation, or program guidelines.

student performance with individual teachers, and a state assessment system that identifies longitudinal value-added and grade-level progress toward postsecondary readiness.

Long-term goals

A number of long-term goals emerged from interviews with key stakeholders, as well. Long-term goals are defined as those milestones to be realized beyond the first ten years of TEEG and DATE's existence. The following list identifies the five most frequently referenced objectives.

- Performance pay plans will be used in all the state's K-12 public schools.
- Teachers and other school personnel in the state's public schools will be paid competitive salaries primarily based on measures of performance.
- The Texas Legislature will minimize reliance on the state salary schedule and give local school boards authority for school personnel pay policies.
- All students will be taught by highly effective teachers and prepared for success in postsecondary schooling.
- The state will maintain policy systems to support continuous improvement of student achievement, including student achievement-based teacher appraisal system, state databases that connect individual student performance with individual teachers, and a state assessment system that identifies longitudinal value-added and grade-level progress toward postsecondary readiness.

Other Trends in Educator Performance Pay in Texas

This section describes the current context of performance pay policy in Texas in which TEEG and DATE operate. More specifically, it summarizes performance pay practices used by Texas districts, offers examples of notable district performance pay plans, and compares the performance pay policies of Texas districts to those of other districts throughout the U.S. K-12 public education system.

Analysis of Statewide Compensation Survey

An annual salary survey conducted by the Texas Association of School Boards (TASB) and the Texas Association of School Administrators (TASA) offers insight into the prevalence and types of performance pay programs operating throughout districts in Texas. Results from the 2007-08 school year are reported below, as are notable changes from the previous school year. Results from the 2007-08 survey represent responses from 72 percent of the districts in Texas (747 of the 1,031 public school districts asked to participate), employing 93 percent of public school teachers in the state.

Data from the 2007-08 survey indicate that the majority of districts compensated teachers above the state minimum salary schedule. Only nine percent of districts reported compensating teachers only on the state salary schedule.

Market-based stipends

Sixty (60) percent of districts paid hard-to-staff stipends in at least one of the shortage areas listed on the survey (i.e., math, science, bilingual education, foreign language, English as a second language, and special education). This percent is up from 53 percent in the 2006-07 school year. The most frequently reported shortage area in the 2007-08 school year is math, with 34 percent (256) of districts paying a stipend to teachers working in this teaching field. Bilingual education is the second most popular shortage area to receive a stipend, reported by 33 percent (243) of districts.

In contrast to the popularity of pay for teaching in a hard-to-staff area, only four percent of districts paid teachers for working in a hard-to-staff school.

Input-based stipends

The survey inquired about stipends paid by districts to teachers meeting several input-based criteria, such as achieving advanced education, serving as a mentor teacher, and earning NBPTS certification. Sixty-two (62) percent reported paying stipends to teachers holding master's degrees; up only one percent from the 2006-07 school year. Thirty-two (32) percent of districts paid stipends to mentor teachers in the 2007-08 school year; 28 percent reported doing so in the previous school year. Only two percent of districts paid stipends to teachers with NBPTS certification in the 2007-08 school year.

Hiring bonuses and longevity pay

During the 2007-08 school year, 13 percent of districts paid bonuses to newly hired educators; only a two percent increase from the previous school year. However, the majority of these districts (nearly 75%) limited hiring bonuses to teachers in hard-to-staff subject areas, primarily math and science.

Fourteen percent of districts paid bonuses for teacher longevity in a district, which is identical to the percent reporting similar stipends in the 2006-07 school year. On average, districts required that teachers be employed in a district for six years before becoming eligible for a longevity stipend.

Outcome-based stipends

The survey results also reveal that 27 percent of districts used performance pay during the 2007-08 school year. Of those, 72 percent were participants in the state-funded GEEG or TEEG programs, while the remainder used a locally-devised and -funded performance pay plan.

In most performance pay plans (88%), the criteria for earning an award included a measure of student performance, and many districts reported the use of additional award criteria, including staff attendance or participation in school-level teams. Additionally, in almost all of the plans (97%), teachers were the individuals eligible to receive an award, while paraprofessionals and school administrators were eligible candidates in 80 percent of the districts.

The popularity of using student achievement as a performance measure has grown over the past decade. In addition to those schools and districts currently participating in TEEG and DATE,

several other districts also use student achievement to determine teacher eligibility for performance awards, such as those described below.

- Dallas ISD established performance pay in 1990, awarding school bonuses on the basis of test score gains, student attendance, grade-to-grade promotion, dropout rates, enrollment in advanced courses, and scores on tests of postsecondary readiness. As a recipient of a five-year, \$22.4 million TIF grant in 2006, Dallas laid out plans to expand principal and teacher bonuses as well as direct funds for recruitment and retention of high-quality teachers in high-need schools, professional development, and improving testing systems and student-teacher linked databases.
- Aldine ISD introduced performance pay in 1995 on the basis of the percentage of students passing state assessments, the percentage of students passing state assessments at specific achievement levels, and student attendance.
- In February 2006, Houston ISD became the nation's largest school district with a performance pay plan for teachers, offering teachers up to \$3,000 additional pay for student achievement on state and national assessments. As a recipient of a five-year, \$11.8 million TIF grant in 2006, this program will expand and focus on principals and teachers in the district's high-need schools.
- Austin ISD began its Strategic Compensation Initiative during the 2007-08 school year, providing performance awards to both principals and teachers in nine pilot schools, with plans to expand to 20 schools by 2009-10. Principals and teachers can earn awards for meeting student learning objectives, school-wide growth on the state-standardized assessment, and professional growth objectives. Additional funds are being allocated to highest need schools for mentoring, recruitment, and retention stipends.

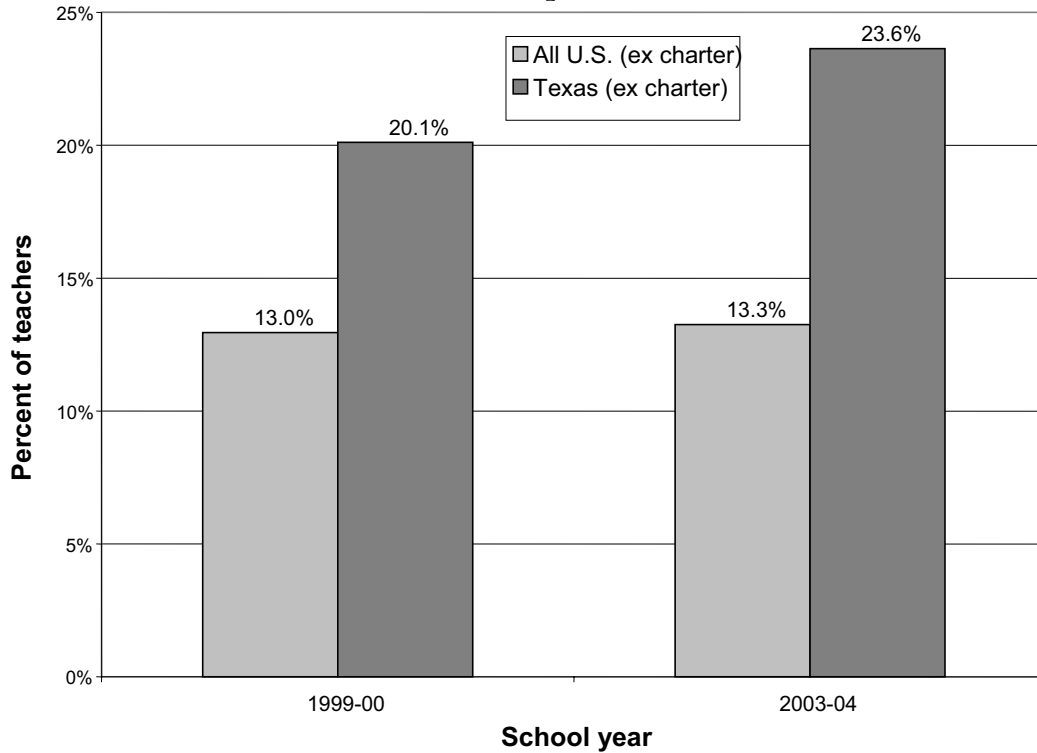
Analysis of Schools and Staffing Survey: Texas versus National Trends

The SASS provides further information about performance pay in Texas and how it compares, on average, to K-12 public schools in the U.S. Analyses are based on data from the two most recent waves of SASS: the 1999-00 and 2003-04 surveys.¹⁴

Figure 2.1 reports descriptive information on questions asked of teachers about supplemental pay. The percent of Texas teachers reporting such pay is significantly higher than the national average, and increased between the 1999-00 and 2003-04 school years by 17 percent. By the 2003-04 school year nearly one-quarter of Texas public school teachers reported performance pay and compensation from other state supplements. The percent of teachers in the U.S. reporting such supplements increased slightly between the 1999-00 and 2003-04 school years, but the difference is not statistically significant.

¹⁴ The 1999-00 and 2003-04 SASS survey included roughly 5,400 school districts, 10,000 public schools, and 53,000 public-school teachers. For details on the SASS programs see <http://nces.ed.gov/surveys/sass/>.

Figure 2.1: Percent of Teachers Reporting Bonus Payments in Total Compensation



Note: Data reflect answers to the question, “During the current school year, have you earned income from other school sources, such as merit pay bonuses, state supplements, etc.?”

Note: Teachers in charter schools excluded.

Source: National Center for Education Statistics. Schools and Staffing Surveys.

Table 2.2 reports descriptive information on types of teacher performance pay used by districts. The SASS district survey includes several questions about the use of performance pay to reward NBPTS certification, excellence in teaching, completion of in-service professional development, teaching in a less desirable location, and teaching in a shortage field. Nationally, the percentage of districts reporting that they reward such activities increased for four of five categories between the 1999-00 and 2003-04 school years. The percentage of districts rewarding teachers for in-service professional development did not increase over that same time period.

Table 2.2: Percent of School Districts Using Types of Teacher Performance Pay

Types of Teacher Performance Pay	U.S. Public Schools		Texas Public Schools	
	1999-00	2003-04	1999-00	2003-04
NBPTS certification	8.3% (.47)	18.4% (.73)	1.8% (.9)	4.3% (2.5)
Excellence in teaching	5.5% (.41)	7.9% (.98)	7.3% (1.8)	9.9% (2.8)
Completion of in-service professional development	26.4% (.91)	24.2% (.99)	5.9% (1.6)	12.1% (2.8)
Teaching in a less desirable location	3.6% (.33)	4.6% (.38)	8.1% (1.8)	9.1% (2.4)
Teaching in a shortage field	10.4% (.54)	11.9% (.65)	30.7% (3.8)	37.7% (3.9)

Note: Standard errors are provided in parentheses.

Source: National Center for Education Statistics. Schools and Staffing Surveys.

Texas districts were consistently more likely to reward teaching in a hard-to-staff school and teaching in a shortage field.¹⁵ However, the difference between Texas and U.S. districts for rewarding excellence in teaching is not statistically significant. Texas districts were considerably less likely to reward NBPTS certification and less likely to reward completion of in-service professional development.

There is a noticeable increase in the use of awards for professional development between the 1999-00 and 2003-04 school years in Texas (15.2 percentage points). This may be explained by the implementation of several statewide initiatives in Texas, including math and reading academies and the Professional Development and Appraisal System (PDAS), a state-approved appraisal system for teachers.

Chapter Summary

This chapter reviews the history of performance pay reform in Texas from the early 1980s to the present. Lessons learned from early experiences with performance pay programs informed the design of GEEG, TEEG, and DATE. Data further suggest that the majority of districts in Texas supplement teachers' salaries with performance pay or some other supplement. According to the SASS, a greater share of public school teachers in Texas report receiving performance awards of some kind than do public school teachers nationwide. And for the most part, Texas districts are more likely to reward teachers for their performance than the average district in the U.S K-12 public education system.

¹⁵ The right two columns of the table report results for a sample of Texas districts (282 districts in 1999-00 and 233 districts in 2003-04).

CHAPTER 3

Overview of the TEEG Program

This chapter describes the TEEG program, including state guidelines for the design of schools' performance pay plans and the distribution of grant awards to schools. It also reviews the demographic characteristics of TEEG schools compared to other Texas public schools.

Key Policy Questions

This chapter addresses the following questions.

- How are schools selected to participate in the TEEG program?
- How are TEEG grants distributed to participating schools and how are schools to use these funds?
- How do 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 state guidelines informing TEEG program design and implementation.

- Schools are eligible for the TEEG program one year at a time based on their %ED students and their record of academic performance.
- Grant amounts are determined by the size of a school's student population, and at least 75 percent of TEEG funds must be allocated as bonus awards to high-performing classroom teachers.
- TEEG schools have greater %ED students and are more likely to have high accountability ratings compared to other public schools in Texas.

TEEG Program Guidelines

The TEEG program is state funded and annually distributes approximately \$100 million in one-year grants to roughly 1,000 schools for the implementation of locally-designed performance pay plans. TEEG began in the 2006-07 school year and is currently in its third year of operation in the 2008-09 school year. The purpose of this section is to provide an overview of how schools become eligible to participate in the TEEG program and the guidelines that inform local plan design and implementation.

TEEG School Eligibility Criteria

TEEG school eligibility is determined annually based on two criteria, the first of which is being in the top half of Texas public schools in terms of %ED students. The Texas Education Agency stratifies the distribution of schools by type, so elementary schools have 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 is 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 percent 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 percent of the tested students pass TAKS. To determine Comparable Improvement, the Texas Education Agency matches each Texas public school annually to 40 other peer Texas public schools on the basis of student demographics. The Texas Education Agency 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.

Eligibility for the TEEG program is determined on a yearly basis. Cycle 1 of the program operated during the 2006-07 school year in 1,148 schools. Their %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 participating during the 2007-08 school year. Approximately 1,067 schools are eligible for Cycle 3 this 2008-09 school year based on their %ED students and academic performance during the 2006-07 school year.

TEEG Participation Guidelines

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

TEEG program guidelines identify two funding components – Part 1 and Part 2 funds. Part 1 funding accounts for at least 75 percent of a school's total grant and is earmarked for bonus awards to classroom teachers. Teachers' bonus awards are determined by four criteria, two are required and two are optional. Schools must use quantifiable, objective measures of student performance (Criterion 1) and teacher collaboration (Criterion 2). Schools can 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).¹⁶

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 will be distributed in the fall 2009 semester and be based upon performance during the 2008-09 school year.

Part 2 funds may be used as bonus awards for other school personnel who are 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 are 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 do not qualify for Part 1 bonus awards, or reimbursement/funding for professional development that directly contributes to improved teaching and student achievement.
- **Teacher mentoring programs** which adhere 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 adhere 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 are new to the school and/or are teaching in high-needs subject areas.
- **Stipends** for teachers to participate in after-school or Saturday programs that directly contribute to improved teaching and student achievement.
- **Other programs** that directly contribute to improved teaching.

TEEG schools are permitted to share Part 2 funds with feeder schools that are not eligible for the TEEG program because they do not receive state accountability ratings (e.g., a kindergarten through third-grade school).¹⁷

¹⁶ Designated teacher shortage areas are identified using the Texas Education Agency'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.

¹⁷ Based upon progress report results, evaluators did not find much evidence that TEEG schools were using Part 2 funds for feeder campuses.

TEEG Grant Awards

Annual grants for TEEG schools range from \$40,000 to \$300,000. Grant amounts are based upon student enrollment at the school level, with most schools receiving between \$120 and \$240 per pupil. The average grant is equal to approximately four percent of instructional payroll at the recipient TEEG Cycle 1 schools and slightly more than four percent (4.1%) at Cycle 2 schools, ranging from roughly one percent of payroll in one school to more than 20 percent of instructional payroll in a handful of very small schools. The grant distribution categories determined by student enrollment are listed below in Table 3.1.

Table 3.1: Basis for Calculation of Cycle 1 and Cycle 2 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, Texas Education Agency.

Table 3.2 provides a breakdown of the total grant amounts distributed to the 1,148 schools that participated in Cycle 1 and 1,026 schools that participated in Cycle 2. Over half of Cycle 1 and Cycle 2 schools received less than \$75,000. Almost 30 percent of Cycle 1 schools and 40 percent of Cycle 2 schools received between \$80,000 and \$140,000.¹⁸

¹⁸ Cycle 3 schools are still undergoing approval process by the Texas Education Agency. Once final award distribution is determined, evaluators will provide grant distribution findings for Cycle 3 TEEG schools.

Table 3.2: Distribution of Cycle 1 and Cycle 2 Grant Amounts

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

Source: Information based upon TEEG Cycle 1 eligibility list provided by the Texas Education Agency

TEEG School Characteristics

This section provides an overview of demographic characteristics of schools participating in the TEEG program, with a focus on Cycle 1 (i.e., schools participating in TEEG during the 2006-07 school year), and compares them to schools participating in the smaller performance pay program, GEEG, as well as to all other public schools in Texas.¹⁹ Since future cycles of TEEG schools are 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.

Student Characteristics

Student enrollment

TEEG, GEEG, and other public schools have similar percentages of schools by grade type. Table 3.3 provides an overview of the percent of each school 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).²⁰ In each school category, roughly half of schools served elementary grades, with TEEG schools serving closer to 60 percent. Approximately 20 percent served middle and high school grades, respectively.

¹⁹ These tables use a Cycle 1 school count of 1,147 because one Cycle 1 school is no longer in operation.

²⁰ An “other” grade configuration includes schools that serve non-traditional grade configurations such as grades 5-11, K-8, or K-12.

Table 3.3: Distribution of Grade Levels by School Type, 2004-05 School Year

Grade Level	GEEG Schools	TEEG 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), Texas Education Agency.

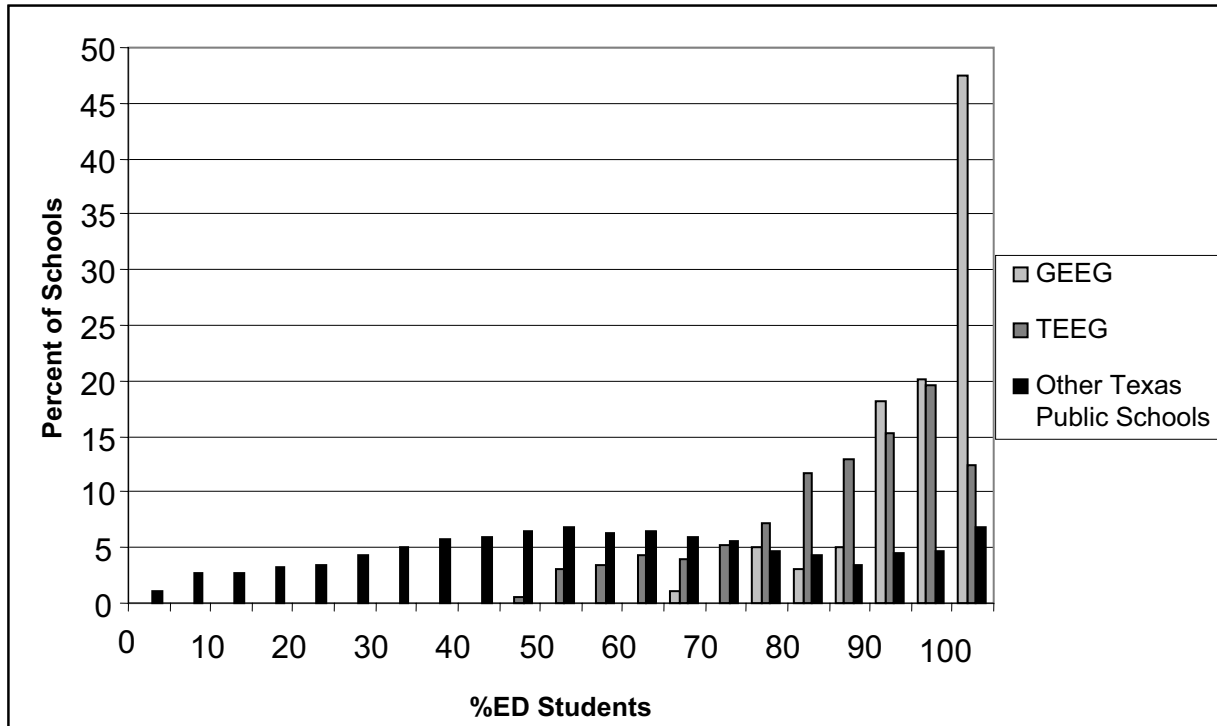
The average student enrollment size during the 2004-05 school year for each school type, disaggregated by grade levels, is provided below.

- The average student enrollment in elementary schools was similar among TEEG, GEEG, and other public schools with 551 students, 536 students, and 517 students, respectively.
- TEEG and other Texas public schools shared similar enrollment sizes in middle school (an average of 601 students and 630 students, respectively). GEEG schools had larger average enrollment in middle school (843 students).
- TEEG schools served larger student bodies in high school (759 students on average) compared to GEEG (543 students on average), but similar to the enrollment in other Texas public schools (762 students on average).
- TEEG and GEEG schools with non-traditional grade configurations served similar number of students (an average of 301 students and 319 students, respectively), while the average number of students served by other Texas public schools was much smaller.

Economically disadvantaged population

TEEG eligibility criteria require that participating schools be in the top half of Texas public schools in terms of their %ED students during the 2004-05 school year for Cycle 1. Similarly, GEEG schools have to be in the top third of public schools in terms of their %ED students. Figure 3.1 displays the distribution of TEEG, GEEG, and other Texas public schools by their %ED students (i.e., the percent of schools with 0 to 5 %ED students, the percent of schools with 6 to 10 %ED students, etc.). Most TEEG schools fall within the higher %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 %ED students overall. The percentage of other Texas public schools across categories of %ED is much more evenly distributed.

Figure 3.1: Distribution of GEEG, TEEG, and Other Schools by Percent of Economically Disadvantaged (%ED) Students, 2004-05 School Year



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

Teacher Characteristics

Table 3.4 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 3.4: Distribution of Teacher Characteristics by School Type, 2004-05 School Year

Teacher Characteristics	GEEG School Teachers	TEEG 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), Texas Education Agency.

During the 2004-05 school year, almost 25 percent of TEEG teachers were male and nearly 78 percent held a bachelor's degree. An additional 20 percent held a master's degree, while less than one percent held a doctorate. Thirty-six percent of teachers in TEEG schools were Hispanic, 13 percent were black, and approximately two percent were Asian.

The average years of teaching experience among TEEG teachers was 11 years, and almost 18 percent were newly hired by their respective districts. Average total teacher pay, including base salary and supplements reported in PEIMS, was \$42,379.45 during the 2004-05 school year.

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 percent of teachers in TEEG schools were Hispanic – noticeably lower than the nearly 60 percent 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. A larger share of TEEG and GEEG schools had a higher %ED students, meaning that they were more likely located in urban settings or in southern regions of Texas where the teacher workforce had greater shares of minority teachers.

School Characteristics

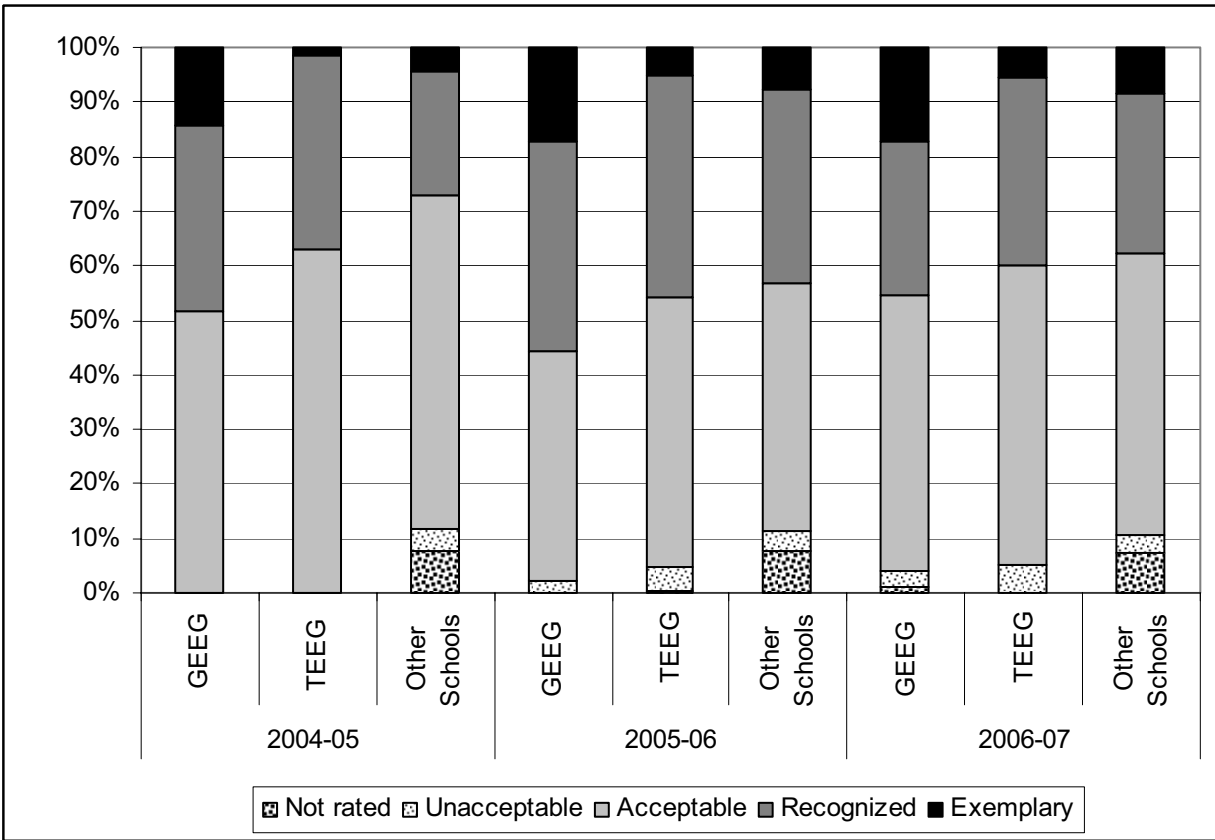
School accountability ratings

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 3.2 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.²¹ The sum of all the accountability ratings within each column totals 100 percent.

²¹ 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 3.2: GEEG, TEEG, 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), Texas Education Agency.

All of the schools participating in the TEEG program received an accountability rating of Acceptable or better for their performance in the 2004-05 school year, the academic year for which program eligibility was determined. Less than two percent of the Cycle 1 schools were deemed Exemplary while 63 percent were deemed Acceptable. In the 2005-06 school year, most TEEG schools continued to be Acceptable or better. The most common state accountability rating during the 2005-06 school year was Acceptable, earned by 49 percent of schools. In 2005-06, the share of TEEG schools rated as Recognized and Exemplary increased but so did the share of Academically Unacceptable schools. In the 2006-07 school year, the share of Acceptable and Academically Unacceptable schools increased slightly, while the percent of those rated as Recognized or Exemplary decreased to approximately 40 percent.

A similar pattern exists among schools participating in the GEEG program. All of these schools received an accountability rating of Acceptable or better for their performance during the 2004-05 school year. Fourteen of the 99 GEEG schools were deemed Exemplary. In the 2005-06 school year, most GEEG schools continued to be Acceptable or better. Two schools slipped into the Academically Unacceptable category, but the share of Recognized or Exemplary schools increased

to 56 percent. In the 2006-07 school year, most GEEG schools remained Acceptable or better. The share of Exemplary and Recognized schools dropped to approximately 46 percent.

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 an overview of TEEG program guidelines and the characteristics of TEEG Cycle 1 schools, teachers, and students. 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 4

Overview of the DATE Program

This chapter provides an overview of the District Awards for Teacher Excellence (DATE) program. It discusses state guidelines that inform DATE plan design and the distribution of grant awards to districts. The chapter also compares characteristics of DATE districts and other, non-participating districts and provides a preliminary overview of plan design features developed by DATE participants. It concludes with a discussion of forthcoming evaluation activities that will further examine implementation and impact of the DATE program.

Key Policy Questions

This chapter addresses the following questions.

- How are districts selected to participate in the DATE program?
- How are DATE grant awards distributed to participating districts and how are districts to use these funds?
- What process must districts use to develop and implement their DATE plan?
- What are the plan design features developed by participating DATE districts?
- How do DATE districts compare to other, non-participating districts in Texas across student, teacher, and district characteristics?
- What other evaluation initiatives will examine implementation and impact of the DATE program?

Key Policy Points

This chapter highlights and expands upon the following key policy points based upon a review of state guidelines that inform DATE program design and implementation.

- All public school districts in Texas are eligible to participate in the DATE program, but participation is voluntary.
- DATE grant amounts are determined by a district's student enrollment during the 2006-07 school year, and at least 60 percent of DATE funds must be used as bonus awards to high-performing classroom teachers.

- Participating districts must contribute a 15 percent match (cash or in-kind) based on the estimated amount of their grant award.
- Most DATE participants received grants of \$200,000 or less, use more than the required 60 percent of funds for teacher bonus awards, and include all district schools in their performance pay plans.
- DATE districts have more minority students and are less likely to have high accountability ratings compared to other, non-participating districts in Texas.
- Future evaluation initiatives will examine implementation of DATE plans in participating districts and the program's impact on the attitudes and behavior of school personnel, organizational dynamics within districts and schools, teacher turnover, and student achievement gains.

DATE Program Guidelines

The DATE program provides district-level grants for the design and implementation of district-wide performance pay plans. The program is state funded at \$147.5 million annually and began in the 2007-08 school year during which districts (i.e., those that had submitted a notice of intent to apply for a DATE grant) participated in technical assistance and plan design activities. The Texas Education Agency held over 70 stakeholder engagement sessions about program requirements and rules. The sessions included legislative staff, teachers, district and school staff, teacher associations, parents, as well as university and agency personnel. During the 2008-09 school year, the first year to implement district-wide performance pay plans, 203 districts are participating in the program. This section provides an overview of the program guidelines that inform local plan design and implementation.

DATE Participation Guidelines

All districts in Texas are eligible to participate in the DATE program and receive grant awards, including charter schools that operate independently of a public school district. In fact, DATE is the only current state-funded performance pay program for which participation is without selection criteria. The GEEG program, which concluded at the close of the 2007-08 school year, and the current TEEG program, are available only to schools with high %ED students and with records of high accountability ratings or meeting Comparable Improvement thresholds.

Participation in DATE is voluntary for districts and the design of performance pay plans, while guided by broad state guidelines, is delegated primarily to district-level planning committees. The Texas Education Agency requires each participating district to develop performance pay plans that are consistent with and motivated by the district's strategic improvement plan. Districts must also choose whether to use DATE funds to create a performance pay plan that includes either all schools within the district or targets the plan to mainly high-needs schools within the district; districts may also use DATE funds to implement elements of the Teacher Advancement Program (TAP).²²

If participating districts choose not to include all schools in their performance pay plan, districts must limit participation to schools that meet at least two of the following criteria.

- Rated Academically Unacceptable (2007 accountability ratings).
- Performed lower than the district average on TAKS (by subject, grade, and/or school level).
- Received Comparable Improvement ratings in the bottom quartile.
- Had above average dropout/non-completion rates relative to other schools in the district.
- Ranked in the bottom half in terms of gains on the Texas Growth Index.
- Ranked within the top quartile of schools enrolling high %ED students.
- Demonstrated other academic or non-academic indicators, such as experiencing high rates of teacher turnover and attrition or high percentages of students with free and reduced lunch.

²² See Chapter 1 for further details about TAP.

State guidelines for the DATE program identify two funding components that must be part of any district’s performance pay plan. Part 1 funds must account for at least 60 percent of a district’s total DATE grant and is earmarked for classroom teacher bonus awards. Part 2 funds must account for no more than 40 percent of a district’s total grant. Table 4.1 provides an overview of approved strategies for using each funding component.

Table 4.1: Approved Strategies for Using Part 1 and Part 2 DATE Funds

Part 1 Funds – Teacher Bonus Awards	Part 2 Funds – Other Activities
<p>At least 60 percent of the grant must be used to award classroom teachers who positively impact student academic improvement, growth and/or achievement.</p>	<p>Up to 40 percent of the grant can be used for as stipends and awards for (1) the recruitment and retention of teachers, (2) teachers assigned to critical shortage subject areas, (3) teachers in subject areas with high percentages of out-of-field assignments, (4) teachers certified and teaching in their main subject area, (5) teachers with post-graduate degrees in their teaching area, or (6) teachers serving as career, mentor, or master teachers.</p>
<p>Annual bonus award amounts for teachers must be equal to or greater than \$3,000 unless otherwise determined by the local school board. Minimum awards must be no less than \$1,000 per teacher.²³</p>	<p>Part 2 funds can also be used to implement activities such as (1) on-going applied professional growth, (2) increasing local data capabilities to support instruction and accountability, (3) awarding principals who increase student performance or other school employees who demonstrate excellence, or (4) for implementing elements of TAP.</p>
<p>Funds should be distributed based on criteria that are quantifiable, reliable, valid and objective. Criteria must be generally viewed as a measure of student excellence and quality.</p>	

Source: TEA DATE Technical Assistance document.

Annual grants for participating DATE districts are based upon the size of their student enrollment and range from \$4,395 to \$13,094,393, as of the start of the fall 2008 semester. Districts are required to provide a 15 percent match based upon their grant award amounts²⁴; matching contributions,

²³ If a teacher is listed as a Part 1 award recipient, he/she must at a minimum have an opportunity to earn \$1,000. This can be met with a combination of Part 1 and Part 2 funds.

²⁴ The estimate for a district’s matching requirement was made in October 2007 and the actual DATE grants for participating districts actually increased since the time of that first estimate due to other districts deciding not to participate (i.e., more dollars available for those that did participate). The matching requirement was maintained at the

estimated at the start of the fall 2008 semester, range from \$455 to \$1,355,546. The average grant award distributed to districts is \$704,560, yet the median grant award amount is \$100,286.²⁵

DATE Technical Assistance Requirements

Districts submitting a notice of intent to apply for the DATE program were required to participate in technical assistance activities during the 2007-08 school year. These activities were provided by the Institute for Public School Initiatives (IPSI) at the University of Texas in partnership with the Texas Education Agency.

The primary goal of technical assistance activities was to provide DATE participants with ongoing applied guidance in developing and implementing successful, research-based performance pay plans. Services also focused on assisting districts with developing their capacity for long-term maintenance of the performance pay plans.

Technical assistance during the 2007-08 school year included eight regional workshops for DATE participants and one make-up session in early 2008. Participant districts were required to attend at least one of the workshops, which addressed the following topics.

- Various ways to structure effective and meaningful performance pay plans.
- Research-based evidence on elements of an effective teacher performance pay plan.
- Assessment of data capacity and building information technology capacity.
- Calculation of student gains and value-added modeling.
- Stakeholder engagement and communications.
- Program implementation.
- Program sustainability.

Districts had to send a team of at least two, but no more than five, individuals to at least one of these workshops. Those attending on behalf of each district were to include multiple stakeholders, such as those listed below.

- Member(s) from their district planning committee
- Member(s) from the local school board
- Superintendent
- An instructional leader
- Teacher(s)
- Principal(s)
- Grant writer(s)
- Staff responsible for data or research

amount first estimated in October 2007, meaning that the typical match is actually more or less 12 percent of a district's DATE grant award.

²⁵ These calculations are based on the DATE participant list available on the Texas Education Agency website (http://www.tea.state.tx.us/ed_init/ceg/datex/award.html) as of 10-15-2008.

Participation in technical assistance was tracked through the workshop registration process. If a district failed to adhere to technical assistance requirements, the Texas Education Agency may suspend, in whole or in part, DATE grant funds, terminate the district's participation in the grant program, or impose other sanctions as determined by the agency.

The Texas Education Agency provides additional services to participating districts including a call/email center, a website dedicated to DATE which includes plan design modules, and one-on-one consultations with districts.

DATE Plan Design Features

Evaluators examined broad plan design features described in the 134 DATE applications submitted and approved by the Texas Education Agency as of mid-October 2008. The taxonomy used to conduct this preliminary review identifies the following design features.

- Total DATE grant amount received by the district
- Share of total grant dedicated to Part 1 and Part 2 funds
- Type of plan developed by districts

Evaluators will conduct a more thorough review of the plan design features proposed by all DATE participants upon receipt of the final, approved applications from the Texas Education Agency. That detailed examination will identify the specific strategies proposed by districts for rewarding teachers based on performance, the proposed bonus award amounts and distribution models for bonus award recipients, and other pertinent design features.

The DATE grants distributed to the 134 participants range from a minimum of \$6,650 to a maximum of \$6,163,021. The average grant amount is \$554,571.99. Table 4.2 further describes the distribution of DATE grants among these 134 districts. Approximately two-thirds (66.4%) received DATE grants less than \$200,000. The grant amount for most of those participants is less than \$50,000. Nineteen (14%) DATE participants received grants amounting to more than \$1 million.

Table 4.2: Distribution of Grants to DATE Participants

DATE Grant Amount	Percent (#) of DATE Participants
Less than \$50,000	35.8% (48)
\$50,000 to < \$200,000	30.6% (41)
\$200,000 to < \$500,000	11.2% (15)
\$500,000 to < \$1,000,000	8.2% (11)
\$1,000,000 to < \$2,000,000	5.2% (7)
\$2,000,000 to < \$3,000,000	3.7% (5)
\$3,000,000 to < \$4,000,000	2.2% (3)
\$4,000,000 to < \$5,000,000	0.0% (0)
\$5,000,000 or more	3.0% (4)

N=134

Source: Authors' calculations based on 134 DATE applications

Most DATE participants proposed using more than 60 percent of their total grant for Part 1 purposes (i.e., bonus awards for classroom teachers). The Texas Education Agency requires DATE participants to dedicate no less than 60 percent of their grant to Part 1 and no more than 40 percent for Part 2. Forty (29.9%) participants proposed that exact split between Part 1 and Part 2 funding components. The remaining applications indicate participants' intentions to use a greater share of their grant to reward classroom teachers, as seen in Table 4.3. Among the 134 DATE applications, funds dedicated to Part 1 range from \$6,000 to \$3,910,500, with an average of \$370,752 for bonuses to classroom teachers.

Table 4.3: Share of DATE Grant Dedicated to Part 1 Funds

% Grant for Part 1	Percent (#) of DATE Participants
60% of total grant	29.9% (40)
>60% to < 75%	31.3% (42)
75% to < 100%	21.6% (29)
100% of total grant	17.2% (23)

N=134

Source: Authors' calculations based on 134 DATE applications

The 23 participants planning to expend all DATE funds on Part 1 are unique. All received total grant awards less than \$200,000 with an average DATE award of \$40,675.83; noticeably lower than

the average among all 134 participants. Additionally, the types of plans proposed by these 23 participants are distinct from the entire sample of 134 applications.

DATE participants have three alternatives when implementing their performance pay plans. As described earlier, they can implement a plan district-wide which would allow all schools to be involved in the performance pay initiative. Alternatively, they can select specific schools to participate in the performance pay plan. Thirdly, they can use DATE funds to implement components of TAP.

Among the 134 applications, evaluators identified 75 (56%) participants proposing district-wide performance pay plans and 49 (36.6%) restricting involvement to select schools. Few districts (10 or 7.5%) indicate the use of funds to implement TAP. Among the 23 participants using 100 percent of DATE funds for Part 1 bonus awards, the vast majority (87%) intend to implement district-wide plans; a much greater share than among the entire sample of DATE applications. On average, districts using all funds for Part 1 purposes were more likely to have received smaller DATE grants and more likely to use those funds to provide bonus awards in all district schools.

DATE District Characteristics

This section provides an overview of characteristics of districts participating in the DATE program compared to non-participant districts in the school year preceding the DATE planning and technical assistance period. Specifically, this section discusses student characteristics, academic performance, and teacher characteristics from the 2006-07 school year.

Student Characteristics

Table 4.4 lists the student characteristics in DATE districts compared to non-DATE districts during the 2006-07 school year. It specifies the average number of students per district, the distribution of students within districts by race/ethnicity, the %ED students within a district, and the percent of Limited English Proficient (LEP) students. Overall, DATE districts had noticeably larger student enrollments, and served more minority, economically disadvantaged, and LEP students.

**Table 4.4: Student Characteristics for DATE and Non-DATE Districts,
2006-07 School year**

Student Characteristics	DATE Districts	Non-DATE Districts
Average number of students per district	10,705	2,318
Average % African American	15.4%	11.1%
Average % Hispanic	46.6%	32.2%
Average % White	36.5%	55.4%
Average % economically disadvantaged	64.4%	53.9%
Average % LEP	12.4%	7.2%

DATE districts N=209 (based on participant information as of October 2008); Non-DATE districts N=1,014
Source: TEA Snapshot School District Profile 2006-07

Academic Performance

Evaluators examined records of academic performance in DATE and non-DATE districts during the 2006-07 school year. Table 4.5 provides an overview of accountability ratings assigned to schools in DATE and non-DATE districts. Although non-DATE districts had a higher share of schools rated Exemplary or Recognized, the percent of Academically Unacceptable schools was slightly higher in those districts, as well. In both district groups, the majority of schools were rated as Academically Acceptable.

**Table 4.5: Accountability Ratings for DATE and Non-DATE Districts,
2006-07 School Year**

Accountability Rating	DATE Districts	Non-DATE Districts
% Exemplary	0.5%	2.5%
% Recognized	12.1%	18.7%
% Academically Acceptable	84.5%	73.3%
% Academically Unacceptable	2.4%	4.9%

DATE districts N=209 (based on participant information as of October 2008); Non-DATE districts N=1,014
Source: TEA Snapshot School District Profile 2006-07

Table 4.6 lists the TAKS results for students in DATE and non-DATE districts, disaggregated by subject area, students' race/ethnicity, and by economically disadvantaged status. The passing rates for students on all TAKS tests in the 2006-07 school year was similar between DATE and non-DATE districts. Similarity in passing rates between DATE and non-DATE districts exists in all subject areas, and for student results disaggregated by race/ethnicity and socioeconomic status.

**Table 4.6: TAKS Results for DATE and Non-DATE Districts,
2006-07 School Year**

TAKS Passing Rates	DATE Districts	Non-DATE Districts
TAKS - % passing all tests	66.3%	67.8%
TAKS - % passing Reading/English Language Arts	87.4%	88.2%
TAKS - % passing Writing	90.4%	90.0%
TAKS - % passing Mathematics	74.5%	75.2%
TAKS - % passing Science	68.1%	69.5%
TAKS - % passing Social Studies	87.3%	87.6%
TAKS - % passing African American	57.2%	54.7%
TAKS - % passing Hispanic	61.4%	60.9%
TAKS - % passing White	77.0%	76.0%
TAKS - % passing economically disadvantaged	60.6%	61.3%

DATE districts N=209 (based on participant information as of October 2008); Non-DATE districts N=1,014
Source: TEA Snapshot School District Profile 2006-07

Teacher Characteristics

Table 4.7 compares classroom teachers in DATE and non-DATE districts along several characteristics, including annual salary, years of experience, level of education, and race/ethnicity. It also presents the rates of teacher turnover in DATE versus non-DATE districts. The average salary was \$1,000 higher in DATE districts compared to non-DATE districts. Teachers in both DATE and non-DATE districts had relatively similar average years of experience. However, a higher percentage of teachers in DATE districts had five or fewer years of total experience, yet more held advanced degrees than teachers in non-DATE districts. There was a noticeably higher percentage of minority teachers in DATE districts, especially Hispanic teachers, compared to their counterparts in non-DATE districts. Finally, rates of teacher turnover were similar in both district groups.

Table 4.7: Teacher Characteristics for DATE and Non-DATE Districts, 2006-07 School Year

Teacher Characteristics	DATE Districts	Non-DATE Districts
Average salary	\$41,215	\$40,233
Average years of experience	10.9	11.4
% of teachers with five or fewer years of experience	40.3%	36.5%
% of teachers with advanced degrees	17.4%	15.9%
% African American teachers	10.3%	6.9%
% Hispanic teachers	21.3%	10.3%
% White teachers	67.0%	81.6%
Teacher turnover rate	21.0%	21.3%

DATE districts N=209 (based on participant information as of October 2008); Non-DATE districts N=1,014
Source: TEA Snapshot School District Profile 2006-07

DATE Evaluation Plans

This chapter provided a preliminary overview of the policy background, program guidelines, participant characteristics, and broad design features of DATE plans developed by districts. Future evaluation initiatives will further examine the implementation and impact of the DATE program and involve five major objectives: (1) a more thorough review of the design of DATE plans and their implementation experience; (2) an exploration of the reasons why districts did or did not volunteer to participate in the program; (3) an examination of DATE bonus award distribution to teachers and other school personnel; (4) an analysis of DATE's impact on the attitudes and behavior of school

personnel, organizational dynamics within districts and schools, teacher turnover, and student achievement gains; and (5) an examination of district characteristics, school characteristics, and DATE plan features associated with positive DATE program outcomes.

An analysis of DATE plan design and implementation will include two data collection activities. The first will be a review of grantee applications submitted to the Texas Education Agency using a coding system to identify key features of each plan design. Evaluators will identify whether the district is including all schools, only high-needs schools, or a combination of high-needs and non-high needs schools in their plan, and if they intend to implement elements of TAP. They will also examine the amounts of minimum and maximum bonus awards proposed for teachers and the performance criteria that will determine teachers' eligibility for a bonus award. Evaluators will also administer a district-level survey each fall semester. The survey will address issues such as why districts decided to participate or not in the DATE program, as well as the technical assistance and plan implementation experiences for participating districts.

Upon the distribution of DATE bonus awards, the first of which will occur in October 2009, evaluators will collect and examine the nature of actual award distribution to teachers and other school personnel in DATE districts. Evaluators will identify the minimum and maximum actual award amounts, the range of awards, as well as the degree of inequality in award distribution to teachers. This evaluation component will also include an analysis of district, school, and teacher characteristics that might influence the nature of bonus award distribution.

The impact of the DATE program will be assessed along three dimensions. The first will be a study of the program's impact on the attitudes and behavior of school personnel, as well as the organizational dynamics within districts and schools. Evaluators will use a two-pronged survey approach to capture this information, by administering a fall semester and spring semester survey in schools participating in the DATE program and in a sample of non-participating schools. Evaluators will also examine the impact of DATE participation on rates of teacher turnover, and how district, school, teacher and DATE plan characteristics influence those outcomes. Finally, evaluators will examine the program's impact on student achievement outcomes using performance on the TAKS as an indicator of student achievement effects. Again, this examination will consider the influence of district, school, and DATE plan characteristics on outcomes for student achievement gains.

The ultimate goal of this evaluation is to better understand why outcomes occur in districts and schools participating in DATE. Specifically, evaluators will provide a comprehensive review of the district, school, teacher, and DATE plan characteristics that influence outcomes for the attitudes and behavior of school personnel, organizational dynamics, teacher turnover, and student achievement.

Chapter Summary

This chapter provides a preliminary overview of the DATE program operating as of the 2008-09 school year. The program is state-funded and provides grants to districts for the design and implementation of performance pay plans. All districts are eligible to participate in the DATE program, but participation is voluntary. DATE grant awards for districts are determined by student enrollment during the 2006-07 school year, and at least 60 percent of DATE funds must be

allocated as bonus awards to high-performing classroom teachers. Additionally, participating districts must contribute a 15 percent match (cash or in-kind) based on the estimated amount of their grant award.

To date, most DATE participants received grants of \$200,000 or less, plan to use more than the required 60 percent of funds for Part 1 bonus awards, and intend to implement performance pay plans in all district schools (as opposed to limiting participation to select schools or implementing TAP). DATE districts also had more minority students and were less likely to have high accountability ratings compared to other, non-participating districts in Texas during the 2006-07 school year.

Future evaluation initiatives will examine the implementation of the DATE program in participating districts, along with the program's impact on the attitudes and behavior of school personnel, organizational dynamics within districts and schools, teacher turnover, and student achievement gains.

CHAPTER 5

Overview of the TEEG Selection Process

This chapter reviews the selection criteria used to identify eligible TEEG schools on an annual basis. It begins with an overview of the TEEG selection process and its objectives. The chapter then discusses selection criteria that contribute to the high degree of turnover in the pool of schools eligible for TEEG funding during the first three cycles of the program.

Key Policy Questions

This chapter addresses the following questions.

- Why is it important to examine the volatility of TEEG eligibility from year to year?
- How do TEEG guidelines for school selection contribute to eligibility volatility over time?
- What is the likelihood that schools eligible for TEEG in one cycle maintain their eligibility in future cycles of the program?

Key Policy Points

This chapter highlights and expands upon the following key policy points based on an examination of schools' eligibility for the TEEG program over time.

- The volatility of TEEG program eligibility over time has implications for how evaluators can study the impact of the TEEG program.
- Several factors contribute to eligibility volatility in the TEEG program, including the %ED 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.
- Turnover of TEEG-eligible schools is high from one program cycle to the next. Just over 40 percent of the TEEG Cycle 2 eligible schools retain their eligibility for Cycle 3.
- The instability of Comparable Improvement rankings and budgetary constraints have a large impact on TEEG eligibility volatility. Shifts in %ED status and changes in accountability ratings also contribute to the volatility.

Overview of TEEG Selection Criteria

A critical element in any public program design is setting the criteria for program participation. The eligibility rules will influence the characteristics of the program participants from both a descriptive and a statistical perspective. The incentive properties of a program are tied to the rules that govern program participation, while the statistical properties of program participants are impacted by participation rules and decisions made in program design. Additionally, both the expected impact of a program and assessment of the program's impact are significantly impacted by the program design and, in particular, the method of selecting eligible participants.

This chapter provides an overview of the school selection criteria used to identify eligible TEEG school participants during the first three cycles of the program (i.e., 2006-07, 2007-08, and 2008-09 school years). It builds upon findings presented in the first year evaluation report on the TEEG program, which focused on school selection patterns during the first two cycles of TEEG.

Guidelines for Determining TEEG School Qualification

The TEEG program can be thought of as a two-stage tournament. In the first stage, schools participate in a state-level tournament to earn the opportunity (and the funding) to operate a second stage, school-level performance pay tournament. The Texas Education Agency sets the rules and identifies the winners of the first stage tournament; what evaluators term the state qualifying tournament. Winners in the first stage are then eligible to design and implement school tournaments. The design of school tournaments differs across schools, which will be evident in Chapter 7, as schools are given flexibility to design their own performance pay plans within broad guidelines imposed by the Texas Education Agency.

The Texas Education Agency established a two-tiered system for the first-stage tournament which determines school qualification for TEEG participation. The first-tier filter intends to limit participation to lower income schools, while the second-tier filter limits participation to higher performing schools. The second-tier performance criteria include an achievement levels-based measure (i.e., school accountability rating) and a gains-type measure (i.e., Comparable Improvement). Schools with regular instruction programs (i.e., not alternative education schools) must meet the following conditions to qualify for TEEG.

- The school must fall within the top-half of schools by %ED students within grade type (i.e., elementary, middle, high, and all-grade configurations).
AND
- The school must be rated Exemplary or Recognized (i.e., high performing).
OR
- If the school is rated Academically Acceptable, it must fall in the top quartile (Q1) of Comparable Improvement in either Math or Reading when compared to its set of 40 TEA-selected comparison schools (i.e., improving).

These criteria are applied to regular instruction schools and are applied separately to four groups of schools based on the grade levels they serve (i.e., elementary schools, middle schools, high schools, and all-grade campuses).

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

Guidelines for Determining TEEG School Eligibility

These qualification criteria represent the necessary conditions that a school must 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 is more complex. Not all schools that satisfy the %ED and performance criteria become eligible and funded under the TEEG program. The actual grant distribution process is constrained by the budget allocation and by representation objectives.

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

Eligibility for the TEEG program is reevaluated every school year. Selection for Cycle 1, implemented in the 2006-07 school year, was based on qualification criteria from the 2004-05 school year. Selection for Cycle 2 and Cycle 3, implemented in the 2007-08 and 2008-09 school years, was determined by qualification criteria from the 2005-06 and 2006-07 school years, respectively.

Description of TEEG Eligibility Volatility

This section revisits the fundamental questions pertaining to school eligibility in the TEEG program during the first three cycles of its operation; specifically, (1) how many schools have been eligible for the TEEG program for multiple, consecutive years, (2) how many have been in and out of program eligibility consideration, and (3) how many have never been eligible for the program? The remainder of this chapter builds on findings presented in the first year report, which discussed the volatility of TEEG eligibility. As the evaluation of the TEEG program moves forward, understanding these patterns across schools will better inform our analysis of the program's impact.

Table 5.1 characterizes the turnover among the 1,736 schools that were eligible in either Cycle 2 or Cycle 3 of the TEEG program.²⁶ This includes the 1,132 schools that were eligible in Cycle 2 and the 1,047 schools that were eligible in Cycle 3.²⁷

²⁶ Evaluators use “eligible” in reference to schools selected for TEEG grants. “Qualified” refers to schools that meet the %ED students and performance criteria but are not all necessarily eligible for a TEEG grant. Note that “participating” schools are a subset of “eligible” schools, as some eligible schools choose not to participate.

²⁷ At the time of this analysis, evaluators had access to a Cycle 3 eligibility list with 1,047 schools. Future analyses of selection volatility will use updated files which will allow evaluators to use the full list of eligible Cycle 3 schools (n=1,067).

Table 5.1: Number of Eligible Schools in Either Cycle 2 or Cycle 3

Eligible Cycle 2	Eligible Cycle 3		Row Total
	Yes	No	
Yes	462	670	1,132
No	585	---	585
Column Total	1,047	670	1,736

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

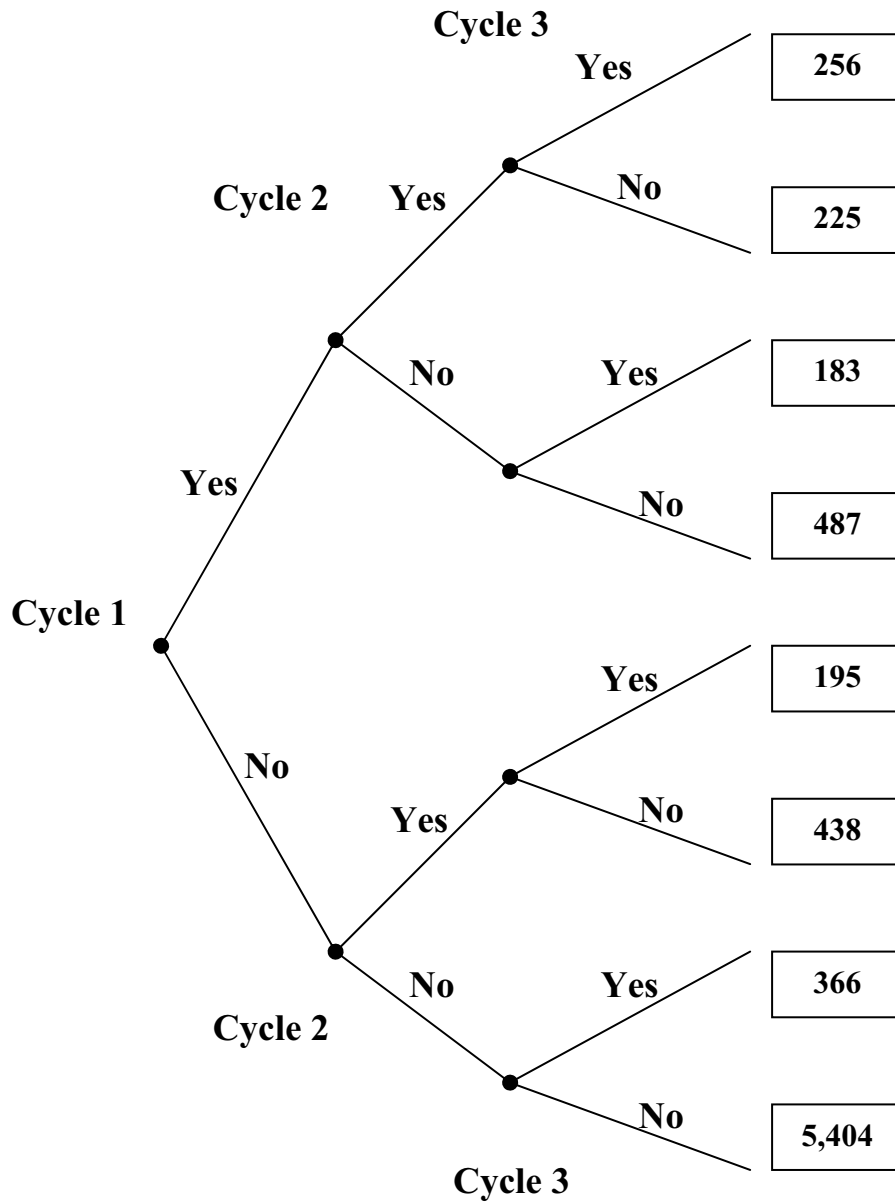
Table 5.1 reveals that 462 schools were eligible in both Cycle 2 and Cycle 3; only 27 percent of the 1,736 schools that were eligible in either of these two cycles. Of the 1,132 schools that were eligible in Cycle 2, only 462 (40.8%) were also eligible in Cycle 3. Of the Cycle 2 schools, 670 (59.2%) were not eligible in Cycle 3. Consequently, of the 1,047 schools eligible for Cycle 3, only 462 (44.1%) were also in Cycle 2. The remaining 585 (55.9%) schools eligible in Cycle 3 were not in Cycle 2. These turnover patterns resemble those identified among schools eligible for either Cycle 1 or Cycle 2 of the TEEG program.²⁸ Turnover rates have not diminished over time.

Further analysis of eligibility turnover examines the patterns throughout all three cycles of the TEEG program (i.e., Cycle 1, Cycle 2, and Cycle 3). Figure 5.1 provides an illustration of the in-out transitions of the 7,554 Texas public schools that operated during that three year period (i.e., 2006-07, 2007-08, and 2008-09 school years). Of these schools, 2,150 (29%) were eligible in at least one of the three TEEG cycles.

- About 5,400 schools (5,404) were not eligible in any of the first three cycles of TEEG.
- Of the 2,150 schools that were ever eligible, slightly less than 12 percent (256 schools) were eligible in all three cycles.
- There were 603 schools eligible in two of the three TEEG cycles. These schools were evenly divided across possible patterns: 225 were eligible in Cycles 1 and 2, 183 were eligible in Cycles 1 and 3, while 195 were eligible in Cycles 2 and 3.
- Only 1,291 schools were eligible in just one of the three cycles, including: 487 schools eligible only in Cycle 1, 438 schools eligible only in Cycle 2, and 366 schools eligible only in Cycle 3.

²⁸ Refer to Table 4.1 in Chapter 4 of the *Texas Educator Excellence Grant (TEEG) Program: Year One Evaluation Report* (February 2008) to view turnover patterns in the movement of schools in and out of Cycle 1 and Cycle 2 of the TEEG program. See http://www.tea.state.tx.us/opge/progeval/TeacherIncentive/TEEG_020808.pdf.

Figure 5.1: 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.

TEEG years.

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

There are (at least) four underlying sources contributing to the volatility in schools eligible during the first three cycles of the TEEG program. The first three sources correspond to the three filters used to select qualified schools: %ED students, accountability rating, and Comparable Improvement. The fourth stems from the constraints that limit which qualified schools become eligible to receive a TEEG grant.

Economically Disadvantaged Student Population

The distribution of schools by %ED students is not static between school years. Appendix B shows the movement over time between %ED thresholds for regular instruction schools, by grade type.²⁹

Elementary schools: %ED qualification status

Figure 1 of Appendix B illustrates the movement of elementary schools between the above-and below-median %ED threshold. That is, it provides a graphical depiction of the transition of elementary school in and out of TEEG qualification based on their %ED students. Schools with above median %ED students are qualified; those below the median cut-off are not. The analysis period covers the three school years that determine schools' eligibility in each of the first three cycles of TEEG. The %ED students in 2004-05 qualified schools for Cycle 1, while 2005-06 %ED students determined Cycle 2 qualification, and 2006-07 %ED students qualified schools for Cycle 3.

There were 4,002 elementary schools that operated during the three-year analysis period and they are included in the construction of Figure 1. Of these elementary schools, almost seven percent experienced at least one change in %ED qualification status. In the 2004-05 school year, 1,973 elementary schools were above the %ED median and 2,029 were below it.

- For the 2,029 schools below %ED median in the 2004-05 school year, 1,875 (92.4%) remained unqualified for TEEG in both subsequent school years.
- Of the 2,029 schools below the %ED median in the 2004-05 school year, 92 (4.5%) became qualified for TEEG in the following school year, and 62 (3.1%) more became qualified in the 2006-07 school year.
- Of the 92 schools that were below %ED median in the 2004-05 school year but became qualified in the following year, 28 reverted back to a below %ED median in the 2006-07 school year.
- Of the 1,973 schools above the %ED median in the 2004-05 school year, 62 (3.1%) fell below the median threshold in the 2005-06 school year; 26 of these schools again met the above %ED median in the 2006-07 school year.

²⁹ Note that the numbers of schools above and below are not exactly equal. We used STATA, which is a standard statistical package for data analysis, to identify the median campuses. The difference in numbers is there not only because of the way STATA treats ties (note that this may not correspond to how TEA treated ties), but also because some schools are excluded. When computing the transition trees, only schools that remain in operation and keep the same grade type for all three years are included.

From the 2004-05 school year to the 2006-07 school year, the status of elementary schools either below or above the %ED median cut-off remained relatively persistent. However, there are changes in TEEG qualification status over time. A similar story holds when examining the %ED qualification status of middle schools, high schools, and all-grade schools over the same three school years (i.e., 2004-05, 2005-06, and 2006-07 school years).

Middle schools: %ED qualification status

The movement of middle schools above and below the %ED median is illustrated in Figure 2 of Appendix B. There were 1,427 middle schools in operation during the three-year analysis period. Of these middle schools, 145 (10.2%) changed TEEG %ED qualification status at least once during the three school years. Of the 707 schools above the %ED median in the 2004-05 school year, 632 (89.4%) remained %ED qualified for TEEG in the following two school years. Similarly, of the 720 schools below the %ED median in the first school year, 650 (90.3%) stayed unqualified for TEEG in the 2005-06 and 2006-07 school years.

- Of the 707 middle schools above the %ED median in the first school year, 44 (6.7%) became %ED unqualified for TEEG in the 2005-06 school year. In the 2006-07 school year, 31 (4.4%) more schools dropped below the %ED median.
- Of the 44 schools above %ED median in the first year, but below it in the 2005-06 school year, 15 (34.1%) regained %ED qualification status in the final school year.
- Of the 720 middle schools below the %ED median in the 2004-05 school year, 36 (5%) became %ED qualified in the following school year. In the 2006-07 school year, 34 (4.7%) more schools rose above the %ED median threshold.
- Of the 36 schools that were %ED unqualified in the 2004-05 school year, but rose above the %ED median in the subsequent school year, 13 (36.1%) reverted to a %ED unqualified status in the 2006-07 school year.

High schools: %ED qualification status

The movement of high schools above and below the %ED median is shown in Figure 3 of Appendix B. There were 1,217 high schools in operation during the three-year analysis period. Of these high schools, 157 (12.9%) changed TEEG %ED qualification status at least once in during the three school years. Of the 588 schools above the %ED median in the 2004-05 school year, 521 (88.6%) remained %ED qualified in both of the subsequent school years. Similarly, of the 629 schools below the %ED median in the first school year, 539 (85.7%) stayed below the %ED median in the 2005-06 and 2006-07 school years.

- Of the 588 high schools above the %ED median in the first school year, 44 (7.5%) became %ED unqualified for TEEG in the 2005-06 school year. In the 2006-07 school year, 23 (3.9%) more schools dropped below the %ED median.
- Of the 44 schools above the %ED median in the first year, but below in the 2005-06 school year, 13 (3.0%) regained %ED qualification status in the final school year.
- Of the 629 high schools below the %ED median in the 2004-05 school year, 52 (8.3%) became %ED qualified in the following school year. In the 2006-07 school year, 38 (6.0%) more rose above the %ED median threshold.

- Of the 52 schools that were %ED unqualified in the 2004-05 school year, but rose above the %ED median in the subsequent school year, 21 (40.4%) reverted to a %ED unqualified status in the 2006-07 school year.

All-grade schools: %ED qualification status

The movement of all-grade schools above and below the %ED median is illustrated in Figure 4 of Appendix B. There were 278 all-grade schools in operation during the three-year analysis period. Of these all-grade schools, 55 (19.8%) changed %ED qualification status at least once during the three school years. Of the 138 schools above the %ED median in the 2004-05 school year, 111 (80.4%) remained %ED qualified in both subsequent school years. Similarly, of the 140 schools below the %ED median in the first school year, 112 (80%) stayed below the %ED median in both the 2005-06 and 2006-07 school years.

- Of the 138 schools above the %ED median in the 2004-05 school year, 14 (10.1%) became %ED unqualified for TEEG in the following school year. In the 2006-07 school year, 13 (9.4%) more schools dropped below the %ED median
- Of the 14 schools above the %ED median in the first year, but below in the 2005-06 school year, five (35.7%) regained %ED qualification status in the final year.
- Of the 140 schools that were %ED unqualified in the 2004-05 school year, 19 (13.6%) became %ED qualified in the following school year. In the 2006-07 school year, nine (6.4%) more rose above the %ED median threshold.
- Of the 19 that were %ED unqualified in the 2004-05 school year, but rose above the %ED median in the subsequent school year, seven (36.9%) reverted to a %ED unqualified status in the 2006-07 school year.

Overall, Appendix B reveals that there is a relatively small, but not insignificant, movement of schools in and out of %ED qualification for TEEG. Almost seven percent of elementary schools moved across the %ED median threshold, as did 10 percent of middle schools, 13 percent of high schools and 20 percent of all-grade schools.

Accountability Ratings

Changes in the accountability ratings of schools also contribute to volatility in TEEG school selection, as they provide another filter for TEEG school selection. Table 5.2 provides a summary of the pattern of Accountability Report Ratings for regular instruction schools that met the %ED qualification across a three-year period (i.e., the 2004-05, 2005-06, and 2006-07 school years).³⁰ The table reports on change in accountability ratings for the 2005-06 and 2006-07 school years for each rating assigned to schools for the 2004-05 school year.

For example, in the top-left cell of Table 5.2, 18 schools were rated Exemplary for the 2004-05 school year. Those 18 schools were also rated Exemplary for the 2005-06 and 2006-07 school years.

³⁰ Because the %ED qualification must be satisfied first, evaluators did not analyze variability in the accountability rating for schools ineligible for TEEG because they did not meet that first filter.

Four of the schools rated Exemplary for the 2004-05 school year were rated Exemplary for the 2005-06 school year and Recognized for the 2006-07 school year.

Table 5.2: School Accountability Rating Transitions, 2004-05, 2005-06, and 2006-07

2005-06/2006-07 Ratings	2004-05 Rating			
	Exemplary	Recognized	Acceptable	Unacceptable
Exemplary/ Exemplary	18	20	5	0
Exemplary/ Recognized	4	18	5	1
Exemplary/ Acceptable	0	3	1	0
Exemplary/ Unacceptable	0	1	0	0
Recognized/ Exemplary	1	32	14	0
Recognized/ Recognized	3	221	248	5
Recognized/ Acceptable	1	92	315	5
Recognized/ Unacceptable	0	0	5	0
Acceptable/ Exemplary	0	0	1	0
Acceptable/ Recognized	0	45	211	8
Acceptable/ Acceptable	0	54	1,177	79
Acceptable/ Unacceptable	0	1	95	27
Unacceptable/ Exemplary	0	0	0	0
Unacceptable/ Recognized	0	0	5	2
Unacceptable/ Acceptable	0	1	121	21
Unacceptable/ Unacceptable	0	0	32	14
Total	27	488	2,235	162

Note: Evaluators excluded 295 schools with a rating of “non-rated” in any of the three years. Evaluators included 83 schools above the median %ED that changed grade type during the three-year period.

Source: Academic Excellence Indicator System and authors’ calculations. N= 2,912.

Overall, 317 (10.9%) schools met the accountability rating qualification for TEEG (i.e., rated as Exemplary or Recognized) for all three school years. That is, they were qualified for Cycles 1, 2, and 3 based on both %ED status and their accountability rating for the 2004-05, 2005-06, and 2006-07 school years. The Recognized/Acceptable rating status is particularly fluid. Of the 488 schools rated

as Recognized for the 2004-05 school year, 196 (over 40%) fell to a rating of Acceptable for at least one of the following two school years. Of the 2,235 Acceptable schools in the first school year, more than a third (35.9%) rose to a Recognized rating at least once for the 2005-06 and 2006-07 school years. The growth in Recognized schools over time means that many otherwise qualified TEEG schools do not find themselves eligible for a TEEG grant due to program budget constraints.

- A total of 27 schools received a rating of Exemplary for the 2004-05 school year. Of these, 18 (66.7%) were also Exemplary for the two subsequent school years. Others fell to Recognized for either the 2005-06 or 2006-07 school years, or for both. Only one of these 27 schools received a rating of Acceptable during the latter two school years.
- There were 488 schools rated Recognized for the 2004-05 school year. Of those, 221 (45.3%) were Recognized for both the 2005-06 and 2006-07 school years. Seventy-four (15.2%) improved to Exemplary for at least one of the two subsequent school years, while 196 (40.2%) received a rating of Acceptable in at least one of those two school years.
- Over 2,000 schools (2,235) were rated Acceptable for their performance in the 2004-05 school years. Of these, 1,177 (52.7%) maintained the Acceptable rating for the following two school years. An additional 26 (1.2%) received at least one Exemplary rating for the 2005-06 and 2006-07 school years, while 803 (35.9%) received at least one Recognized rating during that time. As many as 258 (11.5%) schools received at least one Unacceptable rating.
- There were 162 schools with an Unacceptable rating for the 2004-05 school year. Of these, 14 (8.6%) were rated Unacceptable for the subsequent school years, as well. One school earned an Exemplary rating for the 2005-06 school year, while 21 (13.0%) received a rating of Recognized and 140 (86.4%) received a rating of Acceptable at least once for the final two school years.

Comparable Improvement

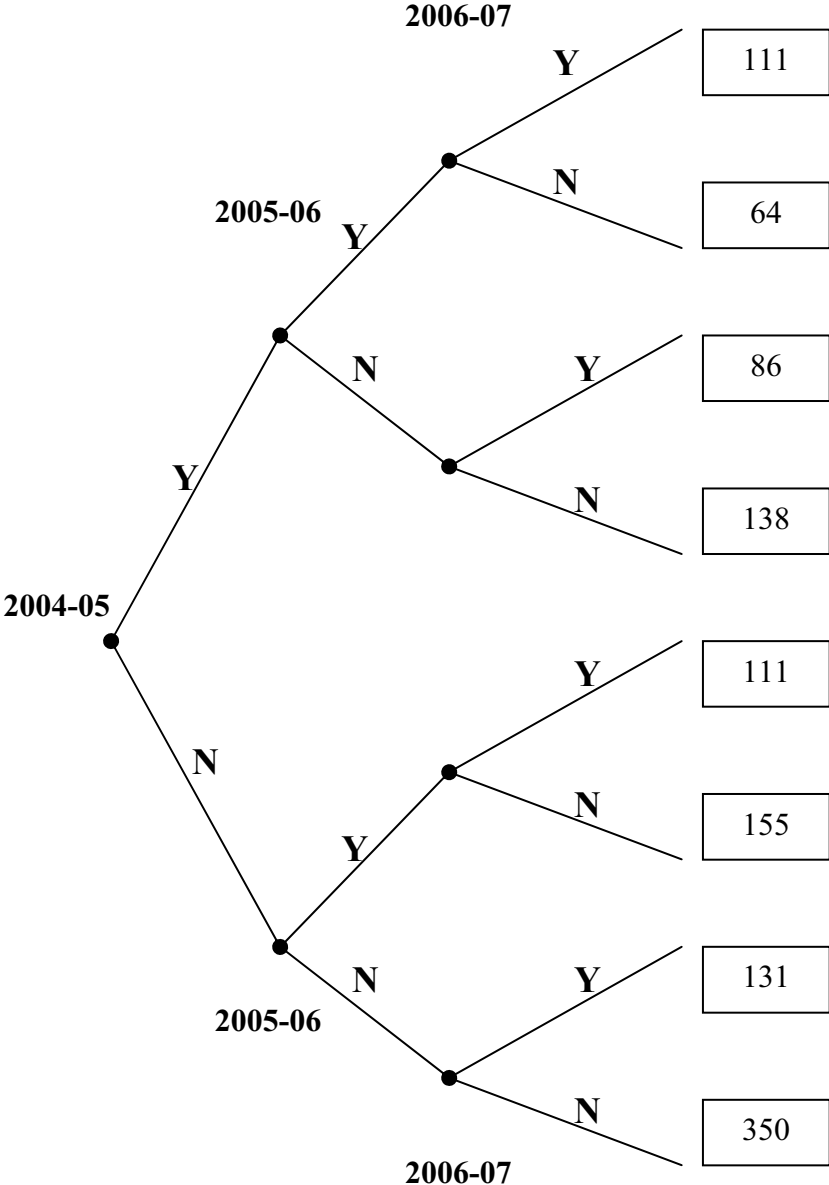
The third filter for TEEG qualification is Comparable Improvement, which is based on school performance gains measured by the Texas Growth Index (TGI), derived from TAKS scores in math and reading. School performance gains are compared to a set of 40 comparator schools.³¹ Growth in student scores is compared to expected growth for which schools are assigned a quartile rank separately for performance in math and reading. If a school has a TGI value in the first quartile (ranked 1st through 10th among 40 comparator schools) for either math or reading, the school is qualified for TEEG.

To illustrate the volatility in TEEG selection introduced by the Comparable Improvement qualification filter, evaluators examine the 1,146 schools that met the %ED qualification and were rated Academically Acceptable, but could still become TEEG qualified if they attained a first quartile

³¹ Comparator schools are determined by a set of characteristics, which include the percent of students African American, Hispanic, White, economically disadvantaged, Limited English Proficient, and mobile students.

(Q1) ranking in either math or reading. Figure 5.2 reports whether or not these 1,146 schools attained a Q1 ranking for their performance during the 2004-05, 2005-06, and 2006-07 school years.

Figure 5.2: Changes in Q1 Ranking for %ED Qualified Schools Rated Acceptable, 2004-05, 2005-06, and 2006-07 School Years



N=1,146 (instead of 1,177 because not all schools have a Comparable Improvement Report)
 (Y: Yes, received Q1 ranking in either math or reading; N: No, did not receive Q1 ranking in math or reading)

Of the 1,146 schools used to construct Figure 5.2, 747 (65.2%) schools did not earn a Q1 ranking for the 2004-05 school year, while 399 (34.8%) schools did. Of the 399 schools meeting Q1, only 175 (43.9%) also satisfied the Q1 ranking for the 2005-06 school year. Of the remaining 224 schools that earned a Q1 ranking for the 2004-05 school year, but not in the following school year, 86 (38.4%) regained the Q1 ranking for the 2006-07 school year. For the 2006-07 school year, an additional 64 (16%) of those 399 schools dropped below a Q1 ranking.

Overall, 111 (27.8%) of the original 399 Q1 schools satisfied the Q1 ranking for all three school years. Of the 747 schools not meeting the Q1 ranking in the first year, 350 (46.9%) remained below the Q1 ranking for both the 2005-06 and 2006-07 school years.

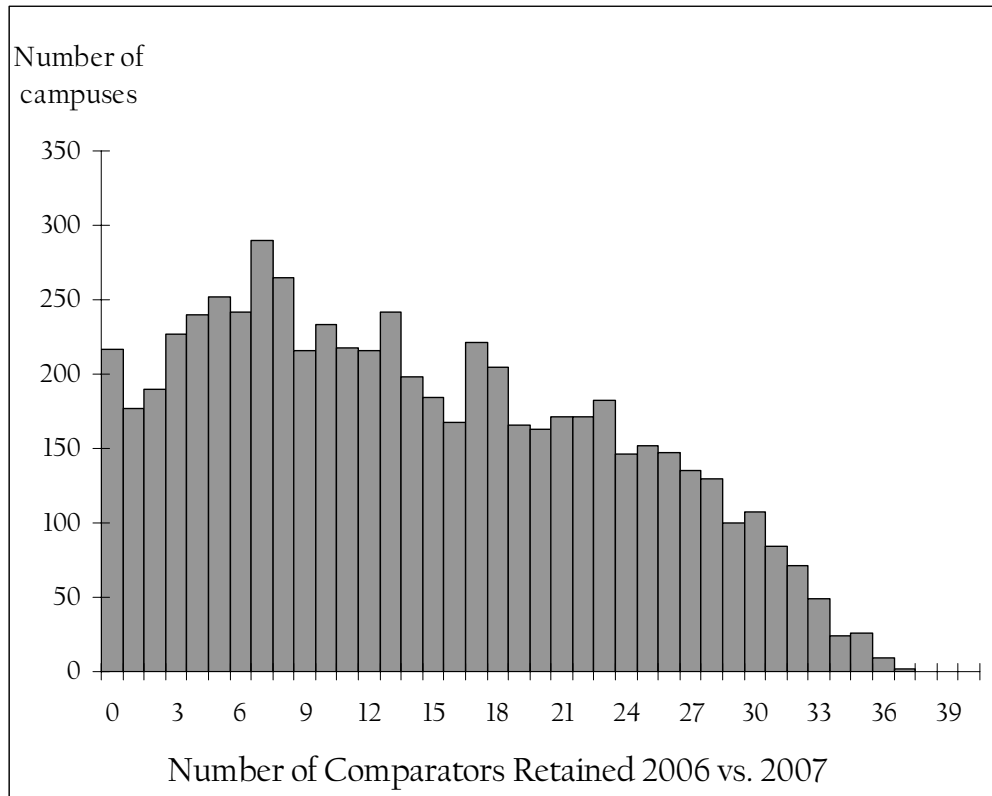
There is a great deal of inconsistency in schools' Q1 ranking over the three-year period, although the Q1 performance distribution does not entirely approximate a pure random assignment to the top quartile ranking. Under random assignment to a Q1 ranking over the three-year period, Q1 assignments would be distributed as follows. Over eight percent (8.4%) of schools would meet the Q1 ranking for all three school years; nearly one-third (32.3%) would earn Q1 ranking in two of the three school years; over 40 percent (41.5%) would satisfy the Q1 ranking in one of the years; and, just over 17 percent (17.8%) would fail to meet the Q1 ranking in any of the school years.

In the actual distribution of C1 rankings, more schools (31%) never received a Q1 ranking than would schools in a random assignment (17.8%). There is also somewhat greater persistence of schools actually achieving a Q1 ranking for all three years (9.7%) compared to a random assignment (8.4%). However, fewer schools actually earned a Q1 ranking in two of the three years (22.8%) and in one of the years (37%) than would occur in a random assignment (32.3% and 41.5%, respectively).

A likely explanation for the volatility in Comparable Improvement rankings is the way in which comparator school groups are determined for ranking schools. This is a hypothesis that was explored in the earlier TEEG evaluation report and is again revisited to understand its role in explaining the volatility of Comparable Improvement rankings. Rankings are based upon TGI scores relative to 40 comparator schools, which are determined by demographic features of schools that change annually. Figure 5.3 illustrates that big swings in the comparator groups are the norm rather than the exception.

Between the 2005-06 and 2006-07 school years, the median school saw its comparator group changed by much more than 50 percent. For 220 schools, there was a complete change in their comparator group (i.e. none of their 2005-06 school year comparators were identified as relevant comparators for the 2006-07 school year).

Figure 5.3: Change in Comparator Groups, 2005-06 to 2006-07



N= 6,236

Source: Academic Excellence Indicator System and authors calculations

Appendix C provides further analyses pertaining to the implications of these large changes in comparator groups between school years. Evaluators find that the volatility in comparators does not appear to be the major contributor to the large observed volatility in quartile rankings.

Another explanation for the changes in Q1 rankings over time is the volatility of value-added measures. The TGI score is a value-added measure, and previous researchers have pointed out the volatility of value-added measures based on test gains in test scores.³² The TGI score is sufficiently like a gain score that it shares the volatility characteristics of these measures.

Budgetary and School Representation Constraints

The fourth set of factors contributing to the volatility of TEEG school eligibility is the budgetary and school representation constraints used to select eligible schools from those that are qualified for TEEG (i.e., those that meet %ED criteria and necessary accountability ratings or Q1 ranking). The annual TEEG program budget is not large enough to support all qualifying schools. Therefore, the Texas Education Agency used a strategy to maintain proportional representation of grade types, along with a balance between schools qualified by accountability ratings and those qualified by a Q1 ranking.³³

³² See, for example, Kane and Staiger, 2002a, 2002b and Booker et.al., 2003.

³³ As we look forward to the formal statistical evaluation of the impacts of the TEEG program, evaluators are particularly interested in the features of schools that meet the qualifying standards for TEEG, but are not eligible for a

The budget rationing effect is large. Tables 5.3 to 5.5 report the number of regular instruction schools that are qualified but not eligible for a TEEG award in each of Cycle 1, 2, and 3 of the program.

Table 5.3 reports results for Cycle 1. Qualification criteria from the 2004-05 school year determined eligibility to receive a TEEG award during the 2006-07 school year. In Cycle 1, there were 1,509 qualified schools. Out of these, 1,085 (71.9%) were deemed eligible to receive a TEEG award, leaving 424 (28.1%) qualified schools ineligible. Interestingly, two schools did not meet the qualification standards but were included in the eligible set of schools for Cycle 1.

Table 5.3: Qualified versus Eligible Cycle 1 (Regular) Schools

Eligible Cycle 1	Qualified Cycle 1		
	Yes	No	Row Total
Yes	1,085	2	1,087
No	424	0	424
Column Total	1,509	2	1,511

Source: Academic Excellence Indicator System and authors' calculations

The results comparing qualifying and eligible Cycle 2 schools are provided in Table 5.4. In Cycle 2, there were 1,909 qualified schools. Of these, 1,060 (55.5%) were deemed eligible to receive a TEEG award, leaving 849 (44.5%) qualified schools ineligible for TEEG participation. For Cycle 2, there were 15 schools that did not meet the qualification standards but were included in the eligible set of schools.

Table 5.4: Qualified versus Eligible Cycle 2 (Regular) Schools

Eligible Cycle 2	Qualified Cycle 2		
	Yes	No	Row Total
Yes	1,060	15	1,075
No	849	0	849
Column Total	1,909	15	1,924

Source: Academic Excellence Indicator System and authors' calculations

Table 5.5 reports the results for Cycle 3, for which 1,779 schools were qualified. Of those, 981 (55.1%) were eligible to receive a TEEG award and 798 (44.9%) were not. Again, there is a small but unexpected set of 11 schools that were eligible to receive a Cycle 3 TEEG award but did not meet qualification standards.

Table 5.5: Qualified versus Eligible Cycle 3 (Regular) Schools

Eligible Cycle 3	Qualified Cycle 3		
	Yes	No	Row Total

TEEG award due to the program budget constraint. This set of schools could prove to be a useful comparator sample to use in analyses of TEEG program effects.

Yes	981	11	992
No	798	0	798
Column Total	1,779	11	1,790

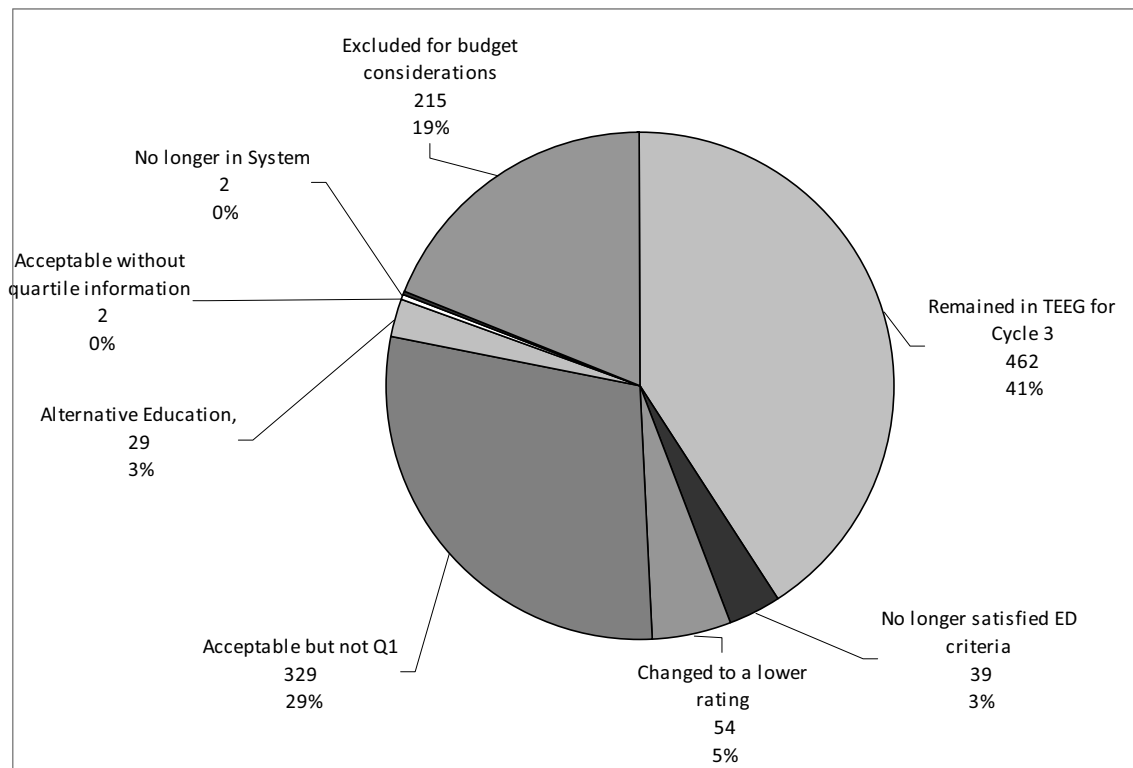
Source: Academic Excellence Indicator System and authors' calculations.

Further review of the characteristics of Cycle 3 schools qualified but not eligible to participate in TEEG are provided in Appendix D.

Understanding Volatility in TEEG School Eligibility

Schools eligible to receive a TEEG award pass through a series of filters, as described above. Figure 5.4 illustrates the role of each of the qualifying criteria along with the budget and balancing constraints for explaining why 670 schools eligible for Cycle 2 were no longer eligible for a TEEG award in Cycle 3.

Figure 5.4: 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

Thirty-nine (less than 3%) of the formerly eligible schools fell short on the %ED criterion in the 2006-07 school year, which disqualified them for eligibility in Cycle 3 during the 2008-09 school year. Accountability ratings fell for additional 54 schools (5%) into the Unacceptable or Not Rated category for performance during the 2006-07 school year, and thus disqualified them for Cycle 3. A significant number of the formerly eligible schools, 329 or 29 percent, were eliminated because they were rated Acceptable and did not earn a Q1 ranking.

Finally, 148 qualified Recognized schools and 67 qualified Q1-ranked schools were excluded in Cycle 3 due to the combination of budget constraint and categorical balancing decisions.

Chapter Summary

This chapter provides a detailed review of the selection criteria used to identify eligible TEEG schools on an annual basis. Evaluators undertook this examination because understanding the stability of TEEG program eligibility over time has important implications for how evaluators can study the impact of the TEEG program.

Several factors contribute to eligibility volatility in the TEEG program, including the %ED 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. Turnover of TEEG-eligible schools is noticeably high from one program cycle to the next; for example, over 40 percent of schools eligible for TEEG Cycle 2 lose their eligibility status for Cycle 3 participation. The instability of Comparable Improvement rankings and budgetary constraints have a large impact on TEEG eligibility volatility. Shifts in %ED status, along with changes in accountability ratings, also contribute to the volatility.

The final evaluation report for the TEEG program will likely rely on a control group defined as the set of qualified but not eligible schools. In order to use that group effectively, evaluators must thoroughly understand the process by which qualified TEEG schools are sorted into categories of eligible and non-eligible. Therefore, during the next evaluation period, evaluators will work closely with the Texas Education Agency to understand this process.

CHAPTER 6

TEEG Participation Decisions and Why Some Schools Do Not Participate

This chapter discusses the participation decisions of schools eligible for TEEG grants during the first two years of the program (i.e., 2006-07 and 2007-08 school years). It describes the participation rates during Cycle 1 and Cycle 2 of the program and details about both participants and non-participants, including their school characteristics and the ways in which decisions were made at the school level. The chapter goes on to describe why some schools did not participate in TEEG despite being eligible to do so.

Key Policy Questions

This chapter addresses the following questions.

- What is the participation rate of TEEG-eligible schools during the first two cycles of the program?
- How do the 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 do some TEEG-eligible schools not participate in the program?
- What are the attitudes of leaders in non-participating schools towards performance pay policies?
- What is the likelihood that non-participating schools will participate in the TEEG program if given a future opportunity to do so?

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.

- During the first two cycles of the TEEG program, at least 90 percent of eligible schools participated.
- Cycle 2 non-participating schools were different than Cycle 2 participants. They were more likely to be small schools, provide alternative instruction programs and all-grade configurations, serve a lower share of economically disadvantaged students, and be ineligible for other cycles of the TEEG program.

- Teachers and school administrators have been primary decision-makers in determining schools' participation status during the first two cycles of the TEEG program.
- During both cycles of TEEG, non-participating schools were concerned about the burden of program participation, guidelines for bonus award distribution, and the program's potential negative impact on school culture.
- Non-participants in both years harbored ill feelings towards TEEG based on previous negative encounters with other performance pay programs.
- Being a small school or experiencing organizational instability led a number of schools not to participate in the TEEG program during its first two cycles.
- Leaders in non-participating schools have variable opinions about different models of performance pay, but very few oppose performance pay altogether.
- Most non-participating schools remain hesitant about future participation in the TEEG program. However, schools eligible for subsequent TEEG cycles have been more likely to consider future participation than those schools not eligible to participate in other program cycles.

Methodology

Evaluators used two data collection strategies to learn about the participation decisions and reservations of all TEEG-eligible schools that either participated or did not participate in TEEG during the first two cycles of the program (i.e., 2006-07 and 2007-08 school years). Annual, online progress reports were administered to principals and/or site coordinators in Cycle 1 and Cycle 2 participating schools. Evaluators also conducted interviews with principals or other officials at TEEG-eligible schools that did not participate.

Annual Principal Progress Reports

The Cycle 1 progress report was administered during the fall 2007 semester, following the schools' completion of Cycle 1 participation. The progress report addressed issues pertaining to (1) which school community members were involved in the TEEG participation decision-making process, (2) TEEG participation reservations, (3) school personnel feedback on their experience during Cycle 1, (4) suggestions for technical assistance that might have improved implementation of Cycle 1 plans, and (5) modifications to the use of Part 1 and Part 2 TEEG funds. This latter point is discussed in Chapter 7. Evaluators collected responses from 978 of the 1,147 Cycle 1 schools in operation during the 2007-08 school year; a response rate of 85 percent.

The Cycle 2 progress report was administered during the spring 2008 semester, mid-way through the schools' participation in Cycle 2. The progress report addressed issues pertaining to (1) which school community members were involved in the TEEG participation decision-making process and (2) TEEG participation reservations. Evaluators received responses from 909 of 1,026 Cycle 2 schools in operation during the 2007-08 school year, providing a response rate of nearly 87 percent.³⁴

Annual Principal Interviews

Evaluators also interviewed principals or other appropriate officials at schools that were eligible for Cycle 1 and/or Cycle 2 of the TEEG program, but did not end up participating. During the 2006-07 school year, 1,198 schools were eligible to participate in Cycle 1 of the TEEG program. Of those, 1,148 schools (95.7%) participated and 51 (4.3%) did not. During the following school year, 1,130 schools were eligible to participate in Cycle 2, and 1,026 (90.8%) did participate during that 2007-08 school year³⁵; 104 schools (9.2%) did not. During the first two cycles of the TEEG program, the vast majority of eligible schools (at least 90%) accepted state grants and implemented performance pay plans.

During the late summer and fall 2007, evaluators contacted all 51 Cycle 1-eligible schools that did not end up participating during the 2006-07 school year. Thirty-seven interviews were successfully completed by phone, capturing responses for 40 (78.4%) of the 51 schools. Among the remaining

³⁴ A second progress report was administered in Cycle 2 schools in the fall 2008 semester addressing (1) school personnel feedback on their experience during Cycle 2, (2) suggestions for technical assistance that might have improved implementation of Cycle 2 plans, and (3) the use of Part 1 and Part 2 TEEG funds. Findings from this survey will be discussed in a future evaluation report.

³⁵ In actuality, 1,132 schools were eligible for Cycle 2 and 1,028 of that original list participated, but three of those schools merged into one school resulting in a final list of 1,130 eligible schools and 1,026 participants.

11 schools, four refused to participate, one no longer employed anyone who was informed about the decision, and the other six did not respond to evaluators' efforts to contact them.

During the spring and early summer 2008, evaluators contacted all 94 schools that were still in operation and had been eligible for Cycle 2, but did not end up participating during the 2007-08 school year. Sixty-nine phone interviews were completed, representing responses for 75 (79.8%) of the 94 possible schools. Interviews were not conducted at the 13 schools that never responded to the interview request or at the six schools refusing to participate.

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.

The same open-ended interview protocol was used in both years, 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. All interview records were stored anonymously, meaning that evaluators were unable to directly match the interview transcripts with the individual schools for which we captured interviews.

Appendix E contains the interview protocol used for Cycle 1 and Cycle 2 non-participant schools, the progress report administered to principals in Cycle 1 schools in fall 2007, and the progress report administered in Cycle 2 schools in spring 2008.

Overview of TEEG Participation Decisions

This section draws upon findings from the annual, online progress reports administered in Cycle 1 and Cycle 2 schools. It provides an overview of the decision processes used at participating schools in both Cycle 1 and Cycle 2 of the TEEG program, highlighting the stakeholders that were involved in the participation decision. It also explains the reservations that some stakeholders within these schools held during the decision-making process.

TEEG Participants' Decision Process

Table 6.1 provides an overview of school community members that were involved in the TEEG plan development process, both for Cycle 1 and Cycle 2 participating schools. The table 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 6.1: School Community Members Involved in Design and Approval of TEEG Plan

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 are the most frequently cited school community members who were involved in plan development generally, with over 90 percent of both Cycle 1 and Cycle 2 schools reporting so. Full-time teachers are 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. Assistant principals and instructional specialists are also reported regularly by respondents in both survey years. Community and business leaders, local school board members, and students are 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 are 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. 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 the school's decision to participate in the TEEG plan. Fewer than 25 percent of respondents report that there was such dissent, but that percent is approximately seven percentage points higher among Cycle 2 respondents (22.1%) than among Cycle 1 respondents (15.3%).

Table 6.2 describes which school community members were the most frequent dissenters in those 150 Cycle 1 and 201 Cycle 2 schools. In both years, full-time teachers are the most frequently cited dissenters, increasing from 61 percent among Cycle 1 respondents to 69 percent of Cycle 2 respondents. They are the only members reported by more than 50 percent of respondents in either year. Part-time teachers and instructional support staff are the next most common dissenters in Cycle 1 schools, reported by 13 percent and 12 percent of respondents, respectively. In Cycle 2 schools, all school community members – except for full-time teachers – are reported by less than 10 percent of respondents as disagreeing with the decision to participate in the TEEG program.

Table 6.2: 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 were also asked about the reasoning of those who disagreed with TEEG participation. Responses are provided in Table 6.3. The majority of Cycle 1 respondents agree 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 are not as widely reported by Cycle 2 respondents. In fact, no concern is reported as having moderate or high importance by more than 30 percent of Cycle 2 respondents.

Table 6.3: 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 draws upon findings from the annual interviews conducted with TEEG-eligible schools that did not participate in either Cycle 1 or Cycle 2 of the program. It provides an overview of (1) who was involved in the decision not to participate in TEEG, (2) primary reservations about TEEG participation, (3) opinions about performance pay policies in general, and (4) the likelihood of future

participation in the TEEG program. It begins with a brief description of characteristics of the schools and interviewees.³⁶

Overview of School Characteristics

Table 6.4 compares the characteristics of Cycle 2 participant schools, all eligible, non-participating Cycle 2 schools, and all interviewee schools. School characteristics include the following.

- School type – Does the school provide regular or an alternative instruction program?
- Grade level served – Does the school serve elementary, middle, high, or all-grades?
- 2005-06 accountability rating – What was the school’s accountability rating for performance in the school year that determined Cycle 2 eligibility?
- 2005-06 %ED students – Was the school’s %ED students in the school year that determined Cycle 2 eligibility relatively low, medium, or high?
- Cycle 2 eligibility criteria – Was the school eligible for Cycle 2 for receiving a high accountability rating or for its Comparable Improvement ranking?³⁷
- Cycle 1 status – What was the school’s TEEG eligibility status during Cycle 1 of the program?
- Cycle 3 eligibility status – Is the school eligible to participate in Cycle 3 of the TEEG program?³⁸

Overall, schools for which evaluators captured an interview are similar to the entire population of eligible, non-participating Cycle 2 schools. However, non-participating Cycle 2 schools are noticeably different from those schools that were eligible and elected to participate in TEEG during the 2007-08 school year. Non-participant schools are more likely to provide alternative instruction programs and all-grade configurations, have a lower %ED students, and be ineligible for other cycles of the TEEG program.³⁹

³⁶ Characteristics of the schools and interviewees involved in the 2007 interviews can be found in Chapter 7 of the Texas Educator Excellence Grant (TEEG) Program: Year One Evaluation Report (February 2008).

³⁷ Cycle 2 eligibility criteria aligns with findings on 2005-06 accountability rating. Those schools rated Exemplary or Recognized were eligible for TEEG based on their high accountability rating. Those schools rated Acceptable, were eligible for their Comparable Improvement ranking. The AEA schools were eligible for TEEG based on the AEA school criteria.

³⁸ At the time of this report, the NOGA process to approve Cycle 3 eligible schools was not yet complete by the Texas Education Agency, so evaluators were unable to report which schools were actually participating in Cycle 3 during the 2008-09 school year. Evaluators did have access to the Cycle 3 eligibility list.

³⁹ Similar comparisons for Cycle 1 reveal that Cycle 1 non-participants were also more likely to provide alternative instruction programs and serve all-grade configurations than were Cycle 1 participant schools. However, a greater percentage of Cycle 1 non-participants were eligible for Cycle 2 of TEEG than were the Cycle 1 participant schools.

Table 6.4: Overview of School Characteristics, Cycle 2 Participants v. Non-Participants

School Characteristic	Cycle 2 Participants (n=1,026)	All Non-Participants (n=94)	Interviewed Non-Participants (n=75)
School Type			
Regular instruction	95.7% (982)	85.1% (80)	84.0% (63)
Alternative instruction	4.3% (44)	14.9% (14)	16.0% (12)
Grade Level			
Elementary	57.4% (589)	33.0% (31)	33.3% (25)
Middle	20.2% (207)	19.1% (18)	20.0% (15)
High	17.6% (181)	27.7% (26)	26.7% (20)
All-grade	4.8% (49)	20.2% (19)	20.0% (15)
2005-06 Accountability Rating			
Exemplary	6.5% (67)	6.4% (6)	5.3% (4)
Recognized	39.6% (406)	27.7% (26)	28.0% (21)
Acceptable	49.9% (512)	54.3% (51)	54.7% (41)
AEA: Acceptable	4.0% (41)	11.7% (11)	12.0% (9)
2005-06 %ED Students			
<50%	2.5% (26)	4.3% (4)	4.0% (3)
≥50%	16.3% (167)	36.2% (34)	32.0% (24)
≥70%	46.5% (477)	43.6% (41)	46.7% (35)
≥90%	34.7% (356)	16.0% (15)	17.3% (13)
Cycle 1 Eligibility Status†			
Eligible	44.5% (457)	35.1% (33)	38.7% (29)
Ineligible	53.9% (553)	64.9% (61)	61.3% (46)
Cycle 3 Eligibility Status††			
Eligible	41.7% (428)	35.1% (33)	36.0% (27)
Ineligible	58.2% (597)	64.9% (61)	64.0% (48)

† Cycle 1 participation status is not available for remaining schools lacking information in AEIS in 2005. †† Cycle 3 eligibility status is not available for remaining schools lacking information in AEIS in 2007.

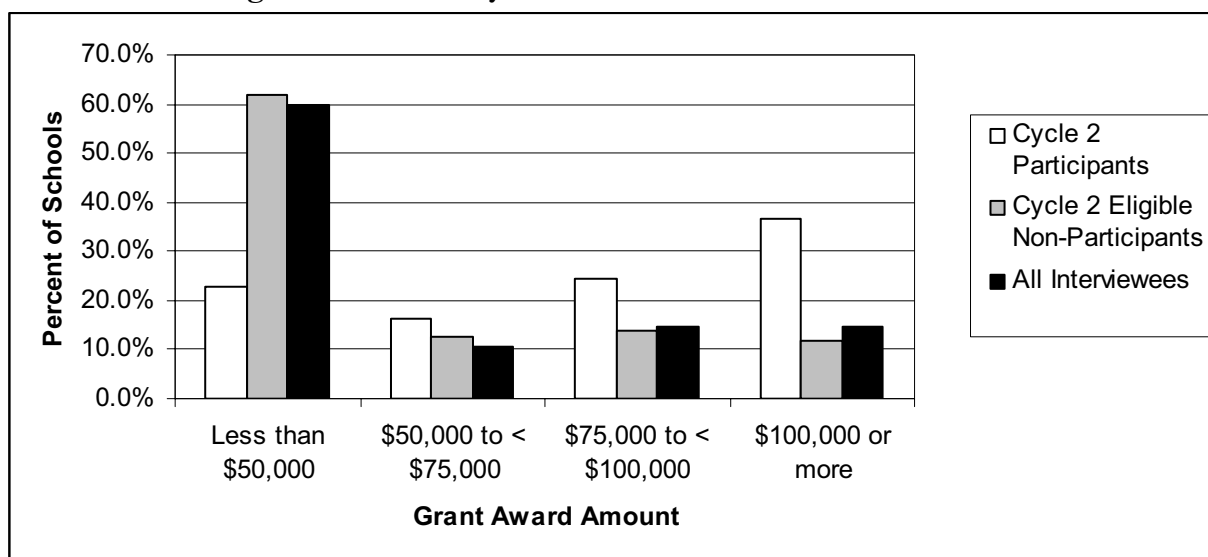
Source: Authors' calculations based on the TEEG Cycle 2 eligibility list provided by the Texas Education Agency and PEIMS.

Overview of Cycle 2 Grant Awards

Figure 6.1 compares the Cycle 2 grant amounts that were offered to all Cycle 2-eligible schools, including Cycle 2-participant schools, all Cycle 2 eligible non-participating schools, and all interviewee schools. Overall, Cycle 2-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 Cycle 2-participant schools were generally larger than those schools that were eligible but did not end up participating in the program during the 2007-08 school year. This pattern reflects similar findings pertaining to the grant awards offered to all Cycle 1-eligible schools.⁴⁰

Cycle 2-participant awards ranged from \$40,000 to \$300,000 with an average TEEG award of \$89,741. Eligible non-participant awards ranged from \$40,000 to \$175,000 with an average of \$57,234; interviewees were offered an average of \$59,467. Approximately 60 percent of Cycle 2 participants received TEEG grants of \$75,000 or more, with 36 percent of all participant schools receiving \$100,000 or more. Only 25 percent of all eligible non-participants – and 29 percent of interviewed schools – were offered grant awards of \$75,000 or more.

Figure 6.1: TEEG Cycle 2 Grant Awards Offered to Schools



Source: Information provided by the Texas Education Agency Cycle 2 School Participant List

Overview of Cycle 2 Non-Participant Interviewee Characteristics

Interviews were confidential, but evaluators were able to capture several broad characteristics of the 69 interviewees that provided a phone interview. Interviewees discussed their current professional title and their total years of experience in education. Nearly three-quarters (72.5%) of interviewees were principals at their schools. Of the remaining 19 interviewees, nine were superintendents, five were other school officials, and another five were other district officials. Interviewees also had an

⁴⁰ See Chapter 7 of the Texas Educator Excellence Grant (TEEG) Program: Year One Evaluation Report (February 2008).

extensive amount of experience in the field of education, with interviewees having worked in the field for an average of nearly 21 years. Fewer than 10 percent of interviewees had worked in education for less than 10 years, with nearly 73 percent having worked in the field for 15 years or more.

Evaluators also asked interviewees to describe the primary strengths and improvement needs of their schools. A school's focus on instruction, curriculum, and the quality of teachers was the most frequently reported school strength, cited by 47 (68%) interviewees. Academic performance and overall positive environment were other popular perceptions of school strengths; both mentioned by 26 (37.7%) interviewees. Academic performance took central focus when interviewees explained their schools' primary improvement needs; over half (55.1%) of interviews indicated that as an area in need of improvement. Twenty-four (34.8%) interviewees indicated that the quality of instruction and curriculum needed to improve.

Why Eligible Schools Did Not Participate in TEEG Cycle 2

Most interviewees (80%) indicated that the school explicitly declined participation in Cycle 2 through some kind of formal decision-making process, but others explained that their lack of participation was not entirely a voluntary choice. Seven interviewees stated that their schools were unaware of being eligible to participate in Cycle 2 of the TEEG program, and the majority of those indicated that some late leadership transitions at the school between the 2006-07 and 2007-08 school years could have contributed to this information void. As one principal, new to his school, put it:

Let me just tell you our situation. We just had a change in administration and I came in late and our principal went up to superintendent and I haven't even, somehow I didn't even hear about this grant until, until I got a letter from y'all. So I don't have a clue what it's, what it's about.

