

NATIONAL CENTER ON
Performance Incentives

District
Awards
for Teacher
Excellence
(D.A.T.E.)
Program:
Final Evaluation Report

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Policy Evaluation Report
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District Awards for Teacher Excellence (D.A.T.E.) Program: Final Evaluation Report

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EXECUTIVE SUMMARY

District Awards for Teacher Excellence (D.A.T.E.) is a state-funded program in Texas that provides grants to districts for the implementation of locally-designed incentive pay plans. All districts in the state are eligible to receive grants, but participation is voluntary. D.A.T.E. incentive pay plans were first implemented in Texas districts during the 2008-09 school year, and the program is currently in its third year of operation during 2010-11 with approximately \$197 million in annual state funding.

The D.A.T.E. program currently stands as the sole state-funded incentive pay program in Texas. However, D.A.T.E.'s first year of implementation in 2008-09 occurred at a time when Texas was operating several state-funded incentive pay programs. The three-year Governor's Educator Excellence Grant (G.E.E.G.) program was coming to its expected completion,¹ while the Texas Educator Excellence Grant (T.E.E.G.) program was in its third year of operation. During the 2008-09 school year, these programs dedicated a combined \$247 million in state funds for the implementation of locally-designed incentive pay plans. However, the Texas Legislature opted not to reauthorize T.E.E.G. during the 2009 session, redirecting a portion of its funds to expand the D.A.T.E. program from approximately \$150 million to \$197 million annually starting with the 2009-10 school year.

Incentive pay for teachers entered Texas state policy deliberations during the 1980s, well before G.E.E.G., T.E.E.G., and D.A.T.E. came into existence. The 1980s was 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 incentive pay for educators. Several lessons emerged from those first-generation programs and play a significant role in the design and implementation of contemporary incentive pay programs in the state. Specific lessons that have informed programs such as D.A.T.E. include the importance of (1) adequate, sustainable funding; (2) teacher involvement in program design; (3) rewarding educators for their contribution to student performance and professional collaboration; and (4) conducting independent, comprehensive program evaluations.

This report presents findings from the final D.A.T.E. program evaluation, which describes the experiences and outcomes for Cycle 1 districts participating in the first two years of the program.² Findings focus on the decisions made by districts whether or not to participate in the program, the local design preferences of D.A.T.E. incentive pay plans, and the program's influence on teachers and students (i.e., student achievement gains, teacher turnover, and educator attitudes and practice).

An overview of key evaluation findings presented in this final evaluation report follows. First, information regarding actual dissemination of incentive awards to teachers is presented. This is followed by key findings from analysis of the program's impact on students and teachers. Finally, background information on program participation decisions and implementation experiences, the

¹ The G.E.E.G. program came to its expected completion on August 31, 2009.

² The required time frame to complete this evaluation report prevented evaluators from focusing on districts other than those in Cycle 1 of D.A.T.E. (i.e., those districts exclusively participating in the first two years of the program, 2008-09 and 2009-10). The final evaluation report was due November 2010, and the third year of the program (during which time Cycle 2 districts implemented their D.A.T.E. incentive plans) began with the 2010-11 school year

design of D.A.T.E. incentive pay plans, and educator and administrator attitudes about D.A.T.E. incentive plans is presented.

Distribution of Incentive Awards to Teachers³

- Among districts with district-wide incentive plans, 42% of full-time teachers received Part 1 awards.⁴ Among districts with only some schools eligible for participation in D.A.T.E. (referred to here as select school incentive plans), 41% of teachers in the selected schools received Part 1 awards. The average rates of teachers receiving awards can be misleading because Dallas ISD and Houston ISD are dominating the data. Excluding those two districts, 34% of full-time teachers in districts with district-wide incentive plans and 49% of full-time teachers in the selected schools received Part 1 awards, a statistically significant difference between districts with those two types of incentive plans.
- Slightly more than half (52%) of the teachers in schools participating in D.A.T.E. select school plans received either a Part 1 award or a Part 2 award, as did 54% of the teachers in districts with district-wide plans.
- The average total award (i.e., considering Part 1 and Part 2 awards) for teachers in districts with district-wide plans was \$1,361, while the average total award for teachers in districts with select school plans was \$3,344. Nearly all (96%) of the teachers in select school plans who received a Part 1 award received a *total* award of at least \$1,000, and 50% received a *total* award of at least \$3,000. In contrast, 70% of the teachers in district-wide plans who received a Part 1 award received a *total* award of at least \$1,000 and only 10% received a total award of at least \$3,000.

Student Achievement in D.A.T.E. Schools

- Overall student passing rates on Texas Assessment of Knowledge and Skills (TAKS) were lower in D.A.T.E. schools than in schools across the state that did not participate in D.A.T.E. However, D.A.T.E. schools had a higher percentage of economically disadvantaged (ED) students than non-D.A.T.E. schools. When looking at D.A.T.E. and non-D.A.T.E. schools that had a similar percentage of ED students, the average TAKS passing rates were similar between the two school groups.
- From the time period before to after the implementation of D.A.T.E., the difference between TAKS passing rates of D.A.T.E. and non-D.A.T.E. schools decreased, indicating that passing rates in D.A.T.E. schools were catching up to rates in non-D.A.T.E. schools.
- During the first two years of the D.A.T.E. program, students in D.A.T.E. schools had greater TAKS gains than those in non-D.A.T.E. schools.

³ Findings on distribution of incentive awards are based on Year 1 of the D.A.T.E. program exclusively. Data on award allocation for Year 2 were not available to evaluators by the time of the mandated report release.

⁴ Part 1 funds represented at least 60% of a district's total grant and were earmarked for teacher incentive awards. Part 2, representing no more than 40% of a district's grant, could be used for incentive awards to other school personnel or to implement other initiatives such as professional growth activities or enhancement of district data capacity.

- The design of incentive pay plans mattered for student TAKS gains. Students in D.A.T.E. districts that adopted a select school approach showed higher gains on TAKS reading and math tests compared to students in D.A.T.E. districts that implemented the pay plan district-wide. The size of the proposed maximum Part 1 award had a statistically significant and positive relationship with student TAKS gains in math, while the approach used to determine teachers' award eligibility was related to student TAKS gains in both reading and math but not in a consistent direction.
- There was also a notable difference between the highest and lowest-performing D.A.T.E. schools in terms of their students' TAKS performance during the first two years of the program. While the incentive plans used by high and low performing D.A.T.E. schools were similar in several regards, there were a few notable differences. High performing schools were more likely than their counterparts to use multiple funding streams to provide principals with incentive awards. These schools were also significantly more likely to base teachers' incentive awards on the performance of an entire school in combination with an individual teacher's performance. Finally, the average proposed award amounts in high performing D.A.T.E. schools were significantly higher than in other D.A.T.E. schools.

Teacher Turnover in D.A.T.E. Schools

- The probability of turnover surged among teachers who did not receive a D.A.T.E. award, while it fell sharply among teachers who did receive such an award. Awards greater than \$100 were associated with a significant decrease in the probability of teacher turnover under district-wide plans, while awards greater than \$283 were associated with significant decreases in the probability of teacher turnover under select schools plans. For district-wide plans, awards received by teachers in excess of \$1,500, and \$2,500 for select schools plans, were not associated with any further decrease in the probability of teacher turnover.
- Overall teacher turnover rates in D.A.T.E. schools were lower than expected during Year 1 of the program. The decline in turnover rates for schools with district-wide plans was fully attributable to a decline in internal turnover (i.e., teachers moving to another school within the same district). Districts with select school plans did experience statistically significant declines in the share of teachers who were leaving for other districts, or leaving teaching altogether.
- District-wide plans using a combination of individual and group performance to determine teachers' award eligibility were associated with smaller declines in turnover than plans with only group or only individual incentives. There were no significant differences in turnover by the proposed unit of accountability in select school D.A.T.E. plans.
- Teacher turnover was related to the size of the maximum Part 1 award proposed under the D.A.T.E. plan. Teacher turnover increased for districts with relatively small proposed maximum awards, and decreased as the proposed maximum award amount increased, until the maximum award exceeded roughly \$6,000.

Factors Associated with Distribution of Incentive Awards to Teachers

- The distribution of Part 1 awards among eligible teachers was more unequal for districts with district-wide plans than for districts with select school plans. Select school plans were more equal because their plans were more likely to give Part 1 awards to more than one-quarter of their teachers.
- Newly-arrived teachers in a school had a 12 percentage point lower probability of receiving a Part 1 award, a finding that remained even when accounting for teachers' years of experience. More experienced teachers were less likely to receive Part 1 awards and received smaller average Part 1 awards than their less experienced counterparts.
- Teachers with self-contained classrooms in TAKS-tested grades received by far the largest Part 1 awards, all other things being equal, while fine arts teachers, foreign language teachers, and vocational/technical teachers received the smallest Part 1 awards, on average. This pattern could indicate that TAKS teachers responded more sharply to the awards, but could also indicate that districts targeted awards to teachers in tested subjects or grades.

D.A.T.E. Participation Decisions and Implementation Experiences

- While participation was open to all public school districts in Texas, 16% participated in Cycle 1 of the program. Compared to other districts throughout Texas, participating districts had, on average, lower district wealth, larger student enrollment, a greater share of at-risk students (i.e., minority, ED, and LEP students), and were more likely to have participated in past state-funded incentive pay programs.
- According to district officials, districts most often participated in the D.A.T.E. program because they believed it would improve the quality of student learning and teaching practices in schools and less because school personnel deserved extra pay for the work they were already doing.
- A broad representation of district and school personnel were involved in the decisions made by districts to participate in D.A.T.E. However, in districts opting not to participate in the program, decisions were most often made by high-ranking officials without input from teachers.
- Among districts participating in both Year 1 and Year 2 of D.A.T.E., district officials held highly positive views of their participation experience. However, several common and consistent concerns were reported in both years. Primarily, district officials reported concerns about what they perceived as inflexible design guidelines; insufficient and unstable state funding; communication with TEA that was untimely, inaccurate, or inconsistent; underdeveloped internal communication strategies within districts; and insufficient personnel and technical capacity within districts to implement incentive pay plans.

Design of D.A.T.E. Incentive Pay Plans

- During Year 1 of the program, 53% of the districts designed D.A.T.E. plans to be implemented district-wide while the other half designed the incentive plans for only select schools. In Year 2

of the program, 64% of districts chose to implement D.A.T.E. plans district-wide. In both years, at least 70% of all D.A.T.E. districts dedicated more than the minimum requirement of 60% of their total grant (i.e., Part 1) to fund incentive awards for classroom teachers.

- Districts made similar decisions about how to use Part 2 funds during both years of the D.A.T.E. program. Districts had to use no more than 40% of their total grant to fund Part 2 activities. In both years, Part 2 funds were most often designated for the provision of additional awards to school personnel, including administrators, teachers, and other personnel.
- In both Year 1 and Year 2, all districts adhered to state guidelines and designed plans in which teachers were eligible for Part 1 incentive awards. The state's guidelines for D.A.T.E. were revised for Year 2 to allow districts to use Part 1 funds to provide awards to principals in addition to teachers, and 41% of Year 2 districts used Part 1 funds for such purposes.
- Overall, there were considerable differences across D.A.T.E. districts with respect to the share of teachers eligible for Part 1 awards. Most often, D.A.T.E. districts designed plans in which all teachers were *not* eligible for Part 1 awards. Among districts with district-wide plans, only 21% in Year 1 and 6% in Year 2 designed plans that made more than 90% of their teachers eligible for Part 1 awards. For both Year 1 and Year 2 most districts with a select school plan made less than half of their teachers eligible for a Part 1 award.
- During Year 1 of the D.A.T.E. program, teachers' eligibility for incentive awards was most often determined by some combination of individual and group-based performance. There was a greater tendency to base awards on individual teacher performance exclusively during Year 2 of D.A.T.E.
- Evaluators could not be certain from grant applications whether or not districts adhered to the state's requirement that teachers have the opportunity to earn awards of no less than \$1,000 or the recommendation that they be no lower than \$3,000. There was evidence that in order to meet the state minimum requirement of \$1,000, a significant number of grantees would have needed to contribute significant Part 2 funds because Part 1 funds alone were not achieving the minimum of \$1,000.

Educator Attitudes about D.A.T.E. Program, School Climate, and Instructional Practices

- Overall, teachers in D.A.T.E. schools believed the incentive pay plans were fair, the goals targeted by the plans were worthy, and that the correct teachers were identified to receive awards. Teachers did not perceive negative effects from D.A.T.E., but they also did not indicate that the incentive plans were contributing much to school improvements.
- The most important predictor of teachers' perceptions of the quality and impacts of their schools' D.A.T.E. plans was whether or not teachers expected to receive a D.A.T.E. award. Those who expected to receive an award held much more positive views about their schools' plans, were more likely to believe they could achieve performance criteria, and were more willing to alter their professional practices to try to earn an award. Attitudes about school climate and reported use of instructional practices also improved when teachers expected to receive a D.A.T.E. award.

- How awards were determined for teachers influenced their attitudes about the incentive plans, as well. Including awards based on school-wide performance contributed to positive perceptions about a school's D.A.T.E. plan. However, when a school's D.A.T.E. plan based award eligibility on individual performance, teachers were more likely to report higher motivational ratings and more teacher competitiveness.
- The more years a school had participated in a Texas state-funded incentive pay program (i.e., G.E.E.G., T.E.E.G., or D.A.T.E.), the more likely teachers in that school were to report higher ratings of teacher competition and the less likely they were to report increased use of instructional practices.
- The size of awards in schools' D.A.T.E. plans and whether or not a teacher expected to receive an award influenced teachers' perceptions about school climate and teacher relations as well as their reported use of instructional and professional practices.

These findings suggest that, more often than not, participants in the D.A.T.E. program had a positive experience, student achievement gains and teacher turnover moved in a generally desirable direction, and teacher attitudes were favorable towards D.A.T.E. However, there was evidence of variation in these outcomes between D.A.T.E. schools, influenced in part by school, student, and educator characteristics as well as by the design features of incentive pay plans operating in those schools.

These findings come at a relevant time for Texas and national policy. In Texas, the state legislature will soon convene to consider the future direction of D.A.T.E., while at the same time Texas and various districts within the state have become recent recipients of federal Teacher Incentive Fund (TIF) grants. Nationally, incentive pay and compensation reform are moving ahead with significant financial resources, through federal grant programs such as Race to the Top and TIF, along with many other notable locally-driven initiatives. The report's objective is to inform policymakers and practitioners as they consider how to move forward, how to design and implement incentive pay and compensation reform for educators, and the implications of those policy choices

CHAPTER 1

Introduction to the Final D.A.T.E. Evaluation Report

This report presents findings from the final evaluation of Texas' District Awards for Teacher Excellence (D.A.T.E.) program. The D.A.T.E. program is state-funded and open to all public school districts in the state. It provides grants to districts for the design and implementation of incentive pay plans. The intent of this final evaluation is to describe, to the extent possible, the context within which D.A.T.E. was implemented, the nature of program implementation and incentive plan design, and the program's impact on outcomes for teaching and learning.

As the 2008-09 school year approached, all districts in the state were given the opportunity to participate in Cycle 1 of the D.A.T.E. program. Cycle 1 districts represented the first cohort of D.A.T.E. participants and implemented their locally-developed incentive pay plans during the 2008-09 school year (Year 1 of D.A.T.E.) with the opportunity for continuous participation in future school years. Currently, state funds are available to support Cycle 1 programs for a total of three school years (2008-09 through 2010-11) with funding beyond that dependent on whether or not the program is reauthorized by the state legislature. Cycle 2 of the D.A.T.E. program began with the 2010-11 school year. Essentially, if a district decided not to start in Cycle 1, Year 1 (2008-09) the next chance to participate was Cycle 2, Year 1 which began in the 2010-11 school year.

For Cycle 1, Year 1 of D.A.T.E. 203 districts participated in the program with a total of \$147.5 million in state funds. During Year 2, most Year 1 districts continued participation, but a handful of districts did opt out of the program for the 2009-10 school year. For Cycle 1, Year 2, 191 of the 203 original districts participated, while at the same time state funding for D.A.T.E. that year increased by approximately \$50 million to a total of \$197 million. The same amount of funding was allocated for Year 3 (2010-11 school year).

This evaluation focuses on districts' experiences and the program's impact for Cycle 1 districts participating in D.A.T.E. during the 2008-09 and 2009-10 school years (i.e., Year 1 and Year 2 of D.A.T.E.). Overall, this report addresses four primary questions listed below to evaluate the experience and impact of D.A.T.E. for districts participating in Cycle 1.

- What was the policy context—especially in regard to incentive pay programs—in which the D.A.T.E. program was implemented?
- Which districts chose to participate in the D.A.T.E. program and why?
- What was the implementation experience for districts participating in D.A.T.E. and what was the nature of their locally-designed incentive pay plans?
- What was the program's impact on outcomes for teaching and learning, including student achievement gains, teacher turnover, and educators' attitudes and professional practice?

The first three questions were originally addressed in an interim evaluation of the D.A.T.E. program (Springer et al, 2010), but are more fully described in Chapters 2 to 5 of this final evaluation report, which include information about the context in which the D.A.T.E. program was implemented, the characteristics of participating districts and why they chose to participate, and the nature of locally-developed incentive pay plans. All of these factors—context, participant characteristics, and design of incentive pay plans—have implications for the program’s outcomes for teaching and learning, which is the focus of Chapters 6 to 9.

Ultimately, this final evaluation report provides a more complete understanding of the D.A.T.E. program’s impact on student achievement gains, teacher turnover, and educators’ attitudes and behaviors in schools. Evaluators not only address what the outcomes were but explain the settings in which they occurred and how the design features of districts’ incentive pay plans influenced those outcomes. Where possible, the evaluation provides policymakers and practitioners with guidance that can be used for future decision-making regarding the design and implementation of strategic compensation reform in the field of education.

CHAPTER 2

Overview of the D.A.T.E. Program and Program Participants

This chapter provides a detailed overview of the D.A.T.E. program, including the policy context in which it was implemented and the state guidelines that inform its design and implementation. It also examines the extent of district participation in the program and the characteristics of those participants, as compared to their counterparts in Texas' public K-12 education system.¹ The key evaluation questions and findings discussed throughout this chapter are listed below.

Evaluation Questions

This chapter addresses the following questions.

- What was the policy landscape in Texas during the time period in which D.A.T.E. was implemented?
- How did past experiences with incentive pay initiatives inform the state's design and implementation of the D.A.T.E program?
- How did state guidelines for D.A.T.E. inform the development of local incentive pay plans by districts?
- What share of districts participated in the first cycle of D.A.T.E. and how were they similar to or different from other districts in Texas' public K-12 education system?

Key Findings

This chapter highlights and expands upon the following key findings based on a review of the policy context, state guidelines informing the development of the D.A.T.E. program, and grantee participation status in the D.A.T.E. program.

- The D.A.T.E. program was implemented on the tail end of a large and concerted state effort to fund locally-developed incentive pay plans in Texas. In fact, it was part of the single largest state-funded incentive pay system in U.S. K-12 public education.
- The amount of each district's D.A.T.E. grant was determined by student enrollment. In Year 1 of the program, at least 60% (i.e., Part 1) of each district's grant funds had to be used for

¹ See Chapters 1 and 2 from the Texas Educator Excellence Grant (T.E.E.G.) Program: Year Two Evaluation Report (Springer et al, 2008) for a more detailed discussion of the national and state policy context as well as the history of educator performance pay reform in Texas. See http://ritter.tea.state.tx.us/opge/progeval/TeacherIncentive/T.E.E.G._120108.pdf for full report.

incentive awards to high-performing teachers. In Year 2, state guidelines were revised to allow districts to also include principals as possible award recipients using the Part 1 share of the grant.

- All public school districts in Texas were eligible to participate in the D.A.T.E. program, but participation was voluntary. During Year 1 of D.A.T.E. Cycle 1 (2008-09 school year), 203 districts chose to participate, representing roughly 16% of all public school districts in Texas. Of those 203 Year 1 districts, 94% continued into Year 2 of the program.
- Districts participating in Cycle 1 of the D.A.T.E. program were systematically different from non-participating districts throughout Texas. D.A.T.E. districts had, on average, lower district wealth, larger student enrollment, a greater share of at-risk students (i.e., minority, ED, and LEP students), and were more likely to have participated in a previous state-funded incentive pay program.

Educator Compensation Reform in Texas

In order to understand the policy context for educator compensation reform in Texas, historical information going back to the 1980s through 2005 will first be discussed. Then, more recent initiatives, including the Governor's Educator Excellence Grant (G.E.E.G.), the Texas Educator Excellence Grant (T.E.E.G.) program, and the D.A.T.E. program, will be discussed.

History of Educator Compensation Reform in Texas

Incentive pay for teachers in Texas entered state policy deliberations during the 1980s, a decade marked as one of the most active periods of school reform in Texas.² Initiatives related to incentive pay also came into the state's policy landscape, including the Texas Teacher Career Ladder (1984-1993) and the Texas Successful Schools Award Program (1992-2001), among other school finance reforms. The Career Ladder Program and the Successful Schools Award Program took fundamentally different approaches to incentive pay.

The Career Ladder Program distributed awards to individual teachers with salary supplements 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. To advance through the steps of the Career Ladder, teachers had to complete a specified number of years at each of the four levels, demonstrate instructional abilities, and satisfy professional development requirements. The Successful Schools Awards Program, on the other hand, distributed awards primarily to schools based on outcomes for students. Awards were determined by a complex set of criteria which included multiple indicators of student outcomes including performance on the state's school accountability system, performance gains on state assessments, reduced dropout rates, and college admissions test scores.

A summary of lessons learned from the successes and obstacles of these early incentive pay programs is provided in Table 2.1.

² 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 and continued to revise the state assessment system, mandatory student testing, high-school graduation requirements, class size limits, a no pass/no play rule, dropout reduction programs, a public education information system, annual district performance reports, competency testing for teacher recertification, across-the-board pay raises for teachers, overhaul of the state's finance system, and the Teacher Career Ladder.

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

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

Source: Synthesis of information gathered by authors from interviews with state-level officials (Springer et al, 2009).

No state-funded incentive pay programs were initiated in the state from ~2001 to 2005. From 2003 to 2005, state policymakers turned their attention 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 incentive pay proposals back to the debate. Incentive pay specifically re-entered the school finance debate in 2003 by the Koret Task Force on K-12 Education, followed by a series of legislative attempts to produce a performance pay program during the 2003 and 2005 sessions. As legislators did not create a program during the 2005 session, in November 2005 Governor Perry issued an executive order to establish a state incentive pay program paving the way for the current incentive pay landscape in Texas.

21st Century Statewide Framework for Incentive Pay in Texas

Starting in 2006, Texas began developing what would become the largest statewide incentive pay system in U.S. public education. It initiated with the G.E.E.G. program in 2006 and grew to include the T.E.E.G. program and the D.A.T.E. program. During the 2008-09 school year, the state

allocated over \$240 million under all three of these programs for the design and implementation of locally-developed incentive pay plans.³

During the 2009 legislative session, the 81st Texas legislature restructured funding for the state's incentive pay system. The G.E.E.G. program came to a close, as originally planned, and the legislature opted not to reauthorize T.E.E.G., with funds being redirected for the expansion of D.A.T.E. For the 2009-10 and 2010-11 school years, the state's educator incentive pay system provided \$197 million annually for the development and implementation of local incentive pay plans, all under the umbrella of D.A.T.E.

Table 2.2 provides a timeline of these three state-funded programs detailing state funding and number of grantees participating in each year for each of the programs from 2005-06 to the current 2010-11 school year. Further details about each program are described subsequently.

³ See Chapter 2 of *Governor's Educator Excellence Grant (G.E.E.G.) Program: Year Two Evaluation Report* (2009) for a more detailed analysis of Texas versus national educator compensation trends, including analysis of the Schools and Staffing Survey. That report can be found by visiting http://www.tea.state.tx.us/index4.aspx?id=2928&menu_id=949.

Table 2.2: Overview of G.E.E.G., T.E.E.G., and D.A.T.E. Program Funding and Grantees, 2005-06 to 2010-11

Program	Funding and Grantees	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	Total (over 6 years)
G.E.E.G.	Federal funding (in millions)	\$10	\$10	\$10	---	---	---	\$30 million
	Number of grantees	99 schools	99 schools	99 schools	---	---	---	99 schools
T.E.E.G.	State funding (in millions)	---	\$100	\$97	\$97	---	---	\$394 million
	Number of grantees	---	1,148 schools	1,026 schools	987 schools	---	---	2,150 schools
D.A.T.E.	State funding (in millions)	---	---	---	\$147.5	\$197	\$197	\$541 million
	Number of grantees	---	---	---	203 Cycle 1, Yr 1 districts	191 Cycle 1, Yr 2 districts	184 Cycle 1, Yr 3 districts 112 Cycle 2, Yr 1 districts	Cycle 1: 203 districts Cycle 2: 112 districts
Total (per year)	State and federal funding (in millions)	\$10	\$110	\$107	\$244.5	\$197	\$197	\$865.5 million
	Number of grantees	99 schools	1,247 schools	1,125 schools	987 schools 203 districts	191 districts	296 districts	2,249 schools 315 districts

Note: Totals for “number of grantees” over six-year period do not equal the sum of all cells in each row. The same 99 G.E.E.G. schools participated over the three-year program. Due to the in-and-out nature of T.E.E.G. participation, approximately 2,150 distinct schools participated at some point over that three-year period. The 191 districts in Cycle 1, Year 2 were from the original pool of 203 Cycle 1, Year 1 districts.

Source: House Bill 1, Subchapters N and O of the 79th Texas Legislature report funding amounts for each program. Plan applications submitted to TEA by program grantees each year provide number of grantees.

Governor’s Educator Excellence Grant (G.E.E.G.) Program

The G.E.E.G. program began taking shape in November 2005, when Governor Perry issued Executive Order RP 51 to create a \$10 million, three-year, noncompetitive incentive pay grant program. G.E.E.G. grants were to be used for the provision of incentive pay to teachers employed in schools with records of high or improved student achievement serving a high percentage of economically disadvantaged (ED) students.

The executive order outlined the basic design of the G.E.E.G. 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 a high percentage of ED students.
- Require schools to dedicate at least 75% of grant funds for classroom teacher performance awards.

In the fall of 2006, the state awarded three-year grant awards ranging from \$60,000 to \$220,000 per year to 99 public schools meeting eligibility criteria. Funds were distributed to schools that were in the top third of Texas schools in terms of percentage of ED students and either carried a performance rating of Exemplary or Recognized on the state accountability system, or were in the top quartile on Texas Education Agency's (TEA) Comparable Improvement measure (in the 2004-05 school year).⁴ The G.E.E.G. program operated in these 99 schools during the 2006-07 to 2008-09 school years, with incentive awards distributed to teachers during fall 2006, fall 2007, and fall 2008. The first award distribution provided retroactive awards based on teachers' performance during the 2005-06 school year; a year in which G.E.E.G. was not yet in operation. Award distribution in fall 2007 was based on teachers' performance in the 2006-07 school year, while fall 2008 award distribution was based on teachers' performance during the 2007-08 school year.

Texas Educator Excellence Grant (T.E.E.G.) Program

State funds provided \$100 million to T.E.E.G.-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-term cycles.⁵ T.E.E.G. Cycle 1 schools implemented their incentive pay plans during the 2006-07 school year, with Cycle 2 and Cycle 3 being implemented during the 2007-08 and 2008-09 school years, respectively. During Cycle 1, 1,148 schools participated in the T.E.E.G. program, followed by 1,026 schools during Cycle 2, and 987 schools in Cycle 3. Eligibility criteria and requirements were nearly identical to those of the G.E.E.G. program. However, schools had to be in the top half of Texas schools in terms of percentage of ED students, and schools were only eligible for grants one cycle at a time (i.e., program eligibility was determined on an annual basis). Grant amounts for schools ranged from \$40,000 to \$295,000 per year.

Both the G.E.E.G. and T.E.E.G. programs specified that school grants should be divided into Part 1 and Part 2 funds. Part 1 funds represented 75% of a school's total grant and were earmarked for

⁴ A Recognized rating indicates that for every tested subject at least 75% of the tested students pass the Texas Assessment of Knowledge and Skills (TAKS), while an Exemplary rating elevates the standard so that for every subject at least 90% of the tested students met or exceeded TAKS standards. Comparable Improvement (CI) is a measure that reflects 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 ED 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.

⁵ In each T.E.E.G. cycle, schools implemented a one-year incentive pay program with an extended time period to allocate grant funds as awards to educators or for other purposes, such as professional development. As an example, Cycle 1 schools implemented their plans during the 2006-07 school year, with incentive awards distributed to educators by fall 2007 and other funds (such as for professional development) allocated by spring 2008. Future T.E.E.G. cycles followed a similar pattern, with Cycle 2 schools implementing their incentive pay plans in 2007-08, and Cycle 3 schools implementing plans in 2008-09.

teacher incentive awards. Part 2, representing the other 25% of a school's grant, could be used for incentive awards to other school personnel or to implement professional growth activities.

During the 81st Texas Legislative Session in 2009, the Texas Legislature eliminated the T.E.E.G. program, redirecting funds to the expansion of the D.A.T.E. program, which is described in further detail below.

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

The D.A.T.E. program was authorized under the 79th Texas Legislature, 3rd Session, HB1, Subchapter O. For Cycle 1, Year 1 of the program (2008-09), \$147.5 million in funding was appropriated under the 80th Texas Legislature, HB 1, Rider 72. For each of the next two program years (2009-10 and 2010-11) \$197 million in funding was appropriated under the 81th Texas Legislature, HB 1, Rider 65.

Although it was a continuation of state-funded incentive pay programs, D.A.T.E. was designed in a manner quite distinct from its G.E.E.G. and T.E.E.G. predecessors. Most notably, D.A.T.E. provided grants at the district level (as opposed to school level), grants were available to all districts (as opposed to limiting participation to only high-performing, high poverty grantees), and grantees had more flexibility in how they used funds (only 60% as opposed to 75% of the grant had to be used as incentive awards to educators).

All districts in the state became eligible to participate in D.A.T.E. beginning with the 2008-09 school year. Districts were given the option of applying for D.A.T.E. funds for all schools or simply for select schools in a district, or to implement components of the Teacher Advancement Program (TAP).⁶ Grant amounts were based on student enrollment in each district.

Overview of D.A.T.E. Program Guidelines

This section discusses the D.A.T.E. program guidelines in greater detail, focusing on information provided in state law, D.A.T.E. Requests for Applications (RFAs) to districts and other information sources from TEA (e.g., Frequently Asked Questions for the D.A.T.E. program, D.A.T.E. program website). Specifically, it describes how program eligibility was determined, requirements for the design of incentive pay plans, and technical assistance activities provided for participating districts and schools. The focus of this discussion is Cycle 1 districts that began participation in D.A.T.E. during the 2008-09 school year.

⁶ TAP, a comprehensive school reform model providing teachers with an opportunity to earn performance pay, has gained considerable attention in recent years. It was 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 is used nationally and operates in roughly 220 schools involving approximately 85,000 students and 7,500 teachers (Lewis and Springer, 2009). TAP also figured prominently in the 2006 announcement of Round 1 Teacher Incentive Fund (TIF) grantees, which received federal funds to implement incentive pay plans for teachers and principals. In fact, over one-third (36.8%) of TIF funds in Round 1 went to public school districts and states that proposed to implement TAP.

D.A.T.E. Eligibility Guidelines

In 2007 TEA issued RFAs to all districts in Texas to participate in Cycle 1 of the D.A.T.E. program since all public school districts in the state were eligible to participate, including charter schools that operated independently of a public school district. However, the decision to participate or not was up to each district. Those districts choosing to participate in D.A.T.E. were given the option of using grant funds to create an incentive pay plan that included all schools within the district or to target the plan on mainly high-needs schools within the district. Cycle 1 incentive plans began in the 2008-09 school year, and of all three state-funded incentive pay programs in Texas at that time, D.A.T.E. was the only one that did not restrict participation to a select group of grantees. As explained previously, the G.E.E.G. and T.E.E.G. programs were available only to high poverty, high-performing schools.

If participating districts chose not to include all schools in their incentive pay plan, more than half of the selected schools had to meet at least two of the following criteria:

- Rated Academically Unacceptable (2007 accountability ratings).
- Performed lower than the district average on the Texas Assessment of Knowledge and Skills (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 in percentage of ED students enrolled.
- Demonstrated other academic or non-academic indicators, such as experiencing high rates of teacher turnover and attrition or high percentages of ED students.

Rollout of D.A.T.E. Plans in Participating Districts

A total of 203 districts elected to participate in D.A.T.E. during the 2008-09 school year, designated Cycle 1, Year 1 of the program. However, implementation of a 2008-09 incentive pay plan required more than a single school year's commitment. These districts had to participate in mandatory technical assistance and planning activities during the 2007-08 school year. Additionally, payout of grant funds actually occurred in the school year following implementation of incentive pay plans. That is, the incentive pay plan operated during the 2008-09 school year, while awards were paid out to educators in fall 2009.⁷

Cycle 1, Year 1 D.A.T.E. participants went through the following stages of planning and implementation.

- Submitted a Notice of Intent to Apply in October 2007.
- Participated in an unfunded planning phase during the 2007-08 school year to develop incentive pay plans and participate in technical assistance activities.

⁷ Districts had an even longer period of time to make use of Part 2 funds that were not dedicated to rewarding school personnel. For example, funds dedicated for data capacity and professional development had to be allocated by February 2010.

- Implemented their D.A.T.E. plans in the 2008-09 school year during which educator performance was assessed to determine incentive award eligibility.
- Distributed incentive awards to eligible teachers and other staff starting May 2009 and completed by October 2009.
- Allocated funds to be used for other designated activities, such as professional growth opportunities or enhancing district data capacity, by February 2010.

Cycle 1, Year 1 districts also committed to a 15% match in local funds (or in kind). In 2009, this matching requirement was eliminated, meaning that districts participating in Year 2 of D.A.T.E. and thereafter would no longer have to contribute matching funds.

The 2009-10 school year was considered Year 2 for Cycle 1 D.A.T.E. districts, giving them the option of continuing in program participation. Of the 203 D.A.T.E. districts from Year 1, 191 (94%) participated in Year 2 of the program. These Year 2 districts submitted continuation grant applications to TEA for another year of D.A.T.E. funding. Implementation of their incentive pay plans, payout of incentive awards, and allocation of funds for additional purposes followed a timeline similar to that of Year 1. Year 2 incentive pay plans were implemented during 2009-10, with distribution of incentive awards occurring during summer and fall 2010 and awards paid out by no later than October 2010. Any additional funds used for purposes other than awards to school personnel are to be allocated by no later than February 2011.

Subsequent cycles of D.A.T.E. program participants are expected to follow a similar pattern for planning and implementation of their incentive pay plans. For example, Cycle 2 participants began participation in technical assistance activities during the 2009-10 school year, submitted their D.A.T.E. grant application in March 2010, and are implementing incentive pay plans during the 2010-11 school year. Distribution of incentive awards to educators participating in Cycle 2, Year 1 will occur during summer and fall 2011 with a payout deadline in November 2011; if the program is re-authorized, award distribution for Cycle 2, Year 2 participants will occur during summer and fall 2012 with a payout deadline in November 2012.

Allocation of D.A.T.E. Grant Awards

The grant amounts for Cycle 1, Year 1 D.A.T.E. districts were based on the size of their student enrollment during the 2006-07 school year. These first-year grant awards ranged from \$4,395 to \$13,094,393. The average grant award distributed to Year 1 districts was \$712,193, yet the median grant award amount was \$100,668. Grant awards to districts in Year 2 of the program were slightly higher since a greater amount of state funds was available (increased from \$147 million to \$197 million) to a slightly smaller pool of districts (191 of the original 203 districts continued in Year 2).⁸

D.A.T.E. Plan Design Guidelines

The design of incentive pay plans under D.A.T.E., while guided by broad state guidelines, was delegated primarily to district-level planning committees. TEA required each participating district to

⁸ These calculations are based on the 203 D.A.T.E. Notice of Grant Awards (NOGA). A more detailed discussion of grant award distribution and use of funds by D.A.T.E. districts is provided in Chapter 4 of this report.

develop an incentive pay plan that was consistent with and motivated by the district’s strategic improvement plan.

D.A.T.E. program guidelines for Cycle 1 identified two funding components—Part 1 and Part 2—that had to be considered by districts when designing their local incentive plan. In Year 1 of the program, D.A.T.E. districts were required to use at least 60% of funds for Part 1 to directly reward classroom teachers based on measures of student achievement. Remaining funds were to be used for Part 2 purposes such as awards to other school personnel, stipends for mentors/lead teachers, or funds for enhancing district data capacity or professional growth opportunities. Table 2.3 provides an overview of approved strategies for using each funding component as described in the original program guidelines for Year 1 of D.A.T.E.

Table 2.3: Approved Strategies for Using Part 1 and Part 2 D.A.T.E. Funds, D.A.T.E. Year 1

Part 1 Funds – Teacher Incentive Awards	Part 2 Funds – Other Activities
<p>At least 60% 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% of the grant can be used 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 incentive award amounts for teachers should 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. 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.</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: D.A.T.E. Cycle 1, Year 1 RFA and Frequently Asked Questions document.

A notable revision was made to program guidelines after Year 1 and applied to the implementation of D.A.T.E. plans for Year 2 (2009-10 school year). For Year 2 of the program, districts could use Part 1 funds to reward not only teachers but principals as well, if they so desired.

D.A.T.E. Technical Assistance Requirements

Districts that, in October 2007, submitted a notice of intent to apply for Year 1 of the D.A.T.E. 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 at Austin in partnership with TEA. The primary goal of D.A.T.E. technical assistance activities was to provide 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 performance pay.

Technical assistance for districts interested in Year 1 D.A.T.E. participation comprised eight regional workshops conducted during the 2007-08 school year. These 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
- Identifying performance-based assessments for use at the local level
- Developing capacity or systems for measuring value-added improvement
- Creating capacity for effective data systems at the local level
- Professional development on communications and stakeholder engagement
- Overview of D.A.T.E. program guidelines and grant requirements
- Lessons learned from other Texas performance incentive programs

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

Participation in technical assistance was tracked through the workshop registration process. If a district failed to adhere to technical assistance requirements, TEA could suspend, in whole or in part, D.A.T.E. grant funds, terminate the district's participation in the grant program, or impose other sanctions as determined by the agency.⁹

⁹A complete evaluation of technical assistance offerings is outside the scope of this D.A.T.E. evaluation with the exception of self-reported participation and perceptions of workshop usefulness as indicated by district officials in a January 2009 survey. Findings are provided in Chapter 4 of the *District Awards for Teacher Excellence (D.A.T.E.) Program: Year One Evaluation Report*, which can be found at http://www.tea.state.tx.us/index4.aspx?id=2928&menu_id=949.

TEA provided additional services to participating districts including a call and email center, a website dedicated to D.A.T.E. (http://ritter.tea.state.tx.us/ed_init/eeg/datex/) which included plan design modules, and one-on-one consultations with districts.

Characteristics of D.A.T.E. versus Non-D.A.T.E. Districts

This chapter's final section compares the characteristics of D.A.T.E. and all non-D.A.T.E. districts in Texas along several dimensions, including district size (i.e., total number of teachers, students, and schools), charter status, and measure of district wealth (i.e., tax property value-standardized total per pupil). The comparison also includes student characteristics such as race/ethnicity, as well as ED, limited English proficiency (LEP), and special needs status. Geographic indicators of rural, urban and suburban were considered, as was a district's accountability rating assigned for performance during the 2007-08 school year.

From the 2006-07 school year to present, schools throughout Texas exhibited differing participation patterns in the G.E.E.G., T.E.E.G., and D.A.T.E. programs. While some schools never participated in any of these state-funded incentive pay programs, others participated in one or more of these programs. Evaluators, therefore, wanted to consider districts' prior involvement with state-funded incentive pay programs, specifically G.E.E.G. and T.E.E.G., along with the intensity of each district's participation (i.e., share of schools in programs, grant award per school, total grant award in district).

Findings are based on districts that chose to participate in D.A.T.E. during Cycle 1 of the program since that is the time period in which evaluators were able to examine the implementation of and outcomes for the program. Specifically, the comparison focuses on those districts that did or did not enter the D.A.T.E. program with the intent of implementing a Year 1 D.A.T.E. plan during the 2008-09 school year. The comparison of district characteristics focused on attributes of districts during the 2007-08 school year; that is, the year in which districts decided whether or not to participate in Year 1 of D.A.T.E.

Table 2.4 provides a detailed overview of differences between D.A.T.E. and non-D.A.T.E. districts. It provides the average value for each characteristic.

Table 2.4: D.A.T.E. and Non-D.A.T.E. District Characteristics 2007-08¹⁰

District Characteristics	D.A.T.E. (Mean)	D.A.T.E. (N)	Non- D.A.T.E. (Mean)	Non- D.A.T.E. (N)
District wealth (i.e., tax property value per pupil)	\$288,418.00	199	\$410,381.00	1017
Urbanicity (i.e., ratio of district's schools identified as urban to the total schools in the district)	0.97	199	0.98	1018
Student count	9366.2	200	2358.2	1027
Teacher count (full-time equivalent)	635.0	200	166.9	1027
Percent white students	36.0%	200	54.7%	1027
Percent African-American students	15.8%	200	10.8%	1027
Percent Hispanic students	46.4%	200	33.0%	1027
Percent ED students	64.0%	200	53.2%	1027
Percent LEP students	12.4%	200	7.4%	1027
Percent special education students	10.4%	200	11.5%	1027
Percent of districts with Exemplary rating	0.5%	201	4.1%	1028
Percent of districts with schools participating in G.E.E.G. program	10.5%	201	2.3%	1028
Percent of districts with schools participating in T.E.E.G. program	77.6%	201	34.3%	1028
G.E.E.G. and T.E.E.G. award Total amount in district	\$926,795.00	156 [†]	\$316,313.00	358 [†]
G.E.E.G. and T.E.E.G. award Per school amount	\$75,171.80	156 [†]	\$63,226.40	358 [†]

Note: N counts differ by row because mean values are based on number of districts with valid data for each variable.

[†]N counts for G.E.E.G. and T.E.E.G. award total and G.E.E.G. and T.E.E.G. award per school are lower as means were only calculated for districts that actually had schools participating in G.E.E.G. and T.E.E.G.

Source: Academic Excellence Indicator System (AEIS) 2007-08; Metropolitan Statistical Areas (MCSAS) 2007-08; G.E.E.G. and T.E.E.G. applications submitted to TEA for G.E.E.G. Years 1-3 and T.E.E.G. Cycles 1-3.

¹⁰ Appendix A provides a full list of variables including their definitions, mean values, standard deviations, and p-values for Non-D.A.T.E. and D.A.T.E. districts.

Evaluators identified several areas in which D.A.T.E. and non-D.A.T.E. districts were statistically, significantly different. On average, as compared to non-D.A.T.E. districts, D.A.T.E. districts:

- Had a *lower* measure of district wealth.
- Had a *larger* student enrollment.
- Had a *greater* share of minority, ED, and LEP students.
- Were *more* likely to have participated in G.E.E.G. and/or T.E.E.G. programs, and received *more* funding—both overall and on a per school basis—to implement those programs.

The report now turns from this discussion of the context in which D.A.T.E. operated, the guidelines that influenced implementation, and the nature of program participants to an examination of districts' experiences participating in the program.

CHAPTER 3

D.A.T.E. District Participation Decisions and Experiences

Chapter 3 focuses on the reasons for which districts in Texas did or did not participate in D.A.T.E. Cycle 1, Year 1 and Cycle 1, Year 2 and discusses the experiences of those districts that did participate in the program. The chapter draws upon surveys administered in both D.A.T.E. and non-D.A.T.E. districts across two years (2009 and 2010) and focuses findings primarily on those topics addressed in both survey years. The key evaluation questions and findings discussed throughout this chapter are listed below.

Evaluation Questions

This chapter addresses the following questions:

- Why did district stakeholders choose to participate or not in the D.A.T.E. program and who was involved in those district decisions?
- Among non-participating districts in Texas, what were district officials' attitudes about the prospect of future participation in D.A.T.E.?
- Among D.A.T.E. districts, what were the primary challenges reported by district officials when participating in the D.A.T.E program?
- Among D.A.T.E. districts, what were district officials' perceptions about the impact of the program on teaching and learning in their schools?
- What recommendations did D.A.T.E. district officials have for the program that would improve their districts' ability to implement D.A.T.E. incentive pay plans more effectively?

Key Findings

This chapter highlights and expands upon the following key findings based on results from surveys administered to district officials in D.A.T.E. and non-D.A.T.E. districts in both 2009 and 2010.

- Throughout both years of Cycle 1 of the D.A.T.E. program, district officials maintained similar reasons for participating in the program, with the most highly rated reason being a strong belief that implementing a D.A.T.E. plan would improve the quality of student performance and teaching practices in schools. In Year 2, as compared to Year 1, D.A.T.E. district officials less often reported that they participated because school personnel deserved extra pay for the work they were already doing.

- Across both years of the program, superintendents, principals, other district officials, and full-time classroom teachers were consistently the groups most often involved in the decision to participate in D.A.T.E. In fact, there was a slight increase from Year 1 to Year 2 of the program in the percent of districts involving teachers as key decision-makers.
- However, in both years of the program, non-participating districts most often involved high-level officials (i.e., superintendents, other district officials, principals) in the decision to decline D.A.T.E. participation, with minimal involvement from school personnel, even classroom teachers.
- Non-D.A.T.E. districts reported two primary factors that would enhance the prospect of future program participation. First was the desire for greater and more stable state funds to implement incentive pay plans. Second was the recommendation that the application and implementation process be less burdensome.
- When district officials from D.A.T.E. districts reflected on the impact of their Year 1 D.A.T.E. experience, reactions were quite different between districts that had continued participating in Year 2 of D.A.T.E. and those that had opted out of the program after Year 1. The former group had highly positive views of their Year 1 experience, while the latter group had more mixed opinions, with several notably negative sentiments.
- Among D.A.T.E. districts participating in Year 1 and Year 2 of the program, several common concerns were reported in both years. These concerns fell into five main categories, including perceptions of inflexible design guidelines; insufficient and unstable funding; communication with TEA that was untimely, inaccurate, or inconsistent; underdeveloped internal communication strategies within districts; and insufficient personnel and technical capacity within districts to implement incentive pay plans.

Overview of Surveys for D.A.T.E. and Non-D.A.T.E. Districts

In January 2009 and again in January 2010, D.A.T.E. and non-D.A.T.E. districts were asked to complete separate online surveys.¹¹ The surveys were directed to each district's superintendent who could either complete the survey or designate another official—someone familiar with the district's role in the D.A.T.E. program—to complete the survey.

In 2009, one survey instrument was administered to all 203 districts participating in the D.A.T.E. program during Year 1 of the program (2008-09 school year). The other survey was administered to a group of 336 comparison districts that were representative of all districts throughout Texas that did not participate in Cycle 1 of D.A.T.E. A 100% response rate from D.A.T.E. districts and a 72% response rate from the comparison group were achieved.

In 2010, two separate surveys were administered. The first was administered to the 191 districts that had participated in D.A.T.E. during Year 1 of the program (2008-09) and continued participation into Year 2 of the program (2009-10). The second survey was administered to the 12 districts that had participated in Year 1 of D.A.T.E. but discontinued participation thereafter. A 94% response rate of Year 2 D.A.T.E. districts (i.e., continuing districts) and a 92% response rate of those that participated only in Year 1 of the program (i.e., non-continuing districts) were achieved.

Table 3.1 provides an overview of concepts D.A.T.E. and non-D.A.T.E. districts were asked to address in 2009 and 2010.

¹¹ Appendix B provides further details about survey methodology and a copy of the survey instruments for both 2009 and 2010.

Table 3.1: Concepts Addressed in the January 2009 and January 2010 Surveys for D.A.T.E. and Non-D.A.T.E. Districts

	2009 Concepts Addressed	2010 Concepts Addressed
D.A.T.E. Districts	<ul style="list-style-type: none"> • Importance of factors that led district stakeholders to participate in Year 1 of the D.A.T.E. program. • Role of district stakeholders in developing and approving Year 1 D.A.T.E. plan. • Extent of district stakeholder agreement and disagreement with decision to participate in Year 1 of D.A.T.E. • Nature of district stakeholders' participation in Year 1 D.A.T.E. technical assistance activities. • Usefulness of technical assistance activities. • Challenges reported by district officials when implementing Year 1 D.A.T.E. plan. • Recommendations for D.A.T.E. program. 	<ul style="list-style-type: none"> • Importance of factors that led district stakeholders to participate in Year 2 of the D.A.T.E. program. • Role of district stakeholders in developing and approving Year 2 D.A.T.E. plan. • Challenges reported by district officials when implementing Year 2 D.A.T.E. plan. • Perceived impact of Year 1 D.A.T.E. program. • Recommendations for D.A.T.E. program.
Non-D.A.T.E. Districts	<ul style="list-style-type: none"> • Importance of factors that led district stakeholders not to participate in Year 1 of the D.A.T.E. program. • District stakeholders' involvement in decision not to participate in Year 1 of D.A.T.E. • Likelihood of future participation in D.A.T.E. • Factors that would encourage future participation in D.A.T.E. 	<ul style="list-style-type: none"> • Importance of factors reported by district officials that led districts that had participated in Year 1 not to participate in Year 2 of the D.A.T.E. program. • District stakeholders' involvement in decision not to participate in Year 2 of D.A.T.E. • Factors that would encourage future participation in D.A.T.E. • Perceived impact of Year 1 D.A.T.E. program.

Source: Surveys developed by authors (see Appendix B).¹²

¹² Both 2010 surveys asked districts to report how they used their Year 1 D.A.T.E. grant to support Part 2 activities, such as additional awards for school personnel, stipends for teachers in hard-to-staff assignments or lead/mentor positions, or for enhancing data capacity and professional growth opportunities. Discussion of those findings is reported in Chapter 4 of this report, which is the chapter dedicated to discussing the design features of districts' D.A.T.E. incentive pay plans. Additionally, the 2010 survey for D.A.T.E. Year 2 districts asked officials to report reasons for any

The remaining sections of this chapter discuss findings from the 2009 and 2010 surveys for D.A.T.E. and non-D.A.T.E. districts, focusing on topics that were addressed in both years.¹³ These sections address the importance of factors that led districts to participate or not in D.A.T.E. in Year 1 and Year 2 of the program, the role of district stakeholders in developing and approving D.A.T.E. incentive pay plans, challenges districts encountered when implementing D.A.T.E. plans, as well as perceptions about the impact of D.A.T.E. program participation and recommendations for the program.

Factors in Districts' Decisions to Participate in D.A.T.E. or Not

Reasons for Participating in the D.A.T.E. Program

Evaluators reviewed the reasons for which districts participated in D.A.T.E. to see if there were any notable similarities or differences over time. Table 3.2 compiles responses of the 179 districts that participated in both years of the D.A.T.E. program and responded to both the 2009 and 2010 surveys.

Overall, the reasons for participating in D.A.T.E. in both the first and second year of the program were quite similar. Cells marked “2009” represent results that district officials gave when asked about the importance of each factor when deciding to participate in Year 1 of the program. Cells marked “2010” represent results from officials when asked this same question but in respect to participating in Year 2 of D.A.T.E.

Overall, district officials' opinions about the factors listed in Table 3.2 held steady from 2009 to 2010 with a few exceptions. In both 2009 and 2010, the factor rated as having high importance by the most respondents was the belief that participating in D.A.T.E. would improve the quality of student performance in schools. However, even more respondents rated this factor as having high importance in 2010 compared to 2009 (up to 81% from 73%). The same pattern applies to district officials' belief that D.A.T.E. would improve the quality of instruction in schools. Just over 66% of respondents labeled this factor as having high importance in 2009 and 74% reported so in 2010.

Another change from 2009 to 2010 is the belief that school personnel deserve extra pay for the work they are already doing. In 2009, nearly 60% of respondents reported that factor as having high importance for their decision. In 2010, just over 40% of respondents rated that factor as having high importance; nearly a 20 percentage point decrease.

significant modifications to their D.A.T.E. incentive plans from Year 1 to Year 2. Those findings are also addressed in Chapter 4.

¹³ See the District Awards for Teacher Excellence (D.A.T.E.) Program: Year One Evaluation Report (Springer et al, 2010) for a detailed discussion of all findings from the 2009 surveys for D.A.T.E. and non-D.A.T.E. districts.

**Table 3.2: Importance of Factors that Led Districts to Participate in D.A.T.E.,
Comparing Year 1 to Year 2**

Decision-making Factors	None (2009)	None (2010)	Low (2009)	Low (2010)	Moderate (2009)	Moderate (2010)	High (2009)	High (2010)
The program will improve the quality of student performance in schools.	0.6% (1)	1.1% (2)	3.9% (7)	0.6% (1)	22.3% (40)	17.3% (31)	73.2% (131)	81.0% (145)
The program will improve the quality of instruction in schools.	1.1% (2)	1.7% (3)	3.9% (7)	1.7% (3)	28.5% (51)	22.3% (40)	66.5% (119)	74.3% (133)
The program will improve the quality of teachers in schools.	1.1% (2)	3.4% (6)	6.7% (12)	4.5% (8)	28.5% (51)	27.4% (49)	63.7% (114)	64.8% (116)
The district wants to use any money it can possibly get from the state.	6.7% (12)	10.1% (18)	14.5% (26)	13.4% (24)	27.4% (49)	24.0% (43)	51.4% (92)	52.5% (94)
School personnel deserve extra pay for the work they are already doing.	3.4% (6)	11.2% (20)	6.1% (11)	8.4% (15)	33.0% (59)	36.9% (66)	57.5% (103)	43.6% (78)
The program will improve the district's ability to recruit and retain teachers in hard-to-staff schools.	6.1% (11)	13.4% (24)	15.1% (27)	12.8% (23)	33.5% (60)	30.7% (55)	45.3% (81)	43.0% (77)
The program will improve the district's ability to recruit and retain teachers in hard-to-staff subject areas or other teaching assignments.	6.1% (11)	14.0% (25)	15.1% (27)	14.5% (26)	33.5% (60)	31.3% (56)	45.3% (81)	40.2% (72)
The district receives a significant sum of money from the D.A.T.E. grant.	2.8% (5)	6.1% (11)	17.9% (32)	18.4% (33)	43.0% (77)	40.8% (73)	36.3% (65)	34.6% (62)
The district was interested in trying something new.	8.9% (16)	20.7% (37)	21.2% (38)	17.9% (32)	43.0% (77)	33.5% (60)	26.8% (48)	27.9% (50)

N= 179 district respondents from districts represented on the 2009 and 2010 D.A.T.E. survey.

Note: Each cell contains the percent of responses falling in each answer category with the number of responses in parentheses.

Source: January 2009 D.A.T.E. survey and January 2010 Continuing D.A.T.E. survey.

Reasons for Not Participating in the D.A.T.E. Program

This section first discusses the factors that led districts not to participate in Cycle 1 of the D.A.T.E. program at all, which are based on responses from comparison districts on the 2009 survey. Then, evaluators discuss the factors that led 12 Year 1 D.A.T.E. districts not to continue in Year 2 of the program.

Decisions not to participate in Cycle 1 of the D.A.T.E. program

Evaluators asked comparison districts about the importance that 11 factors played in their decisions to decline D.A.T.E. Cycle 1 participation. These factors are listed in Table 3.3 and ranked in order of importance (i.e., the first factor listed in the table had the highest share of respondents indicating it was of moderate or high importance to their decision, with the last factor listed receiving the highest percentage of respondents stating it was of no or low importance).

Table 3.3: Importance of Factors that Led Districts Not to Participate in D.A.T.E. Year 1

Reasons for Not Participating in D.A.T.E.	No Importance	Low Importance	Moderate Importance	High Importance
Implementing a D.A.T.E. program in the district would have a negative effect on school culture and professional collegiality.	16.2% (39)	12.0% (29)	19.9% (48)	49.8% (120)
The administrative demands would not be worth the time and effort required for D.A.T.E. participation.	19.1% (46)	18.7% (45)	28.6% (69)	31.5% (76)
The criteria for teachers to receive incentive awards do not measure important aspects of teaching and learning.	19.5% (47)	19.5% (47)	33.2% (80)	25.7% (62)
The district had too many other challenges to deal with this school year.	25.3% (61)	15.8% (38)	28.2% (68)	28.6% (69)
The program guidelines for the D.A.T.E. program are unclear.	22.0% (53)	19.9% (48)	36.5% (88)	19.5% (47)
The guidelines for the D.A.T.E. program and the distribution of funds are unfair.	23.2% (56)	23.7% (57)	24.5% (59)	26.6% (64)
The district was not eligible for a sufficient sum of money from the D.A.T.E. grant.	27.4% (66)	23.2% (56)	25.3% (61)	22.0% (53)
Our district heard that schools participating in other state-funded incentive pay programs (G.E.E.G. or T.E.E.G.) had a negative experience.	37.8% (91)	18.7% (45)	21.2% (51)	20.3% (49)
The district was not aware of its eligibility to participate in the D.A.T.E. program.	43.6% (105)	14.1% (34)	20.3% (49)	19.9% (48)
The district does not have the organizational or technical capacity to implement a D.A.T.E. performance incentive plan.	34.9% (84)	25.3% (61)	22.4% (54)	15.4% (37)
The district is opposed to incentive pay in the field of education.	44.8% (108)	26.1% (63)	16.6% (40)	10.4% (25)

N= 241 district respondents

Note: Each cell contains the percent of responses falling in each answer category with the number of responses in parentheses. Responses are missing from 5 districts.

Source: January 2009 Comparison District survey.

Non-D.A.T.E. districts indicated numerous reasons came into play when making their decisions, but few elicited a strong majority opinion. Two exceptions are worth noting. First, approximately 70%

of comparison districts reported moderate or high concerns about D.A.T.E.'s potential impact on school culture and professional collegiality. Additionally, slightly more than 70% said that opposition to incentive pay was of no or low importance to their decision, indicating that their concerns were perhaps more about the requirements of D.A.T.E. rather than participating in an incentive pay program generally.

Other factors noted as having moderate or high importance by a majority of non-D.A.T.E. districts—but by no more than 60% of them—include that (1) the administrative demands would not be worth the time and effort required, (2) the criteria for teachers to receive incentive awards would not measure important aspects of teaching and learning, (3) the district had too many other challenges to deal with, and (4) the program guidelines for D.A.T.E. were unclear.

Decisions not to participate in Year 2 of the D.A.T.E. program

The 2010 survey for non-continuing districts asked respondents to report how important each of 11 factors was to each district's decision not to continue D.A.T.E. participation in Year 2. Overall, there was minimal agreement by respondents to each of these factors, with the top two items in Table 3.4 eliciting the most agreement but only from 45% (5 of 11) of district officials. Additionally, very few respondents agreed that insufficient organizational or technical capacity hindered them from participating in Year 2 of the program, as reported by only 18% and 9% of respondents, respectively.

Table 3.4: Importance of Factors that Led Districts Not to Participate in D.A.T.E. Year 2

Decision-making Factors	Strongly Disagree	Disagree	Agree	Strongly Agree
The amount of the D.A.T.E. grant was insufficient to meet goals of the D.A.T.E. incentive pay plan.	9.1% (1)	45.5% (5)	9.1% (1)	36.4% (4)
The demands (e.g., time, paperwork) of <u>implementing</u> the D.A.T.E. plan were too burdensome.	36.4% (4)	18.2% (2)	36.4% (4)	9.1% (1)
It was difficult to determine criteria for deciding which school personnel would receive a bonus award as part of the district's D.A.T.E. plan.	27.3% (3)	36.4% (4)	27.3% (3)	9.1% (1)
The demands (e.g., time, paperwork) of <u>submitting</u> a D.A.T.E. grant to the TEA were too burdensome.	36.4% (4)	27.3% (3)	27.3% (3)	9.1% (1)
The guidelines issued by the TEA for the D.A.T.E. program were <u>unfair</u> .	36.4% (4)	27.3% (3)	27.3% (3)	9.1% (1)
Participating in the D.A.T.E. program had a negative effect on school culture and professional collegiality.	36.4% (4)	27.3% (3)	27.3% (3)	9.1% (1)
School personnel had trouble understanding the goals and design of the D.A.T.E. plan used by the district.	36.4% (4)	45.5% (5)	9.1% (1)	9.1% (1)
The guidelines issued by the TEA for the D.A.T.E. program were <u>unclear</u> .	45.5% (5)	36.4% (4)	9.1% (1)	9.1% (1)
The district's D.A.T.E. plan conflicted with other programs operating in the district.	36.4% (4)	45.5% (5)	18.2% (2)	0.0% (0)
The district did not have sufficient <u>organizational</u> capacity (e.g., personnel) to implement the D.A.T.E. plan as desired.	36.4% (4)	45.5% (5)	18.2% (2)	0.0% (0)
The district did not have sufficient <u>technical</u> capacity (e.g., data systems) to implement the D.A.T.E. plan as desired.	36.4% (4)	54.5% (6)	9.1% (1)	0.0% (0)

N= 11 district respondents.

Note: Each cell contains the percent of responses falling in each answer category with the number of responses in parentheses.

Source: January 2010 Non-Continuing D.A.T.E. survey.

Factors to Encourage Future Participation among Non-D.A.T.E. Districts

In both the 2009 and 2010 surveys for non-D.A.T.E. districts, respondents were asked an open-ended question about the factors that would encourage them to participate in the D.A.T.E. program in the future. This section first discusses the responses from officials in non-D.A.T.E. districts on the 2009 survey and then discusses findings from the 2010 survey.

Factors to encourage participation in D.A.T.E., 2009 survey

In the 2009 survey, officials in comparison districts were given an open-response question asking what factors would encourage them to participate in the D.A.T.E. program in future years. From that question emerged six primary factors that would encourage future participation, including (1) greater program funding, (2) less restrictive program guidelines, (3) better communication and information about the program from TEA, (4) less time-consuming demands for participation in the program, (5) alignment of program objectives with school culture, and (6) increased assistance to design and implement an incentive pay plan.

While there was not a single factor that would resoundingly encourage a majority of comparison districts to participate in the future, the factor reported most often was that of program funding. Over 40% of comparison district respondents expressed this issue, with most specifying that they would be encouraged by either the prospect of greater grant award amounts or the dismantling of the matching fund requirement. As one district official explained:

The state needs to put enough funds in the program to make this worth administrators' and teachers' time. Our district would have to supplement the D.A.T.E. program by more than double the awarded amount for personnel to just get the \$3,000 mark.

Over one-quarter (27%) of respondents indicated that modification to program guidelines would encourage future participation; specifically if guidelines were less restrictive and allowed for more equitable distribution of incentive awards across school personnel.

Roughly 13% of respondents mentioned that less time-consuming paperwork and more information about program requirements would encourage them to participate in future school years. The least reported factor was the need for increased assistance.

Factors to encourage participation in D.A.T.E., 2010 survey

The 2010 survey for non-continuing districts also included an open-ended question inquiring about the factors that would have encouraged districts to participate in D.A.T.E. during Year 2 of the program. Responses were provided by 11 districts. While too small a number to generate themes, three noteworthy points did emerge from their responses, with the most frequent issue related to funding, which was also the most often reported issue communicated by respondents on the 2009 survey.

Four respondents (36%) expressed concerns about the amount or stability of funding, the most common concern being that the district needed more funds to implement the D.A.T.E. plan as desired. One district official reported that the instability of state funding for incentive pay programs discouraged them from participating in a second year of D.A.T.E. Specifically, this district had several schools in 2008-09 that were able to implement plans through a combination of D.A.T.E. and T.E.E.G. funds, but when T.E.E.G. was discontinued, the district felt as if they did not have sufficient funds to sustain all of the school plans. Rather than discontinuing some school plans and continuing others, the district decided to not participate in any state-funded incentive-pay program at all.

Three districts found the application process to be confusing or burdensome. One respondent simply said they needed “more time to prepare the application.” Two others expressed concerns about the grant negotiation process with TEA. For example, one stated the need for greater flexibility from TEA during the application and planning process, while another complained about poor communication experiences with TEA during negotiations.

Finally, two district responses indicated some misinterpretation of D.A.T.E. program guidelines by grantees. For example, one respondent said the district would have participated if there were not a matching funds requirement. In fact, TEA removed the matching fund requirement for Year 2 of the D.A.T.E. program.

Another respondent said they would have participated if the program “allowed for all teachers PreK through 12 to be rewarded in the same amount ... student success or failure does not start in 3rd grade.” While D.A.T.E. guidelines require that Part 1 awards be based on teachers’ contribution to student academic achievement, it does not require that the measure of achievement be based on TAKS (which seems to be the assumption of the respondent since TAKS testing begins in 3rd grade).

Role of District Stakeholders in Development and Approval of D.A.T.E. Plans

Involvement of District Stakeholders in D.A.T.E. District Decisions

The reports of stakeholder involvement in D.A.T.E. districts’ participation decisions were very similar across the two-year survey period. In both 2009 and 2010, respondents in D.A.T.E. districts most frequently reported superintendents, principals, other district officials, and full-time classroom teachers as involved in the decision-making process. In fact, there was an increase in the percent of respondents reporting the involvement of classroom teachers (up eight percentage points from 87% in 2009 to 95% in 2010).

Table 3.5 provides an overview of responses from officials in D.A.T.E. Year 1 districts when they were asked about the extent of stakeholder groups’ involvement. There was a notable difference between the type of district stakeholders involved with plan development and those who actually voted on D.A.T.E. plan approval. Superintendents, other district officials, principals, and full-time teachers were most often involved with D.A.T.E. plan development in Year 1.

Local school board members, who were rarely involved with the development of D.A.T.E. plans, were by far the most frequently reported stakeholders voting on the approval of D.A.T.E. plans. This is likely attributable to D.A.T.E. guidelines that require local school board approval of D.A.T.E. plans prior to submitting an application to TEA. Approximately 90% of D.A.T.E. districts reported that local school board members voted on approval, but only 12% indicated that they were involved with plan development.

Table 3.5: Stakeholder Involvement in Decision to Participate in D.A.T.E. Program, Year 1

District/School Members	Development of D.A.T.E. Plan	Approval of D.A.T.E. Participation	Disagreement with D.A.T.E. Participation
Superintendent	68.5% (139)	58.6% (119)	0.5% (1)
Other district officials (e.g., Assistant superintendent)	84.2% (171)	48.3% (98)	1.5% (3)
Local school board members	11.8% (24)	90.1% (183)	0.5% (1)
Principals	90.1% (183)	52.7% (107)	1.5% (3)
Assistant principals	46.3% (94)	36.9% (75)	0.0% (0)
Full-time classroom teachers	87.2% (177)	60.6% (123)	4.4% (9)
Part-time classroom teachers	16.7% (34)	22.2% (45)	1.5% (3)
School-level instructional specialists (e.g., reading/math specialists)	50.7% (103)	39.9% (81)	0.5% (1)
School-level instructional support staff (e.g., teacher's aid)	27.6% (56)	31.0% (63)	2.0% (4)
Librarians	26.6% (54)	33.0% (67)	2.0% (4)
School-level health support staff (e.g., nurse)	14.3% (29)	25.1% (51)	1.0% (2)
School-level counselors (e.g., social workers, career counselors)	33.0% (67)	35.0% (71)	1.5% (3)
Other school support staff (e.g., custodians, cafeteria workers, secretaries)	17.7% (36)	19.2% (39)	1.0% (2)
Community members and business leaders	33.5% (68)	39.4% (80)	0.0% (0)
Parents	31.5% (64)	34.0% (69)	0.0% (0)
Students	5.9% (12)	3.0% (6)	0.0% (0)

N= 203 district respondents

Source: January 2009 D.A.T.E. District survey.

D.A.T.E. districts were again asked to report on the nature of stakeholders' roles in the decision to participate in Year 2 of the program. Specifically, respondents were asked to identify the extent to which various stakeholder groups were involved in the decision to participate and actually voted in favor of program participation.

As seen in Table 3.6, the most frequently involved stakeholder groups are similar to those reported for Year 1 decisions (see Table 3.5) and included full-time classroom teachers, principals, superintendents, and other district officials, in that order. At least 85% of respondents reported that each of these groups was involved in the decision-making process in their districts. Among the districts reporting the involvement of these groups, nearly all said that these same stakeholders also formally voted in favor of D.A.T.E. participation. The least involved stakeholders were those that represent groups outside the school community (e.g., students, parents, and community/business members) and school personnel other than full-time classroom teachers, administrators, and instructional specialists.

Table 3.6: Stakeholder Involvement in Decision to Participate in D.A.T.E. Program, Year 2

District Community Members	Involved in Decision	Voted in Favor of Participation	Voted Against Participation	Unknown Vote on Participation
Full-time classroom teachers	95.0% (170)	97.6% (166)	---	1.2% (2)
Principals	94.4% (169)	97.6% (165)	---	1.2% (2)
Superintendents	86.6% (155)	98.1% (152)	1.3% (2)	0.6% (1)
Other district officials	84.9% (152)	97.4% (148)	---	1.3% (2)
School-level instructional specialists (e.g., instructional coaches/specialists)	55.9% (100)	93.0% (93)	1.0% (1)	5.0% (5)
School board members	46.9% (84)	98.8% (83)	---	---
Assistant principals	39.1% (70)	98.6% (69)	---	---
Community members and business leaders	38.5% (69)	92.8% (64)	0.0% (0)	7.2% (5)
Parents	37.4% (67)	94.0% (63)	0.0% (0)	6.0% (4)
Other school-level staff members (e.g., librarian, nurse, custodian)	36.3% (65)	96.9% (63)	---	1.5% (1)
School-level instructional support staff (e.g., teacher's aid)	34.6% (62)	93.5% (58)	---	4.8% (3)
Part-time classroom teachers	16.8% (30)	93.3% (28)	3.3% (1)	---
Students	2.2% (4)	100.0% (4)	0.0% (0)	0.0% (0)

N= 179 district respondents

Note: Each cell contains the percent of responses falling in each answer category with the number of responses in parentheses. Percentages reported in categories “Voted in Favor,” “Voted Against,” and “Unknown Vote” use as the denominator the number of responses to the “Involved in Decision” category for each row. For example, the percent of responses in “Voted in Favor” for full-time classroom teachers is based on a numerator of 166 and a denominator of 170. When the numbers reported in “Voted in Favor,” “Voted Against,” and “Unknown Vote” do not add up to the number reported in “Involved in Decision” column for each row, the balance is due to missing values.

Source: January 2010 Continuing D.A.T.E. survey.

Involvement of District Stakeholders in Non-D.A.T.E. District Decisions

Among districts deciding not to participate in the program superintendents, other district officials, and principals were heavily involved decision-makers but full-time classroom teachers were no longer highly involved. This pattern existed on both the 2009 and 2010 survey. This similarity is particularly interesting given the fact that non-D.A.T.E. districts in the 2009 survey were very different from the group of non-D.A.T.E. districts in the 2010 survey. In 2009, non-D.A.T.E. districts represented districts across the state of Texas that chose not to participate in D.A.T.E. at all. Non-D.A.T.E. districts in 2010 were those that had participated in Year 1 of the program but chose to discontinue participation in Year 2. Despite this significant difference in the nature of districts answering this question, the finding remains consistent—teachers were rarely reported by district officials as being involved in the decisions to decline D.A.T.E. participation.

Table 3.7 reports the percent of non-D.A.T.E. district officials indicating the involvement of various stakeholder groups in the decision to decline D.A.T.E. Cycle 1 participation. Table 3.8 reports similar findings, but for those districts that discontinued participation in D.A.T.E. following Year 1 of the program.

Table 3.7: Stakeholder Involvement in Decision Not to Participate in D.A.T.E., Year 1

District/School Members	Involved in Decision
Superintendent	77.6% (187)
Other district officials	64.7% (156)
Local school board members	30.7% (74)
Principals	61.8% (149)
Assistant principals	17.0% (41)
Full-time classroom teachers	34.4% (83)
Part-time classroom teachers	4.1% (10)
School-level instructional specialists (e.g., reading/math specialists)	21.6% (52)
School-level instructional support staff (e.g., teacher's aid)	12.9% (31)
Librarians	13.3% (32)
School-level health support staff (e.g., nurse)	9.1% (22)
School-level counselors (e.g., social workers, career counselors)	21.2% (51)
Other school support staff (e.g., custodians, cafeteria workers, secretaries)	4.6% (11)
Community members and business leaders	10.0% (24)
Parents	10.4% (25)
Students	2.1% (5)

N= 241 district respondents

Source: January 2009 Comparison District survey.

Table 3.8: Stakeholder Involvement in Decision Not to Participate in D.A.T.E., Year 2

District Community Members	Involved in Decision
Superintendent	81.8% (9)
Principals	72.7% (8)
Other district officials	63.6% (7)
Full-time classroom teachers	36.4% (4)
Local school board members	36.4% (4)
Assistant principals	18.2% (2)
Parents	18.2% (2)
School-level instructional specialists (e.g., instructional coaches, reading/math specialists)	18.2% (2)
Other school-level staff (e.g., librarian, nurse, social workers, custodians)	9.1% (1)
School-level instructional support staff	9.1% (1)
Students	9.1% (1)
Community members and business leaders	0.0% (0)
Part-time classroom teachers	0.0% (0)

N= 11 district respondents.

Note: Each cell contains the percent of responses falling in each answer category with the number of responses in parentheses.

Source: January 2010 Non-Continuing D.A.T.E. survey.

Challenges Districts Encountered When Implementing D.A.T.E. Plans

The 2009 and 2010 surveys for D.A.T.E. districts asked respondents about the types of challenges districts encountered when trying to implement their D.A.T.E. incentive pay plans. This section first discusses themes that emerged from responses in 2009 and then moves to a discussion of 2010 findings.

Challenges for Implementing D.A.T.E. Plans in Year 1

The 2009 survey for D.A.T.E. districts included an open-ended question about the most significant challenges districts faced when implementing their incentive pay plans during the first year of the program. Over 90% of respondents described some kind of first-year implementation challenge;

conversely, 10% reported no challenges at all. Evaluators coded open responses and six primary themes emerged around the following topics.

- **Design:** Responses reflected challenges in determining criteria for incentive award eligibility and also which personnel would be eligible to earn an award.
- **Capacity:** Responses primarily reflected two limitations. First, that districts had insufficient data systems to implement the incentive pay plan, and second, that they had insufficient personnel.
- **Communication:** Responses indicated that district officials had difficulty communicating program goals to stakeholders throughout their district. Several also described concerns about communication and grant negotiations with TEA.
- **Organizational dynamics:** Responses reflected concerns that D.A.T.E. was having a negative impact on school culture because of struggles to establish broad buy-in among school personnel. Responses also captured concerns about aligning instructional practice with program goals of D.A.T.E.
- **Timing:** Responses mostly reflected concerns about having insufficient time to design and/or implement D.A.T.E. plans. Some also noted a grant approval process with TEA that was too slow.
- **Funding:** Responses mostly reflected concerns of insufficient funds to implement D.A.T.E. plans with fidelity. Several respondents also expressed doubts about the stability of future funding.

Table 3.9 presents the frequency with which each challenge was noted by district officials on the 2009 survey, with challenges listed in order from most to least frequent. Over one-third of respondents expressed concerns related to the design of incentive pay plans, while approximately one-quarter had capacity or communication challenges. Slightly more than 20% mentioned challenges related to organizational dynamics within the district.

Table 3.9: Challenges Faced During Implementation of Year 1 D.A.T.E. Plans

Implementation Challenge	Percent of Respondents	Number of Respondents
Design	35.1%	71
Capacity	27.7%	56
Communication	23.8%	48
Organizational dynamics	21.8%	44
Timing	12.4%	25
Funding	8.9%	18
Other	5.4%	11
None	7.9%	16

N= 202 district respondents

Note: Percent does not add up to 100% because implementation challenge categories are not mutually exclusive; responses could be coded in one or more categories. Additionally, one district was not represented in the table because the district official did not provide an open response to the question about implementation challenges.

Source: January 2009 D.A.T.E. survey.

Just over half of the district officials expressed one exclusive challenge. That is, over 50% of respondents in Year 1 D.A.T.E. districts expressed a singular challenge rather than a multi-faceted one. Among the other half of respondents which reported multi-faceted implementation challenges,

capacity and design challenges were most often reported in combination, followed by combinations of capacity and communication challenges, communication and design challenges, as well as design and organizational dynamics challenges.

Challenges for Implementing D.A.T.E. Plans in Year 2

The 2010 survey for continuing D.A.T.E. districts also asked about the extent to which district officials agreed with 11 statements about possible challenges their districts faced when implementing Year 2 D.A.T.E. plans. Each statement is listed in Table 3.10 below, as is the percent of respondents agreeing or disagreeing with each statement.

Overall, no statements elicited a strong amount of agreement from district officials. The statement to which the most respondents agreed was that the amount of the D.A.T.E. grant was insufficient to meet goals of the district's incentive pay plan. While only 48% of respondents agreed or strongly agreed with that statement, it is a challenge that emerged more frequently among D.A.T.E. districts in Year 2 than in Year 1 of the program (as seen in Table 3.9 above). Even fewer respondents agreed with the remaining 10 statements. In fact, the final five statements elicited agreement from less than 20% of district officials.

Table 3.10: Challenges Faced During Implementation of Year 2 D.A.T.E. Plans

Types of Challenges	Strongly Disagree	Disagree	Agree	Strongly Agree
The amount of the D.A.T.E. grant is insufficient to meet goals of the district's performance pay plan.	8.9% (16)	42.5% (76)	33.5% (60)	15.1% (27)
The demands (e.g., time, paperwork) of <u>submitting</u> a D.A.T.E. grant application to the TEA were too burdensome.	7.8% (14)	49.7% (89)	30.7% (55)	11.7% (21)
The demands (e.g., time, paperwork) of <u>implementing</u> the D.A.T.E. plan are too burdensome.	9.5% (17)	50.8% (91)	32.4% (58)	7.3% (13)
It is difficult to determine criteria for deciding which school personnel will receive a bonus award as part of the district's D.A.T.E. plan.	15.6% (28)	53.1% (95)	22.3% (40)	8.9% (16)
The guidelines issued by the TEA for the D.A.T.E. program are <u>unclear</u> .	11.2% (20)	64.2% (115)	20.1% (36)	4.5% (8)
The district does not have sufficient <u>organizational</u> capacity (e.g., personnel) to implement the D.A.T.E. plan as desired.	22.9% (41)	57.5% (103)	15.1% (27)	4.5% (8)
School personnel have trouble understanding the goals and design of the D.A.T.E. plan used by the district.	15.6% (28)	66.5% (119)	14.5% (26)	3.4% (6)
Participating in the D.A.T.E. program is having a negative effect on school culture and collegiality in my district.	30.2% (54)	54.7% (98)	13.4% (24)	1.7% (3)
The guidelines issued by the TEA for the D.A.T.E. program are <u>unfair</u> .	11.2% (20)	75.4% (135)	10.1% (18)	3.4% (6)
The district does not have sufficient <u>technical</u> capacity (e.g., data systems) to implement the D.A.T.E. plan as desired.	22.3% (40)	64.8% (116)	11.7% (21)	1.1% (2)
The district's D.A.T.E. plan conflicts with other programs operating in the district.	31.8% (57)	65.4% (117)	2.2% (4)	0.6% (1)

N= 179 district respondents.

Note: Each cell contains the percent of responses falling in each answer category with the number of responses in parentheses.

Source: January 2010 Continuing D.A.T.E. survey.

Perceptions about Impact of D.A.T.E. and Recommendations for Program

This final section of the chapter addresses the perceptions held by district officials about the impact of participation in the D.A.T.E. program, comparing the opinions of those officials in districts that participated in both Year 1 and Year 2 of the program versus those in districts that discontinued D.A.T.E. participation after Year 1. The section closes with a discussion of program recommendations reported by officials in districts that participated in both Year 1 and Year 2 of D.A.T.E.

Perceived Impact of Participating in the D.A.T.E. Program

Overall, district officials held quite different perceptions about the Year 1 impact of D.A.T.E. depending on whether they were in a district that continued participation in Year 2 of the program or in a district that discontinued participation after Year 1. As seen in the description below, officials in the former group held highly positive views about the impact of Year 1 program participation, whereas the latter group held mixed reviews of D.A.T.E., with some quite negative perceptions of the program's impact.

Perceived impact of Year 1 D.A.T.E. participation among continuing districts

Officials in continuing D.A.T.E. districts were asked how participation in Year 1 D.A.T.E. impacted their districts along eight factors, all of which are listed in Table 3.11 below. The table reports the extent to which respondents agreed or disagreed with each statement. Overall, officials in continuing districts held very positive views of the Year 1 D.A.T.E. experience, with the vast majority reporting that they agreed or strongly agreed with each positive statement (i.e., the first six of eight statements listed in Table 3.11 describe a positive impact of D.A.T.E.). The most highly agreed upon statements were that Year 1 participation helped to increase student learning and improve teaching practices.

While over half of the respondents disagreed with each of the final three statements which described possible negative impacts from Year 1 participation (i.e., that it caused resentment, did not affect professionals' behaviors, or had a negative effect), a small—but not insignificant—share of officials agreed that participation in the Year 1 program caused resentment among teachers. Nearly 25% of respondents agreed or strongly agreed with that statement.

**Table 3.11: Perceived Impact of Participation in Year 1 of the D.A.T.E. Program,
Continuing D.A.T.E. Districts**

Statements about 2008-09 D.A.T.E. Plan	Strongly Disagree	Disagree	Agree	Strongly Agree
It helped increase student learning in my district.	0.6% (1)	11.7% (21)	62.0% (111)	25.7% (46)
It helped improve teaching practices in my district.	0.6% (1)	14.5% (26)	66.5% (119)	18.4% (33)
It helped teachers in my district feel more satisfied with their jobs.	1.1% (2)	15.1% (27)	69.3% (124)	14.5% (26)
It contributed to improvements in the quality of professional development offered to teachers in my district.	2.2% (4)	36.3% (65)	46.4% (83)	15.1% (27)
It did a good job of distinguishing effective from ineffective teachers in the district.	6.7% (12)	33.0% (59)	52.5% (94)	7.8% (14)
It caused resentment among teachers in my district.	21.8% (39)	54.2% (97)	21.8% (39)	2.2% (4)
It did not affect teaching practices or professional behaviors in my district.	24.6% (44)	61.5% (110)	11.7% (21)	2.2% (4)
It had negative effects in my district.	41.9% (75)	47.5% (85)	10.1% (18)	0.6% (1)

N= 179 district respondents

Note: Each cell contains the percent of responses falling in each answer category with the number of responses in parentheses.

Source: January 2010 Continuing D.A.T.E. survey.

Perceived impact of Year 1 D.A.T.E. participation among non-continuing districts

Officials in non-continuing D.A.T.E. districts were also asked how participation in Year 1 D.A.T.E. impacted their districts along the same eight factors, all of which are listed in Table 3.12 below.

Unlike the highly positive responses of officials in continuing D.A.T.E. districts, non-continuing districts had mixed reviews of the Year 1 D.A.T.E. impact. For example, slightly over half of respondents (55%) agreed that Year 1 D.A.T.E. participation helped to improve student learning and teaching practices, whereas 88% and 85% of respondents in continuing D.A.T.E. districts agreed with those statements, respectively.

While over 75% of respondents in continuing D.A.T.E. districts disagreed with negative statements about the Year 1 D.A.T.E. experience, 45% to 55% of respondents in non-continuing districts agreed with those statements. For example, 55% agreed that D.A.T.E. had no impact on teaching practices and professional behaviors, and 45% of them agreed that Year 1 D.A.T.E. caused resentment among teachers and that the program had a negative effect in the district.

Table 3.12: Perceived Impact of Participation in Year 1 of the D.A.T.E. Program, Non-Continuing Districts

Statements about 2008-09 D.A.T.E. Plan	Strongly Disagree	Disagree	Agree	Strongly Agree
It helped increase student learning in my district.	9.1% (1)	36.4% (4)	36.4% (4)	18.2% (2)
It helped improve teaching practices in my district.	9.1% (1)	36.4% (4)	36.4% (4)	18.2% (2)
It did a good job of distinguishing effective from ineffective teachers in my district.	9.1% (1)	45.5% (5)	27.3% (3)	18.2% (2)
It helped teachers feel more satisfied with their jobs in my district.	9.1% (1)	45.5% (5)	27.3% (3)	18.2% (2)
It contributed to improvements in the quality of professional development offered to teachers in my district.	9.1% (1)	63.6% (7)	9.1% (1)	18.2% (2)
It did not affect teaching practices or professional behaviors in my district.	27.3% (3)	18.2% (2)	45.5% (5)	9.1% (1)
It caused resentment among teachers in my district.	36.4% (4)	18.2% (2)	36.4% (4)	9.1% (1)
It had negative effects in my district.	36.4% (4)	18.2% (2)	36.4% (4)	9.1% (1)

N= 11 district respondents.

Note: Each cell contains the percent of responses falling in each answer category with the number of responses in parentheses.

Source: January 2010 Non-Continuing D.A.T.E. survey.

Recommendations for the D.A.T.E. Program

Finally, the 2010 survey for D.A.T.E. districts that had participated in both Year 1 and Year 2 of the program included an open-ended question asking what recommendations district officials would make to improve their districts' ability to implement D.A.T.E. plans more effectively. Responses were provided by 96% of respondents (172 of a possible 179 respondents) and four primary themes emerged related to: (1) design and funding, (2) communication and negotiations, (3) district capacity, and (4) burden of program participation. Most respondents reported single-faceted recommendations, that is, their response was representative of one theme exclusively.

Revisions to design and funding guidelines for the D.A.T.E. program

Over 40% of the respondents suggested revisions to the design and funding guidelines that govern the D.A.T.E. program. From these responses, three subtopics emerged, including the need for more money, the need for greater local discretion in incentive plan design, and improvements to the techniques for measuring and rewarding school personnel performance.

The most common recommendation was for D.A.T.E. grants to be of a higher dollar value. Nearly half (46.7%) of all responses in this "design and funding" category suggested that grant amounts for each district be higher in order to include more personnel as award recipients and/or to make award amounts for personnel more meaningful.

If funding is maintained at \$1,000 per teacher, we should receive the funds necessary to include all our teachers who could qualify. In this manner, we would not be burdened with the decision to exclude some teachers that really do deserve the incentive award.

In order to provide meaningful awards for teachers, the district has chosen to include only four high schools, three alternative campuses, and three elementary schools in Year 1 [of D.A.T.E.] and two additional elementary schools in Year 2. We would like to include all elementary schools and middle schools.

Approximately 36% of responses in the “design and funding” category described the need for greater local discretion in the design of D.A.T.E. incentive pay plans. Of these 27 responses, specific recommendations included eliminating the \$1,000 award amount minimum for teachers, providing more flexibility in the 60-40 split between Part 1 and Part 2 funds, and allowing greater local control over the use of contingency funds (i.e., unearned awards at the end of a payout period).

Others suggested the need for improved strategies for measuring and rewarding the performance of school personnel. Among these responses, ideas for improvement primarily included the need for better tools to measure performance of teachers that work in grades/subject areas that are not tested by TAKS, as well as more advanced techniques for determining teachers’ contributions to student growth.

Improved communications and negotiations during program design and implementation

Twenty percent of respondents suggested the need for improved communication both within districts and externally between districts and TEA in the grant negotiation process. Of these 35 responses, over two-thirds described challenges during the grant negotiation process with TEA, whereas 43% described the need for improved internal communication within the district.

Recommendations for improved negotiations with TEA stemmed from concerns about inconsistent information sharing and lengthy grant approval processes. For example, several districts stated that conversations with different TEA staff resulted in different instructions for the grant application process, while others stated that communication mediums (e.g., website versus emails) conveyed inconsistent information. As one respondent reported, “The website dates do not always correspond to dates of deadlines that are emailed to us.”

Districts also described concerns about slow grant approval processes, especially with regard to getting TEA’s review of D.A.T.E. plan submissions back in a timely manner. They also described their perception of “unreasonable” turn-around times for submitting grants to TEA.

Too often, two conversations with TEA will result in two different directions of action; this causes much confusion and delay. The approval process needs improvement. Plans are not approved in a timely manner by TEA causing the effect of the plan to have less impact on the TAKS year. Awards are based on TAKS scores, instruction occurs all year—therefore, plans need to be approved for implementation to begin at the start of the school year to have full impact on student achievement. Turnaround time to continue the grant in Year 2 was unreasonable. Districts did not have student data back and teachers are gone for summer, almost impossible to have teacher/campus employee input when they are not at work to provide it.

Challenges with internal district communication most often stemmed from the immense and crucial task of ensuring broad stakeholder groups understand the design of and process for implementing incentive plans. Several respondents specified the need for more involvement of a broader set of schools and personnel in the planning and implementation process, while others stated the need for more staff to manage the ongoing communication campaigns to ensure school personnel understand the nature of the incentive system.

Greater district capacity

Slightly over 15% of respondents stated the need for greater district capacity to design and implement their own D.A.T.E. incentive plan. Nearly 60% of these 27 districts expressed staffing needs to ensure successful implementation of their plans. They asserted that all phases of the planning and implementation process would benefit from more personnel and more personnel expertise. Such improvements would benefit design and implementation, from grant writing to communications with schools, to monitoring and record-keeping, to complying with reporting requirements, and assisting with payouts to personnel at the end of each performance cycle.

Eight responses in the “district capacity” category stated the need for more guidance on design options for their districts’ incentive pay plans and other general needs for implementation. Finally, five of the 27 responses in this category discussed the desire for enhanced data systems and performance measures.

Less burden of participation

The final category—burden of participation in the D.A.T.E. program—was a concern expressed by less than 10% of respondents. Of these 15 responses, the most recurring theme was the time-consuming and “cumbersome” nature of the application process, paperwork for managing the grant, along with the record-keeping and reporting to TEA that is required of D.A.T.E. participants.

Finally, 25% of the 172 respondents answering this open-ended question cited no recommendations for the D.A.T.E. program at all. Specifically, 43 district officials simply stated that there were no suggestions or needs for improvements, and many explained that D.A.T.E. was operating smoothly and accomplishing district goals as suspected.

The report now turns from this discussion of participation experiences to a thorough examination of the types of incentive pay plans designed by D.A.T.E. districts and schools during the first two years of the program.

CHAPTER 4

D.A.T.E. Plan Design in Year 1 and Year 2 of Program

This chapter discusses the design features of D.A.T.E. districts' incentive pay plans during Year 1 (2008-09) and Year 2 (2009-10) of the program. Evaluators identified the design features of Year 1 and Year 2 D.A.T.E. plans by reviewing the applications submitted by districts to TEA. This chapter first explains which design features were selected as the focus for this chapter and why they were chosen as the most appropriate features for describing districts' incentive pay plans. It goes on to characterize the plans developed by Year 1 and Year 2 D.A.T.E. districts according to these key design features, and draws attention to any notable differences when comparing the design of Year 1 to the design of Year 2 plans.

This chapter not only illuminates the nature of incentive pay plans designed by D.A.T.E. grantees, but also introduces the key design features that will later be used in analyses of program outcomes. That is, chapters in the last half of this report will make use of design features to further understand how a D.A.T.E. incentive pay plan influenced outcomes for teachers and students. The key evaluation questions and findings discussed throughout this chapter are listed below.

Evaluation Questions

This chapter addresses the following questions.

- What design features characterize the incentive pay plans proposed by districts in Year 1 of the D.A.T.E. program?
- What design features characterize the incentive pay plans proposed by districts in Year 2 of the D.A.T.E. program?
- Are there any differences in the Year 1 plan design features of districts that discontinued D.A.T.E. participation after Year 1 of the program versus those districts that continued participation into Year 2 of D.A.T.E.?

Key Findings

This chapter highlights and expands upon the following key findings based on a review of Year 1 and Year 2 incentive pay plans designed by D.A.T.E. districts.

- During Year 1 of the program, 53% of the districts designed D.A.T.E. plans to be implemented district-wide while the other half designed the incentive plans for only select schools in their districts. In Year 2 of the program, 64% of districts chose to implement D.A.T.E. plans district-wide.

- At least 70% of Year 1 and Year 2 D.A.T.E. districts dedicated more than the minimum requirement of 60% (i.e., Part 1) of their total grant to fund incentive awards for classroom teachers.
- Districts made similar decisions about how to use Part 2 funds during both years of the D.A.T.E. program. Funds were most often designated for the provision of additional awards to school personnel, including administrators, teachers, and other personnel.
- In both Year 1 and Year 2, all districts adhered to state guidelines and designed plans in which teachers were eligible for Part 1 incentive awards. The state's guidelines for D.A.T.E. were revised for Year 2 to allow districts to use Part 1 funds to provide awards to principals in addition to teachers, and 41% of districts used Part 1 funds for such purposes during Year 2 of the program.
- Overall, there were considerable differences across D.A.T.E. districts with respect to the share of teachers eligible for Part 1 awards. Most often, D.A.T.E. districts designed plans in which all teachers were *not* eligible for Part 1 awards. Among districts with district-wide plans, only 21% in Year 1 and 6% in Year 2 designed plans that made more than 90% of their teachers eligible for Part 1 awards. For both Year 1 and Year 2 most districts with a select school plan made less than half of their teachers eligible for a Part 1 award.
- During Year 1 of the D.A.T.E. program, teachers' eligibility for incentive awards was most often determined by some combination of individual and group-based performance. There was a greater tendency to base awards exclusively on individual teacher performance during Year 2 of D.A.T.E.
- Evaluators could not be certain from grant applications whether or not districts adhered to the state's requirement that teachers have the opportunity to earn awards of no less than \$1,000 or the recommendation that they be no lower than \$3,000. There was some evidence that in order to meet the state minimum requirement of \$1000, a significant number of grantees would have needed to contribute Part 2 funds because Part 1 funds alone were not achieving the minimum requirement.
- Most D.A.T.E. districts designed plans that proposed quite egalitarian award distributions for teachers. That is, a large number of teachers would each receive relatively small awards.
- The design of Year 1 D.A.T.E. plans used by districts that would continue in both years of the program was not entirely different from the Year 1 design used by districts that would eventually not continue in Year 2. However, continuing districts did—on average—propose much higher Part 1 award amounts for teachers in Year 1 than in non-continuing districts. As an example, the average proposed maximum Part 1 award among continuing districts was just over \$3,200 but was just over \$1,100 in non-continuing districts.

Overview of D.A.T.E. Incentive Plan Design Features

This chapter presents information on the key design features of incentive pay plans proposed by D.A.T.E. districts and schools during the first two years of the program. A total of 203 districts participated in D.A.T.E. in Year 1 of the program (2008-09) and, of those districts, 191 continued participation in Year 2 (2009-10). The objectives of this chapter are two-fold. First, the chapter introduces readers to the design choices that districts and schools made given the guidelines set by the state for implementation of D.A.T.E. incentive pay plans. Second, it is to familiarize readers with design features that will be utilized in later chapters of the report to explain program outcomes for teachers and students. That is, evaluators will use the design features discussed throughout this chapter when considering if and why certain schools and districts participating in D.A.T.E. may have had different outcomes related to teacher attitudes and behavior, teacher turnover, and student achievement gains.

Evaluators identified the design features of Year 1 and Year 2 D.A.T.E. plans by reviewing the applications submitted by districts to TEA. A detailed taxonomy and coding scheme was used to reliably identify characteristics across all available applications.¹⁴ Multiple coders reviewed and systematically coded the applications, ensuring inter-rater reliability. When a discrepancy was revealed between coders, a third party served as mediator to reach a consensus.¹⁵

The design features that became the focus of this taxonomy are detailed in Table 4.1 below. These design features are of common interest among policymakers and researchers and were also described in a reliable, valid manner in the D.A.T.E. applications, which were the data source for this effort.¹⁶ Table 4.1 provides a description of each design feature and the level at which this information was available (i.e., at the district level or school level). It is important to note that most design features were available only at the district level. That is, applications were written in such a way that it was difficult or impossible to attribute these design features to specific schools. However, there are three variables that were discernable at the school level: (1) type of Part 1 award recipient, (2) design of Part 1 awards, and (3) unit of accountability for determining Part 1 award eligibility.

¹⁴ TEA was able to provide evaluators with all 203 Year 1 D.A.T.E. applications (100% of all Year 1 applications) and 188 out of 191 Year 2 D.A.T.E. continuing grant applications (98% of all Year 2 continuing grant applications).

¹⁵ Coders entered data into a common-template Excel file. Once each file was reviewed for reliability and accuracy, all were merged and converted into SPSS for analysis.

¹⁶ See, for example, Chapter 3 of OECD (2009), *Evaluating and rewarding the quality of teachers: International practices*, OECD, Paris (http://www.oecd.org/document/20/0,3343,en_2649_39263231_44111636_1_1_1_37455,00.html#HTO) for a review of incentive pay design features that are of common interest in the research and policy realms.

Table 4.1: Overview of D.A.T.E. Design Features

Design Feature	Description	Variable
Distribution of D.A.T.E. grants	Total amount of D.A.T.E. grant given to district from the State. Look at minimum, max, frequency of distribution within strata.	District-level
Part 1/Part 2 split	Share of total grant used for Part 1 bonus awards and Part 2 activities.	District-level
D.A.T.E. plan type	Identifies whether or not the plan operates district-wide or only within select schools.	District-level
Use of Part 2 funds – bonus awards	Did districts use Part 2 funds to provide bonus awards to teachers, administrators, and/or other personnel? If so, what were the minimum and maximum bonus amounts?	District-level
Use of Part 2 funds – hard-to-staff stipends	Did districts use Part 2 funds to provide stipends for teachers assigned to hard-to-staff areas? If so, what were the minimum and maximum stipend amounts?	District-level
Use of Part 2 funds – lead teacher awards	Did districts use Part 2 funds to provide awards to lead teachers (e.g., teacher coaches, mentors)? If so, what were the minimum and maximum award amounts?	District-level
Use of Part 2 funds – other purposes	Did districts use Part 2 funds to fund professional growth opportunities and/or advancements to district data capacity?	District-level
Part 1 award recipients	Are teachers and/or principals eligible to receive Part 1 awards? (<i>Note, principals were only eligible for Part 1 awards in Year 2 of the D.A.T.E. program.</i>) How many teachers and/or principals were eligible to receive Part 1 awards?	School-level
Design of D.A.T.E. Part 1 bonus awards*	The amount and distribution of Part 1 bonus awards as <u>designed</u> by districts in their grant applications.	School-level
Part 1 award unit of accountability	This measures the entity whose performance determines eligibility for a bonus award. It is measured at the individual, team, or campus level. For example, if a teacher’s bonus award eligibility is strictly determined by his/her own classroom performance, then the unit of accountability is at the individual level. If all or part of the bonus award is determined by the performance of the grade-level or subject area to which that teacher is associated, then there is a team-level unit of accountability.	School-level

Note: All design features based on coding of grant applications submitted by D.A.T.E. grantees to TEA for Cycle 1, Year 1 and Cycle 1, Year 2 of the program.

D.A.T.E. Proposed Plan Design in Year 1 and Year 2

This section provides an overview of design features proposed by grantees for Year 1 of the D.A.T.E. program and also proposed in continuation grants for Year 2 of the program.

Overall, 203 districts participated in Year 1 of the program during the 2008-09 school year. According to plans submitted by districts, a total of 1,896 schools participated during that first year.¹⁷ In Year 2, 191 (94%) of the original 203 districts continued participation in the D.A.T.E. program. According to their continuation grants, 2,157 schools participated in Year 2. The larger number of schools in Year 2, despite the smaller number of districts, is not surprising given the greater tendency in Year 2 for districts to implement D.A.T.E. plans district-wide as opposed to only in select schools. Therefore, while the majority (~80%) of Year 2 D.A.T.E. schools had participated during Year 1 of the program, the remaining schools in Year 2 (~20%) had not previously participated in D.A.T.E.¹⁸

The following discussion addresses each question below.

- What was the size of grants distributed to D.A.T.E. districts and how many districts designed an incentive plan district-wide versus in select schools only?
- What portion of funds did D.A.T.E. districts designate for incentive awards to teachers and principals (i.e., Part 1 funds) versus other purposes (i.e., Part 2 funds), including activities related to professional development or data capacity enhancements?
- What type of school personnel and how many were eligible to receive Part 1 incentive awards?
- What was the size of Part 1 incentive awards for school personnel as proposed by D.A.T.E. grantees?
- How did grantees determine whether or not school personnel would be eligible for Part 1 incentive awards? That is, was award eligibility determined by individual performance or the performance of a group of individuals?

Allocation of Grant Funds and Strategy for Incentive Pay Plans

For Year 1 of the D.A.T.E. program, participating districts received original grant awards based upon student enrollment in the district during the 2006-07 school year. Grant amounts ranged from a minimum of \$4,395 to a maximum of \$13,094,393 with an average award of \$712,193.¹⁹

¹⁷ The counts of participating schools are based on information submitted by districts in their Year 1 grant applications. Chapter 9 presents findings from a survey administered to educators in D.A.T.E. schools during Year 1 of the program. Through the survey administration process, it appeared that only 1,783 schools actually participated in Year 1 of the program.

¹⁸ The counts of participating schools are based on information submitted by districts in their Year 2 continuing grant applications. Chapter 9 presents findings from a survey administered to educators in D.A.T.E. schools during Year 2 of the program. Through the survey administration process, it appeared that only 2,145 schools actually participated in Year 2 of the program.

¹⁹ See the section later in this chapter entitled “Revision to allocation of grant funds for Year 1 districts” for a discussion of how districts used new funds provided by the state from amended grant amounts to Year 1 districts.

Each district's Year 2 grant amount was determined by its student enrollment in the 2007-08 school year. Year 2 grant amounts ranged from a minimum of \$3,960 to a maximum of \$13,923,104 with an average award of \$845,480. This average is slightly larger than the average grant amount in Year 1 of the program, which is not surprising since an increased amount of state funds were distributed among a smaller pool of districts in Year 2 of D.A.T.E.

Table 4.2 illustrates the distribution of original grants to districts participating in Year 1 of D.A.T.E. and the distribution of Year 2 grants to districts for the 2009-10 school year. The distributions were very similar in both years. Approximately 61% of Year 1 D.A.T.E. districts and 56% of Year 2 D.A.T.E. districts received original grants of less than \$200,000. Roughly 11% of Year 1 and 13% of Year 2 districts received grants of \$2,000,000 or higher. This shift was, again, due to the state funds being divided among a smaller pool of districts in Year 2 of the D.A.T.E. program.

Table 4.2: Distribution of D.A.T.E. Districts by Total Grant Amount, Year 1 and Year 2

Total Grant Amount	Percent (#) of D.A.T.E. Districts, Year 1	Percent (#) of D.A.T.E. Districts, Year 2
Less than \$50,000	30.5% (62)	28.3% (53)
\$50,000 to <\$200,000	30.0% (61)	27.8% (52)
\$200,000 to <\$500,000	13.8% (28)	15.0% (28)
\$500,000 to <\$1,000,000	7.9% (16)	8.0% (15)
\$1,000,000 to <\$2,000,000	6.9% (14)	8.0% (15)
\$2,000,000 to <\$3,000,000	3.9% (8)	3.7% (7)
\$3,000,000 to <\$4,000,000	2.5% (5)	3.7% (7)
\$4,000,000 to <\$5,000,000	1.5% (3)	1.6% (3)
\$5,000,000 or more	3.0% (6)	3.7% (7)

N= 203 D.A.T.E. Year 1 districts and 187 D.A.T.E. Year 2 districts

Note : Values missing for four Year 2 D.A.T.E. districts.

Source: Cycle 1, Year 1 D.A.T.E. applications and Cycle 1, Year 2 D.A.T.E. applications submitted to TEA.

District-wide versus select school incentive pay plans

Districts were able to decide whether or not to use their grant to implement an incentive pay plan district-wide or only in select schools throughout the district. If a district chose to implement an incentive pay plan in select schools, most of those chosen schools had to exhibit some at-risk factors, such as performing lower than the district's average on indicators of student achievement, having a high percentage of ED students, experiencing above average student risk factors such as high dropout or non-completion rates, or having overall low student performance as indicated through the state's accountability system (e.g., rated academically unacceptable).

As seen in Table 4.3, a greater share of Year 2 D.A.T.E. districts implemented incentive plans district-wide, as compared to Year 1. Whereas half of Year 1 districts (53%) implemented district-wide plans, roughly 64% of Year 2 districts did so. As seen in Table 4.3, when looking at the percent of D.A.T.E. schools represented in each type of incentive pay plan, 75% were in district-wide plans during Year 2 of the program, as compared to 65% that were in district-wide plans during Year 1.

Table 4.3: Type of Incentive Plan Used by D.A.T. E. Districts, Year 1 and Year 2

D.A.T.E. Plan Type	Percent (#) of Districts, Year 1	Percent (#) of Districts, Year 2	Percent (#) of Schools, Year 1	Percent (#) of Schools, Year 2
District-wide incentive pay plan	52.7% (107)	64.4% (121)	65.4% (1,240)	75.0% (1,617)
Select school incentive pay plan	47.3% (96)	35.6% (67)	34.6% (655)	23.6% (508)
Total in Year 1	203	188	1,895	2,125

Note: Value missing for three Year 2 districts, one Year 1 school, and 32 Year 2 schools

Source: Cycle 1, Year 1 D.A.T.E. applications and Cycle 1, Year 2 D.A.T.E. applications submitted to TEA.

As a general rule, among D.A.T.E. districts that participated in Year 1 and Year 2 of the program, districts with district-wide incentive plans in Year 1 also had district-wide incentive plans in Year 2. However, 23 districts with select school incentive plans in Year 1 adopted district-wide incentive plans for Year 2, and 3 districts with district-wide incentive plans in Year 1 adopted select school incentive plans in Year 2.

As a result of 12 districts not continuing in Year 2 of D.A.T.E. and others switching the type of incentive pay plan used in each year, schools in D.A.T.E. districts could be part of the D.A.T.E. program in Year 1 and Year 2, others could be in the program only one of those two years, and other schools in D.A.T.E. districts might never be part of the D.A.T.E. program in Year 1 or Year 2. When looking within all 203 Cycle 1 D.A.T.E. districts at schools' participation status across Year 1 and Year 2 of the program, evaluators found that 1,699 schools participated in both years, 100 were in Year 1 only, 442 were in Year 2 only, and 1,320 never participated in D.A.T.E. in either year.²⁰

Grant funds for Part 1 versus Part 2 purposes

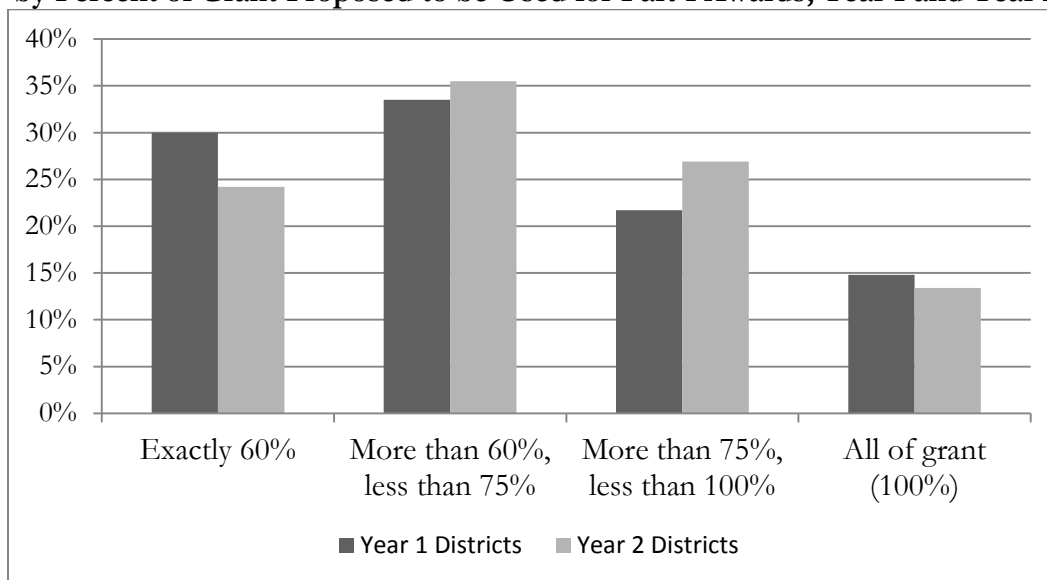
For Year 1 of D.A.T.E., districts had to use at least 60% of their total grant (i.e., Part 1) to fund incentive awards for full-time teachers. D.A.T.E. districts could use up to 40% of their grant for Part 2 purposes, which included things such as extra awards to teachers, school administrators, or other school personnel. Part 2 funds could also fund professional growth activities, enhancement of district data capacity, or stipends for school personnel serving in hard-to-staff positions or in lead/mentor teacher roles. The same general guidelines applied for Year 2, with the exception that grantees could now use Part 1 funds as incentive awards for principals in addition to teachers, if they so desired.

²⁰ A total of 3,561 schools (including those participating in D.A.T.E. and those not participating in D.A.T.E.) operated in the 203 Cycle 1 D.A.T.E. districts during the 2009-10 school year.

Figure 4.1 illustrates for Year 1 and Year 2 how much of districts' total grants were dedicated for Part 1 purposes. All districts adhered to the guideline that at least 60% of grant funds be dedicated for Part 1 purposes. The majority of Year 1 D.A.T.E. districts (70%) and Year 2 D.A.T.E. districts (just over 75%) proposed using more than 60% of their grant for Part 1 awards. In fact, there was a slight increase from Year 1 to Year 2 in the percent of districts planning to use more than 60%—but not all of the grant—for Part 1 awards (55.2% to 62.2% of districts representing those middle two columns along the x-axis). Only 15% of Year 1 and 13% of Year 2 D.A.T.E. districts proposed using all grant funds for Part 1 awards.

The results of Figure 4.1 should be interpreted with caution given the discrepancy between reports on planned use of funds in grant applications and later reports by districts in a survey administered to D.A.T.E. districts in January 2010. In that survey, 41 district officials (representing 22.9% of 179 districts that were represented on the survey) said they were only using their D.A.T.E. Year 1 grant for Part 1 awards to teachers, which is a higher share of districts than the 15% reporting such distribution of funds according to their grant applications submitted to the TEA.²¹

Figure 4.1: Distribution of D.A.T.E. Districts by Percent of Grant Proposed to be Used for Part 1 Awards, Year 1 and Year 2



N= 203 D.A.T.E. Year 1 districts and 188 D.A.T.E. Year 2 districts

Note: Values missing for three Year 2 districts.

Source: Cycle1, Year 1 D.A.T.E. applications and Cycle 1, Year 2 D.A.T.E. applications submitted to TEA.

Figure 4.1 above illustrated that ~15% of Year 1 and Year 2 D.A.T.E. districts proposed using all of their grant for Part 1 awards. This means that at least 85% of districts proposed using some portion of their grant to fund Part 2 activities in both Year 1 and Year 2 of the program. As seen in Table 4.4, Year 2 districts' proposed use of Part 2 funds very closely mirrored the use of Part 2 funds proposed by Year 1 D.A.T.E. districts. In both years, Part 2 funds were most commonly used to provide extra incentive awards to non-teacher, non-administrator school personnel (i.e., other school personnel), classroom teachers, and school administrators. Approximately 20% of Year 1 districts and 23% of Year 2 districts designated Part 2 funds for the implementation of professional

²¹ Data for the examination of this issue for Year 2 were unavailable in time for inclusion in the present report.

growth activities. D.A.T.E. districts less often designated Part 2 funds for other possible Part 2 purpose in both years.

In addition to describing the percent of D.A.T.E. districts that designated Part 2 funds for each purpose, Table 4.4 also provides the average dollar amount dedicated to each purpose, but there was wide variation from district to district.

