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Governor's Educator Excellence Grant (GEEG) Program: Year Three Evaluation Report

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EXECUTIVE SUMMARY

The Governor's Educator Excellence Grant (GEEG) program was federally- and state-funded and provided three-year grants to schools to design and implement performance pay plans from the 2005-06 to 2007-08 school years. GEEG was implemented in 99 high poverty, high performing Texas public schools.

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

This report builds on the previous GEEG evaluation reports[1], presenting findings from a three-year evaluation of the program. Overall, the report discusses the implementation experiences of GEEG program participants, paying close attention to the manner in which participating schools designed their performance pay plans, and program outcomes. An overview of key evaluation findings is presented below.

Design of GEEG Performance Pay Plans

- GEEG plans relied heavily on measures of student achievement – especially performance levels and results from state standardized assessments – along with teacher collaboration to determine teachers' eligibility for bonus awards.

- Teachers' eligibility for bonus awards was typically determined by an individual teacher's performance. School-level performance was also frequently used.

- The distribution of GEEG bonus awards varied noticeably among schools, but most proposed bonus award models that did not align with minimum and maximum dollar amounts recommended in state guidelines. State guidelines advise that Part 1 bonus awards be no less than $3,000. Most GEEG schools (79.9%) proposed a *minimum* award less than $3,000, and almost half of all GEEG schools (46.3%) proposed a *maximum* award of less than $3,000.

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[1] See the following reports for previous evaluation findings: *Governor's Educator Excellence Grant (GEEG) Program Year One Interim Report: Campus Plans and Teacher Experiences* (2007); *Governor's Educator Excellence Grant (GEEG) Program: Year One Evaluation Report* (2007); *Governor's Educator Excellence Grant (GEEG) Program: Year Two Evaluation Report* (2009). All reports can be located at http://ritter.tea.state.tx.us/opge/progeval/TeacherIncentive/index.html#geeg/ .

- The probability of receiving a GEEG bonus award and the actual amount received is especially related to a teacher's subject-area assignment and whether or not a teacher was new to the school. Differences in a teacher's overall years of experience and educational attainment did not explain differences in the bonus awards received by individuals.

GEEG Implementation Experiences and Challenges

- A strong share of GEEG principals reported that schools could have improved implementation of their performance pay plans if given clearer program guidelines, assistance in developing teacher performance measures, and administrative support developing and monitoring GEEG plans.

- However, GEEG principals had overall positive perceptions of the program's impact on their schools. The majority disagreed with statements about potential negative ramifications for their schools (e.g., increased resentment among teachers), while most agreed with positive statements (e.g., increasing student learning, improving teaching practices).

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

- Most personnel in GEEG schools supported the principle of performance pay and there was no decline in that support during the three years of GEEG's operation.

- Personnel did not believe GEEG undermined collaboration or workplace collegiality. In fact, the majority of respondents viewed their colleagues, principals, and overall work environment positively. Both recipients and non-recipients of bonus awards, as well as new and veteran teachers, held these positive views.

- While personnel reported that the GEEG performance criteria motivated them to earn awards, most stated that their schools' plans did not affect their instructional practices. Somewhat contradictory, a notable percentage of GEEG educators did report increased use of targeted instructional planning and delivery practices; there was also a slight increase in reports of increased use of student assessment results.

Impact of GEEG on Teacher Turnover

- Following the first year of the GEEG program, teacher turnover was consistently lower in GEEG schools than in non-GEEG schools, but there is little evidence of this difference persisting into subsequent program years.

- The receipt and size of actual bonus awards had a strong impact on teacher turnover in GEEG schools, with the probability of turnover falling as the size of the bonus award increased. And, when plans were designed to reward all teachers equally, failure to receive an actual award was an especially strong predictor of teacher turnover.

- During all three years of GEEG, schools relying exclusively on student achievement levels to measure teachers' contribution to student success had significantly lower turnover rates than did schools using solely measures of student performance gains. The degree to which GEEG plans were more or less individualistic did impact turnover rates, but inconsistently so over the three program years.

GEEG and Student Achievement Gains

- The evidence regarding GEEG program impacts on student achievement is inconclusive. Depending on the specification, the analysis indicates that GEEG had a weakly positive, negative or negligible effect on student achievement gains. The instability in the estimates may be related to common measurement problems associated with standardized tests or the statistical methods used to control for selection bias.

- There is no evidence of a significant association between student achievement gains and plan design features proposed by GEEG schools. However, the small number of GEEG schools adopting any given plan design necessarily makes these estimates imprecise, and could be masking significant effects.

- Intermediate outcomes such as educator attitudes, instructional practice, and school environment may offer more appropriate measures for evaluating the GEEG program. Teacher turnover provides another important outcome for understanding GEEG's impact in schools.

These findings suggest that school and personnel characteristics and GEEG plan design features influenced many of the outcomes of interest for evaluating the GEEG program. The attitudes and behaviors of school personnel, school environment, and teacher turnover were certainly affected by these factors. However, there is limited evidence that GEEG had an effect on student achievement gains, and no evidence that GEEG plan design features influenced student achievement gains. Examination of GEEG's impact on student achievement is limited by the criteria for selecting schools into the program, other state-funded performance pay programs operating concurrently with GEEG, and the likely volatility of student performance measures available to measure student performance outcomes.

While funding for the GEEG program comes to an end, these findings are still relevant for key decision-makers in Texas. As other state-funded performance pay plans continue, policy makers and practitioners are advised to pay close attention to the manner in which schools are selected into performance pay programs and the design of their performance pay plans, particularly how they determine teachers' eligibility for bonus awards and the size of those awards. Additionally, the state's continued commitment to performance pay programs – under the umbrella of the District Awards for Teacher Excellence (D.A.T.E.) program – allows researchers to refine their understanding of the ways in which locally-designed performance pay plans influence the quality of teaching and student learning within schools; an issue of increasing importance both state-wide and nationally as performance pay continues as a prominent strategy for education reform.

CHAPTER 1
Introduction to Final GEEG Evaluation Report

This report presents findings from the final year of a three-year evaluation of the Governor's Educator Excellence Grant (GEEG) program. GEEG was federally- and state-funded and provided three-year grants to schools to design and implement performance pay plans from the 2005-06 to 2007-08 school years. GEEG was implemented in 99 high poverty, high performing Texas public schools.

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

- What was the national and state policy context – especially in regards to the use of performance pay programs – in which the GEEG program operated?

- What was the nature of performance pay plans developed and implemented by GEEG participants?

- What were the attitudes and behaviors of school personnel in GEEG schools?

- How did GEEG participation and design features of GEEG plans influence teacher turnover and student test score gains?

Previous GEEG evaluation reports, based on the first two year's of program operation, suggested that school and personnel characteristics, along with GEEG plan design features, influenced program outcomes.[1] The attitudes and behaviors of school personnel and teacher turnover were certainly influenced by these factors. The evidence regarding GEEG program impacts on student achievement is inconclusive. Depending on the specification, analysis indicates that GEEG had a weakly positive, negative or negligible effect on student achievement gains. The instability in the estimates may be related to common measurement problems associated with standardized tests or the statistical methods used to control for selection bias. There is no evidence of a significant association between student achievement gains and plan design features proposed by GEEG schools. However, the small number of GEEG schools adopting any given plan design necessarily makes these estimates imprecise, and could be masking significant effects.

This final year-three report builds on earlier findings. It begins with a brief overview of the GEEG program and the policy context in which it was implemented, before turning to evaluation findings. Subsequent chapters address the model of inquiry (see Figure 1), which informed the evaluation of the GEEG program. This model follows three lines of questioning: (1) How did schools get into the GEEG program? (2) What were the design features of participant schools' GEEG plans? and (3) What were the program outcomes?

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[1]See the following reports for previous evaluation findings: *Governor's Educator Excellence Grant (GEEG) Program Year One Interim Report: Campus Plans and Teacher Experiences* (2007); *Governor's Educator Excellence Grant (GEEG) Program: Year One Evaluation Report* (2007); *Governor's Educator Excellence Grant (GEEG) Program: Year Two Evaluation Report* (2009). All reports can be located at http://ritter.tea.state.tx.us/opge/progeval/TeacherIncentive/index.html#geeg/

Figure 1.1: Evaluating the GEEG Program, Model of Inquiry

Question: How did schools get into the GEEG program?

Analysis: Examination of program qualifications and eligibility criteria. (Chap 2)

Question: How did GEEG participation and plan design features influence outcomes?

Analysis: Examination of educator attitudes and behavior (Chap 5 and 6), teacher turnover (Chap 7), and student test score gains (Chap 8).

Question: What was the nature of performance pay plans developed and used by GEEG participant schools?

Analysis: Examination of plan design features and bonus award distribution models. (Chap 3 and 4)

The first question allows evaluators to understand the nature of participant schools and determine appropriate sets of comparison schools for examining program outcomes. Existing research on performance pay emphasizes that program design features influence outcomes. Not all performance pay programs operate in a similar fashion, and understandably, programs with variable characteristics may have variable outcomes. Accordingly, evaluators identified design features and the nature of bonus award payouts used by schools participating in the GEEG program. With this information, they were better able to understand educator attitudes and professional practice, teacher turnover, and test score gains made by students. The report closes with a discussion of overall findings and their implications for policy and research.

Overall, the GEEG program provided a unique opportunity to learn about the differential effects performance pay plans have on the attitudes and experiences of school personnel, teacher turnover, and student achievement. Evaluation of the GEEG program allows policymakers, practitioners, and researchers to learn about the impact of performance pay within high poverty, high performing schools. Additional evaluation initiatives – including those examining two other state-funded

performance pay programs in Texas – explore how the unique characteristics of programs influence the quality of teaching and learning within schools. This is particularly important as performance pay and other teacher compensation alternatives continue as widely discussed reforms in the field of public education.

CHAPTER 2
Overview of the GEEG Program

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

Key Policy Questions

This chapter addresses the following questions.

- How did past experiences with performance pay inform the state's design and implementation of GEEG and other state-funded performance pay programs?

- What is the current performance pay landscape in Texas and how does it compare to other policies throughout the U.S. K-12 public education system?

- How were schools selected into the GEEG program and how were grants distributed to participating schools?

- What guidelines informed the development of locally-designed performance pay plans under GEEG?

- How did GEEG schools compare to other public schools in Texas across student, teacher, and school characteristics?

Key Policy Points

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

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

- Schools were eligible for the GEEG program based on their percentage of economically disadvantaged (ED) students and their record of academic performance.

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[2] See chapters 1 and 2 from the *Governor's Educator Excellence Grant (GEEG) Program: Year Two Evaluation Report* (2009) for a more detailed discussion of the national and state policy context as well as the history of educator performance pay reform in Texas. See http://ritter.tea.state.tx.us/opge/progeval/TeacherIncentive/index.html for full report.

- Grant amounts were determined by the size of a school's student population, and at least 75% of GEEG funds had to be allocated as bonus awards to high-performing classroom teachers.

- Most GEEG schools followed state guidelines, which required schools to include multiple stakeholders in the design and approval of their GEEG plan.

- GEEG schools had greater percentage of ED students and were more likely to have high accountability ratings compared to other schools throughout Texas.

Educator Compensation Reform in Texas

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

History of Educator Compensation Reform in Texas

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

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

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

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

Source: Synthesis of information gathered by authors.

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

Statewide Framework for Performance Pay in Texas

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

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

Governor's Educator Excellence Grant (GEEG) Program

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

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

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

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

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

Texas Educator Excellence Grant (TEEG) Program

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

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

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

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

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

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

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

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

- Submitted a Notice of Intent to Apply in October 2007.
- Participated in an unfunded planning phase during the 2007-08 school year to develop performance pay plans.

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

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

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

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

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

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

GEEG Selection and Program Guidelines

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

GEEG School Eligibility Criteria

The GEEG program can be thought of as a two-state tournament. In the first stage, schools participated in a state-level tournament to get the opportunity (and the funding) to operate a second stage, school-level performance pay tournament. TEA set the rules and identified the schools that would be eligible for GEEG in the first-stage tournament; what evaluators term the state qualifying tournament. Those selected in the first phase were then eligible to design and implement school tournaments. The design of school tournaments differed across schools as will be evident in Chapter 3, since schools were given flexibility to design their own performance pay plans within broad guidelines imposed by TEA.

GEEG school qualification in the first phase tournament was based on two criteria determined by school status in the 2004-05 school year. First, a school had to be in the top third of Texas public schools in terms of percentage of ED students in the 2004-05 school year. The Texas Education Agency (TEA) stratified the distribution of schools by type, so elementary schools had to be in the top third of the poverty distribution for elementary schools, and the same applied for middle schools and high schools. This identification strategy resulted in percentage of ED student thresholds of 81% for elementary schools, 65% for middle schools, 56% for high schools, and 71% for schools serving mixed grade configurations.

GEEG schools were also identified as high performing or high improving in the 2004-05 school year. High performing schools attained one of the two highest ratings on the Texas Accountability System, either Recognized or Exemplary. A Recognized rating means that for every tested subject at least 75% of the tested students pass the Texas Assessment of Knowledge and Skills (TAKS), while an Exemplary rating elevates the standard so that for every subject at least 90% of the tested students pass TAKS. All public schools with an Exemplary rating in the 2004-05 school year and in the top third with respect to percentage of ED students were eligible for GEEG, as were the Recognized schools with the highest percentage of ED students in each grade type.

High improving schools were in the top quartile on either the Comparable Improvement math or reading/language arts rankings during the 2004-05 school year. To determine rankings, the TEA matches each Texas public school annually to 40 other peer Texas public schools on the basis of student demographics. The TEA then calculates the average change in student test scores from one year to the next. A school in the top quartile of Comparable Improvement has one of the 10-largest average gains in TAKS scores among the 40 schools in its reference group.

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

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

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

GEEG Participation Guidelines

Participation in GEEG was voluntary for eligible schools. GEEG plans were locally developed and supported by a school-based committee with significant teacher engagement. A school's GEEG plan was then approved by both the district and local school board.

GEEG program guidelines identified two funding components – Part 1 and Part 2 funds. Part 1 funding accounted for at least 75% of a school's total grant and was earmarked for classroom teacher bonus awards. Teacher bonus awards were determined by four criteria, two were required and two were optional. Schools had to use quantifiable, objective measures of student performance (Criterion 1) and teacher collaboration (Criterion 2). Schools could also determine teacher bonus award eligibility using measures of teacher commitment and initiative (Criterion 3), as well as placement in hard-to-staff areas (Criterion 4).[8]

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[8] Designated teacher shortage areas are identified using the TEA's 2006-07 proposal for the state-developed alternate methodology as specified in 34 CFR §682.210(q)(7). This methodology is based on surveys of school personnel administrators and private non-profit school administrators. Using this methodology, shortage areas identified for the

The first distribution of GEEG awards in the fall 2006 semester was based on teacher performance during the 2005-06 school year – a year in which GEEG plans were not yet in place. The second year awards were distributed at the conclusion of the fall 2007 semester and determined by teacher performance during the 2006-07 school year. Third year awards were distributed at the conclusion of the fall 2008 semester and based upon performance during the 2007-08 school year. Accordingly, first year awards were retroactive in nature, whereas second and third year awards acted more as incentives since GEEG performance criteria were already established prior to the teachers' performance years (i.e., 2006-07 and 2007-08 school years).

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

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

GEEG schools were also permitted to share Part 2 funds with feeder schools that were not eligible for the GEEG program because they did not receive state accountability ratings (e.g., a kindergarten through third-grade campus).[9]

2006-07 school year are mathematics, science, foreign language, special education, bilingual education, technology applications, and English as a Second Language.
[9] Based upon progress report results, evaluators did not find that any GEEG schools were using Part 2 funds for feeder campuses.

GEEG Grant Awards

Annual grants for the 99 GEEG schools ranged from $60,000 to $220,000. Grant amounts were based upon student enrollment at the school level, with most schools receiving between $150 and $200 per pupil. The average grant was equal to approximately 5% of instructional payroll at the recipient GEEG schools, ranging from roughly 3% of payroll in one school to more than 15% of instructional payroll in three small high schools.

Table 2.2 provides a breakdown of the total grant amounts distributed to the 99 schools participating in the GEEG program. Over half – 59 – of the schools received either $60,000 or $90,000 annually, with most of those receiving the former amount. Thirty-six schools received between $100,000 and $180,000 each year of the program. Only four schools receive over $180,000.

Table 2.2: Distribution of GEEG Grants to Participating Schools

School Size	School Award Amount	Number of School Recipients	Percent of School Recipients
1-499 students	$60,000	45	45.5%
450-599 students	$90,000	14	14.1%
600-699 students	$100,000	3	3.0%
700-999 students	$135,000	23	23.2%
1,000-1,399 students	$180,000	10	10.1%
1,400-1,799 students	$210,000	2	2.0%
1,800 or more students	$220,000	2	2.0%

N=99

Source: Information based upon analyses of 99 GEEG applications during the 2006-07 school year.

GEEG Plan Design Process

As GEEG schools faced the new task of designing and implementing a locally-developed performance pay plan, evaluators thought it pertinent to learn about the strategies used by schools to develop and implement their plans. During the fall 2006, evaluators conducted an online survey with principals and/or site coordinators at each of the 99 GEEG schools, asking respondents to report on schools' processes for developing their GEEG plans.

As reported on the fall 2006 survey, GEEG schools included a variety of school personnel and other community representatives in plan design and decision-making processes.[10]

- Eight different personnel positions – principals, assistant principals, full-time teachers, instructional specialists, instructional support staff, librarians, campus health staff, and district officials – were involved in approximately 50% or more of GEEG schools.
- Principals and full-time teachers were the most popular participants in the development process, with 90% of schools including them in that process.

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[10] See *Governor's Educator Excellence Grant (GEEG) Program: Year Two Evaluation Report* (2009) for further discussion of these fall 2006 survey results. See http://ritter.tea.state.tx.us/opge/progeval/TeacherIncentive/index.html for full report.

Respondents also reported that 78 GEEG schools used a formal vote to approve GEEG plan design before its first year of implementation. Of those schools, it was again principals and full-time teachers that were most frequently involved (i.e., over 75% of GEEG schools included them in that process). Additionally, approximately 50% of schools included a number of other representatives, such as instructional specialists, instructional support staff, and librarians.

GEEG School Characteristics

This section provides a brief summary of demographic characteristics of schools participating in the GEEG program and compares them to schools participating in the first cycle of the larger state-funded performance pay program, TEEG, as well as to all other public schools in Texas.[11]

Student Characteristics

Student enrollment

During the GEEG qualifying year (2004-05 school year), GEEG, TEEG, and other public schools had similar percentages of schools by grade type. Table 2.3 provides an overview of the percent of each program type that falls within each grade category (i.e., elementary school, middle school, high school, and other grade configuration).[12] For each program type, roughly half of schools served elementary grades, with TEEG schools serving closer to 60%. Approximately 20% served middle and high school grades, respectively.

Table 2.3: Distribution of Grade Levels by School Type, 2004-05 School Year

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

GEEG schools (n=99), TEEG schools (n=1147), Other schools (n=6444)
Source: Data from the 2004-05 Public Education Information Management System (PEIMS), TEA.

The average student enrollment size of each school type, disaggregated by grade levels, indicates that GEEG schools served a higher average student enrollment in middle school grades and a smaller average enrollment at the high school level.

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[11] See Chapter 3 in *Governor's Educator Excellence Grant (GEEG) Program: Year Two Evaluation Report* (2009) for a more detailed discussion of these characteristics. See http://ritter.tea.state.tx.us/opge/progeval/TeacherIncentive/index.html for full report.
[12] An other grade configuration includes schools that serve non-traditional grade configurations such as grades 5-11, K-8, or K-12.

Economically disadvantaged population

GEEG eligibility criteria required that participating schools be in the top third of Texas public schools in terms of their percentage of ED students during the 2004-05 school year. Similarly, TEEG schools had to be in the top half of public schools in terms of their percentage of ED students. Figure 2.1 displays the distribution of GEEG, TEEG, and other Texas public schools by their percentage of ED students at a school (i.e., the percent of schools with 0 to 5% ED students, the percent of schools with 6 to 10% ED students, etc.). Not surprisingly, GEEG schools had the highest percentage of schools with the highest percentage of ED students, as seen by the heavy distribution of GEEG schools on the far-right side of the figure. Similarly, most TEEG schools fell within the higher percentage of ED student categories, as well. The percentage of other Texas public schools across categories of percentage of ED is much more evenly distributed.

Figure 2.1: Percentage of ED Students by School Type, 2004-05 School Year
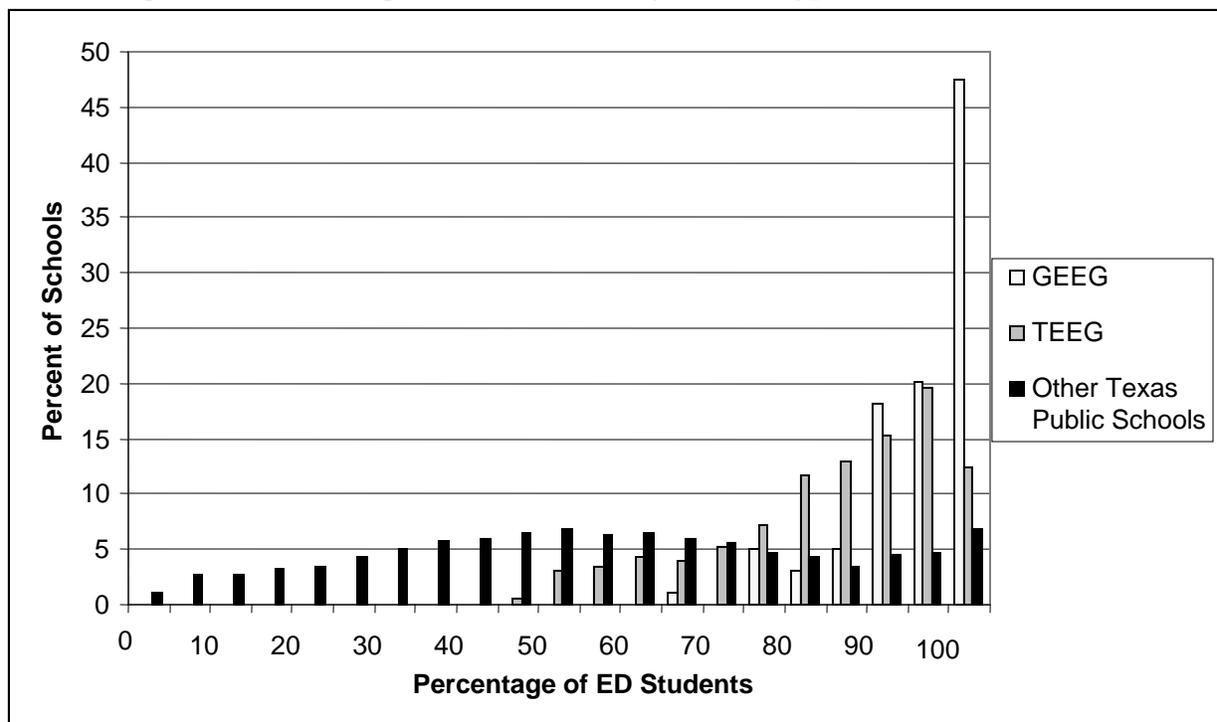
Source: Data from 2004-05, 2005-06, 2006-07 Academic Excellence Indicator System (AEIS), TEA.

Teacher Characteristics

Table 2.4 compares classroom teachers in GEEG, TEEG, and other Texas public schools by gender, level of education, race/ethnicity, teaching experience, and average total teacher pay.

Table 2.4: Distribution of Teacher Characteristics by School Type, 2004-05 School Year

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

GEEG school teachers (n=3893), TEEG school teachers (n=46023), Other school teachers (n=246,248)
Source: Data from the 2004-05 Public Education Information Management System (PEIMS), TEA.

Classroom teachers in GEEG and TEEG Cycle 1 schools (i.e., TEEG schools that qualified for 2006-07 participation based on 2004-05 criteria) had, on average, a very similar profile. The distribution of teachers by gender, level of education, years of teaching experience, being a new district hire, and total teacher pay were comparable. The one exception was that a greater share of GEEG teachers was Hispanic. Specifically, only 36% of teachers in TEEG schools were Hispanic – noticeably lower than the nearly 60% in GEEG schools.

Teachers in other Texas public schools also mirrored the characteristics of GEEG and TEEG teachers, with the exception of race/ethnicity. Noticeably fewer teachers in other Texas public schools were Hispanic or Black. A larger share of GEEG and TEEG schools had a higher percentage of ED students, meaning that they were more likely located in urban settings or in southern regions of Texas where the teacher workforce has greater shares of minority teachers.

School Characteristics

School geographic location

GEEG schools tended to be geographically concentrated. Only five GEEG schools were located in rural counties, even though 22% of schools in Texas are located in rural counties. Twenty-three GEEG schools were in the Houston metropolitan area, including all four charter schools that were in the GEEG program. Another 43 GEEG schools were located in the southern most parts of the state bordering Mexico. One quarter of GEEG schools were located in three school districts – Brownsville Independent School District, Dallas Independent School District, and Houston Independent School District – even though these three districts account for only 7% of all Texas public schools.

School accountability ratings

Evaluators compared the accountability ratings of GEEG, TEEG, and other schools over a three-year period (2004-05, 2005-06, and 2006-07 school years). Figure 2.2 shows the distribution of school program types across five sets of accountability ratings for the three consecutive school years. The

vertical axis shows the percentage of schools within one of the five accountability ratings: Exemplary, Recognized, Acceptable, Academically Unacceptable, and Not Rated.[13] The sum of all the accountability ratings within each column totals 100%.

Figure 2.2: GEEG, TEEG, and Other School Accountability Ratings,
2004-05, 2005-06, 2006-07 School Years
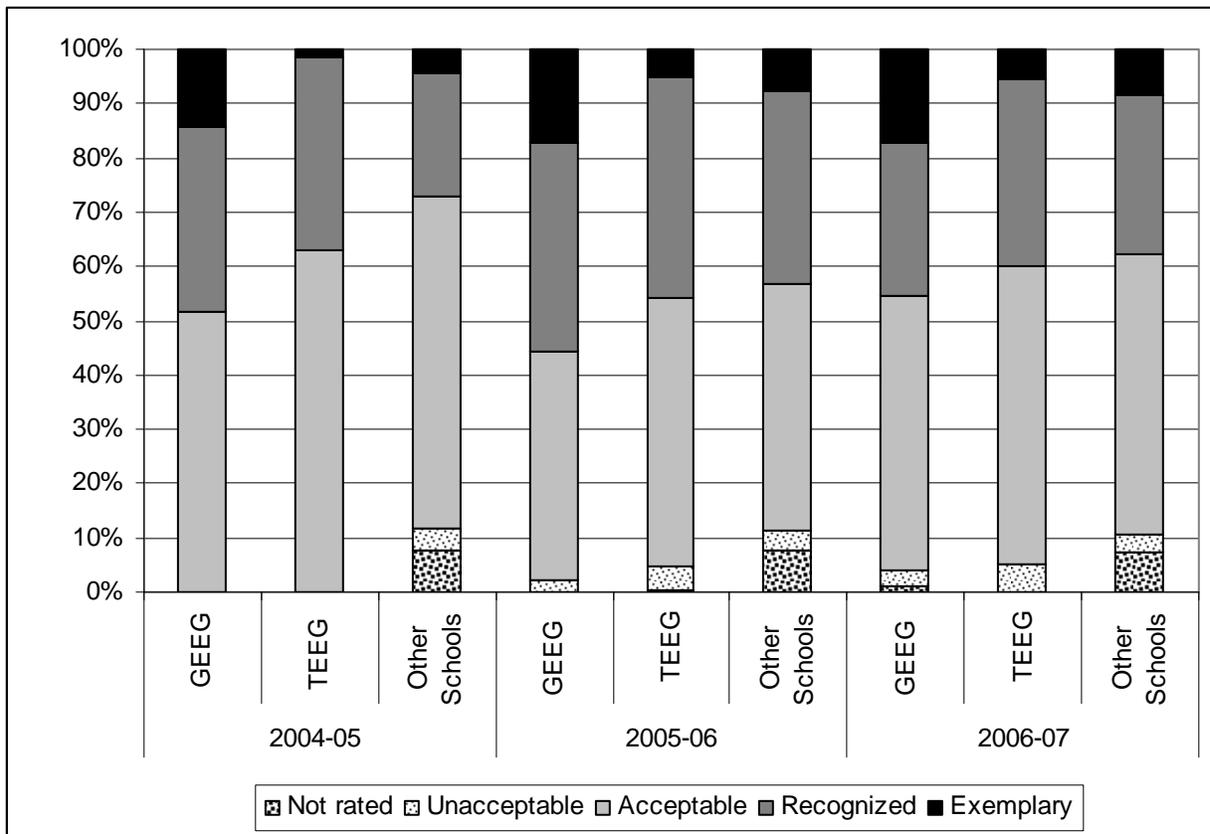
GEEG schools (n=99), TEEG schools (n=1147), Other schools (n=6444, 6495, and 6605 in 2004-05, 2005-06, 2006-07)
Source: Data from the 2004-05, 2005-06, 2006-07 Academic Excellence Indicator System (AEIS), TEA.

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

Chapter Summary

This chapter provides an overview of the policy context in which the GEEG program operated along with the program guidelines that informed design and implementation of schools' locally-developed performance pay plans. Texas' GEEG program operated as part of the single largest, state-funded

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

performance pay system in U.S. K-12 public education. Schools were eligible for the GEEG program based on their percentage of ED students and their record of academic performance, while grant amounts were determined by the size of a school's student population. At least 75% of GEEG funds had to be allocated as bonus awards to high-performing classroom teachers. Overall, this chapter sets the stage for subsequent chapters, which discuss evaluation findings related to the experiences of schools and teachers participating in GEEG, as well as the programs' impact on teacher turnover and student achievement gains.

CHAPTER 3
GEEG Plan Design and Implementation

This chapter discusses the design and implementation of GEEG schools' performance pay plans. First, it addresses key features of schools' GEEG plans and the ways in which they were modified during schools' participation in the program. Primary attention is given to Part 1 design features and those specifically used by evaluators when studying program outcomes (i.e., measures of student performance and unit(s) of accountability to determine teachers' eligibility for bonus awards).[14] The chapter concludes with principals' feedback about the schools' implementation experiences and technical assistance. The key policy questions and key policy points discussed throughout this chapter are listed below.

Key Policy Questions

This chapter addresses the following questions.

- What were the key design features used by GEEG schools to determine teachers' eligibility for bonus awards?

- How did GEEG schools modify performance pay plans during their participation in the GEEG program?

- What feedback did principals provide about the schools' experiences participating in the GEEG program?

Key Policy Points

This chapter highlights and expands upon the following key policy points based on a review of performance pay plans designed and implemented by GEEG schools.

- GEEG schools most frequently used measures of student performance and teacher collaboration to determine teachers' eligibility for Part 1 bonus awards.

- Most schools used achievement levels opposed to measures of growth when analyzing teachers' contribution to student performance.

- Teachers' eligibility for bonus awards was typically determined by an individual teacher's performance. School-level performance was also frequently used.

- Principals reported few changes to the design of GEEG plans during schools' three years of program participation.

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[14] Chapter 4 discusses the design and distribution of Part 1 bonus awards for teachers in GEEG schools.

- A notable share of principals reported schools could have improved implementation of GEEG plans given clearer guidelines, assistance in the development of teacher performance measures, and administrative help developing and monitoring their GEEG plans.

- Overall, GEEG principals had positive perceptions of the program's impact on their schools.

Key Design Features of GEEG Plans

This chapter presents results from evaluators' review of GEEG plan applications submitted to the TEA and annual progress reports completed by principals during the three years of the program. Appendix A provides technical information about the methodology pertaining to these findings.

GEEG guidelines required that schools dedicate at least 75% of grant funds as Part 1 bonus awards to teachers using at least two of four pre-determined performance criteria. All participating schools were required to incorporate measures of student performance (Criterion 1) and teacher collaboration (Criterion 2) when determining teachers' bonus award eligibility. GEEG schools could also use measures of teacher commitment and initiative (Criterion 3) and/or rewarding teachers in hard-to-staff areas (Criterion 4).

Overall Performance Criteria

Table 3.1 presents the overall performance criteria used by schools to distribute Part 1 bonus awards to teachers. Forty-five schools (45.5%) incorporated only the required criteria – Criterion 1 and Criterion 2. Another 39 schools (39.4%) used the optional Criterion 3 in addition to required criteria. The remaining schools used some other combination of the four possible performance criteria.

Table 3.1: GEEG Criteria for Part 1 Bonus Awards to Teachers

GEEG Criteria for Teacher Awards	Number of Schools	Percent of Schools
Criterion 1: Student Performance + Criterion 2: Teacher Collaboration	45	45.5%
Criterion 1: Student Performance + Criterion 2: Teacher Collaboration + Criterion 3: Teacher Commitment & Initiative	39	39.4%
Criterion 1: Student Performance + Criterion 2: Teacher Collaboration + Criterion 4: Hard-to-Staff Areas	1	1.0%
Criterion 1: Student Performance + Criterion 2: Teacher Collaboration + Criterion 3: Teacher Commitment & Initiative + Criterion 4: Hard-to-Staff Areas	14	14.1%

N=99 GEEG applications
Note: A description of specific indicators used to measure student performance, teacher collaboration, teacher commitment and initiative, and hard-to-staff areas can be found in previous GEEG evaluation reports.
Source: Information based upon analyses of 99 GEEG applications during the 2006-07 school year.

Measures of Student Performance

Evaluators identified whether a school used students' achievement levels and/or change in students' performance over time when determining teachers' bonus award eligibility. Table 3.2 reveals that GEEG schools typically relied on achievement levels for measuring student performance. Approximately 60% did so exclusively, with another 26% using achievement levels in combination

with measures of performance growth. Only 12% of GEEG schools exclusively used change in students' performance to determine teachers' bonus award eligibility.

Table 3.2: Measures of Student Performance Used by GEEG Schools

Performance Measure	Number of Schools	Percent of Schools
Achievement level	60	60.6%
Change over time (e.g., gains, growth, value-added measures)	12	12.1%
Achievement level + Change over time	26	26.3%
Missing	1	1.0%

N=99 GEEG applications
Source: Information based upon analyses of 99 GEEG applications during the 2006-07 school year.

Unit(s) of Accountability

Another design feature of interest was the unit of accountability employed by GEEG schools when determining teachers' eligibility for bonus awards; that is, the entity whose performance was the deciding factor in receiving a bonus award or not. Research does not provide definitive guidance as to the preferred unit(s) of accountability, but it does highlight the importance that this feature has for the design and impact of a performance pay program.

Evaluators identified several units of accountability used by GEEG schools: an entire school, a team of teachers (e.g., grade-level, subject area), or an individual teacher. The school was considered the unit of accountability when school-wide performance was used to decide bonus award eligibility. When bonus eligibility was determined by the collective performance of a group of teachers, the school was using a team unit of accountability. A teacher was identified as the unit of accountability when a teacher's receipt of a bonus was determined by his or her individual performance.

The only Part 1 criterion for which schools used some variation in units of accountability was for measuring teachers' contribution to student performance (Criterion 1). For all other Part 1 criteria, performance was measured at the individual teacher level. That is, for example, a teacher was held accountable for his or her own participation in collaborative activities. Table 3.3 provides an overview of the units of accountability for determining bonus award eligibility based on student performance. Almost half (46.5%) of GEEG schools used an individual teacher exclusively as the unit of accountability. Nearly one-third (32.3%) used school-wide performance exclusively, while 15% used school and teacher performance in combination.

Table 3.3: Unit(s) of Accountability to Measure Student Performance

Unit of Accountability	Number of Schools	Percent of Schools
School only	32	32.3%
Team only	2	2.0%
Teacher only	47	47.5%
School + Team	0	0.0%
School + Teacher	15	15.2%
School + Team + Teacher	2	2.0%
Missing	1	1.0%

N=99 GEEG applications
Source: Information based upon analyses of 99 GEEG applications during the 2006-07 school year.

Modifications to GEEG Plans

In a series of annual principal surveys, evaluators asked principals to identify ways in which their schools had modified key design features of their GEEG plans. Specifically, they were asked to report any changes in plan design between the first and second year of bonus award distribution (fall 2006 to fall 2007) and then again between the second and third year of bonus award distribution (fall 2007 to fall 2008). They reported if a school's GEEG plan had (1) no changes, (2) added the use of any Part 1 performance component, (3) employed higher or lower performance thresholds for teachers, or (4) used different indicators of teacher performance. Table 3.4 provides principals' responses at both points in time.

Table 3.4: GEEG Plan Modification, Fall 2007 and Fall 2008 Principal Surveys

Design Modifications	Measures of Student Performance (Criterion 1)		Measures of Teacher Collaboration (Criterion 2)		Measures of Teacher Commitment (Criterion 3)		Teaching in Hard-to-Staff Area (Criterion 4)	
	Fall '07	Fall '08	Fall '07	Fall '08	Fall '07	Fall '08	Fall '07	Fall '08
No change	66.3% (57)	65.6% (59)	74.4% (64)	73.3% (66)	72.1% (62)	66.7% (60)	66.3% (57)	66.7% (60)
Added Part 1 performance component	0.0% (0)	1.1% (1)	1.2% (1)	1.1% (1)	2.3% (2)	0.0% (0)	1.2% (1)	0.0% (0)
Higher performance thresholds	23.3% (20)	24.4% (22)	16.3% (14)	24.4% (22)	17.4% (15)	15.6% (14)	7.0% (6)	8.9% (8)
Lower performance thresholds	0.0% (0)	3.3% (3)	0.0% (0)	3.3% (3)	0.0% (0)	2.2% (2)	0.0% (0)	2.2% (2)
Different performance indicators	9.3% (8)	11.1% (10)	5.8% (5)	3.3% (3)	4.7% (4)	5.6% (5)	3.5% (3)	2.2% (2)

Fall 2007 principal survey, N=86; Fall 2008 principal survey, N=90.
Source: Data results come from the Fall 2007 and Fall 2008 principal surveys administered in GEEG schools.