Another two believed their schools had lost Cycle 2 eligibility because of late audit reports submitted to the Texas Education Agency. Three more expressed that the school simply overlooked the application deadline even though they were aware of their eligibility to participate.

How were decisions made?

Evaluators asked the 55 interviewees (i.e., those who indicated that their schools made an explicit decision not to participate in Cycle 2) to explain who was involved in the decisions and over what period of time that decision was made. State guidelines express that TEEG plan decisions should be made with the collaboration of multiple stakeholders at the school-level, including teachers. Evaluators learned that of these 55 interviewees, 33 (60%) indicated that teachers were involved in the decision not to participate in TEEG during the 2007-08 school year. Approximately half of those 33 interviewees indicated that the decision was made exclusively by teachers and school administrators; in the other half, teachers made the decision alone or with the help of school and district officials.

Teachers were not always involved in the decision to decline participation in Cycle 2. In fact, 21 (38.2%) interviewees reported this occurrence, which is similar to the percentage of schools (41%) that did not involve teachers in decisions to decline Cycle 1 participation. Among the 21 schools, 12 said that the decision was made by solely school and district officials, while the other nine indicated

that the decision was made either by a school or a district official exclusively. In four of the interviews, it was unclear who was involved in the decision-making process.

Most of these 55 interviewees also explained when the schools came to the decision not to participate in Cycle 2. The Texas Education Agency notified schools of their Cycle 2 eligibility in April 2007, towards the conclusion of the 2006-07 school year. Eligible schools were given approximately five months to submit their Cycle 2 applications, which were due back to the Texas Education Agency by September 2007 (i.e., the beginning of the 2007-08 school year).

Most decisions were made prior to the fall 2007 semester, but 17 (31%) of these 55 interviewees did not come to this final conclusion until the start of the 2007-08 school year. Additionally, the vast majority of all these declining decisions were made in a relatively short time frame. Twenty-seven (49%) of these 55 interviewees reported that the school made the declining decision in one week or less.

Schools' Primary Reservations about TEEG Cycle 2 Participation

Evaluators asked interviewees to explain the reservations held by school and/or district administrators, teachers at the school, and other school personnel. Five themes emerged from interviewees' responses, specifically that (1) applying for and participating in TEEG would present too many logistical burdens, (2) bonus award distribution guidelines were unfair, (3) the program would have a negative impact on school culture, (4) the school had doubts about the efficacy of the TEEG program because of previous, negative experiences with other performance pay initiatives, and (5) the schools' organizational dynamics were ill-suited to take on the requirements of the TEEG program.

Logistical burden of application and participation

Concerns about the logistical burdens of applying for and participating in the TEEG program were most commonly mentioned as a reservation held by school and/or district administrators. However, other non-teacher personnel harbored this sentiment quite often, as well. Interviewees explained that school personnel were discouraged by the amount of paperwork and time required to submit the grant application along with the amount of paperwork, time, and manpower needed to monitor the implementation of TEEG plans. This was an even greater concern among schools that were self-described "small schools" because the burden would often reside on the shoulders of one individual. As one principal explained:

The thing about it [TEEG] though is that the manpower to put the program together ... generally, I am it and so when we are looking at setting up all the criterion that were there, you know, we could do that but not the manpower for checking it, monitoring it, and that kind of thing.

Additionally, many interviewees expressed that the benefits of participation would not outweigh the costs of participation. For instance, the time spent tracking teacher performance would distract from time focused on instruction. Similarly, some school personnel members who would be given the responsibility of monitoring plan implementation felt that it would be added work without added pay; that is, not being teachers, they were not the one's who could benefit most from the bonus

awards. Another principal simply stated, “The amount that we were eligible for just wasn’t enough for us to go through the process.”

Bonus award distribution guidelines unfair

The most universal concern held by administrators, teachers, and other school personnel was the belief that TEEG guidelines dictating how bonus awards can be distributed are unfair. For some, this sentiment stemmed from the feeling that all personnel in the school should be eligible to receive equal award amounts because many employees, not just full-time classroom teachers, contribute to the learning environment for students. They disapproved of the Part 1 and Part 2 funds split and the idea that non-teacher awards should be limited to such a small pot of money. Others believed that Part 1 bonus awards could only be given out to teachers in TAKS-tested subjects and grades, and disagreed with such a restriction; this is an inaccurate interpretation of TEEG guidelines however.

An interviewee explained her main concern, saying:

The way it was designed was that only the teachers that were teaching the TAKS were the ones that would benefit the most. Other teachers in other fields, even required courses, would not have the opportunity to participate at the same level as the other [TAKS] teachers, and the entire campus during TAKS time, we all take part in that.

Others felt it was illogical that a school became eligible for the TEEG program for its performance during the 2005-06 school year, yet bonus awards were to be distributed to teachers for their performance during the 2007-08 school year. They expressed concern that the teachers who enabled the school to receive the grant would not benefit from the funds if they were no longer employed at the school during the 2007-08 school year. This sentiment made apparent that some schools believed the TEEG grant should be an award for past performance rather than funds to incentivize future performance.

The situation at one principal’s school exemplified this concern nicely.

The big thing for us was that we were about to do a realignment of our schools and so two-thirds of my teachers that helped us achieve that status that got us the grant were going to be leaving. And so as we understood it, they would not be eligible for the benefits. And so we felt like they were there to help us, we needed to also be able to reward them and if we couldn’t reward everybody, we just didn’t feel like we should do it at all.

The third prevalent justification for this concern was that TEEG grants ignored the “pipeline” effect in education. That is, the academic performance of a student is dependent upon his/her experience throughout the K-12 experience. If a high school is a TEEG grant recipient, it unfairly ignores that the lower grades were contributors to the academic success of the high school students.

Negative impact on school culture and previous experiences with performance pay

School and district administrators, as well as teachers, were often concerned that participation in the TEEG program would have a negative impact on their schools’ culture. Some echoed a common argument made by opponents of performance pay; that it creates a culture of competition within a school, which would diminish the collaboration between teachers so vital for effective instruction.

One interviewee expressed the fears of teachers saying, “The competitiveness of it would hinder our collaboration that we had been working so hard to build at the campus.”

However, not all held this concern because they thought performance pay inevitably has a negative impact on a school’s culture. Instead, they had either personally experienced, or witnessed other schools that experienced, ramifications from involvement in another performance pay program. Common references were to negative experiences with Cycle 1 of the TEEG program, the Career Ladder program, or other performance pay initiatives unique to a district.

For example, a school which had participated in Cycle 1 was deciding on Cycle 2 participation at a time when Cycle 1 awards had not yet been distributed to teachers. The guidelines for TEEG specify that Cycle 1 bonus awards were to be distributed by October 2007, after Cycle 2 applications were due to the Texas Education Agency. Essentially, this school had yet to see the pay-off of Cycle 1 participation and was hesitant to jump into another year of participation. As the principal explained:

By the time Cycle 2 had come out, they hadn’t received any payments or anything else for Cycle 1 so you know, there was really no, I mean we just started working on payments for Cycle 1 at the beginning of the school year. So at that point, they had already done quite a bit of work for Cycle 1, saw no outlay, saw no use for it. So it [Cycle 2 participation] just became a lower priority.

Others reflected on the experience of the Texas Career Ladder Program during the 1980s and 1990s, and recalled the ramifications it had for the working relations of teachers. Many mentioned the competition and resentment it created among teachers, and the over-emphasis it put on judging teachers by seemingly subjective indicators. Still other interviewees cited the “snafu’s” in the implementation of the Houston ISD performance pay program or the statewide program in Florida, wondering if the grief created by careless implementation outweighs any benefits such a program can offer schools.

Organizational dynamics ill-suited for TEEG participation

The final reservation was that schools were concerned about an ill-suited match between the TEEG program and current organizational dynamics within the schools. Many interviewees described their schools or districts as being very small, which made TEEG participation all the more complicated. Applying for and monitoring a TEEG plan became the burden of a sole individual in a small school or district. Additionally, resentment between bonus award recipients and non-recipients would be escalated in a small school or district because everyone has access to that information through very informal networks.

As one small school administrator put it:

I don’t have a teacher or another administrator in order to say, ‘here take this and do all the work on this and bring it back to me.’ I don’t have anybody to delegate that to. So I get to do my situation; I’m Superintendent, Principal, Business Manager, sometimes I drive the bus, sometimes I clean commodes, sometimes I sub in classes. So my time constraints are huge. The [TEEG] application was just not considered a high priority at the time.

At the time of Cycle 2 application, other schools found themselves in an unstable condition. Many were experiencing leadership transitions, while others were undertaking new initiatives stemming from other grant awards or from failing to make Adequate Yearly Progress. All of those situations made participation in the TEEG program unrealistic.

One interviewee candidly explained:

Because of our TAKS results for the 2006-07 school year, we were rated Academically Unacceptable and we were very much concerned about that and we were focused on school improvement and we had a tremendous amount of obligations that we had to participate in with the state. Our major focus was on that, and we just had such a tremendous amount of things that we had to deal with and deal with very quickly.

These themes closely mirror the primary reservations expressed by schools that declined participation in Cycle 1 of the TEEG program. Cycle 1 interviewees were highly concerned about award distribution guidelines, the program's potential impact on school culture, the burden of TEEG participation, and the difficulty of implementing TEEG plans in certain school contexts (e.g., small schools and districts). What became more prominent for Cycle 2 decisions was the impact of previous negative experiences with other performance pay programs (e.g., Career Ladder, TEEG Cycle 1).

The similarity of findings across years is noteworthy given that over half of Cycle 2 interviewees were not eligible for Cycle 1 participation and therefore were not interviewed during the summer 2006. The TEEG reservations discussed above have a degree of generalizability across years, at least among the types of schools that tend not to participate in the TEEG program despite being eligible to do so (see Table 6.4).

Favorable attitudes about TEEG participation

Evaluators also inquired about any favorable attitudes school personnel may have held in regards to the TEEG program. The 55 interviewees (i.e., those who indicated that their schools formally declined participation in Cycle 2) were asked if anyone disagreed with the non-participating decision and why. Over two-thirds of these interviewees (67.3%) indicated that no one dissented; that it was a unanimous decision at the school. Of those citing any disagreement, teachers and school administrators were reported as the most common dissenters, but only by seven and four schools, respectively. Among those schools, the most frequent rationale for dissent was that teachers and administrators wanted the money offered to the school by the Cycle 2 grant, and most sincerely believed the school deserved the recognition and esteem of being selected for program participation. These findings also reflect interviews conducted with Cycle 1 non-participating schools.

Attitudes about Performance Pay

An examination of schools' exposure to and attitudes about performance pay in general provides a more complete context for understanding their reservations about the TEEG program. Evaluators specifically asked all interviewees about other stipends or differentiated pay for teachers at their schools, their preferences for performance pay measures and models, and their opinions about non-monetary incentives for teachers. During these conversations, interviewees often discussed other thoughts about performance pay, most notably its potential impact on the teaching profession.

Other stipends or differentiated pay for teachers

Fifteen (21.7%) interviewees indicated that there were no other stipends or differentiated pay available to teachers in their schools. Of the remaining interviewees, the most commonly cited stipends were for teachers assigned to a hard-to-staff subject area, reported by 34 (49.3%) interviewees. Extra pay for assuming extra professional responsibilities (e.g. mentoring new teachers, tutoring students) was the second-most commonly reported stipend (reported by 30 or 43.5% of interviewees).

Less commonly used stipends for teachers were pay for student performance, which was only mentioned by eight interviewees. Pay for professional development or advanced coursework was even less common and was reported by six interviewees.

Preferred performance pay measures

Evaluators presented interviewees with a hypothetical situation, asking them what three measures of teacher performance or behavior should be rewarded in a performance pay plan. Interestingly, respondents' preferences are largely aligned with TEEG program guidelines, a finding uncovered in Cycle 1 interviews as well. Pay for student performance was the most frequently cited preferred measure for a performance pay program. Forty-eight (69.6%) interviewees explained that pay for teachers' contribution to student performance should be part of any performance pay program; although the majority clarified that it should not be the exclusive measure.

The second-most preferred measures were pay for teachers' professional activities and participation in professional development, noted by 23 (33.3%) and 13 (18.8%) interviewees, respectively. Examples of professional activities most often included one of two ideas: extra time spent working with students outside of class and extra effort to engage in better instructional practices. Tutoring and sponsoring extra-curricular activities were common preferences, as were teachers engaging in curricular planning with colleagues or practicing instructional skills such as differentiated instruction or data-driven decision-making.

Less frequently reported measures were pay for teacher attendance and parent involvement, while no interviewees mentioned market-based pay (e.g., pay for teaching in a hard-to-staff subject area or school).

Preferred models for performance pay programs

Interviewees were asked how they felt about three different models of performance pay: pay based on the overall performance of a school, pay based on the performance of a team of teachers, and pay based on individual teacher performance. Pay for school-wide performance was the most preferred model with 45 (65.2%) interviewees expressing favorable attitudes towards that approach. Twenty-seven and 22 interviewees, respectively, felt favorably towards pay for team performance and individual teacher performance.

This pattern held when reviewing the number of interviewees reporting concerns and uncertainty about these three models of performance pay. Interviewees harbored the most concerns about pay based on individual teacher performance, with 55 (79.7%) interviewees expressing some reservations

about such a model. One common cause for concern was that programs would use invalid or incomplete measures of performance. Interviewees felt that it would be difficult to measure the performance of non-core and non-TAKS teachers, while others felt that programs would rely too heavily on achievement levels rather than measures of student growth over time, which would have negative consequences for teachers assigned to schools or subject areas with historically low-performing students.⁴¹ Still others were concerned that such a performance pay model would spark competition among their teachers. All concerns were reminiscent of the reservations leading many schools to decline participation in Cycle 2 of the TEEG program altogether.

The majority of interviewees (71%) also held reservations about pay based on the performance of a team of teachers. They viewed team-based performance pay as a potential contributor to competition among teachers. Many interviewees were also doubtful about the feasibility of implementing such a model, especially in a small school or district where teachers are not always distinctly divided into grade-level or subject area teams.

Despite the majority approval for pay based on school-wide performance, there were still 30 (43.5%) interviewees who expressed some reservations about such a model. Most concern stemmed from the recognition that any performance pay program needs to be developed and implemented with care to ensure the right people are being rewarded based on valid measures of performance. Many interviewees expressed conditional approval for this model; that is, they approved only if it would be based on measures of student growth, rather than comparing schools against one another despite differences in the type of students they serve. And there was disagreement as to whether pay for school-wide performance should be distributed to all school personnel or for those who had most impact on the academic performance of students; those siding with the latter recognized the challenges inherent in making such decisions.

Non-monetary incentives for teachers

Evaluators inquired about any non-monetary incentives that interviewees believed could be equally or more motivating than cash awards. The three most popular ideas were more professional recognition, more professional opportunities, and simply more personal time off. Interviewees frequently explained the lack of respect and esteem attributed to the teaching profession and how important it is for teachers – and the vitality of the profession – to feel valued. This could be exhibited in something as simple as a “teacher of the year” award issued by principals or a pat on the back by parents, or as widespread as more positive coverage of teachers in the media.

Many interviewees also discussed the importance of more professional opportunities for teachers to advance their instructional skills and pedagogy. They explained that teachers would benefit and be motivated by more professional development opportunities, more advanced coursework offerings, and more chances to serve in teacher leadership roles.

⁴¹ This reaction is similar to some ideas expressed by principals on the fall 2007 Cycle 1 progress report, administered at the conclusion of their TEEG Cycle 1 experience (2006-07 school year). When asked about importance of various resources for improving the implementation of their TEEG plan, 75 percent (75.2%) of respondents reported that more technical assistance to develop and use high quality measures to evaluate teachers.

Impact of performance pay on the teaching profession

Discussion of performance pay measures and models elicited other unsolicited thoughts from interviewees, many of which described their beliefs about the potential impact of performance pay for the teaching profession. These beliefs center around three impact areas: instructional practice of teachers, the collaborative culture of teachers, and the recruitment and retention of teachers.

Interviewees were split on whether or not performance pay will actually incite teachers to work harder or differently than is their usual instructional practice. Several expressed that the opportunity to receive an award based on performance would inspire better practice from teachers.

As one principal explained:

I think it would end up raising the rigor of teaching and learning in the classroom if we were to go to something like that [performance pay] because if I am sitting here and my kids are not performing to where they need to be and the teacher right next door to me is, and she's getting these incentives, then it's to my advantage to do so. Again, it shouldn't be about the money, it should be about what's in the heart but it doesn't hurt that if you're doing well you receive an incentive for it.

Others, however, explained that performance pay could either not encourage different practice or it could have the adverse effect of narrowing the curricular focus of teachers and encouraging cheating. Many believed that performance pay could be a proper acknowledgement of work well done, but would not change teachers' practice.

An interviewee exemplified that sentiment, saying:

Incentive pay doesn't make teachers work harder. I mean, they're already working very hard. They're already stressed to the limit. So performance pay doesn't make them work harder. It's just a nice reward at the end if you achieve the goal that you've wanted to meet. It just serves as a reward at the end but it doesn't make teachers work hard; not the good ones anyway.

Other discussions revealed concerns about the divisiveness performance pay could introduce. Only one interviewee's response displayed any belief in the opposite; that the common goals of a performance pay program could encourage better coordination and teamwork.

Many interviewees believed that performance pay could improve schools' ability to recruit and retain quality teachers and teacher candidates. Some stated it could boost the strategies available in hard-to-staff schools to acquire a quality teacher workforce, while others expressed that it would make the teaching profession more competitive with private sector jobs.

One interviewee explained that the ability to recruit and retain high quality teachers would be beneficial not only to the teaching profession but cost-effective for the entire system of education.

Incentive pay does create an opportunity for improvements in education. I think that it places the teaching profession as a competitive profession and would encourage people who may not otherwise consider teaching, like there ... I think there are a lot of people who of course love what they do but they might not stay with teaching because of long hours for

not great pay, but if they were financially rewarded for what they were doing then you know I think that there would be more people who would stay in the teaching profession. And, in that way we would be able to retain the people we need to retain. It would save money because we wouldn't be constantly looking for new people and training new people so I think that could have a lot of indirect positive effect.

Prospects of Future TEEG Participation

Interviewees had variable reactions when asked about the prospect of their schools' future participation in the TEEG program. While 20 interviewees affirmed that their schools would indeed participate in TEEG if given the opportunity, another 22 had some reservations. Twelve interviewees declared that their schools absolutely would not participate for many of the same reasons they declined participation in Cycle 2, while the remaining 15 did not know.

Of those that would participate in the future, most explained that more time to think through the design and implementation of the performance pay plan allowed them to become more comfortable with program participation. Others explained that some of the previous instability at the school during the application of Cycle 2 (e.g., change in leadership, implementation of other programs) had settled, putting the school in a better position to assume the responsibilities of TEEG participation. Both schools that lost Cycle 2 eligibility due to late audit submissions indicated that they would definitely participate in the future. Four of the seven schools unaware of their Cycle 2 eligibility also indicated the desire to participate.

Many interviewees generally stated that until TEEG guidelines are revised, their school would likely not participate. Another common explanation was that participation would be unlikely unless the application and plan implementation process was made less burdensome, required less paperwork, and demanded less time (especially when considering that teachers' time on plan application and implementation is time away from instruction).⁴²

A few interviewees described recommendations for the design and implementation of the TEEG program. For example, two interviewees preferred that the TEEG grants be distributed to districts for district-wide application, rather than to individual schools. Another wanted assurance from the state that funding for the program would not falter thereby "letting the responsibility for funding fall back in our [district's] lap."

Finally, evaluators examined the likelihood of future TEEG participation by comparing the decisively positive and negative responses of interviewees in schools eligible for Cycle 3 and those in schools ineligible for Cycle 3 participation. Of the 19 schools eligible for Cycle 3 participation, 47 percent indicated that they would definitely participate and 16 percent said they would not. Among the 44 schools ineligible for Cycle 3, there was an equal share of interviewees stating they either definitely would (20.5%) or definitely would not (20.5%) participate in TEEG in the future.⁴³

⁴² Interestingly, results from the TEEG Cycle 1 progress report administered in fall 2007 reveal a similar reaction from principals in schools that had recently completed participation in TEEG during the 2006-07 school year. When asked about the importance of various resources for improving the implementation of their TEEG plan, nearly 75 percent (74.4%) of respondents reported that more administrative assistance to develop, manage, and monitor the school's TEEG plan would be of moderate or high importance.

⁴³ Evaluators could not determine the specific Cycle 3 eligibility status of seven transcripts, thereby making it impossible to include those interviewees' responses in this particular analysis.

Chapter Summary

This chapter provides an overview of the participation rates and decisions of schools eligible for Cycle 2 of the TEEG program, and compares those findings to similar analyses completed for Cycle 1 eligible schools. During the first two cycles of the TEEG program, at least 90 percent of eligible schools have participated in the program. Teachers and school administrators have been the primary decision-makers in determining schools' participation status. There are some noticeable differences between the characteristics of participant and non-participant schools, namely that non-participants are more likely to provide alternative instruction programs and all-grade configurations, serve a lower share of economically disadvantaged students, and be ineligible for other cycles of the TEEG program.

During both cycles of TEEG, non-participant schools have been concerned about the burden of program participation, the guidelines for bonus award distribution, and the program's potential negative impact on school culture. Non-participants in both years also harbored disapproving feelings toward TEEG based on previous negative encounters with other performance pay programs, while being a small school or experiencing organizational instability at the time of program application also led a number of schools not to participate in the TEEG program. Finally, most non-participant schools remained hesitant about future participation in the TEEG program; however, schools eligible for subsequent TEEG cycles were more likely to consider future participation than their counterparts.

CHAPTER 7

TEEG Cycle 1 Plan Design and Implementation

This chapter presents the characteristics of TEEG Cycle 1 plans developed by schools. Primary attention is given to explaining the Part 1 performance criteria for determining teachers' eligibility for bonus awards along with schools' choices for using Part 2 funds. The chapter concludes with an examination of TEEG school characteristics that are related to TEEG plan design features.⁴⁴

Key Policy Questions

This chapter addresses the following questions.

- How did Cycle 1 schools propose to use Part 1 funds to reward teachers?
- How did Cycle 1 schools measure teachers' contribution to student performance and faculty and staff collaboration?
- During the plan implementation year (2006-07 school year), how did Cycle 1 schools modify their use of Part 1 and Part 2 funds?
- Do characteristics of Cycle 1 schools explain variation in plan design features developed by those schools?

Key Policy Points

This chapter highlights and expands upon the following key policy points based on a review of TEEG Cycle 1 plan applications and annual program progress reports.

- Cycle 1 schools most commonly used Part 1 funds to reward teachers for their contribution to student performance and faculty and staff collaboration.
- Teachers' contribution to student performance was most frequently measured using results on state standardized assessments and student achievement levels, rather than measures of student growth.
- Cycle 1 schools considered teachers' involvement in instructional and curricular leadership activities and professional development as indicators of their collaboration with faculty and staff.

⁴⁴ Chapter 8 provides a more thorough analysis of TEEG Cycle 1 schools' design and distribution of Part 1 bonus awards to teachers.

- Eligibility for Part 1 bonus awards was determined by the performance of individual teachers more often than by school-wide or team-level performance.
- Cycle 1 schools changed relatively little in their use of Part 1 and Part 2 funds during the Cycle 1 implementation year.
- Several school, teacher, and student characteristics – such as charter school status, %ED students, and the inequality of teacher pay within a school – are related to the plan design features developed by Cycle 1 schools.

Methodology

This chapter discusses findings from the review of TEEG Cycle 1 plan applications and annual progress reports completed by principals in Cycle 1 schools. The subsequent sections of this chapter address the following topics.⁴⁵

- Design and implementation of Part 1 performance criteria.
- Design and implementation of Part 2 activities.
- Determinants of schools' Cycle 1 plan design features.

Detailed analysis of the design and distribution of Part 1 teacher bonus awards follows in Chapter 8. Findings about the plan design features of additional TEEG cycles will be presented in forthcoming evaluation reports.

Methodology for Reviewing TEEG Cycle 1 Plan Design and Implementation

Evaluators examined the plan design features described in the 1,148 Cycle 1 applications submitted to the Texas Education Agency.⁴⁶ Evaluators developed a detailed taxonomy to code key features of plans, with a focus on the use of Part 1 funds.⁴⁷ The taxonomy identifies the following design features.

- Amount of schools' total TEEG grants.
- Proposed minimum and maximum Part 1 bonus awards for teachers.
- Strategies used to evaluate teacher performance on the four Part 1 criteria.

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 each other's findings to ensure inter-rater reliability and a fourth evaluator adjudicated any discrepancies. This systematic approach for reviewing applications enhanced the findings' validity.

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 this chapter. These missing fields did not hinder evaluators' ability to analyze the Cycle 1 plans.

Evaluators also used a progress reports to monitor plan design modifications during the course of Cycle 1 plan implementation. Principals and/or site coordinators at Cycle 1 schools completed an annual online progress report in the fall 2007 semester. Evaluators collected responses from 978

⁴⁵ The design and implementation of plan design features were only available for TEEG Cycle 1 schools. Design features of TEEG plans from Cycle 2 are not yet available, but will be provided in future reports.

⁴⁶ 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.

⁴⁷ Appendix F provides a description of key taxonomy components.

(85.3%) of the 1,147 Cycle 1 schools in operation during the 2007-08 school year. The progress report addressed issues pertaining to (1) which school community members were involved in the TEEG participation decision-making process, (2) TEEG participation reservations, (3) school personnel feedback on their experience during Cycle 1, (4) suggestions for technical assistance that might have improved implementation of Cycle 1 plans, and (5) modifications to the use of Part 1 and Part 2 TEEG funds. Findings pertaining to the first four concepts are presented in Chapter 6. This chapter provides evidence about modifications to the use of Part 1 and Part 2 TEEG funds.

Design of Part 1 Performance Criteria in Cycle 1 Schools

TEEG guidelines require schools to use at least 75 percent of grant funds as bonus awards to teachers based on teachers' fulfillment of at least two of four pre-determined performance criteria. All participating schools are required to incorporate measures of student performance (Criterion 1) and teacher collaboration (Criterion 2). TEEG schools can also use measures of teacher commitment and initiative (Criterion 3) and/or reward teachers in hard-to-staff areas (Criterion 4).

The majority of Cycle 1 schools (76%) designed plans that use exactly 75 percent of their total TEEG grant for Part 1 bonus awards. Another 255 schools (22.2%) planned to use more than 75 percent of their total grant, 10 of which planned to use all TEEG grant funds for Part 1 bonus awards. Among the remaining 20 plans, half used less than the 75 percent of grant funds for Part 1, while the share of funds for Part 1 was unclear in the other half.

Teacher Performance Measures

Table 7.1 presents the overall performance criteria used by schools to distribute Part 1 bonus awards to teachers. Approximately 56 percent incorporated only the required criteria (i.e., measures of student performance and teacher collaboration). Just over 38 percent used the optional measures of teacher commitment and initiative in addition to required criteria.

Table 7.1: TEEG Criteria for Part 1 Teacher Awards, Cycle 1 Plans

TEEG Criteria for Teacher Awards	Number of Schools	Percent of Schools
Criterion 1: Student Performance + Criterion 2: Teacher Collaboration	644	56.1%
Criterion 1: Student Performance + Criterion 2: Teacher Collaboration + Criterion 3: Teacher Commitment & Initiative	441	38.4%
Criterion 1: Student Performance + Criterion 2: Teacher Collaboration + Criterion 4: Hard-to-Staff Areas	10	0.9%
Criterion 1: Student Performance + Criterion 2: Teacher Collaboration + Criterion 3: Teacher Commitment & Initiative + Criterion 4: Hard-to-Staff Areas	34	3.0%

N=1,147

Source: Information based upon analyses of 1,147 TEEG applications during the 2006-07 and 2007-08 school years.

Indicators of student performance

Cycle 1 plans used a number of indicators to measure student performance (Criterion 1), including school-wide performance measures, state and local assessments of students' academic achievement, and other academic and non-academic indicators of student performance; all of which are allowed under state program guidelines. Table 7.2 provides an overview of the primary indicators used to measure teachers' contribution to student performance, as indicated in Cycle 1 plan applications.

Table 7.2: Types of Student Performance Indicators, Cycle 1 Plans

Student Performance Indicators	Number of Schools	Percent of Schools
Campus-wide Performance	191	16.7%
High TEA rating	147	12.8%
Acceptable TEA rating	55	4.8%
Comparable Improvement, Quartile 1	1	0.1%
Adequate Yearly Progress	32	2.8%
Student Academic Assessments	1125	98.1%
State standardized assessments	1033	90.1%
End-of-year assessments	169	14.7%
Local benchmark assessments	479	41.8%
Student portfolio assessment	106	9.2%
Other student assessment	529	46.1%
Non-Academic Indicators	68	5.9%
Student attendance	15	1.3%
Dropout rate	4	0.3%
Graduation rate	6	0.5%
Other non-academic indicator	50	4.4%
Missing	7	0.6%

N=1,147

Note: Percentages may not add up to 100% as numbers based upon duplicated counts (i.e., a school may use one or more of the program characteristics).

Source: Information based upon analyses of 1,147 TEEG applications during the 2006-07 and 2007-08 school years.

The most popular indicators for measuring teachers' contribution to student performance were student assessment results. Ninety percent of schools (1,033 schools) used state standardized assessments such as TAKS, SDAA, and the Texas Primary Reading Inventory (TPRI). Approximately 42 percent of schools (479 schools) included local benchmark assessments as measures of teachers' contribution to student performance.

Among the 17 percent of schools (191 schools) using measures of school-wide performance, most used a state accountability rating of either Exemplary or Recognized (147 schools), while 55 schools required that a school earn a rating of Acceptable for teachers to be eligible for a Part 1 bonus award.

Evaluators also identified the nature of student performance analyses used by Cycle 1 schools (Table 7.3). That is, they coded whether schools used students' achievement levels and/or measures of how

students' performance changed over time. Cycle 1 schools typically relied on achievement levels for measuring student performance, either exclusively (68% of schools) or in combination with a measure of performance over time (24.8% of schools).

Table 7.3: Type of Student Performance Analysis, Cycle 1 Plans

Type of Performance Analysis	Number of Schools	Percent of Schools
Achievement level	780	68.0%
Change over time (e.g., gains, growth, value-added measures)	46	4.0%
Achievement level + Change over time	285	24.8%
Missing	36	3.1%

N=1,147

Note: Percentages may not add up to 100% due to rounding.

Source: Information based upon analyses of 1,147 TEEG applications during the 2006-07 and 2007-08 school years.

Indicators of teacher collaboration

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

Table 7.4 reveals the frequency with which various indicators of collaboration were used by Cycle 1 schools, with the most popular indicator being instructional and curricular activities. This broad category, used by just over 65 percent of schools (750 schools), includes activities such as grade and/or subject area collaborative lesson-planning as well as other instructional or curricular leadership activities at the school site. Over half of Cycle 1 schools (622 schools) also rewarded teachers for their participation in professional development, while approximately 46 percent (529 schools) provided Part 1 bonus awards to teachers for their participation in staff meetings.

Table 7.4: Types of Teacher Collaboration Indicators, Cycle 1 Plans

Teacher Collaboration Indicators	Number of Schools	Percent of Schools
Instructional and curricular activities	750	65.4%
Professional development	622	54.2%
Staff meetings	529	46.1%
Team teaching	237	20.7%
Sharing, analyzing student performance data	235	20.5%
Mentoring teachers	154	13.4%
Parent involvement activities	75	6.5%
Teacher PDAS rating	59	5.1%
Teacher attendance at school	43	3.7%
Other indicators	235	20.5%
Missing	17	1.5%

N=1,147

Note: Percentages may not add up to 100% as numbers based upon duplicated counts (i.e., a school may use one or more of the program characteristics).

Source: Information based upon analyses of 1,147 TEEG applications during the 2006-07 and 2007-08 school years.

Indicators of teacher commitment and initiative

Criterion 3 evaluates teacher initiative and commitment and is one of two criteria that are not required measures under TEEG guidelines for determining teachers' eligibility for a Part 1 bonus award. State guidelines describe 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 include working with students outside of assigned class hours, creating programs to engage parents, and taking initiative to personalize the learning environment for every student.

Approximately 41 percent of Cycle 1 schools (475 schools) used such measures as part of their Part 1 bonus award requirements. Among those, the most popular indicators used include teachers' rates of attendance during the school year, tutoring students outside of regular class hours, and participation in parent involvement activities (see Table 7.5).

Table 7.5: Types of Teacher Commitment and Initiative Indicators, Cycle 1 Plans

Teacher Commitment and Initiative Indicators	Number of Schools	Percent of Schools
Teacher attendance at school	280	24.4%
Tutoring	232	20.2%
Parent involvement activities	156	13.6%
Professional development	81	7.1%
District leadership activities	34	3.0%
Teacher PDAS rating	33	2.9%
Other	178	15.5%
Not applicable	667	58.2%
Missing	8	0.7%

N=1,147

Note: Percentages may not add up to 100% as numbers based upon duplicated counts (i.e., a school may use one or more of the program characteristics).

Source: Information based upon analyses of 1,147 TEEG applications during the 2006-07 and 2007-08 school years.

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. Only 44 (3.9%) of Cycle 1 schools used this criterion in their plans. The Texas Education Agency designated state-shortage areas, and schools could also include locally-determined shortage areas.

Table 7.6 provides an overview of hard-to-staff areas being used by the 44 Cycle 1 schools. They most often used a locally-determined shortage area or rewarded teachers assigned to a mathematics class. Less commonly used assignments were bilingual education, English as a second language, foreign language, and technology. Based on TASB survey results (see Chapter 2), it is possible that many districts already rewarded a number of these shortage areas (especially math and bilingual education), and consequently, participating TEEG schools did not view rewards for hard-to-staff areas as an important use of their TEEG funds.

Table 7.6: Indicators of Teaching in a Hard-to-Staff Area, Cycle 1 Plans

Hard-to-Staff Areas	Number of Schools	Percent of Schools
Locally-determined shortage area	27	2.4%
Mathematics	15	1.3%
Science	14	1.2%
Special education	13	1.1%
Bilingual education	11	1.0%
English as Second Language	12	1.0%
Foreign language	7	0.6%
Technology	4	0.3%
Not applicable	1,098	95.7%
Missing	4	0.3%

N=1,147

Note: Percentages may not add up to 100% as numbers based upon duplicated counts (i.e., a school may use one or more of the program characteristics).

Source: Information based upon analyses of 1,147 TEEG applications during the 2006-07 and 2007-08 school years.

Unit(s) of Accountability

Another design feature of interest is the unit of accountability employed by TEEG schools when evaluating teacher performance; that is, the entity whose performance determines award eligibility. While extant research does not provide definitive guidance as to the preferable unit(s) of accountability, it does highlight the importance that this plan feature has for the quality and impact of a performance pay program.

Evaluators identified several units of accountability used by Cycle 1 schools, namely an entire school, a team of teachers (e.g., grade-level, subject area, interdisciplinary team), or an individual teacher. The school is considered the unit of accountability when school-wide performance was used to decide bonus award eligibility. A team unit of accountability results from bonus awards being determined by the collective performance of a group of teachers, while a bonus award based on an individual teacher's performance is associated with a teacher unit of accountability.

Overall, teachers were the most popular unit of accountability for all four Part 1 performance criteria, and are nearly the exclusive unit of accountability used to measure teacher collaboration (Criterion 2), teacher commitment and initiative (Criterion 3), and assignment to a hard-to-staff area (Criterion 4).

The only Part 1 component for which plans displayed some variation in units of accountability was for the measurement of teachers' contribution to student performance (Criterion 1). Table 7.7 provides an overview of these plan design choices, indicating that the most frequently employed unit of accountability was individual teacher alone (44.4% of schools). Nearly 20 percent used team accountability exclusively, while 12 percent of Cycle 1 schools used a combination of school, team, and individual teacher performance to determine Part 1 bonus award eligibility. All other possible units of accountability were used by less than 10 percent of Cycle 1 schools.

Table 7.7: Unit(s) of Accountability to Measure Student Performance, Cycle 1 Plans

Unit of Accountability	Number of Schools	Percent of Schools
School only	51	4.4%
Team only	218	19.0%
Teacher only	509	44.4%
School + Team	43	3.7%
School + Teacher	100	8.7%
Team + Teacher	139	12.1%
School + Team + Teacher	34	3.0%
Missing	53	4.6%

N=1,147

Note: Percentages may not add up to 100% due to rounding.

Source: Information based upon analyses of 1,147 TEEG applications during the 2006-07 and 2007-08 school years.

Implementation of TEEG Cycle 1 Plans

Evaluators also examined whether or not Cycle 1 schools modified their use of TEEG funds during the course of the 2006-07 implementation school year. A fall 2007 principal progress report inquired about any changes to (1) the use of Part 1 performance criteria, (2) the planned distribution of Part 1 bonus awards, and (3) the use of Part 2 funds for professional growth activities.

Modifications to Part 1 Performance Criteria

The progress report asked principals to indicate any changes the school made to its use of the four Part 1 performance criteria. Specifically, principals were asked the ways in which schools modified their plans' approach for measuring teachers' contribution to student performance (Criterion 1), collaboration with faculty and staff (Criterion 2), commitment, initiative, and professionalism (Criterion 3), and assignment in hard-to-staff areas (Criterion 4). Principals could select from the following choices.

- There was no change in the school's use of the Part 1 performance criteria.
- The school used different indicators for measuring teacher performance.
- The school used higher performance thresholds (i.e., set higher performance standards) for teacher performance.
- The school used lower performance thresholds (i.e., set lower performance standards) for teacher performance.
- The school did not originally plan on using the Part 1 criterion, but added it during the implementation year.
- The school originally planned on using the Part 1 criterion, but removed it during the implementation year.
- The school did not use the Part 1 criterion at any point in time during the planning or implementation period.

Table 7.8: Part 1 Performance Criteria Modifications, Cycle 1 Plans

Design Modifications	Measures of Student Performance (Criterion 1)	Measures of Teacher Collaboration (Criterion 2)	Measures of Teacher Commitment (Criterion 3)	Teaching in Hard-to-Staff Area (Criterion 4)
No change	64.5% (631)	69.1% (676)	61.3% (600)	52.1% (510)
Different performance indicators	10.2% (100)	8.1% (79)	7.3% (71)	3.2% (31)
Higher performance thresholds	21.8% (213)	19.6% (192)	17.2% (168)	4.6% (45)
Lower performance thresholds	1.9% (19)	1.2% (12)	0.4% (4)	0.6% (6)
Added criterion to TEEG plan	0.6% (6)	0.8% (8)	1.1% (11)	0.5% (5)
Removed criterion from TEEG plan	0.1% (1)	0.0% (0)	0.7% (7)	0.8% (8)
Not included in TEEG plan at any time	0.8% (8)	1.1% (11)	12.0% (117)	38.1% (373)

N=978

Source: Data results come from the progress report administered to TEEG Cycle 1 school principals/site coordinators during the fall 2007 semester.

Principals most frequently report no change in the use of each Part 1 performance criterion. The second-most frequent response is the raising of performance thresholds. Approximately 20 percent of respondents indicate the use of higher performance expectations for each criterion, with the exception of assignments in a hard-to-staff area (Criterion 4). Some respondents (albeit a small percentage) report that their TEEG plan never used measures of student performance or teacher collaboration, both of which are mandatory Part 1 criteria according to state guidelines for TEEG participation.⁴⁸

Modifications to Part 1 Bonus Awards

Evaluators also asked principals a separate question inquiring how their schools modified the nature of Part 1 bonus awards distributed to teachers during the 2006-07 implementation year. Specifically, they were asked if (1) the maximum possible award increased for teachers, (2) the maximum possible award decreased for teachers, (3) the minimum possible award increased for teachers, (4) the minimum possible award decreased for teachers, (5) a greater percentage of teachers received an award, and (6) a smaller percentage of teachers received an award.

⁴⁸ According to TEEG plan applications, only 41 percent and four percent of TEEG schools used Criterion 3 and Criterion 4, respectively. Therefore, the percentages indicating not using those criteria at any time are misleading. It is likely that many of the schools not using Criterion 3 or 4 at all, reported “no change” in their plan approach.

Table 7.9 reveals that most schools did not change the nature of Part 1 bonus award distribution during the Cycle 1 implementation year. However, several reported modifications are noteworthy. Over 20 percent of principals indicate that maximum awards for teachers increased as did minimum award amounts. Additionally, nearly 30 percent report a greater percentage of teachers receiving bonus awards than was planned in the school’s original TEEG Cycle 1 application.

Table 7.9: Changes to Part 1 Award Distribution, Cycle 1 Plans

Change in Award Distribution	Yes	No	Missing
Maximum award increased	21.9% (214)	75.8% (741)	2.4% (23)
Maximum award decreased	8.0% (78)	89.7% (877)	2.4% (23)
Minimum award increased	21.9% (214)	75.9% (742)	2.2% (22)
Minimum award decreased	5.6% (55)	92.1% (901)	2.2% (22)
Greater percentage of teachers awarded	28.9% (283)	69.1% (676)	1.9% (19)
Smaller percentage of teachers awarded	10.1% (99)	87.9% (860)	2.4% (23)

N=978

Source: Data results come from the progress report administered to TEEG Cycle 1 school principals/site coordinators during the fall 2007 semester.

Modifications to Part 2 Activities

The progress report asked about the ways in which Cycle 1 schools used Part 2 funds. These funds should represent no more than 25 percent of a school’s TEEG grant and are supposed to be used for bonus awards to school personnel not eligible for Part 1 awards or to fund professional growth activities, such as professional development, teacher mentor programs, new teacher induction programs, or stipends for teachers in high-need subjects or for participation in extra activities.

Principals report how the use of Part 2 funds changed during the 2006-07 implementation year, if at all. Specifically, they indicate whether or not the school used fewer funds, the same amount of funds, or more funds to implement each of the Part 2 activities listed in Table 7.10. Principals could also indicate if the school never used a particular Part 2 activity in their plan application or during actual implementation. The most frequent responses are consistently that a school did not change the use of Part 2 funds or the school never included the activity in the Cycle 1 plan.

Findings in the final row, “Activity not part of TEEG plan”, also reveal which Part 2 activities were most commonly used in Cycle 1 schools. Fewer than half of Cycle 1 schools used Part 2 funds for mentoring programs, new teacher induction, or stipends for teachers in high-need subjects or for extra activities. However, slightly over half of principals report that their schools used Part 2 funds for professional development and additional incentives for teachers (60% and 55.7%, respectively). The most popular use of Part 2 funds was the provision of bonus awards to non-teacher school personnel. Nearly three-quarters (72.5%) of Cycle 1 principals report the use of Part 2 funds for non-teacher bonus awards.

Table 7.10: Change in Use of TEEG Funds for Part 2 Activities, Cycle 1 Plans

Change in Part 2 Funds	Professional Development	Mentoring Programs	New Teacher Induction	Stipends for Teachers	Incentives for Non-teachers	Additional Incentives for Teachers
Fewer Part 2 funds used for activity	2.2% (22)	1.5% (15)	1.2% (12)	1.0% (10)	4.3% (42)	1.9% (19)
No change in Part 2 funds used for activity	50.4% (493)	35.0% (342)	31.9% (312)	34.7% (339)	60.0% (587)	45.4% (444)
More Part 2 funds used for activity	7.4% (72)	4.5% (44)	2.4% (23)	4.4% (43)	8.2% (80)	8.4% (82)
Activity not part of TEEG plan	40.0% (391)	59.0% (577)	64.5% (631)	59.9% (586)	27.5% (269)	44.3% (433)

N=978

Source: Data results come from the progress report administered to TEEG Cycle 1 school principals/site coordinators during the fall 2007 semester.

Determinants of TEEG Cycle 1 Plan Design

Teachers in Cycle 1 schools were largely responsible for designing their own performance pay plans (see Chapter 6). Accordingly, evaluators examined whether or not the design features of each school's Cycle 1 plan reflect the characteristics of the school developing that plan. To explore that possibility, evaluators investigated the determinants of Cycle 1 plan design features, specifically the unit(s) of accountability for evaluating student performance (see Table 7.7) and the types of student performance analysis used by schools (see Table 7.3). The analyses used teacher, school, and TEEG plan characteristics to explain variation in these two key aspects of each Cycle 1 plan.

Evaluators focused on unit(s) of accountability and performance analysis measures for a couple reasons. First, the review of each school's Cycle 1 plan reveals variation among schools' choices for these design features, thereby making them useful for studying the determinants of TEEG plan differences. Additionally, these design features are oft-debated components of the broader policy discussion about how to most effectively reward teachers for their performance, and particularly for their students' performance.

Evaluators used several school, teacher, and TEEG plan characteristics to examine which characteristics are associated with the unit(s) of accountability and types of student performance analysis used in a school's Cycle 1 plan. The teacher characteristics include average years of teacher experience, the share of teachers who are male, the share of teachers who are new to the school, and a Gini coefficient for teacher salaries. The salary Gini summarizes the distribution of teacher base pay and indicates the homogeneity of the teacher corps with respect to the determinants of base pay—experience and educational attainment. When all of the teachers share the same step on the

salary scale, the salary Gini equals zero. As teacher characteristics become more dispersed, the salary Gini increases toward the value of one.

School characteristics include the %ED students, student enrollment, and grade level. An indicator for independent charter schools allows for differences in plan design between charter schools and traditional public schools. Because they are large districts with pre-existing teacher performance pay plans, the analysis also included indicators for Houston ISD and Dallas ISD.

Finally, the TEEG plan characteristics include TEEG funding per pupil, which ranges from less than \$40 to more than \$1,200, and TEEG selection criteria (i.e., is school eligible for TEEG based on high accountability rating or Comparable Improvement). Tables 7.11 and 7.12 present findings from two models: determinants of unit of accountability and determinants of types of student performance analysis, respectively.

Determinants of Unit(s) of Accountability

Table 7.11 presents the determinants of the unit(s) of accountability used in each school's Cycle 1 plan. Cycle 1 schools were divided into five groups: those that used only school-level performance to determine award eligibility (51 schools); those that used school-level performance in combination with other unit(s) of accountability (177 schools); those that used team-level performance only (217 schools); those that used some combination of teacher and team-level performance (139 schools); and those that used only teacher-level performance to determine award eligibility (501 schools).⁴⁹ The use of school-level performance as the unit of accountability represents the least individualistic approach to determining award eligibility. Conversely, award determination based only upon the performance of individual teachers is the most individualistic approach.

⁴⁹ 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.

Table 7.11: Determinants of Unit(s) of Accountability, Cycle 1 Plans

Determinants	School Only	Teacher Only
Charter school	-0.0269*** (0.00745)	0.233*** (0.0790)
Houston ISD	-0.0172*** (0.00656)	0.131** (0.0578)
Dallas ISD	-0.0326*** (0.00582)	0.300*** (0.0544)
Elementary school	0.0242 (0.0173)	-0.154 (0.113)
Middle school	0.0374 (0.0270)	-0.178* (0.0982)
Secondary school	0.0335 (0.0268)	-0.163 (0.102)
School size	0.00473 (0.00526)	-0.0293 (0.0326)
%ED students	-0.000520** (0.000251)	0.00322** (0.00151)
Average teacher experience	-0.000429 (0.000995)	0.00266 (0.00614)
Teacher salary Gini [†]	-0.341** (0.145)	2.116** (0.875)
Share of teachers new to school	-0.0134 (0.0253)	0.0829 (0.156)
Share of male teachers	-0.00497 (0.0298)	0.0308 (0.185)
TEEG funding per pupil	-0.0216 (0.0369)	0.134 (0.229)
Comparable Improvement eligibility	-0.00927* (0.00533)	0.0565* (0.0306)
Observations	1085	1085

The table reports selected marginal effects from an ordered logit regression with five categories of the units of accountability. Robust standard errors in parentheses

[†] Gini coefficient, which is a common ratio measure of financial inequality, takes on values between zero and one. The Gini coefficient takes on the value of zero when the distribution of pay is perfectly equal (i.e., all teachers receive exactly the same amount), and takes the value of one when the distribution is perfectly unequal.

*** p<0.01, ** p<0.05, * p<0.1

Source: Based on authors' calculations

Table 7.11 illustrates that there are significant relationships between a number of school characteristics and the unit(s) of accountability featured in the Cycle 1 plans. Independent charter schools designed plans that were significantly more individualistic than did schools in traditional public school districts. The probability that a charter school used teacher-only unit of accountability was 23 percentage points higher than the probability of a traditional public school.

Schools in the Houston and Dallas independent school districts were also more likely to design individualistic units of accountability than were other Cycle 1 schools. Cycle 1 schools in Dallas ISD were 30 percentage points more likely to have teacher-only units of accountability, while schools in Houston ISD were 13 percentage points more likely to do so.

The analysis also suggests that as teachers became more dissimilar within a Cycle 1 school (at least with respect to salary and its determinants) there was an increasing probability that the school's plan would determine bonus award eligibility by the performance of individual teachers. Schools where the teachers were highly similar were more than 10 percentage points less likely to rely exclusively on individual teacher units of accountability than were schools where the teachers were highly dissimilar.⁵⁰

As students within a Cycle 1 school became more economically dissimilar (i.e. as the share of economically disadvantaged students decreased) the probability of a school using individual teacher units of accountability decreased; that is, their plan was more likely to be less individualistic. In fact, schools in which all of the students were economically disadvantaged were 15 percentage points more likely to use teacher-only units of accountability than were schools where only half the students were economically disadvantaged.

There are no systematic differences across the units of accountability with respect to the other potential determinants. Small schools and schools with a higher share of new teachers were no more likely to favor the school as the unit of accountability over other options. Finally, elementary schools were essentially as likely to use teachers as the units of accountability as middle or secondary schools.⁵¹

Determinants of Types of Student Performance Analysis

More than 70 percent of Cycle 1 schools relied exclusively on achievement levels for measuring a teacher's contribution to student performance, while nearly 26 percent of schools used both achievement levels and a measure of student growth. Only four percent of Cycle 1 schools used a measure of student growth alone. Table 7.12 presents results from the analysis of determinants of the types of student performance analysis used in Cycle 1 plans.⁵²

Table 7.12 illustrates that many school and teacher characteristics did not have a significant influence on the probability that a Cycle 1 plan rewarded student growth rather than achievement levels. None of the school characteristics are statistically significant determinants of the types of student performance analysis. Similarly, there is no evidence that teacher characteristics had a significant influence on this element of Cycle 1 plan design.

Findings in Table 7.12 suggest that the criteria for which a school became eligible for the TEEG program did influence the type of student performance analysis used in a Cycle 1 plan. Schools that became eligible for TEEG on the basis of Comparable Improvement were significantly more likely

⁵⁰ Schools that are highly similar have a teacher salary Gini at or below the 10th percentile for this indicator (0.054). Schools that are highly dissimilar have a teacher salary Gini at or above the 90th percentile for this indicator (0.106).

⁵¹ The statistically significant indicator on "middle school" does not have high practical significance.

⁵² The measure of student performance could not be determined for 36 schools, which are therefore excluded from the analysis, as are the nine schools with incomplete data on the determinants.

to reward measures of student growth than were schools that became eligible for the program based on a high accountability rating. Comparable Improvement schools were eight percentage points less likely to reward only achievement levels than were their counterparts.

Table 7.12: Determinants of Types of Student Performance Analysis, Cycle 1 Plans

Determinants	Measures of Growth Only	Achievement Levels Only
Charter school	0.0176 (0.0203)	-0.0894 (0.0917)
HISD	0.0142 (0.0131)	-0.0735 (0.0624)
DISD	-0.00569 (0.00947)	0.0331 (0.0566)
Elementary school	-0.0206 (0.0164)	0.112 (0.0837)
Middle school	-0.0193* (0.0105)	0.117* (0.0647)
Secondary school	-0.00631 (0.0132)	0.0365 (0.0782)
School size	0.00397 (0.00471)	-0.0223 (0.0268)
%ED students	-0.000234 (0.000221)	0.00132 (0.00124)
Average teacher experience	-0.000382 (0.000998)	0.00215 (0.00563)
Teacher salary Gini [†]	-0.204 (0.125)	1.148* (0.691)
Share of teachers new to school	-0.00595 (0.0233)	0.0335 (0.131)
Share of male teachers	0.0427 (0.0265)	-0.241 (0.147)
TEEG funding per pupil	0.0176 (0.0286)	-0.0988 (0.162)
Comparable Improvement eligibility	0.0135** (0.00547)	-0.0766*** (0.0297)
Observations	1102	1102

The table reports selected marginal effects from an ordered logit regression with three categories of the measure of student performance. Robust standard errors in parentheses

[†]Gini coefficient, which is a common ratio measure of financial inequality, takes on values between zero and one. The Gini coefficient takes on the value of zero when the distribution of pay is perfectly equal (i.e., all teachers receive exactly the same amount), and takes the value of one when the distribution is perfectly unequal.

*** p<0.01, ** p<0.05, * p<0.1

Source: Based on authors' calculations

Chapter Summary

This chapter provides a detailed overview of key design features of Cycle 1 plans, with a focus on how schools determine teachers' eligibility for Part 1 bonus awards, how plan design features were modified during implementation, and how characteristics of Cycle 1 schools are related to the design features of their TEEG plans. Overall, Cycle 1 schools most frequently used measures of student performance and teacher collaboration to determine teachers' eligibility for bonus awards. The majority of schools favored the use of state standardized assessments and achievement levels – as opposed to measures of student growth – when analyzing teachers' contribution to student performance. Additionally, most used teachers as the unit of accountability when determining Part 1 bonus award eligibility. Cycle 1 schools changed relatively little in their use of Part 1 and Part 2 funds during the TEEG implementation year (2006-07 school year).

Several school, teacher, and student characteristics – such as charter school status, %ED students, and the inequality of teacher pay within a school – are related to the unit(s) of accountability developed by Cycle 1 schools, but do not offer much explanation as to the types of student performance analysis used by schools. Cycle 1 schools had a higher likelihood of providing bonus awards to teachers based on individual teacher performance if the school was a charter school, had a greater %ED students, or had a teacher workforce with more inequality with respect to pay

CHAPTER 8

TEEG Cycle 1 Bonus Award Design and Distribution

This chapter reviews Part 1 bonus awards for teachers as defined in TEEG plan applications and as implemented during Cycle 1 of the program. The design and distribution of teacher bonus awards is operationalized in two ways, including (1) the dispersion of minimum and maximum awards in a school and (2) the equality of bonus awards in a school. The chapter concludes with an examination of how characteristics of TEEG schools are related to the design and distribution of teacher bonus awards.

Key Policy Questions

This chapter addresses the following questions.

- What Part 1 bonus award models were submitted in Cycle 1 plan applications to the Texas Education Agency?
- How did schools actually distribute Part 1 bonus awards to teachers during Cycle 1 of the TEEG program?
- How are characteristics of TEEG schools related to Part 1 bonus award design and distribution?

Key Policy Points

This chapter highlights and expands upon the following key policy points based on an examination of proposed and actual bonus award distribution in Cycle 1 schools.

- The dispersion of minimum versus maximum bonus awards in TEEG Cycle 1 schools varied considerably within and between schools.
- Most schools proposed a bonus award distribution model that did not align with the minimum and maximum dollar amounts recommended in state guidelines.
- In most Cycle 1 schools, the distribution of actual bonus awards was less equitable than the bonus award models proposed in TEEG plan applications.
- Some school and teacher characteristics are related to bonus award models designed and implemented by Cycle 1 schools, including teachers' years of experience and gender, equality of teacher salaries, share of teachers new to a school, and a school's grade level.

- 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.

Review of TEEG Cycle 1 Bonus Awards

Methodology for Reviewing TEEG Bonus Awards

Information about the design and distribution of TEEG bonus awards comes from two primary sources. First, as described in Chapter 7, evaluators coded key features of each TEEG school's plan application submitted to the Texas Education Agency. One of those features is the proposed distribution of Part 1 bonus awards to teachers, specifically the minimum and maximum possible bonus award amounts a teacher could receive. Data on the actual bonus awards given to teachers in the fall 2007 were collected using a secure, online data upload system. Cycle 1 TEEG schools recorded actual award amounts given to each individual teacher during the first award distribution of the TEEG program, along with the source of those amounts (i.e., Part 1 and/or Part 2 funds). These data were extensively audited by program staff at the Texas Education Agency and evaluators, and then match-merged with administrative personnel records in Texas' Public Education Information Management System (PEIMS).

Eight hundred seventy seven of the 1,147 Cycle 1 TEEG schools provided usable information on the actual bonus award amounts distributed to teachers in fall 2007.⁵³ One hundred sixty seven elementary schools, 41 middle schools, 53 secondary schools and nine all grade schools did not submit usable data despite repeated reminders from both the Texas Education Agency and the evaluation team. Non-respondent schools had a higher share of low-income and minority students, on average, than did respondent schools, but were not systematically different from respondent schools with respect to enrollment. There are no differences in response rates between schools eligible for TEEG on the basis of high accountability ratings and those eligible based on Comparable Improvement. Finally, respondent schools did not systematically differ from non-respondents with respect to two measures constructed of plan equity: the range of proposed bonus awards and the maximum potential Gini coefficient.

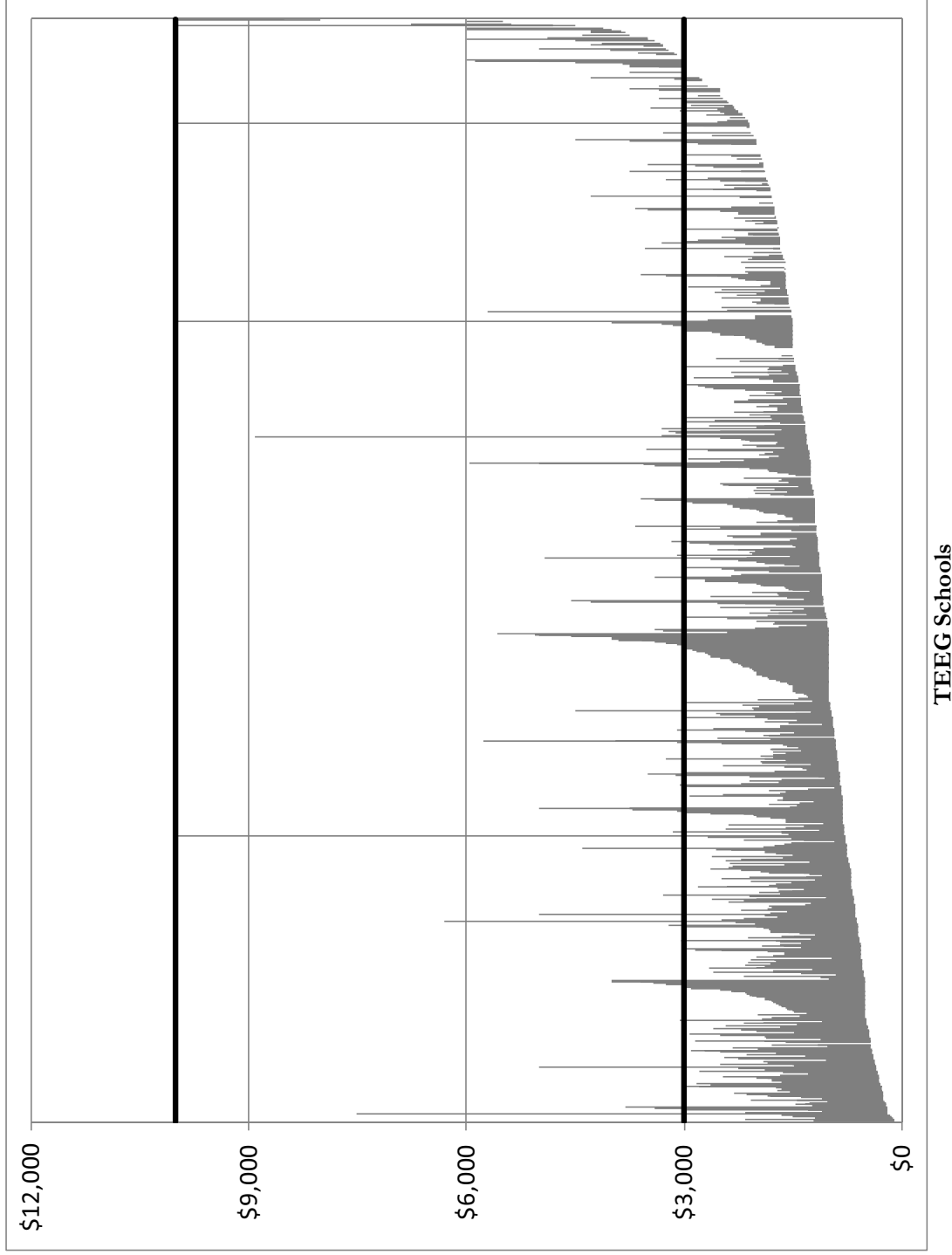
Design of TEEG Cycle 1 Bonus Awards

Minimum versus Maximum Proposed Bonus Awards, Cycle 1 Plans

Figure 8.1 displays the range of bonus award amounts specified in Cycle 1 plan applications. 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. The figure represents 1,045 schools because the remaining 102 applications do not clearly specify both a maximum and a minimum proposed award for Part 1.

⁵³ 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.

Figure 8.1: Distribution of Minimum and Maximum Proposed Awards, Cycle 1 Plans



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

The distribution of proposed awards varies considerably both within and between schools. One hundred fifty nine 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. Fifteen schools proposed models in which minimum and maximum award amounts have a range of more than \$4,000, one of which exceeded \$9,000. The average difference between the proposed minimum and maximum awards in TEEG plans is \$989.

Figure 8.1 also demonstrates that most 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 Texas Education Agency. Guidelines advise that Part 1 bonus awards be no less than \$3,000 and not to exceed \$10,000 per teacher (the horizontal lines in the figure). Most schools (95.1%) proposed a minimum award less than \$3,000, and nearly 83 percent (82.7%) of all Cycle 1 schools proposed a *maximum* award of less than \$3,000.

Equality of Proposed Bonus Awards, Cycle 1 Plans

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. Here, 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).⁵⁴

The Plan Gini measures the maximum potential Gini coefficient implied by the school’s Cycle 1 application. It corresponds to the most unequal distribution of bonus awards possible, given the award parameters identified in TEEG plan applications and the total amount of Part 1 funds. The most unequal distribution that exhausts Part 1 funds is when some teachers received the maximum 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

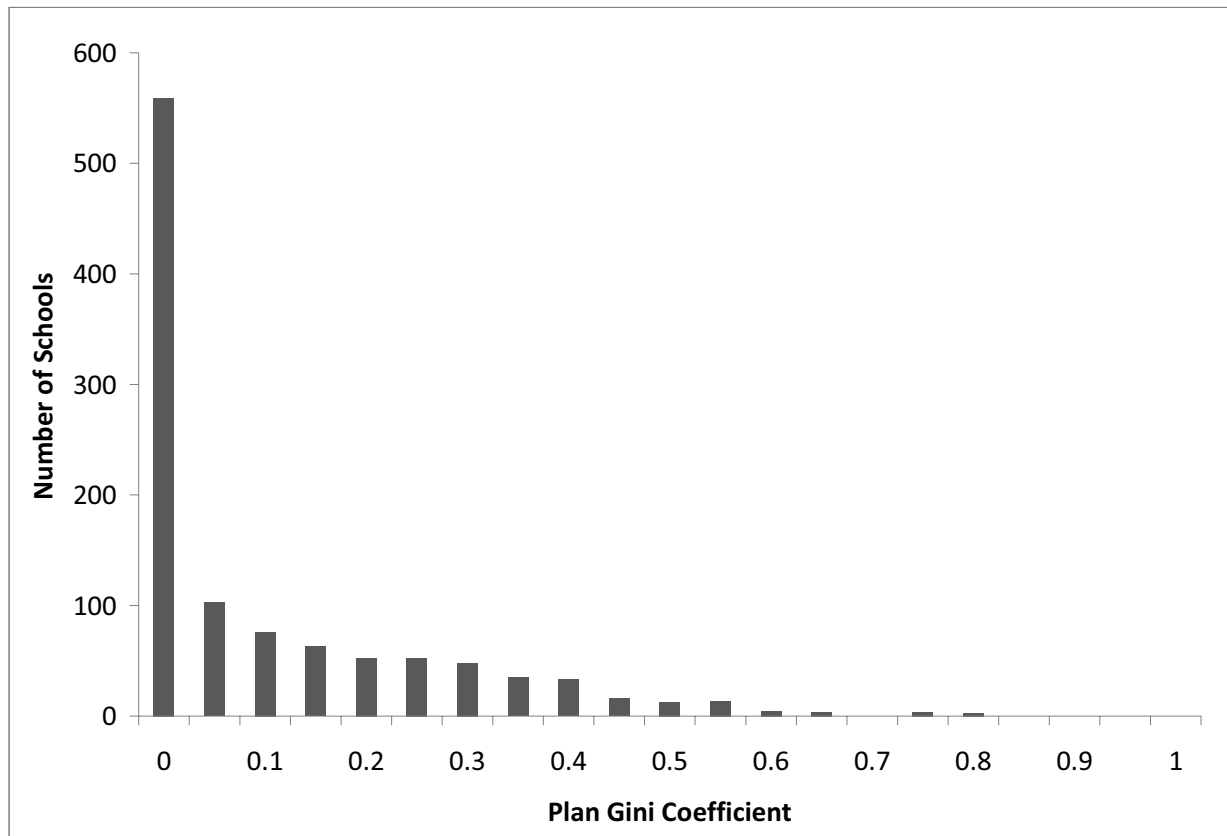
⁵⁴ More specifically, the Gini coefficient for school k equals: $G = 1 + \frac{1}{N} - \left[\frac{2}{mN^2} \right] \sum_{i=1}^{i=n} (N-i+1)y_i$

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).

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.

Figure 8.2 displays the distribution of Plan Ginis for the 1,082 TEEG schools for which it was possible to determine a maximum proposed bonus award for teachers. The x-axis denotes the Plan Gini Coefficient and the y-axis indicates the number of schools with that particular value. The highest value on the Plan Ginis is 0.77, and the mean coefficient for all 1,082 schools is 0.11. Four hundred seventy one (471) schools have Plan Ginis of 0.0 (i.e., perfect equality), meaning that it was possible for every teacher to receive the maximum proposed bonus award.

Figure 8.2: Equality of Proposed TEEG Bonus Awards, Cycle 1 Plans



Source: Plan Gini derived from proposed TEEG teacher award information collected by coding TEEG plan applications submitted to the Texas Education Agency.

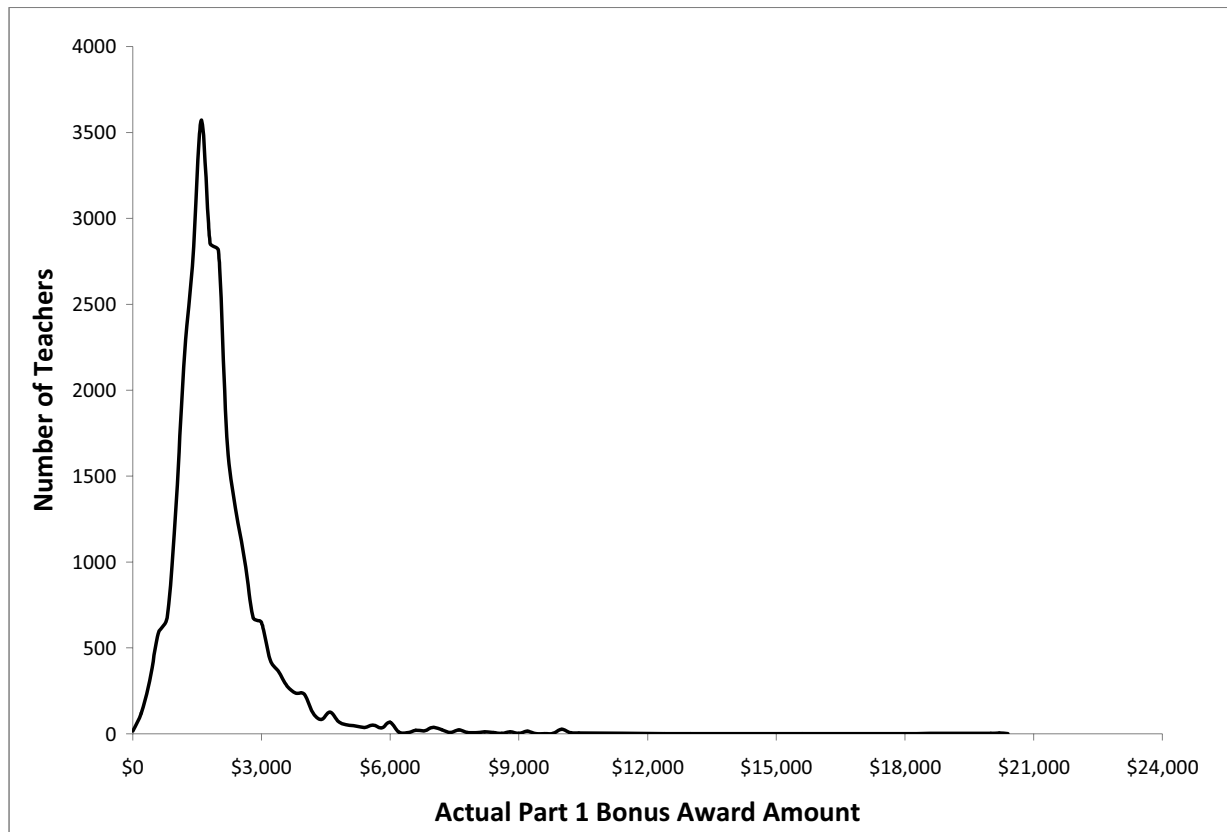
The distribution of Plan Ginis suggests that the maximum potential inequality of proposed TEEG bonus awards is generally low. The Gini coefficient for the distribution of disposable income in the United States is 0.42 for 2005 (U.S. Census Bureau, 2006). Gini coefficients for the distribution of total teacher pay in the 2006-07 school year in Cycle 1 schools range from 0.01 to 0.20, with a mean coefficient of 0.08. Nearly two thirds of Cycle 1 schools (673 of 1,082) have Plan Ginis lower than their Gini coefficients for teacher pay, meaning the proposed bonus award distribution model was more egalitarian than the base teacher salaries within those schools. For the remaining one-third of Cycle 1 schools, the proposed bonus award distribution was more unequal than the distribution of teacher salaries in those schools.

Distribution of TEEG Cycle 1 Bonus Awards

Data collected on the actual distribution of TEEG awards indicates that 69 percent of full-time teachers in TEEG schools during the 2006-07 school year received a Part 1 bonus award in the fall 2007. Interestingly, 838 (9.8%) of the 8,528 full-time teachers who were new to a responding TEEG school in the fall 2007 received bonus awards, even though they were not employed at the school in the performance year (2006-07). 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 8.3 displays the actual distribution of Part 1 bonus awards pooled across all teachers and schools, conditional upon a teacher receiving a bonus award for their performance during the 2006-07 school year. Two hundred seventy schools did not provide information on actual award amounts distributed to teachers, thus the information displayed in Figure 8.3 is representative of 76 percent of Cycle 1 schools. Bonus awards ranged from a low of \$20 to a high of \$20,462, with most teachers receiving between \$1,000 and \$3,000. Nearly 90 percent of the teachers who received a bonus award from Part 1 funds earned less than \$3,000.

Figure 8.3: Distribution of Actual Part 1 Awards, Cycle 1 Bonus Awards



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

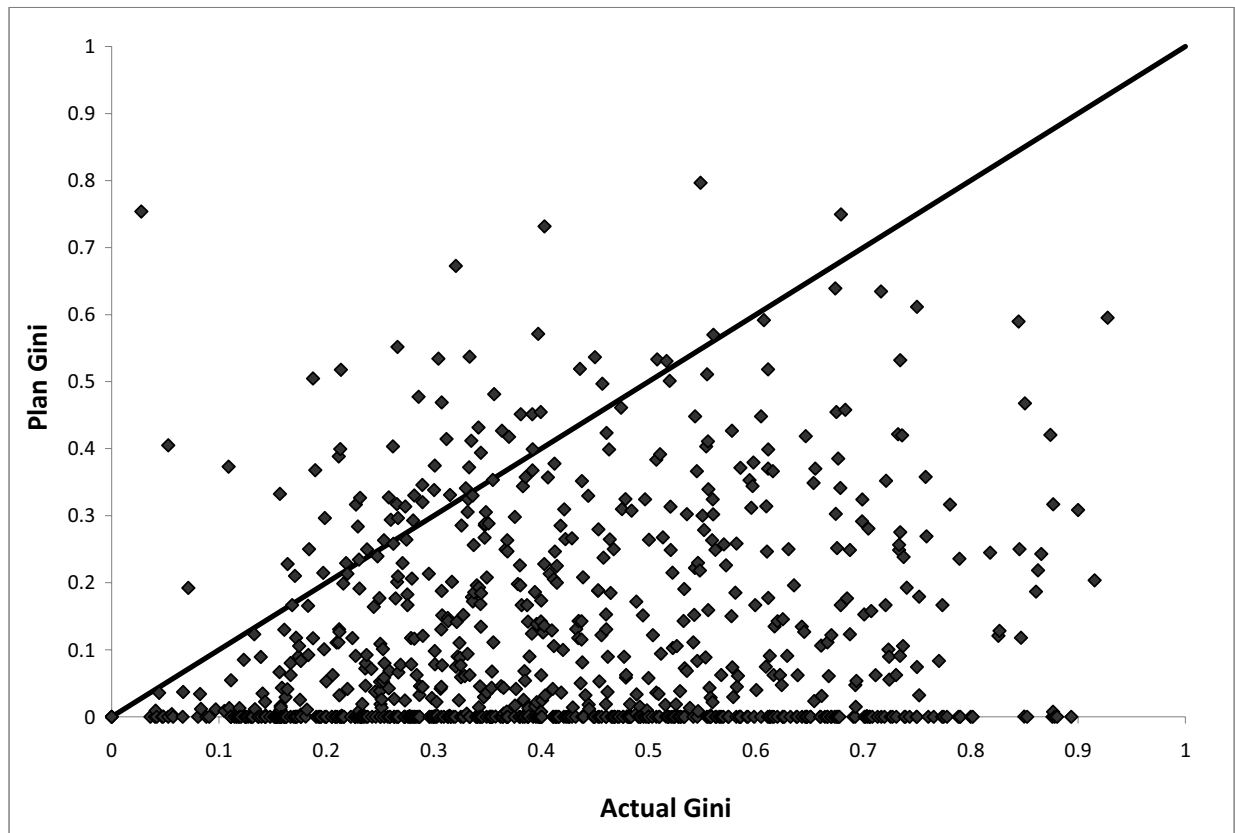
Seventy-five percent of respondent schools distributed bonus awards from Part 1 funds that exceeded the maximum dollar amount specified in their original TEEG plan. For example, although the proposed maximum award for any Cycle 1 school was \$10,000, nine schools awarded more than

\$10,000 to at least one teacher. This pattern suggests some schools resorted to contingency plans that essentially allocate fund balances among those teachers meeting Part 1 performance criteria if other teachers did not meet those necessary criteria to earn a bonus award.

Equality of Actual Bonus Awards, Cycle 1 Plans

Figure 8.4 plots the Plan Ginis against Gini coefficients calculated from the actual distribution of part 1 awards. The actual Ginis describe the distribution of bonus awards among teachers who were eligible for Part 1 awards because they taught full time in the school during the 2006-07 school year. If the actual Ginis were similar to the Plan Ginis, then all of the points in the plot would lie on the 45-degree line that extends from the bottom left to top right of the figure. Instead, most of the data are piled up below the 45-degree line. This pattern indicates that for most (91 percent) of the TEEG schools with data on actual awards, the actual distribution of awards is less equal than the most unequal distribution possible given the plan described in the proposal. In other words, most TEEG schools diverged from the proposal when they distributed the actual awards.

Figure 8.4: Comparing Plan and Actual Gini Coefficients, Cycle 1 Bonus Awards



Source: Plan Gini derived from proposed TEEG award information collected by coding TEEG plan applications submitted to the Texas Education Agency. Actual Gini derived from TEEG teacher award information collected during fall 2007 using an online, secure data upload system.

Determinants of TEEG Cycle 1 Bonus Awards

Determinants of TEEG Bonus Award Equality, Cycle 1 Plans

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 %ED students, the average years of teacher experience, the Gini coefficient for teacher salaries, the share of teachers who are male, and indicators for charter schools, and elementary, middle and secondary schools. The TEEG plan characteristics include TEEG funding per pupil, and an indicator for whether the school was eligible for TEEG based on Comparable Improvement. Table 8.1 presents marginal effects and robust standard errors for three models of bonus award equality based on three alternative indicators—Plan Gini coefficients, Actual Gini coefficients, and the share of teachers receiving no TEEG bonus award at all in each school.⁵⁵

The models include the %ED students because previous research suggests that less egalitarian plans are more likely to develop where teachers are able to attribute differences in student performance to differences in teacher effectiveness. Although all Cycle 1 schools had more than the median %ED students, there remains substantial variation in this variable, and those schools with the highest %ED students were more homogeneous than other TEEG schools with respect to an important determinant of student performance. In schools where the students are more similar to one another, it could be easier to attribute differences in performance to differences in teachers. Because the %ED students is a function of grade level, it must be evaluated jointly with the indicators for school type. Here, the evidence is mixed. Cycle 1 schools where the students were more economically similar to one another tended to have more equal distributions of actual awards (i.e. lower actual Ginis), but were no more likely to have more equal distributions of planned awards (i.e. lower plan Ginis) or to have a low share of teachers with no award.

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. On the other hand, the survey of TEEG teachers reported in Chapter 9 found that elementary teachers in Cycle 1 schools were more supportive of performance pay than their counterparts in other schools. In either case, there is no evidence that such attitudes resulted in systematically more or less egalitarian TEEG plans in elementary schools. None of the indicators of plan equality are significantly lower for elementary schools than they are for middle or high schools.⁵⁶

The models include school size and a measure of teacher homogeneity (i.e., the teacher salary Gini) because studies suggest that small groups are more likely to adopt egalitarian performance pay

⁵⁵ Because so many TEEG schools had plan Gini coefficients equal to zero, the evaluators used censored normal regression to analyze this indicator. The other two indicators were analyzed using ordinary least squares regression. In all three cases, the standard errors have been adjusted for clustering by school district.

⁵⁶ However, mixed-grade schools did have more equal distributions of actual awards (lower actual Ginis) than other types of schools.

structures than large groups,⁵⁷ and that the median teacher will reasonably prefer a more egalitarian structure if he/she has full information about the abilities of other teachers, and if there are significant variation in those abilities.⁵⁸ Cycle 1 schools where teachers were more dissimilar with respect to salary devised bonus award distribution models with a higher share of teacher receiving no award, but are not systematically different with respect to either Gini measure (see Table 8.1).

Table 8.1: Predicting TEEG Award Equality, Cycle 1 Bonus Awards

Possible Explanatory Factors	Plan Gini Coefficients	Actual Gini Coefficients	Percent Teachers with No Award
Charter school	-0.036	0.071	0.116
	(0.048)	(0.038)*	(0.042)***
Share economically disadvantaged	0.000	0.000	-0.001
	(0.001)	(0.001)	(0.001)
Average teacher experience	-0.001	-0.005	-0.008
	(0.003)	(0.003)	(0.003)***
Teacher salary Gini	-0.531	0.632	0.952
	(0.471)	(0.421)	(0.464)**
School enrollment (log)	0.008	0.001	0.022
	(0.018)	(0.020)	(0.022)
TEEG funding per pupil	-0.208	-0.153	-0.015
	(0.126)*	(0.099)	(0.094)
Share of teachers new to campus	-0.023	0.417	0.378
	(0.089)	(0.066)***	(0.061)***
Share of teachers male	0.070	0.243	0.159
	(0.092)	(0.068)***	(0.074)**
Elementary school	-0.081	0.085	0.054
	(0.047)*	(0.041)**	(0.042)
Middle school	-0.034	0.121	0.085
	(0.041)	(0.036)***	(0.038)**
Secondary school	-0.078	0.125	0.095
	(0.044)*	(0.037)***	(0.039)**
Comparable Improvement eligibility	-0.001	-0.029	-0.021
	(0.018)	(0.019)	(0.019)
Constant	0.090	0.218	0.059
	(0.152)	(0.151)	(0.166)
Observations	1077	871	871

Clustered, robust standard errors in parentheses

* significant at 10%; ** significant at 5%; *** significant at 1%

Source: Based on authors' calculations.

⁵⁷ For example, Encinosa, Gaynor and Rebitzer (2007) find that small groups are more likely to adopt equal sharing rules than are large groups, but that when mutual assistance is important, large groups must offer weaker incentives to achieve the same level of mutual aid.

⁵⁸ For example, see Freeman and Gelber (2006).

Larger schools have higher Plan and Actual Ginis. 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. In both Gini-based models, a small increase in school size significantly increases the inequality of the bonus award distribution.

The models include the share of teachers who were male in Cycle 1 schools and average teacher experience because the literature suggests perspectives on performance-pay plans vary by gender and experience.⁵⁹ 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.⁶⁰ Self-report data from teachers further indicates that female teachers have more negative impressions of performance-pay plans than male teachers.⁶¹ In addition, several studies on teacher attitudes toward performance-pay policies conclude that beginning teachers are more accepting of performance-pay than are more experienced, veteran teachers, as is the case in attitudes among educators in Cycle 1 schools.⁶² The analysis finds that schools with more experienced teachers were more likely to design egalitarian bonus award plans, although the effect is not significant for the Plan Gini. There is also evidence that schools with a higher share of male teachers adopted more individualistic bonus award plans, all other things being equal.

The share of newly hired teachers was entered into the regressions to capture the possibility that schools with a greater share of newly hired teachers might reasonably be expected to distribute their awards less evenly. The evidence in Table 8.1 suggests that the actual distributions of bonus awards support this hypothesis, but the distribution of Plan Ginis does not.

The evidence on charter schools is mixed. Based on the actual distribution of awards, charter schools appear to have adopted more individualistic plans. However, charter schools do not have Plan Ginis that are significantly different from those of otherwise equal traditional public schools.

Finally, there is no evidence that schools eligible for TEEG based on high accountability ratings designed more egalitarian plans than those eligible by Comparable Improvement.

Teacher Characteristics and Actual TEEG Award Distribution, Cycle 1 Plans

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) and the dollar amount awarded to teachers in TEEG schools (see Table 8.2 below). The first model examines the probability that a teacher received an award in fall 2007, while the second examines the size of any such award.⁶³ Both analyses are based on data from 38,029 full-time teachers who were employed in 871 Cycle 1 schools during the 2006-07 school year.

⁵⁹ The share of male teachers ranges from zero to 89 percent, with a sample mean of 23 percent.

⁶⁰ For other work on gender preferences for performance pay, see Ballou and Podgursky (1993), Goldhaber, DeArmond, and Player (2007) or Eckel and Grossman (2002).

⁶¹ Ballou and Podgursky (1993) or Goldhaber, DeArmond, and Player (2007).

⁶² Ballou and Podgursky (1993), Goldhaber, DeArmond, and Player (2007), and Jacob and Springer (2007)

⁶³ Teachers who did not receive an award are coded as receiving an award of zero dollars.

Table 8.2: Teacher Characteristics as Determinants of an Individual’s Cycle 1 Bonus Award

Determinants	The Probability of Receiving a Part 1 TEEG Award	The Amount of the Part 1 TEEG Award
Experience	0.007	15.517
	(0.001)***	(7.062)**
Experience, squared	-0.0002	-0.486
	(0.000)***	(0.190)**
Experience, missing	-0.054	-109.242
	(0.018)***	(64.217)
Bachelor’s degree	0.134	649.993
	(0.035)***	(154.347)***
Master’s degree	0.079	515.378
	(0.032)**	(156.600)***
Doctorate degree	0.039	486.964
	(0.051)	(229.330)**
New to building	-0.160	-627.361
	(0.011)***	(52.155)***
Language arts	0.055	217.124
	(0.015)***	(60.931)***
Math	0.062	238.493
	(0.014)***	(51.451)***
Science	0.037	1.312
	(0.017)**	(61.359)
Foreign language	-0.013	-63.858
	(0.029)	(96.706)
Fine arts	-0.119	-577.065
	(0.027)***	(120.960)***
Vocational/technical	-0.057	-297.042
	(0.027)**	(93.270)***
Special education	-0.015	8.497
	(0.018)	(74.399)
Bilingual	0.130	486.853
	(0.020)***	(72.640)***
TAKS self-contained	0.030	382.163
	(0.013)**	(61.545)***
Constant		20.030
		(187.308)
Observations	38,029	38,029

Note: The first column presents marginal effects from a probit analysis of the probability that a full-time teacher receives a Part 1 award. The second column presents coefficient estimates from a Tobit analysis of the dollar amount of the reported awards. Robust standard errors were clustered by school district. For ease of exposition, the table reports marginal effects. The asterisks indicate that a marginal effect is ** significant at 5% level; *** significant at 1% level. *Source:* Based on authors’ calculations

Teacher characteristics and the probability of receiving an award

The first column of Table 8.2 presents an analysis of the probability that a teacher received a Cycle 1 bonus award for performance during the 2006-07 school year. An estimated marginal effect of -0.16 indicates that the probability of receiving a Part 1 bonus award was 16 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. The lower probability of a newly-arrived teacher receiving a bonus award was above and beyond any difference in awards attributable to differences in teacher experience. Furthermore, less than half of the teachers who were new to a Cycle 1 school were also new to teaching.

The evidence also suggests that more experienced teachers were more likely to receive a Part 1 bonus award than less experienced teachers, all other things being equal. The probability of receiving a Part 1 TEEG award was four percentage points higher for a teacher with 20 years of experience than for a teacher with five years experience.⁶⁴ The probability of receiving an award increased with experience from zero years of experience up to 20 years of experience, and then declined as experience increased beyond 20 years.

While experience increased the probability of receiving a bonus award, advanced degrees reduced it. The probability of receiving a Part 1 bonus award was more than five percentage points lower for teachers with a master's degree or doctorate than it was for teachers with a bachelor's degree, a difference that is statistically significant at the one percent level.

The model indicates that there are systematic differences in the probability of receiving a bonus award based on the individual's teaching assignment. Teachers who were assigned to language arts, math, science, bilingual education/ESL, and self-contained TAKS classrooms were significantly more likely to receive TEEG awards than were other teachers, all other things being equal. Bilingual/ESL teachers were the most likely to receive Part 1 TEEG awards, while fine arts teachers were the least likely to receive one. Considering standardized student assessment measures are not available in all grades and subjects, particularly in fine arts and vocational courses, it is possible some schools did not develop their own means to include teachers in those traditionally untested subject as possible award recipients.

Teacher characteristics and award amounts

The second column in Table 8.2 describes the relationship between observed teacher characteristics and bonus award amounts received by a teacher. The implications of this analysis are generally similar to those for the analysis of award probabilities. Teachers who were new to the building during the 2006-07 school year received a fall 2007 bonus award that was significantly less (\$627 less) than other teachers with similar educational attainment and experience. Again, a teacher with a bachelor's degree received a significantly higher bonus award than a teacher with an advanced degree, the size of the teacher's award increased with years of experience, and teaching assignment was a major determinant of the size of the award.

⁶⁴ The probability of receiving a part1 award for a teacher with 20 years of experience is 67.4 percent. The probability of receiving a part1 award for a teacher with 5 years of experience is 64.4. The probabilities for continuous variables are calculated using the method of recycled predictions.

The differences according to teacher qualifications are relatively modest. 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 \$109 more than a teacher with one year of experience, all other things being equal.⁶⁵ Although statistically significant, the difference in bonus awards between a teacher with a bachelor's degree and a teacher with a doctorate was only \$163.

Differences in bonus awards across teaching assignments are much more substantial. Bilingual/ESL teachers received by far the largest bonus awards, all other things being equal, while fine arts teachers received the smallest awards. The typical bilingual/ESL teacher received more than \$1,000 more in Part 1 bonus awards than the typical fine arts teacher. Teachers with self-contained classrooms in TAKS grades received the second largest awards. Math and science teachers were as likely to receive a Part 1 bonus award as were self-contained TAKS teachers, but on average received significantly smaller bonus awards than those teachers. This implies that, on average, math and science teachers received smaller bonus awards than TAKS teachers.

Chapter Summary

This chapter provides a thorough review of the nature of Part 1 bonus award design and distribution in Cycle 1 schools, including the dispersion of minimum and maximum awards and the measure of award equality for each school. The dispersion of minimum versus maximum awards – as designed by Cycle 1 schools – varied considerably within and between schools. And, most Cycle 1 schools proposed an award distribution model that did not align with the minimum and maximum dollar amounts recommended in state guidelines for the GEEG program.

Overall, the proposed Part 1 award models were more egalitarian than the distribution of teachers' base salaries in Cycle 1 schools. However, in the majority of Cycle 1 schools, the distribution of actual bonus awards was less equitable than the proposed award models.

Several school and teacher characteristics – teachers' years of experience, the share of male teachers, equality of teacher base salaries, share of new teachers at a school, and grade level served by the school – are related to the distribution of Part 1 awards. The probability that a particular teacher received an award – and the actual amount received – was significantly related to several teacher characteristics, especially the teacher's subject-area assignment.

⁶⁵ The difference in awards is calculated as $15.517*16 - 0.486*(16*16) - (15.517*1 - 0.486*(1*1))$.

CHAPTER 9

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 Cycle 1 schools near the end of the fall 2007 semester and completed by more than 35,000 school personnel members. This mid-year survey is 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 2007 survey was the first administration of the mid-year survey in TEEG Cycle 1 schools and addressed the following topics.

- Perceptions about the school's Cycle 1 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.

Key Policy Questions

This chapter addresses the following questions.

- What attitudes do Cycle 1 school personnel have about performance pay in general and their TEEG plan?
- Do Cycle 1 school personnel believe their efforts can overcome challenging student background characteristics?
- How effective do Cycle 1 school personnel perceive building leadership to be?
- What is the nature of professional expectations and collegial collaboration that personnel perceive in their Cycle 1 schools?
- Do attitudes and perceptions of Cycle 1 school personnel differ across respondent characteristics (e.g., years of experience, whether or not they received a TEEG bonus, type of professional position), school characteristics (e.g., grade levels served), or Cycle 1 plan characteristics (e.g., how eligibility for incentive payments is determined)?

Key Policy Points

This chapter highlights and expands upon the following key policy points based on results of a fall 2007 survey of instructional personnel in Cycle 1 schools.

- Most personnel in Cycle 1 schools support the principle of teacher performance pay. Inexperienced teachers and staff tend to be more supportive than more experienced school personnel members.
- Cycle 1 personnel do not believe the TEEG program has undermined collaboration or workplace collegiality. The majority views their colleagues, principals, and overall work environment positively.
- Both bonus award recipients and non-recipients in Cycle 1 schools, as well as new and veteran school personnel, have positive views about the TEEG program. However, award recipients and inexperienced staff are more likely to hold positive opinions.
- Those in schools proposing a more individualistic award distribution model have more positive views of performance pay, but less favorable views of their TEEG plans.
- Teachers and staff in Cycle 1 schools more often prefer egalitarian award distribution models as part of a performance pay plan.

Survey Overview and Methodology

This chapter discusses results from an anonymous survey administered to full-time instructional personnel in Cycle 1 schools during the fall 2007 semester.⁶⁶ This mid-year survey is the first of a two-pronged survey approach used to learn about TEEG's impact on attitudes and behavior of school personnel. Specifically, this mid-year survey addressed several key concepts which are identified below. The second prong examines educators' behaviors and organizational dynamics in schools, and is administered during the spring (findings from spring 2008 are presented in Chapter 10).

- Perceptions and attitudes about performance pay and the TEEG program.
- Beliefs and attitudes about professional effectiveness and perceptions of school environment.
- Beliefs about what should be rewarded with performance pay and what their schools' Cycle 1 plans actually reward.
- Personnel background characteristics (e.g., professional experience, educational level) and pay variables (e.g., salary level and amount of TEEG bonus award)

The remainder of this chapter discusses the methodology used to conduct the survey and results.

Methodology for Reviewing Survey Results

Full-time instructional personnel in Cycle 1 schools were asked to complete an anonymous, online survey during the fall 2007 semester. The survey is primarily composed of closed-ended survey items. Evaluators administered a second mid-year survey during the fall 2008 semester using the same items as the fall 2007 survey. Results from this survey will be available in a future report and will allow evaluators to examine how attitudes and perceptions of school personnel change during the time in which the TEEG program is in operation and depending on a school's eligibility to participate in the program from one cycle to the next.

Evaluators conducted principal components factor analyses on most of the questions contained on the survey to explore how the statements in each major question cluster into meaningful groups. Scales from the survey responses were constructed based on patterns of factor loadings.⁶⁷ Evaluators calculated "factor scores" by averaging the survey responses to statements assigned to the same factor, and then calculated average factor scores by respondent experience level, whether or not a TEEG bonus award was received, and by school year where relevant (see Appendix I). Evaluators also used the factor scores as dependent variables in regression analyses to determine how selected respondent and school characteristics influence attitudes.

Survey Sample

All 1,148 Cycle 1 schools were expected to encourage full-time instructional personnel to participate in the fall 2007 survey. Full-time instructional personnel were asked to complete the survey and were

⁶⁶ A copy of the survey is provided in Appendix G.

⁶⁷ See Appendix H for the factor structures from all factor-analyzed survey items.

given approximately six weeks to respond. All responses were submitted anonymously. Building principals were contacted periodically throughout the survey administration window and informed of their school's estimated response rates and, when necessary, asked to encourage their instructional staff members to complete the survey.

Table 9.1a shows that 986 of 1,148 (86%) Cycle 1 schools had at least one individual complete the online survey instrument. The response rates by school are fairly uniform by size of school.

Table 9.1a: Fall 2007 TEEG Survey School Response Rates

Size (estimated number of teachers)	TEEG Schools		TEEG Schools Represented	
	Count	Percent of Size Group	Count	Percent of Size Group
Fewer than 6	17	1.5%	14	82.4%
6 to 20	198	17.3%	166	83.8%
21 to 40	487	42.4%	421	86.4%
41 to 60	285	24.8%	246	86.3%
61 to 80	91	7.9%	82	90.1%
81 or more	65	5.7%	53	81.5%
Unknown	5	0.4%	4	80.0%
Total	1148	100%	986	85.9%

N=1,148 schools

Source: Results come from a survey administered to personnel in 1,148 TEEG schools during fall of 2007.

Table 9.1b reports the response rate of school personnel within the 986 responding schools. Evaluators estimated a teacher response rate of 74 percent and an overall school personnel response rate of 68 percent in these schools.⁶⁸

Table 9.1b: Fall 2007 TEEG Survey Estimated Personnel Response Rates

Size (estimated number of teachers)	# TEEG Schools	Teacher Responses		Total Responses	
		Count	Teacher Response Rate Within Group	Count	Mean Response Rate
Fewer than 6	14	86	96.4%	97	84.1%
6 to 20	166	1882	75.3%	2330	70.0%
21 to 40	421	10118	69.4%	12830	65.8%
41 to 60	246	8343	73.3%	10300	69.7%
61 to 80	82	3987	68.5%	4735	64.1%
81 or more	53	4270	61.2%	4817	56.4%
Unknown	4	33	---	38	---
Total	986	28719	74.0%	35147	68.3%

N=35,147 Survey Responses

Source: Results come from a survey administered to personnel in 1,148 TEEG schools during fall of 2007.

⁶⁸ The estimated overall response rate (including non-responding schools) is 62 percent for teachers.

Of the 1,148 Cycle 1 schools, 162 did not participate in the fall 2007 survey. Approximately 6,400 teachers work in these non-represented schools (see Table 9.2).

Table 9.2: Schools Not Represented in Fall 2007 TEEG Survey

Teachers in School	Number of Schools	Total Estimated Number of Teachers
Fewer than 6	3	9
6 to 20	32	423
21 to 40	66	2046
41 to 60	39	1931
61 to 80	9	629
81 or more	12	1390
Unknown	1	---
Total	162	6425

Source: Information on TEEG campuses from data provided by TEA; estimated teacher counts from data reported in the 2006-07 PEIMS.

Respondent and non-respondent schools are similar across a number of dimensions examined by evaluators. Approximately 35 percent of represented schools were eligible for Cycle 1 based on having a high accountability rating for their performance in the 2004-05 school year; 37 percent of non-represented Cycle 1 schools were eligible based on the same criteria. The average distributions of teacher experience and salaries in respondent and non-respondent schools are also similar. The distribution in experience categories among the two school groups differs only by one or two percentage points. Average teacher salary for each experience level in respondent schools is between \$1,000 and \$2,000 higher than averages for teachers in non-respondent schools.

Evaluators also examined selected characteristics of respondents. Tables 9.3 through 9.6 present the job titles respondents selected for themselves, followed by summaries of respondents' years of professional experience, educational level, and salary.

Table 9.3 shows that 81 percent of respondents are regular full-time teachers. The next largest groups are teacher aides (7%), instructional specialists (3%), and health support staff, librarians, and administrators (each at 1% of all respondents). Since a school's Cycle 1 plan could include all staff, evaluators decided to keep all survey responses in the survey analyses, even those submitted by personnel other than full-time teachers. However, excluding the 19 percent of the sample who are not teachers does not materially affect the major findings reported in this chapter.

Table 9.3: Position Titles of Fall 2007 TEEG Survey Respondents

Position	Number of Respondents	Percent of Respondents
Full-time teacher	28529	81.2%
Part-time teacher	190	0.5%
Long-term substitute	43	0.1%
Short-term substitute	4	0.0%
Student teacher	22	0.1%
Teacher aide	2629	7.5%
Administrator	435	1.2%
Instructional specialists	962	2.7%
Librarian	502	1.4%
Health support staff	499	1.4%
Campus support staff	58	0.2%
Other support staff	248	0.7%
Other	1026	2.9%

N=35,147

Source: Results come from a survey administered to personnel in 1,148 schools during fall of 2007.

The sample of survey respondents is broadly representative of various years of total professional experience. Table 9.4 shows that they tend to have greater years of overall experience than they have years of experience in their current schools.

Table 9.4: Respondents' Years of Teaching Experience, Fall 2007 TEEG Survey

Response Category	Overall Years Teaching	Years Teaching at School
1 year	5.7%	12.8%
2 to 3 years	13.2%	23.6%
4 to 9 years	29.0%	35.6%
10 to 14 years	16.4%	11.9%
15 to 19 years	12.4%	7.5%
20 or more years	23.3%	8.6%

N=35,147

Source: Information on respondents comes from results of the survey administered in fall of 2007.

As seen in Table 9.5, just over 10 percent of the fall survey respondents have educational levels below a bachelor's degree or an "other" degree. This primarily reflects the education levels reported by instructional aides and other support staff responding to the survey. (Only 1.6% of responding teachers indicated that they held an associate degree or "other" credential.) Most respondents hold a bachelor's degree (64.3%).

Table 9.5: Respondent’s Level of Education, Fall 2007 TEEG Survey

Highest Degree	Percent of Respondents
Associate	3.5%
Bachelor’s	64.3%
Master’s	24.7%
Doctorate	0.8%
Other	6.8%

N=35,147

Source: Information on respondents comes from results of the survey administered in fall of 2007.

Table 9.6 indicates that more than 82 percent of respondents from Cycle 1 schools earned between \$30,000 and \$59,999 for their annual salary during the 2007-08 school year, with the majority of those earning between \$40,000 and \$49,999. The relatively large percentage of fall survey respondents reporting earnings of less than \$30,000 is primarily comprised of responses from aides and support staff.

Table 9.6: Respondents’ Annual Salary, Fall 2007 TEEG Survey

Response Category	Percent of Respondents
\$20,000 to \$29,999	11.2%
\$30,000 to \$39,999	17.0%
\$40,000 to \$49,999	46.1%
\$50,000 to \$59,999	19.3%
\$60,000 to \$69,999	5.4%
\$70,000 or more	1.1%

N=35,147

Source: Information on respondents comes from results of the survey administered in fall of 2007.

Attitudes about Performance Pay Design and TEEG Cycle 1 Program

Attitudes about Performance Pay Design and Impact

The fall 2007 survey represents the first opportunity for evaluators to learn about Cycle 1 personnel’s attitudes toward performance pay, in general, and the TEEG program specifically.

Teacher and staff responses exhibit strong support for the idea of performance pay, as seen in Table 9.7. Seventy-five percent of respondents agree with the notion that performance pay for overall performance at a school is a “positive change.” Most respondents back performance pay for group or individual performance, as well. Even larger shares support the notion for administrators.

Most respondents (54%) indicate that they do not believe performance pay will adversely affect teacher collaboration; 55 percent believe that incentives can cause teachers to work more effectively.

Finally, a smaller majority of respondents feels that performance pay will help recruit and retain more effective teachers in the teaching profession.

Table 9.7: Teachers' Views of Performance Pay Design and Impact

Strategies for Designing Performance Pay	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Mean
“Incentive pay for teachers based on overall performance at the school is a positive change to teacher pay practices.”	8.5%	16.8%	52.3%	22.5%	2.89
“Incentive pay for teachers based on group performance (i.e., grade-level, department, interdisciplinary team) is a positive change to teacher pay practices.”	10.8%	25.5%	47.9%	15.8%	2.69
“Incentive pay for teachers based on individual teaching performance is a positive change to teacher pay practices.”	13.3%	23.0%	41.9%	21.8%	2.72
“Incentive pay for administrators based on overall performance at the school is a positive change to administrator pay practices.”	10.9%	19.3%	53.8%	16.0%	2.75
“Rewarding teachers based on their students' performance will destroy the collaborative culture of teaching.”	9.8%	44.2%	31.2%	14.7%	2.51
“Rewarding teachers based on their students' performance will cause teachers to work more effectively.”	12.0%	32.6%	44.1%	11.3%	2.55
“Rewarding teachers based on their students' performance will attract more effective teachers into the profession.”	15.9%	38.1%	35.6%	10.5%	2.41
“Rewarding teachers based on their students' performance will help retain more effective teachers in the profession.”	14.6%	33.0%	39.8%	12.6%	2.50

N=35,147

Source: Results come from a survey administered to personnel in 1,148 schools during fall of 2007.

Attitudes about TEEG Plan Design and Impact

The fall 2007 survey addressed personnel attitudes about implementation of the Cycle 1 plans in their schools. As displayed in Table 9.8, respondents view their schools' Cycle 1 plans favorably. A large majority (73%) agree that the plan is fair to teachers, and only 29 percent believe that there are negative effects at their school. At the same time, 79 percent believe that the performance criteria

established by their school are “worthy of extra pay,” while 77 percent agree that they have a clear understanding of what it takes to earn a TEEG award; an even higher percentage believe they can meet those standards. Additionally, most respondents (72%) believe that the size of the top potential TEEG award at their schools is sufficiently large to motivate them.

Table 9.8: Perceptions of Involvement, Fairness, and Impact of Incentive Plans

Attitudes about Schools' Plans	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Mean
“The incentive system developed by my school is fair to teachers.”	7.5%	19.6%	59.1%	13.7%	2.79
“The incentive system is having negative effects on my school.”	13.7%	57.5%	22.6%	6.2%	2.21
“The incentive system in my school does a good job of distinguishing effective from ineffective teachers at my school.”	13.4%	46.6%	36.1%	3.9%	2.31
“The incentive system causes resentment among teachers at my school.”	10.0%	50.3%	30.4%	9.3%	2.39
“I have a clear understanding of the performance criteria that I need to meet in order to earn a bonus award.”	5.6%	17.4%	58.8%	18.3%	2.90
“I do not believe that I can achieve the performance criteria established by my school's incentive system.”	19.8%	63.8%	13.5%	3.0%	2.00
“I believe that the performance criteria established by my school's incentive system are worthy of extra pay.”	5.0%	16.2%	62.4%	16.4%	2.90
“The size of the top bonus award in my school's incentive system is not large enough to motivate me to try to earn the top award.”	11.1%	60.6%	22.5%	5.8%	2.23
“The incentive system does not affect my teaching practices or professional behaviors.”	3.2%	19.9%	52.6%	24.3%	2.98

N=35,147

Source: Results come from a survey administered to personnel in 1,148 schools during fall of 2007.

Some dissent is evident among respondents. Only 40 percent believe that the system “does a good job of distinguishing effective from ineffective teachers.” And, while a substantial majority of respondents agrees that TEEG award amounts are large enough to motivate them, 77 percent of

respondents agree with the statement that their schools' Cycle 1 plans do not affect teaching practices or professional behaviors.⁶⁹

Attitudes about Performance Measures for Performance Pay

Respondents were also asked to rate how much importance they would give to 17 different performance measures when designing a hypothetical performance pay program. A second question asked respondents to rate their perceptions of how important the same performance measures are in identifying high-performing teachers as part of their schools' Cycle 1 plan.