Table 4.4: Proposed Use of Part 2 Funds by D.A.T.E. Districts, Year 1 and Year 2

Use of Part 2 Funds	Percent (# of Year 1 Districts)	Amount of Part 2 Funds (Avg) in Year 1	Percent (# of Year 2 Districts)	Amount of Part 2 Funds (Avg) in Year 2
Awards for other school personnel	55.7% (113)	Min award: \$491.89 Max award: \$1,263.59	57.4% (108)	Min award: \$522.62 Max award: \$1,314.25
Awards for school administrators	50.2% (102)	Min award: \$1,737.58 Max award: \$2,668.73	46.3% (87)	Min award: \$1,368.68 Max award: \$1,902.02
Awards for teachers	47.3% (96)	Min award: \$629.04 Max award: \$1,193.56	53.7% (101)	Min award: \$694.78 Max award: \$1,111.61
Funds for professional growth activities	19.7% (40)	\$60,026.27	22.9% (43)	\$76,934.43
Funds for enhancing data capacity	14.8% (30)	\$51,428.43	16.0% (30)	\$58,838.22
Stipends for teachers in hard-to-staff positions (e.g., teaching in shortage area or area with high rate of out-of-field teachers)	12.8% (26)	Min award: \$1,533.12 Max award: \$2,159.22	10.6% (20)	Min award: \$995.70 Max award: \$1,870.70
Stipends for lead/mentor teachers (i.e., mentor teachers, master teachers, teacher coaches)	11.3% (23)	Min award: \$4,578.96 Max award: \$5,812.96	12.8% (24)	Min award: \$5,556.78 Max award: \$6,300.29

N= 203 D.A.T.E. Year 1 districts and 188 D.A.T.E. Year 2 districts

Note : Missing values for three Year 2 districts. Each category is not mutually exclusive, so %'s in each column add up to more than 100%.

Source: Cycle1, Year 1 D.A.T.E. applications and Cycle 1, Year 2 D.A.T.E. applications submitted to TEA.

Revisions to allocation of grant funds for Year 1 D.A.T.E. plans

In the first year of the D.A.T.E. program, most districts received amended grant amounts. That is, after they had already begun implementation of their Year 1 D.A.T.E. incentive plan, they received extra state funds to supplement their original grant amount. Award amounts were amended to reallocate funds from eligible districts that did not submit a grant application for D.A.T.E. and from eligible schools that did not apply for T.E.E.G. Cycle 3.

Evaluators were able to gather information from application amendments submitted to TEA from February to March 2009 by districts that received extra grant funds. Overall, nearly 90% (182) of the 203 Year 1 districts amended their original grants. The vast majority of these 182 districts (77.5%) received additional funds that represented less than 20% of their original Year 1 grant allocation.²²

Table 4.5 below provides more specific information about the purposes for which these 182 districts dedicated the additional grant funds for their Year 1 D.A.T.E. incentive plans. In the amendments submitted to TEA, districts had to specify how they planned to use the new funds. Regarding Part 1 awards for teachers, they could choose to allocate the new funds equally among all Part 1 teachers or allocate the new funds proportionately based on how teachers performed. Similarly, they could choose to allocate Part 2 awards equally or proportionately among eligible school personnel and/or designate new funds for other Part 2 purposes.

Table 4.5: Use of Amended Awards for Part 1 and Part 2 Purposes by D.A.T.E. Districts, Year 1 Amendments

Use of Additional D.A.T.E. Funds	Percent (#) of Districts
Part 1 Awards: Equally distributed to teachers	48.9% (89)
Part 1 Awards: Proportionately distributed based on performance criteria	47.8% (87)
Part 2 Awards: Equally distributed to teachers	12.6% (23)
Part 2 Awards: Proportionately distributed based on performance criteria	24.7% (45)
Part 2 Professional Growth Activities	12.6% (23)
Part 2 Data Capacity	5.5% (10)
Part 2 Stipends for Teachers in Hard-to-Staff Positions (e.g., teaching in shortage area or area with high rate of out-of-field teachers)	3.8% (7)
Part 2 Stipends for Lead/Mentor teachers (i.e., mentor teachers, master teachers, teacher coaches)	1.1% (2)

N= 180 D.A.T.E. Year 1 districts

Note : Missing values for two Year 1 districts. Each category is not mutually exclusive, so %'s add up to more than 100%.

Source: Cycle 1, Year 1 D.A.T.E. application amendments submitted to TEA.

²² Another 20% of districts received additional funds that were just over 20% of their original Year 1 grant allocation. For the remaining five districts, the additional funds represented noticeably more than a 20% increase over their original grant, and of those, only one district received additional funds over 50% of the original grant amount. One D.A.T.E. grantee, which is a single and small charter school, received additional funds that represented 127% of the original grant. The school's original grant was less than \$5,000 and the smallest of all original D.A.T.E. grants allocated.

Design of D.A.T.E. Part 1 Incentive Awards

As noted earlier in Table 4.1, D.A.T.E. grant applications contained information about several design features detailing districts' plans for Part 1 awards. Specifically, evaluators could identify the following design features.

- The type and share of school personnel eligible for Part 1 awards.
- The unit of accountability, or otherwise stated, the entity whose performance would determine award eligibility. The unit of accountability could be an individual teacher, team of teachers, an entire school, or some combination of those.
- The size and range of incentive awards proposed for Part 1 recipients.
- The proposed distribution of awards for Part 1 recipients.

In some respects, the design features for Part 1 awards differed between D.A.T.E. districts that designed district-wide incentive plans versus those that designed select school incentive plans. Therefore, where applicable, the discussion below presents findings to bring attention to those differences.

Type and share of school personnel eligible for Part 1 awards

As required by state guidelines, D.A.T.E. Year 1 districts had to dedicate at least 60% of their total grant amount to Part 1 of the incentive pay plan—that is, for incentive awards to full-time classroom teachers. However, districts were not required to include all full-time teachers as possible Part 1 award recipients, and as seen below in Figures 4.2 and 4.3, most did not. Districts' D.A.T.E. plans could limit Part 1 awards to certain types of teachers, such as to teachers in certain grades and/or subject areas.²³

Districts participating in Year 2 of the D.A.T.E. program were able to include principals, in addition to classroom teachers, as eligible Part 1 award recipients. That is, they were required by state guidelines to make classroom teachers eligible Part 1 recipients and they had the choice of integrating principals into that portion of the D.A.T.E. grant as well.

As required, all Year 1 districts dedicated at least 60% of their total grant for Part 1 teacher awards. Similarly, in Year 2 all districts included teachers as recipients of Part 1 awards, while 41% of districts (78 of 191 participating in Year 2) included principals as eligible for Part 1 awards.

Looking at this distribution at the school level, all 1,896 schools in Year 1 of the program had Part 1 incentive awards for teachers and 98% (2,123) of schools in Year 2 of D.A.T.E. had teachers as eligible Part 1 recipients. Additionally in Year 2, 54% of participating schools (1,160) had principals as eligible for Part 1 awards as well.²⁴

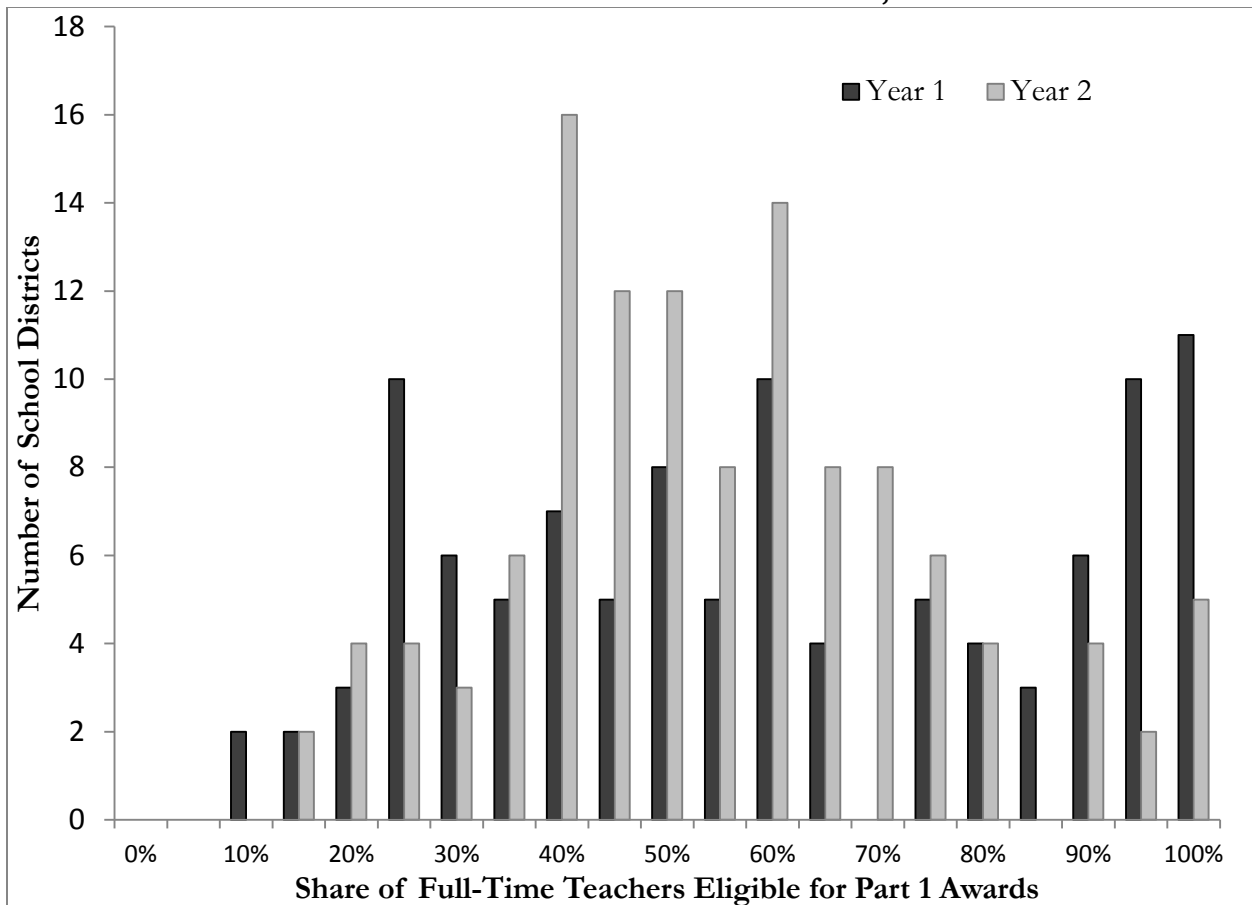
²³ Evaluators were unable to consistently determine from grant applications what type of teachers (e.g., by grade and/or by subject area) were considered eligible Part 1 award recipients. Therefore, that feature of D.A.T.E. incentive pay plans could not be consistently coded across all D.A.T.E. applications.

²⁴ Thirty-four Year 2 D.A.T.E. schools were missing information on types of Part 1 award recipients. It is likely that all 34 include teachers as Part 1 award recipients given state program requirements, but evaluators cannot make the same assumption as to the inclusion of principals as Part 1 recipients.

Figures 4.2 and 4.3 illustrate the share of full-time teachers that were eligible for Part 1 awards for Year 1 and for Year 2 for districts with district-wide D.A.T.E. plans and select school D.A.T.E. plans, respectively. These figures focus on teachers only, since they were the only type of school personnel eligible for Part 1 awards in both years of the program. This allows for a comparison from Year 1 to Year 2 of D.A.T.E.

Overall, there were considerable differences across D.A.T.E. districts with respect to the share of teachers eligible for awards. Figure 4.2 illustrates the share of full-time teachers who were eligible to receive a Part 1 award under D.A.T.E. plans that were designed as district-wide incentive plans. As the figure illustrates, even though all *schools* in a district were eligible to participate under the district-wide incentive plans, only a fraction of *teachers* were eligible to participate in most of these districts. Only 22 (21%) of the 107 Year 1 districts with district-wide plans and 7 (6%) of the 121 Year 2 districts with district-wide incentive plans made more than 90% of their teachers eligible for Part 1 awards.

Figure 4.2: The Percentage of Full-time Teachers Eligible for Part 1 Awards in Districts with District-wide D.A.T.E. Incentive Plans, Year 1 and Year 2

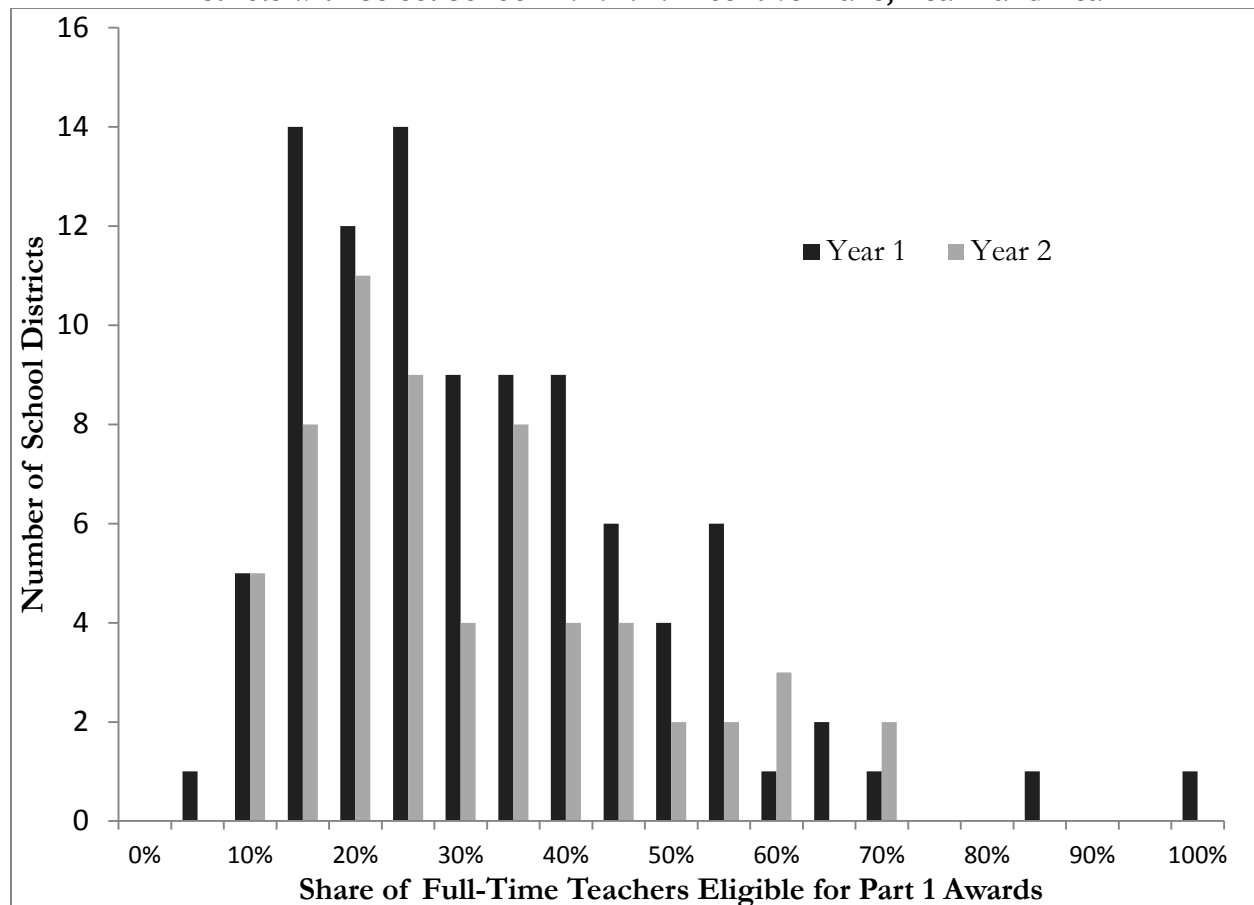


Note: Figure 4.2 does not include one D.A.T.E. district with a district-wide incentive plan in Year 1 and three D.A.T.E. districts with district-wide incentives in Year 2 because their applications did not clearly specify the number of teachers eligible to receive Part 1 incentive awards.

Source: Cycle 1, Year 1 D.A.T.E. applications, Cycle 1, Year 2 D.A.T.E. applications, and PEIMS.

Figure 4.3 illustrates the share of full-time teachers who were eligible to receive a Part 1 award in D.A.T.E. districts that designed select school incentive pay plans. As the figure illustrates, for both Year 1 and Year 2 most districts with a select school plan designed a plan in which less than half of their teachers would be eligible for the program. According to their proposals, only a handful of districts designed select school plans so that more than two-thirds of their teachers would be eligible.

Figure 4.3: The Percentage of Full-Time Teachers Eligible for Part 1 Awards in Districts with Select School D.A.T.E. Incentive Plans, Year 1 and Year 2



Note: Figure 4.3 does not include one D.A.T.E. district with a select school plan in Year 1 and seven D.A.T.E. districts with select school plans in Year 2 because their applications did not clearly specify the number of teachers eligible to receive Part 1 incentive awards.

Source: Cycle 1, Year 1 D.A.T.E. applications, Cycle 1, Year 2 D.A.T.E. applications, and PEIMS.

Proposed unit of accountability for Part 1 awards

D.A.T.E. schools proposed using a variety of approaches for determining teachers’ eligibility for Part 1 awards during Year 1 and Year 2 of the program, as seen in Table 4.6. The planned unit of accountability focuses on the proposed entity whose performance would determine award eligibility. The unit of accountability could be an individual teacher, team of teachers, an entire school, or some combination of the three.

In Year 1, schools rarely used exclusively individualistic approaches; that is, only 17% used individual teacher performance solely to determine a teacher’s eligibility for a Part 1 award. This increased to one-third of schools (33%) in Year 2 of D.A.T.E.

In Year 1, there was a tendency to use a hybrid unit of accountability in which teacher award eligibility was determined by the performance of a combination of entities. Slightly over 40% of D.A.T.E. schools used a hybrid approach (e.g., school + team, school + individual, team + individual, school + team + individual). Only 26% of Year 2 schools used a hybrid approach to determine teacher award eligibility, but more Year 2 schools than Year 1 schools used a team unit of accountability exclusively to determine teachers’ eligibility for Part 1 awards (40% in Year 2 compared to 31% in Year 1).

Table 4.6: Distribution of Proposed Unit of Accountability for Determining Teachers’ and Principals’ Eligibility for Part 1 Awards in D.A.T.E. Schools, Year 1 and Year 2

Unit of Accountability for Part 1 Awards	Percent (#) of D.A.T.E. Schools, Teachers, Year 1	Percent (#) of D.A.T.E. Schools, Teachers, Year 2	Percent (#) of D.A.T.E. Schools, Principals, Year 2
Team Only	30.8% (584)	40.0% (849)	38.0% (441)
Individual Only	17.4% (330)	33.3% (707)	0.0% (0)
School Only	1.8% (34)	0.2% (4)	48.4% (561)
School + Individual	21.9% (416)	13.2% (280)	0.1% (1)
Team + Individual	11.7% (222)	7.6% (6)	0.0% (0)
School + Team	7.2% (136)	4.4% (94)	13.5% (157)
School + Team + Individual	0.6% (11)	1.1% (23)	0.0% (0)
Unable to determine	8.6% (163)	0.2% (4)	0.0% (0)

N= 2,123 schools for teacher unit of accountability; N= 1,160 schools for principal unit of accountability

Source: Cycle 1, Year 1 D.A.T.E. applications submitted to TEA, N=1,896 schools; Cycle 1, Year 2 D.A.T.E. applications submitted to TEA.

Since Year 2 of D.A.T.E. afforded schools the opportunity to use Part 1 funds for principal awards, evaluators identified the unit of accountability proposed for determination of principal award eligibility. There was a heavy reliance on the use of school performance (48%) or team performance (38%) to determine principal award eligibility. For example, a principal might earn an award if his/her school raised its accountability rating or receive a portion of a total award for each subject area that showed growth in student performance. The former example is that of a school unit of accountability, while the latter exhibits a team unit of accountability.

Size and range of proposed Part 1 incentive awards

State guidelines specified that teachers should have the opportunity to earn D.A.T.E. awards equal to or greater than \$3,000 unless otherwise determined by the local school board, and that minimum awards must be no less than \$1,000. If a teacher is listed as a Part 1 award recipient, he/she must at a minimum have an opportunity to earn \$1,000. According to state guidelines, this minimum can be met with a combination of Part 1 and Part 2 funds. However, due to the way information was presented in grant applications submitted to TEA, it was not possible to determine if a teacher not able to earn \$1,000 through Part 1 alone was able to meet that minimum with Part 2 funds. The analysis below is based strictly on Part 1 awards for teachers listed in grant applications.

Upon review of district's D.A.T.E. applications, there was some evidence that in order to meet the state minimum requirement of \$1,000, a significant number of grantees would have needed to contribute significant Part 2 funds because Part 1 funds alone were not achieving the minimum requirement. Table 4.7 provides descriptive statistics for both the minimum Part 1 award amounts and maximum Part 1 award amounts as proposed for Part 1 recipients. This information was captured at the school level because the size and range of Part 1 award amounts varied on a school-by-school basis according to plans proposed in D.A.T.E. grant applications.

In Year 1, 46% of schools proposed a minimum Part 1 award below \$1,000. That is, at 46% of schools participating in the grant in Year 1, Part 2 funds would be required to make up the difference between minimum proposed Part 1 awards and the required minimum of \$1,000. In Year 2, only 22% of schools proposed a minimum Part 1 award to teachers of less than \$1,000 (a decrease of 24 percentage points from Year 1). Similarly, only 18% of schools proposed a minimum Part 1 award to principals of less than \$1,000. In both years there was great variation in both the minimum and maximum awards for which Part 1 recipients were eligible in D.A.T.E. schools.

Table 4.7: Proposed Part 1 Minimum and Maximum Awards for Teachers and Principals, Year 1 and Year 2

	N (schools)	Minimum Amount	Maximum Amount	Average Amount	Standard Deviation	% Below \$1,000
Part 1 Awards, Year 1						
Minimum Part 1 award (proposed)	1,789	\$50.00	\$9,000.00	\$1,116.49	\$894.86	46.2% (826)
Maximum Part 1 award (proposed)	1,794	\$494.00	\$11,000.00	\$3,230.26	\$2,704.71	11.3% (203)
Part 1 Awards, Year 2						
Teacher Minimum Part 1 award (proposed)	2,050	\$75.00	\$8,222.00	\$1,221.93	\$693.24	21.7% (546)
Teacher Maximum Part 1 award (proposed)	1,985	\$700.00	\$11,000.00	\$2,942.38	\$2,698.45	2.3% (45)
Principal Minimum Part 1 award (proposed)	859	\$50.00	\$10,000.00	\$1,442.09	\$1,257.20	18.3% (154)
Principal Maximum Part 1 award (proposed)	1,153	\$300.00	\$10,000.00	\$3,915.16	\$3,723.39	5.5% (63)

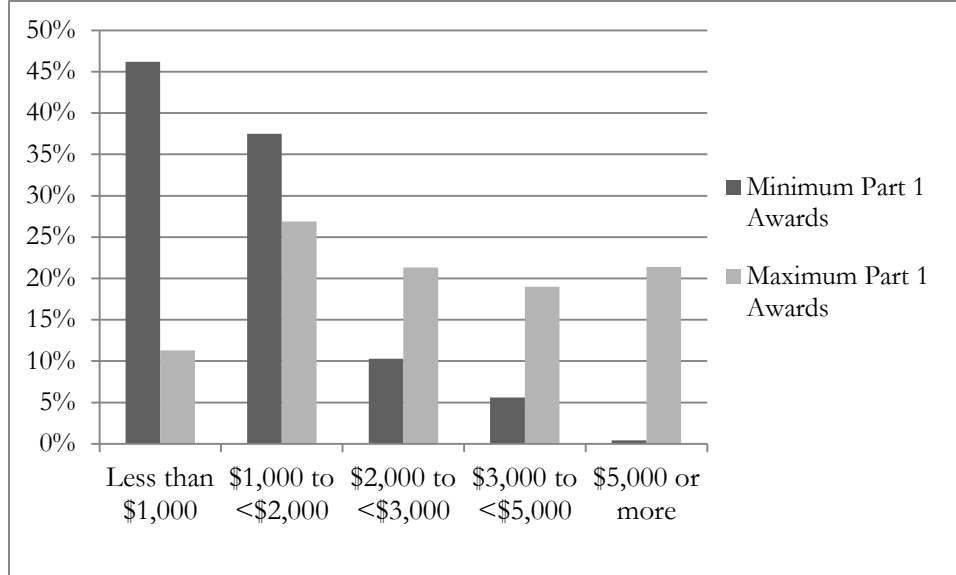
Note: Only teachers were eligible for Part 1 awards in Cycle 1, Year 1 of D.A.T.E. The \$1,000 minimum was only specified for teachers in state guidelines, not for principals.

Source: Cycle 1, Year 1 and Cycle 1, Year 2 D.A.T.E. applications submitted to TEA.

Figures 4.4 and 4.5 more clearly illustrate this variation in proposed Part 1 award amounts for teachers. Figure 4.4 shows the distribution for teachers' Part 1 proposed minimum and maximum awards in Year 1, while Figure 4.5 shows the distribution for teachers' Part 1 awards in Year 2.

In Year 1, minimum awards are heavily distributed to the left side of the x-axis indicating a large share of D.A.T.E. schools (over 45%) proposing minimum Part 1 awards less than \$1,000 and over 80% proposing minimum Part 1 awards less than \$2,000. The distribution of proposed Part 1 maximum awards is somewhat more evenly distributed across the award amount categories with just over 10% proposing maximum Part 1 awards less than \$1,000 for teachers.

Figure 4.4: Distribution of D.A.T.E. Schools by Proposed Part 1 Minimum and Maximum Awards for Teachers, Year 1

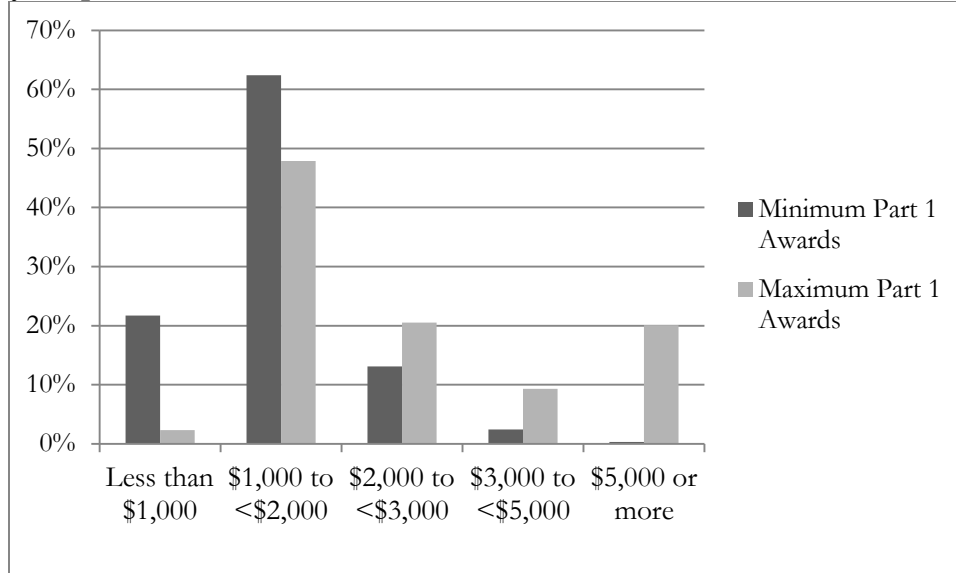


N= 1,789 schools for minimum Part 1 award distribution; N=1,794 schools for maximum Part 1 award distribution.
Source: Cycle 1, Year 1 D.A.T.E. applications submitted to TEA.

Similar to Year 1 D.A.T.E. schools, minimum awards in Year 2 schools are heavily distributed to the left side of the x-axis indicating a large share (over 80%) of D.A.T.E. schools proposing minimum Part 1 awards less than \$2,000 for teachers. Compared to Year 1 schools, however, there are much fewer schools in Year 2 proposing minimum Part 1 awards to teachers less than \$1,000. In Year 1, just over 45% of schools had minimum Part 1 awards less than \$1,000 and in Year 2 just over 20% of schools had minimum Part 1 awards less than \$1,000.

As with Year 1, the distribution of proposed Part 1 maximum awards in Year 2 is somewhat more evenly distributed across the award amount categories, but there are more Year 2 schools with maximum awards less than \$2,000 to teachers as compared to Year 1 plans (just over 35% in Year 1 compared to nearly 50% in Year 2).

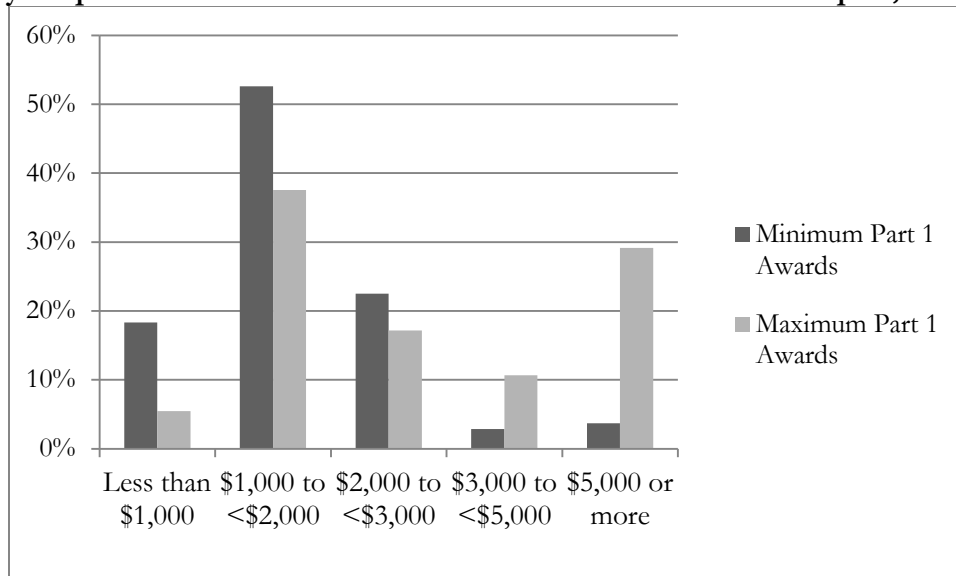
Figure 4.5: Distribution of D.A.T.E. Schools by Proposed Part 1 Minimum and Maximum Awards for Teachers, Year 2



N= 2,050 schools for minimum Part 1 award distribution ; N= 1,985 schools for maximum Part 1 award distribution.
Source: Cycle 1, Year 2 D.A.T.E. applications submitted to TEA.

Figure 4.6 shows the distribution of proposed minimum and maximum Part 1 awards for principals in Year 2 of D.A.T.E. Nearly 75% of schools offering Part 1 awards to principals proposed minimum award amounts less than \$2,000. The proposed maximum Part 1 award amounts for principals in these schools were more evenly distributed across the award amount categories.

Figure 4.6: Distribution of D.A.T.E. Schools by Proposed Part 1 Minimum and Maximum Awards for Principals, Year 2



N= 859 schools for minimum Part 1 award distribution ; N= 1,153 schools for maximum Part 1 award distribution.
Source: Cycle 1, Year 2 D.A.T.E. applications submitted to TEA.

The overall picture of proposed minimum and maximum Part 1 awards for teachers was similar between district-wide D.A.T.E. plans and select school D.A.T.E. plans in both years of the program. A notable share of district-wide D.A.T.E. plans proposed a minimum Part 1 award below \$1,000 (39% in Year 1 and 31% in Year 2), and only a handful of the district-wide plans (six in Year 1 and one in Year 2) proposed a minimum award of \$3,000 or more. Most district-wide plans (84% in Year 1 and 90% in Year 2) proposed a *maximum* award of less than \$3,000.

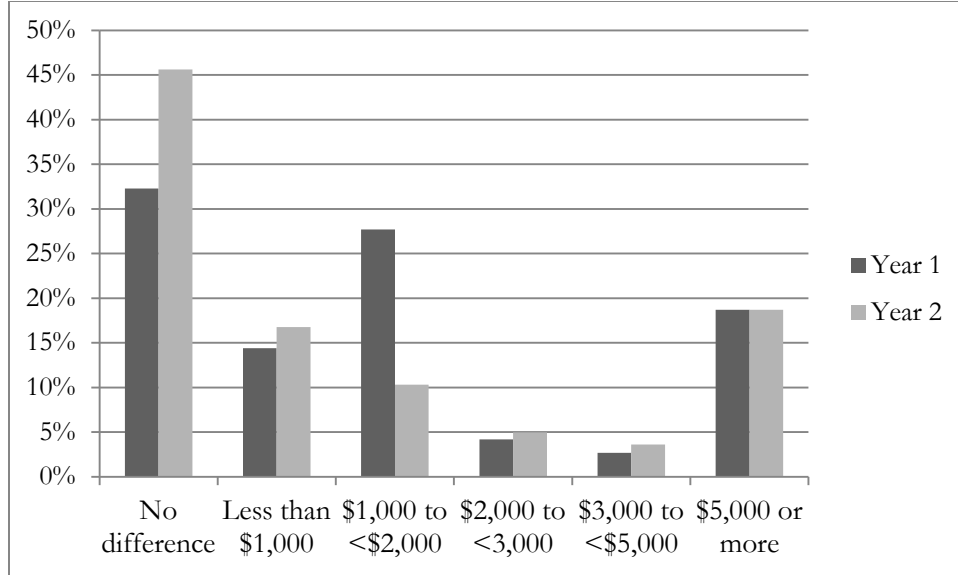
Similarly, many select school D.A.T.E. plans proposed a minimum award below \$1,000 (41% in Year 1 and 37% in Year 2), and only a few of the select school plans (10 in Year 1 and 6 in Year 2) proposed a minimum award of \$3,000 or more. However, a notably smaller share of select school D.A.T.E. plans proposed a *maximum* award of less than \$3,000 as compared to district-wide plans. As stated above, among district-wide plans 84% in Year 1 and 90% in Year 2 schools proposed a *maximum* award of less than \$3,000, whereas 58% of Year 1 select school plans and 48% of Year 2 select school plans proposed a *maximum* award of less than \$3,000.

It is important to remember that D.A.T.E. plans could still adhere to the state requirement of providing teachers with the opportunity to earn a minimum of \$1,000. D.A.T.E. districts could use a combination of Part 1 and Part 2 funds to meet that minimum, yet evaluators could not determine from grant applications if Part 2 funds were actually designed in manner to meet the \$1,000 minimum. As discussed above, evaluators did find evidence that many districts would have had to dedicate Part 2 funds in order to provide teachers with the opportunity to earn at least \$1,000. Additionally, evaluators found that a majority of districts – both those implementing district-wide plans and those implementing select school plans – did allocate actual awards to teachers that were at least \$1,000 (see Chapter 5 for further discussion of how D.A.T.E. awards were actually allocated to teachers).

Evaluators also examined the difference (or range) between proposed minimum and maximum Part 1 award amounts in D.A.T.E. schools. Figure 4.7 illustrates the range between minimum and maximum Part 1 awards for teachers for Year 1 and Year 2 of D.A.T.E. Nearly one-third of Year 1 D.A.T.E. schools (32.3%) proposed a flat Part 1 award amount. Otherwise stated, there was no distinction between a minimum and maximum Part 1 award. A teacher either earned the flat award amount or earned nothing at all and could not heighten the award amount with greater levels of performance. A larger share of Year 2 schools, as compared to Year 1 schools, designed flat Part 1 teacher awards. Part 1 award amounts for teachers were designed as all-or-nothing in 46% of Year 2 schools.

In Year 1, 42% of schools had minimum and maximum awards for teachers that differed by less than \$2,000, whereas 27% of Year 2 schools had a similar range in awards. In both years, however, nearly 19% did create incentive plans with a wide distribution between minimum and maximum Part 1 award values for teachers (i.e., the difference between minimum and maximum Part 1 award values was \$5,000 or more).

Figure 4.7: Distribution of D.A.T.E. Schools by Difference between Proposed Part 1 Minimum and Maximum Award Amounts for Teachers, Year 1 and Year 2

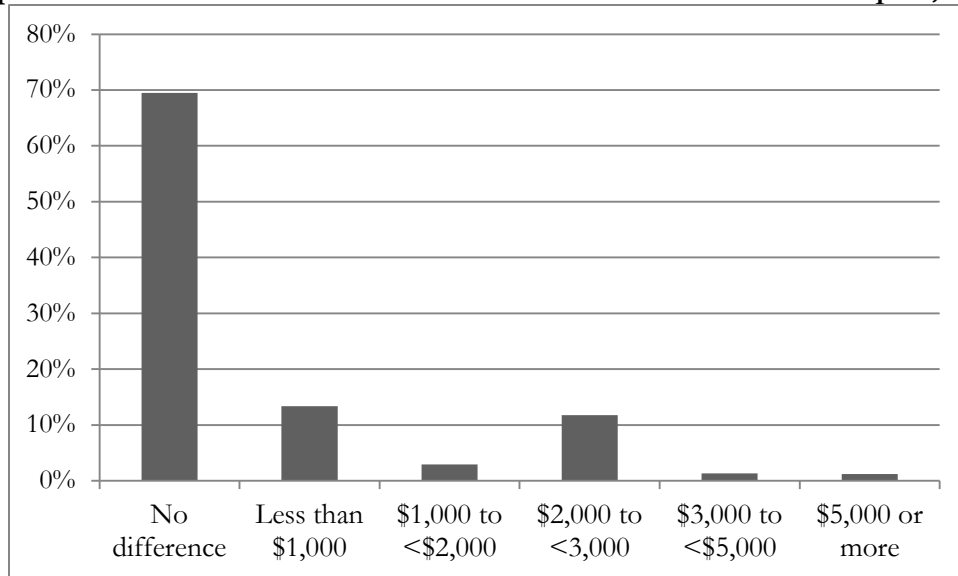


N= 1,767 Year 1 schools for which data on both proposed minimum and maximum Part 1 awards for teachers was available. N= 1,945 Year 2 schools with values for both proposed minimum and maximum Part 1 awards for teachers was available.

Source: Cycle 1, Year 1 D.A.T.E. applications and Cycle 1, Year 2 D.A.T.E. applications submitted to TEA.

Among Year 2 schools designating Part 1 awards for principals, there was an even greater tendency to design an all-or-nothing structure. In nearly 70% of these Year 2 schools, there was no distinction between a minimum and maximum Part 1 award amount for principals (see Figure 4.8).

Figure 4.8: Distribution of D.A.T.E. Schools by Difference between Proposed Part 1 Minimum and Maximum Award Amounts for Principals, Year 2



N= 852 Year 2 schools with values for both proposed minimum and maximum Part 1 awards for principals.

Source: Cycle 1, Year 2 D.A.T.E. applications submitted to TEA.

As a general rule, D.A.T.E. districts with select school incentive plans designed Part 1 awards that had a greater range in award values for teachers than those designed by D.A.T.E. districts with district-wide incentive plans. Compared to district-wide incentive plans, in select school plans the range of possible Part 1 awards for teachers was much larger. In district-wide D.A.T.E. plans, the average difference between the proposed minimum and maximum awards was \$702 for Year 1 schools and \$603 for Year 2 schools. In select school plans, the average difference between the proposed minimum and maximum awards was \$1,651 for Year 1 schools and \$1,978 for Year 2 schools.

The proposed distribution of awards for Part 1 recipients

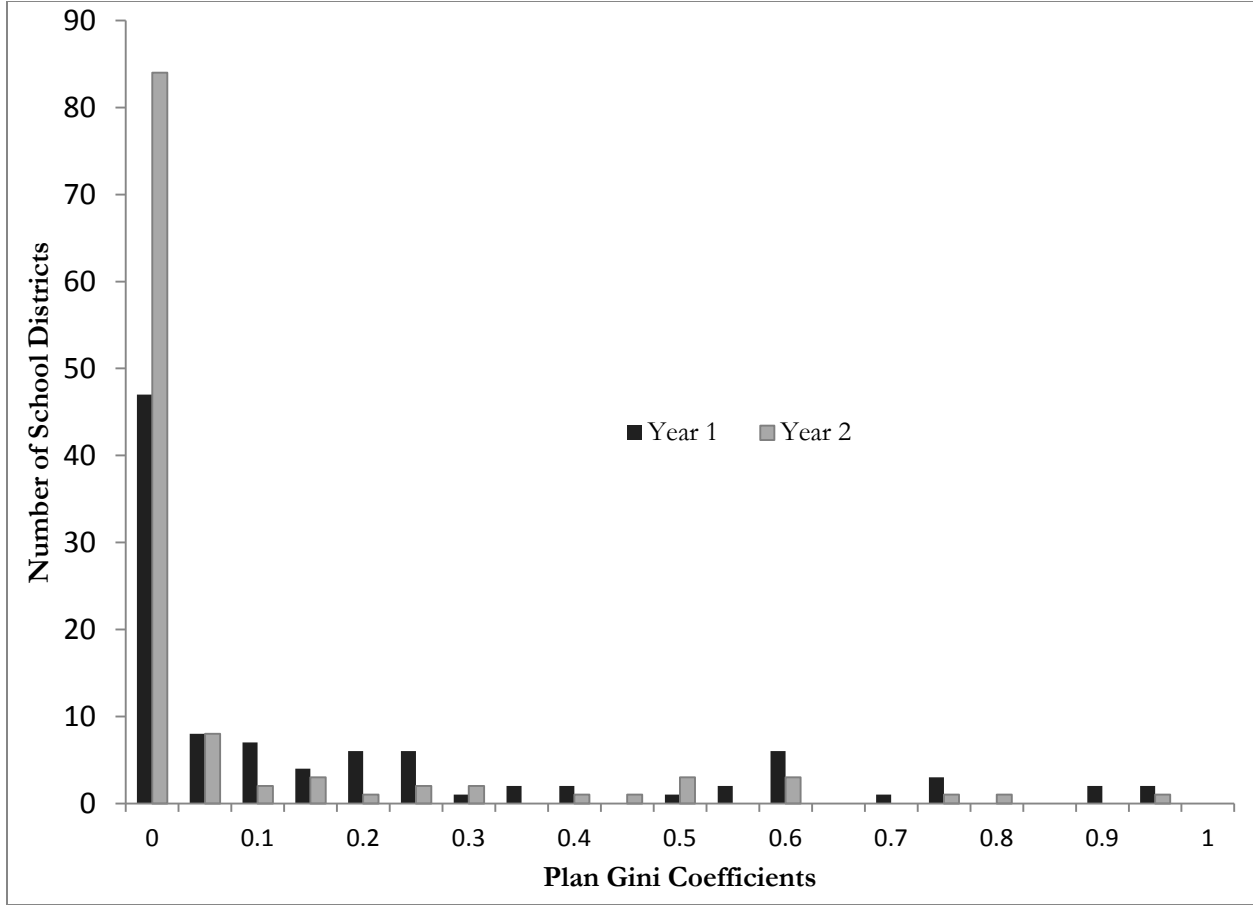
Despite the greater range of possible awards in select school D.A.T.E. plans compared to district-wide D.A.T.E. plans, there was still a strong tendency among all types of D.A.T.E. incentive plans (whether select school or district-wide) towards a proposed distribution of awards among teachers that was quite egalitarian (i.e., proposing relatively small award values to a large number of teachers).

The range of proposed Part 1 awards represents only one aspect of the proposed distribution of incentive awards. Eligible teachers might not receive any incentive at all under a district's D.A.T.E. plan. To reflect this possibility, an indicator based on the Gini coefficient, which is commonly used to measure income inequality, was calculated. The Plan Gini coefficient measures the maximum potential inequality associated with a district's incentive plan, assuming that all Part 1 funds would be distributed to teachers.²⁵ The coefficient ranges from zero to one, with zero meaning perfect equality (all eligible teachers could receive the maximum award without exhausting the grant) and one meaning perfect inequality (only one teacher could receive the maximum award). As the Plan Gini coefficient increases, the potential inequality under the plan increases. Districts with high Plan Gini coefficients designed plans where only a few teachers would each receive relatively large awards; districts with low Plan Gini coefficients designed plans wherein a large number of teachers could each receive relatively small awards.

Figure 4.9 displays the distribution of Plan Gini coefficients for the districts with district-wide plans. Most districts with district-wide plans designed them so that all or nearly all of the eligible teachers could receive the maximum plan award without exhausting the available funds. The highest value on the Plan Gini coefficients is 0.94 for Year 1 and 0.92 for Year 2, indicating that a few of the district-wide incentive plans were designed to offer large awards to a small number of teachers. At the other extreme, there were 45 Year 1 districts and 83 Year 2 districts with Plan Ginis of 0.00, meaning that the maximum award was so low that every eligible teacher could receive the maximum award without exhausting the available Part 1 funds, and that if any eligible teacher did not receive the maximum award then the district would have Part 1 funds left over.

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

**Figure 4.9: Equality of Proposed D.A.T.E. Part 1 Awards
in Districts with District-wide Incentive Plans, Year 1 and Year 2**

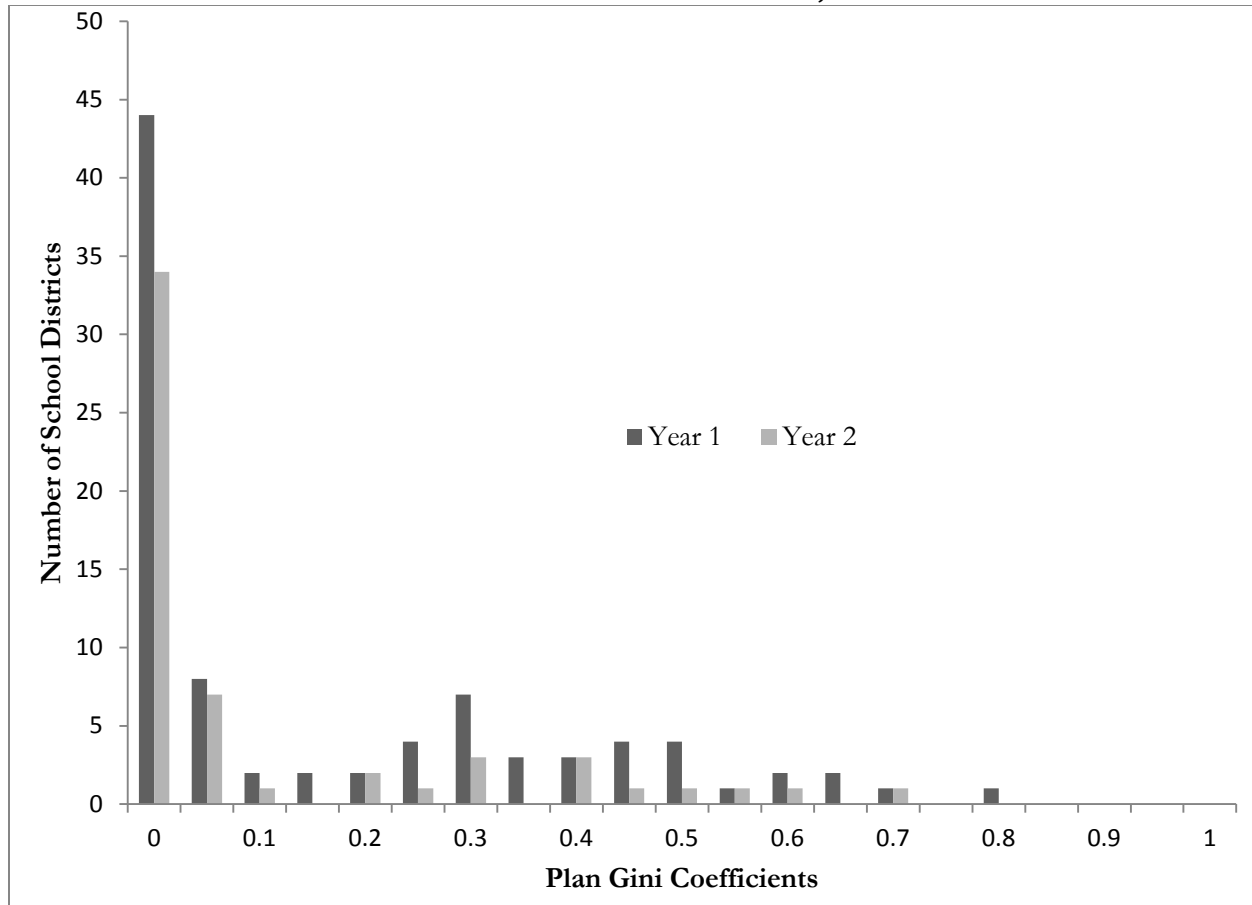


Note: Districts for which it was not possible to determine both the maximum proposed incentive award for teachers and the number of eligible teachers have been excluded. A total of 100 districts with district-wide plans were included for Year 1 and 113 districts with district-wide plans were included for Year 2.

Source: Cycle 1, Year 1 D.A.T.E. applications, Cycle 1, Year 2 D.A.T.E. applications, and PEIMS.

Figure 4.10 displays the distribution of Plan Gini coefficients for the D.A.T.E. districts with select school incentive plans. The highest value on the Plan Gini coefficients is 0.79 for Year 1 and 0.67 for Year 2, both of which are lower than the maximum values among districts with district-wide incentive plans. Among those with select school plans, there were 42 Year 1 districts and 34 Year 2 districts with Plan Ginis of 0.00. On average, however, the Plan Gini coefficients for districts with select school plans were not statistically different from those for districts with district-wide incentive plans.

**Figure 4.10: Equality of Proposed D.A.T.E. Part 1 Awards
in Districts with Select School Incentive Plans, Year 1 and Year 2**



Note: Districts for which it was not possible to determine both the maximum proposed incentive award for teachers and the number of eligible teachers have been excluded. A total of 90 districts with select school plans were included for Year 1 and 56 districts with select school plans were included for Year 2.

Source: Cycle 1, Year 1 D.A.T.E. applications, Cycle 1, Year 2 D.A.T.E. applications, and PEIMS.

D.A.T.E. Incentive Plan Design Over Time

Before turning to the next chapter, Chapter 4 closes by addressing two final questions. First, were there any notable differences between the D.A.T.E. Year 1 plans designed by districts that would eventually discontinue the D.A.T.E. program in Year 2 versus those districts that would continue? Second, what were the most notable themes that emerged when looking at the design of D.A.T.E. incentive plans across Year 1 and Year 2?

Comparing Districts That Did and Did Not Continue Participation in D.A.T.E.

This section offers a comparison of the Year 1 design features among districts that did and did not continue participation in D.A.T.E. Year 2. Of the 203 districts in Year 1, 191 (or 94%) continued into Year 2. Therefore, 12 districts are considered non-continuing districts (i.e., those that discontinued D.A.T.E. participation after Year 1 of the program).²⁶

First, non-continuing D.A.T.E. districts were significantly smaller than those districts that continued in Year 2 of the program. For example, the average student enrollment of a continuing district in 2008-09 was 11,623 while the average 2008-09 enrollment of a non-continuing district was 879. This finding is noteworthy given past findings about incentive pay participation in Texas; specifically that schools and districts of smaller size systematically participate in programs at a lower rate than their larger counterparts (Springer et al, 2009; Springer et al, 2010).

There was little apparent difference between continuing and non-continuing districts in the design of their Year 1 D.A.T.E. plans. That is, both sets of districts exhibited similar patterns along features such as (1) whether to implement their plans district-wide or not, (2) how much of their grant to allocate to Part 1 awards, and (3) how to allocate Part 2 funds to various purposes including awards to school personnel, stipends for mentor teachers or those serving in hard-to-staff positions, or funds to enhance data capacity and professional growth opportunities.

The analysis did, however, reveal several notable differences between continuing and non-continuing districts when reviewing design features of Part 1 awards to teachers in Year 1 of the D.A.T.E. program. In Year 1, schools operating in continuing districts had significantly higher proposed award amounts for teachers than schools operating in non-continuing districts. This was true for both proposed minimum awards and proposed maximum awards to teachers, as seen in Table 4.8 below. The average Part 1 minimum award among continuing districts was significantly greater than the average minimum award among non-continuing districts; likewise the average maximum award was also significantly higher among continuing districts.

Table 4.8: Comparison of Part 1 Average Minimum and Maximum Award Amounts for Teachers between Continuing and Non-Continuing Districts, Year 1

Part 1 Awards to Teachers	N	Minimum Award (Avg).	N	Maximum Award (Avg.)
Schools in continuing districts	1,758	\$1,120.75*	1,763	\$3,267.50**
Schools in non-continuing districts	31	\$875.10	31	\$1,112.13

*Indicates a significant difference at the $p < .05$ level.

**Indicates a significant difference at the $p < .01$ level.

Note: Ns are different for minimum and maximum awards because not all schools had valid information for both minimum and maximum Part 1 award amounts.

Source: Cycle 1, Year 1 D.A.T.E. applications submitted to TEA.

²⁶ Differences discussed between the Year 1 design of continuing and non-continuing districts should be considered by readers as statistically significant unless otherwise stated.

Discussion of D.A.T.E. Incentive Pay Design in Year 1 versus Year 2

There were several ways in which D.A.T.E. incentive plan design remained the same from Year 1 to Year 2, but there were three distinct design components that changed notably over the two-year period.

Similarities across the years

In both years, at least 70% of Year 1 and Year 2 D.A.T.E. districts dedicated more than the minimum requirement of 60% of their total grant to fund Part 1 incentive awards for classroom teachers. Districts also made similar decisions about how to use Part 2 funds during both years of the D.A.T.E. program. Funds were most often designated for the provision of additional awards to school personnel, including administrators, teachers, and other personnel.

For both Year 1 and Year 2, districts adhered to state guidelines and used Part 1 funds as awards for teachers but evaluators could not be certain from grant applications in either year whether or not districts adhered to the state's requirement that awards for teachers be no less than \$1,000 or the recommendation that they be no lower than \$3,000. There was some evidence for both years, however, that in order to meet the state minimum requirement of \$1,000, a significant number of grantees would have needed to contribute significant Part 2 funds because Part 1 funds alone were not achieving the minimum requirement.

In both Year 1 and Year 2, there were considerable differences across D.A.T.E. districts with respect to the share of teachers eligible for Part 1 awards. But consistently in both years, most D.A.T.E. districts designed plans in which all teachers were *not* eligible for Part 1 awards. Among districts with district-wide plans, only 21% in Year 1 and 6% in Year 2 designed plans that made more than 90% of their teachers eligible for Part 1 awards. For both Year 1 and Year 2 most districts with a select school plan made less than half of their teachers eligible for a Part 1 award. Additionally, in both Year 1 and Year 2 most D.A.T.E. districts designed plans that proposed quite egalitarian award distributions for teachers. That is, a large number of teachers would each receive relatively small awards.

Differences across the years

First, from Year 1 to Year 2 there was an increase in the share of D.A.T.E. districts choosing to design district-wide incentive pay plans. During Year 1 of the program, 53% of the districts designed D.A.T.E. plans to be implemented district-wide while in Year 2 of the program, 64% of districts chose to implement D.A.T.E. plans district-wide.

While in both Year 1 and Year 2 all districts adhered to state guidelines and designed plans in which teachers were eligible for Part 1 incentive awards, the state's guidelines for D.A.T.E. were revised for Year 2 to allow districts to use Part 1 funds to provide awards to principals. Approximately 41% of districts used Part 1 funds for such purposes during Year 2 of the program.

Finally, the third notable change from Year 1 to Year 2 was in how districts decided to determine teachers' eligibility for Part 1 awards. Over time, districts tended towards a more individualistic approach. That is, during Year 1 of the D.A.T.E. program, teachers' eligibility for incentive awards was most often determined by some combination of individual and group-based performance. There

was a greater tendency to base awards on individual teacher performance during Year 2 of D.A.T.E. In Year 1, 17% of D.A.T.E. schools used individual teacher performance solely to determine a teacher's eligibility for a Part 1 award. This increased to one-third of schools (33%) in Year 2 of D.A.T.E.

Reasons for change in D.A.T.E. plans from Year 1 to Year 2 of the program

In a January 2010 survey administered to officials in Year 2 continuing D.A.T.E. districts, respondents were asked if their districts significantly changed the design of D.A.T.E. plans from Year 1 to Year 2 (see Chapter 3 for further details about the survey). Nearly 35% of districts (62 of the 179 districts responding to the survey) reported that they significantly changed the design of their plans with most changes being related to adding principals as Part 1 award recipients in Year 2 and/or transitioning from a select school incentive plan to one that operated district-wide in Year 2.²⁷

These 62 districts were then asked about seven possible reasons for revising the design of their incentive plans from Year 1 to Year 2 of the D.A.T.E. program. The results are reported in Table 4.9 below. Respondents most frequently agreed (63% agreed or strongly agreed) that change was the result of the district wanting more personnel to have the chance to earn an award. Just under 60% agreed that change stemmed from either the suggestions of TEA or lessons learned from technical assistance offerings during a D.A.T.E. planning period. Approximately half of respondents agreed that their districts wanted to make their incentive plan more competitive (i.e., more challenging for school personnel to earn an incentive award). Interestingly, respondents least often agreed that change was the consequence of school personnel being unhappy with the design of Year 1 D.A.T.E. plans.

²⁷ This survey was administered before evaluators had access to the Year 2 grant applications submitted by districts to TEA. Therefore, at the time of the January 2010 survey, evaluators had to rely on district reports of significant design change rather than knowing, at that time, which ones had actually changed their plan as detailed in their grant applications. Once evaluators had access to Year 2 applications, they retrospectively reviewed the Year 1 and Year 2 plan applications of the 62 districts reporting on the survey that they had significantly changed incentive pay design. Of those 62 districts, the most notable changes identified in applications were adding principals as Part 1 award recipients, rather than keeping teachers as the exclusive recipients of Part 1 awards, and transitioning from a D.A.T.E. plan that was in select schools during Year 1 to a district-wide plan in Year 2.

Table 4.9: Reasons for Changing D.A.T.E. Plan Design from Year 1 to Year 2

Reason for Design Change	Strongly Disagree	Disagree	Agree	Strongly Agree
The district wants more personnel to have the chance to earn a bonus award.	8.1% (5)	25.8% (16)	37.1% (23)	25.8% (16)
The TEA suggested plan revisions during the plan application process.	11.3% (7)	27.4% (17)	37.1% (23)	21.0% (13)
The district made changes based on lessons learned from technical assistance provided during its first year of D.A.T.E. participation.	6.5% (4)	32.3% (20)	48.4% (30)	9.7% (6)
The district wants to make the D.A.T.E. plan more competitive (i.e., more challenging for school personnel to earn a bonus award).	9.7% (6)	32.3% (20)	46.8% (29)	4.8% (3)
The district wants to increase the size of bonus awards available to school personnel.	11.3% (7)	40.3% (25)	29.0% (18)	16.1% (10)
The district made changes based on research findings about performance pay programs operating in Texas or in other states/localities across the country.	8.1% (5)	53.2% (33)	30.6% (19)	3.2% (2)
School personnel were unhappy with the design of the district's D.A.T.E. plan during the 2008-09 school year.	24.2% (15)	43.5% (27)	24.2% (15)	3.2% (2)

N= 62 district respondents (i.e., those reporting a significant change plan design from Year 1 to Year 2 of the program).

Note: Each cell contains the percent of responses falling in each answer category with the number of responses in parentheses. If percentages in each row do not add up to 100%, the balance is due to missing values.

Source: January 2010 Continuing D.A.T.E. survey

Officials for these 62 districts were also given an opportunity to report any other reasons for which significant change was made to D.A.T.E. plan design from Year 1 to Year 2. Nearly half of these respondents (29 of 62) provided an open-ended response. While many of those responses reiterated ideas listed in Table 4.9 above, two relatively unique ideas surfaced. First, several respondents discussed the impact that the ending of the T.E.E.G. program had on their districts' D.A.T.E. plan. When T.E.E.G. ended after the 2008-09 school year, these districts made efforts to provide continuity of incentive pay for schools that no longer received state funding from T.E.E.G. Essentially, those once-T.E.E.G. schools were integrated into the district D.A.T.E. plan. As one respondent explained:

The district made changes because two of the campuses no longer were able to access T.E.E.G. money and we did not want those schools not having the opportunity to access incentive dollars.

The second idea that emerged was the need to modify strategies for measuring and rewarding student performance and, specifically, focusing more on student growth. One district stated it quite succinctly, saying, "The school district decided to change the methodology used in ranking campuses to receive the award from a percent passing to a student improvement model."

Another district official explained:

We needed to change from 2100 scale scores to vertical scale scores for grades 3-8 in reading and math. What we did last year with scale scores at the middle and high school levels did not measure student growth as well as we thought it should.

The report now turns from this discussion of incentive pay design to an analysis of how incentive awards were actually distributed to teachers participating in the D.A.T.E. program in Year 1. Chapter 5 provides a detailed analysis about the nature of award distribution to teachers, including the dispersion of awards, how individualistic or egalitarian award distribution was within D.A.T.E. schools, and characteristics of incentive award recipients.

CHAPTER 5

D.A.T.E. Incentive Award Distribution for Teachers

This chapter reviews how districts distributed D.A.T.E. awards to teachers for their performance in Year 1 of the D.A.T.E. program. Data on the actual distribution of D.A.T.E. awards for Year 2 were not available at the time of this report's publication. Therefore this analysis necessarily focuses on how teachers in D.A.T.E. schools were rewarded for their performance during Year 1 of the program (2008-09 school year).

Districts reported to TEA the D.A.T.E. awards they distributed to school personnel using an online, secure data upload system. This analysis is based on those reports. Most of the 203 Year 1 D.A.T.E. districts (95 of the 107 districts with district-wide plans and 86 of the 96 districts with select school plans) provided usable information on the actual award amounts distributed to teachers in fall 2009 for their performance during the 2008-09 school year. The remaining Year 1 districts did not submit usable data despite repeated reminders from TEA.

This chapter focuses primarily on the distribution of Part 1 awards since they represent the largest share of D.A.T.E. funds used in districts and they were the awards dedicated to rewarding teachers for their contribution to improvements in student performance. However, where appropriate, the chapter does report how Part 2 awards were distributed as well. First, evaluators examine the range and equality of award distribution in D.A.T.E. Year 1 districts. Second, the evaluators examine the characteristics of D.A.T.E. award recipients from Year 1 of the program. The key evaluation questions and findings discussed throughout this chapter are listed below.

Evaluation Questions

This chapter addresses the following questions.

- How did districts actually distribute D.A.T.E. awards to teachers?
- Are there systematic differences between teachers who received incentive awards and those who did not?
- What is the relationship between teacher characteristics and the size of the incentive award they received?

Key Findings

This chapter highlights and expands upon the following key findings based on the distribution of D.A.T.E. incentive awards to teachers for their performance during Year 1 of the program.²⁸

²⁸ See Appendix C for a review of methods and other technical information pertaining to this chapter.

- Among Year 1 districts with district-wide incentive plans, 42% of full-time teachers received Part 1 awards. Among districts with select school incentive plans, 41% of teachers in the selected schools received Part 1 awards. Overall, 23% percent of full-time teachers in all Year 1 D.A.T.E. districts received Part 1 incentive awards.
- The average rates of teachers receiving Part 1 awards can be misleading because Dallas ISD and Houston ISD are dominating the data. Excluding those two districts, 34% of full-time teachers in districts with district-wide incentive plans and 49% of full-time teachers in the selected schools received Part 1 awards, a statistically significant difference between districts with those two types of incentive plans.
- Slightly more than half (52%) of the teachers in schools participating in a D.A.T.E. select school plan received either a Part 1 award or a Part 2 award, as did 54% of the teachers in districts with district-wide plans.
- The average total award (i.e., considering Part 1 and Part 2 awards) for teachers in districts with district-wide plans was \$1,361, while the average total award for teachers in districts with select school plans was \$3,344. Nearly all (96%) of the teachers in select school plans who received a Part 1 award received a *total* award of at least \$1,000, and 50% received a *total* award of at least \$3,000. In contrast, 70% of the teachers in district-wide plans who received a Part 1 award received a *total* award of at least \$1,000 and only 10% received a total award of at least \$3,000.
- The distribution of Part 1 awards among eligible teachers was more unequal for districts with district-wide plans than for districts with select school plans. Select school plans were more equal because their plans were more likely to give Part 1 awards to more than one-quarter of their teachers.
- Teachers with more years of teaching experience were less likely to receive Part 1 awards and received smaller average Part 1 awards than their less experienced counterparts under both types of D.A.T.E. plans. Teachers new to a school in the 2008-09 school year had a 12 percentage point lower probability of receiving a Part 1 award than teachers who had previously been at the school, a finding that remained even when accounting for teachers' total years of teaching experience. And, no more than 35% of the teachers who were new to a school were also new to the teaching profession for either type of D.A.T.E. district.
- Teachers with self-contained classrooms in TAKS-tested grades received by far the largest Part 1 awards, all other things being equal, while fine arts teachers, foreign language teachers, and vocational/technical teachers received the smallest Part 1 awards, on average. This pattern could indicate that TAKS teachers responded more sharply to the awards, but could also indicate that districts targeted awards to teachers in tested subjects or grades.

Distribution of D.A.T.E. Year 1 Incentive Awards to Teachers

This section addresses how D.A.T.E. awards were actually distributed to teachers, starting with a review of Part 1 awards and Part 2 awards allocated to teachers, including a summary of the combined distribution of Part 1 and Part 2 awards. The section closes with a discussion of the equality of distribution of Part 1 awards for teachers in D.A.T.E. districts.

Distribution of Part 1 Awards to Teachers

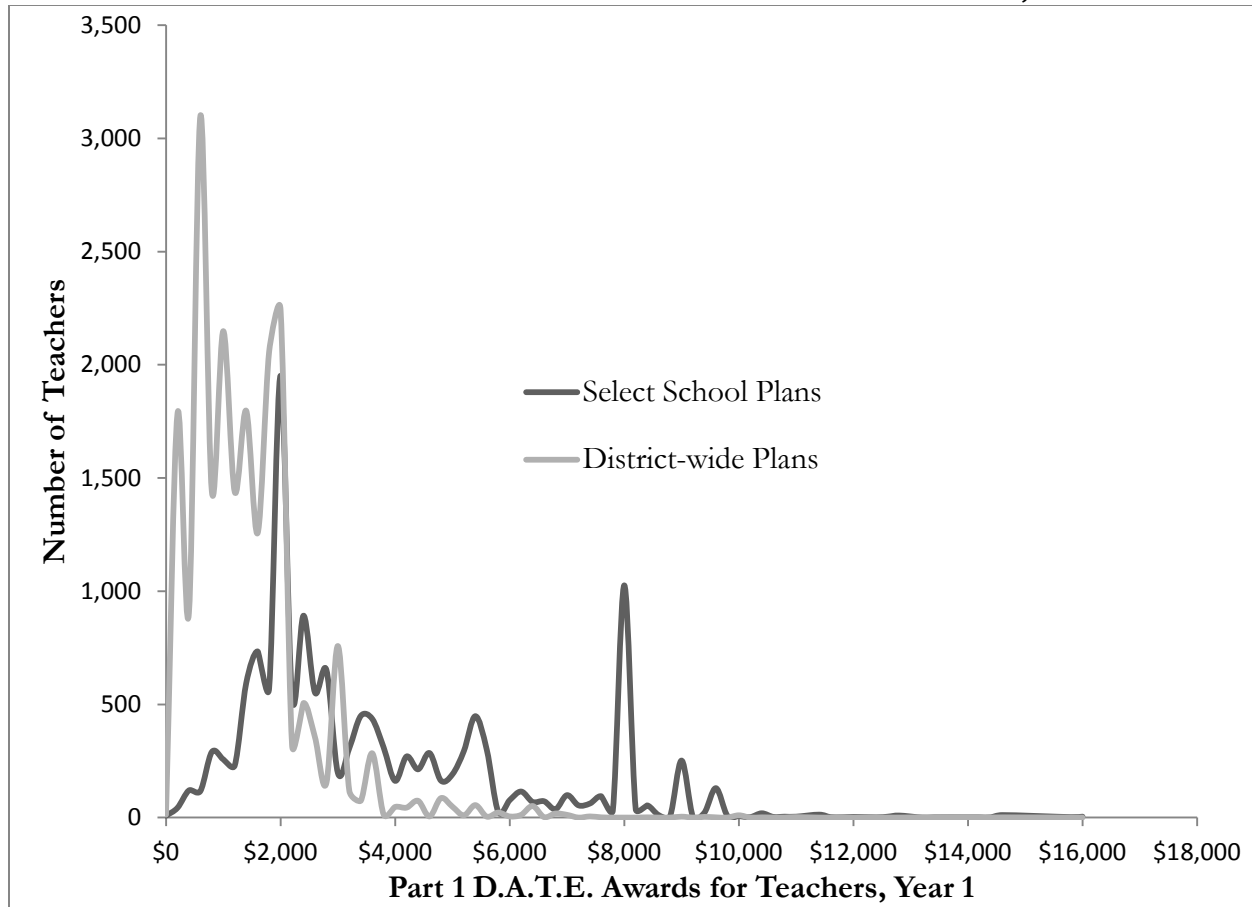
Less than half of the teachers in D.A.T.E. districts received Part 1 incentive awards under the program. Specifically, 23% percent of full-time teachers in D.A.T.E. districts received Part 1 incentive awards. Among districts with district-wide incentive plans, 42% of full-time teachers received Part 1 awards.²⁹ Among districts with select school incentive plans, 14% of all full-time teachers in the entire district received Part 1 awards. When looking only at the share of teachers receiving a Part 1 award in the schools selected into the districts' programs, 41% of teachers in the districts' selected schools received Part 1 incentives.

Figure 5.1 displays the actual distribution of Part 1 incentive awards to teachers, assuming the teacher received a Part 1 award. Part 1 incentive awards ranged from \$30 to more than \$15,000, with 81% of teachers who received an award receiving between \$500 and \$5,000. In districts with a select school plan, 95% of the teachers who received an award received at least \$1,000; in districts with a district-wide plan, only 64% of the teachers who received a Part 1 award received \$1,000 or more.

The average award for teachers in districts with district-wide plans was \$1,426, while the average award for teachers in districts with select school plans was more than twice as large (\$3,639). Excluding Dallas ISD and Houston ISD, the averages were \$1,734 and \$3,304, respectively. The median award for teachers in districts with select school plans was \$2,734, whereas the median award for teachers in districts with district-wide plans was only \$1,264. Only 25 teachers in districts with district-wide plans received \$9,000 or more in Part 1 awards, whereas 508 teachers in districts with select school plans received an award of \$9,000 or more. None of the teachers in Dallas ISD or Houston ISD received an award of \$9,000 or more.

²⁹ For purposes of this analysis, a full-time teacher works in a campus with fall enrollments, has an FTE of 95% or more, and spends at least 50% of his or her time teaching.

Figure 5.1: Distribution of Part 1 Awards to Teachers for Districts with District-wide and Select School Incentive Plans, Year 1



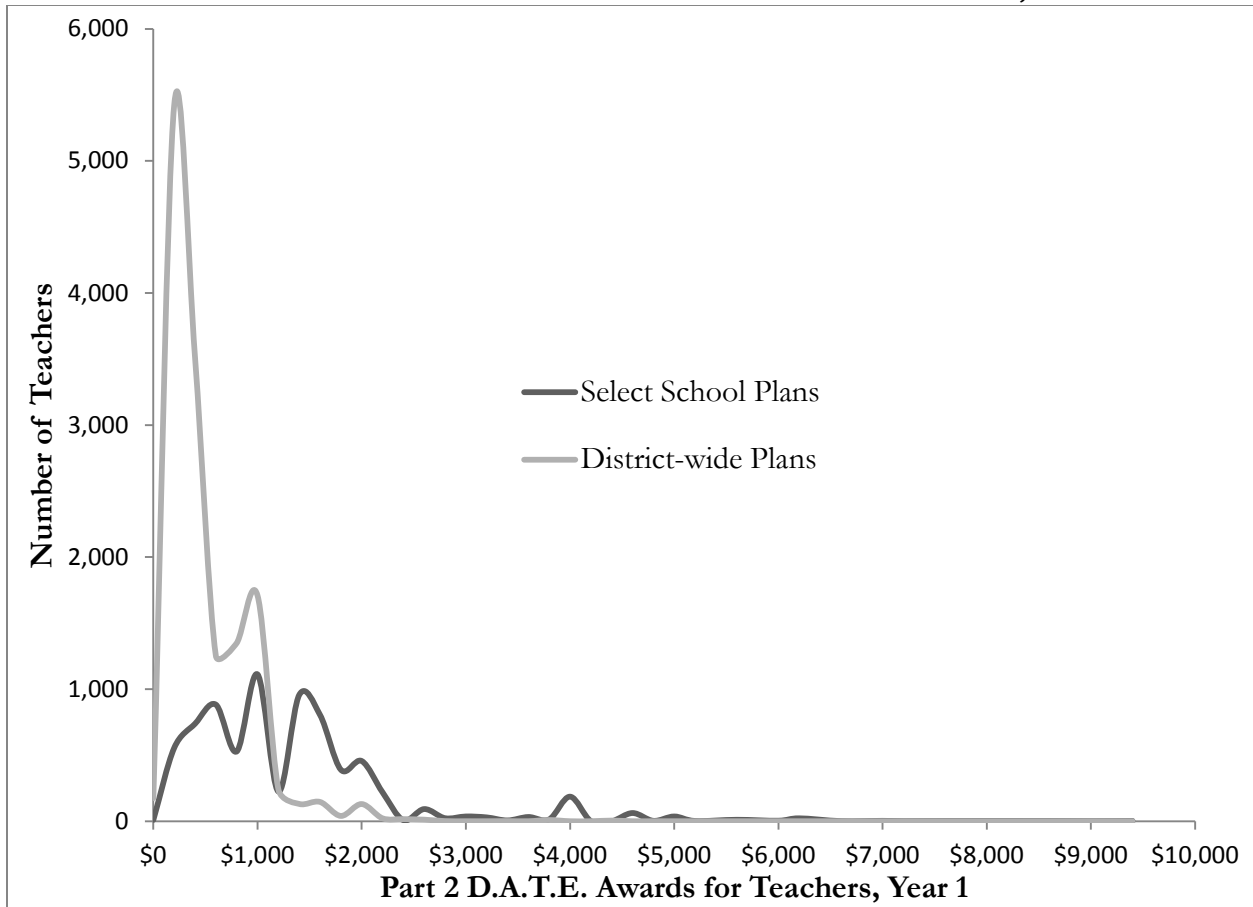
Source: D.A.T.E. teacher award information collected during fall 2009 using an online, secure data upload system.

Distribution of Part 2 Awards to Teachers

Teachers were also eligible to receive Part 2 awards under D.A.T.E., and nearly one-third (32%) of the teachers who received a Part 1 award also received a Part 2 award. Another 9% of the full-time teachers in D.A.T.E. districts received a Part 2 award but no Part 1 award. Figure 5.2 displays the actual distribution of Part 2 awards for full-time teachers who received a Part 2 award.³⁰ The average Part 2 award for teachers in districts with district-wide plans was \$508, while the average Part 2 award for teachers in districts with select school plans was \$1,278.

³⁰ Teachers were not the only school personnel eligible for Part 2 awards. See Chapter 4.

Figure 5.2: Distribution of Part 2 Awards to Teachers for Districts with District-wide and Select School Incentive Plans, Year 1

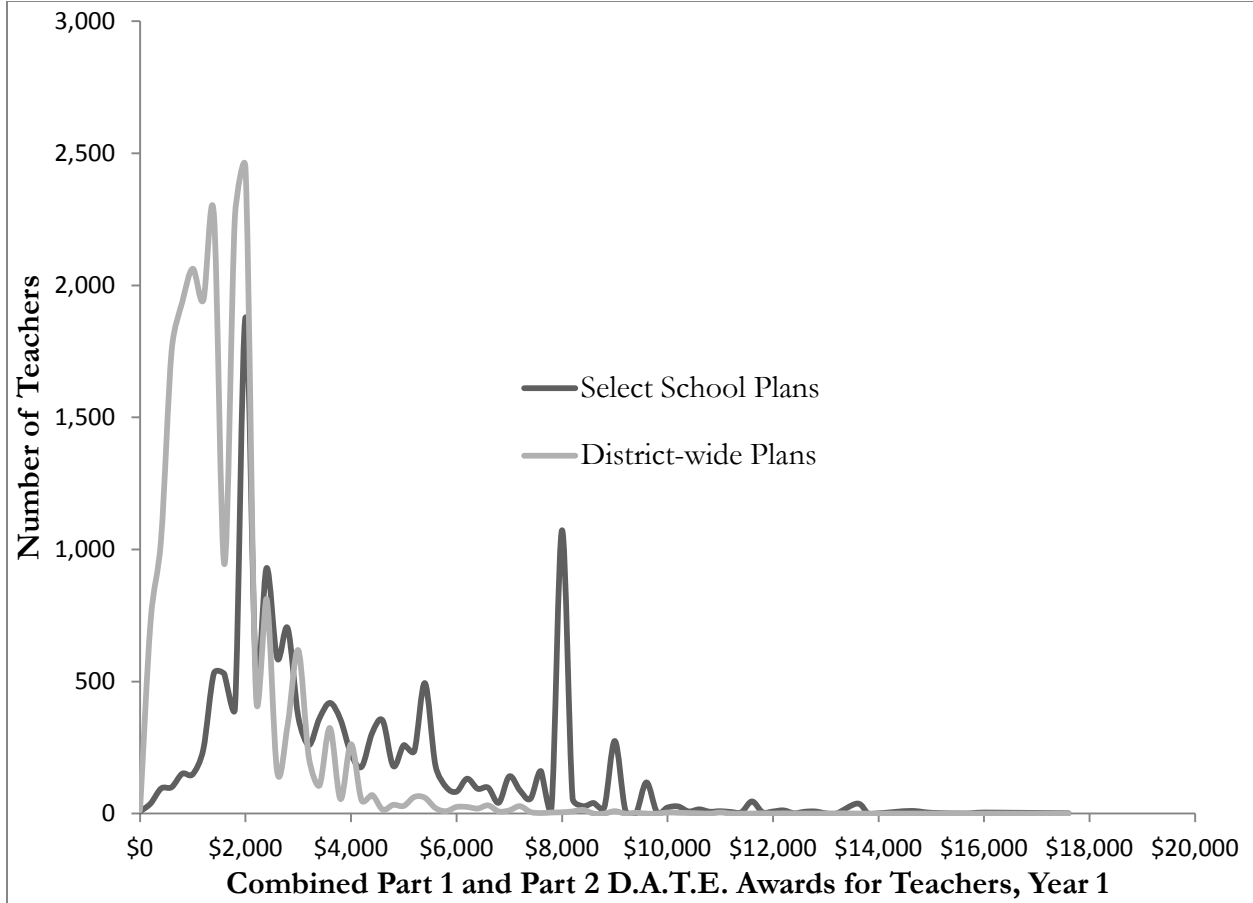


Source: D.A.T.E. teacher award information collected during fall 2009 using an online, secure data upload system.

Distribution of Combined Part 1 and Part 2 Awards to Teachers

Slightly more than half (52%) of the teachers in D.A.T.E. selected schools received either a Part 1 award or a Part 2 award, as did 54% of the teachers in districts with district-wide plans. Figure 5.3 illustrates the distribution of total awards (Part 1 and Part 2 combined) among full-time teachers who received any D.A.T.E. award at all. The average total award for teachers in districts with district-wide plans was \$1,361, while the average total award for teachers in districts with select school plans was \$3,344. Nearly all (96%) of the teachers in select school plans who received a Part 1 award received a *total* bonus of at least \$1,000, and 50% received a *total* award of at least \$3,000. In contrast, 70% of the teachers in district-wide plans who received a Part 1 bonus received a *total* bonus of at least \$1,000 and only 10% received a total bonus of at least \$3,000.

Figure 5.3: Distribution of Total (Part 1 and Part 2) Awards to Teachers, for Districts with District-wide and Select School Incentive Plans, Year 1



Source: D.A.T.E. teacher award information collected during fall 2009 using an online, secure data upload system.

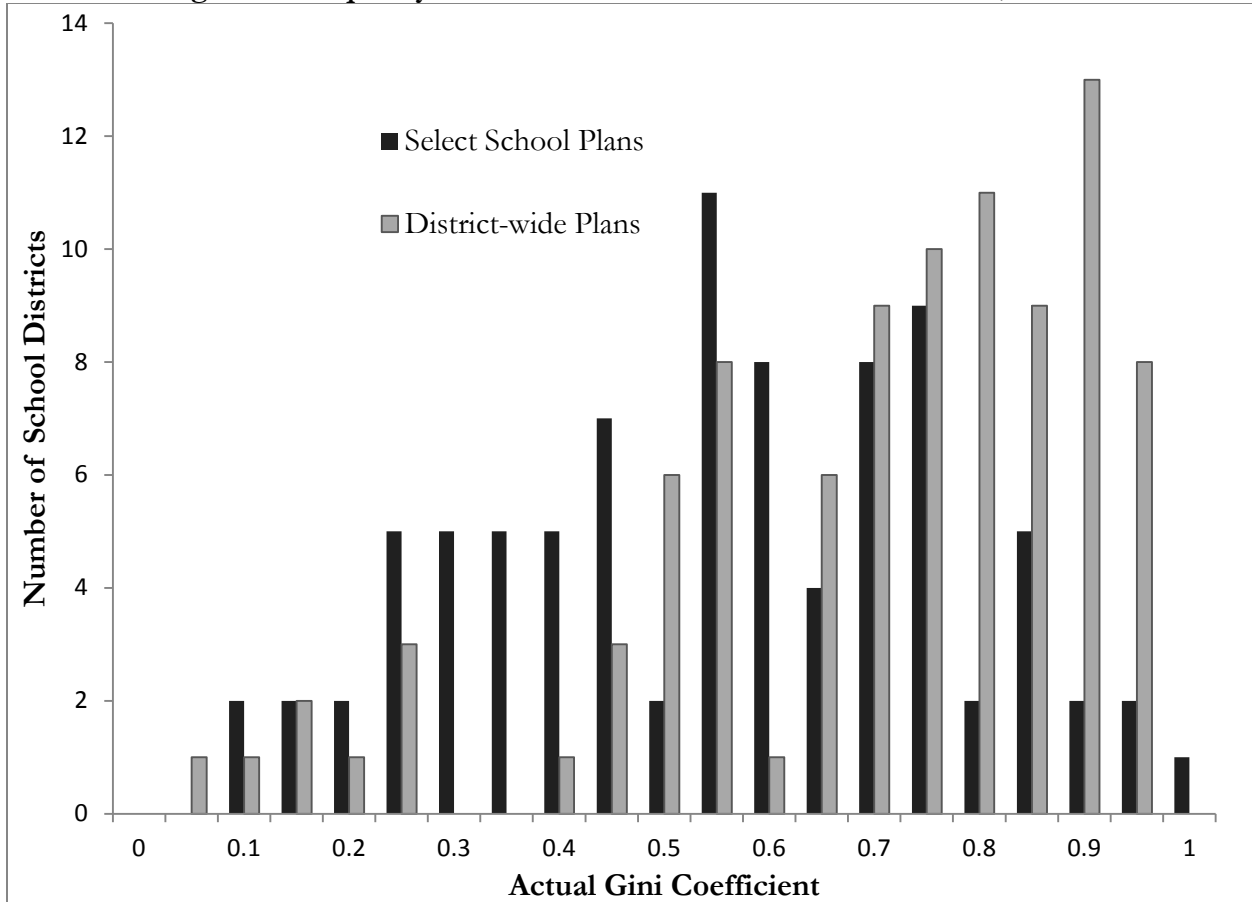
Equality of Actual D.A.T.E. Part 1 Awards for Teachers

The Actual Gini coefficient provides a measure of the actual inequality of the D.A.T.E. Part 1 awards as distributed by districts to teachers and thereby summarizes the distribution of awards. (The Actual Gini coefficient addresses the *actual* distribution of awards, in contrast with the Plan Gini coefficient discussed in Chapter 4, which addressed the *planned* distribution of awards.) The Actual Gini coefficients for Year 1 of the D.A.T.E. program describe the distribution of Part 1 incentive awards among teachers who were potentially eligible for Part 1 awards because they taught full time in a D.A.T.E. school during the 2008-09 school year.³¹ An Actual Gini coefficient near zero indicates that the district distributed relatively small awards to a large number of teachers; an Actual Gini coefficient near one indicates that the district distributed relatively large awards to a small number of teachers.

³¹ Districts had the option of limiting program eligibility to specific types of teachers—such as by grade level and/or subject area—within eligible schools, but evaluators have no consistent information from grant applications submitted to TEA about which plans incorporated such limitations or which limitations applied to which types of plans. Grant applications did consistently specify the number of teachers eligible for Part 1 awards in each district (which allowed evaluators to construct Figures 4.3 and 4.4 in Chapter 4). Because of this limitation in information available to evaluators, the Actual Gini coefficient describes the distribution of awards among teachers who were potentially eligible (i.e., they were a full-time teacher in a D.A.T.E. school).

As can be seen in Figure 5.4, the Actual Gini coefficients for D.A.T.E. Year 1 range from a minimum of 0.04 (nearly all the potentially eligible teachers received nearly identical awards) to a maximum of 0.96 (one teacher received nearly all the distributed Part 1 awards) with a mean of 0.54. At 0.67, the average Actual Gini coefficient for districts with district-wide plans was significantly higher than the average Actual Gini coefficient for districts with select school plans, which was 0.53.³² Thus, on average, district-wide plans distributed Part 1 awards less evenly among potentially eligible teachers than did select school plans.

Figure 5.4: Equality of Distribution of D.A.T.E. Part 1 Awards, Year 1



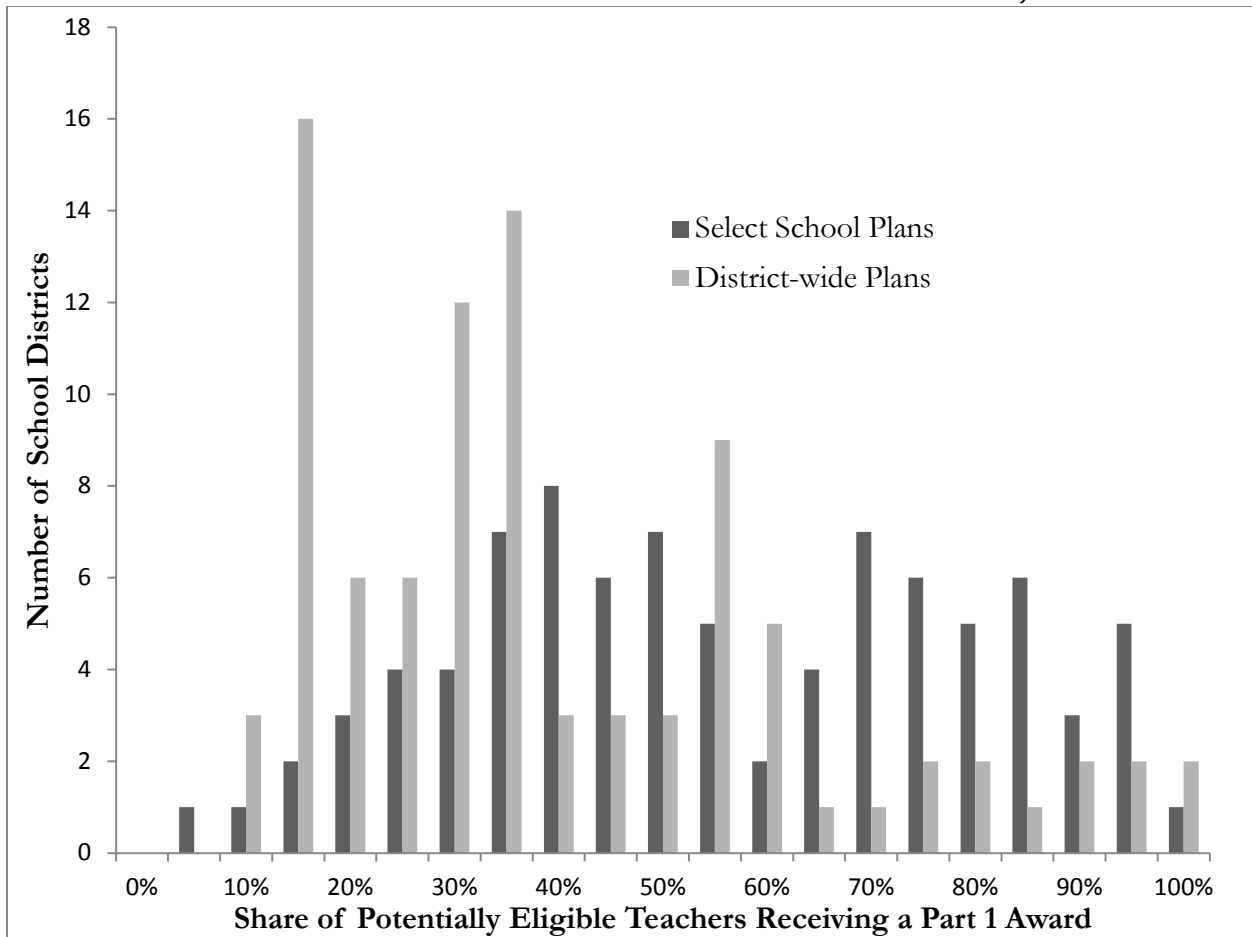
Source: D.A.T.E. teacher award information collected during fall 2009 using an online, secure data upload system and PEIMS.

District-wide plans had more unequal distributions of awards even though the average Part 1 award was smaller for district-wide plans than for select schools plans, and the share of eligible teachers who received Part 1 incentives was nearly identical for the two groups (41% versus 42%). However, these average participation rates are misleading because they were dominated by the policy choices of the state’s two largest school districts—Dallas ISD and Houston ISD. Dallas ISD had a select school plan in Year 1, and distributed Part 1 awards to less than 13% of the full-time teachers at its eligible schools. Houston ISD had a district-wide plan and distributed Part 1 awards to 67% of its full-time teachers.

³² The difference in Actual Gini coefficients was statistically significant at the $p < .01$ level.

Figure 5.5 illustrates the share of potentially eligible teachers receiving a Part 1 award, by district. As the figure illustrates, there was substantial variation in the share of teachers receiving a Part 1 award from one district to the next, and a disproportionate number of districts with district-wide plans (32%) gave Part 1 awards to less than one-quarter of their teachers. Excluding the Dallas and Houston ISDs, 34% of full-time teachers in districts with district-wide incentive plans and 49% of full-time teachers in the selected schools of select school incentive plans received Part 1 awards. This statistically significant difference in the share of teachers receiving Part 1 awards is the primary reason why the Actual Gini coefficients are higher for district-wide plans than for select school plans, on average.

Figure 5.5: The Percentage of Eligible Teachers Receiving Part 1 Awards for Districts with District-wide and Select School Incentive Plans, Year 1



Note: All school-based teachers were treated as eligible in districts with district-wide plans; all teachers in selected schools in districts with select school incentive plans were treated as eligible.

Source: D.A.T.E. teacher award information collected during fall 2009 using an online, secure data upload system and PEIMS.

Teacher Characteristics and Actual Distribution of Part 1 Awards

Next, the actual Part 1 awards were examined for any systematic differences between teachers who received Part 1 awards and those who did not. Specifically, the relationship between teacher characteristics, school characteristics, and the dollar amounts awarded to teachers in D.A.T.E. schools were explored. The analysis addresses two questions.

- What is the relationship between teacher characteristics and the probability of receiving a D.A.T.E. Part 1 award?
- What is the relationship between teacher characteristics and the size of the Part 1 award received?

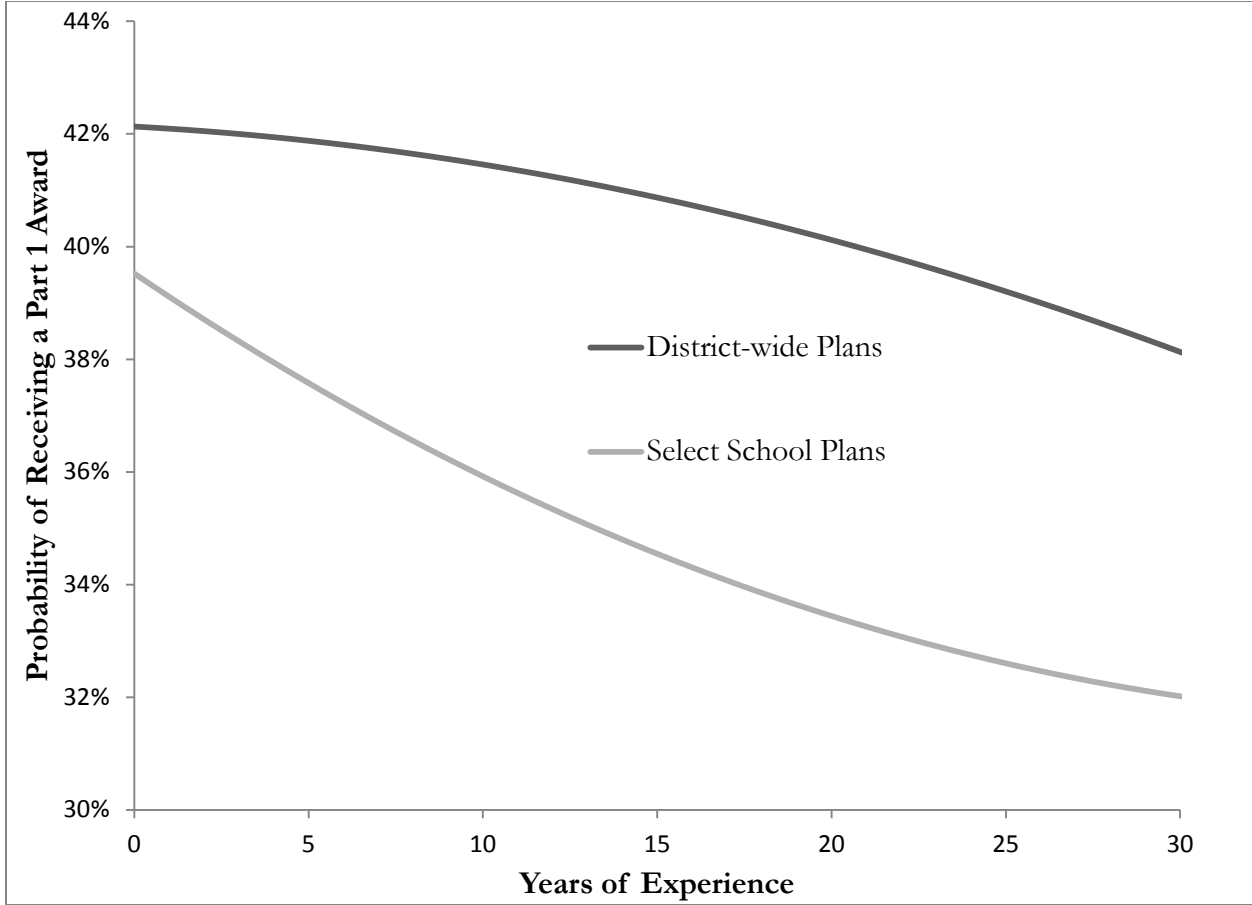
District-wide and select school incentive plans were analyzed separately. Results are reported in Tables 5.1 and 5.2 and described below. A more detailed discussion of methodology and results can be found in Appendix C.

Teacher Characteristics and Receipt of Part 1 Awards

Analysis indicates that there were systematic differences between teachers who received a D.A.T.E. Part 1 award and those that did not.³³ For both types of plans—district-wide and select school—years of experience and receiving a reward were negatively related. That is, teachers with more years of teaching experience were less likely to receive awards than teachers with less years of experience. However, as depicted in Figure 5.6, the effect was more pronounced for teachers working in districts with select school incentive plans. Among teachers from districts with district-wide incentive plans the probability of receiving a Part 1 incentive award was 2 percentage points lower for a teacher with 20 years of experience than for a teacher with 5 years of experience. Among teachers in select school plans, the probability of receiving a Part 1 incentive award was 4 percentage points lower for a teacher with 20 years of experience than for a teacher with 5 years of experience.

³³ All differences discussed in this section were statistically significant at the $p < .05$ level, meaning that one would expect to find this level of difference by chance no more than 5% of the time.

Figure 5.6: Relationship between Years of Experience and the Probability a Teacher Receives a Part 1 Award, Year 1



Source: Author's calculations from PEIMS data and D.A.T.E. teacher award information collected during fall 2009 using an online, secure data upload system. A beginning teacher has zero years of experience according to PEIMS.

In addition to the relationship with years of experience, length of time since arriving at a school was also related to the likelihood of receiving an award. Newly-arrived teachers were teachers whose first year at the school was the 2008-09 school year. They had a lower probability of receiving a Part 1 award in districts with either type of incentive plans, a finding that was above and beyond any difference in awards attributable to differences in teacher experience. (No more than 35% of the teachers who were new to a school were also new to teaching for either type of district.) As Table 5.1 illustrates, the probability of receiving a Part 1 award was 12 percentage points lower for a teacher who was new to his/her school than for a teacher who was not new to his/her school, all other things being equal, whether in a district with a district-wide incentive plan or a select school incentive plan..

Table 5.1: Selected Teacher Characteristics and the Associated Change in the Probability of Receiving a Part 1 Award, Year 1

Teacher Characteristic	Change in Probability of Receiving a Part 1 Award, District-wide Incentive Plans	Change in Probability of Receiving a Part 1 Award, Select School Incentive Plans
New to building	-0.12	-0.12
Bachelor's degree	0.12	0.17
Master's degree	0.11	0.17
Doctorate degree	0.11	0.17
Male teacher	-0.04	-0.04
Athletic coach	-0.06	-0.08
Language arts	-0.03	0.06
Math	0.09	0.10
Science	0.02	-0.01
Foreign language	0.03	-0.10
Fine arts	-0.03	-0.16
Vocational/technical	-0.05	-0.09
Special education	0.02	-0.06
Bilingual	0.06	0.03
TAKS self-contained	0.24	0.18

Note: This table presents marginal percentage point changes. It indicates, for example, that the probability of receiving an award was 17 percentage points higher if the teacher in a select school had a bachelor's degree than if the teacher had no college degree. All of the marginal changes except for science teachers in selected school plans are statistically significant at the $p < .05$ level. A TAKS self-contained classroom is a self-contained classroom in a grade level that is subject to the TAKS test (grades 3-11). See Appendix Table C.1 for complete model specification and standard errors.

Source: Based on authors' calculations from PEIMS data and D.A.T.E. teacher award information collected during fall 2009 using an online, secure data upload system.

Having an advanced degree had no influence on the probability of receiving a Part 1 award under either type of incentive plan. The probability of receiving a Part 1 incentive award was not significantly higher for a teacher with a master's degree than it was for a teacher with a bachelor's degree under either type of plan. However, not having any degree at all was associated with a much lower probability of award (12 percentage points lower than a bachelor's degree under a district-wide plan, 17 percentage points lower than a bachelor's degree under a select school plan as depicted in Table 5.1).

Male teachers were 4 percentage points less likely to receive a Part 1 award than were comparable female teachers. Furthermore, this differential is not attributable to the program guidelines discouraging schools from giving D.A.T.E. incentive awards to athletic coaches. (More than 22% of the D.A.T.E.-eligible male teachers received some form of coaching stipend while less than 4% of the female teachers received such a stipend.) Being a coach in and of itself was associated with a probability of receiving a Part 1 award that was 6 percentage points lower under a district-wide plan, and 8 percentage points lower under a select schools plan.

Analyses indicate that there are also systematic differences in the probability of receiving a Part 1 award based on the individual's teaching assignment. In either type of plan (district-wide or select school plan), teachers who were assigned to self-contained classrooms in TAKS-tested grades were significantly more likely to receive Part 1 awards than were other teachers, all other things being

equal. Vocational-technical teachers were least likely to receive such awards under district-wide plans, while fine arts teachers were least likely to receive Part 1 awards under select school incentive plans.

Thus, teachers whose students were tested were more likely to receive D.A.T.E. Part 1 awards than teachers whose students or subject matter was not covered by standardized tests. One possible explanation for this pattern is that teachers in tested subjects and grades responded more strongly to the D.A.T.E. incentives. Another possible explanation is that districts targeted specific types of teachers with their D.A.T.E. plans, and vocational-technical teachers and fine arts teachers were not eligible for awards in many districts.

Teacher Characteristics and Part 1 Award Amounts

Next, the relationship between teacher characteristics and Part 1 award *amount* received was examined. Table 5.2 describes the relationship between teacher characteristics and Part 1 award amounts received by a teacher under either type of plan (district-wide versus select school plans). Each of the dollar amounts is an estimate of the dollar change in award attributable to a unit change in the designated teacher characteristic.

Table 5.2: Selected Determinants of an Individual Teacher’s Part 1 Award Amount, Year 1

Teacher Characteristic	The Amount of the Part 1 Award District-wide Plans	The Amount of the Part 1 Award Select School Plans
New to building	-\$443	-\$1042
Bachelor’s degree	\$584	\$1,566
Master’s degree	\$525	\$1,472
Doctorate degree	\$550	\$1,401
Male teacher	-\$169	-\$292
Athletic coach	-\$241	-\$674
Language arts	-\$143	\$430
Math	\$370	\$961
Science	\$77	\$217
Foreign language	\$208	-\$1,067
Fine arts	-\$125	-\$1,525
Vocational/technical	-\$205	-\$812
Special education	\$158	-\$435
Bilingual	\$300	\$330
TAKS self-contained	\$1,095	\$1,768

Note: This table presents marginal dollar changes. A TAKS self-contained classroom is a self-contained classroom in a grade level that is subject to the TAKS test (grades 3-11). All of the marginal effects presented here are statistically significant at the $p < .05$ level. See Appendix Table C.1 for complete model specification and standard errors.

Source: Based on authors’ calculations from PEIMS data and D.A.T.E. teacher award information collected during fall 2009 using an online, secure data upload system.

The implications of this analysis are generally similar to those for the analysis of likelihood of receiving an award (see Table 5.1). Teachers who were new to the building during the D.A.T.E. Year 1 school year (2008-09) received Part 1 awards that were significantly less (\$443 less under district-

wide plans, \$1,042 less under select school plans) than other teachers with similar educational attainment and experience.

Under either type of plan, Part 1 award amounts fell as teacher experience and educational attainment increased. On average, a teacher with 16 years of experience in a district-wide plan received \$56 less than a teacher with one year of experience, all other things being equal. A teacher with 16 years of experience in a select school plan received \$420 less than a teacher with one year of experience, on average. The difference in award amounts between a teacher with a bachelor's degree and a teacher with a master's degree was statistically significant for either type of plan. A teacher with a master's degree received \$59 less than a teacher with a bachelor's degree in districts with a district-wide incentive plan, and \$94 less than a teacher with a bachelor's degree in districts with a select school incentive plan.

Differences in Part 1 award amounts across teaching assignments were even more substantial. Teachers with self-contained classrooms in TAKS-tested grades received by far the largest Part 1 awards, all other things being equal, while fine arts teachers, foreign language teachers, and vocational/technical teachers received the smallest awards. Among schools in districts with select school incentive plans, the typical self-contained TAKS teacher received roughly \$3,300 more in Part 1 incentive awards than the typical fine arts teacher. Math teachers received the second largest awards in either type of district. Again, the larger awards for math and TAKS teachers could reflect stronger responses on their part, or incentive plans that were specifically tailored to their areas of expertise.

The report now moves away from the discussion of how D.A.T.E. plans were designed and implemented and turns to a discussion of program outcomes, starting with student achievement gains made in D.A.T.E. schools during Year 1 and Year 2 of the program.

CHAPTER 6: D.A.T.E. Participation and Student Performance

This chapter investigates the association between student performance and D.A.T.E. program participation. It first looks at descriptive differences between the average performance of students from D.A.T.E. districts and non-D.A.T.E. districts. Three alternative measures of student performance are then considered in this broad look for potential associations between D.A.T.E. participation and student achievement gains. In addition to considering the relationship between student test performance gains and attendance at a D.A.T.E. school, the chapter also considers the relationship between design features of D.A.T.E. incentive pay plans and gains in student test scores.³⁴

In thinking about these findings, it is important to understand the limitations on what can be said. In particular, the data does not provide links of teachers to students, so it is not possible to identify the most successful teachers or to identify the impact of specific teachers on student performance. The data cannot look at individual teachers who actually received D.A.T.E. awards, to compare the performance of their students with the performance of teachers who competed for but did not receive D.A.T.E. awards.

There are other important limitations of the chapter's analyses. Districts chose to participate in D.A.T.E. and designed their own incentive pay plans. Therefore, if schools that ended up participating in D.A.T.E. differed systematically from non-D.A.T.E. schools, and if this difference impacted student performance independent from participation in D.A.T.E., then findings of a relationship between D.A.T.E. and student performance may be caused by the underlying systematic differences between D.A.T.E. and non-D.A.T.E. schools and not due to participation in the D.A.T.E. program.

The evaluation questions and key findings discussed throughout this chapter are listed below.

Evaluation Questions

This chapter addresses the following questions.

- How did average student passing rates on TAKS in D.A.T.E. schools differ from student passing rates in non-D.A.T.E. schools?
- How did student achievement gains on TAKS in D.A.T.E. schools differ from student achievement gains in non-D.A.T.E. schools?
- Within D.A.T.E. schools, how did student achievement gains differ between schools using different incentive plan design features?

³⁴ Appendix D provides technical information about the methods used to conduct analyses for this chapter.

Key Findings

This chapter highlights and expands upon the following key findings based on results from an analysis of student performance in D.A.T.E. schools. In all cases – unless otherwise noted – the analysis is looking at student performance in D.A.T.E. schools compared with student performance in non-D.A.T.E. schools.

- Average TAKS passing rates for reading and math were lower at D.A.T.E. schools compared to non-D.A.T.E. schools.
- D.A.T.E. schools had a higher percentage of ED students than non-D.A.T.E. schools. When looking at D.A.T.E. and non-D.A.T.E. schools that had similar percentages of ED students, the average TAKS passing rates were similar between the two school groups.
- Passing rates on TAKS reading and math at D.A.T.E. schools generally increased over the period from 2005-06 through 2009-10. Further, the gap in passing rates between D.A.T.E. and non-D.A.T.E. schools generally declined over this period. This indicates that student performance in D.A.T.E. schools was catching up with performance in non-D.A.T.E. schools.
- Students at D.A.T.E. schools had higher achievement gains than students at non-D.A.T.E. schools on the TAKS reading and math tests. The relationship between D.A.T.E. participation and average student achievement gains was positive, statistically significant, but small in magnitude. For example, school participation in D.A.T.E. increased average student performance on TAKS by three to four scale points in 10th grade math in the 2009-10 school year compared to average student performance in a non-D.A.T.E. school.
- The design of incentive pay plans mattered for student achievement gains. Students in D.A.T.E. districts that adopted a select school approach showed higher gains on reading and math tests compared to students in D.A.T.E. districts that implemented the pay plan district-wide.
- The size of the maximum proposed Part 1 teacher award in a D.A.T.E. plan had a statistically significant and positive relationship with student achievement gains in math. The approach used to determine award eligibility (i.e., unit of accountability) was related to student achievement gains in both reading and math, but not in a consistent direction.

Associations between Student Passing Rates and D.A.T.E. Participation

This section starts with an examination of differences in student passing rates on TAKS between D.A.T.E. and non-D.A.T.E. schools. These comparisons do not account for any differences in the characteristics of D.A.T.E. and non-D.A.T.E. schools that might give rise to performance differences even in the absence of the D.A.T.E. program. Rather they provide a description over time of how passing rates differ between students in D.A.T.E. and non-D.A.T.E. schools (from before to after implementation of the D.A.T.E. program).

Differences in Student Passing Rates in D.A.T.E. and Non-D.A.T.E. Schools

Table 6.1 reports the percent of students by grade who met standards for TAKS reading and math in the 2009-10 school year, Year 2 of the D.A.T.E. program. This table shows that, overall, the percent of students meeting TAKS standards in D.A.T.E. schools was lower than the percent of students meeting TAKS standards in non-D.A.T.E. schools. Thus students in D.A.T.E. schools, on average, had lower performance levels than students in non-D.A.T.E. schools on these TAKS reading and math tests.

**Table 6.1: TAKS Passing Rates in D.A.T.E. and Non-D.A.T.E. Schools
in 2009-10 by Grade**

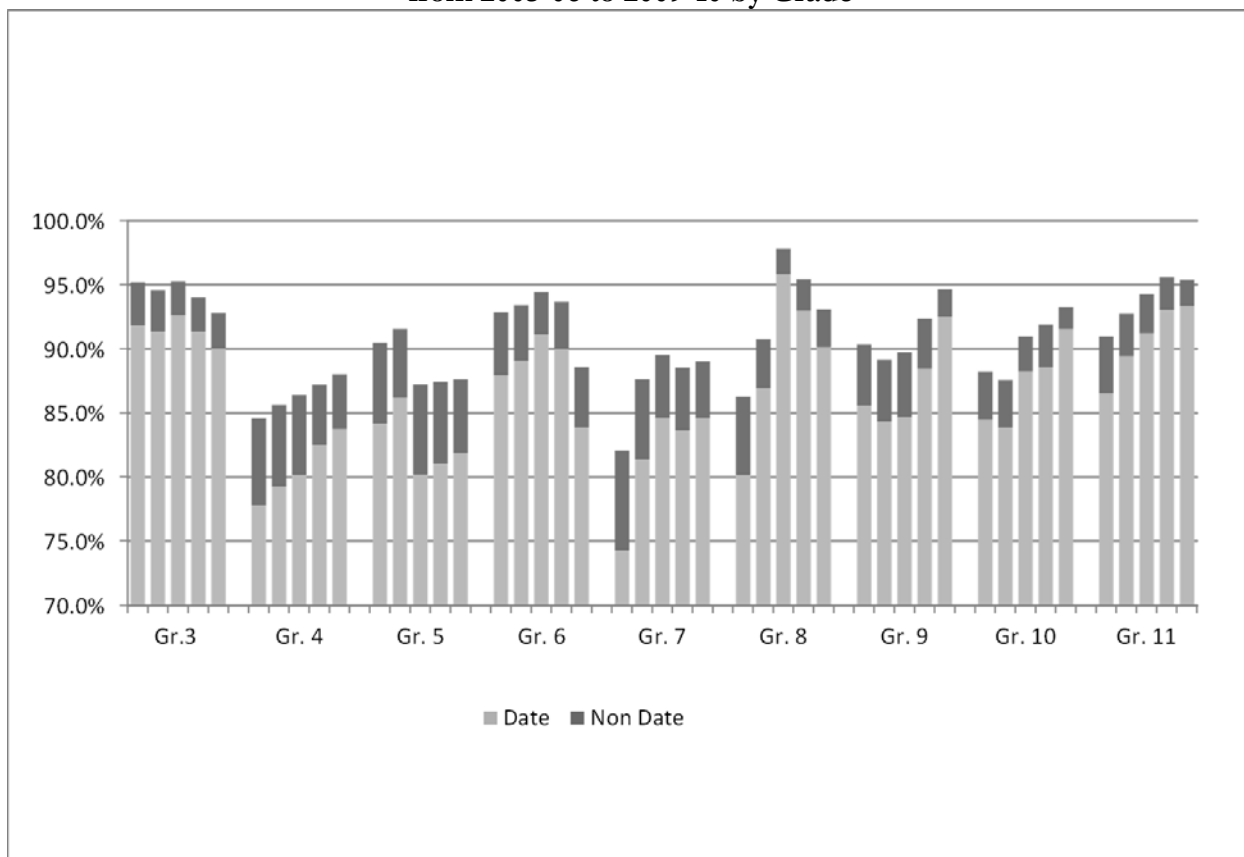
Grade	D.A.T.E. Reading	Non-D.A.T.E. Reading	D.A.T.E. Math	Non-D.A.T.E. Math
3	89.7%	92.8%	83.2%	87.3%
4	83.6%	88.0%	86.4%	89.4%
5	81.7%	87.6%	83.0%	87.9%
6	83.9%	88.6%	80.5%	85.2%
7	84.7%	89.0%	79.5%	84.1%
8	90.2%	93.1%	78.0%	83.9%
9	92.3%	94.7%	69.7%	75.9%
10	91.2%	93.3%	74.5%	78.4%
11	93.2%	95.4%	88.7%	91.6%
Total	87.8%	91.3%	80.2%	84.9%
# observations	780,579	1,952,289	774,035	1,938,739

Source: TAKS Reading and Math 2009-10

The performance levels of students in D.A.T.E. schools and non-D.A.T.E. schools provide far from the entire story. Evaluators next examine how students' passing rates in D.A.T.E. and non-D.A.T.E. schools improved over time.