In both years, principals indicated very little modification to their schools' GEEG plans. Each year, at least two-thirds of principals reported no change to any of the Part 1 performance criteria. In both the fall 2007 and 2008, a notable percentage of principals said that their schools used higher performance thresholds, particularly for measuring teachers' contribution to student performance and teacher collaboration. That is, they raised the expectations for performance that teachers would have to meet in order to qualify for a bonus award.

Evaluators also asked principals a separate question inquiring how their schools modified the distribution of Part 1 bonus awards for teachers over time. Specifically, they were asked if the distribution of bonus awards changed in any one of the following ways: (1) <u>maximum</u> possible award increased, (2) <u>maximum</u> possible award decreased, (3) <u>minimum</u> possible award increased, (4)

minimum possible award decreased, (5) a greater percentage of eligible teachers received an award, and (6) a smaller percentage of eligible teachers received an award.

Table 3.5 presents the responses of principals in the fall 2007 and fall 2008, capturing modifications between the first and second year of bonus award distribution and the second and third year of distribution, respectively.

Table 3.5: Modifications to Bonus Distribution, Fall 2007 and Fall 2008 Principal Surveys

Change in Award Distribution	Fall 2007	Fall 2008
Maximum award increased	20.9% (18)	22.2% (20)
Maximum award decreased	10.5% (9)	6.7% (6)
Minimum award increased	12.8% (11)	21.1% (19)
Minimum award decreased	9.3% (8)	10.0% (9)
Greater percentage of teachers awarded	38.4% (33)	40.0% (36)
Smaller percentage of teachers awarded	14.0% (12)	13.3% (12)

Fall 2007 principal survey, N=86; Fall 2008 principal survey, N=90.
Source: Data results come from the Fall 2007 and Fall 2008 principal surveys administered in GEEG schools.

Similarly, principals indicated little change to the nature of bonus award distribution over time. However, in both the fall 2007 and 2008, a notable share of principals reported that a greater percentage of teachers were awarded bonuses (38.4% and 40.0%, respectively).

GEEG Participation Experience and Technical Assistance

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

Following both the second and third year of program participation, fewer than half of principals indicated that their schools could have improved implementation of GEEG plans. Roughly 44% (44.2%) of principals said their schools could have improved implementation on the fall 2007 survey, while 38% (37.8%) responded similarly in fall 2008. Of those principals, most reported that (1) clearer guidelines for GEEG plan design, (2) more administrative assistance to develop and monitor plans, and (3) more technical assistance to develop measures for evaluating teachers would have been useful resources to improve GEEG implementation (see Table 3.6).[15] There was a noticeable jump in principals stating that more administrative assistance would have been of (moderate or high) importance between 2007 (71.0%) and 2008 (85.3%).

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[15] Interestingly, TEA did add a technical assistance requirement for schools participating in Cycle 3 of the TEEG program and in the D.A.T.E. program as well.

Table 3.6: Resources for Improving School's Implementation of GEEG, Fall 2007 and Fall 2008 Principal Surveys

Resources for Improvement	No Importance		Low Importance		Moderate Importance		High Importance	
	Fall '07	Fall '08	Fall '07	Fall '08	Fall '07	Fall '08	Fall '07	Fall '08
Clearer explanation from TEA as to why selected for GEEG	21.1% (8)	17.6% (6)	28.9% (11)	14.7% (5)	26.3% (10)	38.2% (13)	23.7% (9)	29.4% (10)
Clearer guidelines for GEEG plan design	10.5% (4)	5.9% (2)	7.9% (3)	8.8% (3)	31.6% (12)	38.2% (13)	50.0% (19)	47.1% (16)
More administrative assistance to develop, manage, and monitor plan	7.9% (3)	11.8% (4)	21.1% (8)	2.9% (1)	28.9% (11)	52.9% (18)	42.1% (16)	32.4% (11)
Tech. assistance to support development and use of measures to evaluate teachers	2.6% (1)	8.8% (3)	13.2% (5)	11.8% (4)	42.1% (16)	35.3% (12)	42.1% (16)	44.1% (15)

Fall 2007 principal survey, N= 38; Fall 2008 principal survey, N=34. Responses limited to those respondents who answered "yes", the school could have improved implementation of GEEG.
Source: Data results come from the Fall 2007 and Fall 2008 principal surveys administered in GEEG schools.

The final GEEG principal survey (fall 2008) asked principals to report their perceptions of the GEEG program's impact at their schools. Table 3.7 presents principals' responses.

Table 3.7: Perceptions of GEEG Program's Impact at School, Fall 2008 Principal Survey

Effects of GEEG Participation	Strongly Disagree	Disagree	Agree	Strongly Agree
GEEG had a negative effect on my school.	40.0% (36)	46.7% (42)	13.3% (12)	0.0% (0)
GEEG plan did a good job of distinguishing effective from ineffective teachers.	6.7% (6)	21.1% (19)	63.3% (57)	8.9% (8)
GEEG caused resentment among teachers at my school.	26.7% (24)	45.6% (41)	24.4% (22)	3.3% (3)
GEEG did not affect teaching practices or professional behaviors.	15.6% (14)	55.6% (50)	25.6% (23)	3.3% (3)
GEEG helped teachers feel more satisfied with their jobs.	4.4% (4)	16.7% (15)	64.4% (58)	14.4% (13)
GEEG contributed to improvements in professional development offered to teachers.	5.6% (5)	40.0% (36)	44.4% (40)	10.0% (9)
GEEG helped improve teaching practices.	1.1% (1)	20.0% (18)	64.4% (58)	14.4% (13)
GEEG helped increase student learning.	1.1% (1)	15.6% (14)	64.4% (58)	18.9% (17)

Fall 2008 principal survey, N=90.
Source: Data results come from the Fall 2008 principal survey administered in GEEG schools.

Overall, GEEG principals had positive perceptions of the program's impact on their schools. Only 13% agreed that GEEG had a negative impact on their schools. While over 70% (72.3%) did not believe the program caused resentment among teachers, it should be noted that over 25% did agree with the that statement.

Approximately 80% of principals agreed with positive statements about the GEEG program's impact, including that it helped teachers feel more satisfied (78.8%), improve teaching practices (78.8%), and increase student learning (83.3%). While the majority (72.2%) agreed that their schools' GEEG plans did a good job distinguishing effective from ineffective teachers, over 25% (27.8%) disagreed with that statement. Principals were in less agreement about whether or not GEEG contributed to improvement in professional development offered to teachers.

Chapter Summary

This chapter highlights key findings about the design and implementation of schools' GEEG plans during the program's three-year term. It first presents design features of schools' locally-developed performance pay plans, focusing on the ways in which schools measured teachers' contribution to student performance. Most schools used achievement levels opposed to measures of growth when analyzing teachers' contribution to student performance. Additionally, teachers' eligibility for bonus awards was typically determined by an individual teacher's performance. School-level performance was also frequently used.

Annual principal surveys provided evaluators with information about schools' experiences implementing their GEEG plans. Principals reported few changes to the design of GEEG plans, while a notable share of principals reported schools could have improved implementation given clearer guidelines, assistance in the development of teacher performance measures, and administrative help developing and monitoring their GEEG plans. Overall, GEEG principals had positive perceptions of the program's impact on their schools, including that it helped teachers feel more satisfied, improved teaching practices, and increased student learning. Principals were in less agreement about whether or not GEEG contributed to improvement in professional development offered to teachers.

CHAPTER 4
GEEG Bonus Award Design and Distribution

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

Key Policy Questions

This chapter addresses the following questions.

- How did GEEG schools intend to distribute Part 1 bonus awards?

- How did schools actually distribute Part 1 bonus awards to teachers during the three years of the GEEG program?

- Are there systematic differences between teachers who received bonus awards and those who did not?

Key Policy Points

This chapter highlights and expands upon the following key policy points based on a review of the design and distribution of Part 1 bonus awards to teachers during the three years of the GEEG program.[16]

- The dispersion of minimum versus maximum bonus awards during the GEEG program varied considerably within and between schools. Twenty-two GEEG schools proposed award distributions wherein all teachers who received a bonus award would receive identical amounts. Six schools proposed models in which minimum and maximum award amounts have a range of more than $4,000, one of which exceeded $9,000. The average difference between the proposed minimum and maximum bonus awards in GEEG plans is $1,615.

- Most schools proposed a bonus award distribution model that did not align with the dollar amounts recommended in state guidelines. TEA guidelines advise that Part 1 bonus awards be no less than $3,000. Most GEEG schools (79.9%) proposed a minimum award less than $3,000, and almost half of all GEEG schools (46.3%) proposed a maximum award of less than $3,000.

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[16] See Appendix B for a review of methods and other technical information pertaining to this chapter.

- Average Part 1 bonuses remained relatively constant across program years. The average Part 1 bonus was $2,469 in Year 1, $2,261 in Year 2 and $2,249 in Year 3. Most teachers who received bonuses received between $1,000 and $3,000.

- The probability of receiving a bonus award and the actual amount received is related to several teacher characteristics, especially a teacher's subject-area assignment and whether or not a teacher had taught at the school the previous year. In the first two years of the program, teachers who were assigned to language arts, math, and self-contained classrooms in TAKS-tested grades were significantly more likely to receive Part 1 bonus awards than were other teachers. By the third year of the GEEG program, however, the apparent bias in favor of TAKS-tested subjects and grades had faded.

- Differences in teachers' overall years of experience and educational attainment did not explain differences in the bonus awards received by individual teachers.

Design of GEEG Bonus Awards

Figure 4.1 displays the range of award amounts identified in GEEG plan applications. Each vertical bar represents a single school. The lower end of each bar is the minimum proposed bonus award, while the upper end of the bar indicates the maximum possible award proposed for a school's GEEG plan. The minimum award amount is defined as any value other than $0 that a teacher can earn; that is, the amount a teacher could earn if meeting only minimal Part 1 performance criteria. The maximum award amount represents the total bonus award that a teacher could earn if meeting all Part 1 performance criteria. The figure represents 93 schools because six of the applications did not clearly specify both a maximum and a minimum proposed bonus award for Part 1.

As Figure 4.1 illustrates, the distribution of proposed bonus awards varies considerably within and between schools. Twenty-two GEEG schools proposed award distributions where the minimum possible bonus award equals the maximum possible bonus award, meaning that any teacher meeting minimal performance criteria would receive an award amount and nothing above it for exceeding performance thresholds. Six schools proposed models in which minimum and maximum award amounts have a range of more than $4,000, one of which exceeded $9,000. The average difference between the proposed minimum and maximum bonus awards in GEEG plans is $1,615.

Figure 4.1 also indicates most schools proposed bonus award distribution models that do not align with the minimum and maximum dollar amounts recommended in state guidelines issued by the TEA. Guidelines advise that Part 1 bonus awards be no less than $3,000 and not to exceed $10,000 per teacher. (The guideline parameters are marked by the horizontal lines in Figure 4.1.) Most schools (79.9%) proposed a minimum award less than $3,000, and almost half of all GEEG schools (46.3%) proposed a maximum award of less than $3,000.

Figure 4.1: Distribution of Minimum and Maximum Proposed Awards

GEEG Schools
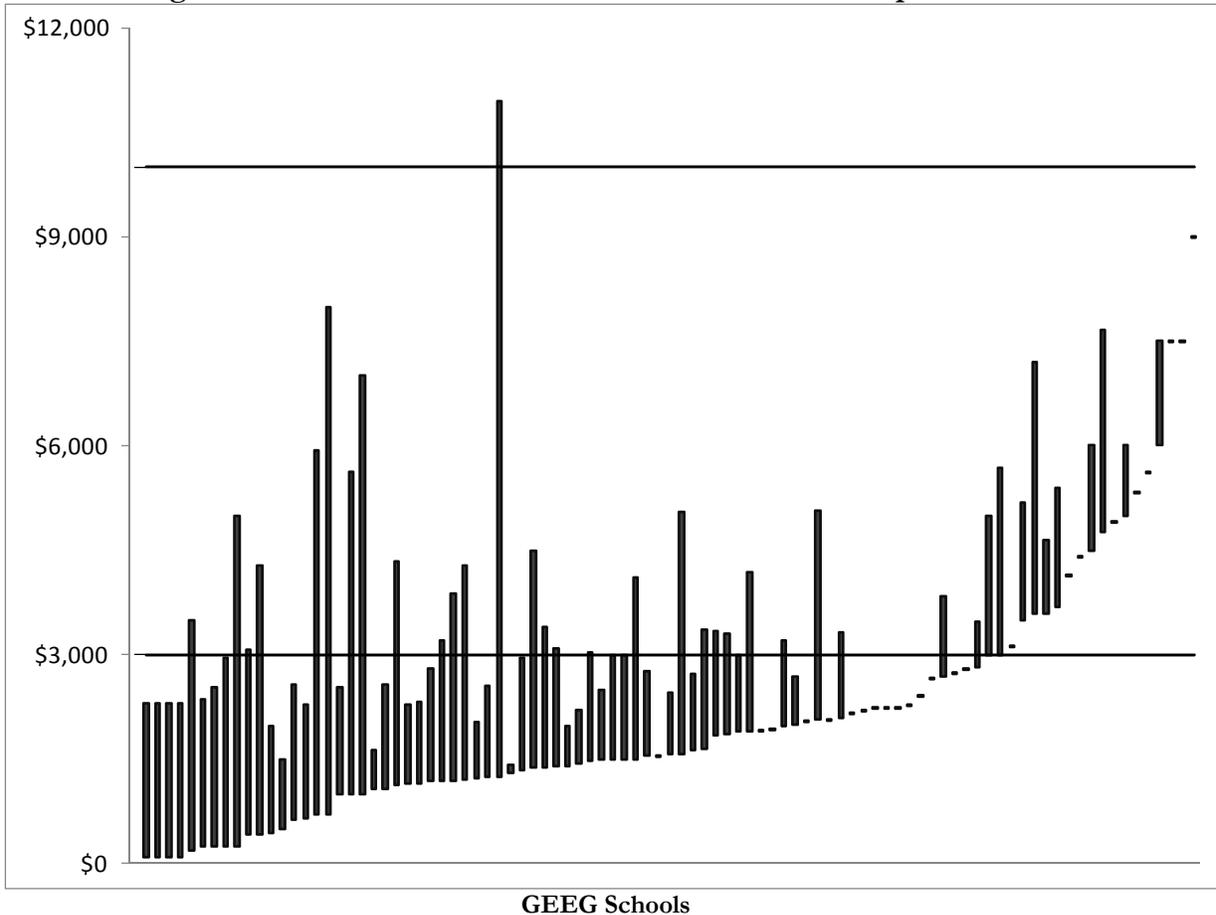
Note: The figure represents 93 schools because six of the applications did not clearly specify both a maximum and a minimum proposed bonus award for Part 1. The horizontal lines indicate the minimum and maximum rewards indicated in TEA guidelines.
Source: Proposed GEEG teacher award information collected during fall 2006 by coding GEEG plan applications submitted to the TEA.

Distribution of GEEG Bonus Awards

Each year, most—but not all—of the GEEG schools responded to TEA's request for data about the actual distribution of bonus awards. All GEEG schools responded with useable data in at least one year, but only 52 of the 99 GEEG schools responded with useable data in all three years of the program. In the first year of the program, 85 GEEG schools provided useable information on actual bonus award amounts distributed to teachers. In the second year of the program, 84 schools provided such data. Only 72 schools provided data on actual bonus awards in the final year of the GEEG program.

Data collected by TEA on the actual distribution of GEEG bonus awards and PEIMS data on the number of teachers at each GEEG campus indicates that most teachers received a Part 1 bonus award each year. In the fall of 2006, 70.6% of full-time teachers in responding schools received a Part 1 bonus award for their performance during the 2005-06 school year. In the fall of 2007, 71.3% of full-time teachers in responding schools received a bonus award for their performance during the 2006-07

school year. In the fall of 2008, 74.5% of full-time teachers in responding schools received a bonus award for their performance during the final year of GEEG (2007-08 school year).

The first distribution of GEEG Part 1 bonus awards in fall 2006 was based on teachers' performance in the 2005-06 school year; a year in which GEEG plans were not yet finalized by participating schools. Perhaps not surprisingly, 23 of the 85 responding GEEG schools reached back to give Part 1 bonus awards to a total of 45 teachers who were in their schools the year for which campus-wide performance determined program eligibility for GEEG (2004-05 school year), but who were not at the schools during the first performance evaluation year of the GEEG program (2005-06 school year). In the second year of GEEG, six of the 84 responding schools gave a total of 23 retroactive awards to teachers who were in the building during the eligibility year but not during the second performance evaluation year. In the third year of GEEG, seven of the 72 responding schools gave a total of nine such retroactive awards.

Interestingly, many GEEG schools chose to give awards to newly hired teachers. For the first distribution of Part 1 bonus awards, 10% of the 555 full-time teachers who were new to a GEEG school in the fall of 2006 received Part 1 bonus awards, even though they were not employed at the school in the performance year (2005-06 school year). Similarly, 8.6% of the 678 full-time teachers who were new to a GEEG school in the fall of 2007 received a Part 1 bonus award in the second award distribution even though they were not employed at the schools during the 2006-07 performance evaluation year. Finally, 11.1 % of the 620 new teachers in schools in the fall of 2008 received a Part 1 bonus award in the third award distribution. While awarding a new teacher at the school is permitted in GEEG guidelines, it may be suggestive of an egalitarian view toward performance pay policies in these schools.

Figure 4.2 displays the actual distributions of Part 1 bonus awards pooled across all teachers and schools, conditional upon a teacher receiving a bonus award during the three years of the GEEG program. Bonus awards ranged from less than $100 to more than $10,000, with most teachers receiving between $1,000 and $3,000. No more than 22% of the teachers who received a bonus award from Part 1 funds were awarded more than $3,000 (21.5% in Year 1, 17.4% in Year 2 and 14.1% in Year 3). The average Part 1 bonus was $2,469 in Year 1, $2,261 in Year 2 and $2,249 in Year 3.

Figure 4.2: Distribution of Actual Part 1 Bonus Awards, GEEG Years 1, 2 and 3
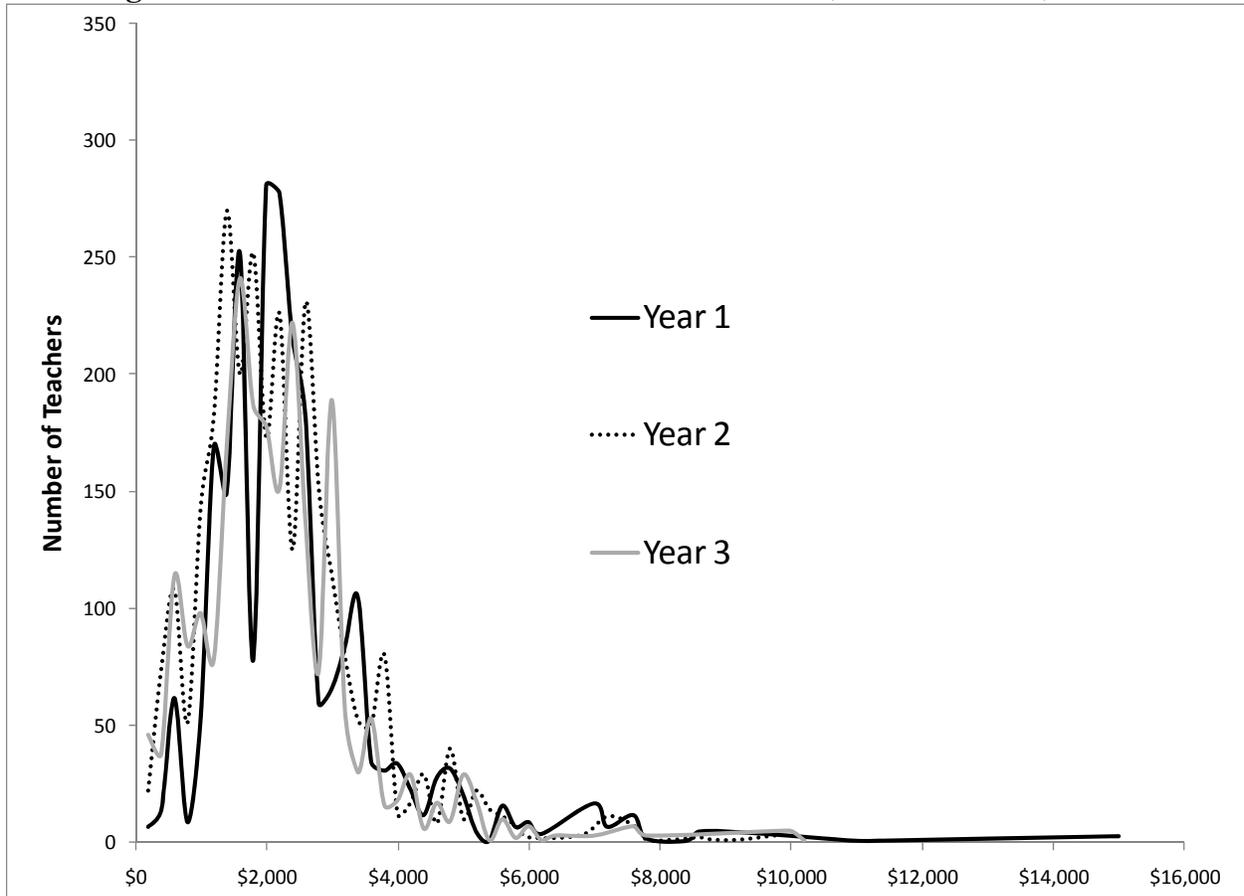
Note: Each year, a number of GEEG schools did not provide useable information on actual award amounts distributed to teachers. Thus the information displayed in Figure 5.3 is representative of 85 schools in Year 1, 84 schools in year 2 and only 72 schools in year 3.
Source: GEEG teacher award information collected by TEA during fall 2006, 2007 and 2008, respectively.

Teacher Characteristics and the Distribution of GEEG Bonus Awards

Evaluators also studied whether there were any systematic differences between teachers who received GEEG bonus awards and those who did not. They explored the relationship between teacher characteristics, school characteristics, and the dollar amounts awarded to teachers in GEEG schools. The analysis addressed two questions. First, what is the relationship between these characteristics and the probability of receiving a GEEG bonus award? Second, what is the relationship between these characteristics and the size of the bonus award? Overall, the evidence suggests that that relationship between the teacher characteristics and teacher bonus awards shifted over time, so each year has been analyzed separately.

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

Teacher Characteristics and Receipt of Bonus Awards

Table 4.1 illustrates the general pattern of Part 1 bonus awards among teachers. The potential number of awards indicates the number of years an individual was eligible for a Part 1 bonus award and worked for a school that provided data on their distribution of awards. The number of bonus awards received indicates the number of times that individual received a Part 1 bonus award.

As the table illustrates, there were at least 835 teachers who received a Part 1 bonus award in each of the three years of the GEEG program. At the other extreme, 66 teachers did not receive a bonus award in any of the three years for which their school reported data. As shown by the cells in bold, 829 GEEG teachers who participated in multiple GEEG years received a Part 1 bonus award in at least one of those years, but did not receive such an award in every year they were eligible to do so.

Table 4.1: The Distribution of Part 1 Bonus Awards Across Teachers

Number of Awards Received	Potential Number of Awards		
	1	2	3
0	1,017 (49.6%)	336 (16.5%)	66 (5.6%)
1	1,034 (50.4%)	**550 (27.0%)**	**61 (5.1%)**
2	---	1,150 (56.5%)	**228 (19.2%)**
3	---	---	835 (70.2%)

Note: There were 5,277 teachers eligible for awards in GEEG schools that provided useable data on individual awards.
Source: Based on authors' calculations from PEIMS data and GEEG teacher award information collected by TEA during fall 2006, 2007 and 2008

Table 4.2 presents selected findings from an analysis of the relationship between teacher characteristics and the probability that a teacher received a GEEG Part 1 bonus award.[17] For each of the three years of the GEEG program, the table indicates the percentage point increase (or decrease) in the probability of receiving a Part 1 bonus award that is associated with the specific teacher characteristic. It indicates, for example, that in the first year of the GEEG program, the probability of receiving an award was six percentage points lower if the teacher was male than if the teacher was female.

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[17] In addition to the teacher characteristics presented in Table 4.2, the analysis also includes three indictors of teacher experience (years of experience, years of experience squared and years of experience unknown) and controls for the size of the school, the socioeconomic homogeneity of the student body (as measured by the ED%), GEEG funding per pupil, indicators for grade type and an indicator for whether the school was eligible for GEEG based on Comparable Improvement. See Appendix Table B.1 for additional information.

Table 4.2: Selected Teacher Characteristics and the Associated Change in the Probability of Receiving a Part 1 Bonus Award

Determinants	GEEG Year 1	GEEG Year 2	GEEG Year 3
No degree	0.000	0.000	0.000
Bachelor's degree	0.113	0.152	0.088
Master's degree	0.061	0.117	0.038
Doctorate degree	-0.004	-0.066	-0.059
Male Teacher	-0.060**	-0.007	-0.051***
Coach	-0.104**	-0.002	0.008
New to building	-0.446***	-0.182***	-0.275***
Language arts	0.075***	0.063	0.017
Math	0.043**	0.099***	0.007
Science	-0.006	-0.003	-0.020
Foreign language	0.076	0.057	0.101**
Fine arts	-0.113***	-0.094***	-0.088**
Vocational/technical	-0.030	0.056	0.085**
Special education	-0.024	-0.046	-0.043
Bilingual	0.073	0.059	0.063
TAKS self-contained	0.132***	0.092**	0.043

Note: This table presents marginal percentage point changes based on probit analysis. The asterisks indicate that a marginal effect is ** significant at 5% level; *** significant at 1% 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 B.1 for complete model specification and standard errors.
Source: Based on authors' calculations from PEIMS data and GEEG teacher award information collected by TEA during fall 2006, 2007 and 2008

There were systematic differences between teachers who received a GEEG Part 1 bonus award and those that did not. In particular, newly-arrived teachers had a much lower probability of receiving a bonus award than did other teachers in all three years of the GEEG program. The effect was particularly pronounced in the first year of the program, when the probability of receiving a Part 1 bonus award was 44.6 percentage points lower for a teacher who was new to the building than for a teacher who was not new to the building, all other things being equal. The negative impact of being new was much larger in the first year of the GEEG program than it was in subsequent years. However, teachers who were new to the building had by far the lowest probability of receiving an award in all three years of the GEEG program.

The lower probability of a newly-arrived teacher receiving a bonus award does not imply a lower probability of awards for teachers who were new to the profession. On average, teachers who were new to the building have 4.9 years of experience. More importantly, there is no relationship between years of experience and the probability of receiving a Part 1 bonus award.[18] In other words, experienced teachers were no more likely than inexperienced teachers to receive a GEEG bonus award.

The other main determinant of teacher salary scales also had no effect on the probability of receiving a GEEG bonus award in any year of the program. Teachers with advanced degrees were no more or less likely to receive a Part 1 bonus award than any other teachers.

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[18] The three indictors of teacher experience—years of experience, years of experience squared and years of experience unknown—are jointly insignificant at the 10 % level in all three years.

Male teachers were less likely to receive a Part 1 bonus award than were comparable female teachers in Years 1 and 3 of GEEG. Furthermore, this differential is not attributable to the program guidelines forbidding schools from giving GEEG bonus awards to athletics coaches. (More than 19% of the male teachers in GEEG schools received some form of coaching stipend while less than 4% of the female teachers received such a stipend.)

Finally, Table 4.2 indicates that there are systematic differences in the probability of receiving a bonus award based on the individual's teaching assignment. In the first two years of the program, teachers who were assigned to language arts, math, and self-contained classrooms in TAKS-tested grades were significantly more likely to receive Part 1 bonus awards than were other teachers, all other things being equal. By the third year of the GEEG program, however, the apparent bias in favor of TAKS-tested subjects and grades had faded. None of these assignments was associated with a significantly higher probability of receiving an award in the third year of GEEG. Fine arts teachers were the least likely to receive a bonus award in any year, although the differential was smallest in the third year of the GEEG program. Considering standardized student assessment measures are not available in all grades and subjects, particularly in fine arts, it is possible some schools did not develop or were slow to develop their own means to include teachers in those traditionally untested subject as possible award recipients.

Teacher Characteristics and Bonus Award Amounts

Table 4.3 describes the relationship between teacher characteristics and bonus award amounts received by a teacher during the three years of the GEEG program.[19] Each of the estimates indicates the dollar change in award attributable to a unit change in the designated teacher characteristic.

The implications of this analysis are generally similar to those for the analysis of receiving a bonus award. Teachers who were new to the building during the GEEG school year received bonus awards that were significantly less ($2,221 less in Year 1, $896 less in Year 2 and $1,169 less in Year 3) than other teachers with similar teaching assignments, educational attainment and experience. Again, there was no evidence that years of experience or advanced degrees had any influence on the size of the Part 1 bonus award that teachers received.[20]

Differences in bonus awards across teaching assignments are much more substantial. Teachers with self-contained classrooms in TAKS-tested grades received by far the largest bonus awards, all other things being equal, while fine arts teachers received the smallest awards. The typical self-contained TAKS teacher received at least $1,000 more in Part 1 bonus awards than the typical fine arts teacher ($1,607 more in Year 1, $1,408 more in Year 2 and $1,015 more in Year 3). Mathematics teachers and language arts teachers also received significantly higher awards, on average, than other teacher during all three years of the GEEG program.

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[19] In addition to the teacher characteristics presented in Table 4.3, the analysis also includes controls for the size of the school, the socioeconomic homogeneity of the student body (as measured by the ED%), GEEG funding per pupil, indicators for grade type and an indicator for whether the school was eligible for GEEG based on Comparable Improvement. See Appendix Table B.2 for additional information.

[20] The three indictors of teacher experience—years of experience, years of experience squared and years of experience unknown—are jointly insignificant at the 10 % level in all three years, as are the three indicators for educational attainment, and all six indicators for teacher credentials combined.

Table 4.3: Determinants of an Individual Teacher's Part 1 Bonus Award

Determinants	GEEG Year 1 Award	GEEG Year 2 Award	GEEG Year 3 Award
Experience	$2.69	$0.76	$14.25
Experience, squared	-0.11	-0.04	-0.43
Experience, missing	76.74	-144.70	-22.32
Bachelor's degree	126.50	630.00	462.30
Master's degree	38.22	682.30	349.40
Doctorate degree	292.80	-350.70	-83.33
Male Teacher	-303.90***	-114.80	-237.30***
Coach	-686.20***	-173.30	43.35
New to building	-2221.00***	-896.30***	-1169.00***
Language arts	308.70***	253.90**	184.20**
Math	437.10***	527.70***	225.60**
Science	-348.50***	-267.90*	-168.80
Foreign language	120.80	4.43	226.80
Fine arts	-641.70***	-547.70***	-498.10***
Vocational/technical	-440.40	26.14	137.40
Special education	-40.26	59.17	-130.80
Bilingual	284.30**	204.90	149.30
TAKS self-contained	965.20***	860.40***	517.10***

Note: This table presents marginal dollar changes based on censored normal regression. The asterisks indicate that a marginal effect is ** significant at 5% level; *** significant at 1% level. See Appendix Table B.2 for complete model specification and standard errors.
Source: Based on authors' calculations from PEIMS data and GEEG teacher award information collected by TEA during fall 2006, 2007 and 2008

Chapter Summary

This chapter provides a review of the nature of Part 1 bonus award design and distribution in GEEG schools. The analysis indicates that there was substantial variation among GEEG schools in the parameters of their performance pay plans, but that most designed plans with a large number of relatively small awards.

Data collected on the actual distribution of GEEG bonus awards indicates that most teachers received a Part 1 bonus award each year. However, there were systematic differences between the teachers who received such awards and those who did not, particularly with respect to a teacher's subject-area assignment. Additionally, teachers who were new to the building had a much lower probability of receiving a Part 1 bonus award, and received much smaller awards, on average.

Finally, the relationship between teacher characteristics and the Part 1 bonus awards reflects factors other than those rewarded by the traditional single salary schedule. Throughout the GEEG program, years of experience and level of education – separately and jointly – had no influence on a teacher's probability of receiving a Part 1 bonus award or the size of the award that a teacher received.

CHAPTER 5
Educator Attitudes and Beliefs about Performance Pay in GEEG Schools

This chapter describes results from surveys administered to teachers and other professionals in GEEG schools during the fall 2008 semester and conveys how attitudes of school personnel have changed between fall 2007 and fall 2008. This mid-year survey is part of a two-pronged annual survey strategy for gathering information about school staff members' experiences, especially those of teachers, throughout the three-year GEEG program. This fall 2008 survey was the third administration of the mid-year survey and addressed the following topics:

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

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

Key Policy Questions

This chapter addresses the following questions.

- What attitudes did GEEG school personnel have about performance pay, in general, and their GEEG plan in particular?

- Did GEEG school personnel believe their efforts could overcome challenging student background characteristics?

- How effective did GEEG school personnel perceive building leadership to be?

- What was the nature of professional expectations and collegial collaboration perceived by personnel in GEEG schools?

- Did attitudes and perceptions of GEEG school personnel differ across respondent characteristics (e.g., years of experience, whether or not a teacher received a GEEG award, professional position), school characteristics (e.g., grade levels served), or the school's status in Cycle 3 of the TEEG program?

- Did GEEG personnel's attitudes about performance pay and perceptions of school climate change over time?

Key Policy Points

This chapter highlights and expands upon the following key policy points based on results from the mid-year survey addressing educator attitudes in GEEG schools.

- Most personnel in GEEG schools supported the principle of teacher performance pay, and there was no decline in that support during the three years of the GEEG program. In addition, the majority of personnel viewed performance pay as a good compensation practice.

- Personnel did not believe that the GEEG program undermined collaboration or workplace collegiality. In fact, over all three years of the program the majority of respondents viewed their colleagues, principals, and overall work environment positively.

- Both GEEG award recipients and non-recipients, as well as new and veteran teachers, had positive views about the GEEG program.

- Teachers and staff in GEEG schools mildly preferred egalitarian award distribution models over individualistic models as part of a performance pay plan; however, their support for both approaches was high.

Methodology

This chapter discusses results from a survey administered to full-time instructional personnel in GEEG schools during the fall 2008 semester.[21] This mid-year survey was the first of a two-pronged survey approach used to learn about GEEG's impact on attitudes and behavior of school personnel. This mid-year survey addressed several key concepts which are identified below.

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

The subsequent sections describe the methodology used to conduct the survey, survey results, and a comparison of select survey items administered to GEEG schools during the fall 2007 and fall 2008 semesters.

Methodology for Reviewing Survey Results

Full-time instructional personnel in GEEG schools were asked to complete an online survey during the fall 2008 semester. While the last performance year of the GEEG program was the 2007-08 school year, bonus awards were still being distributed during fall 2008. Essentially, the fall 2008 survey was a post-GEEG program administration. Two different versions of the survey were fielded: one for GEEG schools participating in Cycle 3 of the TEEG program; the other for GEEG schools not participating in Cycle 3 of TEEG. Schools participating in TEEG Cycle 3 are referred to as the "Continuous" participation group and other GEEG schools are referred to as the "Former" participation group. This language was used because teachers in the "Continuous" participation group were trying to earn a bonus during the 2008-09 school year from one of the state-sponsored programs being evaluated, while teachers in the "Former" participation group could no longer pursue GEEG or TEEG bonuses.

Evaluators received over 3,500 responses to the survey representing more than 90% of the schools in each subgroup and between 70% and 75% of potential respondents in those schools.[22] The survey was primarily composed of closed-end survey items. Some of these items were the same as those included in the second mid-year survey administered during fall 2007. There were new items which addressed the attitudes of personnel in both Continuous and Former GEEG schools. Where possible, evaluators examine how responses from the fall 2007 survey compare to responses from the fall 2008 survey. This will allow further examination of how educators' attitudes and perceptions change over time as they participated in the GEEG program.

The key results from the survey analyses are presented in sections that correspond to the structure of the survey. For each section of the survey, we present a table showing how respondents in the

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[21] A copy of the survey is provided in Appendix C.
[22] See Appendix C for more detailed response rate tabulations.

Continuous and Former groups responded to the survey items. A Chi-square test was conducted for each item to determine if the distribution of responses was different for the Continuous and Former groups. We also present one figure for each section of the survey that shows a summary of responses in 2007 and 2008 to items that were common on both surveys. Again, we conducted a Chi-square test to determine if the year the survey was administered made a difference in the response patterns. In this case, the Chi-square test compared response patterns in 2007 to response patterns in 2008 within the participation groups.[23]

Simple descriptive statistics for the fall 2008 survey are presented in Appendix C and include distribution statistics and means for all attitudinal items included on the survey. These statistics are presented as four crosstabs with respondent position (i.e., teacher, aides v. others), school type (i.e., classified by grade levels taught), years of experience, and GEEG bonus award status as the variables crossed with the relevant school participation groups (Continuous and Former).

Additionally, longitudinal statistics comparing the responses from the fall 2007 and fall 2008 survey administrations are also presented in Appendix C. These statistics are presented in a single crosstab with survey year (fall 2007 vs. fall 2008) as the variable crossed with, once again, the relevant participation groups (Continuous and Former).

Attitudes about Performance Pay Design and GEEG Plans

Attitudes about Performance Pay Design and Impact

The fall 2008 survey represents the third opportunity for evaluators to learn about GEEG personnel's attitudes toward performance pay. Preliminary findings from the fall 2007 survey were reported in an earlier GEEG evaluation report.[24] This chapter explores respondents' attitudes toward performance pay immediately after the third and final program year of GEEG, and how attitudes have changed over time.