Tables 9.9a through 9.9d present descriptive data from the fall 2007 survey with items organized into four groups reflecting the results of factor analyses: *test-based measures* (Table 9.9a) which focuses on student assessment results; *market-based measures* (Table 9.9b) which focuses on assignments in hard-to-staff schools or subject areas; *extra-classroom contributions* (Table 9.9c) which focuses on extra effort for tutoring students, parent involvement, or professional development activities; and *professional evaluations* (Table 9.9d) which focuses on evaluations of teacher performance by peers, supervisors, parents, and students.⁷⁰

Table 9.9a reveals that respondents consider *test-based measures* as having the most importance for a performance pay plan (mean=3.4 on a four-point Likert scale). They distinguish between using achievement levels versus achievement gains in student test scores, with 91 percent of respondents agreeing that student achievement gains should be an important factor in performance pay bonuses. This preference among Cycle 1 personnel for using student achievement measures is somewhat inconsistent with national data and findings from other states revealing that teachers are less favorable towards the use of student achievement measures as criteria for determining performance-based pay for teachers.⁷¹

Table 9.9a: Importance of Evaluation Measures for a Performance Pay Plan, Test-based Measures

Evaluation Measures	No Importance (1)	Low Importance (2)	Moderate Importance (3)	High Importance (4)	Mean
Improvements in students' test scores	2.4%	6.4%	40.4%	50.8%	3.40
High average test scores by students	5.7%	21.8%	52.7%	19.8%	2.87

N=35,147

Source: Results come from a survey administered to personnel in 1,148 schools during fall of 2007.

⁶⁹ With a few exceptions, the findings reported in Table 9.8 are similar to the responses of principals when asked about personnel experiences and attitudes toward TEEG in the fall 2007 progress report. The notable exceptions are that 66 percent of principals report that school personnel believe TEEG does a good job of distinguishing between effective and ineffective teachers. Also, 62 percent of principals believe that personnel agree with the statement that staff are changing their professional practice in light of TEEG. While not a perfect comparison – given that the principal survey does not capture percent of overall TEEG personnel holding a given attitude – it is indicative of how, in general, principals' beliefs about staff attitudes compare to the staff's actual beliefs.

⁷⁰ See Appendix I for further information on factor analyses procedures and results.

⁷¹ See Ballou and Podgursky (1993), Goldhaber, DeArmon, and Deburgomaster (2007), and Jacob and Springer (2007).

Roughly 80 percent of respondents agree with providing bonuses for teachers in hard-to-staff fields and hard-to-staff schools, as is seen in Table 9.9b. This is again surprising given national data and findings from survey research in other states indicating that teachers typically view pay for assignment in a hard-to-staff field unfavorably.⁷²

Table 9:9b: Importance of Evaluation Measures for a Performance Pay Plan, Market-based Measures

Evaluation Measures	No Importance (1)	Low Importance (2)	Moderate Importance (3)	High Importance (4)	Mean
Teaching in hard-to-staff school	5.4%	13.5%	44.2%	36.9%	3.13
Teaching in hard-to-staff fields	6.0%	15.5%	45.6%	33.0%	3.06

N=35,147

Source: Results come from a survey administered to personnel in 1,148 schools during fall of 2007.

Respondents express strong support for rewarding *extra-classroom contributions* such as working with parents and mentoring other teachers (see Table 6.9c). While a majority favors rewarding NBPTS certification, the margin is smaller than for the other measures of *extra-classroom contributions*. These findings are relatively consistent with other survey research on teacher attitudes towards performance pay, namely that they view pay for extra duties quite favorably.⁷³

Table 9:9c: Importance of Evaluation Measures for a Performance Pay Plan, Extra-classroom Contributions

Evaluation Measures	No Importance (1)	Low Importance (2)	Moderate Importance (3)	High Importance (4)	Mean
Efforts to involve parents in students' education	4.4%	15.4%	45.8%	34.4%	3.10
Time spent in professional development	3.1%	16.9%	53.0%	27.1%	3.04
Working with students outside of class time.	6.2%	18.0%	46.5%	29.2%	2.99
Mentoring other teachers	5.8%	18.1%	48.0%	28.1%	2.98
Serving as a Master Teacher	8.4%	22.1%	45.3%	24.2%	2.85
National Board for Professional Teaching Standards (NBPTS) certification	13.6%	25.4%	40.9%	20.1%	2.67

N=35,147

Source: Results come from a survey administered to personnel in 1,148 schools during fall of 2007.

⁷² See Ballou and Podgursky (1993), Goldhaber, DeArmon, and Deburgomaster (2007), and Jacob and Springer (2007).

⁷³ See Ballou and Podgursky (1993), Goldhaber, DeArmon, and Deburgomaster (2007), and Jacob and Springer (2007).

Finally, Table 9.9d summarizes responses to items related to *professional evaluations*, with respondents expressing strongest support for performance evaluations by supervisors and measures of collaboration with other faculty and staff. The least support is evident for parent or student evaluations. While respondents tend to ascribe at least modest importance to these measures, when compared to the other items in Tables 9.9a through 9.9c, respondents consider *professional evaluations* as being least important for inclusion in a performance pay plan. This lack of preference for these performance evaluation strategies is not too surprising given the inherent subjectivity of many of these teacher performance measures.

Table 9.9d: Importance of Evaluation Measures for a Performance Pay Plan, Professional Evaluations

Evaluation Measures	No Importance (1)	Low Importance (2)	Moderate Importance (3)	High Importance (4)	Mean
Collaboration with faculty and staff	3.2%	10.5%	49.9%	36.4%	3.20
Performance evaluations by supervisors	4.8%	17.7%	53.5%	24.0%	2.97
Independent evaluations of students' work (e.g., portfolios)	9.5%	22.9%	49.0%	18.6%	2.77
Parent satisfaction with teacher	14.5%	28.0%	41.3%	16.2%	2.59
Independent evaluation of teaching portfolios	13.1%	28.4%	44.8%	13.7%	2.59
Performance evaluations by peers	12.5%	26.0%	46.2%	15.4%	2.64
Student evaluations of teaching performance	19.5%	29.1%	37.9%	13.5%	2.45

N=35,147

Source: Results come from a survey administered to personnel in 1,148 schools during fall of 2007.

Attitudes about Performance Measures in TEEG Cycle 1 Plans

The survey inquired about measures of performance actually used to determine teachers' eligibility for TEEG bonus awards during Cycle 1. The results are shown in Tables 9.10a to 9.10c. The factor perceived to be most important is test-based measures with improvement in students' test scores rated higher than any other individual measure (see Table 9.10a). Table 9.10c shows that collaboration with other faculty and staff is also rated very highly, which is not surprising considering those two measures of performance are required elements in any TEEG plan. It is somewhat surprising that nearly three-quarters (72.2%) of respondents report that assignment to a hard-to-staff subject is important for determining TEEG award eligibility (see Table 9.10b), since so few schools (3.9%) actually indicated the use of that criterion in the Cycle 1 plans submitted to the Texas Education Agency.

**Table 9:10a: Importance of Evaluation Measures in Determining TEEG Awards,
Test-based Measures**

Evaluation Measures	No Importance (1)	Low Importance (2)	Moderate Importance (3)	High Importance (4)	Mean
Improvements in students' test scores	3.0%	6.8%	41.9%	48.3%	3.36
High average test scores by students	4.9%	18.1%	49.0%	28.0%	3.00

N=35,147

Source: Results come from a survey administered to personnel in 1,148 schools during fall of 2007.

**Table 9:10b: Importance of Evaluation Measures in Determining TEEG Awards,
Extra-classroom Contributions**

Evaluation Measures	No Importance (1)	Low Importance (2)	Moderate Importance (3)	High Importance (4)	Mean
Efforts to involve parents in students' education	8.4%	17.0%	44.7%	29.9%	2.96
Teaching in hard-to-staff school	11.5%	15.0%	41.7%	31.8%	2.94
Working with students outside of class time.	8.5%	17.5%	45.2%	28.8%	2.94
Teaching in hard-to-staff fields	11.5%	16.3%	42.7%	29.5%	2.90
Mentoring other teachers	10.9%	18.9%	45.8%	24.4%	2.84
Serving as a Master Teacher	14.0%	22.9%	42.0%	21.2%	2.70

N=35,147

Source: Results come from a survey administered to personnel in 1,148 schools during fall of 2007.

**Table 9:10c: Importance of Evaluation Measures in Determining TEEG Awards,
Professional Evaluations and Professional Development**

Evaluation Measures	No Importance (1)	Low Importance (2)	Moderate Importance (3)	High Importance (4)	Mean
Collaboration with faculty/staff	5.1%	12.1%	48.9%	33.9%	3.12
Time spent in professional development	5.4%	18.9%	50.7%	25.0%	2.95
Performance evaluations by supervisors	6.8%	17.2%	52.4%	23.7%	2.93
Independent evaluations of students' work (e.g., portfolios)	14.6%	23.6%	45.3%	16.4%	2.64
NBPTS certification	18.4%	23.2%	39.1%	19.3%	2.59
Independent evaluation of teaching portfolios	16.6%	27.5%	42.8%	13.1%	2.52
Parent satisfaction with teacher	19.3%	26.6%	38.8%	15.3%	2.50
Performance evaluations by peers	16.4%	27.2%	43.4%	13.0%	2.53
Student evaluations of teaching performance	24.5%	27.4%	35.8%	12.3%	2.36

N=35,147

Source: Results come from a survey administered to personnel in 1,148 schools during fall of 2007.

Table 9.11 provides an overview of the top ten performance measures that respondents identified for (1) what is most important for a performance pay plan versus (2) what is most important in determining awards as part of their schools' Cycle 1 plans.

Table 9.11: Comparing Importance of Evaluation Measures, General Performance Pay versus TEEG Plan

Evaluation Measures	Rank Order of Important Performance Pay Measures (Preferences)	Rank Order of Important Plan Measures (TEEG Plan)
Improvements in students' test scores	1 (mean = 3.40)	1 (mean = 3.36)
Collaboration with faculty and staff	2 (mean = 3.20)	2 (mean = 3.12)
Teaching in hard-to-staff school	3 (mean = 3.13)	7 (mean = 2.94)
Efforts to involve parents in students' education	4 (mean = 3.10)	4 (mean = 2.96)
Teaching in hard-to-staff fields	5 (mean = 3.06)	9 (mean = 2.90)
Time spent in professional development	6 (mean = 3.04)	5 (mean = 2.95)
Working with students outside of class time	7 (mean = 2.99)	6 (mean = 2.94)
Mentoring other teachers	8 (mean = 2.98)	10 (mean = 2.84)
Performance evaluations by supervisors	9 (mean = 2.97)	8 (mean = 2.93)
High average test scores by students	10 (mean = 2.87)	3 (mean = 3.00)

N=35,147

Note: Performance measures are ranked from 1 to 10, with 1 being the most important and 10 being the least. Measures with equal ranks are in bold type. Respondents rated items' importance as None (1), Low (2), Moderate (3), or High (4).

Source: Results come from a survey administered to personnel in schools during fall of 2007.

The first two measures line up. Improvements in test scores and collaboration with faculty and staff are both the most favored factors. Efforts to involve parents also aligns as a top-five performance measure. Not all measures are well aligned. Specifically, teachers believe “high average test scores by students” to be less important for a hypothetical performance pay plan, but report that it is the third most important criterion in their schools' Cycle 1 plans. Additionally, “teaching in hard-to-staff schools/fields” is identified as being of high importance for performance pay in general, but less important for schools' Cycle 1 plans.

Analysis of Factor Scores on Attitudes about Performance Pay

Evaluators also examined how the perceived importance of performance measures for performance pay varies by personnel, school, and Cycle 1 plan characteristics.⁷⁴ The results of these additional regression analyses are reported in greater detail in Appendix K.

Receiving a TEEG bonus award is associated with more positive beliefs about performance pay and the impact of TEEG in their schools. As will be described in the sections that follow, this group is also slightly more positive in assessments of building leadership and teacher efficacy, and slightly less inclined to attribute students' learning and behavior to their backgrounds and home environments. However, award recipients perceive more competition and less collaboration among teachers at their schools.

More inexperienced respondents are significantly more supportive of performance pay and TEEG plans, as well. In general, the more experienced the personnel members the less favorable they are toward performance pay, the less likely they are to see it as beneficial, and the more likely they are to see problems stemming from it. Teachers, as a group, are somewhat less favorable than other staff, although still favorable overall. School personnel in elementary schools are generally more favorable in their ratings of performance pay and TEEG plans than are those in high schools.

Respondents in Cycle 1 schools in which bonus eligibility was determined by school-level performance (i.e., schools were the unit of accountability) are slightly more likely to report positive TEEG plan characteristics, negative TEEG consequences, and lower levels of perceived collaboration among teachers and expectations for students (this latter point is again in the following sections). Additionally, school personnel are more favorably inclined toward performance pay, in general, if their schools proposed a more unequal – more individualistic – bonus award distribution model (i.e., higher Plan Gini coefficient); however, they are more negative in their opinions of TEEG plans, specifically.

Attitudes about Teacher Effectiveness and Perceptions of School Environment

The survey solicited views about the influence that students' family background characteristics have on student learning and the respondents' own professional efficacy (i.e., perception of one's ability to perform as desired). Table 9.12a presents the response distribution to these statements and the results of comparing the average responses of teachers only who report receiving TEEG bonuses to the average responses of teachers who did not receive a TEEG award in Cycle 1.

Respondents are clearly divided on the extent to which family background plays a role in student learning and behavior in school. In fact, many respondents believe these background characteristics

⁷⁴ Given the large number of survey items, running a multivariate regression for each one is impractical. A more feasible, and still meaningful, approach is to use factor analyses to collapse the questions into a smaller number of measures with high internal consistency and examine the relationship between these composite measures and selected respondent and school variables. Factor scores were converted to Z-scores prior to the regression analysis. All regression coefficients reported in the accompanying Appendix K represent changes in Z-scores associated with a unit change in the corresponding independent variable. Personnel characteristics include years of experience, bonus recipient status, and position. School characteristics include grade level served, and TEEG qualification criteria. Plan characteristics include the unit of accountability, type of student performance analysis, and Plan Gini coefficient (i.e., measure of the inequality of proposed maximum bonus award distribution).

limit what can be achieved in schools. Over 80 percent disagree with the notion that a teacher really cannot do much because most of a student's motivation and performance depends on his/her home environment; similarly, over 70 percent disagree that the amount a student can learn is primarily related to family background. However, over 40 percent agree that a teacher is limited in what he/she can achieve because a student's home environment is a large influence on student achievement. Overall, teachers who report receiving a Cycle 1 bonus award are less likely than their counterparts to perceive family background as having a strong influence on student learning and behavior in school.

Respondents more consistently agree with statements about their own professional efficacy; that is, their ability to impact student learning (see Table 9.12b). Over 90 percent of respondents (95.1%) agree that they know techniques to redirect disruptive students. More than 80 percent agree with the statement, "When I really try, I can get through to the most difficult student". Additionally, teachers who report receiving a Cycle 1 bonus award are more likely than their counterparts to agree with statements about their own effectiveness.

Table 9.12a: Distribution of Responses to Statements about Teacher Effectiveness, Environmental/Family Background Attribution

Survey Items	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Mean	Means by Received TEEG Bonus Award (Teachers Only n=28,719)		
						Yes	No/Unk	Diff
If parents would do more for their children, I could do more.	4.2%	24.7%	55.3%	15.8%	2.83	2.84	2.84	0.00
If students aren't disciplined at home, they aren't likely to accept any discipline.	7.4%	44.5%	37.1%	11.0%	2.52	2.50	2.56	-0.06*
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.	7.8%	51.3%	33.6%	7.2%	2.40	2.39	2.44	-0.06*
The amount a student can learn is primarily related to family background.	14.6%	58.2%	22.0%	5.2%	2.18	2.18	2.19	-0.02*
When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his/her home environment.	18.6%	63.8%	14.6%	2.9%	2.02	2.00	2.05	-0.05*

N=35,147; * $p < .05$

Source: Results come from a survey administered to personnel in 1,148 TEEG schools during fall of 2007. Comparisons of means are based only on responses from teachers.

Table 9.12b: Distribution of Responses to Statements about Teacher Effectiveness, Teachers' Professional Efficacy

Survey Items	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Mean	Means by Received TEEG Bonus Award (Teachers Only n=28,719)		
						Yes	No/Unk	Diff
If a student in my class becomes disruptive and noisy, I feel assured that I know some quick techniques to redirect him/her quickly.	0.7%	4.2%	72.2%	22.9%	3.17	3.21	3.13	0.07*
If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.	0.6%	6.9%	76.0%	16.5%	3.08	3.12	3.05	0.07*
When I really try, I can get through to the most difficult student.	1.5%	16.6%	63.9%	17.9%	2.98	2.97	2.96	0.02*
If I really try hard, I can get through to even the most difficult or unmotivated students.	1.6%	17.7%	63.9%	16.9%	2.96	2.95	2.93	0.02*
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.	1.0%	13.5%	74.6%	10.8%	2.95	2.96	2.92	0.04*

N=35,147; * $p < .05$

Source: Results come from a survey administered to personnel in 1,148 TEEG schools during fall of 2007. Comparisons of means are based only on responses from teachers.

The survey also asked respondents to rate *principal leadership* in their schools. Respondents have favorable views of the *principal leadership* factor. Table 9.13 indicates that survey respondents perceive that Cycle 1 school principals exhibit many practices associated with instructional leadership. Nearly 90 percent of respondents, and often times even more, agree that principals demonstrate the following principal leadership traits:

- Encourage teachers to raise test scores;
- Communicate a clear vision for our school;
- Evaluate teachers using criteria directly related to the school’s improvement goals;
- Clearly communicate expected standards for instruction;
- Carefully track student academic progress; and
- Actively monitor the quality of instruction in the school.

Table 9.13: Responses to Items about Principal Leadership, Principal Leadership

Survey Items	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Mean
Encourages teachers to raise test scores.	1.3%	3.7%	57.7%	37.3%	3.31
Communicates a clear vision for our school.	2.8%	7.4%	54.8%	35.0%	3.22
Clearly communicates expected standards for instruction in my classroom.	2.5%	8.0%	60.2%	29.3%	3.16
Evaluates teachers using criteria directly related to the school's improvement goals.	2.5%	7.7%	61.6%	28.2%	3.15
Carefully tracks student academic progress.	2.1%	8.8%	61.5%	27.6%	3.15
Actively monitors the quality of instruction in the school.	2.9%	10.4%	57.9%	28.7%	3.12
Knows what is going on in my classroom.	4.1%	14.0%	58.6%	23.3%	3.01
Works directly with teachers who are struggling to improve their instruction.	4.7%	17.9%	56.1%	21.3%	2.94

N=35,147 (Includes 435 administrator responses.)

Source: Results come from a survey administered to personnel in 1,148 TEEG schools during fall of 2007.

Respondents are also asked about relationships among teachers and the professional expectations they have for student performance. Table 9.14a and 9.14b reveal respondents’ views about these *teacher competition* and *expectations and collaboration* factors, respectively. The first table indicates that the vast majority of respondents agree that teachers in their school trust one another (80%) and their relationships are more cooperative than competitive (77%).

Table 9.14a: Responses to Items on School Climate, Teacher Competition

Survey Items	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Mean
Seem more competitive than cooperative.	13.9%	63.2%	17.8%	5.1%	2.14
Do not really trust each other.	22.3%	58.0%	15.7%	3.9%	2.01

N=35,147

Source: Results come from a survey administered to personnel in 1,148 TEEG schools during fall of 2007.

Table 9.14b shows that respondents believe their colleagues are highly motivated and hold high expectations for student performance. Ninety percent or more of respondents agree that teachers in their school:

- Think it is important that all of their students do well in class;
- Encourage students to keep trying even when the work is challenging; and
- Expect students to complete every assignment.

Further, roughly 80 percent or more of respondents indicate that teachers feel responsible for helping their colleagues do their best and can be counted on to help one another.

Table 9.14b: Responses to Items on School Climate, Expectations and Collaboration

Survey Items	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Mean
Think it is important that all of their students do well in class.	0.7%	4.8%	62.4%	32.1%	3.26
Encourage students to keep trying even when the work is challenging.	0.6%	3.7%	69.9%	25.8%	3.21
Expect students to complete every assignment.	0.8%	9.5%	66.2%	23.6%	3.13
Feel responsible to help each other do their best.	1.9%	12.9%	61.1%	24.1%	3.07
Can be counted on to help out anywhere or anytime, even though it may not be part of their official assignment.	3.7%	16.6%	57.8%	21.9%	2.98

N=35,147

Source: Results come from a survey administered to personnel in 1,148 TEEG schools during fall of 2007.

Analysis of Factor Scores on Efficacy, Principal Leadership, and School Climate

Evaluators also examined how perceptions of teacher efficacy, principal leadership, and school climate vary by personnel, school, and Cycle 1 plan characteristics.⁷⁵ The results of these additional regression analyses are also reported in Appendix K.

TEEG award recipients place less weight on student background factors in student achievement and feel a stronger sense of professional efficacy than non-recipients. Recipients are more positive in their assessments of principal leadership and more likely to perceive a cooperative professional environment in the school. Finally, they are more likely to report perceiving higher standards for achievement and faculty collaboration in their schools.

Respondents from TEEG schools that qualified for Cycle 1 based on a high accountability rating for 2004-05 school year performance are somewhat more likely to rate principals higher on leadership, and more likely to report a more competitive and less collegial environment during the 2007-08 school year.

Preferences for Award Distribution Models

A final survey question asked respondents about their preferences for various performance pay award distribution models, some more egalitarian and others more competitive. The following scenario was presented to respondents.

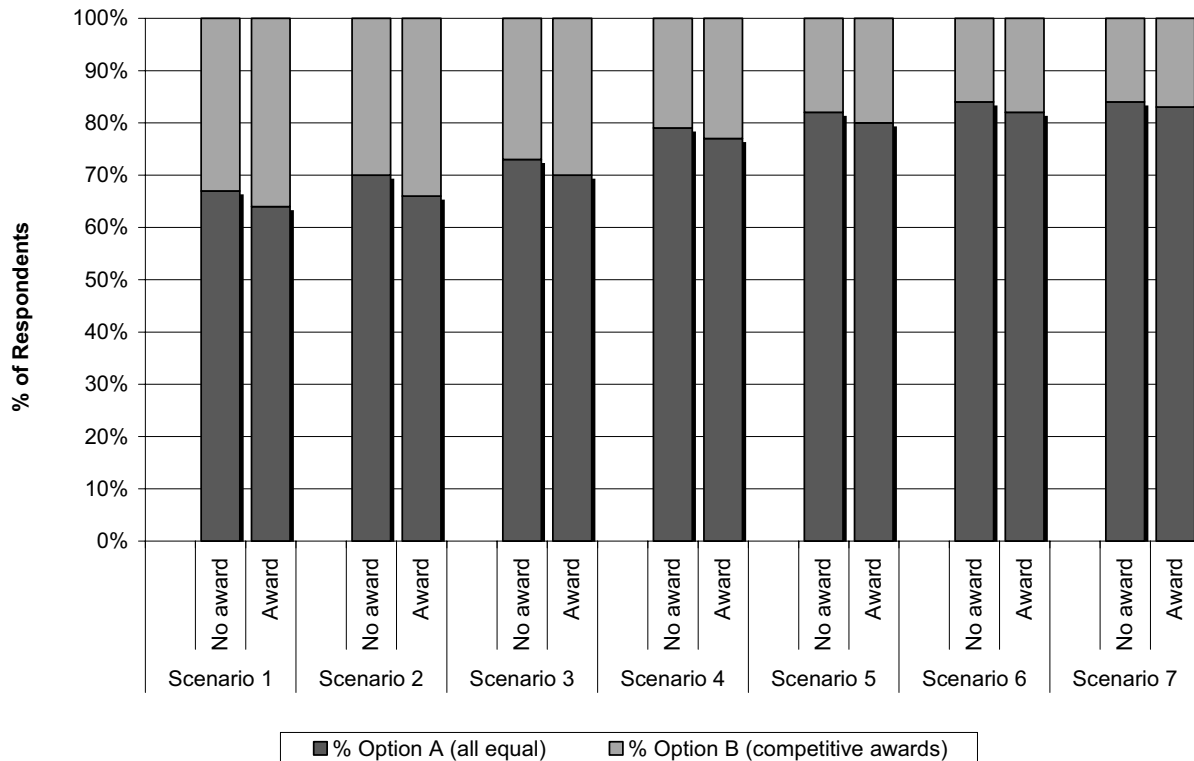
Assume that you are designing an incentive pay program for teachers in your school. The school received \$200,000 to divide among its 125 teachers using locally-designed performance requirements.

In a series of seven questions, respondents were asked whether they would prefer an across-the-board bonus of \$1600 for all 125 teachers, or the chance of earning a progressively larger bonus reserved for progressively smaller numbers of top-performing teachers. The results are shown in Figure 9.1 below. The first bar in each scenario shows the response of TEEG award non-recipients, while responses for award recipients are displayed in the second bar. The seven column groupings represent different choices between an award of \$1,600 for all teachers (Option A) or the chance of earning an increasingly competitive and larger award, in this order.

- Scenario 1: Option B \$2,286 for teachers performing in the top 70 percent
- Scenario 2: Option B \$2,667 for teachers performing in the top 60 percent
- Scenario 3: Option B \$3,200 for teachers performing in the top 50 percent
- Scenario 4: Option B \$4,000 for teachers performing in the top 40 percent
- Scenario 5: Option B \$5,333 for teachers performing in the top 30 percent
- Scenario 6: Option B \$8,000 for teachers performing in the top 20 percent
- Scenario 7: Option B \$16,000 for teachers performing in the top 10 percent

⁷⁵ Personnel characteristics include years of experience, bonus recipient status, and position. School characteristics include grade level served, and TEEG qualification criteria. Plan characteristics include the unit of accountability, types of student performance analysis, and Plan Gini coefficient (i.e., measure of the inequality of proposed maximum bonus award distribution).

Figure 9.1: Preferences for Award Distribution Models by TEEG Award Status



N=35,147

Source: Results come from a survey administered to personnel in 1,148 TEEG schools during fall of 2007.

Figure 9.1 reveals that a large majority of respondents have egalitarian preferences for award distribution models. TEEG bonus award recipients consistently show stronger support than non-recipients for the more competitive option in each scenario, although the difference is not large. However, the majority of both award recipients and non-recipients prefer across-the-board bonuses in all scenarios. This preference for equal across-the-board bonuses increases as Option B becomes increasingly competitive and restricted to a smaller share of teachers.⁷⁶

Evaluators also examined individual response patterns across the scenarios and note that just over 64 percent of the total sample prefer Option A on the first scenario and nearly all of these respondents (58% of the total sample) always prefer the egalitarian bonus option in subsequent scenarios. While 35 percent of the total sample select Option B on the first scenario, less than half of these respondents (only 13% of the total sample) always prefer Option B in subsequent scenarios. Nearly 90 percent of the respondents who initially select Option B and then switch to the more egalitarian Option A make the change by scenario 5 (i.e., \$1,600 to all teacher or \$5,333 for teachers performing in the top 30 percent). These findings suggest that a slight majority of the respondents in

⁷⁶ The results reported in Figure 9.1 represent responses from all staff participating in the fall 2007 survey, which includes roughly 20 percent non-teachers. Since the question explicitly refers to bonuses for teachers, evaluators checked to see if restricting the tabulation to just teacher respondents would change the results, and found that the distribution of responses for teachers only is virtually identical to the findings in Figure 9.1.

Cycle 1 schools always prefer bonuses that are equally distributed to all teachers while a small but meaningful minority would always prefer larger bonuses earned by fewer teachers.

Chapter Summary

This chapter presents findings from a survey of Cycle 1 teachers and staff administered in fall 2007. A majority of school personnel in Cycle 1 schools support the principle of performance pay and do not believe that it is undermining school culture. A majority of respondents also believes that performance pay will help attract and retain more effective teachers into the profession and motivate incumbent teachers.

Just over three-quarters (77 percent) say that they have a clear understanding of what it takes to win a TEEG bonus award, and 84 percent believe that they can meet those standards. They feel that the size of the maximum potential TEEG award in their schools is sufficient to motivate them. Some dissent is apparent; for example, a slim majority disagrees with the statement that TEEG does a good job of distinguishing between effective and ineffective teachers at their school.

More inexperienced personnel and TEEG bonus award recipients are more favorable toward performance pay and TEEG plans, as compared to more experienced personnel and award non-recipients. Additionally, those in schools that proposed a more individualistic award distribution model have more positive views of performance pay, but less favorable opinions of their TEEG plans specifically. It is also the case that teachers and staff in Cycle 1 schools more often prefer egalitarian award distribution models as part of a performance pay plan.

CHAPTER 10

Educator Behavior and Organizational Dynamics in TEEG Schools

This chapter provides findings about educators' attitudes and behaviors in TEEG schools during the 2007-08 school year. A survey of teachers and other school personnel in Cycle 1 schools was administered during the spring 2007 semester to learn more about educators' experiences and practice, as well as organizational dynamics in schools. In spring 2008, a similar survey was administered to schools with various patterns of participation in the TEEG program. This chapter presents findings from the 2007 and 2008 surveys and offers insight about the experiences of educators during the first and second years of TEEG implementation. These findings will be advanced in forthcoming evaluation reports, which will present survey data from later years and will further examine results among schools with various TEEG participation patterns.

Key Policy Questions

This chapter addresses the following questions:

- What are educators' attitudes about performance pay in general and TEEG specifically?
- What is the climate of organizational dynamics and institutional practices in TEEG schools?
- Do respondents report any changes in their professional practices in response to TEEG?
- How have respondents' experiences and reported practices changed between 2007 and 2008?
- How do responses vary across different types of schools and educators?

Key Policy Points

This chapter highlights and expands upon the following key policy points based on results of a spring 2008 survey administered to instructional personnel in TEEG schools and comparison schools.

- The majority of respondents has positive reactions to their own school's TEEG plan, but also report that the plans do not directly influence their professional behavior.
- Among respondents in schools that participated in both Cycle 1 and Cycle 2, opinions of the TEEG program become more positive over time.

- Charter school respondents hold more positive opinions about their school's TEEG plan and perceive the plan to have stronger motivational effects than respondents in regular public schools.
- Most respondents report strong and improving collegial environments in their schools, but responses are mixed when respondents are asked about their own job satisfaction.
- Respondents generally report frequent and increasing use of high-quality professional practices related to curriculum and instruction.
- The majority of respondents report frequent use of assessment data for instructional purposes, although assessment use is higher among teachers than other school personnel and somewhat higher in elementary schools than in schools serving other grade levels.
- Most respondents report contacting parents when students are having problems or when they have done particularly well in class. Other efforts to involve parents are less common, but they are more likely to occur in charter schools than in regular public schools and in elementary schools than in schools serving other grade levels.

Survey Overview and Methodology

This chapter discusses results from an anonymous survey administered to full-time instructional personnel in TEEG schools and a set of comparison schools during the spring 2008 semester.⁷⁷ This survey is the second in a two-pronged survey approach to learn about TEEG's impact on attitudes and behavior of school personnel; results from the first prong – the fall semester survey – were presented in Chapter 9 of this report.

The spring semester survey was first administered in spring 2007 and now, coupled with results from spring 2008, provides evaluators with two years of survey data for analysis. The survey addressed several key concepts which are identified below.

- Attitudes about performance pay in general and the TEEG program specifically.
- Organizational dynamics and institutional practices in TEEG schools.
- Changes in professional practice by instructional personnel.

The subsequent sections of this chapter describe the methodology used to conduct the survey, results from survey analyses, and a comparison of select survey items between years (i.e., 2007 versus 2008 results) and across school groups.

Methodology for Reviewing Survey Results

Full-time instructional personnel in TEEG schools and a set of comparison schools were asked to complete an anonymous, online survey during the spring 2008 semester. As with the fall survey, the spring survey is composed primarily of closed-ended survey items and most were the same as those survey items included in the spring 2007 survey. For schools represented in both the 2007 and 2008 spring survey, evaluators were able to draw comparisons in results between years. Evaluators will administer the same survey in the spring 2009 semester to allow further examination of how personnel attitudes, behavior, and organizational dynamics within schools change over the three-year period.

Evaluators also organized survey results to compare responses along four school groups, each with a unique participation pattern in the TEEG program.⁷⁸ The four groups include (1) TEEG schools that only participated during Cycle 1 (i.e., 2006-07 school year), (2) TEEG schools that only participated during Cycle 2 (i.e., 2007-08 school year), (3) TEEG schools that participated during both Cycle 1 and Cycle 2, and (4) comparison schools which have never participated or been eligible to participate in the TEEG program.⁷⁹

⁷⁷ Copies of these survey instruments are provided in Appendix L.

⁷⁸ Evaluators also surveyed schools eligible for Cycle 3 only but those responses are not included in this chapter. Rather, they will provide baseline information for comparison in next year's report.

⁷⁹ 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,

Simple descriptive statistics for survey results are presented in Appendix M and include frequency distributions for selected survey items.⁸⁰ For each of the four school groups described above, frequency distributions are presented along three dimensions. Panel A provides the overall response for all respondents in a school group. Panel B presents responses disaggregated by school characteristics. Responses are differentiated between respondents in regular public schools versus those in charter public schools, and between respondents assigned to different grade levels (i.e., elementary, middle, high, and mixed grade configurations). Panel C presents responses disaggregated by personnel characteristics. Responses are differentiated between respondents holding different professional titles (i.e., teacher versus non-teacher respondents) and those with different years of experience (i.e., 0 to 3 years, 4 to 14 years, and 15 or more years). Finally, these tables provide frequency distributions of responses aggregated for all TEEG schools in both survey years (i.e., all schools in all school groups except comparison schools).

Evaluators conducted tests of statistical significance to examine differences between and within school groups, as well as between years.⁸¹ First, evaluators tested differences in overall 2008 responses between the four school groups (i.e., Cycle 1 only, Cycle 2 only, Cycle 1 and 2, comparison schools). Results from these analyses are presented in Panel D in each table of Appendix M. Evaluators also examined 2007 and 2008 results to identify differences, within each school group, by school and personnel categories (i.e., regular v. charter, grade level, professional title, and years of experience); although this chapter focuses on any differences in 2008 responses. Finally, evaluators tested differences between years by school and personnel categories using only schools that were represented in both the 2007 and 2008 survey. Any findings of statistically significant differences are discussed in this chapter.

Survey Sample

Full-time instructional personnel in the approximate 1,600 schools that had participated in Cycle 1 and/or Cycle 2 of the TEEG program were invited to participate in the spring 2008 survey, as were those in 183 comparison schools. Schools were given six weeks to respond and all responses were submitted anonymously. Each school principal was contacted periodically throughout the survey administration process and informed of the school's estimated response rate. Principals were also asked to encourage their instructional personnel to complete the survey. Additionally, comparison schools were offered a modest financial award if they attained a high response rate.

Table 10.1a presents response rates of instructional personnel, by school size, for all TEEG schools that participated in the spring 2008 survey. Overall, at least one individual completed the online survey in 1,460 TEEG schools; 535 Cycle 1 only schools participated, as did 501 Cycle 2 only schools and 424 schools that participated in both Cycle 1 and Cycle 2 of the TEEG program. Nearly 66 percent of all possible full-time instructional personnel in these TEEG schools completed the

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.

⁸⁰ Evaluators used most similar questions across all versions of the TEEG spring survey. One question was not used because the response categories were changed from 2007 to 2008 survey administrations. When possible, tables in Appendix M also present the frequency distributions for spring 2007 survey results. This is only possible for schools that participated in the survey both years (i.e., any TEEG Cycle 1 school).

⁸¹ All tests of significance were tested at the $p < .05$ level and do not adjust for multiple comparisons.

survey. The average response rates vary by school size with smaller schools typically having lower average response rates.

Table 10.1a: Spring 2008 TEEG Survey School Response Rates, TEEG Schools

Eligible Teachers	Number of Schools	Average Response Rate
<6	0	0.0%
6-20	319	48.3%
21-40	595	62.4%
41-60	369	72.5%
61-80	114	71.4%
81+	63	69.2%
Total Respondents		55,284
Total Schools		1,460
Total Response Rate		65.8%

Source: Results come from survey administered to personnel in 1,460 TEEG schools during spring of 2008.

Table 10.1b presents response rates of instructional personnel, by school size, for all comparison schools that participated in the spring 2008 survey. Overall, at least one individual completed the online survey in 113 of the possible 183 comparison schools. Nearly 59 percent of all possible full-time instructional personnel in these comparison schools completed the survey. Again, the average response rates vary by school size with the smallest schools having the lowest average response rates.

Table 10.1b: Spring 2008 TEEG Survey School Response Rates, Comparison Schools

Eligible Teachers	Number of Schools	Average Response Rate
<6	0	0.0%
6-20	41	34.5%
21-40	36	61.4%
41-60	22	72.7%
61-80	10	65.6%
81+	4	66.5%
Total Respondents		3,869
Total Schools		113
Total Response Rate		58.6%

Source: Results come from survey administered to personnel in 113 comparison schools during spring of 2008.

Evaluators also examined select characteristics of survey respondents. Tables 10.2 through 10.5 present the professional titles, years of experience, educational level, and annual salary of respondents in both TEEG and comparison schools.

Table 10.2 reveals that over 80 percent of respondents in both TEEG and comparison schools are regular full-time teachers. Since a school’s TEEG plan can include all school personnel, evaluators decided to keep all survey responses when conducting survey analyses, even those submitted by personnel other than full-time teachers. Any instances of statistically significant differences in responses between teachers and non-teachers are noted throughout the chapter.

Table 10.2: Respondents’ Position Titles, Spring 2008 TEEG Survey

Position	Percent of TEEG School Respondents	Percent of Comparison School Respondents
Full-time teacher	81.8%	83.1%
Part-time teacher	0.4%	0.5%
Long-term substitute	0.2%	0.2%
Short-term substitute	0.0%	0.0%
Student teacher	0.0%	0.0%
Teacher aide	7.3%	6.2%
Administrator	1.3%	1.8%
Instructional specialist	2.4%	2.5%
Librarian	1.4%	1.1%
Health support staff	1.6%	1.2%
Campus support staff	0.2%	0.0%
Other support staff	0.7%	0.5%
Other	2.7%	2.8%

TEEG school respondents N=55,284; Comparison school respondents N=3,869

Source: Results come from a survey administered to personnel in 1,460 TEEG schools and 113 comparison schools during spring of 2008.

Respondents in TEEG and comparison schools represent various years of professional experience. Respondents are essentially evenly distributed across overall years of experience in the field of education, while they tend to have fewer years of experience at their current school. The distribution of years of experience is similar for respondents in TEEG and comparison schools.

Table 10.3: Respondents’ Years of Professional Experience, Spring 2008 TEEG Survey

Years of Experience	Overall Years in Education		Years Employed at Current School	
	TEEG Schools	Comparison Schools	TEEG Schools	Comparison Schools
1 to 3 years	20.3%	23.4%	38.9%	44.8%
4 to 9 years	28.6%	27.1%	34.5%	30.2%
10 to 14 years	16.1%	15.7%	11.6%	10.4%
15 to 19 years	12.0%	10.9%	7.0%	6.2%
20 or more years	22.9%	22.9%	7.9%	8.5%

TEEG school respondents N=55,284; Comparison school respondents N=3,869

Source: Results come from a survey administered to personnel in 1,460 TEEG schools and 113 comparison schools during spring of 2008.

The distribution of respondents' level of education in TEEG and comparison schools is nearly identical. Approximately 64 percent of respondents in both school groups held a bachelor's degree, while just over 25 percent held a master's degree. Small percentages of respondents reported having an associate's degree, doctorate, or some other education degree.

Table 10.4: Respondents' Level of Education, Spring 2008 TEEG Survey

Highest Degree	Percent of TEEG School Respondents	Percent of Comparison School Respondents
Associate degree	3.1%	2.3%
Bachelor's degree	64.2%	64.8%
Master's degree	25.2%	26.2%
Doctorate degree	0.9%	1.1%
Other	6.6%	5.5%

TEEG school respondents N=55,284; Comparison school respondents N=3,869

Source: Results come from a survey administered to personnel in 1,460 TEEG schools and 113 comparison schools during spring of 2008.

Given the similarity between TEEG and comparison school respondents along years of experience and level of education, it is not surprising that they also share a similar distribution of annual salary earnings. Nearly half of respondents in both school groups earned between \$40,000 to \$49,999 in the 2007-08 school year, while an additional 20 percent earned between \$50,000 to \$59,999. Very few respondents made \$60,000 or more.

Table 10.5: Respondents' Annual Salary, Spring 2008 TEEG Survey

Salary Range	Percent of TEEG School Respondents	Percent of Comparison School Respondents
\$20,000 to \$29,999	10.8%	9.1%
\$30,000 to \$39,999	15.6%	17.9%
\$40,000 to \$49,999	46.9%	46.3%
\$50,000 to \$59,999	19.9%	19.9%
\$60,000 to \$69,999	5.6%	5.1%
\$70,000 or more	1.4%	1.7%

TEEG school respondents N=55,284; Comparison school respondents N=3,869

Source: Results come from a survey administered to personnel in 1,460 TEEG schools and 113 comparison schools during spring of 2008.

Appendix N provides an overview of respondent characteristics for each unique TEEG school group (i.e., Cycle 1 only TEEG schools, Cycle 2 only TEEG schools, Cycle 1 and 2 TEEG schools).

Educators' Attitudes about TEEG

Evaluators first examined educators' attitudes toward the TEEG program, particularly with respect to its perceived effect on their colleagues and their own behaviors. Table 10.6 compares 2008

responses to 2007 responses among respondents from schools that participated in both Cycle 1 and Cycle 2. Most respondents in these TEEG schools report positive views toward their school's TEEG plan.⁸²

There is also a tendency for respondents' satisfaction to increase between 2007 and 2008. Respondents are more likely in 2008 to agree that TEEG does a good job distinguishing effective from ineffective teachers, and that they have a clear understanding of the bonus criteria. At the same time, however, most respondents report that the program is not influencing their practices, and more respondents report this in 2008 than in 2007. Additionally, approximately half of respondents in 2008 report that the program does not measure important aspects of their teaching performance.

Table 10.6: Respondents' Reactions to School's TEEG Plan, Schools Participating in Both Cycle 1 and Cycle 2 (2007 and 2008)

Survey Items	% (Strongly) Agreeing with Statement 2007	% (Strongly) Agreeing with Statement 2008
Our TEEG program does a good job distinguishing effective from ineffective teachers at this school.*	44.0%	64.4%
The prospect that teachers at my school can earn a bonus discourages staff in the school from working together.	15.2%	21.0%
I have noticed increased resentment among teachers since the start of our TEEG program.	18.2%	26.0%
I was already working as effectively as I could before the implementation of TEEG, so the program does not affect my work.	59.1%	85.0%
I have altered my instructional practices as a result of our TEEG program.*	18.1%	31.9%
The size of the top TEEG bonus award at my school is large enough to motivate me to try to earn the top award.*	38.7%	61.7%
I have a strong desire to earn a TEEG bonus.	51.1%	77.0%
Our TEEG program does not measure important aspects of my teaching performance.	37.3%	52.5%
I have a clear understanding of the criteria I need to meet in order to achieve a bonus.*	55.6%	86.2%

N (2007) =11,682; N (2008)=15,702.

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

Source: Spring 2007 and Spring 2008 TEEG Educator Surveys.

Table 10.7 presents the 2008 results for respondents at schools with different TEEG participation patterns. Differences across the four groups are statistically significant for all items, though

⁸² Note that similar questions were asked of instructional personnel in Cycle 1 schools during the fall 2007 semester, as reported in Chapter 9. The distribution of responses on the fall 2007 survey to these items about the TEEG program is similar to the distribution of responses provided in Table 10.6. However, the fall 2007 responses come from all Cycle 1 schools as opposed to just those schools that participated in both Cycle 1 and Cycle 2 of the TEEG program.

differences for some items are small. Respondents in Cycle 1 only schools are less likely than respondents in the Cycle 2 only and Cycle 1 and 2 groups to report effects on motivation or practices. The wording of the questions may be partly responsible for this difference, since Cycle 1 only respondents are asked to think about the previous year (i.e., their TEEG participation year); their lower levels of agreement are consistent with the lower levels of agreement seen in 2007 (as reported above in Table 10.6).

Table 10.7: Respondents' Reactions to School's TEEG Plan by TEEG Participation Patterns (2008)

Survey Items	% (Strongly) Agreeing with Statement 2008			
	Cycle 1 Only	Cycle 2 Only	Cycle 1 and Cycle 2	Comparison
Our TEEG program does a good job of distinguishing effective from ineffective teachers at the school.*	50.4%	64.7%	64.4%	---
The prospect that teachers at my school can earn a bonus discourages staff in the school from working together.*	19.8%	19.9%	21.0%	34.0%
I have noticed increased resentment among teachers since the start of our TEEG program.*	26.4%	22.6%	26.0%	---
I was already working as effectively as I could before the implementation of TEEG, so the program does not affect my work.*	77.5%	85.1%	85.0%	87.4%
I have altered my instructional practices as a result of our TEEG program.*	21.5%	31.4%	31.9%	18.3%
The size of the top TEEG bonus award at my school is large enough to motivate me to try to earn the top award.*	50.5%	63.2%	61.7%	---
I have a strong desire to earn a TEEG bonus.*	62.5%	78.6%	77.0%	70.9%
Our TEEG program does not measure important aspects of my teaching performance.*	45.0%	51.4%	52.5%	---
I have a clear understanding of the criteria I need to meet in order to achieve a bonus.*	71.4%	81.2%	86.2%	---

N (Cycle 1 only) =16,137, N (Cycle 2 only)=20,162; N (Cycle 1 and Cycle 2) = 15,702; N (Comparison)=3869. The 2008 wording for Cycle 1 schools was modified to refer to the previous rather than current year. The wording for comparison schools asked respondents to imagine they were participating in TEEG with questions worded conditionally (e.g., "I would have altered..."). Responses are not directly comparable across these groups and comparisons should be treated with caution. "----": question not asked for this group; * indicates statistically significant difference (p<0.05) across participation groups
Source: Spring 2008 TEEG Surveys.

Responses are generally similar for the Cycle 2 only respondents, who are in their first year of eligibility, and for the Cycle 1 and Cycle 2 respondents who are in their second year. An exception is evident for the question pertaining to resentment among teachers. Respondents in Cycle 1 and 2 schools are more likely to perceive increased resentment since the start of the TEEG program than their counterparts in Cycle 2 only schools.

Evaluators also examined differences in responses for different types of school and personnel characteristics in 2008. Charter school respondents express more positive opinions, on average, than regular public school educators, and they report stronger motivational effects for their TEEG plans. For example, in 2008 respondents from charter schools are more likely than teachers from regular public schools to agree that they had altered their instructional practices to earn a TEEG bonus award and that the size of the top award was large enough to motivate them. They are less likely to agree that the prospect of receiving a bonus discouraged staff from working together. These findings contrast with those from 2007, when charter school respondents reported less favorable opinions than those in regular public schools.⁸³

Non-teacher respondents are more likely than teachers to say the TEEG program does a good job distinguishing effective from ineffective teachers, that they have altered their instructional practices, that the size of the bonus is large enough to motivate them, that they have a strong desire to earn a bonus, and that they have a clear understanding of what they need to do to receive a bonus. They are less likely to report increased resentment among teachers or to report that TEEG does not measure some important aspects of teaching performance.⁸⁴

Finally, evaluators examined differences by respondents' years of experience. The least-experienced respondents are generally the most likely to report that their practices are influenced by TEEG, and the least likely to report adverse effects such as increased resentment among teachers in their schools. They are slightly less likely, however, to report a clear understanding of the criteria needed to receive a bonus.

The 2008 survey asked an additional set of questions of respondents in two groups of schools: those in Cycle 1 only schools and those in comparison schools. These questions are designed to elicit information on respondents' awareness of the TEEG program, their understanding of their school's eligibility status, and perceptions about their colleagues' interest in future participation in the TEEG program. Responses to these questions are presented in Table 10.8.

⁸³ Most differences among schools serving different grade levels are small. Respondents in mixed-grade schools report more positive opinions for some items, but the differences are inconsistent across items. The mixed-grade group, however, is fairly small, and the patterns of differences across these groups are not sufficiently consistent to permit strong inferences about grade-level differences.

⁸⁴ Because the wording of many of the items is more applicable to teachers than to other school personnel, these differences must be interpreted with caution. It is not clear whether they represent real differences in attitudes toward TEEG or whether they stem from differences in the relevance of the survey questions to members of the two groups.

Table 10.8: Respondents' Opinions about TEEG, Non-Participating Schools (2008)

Survey Items	% (Strongly) Agreeing with Statement 2008, Cycle 1	% (Strongly) Agreeing with Statement 2008, Comparison
Teachers in my school do not know about the state-funded TEEG program.	---	30.7%
Teachers in my school are aware that the school is not participating in TEEG during the 2007-08 school year.	65.9%	---
Teachers in my school understand <u>why</u> the school is ineligible to participate in TEEG during the 2007-08 school year.*	41.2%	22.4%
Teachers are disappointed that they cannot earn a TEEG bonus award for their performance during this 2007-08 school year.*	45.6%	26.8%
Teachers believe it is fair that the school is ineligible to participate in TEEG during this 2007-08 school year.*	25.2%	14.6%
Teachers hope that the school will become eligible to participate in the TEEG program in future school years.*	65.4%	48.1%
Teachers are adapting their professional practice this 2007-08 school year to improve the school's chances of becoming eligible for the TEEG program in future school years.*	51.5%	30.1%
Teachers believe their efforts can contribute to our school's chances of becoming eligible for the TEEG program in future school years.*	36.3%	42.9%

N (Cycle 1 schools)=19,046; N (Comparison schools)=3,869

“---“ indicates question not asked for this group

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

Source: Spring 2008 TEEG Educator Surveys

The majority of respondents report that teachers are generally aware of the TEEG program and of their school's non-participation status, but fewer than half of the respondents in the Cycle 1 only group, and fewer than a quarter in the comparison group, report that teachers understand why the school is ineligible. Few respondents in each group say that teachers believe it is fair that the school is ineligible to participate.

Respondents in Cycle 1 only schools are more likely than those in comparison schools to report that teachers are disappointed about not participating and that they hope their schools will become eligible in a future year. Cycle 1 only respondents are also more likely to report changing their practices to make future participation more likely; however, they also indicate that teachers have less confidence that their own efforts can increase their school's chances for future eligibility.

Among Cycle 1 only schools, awareness of non-participation status is greater among teachers in regular public schools than among those in charter schools. However, charter school respondents in both school groups are more likely than respondents in regular public schools to say that teachers are adapting their practices to increase the school’s chances for future TEEG eligibility, and that they believe their efforts could contribute to this goal.

Differences between teachers and other school personnel are generally small. In comparison schools, non-teachers report greater disappointment than teachers about not being eligible to earn a bonus, are more likely to say teachers believe the system is fair, and express stronger interest in future TEEG participation. Respondents with the least experience report lower levels of non-participation awareness among teachers than do respondents with more experience; they are also less likely to report that teachers understand why the school is ineligible.

Overall Educator Attitudes and Satisfaction

In both 2007 and 2008, respondents in Cycle 1 and Cycle 2 schools report generally positive opinions about changes in their colleagues’ behaviors and beliefs. The survey asked respondents to indicate their level of agreement with statements comparing the attitudes and satisfaction of colleagues from the current year to the previous year. Survey results in 2007 provide a comparison of teacher attitudes and satisfaction between the 2005-06 and 2006-07 school years; the 2008 surveys compare attitudes and satisfaction between the 2006-07 with the 2007-08 school years. In both survey years, most respondents report positive changes such as “teachers in my school feel more responsible to help each other do their best”, and relatively small percentages agree with statements about negative changes such as “teachers in my school trust each other less” (see Table 10.9).

Table 10.9: Respondents’ Opinions about Teachers’ Attitudes and Satisfaction, Schools Participating in Both Cycle 1 and Cycle 2 (2007 and 2008)

Compared to last year teachers in my school...	% (Strongly) Agreeing with Statement 2007	% (Strongly) Agreeing with Statement 2008
Seem more competitive than cooperative*	25.0%	22.4%
Trust each other less*	22.0%	18.5%
Feel more responsible to help each other do their best	70.5%	70.5%
More often expect students to complete every assignment*	73.2%	70.6%
More often encourage students to keep trying even when work is challenging*	81.9%	80.1%
Less often think it is important that all of their students do well in class*	18.9%	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	69.7%	69.8%

N(2007)=16,936; N(2008)=16,076

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

Source: Spring 2007 and Spring 2008 TEEG Educator Surveys

For most items, fewer respondents report changes in 2008 than in 2007. However, it is still apparent that most respondents believe their collegial environments and the attitudes of teachers are improving. For example, in 2007, 73 percent of respondents agree that their colleagues more often encourage students to keep trying even when the work was challenging, compared to the previous school year. In 2008 this percentage declines to 71 percent, a statistically significant change, but still indicates that a substantial majority of respondents perceive improvements from the previous to the current year.

Table 10.10 reveals a good deal of consistency in educators' attitudes and satisfaction across the four TEEG participation groups. For some items – but not all – respondents in schools not participating in Cycle 2 (i.e., the Cycle 1 only and comparison schools) report higher levels of agreement than their counterparts in Cycle 2 participant schools. This pattern exists for both positively worded items (e.g., “teachers in my school more often expect students to complete every assignment”) and negatively worded items (e.g., “teachers in my school trust each other less”).

Table 10.10: Respondents' Opinions about Teachers' Attitudes and Satisfaction by TEEG Participation Patterns (2008)

Compared to last year, teachers in my school ...	% (Strongly) Agreeing with Statement 2008			
	Cycle 1 Only	Cycle 2 Only	Cycle 1 and Cycle 2	Comparison
Seem more competitive than cooperative	22.6%	22.2%	22.4%	23.1%
Trust each other less*	19.5%	16.8%	18.5%	22.7%
Feel more responsible to help each other do their best*	69.3%	69.9%	70.5%	72.2%
More often expect students to complete every assignment*	74.0%	68.0%	70.6%	77.9%
More often encourage students to keep trying even when the work is challenging*	81.4%	77.6%	80.1%	86.7%
Less often think it is important that all of their students do well in class*	20.7%	18.0%	17.3%	20.7%
Can be counted on more often to help out anywhere or anytime, even though it may not be part of their official assignment*	70.2%	67.5%	69.8%	72.3%

N(Cycle 1 only)=19,046; N(Cycle 2 only)=20,162; N(Cycle 1 and Cycle 2)=16,076; N(Comparison)=3869

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

Source: Spring 2008 TEEG Educator Surveys.

For several items about teachers' attitudes and satisfaction, respondents in charter schools report higher levels of agreement, with both positively and negatively worded items, than respondents in regular public schools. Non-teachers also report higher levels of agreement than teachers. The least-experienced group of respondents is more likely to agree with several of these statements than their more-experienced counterparts. It is difficult to interpret these findings since higher levels of agreement do not discriminate between positive or negative changes in teachers' attitudes and satisfaction.⁸⁵

The next set of tables examines additional items that address changes in respondents' satisfaction with their schools and with their jobs. Table 10.11 shows that approximately half of respondents in the Cycle 1 and Cycle 2 schools agree that teachers are more satisfied and that they personally like the way things in their school are run compared with the previous year. The percentages are similar in 2007 and 2008. Nearly 40 percent of respondents report feeling more stress and disappointment compared with the previous year, and approximately one quarter report being more likely to consider transferring to another school or district. In 2008, nearly 20 percent admit to being more likely to consider staying home because they are tired.

The results in Table 10.11 are not as encouraging as those presented in Table 10.9; interestingly, the earlier table asks respondents about the attitudes and satisfaction of other teachers in their schools while Table 10.11 focuses primarily on respondents' own attitudes and satisfaction.

Table 10.11: Respondents' Attitudes and Satisfaction, Schools Participating in Both Cycle 1 and Cycle 2 (2007 and 2008)

Survey Items	% (Strongly) Agreeing with Statement 2007	% (Strongly) Agreeing with Statement 2008
I would describe teachers at this school as a more satisfied group than we were last school year.	52.3%	51.5%
The stress and disappointments involved in teaching at this school are much greater than last school year.*	39.9%	38.4%
This year I like the way things are run at the school more than I did last year.	52.2%	52.0%
This year I think about transferring to another school/district more than I did last year.	25.9%	25.8%
This year I think about staying home from school because I'm just too tired to go more than I did last year	---	19.8%

N(2007)=16,936; N(2008)=16,076

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

Source: Spring 2007 and 2008 TEEG Educator Surveys.

⁸⁵ Differences are larger for positively than for negatively worded items, which might suggest a tendency for certain groups of respondents (those in charter schools, in non-teaching roles, and with low levels of experience) to hold more positive opinions of their colleagues' beliefs and actions.

Table 10.12 compares responses across the four groups of schools with varying TEEG participation patterns. There are no dramatic differences, but respondents in comparison schools tend to have higher levels of agreement with both positively and negatively worded items.

Table 10.12: Respondents' Attitudes and Satisfaction by TEEG Participation Patterns (2008)

Survey Items	% (Strongly) Agreeing with Statement 2008			
	Cycle 1 Only	Cycle 2 Only	Cycle 1 and Cycle 2	Comparison
I would describe teachers at this school as a more satisfied group than we were last school year.*	49.7%	50.0%	51.5%	56.4%
The stress and disappointments involved in teaching at this school are much greater than last school year.*	40.2%	41.6%	38.4%	42.9%
This year I like the way things are run at the school more than I did last year.*	49.3%	52.2%	52.0%	57.5%
.This year I think about transferring to another school/district more than I did last year.*	28.3%	27.2%	25.8%	30.4%
This year I think about staying home from school because I'm just too tired to go more than I did last year*	22.0%	20.4%	19.8%	23.3%

N(Cycle 1 only)=19,046; N(Cycle 2 only)=20,162; N(Cycle 1 and Cycle 2)=16,076; N(Comparison)=3869

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

Source: Spring 2008 TEEG Educator Surveys.

Responses in regular public schools and charter schools differ significantly on most items, with charter school respondents consistently reporting more positive views than regular public school respondents. Across schools with different grade configurations, respondents in mixed-grade schools have more positive opinions than other respondents, followed by elementary schools; middle and high school respondents express the most negative views. Non-teachers report more positive views than teachers. The least experienced respondents report the most positive views.

Changes in Classroom Practices

Respondents were also asked questions about their professional practices in three areas: curriculum and instruction, use of assessment data, and parent engagement. In each area, the survey instructed respondents to report how frequently they engage in practices during the 2007-08 school year and how that frequency has changed from the prior school year. The same questions were asked of respondents in the spring 2007 survey. Overall, this section describes classroom practices in TEEG and non-TEEG schools, comparing results from 2007 and 2008 for schools that participated in both

Cycle 1 and Cycle 2. It also compares results in 2008 across different types of schools and different types of respondents.

Instructional Practices

Evaluators identified five instructional behaviors that will likely change if teachers are highly focused on improving students’ academic performance. The behaviors include analysis of student work, following a “pacing plan”, alignment of instruction with standards, individualizing instruction for students, and peer tutoring.

Table 10.13 presents responses from 2007 and 2008 for schools that participated in both Cycle 1 and Cycle 2 of the TEEG program. In 2007, three-quarters or more of all respondents report engaging in each of these instructional activities at least once a week. Most behaviors are undertaken almost daily by at least 50 percent or more of the respondents. Responses in 2008 are similar. Again, three-quarters or more of respondents report doing each of these behaviors at least once a week, and 50 percent or more report engaging in most of the behaviors almost daily. The slight decrease in respondents engaging in each of these behaviors almost daily from 2007 to 2008 has little practical importance.

**Table 10.13: Use of Instructional Practices,
Schools Participating in Both Cycle 1 and Cycle 2 (2007 and 2008)**

Survey Items	% Engaging in Behavior “once a week” or “almost daily” 2007	% Engaging in Behavior “once a week” or “almost daily” 2008
I analyze students’ work to identify the curricular standards that students have or have not yet mastered.*	77.2%	75.9%
I follow an “instructional calendar” or “pacing plan” provided by the school or district to schedule my instructional content.*	78.5%	78.0%
I design my classroom lessons to be aligned with specific curricular standards.*	91.3%	88.7%
I plan different assignments or lessons for groups of students based on their performance.*	84.5%	83.3%
I have students help other students learn class content (e.g., peer tutoring).*	86.7%	84.3%

N(2007)=16,936; N(2008)=16,076

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

Source: Spring 2007 and 2008 TEEG Educator Surveys.

Responses in 2008 are compared across the four school groups representing different TEEG participation patterns. These results are found in Table 10.14 and reveal similar responses across all four types of schools.

**Table 10.14: Use of Instructional Practices
by TEEG Participation Patterns (2008)**

Survey Items	% Engaging in Behavior “once a week” or “almost daily” 2008			
	Cycle 1 Only	Cycle 2 Only	Cycle 1 and Cycle 2	Comparison
I analyze students’ work to identify the curricular standards that students have or have not yet mastered.*	74.7%	74.2%	75.9%	71.2%
I follow an “instructional calendar” or “pacing plan” provided by the school or district to schedule my instructional content.*	75.9%	76.7%	78.0%	74.4%
I design my classroom lessons to be aligned with specific curricular standards.*	87.6%	88.3%	88.7%	88.3%
I plan different assignments or lessons for groups of students based on their performance.*	82.1%	82.4%	83.3%	79.4%
I have students help other students learn class content (e.g., peer tutoring).*	84.3%	84.6%	84.3%	84.0%

N(Cycle 1 only)=19,046; N(Cycle 2 only)=20,162; N(Cycle 1 and Cycle 2)=16,076; N(Comparison)=3869

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

Source: Spring 2008 TEEG Educator Surveys.

Responses from 2008 are also compared based on school and respondent characteristics. Respondents in elementary schools are more likely to engage in each of these behaviors than respondents in middle schools or respondents in high schools. For example, 79 percent of respondents in elementary schools report that they “analyze students’ work to identify the curricular standards that students have or have not yet mastered” at least weakly; 71 percent and 68 percent of respondents in middle schools and high schools, respectively, report similarly.

With respect to respondent characteristics, teachers are far more likely than non-teachers to report engaging in each of the behaviors at least weekly; the differences are 15 to 25 percentage points higher among teachers than among other respondents. Years of experience is not related to the frequency of instructional practices.

Changes in Instructional Practices

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

In schools that participated in both Cycle 1 and Cycle 2, respondents report similar changes in instructional practices. For each of the items in Table 10.15, between 40 percent and 50 percent of

the respondents in 2007 say they are spending “a little more” or “much more” time on the behavior in the 2006-07 school year than in the 2005-06 school year. Similarly, in 2008 between 40 percent and 50 percent of the respondents report likewise about changes in practices between the 2006-07 and 2007-08 school years. For most items, the responses in 2008 are slightly lower than in 2007, a difference great enough to be statistically significant (because of the large number of survey respondents), but not practically significant.

Table 10.15: Changes in Use of Instructional Practices, Schools Participating in Both Cycle 1 and Cycle 2 (2007 and 2008)

Survey Items	% Engaging in Behavior “a little more” or “much more” 2007	% Engaging in Behavior “a little more” or “much more” 2008
Aligning my classroom instruction with curricular standards*	52.3%	49.8%
Focusing on the classroom content covered by standardized achievement tests*	47.4%	46.1%
Administering benchmark assessments or quizzes*	44.0%	41.2%
Re-teaching topics or skills based on students’ performance on classroom tests*	54.9%	53.7%
Reviewing student test results with other teachers	42.1%	41.9%
Seeking help from/providing help to other teachers informally*	53.7%	51.9%
Attending district- or school-sponsored professional development workshops*	42.4%	40.2%
Engaging in informal self-directed learning (e.g., reading subject-specific education research, using the Internet to enrich knowledge and skills)*	51.8%	49.6%
Tutoring individuals or small groups of students outside of class time	49.8%	49.3%

N(2007)=16,936; N(2008)=16,076

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

Source: Spring 2007 and 2008 TEEG Educator Surveys.

Table 10.16 compares changes to instructional practice among respondents in schools with different TEEG participation patterns. In 2008, respondents in Cycle 1 only schools are less likely to report increases for each behavior than respondents in other schools. Results from comparison schools suggest that respondents are still changing their behavior even in the absence of TEEG participation in the 2007-08 school year.

**Table 10.16: Changes in Use of Instructional Practices
by TEEG Participation Patterns (2008)**

Survey Items	% Engaging in Behavior “a little more” or “much more” 2008			
	Cycle 1 Only	Cycle 2 Only	Cycle 1 and Cycle 2	Comparison
Aligning my classroom instruction with curricular standards*	46.8%	52.3%	49.8%	53.8%
Focusing on the classroom content covered by standardized achievement tests*	43.3%	49.2%	46.1%	49.1%
Administering benchmark assessments or quizzes*	39.5%	45.7%	41.2%	44.8%
Re-teaching topics or skills based on students’ performance on classroom tests*	49.0%	54.2%	53.7%	55.4%
Reviewing student test results with other teachers*	37.2%	44.4%	41.9%	40.2%
Seeking help from/providing help to other teachers informally*	45.4%	53.5%	51.9%	52.2%
Attending district- or school-sponsored professional development workshops*	36.4%	42.2%	40.2%	42.8%
Engaging in informal self-directed learning (e.g., reading subject-specific education research, using the Internet to enrich knowledge and skills)*	45.1%	51.4%	49.6%	52.4%
Tutoring individuals or small groups of students outside of class time*	43.2%	51.1%	49.3%	47.3%

N(Cycle 1 only)=19,046; N(Cycle 2 only)=20,162; N(Cycle 1 and Cycle 2)=16,076; N(Comparison)=3869

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

Source: Spring 2008 TEEG Educator Surveys.

Respondents in charter schools are more likely than respondents in regular public schools to report greater use of instructional practices in the 2007-08 school year compared to the prior school year. For example, 63 percent of respondents in charter schools and 50 percent of respondents in regular public schools report “aligning my classroom instruction with curricular standards” either “a little more” or “much more” in 2007-08 compared to the prior school year. Overall, responses from charter school respondents are 10 to 15 percentage points higher than responses from their counterparts.

Teachers are more likely to report increasing use of these instructional practices than non-teachers, but the difference is only by about five percentage points for each type of behavior. Less experienced respondents are more likely than their counterparts to report that they engage in the

practices more in the 2007-08 school year than the prior year. While 57 percent of respondents with three or fewer years of experience report doing “a little more” or “much more” alignment of classroom instruction with curricular standards, only 47 percent and 49 percent of respondents with four to 14 years of experience and with 15 or more years of experience, respectively, report likewise. Overall, the percentages of respondents reporting increases in practices are five to 10 points higher for those with three or fewer years of experience than for the other two groups.

Changes in Student Learning Activities

Similar patterns emerge when respondents describe changes in five types of student learning activities, including hands-on learning, working in groups, homework, direct instruction, and inquiry-based learning.

Table 10.17 presents responses from schools that participated in both Cycle 1 and Cycle 2. Reports of student learning activities are similar in 2007 and 2008. In 2007, approximately half of all respondents say their students spend “a little more” or “much more” time engaging in hands-on learning, working in groups, and inquiry-based learning in the 2006-07 school year compared to the previous school year. About 40 percent of respondents report that students spend more time in direct instruction and doing homework. Responses are nearly identical in 2008.

Table 10.17: Changes in Students’ Time Using Learning Activities, Schools Participating in Both Cycle 1 and Cycle 2 (2007 and 2008)

Survey Items	% Participating in Activities “a little more” or “much more” 2007	% Participating in Activities “a little more” or “much more” 2008
Engaging in hands-on learning activities (e.g., working with manipulative aids)	52.7%	53.2%
Working in groups	52.0%	53.1%
Completing assignments at home (i.e., homework)	34.7%	34.7%
Receiving direct instruction*	41.1%	41.8%
Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves)	48.6%	48.5%

N(2007)=16,936; N(2008)=16,076

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

Source: Spring 2007 and 2008 TEEG Educator Surveys.

Table 10.18 presents comparisons in student learning activities across schools with different TEEG participation patterns. Across all school groups, including comparison schools, respondents report similar increases in student learning activities from the 2006-07 school year to the 2007-08 school year. Responses from Cycle 1 only schools are lower on most items than responses from the other schools.

Table 10.18: Changes in Students' Time Using Learning Activities by TEEG Participation Patterns (2008)

Survey Items	% Participating in Activities “a little more” or “much more” 2008			
	Cycle 1 Only	Cycle 2 Only	Cycle 1 and Cycle 2	Comparison
Engaging in hands-on learning activities (e.g., working with manipulative aids)*	50.1%	54.3%	53.2%	57.0%
Working in groups*	49.7%	53.8%	53.1%	57.3%
Completing assignments at home (i.e., homework)*	31.5%	36.0%	34.7%	31.2%
Receiving direct instruction*	38.2%	42.5%	41.8%	41.0%
Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves)*	45.2%	50.1%	48.5%	48.6%

N(Cycle 1 only)=19,046; N(Cycle 2 only)=20,162; N(Cycle 1 and Cycle 2)=16,076; N(Comparison)=3869

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

Source: Spring 2008 TEEG Educator Surveys.

Respondents in charter schools are more likely than respondents in regular public schools to report that students engage in each activity more during the 2007-08 school year than in the prior year. For example, 66 percent of respondents in charter schools and 52 percent of respondents in regular public schools report that students are “engaging in hands on learning activities” either “a little more” or “much more”. Overall, responses from charter school respondents are 10 to 15 percentage points higher than those from regular public schools. There are not large differences among responses from elementary, middle, high and mixed-grade schools.

Teachers and non-teacher respondents report similar changes in student learning activities. Respondents with less experience more often report that students increase their use of learning activities from the 2006-07 to the 2007-08 school year than do more experienced respondents. Overall, responses from those with three or fewer years of experience are about 10 percentage points higher than responses from the other two groups.

Use of Assessments

Respondents were asked how frequently they use assessment data of any kind for nine different purposes, such as remediation, individualization, grouping, professional development, and parent engagement. Among schools participation in both Cycle 1 and Cycle 2, the majority of respondents in both years report that they use student assessment data “frequently” or “always or almost always” for each of the items listed in Table 10.19. Fewer respondents use assessment data frequently to encourage parent involvement in student learning, but this response is still reported by two-thirds of respondents in 2007 and increases significantly in 2008.

**Table 10.19: Use of Assessment Data,
Schools Participating in Both Cycle 1 and Cycle 2 (2007 and 2008)**

Survey Items	% Using data “frequently” or “always or almost always” 2007	% Using data “frequently” or “always or almost always” 2008
Identify individual students who need remedial assistance*	85.7%	86.6%
Set learning goals for individual students	81.9%	82.6%
Tailor instruction to individual students’ needs	85.3%	85.0%
Develop recommendations for tutoring or other educational services for students	79.6%	80.3%
Assign or reassign students to groups	77.3%	77.6%
Identify and correct gaps in the curriculum for all students	79.8%	80.3%
Encourage parent involvement in student learning*	65.0%	76.5%
Identify areas where I need to strengthen my content knowledge or teaching skills	85.0%	85.5%
Determine areas where I need professional development*	76.9%	79.0%

N(2007)=16,936; N(2008)=16,076

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

Source: Spring 2007 and 2008 TEEG Educator Surveys.

In 2008, there is little difference in the use of assessment data among respondents in schools with various TEEG participation patterns, as seen in Table 10.20.

**Table 10.20: Use of Assessment Data
by TEEG Participation Patterns (2008)**

Survey Items	% Using data “frequently” or “always or almost always” 2008			
	Cycle 1 Only	Cycle 2 Only	Cycle 1 and Cycle 2	Comparison
Identify individual students who need remedial assistance*	85.2%	86.1%	86.6%	84.0%
Set learning goals for individual students*	80.7%	81.4%	82.6%	77.4%
Tailor instruction to individual students’ needs*	83.4%	84.0%	85.0%	82.2%
Develop recommendations for tutoring or other educational services for students*	78.5%	79.7%	80.3%	76.6%
Assign or reassign students to groups*	76.0%	77.2%	77.6%	74.6%
Identify and correct gaps in the curriculum for all students*	78.1%	78.8%	80.3%	75.6%
Encourage parent involvement in student learning*	75.0%	75.1%	76.5%	72.1%
Identify areas where I need to strengthen my content knowledge or teaching skills*	84.6%	85.4%	85.5%	84.2%
Determine areas where I need professional development*	77.4%	78.2%	79.0%	77.3%

N(Cycle 1 only)=19,046; N(Cycle 2 only)=20,162; N(Cycle 1 and Cycle 2)=16,076; N(Comparison)=3869

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

Source: Spring 2008 TEEG Educator Surveys

There are small but noteworthy differences in the use of assessment data related to school and respondent characteristics. Respondents in elementary schools are more likely to use assessment data than respondents in schools serving other grade levels. Teachers are more likely to report using assessment data with greater frequency than are non-teachers, and generally by between five to 15 percentage points. Additionally, years of experience has relatively little influence on the use of assessment data.

Parent Engagement

In schools participating in both Cycle 1 and Cycle 2, respondents engage in a variety of activities to involve parents in their student’s learning. In both 2007 and 2008, the most common activities involve contacting parents of students who are either having academic problems or showing improvement in their academic performance (see Table 10.21). The least common activities are

engaging parents in site-based decision making, sending home examples of excellent student work, and assigning homework that requires direct parent involvement or participation.

**Table 10.21: Use of Parent Engagement Activities,
Schools Participating in Both Cycle 1 and Cycle 2 (2007 and 2008)**

Survey Items	% Engaging in activity “frequently” or “always or almost always” 2007	% Engaging in activity “frequently” or “always or almost always” 2008
I require students to have their parents sign off on homework	42.9%	42.2%
I assign homework that requires direct parent involvement or participation.	37.0%	37.2%
I send home examples of excellent student work to serve as models.	35.5%	35.6%
For those students who are having academic problems, I try to make direct contact with their parents.*	80.4%	78.5%
For those students whose academic performance improves, I send messages home to parents.*	64.5%	63.1%
I invite parents to visit or observe my classroom.*	49.9%	51.3%
I encourage parents to volunteer in the school.*	49.1%	50.5%
I help engage parents in site-based decision making and advisory groups.*	29.7%	31.8%

N(2007)=16,936; N(2008)=16,076

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

Source: Spring 2007 and 2008 TEEG Educator Surveys.

TEEG participation patterns have a small influence on the frequency of parent engagement activities, as seen in Table 10.22. Respondents in schools that participated in both Cycle 1 and Cycle 2 are usually more likely to use parent engagement activities than their counterparts in Cycle 1 only schools and Cycle 2 only schools. Respondents in comparison schools are typically the least likely to engage in any of the activities frequently.

**Table 10.22: Use of Parent Engagement Activities
by TEEG Participation Patterns (2008)**

Item	% Engaging in activity “frequently” or “always or almost always” 2008			
	Cycle 1 Only	Cycle 2 Only	Cycle 1 and Cycle 2	Comparison
I require students to have their parents sign off on homework*	37.7%	37.1%	42.2%	33.6%
I assign homework that requires direct parent involvement or participation.*	33.6%	33.2%	37.2%	28.9%
I send home examples of excellent student work to serve as models.*	33.2%	33.1%	35.6%	28.6%
For those students who are having academic problems, I try to make direct contact with their parents.*	75.9%	77.4%	78.5%	75.3%
For those students whose academic performance improves, I send messages home to parents.*	59.9%	61.8%	63.1%	59.5%
I invite parents to visit or observe my classroom.*	49.1%	50.2%	51.3%	47.1%
I encourage parents to volunteer in the school.*	48.0%	49.1%	50.5%	45.8%
I help engage parents in site-based decision making and advisory groups.*	30.7%	30.2%	31.8%	27.4%

N(Cycle 1 only)=19,046; N(Cycle 2 only)=20,162; N(Cycle 1 and Cycle 2)=16,076; N(Comparison)=3869

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

Source: Spring 2008 TEEG Educator Surveys

Respondents in charter schools are more likely to engage in many of these parent engagement activities than respondents in regular public schools. Similarly, parent engagement activities are more likely to occur frequently in elementary schools than in middle schools, and in middle schools more so than in high schools.

There are differences between the responses of teachers and non-teachers, as well. Responses from teachers are higher when the activity is related to academic performance; responses from non-teachers are higher when it comes to volunteering and site-based decision making. A respondent’s years of experience is unrelated to the reported frequency of parent engagement activities related to students’ academic performance; however, less-experienced teachers are less likely (by about five percentage points) to try to engage parents in volunteering and site-based management than mid-level or very experienced teachers.

Chapter Summary

The results from the first two years of survey data reveal broad support for the TEEG program, though many teachers do not perceive themselves as being strongly motivated by the prospect of earning a bonus award. Moreover, the opinions of respondents in schools that participated in both Cycle 1 and Cycle 2 become more positive over time in respect to the TEEG program. There are some differences, on average, in opinions across school and respondent characteristics. Most notably, and in contrast to results presented in the first year evaluation report, charter school respondents report more positive opinions and stronger motivational effects from the TEEG program on the spring 2008 survey than do respondents in regular public schools; this is evident in all types of schools regardless of TEEG participation patterns.

Survey respondents mostly report strong collegial relationships with their colleagues. However, substantial percentages of respondents express dissatisfaction with aspects of their own jobs, including high levels of stress.

Although most respondents do not believe their practices are affected directly by the TEEG program, they do report a number of ways in which their practices and their school environments have changed since the 2005-06 school year. Respondents in schools participating in Cycle 1 and Cycle 2 continue to report frequent and increased use of instructional practices and student learning activities.

In 2008, there are some differences in instructional practices based on schools' TEEG participation patterns, school characteristics, and respondent characteristics. Respondents in Cycle 1 only schools do not report increased frequency of instructional practices as often as other schools. Additionally, charter schools report slightly greater increases in instructional practices than regular schools. Elementary schools report more frequent use of these practices, as well, compared to schools serving other grade levels. Teachers indicate more frequent use of instructional practices and greater increases year-to-year than non-teachers, while less experienced respondents report greater year-to-year changes than their more experienced counterparts. Assessment data are used frequently for instructional purposes by all groups of teachers, as are efforts to involve parents in their children's education.

CHAPTER 11

The Impact of TEEG on Teacher Turnover

This chapter examines the impact 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 impact of TEEG plan design features and TEEG participation patterns on teacher turnover decisions, specifically, how types of student performance analysis, units of accountability, as well as proposed and actual bonus award distribution influence teacher turnover.

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 based on an examination of teacher turnover in TEEG schools.

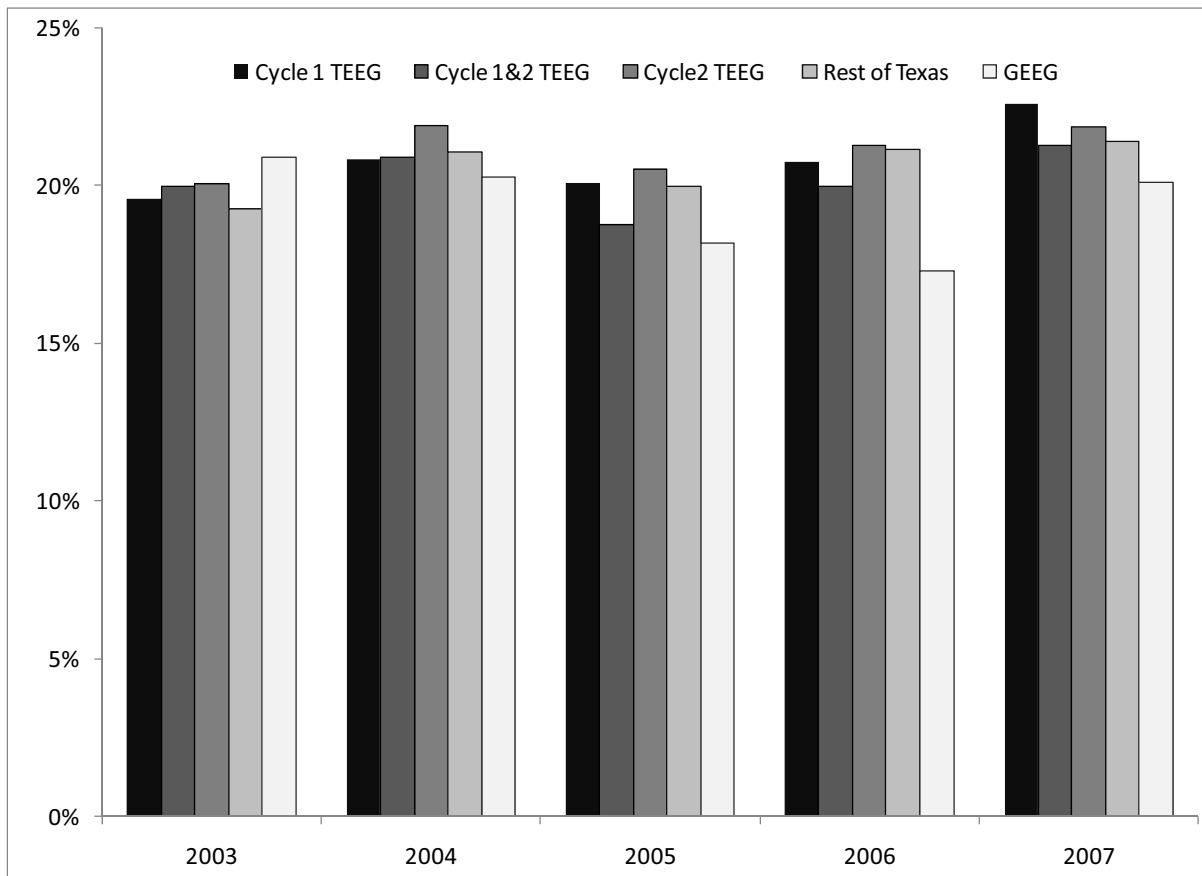
- There is little evidence that schools in the TEEG program experienced any systematic change in teacher turnover during 2007.
- Teachers in Cycle 1 only schools were more likely to turn over, which is largely explained by the increased turnover rates among beginning teachers. However, the difference is not statistically significant when excluding schools that are not part of the TEEG program and accounting for each school's previous turnover patterns.
- Teachers in Cycle 1 and 2 schools were less likely to move outside their district during the program year, which is especially true among experienced teachers.

- There is no evidence that differences in plan design features (i.e., types of student performance analysis or the unit of accountability) led to any systematic differences in turnover among TEEG schools.
- The receipt and size of actual Cycle 1 bonus awards had a strong impact on teacher turnover, and the probability of turnover fell as the TEEG bonus award grew.

Teacher Turnover in TEEG Schools

Figure 11.1 illustrates the teacher turnover rates for five types of Texas schools: TEEG Cycle 1 only schools, TEEG Cycle 1 and 2 schools, TEEG Cycle 2 only schools, GEEG schools, and other public schools in the state. As the figure illustrates, turnover rates for each type of TEEG school were higher in the first year of the TEEG program (2007) than they had been in the previous two years.

**Figure 11.1 Overall School Turnover Rates,
TEEG v. GEEG v. Other Texas Public Schools**



Source: Based on authors' calculations using PEIMS data

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 may have been driven by factors that have nothing to do with the TEEG program itself. 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. (For example, see Imazeki 2005). The underlying assumption 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,

employment alternatives, and any personal characteristics that might influence a turnover decision. Here, the TEEG program is treated as one of the pertinent characteristics of a teacher’s current job. See Appendix O for a detailed discussion of the analytic model and for the regression estimates that underlie the following tables.

Comparing Teacher Turnover between TEEG and Non-TEEG Schools

Table 11.1 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).⁸⁶ On average over the five-year analysis period (2002-03 through 2006-07), 80 percent of Texas teachers were retained each year, five percent moved internally, five percent moved to another district, and nearly 10 percent left teaching, at least temporarily.

Table 11.1: Impact of TEEG on Predicted Turnover Rates in 2007

	Any Turnover	External Mover	Internal Mover	Leaver
Non-TEEG schools	20.17%	5.35%	4.99%	9.83%
Cycle 1 only schools	21.50%***	5.43%	5.88%***	10.22%
Cycle 2 only schools	20.23%	5.03%	5.64%	9.64%
Cycle 1 & 2 schools	20.84%	4.74%***	5.41%	10.73%

Note: There are 1,432,344 observations. The asterisks indicate that the predicted rate is significantly different from the Non-TEEG baseline at the one percent (***) or five percent (**) level.

Source: Based on authors’ calculations from Appendix table O.1.

The first column indicates the impact of the TEEG program on turnover in general. There is no evidence that schools already in the TEEG program (i.e., Cycle 1 schools) experienced significantly lower teacher turnover in 2007, nor is there any evidence that anticipation of the TEEG program lowered overall turnover in prospective Cycle 2 schools. Instead, turnover rates in Cycle 1 only schools were over one percentage point (1.33) higher than would have been expected, given teacher, school and labor market conditions (21.50 -20.17=1.33). Meanwhile, turnover rates were no different between non-TEEG schools and both the Cycle 2 only and Cycle 1 and 2 TEEG schools.

The remaining three columns of Table 11.1 decompose teacher turnover into moving externally, moving internally, and leaving teaching altogether. The higher than expected turnover rate at Cycle 1 only schools is largely attributable to an increase in teachers switching schools within the same school district.

⁸⁶ 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.

The expected probability that a teacher moved to another school within the same school district (i.e. the expected rate of internal turnover) is nearly one (0.89) percentage point higher in a Cycle 1 only TEEG school than in an otherwise equal non-TEEG school. Teachers in Cycle 1 only schools left teaching altogether at a somewhat higher than expected rate in 2007, but the difference is not statistically significant. The probability that a teacher switched districts is no different in a Cycle 1 only school than in a non-TEEG school.

There is no evidence that anticipation of the TEEG program had any influence on any of the components of turnover for teachers in Cycle 2 schools. For all three types of turnover, the expected turnover rate in Cycle 2 schools is indistinguishable from that in non-TEEG schools.

However, Table 11.1 does suggest that teachers in a Cycle 1 school who knew their school would continue to participate in the program another year were less likely to move to another district. All other things being equal, teachers in Cycle 1 and 2 TEEG schools switched districts at a significantly lower rate than did teachers in comparable non-TEEG schools or teachers in Cycle 1 only schools.

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 %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, Cycle 1 only schools were dropped from the program, while Cycle 1 and 2 schools were retained. The difference in turnover responses between Cycle 1 only schools and Cycle 1 and 2 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 Cycle 1 only schools were particularly disillusioned by the whole process.

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 11.2 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. The general pattern of teacher turnover persists even when the analysis is restricted to relatively high needs schools.

Overall turnover rates rose significantly in Cycle 1 only schools, while they were not significantly different in Cycle 2 only and Cycle 1 and 2 schools. The increase in turnover in Cycle 1 only schools is attributable to an increase in the share of teachers switching schools within the same district. Meanwhile, teachers in Cycle 1 and 2 schools were significantly less likely to switch districts in 2007, and teachers in Cycle 2 only schools were unaffected by the pending program.

**Table 11.2: Impact of the TEEG Program on Predicted Turnover Rates in 2007
Among High Needs Schools**

	Any Turnover	External Mover	Internal Mover	Leaver
Non-TEEG schools	20.92%	5.76%	5.12%	10.05%
Cycle 1 only schools	22.17%***	5.78%	6.01%**	10.41%
Cycle 2 only schools	20.85%	5.37%	5.73%	9.81%
Cycle 1 & 2 schools	21.49%	5.05%***	5.51%	10.93%

Note: There are 957,430 observations. The asterisks indicate that the predicted rate is significantly different from the Non-TEEG baseline at the one percent (***) or five percent (**) level.

Source: Based on authors' calculations from Appendix table O.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 11.3 examines the impact of the TEEG program on predicted turnover among teachers who were specifically certified in either math or science. Just over 13 percent of TEEG teachers, and 15 percent of non-TEEG teachers, held a teaching certificate in either math or science during the analysis period.

**Table 11.3: Impact of the TEEG Program on Predicted Turnover Rates in 2007
Among Math and Science Teachers**

	Any Turnover	External Mover	Internal Mover	Leaver
Non-TEEG schools	20.44%	6.49%	4.30%	9.66%
Cycle 1 only schools	21.37%	7.36%	4.33%	9.64%
Cycle 2 only schools	19.53%	5.74%	5.00%	8.88%
Cycle 1 & 2 schools	21.72%	6.00%	5.35%	10.42%

Note: There are 218,611 observations. The asterisks indicate that the predicted rate is significantly different from the Non-TEEG baseline at the one percent (***) or five percent (**) level.

Source: Based on authors' calculations from Appendix table O.3.

As the table illustrates, there is no evidence that the TEEG program had any influence on turnover among teachers certified in math or science. While the predicted turnover rate is significantly higher among all teachers at Cycle 1 only schools, it is not significantly higher among math and science teachers. There is no evidence that math and science teachers were more likely to move internally if they were assigned to Cycle 1 only schools. They were somewhat less likely to move between districts if they were assigned to a Cycle 1 and 2 school than if they were assigned to a Cycle 1 only school, but there is no evidence that the predicted rate of external turnover was lower in Cycle 1 and 2 schools than it was in non-TEEG schools.

Turnover among beginning and experienced teachers

The literature suggests that beginning teachers may be more responsive than experienced teachers to performance pay programs. Furthermore, in Texas, turnover rates vary significantly by teacher experience. The annual school-level turnover rate for beginning teachers is 26 percent, while the annual school-level turnover rate for experienced teachers is only 18 percent.⁸⁷ Beginning teachers are also much more likely to move between districts than are more experienced teachers.

Table 11.4 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 Cycle 1 only schools comes from beginning teachers. The predicted turnover rate among beginning teachers is nearly three (2.7) percentage points higher in Cycle 1 only schools than in non-TEEG schools. Beginning teachers were significantly more likely to move within their district or leave teaching altogether if they were in a Cycle 1 only school. There is no evidence that the TEEG program had any effect on predicted turnover rates for beginning teachers in Cycle 2 only or Cycle 1 and 2 schools.

The evidence suggests that the initial year of the TEEG program reduced the predicted probability that experienced teachers would leave a Cycle 1 and 2 school for a school in another district, and increased the predicted probability that experienced teachers would leave a Cycle 1 only school for a different school in the same 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 the predicted turnover rate among experienced teachers.

⁸⁷ Following NCES, beginning teachers are defined as those with less than four years experience. All other teachers are considered experienced teachers.

**Table 11.4: Impact of the TEEG Program on Predicted Turnover Rates in 2007
by Teacher Years of Experience**

	Any Turnover	External Mover	Internal Mover	Leaver
Beginning Teachers				
Non-TEEG schools	25.78%	8.11%	6.00%	11.67%
Cycle 1 only schools	28.48%***	8.45%	7.30%***	12.79%**
Cycle 2 only schools	26.08%	7.62%	6.52%	12.02%
Cycle 1 & 2 schools	27.31%	7.68%	6.17%	13.43%
Experienced Teachers				
Non-TEEG schools	17.61%	3.88%	4.70%	9.03%
Cycle 1 only schools	18.27%	3.86%	5.50%**	8.99%
Cycle 2 only schools	17.66%	3.78%	5.44%	8.57%
Cycle 1 & 2 schools	17.94%	3.38%**	5.16%	9.50%

Note: There are 327,789 observations for beginning teachers and 973,244 observations for experienced teachers. 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. The asterisks indicate that the predicted rate is significantly different from the Non-TEEG baseline at the one percent (***) or five percent (**) level.

Source: Based on authors' calculations from Appendix tables O.4 and O.5.

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, including (1) the types of student performance analysis, (2) the unit of accountability for student performance, and (3) the actual distribution of bonus awards.⁸⁸

Types of student performance analysis

As discussed in Chapter 7, Cycle 1 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

⁸⁸ See Chapters 7 and 8 for a complete description of these indicators.

combination of the two.⁸⁹ Of the 1,107 Cycle 1 schools for which complete data are available, 776 based their plans exclusively on student performance levels, 46 based their plans exclusively on performance growth, and 285 based their plans on some combination of the two. Table 11.5 presents predicted 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 all TEEG Cycle 1 schools.

There is no evidence that teacher turnover rates in 2007 were any different than what would have been expected, given the school’s previous turnover patterns, teacher characteristics, and local labor market conditions.⁹⁰ There is little evidence that turnover rates increased during the first year of the program for Cycle 1 only schools due to the type of student performance analysis used in a school’s TEEG plan. There is also no evidence of any differences between Cycle 1 only schools and Cycle 1 and 2 schools.

Overall, Table 11.5 suggests that differences in the types of student performance analysis used in the TEEG plans did not lead to significant differences in teacher turnover. Predicted turnover rates were lower than the baseline in the 12 Cycle 1 and 2 schools in which bonus awards were based exclusively on performance gains, but the difference is not statistically significant.

Table 11.5: Impact of Types of Student Performance Analysis on Predicted Turnover Rates in 2007, Cycle 1 Schools

	All Teachers	Math and Science	Beginning Teachers	Experienced Teachers
Baseline	19.07%	19.21%	23.66%	16.31%
Cycle 1 only schools				
Student performance gains only	19.51%	19.79%	21.64%	15.82%
Both gains and levels	20.17%	21.50%	22.89%	16.22%
Student performance levels only	20.42%	21.81%	21.64%	16.90%
Cycle 1 & 2 schools				
Student performance gains only	14.60%	31.24%	14.77%	14.02%
Both gains and levels	19.36%	23.53%	20.53%	16.00%
Student performance levels only	19.99%	21.54%	20.62%	16.83%

Note: The asterisks indicate that the predicted rate is significantly different from the baseline at the one percent (***) or five percent (**) level.

Source: Based on authors’ calculations from Appendix table O.6.

The last three columns of Table 11.5 illustrate the impact of the types of student performance analysis on the predicted turnover of teachers who were certified in math or science, beginning teachers, and experienced teachers, respectively. There is also no evidence that this plan design

⁸⁹ Two schools are dropped due to incomplete information in their program application.

⁹⁰ At even the 10 percent level, we cannot reject the hypothesis that all of the program indicators are jointly zero.

feature had any influence on turnover among these specific groups of teachers.⁹¹ Among Cycle 1 and 2 schools, the predicted turnover rates for both beginning teachers and experienced teachers were lowest for the 12 schools with plans that exclusively used gains to measure performance, but the difference is not statistically significant. Similarly, while the predicted turnover rate for math and science teachers in these 12 Cycle 1 and 2 schools appears elevated, the difference is not statistically significant.

Unit of accountability

Most Cycle 1 schools (1,089) could be classified according to the unit of accountability designated in their TEEG plans. That is, the plan was categorized as either using the performance of a school, team of teacher, individual teachers, or some combination of the three to determine teachers' eligibility for bonus awards. Nearly half of the Cycle 1 schools (309 Cycle 1 and 195 Cycle 1 and 2 schools) designed TEEG plans where the only unit of accountability was the teacher. Fifty-one schools used the school as the only unit of accountability, while 177 used a school-wide measure in combination with some other, less aggregate unit. Another 218 Cycle 1 schools designed plans that allocated awards to teachers based on team-level performance (i.e., variations in the performance of students within an entire grade or subject area). The remaining schools used some combination of individual teacher and team units of accountability.

Table 11.6 presents predicted turnover rates from analyses of the relationship between these five units of accountability and teacher turnover. This analysis is based solely on variations in turnover among Cycle 1 schools, and indicates the impact of the TEEG plan design feature, given the school's previous turnover patterns, teacher characteristics and local labor market conditions.

There is no evidence that the unit of accountability used in the Cycle 1 TEEG plans had a significant influence on teacher turnover. All types of Cycle 1 and 2 schools, and nearly all types of Cycle 1 only schools, had predicted turnover rates higher than the baseline in the first year of TEEG, but none of the differences are statistically significant.⁹² Furthermore, no significant differences are detected when the analysis is restricted to math and science teachers, beginning teachers, or experienced teachers.⁹³

⁹¹ In all three cases, the hypothesis that all of the program indicators are jointly zero cannot be rejected at the 10 percent level

⁹² The hypothesis that all of the program indicators are jointly zero cannot be rejected at the 10 percent level

⁹³ In all three cases, the hypothesis that all of the program indicators are jointly zero cannot be rejected at the 10 percent level.

Table 11.6: Impact of Unit of Accountability on Predicted Turnover Rates in 2007, Cycle 1 Schools

	All Teachers	Math and Science	Beginning Teachers	Experienced Teachers
Baseline	19.08%	19.25%	23.65%	16.32%
Cycle 1 only schools				
Campus only	19.23%	21.85%	19.19%	16.81%
Campus and other	20.01%	20.90%	23.15%	16.66%
Team	21.09%	24.01%	23.00%	17.47%
Team and teacher	22.34%	24.75%	22.75%	19.44%
Teacher only	20.07%	21.87%	22.35%	16.63%
Cycle 1 & 2 schools				
Campus only	21.00%	24.19%	17.69%	20.35%
Campus and other	19.85%	19.73%	21.04%	16.89%
Team	19.44%	19.75%	22.00%	16.09%
Team and teacher	20.03%	26.84%	21.28%	17.57%
Teacher only	20.04%	25.21%	20.27%	17.41%

Note: The asterisks indicate that the predicted rate is significantly different from the baseline at the one percent (***) or five percent (**) level.

Source: Based on authors' calculations from Appendix table O.7.

Actual distribution of bonus awards

Table 11.7 explores the extent to which TEEG bonus awards impact an individual teacher's turnover decision. This analysis draws on the actual awards distributed by Cycle 1 TEEG schools in the fall 2007. Data on individual Cycle 1 awards are available for 874 Cycle 1 schools.⁹⁴

Table 11.7 presents analyses of the relationship between individual teacher bonus awards and predicted teacher turnover. Teachers are presumed to know by the end of the 2006-07 school year whether or not they will receive a bonus award the following fall 2007, and if so, how much. Thus, the Cycle 1 bonuses, which were distributed in the fall 2007, but determined by a teacher's performance during the 2006-07 school year, are presumed to have influenced whether or not a teacher returned for the 2007-08 school year.

⁹⁴ As discussed in Chapter 8, on average respondent schools have a lower share of low-income and minority students than do non-respondent schools, but are not systematically different from respondent schools with respect to enrollment, the basis for TEEG eligibility (high performing or comparable improvement) or their status for Cycle 2 of TEEG.

Table 11.7 illustrates that the size of the TEEG bonus award for teachers in Cycle 1 schools matters for teacher turnover. 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 (i.e. the predicted turnover rate) fell as the size of the award increased.⁹⁵ This pattern holds whether one looks at all teachers, beginning teachers or experienced teachers. This pattern also persists whether the TEEG school is a Cycle 1 only school or a Cycle 1 and 2 school. Once the size of the award is taken into account, there are no significant differences in predicted turnover rates between Cycle 1 only and Cycle 1 and 2 schools.

Table 11.7: Impact of Receiving a Bonus Award on Predicted Turnover Rates in 2007, Cycle 1 Schools

	All Teachers	Beginning Teachers	Experienced Teachers
Baseline	20.27%	25.45%	17.68%
Cycle 1 Only			
No award	41.14%***	47.64%***	35.26%***
\$1,000 award	19.96%	22.51%	16.71%
\$2,000 award	7.23%***	7.40%***	6.05%***
\$3,000 award	1.92%***	1.66%***	1.65%***
Cycle 1 & 2			
No award	47.26%***	53.17%***	41.35%***
\$1,000 award	25.54%	27.17%	22.07%
\$2,000 award	10.71%***	9.85%***	9.36%***
\$3,000 award	3.42%***	2.46%***	3.11%***

Note: The asterisks indicate that the predicted rate is significantly different from the baseline at the one percent (***) or five percent (**) level.

Source: Based on authors' calculations from Appendix Table O.8.

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 \$530 to \$1,216 for Cycle 1 only schools, and from \$530 to \$1,235 for Cycle 1 and 2 schools. Receiving a bonus award less than \$530 is associated with a higher predicted turnover rate than would otherwise be expected, given school and teacher characteristics, while a bonus award of \$1,235 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.

⁹⁵ Because schools had the option of withholding awards from teacher who had left the building, the results with respect to no award may be inflated by reverse causation. Leaving may have led to no award rather than the other way around. The data do not indicate whether a teacher would have received an award had she stayed.

Among experienced teachers, an award less than \$687 led to higher predicted turnover in Cycle 1 only schools, while an award of less than \$767 led to higher predicted turnover in Cycle 1 and 2 schools.

Any type of teacher who received a bonus award of \$1,350 or more had a significantly lower predicted turnover rate than an otherwise equal teacher who received a smaller award. Across all three groups, awards of \$3,000 (the recommended minimum award) reduced the predicted turnover rate among the recipients to less than a quarter of the predicted turnover rate observed before the TEEG program.

Predicted turnover rates surged for teachers who did not receive an award in fall 2007, and fell significantly for those who received a substantial award. Beginning teachers were particularly sensitive to the magnitude of the Cycle 1 bonus awards, with a \$3,000 award reducing the predicted turnover rate for beginning teacher turnover by nearly 24 percentage points in Cycle 1 only schools and nearly 23 percentage points in Cycle 1 and 2 schools.

Chapter Summary

Analyses of teacher turnover based on the actual distribution of bonus awards strongly indicate that the size of the TEEG bonus award is very influential to turnover decisions. The probability of turnover increased sharply among Cycle 1 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.

Many Cycle 1 teachers received bonus awards so small that the program likely had a negligible or negative impact on their probability of turnover. More than a third of the teachers in Cycle 1 schools (both Cycle 1 only and Cycle 1 and 2 schools) received awards so low that their probability of turnover was significantly increased.

On net, there is little evidence that schools in the TEEG program experienced any systematic change in teacher turnover during 2007. The TEEG program encouraged some teachers to turnover who otherwise would not, and encouraged other teachers to stay who otherwise would have left. Of course, it remains an open question as to whether these changes in turnover are positive or negative. If one assumes that bonus award recipients are more effective in the classroom than non-recipients, then the positive relationship between TEEG bonus awards and teacher retention suggests that the TEEG program increased retention of those teachers that schools particularly wished to retain.

CHAPTER 12

TEEG Cycle 1 Plan Design Features and Student Achievement Gains

This chapter reports the associations between student achievement gains and TEEG plan design features, controlling for various background characteristics of students and schools. Analysis focuses on TEEG schools that participated in Cycle 1 of the program (2006-07 school year). Plan design features of interest include the proposed maximum Part 1 bonus award amounts for teachers, types of student performance analysis, and the unit of accountability. Specifically, this chapter presents *statistical associations* between student achievement gains and TEEG plan design features, which do not necessarily represent a causal effect of TEEG plan design features.

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 differ based on the types of student performance analysis proposed in TEEG plans of Cycle 1 schools?
- How do student achievement gains differ based on the unit of accountability proposed in TEEG plans of Cycle 1 schools?

Key Policy Points

This chapter highlights and expands upon the following key policy points based on analysis of the association between the design features of Cycle 1 plans and student achievement gains.

- A statistically significant association between student achievement gains and TEEG plan design features means the two variables are related. It does not necessarily imply a direct causal connection between the associated variables.
- Evidence on associations between TEEG plan design features and student achievement gains is inconclusive, making it important to further study these relationships when more data are available.
- Future research will seek to estimate a TEEG treatment effect by comparing student achievement gains in schools that participated in TEEG with student achievement gains in non-TEEG schools.

Overview and Methodology

This chapter reports statistical associations between student achievement gains and TEEG plan design features, controlling for various background characteristics of students and schools. Analysis focuses on TEEG schools that participated in Cycle 1 of the program (2006-07 school year). Plan design features of interest include the proposed maximum Part 1 bonus award amounts for teachers, types of student performance analysis, and the unit of accountability.

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 1 schools may not be independent of these other factors that are related to student achievement.⁹⁶

Methodology

This section describes the data, sample, and key variables used to study TEEG plan design features and student achievement gains during Cycle 1 of the program.

Data

The data for this study come from three sources. First, characteristics of students, teachers, and schools are drawn from PEIMS.⁹⁷ Second, campus-level achievement results in mathematics and reading are drawn from the Academic Excellence Indicator System (AEIS) also maintained by the Texas Education Agency.⁹⁸ Third, information on characteristics of Cycle 1 plan design features are drawn from evaluators' own collection and review of Cycle 1 applications submitted to the Texas Education Agency.⁹⁹

⁹⁶ See Chapter 7 for further details on school, teacher, and program characteristics that act as determinants of plan design features developed by Cycle 1 schools.

⁹⁷ 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.

⁹⁸ 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.

⁹⁹ As explained in Chapter 7, evaluators conducted a systematic review of TEEG applications for the 1,148 schools participating in TEEG during the 2006-07 school year. During the review process, evaluators recorded information on the amount of the total TEEG school grant, proposed minimum and maximum bonus award amounts for individual teachers, indicators used to measure teacher performance, and models used to disseminate teacher bonus awards. All applications were independently reviewed and coded by two research associates, and checked by a third research associate to ensure accuracy.