Figure 6.1 shows the five-year path (from 2005-06 to 2009-10) of TAKS reading passing rates by grade for D.A.T.E. schools and non-D.A.T.E. schools. This graph again makes clear that the TAKS reading passing rates were higher at non-D.A.T.E. schools compared to D.A.T.E. schools. Overall, passing rates for non-D.A.T.E. schools (represented in Figure 6.1 by the entire bar including the darker top portion) showed a variety of trends over time depending on the particular grade examined. In 3rd grade, passing rates generally declined slightly over these five years, while in 11th grade, passing rates generally increased over these five years. For D.A.T.E. schools (represented in Figure 6.1 by the lighter colored portion of the bars) there is also a mixed pattern. In 3rd grade, the D.A.T.E. schools showed a slight decrease over these five years, while in 11th grade the D.A.T.E. schools showed an increase.

Figure 6.1: Passing Rates on TAKS Reading in D.A.T.E. and Non-D.A.T.E. Schools from 2005-06 to 2009-10 by Grade

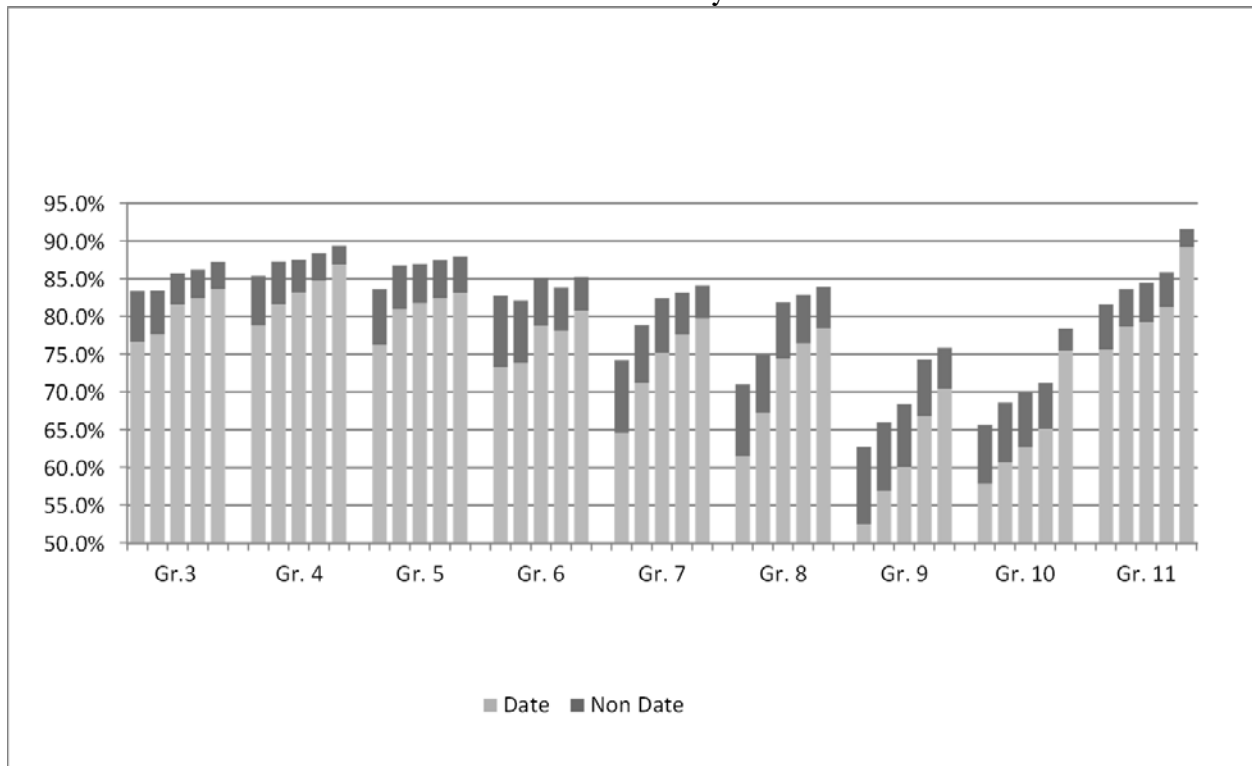


Note: The percent passing for Non-D.A.T.E. schools is represented by the entire length of each bar (i.e., identify the percent value at which the top of each bar, including the darker portion, lands). For example, in 3rd grade for the 2005-06 school year, approximately 95% of students in Non-D.A.T.E. schools met TAKS Reading/ELA standards. For each grade level, there are five vertical bars. Each bar represents a school year in order from 2005-06 to 2009-10.

Source: TAKS Reading/ELA 2005-06 to 2009-10.

Figure 6.2 shows the five-year path of TAKS math passing rates (from 2005-06 to 2009-10) by grade for D.A.T.E. and non-D.A.T.E. schools. This graph again makes clear that math passing rates were higher at non-D.A.T.E. schools over this period. It also makes clear that there was a general pattern of increases in the TAKS passing rates in math over time for all grades for both D.A.T.E. and non-D.A.T.E. schools.

Figure 6.2: Passing Rates on TAKS Math in D.A.T.E. and Non-D.A.T.E. Schools 2005-06 to 2009-10 by Grade



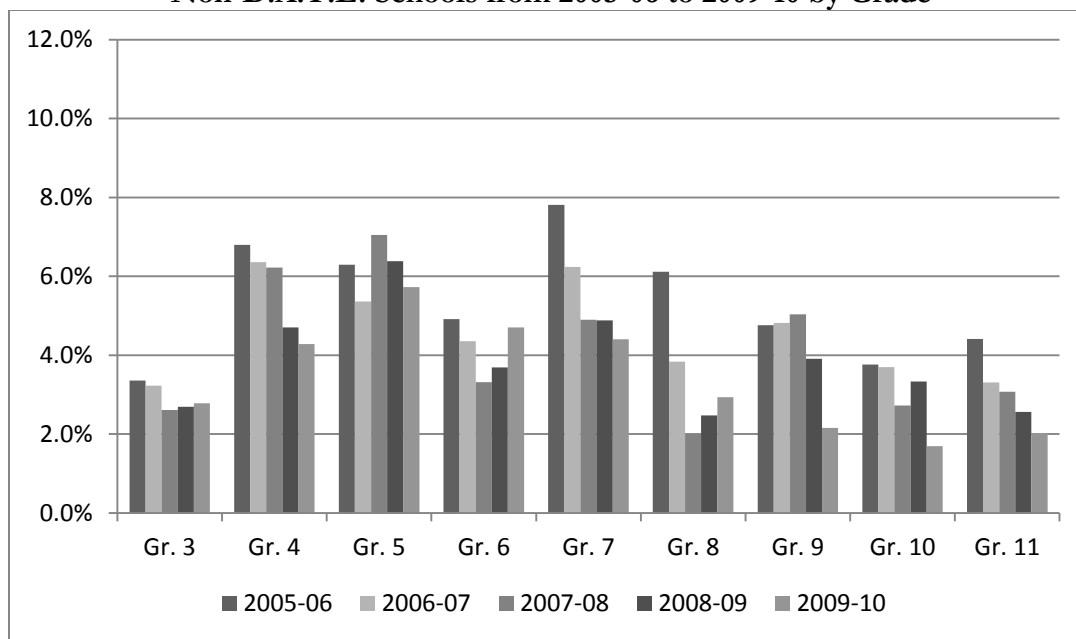
Note: The percent passing for Non-D.A.T.E. schools is represented by the entire length of each bar (i.e., identify the percent value at which the top of each bar, including the darker portion, lands). For example, in 3rd grade for the 2005-06 school year, just under 85% of students in Non-D.A.T.E. schools met TAKS Math standards. For each grade level, there are five vertical bars. Each bar represents a school year in order from 2005-06 to 2009-10.

Source: TAKS Math 2005-06 to 2009-10.

Figures 6.1 and 6.2 indicate that non-D.A.T.E. schools had higher passing rates than D.A.T.E. schools, and both types of schools had a general tendency for improved scores over time, especially in math.

Evaluators next examine the relative improvement in reading and math passing rates on TAKS tests at D.A.T.E. and non-D.A.T.E. schools. Figures 6.3 and 6.4 show the five-year path (from 2005-06 to 2009-10) of differences in passing rates by grade between D.A.T.E. and non-D.A.T.E. schools for reading and math, respectively. While passing rates in non-D.A.T.E. schools were higher than in D.A.T.E. schools in each grade, the gaps generally diminished over time. That is, the passing rates in D.A.T.E. schools were catching up to the passing rates in non-D.A.T.E. schools. While Figures 6.3 and 6.4 do not control for any possible differences in school characteristics and the students served, the consistency of the decrease in the gap between D.A.T.E. and non-D.A.T.E. schools provides one indication that D.A.T.E. may have been impacting student achievement.

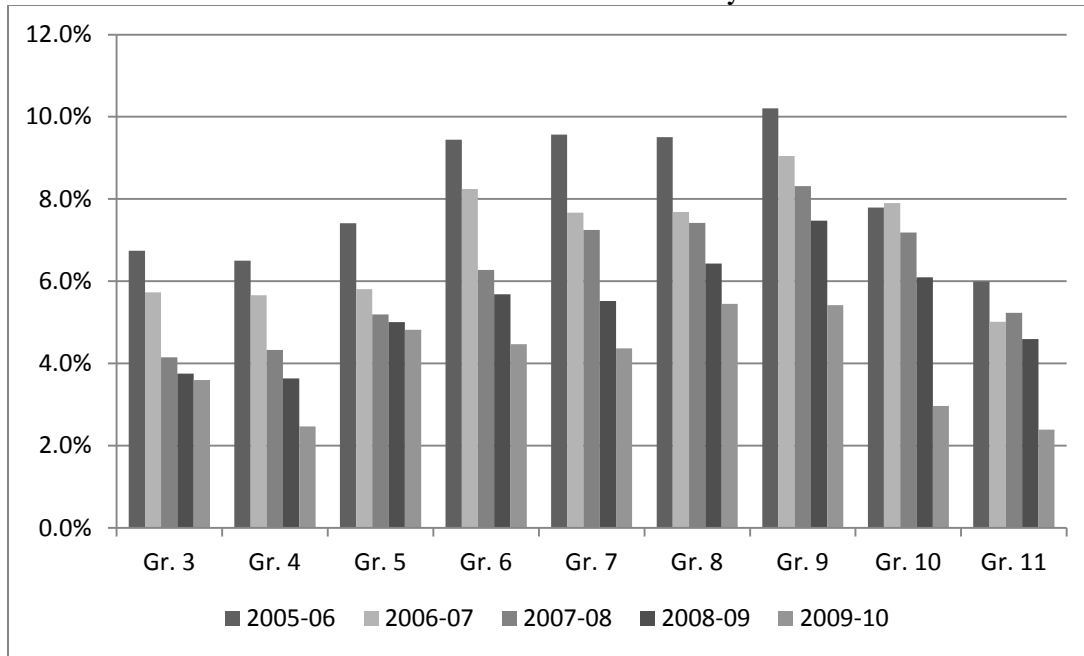
Figure 6.3: Difference between TAKS Reading Passing Rates in D.A.T.E. and Non-D.A.T.E. Schools from 2005-06 to 2009-10 by Grade



Note: Each data point represents the difference in passing rates between non-D.A.T.E. and D.A.T.E. schools (i.e., % passing in non-D.A.T.E. schools minus % passing in D.A.T.E. schools) for each grade in each school year.

Source: TAKS Reading 2005-06 to 2009-10.

Figure 6.4: Difference between TAKS Math Passing Rates in D.A.T.E. and Non-D.A.T.E. Schools from 2005-06 to 2009-10 by Grade



Note: Each data point represents the difference in passing rates between non-D.A.T.E. and D.A.T.E. schools (i.e., % passing in non-D.A.T.E. schools minus % passing in D.A.T.E. schools) for each grade in each school year.

Source: TAKS Math 2005-06 to 2009-10.

Associations between Student Achievement Gains and D.A.T.E. Participation

It is a well-established practice in education research to consider measures of changes in student performance, sometimes called gain scores, as being preferable to, or at least as being valuable in addition to looking at performance levels (e.g., passing rates). This section provides several approaches for examining student achievement gains between D.A.T.E. and non-D.A.T.E. schools.³⁵

- The first approach is a simple comparison of the average student gain scores in D.A.T.E. and non-D.A.T.E. schools.
- The second approach is a comparison of the average student gain scores in D.A.T.E. and non-D.A.T.E. schools with similar percentage of ED students.
- The third approach examines associations between student achievement gains and attending a D.A.T.E. school, controlling for numerous background characteristics of students and schools that were likely to impact student performance.³⁶

³⁵ The evaluator constructed such gain score measures using methods described in Appendix D. These measures indicate student performance relative to expected performance, where expected performance is based on student performance on the prior year test.

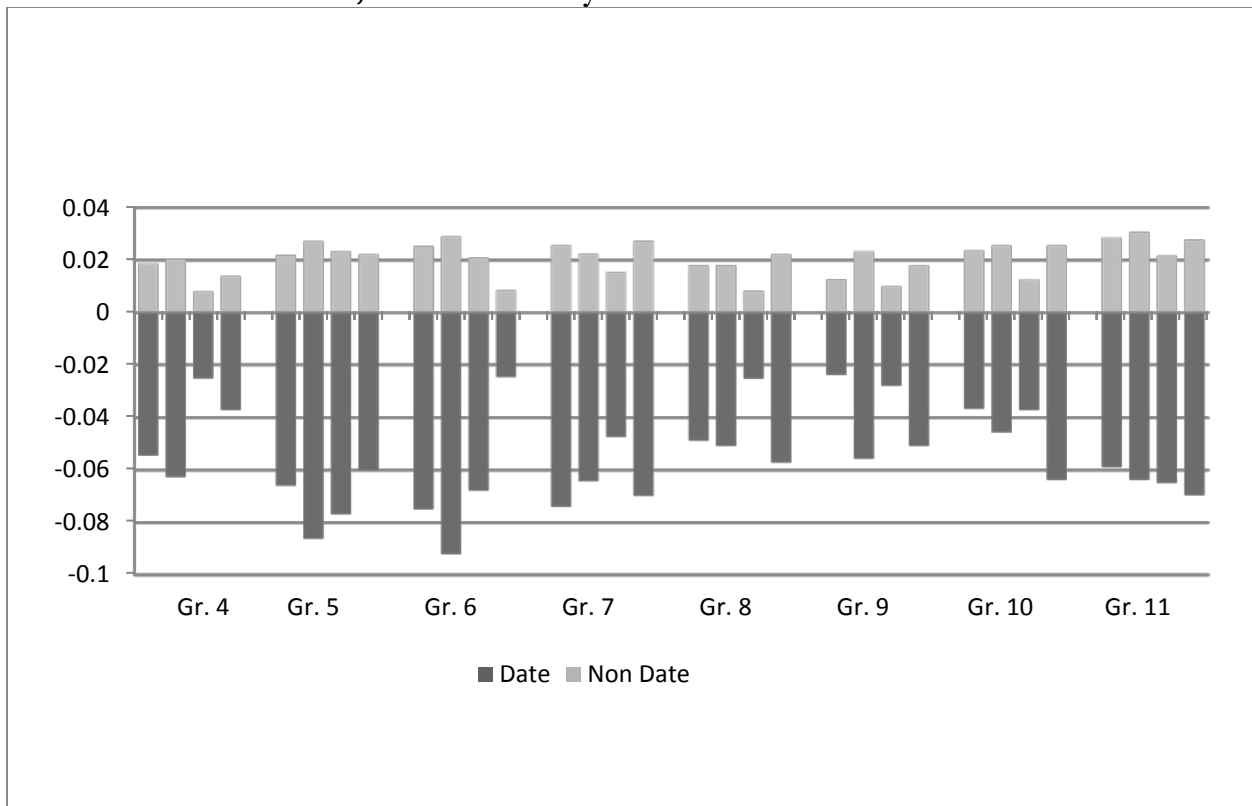
³⁶ This third approach controls for various background characteristics by using a regression analysis that allows evaluators to condition on many background characteristics that also impact student performance in addition to the percentage of ED students at a school. Appendix D provides a more detailed explanation of the data, sample, and key variables employed in the analyses.

Our measure of student achievement gains is based on actual student performance relative to their expected performance. For each student, evaluators took their TAKS test score for the prior school year and compared their TAKS test performance one year later to all other students with the same prior year test score. Thus if a 4th grade student scored a 2100 in math in 2008-09, evaluators looked at all 4th grade students scoring a 2100 in math in 2008-09, and examined their scores in 5th grade in 2009-10. Evaluators identified if the student scored better or worse in 5th grade than the average score of other 5th grade students with the same prior year test score in 4th grade. For technical reasons evaluators standardize these achievement gains, subtracting the mean and dividing by the standard deviation, so as to have a z-score for these gains (see Appendix D for further details).

Simple Comparison of Student Gain Scores in D.A.T.E. and Non-D.A.T.E. Schools

Figure 6.5 shows student achievement gains on reading TAKS tests at D.A.T.E. and non-D.A.T.E. schools from the 2006-07 through 2009-10 school years. This period embodies two school years prior to D.A.T.E. (2006-07 and 2007-08) and the first two years of D.A.T.E. implementation (2008-09 and 2009-10) in the sample. Note that non-D.A.T.E. schools generally had positive achievement gains, indicating students were scoring better than other students with the same prior year test score. Students in D.A.T.E. schools generally had negative achievement gains, indicating they were scoring worse than other students with the same prior year test score.

Figure 6.5: Standardized TAKS Reading Gain Scores in D.A.T.E. and Non-D.A.T.E. Schools, Mean of Gain by Grade from 2006-07 to 2009-10

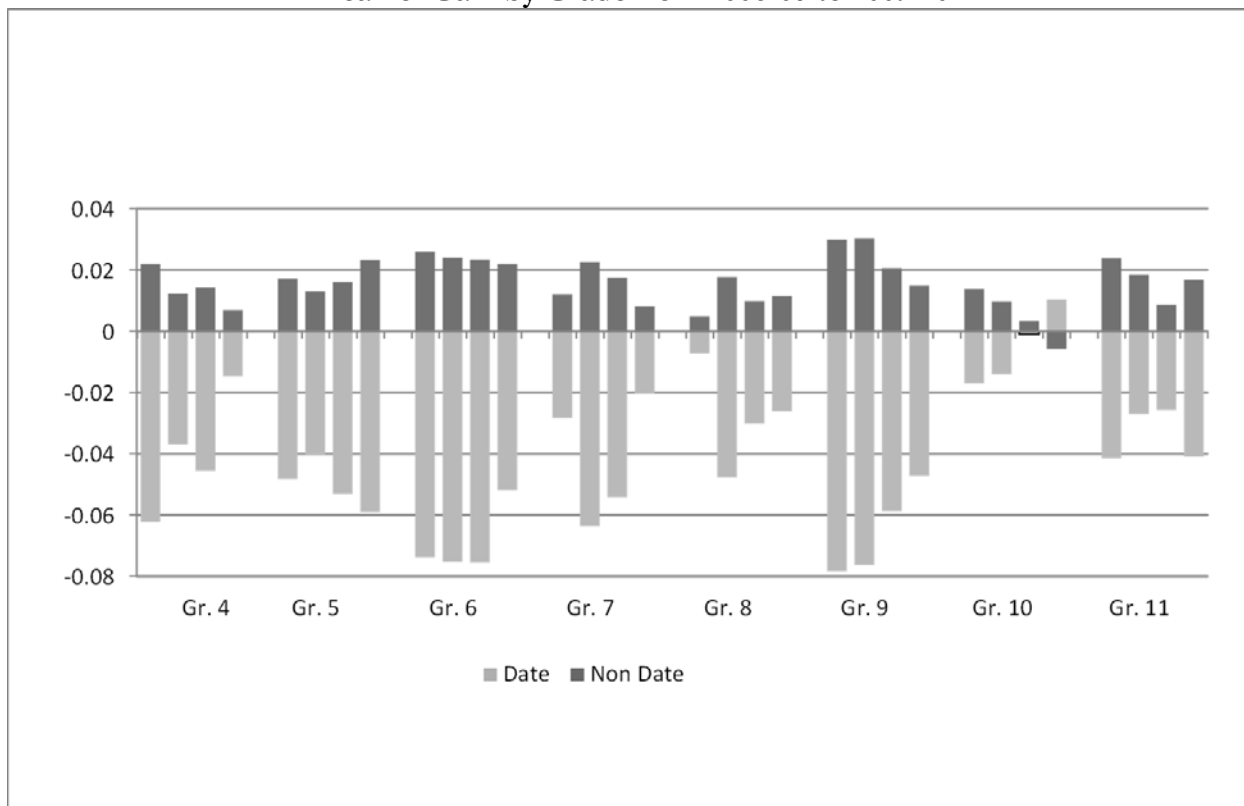


Source: TAKS Reading/ELA scores for 2006-07 through 2009-10, and evaluator’s calculations.

It is important to emphasize again that this is a simple comparison, and does not account in any way for school or student characteristics that might also influence student gains. Such simple unconditional comparisons may provide misleading evidence as to any effect of the D.A.T.E. program on student achievement gains.

Figure 6.6 is similar to Figure 6.5, except it shows student achievement gains in math on TAKS tests at D.A.T.E. and non-D.A.T.E. schools for 2006-07 through 2009-10. Note again that gain scores at non-D.A.T.E. schools were positive except for the last year in 10th grade, and gain scores in D.A.T.E. schools were negative except for the last year in 10th grade.

Figure 6.6: Standardized Math Gain Scores in D.A.T.E. and Non-D.A.T.E. Schools, Mean of Gain by Grade from 2006-07 to 2009-10



Source: TAKS Math scores for 2006-07 through 2009-10, and evaluator’s calculations.

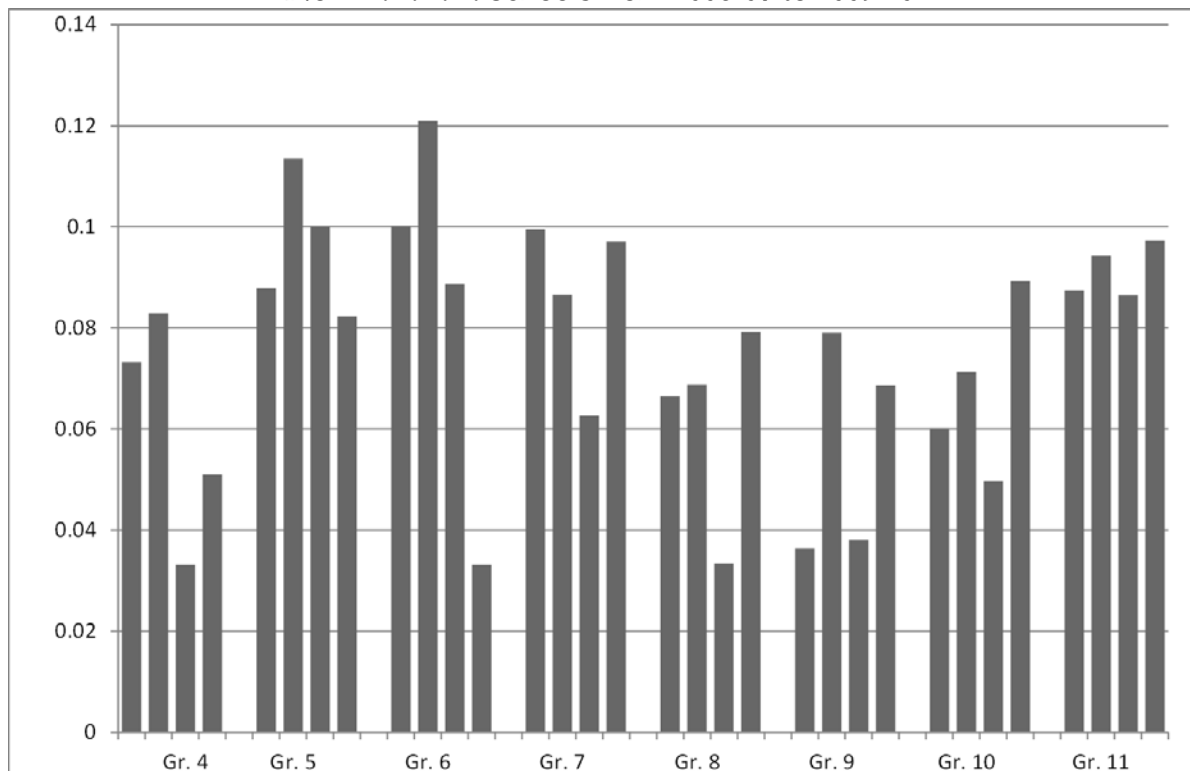
The above figures make clear that D.A.T.E. schools generally had lower gain scores than non-D.A.T.E. schools when making a simple unconditional comparison. However, there are other patterns exhibited in these figures, such as a general tendency for D.A.T.E. schools to have growing achievement gains relative to the gains at non-D.A.T.E. schools. That is, D.A.T.E. schools exhibited negative gain scores, but their scores became less negative (closer to zero) over time. Meanwhile non-D.A.T.E. schools exhibited positive gain scores, but their gain scores became less positive, closer to zero, over time.

Figure 6.7 shows the difference in gain scores for reading over the 2006-07 through 2009-10 period. Here evaluators take the gain score at non-D.A.T.E. schools and subtract the gain score at D.A.T.E. schools. If the gain score at non-D.A.T.E. schools is falling, then Figure 6.7 should graph a declining

difference of means. If the gain score at D.A.T.E. schools is increasing (becoming less negative, getting closer to zero) then Figure 6.7 should also graph a declining difference in means.

Examining Figure 6.7 shows that the difference in reading gain scores between D.A.T.E. and non-D.A.T.E. schools is a mixed pattern over time. In 4th grade, the difference in mean gains scores during Year 1 and Year 2 of D.A.T.E. were clearly lower than the two years prior to D.A.T.E. Otherwise stated, in 4th grade the D.A.T.E. schools were showing improvement relative to the non-D.A.T.E. schools during the first two years of the D.A.T.E. program. A similar pattern holds for 5th and 6th grades. Gains in 7th and 8th grades are more mixed.

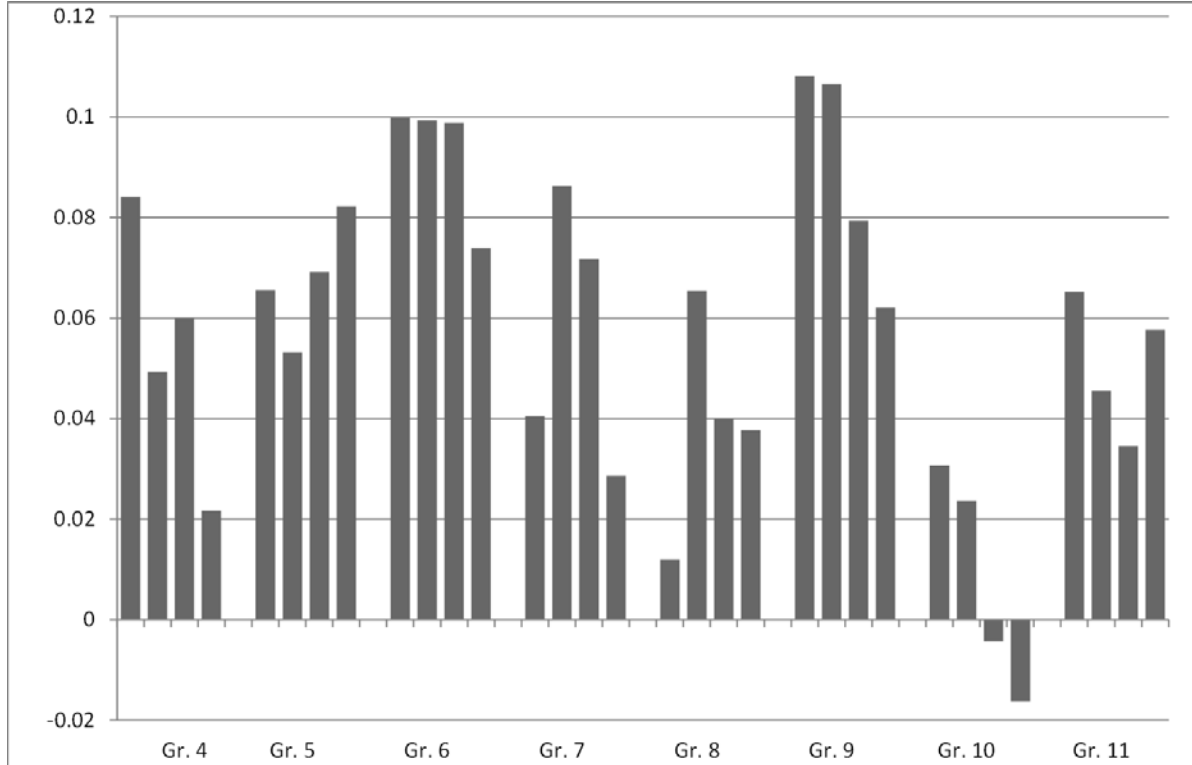
Figure 6.7: Difference of Means in Standardized Reading Gain Scores for D.A.T.E. and Non-D.A.T.E. Schools from 2006-07 to 2009-10



Source: TAKS Reading/ELA scores for 2006-07 through 2009-10, and evaluator's calculations.

Figure 6.8 shows the difference in gain scores for math over the 2006-07 through 2009-10 period. Again evaluators took the gain score at non-D.A.T.E. schools and subtracted the gain score at D.A.T.E. schools. Figure 6.8 indicates that for many grades there is a decline in the mean difference of gain scores during the D.A.T.E. program years (2008-09 and 2009-10), indicating that D.A.T.E. schools had gain scores that were increasing more rapidly than in non-D.A.T.E. schools. There are exceptions – see 5th grade, for instance, where the differences increased in both of the D.A.T.E. years. Overall, however, there is evidence of an improvement in math gain scores at D.A.T.E. schools relative to non-D.A.T.E. schools.

Figure 6.8: Difference of Means in Standardized Math Gain Scores for D.A.T.E. and Non-D.A.T.E. Schools from 2006-07 to 2009-10



Source: TAKS Math scores for 2006-07 through 2009-10, and evaluator's calculations.

Comparison of Student Gain Scores in Similar D.A.T.E. and Non-D.A.T.E. Schools

The second approach restricts the comparison to D.A.T.E. and non-D.A.T.E. schools with a similar percentage of ED students. This approach accounts for the fact that D.A.T.E. schools generally enrolled higher percentages of ED students than did non-D.A.T.E. schools, but it does not control for many other differences. In Table 6.2 evaluators compare the average student gain by grade and subject for the two years immediately preceding D.A.T.E. to the two years of D.A.T.E., for both non-D.A.T.E. schools and for schools that participated in D.A.T.E. Note that both D.A.T.E. and non-D.A.T.E. schools exhibited negative gain scores. Once evaluators match D.A.T.E. schools to non-D.A.T.E. schools with a similar percentage of ED students, they find that the negative gain scores exhibited by D.A.T.E. schools were not different from the non-D.A.T.E. schools.

A second important feature is that D.A.T.E. schools generally exhibited an improvement in gain scores in Year 1 and Year 2 of D.A.T.E. compared to the two years prior to D.A.T.E.. Non-D.A.T.E. schools were less consistent in exhibiting this pattern of gain score improvements. Also, even when D.A.T.E. and non-D.A.T.E. schools both exhibited improvement in gain scores, the D.A.T.E. schools usually exhibited a greater improvement. Only in 8th grade reading and in 7th, 8th and 11th grade math did non-D.A.T.E. schools exhibit a greater improvement in gain scores than in D.A.T.E. schools.

Table 6.2: Standardized Gain Scores for Matched D.A.T.E and Non-D.A.T.E Schools, Average of Mean Gain by Grade in the Pre D.A.T.E (2006-07 and 2007-08) and D.A.T.E (2008-09 and 2009-10) Periods

Grade	Time Period	D.A.T.E. Schools, Reading	Non-D.A.T.E. Schools, Reading	D.A.T.E. Schools, Math	Non-D.A.T.E. Schools, Math
4	Pre-D.A.T.E.	-0.06376	-0.07229	-0.05524	-0.05831
	D.A.T.E.	-0.05781	-0.08200	-0.03423	-0.06550
5	Pre-D.A.T.E.	-0.10045	-0.06646	-0.07895	-0.05700
	D.A.T.E.	-0.08546	-0.07765	-0.07727	-0.05998
6	Pre-D.A.T.E.	-0.11216	-0.05418	-0.10105	-0.03719
	D.A.T.E.	-0.05695	-0.05734	-0.09291	-0.09077
7	Pre-D.A.T.E.	-0.10634	-0.11215	-0.07211	-0.14339
	D.A.T.E.	-0.07810	-0.10796	-0.06283	-0.12622
8	Pre-D.A.T.E.	-0.08394	-0.07246	-0.06193	-0.07622
	D.A.T.E.	-0.06767	-0.05306	-0.05707	-0.03949
9	Pre-D.A.T.E.	-0.11541	-0.12839	-0.16835	-0.16301
	D.A.T.E.	-0.09487	-0.12100	-0.09938	-0.09247
10	Pre-D.A.T.E.	-0.16311	-0.13573	-0.05805	-0.00157
	D.A.T.E.	-0.08970	-0.08101	-0.00106	-0.02609
11	Pre-D.A.T.E.	-0.15844	-0.12093	-0.04861	-0.07451
	D.A.T.E.	-0.13497	-0.09970	-0.04568	-0.05526

Note: Pre-D.A.T.E. period represents school years 2006-07 and 2007-08. D.A.T.E. period represents school years 2008-09 and 2009-10 (i.e., Year 1 and Year 2 of the program).

Source: TAKS Reading and Math 2006-07 to 2009-10.

Associations between Student Achievement Gains and Attending a D.A.T.E. School

The third approach employs a more sophisticated analysis of gains in D.A.T.E. and non-D.A.T.E. schools, accounting for numerous school and student characteristics that were likely to impact students' achievement gains.

Table 6.3 summarizes the findings of the relationship between D.A.T.E. participation and student achievement gains over the first two years of the D.A.T.E. program. The first section of the table, titled "Basic conditioning variables," reports the association between student achievement gains and attendance at a D.A.T.E. school, while controlling for several background characteristics of students and schools. Results indicate that student gains increased when a school participated in both years of D.A.T.E. (i.e., Year 1 and Year 2). Gains in reading during D.A.T.E. participation were approximately one percent of a standard deviation higher than at non-D.A.T.E. schools, and approximately three percent of a standard deviation higher in math. The standard deviation gain can be transformed back to a scale score gain. As an example, for a student scoring 2100 on the 9th grade TAKS math test in 2008-09, that student would have improved in 10th grade math by three to four scale points if attending a D.A.T.E. school in 2009-10.

The second section of the table, "Basic conditioning variables plus G.E.E.G./T.E.E.G. participation", accounts for whether or not a school had prior participation in G.E.E.G. and/or

T.E.E.G. incentive pay programs. The results are relatively similar to those in the first section of the table. These results are small in magnitude but positive and statistically significant.

Is there any school reform study that can serve as a useful benchmark to gauge the size of the estimated association between D.A.T.E. participation and student achievement gains? Reback (2007) analyzed the relationship between student gains and accountability rating pressures in Texas, using a methodology very similar to the approach in this report. Reback reports that students who contribute to a math passing rate at a school that needs a moderate improvement to bump up the school's ranking make gains that are between .019 and .034 standard deviations larger than normal.

Table 6.3: Association between D.A.T.E. Participation and Student Achievement Gains During Year 1 and Year 2 of D.A.T.E. Program

	Reading	Math
Basic Conditioning Variables		
D.A.T.E. Year 1 and Year 2	Positive (Small)	Positive (Small)
D.A.T.E. Year 1	Positive (Small)	Positive (Small)
Basic Conditioning Variables + G.E.E.G./T.E.E.G. Participation		
D.A.T.E. Year 1 and Year 2	Positive (Small)	Positive (Small)
D.A.T.E. Year 1	Positive (Small)	NS

Note: NS indicates the association is not statistically significant. The positive associations are all significant at the $p < .05$ significance level.

Source: TAKS Reading and Math 2003-04 to 2009-10.

The results do not necessarily imply a direct causal connection between D.A.T.E. participation and student achievement gains. The fundamental difficulty in establishing a causal relationship here is the non-random assignment of students to the D.A.T.E. program. Districts chose (i.e., self-selected) whether or not to participate in D.A.T.E. If districts that self-selected into the program were districts that had, for example, reform initiatives other than D.A.T.E. in place, then improvements in student achievement at D.A.T.E. schools could be attributable to the non-D.A.T.E. initiatives. This selection problem is a common feature of quasi-experimental program evaluation designs, such as for the evaluation of the D.A.T.E. program.

D.A.T.E. Incentive Plan Design and Student Achievement Gains

Finally, evaluators considered how student achievement gains differed between D.A.T.E. schools using various incentive plan design features.³⁷ Table 6.4 summarizes results on the impact of the various D.A.T.E. plan design features on student achievement gains. The analysis is based on a restricted sample of students who attended D.A.T.E. schools that were part of either a district-wide or select school plan in both Year 1 and Year 2

Table 6.4: Association between D.A.T.E. Plan Design and Student Achievement Gains During Year 1 and Year 2 of D.A.T.E. Program

	Reading	Math
D.A.T.E. Select school plans (vs. D.A.T.E. District-wide plans)	Positive (Small)	Positive (Small)
Maximum proposed Part 1 award amount	NS	Positive (Small)
Awards based on team performance (vs. individual teacher performance)	NS	NS
Awards based on school performance (vs. individual teacher performance)	NS	Negative (Modest)
Awards based on school + team performance (vs. individual teacher performance)	NS	Positive (Modest)
Awards based on school + individual performance (vs. individual teacher performance)	Negative (Small)	Negative (Small)
Awards based on team + individual performance (vs. individual teacher performance)	NS	Negative (Small)
Awards based on school + team + individual performance (vs. individual teacher performance)	NS	NS

Note: NS indicates the association is not statistically significant. The Positive/Negative associations are all significant at the $p < .05$ level of significance.

Source: TAKS Reading and Math 2003-04 to 2009-10 and D.A.T.E. Cycle 1, Year 1 and Cycle 1, Year 2 grant applications.

Table 6.4 reveals that students had larger gains in both reading and math scores at D.A.T.E. schools that were participating in a D.A.T.E. select school plan for Year 1 and Year 2 of the program.

When looking at the impact of proposed Part 1 award amounts on student achievement gains, the positive relationship in math suggests that plans with higher proposed Part 1 maximum awards had higher test score gains. Increasing the maximum proposed award by \$1,000 was associated with an

³⁷ Information on the design features of D.A.T.E. incentive plans was drawn from grant applications submitted by districts to TEA. These features are described more fully in Chapter 4. The design features used for these Chapter 6 analyses are restricted to those that could be attributed to the school level and were relevant to both Year 1 and Year 2 of the program. Therefore, the analysis considers whether a school was part of a district-wide or select school plan, the proposed Part 1 award amounts for teachers, and the way in which Part 1 award eligibility was determined (i.e., unit of accountability); that is, whether teachers received awards based on individual performance, team performance, school performance, or some combination of those. The analysis is also restricted to the sample of schools that were in district-wide D.A.T.E. plans for both Year 1 and Year 2, or schools that were in select school D.A.T.E. plans for both Year 1 and Year 2 of the program.

increase in TAKS math scores of approximately one scale score point. There was no statistically significant impact of award amounts on gains in reading.

Table 6.4 also reports results on the various methods used in D.A.T.E. plans for determining teachers' eligibility for incentive awards (i.e., unit of accountability). Overall, no clear pattern is evident. For reading, the results indicate that schools using an individual unit of accountability had gains that were indistinguishable from schools using other approaches, with one exception. When the unit of accountability was the school plus individual, gains were slightly worse than in schools using an individual unit of accountability exclusively.

For math, several statistically significant results are apparent. In most cases, a school using an individual unit of accountability had higher gains than in schools using another approach. However, when a school used a school plus team unit of accountability, math gains were better than in schools using individual performance exclusively.

The report now turns to an analysis which examines the incentive plan design features of high and low performing D.A.T.E. schools. Chapter 7 specifically explores whether schools exhibiting the most and least growth in student performance during Year 1 and Year 2 of the D.A.T.E. program had D.A.T.E. incentive pay plans that differed from the plans of other D.A.T.E. schools.

CHAPTER 7:

Analysis of D.A.T.E. Design Features in High and Low Performing Schools

This chapter describes the D.A.T.E incentive plan design features of schools that experienced dramatic changes in student performance in their first two years of D.A.T.E. participation (2008-09 to 2009-10). Cycle 1 D.A.T.E. schools were ranked on their change in performance, as measured by TAKS scores, from before and after D.A.T.E. implementation, with the top and bottom 10% designated as “high performing” and “low performing” schools, respectively. The incentive plan features of these high and low performing schools were then examined to identify whether or not any design features were more common to these schools than to other schools participating in Cycle 1 of the D.A.T.E. program.

It is important to emphasize that this simple descriptive analysis does not establish a causal link between specific D.A.T.E. design features and increased school effectiveness. Nevertheless, the results help formulate preliminary conjectures on which incentive pay design features may hold promise for improving student achievement gains in Texas public schools.

The evaluation questions and key findings discussed throughout this chapter are listed below.

Evaluation Questions

This chapter addresses the following questions.

- Which Cycle 1 D.A.T.E. schools experienced the largest increases and decreases in student performance during the first two years of program participation?
- Did high and low performing schools differ in the use of district-wide versus select school D.A.T.E. approaches?
- Did high and low performing schools differ in policies used to determine teacher and principal eligibility for incentive awards?
- Did high and low performing schools differ in the minimum and maximum award amounts proposed for educators in D.A.T.E. schools?

Key Findings

This chapter highlights and expands upon the following key findings based on results from an analysis of incentive plan design features in high and low performing D.A.T.E. schools.

- The magnitude of the differences in school productivity (as measured by TAKS reading and math scores) between high and low performing D.A.T.E. schools was large, suggesting profound differences in how schools' performance changed when implementing D.A.T.E.
- Districts could implement D.A.T.E. plans in select schools or district-wide. D.A.T.E. schools participating in select school plans were not more likely to demonstrate high growth on TAKS than schools participating in a district-wide D.A.T.E. plan.
- High performing schools were more likely to make principals eligible for both Part 1 and Part 2 awards. Specifically, 60% of the high performing schools made principals eligible for both types of awards, while this was true for only 15% of low performing schools.
- While there were few differences in how schools determined teachers' and principals' eligibility for incentive awards, high performing schools were significantly more likely than other schools to base teachers' incentive awards on a hybrid approach in which the performance of an entire school and an individual teacher's performance determined award eligibility.
- On average, high performing schools proposed significantly larger minimum and maximum awards for teachers and principals. Maximum proposed Part 1 award amounts for principals and teachers were nearly \$1,000 larger, on average, in high performing schools.

Identifying High and Low Performing D.A.T.E. Schools

This section provides a brief explanation of the methods used to identify high and low performing D.A.T.E. schools and examine the design features of their incentive pay plans. It also offers a summary of characteristics of high and low performing schools, including grade levels served, locale, and nature of the student population including race/ethnicity, at-risk population, and enrollment.

Methods

The analysis on which this chapter is based included 1,540 D.A.T.E. Cycle 1 schools from 182 districts. The approach for identifying high and low performing schools involved three steps (see Appendix E for technical details):

- The annual productivity of each D.A.T.E. Cycle 1 school was estimated by its students' average gain in TAKS reading and math scores from one year to the next (e.g., from 2007-08 to 2008-09).³⁸
- The change in schools' productivity from before and after D.A.T.E. implementation was calculated. This was done by comparing each school's average productivity in the first two years of D.A.T.E. (2008-09 and 2009-10) to its own average performance in the three years immediately prior to D.A.T.E. implementation (2005-06, 2006-07, 2007-08).³⁹
- D.A.T.E. Cycle 1 schools were ranked based on their change in productivity from before and after D.A.T.E. implementation. Those schools falling in the top and bottom 10% of the distribution were designated as high performing and low performing schools, respectively, and all other schools classified as "Others."

Pre- and Post-D.A.T.E. TAKS Performance by Growth Designation

Using the three-step procedure described above, 154 schools were designated as high performing, 154 were designated as low performing, and the remaining 1,232 schools were designated as others. Table 7.1 presents the pre- and post-D.A.T.E. school productivity indices of these groups along with the change in school productivity from before D.A.T.E. to two years after first implementing D.A.T.E. plans.

³⁸ The school's annual productivity was the average of its students' standardized reading and math TAKS gain scores, which were standardized to measure how a current student's score in one year differed (in terms of standard deviations) from the average score of all students in the state who were in the same grade and had the exact same score on the prior year's test. This standardization allowed evaluators to consider each student's current performance relative to what is normal for Texas students with the same prior performance.

³⁹ Basing estimates of school productivity on multi-year averages provides a more stable estimate of their performance pre- and post-D.A.T.E. (see, for example, McCaffrey et al., 2009). Three year averages provide more stability than one or two years, so three years were used to establish pre-D.A.T.E. value-add index. Since D.A.T.E. is only in its 2nd year of implementation, a two-year average was used for post-D.A.T.E. index. The pre- and post-D.A.T.E. school productivity indices were a weighted average of single-year school productivity estimates, where the weight was the inverse in the variance of school's single-year productivity estimate. This is done to give more weight to the estimates that have more precision, which stems from the number of students tested in the school. The pre-post change score provides an "effect size" estimate of D.A.T.E. A positive effect size indicates a school's productivity improved in the first two years of D.A.T.E. implementation. A negative effect size indicates that a school's productivity declined during the first two years of the school's participation in the D.A.T.E. program.

High performing schools averaged a 0.29 standard deviation increase in performance relative to their 3-year baseline performance prior to implementing D.A.T.E. This increase was 0.52 standard deviations higher than the average effect size in low performing schools and 0.27 standard deviations higher than the average of other Cycle 1 D.A.T.E. schools.

How important are these differences? One way to judge their importance is to benchmark against the typical effects of school reform initiatives. Hill and colleagues (2008) synthesized research on the effect sizes of various elementary school reforms and found an average effect size of 0.33. By this criterion, the magnitude of the differences between the three groups of schools is large, suggesting profound differences in how schools' performance changed since implementing D.A.T.E.

Table 7.1: Pre- and Post-D.A.T.E. TAKS Performance by Performance Growth Designation

	High Performing (Top Decile)	Other (2nd – 9th Decile)	Low Performing (Bottom Decile)
School Productivity			
Pre-D.A.T.E.	-0.230	-0.077	0.102
Post-D.A.T.E.	0.061	-0.055	-0.130
Pre-Post Change	0.291	0.022	-0.231
TAKS Reading & Math Proficiency			
Pre-D.A.T.E.	67.9%	76.4%	82.3%
Post-D.A.T.E.	79.1%	78.9%	79.3%
Pre-Post Change	11.2%	2.5%	-3.0%
# Schools	154	1,232	154

Notes: Pre-D.A.T.E. figures based on weighted average of three years immediately prior to D.A.T.E. implementation (2005-06, 2006-07, and 2007-08); post-D.A.T.E. figures based on weighted average of first two years of D.A.T.E. (2008-09, 2009-10). TAKS Reading and Math Proficiency are derived by dividing the total reading and math tests within a school that scored at or above the state proficiency standard by the total reading and math tests administered in the school.

Source: TAKS Reading and Math 2005-06 to 2009-10.

Table 7.1 also shows that the differences in performance between the three school groups are also evident in the change in percentage of students meeting or exceeding the state standards in reading and math on the TAKS. The high performing schools averaged an 11% increase in reading and math proficiency rates, while low performing schools lost 3% and others showed a 3% increase in students reaching proficiency.

School Characteristics by Growth Designation

Table 7.2 compares the characteristics of schools and student populations served by schools in each growth category. On average, both high and low performing schools enrolled 200 students fewer than others in D.A.T.E. Cycle 1. This may suggest small schools are more prone to strong responses to incentive pay. However, it may just be a statistical artifact; prior research demonstrates that the productivity scores of small schools are more vulnerable to sampling error; that is, the influence of year-to-year changes in the sample of students tested (Kane and Staiger, 2002).

Additionally, high performing schools had a higher share of both low socioeconomic status (SES) and African-American students. On average, high performing schools served a student population

that was 81% low SES compared to 69% in low performing schools and 70% in other D.A.T.E. schools. High performing schools also averaged a student body that was 32% African-American, while under 20% of students were African-American in low performing and other D.A.T.E. schools.

Table 7.2: School Characteristics by Performance Growth Designation

	High Performing (Top Decile)	Other (2nd – 9th Decile)	Low Performing (Bottom Decile)
School Characteristics			
% Charter school	7.1%	2.0%	3.2%
% Elementary	74.0%	55.5%	73.4%
% Middle	13.0%	24.1%	13.6%
% Secondary	9.7%	18.7%	11.0%
% Other grade configuration	3.2%	1.7%	1.9%
% Metro	97.4%	91.0%	87.0%
% Rural	0.0%	4.1%	9.1%
Student Characteristics			
% Female	50.7%	51.1%	51.2%
% Low socioeconomic status	81.4%	69.6%	69.0%
% LEP	18.9%	15.5%	17.1%
% White	10.9%	20.7%	25.2%
% African-American	31.6%	18.6%	16.8%
% Hispanic	56.0%	58.0%	55.3%
% Special education	5.2%	5.0%	5.1%
% Gifted	10.0%	11.6%	11.4%
Student enrollment	535	762	517
# Schools	154	1,232	154

Notes: Student characteristics reported for each group are unweighted school-level averages from 2009-10.

Source: Authors' calculations using the following data files: Academic Excellence Indicator System (AEIS) 2009-10.

Design Features of D.A.T.E. Plans in High and Low Performing Schools

This section compares the D.A.T.E. incentive plan design features of high and low performing schools to other schools participating in Cycle 1 of the D.A.T.E. program. These comparisons bring to light the design features that differentiate high performing schools from low performing schools, and therefore merit consideration from those designing future incentive plans. District-level planning committees were given discretion to design their D.A.T.E. incentive plans as long as they stayed within broad parameters established by state guidelines. This section examines differences among high performing, low performing, and other D.A.T.E. schools on four key design features of the D.A.T.E. incentive plans.

- Did schools operate in districts implementing D.A.T.E. plans district-wide or in select schools?
- What were schools' policies for teacher and principal eligibility for D.A.T.E. incentive awards?

- How was eligibility for incentive awards determined? That is, was receiving an award dependent on individual performance, the performance of a team, school-wide performance, or some combination?
- What were the minimum and maximum award amounts proposed for educators in D.A.T.E. schools?

District-wide vs. Select School Incentive Pay Plans

Districts were given the option of implementing D.A.T.E. plans district-wide or targeting select schools within the district. For the sample used in this chapter, 426 (28%) schools were part of a select school D.A.T.E. plan and 1,114 (72%) were part of a district-wide implementation.

Figure 7.1 shows the percentage of district-wide and select schools within each growth category (i.e., high performing, low performing, or other D.A.T.E. schools). Schools in district-wide D.A.T.E. plans were not more likely to fall in the high or low performing categories than schools participating in select school plans.

Figure 7.1: Percentage of Schools Participating in District-Wide and Select School D.A.T.E. Plans by Performance Growth Designation

N= 154 High performing schools; 1,232 Other schools; 154 Low performing schools

Notes: 10.3% schools (n= 159) indicated they switched from a select school program to a district-wide program or vice versa from Year 1 to Year 2. To account for switchers in analysis, 50% weight was assigned to their indicator of district-wide program and 50% weight was assigned to their indicator of select school program.

Source: TAKS Reading and Math 2005-06 to 2009-10 to designate performance growth category; D.A.T.E. Cycle 1, Year 1 and Cycle 1, Year 2 plan applications to identify type of D.A.T.E. plan.

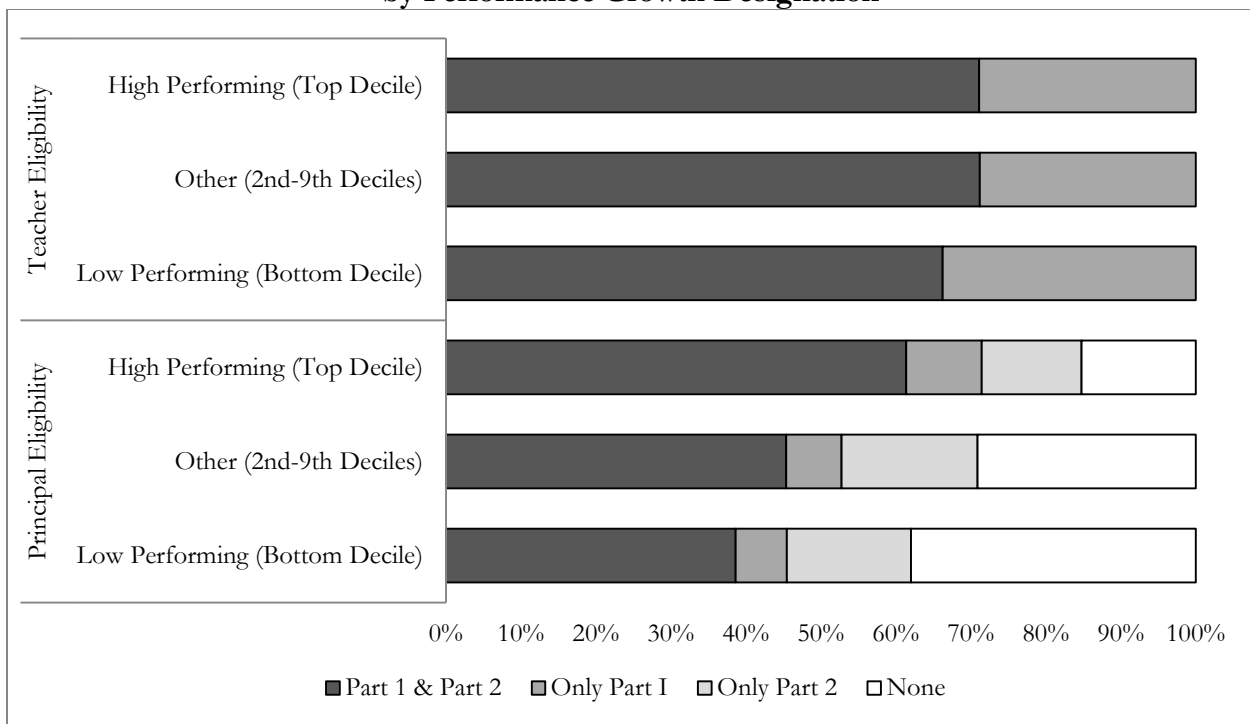
Teacher and Principal Eligibility

D.A.T.E. districts crafted different approaches related to eligibility of teachers and principals for incentive awards. TEA guidelines required that at least 60% of a district's grant be used as incentive

awards for teachers. This portion of the grant was designated as Part 1. In Year 2 of the D.A.T.E. program (2009-10), districts could also choose to make principals eligible for Part 1 awards. Teachers and principals could also earn additional awards through the remaining share of grant funds (i.e., Part 2). Figure 7.2 breaks down schools' teacher and principal eligibility policies by growth category.

The most interesting findings were related to principal eligibility, where there were some notable differences between high performing, low performing, and other D.A.T.E. schools. A significantly higher proportion of low performing schools did not make principals eligible for any type of award (either Part 1 or Part 2 awards). Thirty-eight percent of low performing schools did not make principals eligible for Part 1 or Part 2 awards, while this was true for only 15% of high performing schools. In contrast, high performing schools were more likely to have principals eligible for both Part 1 and Part 2 awards in the second year. Sixty-one percent of the high performing schools made principals eligible for both types of awards, compared to 39% and 45% of low performing and other D.A.T.E. schools, respectively. Schools in the high performing category were only slightly more likely to have teachers eligible for both Part 1 and Part 2 awards, differences that were not statistically or practically significant.

Figure 7.2: Eligibility of Principals and Teachers for D.A.T.E. Part 1 and Part 2 Awards by Performance Growth Designation



N= 154 High performing schools; 1,232 Other schools; 154 Low performing schools

Notes: 19.6% of schools (n= 302) switched principal eligibility requirements from Year 1 to Year 2 and 12.3% of school (n= 189) indicated a switch in teacher eligibility requirements. To account for switchers in analysis, 50% weight was assigned to their indicator of eligibility category in Year 1 and 50% was assigned to their indicator eligibility category in Year 2.

Source: TAKS Reading and Math 2005-06 to 2009-10 to designate performance growth category; D.A.T.E. Cycle 1, Year 1 and Cycle 1, Year 2 plan applications to identify type of D.A.T.E. plan.

Determination of Award Eligibility

Districts could base award eligibility on the performance of an individual, a team of teachers, school-wide performance, or some combination of these units. Table 7.3 breaks down, by performance growth category, the unit of accountability used by schools for determining teachers' and principals' eligibility for incentive awards.⁴⁰

**Table 7.3: Unit of Accountability for Teacher and Principal Award Eligibility
by Performance Growth Designation**

Unit of Accountability	High Performing (Top Decile)	Other (2 nd – 9 th Decile)	Low Performing (Bottom Decile)
Teachers			
School	1.3%	1.2%	0.3%
Team	32.5%	37.3%	32.1%
Individual	23.3%	22.6%	22.6%
School + Team	2.3%	6.7%	8.2%
School + Individual	29.8%	17.5%	20.0%
Team + Individual	7.9%	10.0%	9.8%
School + Team + Individual	0.3%	1.0%	2.3%
Not available	2.6%	3.7%	4.6%
Principals			
School	37.3%	41.8%	28.6%
Team	52.7%	42.2%	48.6%
Individual	0.0%	0.0%	0.0%
School + Team	10.0%	15.8%	22.9%
School + Individual	0.0%	0.2%	0.0%
Team + Individual	0.0%	0.0%	0.0%
School + Team + Individual	0.0%	0.0%	0.0%
Not available	0.0%	0.0%	0.0%
# Schools	154	1,232	154

Notes: The unit of accountability indicated in D.A.T.E. plan applications changed from Year 1 to Year 2 for 48.5% of schools (n= 747). To account for switchers in analysis, 50% weight was assigned to their indicator of unit of accountability in Year 1 and 50% was assigned to their indicator of unit of accountability in Year 2.

Source: TAKS Reading and Math 2005-06 to 2009-10 to designate performance growth category; D.A.T.E. Cycle 1, Year 1 and Cycle 1, Year 2 plan applications to identify type of D.A.T.E. plan.

Overall, there were minimal differences in the strategies used by the three groups of schools to determine teachers' and principals' eligibility for incentive awards. Across all groups, the most common unit of accountability for teachers was at the team level, meaning that teachers' ability to earn an award was dependent on the performance of a team of teachers exclusively (e.g., grade level, department). High performing schools were significantly more likely to have D.A.T.E. plans in which teachers' Part 1 awards were based on the performance of both the school as a whole and their individual performance. Thirty percent of high performing schools used this accountability strategy, which was almost twice the proportion used among low performing schools. Principals in

⁴⁰ Evaluators were only able to determine the unit(s) of accountability for Part 1 awards when reviewing D.A.T.E. plan applications submitted by districts to TEA.

all three groups of schools were nearly always rewarded for the performance of the entire school or teams within the school (e.g., awarded a certain amount for each grade that achieved a performance goal).

Proposed Minimum and Maximum Award Amounts

Table 7.4 presents the minimum and maximum incentive awards proposed in D.A.T.E. plans for teachers and principals. High performing schools, on average, proposed significantly larger minimum and maximum awards for teachers. The amount of proposed Part 1 maximum awards for teachers in high performing schools was over \$1,000 larger on average than in low growth or other D.A.T.E. schools. Minimum and maximum proposed principal award amounts were also larger in high performing schools. Part 1 and Part 2 maximum proposed awards were nearly \$1,000 larger on average in high performing schools than in the other two groups of schools. Minimum Part 1 awards for principals were over \$400 larger in high-performing schools, while minimum Part 2 awards were roughly \$1,000 larger on average.

Table 7.4: Proposed Minimum and Maximum Awards by Performance Growth Designation

Proposed Award Amounts	High Performing (Top Decile)	Other (2nd – 9th Decile)	Low Performing (Bottom Decile)
Teachers, Part 1 Awards			
Minimum (avg.)	\$1,297	\$1,216	\$1,141
Maximum (avg.)	\$4,196	\$3,185	\$3,069
Teachers, Part 2 Awards			
Minimum (avg.)	\$1,160	\$843	\$835
Maximum (avg.)	\$1,328	\$1,136	\$1,000
Principals, Part 1 Awards			
Minimum (avg.)	\$1,990	\$1,542	\$1,534
Maximum (avg.)	\$5,303	\$4,395	\$4,605
Principals, Part 2 Awards			
Minimum (avg.)	\$3,542	\$2,600	\$2,741
Maximum (avg.)	\$3,739	\$2,825	\$2,847
# Schools	154	1,232	154

Notes: The minimum and maximum award amounts reported are the average of amounts reported in Year 1 and Year 2 Plan Applications.

Source: TAKS Reading and Math 2005-06 to 2009-10 to designate performance growth category; D.A.T.E. Cycle 1, Year 1 and Cycle 1, Year 2 plan applications to identify type of D.A.T.E. plan.

Overall, the simple methodological approach taken in this chapter provides a foundation to further explore the incentive plan design features that best position schools to find success. According to the results in this chapter, high performing schools were more likely than their counterparts to include principals in the incentive award programs and also proposed higher award amounts for teachers and principals (a finding that is consistent with the results of the more technical analysis of student achievement outcomes in D.A.T.E. schools, found in Chapter 6). Additionally, high performing schools were significantly more likely to base teachers' incentive award eligibility on a hybrid approach in which award eligibility was determined by the performance of an entire school in combination with an individual teacher's performance.

The report now turns to a discussion of the relationship between the D.A.T.E. program and teacher turnover. Chapter 8 focuses on teacher turnover following Year 1 of the program because data were not available on Year 2 turnover patterns at the time of this publication.

CHAPTER 8

The Relationship between D.A.T.E. and Teacher Turnover

This chapter examines the relationship between the D.A.T.E. program and teacher turnover, discussing not only differences in turnover between D.A.T.E. and non-D.A.T.E. districts, but also differences in turnover from one D.A.T.E. district to another. The former provides evidence about whether or not turnover rates were lower in D.A.T.E. districts than in non-D.A.T.E. districts, after adjustments for the characteristics of the teachers, the characteristics of schools, and local economic conditions. The latter provides evidence about turnover rates in different types of schools in D.A.T.E. districts and the relationship between D.A.T.E. incentive plan design features and teacher turnover decisions, specifically focusing on how units of accountability, the maximum proposed award, and actual awards were related to teacher turnover.

The analysis focuses on turnover following the 2008-09 school year, Year 1 of the D.A.T.E. program, because data on teacher turnover for Year 2 were not yet available for the report. In all cases, unless otherwise noted, the analysis compares turnover for 2008-09 with a projected turnover rate that is based on the pattern of teacher turnover during the six years prior to the D.A.T.E. program. A more detailed discussion of methodology and results can be found in Appendix F.

The evaluation questions and key findings discussed throughout this chapter are listed below.

Evaluation Questions

This chapter addresses the following questions.

- Was there any systematic difference between D.A.T.E. and non-D.A.T.E. districts with respect to teacher turnover?
- Were any differences in turnover among D.A.T.E. districts related to differences in proposed incentive plan design features?
- Was there any relationship between teacher turnover and the actual distribution of awards to teachers?

Key Findings

This chapter highlights and expands upon the following key findings based on analysis of the relationship between D.A.T.E. and teacher turnover for Year 1 of the program.

- Turnover rates for D.A.T.E. schools were lower than projected for Year 1 of the program. The turnover rate was 1.3 percentage points lower than projected for schools in districts with district-wide D.A.T.E. plans, and 2.2 percentage points lower than projected for schools with D.A.T.E.

incentives in districts with select school plans. The change in turnover appears larger for select school incentive plans than for district-wide plans, but the difference is not statistically significant.

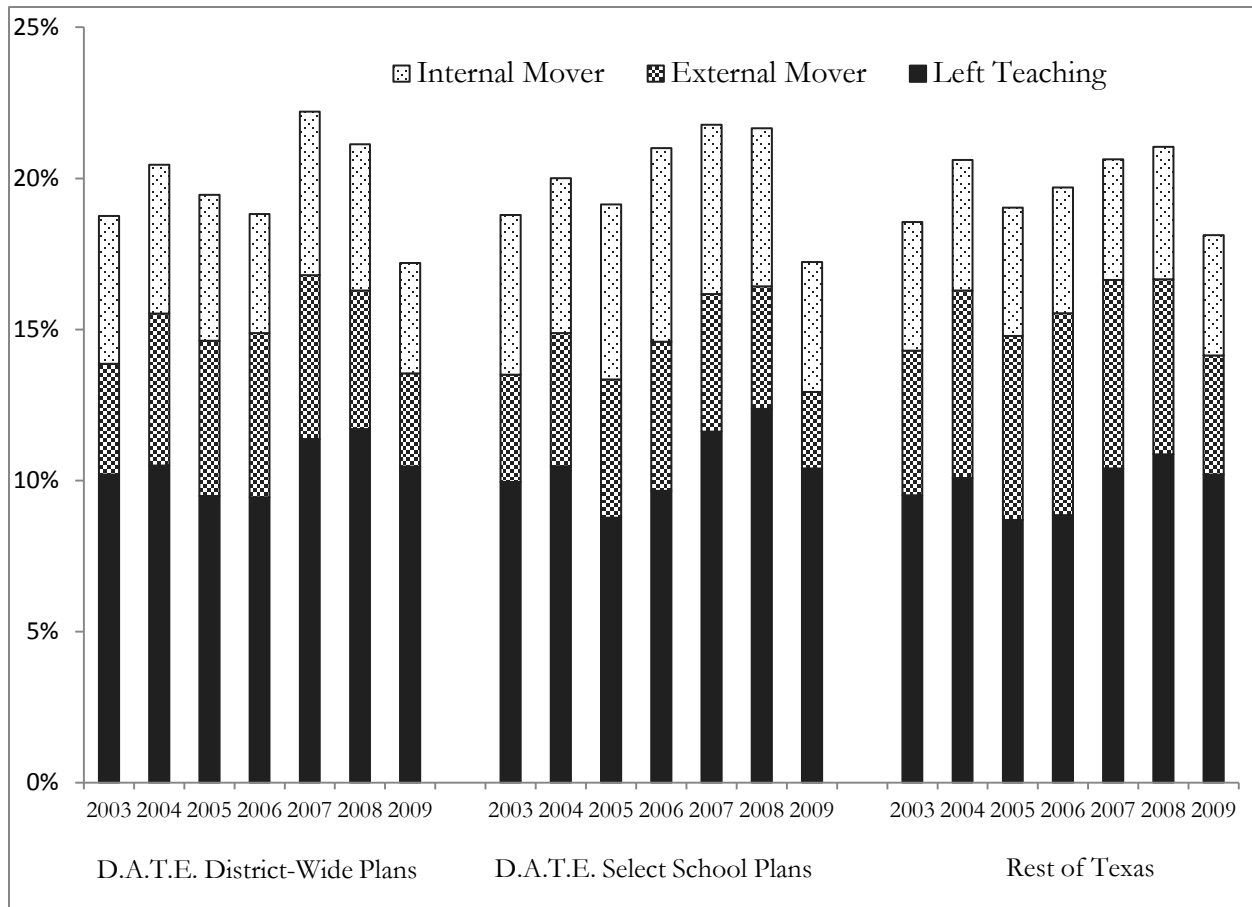
- The decline in turnover rates for schools in districts with district-wide plans was fully attributable to a decline in teachers moving from one school to another within districts. There is no evidence that these districts saw a decline in the number of teachers who either left for other districts or left teaching altogether.
- Districts with select school plans did experience statistically significant declines in the share of teachers who were leaving for other districts, or leaving teaching altogether. Somewhat surprisingly, this decline in turnover was found even in schools that were not included in these districts' D.A.T.E. select school incentive plans; that is, teachers in these schools were not eligible for D.A.T.E. incentives and had no expectation that they would be eligible in the future. The widespread nature of the turnover decline raises the possibility that some other policies may have changed in D.A.T.E. districts with select school plans, and that these other policy changes may be responsible for the decrease in turnover rates.
- District-wide plans using a combination of individual and group performance to determine teachers' award eligibility were associated with smaller declines in turnover than plans with only group or only individual incentives. There were no significant differences in turnover by the proposed unit of accountability in select school D.A.T.E. plans.
- Teacher turnover was related to the size of the maximum Part 1 award proposed under the D.A.T.E. plan. Teacher turnover increased for districts with relatively small proposed maximum awards, and decreased as the proposed maximum award amount increased, until the maximum award exceeded roughly \$6,000.
- The probability of turnover surged among teachers who did not receive a D.A.T.E. award, while it fell sharply among teachers who did receive such an award. Awards greater than \$100 were associated with a significant decrease in the probability of teacher turnover under district-wide plans, while awards greater than \$283 were associated with significant decreases in the probability of teacher turnover under select schools plans.
- Once the size of the award is taken into account, there were only very modest differences in predicted turnover rates between district-wide and select schools plans. Individual awards in excess of \$1,500 for district-wide plans and \$2,500 for select schools plans were not associated with any further decrease in the probability of teacher turnover.

Teacher Turnover in D.A.T.E. and Non-D.A.T.E. Districts

One important question regarding the D.A.T.E. program is the relationship between participation and teacher turnover. An effective teacher incentive pay program would not only increase the retention of teachers who are particularly effective in the classroom, but might also accelerate the departure of teachers who are poorly suited to the teaching profession. The net effect of such a policy on teacher turnover is ambiguous, but if one believes that effective teachers outnumber ineffective ones, then one would expect an effective incentive program to lower teacher turnover.

Figure 8.1 illustrates the pattern of teacher turnover for three types of Texas districts—those districts participating in D.A.T.E. that adopted district-wide incentive plans, those participating in D.A.T.E. that adopted select school incentive plans, and those that were not participating in the D.A.T.E. program. The total height of each bar in Figure 8.1 indicates the percentage of teachers who were not teaching in the same school the following year. Each bar is then divided into the three major components of turnover—teachers who remained in the same district but changed schools (internal movers), those who stayed in teaching but changed districts (external movers), and those who were no longer teaching in a Texas public school (leavers). On average across all three types of districts over the seven-year analysis period (the 2002-03 through 2008-09 school years), 80% of Texas teachers were retained at their school each year, 5% moved internally, 5% moved to another district, and 10% left teaching, at least temporarily.

Figure 8.1 Overall School Turnover Rates for D.A.T.E. and Non-D.A.T.E. Districts, 2003 to 2009



Note: Each year listed along the x-axis represents the end of the school year, so 2009 represents the 2008-09 school year.
Source: Based on authors' calculations using PEIMS data.

As the figure illustrates, school turnover rates fell sharply in 2008-09, the only year of the D.A.T.E. program for which turnover data are available. For D.A.T.E. districts with district-wide incentive plans, the school turnover rate fell by nearly 4 percentage points from 2007-08 (when it was 21%) to 2008-09 (when it was 17%). The turnover rate for D.A.T.E. districts with select school incentive plans fell by slightly more than 4 percentage points (from 22% to 17%) and the turnover rate for non-D.A.T.E. districts fell by nearly 3 percentage points (from 21% to 18%). All three types of districts saw declines in the percentage of external movers, but only D.A.T.E. districts saw sharp declines in the share of teachers who moved internally or left teaching at the end of the 2008-09 school year.

While suggestive, such simple differences do not provide strong evidence about the influence of the D.A.T.E. program on teacher turnover. As discussed in Chapter 2, D.A.T.E. districts were systematically different from other Texas school districts. The bigger declines in turnover rates for 2008-09 may have been driven by factors that have nothing to do with the D.A.T.E. program itself, and everything to do with the reasons why some districts decided to join the D.A.T.E. program in the first place. To disentangle these influences, an analytic model of individual teacher turnover was developed and used to examine the relationship between the D.A.T.E. program and teacher turnover.

As discussed in Appendix F, the analytic model was adapted from a common one used in analyses of teacher turnover. The underlying assumption of this standard model is that teacher turnover is largely voluntary, and that teachers choose to leave their jobs only if they expect to be happier in an alternative situation. Therefore, teacher turnover is expected to depend on the characteristics of a teacher’s current job, employment alternatives, and any personal characteristics that might influence his/her turnover decision. Here, the D.A.T.E. program was treated as one of the pertinent characteristics of a teacher’s current job. To isolate the relationship with the D.A.T.E program from the natural pattern of teacher retirements, teachers with more than 35 years of experience were excluded from the analysis.⁴¹

Teacher Turnover in D.A.T.E. Districts among D.A.T.E. and Non-D.A.T.E. Schools

Table 8.1 presents two alternative analyses of teacher turnover in 2008-09. The first column presents the change in turnover for D.A.T.E. districts, after the non-programmatic influences on teacher turnover were taken into account. The remaining three columns present an analysis of the three major components of teacher turnover. The second column presents the change in internal turnover, while the third and fourth columns present changes in the rates at which teachers changed districts and left teaching, respectively.

The table presents changes in turnover rates for each of the four types of schools that were in Year 1 D.A.T.E. districts—schools where teachers were part of a district-wide D.A.T.E. plan in 2008-09, schools where teachers were in a school participating in a select school D.A.T.E. plan in 2008-09, schools where teachers were not eligible for D.A.T.E. incentives in 2008-09 but would be eligible in 2009-10 (i.e., their schools were not eligible to participate in the D.A.T.E. program in Year 1 but did participate in Year 2)⁴², and schools in D.A.T.E. districts with select school plans that were not eligible for D.A.T.E. incentives in 2008-09 or 2009-10. In all cases, the table presents the percentage point difference between actual turnover rates and projected turnover rates based on the pattern of teacher turnover during the six years prior to the D.A.T.E. program.

⁴¹ Analyses are restricted to individuals who taught more than half time during at least one year of the analysis period. Teachers who were also administrators were excluded from the analysis. To disentangle the turnover impact of the D.A.T.E program from the natural pattern of teacher retirements, teachers with more than 35 years of experience have been excluded from the analysis. Dallas Independent School District (DISD) has also been excluded because factors unrelated to D.A.T.E. are known to have caused large, involuntary turnover spikes in that district during the analysis period. See Appendix F for a detailed discussion of the analytic model, for a description of the data used in the estimation, and for the difference-in-difference regression estimates that underlie the following tables.

⁴² D.A.T.E. Cycle 1 districts had to submit their Year 2 continuation grants by August 25, 2009. It is unclear when “Future eligible D.A.T.E. schools” – and the teachers within them – became aware of their Year 2 participation status and if that knowledge played a role in teachers’ turnover decisions.

Table 8.1: Impact of D.A.T.E. on Predicted Turnover Rates for 2008-09

	Any Turnover	Internal Mover	External Mover	Leaver
D.A.T.E. District-wide schools	-1.28*	-0.86**	-0.28	-0.36
D.A.T.E. Select schools	-2.18***	-0.91**	-0.52**	-0.86**
D.A.T.E. Future eligible schools	-3.23***	-1.21**	-0.27	-1.57**
D.A.T.E. Ineligible schools	-1.95***	-0.61**	-0.68***	-1.14***

Note: D.A.T.E. district-wide schools are those in a district implementing a district-wide D.A.T.E. incentive plan. D.A.T.E. select schools are those that participated in a district D.A.T.E. select school plan in 2008-09, future D.A.T.E. schools are those that were not eligible to participate in D.A.T.E. in 2008-09 but did participate in 2009-10, and D.A.T.E. ineligible schools are those that were not eligible for D.A.T.E. incentives in either 2008-09 or 2009-10. The asterisks indicate that the percentage point change in the turnover rate is significantly different from zero at the $p < .01$ level (***), $p < .05$ level (**), or $p < .10$ level (*).

Source: Based on authors' calculations using data from PEIMS, the National Center for Education Statistics (NCES) and the U.S. Bureau of Labor Statistics (BLS). See Appendix Table F.2.

As the first column of Table 8.1 illustrates, turnover rates for all four types of schools were lower in Year 1 than was projected based on the pattern of teacher turnover during the six years prior to the D.A.T.E. program. Turnover rates were 1.3 percentage points lower than projected for schools in districts with district-wide incentive plans, 2.2 percentage points lower than projected for schools that were part of a select school D.A.T.E. plan, and 2.0 percentage points lower than projected for schools in D.A.T.E. districts where teachers were *not* eligible for incentives because their schools were not selected for participation in the D.A.T.E. program in either Year 1 or Year 2 of the program. Teachers in D.A.T.E. schools that were not eligible in Year 1 of the program (2008-09) but would be in the program in Year 2 (2009-10) had the largest decline in turnover (relative to projections). The change in turnover appears larger for districts with select school incentive plans than for districts with district-wide plans, but the difference is not statistically significant.

The remaining three columns of Table 8.1 break out teacher turnover into moving externally, moving internally, and leaving teaching altogether. The decline in turnover rates for schools with district-wide plans was fully attributable to a decline in internal turnover; there is no evidence that these districts saw a decline in the number of teachers who either left for other districts or left teaching altogether. Districts with select school plans did experience statistically significant declines in all three subgroups of turnover. Somewhat surprisingly, this decline in district-level turnover was observed even in schools where teachers were not eligible for incentives and had no expectation that they would become eligible in the future (i.e., in D.A.T.E. ineligible schools). If the decline in turnover rates were attributable to the D.A.T.E. program, then one would expect to see a difference between eligible and ineligible schools. The lack of distinction suggests that some other policies may have changed in D.A.T.E. districts, and that these other policy changes may be responsible for the decrease in turnover rates.

Turnover in High Needs Schools

Schools that serve relatively high needs students are a perennial policy interest, and select school D.A.T.E. plans primarily targeted high needs schools. Therefore, it seems reasonable to ask whether the D.A.T.E. program had a differential impact on high needs schools.

Table 8.2 presents an analysis that includes only schools with a disproportionate share of ED students.⁴³ As the table illustrates, the general pattern of teacher turnover persisted even when the analysis was restricted to relatively high needs schools. Again, district-wide plans were associated with internal turnover rates that were lower than projected, but no decline in the share of teachers leaving the district or leaving the profession. Select school plans were associated with lower-than-projected internal turnover and turnover due to teachers leaving the profession, but the declines were nearly as large for schools where teachers were ineligible for awards as they were for schools where teachers were eligible. Among districts with select school plans, there were no statistically significant differences in turnover rates between eligible, ineligible and future eligible schools during 2008-09.

**Table 8.2: Impact of D.A.T.E. on Predicted Turnover Rates
Among High Needs Schools for 2008-09**

	Any Turnover	Internal Mover	External Mover	Leaver
D.A.T.E. District-wide schools	-1.60*	-1.13**	-0.25	-0.53
D.A.T.E. Select schools	-2.58***	-1.20**	-0.22	-1.25**
D.A.T.E. Future eligible schools	-3.14***	-1.04**	-0.24	-1.73**
D.A.T.E. Ineligible schools	-1.95***	-0.64*	-0.76**	-1.03**

Note: D.A.T.E. district-wide schools are those in a district implementing a district-wide D.A.T.E. incentive plan. D.A.T.E. select schools are those that participated in a district D.A.T.E. select school plan in 2008-09, future D.A.T.E. schools are those that were not eligible to participate in D.A.T.E. in 2008-09 but did participate in 2009-10, and D.A.T.E. ineligible schools are those that were not eligible for D.A.T.E. incentives in either 2008-09 or 2009-10. The asterisks indicate that the percentage point change in the turnover rate is significantly different from zero at the $p < .01$ level (***), $p < .05$ level (**) or $p < .10$ level (*).

Source: Based on authors' calculations using data from PEIMS, the NCES and the BLS. See Appendix Table F.3.

Turnover among Math and Science Teachers

Table 8.3 examines the impact of the D.A.T.E. program on predicted turnover among teachers who were specifically certified in either math or science, whether or not the district's incentive plan specifically targeted such teachers. Nearly 15% of D.A.T.E. teachers, and 16% of non-D.A.T.E. teachers, held a teaching certificate in either math or science during the analysis period. As the table illustrates, turnover rates were lower than expected for schools with district-wide incentive plans and for schools that were not eligible for D.A.T.E. awards. The decline in turnover rates for schools with district-wide plans was largely attributable to a decline in the share of internal movers; the decline in turnover rates for ineligible schools was largely attributable to a decline in external movers. There is no evidence that D.A.T.E. schools saw any decline in the share of math and science teachers moving to other districts or leaving the teaching profession. This pattern is consistent with the finding (previously reported in Chapter 5) that science teachers were no more

⁴³ For purposes of this analysis, high needs schools are those with a %ED within 10 percentage points of the eligibility thresholds for the G.E.E.G. program at some point during the seven-year analysis period. Those thresholds were at least 81.3% for elementary schools, at least 70.5% for all grade schools, at least 65.4% for middle schools and at least 55.8% for high schools.

likely than any other teachers to receive a D.A.T.E. Part 1 award, and math teachers were only slightly more likely to receive such awards, and may indicate that D.A.T.E. incentive plans made no special effort to target math and science teachers, on average.

**Table 8.3: Impact of D.A.T.E. on Predicted Turnover Rates
Among Math and Science Teachers**

	Any Turnover	Internal Mover	External Mover	Leaver
D.A.T.E. District-wide schools	-1.48**	-1.04***	-0.18	-0.34
D.A.T.E. Select schools	-1.10	-0.71	-0.39	-0.06
D.A.T.E. Future eligible schools	-0.90	0.19	0.35	-1.28
D.A.T.E. Ineligible schools	-1.86**	-0.55	-1.58***	-0.35

Note: D.A.T.E. district-wide schools are those in a district implementing a district-wide D.A.T.E. incentive plan. D.A.T.E. select schools are those that participated in a district D.A.T.E. select school plan in 2008-09, future D.A.T.E. schools are those that were not eligible to participate in D.A.T.E. in 2008-09 but did participate in 2009-10, and D.A.T.E. ineligible schools are those that were not eligible for D.A.T.E. incentives in either 2008-09 or 2009-10. The asterisks indicate that the percentage point change in the turnover rate is significantly different from zero at the $p < .01$ level (***), $p < .05$ level (**), or $p < .10$ level (*).

Source: Based on authors' calculations using data from PEIMS, NCES and the BLS. See Appendix Table F.4.

Turnover among Beginning and Experienced Teachers

Table 8.4 displays the deviations between actual and projected turnover rates for beginning teachers and for experienced teachers.⁴⁴ The pattern is generally similar across the two types of teachers. The most noteworthy differences in impact between beginning and experienced teachers occurred in schools participating in a D.A.T.E. select school plan, where beginning teachers left the profession at a much lower rate than the model projected, and experienced teachers did not. In future eligible schools, experienced teachers left the profession at a much lower rate and beginning teacher did not. One possible interpretation of this pattern is that actual D.A.T.E. participation was more attractive to beginning teachers than to experienced teachers, while the prospect of D.A.T.E. participation was more attractive to experienced teachers than to beginning teachers. Experienced teachers with no D.A.T.E. experience may have believed that they were more likely to win awards, but, as Chapter 5 discusses, beginning teachers were actually more likely to earn Part 1 awards.

⁴⁴ Beginning teachers are those with less than four years of teaching experience.

**Table 8.4: Impact of D.A.T.E. on Predicted Turnover Rates in 2008-09
by Teacher Years of Experience**

	Any Turnover	Internal Mover	External Mover	Leaver
Beginning Teachers				
D.A.T.E. District-wide Schools	-1.39	-1.09**	-0.40	-0.32
D.A.T.E. Select schools	-3.56***	-1.23**	-0.81**	-1.70**
D.A.T.E. Future eligible schools	-3.37**	-1.88***	-1.27*	-0.23
D.A.T.E. Ineligible schools	-2.13**	-0.32	-0.97**	-1.55**
Experienced Teachers				
D.A.T.E. District-wide Schools	-1.43**	-0.79**	-0.19	-0.58
D.A.T.E. Select schools	-1.92***	-1.03***	-0.46**	-0.49
D.A.T.E. Future eligible schools	-3.08***	-1.01*	0.10	-1.98***
D.A.T.E. Ineligible schools	-1.94***	-0.75***	-0.59***	-0.94***

Note: D.A.T.E. district-wide schools are those in a district implementing a district-wide D.A.T.E. incentive plan. D.A.T.E. select schools are those that participated in a district D.A.T.E. select school plan in 2008-09, future D.A.T.E. schools are those that were not eligible to participate in D.A.T.E. in 2008-09 but did participate in 2009-10, and D.A.T.E. ineligible schools are those that were not eligible for D.A.T.E. incentives in either 2008-09 or 2009-10. The asterisks indicate that the percentage point change in the turnover rate is significantly different from zero at the $p < .01$ level (***), $p < .05$ level (**), or $p < .10$ level (*).

Source: Based on authors' calculations using data from PEIMS, NCES and the BLS. See Appendix Tables F.5 and F.6.

The Impact of D.A.T.E. Incentive Plan Characteristics on Teacher Turnover

All D.A.T.E. incentive plans were required to base Part 1 incentive awards on student academic improvement, growth, and/or achievement, and encouraged to offer teacher awards of at least \$3,000. Nevertheless, D.A.T.E. districts had considerable latitude with respect to their plan design. Here, the analysis explores the extent to which specific D.A.T.E. plan design features, including the unit of accountability for determining teacher award eligibility, the proposed maximum award amount for teachers, and teachers' actual receipt of awards,⁴⁵ were related to teacher turnover. Districts that did not participate in D.A.T.E. have been excluded. In all cases, turnover rates for D.A.T.E. schools are compared to those for schools in D.A.T.E. districts that were ineligible for D.A.T.E.

⁴⁵ See Chapters 4 and 5 for a complete description of these indicators.

Unit of Accountability

The unit of accountability for student performance summarizes how schools determined whether or not a teacher would receive an award. Of the 1,544 schools where it was possible to determine the unit of accountability, 598 had only group incentives (i.e. school-level, team-level or school and team-level incentives), 326 had only individual, teacher-level incentives, and 620 had a hybrid of group and individual incentives. Table 8.5 presents findings on the relationship between the unit(s) of accountability used in D.A.T.E. plans and teacher turnover in D.A.T.E. schools.

Table 8.5: Impact of the Unit of Accountability on the Predicted Turnover Rate for 2008-09

	Any Turnover	Internal Mover	External Mover	Leaver
D.A.T.E. District-wide schools				
Group only	0.06	0.20	0.56***	-0.38
Hybrid	1.28***	-0.59**	0.23	1.91***
Teacher only	0.09	0.04	0.74***	-0.12
D.A.T.E. Select schools				
Group only	-0.70*	-0.19	0.03	-0.23
Hybrid	0.37	-0.88**	0.24	1.60***
Teacher only	-0.17	-0.03	0.54	-0.27
D.A.T.E. Future eligible schools	-1.46***	-0.80***	0.51	-0.46

Note: The asterisks indicate that the predicted percentage point change in turnover rate is significantly different from the change in turnover for D.A.T.E. ineligible schools at the $p < .01$ level (***) or $p < .05$ level (**).

Source: Based on authors' calculations using data from PEIMS, the NCES, and the BLS. See Appendix Table F.7.

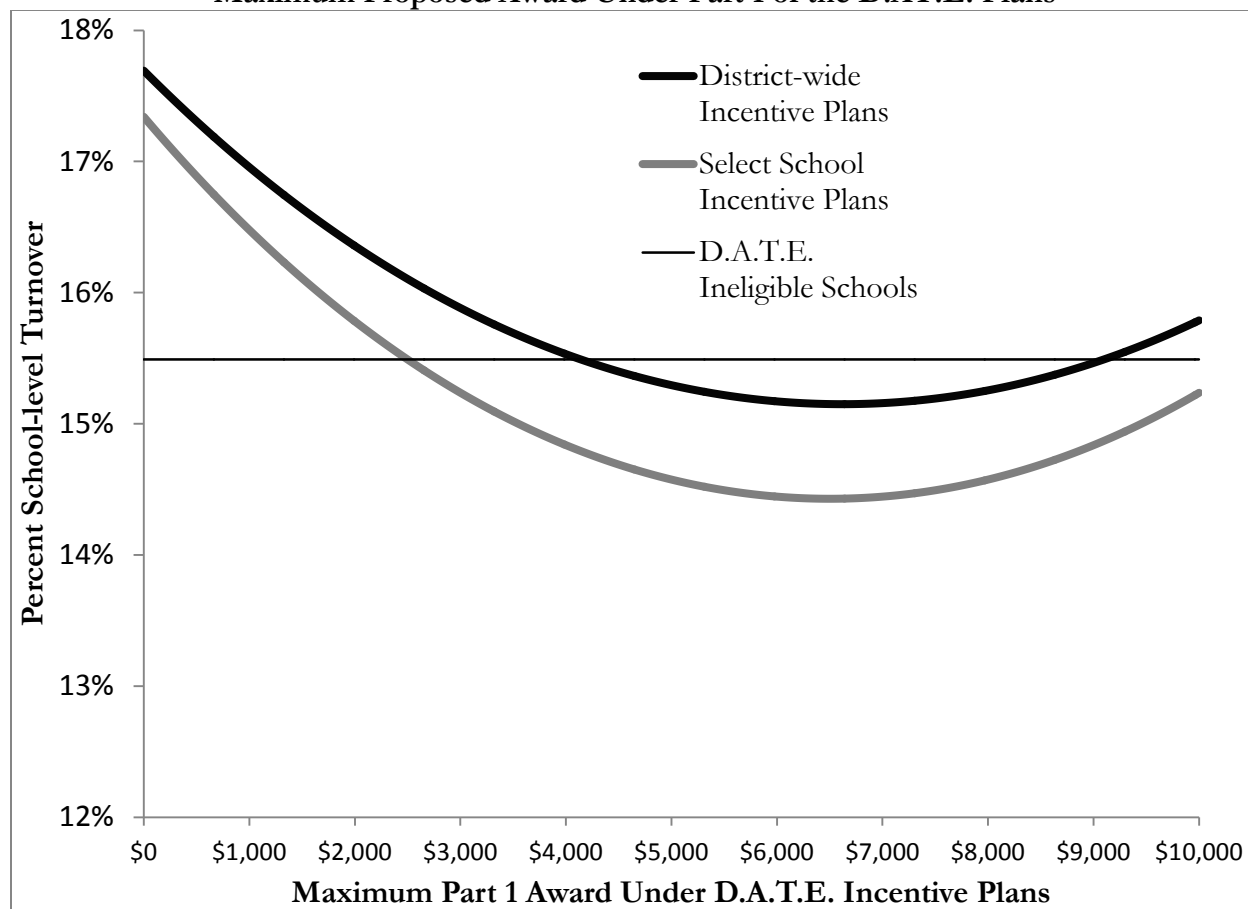
As the table illustrates, the unit of accountability used in D.A.T.E. plans was significantly related to teacher turnover. Among districts with district-wide incentive plans, turnover did not fall as much for schools that used hybrid incentives as it did for schools that relied exclusively on group incentives, or schools that relied exclusively on individual incentives. Among schools in select school D.A.T.E. plans, the same pattern prevails—those with hybrid incentives experienced smaller declines in turnover than other D.A.T.E. schools—but the differences was not statistically significant. Intriguingly, schools with hybrid incentives experienced a significant decline in the percentage of teachers who moved internally, but a significant increase in the share of teachers who left teaching, regardless of whether or not the district adopted district-wide or select school D.A.T.E. plans.

Proposed Maximum Award

As discussed in Chapter 4, D.A.T.E. districts developed a variety of different incentive plans. Most plans provided relatively small awards to large number of teachers, while a few plans provided relatively large awards to a relatively small number of teachers. Figure 8.2 illustrates the relationship between school-level teacher turnover and the maximum Part 1 award proposed under a district's

plan. Turnover rates were relatively high for D.A.T.E. districts with small proposed maximum awards, fell as the size of the proposed maximum award increased until the maximum award exceeded roughly \$6000, and then began to rise.⁴⁶ On average, districts with a proposed maximum award above \$5000 had a turnover rate in 2008-09 that was 2 percentage points lower than the turnover rate in districts with a \$1,000 maximum award. Proposed maximum awards below \$2,400 for district-wide plans and below \$800 for select schools plans were associated with significantly higher turnover rates than were observed in schools that were ineligible for D.A.T.E. Only 20 district-wide plans had proposed maximum awards above \$2,400, and only two had maximum awards above \$6,000.

Figure 8.2: The Relationship between Overall School Turnover Rates for 2008-09 and the Maximum Proposed Award Under Part 1 of the D.A.T.E. Plans



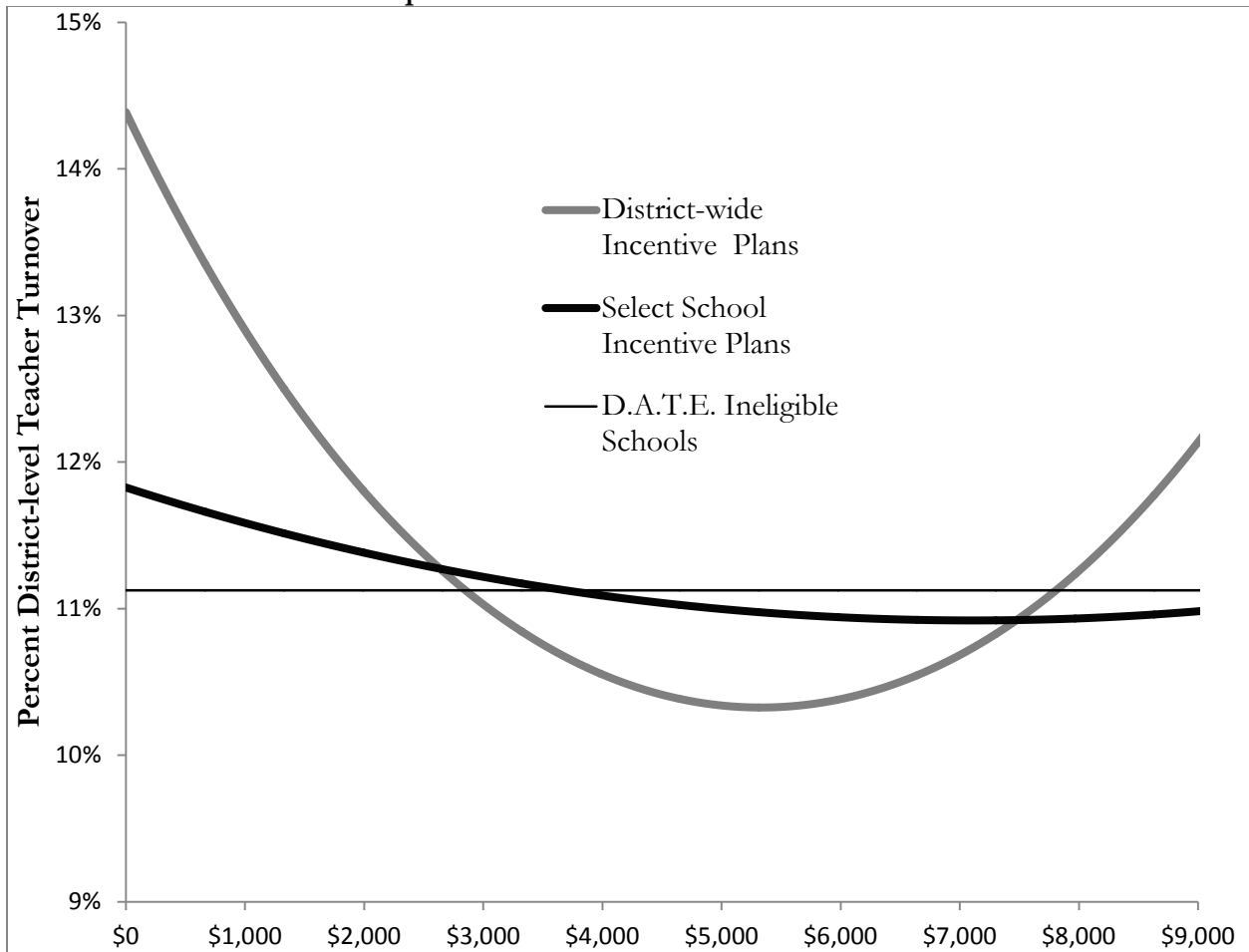
Source: Based on authors' calculations using data from PEIMS, the NCES, and the BLS. See Appendix Table F.8.

Figure 8.2 presents the relationship between the proposed maximum award and school-level turnover. Arguably, districts might also be concerned about district-level turnover. District-level turnover focuses on only two components of overall turnover—moving to another district (i.e., external turnover) or leaving teaching altogether. Teachers moving from one school to another within the same district is not considered turnover by this measure. Figure 8.3 illustrates the estimated relationship between district-level turnover and the size of the proposed maximum Part 1

⁴⁶ The marginal effect of the plan maximum award was statistically significant at the $p < .10$ level for district-wide schools and at the $p < .05$ level for select schools.

award offered in a D.A.T.E. incentive plan. As the figure illustrates, the size of the proposed maximum awards appears related to the probability that teachers left the district. Within districts using district-wide plans, proposing a small maximum award was associated with a higher level of district turnover. Compared with teachers in schools that were in D.A.T.E. districts but not in the program (represented by the horizontal line), teachers in D.A.T.E. schools left the district at significantly higher rates when the proposed maximum Part 1 award was below \$2,300. There was no significant difference in district-level turnover between schools in select school D.A.T.E. plans and schools ineligible for D.A.T.E.

Figure 8.3: The Relationship between District-level Turnover Rates for 2008-09 and the Maximum Proposed Award Under Part 1 of the D.A.T.E. Plans



Source: Based on authors' calculations using data from PEIMS, the NCES, and the BLS. See Appendix Table F.8.

Receiving D.A.T.E. Awards

The final section of this chapter explores the extent to which the actual receipt of a D.A.T.E. award impacted individual teacher turnover decisions. This analysis relies on the actual Part 1 and Part 2 awards distributed to teachers during the fall semester of 2009, as reported to TEA. The evaluators estimated the relationship between the turnover decision and the amount of the D.A.T.E. award actually received by a teacher, holding constant the non-D.A.T.E. characteristics of a teacher's

current job, his or her salary and employment alternatives, and any personal characteristics (such as years of experience) that might influence the turnover decision.

An underlying assumption of this analysis is that teachers were able to anticipate the size of their awards when they made their turnover decisions, even though the awards were not distributed until the following fall, after the teacher needed to make the decision to return or not. Thus, it is assumed that the first round of D.A.T.E. awards, based on teacher performance in the 2008-09 school year and distributed in fall 2009, could influence whether or not a teacher returned for the 2009-10 school year. Arguably, the relationship could work the other way around. Schools could have chosen to withhold awards from a teacher who quit after the 2008-09 school year even though the teacher had met the performance criteria necessary to receive an award. Indeed, this option was explicitly permitted, in D.A.T.E. program rules, and 37 D.A.T.E. districts appear to have chosen this option, since none of the teachers who left those districts received any Part 1 or Part 2 awards. However, many teachers who left D.A.T.E. districts still received D.A.T.E. awards from their former employers.

Table 8.6 illustrates the share of teachers who received a D.A.T.E. award, by plan type and turnover status. Only teachers who were potentially eligible for a D.A.T.E. award (because they taught in district with a district-wide plan, or in one of the selected schools in a district with a select school plan) are included in this table. As Table 8.6 illustrates, 60% of the teachers who were retained by districts with a district-wide plan received a D.A.T.E. bonus award, as did 23% of the teachers who moved to another district and 25% of the teachers who left teaching. Just over a quarter (26%) of the teachers from a school in a select school D.A.T.E. plan who left teaching received an award. Therefore, at least for the districts where it was possible to leave and still receive an award, it is reasonable to presume that the expectation of awards influences turnover, and not the reverse (i.e., that turnover influences receipt of an award).

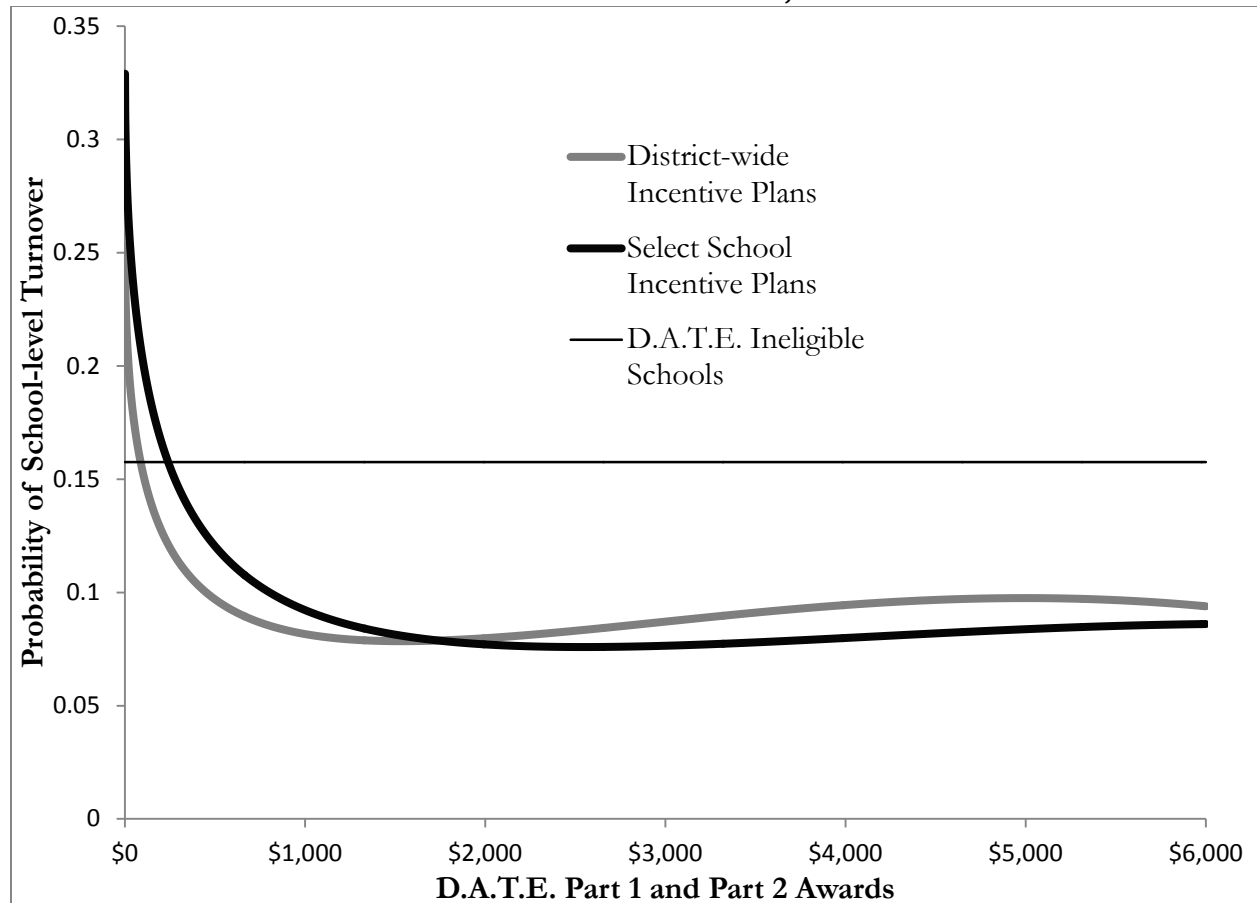
Table 8.6: The Number of Teachers Receiving a D.A.T.E. Award by Turnover Status

	Retained	Internal Mover	External Mover	Leaver
Teachers in districts with district-wide D.A.T.E. plans				
No D.A.T.E. award	16,467 40%	1,067 58%	1,191 77%	3,842 75%
Received a Part 1 or Part 2 D.A.T.E. Award	24,590 60%	763 42%	354 23%	1,294 25%
Teachers in schools participating in select school D.A.T.E. plans				
No D.A.T.E. award	7,146 31%	710 58%	579 67%	2,369 74%
Received a Part 1 or Part 2 D.A.T.E. Award	15,937 69%	517 42%	289 33%	824 26%

Source: Based on authors' calculations using PEIMS data and D.A.T.E. teacher award information collected during fall 2009 using an online, secure data upload system.

Figure 8.4 illustrates the estimated relationship between the size of actual D.A.T.E. awards and teacher turnover (all other things being equal, and controlling for whether or not the district appears to have withheld awards from departing teachers).⁴⁷ The horizontal line in the figure indicates the predicted turnover rate in the absence of the D.A.T.E. program, while the curves indicate the predicted turnover rates in each type of D.A.T.E. school.

Figure 8.4: The Impact of Receiving a D.A.T.E. Award on the Probability of School-level Teacher Turnover, 2008-09



Source: Based on authors' calculations using data from PEIMS, the NCES, the BLS and D.A.T.E. teacher award information collected during fall 2009 using an online, secure data upload system.. See Appendix Table F.10.

As the figure illustrates, actually receiving a D.A.T.E. award was closely related to the probability that a teacher would turn over. The probability of turnover surged among teachers who did not receive a D.A.T.E. award, while it fell sharply among teachers who did receive such an award. In other words, teachers who rightly anticipated that they would receive no award had a significantly higher predicted turnover rate than those who received some award, and the probability of turnover fell as the size of the award increased. This pattern exists whether the D.A.T.E. school is part of a district-wide plan or a select school plan. Once the size of the award is taken into account, there

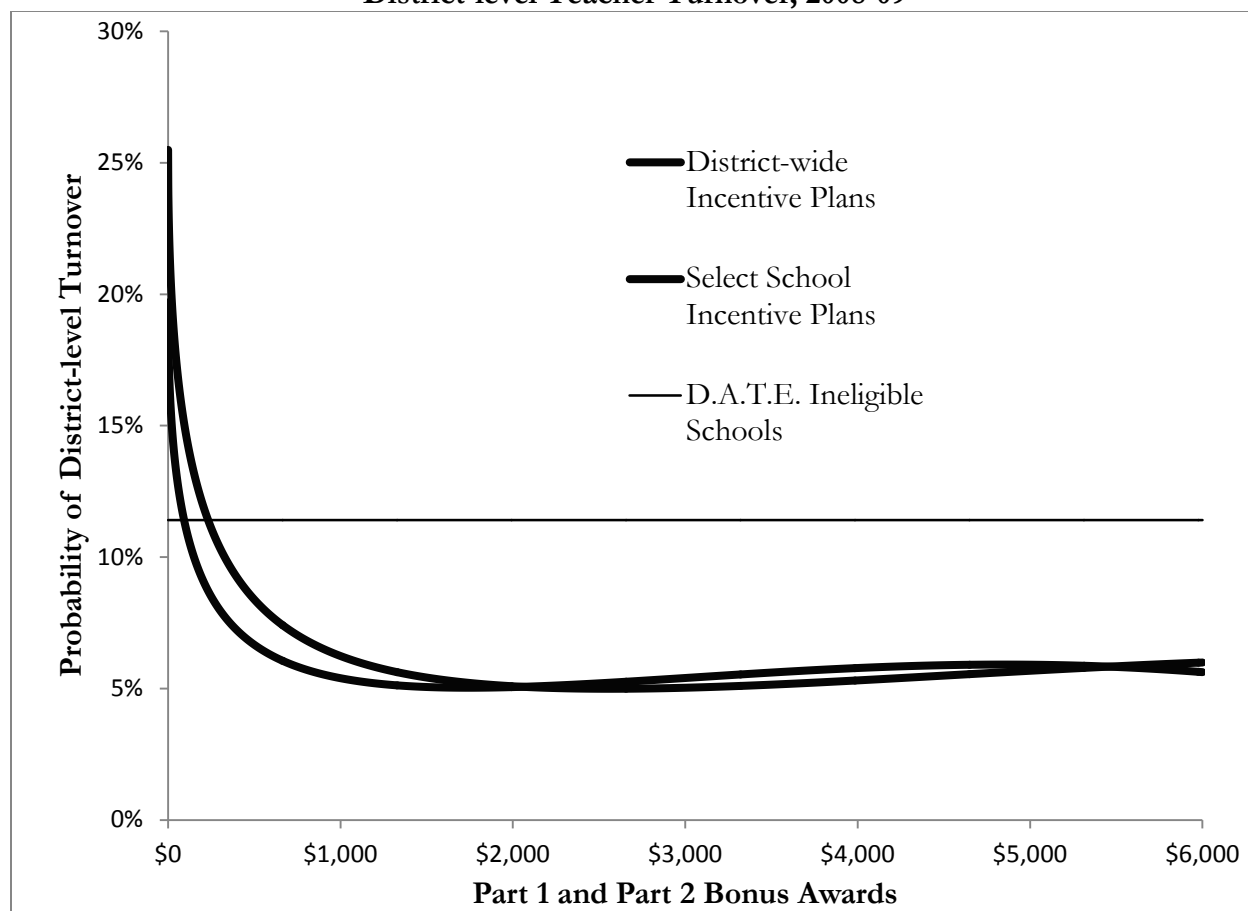
⁴⁷ This analysis focuses exclusively on the 180 D.A.T.E. districts other than Dallas ISD that provided useable data on the actual awards received by teachers. Analysis excluding the 37 districts that appear to have withheld bonus awards from departing teachers yields qualitatively similar results. See Appendix Table F.9.

were only very modest differences in predicted turnover rates between district-wide and select school plans.

Awards less than \$75 for district-wide plans, and awards less than \$200 for select school plans were associated with a significant increase in the probability of teacher turnover. Awards greater than \$100 were associated with a significant decrease in the probability of teacher turnover under district-wide plans, while awards greater than \$284 were associated with significant decreases in the probability of teacher turnover under select school plans. Individual awards in excess of \$1,500 for district-wide plans and \$2,500 for select school plans were not associated with any further decrease in the probability of teacher turnover.

Figure 8.5 illustrates the relationship between awards and the probability of leaving the district. As the figure illustrates, the pattern is the much the same for district-level turnover as it was for school-level turnover. The probability of turnover increased for teachers who received no award or only a modest award, while it fell for those receiving a substantial bonus award. Awards greater than \$116 were associated with a significant decrease in the probability of teacher turnover under district-wide plans, while awards greater than \$284 were associated with significant decreases in the probability of teacher turnover under select school plans.

Figure 8.5: The Impact of Receiving a D.A.T.E. Award on the Probability of District-level Teacher Turnover, 2008-09



Source: Based on authors' calculations using data from PEIMS, the NCES, the BLS and D.A.T.E. teacher award information collected during fall 2009 using an online, secure data upload system. See Appendix Table F.10.

The bottom line is that teachers who received a D.A.T.E. award were much less likely to turn over than those who did not, and the size of the individual D.A.T.E. award received was less important than the fact that the teacher received any award at all. If one assumes that award recipients were more effective in the classroom than non-recipients, then both the increase in turnover among non-recipients and the decrease in turnover among recipients could be a positive outcome of the D.A.T.E. program. One interpretation of Figures 8.4 and 8.5 is that the D.A.T.E. program increased retention of those teachers that schools particularly wished to retain.

The report now turns to a discussion of educator attitudes, beliefs, and instructional practices during Year 1 and Year 2 of the D.A.T.E. program, examining differences between educators in D.A.T.E. and non-D.A.T.E. schools across the state and differences between educators among D.A.T.E. schools that used various incentive plan design features.

CHAPTER 9

Educator Attitudes, Beliefs, and Instructional Practices

Teachers, administrators, and other instructional personnel in all schools participating in the D.A.T.E. program and in select non-D.A.T.E. schools (i.e., those selected for the control group used for the survey administration) were asked to complete on-line surveys in the spring of 2009 and spring of 2010.⁴⁸ This chapter focuses on teachers' responses to the topics addressed by the surveys, which include:

- Awareness of and perceived characteristics of schools' D.A.T.E. incentive plans
- Perceived impacts and anticipated personal benefits from D.A.T.E. incentive plans
- Perceptions of school climate, employee satisfaction, as well as teacher collaboration and collegiality
- How frequently respondents engaged in identified professional and instructional practices
- How much more or less teachers and students engaged in identified practices during the current year compared to the prior year
- Respondents' job assignments, experience, and compensation, including previous and anticipated incentive or bonus payments

More than 100,000 responses to these surveys were analyzed to investigate these topics. The evaluation questions and key questions addressed throughout this chapter are listed below.⁴⁹

Evaluation Questions

This chapter addresses the following questions.

- Did teachers in D.A.T.E. schools perceive their schools incentive plans as having positive and/or negative effects on their schools? How were teacher characteristics related to these perceptions and how did incentive plan features in D.A.T.E. schools influence these perceptions?
- Were perceptions of school climate, job satisfaction, teacher collaboration and collegiality different between personnel in D.A.T.E. and non-D.A.T.E. schools? How did D.A.T.E. incentive plan features influence these perceptions for teachers in schools that participated in the D.A.T.E. program?