Teacher and staff responses exhibited strong support for performance pay, whether performance is measured at the individual or group level, as seen in Tables 5.1 and 5.2. The greatest support was expressed for rewarding teachers based on performance measured at the school-wide level followed closely by rewarding administrators based on school-wide performance. Support for rewarding teachers based on the performance of other school groups or individual teacher performance was somewhat lower with very small differences in responses for these measurement options. These patterns were true for both Continuous and Former participation groups and Chi-square tests found no items where the two groups differed in response patterns on the fall 2008 survey.

The other items in this section of the survey addressed how incentive awards should be distributed. Here we note that respondents to the 2008 survey are somewhat more likely to favor an egalitarian award distribution system where **all** teachers receive the **same bonus** (between 63% and 66%) than

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[23] Because we summarize the full range of responses to each statement as percent agree for presentation in the figures, the values shown in the figures may mask underlying differences in response distributions. In some cases, we indicate statistically significant Chi-square statistics when the percent agree at each point in time is very similar or in some cases equal. See appendix C or D for a hypothetical example of how this can happen.

[24] See *Governor's Educator Excellence Grant (GEEG) Program: Year Two Evaluation Report* (2009) at http://ritter.tea.state.tx.us/opge/progeval/TeacherIncentive/GEEG_Y2_0709.pdf.

an individualized system where teachers earn different bonuses based on their individual performance (between 58% and 61%).

Table 5.1: Distribution of Responses to General Statements about Incentive Pay Plan Design

Strategies for Designing Performance Pay	Participation Group	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
a. Incentive awards should be distributed evenly to all teachers at the school.	Continuous	9.6%	27.4%	35.3%	27.7%	2.81
	Former	9.8%	24.6%	34.3%	31.3%	2.87
b. Incentive pay for teachers based on **overall performance** at the school is a positive change to teacher pay practices.	Continuous	5.2%	12.9%	55.1%	26.8%	3.04
	Former	5.8%	14.3%	54.0%	25.8%	3.00
c. Incentive pay for teachers based on **group performance** (i.e., grade-level, department, interdisciplinary team) is a positive change to teacher pay practices.	Continuous	7.3%	22.3%	50.8%	19.5%	2.83
	Former	8.4%	22.9%	51.7%	17.0%	2.77
d. Incentive pay for teachers based on **individual teaching performance** is a positive change to teacher pay practices.	Continuous	8.4%	21.4%	47.8%	22.4%	2.84
	Former	9.5%	22.3%	46.3%	21.9%	2.81
e. Incentive pay for administrators based on **overall performance at the school** is a positive change to administrator pay practices.	Continuous	7.3%	15.2%	57.3%	20.2%	2.90
	Former	8.8%	16.1%	57.7%	17.4%	2.84
f. Teachers should receive different incentive award amounts based on their individual teaching performance.	Continuous	11.3%	27.9%	42.1%	18.7%	2.68
	Former	12.8%	28.9%	40.9%	17.4%	2.63

N(Continuous)=1,525 N(Former)=2,020
Source: Results come from a survey administered to personnel in 90 GEEG schools during fall of 2008.
Note: Chi-square tests showed no significant relationship between Participation Group and responses.
Stem for statements: "Please indicate the extent to which you agree or disagree with each general statement about incentive pay that could be awarded in addition to base pay."

Although a substantial majority of respondents agreed that performance pay programs are a positive change to educator pay practices, Figure 5.1 shows that when asked these same questions in consecutive years (fall 2007 to fall 2008), respondents showed a slight decrease in their support for nearly all statements. This was true across both participation groupings. The responses were not significantly different for respondents in the Continuous participation group, but were significant in three of four cases for respondents in the Former group[25].

Figure 5.1: Comparing Responses to General Statements about Incentive Pay Plan Design Over Time
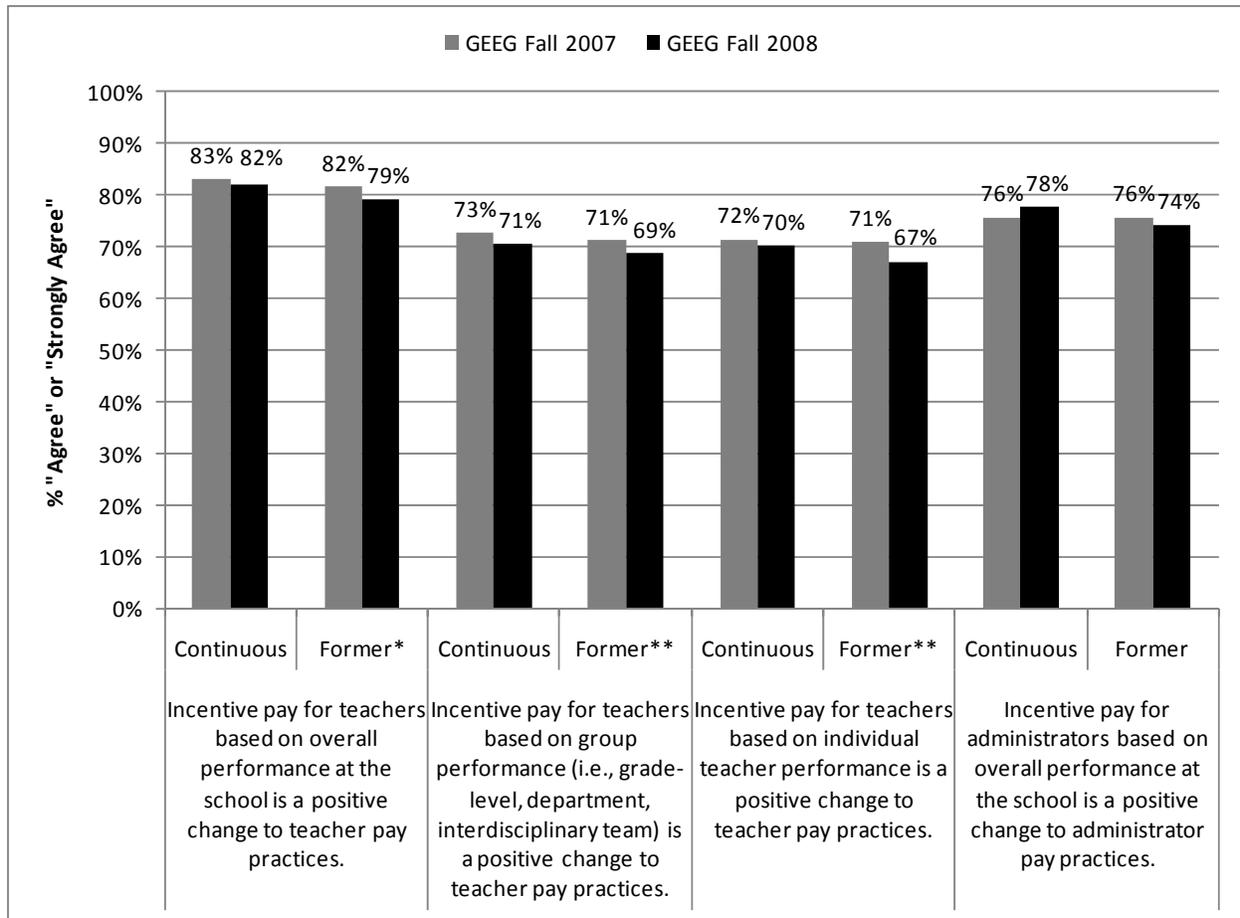
N(2007, Former)=1,903 N(2007, Continuous)=1,420 N(2008, Former)=1,880 N(2008, Continuous)=1,427
Source: Results come from 83 GEEG schools who participated in both surveys administered in fall of 2007 and 2008.
Stem for statements: "Please indicate the extent to which you agree or disagree with each general statement about incentive pay that could be awarded in addition to base pay."
* ** the Chi-square test indicates statistically significant difference in responses across years (* = p<0.05; ** = p<0.01)

Table 5.2 shows that most respondents did not believe that performance pay undermines group morale. Solid majorities agreed that performance plans will lead teachers to work more effectively. Similar majorities believed that performance pay will help recruit better teachers in the profession. Nearly two-thirds of participants from both participation groups believed that performance pay will help retain more effective teachers. Figure 5.2 shows that there was little change in answers to this question between the two survey years for either school participation group.

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[25] The difference in statistical significance is due to differences in the combined sample sizes for the two participation groups; continuous = 2,847 and former = 3,783.

Table 5.2: Distribution of Responses to General Statements about Incentive Pay and its Potential Impact on Schools

Strategies for Designing Performance Pay	Participation Group	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
a. Rewarding teachers based on their students' performance will destroy the collaborative culture of teaching.*	Continuous	13.0%	51.7%	25.6%	9.6%	2.32
	Former	10.2%	48.6%	30.8%	10.4%	2.41
b. Rewarding teachers based on their students' performance will cause teachers to work more effectively.	Continuous	7.3%	27.0%	51.0%	14.7%	2.73
	Former	7.3%	26.9%	52.1%	13.8%	2.72
c. Rewarding teachers based on their students' performance will attract more effective teachers into the profession.	Continuous	10.7%	32.6%	42.6%	14.1%	2.60
	Former	9.3%	32.1%	43.4%	15.2%	2.65
d. Rewarding teachers based on their students' performance will help retain more effective teachers in the profession.	Continuous	9.2%	27.1%	47.0%	16.7%	2.71
	Former	8.8%	27.0%	46.8%	17.4%	2.73

N(Continuous)=1,525 N(Former)=2,020
Source: Results come from a survey administered to personnel in 90 GEEG schools during fall of 2008.
Stem for statements: "Please indicate the extent to which you agree or disagree with each general statement about incentive pay and its potential impact on schools."
*the Chi-square test indicates statistically significant difference in responses across Participation Groups (p<0.05)

Figure 5.2: Comparing Responses to General Statements about Incentive Pay and its Potential Impact on Schools Over Time
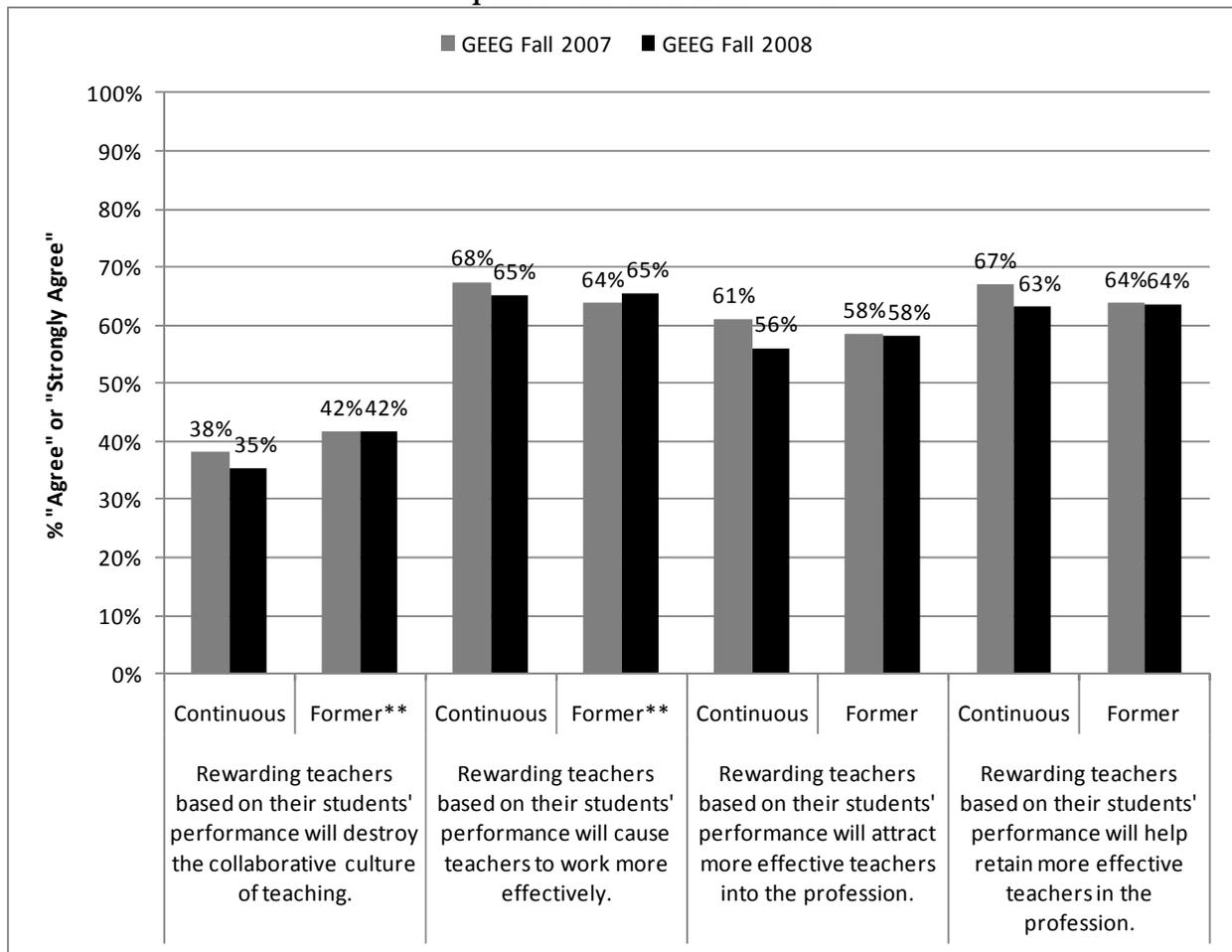
N(2007, Former)=1,903 N(2007, Continuous)=1,420 N(2008, Former)=1,880 N(2008, Continuous)=1,427
Source: Results come from 83 GEEG schools who participated in both surveys administered in fall of 2007 and 2008.
Stem for statements: "Please indicate the extent to which you agree or disagree with each general statement about incentive pay and its potential impact on schools."
* ** the Chi-square test indicates statistically significant difference in responses across years (* = p<0.05; ** = p<0.01)

Attitudes about GEEG Design and Impact

The next block of questions assesses respondents' perceptions of the importance of factors that determined awards in their schools' GEEG performance pay plan. As seen in Table 5.3a, the three factors that a majority of respondents reported as having "high importance" in their GEEG plans were improvements in student test scores, collaboration with faculty and staff, and efforts to involve parents in students' education. Only two of the statements showed a significance difference in responses across the participation groups: mentoring other teachers was seen as a High Importance factor by a larger share of respondents in the Former group and a larger share of the Former group respondents also agreed that parent satisfaction with teachers was important in determining GEEG incentive awards. Working with students outside of class time and high average test scores by students also ranked high. Table 5.3b shows that this ranking was relatively stable between the two survey years.

Table 5.3a: Distribution of Responses Rating the Importance of
GEEG Performance Measures

GEEG Performance Measures	Participation Group	No Importance	Low Importance	Moderate Importance	High Importance	Do Not Know	Mean
a. Time spent in professional development.	Continuous	3.6%	11.5%	43.1%	39.5%	2.2%	3.21
	Former	3.8%	10.5%	43.5%	40.0%	2.3%	3.22
b. High average test scores by students.	Continuous	2.0%	6.4%	42.2%	47.4%	2.1%	3.38
	Former	1.8%	7.0%	40.9%	48.2%	2.1%	3.38
c. Improvements in students' test scores.	Continuous	2.1%	2.6%	23.6%	69.6%	2.2%	3.64
	Former	1.6%	3.3%	25.6%	67.6%	1.9%	3.62
d. Performance evaluations by supervisors.	Continuous	5.4%	11.9%	40.8%	38.8%	3.1%	3.16
	Former	4.4%	11.9%	41.8%	39.1%	2.7%	3.19
e. Performance evaluations by peers.	Continuous	12.7%	19.3%	40.3%	24.4%	3.3%	2.79
	Former	10.9%	19.5%	41.2%	24.2%	4.2%	2.82
f. Independent evaluation of teaching portfolios.	Continuous	10.8%	19.6%	40.6%	24.4%	4.7%	2.82
	Former	9.0%	17.5%	42.6%	26.0%	4.9%	2.90
g. Independent evaluations of students' work (e.g., portfolios).	Continuous	8.3%	14.6%	39.0%	35.2%	3.0%	3.04
	Former	7.2%	12.9%	42.9%	33.3%	3.7%	3.06
h. Student evaluations of teaching performance.	Continuous	16.0%	19.6%	34.8%	26.2%	3.5%	2.74
	Former	13.8%	18.4%	36.6%	26.4%	4.8%	2.79
i. Collaboration with faculty and staff.	Continuous	2.8%	6.7%	31.1%	57.1%	2.2%	3.46
	Former	3.8%	5.2%	34.2%	54.6%	2.2%	3.43
j. Working with students outside of class time.	Continuous	5.2%	9.1%	37.6%	45.8%	2.3%	3.27
	Former	5.5%	9.0%	36.4%	46.3%	2.7%	3.27
k. Efforts to involve parents in students' education.	Continuous	4.5%	10.0%	33.1%	50.4%	2.0%	3.32
	Former	4.6%	10.1%	32.3%	50.0%	3.0%	3.32
l. Serving as a Master Teacher.	Continuous	9.5%	14.8%	41.2%	28.6%	6.0%	2.94
	Former	7.8%	14.2%	40.0%	31.8%	6.2%	3.02
m. Mentoring other teachers.*	Continuous	7.7%	13.1%	39.6%	35.9%	3.7%	3.08
	Former	7.0%	12.1%	36.2%	40.6%	4.1%	3.15
n. National Board for Professional Teaching Standards (NBPTS) certification.	Continuous	10.2%	15.4%	32.8%	31.7%	9.9%	2.96
	Former	10.2%	13.4%	34.3%	33.4%	8.7%	2.99
o. Parent satisfaction with teacher.*	Continuous	11.0%	18.8%	35.0%	32.1%	3.1%	2.91
	Former	10.6%	14.7%	38.1%	32.9%	3.7%	2.97
p. Teaching in hard-to-staff fields.	Continuous	6.0%	8.9%	35.5%	43.3%	6.3%	3.24
	Former	5.9%	8.4%	35.3%	43.2%	7.2%	3.25
q. Teaching in hard-to-staff school.	Continuous	6.4%	9.1%	32.5%	45.3%	6.8%	3.25
	Former	5.8%	7.8%	34.8%	44.5%	7.2%	3.27

N(Continuous)=1,525 N(Former)=2,020

Source: Results come from a survey administered to personnel in 90 GEEG schools during fall of 2008. Stem for statements: "Please indicate how important you believe each factor is in determining awards provided to teachers in your school from GEEG."

*the Chi-square test indicates statistically significant difference in responses across Participation Groups (p<0.05)

It is interesting to note that the 2008 survey results show collaboration as the second most important factor in determining GEEG bonus awards, bumping high average test scores down one spot in the rankings. The importance of efforts to involve parents in schooling also was perceived as increasing in relative importance in the GEEG plans in 2008. Working with students outside of class time was still among the five most important factors for determining awards, but was seen in 2008 as less important than trying to involve parents.

Table 5.3b: Comparing Importance of GEEG Performance Measures Over Time

GEEG Performance Measures	Rank Order by Former Participants		Rank Order by Continuous Participants	
	2007 Means	2008 Means	2007 Means	2008 Means
Improvements in students' test scores.	**(1) 3.41**	**(1) 3.62**	**(1) 3.42**	**(1) 3.64**
Collaboration with faculty and staff.	(3) 3.07	(2) 3.41	(3) 3.10	(2) 3.46
High average test scores by students.	(2) 3.21	(3) 3.38	(2) 3.24	(3) 3.39
Efforts to involve parents in students' education.	(5) 3.00	(4) 3.31	(6) 2.97	(4) 3.33
Working with students outside of class time.	(4) 3.04	(5) 3.27	(4) 3.01	(5) 3.27
Teaching in hard-to-staff school.	(6) 3.00	(6) 3.27	(8) 2.94	(6) 3.26
Teaching in hard-to-staff fields.	(7) 2.98	(7) 3.24	(9) 2.93	(7) 3.25
Time spent in professional development.	(8) 2.97	(8) 3.23	(7) 2.96	(8) 3.21
Performance evaluations by supervisors.	(9) 2.96	(9) 3.18	(5) 2.98	(9) 3.17
Mentoring other teachers.	**(10) 2.86**	**(10) 3.14**	**(10) 2.83**	**(10) 3.08**

N(2007, Former)=1,903 N(2007, Continuous)=1,420 N(2008, Former)=1,745 N(2008, Continuous)=1,331
N fluctuates in 2008 due to respondent ability to respond "Do Not Know." The above N reflects the lowest N within these responses. *Note:* The top 10 performance measures are ranked from 1 to 10, with 1 being the most important and 10 being the least. Measures with equal ranks are in bold type. Respondents rated items' importance as None (1), Low (2), Moderate (3), or High (4).
Source: Results come from a survey administered to personnel in GEEG schools in fall of 2007 and during fall of 2008; only responses from schools represented in both survey administrations are included.

Table 5.4 summarizes a further set of questions about the effect of GEEG participation on school environment and on individual teaching practice. Two statements assessed respondents' perceptions of potential negative effects. A solid majority of respondents in both participation groups disagreed with the statement that the GEEG plan had negative effects at the school or caused resentment among teachers. Respondents in the Former participation group were more likely to agree with both of these statements.

Two statements assessed respondents' perceptions about the ability of the GEEG program to distinguish effective teachers and whether the program induced changes in teaching practices. Less than half the respondents in both participation groups agreed with the statement that the GEEG program distinguished effective from ineffective teachers and nearly 75% of both groups agreed that the GEEG program did not impact their teaching practices. Again, respondents from the Former participation group were more likely to agree that the GEEG program had no impact on their teaching practices.

A third set of statements assessed respondents' perceptions of positive outcomes they attributed to the GEEG program. Respondents reported that GEEG plans made teachers feel more satisfied, improved professional development, and improved student learning and teaching practices at the school.

Table 5.4: Distribution of Responses to Statements about GEEG Impact on Schools

Statements about GEEG	Participation Group	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Mean
a. The GEEG incentive plan had negative effects on my school.*	Continuous	21.4%	46.1%	14.3%	6.8%	11.5%	2.07
	Former	19.8%	43.9%	18.2%	8.0%	10.1%	2.16
b. The GEEG incentive plan in my school did a good job of distinguishing effective from ineffective teachers at my school	Continuous	11.9%	35.5%	27.8%	9.0%	15.8%	2.40
	Former	12.0%	34.2%	29.6%	8.1%	16.1%	2.40
c. The GEEG incentive plan caused resentment among teachers at my school.*	Continuous	13.3%	39.5%	22.1%	10.9%	14.2%	2.36
	Former	11.4%	35.8%	26.5%	13.0%	13.3%	2.47
d. The GEEG incentive plan did not affect my teaching practices or professional behaviors.*	Continuous	4.7%	20.1%	40.9%	26.6%	7.8%	2.97
	Former	4.7%	18.8%	45.9%	23.5%	7.2%	2.95
e. The GEEG incentive plan at my school helped teachers feel more satisfied with their jobs.	Continuous	6.8%	20.1%	37.4%	21.0%	14.8%	2.85
	Former	7.2%	20.0%	40.5%	18.8%	13.4%	2.82
f. The GEEG incentive plan at my school contributed to improvements in the quality of professional development offered to teachers.	Continuous	7.1%	23.7%	38.4%	15.7%	15.0%	2.74
	Former	7.2%	22.2%	41.1%	14.9%	14.6%	2.74
g. The GEEG incentive plan at my school helped improve teaching practices.	Continuous	7.0%	19.5%	43.1%	17.6%	12.9%	2.82
	Former	6.0%	20.6%	44.4%	16.1%	12.8%	2.81
h. The GEEG incentive plan at my school helped increase student learning.	Continuous	6.6%	21.6%	40.7%	17.7%	13.4%	2.80
	Former	5.8%	21.7%	42.8%	16.2%	13.5%	2.80

N(Continuous)=1,525 N(Former)=2,020

Source: Results come from a survey administered to personnel in 90 GEEG schools during fall of 2008.

Stem for statements: "Please indicate the extent to which you agree or disagree with each statement about the GEEG incentive plan that operated in your school."

*the Chi-square test indicates statistically significant difference in responses across Participation Groups (p<0.05)

Figure 5.3 presents responses to statements about perceived impacts on school climate and teaching practices from the two survey administrations. A smaller share of respondents in both participation groups reported negative effects on the school in 2008 than in 2007. However, respondents in both groups indicated that they perceived more resentment among teachers in 2008. Respondents in the Former participation group were more likely in 2008 to believe that their GEEG plans distinguished effective from ineffective teachers while the respondents in the Continuous group reported the opposite. Both participation groups showed a two percentage point decline in the share indicating that the GEEG plan had no effect on teaching practices, but the difference in the underlying distribution of responses was statistically significant only for the Continuous participation group.

Figure 5.3: Comparing Responses to Statements about GEEG Impact of Schools Over Time
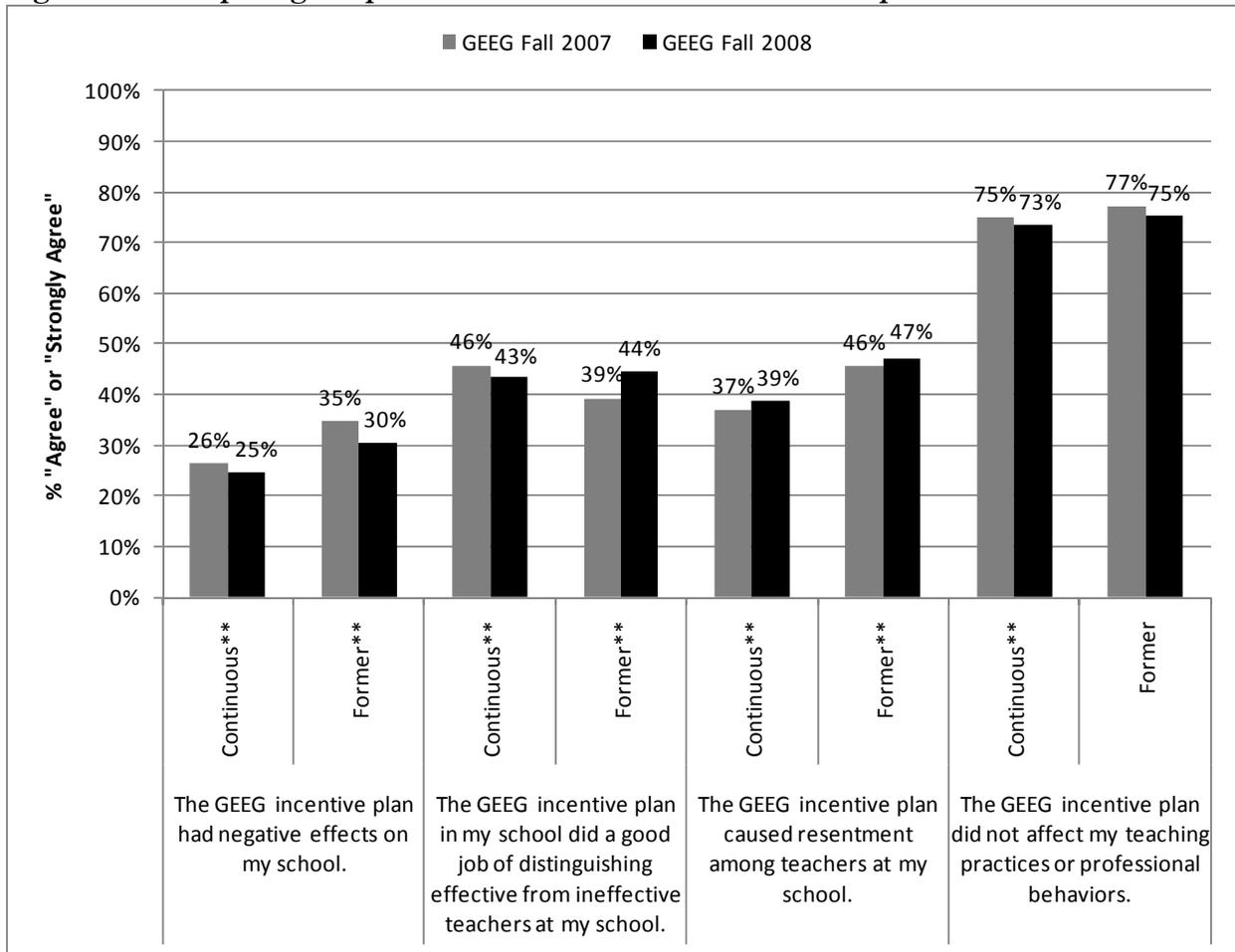
N(2007, Former)=1,903 N(2007, Continuous)=1,420 N(2008, Former)=1,585 N(2008, Continuous)=1,201
N fluctuates in 2008 due to respondent ability to respond "Do Not Know." The above N reflects the lowest N within these responses. *Source*: Results come from 83 GEEG schools who participated in both surveys administered in fall of 2007 and 2008. Stem for statements: "Please indicate the extent to which you agree or disagree with each statement about the GEEG incentive plan that operated in your school."
* ** the Chi-square test indicates statistically significant difference in responses across years (* = p<0.05; ** = p<0.01)

The next block of questions from the fall 2008 surveys assesses respondents' changes in attitudes toward teaching and teaching practices as compared to the previous school year. Analysis was restricted to only those respondents who were employed at their GEEG school during the 2007-08 school year.

The results in Table 5.5 indicate that the most frequent response on every statement was to report "No Change" since the previous school year. However, among those who did report changes, they were most often changes in a favorable or positive direction. On statements related to job satisfaction, 44% of respondents in both participation groups reported no change in their enthusiasm for teaching, 39% reported increased enthusiasm, 14% greatly increased enthusiasm, and just less than 7% of respondents reported a decline in enthusiasm for teaching. Similar responses were found concerning enjoyment of teaching. Similarly, only around 15% of respondents in both groups indicated that they were more likely to leave the teaching profession.

Interestingly, these improvements in job satisfaction occurred at the same time as reports of increased "pressure applied by your administrator." Approximately 44% of the Continuous participation group and 46% of the Former participation group reported at least a minimal increase in pressure applied by their administrator compared to the previous year.

A concern sometimes theorized with respect to performance pay generally is that teachers will divert attention away from non-tested subjects. The fall 2008 survey results indicate no evidence of that. Respondents overwhelmingly reported no change or at least some degree of increase in teaching time spent on non-TAKS subjects.

When asked about the change in time spent on other professional activities (including professional development, "supplemental services," and tutoring of students), less than 6% of all respondents across participation groupings reported any decrease in time allotted to these other professional activities compared to the previous school year.

Table 5.5: Distribution of Responses Assessing the Change in Teaching Experience and Practice Compared to the Previous Year

Teaching Experience and Practice	Participation Group	Decreased Greatly	Decreased Moderately	Decreased Minimally	No Change	Increased Minimally	Increased Moderately	Increased Greatly	Not at School	Mean
a. Your enthusiasm for teaching	Continuous	2.0%	1.4%	3.1%	43.7%	9.2%	15.4%	14.0%	11.0%	4.79
	Former	1.8%	2.1%	2.9%	44.0%	9.9%	15.8%	14.1%	9.3%	4.78
b. The time you spend teaching non-TAKS subjects.	Continuous	2.4%	1.9%	2.8%	56.9%	8.1%	10.8%	6.0%	11.0%	4.38
	Former	2.8%	2.0%	2.9%	56.3%	8.4%	12.0%	6.2%	9.3%	4.40
c. Pressure applied by your administrator	Continuous	0.6%	0.4%	1.2%	43.2%	14.8%	15.2%	13.6%	11.0%	4.92
	Former	0.6%	0.7%	0.9%	42.7%	14.3%	17.1%	14.4%	9.3%	4.97
d. The time you spend in professional development	Continuous	1.5%	1.0%	2.6%	46.2%	15.0%	15.1%	7.5%	11.0%	4.66
	Former	0.8%	1.3%	2.2%	46.5%	16.8%	15.9%	7.2%	9.3%	4.69
e. Your enjoyment of teaching	Continuous	2.6%	1.9%	5.4%	42.2%	10.0%	13.4%	13.6%	11.0%	4.68
	Former	2.5%	2.0%	5.0%	41.9%	11.0%	14.7%	13.7%	9.3%	4.72
f. The time you spend providing supplemental services or tutoring to students	Continuous	0.9%	0.5%	1.9%	42.4%	16.7%	15.3%	11.3%	11.0%	4.85
	Former	0.7%	0.4%	1.5%	44.1%	15.7%	16.4%	11.7%	9.3%	4.87
g. The likelihood that you will leave the teaching profession	Continuous	11.0%	3.1%	3.9%	56.7%	5.2%	4.7%	4.3%	11.0%	3.83
	Former	10.9%	4.3%	4.5%	54.4%	7.0%	4.9%	4.8%	9.3%	3.84

N(Continuous)=1,525 N(Former)=2,020
Source: Results come from a survey administered to personnel in 90 GEEG schools during fall of 2008.
Stem for statements: "The GEEG incentive program ended with the close of the last school year (2007-08). Compared to last year, how much have the following aspects of your teaching experience and practice changed?"
Note: Chi-square tests showed no significant relationship between Participation Group and responses.

Table 5.6 pertains to respondents' perceptions of the fairness and efficacy of their school's GEEG performance plan. A substantial majority perceived their school plan as fair. Respondents also reported that they knew what they needed to do to earn a bonus and felt that the criteria rewarded were worthy of higher pay. Respondents also indicated that the size of their schools top bonus was sufficient to motivate them. Most respondents felt that they would receive a bonus award.

Table 5.6: Distribution of Responses to Statements about the Fairness and Efficacy of the GEEG Plan

Perceptions of GEEG Plan	Participation Group	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Mean
a. The GEEG incentive plan developed by my school was fair to teachers.*	Continuous	8.0%	15.0%	48.1%	18.2%	10.8%	2.86
	Former	9.9%	19.3%	45.4%	14.1%	11.3%	2.72
b. I had a clear understanding of the performance criteria that I needed to meet in order to earn a GEEG bonus award.*	Continuous	4.1%	6.4%	56.3%	24.7%	8.5%	3.11
	Former	3.9%	11.7%	56.9%	18.7%	8.8%	2.99
c. I did not believe that I could achieve the performance criteria established by my school's GEEG incentive plan.*	Continuous	17.4%	52.4%	13.8%	5.0%	11.5%	2.07
	Former	13.9%	51.6%	16.5%	5.0%	12.9%	2.15
d. I believe that the performance criteria established by my school's GEEG incentive plan were worthy of extra pay.	Continuous	3.5%	11.3%	52.4%	20.9%	11.9%	3.03
	Former	3.8%	12.5%	53.3%	18.0%	12.4%	2.98
e. The size of the top bonus award in my school's GEEG incentive plan was not large enough to motivate me to try to earn the top award.	Continuous	10.8%	45.9%	19.3%	7.0%	17.0%	2.27
	Former	10.5%	43.8%	22.0%	6.6%	17.0%	2.30
f. When participating in my school's GEEG incentive plan, I had confidence I would receive an incentive award for achieving performance criteria.*	Continuous	3.5%	8.5%	53.4%	22.6%	12.0%	3.08
	Former	2.9%	10.0%	56.2%	17.6%	13.3%	3.02

N(Continuous)=1,525 N(Former)=2,020
Source: Results come from a survey administered to personnel in 90 GEEG schools during fall of 2008.
Stem for statements: "Please indicate the extent to which you agree or disagree with each statement about the GEEG incentive plan that operated in your school."
*the Chi-square test indicates statistically significant difference in responses across Participation Groups (p<0.05)

Figure 5.4 shows response differences between 2007 and 2008 surveys. There was a relatively large increase from 2007 to 2008 in the percent of respondents who had a clear understanding of what it took to earn a GEEG bonus in both the Continuous and Former participation groups (7% and 6% respectively). This increase in understanding of performance criteria is coupled with an increase in disbelief in the possibility of meeting these criteria (4% increase for the Continuous participation group and 6% increase for the Former participation group). Paradoxically over time, a negligible increase in agreement that the performance criteria were worthy of extra pay is coupled with an increase in agreement that the size of the top bonus award was not large enough to spur motivation.