Sample

The sample for this study is based on the 1,148 schools that participated in the TEEG Cycle 1 program during the 2006-07 school year, which represents approximately 15 percent of all public elementary and secondary schools in the state. The sample of Cycle 1 schools includes more than 1.1 million student test score observations. Of these observations, 833,440 are from pre-TEEG years (2003-04 through 2005-06 school years) and 283,225 from the first year of the program's operation. Nearly 80 percent of valid student test score observations come from schools that qualified for TEEG participation based on their Comparable Improvement ranking.¹⁰⁰

Key variables

Variables used to estimate the association between Cycle 1 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, Cycle 1 schools' initial distribution of students' prior year assessment scores is divided into 20 equal intervals for each year and grade combination, and the mean and standard deviation test score gain is computed for all students starting in a particular interval for each of those combinations.¹⁰¹ A student's test score gain is standardized by taking the difference between that student's nominal gain and the mean gain of all students in the interval 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 1 plans: the proposed maximum Part 1 bonus award; types of student performance analysis; and the unit of accountability. The proposed maximum bonus award represents the total bonus award amount that a teacher could

¹⁰⁰ Table 1 in Appendix P displays additional sample statistics on student, school, and Cycle 1 plan variables. Descriptive statistics are reported for all Cycle 1 schools, Cycle 1 schools that qualified for TEEG on the basis of their accountability rating, Cycle 1 schools that qualified for TEEG on the basis of their Comparable Improvement ranking, and for all non-TEEG schools in the state as of the 2006-07 school year. Additional information on the characteristics of TEEG and non-TEEG schools can be found in Chapter 3 of this report.

¹⁰¹ This approach is described in Hanushek et al (2005) and has been used by Springer (2007, 2008) and others.

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 1 plans was \$2,263, 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 68 percent of Cycle 1 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 four percent of Cycle 1 schools, is defined as a school measuring a teachers' contribution to student performance by the change in student performance over time. Nearly one-quarter of Cycle 1 schools (24.8%) used measures of both student attainment and student growth.

The third, and final, design feature is the unit of accountability proposed in Cycle 1 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 1 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.¹⁰² Qualified schools had to meet one of two performance criteria: a levels-style measure

¹⁰² See Chapter 5 for a detailed overview of the TEEG qualification and eligibility criteria used to select TEEG participants.

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. First, sample statistics reported in Appendix W, Table 1 display sizable mean achievement gain differences among these two groups of schools (.08 standard deviation units in both mathematics and reading). Second, there are systematic differences among accountability rating schools and Comparable Improvement schools in terms of plan design features proposed by Cycle 1 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.¹⁰³

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 1 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.

Study Limitations

Schools participating in Cycle 1 implemented TEEG plans at various points during the 2006-07 school year. This means a good number of teachers had much less than a full school year to work towards the performance criteria established in their school's performance pay plan.¹⁰⁴ Furthermore, if the characteristics of the performance pay plans proposed by schools are related to the date on which schools officially implemented their TEEG plan then estimates of the association between plan design features and student achievement gains will be biased.

It is also important to note that plan design features used to estimate student achievement gains are based on information contained in performance pay plan applications submitted to the Texas Education Agency by Cycle 1 schools. Findings reported in this chapter assume that these proposed plans were implemented by schools during Cycle 1, even though there is evidence that some schools made modifications to their proposed plan during the 2006-07 school year. For example,

¹⁰³ Admittedly, the confounding nature of volatility in the selection of qualifying schools is more likely to exert influence over time.

¹⁰⁴ Cycle 1 schools were notified of their eligibility in the summer 2006 and plan applications were originally due to the Texas Education Agency by October of the 2006-07 school year. That deadline was extended until March 2007 of that school year meaning that many schools did not receive official plan approval from the agency until near the end of the implementation year (i.e., end of the spring 2007 semester).

approximately 20 percent of principals indicated the use of higher maximum bonus awards for teachers than was originally proposed in their grant application.¹⁰⁵

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 than those identified during the first year of the program's operation. This is particularly important considering the degree of TEEG selection volatility during the first three cycles of the program. For example, 59 percent of schools that were eligible for Cycle 1 were no longer eligible for Cycle 2 which may moderate estimates of the association between TEEG plan designs features and student achievement gains.¹⁰⁶

Association between Student Achievement and Cycle 1 Plan Characteristics

This section reports statistical associations between student achievement gains and plan characteristics in TEEG schools that participated in Cycle 1 of the program. Analyses are focused on student achievement gains within Cycle 1 schools and do not compare student achievement gains in TEEG schools to those in non-TEEG schools. It is also important to remember findings may or may not represent causal effects of the program since other factors may be the causal agent for any observed changes in mathematics and/or reading achievement.

Table 12.1 summarizes findings from a series of analyses examining the association between student achievement gains and TEEG 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 12.1, and described in greater detail below, estimates on the association between characteristics of Cycle 1 plans and student achievement are inconsistent.

¹⁰⁵ This is often because some teachers did not meet criteria and unencumbered funds were distributed to those teachers that did meet criteria. Future analysis will take into consideration any changes to educator incentive plans that were made during the implementation phase of a school's participation in the TEEG program. This information was not available at the time analyses were conducted for the Year 2 evaluation report. Chapter 7 provides select details on modifications made during implementation by Cycle 1 schools.

¹⁰⁶ See Chapter 5 for further details about TEEG school selection volatility during the first three cycles of the TEEG program.

Table 12.1: 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

Proposed Maximum Bonus Award and Student Achievement Gains

Nearly 80 percent of Cycle 1 schools proposed maximum bonus awards of less than \$3,000, which is less than the minimum bonus award recommended in TEEG program guidelines.¹⁰⁷ Sixty percent of these schools anticipated paying teachers a maximum ranging between \$1,000 and \$1,999, while the other 40 percent ranged between \$2,000 and \$2,999. The average proposed maximum bonus award in all Cycle 1 plans was \$2,263, ranging between the lowest proposed bonus award of \$250 and the

¹⁰⁷ 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.

highest of \$10,000. The proposed maximum bonus award could not be determined for 61 schools; those Cycle 1 schools are excluded from the regression sample (representing about five percent of the total population of schools).

Tables 2 and 3 of Appendix P display estimates of the association 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. Four approaches were used to examine the relationship between proposed maximum bonus awards and student achievement gains, three of which are reported in Table 2 and one in Table 3.

- 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.

Findings from each of these approaches are discussed in turn below.

Linear association between proposed maximum bonus award and achievement gains

Models 1 and 4 of Appendix P, Table 2 report estimates of the association between the proposed maximum bonus award amounts and achievement gains in reading and mathematics for accountability rating schools and Comparable Improvement schools, respectively. Model 1 does not indicate a significant association between the proposed maximum bonus award and student achievement gains in mathematics for accountability rating schools.¹⁰⁸ It does reveal a positive association between the proposed maximum bonus award and reading achievement gains, meaning the average achievement gain in reading increases as the size of the proposed bonus award increases.

Model 4 does not indicate a significant association between the proposed maximum bonus award and student achievement gains in mathematics for Comparable Improvement schools. However, Model 4 predicts a negative association between the proposed maximum bonus award and reading achievement gains in Comparable Improvement schools. That is, the average achievement gain in reading decreases as the size of the proposed bonus award increases.

¹⁰⁸ 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.

Nonlinear association between proposed award and achievement gains

A second strategy estimates the association between the proposed maximum bonus award and achievement gains using a quadratic regression model. 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 by Model 2 (for accountability rating schools) and Model 5 (for Comparable Improvement schools) of Table 2, 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 1 TEEG schools.

Association between quartile ranking of proposed award and achievement gains

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.¹⁰⁹ 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. Table 2 displays these estimates in Model 3 for accountability rating schools and in Model 6 for Comparable Improvement schools.

Model 3 does not indicate a significant association between the proposed maximum bonus award and student achievement gains in mathematics or reading for accountability rating schools. Model 6 reveals Comparable Improvement schools in Quartile 2 and Quartile 4 performed noticeably better than Quartile 1 schools in mathematics, while there is no discernible difference between Quartile 1 and Quartile 3 schools. Model 6 also predicts Comparable Improvement schools in Quartile 4 had smaller reading achievement gains than Quartile 1 schools, though the magnitude of this difference is not practically significant (i.e., 4/1000 of a standard deviation is too small to be meaningful).

Association between proposed award thresholds and achievement gains

Appendix P, Table 3 displays the average achievement gains in mathematics and reading by various proposed maximum bonus award thresholds. 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.

Model 1 predicts that average mathematics and reading achievement gains in accountability rating schools proposing a maximum bonus greater than \$3,000 are indistinguishable from those schools proposing a maximum bonus award amount less than or equal to \$3,000. However, accountability rating schools proposing a maximum bonus greater than \$4,000 (Model 2) show noticeably larger average mathematics and reading achievement gains than schools proposing award amounts less than or equal to \$4,000. Model 3 also reports a positive and significant association in mathematics when the proposed maximum bonus award threshold is greater than \$5,000, though the relationship

¹⁰⁹ 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).

in reading is not significant. It is important to note, however, very few accountability rating schools (9 schools) proposed a maximum bonus award greater than \$4,000.¹¹⁰

Model 6 predicts that average mathematics achievement gains in Comparable Improvement schools are discernibly larger in schools that proposed a maximum bonus award greater than \$3,000. Interestingly, the association between the proposed maximum bonus award and achievement gains in mathematics and reading turns negative in Models 7 and 8. The negative and significant relationship for reading is also evidenced in Models 9 and 10, while the estimates reported for mathematics are not statistically significant. While this may suggest smaller maximum bonus award amounts are associated with greater student achievement gains, it is important to note very few schools (17 of 1,149) proposed an award amount greater than \$4,000.

Types of Student Performance Analysis and Student Achievement Gains

More than 70 percent of Cycle 1 schools relied exclusively on achievement levels or proficiency rates when measuring a teacher's contribution to student performance. About 26 percent of schools evaluated a teacher's contribution to student performance based on both achievement or proficiency levels as well as changes in student performance over time. Four percent of Cycle 1 schools, or 46 schools, proposed a measure of student growth only.¹¹¹

Table 4 of Appendix P displays the relationship between a school's proposed student performance analysis and achievement gains in mathematics and reading.¹¹² 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 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.

Models 1 and 2 predict average mathematics and reading achievement gains in accountability rating schools. They indicate that 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. Accountability rating schools using both student growth and student attainment demonstrate smaller average mathematics achievement gains, but there is no significant association when looking at the same association for reading achievement gains.

Models 3 and 4 examine the average mathematics and reading achievement gains in Comparable Improvement schools. Results indicate that Comparable Improvement schools relying solely on student growth, or on a combination of student growth and achievement levels, have greater average achievement gains than schools using achievement levels or proficiency rates exclusively. Since the outcome of interest in all analyses reported in this chapter are student test score gains in mathematics or reading, one might expect those schools that also reward teachers on student growth

¹¹⁰ Estimates are not reported for Models 6 and 7 because the largest proposed maximum bonus award for accountability rating schools was \$6,000.

¹¹¹ A measure of student performance could not be determined for 36 schools, thus those 36 schools are excluded from this regression sample.

¹¹² The referent category is those schools relying exclusively on achievement levels for measuring a teacher contribution to student performance.

to have a stronger association. It is important to note, however, that the magnitude of the average reading achievement difference between schools using a combination of measures and those using solely achievement levels is small (i.e., less than 2/100 of a standard deviation).

Select models reported in Table 4 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 are virtually identical to those that do not control for a school's proposed maximum bonus award.

Unit of Accountability and Student Achievement Gains

Evaluators coded the Cycle 1 plans into one of five groups: those that use only school-level performance to determine award eligibility (51 schools); those that use school-level performance in combination with other unit(s) of accountability (177 schools); those that use team-level performance only (217 schools); those that use some combination of teacher and team-level performance (139 schools); and those that use only teacher-level performance to determine award eligibility (501 schools).¹¹³ 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.

Appendix P, Table 5 displays the relationship between the unit of accountability and student achievement gains in mathematics and reading. The left-hand side panel of Table 5 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.

Models 1 and 2 indicate 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. Mathematics achievement gains in schools that relied on team-level performance only or on school and team-levels are also indistinguishable from schools that relied on only school-wide performance. Interestingly, as evidenced in Model 2, these schools have larger average reading achievement gains when compared to school-wide performance schools. Model 1 further suggests accountability rating schools that used school-level performance in combination with teacher-level performance show significantly smaller average mathematics gains than schools that relied on school-wide performance, while their average reading achievement gains are not statistically different.

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 larger average mathematics achievement gains in comparison to schools that relied on only school-wide performance. Mathematics achievement gains in schools that relied on both

¹¹³ 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.

school- and team-levels of performance are not statistically different from those Comparable Improvement schools using only school-wide performance.

However, as evidenced by Model 4, the relationship does not hold with reading achievement gains. Comparable Improvement schools that used only teacher-level performance or school- and teacher-level performance to determine award eligibility are indistinguishable from those schools relying on school-wide performance only. Estimates also turn negative and significantly so for schools that relied on team only or both school- and team-level performance, though the magnitude of the estimate on the school- and team-level performance school coefficient is not practically significant (i.e., approximately 4/1000 of a standard deviation).

Similar to the previous section, select analyses also controlled for the proposed maximum bonus award. Estimates accounting for the proposed maximum bonus award are virtually identical to those that do not control for a school's proposed maximum bonus award.

Chapter Summary

This chapter examines the association between the TEEG plan design features used by Cycle 1 schools and their student achievement gains in mathematics and reading. A statistically significant association between student achievement gains and TEEG plan design features means the two variables are related. It does not imply a direct causal connection between the associated variables.

All analyses focused on student achievement gains within Cycle 1 schools to provide information about whether particular plan design features may be associated with greater achievement gains. The evidence on associations between TEEG plan design features and student achievement gains is inconclusive. Future analysis will use subsequent years of achievement data and include the plan design features from additional cycles of TEEG. It will also be important to study a TEEG program treatment effect by comparing student achievement gains in schools that participated in TEEG with student test score gains in non-TEEG schools.

Findings in this chapter cannot be used to infer a causal relationship between TEEG plan design features and student achievement gains for several reasons. First, variation in plan design features among schools is not necessarily independent of other factors that are related to student achievement, such as school, teacher, or other TEEG program characteristics. Second, findings based on additional years of data may be different than those detected in the first year of the program's operation. This is particularly germane when considering the significant turnover of eligible TEEG schools from one cycle to the next as well as those effects detected over time in TEEG schools. Third, plan design variables are based on information contained in Cycle 1 applications submitted to the TEA and do not necessarily indicate how a school's TEEG plan was implemented in practice, especially when considering principal reports of modifications to planned design features.

CHAPTER 13

CONCLUSIONS AND IMPLICATIONS FOR POLICY AND RESEARCH

This chapter reviews findings from the second-year evaluation of the TEEG program and preliminary findings about the DATE program. It summarizes the implementation experiences of participants in both state-funded performance pay programs, and focuses more specifically on how TEEG school and personnel characteristics, schools' participation patterns in TEEG, and design features of schools' TEEG plans influence program outcomes. It concludes with a discussion of next steps for policy and research. Where possible, it also draws comparisons to evaluation findings from the GEEG program.

Key Policy Questions

This chapter addresses the following questions:

- How do preliminary DATE findings and second-year TEEG evaluation findings inform debate on performance pay?
- What can be learned about program implementation, as well as the design features and award distribution models used in TEEG plans?
- What can be learned about the attitudes and behaviors of school personnel in TEEG schools?
- What can be learned about the influence of the TEEG program on teacher turnover and student achievement gains?

Key Policy Points

This chapter highlights and expands upon the following key policy points based on the summary of TEEG and DATE evaluation findings.

- The implementation of state-funded TEEG and DATE programs in Texas was influenced by the challenges and lessons learned from a long history of state policy debate on teacher compensation reform.
- Most DATE participants received grants of \$200,000 or less, use more than the required 60 percent of funds for Part 1 bonus awards, and include all district schools in their performance pay plans.

- The determination of schools' annual selection into the TEEG program is volatile, driven largely by the qualification criteria and budget constraints that influence participant eligibility.
- Most eligible TEEG schools elect to participate in the program. Those that do not typically decline because of aspects of TEEG guidelines or organizational constraints within their schools, but not out of outright opposition to performance pay policy.
- Similar to GEEG plans, TEEG plans rely heavily on measures of student academic performance – especially achievement levels on state standardized assessments – and teacher collaboration to determine teachers' eligibility for bonus awards.
- The distribution of TEEG bonus awards varies among Cycle 1 schools. The actual distribution typically exhibits greater inequality than the proposed distribution of bonus awards, similar to findings in GEEG schools.
- School personnel hold generally positive views about performance pay and the TEEG program. Differences do exist, especially when considering personnel experience and bonus award status, as well as schools' TEEG plan design features and program participation patterns.
- School personnel in TEEG schools generally do not believe the program directly influences their professional behavior. However, they do report an overall increase in the use of high-quality instructional practice over time.
- Similar to the GEEG program, teacher turnover in Cycle 1 schools is greatly influenced by the receipt and the size of bonus awards distributed to teachers.
- Contrary to the GEEG program, evidence on associations between TEEG plan design features and student achievement gains is mixed. It is important to further study these relationships when more data becomes available.

Summary of Findings about DATE and TEEG Programs

This report provides preliminary findings about the DATE program and second-year findings from TEEG evaluation initiatives, which address the programs' implementation and impact. The report also discusses implications that program guidelines, participation patterns, and plan design features have for outcomes pertaining to the attitudes and behavior of school personnel, organizational dynamics within schools, teacher turnover, and student achievement gains.

Summary of DATE and TEEG Findings

History of educator performance pay in Texas

Educator performance pay, as designed under TEEG and DATE, reflects the policy experiences, challenges, and lessons learned from previous educator compensation reform and debate in Texas. As early as the Texas Teacher Career Ladder program in 1984, policymakers attempted to reform the single-salary schedule and introduce performance pay for educators. Several lessons stemmed from these earlier programs and play a significant role in the design and implementation of TEEG and DATE. Principles for program implementation include that (1) adequate, sustainable funding is imperative; (2) teacher involvement in program design fosters school personnel buy-in; (3) performance pay should reward educators' for their contribution to student achievement outcomes as well as teacher and staff collaboration; and (4) programs will benefit from comprehensive, independent program evaluation.

Program eligibility and participant selection

The DATE program is open to all districts within the state of Texas, and as of the fall 2008 semester, 203 of the more than 1,200 districts had elected to participate. Annual selection into the TEEG program is marked by a more complex eligibility process. Schools must meet %ED and performance qualification criteria. Specifically, the program targets schools in the top half of public schools in terms of their %ED students and with records of high accountability ratings or ranking in the top quartile of Comparable Improvement. Budgetary and other program constraints limit the share of qualified schools that are actually eligible to receive a TEEG grant. This annual eligibility process creates noticeable volatility in the annual selection of eligible TEEG participants. Volatility in program eligibility creates challenges for studying program outcomes over time, which can be partly attenuated by comparing outcomes in schools with different program participation patterns. However, the impact of eligibility volatility on school personnel motivation and behavior is still unclear.

Among schools selected to receive TEEG grants, the vast majority elect to participate. Among those eligible schools that do not choose to participate, a number have reservations about certain aspects of TEEG program guidelines (e.g., bonus award distribution requirements), while others have been dissuaded from participation due to organizational constraints or instability within their schools (e.g., recent school leadership transitions). Very few decline participation due to outright opposition to performance pay policy.

Design features and award distribution in DATE and TEEG plans

DATE grant awards for districts are determined by student enrollment during the 2006-07 school year, and at least 60 percent of DATE funds must be allocated as bonus awards to high-performing classroom teachers. Most DATE participants received grants of \$200,000 or less and plan to use more than the required 60 percent of funds for Part 1 bonus awards; nearly 20 percent (17.2%) plan to use all grant funds for Part 1 awards. DATE participants have three alternatives when implementing their performance pay plans. They can implement a plan district-wide which would allow all schools to be involved in the performance pay initiative. Alternatively, they can select specific schools to participate in the performance pay plan, with a primary focus on high-needs, targeted schools. Districts can also use DATE funds to implement components of TAP. Over half (56%) use district-wide performance pay plans and nearly 40 percent (36.6%) restrict involvement to select schools. Few districts (7.5%) indicate the use of funds to implement TAP.

TEEG Cycle 1 schools most frequently use measures of student academic performance and teacher collaboration to determine teachers' eligibility for Part 1 bonus awards. Additionally, most schools use student achievement or proficiency levels opposed to measures of growth when analyzing teachers' contribution to student performance. Cycle 1 schools typically consider the teacher as the unit of accountability for determining award eligibility, meaning that a teacher's ability to earn a bonus award depends on that individual teacher's performance, rather than the performance of a team of teacher of the entire school; however, team-level performance is also frequently used as an accountability unit.

The dispersion of minimum versus maximum bonus awards in TEEG Cycle 1 schools varies considerably within and between schools. Most schools proposed an award distribution model that does not align with the minimum and maximum dollar amounts recommended in state guidelines. And, in most Cycle 1 schools, the distribution of actual awards is less equitable than the award models proposed in TEEG plan applications. These findings are similar to those in schools participating in another state-funded program, GEEG.

Some characteristics of TEEG schools help to explain the nature of performance pay plans and award models used by Cycle 1 schools. For example, the choice of unit of accountability is highly related to several school and teacher characteristics. A Cycle 1 school was more likely to propose an individualistic TEEG plan (i.e., individual teachers as the unit of accountability) if it (1) was a charter school, (2) was located in Dallas or Houston ISD, (3) employed teachers with greater dissimilarity in years of experience and level of education (i.e., greater dissimilarity in their annual salary), and (4) served students more alike in terms of their socioeconomic status. Additionally, the probability of receiving an award and the actual amount received is related to several teacher characteristics, especially a teacher's subject-area assignment.

Attitudes and behavior of school personnel in TEEG schools

Most school personnel in TEEG schools have generally positive reactions to performance pay policies and the TEEG program specifically, although there are differences when looking at school and personnel characteristics, as well as the participation patterns and design features used by TEEG schools. For example, inexperienced personnel and bonus award recipients in Cycle 1 schools have more positive attitudes towards performance pay and the TEEG program, as do personnel in

charter schools. Additionally, the attitudes of those in schools that participated in both Cycle 1 and Cycle 2 of the TEEG program become more positive over time.

While many school personnel do not believe the TEEG program directly influences their professional behavior, the majority do report more frequent use of high-quality practices over time. Additionally, while most in TEEG schools report strong and improving collegial environments in their schools, they are less sure of their own job satisfaction.

Impact of the TEEG program on teacher turnover

There is little evidence that participation in the TEEG program, or in its various participation patterns, greatly impacts the likelihood of overall teacher turnover rates. However, teachers in Cycle 1 only schools were more likely to turn over, which is largely explained by the increased turnover rates among beginning teachers. Teachers in Cycle 1 and 2 schools were less likely to move outside their district, which is especially true among experienced teachers. Additionally, as in GEEG schools, the receipt and size of actual bonus awards in Cycle 1 schools has a strong impact on teacher turnover. The probability of turnover falls as the TEEG bonus award increases, a finding that persists for both beginning and experienced teachers, as well as for teachers in Cycle 1 only or Cycle 1 and 2 TEEG schools.

Association between TEEG plan design and student achievement gains

This report concludes with an examination of the association between the TEEG plan design features used by Cycle 1 schools and their student achievement gains in mathematics and reading. A statistically significant association between student achievement gains and TEEG plan design features means the two variables are related. It does not imply a direct causal connection between the associated variables.

All analyses focused on student achievement gains within Cycle 1 schools to provide information about whether particular plan design features may be associated with greater achievement gains. Contrary to findings in GEEG schools, the evidence on associations between TEEG plan design features and student achievement gains is inconclusive. Future analysis will use subsequent years of achievement data and include the plan design features from additional cycles of TEEG. It will also be important to study a TEEG program treatment effect by comparing student achievement gains in schools that participated in TEEG with student test score gains in non-TEEG schools.

Next Steps for Policy and Research

Future evaluation activities will refine findings related to the implementation and impact of the TEEG and DATE programs. Forthcoming evaluation reports for DATE will examine the implementation experiences of districts participating in the DATE program and why some districts choose not to participate. Evaluators will also further study the design features and bonus award models used by DATE participants and outcomes pertaining to the attitudes and behavior of school personnel, organizational dynamics within schools and districts, teacher turnover, and student achievement gains. Future TEEG evaluation activities will expand upon the findings presented in this report, studying further impacts of TEEG participation patterns and plan design features on the

attitudes and behavior of school personnel, organizational dynamics within schools, teacher turnover, and student achievement gains as well.

Overall, the TEEG and DATE programs provide a unique opportunity to learn about the differential effects of performance pay plans. Policymakers in Texas must pay close attention to the manner in which schools and districts are selected into these program and the ways in which participants design their performance pay plans, especially given the implications of such program features on outcomes such as teacher turnover and student achievement gains. The willingness of Texas to partner with an independent third party to provide a comprehensive evaluation of TEEG and DATE's impact on teaching and learning will inform future incentive systems both in Texas and in the United States.

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APPENDIX A: Executive, Legislative, and Regulatory Division Interviewees

This appendix provides a list of interviewees consulted by researchers to learn more about the history and objectives of recent teacher compensation reform in Texas. See Chapter 2 for further details about interview findings.

Jerel Booker – Acting Director of Policy Initiatives, Texas Education Agency

Von Byer – Director of the Senate Education Committee, Texas Legislature

Robin Gelinas – Sr. Director of Policy Initiatives, Texas Education Agency

Rita Ghazal – Program Manager of Policy Initiatives, Texas Education Agency

Karen Harmon – Grant Manager, Division of Discretionary Grants, Texas Education Agency

Harrison Keller – Director of Research, Office of the Speaker of the House, Texas Legislature

Noell Lambert – Sr. Policy Advisor to the Commissioner, Texas Education Agency

Earin Martin – Director, Division of Discretionary Grants, Texas Education Agency

Melissa Oehler – Education Advisor to the Governor of Texas and formerly Sr. Policy Analyst, House Education Committee

Amie Rapaport – Manager, Program Evaluation Unit, Texas Education Agency

Lizzette Gonzalez Reynolds – Deputy Commissioner, Statewide Policy and Programs, Texas Education Agency

Christy Rome – Former Sr. Policy Analyst of the Senate Education Committee, Texas Legislature

Andrea Sheridan – Sr. Policy Analyst for the Lt. Governor of Texas

Joseph Shields – Deputy Associate Commissioner for Grants and Evaluation, Texas Education Agency

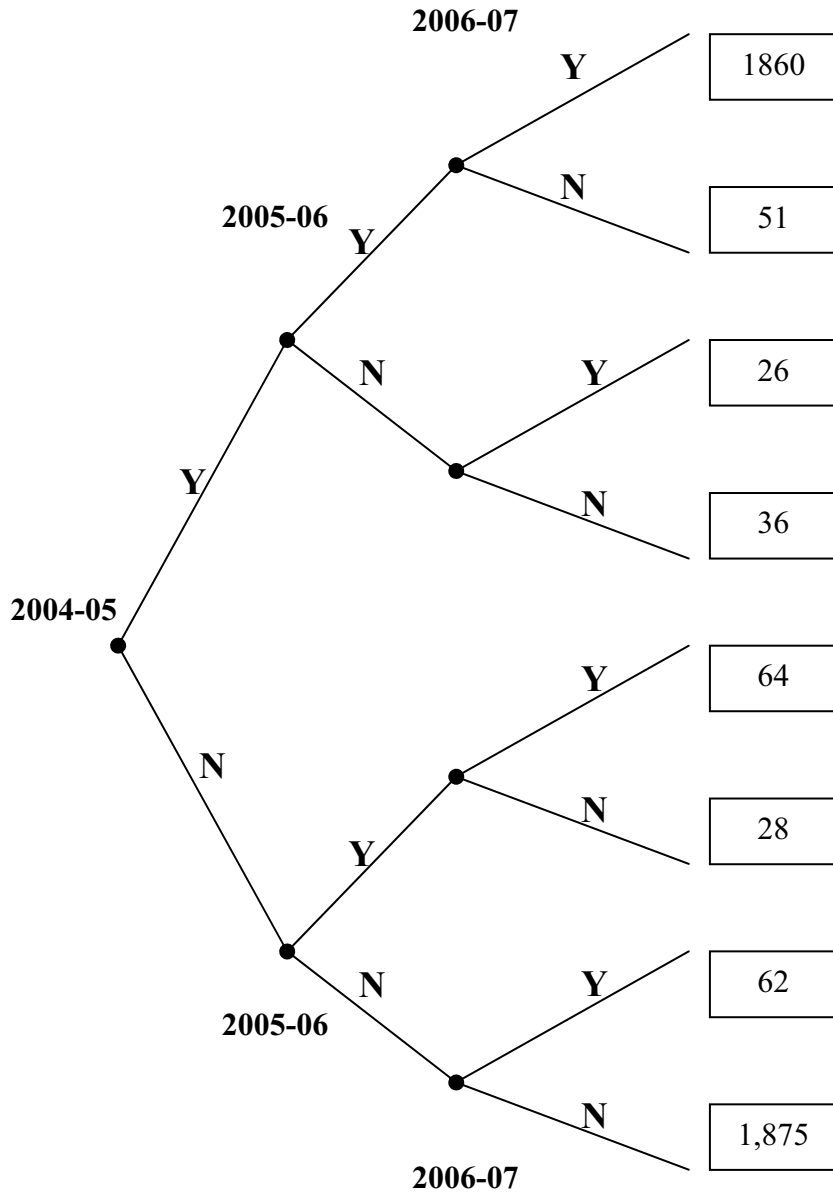
Jenna Watts – Policy Analyst for the House Education Committee, Texas Legislature

Todd Webster – Former Sr. Education Policy Advisor to the Governor of Texas

APPENDIX B: Figure 1

Changes in %ED Eligibility for Regular Elementary Schools

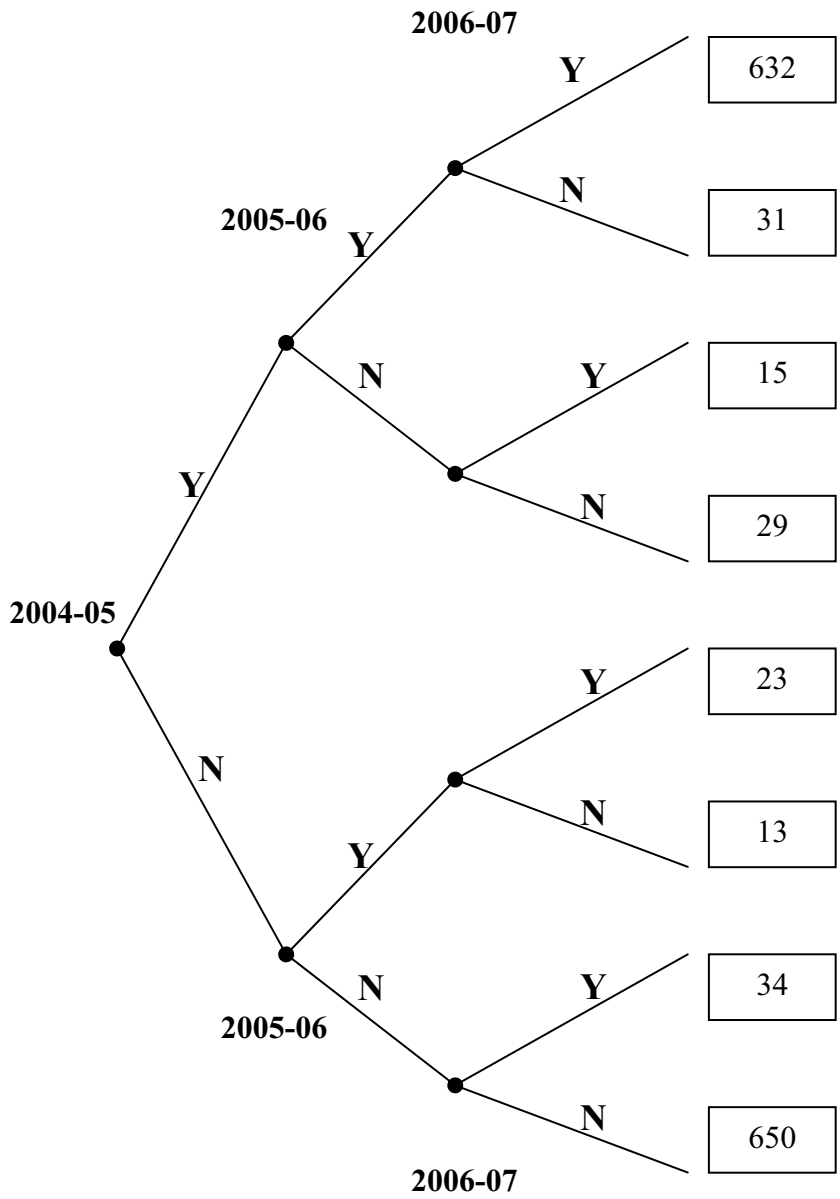
The distribution of schools by %ED students is not static between school years. This appendix shows the movement over time between %ED thresholds for regular instruction schools, by grade type.



N=4,002 (Y: Yes, above median ED% , N: No, below median ED%)

Note: Only regular instruction schools that keep the elementary school type for all three years are included in the figure

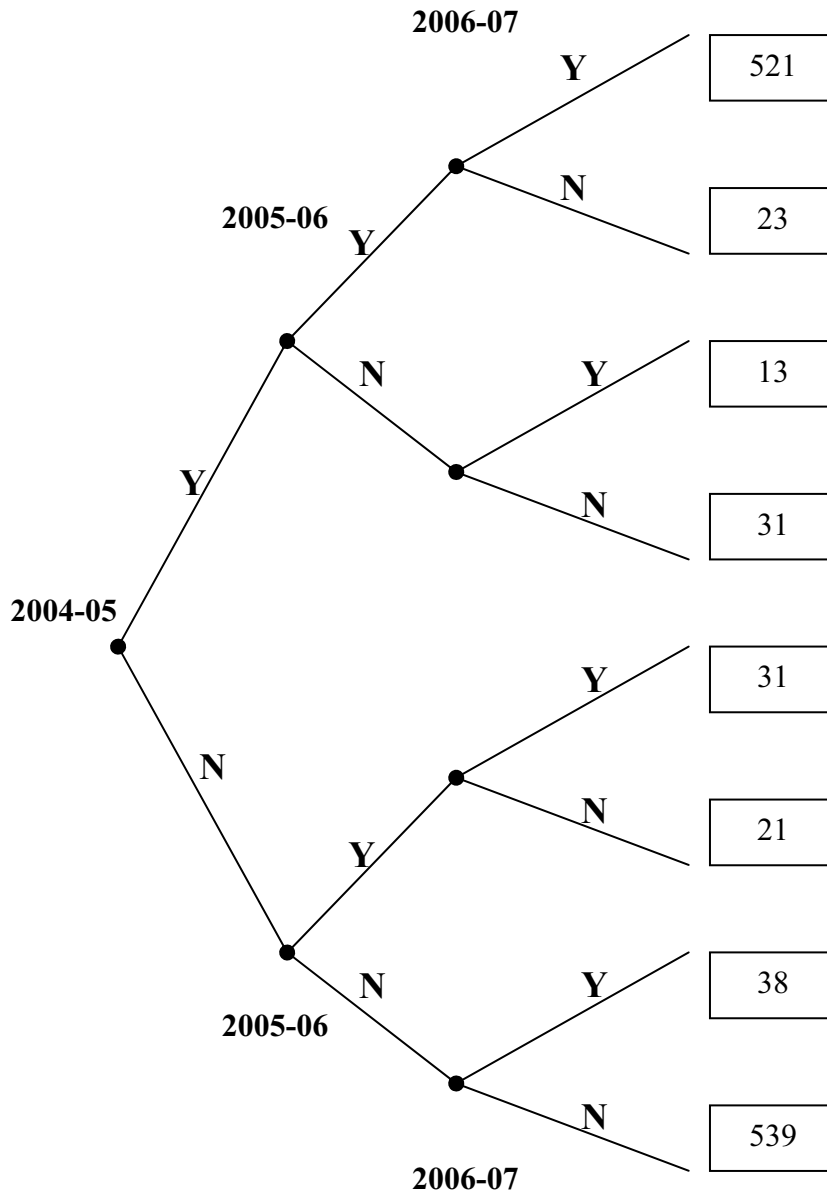
APPENDIX B: Figure 2
Changes in %ED Eligibility for Regular Middle Schools



N=1,427 (Y: Yes, above median ED% , N: No, below median ED%)

Note: Only regular instruction schools that keep the middle grade type for all three years are included in the figure

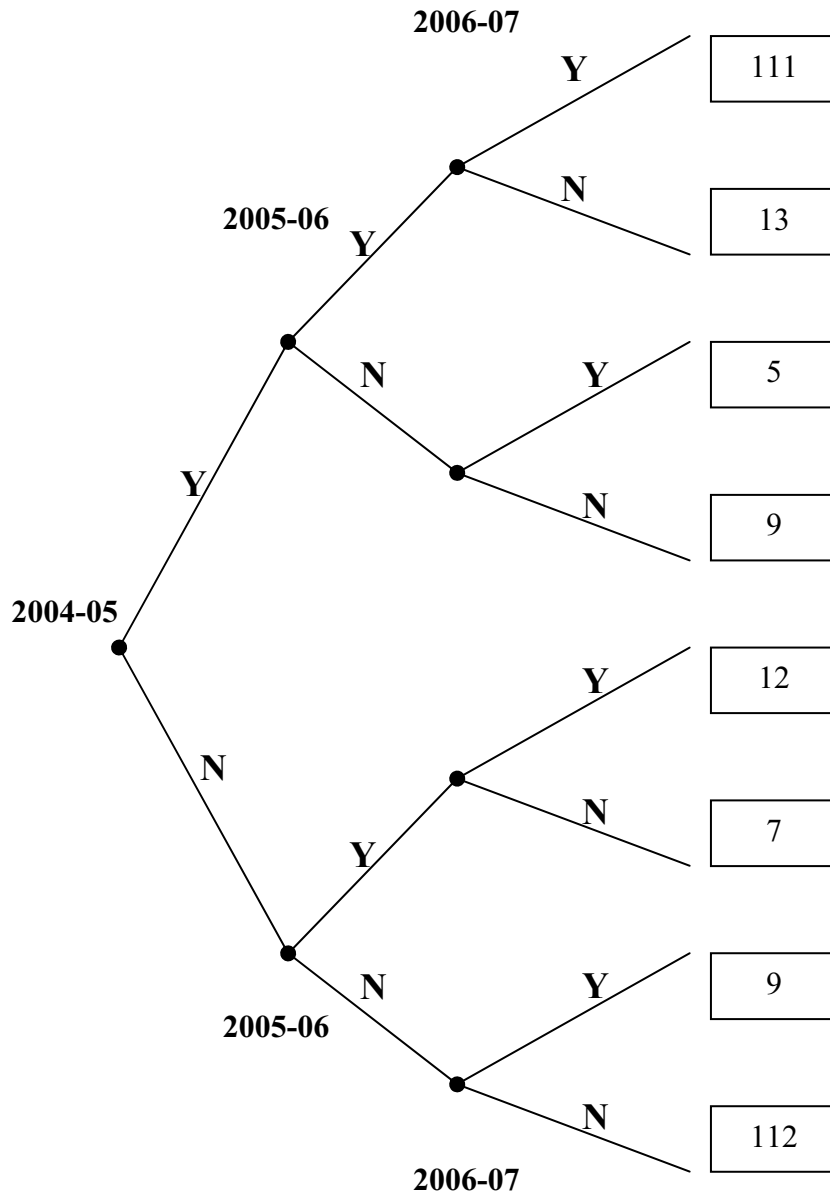
APPENDIX B: Figure 3
Changes in %ED Eligibility for Regular High Schools



N=1,217 (Y: Yes, above median ED% , N: No, below median ED%)

Note: Only regular instruction schools that keep the high school grade type for all three years are included in the figure

APPENDIX B: Figure 4
Changes in %ED Eligibility for Regular All-Grade Schools



N=278 (Y: Yes, above median ED% , N: No, below median ED%)

Note: Only regular instruction schools that keep the all grade type for all three years are included in the figure

APPENDIX C: Implications of Volatility in Comparable Improvement Comparator Groups

In an attempt to gauge the importance of the large changes in comparator group composition on the Comparable Improvement Quartile rankings, we performed a Constant Comparator Group simulation. For each available campus, we kept the list of 40 comparators of the 2004-2005 school year fixed for 2005-2006 and 2006-2007. Then, new quartiles are generated based on the average TGI for each subject.

The relevant sample corresponds to all campuses that existed in 2005 and had information on Comparable Improvement available for all three periods in the analysis. N=2,394 campuses. We report the results of the simulation analysis for Reading for 2006-2007 in Tables 1-3 below. The results for Math and for 2005-2006 are very similar in character to these reported results.

- Nearly 80% (1882 out of 2394) campuses would have placed in the same quartile in reading in 2007 if the comparator campuses had been fixed at the 2005 set as they did under the actual variable comparator rankings.
- More importantly for TEEG purposes, 87% of the actual Q1 campuses would also have been ranked Q1 if the comparator campuses had remained fixed at the 2005 groupings.
- The simulated quartile volatility pattern under the constant comparator simulations is almost identical to the pattern we actually observe. The volatility in comparators does not appear to be the major contributor to the large observed volatility in quartile rankings.

**Table 1: Simulated Quartile vs. Actual Quartile
Number of Schools in Each Quartile Reading, 2006-07**

Reading 07		Actual					Total
		--	Q1	Q2	Q3	Q4	
Simulated	Q1	3	583	85	0	0	671
	Q2	0	78	409	106	2	595
	Q3	0	0	84	387	72	543
	Q4	0	0	3	79	503	585
Total		3	661	581	572	577	2,394

Simulated quartiles: keeping 2005 comparator campuses fixed for each campus; Actual quartiles: with actual comparators for the corresponding year as in Comparable Improvement report for each campus.

Table 2: Volatility - Simulated Quartiles, Changes 2005-06 to 2006-07 Reading

Transition probabilities from quartiles in 2006 to quartiles in 2007		2007				Probability of being in this quartile 2006
		Q1	Q2	Q3	Q4	
2006	Q1	0.12	0.06	0.04	0.04	0.26
	Q2	0.08	0.07	0.05	0.05	0.25
	Q3	0.06	0.06	0.07	0.05	0.24
	Q4	0.05	0.05	0.05	0.10	0.25
Probability of being in this quartile 2007		0.28	0.25	0.23	0.24	1.00

Source: Academic Excellence Indicator System and authors calculations; N=2,391

**Table 3: Volatility- Actual Quartile Changes,
2005-06 to 2006-07 Reading**

Transition probabilities from quartiles in 2006 to quartiles in 2007		2007				Probability of being in this quartile 2006
		Q1	Q2	Q3	Q4	
2006	Q1	0.11	0.06	0.04	0.04	0.25
	Q2	0.08	0.07	0.06	0.04	0.25
	Q3	0.06	0.06	0.07	0.06	0.25
	Q4	0.04	0.04	0.06	0.11	0.25
Probability of being in this quartile 2007		0.29	0.23	0.23	0.25	1.00

Source: Academic Excellence Indicator System and authors calculations
N=6,365

APPENDIX D: Further Review of Qualified but Not Eligible TEEG Schools

As noted above, qualified but not eligible schools may play an important role in future assessment of the impact of the TEEG program. Thus, it will be important to know the characteristics of these particular schools. Table 1 provides some descriptive statistics for the qualified but not eligible schools in Cycle 3. Some features that stand out include the following:

- High performing schools represent 56.2% of the qualified campuses, but only 46.2% of the eligible campuses. The final review process resulted in more slots allocated towards improving schools relative to high performing campuses.
- The majority (68%) of the schools that met the first two qualifying criteria but were not invited to participate in Cycle 3 were Recognized schools.
- There is a small relative shift (about 4 percentage points) from elementary to high schools in moving from the qualified to the eligible set of schools.

Table 1: Comparison of Cycle 3 Eligible versus Qualified but Not Eligible Schools, by Qualification Type and Accountability Rating

Cycle 3 Qualified but Not Eligible

		Elementary	Middle School	High School	All Grades	Total
TEEG Qualifying Reason	High performing	452	86	0	10	548
	Exemplary	1	0	0	1	2
	Recognized	451	86	0	0	546
	High improving (All acceptable)	90	86	64	10	250
	Total	542	172	64	20	798

Cycle 3 Eligible

		Elementary	Middle School	High School	All Grades	Total
TEEG Qualifying Reason	High performing	291	108	50	9	458
	Exemplary	88	9	9	3	109
	Recognized	203	99	41	6	349
	High improving (All acceptable)	285	104	129	16	534
	Total	576	212	179	25	992

As indicated above, the assignment of qualified schools into eligible and not eligible was not random for Cycle 3. Information provided to evaluators during Cycle 1 suggested that the %ED criterion was one of the most important determinative factors. Evaluators explore the revealed role of the %ED criterion as a sorting criterion in the figures below.

Figures 1-9 show the density of the %ED students for eligible and non-eligible schools. These figures show how the distribution of the school-level %ED measure varies across eligible and non-eligible schools.

Figure 1 looks at the aggregate of all schools. In the left hand panel is the distribution for eligible schools. For eligible schools, this distribution has support from just over 40% to 100% economically disadvantaged, but the density is highest when the %ED approaches 100%. In contrast, for non-eligible schools, the density has support from most over 40% to 100%, but there is greater mass in the 70 – 80% range.

Figure 2 looks at high-performing elementary schools. In the left hand graph, for eligible schools the support ranges from just over 60% to 100%, with greater density near 100%. For non-eligible schools, the density has support from about 65% to 100%, and appears to be roughly uniform in this range.

Figure 3 looks at high-improving elementary schools. In the left hand graph, the support for eligible schools ranges from about 65% to 100%, with a strong peak near 100%. Non-eligible schools have a much different distribution, essentially between 65% and 83%, with an outlier near 100%.

Figure 4 looks at middle schools that were high performing. The left hand graph is for the eligible schools; the right hand graph is for non-eligible schools. For high-performing schools, the distributions seem roughly comparable across these two groups of schools.

Figure 5 looks at high-improving middle schools. Here there is a greater difference between eligible and non-eligible schools. Eligible schools are much more likely to be in the 80% to 100% economically disadvantaged range, while non-eligible schools are concentrated in the 55% to 80% range.

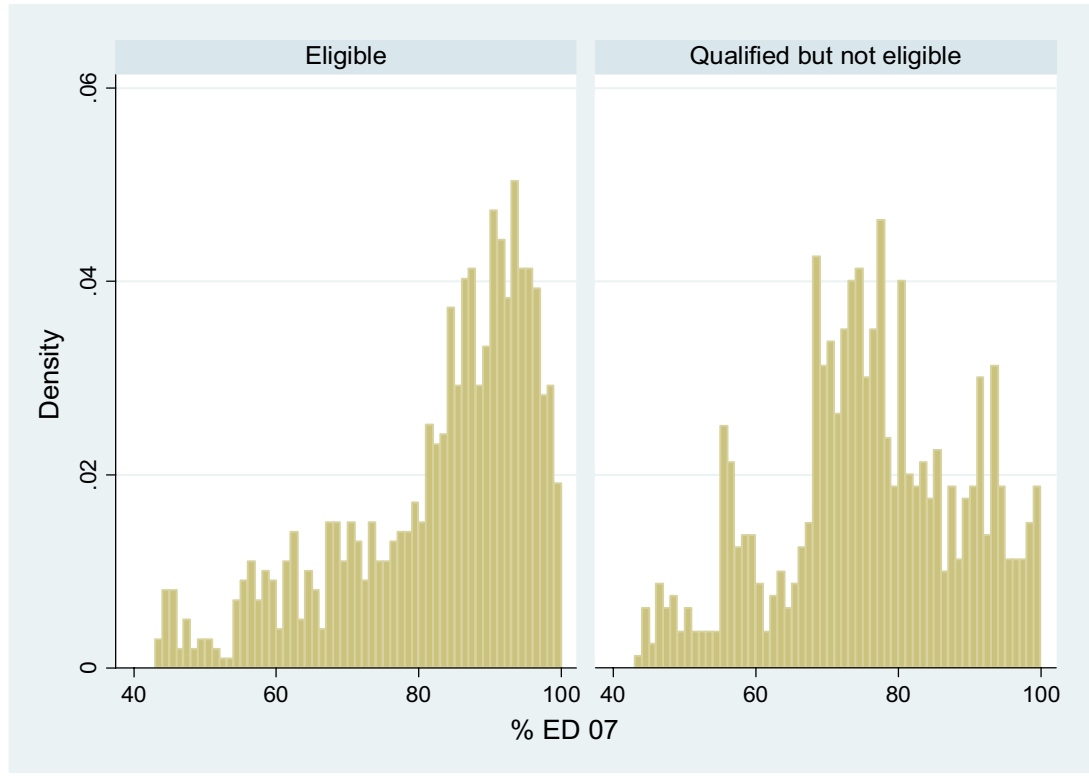
High-performing high schools are graphed in Figure 6. The left hand side graph show the distribution by %ED for eligible high-performing high schools. Note the absence of a graph for non-eligible high schools. All qualified high-performing high schools were deemed eligible for TEEG Cycle 3. Basically, there were not enough high-performing high schools to exhaust the TEEG funds.

Figure 7 graphs high-improving high schools. The left hand panel shows the distribution of eligible schools by %ED, the right hand panel the distribution for non-eligible schools. Note the fairly uniform distribution of eligible schools, and the concentration of non-eligible schools in the lower end (42% - 58%) of the economically disadvantaged range, with a few outliers.

Finally, the all-grades values are reported in Figures 8 and 9. There are few schools in this group, making interpretation less clear cut, but certainly the high-improving all-grade schools in Figure 9 indicate a greater range for eligible campuses compared to ineligible campuses.

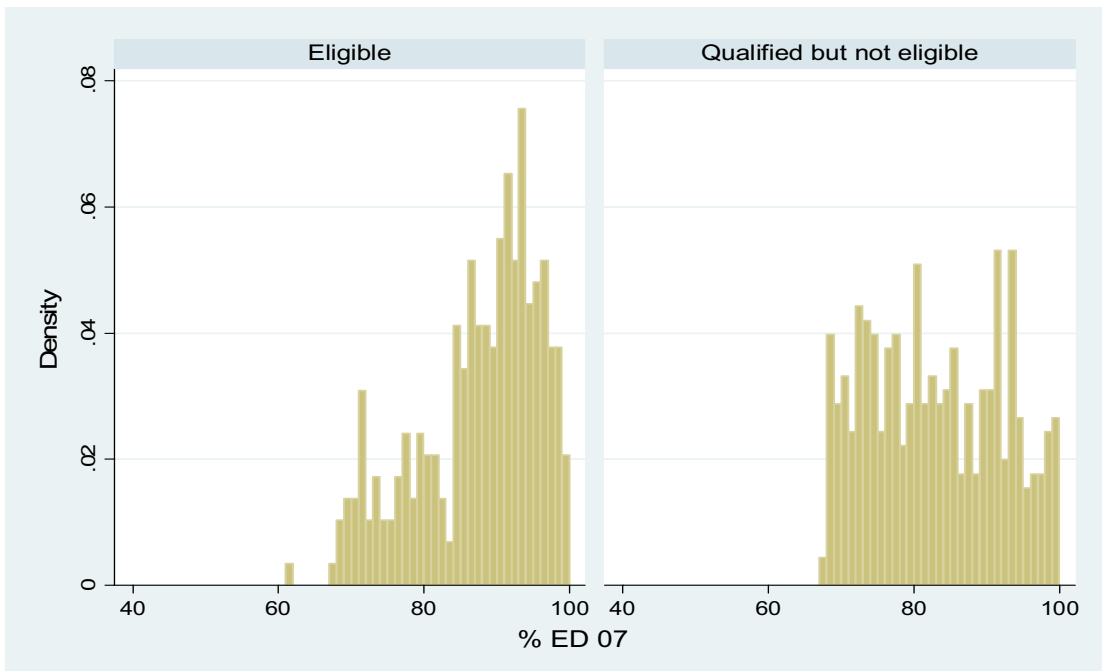
- The main conclusion is that for high performing elementary schools and middle schools there is considerable overlap in the distributions of eligible and non-eligible schools, but eligible schools are relatively more concentrated in the high economically disadvantaged range. The sorting on the basis of %ED is much sharper among the high improving elementary and middle schools, with eligible schools much more concentrated at the upper end of the %ED distribution.

Figure 1: %ED Distribution for Eligible and Qualified Schools, All Schools Cycle 3



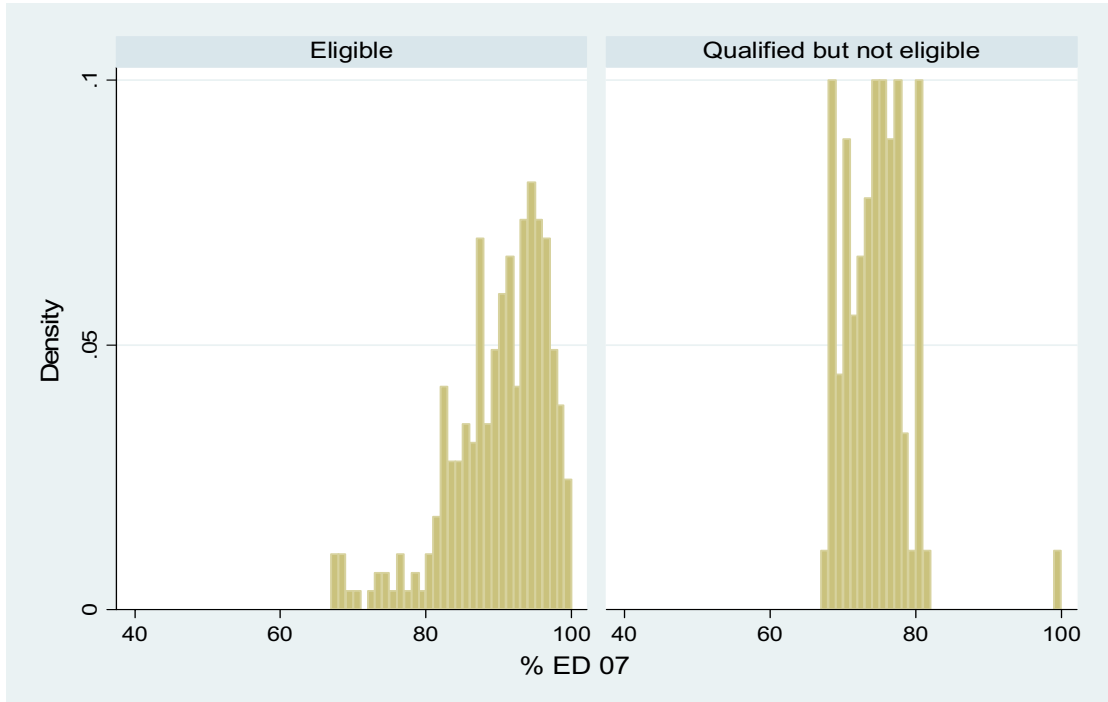
Source: Academic Excellence Indicator System and authors' calculations. N= 1790

Figure 2: %ED Distribution for Eligible and Qualified Schools, Elementary (High Performing) Cycle 3



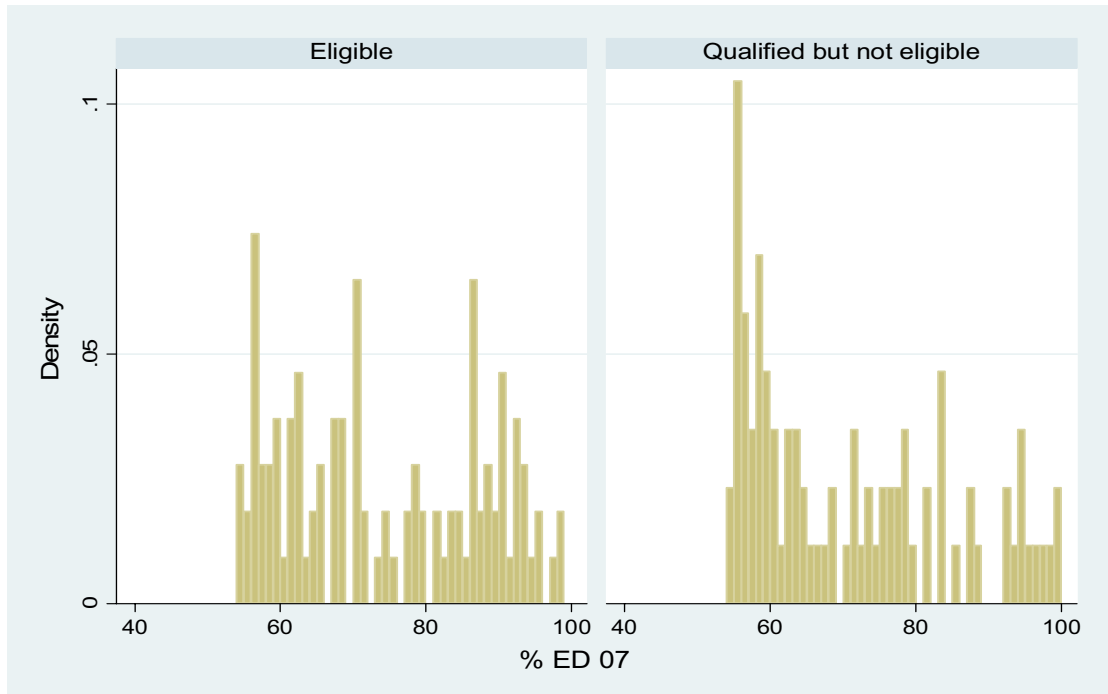
Source: Academic Excellence Indicator System and authors' calculations. N= 743

Figure 3: %ED Distribution for Eligible and Qualified Schools, Elementary (High Improving) Cycle 3



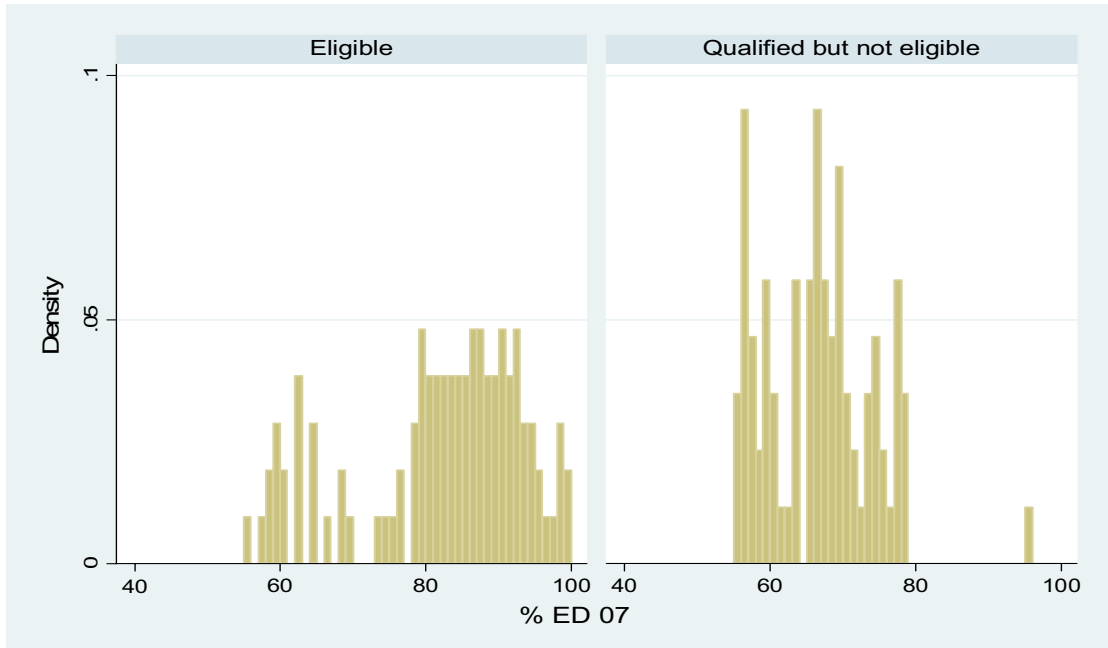
Source: Academic Excellence Indicator System and authors' calculations. N= 375

Figure 4: %ED Distribution for Eligible and Qualified Schools, Middle School (High Performing) Cycle 3



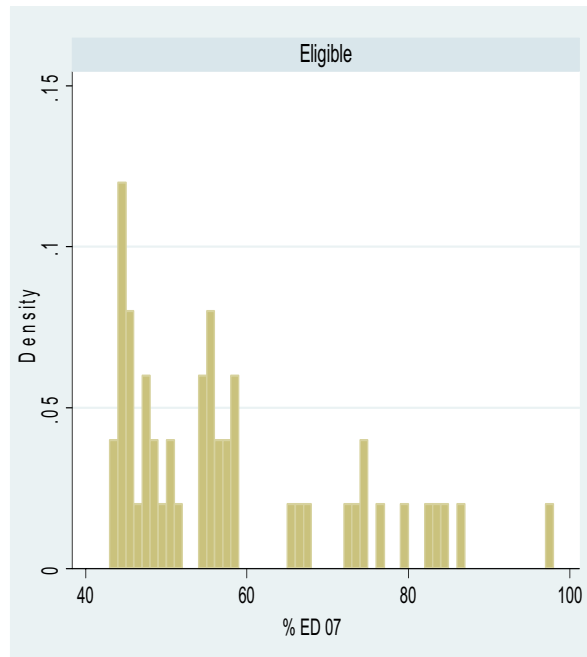
Source: Academic Excellence Indicator System and authors' calculations. N= 194

Figure 5: %ED Distribution for Eligible and Qualified Schools, Middle School (High Improving) Cycle 3



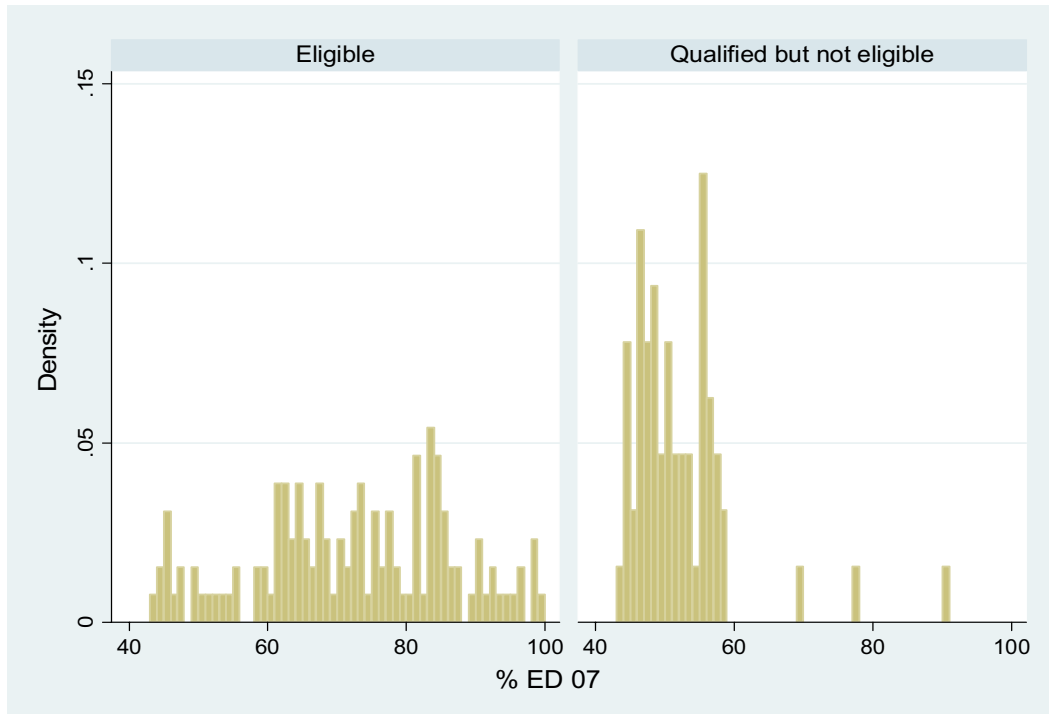
Source: Academic Excellence Indicator System and authors' calculations. N= 190

Figure 6: %ED Distribution for Eligible Schools, High Schools (High Performing) Cycle 3



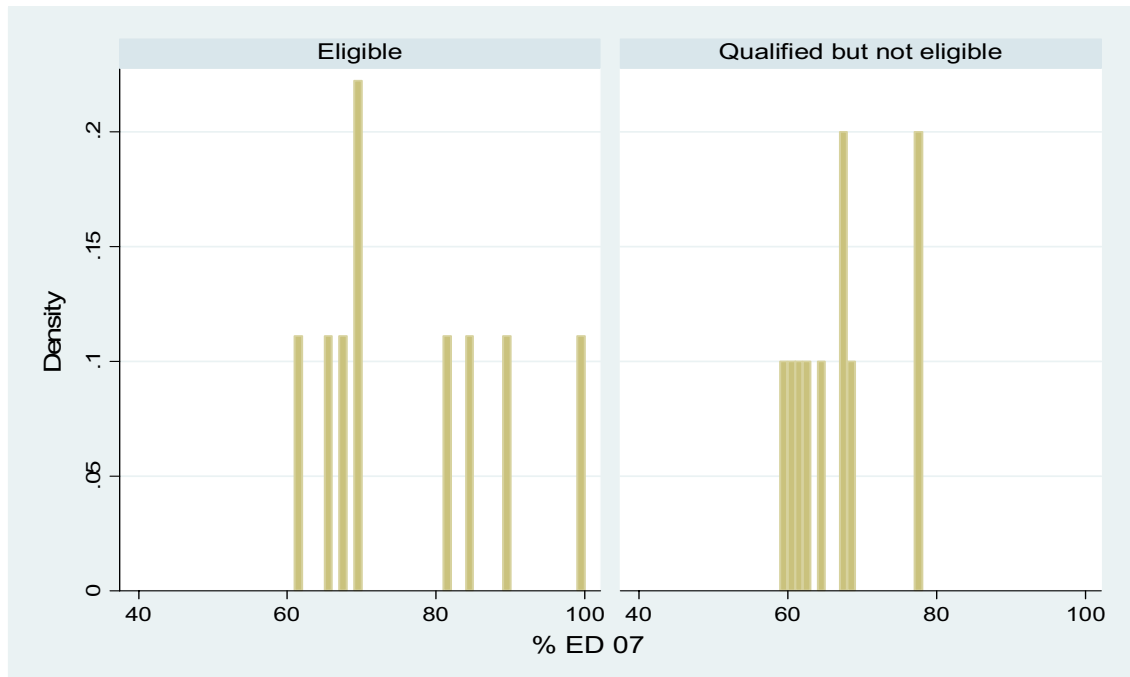
Source: Academic Excellence Indicator System and authors' calculations. N= 50

Figure 7: %ED Distribution of Eligible and Qualified Schools, High School (High Improving) Cycle 3



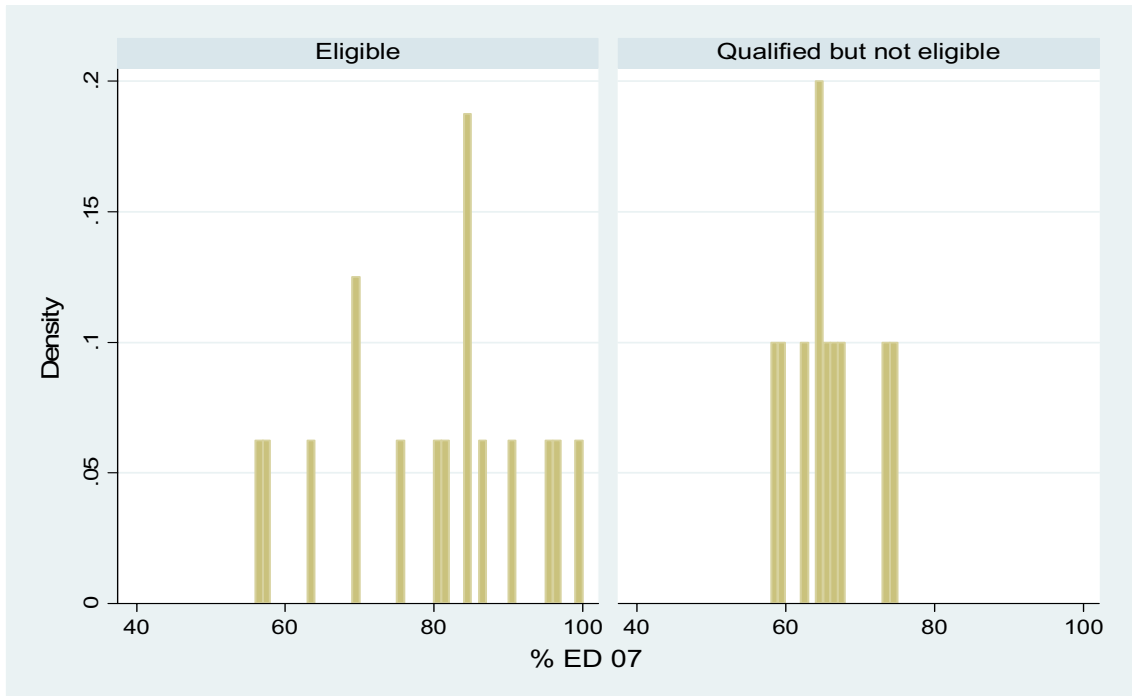
Source: Academic Excellence Indicator System and authors' calculations. N= 193

Figure 8: %ED Distribution for Eligible and Qualified Schools, All-Grades Schools (High Performing) Cycle 3



Source: Academic Excellence Indicator System and authors calculations. N= 19

Figure 9: %ED Distribution for Eligible and Qualified Schools, All-Grades Schools (High Improving) Cycle 3



Source: Academic Excellence Indicator System and authors' calculations. N= 26

APPENDIX E: Surveys and Interviews with TEEG Principals

This appendix provides the survey instruments and interview protocol used to collect information from TEEG principals during the 2007-08 school year.

Appendix E-1: Interview Protocol for Cycle 2 Non-Participants

Appendix E-2: Fall 2007 TEEG Cycle 1 Principal Survey Instrument

Appendix E-3: Spring 2008 TEEG Cycle 2 Principal Survey Instrument

APPENDIX E-1: Interview Protocol for Cycle 2 Non-Participants

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 decided not to apply for Cycle 2 of the TEEG program even though they met eligibility criteria to participate during the 2007-08 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 2 of the Texas Educator Excellence Grant program during the 2007-08 school year, and declined to apply. Are you familiar with the school's rationale for that decision?
 - a. [If yes]: Continue with question 2 below.
 - b. [If no]: Might you recommend another administrative official at your school who was involved in that decision?
 - i. Thank you for your time and cooperation today.
2. Including this 2007-08 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 school years have you served as a principal [or whatever their position might be] at any school or district? Do not include the years at your current job when calculating that total.
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's decision not to apply for Cycle 2 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's decision to decline Cycle 2 of the program (i.e., participation during the 2007-08 school year).

5. Without identifying anyone by name, who was involved in the school's decision not to apply for the TEEG grant?
6. When did the school decide not to apply for the TEEG grant?

7. How long did it take the school to come to that decision?
8. We are interested in know the reservations held by the administration, teachers, and staff at the school when deciding to decline TEEG Cycle 2.
 - 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 Cycle 1** but declined Cycle 2, ask the following:]

9. We are aware that your school participated in TEEG Cycle 1 (i.e., during the 2006-07 school year). Can you explain why your school decided not to participate this second year after participating during the first year of the TEEG program?

[If school **declined participation in Cycle 1** and again in Cycle 2, ask the following:]

10. We are aware that your school also declined participation in TEEG Cycle 1. Did your school decline participation in Cycle 2 for the same reasons? Please explain.

[**ALL** interviewees, regardless of school's status in Cycle 1, will be asked question 11.]

11. We are interested in knowing if any school administration, teachers, and /or staff disagreed with the decision to decline the TEEG grant application.
 - 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?

12. Do you have a good understanding of the reasons for which your school was eligible to participate in TEEG during the 2007-08 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.]

13. 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.

14. Has the school used (or is it currently using) any type of performance incentive or differentiated pay programs for its teachers within the last five school years (beginning with the 2003-04 school year)?

[If yes, ask the following]:

- a. How does that program operate?
- b. What has been the school's experience with that program?
- c. Do you have any additional information about any of these programs that you could email to us or that we might get via the Internet?

[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]: 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 and the TEEG program.

15. 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?
16. 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?
17. 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?
18. 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

[If respondent's school is **eligible for TEEG Cycle 3:**]

19. Your school is eligible to apply for Cycle 3 of TEEG to participate during the 2008-09 school year.
 - a. Does your school plan on participating this time?
 - b. Why?

[If respondent's school is **ineligible for TEEG Cycle 3:**]

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?

NATIONAL CENTER ON
Performance Incentives

Texas Educator Excellence Grant (TEEG) Fall 2007 School Progress Report

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 progress report is intended to help us learn about schools' experiences with and participation in 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.

Our estimate for completing the report is approximately 15 to 20 minutes. Please note that there is no online option to save your responses and resume later where you left off. Therefore, we have provided a copy of the report questions for your use as worksheets to facilitate the online report process. To view or print the report worksheets, click on the following link: [TEEG Progress Report Worksheets](#).

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

Dr. Omar Lopez
teeg@cpse-k16.com

To begin the reporting process, proceed by pressing the "Next" button shown below.

Please enter your school's name from the drop down list:

School:

Please enter your name and area code/phone number where we may reach you in case there is a question regarding your responses. (This information is required by the TEA and will be protected per FERPA guidelines.)

Name:

Phone:

Note: For your phone number, please enter your area code in parentheses followed by your phone number, e.g., (555) 555-5555.

TEEG CYCLE 1: PLAN DEVELOPMENT

(1) In developing your school's plans for TEEG Cycle 1 (implemented in 2006-07), which members of the following groups were involved at any level? Please select all that apply.

	Check all that apply.
a. Principal	<input type="checkbox"/>
b. Assistant principal	<input type="checkbox"/>
c. Full-time classroom teachers (i.e., an educator who teaches in an academic instructional setting or a career and technology instructional setting for not less than an average of four hours each day.)	<input type="checkbox"/>
d. Part-time classroom teachers (i.e., an educator who teaches in an academic instructional setting or a career and technology instructional setting for less than an average of four hours each day.)	<input type="checkbox"/>
e. Instructional specialists (e.g., instructional coaches, reading/math specialists, etc.)	<input type="checkbox"/>
f. Instructional support staff (e.g., teachers' aids)	<input type="checkbox"/>
g. Librarian(s)	<input type="checkbox"/>
h. Health support staff (e.g., nurses, counselors, therapists, etc.)	<input type="checkbox"/>
i. Counselors (e.g., social workers, career counselors, etc.)	<input type="checkbox"/>
j. Campus support staff (e.g., custodians, cafeteria workers, secretaries, etc.)	<input type="checkbox"/>
k. District officials	<input type="checkbox"/>
l. Local school board members	<input type="checkbox"/>
m. Parents	<input type="checkbox"/>
n. Community members and business leaders	<input type="checkbox"/>
o. Students (whether enrolled at the school or not)	<input type="checkbox"/>

Please define below 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 1 (implemented in 2006-07)?

- Yes
- No [Go to question 3] _____
- Do not know [Go to question 3] _____

(2a) Which of the following members comprised the school-based decision-making team at your school?

	Check all that apply.
a. Principal	<input type="checkbox"/>
b. Assistant principal	<input type="checkbox"/>
c. Full-time classroom teachers (i.e., an educator who teaches in an academic instructional setting or a career and technology instructional setting for not less than an average of four hours each day.)	<input type="checkbox"/>
d. Part-time classroom teachers (i.e., an educator who teaches in an academic instructional setting or a career and technology instructional setting for less than an average of four hours each day.)	<input type="checkbox"/>
e. Instructional specialists (e.g., instructional coaches, reading/math specialists, etc.)	<input type="checkbox"/>
f. Instructional support staff (e.g., teachers' aids)	<input type="checkbox"/>
g. Librarian(s)	<input type="checkbox"/>
h. Health support staff (e.g., nurses, counselors, therapists, etc.)	<input type="checkbox"/>
i. Counselors (e.g., social workers, career counselors, etc.)	<input type="checkbox"/>
j. Campus support staff (e.g., custodians, cafeteria workers, secretaries, etc.)	<input type="checkbox"/>
k. District officials	<input type="checkbox"/>
l. Local school board members	<input type="checkbox"/>
m. Parents	<input type="checkbox"/>
n. Community members and business leaders	<input type="checkbox"/>
o. Students (whether enrolled at the school or not)	<input type="checkbox"/>

Please define below members of other groups on your Site-based decision-making team not listed above, if applicable.

TEEG CYCLE 1: PLAN APPROVAL

(3) Did your school vote to approve its plan for TEEG Cycle 1 (implemented in 2006-07)?

- Yes
- No [Go to question 4] _____
- Do not know [Go to question 4] _____

(3a) You indicated that your school voted to approve its TEEG plan. Please select all groups who participated in that vote.

	Check all that apply.
a. Principal	<input type="checkbox"/>
b. Assistant principal	<input type="checkbox"/>
c. Full-time classroom teachers (i.e., an educator who teaches in an academic instructional setting or a career and technology instructional setting for not less than an average of four hours each day.)	<input type="checkbox"/>
d. Part-time classroom teachers (i.e., an educator who teaches in an academic instructional setting or a career and technology instructional setting for less than an average of four hours each day.)	<input type="checkbox"/>
e. Instructional specialists (e.g., instructional coaches, reading/math specialists, etc.)	<input type="checkbox"/>
f. Instructional support staff (e.g., teachers' aids)	<input type="checkbox"/>
g. Librarian(s)	<input type="checkbox"/>
h. Health support staff (e.g., nurses, counselors, therapists, etc.)	<input type="checkbox"/>
i. Counselors (e.g., social workers, career counselors, etc.)	<input type="checkbox"/>
j. Campus support staff (e.g., custodians, cafeteria workers, secretaries, etc.)	<input type="checkbox"/>
k. District officials	<input type="checkbox"/>
l. Local school board members	<input type="checkbox"/>
m. Parents	<input type="checkbox"/>
n. Community members and business leaders	<input type="checkbox"/>
o. Students (whether enrolled at the school or not)	<input type="checkbox"/>

Please define below voting members from other groups not listed above, if applicable.

(4) Did anyone at your school disagree with the decision to approve the plan for TEEG Cycle 1 (implemented in 2006-07)?

- Yes
- No [Go to question 5] _____
- Do not know [Go to question 5] _____

(4a) You indicated that some individuals disagreed with the approval of the plan. Please select all groups who disagreed with approving the plan.

	Check if applicable	No	Do not know
a. Principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Assistant principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Full-time classroom teachers (i.e., an educator who teaches in an academic instructional setting or a career and technology instructional setting for not less than an average of four hours each day.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Part-time classroom teachers (i.e., an educator who teaches in an academic instructional setting or a career and technology instructional setting for less than an average of four hours each day.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Instructional specialists (e.g., instructional coaches, reading/math specialists, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Instructional support staff (e.g., teachers' aids).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Librarian(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Health support staff (e.g., nurses, counselors, therapists, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Counselors (e.g., social workers, career counselors, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Campus support staff (e.g., custodians, cafeteria workers, secretaries, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. District officials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Local school board members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Community members and business leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Students (whether enrolled at the school or not).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please define below voting members from other groups not listed above, if applicable.

(4b) You indicated that some school personnel disagreed with the decision to approve the school's plan for TEEG Cycle 1 (implemented in 2006-07). Please indicate the level of importance that each of the following statements played in their rationale not to support TEEG.

	No Importance	Low Importance	Moderate Importance	High Importance	Do not know
a. The administrative demands (e.g., paperwork) of the TEEG program would not be worth the time and effort required for program implementation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The guidelines for the TEEG program are unclear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The performance criteria used to award incentive payments to teachers in the school's TEEG plan do not measure important aspects of teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Implementing a TEEG program at the school would have a negative effect on school culture and professional collegiality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Previous school or personal involvement with performance incentives and/or differentiated pay was a negative experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The concept of pay-for-performance is not an appropriate fit for the field of public education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If school personnel provided any other feedback related to their disagreement with TEEG Cycle 1, please explain in the space below.

TEEG CYCLE 1: MONITORING and MANAGEMENT PROGRAM IMPLEMENTATION

(5) Has your school developed a formal process to monitor and manage TEEG Cycle 1 (implemented in 2006-07) implementation?

- Yes
- 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?

- Yes
- No

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

- Yes
- No

(5c) 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?

- Yes
- No

(5d) Does your monitoring and management process for TEEG Cycle 1 include any other strategies other than those stated in questions 5a - 5c? If so, please describe below.

TEEG CYCLE 1: DESIGN MODIFICATIONS

(6) According to TEEG guidelines, Part 1 funds (at least 75 percent of total campus award) are to be distributed as awards to full-time classroom teachers based on their performance. We are interested in learning about changes to your school's use of Part 1 funds during the course of TEEG Cycle 1 (implemented in 2006-07). Questions 6a and 6b will help us to understand how your school may have changed its approach for evaluating teacher performance and allocating Part 1 awards.

(6a) For each of the four Part 1 performance criteria below, please indicate any changes that your school may have made to its plans for TEEG Part 1. Please check all responses that apply to your school.

	No difference (i.e., same plan for Part 1 funds)	Changed the type of performance indicators used to measure teacher performance	Established more rigorous performance standards for teachers to earn award	Established less rigorous performance standards for teachers to earn award	Added this criterion to our TEEG plan; it was not included in original plan	Removed this criterion from our TEEG plan; it was included in original plan	Not applicable (i.e., criterion not included in Part 1 TEEG plan at any time)
a. Criterion 1 - Success in improving student performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Criterion 2 - Collaboration that contributes to improved student performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Criterion 3 - Demonstration of ongoing initiative, commitment, professionalism, and involvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Criterion 4 - Assignment in an area that is hard to staff or has had high turnover.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(6b) We are also interested in learning how your school may have changed its approach to allocating TEEG Part 1 awards to its classroom teachers during program implementation in 2006-07. Please indicate if your school did or did not make the following changes.

	Yes, the school did make this change to Part 1 award allocation.	No, the school did not make this change to Part 1 award allocation.
a. The school <u>increased</u> the <u>maximum</u> Part 1 award amount for teachers meeting performance requirements.	<input type="radio"/>	<input type="radio"/>
b. The school <u>decreased</u> the <u>maximum</u> Part 1 award amount for teachers meeting performance requirements.	<input type="radio"/>	<input type="radio"/>
c. The school <u>increased</u> the <u>minimum</u> Part 1 award amount for teachers meetings performance requirements.	<input type="radio"/>	<input type="radio"/>
d. The school <u>decreased</u> the <u>minimum</u> Part 1 award amount for teachers meeting performance requirements.	<input type="radio"/>	<input type="radio"/>
e. The school distributed Part 1 awards to a <u>greater</u> percentage of eligible teachers.	<input type="radio"/>	<input type="radio"/>
f. The school distributed Part 1 awards to a <u>smaller</u> percentage of eligible teachers.	<input type="radio"/>	<input type="radio"/>

If the use of your school's Part 1 funds changed in any other ways not listed above in question 6a-b, please specify those modifications in the space below.

(7) According to TEEG guidelines, Part 2 funds (no more than 25 percent of total campus award) are to be distributed as awards to school personnel not eligible for Part 1 awards or to implement any of the allowable Part 2 activities (e.g., professional development, induction programs, mentoring programs, etc.)

We are interested in learning if, and how, your school changed its plans for distributing Part 2 awards during program implementation throughout the 2006-07 school year. For each Part 2 activity described below, please indicate whether your school decreased the amount of Part 2 funds allocated to the activity, did not change the amount of Part 2 funds allocated to the activity, or increased the amount of Part 2 funds allocated to the activity. Please mark "Not applicable" if the activity was not included as part of the school's TEEG Cycle 1 plan.

	Decreased the amount of Part 2 funds allocated to this activity	The amount of Part 2 funds allocated to this activity did not change	Increased the amount of Part 2 funds allocated to this activity	Not applicable (i.e., activity not included in the school's TEEG Cycle 1 plan)
a. Professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Mentoring programs for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. New teacher induction programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teacher bonuses or stipends for high need subject areas and/or participation in other extra activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Incentive bonuses for non-classroom teachers (i.e., personnel not eligible for Part 1 awards)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Incentive bonuses for classroom teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If the use of your school's Part 2 funds changed in any other ways during TEEG Cycle 1, please specify those modifications in the space below.

TEEG CYCLE 1: RESOURCES AND TECHNICAL ASSISTANCE

(8) Thinking back on your school's experience with TEEG Cycle 1 (implemented in 2006-07), 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Administrative support from your district, regional center, or other entity to develop, manage, and monitor your school's TEEG plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Expertise from your district and/or school personnel to develop and use high quality performance measures to evaluate teacher performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If your school received any other resources, supports, or technical assistance that aided the successful implementation of your school's TEEG Cycle 1 plan, please explain in the space below.

(9) Thinking back on your school's experience with TEEG Cycle 1 (implemented in 2006-07), could your school have improved its implementation of TEEG?

- Yes
- No [Go to question 10] _____

(9a) You indicated that your school could have improved its implementation of TEEG Cycle 1 (implemented in 2006-07). 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 as to why the school was selected to receive a TEEG grant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Clearer guidelines explaining the parameters for the school's TEEG plan design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. More administrative assistance to develop, manage, and monitor the school's TEEG plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Technical assistance to support the development and use of high quality performance measures to evaluate teacher performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If your school would have benefited from any other resources, supports, or technical assistance not listed above during TEEG Cycle 1, please explain in the space below.

TEEG CYCLE 1: FEEDBACK FROM SCHOOL PERSONNEL

(10) 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 TEEG Cycle 1 (implemented in 2006-07). Did your school gather any such feedback from school personnel?

- Yes
- No [Go to question 11] _____

(10a) You indicated that your school gathered feedback from school personnel regarding their experience with and participation in TEEG Cycle 1. Please indicate the extent to which you agree or disagree 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The prospect of earning an award discouraged teachers and staff from working together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers and staff altered (either for better or worse) their professional practice to earn a TEEG award.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Our TEEG plan measured important aspects of teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. School personnel did not understand the criteria established for earning a TEEG award.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The administrative demands (e.g., paperwork) of the TEEG program were not worth the time and effort required for implementation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If school personnel provided any other feedback related to their experience with or participation in TEEG Cycle 1, please explain in the space below.

(11) If you have any other thoughts or comments regarding your school's experience with TEEG Cycle 1 (implemented in 2006-07) please describe using the space below.

BACKGROUND INFORMATION

(12) Please identify the professional title that best describes your current professional position this 2007-08 school year?

- Principal
- Other school administrator
- Classroom teacher (either full or part-time)
- School staff (i.e., non-teacher position)
- Superintendent
- Other district administrator
- Other (Please specify.)

(13) Were you involved in the school's process of designing and approving the plan for TEEG Cycle 1 (beginning 10/6/2006)?

- Yes
- No

NATIONAL CENTER ON
Performance Incentives

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 survey 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. We appreciate your assistance with 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. All information collected from and about campus personnel will remain confidential. 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)
(512) 936-6503
programeval@tea.state.tx.us

Jessica Lewis (NCPI)
(615) 322-5622
jessica.l.lewis@vanderbilt.edu

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

Our estimate for completing the survey is approximately 10 minutes. Please note that there is no online option to save your responses and resume later where you left off. Therefore, we have provided a copy of the survey questions for your use as worksheets to facilitate the online survey process. To view or print the survey worksheets, click on the following link: [TEEGPS_Spr2008](#).

To begin the survey, proceed by pressing the "Next" button shown below.

Please enter your school's name from the drop down list:

School:

Note: To help you find your school, the list is alphabetized by district followed by your school's name and campus id.

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.

	Check all that apply.
a. Principal	<input type="checkbox"/>
b. Assistant principal	<input type="checkbox"/>
c. Full-time classroom teachers (i.e., an educator who teaches in an academic instructional setting or a career and technology instructional setting for an average of four or more hours each day.)	<input type="checkbox"/>
d. Part-time classroom teachers (i.e., an educator who teaches in an academic instructional setting or a career and technology instructional setting for less than an average of four hours each day.)	<input type="checkbox"/>
e. Instructional specialists (e.g., instructional coaches, reading/math specialists, etc.)	<input type="checkbox"/>
f. Instructional support staff (e.g., teachers' aids)	<input type="checkbox"/>
g. Librarian(s)	<input type="checkbox"/>
h. Health support staff (e.g., nurses, counselors, therapists, etc.)	<input type="checkbox"/>
i. Counselors (e.g., social workers, career counselors, etc.)	<input type="checkbox"/>
j. Campus support staff (e.g., custodians, cafeteria workers, secretaries, etc.)	<input type="checkbox"/>
k. District officials	<input type="checkbox"/>
l. Local school board members	<input type="checkbox"/>
m. Parents	<input type="checkbox"/>
n. Community members and business leaders	<input type="checkbox"/>
o. Students (whether enrolled at the school or not)	<input type="checkbox"/>

Please define below 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?

- Yes
 - No [[Go to question 3.](#)] _____
 - Do not know [[Go to question 3.](#)] _____
-

(2a) Which of the following members comprised the school-based decision-making team at your school?

	Check all that apply.
a. Principal	<input type="checkbox"/>
b. Assistant principal	<input type="checkbox"/>
c. Full-time classroom teachers (i.e., an educator who teaches in an academic instructional setting or a career and technology instructional setting for not less than an average of four hours each day.)	<input type="checkbox"/>
d. Part-time classroom teachers (i.e., an educator who teaches in an academic instructional setting or a career and technology instructional setting for less than an average of four hours each day.)	<input type="checkbox"/>
e. Instructional specialists (e.g., instructional coaches, reading/math specialists, etc.)	<input type="checkbox"/>
f. Instructional support staff (e.g., teachers' aids)	<input type="checkbox"/>
g. Librarian(s)	<input type="checkbox"/>
h. Health support staff (e.g., nurses, counselors, therapists, etc.)	<input type="checkbox"/>
i. Counselors (e.g., social workers, career counselors, etc.)	<input type="checkbox"/>
j. Campus support staff (e.g., custodians, cafeteria workers, secretaries, etc.)	<input type="checkbox"/>
k. District officials	<input type="checkbox"/>
l. Local school board members	<input type="checkbox"/>
m. Parents	<input type="checkbox"/>
n. Community members and business leaders	<input type="checkbox"/>
o. Students (whether enrolled at the school or not)	<input type="checkbox"/>

Please define below members of other groups on your school-based decision-making team not listed above, if applicable.

TEEG CYCLE 2: PLAN APPROVAL

(3) Did anyone at your school vote to approve its plan for TEEG Cycle 2?

- Yes
- No [Go to question 4.] _____
- Do not know [Go to question 4.] _____

(3a) You indicated that your school voted to approve its TEEG plan. Please select all groups who participated in that vote.

	Check all that apply.
a. Principal	<input type="checkbox"/>
b. Assistant principal	<input type="checkbox"/>
c. Full-time classroom teachers (i.e., an educator who teaches in an academic instructional setting or a career and technology instructional setting for not less than an average of four hours each day.)	<input type="checkbox"/>
d. Part-time classroom teachers (i.e., an educator who teaches in an academic instructional setting or a career and technology instructional setting for less than an average of four hours each day.)	<input type="checkbox"/>
e. Instructional specialists (e.g., instructional coaches, reading/math specialists, etc.)	<input type="checkbox"/>
f. Instructional support staff (e.g., teachers' aids)	<input type="checkbox"/>
g. Librarian(s)	<input type="checkbox"/>
h. Health support staff (e.g., nurses, counselors, therapists, etc.)	<input type="checkbox"/>
i. Counselors (e.g., social workers, career counselors, etc.)	<input type="checkbox"/>
j. Campus support staff (e.g., custodians, cafeteria workers, secretaries, etc.)	<input type="checkbox"/>
k. District officials	<input type="checkbox"/>
l. Local school board members	<input type="checkbox"/>
m. Parents	<input type="checkbox"/>
n. Community members and business leaders	<input type="checkbox"/>
o. Students (whether enrolled at the school or not)	<input type="checkbox"/>

Please define below voting members from other groups not listed above, if applicable.

(4) Did anyone at your school disagree with the approval of the TEEG Cycle 2 plan?

- Yes
 - No [Go to question 5.] _____
 - Do not know [Go to question 5.] _____
-

(4a) You indicated that some individuals disagreed with the approval of the plan. Please select all groups who disagreed with approving the plan.

	Check all that apply.
a. Principal.	<input type="checkbox"/>
b. Assistant principal.	<input type="checkbox"/>
c. Full-time classroom teachers (i.e., an educator who teaches in an academic instructional setting or a career and technology instructional setting for not less than an average of four hours each day.)	<input type="checkbox"/>
d. Part-time classroom teachers (i.e., an educator who teaches in an academic instructional setting or a career and technology instructional setting for less than an average of four hours each day.)	<input type="checkbox"/>
e. Instructional specialists (e.g., instructional coaches, reading/math specialists, etc.)	<input type="checkbox"/>
f. Instructional support staff (e.g., teachers' aids).	<input type="checkbox"/>
g. Librarian(s).	<input type="checkbox"/>
h. Health support staff (e.g., nurses, counselors, therapists, etc.)	<input type="checkbox"/>
i. Counselors (e.g., social workers, career counselors, etc.)	<input type="checkbox"/>
j. Campus support staff (e.g., custodians, cafeteria workers, secretaries, etc.)	<input type="checkbox"/>
k. District officials.	<input type="checkbox"/>
l. Local school board members.	<input type="checkbox"/>
m. Parents.	<input type="checkbox"/>
n. Community members and business leaders.	<input type="checkbox"/>
o. Students (whether enrolled at the school or not).	<input type="checkbox"/>

Please define below members from other groups not listed above who disagreed with approval of the school's TEEG Cycle 2 plan.

(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?

- Yes
 - 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 TEEG Cycle 2 plan.

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

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

TEEG CYCLE 2: MONITORING and MANAGING PROGRAM IMPLEMENTATION

(5) Has your school developed a formal process for monitoring and managing TEEG Cycle 2 implementation?

- Yes
- No [Go to question 6.] _____

(5a) Do your monitoring and management processes include the development of an end-of-year/annual written report on the implementation of the school's TEEG program?

- Yes
- No

(5b) Do your monitoring and management processes include meetings with faculty and staff to gather feedback about the implementation of the school's TEEG program?

- Yes
- No

(5c) Do your monitoring and management processes include a system of providing ongoing feedback to faculty and staff about the implementation of the school's TEEG program?

- Yes
- No

(5d) Does your monitoring and management processes for TEEG Cycle 2 include any other strategies other than those stated in questions 5a - 5c? If so, please describe below.

BACKGROUND INFORMATION

(6) Please identify the professional title that best describes your current position for the 2007-08 school year?

- Principal
- Other school administrator
- Classroom teacher (either full or part-time)
- School staff (i.e., non-teacher position)
- Superintendent
- Other district administrator
- Other (Please specify.)

(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)?

- Yes
- No

You have completed the survey.

Please click on the "Submit Survey" button below to submit your responses.

APPENDIX F: Glossary of TEEG Taxonomy Components

This appendix provides an overview of plan design features identified in each TEEG Cycle 1 plan application along with a definition of each plan feature.

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.
- **Type of student performance analysis** – The school's approach to measuring student performance when determining teachers' eligibility for a bonus award. Schools use one of three approaches: measures of student achievement/proficiency levels; measures of student growth over time; or some combination of the two previous approaches.

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.

APPENDIX G: Fall 2007 Instructional Personnel TEEG Survey

NATIONAL CENTER ON
Performance Incentives

Texas Educator Excellence Grant (TEEG) Fall 2007 Teacher Survey

Dear Teacher,

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 is intended to help us learn about teachers' perceptions about and experiences with performance incentive pay and the TEEG program, specifically.

We recognize that you may have filled out a similar survey during the last school year (2006-07), but it is important that you complete the survey again this fall 2007. Gathering teacher feedback throughout the duration of the TEEG program will enable us to better understand teachers' experiences over time. Please note that 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 want to survey all staff who are directly involved in delivering instruction, including classroom teachers, instructional aides, instructional specialists, and instructional coaches. Therefore, when we state that this survey should be administered to all "full-time instructional personnel", we say so with the following definition in mind.

- (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 awards or the amount of award for which they are eligible.

We appreciate your contribution to this study and believe that your feedback will provide important insight regarding the issues addressed by this survey. 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.

Our estimate for completing the report is approximately 15 to 20 minutes. Please note that there is no online option to save your responses and resume later where you left off. Therefore, we have provided a copy of the survey questions for your use as worksheets to facilitate the online survey process. To view or print the survey worksheets, click on the following link: [TEEG Teacher Survey Worksheets](#).

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

Dr. Omar Lopez
teeg@cpse-k16.com

To begin the reporting process, proceed by pressing the "Next" button shown below.

Please enter your school's name from the drop down list:

School:

How do you classify your MAIN position in your current school during this 2007-08 school year? Please select only one response below that most accurately describes your position.

- 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.)
- Regular part-time teacher (i.e., an educator who teaches in an academic setting or a career and technology setting for less than an average of four hours each day.)
- 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.)
- Short-term substitute (i.e., your assignment requires that you fill the role of a "regular full-time teacher" - as defined above - on a short-term basis, but you are still considered a substitute)
- Student teacher
- Teacher aide
- Administrator (e.g., principal, assistant principal, director, head of school)
- Instructional specialists (e.g., curriculum coordinator, mentor teacher, literacy or math coach)
- Librarian or library media specialist
- Health support staff (e.g., nurse, counselor, therapist)
- Campus support staff (e.g., custodian, cafeteria worker)
- Other support staff (e.g., administrative assistant)
- Other (Please indicate in the space provided.)

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 pay for <u>teachers</u> based on overall performance at the school is a positive change to teacher pay practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Incentive pay for <u>teachers</u> based on individual teacher performance is a positive change to teacher pay practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Incentive pay for <u>administrators</u> based on overall performance at the school is a positive change to administrator pay practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Rewarding teachers based on their students' performance will destroy the collaborative culture of teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Rewarding teachers based on their students' performance will cause teachers to work more effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Rewarding teachers based on their students' performance will attract more effective teachers into the profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Rewarding teachers based on their students' performance will help retain more effective teachers in the profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(3) Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive system at your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The TEEG incentive system developed by my school is fair to teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The TEEG incentive system is having negative effects on my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The TEEG incentive system in my school does a good job of distinguishing effective from ineffective teachers at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The TEEG incentive system causes resentment among teachers at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I have a clear understanding of the performance criteria that I need to meet in order to earn a TEEG bonus award.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I do not believe that I can achieve the performance criteria established by my school's TEEG incentive system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I believe that the performance criteria established by my school's TEEG incentive system are worthy of extra pay.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The size of the top bonus award in my school's TEEG incentive system is not large enough to motivate me to try to earn the top award.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The TEEG incentive system does not affect my teaching practices or professional behaviors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TEACHER ATTITUDES AND SCHOOL ENVIRONMENT

(4) Please indicate the extent to which you agree or disagree with each of the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The amount a student can learn is primarily related to family background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. If students aren't disciplined at home, they aren't likely to accept any discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. When I really try, I can get through to the most difficult student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. If parents would do more for their children, I could do more.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. If a student in my class becomes disruptive and noisy, I feel assured that I know some quick techniques to redirect him/her quickly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. If I really try hard, I can get through to even the most difficult or unmotivated students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his/her home environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(5) Think about the leadership that the principal at your school has provided this school year (2007-08). 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Carefully tracks student academic progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Knows what is going on in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Encourages teachers to raise test scores.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Actively monitors the quality of instruction in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Works directly with teachers who are struggling to improve their instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Communicates a clear vision for our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Evaluates teachers using criteria directly related to the school's improvement goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(6) Think about teachers at your school this school year (2007-08). To what extent do you agree or disagree with the following statements about the teachers in your school?

Teachers at my school ...

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Feel responsible to help each other do their best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Expect students to complete every assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Seem more competitive than cooperative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Encourage students to keep trying even when the work is challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Think it is important that all of their students do well in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Do not really trust each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Can be counted on to help out anywhere or anytime, even though it may not be part of their official assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

WHAT SHOULD BE REWARDED WITH INCENTIVE PAY

(7) 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. High average test scores by students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Improvements in students' test scores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Performance evaluations by supervisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Performance evaluations by peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Independent evaluation of teaching portfolios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Independent evaluations of students' work (e.g., portfolios)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Student evaluations of teaching performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Collaboration with faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Working with students outside of class time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Efforts to involve parents in students' education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Serving as a Master Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Mentoring other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. National Board for Professional Teaching Standards (NBPTS) certification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Parent satisfaction with teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Teaching in hard-to-staff fields	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Teaching in hard-to-staff school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(8) Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Texas Educator Excellence Grants (TEEG).

	Importance			
	None	Low	Moderate	High
a. Time spent in professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. High average test scores by students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Improvements in students' test scores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Performance evaluations by supervisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Performance evaluations by peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Independent evaluation of teaching portfolios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Independent evaluations of students' work (e.g., portfolios)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Student evaluations of teaching performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Collaboration with faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Working with students outside of class time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Efforts to involve parents in students' education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Serving as a Master Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Mentoring other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. National Board for Professional Teaching Standards (NBPTS) certification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Parent satisfaction with teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Teaching in hard-to-staff fields	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Teaching in hard-to-staff school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(9) Assume that you are designing an incentive pay program for teachers in your school. The school received \$200,000.00 to divide among its 125 teachers using locally-designed performance requirements.

Each of the following items asks you to choose between two possible award distribution models. These models were created strictly for the purposes of this survey and may not reflect your school's actual plan. Read each set of options carefully and indicate which option you prefer, A or B.

(9a) For Award Distribution Model 1, select option A or B:

- Option A: Awards are distributed evenly, so all 125 teachers receive \$1,600.00.
- Option B: Awards are distributed to teachers performing in the top 70%, with each receiving \$2,285.71.

(9b) For Award Distribution Model 2, select option A or B:

- Option A: Awards are distributed evenly, so all 125 teachers receive \$1,600.00.
- Option B: Awards are distributed to teachers performing in the top 60%, with each receiving \$2,666.67.

(9c) For Award Distribution Model 3, select option A or B:

- Option A: Awards are distributed evenly, so all 125 teachers receive \$1,600.00.
- Option B: Awards are distributed to teachers performing in the top 50%, with each receiving \$3,200.00.

(9d) For Award Distribution Model 4, select option A or B:

- Option A: Awards are distributed evenly, so all 125 teachers receive \$1,600.00.
- Option B: Awards are distributed to teachers performing in the top 40%, with each receiving \$4,000.00.

(9e) For Award Distribution Model 5, select option A or B:

- Option A: Awards are distributed evenly, so all 125 teachers receive \$1,600.00.
- Option B: Awards are distributed to teachers performing in the top 30%, with each receiving \$5,333.33.

(9f) For Award Distribution Model 6, select option A or B:

- Option A: Awards are distributed evenly, so all 125 teachers receive \$1,600.00.
- Option B: Awards are distributed to teachers performing in the top 20%, with each receiving \$8,000.00.

(9g) For Award Distribution Model 7, select option A or B:

- Option A: Awards are distributed evenly, so all 125 teachers receive \$1,600.00.
 - Option B: Awards are distributed to teachers performing in the top 10%, with each receiving \$16,000.00.
-

BACKGROUND INFORMATION

(10) Including this year (2007-08), 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

(11) Including this year (2007-08), 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

(12) Including this year (2007-08), 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

(13) What is the highest degree you hold?

- Associate Degree
- Bachelor's Degree
- Master's Degree
- Doctorate or Professional Degree
- Other (Please specify.)

(14) What subjects do you teach this school year (2007-08)? (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 (Please specify.)

(15) 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

(16) Are you male or female?

- Male
- Female

(17) 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

(18) What is your current annual teaching and extra duty salary (i.e., not including any TEEG awards or other bonus or incentive pay)?

- \$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

(19) Did you receive an award from the TEEG program in your school during this fall 2007 semester?

- Yes
- No [Go to question 21] _____
- Do not know [Go to question 21] _____

(20) How much did you personally receive from the TEEG award during the fall 2007 semester?

- \$0 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

(21) 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?

- Yes
- 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.

Submit Report

APPENDIX H: Crosstabs for Selected TEEG Fall 2007 Survey Items

The tables in this appendix present frequency responses and means for most items contained on the fall TEEG surveys. These results are presented as crosstab analyses across three respondent characteristic variables.

Appendix H-1: Respondent position – teachers compared to all other respondents.

Appendix H-2: Respondent experience – across four experience categories.

Appendix H-2b: Teacher experience – across four experience categories – TEACHERS ONLY

Appendix H-3: TEEG Award – those reporting they received a TEEG award compared to those reporting they did not.

Frequency distributions and means are presented in each table for All Respondents and each identified subgroup. A Chi-square statistic is reported for each reported survey item that tests whether the distributions across subgroups are equivalent (i.e., are the classification variable and responses to the survey question related?)