⁴⁸ Among schools participating in the D.A.T.E. program, all teachers, administrators, and instructional personnel were asked to complete the survey (i.e., the survey was not limited to personnel that were actually eligible for D.A.T.E. awards).

⁴⁹ Appendix G provides a technical appendix for this chapter. It includes reliability and correlation analysis of clusters from D.A.T.E. personnel surveys; means tables for survey item clusters; tables for hierarchical linear modeling (HLM) results; a detailed statistical write-up of survey results including a description of how control schools were selected for the survey; and copies of all the school personnel survey instruments administered in D.A.T.E. and Non-D.A.T.E. schools in spring 2009 and spring 2010.

- How frequently did teachers engage in identified professional practices, and were these self-reported indicators of professional practice employed more or less in D.A.T.E. schools compared to non-D.A.T.E. schools? Did incentive plan features influence how frequently teachers engaged in identified practices in D.A.T.E. schools?
- How much did teachers report changing identified professional practices and student learning activities from one year to the next? Did teachers in D.A.T.E. schools report more change than teachers in other schools? How did teacher characteristics and incentive plan features in D.A.T.E. schools influence the degree to which teachers changed their instructional practices?

Key Findings

The following key findings reflect how D.A.T.E. incentive plans were perceived by teachers in schools that participated in D.A.T.E. in Year 2 of the program (2009-10).

- Average ratings of the quality and impacts of D.A.T.E. plans operating in schools in 2009-10 indicate that teachers agreed that the plans were fair, the goals targeted by the plans were worthy, and that the correct teachers were identified to receive awards.
- Teachers did not perceive negative effects from the D.A.T.E. plans in their schools and were pleased that their schools were participating. However, they did not indicate that the D.A.T.E. plans in their schools were contributing much to school improvements.
- The most important predictor of teachers' perceptions of the quality and impacts of their schools' D.A.T.E. plans was whether or not they expected to receive a D.A.T.E. award; those who indicated they expected to receive a D.A.T.E. award were much more positive in the way they rated their schools' plans and were much more likely to believe they could achieve criteria, receive incentive awards, and be willing to alter their professional practices to try to earn an award.
- A teacher's years of experience was systematically related to ratings of D.A.T.E. plans, with more experienced teachers more likely to perceive plans and their effects negatively; however, these effects were small in comparison to the influence of whether or not a teacher expected to earn an award.
- When D.A.T.E. plans included a school-based award component, teachers tended to have more positive perceptions of plans and their impacts.
- Information about the maximum size of proposed awards and the difference between the proposed maximum and minimum awards in D.A.T.E. plans had statistically significant relationships with many of the constructs measured by the surveys, but the effects were small compared to the effects of whether or not a teacher expected to earn an award.

The following key findings reflect teachers' ratings of overall satisfaction, school climate, and how frequently they employed a set of identified professional and instructional practices.

- Teacher ratings of school climate variables were more negative among more experienced teachers and slightly more positive among teachers in elementary schools, but these perceptions and attitudes were higher when teachers were eligible to participate in the D.A.T.E. plans and especially when they expected to receive a D.A.T.E. award.
- The more years a school had participated in a Texas state-funded incentive pay program (i.e., G.E.E.G., T.E.E.G., or D.A.T.E.), the more likely teachers in that school were to report higher ratings of teacher competition and the less likely they were to report increased use of identified instructional practices.
- Teachers who expected to receive a D.A.T.E. award more frequently reported using various professional and instructional practices.
- D.A.T.E. schools where teachers reported the use of various professional and instructional practices most often were more likely to operate incentive plans that included individual and school-based awards. Those schools were much *less* likely to include team-based awards.
- It appears that teachers in schools that participated in D.A.T.E. in Year 1 but not in Year 2 responded to the removal of incentive pay. Teachers in these former D.A.T.E. schools reported less teacher competition, lower expectations and encouragement of students, and less change in professional practices during the 2009-10 school year than in the 2008-09 school year. Interestingly, teachers in these schools rated characteristics and impacts of their D.A.T.E. plans more favorably in the spring of 2010 (the year following actual participation) than they did in the spring of 2009 (the year in which they participated in D.A.T.E.).
- Compared to teachers in D.A.T.E. schools, teachers in non-D.A.T.E. schools reported higher ratings of satisfaction, fewer negative sentiments about school climate, more frequent use of identified instructional practices, and larger increases in the use of these instructional practices. Differences were statistically significant, but very small and not very meaningful.
- There is some dissonance between what teachers said they would do to earn a D.A.T.E. award and what teachers who earned an award actually said they did. More than half of all teachers disagreed with a statement indicating that they would change their practices to earn an incentive award. However, teachers who expected a D.A.T.E. award based on their teaching performance during the 2009-10 school year reported that they increased use of many of the professional and instructional practices more than teachers who reported that they were not expecting a D.A.T.E. award.

Overview of Educator Survey

Surveys were fielded in the spring of 2009 and 2010 to gauge educators' perceptions of school climate and self-reported use of select professional practices. Surveys administered in schools that were participating or had participated in the D.A.T.E. program also included items for assessing educators' perceptions of the characteristics and impacts of the incentive plans that operated in their schools. More than 50,000 responses were submitted in both years, with the large majority coming from teachers. This chapter presents a brief overview of how the surveys were administered, identifies the concepts they measured, and then summarizes and discusses survey results.

Survey Administration and Response Rates

Surveys were administered in the spring of the 2008-09 and 2009-10 school years. In spring 2009, educators in two groups of schools were asked to complete surveys:

- D.A.T.E. schools that participated in Year 1 (2008-09) of the program.
- Non-D.A.T.E. schools which, for the survey, were a sample of control schools that were not in D.A.T.E. (nor had they been in G.E.E.G. or T.E.E.G.).

In spring 2010, educators in three groups of schools were surveyed:

- D.A.T.E. schools that participated in Year 2 (2009-10) of the program.
- Former D.A.T.E. schools that had participated in Year 1 but not in Year 2.
- Non-D.A.T.E. schools which, for the survey, were a sample of control schools that were not in D.A.T.E. (nor had they been in G.E.E.G. or T.E.E.G.).

Administering surveys in multiple years to different groups of personnel in different groups of schools allows comparing results across groups. Evaluators determined that only responses of teachers would be included in analyses for this report because they represent more than 80% of all respondents and were most impacted by the D.A.T.E. incentive plans in participating schools. The results reported in this chapter include selected comparisons across groups of schools and over time, when appropriate. The majority of the analyses that examined relationships between teacher perceptions and practices, teacher background characteristics, and D.A.T.E. plan characteristics were based only on teachers' responses to the spring 2010 survey.

Table 9.1 reports the number of schools and estimated number of teachers in each surveyed group and the percent of schools and percent of teachers represented in survey responses. Overall, a large majority of schools that participated in D.A.T.E. and more than 60% of the teachers in those schools responded to the surveys. The response rates for the non-D.A.T.E. schools and teachers are somewhat lower, but still indicate that a majority of schools and teachers in those schools are represented in the survey returns.

Table 9.1: Response Rates for Spring 2009 and Spring 2010 Surveys

	Spring 2009 D.A.T.E Year 1	Spring 2009 Non- D.A.T.E.	Spring 2010 D.A.T.E. Year 2	Spring 2010 Former D.A.T.E.	Spring 2010 Non- D.A.T.E.
Schools, % Responding	89.0%	55.2%	77.5%	81.8%	64.5%
Schools, Total # in Group	1,783	348	2,145	66	375
Teachers, % Responding	64.0%	60.6%	65.2%	56.1%	61.7%
Teachers, Total # in Group	70,047	7,186	72,235	1,627	9,420

Note: Values in the “% Responding” category represent the response rate. The “Total # in Group” category represents the number used as the denominator for calculating the response rate.

Note: The total number of teachers in each group was estimated using the total teacher full-time equivalent from 2008-09 AEIS data retrieved 3/15/2010 from the TEA website.

Source: Spring 2009 Educator Surveys and Spring 2010 Educator Surveys

Survey Content

There were several items included in the surveys to address each of the topics identified in the introduction to this chapter. Evaluators grouped items that measured similar concepts and calculated each teacher’s average response for each group or cluster of items.⁵⁰ Table 9.2 provides an overview of the four primary concepts and the sub-topics (i.e., “clusters”) that fall under each concept.

⁵⁰ Responses to survey items were combined across survey administrations and analyzed using factor analysis to review how items were correlated and to provide additional justification for the way items were grouped into clusters for statistical analyses. Appendix G presents the specific survey items contained in each cluster with related reliability estimates.

Table 9.2: Overview of Survey Concepts and Sub-Topics (“Clusters”) for Each Concept

Primary Survey Concepts	Sub-Topics (Item Clusters)
Quality and Impacts of Schools’ D.A.T.E. Plans	D.A.T.E. -- Well Designed
	D.A.T.E. -- School Improvement Effects
	D.A.T.E. -- Motivational Effects
	D.A.T.E. -- Expectancy Effects
	D.A.T.E. -- Negative Effects
	D.A.T.E. -- Personal Reactions
School Climate and Teacher Relations	Satisfaction
	Teacher Competitiveness
	Expectations for Students
	Peer Help
Frequency of Instructional Practices	Planning – Student Performance
	Planning – External Alignment
	Assessment Use – Student-Targeted
	Assessment Use – Self-Targeted
	Parent Contacts
Changes in Professional Practices	Change in Curriculum Planning
	Change in Professional Learning
	Change in Re-teaching
	Change in Student Learning Activities

Source: Spring 2009 Educator Surveys and Spring 2010 Educator Surveys

Survey Analysis

The findings in this chapter are based on several types of analyses, including simple frequencies and descriptive statistics for survey items and a comparison of teacher groups’ responses to each survey item cluster listed in Table 9.2 above. The chapter also discusses findings from examining how responses were related to teachers’ personal characteristics and the design features of their school’s D.A.T.E. incentive pay plans.⁵¹ Table 9.3 identifies and defines those teacher characteristic and D.A.T.E. plan variables.

⁵¹ Statistical analyses included comparing group means using Analysis of Variance (ANOVA) when comparing responses from teachers in D.A.T.E. schools to non-D.A.T.E. and former D.A.T.E. schools. Hierarchical Linear Modeling (HLM) techniques were used to examine relationships between cluster scores and teacher and D.A.T.E. plan characteristics. Results from these statistical analyses are presented in Appendix G-3 (HLM tables) and Appendix G-4 (Statistical Report.)

Table 9.3: List of Teacher Characteristics and D.A.T.E. Incentive Plan Variables Used to Examine Teachers’ Responses to Survey Clusters

Category	Variables	Description
Teacher Characteristics (Teacher Demographics)	New teacher	Teacher had 0 to 3 years of experience.
	Mid-career teacher	Teacher had 4 to 14 years of experience.
	Veteran teacher	Teacher had 15 or more years of experience.
	Elementary school teacher	Teacher worked in elementary school.
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)	Not eligible for D.A.T.E. award	Teacher was not eligible for a D.A.T.E. award. NOTE: Teachers who were NOT eligible to pursue a D.A.T.E. award were NOT allowed to indicate if they expected to receive a D.A.T.E. award nor were they allowed to respond to items assessing whether they believed they could achieve goals or the motivational value of the D.A.T.E. plan.
	Eligible for D.A.T.E. award	Teacher was eligible for a D.A.T.E. award.
	Unsure if eligible for D.A.T.E. award	Teacher unsure if he/she was eligible for a D.A.T.E. award.
	Previously received an incentive award	Teacher previously received an incentive award.
	Did not expect to receive D.A.T.E. award	Teacher did not expect to receive a D.A.T.E. award.
	Expected to receive a D.A.T.E. award	Teacher did expect to receive a D.A.T.E. award.
	Unsure about receiving D.A.T.E. award	Teacher was unsure if he/she would receive a D.A.T.E. award.
	School’s Incentive Plan Design Features	Part 1 awards based on school performance
Part 1 awards based on team performance		Teachers could earn D.A.T.E. award based on team-level performance.
Part 1 awards based on individual performance		Teachers could earn D.A.T.E. award based on their own individual performance.
Maximum Part 1 award amount (Proposed)		Maximum proposed Part 1 award amount a teacher could earn.
Minimum Part 1 award amount (Proposed)		Minimum proposed Part 1 award amount a teacher could earn.
Maximum Part 1 amount (Proposed) – Minimum Part 1 amount (Proposed)		The difference between the maximum and minimum proposed Part 1 award amounts.
Years that school was in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)		Number of years the school had been in one or more of those programs.

Note: Most variables are categorical—meaning that they were coded as Yes (1) or No (0)—with a few exceptions. The award variables are all continuous and “Years in state-funded incentive program” was coded as 0 to 5 years.

Source: Spring 2009 Educator Surveys and Spring 2010 Educator Surveys.

The remaining sections in this chapter present findings from these analyses, starting with a discussion of teachers' perceptions about the quality and impact of the D.A.T.E. plans operating in their schools.

Quality and Impacts of Schools' D.A.T.E. Plans

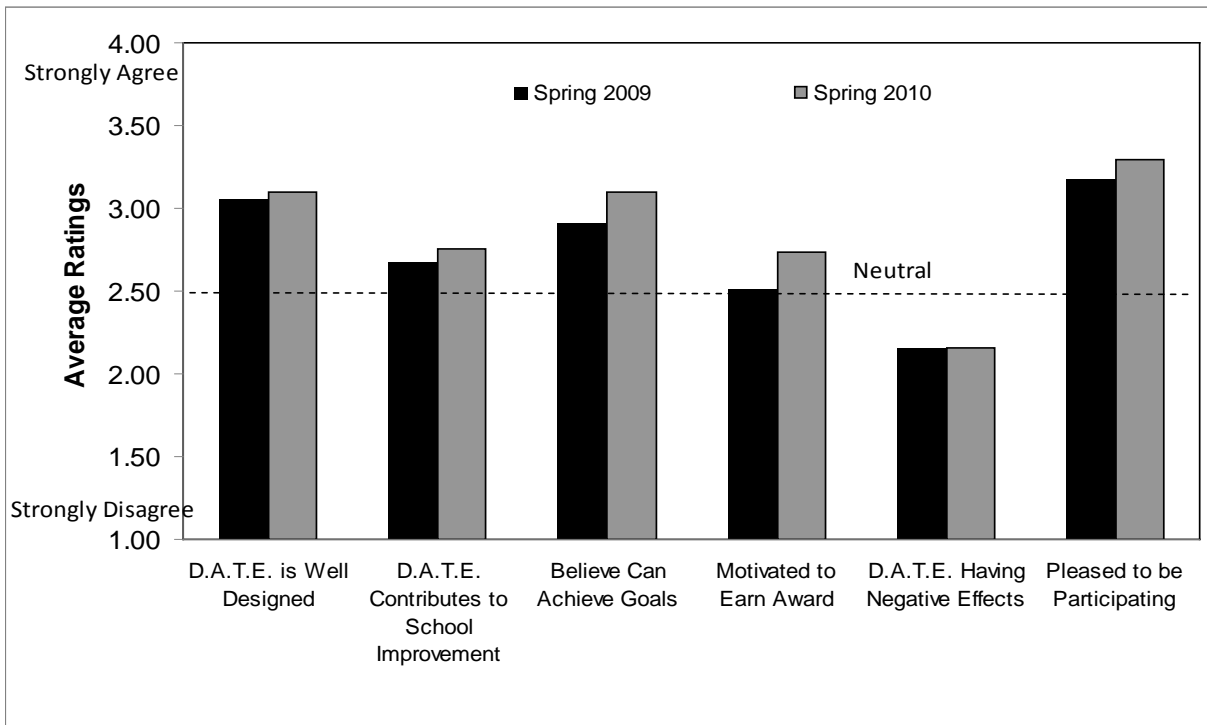
A number of survey items collectively addressed teachers' perceptions about the quality and impacts of the D.A.T.E. plans in their schools. Specifically, the items provided information around six clusters of teacher perceptions about D.A.T.E.

- D.A.T.E. -- Well designed
- D.A.T.E. -- School improvement effects
- D.A.T.E. -- Motivational effects (Motivated to Earn Award)
- D.A.T.E. -- Expectancy effects (Believe Can Achieve Goals)
- D.A.T.E. -- Negative effects
- D.A.T.E. -- Personal reactions (Pleased to Be Participating)

Items in these clusters were only included in surveys administered to D.A.T.E. schools and asked respondents to agree or disagree with statements about the plan in their schools and its perceived impacts. Figure 9.1 presents average teacher ratings to these six item clusters in spring 2009 and again in spring 2010.⁵²

⁵² We do not try to interpret differences in these mean ratings between years because the populations responding to all the relevant items were not the same. In 2010, teachers were asked if they were eligible to pursue a D.A.T.E. incentive award. Teachers who responded "No" were not given the opportunity to rate statements in Expectancy effects and Motivational effects clusters. All teachers, including those not eligible to earn awards, were allowed to respond to these survey items in 2009.

Figure 9.1: Average Teacher Ratings on Items Assessing Quality and Impacts of D.A.T.E. Plans in 2009 and 2010



Source: Spring 2009 Educator Surveys and Spring 2010 Educator Surveys.

Teachers reported overall positive perceptions about their schools’ D.A.T.E. plans and indicated they were pleased to be participating in D.A.T.E. They agreed that the plans were fair, accurately identified teachers who should receive awards, and awarded goals worthy of extra pay. Generally, teachers disagreed with statements suggesting the plans were having negative effects in their schools, but they were not fully convinced that D.A.T.E. was contributing to school improvements.

Interestingly, teachers generally believed they could achieve the goals established in their schools’ plans and that doing so would result in receiving an incentive award. However, they also indicated they were not generally motivated to change practices to try to earn an award.

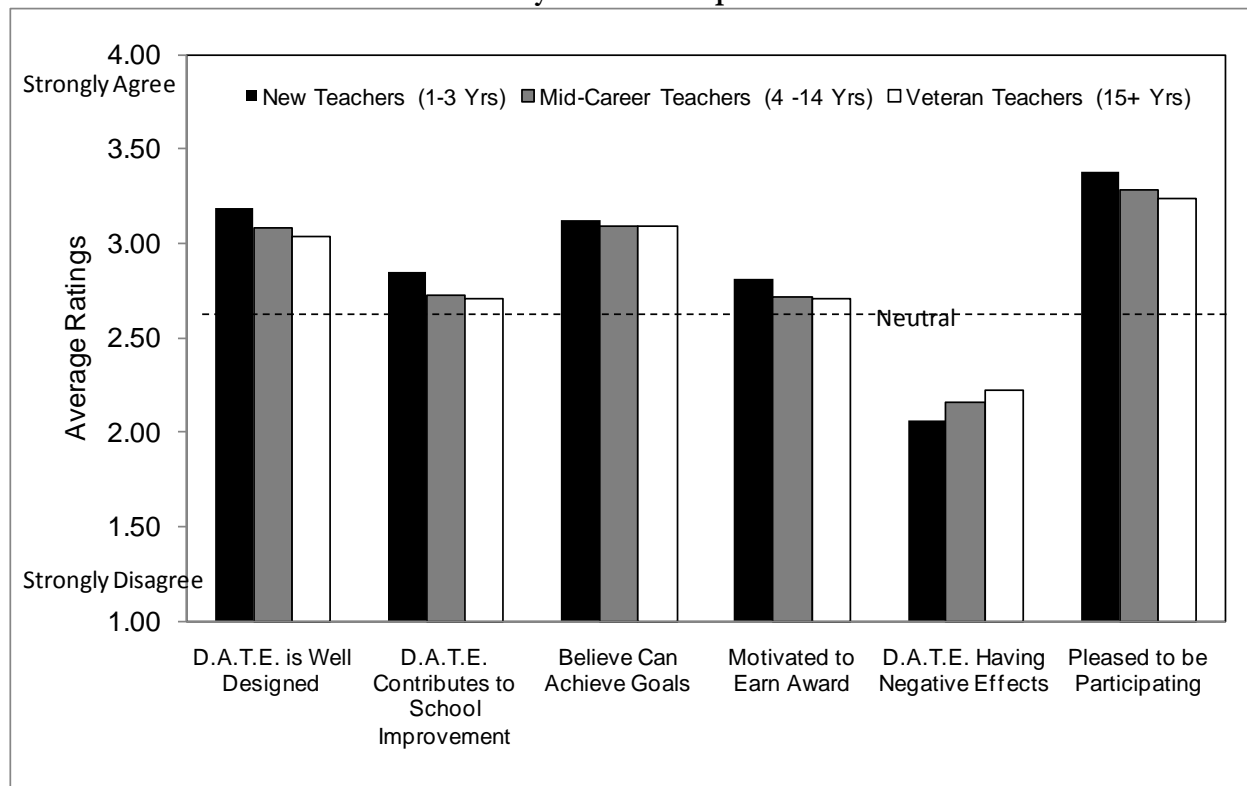
These are important concepts for understanding how incentive plans may or may not influence teachers’ acceptance of and willingness to pursue extra pay based on their students’ performance and/or their own professional behaviors. Generally, teachers believed the goals that result in receiving an award were achievable, though as a group, they were non-committal on whether the incentives would motivate them to change practices.

Evaluators next turn to examining how teacher characteristics and features of D.A.T.E. plans were related to teachers’ perceptions about the quality and impact of D.A.T.E. plans in their schools.

Relationships between Teacher Characteristics and Ratings of D.A.T.E. Plans and Impacts

Figure 9.2 presents average teacher responses on the spring 2010 survey to items about the quality and impacts of D.A.T.E. plans, distinguishing between responses of teachers with different levels of experience. As noted in earlier evaluations of the G.E.E.G. and T.E.E.G. programs, teachers with more experience were less positive in their ratings of their schools' incentive pay plans and more likely to perceive negative effects. However, while the relationships between teacher experience and perceptions were statistically significant, the differences were relatively small and likely hold little practical significance.

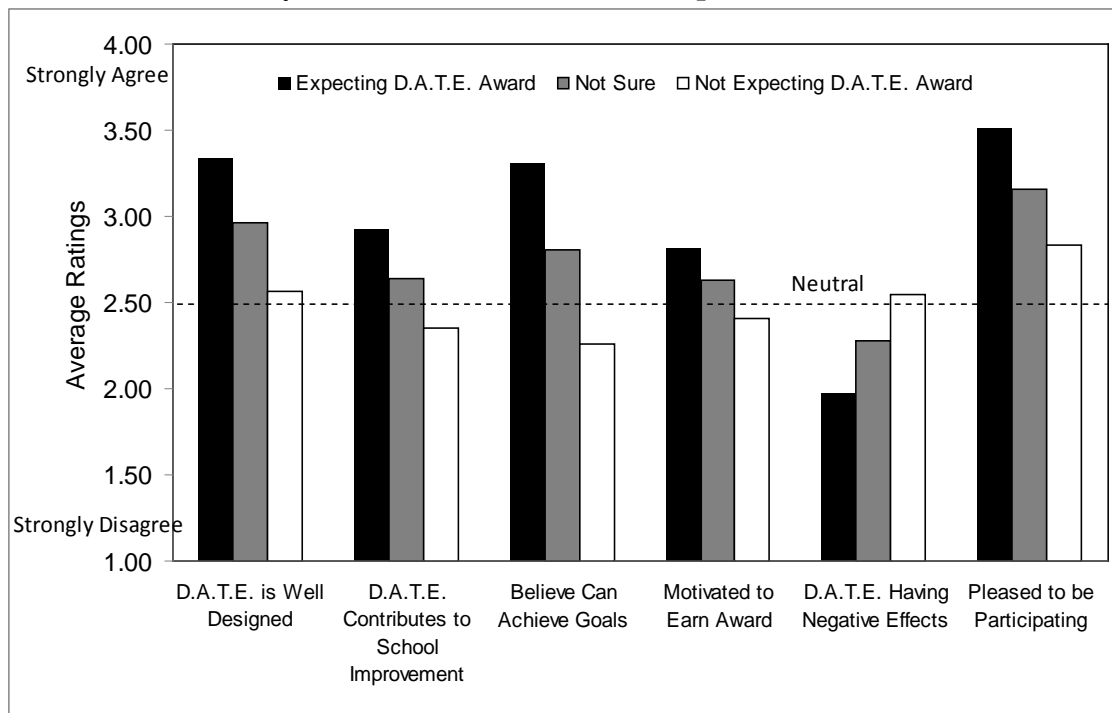
Figure 9.2: Average Teacher Ratings on Items Assessing Quality and Impacts of D.A.T.E. Plans in 2010 by Teacher Experience Levels



Source: Spring 2010 Educator Surveys.

Figure 9.3 presents average responses when teachers were grouped based on whether or not they believed they would receive a D.A.T.E. incentive award for their performance during the 2009-10 school year. The differences noted in Figure 9.3 are much larger than differences shown in Figure 9.2 and indicate that teachers who were sure they would not receive a D.A.T.E. incentive award rated incentive plans much lower than teachers who were sure they would receive an award. Even teachers who were unsure as to whether or not they would receive an award were more positive in their ratings of their schools' incentive plans than teachers who were not expecting an award.

Figure 9.3: Average Teacher Ratings on Items Assessing Quality and Impacts of D.A.T.E. Plans in 2010 by Whether or Not Teachers Expected to Receive a D.A.T.E. Award



Source: Spring 2010 Educator Surveys.

Overall, a teacher’s level of experience and expectation for a D.A.T.E. award had the most consistent and largest relationships with teachers’ ratings of the quality and impacts of the D.A.T.E. plans in their schools. And, while experience matters, it does not matter as much as whether or not a teacher expects an award. There were other statistically significant relationships discovered between teacher characteristics and teachers’ ratings of their schools’ D.A.T.E. plans, but they were small in comparison to the influence of teachers’ experience levels and expectations for a D.A.T.E. award. Being eligible to pursue a D.A.T.E. award and having received awards in the past were associated with more agreement that the D.A.T.E. plan was well designed. These teachers were also more pleased to be participating in D.A.T.E. compared to their counterparts.

Relationships between Teacher Characteristics, Plan Design Features, and Ratings of D.A.T.E. Plans and Impacts

The next analysis considered how teacher characteristics and D.A.T.E. plan design features influenced teachers’ perceptions. A summary of key findings about how teacher and plan characteristics were related to ratings of D.A.T.E. plans is presented below.

- Expecting a D.A.T.E. award remained the most important variable associated with teachers’ ratings of their schools’ plans.
- Teacher experience, teacher eligibility for D.A.T.E. participation, and whether or not a teacher had previously earned an incentive award were less important in explaining differences in ratings when the analysis also considered plan design features.

- Teachers in schools using school-based awards agreed more that their D.A.T.E. plans were well designed and that performance criteria could be achieved and agreed less with statements indicating negative effects of D.A.T.E.
- When a school had larger differences between maximum and minimum award amounts, teachers tended to report lower happiness about being in the D.A.T.E. plan and lower expectancy.

Evaluators also calculated the average teacher ratings for each school related to teachers' perceptions about the quality and impacts of D.A.T.E. plans and ranked schools based on the average teacher ratings. Schools in the top and bottom 10% on each rating variable were identified, and information about the features of their D.A.T.E. incentive plans were compared to the plan features observed in all D.A.T.E. schools. These comparisons focused on two primary design features of schools' D.A.T.E. incentive plans: the unit of accountability used to determine teachers' eligibility for Part 1 awards and the proposed Part 1 award amounts for teachers.⁵³

Evaluators first looked at how often schools with the highest ratings of D.A.T.E. plans used various units of accountability to determine teachers' eligibility for awards compared to all other D.A.T.E. schools. Results indicate that the schools with the highest average ratings of D.A.T.E. plans did not differ much from all other schools in how their D.A.T.E. plans determined teachers' eligibility for awards. Schools with the highest belief that the D.A.T.E. plan was well designed were somewhat less likely to base awards on individual and school performance, while those schools where teachers' personal reactions to D.A.T.E. participation were most positive were more than 15% *less* likely to have an individual award component and nearly 15% *more* likely to have a team component.

Among schools with the lowest ratings of D.A.T.E. plans, differences in how often plans included the various units of accountability were more pronounced and indicate that schools with low ratings related to the perceived quality and impacts of D.A.T.E. plans were less likely to include school-based and individual awards.

Next evaluators looked at the size of proposed Part 1 awards for teachers among schools with the highest and lowest ratings of D.A.T.E. plans compared to all other D.A.T.E. schools. The minimum award in schools with highest beliefs that D.A.T.E. plans were well designed was more than 30% higher than the average minimum award in all schools. Generally, teachers rated their schools' D.A.T.E. plans more favorably when award amounts were equalized and larger. That is, in most cases, schools with the most positive ratings of D.A.T.E. plans had higher minimum award amounts and smaller differences between maximum and minimum award amounts. In contrast, award amounts were smaller in schools with the lowest ratings of D.A.T.E. plan quality and impact.

Summary of Findings for Ratings of the Quality and Impacts of Schools' D.A.T.E. Plans

Teacher characteristics and plan design features were related to teachers' ratings of the D.A.T.E. plans in their schools. Teachers tended to be happier about their schools' participation in D.A.T.E. and perceived the plans in a more positive light when they expected to receive an award from the incentive system. More experienced teachers tended to rate incentive plans less positively than their

⁵³ See Appendix G-4 for further details about these analyses including visual representation of findings discussed in this section.

counterparts, though this negative bias was reduced a bit when plans included larger award amounts. The motivation and expectancy value of plans were rated more highly when teachers expected to receive an award, and these ratings of D.A.T.E. plans were enhanced when schools proposed larger awards and reduced the difference between maximum and minimum award amounts. If a goal of D.A.T.E. is to motivate teachers and enhance their satisfaction participating in the program, then it appears that plans should be designed to provide meaningful award amounts and provide teachers with a reasonable expectation of receiving an award.

School Climate and Teacher Relations

Several survey items collectively addressed teachers' perceptions about their school climate, working relationships with other teachers, and the degree to which they were more satisfied with their jobs compared to the prior school year. Specifically, the items provided information around four clusters of teacher perceptions about school climate and teacher relations.

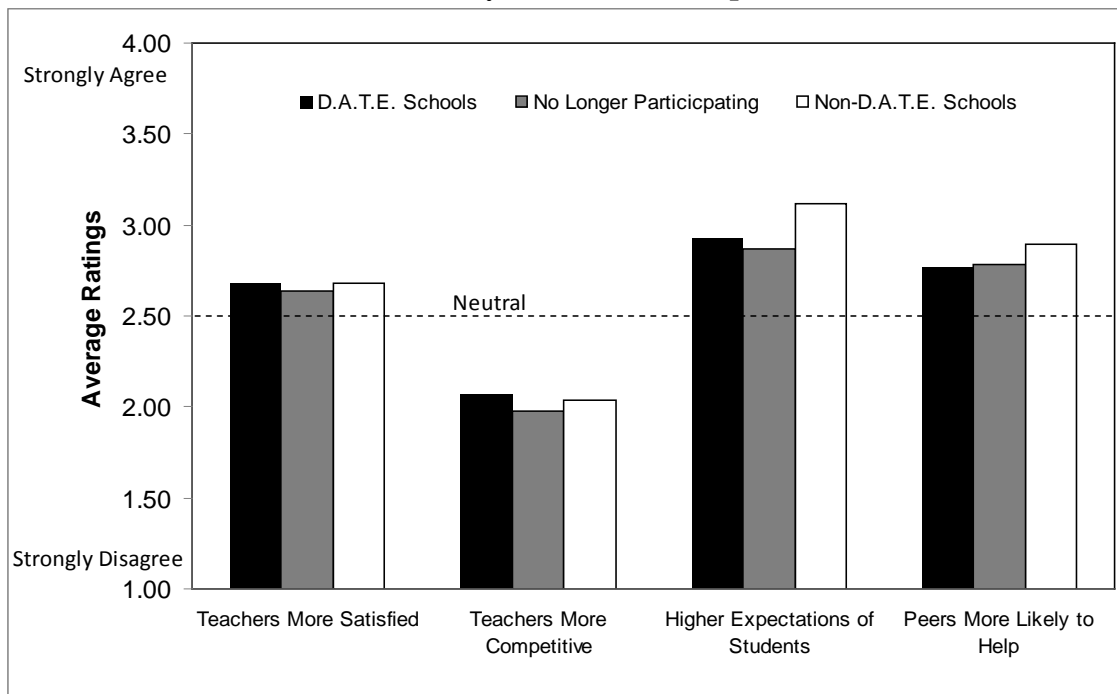
- Teacher satisfaction
- Teacher competitiveness
- Expectations for students
- Peer help

These items were included in all surveys administered in spring 2010; that is, for teachers in D.A.T.E. Year 2 schools, teachers in schools no longer participating in D.A.T.E. (i.e., former D.A.T.E. schools), and non-D.A.T.E. schools (i.e., control schools). Comparing ratings across these groups of schools allows determining if participating in D.A.T.E. is related to these important measures of organizational climate and interactions. Relationships between measures of school climate and teacher characteristics and D.A.T.E. plan design features also are examined for the group of schools participating in Year 2 of D.A.T.E. These analyses explore if different features in incentive plans are related to the perceived working conditions.⁵⁴

Figure 9.4 presents average ratings on the four clusters of survey items grouped into the climate and relations topic area with ratings distinguished between the three groups of schools that responded to the survey.

⁵⁴ This section provides a summary of key findings for “School Climate and Teacher Relations” clusters. Further details about results for each cluster, including charts with mean comparisons across groups and HLM tables, can be found in Appendix G-4.

Figure 9.4: Average Teacher Ratings on Items Assessing School Climate and Teacher Relations in 2010 by D.A.T.E. Participation Status



Source: Spring 2010 Educator Surveys.

On average, teachers in all schools were barely above “neutral” when rating if they were more satisfied in 2009-10 than the prior year, and disagreed that teachers were more competitive. Teachers tended to agree that they and their colleagues held higher expectations for all students than they held in the prior year and were more willing to help one another. There were a few meaningful differences in the average ratings between school groups, with teachers in non-D.A.T.E. schools agreeing more with statements about higher expectations for students and peers’ willingness to help.

Evaluators also examined how average responses in schools differed, if at all, in 2010 from responses to the same questions in 2009. Among schools participating in D.A.T.E. Year 2, the average ratings on these items from teachers on the 2009 survey were slightly lower than the average ratings in 2010. Among schools that participated in only Year 1 of D.A.T.E., the mean ratings in schools were lower in 2010 than the ratings observed in the same schools in 2009 (i.e., the year in which they participated in D.A.T.E.), suggesting that teachers in those schools may have reacted to being removed from the D.A.T.E. program.⁵⁵

Relationships between Teacher Characteristics and Ratings of School Climate and Teacher Relations

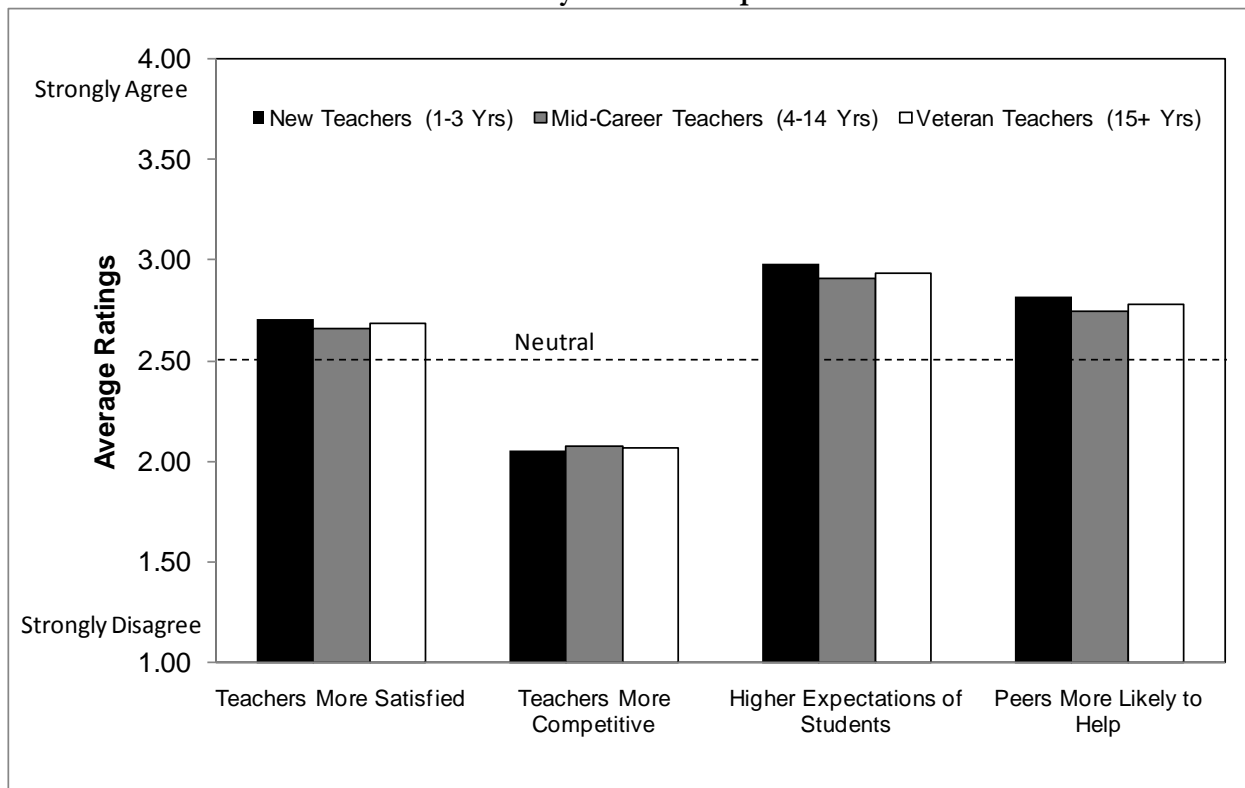
Figure 9.5 presents average ratings on the school climate and teacher relations measures by teacher experience and Figure 9.6 presents average ratings based on whether or not teachers reported expecting to receive a D.A.T.E. award. There were not any notable differences between the responses of more and less experienced teachers to survey items on the topic of school climate and

⁵⁵ See means tables in Appendix G-2 and discussions in Appendix G-4 for more details on this comparison.

teacher relations. However, those expecting awards agreed considerably more with the three positive measures of climate and student expectations and agreed considerably less with statements about teacher competition.

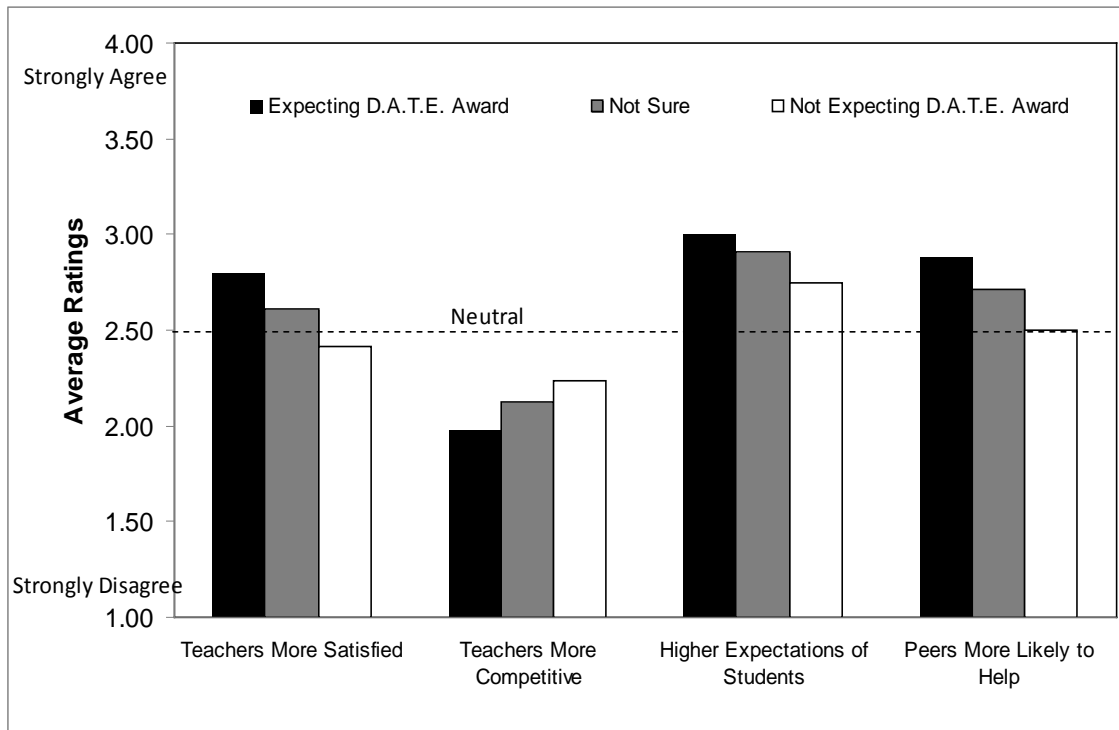
Other variables related to teacher characteristics and experiences with incentive pay plans were related to ratings of school climate and teacher relations. Teachers in elementary schools tended to agree more that teachers were more satisfied, held higher expectations for students, and were more willing to help one another. Teachers who were eligible to pursue a D.A.T.E. award or who had been awarded in prior years from incentive programs also tended to agree more with positive measures of school climate and disagree more with statements about teacher competition. But, again, the contributions of these variables were relatively small compared to the importance of expecting to receive a D.A.T.E. award.

Figure 9.5: Average Teacher Ratings on Items Assessing School Climate and Teacher Relations in 2010 by Teacher Experience Levels



Source: Spring 2010 Educator Surveys.

Figure 9.6: Average Teacher Ratings on Items Assessing School Climate and Teacher Relations in 2010 by Whether or Not Teachers Expected to Receive a D.A.T.E. Award



Source: Spring 2010 Educator Surveys.

Relationships between Teacher Characteristics, Plan Design Features, and Ratings of School Climate and Teacher Relations

Overall, characteristics of schools' D.A.T.E. plans were less important to teachers' ratings of school climate than they were to ratings about the quality and impacts of their schools' D.A.T.E. plans, as seen earlier in this chapter. Even in cases where relationships with plan design features were statistically significant, the strength of those relationships was weak. A summary of key findings from this analysis is presented below.

- Expecting to receive a D.A.T.E. award remained strongly related to ratings of positive school climate and relations measures but was not consistently related to the teacher competitiveness cluster.
- Interestingly, being eligible to pursue a D.A.T.E. incentive award was associated with slightly lower ratings of student expectation and willingness of peers to help one another.
- Teachers in schools with school-based awards were more likely to agree that teachers were more willing to help one another. Determining D.A.T.E. awards based on meeting team and/or individual performance goals was not related to teachers' ratings of school climate and teacher relations.
- Teachers perceived more competition in schools that had participated in G.E.E.G., T.E.E.G., and D.A.T.E. for a greater number of years.
- Size of incentive awards was not associated with agreement on school climate and teacher relations by itself. However, higher award amounts did increase the positive ratings held by

teachers expecting an award, those eligible to pursue awards, and those who had previously received awards.

These results suggest that incentive plan design features were not very important to the perceptions of overall school climate and teacher relations among teachers in D.A.T.E. schools. Next, evaluators examined the plan design features in the schools with the highest and lowest ratings of school climate and teacher relations (i.e., those in the top 10% and bottom 10% of schools on ratings of school climate and teacher relations). These comparisons focused on two primary design features of schools' D.A.T.E. incentive plans: the unit of accountability used to determine teachers' eligibility for Part 1 awards and the proposed Part 1 award amounts for teachers.⁵⁶

Schools with the highest ratings of teacher satisfaction and peer willingness to help included the various units of accountability features at about the same rate as all D.A.T.E. schools' plans. Schools with the highest ratings on expectations for students were 15% less likely to have a team component in their D.A.T.E. plans. Schools with lowest ratings of satisfaction were 10% more likely to have awards based on individual performance and 10% less likely to reward teams. The unit of accountability measure was related to perceived teacher competition as well. Schools with the highest perceived levels of teacher competition were substantially more likely to award individual performance and substantially less likely to provide awards based on team performance. Patterns were reversed in schools with the lowest perceived levels of teacher competition, though the sizes of the differences from all D.A.T.E. plans were not quite as large.

Evaluators next looked at differences in the award amounts for schools with the top and bottom ratings on school climate and teacher relations measures. Minimum awards were on average 10% higher in schools with the highest ratings on teacher satisfaction, nearly 20% higher in schools with highest ratings on expectations for students, and over 20% higher in schools with the highest ratings on peer willingness to help. Schools where teachers reported the highest levels of competition had differences between minimum and maximum awards that were more than 50% larger than the average observed in all D.A.T.E. plans. Schools with the highest ratings on the perceived willingness of teachers to help one another had average differences between maximum and minimum awards that were nearly 30% smaller than the average difference observed in all D.A.T.E. plans. These patterns of proposed award amounts were essentially reversed among schools with the lowest ratings on school climate and teacher relations. In most cases, proposed minimum and maximum award amounts were lower among these schools, particularly among those with the lowest ratings related to expectations for students and peer willingness to help.

Summary of Findings for Ratings of School Climate and Teacher Relations

Teachers perceived a more satisfied and collegial workplace when they received awards from their school's D.A.T.E. plan and if their schools' plans included school-based awards. Not surprisingly, schools where teachers perceived the highest levels of teacher competition were more likely to have individually determined awards as part of their D.A.T.E. plans, larger maximum award amounts, and larger differences between maximum and minimum awards. Conversely, schools where teachers reported the highest average ratings on expectations for students and peers' willingness to help had D.A.T.E. plans with larger awards, but those plans were less likely to include team-based awards.

⁵⁶ See Appendix G-4 for further details about these analyses including visual representation of findings discussed in this section.

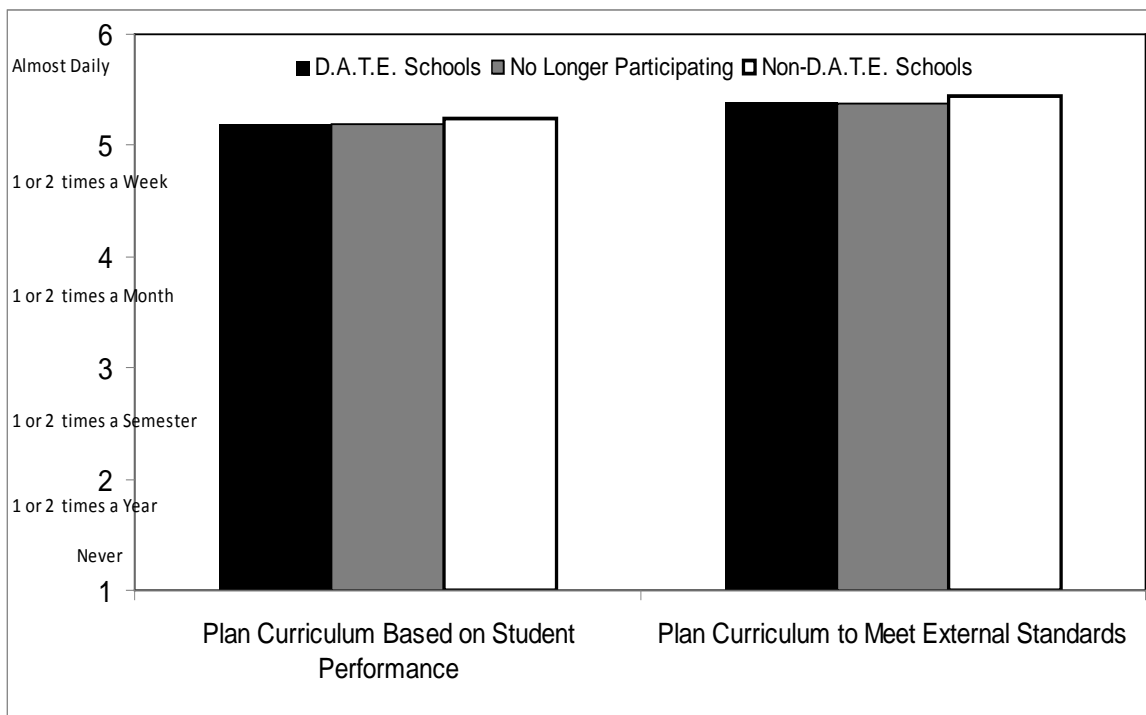
Professional Practices of Teachers

A number of survey items collectively addressed how frequently teachers reported engaging in common professional practices related to diagnosing and improving curriculum and instruction and increasing parent involvement. Specifically, the items provided information around five clusters of teacher professional practices.⁵⁷

- Curriculum Planning – Student Performance
- Curriculum Planning – External Alignment
- Assessment Use – Student Targeted
- Assessment Use – Self Targeted
- Parent Involvement

These items were included in all surveys administered to all groups of schools in spring 2010. Figure 9.7 shows that teachers in schools in D.A.T.E. Year 2, former D.A.T.E. schools, and non-D.A.T.E. schools reported using student performance and other standards very frequently to plan and evaluate their curricula.

Figure 9.7: Average Teacher Ratings of How Frequently They Engaged in Curriculum Planning in 2010 by D.A.T.E. Participation Status

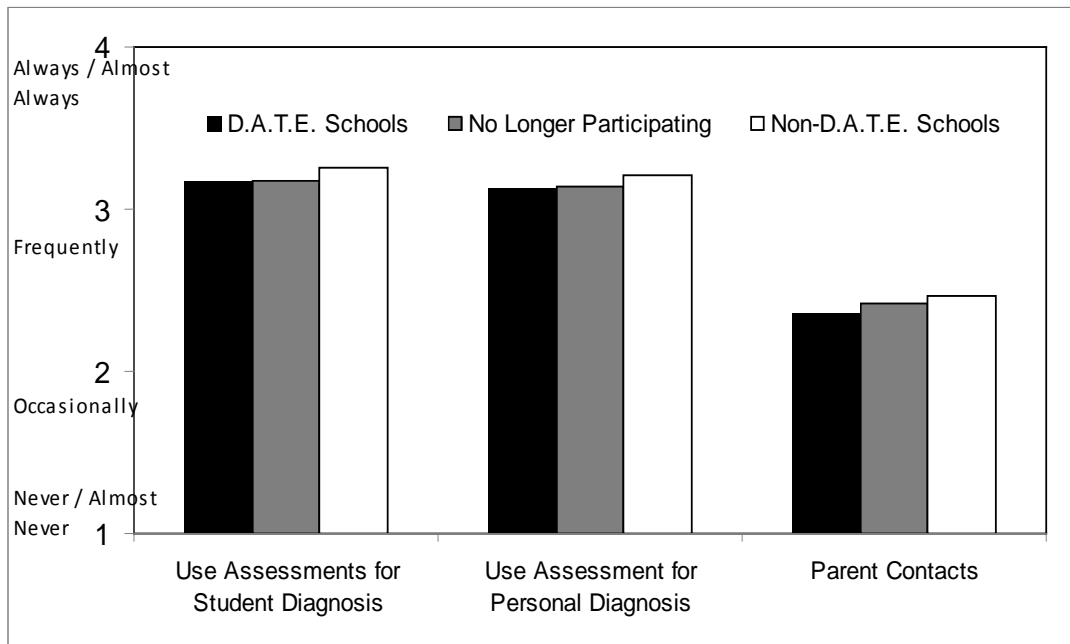


Source: Spring 2010 Educator Surveys.

⁵⁷ See Appendix G-5 to review survey instruments and the specific items about common professional practices that teachers were asked about on the 2009 and 2010 surveys.

Figure 9.8 reveals that teachers in non-D.A.T.E. schools tended to report using assessment results for diagnosing students and self slightly more often than teachers in schools that participated in D.A.T.E., but the differences were small. Generally, involving parents through homework and other school-based activities was done less frequently than using assessment results to review learning and develop strategies for improvements.

Figure 9.8: Average Teacher Ratings of How Frequently They Used Assessment Results and Involved Parents in 2010 by D.A.T.E. Participation Status

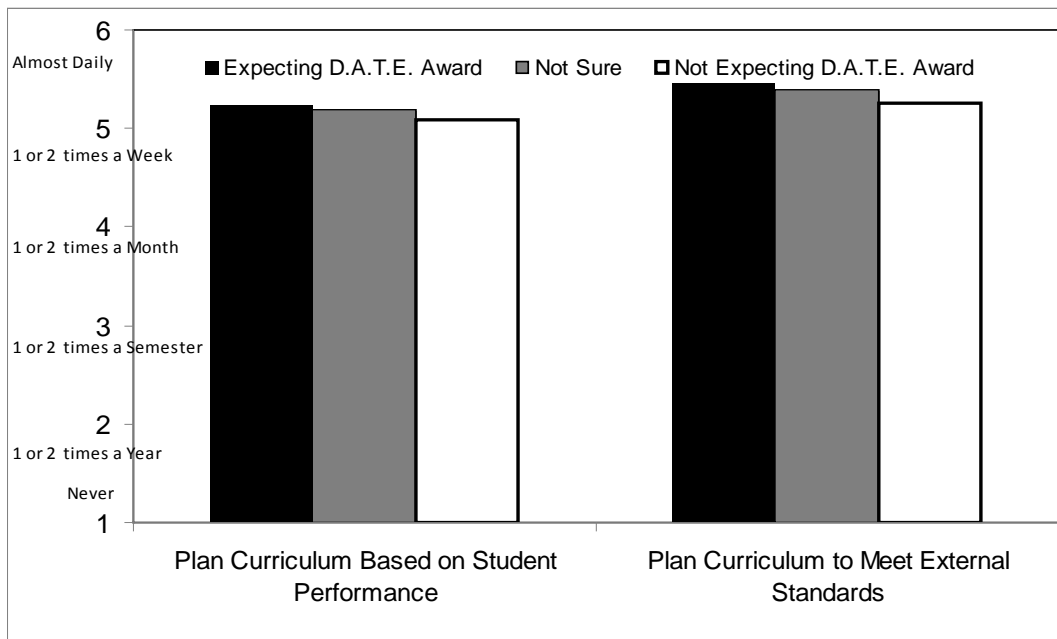


Source: Spring 2010 Educator Surveys.

Relationships between Teacher Characteristics and How Often Teachers Employ Select Professional Practices

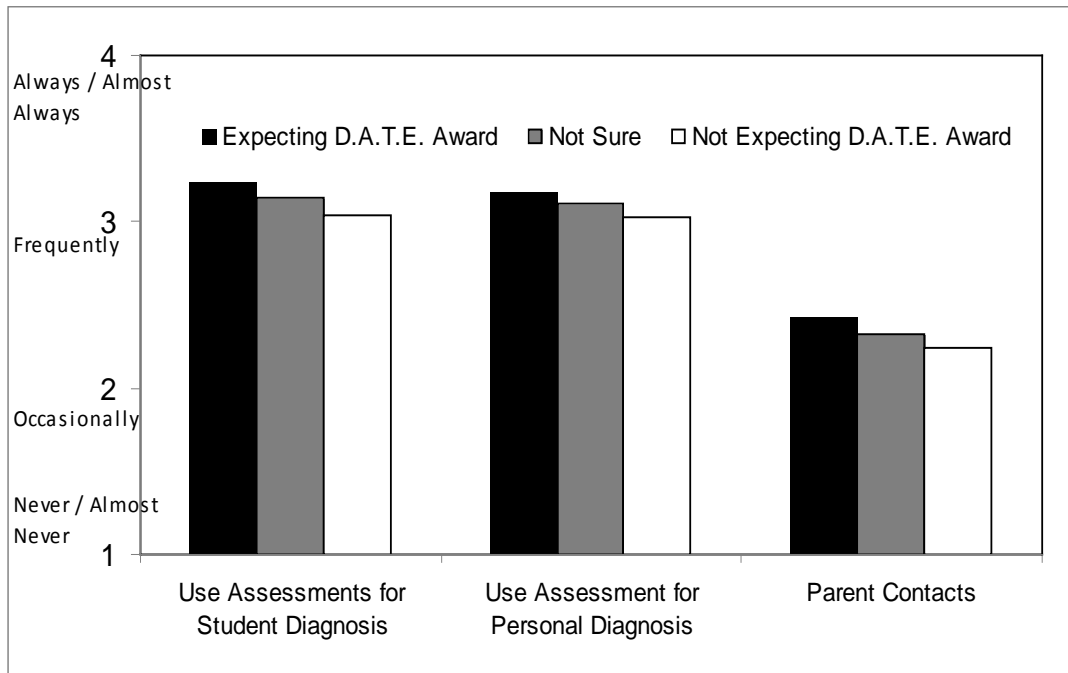
Somewhat surprisingly, years of experience was not related to how frequently teachers reported engaging in most of the professional practices identified on the surveys, though teachers working in elementary schools consistently indicated that they engaged in these behaviors more often than teachers in other schools. Figures 9.9 and 9.10 show that expecting to receive a D.A.T.E. award was positively related to how frequently teachers reported conducting the planning, review, and parent involvement activities included on the survey, though differences were small.

Figure 9.9: Average Teacher Ratings of How Frequently They Engaged in Curriculum Planning in 2010 by Whether or Not Teachers Expected to Receive a D.A.T.E. Award



Source: Spring 2010 Educator Surveys.

Figure 9.10: Average Teacher Ratings of How Frequently They Used Assessment Results and Involved Parents in 2010 by Whether or Not Teachers Expected to Receive a D.A.T.E. Award



Source: Spring 2010 Educator Surveys.

These findings suggest that teachers in D.A.T.E. schools who expected awards engaged in these behaviors more often than other teachers. The next section examines whether or not design features of D.A.T.E. plans were related to how much teachers reported using select practices.

Relationships between Teacher Characteristics, Plan Design Features, and Reports of Using Professional Practices

Overall, award size and how awards were allocated were not consistently strong predictors of teachers' ratings of the frequency of engaging in select professional practices. A summary of key findings from examining relationships among professional practices, teacher characteristics, and plan design features is presented below.

- Teachers in elementary schools engaged in select professional practices more often than teachers in other schools.
- Involving parents was the only professional practice where more experienced teachers reported more frequent use than less experienced teachers.
- Teachers who were expecting to receive a D.A.T.E. award reported more frequent use of select professional practices than teachers not expecting awards.
- How frequently teachers engaged in select professional practices was not related to whether they could qualify for awards based on school-wide, team, or individual performance.
- Teachers in schools with larger maximum awards did not report using select professional practices more frequently than teachers in other schools.

Statistical analyses suggest that plan design features were not important to overall ratings of the frequency that teachers employed professional practices. Evaluators then examined differences in the plan design features used by schools with the highest (top 10%) and lowest (bottom 10%) ratings on how often they employed select practices. These comparisons focused on two primary design features of schools' D.A.T.E. incentive plans: the unit of accountability used to determine teachers' eligibility for Part 1 awards and the proposed Part 1 award amounts for teachers.⁵⁸

Teachers reported using select professional practices more often in schools that determined awards based on individual performance but not team-based performance. In schools where teachers were least likely to use select professional practices, incentive plans did not differ much from all other plans. The schools were somewhat less likely to make awards to teachers based on meeting school-wide goals. Teachers who reported using assessments less to identify areas for personal improvements and to contact parents less were more likely in schools that did not provide awards for meeting individual performance goals.

Examination of the average award amounts in schools with the highest and lowest ratings on the professional practices compared to the plans used in all D.A.T.E. schools reveal smaller differences, but still indicate that larger awards and larger differences between maximum and minimum award amounts were associated with increased use of select professional practices.

Summary of Findings for Teachers' Reported Use of Select Professional Practices

Teachers in schools participating in D.A.T.E. were similar to teachers in non-D.A.T.E. schools in how frequently they engaged in select professional practices. Within D.A.T.E. schools, teachers in elementary schools and those expecting to receive an incentive award engaged in identified professional practices more often than other teachers. Overall, plan design features were not statistically related to how frequently teachers used select professional practices. However, schools with the highest ratings were more likely to provide awards based on individual performance and less likely to have team-based criteria for earning incentive awards, while schools with the lowest ratings had lower average award amounts than other D.A.T.E. schools.

Changes in Professional Practices

Several survey items asked teachers how much more or less they engaged in common professional practices compared to the prior school year. Specifically, the items provided information about changes in frequency of use of four clusters of teacher professional practices.⁵⁹

- Changes in Curriculum Planning
- Changes in Professional Learning
- Changes in Re-teaching
- Changes in Student Learning Activities

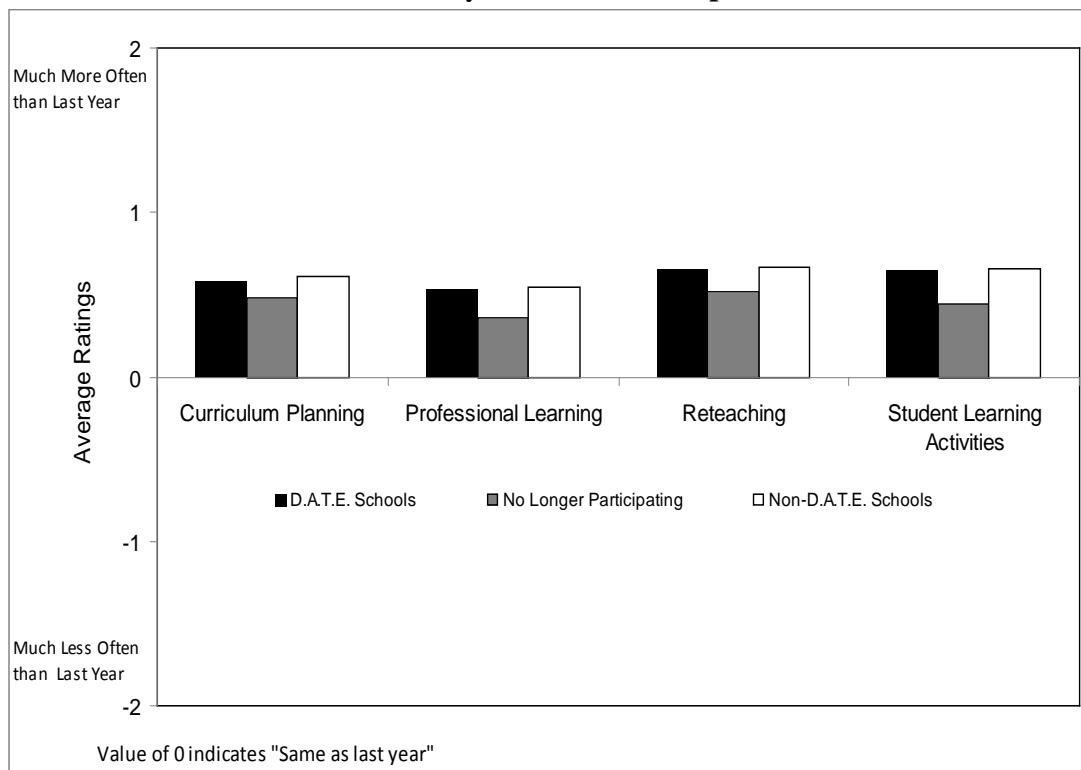
⁵⁸ See Appendix G-4 for further details about these analyses including visual representation of findings discussed in this section.

⁵⁹ See Appendix G-5 to review survey instruments and the specific items asking about changes in professional practices.

These items were included in all surveys administered in spring 2010. Figure 9.11 shows that teachers in D.A.T.E. schools and non-D.A.T.E. schools reported about the same level of increase in all identified activities; that is, most reported using the practices between “the same as last year” and “a little more than last year,” while teachers from schools no longer participating in D.A.T.E. reported slightly less of an increase.

Interestingly, when looking at teacher responses on the same items in 2009 compared to 2010, evaluators found that average ratings in 2009 from schools no longer participating in D.A.T.E. in 2010 were nearly identical to the average ratings in 2009 observed from teachers in schools that continued participation in D.A.T.E. in 2010. This suggests that the “drop” in increased frequency reported by teachers in schools no longer participating in D.A.T.E. in Year 2 may reflect a reaction to losing the ability to pursue D.A.T.E. incentive awards.

Figure 9.11: Average Teacher Ratings of Changes in Frequency of Use of Select Professional Practices in 2010 by D.A.T.E. Participation Status

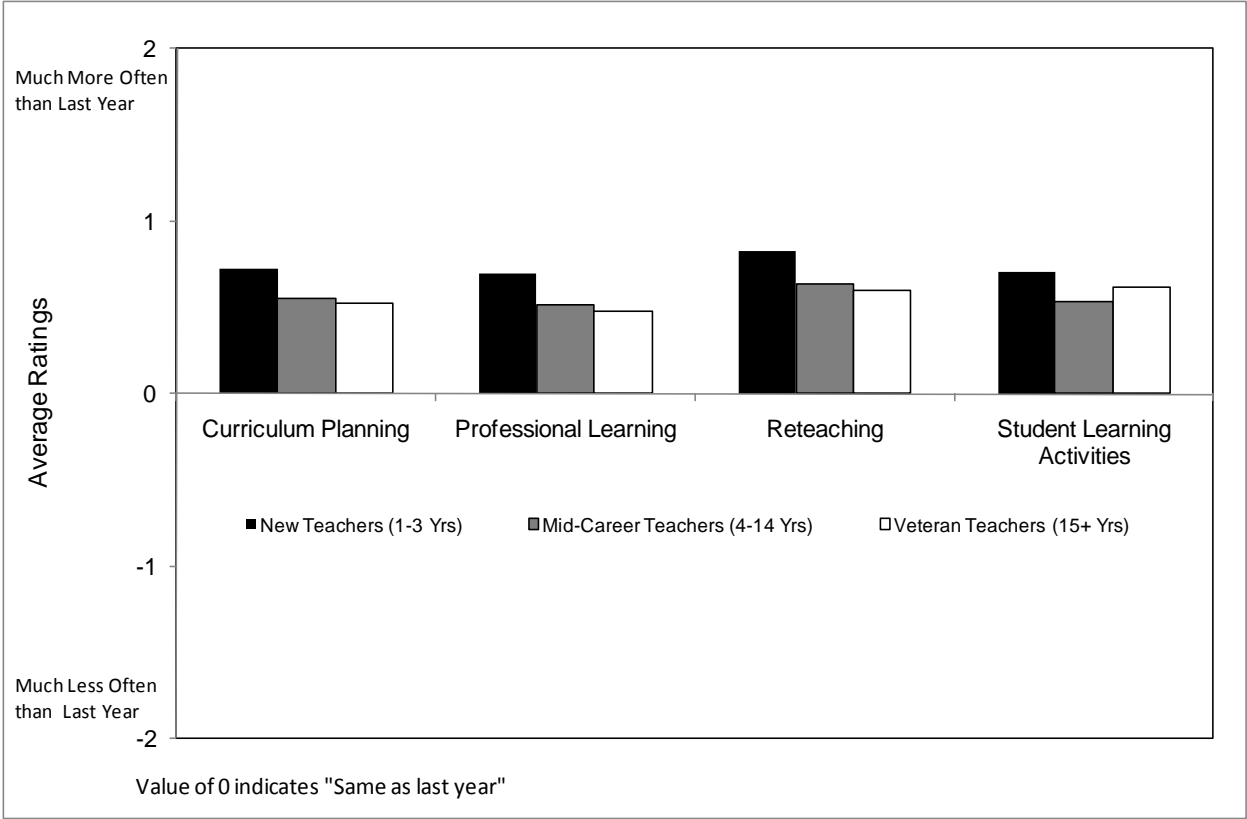


Source: Spring 2010 Educator Surveys.

Relationships between Teacher Characteristics and Changes in How Often Teachers Employ Select Professional Practices

Teachers in elementary schools reported that they increased their efforts on all four types of professional practices more than teachers in other types of schools. Figure 9.12 illustrates that teachers with less than four years of experience reported larger average increases on all four clusters of professional practices than more experienced teachers. This is not a surprising finding and probably reflected the developing nature of new teachers’ skills, especially since there were only small differences between mid-career and veteran teachers.

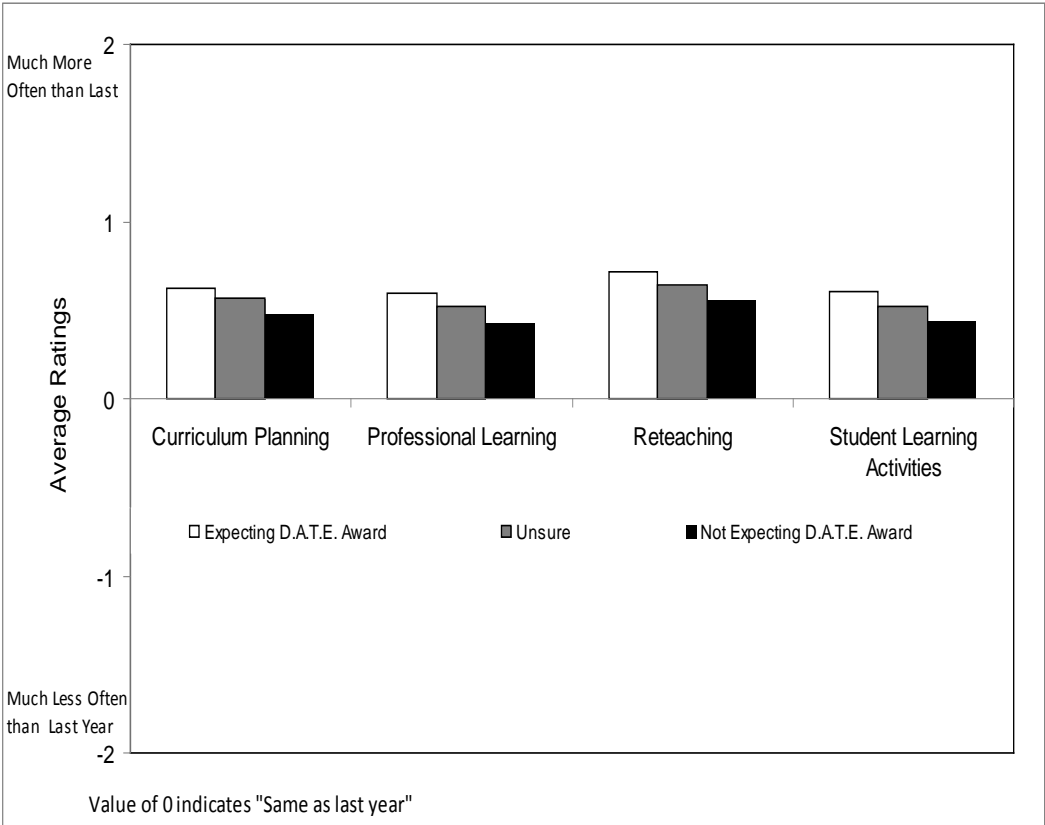
Figure 9.12: Average Teacher Ratings of Changes in Frequency of Use of Select Professional Practices in 2010 by Teacher Experience Levels



Source: Spring 2010 Educator Surveys.

Figure 9.13 presents average ratings of changes in professional practices by teachers' award expectation status and shows that teachers expecting to receive a D.A.T.E. incentive award increased efforts in the identified professional practices more than other teachers, with teachers who were sure they were not going to receive an award increasing practices the least. Being eligible to pursue a D.A.T.E. award or having received prior incentive awards was not consistently related to teachers' changes in use of select practices.

Figure 9.13: Average Teacher Ratings of Changes in Frequency of Use of Select Professional Practices in 2010 by Whether or Not Teachers Expected to Receive a D.A.T.E. Award



Source: Spring 2010 Educator Surveys.

Relationships between Teacher Characteristics, Plan Design Features and Reported Changes in Frequency of Use of Professional Practices

Overall, award size and how awards were allocated were not consistently strong predictors of teachers’ reports of changes to the frequency of engaging in select professional practices. A summary of key findings from examining relationships among changes in professional practices, teacher characteristics, and plan design features is presented below.

- Teachers in elementary schools and less experienced teachers increased their use of select professional practices more often than their counterparts.
- Teachers who were expecting to receive a D.A.T.E. award reported more increased use of select professional practices than other teachers, including those who were not sure of their award status.
- Teachers tended to report increasing curriculum planning and re-teaching activities slightly more as schools had a greater number of years participating in G.E.E.G., T.E.E.G., or D.A.T.E.
- Teachers in schools with larger maximum awards did not consistently report more or less of an increase in the use of select professional practices.

Statistical analyses suggest that plan design features were not consistently important to overall ratings of how much more frequently teachers employed select professional practices in 2010 compared to 2009.

Evaluators next examined how the plan design features differed among schools with the highest and lowest reported changes in professional practices. These comparisons focused on two primary design features of schools' D.A.T.E. incentive plans: the unit of accountability used to determine teachers' eligibility for Part 1 awards and the proposed Part 1 award amounts for teachers.⁶⁰

Teachers reported larger increases in use of select professional practices in schools that were more likely to base awards on individual and/or school-wide performance, but less likely to base awards on meeting team-based goals. Schools with the lowest ratings of changes in practice did not differ substantially from all D.A.T.E. schools in how they determined which teachers qualified for D.A.T.E. awards.

Evaluators next looked at how average award sizes in the schools with the highest and lowest changes in professional practice differed from the average award sizes in all D.A.T.E. schools. Maximum awards and differences between minimum and maximum awards were higher in schools where teachers reported the largest increases in efforts devoted to curriculum planning and professional learning. Schools where teachers reported the smallest increase in curriculum planning had D.A.T.E. plans with lower average award amounts, especially lower differences between maximum and minimum awards. Award amounts did not appear to be related to changes in other professional practices.

Summary of Findings for Teachers' Reported Change in Use of Select Professional Practices

Teachers in D.A.T.E. schools and non-D.A.T.E. schools reported similar increases in how often they engaged in the professional practices identified on the spring 2010 survey. Teachers in elementary schools, less experienced teachers, and teachers expecting to receive a D.A.T.E. award consistently reported increasing their use of professional practices more than other teachers. Larger increases in the use of professional practices were found in schools less likely to base awards on team performance and where award sizes and differences between maximum and minimum awards were larger.

The report now turns to its final chapter which discusses conclusions from the D.A.T.E. program evaluation and the implications they hold for policy and research.

⁶⁰ See Appendix G-4 for further details about these analyses including visual representation of findings discussed in this section.

CHAPTER 10

Conclusions and Implications for Policy and Research

This chapter reviews key findings from the final evaluation of the D.A.T.E. program and highlights conclusions stemming from them. The chapter focuses on how the design and implementation of D.A.T.E. influenced who participated in the program and outcomes for teachers and students. The chapter closes with a discussion of the implications that this evaluation holds for policy and research. The key questions and findings discussed throughout this chapter are listed below.

Evaluation Questions

This chapter addresses the following questions.

- What can be learned from the decisions made by districts to participate in the D.A.T.E. program?
- What can be learned from the implementation experiences of D.A.T.E. districts and how they chose to design their local incentive pay plans?
- What can be learned from outcomes in D.A.T.E. schools related to student achievement gains, teacher turnover, and teacher attitudes and practice?
- Which incentive plan design features were most often used in D.A.T.E. schools with the most promising outcomes for teachers and students?
- What are the implications of the D.A.T.E. evaluation findings for policy and research?

Key Findings

This chapter highlights and expands upon the following key findings based on a summary of the final D.A.T.E. program evaluation.

- The characteristics of districts participating in Cycle 1 of the D.A.T.E. program were unique from other districts in the state. D.A.T.E. districts tended to have lower district wealth, larger student enrollment, more at-risk students (i.e., minority, ED, and LEP students), and more experience in past state-funded incentive pay programs.
- D.A.T.E. district officials held generally positive views of their program experience, but common and consistent concerns were also expressed during Year 1 and Year 2 of the program, primarily including perceptions of: inflexible design guidelines, insufficient and unstable state

funding, as well as internal communications with school personnel and external communications with TEA that were untimely, inaccurate, or inconsistent.

- In most ways, incentive plans designed by D.A.T.E. districts adhered to state guidelines. All districts dedicated at least 60% of total grant funds for Part 1 teacher awards, and awards were determined by teachers' individual contribution to student performance and/or the contribution of a group of teachers. However, it was difficult to determine from grant applications whether districts adhered to state guidelines on incentive award amounts for teachers; that is, that teachers have the opportunity to earn awards no less than \$1,000 and ideally no less than \$3,000. There was considerable evidence that districts would have to contribute Part 2 funds in order for award amounts to meet the minimum \$1,000 requirement. Additionally, the majority of teachers actually receiving an award in district-wide and select school D.A.T.E. plans received an award of at least \$1,000.
- Overall outcomes related to student achievement gains, teacher turnover, and teacher attitudes and instructional practice were promising in D.A.T.E. schools. Student achievement gains were higher in D.A.T.E. schools compared to non-D.A.T.E. schools, while the likelihood of teacher turnover declined in Year 1 of the program. Additionally, teachers held generally positive views about the D.A.T.E. plans and climate in their schools.
- While overall outcomes in D.A.T.E. schools were promising, it is apparent that the characteristics of participating districts and schools, as well as the design features of incentive pay plans, contributed to variation in those outcomes among D.A.T.E. schools. For many outcomes, larger award amounts and greater expectancy among teachers for receipt of an award were associated with more desirable outcomes. The unit of accountability used to determine award eligibility also had a significant influence on many outcomes, but in a less clear direction.

Summary of Final Program Evaluation Findings

This section discusses findings from the final D.A.T.E. program evaluation, with findings organized into four topics: (1) district participation decisions and experiences, (2) incentive plan design and distribution of awards to teachers, (3) outcomes for teachers and students in D.A.T.E. schools, and (4) the influence of incentive plan design in D.A.T.E. schools.

D.A.T.E. District Participation Decisions and Experiences

Participation in the D.A.T.E. program was open to all districts in Texas, allowing any district to voluntarily implement a D.A.T.E. incentive plan in the 2008-09 school year. Approximately 16% of Texas districts (or 203 districts) participated in D.A.T.E. during Cycle 1 and these districts were systematically different from other districts throughout the state: they had, on average, lower district wealth, larger student enrollment, a greater share of minority, ED, and LEP students, and were more likely to have participated in past state-funded incentive pay programs (G.E.E.G. and T.E.E.G.).

Several recurring themes emerged when district officials were asked to reflect upon the reasons for participating and their experiences during the program. First, district officials maintained several reasons for participating in the D.A.T.E. program—primarily the belief that participation would improve the quality of student performance and teaching practices in their districts' schools. Over time, however, they were less likely to report that districts participated because school personnel simply deserved extra pay for the work they were already doing.

For the most part, district officials held highly positive views of their districts' D.A.T.E. participation experiences, with a few exceptions. In D.A.T.E. districts participating in Year 1 and Year 2 of the program, officials rated the D.A.T.E. experience highly, whereas officials in districts that opted out of the program for Year 2 had much more mixed reviews, and even several negative sentiments, about the program experience. And, even among districts participating in Year 1 and Year 2, several consistent concerns emerged in both years. Primarily, officials maintained concerns about what they perceived as inflexible state program guidelines, insufficient and unstable state funding, trouble with communications between districts and TEA, and underdeveloped district capacity to handle demands of communication with schools and other needs for implementation and management of incentive pay plans.

D.A.T.E. Incentive Plan Design

Districts participating in D.A.T.E. had to design incentive plans within broad state parameters and with the involvement of multiple stakeholder groups, including teachers. By and large, D.A.T.E. districts adhered to expectations set forth by the state. Evaluators examined the types of incentive plans that resulted from the decision-making process and uncovered several notable findings about the way in which D.A.T.E. districts chose to design incentive pay for their schools.

From Year 1 to Year 2 of the D.A.T.E. program, an increasing share of districts chose to implement incentive plans district-wide rather than in select schools only. During Year 1 of the program, 53% of the districts designed D.A.T.E. plans to be implemented district-wide while the other half designed the incentive plans for only select schools. In Year 2 of the program, 64% of districts chose to implement D.A.T.E. plans district-wide.

In both years, at least 70% of D.A.T.E. districts dedicated more than the minimum requirement of 60% of their total grant to fund Part 1 incentive awards for classroom teachers. Districts also made similar decisions about how to use Part 2 funds during both years of the D.A.T.E. program. Funds were most often designated for the provision of additional awards to school personnel, including administrators, teachers, and other personnel.

In both Year 1 and Year 2, all districts adhered to state guidelines and designed plans in which teachers were eligible for Part 1 incentive awards. The state's guidelines for D.A.T.E. were revised for Year 2 to allow districts to use Part 1 funds to provide awards to principals in addition to teachers, and 41% of districts used Part 1 funds for such purposes during Year 2 of the program. Overall, there were considerable differences across D.A.T.E. districts with respect to the share of teachers eligible for Part 1 awards. In both Year 1 and Year 2, D.A.T.E. districts most often designed plans in which all teachers were *not* eligible for Part 1 awards. Among districts with district-wide plans, only 21% in Year 1 and 6% in Year 2 designed plans that made more than 90% of their teachers eligible for Part 1 awards. For both Year 1 and Year 2 most districts with a select school plan made less than half of their teachers eligible for a Part 1 award.

From Year 1 to Year 2 of the program, D.A.T.E. incentive plans took on a slightly more individualistic nature. During Year 1 of the D.A.T.E. program, teachers' eligibility for incentive awards was most often determined by some combination of individual and group-based performance. There was a greater tendency to base awards on individual teacher performance during Year 2 of D.A.T.E.

Finally, evaluators could not be certain from grant applications whether or not districts adhered to the state's requirement that teachers have the opportunity to earn awards of no less than \$1,000 or the recommendation that they be no lower than \$3,000. There was evidence that in order to meet the state minimum requirement of \$1,000, a significant number of grantees would have needed to contribute significant Part 2 funds because Part 1 funds alone were not achieving this minimum requirement.

Distribution of D.A.T.E. Awards to Teachers

Examination of actual distribution of incentive awards to teachers revealed several notable findings about the nature of D.A.T.E. incentive plans. Overall, 23% percent of full-time teachers in all Year 1 D.A.T.E. districts received Part 1 incentive awards. Among districts with district-wide incentive plans, 42% of full-time teachers received Part 1 awards. Among districts with select school incentive plans, 41% of teachers in the selected schools received Part 1 awards. However, these average rates can be misleading because Dallas ISD and Houston ISD are dominating the data. Excluding those two districts, 34% of full-time teachers in districts with district-wide incentive plans received Part 1 awards as did 49% of full-time teachers in the selected schools in districts with select school plans. This is a statistically significant difference showing that a greater share of teachers in the D.A.T.E. selected schools received awards than in D.A.T.E. districts with district-wide plans.

Slightly more than half (52%) of the teachers in D.A.T.E. selected schools received either a Part 1 award or a Part 2 award, as did 54% of the teachers in districts with district-wide plans. The average total award (i.e., considering Part 1 and Part 2 awards) for teachers in districts with district-wide plans was \$1,361, while the average total award for teachers in districts with select school plans was

\$3,344. Nearly all (96%) of the teachers in select school plans who received a Part 1 award received a *total* bonus of at least \$1,000, and 50% received a *total* award of at least \$3,000. In contrast, 70% of the teachers in district-wide plans who received a Part 1 bonus received a *total* bonus of at least \$1,000 and only 10% received a total bonus of at least \$3,000. Overall, the distribution of Part 1 awards among eligible teachers was more unequal for districts with district-wide plans than for districts with select school plans. Select school plans were more equal because their plans were more likely to give Part 1 awards to more than one-quarter of their teachers.

Outcomes in D.A.T.E. Schools and Influence of Incentive Pay Design

Overall, outcomes for teachers and students in D.A.T.E. schools were promising, as evidenced by student achievement gains, declines in teacher turnover, and teachers' attitudes and professional practice in D.A.T.E. schools.

Student achievement gains on TAKS were higher among students in D.A.T.E. schools compared to students in non-D.A.T.E. schools. Additionally, while overall student passing rates on TAKS were lower in D.A.T.E. schools than in non-D.A.T.E. schools, the difference between performance of D.A.T.E. and non-D.A.T.E. schools decreased, indicating that passing rates in D.A.T.E. schools were catching up to rates in non-D.A.T.E. schools.

Teacher turnover was lower than expected following Year 1 of the program. Additionally, teachers in D.A.T.E. schools believed the incentive plans in their schools were fair, that the goals targeted by the plans were worthy, and that the correct teachers were identified as award recipients. While teachers did not report negative effects from D.A.T.E., they also did not indicate that the plans were contributing much to school improvements. Generally, teachers in D.A.T.E. schools also had positive reports of teacher satisfaction, school climate, and teacher relations and they reported frequent use of and increased application of professional practices.

While overall outcomes were promising, there was notable variation among D.A.T.E. schools, prompting evaluators to understand how the design features of incentive pay plans might have influenced teacher attitudes and practice, teacher turnover, and student achievement gains. While no one type of incentive plan emerged as the universal approach, several themes did arise, offering better understanding as to the implications stemming from various design choices, particularly as they relate to determination of teacher award eligibility, proposed value of awards, teachers' expectation for awards, and teachers' actual receipt of awards.

Determination of teacher award eligibility

D.A.T.E. schools could choose the basis for teachers' award eligibility (i.e., the unit of accountability); that is, whether teachers could earn an award based on individual performance, team performance (i.e., grade-level or subject area), and/or school-wide performance. Evaluation findings presented a somewhat mixed story as to the implications of these choices.

First, teachers seemed to have greater personal satisfaction—both in general and with D.A.T.E. participation, specifically—when awards were based in part on school performance. Specifically, teachers had more positive perceptions of D.A.T.E. plans when in schools using school-wide performance as an award determinant. Teachers also perceived a more satisfied and collegial workplace when their schools' plans included school-based awards.

The use of individualistic awards was most often related to greater reports of motivation but also greater teacher competition. When schools used awards based on individual performance, teachers reported higher motivation to earn a D.A.T.E. award but also more teacher competition in their schools. In fact, schools with the highest levels of reported teacher competition were more likely to have individually determined awards as part of their D.A.T.E. plans, along with larger maximum award amounts, and larger differences between maximum and minimum awards.

The influence of this design choice on student achievement gains was less clear, but several notable findings were apparent for gains in math. In most cases, schools using an individual unit of accountability had higher gains in math than schools using another approach to determine teachers' award eligibility. However, when schools used a school plus team unit of accountability, math gains were better than in schools using individual performance exclusively. From a slightly different perspective, evaluators examined the unit of accountability used by schools exhibiting the greatest gains since implementation of their D.A.T.E. plans and found that schools with the highest gains were more likely to base awards on school plus individual performance.

Proposed value of awards, teachers' expectation for awards, and actual receipt of awards

Generally, incentive plans with higher-value awards and teachers with greater expectation for an award were associated with promising outcomes for teacher attitudes and practice, teacher turnover, and student achievement gains. Evaluators examined the influence of proposed award amounts, the difference between proposed maximum and minimum award amounts (i.e., greater difference meaning greater stakes associated with trying to get an award), and—when possible—the influence of teachers' actual receipt of an award.

Larger proposed award amounts were associated with greater gains in student achievement in D.A.T.E. schools. Plans with higher proposed maximum awards had greater gains in math than in D.A.T.E. schools with lower proposed maximum award amounts. The relationship was positive, small, and statistically significant. Increasing the maximum award by \$1,000 was associated with an increase in TAKS math scores of approximately one scale score point. However, there was no statistically significant impact of award amounts for gains in reading. When looking at how the incentive plans of high performing D.A.T.E. schools differed from other schools in the program, evaluators found that the average proposed award amounts in high performing D.A.T.E. schools were of significantly greater value than in other D.A.T.E. schools.

In terms of teacher turnover, the probability of turnover surged among teachers who did not receive a D.A.T.E. award at all, while it fell sharply among teachers who did receive an award. Additionally, incentive plans that offered larger *proposed* awards were associated with larger declines in turnover among teachers than in plans that offered only modest award amounts. Specifically, teacher turnover increased for districts with relatively small proposed maximum awards, and decreased as the proposed maximum award increased, until the maximum proposed award exceeded roughly \$6,000. These general patterns are similar to those found in evaluations of the G.E.E.G. and T.E.E.G. programs; that is, the probability of turnover decreases with the receipt of an award and as the size of the award increases.

The most important predictor of teachers' perceptions about D.A.T.E. plans was whether or not they expected to receive a D.A.T.E. award; that is, those reporting that they expected to receive an

award had much more positive views than others. The motivation and expectancy value of plans were rated more highly when teachers expected to receive an award as well, and these ratings of D.A.T.E. plans were enhanced when schools proposed larger awards and reduced the difference between proposed maximum and minimum award amounts.

Additionally, teachers who expected to receive an award more often reported they had increased the use of many professional and instructional practices. Larger increases in the use of professional practices were also found in schools where proposed award sizes and differences between proposed maximum and minimum awards were larger.

Implications for Policy and Research

This chapter closes with a summary of the implications for policy and research that stem from the final D.A.T.E. program evaluation.

Overall, five primary lessons stem from the final D.A.T.E. evaluation; lessons that are often consistent with past findings from the G.E.E.G. and T.E.E.G. programs and lessons that have relevance for policymakers as they consider how to move ahead with incentive pay initiatives in the state (and nationally).

First, the characteristics of districts (or schools) that tend to participate in state-funded incentive pay programs are unique. Participating sites had larger student enrollments, more at-risk students, and more experience in past state incentive pay programs. Past evaluation of the T.E.E.G. program had also revealed that schools opting to participate in the program had larger student enrollments and a greater percentage of ED students than schools that opted not to participate (Springer et al, 2009). Second, grantees held common and consistent concerns about program design guidelines, stability, and level of state funding, as well as internal communications with schools and external communication with TEA. If policymakers are interested in garnering participation from a broader representation of sites or maintaining long-term participation among grantees, they might consider why certain districts (or schools) find the state-funded incentive pay programs more appealing than others and how to address long-standing concerns held by grantees.

Third, it was difficult to determine if D.A.T.E. grantees adhered to state guidelines requiring that teachers have the opportunity to earn award amounts of at least \$1,000 and ideally \$3,000. What did become apparent was that grantees would have to contribute Part 2 funds to meet the \$1,000 minimum since proposed awards from Part 1 funds often did not meet that state requirement alone. When looking at the actual distribution of awards, nearly all (96%) of the teachers in select school plans who received a Part 1 award received a *total* bonus of at least \$1,000, and 50% received a *total* award of at least \$3,000. In contrast, 70% of the teachers in district-wide plans who received a Part 1 award received a *total* bonus of at least \$1,000 and only 10% received a total bonus of at least \$3,000.

Past evaluations of the G.E.E.G. and T.E.E.G. programs (Springer et al, 2009) and this report emphasize the importance of understanding the intent of grantees' incentive plan designs and acknowledge the importance of having incentive plans that offer meaningful award amounts to teachers. If it becomes apparent in the future that D.A.T.E. grantees are having difficulty meeting the requirement that teachers eligible for awards have the opportunity to earn at least \$1,000,

policymakers should give considerable attention to the matter. These award guidelines have been relatively consistent across G.E.E.G., T.E.E.G., and D.A.T.E. programs, and grantees in the earlier two programs did have questionable adherence to the award minimums. It could be that there are some barriers to implementing this policy component with fidelity. Considering the consistent implications that award amounts hold for teacher and student outcomes, it is of interest to policymakers to work with practitioners to allow grantees to design incentive plans with meaningful award amounts for teachers.

Fourth, while overall outcomes related to student achievement gains, teacher turnover, and teacher attitudes and practice were desirable in D.A.T.E. schools, there was notable variation in those outcomes between D.A.T.E. schools. This discovery leads to the fifth lesson that at least part of the variation in outcomes between D.A.T.E. schools was likely attributable to the design of incentive pay plans. Typically, but not universally, larger award amounts and greater expectancy among teachers for awards were associated with more desirable outcomes. The unit of accountability also had a significant influence on outcomes, but not always in a clear direction.

In summary, the evaluation's objective is not to recommend any universal approach for design and implementation of incentive pay in Texas. Rather, given Texas' vested interest in compensation reform for educators, the report informs policymakers about the implications of various program design and implementation choices. While it appears that some action items are clear (e.g., addressing long-standing grantee concerns, identifying how grantees might more clearly design plans with meaningful award values), other design and implementation choices—such as how teachers' eligibility for awards is determined (i.e., based on individual, team, and/or school-wide performance)—may depend on the priorities and culture in which an incentive pay plan takes root. For example, if a school is most concerned with heightening teachers' use of certain instructional practices, they might consider a more individualistic award structure, but if the preoccupation is with heightening teacher satisfaction with an incentive plan, awards should be based in part on school-wide performance.

These lingering questions should be continued stimulus for the research community to further examine not only the impact of incentive programs generally, but how the design features of incentive plans in schools—and the nature of schools in which they operate—impact outcomes for teachers and students. Schools are unique organizations, each with their own set of teachers, students, processes, values, and resources. If incentive pay is to function beneficially in schools, it is ultimately the goal to understand how design features can meet the unique organizational needs of schools.

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APPENDIX A: Comparison of D.A.T.E. and Non-D.A.T.E. Districts

This appendix provides the full list of variables that were used to examine differences between D.A.T.E. and non-D.A.T.E. districts, based on the 203 districts that chose to participate in D.A.T.E. during Cycle 1 of the program. Data comes from the 2007-08 school year; the year during which districts notified TEA of their intent to participate in D.A.T.E. or not.

Evaluators used numerous district attributes, including measures of district size that accounted for total teacher full-time equivalent (FTE) count, total student count, and number of schools. Districts were identified as being charter status or not, and evaluators also included district tax property value-standardized total (after exemptions) per pupil as a measure of wealth.

The comparison included compositional variables that are averages of student characteristics such as percent of students that are white, African-American, ED, LEP, or have special needs.

Measures of prior participation in state-funded incentive pay programs were included. Evaluators accounted for whether the district did or did not have schools participating in G.E.E.G. or in any of the three cycles of T.E.E.G. In addition, evaluators included measures of intensity of involvement in incentive programs including percent of schools in the district that participated in G.E.E.G. and/or T.E.E.G., award amount per school, and sum of total award received through G.E.E.G. and/or T.E.E.G..

Geographic indicators of rural, urban and suburban were added. They included a variable called TOP_CAT_RATIO which is a district value obtained from assigning a value for rural/urban status to the district based on data for their schools. It is the ratio of the number of schools in the modal urbanicity category to the total schools in the district. In the vast majority of cases, ALL schools in a district were classified into the same urbanicity categories and thus the value for ratio is 1.0.

Finally, evaluators used binary indicators that are coded from the district's accountability rating for the 2007-08 school year.

Variable List

A full list of variables is provided below.

DPFVTOTK: tax property value-standardized total
DPSTTOFC: teacher FTE count
DPETALLC: count of all students
N_SCHOOLS: number of schools
CHARTER: district charter status
DPETWHIP: percent of white students
DPETBLAP: percent of African American students
DPETHISP: percent of Hispanic students
DPETECOP: percent of students identified as ED status
DPETLEPP: percent students with LEP status

DPETSPEP: percent students with a special need
 G.E.E.G.: received G.E.E.G. funding or not
 G.E.E.G._PART_RATE: percent of schools that participated in G.E.E.G., if the district participated
 T.E.E.G.: received T.E.E.G. funding or not
 T.E.E.G._PART_RATE: percent of schools that participated in a cycle of T.E.E.G. if the district participated
 AWARD_PER_CAMPUS: ratio of amount of G.E.E.G. and T.E.E.G. awards to number of schools
 SUM_TOTAL_AWARD: dollar amount of G.E.E.G. and T.E.E.G. awards
 URBAN: urban status
 SUBURBAN: suburban status
 TOP_CAT_RATIO: ratio of schools identified as urban to all schools in district
 D_EXEM: : derived from district rating (exemplary)
 D_RECOG: derived from district rating (recognized)
 D_ACCEPT: derived from district rating (academically acceptable, AEA or standard)
 D_UNACCEPT: derived from district rating (academically unacceptable, AEA or standard)
 D_NR: derived from district rating (not rated, very few)

For each variable, the following table includes mean values, standard deviations, and *p*-values to identify where there are significant differences between the two groups of districts.

Variables	Non-D.A.T.E. Districts (Mean)	Non-D.A.T.E. Districts (Std Dev)	D.A.T.E. Districts (Mean)	D.A.T.E. Districts (Std Dev)	p-value
Charter	0.1634 (1028)	0.3699	0.1493 (201)	0.3572	0.6176
District wealth	\$410,381.00 (1017)	\$695,395.00	\$288,418.00 (199)	\$525,912.00	0.0050**
Teacher count (FTE)	166.9 (1027)	391.2	635.0 (200)	1178.3	<.0001**
Student count	2358.2 (1027)	5815.0	9366.2 (200)	17723.0	<.0001**
Percent white students	54.6567% (1027)	29.1143	35.9515% (200)	28.6126	<.0001**
Percent black students	10.7929% (1027)	17.4932	15.8220% (200)	22.1004	0.0026**
Percent Hispanic students	32.9523% (1027)	26.8523	46.4230% (200)	31.5050	<.0001**
Percent economically disadvantaged students	53.2105% (1027)	20.9674	64.0205% (200)	19.5347	<.0001**
Percent LEP students	7.3637% (1027)	10.3213	12.3960% (200)	12.9981	<.0001**
Percent special ed students	11.4702% (1027)	6.1422	10.3740% (200)	3.5154	0.0005**
G.E.E.G. and T.E.E.G. award per school	\$63,226.40 (358)	\$33,721.00	\$75,171.80 (156)	\$34,560.20	0.0003**
Participated in G.E.E.G. program	0.0233 (1028)	0.1511	0.1045 (201)	0.3066	0.0003**
G.E.E.G. participation rate	0.0190 (357)	0.1060	0.0265 (156)	0.1075	0.4635
Participated in T.E.E.G. Cycle 1	0.2364 (1028)	0.4251	0.5821 (201)	0.4944	<.0001**
Participated in T.E.E.G. Cycle 2	0.2169 (1028)	0.4124	0.5622 (201)	0.4974	<.0001**
Participated in T.E.E.G. Cycle 3	0.1683 (1028)	0.3743	0.6020 (201)	0.4907	<.0001**
Participated in T.E.E.G. program	0.3434 (1028)	0.4751	0.7761 (201)	0.4179	<.0001**
T.E.E.G. participation rate	0.8150 (357)	0.6354	0.7346 (156)	0.5394	0.1427
Number of schools in T.E.E.G. Cycle 1	1.4581 (358)	2.3256	3.1218 (156)	5.7567	0.0006**

Number of schools in T.E.E.G. Cycle 2	1.1872 (358)	1.9449	2.7372 (156)	4.9437	0.0002**
Number of schools in T.E.E.G. Cycle 3	0.9888 (358)	1.9803	3.0833 (156)	5.9351	<.0001**
Number of schools in G.E.E.G.	0.1006 (358)	0.5303	0.2821 (156)	0.9490	0.0261*
Number of schools in district	4.8595 (1018)	7.1734	14.1759 (199)	22.9808	<.0001**
Rural	0.1187 (1028)	0.3236	0.1144 (201)	0.3191	0.8645
Urban	0.7733 (1028)	0.4189	0.7512 (201)	0.4334	0.4964
Suburban	0.0982 (1028)	0.2978	0.1244 (201)	0.3308	0.2991
T.E.E.G. Cycle 1 award amount	\$166,132.00 (243)	\$323,175.00	\$386,368.00 (117)	\$683,339.00	0.0012**
T.E.E.G. Cycle 2 award amount	\$144,238.00 (223)	\$261,324.00	\$364,956.00 (113)	\$635,160.00	0.0005**
T.E.E.G. Cycle 3 award amount	\$170,954.00 (173)	\$311,313.00	\$373,719.00 (121)	\$727,879.00	0.0045**
G.E.E.G. Year 1 award amount x's 3	\$154,583.00 (24)	\$239,319.00	\$205,000.00 (21)	\$183,589.00	0.4373
Total G.E.E.G. and T.E.E.G. award amount	\$316,313.00 (358)	\$828,989.00	\$926,795.00 (156)	\$2,007,396.00	0.0003**
Urbanicity (i.e., Percent of schools in district identified as urban)	0.9821 (1018)	0.0779	0.9657 (199)	0.1057	0.0384*
Exemplary rating	0.0409 (1028)	0.1981	0.00498 (201)	0.0705	<.0001**
Recognized rating	0.2675 (1028)	0.4429	0.2687 (201)	0.4444	0.9732
Acceptable rating	0.6556 (1028)	0.4754	0.7065 (201)	0.4565	0.1632
Unacceptable rating	0.0282 (1028)	0.1657	0.0149 (201)	0.1216	0.1853
Not rated	0.00292 (1028)	0.0540	0.0	0.0	0.0833

* indicates significant difference at $p < .05$; ** indicates significant difference at $p < .01$

N counts are provided in parentheses under the "mean" value.

Source: Based on authors' calculations using the following data files: Academic Excellence Indicator System (AEIS) 2007-08; Micropolitan Statistical Areas (MCSAS) 2007-08; G.E.E.G. and T.E.E.G. applications submitted to the Texas Education Agency for G.E.E.G. Years 1-3 and T.E.E.G. Cycles 1-3.

APPENDIX B: Technical Appendix for Chapter 3 on D.A.T.E. District Participation Decisions and Experiences

This appendix describes the methodology for gathering information from district officials in D.A.T.E. and non-D.A.T.E. districts using annual, online surveys. It begins with an overview of evaluators' data collection strategies followed by a description of survey instruments and the concepts they addressed.

Survey Methodology

In January 2009 and again in January 2010, evaluators administered separate surveys to D.A.T.E. and non-D.A.T.E. districts. During 2009, one survey was administered to all Year 1 D.A.T.E. districts and another was administered to a selection of comparison districts which were not participating in D.A.T.E. In 2010, one survey was administered to districts continuing D.A.T.E. participation in Year 2 and the other survey was for those districts that participated in Year 1 but chose not to continue participation in Year 2 of the program. All surveys were administered using REDCap Survey.¹

2009 District Surveys

The information in this section describes how each 2009 survey was administered, response rates, and how the comparison group was selected.

In 2009, one survey instrument was administered to all 203 districts participating in the D.A.T.E. program during the 2008-09 school year. The other survey was administered to a group of 336 comparison districts which were representative of all districts throughout Texas that did not participate in D.A.T.E. Evaluators achieved a 100% response rate from D.A.T.E. districts and a 72% response rate from the comparison group.

2009 D.A.T.E. district survey

All 203 D.A.T.E. districts participating in the program during the 2008-09 school year were sent an online survey in January 2009 to be completed by a district official (or some district representative) most familiar with the district's D.A.T.E. decision process. It was first sent to district superintendents, who could then either complete the survey or send it along to the most appropriate district representative.

The online survey took approximately 15 minutes to complete and responses are kept confidential by the evaluation team. Results are only reported in the aggregate and no responses are attributed to any specific district or individual.

Evaluators achieved a 100% response rate by February 2009. Select characteristics of respondents are provided in Table B.1.

¹ To learn more about REDCap Survey visit https://redcap.vanderbilt.edu/redcap_survey/1.3.10/.

Table B.1: D.A.T.E. District Survey, Respondent Characteristics Jan. 2009

Respondent Characteristics	Percent (#) of Respondents
Superintendents	15.8% (32)
Other district official	49.8% (101)
Local school board member	0.0% (0)
Principal	9.9% (20)
Assistant principal	1.0% (2)
Full-time classroom teacher	2.5% (5)
Part-time classroom teacher	0.5% (1)
Other school staff member	20.7% (42)
Respondent involved in development of D.A.T.E. plan	90.6% (184)

N=203 district officials

Source: D.A.T.E. District January 2009 Survey results.

2009 comparison district survey

A district-level survey was also administered to superintendents in 336 comparison group districts. Again, the survey was administered online and sent out in January 2009 to be completed by a district official (or some district representative) most familiar with the district's decision not to participate in the D.A.T.E. program.

The online survey took approximately 10 minutes to complete and responses remain confidential. Results are reported in the aggregate and no responses are attributed to any specific district or individual.

Evaluators achieved a 72% response rate, with surveys completed by 241 of the 336 comparison group districts. Select characteristics of survey respondents are provided in Table B.2.

Table B.2: Comparison District Survey, Respondent Characteristics Jan. 2009

Respondent Characteristics	Percent (#) of Respondents
Superintendents	61.8% (149)
Other district official	28.6% (69)
Local school board member	0.4% (1)
Principal	3.7% (9)
Assistant principal	0.4% (1)
Full-time classroom teacher	0.0% (0)
Part-time classroom teacher	0.0% (0)
Other school staff member	0.0% (0)
Respondent involved in decision not to participate in D.A.T.E.	0.0% (0)

N=241 district officials

Source: Comparison District January 2009 Survey results.

A more detailed discussion of the propensity score methodology used for selecting the 336 comparison districts follows.

Selection of comparison districts

In the 2008-09 school year, 203 districts participated in the D.A.T.E. program. Evaluators identified a comparison group of districts with characteristics similar to that of D.A.T.E. districts. Often, the distribution of observed characteristics of the participants and non-participants in a program will differ substantially, leading to biased estimates of the effect of the program if evaluators were to compare the participants to the non-participants. The treated and non-treated (or, comparison) groups may have large differences on their observed covariates, and these differences can lead to biased estimates of treatment effects. Even traditional covariance analysis adjustments may be inadequate to eliminate this bias. The propensity score, defined as the conditional probability of being treated given the covariates, can be used to balance the covariates in the two groups, and therefore reduce this bias. In order to estimate the propensity score, one must model the distribution of the treatment indicator variable given the observed covariates. Once estimated, the propensity score can be used to reduce bias through matching, stratification (sub-classification), regression adjustment, or some combination of all three.

Modeling. The first step was to identify a list of potential predictors or correlates of participation in the D.A.T.E. program. Data on these predictors comes from the 2007-08 school year; the year during which districts notified TEA of their intent to participate in D.A.T.E. or not.

Evaluators used numerous district attributes, including measures of district size that accounted for total teacher FTE count, total student count, and number of schools. Districts were identified as being charter status or not, and evaluators also included district tax property value-standardized total (after exemptions) per pupil as a measure of wealth.

The comparison included compositional variables that are averages of student characteristics such as percent of students that are white, African-American, ED, LEP, or have special needs.

Measures of prior participation in state-funded incentive pay programs were included. Evaluators accounted for whether the district did or did not have schools participating in G.E.E.G. or in any of the three cycles of T.E.E.G. In addition, evaluators included measures of intensity of involvement in incentive programs including percent of schools in the district that participated in G.E.E.G. and/or T.E.E.G., award amount per school, and sum of total award received through G.E.E.G. and/or T.E.E.G..

Geographic indicators of rural, urban and suburban were added. They included a variable called TOP_CAT_RATIO which is a district value obtained from assigning a value for rural/urban status to the district based on data for their schools. It is the ratio of the number of schools in the modal urbanicity category to the total schools in the district. In the vast majority of cases, ALL schools in a district were classified into the same urbanicity categories and thus the value for ratio is 1.0.

Finally, evaluators used binary indicators that are coded from the district's accountability rating for the 2007-08 school year.

A full list of variables is provided below.

Variable list

DPFVTOTK: tax property value-standardized total
DPSTTOFC: teacher FTE count
DPETALLC: count of all students
N_SCHOOLS: number of schools
CHARTER: district charter status
DPETWHIP: percent of white students
DPETBLAP: percent of African American students
DPETHISP: percent of Hispanic students
DPETECOP: percent of students identified as ED status
DPETLEPP: percent students with LEP status
DPETSPEP: percent students with a special need
G.E.E.G.: received G.E.E.G. funding or not
G.E.E.G._PART_RATE: percent of schools that participated in G.E.E.G., if the district participated
T.E.E.G.: received T.E.E.G. funding or not
T.E.E.G._PART_RATE: percent of schools that participated in a cycle of T.E.E.G. if the district participated
AWARD_PER_CAMPUS: ratio of amount of G.E.E.G. and T.E.E.G. awards to number of schools
SUM_TOTAL_AWARD: dollar amount of G.E.E.G. and T.E.E.G. awards
URBAN: urban status

SUBURBAN: suburban status
 TOP_CAT_RATIO: ratio of schools identified as urban to all schools in district
 D_EXEM: : derived from district rating (exemplary)
 D_RECOG: derived from district rating (recognized)
 D_ACCEPT: derived from district rating (academically acceptable, AEA or standard)
 D_UNACCEPT: derived from district rating (academically unacceptable, AEA or standard)
 D_NR: derived from district rating (not rated, very few)

Propensity score generation: Evaluators conducted t-tests initially to see whether each of these characteristics was significantly different for the participants and non-participants. They fit a logistic model with all of these predictors on the right hand side and the binary indicator of participation in the D.A.T.E. program as the outcome. The algorithm initially showed warning signals about convergence and complete separation of the data, so evaluators removed two variables with very few events D_NR and D_UNACCEPT. They then re-ran the logistic model without these two variables and the algorithm converged. It produced a predicted probability of participation or p-score for each district. The Propensity score is the conditional probability of being assigned to treatment $Z_i = 1$ vs. control $Z_i = 0$ given a vector \mathbf{x}_i of observed covariates, where it is assumed that, given the \mathbf{X} 's the Z_i 's are independent

$$e(\mathbf{x}_i) = \Pr (Z_i = 1 | \mathbf{X}_i = \mathbf{x}_i)$$

It can be thought as a balancing score, i.e., as a function $b(\mathbf{X})$ of the observed covariates such that the conditional distribution of \mathbf{X} given $b(\mathbf{X})$ is the same for the treated ($Z=1$) and control ($Z=0$) subjects. By using the probability that a subject would have been treated (the propensity score) to adjust the estimate of the treatment effect, evaluators created a *quasi-experiment*. The goal is then to find two subjects with the same or nearby propensity score, one treated, one a control. These two subjects can be thought of as “*randomly assigned*” to each group, since they have the same probability of being in either group, given their covariates.

Identifying a comparison set: The propensity scores can be used to adjust for covariates ‘prior’ to calculating the treatment effect, through the use of matching (explicitly on the p-score) or stratification. They can be used also for regression adjustment. Evaluators used the distribution of predicted probabilities across the combined set of participants and non-participants to identify quintiles; then divided the sample of districts into quintiles. Each quintile corresponds to one of five strata (Rosenbaum and Rubin 1984). Evaluators plotted the predicted probabilities within each stratum to compare the distribution of participants to non-participants. They sampled comparison districts from each stratum, as in stratified sampling, with disproportionate allocation across the strata. The strata with most number of “treatment” districts had the largest allocation of comparison districts, while strata with few “treatment” districts provided few comparison districts.

Results. The sample size is 1,231 districts. Evaluators left two participant districts out of the matching process as they were unique due to their size (Dallas ISD and Houston ISD). Eleven comparison districts were missing a predictor variable and could not be included in the logistic model. Thus, 1,218 districts were used in the matching process with 201 D.A.T.E. districts and 1,017 non-D.A.T.E. participants.

The t-tests suggested that the following characteristics were significantly different among the participants and non-participants: District wealth, All students count, percent Black, percent

Hispanic, LEP percent, award_per_campus, ever participated in G.E.E.G., award amounts, and proportion of exemplary districts. After adjustment by the p-score, the following characteristics still remained significant indicating a lack of balance across the participants and non-participants: teacher FTE count, student count, number of schools, sum_total_award and proportion of exemplary districts.

The distribution of the predicted probabilities for the participants and non-participants overlapped completely in the middle three strata (percentiles 20% - 80%); the shape of the histograms was very similar across the two groups. In the highest quintile or stratum 5 (with p-scores close to 1), the participants had a longer right tail with more participants having p-score values closer to 1 than the comparison group. In the lowest quintile or stratum 1, the non-participants had a longer left tail with values close to 0 while there were no participants with predicted probabilities below .02. Finally, the D.A.T.E. participants were concentrated in the top three strata (3-5), while the comparison districts were distributed across all of the strata. See Table B.3 for details

Table B.3: Distribution of D.A.T.E. and Non-D.A.T.E. Districts by Quintile

Quintile	Non-D.A.T.E. Districts	D.A.T.E. Districts	Total
1	234	9	243
2	231	13	244
3	223	21	244
4	189	55	244
5	140	103	243
Total	1,017	201	1,218

In a stratified approach to estimating the effect of participation, evaluators would produce a stratified estimator of the treatment effect. However, as evaluators had to go out and survey the comparison districts and had a lot of comparisons within each stratum, they drew a sample for each one with a sample size set to twice as many comparison districts as the number of participants in that stratum. As the distribution of the histograms was very similar within each stratum across the participants and non-participants, they felt comfortable drawing a random sample to represent the entire distribution of the p-scores in that stratum. In stratum 5, the number of comparisons was close to the number of participants, so they kept all of them. In strata 2-4, they drew a random sample of comparison districts. In stratum 1, evaluators restricted the range of p-scores for the comparison group to the region of overlap (.02 or above) and then sampled.