Figure 5.4: Comparing the Fairness and Efficacy of the GEEG Plan Over Time
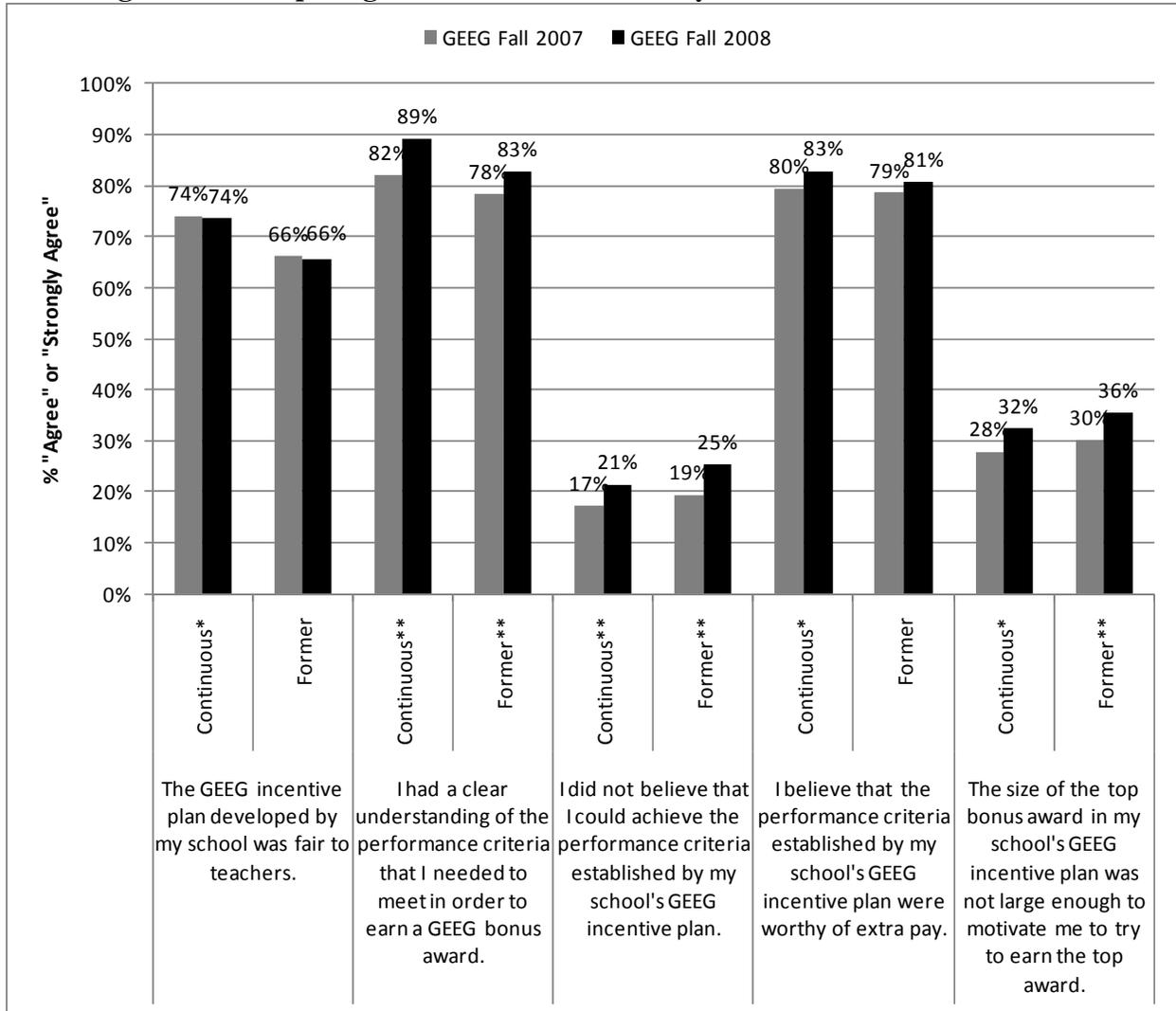
N(2007, Former)=1,903 N(2007, Continuous)=1,420 N(2008, Former)=1,557 N(2008, Continuous)=1,184
N fluctuates in 2008 due to respondent ability to respond "Do Not Know." The above N reflects the lowest N within these responses.
Source: Results come from 83 GEEG schools who participated in both surveys administered in fall of 2007 and 2008. Stem for statements: "Please indicate the extent to which you agree or disagree with each statement about the GEEG incentive plan that operated in your school."
* ** the Chi-square test indicates statistically significant difference in responses across years (* = p<0.05; ** = p<0.01)

Table 5.7: Distribution of Responses to Statements about GEEG Program Communication and Assistance

Perceptions of Technical Assistance	Participation Group	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Mean
a. A better explanation from the Texas Education Agency as to why the school was selected to participate in GEEG in the first place.*	Continuous	5.6%	35.9%	35.9%	7.3%	15.3%	2.53
	Former	4.0%	29.0%	43.7%	8.7%	14.7%	2.67
b. A more thorough explanation to the school of the guidelines for developing a GEEG performance incentive plan.*	Continuous	4.8%	35.2%	36.9%	9.5%	13.6%	2.59
	Former	2.8%	23.7%	48.4%	12.7%	12.4%	2.81
c. More time for the school to develop the school's GEEG performance incentive plan.*	Continuous	4.1%	35.9%	36.4%	7.9%	15.6%	2.57
	Former	2.5%	27.7%	45.0%	9.9%	15.0%	2.73
d. More school-based support to assist with the paperwork and other administrative demands when developing and managing the school's GEEG plan.*	Continuous	3.7%	27.3%	41.4%	10.7%	16.9%	2.71
	Former	2.1%	20.4%	48.7%	12.3%	16.5%	2.85
e. More technical expertise to develop and use high quality measures for evaluating the performance of teachers and other staff members.*	Continuous	4.0%	32.1%	39.3%	9.0%	15.6%	2.63
	Former	2.3%	22.8%	47.1%	12.2%	15.6%	2.82
f. A clearer explanation of the performance criteria that must be used by the school to determine eligibility for a GEEG bonus award.*	Continuous	3.8%	33.8%	39.1%	10.4%	13.0%	2.64
	Former	2.2%	22.5%	49.5%	13.3%	12.4%	2.84
g. Better support from district officials in developing and implementing the school's GEEG incentive plan.*	Continuous	4.6%	31.5%	39.0%	8.9%	16.1%	2.62
	Former	2.6%	23.1%	47.0%	13.2%	14.2%	2.82
h. Better support from the Texas Education Agency in developing and implementing the school's GEEG incentive plan.*	Continuous	4.0%	31.7%	37.6%	9.7%	17.0%	2.64
	Former	2.3%	22.3%	45.9%	13.1%	16.4%	2.83

N(Continuous)=1,525 N(Former)=2,020
Source: Results come from a survey administered to personnel in 90 GEEG schools during fall of 2008.
Stem for statements: "Please rate how much you agree that the following types of assistance would have improved your school's GEEG incentive plan."
*the Chi-square test indicates statistically significant difference in responses across Participation Groups (p<0.05)

Table 5.7 provides responses for a new block of questions asked exclusively in the fall 2008 survey concerning technical assistance in planning and operating GEEG performance plans. First, a notable percentage of respondents (12% to 17%) reported that they did not know how to respond. Of those who expressed an opinion on the matter, the results were split, but with more respondents expressing a desire for greater technical assistance. Former participants were significantly more likely to report inadequate technical assistance than Continuous participants.

Table 5.8a summarizes responses to statements designed specifically for Former GEEG schools, i.e., those not participating in TEEG Cycle 3. An important finding is that a relatively large percent of respondents (45%) reported that they were unaware their school was no longer participating in GEEG during the 2008-09 school year. Of those who **did** report knowing that their school was no longer participating (the responses summarized in Tables 5.8a), more than half believed this was NOT fair and more than 90% hoped the school would participate in the future.

Table 5.8a: Distribution of Responses from TEEG Non-Participants to Statements about TEEG Non-Participation

Statements about GEEG	Participation Group	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
a. Teachers in my school are aware that the school is not participating in the TEEG program during this 2008-09 school year.	Former	1.3%	7.1%	74.0%	17.6%	3.08
b. I understand why the school is ineligible to participate in the TEEG program during this 2008-09 school year.	Former	4.8%	21.0%	62.3%	11.9%	2.82
c. I am disappointed that I cannot earn a TEEG bonus award for my performance during this 2008-09 school year.	Former	7.0%	23.1%	44.7%	25.3%	2.88
d. I believe it is fair that the school is ineligible to participate in the TEEG program during this 2008-09 school year.	Former	12.6%	36.4%	45.6%	5.3%	2.44
e. I hope that the school will become eligible to participate in the TEEG program in future school years.	Former	4.2%	7.9%	49.1%	38.8%	3.23
f. I am adapting my professional practice this 2008-09 school year to improve the school's chances of becoming eligible for the TEEG program in future school years.	Former	4.4%	17.4%	57.0%	21.2%	2.95
g. I believe my efforts can contribute to the school's chances of becoming eligible for the TEEG program in future school years.	Former	2.7%	8.8%	62.7%	25.8%	3.12

N(Former)=1,104 Respondents who indicated they were "Unaware" of this change in status were excluded from the analysis (N=916)
Source: Results come from a survey administered to personnel in 90 GEEG schools during fall of 2008.
Stem for statements: "To what extent do you agree or disagree with the following statements?"

Table 5.8b summarizes responses to statements designed specifically for Continuous GEEG schools, i.e., those participating in TEEG Cycle 3. Similar to the Former schools, a relatively large percent of respondents (41%) reported that they were unaware their school was continuing participation in a performance pay plan. Of those who **did** report knowing that their school was participating in Cycle 3 of TEEG (the responses summarized in Table 5.8b), more than 63% were

"looking forward to participating" and more than 92% were "glad" their school was continuing participation.

Table 5.8b: Distribution of Responses from TEEG Participants to Statements about TEEG Participation

Statements about TEEG	Participation Group	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
a. School personnel are aware that the school is participating in the TEEG program this 2008-09 school year.	Continuous	0.7%	2.2%	66.6%	30.6%	3.27
b. I am glad that the school is participating in the TEEG program this 2008-09 school year.	Continuous	2.2%	5.4%	60.4%	31.9%	3.22
c. The TEEG incentive plan developed by my school is fair to teachers.	Continuous	5.9%	14.7%	59.5%	19.8%	2.93
d. I have a clear understanding of the performance criteria that I need to meet in order to earn a TEEG bonus award.	Continuous	2.7%	11.0%	63.2%	23.1%	3.07
e. I do not believe that I can achieve the performance criteria established by my school's TEEG incentive plan.	Continuous	24.1%	53.4%	18.6%	3.9%	2.02
f. I believe that the performance criteria established by my school's TEEG incentive plan are worthy of extra pay.	Continuous	3.2%	13.8%	61.3%	21.7%	3.01
g. The size of the top bonus award in my school's TEEG incentive plan is not large enough to motivate me to try to earn the top award.	Continuous	13.2%	52.6%	28.4%	5.8%	2.27
h. When participating in my school's TEEG incentive plan this year, I have confidence I will receive an incentive award for achieving performance criteria.	Continuous	3.4%	9.8%	66.6%	20.2%	3.03
i. I am not looking forward to my school's participation in the TEEG program this 2008-09 school year.	Continuous	23.7%	39.8%	26.6%	9.8%	2.22

N(Continuous)=899 Respondents who indicated they were "Unaware" of this change in status were excluded from the analysis (N=626). Stem for statements: "Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that is currently operating in your school this 2008-2009 school year."
Source: Results come from a survey administered to personnel in 90 GEEG schools during fall of 2008.

Perceptions of Teacher Efficacy and School Environment

Table 5.9 reports results concerning teacher efficacy. Respondents generally expressed a confident attitude about their ability to help students learn and overcome social background factors. This positive attitude tended to be higher among the Continuous GEEG participants. While the relationships between year of survey completion and response patterns were statistically significant for many of these statements, there was little substantive change in the percent of respondents who agreed or strongly agreed over time for either participation group, as seen in Figure 5.5.

Table 5.9: Distribution of Responses to Statements about Teacher Efficacy

Statements about Teacher Efficacy	Participation Group	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
a. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.*	Continuous	13.9%	48.4%	28.5%	9.2%	2.33
	Former	9.9%	38.1%	35.9%	16.1%	2.58
b. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.	Continuous	2.2%	9.3%	71.1%	17.4%	3.04
	Former	1.9%	9.7%	70.3%	18.1%	3.05
c. If I really try hard, I can get through to even the most difficult or unmotivated students.*	Continuous	2.2%	11.0%	59.9%	27.0%	3.12
	Former	2.3%	14.4%	59.2%	24.2%	3.05

N(Continuous)=1,525 N(Former)=2,020
Source: Results come from a survey administered to personnel in 90 GEEG schools during fall of 2008.
Stem for statements: "Please indicate the extent to which you agree or disagree with each of the following statements."
*the Chi-square test indicates statistically significant difference in responses across Participation Groups (p<0.05)

Figure 5.5: Comparing Responses to Statements about Teacher Efficacy Over Time
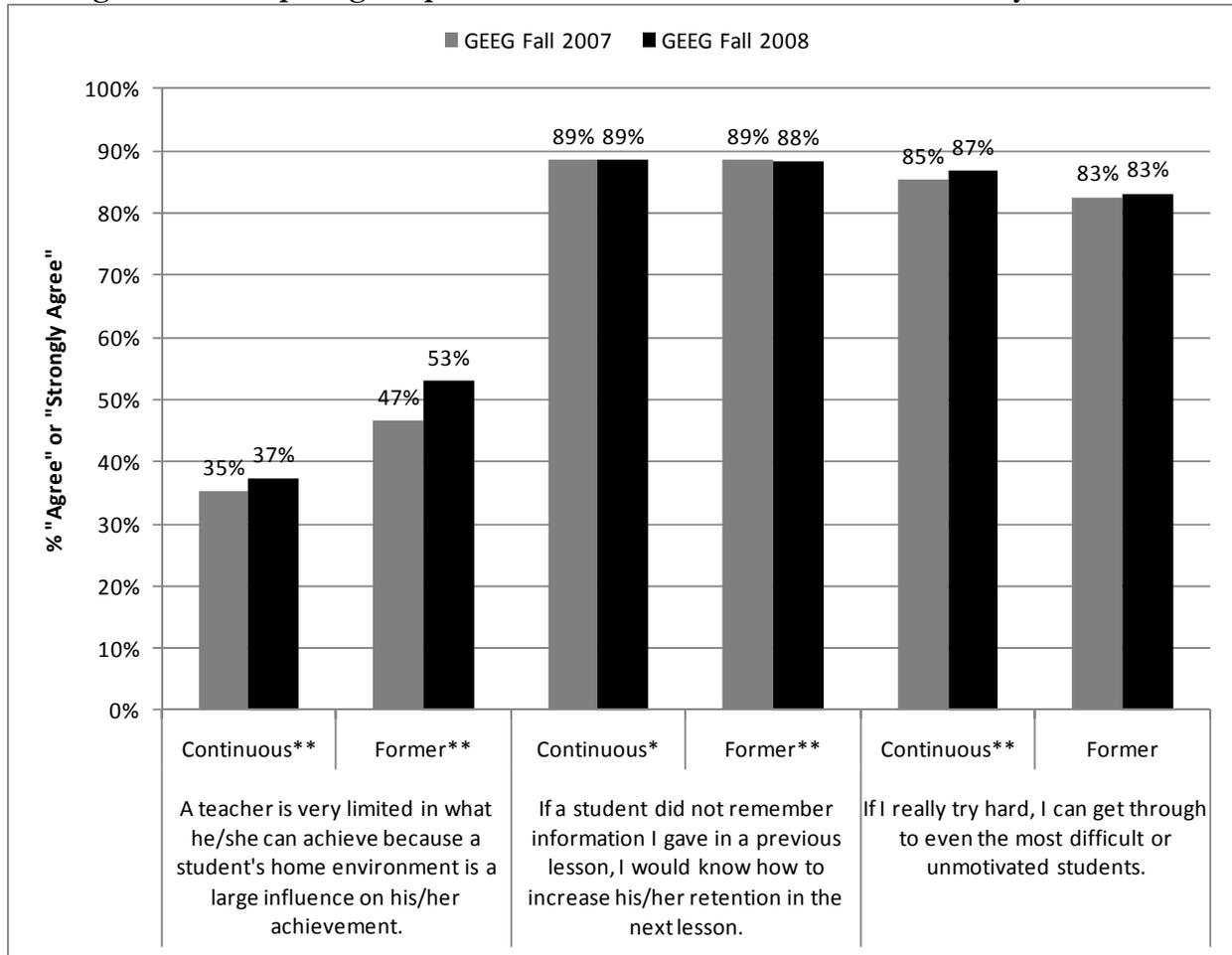
| | GEEG Fall 2007 | GEEG Fall 2008 |

N(2007, Former)=1,903 N(2007, Continuous)=1,420 N(2008, Former)=1,880 N(2008, Continuous)=1,427
Source: Results come from 83 GEEG schools who participated in both surveys administered in fall of 2007 and 2008. Stem for statements: "Please indicate the extent to which you agree or disagree with each of the following statements."
* ** the Chi-square test indicates statistically significant difference in responses across years (* = p<0.05; ** = p<0.01)

Table 5.10 summarizes responses to statements about principal leadership, ranging from statements about interactions with individual teachers to overall communication with the school. On all of these statements, the GEEG school principals received very favorable ratings, with very large majorities of respondents (typically in excess of 90%) providing positive assessments of the leadership in their schools. Respondents' perceptions of principals are slightly more positive in Continuous GEEG schools than in Former GEEG schools. These excellent principal evaluations have been stable over time, as seen in Figure 5.6.

Table 5.10: Distribution of Responses to Statements about Principal Leadership

Statements about Principal	Participation	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
a. Clearly communicates expected standards for instruction in my classroom.*	Continuous	3.0%	5.0%	60.1%	31.9%	3.21
	Former	2.8%	8.2%	60.2%	28.8%	3.15
b. Carefully tracks student academic progress.*	Continuous	2.7%	7.2%	58.1%	32.0%	3.19
	Former	2.8%	8.9%	61.1%	27.3%	3.13
c. Knows what is going on in my classroom.*	Continuous	3.9%	10.1%	55.7%	30.3%	3.12
	Former	4.6%	13.0%	57.4%	25.0%	3.03
d. Encourages teachers to raise test scores.	Continuous	1.5%	2.6%	54.5%	41.4%	3.36
	Former	1.3%	4.1%	55.5%	39.1%	3.32
e. Actively monitors the quality of instruction in the school.*	Continuous	3.0%	6.8%	56.2%	34.1%	3.21
	Former	3.3%	10.3%	55.9%	30.5%	3.14
f. Works directly with teachers who are struggling to improve their instruction.*	Continuous	4.3%	13.4%	54.4%	27.8%	3.06
	Former	5.5%	15.2%	55.5%	23.7%	2.97
g. Communicates a clear vision for our school.	Continuous	3.3%	5.0%	54.8%	36.9%	3.25
	Former	3.3%	7.2%	53.7%	35.8%	3.22
h. Evaluates teachers using criteria directly related to the school's improvement goals.	Continuous	3.1%	5.6%	59.4%	31.9%	3.20
	Former	3.1%	7.5%	58.7%	30.7%	3.17

N(Continuous)=1,525 N(Former)=2,020
Source: Results come from a survey administered to personnel in 90 GEEG schools during fall of 2008.
Stem for statements: "Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about you principal's leadership?"
*the Chi-square test indicates statistically significant difference in responses across Participation Groups (p<0.05)

Figure 5.6: Comparing Responses to Statements about Principal Leadership Over Time
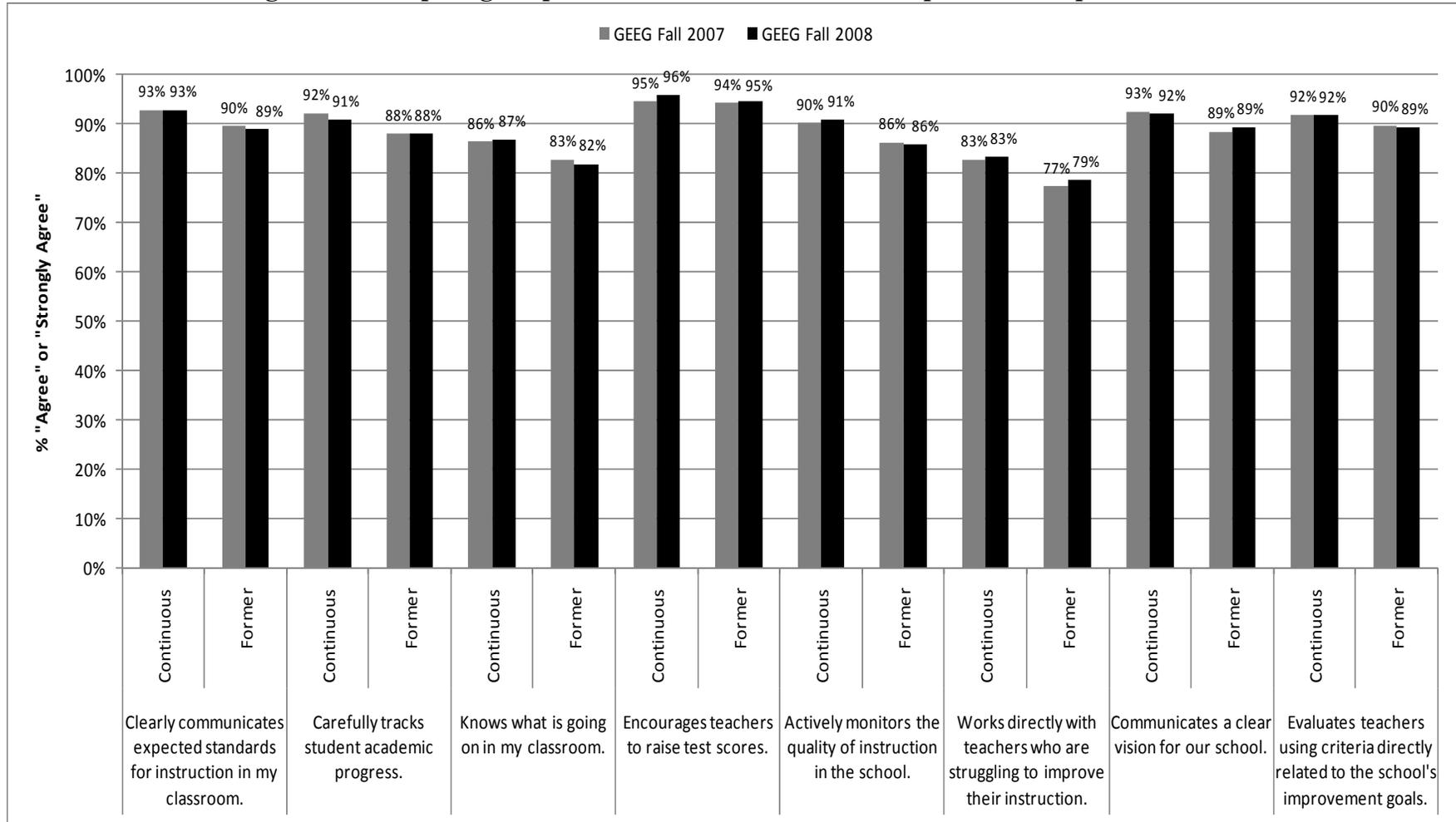
N(2007, Former)=1,903 N(2007, Continuous)=1,420 N(2008, Former)=1,880 N(2008, Continuous)=1,427
Source: Results come from 83 GEEG schools who participated in both surveys administered in fall of 2007 and 2008.
Stem for statements: "Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about you principal's leadership?"
Note: Chi-square tests showed no significant relationship between responses and survey year.

Respondents also were asked to rate several statements about the quality of teacher-to-teacher interactions, along with a set of statements that addressed teacher collaboration and expectations for student performance. The first nine statements represent a wide range of behaviors and values associated with a professional workplace. The consistent pattern summarized in Table 5.11 is that respondents overwhelmingly reported an open and respectful environment in which teachers had high quality professional interactions.

Table 5.11: Distribution of Responses to Statements about Teacher Interactions and Relationships

Statements about Teachers	Participation Group	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree	Mean
a. Teachers respect other teachers who take the lead in school improvement efforts.	Continuous	2.5%	3.1%	5.0%	22.0%	51.1%	16.2%	4.65
	Former	2.2%	3.9%	6.5%	24.5%	47.4%	15.4%	4.57
b. Many teachers openly express their professional views at faculty meetings.	Continuous	3.3%	5.7%	8.3%	21.9%	46.9%	13.9%	4.45
	Former	3.6%	6.7%	8.3%	22.6%	45.4%	13.5%	4.40
c. Most of my colleagues share my beliefs and values about what the central mission of the school should be.	Continuous	1.8%	2.4%	4.7%	22.2%	54.4%	14.6%	4.69
	Former	1.6%	2.9%	6.0%	25.4%	50.7%	13.4%	4.61
d. Teachers at this school trust each other.*	Continuous	4.5%	4.0%	8.8%	26.5%	43.6%	12.6%	4.39
	Former	3.5%	5.8%	11.2%	29.3%	38.6%	11.6%	4.28
e. Teachers are willing to question one another's views on issues of teaching and learning.	Continuous	2.5%	4.2%	10.2%	26.2%	46.0%	11.0%	4.42
	Former	2.1%	5.1%	11.7%	28.2%	42.6%	10.2%	4.35
f. Teachers are expected to continually learn and seek out new ideas.*	Continuous	1.3%	1.5%	3.5%	14.2%	53.7%	25.7%	4.95
	Former	1.4%	1.1%	3.2%	19.5%	51.4%	23.5%	4.89
g. Teachers are encouraged to take risks in order to improve their teaching.*	Continuous	2.8%	3.5%	8.1%	21.2%	46.2%	18.1%	4.59
	Former	2.5%	4.4%	8.3%	25.9%	43.9%	15.0%	4.49
h. Teachers typically go beyond their classroom teaching to address the needs of students.*	Continuous	2.0%	3.0%	3.9%	18.4%	45.9%	26.9%	4.84
	Former	1.6%	2.4%	6.5%	22.9%	43.8%	22.8%	4.73
i. Teachers do a good job of talking through views, opinions, and values.*	Continuous	2.4%	2.9%	4.9%	22.0%	47.9%	20.1%	4.70
	Former	1.8%	2.7%	7.9%	25.5%	45.4%	16.6%	4.60

N(Continuous)=1,525 N(Former)=2,020
Source: Results come from a survey administered to personnel in 90 GEEG schools during fall of 2008.
Stem for statements: "To what extent do you agree or disagree with the following statements about the teachers in your school during this school year (2008-09)?"
*the Chi-square test indicates statistically significant difference in responses across Participation Groups (p<0.05)

A second block of statements was repeated from the fall 2007 survey and assesses respondents' perceptions of teachers' willingness to assist one another and their expectations of students. Again, the overall pattern, as seen in Table 5.12 and Figure 5.7, is for respondents to rate professional collaboration and expectations very highly with little change between the fall 2007 and fall 2008 surveys. There was, however, an increase over time in the percent of respondents reporting that teachers seem more competitive (27% to 36%), and an increase in the percent reporting a lack of trust among the teachers (20% to 26%); although, the majority still disagreed with these negative perceptions of school environment. These changes were evident for respondents from both participation groups with those from the Former GEEG group showing slightly higher percentages agreeing with these negative statements. Generally, the observed differences in response patterns between the Continuous and Former groups indicated that those from the Continuous group tended to report more positive attitudes about teachers' willingness to help one another and hold students to high expectations.

Table 5.12: Distribution of Responses to Statements about Teachers

"Teachers in my school …"	Participation Group	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
a. Feel responsible to help each other do their best.*	Continuous	3.1%	11.5%	61.3%	24.1%	3.06
	Former	2.3%	13.8%	63.5%	20.4%	3.02
b. Expect students to complete every assignment.*	Continuous	1.6%	5.4%	64.2%	28.8%	3.20
	Former	1.0%	9.1%	63.5%	26.4%	3.15
c. Seem more competitive than cooperative.*	Continuous	11.5%	53.4%	26.3%	8.9%	2.33
	Former	7.9%	53.3%	30.7%	8.1%	2.39
d. Encourage students to keep trying even when the work is challenging.*	Continuous	0.9%	2.6%	65.4%	31.1%	3.27
	Former	0.9%	4.5%	66.4%	28.2%	3.22
e. Think it is important that all of their students do well in class.	Continuous	1.0%	4.1%	58.8%	36.0%	3.30
	Former	1.0%	5.1%	61.3%	32.6%	3.25
f. Do not really trust each other.*	Continuous	22.2%	52.1%	21.0%	4.6%	2.08
	Former	16.5%	54.6%	24.4%	4.6%	2.17
g. Can be counted on to help out anywhere or anytime, even though it may not be part of their official assignment.*	Continuous	4.9%	12.9%	60.1%	22.1%	2.99
	Former	4.2%	18.4%	58.0%	19.5%	2.93

N(Continuous)=1,525 N(Former)=2,020
Source: Results come from a survey administered to personnel in 90 GEEG schools during fall of 2008.
Stem for statements: "To what extent do you agree or disagree with the following statements about the teachers in your school during this school year (2008-09)?"
*the Chi-square test indicates statistically significant difference in responses across Participation Groups (p<0.05)

Figure 5.7: Comparing Responses to Statements about Teachers Over Time
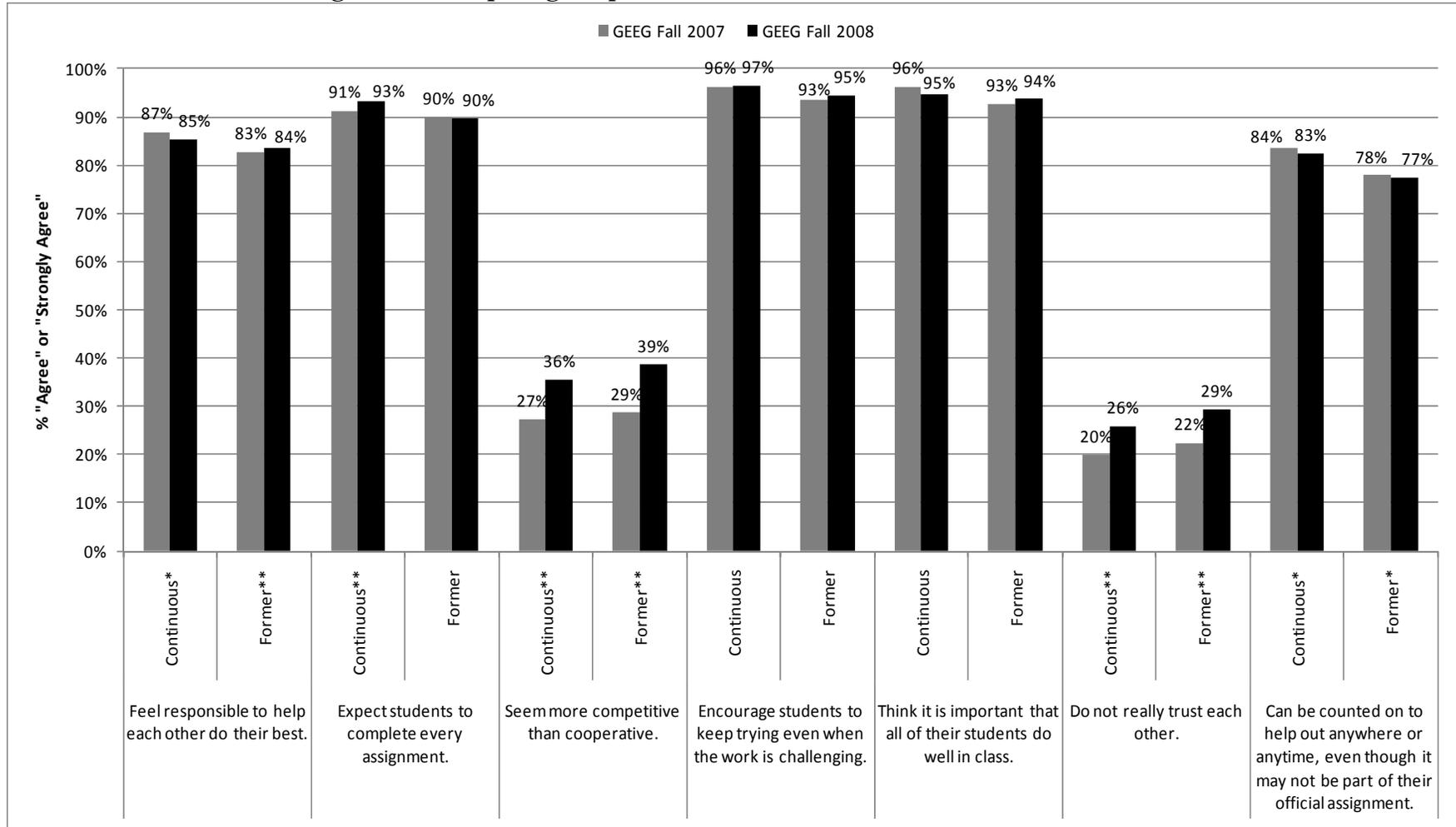
■ GEEG Fall 2007   ■ GEEG Fall 2008

N(2007, Former)=1,903 N(2007, Continuous)=1,420 N(2008, Former)=1,880 N(2008, Continuous)=1,427
Source: Results come from 83 GEEG schools who participated in both surveys administered in fall of 2007 and 2008.
Stem for statements: "To what extent do you agree or disagree with the following statements about the teachers in your school during this school year (2008-09)?"
* ** the Chi-square test indicates statistically significant difference in responses across years (* = p<0.05; ** = p<0.01)

Chapter Summary

This chapter presents findings from the fall 2008 survey of GEEG teachers and staff, and draws conclusions about any changes in respondent attitudes from the fall 2007 survey. The overall portrait is quite positive in regards to educators' attitudes and perceptions of GEEG and performance pay in general.

On the fall 2008 survey, a majority of staff in GEEG schools supported the principle of performance pay and did not believe it undermined school culture. From responses analyzed comparing responses to the fall 2007 to fall 2008 surveys, a slight decrease in support (around 2%) is noted, but only statistically significant among respondents who will no longer be participating in either the GEEG or TEEG incentive pay programs.

A majority of GEEG respondents also believed that performance pay will attract and retain more effective teachers into the profession and motivate incumbent teachers. Overall a solid majority felt that participation in the GEEG program improved student learning and teaching practices at their schools, however, they were less convinced that it changed their individual teaching practices or professional behaviors.

Regarding performance pay structures, teachers and staff in GEEG schools slightly preferred egalitarian award distribution models as opposed to differentiated performance pay based on individual teaching performance. However, the majority viewed both approaches positively.

A majority of staff in GEEG schools perceived their plans as fair and providing sufficient incentive to motivate them to achieve the performance criteria set forth by their schools' plans. Most respondents believed they would earn a bonus award. Additionally, a larger percentage in 2008 than in 2007 reported understanding the performance criteria necessary to earn a GEEG bonus award as their experience in the program deepened. We see no evidence that these incentives led teachers to divert teaching effort from non-TAKS tested fields.

Survey results revealed a general desire to retain state-sponsored performance pay programs. A majority of personnel who were actually aware of their school's participation status (i.e., in Cycle 3 of TEEG or not during the 2008-09 school year) were glad that their school was either currently participating or showed high aspirations that their school would be participating in the future.

Overall, staff members in GEEG schools painted a very favorable portrait of school culture and their relations with peers. They were also highly positive in their assessment of their principals. Of note is an increase over time in the percent of respondents who perceived increased competitiveness among teachers (from 28% to 37%) as well as an increase in the share who perceive lack of trust among teachers (from 21% to 27% across participation groups). However, we also note that when asked about teacher trust with a positively worded statement, a smaller percent of respondents reported lack of trust (less than 20% overall). Responses to statements about colleagues from the Former participation group tended to be more critical than responses from the Continuous participation group in both years, and the extent of their negative perceptions were higher on the later survey administration. It is unclear if the higher competitiveness and lack of trust among teachers in these schools was a reason for not participating in the TEEG program or if no longer having incentive bonuses as an option contributed to increased resentment and lack of trust.

CHAPTER 6
Educator Behavior and Organizational Dynamics in GEEG Schools

This chapter describes results from surveys on educator behavior and organizational dynamics administered to teachers and other professionals in GEEG schools during the spring 2008 semester. This end-of-year survey is part of a two-pronged annual survey strategy for gathering information about school staff members' experiences, especially those of teachers, throughout the three-year GEEG program. This spring 2008 survey was the second administration of the end-of-year survey and addressed the following topics.

- Perceptions about the school's GEEG plan, especially as it relates to the school's work climate.
- Educators' instructional practices, including use of student assessment results and efforts to engage parents.

These spring 2008 results convey the analysis to responses to questions pertaining to the attitudes and behaviors of school personnel during the final year of the GEEG program (2007-08) and when applicable how these responses may have changed from the only previously administered spring survey during the 2006-07 school year. The key policy questions and key policy points discussed throughout this chapter are listed below.

Key Policy Questions

This chapter addresses the following questions.

- What attitudes did GEEG educators hold about performance pay, and in particular the GEEG plan that operated in their schools?

- Did educator perceptions of school work climate change over time in GEEG schools?

- Did GEEG personnel report changes in instructional practices and efforts to engage parents over time?

Key Policy Points

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

- GEEG educators had a positive attitude about the performance plan operating in their school, reporting that the plan distinguished effective from ineffective teachers while fostering teacher collaboration.

- Although respondents reported that the GEEG program criteria motivated them to earn bonus awards and put in extra effort, most (86%) indicated that the plan did not affect their instructional practices. Strong professional collaboration was the norm.

- About half the respondents reported increases in perceived job satisfaction while over 40% reported much more stress for teachers in 2007-08 than 2006-07.

- GEEG educators reported frequent use of targeted instructional planning and delivery practices along with use of student assessment results. A notable percentage reported increased use of the former type of instructional practices from 2006-07 to 2007-08, while there was a slight increase in the use of student assessment results.

- Reports of increased instructional practices are somewhat contradictory to the high percentage stating that GEEG had no impact on instructional practices.

- GEEG respondents reported a variety of ways in which they interacted with parents. Communicating with parents when students have difficulty and when students improve their performance were cited as the most frequently employed parent engagement activities. There was little evidence of changes in the frequency of these activities between school years.

Methodology

Full-time instructional personnel in GEEG schools were asked to complete an online survey[26] during the spring 2008 semester. More than 3,700 responses were submitted representing more than 90% of the schools surveyed and approximately 80% of the teachers in those schools.[27] The survey is primarily composed of closed-end survey items. Some of these items are the same as those included in the first end-of-year survey administered during spring 2007. Where possible, evaluators examine how responses from the spring 2007 survey compare to responses from the spring 2008 survey. This allows further examination of how educators' attitudes and perceptions changed over time as they participated in the GEEG program.

Simple descriptive statistics for the spring 2008 survey are presented in Appendix D and include distribution statistics and means for all attitudinal items included on the survey. These statistics are presented as a series of crosstabs with survey years (spring 2007 and spring 2008) as one dimension and respondent position (teacher vs. others), school type (i.e., classified by grade levels taught), experience, and GEEG award status as the other dimension in each set of tables. Results of Chi-square tests of the relationships between responses to the survey items and other tabled variables also are included in the appendix tables.