APPENDIX H-1: Crosstabs across Respondent Position

(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.							
a. Incentive pay for teachers based on overall performance at the school is a positive change to teacher pay practices.							
Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	9.1	17.4	51.0	22.5		2.87
Others	6428	5.7	14.2	57.7	22.4	149.14**	2.97
All Respondents	35147	8.5	16.8	52.3	22.5		2.89
b. Incentive pay for teachers based on group performance (i.e., grade-level, department, interdisciplinary team) is a positive change to teacher pay practices.							
Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	11.6	25.9	46.5	16.0		2.67
Others	6428	7.4	23.8	53.8	15.0	154.79**	2.76
All Respondents	35147	10.8	25.5	47.9	15.8		2.69
c. Incentive pay for teachers based on individual teacher performance is a positive change to teacher pay practices.							
Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	14.2	23.7	40.2	21.8		2.70
Others	6428	9.0	19.9	49.2	21.9	241.70**	2.84
All Respondents	35147	13.3	23.0	41.9	21.8		2.72
d. Incentive pay for administrators based on overall performance at the school is a positive change to administrator pay practices.							
Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	11.8	20.0	52.8	15.4		2.72
Others	6428	6.6	16.0	58.6	18.8	246.95**	2.90
All Respondents	35147	10.9	19.3	53.8	16.0		2.75
e. Rewarding teachers based on their students' performance will destroy the collaborative culture of teaching.							
Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	9.8	43.4	31.3	15.5		2.53
Others	6428	10.1	47.7	31.0	11.2	91.34**	2.43
All Respondents	35147	9.8	44.2	31.2	14.7		2.51
f. Rewarding teachers based on their students' performance will cause teachers to work more effectively.							
Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	13.1	34.0	42.3	10.6		2.50
Others	6428	7.5	26.4	51.9	14.2	396.13**	2.73
All Respondents	35147	12.0	32.6	44.1	11.3		2.55
g. Rewarding teachers based on their students' performance will attract more effective teachers into the profession.							
Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28718	17.1	39.3	33.6	10.0		2.36
Others	6428	10.1	32.4	44.8	12.7	455.16**	2.60
All Respondents	35146	15.9	38.1	35.6	10.5		2.41

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(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.

h. Rewarding teachers based on their students' performance will help retain more effective teachers in the profession.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	15.7	34.1	38.0	12.2		2.47
Others	6428	9.3	28.3	47.9	14.5	354.08**	2.68
All Respondents	35147	14.6	33.0	39.8	12.6		2.50

(3) Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive system at your school.

a. The TEEG incentive system developed by my school is fair to teachers.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	8.1	20.5	57.8	13.5		2.77
Others	6428	4.9	15.3	65.0	14.7	193.77**	2.89
All Respondents	35147	7.5	19.6	59.1	13.7		2.79

b. The TEEG incentive system is having negative effects on my school.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	13.4	56.9	23.2	6.5		2.23
Others	6428	14.9	60.0	20.1	5.1	57.68**	2.15
All Respondents	35147	13.7	57.5	22.6	6.2		2.21

c. The TEEG incentive system in my school does a good job of distinguishing effective from ineffective teachers at my school.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	14.5	48.0	33.7	3.8		2.27
Others	6427	8.4	40.3	46.6	4.7	467.95**	2.48
All Respondents	35146	13.4	46.6	36.1	3.9		2.31

d. The TEEG incentive system causes resentment among teachers at my school.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	9.7	49.4	31.2	9.8		2.41
Others	6428	11.3	54.5	27.1	7.1	110.79**	2.30
All Respondents	35147	10.0	50.3	30.4	9.3		2.39

e. I have a clear understanding of the performance criteria that I need to meet in order to earn a TEEG bonus award.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	6.0	17.9	57.8	18.3		2.88
Others	6428	3.7	14.9	63.4	17.9	102.79**	2.96
All Respondents	35147	5.6	17.4	58.8	18.3		2.90

f. I do not believe that I can achieve the performance criteria established by my school's TEEG incentive system.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	19.6	63.9	13.5	3.0		2.00
Others	6428	20.6	63.2	13.5	2.7	4.80	1.98
All Respondents	35147	19.8	63.8	13.5	3.0		2.00

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(3) Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive system at your school.

g. I believe that the performance criteria established by my school's TEEG incentive system are worthy of extra pay.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28718	5.3	17.1	61.6	16.0		2.88
Others	6428	3.3	12.6	65.9	18.3	142.08**	2.99
All Respondents	35146	5.0	16.2	62.4	16.4		2.90

h. The size of the top bonus award in my school's TEEG incentive system is not large enough to motivate me to try to earn the top award.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	11.0	60.5	22.5	5.9		2.23
Others	6427	11.6	60.9	22.1	5.4	3.81	2.21
All Respondents	35146	11.1	60.6	22.5	5.8		2.23

i. The TEEG incentive system does not affect my teaching practices or professional behaviors.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	3.2	20.0	51.8	25.0		2.99
Others	6428	3.5	19.3	56.1	21.1	56.06**	2.95
All Respondents	35147	3.2	19.9	52.6	24.3		2.98

4) Please indicate the extent to which you agree or disagree with each of the following statements.

a. The amount a student can learn is primarily related to family background.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	14.3	58.4	22.1	5.2		2.18
Others	6428	16.1	57.3	21.4	5.3	14.25**	2.16
All Respondents	35147	14.6	58.2	22.0	5.2		2.18

b. If students aren't disciplined at home, they aren't likely to accept any discipline.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	7.2	44.5	37.4	10.9		2.52
Others	6428	8.3	44.4	36.0	11.2	12.90**	2.50
All Respondents	35147	7.4	44.5	37.1	11.0		2.52

c. When I really try, I can get through to the most difficult student.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	1.6	17.5	63.5	17.4		2.97
Others	6427	1.2	12.7	66.0	20.1	104.37**	3.05
All Respondents	35146	1.5	16.6	63.9	17.9		2.98

d. 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.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	7.5	51.3	34.0	7.2		2.41
Others	6427	8.9	51.5	32.3	7.3	18.19**	2.38
All Respondents	35146	7.8	51.3	33.6	7.2		2.40

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

4) Please indicate the extent to which you agree or disagree with each of the following statements.							
e. If parents would do more for their children, I could do more.							
Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	4.0	24.2	55.6	16.2		2.84
Others	6427	5.3	26.9	54.0	13.8	58.73**	2.76
All Respondents	35146	4.2	24.7	55.3	15.8		2.83
f. 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.							
Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	1.0	13.7	74.6	10.6		2.95
Others	6428	1.1	12.6	74.5	11.8	10.92*	2.97
All Respondents	35147	1.0	13.5	74.6	10.8		2.95
g. If a student in my class becomes disruptive and noisy, I feel assured that I know some quick techniques to redirect him/her quickly.							
Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	0.7	4.1	71.7	23.5		3.18
Others	6428	0.7	4.4	74.7	20.2	33.68**	3.14
All Respondents	35147	0.7	4.2	72.2	22.9		3.17
h. If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.							
Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	0.6	6.7	75.9	16.9		3.09
Others	6428	0.7	7.9	76.5	14.9	26.12**	3.06
All Respondents	35147	0.6	6.9	76.0	16.5		3.08
i. If I really try hard, I can get through to even the most difficult or unmotivated students.							
Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	1.7	18.7	63.1	16.5		2.94
Others	6427	1.1	13.1	67.2	18.6	131.17**	3.03
All Respondents	35146	1.6	17.7	63.9	16.9		2.96
j. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his/her home environment.							
Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	18.5	64.3	14.3	2.9		2.02
Others	6428	19.2	61.6	15.9	3.3	20.32**	2.03
All Respondents	35147	18.6	63.8	14.6	2.9		2.02

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree
 * $p < .05$ ** $p < .01$

(5) Think about the leadership that the principal at your school has provided this school year (2007-08). 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.							
Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	2.7	8.4	60.0	28.9		3.15
Others	6428	1.8	6.3	60.7	31.2	57.75**	3.21
All Respondents	35147	2.5	8.0	60.2	29.3		3.16
b. Carefully tracks student academic progress.							
Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	2.3	9.4	61.2	27.1		3.13
Others	6428	1.3	6.2	62.4	30.0	100.71**	3.21
All Respondents	35147	2.1	8.8	61.5	27.6		3.15
c. Knows what is going on in my classroom.							
Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28718	4.5	14.6	58.2	22.8		2.99
Others	6428	2.7	11.6	60.2	25.5	94.05**	3.09
All Respondents	35146	4.1	14.0	58.6	23.3		3.01
d. Encourages teachers to raise test scores.							
Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28718	1.4	3.6	57.9	37.1		3.31
Others	6428	1.0	4.2	56.7	38.1	15.10**	3.32
All Respondents	35146	1.3	3.7	57.7	37.3		3.31
e. Actively monitors the quality of instruction in the school.							
Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28717	3.2	11.2	57.7	28.0		3.11
Others	6428	1.9	7.2	58.9	32.0	139.58**	3.21
All Respondents	35145	2.9	10.4	57.9	28.7		3.12
f. Works directly with teachers who are struggling to improve their instruction.							
Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28717	5.2	19.1	55.4	20.3		2.91
Others	6427	2.9	12.4	59.1	25.5	266.08**	3.07
All Respondents	35144	4.7	17.9	56.1	21.3		2.94
g. Communicates a clear vision for our school.							
Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	3.1	7.7	54.7	34.5		3.21
Others	6428	1.8	5.7	55.0	37.4	69.84**	3.28
All Respondents	35147	2.8	7.4	54.8	35.0		3.22
h. Evaluates teachers using criteria directly related to the school's improvement goals.							
Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28714	2.7	8.1	61.5	27.6		3.14
Others	6428	1.6	5.7	61.8	30.9	88.83**	3.22
All Respondents	35142	2.5	7.7	61.6	28.2		3.15

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(6) Think about teachers at your school this school year (2007-08). To what extent do you agree or disagree with the following statements about the teachers in your school? Teachers at my school ...							
a. Feel responsible to help each other do their best.							
Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	2.1	13.3	60.4	24.2		3.07
Others	6428	1.3	10.8	64.1	23.8	52.23**	3.10
All Respondents	35147	1.9	12.9	61.1	24.1		3.07
b. Expect students to complete every assignment.							
Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	0.8	9.9	65.5	23.8		3.12
Others	6428	0.5	7.6	69.0	22.8	46.34**	3.14
All Respondents	35147	0.8	9.5	66.2	23.6		3.13
c. Seem more competitive than cooperative.							
Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	14.3	63.5	17.1	5.1		2.13
Others	6428	12.0	62.0	21.1	4.8	70.46**	2.19
All Respondents	35147	13.9	63.2	17.8	5.1		2.14
d. Encourage students to keep trying even when the work is challenging.							
Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	0.6	3.8	69.9	25.7		3.21
Others	6428	0.5	3.5	69.8	26.2	2.75	3.22
All Respondents	35147	0.6	3.7	69.9	25.8		3.21
e. Think it is important that all of their students do well in class.							
Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28718	0.7	4.9	62.1	32.2		3.26
Others	6428	0.7	4.2	63.3	31.7	6.51**	3.26
All Respondents	35146	0.7	4.8	62.4	32.1		3.26
f. Do not really trust each other.							
Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28719	22.3	58.0	15.8	3.9		2.01
Others	6428	22.6	58.1	15.5	3.8	0.91	2.00
All Respondents	35147	22.3	58.0	15.7	3.9		2.01
g. Can be counted on to help out anywhere or anytime, even though it may not be part of their official assignment.							
Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28718	3.8	17.0	57.4	21.7		2.97
Others	6428	3.3	14.4	59.4	22.9	31.98**	3.02
All Respondents	35146	3.7	16.6	57.8	21.9		2.98

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree
 * $p < .05$ ** $p < .01$

(7) 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.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28717	3.4	18.1	52.8	25.7	306.48**	3.01
Others	6428	1.8	11.2	53.7	33.4		3.19
All Respondents	35145	3.1	16.9	53.0	27.1		3.04

b. High average test scores by students.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28718	6.2	23.5	52.5	17.8	593.18**	2.82
Others	6428	3.4	14.2	53.7	28.7		3.08
All Respondents	35146	5.7	21.8	52.7	19.8		2.87

c. Improvements in students' test scores.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28718	2.6	6.8	40.7	49.8	96.97**	3.38
Others	6428	1.6	4.5	39.0	54.9		3.47
All Respondents	35146	2.4	6.4	40.4	50.8		3.40

d. Performance evaluations by supervisors.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28717	5.3	19.0	53.1	22.5	414.58**	2.93
Others	6428	2.3	11.7	55.3	30.7		3.14
All Respondents	35145	4.8	17.7	53.5	24.0		2.97

e. Performance evaluations by peers.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28718	13.6	27.2	44.8	14.4	383.60**	2.60
Others	6428	7.6	20.7	52.1	19.6		2.84
All Respondents	35146	12.5	26.0	46.2	15.4		2.64

f. Independent evaluation of teaching portfolios.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28717	14.6	30.5	43.0	11.9	1005.92**	2.52
Others	6428	6.3	19.1	52.7	21.8		2.90
All Respondents	35145	13.1	28.4	44.8	13.7		2.59

g. Independent evaluations of students' work (e.g., portfolios).

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28718	10.6	24.7	47.9	16.7	785.79**	2.71
Others	6428	4.5	14.7	53.7	27.1		3.04
All Respondents	35146	9.5	22.9	49.0	18.6		2.77

h. Student evaluations of teaching performance.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28718	21.3	30.4	36.2	12.2	666.25**	2.39
Others	6428	11.8	23.1	45.5	19.6		2.73
All Respondents	35146	19.5	29.1	37.9	13.5		2.45

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(7) 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:

i. Collaboration with faculty and staff.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28718	3.4	11.5	50.4	34.8	294.95**	3.16
Others	6428	2.1	6.2	47.7	43.9		3.34
All Respondents	35146	3.2	10.5	49.9	36.4		3.20

j. Working with students outside of class time.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28718	6.9	19.3	45.9	27.9	334.77**	2.95
Others	6428	3.3	12.5	49.4	34.8		3.16
All Respondents	35146	6.2	18.0	46.5	29.2		2.99

k. Efforts to involve parents in students' education.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28718	4.9	16.8	46.3	31.9	605.80**	3.05
Others	6428	2.2	8.7	43.6	45.5		3.32
All Respondents	35146	4.4	15.4	45.8	34.4		3.10

l. Serving as a Master Teacher.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28718	9.2	23.6	44.5	22.7	462.08**	2.81
Others	6427	4.8	15.2	49.0	31.0		3.06
All Respondents	35145	8.4	22.1	45.3	24.2		2.85

m. Mentoring other teachers.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28716	6.4	19.6	47.7	26.3	482.40**	2.94
Others	6428	3.3	11.2	49.3	36.3		3.18
All Respondents	35144	5.8	18.1	48.0	28.1		2.98

n. National Board for Professional Teaching Standards (NBPTS) certification.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28717	14.7	27.1	39.7	18.5	571.80**	2.62
Others	6428	8.6	18.0	46.1	27.3		2.92
All Respondents	35145	13.6	25.4	40.9	20.1		2.67

o. Parent satisfaction with teacher.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28717	15.9	29.4	39.9	14.8	554.13**	2.54
Others	6428	8.2	22.1	47.7	22.0		2.83
All Respondents	35145	14.5	28.0	41.3	16.2		2.59

p. Teaching in hard-to-staff fields.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28718	6.5	16.4	44.5	32.6	202.62**	3.03
Others	6428	3.6	11.4	50.5	34.5		3.16
All Respondents	35146	6.0	15.5	45.6	33.0		3.06

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(7) 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:

q. Teaching in hard-to-staff school.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28716	5.8	14.2	43.1	36.8		3.11
Others	6428	3.3	10.1	49.2	37.4	173.01**	3.21
All Respondents	35144	5.4	13.5	44.2	36.9		3.13

(8) Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Texas Educator Excellence Grants (TEEG).

a. Time spent in professional development.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28717	5.9	20.3	50.5	23.3		2.91
Others	6428	3.2	12.6	51.7	32.5	421.23**	3.14
All Respondents	35145	5.4	18.9	50.7	25.0		2.95

b. High average test scores by students.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28717	5.3	19.4	48.9	26.4		2.96
Others	6428	2.9	12.0	49.6	35.5	381.64**	3.18
All Respondents	35145	4.9	18.1	49.0	28.0		3.00

c. Improvements in students' test scores.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28717	3.2	7.3	42.1	47.4		3.34
Others	6428	1.9	4.5	40.9	52.6	123.17**	3.44
All Respondents	35145	3.0	6.8	41.9	48.3		3.36

d. Performance evaluations by supervisors.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28717	7.4	18.4	52.1	22.1		2.89
Others	6428	4.0	11.5	53.7	30.8	407.14**	3.11
All Respondents	35145	6.8	17.2	52.4	23.7		2.93

e. Performance evaluations by peers.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28715	17.8	28.6	41.8	11.7		2.47
Others	6428	10.1	20.9	50.4	18.6	588.55**	2.78
All Respondents	35143	16.4	27.2	43.4	13.0		2.53

f. Independent evaluation of teaching portfolios.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28717	18.3	29.3	41.1	11.3		2.45
Others	6428	8.9	19.3	50.4	21.4	994.19**	2.84
All Respondents	35145	16.6	27.5	42.8	13.1		2.52

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(8) Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Texas Educator Excellence Grants (TEEG).

g. Independent evaluations of students' work (e.g., portfolios).

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28717	16.2	25.4	44.0	14.5		2.57
Others	6427	7.8	15.8	51.1	25.3	885.42**	2.94
All Respondents	35144	14.6	23.6	45.3	16.4		2.64

h. Student evaluations of teaching performance.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28716	26.6	28.5	34.1	10.7		2.29
Others	6428	15.1	22.4	43.3	19.2	782.42**	2.67
All Respondents	35144	24.5	27.4	35.8	12.3		2.36

i. Collaboration with faculty and staff.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28717	5.6	13.2	49.2	32.0		3.08
Others	6428	3.0	7.3	47.4	42.3	381.11**	3.29
All Respondents	35145	5.1	12.1	48.9	33.9		3.12

j. Working with students outside of class time.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28717	9.4	18.8	44.5	27.3		2.90
Others	6428	4.4	12.1	48.3	35.2	420.37**	3.14
All Respondents	35145	8.5	17.5	45.2	28.8		2.94

k. Efforts to involve parents in students' education.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28717	9.2	18.6	44.8	27.4		2.90
Others	6428	4.8	9.6	44.4	41.1	706.88**	3.22
All Respondents	35145	8.4	17.0	44.7	29.9		2.96

l. Serving as a Master Teacher.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28717	15.1	24.4	40.9	19.6		2.65
Others	6428	8.8	16.0	47.0	28.2	545.76**	2.95
All Respondents	35145	14.0	22.9	42.0	21.2		2.70

m. Mentoring other teachers.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28716	11.8	20.6	45.1	22.6		2.78
Others	6428	6.8	11.5	49.1	32.6	585.40**	3.08
All Respondents	35144	10.9	18.9	45.8	24.4		2.84

n. National Board for Professional Teaching Standards (NBPTS) certification.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28717	19.8	24.7	38.0	17.5		2.53
Others	6428	12.3	16.4	44.1	27.2	620.95**	2.86
All Respondents	35145	18.4	23.2	39.1	19.3		2.59

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(8) Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Texas Educator Excellence Grants (TEEG).

o. Parent satisfaction with teacher.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28717	21.1	28.0	37.2	13.7	748.51**	2.43
Others	6428	11.3	20.2	46.2	22.3		2.80
All Respondents	35145	19.3	26.6	38.8	15.3		2.50

p. Teaching in hard-to-staff fields.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28717	12.5	17.3	41.5	28.7	301.47**	2.86
Others	6428	7.2	11.9	47.7	33.2		3.07
All Respondents	35145	11.5	16.3	42.7	29.5		2.90

q. Teaching in hard-to-staff school.

Position	N	1	2	3	4	Chi-Sq	Mean
Teachers	28717	12.4	15.9	40.7	31.1	266.56**	2.90
Others	6427	7.3	11.1	46.3	35.3		3.10
All Respondents	35144	11.5	15.0	41.7	31.8		2.94

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree
 * $p < .05$ ** $p < .01$

APPENDIX H-2a: Crosstabs across Respondent Experience Levels

(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.							
a. Incentive pay for teachers based on overall performance at the school is a positive change to teacher pay practices.							
Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	3.7	13.7	59.9	22.7		3.01
2-3 Years	4642	4.4	13.6	57.3	24.8		3.02
4-14 Years	15964	8.1	16.6	52.2	23.1		2.90
15+ Years	12537	11.2	18.6	49.3	20.9	415.81**	2.80
All Respondents	35147	8.5	16.8	52.3	22.5		2.89
b. Incentive pay for teachers based on group performance (i.e., grade-level, department, interdisciplinary team) is a positive change to teacher pay practices.							
Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	4.2	20.9	56.8	18.2		2.89
2-3 Years	4642	6.2	19.9	55.2	18.7		2.86
4-14 Years	15964	10.2	25.1	48.2	16.5		2.71
15+ Years	12537	14.3	29.0	43.3	13.4	678.35**	2.56
All Respondents	35147	10.8	25.5	47.9	15.8		2.69
c. Incentive pay for teachers based on individual teacher performance is a positive change to teacher pay practices.							
Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	3.8	14.7	50.7	30.8		3.08
2-3 Years	4642	6.2	16.7	49.4	27.7		2.99
4-14 Years	15964	12.4	22.0	42.7	22.9		2.76
15+ Years	12537	18.5	28.0	36.6	16.9	1336.08**	2.52
All Respondents	35147	13.3	23.0	41.9	21.8		2.72
d. Incentive pay for administrators based on overall performance at the school is a positive change to administrator pay practices.							
Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	4.0	13.7	62.6	19.7		2.98
2-3 Years	4642	5.5	15.6	60.3	18.6		2.92
4-14 Years	15964	10.3	18.9	54.2	16.5		2.77
15+ Years	12537	14.6	22.1	49.5	13.8	675.21**	2.63
All Respondents	35147	10.9	19.3	53.8	16.0		2.75
e. Rewarding teachers based on their students' performance will destroy the collaborative culture of teaching.							
Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	9.7	53.1	29.0	8.2		2.36
2-3 Years	4642	11.1	50.1	29.6	9.3		2.37
4-14 Years	15964	10.3	45.6	29.8	14.2		2.48
15+ Years	12537	8.8	38.9	33.9	18.5	504.13**	2.62
All Respondents	35147	9.8	44.2	31.2	14.7		2.51

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(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.

f. Rewarding teachers based on their students' performance will cause teachers to work more effectively.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	5.7	28.5	52.4	13.3	643.30**	2.73
2-3 Years	4642	7.0	28.5	50.7	13.8		2.71
4-14 Years	15964	11.4	31.6	45.0	12.0		2.58
15+ Years	12537	15.8	36.1	39.1	9.1		2.41
All Respondents	35147	12.0	32.6	44.1	11.3		2.55

g. Rewarding teachers based on their students' performance will attract more effective teachers into the profession.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	8.0	35.9	44.1	11.9	765.67**	2.60
2-3 Years	4642	9.7	34.0	43.3	12.9		2.59
4-14 Years	15964	15.0	37.0	36.7	11.4		2.44
15+ Years	12536	20.5	41.3	30.1	8.2		2.26
All Respondents	35146	15.9	38.1	35.6	10.5		2.41

h. Rewarding teachers based on their students' performance will help retain more effective teachers in the profession.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	6.3	27.5	50.1	16.0	940.43**	2.76
2-3 Years	4642	8.3	28.0	48.1	15.6		2.71
4-14 Years	15964	13.5	32.4	40.6	13.6		2.54
15+ Years	12537	19.6	36.6	34.2	9.7		2.34
All Respondents	35147	14.6	33.0	39.8	12.6		2.50

(3) Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive system at your school.

a. The TEEG incentive system developed by my school is fair to teachers.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	2.0	14.0	74.0	10.0	375.27**	2.92
2-3 Years	4642	4.9	16.8	64.3	14.0		2.87
4-14 Years	15964	7.8	19.7	58.3	14.2		2.79
15+ Years	12537	9.1	21.3	56.0	13.7		2.74
All Respondents	35147	7.5	19.6	59.1	13.7		2.79

b. The TEEG incentive system is having negative effects on my school.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	9.9	70.7	16.8	2.5	290.52**	2.12
2-3 Years	4642	15.6	60.8	19.4	4.2		2.12
4-14 Years	15964	14.2	56.5	23.0	6.4		2.22
15+ Years	12537	12.9	55.4	24.3	7.3		2.26
All Respondents	35147	13.7	57.5	22.6	6.2		2.21

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree
 * $p < .05$ ** $p < .01$

(3) Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive system at your school.

c. The TEEG incentive system in my school does a good job of distinguishing effective from ineffective teachers at my school.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	4.3	38.2	53.1	4.3	550.17**	2.57
2-3 Years	4642	9.0	44.4	42.5	4.1		2.42
4-14 Years	15964	14.0	47.2	34.8	4.0		2.29
15+ Years	12536	15.7	48.0	32.6	3.7		2.24
All Respondents	35146	13.4	46.6	36.1	3.9		2.31

d. The TEEG incentive system causes resentment among teachers at my school.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	7.4	63.2	25.6	3.7	339.17**	2.26
2-3 Years	4642	11.9	54.4	28.0	5.7		2.27
4-14 Years	15964	10.2	49.3	30.8	9.7		2.40
15+ Years	12537	9.4	48.0	31.6	11.0		2.44
All Respondents	35147	10.0	50.3	30.4	9.3		2.39

e. I have a clear understanding of the performance criteria that I need to meet in order to earn a TEEG bonus award.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	10.5	31.8	49.9	7.8	554.42**	2.55
2-3 Years	4642	5.8	19.1	57.4	17.6		2.87
4-14 Years	15964	5.4	16.6	58.6	19.4		2.92
15+ Years	12537	4.9	15.4	61.0	18.7		2.94
All Respondents	35147	5.6	17.4	58.8	18.3		2.90

f. I do not believe that I can achieve the performance criteria established by my school's TEEG incentive system.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	15.0	66.9	16.2	1.9	64.63**	2.05
2-3 Years	4642	19.9	64.2	13.5	2.5		1.99
4-14 Years	15964	20.6	62.8	13.6	3.1		1.99
15+ Years	12537	19.4	64.4	12.9	3.2		2.00
All Respondents	35147	19.8	63.8	13.5	3.0		2.00

g. I believe that the performance criteria established by my school's TEEG incentive system are worthy of extra pay.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	1.8	14.3	72.6	11.2	255.16**	2.93
2-3 Years	4642	2.8	13.9	66.1	17.2		2.98
4-14 Years	15964	4.8	16.7	61.4	17.0		2.91
15+ Years	12536	6.4	16.8	60.5	16.3		2.87
All Respondents	35146	5.0	16.2	62.4	16.4		2.90

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(3) Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive system at your school.

h. The size of the top bonus award in my school's TEEG incentive system is not large enough to motivate me to try to earn the top award.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	9.3	64.2	23.4	3.1		2.20
2-3 Years	4642	10.9	61.6	22.9	4.6		2.21
4-14 Years	15964	11.5	60.8	21.9	5.9		2.22
15+ Years	12536	11.1	59.4	22.9	6.6	71.24**	2.25
All Respondents	35146	11.1	60.6	22.5	5.8		2.23

i. The TEEG incentive system does not affect my teaching practices or professional behaviors.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	3.2	24.3	56.4	16.1		2.85
2-3 Years	4642	2.6	22.4	54.0	21.0		2.93
4-14 Years	15964	3.6	19.7	52.4	24.3		2.97
15+ Years	12537	3.1	18.5	51.7	26.8	177.40**	3.02
All Respondents	35147	3.2	19.9	52.6	24.3		2.98

4) Please indicate the extent to which you agree or disagree with each of the following statements.

a. The amount a student can learn is primarily related to family background.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	15.6	58.7	21.6	4.1		2.14
2-3 Years	4642	15.0	55.8	23.6	5.5		2.20
4-14 Years	15964	14.3	57.4	22.8	5.5		2.20
15+ Years	12537	14.7	60.0	20.5	4.8	51.72**	2.15
All Respondents	35147	14.6	58.2	22.0	5.2		2.18

b. If students aren't disciplined at home, they aren't likely to accept any discipline.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	7.0	42.7	38.2	12.1		2.55
2-3 Years	4642	7.2	41.7	39.3	11.8		2.56
4-14 Years	15964	7.4	44.3	37.0	11.2		2.52
15+ Years	12537	7.4	46.0	36.4	10.2	38.52**	2.49
All Respondents	35147	7.4	44.5	37.1	11.0		2.52

c. When I really try, I can get through to the most difficult student.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	0.8	14.2	65.9	19.1		3.03
2-3 Years	4642	1.3	14.5	64.7	19.5		3.02
4-14 Years	15963	1.6	16.3	63.3	18.8		2.99
15+ Years	12537	1.5	18.2	64.2	16.1	91.00**	2.95
All Respondents	35146	1.5	16.6	63.9	17.9		2.98

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

4) Please indicate the extent to which you agree or disagree with each of the following statements.							
d. 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.							
Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	6.0	50.7	35.9	7.3		2.44
2-3 Years	4642	7.3	49.9	35.2	7.5		2.43
4-14 Years	15963	7.6	50.3	34.3	7.8		2.42
15+ Years	12537	8.5	53.3	31.9	6.3	75.43**	2.36
All Respondents	35146	7.8	51.3	33.6	7.2		2.40
e. If parents would do more for their children, I could do more.							
Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	3.7	27.4	55.0	13.8		2.79
2-3 Years	4642	4.2	23.9	54.8	17.2		2.85
4-14 Years	15963	4.3	25.4	53.9	16.4		2.82
15+ Years	12537	4.2	23.8	57.3	14.7	54.76**	2.83
All Respondents	35146	4.2	24.7	55.3	15.8		2.83
f. 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.							
Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	1.0	15.8	75.4	7.7		2.90
2-3 Years	4642	0.8	13.7	76.1	9.4		2.94
4-14 Years	15964	1.1	12.8	74.7	11.4		2.96
15+ Years	12537	1.1	13.9	73.8	11.1	53.97**	2.95
All Respondents	35147	1.0	13.5	74.6	10.8		2.95
g. If a student in my class becomes disruptive and noisy, I feel assured that I know some quick techniques to redirect him/her quickly.							
Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	0.8	10.4	73.6	15.2		3.03
2-3 Years	4642	0.6	5.2	73.2	20.9		3.14
4-14 Years	15964	0.7	3.6	70.8	24.9		3.20
15+ Years	12537	0.7	3.4	73.5	22.3	326.53**	3.17
All Respondents	35147	0.7	4.2	72.2	22.9		3.17
h. If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.							
Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	0.3	12.5	77.5	9.6		2.96
2-3 Years	4642	0.5	8.3	77.7	13.4		3.04
4-14 Years	15964	0.6	6.5	75.9	17.0		3.09
15+ Years	12537	0.6	6.1	75.3	18.1	231.16**	3.11
All Respondents	35147	0.6	6.9	76.0	16.5		3.08

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

4) Please indicate the extent to which you agree or disagree with each of the following statements.

i. If I really try hard, I can get through to even the most difficult or unmotivated students.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	1.2	14.8	66.9	17.1		3.00
2-3 Years	4642	1.3	14.3	67.6	16.8		3.00
4-14 Years	15964	1.5	17.1	63.3	18.1		2.98
15+ Years	12536	1.8	20.1	62.8	15.3	142.18**	2.92
All Respondents	35146	1.6	17.7	63.9	16.9		2.96

j. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his/her home environment.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	19.0	62.6	15.7	2.7		2.02
2-3 Years	4642	19.0	62.1	15.9	3.0		2.03
4-14 Years	15964	18.4	63.5	15.1	2.9		2.03
15+ Years	12537	18.8	65.0	13.3	3.0	31.59**	2.00
All Respondents	35147	18.6	63.8	14.6	2.9		2.02

(5) Think about the leadership that the principal at your school has provided this school year (2007-08). 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.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	1.7	6.9	59.0	32.4		3.22
2-3 Years	4642	2.1	8.6	59.1	30.2		3.17
4-14 Years	15964	2.6	8.3	60.0	29.0		3.15
15+ Years	12537	2.7	7.5	60.9	28.9	33.41**	3.16
All Respondents	35147	2.5	8.0	60.2	29.3		3.16

b. Carefully tracks student academic progress.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	1.4	6.1	63.4	29.0		3.20
2-3 Years	4642	1.6	9.3	61.2	27.9		3.15
4-14 Years	15964	2.3	9.2	61.2	27.3		3.14
15+ Years	12537	2.2	8.7	61.5	27.7	35.74**	3.15
All Respondents	35147	2.1	8.8	61.5	27.6		3.15

c. Knows what is going on in my classroom.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	2.7	12.3	60.6	24.4		3.07
2-3 Years	4642	3.5	14.9	58.2	23.3		3.01
4-14 Years	15963	4.5	14.6	58.2	22.7		2.99
15+ Years	12537	4.2	13.3	58.8	23.8	40.31**	3.02
All Respondents	35146	4.1	14.0	58.6	23.3		3.01

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(5) Think about the leadership that the principal at your school has provided this school year (2007-08). 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.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	0.7	4.4	55.3	39.5		3.34
2-3 Years	4642	1.1	4.1	56.6	38.2		3.32
4-14 Years	15963	1.5	4.0	57.9	36.7		3.30
15+ Years	12537	1.4	3.1	58.2	37.4	38.68**	3.32
All Respondents	35146	1.3	3.7	57.7	37.3		3.31

e. Actively monitors the quality of instruction in the school.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	1.2	7.0	58.5	33.3		3.24
2-3 Years	4640	2.1	10.6	57.7	29.6		3.15
4-14 Years	15964	3.2	10.8	57.9	28.1		3.11
15+ Years	12537	3.1	10.5	57.9	28.5	80.12**	3.12
All Respondents	35145	2.9	10.4	57.9	28.7		3.12

f. Works directly with teachers who are struggling to improve their instruction.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	2.7	13.5	58.9	24.9		3.06
2-3 Years	4640	4.0	18.8	54.1	23.1		2.96
4-14 Years	15963	5.1	18.4	55.7	20.8		2.92
15+ Years	12537	4.8	17.6	56.9	20.7	86.30**	2.93
All Respondents	35144	4.7	17.9	56.1	21.3		2.94

g. Communicates a clear vision for our school.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	1.4	4.2	53.4	41.0		3.34
2-3 Years	4642	2.2	7.4	54.0	36.3		3.24
4-14 Years	15964	3.1	7.5	55.2	34.2		3.21
15+ Years	12537	3.0	7.6	54.7	34.6	80.86**	3.21
All Respondents	35147	2.8	7.4	54.8	35.0		3.22

h. Evaluates teachers using criteria directly related to the school's improvement goals.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	1.1	4.9	59.8	34.2		3.27
2-3 Years	4640	1.9	7.3	60.9	29.9		3.19
4-14 Years	15963	2.7	8.0	61.6	27.7		3.14
15+ Years	12535	2.7	7.9	62.0	27.3	86.61**	3.14
All Respondents	35142	2.5	7.7	61.6	28.2		3.15

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(6) Think about teachers at your school this school year (2007-08). To what extent do you agree or disagree with the following statements about the teachers in your school? Teachers at my school ...

a. Feel responsible to help each other do their best.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	1.9	11.0	62.3	24.8		3.10
2-3 Years	4642	1.9	14.5	60.3	23.4		3.05
4-14 Years	15964	2.2	14.2	60.5	23.1		3.05
15+ Years	12537	1.6	10.8	61.9	25.6	111.18**	3.12
All Respondents	35147	1.9	12.9	61.1	24.1		3.07

b. Expect students to complete every assignment.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	0.9	9.9	66.2	23.0		3.11
2-3 Years	4642	0.9	10.6	64.3	24.3		3.12
4-14 Years	15964	0.9	9.4	66.1	23.6		3.12
15+ Years	12537	0.6	9.0	66.9	23.5	23.34**	3.13
All Respondents	35147	0.8	9.5	66.2	23.6		3.13

c. Seem more competitive than cooperative.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	14.8	62.7	16.5	6.0		2.14
2-3 Years	4642	14.2	61.1	19.3	5.5		2.16
4-14 Years	15964	13.4	62.5	18.8	5.3		2.16
15+ Years	12537	14.2	65.0	16.2	4.5	63.08**	2.11
All Respondents	35147	13.9	63.2	17.8	5.1		2.14

d. Encourage students to keep trying even when the work is challenging.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	0.4	3.6	69.9	26.0		3.22
2-3 Years	4642	0.6	3.7	69.4	26.3		3.21
4-14 Years	15964	0.7	4.1	69.8	25.3		3.20
15+ Years	12537	0.5	3.2	70.1	26.2	27.64**	3.22
All Respondents	35147	0.6	3.7	69.9	25.8		3.21

e. Think it is important that all of their students do well in class.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	0.6	4.9	62.6	31.9		3.26
2-3 Years	4642	0.6	5.7	61.3	32.3		3.25
4-14 Years	15964	0.9	5.2	62.3	31.6		3.25
15+ Years	12536	0.6	4.0	62.8	32.7	44.80**	3.28
All Respondents	35146	0.7	4.8	62.4	32.1		3.26

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

**(6) Think about teachers at your school this school year (2007-08). To what extent do you agree or disagree with the following statements about the teachers in your school?
Teachers at my school ...**

f. Do not really trust each other.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	22.9	57.4	15.6	4.1		2.01
2-3 Years	4642	21.0	57.9	17.2	3.8		2.04
4-14 Years	15964	21.2	57.4	17.1	4.2		2.04
15+ Years	12537	24.2	58.8	13.5	3.5	109.42**	1.96
All Respondents	35147	22.3	58.0	15.7	3.9		2.01

g. Can be counted on to help out anywhere or anytime, even though it may not be part of their official assignment.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	2.7	14.3	58.3	24.7		3.05
2-3 Years	4641	3.6	17.6	57.6	21.2		2.97
4-14 Years	15964	4.1	18.1	57.1	20.7		2.95
15+ Years	12537	3.4	14.6	58.7	23.3	105.19**	3.02
All Respondents	35146	3.7	16.6	57.8	21.9		2.98

(7) 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.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	2.2	12.4	54.4	30.9		3.14
2-3 Years	4642	1.8	15.9	52.9	29.4		3.10
4-14 Years	15964	3.2	17.3	52.6	26.9		3.03
15+ Years	12535	3.5	17.3	53.3	25.9	95.01**	3.02
All Respondents	35145	3.1	16.9	53.0	27.1		3.04

b. High average test scores by students.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	3.5	19.2	54.1	23.2		2.97
2-3 Years	4642	4.4	20.3	55.5	19.8		2.91
4-14 Years	15964	5.8	21.9	51.9	20.4		2.87
15+ Years	12536	6.4	22.6	52.4	18.5	93.45**	2.83
All Respondents	35146	5.7	21.8	52.7	19.8		2.87

c. Improvements in students' test scores.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	1.5	5.1	41.0	52.3		3.44
2-3 Years	4642	2.0	5.6	41.3	51.1		3.41
4-14 Years	15964	2.4	6.3	38.9	52.3		3.41
15+ Years	12536	2.7	7.0	41.9	48.5	68.55**	3.36
All Respondents	35146	2.4	6.4	40.4	50.8		3.40

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(7) 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:

d. Performance evaluations by supervisors.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	2.4	12.4	54.6	30.6	364.18**	3.13
2-3 Years	4642	2.9	14.0	55.1	28.0		3.08
4-14 Years	15963	4.7	17.3	53.0	25.0		2.98
15+ Years	12536	6.0	20.3	53.4	20.3		2.88
All Respondents	35145	4.8	17.7	53.5	24.0		2.97

e. Performance evaluations by peers.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	6.6	24.2	49.9	19.3	252.46**	2.82
2-3 Years	4642	8.7	24.0	48.6	18.7		2.77
4-14 Years	15964	13.1	26.1	45.3	15.5		2.63
15+ Years	12536	14.0	26.9	45.8	13.3		2.58
All Respondents	35146	12.5	26.0	46.2	15.4		2.64

f. Independent evaluation of teaching portfolios.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	7.2	24.7	52.9	15.2	237.78**	2.76
2-3 Years	4642	9.6	27.3	47.6	15.6		2.69
4-14 Years	15963	13.3	28.3	44.3	14.0		2.59
15+ Years	12536	15.2	29.5	43.1	12.3		2.52
All Respondents	35145	13.1	28.4	44.8	13.7		2.59

g. Independent evaluations of students' work (e.g., portfolios).

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	5.2	21.5	51.9	21.4	111.73**	2.89
2-3 Years	4642	7.8	21.8	50.3	20.1		2.83
4-14 Years	15964	9.8	22.8	48.5	19.0		2.77
15+ Years	12536	10.5	23.7	48.6	17.2		2.72
All Respondents	35146	9.5	22.9	49.0	18.6		2.77

h. Student evaluations of teaching performance.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	12.3	26.6	43.1	18.0	398.67**	2.67
2-3 Years	4642	14.1	28.2	42.5	15.2		2.59
4-14 Years	15964	19.2	28.3	38.3	14.3		2.48
15+ Years	12536	23.2	30.8	34.8	11.3		2.34
All Respondents	35146	19.5	29.1	37.9	13.5		2.45

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(7) 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:

i. Collaboration with faculty and staff.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	2.6	12.7	52.2	32.4	57.88**	3.14
2-3 Years	4642	2.7	11.7	50.3	35.4		3.18
4-14 Years	15964	3.2	10.8	49.6	36.3		3.19
15+ Years	12536	3.3	9.3	49.7	37.6		3.22
All Respondents	35146	3.2	10.5	49.9	36.4		3.20

j. Working with students outside of class time.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	4.7	15.6	44.9	34.8	101.42**	3.10
2-3 Years	4642	4.9	16.7	47.4	31.0		3.05
4-14 Years	15964	6.6	19.0	45.2	29.2		2.97
15+ Years	12536	6.5	17.7	48.2	27.5		2.97
All Respondents	35146	6.2	18.0	46.5	29.2		2.99

k. Efforts to involve parents in students' education.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	3.6	13.9	44.8	37.7	45.76**	3.17
2-3 Years	4642	3.6	15.9	45.7	34.8		3.12
4-14 Years	15964	4.7	16.2	45.3	33.8		3.08
15+ Years	12536	4.5	14.3	46.8	34.3		3.11
All Respondents	35146	4.4	15.4	45.8	34.4		3.10

l. Serving as a Master Teacher.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	5.9	18.7	50.1	25.2	92.90**	2.95
2-3 Years	4642	7.9	23.8	44.7	23.7		2.84
4-14 Years	15964	9.3	23.1	44.0	23.7		2.82
15+ Years	12535	7.9	20.7	46.5	24.9		2.88
All Respondents	35145	8.4	22.1	45.3	24.2		2.85

m. Mentoring other teachers.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	4.3	15.3	48.8	31.6	85.18**	3.08
2-3 Years	4642	5.2	19.8	47.8	27.2		2.97
4-14 Years	15963	6.4	19.1	46.9	27.6		2.96
15+ Years	12535	5.5	16.6	49.2	28.6		3.01
All Respondents	35144	5.8	18.1	48.0	28.1		2.98

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(7) 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:

n. National Board for Professional Teaching Standards (NBPTS) certification.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	6.1	19.3	49.1	25.5	585.65**	2.94
2-3 Years	4642	8.4	23.1	44.6	24.0		2.84
4-14 Years	15964	13.6	24.8	40.2	21.4		2.69
15+ Years	12535	16.8	28.1	39.1	16.0		2.54
All Respondents	35145	13.6	25.4	40.9	20.1		2.67

o. Parent satisfaction with teacher.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	10.5	25.8	44.0	19.7	106.90**	2.73
2-3 Years	4641	11.9	28.5	42.1	17.5		2.65
4-14 Years	15964	15.2	28.4	40.0	16.4		2.58
15+ Years	12536	15.2	27.8	42.3	14.8		2.57
All Respondents	35145	14.5	28.0	41.3	16.2		2.59

p. Teaching in hard-to-staff fields.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	3.6	12.3	48.4	35.6	146.80**	3.16
2-3 Years	4642	4.3	14.5	45.6	35.6		3.13
4-14 Years	15964	6.0	15.2	44.7	34.1		3.07
15+ Years	12536	6.9	16.7	46.2	30.1		3.00
All Respondents	35146	6.0	15.5	45.6	33.0		3.06

q. Teaching in hard-to-staff school.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	3.2	10.6	47.6	38.6	153.68**	3.22
2-3 Years	4642	3.6	12.3	44.8	39.3		3.20
4-14 Years	15962	5.4	13.2	43.2	38.2		3.14
15+ Years	12536	6.4	14.8	44.8	34.1		3.07
All Respondents	35144	5.4	13.5	44.2	36.9		3.13

(8) Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Texas Educator Excellence Grants (TEEG).

a. Time spent in professional development.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	3.0	13.3	53.9	29.7	151.45**	3.10
2-3 Years	4642	3.8	16.7	52.8	26.6		3.02
4-14 Years	15964	5.6	19.4	50.1	24.9		2.94
15+ Years	12535	6.1	20.1	50.2	23.6		2.91
All Respondents	35145	5.4	18.9	50.7	25.0		2.95

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree
 * $p < .05$ ** $p < .01$

(8) Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Texas Educator Excellence Grants (TEEG).

b. High average test scores by students.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	3.1	15.6	52.3	28.9	88.40**	3.07
2-3 Years	4642	3.4	17.3	50.4	28.9		3.05
4-14 Years	15964	5.1	18.1	47.7	29.1		3.01
15+ Years	12535	5.4	18.7	49.7	26.2		2.97
All Respondents	35145	4.9	18.1	49.0	28.0		3.00

c. Improvements in students' test scores.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	1.8	5.9	43.7	48.6	68.48**	3.39
2-3 Years	4642	2.0	6.2	43.0	48.7		3.38
4-14 Years	15964	3.3	7.1	40.1	49.5		3.36
15+ Years	12535	3.1	6.8	43.4	46.6		3.33
All Respondents	35145	3.0	6.8	41.9	48.3		3.36

d. Performance evaluations by supervisors.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	3.1	12.1	54.7	30.1	290.52**	3.12
2-3 Years	4642	4.4	14.0	54.4	27.2		3.04
4-14 Years	15964	7.2	17.3	51.6	24.0		2.92
15+ Years	12535	7.8	19.0	52.3	20.9		2.86
All Respondents	35145	6.8	17.2	52.4	23.7		2.93

e. Performance evaluations by peers.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	8.4	22.9	51.6	17.1	314.97**	2.77
2-3 Years	4642	11.9	25.5	47.2	15.5		2.66
4-14 Years	15963	17.4	27.4	42.5	12.8		2.51
15+ Years	12534	18.1	28.4	41.9	11.6		2.47
All Respondents	35143	16.4	27.2	43.4	13.0		2.53

f. Independent evaluation of teaching portfolios.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	7.8	22.9	52.5	16.7	310.21**	2.78
2-3 Years	4642	12.6	26.3	46.4	14.8		2.63
4-14 Years	15964	17.6	27.3	41.8	13.3		2.51
15+ Years	12535	18.2	28.8	41.2	11.7		2.46
All Respondents	35145	16.6	27.5	42.8	13.1		2.52

g. Independent evaluations of students' work (e.g., portfolios).

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	7.6	20.0	52.6	19.8	185.85**	2.85
2-3 Years	4642	11.9	22.9	47.4	17.7		2.71
4-14 Years	15963	15.5	23.6	44.4	16.5		2.62
15+ Years	12535	15.7	24.4	44.6	15.3		2.59
All Respondents	35144	14.6	23.6	45.3	16.4		2.64

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(8) Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Texas Educator Excellence Grants (TEEG).

h. Student evaluations of teaching performance.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	14.4	23.3	45.2	17.2		2.65
2-3 Years	4642	18.5	27.4	40.0	14.0		2.50
4-14 Years	15964	24.8	26.8	35.5	12.9		2.37
15+ Years	12534	27.9	28.9	33.1	10.0	441.12**	2.25
All Respondents	35144	24.5	27.4	35.8	12.3		2.36

i. Collaboration with faculty and staff.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	3.8	13.4	51.6	31.1		3.10
2-3 Years	4642	4.4	12.6	50.6	32.4		3.11
4-14 Years	15964	5.4	12.6	48.7	33.3		3.10
15+ Years	12535	5.3	11.0	48.0	35.7	63.51**	3.14
All Respondents	35145	5.1	12.1	48.9	33.9		3.12

j. Working with students outside of class time.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	5.4	14.5	47.3	32.8		3.07
2-3 Years	4642	6.9	17.0	45.5	30.6		3.00
4-14 Years	15964	9.3	18.1	43.8	28.7		2.92
15+ Years	12535	8.6	17.5	46.4	27.5	99.75**	2.93
All Respondents	35145	8.5	17.5	45.2	28.8		2.94

k. Efforts to involve parents in students' education.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	5.2	13.7	48.2	32.9		3.09
2-3 Years	4642	6.9	17.1	46.2	29.7		2.99
4-14 Years	15964	9.3	17.8	44.0	28.8		2.92
15+ Years	12535	8.4	16.3	44.5	30.8	101.26**	2.98
All Respondents	35145	8.4	17.0	44.7	29.9		2.96

l. Serving as a Master Teacher.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	7.3	18.4	50.7	23.6		2.91
2-3 Years	4642	10.7	23.5	44.7	21.1		2.76
4-14 Years	15964	15.5	23.9	40.1	20.6		2.66
15+ Years	12535	14.4	22.1	42.0	21.6	223.94**	2.71
All Respondents	35145	14.0	22.9	42.0	21.2		2.70

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(8) Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Texas Educator Excellence Grants (TEEG).

m. Mentoring other teachers.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	5.7	15.3	50.3	28.6	181.77**	3.02
2-3 Years	4642	8.3	20.2	47.2	24.2		2.87
4-14 Years	15964	12.2	19.9	44.5	23.4		2.79
15+ Years	12534	11.0	17.7	46.2	25.1		2.85
All Respondents	35144	10.9	18.9	45.8	24.4		2.84

n. National Board for Professional Teaching Standards (NBPTS) certification.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	7.1	17.4	50.2	25.2	698.78**	2.94
2-3 Years	4642	11.9	21.0	43.8	23.3		2.78
4-14 Years	15964	18.7	22.7	38.2	20.3		2.60
15+ Years	12535	22.2	25.5	36.8	15.5		2.46
All Respondents	35145	18.4	23.2	39.1	19.3		2.59

o. Parent satisfaction with teacher.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	11.3	24.4	44.9	19.4	177.07**	2.72
2-3 Years	4642	16.3	27.1	40.2	16.4		2.57
4-14 Years	15964	20.5	26.6	37.4	15.4		2.48
15+ Years	12535	20.1	26.7	39.1	14.0		2.47
All Respondents	35145	19.3	26.6	38.8	15.3		2.50

p. Teaching in hard-to-staff fields.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	5.0	13.5	48.7	32.8	227.53**	3.09
2-3 Years	4642	8.4	15.2	44.1	32.3		3.00
4-14 Years	15964	12.0	16.4	41.5	30.1		2.90
15+ Years	12535	13.1	16.9	42.6	27.3		2.84
All Respondents	35145	11.5	16.3	42.7	29.5		2.90

q. Teaching in hard-to-staff school.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	2004	5.3	12.1	48.3	34.2	221.69**	3.11
2-3 Years	4641	8.3	13.8	43.3	34.6		3.04
4-14 Years	15964	11.9	15.2	40.6	32.4		2.93
15+ Years	12535	13.1	15.7	41.4	29.7		2.88
All Respondents	35144	11.5	15.0	41.7	31.8		2.94

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

APPENDIX H-2b: Crosstabs across Experience Levels – Teacher Respondents ONLY

(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.							
a. Incentive pay for teachers based on overall performance at the school is a positive change to teacher pay practices.							
Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	3.7	14.5	59.0	22.7		3.01
2-3 Years	4009	4.8	13.9	56.2	25.1		3.02
4-14 Years	13056	8.8	17.2	50.9	23.2		2.88
15+ Years	10004	12.1	19.5	47.9	20.6	387.52**	2.77
All Teachers	28719	9.1	17.4	51.0	22.5		2.87
b. Incentive pay for teachers based on group performance (i.e., grade-level, department, interdisciplinary team) is a positive change to teacher pay practices.							
Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	4.3	21.2	55.8	18.7		2.89
2-3 Years	4009	6.7	19.8	54.4	19.1		2.86
4-14 Years	13056	11.0	25.5	46.7	16.8		2.69
15+ Years	10004	15.5	29.7	41.7	13.1	639.86**	2.53
All Teachers	28719	11.6	25.9	46.5	16.0		2.67
c. Incentive pay for teachers based on individual teacher performance is a positive change to teacher pay practices.							
Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	3.8	15.4	50.0	30.8		3.08
2-3 Years	4009	6.9	17.5	47.5	28.1		2.97
4-14 Years	13056	13.5	22.8	41.1	22.7		2.73
15+ Years	10004	19.9	28.8	34.6	16.7	1165.84**	2.48
All Teachers	28719	14.2	23.7	40.2	21.8		2.70
d. Incentive pay for administrators based on overall performance at the school is a positive change to administrator pay practices.							
Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	3.9	14.2	62.2	19.6		2.98
2-3 Years	4009	6.2	16.1	59.2	18.5		2.90
4-14 Years	13056	11.2	19.9	53.1	15.9		2.74
15+ Years	10004	16.1	22.8	48.2	12.8	639.26**	2.58
All Teachers	28719	11.8	20.0	52.8	15.4		2.72
e. Rewarding teachers based on their students' performance will destroy the collaborative culture of teaching.							
Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	9.3	52.5	29.5	8.6		2.37
2-3 Years	4009	11.1	50.1	28.9	9.8		2.37
4-14 Years	13056	10.1	44.7	30.1	15.1		2.50
15+ Years	10004	8.8	37.6	34.0	19.6	453.68**	2.64
All Teachers	28719	9.8	43.4	31.3	15.5		2.53

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(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.

f. Rewarding teachers based on their students' performance will cause teachers to work more effectively.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	5.9	30.2	51.3	12.5	609.23**	2.70
2-3 Years	4009	7.6	29.9	49.1	13.3		2.68
4-14 Years	13056	12.3	33.0	43.4	11.2		2.54
15+ Years	10004	17.4	37.6	36.7	8.4		2.36
All Teachers	28719	13.1	34.0	42.3	10.6		2.50

g. Rewarding teachers based on their students' performance will attract more effective teachers into the profession.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	8.7	37.9	41.9	11.5	682.76**	2.56
2-3 Years	4009	10.8	35.3	41.4	12.5		2.56
4-14 Years	13056	16.3	38.3	34.4	11.0		2.40
15+ Years	10003	22.2	42.5	27.9	7.4		2.20
All Teachers	28718	17.1	39.3	33.6	10.0		2.36

h. Rewarding teachers based on their students' performance will help retain more effective teachers in the profession.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	6.7	28.7	48.8	15.9	868.87**	2.74
2-3 Years	4009	9.1	28.9	46.6	15.4		2.68
4-14 Years	13056	14.6	33.5	38.7	13.1		2.50
15+ Years	10004	21.3	37.8	31.8	9.0		2.29
All Teachers	28719	15.7	34.1	38.0	12.2		2.47

(3) Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive system at your school.

a. The TEEG incentive system developed by my school is fair to teachers.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	1.9	15.0	74.1	9.0	355.70**	2.90
2-3 Years	4009	5.4	17.5	62.7	14.3		2.86
4-14 Years	13056	8.5	20.6	57.0	13.9		2.76
15+ Years	10004	9.8	22.6	54.3	13.4		2.71
All Teachers	28719	8.1	20.5	57.8	13.5		2.77

b. The TEEG incentive system is having negative effects on my school.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	8.8	71.9	16.7	2.6	281.35**	2.13
2-3 Years	4009	15.5	60.2	19.8	4.5		2.13
4-14 Years	13056	13.9	55.8	23.6	6.7		2.23
15+ Years	10004	12.7	54.6	25.1	7.7		2.28
All Teachers	28719	13.4	56.9	23.2	6.5		2.23

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(3) Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive system at your school.

c. The TEEG incentive system in my school does a good job of distinguishing effective from ineffective teachers at my school.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	4.7	40.3	51.0	4.0	489.20*	2.54
2-3 Years	4009	9.9	45.7	40.2	4.2		2.39
4-14 Years	13056	15.3	48.6	32.4	3.8		2.25
15+ Years	10004	16.9	49.5	30.1	3.5		2.20
All Teachers	28719	14.5	48.0	33.7	3.8		2.27

d. The TEEG incentive system causes resentment among teachers at my school.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	6.5	63.5	26.2	3.8	324.70**	2.27
2-3 Years	4009	11.7	53.8	28.6	5.9		2.29
4-14 Years	13056	9.8	48.3	31.6	10.3		2.42
15+ Years	10004	9.2	46.7	32.5	11.7		2.47
All Teachers	28719	9.7	49.4	31.2	9.8		2.41

e. I have a clear understanding of the performance criteria that I need to meet in order to earn a TEEG bonus award.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	11.6	33.6	47.8	7.0	531.37**	2.50
2-3 Years	4009	6.2	19.5	56.8	17.5		2.86
4-14 Years	13056	5.9	17.0	57.4	19.6		2.91
15+ Years	10004	5.1	15.9	60.2	18.8		2.93
All Teachers	28719	6.0	17.9	57.8	18.3		2.88

f. I do not believe that I can achieve the performance criteria established by my school's TEEG incentive system.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	14.4	68.2	15.5	1.9	59.22**	2.05
2-3 Years	4009	19.3	65.0	13.1	2.6		1.99
4-14 Years	13056	20.6	62.6	13.6	3.1		1.99
15+ Years	10004	19.2	64.4	13.1	3.3		2.00
All Teachers	28719	19.6	63.9	13.5	3.0		2.00

g. I believe that the performance criteria established by my school's TEEG incentive system are worthy of extra pay.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	1.9	15.5	72.0	10.5	233.81**	2.91
2-3 Years	4009	3.1	14.3	65.9	16.8		2.96
4-14 Years	13056	5.2	17.7	60.5	16.6		2.88
15+ Years	10003	6.9	17.6	59.5	16.0		2.84
All Teachers	28718	5.3	17.1	61.6	16.0		2.88

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree
 * $p < .05$ ** $p < .01$

(3) Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive system at your school.

h. The size of the top bonus award in my school's TEEG incentive system is not large enough to motivate me to try to earn the top award.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	9.0	64.5	23.5	3.0	73.56**	2.20
2-3 Years	4009	10.8	62.4	22.3	4.5		2.21
4-14 Years	13056	11.4	60.6	22.0	6.0		2.23
15+ Years	10004	11.1	59.0	23.1	6.8		2.26
All Teachers	28719	11.0	60.5	22.5	5.9		2.23

i. The TEEG incentive system does not affect my teaching practices or professional behaviors.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	2.9	25.0	55.8	16.4	184.66**	2.86
2-3 Years	4009	2.6	23.3	53.1	21.0		2.92
4-14 Years	13056	3.6	19.7	51.4	25.3		2.98
15+ Years	10004	2.9	18.3	51.1	27.7		3.04
All Teachers	28719	3.2	20.0	51.8	25.0		2.99

4) Please indicate the extent to which you agree or disagree with each of the following statements.

a. The amount a student can learn is primarily related to family background.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	16.1	58.5	21.6	3.9	44.00**	2.13
2-3 Years	4009	15.6	56.3	22.8	5.3		2.18
4-14 Years	13056	13.9	57.6	23.0	5.4		2.20
15+ Years	10004	13.9	60.3	20.8	4.9		2.17
All Teachers	28719	14.3	58.4	22.1	5.2		2.18

b. If students aren't disciplined at home, they aren't likely to accept any discipline.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	6.8	43.9	37.6	11.7	13.54**	2.54
2-3 Years	4009	7.5	42.7	38.5	11.3		2.54
4-14 Years	13056	7.4	44.6	36.9	11.1		2.52
15+ Years	10004	6.8	45.2	37.5	10.5		2.52
All Teachers	28719	7.2	44.5	37.4	10.9		2.52

c. When I really try, I can get through to the most difficult student.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	0.8	14.5	66.1	18.6	95.25**	3.02
2-3 Years	4009	1.4	15.1	63.8	19.6		3.02
4-14 Years	13056	1.6	17.1	63.0	18.2		2.98
15+ Years	10004	1.6	19.5	63.5	15.4		2.93
All Teachers	28719	1.6	17.5	63.5	17.4		2.97

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

4) Please indicate the extent to which you agree or disagree with each of the following statements.							
d. 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.							
Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	5.9	51.0	35.9	7.2	38.94**	2.44
2-3 Years	4009	7.6	50.8	34.4	7.2		2.41
4-14 Years	13056	7.4	50.3	34.5	7.8		2.43
15+ Years	10004	7.9	53.0	32.7	6.4		2.38
All Teachers	28719	7.5	51.3	34.0	7.2		2.41
e. If parents would do more for their children, I could do more.							
Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	3.6	26.8	55.0	14.5	47.28**	2.81
2-3 Years	4009	4.1	23.6	54.7	17.6		2.86
4-14 Years	13056	4.1	25.0	54.2	16.8		2.84
15+ Years	10004	3.9	23.1	57.9	15.1		2.84
All Teachers	28719	4.0	24.2	55.6	16.2		2.84
f. 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.							
Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	1.0	15.5	76.1	7.4	45.37**	2.90
2-3 Years	4009	0.7	14.0	75.7	9.6		2.94
4-14 Years	13056	1.0	12.9	74.7	11.4		2.96
15+ Years	10004	1.2	14.3	73.9	10.7		2.94
All Teachers	28719	1.0	13.7	74.6	10.6		2.95
g. If a student in my class becomes disruptive and noisy, I feel assured that I know some quick techniques to redirect him/her quickly.							
Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	0.7	11.1	73.0	15.2	316.24**	3.03
2-3 Years	4009	0.6	5.1	72.6	21.7		3.15
4-14 Years	13056	0.7	3.5	70.3	25.6		3.21
15+ Years	10004	0.7	3.4	73.0	22.9		3.18
All Teachers	28719	0.7	4.1	71.7	23.5		3.18
h. If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.							
Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	0.2	12.6	77.5	9.8	210.57**	2.97
2-3 Years	4009	0.4	8.2	77.4	13.9		3.05
4-14 Years	13056	0.6	6.1	75.9	17.5		3.10
15+ Years	10004	0.6	5.9	75.0	18.4		3.11
All Teachers	28719	0.6	6.7	75.9	16.9		3.09

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

4) Please indicate the extent to which you agree or disagree with each of the following statements.							
i. If I really try hard, I can get through to even the most difficult or unmotivated students.							
Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	1.3	15.3	66.6	16.8	146.28**	2.99
2-3 Years	4009	1.3	14.8	66.7	17.1		3.00
4-14 Years	13056	1.6	18.1	62.6	17.7		2.96
15+ Years	10004	2.0	21.6	61.8	14.6		2.89
All Teachers	28719	1.7	18.7	63.1	16.5		2.94
j. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his/her home environment.							
Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	19.7	62.7	14.9	2.7	21.12**	2.01
2-3 Years	4009	19.5	62.6	15.0	2.9		2.01
4-14 Years	13056	18.2	64.1	14.8	2.9		2.02
15+ Years	10004	18.2	65.6	13.4	2.8		2.01
All Teachers	28719	18.5	64.3	14.3	2.9		2.02

(5) Think about the leadership that the principal at your school has provided this school year (2007-08). 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.							
Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	1.5	7.3	58.4	32.7	39.95**	3.22
2-3 Years	4009	2.3	8.9	58.2	30.6		3.17
4-14 Years	13056	2.9	8.7	60.1	28.3		3.14
15+ Years	10004	2.8	7.9	60.9	28.3		3.15
All Teachers	28719	2.7	8.4	60.0	28.9		3.15
b. Carefully tracks student academic progress.							
Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	1.3	6.5	63.2	29.0	40.64**	3.20
2-3 Years	4009	1.7	9.6	60.6	28.0		3.15
4-14 Years	13056	2.5	9.9	61.0	26.6		3.12
15+ Years	10004	2.3	9.3	61.4	27.0		3.13
All Teachers	28719	2.3	9.4	61.2	27.1		3.13
c. Knows what is going on in my classroom.							
Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	2.8	12.7	59.8	24.7	39.26**	3.06
2-3 Years	4009	3.8	14.9	58.0	23.3		3.01
4-14 Years	13055	4.8	15.3	58.0	21.9		2.97
15+ Years	10004	4.5	13.9	58.3	23.3		3.00
All Teachers	28718	4.5	14.6	58.2	22.8		2.99

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree
 * $p < .05$ ** $p < .01$

(5) Think about the leadership that the principal at your school has provided this school year (2007-08). 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.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	0.6	4.5	54.3	40.6	41.95**	3.35
2-3 Years	4009	1.2	3.8	55.8	39.1		3.33
4-14 Years	13055	1.6	3.8	58.4	36.3		3.29
15+ Years	10004	1.4	3.1	58.6	36.8		3.31
All Teachers	28718	1.4	3.6	57.9	37.1		3.31

e. Actively monitors the quality of instruction in the school.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	1.2	7.3	58.1	33.5	90.02**	3.24
2-3 Years	4007	2.2	11.0	57.2	29.6		3.14
4-14 Years	13056	3.6	11.5	57.7	27.3		3.09
15+ Years	10004	3.3	11.4	57.8	27.4		3.09
All Teachers	28717	3.2	11.2	57.7	28.0		3.11

f. Works directly with teachers who are struggling to improve their instruction.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	3.0	14.4	58.2	24.4	92.14**	3.04
2-3 Years	4007	4.3	19.7	53.0	23.0		2.95
4-14 Years	13056	5.7	19.6	55.2	19.6		2.89
15+ Years	10004	5.2	19.0	56.2	19.5		2.90
All Teachers	28717	5.2	19.1	55.4	20.3		2.91

g. Communicates a clear vision for our school.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	1.4	4.4	52.1	42.1	97.45**	3.35
2-3 Years	4009	2.4	7.2	53.7	36.7		3.25
4-14 Years	13056	3.4	8.0	55.2	33.5		3.19
15+ Years	10004	3.2	8.2	55.0	33.6		3.19
All Teachers	28719	3.1	7.7	54.7	34.5		3.21

h. Evaluates teachers using criteria directly related to the school's improvement goals.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	1.0	5.2	58.9	34.9	104.06*	3.28
2-3 Years	4007	2.0	7.5	60.4	30.0		3.18
4-14 Years	13055	3.0	8.3	61.9	26.8		3.13
15+ Years	10002	3.0	8.6	61.9	26.5		3.12
All Teachers	28714	2.7	8.1	61.5	27.6		3.14

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(6) Think about teachers at your school this school year (2007-08). To what extent do you agree or disagree with the following statements about the teachers in your school? Teachers at my school ...

a. Feel responsible to help each other do their best.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	2.2	11.3	61.4	25.2	102.65**	3.10
2-3 Years	4009	2.0	15.3	59.2	23.6		3.04
4-14 Years	13056	2.3	14.7	59.9	23.1		3.04
15+ Years	10004	1.7	11.1	61.3	25.8		3.11
All Teachers	28719	2.1	13.3	60.4	24.2		3.07

b. Expect students to complete every assignment.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	1.0	10.7	65.6	22.7	23.74**	3.10
2-3 Years	4009	0.9	11.1	63.4	24.5		3.11
4-14 Years	13056	0.9	9.7	65.7	23.7		3.12
15+ Years	10004	0.6	9.4	66.1	23.9		3.13
All Teachers	28719	0.8	9.9	65.5	23.8		3.12

c. Seem more competitive than cooperative.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	15.4	63.1	15.0	6.5	57.10**	2.13
2-3 Years	4009	14.4	61.8	18.2	5.6		2.15
4-14 Years	13056	13.8	62.8	18.1	5.3		2.15
15+ Years	10004	14.7	65.2	15.5	4.5		2.10
All Teachers	28719	14.3	63.5	17.1	5.1		2.13

d. Encourage students to keep trying even when the work is challenging.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	0.4	3.8	69.9	25.9	26.30**	3.21
2-3 Years	4009	0.6	3.9	69.4	26.0		3.21
4-14 Years	13056	0.7	4.2	69.9	25.1		3.19
15+ Years	10004	0.5	3.1	70.0	26.4		3.22
All Teachers	28719	0.6	3.8	69.9	25.7		3.21

e. Think it is important that all of their students do well in class.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	0.5	5.4	62.1	32.0	35.58**	3.26
2-3 Years	4009	0.6	5.9	60.8	32.6		3.25
4-14 Years	13056	0.9	5.2	62.3	31.6		3.25
15+ Years	10003	0.6	4.1	62.4	32.9		3.27
All Teachers	28718	0.7	4.9	62.1	32.2		3.26

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

**(6) Think about teachers at your school this school year (2007-08). To what extent do you agree or disagree with the following statements about the teachers in your school?
Teachers at my school ...**

f. Do not really trust each other.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	23.9	56.5	15.2	4.4	100.48**	2.00
2-3 Years	4009	20.6	58.1	17.3	4.0		2.05
4-14 Years	13056	21.1	57.5	17.2	4.2		2.05
15+ Years	10004	24.3	58.8	13.4	3.5		1.96
All Teachers	28719	22.3	58.0	15.8	3.9		2.01

g. Can be counted on to help out anywhere or anytime, even though it may not be part of their official assignment.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	2.8	14.5	57.5	25.2	99.12**	3.05
2-3 Years	4008	3.7	18.1	57.4	20.9		2.95
4-14 Years	13056	4.2	18.6	56.8	20.4		2.93
15+ Years	10004	3.4	15.0	58.3	23.3		3.01
All Teachers	28718	3.8	17.0	57.4	21.7		2.97

(7) 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.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	2.2	13.2	53.7	30.8	128.90**	3.13
2-3 Years	4009	1.9	16.6	52.7	28.8		3.08
4-14 Years	13056	3.5	18.7	52.1	25.8		3.00
15+ Years	10002	4.0	18.8	53.7	23.5		2.97
All Teachers	28717	3.4	18.1	52.8	25.7		3.01

b. High average test scores by students.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	3.8	21.5	54.6	20.1	82.94**	2.91
2-3 Years	4009	4.6	21.5	55.7	18.1		2.87
4-14 Years	13056	6.4	23.7	51.6	18.3		2.82
15+ Years	10003	7.0	24.3	52.0	16.6		2.78
All Teachers	28718	6.2	23.5	52.5	17.8		2.82

c. Improvements in students' test scores.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	1.5	5.3	41.1	52.1	82.76**	3.44
2-3 Years	4009	2.1	5.7	40.9	51.3		3.41
4-14 Years	13056	2.6	6.8	39.1	51.4		3.39
15+ Years	10003	3.0	7.5	42.7	46.8		3.33
All Teachers	28718	2.6	6.8	40.7	49.8		3.38

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(7) 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:

d. Performance evaluations by supervisors.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	2.5	13.3	54.3	29.8	387.61**	3.11
2-3 Years	4009	3.3	14.9	54.9	26.9		3.05
4-14 Years	13055	5.2	18.6	52.6	23.6		2.95
15+ Years	10003	6.8	22.2	52.9	18.1		2.82
All Teachers	28717	5.3	19.0	53.1	22.5		2.93

e. Performance evaluations by peers.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	7.1	25.0	49.0	19.0	240.22**	2.80
2-3 Years	4009	9.4	25.1	47.9	17.6		2.74
4-14 Years	13056	14.3	27.2	44.0	14.5		2.59
15+ Years	10003	15.2	28.4	44.0	12.4		2.54
All Teachers	28718	13.6	27.2	44.8	14.4		2.60

f. Independent evaluation of teaching portfolios.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	8.1	27.2	51.0	13.8	228.44**	2.70
2-3 Years	4009	10.6	29.6	45.9	13.9		2.63
4-14 Years	13055	14.8	30.5	42.5	12.2		2.52
15+ Years	10003	17.2	31.3	41.3	10.3		2.45
All Teachers	28717	14.6	30.5	43.0	11.9		2.52

g. Independent evaluations of students' work (e.g., portfolios).

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	5.9	23.8	51.2	19.2	104.70**	2.84
2-3 Years	4009	8.6	23.8	49.3	18.4		2.78
4-14 Years	13056	11.0	24.7	47.3	17.0		2.70
15+ Years	10003	11.9	25.4	47.6	15.2		2.66
All Teachers	28718	10.6	24.7	47.9	16.7		2.71

h. Student evaluations of teaching performance.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	13.2	29.0	41.2	16.5	371.95**	2.61
2-3 Years	4009	15.2	29.4	41.4	14.0		2.54
4-14 Years	13056	20.9	29.7	36.5	12.8		2.41
15+ Years	10003	25.5	31.9	32.8	9.9		2.27
All Teachers	28718	21.3	30.4	36.2	12.2		2.39

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(7) 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:

i. Collaboration with faculty and staff.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	2.7	13.5	51.9	31.9	41.46**	3.13
2-3 Years	4009	2.7	12.5	50.2	34.7		3.17
4-14 Years	13056	3.5	11.8	49.8	34.8		3.16
15+ Years	10003	3.6	10.3	50.9	35.2		3.18
All Teachers	28718	3.4	11.5	50.4	34.8		3.16

j. Working with students outside of class time.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	4.9	16.8	44.1	34.2	113.06**	3.08
2-3 Years	4009	5.3	17.6	46.8	30.3		3.02
4-14 Years	13056	7.3	20.3	44.4	28.0		2.93
15+ Years	10003	7.3	19.0	47.8	25.9		2.92
All Teachers	28718	6.9	19.3	45.9	27.9		2.95

k. Efforts to involve parents in students' education.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	3.9	15.2	45.6	35.3	50.35**	3.12
2-3 Years	4009	3.7	17.0	46.4	32.8		3.08
4-14 Years	13056	5.3	17.8	45.6	31.2		3.03
15+ Years	10003	5.1	15.7	47.4	31.8		3.06
All Teachers	28718	4.9	16.8	46.3	31.9		3.05

l. Serving as a Master Teacher.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	6.3	20.1	48.7	24.9	80.44**	2.92
2-3 Years	4009	8.5	25.0	43.8	22.7		2.81
4-14 Years	13056	10.1	24.6	43.0	22.3		2.77
15+ Years	10003	8.7	22.4	46.1	22.8		2.83
All Teachers	28718	9.2	23.6	44.5	22.7		2.81

m. Mentoring other teachers.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	4.4	15.9	48.7	31.0	85.25**	3.06
2-3 Years	4009	5.7	21.2	47.2	25.9		2.93
4-14 Years	13055	7.1	20.7	46.4	25.8		2.91
15+ Years	10002	6.1	18.3	49.3	26.4		2.96
All Teachers	28716	6.4	19.6	47.7	26.3		2.94

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(7) 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:

n. National Board for Professional Teaching Standards (NBPTS) certification.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	6.5	21.1	48.1	24.2	565.48**	2.90
2-3 Years	4009	9.1	24.5	44.3	22.2		2.79
4-14 Years	13056	14.7	26.4	38.8	20.0		2.64
15+ Years	10002	18.3	30.1	37.7	14.0		2.47
All Teachers	28717	14.7	27.1	39.7	18.5		2.62

o. Parent satisfaction with teacher.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	11.9	27.6	42.5	17.9	84.89**	2.67
2-3 Years	4008	13.0	29.9	41.2	15.9		2.60
4-14 Years	13056	16.7	29.8	38.5	15.0		2.52
15+ Years	10003	16.5	28.9	40.8	13.8		2.52
All Teachers	28717	15.9	29.4	39.9	14.8		2.54

p. Teaching in hard-to-staff fields.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	3.5	13.5	46.2	36.9	153.64**	3.17
2-3 Years	4009	4.6	15.2	44.2	35.9		3.11
4-14 Years	13056	6.5	16.1	43.8	33.6		3.04
15+ Years	10003	7.7	17.8	45.1	29.4		2.96
All Teachers	28718	6.5	16.4	44.5	32.6		3.03

q. Teaching in hard-to-staff school.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	3.0	11.3	45.6	40.1	167.64**	3.23
2-3 Years	4009	3.8	12.8	43.3	40.1		3.20
4-14 Years	13054	5.8	14.0	42.3	38.0		3.12
15+ Years	10003	7.2	15.6	43.7	33.4		3.03
All Teachers	28716	5.8	14.2	43.1	36.8		3.11

(8) Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Texas Educator Excellence Grants (TEEG).

a. Time spent in professional development.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	3.3	14.4	52.8	29.5	166.75**	3.08
2-3 Years	4009	4.0	17.9	52.3	25.8		3.00
4-14 Years	13056	6.2	20.7	49.8	23.3		2.90
15+ Years	10002	6.7	21.8	50.3	21.2		2.86
All Teachers	28717	5.9	20.3	50.5	23.3		2.91

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree
 * $p < .05$ ** $p < .01$

(8) Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Texas Educator Excellence Grants (TEEG).

b. High average test scores by students.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	3.5	17.4	52.2	26.8	79.75**	3.02
2-3 Years	4009	3.7	18.2	50.4	27.7		3.02
4-14 Years	13056	5.6	19.5	47.6	27.3		2.97
15+ Years	10002	5.9	20.2	49.4	24.5		2.93
All Teachers	28717	5.3	19.4	48.9	26.4		2.96

c. Improvements in students' test scores.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	2.0	6.7	43.5	47.9	68.59**	3.37
2-3 Years	4009	2.2	6.7	42.6	48.5		3.37
4-14 Years	13056	3.6	7.5	40.2	48.7		3.34
15+ Years	10002	3.4	7.4	44.1	45.1		3.31
All Teachers	28717	3.2	7.3	42.1	47.4		3.34

d. Performance evaluations by supervisors.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	3.6	13.2	53.9	29.4	290.52**	3.09
2-3 Years	4009	4.8	14.8	54.5	25.9		3.01
4-14 Years	13056	7.8	18.6	51.2	22.4		2.88
15+ Years	10002	8.5	20.6	52.0	18.8		2.81
All Teachers	28717	7.4	18.4	52.1	22.1		2.89

e. Performance evaluations by peers.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	9.1	24.4	50.0	16.5	289.69**	2.74
2-3 Years	4009	12.9	27.4	45.7	14.0		2.61
4-14 Years	13055	19.0	28.8	40.7	11.5		2.45
15+ Years	10001	19.6	29.6	40.4	10.3		2.41
All Teachers	28715	17.8	28.6	41.8	11.7		2.47

f. Independent evaluation of teaching portfolios.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	9.0	25.0	50.7	15.3	275.09**	2.72
2-3 Years	4009	14.0	28.3	44.7	13.0		2.57
4-14 Years	13056	19.6	29.1	40.1	11.3		2.43
15+ Years	10002	19.9	30.7	39.6	9.8		2.39
All Teachers	28717	18.3	29.3	41.1	11.3		2.45

g. Independent evaluations of students' work (e.g., portfolios).

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	8.6	22.1	51.3	18.1	157.65**	2.79
2-3 Years	4009	13.3	24.8	45.9	15.9		2.64
4-14 Years	13056	17.2	25.4	43.1	14.3		2.54
15+ Years	10002	17.2	26.1	43.3	13.5		2.53
All Teachers	28717	16.2	25.4	44.0	14.5		2.57

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(8) Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Texas Educator Excellence Grants (TEEG).

h. Student evaluations of teaching performance.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	15.7	25.3	43.1	15.9	387.60**	2.59
2-3 Years	4009	20.1	28.7	38.8	12.4		2.43
4-14 Years	13056	27.2	27.8	33.7	11.2		2.29
15+ Years	10001	30.2	29.9	31.3	8.6		2.18
All Teachers	28716	26.6	28.5	34.1	10.7		2.29

i. Collaboration with faculty and staff.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	4.1	14.9	50.8	30.1	50.55**	3.07
2-3 Years	4009	4.5	13.5	50.4	31.6		3.09
4-14 Years	13056	5.9	13.8	49.0	31.3		3.06
15+ Years	10002	5.8	11.9	48.8	33.5		3.10
All Teachers	28717	5.6	13.2	49.2	32.0		3.08

j. Working with students outside of class time.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	5.9	15.6	46.4	32.1	99.29**	3.05
2-3 Years	4009	7.5	18.0	45.0	29.6		2.97
4-14 Years	13056	10.4	19.4	43.2	27.1		2.87
15+ Years	10002	9.6	18.8	45.6	26.0		2.88
All Teachers	28717	9.4	18.8	44.5	27.3		2.90

k. Efforts to involve parents in students' education.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	5.9	14.7	48.5	30.8	103.40**	3.04
2-3 Years	4009	7.6	18.6	46.5	27.4		2.94
4-14 Years	13056	10.3	19.7	44.0	26.0		2.86
15+ Years	10002	9.1	17.9	44.4	28.6		2.92
All Teachers	28717	9.2	18.6	44.8	27.4		2.90

l. Serving as a Master Teacher.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	8.0	19.9	49.0	23.0	203.66**	2.87
2-3 Years	4009	11.6	25.2	43.5	19.7		2.71
4-14 Years	13056	16.9	25.5	38.6	18.9		2.60
15+ Years	10002	15.4	23.4	41.4	19.8		2.66
All Teachers	28717	15.1	24.4	40.9	19.6		2.65

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(8) Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Texas Educator Excellence Grants (TEEG).

m. Mentoring other teachers.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	6.2	16.6	49.6	27.6	176.55**	2.99
2-3 Years	4009	9.2	21.9	46.5	22.4		2.82
4-14 Years	13056	13.3	21.8	43.4	21.5		2.73
15+ Years	10001	11.8	19.1	45.9	23.2		2.81
All Teachers	28716	11.8	20.6	45.1	22.6		2.78

n. National Board for Professional Teaching Standards (NBPTS) certification.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	8.0	19.4	48.9	23.7	602.41**	2.88
2-3 Years	4009	13.0	22.5	43.2	21.3		2.73
4-14 Years	13056	20.3	24.3	36.9	18.5		2.54
15+ Years	10002	23.8	27.1	35.5	13.6		2.39
All Teachers	28717	19.8	24.7	38.0	17.5		2.53

o. Parent satisfaction with teacher.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	12.9	26.1	43.3	17.7	150.81**	2.66
2-3 Years	4009	17.7	28.4	39.4	14.4		2.51
4-14 Years	13056	22.5	28.3	35.6	13.7		2.40
15+ Years	10002	22.0	27.9	37.4	12.8		2.41
All Teachers	28717	21.1	28.0	37.2	13.7		2.43

p. Teaching in hard-to-staff fields.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	5.6	14.2	46.8	33.3	202.44**	3.08
2-3 Years	4009	9.2	16.0	43.2	31.6		2.97
4-14 Years	13056	13.1	17.5	40.3	29.1		2.85
15+ Years	10002	14.1	18.0	41.6	26.3		2.80
All Teachers	28717	12.5	17.3	41.5	28.7		2.86

q. Teaching in hard-to-staff school.

Experience	N	1	2	3	4	Chi-Sq	Mean
1 Year	1650	5.9	12.7	46.7	34.7	198.18**	3.10
2-3 Years	4009	9.1	14.3	42.4	34.2		3.02
4-14 Years	13056	12.9	16.1	39.5	31.4		2.89
15+ Years	10002	14.0	16.8	40.5	28.7		2.84
All Teachers	28717	12.4	15.9	40.7	31.1		2.90

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

APPENDIX H-3: Crosstabs across TEEG Award Status

(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.							
a. Incentive pay for teachers based on overall performance at the school is a positive change to teacher pay practices.							
Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	7.7	16.2	52.1	24.1		2.93
No or Unknown	13231	9.8	17.8	52.5	19.8	125.37**	2.82
All Respondents	35147	8.5	16.8	52.3	22.5		2.89
b. Incentive pay for teachers based on group performance (i.e., grade-level, department, interdisciplinary team) is a positive change to teacher pay practices.							
Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	10.1	24.5	48.5	16.8		2.72
No or Unknown	13231	12	27.2	46.8	14	96.83**	2.63
All Respondents	35147	10.8	25.5	47.9	15.8		2.69
c. Incentive pay for teachers based on individual teacher performance is a positive change to teacher pay practices.							
Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	13.3	23.4	41	22.3		2.72
No or Unknown	13231	13.3	22.3	43.3	21.1	19.95**	2.72
All Respondents	35147	13.3	23	41.9	21.8		2.72
d. Incentive pay for administrators based on overall performance at the school is a positive change to administrator pay practices.							
Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	10.5	18.9	54.3	16.3		2.76
No or Unknown	13231	11.4	19.9	53.1	15.6	14.72**	2.73
All Respondents	35147	10.9	19.3	53.8	16.0		2.75
e. Rewarding teachers based on their students' performance will destroy the collaborative culture of teaching.							
Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	10.3	44.8	30.5	14.4		2.49
No or Unknown	13231	9.0	43.2	32.4	15.3	35.20**	2.54
All Respondents	35147	9.8	44.2	31.2	14.7		2.51
f. Rewarding teachers based on their students' performance will cause teachers to work more effectively.							
Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	11.8	32.5	44	11.7		2.56
No or Unknown	13231	12.5	32.9	44.2	10.5	16.34**	2.53
All Respondents	35147	12.0	32.6	44.1	11.3		2.55
g. Rewarding teachers based on their students' performance will attract more effective teachers into the profession.							
Award	N	1	2	3	4	Chi-Sq	Mean
Received	21915	15.8	37.6	35.7	10.9		2.42
No or Unknown	13231	16.0	38.8	35.4	9.8	13.06**	2.39
All Respondents	35146	15.9	38.1	35.6	10.5		2.41

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(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.

h. Rewarding teachers based on their students' performance will help retain more effective teachers in the profession.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	14.3	32.6	39.9	13.2		2.52
No or Unknown	13231	15.0	33.8	39.6	11.6	24.31**	2.48
All Respondents	35147	14.6	33.0	39.8	12.6		2.50

(3) Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive system at your school.

a. The TEEG incentive system developed by my school is fair to teachers.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	6.4	17.8	59.4	16.4		2.86
No or Unknown	13231	9.5	22.5	58.7	9.3	499.62**	2.68
All Respondents	35147	7.5	19.6	59.1	13.7		2.79

b. The TEEG incentive system is having negative effects on my school.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	15.8	57.2	21.0	5.9		2.17
No or Unknown	13231	10.1	57.9	25.2	6.8	274.85**	2.29
All Respondents	35147	13.7	57.5	22.6	6.2		2.21

c. The TEEG incentive system in my school does a good job of distinguishing effective from ineffective teachers at my school.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21915	13.1	47.2	35.3	4.3		2.31
No or Unknown	13231	13.8	45.6	37.4	3.2	42.26**	2.30
All Respondents	35146	13.4	46.6	36.1	3.9		2.31

d. The TEEG incentive system causes resentment among teachers at my school.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	11.3	50.3	29.4	9.0		2.36
No or Unknown	13231	7.8	50.2	32.0	9.9	124.44**	2.44
All Respondents	35147	10.0	50.3	30.4	9.3		2.39

e. I have a clear understanding of the performance criteria that I need to meet in order to earn a TEEG bonus award.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	3.3	12.7	61.7	22.3		3.03
No or Unknown	13231	9.3	25.2	54.0	11.6	1882.05**	2.68
All Respondents	35147	5.6	17.4	58.8	18.3		2.90

f. I do not believe that I can achieve the performance criteria established by my school's TEEG incentive system.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	22.3	64.3	10.9	2.5		1.94
No or Unknown	13231	15.6	62.9	17.7	3.8	512.70**	2.10
All Respondents	35147	19.8	63.8	13.5	3.0		2.00

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(3) Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive system at your school.

g. I believe that the performance criteria established by my school's TEEG incentive system are worthy of extra pay.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	4.2	14.0	62.8	19.1		2.97
No or Unknown	13230	6.3	20.0	61.7	12.1	503.98**	2.80
All Respondents	35146	5.0	16.2	62.4	16.4		2.90

h. The size of the top bonus award in my school's TEEG incentive system is not large enough to motivate me to try to earn the top award.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21915	12.4	61.3	20.5	5.8		2.20
No or Unknown	13231	9.2	59.4	25.6	5.8	176.44**	2.28
All Respondents	35146	11.1	60.6	22.5	5.8		2.23

i. The TEEG incentive system does not affect my teaching practices or professional behaviors.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	3.3	20.0	52.1	24.6		2.98
No or Unknown	13231	3.1	19.7	53.4	23.8	6.21**	2.98
All Respondents	35147	3.2	19.9	52.6	24.3		2.98

4) Please indicate the extent to which you agree or disagree with each of the following statements.

a. The amount a student can learn is primarily related to family background.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	14.6	59.0	21.5	4.9		2.17
No or Unknown	13231	14.6	56.9	22.9	5.6	20.65**	2.19
All Respondents	35147	14.6	58.2	22.0	5.2		2.18

b. If students aren't disciplined at home, they aren't likely to accept any discipline.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	7.7	45.8	36.3	10.2		2.49
No or Unknown	13231	6.9	42.3	38.6	12.3	76.51**	2.56
All Respondents	35147	7.4	44.5	37.1	11.0		2.52

c. When I really try, I can get through to the most difficult student.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21915	1.4	16.6	63.7	18.3		2.99
No or Unknown	13231	1.6	16.7	64.4	17.3	7.49	2.97
All Respondents	35146	1.5	16.6	63.9	17.9		2.98

d. 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.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21915	8.1	52.7	32.4	6.8		2.38
No or Unknown	13231	7.3	49.0	35.7	7.9	71.61**	2.44
All Respondents	35146	7.8	51.3	33.6	7.2		2.40

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree
 * $p < .05$ ** $p < .01$

4) Please indicate the extent to which you agree or disagree with each of the following statements.							
e. If parents would do more for their children, I could do more.							
Award	N	1	2	3	4	Chi-Sq	Mean
Received	21915	4.3	24.9	55.0	15.8		2.82
No or Unknown	13231	4.1	24.3	55.9	15.7	3.23	2.83
All Respondents	35146	4.2	24.7	55.3	15.8		2.83
f. 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.							
Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	0.9	12.9	74.9	11.3		2.97
No or Unknown	13231	1.2	14.6	74.2	10.0	37.91**	2.93
All Respondents	35147	1.0	13.5	74.6	10.8		2.95
g. If a student in my class becomes disruptive and noisy, I feel assured that I know some quick techniques to redirect him/her quickly.							
Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	0.5	3.3	72.1	24.1		3.20
No or Unknown	13231	1.0	5.7	72.5	20.9	176.80**	3.13
All Respondents	35147	0.7	4.2	72.2	22.9		3.17
h. If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.							
Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	0.5	6.0	75.9	17.6		3.11
No or Unknown	13231	0.8	8.5	76.1	14.6	132.78**	3.05
All Respondents	35147	0.6	6.9	76.0	16.5		3.08
i. If I really try hard, I can get through to even the most difficult or unmotivated students.							
Award	N	1	2	3	4	Chi-Sq	Mean
Received	21915	1.4	17.5	63.8	17.3		2.97
No or Unknown	13231	1.8	18.0	64.1	16.1	17.35**	2.94
All Respondents	35146	1.6	17.7	63.9	16.9		2.96
j. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his/her home environment.							
Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	19.3	64.2	13.7	2.7		2.00
No or Unknown	13231	17.4	63.1	16.2	3.3	61.81**	2.05
All Respondents	35147	18.6	63.8	14.6	2.9		2.02

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(5) Think about the leadership that the principal at your school has provided this school year (2007-08). 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.							
Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	2.4	7.5	59.7	30.3		3.18
No or Unknown	13231	2.7	8.8	60.8	27.7	40.43**	3.14
All Respondents	35147	2.5	8.0	60.2	29.3		3.16
b. Carefully tracks student academic progress.							
Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	2.0	8.6	60.8	28.6		3.16
No or Unknown	13231	2.3	9.2	62.6	26.0	29.18**	3.12
All Respondents	35147	2.1	8.8	61.5	27.6		3.15
c. Knows what is going on in my classroom.							
Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	4.0	13.4	58.3	24.2		3.03
No or Unknown	13230	4.3	15.1	58.9	21.7	43.00**	2.98
All Respondents	35146	4.1	14.0	58.6	23.3		3.01
d. Encourages teachers to raise test scores.							
Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	1.3	3.4	56.8	38.5		3.33
No or Unknown	13230	1.4	4.2	59.1	35.3	46.43**	3.28
All Respondents	35146	1.3	3.7	57.7	37.3		3.31
e. Actively monitors the quality of instruction in the school.							
Award	N	1	2	3	4	Chi-Sq	Mean
Received	21914	2.9	10.3	57.2	29.6		3.14
No or Unknown	13231	3.0	10.7	59.1	27.2	23.16**	3.11
All Respondents	35145	2.9	10.4	57.9	28.7		3.12
f. Works directly with teachers who are struggling to improve their instruction.							
Award	N	1	2	3	4	Chi-Sq	Mean
Received	21913	4.8	17.9	55.7	21.6		2.94
No or Unknown	13231	4.7	17.8	56.7	20.7	5.24	2.93
All Respondents	35144	4.7	17.9	56.1	21.3		2.94
g. Communicates a clear vision for our school.							
Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	2.7	7.1	54.4	35.8		3.23
No or Unknown	13231	3.1	7.8	55.3	33.8	21.20**	3.20
All Respondents	35147	2.8	7.4	54.8	35.0		3.22
h. Evaluates teachers using criteria directly related to the school's improvement goals.							
Award	N	1	2	3	4	Chi-Sq	Mean
Received	21912	2.4	7.4	61.0	29.1		3.17
No or Unknown	13230	2.7	8.1	62.5	26.7	27.16**	3.13
All Respondents	35142	2.5	7.7	61.6	28.2		3.15

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(6) Think about teachers at your school this school year (2007-08). To what extent do you agree or disagree with the following statements about the teachers in your school? Teachers at my school ...							
a. Feel responsible to help each other do their best.							
Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	1.6	12.2	61.2	25.0		3.09
No or Unknown	13231	2.4	13.9	60.9	22.8	56.71**	3.04
All Respondents	35147	1.9	12.9	61.1	24.1		3.07
b. Expect students to complete every assignment.							
Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	0.6	8.9	66.1	24.3		3.14
No or Unknown	13231	0.9	10.3	66.3	22.4	39.32**	3.10
All Respondents	35147	0.8	9.5	66.2	23.6		3.13
c. Seem more competitive than cooperative.							
Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	14.3	64.0	17.0	4.7		2.12
No or Unknown	13231	13.3	62.0	19.0	5.7	44.93**	2.17
All Respondents	35147	13.9	63.2	17.8	5.1		2.14
d. Encourage students to keep trying even when the work is challenging.							
Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	0.5	3.4	69.4	26.7		3.22
No or Unknown	13231	0.8	4.3	70.6	24.3	50.27**	3.18
All Respondents	35147	0.6	3.7	69.9	25.8		3.21
e. Think it is important that all of their students do well in class.							
Award	N	1	2	3	4	Chi-Sq	Mean
Received	21915	0.6	4.3	61.6	33.4		3.28
No or Unknown	13231	0.9	5.6	63.5	29.9	76.06**	3.22
All Respondents	35146	0.7	4.8	62.4	32.1		3.26
f. Do not really trust each other.							
Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	23.1	58.7	14.6	3.6		1.99
No or Unknown	13231	21.1	56.9	17.6	4.4	79.28**	2.05
All Respondents	35147	22.3	58.0	15.7	3.9		2.01
g. Can be counted on to help out anywhere or anytime, even though it may not be part of their official assignment.							
Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	3.5	16.3	57.8	22.4		2.99
No or Unknown	13230	4.0	17.1	57.7	21.2	15.36**	2.96
All Respondents	35146	3.7	16.6	57.8	21.9		2.98

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(7) 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.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21915	3.1	17.1	52.9	27.0		3.04
No or Unknown	13230	3.1	16.5	53.1	27.3	2.45	3.05
All Respondents	35145	3.1	16.9	53.0	27.1		3.04

b. High average test scores by students.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	5.3	21.3	53.2	20.2		2.88
No or Unknown	13230	6.4	22.6	52.0	19.1	28.98**	2.84
All Respondents	35146	5.7	21.8	52.7	19.8		2.87

c. Improvements in students' test scores.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	2.2	6.0	39.5	52.3		3.42
No or Unknown	13230	2.9	7.0	41.9	48.2	69.05**	3.35
All Respondents	35146	2.4	6.4	40.4	50.8		3.40

d. Performance evaluations by supervisors.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21915	4.8	17.8	53.2	24.3		2.97
No or Unknown	13230	4.8	17.6	54.0	23.6	2.61	2.96
All Respondents	35145	4.8	17.7	53.5	24.0		2.97

e. Performance evaluations by peers.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	13.0	26.4	45.8	14.8		2.63
No or Unknown	13230	11.6	25.3	46.7	16.3	27.65**	2.68
All Respondents	35146	12.5	26.0	46.2	15.4		2.64

f. Independent evaluation of teaching portfolios.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	13.5	28.7	44.2	13.6		2.58
No or Unknown	13229	12.5	27.9	45.8	13.8	12.75**	2.61
All Respondents	35145	13.1	28.4	44.8	13.7		2.59

g. Independent evaluations of students' work (e.g., portfolios).

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	9.6	22.8	48.8	18.8		2.77
No or Unknown	13230	9.3	23.1	49.2	18.3	2.46**	2.77
All Respondents	35146	9.5	22.9	49.0	18.6		2.77

h. Student evaluations of teaching performance.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	19.9	29.3	37.5	13.3		2.44
No or Unknown	13230	18.9	28.7	38.5	13.9	10.83*	2.47
All Respondents	35146	19.5	29.1	37.9	13.5		2.45

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(7) 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:

i. Collaboration with faculty and staff.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	2.9	9.7	49.4	37.9	82.60**	3.22
No or Unknown	13230	3.5	11.8	50.6	34.0		3.15
All Respondents	35146	3.2	10.5	49.9	36.4		3.20

j. Working with students outside of class time.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	6.2	18.5	46.3	29.0	6.93	2.98
No or Unknown	13230	6.2	17.4	46.9	29.5		3.00
All Respondents	35146	6.2	18.0	46.5	29.2		2.99

k. Efforts to involve parents in students' education.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	4.3	15.4	46.1	34.2	2.67	3.10
No or Unknown	13230	4.6	15.3	45.5	34.7		3.10
All Respondents	35146	4.4	15.4	45.8	34.4		3.10

l. Serving as a Master Teacher.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21915	8.3	22.4	45.3	23.9	5.68	2.85
No or Unknown	13230	8.5	21.5	45.4	24.6		2.86
All Respondents	35145	8.4	22.1	45.3	24.2		2.85

m. Mentoring other teachers.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21914	5.9	18.2	48.0	27.9	1.68	2.98
No or Unknown	13230	5.8	17.8	47.9	28.5		2.99
All Respondents	35144	5.8	18.1	48.0	28.1		2.98

n. National Board for Professional Teaching Standards (NBPTS) certification.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21915	14.0	26.0	40.3	19.7	23.05**	2.66
No or Unknown	13230	12.9	24.5	41.9	20.7		2.70
All Respondents	35145	13.6	25.4	40.9	20.1		2.67

o. Parent satisfaction with teacher.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	14.4	28.2	41.2	16.1	0.83	2.59
No or Unknown	13229	14.5	27.8	41.5	16.2		2.59
All Respondents	35145	14.5	28.0	41.3	16.2		2.59

p. Teaching in hard-to-staff fields.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21916	6.1	15.6	45.3	33.0	2.32	3.05
No or Unknown	13230	5.8	15.3	46.0	33.0		3.06
All Respondents	35146	6.0	15.5	45.6	33.0		3.06

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(7) 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:

q. Teaching in hard-to-staff school.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21915	5.5	13.8	44.0	36.8		3.12
No or Unknown	13229	5.2	13.0	44.6	37.2	5.97	3.14
All Respondents	35144	5.4	13.5	44.2	36.9		3.13

(8) Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Texas Educator Excellence Grants (TEEG).

a. Time spent in professional development.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21915	5.4	19.2	50.5	25.0		2.95
No or Unknown	13230	5.5	18.4	51.1	25.0	3.93	2.96
All Respondents	35145	5.4	18.9	50.7	25.0		2.95

b. High average test scores by students.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21915	4.4	17.5	49.0	29.1		3.03
No or Unknown	13230	5.6	18.9	49.1	26.3	54.33**	2.96
All Respondents	35145	4.9	18.1	49.0	28.0		3.00

c. Improvements in students' test scores.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21915	2.7	6.5	41.0	49.8		3.38
No or Unknown	13230	3.4	7.3	43.3	45.9	58.81**	3.32
All Respondents	35145	3.0	6.8	41.9	48.3		3.36

d. Performance evaluations by supervisors.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21915	7.1	17.4	52.1	23.4		2.92
No or Unknown	13230	6.3	16.9	52.9	24.0	10.97*	2.95
All Respondents	35145	6.8	17.2	52.4	23.7		2.93

e. Performance evaluations by peers.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21915	17.0	28.0	42.4	12.6		2.50
No or Unknown	13228	15.3	26.0	45.0	13.7	47.79**	2.57
All Respondents	35143	16.4	27.2	43.4	13.0		2.53

f. Independent evaluation of teaching portfolios.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21915	17.4	27.8	42.0	12.8		2.50
No or Unknown	13230	15.2	26.9	44.2	13.6	39.32**	2.56
All Respondents	35145	16.6	27.5	42.8	13.1		2.52

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(8) Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Texas Educator Excellence Grants (TEEG).

g. Independent evaluations of students' work (e.g., portfolios).

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21914	15.2	23.8	44.8	16.2		2.62
No or Unknown	13230	13.7	23.3	46.2	16.7	18.54**	2.66
All Respondents	35144	14.6	23.6	45.3	16.4		2.64

h. Student evaluations of teaching performance.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21915	25.6	27.7	34.6	12.1		2.33
No or Unknown	13229	22.7	26.9	37.8	12.6	54.94**	2.40
All Respondents	35144	24.5	27.4	35.8	12.3		2.36

i. Collaboration with faculty and staff.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21915	4.7	11.4	48.4	35.5		3.15
No or Unknown	13230	5.8	13.2	49.7	31.3	89.39**	3.06
All Respondents	35145	5.1	12.1	48.9	33.9		3.12

j. Working with students outside of class time.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21915	8.7	17.8	44.9	28.7		2.93
No or Unknown	13230	8.2	17.2	45.7	29.0	6.03	2.95
All Respondents	35145	8.5	17.5	45.2	28.8		2.94

k. Efforts to involve parents in students' education.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21915	8.7	17.1	44.3	29.9		2.95
No or Unknown	13230	8.0	16.7	45.4	29.9	7.14	2.97
All Respondents	35145	8.4	17.0	44.7	29.9		2.96

l. Serving as a Master Teacher.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21915	14.6	23.5	41.1	20.8		2.68
No or Unknown	13230	12.9	21.8	43.5	21.8	43.40**	2.74
All Respondents	35145	14.0	22.9	42.0	21.2		2.70

m. Mentoring other teachers.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21914	11.4	19.3	45.1	24.2		2.82
No or Unknown	13230	10.0	18.3	46.9	24.8	26.25**	2.86
All Respondents	35144	10.9	18.9	45.8	24.4		2.84

n. National Board for Professional Teaching Standards (NBPTS) certification.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21915	19.5	23.6	38.2	18.6		2.56
No or Unknown	13230	16.6	22.5	40.6	20.3	68.30**	2.65
All Respondents	35145	18.4	23.2	39.1	19.3		2.59

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree

* $p < .05$ ** $p < .01$

(8) Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Texas Educator Excellence Grants (TEEG).

o. Parent satisfaction with teacher.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21915	20.0	26.7	38.3	15.0	22.78**	2.48
No or Unknown	13230	18.1	26.5	39.7	15.7		2.53
All Respondents	35145	19.3	26.6	38.8	15.3		2.50

p. Teaching in hard-to-staff fields.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21915	12.1	16.5	42.0	29.4	24.54**	2.89
No or Unknown	13230	10.6	15.9	43.8	29.7		2.93
All Respondents	35145	11.5	16.3	42.7	29.5		2.90

q. Teaching in hard-to-staff school.

Award	N	1	2	3	4	Chi-Sq	Mean
Received	21915	12.1	15.1	41.1	31.7	29.42**	2.92
No or Unknown	13229	10.3	14.9	42.7	32.1		2.97
All Respondents	35144	11.5	15.0	41.7	31.8		2.94

1= Strongly Disagree; 2 = Disagree; 3 = Agree; 4 = Strongly Agree
 * $p < .05$ ** $p < .01$

APPENDIX I: Factor Analysis of TEEG Fall 2007 Survey Items

We combined responses to items that were the same on the January, 2007 and fall 2007 surveys completed by respondents from GEEG schools and the fall 2007 survey completed by respondents from TEEG schools. The number of observations taken from each of the surveys is summarized below.

	GEEG 2006 Fall	GEEG 2007 Fall	TEEG 2007 Fall
Valid survey responses			
# of schools	77	89	986
# of school personnel	1643	3479	35147

We conducted an exploratory principal component factor analysis on each of the major questions included in the surveys.¹ Results from factor analyzing responses across questions supported examining relationships among responses to items within the major questions. The results of the factor analyses are summarized in this appendix.

Notes:

- Responses from the GEEG 2006 Fall Survey were only included in the factor analyses of questions 7 and 8, as only those questions were common to it and the other surveys.
- Factor Analysis for questions 2 and 3 was performed only on data from the fall 2007 TEEG survey.

¹ We combined questions with the same Likert response options and conducted exploratory analyses across questions. The resulting factor structures clustered items by question so we determined that each question was measuring a different domain and use results of factor analyses on items within questions in our analyses.

(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.

- a. Incentive pay for teachers based on overall performance at the school is a positive change to teacher pay practices.
- b. Incentive pay for teachers based on group performance (i.e., grade-level, department, interdisciplinary team) is a positive change to teacher pay practices.
- c. Incentive pay for teachers based on individual teacher performance is a positive change to teacher pay practices.
- d. Incentive pay for administrators based on overall performance at the school is a positive change to administrator pay practices.
- e. Rewarding teachers based on their students' performance will destroy the collaborative culture of teaching.
- f. Rewarding teachers based on their students' performance will cause teachers to work more effectively.
- g. Rewarding teachers based on their students' performance will attract more effective teachers into the profession.
- h. Rewarding teachers based on their students' performance will help retain more effective teachers in the profession.