Evaluators decided to use the p-scores for stratification rather than matching because they suspected that the predictors were not able to fully model the selection behavior, based on the predicted probabilities of the participants from non-participants. If the predictors were strongly correlated with participation (or, good discriminants), one would expect the predicted probabilities of the D.A.T.E. participants to be close to 1 while those of the non-participants would be closer to 0. However, evaluators found that the predicted probabilities for each group ranged between 0 and 1, and there were participants with predicted probabilities even in the lowest quintile (with pred. probabilities close to 0). As a result, they decided not to use the actual p-score value for matching. Instead they used the p-scores for stratification, which seems to be more robust to mis-specification of the model. Using the p-score just for stratification makes evaluators less dependent on model assumptions and on the magnitude of the p-score.

See Figures B.1 to B.7 for visual representation of the strata explained above.

Figure B.1: P-Score Matching, Stratum 1

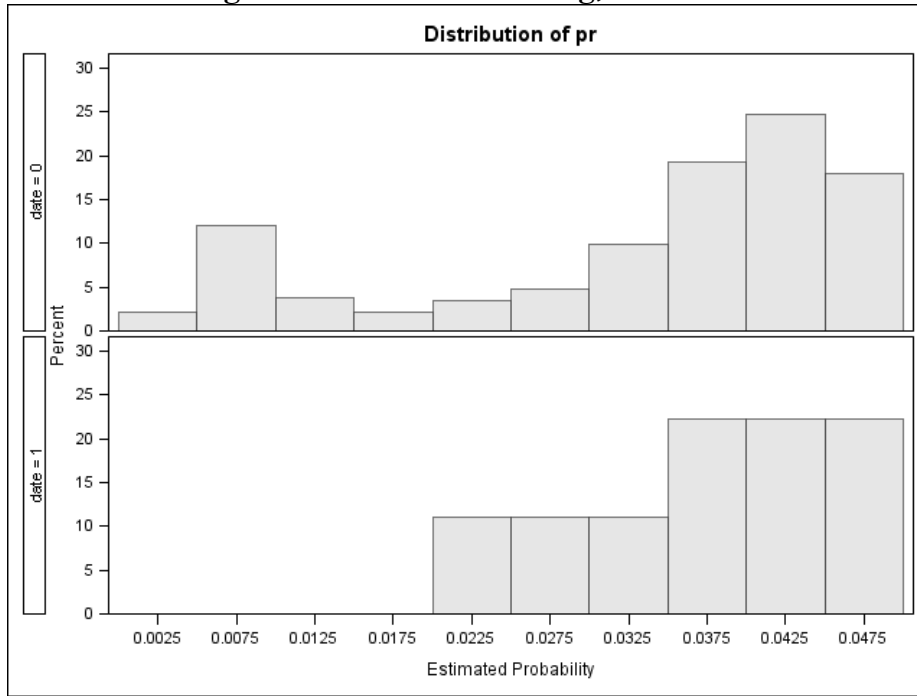


Figure B.2: P-Score Matching, Stratum 2

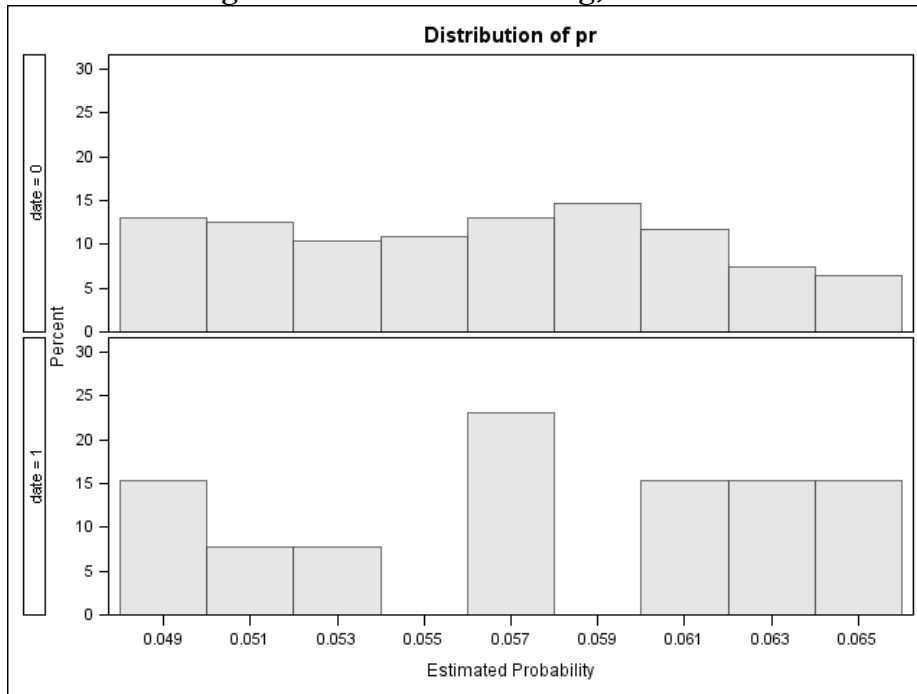


Figure B.3: P-Score Matching, Stratum 3

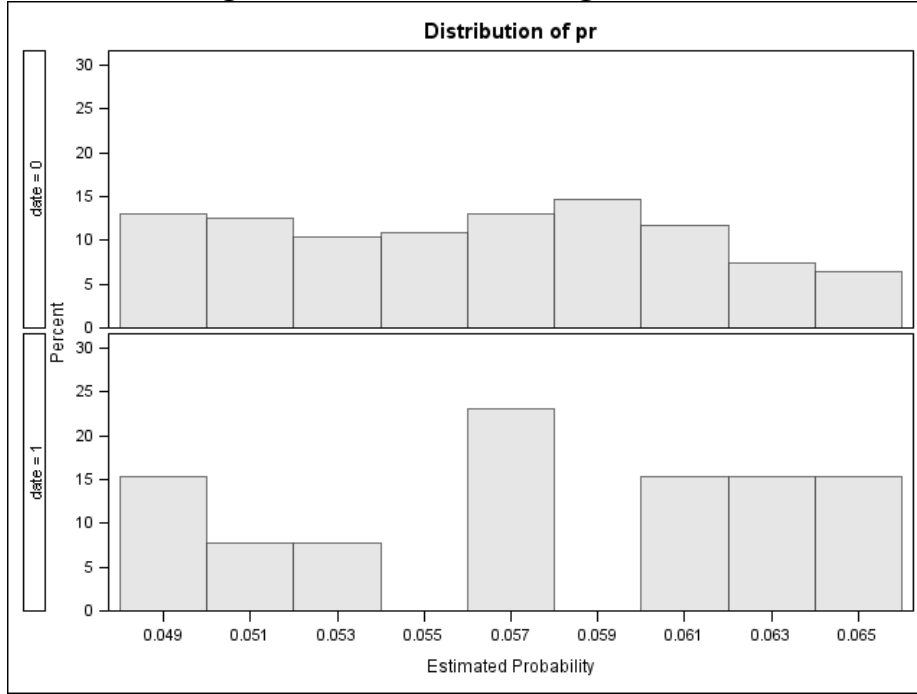


Figure B.4: P-Score Matching, Stratum 4

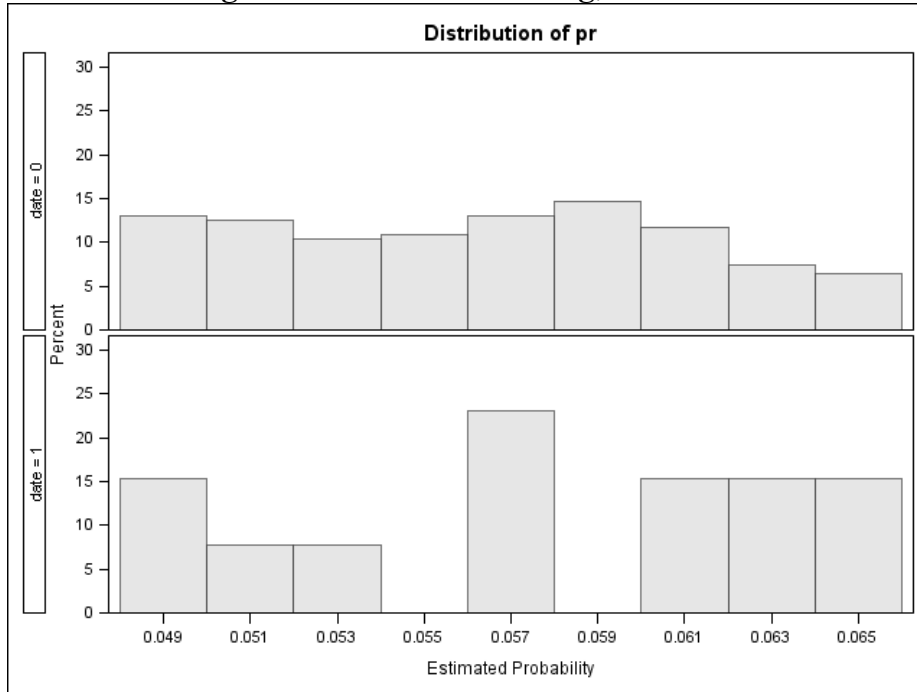


Figure B.5: P-Score Matching, Stratum 5

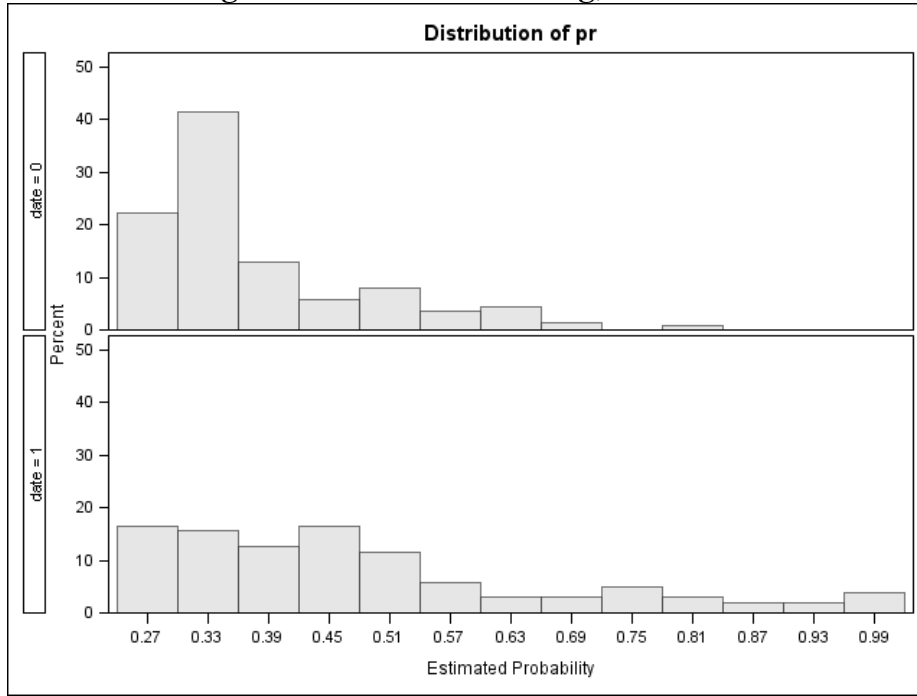


Figure B.6: P-Score, Before Matching

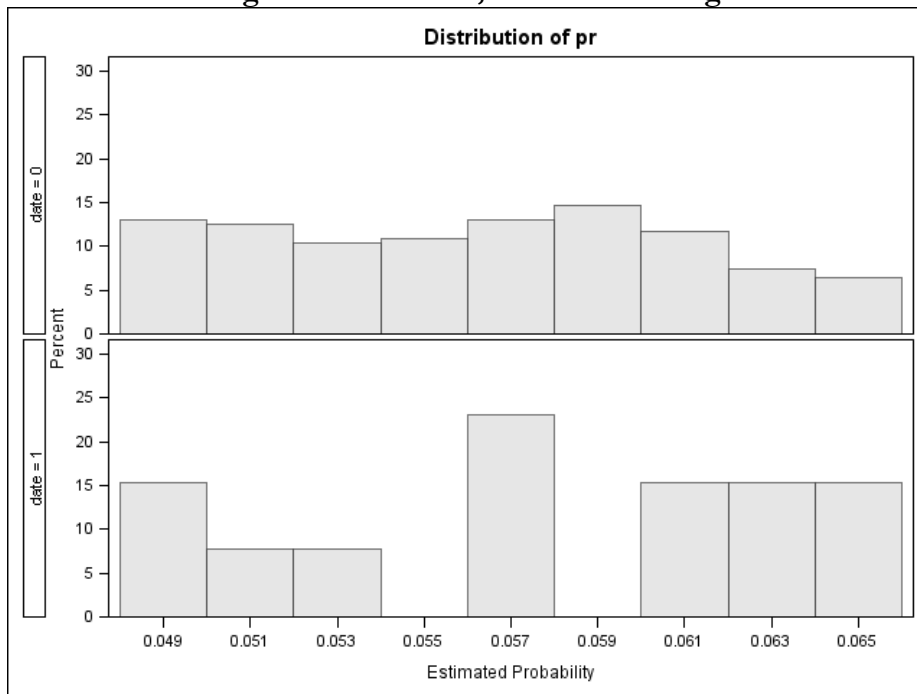
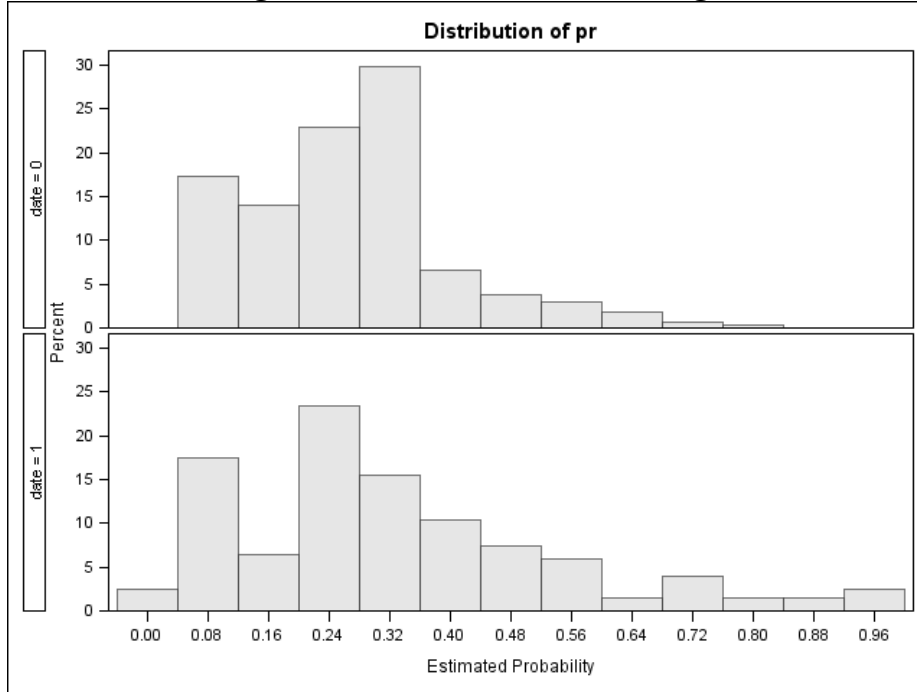


Figure B.7: P-Score, After Matching



Using this methodology, evaluators selected a comparison group of 336 districts. Table B.4 provides an overview of characteristics identified as statistically different between participant and non-participant districts. It identifies the average value of each characteristic for participant districts, non-participant districts, and the set of comparison districts. For most variables, with the exception of two, the value for comparison districts approximates that of D.A.T.E. participant districts.

Table B.4: Year 1 D.A.T.E., Non-D.A.T.E. and Comparison District Characteristics

District Characteristics	Non-D.A.T.E. Districts (Mean)	Non-D.A.T.E. Districts (N)	D.A.T.E. Districts (Mean)	D.A.T.E. Districts (N)	Comp. Group (Mean)	Comp. Group (N)
District wealth (i.e., tax property value-standardized total per pupil)	\$410,381.00	1017	\$288,418.00	199	\$287,810.15	336
Urbanicity (i.e., Percent of schools in district identified as urban)	0.98	1018	0.97	199	0.97	336
Student count	2358.20	1027	9366.20	200	4178.63	336
Percent white students	54.66%	1027	35.95%	200	39.67%	336
Percent African-American students	10.79%	1027	15.82%	200	13.80%	336
Percent Hispanic students	32.95%	1027	46.42%	200	45.26%	336
Percent ED students	53.21%	1027	64.02%	200	64.24%	336
Percent LEP students	7.36%	1027	12.40%	200	11.44%	336
Percent special education students	11.47%	1027	10.37%	200	10.69%	336
Percent of districts with Exemplary rating	0.04	1028	<0.01	201	<0.01	336
Percent of district's with schools participating in G.E.E.G. program	0.02	1028	0.10	201	0.06	336
Percent of district's with schools participating in T.E.E.G. program	0.34	1028	0.77	201	0.74	336
G.E.E.G. and T.E.E.G. award Total amount in district	\$316,313.00	358	\$926,795.00	156	\$301,339.29	336
G.E.E.G. and T.E.E.G. award Per school amount	\$63,226.40	358	\$75,171.80	156	\$49,753.50	336

N counts for G.E.E.G. and T.E.E.G. award total and G.E.E.G. and T.E.E.G. award per school are lower as means were only calculated for districts that had participated in G.E.E.G. and T.E.E.G..

Source: Academic Excellence Indicator System (AEIS) 2007-08; Micropolitan Statistical Areas (MCSAS) 2007-08; G.E.E.G. and T.E.E.G. applications submitted to TEA for G.E.E.G. Years 1-3 and T.E.E.G. Cycles 1-3.

2010 District Surveys

In 2010, two separate surveys were administered. The first to the 191 districts that had participated in D.A.T.E. during Year 1 of the program (2008-09) and continued participation into Year 2 of the program (2009-10). The second survey was administered to the 12 districts that had participated in Year 1 of D.A.T.E. but discontinued participation for Year 2. Evaluators successfully gathered responses from 94% (179) of the 191 Year 2 D.A.T.E. districts and 92% (11) of the 12 districts that participated only in Year 1 of the program.

2010 continuing D.A.T.E. district survey

All 191 D.A.T.E. districts continuing D.A.T.E. participation in Year 2 of the program were sent an online survey in January 2010 to be completed by a district official (or some district representative) most familiar with the district's D.A.T.E. decision process. The online survey was first sent to district superintendents, who could then either complete the survey or send it along to the most appropriate district representative.

The online survey took approximately 15 minutes to complete and responses are kept confidential by the evaluation team. Results are only reported in the aggregate and no responses are attributed to any specific district or individual.

Evaluators achieved a 94% response rate by February 2009. Select characteristics of respondents are provided in Table B.5.

Table B.5: Continuing D.A.T.E. District Survey, Respondent Characteristics Jan. 2010

Respondent Characteristics	Percent (#) of Respondents
Superintendents	11.7% (21)
Other district official	64.2% (115)
Local school board member	0.0% (0)
Principal	11.7% (21)
Assistant principal	2.2% (4)
Full-time classroom teacher	3.4% (6)
Part-time classroom teacher	0.0% (0)
Other school staff member	6.7% (12)
Respondent involved in development of D.A.T.E. plan	96.1% (172)

N=179 district officials

Source: Based on authors' calculations of Continuing D.A.T.E. District January 2010 Survey results.

2010 non-continuing D.A.T.E. district survey

A district-level survey was also administered to superintendents in the 12 districts that discontinued participation in the D.A.T.E. program following Year 1. Again, the survey was online and sent out in January 2010 to be completed by a district official (or some district representative) most familiar with the district's decision not to participate in the D.A.T.E. program.

The online survey took approximately 15 minutes to complete and responses remain confidential. Results are reported in the aggregate and no responses are attributed to any specific district or

individual. Evaluators achieved a 92% response rate, with surveys completed by 11 of the 12 possible districts. Select characteristics of survey respondents are provided in Table B.6.

Table B.6: Non-Continuing D.A.T.E. District Survey, Respondent Characteristics Jan. 2010

Respondent Characteristics	Percent (#) of Respondents
Superintendents	36.4% (4)
Other district official	36.4% (4)
Local school board member	0.0% (0)
Principal	9.1% (1)
Assistant principal	0.0% (0)
Full-time classroom teacher	0.0% (0)
Part-time classroom teacher	0.0% (0)
Other school staff member	18.2% (2)
Respondent involved in decision not to participate in D.A.T.E.	81.8% (9)

N=11 district officials

Source: Based on authors' calculations of Non-Continuing D.A.T.E. District January 2010 Survey results.

Survey Instruments

The following pages provide the survey instruments used in January 2009 and January 2010 to gather information from district officials in D.A.T.E. and non-D.A.T.E. districts. Below is a summary of concepts addressed by each survey followed by the actual survey instruments.

The 2009 survey for D.A.T.E. districts addressed the following concepts:

- Importance of factors that led district to participate in Year 1 of the D.A.T.E. program.
- Role of district stakeholders in developing and approving Year 1 D.A.T.E. plan.
- Extent of district stakeholder agreement or disagreement with decision to participate in Year 1 of D.A.T.E.
- Nature of district's participation in Year 1 D.A.T.E. technical assistance activities.
- Usefulness of technical assistance activities.
- Challenges faced by district when implementing Year 1 D.A.T.E. plan.
- Recommendations for D.A.T.E. program.

The 2009 survey for comparison districts addressed the following concepts:

- Importance of factors that led district not to participate in Year 1 of the D.A.T.E. program.
- District stakeholders' involvement in decision not to participate in Year 1 of D.A.T.E.
- Likelihood of future participation in D.A.T.E.
- Factors that would encourage future participation in D.A.T.E.

The 2010 survey for continuing D.A.T.E. districts addressed the following concepts:

- Importance of factors that led district to participate in Year 2 of the D.A.T.E. program.
- Role of district stakeholders in developing and approving Year 2 D.A.T.E. plan.
- Perceived impact of Year 1 D.A.T.E. program.
- Reasons for significant changes to D.A.T.E. plan design from Year 1 to Year 2.
- Challenges faced by district when implementing Year 2 D.A.T.E. plan.
- Recommendations for D.A.T.E. program.

The 2010 survey for non-continuing D.A.T.E. districts (i.e., in Year 1 only of program) addressed the following concepts:

- Importance of factors that led district not to participate in Year 2 of the D.A.T.E. program.
- District stakeholders' involvement in decision not to participate in Year 2 of D.A.T.E.
- Perceived impact of Year 1 D.A.T.E. program.
- Factors that would encourage future participation in D.A.T.E.

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

January 2009 District Survey for DATE Participants

Dear Superintendent, The National Center on Performance Incentives (NCPI), under contract with the Texas Education Agency (TEA), is conducting an evaluation of the District Awards for Teacher Excellence (DATE) program. We understand that your district is participating in DATE during the 2008-09 school year. As part of program reporting requirements, we are asking that you complete this very short progress report about your district's reasons for participating and the process by which your DATE plan has been implemented.

We ask for **ONLY ONE** submission from each district. We also remind you that all responses will remain entirely confidential and no identifying information will be shared with TEA or included in any published reports. If you feel that another district official is better informed about the reason(s) for which the district chose to participate in DATE and the implementation process, we ask that you direct that person to complete this survey.

This survey should take approximately 15-20 minutes to complete. You must complete it in one sitting, as there is no option to save partial answers and continue at a later time.

Why Participate in the DATE Program?

1. It is our understanding that your district is participating in the District Awards for Teacher Excellence (DATE) program during the 2008-09 school year. We would like to learn more about the factors that led your district to participate in this state-funded performance incentive program.

How important was each of the following factors in your district's decision to participate in the DATE program? Please select the most appropriate response for items "a" through "j" below.

a. School personnel deserve extra pay for the work they are already doing.

Not Important Low Importance Moderate Importance High Importance

b. The DATE program will improve the quality of instruction in schools.

Not Important Low Importance Moderate Importance High Importance

c. The DATE program will improve the quality of student performance in schools.

Not Important Low Importance Moderate Importance High Importance

d. The DATE program will improve the quality of teachers in schools.

Not Important Low Importance Moderate Importance High Importance

e. The DATE program will improve the district's ability to recruit and retain teachers in hard-to-staff schools.

Not Important Low Importance Moderate Importance High Importance

f. The DATE program will improve the district's ability to recruit and retain teachers in hard-to-staff subject areas or other teaching assignments.

Not Important Low Importance Moderate Importance High Importance

g. The district has heard about or witnessed the positive experiences of schools that participated in other state-funded performance incentive programs (e.g., GEEG or TEEG programs)

Not Important Low Importance Moderate Importance High Importance

h. The district wants to use any money it can possibly get from the state.

Not Important Low Importance Moderate Importance High Importance

i. The district will receive a significant sum of money from the DATE grant.

Not Important Low Importance Moderate Importance High Importance

j. The district was interested in trying something new.

Not Important Low Importance Moderate Importance High Importance

Please indicate any other factors that led to your district's decision to participate in the DATE program.

2. We are interested in learning which district community members participated in the process of DATE plan design and implementation.

For each type of community member listed below, please indicate whether anyone in that position was involved in any of the following ways:

(a) Were they involved in the development of your district's DATE plan?

(b) Did they vote in approval of the district's DATE plan? (NOTE: If your district did not take a formal vote to approve the DATE plan, please do NOT check any cells related to that matter.)

(c) Did they disagree with the district's decision to participate in the DATE program?

(d) The extent of their involvement is unknown.

Select all applicable responses for items "a" through "p" below.

a. Superintendent

Involved in developing DATE plan. Voted to approve DATE plan. Disagreed with DATE. Unknown.

b. Other district officials

Involved in developing DATE plan. Voted to approve DATE plan. Disagreed with DATE. Unknown.

c. Local school board members

Involved in developing DATE plan. Voted to approve DATE plan. Disagreed with DATE. Unknown.

d. Principals

Involved in developing DATE plan. Voted to approve DATE plan. Disagreed with DATE. Unknown.

e. Assistant principals

Involved in developing DATE plan. Voted to approve DATE plan. Disagreed with DATE. Unknown.

f. Full-time classroom teachers

Involved in developing DATE plan. Voted to approve DATE plan. Disagreed with DATE. Unknown.

g. Part-time classroom teachers

Involved in developing DATE plan. Voted to approve DATE plan. Disagreed with DATE. Unknown.

h. School-level instructional specialists (e.g., instructional coaches, reading/math specialists)

Involved in developing DATE plan. Voted to approve DATE plan. Disagreed with DATE. Unknown.

i. School-level instructional support staff (e.g., teacher's aid)

Involved in developing DATE plan. Voted to approve DATE plan. Disagreed with DATE. Unknown.

j. Librarians

Involved in developing DATE plan. Voted to approve DATE plan. Disagreed with DATE. Unknown.

k. School-level health support staff (e.g., nurse)

Involved in developing DATE plan. Voted to approve DATE plan. Disagreed with DATE. Unknown.

l. School-level counselors (e.g., social workers, career counselors)

Involved in developing DATE plan. Voted to approve DATE plan. Disagreed with DATE. Unknown.

m. Other school support staff (e.g., custodians, cafeteria workers, secretaries)

Involved in developing DATE plan. Voted to approve DATE plan. Disagreed with DATE. Unknown.

n. Community members and business leaders

Involved in developing DATE plan. Voted to approve DATE plan. Disagreed with DATE. Unknown.

o. Parents

Involved in developing DATE plan. Voted to approve DATE plan. Disagreed with DATE. Unknown.

p. Students (i.e., those enrolled in the district)

Involved in developing DATE plan. Voted to approve DATE plan. Disagreed with DATE. Unknown.

2a. YOU INDICATED THAT AT LEAST ONE GROUP DISAGREED WITH THE DISTRICT'S DECISION TO PARTICIPATE IN THE DATE PROGRAM.

Are you familiar with the factors that led them to disapprove of program participation?

Yes No

2b. How important was each of the following factors that led district community members NOT to support participation in the DATE program? Please select the most appropriate response for items "a" through "j" below.

a. The administrative demands (e.g., paperwork) would not be worth the time and effort required for DATE participation.

Not Important Low Importance Moderate Importance High Importance

b. The guidelines for the DATE program are unclear.

Not Important Low Importance Moderate Importance High Importance

c. The guidelines for the DATE program and the distribution of funds (e.g., 60% of funds for teacher incentive awards) are unfair.

Not Important Low Importance Moderate Importance High Importance

d. The criteria for teachers to receive incentive awards (as specified in DATE guidelines) do not measure important aspects of teaching and learning.

Not Important Low Importance Moderate Importance High Importance

e. Implementing a DATE program in the district would have a negative effect on school culture and professional collegiality.

Not Important Low Importance Moderate Importance High Importance

f. They heard that schools participating in other state-funded incentive pay programs (e.g., GEEG or TEEG programs) had a negative experience.

Not Important Low Importance Moderate Importance High Importance

g. The district does not have the organizational or technical capacity to implement a DATE performance incentive plan.

Not Important Low Importance Moderate Importance High Importance

h. The district had too many other challenges to deal with this school year.

Not Important Low Importance Moderate Importance High Importance

i. They are opposed to incentive pay in the field of education.

Not Important Low Importance Moderate Importance High Importance

j. The district was not eligible for a sufficient sum of money from the DATE grant.

Not Important Low Importance Moderate Importance High Importance

Please use the space below to explain any other factors that led some district community members not to support participation in the DATE program.

3. Did members in your district participate in the technical assistance activities offered to DATE participants by the state during the 2007-08 school year?

Yes No Do Not Know

3a. Which of the following members of your district participated in those technical assistance activities? Please select the most appropriate response for items "a" through "p" below.

a. Superintendent

Yes No Do Not Know

b. Other district officials

Yes No Do Not Know

c. Local school board members

Yes No Do Not Know

d. Principals

Yes No Do Not Know

e. Assistant principals

Yes No Do Not Know

f. Full-time classroom teachers

Yes No Do Not Know

g. Part-time classroom teachers

Yes No Do Not Know

h. School-level instructional specialists (e.g. instructional coaches, reading/math specialists)

Yes No Do Not Know

i. School-level instructional support staff (e.g., teacher's aid)

Yes No Do Not Know

j. Librarians

Yes No Do Not Know

k. School-level health support staff (e.g., nurse)

Yes No Do Not Know

l. School-level counselors (e.g., social workers, career counselors)

Yes No Do Not Know

m. Other school support staff (e.g., custodians, cafeteria workers, secretaries)

Yes No Do Not Know

n. Community members and business leaders

Yes No Do Not Know

o. Parents

Yes No Do Not Know

p. Students (i.e., those enrolled in the district)

Yes No Do Not Know

Please use the space provided below to describe members of other groups that participated in DATE technical assistance activities during the 2007-08 school year.

3b. Below is a list of topics that were addressed in the technical assistance sessions provided by the state. Please indicate if your district participated in any of the sessions, and if so, how valuable that session was to your district.

Useless: Information provided did not influence our DATE plan design or decision at all.

A Little Useful: Information helped us think about our options, but did not directly influence how we designed our DATE plan.

Moderately Useful: Information provided general principles that we used to develop our DATE plan, but we could have used more specific assistance.

Extremely Useful: Lessons about design features introduced during the session were directly adopted into our DATE plan design.

a. Various ways to structure effective and meaningful incentive pay plans.

Yes, we participated. No, we did not participate. Unknown

How valuable was this session for your district?

Useless A little useful Moderately useful Extremely useful

b. Research-based evidence on elements of an effective teacher incentive pay plan.

Yes, we participated. No, we did not participate. Unknown

How valuable was this session for your district?

Useless A little useful Moderately useful Extremely useful

c. Identifying performance-based assessments for use at the local level.

Yes, we participated. No, we did not participate. Unknown

How valuable was this session for your district?

Useless A little useful Moderately useful Extremely useful

d. Developing capacity or systems for measuring value-added improvement.

Yes, we participated. No, we did not participate. Unknown

How valuable was this session for your district?

Useless A little useful Moderately useful Extremely useful

e. Creating capacity for effective data systems at the local level that support teacher incentive pay programs.

Yes, we participated. No, we did not participate. Unknown

How valuable was this session for your district?

Useless A little useful Moderately useful Extremely useful

f. Professional development on communications and stakeholder engagement.

Yes, we participated. No, we did not participate. Unknown

How valuable was this session for your district?

Useless A little useful Moderately useful Extremely useful

g. Overview of DATE program guidelines and grant requirements.

Yes, we participated. No, we did not participate. Unknown

How valuable was this session for your district?

Useless A little useful Moderately useful Extremely useful

h. Lessons learned from other Texas performance incentive programs.

Yes, we participated. No, we did not participate. Unknown

How valuable was this session for your district?

Useless A little useful Moderately useful Extremely useful

Please use the space provided below to describe other topics addressed during DATE technical assistance sessions during the 2007-08 school year.

DATE Recommendations and Concluding Thoughts

4. What have been the most significant challenges your district has faced in trying to implement its DATE plan during the 2008-09 school year? Please use the space provided below.

5. What recommendations do you or others in your district have that would improve your district's ability to implement its DATE plan more effectively? Please use the space provide below.

6. In the past three school years (2006-07, 2007-08, 2008-09), has your district operated an incentive pay program that rewards teacher performance OTHER THAN the following state-funded programs: (1) Governor's Educator Excellence Grant (GEEG) program, (2) Texas Educator Excellence Grant (TEEG) program, or (3) District Awards for Teacher Excellence (DATE) program?

Yes No

6a. If yes, please name and briefly describe these other local incentive pay program(s).

Background Information

7. Please identify the job title that best describes your current professional position during this 2008-09 school year.

- Superintendent
- Other local official
- Local school board member
- Principal
- Assistant principal
- Full-time classroom teacher
- Part-time classroom teacher
- Other school staff member (i.e., not principal, assistant principal, or classroom teacher)

8. Were you personally involved in the development of your district's DATE performance incentive plan?

Yes No

District Awards for Teacher Excellence (DATE) Program

January 2009 District Survey for Comparison Districts

Dear Superintendent, The National Center on Performance Incentives (NCPI), under contract with the Texas Education Agency (TEA), is conducting an evaluation of the District Awards for Teacher Excellence (DATE) program. We understand that your district is not participating in that state-funded incentive pay program, but your district has been randomly selected to participate in this data collection activity. We are asking that you complete this very short survey about the reasons for which your district chose not to participate in the voluntary DATE program. Much can be learned from the attitudes and opinions of those districts that did not participate and we look forward to receiving your response.

We ask for **ONLY ONE** submission from each district. We also remind you that all responses will remain entirely confidential and no identifying information will be shared with TEA or included in any published reports. If you feel that another district official is better informed about the reason(s) for which the district did not participate in DATE, we ask that you direct that person to complete this survey.

This survey should take no more than 15 minutes to complete. You must complete it in one sitting, as there is no option to save partial answers and continue at a later time.

Why Not Participate in the DATE Program?

1. We are aware that your district decided not to participate in the state-funded District Awards for Teacher Excellence (DATE) program. Please indicate which members of your district were involved in the decision not to participate in the DATE program. For items "a" through "p" below, select the most appropriate response.

a. Superintendent

Yes No Do Not Know

b. Other district officials

Yes No Do Not Know

c. Local school board members

Yes No Do Not Know

d. Principals

Yes No Do Not Know

e. Assistant principals

Yes No Do Not Know

f. Full-time classroom teachers

Yes No Do Not Know

g. Part-time classroom teachers

Yes No Do Not Know

h. School-level instructional specialists (e.g. instructional coaches, reading/math specialists)

Yes No Do Not Know

i. School-level instructional support staff (e.g. teacher's aid)

Yes No Do Not Know

j. Librarians

Yes No Do Not Know

k. School-level health support staff (e.g. nurse)

Yes No Do Not Know

l. School-level counselors (e.g. social workers, career counselors)

Yes No Do Not Know

m. Other school support staff (e.g. custodians, cafeteria workers, secretaries)

Yes No Do Not Know

n. Community members and business leaders

Yes No Do Not Know

o. Parents

Yes No Do Not Know

p. Students

Yes No Do Not Know

Please use the space provided below to describe members of other groups that were involved in the district's decision not to participate in the DATE program.

2. We are interested in learning why your district decided not to participate in the state-funded DATE program despite being eligible to receive funds. Please indicate how important each of the following factors was in the district's decision not to participate in the DATE program. Please select the most appropriate response for items "a" through "k" below.

a. The district was not aware of its eligibility to participate in the DATE program.

Not Important Low Importance Moderate Importance High Importance

b. The administrative demands (e.g., paperwork) would not be worth the time and effort required for DATE participation.

Not Important Low Importance Moderate Importance High Importance

c. The program guidelines for the DATE program are unclear.

Not Important Low Importance Moderate Importance High Importance

d. The guidelines for the DATE program and the distribution of funds (e.g., 60% of funds for teacher incentive awards) are unfair.

Not Important Low Importance Moderate Importance High Importance

e. The criteria for teachers to receive incentive awards (as specified in DATE guidelines) do not measure important aspects of teaching and learning.

Not Important Low Importance Moderate Importance High Importance

f. Implementing a DATE program in the district would have a negative effect on school culture and professional collegiality.

Not Important Low Importance Moderate Importance High Importance

g. Our district heard that schools participating in other state-funded incentive pay programs (e.g., GEEG or TEEG programs) had a negative experience.

Not Important Low Importance Moderate Importance High Importance

h. The district does not have the organizational or technical capacity to implement a DATE performance incentive plan.

Not Important Low Importance Moderate Importance High Importance

i. The district had too many other challenges to deal with this school year.

Not Important Low Importance Moderate Importance High Importance

j. The district is opposed to incentive pay in the field of education.

Not Important Low Importance Moderate Importance High Importance

k. The district was not eligible for a sufficient sum of money from the DATE grant.

Not Important Low Importance Moderate Importance High Importance

Please use the space provided to explain any other reasons that your district did not participate in the DATE program despite being eligible to do so.

Prospect of Future Participation in DATE Program

3 Assuming DATE program guidelines and grant requirements remain the same, if given another opportunity to participate in the DATE program, what is the likelihood that your district would participate?

- No chance that the district would participate.
 Less than a 50% chance that the district would participate.
 More than a 50% chance that the district would participate.
 The district would definitely participate.

4 What factors would encourage your district to participate in the DATE program in future years? Please use the space provided below.

5. In the past three school years (2006-07, 2007-08, 2008-09), has your district operated an incentive pay program that rewards teacher performance OTHER THAN the following state-funded programs: (1) Governor's Educator Excellence Grant (GEEG) program or (2) Texas Educator Excellence Grant (TEEG) program?

Yes No

5a. If yes, please name and briefly describe these other local incentive pay program(s).

Background Information

6 Please identify the job title that best describes your current professional position during this 2008-09 school year.

- Superintendent
- Other district official
- Local school board member
- Principal
- Assistant principal
- Full-time classroom teacher
- Part-time classroom teacher
- Other school staff member (i.e. not principal, assistant principal, or classroom teacher)

7 Were you personally involved in your district's decision not to participate in the DATE program?

- Yes No

**District Awards for Teacher Excellence (D.A.T.E.)
Program:
2010 Spring Semester Survey for Districts
Continuing in D.A.T.E. Year 2**

The National Center on Performance Incentives (NCPI), under contract with the Texas Education Agency (TEA), is conducting an evaluation of the District Awards for Teacher Excellence (D.A.T.E.) program. We understand that your district is participating in D.A.T.E. during this 2009-2010 school year. We are asking that you complete this short survey about your district's reasons for participating and the process by which your D.A.T.E. plan has been implemented during the second year of program participation.

We ask for **ONLY ONE** submission for each district. This survey should take approximately 15-20 minutes to complete. You can download the survey as a PDF to review questions before submitting your responses. You can also save and return later if you are unable to complete the survey online in one sitting.

We remind you that no identifying information about respondents will be shared with the TEA or included in any published reports. District responses will only be reported in the aggregate in published reports. If you feel that another district official is better informed about these topics, we ask that you direct that person to complete this survey.

We want to confirm which school(s) in your district are participating in Year 2 of the D.A.T.E. program (i.e., this 2009-10 school year).

1. Are ALL SCHOOLS in your district participating in D.A.T.E. this school year?

Yes No

1a. You indicated that NOT all schools in your district are participating in D.A.T.E. this 2009-10 school year.

In the space below, please list each school that is participating in D.A.T.E. this year. Please write out the school name followed by the 9-digit unique campus ID in parentheses. Enter each school name (9-digit ID) on a new line. For example ...

School Name A (000000000)

School Name B (111111111)

2. How important was each of the following factors in your district's decision to participate in Year 2 of the D.A.T.E. program this 2009-10 school year?

Please select the most appropriate response for each item below.

Our district chose to participate in the D.A.T.E. program because ...

2a. School personnel deserve extra pay for the work they are already doing.

Not important Low importance Moderate importance High importance

2b. The program will improve the quality of instruction in schools.

Not important Low importance Moderate importance High importance

2c. The program will improve the quality of student performance in schools.

Not important Low importance Moderate importance High importance

2d. The program will improve the quality of teachers in schools.

Not important Low importance Moderate importance High importance

2e. The program will improve the district's ability to recruit and retain teachers in hard-to-staff schools.

Not important Low importance Moderate importance High importance

2f. The program will improve the district's ability to recruit and retain teachers in hard-to-staff subject areas or other teaching assignments.

Not important Low importance Moderate importance High importance

2g. The district had a positive experience participating in the program during the previous school year (2008-09).

Not important Low importance Moderate importance High importance

2h. The district wants to use any money it can possibly get from the state.

Not important Low importance Moderate importance High importance

2i. The district receives a significant sum of money from the D.A.T.E. grant.

Not important Low importance Moderate importance High importance

2j. The district was interested in trying something new.

Not important Low importance Moderate importance High importance

2k. The district wants to improve the D.A.T.E. performance pay plan it implemented during the 2008-09 school year.

Not important Low importance Moderate importance High importance

2l. The district wants to use D.A.T.E. funds to supplement an existing performance pay program (i.e., one that existed prior to D.A.T.E. funds).

Not important Low importance Moderate importance High importance

2m. The district was encouraged to participate in the program by local stakeholders (e.g., school board members, parents, legislators).

Not important Low importance Moderate importance High importance

2n. Please indicate any other factors that led to your district's decision to participate in a second year of the D.A.T.E. program in 2009-10.

3. Please indicate the extent to which you agree or disagree with each statement about the D.A.T.E. plan that operated in your district during the 2008-09 school year.

Please select the most appropriate response for each item below.

3a. The D.A.T.E. plan had negative effects in my district.

Strongly disagree Disagree Agree Strongly agree

3b. The D.A.T.E. plan did a good job of distinguishing effective from ineffective teachers in the district.

Strongly disagree Disagree Agree Strongly agree

3c. The D.A.T.E. plan caused resentment among teachers in my district.

Strongly disagree Disagree Agree Strongly agree

3d. The D.A.T.E. plan did not affect teaching practices or professional behaviors in my district.

Strongly disagree Disagree Agree Strongly agree

3e. The D.A.T.E. plan helped teachers in my district feel more satisfied with their jobs.

Strongly disagree Disagree Agree Strongly agree

3f. The D.A.T.E. plan contributed to improvements in the quality of professional development offered to teachers in my district.

Strongly disagree Disagree Agree Strongly agree

3g. The D.A.T.E. plan helped improve teaching practices in my district.

Strongly disagree Disagree Agree Strongly agree

3h. The D.A.T.E. plan helped increase student learning in my district.

Strongly disagree Disagree Agree Strongly agree

4. We are interested in learning how district community members participated in the process of D.A.T.E. plan design and implementation for the 2009-10 school year.

For each district member listed below, please answer all applicable questions.

4a. Was the SUPERINTENDENT involved in the district's D.A.T.E. decision-making process?

No Yes Do not know

Did he or she participate in an official vote during the D.A.T.E. decision-making process?

No Yes Do not know

Was he or she in favor or against participating in D.A.T.E. Year 2?

In favor Against Do not know

Was he or she in favor or against the D.A.T.E. Year 2 plan submitted to the TEA?

In favor Against Do not know

4b. Were OTHER DISTRICT OFFICIALS involved in the district's D.A.T.E. decision-making process?

No Yes Do not know

Did they participate in an official vote during the D.A.T.E. decision-making process?

No Yes Do not know

Were they in favor or against participating in D.A.T.E. Year 2?

In favor Against Do not know

Were they in favor or against the D.A.T.E. Year 2 plan submitted to the TEA?

In favor Against Do not know

4c. Were LOCAL SCHOOL BOARD MEMBERS involved in the district's D.A.T.E. decision-making process?

No Yes Do not know

Did they participate in an official vote during the D.A.T.E. decision-making process?

No Yes Do not know

Were they in favor or against participating in D.A.T.E. Year 2?

In favor Against Do not know

Were they in favor or against the D.A.T.E. Year 2 plan submitted to the TEA?

In favor Against Do not know

4d. Were PRINCIPALS involved in the district's D.A.T.E. decision-making process?

No Yes Do not know

Did they participate in an official vote during the D.A.T.E. decision-making process?

No Yes Do not know

Were they in favor or against participating in D.A.T.E. Year 2?

In favor Against Do not know

Were they in favor or against the D.A.T.E. Year 2 plan submitted to the TEA?

In favor Against Do not know

4e. Were ASSISTANT PRINCIPALS involved in the district's D.A.T.E. decision-making process?

No Yes Do not know

Did they participate in an official vote during the D.A.T.E. decision-making process?

No Yes Do not know

Were they in favor or against participating in D.A.T.E. Year 2?

In favor Against Do not know

Were they in favor or against the D.A.T.E. Year 2 plan submitted to the TEA?

In favor Against Do not know

4f. Were FULL-TIME CLASSROOM TEACHERS involved in the district's D.A.T.E. decision-making process?

No Yes Do not know

Did they participate in an official vote during the D.A.T.E. decision-making process?

No Yes Do not know

Were they in favor or against participating in D.A.T.E. Year 2?

In favor Against Do not know

Were they in favor or against the D.A.T.E. Year 2 plan submitted to the TEA?

In favor Against Do not know

4g. Were PART-TIME CLASSROOM TEACHERS involved in the district's D.A.T.E. decision-making process?

No Yes Do not know

Did they participate in an official vote during the D.A.T.E. decision-making process?

No Yes Do not know

Were they in favor or against participating in D.A.T.E. Year 2?

In favor Against Do not know

Were they in favor or against the D.A.T.E. Year 2 plan submitted to the TEA?

In favor Against Do not know

4h. Were SCHOOL-LEVEL INSTRUCTIONAL SPECIALISTS (e.g., instructional coaches, reading/math specialists) involved in the district's D.A.T.E. decision-making process?

No Yes Do not know

Did they participate in an official vote as part of the D.A.T.E. decision-making process?

No Yes Do not know

Were they in favor or against participating in D.A.T.E. Year 2?

In favor Against Do not know

Were they in favor or against the D.A.T.E. Year 2 plan submitted to the TEA?

In favor Against Do not know

4i. Were SCHOOL-LEVEL INSTRUCTIONAL SUPPORT STAFF (e.g., teacher's aid) involved in the district's D.A.T.E. decision-making process?

No Yes Do not know

Did they participate in an official vote as part of the D.A.T.E. decision-making process?

No Yes Do not know

Were they in favor or against participating in D.A.T.E. Year 2?

In favor Against Do not know

Were they in favor or against the D.A.T.E. Year 2 plan submitted to the TEA?

In favor Against Do not know

4j. Were OTHER SCHOOL-LEVEL STAFF (e.g., librarian, nurse, social workers, custodian) involved in the district's D.A.T.E. decision-making process?

No Yes Do not know

Did they participate in an official vote as part of the D.A.T.E. decision-making process?

No Yes Do not know

Were they in favor or against participating in D.A.T.E. Year 2?

In favor Against Do not know

Were they in favor or against the D.A.T.E. Year 2 plan submitted to the TEA?

In favor Against Do not know

4k. Were COMMUNITY MEMBERS AND BUSINESS LEADERS involved in the district's D.A.T.E. decision-making process?

No Yes Do not know

Did they participate in an official vote as part of the D.A.T.E. decision-making process?

No Yes Do not know

Were they in favor or against participating in D.A.T.E. Year 2?

In favor Against Do not know

Were they in favor or against the D.A.T.E. Year 2 plan submitted to the TEA?

In favor Against Do not know

4l. Were PARENTS involved in the district's D.A.T.E. decision-making process?

No Yes Do not know

Did they participate in an official vote as part of the D.A.T.E. decision-making process?

No Yes Do not know

Were they in favor or against participating in D.A.T.E. Year 2?

In favor Against Do not know

Were they in favor or against the D.A.T.E. Year 2 plan submitted to the TEA?

In favor Against Do not know

4m. Were STUDENTS (i.e., those enrolled in the district) involved in the district's D.A.T.E. decision-making process?

No Yes Do not know

Did they participate in an official vote as part of the D.A.T.E. decision-making process?

No Yes Do not know

Were they in favor or against participating in D.A.T.E. Year 2?

In favor Against Do not know

Were they in favor or against the D.A.T.E. Year 2 plan submitted to the TEA?

In favor Against Do not know

We are interested in learning how your district may have changed its D.A.T.E. plan, if at all, from its first to second year of program participation.

5. Did the district significantly change the design of its D.A.T.E. performance pay plan between Year 1 (2008-09) and Year 2 (2009-10) of program participation?

- No Yes Do not know

We are interested in knowing WHY your district decided to change the nature of its D.A.T.E. plan as it moved into the second year of program participation. To what extent do you agree or disagree with each of the following items?

Please select the most appropriate response for each item below.

5a. The district wants more personnel to have the chance to earn a bonus award.

- Strongly disagree Disagree Agree Strongly agree

5b. The district wants to make the D.A.T.E. plan more competitive (i.e., more challenging for school personnel to earn a bonus award).

- Strongly disagree Disagree Agree Strongly agree

5c. The district wants to increase the size of bonus awards available to school personnel.

- Strongly disagree Disagree Agree Strongly agree

5d. School personnel were unhappy with the design of the district's D.A.T.E. during the 2008-09 school year.

- Strongly disagree Disagree Agree Strongly agree

5e. The TEA suggested plan revisions during the plan application process.

- Strongly disagree Disagree Agree Strongly agree

5f. The district made changes based on lessons learned from technical assistance provided during its first year of D.A.T.E. participation.

- Strongly disagree Disagree Agree Strongly agree

5g. The district made changes based on research findings about performance pay programs operating in Texas or in other states/localities across the country.

- Strongly disagree Disagree Agree Strongly agree

5h. Please indicate any other factors that led to your district's decision to significantly change the design of its D.A.T.E. plan from Year 1 to Year 2 of program participation.

We are interested in learning how the district used (or plans to use) its Cycle 1, Year 1 D.A.T.E. grant for Part 2 purposes. D.A.T.E. guidelines explain that Part 2 funds, up to 40 percent of the grant award, can be used to:

- (1) Recruit/retain teachers**
- (2) Reward career, mentor, or master teachers**
- (3) Provide on-going applied professional growth**
- (4) Improve local data capabilities**
- (5) Provide principal incentives or awards to other campus employees**
- (6) Implement other elements of the Teacher Advancement Program (TAP)**

Cycle 1, Year 1 participants must distribute these funds by the end of February 2010.

6. Has or will your district use some portion of its Cycle 1, Year 1 D.A.T.E. grant for Part 2 purposes?

- No Yes Do not know

Below is a list of possible ways to use Part 2 funds from your Cycle 1, Year 1 D.A.T.E. grant. Again, these are Part 2 funds that must be distributed by the end of February 2010.

For each item listed below, please indicate whether or not the district uses Part 2 funds for that purpose.

6a. Bonus awards for classroom teachers

- No Yes Do not know

How much Part 2 funding has or will be used for this purpose?

6b. Bonus awards for principals or other administrators

- No Yes Do not know

How much Part 2 funding has or will be used for this purpose?

6c. Bonus awards for other school personnel

- No Yes Do not know

How much Part 2 funding has or will be used for this purpose?

6d. Stipends for teachers working in shortage areas

- No Yes Do not know

How much Part 2 funding has or will be used for this purpose?

6e. Stipends for teachers working in areas with high percentages of out-of-field teachers

No Yes Do not know

How much Part 2 funding has or will be used for this purpose?

6f. Stipends for teachers certified in their main teaching subject area(s)

No Yes Do not know

How much Part 2 funding has or will be used for this purpose?

6g. Stipends for teachers holding post-graduate degree(s)

No Yes Do not know

How much Part 2 funding has or will be used for this purpose?

6h. Stipends for mentor or master teachers

No Yes Do not know

How much Part 2 funding has or will be used for this purpose?

6i. On-going applied professional growth activities

No Yes Do not know

How much Part 2 funding has or will be used for this purpose?

6j. Improvements to local data capabilities

No Yes Do not know

How much Part 2 funding has or will be used for this purpose?

6k. Other purposes (not listed above in 6a-6j)

No Yes Do not know

Please explain the other purpose in the space provided.

How much Part 2 funding has or will be used for this purpose?

Using the space provided, please explain the district's rationale for how it used (or will use) Part 2 funds from the Cycle 1, Year 1 D.A.T.E. grant. That is, what led to those choices for fund distribution?

If your district is NOT using any portion of its Cycle 1, Year 1 D.A.T.E. grant for Part 2 purposes, please also explain that rationale.

We want to learn about any challenges your district may have experienced, if any, during its participation in the D.A.T.E. program along with any recommendations you (or others in your district) may have for program improvement.

7. To what extent do you agree or disagree with each of the following statements about possible challenges your district may be facing as it participates in the D.A.T.E. program?

Please select the most appropriate response for each item below.

7a. The demands (e.g., time, paperwork) of submitting a D.A.T.E. grant application to the TEA were too burdensome.

- Strongly disagree Disagree Agree Strongly agree

7b. The demands (e.g., time, paperwork) of implementing the D.A.T.E. plan are too burdensome.

- Strongly disagree Disagree Agree Strongly agree

7c. The guidelines issued by the TEA for the D.A.T.E. program are unclear.

- Strongly disagree Disagree Agree Strongly agree

7d. The guidelines issued by the TEA for the D.A.T.E. program are unfair.

- Strongly disagree Disagree Agree Strongly agree

7e. It is difficult to determine criteria for deciding which school personnel will receive a bonus award as part of the district's D.A.T.E. plan.

- Strongly disagree Disagree Agree Strongly agree

7f. Participating in the D.A.T.E. program is having a negative effect on school culture and collegiality in my district.

- Strongly disagree Disagree Agree Strongly agree

7g. The district does not have sufficient ORGANIZATIONAL capacity (e.g., personnel) to implement the D.A.T.E. plan as desired.

- Strongly disagree Disagree Agree Strongly agree

7h. The district does not have sufficient TECHNICAL capacity (e.g., data systems) to implement the D.A.T.E. plan as desired.

- Strongly disagree Disagree Agree Strongly agree

7i. The amount of the D.A.T.E. grant is insufficient to meet goals of the district's performance pay plan.

- Strongly disagree Disagree Agree Strongly agree

7j. School personnel have trouble understanding the goals and design of the D.A.T.E. plan used by the district.

- Strongly disagree Disagree Agree Strongly agree

7k. The district's D.A.T.E. plan conflicts with other programs operating in the district.

- Strongly disagree Disagree Agree Strongly agree

8. What recommendations do you or others in your district have that would improve your district's ability to implement its D.A.T.E. plan more effectively?

District and Professional Information

9. In the past three school years (2006-07, 2007-08, 2008-09) has your district operated a performance pay plan that rewards school personnel performance OTHER THAN the following state-funded programs:

- (a) Governor's Educator Excellence Grant (GEEG)
- (b) Texas Educator Excellence Grant (TEEG)
- (c) District Awards for Teacher Excellence (D.A.T.E.)?

No Yes Do not know

9a. Please name and briefly describe these other local performance pay plans using the space provided.

10. Please identify the job title that best describes your current professional position during this spring 2010 semester.

- Superintendent Other district official Local school board member Principal
 Assistant principal Full-time classroom teacher Part-time classroom teacher Other school staff member (i.e., not principal, assistant principal, or classroom teacher)

11. Were you personally involved in the development of your district's 2009-10 D.A.T.E. plan?

Yes No

**District Awards for Teacher Excellence (D.A.T.E.)
Program
2010 Spring Semester Survey for Districts
NOT Continuing in D.A.T.E. Year 2**

The National Center on Performance Incentives (NCPI), under contract with the Texas Education Agency (TEA), is conducting an evaluation of the District Awards for Teacher Excellence (D.A.T.E.) program. We understand that your district is NOT participating in D.A.T.E. during Year 2 of the program (i.e., 2009-2010 school year), but did participate during the first year. We are asking that you complete this short survey about your district's experience in the D.A.T.E. program.

We ask for ONLY ONE submission for each district. This survey should take approximately 15 minutes to complete. You can download the survey as a PDF to review questions before submitting your responses. You can also save and return later if you are unable to complete the survey online in one sitting.

We remind you that no identifying information about respondents will be shared with the TEA or included in any published reports. District responses will only be reported in the aggregate in published reports. If you feel that another district official is better informed about these topics, we ask that you direct that person to complete this survey.

1. We are aware that your district decided not to participate in the state-funded District Awards for Teacher Excellence (D.A.T.E.) program during its second year (2009-10). Please indicate which members of your district were involved in the decision NOT to participate in the second year of the program.

Please select the most appropriate response for each item below.

1a. Superintendent

No Yes Do not know

1b. Other district officials

No Yes Do not know

1c. Local school board members

No Yes Do not know

1d. Principals

No Yes Do not know

1e. Assistant principals

No Yes Do not know

1f. Full-time classroom teachers

No Yes Do not know

1g. Part-time classroom teachers

No Yes Do not know

1h. School-level instructional specialists (e.g., instructional coaches, reading/math specialists)

No Yes Do not know

1i. School-level instructional support staff (e.g., teacher's aid)

No Yes Do not know

1j. Other school-level staff (e.g., librarian, nurse, social workers, custodians, etc.)

No Yes Do not know

1k. Community members and business leaders

No Yes Do not know

1l. Parents

No Yes Do not know

1m. Students

No Yes Do not know

1n. Please use the space provided to describe members of other groups that were involved in the district's decision NOT to participate in the D.A.T.E. program.

2. We would like to learn more about the factors that led your district NOT to participate in the D.A.T.E. program during the second year of the program (2009-10). To what extent do you agree or disagree with each comment below?

Please select the most appropriate response for each item below.

2a. The demands (e.g., time, paperwork) of submitting a D.A.T.E. grant to the TEA were too burdensome.

Strongly disagree Disagree Agree Strongly agree

2b. The demands (e.g., time, paperwork) of implementing the D.A.T.E. plan were too burdensome.

Strongly disagree Disagree Agree Strongly agree

2c. The guidelines issued by the TEA for the D.A.T.E. program were unclear.

Strongly disagree Disagree Agree Strongly agree

2d. The guidelines issued by the TEA for the D.A.T.E. program were unfair.

Strongly disagree Disagree Agree Strongly agree

2e. It was difficult to determine criteria for deciding which school personnel would receive a bonus award as part of the district's D.A.T.E. plan.

Strongly disagree Disagree Agree Strongly agree

2f. Participating in the D.A.T.E. program had a negative effect on school culture and professional collegiality.

Strongly disagree Disagree Agree Strongly agree

2g. The district did not have sufficient ORGANIZATIONAL capacity (e.g., personnel) to implement the D.A.T.E. plan as desired.

Strongly disagree Disagree Agree Strongly agree

2h. The district did not have sufficient TECHNICAL capacity (e.g., data systems) to implement the D.A.T.E. plan as desired.

Strongly disagree Disagree Agree Strongly agree

2i. The amount of the D.A.T.E. grant was insufficient to meet goals of the D.A.T.E. performance pay plan.

Strongly disagree Disagree Agree Strongly agree

2j. School personnel had trouble understanding the goals and design of the D.A.T.E. plan used by the district.

Strongly disagree Disagree Agree Strongly agree

2k. The district's D.A.T.E. plan conflicted with other programs operating in the district.

Strongly disagree Disagree Agree Strongly agree

3. Please indicate the extent to which you agree or disagree with each statement about the D.A.T.E. plan that operated in your district during the 2008-09 school year (i.e., about the district's experience in Year 1 of the program).

Please select the most appropriate response from each item below.

3a. The D.A.T.E. plan had negative effects in my district.

- Strongly disagree Disagree Agree Strongly agree

3b. The D.A.T.E. plan did a good job of distinguishing effective from ineffective teachers in my district.

- Strongly disagree Disagree Agree Strongly agree

3c. The D.A.T.E. plan caused resentment among teachers in my district.

- Strongly disagree Disagree Agree Strongly agree

3d. The D.A.T.E. plan did not affect teaching practices or professional behaviors in my district.

- Strongly disagree Disagree Agree Strongly agree

3e. The D.A.T.E. plan helped teachers feel more satisfied with their jobs in my district.

- Strongly disagree Disagree Agree Strongly agree

3f. The D.A.T.E. plan contributed to improvements in the quality of professional development offered to teachers in my district.

- Strongly disagree Disagree Agree Strongly agree

3g. The D.A.T.E. plan helped improve teaching practices in my district.

- Strongly disagree Disagree Agree Strongly agree

3h. The D.A.T.E. plan helped increase student learning in my district.

- Strongly disagree Disagree Agree Strongly agree

We are interested in learning how the district used (or plans to use) its Cycle 1, Year 1 D.A.T.E. grant for Part 2 purposes. D.A.T.E. guidelines explain that Part 2 funds, up to 40 percent of the grant award, can be used to:

- (1) Recruit/retain teachers
- (2) Reward career, mentor, or master teachers
- (3) Provide on-going applied professional growth
- (4) Improve local data capabilities
- (5) Provide principal incentives or awards to other campus employees
- (6) Implement other elements of the Teacher Advancement Program (TAP).

Cycle 1, Year 1 participants must distribute these funds by the end of February 2010.

4. Has or will your district use some portion of its Cycle 1, Year 1 D.A.T.E. grant for Part 2 purposes?

- No Yes Do not know

Below is a list of possible ways to use Part 2 funds from your Cycle 1, Year 1 D.A.T.E. grant. Again, these are Part 2 funds that must be distributed by the end of February 2010.

For each item listed below, please indicate whether or not the district uses Part 2 funds for that purpose.

4a. Bonus awards for classroom teachers

- No Yes Do not know

How much Part 2 funding has or will be used for this purpose?

4b. Bonus awards for principals or other administrators

- No Yes Do not know

How much Part 2 funding has or will be used for this purpose?

4c. Bonus awards for other school personnel

- No Yes Do not know

How much Part 2 funding has or will be used for this purpose?

4d. Stipends for teachers working in shortage areas

- No Yes Do not know

How much Part 2 funding has or will be used for this purpose?

4e. Stipends for teachers working in areas with high percentages of out-of-field teachers

No Yes Do not know

How much Part 2 funding has or will be used for this purpose?

4f. Stipends for teachers certified in their main teaching subject area(s)

No Yes Do not know

How much Part 2 funding has or will be used for this purpose?

4g. Stipends for teachers holding post-graduate degree(s)

No Yes Do not know

How much Part 2 funding has or will be used for this purpose?

4h. Stipends for mentor or master teachers

No Yes Do not know

How much Part 2 funding has or will be used for this purpose?

4i. On-going applied professional growth activities

No Yes Do not know

How much Part 2 funding has or will be used for this purpose?

4j. Improvements to local data capabilities

No Yes Do not know

How much Part 2 funding has or will be use for this purpose?

4k. Other purposes (not listed above in 4a-4j)

No Yes Do not know

Please explain the other purpose in the space provided.

How much Part 2 funding has or will be used for this purpose?

Using the space provided, please explain the district's rationale for how it used (or will use) Part 2 funds from the Cycle 1, Year 1 D.A.T.E. grant. That is, what led to those choices for fund distribution?

If your district is NOT using any portion of its Cycle 1, Year 1 D.A.T.E. grant for Part 2 purposes, please explain that rationale.

Program Recommendations and Concluding Thoughts

5. What factors would have encouraged your district to participate in D.A.T.E. during Year 2 of the program (i.e., 2009-10)? Please use the space provided below.

6. In the past three school years (2006-07, 2007-08, 2008-09) has your district operated a performance pay plan that rewards teacher performance OTHER THAN the following state-funded programs?

- (1) Governor's Educator Excellence Grant (GEEG)
- (2) Texas Educator Excellence Grant (TEEG)
- (3) District Awards for Teacher Excellence (D.A.T.E.)

No Yes Do not know

q6a. Please name and briefly describe the other local performance pay plans.

Background Information

7. Please identify the job title that best describes your current professional position during this 2009-10 school year.

- Superintendent Other district official Local school board member Principal
 Assistant principal Full-time classroom teacher Part-time classroom teacher Other school
staff member (i.e., NOT principal, NOT assistant principal, NOT teacher)

8. Were you personally involved with the district's decision NOT to participate in D.A.T.E. during Year 2 of the program (i.e., 2009-10)?

- Yes No

APPENDIX C: Technical Appendix for Chapter 5 on D.A.T.E. Incentive Award Distribution for Teachers

Review of D.A.T.E. Cycle 1 and Cycle 2 Awards for Teachers

Methodology for Reviewing D.A.T.E. Teacher Awards

Information about the design and distribution of D.A.T.E. awards for teachers comes from two primary sources. First, data on the minimum and maximum awards proposed under Part 1 of each D.A.T.E. plan come from each district's D.A.T.E. plan application. Evaluators had information on proposed awards for Year 1 and Year 2 of the program.

Second, data on the actual awards given to individual teachers in the fall 2009 (for their performance during Year 1 of the D.A.T.E. program) were collected using a secure, online data upload system. The data on individual awards were extensively audited by program staff at TEA, and then match-merged with administrative personnel records in Texas' Public Education Information Management System (PEIMS). Again, evaluators only had data on award distribution for Year 1 of D.A.T.E.

Most of the 203 Cycle 1 D.A.T.E. districts (95 of the 107 districts with district-wide plans and 86 of the 96 districts with selected-schools plans) provided usable information on the actual award amounts distributed to teachers in fall 2009. The remaining Cycle 1 districts did not submit usable data despite repeated reminders from TEA.

Explanation of Gini Coefficient

Evaluators developed a measure of proposed and actual award dispersion since the range between minimum and maximum awards can be misleading if there were teachers who did not receive any award at all under a D.A.T.E. plan. These indicators are based on the Gini coefficient, which is a common ratio measure of income inequality that ranges from zero to one.

The Plan Gini coefficient takes on the value of zero when the proposed distribution of 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).¹ As the Plan Gini coefficient increases, the proposed distribution of awards becomes more unequal. Intuitively, a district with a low Plan Gini proposes to give relatively small awards to a relatively large fraction of its teachers, while a district with a high Plan Gini proposes to give relatively large awards to a relatively small fraction of its teachers.

¹ 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_1 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 D.A.T.E. award or no D.A.T.E. award (y_1) to the teacher with the highest D.A.T.E. award (y_N).

The Plan Gini coefficient describes the most unequal distribution of awards possible, given the maximum awards proposed in the plan applications, the number of full-time teachers, and the total amount of Part 1 funds. The most unequal distribution that exhausts Part 1 funds occurs 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 FTE teachers and \$45,000 in Part 1 funds designed a D.A.T.E. plan wherein the maximum proposed award was \$6,000. If the school gave seven teachers the maximum award, there were sufficient funds to give one teacher an 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.

The Actual Gini coefficient is calculated using the actual distribution of awards rather than the hypothetical distribution of awards used for the Plan Gini. Again, the Actual Gini coefficient takes on the value of zero when the actual distribution of awards is perfectly equal (i.e., all teachers received exactly the same award), and takes the value of one when the actual distribution is perfectly unequal (i.e., only one teacher received an award). As the Actual Gini coefficient increases, the distribution of awards becomes less equal.

Teacher Characteristics and Actual Distribution of Year 1 Awards

Evaluators also studied whether there were any systematic differences between teachers who received D.A.T.E. awards and those who did not. The evaluators used two complementary strategies to explore the relationship between observable teacher characteristics (i.e., years of experience, education level, and teaching field assignment) and the actual awards teachers received (see Tables 5.1 and 5.2 in Chapter 5).

The first set of models examines the probability that a teacher received an award in fall 2009, while the second set examines the size of any such awards.² Both sets of analyses are based on data from 50,225 full-time teachers who were employed in 95 districts with district-wide plans, and from 34,198 full-time teachers who were employed at eligible schools in 86 districts with select schools plans during the 2008-09 school year. (Teachers from districts with select schools plans who were not assigned to one of the eligible D.A.T.E. schools have been excluded.) The evidence suggests that that relationship between the teacher characteristics and teacher awards differed between district-wide and select schools plans, so each type of plan has been analyzed separately.

The first two columns of Table C.1 below present selected finding from an analysis of the probability that a teacher received an award for performance during fall 2009 from a district-wide or select schools D.A.T.E. district. The last two columns present selected findings from an analysis of the size of any such awards. In all cases, the underlying models include not only the individual teacher characteristics presented in Table C.1, but also controls for school characteristics (i.e., the log of school enrollment, the share of ED students and indicators for elementary, middle and secondary schools) and school district fixed effects. The inclusion of school district fixed effects

² Teachers who did not receive an award are coded as receiving an award of zero dollars.

means that the coefficients on all other variables should be interpreted as differences from district-specific means. Thus, the coefficient on the math teacher variable indicates whether or not math teachers have a probability of receiving an award or an expected dollar value of an award that is systematically higher than the norm for their school districts.

The interpretation of Table C.1 is generally straightforward. Each of the marginal effects in the first two columns indicates the change in the probability that a teacher received a Part 1 award attributable to a change in the designated variable. Thus, for example, an estimated marginal effect of -0.119 indicates that during Year 1 the probability of receiving a Part 1 award was 11.9 percentage points lower for a teacher who was new to a school than for a teacher who was not new to a school, all other things being equal. Each of the marginal effects in the last two columns indicates the dollar change in awards associated with a one unit change in the underlying teacher characteristic. Thus, for example, an estimated marginal effect of 1,768 for TAKS self-contained teacher under selected schools plans indicates that, on average, a teacher with a self-contained classroom in a TAKS-tested grade received \$1,768 more in Part 1 awards than an otherwise equal teacher who did not have a self-contained classroom in a TAKS tested grade.

Table C.1: Determinants of an Individual Teacher’s Part 1 Award, D.A.T.E. Year 1

Determinants	Probability of Receiving an Award District-wide Plans	Probability of Receiving an Award Select-Schools Plans	Amount of the Award District-wide Plans	Amount of the Award Select-Schools Plans
Experience	-0.000333	-0.00409***	-1.961	-37.00***
Experience	(0.000864)	(0.00110)	(3.297)	(9.981)
Experience, squared	-3.34e-05	5.21e-05	-0.106	0.531*
Experience, squared	(2.55e-05)	(3.32e-05)	(0.0964)	(0.305)
Experience, missing	-0.0391***	-0.0438***	-114.9***	-292.2**
Experience, missing	(0.0102)	(0.0123)	(41.40)	(117.0)
Bachelor’s degree	0.123***	0.172***	584.0***	1566***
Bachelor’s degree	(0.0307)	(0.0315)	(138.0)	(318.2)
Master’s degree	0.112***	0.174***	525.4***	1472***
Master’s degree	(0.0339)	(0.0369)	(139.0)	(321.6)
Doctorate degree	0.111**	0.165***	549.5***	1401***
Doctorate degree	(0.0435)	(0.0522)	(163.7)	(457.1)
Male Teacher	-0.0383***	-0.0429***	-169.3***	-291.7***
Male Teacher	(0.00614)	(0.00753)	(23.91)	(69.86)
Coach	-0.0566***	-0.0757***	-241.2***	-673.7***
Coach	(0.00994)	(0.0111)	(42.80)	(104.4)
New to building	-0.119***	-0.119***	-443.0***	-1042***
New to building	(0.00621)	(0.00723)	(26.76)	(72.21)
Language arts	-0.0343***	0.0584***	-143.3***	430.1***
Language arts	(0.00682)	(0.00807)	(27.82)	(67.78)
Math	0.0857***	0.0998***	369.9***	960.8***
Math	(0.00806)	(0.00909)	(31.33)	(74.99)
Science	0.0243***	-0.00661	77.17**	217.1**
Science	(0.00837)	(0.00951)	(33.02)	(85.62)
Foreign language	0.0283**	-0.0981***	207.6***	-1067***
Foreign language	(0.0129)	(0.0147)	(51.30)	(140.3)
Fine arts	-0.0303***	-0.164***	-124.8***	-1525***
Fine arts	(0.00982)	(0.0102)	(39.42)	(115.2)
Vocational/technical	-0.0512***	-0.0854***	-204.6***	-812.4***
Vocational/technical	(0.0125)	(0.0135)	(51.80)	(126.2)
Special education	0.0240**	-0.0633***	158.3***	-434.9***
Special education	(0.0112)	(0.0144)	(44.19)	(144.1)
Bilingual	0.0578***	0.0343***	300.2***	330.2***
Bilingual	(0.00980)	(0.0121)	(41.88)	(115.5)
TAKS self-contained	0.240***	0.183***	1095***	1768***
TAKS self-contained	(0.00568)	(0.00740)	(23.45)	(67.26)
Observations	50225	34198	50,233	34,198

Note: The first two columns present marginal effects from probit analyses. The last two columns present marginal effects from censored normal regression. Robust standard errors are in parentheses. The asterisks indicate that a marginal effect is ** significant at 5% level; *** significant at 1% level. All models also include controls for the size of the school, the share economically disadvantaged, indicators for elementary, middle and secondary schools, and school district fixed effects.

Source: Based on authors’ calculations from PEIMS data and D.A.T.E. teacher award information collected during fall 2009 using an online, secure data upload system

APPENDIX D: Technical Appendix for Chapter 6 on D.A.T.E. Participation and Student Performance

This appendix provides technical details about the methods employed by evaluators and the results for findings presented in Chapter 6.

Association between Student Performance and D.A.T.E. Participation

The first section of this appendix provides data used to construct Figures 6.1 through 6.4 in Chapter 6. Those figures were used to depict two approaches for examination of the pattern of passing rates among students in D.A.T.E. and non-D.A.T.E. schools from 2005-06 to 2009-10. A school was classified as a D.A.T.E. school if they participated in both Year 1 and Year 2. A school was classified as a non-D.A.T.E. school if they did not participate in either Year 1 or Year 2. These two sets of school types were then followed back in the data set through 2005-06. For 2008-09, the met-standard data for grades 3, 5, and 8 in the data set used in this analysis were suspect. For those three grades for 2008-09, the met standard value reported in the table is the average of the 2007-08 and 2009-10 values (see cells highlighted in yellow).

In Chapter 6, Figures 6.1 and 6.2 looked at the trend in the passing rates from 2005-06 to 2009-10 for D.A.T.E. schools and non-D.A.T.E. schools. Tables D.1 to D.4 provide the data used to construct Figures 6.1 and 6.2.

**Table D.1: D.A.T.E. Schools Meeting Reading TAKS Standards,
2005-06 to 2009-10**

	2005-06	2006-07	2007-08	2008-09	2009-10
Gr. 3	91.8%	91.3%	92.6%	91.3%	90.0%
Gr. 4	77.8%	79.3%	80.2%	82.5%	83.8%
Gr. 5	84.2%	86.2%	80.2%	81.0%	81.9%
Gr. 6	88.0%	89.1%	91.1%	90.0%	83.9%
Gr. 7	74.3%	81.4%	84.6%	83.6%	84.6%
Gr. 8	80.2%	86.9%	95.8%	93.0%	90.1%
Gr. 9	85.6%	84.3%	84.7%	88.5%	92.5%
Gr. 10	84.5%	83.9%	88.3%	88.6%	91.6%
Gr. 11	86.6%	89.5%	91.2%	93.0%	93.4%
Total	83.6%	85.7%	87.5%	84.5%	87.9%
No. obs.	607,677	612,100	614,044	444,175	650,283

Note: Cells in yellow are averages of the previous and next years

Source: TAKS reading 2005-06 to 2009-10

**Table D.2: Non-D.A.T.E. Schools Meeting Reading TAKS Standards,
2005-06 to 2009-10**

	2005-06	2006-07	2007-08	2008-09	2009-10
Gr. 3	95.2%	94.6%	95.3%	94.0%	92.8%
Gr. 4	84.6%	85.6%	86.4%	87.2%	88.0%
Gr. 5	90.5%	91.6%	87.2%	87.4%	87.6%
Gr. 6	92.9%	93.4%	94.4%	93.7%	88.6%
Gr. 7	82.1%	87.6%	89.5%	88.5%	89.0%
Gr. 8	86.3%	90.8%	97.8%	95.5%	93.1%
Gr. 9	90.4%	89.1%	89.7%	92.4%	94.7%
Gr. 10	88.2%	87.6%	91.0%	91.9%	93.3%
Gr. 11	91.0%	92.8%	94.3%	95.6%	95.4%
Total	88.9%	90.3%	91.6%	89.2%	91.3%
No. obs.	1,702,640	1,767,483	1,801,590	na	1,952,289

Note: Cells in yellow are averages of the previous and next years

Source: TAKS reading 2005-06 to 2009-10

**Table D.3: D.A.T.E. Schools Meeting Math TAKS Standards,
2005-06 to 2009-10**

	2005-06	2006-07	2007-08	2008-09	2009-10
Gr. 3	76.6%	77.7%	81.6%	82.4%	83.7%
Gr. 4	78.8%	81.6%	83.2%	84.8%	86.9%
Gr. 5	76.2%	80.9%	81.8%	82.4%	83.1%
Gr. 6	73.3%	73.8%	78.8%	78.2%	80.8%
Gr. 7	64.6%	71.2%	75.2%	77.6%	79.7%
Gr. 8	61.5%	67.3%	74.4%	76.4%	78.5%
Gr. 9	52.5%	56.9%	60.1%	66.8%	70.4%
Gr. 10	57.9%	60.7%	62.7%	65.1%	75.4%
Gr. 11	75.6%	78.6%	79.3%	81.3%	89.2%
Total	68.1%	71.8%	75.1%	76.6%	80.7%
No. obs.	599,280	604,133	607,568	486,434	645,280

Note: Cells in yellow are averages of the previous and next years

Source: TAKS math 2005-06 to 2009-10

**Table D.5: Non-D.A.T.E. Schools Meeting Math TAKS Standards,
2005-06 to 2009-10**

	2005-06	2006-07	2007-08	2008-09	2009-10
Gr. 3	83.3%	83.4%	85.7%	86.2%	87.3%
Gr. 4	85.4%	87.3%	87.5%	88.4%	89.4%
Gr. 5	83.6%	86.8%	87.0%	87.4%	87.9%
Gr. 6	82.8%	82.1%	85.1%	83.8%	85.2%
Gr. 7	74.2%	78.9%	82.4%	83.2%	84.1%
Gr. 8	71.0%	74.9%	81.8%	82.8%	83.9%
Gr. 9	62.7%	66.0%	68.4%	74.3%	75.9%
Gr. 10	65.7%	68.6%	69.9%	71.2%	78.4%
Gr. 11	81.6%	83.6%	84.5%	85.9%	91.6%
Total	76.7%	79.1%	81.5%	82.1%	84.9%
No. obs.	1,684,156	1,899,483	1,786,959	1,400,230	1,938,739

Note: Cells in yellow are averages of the previous and next years

Source: TAKS math 2005-06 to 2009-10

The second approach, depicted in Figures 6.3 and 6.4 in Chapter 6, examined the differences in the passing rates between D.A.T.E. and non-D.A.T.E. schools from 2005-06 to 2009-10. Tables D.5 and D.6 provide the data used to construct those figures.

**Table D.5: Difference in Non-D.A.T.E. and D.A.T.E. Schools Meeting Reading
TAKS Standards, 2005-06 to 2009-10**

	2005-06	2006-07	2007-08	2008-09	2009-10
Gr. 3	3.4%	3.2%	2.6%	2.7%	2.8%
Gr. 4	6.8%	6.4%	6.2%	4.7%	4.3%
Gr. 5	6.3%	5.4%	7.0%	6.4%	5.7%
Gr. 6	4.9%	4.4%	3.3%	3.7%	4.7%
Gr. 7	7.8%	6.2%	4.9%	4.9%	4.4%
Gr. 8	6.1%	3.8%	2.0%	2.5%	2.9%
Gr. 9	4.8%	4.8%	5.0%	3.9%	2.2%
Gr. 10	3.8%	3.7%	2.7%	3.3%	1.7%
Gr. 11	4.4%	3.3%	3.1%	2.6%	2.0%
Total	5.4%	4.6%	4.1%	4.6%	3.3%

Note: Cells in yellow result from constructed passing rates that are averages of the previous and next years

Source: TAKS reading 2005-06 to 2009-10

Table D.6: Difference in Non-D.A.T.E. and D.A.T.E. Schools Meeting Math TAKS Standards, 2005-06 to 2009-10

	2005-06	2006-07	2007-08	2008-09	2009-10
Gr. 3	6.7%	5.7%	4.1%	3.8%	3.6%
Gr. 4	6.5%	5.7%	4.3%	3.6%	2.5%
Gr. 5	7.4%	5.8%	5.2%	5.0%	4.8%
Gr. 6	9.4%	8.2%	6.3%	5.7%	4.5%
Gr. 7	9.6%	7.7%	7.2%	5.5%	4.4%
Gr. 8	9.5%	7.7%	7.4%	6.4%	5.4%
Gr. 9	10.2%	9.0%	8.3%	7.5%	5.4%
Gr. 10	7.8%	7.9%	7.2%	6.1%	3.0%
Gr. 11	6.0%	5.0%	5.2%	4.6%	2.4%
Total	8.5%	7.3%	6.4%	5.5%	4.2%

Note: Cells in yellow result from constructed passing rates that are averages of the previous and next years

Source: TAKS math 2005-06 to 2009-10

Association between Student Achievement Gains and D.A.T.E. Participation

This section of the appendix discusses the data used to examine associations between D.A.T.E. participation or D.A.T.E. plan design features and student achievement gains. The analysis used data from both Year 1 and Year 2 of the D.A.T.E. program.

Variables used to estimate the association between D.A.T.E. participation and/or D.A.T.E. plan design features and student achievement gains included a measure of student growth in mathematics and reading, D.A.T.E. plan design features, and controls for student and school characteristics.

The data came from three primary sources. First, characteristics of students, teachers, and schools were drawn from the Public Education Information Management Systems (PEIMS).¹ Second, achievement results in math and reading were drawn from the Academic Excellence Indicator System (AEIS) also maintained by TEA.² Third, information on D.A.T.E. incentive pay plans was based upon evaluators' review of D.A.T.E. grant applications submitted by districts to TEA.

¹ As described earlier in this report, PEIMS is maintained by TEA and encompasses all data requested and received by the agency from local education agencies, including student demographic, personnel, financial, and organizational information.

² AEIS contains longitudinal, student-level achievement data for grades 3 through 11 in mathematics and ELA/reading along with achievement data in science, social studies, and writing for select grades. Achievement results come from TAKS, a standardized assessment adopted in spring 2003 that evaluates student performance on a subset of the state-defined and state-mandated curriculum. This study does not analyze achievement results in science, social studies, or writing because those subjects are not administered in all grades and years.

The sample for the analysis of D.A.T.E. is based on the 203 districts that participated in Year 1 and the 191 districts that remained in the program in Year 2. There were 1,773 schools in Year 1 and 2,147 in Year 2.

Student Test Score Gains

The analysis used a student's spring-to-spring test score gain in mathematics and reading as the outcome variable. Test scores were measured on the state's high-stakes accountability test, TAKS. Raw scale scores from TAKS were 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, evaluators constructed a standardized test score gain for each student by grade, year, and subject. A standardized gain score also lessened the chances that mean reverting measurement error would bias estimated associations between D.A.T.E. participation or D.A.T.E. plan design features and student test score gains.

To standardize the gain score, each student's actual gain score was normalized relative to the gain scores for all students with identical prior year assessment scores in identical grades.³ A student's test score gain was standardized by taking the difference between that student's nominal gain and the mean gain of all matched students (i.e. those students in the same grade and with same score in the previous year) over the standard deviation of all student gains in the interval. The standardized gain score has a mean of zero and standard deviation of one and can be interpreted as an individual student's test score gain compared to the mean test score gain at a particular place in the achievement distribution.

More formally, in this normalization, evaluators used test scores for student (i), grade (g), and time or year (t), denoted as S_{igt} .

We measured each student performance relative to others with the same past score:

$$Y_{igt} = \frac{S_{igt} - E(S_{igt} | S_{i,g-1,t-1})}{[E(S_{igt}^2 | S_{i,g-1,t-1}) - E(S_{igt} | S_{i,g-1,t-1})^2]^{0.5}}$$

In calculating Y_{igt} evaluators calculated the average test score at time t, grade g, for students scoring $S_{i,g-1,t-1}$ at time t-1, grade g-1. That is, the analysis considered all students with a given lagged score, and calculated the average score at time t for students with that common lagged score. This defined the expected score, and the variable Y_{igt} measured deviations from the expected score, adjusted for the variance. This is a type of z-score.

D.A.T.E. Plan Design Features

Analysis focused primarily on three design features of a district's D.A.T.E. plans; features that could be attributed to the school level and were available in Year 1 and Year 2 incentive plans. Analysis first considered if a district implemented a D.A.T.E. plan district-wide or in select schools. It also used the proposed maximum Part 1 incentive award. The proposed

³ This approach is described in Reback (2007), and is similar to a normalizing procedure introduced by Hanushek et al (2005) and used by Springer (2007, 2008).

maximum Part 1 award represented the total award amount that a teacher could earn if he or she met all possible Part 1 award criteria identified in a school's grant application. Finally, the analysis used the unit of accountability (i.e., whether awards for teachers were determined by individual, team, and/or school-wide performance). To define the unit of accountability, schools were divided into one of five groups: (1) those that used only school-level performance to determine award eligibility; (2) those that used school-level performance in combination with other unit(s) of accountability; (3) those that used team-level performance only; (4) those that used some combination of teacher and team-level performance; and (5) those that used only teacher-level performance to determine award eligibility.

Table D.7 provides a description of the design features used by schools in Year 1 and Year 2 of the D.A.T.E. program.

Table D.7: Incentive Plan Design Features and Past Participation in G.E.E.G. and T.E.E.G. for D.A.T.E. Schools, 2008-09 (Year 1) and 2009-10 (Year 2)

	All Year 1 D.A.T.E. Schools	Year 1 Schools in District- wide Plans	Year 1 Schools in Select School Plans	All Year 2 D.A.T.E. Schools	Year 2 Schools in District- wide Plans	Year 2 Schools in Select School Plans
Maximum Part 1 award (mean)	\$3,271.0	\$3,332.3	\$3,139.4	\$2,944.3	\$2,792.5	\$3,478.1
Maximum Part 1 award (std. dev.)	\$2,769.9	\$3,038.7	\$2,072.8	\$2,701.3	\$2,783.9	\$2,313.2
Academically Acceptable	26.7%	22.8%	35.3%	26.8%	24.0%	35.9%
Recognized	38.5%	37.6%	40.5%	36.8%	36.0%	39.8%
Exemplary	22.7%	26.1%	15.5%	22.8%	24.5%	16.2%
School performance	1.9%	1.9%	1.9%	0.2%	0.1%	0.4%
Team performance	29.0%	21.6%	45.7%	40.0%	39.0%	43.1%
Individual performance	18.8%	22.1%	11.5%	33.3%	38.6%	16.4%
School + Team performance	7.8%	6.5%	10.5%	4.4%	3.0%	8.8%
School + Individual performance	22.3%	28.8%	8.0%	13.2%	16.0%	4.2%
Team + Individual performance	12.2%	11.2%	14.4%	7.7%	3.1%	22.4%
School +Team + Teacher performance	0.6%	0.0%	2.0%	1.1%	0.0%	4.6%
G.E.E.G.	0.9%	1.2%	0.4%	0.9%	1.1%	0.5%
T.E.E.G. Cycle 1	21.8%	22.7%	14.4%	23.8%	22.9%	17.5%
T.E.E.G. Cycle 2	21.6%	22.4%	14.8%	24.4%	23.2%	17.8%
T.E.E.G. Cycle 3	21.0%	24.9%	6.5%	24.5%	25.6%	9.7%

Controlling for Student, School, and Program Characteristics

Analyses controlled for select student, school, and D.A.T.E. plan characteristics. All models included a student-fixed effect estimator to account for time invariant characteristics of students that may have been correlated with student achievement gains, including parent and student motivation, parental education, and innate student ability.

Analyses controlled for a number of student, teacher, and school characteristics at the school-level. Student characteristics included the percentage of white students, LEP students, and gifted and talented students. Teacher characteristics included average years of teaching experience and average teacher salary. School characteristics included the student teacher ratio, accountability rating, and school type (i.e., traditional public school or public charter school). Alternative education accountability (AEA) schools were dropped because they were governed by different performance standards and measures than those used for regular instruction schools.

All analyses included grade by year fixed effects. This accounted for changes in test performance across grade levels and cohorts that may have given an invalid appearance of an association between D.A.T.E. plan characteristics and student achievement (i.e., spurious correlation). That is, if test difficulty varied from year to year, and/or varied for different student populations from year to year, estimates of the association between D.A.T.E. plan design features and student achievement gains would have been biased toward zero.

Select analyses also controlled for the maximum potential Part 1 award under the assumption the association between student achievement gains and other plan design features of interest may have been driven by systematic variation in the maximum Part 1 award found within these other plan design features.

APPENDIX E: Technical Appendix for Chapter 7 on Analysis of D.A.T.E. Design Features in High and Low Performing Schools

This appendix provides the technical details about the three-step method used to identify D.A.T.E. schools as high performing or low performing (i.e., in the top 10% or bottom 10% of D.A.T.E. schools based on change in school productivity from before to after D.A.T.E. implementation).

Sample

High and low performing schools were identified from a sample of 1,846 D.A.T.E. Cycle 1 schools that participated in both the 2008-09 and 2009-10 school years (Year 1 and Year 2 of the program).¹ It was critical that the analysis use schools with two performance data points post-D.A.T.E. implementation. The restriction was established in consideration of substantial evidence that school productivity estimates from a single year are too unreliable to signal a persistent change in school performance (Linn & Haug, 2002; Kane & Staiger, 2002). From this set of 1,846 D.A.T.E. Cycle 1 schools, 306 (16.6%) were excluded, including 297 schools that were missing TAKS reading or math data in at least one of the five years used in analysis (2005-06 to 2009-10 school year) and nine schools that were dropped due to missing information on incentive plan design features. The final sample for analysis was comprised of 1,540 schools representing 182 districts.

Methods for Identifying High and Low Performing Schools

The approach for identifying high and low performing schools involved three steps:

Step 1: Estimating Schools' Annual Productivity

In the first step, evaluators estimated schools' annual productivity based on students' average reading and math gains on TAKS tests. This was done by transforming students' current TAKS scores into an "expectational gain score" that measures how their current score differed (in terms of standard deviations) from the average score of all students in the state who were in the same grade and had the exact same score on the prior year's test. This standardization allowed evaluators to consider each student's current performance relative to what is normal for Texas students with the same prior performance (Reback, 2008). It is designed to yield estimates of student achievement gains that are less susceptible to mean reversion or other non-persistent influences on test scores (Reback, 2008; Kane & Staiger, 2002). The calculation is shown below in equation 1, where the TAKS scale score in subject s and year t of student i is standardized by subtracting the mean TAKS score in year t of all students in grade g who had the same TAKS score in year $t-1$ and $g-1$.

¹ This analysis assumes the school is the appropriate organizational unit for examining differences in responses to the D.A.T.E. program, even though in most cases incentive pay plans were administered at the district level. The reason for this decision is that teachers and principals, who are the target of the D.A.T.E. program, are clustered in schools with specific organizational conditions and student populations. We expect that schools in the same district may have different responses to D.A.T.E., based on how features of the D.A.T.E. incentive plan interacts with these school specific conditions.

$$G_{igts} = \frac{Y_{igts} - E(Y_{igts} | Y_{ig-1,t-1,s})}{\sqrt{E(Y_{igts}^2 | Y_{ig-1,t-1,s}) - E(Y_{igts} | Y_{ig-1,t-1,s})^2}} \quad (1)$$

Where:

Y_{igts} = TAKS score of student i in grade g and subject s in year t

G_{igts} = Normalized expectational gain of student i in grade g and subject s during year t

Reading and math expectational gain scores were averaged across all students in the school to form a composite measure of the schools' productivity in a single year.² School's annual productivity estimates are the average of G all students enrolled in school j in year t :

$$\bar{G}_{tj} = \frac{1}{n} \sum_{i=1}^n G_{igtjs} \quad (2)$$

A negative composite score indicates that, on average, students in the school are not meeting the TAKS performance level that is expected based on how those students performed in the previous year, and vice versa.

Step 2: Calculating Change in Schools' Productivity from Before and After D.A.T.E.

The second step was to calculate the change in schools' productivity from before and after D.A.T.E. implementation. This was done by comparing each school's average productivity in the first two years of D.A.T.E. to its own average performance in the three years immediately prior to D.A.T.E. implementation.³ Essentially, this approach made use of performance data from the 2005-06 to 2009-10 school year, with each school's pre-D.A.T.E. performance (2005-06 to 2007-08) used as its control condition for its performance post-D.A.T.E. implementation.

To estimate the change in school productivity since D.A.T.E. implementation, we compare the average productivity estimates of participating D.A.T.E. schools in 2009-10 and 2008-09 to their average productivity in the three years prior to D.A.T.E. adoption. This is done by calculating an

² Combining subjects and grades into a composite score yields a more reliable estimate of the schools' overall performance in a given year. See, for example: Linn & Haug, 2002; Kane & Staiger, 2002; Kiplinger, 2008.

³ Basing estimates of productivity on multi-year averages provides a more stable estimate of their performance pre and post D.A.T.E. (see, for example, McCaffrey et al., 2009). Three year averages provide more stability than one or two years, so three years were used to establish pre-D.A.T.E. school productivity index. Since D.A.T.E. is only in its 2nd year of implementation, a two year average was used for post-D.A.T.E. index. The pre and post D.A.T.E. productivity indices were a weighted average of single year productivity estimates, where the weight was the inverse in the variance of school's single year productivity estimate. This is done to give more weight to the estimates that have more precision, which stems from the number of students tested in the school.

index of school productivity in the three years prior to D.A.T.E. implementation and an index of school productivity in the two years post D.A.T.E. implementation.

The pre and post D.A.T.E. indices - indicated respectively as P_j^0 and P_j^1 - are a weighted average of the single year productivity estimates:

$$P_j^0 = \frac{\Sigma(\lambda_{ij}^0 \overline{G}_{ij}^0)}{\Sigma \lambda_{ij}^0} \quad P_j^1 = \frac{\Sigma(\lambda_{ij}^1 \overline{G}_{ij}^1)}{\Sigma \lambda_{ij}^1}$$

The difference between the pre and post D.A.T.E. indices serves as measure of the change in productivity since the adoption of D.A.T.E:

$$\Delta P = P_j^1 - P_j^0$$

Step 3: Ranking D.A.T.E. Schools on Change in Productivity

The final step was to rank the 1,540 D.A.T.E. Cycle 1 schools based on values of change in pre to post D.A.T.E. indices. Those schools falling in the top and bottom 10% of the distribution were designated as high performing and low performing schools, respectively. The design features of these schools' D.A.T.E. incentive plans were then analyzed to determine if certain features were more common to high or low growth schools than other schools participating in Cycle 1 of the D.A.T.E. program.

APPENDIX F: Technical Appendix for Chapter 8 on The Relationship between D.A.T.E. and Teacher Turnover

This appendix presents the analytic model, data and regression coefficients underlying the analysis of teacher turnover in Chapter 8.

The Analytic Model

It is common to model teacher turnover as the voluntary consequence of each teacher's pursuit of happiness (Imazeki, 2005). Let the utility (happiness) that teacher i receives from employment situation j (U_{ij}) be defined as:

$$U_{ij} = U_i(W_{ij}, X_{ij}) + e_{ij}$$

where W_{ij} is the wage received in situation j , X_{ij} is a set of nonwage characteristics of situation j , and e_{ij} is a random variable representing the unobserved determinants of utility. Then the probability that a teacher chooses to leave a teaching position is the probability that her utility in a different situation would be higher than her utility in the current position.

$$\Pr[quit] = \Pr[U_i(W_{ij}, X_{ij}) + e_{ij} > U_i(W_{id}, X_{id}) + e_{id}]$$

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 above 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 incentive pay plans on teacher retention. Probit analyses are used to examine the impact of D.A.T.E. on turnover in general. Multinomial logit analyses are used to examine any differential impact of D.A.T.E. on the three components of teacher turnover—internal movers, external movers and leavers.

The Data

The theory indicates that the data for any analysis of teacher turnover needs to reflect pertinent characteristics about the teacher's current job, her employment alternatives, and any personal characteristics that might influence her turnover decision. Participation in an incentive plan like T.E.E.G., G.E.E.G. or D.A.T.E. is simply treated as one of the pertinent job characteristics.

Data on teacher characteristics, including compensation, turnover and teaching assignment, come from the administrative records of TEA and Texas' State Board for Educator Certification (SBEC). Data on other school, district and locational characteristics come from TEA, the National Center for Education Statistics (NCES), the U.S. Bureau of Labor Statistics, and the 2000 U.S. Census.

Information about the design and distribution of D.A.T.E. awards comes from two primary sources. First, data on the minimum and maximum awards proposed under Part 1 of each D.A.T.E. plan come from the plan applications for both Year 1 and Year 2. Second, data on the actual awards given to individual teachers in the fall 2009 (for their performance during Year 1 of D.A.T.E.) were collected using a secure, online data upload system. Further details about the actual awards data can be found in Appendix C.

The data cover the seven academic years from the 2002-03 school year through the 2008-09 school year. The D.A.T.E. program operated during the last year of the analysis period (2008-09). The T.E.E.G. program operated during the last three years of the analysis period (2006-07 through 2008-09). The G.E.E.G. program operated from 2005-06 through 2007-08.

Analyses are restricted to individuals who taught more than half time during at least one year of the analysis period. Teachers who were also administrators were excluded from the analysis. To disentangle the turnover impact of the D.A.T.E. program from the natural pattern of teacher retirements, teachers with more than 35 years of experience have been excluded from the analysis. Dallas Independent School District (DISD) has also been excluded because factors unrelated to D.A.T.E. are known to have caused large, involuntary turnover spikes in that district during the analysis period.¹

Teacher Data

The examination of teacher turnover uses three categories of teacher data: (1) teacher retention, (2) wages and working conditions, and (3) individual teacher characteristics.

Teachers are considered retained if they are teaching in the same school in the subsequent academic year. Teachers who are not retained are further classified into the following categories: those who remain in the same district but change schools (internal movers); those who stay in teaching but change districts (external movers); and those no longer teaching in a Texas public school (leavers).

¹ DISD fired a large number of teachers during the analysis period. According to PEIMS records, prior to the 2006-07 school year, fewer than 10% of teachers from DISD left teaching each year. After the 2006-07 school year, 18% of teachers in DISD left teaching; after the 2007-08 school year, 22% of DISD teachers left teaching; and after the 2008-09 school year 19% of DISD teachers left teaching.

On average over the analysis period, 80% of Texas teachers were retained each year, 5% were internal movers, another 5% were external movers, and 10% were leavers, at least temporarily.

A teacher's turnover decision can be influenced by the wage and non-wage characteristics of his/her current teaching position. In addition to the inclusion of a teacher's monthly wage, the analyses also consider a teacher's classroom assignment. That is, is he/she assigned to teach mathematics, science, language arts, fine arts, vocational education, bilingual education, special education, a foreign language, and/or to teach in a self-contained classroom that is subject to the TAKS test? All analyses described in this chapter also account for a teacher's years of experience, gender, race/ethnicity, educational attainment, and certification status. Some analyses separately evaluate teachers who are certified in math and science. Table F.1 indicates the certificate descriptions held by teachers who are identified in the analysis as being certified in math or science.

Table F.1: Math and Science Certificates

Elementary Biology	Middle School Life-Earth Science
Elementary Chemistry	Middle School Mathematics
Elementary Earth Science	Middle School Science Composite
Elementary Geology	Physical Science/Mathematics/Engineering
Elementary Life-Earth Science	Physical Sciences
Elementary Mathematics	Physics/Mathematics
Elementary Physical Science	Science
Elementary Physics	Secondary Biology
Health Science Technology	Secondary Chemistry
Junior High Mathematics	Secondary Earth Science
Junior High Physical Science	Secondary Life-Earth Science
Life Sciences	Secondary Mathematical Science Composite
Master Math Teacher (4-8)	Secondary Mathematics
Master Math Teacher (8-12)	Secondary Physical Science
Master Math Teacher (EC-4)	Secondary Physics
Mathematics	Secondary Science Composite
Mathematics/Science	Vocational Health Science Technology
Middle School Biology	

Source: Author's calculations from State Board for Educator Certification data.

School, District, and Locational Data

Other researchers have found that student demographics and school size have a significant influence on teacher turnover (Hanushek, Kain and Rivkin, 2004). Student demographics used in these analyses include: the %ED students in the school, the percent of LEP students, as well as the percent of black and Hispanic students. The log of student enrollment provides a measure of school size. Additional variables indicate whether or not the school is an elementary, middle or secondary school.

The analyses also include measures of district size, because variations in teacher turnover may arise from the lack of transfer opportunities within a district. The district size variables are indicators for

very small districts (those with no more than 800 students in fall enrollment), small districts (those with more than 800 but no more than 1,600 students in fall enrollment), midsized districts (those with more than 1,600 but no more than 5,000 students in fall enrollment) and very large districts (those with more than 50,000 students in fall enrollment).

The analyses include several indicators of local labor market conditions outside of education. The NCES Comparable Wage Index (CWI) measures the prevailing wage for college graduates in each school district from 1997 through 2005 (Taylor and Fowler, 2006). Evaluators updated that index through 2009 using the same data series and methodology as in the Taylor and Fowler (2006) analysis. Labor market unemployment rates are taken from the U.S. Bureau of Labor Statistics. The analyses include indicators for whether or not the district is located in a major metropolitan area (Austin, Dallas, Fort Worth, Houston or San Antonio), a metropolitan area or a micropolitan area. The distance from the district to the center of the closest metropolitan area is also included to reflect typical housing patterns and geographic isolation.

D.A.T.E. Participation and Plan Characteristics

The analysis includes eight variables reflecting a school's D.A.T.E. participation. The first is an indicator for whether or not a school was part of a district-wide D.A.T.E. incentive plan during Year 1 of the D.A.T.E. program. This indicator (D.A.T.E. District-wide) takes on a value of one if the school was or would become a D.A.T.E. Cycle 1 school under a district-wide plan (and zero otherwise). The second is an indicator for whether or not a school was selected as part of a select schools D.A.T.E. incentive plan for Year 1. This indicator (D.A.T.E. Select) takes on a value of one if the school was or would become a D.A.T.E. selected school during Year 1 of the D.A.T.E. program (and zero otherwise). The third indicator (D.A.T.E. Ineligible) takes on the value of one if the school was part of a district that participated in Year 1 of D.A.T.E., but the school itself was not eligible during Year 1 or Year 2 of the D.A.T.E. program. The fourth indicator (D.A.T.E. Future) is an indicator for a school that was not eligible for D.A.T.E. during Year 1, but would become eligible during Year 2. The remaining four D.A.T.E. participation variables are the interaction between the first four D.A.T.E. participation variables (D.A.T.E. District-wide, D.A.T.E. Select, D.A.T.E. Ineligible and D.A.T.E. Future) and an indicator for the first D.A.T.E. program year (2008-09).

The analyses also consider specific design features of a D.A.T.E. district's incentive plan. A series of indicators take on the value of one if the plan offers teacher-level incentives only, group incentives only or some combination of the two. The maximum proposed award under the district's plan enters the analysis as a continuous variable. All of these indicators are interacted with the D.A.T.E. participation variables described above, as appropriate.

T.E.E.G. Participation Indicators

The analyses include six variables reflecting a school's T.E.E.G. participation. The first is an indicator for whether or not a school participated in Cycle 1 of T.E.E.G. This indicator (T.E.E.G.1) takes on a value of one if the school ever was or ever would become a T.E.E.G. Cycle 1 school (and zero otherwise). The next two indicators (T.E.E.G.2 and T.E.E.G.3) take on a value of one if the school ever was or ever would become a T.E.E.G. Cycle2 or Cycle 3 school, respectively. T.E.E.G.1YEAR, T.E.E.G.2YEAR and T.E.E.G.3YEAR indicate a T.E.E.G. school from Cycles 1, 2, and 3 during the corresponding program year.

G.E.E.G. Participation Indicators

The analyses include two variables reflecting a school's G.E.E.G. participation. The first is an indicator for whether or not a school ever participated in the G.E.E.G. program (EVERGEEG). This indicator takes on a value of one if the school ever was or ever would become a G.E.E.G. school (and zero otherwise). The second indicator (GEEGYEAR) indicates a G.E.E.G. school during a program year (2005-06 through 2007-08).

Individual D.A.T.E. Awards

Data on the individual awards distributed in fall 2009 for performance in Year 1 of D.A.T.E. are available for 181 of the 203 D.A.T.E. districts (including Dallas ISD). Districts that did not provide data on their actual awards were excluded from this part of the analysis. The D.A.T.E. Bonus variable takes on the value of the individual award in 2009, and zero otherwise.

Under D.A.T.E. guidelines, districts had the option of denying awards to teachers who turned over. Thirty-seven districts appear to have chosen this 'golden handcuffs' option, as none of the teachers who left those district received an award. The indicator variable (HANDCUFFS) takes on the value of one if the district was one of the 37, and zero otherwise. Analysis excluding the 37 golden handcuffs districts yields nearly identical results.

Some schools were participating in Cycle 3 of T.E.E.G. at the same time as they were participating in D.A.T.E. An individual teacher could have received both a D.A.T.E. and a T.E.E.G. award. Evaluators have no information about the actual amount of the awards teachers received from T.E.E.G. Cycle 3, and were unable to incorporate this information into the analysis. The estimates of the relationship between actual awards and teacher turnover may be affected by this unavoidable omission.

The Regression Estimates

Tables E.2 through E.6 present coefficient estimates and robust standard errors from a series of analyses comparing turnover in D.A.T.E. districts with turnover in non-D.A.T.E. districts. Each table applies the same model to a different subset of data. In all cases, the tables present two alternative analyses of teacher retention. The first column in each table presents results from a probit analysis of teacher turnover. The probit analysis is used to examine the impact of D.A.T.E. on turnover in general. The remaining three columns present results from a multinomial logit analysis of the three types of turnover. This part of the analysis is used to examine any differential impact of D.A.T.E. on internal movers, external movers and leavers. In all cases, the robust standard errors have been adjusted for clustering by district.

Tables 8.1 through 8.4 in the main report present selected marginal effects from the probit and multinomial logit analyses in Tables E.2 through E.6. Each marginal effect indicates the change in the predicted turnover rate, holding constant at the mean all of the teacher, school and student characteristics in the model. The predicted probabilities were calculated using the method of recycled predictions.

Tables E.7 through E.9 present the coefficient estimates and robust standard errors from the probit and multinomial logit regressions underlying the predictions in Table 8.5 and Figures 8.2 through 8.5 of the main text. Only data on D.A.T.E. schools are included in these regressions. The first column of each table presents probit results from a model including school district fixed effects. The second column of each table presents probit results from a model excluding the district fixed effects, but including an array of district characteristics, such as indicators for the type of D.A.T.E. plan the district would eventually adopt. The next three columns present results from a multinomial logit model using the same specification as in the second probit model—the one excluding district fixed effects. (The multinomial logit model including district fixed effects was too large for the available computing power.) The last column presents results from a probit model of district-level turnover that includes school district fixed effects. In all cases except for the probit models with district fixed effects, the robust standard errors have been adjusted for clustering by district.

Table F.7 presents results from an analysis of the relationship between teacher turnover and the unit of accountability (group only, teacher only or hybrid). A comparison between columns 1 and 2 illustrates the influence of district fixed effects on the analysis. District fixed effects are included in the preferred probit specification (column 1) to control for any unobservable district characteristics that could influence the district's choice of incentive plan type. As the table illustrates, there are slight differences in the estimated effects of the program-year variables, but no qualitative differences. In other words, the model that does not include district fixed effects yields estimates of the marginal effects of the program characteristics under analysis that are practically indistinguishable from those generated by the preferred specification. The insensitivity of the probit models to the inclusion or exclusion of district fixed effects suggests that a multinomial logit analysis of turnover that included district fixed effects (if it were possible to estimate such a model) would yield similar results to those presented here.

Table F.8 presents results from an analysis of the relationship between teacher turnover and the size of the proposed Part 1 award a district offers. The variable of interest in this analysis is the maximum award (in thousands) proposed by the district under their D.A.T.E. plan. The model includes the interaction between the district-wide plan indicator and the maximum proposed award to allow for different effects under district-wide plans. Again, the first two columns present probit models with and without the district fixed effects, the next three columns present multi-nomial logit analysis and the final column presents a probit analysis of district-level turnover with district fixed effects. Here, the probit analysis of school-level turnover is more sensitive to the inclusion or exclusion of the district fixed effects, so the discussion in the main report focuses on the two models with district-fixed effects.

Table F.9 presents results from an analysis of the relationship between teacher turnover and the amount of the combined Part 1 and Part 2 actual awards the individual receives. To allow for a very flexible relationship between awards and turnover, the models include not only the award amount, but the square and the square root of the award amount. Furthermore, interaction terms allow the relationship between the award indicators and teacher turnover to differ between district-wide and select schools plans.

The marginal effects presented in Tables 8.5 through 8.8 of the main text indicate changes in predicted turnover rates, holding constant at the mean all of the teacher, school and student characteristics in the model. They were calculated using the method of recycled predictions. The

marginal effects on turnover in general were estimated from the preferred model including the school district fixed effects.