Finally, statistics comparing the responses from the spring 2007 and spring 2008 survey administrations are also presented in Appendix D. These statistics are presented in a single table by question across survey years (spring 2007 vs. spring 2008). In this appendix table only schools that were represented in both survey administrations were included in the analysis.

GEEG Impact and School Climate

Perceptions of GEEG Impact

Respondents were asked to rate a series of statements about their GEEG plans. Table 6.1 summarizes responses to these statements about GEEG plan efficacy, teacher attitudes and impact on individual teaching behavior. A solid majority of respondents (63%) agreed with the statement that the performance plan does a good job of distinguishing effective from ineffective teachers. A majority of respondents (74%) disagreed with the statement that the prospect of earning a bonus discouraged teacher collaboration or that the plan fostered resentment among teachers (68%).

Interestingly, a large majority of respondents (86%) reported that they were already working as effectively as possible and that the performance plan did not affect their work; specifically, only a third of respondents agreed with a statement indicating they had changed instructional practices in response to the GEEG program. These findings are somewhat contradicted by the finding that 62% of respondents agreed that the top GEEG award was large enough to motivate them to put in extra effort and more than 75% agreed that they had a strong desire to earn a GEEG bonus.

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[26] A copy of the survey is provided in Appendix D.
[27] See Appendix D for more detailed response rate tabulations.

These discrepancies converged somewhat across time. Figure 6.1 shows a 4% increase in those agreeing that the GEEG plan is motivating extra effort and a 5% increase in those agreeing that they alter their teaching practices due to the GEEG plan.

Table 6.1: Distribution of Responses to Statements about the School's GEEG Program

	(1) Strongly Disagree	(2) Disagree	(3) Agree	(4) Strongly Agree	Mean
a. Our GEEG program does a good job of distinguishing effective from ineffective teachers at the school.	9.2%	27.3%	50.3%	13.3%	2.68
b. The prospect that teachers at my school can earn a bonus discourages staff in the school from working together.	24.6%	51.0%	18.0%	6.4%	2.06
c. I have noticed increased resentment among teachers since the start of our GEEG program.	23.0%	45.3%	23.5%	8.2%	2.17
d. I was already working as effectively as I could before the implementation of GEEG, so the program does not affect my work.	2.8%	11.0%	46.7%	39.4%	3.23
e. I have a clear understanding of the criteria I need to meet in order to achieve a bonus.	3.4%	10.7%	56.5%	29.5%	3.12
f. The size of the top GEEG bonus award at my school is large enough to motivate me to put in extra effort.	8.9%	28.4%	49.4%	13.3%	2.67
g. Our GEEG program does not measure important aspects of my teaching performance.	7.1%	40.5%	39.6%	12.7%	2.58
h. I have a strong desire to earn a GEEG bonus.	4.8%	17.2%	49.3%	28.7%	3.02
i. I have altered my instructional practices as a result of our GEEG program.	15.3%	51.2%	27.5%	6.0%	2.24

N=3,766

Source: Results come from a survey administered to personnel in 93 GEEG schools during spring of 2008.

Stem for statements is: "To what extent do you agree or disagree with the following statements about your school's GEEG program?"

Figure 6.1: Comparing Responses to Statements about the School's GEEG Program Over Time
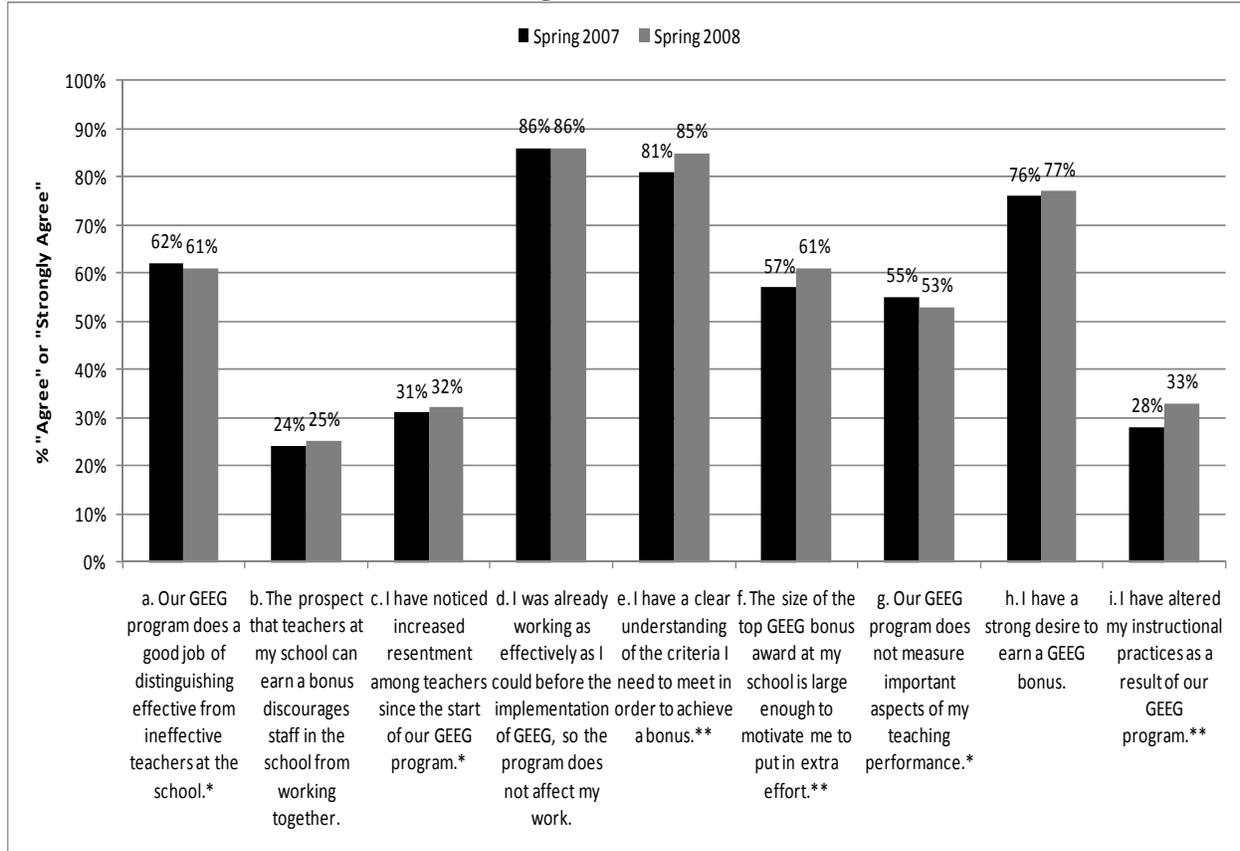
N(2008)=2,819 N(2007)=3,612 *Source*: Spring 2007 and Spring 2008 GEEG Educator Surveys; only responses from schools represented in both survey administrations are included (85 schools).
Stem for statements: "To what extent do you agree or disagree with the following statements about your school's GEEG program?"
* ** Chi-square tests indicate statistically significant difference in responses across years (* = p<0.05; ** = p<.01)

School Climate

Respondents also were asked to rate several statements about teacher collaboration and expectations for student performance. Overall, respondents perceived strong teacher collaboration as well as the perception that teachers in their school demonstrated increasing expectations for student effort and performance.

Table 6.2 shows a solid majority disagreed with statements that teachers seem more competitive and trust each other less (72% and 77% respectively). Strong majorities agreed that teachers more often encourage students faced with challenging work (82%) and disagreed that teachers less often think it is important that all of their students do well in class (77%). Significant findings over time, displayed in Figure 6.2, show a slight increase (4%) in the perception that teachers less often think it is important that all of their students do well in class, and a slight decrease (2%) in teachers encouraging student performance in the face of challenging work.

Table 6.2: Distribution of Responses Assessing the Change in School Climate Compared to the Previous Year

"Compared to last year, teachers in my school …"	(1) Strongly Disagree	(2) Disagree	(3) Agree	(4) Strongly Agree	Mean
a. Seem more competitive than cooperative.	15.1%	57.4%	21.7%	5.9%	2.18
b. Trust each other less.	18.2%	59.6%	16.9%	5.3%	2.09
c. Feel more responsible to help each other do their best.	5.1%	26.2%	55.3%	13.4%	2.77
d. More often expect students to complete every assignment.	3.3%	21.6%	61.5%	13.6%	2.85
e. More often encourage students to keep trying even when the work is challenging.	2.9%	14.8%	61.3%	21.0%	3.00
f. Less often think it is important that all of their students do well in class.	18.1%	59.6%	18.5%	3.8%	2.08
g. Can be counted on more often to help out anywhere or anytime, even though it may not be part of their official assignment.	6.2%	23.6%	54.5%	15.7%	2.80

N=3,766

Source: Results come from a survey administered to personnel in 93 GEEG schools during spring of 2008.

Stem for statements: "To what extent do you agree or disagree with the following statements about the teachers in your school this year (2007-08) compared to last school year (2006-07)?"

Figure 6.2: Comparing the Responses Assessing the Change in School Climate Compared to the Previous Year Over Time
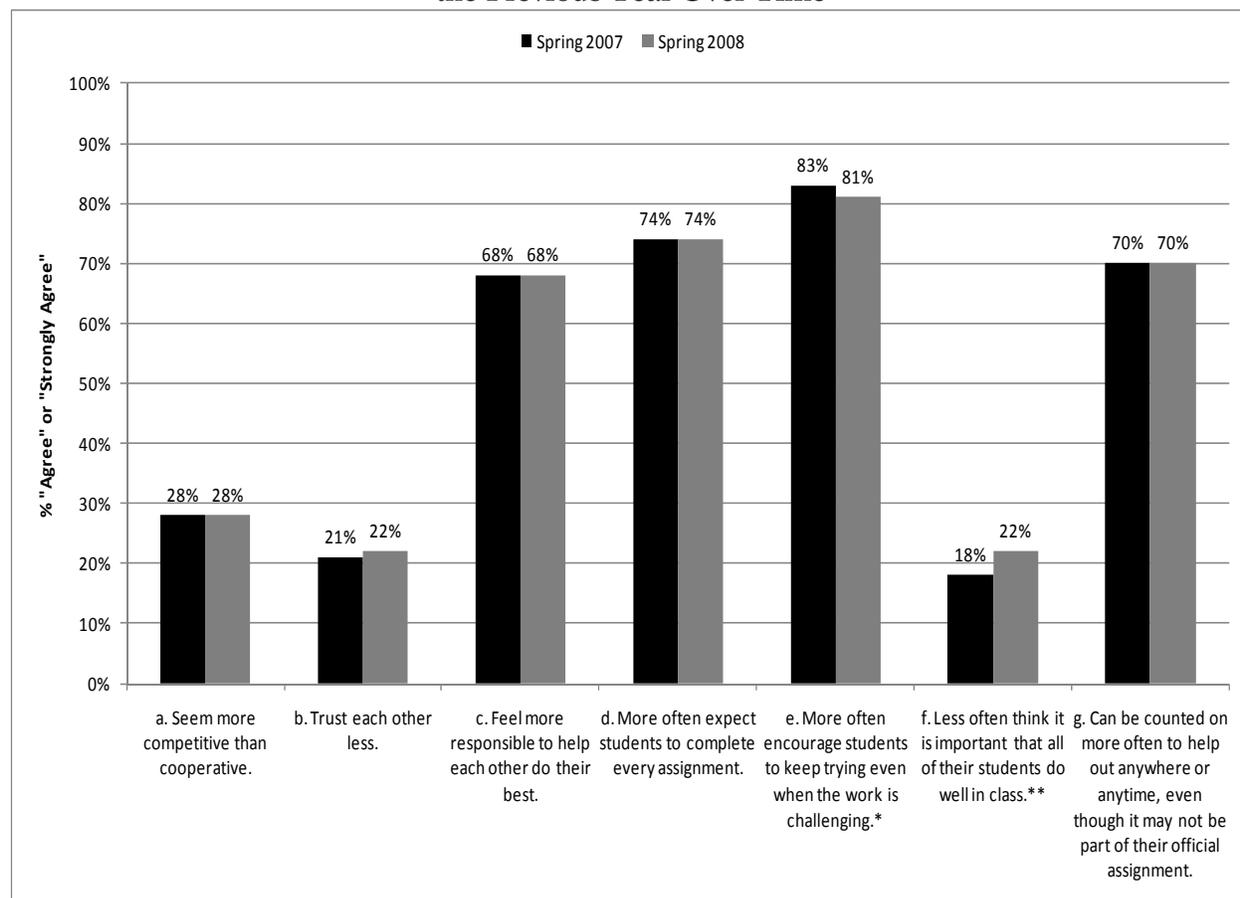
Teacher Satisfaction

Several statements asked respondents to rate various dimensions of overall job satisfaction. Table 6.3 shows a fairly mixed review of job satisfaction. Just over 50% reported more satisfaction in 2008 than 2007, with similar percentages indicating more satisfaction with how their schools were run. Less than half indicated that the stress levels were "much higher" in 2008 than the prior school year and only a quarter of respondents indicated they thought about transferring more in 2008. However, significant differences in response patterns over time, displayed in Figure 6.3, reveal slight decreases in respondents' perceptions of teacher satisfaction at their school.

Table 6.3: Distribution of Responses to Statements about Teacher Satisfaction

	(1) Strongly Disagree	(2) Disagree	(3) Agree	(4) Strongly Agree	Mean
a. I would describe teachers at this school as a more satisfied group than we were last school year.	9.0%	36.9%	45.3%	8.9%	2.54
b. The stress and disappointments involved in teaching at this school are much greater than last school year.	10.2%	48.4%	30.4%	11.0%	2.42
c. This year I like the way things are run at the school more than I did last year.	9.9%	36.8%	45.0%	8.3%	2.52
d. This year I think about transferring to another school/district more than I did last year.	27.1%	47.2%	17.4%	8.3%	2.07
e. This year I think about staying home from school because I'm just too tired to go more than I did last year.	28.6%	50.5%	15.8%	5.0%	1.97

N=3,766

Source: Results come from a survey administered to personnel in 93 GEEG schools during spring of 2008.

Stem for statements: "To what extent do you agree or disagree with the following statements about your satisfaction with teaching?"

Figure 6.3: Comparing Responses to Statements about Teacher Satisfaction Over Time
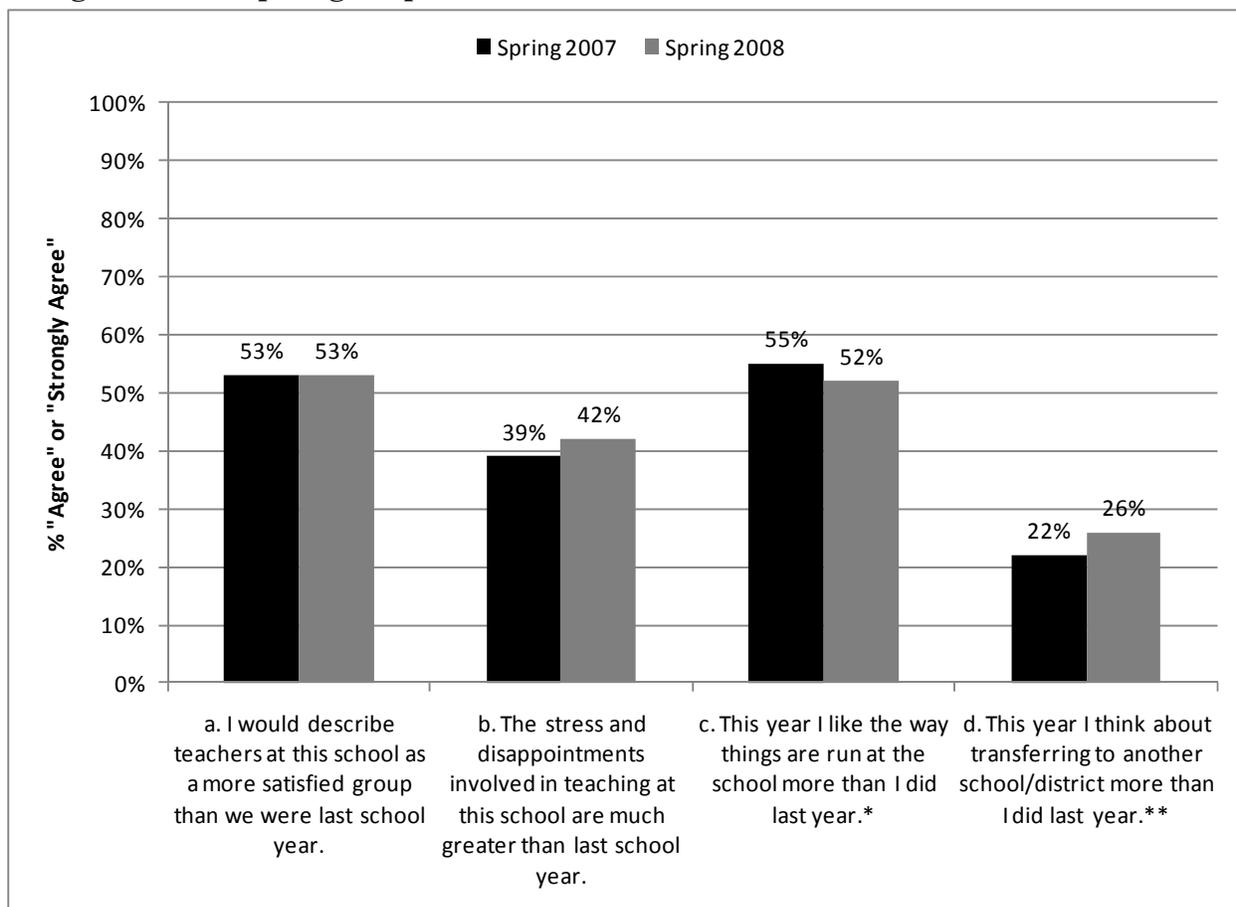
N(2008)=2,819 N(2007)=3,612
Source: Spring 2007 and Spring 2008 GEEG Educator Surveys; only responses from schools represented in both survey administrations are included (85 schools).
Stem for statements: "To what extent do you agree or disagree with the following statements about your satisfaction with teaching?"
* ** Chi-square tests indicate statistically significant difference in responses across years (* = p<0.05; ** = p<.01)

Curriculum, Instruction, and Assessment

Curriculum and Instruction

Respondents were asked to indicate how frequently they engaged in identified activities geared to instructional planning and/or select teaching practices. Table 6.4 reveals that most respondents reported engaging in all behaviors at least twice a week (76% to 88%). When responses areanalyzed by respondent position type, an even larger share of teachers – not surprisingly – reported engaging in these activities at least twice a week than other personnel.[28] As seen in Figure 6.4, respondents report engaging in these activities slightly less in 2008 than in 2007, but the overall percentage remains high.

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[28] See Appendix D for detailed analysis of survey responses by Position Type.

Table 6.4: Distribution of Responses to Statements about the Frequency of Classroom Instruction Activities

	(1) Never	**(2) Once or Twice a Year**	**(3) Once or Twice a Semester**	**(4) Once or Twice a Month**	**(5) Once or Twice a Week**	**(6) Almost Daily**	**Mean**
a. I analyze students' work to identify the curricular standards that students have or have not yet mastered.	3.5%	1.6%	4.3%	14.4%	33.6%	42.6%	5.01
b. I follow an 'instructional calendar' or 'pacing plan' provided by the school or district to schedule my instructional content.	6.4%	1.5%	3.2%	9.0%	23.3%	56.6%	5.11
c. I design my classroom lessons to be aligned with specific curricular standards.	3.2%	0.8%	1.6%	5.8%	21.8%	66.8%	5.42
d. I plan different assignments or lessons for groups of students based on their performance.	4.3%	1.0%	1.8%	8.9%	33.4%	50.6%	5.18
e. I have students help other students learn class content (e.g., peer tutoring).	3.6%	1.1%	1.5%	7.5%	31.8%	54.5%	5.26

N=3,766
Source: Results come from a survey administered to personnel in 93 GEEG schools during spring of 2008.
Stem for statements: "How often do you engage in the following activities as part of your classroom instruction?"

Figure 6.4: Comparing Responses to Statements about the Frequency of Classroom Instruction Activities Over Time
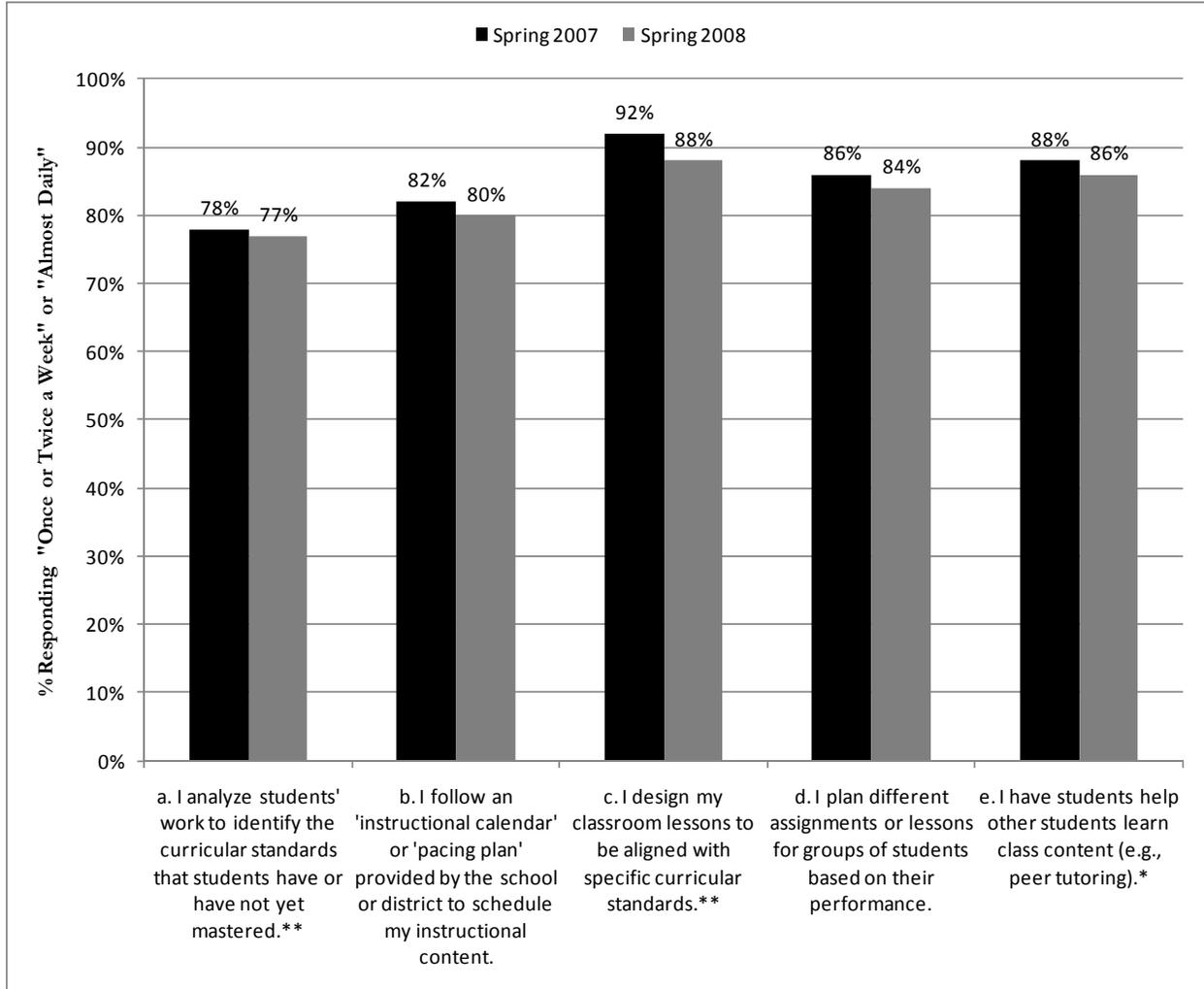
N(2008)=2,819 N(2007)=3,612
Source: Spring 2007 and Spring 2008 GEEG Educator Surveys; only responses from schools represented in both survey administrations are included (85 schools).
Stem for statements: "How often do you engage in the following activities as part of your classroom instruction?"
* ** Chi-square tests indicate statistically significant difference in responses across years (* = p<0.05; ** = p<.01)

A second question asked respondents to report whether they increased or decreased the amount of time they spent in specified types of instructional planning, assessment, and professional development activities from the previous school year. In the case of the spring 2008 survey, they were asked to compare frequency of use from the 2006-07 to the 2007-08 school year (Table 6.5). While 40% to 54% reported an increase in time spent on these identified practices, about half reported allotting the same time as last year. Conversely, less than 10% reported reducing the amount of time allotted to any of these identified activities. Responses for these items were stable over time (Figure 6.5).

Table 6.5: Distribution of Responses Assessing the Change in Frequency of Teaching Practices Compared to the Previous School Year

	(1) Much Less than Last Year	(2) A Little Less than Last Year	(3) The Same as Last Year	(4) A Little More than Last Year	(5) Much More Than Last Year	Mean
a. Aligning my classroom instruction with curricular standards.	1.4%	1.2%	44.7%	29.6%	23.2%	3.72
b. Focusing on the classroom content covered by standardized achievement tests.	1.8%	1.4%	46.4%	29.3%	21.2%	3.67
c. Administering benchmark assessments or quizzes.	2.7%	2.3%	48.6%	26.2%	20.2%	3.59
d. Re-teaching topics or skills based on students' performance on classroom tests.	1.6%	1.6%	42.2%	31.6%	23.1%	3.73
e. Reviewing student test results with other teachers.	3.5%	3.1%	50.6%	25.3%	17.6%	3.50
f. Seeking help from/providing help to other teachers informally.	2.6%	3.0%	44.4%	30.3%	19.7%	3.62
g. Attending district- or school-sponsored professional development workshops.	3.5%	5.7%	50.3%	23.4%	17.0%	3.45
h. Engaging in informal self-directed learning (e.g., reading subject-specific education research, using the Internet to enrich knowledge and skills).	1.8%	2.4%	45.9%	30.1%	19.7%	3.64
i. Tutoring individuals or small groups of students outside of class time.	3.3%	3.6%	44.1%	26.5%	22.6%	3.62

N=3,766

Source: Results come from a survey administered to personnel in 93 GEEG schools during spring of 2008.

Stem for statements: "How have you changed your teaching practices this year (2007-08) compared to last year (2006-07)? For each of the activities listed below, please indicate whether you are spending more time, the same amount of time, or less time this year than you did last year."

Figure 6.5: Comparing Responses Assessing the Change in Frequency of Teaching Practices Compared to the Previous School Year Over Time

N(2008)=2,819 N(2007)=3,612

Source: Spring 2007 and Spring 2008 GEEG Educator Surveys; only responses from schools represented in both survey administrations are included (85 schools).

Stem for statements: "How have you changed your teaching practices this year (2007-08) compared to last year (2006-07)? For each of the activities listed below, please indicate whether you are spending more time, the same amount of time, or less time this year than you did last year."

Note: Chi-square tests showed no significant relationship between responses and survey year.

Table 6.6 summarizes changes in how teachers engaged students in various kinds of instructional strategies, such as cooperative learning and direct instruction. While 38% to 54% reported that they increased the time students spent in each learning activity, approximately half reported allotting the same amount of time as last year. Conversely, less than 9% reported reducing the amount of time allotted to any of these identified activities.

When examined over time (Figure 6.6), there were few differences between responses on the spring 2007 and spring 2008 surveys, though respondents indicated slight increases in the time students spent receiving direct instruction and working in groups.

Table 6.6: Distribution of Responses Assessing the Change in the Frequency of Student Learning Activities Compared to the Previous School Year

	(1) Much Less than Last Year	(2) A Little Less than Last Year	(3) The Same as Last Year	(4) A Little More than Last Year	(5) Much More than Last Year	Mean
a. Engaging in hands-on learning activities (e.g., working with manipulative aids).	2.3%	2.9%	40.1%	32.7%	22.0%	3.69
b. Working in groups.	1.7%	2.9%	41.2%	30.7%	23.5%	3.71
c. Completing assignments at home (i.e., homework).	3.4%	5.2%	52.7%	23.8%	14.9%	3.41
d. Receiving direct instruction.	1.2%	3.8%	49.3%	27.9%	17.7%	3.57
e. Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves.)	1.8%	3.1%	44.7%	32.5%	17.9%	3.62

N=3,766
Source: Results come from a survey administered to personnel in 93 GEEG schools during spring of 2008.
Stem for statements: "How much change has there been in the time your students spend on the following activities this year (2007-08) compared to last year (2006-07)? For each of the activities listed below, please indicate whether your students are spending more time, the same amount of time, or less time this year than they did last year."

Figure 6.6: Comparing Responses Assessing the Change in the Frequency of Student Learning Activities Compared to the Previous School Year Over Time

N(2008)=2,819 N(2007)=3,612

Source: Spring 2007 and Spring 2008 GEEG Educator Surveys; only responses from schools represented in both survey administrations are included (85 schools).

Stem for statements: "How much change has there been in the time your students spend on the following activities this year (2007-08) compared to last year (2006-07)? For each of the activities listed below, please indicate whether your students are spending more time, the same amount of time, or less time this year than they did last year."."

* ** Chi-square tests indicate statistically significant difference in responses across years (* = $p<0.05$; ** = $p<.01$)

Assessment and Use of Assessment Results

Table 6.7 presents the frequency with which educators reported using student assessment data for various purposes. On the spring 2008 survey, a strong majority of respondents (80% or more) reported frequent use of student test results for all stated purposes except involving parents. Using test results to diagnose and address individual student deficits was the most common use of test results, though a large share of respondents indicated student test results also helped identify areas where teacher knowledge and/or skill development could be beneficial. Of significance is a large increase from the spring 2007 to the spring 2008 survey in the use of student assessment data to encourage parent involvement, up from 66% in 2007 to 77% in 2008 (Figure 6.7).

Table 6.7: Distribution of Responses Assessing the Frequency of Use of Student Assessment Data

	(1) Never or Almost Never	(2) Occasionally	(3) Frequently	(4) Always or Almost Always	Mean
a. Identify individual students who need remedial assistance.	3.3%	8.9%	38.9%	48.9%	3.33
b. Set learning goals for individual students.	3.6%	11.0%	40.5%	44.8%	3.27
c. Tailor instruction to individual students' needs.	2.9%	10.6%	41.0%	45.5%	3.29
d. Develop recommendations for tutoring or other educational services for students.	4.2%	13.1%	39.6%	43.1%	3.22
e. Assign or reassign students to groups.	4.8%	15.4%	40.3%	39.5%	3.14
f. Identify and correct gaps in the curriculum for all students.	4.5%	14.1%	43.5%	37.9%	3.15
g. Encourage parent involvement in student learning.	4.9%	18.3%	37.7%	39.1%	3.11
h. Identify areas where I need to strengthen my content knowledge or teaching skills.	2.4%	11.0%	43.7%	42.9%	3.27
i. Determine areas where I need professional development.	3.8%	16.6%	41.8%	37.8%	3.14

N=3,766

Source: Results come from a survey administered to personnel in 93 GEEG schools during spring of 2008.

Stem for statements: "To what extent do you use student test score data for each of the following purposes?"

Figure 6.7: Comparing Responses Assessing the Frequency of Use of Student Assessment Data Over Time
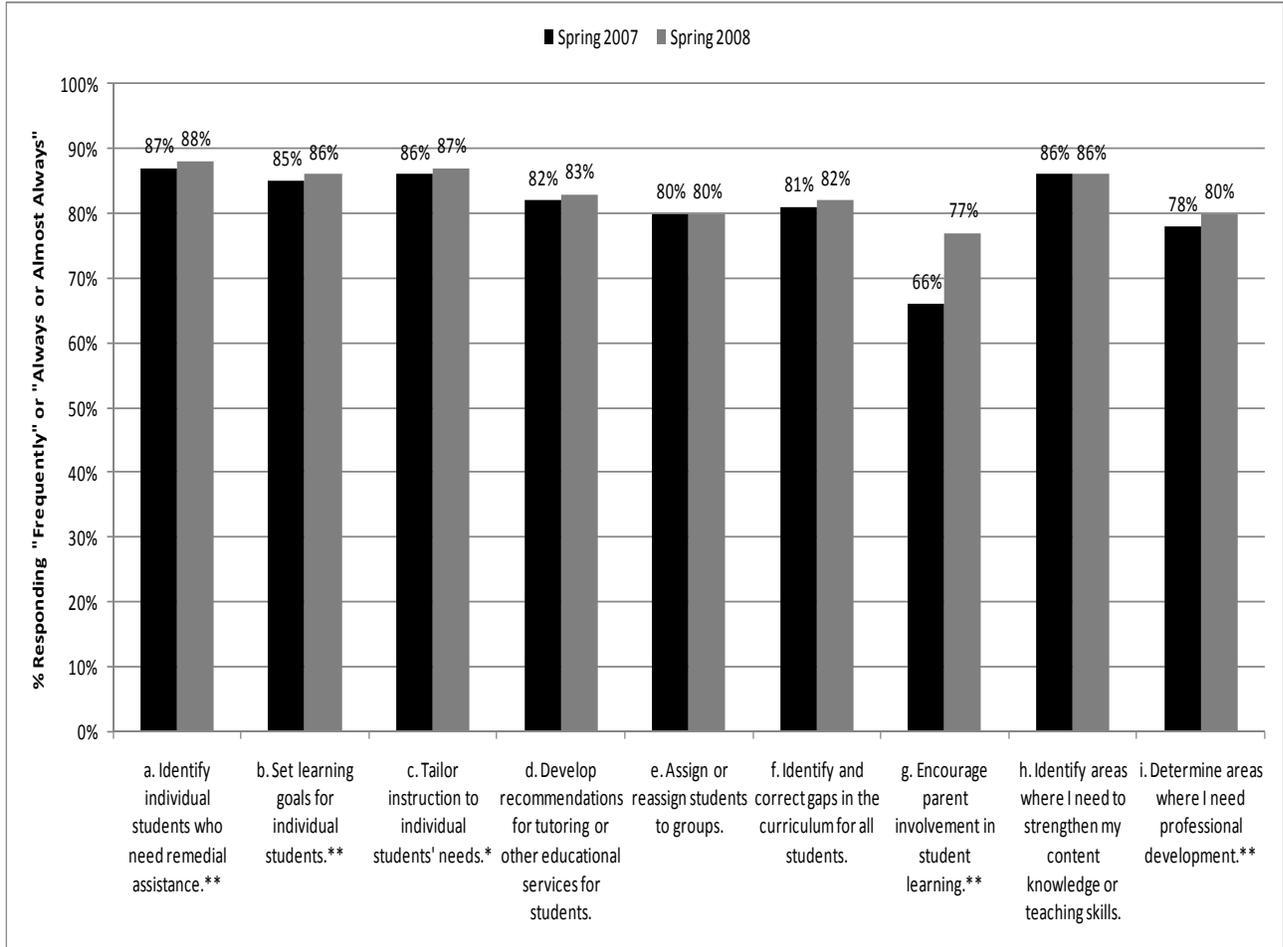
N(2008)=2,819 N(2007)=3,612
Source: Spring 2007 and Spring 2008 GEEG Educator Surveys; only responses from schools represented in both survey administrations are included (85 schools).
Stem for statements: "To what extent do you use student test score data for each of the following purposes?"
* ** Chi-square tests indicate statistically significant difference in responses across years (* = *p*<0.05; ** = *p*<.01)

Parental Involvement

Respondents were asked to indicate the frequency with which they employed specific strategies to engage parents. Table 6.8 summarizes those responses and indicates that these "suggested" strategies are employed much less frequently than instructional practices. The only item with high incidence is contacting parents when a student is having difficulty, followed closely by contacting parents when a student shows significant improvement. The responses to these items are relatively stable over time with the only statistically significant increase observed for encouraging parents to engage in school-oriented, as opposed to classroom-oriented, activities (Figure 6.8).

Table 6.8: Distribution of Responses Assessing the Frequency of Parental Involvement Methods

	(1) Never or Almost Never	(2) Occasionally	(3) Frequently	(4) Always or Almost Always	Mean
a. I require students to have their parents sign off on homework.	30.0%	30.4%	18.9%	20.8%	2.31
b. I assign homework that requires direct parent involvement or participation.	27.6%	34.8%	22.5%	15.1%	2.25
c. I send home examples of excellent student work to serve as models.	31.4%	32.0%	22.8%	13.7%	2.19
d. For those students who are having academic problems, I try to make direct contact with their parents.	5.4%	16.5%	37.6%	40.5%	3.13
e. For those students whose academic performance improves, I send messages home to parents.	9.9%	30.0%	33.4%	26.7%	2.77
f. I invite parents to visit or observe my classroom.	14.6%	32.6%	28.4%	24.4%	2.63
g. I encourage parents to volunteer in the school.	18.9%	31.4%	27.8%	21.9%	2.53
h. I help engage parents in site-based decision-making and advisory groups.	33.0%	31.3%	21.2%	14.6%	2.17

N=3,766

Source: Results come from a survey administered to personnel in 93 GEEG schools during spring of 2008.

Stem for statements: "How often do the following kinds of contact occur between you and the parents (or guardians) of your students?"