1=Strongly Disagree

2=Disagree

3=Agree

4=Strongly Agree

(3) Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive system at your school.

- a. The TEEG incentive system developed by my school is fair to teachers.
- b. The TEEG incentive system is having negative effects on my school.
- c. The TEEG incentive system in my school does a good job of distinguishing effective from ineffective teachers at my school.
- d. The TEEG incentive system causes resentment among teachers at my school.
- e. I have a clear understanding of the performance criteria that I need to meet in order to earn a TEEG bonus award.
- f. I do not believe that I can achieve the performance criteria established by my school's TEEG incentive system.
- g. I believe that the performance criteria established by my school's TEEG incentive system are worthy of extra pay.
- h. The size of the top bonus award in my school's TEEG incentive system is not large enough to motivate me to try to earn the top award.
- i. The TEEG incentive system does not affect my teaching practices or professional behaviors.

1=Strongly Disagree

2=Disagree

3=Agree

4=Strongly Agree

4) Please indicate the extent to which you agree or disagree with each of the following statements.

- a. The amount a student can learn is primarily related to family background.
- b. If students aren't disciplined at home, they aren't likely to accept any discipline.
- c. When I really try, I can get through to the most difficult student.
- d. 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.
- e. If parents would do more for their children, I could do more.
- f. 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.
- g. If a student in my class becomes disruptive and noisy, I feel assured that I know some quick techniques to redirect him/her quickly.
- h. If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.
- i. If I really try hard, I can get through to even the most difficult or unmotivated students.
- j. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his/her home environment.

1=Strongly Disagree

2=Disagree

3=Agree

4=Strongly Agree

(5) Think about the leadership that the principal at your school has provided this school year (2007-08). 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.
- 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.

1=Strongly Disagree

2=Disagree

3=Agree

4=Strongly Agree

(6) Think about teachers at your school this school year (2007-08). To what extent do you agree or disagree with the following statements about the teachers in your school?

Teachers at my school ...

- 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.

1=Strongly Disagree

2=Disagree

3=Agree

4=Strongly Agree

(7) 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.
- 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.

1=None

2=Low

3=Moderate

4=High

(8) Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Governor's Educator Excellence Grants (GEEG).

- 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

1=None

2=Low

3=Moderate

4=High

Factor Number	Factor Name	Question Items	α
21	Value of Incentive Pay	a, b, c, d	0.83
22	Effects of Incentive Pay in Education	e, f, g, h	0.85
31	TEEG Program Characteristics	a, c, e, g	0.73
32	TEEG Program Effects	b, d, f, h	0.70
41	Environmental/Family Background Attribution	a, b, d, e, j	0.78
42	Teachers' Professional Efficacy	c, f, g, h, i	0.76
51	Principal Leadership	a, b, c, d, e, f, g, h	0.94
61	Teacher Competition	c, f	0.71
62	Expectations and Collaboration	a, b, d, e, g	0.84
71	Professional Evaluations	d, e, f, g, h, i, o	0.85
72	Extra-classroom contributions	a, j, k, l, m, n	0.81
73	Market Based	b, c	0.93
74	Test-based Measures	p, q	0.73
81	Professional Evaluations and Professional Development	a, d, e, f, g, h, i, n, o	0.90
82	Extra-classroom contributions	j, k, l, m, p, q	0.88
83	Test-based Measures	b, c	0.69

Factor Number	21	22	31	32	41	42	51	61	62	71	72	73	74	81	82	83
21	1.000															
22	0.634	1.000														
31	0.534	0.466	1.000													
32	-0.354	-0.329	-0.495	1.000												
41	-0.075	-0.094	-0.108	0.277	1.000											
42	0.185	0.174	0.224	-0.135	-0.217	1.000										
51	0.249	0.187	0.364	-0.267	-0.119	0.258	1.000									
61	0.178	0.110	0.291	-0.236	-0.057	0.256	0.447	1.000								
62	-0.086	-0.056	-0.190	0.355	0.188	-0.062	-0.223	-0.450	1.000							
71	0.306	0.299	0.250	-0.113	-0.042	0.166	0.198	0.158	0.017	1.000						
72	0.260	0.238	0.220	-0.109	-0.044	0.155	0.188	0.149	-0.014	0.660	1.000					
73	0.137	0.119	0.096	-0.035	-0.004	0.082	0.085	0.077	-0.020	0.349	0.445	1.000				
74	0.397	0.427	0.298	-0.186	-0.087	0.148	0.184	0.136	-0.030	0.472	0.424	0.233	1.000			
81	0.311	0.300	0.264	-0.120	-0.014	0.144	0.207	0.166	0.033	0.796	0.648	0.321	0.426	1.000		
82	0.246	0.229	0.214	-0.106	-0.007	0.118	0.176	0.150	-0.012	0.542	0.679	0.532	0.349	0.757	1.000	
83	0.343	0.365	0.284	-0.175	-0.087	0.157	0.187	0.144	-0.043	0.432	0.401	0.237	0.684	0.440	0.344	1.000

All coefficients except those that are shaded are significant at the $p < .01$ level.

APPENDIX J: Means of Factor Scores across Selected Respondent Characteristics, TEEG Fall 2007 Survey

Means on the calculated factor scores developed from responses to the survey items are presented in this appendix. For each factor, we present the overall means and then means and standard deviations for subgroups based on the respondent characteristics listed below.

- Whether or not respondents reported receiving a TEEG award
- Experience level
- Position – Teachers compared to other respondents

		N	2-1 Beliefs About Incentive Pay		2-2 Predicted Effects of Incentive Pay		3-1 Positive TEEG Plan Attributes		3-2 Negative TEEG Plan Attributes	
			Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Received TEEG Award	No or Unknown	13230	2.73	0.72	2.46	0.71	2.61	0.57	2.28	0.53
	Received	21916	2.78	0.71	2.50	0.72	2.79	0.54	2.17	0.53
Teacher Experience	1 Year	2004	2.99	0.58	2.68	0.61	2.74	0.47	2.16	0.46
	2-3 Years	4642	2.95	0.62	2.66	0.65	2.78	0.52	2.15	0.51
	4-14 Years	15964	2.79	0.71	2.52	0.72	2.73	0.56	2.21	0.54
	15+ Years	12536	2.63	0.75	2.35	0.73	2.70	0.57	2.24	0.54
Position	Others	6428	2.87	0.65	2.64	0.66	2.83	0.51	2.16	0.53
	Teachers	28718	2.74	0.73	2.45	0.73	2.70	0.56	2.22	0.53
Overall		35146	2.76	0.71	2.49	0.72	2.72	0.56	2.21	0.53

		N	4-1 Environmental / Background Attribution		4-2 Teachers' Professional Efficacy		5-1 Principal Leadership		6-1 Competition		6-2 Expectations and Collaboration	
			Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Received TEEG Award	No or Unknown	13230	2.42	0.54	3.01	0.41	3.11	0.58	3.10	0.49	2.11	0.65
	Received	21916	2.37	0.53	3.05	0.40	3.15	0.58	3.15	0.47	2.05	0.62
Teacher Experience	1 Year	2004	2.39	0.51	2.99	0.40	3.22	0.53	3.15	0.47	2.07	0.65
	2-3 Years	4642	2.41	0.53	3.03	0.39	3.15	0.57	3.12	0.48	2.10	0.64
	4-14 Years	15964	2.40	0.54	3.05	0.41	3.12	0.59	3.11	0.49	2.10	0.64
	15+ Years	12536	2.37	0.53	3.02	0.41	3.13	0.59	3.15	0.47	2.04	0.62
Position	Others	6428	2.37	0.54	3.05	0.41	3.20	0.55	3.15	0.46	2.10	0.61
	Teachers	28718	2.39	0.53	3.03	0.41	3.12	0.59	3.13	0.48	2.07	0.64
Overall		35146	2.39	0.53	3.03	0.41	3.13	0.58	3.13	0.48	2.08	0.63

		7-1 Professional Evaluations		7-2 Extra- classroom contributions		7-3 Market Based		7-4 Test-based Measures		
		N	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Received TEEG Award	No or Unknown	13230	2.75	0.63	2.95	0.61	3.10	0.81	3.10	0.69
	Received	21916	2.74	0.63	2.93	0.60	3.09	0.82	3.15	0.66
Teacher Experience	1 Year	2004	2.88	0.58	3.06	0.56	3.19	0.74	3.20	0.63
	2-3 Years	4642	2.83	0.60	2.99	0.57	3.16	0.77	3.16	0.63
	4-14 Years	15964	2.75	0.63	2.93	0.61	3.11	0.82	3.14	0.67
	15+ Years	12536	2.69	0.63	2.92	0.61	3.03	0.83	3.10	0.68
Position	Others	6428	2.97	0.59	3.14	0.55	3.18	0.73	3.27	0.63
	Teachers	28718	2.69	0.62	2.90	0.61	3.07	0.83	3.10	0.67
Overall		35146	2.74	0.63	2.94	0.60	3.09	0.82	3.13	0.67

		8-1 Professional Evaluations and Professional Development		8-2 Extra- classroom contributions		8-3 Test-based Measures		
		N	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Received TEEG Award	No or Unknown	13230	2.70	0.67	2.90	0.72	3.14	0.70
	Received	21916	2.67	0.67	2.87	0.74	3.20	0.66
Teacher Experience	1 Year	2004	2.89	0.59	3.05	0.63	3.23	0.64
	2-3 Years	4642	2.78	0.63	2.94	0.68	3.22	0.63
	4-14 Years	15964	2.67	0.68	2.85	0.75	3.18	0.69
	15+ Years	12536	2.63	0.68	2.86	0.74	3.15	0.69
Position	Others	6428	2.94	0.64	3.09	0.67	3.31	0.63
	Teachers	28718	2.63	0.67	2.83	0.74	3.15	0.68
Overall		35146	2.68	0.67	2.88	0.73	3.18	0.68

APPENDIX K: Results for Regression Analyses on Factors Derived from TEEG Fall 2007 Survey Questions

This appendix provides results for regression analyses on factors derived from survey questions

The dependent variable in all regression models is a Z-Score computed from calculated factor scores.

Model 1 – includes selected respondent characteristics

Model 2 –adds selected school characteristics

Model 3 –adds selected characteristics of TEEG plan

Means of Independent Variables Used in the Regressions

Variable	N	Mean	Std Dev	Minimum	Maximum
1 - 3 Years of Experience	35147	0.189	0.392	0	1.000
4 – 14 Years of Experience	35147	0.454	0.498	0	1.000
15+ Years of Experience	35147	0.357	0.479	0	1.000
Received Award	35147	0.624	0.485	0	1.000
Received Award Unknown	35147	0.092	0.289	0	1.000
Received No Award	35147	0.285	0.451	0	1.000
Teachers	35147	0.817	0.387	0	1.000
Other Certificated	35147	0.054	0.226	0	1.000
Support Staff	35147	0.023	0.150	0	1.000
Teacher Aides	35147	0.075	0.263	0	1.000
Other	35147	0.031	0.174	0	1.000
Elementary Schools	35147	0.561	0.496	0	1.000
Middle Schools	35147	0.200	0.400	0	1.000
High Schools	35147	0.208	0.406	0	1.000
Allgrade Schools	35147	0.030	0.172	0	1.000
TEEG Eligible from Improvement	35147	0.616	0.486	0	1.000
TEEG Eligible Based on Perf Level	35147	0.384	0.486	0	1.000
Campus	33858	0.051	0.219	0	1.000
Teacher	33858	0.404	0.491	0	1.000
Team	33858	0.217	0.412	0	1.000
Teacher, Team and Campus	33858	0.328	0.470	0	1.000
Performance Level Criteria	34272	0.682	0.466	0	1.000
Performance Growth Criteria	34272	0.031	0.173	0	1.000
Both Criteria	34272	0.287	0.452	0	1.000
Plan Gini	33293	0.116	0.163	0	0.797

Factor 2-1: Beliefs about the Value of Incentive Pay
(Composite of 4 items; positive sign implies more favorable beliefs)

	Model 1	Model 2	Model 3
Respondent & School Characteristics			
1 - 3 Years of Experience	---	---	---
4 - 14 Years of Experience	-0.288**	-0.287**	-0.293**
15+ Years of Experience	-0.521**	-0.518**	-0.518**
Received Award	0.153**	0.149**	0.159**
Teachers	-0.103**	-0.102**	-0.098**
Other Certificated	0.092*	0.092**	0.086*
Support Staff	0.203**	0.203**	0.193**
Teacher Aides	0.122**	0.118**	0.116**
Other	---	---	---
Elementary Schools		---	---
All-grade Schools		0.080**	0.076*
Middle Schools		0.049**	0.057**
High Schools		-0.042	-0.029
TEEG Eligible Based on Perf Level		0.006**	0.013
TEEG Eligible from Improvement		---	---
TEEG Plan Characteristics			
Measured Unit			
Campus			---
Teacher			-0.052*
Team			-0.024
Teacher, Team and Campus			-0.020
Student Achievement Measures			
Performance Growth Criteria			---
Performance Level Criteria			-0.038
Both Criteria			-0.031
Plan Gini			0.131**
Model R ²	0.0402	0.0413	0.0422
N	35147	35147	32168

* $p < .05$ and ** $p < .01$

--- Omitted category in regression model

Factor 2-1 includes items 2a, 2b, 2c, 2d

Factor 2-2: Beliefs About Effects of Incentive Pay in Education
(Composite of 4 items; positive sign implies more positive effects)

	Model 1	Model 2	Model 3
Respondent & School Characteristics			
1 - 3 Years of Experience	---	---	---
4 - 14 Years of Experience	-0.237**	-0.236**	-0.244**
15+ Years of Experience	-0.482**	-0.479**	-0.483**
Received Award	0.122**	0.118**	0.125**
Teachers	-0.199**	-0.196**	-0.197**
Other Certificated	0.003	0.001	0.002
Support Staff	0.127**	0.127**	0.120*
Teacher Aides	0.181**	0.179**	0.181**
Other	---	---	---
Elementary Schools		---	---
All-grade Schools		0.023	0.026
Middle Schools		-0.003	0.002
High Schools		-0.060**	-0.039**
TEEG Eligible Based on Perf Level		-0.030**	-0.027*
TEEG Eligible from Improvement		---	---
TEEG Plan Characteristics			
Measured Unit			
Campus			---
Teacher			-0.015
Team			0.020
Teacher, Team and Campus			-0.001
Student Achievement Measures			
Performance Growth Criteria			---
Performance Level Criteria			-0.007
Both Criteria			-0.018
Plan Gini			0.130**
Model R ²	0.0432	0.0438	0.0447
N	35147	35147	32168

* $p < .05$ and ** $p < .01$

--- Omitted category in regression model

Factor 2-2 includes items 2e, 2f, 2g, 2h – item 2e reverse scored

Factor 3-1: Perception of Characteristics of my School's TEEG Program
(Composite of 4 items; positive sign implies more positive characteristics)

	Model 1	Model 2	Model 3
Respondent & School Characteristics			
1 - 3 Years of Experience	---	---	---
4 - 14 Years of Experience	-0.175**	-0.172**	-0.185**
15+ Years of Experience	-0.246**	-0.239**	-0.251**
Received Award	0.357**	0.345**	0.351**
Teachers	-0.122**	-0.114**	-0.114**
Other Certificated	0.161**	0.158**	0.158**
Support Staff	0.173**	0.174**	0.175**
Teacher Aides	0.140**	0.122**	0.124**
Other	---	---	---
Elementary Schools		---	---
All-grade Schools		0.138**	0.179**
Middle Schools		0.020	0.017
High Schools		-0.137**	-0.120**
TEEG Eligible Based on Perf Level		0.039**	0.037**
TEEG Eligible from Improvement		---	---
TEEG Plan Characteristics			
Measured Unit			
Campus			---
Teacher			-0.163**
Team			-0.078**
Teacher, Team and Campus			-0.126**
Student Achievement Measures			
Performance Growth Criteria			---
Performance Level Criteria			-0.046
Both Criteria			-0.037
Plan Gini			-0.102**
Model R ²	0.0402	0.0452	0.0475
N	35147	35147	32168

* $p < .05$ and ** $p < .01$

--- Omitted category in regression model

Factor 3-1 includes items 3a, 3c, 3e, 3g

Factor 3-2: Perception of Effects of my School's TEEG Program
 (Composite of 4 items; positive sign implies more perceived *negative* consequences)

	Model 1	Model 2	Model 3
Respondent & School Characteristics			
1 - 3 Years of Experience	---	---	---
4 - 14 Years of Experience	0.167**	0.164**	0.172**
15+ Years of Experience	0.240**	0.234**	0.244**
Received Award	-0.240**	-0.232**	-0.241**
Teachers	0.058	0.053	0.051
Other Certificated	-0.136**	-0.134**	-0.136**
Support Staff	-0.083	-0.084	-0.089
Teacher Aides	-0.023	-0.009	-0.013
Other	---	---	---
Elementary Schools		---	---
All-grade Schools		-0.186**	-0.166**
Middle Schools		-0.024	-0.022
High Schools		0.088**	0.103**
TEEG Eligible Based on Perf Level		-0.042**	-0.034**
TEEG Eligible from Improvement		---	---
TEEG Plan Characteristics			
Measured Unit			
Campus			---
Teacher			0.182**
Team			0.127**
Teacher, Team and Campus			0.176**
Student Achievement Measures			
Performance Growth Criteria			---
Performance Level Criteria			0.126**
Both Criteria			0.085*
Plan Gini			0.183**
Model R ²	0.0186	0.0221	0.0258
N	35147	35147	32168

* $p < .05$ and ** $p < .01$

--- Omitted category in regression model

Factor 3-2 includes items 3b, 3d, 3f, 3h

Factor 4-1: Student Environmental/Background Attributes
 (Composite of 5 items; positive sign implies stronger belief in role of student background
 and environment as determinants of achievement)

	Model 1	Model 2	Model 3
Respondent & School Characteristics			
1 - 3 Years of Experience	---	---	---
4 - 14 Years of Experience	0.024	0.024	0.032*
15+ Years of Experience	-0.012	-0.018	-0.013
Received Award	-0.081**	-0.060**	-0.070**
Teachers	0.061*	0.047	0.046
Other Certificated	-0.311**	-0.305**	-0.306**
Support Staff	-0.001	-0.006	0.009
Teacher Aides	0.252**	0.280**	0.276**
Other	---	---	---
Elementary Schools		---	---
All-grade Schools		-0.001	0.044
Middle Schools		0.084**	0.086**
High Schools		0.209**	0.223**
TEEG Eligible Based on Perf Level		-0.056**	-0.054**
TEEG Eligible from Improvement		---	---
TEEG Plan Characteristics			
Measured Unit			
Campus			---
Teacher			-0.019
Team			-0.002
Teacher, Team and Campus			0.027
Student Achievement Measures			
Performance Growth Criteria			---
Performance Level Criteria			0.009
Both Criteria			-0.018
Plan Gini			-0.032
Model R ²	0.0125	0.0215	0.0223
N	35147	35147	32168

* $p < .05$ and ** $p < .01$

--- Omitted category in regression model

Factor 4-1 includes items 4a, 4b, 4d, 4e, 4j

Factor 4-2: Teachers' Professional Efficacy
 (Composite of 5 items; positive sign implies more confidence in professional efficacy)

	Model 1	Model 2	Model 3
Respondent & School Characteristics			
1 - 3 Years of Experience	---	---	---
4 - 14 Years of Experience	0.038*	0.037*	0.033*
15+ Years of Experience	-0.040*	-0.034*	-0.034*
Received Award	0.100**	0.077**	0.077**
Teachers	-0.017	-0.001	0.011
Other Certificated	0.228**	0.221**	0.234**
Support Staff	-0.088	-0.082	-0.096*
Teacher Aides	-0.026	-0.052	-0.046
Other	---	---	---
Elementary Schools		---	---
All-grade Schools		-0.145**	-0.140**
Middle Schools		-0.120**	-0.129**
High Schools		-0.243**	-0.244**
TEEG Eligible Based on Perf Level		0.015	0.019
TEEG Eligible from Improvement		---	---
TEEG Plan Characteristics			
Measured Unit			
Campus			---
Teacher			0.027
Team			0.047
Teacher, Team and Campus			0.027
Student Achievement Measures			
Performance Growth Criteria			---
Performance Level Criteria			0.064
Both Criteria			0.063
Plan Gini			0.026
Model R ²	0.0066	0.0164	0.0172
N	35147	35147	32168

* $p < .05$ and ** $p < .01$

--- Omitted category in regression model

Factor 4-2 includes items 4c, 4f, 4g, 4h, 4i

Factor 5-1: Principal Leadership
(Composite of 8 items; positive sign implies more favorable perceptions of leadership)

	Model 1	Model 2	Model 3
Respondent & School Characteristics			
1 - 3 Years of Experience	---	---	---
4 - 14 Years of Experience	-0.113**	-0.113**	-0.118**
15+ Years of Experience	-0.105**	-0.099**	-0.101**
Received Award	0.077**	0.058**	0.062**
Teachers	-0.171**	-0.159**	-0.158**
Other Certificated	0.046	0.042	0.052
Support Staff	-0.004	-0.001	-0.007
Teacher Aides	-0.084*	-0.107**	-0.105**
Other	---	---	---
Elementary Schools		---	---
All-grade Schools		-0.041	-0.027
Middle Schools		-0.048**	-0.067**
High Schools		-0.199**	-0.167**
TEEG Eligible Based on Perf Level		0.035**	0.032**
TEEG Eligible from Improvement		---	---
TEEG Plan Characteristics			
Measured Unit			
Campus			---
Teacher			-0.060
Team			0.022
Teacher, Team and Campus			-0.015
Student Achievement Measures			
Performance Growth Criteria			---
Performance Level Criteria			-0.030
Both Criteria			-0.077*
Plan Gini			0.116**
Model R ²	0.0062	0.0132	0.0136
N	35147	35147	32168

* $p < .05$ and ** $p < .01$

--- Omitted category in regression model

Factor 5-1 includes items 5a, 5b, 5c, 5d, 5e, 5f, 5g, 5h

Factor 6-1: Teacher Competition
 (Composite of 2 items; positive sign implies more perceived competition)

	Model 1	Model 2	Model 3
Respondent & School Characteristics			
1 - 3 Years of Experience	---	---	---
4 - 14 Years of Experience	-0.052**	-0.052**	-0.058**
15+ Years of Experience	0.033*	0.040*	0.030
Received Award	0.092**	0.065**	0.065**
Teachers	-0.043	-0.027	-0.028
Other Certificated	-0.073	-0.078*	-0.072
Support Staff	-0.030	-0.026	-0.011
Teacher Aides	0.073*	0.038	0.038
Other	---	---	---
Elementary Schools		---	---
All-grade Schools		-0.056	-0.039
Middle Schools		-0.019	-0.025
High Schools		-0.239**	-0.243**
TEEG Eligible Based on Perf Level		0.107**	0.108**
TEEG Eligible from Improvement		---	---
TEEG Plan Characteristics			
Measured Unit			
Campus			---
Teacher			-0.025
Team			-0.030
Teacher, Team and Campus			-0.026
Student Achievement Measures			
Performance Growth Criteria			---
Performance Level Criteria			-0.014
Both Criteria			-0.069*
Plan Gini			-0.006
Model R ²	0.0043	0.0186	0.0202
N	35147	35147	32168

* $p < .05$ and ** $p < .01$

--- Omitted category in regression model

Factor 6-1 includes items 6c, 6f

Factor 6-2: Teacher Expectations and Collaboration
 (Composite of 5 items; positive sign implies higher expectations or more collaboration)

	Model 1	Model 2	Model 3
Respondent & School Characteristics			
1 - 3 Years of Experience	---	---	---
4 - 14 Years of Experience	0.041**	0.039**	0.041**
15+ Years of Experience	-0.053**	-0.055**	-0.054**
Received Award	-0.085**	-0.081**	-0.082**
Teachers	-0.084**	-0.086**	-0.073*
Other Certificated	-0.176**	-0.176**	-0.163**
Support Staff	-0.019	-0.019	-0.022
Teacher Aides	0.022	0.032	0.052
Other	---	---	---
Elementary Schools		---	---
All-grade Schools		-0.143**	-0.135**
Middle Schools		-0.059**	-0.052**
High Schools		0.022	0.046**
TEEG Eligible Based on Perf Level		-0.072**	-0.072**
TEEG Eligible from Improvement		---	---
TEEG Plan Characteristics			
Measured Unit			
Campus			---
Teacher			0.097**
Team			0.051
Teacher, Team and Campus			0.091**
Student Achievement Measures			
Performance Growth Criteria			---
Performance Level Criteria			0.039
Both Criteria			0.027
Plan Gini			0.095**
Model R ²	0.0054	0.0078	0.009
N	35147	35147	32168

* $p < .05$ and ** $p < .01$

--- Omitted category in regression model

Factor 6-2 includes items 6a, 6b, 6d, 6e, 6f

Factor 7-1: Ratings of Importance of Professional Evaluations as a Determinant
for Teacher Incentive Pay
(Composite of 7 items; positive sign implies more importance)

	Model 1	Model 2	Model 3
Respondent & School Characteristics			
1 - 3 Years of Experience	---	---	---
4 - 14 Years of Experience	-0.165**	-0.166**	-0.161**
15+ Years of Experience	-0.249**	-0.244**	-0.245**
Received Award	0.036**	0.022*	0.021
Teachers	-0.414**	-0.403**	-0.404**
Other Certificated	-0.208**	-0.214**	-0.209**
Support Staff	0.008	0.012	-0.001
Teacher Aides	0.258**	0.242**	0.239**
Other	---	---	---
Elementary Schools		---	---
All-grade Schools		-0.086**	-0.093**
Middle Schools		-0.142**	-0.145**
High Schools		-0.178**	-0.154**
TEEG Eligible Based on Perf Level		-0.030*	-0.028*
TEEG Eligible from Improvement		---	---
TEEG Plan Characteristics			
Measured Unit			
Campus			---
Teacher			0.016
Team			-0.020
Teacher, Team and Campus			0.017
Student Achievement Measures			
Performance Growth Criteria			---
Performance Level Criteria			0.019
Both Criteria			-0.010
Plan Gini			0.081*
Model R ²	0.0458	0.0513	0.0512
N	35145	35145	32166

* $p < .05$ and ** $p < .01$

--- Omitted category in regression model

Factor 7-1 includes items 7d, 7e, 7f, 7g, 7h, 7i, 7o

Factor 7-2: Ratings of Importance of Extra-classroom Contributions as a Determinant
for Teacher Incentive Pay
(Composite of 6 items; positive sign implies more importance)

	Model 1	Model 2	Model 3
Respondent & School Characteristics			
1 - 3 Years of Experience	---	---	---
4 - 14 Years of Experience	-0.146**	-0.146**	-0.146**
15+ Years of Experience	-0.157**	-0.154**	-0.156**
Received Award	0.004	-0.003	0.002
Teachers	-0.385**	-0.379**	-0.381**
Other Certificated	-0.052	-0.056	-0.051
Support Staff	-0.006	-0.004	-0.017
Teacher Aides	0.100**	0.094**	0.095**
Other	---	---	---
Elementary Schools		---	---
All-grade Schools		-0.032	-0.046
Middle Schools		-0.077**	-0.075**
High Schools		-0.098**	-0.081**
TEEG Eligible Based on Perf Level		-0.041**	-0.037**
TEEG Eligible from Improvement		---	---
TEEG Plan Characteristics			
Measured Unit			
Campus			---
Teacher			0.036
Team			0.018
Teacher, Team and Campus			0.018
Student Achievement Measures			
Performance Growth Criteria			---
Performance Level Criteria			0.031
Both Criteria			0.012
Plan Gini			0.160**
Model R ²	0.0288	0.0304	0.0314
N	35145	35145	32166

* $p < .05$ and ** $p < .01$

--- Omitted category in regression model

Factor 7-2 includes items 7a, 7j, 7k, 7l, 7m, 7n

Factor 7-3: Ratings of Importance of Teaching in Hard-to-staff Fields/Schools as a Determinant for Teacher Incentive Pay
(Composite of 2 items; positive sign implies more importance)

	Model 1	Model 2	Model 3
Respondent & School Characteristics			
1 - 3 Years of Experience	---	---	---
4 - 14 Years of Experience	-0.087**	-0.086**	-0.088**
15+ Years of Experience	-0.184**	-0.181**	-0.178**
Received Award	0.009	0.010	0.014
Teachers	-0.117**	-0.117**	-0.123**
Other Certificated	0.065	0.064	0.063
Support Staff	0.015	0.014	-0.002
Teacher Aides	0.018	0.028	0.024
Other	---	---	---
Elementary Schools		---	---
All-grade Schools		-0.028	-0.059
Middle Schools		-0.009	-0.014
High Schools		-0.037*	-0.038*
TEEG Eligible Based on Perf Level		-0.107**	-0.104**
TEEG Eligible from Improvement		---	---
TEEG Plan Characteristics			
Measured Unit			
Campus			---
Teacher			0.032
Team			0.020
Teacher, Team and Campus			0.020
Student Achievement Measures			
Performance Growth Criteria			---
Performance Level Criteria			-0.009
Both Criteria			0.010
Plan Gini			0.106**
Model R ²	0.0071	0.0095	0.0101
N	35145	35145	32166

* $p < .05$ and ** $p < .01$

--- Omitted category in regression model

Factor 7-3 includes items 7p, 7q

Factor 7-4: Ratings of Importance of Student Test-based Measures as a Determinant for
Teacher Incentive Pay
(Composite of 2 items; positive sign implies more importance)

	Model 1	Model 2	Model 3
Respondent & School Characteristics			
1 - 3 Years of Experience	---	---	---
4 - 14 Years of Experience	-0.078**	-0.078**	-0.075**
15+ Years of Experience	-0.149**	-0.142**	-0.142**
Received Award	0.107**	0.088**	0.085**
Teachers	-0.211**	-0.198**	-0.189**
Other Certificated	-0.021	-0.027	-0.021
Support Staff	-0.052	-0.048	-0.042
Teacher Aides	0.177**	0.156**	0.163**
Other	---	---	---
Elementary Schools		---	---
All-grade Schools		-0.054	-0.042
Middle Schools		-0.106**	-0.103**
High Schools		-0.229**	-0.197**
TEEG Eligible Based on Perf Level		-0.021	-0.014
TEEG Eligible from Improvement		---	---
TEEG Plan Characteristics			
Measured Unit			
Campus			---
Teacher			-0.013
Team			-0.040
Teacher, Team and Campus			0.002
Student Achievement Measures			
Performance Growth Criteria			---
Performance Level Criteria			0.024
Both Criteria			-0.010
Plan Gini			0.167**
Model R ²	0.0169	0.0244	0.024
N	35145	35145	32166

* $p < .05$ and ** $p < .01$

--- Omitted category in regression model

Factor 7-4 includes items 7b, 7c

Factor 8-1: Perceived Importance of Professional Evaluations and Professional Development in Determining Awards in School's TEEG Program
(Composite of 9 items; positive sign implies more importance)

	Model 1	Model 2	Model 3
Respondent & School Characteristics			
1 - 3 Years of Experience	---	---	---
4 - 14 Years of Experience	-0.209**	-0.209**	-0.203**
15+ Years of Experience	-0.270**	-0.265**	-0.260**
Received Award	-0.002	-0.019	-0.020
Teachers	-0.407**	-0.394**	-0.389**
Other Certificated	-0.254**	-0.260**	-0.250**
Support Staff	0.028	0.033	0.032
Teacher Aides	0.334**	0.316**	0.315**
Other	---	---	---
Elementary Schools		---	---
All-grade Schools		-0.086**	-0.097**
Middle Schools		-0.151**	-0.157**
High Schools		-0.198**	-0.176**
TEEG Eligible Based on Perf Level		-0.027*	-0.024*
TEEG Eligible from Improvement		---	---
TEEG Plan Characteristics			
Measured Unit			
Campus			---
Teacher			-0.003
Team			-0.036
Teacher, Team and Campus			-0.011
Student Achievement Measures			
Performance Growth Criteria			---
Performance Level Criteria			-0.007
Both Criteria			-0.035
Plan Gini			0.108**
Model R ²	0.0543	0.061	0.06
N	35145	35145	32166

* $p < .05$ and ** $p < .01$

--- Omitted category in regression model

Factor 8-1 includes items 8a, 8d, 8e, 8f, 8g, 8h, 8i, 8n, 8o

Factor 8-2: Perceived Importance of Extra-Classroom Work and Teaching in Hard-to-staff
Fields / Schools in Determining Awards in School's TEEG Program
(Composite of 6 items; positive sign implies more importance)

	Model 1	Model 2	Model 3
Respondent & School Characteristics			
1 - 3 Years of Experience	---	---	---
4 - 14 Years of Experience	-0.166**	-0.165**	-0.159**
15+ Years of Experience	-0.150**	-0.147**	-0.143**
Received Award	-0.019	-0.024*	-0.021
Teachers	-0.350**	-0.346**	-0.340**
Other Certificated	-0.148**	-0.150**	-0.135**
Support Staff	0.014	0.015	0.023
Teacher Aides	0.123**	0.122**	0.123**
Other	---	---	---
Elementary Schools		---	---
All-grade Schools		-0.023	-0.043
Middle Schools		-0.055**	-0.058**
High Schools		-0.078**	-0.067**
TEEG Eligible Based on Perf Level		-0.066**	-0.065**
TEEG Eligible from Improvement		---	---
TEEG Plan Characteristics			
Measured Unit			
Campus			---
Teacher			-0.009
Team			-0.025
Teacher, Team and Campus			-0.005
Student Achievement Measures			
Performance Growth Criteria			---
Performance Level Criteria			-0.001
Both Criteria			-0.018
Plan Gini			0.150**
Model R ²	0.0256	0.0269	0.0271
N	35145	35145	32166

* $p < .05$ and ** $p < .01$

--- Omitted category in regression model

Factor 8-2 includes items 8j, 8k, 8l, 8m, 8p, 8q

Factor 8-3: Perceived Importance of Student Test-based Measures in Determining Awards
in School's TEEG Program
(Composite of 2 items; positive sign implies more importance)

	Model 1	Model 2	Model 3
Respondent & School Characteristics			
1 - 3 Years of Experience	---	---	---
4 - 14 Years of Experience	-0.084**	-0.084**	-0.079**
15+ Years of Experience	-0.138**	-0.131**	-0.128**
Received Award	0.116**	0.096**	0.091**
Teachers	-0.172**	-0.157**	-0.145**
Other Certificated	0.025	0.018	0.039
Support Staff	-0.009	-0.004	0.000
Teacher Aides	0.165**	0.143**	0.151**
Other	---	---	---
Elementary Schools		---	---
All-grade Schools		-0.076*	-0.053
Middle Schools		-0.118**	-0.117**
High Schools		-0.237**	-0.203**
TEEG Eligible Based on Perf Level		-0.015	-0.005
TEEG Eligible from Improvement		---	---
TEEG Plan Characteristics			
Measured Unit			
Campus			---
Teacher			0.029
Team			0.018
Teacher, Team and Campus			0.029
Student Achievement Measures			
Performance Growth Criteria			---
Performance Level Criteria			0.063
Both Criteria			0.053
Plan Gini			0.142**
Model R ²	0.0142	0.0225	0.0212
N	35145	35145	32166

* $p < .05$ and ** $p < .01$

--- Omitted category in regression model

Factor 8-3 includes items 8b, 8c

APPENDIX L: Spring 2008 Instructional Personnel Surveys

This appendix provides the survey instruments used to collect information from instructional personnel in TEEG schools and comparison schools during the spring 2008.

Appendix L-1: Spring 2008 Instructional Personnel Survey, TEEG Cycle 2 Schools

Appendix L-2: Spring 2008 Instructional Personnel Survey, TEEG Cycle 1 Only Schools

Appendix L-3: Spring 2008 Instructional Personnel Survey, TEEG Cycle 1 and 3 Only Schools

Appendix L-4: Spring 2008 Instructional Personnel Survey, Comparison Group Schools

NATIONAL CENTER ON
Performance Incentives

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

Dear Teacher,

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 educators' attitudes toward performance-based incentives, their school environment, and their teaching practices. This is the first of two surveys that full-time instructional personnel will complete as part of their participation in TEEG Cycle 2. The second survey will be administered in the fall 2008.

We recognize that those of you in schools that participated in TEEG during the 2006-07 school year (Cycle 1) may have filled out a similar survey during the spring 2007. We ask that you again participate in this spring 2008 survey. Gathering teacher feedback throughout the duration of the TEEG program will enable us to better understand teachers' experiences over time. Please note that 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 opportunity to participate, we encourage you to respond at this time.

We want to survey all staff who are directly involved in delivering instruction, such as classroom teachers, instructional aides, instructional specialists, and instructional coaches. Therefore, when we state that this survey should be completed by all "full-time instructional personnel", we say so with the following definition in mind.

- (1) A classroom teacher who teaches an average of four or more hours per day in an academic or career and technology 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 four or more hours per day of instructional work in an academic or career and technology setting focusing on the delivery of the TEKS.

All personnel who meet this definition should participate regardless of their eligibility for Part 1 or Part 2 awards under TEEG Cycle 2 or the amount of award for which they are eligible.

We appreciate your contribution to this study and believe your feedback will provide important insight regarding the issues addressed by this survey. We remind you that this survey is voluntary and that all information collected from and about campus personnel will remain confidential. No identifying information will be included in published reports on this project.

For general questions about TEEG or the overall evaluation,
Andrew Moellmer (TEA)
(512) 936-6503
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Jessica Lewis (NCPI)
(615) 322-5622
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For questions about technical problems completing this survey,
Omar Lopez (NCPI)
teeg@cpse-k16.com

Our estimate for completing the survey is approximately 20 minutes. Please note that there is no online option to save your responses and resume later where you left off. Therefore, we have provided a copy of the survey questions for your use as worksheets to facilitate the online survey process. To view or print the survey worksheets, click on the following link: [TEEGTS_Spr2008](#).

To begin the survey, proceed by pressing the "Next" button shown below.

Please enter your school's name from the drop down list:

School:

Note: To help you find your school, the list is alphabetized by district followed by your school's name and campus id.

(1) How do you classify your MAIN position in your current school during this 2007-08 school year? Please select only one response below that most accurately describes your position.

- Regular full-time teacher (i.e., an educator who teaches in an academic setting or a career and technology setting for an average of four or more hours each day.)
- Regular part-time teacher (i.e., an educator who teaches in an academic setting or a career and technology setting for less than an average of four hours each day.)
- 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.)
- Short-term substitute (i.e., your assignment requires that you fill the role of a "regular full-time teacher" - as defined above - on a short-term basis, but you are still considered a substitute)
- Student teacher
- Teacher aide
- Administrator (e.g., principal, assistant principal, director, head of school)
- Instructional specialists (e.g., curriculum coordinator, mentor teacher, literacy or math coach)
- Librarian or library media specialist
- Health support staff (e.g., nurse, counselor, therapist)
- Campus support staff (e.g., custodian, cafeteria worker)
- Other support staff (e.g., administrative assistant)
- Other - Please explain

SECTION A: PERFORMANCE-BASED INCENTIVES

(2) To what extent do you agree or disagree with the following statements about your school's TEEG program?

	(Click one response in each row.)			
	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Our TEEG program does a good job of distinguishing effective from ineffective teachers at the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The prospect that teachers at my school can earn a bonus discourages staff in the school from working together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I have noticed increased resentment among teachers since the start of our TEEG program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I was already working as effectively as I could before the implementation of TEEG, so the program does not affect my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I have a clear understanding of the criteria I need to meet in order to achieve a bonus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The size of the top TEEG bonus award at my school is large enough to motivate me to put in extra effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Our TEEG program does not measure important aspects of my teaching performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I have a strong desire to earn a TEEG bonus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I have altered my instructional practices as a result of our TEEG program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(3) To what extent do you agree or disagree with the following statements about the teachers in your school this year (2007-08) compared to last school year (2006-07)?

Compared to last year, teachers in my school...

	(Click one response in each row.)			
	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Seem more competitive than cooperative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Trust each other less.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Feel more responsible to help each other do their best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. More often expect students to complete every assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. More often encourage students to keep trying even when the work is challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Less often think it is important that all of their students do well in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Can be counted on more often to help out anywhere or anytime, even though it may not be part of their official assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(4) To what extent do you agree or disagree with the following statements about your satisfaction with teaching?

	(Click one response in each row.)			
	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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The stress and disappointments involved in teaching at this school are much greater than last school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. This year I like the way things are run at the school more than I did last year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. This year I think about transferring to another school/district more than I did last year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. This year I think about staying home from school because I'm just too tired to go more than I did last year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION B: CURRICULUM AND INSTRUCTION

(5) How often do you engage in the following activities as part of your classroom instruction?

	(Click one response in each row.)					
	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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I follow an "instructional calendar" or "pacing plan" provided by the school or district to schedule my instructional content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I design my classroom lessons to be aligned with specific curricular standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I plan different assignments or lessons for groups of students based on their performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I have students help other students learn class content (e.g., peer tutoring).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(6) How have you changed your teaching practices this year (2007-08) compared to last year (2006-07)? 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.

	(Click one response in each row.)				
	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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Focusing on the classroom content covered by standardized achievement tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Administering benchmark assessments or quizzes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Re-teaching topics or skills based on students' performance on classroom tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Reviewing student test results with other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Seeking help from/providing help to other teachers informally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Attending district- or school-sponsored professional development workshops.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Engaging in informal self-directed learning (e.g., reading subject-specific education research, using the Internet to enrich knowledge and skills).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Tutoring individuals or small groups of students outside of class time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(7) How much change has there been in the time your students spend on the following activities this year (2007-08) compared to last year (2006-07)? 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.

	(Click one response in each row.)				
	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).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Working in groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Completing assignments at home (i.e., homework).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Receiving direct instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION C: ASSESSMENT AND USE OF ASSESSMENT RESULTS

(8) Teachers sometimes focus their efforts on improving the performance of specific groups of students. Compared to last year (2006-07), how regularly do you focus extra effort on students at different performance levels in your class(es) this year (2007-08)?

	(Click one response in each row.)			
	Never or almost never	Occasionally	Frequently	Always or almost always
a. I focus the same amount of effort on students at <u>all</u> performance levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I focus more effort on students at <u>high</u> levels of achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I focus more effort on students at <u>average</u> levels of achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I focus more effort on students at <u>moderately</u> low levels of achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I focus more effort on students at <u>very</u> low levels of achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(9) To what extent do you use student test score data for each of the following purposes?

	(Click one response in each row.)			
	Never or almost never	Occasionally	Frequently	Always or almost always
a. Identify individual students who need remedial assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Set learning goals for individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Tailor instruction to individual students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Develop recommendations for tutoring or other educational services for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Assign or reassign students to groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Identify and correct gaps in the curriculum for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Encourage parent involvement in student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Identify areas where I need to strengthen my content knowledge or teaching skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Determine areas where I need professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION D: PARENT ENGAGEMENT

(10) How often do you engage in each of the following activities involving students' parents (or guardians)?

	(Click one response in each row.)			
	Never or almost never	Occasionally	Frequently	Always or almost always
a. I require students to have their parents sign off on homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I assign homework that requires direct parent involvement or participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I send home examples of excellent student work to serve as models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. For those students who are having academic problems, I try to make direct contact with their parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. For those students whose academic performance improves, I send messages home to parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I invite parents to visit or observe my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I encourage parents to volunteer in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I help engage parents in site-based decision-making and advisory groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION E: BACKGROUND INFORMATION

(11) Including this year (2007-08), 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 (2007-08), 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) What is the highest degree you hold?

- Associate Degree
- Bachelor's Degree
- Master's Degree
- Doctorate or Professional Degree
- Other (specify)

(14) What subjects do you teach this school year (2007-08)? (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

(15) 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

(16) What percentage of your time do you spend teaching in an out-of-field area?

- 0% (i.e., none at all)
- 1% to 10%
- 11% to 20%
- 21% to 30%
- 31% to 40%
- 41% to 50%
- 51% to 60%
- 61% to 70%
- 71% to 80%
- 81% to 90%
- 91% to 99%
- 100%

(17) Are you male or female?

- Male
- Female

(18) What is your race or ethnicity?

- White
- Black or African-American
- Hispanic or Latino
- Asian
- Native Hawaiian or Other Pacific Islander
- American Indian or Alaska Native
- Other

Teacher Compensation Information

(19) What is your current combined annual teaching and extra duty salary (i.e., not including any TEEG awards or other bonus or incentive pay)?

- \$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

(20) Were you employed in your current school during the 2006-07 school year?

- Yes
- No [[Go to question 22.](#)]

You indicated that you were employed in your current school during the 2006-07 school year.

(21) How much money did you personally receive from TEEG Cycle 1 bonus awards for your performance during the 2006-07 school year (i.e., bonus awards distributed during the fall 2007 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.

(22) 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?

- Yes
- No

(23) 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.

You have completed the survey.

Please click on the “Submit Survey” button below to submit your responses.

Submit Survey

NATIONAL CENTER ON
Performance Incentives

Spring 2008 Teacher Survey
TEEG Cycle 1 ONLY

Dear Teacher,

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 attitudes toward performance-based incentives, their school environment, and their teaching practices.

We recognize that you are employed in a school that participated in TEEG during the 2006-07 school year (Cycle 1) and, therefore, you may have filled out a similar survey during the spring 2007. We ask that you again participate in this spring 2008 survey. Gathering teacher feedback over time will enable us to better understand teachers' experiences more fully. Please note that 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 opportunity to participate in this survey effort, we encourage you to respond at this time.

We want to survey all staff who are directly involved in delivering instruction, such as classroom teachers, instructional aides, instructional specialists, and instructional coaches. Therefore, when we state that this survey should be completed by all "full-time instructional personnel", we say so with the following definition in mind.

- (1) A classroom teacher who teaches an average of four or more hours per day in an academic or career and technology 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 four or more hours per day of instructional work in an academic or career and technology setting focusing on the delivery of the TEKS.

We appreciate your contribution to this study and believe your feedback will provide important insight regarding the issues addressed by this survey. We remind you that this survey is voluntary and that all information collected from and about campus personnel will remain confidential. No identifying information will be included in published reports on this project.

For general questions about TEEG or the overall evaluation,
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For questions about technical problems completing this survey,
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Our estimate for completing the survey is approximately 20 minutes. Please note that there is no online option to save your responses and resume later where you left off. Therefore, we have provided a copy of the survey questions for your use as worksheets to facilitate the online survey process. To view or print the survey worksheets, click on the following link: [TEEGTSCY1_Spr2008](#).

To begin the survey, proceed by pressing the "Next" button shown below.

Please enter your school's name from the drop down list:

School:

Note: To help you find your school, the list is alphabetized by district followed by your school's name. The type of school and 9-digit campus id are provided to you for clarification, if needed.

(1) How do you classify your MAIN position in your current school during this 2007-08 school year? Please select only one response below that most accurately describes your position.

- Regular full-time teacher (i.e., an educator who teaches in an academic setting or a career and technology setting for an average of four or more hours each day.)
- Regular part-time teacher (i.e., an educator who teaches in an academic setting or a career and technology setting for less than an average of four hours each day.)
- 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.)
- Short-term substitute (i.e., your assignment requires that you fill the role of a "regular full-time teacher" - as defined above - on a short-term basis, but you are still considered a substitute)
- Student teacher
- Teacher aide
- Administrator (e.g., principal, assistant principal, director, head of school)
- Instructional specialists (e.g., curriculum coordinator, mentor teacher, literacy or math coach)
- Librarian or library media specialist
- Health support staff (e.g., nurse, counselor, therapist)
- Campus support staff (e.g., custodian, cafeteria worker)
- Other support staff (e.g., administrative assistant)
- Other - Please explain

SECTION A: PERFORMANCE-BASED INCENTIVES

(2) We recognize that your school is not currently participating in the TEEG program this 2007-08 school year. However, we would like to ask about your school's experience participating in the TEEG program during the previous school year (2006-07).

(2a) Were you employed at this current school during the 2006-07 school year?

- Yes
- No [Goto question 3] _____

You indicated that you were employed at this current school during the 2006-07 school year.

(2b) To what extent do you agree or disagree with the following statements about your school's experience participating in the TEEG program during the 2006-07 school year?

	(Click one response in each row.)			
	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Our TEEG program did a good job of distinguishing effective from ineffective teachers at the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The prospect that teachers at my school could earn a bonus discouraged staff in the school from working together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I noticed increased resentment among teachers during the school's participation in the TEEG program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I was already working as effectively as I could before the implementation of TEEG, so the program did not affect my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I had a clear understanding of the criteria I needed to meet in order to achieve a bonus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The size of the top TEEG bonus award at my school was large enough to motivate me to put in extra effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Our TEEG program did not measure important aspects of my teaching performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I had a strong desire to earn a TEEG bonus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I altered my instructional practices as a result of our TEEG program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(3) To what extent do you agree or disagree with the following statements about the teachers in your school during this 2007-08 school year?

	(Click one response in each row.)				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Do not know
a. Teachers in my school are aware that the school is not participating in TEEG during this 2007-08 school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers in my school understand why the school is ineligible to participate in TEEG during this 2007-08 school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers are disappointed that they can not earn a TEEG bonus award for their performance during this 2007-08 school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers believe it is fair that our school is ineligible to participate in TEEG during this 2007-08 school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teachers hope that our school will become eligible to participate in the TEEG program in future school years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teachers are adapting their professional practice this 2007-08 school year to improve our school's chances of becoming eligible for the TEEG program in future school years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers believe their efforts can contribute to our school's chances of becoming eligible for the TEEG program in future school years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION B: SCHOOL ENVIRONMENT

(4) To what extent do you agree or disagree with the following statements about the teachers in your school this year (2007-08) compared to last school year (2006-07)?

Compared to last year, teachers in my school...

	(Click one response in each row.)			
	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Seem more competitive than cooperative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Trust each other less.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Feel more responsible to help each other do their best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. More often expect students to complete every assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. More often encourage students to keep trying even when the work is challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Less often think it is important that all of their students do well in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Can be counted on more often to help out anywhere or anytime, even though it may not be part of their official assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(5) To what extent do you agree or disagree with the following statements about your satisfaction with teaching?

	(Click one response in each row.)			
	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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The stress and disappointments involved in teaching at this school are much greater than last school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. This year I like the way things are run at the school more than I did last year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. This year I think about transferring to another school/district more than I did last year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. This year I think about staying home from school because I'm just too tired to go more than I did last year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION C: CURRICULUM AND INSTRUCTION

(6) How often do you engage in the following activities as part of your classroom instruction?

	(Click one response in each row.)					
	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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I follow an "instructional calendar" or "pacing plan" provided by the school or district to schedule my instructional content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I design my classroom lessons to be aligned with specific curricular standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I plan different assignments or lessons for groups of students based on their performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I have students help other students learn class content (e.g., peer tutoring).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(7) How have you changed your teaching practices this year (2007-08) compared to last year (2006-07)? 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.

	(Click one response in each row.)				
	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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Focusing on the classroom content covered by standardized achievement tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Administering benchmark assessments or quizzes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Re-teaching topics or skills based on students' performance on classroom tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Reviewing student test results with other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Seeking help from/providing help to other teachers informally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Attending district- or school-sponsored professional development workshops.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Engaging in informal self-directed learning (e.g., reading subject-specific education research, using the Internet to enrich knowledge and skills).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Tutoring individuals or small groups of students outside of class time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(8) How much change has there been in the time your students spend on the following activities this year (2007-08) compared to last year (2006-07)? 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.

	(Click one response in each row.)				
	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).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Working in groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Completing assignments at home (i.e., homework).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Receiving direct instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION D: ASSESSMENT AND USE OF ASSESSMENT RESULTS

(9) Teachers sometimes focus their efforts on improving the performance of specific groups of students. Compared to last year (2006-07), how regularly do you focus extra effort on students at different performance levels in your class(es) this year (2007-08)?

	(Click one response in each row.)			
	Never or almost never	Occasionally	Frequently	Always or almost always
a. I focus the same amount of effort on students at <u>all</u> performance levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I focus more effort on students at <u>high</u> levels of achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I focus more effort on students at <u>average</u> levels of achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I focus more effort on students at <u>moderately low</u> levels of achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I focus more effort on students at <u>very low</u> levels of achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(10) To what extent do you use student test score data for each of the following purposes?

	(Click one response in each row.)			
	Never or almost never	Occasionally	Frequently	Always or almost always
a. Identify individual students who need remedial assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Set learning goals for individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Tailor instruction to individual students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Develop recommendations for tutoring or other educational services for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Assign or reassign students to groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Identify and correct gaps in the curriculum for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Encourage parent involvement in student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Identify areas where I need to strengthen my content knowledge or teaching skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Determine areas where I need professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION E: PARENT ENGAGEMENT

(11) How often do you engage in each of the following activities involving students' parents (or guardians)?

	(Click one response in each row.)			
	Never or almost never	Occasionally	Frequently	Always or almost always
a. I require students to have their parents sign off on homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I assign homework that requires direct parent involvement or participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I send home examples of excellent student work to serve as models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. For those students who are having academic problems, I try to make direct contact with their parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. For those students whose academic performance improves, I send messages home to parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I invite parents to visit or observe my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I encourage parents to volunteer in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I help engage parents in site-based decision-making and advisory groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION F: BACKGROUND INFORMATION

(12) Including this year (2007-08), 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

(13) Including this year (2007-08), 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

(14) What is the highest degree you hold?

- Associate Degree
- Bachelor's Degree
- Master's Degree
- Doctorate or Professional Degree
- Other (specify)

(15) What subjects do you teach this school year (2007-08)? (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

(16) 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

(17) What percentage of your time do you spend teaching in an out-of-field area?

- 0% (i.e., none at all)
- 1% to 10%
- 11% to 20%
- 21% to 30%
- 31% to 40%
- 41% to 50%
- 51% to 60%
- 61% to 70%
- 71% to 80%
- 81% to 90%
- 91% to 99%
- 100%

(18) Are you male or female?

- Male
- Female

(19) What is your race or ethnicity?

- White
 - Black or African-American
 - Hispanic or Latino
 - Asian
 - Native Hawaiian or Other Pacific Islander
 - American Indian or Alaska Native
 - Other
-

Teacher Compensation Information

(20) What is your current combined annual teaching and extra duty salary (i.e., not including any TEEG awards or other bonus or incentive pay)?

- \$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

(21) Were you employed in your current school during the 2006-07 school year?

- Yes
- No [Go to question 23.] _____

You indicated that you were employed in your current school during the 2006-07 school year.

(22) How much money did you personally receive from TEEG bonus awards for your performance during the 2006-07 school year (i.e., bonus awards distributed during the fall 2007 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) Other than TEEG bonus awards, do you receive any bonus or incentive pay that is over and beyond that which is your annual teaching and extra duty salary?

- Yes
- No

You have completed the survey.

Please click on the “Submit Survey” button below to submit your responses.

Submit Survey

NATIONAL CENTER ON
Performance Incentives

Spring 2008 Teacher Survey TEEG Cycle 1 and 3 ONLY

Dear Teacher,

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 attitudes toward performance-based incentives, their school environment, and their teaching practices.

We recognize that you are employed in a school that participated in TEEG during the 2006-07 school year (Cycle 1) and, therefore, you may have filled out a similar survey during the spring 2007. We ask that you again participate in this spring 2008 survey. Gathering teacher feedback over time will enable us to better understand teachers' experiences more fully. Please note that 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 opportunity to participate in this survey effort, we encourage you to respond at this time.

We want to survey all staff who are directly involved in delivering instruction, such as classroom teachers, instructional aides, instructional specialists, and instructional coaches. Therefore, when we state that this survey should be completed by all "full-time instructional personnel", we say so with the following definition in mind.

- (1) A classroom teacher who teaches an average of four or more hours per day in an academic or career and technology 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 four or more hours per day of instructional work in an academic or career and technology setting focusing on the delivery of the TEKS.

We appreciate your contribution to this study and believe your feedback will provide important insight regarding the issues addressed by this survey. We remind you that this survey is voluntary and that all information collected from and about campus personnel will remain confidential. No identifying information will be included in published reports on this project.

For general questions about TEEG or the overall evaluation,
Andrew Moellmer (TEA)
(512) 936-6503
programeval@tea.state.tx.us

Jessica Lewis (NCPI)
(615) 322-5622
jessica.l.lewis@vanderbilt.edu

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

Our estimate for completing the survey is approximately 20 minutes. Please note that there is no online option to save your responses and resume later where you left off. Therefore, we have provided a copy of the survey questions for your use as worksheets to facilitate the online survey process. To view or print the survey worksheets, click on the following link: [TEEGTSCY1n3_Spr2008](#).

To begin the survey, proceed by pressing the "Next" button shown below.

Please enter your school's name from the drop down list:

School:

Note: To help you find your school, the list is alphabetized by district followed by your school's name and campus id.

(1) How do you classify your MAIN position in your current school during this 2007-08 school year? Please select only one response below that most accurately describes your position.

- Regular full-time teacher (i.e., an educator who teaches in an academic setting or a career and technology setting for an average of four or more hours each day.)
- Regular part-time teacher (i.e., an educator who teaches in an academic setting or a career and technology setting for less than an average of four hours each day.)
- 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.)
- Short-term substitute (i.e., your assignment requires that you fill the role of a "regular full-time teacher" - as defined above - on a short-term basis, but you are still considered a substitute)
- Student teacher
- Teacher aide
- Administrator (e.g., principal, assistant principal, director, head of school)
- Instructional specialists (e.g., curriculum coordinator, mentor teacher, literacy or math coach)
- Librarian or library media specialist
- Health support staff (e.g., nurse, counselor, therapist)
- Campus support staff (e.g., custodian, cafeteria worker)
- Other support staff (e.g., administrative assistant)
- Other - Please explain

SECTION A: PERFORMANCE-BASED INCENTIVES

(2) We recognize that your school is not currently participating in the TEEG program this 2007-08 school year. However, we would like to ask about your school's experience participating in the TEEG program during the previous school year (2006-07).

(2a) Were you employed at this current school during the 2006-07 school year?

- Yes
- No [Goto question 3.] _____

You indicated that you were employed at this current school during the 2006-07 school year.

(2b) To what extent do you agree or disagree with the following statements about your school's experience participating in the TEEG program during the 2006-07 school year?

	(Click one response in each row.)			
	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Our TEEG program did a good job of distinguishing effective from ineffective teachers at the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The prospect that teachers at my school could earn a bonus discouraged staff in the school from working together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I noticed increased resentment among teachers during the school's participation in the TEEG program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I was already working as effectively as I could before the implementation of TEEG, so the program did not affect my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I had a clear understanding of the criteria I needed to meet in order to achieve a bonus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The size of the top TEEG bonus award at my school was large enough to motivate me to put in extra effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Our TEEG program did not measure important aspects of my teaching performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I had a strong desire to earn a TEEG bonus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. I altered my instructional practices as a result of our TEEG program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(3) To what extent do you agree or disagree with the following statements about the teachers in your school during this 2007-08 school year?

	(Click one response in each row.)				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Do not know
a. Teachers in my school are aware that the school is not participating in TEEG during this 2007-08 school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers in my school understand why the school is ineligible to participate in TEEG during this 2007-08 school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers are disappointed that they can not earn a TEEG bonus award for their performance during this 2007-08 school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers believe it is fair that our school is ineligible to participate in TEEG during this 2007-08 school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teachers are aware that our school is eligible to apply for TEEG participation in the 2008-09 school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teachers believe their efforts can contribute to our school's chances of being eligible for TEEG participation at a later date.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION B: SCHOOL ENVIRONMENT

(4) To what extent do you agree or disagree with the following statements about the teachers in your school this year (2007-08) compared to last school year (2006-07)?

Compared to last year, teachers in my school...

	(Click one response in each row.)			
	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Seem more competitive than cooperative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Trust each other less.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Feel more responsible to help each other do their best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. More often expect students to complete every assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. More often encourage students to keep trying even when the work is challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Less often think it is important that all of their students do well in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Can be counted on more often to help out anywhere or anytime, even though it may not be part of their official assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(5) To what extent do you agree or disagree with the following statements about your satisfaction with teaching?

	(Click one response in each row.)			
	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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The stress and disappointments involved in teaching at this school are much greater than last school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. This year I like the way things are run at the school more than I did last year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. This year I think about transferring to another school/district more than I did last year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. This year I think about staying home from school because I'm just too tired to go more than I did last year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION C: CURRICULUM AND INSTRUCTION

(6) How often do you engage in the following activities as part of your classroom instruction?

	(Click one response in each row.)					
	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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I follow an "instructional calendar" or "pacing plan" provided by the school or district to schedule my instructional content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I design my classroom lessons to be aligned with specific curricular standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I plan different assignments or lessons for groups of students based on their performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I have students help other students learn class content (e.g., peer tutoring).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(7) How have you changed your teaching practices this year (2007-08) compared to last year (2006-07)? 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.

	(Click one response in each row.)				
	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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Focusing on the classroom content covered by standardized achievement tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Administering benchmark assessments or quizzes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Re-teaching topics or skills based on students' performance on classroom tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Reviewing student test results with other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Seeking help from/providing help to other teachers informally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Attending district- or school-sponsored professional development workshops.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Engaging in informal self-directed learning (e.g., reading subject-specific education research, using the Internet to enrich knowledge and skills).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Tutoring individuals or small groups of students outside of class time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(8) How much change has there been in the time your students spend on the following activities this year (2007-08) compared to last year (2006-07)? 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.

	(Click one response in each row.)				
	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).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Working in groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Completing assignments at home (i.e., homework).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Receiving direct instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION D: ASSESSMENT AND USE OF ASSESSMENT RESULTS

(9) Teachers sometimes focus their efforts on improving the performance of specific groups of students. Compared to last year (2006-07), how regularly do you focus extra effort on students at different performance levels in your class(es) this year (2007-08)?

	(Click one response in each row.)			
	Never or almost never	Occasionally	Frequently	Always or almost always
a. I focus the same amount of effort on students at <u>all</u> performance levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I focus more effort on students at <u>high</u> levels of achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I focus more effort on students at <u>average</u> levels of achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I focus more effort on students at <u>moderately low</u> levels of achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I focus more effort on students at <u>very low</u> levels of achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(10) To what extent do you use student test score data for each of the following purposes?

	(Click one response in each row.)			
	Never or almost never	Occasionally	Frequently	Always or almost always
a. Identify individual students who need remedial assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Set learning goals for individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Tailor instruction to individual students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Develop recommendations for tutoring or other educational services for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Assign or reassign students to groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Identify and correct gaps in the curriculum for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Encourage parent involvement in student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Identify areas where I need to strengthen my content knowledge or teaching skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Determine areas where I need professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION E: PARENT ENGAGEMENT

(11) How often do you engage in each of the following activities involving students' parents (or guardians)?

	(Click one response in each row.)			
	Never or almost never	Occasionally	Frequently	Always or almost always
a. I require students to have their parents sign off on homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I assign homework that requires direct parent involvement or participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I send home examples of excellent student work to serve as models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. For those students who are having academic problems, I try to make direct contact with their parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. For those students whose academic performance improves, I send messages home to parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I invite parents to visit or observe my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I encourage parents to volunteer in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I help engage parents in site-based decision-making and advisory groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION F: BACKGROUND INFORMATION

(12) Including this year (2007-08), 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

(13) Including this year (2007-08), 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

(14) What is the highest degree you hold?

- Associate Degree
- Bachelor's Degree
- Master's Degree
- Doctorate or Professional Degree
- Other (specify)

(15) What subjects do you teach this school year (2007-08)? (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

(16) 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

(17) What percentage of your time do you spend teaching in an out-of-field area?

- 0% (i.e., none at all)
- 1% to 10%
- 11% to 20%
- 21% to 30%
- 31% to 40%
- 41% to 50%
- 51% to 60%
- 61% to 70%
- 71% to 80%
- 81% to 90%
- 91% to 99%
- 100%

(18) Are you male or female?

- Male
- Female

(19) What is your race or ethnicity?

- White
- Black or African-American
- Hispanic or Latino
- Asian
- Native Hawaiian or Other Pacific Islander
- American Indian or Alaska Native
- Other

Teacher Compensation Information

(20) What is your current combined annual teaching and extra duty salary (i.e., not including any TEEG awards or other bonus or incentive pay)?

- \$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

(21) Were you employed in your current school during the 2006-07 school year?

- Yes
- No [[Go to question 23.](#)]

You indicated that you were employed in your current school during the 2006-07 school year.

(22) How much money did you personally receive from TEEG bonus awards for your performance during the 2006-07 school year (i.e., bonus awards distributed during the fall 2007 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) Other than TEEG bonus awards, do you receive any bonus or incentive pay that is over and beyond that which is your annual teaching and extra duty salary?

- Yes
- No

You have completed the survey.

Please click on the “Submit Survey” button below to submit your responses.

Submit Survey

NATIONAL CENTER ON
Performance Incentives

Spring 2008 Teacher Survey Comparison Group

Dear Teacher,

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 attitudes toward performance-based incentives, their school environment, and their teaching practices. We recognize that you are employed in a school that has not participated in TEEG. However, we believe that it is important to learn about the attitudes, school environment, and teaching practices of teachers throughout the state of Texas.

We want to survey all staff who are directly involved in delivering instruction, such as classroom teachers, instructional aides, instructional specialists, and instructional coaches. Therefore, when we state that this survey should be completed by all "full-time instructional personnel", we say so with the following definition in mind.

- (1) A classroom teacher who teaches an average of four or more hours per day in an academic or career and technology 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 four hours or more per day of instructional work in an academic or career and technology setting focusing on the delivery of the TEKS.

We appreciate your contribution to this study and believe your feedback will provide important insight regarding the issues addressed by this survey. We remind you that this survey is voluntary and that all information collected from and about campus personnel will remain confidential. No identifying information will be included in published reports on this project.

We also emphasize that your school will be eligible for an amount of \$250 if 80% of all full-time instructional personnel at your school complete this survey.

For general questions about TEEG or the overall evaluation,
Andrew Moellmer (TEA)
(512) 936-6503
programeval@tea.state.tx.us

Jessica Lewis (NCPI)
(615) 322-5622
jessica.l.lewis@vanderbilt.edu

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

Our estimate for completing the survey is approximately 20 minutes. Please note that there is no online option to save your responses and resume later where you left off. Therefore, we have provided a copy of the survey questions for your use as worksheets to facilitate the online survey process. To view or print the survey worksheets, click on the following link: [TEEGTSCG_Spr2008](#).

To begin the survey, proceed by pressing the "Next" button shown below.

Please enter your school's name from the drop down list:

School:

Note: To help you find your school, the list is alphabetized by district followed by your school's name and campus id.

(1) How do you classify your MAIN position in your current school during this 2007-08 school year? Please select only one response below that most accurately describes your position.

- Regular full-time teacher (i.e., an educator who teaches in an academic setting or a career and technology setting for an average of four or more hours each day.)
- Regular part-time teacher (i.e., an educator who teaches in an academic setting or a career and technology setting for less than an average of four hours each day.)
- 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.)
- Short-term substitute (i.e., your assignment requires that you fill the role of a "regular full-time teacher" - as defined above - on a short-term basis, but you are still considered a substitute)
- Student teacher
- Teacher aide
- Administrator (e.g., principal, assistant principal, director, head of school)
- Instructional specialists (e.g., curriculum coordinator, mentor teacher, literacy or math coach)
- Librarian or library media specialist
- Health support staff (e.g., nurse, counselor, therapist)
- Campus support staff (e.g., custodian, cafeteria worker)
- Other support staff (e.g., administrative assistant)
- Other - Please explain

SECTION A: PERFORMANCE-BASED INCENTIVES

(2) To answer this question, imagine that you are employed in a school that is participating in the Texas Educator Excellence Grant (TEEG) program during this 2007-08 school year. TEEG currently provides over 1,000 schools with state funds to design and implement pay-for-performance programs through which school personnel can earn bonus pay. At least 75 percent of a school's TEEG grant is reserved to pay bonuses to classroom teachers based upon their impact on student academic performance and collaborative activities with colleagues. The remaining 25 percent can be used to pay bonuses to non-teacher personnel and/or implement professional development activities.

If our school was part of the TEEG program ...

	(Click one response in each row.)			
	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I would really hate to be one of the teachers who did not earn a performance-based bonus this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. It would be relatively difficult for me to earn a bonus this year because many of my students are not easy to teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. It would be relatively difficult for me to earn a bonus this year because I teach a number of students with individualized education programs (IEPs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. It would be relatively difficult for me to earn a bonus this year because I teach a number of limited English proficient students or students learning English as a second language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I would have altered my instructional practices as a result of the opportunity to earn a large financial bonus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I would have a strong desire to earn a TEEG performance-based bonus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. It would not affect my work because I was already working as effectively as I could before the implementation of TEEG.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The prospect that teachers could earn a bonus would discourage staff in the school from working together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(3) To what extent do you agree or disagree with the following statements about the teachers in your school this 2007-08 school year?

	(Click one response in each row.)				
	Strongly Disagree	Disagree	Agree	Strongly Agree	Do not know
a. Teachers in my school do not know about the state-funded TEEG program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers in my school understand why our school is ineligible to participate in TEEG during this 2007-08 school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers are disappointed that they can not earn a TEEG bonus award for their performance during this 2007-08 school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers believe it is fair that our school is ineligible to participate in TEEG during this 2007-08 school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teachers hope that our school will become eligible to participate in the TEEG program in future school years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teachers are adapting their professional practice this 2007-08 school year to improve our school's chances of becoming eligible for the TEEG program in future school years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers believe their efforts can contribute to our school's chances of becoming eligible for the TEEG program in future school years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION B: SCHOOL ENVIRONMENT

(4) To what extent do you agree or disagree with the following statements about the teachers in your school this year (2007-08) compared to last school year (2006-07)?

Compared to last year, teachers in my school..

	(Click one response in each row.)			
	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Seem more competitive than cooperative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Trust each other less.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Feel more responsible to help each other do their best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. More often expect students to complete every assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. More often encourage students to keep trying even when the work is challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Less often think it is important that all of their students do well in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Can be counted on more often to help out anywhere or anytime, even though it may not be part of their official assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(5) To what extent do you agree or disagree with the following statements about your satisfaction with teaching?

	(Click one response in each row.)			
	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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The stress and disappointments involved in teaching at this school are much greater than last school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. This year I like the way things are run at the school more than I did last year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. This year I think about transferring to another school/district more than I did last year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. This year I think about staying home from school because I'm just too tired to go more than I did last year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION C: CURRICULUM AND INSTRUCTION

(6) How often do you engage in the following activities as part of your classroom instruction?

	(Click one response in each row.)					
	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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I follow an "instructional calendar" or "pacing plan" provided by the school or district to schedule my instructional content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I design my classroom lessons to be aligned with specific curricular standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I plan different assignments or lessons for groups of students based on their performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I have students help other students learn class content (e.g., peer tutoring).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(7) How have you changed your teaching practices this year (2007-08) compared to last year (2006-07)? 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.

	(Click one response in each row.)				
	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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Focusing on the classroom content covered by standardized achievement tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Administering benchmark assessments or quizzes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Re-teaching topics or skills based on students' performance on classroom tests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Reviewing student test results with other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Seeking help from/providing help to other teachers informally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Attending district- or school-sponsored professional development workshops.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Engaging in informal self-directed learning (e.g., reading subject-specific education research, using the Internet to enrich knowledge and skills).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Tutoring individuals or small groups of students outside of class time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(8) How much change has there been in the time your students spend on the following activities this year (2007-08) compared to last year (2006-07)? 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.

	(Click one response in each row.)				
	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).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Working in groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Completing assignments at home (i.e., homework).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Receiving direct instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION D: ASSESSMENT AND USE OF ASSESSMENT RESULTS

(9) Teachers sometimes focus their efforts on improving the performance of specific groups of students. Compared to last year (2006-07), how regularly do you focus extra effort on students at different performance levels in your class(es) this year (2007-08)?

	(Click one response in each row.)			
	Never or almost never	Occasionally	Frequently	Always or almost always
a. I focus the same amount of effort on students at <u>all</u> performance levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I focus more effort on students at <u>high</u> levels of achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I focus more effort on students at <u>average</u> levels of achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I focus more effort on students at <u>moderately low</u> levels of achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I focus more effort on students at <u>very low</u> levels of achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(10) To what extent do you use student test score data for each of the following purposes?

	(Click one response in each row.)			
	Never or almost never	Occasionally	Frequently	Always or almost always
a. Identify individual students who need remedial assistance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Set learning goals for individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Tailor instruction to individual students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Develop recommendations for tutoring or other educational services for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Assign or reassign students to groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Identify and correct gaps in the curriculum for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Encourage parent involvement in student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Identify areas where I need to strengthen my content knowledge or teaching skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Determine areas where I need professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION E: PARENT ENGAGEMENT

(11) How often do you engage in each of the following activities involving students' parents (or guardians)?

	(Click one response in each row.)			
	Never or almost never	Occasionally	Frequently	Always or almost always
a. I require students to have their parents sign off on homework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I assign homework that requires direct parent involvement or participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I send home examples of excellent student work to serve as models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. For those students who are having academic problems, I try to make direct contact with their parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. For those students whose academic performance improves, I send messages home to parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I invite parents to visit or observe my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I encourage parents to volunteer in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I help engage parents in site-based decision-making and advisory groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION F: BACKGROUND INFORMATION

(12) Including this year (2007-08), 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

(13) Including this year (2007-08), 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

(14) What is the highest degree you hold?

- Associate Degree
- Bachelor's Degree
- Master's Degree
- Doctorate or Professional Degree
- Other (specify)

(15) What subjects do you teach this school year (2007-08)? (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

(16) 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

(17) What percentage of your time do you spend teaching in an out-of-field area?

- 0% (i.e., none at all)
- 1% to 10%
- 11% to 20%
- 21% to 30%
- 31% to 40%
- 41% to 50%
- 51% to 60%
- 61% to 70%
- 71% to 80%
- 81% to 90%
- 91% to 99%
- 100%

(18) Are you male or female?

- Male
- Female

(19) What is your race or ethnicity?

- White
 - Black or African-American
 - Hispanic or Latino
 - Asian
 - Native Hawaiian or Other Pacific Islander
 - American Indian or Alaska Native
 - Other
-

Teacher Compensation Information

(20) What is your current combined annual teaching and extra duty salary (i.e., not including any TEEG awards or other bonus or incentive pay)?

- \$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

(21) Do you receive any bonus or incentive pay that is over and beyond that which is your annual teaching and extra duty salary?

- Yes
- No

You have completed the survey.

Please click on the “Submit Survey” button below to submit your responses.

Submit Survey

APPENDIX M: Results from Spring 2008 Instructional Personnel Survey

Simple descriptive statistics for survey results are presented in this appendix and include frequency distributions for selected survey items.¹ For each of the four school groups described above, frequency distributions are presented along three dimensions. Panel A provides the overall response for all respondents in a school group. Panel B presents responses disaggregated by school characteristics. Responses are differentiated between respondents in regular public schools versus those in charter public schools, and between respondents assigned to different grade levels (i.e., elementary, middle, high, and mixed grade configurations). Panel C presents responses disaggregated by personnel characteristics. Responses are differentiated between respondents holding different professional titles (i.e., teacher versus non-teacher respondents) and those with different years of experience (i.e., 0 to 3 years, 4 to 14 years, and 15 or more years). Finally, these tables provide frequency distributions of responses aggregated for all TEEG schools in both survey years (i.e., all schools in all school groups except comparison schools).

Evaluators conducted tests of statistical significance to examine differences between and within school groups, as well as between years.² First, evaluators tested differences in overall 2008 responses between the four school groups (i.e., Cycle 1 only, Cycle 2 only, Cycle 1 and 2, comparison schools). Results from these analyses are presented in Panel D in each table of this appendix. Evaluators also examined 2007 and 2008 results to identify differences, within each school group, by school and personnel categories (i.e., regular v. charter, grade level, professional title, and years of experience); although this chapter focuses on any differences in 2008 responses. Finally, evaluators tested differences between years by school and personnel categories using only schools that were represented in both the 2007 and 2008 survey. Any findings of statistically significant differences are discussed in this chapter.

¹ Evaluators used most similar questions across all versions of the TEEG spring survey. One question was not used because the response categories were changed from 2007 to 2008 survey administrations. When possible, tables in Appendix M also present the frequency distributions for spring 2007 survey results. This is only possible for schools that participated in the survey both years (i.e., any TEEG Cycle 1 school).

² All tests of significance were tested at the $p < .05$ level and do not adjust for multiple comparisons.

Percentage of respondents agreeing or strongly agreeing with the statement, "Our TEEG program does a good job of distinguishing effective from ineffective teachers at this school."

	Panel B: School Characteristics										Panel C: Teacher Characteristics				Panel D: Participation in TEEG Cycles			
	Panel A: Baseline		Grade Level				Job Classification				Years of Experience				Cycle 1 and 2		Comparison	
	School Type		Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2				
<i>Cycle 1 Only</i>																		
2007	40.6%+ [18045]	40.8%*+ [17844]	31.0% [201]	42.5%+ [10318]	41.0% [3122]	36.8% [4189]	33.4%* [416]	...	...	43.8%*+ [3681]	40.3%+ [7894]	39.1% [6470]	...	...	...	...
2008	50.4% [16137]	50.3%* [15939]	52.5% [178]	50.8% [9120]	51.6% [2893]	48.1% [3809]	54.8%* [315]	47.6%* [13156]	62.9% [2981]	41.7%* [2277]	51.9% [7418]	53.0% [6442]	#	...	...	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	64.7% [20162]	64.5%* [19945]	77.9% [217]	64.6% [10874]	64.9% [4344]	64.5% [4543]	66.8% [401]	62.6%* [16554]	74.3% [3608]	69.9%* [4329]	62.7% [9016]	64.0% [6817]	...	...	...	...
2007	44%+ [11682]	45.4%* [11599]	10.3% [83]	45.2% [7100]	46.3% [2628]	41.8%+ [1742]	22.1%* [212]	...	...	47.2%* [2361]	43.9% [5210]	42.4% [4111]	...	...	...	...
2008	64.4% [15702]	64.1%* [15404]	79.5% [298]	64.5% [9758]	63.4% [3505]	64.8% [2084]	67.9% [355]	62.2%* [12745]	73.8% [2957]	70.5%* [3182]	63.1% [7157]	62.5% [5363]	...	...	...	...
<i>Comparison Schools</i>																		
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2007	42.3%+ [25887]	42.6%*+ [25711]	24.2% [176]	43.6%+ [15441]	43.0% [5163]	38.2% [4851]	36.9%* [432]	...	...	45.1%* [6042]	41.7% [13104]	40.4% [10581]	...	...	...	...
2008	56.8% [30285]	56.6%* [29821]	67.4% [464]	57.5% [18105]	57.1% [6092]	53.7% [5443]	60.9%* [645]	54.2%* [24622]	68.0% [5663]	61.1%* [9788]	59.2% [23591]	59.6% [18622]	...	...	...	...

Total number of respondents in [brackets].

* indicates the distributions across categories, within year, are significantly different at $p < .05$ level.

+ indicates the distributions across years, for each category, are significantly different at $p < .05$ level.

indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents agreeing or strongly agreeing with the statement, "The prospect that teachers at my school can earn a bonus discourages staff in the school from working together."

	Panel A: Baseline										Panel B: School Characteristics					Panel C: Teacher Characteristics					Panel D: Participation in TEEG Cycles							
											School Type			Grade Level			Job Classification			Years of Experience								
	All		Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison												
2007	17%+	17.2%*+ [17844]	6.7% [201]	18.1%+ [10318]	16.4%+ [3122]	15.5% [4189]	1.3%* [416]	...	...	...	...	...	13.9%+ [3681]	17.2%+ [7894]	18.8%+ [6470]	...	...	...	...	...	...	...	...	...	...
	19.8%	19.9% [15939]	14.1% [178]	20.9% [9120]	17.7% [2893]	19.4% [3809]	13.5%* [315]	19.4% [13156]	21.5% [2981]	15.0% [2277]	20.7% [7418]	21.1% [6442]	#	...	...	#	...	...	...	...	...	...	...	...	#	...
2008	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	19.9%	20%* [19945]	9.7% [217]	19.4% [10874]	19.7% [4344]	22.1% [4543]	11%* [401]	19.6%* [16554]	21.1% [3608]	18.4%* [4329]	19.5% [9016]	21.4% [6817]	...	...	...	...	...	...	...	...	...	...	...	...	...	#	...
2007	15.2%	15.7% [11599]	2.7% [83]	15.2% [7100]	16.3% [2628]	16.5% [1742]	5.0% [212]	...	...	...	...	...	12.8%* [2361]	14.8% [5210]	17.2%+ [4111]	...	...	...	...	...	...	...	...	...	...	...	...
	21.0%	21.1%* [15404]	15.1% [298]	21.5% [9758]	20.2% [3505]	21.0% [2084]	16.6% [355]	20.8% [12745]	22.1% [2957]	19.4%* [3182]	21.6% [7157]	21.3% [5363]	...	...	...	...	...	...	...	...	...	...	...	...	...	...	#	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	34.0%	34.1% [3837]	18.8% [32]	33.4% [2051]	33.0% [740]	36.4% [935]	32.2% [143]	34.0% [3216]	33.7% [653]	27.2%* [904]	32.8% [1655]	40.2% [1310]	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2007	16.4%+	16.5%*+ [25887]	5.6% [176]	17%+ [15441]	16.1%+ [5163]	15.7%+ [4851]	8.4% [432]	...	...	...	...	...	13.5%* [6042]	16.3%+ [13104]	18.1%+ [10581]	...	...	...	...	...	...	...	...	...	...	...	...
	20.6%	20.7%* [29821]	14.4% [464]	21.4% [18105]	19.3% [6092]	20.1% [5443]	14.7%* [645]	20.3%* [24622]	22.0% [5663]	17.6%* [9788]	20.5% [23591]	21.2% [18622]	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Total number of respondents in [brackets].

* indicates the distributions across categories, within year, are significantly different at $p < .05$ level.

+ indicates the distributions across years, for each category, are significantly different at $p < .05$ level.

indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents agreeing or strongly agreeing with the statement, "I have noticed increased resentment among teachers since the start of our TEEG program."

	Panel A: Baseline										Panel B: School Characteristics						Panel C: Teacher Characteristics						Panel D: Participation in TEEG Cycles					
											School Type			Grade Level			Job Classification			Years of Experience			Cycle 2 only		Cycle 1 and 2		Comparison	
	All		Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.															
2007	19.3%+ [18045]	19.3%*+ [17844]	5.5% [201]	21.5% [10318]	17.1%+ [3122]	15.9%+ [4189]	17.7%* [416]	...	...	15.6%*+ [3681]	19.4%*+ [7894]	21.3% [6470]	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	26.4% [16137]	26.6%* [15939]	14.5% [178]	28.7% [9120]	24.1% [2893]	23.8% [3809]	17.3%* [315]	26.8%* [13156]	24.9% [2981]	18.1%* [2277]	28.8% [7418]	27.9% [6442]	#	...	...	...	...	...	...	...	...	...	...	...	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	22.6% [20162]	22.7%* [19945]	12.9% [217]	21.9% [10874]	23.6% [4344]	24.3% [4543]	10.5%* [401]	23%* [16554]	20.7% [3608]	19.5%* [4329]	23.8% [9016]	23.0% [6817]	...	...	...	...	...	...	...	...	...	...	...	...	...
2007	18.2% [11682]	18.8% [11599]	3.3% [83]	18.3% [7100]	19.1% [2628]	19.9% [1742]	5.1%* [212]	...	...	13.9%* [2361]	19.0% [5210]	19.8% [4111]	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	26.0% [15702]	26.1%* [15404]	19.8% [298]	26.8% [9758]	25.6% [3505]	24.3% [2084]	17.5%* [355]	26.6%* [12745]	23.3% [2957]	22%* [3182]	27.2% [7157]	26.7% [5363]	...	...	...	...	...	...	...	...	...	...	...	...	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2007	19%+ [25887]	19.2%*+ [25711]	5.3% [176]	20.3% [15441]	18.1% [5163]	16.8% [4851]	9.9%* [432]	...	...	15%*+ [6042]	19.3%*+ [13104]	20.7% [10581]	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	26.5% [30285]	26.7%* [29821]	17.2% [464]	28.1% [18105]	25.4% [6092]	24.0% [5443]	17.2%* [645]	27%* [24622]	24.4% [5663]	19.8%* [9788]	26.5% [23591]	25.8% [18622]	...	...	...	...	...	...	...	...	...	...	...	...	...

Total number of respondents in [brackets].

* indicates the distributions across categories, within year, are significantly different at $p < .05$ level.

+ indicates the distributions across years, for each category, are significantly different at $p < .05$ level.

indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents agreeing or strongly agreeing with the statement, "I was already working as effectively as I could before the implementation of TEEG, so the program does not affect my work."

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles				
	Panel A: Baseline					Panel B: School Characteristics					Panel D: Participation in TEEG Cycles				
	School Type		Grade Level			Job Classification			Years of Experience			Cycle 1 and 2	Cycle 2 only	Comparison	
All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 1 and 2	Cycle 2 only	Comparison	
2007	57.7%+ [18045]	58.3%*+ [17844]	30.2% [201]	61%+ [10318]	55.4%+ [3122]	53%+ [4189]	48.7%* [416]	...	...	54.4%*+ [3681]	58.2%*+ [7894]	59.2%*+ [6470]	...	...	...
2008	77.5% [16137]	77.8%* [15939]	57.4% [178]	80.9% [9120]	75.9% [2893]	72.1% [3809]	6.7%* [315]	76.9% [13156]	80.4% [2981]	55.7%* [2277]	80.6% [7418]	85.1% [6442]	#	...	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	85.1% [20162]	85.3%* [19945]	74.2% [217]	87.0% [10874]	84.1% [4344]	82.2% [4543]	80.8%* [401]	85.2% [16554]	84.8% [3608]	82.3%* [4329]	85.9% [9016]	86.0% [6817]	...	...	#
2007	59.1% [11682]	61.0% [11599]	11.2% [83]	60.5% [7100]	61.1%+ [2628]	59.6% [1742]	25.7%* [212]	...	...	55.4%* [2361]	59.7% [5210]	60.7% [4111]	...	...	...
2008	85.0% [15702]	85.3%* [15404]	74.2% [298]	85.5% [9758]	85.7% [3505]	82.1% [2084]	83.4%* [355]	85.5%* [12745]	83.1% [2957]	83.1%* [3182]	85.9% [7157]	85.1% [5363]	...	...	#
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	87.4% [3869]	87.5% [3837]	84.4% [32]	88.3% [2051]	86.1% [740]	87.0% [935]	86.0% [143]	88.1%* [3216]	84.2% [653]	87.7% [904]	86.7% [1655]	88.2% [1310]	...	...	...
2007	58.4%+ [25887]	59%+ [25711]	23.8% [176]	60.8%+ [15441]	58.1%+ [5163]	53.4%+ [4851]	42.4%* [432]	...	...	54.7%*+ [6042]	58.7%+ [13104]	59.8%+ [10581]	...	...	...
2008	81.2% [30285]	81.4%* [29821]	67.1% [464]	83.2% [18105]	81.0% [6092]	75.7% [5443]	74.1%* [645]	81.0% [24622]	81.8% [5663]	74.1%* [9788]	84.1% [23591]	85.4% [18622]	...	...	...

Total number of respondents in [brackets].

* indicates the distributions across categories, within year, are significantly different at $p < .05$ level.

+ indicates the distributions across years, for each category, are significantly different at $p < .05$ level.

indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents agreeing or strongly agreeing with the statement, "I have altered my instructional practices as a result of our TEEG program."

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles			
	Panel A: Baseline					Panel B: School Characteristics					Panel D: Participation in TEEG Cycles			
	School Type		Grade Level			Job Classification			Years of Experience			Cycle 1 and 2	Comparison	
All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison
2007	18%+ [18045]	18%+ [17844]	17.2% [201]	18%+ [10318]	17.8% [3122]	18.5%+ [4189]	16.4%* [416]	...	...	19.4%* [3681]	18%+ [7894]	17.3%+ [6470]	...	...
2008	21.5% [16137]	21.5%* [15939]	24.4% [178]	21.0% [9120]	21.0% [2893]	22.6% [3809]	25.6%* [315]	20.3%* [13156]	27.2% [2981]	18.8%* [2277]	22.0% [7418]	22.4% [6442]	#	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	31.4% [20162]	31.3%* [19945]	43.3% [217]	31.4% [10874]	30.6% [4344]	32.4% [4543]	28.7% [401]	30.1%* [16554]	37.3% [5608]	34%* [4329]	31.1% [9016]	30.1% [6817]	...	#
2007	18.1%+ [11682]	18.5%*+ [11599]	5.9%+ [83]	18.3%+ [7100]	19.2%+ [2628]	17.4%+ [1742]	9.7% [212]	...	...	21.5%*+ [2361]	17.1%+ [5210]	17.2%+ [4111]	...	...
2008	31.9% [15702]	31.7%* [15404]	40.9% [298]	32.0% [9758]	30.8% [3505]	33.5% [2084]	29.3% [355]	30.8%* [12745]	36.5% [2957]	35.6%* [3182]	30.9% [7157]	30.9% [5363]	...	#
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	18.3% [3869]	18.4% [3837]	15.6% [32]	17.8% [2051]	20.4% [740]	18.0% [935]	16.8% [143]	16.8%* [3216]	25.7% [653]	15.8% [904]	19.0% [1655]	19.2% [1310]	...	...
2007	18.2%+ [25887]	18.3%*+ [25711]	13.6% [176]	18.3%+ [15441]	18.1% [5163]	18.4% [4851]	15.2%* [432]	...	...	20.2%*+ [6042]	17.6%+ [13104]	17.3%+ [10581]	...	...
2008	26.3% [30285]	26.2%* [29821]	33.3% [464]	26.4% [18105]	25.8% [6092]	26.3% [5443]	27.4%* [645]	25.1%* [24622]	31.6% [5663]	29.7%* [9788]	28.0% [23591]	27.6% [18622]	...	...

Total number of respondents in [brackets].

* indicates the distributions across categories, within year, are significantly different at $p < .05$ level.

+ indicates the distributions across years, for each category, are significantly different at $p < .05$ level.

indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents agreeing or strongly agreeing with the statement, "The size of the top TEEG bonus award at my school is large enough to motivate me to try to earn the top award."

	Panel A: Baseline										Panel B: School Characteristics						Panel C: Teacher Characteristics						Panel D: Participation in TEEG Cycles			
	School Type										Grade Level			Job Classification			Years of Experience						Cycle 1 and 2		Comparison	
	All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Cycle 1 only	Cycle 2 only	Cycle 1 and 2	Comparison								
2007	35.3%+ [18045]	35.3%*+ [17844]	32.5%+ [201]	37.2%+ [10318]	35.8%+ [3122]	30.6%+ [4189]	34.4%* [416]	...	...	39%*+ [3681]	34.9%+ [7894]	33.4%+ [6470]	...	...	...	...	...	...		
2008	50.5% [16137]	50.5%* [15939]	48.8% [178]	52.1% [9120]	51.5% [2893]	45.9% [3809]	51.5%* [315]	49.8%* [13156]	53.8% [2981]	42%* [2277]	52.4% [7418]	52.6% [6442]	#	...	...	...	#	...					
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	63.2% [20162]	63%* [19945]	74.7% [217]	64.3% [10874]	64.6% [4344]	58.8% [4543]	67.1%* [401]	62.6%* [16554]	65.8% [3608]	68.3%* [4329]	62.5% [9016]	60.7% [6817]	...	...	...	...	#	...				
2007	38.7%+ [11682]	39.9%*+ [11599]	9.3% [83]	40.6%+ [7100]	39.9%+ [2628]	34.5%+ [1742]	19.2%* [212]	...	...	43.1%*+ [2361]	38.4%+ [5210]	36.5%+ [4111]	...	...	...	...	...	...		
2008	61.7% [15702]	61.5%* [15404]	69.8% [298]	61.9% [9758]	60.5% [3505]	62.2% [2084]	64.8% [355]	61.4% [12745]	63.0% [2957]	69.7%* [3182]	61.1% [7157]	57.7% [5363]	...	...	...	...	...	...		
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2007	37%+ [25887]	37.2%*+ [25711]	24.3%+ [176]	38.7%+ [15441]	37.3%+ [5163]	32.2%+ [4851]	33.2%* [432]	...	...	40.6%*+ [6042]	36.3%+ [13104]	34.6%+ [10581]	...	...	...	...	...	...		
2008	55.8% [30285]	55.7%* [29821]	60.2% [464]	57.0% [18105]	55.8% [6092]	51.8% [5443]	57.7%* [645]	55.2%* [24622]	58.3% [5663]	60.3%* [9788]	58.7% [23591]	57.0% [18622]	...	...	...	...	...	...		

Total number of respondents in [brackets].

* indicates the distributions across categories, within year, are significantly different at $p < .05$ level.

+ indicates the distributions across years, for each category, are significantly different at $p < .05$ level.

indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents *agreeing or strongly agreeing* with the statement, "I have a strong desire to earn a TEEG bonus."

	Panel B: School Characteristics										Panel C: Teacher Characteristics					Panel D: Participation in TEEG Cycles					
	Panel A: Baseline					School Type					Grade Level			Job Classification			Years of Experience				
	All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison						
2007	47.6%+ [18045]	47.8%* [17844]	35.3%+ [201]	50.3% [10318]	47.1%+ [3122]	42.5% [4189]	41.8%* [416]	...	...	49.1%* [3681]	48.3%+ [7894]	45.7%+ [6470]	...	...	...			
2008	62.5% [16137]	62.5%* [15939]	57.4% [178]	64.8% [9120]	62.6% [2893]	57.4% [3809]	58.9%* [315]	61.7%* [13156]	65.8% [2981]	49.3%* [2277]	65.9% [7418]	65.0% [6442]	#	#	...						
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	78.6% [20162]	78.5%* [19945]	88.5% [217]	79.4% [10874]	79.3% [4344]	75.5% [4543]	85.8%* [401]	78.1%* [16554]	80.8% [3608]	82.1%* [4329]	78.9% [9016]	76.1% [6817]	...	#	#						
2007	51.1%+ [11682]	52.7%*+ [11599]	11.5% [83]	53.1%+ [7100]	52.5%+ [2628]	48.2%+ [1742]	24.2%* [212]	...	...	53.6%+ [2361]	51.4%+ [5210]	49.3%+ [4111]	...	...	...			
2008	77.0% [15702]	76.9%* [15404]	85.2% [298]	77.3% [9758]	75.5% [3505]	78.2% [2084]	78.6% [355]	76%* [12745]	81.4% [2957]	83%* [3182]	77.1% [7157]	73.4% [5363]	...	...	#				
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	70.9% [3869]	70.7% [3837]	84.4% [32]	71.6% [2051]	75.0% [740]	65.8% [935]	71.3%* [143]	70.3% [3216]	73.4% [653]	73.2% [904]	69.9% [1655]	70.4% [1310]	...	...	...			
2007	49.3%+ [25887]	49.7%*+ [25711]	26.9%+ [176]	51.5%+ [15441]	49%+ [5163]	44.1%+ [4851]	40.1%* [432]	...	...	50.8%*+ [6042]	49.5%+ [13104]	47.1%+ [10581]	...	...	...			
2008	69.2% [30285]	69.2%* [29821]	72.9% [464]	70.8% [18105]	68.9% [6092]	64.6% [5443]	68.2%* [645]	68.3%* [24622]	73.1% [5663]	72%* [9788]	74.0% [23591]	71.4% [18622]	...	...	...			

Total number of respondents in [brackets].

* indicates the distributions across categories, within year, are significantly different at $p < .05$ level.

+ indicates the distributions across years, for each category, are significantly different at $p < .05$ level.

indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents agreeing or strongly agreeing with the statement, "Our TEEG program does not measure important aspects of my teaching performance."

	Panel A: Baseline										Panel B: School Characteristics										Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles			
	School Type										Grade Level					Job Classification					Years of Experience										Cycle 1 and 2			
	All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison																			
<i>Cycle 1 Only</i>																																		
2007	38.6%+ [18045]	39.1%*+ [17844]	17.4% [201]	39.8%+ [10318]	36.5%+ [3122]	38.2%+ [4189]	32.6%* [416]	...	...	32.7%*+ [3681]	39.2%*+ [7894]	41.5%*+ [6470]	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	45.0% [16137]	45.2%* [15939]	29.3% [178]	45.5% [9120]	43.9% [2893]	45.4% [3809]	35.8%* [315]	45.6%* [13156]	42.0% [2981]	30.3%* [2277]	46.3% [7418]	50.9% [6442]	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	51.4% [20162]	51.6%* [19945]	32.3% [217]	50.9% [10874]	50.7% [4344]	53.9% [4543]	42.6%* [401]	52.1%* [16554]	48.0% [3608]	47.2%* [4329]	51.2% [9016]	54.2%* [6817]	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
<i>Cycle 1 and Cycle 2</i>																																		
2007	37.3% [11682]	38.6% [11599]	6.0% [83]	36.6% [7100]	40.1% [2628]	42.4% [1742]	14.5%* [212]	...	...	31.8%* [2361]	37.8% [5210]	40.2% [4111]	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	52.5% [15702]	52.7%* [15404]	43.0% [298]	51.6% [9758]	53.7% [3505]	55.7% [2084]	45.9%* [355]	53.5%* [12745]	48.3% [2957]	47.4%* [3182]	53.3% [7157]	54.4% [5363]	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
<i>Comparison Schools</i>																																		
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
<i>All (excluding comparison schools)</i>																																		
2007	37.9%+ [25887]	38.3%*+ [25711]	13.1% [176]	38.3%+ [15441]	38.2%+ [5163]	37.9%+ [4851]	23.4%* [432]	...	...	32.4%* [6042]	38.7%*+ [13104]	41%+ [10581]	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	48.6% [30285]	48.8%* [29821]	36.4% [464]	48.6% [18105]	49.1% [6092]	48.8% [5443]	40.5%* [645]	49.4%* [24622]	44.9% [5663]	41.9%* [9788]	50.2% [23591]	53.1% [18622]	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

Total number of respondents in [brackets].

* indicates the distributions across categories, within year, are significantly different at $p < .05$ level.

+ indicates the distributions across years, for each category, are significantly different at $p < .05$ level.

indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents agreeing or strongly agreeing with the statement, "Teachers in my school are aware that the school is not participating in TEEG during this 2007-08 school year."

	Panel A: Baseline				Panel B: School Characteristics						Panel C: Teacher Characteristics				Panel D: Participation in TEEG Cycles	
	All	School Type			Grade Level			Job Classification			Years of Experience			Cycle 1 and 2	Comparison	
		Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only			
<i>Cycle 1 Only</i>																
2007	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2008	65.9% [19046]	66.1%* [18790]	47.7% [256]	72.1% [10419]	65.8% [3411]	53.1% [4822]	58.4%* [394]	66.2%* [15630]	64.3% [3416]	58.5%* [7033]	69.4% [8885]	72.2% [3128]	#
<i>Cycle 2 Only</i>																
2007	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2008	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
<i>Cycle 1 and Cycle 2</i>																
2007	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2008	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
<i>Comparison Schools</i>																
2007	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2008	30.7% [3869]	30.6% [3837]	46.9% [32]	30.2% [2051]	28.0% [740]	31.8% [935]	44.8%* [143]	31.3% [3216]	28.0% [653]	29.3%* [1734]	32.0% [1569]	31.5% [566]
<i>All (excluding comparison schools)</i>																
2007	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2008	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

Total number of respondents in [brackets].

* indicates the distributions across categories, within year, are significantly different at $p < .05$ level.

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents agreeing or strongly agreeing with the statement, "Teachers in my school understand why the school is ineligible to participate in TEEG during this 2007-08 school year."

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles			
	Panel A: Baseline					Panel B: School Characteristics					Panel D: Participation in TEEG Cycles			
	School Type		Grade Level			Job Classification			Years of Experience			Cycle 1 and 2	Cycle 2 only	Comparison
All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.			
<i>Cycle 1 Only</i>														
2007
2008	41.2% [19046]	41.3%* [18790]	34.8% [256]	46.4% [10419]	40.3% [3411]	31.0% [4822]	37.6%* [394]	40.1%* [15630]	46.6% [3416]	36.9%* [7033]	42.2% [8885]	48.5% [3128]	..	#
<i>Cycle 2 Only</i>														
2007
2008
<i>Cycle 1 and Cycle 2</i>														
2007
2008
<i>Comparison Schools</i>														
2007
2008	22.4% [3869]	22.4% [3837]	21.9% [32]	23.2% [2051]	20.3% [740]	22.1% [935]	23.1% [143]	21.4%* [3216]	27.1% [653]	19.9%* [1734]	24.4% [1569]	24.6% [566]
2007
2008

Total number of respondents in [brackets].

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+ indicates the distributions across years, for each category, are significantly different at $p < .05$ level.

indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents agreeing or strongly agreeing with the statement, "Teachers are disappointed that they can not earn a TEEG bonus award for their performance during this 2007-08 school year."

	Panel A: Baseline				Panel B: School Characteristics						Panel C: Teacher Characteristics				Panel D: Participation in TEEG Cycles	
	All	School Type			Grade Level			Job Classification			Years of Experience			Cycle 2 only	Cycle 1 and 2	Comparison
		Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.				
<i>Cycle 1 Only</i>																
2007	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2008	45.6% [19046]	45.6% [18790]	48.4% [256]	44.2% [10419]	48.5% [3411]	46.3% [4822]	49%* [394]	45.9% [15630]	44.3% [3416]	45.5%* [7033]	45.5% [8885]	46.0% [3128]	..	..	..	#
<i>Cycle 2 Only</i>																
2007	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2008	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
<i>Cycle 1 and Cycle 2</i>																
2007	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2008	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
<i>Comparison Schools</i>																
2007	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2008	26.8% [3869]	26.7% [3837]	37.5% [32]	28.1% [2051]	25.4% [740]	24.9% [935]	26.6% [143]	25.6%* [3216]	32.3% [653]	25%* [1734]	26.7% [1569]	32.2% [566]	..	..	..	..
2007	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2008	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

Total number of respondents in [brackets].

* indicates the distributions across categories, within year, are significantly different at $p < .05$ level.

+ indicates the distributions across years, for each category, are significantly different at $p < .05$ level.

indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents agreeing or strongly agreeing with the statement, "Teachers believe it is fair that our school is ineligible to participate in TEEG during this 2007-08 school year."

	Panel B: School Characteristics										Panel C: Teacher Characteristics				Panel D: Participation in TEEG Cycles	
	Panel A: Baseline		School Type				Grade Level			Job Classification			Years of Experience		Participation in TEEG Cycles	
	All		Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison
<i>Cycle 1 Only</i>																
2007	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2008	25.2% [19046]	23.8% [256]	25.3%* [18790]	26.8% [10419]	24.6% [3411]	22.6% [4822]	23.9%* [394]	24.5%* [15630]	28.5% [3416]	23.3%* [7033]	25.8% [8885]	28.1% [3128]	..	..	..	#
2007	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2008	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
<i>Cycle 1 and Cycle 2</i>																
2007	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2008	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
<i>Comparison Schools</i>																
2007	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2008	14.6% [3869]	12.5% [32]	14.6% [3837]	14.3% [2051]	13.0% [740]	16.4% [935]	14.7% [143]	13%* [3216]	22.1% [653]	14.4%* [1734]	14.3% [1569]	15.7% [566]
2007
2008

Total number of respondents in [brackets].

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents agreeing or strongly agreeing with the statement, "Teachers hope that our school will become eligible to participate in the TEEG program in future school years."

	Panel A: Baseline				Panel B: School Characteristics					Panel C: Teacher Characteristics				Panel D: Participation in TEEG Cycles		
	All	School Type			Grade Level			Job Classification		Years of Experience			Cycle 2 only	Cycle 1 and 2	Comparison	
		Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.				
<i>Cycle 1 Only</i>																
2007	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2008	65.4% [19046]	64.1% [256]	66.1% [10419]	68.3% [3411]	61.6% [4822]	64.7%* [394]	65%* [15630]	66.9% [3416]	63.4%* [7033]	66.2% [8885]	67.4% [3128]	..	..	..	..	#
<i>Cycle 2 Only</i>																
2007	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2008	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
<i>Cycle 1 and Cycle 2</i>																
2007	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2008	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
<i>Comparison Schools</i>																
2007	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2008	48.1% [3869]	65.6% [32]	51.0% [2051]	50.4% [740]	40.1% [935]	48.3%* [143]	46.7%* [3216]	55.1% [653]	47.8%* [1734]	47.4% [1569]	51.2% [566]
2007
2008

Total number of respondents in [brackets].