Table F.2: Regression Analyses of Turnover, All Teachers, All Schools

	Any Turnover	Internal Mover	External Mover	Leaver
EVERGEEG	-0.007 (0.024)	0.087 (0.094)	-0.142** (0.070)	-0.039 (0.047)
GEEGYEAR	-0.057* (0.034)	-0.032 (0.101)	-0.214*** (0.067)	-0.068 (0.084)
T.E.E.G.1	-0.009 (0.009)	-0.051* (0.028)	-0.046** (0.023)	0.008 (0.017)
T.E.E.G.1YEAR	0.004 (0.014)	0.028 (0.051)	-0.023 (0.029)	0.016 (0.041)
T.E.E.G.2	-0.007 (0.008)	-0.050* (0.026)	-0.002 (0.022)	-0.003 (0.015)
T.E.E.G.2 YEAR	0.000 (0.017)	0.038 (0.068)	0.024 (0.037)	-0.025 (0.036)
T.E.E.G.3	-0.012 (0.009)	-0.036 (0.034)	-0.029 (0.026)	-0.013 (0.016)
T.E.E.G.3 YEAR	0.004 (0.016)	0.028 (0.068)	-0.103** (0.043)	0.037 (0.039)
D.A.T.E. District-wide	-0.031* (0.018)	-0.103 (0.066)	-0.021 (0.055)	-0.043 (0.033)
D.A.T.E. Select	0.034 (0.022)	0.088 (0.065)	0.092* (0.052)	0.033 (0.039)
D.A.T.E. Ineligible	0.020 (0.020)	0.039 (0.060)	0.046 (0.046)	0.031 (0.038)
D.A.T.E. Future	0.058** (0.029)	0.148** (0.066)	0.130* (0.076)	0.065 (0.065)
D.A.T.E. District-wide 2009	-0.048* (0.027)	-0.226** (0.093)	-0.078 (0.048)	-0.057 (0.068)
D.A.T.E. Select 2009	-0.084*** (0.028)	-0.250** (0.110)	-0.141** (0.056)	-0.124** (0.061)
D.A.T.E. Ineligible 2009	-0.075*** (0.022)	-0.174** (0.073)	-0.180*** (0.050)	-0.157*** (0.052)
D.A.T.E. Future 2009	-0.127*** (0.038)	-0.345** (0.145)	-0.096 (0.082)	-0.216** (0.086)
Base Salary (log)	-0.577*** (0.035)	-0.335*** (0.124)	-1.808*** (0.076)	-0.705*** (0.079)
Charter	0.189*** (0.038)	0.184 (0.171)	0.108 (0.071)	0.423*** (0.075)
Black	-0.113*** (0.010)	-0.082*** (0.028)	-0.279*** (0.036)	-0.210*** (0.020)
Hispanic	-0.105*** (0.008)	0.012 (0.023)	-0.221*** (0.029)	-0.272*** (0.019)
Asian/American Indian	-0.049** (0.019)	0.034 (0.035)	-0.241*** (0.053)	-0.075 (0.053)
Male	0.033*** (0.008)	0.128*** (0.017)	0.165*** (0.017)	-0.044** (0.017)
Years of Experience	-0.036*** (0.001)	-0.015*** (0.003)	-0.054*** (0.003)	-0.076*** (0.003)
Experience, squared	0.001*** (0.000)	-0.000** (0.000)	0.000*** (0.000)	0.003*** (0.000)

	Any Turnover	Internal Mover	External Mover	Leaver
Experience missing	-0.124***	-0.148***	-0.011	-0.384***
	(0.016)	(0.032)	(0.037)	(0.032)
No Degree	-0.052**	0.087	-0.470***	0.010
	(0.026)	(0.088)	(0.072)	(0.053)
MA	0.146***	0.090***	0.061***	0.395***
	(0.005)	(0.015)	(0.014)	(0.013)
PhD	0.145***	0.151***	-0.155***	0.425***
	(0.018)	(0.051)	(0.057)	(0.048)
TAKS	0.067***	0.117***	0.155***	0.088***
	(0.005)	(0.016)	(0.011)	(0.011)
Language Arts	-0.015***	-0.023	-0.081***	0.007
	(0.006)	(0.019)	(0.014)	(0.012)
Math	-0.001	-0.051**	0.028*	0.009
	(0.006)	(0.020)	(0.015)	(0.015)
Science	-0.016**	-0.077***	0.010	-0.024
	(0.007)	(0.028)	(0.018)	(0.016)
Foreign Language	0.067***	0.013	0.177***	0.132***
	(0.013)	(0.045)	(0.036)	(0.026)
Fine Arts	0.021***	0.135***	0.190***	-0.092***
	(0.008)	(0.032)	(0.018)	(0.019)
Vocational-Technical	-0.082***	-0.125***	-0.282***	-0.093***
	(0.008)	(0.043)	(0.021)	(0.014)
Special Education	0.159***	0.396***	0.132***	0.232***
	(0.009)	(0.030)	(0.020)	(0.020)
Bilingual	-0.015	0.015	0.079**	-0.085***
	(0.013)	(0.041)	(0.034)	(0.028)
Math Certified	0.029***	0.032	0.104***	0.030**
	(0.006)	(0.021)	(0.016)	(0.014)
Science Certified	0.043***	0.009	0.105***	0.092***
	(0.006)	(0.023)	(0.016)	(0.014)
Bilingual Certified	0.032**	-0.003	0.114***	0.030
	(0.014)	(0.029)	(0.037)	(0.036)
Special Ed Certified	0.039***	0.266***	0.039***	-0.021*
	(0.006)	(0.018)	(0.014)	(0.013)
Certified	-0.469***	-0.136***	0.111***	-1.290***
	(0.035)	(0.025)	(0.025)	(0.073)
Coach	0.072***	0.175***	0.584***	-0.312***
	(0.009)	(0.028)	(0.021)	(0.016)
Percent Ed students	-0.025	-0.080	0.254***	-0.108
	(0.034)	(0.119)	(0.086)	(0.071)
Percent LEP students	0.121***	0.129	0.166	0.224***
	(0.037)	(0.108)	(0.101)	(0.076)
Percent Hispanic students	0.206***	0.426***	0.352***	0.322***
	(0.030)	(0.116)	(0.081)	(0.056)
Percent Black students	0.455***	0.817***	1.073***	0.634***
	(0.041)	(0.129)	(0.093)	(0.074)
School enrollment (log)	-0.051***	-0.137***	-0.069***	-0.049***
	(0.007)	(0.031)	(0.015)	(0.011)
Comparable Wage Index	0.413***	0.425	0.944***	0.744***

	Any Turnover	Internal Mover	External Mover	Leaver
	(0.090)	(0.340)	(0.182)	(0.194)
Unemployment Rate	-0.017*	-0.013	-0.027*	-0.045**
	(0.009)	(0.035)	(0.016)	(0.020)
Major Urban Area	0.080***	0.070	0.299***	0.086*
	(0.024)	(0.089)	(0.051)	(0.047)
Metropolitan area	-0.093***	0.103	-0.329***	-0.190***
	(0.028)	(0.101)	(0.062)	(0.059)
Micropolitan area	-0.032	-0.077	0.005	-0.087**
	(0.020)	(0.061)	(0.053)	(0.035)
Distance	-0.000	0.003**	-0.002**	-0.001
	(0.000)	(0.001)	(0.001)	(0.001)
Very Small District	-0.002	-0.955***	0.551***	-0.022
	(0.022)	(0.088)	(0.052)	(0.042)
Small District	0.001	-0.535***	0.481***	-0.059
	(0.019)	(0.069)	(0.046)	(0.037)
Midsized District	0.034**	-0.181***	0.426***	-0.025
	(0.016)	(0.056)	(0.039)	(0.029)
Very Large District	-0.062**	0.003	-0.422***	-0.046
	(0.026)	(0.074)	(0.063)	(0.050)
School Year 2003-04	0.056***	-0.014	0.228***	0.086***
	(0.013)	(0.056)	(0.023)	(0.024)
School Year 2004-05	-0.000	-0.016	0.177***	-0.094***
	(0.017)	(0.071)	(0.034)	(0.036)
School Year 2005-06	0.015	-0.086	0.258***	-0.057
	(0.019)	(0.079)	(0.038)	(0.041)
School Year 2006-07	0.069***	-0.052	0.285***	0.097*
	(0.024)	(0.104)	(0.052)	(0.051)
School Year 2007-08	0.057**	-0.064	0.183***	0.111**
	(0.024)	(0.105)	(0.055)	(0.050)
School Year 2008-09	-0.006	-0.137	-0.151***	0.110*
	(0.030)	(0.121)	(0.058)	(0.065)
Elementary School	-0.054***	0.243***	-0.264***	-0.125***
	(0.017)	(0.077)	(0.041)	(0.032)
Middle School	0.029	0.310***	0.001	0.002
	(0.018)	(0.085)	(0.040)	(0.033)
High School	0.007	-0.250**	0.195***	0.018
	(0.019)	(0.105)	(0.040)	(0.032)
Constant	4.192***	-0.037	11.150***	4.568***
	(0.278)	(1.071)	(0.638)	(0.623)
Number of Observations	1,977,294	1,977,294	1,977,294	1,977,294

Note: The first column presents coefficient estimates from a probit analysis of campus turnover. The remaining columns present coefficient estimates from multinomial logit analysis. The asterisks indicate that the percentage point change in the predicted turnover rate is significantly different from zero at the one percent (***), five percent (**) or ten percent (*) level. *Source:* Authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics.

Table F.3: Regression Analyses of Turnover, All Teachers, High Needs Schools

	Any Turnover	Internal Mover	External Mover	Leaver
EVERGEEG	-0.014	0.057	-0.084	-0.071*
	(0.023)	(0.086)	(0.067)	(0.041)
GEEGYEAR	-0.060*	-0.036	-0.226***	-0.069
	(0.032)	(0.102)	(0.066)	(0.078)
T.E.E.G.1	-0.015	-0.049*	-0.052**	-0.008
	(0.009)	(0.027)	(0.022)	(0.017)
T.E.E.G.1YEAR	-0.008	-0.037	-0.031	0.011
	(0.012)	(0.045)	(0.030)	(0.032)
T.E.E.G.2	-0.015*	-0.060**	-0.007	-0.021
	(0.008)	(0.025)	(0.021)	(0.014)
T.E.E.G.2 YEAR	-0.003	0.043	-0.004	-0.028
	(0.016)	(0.065)	(0.038)	(0.029)
T.E.E.G.3	-0.015	-0.050	-0.026	-0.018
	(0.010)	(0.034)	(0.026)	(0.016)
T.E.E.G.3 YEAR	-0.003	0.018	-0.108**	0.005
	(0.015)	(0.072)	(0.044)	(0.034)
D.A.T.E. District-wide	-0.024	-0.081	-0.007	-0.038
	(0.020)	(0.076)	(0.059)	(0.036)
D.A.T.E. Select	0.037	0.117	0.072	0.040
	(0.025)	(0.076)	(0.057)	(0.041)
D.A.T.E. Ineligible	0.034	0.065	0.061	0.058
	(0.025)	(0.080)	(0.057)	(0.041)
D.A.T.E. Future	0.073*	0.200**	0.105	0.111
	(0.039)	(0.083)	(0.088)	(0.080)
D.A.T.E. District-wide 2009	-0.058*	-0.288**	-0.074	-0.080
	(0.034)	(0.117)	(0.056)	(0.081)
D.A.T.E. Select 2009	-0.096***	-0.316**	-0.078	-0.168**
	(0.034)	(0.125)	(0.063)	(0.079)
D.A.T.E. Ineligible 2009	-0.072***	-0.172*	-0.185**	-0.141**
	(0.023)	(0.091)	(0.072)	(0.058)
D.A.T.E. Future 2009	-0.118***	-0.278**	-0.087	-0.228**
	(0.043)	(0.140)	(0.117)	(0.114)
Base Salary (log)	-0.618***	-0.339**	-1.816***	-0.828***
	(0.044)	(0.137)	(0.101)	(0.089)
Charter	0.179***	0.324	0.049	0.386***
	(0.044)	(0.201)	(0.082)	(0.087)
Black	-0.144***	-0.134***	-0.341***	-0.264***
	(0.011)	(0.033)	(0.035)	(0.021)
Hispanic	-0.124***	-0.008	-0.277***	-0.295***
	(0.009)	(0.024)	(0.031)	(0.022)
Asian/American Indian	-0.088***	0.034	-0.312***	-0.161**
	(0.023)	(0.038)	(0.061)	(0.067)
Male	0.033***	0.110***	0.108***	-0.007
	(0.010)	(0.020)	(0.019)	(0.023)
Years of Experience	-0.034***	-0.011***	-0.058***	-0.067***
	(0.002)	(0.003)	(0.004)	(0.003)
Experience, squared	0.001***	-0.000**	0.000***	0.003***
	(0.000)	(0.000)	(0.000)	(0.000)

	Any Turnover	Internal Mover	External Mover	Leaver
Experience missing	-0.111***	-0.123***	-0.014	-0.360***
	(0.019)	(0.035)	(0.045)	(0.037)
No Degree	-0.049	0.066	-0.509***	0.033
	(0.031)	(0.100)	(0.092)	(0.061)
MA	0.164***	0.112***	0.088***	0.433***
	(0.007)	(0.019)	(0.018)	(0.016)
PhD	0.165***	0.091	-0.068	0.473***
	(0.022)	(0.086)	(0.077)	(0.060)
TAKS	0.078***	0.129***	0.172***	0.109***
	(0.007)	(0.021)	(0.014)	(0.015)
Language Arts	-0.015**	-0.026	-0.087***	0.011
	(0.007)	(0.026)	(0.016)	(0.015)
Math	-0.007	-0.028	0.017	-0.014
	(0.009)	(0.028)	(0.021)	(0.019)
Science	-0.009	-0.057	0.014	-0.014
	(0.009)	(0.036)	(0.023)	(0.017)
Foreign Language	0.053***	0.009	0.117**	0.126***
	(0.019)	(0.061)	(0.047)	(0.030)
Fine Arts	0.036***	0.201***	0.195***	-0.083***
	(0.010)	(0.036)	(0.025)	(0.019)
Vocational-Technical	-0.095***	-0.161***	-0.336***	-0.092***
	(0.009)	(0.050)	(0.027)	(0.017)
Special Education	0.141***	0.387***	0.051*	0.210***
	(0.012)	(0.031)	(0.027)	(0.027)
Bilingual	-0.015	-0.010	0.077**	-0.069**
	(0.013)	(0.042)	(0.036)	(0.030)
Math Certified	0.041***	0.053*	0.128***	0.045**
	(0.008)	(0.032)	(0.023)	(0.019)
Science Certified	0.046***	0.019	0.125***	0.087***
	(0.009)	(0.031)	(0.024)	(0.018)
Bilingual Certified	0.020	-0.024	0.069*	0.014
	(0.015)	(0.027)	(0.038)	(0.040)
Special Ed Certified	0.038***	0.242***	0.041**	-0.013
	(0.010)	(0.027)	(0.018)	(0.022)
Certified	-0.395***	-0.130***	0.164***	-1.149***
	(0.039)	(0.032)	(0.031)	(0.083)
Coach	0.062***	0.166***	0.555***	-0.333***
	(0.012)	(0.034)	(0.026)	(0.023)
Percent Ed students	0.030	0.097	0.007	0.100
	(0.044)	(0.174)	(0.117)	(0.076)
Percent LEP students	0.150***	0.205*	0.173	0.267***
	(0.040)	(0.114)	(0.112)	(0.079)
Percent Hispanic students	0.208***	0.386***	0.371***	0.367***
	(0.039)	(0.146)	(0.102)	(0.065)
Percent Black students	0.460***	0.824***	0.994***	0.705***
	(0.051)	(0.150)	(0.113)	(0.083)
School enrollment (log)	-0.055***	-0.227***	-0.049***	-0.043***
	(0.008)	(0.030)	(0.018)	(0.012)
Comparable Wage Index	0.506***	0.872**	0.916***	0.900***

	Any Turnover	Internal Mover	External Mover	Leaver
	(0.118)	(0.402)	(0.238)	(0.237)
Unemployment Rate	-0.006	-0.012	-0.007	-0.022
	(0.010)	(0.036)	(0.019)	(0.021)
Major Urban Area	0.077**	-0.090	0.344***	0.126**
	(0.032)	(0.101)	(0.065)	(0.060)
Metropolitan area	-0.098***	0.030	-0.363***	-0.177**
	(0.036)	(0.115)	(0.083)	(0.070)
Micropolitan area	-0.025	-0.114	0.001	-0.062
	(0.026)	(0.072)	(0.070)	(0.044)
Distance	-0.001	0.003**	-0.004***	-0.001
	(0.000)	(0.001)	(0.001)	(0.001)
Very Small District	0.073**	-1.053***	0.686***	0.144***
	(0.029)	(0.114)	(0.069)	(0.051)
Small District	0.087***	-0.508***	0.608***	0.128***
	(0.027)	(0.088)	(0.065)	(0.048)
Midsized District	0.085***	-0.204***	0.527***	0.079**
	(0.021)	(0.063)	(0.053)	(0.033)
Very Large District	-0.053	0.109	-0.442***	-0.049
	(0.033)	(0.079)	(0.063)	(0.066)
School Year 2003-04	0.067***	0.022	0.261***	0.082***
	(0.015)	(0.061)	(0.030)	(0.025)
School Year 2004-05	0.020	-0.029	0.242***	-0.062
	(0.021)	(0.075)	(0.046)	(0.041)
School Year 2005-06	0.022	-0.161*	0.329***	-0.049
	(0.022)	(0.088)	(0.048)	(0.045)
School Year 2006-07	0.101***	-0.044	0.382***	0.138**
	(0.029)	(0.114)	(0.067)	(0.054)
School Year 2007-08	0.074**	-0.136	0.288***	0.136**
	(0.029)	(0.116)	(0.072)	(0.054)
School Year 2008-09	-0.022	-0.220	-0.137*	0.091
	(0.037)	(0.139)	(0.081)	(0.075)
Elementary School	-0.043*	0.344***	-0.201***	-0.128***
	(0.023)	(0.092)	(0.054)	(0.041)
Middle School	0.057**	0.477***	0.011	0.050
	(0.023)	(0.106)	(0.052)	(0.040)
High School	0.049**	0.047	0.178***	0.078**
	(0.023)	(0.134)	(0.053)	(0.038)
Constant	4.280***	-0.139	11.253***	4.873***
	(0.366)	(1.257)	(0.860)	(0.730)
Number of Observations	1,012,299	1,012,299	1,012,299	1,012,299

Note: High Needs schools are those with a %ED within 10 percentage points of the eligibility thresholds for the G.E.E.G. program at some point during the seven-year analysis period. Those thresholds were at least 81.3% for elementary schools, at least 70.5% for all grade schools, at least 65.4% for middle schools and at least 55.8% for high schools. The first column presents coefficient estimates from a probit analysis of campus turnover. The remaining columns present coefficient estimates from multinomial logit analysis. The asterisks indicate that the percentage point change in the predicted turnover rate is significantly different from zero at the one percent (***), five percent (**) or ten percent (*) level.

Source: Authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics.

Table F.4: Regression Analyses of Turnover, Math and Science Teachers

	Any Turnover	Internal Mover	External Mover	Leaver
EVERGEEG	0.031	0.205	0.034	-0.034
	(0.051)	(0.183)	(0.123)	(0.118)
GEEGYEAR	-0.063	0.078	-0.394**	-0.052
	(0.056)	(0.230)	(0.160)	(0.100)
T.E.E.G.1	-0.012	-0.055	-0.020	-0.019
	(0.014)	(0.044)	(0.039)	(0.028)
T.E.E.G.1YEAR	-0.000	-0.117	0.038	0.019
	(0.027)	(0.112)	(0.062)	(0.063)
T.E.E.G.2	0.009	0.013	0.026	-0.001
	(0.014)	(0.047)	(0.038)	(0.033)
T.E.E.G.2 YEAR	0.036	0.031	0.083	0.067
	(0.032)	(0.114)	(0.079)	(0.060)
T.E.E.G.3	-0.031**	-0.121*	-0.046	-0.033
	(0.014)	(0.070)	(0.039)	(0.028)
T.E.E.G.3 YEAR	-0.030	-0.025	-0.211**	0.015
	(0.028)	(0.122)	(0.095)	(0.056)
D.A.T.E. District-wide	-0.009	-0.025	0.014	-0.029
	(0.020)	(0.101)	(0.056)	(0.035)
D.A.T.E. Select	0.026	0.000	0.103	0.033
	(0.025)	(0.099)	(0.063)	(0.038)
D.A.T.E. Ineligible	0.038*	-0.004	0.086*	0.083**
	(0.022)	(0.090)	(0.051)	(0.040)
D.A.T.E. Future	0.074*	0.084	0.083	0.170**
	(0.042)	(0.104)	(0.118)	(0.076)
D.A.T.E. District-wide 2009	-0.056**	-0.329***	-0.050	-0.057
	(0.027)	(0.103)	(0.083)	(0.053)
D.A.T.E. Select 2009	-0.041	-0.217	-0.081	-0.022
	(0.036)	(0.156)	(0.124)	(0.074)
D.A.T.E. Ineligible 2009	-0.070***	-0.182	-0.327***	-0.071
	(0.026)	(0.127)	(0.076)	(0.053)
D.A.T.E. Future 2009	-0.033	0.039	0.045	-0.153
	(0.047)	(0.148)	(0.142)	(0.123)
Base Salary (log)	-0.777***	-0.378*	-2.119***	-1.027***
	(0.047)	(0.207)	(0.117)	(0.107)
Charter	0.323***	0.173	0.248***	0.769***
	(0.043)	(0.277)	(0.093)	(0.079)
Black	-0.083***	-0.056	-0.363***	-0.063*
	(0.017)	(0.047)	(0.062)	(0.033)
Hispanic	-0.127***	-0.103**	-0.307***	-0.239***
	(0.015)	(0.043)	(0.044)	(0.032)
Asian/American Indian	-0.058**	0.066	-0.277***	-0.067
	(0.024)	(0.082)	(0.079)	(0.064)
Male	0.062***	0.124***	0.164***	0.060***
	(0.009)	(0.028)	(0.020)	(0.020)
Years of Experience	-0.042***	-0.013**	-0.041***	-0.103***
	(0.002)	(0.006)	(0.004)	(0.004)
Experience, squared	0.001***	-0.000	0.000**	0.003***
	(0.000)	(0.000)	(0.000)	(0.000)

	Any Turnover	Internal Mover	External Mover	Leaver
Experience missing	-0.122***	-0.136**	0.104**	-0.473***
	(0.020)	(0.058)	(0.045)	(0.041)
No Degree	0.139***	-0.001	0.145	0.357***
	(0.045)	(0.209)	(0.127)	(0.104)
MA	0.143***	0.049*	0.081***	0.404***
	(0.008)	(0.029)	(0.022)	(0.018)
PhD	0.116***	0.081	-0.123	0.380***
	(0.042)	(0.088)	(0.099)	(0.097)
TAKS	0.042***	0.096***	0.218***	-0.030
	(0.011)	(0.036)	(0.032)	(0.024)
Language Arts	0.010	0.129***	-0.072**	0.030
	(0.012)	(0.042)	(0.033)	(0.029)
Math	-0.026**	0.009	0.020	-0.109***
	(0.011)	(0.033)	(0.028)	(0.024)
Science	-0.035***	-0.116***	-0.008	-0.070***
	(0.010)	(0.036)	(0.029)	(0.021)
Foreign Language	0.038	-0.087	0.098	0.104
	(0.034)	(0.140)	(0.088)	(0.090)
Fine Arts	-0.048*	-0.084	-0.003	-0.133**
	(0.025)	(0.084)	(0.075)	(0.053)
Vocational-Technical	-0.091***	-0.249***	-0.172***	-0.147***
	(0.014)	(0.077)	(0.044)	(0.033)
Special Education	0.118***	0.434***	0.068	0.103
	(0.032)	(0.104)	(0.077)	(0.066)
Bilingual	-0.020	0.001	-0.017	-0.077
	(0.038)	(0.144)	(0.109)	(0.081)
Math Certified	0.022*	-0.030	0.005	0.100***
	(0.013)	(0.049)	(0.038)	(0.027)
Science Certified	0.033***	0.038	0.011	0.102***
	(0.013)	(0.047)	(0.036)	(0.027)
Bilingual Certified	0.075***	0.103	0.235***	0.017
	(0.026)	(0.088)	(0.078)	(0.070)
Special Ed Certified	0.046***	0.216***	0.122***	-0.010
	(0.014)	(0.044)	(0.039)	(0.035)
Coach	0.029***	0.102**	0.516***	-0.436***
	(0.011)	(0.046)	(0.029)	(0.024)
Percent Ed students	0.017	-0.146	0.372***	-0.043
	(0.048)	(0.198)	(0.117)	(0.086)
Percent LEP students	0.155***	-0.020	0.195	0.355***
	(0.058)	(0.205)	(0.169)	(0.107)
Percent Hispanic students	0.237***	0.769***	0.372***	0.298***
	(0.041)	(0.158)	(0.114)	(0.077)
Percent Black students	0.587***	1.280***	1.299***	0.720***
	(0.056)	(0.190)	(0.136)	(0.092)
School enrollment (log)	-0.043***	-0.172***	-0.055***	-0.028**
	(0.007)	(0.034)	(0.018)	(0.014)
Comparable Wage Index	0.416***	0.645	0.815***	0.730***
	(0.095)	(0.503)	(0.221)	(0.177)
Unemployment Rate	-0.021*	-0.053	-0.043	-0.039*

	Any Turnover	Internal Mover	External Mover	Leaver
	(0.011)	(0.048)	(0.027)	(0.024)
Major Urban Area	0.089***	0.027	0.337***	0.078
	(0.025)	(0.108)	(0.061)	(0.049)
Metropolitan area	-0.093***	-0.057	-0.283***	-0.136**
	(0.032)	(0.140)	(0.071)	(0.060)
Micropolitan area	-0.025	-0.188**	0.026	-0.060
	(0.027)	(0.094)	(0.066)	(0.049)
Distance	-0.001	0.002	-0.003***	-0.001
	(0.000)	(0.002)	(0.001)	(0.001)
Very Small District	0.056**	-0.842***	0.563***	0.057
	(0.028)	(0.123)	(0.071)	(0.052)
Small District	0.015	-0.556***	0.442***	-0.050
	(0.025)	(0.095)	(0.062)	(0.046)
Midsized District	0.040**	-0.286***	0.423***	-0.034
	(0.019)	(0.068)	(0.048)	(0.034)
Very Large District	-0.075***	0.079	-0.458***	-0.063
	(0.023)	(0.107)	(0.065)	(0.041)
School Year 2003-04	0.074***	-0.015	0.299***	0.088***
	(0.018)	(0.075)	(0.044)	(0.034)
School Year 2004-05	0.057***	-0.004	0.295***	0.006
	(0.022)	(0.096)	(0.057)	(0.047)
School Year 2005-06	0.101***	-0.023	0.418***	0.082
	(0.025)	(0.113)	(0.062)	(0.055)
School Year 2006-07	0.143***	-0.068	0.484***	0.190***
	(0.031)	(0.145)	(0.080)	(0.068)
School Year 2007-08	0.106***	-0.133	0.399***	0.133**
	(0.031)	(0.142)	(0.080)	(0.065)
School Year 2008-09	0.049	-0.092	0.211***	0.064
	(0.032)	(0.170)	(0.077)	(0.064)
Elementary School	-0.041	0.593***	-0.289***	-0.190***
	(0.025)	(0.125)	(0.060)	(0.052)
Middle School	0.035	0.515***	-0.067	0.014
	(0.025)	(0.127)	(0.057)	(0.050)
High School	0.042*	-0.052	0.161***	0.083*
	(0.025)	(0.154)	(0.055)	(0.050)
Constant	5.270***	-0.047	13.624***	5.881***
	(0.384)	(1.756)	(0.983)	(0.869)
Number of Observations	310,311	310,311	310,311	310,311

Note: The first column presents coefficient estimates from a probit analysis of campus turnover. The remaining columns present coefficient estimates from multinomial logit analysis. The asterisks indicate that the percentage point change in the predicted turnover rate is significantly different from zero at the one percent (***), five percent (**) or ten percent (*) level.

Source: Authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics.

Table F.5: Regression Analyses of Turnover, Beginning Teachers

	Any Turnover	Internal Mover	External Mover	Leaver
EVERGEEG	-0.023 (0.029)	0.007 (0.121)	-0.184* (0.106)	0.005 (0.076)
GEEGYEAR	-0.008 (0.045)	0.199 (0.149)	-0.164 (0.115)	-0.022 (0.120)
T.E.E.G.1	-0.017 (0.011)	-0.041 (0.035)	-0.079*** (0.027)	-0.002 (0.024)
T.E.E.G.1YEAR	0.017 (0.020)	0.044 (0.074)	-0.025 (0.046)	0.061 (0.055)
T.E.E.G.2	-0.018** (0.009)	-0.058* (0.029)	-0.032 (0.025)	-0.018 (0.019)
T.E.E.G.2 YEAR	0.029 (0.024)	0.107 (0.081)	0.066 (0.046)	0.015 (0.061)
T.E.E.G.3	-0.017 (0.012)	-0.069* (0.038)	-0.026 (0.029)	-0.011 (0.023)
T.E.E.G.3 YEAR	-0.006 (0.024)	0.139 (0.086)	-0.118** (0.059)	-0.030 (0.059)
D.A.T.E. District-wide	-0.006 (0.021)	-0.038 (0.064)	0.007 (0.063)	0.004 (0.050)
D.A.T.E. Select	0.031 (0.027)	0.078 (0.069)	0.076 (0.061)	0.033 (0.053)
D.A.T.E. Ineligible	0.027 (0.024)	0.032 (0.063)	0.073 (0.052)	0.037 (0.053)
D.A.T.E. Future	0.026 (0.037)	0.098 (0.072)	0.108 (0.085)	-0.021 (0.087)
D.A.T.E. District-wide 2009	-0.044 (0.041)	-0.249** (0.107)	-0.078 (0.067)	-0.052 (0.092)
D.A.T.E. Select 2009	-0.116*** (0.043)	-0.307** (0.129)	-0.163** (0.074)	-0.203** (0.095)
D.A.T.E. Ineligible 2009	-0.068** (0.034)	-0.099 (0.090)	-0.175** (0.069)	-0.177** (0.084)
D.A.T.E. Future 2009	-0.110** (0.043)	-0.470*** (0.153)	-0.225* (0.122)	-0.065 (0.122)
Base Salary (log)	-0.423*** (0.063)	0.196 (0.219)	-1.089*** (0.149)	-0.794*** (0.136)
Charter	0.220*** (0.045)	0.296 (0.191)	0.204** (0.084)	0.477*** (0.089)
Black	-0.122*** (0.017)	-0.062 (0.039)	-0.277*** (0.044)	-0.230*** (0.035)
Hispanic	-0.154*** (0.013)	-0.041 (0.026)	-0.302*** (0.035)	-0.353*** (0.033)
Asian/American Indian	-0.019 (0.021)	-0.030 (0.056)	-0.268*** (0.059)	0.059 (0.053)
Male	0.007 (0.010)	0.166*** (0.023)	0.026 (0.021)	-0.066*** (0.024)
Years of Experience	0.008 (0.014)	-0.005 (0.029)	0.045* (0.025)	-0.001 (0.032)
Experience, squared	-0.008* (0.004)	-0.003 (0.009)	-0.039*** (0.007)	-0.002 (0.009)

	Any Turnover	Internal Mover	External Mover	Leaver
No Degree	-0.020	0.038	-0.374***	0.089
	(0.026)	(0.082)	(0.074)	(0.056)
MA	0.115***	0.058**	-0.008	0.346***
	(0.009)	(0.028)	(0.022)	(0.020)
PhD	0.087***	0.027	-0.178*	0.327***
	(0.032)	(0.152)	(0.096)	(0.056)
TAKS	0.056***	0.037*	0.130***	0.097***
	(0.007)	(0.022)	(0.016)	(0.016)
Language Arts	-0.029***	-0.071***	-0.074***	-0.018
	(0.009)	(0.024)	(0.020)	(0.020)
Math	0.010	-0.063*	0.034	0.037
	(0.011)	(0.034)	(0.022)	(0.024)
Science	-0.006	-0.027	0.023	-0.018
	(0.010)	(0.036)	(0.023)	(0.024)
Foreign Language	0.125***	0.054	0.222***	0.274***
	(0.018)	(0.057)	(0.045)	(0.042)
Fine Arts	0.058***	0.144***	0.181***	0.025
	(0.013)	(0.040)	(0.029)	(0.028)
Vocational-Technical	-0.065***	-0.141**	-0.130***	-0.098***
	(0.013)	(0.055)	(0.031)	(0.027)
Special Education	0.121***	0.198***	0.158***	0.198***
	(0.014)	(0.043)	(0.032)	(0.032)
Bilingual	0.017	0.033	0.076	0.001
	(0.018)	(0.043)	(0.048)	(0.046)
Math Certified	0.045***	0.020	0.092***	0.091***
	(0.012)	(0.041)	(0.030)	(0.024)
Science Certified	0.080***	-0.051	0.121***	0.207***
	(0.012)	(0.039)	(0.027)	(0.025)
Bilingual Certified	-0.034	-0.074*	0.013	-0.126**
	(0.024)	(0.044)	(0.057)	(0.061)
Special Ed Certified	0.050***	0.307***	0.070***	-0.020
	(0.011)	(0.031)	(0.025)	(0.023)
Certified	-0.416***	-0.168***	0.093***	-1.201***
	(0.027)	(0.026)	(0.026)	(0.060)
Coach	0.090***	0.263***	0.511***	-0.230***
	(0.010)	(0.035)	(0.024)	(0.020)
Percent Ed students	0.003	-0.065	0.465***	-0.185*
	(0.044)	(0.136)	(0.097)	(0.104)
Percent LEP students	0.109**	0.035	0.021	0.324***
	(0.044)	(0.116)	(0.119)	(0.111)
Percent Hispanic students	0.187***	0.280**	0.294***	0.334***
	(0.040)	(0.132)	(0.095)	(0.092)
Percent Black students	0.473***	0.637***	0.997***	0.736***
	(0.049)	(0.152)	(0.109)	(0.105)
School enrollment (log)	-0.048***	-0.122***	-0.085***	-0.037**
	(0.008)	(0.039)	(0.018)	(0.016)
Comparable Wage Index	0.498***	0.234	0.873***	1.042***
	(0.121)	(0.363)	(0.214)	(0.301)
Unemployment Rate	-0.038***	-0.017	-0.039*	-0.110***

	Any Turnover	Internal Mover	External Mover	Leaver
	(0.014)	(0.046)	(0.023)	(0.035)
Major Urban Area	0.055*	-0.007	0.235***	0.058
	(0.031)	(0.092)	(0.063)	(0.074)
Metropolitan area	-0.135***	0.074	-0.329***	-0.259***
	(0.037)	(0.116)	(0.074)	(0.086)
Micropolitan area	-0.035	-0.117	-0.005	-0.072
	(0.026)	(0.073)	(0.060)	(0.055)
Distance	-0.000	0.003**	-0.001	-0.001
	(0.001)	(0.002)	(0.001)	(0.002)
Very Small District	0.106***	-1.030***	0.740***	0.053
	(0.030)	(0.122)	(0.066)	(0.064)
Small District	0.098***	-0.505***	0.670***	-0.007
	(0.025)	(0.083)	(0.057)	(0.056)
Midsized District	0.074***	-0.216***	0.526***	-0.031
	(0.019)	(0.064)	(0.045)	(0.042)
Very Large District	-0.073**	0.038	-0.447***	-0.043
	(0.029)	(0.069)	(0.059)	(0.069)
School Year 2003-04	0.025	-0.001	0.219***	-0.064*
	(0.018)	(0.069)	(0.034)	(0.036)
School Year 2004-05	-0.009	-0.027	0.140***	-0.127**
	(0.025)	(0.092)	(0.049)	(0.055)
School Year 2005-06	-0.020	-0.129	0.192***	-0.164**
	(0.028)	(0.106)	(0.052)	(0.065)
School Year 2006-07	0.048	-0.094	0.167**	0.084
	(0.036)	(0.136)	(0.070)	(0.085)
School Year 2007-08	0.028	-0.150	0.005	0.141*
	(0.032)	(0.126)	(0.071)	(0.076)
School Year 2008-09	0.029	-0.198	-0.237***	0.347***
	(0.042)	(0.144)	(0.074)	(0.107)
Elementary School	-0.053**	0.206**	-0.246***	-0.084
	(0.026)	(0.094)	(0.054)	(0.052)
Middle School	0.038	0.236**	0.029	0.054
	(0.026)	(0.098)	(0.054)	(0.052)
High School	0.016	-0.351***	0.136**	0.108**
	(0.027)	(0.110)	(0.055)	(0.054)
Constant	2.755***	-3.927**	5.536***	4.639***
	(0.498)	(1.754)	(1.207)	(1.071)
Number of Observations	476,948	476,948	476,948	476,948

Note: The first column presents coefficient estimates from a probit analysis of campus turnover. The remaining columns present coefficient estimates from multinomial logit analysis. The asterisks indicate that the percentage point change in the predicted turnover rate is significantly different from zero at the one percent (***), five percent (**) or ten percent (*) level.

Source: Authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics.

Table F.6: Regression Analyses of Turnover, Experienced Teachers

	Any Turnover	Internal Mover	External Mover	Leaver
EVERGEEG	-0.009 (0.028)	0.128 (0.088)	-0.167* (0.088)	-0.086 (0.056)
GEEGYEAR	-0.074** (0.036)	-0.154 (0.094)	-0.153* (0.091)	-0.084 (0.083)
T.E.E.G.1	-0.008 (0.009)	-0.063** (0.030)	-0.020 (0.027)	0.008 (0.016)
T.E.E.G.1YEAR	-0.015 (0.017)	0.014 (0.058)	-0.065 (0.040)	-0.029 (0.047)
T.E.E.G.2	0.003 (0.010)	-0.044 (0.030)	0.037 (0.027)	0.013 (0.018)
T.E.E.G.2 YEAR	-0.018 (0.019)	0.006 (0.076)	-0.006 (0.053)	-0.060* (0.033)
T.E.E.G.3	-0.011 (0.010)	-0.011 (0.036)	-0.044 (0.031)	-0.019 (0.018)
T.E.E.G.3 YEAR	0.005 (0.017)	-0.044 (0.068)	-0.100* (0.058)	0.068* (0.041)
D.A.T.E. District-wide	-0.044** (0.020)	-0.148** (0.074)	-0.026 (0.055)	-0.067* (0.036)
D.A.T.E. Select	0.035 (0.023)	0.083 (0.073)	0.124** (0.061)	0.027 (0.040)
D.A.T.E. Ineligible	0.017 (0.021)	0.031 (0.066)	0.042 (0.054)	0.026 (0.040)
D.A.T.E. Future	0.074** (0.030)	0.165** (0.075)	0.160* (0.091)	0.098 (0.065)
D.A.T.E. District-wide 2009	-0.059** (0.027)	-0.218** (0.104)	-0.074 (0.056)	-0.087 (0.063)
D.A.T.E. Select 2009	-0.081*** (0.030)	-0.295*** (0.107)	-0.160** (0.077)	-0.082 (0.061)
D.A.T.E. Ineligible 2009	-0.081*** (0.022)	-0.218*** (0.081)	-0.205*** (0.058)	-0.140*** (0.050)
D.A.T.E. Future 2009	-0.132*** (0.050)	-0.298* (0.169)	-0.008 (0.115)	-0.289*** (0.097)
Base Salary (log)	-0.349*** (0.056)	-0.129 (0.196)	-0.969*** (0.142)	-0.651*** (0.118)
Charter	0.357*** (0.052)	0.091 (0.172)	0.508*** (0.099)	0.709*** (0.100)
Black	-0.109*** (0.010)	-0.092*** (0.031)	-0.285*** (0.046)	-0.206*** (0.020)
Hispanic	-0.087*** (0.009)	0.018 (0.030)	-0.198*** (0.036)	-0.229*** (0.020)
Asian/American Indian	-0.075*** (0.023)	0.057 (0.043)	-0.239*** (0.066)	-0.195*** (0.069)
Male	0.029*** (0.008)	0.101*** (0.020)	0.213*** (0.019)	-0.058*** (0.018)
Years of Experience	-0.050*** (0.002)	-0.019*** (0.005)	-0.046*** (0.005)	-0.111*** (0.004)
Experience, squared	0.001*** (0.000)	-0.000 (0.000)	-0.000*** (0.000)	0.004*** (0.000)

	Any Turnover	Internal Mover	External Mover	Leaver
No Degree	-0.144*** (0.048)	0.281 (0.186)	-0.255** (0.120)	-0.465*** (0.095)
MA	0.148*** (0.007)	0.102*** (0.017)	0.086*** (0.018)	0.397*** (0.015)
PhD	0.149*** (0.025)	0.217*** (0.063)	-0.244*** (0.071)	0.428*** (0.060)
TAKS	0.074*** (0.006)	0.152*** (0.019)	0.175*** (0.014)	0.092*** (0.013)
Language Arts	-0.007 (0.006)	-0.012 (0.023)	-0.072*** (0.018)	0.019 (0.013)
Math	-0.005 (0.008)	-0.048* (0.026)	0.041* (0.021)	-0.010 (0.017)
Science	-0.027*** (0.009)	-0.104*** (0.030)	-0.006 (0.023)	-0.036* (0.018)
Foreign Language	0.036*** (0.014)	-0.000 (0.047)	0.146*** (0.042)	0.051* (0.026)
Fine Arts	0.006 (0.009)	0.134*** (0.037)	0.201*** (0.021)	-0.136*** (0.022)
Vocational-Technical	-0.072*** (0.010)	-0.091** (0.046)	-0.331*** (0.030)	-0.077*** (0.019)
Special Education	0.171*** (0.011)	0.457*** (0.035)	0.081*** (0.028)	0.247*** (0.023)
Bilingual	-0.013 (0.015)	0.037 (0.050)	0.070* (0.040)	-0.087*** (0.029)
Math Certified	0.024*** (0.006)	0.047** (0.023)	0.096*** (0.021)	0.016 (0.016)
Science Certified	0.035*** (0.007)	0.030 (0.029)	0.108*** (0.020)	0.059*** (0.016)
Bilingual Certified	0.035** (0.014)	-0.006 (0.036)	0.177*** (0.043)	0.043 (0.032)
Special Ed Certified	0.036*** (0.006)	0.261*** (0.020)	0.027 (0.016)	-0.026* (0.014)
Certified	-0.802*** (0.068)	0.042 (0.063)	0.303*** (0.060)	-1.935*** (0.123)
Coach	0.055*** (0.011)	0.145*** (0.031)	0.631*** (0.024)	-0.362*** (0.021)
Percent Ed students	0.021 (0.037)	0.007 (0.128)	0.327*** (0.101)	-0.017 (0.074)
Percent LEP students	0.136*** (0.041)	0.191 (0.122)	0.169 (0.122)	0.223*** (0.081)
Percent Hispanic students	0.149*** (0.033)	0.380*** (0.132)	0.169* (0.093)	0.259*** (0.060)
Percent Black students	0.417*** (0.045)	0.846*** (0.140)	0.999*** (0.116)	0.588*** (0.079)
School enrollment (log)	-0.051*** (0.007)	-0.134*** (0.034)	-0.074*** (0.017)	-0.050*** (0.011)
Comparable Wage Index	0.339*** (0.091)	0.417 (0.364)	0.897*** (0.205)	0.592*** (0.181)
Unemployment Rate	-0.011	-0.024	-0.023	-0.021

	Any Turnover	Internal Mover	External Mover	Leaver
	(0.009)	(0.037)	(0.019)	(0.019)
Major Urban Area	0.073***	0.072	0.291***	0.092*
	(0.025)	(0.095)	(0.059)	(0.047)
Metropolitan area	-0.068**	0.160	-0.358***	-0.144**
	(0.029)	(0.108)	(0.065)	(0.061)
Micropolitan area	-0.039*	-0.062	-0.009	-0.108***
	(0.021)	(0.071)	(0.056)	(0.039)
Distance	-0.000	0.003*	-0.002**	-0.001
	(0.000)	(0.001)	(0.001)	(0.001)
Very Small District	0.013	-0.838***	0.687***	-0.012
	(0.023)	(0.095)	(0.061)	(0.043)
Small District	-0.007	-0.508***	0.563***	-0.085**
	(0.021)	(0.080)	(0.054)	(0.039)
Midsized District	0.041**	-0.138**	0.480***	-0.004
	(0.017)	(0.059)	(0.044)	(0.029)
Very Large District	-0.059**	-0.008	-0.430***	-0.051
	(0.027)	(0.085)	(0.067)	(0.049)
School Year 2003-04	0.065***	-0.021	0.232***	0.139***
	(0.014)	(0.058)	(0.027)	(0.026)
School Year 2004-05	-0.009	-0.024	0.175***	-0.094**
	(0.019)	(0.074)	(0.040)	(0.040)
School Year 2005-06	0.010	-0.094	0.243***	-0.028
	(0.020)	(0.082)	(0.046)	(0.043)
School Year 2006-07	0.042	-0.098	0.252***	0.074
	(0.026)	(0.108)	(0.063)	(0.053)
School Year 2007-08	0.030	-0.084	0.155**	0.071
	(0.027)	(0.112)	(0.065)	(0.055)
School Year 2008-09	-0.054*	-0.127	-0.204***	-0.030
	(0.030)	(0.128)	(0.066)	(0.062)
Elementary School	-0.030	0.283***	-0.239***	-0.117***
	(0.019)	(0.094)	(0.049)	(0.037)
Middle School	0.044**	0.353***	0.013	0.001
	(0.021)	(0.106)	(0.049)	(0.036)
High School	0.021	-0.184	0.278***	-0.004
	(0.022)	(0.129)	(0.049)	(0.036)
Constant	2.807***	-2.063	4.028***	5.171***
	(0.454)	(1.648)	(1.149)	(0.946)
Number of Observations	1,315,063	1,315,063	1,315,063	1,315,063

Note: The first column presents coefficient estimates from a probit analysis of campus turnover. The remaining columns present coefficient estimates from multinomial logit analysis. The asterisks indicate that the percentage point change in the predicted turnover rate is significantly different from zero at the one percent (***), five percent (**) or ten percent (*) level.

Source: Authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics.

Table F.7: Regression Analyses of Turnover by Unit of Accountability in Year 1 D.A.T.E. Plan

	Any Turnover	Any Turnover	Internal Mover	External Mover	Leaver	District Turnover
EVERGEEG	0.010 (0.017)	0.029* (0.016)	0.143*** (0.047)	-0.025 (0.059)	0.013 (0.039)	-0.019 (0.019)
GEEGYEAR	-0.022 (0.024)	-0.020 (0.024)	0.059 (0.067)	-0.172** (0.086)	-0.026 (0.057)	-0.044* (0.026)
T.E.E.G.1	-0.003 (0.005)	0.004 (0.005)	-0.004 (0.015)	-0.021 (0.016)	0.019* (0.011)	-0.001 (0.005)
T.E.E.G.1YEAR	0.005 (0.011)	0.004 (0.011)	0.016 (0.035)	-0.063* (0.037)	0.033 (0.026)	0.001 (0.012)
T.E.E.G.2	-0.016*** (0.005)	-0.021*** (0.005)	-0.081*** (0.015)	-0.023 (0.016)	-0.020* (0.011)	-0.008 (0.005)
T.E.E.G.2 YEAR	-0.003 (0.011)	-0.004 (0.011)	0.016 (0.037)	0.026 (0.039)	-0.027 (0.026)	-0.010 (0.012)
T.E.E.G.3	-0.014*** (0.005)	-0.016*** (0.005)	-0.041*** (0.015)	-0.031* (0.016)	-0.025** (0.011)	-0.013** (0.006)
T.E.E.G.3 YEAR	-0.003 (0.012)	-0.005 (0.012)	0.036 (0.039)	-0.139*** (0.048)	0.016 (0.027)	-0.012 (0.013)
D.A.T.E. District-wide	-0.615 (0.431)	-0.045*** (0.011)	-0.260*** (0.041)	0.009 (0.034)	-0.069** (0.027)	-0.441 (0.436)
D.A.T.E. Select	-0.015 (0.025)	-0.041*** (0.013)	-0.061 (0.067)	-0.111* (0.060)	-0.121** (0.050)	-0.007 (0.027)
D.A.T.E. Future	0.019** (0.009)	0.035*** (0.008)	0.085*** (0.025)	0.100*** (0.025)	0.026 (0.019)	0.028*** (0.010)
District-wide Group Only 2009	0.002 (0.016)	-0.000 (0.016)	0.044 (0.054)	0.129** (0.059)	-0.034 (0.037)	-0.012 (0.017)
District-wide Blend 2009	0.047*** (0.013)	0.060*** (0.013)	-0.104** (0.044)	0.074 (0.057)	0.200*** (0.028)	0.081*** (0.014)
District-wide Teacher Only 2009	0.003 (0.018)	0.001 (0.018)	0.017 (0.062)	0.171*** (0.061)	-0.003 (0.043)	0.004 (0.019)
District-wide unknown 2009	-0.007 (0.028)	-0.009 (0.028)	-0.301** (0.122)	-0.100 (0.101)	0.149** (0.061)	0.025 (0.029)
Select Group Only 2009	-0.027* (0.015)	-0.025* (0.015)	-0.044 (0.049)	0.002 (0.060)	-0.029 (0.034)	-0.024 (0.016)
Select Blend 2009	0.014 (0.022)	0.019 (0.021)	-0.182** (0.076)	0.069 (0.075)	0.165*** (0.048)	0.052** (0.023)
Select Teacher Only 2009	-0.006 (0.034)	-0.002 (0.033)	-0.003 (0.112)	0.122 (0.123)	-0.024 (0.083)	-0.007 (0.037)
Select unknown 2009	0.018 (0.051)	0.022 (0.050)	-0.153 (0.186)	0.180 (0.169)	0.149 (0.116)	0.047 (0.054)
D.A.T.E. Future 2009	-0.055*** (0.021)	-0.051** (0.021)	-0.185*** (0.068)	0.102 (0.075)	-0.058 (0.048)	-0.027 (0.022)
District-wide Group Only	0.189	-0.031***	-0.025	-0.057	-0.044	0.270

	(0.423)	(0.012)	(0.044)	(0.036)	(0.029)	(0.428)
District-wide Blended	-0.041	-0.020	0.171***	-0.190***	-0.019	-0.070
	(0.376)	(0.012)	(0.043)	(0.037)	(0.028)	(0.381)
District-wide Teacher Only	-0.610	0.034***	0.062	0.136***	0.027	-0.494
	(0.449)	(0.013)	(0.045)	(0.036)	(0.030)	(0.455)
Select Group Only	0.025	0.073***	0.145**	0.196***	0.145***	0.019
	(0.025)	(0.014)	(0.069)	(0.061)	(0.051)	(0.027)
Select Blended	0.013	0.035**	-0.016	0.188***	0.092*	0.021
	(0.026)	(0.015)	(0.071)	(0.063)	(0.053)	(0.028)
Select Teacher Only	0.021		-0.008	0.074	0.017	0.028
	(0.029)		(0.078)	(0.071)	(0.058)	(0.031)
Select plan unknown		-0.023				
		(0.024)				
Base Salary (log)	-0.606***	-0.635***	-0.617***	-2.044***	-0.856***	-0.635***
	(0.023)	(0.020)	(0.066)	(0.062)	(0.047)	(0.024)
Charter	0.880***	0.200***	0.408***	-0.100*	0.500***	0.988***
	(0.219)	(0.020)	(0.070)	(0.055)	(0.042)	(0.221)
Black	-0.111***	-0.119***	-0.098***	-0.302***	-0.230***	-0.123***
	(0.006)	(0.006)	(0.018)	(0.020)	(0.013)	(0.006)
Hispanic	-0.096***	-0.106***	0.021	-0.217***	-0.287***	-0.137***
	(0.005)	(0.005)	(0.015)	(0.018)	(0.012)	(0.006)
Asian/American Indian	-0.060***	-0.069***	0.059	-0.285***	-0.150***	-0.099***
	(0.012)	(0.012)	(0.036)	(0.042)	(0.027)	(0.013)
Male	0.003	0.002	0.098***	0.074***	-0.084***	-0.018***
	(0.004)	(0.004)	(0.013)	(0.013)	(0.010)	(0.004)
Years of Experience	-0.033***	-0.034***	-0.010***	-0.045***	-0.072***	-0.040***
	(0.001)	(0.001)	(0.002)	(0.002)	(0.002)	(0.001)
Experience, squared	0.001***	0.001***	-0.000***	-0.000	0.003***	0.001***
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Experience missing	-0.072***	-0.075***	-0.063***	0.178***	-0.323***	-0.077***
	(0.008)	(0.007)	(0.023)	(0.021)	(0.017)	(0.008)
No Degree	-0.080***	-0.077***	0.063	-0.474***	-0.083**	-0.116***
	(0.019)	(0.019)	(0.063)	(0.069)	(0.039)	(0.020)
MA	0.155***	0.152***	0.131***	0.085***	0.392***	0.170***
	(0.004)	(0.004)	(0.013)	(0.015)	(0.009)	(0.004)
PhD	0.130***	0.120***	0.085	-0.200**	0.375***	0.140***
	(0.020)	(0.020)	(0.068)	(0.082)	(0.042)	(0.021)
TAKS	0.080***	0.078***	0.148***	0.184***	0.102***	0.068***
	(0.004)	(0.004)	(0.012)	(0.013)	(0.009)	(0.004)
Language Arts	-0.005	-0.011**	-0.035**	-0.085***	0.020*	-0.001
	(0.004)	(0.004)	(0.015)	(0.015)	(0.010)	(0.005)
Math	-0.004	-0.007	-0.065***	0.023	0.003	0.008
	(0.006)	(0.006)	(0.019)	(0.020)	(0.014)	(0.006)
Science	-0.015**	-0.026***	-0.087***	-0.023	-0.037***	-0.002
	(0.006)	(0.006)	(0.021)	(0.020)	(0.014)	(0.007)
Foreign Language	0.070***	0.059***	0.055*	0.141***	0.107***	0.071***
	(0.009)	(0.009)	(0.031)	(0.029)	(0.021)	(0.010)
Fine Arts	0.037***	0.019***	0.174***	0.228***	-0.131***	-0.003
	(0.006)	(0.006)	(0.019)	(0.020)	(0.015)	(0.007)

Vocational-Technical	-0.062*** (0.008)	-0.072*** (0.008)	-0.055* (0.030)	-0.288*** (0.029)	-0.102*** (0.019)	-0.077*** (0.009)
Special Education	0.165*** (0.008)	0.151*** (0.008)	0.394*** (0.023)	0.116*** (0.028)	0.208*** (0.018)	0.093*** (0.009)
Bilingual	-0.013 (0.008)	-0.005 (0.008)	0.028 (0.024)	0.057** (0.029)	-0.047** (0.019)	-0.018** (0.009)
Math Certified	0.050*** (0.007)	0.047*** (0.007)	0.061*** (0.023)	0.148*** (0.023)	0.059*** (0.017)	0.049*** (0.008)
Science Certified	0.053*** (0.007)	0.057*** (0.007)	-0.005 (0.026)	0.172*** (0.024)	0.117*** (0.017)	0.064*** (0.008)
Bilingual Certified	0.032*** (0.007)	0.024*** (0.007)	-0.037* (0.023)	0.137*** (0.027)	0.032* (0.018)	0.046*** (0.008)
Special Ed Certified	0.034*** (0.005)	0.034*** (0.005)	0.237*** (0.017)	0.053*** (0.019)	-0.037*** (0.013)	-0.011* (0.006)
Certified	-0.472*** (0.008)	-0.474*** (0.008)	-0.181*** (0.027)	0.060** (0.029)	-1.254*** (0.015)	-0.536*** (0.008)
Coach	0.045*** (0.006)	0.040*** (0.006)	0.154*** (0.020)	0.562*** (0.017)	-0.333*** (0.017)	0.020*** (0.007)
Percent Ed students	0.083*** (0.021)	0.021 (0.016)	0.083* (0.050)	0.135*** (0.052)	0.032 (0.036)	0.062*** (0.023)
Percent LEP students	0.151*** (0.018)	0.121*** (0.014)	0.134*** (0.043)	0.325*** (0.049)	0.194*** (0.033)	0.119*** (0.019)
Percent Hispanic students	0.177*** (0.025)	0.196*** (0.015)	0.407*** (0.050)	0.404*** (0.049)	0.259*** (0.035)	0.127*** (0.027)
Percent Black students	0.423*** (0.022)	0.429*** (0.016)	0.785*** (0.051)	1.164*** (0.050)	0.533*** (0.036)	0.301*** (0.024)
School enrollment (log)	-0.052*** (0.003)	-0.055*** (0.003)	-0.200*** (0.011)	-0.041*** (0.010)	-0.059*** (0.007)	-0.015*** (0.004)
Comparable Wage Index	1.114*** (0.154)	0.419*** (0.028)	0.059 (0.091)	1.325*** (0.097)	0.819*** (0.065)	1.448*** (0.165)
Unemployment Rate	-0.024*** (0.006)	-0.023*** (0.005)	-0.051*** (0.019)	-0.013 (0.018)	-0.051*** (0.013)	-0.020*** (0.006)
Major Urban Area	-0.818*** (0.269)	0.062*** (0.007)	0.105*** (0.022)	0.274*** (0.024)	0.032** (0.016)	-0.734*** (0.273)
Metropolitan area	0.064 (0.233)	0.014 (0.016)	0.425*** (0.061)	-0.408*** (0.046)	0.047 (0.040)	0.067 (0.235)
Micropolitan area	0.949 (0.621)	0.018 (0.016)	-0.180*** (0.063)	0.073* (0.043)	0.080** (0.039)	0.228 (0.631)
Distance	-0.004 (0.005)	0.001*** (0.000)	0.007*** (0.001)	-0.003*** (0.001)	0.001** (0.000)	0.002 (0.005)
Very Small District	-0.169*** (0.064)	0.041*** (0.016)	-0.725*** (0.066)	0.604*** (0.042)	0.014 (0.037)	-0.085 (0.066)
Small District	-0.067 (0.046)	0.037*** (0.012)	-0.479*** (0.049)	0.489*** (0.035)	0.042 (0.030)	0.009 (0.048)
Midsized District	-0.011 (0.025)	0.065*** (0.008)	-0.195*** (0.027)	0.504*** (0.022)	0.014 (0.018)	0.059** (0.026)
Very Large District	0.343 (0.245)	-0.029*** (0.004)	0.055*** (0.013)	-0.375*** (0.014)	0.018* (0.010)	0.370 (0.248)

School Year 2003-04	0.010 (0.010)	0.039*** (0.008)	-0.054** (0.025)	0.211*** (0.026)	0.069*** (0.018)	0.025** (0.010)
School Year 2004-05	-0.050*** (0.014)	-0.002 (0.011)	-0.013 (0.037)	0.208*** (0.036)	-0.099*** (0.026)	-0.063*** (0.015)
School Year 2005-06	-0.076*** (0.019)	0.004 (0.011)	-0.105*** (0.039)	0.243*** (0.038)	-0.048* (0.027)	-0.074*** (0.021)
School Year 2006-07	-0.040 (0.026)	0.072*** (0.015)	0.005 (0.052)	0.324*** (0.051)	0.094*** (0.036)	-0.054* (0.028)
School Year 2007-08	-0.110*** (0.033)	0.041*** (0.013)	-0.052 (0.046)	0.137*** (0.045)	0.101*** (0.031)	-0.133*** (0.035)
School Year 2008-09	-0.255*** (0.041)	-0.065*** (0.013)	-0.128*** (0.041)	-0.392*** (0.049)	-0.031 (0.029)	-0.302*** (0.044)
Elementary School	0.033** (0.016)	0.016 (0.014)	0.296*** (0.046)	-0.092** (0.043)	-0.022 (0.031)	0.018 (0.017)
Middle School	0.128*** (0.016)	0.109*** (0.015)	0.432*** (0.047)	0.141*** (0.044)	0.133*** (0.032)	0.103*** (0.018)
High School	0.115*** (0.017)	0.087*** (0.015)	0.017 (0.051)	0.313*** (0.046)	0.145*** (0.034)	0.153*** (0.019)
Constant		4.498*** (0.164)	2.608*** (0.536)	12.425*** (0.501)	5.387*** (0.385)	
District Fixed Effects?	Yes	No	No	No	No	Yes
Number of Observations	897,246	897,246	897,246	897,246	897,246	897,246

Note: The first column presents coefficient estimates from a probit analysis of campus turnover. The next three columns present coefficient estimates from multinomial logit analysis. The final column presents coefficient estimates from a probit analysis of district-level turnover. The asterisks indicate that the percentage point change in the predicted turnover rate is significantly different from zero at the one percent (***) , five percent (**) or ten percent (*) level.

Source: Authors' calculations using data from PEIMS, the NCES, the U.S. Bureau of Labor Statistics, and plan applications.

Table F.8: Regression Analyses of Turnover by Maximum Proposed Part 1 Award in Year 1 D.A.T.E. Plan

	Any Turnover	Any Turnover	Internal Mover	External Mover	Leaver	District Turnover
EVERGEEG	0.010 (0.017)	0.028 (0.027)	0.163 (0.103)	-0.039 (0.089)	0.008 (0.072)	-0.021 (0.019)
GEEGYEAR	-0.022 (0.024)	-0.022 (0.040)	0.048 (0.125)	-0.172** (0.078)	-0.027 (0.113)	-0.041 (0.026)
T.E.E.G.1	-0.002 (0.005)	-0.001 (0.010)	-0.008 (0.037)	-0.036 (0.029)	0.011 (0.017)	-0.000 (0.005)
T.E.E.G.1YEAR	0.002 (0.011)	0.001 (0.019)	0.009 (0.071)	-0.063 (0.041)	0.028 (0.060)	0.000 (0.012)
T.E.E.G.2	-0.015*** (0.005)	-0.018* (0.009)	-0.071** (0.031)	-0.017 (0.027)	-0.017 (0.019)	-0.008 (0.006)
T.E.E.G.2 YEAR	-0.003 (0.012)	-0.004 (0.020)	0.007 (0.072)	0.036 (0.050)	-0.029 (0.046)	-0.008 (0.012)
T.E.E.G.3	-0.015*** (0.005)	-0.019* (0.011)	-0.051 (0.040)	-0.028 (0.031)	-0.030 (0.020)	-0.013** (0.006)
T.E.E.G.3 YEAR	0.000 (0.012)	-0.000 (0.016)	0.056 (0.064)	-0.100* (0.060)	0.008 (0.033)	-0.013 (0.013)
D.A.T.E. District-wide		-0.042 (0.032)	-0.175* (0.105)	0.012 (0.105)	-0.058 (0.060)	
D.A.T.E. Select	0.005 (0.006)	0.006 (0.032)	-0.083 (0.099)	0.117 (0.083)	0.009 (0.042)	0.010 (0.006)
D.A.T.E. Future	0.019** (0.009)	0.019 (0.044)	0.142 (0.111)	-0.038 (0.105)	0.005 (0.090)	0.026*** (0.010)
D.A.T.E. District-wide 2009	0.088*** (0.025)	0.053 (0.119)	-0.216 (0.269)	-0.271* (0.154)	0.382* (0.222)	0.157*** (0.026)
D.A.T.E. Select 2009	0.075** (0.035)	0.063 (0.088)	0.212 (0.379)	0.191 (0.172)	0.101 (0.142)	0.036 (0.038)
D.A.T.E. Future 2009	-0.049** (0.021)	-0.044 (0.033)	-0.185 (0.131)	0.105 (0.081)	-0.035 (0.076)	-0.018 (0.022)
District-wide Max Award 2009	-0.031* (0.017)	-0.002 (0.080)	0.151 (0.194)	0.317*** (0.115)	-0.177 (0.148)	-0.075*** (0.018)
Select Max Award 2009	-0.037** (0.015)	-0.035 (0.037)	-0.120 (0.153)	-0.100 (0.078)	-0.027 (0.060)	-0.013 (0.017)
District-wide Max Award 2009, squared	0.002 (0.002)	-0.001 (0.008)	-0.017 (0.020)	-0.033*** (0.012)	0.016 (0.015)	0.007*** (0.002)
Select Max Award 2009, squared	0.003** (0.001)	0.003 (0.003)	0.009 (0.013)	0.012 (0.008)	0.002 (0.005)	0.001 (0.002)
District-wide Max Award		-0.015*** (0.004)	-0.013 (0.013)	-0.039*** (0.012)	-0.025*** (0.008)	
Select Max Award		-0.008 (0.005)	0.011 (0.017)	-0.028** (0.013)	-0.019** (0.009)	

Future eligible Max Award		-0.003	-0.028**	0.029**	-0.005	
		(0.007)	(0.014)	(0.014)	(0.017)	
Ineligible Max Award		-0.008	-0.013	-0.009	-0.013	
		(0.005)	(0.016)	(0.020)	(0.008)	
Base Salary (log)	-0.604***	-0.639***	-0.618***	-2.062***	-0.867***	-0.636***
	(0.023)	(0.062)	(0.208)	(0.147)	(0.131)	(0.025)
Charter	1.365***	0.192***	0.356	-0.074	0.494***	1.366***
	(0.329)	(0.068)	(0.313)	(0.157)	(0.123)	(0.332)
Black	-0.112***	-0.111***	-0.086***	-0.295***	-0.211***	-0.124***
	(0.006)	(0.011)	(0.031)	(0.044)	(0.024)	(0.006)
Hispanic	-0.100***	-0.108***	0.011	-0.221***	-0.290***	-0.141***
	(0.005)	(0.011)	(0.029)	(0.042)	(0.027)	(0.006)
Asian/American Indian	-0.059***	-0.063**	0.064	-0.273***	-0.138*	-0.098***
	(0.012)	(0.027)	(0.046)	(0.078)	(0.074)	(0.013)
Male	0.003	0.004	0.100***	0.079***	-0.080***	-0.019***
	(0.004)	(0.010)	(0.026)	(0.025)	(0.023)	(0.004)
Years of Experience	-0.034***	-0.034***	-0.010***	-0.046***	-0.072***	-0.040***
	(0.001)	(0.002)	(0.004)	(0.004)	(0.003)	(0.001)
Experience, squared	0.001***	0.001***	-0.000**	-0.000	0.003***	0.001***
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Experience missing	-0.076***	-0.074***	-0.067*	0.178***	-0.316***	-0.080***
	(0.008)	(0.023)	(0.039)	(0.059)	(0.048)	(0.008)
No Degree	-0.082***	-0.078*	0.047	-0.449***	-0.089	-0.117***
	(0.019)	(0.047)	(0.146)	(0.123)	(0.094)	(0.020)
MA	0.155***	0.151***	0.127***	0.089***	0.389***	0.170***
	(0.004)	(0.009)	(0.020)	(0.023)	(0.021)	(0.004)
PhD	0.132***	0.132***	0.112	-0.176**	0.395***	0.141***
	(0.020)	(0.022)	(0.074)	(0.082)	(0.064)	(0.022)
TAKS	0.079***	0.077***	0.152***	0.178***	0.098***	0.065***
	(0.004)	(0.008)	(0.027)	(0.019)	(0.017)	(0.004)
Language Arts	-0.005	-0.011	-0.045	-0.078***	0.019	-0.000
	(0.005)	(0.008)	(0.028)	(0.023)	(0.017)	(0.005)
Math	-0.002	-0.007	-0.072**	0.033	-0.000	0.010
	(0.006)	(0.011)	(0.034)	(0.028)	(0.024)	(0.006)
Science	-0.016**	-0.025**	-0.095**	-0.010	-0.034	-0.002
	(0.006)	(0.011)	(0.046)	(0.032)	(0.022)	(0.007)
Foreign Language	0.070***	0.059***	0.054	0.153***	0.105***	0.071***
	(0.009)	(0.022)	(0.064)	(0.059)	(0.033)	(0.010)
Fine Arts	0.037***	0.018	0.171***	0.227***	-0.134***	-0.004
	(0.006)	(0.015)	(0.058)	(0.031)	(0.027)	(0.007)
Vocational-Technical	-0.062***	-0.073***	-0.061	-0.284***	-0.106***	-0.078***
	(0.008)	(0.015)	(0.070)	(0.043)	(0.024)	(0.009)
Special Education	0.163***	0.151***	0.393***	0.117***	0.206***	0.090***
	(0.008)	(0.014)	(0.048)	(0.030)	(0.030)	(0.009)
Bilingual	-0.016*	-0.016	0.015	0.030	-0.067**	-0.021**
	(0.008)	(0.013)	(0.045)	(0.043)	(0.032)	(0.009)
Math Certified	0.051***	0.048***	0.067*	0.144***	0.065***	0.048***
	(0.007)	(0.009)	(0.037)	(0.029)	(0.020)	(0.008)
Science Certified	0.054***	0.056***	-0.002	0.164***	0.118***	0.066***

	(0.008)	(0.009)	(0.038)	(0.027)	(0.019)	(0.008)
Bilingual Certified	0.033***	0.031*	-0.031	0.150***	0.048	0.048***
	(0.007)	(0.017)	(0.035)	(0.053)	(0.052)	(0.008)
Special Ed Certified	0.035***	0.034***	0.236***	0.057**	-0.041*	-0.011*
	(0.005)	(0.011)	(0.033)	(0.023)	(0.023)	(0.006)
Certified	-0.470***	-0.468***	-0.176***	0.069*	-1.243***	-0.535***
	(0.008)	(0.058)	(0.032)	(0.040)	(0.122)	(0.008)
Coach	0.039***	0.030**	0.132***	0.550***	-0.349***	0.014**
	(0.006)	(0.014)	(0.048)	(0.033)	(0.027)	(0.007)
Percent Ed students	0.088***	0.059	0.109	0.250*	0.106	0.066***
	(0.021)	(0.048)	(0.166)	(0.149)	(0.085)	(0.023)
Percent LEP students	0.153***	0.150***	0.159	0.407***	0.238***	0.120***
	(0.018)	(0.044)	(0.154)	(0.135)	(0.067)	(0.019)
Percent Hispanic students	0.171***	0.149***	0.384**	0.262*	0.176**	0.124***
	(0.025)	(0.046)	(0.170)	(0.155)	(0.082)	(0.027)
Percent Black students	0.416***	0.386***	0.730***	1.071***	0.449***	0.297***
	(0.023)	(0.062)	(0.144)	(0.162)	(0.109)	(0.025)
School enrollment (log)	-0.052***	-0.057***	-0.204***	-0.043**	-0.063***	-0.013***
	(0.004)	(0.011)	(0.047)	(0.021)	(0.016)	(0.004)
Comparable Wage Index	1.366***	0.539***	0.325	1.390***	1.106***	1.700***
	(0.155)	(0.147)	(0.547)	(0.286)	(0.313)	(0.167)
Unemployment Rate	-0.020***	-0.018	-0.050	-0.002	-0.037	-0.015**
	(0.006)	(0.017)	(0.056)	(0.031)	(0.038)	(0.006)
Major Urban Area	-0.330	0.042	0.095	0.233**	-0.017	-0.359
	(0.406)	(0.035)	(0.123)	(0.091)	(0.070)	(0.412)
Metropolitan area	-0.372	0.024	0.356*	-0.320***	0.050	-0.306
	(0.424)	(0.048)	(0.191)	(0.119)	(0.100)	(0.426)
Micropolitan area	0.771	0.046	-0.212	0.154	0.136*	0.222
	(0.630)	(0.044)	(0.176)	(0.121)	(0.082)	(0.641)
Distance	-0.002	0.001*	0.007***	-0.003*	0.001	0.002
	(0.005)	(0.001)	(0.002)	(0.002)	(0.001)	(0.006)
Very Small District	-0.163**	0.032	-0.745***	0.624***	-0.020	-0.082
	(0.064)	(0.044)	(0.160)	(0.112)	(0.085)	(0.066)
Small District	-0.067	0.049	-0.481***	0.522***	0.058	0.008
	(0.046)	(0.036)	(0.126)	(0.099)	(0.065)	(0.048)
Midsized District	-0.015	0.064**	-0.197**	0.500***	0.017	0.054**
	(0.025)	(0.029)	(0.090)	(0.073)	(0.054)	(0.026)
Very Large District	0.893*	0.008	0.108	-0.327***	0.095*	0.661
	(0.495)	(0.025)	(0.087)	(0.065)	(0.054)	(0.501)
School Year 2003-04	0.000	0.035	-0.068	0.202***	0.065	0.017
	(0.010)	(0.021)	(0.081)	(0.036)	(0.043)	(0.010)
School Year 2004-05	-0.064***	-0.007	-0.044	0.214***	-0.103	-0.073***
	(0.014)	(0.030)	(0.107)	(0.058)	(0.069)	(0.015)
School Year 2005-06	-0.101***	-0.006	-0.132	0.236***	-0.065	-0.098***
	(0.019)	(0.033)	(0.122)	(0.066)	(0.074)	(0.021)
School Year 2006-07	-0.067**	0.067	-0.027	0.330***	0.089	-0.079***
	(0.027)	(0.044)	(0.163)	(0.095)	(0.098)	(0.029)
School Year 2007-08	-0.156***	0.025	-0.100	0.133	0.064	-0.178***
	(0.033)	(0.039)	(0.158)	(0.097)	(0.090)	(0.036)

School Year 2008-09	-0.334***	-0.112***	-0.203	-0.447***	-0.141	-0.384***
	(0.041)	(0.038)	(0.161)	(0.106)	(0.097)	(0.044)
Elementary School	0.025	0.008	0.269**	-0.098	-0.033	0.011
	(0.016)	(0.030)	(0.108)	(0.088)	(0.053)	(0.018)
Middle School	0.124***	0.109***	0.412***	0.152*	0.137***	0.099***
	(0.016)	(0.030)	(0.128)	(0.083)	(0.050)	(0.018)
High School	0.112***	0.094***	0.009	0.346***	0.164***	0.149***
	(0.017)	(0.032)	(0.154)	(0.083)	(0.050)	(0.019)
Constant		2.926***	2.463	12.453***	5.204***	
		(0.424)	(1.756)	(1.198)	(0.980)	
District Fixed Effects?	Yes	No	No	No	No	Yes
Number of Observations	871,467	871,467	871,467	871,467	871,467	871,467

Note: The first column presents coefficient estimates from a probit analysis of campus turnover. The next three columns present coefficient estimates from multinomial logit analysis. The final column presents coefficient estimates from a probit analysis of district-level turnover. The asterisks indicate that the percentage point change in the predicted turnover rate is significantly different from zero at the one percent (***), five percent (**) or ten percent (*) level.

Source: Authors' calculations using data from PEIMS, the NCES, the U.S. Bureau of Labor Statistics, and plan applications.

**Table F.9: Regression Analyses of Turnover Including Individual D.A.T.E. Awards
Actually Distributed for Year 1 of D.A.T.E.**

	Any Turnover	Any Turnover	Internal Mover	External Mover	Leaver	District Turnover
EVERGEEG	0.016 (0.017)	0.029 (0.023)	0.142 (0.099)	-0.038 (0.090)	0.030 (0.067)	-0.013 (0.019)
GEEGYEAR	-0.027 (0.024)	-0.020 (0.036)	0.073 (0.121)	-0.184** (0.082)	-0.036 (0.102)	-0.051* (0.026)
T.E.E.G.1	-0.003 (0.005)	-0.002 (0.010)	-0.000 (0.037)	-0.047 (0.029)	0.010 (0.018)	-0.000 (0.005)
T.E.E.G.1YEAR	0.008 (0.011)	0.003 (0.020)	-0.005 (0.071)	-0.064 (0.043)	0.040 (0.061)	0.005 (0.012)
T.E.E.G.2	-0.017*** (0.005)	-0.022** (0.009)	-0.075** (0.030)	-0.028 (0.027)	-0.023 (0.020)	-0.008 (0.005)
T.E.E.G.2 YEAR	-0.002 (0.011)	-0.005 (0.022)	-0.005 (0.070)	0.031 (0.054)	-0.023 (0.048)	-0.009 (0.012)
T.E.E.G.3	-0.015*** (0.005)	-0.017 (0.011)	-0.041 (0.041)	-0.028 (0.030)	-0.032 (0.020)	-0.014** (0.006)
T.E.E.G.3 YEAR	0.033*** (0.012)	0.029 (0.023)	0.083 (0.069)	-0.056 (0.065)	0.079 (0.060)	0.022* (0.013)
D.A.T.E. District-wide		-0.015 (0.048)	0.028 (0.213)	0.037 (0.128)	-0.096 (0.077)	
D.A.T.E. Select	0.009* (0.005)	0.010 (0.016)	0.020 (0.059)	0.053 (0.036)	-0.008 (0.019)	0.017*** (0.006)
D.A.T.E. Future	0.024*** (0.009)	0.047** (0.022)	0.107* (0.063)	0.104* (0.063)	0.049 (0.049)	0.032*** (0.010)
D.A.T.E. District-wide 2009	0.339*** (0.012)	0.344*** (0.066)	0.347*** (0.116)	0.651*** (0.106)	0.718*** (0.130)	0.352*** (0.013)
D.A.T.E. Select 2009	0.562*** (0.017)	0.589*** (0.072)	0.832*** (0.131)	1.093*** (0.140)	1.106*** (0.132)	0.546*** (0.018)
D.A.T.E. Future 2009	-0.053** (0.021)	-0.037 (0.036)	-0.188 (0.139)	0.097 (0.089)	-0.022 (0.080)	-0.019 (0.023)
Leavers bonus?		-0.010 (0.036)	-0.025 (0.134)	0.010 (0.106)	-0.043 (0.064)	
District-wide X Leaver bonus		-0.035 (0.053)	-0.183 (0.218)	-0.044 (0.138)	0.010 (0.092)	
District-wide X Max Award		-0.000 (0.000)	-0.000 (0.000)	-0.000 (0.000)	-0.000 (0.000)	
Max Award		-0.000** (0.000)	-0.000 (0.000)	-0.000 (0.000)	-0.000** (0.000)	
Bonus 2009	0.554*** (0.047)	0.567*** (0.091)	0.959*** (0.300)	0.973*** (0.339)	1.162*** (0.197)	0.529*** (0.050)
Bonus, squared	-0.022*** (0.003)	-0.023*** (0.005)	-0.049** (0.021)	-0.032* (0.020)	-0.048*** (0.011)	-0.019*** (0.003)
Bonus, square root	-1.417*** (0.067)	-1.445*** (0.178)	-2.223*** (0.461)	-2.612*** (0.598)	-2.885*** (0.382)	-1.387*** (0.071)
District-wide X bonus	0.094	0.072	-0.038	2.024***	0.042	0.096

	(0.078)	(0.190)	(0.383)	(0.750)	(0.511)	(0.090)
District-wide X Bonus, squared	-0.013	-0.011	-0.000	-0.327***	-0.010	-0.014
	(0.008)	(0.020)	(0.033)	(0.116)	(0.063)	(0.010)
District-wide X Bonus, square root	0.076	0.127	0.464	-1.419	0.261	0.039
	(0.093)	(0.280)	(0.545)	(0.930)	(0.628)	(0.104)
Handcuff	-0.078***	-0.078	0.060	0.008	-0.226*	-0.108***
	(0.028)	(0.065)	(0.204)	(0.172)	(0.119)	(0.030)
Base Salary (log)	-0.605***	-0.652***	-0.647***	-2.115***	-0.890***	2.411***
	(0.023)	(0.063)	(0.211)	(0.147)	(0.136)	(0.435)
Charter	1.403***	0.182**	0.580*	-0.089	0.419***	1.408***
	(0.331)	(0.082)	(0.325)	(0.179)	(0.146)	(0.334)
Black	-0.111***	-0.112***	-0.086***	-0.304***	-0.209***	-0.123***
	(0.006)	(0.012)	(0.030)	(0.044)	(0.025)	(0.006)
Hispanic	-0.097***	-0.109***	0.006	-0.223***	-0.290***	-0.138***
	(0.005)	(0.011)	(0.029)	(0.043)	(0.027)	(0.006)
Asian/American Indian	-0.057***	-0.060**	0.070	-0.276***	-0.131*	-0.097***
	(0.012)	(0.027)	(0.046)	(0.079)	(0.076)	(0.013)
Male	0.002	0.001	0.096***	0.073***	-0.087***	-0.019***
	(0.004)	(0.010)	(0.026)	(0.026)	(0.023)	(0.004)
Years of Experience	-0.033***	-0.033***	-0.010***	-0.044***	-0.072***	-0.040***
	(0.001)	(0.002)	(0.004)	(0.004)	(0.004)	(0.001)
Experience, squared	0.001***	0.001***	-0.000**	-0.000	0.003***	0.001***
	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)	(0.000)
Experience missing	-0.072***	-0.067***	-0.063	0.197***	-0.301***	-0.078***
	(0.008)	(0.024)	(0.039)	(0.060)	(0.049)	(0.008)
No Degree	-0.079***	-0.085*	0.043	-0.464***	-0.111	-0.115***
	(0.019)	(0.047)	(0.147)	(0.129)	(0.092)	(0.020)
MA	0.156***	0.154***	0.133***	0.096***	0.392***	0.170***
	(0.004)	(0.009)	(0.020)	(0.024)	(0.021)	(0.004)
PhD	0.129***	0.132***	0.115	-0.173**	0.392***	0.140***
	(0.020)	(0.022)	(0.075)	(0.084)	(0.064)	(0.022)
TAKS	0.086***	0.082***	0.162***	0.187***	0.108***	0.074***
	(0.004)	(0.008)	(0.028)	(0.019)	(0.016)	(0.004)
Language Arts	-0.005	-0.014*	-0.058**	-0.084***	0.019	-0.001
	(0.004)	(0.008)	(0.027)	(0.023)	(0.017)	(0.005)
Math	-0.000	-0.005	-0.072**	0.045	0.005	0.011*
	(0.006)	(0.012)	(0.035)	(0.029)	(0.024)	(0.006)
Science	-0.016***	-0.026**	-0.096**	-0.016	-0.036	-0.003
	(0.006)	(0.011)	(0.046)	(0.033)	(0.023)	(0.007)
Foreign Language	0.074***	0.064***	0.061	0.160***	0.118***	0.075***
	(0.009)	(0.023)	(0.063)	(0.060)	(0.033)	(0.010)
Fine Arts	0.033***	0.016	0.175***	0.224***	-0.141***	-0.007
	(0.006)	(0.015)	(0.059)	(0.032)	(0.028)	(0.007)
Vocational-Technical	-0.063***	-0.074***	-0.059	-0.286***	-0.109***	-0.079***
	(0.008)	(0.016)	(0.072)	(0.044)	(0.024)	(0.009)
Special Education	0.163***	0.149***	0.389***	0.115***	0.200***	0.091***
	(0.008)	(0.013)	(0.049)	(0.030)	(0.029)	(0.009)
Bilingual	-0.018**	-0.024*	0.011	0.019	-0.090***	-0.024***

	(0.008)	(0.014)	(0.048)	(0.045)	(0.030)	(0.009)
Math Certified	0.052***	0.050***	0.071*	0.142***	0.068***	0.050***
	(0.007)	(0.009)	(0.038)	(0.030)	(0.021)	(0.008)
Science Certified	0.056***	0.059***	-0.003	0.176***	0.125***	0.068***
	(0.008)	(0.009)	(0.038)	(0.027)	(0.019)	(0.008)
Bilingual Certified	0.037***	0.034**	-0.030	0.152***	0.056	0.051***
	(0.007)	(0.016)	(0.036)	(0.054)	(0.051)	(0.008)
Special Ed Certified	0.034***	0.032***	0.237***	0.052**	-0.045**	-0.012**
	(0.005)	(0.011)	(0.033)	(0.023)	(0.022)	(0.006)
Certified	-0.456***	-0.459***	-0.156***	0.075**	-1.231***	-0.520***
	(0.008)	(0.055)	(0.031)	(0.038)	(0.117)	(0.008)
Coach	0.042***	0.026*	0.122**	0.548***	-0.355***	0.017**
	(0.006)	(0.014)	(0.049)	(0.033)	(0.027)	(0.007)
Percent Ed students	0.069***	0.058	0.144	0.239	0.090	0.045**
	(0.021)	(0.047)	(0.162)	(0.154)	(0.088)	(0.023)
Percent LEP students	0.165***	0.182***	0.192	0.467***	0.307***	0.131***
	(0.018)	(0.042)	(0.149)	(0.140)	(0.069)	(0.019)
Percent Hispanic students	0.181***	0.131***	0.341*	0.240	0.143*	0.132***
	(0.025)	(0.045)	(0.176)	(0.164)	(0.084)	(0.027)
Percent Black students	0.429***	0.397***	0.732***	1.089***	0.481***	0.305***
	(0.022)	(0.062)	(0.149)	(0.165)	(0.108)	(0.024)
School enrollment (log)	-0.054***	-0.058***	-0.206***	-0.041*	-0.063***	-0.017***
	(0.004)	(0.011)	(0.047)	(0.022)	(0.017)	(0.004)
Comparable Wage Index	1.414***	0.534***	0.293	1.429***	1.122***	1.770***
	(0.153)	(0.149)	(0.547)	(0.302)	(0.333)	(0.165)
Unemployment Rate	-0.021***	-0.015	-0.027	-0.009	-0.034	-0.016***
	(0.006)	(0.017)	(0.058)	(0.034)	(0.042)	(0.006)
Major Urban Area	-0.280	0.036	0.095	0.206**	-0.031	-0.296
	(0.392)	(0.034)	(0.122)	(0.097)	(0.070)	(0.397)
Metropolitan area	-0.418	0.026	0.400*	-0.332***	0.034	-0.319
	(0.425)	(0.053)	(0.220)	(0.128)	(0.115)	(0.428)
Micropolitan area	0.592*	0.052	-0.106	0.124	0.134	0.530*
	(0.305)	(0.055)	(0.186)	(0.143)	(0.097)	(0.307)
Distance	-0.003	0.001	0.009***	-0.003	0.001	0.003
	(0.005)	(0.001)	(0.003)	(0.002)	(0.002)	(0.005)
Very Small District	-0.180***	0.013	-0.868***	0.615***	-0.020	-0.079
	(0.064)	(0.048)	(0.176)	(0.125)	(0.088)	(0.067)
Small District	-0.113**	0.034	-0.531***	0.495***	0.056	-0.014
	(0.048)	(0.038)	(0.142)	(0.106)	(0.069)	(0.050)
Midsized District	-0.051*	0.054*	-0.273***	0.481***	0.017	0.032
	(0.026)	(0.031)	(0.100)	(0.089)	(0.057)	(0.028)
Very Large District	0.824*	0.018	0.130	-0.314***	0.113*	0.784
	(0.488)	(0.025)	(0.083)	(0.070)	(0.058)	(0.494)
School Year 2003-04	0.000	0.037*	-0.040	0.188***	0.068	0.016
	(0.010)	(0.022)	(0.080)	(0.038)	(0.046)	(0.010)
School Year 2004-05	-0.064***	-0.001	0.001	0.201***	-0.097	-0.077***
	(0.014)	(0.031)	(0.107)	(0.062)	(0.075)	(0.015)
School Year 2005-06	-0.103***	-0.002	-0.094	0.215***	-0.060	-0.101***
	(0.019)	(0.034)	(0.125)	(0.070)	(0.080)	(0.021)

School Year 2006-07	-0.078*** (0.026)	0.075 (0.046)	0.036 (0.164)	0.309*** (0.101)	0.095 (0.108)	-0.094*** (0.028)
School Year 2007-08	-0.165*** (0.033)	0.032 (0.041)	-0.046 (0.160)	0.123 (0.101)	0.068 (0.098)	-0.191*** (0.035)
School Year 2008-09	-0.336*** (0.041)	-0.113*** (0.039)	-0.213 (0.164)	-0.448*** (0.112)	-0.148 (0.101)	-0.391*** (0.044)
Elementary School	0.042*** (0.016)	0.026 (0.029)	0.264** (0.110)	-0.045 (0.083)	0.005 (0.052)	0.027 (0.018)
Middle School	0.133*** (0.016)	0.126*** (0.030)	0.409*** (0.132)	0.198** (0.078)	0.172*** (0.049)	0.108*** (0.018)
High School	0.119*** (0.017)	0.110*** (0.032)	0.018 (0.159)	0.381*** (0.079)	0.193*** (0.049)	0.156*** (0.019)
Constant		4.520*** (0.461)	2.633 (1.799)	12.812*** (1.218)	5.410*** (1.028)	
District Fixed Effects?	Yes	No	No	No	No	Yes
Number of Observations	893,990	852,618	852,618	852,618	852,618	893,990

Note: The first column presents coefficient estimates from a probit analysis of campus turnover. The remaining columns present coefficient estimates from multinomial logit analysis. The asterisks indicate that the percentage point change in the predicted turnover rate is significantly different from zero at the one percent (***) level, five percent (**) level, or ten percent (*) level.

Source: Authors' calculations using data from PEIMS, the NCES, the U.S. Bureau of Labor Statistics, and D.A.T.E. teacher award information collected during fall 2009 using an online, secure data upload system

APPENDIX G: Technical Appendix for Chapter 9 on Educator Attitudes, Beliefs, and Instructional Practices

This appendix provides technical information pertaining to Chapter 9, “Educator Attitudes, Beliefs, and Instructional Practices.” The information presented in this appendix further describes survey administration, response rates, methods used for analyses, and statistical results. Below is a list of each component contained within Appendix G

- Appendix G-1: Reliability and correlation analysis of clusters from D.A.T.E. personnel surveys.
- Appendix G-2: Means tables for survey item clusters.
- Appendix G-3: Tables for hierarchical linear modeling (HLM) results
- Appendix G-4: Detailed statistical write-up of survey results
- Appendix G-5: School personnel survey instruments administered in D.A.T.E. and control schools in spring 2009 and spring 2010.

**Appendix G-1: Reliability and Correlation Analysis of Clusters from D.A.T.E.
School Personnel Surveys**

Reliability and Correlation Analysis of Clusters from D.A.T.E. Personnel Surveys

Cluster (variable name)/Items	Mean	Cronbach's alpha ^a	Item Total Correlation
Teacher Competitiveness (c_compete)	2.05	0.79	---
a. Seem more competitive than cooperative.	2.07	---	0.91
b. Trust each other less.	2.03	---	0.91
Expectations of Students (c_studacct)	2.95	0.82	---
d. More often expect students to complete every assignment.	2.87	---	0.92
e. More often encourage students to keep trying even when the work is challenging.	3.03	---	0.92
Peer Help (c_peerhelp)	2.80	0.73	---
c. Feel more responsible to help each other do their best.	2.79	---	0.88
g. Can be counted on more often to help out anywhere or anytime, even though it may not be part of their official assignment.	2.80	---	0.90
Satisfaction (c_sat)	2.72	0.78	---
a. I would describe teachers at this school as a more satisfied group than we were last school year. †	2.49	0.74	0.71
b. The stress and disappointments involved in teaching at this school are much greater than last school year.	2.60	0.75	0.70
c. This year I like the way things are run at the school more than I did last year. †	2.50	0.75	0.70
d. This year I think about transferring to another school/district more than I did last year. †	2.96	0.71	0.80
e. This year I think about staying home from school because I'm just too tired to go more than I did last year.	3.05	0.74	0.72
Planning - Student Performance (c_currstud)	5.07	0.69	---
a. I analyze students' work to identify the curricular standards that students have or have not yet mastered.	5.02	---	0.87
d. I plan different assignments or lessons for groups of students based on their performance.	5.12	---	0.88
Planning - External Alignment (c_curradm)	5.25	0.68	---
b. I follow an "instructional calendar" or "pacing plan" provided by the school or district to schedule my instructional content.	5.05	---	0.91
c. I design my classroom lessons to be aligned with specific curricular standards.	5.46	---	0.84
Assessment for Student Diagnosis (c_scorest)	3.12	0.92	---
a. Identify individual students who need remedial assistance.	3.27	0.90	0.82
b. Set learning goals for individual students.	3.17	0.90	0.86
c. Tailor instruction to individual students' needs.	3.25	0.90	0.84
d. Develop recommendations for tutoring or other educational services for students.	3.08	0.90	0.84
e. Assign or reassign students to groups based on their academic performance.	2.99	0.91	0.82
f. Identify and correct gaps in the curriculum for all students.	3.06	0.90	0.83
g. Encourage parent involvement in student learning.	3.01	0.92	0.73

† indicates that the item was reverse scored before mean response was calculated for the cluster.

a Cronbach Alpha shown for individual items is estimated alpha with the item removed

Reliability and Correlation Analysis of Clusters from D.A.T.E. Personnel Surveys

Cluster (variable name)/Items	Mean	Cronbach's alpha ^a	Item Total Correlation
Assessment for Self Diagnosis (c_scoreself)	3.10	0.87	---
h. Identify areas where I need to strengthen my content knowledge or teaching skills.	3.19	---	0.94
i. Determine areas where I need professional development.	3.00	---	0.94
Parent Involvement (c_parent)	2.34	0.88	---
a. I require students to have their parents sign off on homework.	2.16	0.86	0.73
b. I assign homework that requires direct parent involvement or participation.	2.09	0.86	0.75
c. I send home examples of excellent student work to serve as models.	2.00	0.87	0.67
d. For those students who are having academic problems, I try to make direct contact with their parents.	3.06	0.86	0.71
e. For those students whose academic performance improves, I send messages home to parents.	2.73	0.85	0.79
f. I invite parents to visit or observe my classroom.	2.38	0.86	0.74
g. I encourage parents to volunteer in the school.	2.38	0.86	0.77
h. I help engage parents in site-based decision-making and advisory groups.	1.89	0.86	0.71
Change in Practice - Curriculum Planning (c_currdev)	0.56	0.83	---
a. Aligning my classroom instruction with curricular standards.	0.70	0.79	0.80
b. Focusing on the classroom content covered by standardized achievement tests.	0.58	0.75	0.85
c. Administering benchmark assessments or quizzes.	0.51	0.78	0.82
e. Reviewing student test results with other teachers.	0.45	0.81	0.78
Change in Practice - Professional Development (c_profdev)	0.55	0.76	---
f. Seeking help from other teachers informally.	0.57	0.70	0.81
g. Attending district- or school-sponsored professional development workshops.	0.46	0.68	0.82
h. Engaging in informal self-directed learning (e.g., reading subject-specific education research, using the Internet to enrich knowledge and skills).	0.63	0.64	0.83
Change in Practice - Added Teaching (c_extratch)	0.64	0.62	---
d. Re-teaching topics or skills based on students' performance on classroom tests.	0.72	---	0.83
i. Tutoring individuals or small groups of students outside of class time.	0.57	---	0.87

† indicates that the item was reverse scored before mean response was calculated for the cluster.
a Cronbach Alpha shown for individual items is estimated alpha with the item removed

Reliability and Correlation Analysis of Clusters from D.A.T.E. Personnel Surveys

Cluster (variable name)/Items	Mean	Cronbach's alpha ^a	Item Total Correlation
Change in Student Learning Activities (c_stlactiv)	0.54	0.83	---
a. Engaging in hands-on learning activities (e.g., working with manipulative aids).	0.69	0.78	0.80
b. Working in groups.	0.71	0.77	0.81
c. Completing assignments at home (i.e., homework).	0.27	0.82	0.71
d. Receiving direct instruction.	0.47	0.81	0.72
e. Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves).	0.57	0.78	0.79
DATE Negative Effects (c_negeff)	2.14	0.88	---
a. The DATE incentive plan is having negative effects on my school.	2.05	0.87	0.88
d. The DATE incentive plan is causing resentment among teachers at my school.	2.25	0.83	0.91
e. The DATE incentive plan is having a negative impact on the school culture and professional collegiality in my school.	2.11	0.80	0.92
DATE Well Designed (c_gooddsgn)	3.11	0.87	---
b. The DATE incentive plan used in my school is fair to teachers.	3.00	0.81	0.90
d. I believe that the performance criteria established in my school's DATE incentive plan are worthy of extra pay.	3.24	0.83	0.87
e. I believe the correct school personnel are eligible to receive a DATE incentive award for their performance this 2009-2010 school year.	3.09	0.80	0.90
DATE -- Personal Reaction (c_happy)	3.25	0.74	---
c. I am glad that the school is participating in the DATE program this 2009-10 school year. †	3.25	---	0.89
f. I am disappointed that my school is participating in the DATE program during this 2009-10 school year.	3.25	---	0.89
DATE -- Improvement Motivator (c_improve)	2.75	0.92	---
g. The DATE incentive plan at my school is contributing to improvements in the quality of professional development offered to teachers.	2.68	0.92	0.90
h. The DATE incentive plan is helping to improve teaching practices at my school.	2.76	0.84	0.95
i. The DATE incentive plan at my school is helping to increase student learning. †	2.79	0.88	0.93

† indicates that the item was reverse scored before mean response was calculated for the cluster.
a Cronbach Alpha shown for individual items is estimated alpha with the item removed

Reliability and Correlation Analysis of Clusters from D.A.T.E. Personnel Surveys

Cluster (variable name)/Items	Mean	Cronbach's alpha ^a	Item Total Correlation
DATE -- Expect Award (c_believe)	3.01	0.61	---
b. I do not believe I can achieve the performance criteria established in my school's DATE incentive plan.	3.03	---	0.85
e. I am confident I will receive an incentive award for achieving the performance criteria established in my school's DATE incentive plan.	2.99	---	0.85
DATE -- Motivational (c_motivate)	2.73	0.16	---
c. The size of the DATE incentive award for which I am eligible is not large enough to motivate me to try and earn it.	2.93	---	0.70
d. I will change my professional practices to try and earn a DATE incentive award.	2.54	---	0.77

† indicates that the item was reverse scored before mean response was calculated for the cluster.
a Cronbach Alpha shown for individual items is estimated alpha with the item removed

Appendix G-2: Means Tables for Survey Item Clusters

This appendix presents means for item clusters analyzed in this report. See Appendix G-1, “Reliability and Correlation Analysis of Clusters from D.A.T.E. Personnel Surveys,” for a list of specific survey items included in each cluster.

The following list identifies the means tables contained in this appendix.

- Item Cluster Means: By Survey
- Item Cluster Means: Spring 2009 Current and Spring 2010 Current Participants Only
- Item and Item Cluster Means: Spring 2009 Current and Spring 2010 Former Participants Only
- Item Cluster Means: By Type of Position (Spring 2010 Current)
- Item Cluster Means: By Experience (Spring 2010 Current)
- Item Cluster Means: By School Type (Spring 2010 Current)
- Item Cluster Means: By Perceived Award Eligibility (Spring 2010 Current)
- Item Cluster Means: By Perceived Award Expectancy (Spring 2010 Current)

All tables include ONLY teachers’ responses, except the fourth entry in the table, By Type of Position (Spring 2010 Current). All means tables that present only results from the surveys completed by personnel in schools participating in D.A.T.E. in 2010 (Spring 2010 Current) include ANOVA tests of differences.

The following table shows Cluster names used in the text of the report and the corresponding variable names used in the means tables.

<u>Variable</u>	<u>Cluster</u>
c_compete	Teacher Competitiveness
c_studacct	Expectations of Students
c_peerhelp	Peer Help
c_sat	Satisfaction
c_currstud	Planning – Student Performance
c_curradm	Planning – External Alignment
c_scorest	Assessment Use – Student Targeted
c_scoreself	Assessment Use – Self Targeted
c_parent	Parent Involvement
c_currdev	Change in Curriculum Planning
c_profdev	Change in Professional Learning
c_extratch	Change in Reteaching
c_stlactiv	Change in Student Learning Activities
c_negeff	D.A.T.E. – Negative Effects
c_gooddsgn	D.A.T.E. – Well Designed
c_happy	D.A.T.E. – Personal Reactions
c_believe	D.A.T.E. – Expectancy Effects
c_motivate	D.A.T.E. – Motivational Effects
c_improve	D.A.T.E. – School Improvement Effects

Table G-2.1: Item Cluster Means by Survey

Group	s09control			s09current			s10control			s10current			s10past		
cluster	Mean	Std	N	Mean	Std	N	Mean	Std	N	Mean	Std	N	Mean	Std	N
c_compete	1.96	0.67	3621	2.04	0.63	36934	2.04	0.65	5026	2.07	0.63	40814	1.98	0.66	838
c_studacc	3.12	0.57	3621	2.90	0.62	36934	3.12	0.60	5026	2.93	0.59	40813	2.87	0.62	838
c_peerhel	2.93	0.64	3621	2.77	0.64	36934	2.89	0.66	5026	2.77	0.62	40813	2.78	0.65	838
c_sat	2.76	0.58	3621	2.69	0.59	36934	2.68	0.60	5026	2.68	0.58	40813	2.64	0.56	838
c_currstu	5.12	0.89	4355	5.19	0.85	44828	5.24	0.80	5812	5.19	0.85	47092	5.19	0.84	913
c_curradm	5.25	1.08	4355	5.39	0.94	44828	5.44	0.89	5812	5.40	0.93	47092	5.37	0.92	913
c_scorest	3.14	0.63	4355	3.17	0.64	44828	3.26	0.61	5812	3.18	0.64	47093	3.18	0.64	913
c_scorese	3.11	0.71	4355	3.12	0.72	44828	3.21	0.68	5812	3.13	0.71	47092	3.14	0.71	913
c_parent	2.32	0.68	4355	2.38	0.70	44827	2.46	0.70	5812	2.36	0.71	47093	2.42	0.69	913
c_currdev	0.53	0.69	3762	0.59	0.70	38309	0.61	0.73	4976	0.58	0.69	40451	0.48	0.67	796
c_profdev	0.53	0.70	3762	0.60	0.70	38309	0.55	0.73	4976	0.54	0.70	40451	0.36	0.71	796
c_extratc	0.58	0.75	3762	0.68	0.75	38309	0.67	0.79	4976	0.66	0.75	40450	0.52	0.73	796
c_stlacti	0.48	0.60	3762	0.54	0.65	38309	0.56	0.66	4975	0.55	0.65	40452	0.44	0.62	796
c_negeff	-	-	-	2.15	0.65	41448	-	-	-	2.16	0.65	44142	-	-	-
c_gooddsg	-	-	-	3.06	0.69	41450	-	-	-	3.09	0.74	44146	-	-	-
c_happy	-	-	-	3.18	0.70	41450	-	-	-	3.29	0.70	44146	-	-	-
c_believe	-	-	-	2.91	0.66	41450	-	-	-	3.10	0.62	31221	-	-	-
c_motivat	-	-	-	2.51	0.82	41450	-	-	-	2.74	0.58	31221	-	-	-
c_improve	-	-	-	2.68	0.67	41448	-	-	-	2.75	0.68	44142	-	-	-

Table G-2.2: Item Cluster Means, Spring 2009 Current D.A.T.E. Schools and Spring 2010 Current D.A.T.E. Schools

Group	s09current			s10current		
cluster	Mean	Std	N	Mean	Std	N
c_believe ^r	2.91	0.66	41450	3.10	0.63	26225
c_motivate ^r	2.51	0.82	41450	2.74	0.58	26225
c_negeff	2.15	0.65	41448	2.15	0.66	36829
c_gooddsgn ^x	3.06	0.69	41450	3.10	0.75	36832
c_happy	3.18	0.70	41450	3.30	0.70	36832
c_improve	2.68	0.67	41448	2.75	0.68	36829
c_compete	2.04	0.63	36934	2.06	0.63	33751
c_studacct	2.90	0.62	36934	2.93	0.58	33750
c_peerhelp	2.77	0.64	36934	2.77	0.62	33750
c_sat	2.69	0.59	36934	2.68	0.57	33750
c_currstud	5.19	0.85	44828	5.20	0.85	38761
c_curradm	5.39	0.94	44828	5.41	0.92	38761
c_scorest	3.17	0.64	44828	3.18	0.65	38762
c_scoreself	3.12	0.72	44828	3.13	0.71	38762
c_parent	2.38	0.70	44827	2.36	0.71	38762
c_currdev	0.59	0.70	38309	0.58	0.69	33295
c_profdev	0.60	0.70	38309	0.54	0.70	33296
c_extratch	0.68	0.75	38309	0.67	0.75	33295
c_stlactiv	0.54	0.65	38309	0.56	0.65	33296
^r indicates that items within this cluster were conditionally branched on the spring 2010 survey to exclude respondents who were not eligible for an incentive pay award ^x indicates the cluster was increased to a three item cluster on the spring 2010 survey from a two item on the spring 2009 survey by the inclusion of the new item, "I believe the correct school personnel are eligible to receive a DATE incentive award for their performance this 2009-2010 school year"						

This table is useful for examining whether or not the cluster means in 2010 were higher or lower than those observed in 2009.

Table G-2.3: Item and Item Cluster Means, Spring 2009 Current D.A.T.E. and Spring 2010 Former D.A.T.E. Schools Only

Group item/cluster	s09current			s10past		
	Mean	Std	N	Mean	Std	N
Item:						
DATEnegeff	2.05	0.61	801	1.95	0.76	838
DATEtchid	2.59	0.64	801	2.75	0.83	838
DATEresent	2.22	0.68	801	2.21	0.80	838
DATEnegcoll	2.12	0.64	801	2.03	0.75	838
DATEtchsats	2.57	0.63	801	2.93	0.79	838
DATEprofdev	2.64	0.66	801	2.78	0.79	838
DATEimprtch	2.75	0.63	801	2.93	0.77	838
DATEincstl	2.75	0.63	801	2.95	0.76	838
Cluster:						
c_compete	2.05	0.61	770	1.98	0.66	838
c_studacct	2.90	0.60	770	2.87	0.62	838
c_peerhelp	2.75	0.60	770	2.78	0.65	838
c_sat	2.60	0.60	770	2.64	0.56	838
c_currstud	5.00	0.91	965	5.19	0.84	913
c_curradm	5.17	1.11	965	5.37	0.92	913
c_scorest	2.96	0.64	965	3.18	0.64	913
c_scoreself	2.98	0.74	965	3.14	0.71	913
c_parent	2.15	0.66	965	2.42	0.69	913
c_currdev	0.60	0.72	807	0.48	0.67	796
c_profdev	0.56	0.68	807	0.36	0.71	796
c_extratch	0.62	0.71	807	0.52	0.73	796
c_stlactiv	0.52	0.65	807	0.44	0.62	796

This appendix presents means for individual items and for item clusters. The individual items are on the top half of the table and have been reported as items because the wording on the spring 2010 survey for teachers in these schools asked teachers to rate characteristics and impacts of the D.A.T.E. plans operating in their schools in 2009. The wording of these items is presented below with the verb tense used on the 2009 surveys and 2010 surveys in parentheses.

DATEnegeff: The DATE incentive plan (is having/had) negative effects on my school.

DATEtchid: The DATE incentive plan in my school (is doing/did) a good job of identifying effective teachers at my school.

DATEresent: The DATE incentive plan (is causing/caused) resentment among teachers at my school.

DATEnegcoll: The DATE incentive plan (is having/had) a negative impact on the school culture and professional collegiality in my school.

DATEtchsats: The DATE incentive plan at my school (is helping/helped) teachers feel more satisfied with their jobs.

DATEprofdev: The DATE incentive plan at my school (is contributing/contributed) to improvements in the quality of professional development offered to teachers.

DATEimprtch: The DATE incentive plan (is helping/helped) to improve teaching practices at my school.

DATEincstl: The DATE incentive plan at my school (is helping/helped) to increase student learning.