Figure 6.8: Comparing Responses Assessing the Frequency of Parental Involvement Methods Over Time
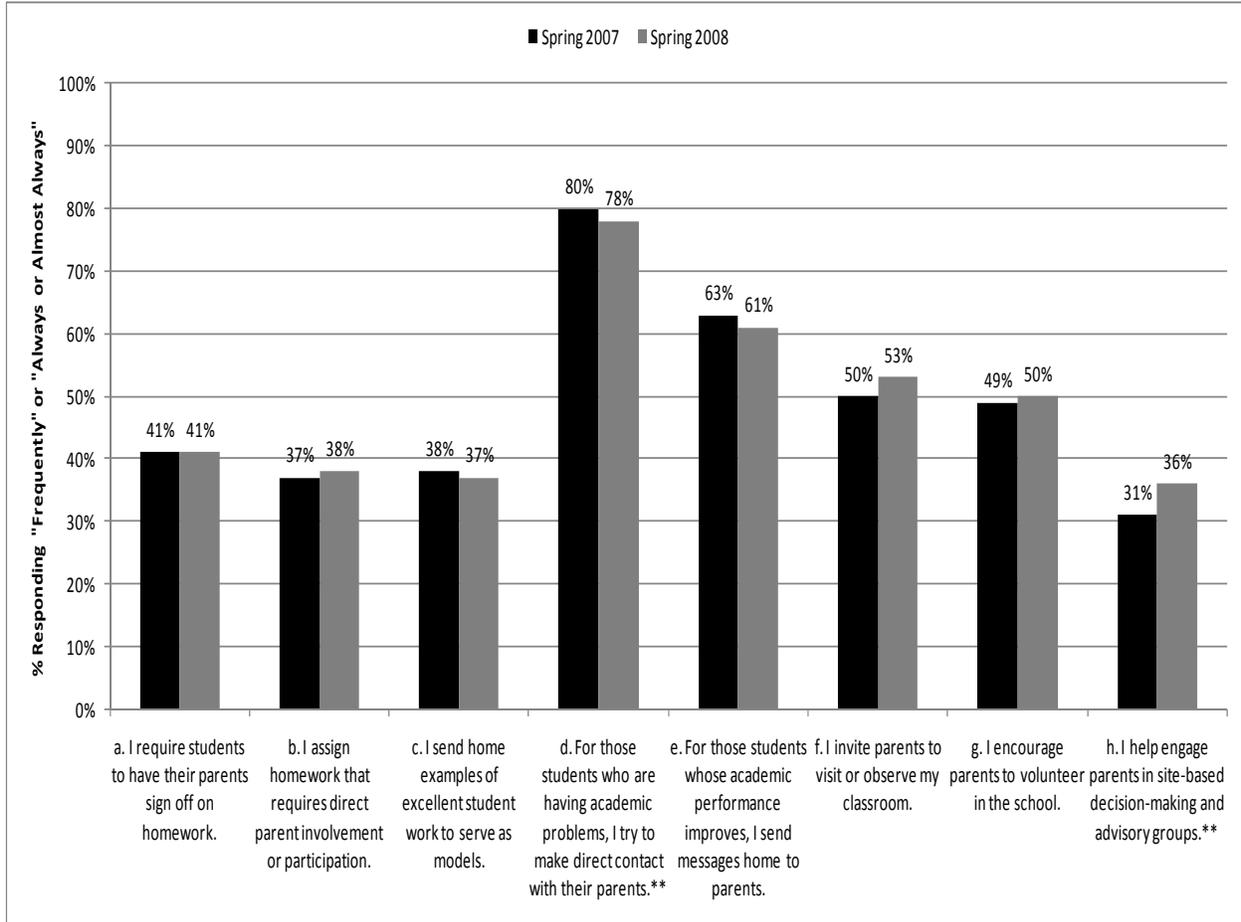
N(2008)=2,819 N(2007)=3,612

Source: Spring 2007 and Spring 2008 GEEG Educator Surveys; only responses from schools represented in both survey administrations are included (85 schools).

Stem for statements: "How often do the following kinds of contact occur between you and the parents (or guardians) of your students?"

* ** Chi-square tests indicate statistically significant difference in responses across years (* = *p*<0.05; ** = *p*<.01)

Chapter Summary

Items on the annual spring survey for GEEG school personnel assessed overall opinions about the GEEG program operating in schools, in particular its efficacy and impact on school environment. The surveys also included numerous items on educators' professional practice.

Results indicated that educators had positive attitudes about their GEEG performance plans, namely they believed that it was able to distinguish effective from ineffective teachers while fostering teacher collaboration. Respondents reported that the GEEG program criteria motivated them to earn the performance pay and to put in extra effort; however, most reported that the plan did not affect their instructional practices.

When asked about instructional practices, large percentages of GEEG educators (generally over 80%) reported frequently using targeted instructional strategies and student assessment results for identified purposes. When asked to compare time spent on selected instructional activities in the current versus the prior school year, between 40% and 50% of respondents indicated at least some increase. This is somewhat contradictory to the large share of respondents who indicated that the GEEG plan did not impact their instructional practice. This suggests that reported changes in instructional practices are a "normal" part of instructional improvement efforts and should be evident in other schools.

GEEG respondents reported a variety of ways in which they interacted with parents. Communicating with parents when students have difficulty and when students improve their performance were cited as the most frequently employed parent engagement activities. Responses to these items did not change substantially between school years.

CHAPTER 7
GEEG and Teacher Turnover

This chapter examines the influence of the GEEG program on teacher turnover during the three years of the program's operation (the 2005-06, 2006-07 and 2007-08 school years). Evaluators compared turnover rates of teachers in GEEG and non-GEEG schools and explored the turnover of teachers within GEEG schools. The latter provides evidence about the relationship between GEEG plan design features and teacher turnover decisions, specifically, how measures of student performance, units of accountability, and the proposed and actual bonus award distributions influence teacher turnover. A more detailed discussion of methodology and results can be found in Appendix E.

Key Policy Questions

This chapter addresses the following questions.

- How does teacher turnover differ between GEEG and non-GEEG schools?

- How does teacher turnover in GEEG schools differ based on the design features of each school's GEEG plan?

- How does teacher turnover in GEEG schools differ based on the actual distribution of bonus awards to teachers?

Key Policy Points

This chapter highlights and expands upon the following key policy points based on a review of teacher turnover in GEEG schools.

- Compared with non-GEEG schools, schools participating in the GEEG program had significantly lower teacher turnover following the first year of the program. The effect was particularly pronounced for teachers certified in math or science. However, turnover rates in GEEG program schools returned to normal in the second and third years of GEEG.

- Turnover among experience teachers was lower in GEEG schools than in non-GEEG schools during the first year of the program, but not in the subsequent school years. Turnover among beginning teachers was not statistically different between GEEG and non-GEEG schools during any year of the GEEG program.

- During all three years of GEEG, schools relying exclusively on student performance levels to measure student success had significantly lower turnover rates than did schools relying on exclusively student performance gains, all other things being equal.

- In the first year of the program, schools with plans that allowed for greater inequality of awards experienced lower turnover than other GEEG schools, but the pattern reversed in the second and third years of the program. Second-year and third-year turnover rates were significantly lower in GEEG schools with school-wide incentive plans and/or those with a large number of relatively small awards than they were in other GEEG schools.

- **The receipt and size of actual GEEG bonus awards had a strong impact on teacher turnover. The probability of turnover surged among teachers who did not receive a GEEG award, while it fell sharply among teachers who did receive such an award.** Beginning teachers who received an award of $1,435 or more had a significantly lower probability of turnover in all three years of the GEEG program. Experienced teachers who received an award of $1,250 or more had a significantly lower probability of turnover in all three years of the GEEG program.

- Although school-level turnover rates did not always change, the GEEG program had a significant influence on the probability of turnover for individual teachers in all three years of the program. The program reduced the probability of turnover for some teachers, but increased it for others. One quarter of the teachers in GEEG schools received no bonus award or a bonus award so small that their probability of turnover was significantly increased.

- When the plan was designed to reward all teachers equally, the failure to receive an award was an especially strong predictor of teacher turnover.

Teacher Turnover in GEEG Schools

This chapter examines systematic changes in teacher turnover rates among GEEG schools. Throughout this analysis, teachers are considered retained if they are teaching in the same school in the subsequent academic year. All other teachers have turned over. Teachers who turnover are further classified into the following categories: those who continue teaching in the same district but change schools (internal movers); those who stay in teaching but change districts (external movers); and those no longer teaching in a Texas public school (leavers). On average over the analysis period, 80% of Texas teachers were retained each year, 5% were internal movers, another 5% were external movers, and 10% were leavers.

Figure 7.1 illustrates the teacher turnover rates for four types of Texas schools: GEEG schools, TEEG Cycle 1 schools, TEEG Cycle 2 schools and the remaining public schools in Texas. TEEG schools are more similar to GEEG schools than the rest of the schools in the state, with respect to both student need and student performance.

Teachers were notified that their schools would be part of the GEEG program during the 2005-06 school year, and the first bonuses were distributed in the fall of 2006. Because teachers could anticipate those bonuses, 2005-06 is the first year in which the GEEG program could have been expected to influence teacher turnover. The last bonuses were distributed in the fall of 2008. Therefore, 2007-08 is the last year for direct effects on turnover from the GEEG program.

Figure 7.1: Overall School Turnover Rates
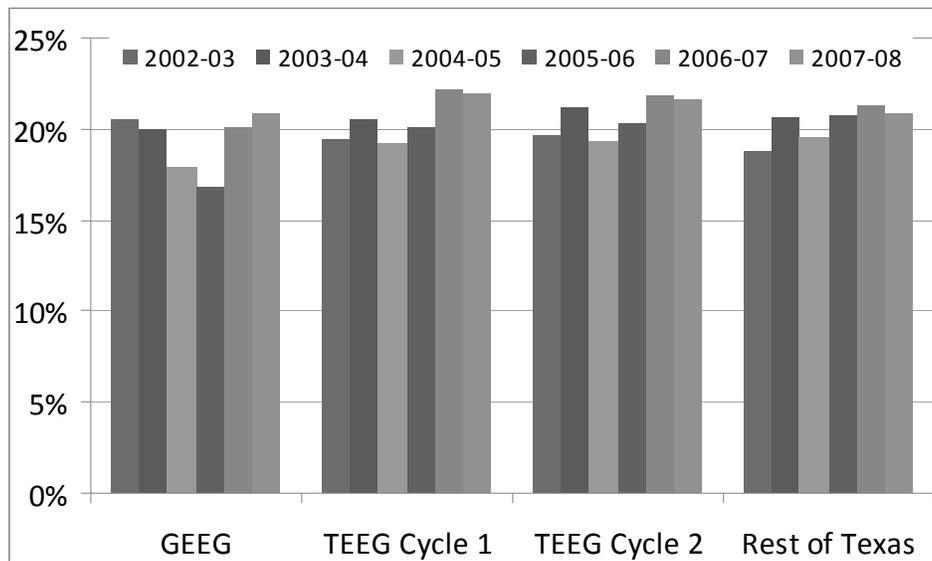
Source: Based on authors' calculations using PEIMS data.

Table 7.1: Turnover Rates Before and During the GEEG program

	Campus Turnover	Internal Mover	External Mover	Leaver
Three Years Prior to GEEG				
GEEG	19.51%	5.97%	4.15%	9.39%
TEEG Cycle 1	19.71	4.94***	4.94***	9.82
TEEG Cycle 1	20.06	5.16***	5.01***	9.88
Rest of Texas	19.63	5.00***	5.07***	9.57
Three Years During GEEG				
GEEG	19.29	6.17	3.70	9.63
TEEG Cycle 1	21.38***	5.07***	5.48***	10.98***
TEEG Cycle 1	21.25***	5.41***	5.27***	10.81***
Rest of Texas	20.96***	5.05***	5.56***	10.52***

Note: *** indicates that the difference from GEEG schools is statistically significant at 1%.
Source: Based on authors' calculations using PEIMS data.

On average during the three years prior to the implementation of the GEEG plan (2002-03 through 2004-05), the turnover rates in GEEG schools were no different from the turnover rates in TEEG schools or those in the rest of the state. (See Table 7.1.) Teachers in GEEG schools were more likely to change campuses within a district than were other teachers, and less likely than other teachers to move to a different school district, but teachers in GEEG schools were no more or less likely to leave teaching than any other teachers in Texas public schools.

During the three years of the GEEG program, the pattern changed. On average, teacher turnover rates rose elsewhere in the state, but they fell slightly in GEEG schools. The probability that a GEEG teacher would move to a different school district fell from 4.15% to 3.7%. The share of teachers leaving the profession increased sharply in non-GEEG schools, while it rose only slightly in GEEG schools. During the GEEG program years, turnover rates in GEEG schools were significantly lower than they were in other public schools in Texas.

Such simple differences are not the strongest evidence about the influence of the GEEG program on teacher turnover rates, however. GEEG schools were chosen for the program because they had characteristics that were systematically different from those of TEEG schools and the remaining public schools in Texas. Changes in those underlying characteristics could have more influence on the changes in turnover rates than the GEEG program itself. Therefore, evaluators developed an analytic model of individual teacher turnover, and used it to evaluate the impact of the GEEG program on teacher retention. The analytic model was adapted from a common one used in analyses of teacher turnover (for example, see Imazeki 2005). The underlying assumption is that teachers choose to leave their jobs only if they expect to be happier in an alternative situation than they are in their current positions. Therefore, turnover is modeled as depending on the characteristics of a teacher's current job, his or her employment alternatives, and any personal characteristics that might

influence the turnover decision. The GEEG program was treated as one of the pertinent characteristics of a teacher's current job. See Appendix E for a detailed discussion of the analytic model and for the regression estimates that underlie the following tables.

Evaluating the Influence of GEEG Program Participation on Teacher Turnover

The first set of findings (Tables 7.2 to 7.5) illustrates the influence of the GEEG program as a whole on teacher turnover rates, highlighting the differential impact for high-needs schools, teachers assigned to certain subject areas, and teachers with different experience levels, using a model of teacher turnover in GEEG and non-GEEG schools. Table 7.2 presents select findings from the baseline analysis of teacher turnover and indicates the percentage point change in the turnover rate that can be attributed to the GEEG program, after any non-programmatic influences on teacher turnover are taken into account.

Table 7.2: The Change in Teacher Turnover Rates Attributable to the GEEG Program

	Campus Turnover	Internal Mover	External Mover	Leaver
First Year (2005-06)	-3.21***	-0.64	-1.50***	-1.03**
Second Year (2006-07)	-0.42	0.41	-0.65	-0.10
Third Year (2007-08)	0.17	0.44	-0.39	0.13

** significant at 5%; *** significant at 1%.
Source: Based on authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics. See Appendix E.

The first column indicates the overall impact of the GEEG program on the campus turnover rate (i.e. the share of teacher who are not retained each year). As the table illustrates, participating in the GEEG program during the 2005-06 school year lowered the expected probability that a teacher would turn over by 3.21 percentage points. However, the turnover rates returned to normal in the second and third years of the program.

The remaining three columns of Table 7.2 distinguish between the types of turnover: internal mover, external mover, and leaver. The first year of the GEEG program had a large impact on a teacher's likelihood of moving between districts. In 2006, the probability of moving to another district was 1.5 percentage points lower in GEEG schools than one would have otherwise expected. The probability of leaving teaching altogether was just over one percentage point lower than would have been expected without the program. There is no evidence that the initial year of GEEG had any effect on the probability that a teacher would change schools within the same school district (i.e., become an internal mover). There is also no evidence that the GEEG program continued to influence any of the components of turnover in the second and third years of the program

Turnover in high needs schools

All GEEG schools had at least 40% ED students in all five years of the analysis period, and most had more than 80% ED students. Findings in Table 7.3 illustrate the probability of turnover in GEEG schools compared only with non-GEEG schools having a percent ED level within 10

percentage points of the percent ED thresholds used to identify schools as eligible for the GEEG program (see Chapter 2 for a review of the percent ED thresholds for eligible GEEG schools).

A pattern similar to Table 7.2 persists even though the analysis underlying Table 7.3 is restricted to relatively high needs schools. Following the first year of the GEEG program, the turnover rate in GEEG schools was 3.26 percentage points lower than one would have otherwise been expected in the absence of the program. This reduction is fully attributable to a lower likelihood of teachers leaving their district (i.e., becoming an external mover) or leaving the field of teaching altogether (i.e., becoming a leaver). As with Table 7.2, the GEEG program had no statistically significant impact on a teacher's probability of moving to another school within the same district following the 2005-06 school year. Similarly, there is no evidence that a school's participation in the GEEG program had an impact on turnover or its components in the second or third years of the program.

Table 7.3: The Change in Teacher Turnover Rates Attributable to the GEEG Program at High Need Schools

	Campus Turnover	Internal Mover	External Mover	Leaver
First Year (2005-06)	-3.26***	-0.61	-1.65***	-0.98**
Second Year (2006-07)	-0.96	0.18	-0.71	-0.39
Third Year (2007-08)	-0.15	0.64	-0.51	0.25

** significant at 5%; *** significant at 1%.
Source: Based on authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics. See Appendix E.

Math and science teachers

GEEG schools had the option of using their grant – both Part 1 and Part 2 funds – to help recruit and retain teachers in hard-to-staff areas, such as math and science. Table 7.4 examines the impact of the GEEG program on turnover among teachers who were specifically certified in either math or science. Roughly 13% of GEEG teachers and 15% of non-GEEG teachers held either a math or science certificate during the analysis period.

Table 7.4: The Change in Teacher Turnover Rates Attributable to the GEEG Program Among Math and Science Teachers

	Campus Turnover	Internal Mover	External Mover	Leaver
First Year (2005-06)	-6.34***	-0.59	-4.03***	-1.54
Second Year (2006-07)	-1.18	0.83	-1.39	-0.56
Third Year (2007-08)	1.11	0.45	-1.01	1.68

** significant at 5%; *** significant at 1%.
Source: Based on authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics. See Appendix E.

Table 7.4 indicates that the first year of the GEEG program had a large impact on turnover among math and science teachers. Specifically, the turnover rate among teachers with math and science certificates was 6.34 percentage points lower in GEEG schools than one would have expected in the absence of the GEEG program. The reduction is largely attributable to a reduction in the probability that a teacher would switch school districts (i.e., become an external mover). There is no evidence that the GEEG program significantly reduced the probability that math and science teachers would become internal movers or leave teaching altogether. Again, there is no evidence that the initial impact on turnover among math and science teachers carried forward into the second and third years of the GEEG program.

Beginning and experienced teachers

Teacher turnover rates vary significantly by teacher experience in Texas. The average school-level turnover rate for beginning teachers is 26%, while the average school-level turnover rate for experienced teachers is only 18%.[29] Beginning teachers are also much more likely to move between districts (i.e., be an external mover) than are more experienced teachers.

Table 7.5: The Change in Teacher Turnover Rates Attributable to the GEEG Program by Teachers Years of Experience

	Campus Turnover	Internal Mover	External Mover	Leaver
Beginning Teachers				
First Year (2005-06)	-1.55	1.00	-1.98	-0.47
Second Year (2006-07)	0.73	1.55	-1.32	0.48
Third Year (2007-08)	1.47	3.37	-1.57	-0.29
Experienced Teachers				
First Year (2005-06)	-3.33***	-1.23	-1.17***	-0.70
Second Year (2006-07)	-1.11	-0.07	-0.06	-0.70
Third Year (2007-08)	-0.70	-0.58	-0.16	0.29

** significant at 5%; *** significant at 1%
Note: Beginning teachers have less than four years teaching experience. Experienced teachers have four or more years of teaching experience. Teachers for whom years of experience could not be determined were excluded.
Source: Based on authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics. See Appendix E.

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

Table 7.5 compares the influence of the GEEG program on teacher turnover among beginning teachers and experienced teachers. The GEEG program had a statistically significant influence on the probability of turnover among experienced teachers during the first program year. Specifically, GEEG participation reduced the likelihood that experienced teachers would change districts (i.e., become external movers). There is no evidence that the GEEG program had any effect on turnover of beginning teachers in any year of the GEEG program, or that the GEEG program impacted turnover among experienced teachers after the first year.

The Influence of GEEG Plan Design on Teacher Turnover

This section explores the extent to which specific characteristics of a school's GEEG plan impacted teacher turnover. All GEEG schools were required to base Part 1 bonus awards for teachers on measures of student performance. Program guidelines also encouraged schools to design GEEG plans in which Part 1 bonus awards would be no less than $3,000 and no more than $10,000 for teachers. The tables below analyze turnover rates taking into account three features of each school's GEEG plan: (1) the measure of student performance; (2) the unit of accountability; and (3) the proposed distribution of bonus awards.[30]

Measure of Student Performance and Teacher Turnover

As discussed in Chapter 3, a review of GEEG plan applications revealed whether schools measured student achievement on the basis of student performance levels, student performance growth, or a combination of the two. Sixty GEEG schools based their plans exclusively on student performance levels, while 12 based their plans exclusively on performance growth. Twenty-six based their plans on a combination of the two.[31]

Table 7.6 presents findings from an analysis of the relationship between the student performance measure used and teacher turnover in the 97 GEEG schools for which data were available.[32] The analysis accounts for any differences in school characteristics among these GEEG schools, but does not compare GEEG schools with non-GEEG schools.

The first column in Table 7.6 indicates that the measure of student performance used in GEEG plans had a significant influence on teacher turnover. During all three years of GEEG, schools relying exclusively on student performance levels to measure student performance had significantly lower turnover rates than did schools relying exclusively on student performance gains, all other things being equal. Schools relying on a mix of gains and levels also had lower turnover rates than did schools relying exclusively on gains to measure student performance, but the difference was only statistically significant in the first year of the GEEG program.

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[30] See Chapters 3 and 4 for a complete description of these indicators.

[31] The measure of student performance could not be determined for one school.

[32] Of those 98 GEEG applications for which this information was available, one did not provide PEIMS payroll records for the analysis period and was necessarily excluded from any analysis of teacher retention.

Table 7.6: The Change in Teacher Turnover Rates Attributable to GEEG Plan Characteristics: The Measure of Student Performance

	All Teachers	Beginning Teachers	Experienced Teachers
First-year GEEG (2005-06)			
Student Performance Gains	5.07**	13.13**	1.17
Student Performance Levels	-5.59***	-5.52	-4.48**
Both	-4.90***	-4.89	-4.45**
Second-year GEEG (2006-07)			
Student Performance Gains	4.68	0.77	4.55
Student Performance Levels	-2.25	-0.98	-2.88
Both	1.66	5.72	-1.39
Third-year GEEG (2007-08)			
Student Performance Gains	-2.47	-9.30	-2.32
Student Performance Levels	-7.64**	-11.50**	-7.20**
Both	-5.48	-10.21	-5.33

** significantly different from zero at 5%; *** significantly different from zero at 1%.
Source: Based on authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics. See Appendix E.

The last two columns of Table 7.6 illustrate the impact of the student performance measure on the turnover of beginning versus more experienced teachers. As the table illustrates, during the first year of GEEG, turnover among beginning teachers increased sharply in schools exclusively using performance gain measures, while turnover among experienced teachers fell sharply in schools that used performance levels or a mix of gains and levels in their incentive plans. In subsequent years, the measure of student performance had no significant influence on turnover among beginning teachers. Among experienced teachers, turnover was significantly lower in schools that relied exclusively on levels than in schools that relied exclusively on gains during all three years of the GEEG program.

Unit of Accountability and Teacher Turnover

Ninety-seven GEEG applications also specified the unit of accountability used to determine Part 1 bonus award eligibility; that is, whether or not the school used school-level performance, individual teacher performance, or some combination of the two, to determine bonus award eligibility. Nearly one-third of the GEEG schools (32) designed plans in which the only unit of accountability was school-level performance. Another 47 schools designed plans that allocated awards based on individual teacher performance. The remaining school plans mixed teacher-level evaluations with more aggregate measures.

Table 7.7 presents findings on the relationship between the unit(s) of accountability used in GEEG plans and teacher turnover in GEEG schools. As the table illustrates, the unit of accountability used in GEEG plans also had an influence on teacher turnover. For teachers as a whole, there were no significant differences in turnover between schools with teacher-level incentives, those with school-level incentives and those with mixed-level incentives in any of the GEEG program years. However, turnover among beginning and experienced teachers was sensitive to the unit of accountability in the school's plan. Turnover among beginning teachers was significantly lower in schools with group incentives than in other types of schools during the first year of the GEEG program, but not in any subsequent years. In the first year of GEEG, turnover among experienced teachers was lower in schools with teacher-level incentives or in schools with school-level incentives than it was in schools with mixed-level incentives. In the second year of GEEG, turnover was highest in schools with only teacher-level incentives. In the third year of GEEG, turnover was lower than expected in all three types of GEEG schools, but there were no differences in turnover between schools with teacher-level incentives, those with school-level incentives and those with mixed-level incentives.

Table 7.7: The Change in Teacher Turnover Rates Attributable to GEEG Plan Characteristics: The Unit of Accountability

	All Teachers	Beginning Teachers	Experienced Teachers
First-year GEEG (2005-06)			
Teacher Only	-4.62***	-0.24	-5.23***
School Only	-6.01***	-9.22**	-4.07**
Mixed	-2.83	-3.55	-0.99
Second-year GEEG (2006-07)			
Teacher Only	0.52	0.87	0.22
School Only	-2.10	2.40	-4.21
Mixed	-2.27	-2.14	-4.02
Third year GEEG (2007-08)			
Teacher Only	-8.00***	-11.95**	-6.96**
School Only	-7.16***	-11.41	-7.05**
Mixed	-7.15***	-11.65**	-6.44**

* significantly different from zero at 5%; ** significantly different from zero at 1%.
Source: Based on authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics. See Appendix E.

Proposed Distribution of Bonus Awards and Teacher Turnover

As discussed in the earlier reports on the GEEG program, the Plan Gini calculated for GEEG schools is a measure of the equality of proposed bonus awards specified in GEEG plans. A low Plan Gini indicates that the school's incentive plan offers a large number of relatively small awards, while

a high Plan Gini indicates that the school's incentive plan offers a small number of relatively large awards. A Plan Gini coefficient of one indicates a winner-take-all award distribution plan in which one teacher receives all the bonus award funds and all other eligible teachers receive nothing. Plan Gini's for GEEG schools ranged from a minimum of zero, in which all eligible teachers would receive the same designated maximum award, to a maximum of 0.77, indicating a plan with substantial inequality.

Table 7.8 presents findings on the relationship between the Plan Gini coefficients and teacher turnover in GEEG schools.[33]

Table 7.8: The Impact of Proposed Award Equality on the Probability of Teacher Turnover

	All Teachers	Beginning Teachers	Experienced Teachers
First-year GEEG (2005-06)			
Minimum Inequality	-3.13	-2.12	-2.01
Maximum Inequality	-5.99***	-2.39	-6.93***
Second-year GEEG (2006-07)			
Minimum Inequality	-3.78	-4.15	-3.73
Maximum Inequality	3.60	9.53	-0.31
Third-year GEEG (2007-08)			
Minimum Inequality	-8.35***	-9.92	-7.99***
Maximum Inequality	-5.62	-9.82	-6.23

* significant at 5%; ** significant at 1%.
Source: Based on authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics. See Appendix E.

As the table illustrates, the degree of inequality in GEEG plans also had a significant influence on teacher turnover in a school. While, beginning teacher turnover was not significantly related to plan inequality in the any year of the GEEG program, turnover among experienced teachers was highly sensitive to the inequality of the school's plan. In the first year of the GEEG program, experienced teachers had significantly lower than expected turnover in schools proposing high levels of plan inequality, but not in schools proposing very low levels of plan inequality. In the second year of the program, there were no significant differences in turnover rates attributable to plan equality. In the third year of the program, turnover rates among experienced teachers were lower for schools with both high and low levels of plan inequality, but the difference was only statistically significant for highly egalitarian schools with low levels of plan inequality.

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[33] This analysis incorporates campus fixed effects, and covers the 94 GEEG schools for which necessary data were available. Coefficient estimates and robust standard errors are presented in Appendix E.

The Influence of GEEG Bonus Awards on Teacher Turnover

The final section of this chapter explores the extent to which the actual receipt of a GEEG bonus award impacted individual teacher turnover decisions. This analysis relies on the actual Part 1 and Part 2 bonus awards distributed to teachers at the conclusion of the fall semesters of 2006, 2007 and 2008. As in previous analyses, the evaluators estimated the relationship between the turnover decision and the amount of the GEEG award, holding constant the non-GEEG 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.

Table 7.9: The Number of Teachers Receiving a Bonus Award, by Turnover Status

	Retained	Internal Mover	External Mover	Leaver
Non-respondent school	1,944	129	84	258
No bonus award	862	260	264	638
Received a Part 1 or Part 2 bonus award	6,627	311	83	227

* significant at 5%; ** significant at 1%.
Source: Based on authors' calculations using PEIMS data and GEEG teacher award information collected by TEA during fall 2006, 2007 and 2008. See Appendix E.

An underlying assumption of this analysis is that teachers were able to anticipate the size of their bonus awards when they made their turnover decisions, even though the awards were not distributed until the following fall. Thus, it is assumed that the first GEEG bonus award, based on teacher performance in the 2005-06 school year and distributed in fall 2006, could influence whether or not a teacher returns for the 2006-07 school year.

Arguably, the relationship could work the other way around. Schools could have chosen to withhold awards from a teacher who quit, even though the teacher had met the performance criteria. However, as Table 7.9 illustrates, a substantial number of teacher who turned over still received GEEG bonus awards. For example, among the schools with data on actual award amounts, more than a quarter of the teachers who left teaching during the GEEG program (227/(227+638)=0.26) received a GEEG bonus award. Therefore, it is reasonable to presume that the expectation of awards influences turnover, and not the reverse.

Figure 7.2 illustrates the estimated relationship between the size of the GEEG bonus award and teacher turnover (all other things being equal).[34] The horizontal line in the figure indicates the expected turnover rate in the absence of the GEEG program, while the curves indicate the expected turnover rates in each year of the GEEG program, once all of the non-GEEG influences on teacher

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[34] Data on the individual awards distributed in 2006 are available for 85 of the 98 GEEG schools for which PEIMS personnel data are available. Data on the individual awards distributed in 2007 are available for 84 schools, and data on the individual awards distributed in 2008 are available for 72 schools. Unfortunately, data from all three years are only available for 52 GEEG schools. Rather than lose nearly half of the sample to missing data, the evaluators included in the analysis indicators for whether or not the school provided award data in 2006, 2007 and in 2008. These indicators take on the value of one if the bonus data are missing, and zero otherwise. Additional information is available in Appendix Table E.10.

turnover have been taken into account. The dashed sections of the curve indicate the range in which the change in the predicted teacher turnover rate was not statistically significant.

As the figure illustrates, the size of the individual's GEEG award had a significant influence on the probability that a teacher would turn over. The probability of turnover surged among teachers who did not receive a GEEG award, while it fell sharply among teachers who did receive such an award.

In the first year of the GEEG program, receiving a bonus award less than $650 was associated with a higher predicted turnover rate than would otherwise be expected, given school and teacher characteristics. In other words, a modest GEEG bonus award, while less discouraging than no award at all, still led to a significantly higher predicted turnover rate. Meanwhile, a bonus award of $1,150 or higher was associated with a significantly lower predicted turnover rate.

The patterns observed in the first GEEG program year were amplified in the following school years. Turnover rates were sharply higher for teachers who receive no award in the second or third years of GEEG than they had been in the first year of the program. Furthermore, the probability of turnover declined more sharply as the size of the award increased. A $3,000 award reduced the

Figure 7.2: The Influence of Receiving a GEEG Award on the Probability of Turnover, All Teachers
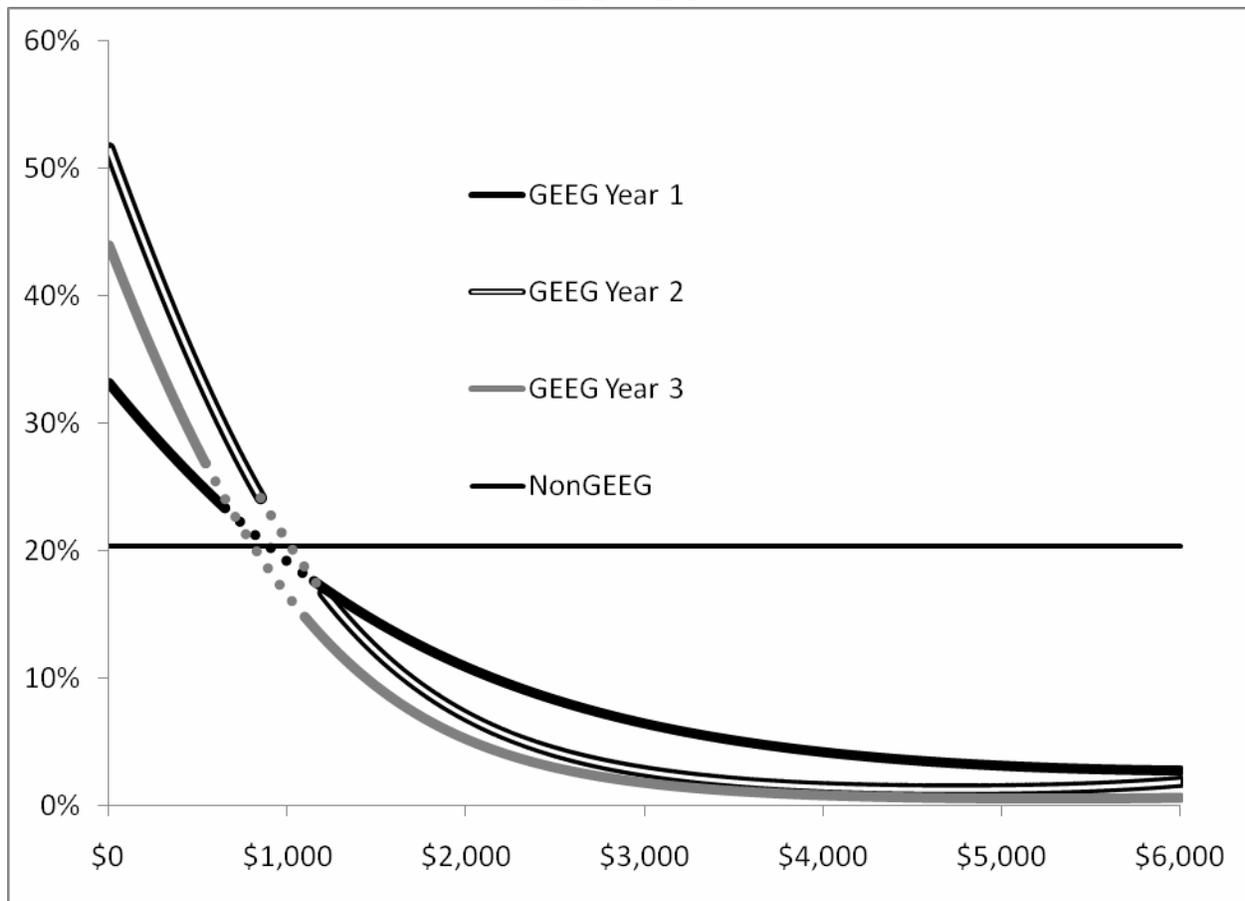
Source: Based on authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics and GEEG teacher award information collected by TEA during fall 2006, 2007 and 2008. See Appendix Table E.10.

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probability of turnover by 14 percentage points in the first year of GEEG, by 18 percentage points in the second year of GEEG and by 19 percentage points in the final year of GEEG. In the second and third years of the GEEG program, the predicted turnover rates did not decline very much for teachers who received awards larger than $4,000.

Figures 7.3 and 7.4 illustrate the relationship between turnover and individual bonuses for beginning and experienced teachers, respectively. As the figures illustrate, turnover for beginning teachers was particularly sensitive to the magnitude of the GEEG bonus awards. For example, the failure to earn a bonus award in the second year of GEEG was associated with a 35 percentage point jump in the expected turnover rate for beginning teachers and a 27 percentage point increase in the expected turnover rate for experienced teachers. In either case, however, teachers who received no award were more likely to turnover, while teachers who received a substantial award were more likely to stay.

Among beginning teachers, an award less than $430 led to higher predicted turnover in the first year of GEEG, while an award of more than $1,240 led to lower predicted turnover. (The thresholds were $795 and $1,435 for the second year of the program, and $195 and $1065 for the third year.)

Figure 7.3: The Influence of Receiving a GEEG Award on the Probability of Turnover, Beginning Teachers
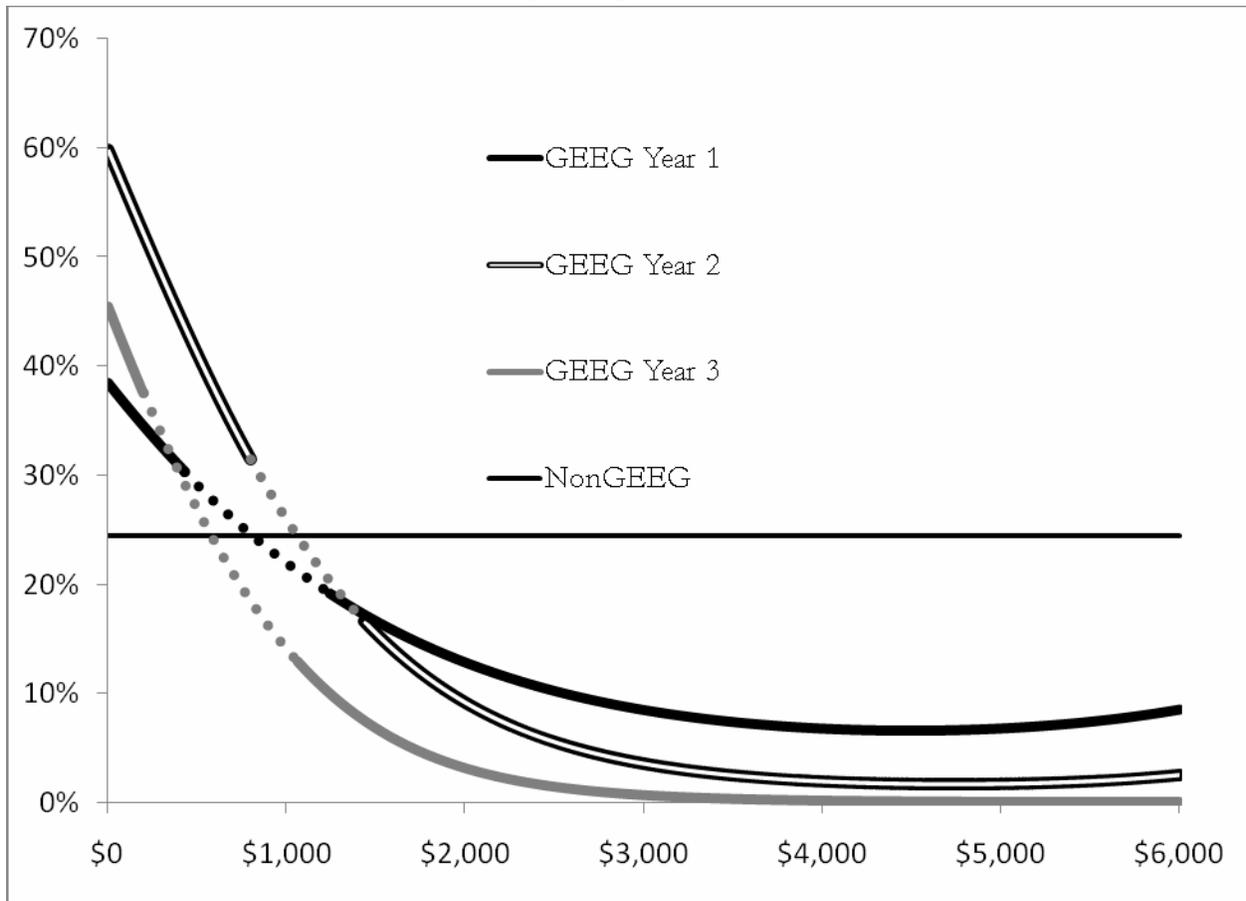
Source: Based on authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics and GEEG teacher award information collected by TEA during fall 2006, 2007 and 2008. See Appendix Table E.10.