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents agreeing or strongly agreeing with the statement, "Teachers are adapting their professional practice this 2007-08 school year to improve our school's chances of becoming eligible for the TEEG program in future school years."¹⁷

	Panel A: Baseline		Panel B: School Characteristics					Panel C: Teacher Characteristics					Panel D: Participation in TEEG Cycles				
	All	Regular	School Type			Grade Level			Job Classification			Years of Experience			Cycle 1 and 2	Cycle 2 only	Comparison
			Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.					
2007
2008	51.5% [19046]	51.3%* [18790]	67.6% [256]	51.9% [10419]	52.9% [3411]	49.1% [4822]	56.6%* [394]	50.7%* [15630]	54.9% [3416]	51.8%* [7033]	50.3% [8885]	54.1% [3128]	...	...	...	...	#
2007
2008
2007
2008
2007
2008	30.1% [3869]	29.8%* [3837]	56.3% [32]	32.4% [2051]	29.1% [740]	26.0% [935]	28%* [143]	27.9%* [3216]	40.6% [653]	31.4%* [1734]	27.3% [1569]	33.4% [566]
2007
2008

Total number of respondents in [brackets].

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents agreeing or strongly agreeing with the statement, "Teachers believe their efforts can contribute to our school's chances of becoming eligible for the TEEG program in future school years."

	Panel A: Baseline				Panel B: School Characteristics						Panel C: Teacher Characteristics				Panel D: Participation in TEEG Cycles	
	All	School Type			Grade Level			Job Classification			Years of Experience			Cycle 1 and 2	Comparison	
		Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only			
<i>Cycle 1 Only</i>																
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	36.3% [13159]	36.2%* [13008]	43.4% [1511]	38.5% [7498]	32.9% [2076]	32.8% [3256]	49.5%* [329]	35.7%* [10786]	39.0% [2373]	36.4%* [4824]	35.3% [6130]	38.9% [2205]	...	...	...	#
<i>Cycle 2 Only</i>																
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
<i>Cycle 1 and Cycle 2</i>																
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
<i>Comparison Schools</i>																
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	42.9% [3869]	42.8% [3837]	53.1% [32]	46.0% [2051]	43.4% [740]	36.0% [935]	40.6%* [143]	41.5%* [3216]	49.6% [653]	43.5%* [1734]	40.8% [1569]	47.0% [566]	...	...	...	...
<i>All (excluding comparison schools)</i>																
2007
2008

Total number of respondents in [brackets].

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents *agreeing or strongly agreeing* with the statement, "Seem more competitive than cooperative."

	Panel B: School Characteristics										Panel C: Teacher Characteristics				Panel D: Participation in TEEG Cycles	
	Panel A: Baseline		Grade Level					Job Classification			Years of Experience				Cycle 1 and 2	Comparison
	School Type		Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only				
	<i>All</i>	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison	
<i>Cycle 1 Only</i>																
2007	26.1%+ [2677.3]	26.2%+ [26247]	23.4% [526]	27.5%+ [1478.3]	24.5% [471.3]	24.7% [6569]	21.5%* [708]	...	...	25.3%* [5725]	26.9%+ [11658]	25.6%+ [9390]	...	...	...
2008	22.6% [19046]	22.6% [18790]	24.6% [256]	21.7% [10419]	22.9% [341.1]	24.6% [4822]	20.3%* [394]	22.3%* [15630]	24.2% [3416]	25.8%* [3651]	22.6% [8407]	21.1% [6988]	...	...	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	22.2% [20162]	22.3%* [19945]	14.8% [217]	21.7% [10874]	22.8% [4344]	23.5% [4543]	14.2%* [401]	21.9% [16554]	23.3% [3608]	22.3% [4329]	21.9% [9016]	22.6% [6817]	...	...	...
2007	25%+ [16936]	24.8%*+ [16279]	28.9%+ [657]	25.1%+ [10178]	25.2%+ [3635]	24.6% [2444]	23.6%+ [679]	...	...	24.2% [3559]	25.9%+ [7558]	24.4%+ [5819]	...	...	...
2008	22.4% [16076]	22.4% [15778]	19.5% [298]	22.8% [9893]	21.9% [3599]	22.1% [2229]	16.1%* [355]	22.5% [13054]	21.8% [3022]	22.1%* [3265]	23.3% [7317]	21.3% [5494]	...	...	...
<i>Comparison Schools</i>																
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	23.1% [3869]	22.9%* [3837]	40.6% [32]	23.2% [2051]	22.3% [740]	23.4% [935]	23.1% [143]	22%* [3216]	28.3% [653]	22.4% [904]	23.2% [1655]	23.4% [1310]	...	...	...
2007	25.6%+ [37951]	25.6%+ [37341]	26.9% [610]	26.5%+ [22122]	24.7%+ [7506]	24.6% [7493]	20%* [830]	...	...	24.9%* [9284]	26.5%+ [19216]	25.1%+ [15209]	...	...	...
2008	22.6% [33400]	22.6% [32858]	22.0% [542]	22.5% [19493]	22.6% [6689]	23.3% [6495]	18.3%* [723]	22.5%* [27258]	23.1% [6142]	23.3%* [11245]	22.5% [24740]	21.7% [19299]	

Total number of respondents in [brackets].

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents *agreeing or strongly agreeing* with the statement, *"Trust each other less."*

	Panel B: School Characteristics										Panel C: Teacher Characteristics				Panel D: Participation in TEEG Cycles							
	Panel A: Baseline					Grade Level					Job Classification				Years of Experience			Participation in TEEG Cycles				
	School Type					Elementary		Middle	High		Mixed	Teacher				Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison
	<i>All</i>					Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other				0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison
	2007	22.7%+ [2677.3]	22.7%+ [26247]	23.6% [526]	23.8%+ [1478.3]	20.5% [471.3]	20.5% [6569]	22.5%+ [708]	16.7%* [708]	16.7%* [708]	...	...	...	...	20.6%* [5725]	23.1%+ [11658]	23.6%+ [9390]	...	...	...	...
	2008	19.5% [19046]	19.5% [18790]	19.9% [256]	19.0% [10419]	18.7% [341.1]	21.4% [4822]	16.8%* [394]	16.8%* [394]	19.7% [15630]	18.9% [3416]	21.1%* [3651]	19.9% [8407]	18.3% [6988]	#	#	#	...	...	...	...	...
<i>Cycle 1 Only</i>	2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2008	16.8% [20162]	16.9%* [19945]	9.7% [217]	16.4% [10874]	17.6% [4344]	17.6% [4543]	9.5%* [401]	9.5%* [401]	16.9% [16554]	16.1% [3608]	15.3%* [4329]	16.7% [9016]	17.8% [6817]	...	...	...	...	...	...	...	...
<i>Cycle 2 Only</i>	2007	22%+ [16936]	21.7%*+ [16279]	29.2%+ [657]	21.4%+ [10178]	23%+ [3635]	22.1% [2444]	25.9%*+ [679]	25.9%*+ [679]	...	...	20.5%+ [3559]	22.7%+ [7558]	22.1%+ [5819]	...	...	...	...	...	...	...	...
	2008	18.5% [16076]	18.6% [15778]	15.8% [298]	18.7% [9893]	17.6% [3599]	19.9% [2229]	12.4%* [355]	12.4%* [355]	19.1%* [13054]	16.1% [3022]	16.2%* [3265]	19.2% [7317]	19.0% [5494]	...	...	...	...	...	...	...	...
<i>Cycle 1 and Cycle 2</i>	2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	2008	22.7% [3869]	22.6% [3837]	34.4% [32]	21.6% [2051]	22.7% [740]	24.8% [935]	24.5% [143]	24.5% [143]	22.5% [3216]	23.4% [653]	22.1% [904]	22.7% [1655]	23.1% [1310]	...	...	...	...	...	...	...	...
<i>Comparison Schools</i>	2007	22.3%+ [37951]	22.3%*+ [37341]	25.7%+ [610]	22.8%+ [22122]	21.5%+ [7506]	22.3%+ [7493]	17.8% [830]	17.8% [830]	...	...	20.5%*+ [9284]	22.9%+ [19216]	23%+ [15209]	...	...	...	...	...	...	...	...
	2008	19.2% [33400]	19.2%* [32858]	17.5% [542]	19.1% [19493]	18.5% [6689]	20.4% [6495]	14.9%* [723]	14.9%* [723]	19.5%* [27258]	17.6% [6142]	17.5% [11245]	18.5% [24740]	18.3% [19299]	...	...	...	...	...	...	...	...

Total number of respondents in [brackets].

* indicates the distributions across categories, within year, are significantly different at $p < .05$ level.

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents agreeing or strongly agreeing with the statement, "Feel more responsible to help each other do their best."

	Panel B: School Characteristics										Panel C: Teacher Characteristics				Panel D: Participation in TEEG Cycles			
	Panel A: Baseline		School Type					Grade Level			Job Classification		Years of Experience				Participation in TEEG Cycles	
	All		Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison		
<i>Cycle 1 Only</i>																		
2007	69.4% [2677.3]	69.2%* [26247]	82.3% [526]	69.5% [1478.3]	69.8% [471.3]	68.4% [6569]	75%*+ [708]	...	...	...	73.1%* [5725]	68.4% [11658]	68.4% [9390]	...	...	...
2008	69.3% [19046]	69.2%* [18790]	78.9% [256]	69.0% [10419]	69.8% [341.1]	69.5% [4822]	71.8% [394]	67.9%* [15630]	75.6% [3416]	74%* [3651]	68.3% [8407]	68.1% [6988]	...	#	...	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	69.9% [20162]	69.8%* [19945]	83.9% [217]	70.7% [10874]	69.6% [4344]	67.8% [4543]	77.6%* [401]	68.7%* [16554]	75.7% [3608]	73.7%* [4329]	69.2% [9016]	68.5% [6817]	...	...	...	#
2007	70.5% [16936]	70.2%* [16279]	76.7% [657]	72.5%+ [10178]	68.7% [3635]	64.3% [2444]	71.9%* [679]	...	...	74.1%* [3559]	69.5% [7558]	69.4% [5819]	...	...	...	...
2008	70.5% [16076]	70.4%* [15778]	76.9% [298]	71.0% [9893]	70.0% [3599]	68.6% [2229]	73.0% [355]	69.1%* [13054]	76.4% [3022]	75.3%* [3265]	68.7% [7317]	70.0% [5494]	...	...	...	#
<i>Comparison Schools</i>																		
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	72.2% [3869]	72.2% [3837]	71.9% [32]	74.3% [2051]	73.5% [740]	66.6% [935]	72.7%* [143]	71%* [3216]	78.3% [653]	74.2% [904]	71.1% [1655]	72.2% [1310]	...	...	...	...
2007	70.0% [37951]	69.8%* [37341]	80.3% [610]	70.8%+ [22122]	69.0% [7506]	68.0% [7493]	74.9%* [830]	...	...	73.5%* [9284]	68.9% [19216]	68.8% [15209]	...	...	...	...
2008	69.8% [33400]	69.7%* [32858]	77.7% [542]	69.9% [19493]	69.8% [6689]	69.4% [6495]	72.3%* [723]	68.4%* [27258]	76.1% [6142]	74.3%* [11245]	68.8% [24740]	68.8% [19299]	...	...	...	...

Total number of respondents in [brackets].

* indicates the distributions across categories, within year, are significantly different at $p < .05$ level.

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents *agreeing or strongly agreeing* with the statement, "More often expect students to complete every assignment."

	Panel B: School Characteristics										Panel C: Teacher Characteristics				Panel D: Participation in TEEG Cycles				
	Panel A: Baseline		School Type					Grade Level			Job Classification		Years of Experience				Participation in TEEG Cycles		
	All		Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison			
<i>Cycle 1 Only</i>																			
2007	71.8%+ [2677.3]	71.6%*+ [26247]	81.9% [526]	72.3% [1478.3]	73.1%+ [471.3]	70.1%+ [6569]	70.1%* [708]	...	...	76%*+ [5725]	71.2%+ [11658]	70.1%+ [9390]	...	...	...	...
2008	74.0% [19046]	73.8%* [18790]	84.0% [256]	73.3% [10419]	74.9% [341.1]	74.6% [4822]	75.1% [394]	72.7%* [15630]	79.7% [3416]	79.1%* [3651]	73.0% [8407]	72.4% [6988]	#	#	#	...			
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	68.0% [20162]	67.9%* [19945]	83.4% [217]	68.3% [10874]	68.4% [4344]	66.6% [4543]	73.6%* [401]	66.3%* [16554]	75.9% [3608]	71.7%* [4329]	66.2% [9016]	68.2% [6817]	...	...	#	...	
2007	73.2%+ [16936]	72.8%*+ [16279]	82%+ [657]	73.5%+ [10178]	74.2%+ [3635]	69.6% [2444]	75.9%*+ [679]	...	...	76.9%* [3559]	72.3%+ [7558]	72%+ [5819]	...	...	...	...
2008	70.6% [16076]	70.6% [15778]	73.2% [298]	70.6% [9893]	71.5% [3599]	69.5% [2229]	70.1% [355]	69.1%* [13054]	77.0% [3022]	75.8%* [3265]	69.1% [7317]	69.5% [5494]	...	...	#	...	
<i>Cycle 1 and Cycle 2</i>																			
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	77.9% [3869]	77.9% [3837]	81.3% [32]	81.1% [2051]	79.7% [740]	69.7% [935]	76.2%* [143]	77.2%* [3216]	81.8% [653]	81.2%* [904]	77.2% [1655]	76.6% [1310]	...	...	...	...
2007	72.4%+ [37951]	72.2%* [37341]	83.4%+ [610]	72.7% [22122]	73.2% [7506]	70.3%+ [7493]	76.3%* [830]	...	...	76.3%* [9284]	71.6% [19216]	70.8% [15209]	...	...	...	...
2008	72.3% [33400]	72.2%* [32858]	78.4% [542]	71.9% [19493]	73.1% [6689]	72.7% [6495]	72.8% [723]	70.9%* [27258]	78.6% [6142]	75.3%* [11245]	69.4% [24740]	70.1% [19299]			

Total number of respondents in [brackets].

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents *agreeing or strongly agreeing* with the statement, "More often encourage students to keep trying even when the work is challenging."

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles				
	Panel A: Baseline					Panel B: School Characteristics					Panel C: Teacher Characteristics		Panel D: Participation in TEEG Cycles		
	School Type		Grade Level			Job Classification		Years of Experience			Cycle 2 only	Cycle 1 and 2	Comparison		
All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison	
2007	81.2% [2677.3]	81.1%* [26247]	89.5% [526]	81.4% [1478.3]	81.9% [471.3]	80.4% [6569]	80.9% [708]	...	...	85.2%* [5725]	80.5% [11658]	79.7% [9390]	...	...	...
2008	81.4% [19046]	81.3%* [18790]	88.3% [256]	80.9% [10419]	82.8% [341.1]	81.5% [4822]	83.3% [394]	80.2%* [15630]	86.8% [3416]	85.7%* [3651]	80.6% [8407]	80.2% [6988]	#	#	#
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	77.6% [20162]	77.5%* [19945]	89.4% [217]	78.0% [10874]	77.2% [4344]	76.5% [4543]	82.3%* [401]	76.2%* [16554]	83.9% [3608]	81.2%* [4329]	76.3% [9016]	77.0% [6817]	...	#	#
2007	81.9%+ [16936]	81.6%*+ [16279]	89%+ [657]	82.7%+ [10178]	81.7% [3635]	78.5% [2444]	83.1%* [679]	...	...	86.4%* [3559]	80.8%+ [7558]	80.6%+ [5819]	...	...	...
2008	80.1% [16076]	80.1% [15778]	83.9% [298]	80.6% [9893]	80.3% [3599]	77.8% [2229]	80.9%* [355]	78.8%* [13054]	85.8% [3022]	85.5%* [3265]	78.5% [7317]	79.1% [5494]	...	...	#
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	86.7% [3869]	86.6% [3837]	93.8% [32]	87.8% [2051]	88.5% [740]	82.8% [935]	86.7%* [143]	86.4% [3216]	88.4% [653]	89.5%* [904]	86.3% [1655]	85.3% [1310]	...	...	...
2007	81.6%+ [37951]	81.5%*+ [37341]	91.2%+ [610]	82.1%+ [22122]	81.4% [7506]	80.3% [7493]	85.1%* [830]	...	...	85.7%* [9284]	80.7%+ [19216]	80.0% [15209]	...	...	...
2008	80.7% [33400]	80.6%* [32858]	86.0% [542]	80.7% [19493]	81.5% [6689]	79.9% [6495]	82.2%* [723]	79.4%* [27258]	86.4% [6142]	83.9%* [11245]	78.4% [24740]	78.8% [19299]

Total number of respondents in [brackets].

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents agreeing or strongly agreeing with the statement, "Less often think it is important that all of their students do well in class."

	Panel B: School Characteristics										Panel C: Teacher Characteristics				Panel D: Participation in TEEG Cycles									
	Panel A: Baseline					Grade Level					Job Classification				Years of Experience			Participation in TEEG Cycles						
	School Type		Elementary			Middle		High		Mixed		Teacher		Other		0-3 yrs.		4-14 yrs.		15+ yrs.		Cycle 2 only	Cycle 1 and 2		Comparison
	<i>Cycle 1 Only</i>																							
	All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison									
2007	19.8%+ [2677.3]	19.7%*+ [26247]	24.5% [526]	18.5% [1478.3]	19.7% [471.3]	22.8% [6569]	18.9%*+ [708]	...	...	20.7% [5725]	19.8% [11658]	19.2% [9390]	...	...	...						
2008	20.7% [19046]	20.6%* [18790]	25.8% [256]	19.2% [10419]	19.4% [341.1]	24.6%* [4822]	24.6%* [394]	20%* [15630]	23.8% [3416]	22.7%* [3651]	20.5% [8407]	19.8% [6988]	#	#	...									
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	18.0% [20162]	18.0% [19945]	18.4% [217]	17.1% [10874]	17.9% [4344]	20.7% [4543]	13.7%* [401]	16.9%* [16554]	23.0% [3608]	18.7% [4329]	17.5% [9016]	18.3% [6817]	...	...	#							
2007	18.9%+ [16936]	18.6%*+ [16279]	26.9% [657]	17.4% [10178]	20.4%+ [3635]	21.7%+ [2444]	23.1%*+ [679]	...	...	20%+ [3559]	19.0% [7558]	18.1%+ [5819]	...	...	...						
2008	17.3% [16076]	17.3% [15778]	17.8% [298]	17.2% [9893]	18.0% [3599]	17.7% [2229]	11.8%* [355]	16.4%* [13054]	21.3% [3022]	17.2%* [3265]	18.1% [7317]	16.2% [5494]	...	...	#							
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	20.7% [3869]	20.7% [3837]	21.9% [32]	18.6% [2051]	21.5% [740]	23.6% [935]	28%* [143]	20%* [3216]	24.4% [653]	20.7% [904]	21.2% [1655]	20.2% [1310]	...	...	...						
2007	19.3%+ [37951]	19.2%* [37341]	24.8% [610]	18.0% [22122]	19.7% [7506]	22.8% [7493]	19.2%* [830]	...	...	20.4%* [9284]	19.5% [19216]	18.8% [15209]	...	...	...						
2008	19.1% [33400]	19.1% [32858]	21.2% [542]	18.2% [19493]	18.7% [6689]	22.0% [6495]	18.8%* [723]	18.3%* [27258]	22.7% [6142]	19.6%* [11245]	18.7% [24740]	18.2% [19299]									

Total number of respondents in [brackets].

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents *agreeing or strongly agreeing* with the statement, "Can be counted on more often to help out anywhere or anytime, even though it may not be part of their official assignment."

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles				
	Panel A: Baseline					Panel B: School Characteristics					Panel C: Teacher Characteristics		Panel D: Participation in TEEG Cycles		
	School Type		Grade Level			Job Classification		Years of Experience			Cycle 2 only	Cycle 1 and 2	Comparison		
All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison	
2007	68.1%+ [2677.3]	67.9%*+ [26247]	80.0% [526]	68.9% [1478.3]	67.1%+ [471.3]	66.7%+ [6569]	72.2%* [708]	...	...	72.1%* [5725]	66.5%+ [11658]	67.7%+ [9390]	...	...	...
2008	70.2% [19046]	70.1%*+ [18790]	80.9% [256]	70.0% [10419]	71.0% [341.1]	69.8% [4822]	75.1% [394]	68.9%* [15630]	76.6% [3416]	73.7%* [3651]	68.0% [8407]	71.1% [6988]	#	...	#
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	67.5% [20162]	67.3%*+ [19945]	85.3% [217]	68.1% [10874]	67.4% [4344]	65.9% [4543]	71.8%* [401]	65.9%* [16554]	74.9% [3608]	71.5%* [4329]	66.1% [9016]	66.9% [6817]	...	...	#
2007	69.7% [16936]	69.4%*+ [16279]	77.2% [657]	71.6% [10178]	67.9% [3635]	63.7%+ [2444]	73.1%* [679]	...	...	72.6%* [3559]	67.6% [7558]	70.6% [5819]	...	...	...
2008	69.8% [16076]	69.6%*+ [15778]	81.5% [298]	70.6% [9893]	69.1% [3599]	67.2% [2229]	70.4%* [355]	68%* [13054]	77.6% [3022]	74.7%* [3265]	67.5% [7317]	70.0% [5494]	...	...	#
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	72.3% [3869]	72.4% [3837]	68.8% [32]	73.5% [2051]	74.5% [740]	67.3% [935]	77.6%* [143]	71.7% [3216]	75.3% [653]	73.6%* [904]	69.6% [1655]	74.9% [1310]	...	...	...
2007	68.8% [37951]	68.7%*+ [37341]	79.0% [610]	70.1% [22122]	67.2%+ [7506]	66.1%+ [7493]	74%* [830]	...	...	72.3%*+ [9284]	66.9% [19216]	68.8%+ [15209]	...	...	...
2008	70.0% [33400]	69.8%*+ [32858]	81.0% [542]	70.2% [19493]	69.9% [6689]	69.2% [6495]	73%* [723]	68.4%* [27258]	77.1% [6142]	73.2%* [11245]	67.1% [24740]	69.3% [19299]

Total number of respondents in [brackets].

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Percentage of respondents agreeing or strongly agreeing with the statement, "I would describe teachers at this school as a more satisfied group than we were last school year."

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles					
	Panel A: Baseline					Panel B: School Characteristics					Panel C: Teacher Characteristics			Panel D: Participation in TEEG Cycles		
	School Type		Grade Level			Job Classification			Years of Experience			Cycle 2 only	Cycle 1 and 2	Comparison		
All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.					
2007	49.3% [2677.3]	49.9%* [26247]	65.8% [526]	48.1%+ [1478.3]	51.2%+ [471.3]	49.4% [6569]	60.2%* [708]	...	...	58.2%+ [5725]	48.7% [11658]	44.6% [9390]	...	...	...
2008	49.7% [19046]	49.4%* [18790]	69.1% [256]	49.8% [10419]	49.3% [341.1]	48.7% [4822]	62.7%* [394]	48.1%* [15630]	57.0% [3416]	60.6%* [3651]	48.3% [8407]	45.7% [6988]	...	#	...	
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	50.0% [20162]	49.8%* [19945]	73.7% [217]	50.6% [10874]	47.7% [4344]	50.2% [4543]	57.4%* [401]	48.2%* [16554]	58.2% [3608]	57.7%* [4329]	48.8% [9016]	46.7% [6817]	...	#	...	
2007	52.3% [16936]	51.9%* [16279]	63.5%+ [657]	54%+ [10178]	49.2% [3635]	50.0% [2444]	52%* [679]	...	...	60.8%* [3559]	50.6% [7558]	49.4%+ [5819]	...	...	...
2008	51.5% [16076]	51.3%* [15778]	63.4% [298]	52.2% [9893]	50.8% [3599]	49.4% [2229]	53.5% [355]	49.9%* [13054]	58.6% [3022]	60.6%* [3265]	50.2% [7317]	47.8% [5494]	...	#	...	
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	56.4% [3869]	56.4% [3837]	65.6% [32]	60.2% [2051]	59.5% [740]	46.4% [935]	52.5%* [143]	55.7%* [3216]	60.2% [653]	64.2%* [904]	54.9% [1655]	53.0% [1310]	...	...	...
2007	50.9% [37951]	50.5%* [37341]	71.5% [610]	50.9% [22122]	50.4% [7506]	50.2% [7493]	61.5%* [830]	...	...	59.2%* [9284]	49.4% [19216]	46.4% [15209]	...	...	...
2008	50.6% [33400]	50.3%* [32858]	66.6% [542]	51.0% [19493]	49.9% [6689]	49.4% [6495]	58.4%* [723]	49%* [27258]	57.6% [6142]	59.5%* [11245]	49.1% [24740]	46.7% [19299]	

Total number of respondents in [brackets].

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents agreeing or strongly agreeing with the statement, "The stress and disappointments involved in teaching at this school are much greater than last school year."

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles					
	Panel A: Baseline					Panel B: School Characteristics					Panel C: Teacher Characteristics			Panel D: Participation in TEEG Cycles		
	School Type		Grade Level			Job Classification			Years of Experience			Cycle 1 and 2	Cycle 2 only	Cycle 1 and 2	Comparison	
All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.					
2007	42.8%+ [2677.3]	42.9%*+ [26247]	37.3% [526]	42.2%+ [1478.3]	42.5% [471.3]	46.0% [6569]	28.4%*+ [708]	...	...	39.5%* [5725]	43.8%+ [11658]	43.6%+ [9390]	...	...	...	...
2008	40.2% [19046]	40.2% [18790]	34.4% [256]	37.0% [10419]	41.8% [341.1]	46.6% [4822]	31.7%* [394]	40.8%* [15630]	37.1% [3416]	39.5% [3651]	40.3% [8407]	40.4% [6988]	#	#	...	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	41.6% [20162]	41.7%* [19945]	25.4% [217]	40.6% [10874]	42.5% [4344]	44.3% [4543]	27.7%* [401]	42.3%* [16554]	38.0% [3608]	40.0% [4329]	41.8% [9016]	42.2% [6817]	...	#	...	...
2007	39.9%+ [16936]	39.8%+ [16279]	40.3%+ [657]	37.2% [10178]	45%+ [3635]	42.5% [2444]	43.2%* [679]	...	...	37.3%* [3559]	40.9% [7558]	40.1% [5819]	...	...	...	...
2008	38.4% [16076]	38.4% [15778]	38.9% [298]	36.8% [9893]	40.8% [3599]	43.1% [2229]	30.1%* [355]	39.8%* [13054]	32.4% [3022]	35.9%* [3265]	39.4% [7317]	38.6% [5494]	...	...	...	#
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	42.9% [3869]	43.1%* [3837]	21.9% [32]	40.5% [2051]	41.1% [740]	49.1% [935]	46.9%* [143]	43.7%* [3216]	39.2% [653]	37.9%* [904]	42.7% [1655]	46.6% [1310]	...	...	...	...
2007	41.3%+ [37951]	41.5%+ [37341]	33.4% [610]	39.9%+ [22122]	43.0% [7506]	45.3% [7493]	29.9%* [830]	...	...	38.7%* [9284]	42.7%+ [19216]	42.3%+ [15209]	...	...	...	...
2008	39.2% [33400]	39.3%* [32858]	36.4% [542]	36.9% [19493]	41.6% [6689]	44.6% [6495]	31%* [723]	40.2%* [27258]	34.9% [6142]	38.6%* [11245]	40.6% [24740]	40.5% [19299]	...	...	...	...

Total number of respondents in [brackets].

* indicates the distributions across categories, within year, are significantly different at $p < .05$ level.

+ indicates the distributions across years, for each category, are significantly different at $p < .05$ level.

indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents *agreeing or strongly agreeing* with the statement, "This year I like the way things are run at the school more than I did last year."

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles					
	Panel A: Baseline					Panel B: School Characteristics					Panel C: Teacher Characteristics			Panel D: Participation in TEEG Cycles		
	School Type		Grade Level			Job Classification			Years of Experience			Cycle 2 only	Cycle 1 and 2	Comparison		
All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison		
2007	52.4%+ [2677.3]	52.2%*+ [26247]	65.0% [526]	51.2%+ [1478.3]	52.9%+ [471.3]	53.5%+ [6569]	64.6%*+ [708]	...	...	61.3%*+ [5725]	51.9%+ [11658]	47.7%*+ [9390]	...	...	...
2008	49.3% [19046]	49.1%* [18790]	67.2% [256]	48.5% [10419]	48.3% [341.1]	50.9% [4822]	59.9%* [394]	47.7%* [15630]	56.6% [3416]	59.3%* [3651]	48.1% [8407]	45.6% [6988]	#	#	#	
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	52.2% [20162]	52%* [19945]	78.3% [217]	53.1% [10874]	49.7% [4344]	52.4% [4543]	54.9%* [401]	50.5%* [16554]	60.0% [3608]	59.6%* [4329]	50.9% [9016]	49.3% [6817]	...	...	#
2007	52.2% [16936]	51.8%* [16279]	61.2%+ [657]	53.2%+ [10178]	49.7% [3635]	52.0% [2444]	50.7%* [679]	...	...	60.9%* [3559]	50.2% [7558]	49.4% [5819]	...	...	...
2008	52.0% [16076]	51.8%* [15778]	64.4% [298]	52.0% [9893]	51.2% [3599]	52.9% [2229]	54.1% [355]	50.7%* [13054]	57.7% [3022]	61.9%* [3265]	50.4% [7317]	48.4% [5494]	...	...	#
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	57.5% [3869]	57.3%* [3837]	78.1% [32]	58.7% [2051]	60.3% [740]	53.5% [935]	51.8%* [143]	56.5%* [3216]	62.2% [653]	63.3%* [904]	56.6% [1655]	54.6% [1310]	...	...	...
2007	52.8%+ [37951]	52.5%*+ [37341]	72.3%+ [610]	52.5%+ [22122]	51.8%+ [7506]	53.6%+ [7493]	61.7%*+ [830]	...	...	61.2%* [9284]	51.2%*+ [19216]	48.4%*+ [15209]	...	...	...
2008	50.5% [33400]	50.3%* [32858]	66.1% [542]	50.2% [19493]	49.7% [6689]	51.9% [6495]	56.7%* [723]	49.1%* [27258]	57.1% [6142]	60.2%* [11245]	49.8% [24740]	47.7% [19299]	...	...	...

Total number of respondents in [brackets].

* indicates the distributions across categories, within year, are significantly different at $p < .05$ level.

+ indicates the distributions across years, for each category, are significantly different at $p < .05$ level.

indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents agreeing or strongly agreeing with the statement, "This year I think about transferring to another school/district more than I did last year."

	Panel A: Baseline										Panel B: School Characteristics					Panel C: Teacher Characteristics					Panel D: Participation in TEEG Cycles								
											School Type					Grade Level					Job Classification					Years of Experience			
	All		Regular		Charter		Elementary		Middle		High		Mixed		Teacher		Other		0-3 yrs.		4-14 yrs.		15+ yrs.		Cycle 2 only		Cycle 1 and 2		Comparison
2007	28.0% [2677.3]	28.0%+ [26247]	26.6% [526]	26.0% [14783]	28.6%+ [4713]	32.7% [6569]	20.1%+ [708]	...	...	...	...	...	...	...	...	...	...	...	26.6%+ [5725]	30.4% [11658]	25.7% [9390]	...	...	...	...	...	...	...
2008	28.3% [19046]	28.3% [18790]	25.8% [256]	25.3% [10419]	29.7% [3411]	34.1% [4822]	23.4%* [394]	...	...	...	...	...	...	30.7%* [8407]	20.4% [3416]	30.9%* [3651]	24.4% [6988]	...	...	...	...	...	...	...	...	...	...	#
2007
2008	27.2% [20162]	27.3%* [19945]	20.3% [217]	25.0% [10874]	29.7% [4344]	30.9% [4543]	19.2%* [401]	...	...	...	...	...	...	29.2%* [16554]	18.3% [3608]	27.4%* [4329]	23.5% [6817]	...	...	...	...	...	...	...	...	...	...	#
2007	25.9% [16936]	25.6%* [16279]	32.7%+ [657]	22.6%+ [10178]	30.5% [3635]	30.9% [2444]	33.3%* [679]	26.7%* [3559]	21.8% [5819]
2008	25.8% [16076]	25.8% [15778]	27.9% [298]	23.8% [9893]	28.9% [3599]	30.6% [2229]	21.7%* [355]	...	...	...	...	...	...	27.5%* [13054]	18.5% [3022]	26.6%* [3265]	21.7% [5494]	...	...	...	...	...	...	...	...	...	...	#
2007
2008	30.4% [3869]	30.4% [3837]	31.3% [32]	25.7% [2051]	32.6% [740]	38.4% [935]	33.6%* [143]	...	...	...	...	...	...	31.7%* [3216]	23.9% [653]	30.2% [904]	28.6% [1310]	...	...	...	...	...	...	...	...	...	...	...
2007	26.4% [37951]	26.5%* [37341]	22.0% [610]	24.0% [22122]	28.8% [7506]	31.9% [7493]	18.9%* [830]	...	...	...	...	...	...	...	...	26.7%+ [9284]	24.2% [15209]	...	...	...	...	...	...	...	...	...	...	...
2008	27.0% [33400]	27.0% [32858]	26.4% [542]	24.7% [19493]	29.2% [6689]	32.1% [6495]	22.8%* [723]	...	...	...	...	...	...	28.6%* [27258]	19.6% [6142]	28%* [11245]	23.3% [19299]	...	...	...	...	...	...	...	...	...	...	...

Total number of respondents in [brackets].

* indicates the distributions across categories, within year, are significantly different at $p < .05$ level.

+ indicates the distributions across years, for each category, are significantly different at $p < .05$ level.

indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents agreeing or strongly agreeing with the statement, "This year I think about staying home from school because I'm just too tired to go more than I did last year."

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles					
	Panel A: Baseline					Panel B: School Characteristics					Panel C: Teacher Characteristics			Panel D: Participation in TEEG Cycles		
	School Type		Grade Level			Job Classification			Years of Experience			Cycle 1 and 2	Cycle 2 only	Cycle 1 only	Comparison	
All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.					
<i>Cycle 1 Only</i>																
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	22.0% [19046]	22.1% [18790]	17.6% [256]	19.7% [10419]	22.5% [3411]	27.1% [4822]	16.8%* [394]	23.3%* [15630]	16.3% [3416]	22.5%* [3651]	23.0% [8407]	20.5% [6988]	#	#	...	...
<i>Cycle 2 Only</i>																
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	20.4% [20162]	20.6%* [19945]	7.4% [217]	18.6% [10874]	22.3% [4344]	23.5% [4543]	14.2%* [401]	22%* [16554]	13.3% [3608]	20.0% [4329]	21.0% [9016]	19.9% [6817]	...	#	...	...
<i>Cycle 1 and Cycle 2</i>																
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	19.8% [16076]	19.8% [15778]	22.2% [298]	18.3% [9893]	22.9% [3599]	22.2% [2229]	17.2%* [355]	21.3%* [13054]	13.6% [3022]	18.7%* [3265]	21.2% [7317]	18.7% [5494]	...	...	...	#
<i>Comparison Schools</i>																
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	23.3% [3869]	23.4% [3837]	21.9% [32]	21.0% [2051]	23.4% [740]	28.6% [935]	23.1%* [143]	23.9% [3216]	20.7% [653]	21.8% [904]	24.5% [1655]	22.9% [1310]	...	...	...	...
<i>All (excluding comparison schools)</i>																
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	21.0% [33400]	21%* [32858]	19.6% [542]	19.2% [19493]	22.7% [6689]	25.1% [6495]	16.9%* [723]	22.3%* [27258]	15.2% [6142]	20.4%* [11245]	21.8% [24740]	19.8% [19299]	...	...	...	...

Total number of respondents in [brackets].
 * indicates the distributions across categories, within year, are significantly different at $p < .05$ level.
 + indicates the distributions across years, for each category, are significantly different at $p < .05$ level.
 # indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "once or twice a week" or "Almost Daily" with the statement, "I analyze students' work to identify the curricular standards that students have or have not yet mastered."

	Panel B: School Characteristics										Panel C: Teacher Characteristics				Panel D: Participation in TEEG Cycles			
	Panel A: Baseline		School Type					Grade Level			Job Classification		Years of Experience				Participation in TEEG Cycles	
	All		Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison		
<i>Cycle 1 Only</i>																		
2007	75.4%+ [2677.3]	75.3%*+ [26247]	79.1%+ [526]	79.8%+ [1478.3]	71%+ [471.3]	69%+ [6569]	71.9%*+ [708]	...	...	...	75.1%* [5725]	74.8%+ [11658]	76.4%+ [9390]	...	...	...
2008	74.7% [19046]	74.7% [18790]	73.1% [256]	79.1% [1041.9]	70.4% [341.1]	68.7% [4822]	69.8%* [394]	78.3%* [15630]	58.0% [3416]	75.5%* [3651]	74.2% [8407]	74.9% [6988]	...	#	#	...		
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	74.2% [20162]	74.2% [19945]	78.3% [217]	78.6% [10874]	71.4% [4344]	67.4% [4543]	65.3%* [401]	77.8%* [16554]	58.0% [3608]	73.1%* [4329]	74.6% [9016]	74.4% [6817]	...	#	#	...		
2007	77.2%+ [16936]	77.2%*+ [16279]	76.7% [657]	81.4%+ [10178]	72.5%+ [3635]	67.5% [2444]	73.9%* [679]	...	...	75.8%*+ [3559]	77%+ [7558]	78.2%+ [5819]	...	...	...	...
2008	75.9% [16076]	75.9% [15778]	79.5% [298]	79.7% [9893]	71.9% [3599]	66.3% [2229]	72.1%* [355]	79.3%* [13054]	61.3% [3022]	76.1%* [3265]	75.6% [7317]	76.3% [5494]	...	...	...	#
<i>Comparison Schools</i>																		
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	71.2% [3869]	71.2% [3837]	65.6% [32]	75.8% [2051]	66.2% [740]	65.5% [935]	68.5%* [143]	73.9%* [3216]	57.7% [653]	70.9% [904]	70.3% [1655]	72.4% [1310]	...	...	...	...
2007	76.1%+ [37951]	76.1%*+ [37341]	78.2%+ [610]	80.2%+ [22122]	71.4%+ [7506]	69%+ [7493]	71.9%*+ [830]	...	...	75.3%*+ [9284]	75.7%+ [19216]	77.1%+ [15209]	...	...	...	...
2008	75.4% [33400]	75.3% [32858]	77.1% [542]	79.3% [19493]	71.4% [6689]	67.8% [6495]	71.5%* [723]	78.9%* [27258]	59.6% [6142]	74.8%* [11245]	74.8% [24740]	75.1% [19299]	...	...	...	...

Total number of respondents in [brackets].
 * indicates the distributions across categories, within year, are significantly different at $p < .05$ level.
 + indicates the distributions across years, for each category, are significantly different at $p < .05$ level.
 # indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "once or twice a week" or "Almost Daily" with the statement, "I follow an "instructional calendar" or "pacing plan" provided by the school or district to schedule my instructional content."

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles					
	Panel A: Baseline					Panel B: School Characteristics					Panel C: Teacher Characteristics			Panel D: Participation in TEEG Cycles		
	School Type		Grade Level			Job Classification			Years of Experience			Cycle 1 and 2	Cycle 2 only	Cycle 1 only	Comparison	
All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.					
2007	75.4%+ [2677.3]	75.5%*+ [26247]	70.2%+ [526]	82.8%+ [1478.3]	70.9% [471.3]	63.4%+ [6569]	59.8%* [708]	...	...	75.5%+ [5725]	75.6%+ [11658]	75%+ [9390]	...	...	...	...
2008	75.9% [19046]	76.1%* [18790]	60.2% [256]	82.6% [10419]	72.4% [341.1]	65.6% [4822]	55.8%* [394]	78.7%* [15630]	63.3% [3416]	77.0% [3651]	75.7% [8407]	75.5% [6988]	#	#	...	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	76.7% [20162]	76.7%* [19945]	74.7% [217]	83.1% [10874]	76.3% [4344]	64.1% [4543]	47.6%* [401]	79.8%* [16554]	62.2% [3608]	76.8%* [4329]	77.6% [9016]	75.3% [6817]	...	#	...	...
2007	78.5%+ [16936]	78.9%*+ [16279]	68.8% [657]	84.9%+ [10178]	74.5% [3635]	62.4% [2444]	61.7%* [679]	...	...	77.9%* [3559]	79.8%+ [7558]	77.2% [5819]	...	...	...	...
2008	78.0% [16076]	78.2%* [15778]	69.8% [298]	83.4% [9893]	75.1% [3599]	62.5% [2229]	55.2%* [355]	81.1%* [13054]	65.0% [3022]	78.2%* [3265]	78.9% [7317]	76.8% [5494]	...	...	...	#
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	74.4% [3869]	74.5%* [3837]	62.5% [32]	81.4% [2051]	72.4% [740]	61.4% [935]	69.9%* [143]	76.1%* [3216]	66.3% [653]	75.7% [904]	75.7% [1655]	72.0% [1310]	...	...	...	...
2007	77%+ [37951]	77.1%*+ [37341]	69.5% [610]	83.6%+ [22122]	72.8% [7506]	63.9% [7493]	58%* [830]	...	...	76.4%*+ [9284]	77.2%+ [19216]	75.8% [15209]	...	...	...	...
2008	76.9% [33400]	77.1%* [32858]	65.5% [542]	83.0% [19493]	73.6% [6689]	64.5% [6495]	55.6%* [723]	79.7%* [27258]	64.3% [6142]	77.3%* [11245]	77.4% [24740]	75.8% [19299]

Total number of respondents in [brackets].

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "once or twice a week" or "Almost Daily" with the statement, "I design my classroom lessons to be aligned with specific curricular standards."

	Panel B: School Characteristics										Panel C: Teacher Characteristics				Panel D: Participation in TEEG Cycles				
	Panel A: Baseline		School Type					Grade Level			Job Classification		Years of Experience				Participation in TEEG Cycles		
	All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison				
<i>Cycle 1 Only</i>																			
2007	89.8%+ [2677.3]	89.7%+ [26247]	90.7%+ [526]	92%+ [1478.3]	88.3%+ [471.3]	85.9%+ [6569]	89.3%* [708]	...	...	89.7%* [5725]	90.1%+ [11658]	89.4%+ [9390]	...	...	...	
2008	87.6% [19046]	87.6% [18790]	85.2% [256]	89.6% [10419]	86.3% [341.1]	84.1% [4822]	87.3%* [394]	92.1%* [15630]	66.7% [3416]	88.1% [3651]	87.5% [8407]	87.5% [6988]	...	#	#				
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	88.3% [20162]	88.2%* [19945]	91.2% [217]	90.4% [10874]	88.4% [4344]	83.6% [4543]	82%* [401]	93.4%* [16554]	64.9% [3608]	88.7%* [4329]	89.1% [9016]	87.0% [6817]	...	...	#		
2007	91.3%+ [16936]	91.4%*+ [16279]	88.3% [657]	93.2%+ [10178]	90.3%+ [3635]	86.2%+ [2444]	86.8%* [679]	...	...	91.6%+ [3559]	91.7%+ [7558]	90.5%+ [5819]	...	...	...	
2008	88.7% [16076]	88.7% [15778]	87.3% [298]	90.6% [9893]	87.3% [3599]	83.6% [2229]	83.9%* [355]	93.2%* [13054]	69.2% [3022]	88.7%* [3265]	88.7% [7317]	88.8% [5494]	...	...	#		
<i>Comparison Schools</i>																			
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	88.3% [3869]	88.3% [3837]	90.6% [32]	90.0% [2051]	90.3% [740]	84.0% [935]	82.5%* [143]	91.9%* [3216]	70.6% [653]	89.4%* [904]	89.1% [1655]	86.6% [1310]	...	...	...	
2007	90.4%+ [37951]	90.4%*+ [37341]	90.5%+ [610]	92.4%+ [22122]	89.2%+ [7506]	86.3%+ [7493]	88.2%* [830]	...	...	90.4%*+ [9284]	90.8%+ [19216]	89.8%+ [15209]	...	...	...	
2008	88.1% [33400]	88.1% [32858]	86.2% [542]	90.0% [19493]	86.7% [6689]	83.9% [6495]	85.8%* [723]	92.6%* [27258]	67.9% [6142]	88.5%* [11245]	88.4% [24740]	87.7% [19299]	...	...	...	

Total number of respondents in [brackets].

* indicates the distributions across categories, within year, are significantly different at $p < .05$ level.

+ indicates the distributions across years, for each category, are significantly different at $p < .05$ level.

indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "once or twice a week" or "Almost Daily" with the statement, "I plan different assignments or lessons for groups of students based on their performance."

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles					
	Panel A: Baseline					Panel B: School Characteristics					Panel C: Teacher Characteristics		Panel D: Participation in TEEG Cycles			
	School Type		Grade Level			Job Classification		Years of Experience			Cycle 2 only	Cycle 1 and 2	Comparison			
All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison		
2007	82.8%+ [2677.3]	82.8%+ [26247]	85.2%+ [526]	88.4%+ [1478.3]	79%+ [471.3]	73.4%+ [6569]	79.2%* [708]	...	...	80.6%* [5725]	82.9%+ [11658]	84.1%+ [9390]	...	...	...	...
2008	82.1% [19046]	82.1% [18790]	85.2% [256]	87.0% [10419]	76.9% [341.1]	75.1% [4822]	82.5%* [394]	85.8%* [15630]	65.4% [3416]	81.2% [3651]	81.8% [8407]	82.9% [6988]	...	#	...	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	82.4% [20162]	82.3%* [19945]	84.3% [217]	87.4% [10874]	79.8% [4344]	73.3% [4543]	76.3%* [401]	86.5%* [16554]	63.5% [3608]	80.5%* [4329]	82.8% [9016]	83.0% [6817]	...	#	...	...
2007	84.5%+ [16936]	84.6%+ [16279]	83.1% [657]	89.2%+ [10178]	80.1%+ [3635]	72.6% [2444]	81.2%* [679]	...	...	82.2%* [3559]	85.1%+ [7558]	85.3%+ [5819]	...	...	...	...
2008	83.3% [16076]	83.2% [15778]	84.6% [298]	87.9% [9893]	77.3% [3599]	72.9% [2229]	78.3%* [355]	86.6%* [13054]	68.9% [3022]	81.2%* [3265]	83.4% [7317]	84.3% [5494]	...	...	...	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	79.4% [3869]	79.4% [3837]	78.1% [32]	85.5% [2051]	78.1% [740]	67.8% [935]	74.8%* [143]	81.7%* [3216]	68.3% [653]	79.1% [904]	80.5% [1655]	78.2% [1310]	...	...	...	...
2007	83.6%+ [37951]	83.5%+ [37341]	85.9%+ [610]	88.6%+ [22122]	79.4%+ [7506]	73.3%+ [7493]	81.1%* [830]	...	...	81.2%*+ [9284]	83.8%+ [19216]	84.5%+ [15209]	...	...	...	...
2008	82.7% [33400]	82.6% [32858]	84.9% [542]	87.4% [19493]	77.2% [6689]	74.4% [6495]	80.4%* [723]	86.2%* [27258]	67.0% [6142]	80.9%* [11245]	82.6% [24740]	83.3% [19299]

Total number of respondents in [brackets].

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+ indicates the distributions across years, for each category, are significantly different at $p < .05$ level.

indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "once or twice a week" or "Almost Daily" with the statement, "I have students help other students learn class content (e.g., peer tutoring)."

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles				
	Panel A: Baseline					Panel B: School Characteristics					Panel D: Participation in TEEG Cycles				
	School Type		Grade Level			Job Classification			Years of Experience			Cycle 1 and 2	Cycle 2 only	Comparison	
All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 1 and 2	Cycle 2 only	Comparison	
2007	86%+ [2677.3]	86%+ [26247]	90.7% [526]	87.4%+ [1478.3]	84.1%+ [471.3]	84.4%+ [6569]	86.4%* [708]	...	...	85.8%+ [5725]	86.5%+ [11658]	85.6%+ [9390]	...	...	...
2008	84.3% [19046]	84.2% [18790]	85.9% [256]	86.0% [10419]	80.6% [341.1]	83.1% [4822]	83.3%* [394]	88.4%* [15630]	65.4% [3416]	84.6%* [3651]	84.8% [8407]	83.4% [6988]	...	#	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	84.6% [20162]	84.5%* [19945]	91.7% [217]	86.5% [10874]	82.9% [4344]	82.5% [4543]	77.8%* [401]	89.1%* [16554]	64.1% [3608]	83.8%* [4329]	85.6% [9016]	83.9% [6817]	...	#	...
2007	86.7%+ [16936]	86.7%+ [16279]	86.9% [657]	88.5%+ [10178]	83.4%+ [3635]	84.1%+ [2444]	86%* [679]	...	...	85.7%+ [3559]	87.3%+ [7558]	86.4%+ [5819]	...	...	...
2008	84.3% [16076]	84.2% [15778]	89.3% [298]	85.8% [9893]	80.8% [3599]	82.8% [2229]	86.2%* [355]	88.3%* [13054]	66.9% [3022]	83.9% [3265]	84.8% [7317]	83.8% [5494]	...	#	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	84.0% [3869]	83.9% [3837]	87.5% [32]	85.4% [2051]	83.5% [740]	81.2% [935]	83.2%* [143]	86.7%* [3216]	70.3% [653]	82.5% [904]	85.0% [1655]	83.7% [1310]	...	...	...
2007	86.3%+ [37951]	86.2%+ [37341]	91.2%+ [610]	87.7%+ [22122]	83.6%+ [7506]	84.7%+ [7493]	86.9%* [830]	...	...	85.8%+ [9284]	86.8%+ [19216]	85.9%+ [15209]	...	...	...
2008	84.2% [33400]	84.2%* [32858]	88.0% [542]	85.9% [19493]	80.7% [6689]	83.0% [6495]	84.9%* [723]	88.4%* [27258]	65.9% [6142]	84.1%* [11245]	85.1% [24740]	83.7% [19299]	...	...	...

Total number of respondents in [brackets].

* indicates the distributions across categories, within year, are significantly different at $p < .05$ level.

+ indicates the distributions across years, for each category, are significantly different at $p < .05$ level.

indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "a little more than last year" or "much more than last year" with the statement, "Aligning my classroom instruction with curricular standards."

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles					
	Panel A: Baseline					Panel B: School Characteristics					Panel C: Teacher Characteristics			Panel D: Participation in TEEG Cycles		
	School Type		Grade Level			Job Classification			Years of Experience			Cycle 1 and 2	Cycle 2 only	Cycle 1 only	Comparison	
All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.					
2007	52.3%+ [2677.3]	52.6%+ [26247]	69.4%+ [526]	51.2%+ [1478.3]	53.5%+ [4713]	53.7%+ [6569]	54.9%+ [708]	...	...	57.9%+ [5725]	50.9%+ [11658]	50.7%+ [9390]	...	...	...	...
2008	46.8% [19046]	46.5%* [18790]	64.5% [256]	45.6% [10419]	47.4% [3411]	48.5% [4822]	50.8%* [394]	47.8%* [15630]	42.3% [3416]	55.4%* [3651]	44.2% [8407]	45.4% [6988]	#	#	#	#
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	52.3% [20162]	52.1%* [19945]	68.2% [217]	52.8% [10874]	51.3% [4344]	52.3% [4543]	49.1%* [401]	53.5%* [16554]	47.0% [3608]	56.3%* [4329]	49.9% [9016]	52.9% [6817]	...	...	#	...
2007	52.3%+ [16936]	51.8%*+ [16279]	63.5%+ [657]	52.3%+ [10178]	51.8%+ [3635]	52.3%+ [2444]	54.2% [679]	...	...	58.3%* [3559]	51.3%+ [7558]	49.8% [5819]	...	...	...	...
2008	49.8% [16076]	49.7%* [15778]	58.7% [298]	50.5% [9893]	48.6% [3599]	49.1% [2229]	47.3%* [355]	50.9%* [13054]	45.0% [3022]	58.1%* [3265]	47.5% [7317]	47.9% [5494]	...	...	...	#
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	53.8% [3869]	53.6% [3837]	71.9% [32]	55.8% [2051]	55.1% [740]	47.3% [935]	60.1%* [143]	54.9%* [3216]	48.4% [653]	58.9%* [904]	50.8% [1655]	54.1% [1310]	...	...	...	...
2007	52.3%+ [37951]	52%+ [37341]	70.7%+ [610]	51.5%+ [22122]	52.4%+ [7506]	54.1%+ [7493]	55.5%*+ [830]	...	...	58.1%*+ [9284]	51%+ [19216]	50.3%+ [15209]	...	...	...	...
2008	48.1% [33400]	47.9%* [32858]	61.3% [542]	48.0% [19493]	48.0% [6689]	48.4% [6495]	49.1%* [723]	49.1%* [27258]	43.6% [6142]	56.5%* [11245]	47.3% [24740]	48.8% [19299]

Total number of respondents in [brackets].

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "a little more than last year" or "much more than last year" with the statement, "Focusing on the classroom content covered by standardized achievement tests."

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles			
	Panel A: Baseline					Panel B: School Characteristics					Panel C: Teacher Characteristics		Panel D: Participation in TEEG Cycles	
	All	School Type			Grade Level		Job Classification			Years of Experience			Cycle 1 and 2	Comparison
Regular		Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.			
<i>Cycle 1 Only</i>														
2007	48.1%+ [2677.3]	47.8%*+ [26247]	62.0% [526]	46.9%+ [1478.3]	49.5%+ [471.3]	49.6%+ [6569]	48.7%* [708]	...	...	54.2%* [5725]	46.8%+ [11658]	45.5%+ [9390]	...	...
2008	43.3% [19046]	43.1%* [18790]	62.9% [256]	41.4% [10419]	44.5% [341.1]	46.6% [4822]	44.7%* [394]	44.1%* [15630]	40.0% [3416]	52.2%* [3651]	40.9% [8407]	41.6% [6988]	#	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	49.2% [20162]	49.1%* [19945]	60.8% [217]	49.6% [10874]	48.4% [4344]	49.2% [4543]	46.6%* [401]	50.3%* [16554]	44.5% [3608]	54.3%* [4329]	47.7% [9016]	48.1% [6817]	#	...
2007	47.4%+ [16936]	47%*+ [16279]	56.3% [657]	47.3% [10178]	47.5%+ [3635]	46.7% [2444]	49.3% [679]	...	...	54.5%*+ [3559]	46.6%*+ [7558]	44.0% [5819]	...	...
2008	46.1% [16076]	46%* [15778]	55.0% [298]	46.9% [9893]	45.4% [3599]	44.8% [2229]	40.9%* [355]	47.1%* [13054]	42.0% [3022]	55.2%* [3265]	44.8% [7317]	42.5% [5494]	...	#
<i>Cycle 1 and Cycle 2</i>														
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	49.1% [3869]	48.9%* [3837]	71.9% [32]	50.5% [2051]	51.2% [740]	43.6% [935]	54.6%* [143]	49.8%* [3216]	45.6% [653]	55.2%* [904]	47.0% [1655]	47.6% [1310]	...	...
2007	47.8%+ [37951]	47.5%*+ [37341]	60.5% [610]	47%+ [22122]	48.3%+ [7506]	49.4%+ [7493]	48.6%*+ [830]	...	...	54.7%* [9284]	46.7%+ [19216]	44.9%+ [15209]	...	...
2008	44.5% [33400]	44.3%* [32858]	58.9% [542]	44.1% [19493]	44.9% [6689]	45.6% [6495]	43%* [723]	45.3%* [27258]	41.0% [6142]	53.9%* [11245]	44.5% [24740]	44.1% [19299]

Total number of respondents in [brackets].

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "a little more than last year" or "much more than last year" with the statement, "Administering benchmark assessments or quizzes."

	Panel B: School Characteristics										Panel C: Teacher Characteristics				Panel D: Participation in TEEG Cycles					
	Panel A: Baseline		School Type					Grade Level			Job Classification		Years of Experience				Cycle 1 and 2		Comparison	
	All		Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2					
<i>Cycle 1 Only</i>																				
2007	44.8%+ [2677.3]	44.5%*+ [26247]	63.3% [526]	43.8%+ [1478.3]	46.5%+ [471.3]	45.6%+ [6569]	49.9%* [708]	50.3%*+ [5725]	43.9%+ [11658]	42.7%+ [9390]			
2008	39.5% [19046]	39.2%* [18790]	57.4% [256]	37.8% [10419]	39.7% [341.1]	42.4% [4822]	45.4%* [394]	40.3%* [15630]	35.7% [3416]	47.5%* [3651]	37.6% [8407]	37.5% [6988]	#	#	#	#	#			
2007			
2008	45.7% [20162]	45.5%* [19945]	66.4% [217]	45.0% [10874]	44.6% [4344]	47.7% [4543]	51.9%* [401]	47.1%* [16554]	39.4% [3608]	50.1%* [4329]	44.3% [9016]	44.7% [6817]	...	...	#	...		
2007	44%+ [16936]	43.6%*+ [16279]	53.1% [657]	43.4%+ [10178]	44.1%+ [3635]	44.6% [2444]	51%* [679]	...	...	48.5%*+ [3559]	43.2%+ [7558]	42.3%+ [5819]	...	...	...	...
2008	41.2% [16076]	40.9%* [15778]	56.4% [298]	41.2% [9893]	40.7% [3599]	41.1% [2229]	44.8% [355]	42.2%* [13054]	36.7% [3022]	49.1%* [3265]	39.4% [7317]	38.8% [5494]	...	...	#	...		
<i>Comparison Schools</i>																				
2007			
2008	44.8% [3869]	44.6% [3837]	62.5% [32]	44.8% [2051]	47.0% [740]	41.9% [935]	51.8% [143]	45.5%* [3216]	41.2% [653]	47.4% [904]	43.4% [1655]	44.8% [1310]	...	...	...	...
2007	44.2%+ [37951]	44%+ [37341]	60.3% [610]	43.3%+ [22122]	44.9%+ [7506]	45.5%+ [7493]	51.3%*+ [830]	...	...	49.6%*+ [9284]	43.6%+ [19216]	42.5%+ [15209]	...	...	...	...
2008	40.1% [33400]	39.8%* [32858]	57.6% [542]	39.5% [19493]	40.0% [6689]	41.3% [6495]	45.6%* [723]	41.1%* [27258]	35.9% [6142]	49%* [11245]	40.6% [24740]	40.4% [19299]				

Total number of respondents in [brackets].

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Percentage of respondents "a little more than last year" or "much more than last year" with the statement, "Re-teaching topics or skills based on students' performance on classroom tests."

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles					
	Panel A: Baseline					Panel B: School Characteristics					Panel C: Teacher Characteristics			Panel D: Participation in TEEG Cycles		
	School Type		Grade Level			Job Classification			Years of Experience			Cycle 1 and 2	Cycle 2 only	Cycle 1 and 2	Comparison	
All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.					
2007	53.9%+ [2677.3]	53.6%*+ [26247]	71.5%+ [526]	53.5%+ [1478.3]	55.3%+ [471.3]	53.9%+ [6569]	54.8%*+ [708]	...	...	60.3%*+ [5725]	53.3%+ [11658]	50.8%+ [9390]	...	...	...	...
2008	49.0% [19046]	48.7%* [18790]	66.4% [256]	47.4% [10419]	49.9% [341.1]	51.7% [4822]	49.5%* [394]	50.3%* [15630]	42.7% [3416]	57.4%* [3651]	47.3% [8407]	46.6% [6988]	#	#	#	#
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	54.2% [20162]	54%* [19945]	69.1% [217]	55.0% [10874]	53.9% [4344]	52.8% [4543]	51.4%* [401]	55.8%* [16554]	46.7% [3608]	60%* [4329]	52.6% [9016]	52.5% [6817]	...	...	...	#
2007	54.9%+ [16936]	54.3%*+ [16279]	67.4% [657]	55.6%+ [10178]	53.7%+ [3635]	52.2% [2444]	59.5%* [679]	...	...	61.2%*+ [3559]	54.6%*+ [7558]	51.3%+ [5819]	...	...	...	...
2008	53.7% [16076]	53.5%* [15778]	65.8% [298]	55.1% [9893]	51.4% [3599]	51.3% [2229]	51.8%* [355]	55.4%* [13054]	46.4% [3022]	61.8%* [3265]	52.5% [7317]	50.6% [5494]	...	...	...	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	55.4% [3869]	55.3% [3837]	68.8% [32]	58.0% [2051]	55.7% [740]	48.1% [935]	64.3%* [143]	56.3%* [3216]	50.8% [653]	60.5%* [904]	55.9% [1655]	51.3% [1310]	...	...	...	...
2007	54.2%+ [37951]	53.9%*+ [37341]	74.3%+ [610]	54.1%+ [22122]	54.2%+ [7506]	53.9%+ [7493]	59%+ [830]	...	...	60.7%*+ [9284]	53.8%+ [19216]	51%+ [15209]	...	...	...	...
2008	50.9% [33400]	50.7%* [32858]	66.8% [542]	51.1% [19493]	50.4% [6689]	51.0% [6495]	51.3% [723]	52.4%* [27258]	44.3% [6142]	59.7%* [11245]	50.8% [24740]	49.8% [19299]	...	...	...	...

Total number of respondents in [brackets].

* indicates the distributions across categories, within year, are significantly different at $p < .05$ level.

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Percentage of respondents "a little more than last year" or "much more than last year" with the statement, "Reviewing student test results with other teachers."

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles				
	Panel A: Baseline					Panel B: School Characteristics					Panel C: Teacher Characteristics		Panel D: Participation in TEEG Cycles		
	School Type		Grade Level			Job Classification		Years of Experience			Cycle 2 only	Cycle 1 and 2	Comparison		
All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison	
2007	41.1%+ [2677.3]	40.9%*+ [26247]	49.6% [526]	43%+ [1478.3]	42.9%+ [471.3]	35.9% [6569]	37.3%* [708]	...	...	44.4%* [5725]	40.7%+ [11658]	39.6%+ [9390]	...	...	...
2008	37.2% [19046]	37.1%* [18790]	46.9% [256]	37.4% [10419]	37.9% [341.1]	36.8% [4822]	33.8%* [394]	37.3%* [15630]	36.9% [3416]	43.4%* [3651]	35.6% [8407]	35.9% [6988]	#	#	#
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	44.4% [20162]	44.3%* [19945]	53.9% [217]	46.4% [10874]	44.9% [4344]	39.9% [4543]	38.9%* [401]	45.1%* [16554]	41.4% [3608]	46.4%* [4329]	42.8% [9016]	45.3% [6817]	...	#	#
2007	42.1% [16936]	42%* [16279]	43.1% [657]	44.1% [10178]	40.5% [3635]	37.0% [2444]	38.3%* [679]	...	...	44.7%* [3559]	41.2% [7558]	41.6% [5819]	...	...	...
2008	41.9% [16076]	41.8%* [15778]	49.3% [298]	43.0% [9893]	41.7% [3599]	38.4% [2229]	36.1%* [355]	42.5%* [13054]	39.6% [3022]	46.2%* [3265]	41.0% [7317]	40.6% [5494]	...	...	#
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	40.2% [3869]	40.2% [3837]	46.9% [32]	44.0% [2051]	40.4% [740]	32.1% [935]	39.2%* [143]	40.1%* [3216]	40.7% [653]	41.5%* [904]	39.5% [1655]	40.3% [1310]	...	...	...
2007	41.5% [37951]	41.4%*+ [37341]	46.9% [610]	43.1%+ [22122]	41.6%+ [7506]	37.0% [7493]	37.7%* [830]	...	...	44.5%* [9284]	40.9%+ [19216]	40.3%+ [15209]	...	...	...
2008	39.2% [33400]	39.1%* [32858]	48.7% [542]	40.0% [19493]	39.4% [6689]	37.1% [6495]	35.3%* [723]	39.5%* [27258]	38.1% [6142]	45.4%* [11245]	39.8% [24740]	40.6% [19299]

Total number of respondents in [brackets].

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+ indicates the distributions across years, for each category, are significantly different at $p < .05$ level.

indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "a little more than last year" or "much more than last year" with the statement, "Seeking help from/providing help to other teachers informally."

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles				
	Panel A: Baseline					Panel B: School Characteristics					Panel D: Participation in TEEG Cycles				
	School Type		Grade Level			Job Classification			Years of Experience			Cycle 1 only	Cycle 1 and 2	Comparison	
All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.				
2007	52.3%+ [2677.3]	52.6%+ [26247]	68.3% [526]	51.7%+ [1478.3]	53.5%+ [471.3]	52.4%+ [6569]	56.9%+ [708]	...	...	57.8%+ [5725]	51.7%+ [11658]	49.7%+ [9390]	...	...	...
2008	45.4% [19046]	45.2%* [18790]	61.7% [256]	44.1% [10419]	46.4% [341.1]	47.5% [4822]	46.7%* [394]	45.9%* [15630]	43.3% [3416]	53.8%* [3651]	44.0% [8407]	42.8% [6988]	#	#	#
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	53.5% [20162]	53.3%* [19945]	71.0% [217]	54.0% [10874]	54.0% [4344]	51.9% [4543]	50.1% [401]	54.4%* [16554]	49.2% [3608]	58.3%* [4329]	51.7% [9016]	52.7% [6817]	...	#	...
2007	53.7%+ [16936]	53.3%*+ [16279]	63.8% [657]	54.4%+ [10178]	53.1%+ [3635]	51.0% [2444]	56.9%* [679]	...	...	60.1%+ [3559]	53.3%+ [7558]	50.4% [5819]	...	...	...
2008	51.9% [16076]	51.6%* [15778]	64.1% [298]	52.6% [9893]	50.6% [3599]	50.8% [2229]	49.6%* [355]	52.4%* [13054]	49.5% [3022]	59.3%* [3265]	50.6% [7317]	49.1% [5494]	...	...	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	52.2% [3869]	52.1% [3837]	65.6% [32]	53.4% [2051]	53.8% [740]	48.1% [935]	52.5% [143]	52.8%* [3216]	49.0% [653]	57.4%* [904]	52.6% [1655]	48.0% [1310]	...	...	...
2007	52.7%+ [37951]	52.5%*+ [37341]	65.7% [610]	52.6%+ [22122]	53.1%+ [7506]	52.4%+ [7493]	54.6%* [830]	...	...	58.7%+ [9284]	52.4%+ [19216]	49.9%+ [15209]	...	...	...
2008	48.1% [33400]	47.9%* [32858]	63.7% [542]	48.1% [19493]	48.3% [6689]	48.0% [6495]	48.8%* [723]	48.6%* [27258]	46.1% [6142]	57.1%* [11245]	48.7% [24740]	48.1% [19299]	...	...	...

Total number of respondents in [brackets].

* indicates the distributions across categories, within year, are significantly different at $p < .05$ level.

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "a little more than last year" or "much more than last year" with the statement, "Attending district- or school-sponsored professional development workshops."

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles			
	Panel A: Baseline					Panel B: School Characteristics					Panel C: Teacher Characteristics		Panel D: Participation in TEEG Cycles	
	All	School Type			Grade Level			Job Classification			Years of Experience		Cycle 1 and 2	Comparison
Regular		Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.			
<i>Cycle 1 Only</i>														
2007	41.2%+ [2677.3]	41%+* [26247]	53.4% [526]	40.5%+ [1478.3]	42.3%+ [471.3]	42.0% [6569]	42.5% [708]	...	...	49.1%+* [5725]	39.4%+* [11658]	38.7%+* [9390]	...	...
2008	36.4% [19046]	36.2%+* [18790]	46.9% [256]	34.8% [10419]	35.8% [341.1]	39.8% [4822]	39.9%* [394]	36.4%* [15630]	36.3% [3416]	45.5%* [3651]	34.1% [8407]	34.3% [6988]	#	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	42.2% [20162]	42%* [19945]	59.5% [217]	42.5% [10874]	42.1% [4344]	42.1% [4543]	37.9% [401]	42.2%* [16554]	42.2% [3608]	48.7%* [4329]	39.6% [9016]	41.5% [6817]	#	...
2007	42.4%+ [16936]	42%+* [16279]	52.1% [657]	42%+ [10178]	41.9% [3635]	43.9%+ [2444]	45.7%* [679]	...	...	50.5%+* [3559]	40.6%+* [7558]	39.8%+* [5819]	...	...
2008	40.2% [16076]	40%* [15778]	54.4% [298]	40.1% [9893]	40.5% [3599]	40.8% [2229]	36.3% [355]	40%* [13054]	41.2% [3022]	50.5%* [3265]	38.0% [7317]	37.1% [5494]	...	...
<i>Cycle 1 and Cycle 2</i>														
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	42.8% [3869]	42.7% [3837]	46.9% [32]	43.1% [2051]	45.1% [740]	40.5% [935]	41.3%* [143]	42.9% [3216]	42.3% [653]	48.3%* [904]	42.5% [1655]	39.3% [1310]	...	...
2007	41.7%+ [37951]	41.5%+* [37341]	53.1% [610]	41.2%+ [22122]	42.3%+ [7506]	42.6%+ [7493]	43.7% [830]	...	...	49.6%+* [9284]	39.9%+* [19216]	39.1%+* [15209]	...	...
2008	37.8% [33400]	37.6%* [32858]	51.3% [542]	37.3% [19493]	37.8% [6689]	39.7% [6495]	37.9%* [723]	37.7%* [27258]	38.4% [6142]	48.2%* [11245]	37.3% [24740]	37.6% [19299]	...	...

Total number of respondents in [brackets].

* indicates the distributions across categories, within year, are significantly different at $p < .05$ level.

+ indicates the distributions across years, for each category, are significantly different at $p < .05$ level.

indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "a little more than last year" or "much more than last year" with the statement, "Engaging in informal self-directed learning (e.g., reading subject-specific education research, using the Internet to enrich knowledge and skills)."

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles			
	Panel A: Baseline					Panel B: School Characteristics					Panel C: Teacher Characteristics		Panel D: Participation in TEEG Cycles	
	All	School Type			Grade Level			Job Classification			Years of Experience		Cycle 1 and 2	Comparison
Regular		Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.			
2007	51.3%+ [2677.3]	50.9%*+ [26247]	72.2%+ [526]	49.9%+ [1478.3]	52.1%+ [471.3]	53.2%+ [6569]	55.9%+ [708]	...	...	57.3%+ [5725]	50.7%+ [11658]	48.2%+ [9390]	...	...
2008	45.1% [19046]	44.9%* [18790]	62.1% [256]	43.1% [10419]	45.3% [341.1]	49.2% [4822]	47.7%* [394]	45.8%* [15630]	42.0% [3416]	53%* [3651]	43.3% [8407]	43.2% [6988]	#	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	51.4% [20162]	51.3%* [19945]	68.2% [217]	51.5% [10874]	50.4% [4344]	52.5% [4543]	49.1%* [401]	52%* [16554]	49.0% [3608]	56%* [4329]	50.0% [9016]	50.5% [6817]	#	...
2007	51.8%+ [16936]	51.2%*+ [16279]	67.0% [657]	51.4%+ [10178]	51.2%+ [3635]	52.8% [2444]	57.3%* [679]	...	...	58.1%* [3559]	51.1%+ [7558]	48.9%+ [5819]	...	...
2008	49.6% [16076]	49.3%* [15778]	66.4% [298]	49.9% [9893]	47.2% [3599]	52.7% [2229]	46.5%* [355]	49.8%* [13054]	48.9% [3022]	57%* [3265]	48.8% [7317]	46.3% [5494]	#	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	52.4% [3869]	52.3% [3837]	65.6% [32]	52.8% [2051]	52.8% [740]	50.2% [935]	58.0% [143]	52.8%* [3216]	50.1% [653]	57.5%* [904]	52.3% [1655]	48.9% [1310]	...	...
2007	51.3%+ [37951]	51%+ [37341]	71%+ [610]	50.4%+ [22122]	51.5%+ [7506]	53.3%+ [7493]	55.9%+ [830]	...	...	57.6%+ [9284]	50.9%+ [19216]	48.5%+ [15209]	...	...
2008	46.9% [33400]	46.6%* [32858]	65.3% [542]	46.2% [19493]	46.0% [6689]	49.8% [6495]	47.3%* [723]	47.3%* [27258]	45.0% [6142]	55.3%* [11245]	47.3% [24740]	46.6% [19299]

Total number of respondents in [brackets].

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "a little more than last year" or "much more than last year" with the statement, "Tutoring individuals or small groups of students outside of class time."

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles				
	Panel A: Baseline					Panel B: School Characteristics					Panel C: Teacher Characteristics		Panel D: Participation in TEEG Cycles		
	School Type		Grade Level			Job Classification		Years of Experience			Cycle 2 only	Cycle 1 and 2	Comparison		
All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison	
2007	48.7%+ [2677.3]	48.4%*+ [26247]	60.5% [526]	47.8%+ [1478.3]	52.1%+ [471.3]	48.5%+ [6569]	45.3%* [708]	...	...	55.9%+ [5725]	47.6%+ [11658]	46.7%+ [9390]	...	...	...
2008	43.2% [19046]	43%* [18790]	60.2% [256]	41.2% [10419]	46.9% [341.1]	44.9% [4822]	45.4%* [394]	44%* [15630]	39.6% [3416]	50.9%* [3651]	41.6% [8407]	41.2% [6988]	#	#	#
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	51.1% [20162]	51%* [19945]	61.8% [217]	51.1% [10874]	53.8% [4344]	49.1% [4543]	45.4%* [401]	52.1%* [16554]	46.9% [3608]	55.7%* [4329]	49.7% [9016]	50.1% [6817]	...	...	#
2007	49.8% [16936]	49.5%* [16279]	57.1% [657]	49.1% [10178]	50.9% [3635]	50.0% [2444]	54.2%* [679]	...	...	55.1%* [3559]	48.7% [7558]	47.9% [5819]	...	...	...
2008	49.3% [16076]	49.1%* [15778]	58.1% [298]	49.4% [9893]	49.0% [3599]	49.0% [2229]	51.8% [355]	50.3%* [13054]	44.9% [3022]	56.5%* [3265]	47.8% [7317]	47.1% [5494]	...	...	#
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	47.3% [3869]	47.2% [3837]	62.5% [32]	46.7% [2051]	53.0% [740]	45.6% [935]	37.1%* [143]	48.1%* [3216]	43.2% [653]	49.2% [904]	47.6% [1655]	45.6% [1310]	...	...	...
2007	48.9%+ [37951]	48.7%*+ [37341]	60.8% [610]	48%+ [22122]	51.4%+ [7506]	49%+ [7493]	49.6%* [830]	...	...	54.4%* [9284]	48%+ [19216]	47.2%+ [15209]	...	...	...
2008	45.9% [33400]	45.7%* [32858]	59.6% [542]	45.0% [19493]	47.7% [6689]	46.1% [6495]	49.4%* [723]	46.7%* [27258]	42.0% [6142]	54.4%* [11245]	46.4% [24740]	46.0% [19299]

Total number of respondents in [brackets].

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "a little more than last year" or "much more than last year" with the statement, "Engaging in hands-on learning activities (e.g., working with manipulative aids)."

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles			
	Panel A: Baseline					Panel B: School Characteristics					Panel D: Participation in TEEG Cycles			
	All	School Type			Grade Level			Job Classification			15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison
Regular		Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.				
<i>Cycle 1 Only</i>														
2007	53.3%+ [2677.3]	53.1%*+ [26247]	67.3% [526]	55.1%+ [1478.3]	52.6%+ [471.3]	50.4% [6569]	49.3%* [708]	...	...	62%* [5725]	52.4%+ [11658]	49.2%+ [9390]	...	...
2008	50.1% [19046]	49.9%* [18790]	68.8% [256]	50.9% [10419]	48.5% [341.1]	49.6% [4822]	52.0% [394]	50.5%* [15630]	48.5% [3416]	61.3%* [3651]	48.1% [8407]	46.7% [6988]	#	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	54.3% [20162]	54.2%* [19945]	70.5% [217]	56.2% [10874]	53.0% [4344]	51.4% [4543]	51.9%* [401]	54.6%* [16554]	53.3% [3608]	61.9%* [4329]	52.3% [9016]	52.3% [6817]	#	...
2007	52.7% [16936]	52.2%* [16279]	65.0% [657]	54.9% [10178]	48.9% [3635]	48.6% [2444]	56%*+ [679]	...	...	62%* [3559]	51.5% [7558]	48.7% [5819]	...	...
2008	53.2% [16076]	53.1%* [15778]	61.1% [298]	55.4% [9893]	50.0% [3599]	50.4% [2229]	44.2%* [355]	53.7%* [13054]	51.3% [3022]	63.1%* [3265]	52.6% [7317]	48.2% [5494]	#	...
<i>Comparison Schools</i>														
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	57.0% [3869]	56.9% [3837]	65.6% [32]	60.2% [2051]	56.4% [740]	51.3% [935]	51.1%* [143]	57.3%* [3216]	55.6% [653]	63.7%* [904]	56.4% [1655]	53.0% [1310]	...	...
2007	53.1%+ [37951]	52.9%*+ [37341]	70.3% [610]	55%+ [22122]	50.6% [7506]	50.0% [7493]	54%*+ [830]	...	...	62%* [9284]	52.1%+ [19216]	49%+ [15209]	...	...
2008	51.5% [33400]	51.2%* [32858]	64.8% [542]	53.0% [19493]	49.0% [6689]	49.7% [6495]	48.7%* [723]	51.9%* [27258]	49.7% [6142]	62.1%* [11245]	51.0% [24740]	49.1% [19299]

Total number of respondents in [brackets].

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "a little more than last year" or "much more than last year" with the statement, "Working in groups."

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles					
	Panel A: Baseline					Panel B: School Characteristics					Panel C: Teacher Characteristics			Panel D: Participation in TEEG Cycles		
	School Type		Grade Level			Job Classification			Years of Experience			Cycle 1 and 2	Cycle 2 only	Cycle 1 and 2	Comparison	
All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.					
2007	52.4%+ [2677.3]	52.6%+ [26247]	68.6% [526]	52.3%+ [1478.3]	52.8%+ [471.3]	52.3% [6569]	51.3% [708]	...	...	60.9%* [5725]	51.4%+ [11658]	48.4%+ [9390]	...	...	...	...
2008	49.7% [19046]	49.4%* [18790]	72.3% [256]	49.1% [10419]	48.8% [341.1]	51.2% [4822]	53.3%* [394]	50%* [15630]	48.3% [3416]	61.3%* [3651]	48.1% [8407]	45.4% [6988]	#	...	#	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	53.8% [20162]	53.6%* [19945]	73.3% [217]	54.4% [10874]	52.4% [4344]	54.0% [4543]	48.9%* [401]	54.1%* [16554]	52.4% [3608]	61.5%* [4329]	52.0% [9016]	51.2% [6817]	...	...	#	...
2007	52.0% [16936]	51.3%* [16279]	67.9% [657]	52.5% [10178]	49.9% [3635]	51.6% [2444]	56.4%* [679]	...	...	61.6%+ [3559]	51.1% [7558]	47.2% [5819]	...	...	...	...
2008	53.1% [16076]	52.9%* [15778]	64.1% [298]	54.2% [9893]	50.5% [3599]	52.9% [2229]	47.9%* [355]	53.8%* [13054]	50.0% [3022]	63.8%* [3265]	52.0% [7317]	48.2% [5494]	...	...	#	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	57.3% [3869]	57.2% [3837]	75.0% [32]	58.6% [2051]	57.7% [740]	53.9% [935]	58.7% [143]	58%* [3216]	53.8% [653]	63.5%* [904]	57.0% [1655]	53.4% [1310]	...	...	...	...
2007	52.1%+ [37951]	51.8%*+ [37341]	71.0% [610]	52.4% [22122]	50.9% [7506]	52.4% [7493]	54.5%*+ [830]	...	...	61.2%* [9284]	51.3%+ [19216]	48%+ [15209]	...	...	...	...
2008	51.1% [33400]	50.8%* [32858]	68.1% [542]	51.5% [19493]	49.4% [6689]	51.6% [6495]	51%* [723]	51.6%* [27258]	49.0% [6142]	62.1%* [11245]	50.7% [24740]	48.3% [19299]

Total number of respondents in [brackets].

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Percentage of respondents "a little more than last year" or "much more than last year" with the statement, "Completing assignments at home (i.e., homework)."

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles					
	Panel A: Baseline					Panel B: School Characteristics					Panel C: Teacher Characteristics			Panel D: Participation in TEEG Cycles		
	School Type		Grade Level			Job Classification			Years of Experience			Cycle 2 only	Cycle 1 and 2	Comparison		
All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.					
2007	32.3% [2677.3]	32.1%* [26247]	43.0% [526]	34.5%+ [1478.3]	31.2% [471.3]	28.2% [6569]	30.9%+ [708]	...	...	39.8%* [5725]	31.5% [11658]	28.7% [9390]	...	...	...
2008	31.5% [19046]	31.2%* [18790]	50.8% [256]	32.2% [10419]	30.1% [341.1]	30.9% [4822]	32.7%* [394]	31.3%* [15630]	32.6% [3416]	40.3%* [3651]	30.1% [8407]	28.5% [6988]	#	#	...	
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	36.0% [20162]	35.8%* [19945]	49.8% [217]	38.3% [10874]	35.1% [4344]	31.9% [4543]	28.4%* [401]	35.8%* [16554]	36.8% [3608]	41.8%* [4329]	34.6% [9016]	34.1% [6817]	...	#	...	
2007	34.7% [16936]	34.2%* [16279]	48.3% [657]	36.6%+ [10178]	31.6% [3635]	30.7% [2444]	37.1%* [679]	...	...	42.7%+ [3559]	33.9% [7558]	30.8% [5819]	...	...	...
2008	34.7% [16076]	34.5%* [15778]	48.3% [298]	36.8% [9893]	32.4% [3599]	30.4% [2229]	28.7%* [355]	35.1%* [13054]	33.1% [3022]	44.4%* [3265]	33.6% [7317]	30.6% [5494]	...	#	...	
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	31.2% [3869]	31%* [3837]	53.1% [32]	35.9% [2051]	28.7% [740]	23.1% [935]	29.4%* [143]	31.4% [3216]	30.3% [653]	38.3%* [904]	30.2% [1655]	27.6% [1310]	...	...	...
2007	33.3%+ [37951]	33%* [37341]	49.5% [610]	35.3% [22122]	31.3% [7506]	29.4% [7493]	33.1%+ [830]	...	...	40.9%* [9284]	32.4% [19216]	29.5% [15209]	...	...	...
2008	32.9% [33400]	32.6%* [32858]	49.6% [542]	34.2% [19493]	31.0% [6689]	30.8% [6495]	30.7%* [723]	32.9%* [27258]	32.6% [6142]	42.1%* [11245]	32.8% [24740]	31.1% [19299]	...	...	...

Total number of respondents in [brackets].

* indicates the distributions across categories, within year, are significantly different at $p < .05$ level.

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "a little more than last year" or "much more than last year" with the statement, "Receiving direct instruction."

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles			
	Panel A: Baseline					Panel B: School Characteristics					Panel C: Teacher Characteristics		Panel D: Participation in TEEG Cycles	
	All	School Type			Grade Level			Job Classification			Years of Experience		Cycle 1 and 2	Comparison
Regular		Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.			
<i>Cycle 1 Only</i>														
2007	40.6%+ [2677.3]	40.3%*+ [26247]	57.4% [526]	41.2%+ [1478.3]	39.6% [471.3]	39.9% [6569]	42.5% [708]	...	...	49.2%* [5725]	38.3%+ [11658]	38.3%+ [9390]	...	...
2008	38.2% [19046]	38%* [18790]	58.6% [256]	38.0% [10419]	37.5% [341.1]	39.0% [4822]	41.1% [394]	37.6%* [15630]	41.4% [3416]	47.5%* [3651]	35.7% [8407]	36.5% [6988]	#	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	42.5% [20162]	42.3%* [19945]	59.5% [217]	43.5% [10874]	41.5% [4344]	41.4% [4543]	40.2%* [401]	41.8%* [16554]	45.5% [3608]	48.6%* [4329]	40.1% [9016]	41.8% [6817]	#	...
2007	41.1%+ [16936]	40.4%*+ [16279]	58.0% [657]	41.5%+ [10178]	39.0% [3635]	40.4% [2444]	49%* [679]	...	...	49.6%* [3559]	39.2% [7558]	38.5% [5819]	...	...
2008	41.8% [16076]	41.5%* [15778]	57.4% [298]	42.8% [9893]	40.3% [3599]	39.7% [2229]	42.3%* [355]	41.4%* [13054]	43.5% [3022]	50.4%* [3265]	39.6% [7317]	39.5% [5494]	...	...
<i>Comparison Schools</i>														
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	41.0% [3869]	40.8%* [3837]	71.9% [32]	45.5% [2051]	38.5% [740]	32.0% [935]	49%* [143]	40.6%* [3216]	43.3% [653]	49.6%* [904]	38.1% [1655]	38.8% [1310]	...	...
2007	40.8%+ [37951]	40.6%*+ [37341]	58.2% [610]	41.3%+ [22122]	38.8% [7506]	41%+ [7493]	44.6%* [830]	...	...	49.3%* [9284]	38.6%+ [19216]	38.4% [15209]	...	...
2008	39.7% [33400]	39.4%* [32858]	58.1% [542]	40.3% [19493]	38.8% [6689]	38.9% [6495]	41.8%* [723]	39.2%* [27258]	42.3% [6142]	48.8%* [11245]	38.4% [24740]	39.2% [19299]

Total number of respondents in [brackets].

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "a little more than last year" or "much more than last year" with the statement, "Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves.)"

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles					
	Panel A: Baseline					Panel B: School Characteristics					Panel C: Teacher Characteristics			Panel D: Participation in TEEG Cycles		
	School Type		Grade Level			Job Classification			Years of Experience			Cycle 1 and 2	Cycle 2 only	Cycle 1 only	Comparison	
All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.					
2007	48%+ [2677.3]	47.7%+* [26247]	66.5% [526]	47.7%+ [1478.3]	48.3%+ [471.3]	48.7% [6569]	48.0% [708]	...	...	54.8%* [5725]	47.2%+ [11658]	45%+ [9390]	...	...	...
2008	45.2% [19046]	45%* [18790]	61.7% [256]	44.2% [10419]	44.2% [341.1]	48.0% [4822]	46.2%* [394]	45.6%* [15630]	43.2% [3416]	54.7%* [3651]	43.7% [8407]	42.0% [6988]	#	#	#	
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	50.1% [20162]	49.9%* [19945]	69.1% [217]	51.0% [10874]	50.0% [4344]	48.8% [4543]	44.1%* [401]	50.5%* [16554]	48.2% [3608]	55.6%* [4329]	49.2% [9016]	47.8% [6817]	...	...	#
2007	48.6% [16936]	48.1%* [16279]	61.2% [657]	49.3% [10178]	46.6% [3635]	47.4% [2444]	52.9%+* [679]	...	...	56.7%* [3559]	48.2% [7558]	44.2% [5819]	...	...	...
2008	48.5% [16076]	48.2%* [15778]	62.1% [298]	49.0% [9893]	47.9% [3599]	47.7% [2229]	44.8% [355]	49.2%* [13054]	45.3% [3022]	56%* [3265]	47.5% [7317]	45.3% [5494]	...	...	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	48.6% [3869]	48.5%* [3837]	65.6% [32]	50.1% [2051]	49.1% [740]	45.1% [935]	49.0% [143]	49.3%* [3216]	45.5% [653]	54.5%* [904]	49.2% [1655]	43.8% [1310]	...	...	...
2007	48.2% [37951]	47.8%+* [37341]	67.7% [610]	48.3%+ [22122]	47.0% [7506]	48.6% [7493]	52.2%+* [830]	...	...	55.5%* [9284]	47.6%+ [19216]	44.7% [15209]	...	...	...
2008	46.5% [33400]	46.3%* [32858]	62.0% [542]	46.4% [19493]	45.8% [6689]	47.8% [6495]	45.6%* [723]	47.1%* [27258]	44.0% [6142]	55.4%* [11245]	46.9% [24740]	45.0% [19299]	...	...	...

Total number of respondents in [brackets].

* indicates the distributions across categories, within year, are significantly different at $p < .05$ level.

+ indicates the distributions across years, for each category, are significantly different at $p < .05$ level.

indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "frequently" or "always or almost always" with the statement, "Identify individual students who need remedial assistance."

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles							
	Panel A: Baseline					Panel B: School Characteristics					Panel C: Teacher Characteristics			Panel D: Participation in TEEG Cycles				
	School Type					Grade Level					Job Classification			Years of Experience			Participation in TEEG Cycles	
	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison				
<i>Cycle 1 Only</i>																		
2007	83.7%+ [2677.3]	85.2% [526]	88.2% [14783]	82.2% [4713]	75.3%+ [6569]	79%* [708]	...	...	81.6%* [5725]	83.7%+ [11658]	85.1% [9390]	...	...	...	
2008	85.2% [19046]	85.6% [256]	88.9% [10419]	83.4% [3411]	78.9% [4822]	80.7%* [394]	87.3%* [15630]	75.5% [3416]	83.2%* [3651]	85.3% [8407]	86.2% [6988]	#	#	...				
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	86.1% [20162]	85.7% [217]	89.7% [10874]	84.5% [4344]	79.2% [4543]	81.3%* [401]	88.4%* [16554]	75.4% [3608]	83.3%* [4329]	86.5% [9016]	87.2% [6817]	...	...	#		
2007	85.7%+ [16936]	86.3% [657]	89.7% [10178]	82.8% [3635]	74.4%+ [2444]	81.7%*+ [679]	...	...	82.3%* [3559]	86.3% [7558]	87.0% [5819]	...	...	...	
2008	86.6% [16076]	88.6% [298]	89.6% [9893]	84.4% [3599]	77.8% [2229]	78.3%* [355]	89%* [13054]	76.2% [3022]	83.5%* [3265]	87.4% [7317]	87.3% [5494]	...	...	#		
<i>Cycle 1 and Cycle 2</i>																		
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	84.0% [3869]	87.5% [32]	88.4% [2051]	81.0% [740]	75.7% [935]	88.8%* [143]	85.2%* [3216]	77.6% [653]	81.3%* [904]	84.4% [1655]	85.2% [1310]	...	...	...	
2007	84.8%+ [37951]	88.5% [610]	88.8% [22122]	82.4%+ [7506]	75.6%+ [7493]	82.1%* [830]	...	...	81.9%*+ [9284]	84.7%+ [19216]	85.8% [15209]	...	...	...	
2008	85.9% [33400]	87.1% [542]	89.2% [19493]	83.9% [6689]	78.4% [6495]	79.5%* [723]	88.2%* [27258]	75.6% [6142]	83.3%* [11245]	86.3% [24740]	86.9% [19299]				

Total number of respondents in [brackets].

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "frequently" or "always or almost always" with the statement, "Set learning goals for individual students."

	Panel B: School Characteristics										Panel C: Teacher Characteristics				Panel D: Participation in TEEG Cycles														
	Panel A: Baseline					Grade Level					Job Classification				Years of Experience		Participation in TEEG Cycles												
	School Type		Elementary			Middle		High		Mixed		Teacher		Other		0-3 yrs.		4-14 yrs.		15+ yrs.		Cycle 2 only		Cycle 1 and 2		Comparison			
	All		Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison													
<i>Cycle 1 Only</i>	2007	79.7%+ [2677.3]	79.7%*+ [26247]	83.7% [526]	86.3% [1478.3]	75.7% [471.3]	68.5%+ [6569]	74.9%* [708]	...	...	77.8%* [5725]	79.2%+ [11658]	81.5% [9390]	...	...	...	2007	...	...	...	...	...	...	...	...	...	...
	2008	80.7% [19046]	80.6%* [18790]	85.6% [256]	86.3% [10419]	75.3% [341.1]	72.4% [4822]	78.9%* [394]	82.1%* [15630]	74.1% [3416]	77.5%* [3651]	80.9% [8407]	82.0% [6988]	...	...	...	2008	...	...	...	...	...	...	...	...	...	...	#
<i>Cycle 2 Only</i>	2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2007	...	...	...	...	...	...	...	...	...	...	...
	2008	81.4% [20162]	81.4% [19945]	83.4% [217]	86.8% [10874]	77.3% [4344]	72.9% [4543]	75.6%* [401]	83%* [16554]	74.1% [3608]	77.7%* [4329]	81.6% [9016]	83.5% [6817]	...	...	...	2008	...	...	...	...	...	...	...	...	...	...	#
<i>Cycle 1 and Cycle 2</i>	2007	81.9% [16936]	81.9% [16279]	83.1% [657]	87.7% [10178]	76.2% [3635]	67.8%+ [2444]	75.9%* [679]	...	...	78.9%* [3559]	82.4% [7558]	83.2% [5819]	...	...	...	2007	...	...	...	...	...	...	...	...	...	...	...
	2008	82.6% [16076]	82.5%* [15778]	87.6% [298]	87.3% [9893]	76.9% [3599]	71.7% [2229]	76.6%* [355]	84%* [13054]	76.3% [3022]	79.3%* [3265]	83.2% [7317]	83.7% [5494]	...	...	...	2008	...	...	...	...	...	...	...	...	...	...	#
<i>Comparison Schools</i>	2007	2007
	2008	77.4% [3869]	77.3% [3837]	90.6% [32]	84.7% [2051]	71.4% [740]	66.1% [935]	77.6%* [143]	77.6% [3216]	76.1% [653]	73.6%* [904]	78.0% [1655]	79.2% [1310]	2008
<i>All (excluding comparison schools)</i>	2007	80.9%+ [37951]	80.8%*+ [37341]	86.7% [610]	86.8% [22122]	75.6% [7506]	68.7%+ [7493]	79%* [830]	...	...	78.2%* [9284]	80.5%+ [19216]	82.2% [15209]	...	...	...	2007	...	...	...	...	...	...	...	...	...	...	...
	2008	81.6% [33400]	81.5%* [32858]	86.5% [542]	86.7% [19493]	76.2% [6689]	72.0% [6495]	77.6%* [723]	83.1%* [27258]	74.9% [6142]	78.1%* [11245]	81.8% [24740]	83.0% [19299]	2008	

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "frequently" or "always or almost always" with the statement, "Tailor instruction to individual students' needs."

	Panel B: School Characteristics										Panel C: Teacher Characteristics				Panel D: Participation in TEEG Cycles				
	Panel A: Baseline					Grade Level					Job Classification			Years of Experience				Participation in TEEG Cycles	
	School Type		Elementary			Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison			
	<i>Cycle 1 Only</i>																		
	All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison				
2007	83.6% [2677.3]	83.6%* [26247]	87.3% [526]	88.9% [1478.3]	79.7% [471.3]	74.8% [6569]	82.1%* [708]	...	...	82.2%* [5725]	83.3% [11658]	84.9% [9390]	...	...	...	...
2008	83.4% [19046]	83.3%* [18790]	90.2% [256]	88.3% [10419]	78.2% [341.1]	76.1% [4822]	86.6%* [394]	84.8%* [15630]	76.8% [3416]	81.4%* [3651]	83.4% [8407]	84.3% [6988]	...	#	...	...	
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	84.0% [20162]	84.0% [19945]	84.8% [217]	88.7% [10874]	80.8% [4344]	76.2% [4543]	80.3%* [401]	85.8%* [16554]	76.2% [3608]	81.2%* [4329]	84.7% [9016]	85.0% [6817]	...	#	...	...	
2007	85.3% [16936]	85.2%+ [16279]	86.8% [657]	90.2%+ [10178]	80.1% [3635]	73.3% [2444]	82.3%* [679]	...	...	82.7%* [3559]	85.6% [7558]	86.4%+ [5819]	...	...	...	...
2008	85.0% [16076]	84.9%* [15778]	89.6% [298]	89.3% [9893]	80.4% [3599]	73.9% [2229]	80.3%* [355]	86.5%* [13054]	78.4% [3022]	82.1%* [3265]	85.8% [7317]	85.6% [5494]	...	...	...	#
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	82.2% [3869]	82.1%* [3837]	96.9% [32]	88.5% [2051]	77.4% [740]	71.9% [935]	84.6%* [143]	83%* [3216]	78.4% [653]	79.3%* [904]	83.8% [1655]	82.2% [1310]	...	...	...	...
2007	84.5% [37951]	84.4%* [37341]	89.2% [610]	89.4%+ [22122]	79.8% [7506]	74.7% [7493]	84.2%* [830]	...	...	82.4%* [9284]	84.2% [19216]	85.5%+ [15209]	...	...	...	...
2008	84.1% [33400]	84%* [32858]	89.9% [542]	88.7% [19493]	79.4% [6689]	75.2% [6495]	83.1%* [723]	85.6%* [27258]	77.3% [6142]	81.5%* [11245]	84.6% [24740]	84.9% [19299]			

Total number of respondents in [brackets].

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+ indicates the distributions across years, for each category, are significantly different at $p < .05$ level.

indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "frequently" or "always or almost always" with the statement, "Develop recommendations for tutoring or other educational services for students."

	Panel B: School Characteristics										Panel C: Teacher Characteristics				Panel D: Participation in TEEG Cycles			
	Panel A: Baseline		School Type					Grade Level			Job Classification		Years of Experience				Participation in TEEG Cycles	
	All		Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison		
<i>Cycle 1 Only</i>																		
2007	76.9%+ [2677.3]	76.9%+ [26247]	82.6%+ [1478.3]	78.3% [526]	82.6%+ [1478.3]	74.9% [471.3]	66.3%+ [6569]	70.1%* [708]	...	...	74.6%+ [5725]	77.3%+ [11658]	77.8% [9390]	...	...	...
2008	78.5% [19046]	78.5% [18790]	83.8% [10419]	80.5% [256]	83.8% [10419]	74.9% [341.1]	70.1% [4822]	75.1%* [394]	80.3%* [15630]	70.5% [3416]	76.4%* [3651]	79.2% [8407]	78.8% [6988]	#	#	...		
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	79.7% [20162]	79.7% [19945]	84.4% [10874]	80.7% [217]	84.4% [10874]	78.4% [4344]	70.5% [4543]	71.6%* [401]	81.9%* [16554]	70.0% [3608]	77%* [4329]	80.8% [9016]	80.0% [6817]	...	...	#
2007	79.6% [16936]	79.7% [16279]	84.9% [10178]	77.3% [657]	84.9% [10178]	74.9% [3635]	66.7%+ [2444]	72.6%* [679]	...	...	75.9%* [3559]	80.9% [7558]	80.3% [5819]	...	...	...
2008	80.3% [16076]	80.2% [15778]	84.1% [9893]	83.2% [298]	84.1% [9893]	76.8% [3599]	69.6% [2229]	75.5%* [355]	82.3%* [13054]	71.6% [3022]	77%* [3265]	81.2% [7317]	81.0% [5494]	...	...	#
<i>Comparison Schools</i>																		
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	76.6% [3869]	76.4%* [3837]	83.2% [2051]	93.8% [32]	83.2% [2051]	71.8% [740]	66.7% [935]	71.3%* [143]	77.2%* [3216]	73.5% [653]	73.7%* [904]	78.2% [1655]	76.6% [1310]	...	...	...
2007	78.3%+ [37951]	78.2%+ [37341]	83.6% [22122]	82.8% [610]	83.6% [22122]	74.8% [7506]	66.7%+ [7493]	74.6%* [830]	...	...	75.1%+ [9284]	78.7%+ [19216]	78.8% [15209]	...	...	...
2008	79.4% [33400]	79.4% [32858]	83.9% [19493]	81.9% [542]	83.9% [19493]	76.0% [6689]	69.9% [6495]	74.8%* [723]	81.3%* [27258]	70.9% [6142]	76.8%* [11245]	80.4% [24740]	79.9% [19299]		

Total number of respondents in [brackets].

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "frequently" or "always or almost always" with the statement, "Assign or reassign students to groups."

	Panel B: School Characteristics										Panel C: Teacher Characteristics				Panel D: Participation in TEEG Cycles			
	Panel A: Baseline		School Type					Grade Level			Job Classification				Years of Experience		Participation in TEEG Cycles	
	All		Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison		
<i>Cycle 1 Only</i>																		
2007	75.1%+ [2677.3]	75.1%+ [26247]	76.6% [526]	83.0% [1478.3]	70.8% [471.3]	61.3%+ [6569]	67.5%* [708]	...	...	...	74.9% [5725]	75%+ [11658]	75.2% [9390]	...	...	...
2008	76.0% [19046]	76.1% [18790]	73.4% [256]	83.3% [10419]	69.3% [341.1]	65.7% [4822]	67.3%* [394]	78.1%* [15630]	66.4% [3416]	75.9%* [3651]	76.9% [8407]	75.0% [6988]	#	#	...	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	77.2% [20162]	77.2% [19945]	74.7% [217]	83.6% [10874]	73.3% [4344]	66.2% [4543]	66.6%* [401]	79.7%* [16554]	65.5% [3608]	76.5%* [4329]	78.0% [9016]	76.4% [6817]	...	...	...	#
2007	77.3% [16936]	77.3% [16279]	76.4% [657]	84.9%+ [10178]	69.0% [3635]	61.2% [2444]	65.7%* [679]	...	...	76.9%* [3559]	78.3% [7558]	76.2% [5819]	...	...	...	...
2008	77.6% [16076]	77.5% [15778]	80.5% [298]	83.7% [9893]	70.4% [3599]	63.8% [2229]	65.4%* [355]	79.9%* [13054]	67.5% [3022]	76.1%* [3265]	78.7% [7317]	76.9% [5494]	...	...	...	#
<i>Comparison Schools</i>																		
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	74.6% [3869]	74.5% [3837]	87.5% [32]	84.3% [2051]	66.1% [740]	60.5% [935]	70.6%* [143]	75.7%* [3216]	69.2% [653]	74.1% [904]	75.8% [1655]	73.4% [1310]	...	...	...	...
2007	76.3%+ [37951]	76.2% [37341]	80.7% [610]	83.9% [22122]	69.6% [7506]	61.4%+ [7493]	67.6%* [830]	...	...	75.7% [9284]	76.3%+ [19216]	75.6% [15209]	...	...	...	...
2008	76.8% [33400]	76.8% [32858]	77.1% [542]	83.4% [19493]	69.9% [6689]	65.2% [6495]	66%* [723]	79%* [27258]	66.9% [6142]	76.2%* [11245]	77.8% [24740]	76.1% [19299]		

Total number of respondents in [brackets].

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "frequently" or "always or almost always" with the statement, "Identify and correct gaps in the curriculum for all students."

	Panel B: School Characteristics										Panel C: Teacher Characteristics				Panel D: Participation in TEEG Cycles			
	Panel A: Baseline		School Type					Grade Level			Job Classification		Years of Experience				Participation in TEEG Cycles	
	All		Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison		
<i>Cycle 1 Only</i>																		
2007	76.9%+ [2677.3]	76.8%+ [26247]	79.9% [526]	81.7%+ [1478.3]	74.7% [471.3]	67.9%+ [6569]	74.6%* [708]	...	...	75.7%* [5725]	76.8%+ [11658]	77.7% [9390]	...	...	...	...
2008	78.1% [19046]	78.1% [18790]	82.0% [256]	83.1% [10419]	73.2% [341.1]	71.0% [4822]	75.9%* [394]	80.3%* [15630]	67.9% [3416]	75.4%* [3651]	78.4% [8407]	79.2% [6988]	...	#	#	...		
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	78.8% [20162]	78.8% [19945]	80.2% [217]	82.9% [10874]	76.6% [4344]	71.3% [4543]	75.1%* [401]	81.5%* [16554]	66.1% [3608]	75.1%* [4329]	79.5% [9016]	80.2% [6817]	...	#	#	...		
2007	79.8% [16936]	79.8% [16279]	79.3% [657]	84.0% [10178]	76.5% [3635]	69.0% [2444]	72.9%* [679]	...	...	77.2%* [3559]	80.4% [7558]	80.5% [5819]	...	...	...	...
2008	80.3% [16076]	80.3% [15778]	81.2% [298]	83.8% [9893]	76.7% [3599]	71.4% [2229]	74.4%* [355]	83%* [13054]	68.8% [3022]	77.5%* [3265]	80.8% [7317]	81.3% [5494]	...	...	...	...
<i>Comparison Schools</i>																		
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	75.6% [3869]	75.5%* [3837]	90.6% [32]	81.7% [2051]	68.9% [740]	67.3% [935]	76.9%* [143]	76.8%* [3216]	69.7% [653]	71%* [904]	77.5% [1655]	76.3% [1310]	...	...	...	...
2007	78.2%+ [37951]	78.1%+ [37341]	81.8% [610]	82.5%+ [22122]	75.5% [7506]	68.5%+ [7493]	74.3%* [830]	...	...	76.3%* [9284]	78.2%+ [19216]	78.8% [15209]	...	...	...	...
2008	79.1% [33400]	79.1% [32858]	81.6% [542]	83.4% [19493]	75.1% [6689]	70.8% [6495]	75%* [723]	81.5%* [27258]	68.3% [6142]	75.9%* [11245]	79.5% [24740]	80.1% [19299]		

Total number of respondents in [brackets].

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "frequently" or "always or almost always" with the statement, "Encourage parent involvement in student learning."