**Table G-2.4: Item Cluster Means by Type of Position
(Spring 2010 Current D.A.T.E. Schools)**

Postion variable	Teachers			Aides			Others			ANOVA		
	Mean	Std	N	Mean	Std	N	Mean	Std	N	F-stat	P-Val	Scheffe
c_compete	2.07	0.63	40814	2.14	0.63	4062	2.00	0.59	4730	54.63	<.0001	A>T>O
c_studacct	2.93	0.59	40813	3.08	0.50	4062	2.92	0.60	4730	130.80	<.0001	A>T=O
c_peerhelp	2.77	0.62	40813	2.95	0.57	4062	2.82	0.62	4730	170.68	<.0001	A>O>T
c_sat	2.68	0.58	40813	2.86	0.50	4062	2.87	0.52	4730	385.23	<.0001	A=O>T
c_currstud	5.19	0.85	47092	3.87	1.99	4685	4.87	1.40	2753	3545.79	<.0001	T>O>A
c_curradm	5.40	0.93	47092	3.84	2.08	4685	4.93	1.52	2753	4351.16	<.0001	T>O>A
c_scorest	3.18	0.64	47093	2.40	1.02	4685	3.20	0.79	2753	2669.60	<.0001	T=O>A
c_scoreself	3.13	0.71	47092	2.63	1.05	4685	3.17	0.82	2753	968.16	<.0001	T=O>A
c_parent	2.36	0.71	47093	1.95	0.96	4685	2.23	0.83	2753	668.13	<.0001	T>O>A
c_currdev	0.58	0.69	40451	0.19	1.03	3061	0.59	0.78	1799	402.99	<.0001	T=O>A
c_profdev	0.54	0.70	40451	0.25	1.01	3061	0.62	0.77	1799	257.11	<.0001	O>T>A
c_extratch	0.66	0.75	40450	0.25	1.06	3061	0.63	0.86	1799	404.70	<.0001	T=O>A
c_stlactiv	0.55	0.65	40452	0.53	0.90	3061	0.50	0.72	1798	7.61	0.0005	T>O
c_negeff	2.16	0.65	44142	2.10	0.60	4073	2.06	0.66	5418	57.56	<.0001	T>A>O
c_gooddsgn	3.09	0.74	44146	3.14	0.63	4073	3.22	0.72	5418	72.69	<.0001	O>A>T
c_happy	3.29	0.70	44146	3.27	0.59	4073	3.39	0.69	5418	54.79	<.0001	O>T=A
c_believe	3.10	0.62	31221	3.22	0.54	2210	3.23	0.59	3453	100.97	<.0001	A=O>T
c_motivate	2.74	0.58	31221	2.70	0.56	2210	2.75	0.62	3453	3.80	0.0224	T=O>A
c_improve	2.75	0.68	44142	2.96	0.57	4073	2.85	0.68	5418	224.75	<.0001	A>O>T

Table G-2.5: Item Cluster Means by Experience (Spring 2010 Current D.A.T.E. Schools)

Experience variable	New (1-3 years)			Mid-Career (4-14 years)			Veteran (15+ years)			ANOVA		
	Mean	Std	N	Mean	Std	N	Mean	Std	N	F-stat	P-Val	Scheffe
c_compete	2.06	0.63	7610	2.07	0.63	20629	2.06	0.63	12574	1.98	0.1387	N=M=V
c_studacct	2.98	0.56	7610	2.91	0.59	20629	2.93	0.59	12573	41.34	<.0001	N>V>M
c_peerhelp	2.82	0.61	7610	2.75	0.63	20629	2.78	0.62	12573	34.35	<.0001	N>V>M
c_sat	2.71	0.57	7610	2.66	0.59	20629	2.69	0.57	12573	21.26	<.0001	N=V>M
c_currstud	5.19	0.84	11116	5.20	0.83	22660	5.18	0.89	13315	4.09	0.0167	M>V
c_curradm	5.43	0.91	11116	5.42	0.91	22660	5.35	0.96	13315	31.76	<.0001	N=M>V
c_scorest	3.15	0.63	11117	3.19	0.64	22660	3.17	0.65	13315	20.79	<.0001	M>V>N
c_scoreself	3.19	0.69	11117	3.14	0.71	22660	3.08	0.72	13315	81.98	<.0001	N>M>V
c_parent	2.32	0.71	11117	2.38	0.71	22660	2.37	0.70	13315	27.04	<.0001	M=V>N
c_currdev	0.73	0.74	8102	0.55	0.68	20344	0.53	0.68	12004	233.97	<.0001	N>M>V
c_profdev	0.70	0.75	8103	0.52	0.68	20344	0.48	0.66	12004	268.37	<.0001	N>M>V
c_extratch	0.83	0.78	8102	0.64	0.73	20344	0.60	0.73	12004	261.96	<.0001	N>M>V
c_stlactiv	0.71	0.69	8103	0.53	0.64	20344	0.49	0.62	12004	303.74	<.0001	N>M>V
c_negeff	2.06	0.60	10306	2.16	0.66	21314	2.22	0.68	12521	171.83	<.0001	V>M>N
c_gooddsgn	3.19	0.68	10306	3.08	0.75	21314	3.03	0.78	12521	128.55	<.0001	N>M>V
c_happy	3.38	0.63	10306	3.29	0.71	21314	3.23	0.73	12521	120.67	<.0001	N>M>V
c_believe	3.13	0.60	6748	3.09	0.63	15565	3.09	0.62	8905	9.06	0.0001	N>M=V
c_motivate	2.81	0.56	6748	2.72	0.58	15565	2.71	0.59	8905	70.61	<.0001	N>M=V
c_improve	2.85	0.64	10306	2.73	0.68	21314	2.71	0.70	12521	155.63	<.0001	N>M>V

Table G-2.6: Item Cluster Means by School Type (Spring 2010 Current D.A.T.E. Schools)

School Type	Elementary			Other School Type			ANOVA	
	Mean	Std	N	Mean	Std	N	F-stat	P-Val
c_compete	2.06	0.63	19967	2.08	0.62	20847	6.97	0.0083
c_studacct	2.96	0.59	19967	2.91	0.58	20846	74.42	<.0001
c_peerhelp	2.79	0.63	19967	2.75	0.62	20846	50.29	<.0001
c_sat	2.71	0.57	19967	2.65	0.59	20846	128.62	<.0001
c_currstud	5.38	0.72	22805	5.01	0.92	24287	2335.64	<.0001
c_curradm	5.58	0.75	22805	5.24	1.04	24287	1656.82	<.0001
c_scorest	3.37	0.59	22805	3.00	0.65	24288	4259.20	<.0001
c_scoreself	3.25	0.68	22804	3.03	0.73	24288	1168.60	<.0001
c_parent	2.68	0.66	22805	2.06	0.61	24288	11257.30	<.0001
c_currdev	0.64	0.70	19778	0.52	0.68	20673	262.26	<.0001
c_profdev	0.58	0.70	19778	0.51	0.69	20673	87.88	<.0001
c_extratch	0.69	0.77	19777	0.64	0.73	20673	33.40	<.0001
c_stlactiv	0.63	0.66	19779	0.48	0.62	20673	547.37	<.0001
c_negeff	2.13	0.66	21365	2.18	0.65	22777	66.97	<.0001
c_gooddsgn	3.11	0.73	21366	3.07	0.75	22780	30.21	<.0001
c_happy	3.29	0.69	21366	3.29	0.70	22780	0.26	0.6082
c_believe	3.12	0.61	15553	3.07	0.63	15668	47.84	<.0001
c_motivate	2.74	0.57	15553	2.73	0.59	15668	0.19	0.6594
c_improve	2.77	0.68	21365	2.73	0.67	22777	41.63	<.0001

**Table G-2.7: Item Cluster Means by Perceived Award Eligibility
(Spring 2010 Current D.A.T.E. Schools)**

Eligibility variable	Eligible			Not Eligible			Unknown			ANOVA		
	Mean	Std	N	Mean	Std	N	Mean	Std	N	F-stat	P-Val	Scheffe
c_compete	2.02	0.61	27907	2.22	0.64	3209	2.14	0.62	7383	227.39	<.0001	N>U>E
c_studacct	2.94	0.58	27906	2.84	0.61	3209	2.91	0.57	7383	42.89	<.0001	E>U>N
c_peerhelp	2.80	0.61	27906	2.60	0.67	3209	2.72	0.62	7383	177.09	<.0001	E>U>N
c_sat	2.72	0.57	27906	2.57	0.57	3209	2.63	0.58	7383	152.27	<.0001	E>U>N
c_currstud	5.22	0.82	31214	5.11	0.95	3689	5.16	0.88	9238	40.87	<.0001	E>U>N
c_curradm	5.45	0.87	31214	5.21	1.07	3689	5.35	0.99	9238	139.91	<.0001	E>U>N
c_scorest	3.22	0.63	31214	3.07	0.71	3689	3.10	0.66	9239	175.32	<.0001	E>U>N
c_scoreself	3.15	0.70	31213	3.07	0.75	3689	3.10	0.72	9239	32.65	<.0001	E>U=N
c_parent	2.39	0.71	31214	2.31	0.71	3689	2.30	0.70	9239	72.61	<.0001	E>U=N
c_currdev	0.59	0.68	27437	0.48	0.71	3080	0.57	0.71	7555	38.44	<.0001	E=U>N
c_profdev	0.55	0.68	27437	0.48	0.71	3080	0.54	0.71	7555	16.01	<.0001	E=U>N
c_extratch	0.68	0.74	27436	0.57	0.75	3080	0.65	0.76	7555	36.30	<.0001	E>U>N
c_stactiv	0.56	0.64	27438	0.50	0.65	3080	0.55	0.66	7555	13.48	<.0001	E=U>N
c_negeff	2.08	0.65	31214	2.46	0.68	3689	2.27	0.59	9239	772.50	<.0001	N>U>E
c_gooddsgn	3.20	0.72	31216	2.58	0.82	3691	2.93	0.66	9239	1547.16	<.0001	E>U>N
c_happy	3.39	0.68	31216	2.91	0.75	3691	3.12	0.64	9239	1195.50	<.0001	E>U>N
c_improve	2.81	0.69	31214	2.49	0.69	3689	2.66	0.60	9239	467.62	<.0001	E>U>N

**Table G-2.8: Item Cluster Means by Perceived Award Expectancy
(Spring 2010 Current D.A.T.E. Schools)**

Expectancy variable	Expecting			Not Expecting			Unknown			ANOVA		
	Mean	Std	N	Mean	Std	N	Mean	Std	N	F-stat	P-Val	Scheffe
c_compete	1.98	0.60	21111	2.24	0.66	6032	2.13	0.62	12469	514.63	<.0001	N>U>E
c_studacct	3.00	0.56	21110	2.75	0.64	6032	2.91	0.58	12469	449.25	<.0001	E>U>N
c_peerhelp	2.88	0.59	21110	2.50	0.67	6032	2.71	0.61	12469	1018.41	<.0001	E>U>N
c_sat	2.80	0.55	21110	2.41	0.60	6032	2.61	0.57	12469	1273.83	<.0001	E>U>N
c_currstud	5.23	0.80	23821	5.09	0.95	6827	5.18	0.86	15069	79.72	<.0001	E>U>N
c_curradm	5.46	0.85	23821	5.26	1.07	6827	5.39	0.93	15069	139.91	<.0001	E>U>N
c_scorest	3.24	0.61	23821	3.04	0.70	6827	3.15	0.65	15070	279.09	<.0001	E>U>N
c_scoreself	3.18	0.69	23821	3.03	0.76	6827	3.11	0.71	15069	127.41	<.0001	E>U>N
c_parent	2.43	0.71	23821	2.24	0.70	6827	2.32	0.70	15070	236.94	<.0001	E>U>N
c_currdev	0.62	0.68	20908	0.47	0.71	5801	0.57	0.70	12606	106.98	<.0001	E>U>N
c_profdev	0.60	0.68	20909	0.43	0.71	5801	0.52	0.70	12605	149.08	<.0001	E>U>N
c_extratch	0.71	0.73	20908	0.55	0.76	5801	0.65	0.75	12605	110.33	<.0001	E>U>N
c_stlactiv	0.61	0.64	20909	0.43	0.65	5801	0.52	0.65	12606	197.57	<.0001	E>U>N
c_negeff	1.97	0.62	23496	2.54	0.68	6257	2.28	0.59	13138	2491.10	<.0001	N>U>E
c_gooddsgn	3.33	0.66	23496	2.56	0.79	6257	2.96	0.67	13138	3530.53	<.0001	E>U>N
c_happy	3.51	0.61	23496	2.83	0.78	6257	3.15	0.65	13138	3155.72	<.0001	E>U>N
c_believe	3.30	0.52	21290	2.26	0.70	2661	2.81	0.48	7071	6097.71	<.0001	E>U>N
c_motivate	2.81	0.57	21290	2.41	0.62	2661	2.63	0.54	7071	761.45	<.0001	E>U>N
c_improve	2.93	0.65	23496	2.35	0.70	6257	2.64	0.61	13138	2276.41	<.0001	E>U>N

Appendix G-3: Tables for Hierarchical Linear Modeling (HLM) Tables

Table G-3.1: Analysis of 2009-10 Teachers' Satisfaction Ratings

Category and Variables	Analysis with Teacher Characteristics	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	NS	NS Max award ↑ = Agreement ↑ Max – Min ↑ = Agreement ↓
Mid-Career (4 - 14 years experience)	Agree Less	Agree Less Max – Min ↑ = Agreement ↓
Elementary teacher	Agree More	NS
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	NS	NS Max award ↑ = Agreement ↑ Max – Min ↑ = Agreement ↓
Unsure if eligible for D.A.T.E. award	NS	NS Max award ↑ = Agreement ↑ Max – Min ↑ = Agreement ↓ Team-based awards = Agreement ↓
Previously received an incentive award	Agree Less	NS
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	Agree More	Agree More
Not sure receiving D.A.T.E. award	Agree More	Agree More
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	NS

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

Table G-3.2: Analysis of 2009-10 Teachers' Ratings of Teacher Competitiveness

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Agree More	Agree More
Mid-Career (4 - 14 years experience)	Agree More	Agree More
Elementary teacher	NS	NS
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	Agree Less	NS
Unsure if eligible for D.A.T.E. award	NS	NS
Previously received an incentive award	Agree Less	NS
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	Agree Less	NS Team-based awards = Agreement ↓
Not sure receiving D.A.T.E. award	Agree Less	NS
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	Years in programs ↑ = Agreement ↑

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

Table G-3.3: Analysis of 2009-10 Teachers' Ratings of Expectations of Students

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Agree Less	NS Years in programs ↑ = Agreement ↓
Mid-Career (4 - 14 years experience)	Agree Less	NS Years in programs ↑ = Agreement ↓
Elementary teacher	Agree More	NS Max award ↑ = Agreement ↑ Team-based awards = Agreement ↓
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	Agree Less	Agree Less Years in programs ↑ = Agreement ↑
Unsure if eligible for D.A.T.E. award	Agree Less	Agree Less Years in programs ↑ = Agreement ↑
Previously received an incentive award	NS	NS Years in programs ↑ = Agreement ↓
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	Agree More	Agree More
Not sure receiving D.A.T.E. award	Agree More	Agree More Max – Min ↑ = Agreement ↑
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	NS

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

Table G-3.4: Analysis of 2009-10 Teachers' Ratings of Peer Help

Category and Variables	Analysis with Teacher Characteristics	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Agree Less	NS
Mid-Career (4 - 14 years experience)	Agree Less	NS
Elementary teacher	Agree More	NS Max - Min ↑ = Agreement ↓
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	Agree Less	Agree Less Max award ↑ = Agreement ↑ Max - Min ↑ = Agreement ↓ Years in programs ↑ = Agreement ↑
Unsure if eligible for D.A.T.E. award	NS	NS Max award ↑ = Agreement ↑
Previously received an incentive award	NS	NS Years in programs ↑ = Agreement ↓
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	Agree More	Agree More Max award ↑ = Agreement ↓ Max - Min ↑ = Agreement ↑ Campus-based awards = Agreement ↓
Not sure receiving D.A.T.E. award	Agree More	Agree More Max award ↑ = Agreement ↓ Max - Min ↑ = Agreement ↑ Campus-based awards = Agreement ↓
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	Agree More
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	NS

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

Table G-3.5: Analysis of Teachers' Agreement that the D.A.T.E. Plan in Their Schools is Well Designed

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Agree Less	Agree Less Max award ↑ = Agreement ↑ Max – Min ↑ = Agreement ↓
Mid-Career (4 - 14 years experience)	Agree Less	Agree Less Max award ↑ = Agreement ↑ Max – Min ↑ = Agreement ↓
Elementary teacher	NS	NS
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	Agree More	NS
Unsure if eligible for D.A.T.E. award	Agree More	NS
Previously received an incentive award	Agree More	NS
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	Agree More	Agree More School-based awards = Agreement ↓
Not sure receiving D.A.T.E. award	Agree More	Agree More School-based awards = Agreement ↓
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	School-based awards = Agreement ↑
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	Years in programs ↑ = Agreement ↓

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

**Table G-3.6: Analysis of 2009-10 Teachers' Ratings of D.A.T.E
Negative Effects Cluster**

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Agree More	Agree More Max award ↑ = Agreement ↓ Max – Min ↑ = Agreement ↑
Mid-Career (4 - 14 years experience)	Agree More	Agree More Max award ↑ = Agreement ↓ Max – Min ↑ = Agreement ↑
Elementary teacher	NS	NS
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	Agree Less	NS Max award ↑ = Agreement ↓ Campus-based award = Agreement ↑
Unsure if eligible for D.A.T.E. award	NS	NS Max award ↑ = Agreement ↓ Campus-based award = Agreement ↑
Previously received an incentive award	Agree Less	NS Max award ↑ = Agreement ↓ Max – Min ↑ = Agreement ↑
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	Agree Less	Agree Less Max award ↑ = Agreement ↑
Not sure receiving D.A.T.E. award	Agree Less	Agree Less
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	Agree Less
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	NS

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

**Table G-3.7: Analysis of 2009-10 Teachers' Ratings of D.A.T.E
School Improvement Effects Cluster**

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Agree Less	Agree Less Max award ↑ = Agreement ↑ Max – Min ↑ = Agreement ↓
Mid-Career (4 - 14 years experience)	Agree Less	Agree Less Max award ↑ = Agreement ↑
Elementary teacher	NS	NS
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	NS	NS Max – Min ↑ = Agreement ↓
Unsure if eligible for D.A.T.E. award	NS	NS
Previously received an incentive award	NS	Agree More ² Years in programs ↑ = Agreement ↓
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	Agree More	Agree More Max award ↑ = Agreement ↑
Not sure receiving D.A.T.E. award	Agree More	Agree More Max award ↑ = Agreement ↑
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	NS

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

**Table G-3.8: Analysis of 2009-10 Teachers' Ratings of D.A.T.E
Motivational Effects Cluster**

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Agree Less	Agree Less Max award ↑ = Agreement ↑ Max – Min ↑ = Agreement ↓
Mid-Career (4 - 14 years experience)	Agree Less	Agree Less Max award ↑ = Agreement ↑ Max – Min ↑ = Agreement ↓
Elementary teacher	NS	NS
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	NS	NS
Unsure if eligible for D.A.T.E. award	NS	NS
Previously received an incentive award	NS	NS
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	Agree More	Agree More
Not sure receiving D.A.T.E. award	Agree More	Agree More
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	Max award ↑ = Agreement ↑
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	NS

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

Table G-3.9: Analysis of 2009-10 Teachers' Ratings of "I will change practices..." Item

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Agree Less	Agree Less Max award ↑ = Agreement ↑ Max – Min ↑ = Agreement ↓
Mid-Career (4 - 14 years experience)	Agree Less	Agree Less Max award ↑ = Agreement ↑ Max – Min ↑ = Agreement ↓ Years in programs ↑ = Agreement ↓ Individual awards = Agreement ↑
Elementary teacher	Agree Less	NS
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	---	---
Unsure if eligible for D.A.T.E. award	---	---
Previously received an incentive award	Agree Less	NS Years in programs ↑ = Agreement ↓
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	Agree More	Agree More
Not sure receiving D.A.T.E. award	Agree More	Agree More
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	NS

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

**Table G-3.10: Analysis of 2009-10 Teachers' Ratings of D.A.T.E
Expectancy Effects Cluster**

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Agree Less	Agree Less Max award ↑ = Agreement ↑ Max – Min ↑ = Agreement ↓ Individual awards = Agreement ↑
Mid-Career (4 - 14 years experience)	Agree Less	Agree Less Max – Min ↑ = Agreement ↓ Individual awards = Agreement ↑
Elementary teacher	Agree More	Agree More Max – Min ↑ = Agreement ↓ Campus-based awards = Agreement ↓ Team-based awards = Agreement ↓ Individual awards = Agreement ↓
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	---	---
Unsure if eligible for D.A.T.E. award	---	---
Previously received an incentive award	Agree More	Agree More Team-based awards = Agreement ↓ Individual awards = Agreement ↓
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	Agree More	Agree More Max award ↑ = Agreement ↓ Team-based awards = Agreement ↑ Individual awards = Agreement ↑
Not sure receiving D.A.T.E. award	Agree More	Agree More Max award ↑ = Agreement ↓ Max – Min ↑ = Agreement ↑ Team-based awards = Agreement ↑
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	Agree More
Awards based on team performance	----	NS
Awards based on individual performance	----	NS

Maximum Part 1 award amount	----	Max award ↑ = Agreement ↑
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	Max – Min ↑ = Agreement ↓
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	NS

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

Table G-3.11: Analysis of 2009-10 Teachers' Personal Reaction to D.A.T.E Cluster

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Agree Less	Agree Less Max award ↑ = Agreement ↑ Max – Min ↑ = Agreement ↓
Mid-Career (4 - 14 years experience)	Agree Less	Agree Less Max award ↑ = Agreement ↑ Max – Min ↑ = Agreement ↓
Elementary teacher	Agree Less	NS
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	Agree More	NS
Unsure if eligible for D.A.T.E. award	NS	NS
Previously received an incentive award	Agree More	Agree More
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	Agree More	Agree More Max award ↑ = Agreement ↓ Max – Min ↑ = Agreement ↑
Not sure receiving D.A.T.E. award	Agree More	Agree More Max award ↑ = Agreement ↓ Campus-based awards = Agreement ↓
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	Agree Less
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	NS

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

Table G-3.12: Analysis of D.A.T.E Teachers' Ratings of Frequency of Instructional Planning: Student Performance Cluster

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	NS	NS
Mid-Career (4 - 14 years experience)	NS	NS
Elementary teacher	Agree More	Agree More
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	Agree More	NS
Unsure if eligible for D.A.T.E. award	NS	NS
Previously received an incentive award	NS	NS Max award ↑ = Agreement ↑ Max - Min ↑ = Agreement ↓
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	Agree More	Agree More Years in programs ↑ = Agreement ↓
Not sure receiving D.A.T.E. award	Agree More	NS Years in programs ↑ = Agreement ↓
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	NS

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

Table G-3.13: Analysis of D.A.T.E Teachers' Ratings of Frequency of Instructional Planning: External Alignment Cluster

Category and Variables	Analysis with Teacher Characteristics	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Agree Less	NS
Mid-Career (4 - 14 years experience)	NS	NS Max award ↑ = Agreement ↓ Max – Min ↑ = Agreement ↑
Elementary teacher	Agree More	Agree More Max – Min ↑ = Agreement ↓ Campus-based awards = Agreement ↑
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	Agree More	NS Max award ↑ = Agreement ↓ Max – Min ↑ = Agreement ↑
Unsure if eligible for D.A.T.E. award	Agree More	Agree More Max award ↑ = Agreement ↓ Max – Min ↑ = Agreement ↑
Previously received an incentive award	Agree More	NS
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	Agree More	Agree More Years in programs ↑ = Agreement ↓ Team-based awards = Agreement ↓
Not sure receiving D.A.T.E. award	Agree More	Agree More Years in programs ↑ = Agreement ↓
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	Agree Less
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	Max award ↑ = Agreement ↑
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	NS

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

Table G-3.14: Analysis of D.A.T.E Teachers' Ratings of Frequency of Assessment Use: Student Targeted Cluster

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	More Often	NS
Mid-Career (4 - 14 years experience)	More Often	NS
Elementary teacher	More Often	More Often
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	More Often	NS
Unsure if eligible for D.A.T.E. award	NS	NS
Previously received an incentive award	More Often	NS
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	More Often	More Often
Not sure receiving D.A.T.E. award	More Often	More Often Years in programs ↑ = Frequency ↓
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	Years in programs ↑ = Frequency ↑

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

Table G-3.15: Analysis of D.A.T.E Teachers' Ratings of Frequency of Assessment Use: Self Targeted Cluster

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Less Often	Less Often
Mid-Career (4 - 14 years experience)	Less Often	NS Years in programs ↑ = Frequency ↑
Elementary teacher	More Often	More Often Max - Min ↑ = Frequency ↑ Campus-based awards = Frequency ↓ Individual awards = Frequency ↓
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	NS	NS
Unsure if eligible for D.A.T.E. award	Less Often	NS
Previously received an incentive award	NS	NS
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	More Often	NS
Not sure receiving D.A.T.E. award	More Often	NS
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	NS

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

Table G-3.16: Analysis of D.A.T.E Teachers' Ratings of Frequency of Parent Contacts

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	More Often	More Often Max award ↑ = Frequency ↑ Max – Min ↑ = Frequency ↓
Mid-Career (4 - 14 years experience)	More Often	More Often
Elementary teacher	More Often	More Often
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	NS	NS
Unsure if eligible for D.A.T.E. award	NS	NS
Previously received an incentive award	Less Often	Less Often
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	More Often	More Often
Not sure receiving D.A.T.E. award	NS	NS
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	Years in programs ↑ = Frequency ↑

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

Table G-3.17: Analysis of D.A.T.E Teachers' Ratings of Changes in Curriculum Planning Cluster

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Less Increase	Less Increase
Mid-Career (4 - 14 years experience)	Less Increase	Less Increase
Elementary teacher	More Increase	NS Max award ↑ = Increase ↑
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	More Increase	NS
Unsure if eligible for D.A.T.E. award	NS	NS Max - Min ↑ = Increase ↑ Campus-based awards = Increase ↓
Previously received an incentive award	Less Increase	NS
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	More Increase	More Increase Campus-based awards = Increase ↑ Individual awards = Increase ↓ Team-based awards = Increase ↓
Not sure receiving D.A.T.E. award	More Increase	More Increase
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	Years in programs ↑ = Increase ↑

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

Note: Survey items in this cluster ask teachers to rate how much more or less frequently they engage in identified activities compared to the prior year. Teachers NEVER reported doing any activities less often so all effects are reported as increases or decreases in the amount teachers reported increasing frequency.

**Table G-3.18: Analysis of D.A.T.E Teachers' Ratings of
Changes in Professional Learning Cluster**

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Less Increase	Less Increase
Mid-Career (4 - 14 years experience)	Less Increase	Less Increase
Elementary teacher	More Increase	More Increase Team-based awards = Increase ↓
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	NS	NS Individual awards = Increase ↑
Unsure if eligible for D.A.T.E. award	NS	NS Individual awards = Increase ↑ Team-based awards = Increase ↑
Previously received an incentive award	Less Increase	NS
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	More Increase	More Increase Max - Min ↑ = Increase ↑
Not sure receiving D.A.T.E. award	More Increase	More Increase
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	NS

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

Note: Survey items in this cluster ask teachers to rate how much more or less frequently they engage in identified activities compared to the prior year. Teachers NEVER reported doing any activities less often so all effects are reported as increases or decreases in the amount teachers reported increasing frequency.

Table G-3.19: Analysis of D.A.T.E Teachers' Ratings of Changes in Re-teaching Cluster

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Less Increase	Less Increase
Mid-Career (4 - 14 years experience)	Less Increase	Less Increase
Elementary teacher	More Increase	NS Max award ↑ = Increase ↑ Max – Min ↑ = Increase ↓ Campus-based awards = Increase ↓
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	More Increase	NS
Unsure if eligible for D.A.T.E. award	NS	NS
Previously received an incentive award	Less Increase	NS
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	More Increase	More Increase
Not sure receiving D.A.T.E. award	More Increase	NS
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	Years in programs ↑ = Increase ↑

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

Note: Survey items in this cluster ask teachers to rate how much more or less frequently they engage in identified activities compared to the prior year. Teachers NEVER reported doing any activities less often so all effects are reported as increases or decreases in the amount teachers reported increasing frequency.

Table G-3.20: Analysis of D.A.T.E Teachers' Ratings of Changes in Student Learning Activities Cluster

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Less Increase	Less increase Team-based awards = Increase ↑
Mid-Career (4 - 14 years experience)	Less Increase	Less Increase
Elementary teacher	More Increase	More Increase
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	NS	NS
Unsure if eligible for D.A.T.E. award	NS	NS
Previously received an incentive award	Less Increase	NS
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	More Increase	More Increase
Not sure receiving D.A.T.E. award	More Increase	NS
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	Team-based awards = Increase ↓
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	NS

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

Note: Survey items in this cluster ask teachers to rate how much more or less frequently they engage in identified activities compared to the prior year. Teachers NEVER reported doing any activities less often so all effects are reported as increases or decreases in the amount teachers reported increasing frequency.

Appendix G-4: Detailed Statistical Write-up of Chapter 9 Survey Results

Survey Overview and Summary of Analyses Methods

This brief methodology section includes an overview of the contents, administration, and response rates of surveys analyzed in this report; a section that identifies the kinds of measures created from the surveys; and, a short summary of the statistical analyses conducted on survey clusters.

Survey Contents and Administration Overview

Surveys were administered in the spring of the 2008-09 and 2009-10 school years. In spring 2009, educators in two groups of schools were asked to complete surveys; those in schools identified as participating in the D.A.T.E. program and a group of “control schools” which were selected to be similar to D.A.T.E. schools but that had not been part of the G.E.E.G., T.E.E.G., or D.A.T.E. programs. In spring 2010, educators in three groups of schools were surveyed; schools participating in the D.A.T.E. program in Year 2, schools that participated in D.A.T.E. in Year 1 but NOT Year 2, and control schools. The number of schools in each group and estimated teacher response rates¹ are presented in Table G-4.1.

Table G-4.1: Response Rates for Spring 2009 and Spring 2010 D.A.T.E. Survey Administrations

Survey Administered	Schools in Group	# Schools Included	% of Schools	# Total Responses	# Teacher Responses	Estimated Teacher Response Rate (%)
Spring 2010 D.A.T.E. Year 2	2,145	1,662	77.5%	57,397	47,097	65.2%
Spring 2010 Former D.A.T.E.	66	54	81.8%	1,158	913	56.1%
Spring 2010 Control Group	375	242	64.5%	6,838	5,812	61.7%
Spring 2009 D.A.T.E. Year 1	1,783	1,586	89.0%	54,126	44,830	64.0%
Spring 2009 Control Group	348	192	55.2%	4,904	4,355	60.6%

The share of schools in the D.A.T.E. program that responded to the surveys declined from nearly 90% in spring 2009 to just over 75% in 2010, though the estimated share of teachers represented in D.A.T.E. schools was similar in both years. The share of schools no longer participating in D.A.T.E. that responded to the 2010 surveys was slightly higher, but a smaller share of the teachers in those schools completed the surveys in 2010 compared to the Year 2 D.A.T.E. school survey.

¹ We estimate the number of teachers in each campus using total teacher fte from 2008-09 AEIS data retrieved 3/15/2010 from the TEA web site at <http://ritter.tea.state.tx.us/perfreport/acis/2009/DownloadData.html>.

The share of control schools invited to complete the spring surveys who are represented in the survey data increased to nearly two-thirds in 2010 from just over half in 2009 and the estimated share of teachers who responded from those control schools was about 60% in both years. In summary, a large majority of schools in most of the sampling categories are represented in the data and we estimate more than 60% of the teachers in those schools provided survey responses.

Procedures for Selecting Sample of Control Schools for D.A.T.E. Personnel Surveys

There were two groups of schools that were of interest for the survey control group. First, evaluators wanted to include schools that had never participated in G.E.E.G., T.E.E.G., or D.A.T.E. and that were not located in a district with a Cycle 1 D.A.T.E. plan – this was the non-treated “control” group. Additionally, evaluators wanted to include schools that were located in a district with a Cycle 1 D.A.T.E. plan but that had not participated in either the Year 1 or Year 2 D.A.T.E. plan – this was a within-district “control” group. These two groups were constructed by building type (i.e., grade level) to yield at least 20 control schools in each building type up to approximately 10% of the number of schools identified as participating in Year 2 of D.A.T.E.

Building Type	D.A.T.E. Cycle 1 Year 2 Schools	Control Schools in Non-D.A.T.E. Districts (Non-treated)	Control Schools in D.A.T.E. Districts (within D.A.T.E. District Group)
Elementary	1,091	112	112
Middle School	391	40	40
Secondary	327	35	35
Mixed Grades	83	20	20
Total	1,792	207	207

All schools coded as participating in D.A.T.E. Year 2 were separated by building type (i.e., grade level) and then the number of control schools needed for that building type was randomly selected from the group of D.A.T.E. schools. Each control school for the corresponding building type was selected so it “matched” a D.A.T.E. school by grade level, urbanicity, and percent of ED students. This provided comparison samples that were as equivalent as possible to D.A.T.E. schools based on grade level, urbanicity, and the percent of ED students.

Clustering of Survey Items

Surveys were reviewed to identify items used in each version of the D.A.T.E. surveys. The way items were grouped and the rating scales used for responses were used to help group items into clusters. Responses to items were combined across survey administrations and analyzed using factor analysis to review how items were correlated and to provide additional justification for the way items were grouped into clusters for statistical analyses². Four conceptual groups of items were organized into the nineteen clusters listed below. The item clusters were the measures analyzed in subsequent statistical analyses.

² Appendix D-1 presents the items in each cluster with related reliability analysis.

Perceptions of School Climate and Teacher Relations

- Satisfaction

- Teacher Competitiveness

- Expectations of Students

- Peer Help

Perceived Quality and Impacts of D.A.T.E. Plans

- D.A.T.E. – Well Designed

- D.A.T.E. – School Improvement Effects

- D.A.T.E. – Motivational Effects

- D.A.T.E. – Expectancy Effects

- D.A.T.E. – Negative Effects

- D.A.T.E. – Personal Reactions

Professional Practices

- Planning – Student Performance

- Planning – External Alignment

- Assessment Use – Student Targeted

- Assessment Use – Self Targeted

- Parent Contacts

Changes in Professional Practices

- Change in Curriculum Planning

- Change in Professional Learning

- Change in Reteaching

- Change in Student Learning Activities

Statistical Analyses

Surveys were completed in each school by individuals holding several different kinds of instructional or supervisory positions. The majority of responses to the surveys were received from individuals who indicated that they were teachers. While the D.A.T.E. plans operating in the schools may provide financial incentives for different classes of employees, teachers are the largest group most directly impacted by the incentive pay plans. Therefore, we restrict our statistical analyses to teachers' responses to fielded surveys. Appendix D-2 provides a summary of the number of responses received from individuals in different types of positions, mean ratings of the key constructs measured on the surveys, and a statistical test of differences between the groups.

Statistical analyses conducted for this report include generating simple frequency tables and descriptive statistics for selected measures, conducting Analysis of Variance to compare mean responses of teachers from each of the three Spring 2010 groups (Current D.A.T.E., Former D.A.T.E., and Control groups), and conducting hierarchical linear modeling (HLM) on responses from teachers in the current participants group, with teacher characteristics analyzed in the level 1 analysis and selected incentive plan characteristics added in the level 2 analyses³. Two general teacher demographic variables and three "incentive plan experience" variables were included in our level 1 analysis. Incentive plan experience variables included information about the number of years schools participated in a Texas state-funded incentive program and teachers' perceptions about

³ Additional school level variables were examined for level 2 analyses (e.g., percent economically disadvantaged, percent of students in various racial / ethnic groups, etc.) but the coefficients for these variables were not statistically significant and were not included in HLM analyses we report here.

being eligible for or expectation of receiving a D.A.T.E. award. Incentive plan characteristics used in level 2 included the units of accountability used to determine teachers' eligibility for Part 1 awards and information about the size of proposed Part 1 awards for teachers as specified in districts' D.A.T.E. plan applications.

General teacher demographic variables include:

- experience (categorized as new(1-3 years), mid-career (4-14 years), or veteran (15 years or more) – comparison group is new teachers); and,
- whether or not they are working in an elementary school.

Incentive plan experience variables include:

- whether or not they have received incentive awards in the past;
- whether or not they are eligible to try to earn a D.A.T.E. award (categorized as eligible, unsure, not eligible – comparison group is not eligible); and,
- whether or not they are expecting to receive a D.A.T.E. award based on the current year's teaching performance (categorized as expecting, unsure, not expecting – comparison group is not expecting an award.)

Selected incentive plan characteristics include:

- unit of accountability for which criteria for award determination are established (campus-wide, team, and individual);
- number of years the school has participated in T.E.E.G., G.E.E.G., or D.A.T.E.; and
- two measures based on the sizes of awards possible, Max (the maximum part 1 award amount that can be earned by a teacher in hundreds of dollars) and Max-Min (the difference between the planned maximum and minimum awards in hundreds of dollars.)

Table G-4.2 provides a reference list of these variables, the values they take and labels used in HLM results tables.

Table G-4.2: Variables Analyzed with HLM and Reported in Results Tables

Category	Variables	Description
Teacher Characteristics (Teacher Demographics)	New teacher	Teacher has 0 to 3 years of experience.
	Mid-Career teacher	Teacher has 4 to 14 years of experience.
	Veteran teacher	Teacher has 15 or more years of experience.
	Elementary school teacher	Teacher works in elementary school.
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)	Not eligible for D.A.T.E. award	Teacher was not eligible for a D.A.T.E. award.
	Eligible for D.A.T.E. award	Teacher was eligible for a D.A.T.E. award.
	Unsure if eligible for D.A.T.E. award	Teacher unsure if he/she is eligible for a D.A.T.E. award.
	Previously received an incentive award	Teacher previously received an incentive award.
	Does not expect to receive D.A.T.E. award	Teacher does not expect to receive a D.A.T.E. award.
	Expect to receive a D.A.T.E award	Teacher does expect to receive a D.A.T.E. award.
	Unsure about receiving D.A.T.E. award	Teacher is unsure if he/she will receive a D.A.T.E. award.
Schools' Incentive Plan Design Features	Awards based on school performance	Teachers can earn D.A.T.E. award based on school-wide performance.
	Awards based on team performance	Teachers can earn D.A.T.E. award based on team-level performance.
	Awards based on individual performance	Teachers can earn D.A.T.E. award based on their own individual performance.
	Maximum Part 1 award amount (Proposed)	Maximum proposed Part 1 award amount a teacher can earn.
	Minimum Part 1 award amount (Proposed)	Minimum proposed Part 1 award amount a teacher can earn.
	Maximum amount – Minimum amount	The difference between the maximum and minimum proposed Part 1 award amounts.
	Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	Number of years the school has been in one or more of those programs.

Our analytic approach allows isolating the relationships between teacher characteristics and measured attitudes, beliefs, and behaviors and then examining how plan characteristics impact those measures directly and identifying how plan characteristics interact with teacher characteristics at the school level to influence survey measures. Each of the cluster outcome variables derived from survey responses is analyzed using this framework and relevant results are reported in tables indicating when explanatory variables were statistically significant predictors. The tables indicate the direction of the observed significant relationships. Detailed output from our HLM analyses is presented in Appendix D-3.

One goal of the D.A.T.E. evaluation is to try to identify “best practices” in incentive plan design. We calculate the mean for each cluster by campus and compare “average” characteristics of plans for campuses in the top 10% and bottom 10% on each rated cluster to plan characteristics observed for all D.A.T.E. schools. We present the results of these comparisons as a set of charts for selected item clusters at the end of each major section of the report. The intent is to show how plan characteristics in top and bottom schools differ from plan characteristics observed for all D.A.T.E. schools.

The remainder of this chapter presents results of analyzing personnel surveys organized by the kinds of constructs measured on the surveys. The introduction to each major section identifies the analyses conducted on the relevant group of measures for which results are presented. We provide a summary and short discussion of findings at the end of each major results section.

Perceptions of School Climate and Teacher Relations

Several items on the surveys asked respondents to rate statements about their school climate, working relationships with other teachers, and the degree to which they were more satisfied with their jobs compared to the prior school year. Since these items were included on all surveys fielded in spring 2010, we present a comparison of simple means, by group, and then present results of further analyses conducted on the responses from teachers in schools that participated in D.A.T.E. during the 2009-10 school year.

Section 7.1: Overall Satisfaction

Five statements that compared attitudes about school operations, stress levels, and overall satisfaction in the current year to the prior year were combined to create a measure of overall satisfaction. The Likert rating scale for these items was between 1 (strongly disagree) and 4 (strongly agree.) These items were answered on all versions of the spring 2010 survey. Mean ratings for teachers in current D.A.T.E. schools, teachers in former D.A.T.E. schools, and control group schools are shown in Table G-4.3 below.

Table G-4.3: Average Rating of Satisfaction Cluster Across Spring 2010 Survey Groups

Group	<i>N</i>	<i>Mean</i>	Differs from
1 Current	40,813	2.68	-
2 Former	838	2.64	-
3 Control	5,026	2.68	-

$F_{(2, 46674)} = 2.07$ $p < .1267$ $R^2 = .0001$

The mean ratings for teachers in all groups were very similar and slightly above the neutral value of 2.5 indicating that they were a bit “more satisfied” this year than last year. While teachers in former D.A.T.E. schools reported slightly lower mean satisfaction than teachers in the other groups of schools, that difference was not statistically significant.

HLM Analysis of Current Participants' Satisfaction Ratings

Table G-4.4 shows the results of the HLM analysis of the satisfaction cluster responses of teachers in schools participating in Year 2 of the D.A.T.E. program. Our analyses of current teachers' changes in satisfaction indicate that, as observed in prior work on Texas incentive pay plans (Springer et al, 2009), mid-career teachers are less satisfied and those in elementary schools are more satisfied. The negative relationship between receiving a prior incentive award and change in satisfaction was somewhat surprising. Expecting to receive a D.A.T.E. award was a significant positive predictor of increased satisfaction while eligibility to earn an award was not related to increased satisfaction.

Table G-4.4: HLM Analysis of Current Teachers' Satisfaction Ratings

Category and Variables	Analysis with Teacher Characteristics	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	NS	NS Max award ↑ = Agreement ↑ Max – Min ↑ = Agreement ↓
Mid-Career (4 - 14 years experience)	Agree Less	Agree Less Max – Min ↑ = Agreement ↓
Elementary teacher	Agree More	NS
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	NS	NS Max award ↑ = Agreement ↑ Max – Min ↑ = Agreement ↓
Unsure if eligible for D.A.T.E. award	NS	NS Max award ↑ = Agreement ↑ Max – Min ↑ = Agreement ↓ Team-based awards = Agreement ↓
Previously received an incentive award	Agree Less	NS
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	Agree More	Agree More
Not sure receiving D.A.T.E. award	Agree More	Agree More
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS

Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	NS
--	------	----

Note: RC is referent category. NS indicates the association is not statistically significant. Only results statistically significant at $p < .05$ or lower are reported in the table.

Adding plan characteristics to the model reduced the positive impact of teaching in an elementary school and the negative influence of having previously received an incentive award so they no longer were statistically significant. Plan characteristics related to the size of the bonus award interacted with two of our measured teacher characteristics. The eligibility indicator had no relationship with changes in satisfaction in our level 1 analysis. However, increases in the maximum award variable increased the degree to which teachers eligible to earn a D.A.T.E. award agreed with statements about increased satisfaction. When the difference between the maximum and minimum awards increased, the impact of eligibility on increased satisfaction declined. Similarly, the negative influence of experience was decreased when maximum awards increased. However, when the difference between the maximum and minimum award amounts increased, the negative influence of experience also increased.

The max award reflects the “top” value available for meeting D.A.T.E. performance criteria and the difference between maximum and minimum awards provides a proxy for estimating the real “expected value” of a D.A.T.E. award. So, as the size of the *expected award* increases, satisfaction among experienced teachers and those eligible to participate tended to increase. The relationship between the Team component and reduced satisfaction among teachers unsure of their eligibility to pursue a D.A.T.E. award could reflect a decrease in instrumentality; all members of the team would need to contribute to helping reach the team criterion reducing the strength of the link between individual effort and expected rewards, thus weakening the perceived link between personal performance and the probability of receiving an award.

Section 2: Teacher Competitiveness

Two statements asking respondents to rate teacher competitiveness and trust compared to the prior year were combined to create a measure of teacher competitiveness. The Likert rating scale for items in this cluster was between 1 (strongly disagree) and 4 (strongly agree.) These items were answered on all versions of the spring 2010 survey. Mean ratings for teachers in current D.A.T.E. schools, teachers in former D.A.T.E. schools, and control group schools are shown in Table G-4.5 below.

Table G-4.5: Average Rating of Teacher Competitiveness Across Spring 2010 Survey Groups

Group	<i>N</i>	<i>Mean</i>	Differs From
1 Current	40,813	2.07	2, 3
2 Former	838	1.98	1, 3
3 Control	5,026	2.04	1, 2

$F(2,46675) = 10.18$ $p < .0001$ $R^2 = .0004$

Note: A higher average rating indicates more agreement with statements about increased competition.

The mean rating for all three groups was around 2 indicating that respondents tended to not agree that there was more competition or lack of trust among teachers in their schools compared to the

prior year. The mean for teachers in current D.A.T.E. schools in 2010 was slightly higher than the mean perceived increase in competitiveness reported by teachers in control schools.

Interestingly, teachers in former D.A.T.E. schools were somewhat more likely to disagree with statements indicating higher competitiveness than teachers in either the control or current D.A.T.E. schools. Since this is significantly lower than the control group, this might be a “reaction response” to having the performance pay plan cancelled at their buildings. To test this hypothesis, we conducted an ANOVA on the responses to the spring 2009 and spring 2010 surveys from teachers in former D.A.T.E. schools represented in both survey cycles. The mean response to statements about teacher competitiveness in 2009 was significantly higher in these schools than in 2010 which supports a reaction response hypothesis.

Table G-4.6: Comparison of Spring 2009 and Spring 2010 Mean Responses on Teacher Competitiveness Measure for Teachers in Former D.A.T.E. Schools

Year	<i>N</i>	<i>Mean</i>
2009	770	2.05
2010	838	1.98

$F_{(1, 1606)} = 4.53 \ p < .05 \ R^2 = .003$

HLM Analysis of Current Participants’ Ratings of Teacher Competitiveness

Table G-4.7 shows the results of the HLM analysis of the teacher competitiveness cluster responses of teachers in schools participating in Year 2 of the D.A.T.E. program. The level 1 HLM results are consistent with earlier work; experienced teachers are more inclined to report increased teacher competitiveness, while those who have been awarded, are eligible for an award, or are expecting a D.A.T.E. award (have more positive experiences from participating in incentive award programs) are less likely to agree with statements about increased teacher competitiveness and lack of trust.

When selected incentive plan characteristics were added to the model in level 2, we note that only the Years in Program variable had a significant relationship with ratings of teacher competitiveness, with more years in incentive programs contributing to more perceived competitiveness. However, adding plan design features reduced the influence of previous incentive awards and expecting a D.A.T.E. award on perceived competitiveness enough that those teacher characteristics were no longer statistically significant predictors of competitiveness ratings. There was only one significant interaction between plan design characteristics and individual characteristics on perceived competitiveness -- among teachers expecting a D.A.T.E. award, having awards determined based on team performance was associated with even less perceived competition.

Table G-4.7: HLM Analysis of Current Teachers' Ratings of Teacher Competitiveness

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Agree More	Agree More
Mid-Career (4 - 14 years experience)	Agree More	Agree More
Elementary teacher	NS	NS
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	Agree Less	NS
Unsure if eligible for D.A.T.E. award	NS	NS
Previously received an incentive award	Agree Less	NS
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	Agree Less	NS Team-based awards = Agreement ↓
Not sure receiving D.A.T.E. award	Agree Less	NS
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	Years in programs ↑ = Agreement ↑

Note: RC is referent category. NS indicates the association is not statistically significant. Only results statistically significant at $p < .05$ or lower are reported in the table.

Section 3: Expectations of Students

Two statements on the spring survey asked respondents to rate the degree to which teachers were more likely to encourage and hold high expectations for students compared to the prior year. Responses to these items were combined to create a measure of Expectations of Students. The Likert rating scale for these items was between 1 (strongly disagree) and 4 (strongly agree.) Items in

this cluster were answered on all versions of the spring 2010 survey. Mean ratings for teachers in current D.A.T.E. schools, teachers in former D.A.T.E. schools, and control group schools are shown in Table G-4.8: below.

Table G-4.8: Average Ratings of Expectations of Students Across Spring 2010 Survey Groups

Group	<i>N</i>	<i>Mean</i>	Differs from
1 Current	40,813	2.93	2, 3
2 Former	838	2.87	1, 3
3 Control	5,026	3.12	1, 2

$$F_{(2, 46674)} = 242.92 \quad p < .0001 \quad R^2 = .01$$

Average responses from teachers in all three groups indicate that they perceive the teachers in their schools encouraging students and expecting them to complete their school work more often in 2009-10 than the prior year. Respondents from control group schools were more likely to agree with these statements than teachers from current or former D.A.T.E. schools. The lowest mean was observed for teachers in former D.A.T.E. schools.

Again, it is possible that leaving the incentive pay program led to a perceived drop in the degree to which teachers were encouraging and held high expectations for their students. We compared the responses to this cluster of items from the 2009 spring survey to the responses from spring 2010 from teachers in former D.A.T.E. schools represented in both survey cycles using ANOVA. The results of this analysis are presented in Table G-4.9 below and indicate that the means for this cluster of items were nearly identical across the two years. This indicates that the teachers in former D.A.T.E. schools were not perceived to be different in how much more they encourage their students or expect them to do their work after leaving the D.A.T.E. program.

Table G-4.9: Comparison of Spring 2009 and Spring 2010 Mean Responses on Student Expectations Measure for Teachers in Former D.A.T.E. Schools

Year	<i>N</i>	<i>Mean</i>
2009	770	2.90
2010	838	2.87

$$F_{(1, 1606)} = 0.49 \quad p < .48 \quad R^2 = .0003$$

HLM Analysis of Teachers' Expectations of Students

Table G-4.10 shows the results of the HLM analysis of the student expectations cluster responses of teachers in schools participating in Year 2 of the D.A.T.E. program.

Table G-4.10: HLM Analysis of Current Teachers' Ratings of Expectations of Students

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Agree Less	NS Years in programs ↑ = Agreement ↓
Mid-Career (4 - 14 years experience)	Agree Less	NS Years in programs ↑ = Agreement ↓
Elementary teacher	Agree More	NS Max award ↑ = Agreement ↑ Team-based awards = Agreement ↓
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	Agree Less	Agree Less Years in programs ↑ = Agreement ↑
Unsure if eligible for D.A.T.E. award	Agree Less	Agree Less Years in programs ↑ = Agreement ↑
Previously received an incentive award	NS	NS Years in programs ↑ = Agreement ↓
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	Agree More	Agree More
Not sure receiving D.A.T.E. award	Agree More	Agree More Max – Min ↑ = Agreement ↑
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	NS

Note: RC is referent category. NS indicates the association is not statistically significant. Only results statistically significant at $p < .05$ or lower are reported in the table.

Our analyses of current D.A.T.E. school teachers' perceived increases in student encouragement and expectations indicate that teachers with more experience were less likely to perceive increased expectations and encouragement in their schools while elementary teachers were more likely to agree with this group of statements. Eligibility to pursue D.A.T.E. incentive awards was associated with less agreement while teachers expecting to receive a D.A.T.E. award agreed more with statements indicating growth in expectations of students.

When the measured characteristics of incentive plans were included in the analyses, we note no direct impact on agreement with this cluster of statements, though the variables reduced the importance of the Experience and Elementary School enough that they were no longer statistically significant.

There are several significant interactions with teacher characteristics noted in Table G-4.10. More years of school participation in a Texas incentive plan increased the negative influence of being an experienced teacher, reduced the negative influence of being eligible to participate in D.A.T.E., and reduced agreement among teachers who had previously received an incentive award. Among teachers in elementary schools, larger maximum incentive awards were associated with more agreement about increases in student encouragement and expectations while having a team component for determining incentive awards was associated with lowered agreement with those statements. Finally, as the difference between the maximum and minimum award amounts increased, agreement with these statements increased among those teachers who weren't sure they were going to receive a D.A.T.E. incentive award.

Section 4: Peer Help

Two statements on the spring survey asked respondents to rate the degree to which teachers were more likely to help one another compared to the prior year. Note that the statements on the survey do not actually ask teachers if their peers help one another, only about perceived feelings of responsibility and willingness to help one another. Responses to these items were combined to create a measure of Peer Help. The Likert rating scale for these items was between 1 (strongly disagree) and 4 (strongly agree.) These items were answered on all versions of the spring 2010 survey. Mean ratings for teachers in current D.A.T.E. schools, teachers in former D.A.T.E. schools, and control group schools are shown in Table G-4.11 below.

Table G-4.11: Average Ratings of Peer Help Across Spring 2010 Survey Groups

Group	<i>N</i>	<i>Mean</i>	Differs from
1 Current	40,813	2.77	3
2 Former	838	2.78	3
3 Control	5,026	2.89	1, 2

$$F_{(2, 46674)} = 84.72 \quad p < .0001 \quad R^2 = .0036$$

Average responses from teachers in all three groups indicate that they perceive the teachers in their schools to feel more responsibility for helping one another more in 2009-10 than the prior year, though the teacher respondents from control schools were significantly higher on this measure than teachers from current or former D.A.T.E. schools.

This is an important element of collegiality and collaborative work and the lower mean observed for teachers from “treatment schools” could indicate that competition is undermining the sense of responsibility for helping each other. It also could be that teachers in treatment schools have already increased their sense of shared responsibility through years of participation (or answered these survey questions so many times) that they don’t perceive the level of CHANGE in this measure to be as large as control group teachers.

The mean ratings for this cluster in 2009 and 2010 for teachers from D.A.T.E. schools were identical (2.77) which suggests that the lower mean is NOT a reflection of “accumulated improvement” or an artifact of the survey.

HLM Analysis of Teachers’ Responses to the Peer Help Cluster

Table G-4.12 shows the results of the HLM analysis of the Peer Help cluster responses of teachers in schools participating in Year 2 of the D.A.T.E. program.

Our analyses of current teachers’ perceived increases in willingness to help one another indicate that experienced teachers were less likely to agree and teachers in elementary schools were more likely to agree with this group of statements. Eligibility to participate in D.A.T.E. was associated with less agreement while teachers expecting to receive a D.A.T.E. award agreed more.

When the measured characteristics of incentive plans were included in the analyses, we note that having a campus based criterion for determining incentive awards increased agreement on statements about more willingness among teachers to help one another, independently of measured teacher characteristics. We also note that the impact of teacher experience and being an elementary teacher were no longer statistically significant.

Table G-4.12: HLM Analysis of Current Teachers' Ratings of Peer Help

Category and Variables	Analysis with Teacher Characteristics	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Agree Less	NS
Mid-Career (4 - 14 years experience)	Agree Less	NS
Elementary teacher	Agree More	NS Max - Min ↑ = Agreement ↓
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	Agree Less	Agree Less Max award ↑ = Agreement ↑ Max - Min ↑ = Agreement ↓ Years in programs ↑ = Agreement ↑
Unsure if eligible for D.A.T.E. award	NS	NS Max award ↑ = Agreement ↑
Previously received an incentive award	NS	NS Years in programs ↑ = Agreement ↓
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	Agree More	Agree More Max award ↑ = Agreement ↓ Max - Min ↑ = Agreement ↑ Campus-based awards = Agreement ↓
Not sure receiving D.A.T.E. award	Agree More	Agree More Max award ↑ = Agreement ↓ Max - Min ↑ = Agreement ↑ Campus-based awards = Agreement ↓
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	Agree More
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	NS

Note: RC is referent category. NS indicates the association is not statistically significant. Only results statistically significant at $p < .05$ or lower are reported in the table.

There are several significant interactions with teacher characteristics noted in Table G-4.12. Larger differences between maximum and minimum award amounts tended to reduce elementary teachers' agreement with statements about teacher willingness to help one another.

Among teachers eligible to try to earn a D.A.T.E. award, larger maximum awards contributed to agreement with these statements, but increasing differences between maximum and minimum awards tended to reduce agreement. Increased participation in state funded incentive programs was associated with more agreement among teachers eligible to try for an award.

While receiving previous incentive awards was not a significant predictor of agreement with the Peer Help cluster in our level 1 analysis, this variable interacted with the number of years schools had been participating in a Texas incentive program; as the number of years of participation increased, agreement with statements in this cluster tended to decline.

Finally, the tendency for teachers who anticipated receiving a D.A.T.E. incentive award to have higher agreement with the Peer Help cluster was diminished with increasing maximum awards and when the plan included campus-wide criteria for determining awards. As the difference between maximum and minimum awards increased, teachers expecting a D.A.T.E. award were more likely to agree with Peer Help statements.

Summary: Perceptions of School Climate and Teacher Relations

Much of what was reported in this section concerned teacher-to-teacher interactions. A recurring concern when considering differential and/or incentive pay for teachers is that such systems will reduce collaboration and increase competition among teachers (Murnane and Cohen, 1986). Responses to our spring survey indicate that, overall, teachers in treated and control schools tend to disagree with statements indicating increasing competition. However, our findings suggest that teachers in schools participating in D.A.T.E. perceived slightly more increases in teacher competition (disagreed less), slightly smaller increases in willingness to help one another, and slightly smaller increases in encouragement and expectations of students. Teachers in current D.A.T.E. schools and control schools agreed with statements about increased satisfaction only slightly more than teachers in former D.A.T.E. schools. These findings suggest that participating in the D.A.T.E. incentive program did not have major effects on these aspects of teacher interactions and general job satisfaction.

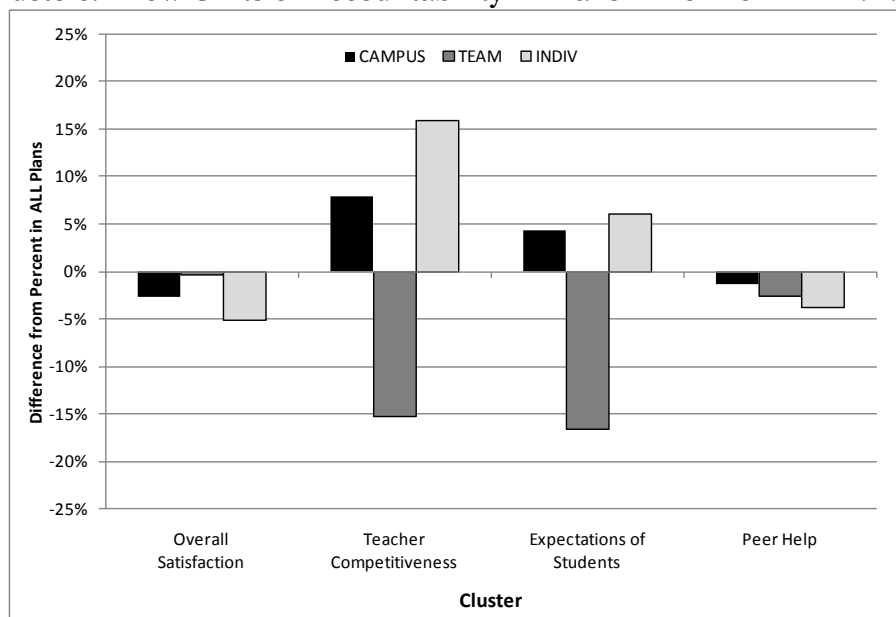
When we analyzed responses from teachers in schools in the D.A.T.E. program in 2009-10 to examine the impact of key teacher characteristics, D.A.T.E. plan design features, and interactions between these measures on school climate and teacher relations, we see very few direct relationships between plan design features and perceptions of school climate and teacher satisfaction. Increasing years in a Texas state incentive program (G.E.E.G., T.E.E.G., and D.A.T.E.) was associated with increases in perceived teacher competition, while awarding incentive pay based on a campus-wide criterion was associated with increases in perceived teacher willingness to help one another.

Most of the statistically significant results from the full level 2 model indicate that plan design features interact with teacher characteristics to influence perceptions of school climate and teacher interactions. We note that the initial importance of teacher demographics in explaining measures of positive working relationships (Student Expectations and Peer Help clusters) and overall perceived Satisfaction declines when plan features are added to the statistical analysis. Conversely, initially

significant relationships between Teacher Competition and experience with incentive plan variables became less important when current plan design features were included in the analyses. Figures D-4.1 and D-4.2 show how the Unit of Accountability design features in schools at the top and bottom of the distribution of each School Climate and Teacher Relations measure differ from all D.A.T.E. plans.

What we observe in the figures is that D.A.T.E. schools with the highest ratings of Satisfaction were not very different from all D.A.T.E. schools in the units for determining incentive awards. Schools with the lowest mean ratings on Satisfaction were less likely to have a team component and 10% more likely to have an individual component. Schools with higher mean ratings of increased Teacher Competition were more likely to have plans with campus and individual level components and significantly less likely to include a team component. The pattern is reversed in schools with the lowest ratings on Teacher Competition, i.e., plans in these schools are more likely to have a team

Figure G-4.1: Schools with Highest Average Ratings on School Climate and Teacher Relations Clusters: How Units of Accountability in Plans Differ from All D.A.T.E. Schools

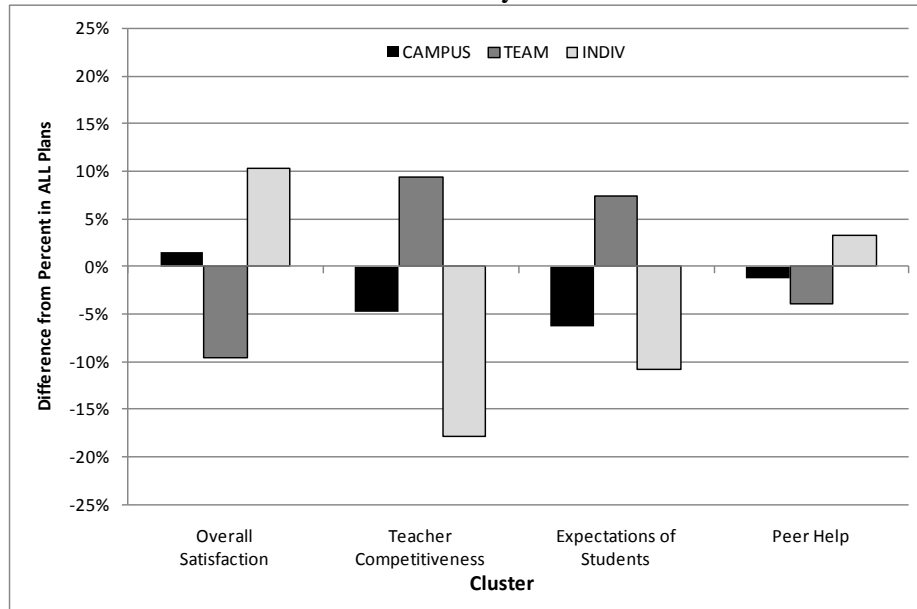


Note: Schools in top 10% of each cluster are determined independently and may differ across clusters.

component and less likely to have campus and individual level components. Likewise, schools with highest scores on Student Expectations were much less likely to include a team award component while those lowest on this measure were much more likely to have a team component and less likely to have plans that base awards on individual and campus performance. Schools with the highest mean ratings on the Peer Help cluster were less likely to have an individual component while those with the lowest ratings on Peer Help were slightly more likely to have plans with individual award determination.

These findings concerning the level where performance is evaluated for determining awards suggest that campus-wide and individual criteria for earning incentive awards are associated with increased perceptions of teacher competition and with increasing expectations for students.

Figure G-4.2: Schools with Lowest Average Ratings on School Climate and Teacher Relations Clusters: How Units of Accountability in Plans Differ from All D.A.T.E. Schools



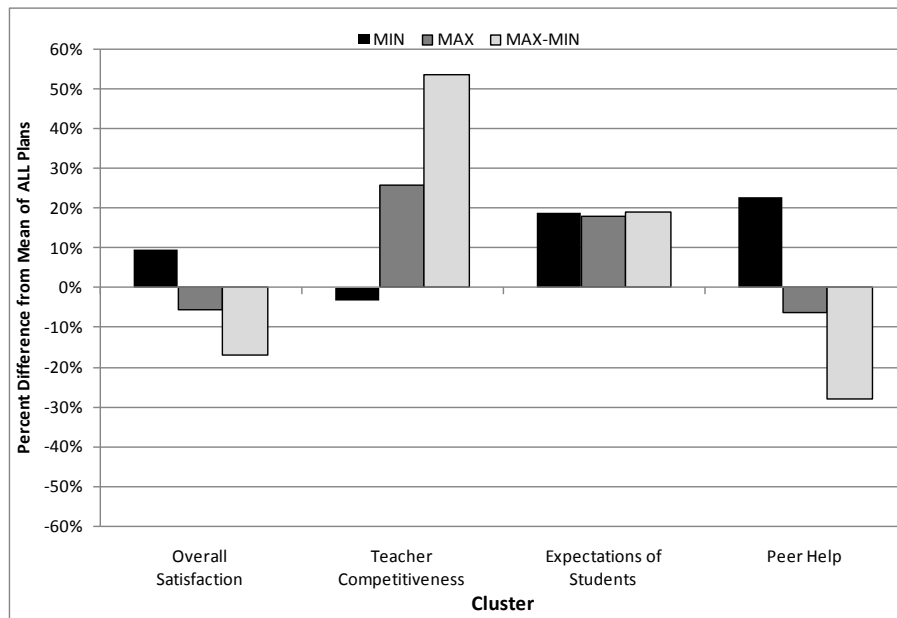
Note: Schools in bottom 10% of each cluster are determined independently and may differ across clusters.

Figures D-4.3 and D-4.4 present information about relationships between award amount variables in D.A.T.E. plans for the same schools (those with the highest and lowest mean ratings on each of the School Climate and Teacher Relationships clusters.) Schools with the highest ratings of increased Satisfaction have minimum awards that are, on average, nearly 10% higher than the mean for all D.A.T.E. plans and differences between the maximum and minimum award amounts that are nearly 20% less than all observed differentials. Conversely, schools with the lowest ratings on the Satisfaction cluster have lower minimum amounts and higher differentials.

Schools with the highest ratings of Teacher Competition had average differences between the maximum and minimum awards that were more than 50% larger than the average differentials observed for all D.A.T.E. schools and those with the lowest ratings of Teacher Competition had average max-min differences more than 40% smaller than the overall average. Lower Teacher Competition ratings were associated with plans that had higher minimum awards, smaller maximum awards, and smaller differentials.

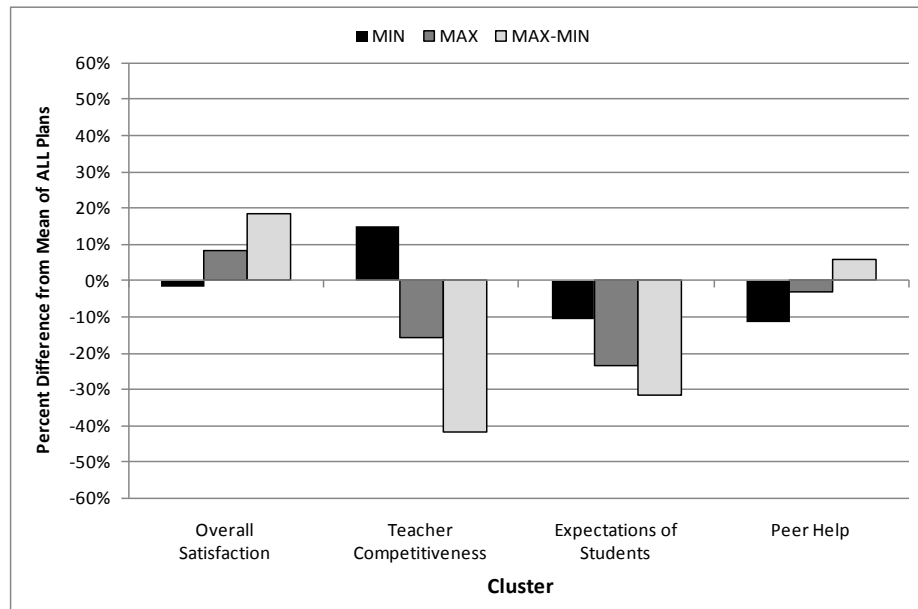
Plans tended to have higher award amounts and higher differentials in schools with the highest average ratings of Expectations of Students, while the schools with the lowest ratings on this cluster tended to have plans with significantly lower award amounts and smaller differentials. This suggests that larger award amounts and increased chances to earn a smaller award increase the perceived “push” on students to perform well. Conversely, schools where teacher willingness to help each another was rated highest had larger minimum awards and differentials between maximum and minimum awards that were more than 25% smaller than the overall differential. Schools with lower ratings on the Peer Help cluster exhibited slightly higher minimum awards and slightly smaller differentials between stated award amounts.

Figure G-4.3: Schools with Highest Average Ratings on School Climate and Teacher Relations Clusters: How Incentive Award Amounts in Plans Differ from All D.A.T.E. Schools



Note: Schools in top 10% of each cluster are determined independently and may differ across clusters.

Figure G-4.4: Schools with Lowest Average Ratings on School Climate and Teacher Relations Clusters: How Incentive Award Amounts in Plans Differ from All D.A.T.E. Schools



Note: Schools in bottom 10% of each cluster are determined independently and may differ across clusters.

Perceived Quality and Impacts of Schools' D.A.T.E. Plans

One of the first questions on the spring surveys used for respondents in current and former D.A.T.E. schools asked whether or not the respondent was aware of their school's D.A.T.E. status (i.e., either currently participating or no longer participating.) A respondent who answered Yes to this item was then asked to rate several items on the surveys about his or her school's D.A.T.E. program, how the program was impacting their school and staff, and their own "reactions" to the program. These items were included only on surveys administered in schools identified as participating in the D.A.T.E. program in the relevant year. We present means from spring 2009 and spring 2010, and where appropriate, compare those means using responses from teachers in schools represented in both years. We then present results of further analyses conducted on the responses from teachers in schools that participated in D.A.T.E. during the 2009-10 school year.

Section 1: D.A.T.E. Design Characteristics

Three statements about perceived fairness, worthiness of performance criteria, and appropriateness of educator award eligibility were presented to all respondents who indicated they were aware their schools were operating a D.A.T.E. incentive plan. We combined responses to these three statements to form a cluster we named D.A.T.E. Well Designed.⁴ This factor reflects responding

⁴ The survey fielded in spring 2009 contained only two items that clustered into our D.A.T.E. Well Designed factor. In 2010 the item about "correct personnel" being eligible to receive D.A.T.E. awards was added. This does not change the scale for the cluster score since it is the average response of included items. The cluster averages for 2009 are based on only 2 items while the averages in 2010 are based on 3 items.

teachers' assessment of key dimensions of incentive pay design. The Likert rating scale for these items was between 1 (strongly disagree) and 4 (strongly agree.) Mean ratings for this cluster from teachers in D.A.T.E. schools in 2009 and in 2010 are presented and compared Table G-4.13 below.

Table G-4.13: Average Ratings of D.A.T.E. Well Designed Cluster in Spring 2009 and Spring 2010

Year	<i>N</i>	<i>Mean</i>
2009 – In Participating Schools	41,450	3.06
2010 – In Participating Schools	44,146	3.09

$F_{(1, 78280)} = 54.80 \ p < .0001 \ R^2 = .001^a$

^a The F statistic is based on comparing responses from teachers in schools represented in both survey cycles.

The simple means on this cluster of items indicate that responding teachers agreed that their D.A.T.E. plans were well designed and suggest that teachers in D.A.T.E. schools did not have issues with the fundamental criteria used to determine incentive pay and believe that the plans (they often helped design) were fair and allowed the correct personnel to earn incentive pay. The mean rating for 2010 teacher respondents was slightly higher than the mean ratings from 2009 teachers.

HLM Analysis of D.A.T.E. Well Designed Cluster

Table G-4.14 shows the results of the HLM analysis of the D.A.T.E. Well Designed cluster responses of teachers in schools participating in Year 2 of the D.A.T.E. program.

Our analyses of the relationship between teacher characteristics and their perceptions of D.A.T.E. design characteristics indicate that teachers with more experience were less likely to agree with positive statements about the way their schools' D.A.T.E. plans were designed. Not surprisingly, being eligible to earn an award, having been awarded in the past, and expecting a D.A.T.E. award in the current year were all associated with more positive teacher perceptions of the D.A.T.E. programs operating in their schools.

Table G-4.14: HLM Analysis of Current Teachers' Ratings of D.A.T.E. Well Designed

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Agree Less	Agree Less Max award ↑ = Agreement ↑ Max – Min ↑ = Agreement ↓
Mid-Career (4 - 14 years experience)	Agree Less	Agree Less Max award ↑ = Agreement ↑ Max – Min ↑ = Agreement ↓
Elementary teacher	NS	NS
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	Agree More	NS
Unsure if eligible for D.A.T.E. award	Agree More	NS
Previously received an incentive award	Agree More	NS
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	Agree More	Agree More School-based awards = Agreement ↓
Not sure receiving D.A.T.E. award	Agree More	Agree More School-based awards = Agreement ↓
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	School-based awards = Agreement ↑
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	Years in programs ↑ = Agreement ↓

Note: RC is referent category. NS indicates the association is not statistically significant. Only results statistically significant at $p < .05$ or lower are reported in the table.

Adding plan characteristics to the analysis in level 2 had direct impacts on the D.A.T.E. Well Designed Cluster as well as interactions with teacher characteristics. First, adding the design features to the model reduced the influence of prior receipt of incentive awards and of being eligible to pursue a D.A.T.E. award; the influence of these variables no longer was statistically significant. Having a component in the D.A.T.E. plan that provided rewards for meeting campus-wide goals increased agreement with statements indicating the plan was Well Designed while increases in the number of years the school had participated in a state incentive plan had a negative influence on the Well Designed measure.

The Campus component feature interacted with award expectancy in a negative direction, meaning that individuals expecting D.A.T.E. awards who were at schools with a campus level component were less likely to agree that their program was well designed than similar individuals whose campuses did NOT have a campus-wide component. The other interaction noted for this cluster indicates that teachers with more experience are more positive about their schools' D.A.T.E. plans when the maximum awards increase, however, increasingly large differences between maximum and minimum awards contribute to less agreement with positive statements about plans among this group of teachers.

Section 2: D.A.T.E. Negative Effects

Three statements on the survey asked respondents directly if they thought the D.A.T.E. program was having negative effects on the school, causing resentment among teachers, or having a negative impact on culture and professional collegiality. These three statements formed a cluster we named D.A.T.E. Negative Effects. The Likert rating scale for these items was between 1 (strongly disagree) and 4 (strongly agree.) Mean ratings for this cluster from teachers in D.A.T.E. schools in 2009 and in 2010 are presented and compared Table G-4.15 below.

Table G-4.15: Average Ratings of D.A.T.E. Negative Effects Cluster in Spring 2009 and Spring 2010

Year	<i>N</i>	<i>Mean</i>
2009 – In Participating Schools	41,448	2.15
2010 – In Participating Schools	44,142	2.16

$F_{(1, 78275)} = 0.00$ $p < .9469$ $R^2 = .0000^a$

^a The F statistic is based on comparing responses from teachers in schools represented in both survey cycles.

The simple means on this cluster of items indicate that responding teachers disagreed with these statements of negative effects. There was no difference between the mean responses on this cluster between 2009 and 2010.

HLM Analysis of D.A.T.E. Negative Effects

Table G-4.16 shows the results of the HLM analysis of the D.A.T.E. Negative Effects cluster for teachers in schools participating in Year 2 of the D.A.T.E. program.

Our analyses of the relationship between teacher characteristics and their perceptions of Negative Effects of D.A.T.E. indicate that teachers with more experience were more likely to agree with statements indicating negative effects from their D.A.T.E. programs as did having been previously

awarded. Teachers who were eligible to earn a D.A.T.E. award or expecting a D.A.T.E. award based on 2009-10 teaching performance were less likely to agree with statements about D.A.T.E. Negative Effects than other teachers.

Award amounts and the Campus unit of accountability variables had statistically significant impacts in our level 2 analyses. The negative influences of the Eligibility and Previously Awarded variables were reduced to levels that no longer were statistically significant. Having a campus level award had a negative direct effect on the Negative Effects cluster, tending to reduce perceived negative impacts independent of teacher characteristics.

The campus-wide award component interacted with D.A.T.E. eligibility to increase agreement with statements in the Negative Effects cluster. Larger maximum incentive awards tended to reduce agreement with statements in the Negative Effects cluster for experienced teachers who were previously awarded and eligible to pursue a D.A.T.E. award. Larger maximum awards increased agreement with statements in the Negative Effects cluster among teachers who were expecting an award (the same effect was not observed for teachers Unsure of receiving a D.A.T.E. award.) The variable reflecting the difference between planned maximum and minimum awards interacted with Experience and Previously Awarded variables to increase agreement with the Negative Effects cluster.

Table G-4.16: HLM Analysis of Current Teachers' Ratings of D.A.T.E. Negative Effects

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Agree More	Agree More Max award ↑ = Agreement ↓ Max – Min ↑ = Agreement ↑
Mid-Career (4 - 14 years experience)	Agree More	Agree More Max award ↑ = Agreement ↓ Max – Min ↑ = Agreement ↑
Elementary teacher	NS	NS
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	Agree Less	NS Max award ↑ = Agreement ↓ Campus-based award = Agreement ↑
Unsure if eligible for D.A.T.E. award	NS	NS Max award ↑ = Agreement ↓ Campus-based award = Agreement ↑
Previously received an incentive award	Agree Less	NS Max award ↑ = Agreement ↓ Max – Min ↑ = Agreement ↑
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	Agree Less	Agree Less Max award ↑ = Agreement ↑
Not sure receiving D.A.T.E. award	Agree Less	Agree Less
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	Agree Less
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	NS

Note: RC is referent category. NS indicates the association is not statistically significant. Only results statistically significant at $p < .05$ or lower are reported in the table.

These results suggest that having larger expected benefits from the incentive plan (larger maximum awards and awarding teachers for meeting school level goals) reduced perceived negative impacts of the program. It is interesting that among teachers eligible to pursue and earn a bonus, more perceived negative effects are reported when the plan includes a campus-wide component.

Section 3: D.A.T.E. School Improvement Effects

Three items on the survey asked respondents to rate how much they agreed with statements indicating that the D.A.T.E. program was contributing to improvements in professional development, teaching practices, and student learning in their school. These three statements formed a cluster we named D.A.T.E. School Improvement Effects. The Likert rating scale for these items was between 1 (strongly disagree) and 4 (strongly agree.) Mean ratings for this cluster from teachers in D.A.T.E. schools in 2009 and in 2010 are presented and compared Table G-4.17 below.

Table G-4.17: Average Ratings of D.A.T.E. School Improvement Effects Cluster in Spring 2009 and Spring 2010

Year	<i>N</i>	<i>Mean</i>
2009 – In Participating Schools	41,448	2.68
2010 – In Participating Schools	44,142	2.75

$F_{(1, 78275)} = 239.40 \ p < .0001 \ R^2 = .003^a$

^a The F statistic is based on comparing responses from teachers in schools represented in both survey cycles.

The simple means on this cluster of items indicate that responding teachers agreed slightly with statements indicating that the D.A.T.E. program had improved professional development, teaching practices, and student achievement. The mean rating observed in 2010 was .07 scale points higher than the mean observed in 2009.

HLM Analysis of D.A.T.E. School Improvement Effects Cluster

Table G-4.18 shows the results of the HLM analysis of the D.A.T.E. School Improvements cluster for teachers in schools participating in Year 2 of the D.A.T.E. program.

Our analyses of the relationship between teacher characteristics and their perceptions of whether or not the D.A.T.E. program was contributing to school improvements indicate that teachers with more experience were less likely to agree with statements indicating school improvement effects from their D.A.T.E. programs. Teachers who were expecting a D.A.T.E. award (or unsure of their D.A.T.E. award status) tended to agree more with statements about D.A.T.E. contributions to school improvements than teacher who reported that they did not expect a 2010 D.A.T.E. award.

Table G-4.18: HLM Analysis of Current Teachers' Ratings of D.A.T.E. School Improvement Effects Cluster

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Agree Less	Agree Less Max award ↑ = Agreement ↑ Max – Min ↑ = Agreement ↓
Mid-Career (4 - 14 years experience)	Agree Less	Agree Less Max award ↑ = Agreement ↑
Elementary teacher	NS	NS
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	NS	NS Max – Min ↑ = Agreement ↓
Unsure if eligible for D.A.T.E. award	NS	NS
Previously received an incentive award	NS	Agree More ² Years in programs ↑ = Agreement ↓
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	Agree More	Agree More Max award ↑ = Agreement ↑
Not sure receiving D.A.T.E. award	Agree More	Agree More Max award ↑ = Agreement ↑
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	NS

Note: RC is referent category. NS indicates the association is not statistically significant. Only results statistically significant at $p < .05$ or lower are reported in the table.

Plan characteristics had no direct effects on the D.A.T.E. School Improvement Cluster means independently of teacher characteristics. Award amounts interacted most often with teacher characteristics in the level 2 analysis. Increasing maximum award amounts increased agreement with statements about positive effects from D.A.T.E. for experienced teachers, but reduced agreement among teachers expecting a D.A.T.E. award. Increasing differentials between maximum and minimum awards reduced the perceived positive effects of the program among veteran teachers and those eligible to pursue a D.A.T.E. award. Interestingly, having received a prior incentive award became a statistically significant predictor of agreement with the School Improvement statements when plan characteristics were introduced, though increasing years in a Texas incentive program tended to reduce perceptions of positive impacts.

Section 4: D.A.T.E. Motivational Effects

Teachers who indicated that they were eligible to earn a D.A.T.E. incentive award were asked to respond to two statements about the motivational effects of the program. One item assessed if teachers thought the size of the incentive award was large enough to engender effort and the other asked directly if the respondent would change professional practices to try to earn an award. These two statements formed a cluster we named D.A.T.E. Motivational Effects. The Likert rating scale for these items was between 1 (strongly disagree) and 4 (strongly agree.) Mean ratings for this cluster from teachers in D.A.T.E. schools in 2009 and in 2010 are presented in Table G-4.19 below.

Table G-4.19: Average Ratings of D.A.T.E. Motivational Effects Cluster in Spring 2009 and Spring 2010⁵

Year	<i>N</i>	<i>Mean</i>
2009 – In Participating Schools	41,450	2.51
2010 – In Participating Schools	31,221	2.74

In 2009, the mean for this cluster was at the “neutral” level, i.e., neither agree nor disagree. In 2010, when the set of teachers who could answer the question was limited to those eligible to try to earn a D.A.T.E. award, the mean response indicated more agreement.

HLM Analysis of D.A.T.E. Motivational Effects Cluster

Table G-4.20 shows the results of the HLM analysis of the D.A.T.E. Motivational Effects cluster for teachers in schools participating in Year 2 of the D.A.T.E. program.

Our analyses of the relationship between teacher characteristics and responses to this cluster of items indicate that teachers with more experience were less likely to agree that their D.A.T.E. plan was motivating.

⁵ Note that we do NOT compare means on this cluster across time. The spring 2009 survey made responding to these items conditional on being aware that the school was participating in D.A.T.E. Respondents answered these items on the spring 2010 survey if they indicated they were aware of the school’s D.A.T.E. status *and* were eligible to try to earn a D.A.T.E. award. These differences in conditional branching resulted in different populations responding to the items.

Table G-4.20: HLM Analysis of Current Teachers' Ratings of D.A.T.E. Motivational Effects

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Agree Less	Agree Less Max award ↑ = Agreement ↑ Max – Min ↑ = Agreement ↓
Mid-Career (4 - 14 years experience)	Agree Less	Agree Less Max award ↑ = Agreement ↑ Max – Min ↑ = Agreement ↓
Elementary teacher	NS	NS
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	NS	NS
Unsure if eligible for D.A.T.E. award	NS	NS
Previously received an incentive award	NS	NS
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	Agree More	Agree More
Not sure receiving D.A.T.E. award	Agree More	Agree More
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	Max award ↑ = Agreement ↑
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	NS

Note: RC is referent category. NS indicates the association is not statistically significant. Only results statistically significant at $p < .05$ or lower are reported in the table.

Teachers who were expecting to receive a D.A.T.E. award (or unsure of their D.A.T.E. award status) tended to agree more with statements about D.A.T.E. motivational effects.

Not surprisingly, the plan characteristic reflecting the reported maximum award amount had a positive relationship with average responses to this cluster of items. (One of the items assessed the motivational effects of the size of the maximum award.) As the maximum award amount increased, the average responses to this cluster also increased, independent of teacher characteristics. The only statistically significant interaction with teacher characteristics was observed for teacher experience and variables reflecting award amounts. Increasing maximum award amounts was associated with more agreement with statements about motivation for experienced teachers, though larger differentials between maximum and minimum awards tended to reduce agreement for this group of teachers.

Additional Logit Analysis of the “I will try...” Statement

This cluster of items demonstrated relatively low reliability, which may partially explain the lack of relationships between our measured teacher and plan characteristics and this survey measure. We recoded responses to the item in this cluster that asked teachers to rate the following statement “I will change my professional practices to try to earn a D.A.T.E. award.” into an agree / disagree dichotomy and then used logistic HLM techniques to see how the probability of agreeing with this statement was affected by measured teacher and plan characteristics and their interactions. Results of this analysis are reported in Table G-4.21.

Table G-4.21: HLM Analysis of Current Teachers’ Ratings of “I will Change Practices...”

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Agree Less	Agree Less Max award ↑ = Agreement ↑ Max – Min ↑ = Agreement ↓
Mid-Career (4 - 14 years experience)	Agree Less	Agree Less Max award ↑ = Agreement ↑ Max – Min ↑ = Agreement ↓ Years in programs ↑ = Agreement ↓ Individual awards = Agreement ↑
Elementary teacher	Agree Less	NS
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	---	---
Unsure if eligible for D.A.T.E. award	---	---
Previously received an incentive award	Agree Less	NS Years in programs ↑ = Agreement ↓
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC

Expect to receive a D.A.T.E award	Agree More	Agree More
Not sure receiving D.A.T.E. award	Agree More	Agree More
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	NS

Note: RC is referent category. NS indicates the association is not statistically significant. Only results statistically significant at $p < .05$ or lower are reported in the table.

When only teacher characteristics are considered, the results indicate that experienced elementary teachers who had received a prior incentive award were less likely to agree with the statement about willingness to try to earn a D.A.T.E. award, while those teachers expecting to be rewarded were more likely to agree. When plan characteristics were added to the model, being an elementary teacher and receiving a prior award no longer were statistically significant predictors of agreement. Plan characteristics interacted with the Experience variable with larger maximum awards and having an individual component in the plan contributing to more agreement and larger differentials and more years in the program contributing to less agreement, though only mid-career teachers' responses were significantly affected by the Years and Individual plan characteristics. Those previously awarded also were less likely to agree with this important indicator of motivational value as years in a Texas incentive program increased.

These findings suggest that larger expected benefits can lead to increased motivation, though the length of time that teachers are exposed to incentive pay plans tends to reduce their willingness to change professional practices. Perhaps this reflects accumulated change over time to align practices and outcomes with criteria used to determine and dispense incentive awards.

Section 5: D.A.T.E. Expectancy Effects

Teachers who indicated that they were eligible to earn a D.A.T.E. incentive award were asked to respond to a statement about their personal ability to achieve their school's D.A.T.E. performance criteria and their confidence in the link between meeting criteria and receiving an incentive award. These two statements formed a cluster we named D.A.T.E. Expectancy Effects. The Likert rating scale for these items was between 1 (strongly disagree) and 4 (strongly agree.) Mean ratings for this cluster from teachers in D.A.T.E. schools in 2009 and in 2010 are presented in Table G-4.22: below.

Table G-4.22: Average Ratings of D.A.T.E. Expectancy Effects Cluster in Spring 2009 and Spring 2010⁶

Year	<i>N</i>	<i>Mean</i>
2009 – In Participating Schools	41,450	2.91
2010 – In Participating Schools	31,221	3.10

In general, teachers perceived that the criteria needed to earn an award are attainable and that, once the criteria are met, that they will receive an incentive payment. In 2009, the mean for this cluster was about 0.1 scale point below agree and in 2010, the mean was 0.1 scale point above the agree value. However, in 2009, the mean includes responses from teachers who may not have been eligible to try to earn a D.A.T.E. award. This difference makes it inappropriate to statistically compare the means and may explain the difference between the observed mean over the two years.

HLM Analysis of D.A.T.E. Expectancy Effects Cluster

Table G-4.23 shows the results of the HLM analysis of the D.A.T.E. Expectancy Effects cluster for teachers in schools participating in Year 2 of the D.A.T.E. program.

Our analyses of the relationship between teacher characteristics and their agreement with statements in the Expectancy cluster indicate that teachers with more experience were less likely to agree with statements about meeting performance criteria and receiving awards when criteria have been met, perhaps reflecting a level of cynicism not seen in less experienced teacher respondents. All other analyzed teacher characteristics were positively related to their agreement with statements about expectancy.

⁶ Again, because of differences in conditional branching in the 2009 and 2010 survey administrations we do NOT compare means on this cluster across time.

Table G-4.23: HLM Analysis of Current Teachers' Ratings of D.A.T.E. Expectancy Effects

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Agree Less	Agree Less Max award ↑ = Agreement ↑ Max – Min ↑ = Agreement ↓ Individual awards = Agreement ↑
Mid-Career (4 - 14 years experience)	Agree Less	Agree Less Max – Min ↑ = Agreement ↓ Individual awards = Agreement ↑
Elementary teacher	Agree More	Agree More Max – Min ↑ = Agreement ↓ Campus-based awards = Agreement ↓ Team-based awards = Agreement ↓ Individual awards = Agreement ↓
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	---	---
Unsure if eligible for D.A.T.E. award	---	---
Previously received an incentive award	Agree More	Agree More Team-based awards = Agreement ↓ Individual awards = Agreement ↓
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	Agree More	Agree More Max award ↑ = Agreement ↓ Team-based awards = Agreement ↑ Individual awards = Agreement ↑
Not sure receiving D.A.T.E. award	Agree More	Agree More Max award ↑ = Agreement ↓ Max – Min ↑ = Agreement ↑ Team-based awards = Agreement ↑
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	Agree More
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	Max award ↑ = Agreement ↑

Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	Max – Min ↑ = Agreement ↓
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	NS

Note: RC is referent category. NS indicates the association is not statistically significant. Only results statistically significant at $p < .05$ or lower are reported in the table.

Plan characteristics had direct relationships with our Expectancy Effects cluster means and demonstrated significant interactions with teacher characteristics. Including a campus-wide component in determining awards was associated with increases in mean Expectancy Effects cluster ratings. Interestingly, larger maximum award amounts also were associated with increases in expectancy while larger differences between maximum and minimum awards had negative influences on agreement with statements of expectancy. The number of years the respondents' schools had participated in a Texas incentive program had no statistically significant relationship with expectancy in our models.

There were several interactions between plan and teacher characteristics in the Level 2 analysis. Having an individual criterion for determining awards was positively related to expectancy for more experienced teachers and those who anticipate receiving a 2009-10 D.A.T.E. award, but negative for teachers in elementary schools and those previously awarded. Campus-level criteria for determining awards had a negative influence on expectancy for teachers in elementary schools. Team based award criteria tended to decrease the expectancy for elementary teachers and those previously awarded incentive pay, while increasing expectancy for those who reported expecting to receive a D.A.T.E. award.

Increasing maximum award amounts increased expectancy among veteran teachers, but tended to reduce expectancy among teachers anticipating a D.A.T.E. award. Increasing differences between maximum and minimum stated award amounts tended to reduce expectancy among more experienced teachers and those in elementary schools while increasing expectancy among those who were unsure if they would receive a D.A.T.E. award for 2009-10 teaching performance.

Section 6: Personal Reaction to D.A.T.E.

All teachers who indicated that they were aware of their schools' D.A.T.E. participation status responded to two items that gauged their personal "feelings" about that status. One statement indicated a positive reaction (gladness) and the other a negative reaction (disappointment.) The Likert rating scale for these items was between 1 (strongly disagree) and 4 (strongly agree.) The item indicating disappointment was reverse scored, and the two items were combined into our Personal Reaction to D.A.T.E. cluster. Mean ratings for this cluster from teachers in D.A.T.E. schools in 2009 and in 2010 are presented and compared in Table G-4.24 below.

Table G-4.24: Average Ratings on Personal Reaction to D.A.T.E. Cluster in Spring 2009 and Spring 2010

Year	<i>N</i>	<i>Mean</i>
2009 – In Participating Schools	41,450	3.18
2010 – In Participating Schools	44,146	3.29

$F_{(1, 78280)} = 586.60$ $p < .0001$ $R^2 = .007^a$

^a The F statistic is based on comparing responses from teachers in schools represented in both survey cycles.

In both years, teachers who were aware that their school was participating in D.A.T.E. indicated that they were glad and not disappointed about that participation. The mean in 2010 was about 0.1 scale point higher than the mean observed in 2009, suggesting that teachers become more accepting of the opportunity to participate in an incentive pay plan the longer their schools engage in these compensation practices.

HLM Analysis of Personal Reaction to D.A.T.E. Cluster

Table G-4.25 shows the results of the HLM analysis of the Personal Reactions to D.A.T.E. cluster for teachers in schools participating in Year 2 of the D.A.T.E. program.

Level 1 analyses of the relationship between teacher characteristics and average responses to this cluster of items indicate that more experienced teachers and teachers in elementary schools were less likely to be happy that their schools were participating in the D.A.T.E. program. Eligibility to pursue a D.A.T.E. award, having received a prior incentive award, and expecting a D.A.T.E. award were all associated with being more likely to respond favorably to the Personal Reactions statements.

Table G-4.25: HLM Analysis of Current Teachers' Personal Reaction to D.A.T.E. Cluster

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Agree Less	Agree Less Max award ↑ = Agreement ↑ Max – Min ↑ = Agreement ↓
Mid-Career (4 - 14 years experience)	Agree Less	Agree Less Max award ↑ = Agreement ↑ Max – Min ↑ = Agreement ↓
Elementary teacher	Agree Less	NS
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	Agree More	NS
Unsure if eligible for D.A.T.E. award	NS	NS
Previously received an incentive award	Agree More	Agree More
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E. award	Agree More	Agree More Max award ↑ = Agreement ↓ Max – Min ↑ = Agreement ↑
Not sure receiving D.A.T.E. award	Agree More	Agree More Max award ↑ = Agreement ↓ Campus-based awards = Agreement ↓
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	Agree Less
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	NS

Note: RC is referent category. NS indicates the association is not statistically significant. Only results statistically significant at $p < .05$ or lower are reported in the table.

When plan characteristics were added to the analyses, the effects of being an elementary teacher and being eligible to pursue a D.A.T.E. award were no longer statistically significant. Increasing differences between maximum and minimum award amounts had an independent negative effect on teachers' affective response to their schools' participation in D.A.T.E.

Teacher experience and our variable capturing whether or not the teacher was expecting a D.A.T.E. award interacted with the award amounts reflected in schools' plans. As maximum awards increased, experienced teachers were more likely to be "glad" their school was participating, but this positive influence on experienced teachers' personal responses was reduced as the difference between maximum and minimum awards increased. Increasing maximum awards tended to reduce the positive effect observed for teachers expecting a D.A.T.E. award while increasing differences between maximum and minimum awards tended to increase the degree to which teachers expecting a D.A.T.E. award reported being glad their school was participating. Note that these relationships are not observed for the group of teachers unsure of their personal D.A.T.E. award status. Finally, we note that teachers who are unsure of their D.A.T.E. award status were less glad about their school's participation if their plan included a campus-wide criterion for awarding bonuses.

These findings are interesting. On one hand, happiness with D.A.T.E. participation increased for those teachers who indicated that they could/would benefit from the D.A.T.E. incentive plan (after controlling for the influence of being an elementary and/or more experienced teacher.) On the other hand, as the gap between planned maximum and minimum awards increased, teachers' feelings of gladness were diminished. The interactions suggest, that for more experienced teachers, gladness is enhanced when plans have larger awards and for those expecting D.A.T.E. awards, gladness is enhanced when the differences between maximum and minimum are larger. The findings suggest a dissonance between the value responding teachers place on personal rewards (higher personal payouts tend to make teachers happy their schools are participating) and the value placed on having a more egalitarian workplace (larger differences tend to make teachers less happy their schools are participating.)

Summary: Perceived Qualities and Impacts of the D.A.T.E. Program

This section of the report provided information about how teachers evaluated the "goodness" of their schools' D.A.T.E. programs. Three clusters reflect "direct" ratings: the Design Characteristics cluster included statements about fairness and accuracy of the implemented plans while the School Improvement and Negative Effects clusters included statements about positive and negative impacts of D.A.T.E. participation. The Personal Reactions cluster in this section provided information on teachers' "happiness" with their schools' participation in the D.A.T.E. program.

The other two clusters in this section get more to the heart of the theoretical model of how incentive pay might motivate current school employees. Expectancy theory (Vroom, 1964) argues that the motivational value of a policy rests on three interacting factors. First, targeted recipients must believe they can achieve the criteria needed to receive the award (expectancy.) Second, targeted recipients must believe that reaching the criterion will result in an award (instrumentality.) Finally, awards offered as incentives must be valued by the targeted recipients (valence.) Statements in the Motivational Effects cluster assessed whether maximum bonus awards were large enough to engender effort (valence) and asked teachers directly if they would change professional practices to try to earn an award. Statements in the Expectancy Effects cluster assessed whether teachers believe

they can reach the performance criteria needed to qualify for an award (expectancy) and if reaching the criteria will actually lead to an award (instrumentality).

Statistically significant findings from the full level 2 model on the clusters that evaluate the “qualitative” nature of D.A.T.E. plans and their impacts indicate that teachers in campuses where plans included campus-wide criteria for determining awards were more likely to perceive that the plans were well designed and had less negative effects. Interactions with teacher characteristics indicate that the generally more negative attitudes and perceptions of experienced teachers are moderated by plans with larger maximum awards (a higher value or valence) and that the positive attitudes and perceptions of those expecting to receive D.A.T.E. awards are moderated by increasing gaps between maximum and minimum awards (reduced value or valence).

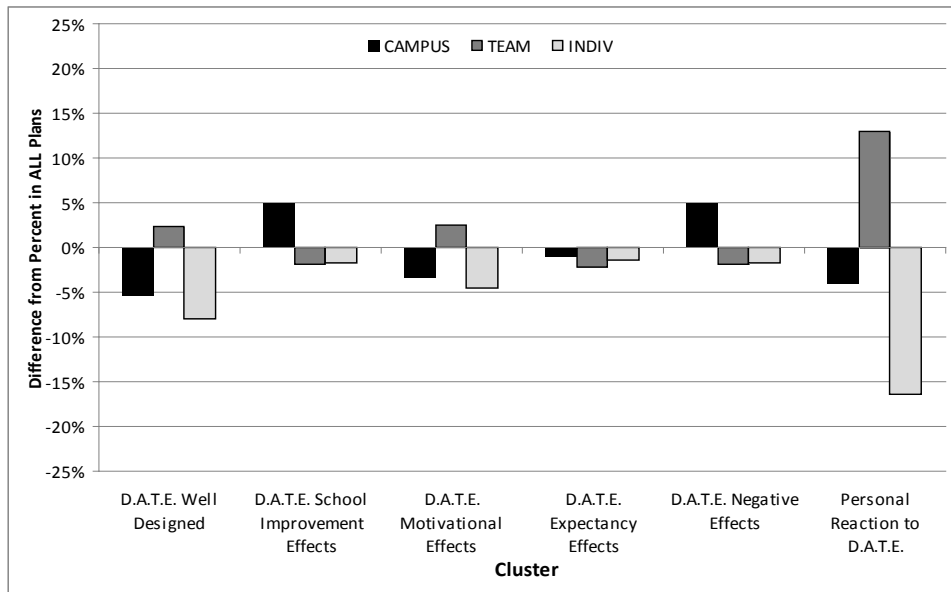
Findings for the Motivational Effects cluster were associated with teacher characteristics more than plan characteristics. Teachers expecting an award were more likely to agree that the maximum award was large enough to increase effort and indicated more willingness to change professional practices to try to earn an award. Experienced teachers were more motivated with increasing maximum awards and when the plan included an individual criterion for determining awards.

Expectancy Effects of D.A.T.E. programs were stronger and consistent with what one might predict using expectancy theory. The campus-wide criterion (increased probability of earning an award) and larger maximum awards (higher value) increased expectancy ratings, while larger differences between maximum and minimum awards (lower expected value of award) reduced expectancy ratings independently of teacher characteristics. These same plan characteristics interacted with teacher experience in the same direction to increase their expectancy ratings.

We calculated campus averages for each of the D.A.T.E. Qualities and Impact clusters and then examine the characteristics of the plans in the campuses at the extreme ends of those distributions to determine if some plan characteristics were associated with more positive or negative outcomes than others. Figures D-4.5 and D-4.6 illustrate how the units evaluated to determine incentive awards in the tails of the average cluster distributions compare to the overall average observed for all D.A.T.E. schools.

We note that among the top schools, there are only small differences in the percent of schools with each unit of analysis for determining bonus awards. Schools with the highest ratings on the well designed cluster were somewhat less likely to contain individual and campus awards while those schools where teachers' personal reactions to D.A.T.E. participation were most positive were more than 15% less likely to have an individual award component and nearly 15% more likely to have a team component. The units of accountability in schools with the highest ratings on perceived D.A.T.E. effects clusters did not differ more than five percentage points from the overall average incidence in all schools.

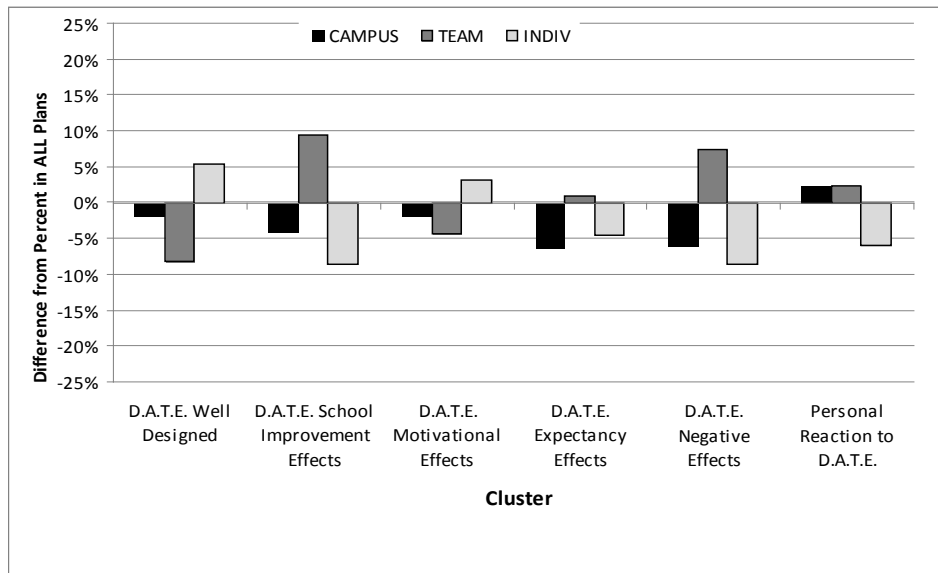
Figure G-4.5: Schools with Highest Average Ratings on Perceived Qualities and Impacts of D.A.T.E. Clusters: How Units of Accountability in Plans Differ from All D.A.T.E. Schools



Note: Schools in top 10% of each cluster are determined independently and may differ across clusters.

The schools with the lowest average ratings on these measures differed from the overall schools population a bit more than those with the highest average ratings. Those lowest on the Well Designed cluster were nearly 10% less likely to reward teams and a bit more likely to reward individuals. Similarly, schools with the lowest average ratings on the Negative Effects cluster were more likely to have team component and less likely to have individual and campus based awards. Schools with the lowest ratings on the School Improvement Effects cluster were more likely to have team based awards and less likely to have individual awards. The way that awards are determined in the schools in the bottom of the Motivational and Expectancy did not differ substantially from all D.A.T.E. schools.

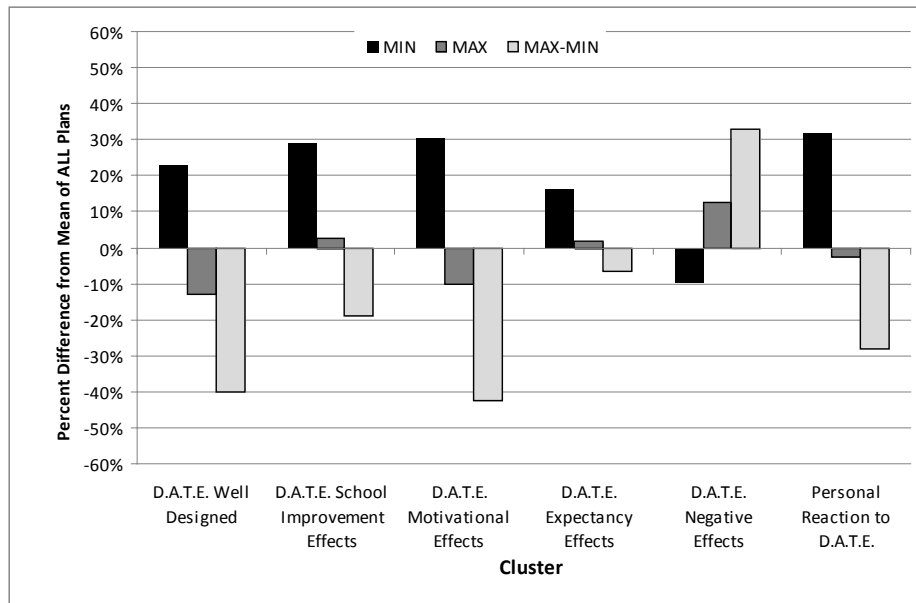
Figure G-4.6: Schools with Lowest Average Ratings on Perceived Qualities and Impacts of D.A.T.E. Clusters: How Units of Accountability in Plans Differ from All D.A.T.E. Schools



Note: Schools in bottom 10% of each cluster are determined independently and may differ across clusters.

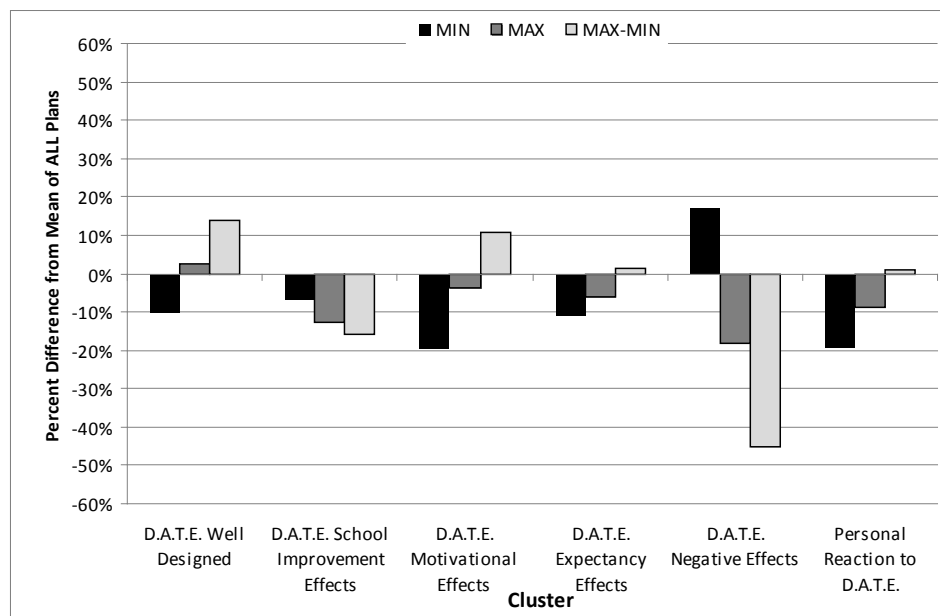
Figures D-4.7 and D-4.8 illustrate how average award amounts in top and bottom schools differed from overall average award amounts in all D.A.T.E. plans. Schools with the highest ratings on the Good Design, School Improvement, Motivational, and Personal Reactions clusters had 20% to 30% higher minimum award amounts and up to 40% smaller differences between maximum and minimum awards. Schools with the highest ratings on the Negative Effects cluster had average differentials between maximum and minimum awards that were 30% larger than all D.A.T.E. schools.

Figure G-4.7 Schools with Highest Average Ratings on Perceived Qualities and Impacts of D.A.T.E. Clusters: How Average Incentive Award Amounts in Plans Differ from All D.A.T.E. Schools



Note: Schools in top10% of each cluster are determined independently and may differ across clusters.

Figure G-4.8: Schools with Lowest Average Ratings on Perceived Qualities and Impacts of D.A.T.E. Clusters: How Incentive Award Amounts in Plans Differ from All D.A.T.E. Schools



Note: Schools in bottom 10% of each cluster are determined independently and may differ across clusters.

Award amounts in schools with the lowest ratings on D.A.T.E. design and impact clusters differed less from overall means than award amounts in the schools in the top ten percent. Schools with the lowest ratings on the Negative Effects cluster had much smaller differentials and maximum award amounts and minimum award amounts that were more than 15% higher than all D.A.T.E. schools. Conversely, the schools that rated School Improvement Effects the lowest showed slightly smaller minimum and maximum award amounts and slightly smaller differentials. Minimum award amounts were 20% smaller in the schools with the lowest Motivational Effects and Personal Reaction cluster scores.

These findings suggest that how teachers are grouped for accountability is not related to higher positive ratings of plan impacts but is related to perceptions of fairness and accuracy and to teachers' affective response to participation. One exception to this general trend is that schools with the highest Personal Reactions ("happiness") cluster ratings were less likely to reward individuals and more likely to reward teams. Impacts of D.A.T.E. on variables reflecting the motivational value of the incentive system at the individual level were responsive to measures of the size of awards. As the "expected value" of awards increased, teachers were more likely to agree that the program would be motivating and that they could achieve related goals and receive associated incentives.

Professional Practices of Teachers

Surveys fielded by the D.A.T.E. evaluation team in spring 2009 and spring 2010 included sections asking respondents to indicate how frequently they engaged in various professional practices. Since these items were included on all surveys fielded in spring 2010, we present a comparison of simple

means, by group, and then present results of further analyses conducted on the responses from teachers in schools that participated in D.A.T.E. during the 2009-10 school year.

Section 1: Planning – Student Performance

Two statements in the Curriculum and Instruction Practices section of the spring surveys assessed how frequently respondents incorporated student work and performance in instructional planning. These two statements were combined to make our Planning – Student Performance cluster. The Likert rating scale for these items was between 1 (Never) and 6 (Almost Daily.) These items were answered by teachers on all versions of the spring 2010 survey. Mean ratings for teachers in current D.A.T.E. schools, teachers in former D.A.T.E. schools, and control group schools are shown in Table G-4.26 below.

Table G-4.26: Average Rating of Planning – Student Performance Cluster Across Spring 2010 Survey Groups

Group	<i>N</i>	<i>Mean</i>	Differs from
1 Current	47,092	5.19	3
2 Former	913	5.19	-
3 Control	5,812	5.24	1

$F_{(2, 53814)} = 8.50 \ p < .0002 \ R^2 = .0003$

The mean ratings for teachers in current and former D.A.T.E. schools were identical and the mean ratings from teachers in schools currently participating in D.A.T.E. were significantly lower than the mean observed in control group schools. The means are relatively high, indicating that teachers in all surveyed schools reported that they examine student work and performance when planning instruction at least once or twice a week.

HLM Analysis of Current Participants' Ratings of Planning – Student Performance

Table G-4.27 shows the results of the HLM analysis of the Planning – Student Performance cluster responses of teachers in schools participating in Year 2 of the D.A.T.E. program.

Reported frequencies of using student performance information when planning instruction were higher among elementary teachers, those eligible for an award, and those expecting a D.A.T.E. award. Somewhat surprising, experience was not related to this measure of instructional planning.

None of the measured incentive plan characteristics analyzed in the second level had independent significant effects on the Planning – Student Performance cluster scores. Two interactions with teacher characteristics were noted. For those expecting a D.A.T.E. award, more years of school participation in a Texas incentive pay plan tended to reduce the reported frequency of using student performance data when planning instruction. For those previously awarded (no significant level 1 relationship with the planning cluster), increasing maximum awards tended to increase the reported frequency of using student performance information while increasing differences between the maximum and minimum award amounts tended to reduce the mean frequency ratings.

Table G-4.27: HLM Analysis of D.A.T.E. Teachers' Ratings of Frequency of Instructional Planning – Student Performance Cluster

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	NS	NS
Mid-Career (4 - 14 years experience)	NS	NS
Elementary teacher	Agree More	Agree More
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	Agree More	NS
Unsure if eligible for D.A.T.E. award	NS	NS
Previously received an incentive award	NS	NS Max award ↑ = Agreement ↑ Max – Min ↑ = Agreement ↓
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	Agree More	Agree More Years in programs ↑ = Agreement ↓
Not sure receiving D.A.T.E. award	Agree More	NS Years in programs ↑ = Agreement ↓
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	NS

Note: RC is referent category. NS indicates the association is not statistically significant. Only results statistically significant at $p < .05$ or lower are reported in the table.

Section 2: Planning – External Alignment

Two statements in the Curriculum and Instruction Practices section of the survey asked teachers to rate how frequently they used district “instructional calendars” to schedule instruction and how frequently they design lessons to align to curricular standards. These two statements were combined to make our Planning – External Alignment cluster. The Likert rating scale for these items was between 1 (Never) and 6 (Almost Daily.) These items were answered by teachers on all versions of the spring 2010 survey. Mean ratings for teachers in current D.A.T.E. schools, teachers in former D.A.T.E. schools, and control group schools are shown in Table G-4.28 below.

Table G-4.28: Average Rating of Planning – External Alignment Cluster Across Spring 2010 Survey Groups

Group	<i>N</i>	<i>Mean</i>	Differs from
1 Current	47,092	5.40	3
2 Former	913	5.37	-
3 Control	5,812	5.44	1

$F_{(2, 53814)} = 4.71 \ p < .009 \ R^2 = .0002$

The mean ratings for teachers in our three groups of schools are similar and suggest that teachers engage in these practices very frequently. The mean in the control group schools was significantly higher than the mean in current D.A.T.E. schools, though the difference was not large enough to have any practical significance. Teachers in former D.A.T.E. schools reported slightly lower means on this cluster.⁷

HLM Analysis of Current Participants’ Ratings of Planning – External Alignment

Table G-4.29 shows the results of the HLM analysis of the Planning – External Alignment cluster responses of teachers in schools participating in Year 2 of the D.A.T.E. program.

Reported frequencies of using external guidelines when planning instruction were lower for veteran teachers and higher for elementary teachers. Eligibility for D.A.T.E., expecting a D.A.T.E. award, and having previously received an incentive award were all associated with higher reported frequencies of planning instruction using external standards. Being a teacher in an elementary school had the largest positive impact on this measure of instructional practice.

⁷ The mean ratings for “former schools” on this cluster from the spring 2009 survey (when these schools were participating in D.A.T.E.) were actually significantly lower than the ratings observed in spring 2010.

Table G-4.29: HLM Analysis of D.A.T.E. Teachers' Ratings of Frequency of Instructional Planning – External Alignment Cluster

Category and Variables	Analysis with Teacher Characteristics	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Agree Less	NS
Mid-Career (4 - 14 years experience)	NS	NS Max award ↑ = Agreement ↓ Max – Min ↑ = Agreement ↑
Elementary teacher	Agree More	Agree More Max – Min ↑ = Agreement ↓ Campus-based awards = Agreement ↑
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	Agree More	NS Max award ↑ = Agreement ↓ Max – Min ↑ = Agreement ↑
Unsure if eligible for D.A.T.E. award	Agree More	Agree More Max award ↑ = Agreement ↓ Max – Min ↑ = Agreement ↑
Previously received an incentive award	Agree More	NS
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	Agree More	Agree More Years in programs ↑ = Agreement ↓ Team-based awards = Agreement ↓
Not sure receiving D.A.T.E. award	Agree More	Agree More Years in programs ↑ = Agreement ↓
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	Agree Less
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	Max award ↑ = Agreement ↑
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	NS

Note: RC is referent category. NS indicates the association is not statistically significant. Only results statistically significant at $p < .05$ or lower are reported in the table.

When plan characteristics were added to the analyses at level 2, the statistical significance of three teacher characteristics was reduced; being a veteran teacher, being eligible to pursue a D.A.T.E. award, and previously receiving an incentive award no longer were statistically significant in explaining responses to this instructional planning cluster. Two measures had significant relationships with our Planning – External Alignment cluster, independent of teacher characteristics. Teachers in schools where plans included a campus-wide performance criterion tended to have lower reported frequencies on this instructional planning measure while teachers in schools with larger maximum awards tended to report higher frequencies.

Plan characteristics interacted with teacher characteristics, as well. Having a campus component for determining incentive awards was associated with increased mean ratings for elementary school teachers, while having a team component had a negative effect for teachers expecting a D.A.T.E. award. The number of years a school has participated in a Texas incentive program also reduced the mean for this cluster among teachers expecting awards.

Larger maximum awards were associated with lower ratings among Mid-career teachers and those eligible to try for D.A.T.E. incentive awards. Larger differentials between maximum and minimum awards tended to reduce mean ratings for elementary teachers, but were associated with increased mean ratings for Mid-career teachers and those eligible to pursue awards.

Section 3: Assessment Use – Student Targeted

A block of statements asked teachers to rate the extent to which they use student test score data for various purposes. Seven of nine items were focused on how test scores can be used for diagnosing and supporting instruction for individual students. These statements were combined to make our Assessment Use – Student Targeted cluster. The Likert rating scale for these items was between 1 (Never or Almost Never) and 4 (Always or Almost Always.) These items were answered by teachers on all versions of the spring 2010 survey. Mean ratings for teachers in current D.A.T.E. schools, teachers in former D.A.T.E. schools, and control group schools are shown in Table G-4.30.

Table G-4.30: Average Ratings of Assessment Use – Student Targeted Cluster Across Spring 2010 Survey Groups

Group	<i>N</i>	<i>Mean</i>	Differs from
1 Current	47,093	3.18	3
2 Former	913	3.18	3
3 Control	5,812	3.26	1, 2

$$F_{(2, 53815)} = 42.86 \quad p < .0001 \quad R^2 = .0016$$

The mean ratings for teachers in current and former D.A.T.E. schools were identical and significantly lower than the mean ratings from teachers in control group schools. The means reflect a response above the “Frequently” choice (value = 3).

HLM Analysis of Current Participants’ Ratings of Assessment Use – Student Targeted

Table G-4.31 shows the results of the HLM analysis of the Assessment Use – Student Targeted cluster responses of teachers in schools participating in Year 2 of the D.A.T.E. program.