Figure 7.4: The Influence of Receiving a GEEG Award on the Probability of Turnover, Experienced Teachers
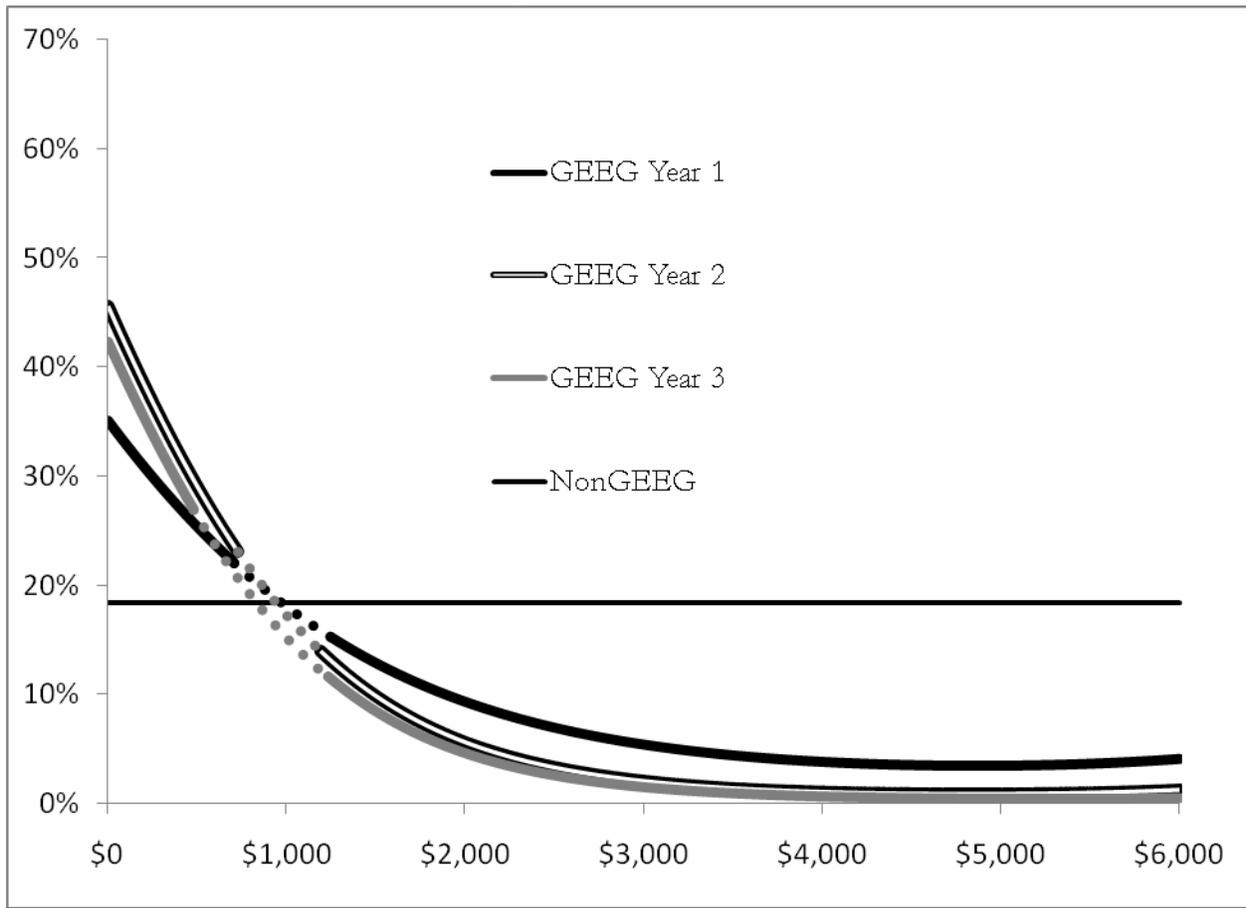
Source: Based on authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics and GEEG teacher award information collected by TEA during fall 2006, 2007 and 2008. See Appendix Table E.10..

Among experienced teachers, an award less than $700 led to higher predicted turnover in the first year of GEEG, while an award of more than $1,250 led to lower predicted turnover. As figure 7.4 illustrates, the thresholds for subsequent years were similar to those for the first year of GEEG.

Table 7.10 indicates the share of teachers in respondent schools who received a GEEG award that was large enough or small enough to significantly change their probability of turnover. As the table illustrates, most GEEG teachers in respondent schools received a bonus award large enough to reduce their probability of turnover. Experienced teachers were more likely than beginning teachers to receive an award large enough to reduce their probability of turnover.

On the other hand, one third of GEEG teachers received no bonus award or a bonus award so small that the program likely had a negligible or negative impact on their probability of retention. One quarter of the teachers in GEEG schools received awards so low that their probability of turnover was significantly increased. One third of the beginning teachers in GEEG schools received no award or an award so small that it increased their probability of turnover.

Table 7.10: The Share of Teachers in Respondent Schools Who Received an Award that Increased or Decreased the Probability of Turnover, by Teacher Years of Experience

	Probability Decreased	Probability Unchanged	Probability Increased
Beginning Teachers			
First Year (2005-06)	55.02%	11.22%	33.77%
Second Year (2006-07)	52.22%	13.21%	34.57%
Third Year (2007-08)	59.26%	11.74%	29.00%
All three years of GEEG	55.30%	12.07%	32.64%
Experienced Teachers			
First Year (2005-06)	71.67%	8.37%	19.96%
Second Year (2006-07)	67.85%	6.64%	25.51%
Third Year (2007-08)	69.52%	11.50%	18.97%
All three years of GEEG	69.61%	8.65%	21.74%
All teachers, all years	65.61%	9.60%	24.79%

Note: The rows may not sum to 100 percent due to rounding. Beginning teachers have less than four years teaching experience. Experienced teachers have four or more years of teaching experience. Teachers for whom years of experience could not be determined were excluded.
Source: Based on authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics and GEEG teacher award information collected by TEA during fall 2006, 2007 and 2008. See Appendix Table E.10.

Conceivably, the impact of receiving a GEEG award could be different in schools that offer a large number of relatively small awards than in schools that offer a small number of relatively large awards. Therefore, the evaluators examined the interaction between the size of the reward that teachers received and the proposed award equality of the school's plan (the Plan Gini).

In all three years of the GEEG program, the analysis suggests that teachers who received no award were much more likely to turnover when their school had a low degree of plan inequality than when their school's plan had a high degree of plan inequality (all other things being equal). In other words, when the plan was designed to reward all teachers equally, the failure to receive an award was an especially strong predictor of teacher turnover.

Figure 7.5 illustrates this pattern for the first year of the GEEG program. The Minimum Inequality curve traces out the relationship between the size of a teacher's bonus award and the probability that the teacher will turn over, assuming that the school's incentive plan was perfectly egalitarian (i.e. the Plan Gini was equal to zero). The Maximum Inequality curve traces out the relationship between the size of a teacher's bonus and the probability that the teacher will turn over, assuming that the schools incentive plan was highly unequal (i.e. the Plan Gini was equal to 0.77, the maximum value for the Plan Gini among GEEG schools). As the figure illustrates, a teacher who received no award was twice as likely to turnover in 2005-06 if the school had a perfectly egalitarian award structure than if the school had a highly unequal award structure.

Figure 7.5: The Influence of Receiving a GEEG Award on the Probability of Teacher Turnover in 2005-06, by Plan Inequality
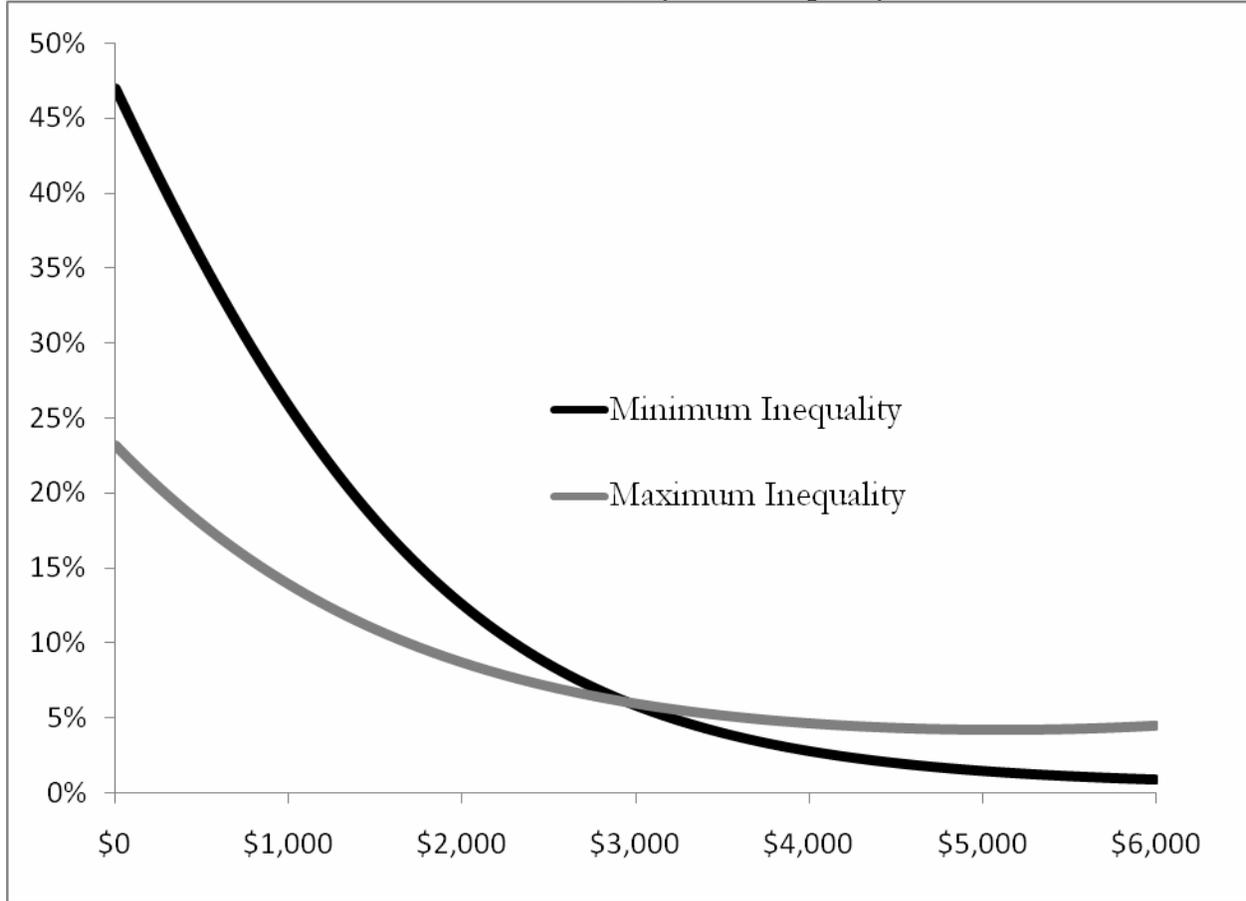
Source: Based on authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics and GEEG teacher award information collected by TEA during fall 2006, 2007 and 2008. See Appendix Table E.11.

Among beginning teachers, the proposed award equality had no significant influence on the impact of receiving an award in the first or second year of GEEG.[35] Beginning teachers in schools with highly unequal award plans were no more or less likely to turnover than teachers in schools with perfectly egalitarian award plans, once the size of the individual's own award was taken into account. This is consistent with the finding in the previous section that turnover among beginning teachers was not sensitive to plan inequality.

However, in the third year of the GEEG program, things changed and turnover among beginning teachers became sensitive not only to the individual's own award, but also to the equality of the school's incentive plan. The more egalitarian the school's incentive plan, the larger was the expected reduction in turnover associated with receiving a substantial incentive award in the final year of the GEEG program. Thus, once the size of the individual's own award was taken into account, beginning teachers were sensitive to plan inequality in the third year of the GEEG program.

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[35] In both years, one cannot reject the hypothesis that the indicator of plan equality (the Plan Gini) and its interaction with the size of the individual bonus award were jointly insignificant at the 10% level.

Among experienced teachers, the degree of inequality in the GEEG plan proposal had an influence on the impact of receiving an award in the first two years of the GEEG program, even after controlling for the size of the individual's own award. The turnover rate among experienced teachers who received no award was significantly higher in schools with plans that were very egalitarian than it was in schools with plans that were highly unequal. There was no evidence that plan equality influenced turnover among experienced teachers in the third year of the program, once the size of the individual's own award was taken into account.

Given the significant interplay between individual awards and plan inequality, the researchers also examined the interaction between the unit of accountability—teacher, campus, or mixed—and the size of the reward that teachers received. In general, there were no significant differences in turnover between schools with teacher-level incentives, those with school-level incentives and those with mixed-level incentives, after accounting for the size of the individual's own award. However, there were significant differences in the first year of the program for experienced teachers, in the second year of the program for beginning teachers, and in the third year of the program for teachers as a whole. In these cases, teachers in schools with at least some group incentives were much more likely to turn over if they did not receive an award than were teachers in schools with only teacher-level incentives. Figure 7.6 illustrates this result for all teachers in the third year of the GEEG program.

Figure 7.6: The Influence of Receiving a GEEG Award on the Probability of Teacher Turnover in 2007-08, by the Unit of Accountability
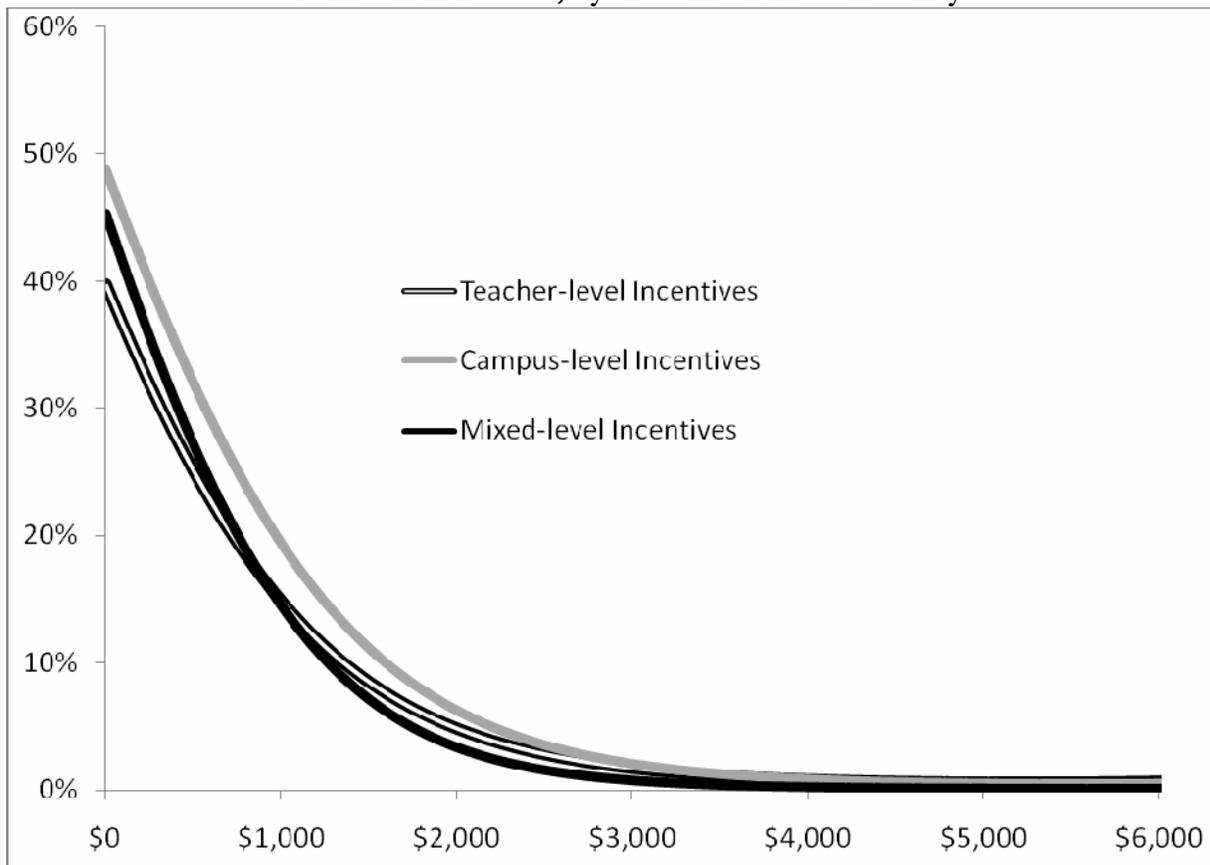
Source: Based on authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics and GEEG teacher award information collected by TEA during fall 2006, 2007 and 2008. See Appendix Table E.12.

Chapter Summary

This chapter demonstrates that the GEEG program had a significant impact on teacher turnover. Compared with non-GEEG schools, schools participating in the GEEG program had significantly lower teacher turnover following the first year of the program. The effect was particularly pronounced for experienced teachers and teachers certified in math or science. However, turnover rates in GEEG program schools returned to normal in the second and third years of GEEG.

Analyses also suggest that specific characteristics of schools' GEEG plans impacted teacher turnover. During all three years of GEEG, schools relying exclusively on student performance levels to measure student success had significantly lower turnover rates than did schools relying on exclusively student performance gains, all other things being equal.

Turnover rates were also sensitive to the degree of plan inequality (as measured by the unit of accountability and the Plan Gini). In the first year of the program, schools with plans that allowed for greater inequality in awards experienced lower turnover than other schools. However, in the last two years of the program, schools with more egalitarian plans experienced lower turnover than other schools. As a general rule, experienced teachers were much more responsive to plan inequality than were beginning teachers. In all three years of the GEEG program, the analysis suggests that teachers who received no award or a relatively small award were much more likely to turnover when their school's plan was highly egalitarian than when their school's plan was highly unequal.

Analyses strongly indicate that the size of the GEEG bonus award received by a teacher is very influential to turnover decisions. Turnover increased among GEEG teachers receiving no bonus award or a relatively small award, while it greatly decreased among teachers receiving large bonus awards. As the size of the GEEG bonus award increased, the probability of teacher turnover decreased. Turnover rates among beginning teachers were particularly sensitive to the size of the individual's GEEG award.

The evidence suggests that the GEEG program had a significant influence on teacher turnover in all three years of the program. It reduced the probability of turnover for some teachers, but increased it for others. One quarter of the teachers in GEEG schools received no bonus award or a bonus award so small that their probability of turnover was significantly increased.

CHAPTER 8
The Estimated Effect of GEEG on Student Test Score Gains

This chapter examines of the association between GEEG program participation and student test score gains. Evaluators compared student test score gains in GEEG and non-GEEG schools and explored the test score gains of students within GEEG schools. The latter provides evidence about the association between GEEG plan design features and student test score gains, specifically, how measures of student performance, units of accountability, as well as proposed maximum bonus awards may influence test score gains. The key policy questions and key policy points discussed throughout this chapter are listed below.

Key Policy Questions

This chapter addresses the following questions:

- How do student test score gains differ between GEEG and non-GEEG schools?

- How do test score gains in GEEG schools differ based on the design features of each school's GEEG plan?

Key Policy Points

This chapter highlights and expands upon the following key policy points based on a review of student test score gains in GEEG and non-GEEG schools.

- All high-performing, high poverty schools were eligible to participate in the GEEG program, and teachers in those schools had to vote in favor of program participation.[36,37] This means estimates of the GEEG treatment effect will be biased unless researchers successfully control for all of the school and student factors that influenced both GEEG participation and student performance during the program years.

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[36] High-performing refers to schools that achieved a high accountability rating or schools that improved from one year to the next as defined by the state's Comparable Improvement measure. Comparable Improvement (CI) is a measure that calculates how student performance on the TAKS mathematics and reading/English language arts tests has changed (or grown) from one year to the next, and compares the change to that of the 40 schools that are demographically most similar to the target school. Student demographics used to construct groups include percent of African American, Hispanic and white students, percent of economically disadvantaged students, percent of limited English proficient students, and percent of mobile students. CI is calculated separately for reading/English language arts and mathematics, based on individual student *Texas Growth Index* (TGI) values. The student-level TGI values are aggregated to the campus level to create an average TGI for each campus.

[37] Funds were distributed in the form of non-competitive grants to schools that were in the top third of Texas schools (in 2004-05 school year) in terms of percentage of economically disadvantaged students and either carried an accountability rating of Exemplary or Recognized, or were in the top quartile on TEA's Comparable Improvement measure. Comparable improvement is a measure that calculates how student performance on the TAKS mathematics and reading/English language arts tests has changed (or grown) from one year to the next, and compares the change to that of the 40 schools that are demographically most similar to the target school.

- The evidence regarding GEEG program impacts on student test score gains is inconclusive. Depending on the specification of the statistical model used, the analysis indicates that GEEG had a weakly positive, negative or negligible effect on student test score gains. The instability in the estimates may be related to common measurement problems associated with standardized tests or the statistical methods used to control for selection bias.

- There is no evidence of a significant association between student test score gains and GEEG plan design features in schools. However, the small number of GEEG schools adopting any given plan design necessarily makes these estimates imprecise, and could be masking significant effects.

- Intermediate outcomes such as teacher attitudes, teacher behavior, and institutional dynamics associated with GEEG program participation may offer more appropriate outcomes measures for evaluating the GEEG program.

- Teacher recruitment and retention provides another important outcome to consider when evaluating the GEEG program, as seen in Chapter 7. In general, educator incentive systems can raise the overall quality of the workforce through the differential recruitment and retention of more effective workers. Thus, in the long run, student performance may increase significantly simply through differential recruitment and retention of high-performing teachers.

Challenges for Estimating the Relationship between GEEG Program and Student Test Score Gains

Several issues made evaluating the association between the GEEG program and student test score gains particularly challenging. While the evaluation team implemented numerous strategies to address the challenges, they concluded the issues were so pervasive that conclusions about the effect of the GEEG program on student achievement could not be estimated with any reasonable degree of confidence. Thus the purpose of this introductory section is to describe several factors that complicated the evaluation design and then, in the next section, illustrate how estimates varied across a variety of modeling strategies.

A primary challenge for estimating the relationship between the GEEG program and student test score gains has to do with all high–performing, high poverty schools being eligible to participate in GEEG. It is very difficult to identify a logical comparison group against which the evaluation team can compare test scores of students enrolled in GEEG schools because all possible comparator schools are systematically different from the GEEG program schools (i.e., they were either not high-performing or not high poverty in the 2004-05 school year). If the characteristics that led to GEEG schools becoming eligible for the program are related to student test scores in subsequent school years, estimates of program effectiveness will be misleading unless these characteristics are accounted for when evaluators estimate the association between the GEEG program and student test scores.

The identification of a logical comparison group is further complicated because the GEEG program was not the only statewide educator incentive plan being implemented during the analysis period. As noted in Chapter 1, TEA rolled out a similar educator incentive program for more than 1,000 schools during the second year of GEEG implementation (2006-07 school year), which funded incentive pay plans for the highest performing, high poverty schools not already in GEEG. Essentially, the pool of schools that could have served as a constructed comparison group were exposed to a similar educator incentive program before the GEEG program had a chance to be implemented and independently evaluated.

Another challenge emerges from the outcome of interest being student test score gains on TAKS. Volatility or noise in test scores measured by standardized assessments like the TAKS test can provide misleading school rankings and estimates of test score gains, particularly when ranking, or test scores tend to be located at either extreme of the distribution.[38] This is particularly relevant when studying the association between the GEEG program and student test scores because the selection criteria by which GEEG schools became eligible to participate in the program required schools to have high test scores or large test score gains. As described in an important study by Chay, McEwan, and Urquiola (2003), since noise in the student test scores tends to have an average value over time as the literature seems to suggest (i.e., what is referred to as regression to the mean),

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[38] Volatility or noise in test scores refers to the fact that standardized assessments are imperfect ways of measuring student knowledge and a student's performance on a standardized assessment can be influenced by external factors (Kain and Staiger, 2001, 2002; Chay, McEwan, and Urquiola, 2003; Jansen, Gronberg, and Booker, 2006). These studies further note that volatility in measures of school performance from one year to the next may also be associated with changes in the student body, and non-persistent changes such as teacher turnover.

the subsequent test scores in high-performing schools selected into a program such as GEEG are expected to decrease over time irrespective of program participation.

While the evaluation team adopted a multi-strategy approach to address these challenges, as illustrated in the next section of this chapter, they found that the estimates of the relationship between the GEEG program and student test scores varied across a variety of modeling strategies. This is particularly problematic because inconsistent estimates prevent the evaluators from reliably making a claim about the effect of the GEEG program. For those readers interested in learning more about types of evaluation designs for investigating the impact of a program or policy interventions, and how the current study of student test score gains situates within the broader context, Appendix F provides a more detailed discussion of the topic.

Student Test Score Gains in GEEG vs. Non-GEEG Schools

When estimating the association between the GEEG program and student test score gains, a key piece of the evaluation process is to explore whether the findings are sensitive to a variety of modeling strategies and assumptions. Researchers will typically check if their findings can be confirmed using a variety of modeling strategies or approaches. If findings from the evaluation are similar across a number of predictions from a series of secondary modeling strategies and assumptions, then the evidence about the effect of the program or policy being evaluated is believed to be more plausible. However, if estimates are not relatively consistent, there may be other factors outside the control of the evaluator that influenced the results.

Recognizing a number of challenges prevented the evaluation team from reliably making a claim about the effect of the GEEG program, this section presents findings from a series of modeling strategies that illustrate inconsistency in estimates across a variety of modeling strategies. Evaluators first summarize key variables and modeling strategies to estimate the relationship between the GEEG program and student test score gains and then report findings from each of the four approaches.

Summary of Modeling Strategies to Estimate the Association between the GEEG Program and Student Test Score Gains

Before summarizing the modeling strategies used to estimate the association between GEEG and student test score gains, Figure 8.1 provides an overview of the percentage of students scoring proficient in GEEG and non-GEEG schools during the analysis period (2002-03 to 2008-09 school year). Results are based on all public school students and campuses in Texas and show that GEEG schools' percent proficiency was consistently lower than non-GEEG schools, but within ten percentage points, on both Reading and Mathematics, each year.[39] While Figure 8.1 illustrates the percent of students proficient on TAKS, the four modeling strategies employed by evaluators – and detailed below – examines the effect of GEEG on test score gains over time.

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[39] Appendix F provides similar results when restricting analyses to only those schools with 50 percent or more of their students qualifying for free and reduced price lunch.

Figure 8.1: Percentage of Students Scoring Proficient in GEEG and Non-GEEG Schools by Subject and School Year*
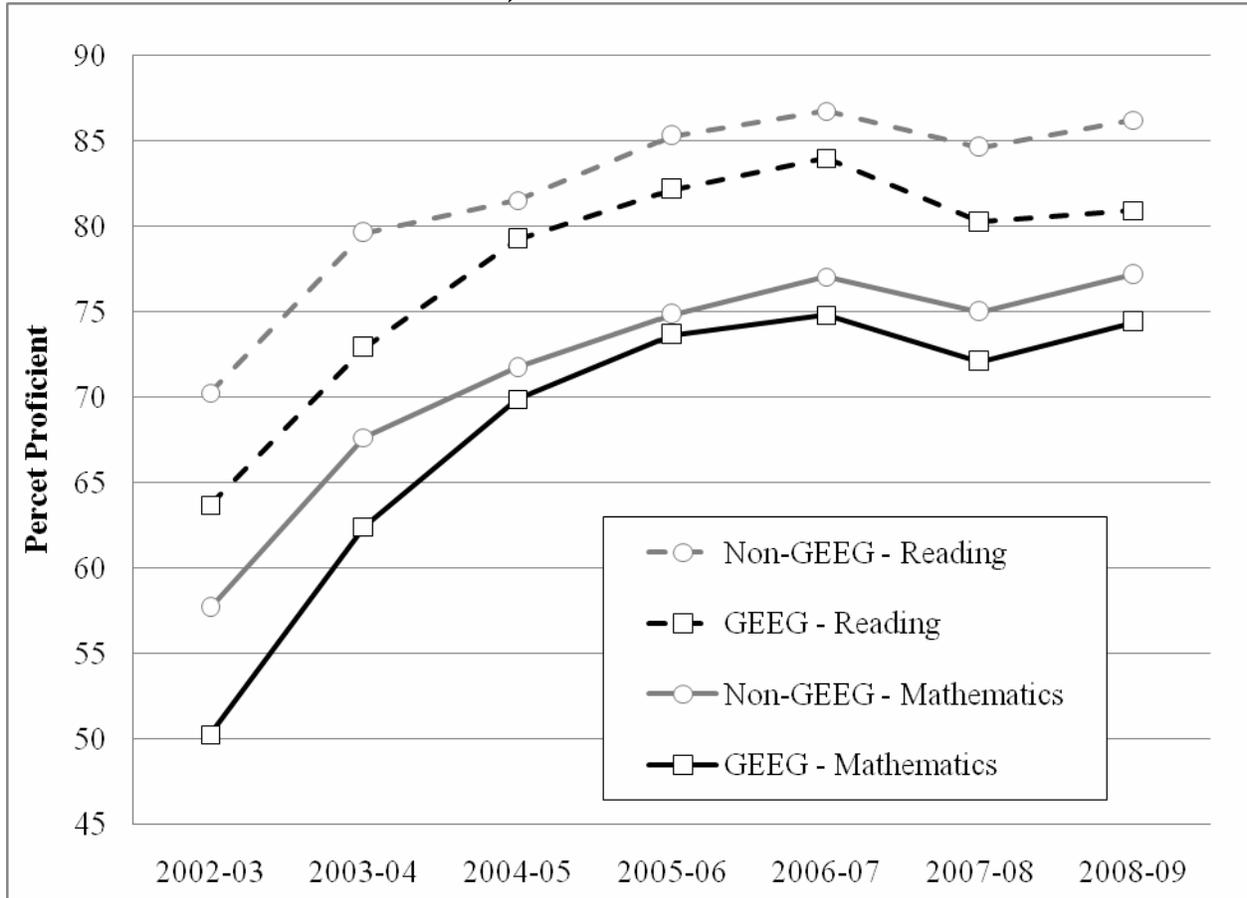
Table 8.1 summarizes the four statistical modeling strategies that are reported in this subsection of the chapter. Modeling strategies varied based on construction of the GEEG effect variable and other variables that control for student- and school-level characteristics that may bias estimates of the association between the GEEG program and student test score gains.

Table 8.1: Summary of Modeling Strategies to Estimate GEEG Effect on Student Test Score Gains

Modeling Strategy	GEEG Effect	Fixed Effects	Dependent Variables	Sample
Strategy 1	GEEG indicator (0,1)	Student	Standardized test score gains in mathematics and reading	All schools with more than 5 students. All students in grades 3 to 11 with valid mathematics or reading test scores.
Strategy 2	GEEG indicator (0,1) with Pre-GEEG specific time trend (0,1)			
Strategy 3	GEEG indicator by school year (2005-06 (0,1); 2006-07 (0,1); 2007-08 (0,1)) with Pre-GEEG specific time trend (0,1)			
Strategy 4	GEEG indicator (0,1)	Student and school		

Source: Based on authors' methodology. See Appendix F for further details.

The first modeling strategy compares how a student who attends a school participating in the GEEG program performs compared to how that student is expected to have performed in the absence of the GEEG program. The GEEG indicator variable takes on a value of one for any students enrolled in a school participating in the GEEG program during the 2005-06, 2006-07, or 2007-08 school years. The GEEG indicator variable equal zero for all students during the 2003-04 and 2004-05 school years and any student not enrolled in a school participating in the GEEG program for each of the three program years (i.e., 2005-06, 2006-07, or 2007-08 school years).

The first modeling strategy also contains a student fixed effect estimator to control for unobserved individual student differences that do not change over time such as gender, race/ethnicity, ability, and motivation. This is an important component of the strategy if there are unobserved differences in characteristics of students enrolled in schools participating in the GEEG program and those students enrolled in schools not participating in the GEEG program. Subsequent modeling strategies take into account additional variables and statistical issues to further identify a GEEG student achievement effect.

The second modeling strategy adds a pre-GEEG specific time trend variable which is equal to one for all students enrolled in a school participating in the GEEG program in any school year in which a student was enrolled in that school. The pre-GEEG indicator is one way evaluators can explore if increases in student test scores during treatment years may not be due to the GEEG program, but rather trends in test scores during pre-treatment years that could have persisted with or without the GEEG program (e.g., maturation effect).

Evaluators further explore the relationship between student test score gains during treatment and pre-treatment years using the third modeling strategy identified in Table 8.1. This strategy estimates the GEEG program treatment effect by year accounting for pre-program trends in GEEG and non-GEEG schools, as well as controlling for other student- and school-level covariates. Instead of a single GEEG effect variable as defined in the first and second modeling strategy, there are three GEEG effect variables – one variable for each year of the GEEG program. Additionally, this strategy can inform potential delayed intervention effects, insofar as it takes several years for the

GEEG program to be implemented at participating schools or for school personnel in GEEG schools to respond to the incentive program.

The fourth modeling strategy explores the relationship between GEEG program participation and student test score gains when controlling for student and school fixed effects. A school fixed effect estimator accounts for time-invariant school characteristics such as quality of teachers, the curriculum, and so forth. This is the most restrictive approach since a student must have valid test score observations in three consecutive years.

All models use a student's spring-to-spring test score gain in mathematics and reading as the outcome variable. Test scores are measured on the state's high-stakes accountability test, TAKS. Since raw scale scores from TAKS are not expressed on the same developmental scale from one year to the next or from one grade to the next, and the structure of the TAKS tests may lead to smaller or larger gains at various points on the achievement distribution, this study standardizes test scores into z-scores for each student by grade, year, and subject.

Standardized scores have a mean of zero and standard deviation of one. A simple gain score was constructed by subtracting scores at time *t* from those at time *t-1*. A negative z-score indicates a student's test score gain is below the mean for all tested students in that subject, grade, and year, while a positive z-score indicates a student's test score gain is above the distribution mean. A standardized gain score of zero means a student test score from one year to the next increased the average amount for that grade, year, and subject in the state.[40]

This analysis uses data on individual student performance in mathematics and reading from all public elementary and secondary schools in Texas that serve grades 3 to 11. There are more than 10.8 million student test score observations in the full sample, of which 134,893 come from GEEG schools. Of these observations, 51,095 are from pre-GEEG years (2003-04 through 2004-05 school years) and 83,798 from GEEG years (2005-06 through 2007-08 school years). About 43% of valid test score observations from GEEG years come from schools that qualified for GEEG participation based on their accountability rating, as opposed to being from schools that qualified for GEEG participation based on Comparable Improvement (see Appendix F for more information).

Select model specifications also separate the GEEG effect for those GEEG schools identified as eligible based on their Comparable Improvement score or accountability rating index for three reasons. First, sample statistics reported in Appendix F display sizable mean achievement gain differences among these two groups of schools (.07 standard deviation units in mathematics and .02 standard deviation units in reading). Second, there are systematic differences among accountability

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[40] Evaluators also explored the robustness of estimates to different gain specifications. More specifically, evaluators took the statewide distribution of the students' prior year assessment scores and divided them into 20 equal intervals. The mean and standard deviation of the test score gain was then computed for all students starting in a particular interval and a student's test score gain was standardized by taking the difference between that student's nominal gain and the mean gain of all students in the interval over the standard deviation of all student gains in the interval. Results are similar to those contained in this report. 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. This standardization strategy further accounts for the possibility that it is easier to achieve gains when students have substantial room for improvement than it is when students are already relatively high achievers.

rating schools and Comparable Improvement schools in terms of plan design features proposed by GEEG schools. Third, GEEG qualification criteria are characterized by greater than expected volatility from one year to the next, which may confound estimated associations of GEEG plan design features and student achievement gains.

Table 8.2 provides a summary of the estimated effect of the GEEG program on student achievement gains for each of the four modeling strategies. Estimated effects are provided for all GEEG schools, Comparable Improvement schools, and those who were eligible for GEEG based on a high accountability rating. The table indicates whether the estimated effect of the GEEG program on test score gains is positive, negative, or no effect and the strength of the estimate (i.e., small, moderate, or large).