	Panel B: School Characteristics										Panel C: Teacher Characteristics				Panel D: Participation in TEEG Cycles					
	Panel A: Baseline					Grade Level					Job Classification				Years of Experience		Participation in TEEG Cycles			
	School Type					Elementary		Middle	High		Mixed	Teacher		Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison
	<i>Cycle 1 Only</i>																			
	All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison					
2007	61.7%+ [2677.3]	61.6%+ [26247]	62.7%+ [526]	72.1%+ [1478.3]	53.3%+ [471.3]	45.1%+ [656.9]	54.1%+ [708]	...	...	61.9%+ [5725]	61.2%+ [11658]	62%+ [9390]	...	...	...		
2008	75.0% [1904.6]	74.9% [18790]	79.7% [256]	83.1% [1041.9]	66.8% [341.1]	63.9% [482.2]	68%* [394]	75.7%* [15630]	71.7% [341.6]	74.0% [365.1]	74.8% [840.7]	75.7% [6988]	...	#	...					
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	75.1% [2016.2]	75.1% [1994.5]	70.1% [217]	82.8% [1087.4]	70.7% [434.4]	61.1% [454.3]	70.8%* [401]	75.9%* [1655.4]	71.2% [3608]	72.3%* [432.9]	75.2% [901.6]	76.6% [681.7]	...	#	...					
2007	65%+ [1693.6]	65.1%+ [1627.9]	61.5%+ [657]	73.8%+ [1017.8]	54.6%+ [363.5]	46.5%+ [244.4]	54.8%+ [67.9]	...	...	64.5%+ [355.9]	65.1%+ [755.8]	65.2%+ [581.9]	...	...	...		
2008	76.5% [1607.6]	76.5% [1577.8]	79.2% [298]	83.1% [989.3]	68.4% [359.9]	61.6% [222.9]	69.9%* [35.5]	77.6%* [1305.4]	71.8% [302.2]	73.8%* [326.5]	77.1% [731.7]	77.4% [549.4]	...	#	...					
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	72.1% [386.9]	72.1% [383.7]	78.1% [32]	82.6% [205.1]	61.0% [740]	59.3% [93.5]	63.6%* [14.3]	72.6% [321.6]	69.7% [65.3]	68.1%* [90.4]	73.7% [165.5]	72.8% [1310]	...	...	...		
2007	63.4%+ [3795.1]	63.4%+ [3734.1]	66.2%+ [610]	72.6%+ [221.22]	53.8%+ [750.6]	46.4%+ [749.3]	59.2%+* [830]	...	...	62.9%+ [928.4]	62.7%+ [1921.6]	63.2%+ [1520.9]	...	...	...		
2008	75.7% [33400]	75.6% [32858]	80.4% [542]	83.0% [1949.3]	67.8% [668.9]	62.9% [64.5]	69.3%* [72.3]	76.6%* [272.58]	71.8% [614.2]	73.3%* [1124.5]	75.6% [24740]	76.5% [1929.9]	...	...	...		

Total number of respondents in [brackets].

* indicates the distributions across categories, within year, are significantly different at $p < .05$ level.

+ indicates the distributions across years, for each category, are significantly different at $p < .05$ level.

indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "frequently" or "always or almost always" with the statement, "Identify areas where I need to strengthen my content knowledge or teaching skills."

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles					
	Panel A: Baseline					Panel B: School Characteristics					Panel C: Teacher Characteristics			Panel D: Participation in TEEG Cycles		
	School Type		Grade Level			Job Classification			Years of Experience			Cycle 1 and 2	Cycle 2 only	Cycle 1 only	Comparison	
All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.					
2007	83.4%+ [2677.3]	83.4%*+ [26247]	87.6% [526]	86.3%+ [1478.3]	82.4% [471.3]	77.6% [6569]	84.3%* [708]	...	...	85.5%* [5725]	83.2%+ [11658]	82.5% [9390]	...	...	...	...
2008	84.6% [19046]	84.6%* [18790]	89.5% [256]	87.5% [10419]	82.6% [341.1]	80.1% [4822]	82.7%* [394]	86.3%* [15630]	76.9% [3416]	85.8% [3651]	84.6% [8407]	84.1% [6988]	#	...	...	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	85.4% [20162]	85.3%* [19945]	90.8% [217]	88.2% [10874]	83.7% [4344]	80.4% [4543]	82.5%* [401]	87.2%* [16554]	76.8% [3608]	85.0% [4329]	85.8% [9016]	85.0% [6817]	...	...	...	...
2007	85.0% [16936]	84.9% [16279]	87.4% [657]	87.9% [10178]	81.6% [3635]	79.0% [2444]	82.2%* [679]	...	...	86.8%* [3559]	85.5% [7558]	83.3% [5819]	...	...	...	...
2008	85.5% [16076]	85.5% [15778]	84.6% [298]	88.4% [9893]	81.9% [3599]	79.2% [2229]	81.7%* [355]	87.1%* [13054]	78.7% [3022]	85.8% [3265]	86.1% [7317]	84.7% [5494]	...	...	...	#
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	84.2% [3869]	84.1% [3837]	93.8% [32]	87.3% [2051]	81.6% [740]	79.6% [935]	81.8%* [143]	85.3%* [3216]	78.6% [653]	85.3%* [904]	85.8% [1655]	81.3% [1310]	...	...	...	...
2007	84.2%+ [37951]	84.2%*+ [37341]	88.7% [610]	86.9%+ [22122]	82.0% [7506]	78.5% [7493]	83.9%* [830]	...	...	86.0%* [9284]	84.1%+ [19216]	82.8%+ [15209]	...	...	...	...
2008	85.0% [33400]	85.0%* [32858]	86.9% [542]	87.8% [19493]	82.3% [6689]	79.5% [6495]	82.4%* [723]	86.6%* [27258]	77.7% [6142]	85.5%* [11245]	85.5% [24740]	84.6% [19299]	...	...	...	...

Total number of respondents in [brackets].

* indicates the distributions across categories, within year, are significantly different at $p < .05$ level.

+ indicates the distributions across years, for each category, are significantly different at $p < .05$ level.

indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "frequently" or "always or almost always" with the statement, "Determine areas where I need professional development."

	Panel A: Baseline										Panel B: School Characteristics					Panel C: Teacher Characteristics					Panel D: Participation in TEEG Cycles					
	School Type										Grade Level					Job Classification					Years of Experience			Participation in TEEG Cycles		
	All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison											
Cycle 1 Only	2007	75.1%+ [2677.3]	74.9%*+ [26247]	82.7% [526]	78.4%+ [14783]	73.8% [4713]	68.5%+ [6569]	75.4%* [708]	...	77.3%*+ [5725]	74.8%+ [11658]	74%+ [9390]	...	...	...								
	2008	77.4% [19046]	77.3%* [18790]	85.9% [256]	80.8% [10419]	74.2% [3411]	78.4%* [394]	78.1%* [15630]	74.6% [3416]	80%* [3651]	77.4% [8407]	76.1% [6988]	...	#	...											
Cycle 2 Only	2007	...	...	...	...	...	...	...	...	...	...	...	...	...
	2008	78.2% [20162]	78.1%* [19945]	84.8% [217]	81.9% [10874]	75.0% [4344]	74.1%* [401]	78.9%* [16554]	74.9% [3608]	78.6% [4329]	78.3% [9016]	77.9% [6817]	...	...	...								
Cycle 1 and Cycle 2	2007	76.9%+ [16936]	76.8%+ [16279]	79.8% [657]	80.1%+ [10178]	72.2%+ [3635]	70.7% [2444]	75.4%* [679]	...	79.9%* [3559]	77.3%+ [7558]	74.5%+ [5819]	...	...	...								
	2008	79.0% [16076]	78.9% [15778]	82.9% [298]	82.0% [9893]	75.1% [3599]	72.6% [2229]	74.4%* [355]	79.5%* [13054]	79.5%* [3265]	79.6% [7317]	77.7% [5494]	...	...	#									
Comparison Schools	2007	...	...	...	...	...	...	...	...	...	...	...	...	...
	2008	77.3% [3869]	77.2% [3837]	84.4% [32]	81.2% [2051]	73.0% [740]	71.9% [935]	77.6%* [143]	77.5% [3216]	80.4%* [904]	77.8% [1655]	74.4% [1310]	...	...	...								
All (excluding comparison schools)	2007	75.9%+ [37951]	75.8%*+ [37341]	82.3% [610]	79%+ [22122]	72.8%+ [7506]	69.8%+ [7493]	76.6%* [830]	...	78.3%*+ [9284]	75.8%+ [19216]	74.2%+ [15209]	...	...	...								
	2008	78.1% [33400]	77.9%* [32858]	84.5% [542]	81.2% [19493]	74.7% [6689]	76.4%* [723]	78.7%* [27258]	75.4% [6142]	79.3%* [11245]	78.4% [24740]	77.2% [19299]											

Total number of respondents in [brackets].

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "Frequently" or "always or almost always" with the statement, "I require students to have their parents sign off on homework."

	Panel B: School Characteristics										Panel C: Teacher Characteristics				Panel D: Participation in TEEG Cycles				
	Panel A: Baseline		School Type					Grade Level			Job Classification		Years of Experience				Participation in TEEG Cycles		
	All		Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison			
<i>Cycle 1 Only</i>																			
2007	38.2% [2677.3]	38.4%* [26247]	29.7% [526]	56.8%+ [1478.3]	21.4% [471.3]	9.5%+ [6569]	27.8%* [708]	...	...	...	36.2%* [5725]	38.8% [11658]	38.7% [9390]	...	...	...
2008	37.7% [19046]	37.7% [18790]	41.0% [256]	55.4% [10419]	20.3% [341.1]	12.2% [4822]	32.2%* [394]	37.5% [15630]	38.5% [3416]	35.8%* [3651]	38.4% [8407]	37.8% [6988]	...	#	...	...	
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	37.1% [20162]	37.2% [19945]	30.9% [217]	53.4% [10874]	24.6% [4344]	11.2% [4543]	25.2%* [401]	37.3% [16554]	36.3% [3608]	35%* [4329]	37.9% [9016]	37.5% [6817]	...	#	...	...	
2007	42.9% [16936]	43.0% [16279]	40.6% [657]	58.1%+ [10178]	23.8% [3635]	11.1% [2444]	33.3%* [679]	...	...	40.1%* [3559]	45.1%+ [7558]	41.9% [5819]	...	...	...	...
2008	42.2% [16076]	42.2% [15778]	42.3% [298]	55.5% [9893]	24.5% [3599]	12.8% [2229]	32.1%* [355]	42.5% [13054]	40.9% [3022]	39.6%* [3265]	42.7% [7317]	42.9% [5494]	...	...	...	#
<i>Comparison Schools</i>																			
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	33.6% [3869]	33.5% [3837]	46.9% [32]	53.2% [2051]	13.1% [740]	9.0% [935]	19.6%* [143]	32.5%* [3216]	39.4% [653]	30%* [904]	34.9% [1655]	34.6% [1310]	...	...	...	...
2007	40.8%+ [37951]	40.8%*+ [37341]	41.8% [610]	57.6%+ [22122]	22.7% [7506]	10.1%+ [7493]	35.5%* [830]	...	...	37.7%* [9284]	41.3%+ [19216]	39.9% [15209]	...	...	...	...
2008	40.1% [33400]	40.1% [32858]	42.3% [542]	55.6% [19493]	22.5% [6689]	12.5% [6495]	32.2%* [723]	40.2% [27258]	39.7% [6142]	36.6%* [11245]	39.5% [24740]	39.1% [19299]			

Total number of respondents in [brackets].

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "Frequently" or "always or almost always" with the statement, "I assign homework that requires direct parent involvement or participation."

	Panel A: Baseline										Panel B: School Characteristics						Panel C: Teacher Characteristics						Panel D: Participation in TEEG Cycles					
											School Type			Grade Level			Job Classification			Years of Experience			Cycle 2 only		Cycle 1 and 2		Comparison	
	All		Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.															
2007	33.8% [2677.3]	33.8% [26247]	33.3% [526]	52%+ [1478.3]	14.4% [471.3]	7.8%+ [6569]	25.4%* [708]	...	...	...	...	34.6% [5725]	33.7% [11658]	33.5% [9390]	...	...	...	...	...	...	...	...	...	...	...
2008	33.6% [19046]	33.5% [18790]	39.1% [256]	50.2% [10419]	15.3% [341.1]	10.7% [4822]	29.7%* [394]	33.4% [15630]	34.3% [3416]	34.7% [3651]	33.4% [8407]	33.1% [6988]	...	...	...	...	...	...	...	...	...	...	...	...	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	33.2% [20162]	33.3%* [19945]	23.5% [217]	49.3% [10874]	18.7% [4344]	10.0% [4543]	20.5%* [401]	32.9%* [16554]	34.8% [3608]	32.6% [4329]	33.5% [9016]	33.3% [6817]	...	...	...	...	...	...	...	...	...	...	...	...	...
2007	37.0% [16936]	37.0% [16279]	37.0% [657]	51.4% [10178]	16.7%+ [3635]	8.8% [2444]	30%* [679]	...	...	...	...	37.7% [3559]	37.1% [7558]	36.4% [5819]	...	...	...	...	...	...	...	...	...	...	...
2008	37.2% [16076]	37.1% [15778]	41.3% [298]	50.2% [9893]	18.8% [3599]	10.5% [2229]	30.7%* [355]	37.4% [13054]	36.5% [3022]	37.2% [3265]	37.3% [7317]	37.2% [5494]	...	...	...	...	...	...	...	...	...	...	...	...	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	28.9% [3869]	29.0% [3837]	25.0% [32]	47.3% [2051]	8.0% [740]	7.9% [935]	11.2%* [143]	28.7% [3216]	30.2% [653]	28.4% [904]	27.8% [1655]	30.7% [1310]	...	...	...	...	...	...	...	...	...	...	...	...	...
2007	35.4% [37951]	35.4% [37341]	39.2% [610]	51.6%+ [22122]	15.4%+ [7506]	8.2%+ [7493]	31%* [830]	...	...	...	...	35.8% [9284]	35.0% [19216]	34.6% [15209]	...	...	...	...	...	...	...	...	...	...	...
2008	35.5% [33400]	35.4% [32858]	40.6% [542]	50.2% [19493]	17.2% [6689]	10.6% [6495]	30%* [723]	35.5% [27258]	35.5% [6142]	34.6% [11245]	34.6% [24740]	34.3% [19299]			

Total number of respondents in [brackets].

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "Frequently" or "always or almost always" with the statement, "I send home examples of excellent student work to serve as models."

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles					
	Panel A: Baseline					Panel B: School Characteristics					Panel C: Teacher Characteristics			Panel D: Participation in TEEG Cycles		
	School Type		Grade Level			Job Classification			Years of Experience			Cycle 1 and 2	Cycle 2 only	Comparison		
All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 1 and 2	Cycle 2 only	Comparison		
2007	33.1% [2677.3]	33.1% [26247]	32.7% [526]	43.4% [1478.3]	24.3% [471.3]	16.6%+ [656.9]	29.4%* [708]	...	...	32.5% [5725]	32.9% [11658]	33.7% [9390]	...	...	...
2008	33.2% [1904.6]	33.1%* [18790]	40.6% [256]	43.1% [1041.9]	23.8% [341.1]	18.7% [4822]	32%* [394]	32.9% [15630]	34.6% [341.6]	33.2% [3651]	33.1% [8407]	33.4% [6988]	...	#	...	
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	33.1% [20162]	33.2% [19945]	29.0% [217]	41.8% [10874]	27.0% [4344]	18.6% [4543]	29.4%* [401]	32.6%* [16554]	35.7% [3608]	31.7%* [4329]	32.8% [9016]	34.5% [6817]	...	#	...	
2007	35.5% [16936]	35.4% [16279]	37.0% [657]	43.0% [10178]	26.5% [3635]	18.3% [2444]	31.8%* [679]	...	...	33.6%* [3559]	35.1% [7558]	37.1% [5819]	...	...	...
2008	35.6% [16076]	35.6% [15778]	39.6% [298]	42.5% [9893]	26.9% [3599]	19.4% [2229]	35.2%* [355]	35.3%* [13054]	37.4% [3022]	36.0% [3265]	35.1% [7317]	36.2% [5494]	...	#	...	
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	28.6% [3869]	28.6% [3837]	31.3% [32]	39.3% [2051]	18.1% [740]	15.0% [935]	18.2%* [143]	27.6%* [321.6]	33.7% [653]	27.5% [904]	29.0% [1655]	28.8% [1310]	...	...	...
2007	34.5% [37951]	34.4% [37341]	37.9% [610]	43.4% [22122]	25.2% [7506]	17.5%+ [7493]	32.7%* [830]	...	...	32.9%*+ [9284]	33.8% [19216]	35.0% [15209]	...	...	...
2008	34.6% [33400]	34.5% [32858]	40.2% [542]	42.9% [19493]	25.7% [6689]	19.3% [6495]	33.8%* [723]	34.3%* [27258]	36.2% [6142]	33.4% [11245]	33.6% [24740]	34.6% [19299]	

Total number of respondents in [brackets].

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "Frequently" or "always or almost always" with the statement, "For those students who are having academic problems, I try to make direct contact with their parents."

	Panel B: School Characteristics										Panel C: Teacher Characteristics				Panel D: Participation in TEEG Cycles													
	Panel A: Baseline					Grade Level					Job Classification		Years of Experience				Cycle 1 and 2		Comparison									
	School Type		Elementary			Middle		High		Mixed		Teacher		Other		0-3 yrs.		4-14 yrs.		15+ yrs.		Cycle 2 only		Cycle 1 and 2		Comparison		
<i>Cycle 1 Only</i>																												
2007	77.6%+ [2677.3]	77.7%*+ [26247]	71.5% [526]	84.5%+ [1478.3]	74.6%+ [471.3]	65.3% [6569]	67.2%* [708]	...	...	...	...	...	...	...	75.4%* [5725]	78.7%+ [11658]	77.6%+ [9390]	...	...	...	...	...	...	...	...	...	...	...
2008	75.9% [19046]	75.9% [18790]	80.1% [256]	82.7% [10419]	71.3% [341.1]	65.3% [4822]	67.5%* [394]	79.6%* [15630]	58.9% [3416]	74.7%* [3651]	77.0% [8407]	75.3% [6988]	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	77.4% [20162]	77.4% [19945]	77.4% [217]	82.9% [10874]	77.3% [4344]	64.9% [4543]	71.6%* [401]	81.4%* [16554]	59.4% [3608]	74.9%* [4329]	78.7% [9016]	77.3% [6817]	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2007	80.4%+ [16936]	80.6%*+ [16279]	75.8% [657]	85.7%+ [10178]	77.1%+ [3635]	66.0% [2444]	71.3%* [679]	...	...	...	...	...	...	...	78.5%+ [3559]	81.5%+ [7558]	80.2%+ [5819]	...	...	...	...	...	...	...	...	...	...	...
2008	78.5% [16076]	78.6% [15778]	76.2% [298]	83.4% [9893]	73.4% [3599]	66.0% [2229]	73.5%* [355]	82.7%* [13054]	60.4% [3022]	76.4%* [3265]	79.0% [7317]	79.1% [5494]	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	75.3% [3869]	75.2% [3837]	81.3% [32]	83.3% [2051]	69.3% [740]	64.8% [935]	59.4%* [143]	77.6%* [3216]	63.9% [653]	73.5% [904]	75.9% [1655]	75.8% [1310]	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2007	79.2%+ [37951]	79.2%*+ [37341]	77.7% [610]	84.9%+ [22122]	75.9%+ [7506]	66.2% [7493]	72.9%* [830]	...	...	...	...	...	...	...	76.6%* [9284]	79.8%+ [19216]	78.6%+ [15209]	...	...	...	...	...	...	...	...	...	...	...
2008	77.2% [33400]	77.2% [32858]	79.0% [542]	83.1% [19493]	72.6% [6689]	65.2% [6495]	71.4%* [723]	81.2%* [27258]	59.7% [6142]	75.3%* [11245]	78.2% [24740]	77.1% [19299]

Total number of respondents in [brackets].

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indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "Frequently" or "always or almost always" with the statement, "For those students whose academic performance improves, I send messages home to parents."

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles					
	Panel A: Baseline					Panel B: School Characteristics					Panel C: Teacher Characteristics			Panel D: Participation in TEEG Cycles		
	School Type		Grade Level			Job Classification			Years of Experience			Cycle 1 and 2	Cycle 2 only	Cycle 1 and 2	Comparison	
All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.					
2007	61.7%+ [2677.3]	61.7%+ [26247]	59.5%+ [526]	73.3%+ [1478.3]	53.5%+ [471.3]	42.3% [6569]	54.4%* [708]	...	...	60%* [5725]	61.9%+ [11658]	62.6%+ [9390]	...	...	...	...
2008	59.9% [19046]	59.8%* [18790]	69.1% [256]	71.2% [10419]	49.7% [341.1]	43.1% [4822]	55.1%* [394]	61.6%* [15630]	52.2% [3416]	58.2% [3651]	60.3% [8407]	60.3% [6988]	#	...	#	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	61.8% [20162]	61.8% [19945]	62.2% [217]	71.7% [10874]	55.7% [4344]	44.0% [4543]	60.6%* [401]	63.7%* [16554]	53.0% [3608]	59.2%* [4329]	62.3% [9016]	62.8% [6817]	...	...	#	...
2007	64.5%+ [16936]	64.6%+ [16279]	61.6% [657]	74%+ [10178]	53.9% [3635]	43.0% [2444]	55.5%* [679]	...	...	62.3%* [3559]	64.9%+ [7558]	65.3%+ [5819]	...	...	...	...
2008	63.1% [16076]	63.1% [15778]	64.4% [298]	71.6% [9893]	52.8% [3599]	42.8% [2229]	57.5%* [355]	64.9%* [13054]	55.4% [3022]	62.0% [3265]	63.1% [7317]	63.7% [5494]	...	...	#	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	59.5% [3869]	59.4% [3837]	71.9% [32]	71.7% [2051]	48.8% [740]	42.1% [935]	52.5%* [143]	60.5%* [3216]	54.5% [653]	58.1% [904]	59.8% [1655]	60.0% [1310]	...	...	...	...
2007	63.3%+ [37951]	63.3%+ [37341]	64.6% [610]	73.5%+ [22122]	53.9%+ [7506]	42.8% [7493]	59.6%* [830]	...	...	60.8%* [9284]	63%+ [19216]	63.6%+ [15209]	...	...	...	...
2008	61.5% [33400]	61.4%* [32858]	67.7% [542]	71.3% [19493]	51.4% [6689]	42.8% [6495]	56.9%* [723]	63.3%* [27258]	53.6% [6142]	59.7%* [11245]	61.9% [24740]	62.2% [19299]	...	...	...	...

Total number of respondents in [brackets].

* indicates the distributions across categories, within year, are significantly different at $p < .05$ level.

+ indicates the distributions across years, for each category, are significantly different at $p < .05$ level.

indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "Frequently" or "always or almost always" with the statement, "I encourage parents to volunteer in the school."

	Panel C: Teacher Characteristics										Panel D: Participation in TEEG Cycles				
	Panel A: Baseline					Panel B: School Characteristics					Panel C: Teacher Characteristics		Panel D: Participation in TEEG Cycles		
	School Type		Grade Level			Job Classification		Years of Experience			Cycle 2 only	Cycle 1 and 2	Comparison		
All	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison	
<i>Cycle 1 Only</i>															
2007	46.6%+ [2677.3]	46.4%*+ [26247]	55.7% [526]	57.6% [14783]	38.3% [4713]	28.4%+ [6569]	41.8%* [708]	...	...	43.2%* [5725]	47.3% [11658]	47.9% [9390]	...	...	...
2008	48.0% [19046]	47.8%* [18790]	60.9% [256]	58.6% [10419]	38.9% [3411]	31.7% [4822]	42.4%* [394]	46.4%* [15630]	55.0% [3416]	44.4%* [3651]	47.9% [8407]	49.8% [6988]	#	#	...
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	49.1% [20162]	49.0% [19945]	53.0% [217]	59.6% [10874]	42.0% [4344]	31.5% [4543]	40.4%* [401]	47.6%* [16554]	55.9% [3608]	43.4%* [4329]	50.3% [9016]	51.0% [6817]	...	#	...
2007	49.1%+ [16936]	49.0% [16279]	52.5% [657]	58.2% [10178]	38.2%+ [3635]	29.0% [2444]	44.2%* [679]	...	...	44.8%*+ [3559]	49.7% [7558]	50.9% [5819]	...	...	...
2008	50.5% [16076]	50.4%* [15778]	59.4% [298]	58.5% [9893]	41.3% [3599]	31.2% [2229]	45.1%* [355]	49.3%* [13054]	55.7% [3022]	47.5%* [3265]	50.4% [7317]	52.5% [5494]	...	...	#
<i>Cycle 1 and Cycle 2</i>															
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	45.8% [3869]	45.8% [3837]	40.6% [32]	59.0% [2051]	30.8% [740]	31.4% [935]	28.7%* [143]	44.2%* [3216]	53.8% [653]	41.8%* [904]	46.7% [1655]	47.4% [1310]	...	...	...
2007	48%+ [37951]	47.8%*+ [37341]	58.2% [610]	57.9% [22122]	38.4%+ [7506]	28.6%+ [7493]	46.9%* [830]	...	...	43.8%*+ [9284]	48.2% [19216]	49.0% [15209]	...	...	...
2008	49.1% [33400]	48.9%* [32858]	60.9% [542]	58.3% [19493]	40.0% [6689]	31.5% [6495]	43.4%* [723]	47.7%* [27258]	55.1% [6142]	44.9%* [11245]	49.5% [24740]	51.0% [19299]	...	...	...

Total number of respondents in [brackets].

* indicates the distributions across categories, within year, are significantly different at $p < .05$ level.

+ indicates the distributions across years, for each category, are significantly different at $p < .05$ level.

indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

Percentage of respondents "Frequently" or "always or almost always" with the statement, "I help engage parents in site-based decision-making and advisory groups."

	Panel B: School Characteristics										Panel C: Teacher Characteristics				Panel D: Participation in TEEG Cycles					
	Panel A: Baseline					Grade Level					Job Classification				Years of Experience			Participation in TEEG Cycles		
	School Type					School Type					Job Classification				Years of Experience			Participation in TEEG Cycles		
	Regular	Charter	Elementary	Middle	High	Mixed	Teacher	Other	0-3 yrs.	4-14 yrs.	15+ yrs.	Cycle 2 only	Cycle 1 and 2	Comparison						
<i>Cycle 1 Only</i>																				
2007	28.4%+ [2677.3]	36.7% [526]	34%+ [1478.3]	23.0% [471.3]	19.6%+ [656.9]	27.3%* [708]	...	...	27.8%+ [5725]	28.2%+ [11658]	28.9%+ [9390]	...	...	...			
2008	30.7% [1904.6]	46.5% [256]	36.6% [1041.9]	24.1% [341.1]	22.5% [4822]	32.5%* [394]	28.5%* [15630]	40.5% [3416]	30.4% [3651]	30.2% [8407]	31.4% [6988]	...	#	#						
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	30.2% [20162]	33.6% [217]	35.1% [10874]	25.6% [4344]	22.8% [4543]	29.9%* [401]	27.9%* [16554]	40.8% [3608]	28.1%* [4329]	30.3% [9016]	31.5% [6817]	...	#	#						
<i>Cycle 2 Only</i>																				
2007	29.7%+ [16936]	30.9% [657]	34.1%+ [10178]	24.0% [3635]	20.4% [2444]	27.5%* [679]	...	...	28.6%+ [3559]	29.1%+ [7558]	31.2% [5819]	...	...	...			
2008	31.8% [16076]	41.3% [298]	35.9% [9893]	25.8% [3599]	23.2% [2229]	31.6%* [355]	29.8%* [13054]	40.5% [3022]	31.6% [3265]	31.5% [7317]	32.5% [5494]	...	...	#				
<i>Comparison Schools</i>																				
2007	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2008	27.4% [3869]	28.1% [32]	34.2% [2051]	18.8% [740]	19.8% [935]	23.1%* [143]	24.8%* [3216]	40.0% [653]	25.4% [904]	27.6% [1655]	28.4% [1310]	...	...	...			
2007	29%+ [37951]	39.3% [610]	34%+ [22122]	23.2%+ [7506]	20%+ [7493]	30.2%* [830]	...	...	28.1%+ [9284]	28.5%+ [19216]	29.8%+ [15209]	...	...	...			
2008	31.1% [33400]	44.3% [542]	36.0% [19493]	24.8% [6689]	22.7% [6495]	31.4%* [723]	29%* [27258]	40.3% [6142]	29.9%* [11245]	30.6% [24740]	31.7% [19299]	...	...	...			

Total number of respondents in [brackets].

* indicates the distributions across categories, within year, are significantly different at $p < .05$ level.

+ indicates the distributions across years, for each category, are significantly different at $p < .05$ level.

indicates the distributions of all respondents across participation cycles, in 2008, are significantly different at $p < .05$ level.

APPENDIX N: Respondent Characteristics by TEEG Groups, Spring 2008 Survey

This appendix provides respondent characteristics for spring 2008 survey respondents, with characteristics disaggregated by the type of TEEG schools in which respondents were employed at the time of survey submission (i.e., Cycle 1 Only Schools, Cycle 2 Only Schools, Cycle 1 and 2 Schools).

Table N-1: Respondents' Position Titles, Spring 2008 TEEG Survey

Position	Percent of Cycle 1 Only Respondents	Percent of Cycle 2 Only Respondents	Percent of Cycle 1 and Cycle 2 Respondents
Full-time teacher	82.1%	82.1%	81.2%
Part-time teacher	0.4%	0.5%	0.4%
Long-term substitute	0.2%	0.2%	0.1%
Short-term substitute	0.0%	0.0%	0.0%
Student teacher	0.0%	0.1%	0.1%
Teacher aide	7.1%	7.1%	7.7%
Administrator	1.7%	1.1%	1.0%
Instructional specialist	2.2%	2.4%	2.8%
Librarian	1.4%	1.2%	1.5%
Health support staff	1.5%	1.6%	1.7%
Campus support staff	0.1%	0.2%	0.2%
Other support staff	0.6%	0.7%	0.8%
Other	2.6%	2.9%	2.6%

Cycle 1 only respondents N=19,046; Cycle 2 only respondents N=20,162; Cycle 1 and 2 respondents N=16,076
Source: Results come from a survey administered to personnel in 1,460 TEEG schools and 113 comparison schools during spring of 2008.

Table N-2: Respondents' Years of Professional Experience, Spring 2008 TEEG Survey

Years of Experience	Overall Years in Education			Years Employed at Current School		
	Cycle 1 Only Schools	Cycle 2 Only Schools	Cycle 1 and 2 Schools	Cycle 1 Only Schools	Cycle 2 Only Schools	Cycle 1 and 2 Schools
1 to 3 years	19.2%	21.5%	20.3%	36.9%	41.3%	38.2%
4 to 9 years	27.7%	28.9%	29.4%	34.1%	33.7%	36.1%
10 to 14 years	16.5%	15.8%	16.1%	12.6%	10.6%	11.7%
15 to 19 years	12.7%	11.5%	11.9%	7.9%	6.4%	6.8%
20 or more years	24.0%	22.3%	22.3%	8.5%	8.0%	7.2%

Cycle 1 only respondents N=19,046; Cycle 2 only respondents N=20,162; Cycle 1 and 2 respondents N=16,076
Source: Results come from a survey administered to personnel in 1,460 TEEG schools and 113 comparison schools during spring of 2008.

Table N-3: Respondents' Level of Education, Spring 2008 TEEG Survey

Highest Degree	Percent of Cycle 1 Only Respondents	Percent of Cycle 2 Only Respondents	Percent of Cycle 1 and 2 Respondents
Associate degree	3.0%	3.1%	3.4%
Bachelor's degree	64.2%	63.9%	64.6%
Master's degree	25.3%	25.5%	24.6%
Doctorate degree	0.7%	1.0%	0.8%
Other	6.7%	6.5%	6.6%

Cycle 1 only respondents N=19,046; Cycle 2 only respondents N=20,162; Cycle 1 and 2 respondents N=16,076
Source: Results come from a survey administered to personnel in 1,460 TEEG schools and 113 comparison schools during spring of 2008.

Table N-4: Respondents' Annual Salary, Spring 2008 TEEG Survey

Salary Range	Percent of Cycle 1 Only Respondents	Percent of Cycle 2 Only Respondents	Percent of Cycle 1 and 2 Respondents
\$20,000 to \$29,999	10.6%	10.6%	11.1%
\$30,000 to \$39,999	18.2%	14.7%	13.6%
\$40,000 to \$49,999	44.8%	48.0%	47.8%
\$50,000 to \$59,999	19.5%	19.8%	20.4%
\$60,000 to \$69,999	5.2%	5.6%	5.9%
\$70,000 or more	1.6%	1.3%	1.1%

Cycle 1 only respondents N=19,046; Cycle 2 only respondents N=20,162; Cycle 1 and 2 respondents N=16,076
Source: Results come from a survey administered to personnel in 1,460 TEEG schools and 113 comparison schools during spring of 2008.

APPENDIX O: Technical Appendix for the Teacher Turnover Analyses

This appendix presents the analytic model, data and coefficient estimates underlying the analysis of teacher turnover in Chapter 11.

The Analytic Model

As discussed in Imazeki (2005), it is common to model teacher turnover as the voluntary consequence of each teacher's pursuit of happiness. 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.

$$\Pr[quit] = \Pr[U_i(W_{ij}, X_{ij}) + e_{ij} > U_i(W_{id}, X_{id}) + e_{id}]$$

or equivalently,

$$\Pr[quit] = \Pr[e_{ij} - e_{id} > U_i(W_{id}, X_{id}) - U_i(W_{ij}, X_{ij})]$$

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. The probit analysis is used to examine the impact of TEEG on turnover in general. The multinomial analyses are used to examine any differential impact of TEEG on the three types of turnover—internal movers, external movers and leavers.

Data

The theory indicates 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. Thus, 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.

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, NCES, the

U.S. Bureau of Labor Statistics, the U.S. Department of Housing and Urban Development, and the 2000 U.S. Census. TEEG plan characteristics are available from the evaluation team's review of TEEG plan applications (see Chapter 7) and analysis of the distribution of Part 1 bonus awards (see Chapter 8).

The data cover the five academic years from the 2002-03 school year through the 2006-07 school year. The GEEG program was in effect for the last two years of the analysis period (i.e., teachers received bonus awards for their performance during the 2005-06 and 2006-07 school years), while the TEEG program was in effect for the last year of the analysis period (i.e., Cycle 1 operated during the 2006-07 school year). The analysis is 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 three categories: 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).¹ On average over the analysis period, 80 percent of Texas teachers were retained each year, five percent moved internally, five percent moved to another district, and nearly 10 percent left teaching, at least temporarily.

A teacher's turnover decision can be influenced by the wage and non-wage characteristics of his/her current teaching position. A teacher's monthly wage is the full-time equivalent base pay, plus any monthly supplements for teaching English as a Second Language (ESL). (The ESL supplement is the only salary supplement specifically designated for teaching duties.) Indicators of the teacher's classroom assignment measure non-wage aspects of the position. The assignment indicators identify if a teacher was assigned to teach mathematics, science, language arts, fine arts, vocational education, bilingual education, special education, a foreign language, or to teach in a self-contained classroom that is subject to the TAKS test. Any given teacher could have any number of these assignments.

All of the analyses described in this chapter account for a teacher's years of experience, gender, race/ethnicity, educational attainment, and certification status (i.e., certified in any subject, and specifically certified in mathematics, science, special education or bilingual education).

School, district, and locational data

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. Analyses also include measures of district size, given that variations in teacher turnover may arise from the lack of transfer opportunities within the district.²

¹ 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.

² Those measures are the log of the number of full-time-equivalent teachers in the district, and indicators for the Dallas and Houston ISD. There are separate indicators for the Dallas and Houston ISD because those districts are significantly larger than any other school district in the state.

The analyses also include a number of indicators for 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). Data on unemployment rates by labor market come 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 (i.e., Austin, Dallas, Fort Worth, Houston or San Antonio), a metropolitan area, or a micropolitan area.³ The distance from the district to the center of the closest metropolitan area is also included to reflect typical housing patterns and geographic isolation.

Program data

Finally, the analysis includes a series of TEEG and GEEG programmatic indicators. The TEA announced program eligibility for the first round of TEEG awards in the summer of 2006, and for the second round of TEEG awards in April of 2007, so before the end of the 2006-07 school year teachers knew if their school had been a cycle one school during 2006-07, and whether or not it would be in the TEEG program for 2007-08. As a result, during the analysis period the TEEG program could have impacted teacher turnover in three types of schools—those that were TEEG schools during cycle one only (Cycle 1 Only schools), those that were TEEG schools during cycle one and would continue to be TEEG schools during cycle two (Cycle 1 & 2 schools), and those that were about to become TEEG schools for the first time (Cycle 2 schools). Meanwhile, all GEEG schools participated in the GEEG program during both the 2005-06 and the 2006-07 school years.

To capture the range of possible TEEG influences, the analysis includes six TEEG program indicators. The first is an indicator for campuses that participate in TEEG during cycle one only. In all years, it takes on a value of one if the campus is one of the 698 Cycle 1 Only schools, and zero otherwise. The second indicator takes on a value of one if the first indicator equals one and the year is 2007 (and zero otherwise). The third indicator takes on a value of one in all years if the campus is one of the 571 Cycle 2 schools, and zero otherwise. The fourth takes on a value of one if the campus is one of the Cycle 2 schools and the year is 2007. The fifth indicator takes on a value of one in all years if the school is a Cycle 1 & 2 school, while the sixth indicator takes on a value of one if the fifth indicator equals one and the year is 2007. Using these three sets of TEEG program indicators, researchers can test whether the 2007 turnover rate for each type of TEEG school was significantly different from the historical average for its type, once the other variables in the model are taken into account.

To capture the influence of the GEEG program, the analysis includes a similar set of indicators for GEEG campuses. The first of the GEEG indicators takes on a value of one if the campus is one of the 99 GEEG program schools (and zero otherwise). The second takes on a value of one if the campus is a GEEG campus and the year is 2005-06 (and zero otherwise). The third GEEG indicator takes on a value of one if the campus is a GEEG campus and the year is 2006-07 (and zero otherwise).

Regression Estimates

Tables O.1 through O.5 present coefficient estimates and robust standard errors from alternative analyses of teacher turnover. The first column in each table presents results from a probit analysis of campus-level turnover. The remaining three columns come from a multinomial logit analysis decomposing campus-level turnover into its three constituent parts—moving to another school district (external mover), moving to another school within the same

³ A micropolitan area is a county or group of counties. Each micropolitan area must have at least one urban center with a population of at least 10,000 but less than 50,000. For example, Nacogdoches is a micropolitan area. There are 26 metropolitan areas and 41 micropolitan areas in Texas.

district (internal mover) and no longer teaching in a Texas public school (leaver). The asterisks indicate a coefficient that is significantly different from zero at the 1-percent (***) , 5-percent (**) and 10-percent (*) levels.

Table O.1: Regression Analyses of Turnover, All Teachers, All Schools

	Any Turnover	External Mover	Internal Mover	Leaver
Monthly salary (log)	-0.703*** (0.044)	-2.067*** (0.092)	-0.571*** (0.178)	-0.851*** (0.080)
Charter school	0.246*** (0.041)	-0.203** (0.089)	-0.185 (0.222)	0.722*** (0.068)
Black	-0.116*** (0.010)	-0.324*** (0.044)	-0.100*** (0.032)	-0.201*** (0.020)
Hispanic	-0.100*** (0.009)	-0.206*** (0.029)	-0.003 (0.030)	-0.256*** (0.023)
Asian/American Indian	-0.059*** (0.019)	-0.255*** (0.060)	-0.001 (0.038)	-0.082 (0.056)
Male	0.041*** (0.007)	0.134*** (0.016)	0.120*** (0.016)	0.006 (0.014)
Years of Experience	-0.033*** (0.001)	-0.042*** (0.003)	-0.014*** (0.003)	-0.070*** (0.003)
Experience, squared	0.001*** (0.000)	0.000 (0.000)	0.000 (0.000)	0.003*** (0.000)
Experience, missing	-0.022 (0.016)	0.148*** (0.037)	-0.070* (0.038)	-0.141*** (0.032)
No degree	-0.007 (0.031)	-0.517*** (0.075)	0.101 (0.110)	0.154*** (0.059)
Master's Degree	0.146*** (0.006)	0.060*** (0.014)	0.096*** (0.018)	0.400*** (0.013)
Doctorate	0.165*** (0.020)	-0.068 (0.064)	0.243*** (0.054)	0.412*** (0.056)
TAKS	0.061*** (0.006)	0.164*** (0.013)	0.112*** (0.018)	0.060*** (0.012)
Language arts	-0.007 (0.007)	-0.070*** (0.016)	0.000 (0.024)	0.017 (0.011)
Math	0.003 (0.010)	0.007 (0.021)	-0.005 (0.033)	0.013 (0.016)
Science	-0.007 (0.009)	0.027 (0.020)	-0.051 (0.032)	-0.018 (0.015)
Foreign language	0.088*** (0.015)	0.218*** (0.037)	0.050 (0.061)	0.156*** (0.023)
Fine arts	-0.001 (0.009)	0.151*** (0.020)	0.079** (0.035)	-0.129*** (0.018)
Vocational/technical	-0.084*** (0.010)	-0.290*** (0.024)	-0.082 (0.060)	-0.112*** (0.016)
Special Education	0.151*** (0.010)	0.144*** (0.022)	0.380*** (0.035)	0.217*** (0.022)
Bilingual/ESL	-0.021 (0.014)	0.037 (0.040)	-0.008 (0.048)	-0.078*** (0.029)
Certified in math	0.022*** (0.007)	0.111*** (0.019)	0.010 (0.024)	0.011 (0.015)
Certified in science	0.024*** (0.008)	0.074*** (0.018)	-0.015 (0.030)	0.058*** (0.016)
Certified bilingual/ESL	0.050*** (0.012)	0.143*** (0.036)	0.026 (0.037)	0.069** (0.034)
Certified special ed.	0.032***	0.048***	0.209***	-0.025*

	(0.007)	(0.015)	(0.023)	(0.015)
Certified	-0.189***	0.154***	-0.052**	-0.650***
	(0.009)	(0.023)	(0.026)	(0.018)
Coach	0.076***	0.574***	0.171***	-0.296***
	(0.010)	(0.021)	(0.031)	(0.018)
Percent economically disadvantaged	-0.029	0.132	-0.022	-0.109*
	(0.038)	(0.082)	(0.140)	(0.063)
Percent LEP	0.128**	0.407***	-0.011	0.218***
	(0.054)	(0.108)	(0.218)	(0.060)
Percent Hispanic	0.243***	0.521***	0.517***	0.328***
	(0.034)	(0.080)	(0.131)	(0.056)
Percent black	0.457***	1.176***	0.834***	0.579***
	(0.052)	(0.095)	(0.166)	(0.078)
Campus enrollment (log)	-0.055***	-0.006	-0.175***	-0.062***
	(0.008)	(0.017)	(0.034)	(0.012)
Miles to metro center	-0.001	-0.003	0.005	-0.003**
	(0.001)	(0.002)	(0.004)	(0.002)
Miles, squared	0.003	-0.005	-0.021	0.023**
	(0.007)	(0.015)	(0.032)	(0.010)
HISD	-0.102***	-0.143***	-0.387***	-0.120***
	(0.020)	(0.043)	(0.077)	(0.032)
DISD	-0.006	-0.179***	0.064	-0.081**
	(0.023)	(0.044)	(0.086)	(0.037)
Number of teachers in district	-0.012	-0.242***	0.146***	0.008
	(0.009)	(0.015)	(0.034)	(0.013)
Comparable wage index	0.579***	1.686***	0.862**	0.759***
	(0.097)	(0.195)	(0.391)	(0.180)
Unemployment rate	-0.005	-0.023*	-0.002	-0.010
	(0.007)	(0.012)	(0.034)	(0.009)
Major urban area	0.032	0.179***	-0.104	0.049
	(0.033)	(0.047)	(0.166)	(0.041)
Urban area	-0.066**	-0.348***	0.293**	-0.135**
	(0.029)	(0.061)	(0.119)	(0.054)
Micropolitan area	-0.011	0.012	0.137	-0.069**
	(0.022)	(0.052)	(0.090)	(0.035)
Cycle 1 Only, all years	-0.047***	-0.058**	-0.251***	-0.014
	(0.013)	(0.025)	(0.052)	(0.019)
Cycle 1 Only, 2007	0.048***	0.035	0.184***	0.057
	(0.017)	(0.040)	(0.066)	(0.043)
Cycle 2 Only, all years	-0.027**	0.028	-0.207***	-0.004
	(0.014)	(0.032)	(0.055)	(0.022)
Cycle 2 Only, 2007	0.002	-0.062	0.125	-0.019
	(0.020)	(0.048)	(0.093)	(0.057)
Cycle 1 & 2, all years	-0.072***	-0.086***	-0.265***	-0.087***
	(0.014)	(0.031)	(0.053)	(0.030)
Cycle 1 & 2, 2007	0.024	-0.116**	0.090	0.098
	(0.027)	(0.049)	(0.078)	(0.095)
GEEG, all years	-0.038*	-0.144**	-0.105	-0.039
	(0.021)	(0.072)	(0.088)	(0.049)
GEEG, 2006	-0.122**	-0.382***	-0.183	-0.156**
	(0.050)	(0.094)	(0.188)	(0.065)
GEEG, 2007	-0.006	-0.130	0.139	-0.019
	(0.053)	(0.092)	(0.182)	(0.116)
School year 2003-04	0.044***	0.199***	-0.033	0.070***
	(0.013)	(0.023)	(0.058)	(0.020)
School year 2004-05	-0.010	0.134***	-0.024	-0.102***
	(0.017)	(0.034)	(0.068)	(0.027)

School year 2005-06	0.019	0.208***	0.008	-0.065**
	(0.017)	(0.037)	(0.081)	(0.029)
School year 2006-07	0.047*	0.213***	-0.178	0.109**
	(0.027)	(0.052)	(0.122)	(0.043)
Elementary school	-0.038*	-0.172***	0.357***	-0.126***
	(0.020)	(0.046)	(0.104)	(0.032)
Middle school	0.049**	0.094**	0.439***	0.009
	(0.020)	(0.045)	(0.102)	(0.032)
High school	0.015	0.219***	-0.132	0.030
	(0.021)	(0.046)	(0.124)	(0.033)
Constant	4.884***	13.703***	0.284	5.224***
	(0.333)	(0.713)	(1.417)	(0.596)
Number of observations	1,432,344	1,432,344	1,432,344	1,432,344

Source: Author's calculations from PEIMS and TEEG data.

Table O.2: Regression Analyses of Turnover, All Teachers, High Needs Schools

	All turnover	External	Internal	Leaver
Monthly salary (log)	-0.715***	-2.029***	-0.576***	-0.894***
	(0.048)	(0.107)	(0.176)	(0.087)
Charter school	0.224***	-0.262***	-0.031	0.656***
	(0.047)	(0.098)	(0.241)	(0.081)
Black	-0.140***	-0.377***	-0.142***	-0.237***
	(0.010)	(0.046)	(0.039)	(0.018)
Hispanic	-0.118***	-0.251***	-0.018	-0.286***
	(0.010)	(0.029)	(0.031)	(0.026)
Asian/American Indian	-0.083***	-0.305***	0.001	-0.134*
	(0.023)	(0.068)	(0.039)	(0.069)
Male	0.044***	0.109***	0.106***	0.036**
	(0.008)	(0.018)	(0.017)	(0.017)
Years of Experience	-0.032***	-0.045***	-0.011***	-0.063***
	(0.002)	(0.004)	(0.003)	(0.003)
Experience, squared	0.001***	0.000	-0.000	0.002***
	(0.000)	(0.000)	(0.000)	(0.000)
Experience, missing	-0.016	0.136***	-0.058	-0.128***
	(0.019)	(0.042)	(0.041)	(0.037)
No degree	-0.023	-0.532***	0.080	0.119*
	(0.035)	(0.086)	(0.124)	(0.066)
Master's Degree	0.155***	0.066***	0.107***	0.422***
	(0.007)	(0.017)	(0.023)	(0.015)
Doctorate	0.178***	-0.030	0.236***	0.435***
	(0.027)	(0.082)	(0.061)	(0.071)
TAKS	0.065***	0.169***	0.117***	0.067***
	(0.008)	(0.015)	(0.022)	(0.015)
Language arts	-0.007	-0.068***	-0.007	0.024*
	(0.008)	(0.019)	(0.029)	(0.013)
Math	0.013	0.019	0.029	0.026
	(0.013)	(0.026)	(0.041)	(0.020)
Science	-0.007	0.029	-0.036	-0.032*
	(0.011)	(0.024)	(0.035)	(0.019)
Foreign language	0.075***	0.171***	0.049	0.146***
	(0.019)	(0.046)	(0.073)	(0.028)
Fine arts	0.008	0.147***	0.115***	-0.120***
	(0.010)	(0.025)	(0.038)	(0.021)
Vocational/technical	-0.094***	-0.323***	-0.107*	-0.115***
	(0.011)	(0.028)	(0.064)	(0.018)
Special Education	0.133***	0.092***	0.363***	0.188***

	(0.011)	(0.028)	(0.035)	(0.026)
Bilingual/ESL	-0.020	0.052	-0.020	-0.070**
	(0.014)	(0.040)	(0.050)	(0.029)
Certified in math	0.014	0.104***	-0.006	-0.008
	(0.009)	(0.023)	(0.032)	(0.019)
Certified in science	0.031***	0.102***	-0.021	0.069***
	(0.011)	(0.023)	(0.036)	(0.021)
Certified bilingual/ESL	0.044***	0.111***	-0.005	0.075**
	(0.013)	(0.037)	(0.038)	(0.036)
Certified special ed.	0.032***	0.045**	0.196***	-0.013
	(0.010)	(0.019)	(0.028)	(0.021)
Certified	-0.189***	0.163***	-0.061**	-0.667***
	(0.010)	(0.025)	(0.029)	(0.020)
Coach	0.072***	0.561***	0.153***	-0.312***
	(0.012)	(0.024)	(0.033)	(0.023)
Percent economically disadvantaged	0.021	-0.023	0.154	0.041
	(0.049)	(0.101)	(0.189)	(0.075)
Percent LEP	0.156***	0.431***	0.028	0.260***
	(0.055)	(0.110)	(0.220)	(0.063)
Percent Hispanic	0.232***	0.523***	0.464***	0.340***
	(0.038)	(0.088)	(0.151)	(0.061)
Percent black	0.463***	1.143***	0.832***	0.626***
	(0.059)	(0.102)	(0.186)	(0.088)
Campus enrollment (log)	-0.063***	0.002	-0.238***	-0.064***
	(0.009)	(0.018)	(0.033)	(0.012)
Miles to metro center	-0.002*	-0.005***	0.004	-0.005**
	(0.001)	(0.002)	(0.004)	(0.002)
Miles, squared	0.010	0.012	-0.010	0.030***
	(0.007)	(0.014)	(0.028)	(0.011)
HISD	-0.083***	-0.059	-0.406***	-0.100***
	(0.022)	(0.047)	(0.081)	(0.036)
DISD	0.010	-0.114**	0.023	-0.051
	(0.024)	(0.048)	(0.090)	(0.038)
Number of teachers in district	-0.020**	-0.266***	0.177***	-0.013
	(0.010)	(0.017)	(0.034)	(0.016)
Comparable wage index	0.551***	1.489***	1.007**	0.705***
	(0.111)	(0.216)	(0.456)	(0.193)
Unemployment rate	-0.002	-0.012	0.003	-0.010
	(0.006)	(0.013)	(0.032)	(0.009)
Major urban area	0.042	0.244***	-0.171	0.077*
	(0.036)	(0.053)	(0.163)	(0.046)
Urban area	-0.064**	-0.335***	0.218*	-0.124**
	(0.031)	(0.065)	(0.130)	(0.057)
Micropolitan area	-0.004	0.031	0.107	-0.057
	(0.024)	(0.056)	(0.096)	(0.038)
Cycle 1 Only, all years	-0.049***	-0.045*	-0.257***	-0.027
	(0.013)	(0.025)	(0.054)	(0.017)
Cycle 1 Only, 2007	0.044***	0.022	0.177**	0.053
	(0.016)	(0.040)	(0.071)	(0.034)
Cycle 2 Only, all years	-0.031**	0.034	-0.209***	-0.017
	(0.014)	(0.033)	(0.056)	(0.020)
Cycle 2 Only, 2007	-0.003	-0.073	0.113	-0.025
	(0.020)	(0.048)	(0.097)	(0.047)
Cycle 1 & 2, all years	-0.077***	-0.074**	-0.274***	-0.101***
	(0.015)	(0.031)	(0.055)	(0.027)
Cycle 1 & 2, 2007	0.020	-0.128***	0.080	0.093
	(0.025)	(0.049)	(0.081)	(0.085)

GEEG, all years	-0.046**	-0.110	-0.142	-0.066
	(0.020)	(0.070)	(0.087)	(0.046)
GEEG, 2006	-0.116**	-0.389***	-0.142	-0.151**
	(0.046)	(0.093)	(0.163)	(0.065)
GEEG, 2007	-0.008	-0.144	0.140	-0.021
	(0.051)	(0.092)	(0.185)	(0.107)
School year 2003-04	0.050***	0.230***	-0.021	0.066***
	(0.014)	(0.026)	(0.061)	(0.021)
School year 2004-05	0.000	0.180***	-0.022	-0.094***
	(0.018)	(0.039)	(0.070)	(0.029)
School year 2005-06	0.024	0.267***	-0.035	-0.064**
	(0.018)	(0.040)	(0.098)	(0.031)
School year 2006-07	0.064**	0.297***	-0.185	0.124***
	(0.029)	(0.056)	(0.133)	(0.046)
Elementary school	-0.027	-0.139***	0.497***	-0.130***
	(0.022)	(0.053)	(0.108)	(0.035)
Middle school	0.072***	0.107**	0.619***	0.033
	(0.021)	(0.052)	(0.101)	(0.035)
High school	0.054**	0.223***	0.126	0.077**
	(0.023)	(0.053)	(0.129)	(0.037)
Constant	5.051***	13.742***	0.144	5.623***
	(0.356)	(0.826)	(1.373)	(0.657)
Number of observations	957,430	957,430	957,430	957,430

Source: Author's calculations from PEIMS and TEEG data.

Table O.3: Regression Analyses of Turnover, Math and Science Teachers, All Schools

	All turnover	External	Internal	Leaver
Monthly salary (log)	-0.748***	-2.146***	-0.401	-0.886***
	(0.059)	(0.137)	(0.277)	(0.124)
Charter school	0.333***	0.023	-0.219	0.897***
	(0.058)	(0.120)	(0.428)	(0.116)
Black	-0.108***	-0.428***	-0.148**	-0.085**
	(0.020)	(0.074)	(0.058)	(0.038)
Hispanic	-0.123***	-0.312***	-0.091*	-0.225***
	(0.017)	(0.047)	(0.054)	(0.041)
Asian/American Indian	-0.071**	-0.318***	0.027	-0.076
	(0.030)	(0.091)	(0.087)	(0.067)
Male	0.057***	0.148***	0.110***	0.056**
	(0.010)	(0.022)	(0.030)	(0.022)
Years of Experience	-0.039***	-0.032***	-0.022***	-0.089***
	(0.002)	(0.005)	(0.007)	(0.004)
Experience, squared	0.001***	0.000	0.000	0.003***
	(0.000)	(0.000)	(0.000)	(0.000)
Experience, missing	-0.053**	0.168***	-0.156**	-0.254***
	(0.021)	(0.049)	(0.067)	(0.046)
No degree	0.113**	0.200	0.104	0.200*
	(0.051)	(0.127)	(0.221)	(0.114)
Master's Degree	0.134***	0.083***	0.036	0.382***
	(0.009)	(0.028)	(0.031)	(0.021)
Doctorate	0.082*	-0.170	0.095	0.280**
	(0.049)	(0.118)	(0.091)	(0.121)
TAKS	0.044***	0.211***	0.118***	-0.030
	(0.013)	(0.037)	(0.036)	(0.031)
Language arts	0.030**	-0.075*	0.183***	0.067**
	(0.013)	(0.039)	(0.044)	(0.029)
Math	-0.019	-0.000	0.044	-0.092***
	(0.015)	(0.034)	(0.045)	(0.028)

Science	-0.030**	0.001	-0.102**	-0.068***
	(0.012)	(0.032)	(0.040)	(0.023)
Foreign language	0.057	0.158	0.043	0.076
	(0.038)	(0.103)	(0.156)	(0.095)
Fine arts	-0.068**	-0.034	-0.111	-0.175***
	(0.026)	(0.077)	(0.088)	(0.056)
Vocational/technical	-0.069***	-0.213***	-0.133	-0.081**
	(0.018)	(0.055)	(0.091)	(0.039)
Special Education	0.104***	0.082	0.356***	0.093
	(0.036)	(0.089)	(0.115)	(0.080)
Bilingual/ESL	-0.065	-0.101	-0.067	-0.141
	(0.044)	(0.121)	(0.145)	(0.088)
Certified in math	0.033**	0.043	-0.075	0.130***
	(0.015)	(0.043)	(0.059)	(0.031)
Certified in science	0.040***	0.016	-0.012	0.139***
	(0.013)	(0.040)	(0.057)	(0.030)
Certified bilingual/ESL	0.106***	0.265***	0.109	0.115
	(0.030)	(0.096)	(0.094)	(0.074)
Certified special ed.	0.070***	0.181***	0.245***	0.024
	(0.017)	(0.047)	(0.053)	(0.042)
Coach	0.056***	0.540***	0.136***	-0.362***
	(0.012)	(0.032)	(0.047)	(0.029)
Percent economically disadvantaged	-0.030	0.252**	-0.213	-0.111
	(0.053)	(0.125)	(0.194)	(0.092)
Percent LEP	0.137*	0.412**	-0.150	0.278***
	(0.083)	(0.203)	(0.312)	(0.101)
Percent Hispanic	0.303***	0.612***	0.850***	0.335***
	(0.048)	(0.121)	(0.178)	(0.087)
Percent black	0.600***	1.407***	1.367***	0.651***
	(0.061)	(0.134)	(0.210)	(0.094)
Campus enrollment (log)	-0.043***	-0.005	-0.178***	-0.037**
	(0.009)	(0.021)	(0.038)	(0.016)
Miles to metro center	-0.002*	-0.006***	0.003	-0.004*
	(0.001)	(0.002)	(0.005)	(0.002)
Miles, squared	0.011	0.021	0.004	0.027**
	(0.009)	(0.017)	(0.037)	(0.013)
HISD	-0.025	-0.118**	-0.048	-0.076*
	(0.022)	(0.055)	(0.096)	(0.039)
DISD	-0.119***	-0.265***	-0.213**	-0.245***
	(0.024)	(0.058)	(0.101)	(0.043)
Number of teachers in district	-0.026***	-0.255***	0.152***	0.003
	(0.009)	(0.019)	(0.041)	(0.015)
Comparable wage index	0.685***	1.788***	1.028**	0.913***
	(0.111)	(0.259)	(0.491)	(0.200)
Unemployment rate	-0.012*	-0.044***	-0.029	-0.010
	(0.007)	(0.014)	(0.039)	(0.012)
Major urban area	0.020	0.146**	-0.196	0.034
	(0.032)	(0.063)	(0.177)	(0.050)
Urban area	-0.093***	-0.320***	0.139	-0.161**
	(0.035)	(0.079)	(0.151)	(0.065)
Micropolitan area	-0.006	0.070	0.049	-0.077
	(0.030)	(0.070)	(0.119)	(0.050)
Cycle 1 Only, all years	-0.052***	-0.093*	-0.280***	-0.020
	(0.019)	(0.048)	(0.081)	(0.037)
Cycle 1 Only, 2007	0.033	0.144*	0.019	0.011
	(0.037)	(0.086)	(0.158)	(0.078)
Cycle 2 Only, all years	-0.018	0.029	-0.182***	-0.005

	(0.020)	(0.052)	(0.069)	(0.044)
Cycle 2 Only, 2007	-0.034	-0.139	0.142	-0.097
	(0.036)	(0.099)	(0.106)	(0.096)
Cycle 1 & 2, all years	-0.058**	-0.027	-0.264***	-0.097*
	(0.025)	(0.059)	(0.091)	(0.052)
Cycle 1 & 2, 2007	0.045	-0.063	0.239	0.094
	(0.043)	(0.105)	(0.158)	(0.122)
GEEG, all years	0.007	0.151	-0.049	-0.072
	(0.051)	(0.140)	(0.144)	(0.112)
GEEG, 2006	-0.256***	-1.089***	-0.229	-0.257
	(0.086)	(0.236)	(0.346)	(0.169)
GEEG, 2007	-0.034	-0.258	0.231	-0.072
	(0.088)	(0.247)	(0.364)	(0.183)
School year 2003-04	0.070***	0.257***	-0.023	0.113***
	(0.017)	(0.040)	(0.074)	(0.030)
School year 2004-05	0.051***	0.233***	0.032	0.022
	(0.020)	(0.048)	(0.091)	(0.036)
School year 2005-06	0.100***	0.337***	0.079	0.099**
	(0.023)	(0.053)	(0.106)	(0.042)
School year 2006-07	0.106***	0.342***	-0.180	0.212***
	(0.029)	(0.071)	(0.141)	(0.056)
Elementary school	-0.027	-0.161**	0.699***	-0.239***
	(0.028)	(0.068)	(0.132)	(0.057)
Middle school	0.054**	0.072	0.640***	-0.024
	(0.026)	(0.064)	(0.127)	(0.056)
High school	0.024	0.212***	0.032	-0.007
	(0.026)	(0.063)	(0.151)	(0.057)
Constant	4.992***	14.412***	-1.297	4.660***
	(0.457)	(1.079)	(2.237)	(0.980)
Number of Observations	218,611	218,611	218,611	218,611

Source: Author's calculations from PEIMS and TEEG data.

Table O.4: Regression Analyses of Turnover, Beginning Teachers, All Schools

	All turnover	External	Internal	Leaver
Monthly salary (log)	-0.466***	-1.110***	0.080	-0.812***
	(0.068)	(0.147)	(0.272)	(0.145)
Charter school	0.276***	-0.163	-0.086	0.840***
	(0.049)	(0.100)	(0.209)	(0.091)
Black	-0.141***	-0.350***	-0.101**	-0.246***
	(0.017)	(0.056)	(0.043)	(0.035)
Hispanic	-0.158***	-0.303***	-0.072**	-0.364***
	(0.015)	(0.040)	(0.033)	(0.039)
Asian/American Indian	-0.061**	-0.304***	-0.082	-0.024
	(0.028)	(0.079)	(0.059)	(0.074)
Male	0.020**	-0.018	0.148***	0.009
	(0.009)	(0.025)	(0.024)	(0.018)
Years of Experience	0.010	-0.037	0.003	0.057*
	(0.015)	(0.030)	(0.028)	(0.032)
Experience, squared	-0.007*	-0.012	-0.002	-0.018*
	(0.004)	(0.008)	(0.009)	(0.010)
No degree	-0.007	-0.492***	0.085	0.166***
	(0.025)	(0.086)	(0.089)	(0.051)
Master's Degree	0.134***	-0.007	0.068**	0.411***
	(0.009)	(0.024)	(0.032)	(0.024)
Doctorate	0.118***	-0.127	0.167	0.344***
	(0.045)	(0.112)	(0.182)	(0.071)
TAKS	0.052***	0.125***	0.060**	0.075***

	(0.008)	(0.019)	(0.025)	(0.018)
Language arts	-0.024**	-0.071***	-0.041	-0.015
	(0.010)	(0.022)	(0.028)	(0.020)
Math	0.020	0.030	-0.020	0.064***
	(0.013)	(0.028)	(0.044)	(0.022)
Science	0.001	0.032	-0.003	-0.017
	(0.011)	(0.030)	(0.037)	(0.021)
Foreign language	0.159***	0.258***	0.097	0.344***
	(0.023)	(0.055)	(0.080)	(0.040)
Fine arts	0.047***	0.166***	0.096**	0.009
	(0.013)	(0.032)	(0.044)	(0.027)
Vocational/technical	-0.062***	-0.120***	-0.125*	-0.110***
	(0.016)	(0.037)	(0.068)	(0.032)
Special Education	0.130***	0.151***	0.251***	0.219***
	(0.014)	(0.034)	(0.042)	(0.030)
Bilingual/ESL	0.027	0.049	0.027	0.064
	(0.019)	(0.051)	(0.052)	(0.047)
Certified in math	0.040***	0.102***	0.021	0.070***
	(0.011)	(0.032)	(0.037)	(0.024)
Certified in science	0.054***	0.086**	-0.037	0.153***
	(0.016)	(0.035)	(0.046)	(0.034)
Certified bilingual/ESL	-0.029	-0.023	-0.042	-0.108
	(0.026)	(0.056)	(0.053)	(0.069)
Certified special ed.	0.043***	0.090***	0.236***	-0.034
	(0.012)	(0.028)	(0.037)	(0.026)
Certified	-0.206***	0.123***	-0.071**	-0.704***
	(0.010)	(0.025)	(0.031)	(0.019)
Coach	0.115***	0.523***	0.285***	-0.171***
	(0.012)	(0.026)	(0.040)	(0.025)
Percent economically disadvantaged	0.013	0.319***	0.016	-0.107
	(0.044)	(0.092)	(0.147)	(0.088)
Percent LEP	0.115**	0.318***	-0.111	0.238**
	(0.055)	(0.120)	(0.197)	(0.094)
Percent Hispanic	0.234***	0.496***	0.383**	0.324***
	(0.042)	(0.093)	(0.151)	(0.085)
Percent black	0.472***	1.142***	0.701***	0.599***
	(0.053)	(0.100)	(0.170)	(0.102)
Campus enrollment (log)	-0.047***	-0.015	-0.127***	-0.054***
	(0.010)	(0.021)	(0.046)	(0.016)
Miles to metro center	-0.001	-0.001	0.004	-0.005**
	(0.001)	(0.002)	(0.004)	(0.002)
Miles, squared	0.004	-0.016	-0.011	0.035**
	(0.008)	(0.017)	(0.028)	(0.015)
HISD	0.014	0.063	-0.193**	0.058
	(0.022)	(0.058)	(0.081)	(0.046)
DISD	0.067***	-0.024	0.170**	0.040
	(0.025)	(0.064)	(0.082)	(0.048)
Number of teachers in district	-0.046***	-0.310***	0.117***	-0.013
	(0.009)	(0.017)	(0.034)	(0.017)
Comparable wage index	0.680***	1.573***	0.623	1.176***
	(0.116)	(0.266)	(0.398)	(0.249)
Unemployment rate	-0.007	-0.026*	0.010	-0.014
	(0.008)	(0.015)	(0.030)	(0.014)
Major urban area	-0.007	0.109*	-0.163	-0.041
	(0.036)	(0.061)	(0.138)	(0.068)
Urban area	-0.116***	-0.352***	0.311**	-0.232***
	(0.037)	(0.080)	(0.129)	(0.076)

Micropolitan area	-0.032	-0.020	0.108	-0.062
	(0.029)	(0.064)	(0.097)	(0.057)
Cycle 1 Only, all years	-0.067***	-0.099***	-0.253***	-0.058**
	(0.016)	(0.036)	(0.058)	(0.028)
Cycle 1 Only, 2007	0.084***	0.081	0.236**	0.132**
	(0.025)	(0.056)	(0.092)	(0.067)
Cycle 2 Only, all years	-0.046**	-0.019	-0.188***	-0.060*
	(0.019)	(0.042)	(0.064)	(0.036)
Cycle 2 Only, 2007	0.010	-0.059	0.089	0.035
	(0.033)	(0.065)	(0.115)	(0.085)
Cycle 1 & 2, all years	-0.084***	-0.159***	-0.249***	-0.084**
	(0.015)	(0.038)	(0.063)	(0.039)
Cycle 1 & 2, 2007	0.048	-0.034	0.050	0.165
	(0.042)	(0.075)	(0.098)	(0.142)
GEEG, all years	-0.086***	-0.241**	-0.262**	-0.048
	(0.026)	(0.111)	(0.118)	(0.079)
GEEG, 2006	-0.051	-0.346	0.153	-0.078
	(0.076)	(0.222)	(0.251)	(0.117)
GEEG, 2007	0.043	-0.055	0.320	0.038
	(0.070)	(0.163)	(0.280)	(0.154)
School year 2003-04	0.010	0.181***	-0.019	-0.074***
	(0.017)	(0.033)	(0.066)	(0.029)
School year 2004-05	-0.008	0.074*	-0.009	-0.081**
	(0.020)	(0.045)	(0.071)	(0.037)
School year 2005-06	-0.018	0.111**	-0.042	-0.139***
	(0.021)	(0.050)	(0.084)	(0.042)
School year 2006-07	0.050	0.127*	-0.192	0.157**
	(0.032)	(0.070)	(0.117)	(0.068)
Elementary school	-0.057**	-0.191***	0.266**	-0.111**
	(0.026)	(0.058)	(0.109)	(0.050)
Middle school	0.039	0.093	0.307***	0.036
	(0.026)	(0.058)	(0.106)	(0.050)
High school	0.000	0.123**	-0.329**	0.107**
	(0.028)	(0.060)	(0.129)	(0.052)
Constant	3.074***	6.776***	-4.655**	4.522***
	(0.514)	(1.116)	(2.066)	(1.131)
Number of Observations	327,789	327,789	327,789	327,789

Source: Author's calculations from PEIMS and TEEG data.

Table O.5: Regression Analyses of Turnover, Experienced Teachers, All Schools

	All turnover	External	Internal	Leaver
Monthly salary (log)	-0.300***	-1.076***	-0.436	-0.339***
	(0.071)	(0.175)	(0.311)	(0.120)
Charter school	0.539***	0.341***	-0.289	1.238***
	(0.050)	(0.108)	(0.240)	(0.085)
Black	-0.105***	-0.317***	-0.108***	-0.178***
	(0.010)	(0.051)	(0.033)	(0.021)
Hispanic	-0.082***	-0.177***	0.000	-0.213***
	(0.010)	(0.034)	(0.037)	(0.023)
Asian/American Indian	-0.062***	-0.220***	0.044	-0.145***
	(0.019)	(0.070)	(0.044)	(0.056)
Male	0.040***	0.195***	0.103***	-0.011
	(0.007)	(0.018)	(0.019)	(0.015)
Years of Experience	-0.049***	-0.040***	-0.017**	-0.098***
	(0.002)	(0.005)	(0.007)	(0.005)
Experience, squared	0.001***	-0.000***	0.000	0.003***
	(0.000)	(0.000)	(0.000)	(0.000)

No degree	-0.041	-0.333***	0.220	-0.110
	(0.056)	(0.118)	(0.220)	(0.098)
Master's Degree	0.142***	0.085***	0.108***	0.386***
	(0.007)	(0.019)	(0.021)	(0.016)
Doctorate	0.142***	-0.197**	0.280***	0.362***
	(0.028)	(0.092)	(0.070)	(0.077)
TAKS	0.060***	0.185***	0.126***	0.051***
	(0.007)	(0.016)	(0.020)	(0.013)
Language arts	-0.000	-0.070***	0.008	0.029**
	(0.008)	(0.021)	(0.028)	(0.014)
Math	-0.004	0.007	-0.011	-0.012
	(0.012)	(0.027)	(0.036)	(0.020)
Science	-0.013	0.012	-0.061*	-0.021
	(0.010)	(0.026)	(0.036)	(0.020)
Foreign language	0.054***	0.216***	0.031	0.058**
	(0.015)	(0.044)	(0.064)	(0.024)
Fine arts	-0.018*	0.179***	0.072*	-0.188***
	(0.010)	(0.024)	(0.040)	(0.022)
Vocational/technical	-0.074***	-0.337***	-0.050	-0.090***
	(0.012)	(0.034)	(0.067)	(0.020)
Special Education	0.158***	0.090***	0.421***	0.229***
	(0.013)	(0.032)	(0.040)	(0.026)
Bilingual/ESL	-0.024	0.023	0.004	-0.094***
	(0.015)	(0.045)	(0.055)	(0.031)
Certified in math	0.017**	0.104***	0.023	-0.004
	(0.008)	(0.024)	(0.029)	(0.018)
Certified in science	0.019**	0.088***	-0.007	0.030
	(0.009)	(0.022)	(0.036)	(0.019)
Certified bilingual/ESL	0.061***	0.243***	0.042	0.093***
	(0.013)	(0.043)	(0.049)	(0.030)
Certified special ed.	0.026***	0.035*	0.205***	-0.042***
	(0.008)	(0.019)	(0.027)	(0.015)
Certified	-0.203***	0.472***	0.063	-0.725***
	(0.016)	(0.058)	(0.065)	(0.033)
Coach	0.049***	0.613***	0.120***	-0.375***
	(0.011)	(0.025)	(0.034)	(0.023)
Percent economically disadvantaged	0.006	0.153	0.043	-0.041
	(0.042)	(0.100)	(0.157)	(0.066)
Percent LEP	0.142**	0.431***	0.067	0.225***
	(0.063)	(0.133)	(0.247)	(0.071)
Percent Hispanic	0.189***	0.379***	0.479***	0.269***
	(0.037)	(0.094)	(0.144)	(0.060)
Percent black	0.409***	1.090***	0.843***	0.534***
	(0.058)	(0.120)	(0.187)	(0.080)
Campus enrollment (log)	-0.060***	-0.023	-0.190***	-0.060***
	(0.009)	(0.019)	(0.035)	(0.013)
Miles to metro center	-0.001	-0.003	0.005	-0.003*
	(0.001)	(0.002)	(0.005)	(0.002)
Miles, squared	0.004	0.002	-0.017	0.024**
	(0.008)	(0.018)	(0.035)	(0.012)
HISD	-0.118***	-0.133***	-0.431***	-0.175***
	(0.023)	(0.049)	(0.083)	(0.035)
DISD	-0.043*	-0.257***	0.005	-0.154***
	(0.025)	(0.051)	(0.092)	(0.039)
Number of teachers in district	-0.015	-0.276***	0.135***	-0.002
	(0.010)	(0.017)	(0.039)	(0.014)
Comparable wage index	0.532***	1.750***	0.928**	0.674***

	(0.106)	(0.222)	(0.429)	(0.191)
Unemployment rate	-0.012	-0.041***	-0.014	-0.021**
	(0.007)	(0.014)	(0.037)	(0.010)
Major urban area	0.005	0.117**	-0.124	0.021
	(0.036)	(0.053)	(0.185)	(0.042)
Urban area	-0.043	-0.390***	0.328**	-0.093
	(0.032)	(0.066)	(0.130)	(0.060)
Micropolitan area	-0.015	-0.013	0.147	-0.081**
	(0.024)	(0.056)	(0.100)	(0.038)
Cycle 1 Only, all years	-0.045***	-0.028	-0.265***	-0.012
	(0.014)	(0.033)	(0.057)	(0.023)
Cycle 1 Only, 2007	0.026	0.004	0.168**	0.004
	(0.017)	(0.050)	(0.073)	(0.044)
Cycle 2 Only, all years	-0.017	0.073**	-0.206***	0.026
	(0.014)	(0.036)	(0.056)	(0.024)
Cycle 2 Only, 2007	0.002	-0.022	0.148	-0.052
	(0.021)	(0.061)	(0.092)	(0.060)
Cycle 1 & 2, all years	-0.067***	-0.025	-0.263***	-0.086***
	(0.016)	(0.038)	(0.059)	(0.030)
Cycle 1 & 2, 2007	0.013	-0.137**	0.099	0.057
	(0.030)	(0.058)	(0.093)	(0.089)
GEEG, all years	-0.030	-0.138	-0.033	-0.081
	(0.024)	(0.089)	(0.088)	(0.054)
GEEG, 2006	-0.134***	-0.379***	-0.338*	-0.120
	(0.047)	(0.108)	(0.180)	(0.076)
GEEG, 2007	-0.028	-0.059	0.059	-0.068
	(0.055)	(0.120)	(0.168)	(0.119)
School year 2003-04	0.051***	0.190***	-0.035	0.117***
	(0.013)	(0.026)	(0.062)	(0.022)
School year 2004-05	-0.032*	0.122***	-0.034	-0.145***
	(0.017)	(0.036)	(0.074)	(0.028)
School year 2005-06	0.001	0.171***	0.011	-0.081**
	(0.019)	(0.041)	(0.088)	(0.032)
School year 2006-07	-0.022	0.113*	-0.228*	-0.017
	(0.029)	(0.058)	(0.132)	(0.048)
Elementary school	-0.011	-0.129**	0.419***	-0.113***
	(0.024)	(0.052)	(0.128)	(0.039)
Middle school	0.068***	0.129**	0.517***	0.011
	(0.024)	(0.052)	(0.128)	(0.038)
High school	0.041	0.331***	-0.022	0.020
	(0.026)	(0.053)	(0.149)	(0.040)
Constant	1.836***	5.610***	-0.883	1.521*
	(0.540)	(1.344)	(2.413)	(0.907)
Number of Observations	973,244	973,244	973,244	973,244

Source: Author's calculations from PEIMS and TEEG data.

Tables O.6 and O.7 present coefficient estimates and robust standard errors from probit analyses of campus-level turnover among teachers at Cycle 1 TEEG schools. Table O.6 presents analyses based on the measure of student performance used in the school's TEEG program; Table O.7 presents analyses based on the unit of accountability. In all cases, the models include fixed effects for campuses. The asterisks indicate a coefficient that is significantly different from zero at the 1-percent (***) , 5-percent (**) and 10-percent (*) levels.

Table O.6: Probit Analyses of the Relationship between Turnover and the Measure of Student Performance, TEEG Schools Only

VARIABLES	All Teachers	Math and Science	Beginning	Experienced
Monthly Salary (log)	-0.206*** (0.0118)	-0.205*** (0.0369)	-0.185*** (0.0385)	-0.109*** (0.0206)
Black	-0.0448*** (0.00282)	-0.0452*** (0.00912)	-0.0709*** (0.00594)	-0.0347*** (0.00338)
Hispanic	-0.0359*** (0.00272)	-0.0488*** (0.00762)	-0.0672*** (0.00574)	-0.0260*** (0.00324)
Asian/American Indian	-0.0318*** (0.00606)	-0.0462*** (0.0121)	-0.0426*** (0.0113)	-0.0302*** (0.00806)
Male	0.00876*** (0.00224)	0.0167*** (0.00579)	0.00958** (0.00476)	0.00628** (0.00267)
Years of Experience	-0.00736*** (0.000388)	-0.00943*** (0.00121)	0.0137** (0.00585)	-0.0105*** (0.000676)
Experience, squared	0.000258*** (9.95e-06)	0.000317*** (3.00e-05)	-0.00358* (0.00187)	0.000305*** (1.35e-05)
Experience, missing	0.0151*** (0.00404)	0.00160 (0.0124)		
No degree	-0.0283*** (0.00808)	0.0512 (0.0487)	-0.00987 (0.0168)	-0.0209 (0.0127)
Master's Degree	0.0497*** (0.00254)	0.0445*** (0.00713)	0.0514*** (0.00728)	0.0451*** (0.00275)
Doctorate	0.0570*** (0.0136)	-0.00966 (0.0230)	0.0725** (0.0311)	0.0314** (0.0155)
TAKS	0.0174*** (0.00220)	0.00697 (0.0105)	0.0196*** (0.00484)	0.0154*** (0.00255)
Language arts	0.000172 (0.00257)	0.000562 (0.0111)	-0.00309 (0.00564)	0.00242 (0.00301)
Math	0.00139 (0.00340)	-0.0130 (0.00985)	0.00495 (0.00734)	-0.000315 (0.00406)
Science	-0.00218 (0.00349)	-0.00886 (0.00935)	0.00429 (0.00743)	-0.00576 (0.00418)
Foreign language	0.0165*** (0.00535)	0.0119 (0.0302)	0.0317*** (0.0117)	0.0123* (0.00632)
Fine arts	0.00491 (0.00364)	-0.00853 (0.0237)	0.0254*** (0.00864)	-0.00186 (0.00414)
Vocational/technical	-0.0239*** (0.00409)	-0.0231** (0.0113)	-0.0143 (0.0104)	-0.0220*** (0.00477)
Special Education	0.0461*** (0.00524)	0.0145 (0.0270)	0.0496*** (0.0117)	0.0435*** (0.00614)
Bilingual/ESL	-0.0116*** (0.00394)	-0.0316 (0.0234)	0.00330 (0.00841)	-0.0115** (0.00466)
Certified in math	0.00453 (0.00424)	0.00357 (0.0126)	0.00895 (0.00983)	0.00270 (0.00484)

Certified in science	0.0109** (0.00447)	0.00547 (0.0118)	0.0206* (0.0113)	0.0115** (0.00505)
Certified bilingual/ESL	0.0118*** (0.00393)	0.0506** (0.0236)	-0.0106 (0.00809)	0.0133*** (0.00469)
Certified special ed.	0.0141*** (0.00331)	0.00678 (0.0133)	0.0266*** (0.00843)	0.00881** (0.00366)
Certified	-0.0559*** (0.00443)		-0.0750*** (0.00673)	-0.0434*** (0.00944)
Coach	0.0166*** (0.00376)	0.00743 (0.00867)	0.0229*** (0.00825)	0.00840* (0.00437)
Comparable wage index	0.482*** (0.0900)	0.619** (0.250)	0.892*** (0.202)	0.397*** (0.105)
Unemployment rate	0.0106*** (0.00316)	0.0104 (0.00838)	0.0108 (0.00732)	0.0101*** (0.00364)
TEEG 1, both	0.0110 (0.0164)	0.0228 (0.0448)	-0.00774 (0.0366)	-0.000891 (0.0184)
TEEG 1, gain	0.00431 (0.0190)	0.00576 (0.0489)	-0.0203 (0.0409)	-0.00488 (0.0213)
TEEG 1, levels	0.0135 (0.0161)	0.0260 (0.0443)	-0.0202 (0.0350)	0.00591 (0.0184)
TEEG 1 and 2, both	0.00290 (0.0169)	0.0432 (0.0498)	-0.0313 (0.0361)	-0.00306 (0.0193)
TEEG 1 and 2, gain	-0.0447* (0.0245)	0.120 (0.0927)	-0.0889* (0.0504)	-0.0229 (0.0310)
TEEG 1 and 2, levels	0.00920 (0.0163)	0.0232 (0.0454)	-0.0304 (0.0347)	0.00521 (0.0187)
School year 2003-04	0.00891* (0.00515)	0.0128 (0.0138)	-0.0107 (0.0115)	0.0139** (0.00602)
School year 2004-05	-0.00478 (0.00801)	0.0215 (0.0221)	-0.0282 (0.0182)	-0.000968 (0.00929)
School year 2005-06	-0.0100 (0.0108)	0.00968 (0.0297)	-0.0565** (0.0236)	-0.00135 (0.0127)
Campus Fixed Effects?	Yes	Yes	Yes	Yes
Observations	215,830	27,564	54,717	140,983

Source: Author's calculations from PEIMS and TEEG data.

Table O.7: Probit Analyses of the Relationship between Turnover and the Unit of Accountability, TEEG Schools Only

VARIABLES	All Teachers	Math and Science	Beginning	Experienced
Monthly Salary (log)	-0.207*** (0.0119)	-0.200*** (0.0373)	-0.173*** (0.0388)	-0.110*** (0.0208)
Black	-0.0452*** (0.00284)	-0.0451*** (0.00926)	-0.0717*** (0.00596)	-0.0351*** (0.00340)
Hispanic	-0.0360*** (0.00274)	-0.0496*** (0.00771)	-0.0671*** (0.00578)	-0.0261*** (0.00327)
Asian/American Indian	-0.0324*** (0.00612)	-0.0479*** (0.0122)	-0.0453*** (0.0113)	-0.0291*** (0.00815)
Male	0.00866*** (0.00226)	0.0165*** (0.00587)	0.00939* (0.00480)	0.00620** (0.00270)
Years of Experience	-0.00721*** (0.000392)	-0.00922*** (0.00123)	0.0129** (0.00590)	-0.0103*** (0.000683)
Experience, squared	0.000254*** (1.00e-05)	0.000309*** (3.04e-05)	-0.00327* (0.00188)	0.000301*** (1.37e-05)
Experience, missing	0.0153*** (0.00409)	-0.00155 (0.0125)		
No degree	-0.0290*** (0.00814)	0.0476 (0.0491)	-0.0117 (0.0169)	-0.0195 (0.0129)
Master's Degree	0.0498*** (0.00256)	0.0433*** (0.00722)	0.0508*** (0.00734)	0.0451*** (0.00277)
Doctorate	0.0556*** (0.0137)	-0.0150 (0.0233)	0.0653** (0.0310)	0.0323** (0.0157)
TAKS	0.0172*** (0.00222)	0.00857 (0.0106)	0.0184*** (0.00488)	0.0154*** (0.00258)
Language arts	-0.000468 (0.00259)	0.00205 (0.0115)	-0.00295 (0.00570)	0.00170 (0.00304)
Math	0.00144 (0.00343)	-0.0133 (0.00992)	0.00467 (0.00739)	0.000442 (0.00410)
Science	-0.00185 (0.00352)	-0.0104 (0.00945)	0.00571 (0.00750)	-0.00658 (0.00421)
Foreign language	0.0156*** (0.00539)	0.0199 (0.0316)	0.0298** (0.0118)	0.0118* (0.00638)
Fine arts	0.00494 (0.00368)	-0.00927 (0.0237)	0.0258*** (0.00871)	-0.00186 (0.00418)
Vocational/technical	-0.0239*** (0.00414)	-0.0193* (0.0116)	-0.0134 (0.0105)	-0.0227*** (0.00483)
Special Education	0.0473*** (0.00530)	0.0145 (0.0275)	0.0520*** (0.0118)	0.0437*** (0.00620)
Bilingual/ESL	-0.0106*** (0.00398)	-0.0267 (0.0240)	0.00457 (0.00850)	-0.0112** (0.00470)
Certified in math	0.00360 (0.00426)	0.00193 (0.0127)	0.00830 (0.00988)	0.00175 (0.00486)
Certified in science	0.0115** (0.00453)	0.00666 (0.0119)	0.0219* (0.0114)	0.0126** (0.00512)
Certified bilingual/ESL	0.0115*** (0.00396)	0.0520** (0.0239)	-0.0132 (0.00813)	0.0141*** (0.00472)
Certified special ed.	0.0132*** (0.00334)	0.00374 (0.0135)	0.0247*** (0.00850)	0.00833** (0.00370)
Certified	-0.0568*** (0.00449)		-0.0759*** (0.00680)	-0.0436*** (0.00955)
Coach	0.0172*** (0.00382)	0.00698 (0.00883)	0.0242*** (0.00839)	0.00812* (0.00444)

Comparable wage index	0.483***	0.640**	0.876***	0.367***
	(0.0923)	(0.262)	(0.206)	(0.107)
Unemployment rate	0.0114***	0.0136	0.0123*	0.0106***
	(0.00321)	(0.00856)	(0.00746)	(0.00371)
TEEG 1, campus only	0.00150	0.0260	-0.0445	0.00491
	(0.0190)	(0.0511)	(0.0385)	(0.0221)
TEEG 1, campus and other	0.00928	0.0166	-0.00498	0.00335
	(0.0171)	(0.0466)	(0.0380)	(0.0195)
TEEG 1, teams	0.0201	0.0477	-0.00645	0.0115
	(0.0177)	(0.0510)	(0.0384)	(0.0201)
TEEG 1, teams and teachers	0.0326*	0.0550	-0.00896	0.0312
	(0.0190)	(0.0557)	(0.0392)	(0.0224)
TEEG 1, teachers only	0.00991	0.0262	-0.0130	0.00311
	(0.0164)	(0.0459)	(0.0363)	(0.0186)
TEEG 1, campus only	0.0192	0.0494	-0.0595	0.0403
	(0.0246)	(0.0738)	(0.0460)	(0.0301)
TEEG 1, campus and other	0.00768	0.00484	-0.0261	0.00565
	(0.0180)	(0.0482)	(0.0381)	(0.0208)
TEEG 1, teams	0.00358	0.00503	-0.0165	-0.00231
	(0.0177)	(0.0495)	(0.0391)	(0.0201)
TEEG 1, teams and teachers	0.00945	0.0759	-0.0237	0.0125
	(0.0189)	(0.0604)	(0.0396)	(0.0223)
TEEG 1, teachers only	0.00963	0.0596	-0.0338	0.0109
	(0.0170)	(0.0523)	(0.0354)	(0.0199)
School year 2003-04	0.00906*	0.0162	-0.0107	0.0151**
	(0.00523)	(0.0142)	(0.0117)	(0.00612)
School year 2004-05	-0.00336	0.0274	-0.0255	0.00164
	(0.00818)	(0.0229)	(0.0186)	(0.00951)
School year 2005-06	-0.00892	0.0151	-0.0534**	0.00230
	(0.0111)	(0.0310)	(0.0242)	(0.0130)
Campus Fixed Effects?	Yes	Yes	Yes	Yes
Observations	212025	26879	53850	138420

Source: Author's calculations from PEIMS and TEEG data.

Finally, tables O.8 presents coefficient estimates and robust standard errors from probit analyses of campus-level turnover among teachers at Cycle 1 TEEG campuses from which we have useable data on Fall 2007 bonus awards. All models include campus fixed effects, and the residuals are clustered by individual. Estimates for math and science teachers are not presented because too few campuses with bonus data had multiple teachers of this type on staff in any given year. Again, the asterisks indicate a coefficient that is significantly different from zero at the 1-percent (***), 5-percent (**) and 10-percent (*) levels.

Table O.7: Probit Analyses of the Relationship between Turnover and the Size of the Bonus Award, TEEG Schools That Provided Data Only

VARIABLES	All Teachers	Beginning Teachers	Experienced Teachers
Monthly Salary (log)	-0.175*** (0.0132)	-0.132*** (0.0424)	-0.0570** (0.0233)
Bonus, Cycle 1 Only (in \$1,000)	-0.172*** (0.00532)	-0.226*** (0.0119)	-0.146*** (0.00600)
Bonus, Cycle 1 & 2 (in \$1,000)	-0.166*** (0.00699)	-0.224*** (0.0189)	-0.140*** (0.00762)
Cycle 1 Only	0.204*** (0.0241)	0.228*** (0.0518)	0.168*** (0.0285)
Cycle 1 & 2	0.217*** (0.0268)	0.233*** (0.0582)	0.184*** (0.0321)
Black	-0.0443*** (0.00326)	-0.0650*** (0.00676)	-0.0369*** (0.00391)
Hispanic	-0.0351*** (0.00300)	-0.0683*** (0.00630)	-0.0228*** (0.00360)
Asian/American Indian	-0.0327*** (0.00673)	-0.0421*** (0.0124)	-0.0272*** (0.00914)
Male	0.00632** (0.00257)	0.00929* (0.00545)	0.00246 (0.00305)
Years of Experience	-0.00700*** (0.000448)	0.0177*** (0.00642)	-0.0113*** (0.000785)
Experience, squared	0.000237*** (1.18e-05)	-0.00418** (0.00205)	0.000306*** (1.63e-05)
Experience, missing	0.0144*** (0.00458)		
No degree	-0.0155 (0.00985)	0.000944 (0.0203)	-0.0124 (0.0153)
Master's Degree	0.0479*** (0.00294)	0.0492*** (0.00829)	0.0433*** (0.00314)
Doctorate	0.0596*** (0.0166)	0.0535 (0.0340)	0.0476** (0.0195)
TAKS	0.0285*** (0.00244)	0.0285*** (0.00534)	0.0263*** (0.00283)
Language arts	0.00119 (0.00288)	0.00534 (0.00638)	0.000444 (0.00335)
Math	0.000406 (0.00383)	0.00538 (0.00830)	-0.00316 (0.00450)
Science	-0.00617	0.00463	-0.0104**

	(0.00392)	(0.00842)	(0.00464)
Foreign language	0.0217***	0.0354***	0.0178**
	(0.00592)	(0.0127)	(0.00701)
Fine arts	-0.00429	0.0103	-0.00997**
	(0.00397)	(0.00920)	(0.00451)
Vocational/technical	-0.0235***	-0.0132	-0.0217***
	(0.00453)	(0.0116)	(0.00523)
Special Education	0.0437***	0.0441***	0.0413***
	(0.00584)	(0.0126)	(0.00692)
Bilingual/ESL	-0.0198***	-0.00797	-0.0192***
	(0.00428)	(0.00934)	(0.00497)
Certified in math	0.00605	0.0129	0.00422
	(0.00472)	(0.0108)	(0.00537)
Certified in science	0.0133***	0.0165	0.0155***
	(0.00509)	(0.0126)	(0.00572)
Certified bilingual/ESL	0.0186***	-0.00289	0.0176***
	(0.00450)	(0.00932)	(0.00531)
Certified special ed.	0.0127***	0.0244***	0.00786*
	(0.00370)	(0.00931)	(0.00407)
Certified	-0.0483***	-0.0629***	-0.0385***
	(0.00487)	(0.00738)	(0.0107)
Coach	0.0129***	0.0201**	0.00656
	(0.00414)	(0.00915)	(0.00485)
Comparable wage index	0.421***	0.574**	0.384***
	(0.104)	(0.235)	(0.119)
Unemployment rate	0.00471	0.00128	0.00615
	(0.00332)	(0.00799)	(0.00380)
School year 2003-04	0.00378	-0.00693	0.00745
	(0.00541)	(0.0124)	(0.00626)
School year 2004-05	-0.0108	-0.0240	-0.00911
	(0.00839)	(0.0196)	(0.00960)
School year 2005-06	-0.0207*	-0.0498*	-0.0154
	(0.0115)	(0.0260)	(0.0132)
Campus Fixed Effects	yes	yes	yes
Observations	170,799	43,709	111,622

Source: Authors calculations from PEIMS and TEEG upload data

APPENDIX P: Tables for Studying the Association between Student Achievement Gains and TEEG Plan Design Features

This appendix provides further details pertaining to evaluators analysis of the association between student achievement gains and TEEG plan design features in Cycle 1 schools.

Table 1 displays additional sample statistics on student, school, and Cycle 1 plan variables. Descriptive statistics are reported for all Cycle 1 schools, Cycle 1 schools that qualified for TEEG on the basis of their accountability rating, Cycle 1 schools that qualified for TEEG on the basis of their Comparable Improvement ranking, and for all non-TEEG schools in the state as of the 2006-07 school year. Additional information on the characteristics of TEEG and non-TEEG schools can be found in Chapter 3 of this report.

Tables 2 and 3 display estimates of the association between a TEEG school's proposed maximum bonus award and student achievement gains in mathematics and reading.

Table 4 displays the relationship between a school's proposed student performance analysis and achievement gains in mathematics and reading.

Table 5 displays the relationship between the unit of accountability and student achievement gains in mathematics and reading.

Table 1. Select Sample Statistics

	TEEG Schools			All Texas Schools
	All	Accountability Rating	Comparable Improvement	
School Variables				
<i>Percent Asian/Pacific Islander</i>	1.43	1.61	1.27	3.29
<i>Percent Black</i>	15.69	11.22	16.09	13.86
<i>Percent Hispanic</i>	68.38	70.54	70.22	41.60
<i>Percent Native American</i>	0.20	0.17	0.22	0.34
<i>Percent White</i>	14.30	16.46	12.20	40.91
<i>Percent Special Education</i>	11.99	10.16	11.95	11.70
<i>Percent Gifted and Talented</i>	7.82	9.48	7.54	9.18
<i>Percent Limited English Proficiency</i>	20.86	23.20	19.86	11.04
<i>Percent Bilingual</i>	19.16	24.81	18.27	10.02
<i>Percent Free Price Lunch</i>	80.72	80.52	80.23	58.00
<i>Teacher Base Salary</i>	42337.61	44948.36	45320.27	42374.24
<i>Teacher Experience</i>	11.15	11.32	10.96	11.52
<i>Student Teacher Ratio</i>	14.81	14.57	14.55	15.22
<i>Proportion Exemplary</i>	0.02	0.32	0.01	0.03
<i>Proportion Recognized</i>	0.25	0.49	0.17	0.20
<i>Proportion Acceptable</i>	0.68	0.45	0.75	0.52
Student Variables				
<i>Female</i>	0.52	0.52	0.52	0.51
<i>Asian / Pacific Islander</i>	0.02	0.01	0.01	0.04
<i>Black</i>	0.15	0.16	0.16	0.14
<i>Hispanic</i>	0.68	0.70	0.70	0.41
<i>Native American</i>	0.00	0.00	0.00	0.00
<i>White</i>	0.15	0.17	0.13	0.41
<i>Special Education</i>	0.05	0.04	0.04	0.06
<i>Limited English Proficiency</i>	0.14	0.15	0.14	0.08
<i>Migrant</i>	0.03	0.02	0.02	0.01
<i>Free Price Lunch</i>	0.52	0.48	0.51	0.34

Program Variables[†]

Magnitude of Bonus				
<i>Proposed Maximum Bonus Award</i>	2071.96 [1100]	2146.69 [382]	2036.36 [653]	...
Quartile 1	1341.88 [257]	1401.68 [88]	1325.76 [161]	...
Quartile 2	1787.61 [258]	1786.59 [97]	1788.76 [157]	...
Quartile 3	2225.17 [266]	2243.33 [87]	2224.57 [169]	...
Quartile 4	3378.69 [260]	3225.45 [92]	3408.45 [127]	...
> \$3,000	4001.43 [134]	3847.61 [40]	3998.75 [62]	...
> \$4,000	5399.58 [50]	4762.76 [10]	5612.16 [21]	...
> \$5,000	6855.85 [23]	5827.84 [2]	6924.78 [10]	...
> \$6,000	8022.63 [9]	0.00 [0]	7883.99 [5]	...
> \$7,000	8303.05 [7]	0.00 [0]	8160.86 [3]	...
Type of Performance Measure				
<i>Student Attainment</i>	0.66 [747]	0.80 [288]	0.61 [419]	...
<i>Student Growth</i>	0.04 [45]	0.01 [8]	0.04 [29]	...
<i>Student Attainment + Student Growth</i>	0.31 [273]	0.19 [72]	0.34 (186)	...
Unit of Accountability				
<i>Individual Teacher</i>	0.42 [485]	0.38 [146]	0.43 [298]	...
<i>Team (grade-level or subject area)</i>	0.21 [209]	0.22 [75]	0.21 [123]	...
<i>Campus</i>	0.06 [49]	0.06 [20]	0.06 [23]	...
<i>Combination of the Three</i>	0.31 [305]	0.34 [123]	0.31 [177]	...

Student Test Score Gains (Dependent Variable)

<i>Mathematics</i>	0.00	0.07	-0.01	...
<i>Reading</i>	0.00	0.07	-0.01	...

[†] Number of schools displays in brackets.

Table 2. The Estimated Effect of the Texas Educator Excellence Grant Program on Student Test Score Gains by Proposed Maximum Bonus Award

(model)	Panel A: Accountability Rating Schools		Panel B: Comparable Improvement Schools		(6)	
	(1)	(2)	(3)	(4)	(5)	(6)
	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
	Reading	Reading	Reading	Reading	Reading	Reading
Maximum bonus ¹	0.0008 (0.0000)	0.0013 (0.0000)	0.0008 (0.0000)	0.0007 (0.0000)	0.0007 (0.0000)	0.0007 (0.0000)
Maximum bonus (quadratic) ¹		-0.0000* (0.0000)		0.0000 (0.0000)	0.0000 (0.0000)	
Quartile 2 (min. \$1,641.37)			0.0188 (0.0277)			0.0479*** (0.0121)
Quartile 3 (min. \$1,973.00)			-0.0208 (0.0269)			***
Quartile 4 (min. \$2,570.80)			-0.0144 (0.0268)			0.0630*** (0.0127)
Sample Size	207436	207436	207436	711460	711460	711460
R ²	0.6015	0.6073	0.6015	0.4922	0.4922	0.4922

Models include student fixed effects, grade*year fixed effects, and school-level controls for teacher-pupil ratio, base teacher salary, average years of teaching experience, accountability rating, and percentage of students identified as limited English proficiency, gifted and talented, and by race/ethnicity.

Standard error in parentheses.

*, **, *** Estimates statistically significant from zero at the 10%, 5%, and 1% levels, respectively.

¹ Units reported in hundreds of dollars.

Table 3. The Estimated Effect of the Texas Educator Excellence Grant Program on Student Test Score Gains by Various Proposed Maximum Bonus Award Thresholds¹

Panel A: Accountability Rating Schools											
		> \$3,000		> \$4,000		> \$5,000		> \$6,000		> \$7,000	
(model)		(1)		(2)		(3)		(4)		(5)	
		<i>Mathematics</i>	<i>Reading</i>	<i>Mathematics</i>	<i>Reading</i>	<i>Mathematics</i>	<i>Reading</i>	<i>Mathematics</i>	<i>Reading</i>	<i>Mathematics</i>	<i>Reading</i>
Covariate		-0.00584 (0.0303)	0.0448 (0.0299)	0.0957** (0.0458)	0.1328*** (0.0408)	0.2889* (0.1655)	0.1089 (0.1631)	...	...	...	...
Sample Size		221604	219466	221604	219466	221604	219466	...	...	...	...
R ²		0.5981	0.6049	0.5981	0.6049	0.5981	0.6049	...	...	...	...
Panel B: Comparable Improvement Schools											
		> \$3,000		> \$4,000		> \$5,000		> \$6,000		> \$7,000	
(model)		(6)		(7)		(8)		(9)		(10)	
		<i>Mathematics</i>	<i>Reading</i>	<i>Mathematics</i>	<i>Reading</i>	<i>Mathematics</i>	<i>Reading</i>	<i>Mathematics</i>	<i>Reading</i>	<i>Mathematics</i>	<i>Reading</i>
Covariate		0.0495*** (0.0172)	-0.0149 (0.0155)	-0.0543* (0.0293)	-0.0523* (0.0296)	-0.1982*** (0.0436)	-0.1330*** (0.0442)	-0.0097 (0.0594)	-0.1845*** (0.0597)	0.0416 (0.0628)	-0.1617** (0.0631)
Sample Size		771992	766854	771992	766854	771992	766854	771992	766854	771992	766854
R ²		0.6049	0.4864	0.4856	0.4864	0.4857	0.4864	0.4857	0.4864	0.4857	0.4864

Models include student fixed effects, grade*year fixed effects, and school-level controls for teacher-pupil ratio, base teacher salary, average years of teaching experience, accountability rating, and percentage of students identified as limited English proficiency, gifted and talented, and by race/ethnicity.

Standard error in parentheses.

*, **, *** Estimates statistically significant from zero at the 10%, 5%, and 1% levels, respectively.

¹ 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.

Table 4. The Estimated Effect of the Texas Educator Excellence Grant Program on Student Test Score Gains by Measure of Student Performance

(model)	Panel A: Accountability Rating Schools		Panel B: Comparable Improvement Schools	
	(1) <i>Mathematics</i>	(2) <i>Reading</i>	(3) <i>Mathematics</i>	(4) <i>Reading</i>
Attainment Only (referant category)	... ...	... ...	... ...	... ...
Student Growth	0.1350 (0.0876)	-0.0399 (0.0863)	0.0390** (0.0196)	0.0512*** (0.0198)
Student Growth + Student Attainment	-0.0436* (0.0257)	-0.0123 (0.0255)	0.0895*** (0.0090)	0.0188** (0.0090)
Sample Size	203499	212319	698549	693625
R ²	0.5984	0.6042	0.4934	0.4933
Controlling for maximum bonus award proposed	No	No	No	No
	Yes	Yes	Yes	Yes

Models include student fixed effects, grade*year fixed effects, and school-level controls for teacher-pupil ratio, base teacher salary, average years of teaching experience, accountability rating, and percentage of students identified as limited English proficiency, gifted and talented, and by race/ethnicity.

Standard error in parentheses.

*, **, *** Estimates statistically significant from zero at the 10%, 5%, and 1% levels, respectively.

Table 5. Estimated Effect of the Texas Educator Excellence Grant Program on Student Test Score Gains by Unit of Accountability

	Panel A: Accountability Rating Schools		Panel B: Comparable Improvement Schools	
	(1)	(2)	(3)	(4)
(model)	<i>Mathematics</i>	<i>Reading</i>	<i>Mathematics</i>	<i>Reading</i>
School Only (referant category)	... ...	... ...	... ...	... ...
Teacher Only	-0.0327 (0.0355)	0.0071 (0.0351)	0.0755*** (0.0153)	-0.0123 (0.0154)
Team Only	-0.0256 (0.0382)	0.1023*** (0.0378)	0.0538*** (0.0165)	-0.0410** (0.0165)
Campus + Teacher	-0.1549*** (0.0386)	-0.0019 (0.0382)	0.0514*** (0.0171)	-0.0007 (0.0172)
Campus + Team	-0.0309 (0.0404)	0.1218*** (0.0400)	0.0261 (0.0182)	-0.0043** (0.0018)
Sample Size	207436	205441	711460	706462
R ²	0.6016	0.6075	0.4923	0.4922
Controlling for maximum bonus award proposed	No	No	No	No
	Yes	Yes	Yes	Yes

Models include student fixed effects, grade*year fixed effects, and school-level controls for teacher-pupil ratio, base teacher salary, average years of teaching experience, accountability rating, and percentage of students identified as limited English proficiency, gifted and talented, and by race/ethnicity.

Standard error in parentheses.

*, **, *** Estimates statistically significant from zero at the 10%, 5%, and 1% levels, respectively.

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