Reported frequencies of using test scores to help make decisions about individual students' instruction were all positively related to our measured teacher characteristics. Again, being a teacher in an elementary school had the largest positive impact on this measure of instructional practice.

Table G-4.31: HLM Analysis of D.A.T.E. Teachers' Ratings of Frequency of Assessment Use – Student Targeted Cluster

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	More Often	NS
Mid-Career (4 - 14 years experience)	More Often	NS
Elementary teacher	More Often	More Often
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	More Often	NS
Unsure if eligible for D.A.T.E. award	NS	NS
Previously received an incentive award	More Often	NS
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	More Often	More Often
Not sure receiving D.A.T.E. award	More Often	More Often Years in programs ↑ = Frequency ↓
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	Years in programs ↑ = Frequency ↑

Note: RC is referent category. NS indicates the association is not statistically significant. Only results statistically significant at $p < .05$ or lower are reported in the table.

Plan characteristics were added to the analyses at level 2 and the number of years that schools have participated in a Texas incentive pay plan had a significant positive independent relationship with the frequency of using test data targeted to students' instruction. The effects of experience, eligibility to pursue a D.A.T.E. award, and having previously received an incentive award became statistically insignificant in the level 2 model. The only significant interaction between teacher and plan characteristics was observed for teachers unsure if they would be receiving an individual D.A.T.E. award and the number of years the teachers' schools had participated in G.E.E.G., T.E.E.G., or D.A.T.E. with increasing years associated with lower ratings on the frequency of using assessment results targeted to students. (This relationship also was observed for the group of teachers who believed they would receive a 2010 D.A.T.E. award, but the coefficient only approached statistical significance.)

Section 4: Assessment Use – Self Targeted

Two statements in the student assessment section of the survey asked teachers to rate how frequently they used test score data to identify deficits in content knowledge or teaching skills or to determine needed professional development. These two items were combined to make our Assessment Use – Self Targeted cluster. The Likert rating scale for these items was between 1 (Never or Almost Never) and 4 (Always or Almost Always.) These items were answered by teachers on all versions of the spring 2010 survey. Mean ratings for teachers in current D.A.T.E. schools, teachers in former D.A.T.E. schools, and control group schools are shown in Table G-4.32 below.

Table G-4.32: Average Ratings of Assessment Use – Student Targeted Cluster Across Spring 2010 Survey Groups

Group	<i>N</i>	<i>Mean</i>	Differs from
1 Current	47,092	3.13	3
2 Former	913	3.14	3
3 Control	5,812	3.21	1, 2

$F_{(2, 53814)} = 30.07 \quad p < .0001 \quad R^2 = .0011$

The mean ratings for teachers in current and former D.A.T.E. schools were nearly identical and significantly lower than the mean ratings from teachers in control group schools. The means for all groups reflect a response just above the “Frequently” choice (value = 3).

HLM Analysis of Current Participants’ Ratings of Assessment Use – Self Targeted

Table G-4.33 shows the results of the HLM analysis of the Assessment Use – Self Targeted cluster responses of teachers in schools participating in Year 2 of the D.A.T.E. program.

More experienced teachers and teachers unsure of their eligibility to earn a D.A.T.E. award had lower mean ratings on this use of test scores. Teachers in elementary schools and those expecting a D.A.T.E. award tended to report more frequent use of student test scores for self-directed evaluation.

Table G-4.33: HLM Analysis of D.A.T.E. Teachers' Ratings of Frequency of Assessment Use – Self Targeted Cluster

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Less Often	Less Often
Mid-Career (4 - 14 years experience)	Less Often	NS Years in programs ↑ = Frequency ↑
Elementary teacher	More Often	More Often Max - Min ↑ = Frequency ↑ Campus-based awards = Frequency ↓ Individual awards = Frequency ↓
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	NS	NS
Unsure if eligible for D.A.T.E. award	Less Often	NS
Previously received an incentive award	NS	NS
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	More Often	NS
Not sure receiving D.A.T.E. award	More Often	NS
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	NS

Note: RC is referent category. NS indicates the association is not statistically significant. Only results statistically significant at $p < .05$ or lower are reported in the table.

When plan characteristics were added to the analyses at level 2, most of the significant effects of teacher characteristics were no longer statistically significant. Veteran teachers were still less likely and elementary school teachers were still more likely to use test scores for self diagnosis. None of the plan characteristics had independent significant relationships with this measure of the use of students' test scores.

A few interactions with teacher characteristics were observed, primarily for teachers in elementary schools. The negative effect of experience for mid-career teachers was reduced with increases in the number of years their schools had participated in a Texas incentive pay plan. For elementary teachers, larger differences between maximum and minimum award amounts tended to increase the frequency of using student test scores for self diagnosis, while having a campus-wide or individual component in the incentive pay plan tended to reduce the ratings on this professional practice cluster.

Section 5: Parent Contacts

A section of the survey asked teachers to rate the frequency of various kinds of and purposes for parent contacts. These eight statements were combined to make our Parent Contacts cluster. The Likert rating scale for these items was between 1 (Never or Almost Never) and 4 (Always or Almost Always.) These items were answered by teachers on all versions of the spring 2010 survey. Mean ratings for teachers in current D.A.T.E. schools, teachers in former D.A.T.E. schools, and control group schools are shown in Table G-4.34.

Table G-4.34: Average Ratings Parent Contacts Across Spring 2010 Survey Groups

Group	<i>N</i>	<i>Mean</i>	Differs from
1 Current	47,093	2.36	3
2 Former	913	2.42	3
3 Control	5,812	2.46	1, 2

$$F_{(2, 53815)} = 53.15 \quad p < .0001 \quad R^2 = .002$$

The mean ratings for this cluster are lower than ratings observed for instructional practices related to uses of test scores and curriculum planning activities. Teachers in control group schools had significantly higher ratings than teachers in current or former D.A.T.E. schools. Teachers in schools participating in D.A.T.E. in 2010 had the lowest mean ratings on this cluster. The mean ratings on this cluster for teachers in all groups suggest that about four in ten teachers report they “Frequently” contact parents while the remaining six report they “Occasionally” contact parents for stated purposes.

HLM Analysis of Current Participants’ Ratings Parent Contacts

Table G-4.35 shows the results of the HLM analysis of the Parent Contacts cluster responses of teachers in schools participating in Year 2 of the D.A.T.E. program.

More experienced teachers, teachers in elementary schools, and teachers expecting a D.A.T.E. award had higher mean ratings on the frequency of contacting parents. Having received a prior incentive award was associated with slightly lower ratings on this cluster. Teachers in elementary schools and

those expecting a D.A.T.E. award tended to report more frequent use of student test scores for self-directed diagnosis. Being in an elementary school was associated with the largest impact on the frequency of parent contacts.

Table G-4.35: HLM Analysis of D.A.T.E. Teachers' Ratings of Frequency of Parent Contacts

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	More Often	More Often Max award ↑ = Frequency ↑ Max – Min ↑ = Frequency ↓
Mid-Career (4 - 14 years experience)	More Often	More Often
Elementary teacher	More Often	More Often
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	NS	NS
Unsure if eligible for D.A.T.E. award	NS	NS
Previously received an incentive award	Less Often	Less Often
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	More Often	More Often
Not sure receiving D.A.T.E. award	NS	NS
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	Years in programs ↑ = Frequency ↑

Note: RC is referent category. NS indicates the association is not statistically significant. Only results statistically significant at $p < .05$ or lower are reported in the table.

When plan characteristics were added to the analyses at level 2, only the Years in Programs variable had an independent significant relationship with the Parent Contacts cluster ratings. As the Years in Program increased, the reported frequency of parent contacts also tended to increase. Only one set of possible interactions between plan and teacher characteristics was statistically significant. When maximum award amounts increased, veteran teachers were more likely to report higher frequencies of contacting parents. As the differences between maximum and minimum awards increased, veteran teachers were less likely to report higher frequencies of parent contacts.

Summary: Frequency of Selected Professional Practices of Teachers

This section of the report provided information about how frequently teachers reported engaging in professional practices associated with curriculum planning, uses of student test scores, and contacting parents. Generally, teachers in control group schools reported higher mean ratings on all professional practices clusters than teachers in either current or former D.A.T.E. schools.

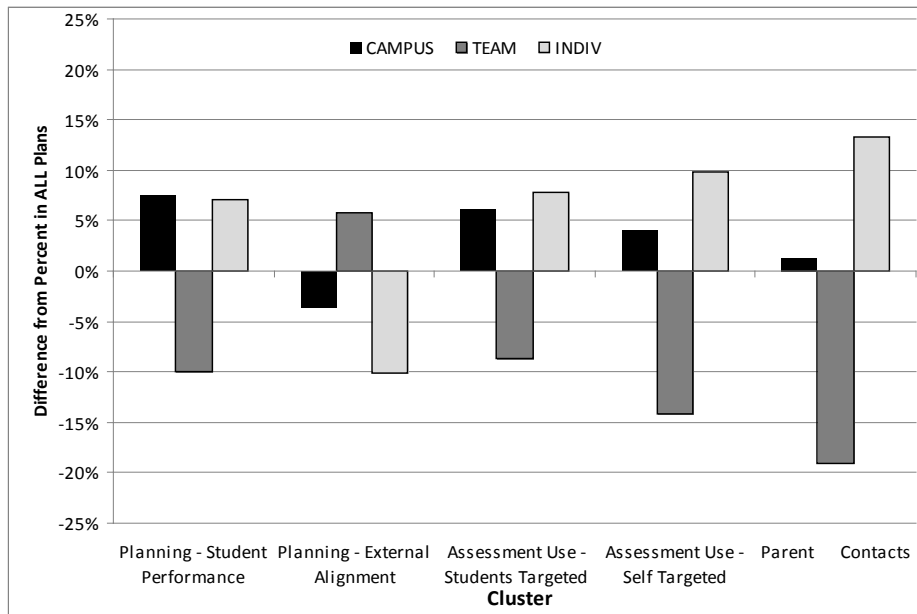
Statistical analyses of the relationships between frequency of engaging in identified professional practices and teacher and incentive plan characteristics indicate that individual teacher characteristics, especially experience, teaching in an elementary school, and expecting a D.A.T.E. award were more important explanatory variables than the units of analysis and award sizes in their incentive plans. Plan characteristics reduced the importance of some teacher characteristics for some professional practices clusters, but seldom had independent effects on mean ratings and only occasionally demonstrated significant interactions with teacher characteristics.

Expecting an award was an important predictor of reported frequency of instructional practices with those expecting an award more likely to report higher frequencies. This may reflect behaviors that actually helped these teachers earn their anticipated incentive awards. To the extent that this is true, then this reflects how the incentive plans are rewarding desired behaviors. If the practices identified on our surveys reflect “best practices” and the kinds of activities that effective teachers are expected to demonstrate, then finding that their reported frequencies of occurrence do not appear to be related to participation in the D.A.T.E. incentive program or responsive to incentive plan characteristics is surprising.

Figures D-4.9 and D-4.10 present graphically how plan characteristics in D.A.T.E. schools with the top and bottom ratings on each of these instructional practices clusters differed from overall averages.

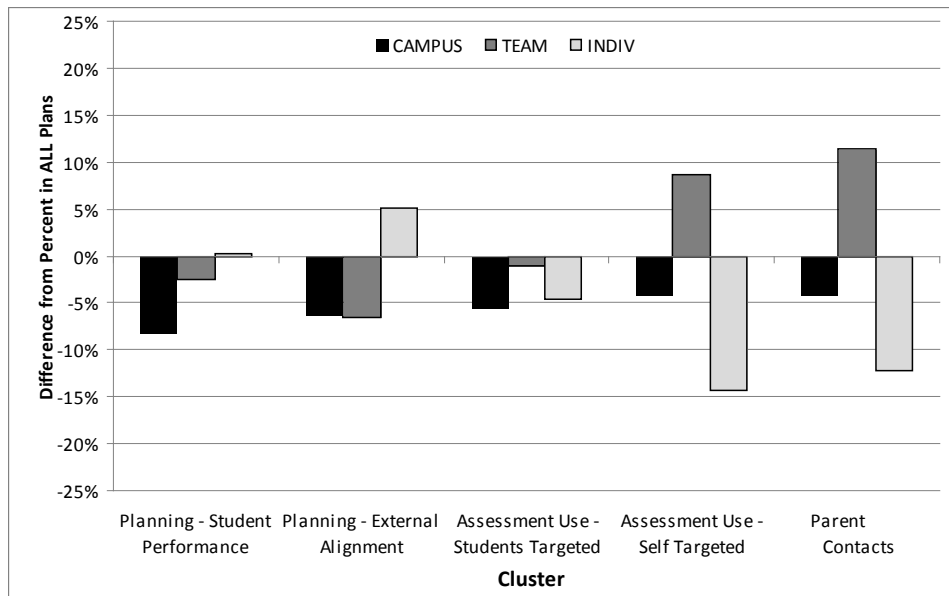
Figure G-4.9 suggests that having a team performance component for determining incentive awards occurs less frequently in schools with the highest average ratings on most of the instructional practices, while having campus and individual based awards is more likely. The only difference in patterns observed in Figure G-4.9 suggests that the pressures to use external standards for aligning curriculum are different than other professional practices.

Figure G-4.9: Schools with Highest Average Ratings on Professional Practices Clusters: How Units of Accountability in Plans Differ from All D.A.T.E. Schools



Note: Schools in top 10% of each cluster are determined independently and may differ across clusters.

Figure G-4.10: Schools with Lowest Average Ratings on Professional Practices Clusters: How Units of Accountability in Plans Differ from All D.A.T.E. Schools



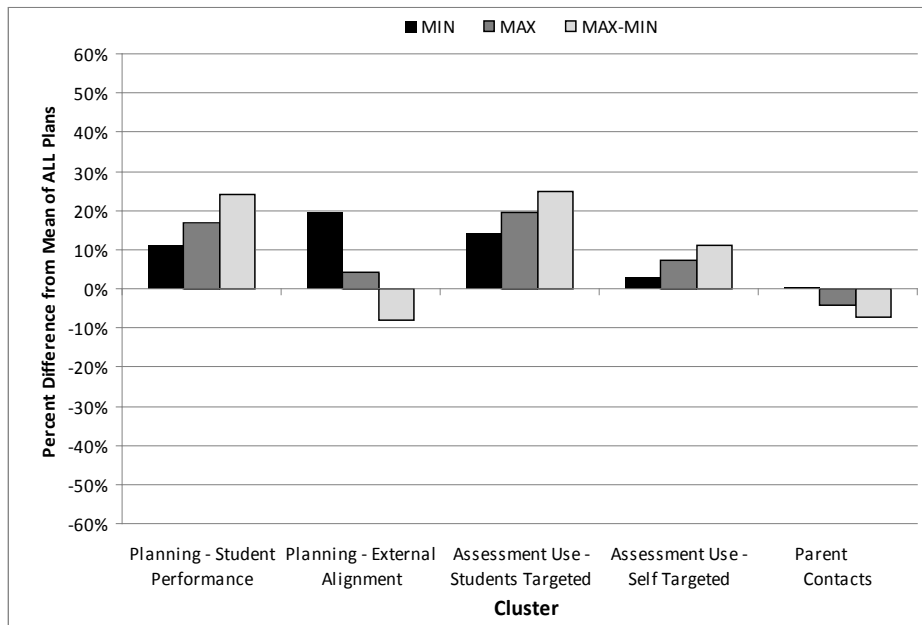
Note: Schools in bottom 10% of each cluster are determined independently and may differ across clusters.

A comparison of units of accountability in schools with the lowest ratings on these professional practices clusters to overall observed plan characteristics is presented in Figure G-4.10. The patterns observed for the bottom 10% are less pronounced than those observed for the top 10%, but are generally consistent. Schools with the lowest means on the professional practices clusters were less likely to provide rewards for meeting individual and campus performance criteria and more likely to have plans that provide awards based on meeting team criteria.

Figures D-4.11 and D-4.12 present a graphical summary of how award sizes differ in the D.A.T.E. schools in the top and bottom of the distributions of professional practices ratings. It is interesting to note that in several cases, the relationships for the top and bottom groups of schools are mirror images. Again, a difference in patterns is observed for the cluster that assesses how frequently teachers use external standards when planning curriculum.

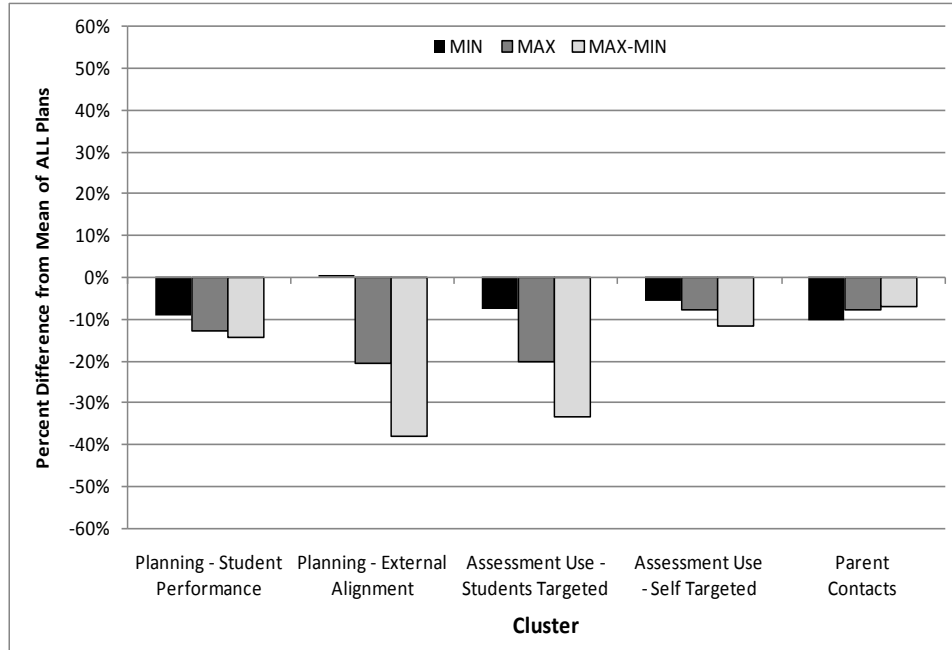
Results in Figure G-4.11 indicate that schools with highest ratings on the professional practices clusters had larger average award amounts and larger differentials. Differences are even more pronounced in Figure G-4.11 that presents the average award amount variables for schools with the lowest reported frequencies of using identified professional practices. Lowest ratings were associated with smaller minimum awards, maximum awards, and differentials. These patterns suggest that money matters and teachers tended to report engaging in most professional practices more often when more is at stake.

Figure G-4.11: Schools with Lowest Average Ratings on Professional Practices Clusters: How Incentive Award Amounts in Plans Differ from All D.A.T.E. Schools



Note: Schools in top 10% of each cluster are determined independently and may differ across clusters.

**Figure G-4.12: Schools with Lowest Average Ratings on Professional Practices Clusters:
How Incentive Award Amounts in Plans Differ from All D.A.T.E. Schools**



Note: Schools in bottom 10% of each cluster are determined independently and may differ across clusters.

Reported Changes in Teachers' Professional Practices

The spring surveys fielded by the D.A.T.E. evaluation team in 2009 and 2010 asked respondents who indicated they were employed in “teaching positions” in the prior year to indicate for the current year how much more or less they engaged in various instructional activities. The Likert rating scale for these items was between 1 (Much less than last year) and 5 (Much more than last year.) We recoded these endpoint values to -2 and +2 with zero (0) indicating “The same as last year”, and 1 and -1 indicating “A little more than last year” and “A little less than last year,” respectively. Because items were included on all surveys fielded in spring 2010, we present a comparison of simple means, by group, and then present results of further analyses conducted on the responses from teachers in schools that participated in D.A.T.E. during the 2009-10 school year.

Section 1: Change in Curriculum Planning

Four statements in the section on changes in teaching practices section of the spring surveys assessed changes in how much respondents engaged in aligning curriculum to standards and assessments, administering benchmark assessments, and reviewing test results with other teachers. These four statements were combined to make our Change in Curriculum Planning cluster. These items were answered by teachers on all versions of the spring 2010 survey. Mean ratings for teachers in current D.A.T.E. schools, teachers in former D.A.T.E. schools, and control group schools are shown in Table G-4.36 below.

Table G-4.36: Average Rating of Change in Curriculum Planning Cluster Across Spring 2010 Survey Groups

Group	<i>N</i>	<i>Mean</i>	Differs from
1 Current	40,451	0.58	2, 3
2 Former	796	0.48	1, 3
3 Control	4,976	0.61	1, 2

$F_{(2, 46220)} = 11.95$ $p < .0001$ $R^2 = .0005$

The mean ratings for teachers in control schools were higher than the mean ratings observed for teachers in current or former D.A.T.E. schools and ratings for teachers in current D.A.T.E. schools were higher than the mean ratings for teachers in former D.A.T.E. schools. The means are about midway between 0 and 1 indicating a relatively small increase in focus and effort on the types of curriculum analysis and planning activities included in the cluster.

We compared the ratings from spring 2009 to the ratings in spring 2010 for schools in the former participation group to investigate if the low ratings observed in 2010 might be a reaction to no longer being in the D.A.T.E. program. Results are presented in Table G-4.37 and show that the mean rating in 2009 was significantly higher than the mean rating in 2010 and similar to the ratings observed for the control and currently participating schools in 2010. This suggests that the lowered level of change in curriculum planning activities among teachers responding to the survey in 2010 may reflect a reaction to having the incentive pay plan in their schools cancelled.

Table G-4.37: Comparison of Spring 2009 and Spring 2010 Mean Responses on Ratings of Change in Curriculum Planning for Teachers in Former D.A.T.E. Schools

Year	<i>N</i>	<i>Mean</i>
2009	807	0.60
2010	796	0.48

$F_{(1, 1601)} = 11.78$ $p < .001$ $R^2 = .007$

HLM Analysis of Current Participants' Ratings of Change in Curriculum Planning

Table G-4.38 shows the results of the HLM analysis of the Change in Curriculum Planning cluster responses of teachers in schools participating in Year 2 of the D.A.T.E. program.

Experienced teachers and those who previously received an incentive award were less likely to report increased time spent on curriculum planning. Teachers in elementary schools, those eligible to try to earn a D.A.T.E. award, and those expecting a D.A.T.E. incentive award were more likely to have higher mean responses to our Change in Curriculum Planning items.

Table G-4.38: HLM Analysis of D.A.T.E. Teachers' Ratings of Changes in Curriculum Planning Cluster

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Less Increase	Less Increase
Mid-Career (4 - 14 years experience)	Less Increase	Less Increase
Elementary teacher	More Increase	NS Max award ↑ = Increase ↑
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	More Increase	NS
Unsure if eligible for D.A.T.E. award	NS	NS Max - Min ↑ = Increase ↑ Campus-based awards = Increase ↓
Previously received an incentive award	Less Increase	NS
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	More Increase	More Increase Campus-based awards = Increase ↑ Individual awards = Increase ↓ Team-based awards = Increase ↓
Not sure receiving D.A.T.E. award	More Increase	More Increase
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	Years in programs ↑ = Increase ↑

Note: RC is referent category. NS indicates the association is not statistically significant. Only results statistically significant at $p < .05$ or lower are reported in the table.

Note: Survey items in this cluster ask teachers to rate how much more or less frequently they engage in identified activities compared to the prior year. Teachers NEVER reported doing any activities less often so all effects are reported as increases or decreases in the amount teachers reported increasing frequency.

Many of the statistically significant effects of teacher characteristics observed in the level 1 analysis were no longer significant in level 2 after considering schools' plan characteristics. Teacher experience remained a significant negative predictor of ratings on the Change in Curriculum Planning cluster and expecting an award continued to be a statistically significant positive predictor. The number of years that teachers' schools had participated in state-funded incentive pay plans was positively related to increased time spent on Curriculum Planning, independent of teacher characteristics.

Statistically significant interactions between selected plan characteristics and teacher characteristics indicate that teachers in elementary schools reported more increases in curriculum planning activities with larger increases in maximum award amounts. (The complementary negative influence of the Max-Min measure for elementary teachers approached statistical significance.) For teachers who were unsure of their eligibility to try to earn D.A.T.E. awards, increasing differences between maximum and minimum award amounts were associated with more time spent on curriculum planning while having a Campus component for determining incentive awards was negatively related to increased time spent on curriculum planning. Finally, for teachers who reported that they expected to receive a D.A.T.E. award, Team and Individual components were associated with decreases in the added time spent on curriculum planning while having a Campus component was associated with increases in the mean ratings of change in effort.

Section 2: Change in Professional Learning

Three statements in the changes in professional practices section of the spring surveys assessed how much more, compared to the prior year, respondents engaged in seeking help to improve their practice. The three statements that were combined into the Change in Professional Learning cluster asked how much more or less teachers asked other teachers for help informally, attended professional development sessions, and engaged in self directed learning. These items were answered by teachers on all versions of the spring 2010 survey. Mean ratings for teachers in current D.A.T.E. schools, teachers in former D.A.T.E. schools, and control group schools are shown in Table G-4.39 below.

Table G-4.39: Average Rating of Change in Professional Learning Cluster Across Spring 2010 Survey Groups

Group	<i>N</i>	<i>Mean</i>	Differs from
1 Current	40,451	0.54	2
2 Former	796	0.36	1, 3
3 Control	4,976	0.55	2

$$F_{(2, 46220)} = 26.72 \quad p < .0001 \quad R^2 = .0012$$

The mean ratings for teachers in control schools were about the same as the ratings for teachers in current D.A.T.E. schools. The mean ratings for teachers in control and current D.A.T.E. schools were higher than the ratings for teachers from former D.A.T.E. schools. The means for this cluster for the higher scoring groups are about midway between 0 and 1 indicating a relatively small increase in focus and effort on the types of professional learning suggested by the statements in the cluster.

We tested if the lower mean ratings observed for teachers in former D.A.T.E. schools were different from ratings in 2009. Table G-4.40 presents the results of the comparison which show that the mean ratings on this cluster in 2009 were significantly higher than mean ratings in 2010 in schools represented in both survey administrations. This suggests that teachers in schools no longer participating in D.A.T.E. may be reacting to the removal of the opportunity to earn incentive awards.

Table G-4.40: Comparison of Spring 2009 and Spring 2010 Mean Responses on Ratings of Change in Professional Learning for Teachers in Former D.A.T.E. Schools

Year	<i>N</i>	<i>Mean</i>
2009	807	0.56
2010	796	0.36

$F_{(1, 1601)} = 31.33$ $p < .0001$ $R^2 = .019$

HLM Analysis of Current Participants' Ratings of Change in Professional Learning

Table G-4.41 shows the results of the HLM analysis of the Change in Professional Learning cluster responses of teachers in schools participating in Year 2 of the D.A.T.E. program. Experienced teachers and those who previously received an incentive award were less likely to report increased time spent in professional development and self directed professional learning activities. Teachers in elementary schools and those expecting a D.A.T.E. incentive award were more likely to have higher mean ratings on the Change in Professional Learning items.

Table G-4.41: HLM Analysis of D.A.T.E. Teachers' Ratings of Changes in Professional Learning Cluster

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Less Increase	Less Increase
Mid-Career (4 - 14 years experience)	Less Increase	Less Increase
Elementary teacher	More Increase	More Increase Team-based awards = Increase ↓
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	NS	NS Individual awards = Increase ↑
Unsure if eligible for D.A.T.E. award	NS	NS Individual awards = Increase ↑ Team-based awards = Increase ↑
Previously received an incentive award	Less Increase	NS
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	More Increase	More Increase Max - Min ↑ = Increase ↑
Not sure receiving D.A.T.E. award	More Increase	More Increase
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	NS

Note: RC is referent category. NS indicates the association is not statistically significant. Only results statistically significant at $p < .05$ or lower are reported in the table.

Note: Survey items in this cluster ask teachers to rate how much more or less frequently they engage in identified activities compared to the prior year. Teachers NEVER reported doing any activities less often so all effects are reported as increases or decreases in the amount teachers reported increasing frequency.

When plan features were added to the statistical model, none of the measured characteristics of D.A.T.E. plans had statistically significant independent relationships with average ratings on the Professional Learning cluster and the negative influence of having received a prior award became statistically insignificant.

Interactions indicate that teachers in elementary schools with a Team component in the determination of incentive awards tended to report lower levels of increased Professional Learning while this same variable and having awards determined based on individual performance increased ratings from teachers unsure of their eligibility to try to pursue a D.A.T.E. award. Finally, increases in the difference between maximum and minimum awards tended to be associated with larger reported increases in time spent in professional learning by teachers expecting to receive a D.A.T.E. incentive award.

Section 3: Change in Reteaching

Two statements in the section of surveys assessing changes in professional practices asked how much more or less respondents engaged in reteaching topics based on students’ test performance and in out-of-class tutoring. We combined these two statements into our Change in Reteaching cluster. These items were answered by teachers on all versions of the spring 2010 survey. Mean ratings for teachers in current D.A.T.E. schools, teachers in former D.A.T.E. schools, and control group schools are shown in Table G-4.42.

Table G-4.42: Average Rating of Change in Reteaching Cluster Across Spring 2010 Survey Groups

Group	<i>N</i>	<i>Mean</i>	Differs from
1 Current	40,450	0.66	2
2 Former	796	0.52	1, 3
3 Control	4,976	0.67	2

$$F_{(2, 46219)} = 15.57 \quad p < .0001 \quad R^2 = .0007$$

The mean ratings for teachers in control schools were nearly identical to the ratings for teachers in current D.A.T.E. schools and those means were both significantly higher than the mean observed for teachers from former D.A.T.E. schools. The means for this cluster for the higher scoring groups are about two-thirds of the way between 0 and 1 indicating teachers were increasing their use of this instructional strategy, with the overall mean suggesting the increase was less than a “little more” than the prior year.

Table G-4.43 presents the comparison of 2009 and 2010 means for schools in the former participation group to investigate the “reaction response” hypothesis for explaining their lower 2010 ratings. Consistent with other clusters in this group of items, teachers in former D.A.T.E. schools reported higher rates of increase on this practice in 2009. The mean for teachers from these schools in 2009 was similar to the means observed in 2010 from teachers in control and current D.A.T.E. schools and that mean was significantly higher than that observed in 2010. This suggests that teachers in the former D.A.T.E. schools reported less increase in these practices after the pay incentive from D.A.T.E. was removed.

Table G-4.43: Comparison of Spring 2009 and Spring 2010 Mean Responses on Ratings of Change in Reteaching for Teachers in Former D.A.T.E. Schools

Year	N	Mean
2009	807	0.62
2010	796	0.52

$F_{(1, 1601)} = 8.04$ $p < .005$ $R^2 = .005$

HLM Analysis of Current Participants' Ratings of Change in Reteaching

Table G-4.44 shows the results of the HLM analysis of the Change in Reteaching cluster responses of teachers in schools participating in Year 2 of the D.A.T.E. program.

The first level analysis indicates that experienced teachers and those who previously received an incentive award reported smaller increases in reteaching activities while teachers in elementary schools, those not ineligible to try to earn a D.A.T.E. incentive award, and those expecting a D.A.T.E. incentive award reported higher mean responses to the Change in Reteaching items.

Table G-4.44: HLM Analysis of D.A.T.E. Teachers' Ratings of Changes in Reteaching

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Less Increase	Less Increase
Mid-Career (4 - 14 years experience)	Less Increase	Less Increase
Elementary teacher	More Increase	NS Max award ↑ = Increase ↑ Max - Min ↑ = Increase ↓ Campus-based awards = Increase ↓
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	More Increase	NS
Unsure if eligible for D.A.T.E. award	NS	NS
Previously received an incentive award	Less Increase	NS
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	More Increase	More Increase
Not sure receiving D.A.T.E. award	More Increase	NS

Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	NS
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	Years in programs ↑ = Increase ↑

Note: RC is referent category. NS indicates the association is not statistically significant. Only results statistically significant at $p < .05$ or lower are reported in the table.

Note: Survey items in this cluster ask teachers to rate how much more or less frequently they engage in identified activities compared to the prior year. Teachers NEVER reported doing any activities less often so all effects are reported as increases or decreases in the amount teachers reported increasing frequency.

When plan features were added to the statistical model, statistically significant influences of several teacher characteristics observed in level 1 analyses became insignificant with only the Experience and Expecting an award variables remaining statistically significant. Increasing numbers of years of participation in a Texas incentive plan increased mean ratings on the Reteaching cluster, independent of teacher characteristics.

Plan characteristics interacted significantly only with the elementary teacher variable, with the campus level award variable exerting a negative influence on these teachers' increases in reteaching. Increasing maximum award amounts exerted a positive influence and increasing differences between maximum and minimum award amounts exerted a negative influence on elementary teachers' increases in reteaching.

Section 4: Change in Student Learning Activities

A block of statements in this section of the surveys asked how much more or less students engaged in various kinds of learning activities in the current year. The five statements in this block were grouped into a single cluster we called Change in Student Learning Activities. These items were answered by teachers on all versions of the spring 2010 survey. Mean ratings for teachers in current D.A.T.E. schools, teachers in former D.A.T.E. schools, and control group schools are shown in Table G-4.45 below.

Table G-4.45: Average Rating of Change in Student Learning Activities Cluster Across Spring 2010 Survey Groups

Group	<i>N</i>	<i>Mean</i>	Differs from
1 Current	40,452	0.65	2
2 Former	796	0.44	1, 3
3 Control	4,975	0.66	2

$F_{(2, 46220)} = 13.93$ $p < .0001$ $R^2 = .0006$

The mean ratings for teachers in control schools were nearly identical to the ratings for teachers in current D.A.T.E. schools and those mean ratings were higher than the mean ratings from teachers in former D.A.T.E. schools. The means for this cluster are at or above the midway point between 0 and 1 indicating a small increase in how much more time students spent on the types of learning activities suggested by the statements in the cluster. It is interesting to note that teachers tended to respond similarly to all items in the cluster, regardless of whether the activity reflected teacher-led or student-centered work.

Since the teachers in former D.A.T.E. schools reported lower ratings on this cluster, we compared their responses from 2009 and 2010 to examine if their ratings tended to fall after leaving the program. Table G-4.46 presents the comparison of 2009 and 2010 means for schools in the former participation group. The mean observed for this group in 2009 was significantly higher than the mean observed in 2010, but not as high as the mean from teachers in the 2010 current participation and control group schools. This suggests that teachers in the former D.A.T.E. schools reported less increase in these practices after the pay incentive was removed.

Table G-4.46: Comparison of Spring 2009 and Spring 2010 Mean Responses on Ratings of Change in Student Learning Activities for Teachers in Former D.A.T.E. Schools

Year	<i>N</i>	<i>Mean</i>
2009	807	0.52
2010	796	0.44

$F_{(1, 1601)} = 6.40$ $p < .05$ $R^2 = .004$

HLM Analysis of Current Participants' Ratings of Change in Student Learning Activities

Table G-4.47 presents a summary of the results of the HLM analysis of the Change in Student Learning Activities cluster responses of teachers in schools participating in Year 2 of the D.A.T.E. program.

Table G-4.47: HLM Analysis of D.A.T.E. Teachers' Ratings of Changes in Student Learning Activities Cluster

Category and Variables	Analysis with Teacher Characteristics Only	Analysis with Teacher Characteristics and Incentive Plan Design Features
Teacher Characteristics (Teacher Demographics)		
<i>New (0-3 years experience)</i>	RC	RC
Veterans (15+ years experience)	Less Increase	Less increase Team-based awards = Increase ↑
Mid-Career (4 - 14 years experience)	Less Increase	Less Increase
Elementary teacher	More Increase	More Increase
Teacher Characteristics (Experiences in D.A.T.E. and Other Incentive Plans)		
<i>Not eligible for D.A.T.E. award</i>	RC	RC
Eligible for D.A.T.E. award	NS	NS
Unsure if eligible for D.A.T.E. award	NS	NS
Previously received an incentive award	Less Increase	NS
<i>Does not expect to receive D.A.T.E. award</i>	RC	RC
Expect to receive a D.A.T.E award	More Increase	More Increase
Not sure receiving D.A.T.E. award	More Increase	NS
Schools' Incentive Plan Design Features		
Awards based on school-wide performance	----	NS
Awards based on team performance	----	Team-based awards = Increase ↓
Awards based on individual performance	----	NS
Maximum Part 1 award amount	----	NS
Minimum Part 1 award amount	----	----
Difference between maximum and minimum Part 1 award amounts (i.e., Max-Min)	----	NS
Years that school is in state-funded incentive pay program (G.E.E.G., T.E.E.G., or D.A.T.E.)	----	NS

Note: RC is referent category. NS indicates the association is not statistically significant. Only results statistically significant at $p < .05$ or lower are reported in the table.

Note: Survey items in this cluster ask teachers to rate how much more or less frequently they engage in identified activities compared to the prior year. Teachers NEVER reported doing any activities less often so all effects are reported as increases or decreases in the amount teachers reported increasing frequency.

Experienced teachers and those who previously received an incentive award were less likely to report their students spent increased time on the identified learning activities. Teachers in elementary

schools and those expecting a D.A.T.E. incentive award were more likely to have higher mean responses to our Change in Student Learning Activities items.

When plan features were added to the statistical model, the significant negative effect observed for teachers previously awarded and the positive effect for teachers unsure of their award status no longer were statistically significant. Having criteria for Team based performance was associated with smaller increases in the extent to which students were reported to engage in identified learning activities. The only statistically significant interaction between teacher and plan characteristics indicates that veteran teachers in schools with Team level criteria for determining incentive awards tended to report higher ratings for this cluster.

Summary: Reported Changes in Teachers' Professional Practices

Asking teachers to report changes in the frequency with which they employ identified practices allows examining whether those in schools operating incentive plans changed more or less than teachers in control schools. The logic is that there will be a higher reward for teachers to either work harder or differently when their schools operate an incentive pay plan. As a group, teachers in current D.A.T.E. schools did not report increasing or decreasing their use of identified practices more than teachers in control schools. However, mean ratings on these clusters by teachers in schools no longer participating in the D.A.T.E. program were consistently lower than the average ratings from teachers in control and currently participating schools *and* were significantly lower than ratings from the same schools in the prior year. This suggests that teachers in schools where the incentive plan had been removed decreased their rate of implementing “recommended” instructional strategies.

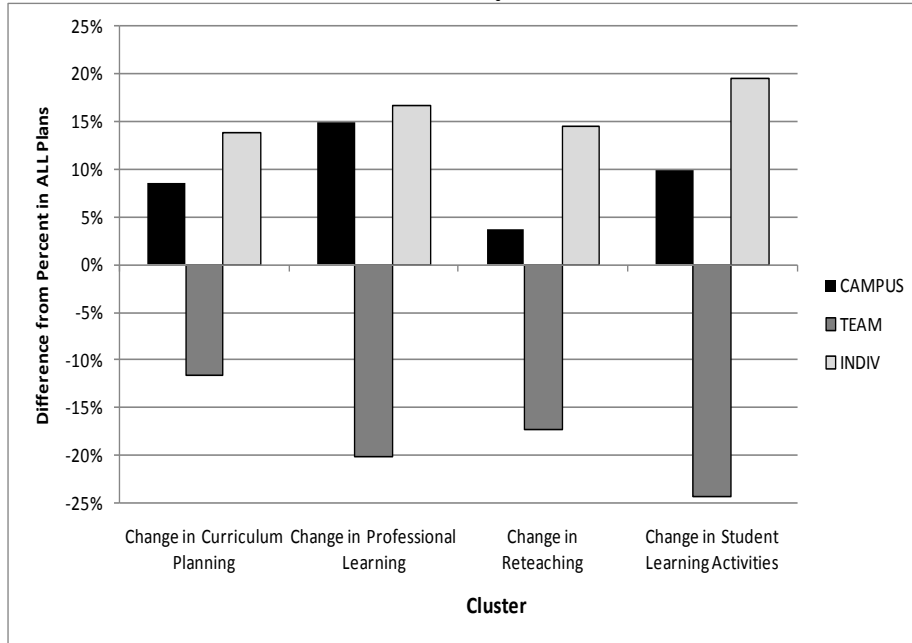
Results from our HLM analyses suggest that teacher characteristics were related to reported changes in practices in predictable ways. More experienced teachers reported less change in identified professional practices. This could reflect the mature status of these teachers' skills, lesson plans, and related instructional materials.

Teachers who were confident they would receive a D.A.T.E. incentive award reported, on average, higher ratings on changes in professional practices. This observed relationship between reward and reported behavior could reflect an instrumental link between “effort” and outcome, i.e., being reinforced for changing practices encourages continued (accelerated?) change. The relationship also could be reflecting the kinds of behaviors that garner rewards in participating schools, i.e., teachers that demonstrate willingness to alter practices are rated as more effective and are rewarded. Absent actual measures of teacher practice over time and measures of teacher effectiveness, it is difficult to tell which explanation is more feasible.

Generally, this group of measures did not demonstrate strong consistent relationships with measured and tested features of schools' D.A.T.E. plans in our statistical analyses. There were few observed independent effects from the unit of evaluation used to determine when awards would be earned and information about incentive award amounts in our level 2 HLM analyses and these variables did not interact with teacher characteristics as often as we observed in other sections of the report. However, when we compare plan characteristics in the schools in the top and bottom of the distribution of school means on each cluster to average characteristics for all D.A.T.E. schools we note some interesting patterns.

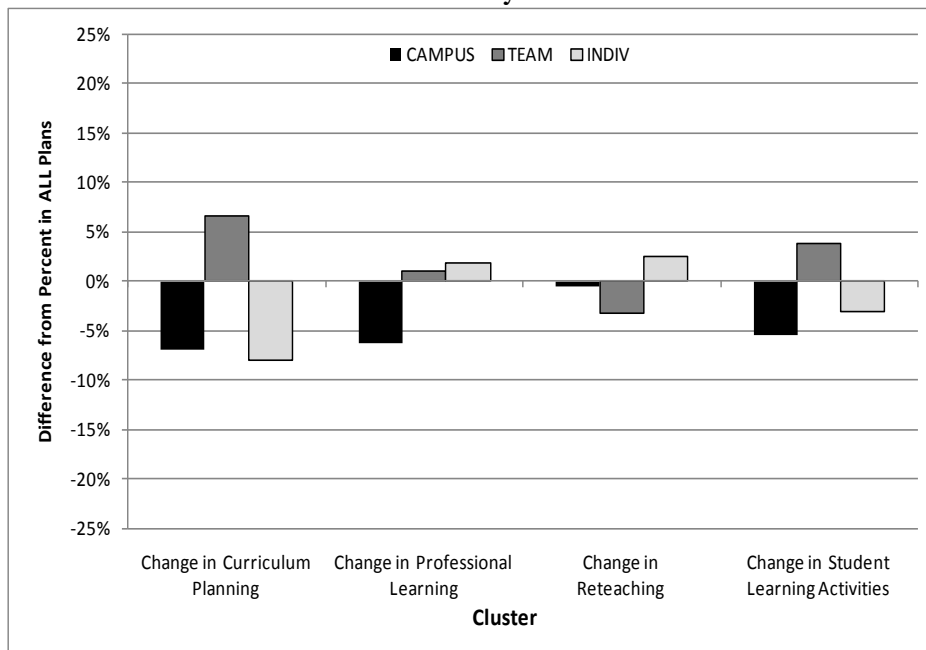
Figures D-4.13 and D-4.14 show how the unit of analysis used to determine which teachers received awards in the extreme cases differed from all D.A.T.E. schools.

Figure G-4.13: Schools with Highest Average Ratings on Changes in Teachers' Professional Practices Clusters: How Units of Accountability in Plans Differ from All D.A.T.E. Schools



Note: Schools in top 10% of each cluster are determined independently and may differ across clusters.

Figure G-4.14: Schools with Lowest Average Ratings on Changes in Teachers' Professional Practices Clusters: How Units of Accountability in Plans Differ from All D.A.T.E. Schools

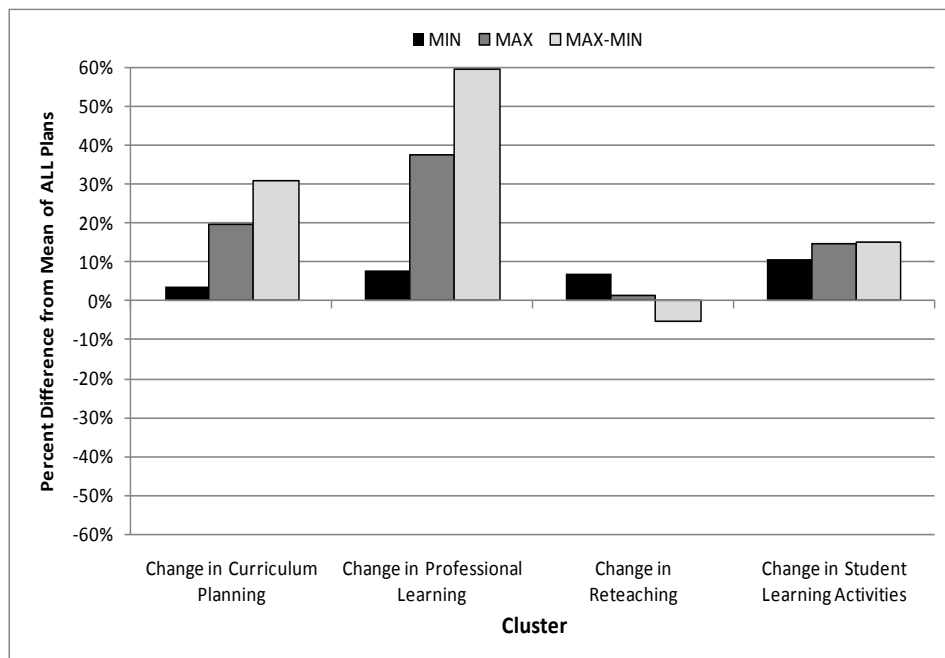


Note: Schools in bottom 10% of each cluster are determined independently and may differ across clusters.

Schools with the largest mean values on the changes in professional practices clusters were more likely to qualify teachers for incentive awards using campus and individual criteria and much less likely to award incentives using team based criteria. Figure G-4.14 shows less dramatic relationships for the schools with the lowest means on changes in professional practices, but the direction of the relationships generally is consistent with the trends in Figure G-4.13. These schools were a little less likely to include Campus and Individual components for awarding performance-based bonuses.

Figures D-4.15 and D-4.16 illustrate relationships between measures reflecting award amounts and ratings of changes in professional practices. Maximum amounts and differentials in schools with the highest mean ratings on two of the change in practice clusters were, on average, considerably higher than the average award amounts in all D.A.T.E. plans. This suggests that teachers increased their efforts in curriculum planning and professional learning more when the stakes were higher. Those schools with highest ratings of increases in identified student learning activities demonstrated award amounts between 10% and 15% higher than the overall average. The largest increases in reteaching do not appear related to incentive award amounts.

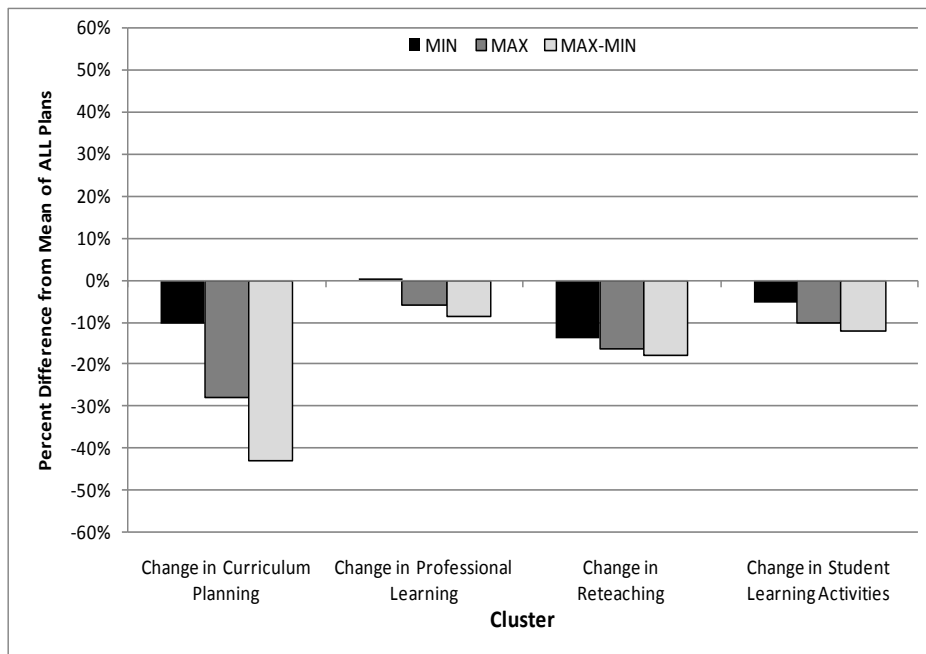
Figure G-4.15: Schools with Highest Average Ratings on Changes in Teachers’ Professional Practices Clusters: How Incentive Award Amounts in Plans Differ from All D.A.T.E. Schools



Note: Schools in top 10% of each cluster are determined independently and may differ across clusters.

Figure G-4.16 illustrates how award amounts differed from overall averages in schools with the lowest ratings on changes in professional practices. Interestingly, all award amounts are below the overall average on all clusters, with especially large differences noted on the Change in Curriculum Planning cluster. Also, the largest differences for this lowest averages group of schools were always observed for the maximum-minimum award amount variable. This suggests that as the “risk” of having a lower award went down (i.e., smaller differentials between maximum and minimum awards), teachers tended to report smaller increases in their use of identified practices.

Figure G-4.16: Schools with Lowest Average Ratings on Changes in Teachers’ Professional Practices Clusters: How Incentive Award Amounts in Plans Differ from All D.A.T.E. Schools



Note: Schools in bottom 10% of each cluster are determined independently and may differ across clusters.

District Awards for Teacher Excellence (DATE) Spring 2009 School Personnel Survey

Dear School Personnel,

The National Center on Performance Incentives (NCPI), under contract with the Texas Education Agency (TEA), is conducting an on-going evaluation of the District Awards for Teacher Excellence (DATE) program. This survey will help us learn more about your attitudes about the DATE program, your school environment and professional practices.

We recognize that some of you may have filled out a similar survey during the spring 2008 semester because of your past participation in the GEEG or TEEG program, but it is important that you again complete this spring 2009 survey. It is okay if your answers have changed from last school year. We ask that you not try to remember how you responded last time in order to answer the same way again; rather, please indicate how you feel now. If this is your first time to participate in this survey, we encourage you to participate at this time.

We appreciate your contribution to this study and know that your feedback provides important insight for policymakers and educators in this state. We remind you that this survey is voluntary and that all responses will remain entirely confidential; no identifying information will be included in published reports and papers on this project.

If you have any questions, please contact the following persons indicated below.

For questions about the DATE program or your school's DATE plan:

Andrew Moellmer (TEA)
(512) 936-6503
programeval@tea.state.tx.us

For technical questions about the online survey instrument:

Jessica Lewis (NCPI)
(615) 322-5622
jessica.l.lewis@vanderbilt.edu

Omar Lopez (NCPI)
txdate@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: [DATE Survey Worksheets](#).

Please click on "Next" to proceed to the next page.

ARE YOU FULL-TIME INSTRUCTIONAL SCHOOL PERSONNEL OR SCHOOL ADMINISTRATOR?

We want to survey a broad representation of school personnel, including classroom teachers, instructional aides, instructional specialists, and instructional coaches. Principals and assistant principals should also complete this survey.

Therefore, this survey should be completed by all principals, assistant principals, and full-time instructional personnel. More specifically, the following positions are considered appropriate respondents.

- (1) School principal or other executive-level position (e.g., Director)
- (2) Assistant principal or other assistant executive-level position (e.g., Assistant Director)
- (3) Regular full-time teacher (i.e., an educator who teaches in an academic setting or a career and technology setting for no less than an average of four hours each day.)
- (4) Long-term substitute (i.e., your assignment requires that you fill the role of a "regular fulltime teacher" - as defined above - on a long-term basis, but you are still considered a substitute.)
- (5) Teacher aide
- (6) Instructional specialists (e.g., curriculum coordinator, mentor teacher, literacy or math coach)

All current personnel who meet this definition should participate. If you do not meet this definition, you are free to exit this survey.

To begin the survey, proceed by pressing the "Next" button shown below.

Please select your school's name from the drop down list:

School: (Click here to choose)

Note: *To help you find your school, the list is alphabetized by district followed by your school's name and campus id.*

Section A: Professional Title

(1) How do you classify your MAIN job title in your current school during this 2008-09 school year? Please select only the one response below that most accurately describes your position.

- School principal or other executive-level position (e.g., Director)
- Assistant principal or other assistant executive-level position (e.g., Assistant Director)
- 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.)
- 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.)
- Teacher aide
- Instructional specialists (e.g., curriculum coordinator, mentor teacher, literacy or math coach)

If none of the positions listed above describes your main position in your current school during this 2008-09 school year, YOU SHOULD NOT COMPLETE THIS SURVEY. YOU MAY EXIT THE SURVEY AT THIS TIME BY EXITING YOUR INTERNET BROWSER.

Section B: Attitudes About Your District's DATE Plan

(2) It is our understanding that your school is eligible to participate in the District Awards for Teacher Excellence (DATE) program during the 2008-09 school year. Are you aware that the school is eligible to participate in the program during this 2008-09 school year?

- Yes
 - No [Go to question 6.]
-

(3) Please indicate the extent to which you agree or disagree with each of the following statements about the DATE incentive plan operating in your school during this 2008-09 school year. Please select the most appropriate response for each item below.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. School personnel are aware that the school is participating in the DATE program this 2008-09 school year.					
b. The DATE incentive plan used in my school is fair to teachers.					
c. I am glad that the school is participating in the DATE program this 2008-09 school year.					
d. I have a clear understanding of the performance criteria that I need to meet in order to earn a DATE bonus award.					
e. I do not believe that I can achieve the performance criteria established in my school's DATE incentive plan.					
f. I believe that the performance criteria established in my school's DATE incentive plan are worthy of extra pay.					
g. The size of the top bonus award in my school's DATE incentive plan is not large enough to motivate me to try to earn the top award.					
h. I am confident I will receive an incentive award for achieving performance criteria established in my school's DATE incentive plan.					
i. I am disappointed that my school is participating in the DATE program during this 2008-09 school year.					
j. I will change my professional practices to try and earn a DATE bonus award.					

(4) Please indicate how important you believe each factor is in determining DATE bonus awards that will be provided to teachers in your school for their performance during the 2008-09 school year. That is, how important is each factor in determining a teacher's eligibility for a DATE bonus award at your school? Please select the most appropriate response for each item below.

	Importance				
	None	Low	Moderate	High	Do Not Know
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.					

(5) Please indicate the extent to which you agree or disagree with each statement about the DATE incentive plan operating in your school during the 2008-09 school year. Please select the most appropriate response for each item below.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. The DATE incentive plan is having negative effects on my school.					
b. The DATE incentive plan in my school is doing a good job of identifying effective teachers at my school.					
c. The DATE incentive plan is causing resentment among teachers at my school.					
d. The DATE incentive plan is having a negative impact on the school culture and professional collegiality in my school.					
e. The DATE incentive plan at my school is helping teachers feel more satisfied with their jobs.					
f. The DATE incentive plan at my school is contributing to improvements in the quality of professional development offered to teachers.					
g. The DATE incentive plan is helping to improve teaching practices at my school.					
h. The DATE incentive plan at my school is helping to increase student learning.					

Section C: School Environment

(6) Were you employed at this current school during the past school year (2007-08)?

- Yes
- No [See note below.]

Note: If "No" and you are in a teaching position proceed to question 9. If "No" and you are a principal, AP, or other executive level go to question 16.

(7) To what extent do you agree or disagree with the following statements about the teachers in your school this year (2008-09) compared to last school year (2007-08)?

Teachers in my school...

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Seem more competitive than cooperative.				
b. Trust each other less.				
c. Feel more responsible to help each other do their best.				
d. More often expect students to complete every assignment.				
e. More often encourage students to keep trying even when the work is challenging.				
f. Less often think it is important that all of their students do well in class.				
g. Can be counted on more often to help out anywhere or anytime, even though it may not be part of their official assignment.				

(8) To what extent do you agree or disagree with the following statements about satisfaction with teaching at your school?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I would describe teachers at this school as a more satisfied group than we were last school year.				
b. The stress and disappointments involved in teaching at this school are much greater than last school year.				
c. This year I like the way things are run at the school more than I did last year.				
d. This year I think about transferring to another school/district more than I did last year.				
e. This year I think about staying home from school because I'm just too tired to go more than I did last year.				

Note: If you are a principal, AP, or other executive level, skip questions 9 - 15 and proceed to question 16. Section D is only for staff in teaching assignments.

Section D: Curriculum and Instruction Practices

(9) How often do you engage in the following activities as part of your classroom instruction?

	Never	Once or twice a year	Once or twice a semester	Once or twice a month	Once or twice a week	Almost daily
a. I analyze students' work to identify the curricular standards that students have or have not yet mastered.						
b. I follow an "instructional calendar" or "pacing plan" provided by the school or district to schedule my instructional content.						
c. I design my classroom lessons to be aligned with specific curricular standards.						
d. I plan different assignments or lessons for groups of students based on their performance.						
e. I have students help other students learn class content (e.g., peer tutoring).						

(10) To what extent do you use student test score data for each of the following purposes?

	Never or almost never	Occasionally	Frequently	Always or almost always
a. Identify individual students who need remedial assistance.				
b. Set learning goals for individual students.				
c. Tailor instruction to individual students' needs.				
d. Develop recommendations for tutoring or other educational services for students.				
e. Assign or reassign students to groups.				
f. Identify and correct gaps in the curriculum for all students.				
g. Encourage parent involvement in student learning.				
h. Identify areas where I need to strengthen my content knowledge or teaching skills.				
i. Determine areas where I need professional development.				

(11) How often do the following kinds of contact occur between you and the parents of your students?

	Never or almost never	Occasionally	Frequently	Always or almost always
a. I require students to have their parents sign off on homework.				
b. I assign homework that requires direct parent involvement or participation.				
c. I send home examples of excellent student work to serve as models.				
d. For those students who are having academic problems, I try to make direct contact with their parents.				
e. For those students whose academic performance improves, I send messages home to parents.				
f. I invite parents to visit or observe my classroom.				
g. I encourage parents to volunteer in the school.				
h. I help engage parents in site-based decision-making and advisory groups.				

(12) During last school year (2007-08), were you employed as a teacher or in another position that regularly engaged in classroom instruction?

- Yes
- No [Go to question 16.]

(13) How have you changed your teaching practices this year (2008-09) compared to last year (2007-08)? For each of the activities listed below, please indicate whether you are spending more time, the same amount of time, or less time this year than you did last year.

	Much less than last year	A little less than last year	The same as last year	A little more than last year	Much more than last year
a. Aligning my classroom instruction with curricular standards.					
b. Focusing on the classroom content covered by standardized achievement tests.					
c. Administering benchmark assessments or quizzes.					
d. Re-teaching topics or skills based on students' performance on classroom tests.					
e. Reviewing student test results with other teachers.					
f. Seeking help from/providing help to other teachers informally.					
g. Attending district- or school-sponsored professional development workshops.					
h. Engaging in informal self-directed learning (e.g., reading subject-specific education research, using the Internet to enrich knowledge and skills).					
i. Tutoring individuals or small groups of students outside of class time.					

(14) How much change has there been in the time your students spend on the following activities this year (2008-09) compared to last year (2007-08)? For each of the activities listed below, please indicate whether your students are spending more time, the same amount of time, or less time this year than they did last year.

	Much less than last year	A little less than last year	The same as last year	A little more than last year	Much more than last year
a. Engaging in hands-on learning activities (e.g., working with manipulative aids).					
b. Working in groups.					
c. Completing assignments at home (i.e., homework).					
d. Receiving direct instruction.					
e. Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves).					

(15) Teachers sometimes focus their efforts on improving the performance of specific groups of students. Compared to last year (2007-08), how regularly do you focus extra effort on students at different performance levels in your class(es) this year (2008-09)?

	Never or almost never	Occasionally	Frequently	Always or almost always
a. I focus the same amount of effort on students at <i>all</i> performance levels.				
b. I focus more effort on students at <i>high</i> levels of achievement.				
c. I focus more effort on students at <i>average</i> levels of achievement.				
d. I focus more effort on students at <i>moderately</i> low levels of achievement.				
e. I focus more effort on students at <i>very</i> low levels of achievement.				

Section E: Background Information

(16) Including this year (2008-09), please indicate the number of years you have been employed in your current type of position on a full-time basis in any school.

- 1 year
- 2 - 3 years
- 4 - 9 years
- 10 - 14 years
- 15 - 19 years
- 20 or more years

(17) Including this year (2008-09), please indicate the number of years you have been employed in your current position on a full-time basis at this school.

- 1 year
- 2 - 3 years
- 4 - 9 years
- 10 - 14 years
- 15 - 19 years
- 20 or more years

(18) What is the highest degree you hold?

- Associate Degree
 - Bachelor's Degree
 - Master's Degree
 - Doctorate or Professional Degree
 - Other (Please specify)
-

**(19) What subjects do you teach this school year (2008-09)?
(Check all that apply.)**

- Arts and Music
 - Bilingual Education
 - English and Language Arts
 - English as a Second Language
 - Foreign Languages
 - Gym, Physical Education
 - Health Education
 - Mathematics and Computer Science
 - Natural Sciences
 - Social Sciences
 - Special Education
 - Gifted and Talented
 - Vocational/Technical Education
 - Other (Please specify.)
 - Not applicable (i.e., for non-teacher respondents only)
-

(20) 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.
- Not applicable (i.e., for non-teacher respondents only)

(21) What percentage of your time is spent 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%
- Do not know
- Not applicable to my current position

(22) Are you male or female?

- Male
- Female

(23) 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

(24) What is your current annual teaching and extra duty salary, not including any bonus or incentive pay?

- \$1 to \$9,999
- \$10,000 to \$19,999
- \$20,000 to \$24,999
- \$25,000 to \$29,999
- \$30,000 to \$34,999
- \$35,000 to \$39,999
- \$40,000 to \$44,999
- \$45,000 to \$49,999
- \$50,000 to \$54,999
- \$55,000 to \$59,999
- \$60,000 to \$64,999
- \$65,000 to \$69,999
- \$70,000 to \$74,999
- \$75,000 or more

(25) Were you employed in a school last year (2007-08 school year) that operated a TEEG or GEEG plan?

- Yes
- No [Go to question 27.]
- Do not know [Go to question 27.]

(26) How much money did you personally receive in a bonus award from the TEEG or GEEG program that you participated in during the 2007-08 school year (i.e., bonus awards distributed during the fall 2008 semester)?

- \$0 (i.e., none at all)
- \$1 to \$999
- \$1,000 to \$1,999
- \$2,000 to \$2,999
- \$3,000 to \$3,999
- \$4,000 to \$4,999
- \$5,000 to \$5,999
- \$6,000 to \$6,999
- \$7,000 to \$7,999
- \$8,000 to \$8,999
- \$9,000 to \$9,999
- \$10,000 or more
- Do not know

(27) Do you believe you will receive a DATE bonus award in the fall 2009 semester for your performance during this 2008-09 school year?

- Yes
- No [Go to question 29.]
- Do not know [Go to question 29.]

(28) How much of a DATE bonus award do you believe you will personally receive for your performance during this 2008-09 school year?

- \$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

(29) Do you receive any bonus or incentive pay that is over and beyond that which is your annual and extra duty salary?

- Yes
- No

(30) Is there anything else that you would like to share about your experience with your school's DATE program that you did not have the opportunity to convey in your survey responses? 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.

District Awards for Teacher Excellence (DATE) Comparison Group - Spring 2009 School Personnel Survey

Dear School Personnel,

The National Center on Performance Incentives (NCPI), under contract with the Texas Education Agency (TEA), is conducting an on-going evaluation of the District Awards for Teacher Excellence (DATE) program. This survey will collect information from full-time instructional personnel about their school environment and their professional practices.

We recognize that your school is currently not participating in the DATE program, but we are interested in gathering feedback from schools that are not participating as well as those schools that are participating in the program.

We appreciate your contribution to this study and know that your time is precious during the school year. Therefore, we offer your school the chance of earning \$500 for achieving a 75% response rate on this survey. All schools reaching that response rate threshold will be *placed in a lottery*, and 40 schools will be chosen at random to receive a check worth \$500.

We remind you that this survey is voluntary and that all responses will remain entirely confidential; no identifying information will be included in published reports and papers on this project.

If you have any questions, please contact the following persons indicated below.

For questions about the DATE program:

Andrew Moellmer (TEA)
(512) 936-6503
programeval@tea.state.tx.us

For technical questions about the online survey instrument:

Jessica Lewis (NCPI)
(615) 322-5622
jessica.l.lewis@vanderbilt.edu

Omar Lopez (NCPI)
txdate@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: DATE CG Survey Worksheets.

Please click on "Next" to proceed to the next page.

ARE YOU FULL-TIME INSTRUCTIONAL SCHOOL PERSONNEL?

We want to survey all school personnel who are directly involved in delivering instruction, including classroom teachers, instructional aides, instructional specialists, and instructional coaches. Therefore, this survey should be completed by all "full-time instructional personnel", which includes the following:

- (1) A classroom teacher who teaches an average of four hours per day in an academic or career and technology instructional setting focusing on the delivery of the Texas Essential Knowledge and Skills (TEKS).**
- (2) The term also includes teachers' assistants/instructional aides, instructional coaches and specialists directly involved in delivering instruction.**
- (3) Permanent substitutes can be included as survey respondents if they meet the above requirements of at least four hours per day of instructional work.**

To begin the survey, proceed by pressing the "Next" button shown below.

Please select your school's name from the drop down list:

School: (Click here to choose)

Note: To help you find your school, the list is alphabetized by district followed by your school's name and campus id.

Section A: Professional Title

(1) How do you classify your MAIN position in your current school during this 2008-09 school year? Please select only one response below that most accurately describes your position.

- 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.)
- 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.)
- Teacher aide
- Instructional specialists (e.g., curriculum coordinator, mentor teacher, literacy or math coach.)

If none of the positions listed above describes your main position in your current school during this 2008-09 school year, YOU SHOULD NOT COMPLETE THIS SURVEY. YOU MAY EXIT THE SURVEY AT THIS TIME BY EXITING YOUR INTERNET BROWSER.

Section B: Performance-Based Incentives

(2) It is our understanding that your school has never participated in any of the ongoing, state-funded performance incentive programs; namely the Texas Educator Excellence Grant (TEEG) program or the District Awards for Teacher Excellence (DATE) program. To what extent do you agree or disagree with each statement below.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I wish I had the opportunity to participate in one of the state-funded performance incentive programs.				
b. I am confident I could earn an incentive award based on my performance if I were to participate in a state-funded performance incentive program.				
c. I would consider working harder to try and earn a large financial incentive award.				
d. I would consider working differently to try and earn a large financial incentive award.				
e. The prospect that teachers could earn an incentive award would discourage staff in the school from working together.				

Section C: School Environment

(3) Were you employed at this current school during the past school year (2007-08)?

- Yes
 - No [Go to question 6.]
-

(4) To what extent do you agree or disagree with the following statements about the teachers in your school this year (2008-09) compared to last school year (2007-08)?

Teachers in my school...

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Seem more competitive than cooperative.				
b. Trust each other less.				
c. Feel more responsible to help each other do their best.				
d. More often expect students to complete every assignment.				
e. More often encourage students to keep trying even when the work is challenging.				
f. Less often think it is important that all of their students do well in class.				
g. Can be counted on more often to help out anywhere or anytime, even though it may not be part of their official assignment.				

(5) To what extent do you agree or disagree with the following statements about satisfaction with teaching at your school?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I would describe teachers at this school as a more satisfied group than we were last school year.				
b. The stress and disappointments involved in teaching at this school are much greater than last school year.				
c. This year I like the way things are run at the school more than I did last year.				
d. This year I think about transferring to another school/district more than I did last year.				
e. This year I think about staying home from school because I'm just too tired to go more than I did last year.				

Section D: Curriculum and Instruction Practices

(6) How often do you engage in the following activities as part of your classroom instruction?

	Never	Once or twice a year	Once or twice a semester	Once or twice a month	Once or twice a week	Almost daily
a. I analyze students' work to identify the curricular standards that students have or have not yet mastered.						
b. I follow an "instructional calendar" or "pacing plan" provided by the school or district to schedule my instructional content.						
c. I design my classroom lessons to be aligned with specific curricular standards.						
d. I plan different assignments or lessons for groups of students based on their performance.						
e. I have students help other students learn class content (e.g., peer tutoring).						

(7) To what extent do you use student test score data for each of the following purposes?

	Never or almost never	Occasionally	Frequently	Always or almost always
a. Identify individual students who need remedial assistance.				
b. Set learning goals for individual students.				
c. Tailor instruction to individual students' needs.				
d. Develop recommendations for tutoring or other educational services for students.				
e. Assign or reassign students to groups.				
f. Identify and correct gaps in the curriculum for all students.				
g. Encourage parent involvement in student learning.				
h. Identify areas where I need to strengthen my content knowledge or teaching skills.				
i. Determine areas where I need professional development.				

(8) How often do the following kinds of contact occur between you and the parents of your students?

	Never or almost never	Occasionally	Frequently	Always or almost always
a. I require students to have their parents sign off on homework.				
b. I assign homework that requires direct parent involvement or participation.				
c. I send home examples of excellent student work to serve as models.				
d. For those students who are having academic problems, I try to make direct contact with their parents.				
e. For those students whose academic performance improves, I send messages home to parents.				
f. I invite parents to visit or observe my classroom.				
g. I encourage parents to volunteer in the school.				
h. I help engage parents in site-based decision-making and advisory groups.				

(9) During last school year (2007-08), were you employed as a teacher or in another position that regularly engaged in classroom instruction?

- Yes
- No [Go to question 13.]

(10) How have you changed your teaching practices this year (2008-09) compared to last year (2007-08)? For each of the activities listed below, please indicate whether you are spending more time, the same amount of time, or less time this year than you did last year.

	Much less than last year	A little less than last year	The same as last year	A little more than last year	Much more than last year
a. Aligning my classroom instruction with curricular standards.					
b. Focusing on the classroom content covered by standardized achievement tests.					
c. Administering benchmark assessments or quizzes.					
d. Re-teaching topics or skills based on students' performance on classroom tests.					
e. Reviewing student test results with other teachers.					
f. Seeking help from/providing help to other teachers informally.					
g. Attending district- or school-sponsored professional development workshops.					
h. Engaging in informal self-directed learning (e.g., reading subject-specific education research, using the Internet to enrich knowledge and skills).					
i. Tutoring individuals or small groups of students outside of class time.					

(11) How much change has there been in the time your students spend on the following activities this year (2008-09) compared to last year (2007-08)? For each of the activities listed below, please indicate whether your students are spending more time, the same amount of time, or less time this year than they did last year.

	Much less than last year	A little less than last year	The same as last year	A little more than last year	Much more than last year
a. Engaging in hands-on learning activities (e.g., working with manipulative aids).					
b. Working in groups.					
c. Completing assignments at home (i.e., homework).					
d. Receiving direct instruction.					
e. Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves).					

(12) Teachers sometimes focus their efforts on improving the performance of specific groups of students. Compared to last year (2007-08), how regularly do you focus extra effort on students at different performance levels in your class(es) this year (2008-09)?

	Never or almost never	Occasionally	Frequently	Always or almost always
a. I focus the same amount of effort on students at <i>all</i> performance levels.				
b. I focus more effort on students at <i>high</i> levels of achievement.				
c. I focus more effort on students at <i>average</i> levels of achievement.				
d. I focus more effort on students at <i>moderately</i> low levels of achievement.				
e. I focus more effort on students at <i>very</i> low levels of achievement.				

Section E: Background Information

(13) Including this year (2008-09), please indicate the number of years you have been employed in your current type of position on a full-time basis in any school.

- 1 year
- 2 - 3 years
- 4 - 9 years
- 10 - 14 years
- 15 - 19 years
- 20 or more years

(14) Including this year (2008-09), please indicate the number of years you have been employed in your current position on a full-time basis at this school.

- 1 year
- 2 - 3 years
- 4 - 9 years
- 10 - 14 years
- 15 - 19 years
- 20 or more years

(15) What is the highest degree you hold?

- Associate Degree
- Bachelor's Degree
- Master's Degree
- Doctorate or Professional Degree
- Other (Please specify.)

**(16) What subjects do you teach this school year (2008-09)?
(Check all that apply.)**

- Arts and Music
- Bilingual Education
- English and Language Arts
- English as a Second Language
- Foreign Languages
- Gym, Physical Education
- Health Education
- Mathematics and Computer Science
- Natural Sciences
- Social Sciences
- Special Education
- Gifted and Talented

- Vocational/Technical Education
 - Other (Please specify.)
 - Not applicable to my current position
-

(17) Do you teach in a subject and grade that is held accountable under the No Child Left Behind Act or Texas accountability system?

- Yes
- No
- Do not know
- Not applicable to my current position

(18) What percentage of your time is spent 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%
 - Do not know
 - Not applicable to my current position
-

(19) Are you male or female?

- Male
- Female

(20) 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

(21) What is your current annual teaching and extra duty salary, not including any bonus or incentive pay?

- \$1 to \$9,999
- \$10,000 to \$19,999
- \$20,000 to \$24,999
- \$25,000 to \$29,999
- \$30,000 to \$34,999
- \$35,000 to \$39,999
- \$40,000 to \$44,999
- \$45,000 to \$49,999
- \$50,000 to \$54,999
- \$55,000 to \$59,999
- \$60,000 to \$64,999
- \$65,000 to \$69,999
- \$70,000 to \$74,999
- \$75,000 or more

(22) Do you receive any bonus or incentive pay that is over and beyond that which is your annual and extra duty salary?

- Yes
 - No
-

You have completed the survey.

Please click on the “Submit Survey” button below to submit your responses.

District Awards for Teacher Excellence (DATE)

Spring 2010 School Personnel Survey - Current DATE Participants

Dear School Personnel,

The National Center on Performance Incentives (NCPI), under contract with the Texas Education Agency (TEA), is conducting an on-going evaluation of the District Awards for Teacher Excellence (DATE) program. This survey will help us learn more about your attitudes about the DATE program, your school environment and professional practices.

We recognize that some of you may have filled out a similar survey during the spring 2009 semester, but it is important that you again complete this spring 2010 survey. It is okay if your answers have changed from last school year. We ask that you not try to remember how you responded last time in order to answer the same way again; rather, please indicate how you feel now. If this is your first time to participate in this survey, we encourage you to participate at this time.

We appreciate your contribution to this study and know that your feedback provides important insight for policymakers and educators in this state. We remind you that this survey is voluntary and that all responses will remain entirely confidential; no identifying information will be included in published reports and papers on this project.

If you have any questions, please contact the following persons indicated below.

For technical questions about the online survey instrument:

Jessica Lewis (NCPI)
(615) 322-5622
jessica.l.lewis@vanderbilt.edu

Omar Lopez (NCPI)
txdate@cpse-k16.com

For questions about the DATE program or your school's DATE plan:

Andrew Moellmer (TEA)
(512) 936-6503
programeval@tea.state.tx.us

Our estimate for completing the survey is approximately 25 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: [DATE Survey Worksheets](#).

Please click on "Next" to proceed to the next page.

ARE YOU FULL-TIME INSTRUCTIONAL SCHOOL PERSONNEL OR SCHOOL ADMINISTRATOR?

We want to survey a broad representation of school personnel, including classroom teachers, instructional aides, instructional specialists, and instructional coaches. Principals and assistant principals should also complete this survey.

Therefore, this survey should be completed by all principals, assistant principals, and full-time instructional personnel. More specifically, the following positions are considered appropriate respondents.

- (1) School principal or other executive-level position (e.g., Director)**
- (2) Assistant principal or other assistant executive-level position (e.g., Assistant Director)**
- (3) Regular full-time teacher (i.e., an educator who teaches in an academic setting or a career and technology setting for no less than an average of four hours each day.)**
- (4) Long-term substitute (i.e., your assignment requires that you fill the role of a "regular fulltime teacher" - as defined above - on a long-term basis, but you are still considered a substitute.)**
- (5) Teacher aide**
- (6) Instructional specialists (e.g., curriculum coordinator, mentor teacher, literacy or math coach)**

All current personnel who meet this definition should participate. If you do not meet this definition, you are free to exit this survey by closing your internet browser.

To begin the survey, proceed by pressing the "Next" button shown below.

Please select your school's name from the drop down list:

School: (Click here to choose)

Note: To help you find your school, the list is alphabetized by district followed by your school's name and campus id.

Section A: Professional Title

(1) How do you classify your MAIN job title in your current school during this 2009-10 school year? Please select only the one response below that most accurately describes your position.

- School principal or other executive-level position (e.g., Director)
- Assistant principal or other assistant executive-level position (e.g., Assistant Director)
- 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.)
- 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.)
- Teacher aide
- Instructional specialists (e.g., curriculum coordinator, mentor teacher, literacy or math coach)

If none of the positions listed above describes your main position in your current school during this 2009-10 school year, you should NOT complete this survey. You may exit the survey at this time by closing your internet browser.

Section B: Attitudes About the DATE Program

It is our understanding that your school is participating in the District Awards for Teacher Excellence (DATE) program during the 2009-10 school year.

(2) Are you aware that your school is participating in the DATE program this 2009-10 school year?

- Yes
 - No [Go to question 8]
-

(3) Please indicate the extent to which you agree or disagree with each of the following statements about the DATE incentive plan operating in your school during this 2009-10 school year. Please select the most appropriate response for each item below.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. School personnel are aware that the school is participating in the DATE program this 2009-10 school year.					
b. The DATE incentive plan used in my school is fair to teachers.					
c. I am glad that the school is participating in the DATE program this 2009-10 school year.					
d. I believe that the performance criteria established in my school's DATE incentive plan are worthy of extra pay.					
e. I believe the correct school personnel are eligible to receive a DATE incentive award for their performance this 2009-10 school year.					
f. I am disappointed that my school is participating in the DATE program during this 2009-10 school year.					

(4) Are you eligible to earn a DATE incentive award based on your performance during the 2009-10 school year?

- Yes
 - No [Go to question 5b]
 - Do not know [Go to question 6]
-

(5a) Please indicate the extent to which you agree or disagree with each of the following statements. Please select the most appropriate response for each item below.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. I have a clear understanding of the performance criteria that I need to meet in order to earn a DATE incentive award.					
b. I do not believe I can achieve the performance criteria established in my school's DATE incentive plan.					
c. The size of the DATE incentive award for which I am eligible is not large enough to motivate me to try and earn it.					
d. I will change my professional practices to try and earn a DATE incentive award.					
e. I am confident I will receive an incentive award for achieving the performance criteria established in my school's DATE incentive plan.					

[If question 4 = "Yes", after answering 5a, skip 5b below and go to Question 6.]

(5b) Please indicate the extent to which you agree or disagree with each of the following statements. Please select the most appropriate response for each item below.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. I wish I was eligible to earn a DATE incentive award for my performance during this 2009-10 school year.					
b. I believe my work performance is good enough that I should receive a DATE incentive award.					
c. It is unfair that I cannot earn a DATE incentive award for my performance during this 2009-10 school year.					
d. I would be willing to change my professional practices in order to earn a DATE incentive award.					
e. I understand why I am not included as an eligible incentive award recipient in my school's DATE incentive plan this school year.					

(6) Please indicate how important you believe each factor is in determining DATE incentive awards that will be provided to teachers in your school for their performance during the 2009-10 school year. That is, how important is each factor in determining a teacher's eligibility for a DATE incentive award at your school? Please select the most appropriate response for each item below.

	Importance				
	None	Low	Moderate	High	Do not know
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.					

(7) Please indicate the extent to which you agree or disagree with each statement about the DATE incentive plan operating in your school during the 2009-10 school year. Please select the most appropriate response for each item below.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. The DATE incentive plan is having negative effects on my school.					
b. The DATE incentive plan is having positive effects on my school.					
c. The DATE incentive plan in my school is doing a good job of identifying effective teachers at my school.					
d. The DATE incentive plan is causing resentment among teachers at my school.					
e. The DATE incentive plan is having a negative impact on the school culture and professional collegiality in my school.					
f. The DATE incentive plan at my school is helping teachers feel more satisfied with their jobs.					
g. The DATE incentive plan at my school is contributing to improvements in the quality of professional development offered to teachers.					
h. The DATE incentive plan is helping to improve teaching practices at my school.					
i. The DATE incentive plan at my school is helping to increase student learning.					
j. The DATE incentive plan at my school is helping to increase teacher retention.					

Section C: School Environment

(8) Were you employed at this current school during the past school year (2008-09)?

- Yes
- No [Go to question 11. If you are a principal or assistant principal, go to question 18.]

(9) To what extent do you agree or disagree with the following statements about the teachers in your school this year (2009-10) compared to last school year (2008-09)?

Teachers in my school...

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Seem more competitive than cooperative.				
b. Trust each other less.				
c. Feel more responsible to help each other do their best.				
d. More often expect students to complete every assignment.				
e. More often encourage students to keep trying even when the work is challenging.				
f. Less often think it is important that all of their students do well in class.				
g. Can be counted on more often to help out anywhere or anytime, even though it may not be part of their official assignment.				

(10) To what extent do you agree or disagree with the following statements about satisfaction with teaching at your school?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I would describe teachers at this school as a more satisfied group than we were last school year.				
b. The stress and disappointments involved in teaching at this school are much greater than last school year.				
c. This year I like the way things are run at the school more than I did last year.				
d. This year I think about transferring to another school/district more than I did last year.				
e. This year I think about staying home from school because I'm just too tired to go more than I did last year.				
f. This year I think about returning to this school for another year more than I did last year.				

[Principals and assistant principals go to question 18, all others proceed to question 11.]

Section D: Curriculum and Instruction Practices

(11) How often do you engage in the following activities as part of your classroom instruction?

	Never	Once or twice a year	Once or twice a semester	Once or twice a month	Once or twice a week	Almost daily
a. I analyze students' work to identify the curricular standards that students have or have not yet mastered.						
b. I follow an "instructional calendar" or "pacing plan" provided by the school or district to schedule my instructional content.						
c. I design my classroom lessons to be aligned with specific curricular standards.						
d. I plan different assignments or lessons for groups of students based on their performance.						
e. I have students help other students learn class content (e.g., peer tutoring).						

(12) To what extent do you use student test score data for each of the following purposes?

	Never or almost never	Occasionally	Frequently	Always or almost always
a. Identify individual students who need remedial assistance.				
b. Set learning goals for individual students.				
c. Tailor instruction to individual students' needs.				
d. Develop recommendations for tutoring or other educational services for students.				
e. Assign or reassign students to groups based on their academic performance.				
f. Identify and correct gaps in the curriculum for all students.				
g. Encourage parent involvement in student learning.				
h. Identify areas where I need to strengthen my content knowledge or teaching skills.				
i. Determine areas where I need professional development.				

(13) How often do the following kinds of contact occur between you and the parents of your students?

	Never or almost never	Occasionally	Frequently	Always or almost always
a. I require students to have their parents sign off on homework.				
b. I assign homework that requires direct parent involvement or participation.				
c. I send home examples of excellent student work to serve as models.				
d. For those students who are having academic problems, I try to make direct contact with their parents.				
e. For those students whose academic performance improves, I send messages home to parents.				
f. I invite parents to visit or observe my classroom.				
g. I encourage parents to volunteer in the school.				
h. I help engage parents in site-based decision-making and advisory groups.				

(14) During last school year (2008-09), were you employed as a teacher or in another position that regularly engaged in classroom instruction?

- Yes
 - No [Go to question 18.]
-

(15) How have you changed your teaching practices this year (2009-10) compared to last year (2008-09)? For each of the activities listed below, please indicate whether you are spending more time, the same amount of time, or less time this year than you did last year.

	Much less than last year	A little less than last year	The same as last year	A little more than last year	Much more than last year
a. Aligning my classroom instruction with curricular standards.					
b. Focusing on the classroom content covered by standardized achievement tests.					
c. Administering benchmark assessments or quizzes.					
d. Re-teaching topics or skills based on students' performance on classroom tests.					
e. Reviewing student test results with other teachers.					
f. Seeking help from other teachers informally.					
g. Attending district- or school-sponsored professional development workshops.					
h. Engaging in informal self-directed learning (e.g., reading subject-specific education research, using the Internet to enrich knowledge and skills).					
i. Tutoring individuals or small groups of students outside of class time.					
j. Providing help to other teachers informally.					

(16) How much change has there been in the time your students spend on the following activities this year (2009-10) compared to last year (2008-09)? For each of the activities listed below, please indicate whether your students are spending more time, the same amount of time, or less time this year than they did last year.

	Much less than last year	A little less than last year	The same as last year	A little more than last year	Much more than last year
a. Engaging in hands-on learning activities (e.g., working with manipulative aids).					
b. Working in groups.					
c. Completing assignments at home (i.e., homework).					
d. Receiving direct instruction.					
e. Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves).					

(17) Teachers sometimes focus their efforts on improving the performance of specific groups of students. Compared to last year (2008-09), how regularly do you focus extra effort on students at different performance levels in your class(es) this year (2009-10)?

	Never or almost never	Occasionally	Frequently	Always or almost always
a. I focus the same amount of effort on students at <i>all</i> performance levels.				
b. I focus more effort on students at <i>high</i> levels of achievement.				
c. I focus more effort on students at <i>average</i> levels of achievement.				
d. I focus more effort on students at <i>moderately</i> low levels of achievement.				
e. I focus more effort on students at <i>very</i> low levels of achievement.				

Section E: Background Information

(18) Including this year (2009-10), please indicate the number of years you have been employed in your current type of position on a full-time basis.

- 1 year
- 2 - 3 years
- 4 - 9 years
- 10 - 14 years
- 15 - 19 years
- 20 or more years

(19) Including this year (2009-10), please indicate the number of years you have been employed in your current position 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

(20) What is the highest degree you hold?

- Associate Degree
 - Bachelor's Degree
 - Master's Degree
 - Doctorate or Professional Degree
 - Other (Please specify.)
-

(21) What subjects do you teach this school year (2009-10)?

(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
 - Computer Science
 - Natural Sciences
 - Social Sciences
 - Special Education
 - Gifted and Talented
 - Vocational/Technical Education
 - Other (Please specify.)
 - Not applicable to my current position.
-

(22) 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.
- Not applicable to my current position.

(23) What percentage of your time is spent 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%
- Do not know
- Not applicable to my current position.

(24) Are you male or female?

- Male
- Female

(25) 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
 - Prefer not to answer
-

Teacher Compensation Information

(26) What is your current annual teaching and extra duty salary this 2009-10 school year, not including any bonus or incentive pay?

- \$1 to \$9,999
 - \$10,000 to \$19,999
 - \$20,000 to \$24,999
 - \$25,000 to \$29,999
 - \$30,000 to \$34,999
 - \$35,000 to \$39,999
 - \$40,000 to \$44,999
 - \$45,000 to \$49,999
 - \$50,000 to \$54,999
 - \$55,000 to \$59,999
 - \$60,000 to \$64,999
 - \$65,000 to \$69,999
 - \$70,000 to \$74,999
 - \$75,000 or more
 - Not applicable to my current position.
-

(27) Were you employed in a school last year (2008-09 school year) that operated a TEEG or DATE plan?

- Yes
 - No [Go to question 30]
 - Do not know. [Go to question 30]
-

(28) How much money did you personally receive in an incentive award from the TEEG or DATE program that you participated in during the 2008-09 school year (i.e., incentive awards distributed during the fall 2009 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.
 - Not applicable to my current position.
-

(29) Do you believe the amount of the TEEG or DATE incentive award you received, if any, for your performance last year was an appropriate amount?

- Yes
 - No
 - Do not know.
 - Not applicable to my current position.
-

(30) Do you believe you will receive a DATE incentive award in the fall 2010 semester for your performance during this 2009-10 school year?

- Yes
 - No [Go to question 32]
 - Do not know. [Go to question 32]
 - Not applicable to my current position. [Go to question 32]
-

(31) How much of a DATE incentive award do you believe you will personally receive for your performance during this 2009-10 school year?

- \$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
- Not applicable to my current position.

(32) Are you eligible to receive any stipend, bonus or incentive pay this 2009-10 school year, other than a DATE incentive award, that is over and beyond that which is your annual and extra duty salary?

- Yes
- No
- Not applicable to my current position.

(33) Is there anything else that you would like to share about your experience with your school's DATE program that you did not have the opportunity to convey in your survey responses? If so, please use the space provided below.

The survey is now complete.

Please click on the “Submit Survey” button below to submit your responses.

District Awards for Teacher Excellence (DATE) Comparison Group Spring 2010 School Personnel Survey

Dear School Personnel,

The National Center on Performance Incentives (NCPI), under contract with the Texas Education Agency (TEA), is conducting an on-going evaluation of the District Awards for Teacher Excellence (DATE) program. This survey will collect information from full-time instructional personnel about their school environment and their professional practices.

We recognize that your school is currently not participating in the DATE program, but we are interested in gathering feedback from schools that are not participating as well as those schools that are participating in the program.

We appreciate your contribution to this study and know that your time is precious during the school year. Therefore, we offer your school the chance of earning \$500 for achieving a 75% response rate on this survey. All schools reaching that response rate threshold will be placed in a lottery, and 40 schools will be chosen at random to receive a check worth \$500.

We remind you that this survey is voluntary and that all responses will remain entirely confidential; no identifying information will be included in published reports and papers on this project.

If you have any questions, please contact the following persons indicated below.

For technical questions about the online survey instrument:

Jessica Lewis (NCPI)
(615) 322-5622
jessica.l.lewis@vanderbilt.edu

Omar Lopez (NCPI)
txdate@cpse-k16.com

For questions about the DATE program:

Andrew Moellmer (TEA)
(512) 936-6503
programeval@tea.state.tx.us

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: [DATE CG Survey Worksheets](#).

Please click on "Next" to proceed to the next page.

ARE YOU FULL-TIME INSTRUCTIONAL SCHOOL PERSONNEL?

We want to survey all school personnel who are directly involved in delivering instruction, including classroom teachers, instructional aides, instructional specialists, and instructional coaches. Therefore, this survey should be completed by all "full-time instructional personnel", which includes the following:

- (1) A classroom teacher who teaches an average of four hours per day in an academic or career and technology instructional setting focusing on the delivery of the Texas Essential Knowledge and Skills (TEKS).**
- (2) The term also includes teachers' assistants/instructional aides, instructional coaches and specialists directly involved in delivering instruction.**
- (3) Permanent substitutes can be included as survey respondents if they meet the above requirements of at least four hours per day of instructional work.**

All current personnel who meet this definition should participate. If you do not meet this definition, you are free to exit this survey by closing your internet browser.

To begin the survey, proceed by pressing the "Next" button shown below.

Please select 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.

Section A: Professional Title

(1) How do you classify your MAIN position in your current school during this 2009-10 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.)
- 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.)
- Teacher aide
- Instructional specialists (e.g., curriculum coordinator, mentor teacher, literacy or math coach.)

If none of the positions listed above describes your main position in your current school during this 2009-10 school year, you should NOT complete this survey. You may exit the survey at this time by closing your Internet browser.

Section B: Performance-Based Incentives

(2) It is our understanding that your school has never participated in the District Awards for Teacher Excellence (DATE) program.

To what extent do you agree or disagree with each statement below.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I wish I had the opportunity to participate in the state-funded performance incentive program.				
b. I am confident I could earn an incentive award based on my performance if I were to participate in a state-funded performance incentive program.				
c. I would consider working harder to try and earn a large financial incentive award.				
d. I would consider working differently to try and earn a large financial incentive award.				
e. The prospect that teachers could earn an incentive award would discourage staff in the school from working together.				
f. The prospect that teachers could earn an incentive award would encourage them to work together more than they currently do.				

Section C: School Environment

(3) Were you employed at this current school during the past school year (2008-09)?

- Yes
 - No [Go to question 6]
-

(4) To what extent do you agree or disagree with the following statements about the teachers in your school this year (2009-10) compared to last school year (2008-09)?

Teachers in my school...

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Seem more competitive than cooperative.				
b. Trust each other less.				
c. Feel more responsible to help each other do their best.				
d. More often expect students to complete every assignment.				
e. More often encourage students to keep trying even when the work is challenging.				
f. Less often think it is important that all of their students do well in class.				
g. Can be counted on more often to help out anywhere or anytime, even though it may not be part of their official assignment.				

(5) To what extent do you agree or disagree with the following statements about satisfaction with teaching at your school?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I would describe teachers at this school as a more satisfied group than we were last school year.				
b. The stress and disappointments involved in teaching at this school are much greater than last school year.				
c. This year I like the way things are run at the school more than I did last year.				
d. This year I think about transferring to another school/district more than I did last year.				
e. This year I think about staying home from school because I'm just too tired to go more than I did last year.				
f. This year I think about returning to this school for another year more than I did last year.				

Section D: Curriculum and Instruction Practices

(6) How often do you engage in the following activities as part of your classroom instruction?

	Never	Once or twice a year	Once or twice a semester	Once or twice a month	Once or twice a week	Almost daily
a. I analyze students' work to identify the curricular standards that students have or have not yet mastered.						
b. I follow an "instructional calendar" or "pacing plan" provided by the school or district to schedule my instructional content.						
c. I design my classroom lessons to be aligned with specific curricular standards.						
d. I plan different assignments or lessons for groups of students based on their performance.						
e. I have students help other students learn class content (e.g., peer tutoring).						

(7) To what extent do you use student test score data for each of the following purposes?

	Never or almost never	Occasionally	Frequently	Always or almost always
a. Identify individual students who need remedial assistance.				
b. Set learning goals for individual students.				
c. Tailor instruction to individual students' needs.				
d. Develop recommendations for tutoring or other educational services for students.				
e. Assign or reassign students to groups based on their academic performance.				
e. Assign or reassign students to groups based on their academic performance.				
f. Identify and correct gaps in the curriculum for all students.				
g. Encourage parent involvement in student learning.				
h. Identify areas where I need to strengthen my content knowledge or teaching skills.				
i. Determine areas where I need professional development.				

(8) How often do the following kinds of contact occur between you and the parents of your students?

	Never or almost never	Occasionally	Frequently	Always or almost always
a. I require students to have their parents sign off on homework.				
b. I assign homework that requires direct parent involvement or participation.				
c. I send home examples of excellent student work to serve as models.				
d. For those students who are having academic problems, I try to make direct contact with their parents.				
e. For those students whose academic performance improves, I send messages home to parents.				
f. I invite parents to visit or observe my classroom.				
g. I encourage parents to volunteer in the school.				
h. I help engage parents in site-based decision-making and advisory groups.				

(9) During last school year (2008-09), were you employed as a teacher or in another position that regularly engaged in classroom instruction?

- Yes
 - No [Go to question 13]
-

(10) How have you changed your teaching practices this year (2009-10) compared to last year (2008-09)? For each of the activities listed below, please indicate whether you are spending more time, the same amount of time, or less time this year than you did last year.

	Much less than last year	A little less than last year	The same as last year	A little more than last year	Much more than last year
a. Aligning my classroom instruction with curricular standards.					
b. Focusing on content covered by standardized achievement tests.					
c. Administering benchmark assessments.					
d. Re-teaching topics or skills based on students' performance on classroom tests.					
e. Reviewing student test results with other teachers.					
f. Seeking help from other teachers informally.					
g. Attending district- or school-sponsored professional development workshops.					
h. Engaging in informal self-directed learning (e.g., reading subject-specific education research using the Internet to enrich knowledge and skills).					
i. Tutoring individuals or small groups of students outside of class time.					
j. Providing help to other teachers informally.					

(11) How much change has there been in the time your students spend on the following activities this year (2009-10) compared to last year (2008-09)? For each of the activities listed below, please indicate whether your students are spending more time, the same amount of time, or less time this year than they did last year.

	Much less than last year	A little less than last year	The same as last year	A little more than last year	Much more than last year
a. Engaging in hands-on learning activities (e.g., working with manipulative aids).					
b. Working in groups.					
c. Completing assignments at home (i.e., homework).					
d. Receiving direct instruction.					
e. Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves).					

(12) Teachers sometimes focus their efforts on improving the performance of specific groups of students. Compared to last year (2008-09), how regularly do you focus extra effort on students at different performance levels in your class(es) this year (2009-10)?

	Never or almost never	Occasionally	Frequently	Always or almost always
a. I focus the same amount of effort on students at <i>all</i> performance levels.				
b. I focus more effort on students at <i>high</i> levels of achievement.				
c. I focus more effort on students at <i>average</i> levels of achievement.				
d. I focus more effort on students at <i>moderately</i> low levels of achievement.				
e. I focus more effort on students at <i>very</i> low levels of achievement.				

Section E: Background Information

(13) Including this year (2009-10), please indicate the number of years you have been employed in your current type of position on a full-time basis.

- 1 year
- 2 - 3 years
- 4 - 9 years
- 10 - 14 years
- 15 - 19 years
- 20 or more years

(14) Including this year (2009-10), please indicate the number of years you have been employed in your current position 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

(15) What is the highest degree you hold?

- Associate Degree
- Bachelor's Degree
- Master's Degree
- Doctorate or Professional Degree
- Other (Please specify.)

(16) What subjects do you teach this school year (2009-10)? (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
- Computer Science
- Natural Sciences
- Social Sciences
- Special Education
- Gifted and Talented
- Vocational/Technical Education

- Other (Please specify.)
 - Not applicable to my current position
-

(17) Do you teach in a subject and grade that is held accountable under the No Child Left Behind Act or Texas accountability system?

- Yes
- No
- Do not know.
- Not applicable to my current position.

(18) What percentage of your time is spent 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%
 - Do not know.
 - Not applicable to my current position.
-

(19) Are you male or female?

- Male
- Female

(20) 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
- Prefer not to answer.

Teacher Compensation Information

(21) What is your current annual teaching and extra duty salary, not including any bonus or incentive pay?

- \$1 to \$9,999
 - \$10,000 to \$19,999
 - \$20,000 to \$24,999
 - \$25,000 to \$29,999
 - \$30,000 to \$34,999
 - \$35,000 to \$39,999
 - \$40,000 to \$44,999
 - \$45,000 to \$49,999
 - \$50,000 to \$54,999
 - \$55,000 to \$59,999
 - \$60,000 to \$64,999
 - \$65,000 to \$69,999
 - \$70,000 to \$74,999
 - \$75,000 or more
-

(22) Are you eligible to receive any stipend, bonus or incentive pay this 2009-10 school year that is over and beyond that which is your annual and extra duty salary?

- Yes
 - No
-

The survey is now complete.

Please click on the “Submit Survey” button below to submit your responses.

District Awards for Teacher Excellence (DATE) Spring 2010 School Personnel Survey - Past DATE Participants

Dear School Personnel,

The National Center on Performance Incentives (NCPI), under contract with the Texas Education Agency (TEA), is conducting an on-going evaluation of the District Awards for Teacher Excellence (DATE) program. We understand that your school is not participating in DATE this 2009-10 school year but did participate last year. This survey will help us learn more about that experience and your attitudes about the DATE program, your school environment and professional practices.

We recognize that some of you may have filled out a similar survey during the spring 2009 semester, but it is important that you again complete this spring 2010 survey. It is okay if your answers have changed from last school year. We ask that you not try to remember how you responded last time in order to answer the same way again; rather, please indicate how you feel now. If this is your first time to participate in this survey, we encourage you to participate at this time.

We appreciate your contribution to this study and know that your feedback provides important insight for policymakers and educators in this state. We remind you that this survey is voluntary and that all responses will remain entirely confidential; no identifying information will be included in published reports and papers on this project.

If you have any questions, please contact the following persons indicated below.

For technical questions about the online survey instrument:

Jessica Lewis (NCPI)
(615) 322-5622
jessica.l.lewis@vanderbilt.edu

Omar Lopez (NCPI)
txdate@cpse-k16.com

For questions about the DATE program or your school's DATE plan:

Andrew Moellmer (TEA)
(512) 936-6503
programeval@tea.state.tx.us

Our estimate for completing the survey is approximately 25 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: DATE Survey Worksheets.

Please click on "Next" to proceed to the next page.

**ARE YOU FULL-TIME INSTRUCTIONAL SCHOOL PERSONNEL OR
SCHOOL ADMINISTRATOR?**

We want to survey a broad representation of school personnel, including classroom teachers, instructional aides, instructional specialists, and instructional coaches. Principals and assistant principals should also complete this survey.

Therefore, this survey should be completed by all principals, assistant principals, and full-time instructional personnel. More specifically, the following positions are considered appropriate respondents.

- (1) School principal or other executive-level position (e.g., Director)
- (2) Assistant principal or other assistant executive-level position (e.g., Assistant Director)
- (3) Regular full-time teacher (i.e., an educator who teaches in an academic setting or a career and technology setting for no less than an average of four hours each day.)
- (4) Long-term substitute (i.e., your assignment requires that you fill the role of a "regular fulltime teacher" - as defined above - on a long-term basis, but you are still considered a substitute.)
- (5) Teacher aide
- (6) Instructional specialists (e.g., curriculum coordinator, mentor teacher, literacy or math coach)

All current personnel who meet this definition should participate. If you do not meet this definition, you are free to exit this survey by closing your Internet browser.

To begin the survey, proceed by pressing the "Next" button shown below.

Please select your school's name from the drop down list:

School: (Click here to choose)

Note: *To help you find your school, the list is alphabetized by district followed by your school's name and campus id.*

Section A: Professional Title

(1) How do you classify your MAIN job title in your current school during this 2009-10 school year? Please select only the one response below that most accurately describes your position.

- School principal or other executive-level position (e.g., Director)
- Assistant principal or other assistant executive-level position (e.g., Assistant Director)
- 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.)
- 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.)
- Teacher aide
- Instructional specialists (e.g., curriculum coordinator, mentor teacher, literacy or math coach)

If none of the positions listed above describes your main position in your current school during this 2009-10 school year, you should NOT complete this survey. You may exit the survey at this time by closing your Internet browser.

Section B: Attitudes About the DATE Program

It is our understanding that your school is NOT participating in the District Awards for Teacher Excellence (DATE) program during the 2009-10 school year.

(2) Are you aware that your school is NOT participating in the DATE program during this 2009-10 school year?

- Yes
 - No [Go to question 4]
-

(3) Please indicate the extent to which you agree or disagree with each of the following statements. Please select the most appropriate response for each item below.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. Teachers in my school are aware that the school is NOT participating in DATE during this 2009-10 school year.					
b. I understand why the school is NOT participating in DATE during this 2009-10 school year.					
c. I am disappointed that I can not earn a DATE incentive award for my performance during this 2009-10 school year.					
d. I believe it is fair that the school is NOT participating in DATE this 2009-10 school year.					
e. I hope the school will participate in DATE in the future.					
f. I believe efforts made by our school personnel can contribute to the school's chances of participating in DATE in the future.					

(4) Were you employed at this current school during the past school year (2008-09)?

- Yes
 - No [Go to question 9. If principal or assistant principal, go to question 16.]
-

(5) Please indicate how important you believe each factor was in determining DATE incentive awards that were provided to teachers in your school for their performance during the 2008-09 school year. That is, how important was each factor in determining a teacher's eligibility for a DATE incentive award at your school? Please select the most appropriate response for each item below.

	Importance				
	None	Low	Moderate	High	Do Not Know
a. Time spent in professional development.					
b. High average test scores by students.					
c. Improvements in students' test scores.					
d. Performance evaluations by supervisors.					
e. Performance evaluations by peers.					
f. Independent evaluation of teaching portfolios.					
g. Independent evaluations of students' work (e.g., portfolios).					
h. Student evaluations of teaching performance.					
i. Collaboration with faculty and staff.					
j. Working with students outside of class time.					
k. Efforts to involve parents in students' education.					
l. Serving as a Master Teacher.					
m. Mentoring other teachers.					
n. National Board for Professional Teaching Standards (NBPTS) certification.					
o. Parent satisfaction with teacher.					
p. Teaching in hard-to-staff fields.					
q. Teaching in hard-to-staff school.					

(6) Please indicate the extent to which you agree or disagree with each statement about the DATE incentive plan that operated in your school during the 2008-09 school year. Please select the most appropriate response for each item below.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. The DATE incentive plan had negative effects on my school.					
b. The DATE incentive plan had positive effects on my school.					
c. The DATE incentive plan in my school did a good job of identifying effective teachers at my school.					
d. The DATE incentive plan caused resentment among teachers at my school.					
e. The DATE incentive plan had a negative impact on the school culture and professional collegiality in my school.					
f. The DATE incentive plan at my school helped teachers feel more satisfied with their jobs.					
g. The DATE incentive plan at my school contributed to improvements in the quality of professional development offered to teachers.					
h. The DATE incentive plan helped to improve teaching practices at my school.					
i. The DATE incentive plan at my school helped to increase student learning.					
j. The DATE incentive plan at my school helped to increase teacher retention.					

Section C: School Environment

(7) To what extent do you agree or disagree with the following statements about the teachers in your school this year (2009-10) compared to last school year (2008-09)?

Teachers in my school...

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Seem more competitive than cooperative.				
b. Trust each other less.				
c. Feel more responsible to help each other do their best.				
d. More often expect students to complete every assignment.				
e. More often encourage students to keep trying even when the work is challenging.				
f. Less often think it is important that all of their students do well in class.				
g. Can be counted on more often to help out anywhere or anytime, even though it may not be part of their official assignment.				

(8) To what extent do you agree or disagree with the following statements about satisfaction with teaching at your school?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I would describe teachers at this school as a more satisfied group than we were last school year.				
b. The stress and disappointments involved in teaching at this school are much greater than last school year.				
c. This year I like the way things are run at the school more than I did last year.				
d. This year I think about transferring to another school/district more than I did last year.				
e. This year I think about staying home from school because I'm just too tired to go more than I did last year.				
f. This year I think about returning to this school for another year more than I did last year.				

[Principals and assistant principals go to question 16, all others proceed to question 9.]

Section D: Curriculum And Instruction Practices

(9) How often do you engage in the following activities as part of your classroom instruction?

	Never	Once or twice a year	Once or twice a semester	Once or twice a month	Once or twice a week	Almost daily
a. I analyze students' work to identify the curricular standards that students have or have not yet mastered.						
b. I follow an "instructional calendar" or "pacing plan" provided by the school or district to schedule my instructional content.						
c. I design my classroom lessons to be aligned with specific curricular standards.						
d. I plan different assignments or lessons for groups of students based on their performance.						
e. I have students help other students learn class content (e.g., peer tutoring).						

(10) To what extent do you use student test score data for each of the following purposes?

	Never or almost never	Occasionally	Frequently	Always or almost always
a. Identify individual students who need remedial assistance.				
b. Set learning goals for individual students.				
c. Tailor instruction to individual students' needs.				
d. Develop recommendations for tutoring or other educational services for students.				
e. Assign or reassign students to groups based on their academic performance.				
f. Identify and correct gaps in the curriculum for all students.				
g. Encourage parent involvement in student learning.				
h. Identify areas where I need to strengthen my content knowledge or teaching skills.				
i. Determine areas where I need professional development.				

(11) How often do the following kinds of contact occur between you and the parents of your students?

	Never or almost never	Occasionally	Frequently	Always or almost always
a. I require students to have their parents sign off on homework.				
b. I assign homework that requires direct parent involvement or participation.				
c. I send home examples of excellent student work to serve as models.				
d. For those students who are having academic problems, I try to make direct contact with their parents.				
e. For those students whose academic performance improves, I send messages home to parents.				
f. I invite parents to visit or observe my classroom.				
g. I encourage parents to volunteer in the school.				
h. I help engage parents in sitebased decision-making and advisory groups.				

(12) During last school year (2008-09), were you employed as a teacher or in another position that regularly engaged in classroom instruction?

- Yes
 - No [Go to question 16]
-

(13) How have you changed your teaching practices this year (2009-10) compared to last year (2008-09)? For each of the activities listed below, please indicate whether you are spending more time, the same amount of time, or less time this year than you did last year.

	Much less than last year	A little less than last year	The same as last year	A little more than last year	Much more than last year
a. Aligning my classroom instruction with curricular standards.					
b. Focusing on the classroom content covered by standardized achievement tests.					
c. Administering benchmark assessments or quizzes.					
d. Re-teaching topics or skills based on students' performance on classroom tests.					
e. Reviewing student test results with other teachers.					
f. Seeking help from other teachers informally.					
g. Attending district- or school-sponsored professional development workshops.					
h. Engaging in informal self-directed learning (e.g., reading subject-specific education research, using the Internet to enrich knowledge and skills).					
i. Tutoring individuals or small groups of students outside of class time.					
j. Providing help to other teachers informally.					

(14) How much change has there been in the time your students spend on the following activities this year (2009-10) compared to last year (2008-09)? For each of the activities listed below, please indicate whether your students are spending more time, the same amount of time, or less time this year than they did last year.

	Much less than last year	A little less than last year	The same as last year	A little more than last year	Much more than last year
a. Engaging in hands-on learning activities (e.g., working with manipulative aids).					
b. Working in groups.					
c. Completing assignments at home (i.e., homework).					
d. Receiving direct instruction.					
e. Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves).					

(15) Teachers sometimes focus their efforts on improving the performance of specific groups of students. Compared to last year (2008-09), how regularly do you focus extra effort on students at different performance levels in your class(es) this year (2009-10)?

	Never or almost never	Occasionally	Frequently	Always or almost always
a. I focus the same amount of effort on students at <i>all</i> performance levels.				
b. I focus more effort on students at <i>high</i> levels of achievement.				
c. I focus more effort on students at <i>average</i> levels of achievement.				
d. I focus more effort on students at <i>moderately</i> low levels of achievement.				
e. I focus more effort on students at <i>very</i> low levels of achievement.				

Section E: Background Information

(16) Including this year (2009-10), please indicate the number of years you have been employed in your current type of position on a full-time basis.

- 1 year
- 2 - 3 years
- 4 - 9 years
- 10 - 14 years
- 15 - 19 years
- 20 or more years

(17) Including this year (2009-10), please indicate the number of years you have been employed in your current position 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

(18) What is the highest degree you hold?

- Associate Degree
 - Bachelor's Degree
 - Master's Degree
 - Doctorate or Professional Degree
 - Other (Please specify.)
-

(19) What subjects do you teach this school year (2009-10)?

(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
- Computer Science
- Natural Sciences
- Social Sciences
- Special Education
- Gifted and Talented
- Vocational/Technical Education
- Other (Please specify.)
- Not applicable to my current position.

(20) 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.
- Not applicable to my current position.

(21) What percentage of your time is spent 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%
- Do not know
- Not applicable to my current position.

(22) Are you male or female?

- Male
- Female

(23) 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
- Prefer not to answer

Teacher Compensation Information

(24) What is your current annual teaching and extra duty salary this 2009-10 school year, not including any bonus or incentive pay?

- \$1 to \$9,999
- \$10,000 to \$19,999
- \$20,000 to \$24,999
- \$25,000 to \$29,999
- \$30,000 to \$34,999
- \$35,000 to \$39,999
- \$40,000 to \$44,999
- \$45,000 to \$49,999
- \$50,000 to \$54,999
- \$55,000 to \$59,999
- \$60,000 to \$64,999
- \$65,000 to \$69,999
- \$70,000 to \$74,999
- \$75,000 or more
- Not applicable to my current position.

(25) Were you employed in a school last year (2008-09 school year) that operated a TEEG or DATE plan?

- Yes
- No [Go to question 28]
- Do not know. [Go to question 28]

(26) How much money did you personally receive in an incentive award from the TEEG or DATE program that you participated in during the 2008-09 school year (i.e., incentive awards distributed during the fall 2009 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.
 - Not applicable to my current position.
-

(27) Do you believe the amount of the TEEG or DATE incentive award you received, if any, for your performance last year was an appropriate amount?

- Yes
 - No
 - Do not know.
 - Not applicable to my current position.
-

(28) Are you eligible to receive any stipend, bonus or incentive pay this 2009-10 school year, other than a DATE incentive award, that is over and beyond that which is your annual and extra duty salary?

- Yes
 - No
 - Not applicable to my current position.
-

(29) Is there anything else that you would like to share about your experience with your school's DATE program that you did not have the opportunity to convey in your survey responses? If so, please use the space provided below.

The survey is now complete.

Please click on the “Submit Survey” button below to submit your responses.

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