Table 8.2: Summary of the Estimated Effect of GEEG Program Participation on Student Test Score Gains in Mathematics and Reading

Modeling Approach	Subject	Sample	Estimated Effect
Strategy 1	Mathematics	All	Positive (Moderate)
	Reading		Positive (Small)
	Mathematics	Comparable Improvement	Positive (Moderate)
	Reading		Positive (Small)
	Mathematics	Accountability Rating	Positive (Small)
	Reading		Positive (Small)
Strategy 2	Mathematics	All	Negative (Moderate)
	Reading		Negative (Moderate)
	Mathematics	Comparable Improvement	Negative (Small)
	Reading		Negative (Small)
	Mathematics	Accountability Rating	Negative (Moderate)
	Reading		Negative (Small)
Strategy 3	Mathematics	All	Year 1: Negative (Small) Year 2: Negative (Small) Year 3: Negative (Large)
	Reading		Year 1: No effect Year 2: Negative (Small) Year 3: Negative (Small)
	Mathematics	Comparable Improvement	Year 1: No effect Year 2: No effect Year 3: Negative (Small)
	Reading		Year 1: No effect Year 2: Negative (Small) Year 3: Negative (Small)
	Mathematics	Accountability Rating	Year 1: Negative (Small) Year 2: Negative (Moderate) Year 3: Negative (Large)
	Reading		Year 1: Negative (Small) Year 2: Negative (Small) Year 3: Negative (Moderate)
Strategy 4	Mathematics	All	Negative (Small)
	Reading		Negative (Small)
	Mathematics	Comparable Improvement	No effect
	Reading		No effect
	Mathematics	Accountability Rating	Negative (Moderate)
	Reading		Negative (Moderate)

Source: Based on authors' calculations. See Appendix F for further details.

What is the Association between the GEEG Program and Student Test Score Gains?

Figure 8.2 displays estimates from the first modeling strategy, which compares how a student who attends a school participating in the GEEG program performs compared to how that student is expected to have performed in the absence of the GEEG program. A positive (or negative) and statistically significant relationship suggests, on average, students enrolled in schools participating in the GEEG program had larger (or smaller) test score gains than they were expected to have in the absence of the GEEG program. A relationship that is not statistically significant means evaluators are unable to conclude if there is a difference in test score gains.

As reported in Figure 8.2, estimates indicate student test score gains in mathematics were approximately .06 standard deviations greater than expected for the average student enrolled in a school participating in the GEEG program. There were also significant test score gain differences in reading among students enrolled in GEEG schools during program years (2005-06 through 2007-08 school years), although the magnitude of this effect (0.0492) is smaller than it was in mathematics.

Evaluators also examined the effect of GEEG program participation by the criteria on which a school qualified to participate in the program. Qualified schools had to meet one of two performance criteria, either a levels-style measure based on their state accountability rating (i.e., accountability rating schools) or a gains-style measure based on their Comparable Improvement ranking (i.e., Comparable Improvement schools). Figure 8.2 indicates Comparable Improvement schools made larger test score gains in mathematics than accountability rating schools (0.0831 vs. 0.0334 standard deviation units). The difference is less pronounced in reading (0.0636 vs. 0.0322), but the magnitude of the effect is still about twice as large in Comparable Improvement schools.

Estimates displayed in Figure 8.2 do not take into consideration the quality of GEEG schools. Increases in student test scores during treatment years may not be due to the GEEG program, but rather trends in test scores during pre-treatment years that could have persisted with or without the GEEG program (e.g., maturation effect). Thus, the next subsection explores the association between the GEEG program and student test score gains when accounting for pre-existing trends in student test scores.

Figure 8.2: Effect of GEEG Program Participation on Mathematics and Reading Test Score Gains
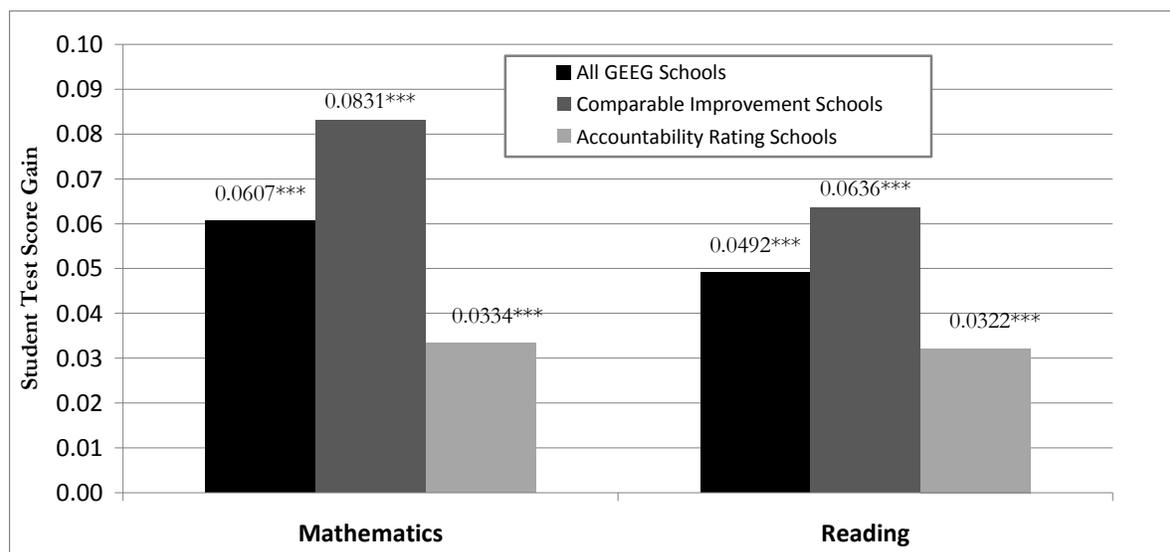
Source: Based on authors' calculations.
Note: *** indicates estimate is statistically significant at .01 level. Each value reports estimate from separate regression equation. Student test score gain differences between Comparable Improvement and accountability rating schools are statistically significant at α = .05 level.

What is the Association between the GEEG Program and Student Test Score Gains when Accounting for Pre-Existing Trends in Test Scores?

Figure 8.3 displays estimates from the second modeling strategy identified in Table 8.1, which is one way evaluators can explore if increases in student test scores during treatment years may not be due to the GEEG program, but rather trends in test scores during pre-treatment years that could have persisted with or without the GEEG program. Estimates represent the difference between student test score gains realized during GEEG program years (i.e., 2005-06 to 2007-08 school year) and projected student test score gains if students continued to perform on a trajectory similar to pre-GEEG years (i.e., 2003-04 to 2004-05 school years). A positive (or negative) and statistically significant relationship suggests, on average, students enrolled in schools participating in the GEEG program had larger (or smaller) test score gains relative to the trajectory of performance in GEEG schools during GEEG years. A relationship that is not statistically significant means evaluators are unable to conclude if there is a difference in test score gains.

Estimates indicate the GEEG program had a negative average effect on student test score gains in mathematics and reading relative to the trajectory of performance in GEEG schools during pre-GEEG years. For example, when the sample includes all schools that participated in the GEEG program, student test score gains in mathematics in GEEG schools were, on average, 0.0695 standard deviations below the pre-intervention trend, whereas gains in reading are 0.0320 standard deviations below the average pre-existing trends in GEEG schools. When restricting the GEEG sample to either schools qualifying for program participation based on their Comparable Improvement score or accountability rating, estimates similarly suggest a negative GEEG program effect. The difference is not statistically significant in reading for Comparable Improvement schools.

Figure 8.3: Estimated Effect of GEEG Program Participation on Mathematics and Reading Test Score Gains when Accounting for Pre-Existing Trends in Test Scores
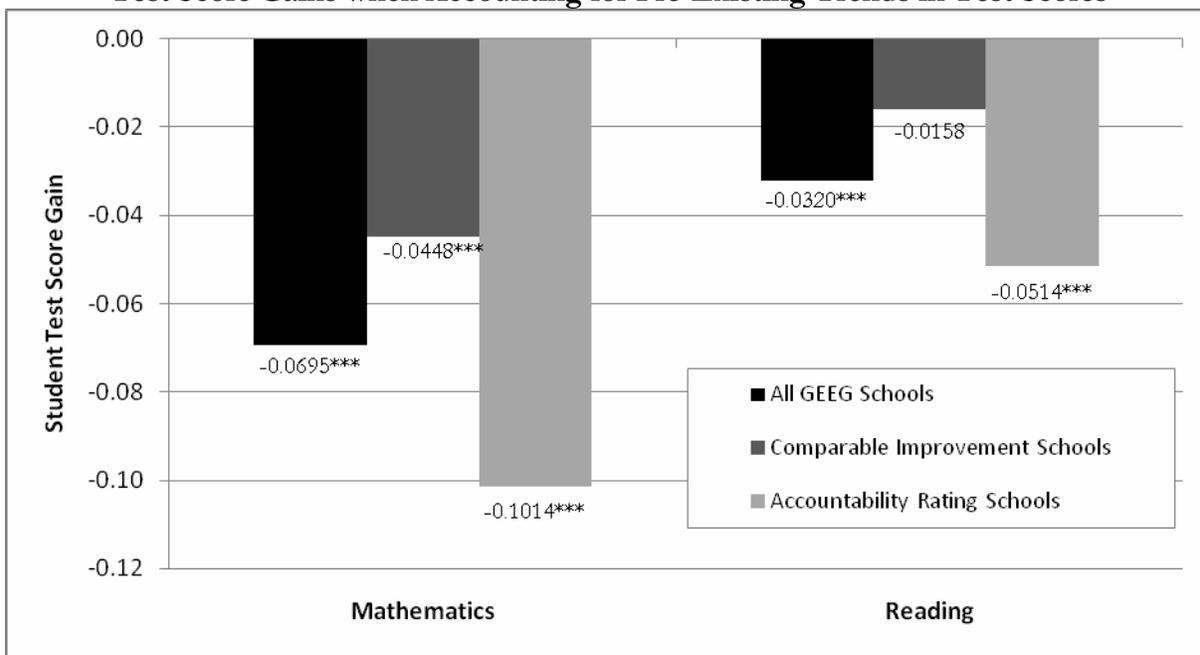
Source: Based on authors' calculations.
Note: *** indicates estimate is statistically significant at .01 level.

However, it is important to remember a negative association reported in Figure 8.3 does not necessarily mean that students enrolled in GEEG schools performed worse than students enrolled in non-GEEG schools. When subtracting this difference from predictions of future performance based on pre-intervention trends in performance, student test score gains in GEEG schools are still positive and statistically different from zero in most cases. This means students enrolled in schools participating in the GEEG program learn the same or more than expected in a single school year as measured by the TAKS mathematics and reading assessments, even though these gains do not keep pace with projected student test score gains if students continued to perform on a trajectory similar to pre-GEEG years.

The difference between student test score gains realized during GEEG program years and those gains projected if students continued to perform on a trajectory similar to pre-GEEG years reported in Figure 8.3 may also be an artefact of a sudden spike in test scores in 2004-05 school year (i.e., the year in which schools were identified as eligible for the GEEG program due to high achievement). For example, Figure 8.4 plots the predicted gain scores for successive cohorts of students in GEEG schools from the 2003-04 to 2007-08 school years relative to non-GEEG schools.[41] The spike in pre-GEEG test score gains in the 2004-05 school year is an anomaly not seen in non-GEEG schools. That year, the increase in GEEG test score gains was especially pronounced compared to non-GEEG schools. It suggests that estimating the GEEG treatment effect relative to pre-existing trends in student test score gains may intensify bias (see dotted vertical line in Figure 8.4). That is, if

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[41]Estimated gain scores were obtained from a simple regression analysis that controlled for observable student and school characteristics. Figure 8.4 displays the difference in average test score gains among GEEG and non-GEEG schools whereby the zero line represents the performance on non-GEEG schools.

larger than typical student test score increases on TAKS have an average value over time (i.e., 2005-06 through 2008-09 school years), there is a possibility that estimates of the GEEG treatment effect will indicate that the GEEG program has a negative effect simply because test score results were moving back to the mean performance for that group of schools.[42]

Figure 8.4: Student Test Score Gains in Mathematics and Reading in Schools Participating in the GEEG Program
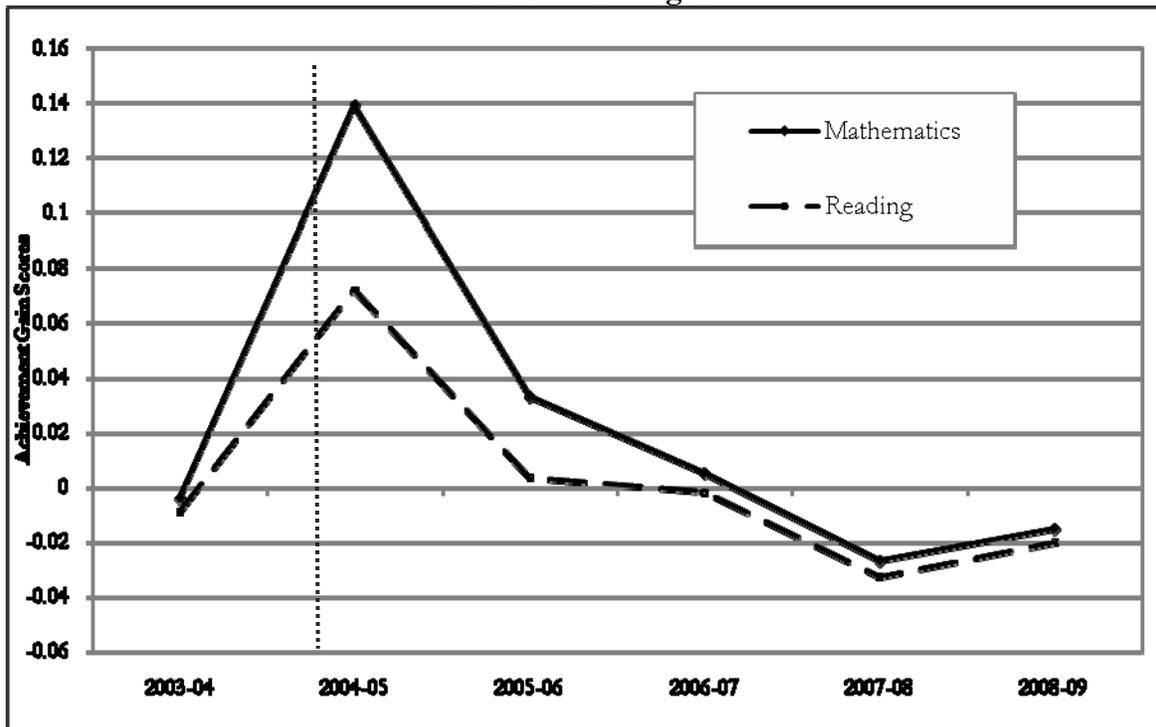
Source: Based on authors' calculations.

What is the Association between the GEEG Program and Student Test Score Gains by Year of Implementation and Accounting for Pre-Existing Trends in Test Scores?

Evaluators further explore the relationship between student test score gains during treatment and pre-treatment years using the third modeling strategy identified in Table 8.1. This strategy estimates the GEEG program treatment effect by year accounting for pre-program trends in GEEG and non-GEEG schools, as well as controlling for other student- and school-level covariates. This strategy can also inform potential delayed intervention effects, insofar as it takes several years for the GEEG program to be implemented at participating schools or for school personnel in GEEG schools to respond to the incentive program.

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[42] This may also be exacerbated by the fact that there are only two pre-GEEG time points in time prior to implementation and methodologists indicate more pre-intervention observations are needed to sufficiently estimate pre-existing trends. Glass (1997) reports anything less than 10 pre-intervention time points is inadequate. Bloom (2002) reports that, "In principle, the approach could be used with only one or two years of baseline test data. However, this would markedly reduce its protection against errors due to unusual student performance or local idiosyncratic events" (p.16).

Figure 8.5: Estimated Effect of GEEG Program Participation on Mathematics and Reading Test Score Gains by Year of Implementation and Accounting for Pre-Existing Trends in Student Test Score Gains
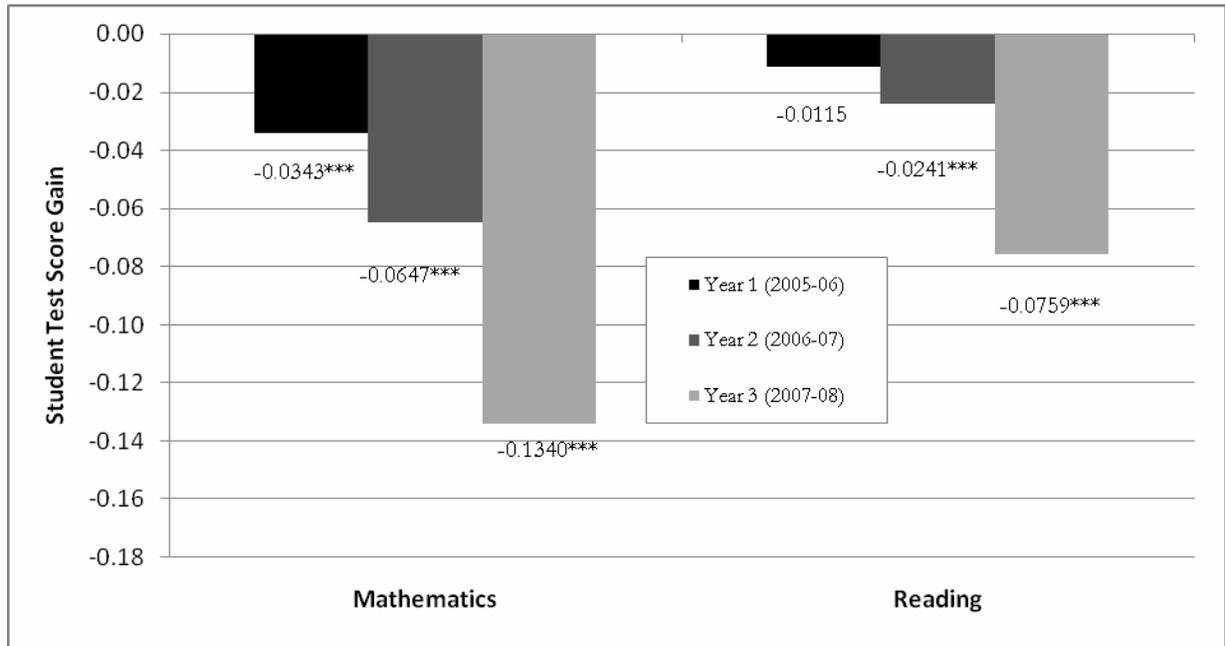
Note: *** indicates estimate is statistically significant at .01 level.

As displayed in Figure 8.5, estimates from the third modeling strategy indicate a negative relationship between GEEG program participation and student test score gains that grows increasingly negative in years two and three of program participation.[43] Although estimates run counter to expectation if intervention effects were lagged, they lend support for the argument that the trajectory of pre-intervention test scores provides misleading estimates of future performance. Furthermore, even though the estimates of these differences are negative, standardized gain scores in mathematics and reading for students enrolled in GEEG schools are either indistinguishable from average or greater than average (average in this context means one year worth of growth as measured by TAKS).

What is the Association between the GEEG Program and Student Test Score Gains using Student and School Fixed Effects?

Figure 8.6 displays estimates from the fourth modeling strategy identified in Table 8.1. This strategy explores the relationship between GEEG program participation and student test score gains when controlling for student and school fixed effects. This is the most restrictive approach since a student must have valid test score observations in three consecutive years. Estimates range from no effect when the sample of GEEG schools was restricted to Comparable Improvement schools to a large negative effect when the sample of GEEG schools was restricted to accountability rating schools.

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[43] Evaluators found a similar pattern of results when restricting the GEEG sample to either schools qualifying for program participation based on their Comparable Improvement score or accountability rating index (see Table 8.4 for a summary or, for more detailed results, see Appendix F).

Figure 8.6: Effect of GEEG Program Participation on Mathematics and Reading Test Score Gains Using Student and School Fixed Effects
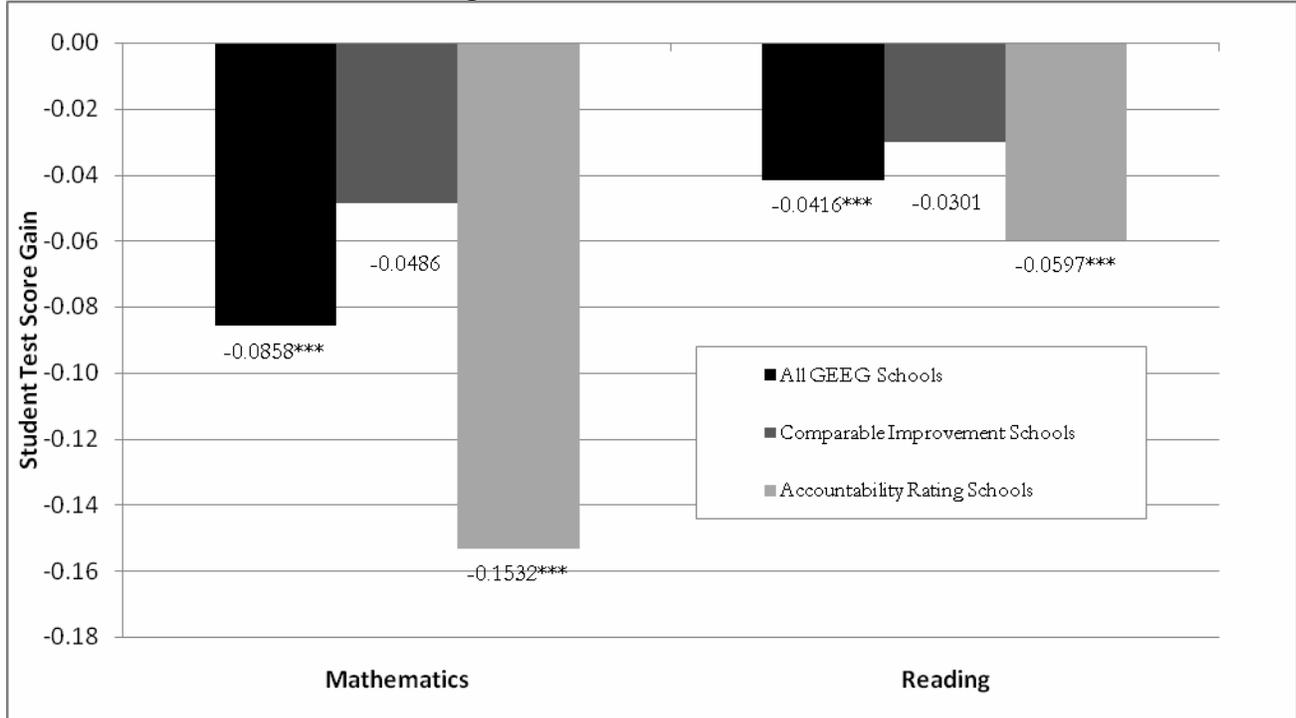
Source: Based on authors' calculations.
Note: *** indicates estimate is statistically significant at .01 level. Each value reports estimate from separate regression equation.

In summary, across the four models explored, the evidence regarding GEEG program impacts on student test scores is inconclusive. Depending on the model specification, the analysis indicates that GEEG had a weakly positive, negative or negligible effect on student test score gains. The instability in the estimates may be related to common measurement problems associated with standardized tests or the statistical methods used to control for selection bias.

GEEG Plan Design Features and Student Test Score Gains

This section reports estimates on the association between student test score gains in mathematics and reading and design features of educator incentive award programs used in schools participating in the GEEG program. Specific design features include the proposed maximum Part 1 bonus award amounts for teachers, measures of student performance, and the unit of accountability. Findings need to be interpreted with caution since some sample sizes are small (i.e., <30 schools). Readers should further note estimates come from comparisons of student test score gains in only those schools that participated in the GEEG program. Overall, there is no evidence of any association between student test score gains and the design features used in GEEG schools' incentive pay plans.

What is the Association between the Proposed Maximum Bonus Award and Student Test Score Gains in GEEG Schools?

The proposed maximum bonus award represents the total bonus award amount that a teacher could earn if he or she met all possible Part 1 award criteria identified in a school's GEEG plan application. The average proposed maximum bonus award in all GEEG plans was $3,716, ranging between the lowest proposed maximum bonus award of $1,429 and the highest of $10,937. The proposed maximum bonus award could not be determined for five schools, thus those schools are excluded from this regression sample.

Table 8.3 presents findings from two sets of analyses of the relationship between student test score gains and the proposed maximum bonus award. The first approach examines the linear association between the proposed maximum bonus award amounts and test score gains, while the second approach examines the nonlinear association between the proposed maximum bonus award amounts and test score gains. Findings from both of these approaches do not reveal a significant association between the proposed maximum bonus award and student test score gains, meaning the average test score gain in mathematics and reading does not change as the size of the proposed bonus award increases.

Table 8.3: Estimated Effect of GEEG on Mathematics and Reading Test Score Gains by Maximum Proposed Bonus Award

	Mathematics (Standardized Gain Score)		Reading (Standardized Gain Score)	
	Linear Association	Nonlinear Association	Linear Association	Nonlinear Association
Maximum proposed bonus	0.0067	0.0387	-0.0017	0.0343
	(0.0096)	(0.0365)	(0.0088)	(0.0335)
	[85]	[85]	[85]	[85]
Maximum proposed bonus (quadratic)	...	-0.0033	...	-0.0037
	...	(0.0036)	...	(0.0033)
	...	[85]	...	[85]

Source: Based on authors' calculations.
Note: Standard errors reported in parentheses. Number of GEEG schools reported in brackets [ ]. ... indicates referent category.

What is the Association between the Measure of Student Performance and Student Test Score Gains in GEEG Schools?

Evaluators also examined student test score gains within GEEG schools by looking at associations between test score gains and the way in which schools measured teachers' contributions to student learning. Measures of student performance are defined as whether a school's GEEG plan rewards high-performing teachers based on student attainment (level score), student growth, or a combination of the two. A measure based on student attainment, used exclusively by 61% of GEEG schools, is defined as a school measuring teachers' contribution to student performance based on

the test score or proficiency levels students attain that school year. A measure of student growth, used exclusively by 13% of GEEG schools, is defined as a school measuring a teachers' contribution to student performance by the change in student performance over time. About 25% of GEEG schools used both student attainment and student growth measures.

Table 8.4 displays the relationship between the measure of student performance and student test score gains in mathematics and reading. The referent category in this set of analyses is GEEG schools using both student attainment and student growth measures, meaning the estimates reported in Table 8.4 are compared to student test score gains in those schools that identified the use of both student attainment and student growth measures. Results indicate there is no significant association between the measure of student performance used in a GEEG school plan and the school's test score gains in mathematics and reading.

Table 8.4: Estimated Effect of GEEG on Mathematics and Reading Test Score Gains by Type of Student Performance Measure

	Mathematics (Standardized Gain Score)	Reading (Standardized Gain Score)
Attainment Only (i.e., Level Score)	0.0148	-0.0278
	(0.0339)	(0.0310)
	[54]	[54]
Growth Only	0.0197	0.0206
	(0.0535)	(0.0490)
	[11]	[11]
Growth + Attainment (referent category)	...	...
	...	...
	[23]	[23]

Source: Based on authors' calculations.
Note: Standard errors reported in parentheses. Number of GEEG schools reported in brackets [ ]. ... indicates referent category.

What is the Association between the Unit of Accountability and Student Test Score Gains in GEEG Schools?

The third, and final, design feature is the unit of accountability proposed in GEEG plan applications. The unit of accountability identifies the entity whose performance determines teachers' bonus award eligibility. If bonus awards are determined by the performance of individual teachers, then an individual teacher is considered to be the unit of accountability. A school is considered the unit of accountability when bonus awards are determined by the collective performance of an entire school.

To define the unit of accountability, GEEG schools were divided into one of three groups: those that use only school- or team-level performance to determine award eligibility; those that use only

teacher-level performance to determine award eligibility; those that use some combination of teacher and group-level performance.

Table 8.5 displays the relationship between the unit of accountability and student test score gains in mathematics and reading. The referent category in this set of analyses is GEEG schools using some combination of teacher and school-level performance. Estimates indicate there is no significant association between the unit of accountability used in a GEEG school plan and the school's test score gains in mathematics and reading.

Table 8.5: Estimated Effect of GEEG on Mathematics and Reading Test Score Gains by Unit of Accountability

	Mathematics (Standardized Gain Score)	Reading (Standardized Gain Score)
Individual Teacher	-0.0109	-0.0011
	(0.0383)	(0.0354)
	[43]	[43]
Campus	-0.0559	-0.0232
	(0.0427)	(0.0394)
	[30]	[30]
Combination (referent category)	...	...
	...	...
	[15]	[15]

Source: Based on authors' calculations.
Note: Standard errors reported in parentheses. Number of GEEG schools reported in brackets [ ]. ... indicates referent category.

In summary, this section presents estimates on the association between student test score gains and design features of GEEG plans used in schools. Specific design features included the proposed maximum Part 1 bonus award amounts for teachers, measures of student performance, and the unit of accountability. There is no evidence of a significant association between student test score gains and GEEG plan design features in schools. However, the small number of GEEG schools adopting any given plan design necessarily makes these estimates imprecise, and could be masking significant effects. It would also be useful to connect teachers and students to better understand if awards went to highly-effective teachers, but Texas does not currently collect this information.

Chapter Summary

This chapter presents findings from analysis of the effect of the GEEG program on student test score gains. The evidence regarding GEEG program impacts on student test scores is inconclusive. Depending on the statistical model specification, the analysis indicates that GEEG had a weakly positive, negative or negligible effect on student test score gains. The instability in the estimates may

be related to common measurement problems associated with standardized tests or the statistical methods used to control for selection bias.

Furthermore, there is no evidence of a significant association between student test score gains and GEEG plan design features in schools. Specific design features include the proposed maximum Part 1 bonus award amounts for teachers, measures of student performance, and the unit of accountability. However, the small number of GEEG schools adopting any given plan design necessarily makes these estimates imprecise, and could be masking significant effects.

Intermediate outcomes discussed in previous chapters of this report – such as teacher attitudes, teacher behavior, and institutional dynamics associated with GEEG program participation – may offer more appropriate outcome measures for evaluating the GEEG program. Analysis of teacher turnover and mobility (see Chapter 7) also provides another important outcomes measure. Evaluators encourage policymakers and other key education stakeholders to focus more on these estimates, given the considerable limitations presented in the current analysis of GEEG's effect on student test score gains.

CHAPTER 9
Conclusions and Implications for Policy and Research

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

Key Policy Questions

This chapter addresses the following questions.

- What can be learned about the design of locally-devised GEEG plans?

- What were the experiences and challenges faced by schools implementing GEEG plans?

- What was the nature of educator attitudes, instructional practice, and school environments during the three years of GEEG?

- How did GEEG impact teacher turnover and student achievement gains, if at all?

- How does the final evaluation of GEEG inform the debate on performance pay?

Key Policy Points

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

- The bonus award criteria developed by GEEG schools adhered to state guidelines, but the dollar amounts of those awards largely did not.

- The probability of receiving a GEEG bonus award and the actual amount received was most strongly related to factors (e.g., subject-area assignment, years at current school) other than those traditionally used to determine teacher pay (e.g., overall years of experience, educational attainment).

- While most principals of GEEG schools reported that their plans could have been improved, they still held overall positive views of the program's impact on teaching quality and student learning in their schools.

- Most personnel in GEEG schools supported the overall principle of performance pay and their GEEG plans specifically. This support remained strong over the three years of GEEG.

- While the majority of educators in GEEG schools reported motivation to earn bonus awards, most stated that their school plans did not affect their instructional practice per say. However, educators did report increased use of effective and data-driven instructional practices.

- There is strong evidence that GEEG plans had an impact on teacher turnover, with the probability of turnover falling noticeably as the size of the bonus award increased.

- Evidence of GEEG's impact on student achievement gains is inconclusive and there is no evidence of a significant association between student achievement gains and the design features of locally-developed performance pay plans.

- Intermediate outcomes, such as educator attitudes, instructional practice, and school environment, offer appropriate measures for evaluating the GEEG program. Furthermore, teacher turnover provides an important outcome for understanding the impact of GEEG in schools.

- As state-funded performance pay plans continue in Texas under D.A.T.E., policy makers should pay careful attention to the manner in which plans are designed, especially bonus award distribution models, given implications for teacher turnover.

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

Design of GEEG Performance Pay Plans

When designing performance pay plans, GEEG schools relied heavily on performance criteria required by state guidelines. That is, they determined teachers' eligibility for bonus awards based on their contributions to student achievement and teacher collaboration. Schools typically chose to measure student achievement using performance levels and results from state standardized assessments.

The distribution of GEEG bonus awards, however, did not adhere to state guidelines. Most proposed bonus award models did not align with minimum and maximum dollar amounts recommended in state guidelines (i.e., $3,000 minimum and $10,000 maximum). Most GEEG schools (79.9%) proposed a minimum award less than $3,000, and almost half of all GEEG schools (46.3%) proposed a maximum award of less than $3,000.

The nature of bonus award distribution was closely tied to several teacher characteristics. The probability of receiving a GEEG bonus award and the actual amount received was especially related to a teacher's subject-area assignment and whether or not a teacher was new to the school. In the first two years of the program, teachers who were assigned to language arts, math, and self-contained classrooms in TAKS-tested grades were significantly more likely to receive Part 1 bonus awards than were other teachers. By the third year of the GEEG program, however, the apparent bias in favor of TAKS-tested subjects and grades had faded. Differences in a teacher's overall years of experience and educational attainment – factors traditionally used to determine teacher salary – did not explain differences in the bonus awards received by individuals.

GEEG Implementation Experiences and Challenges

A strong share of GEEG principals reported that schools could have improved implementation of their performance pay plans. When asked to reflect on resources that would have been most useful in making such improvements, principals most often reported the need for clearer program guidelines from the state, assistance in developing teacher performance measures, and administrative support developing and monitoring GEEG plans. Interestingly, TEA did add a technical assistance requirement for schools participating in TEEG Cycle 3 and D.A.T.E. during the 2008-09 school year. And, many of the topics mentioned as important by GEEG principals were topics addressed by these technical assistance activities.[44]

Despite the overall belief that GEEG plans could have been improved, principals held positive perceptions of the program's impact in their schools. The majority disagreed with statements about

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

negative ramifications for their schools (e.g., increased resentment among teachers), while most agreed with positive statements (e.g., increasing student learning, improving teaching practices).

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

Personnel in GEEG schools had overall positive perceptions of performance pay in general and GEEG plans specifically. Most supported the principle of performance pay for teachers and believed it to be a good compensation practice. There was no decline in support during the three years of GEEG's operation.

Additionally, personnel did not believe GEEG undermined collaboration or workplace collegiality. In fact, the majority of respondents viewed their colleagues, principals, and overall work environment positively. Both recipients and non-recipients of bonus awards, as well as new and veteran teachers, held these positive views.

Most educators reported frequent and increasing use of desirable instructional practices, but there was mixed evidence as to whether the GEEG plans specifically influenced such behavior. While they reported that the performance criteria for GEEG bonus awards motivated them, most stated that their schools' plans did not affect their instructional practices per say. Somewhat contradictory, a notable percentage of GEEG educators did report increased use of targeted instructional planning and delivery practices; there was also a slight increase in reports of using student assessment results for instruction.

Impact of GEEG on Teacher Turnover

Following the first year of the GEEG program, teacher turnover was consistently lower in GEEG schools than in non-GEEG schools, but there is little evidence of this difference persisting into subsequent program years. There is convincing evidence, however, that some design features of GEEG plans did influence the probability of teacher turnover within GEEG schools.

Most notably, the receipt and size of actual bonus awards had a strong impact on teacher turnover in GEEG schools. The probability of turnover surged among teachers who did not receive a GEEG award, while it fell sharply among teachers who did receive such an award. Additionally, the probability of turnover fell as the size of the bonus award increased. The patterns observed in the first GEEG program year were amplified in the following school years. A $3,000 award reduced the probability of turnover by 14 percentage points in the first year of GEEG, by 18 percentage points in the second year of GEEG and by 19 percentage points in the final year of GEEG. Finally, when plans were designed to reward all teachers equally, failure to receive an actual award was an especially strong predictor of teacher turnover.

In all three years of GEEG, schools relying exclusively on student achievement levels to measure teachers' contribution to student success had significantly lower turnover rates than did schools using solely measures of student performance gains. The degree to which GEEG plans were more or less individualistic did impact turnover rates, but inconsistently so over the three program years.

GEEG and Student Achievement Gains

The evidence regarding the impact of GEEG on student achievement gains is inconclusive. Depending on the specification of the statistical model used, the analysis indicates that GEEG had a weakly positive, negative or negligible effect on student test score gains. The instability in the estimates may be related to common measurement problems associated with standardized tests or the statistical methods used to control for selection bias.

Additionally, there is no evidence of a significant association between student achievement gains and plan design features proposed by schools. However, the small number of GEEG schools adopting any given plan design feature necessarily makes these estimates imprecise, and could mask significant effects for student achievement gains.

Implications for Policy and Research

Generally, an examination of a performance pay program is interested in two primary outcomes of interest: the quality of teaching and learning in schools, and the differential recruitment and retention of teachers. For reasons discussed previously, the evaluation of GEEG was able to most adequately address the former (i.e., quality of teaching and learning in schools) using intermediate outcomes, such as reports of educator practice, attitudes, and school environment. And, the examination of GEEG's impact on teacher turnover revealed strong evidence of the ways in which design of performance pay plans and bonus award amounts influence teacher retention.

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

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

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

years at the current school. It is not tied to the more traditional salary determinants of overall years of experience and educational attainment.

Finally, there is strong evidence that GEEG – and especially the bonus award models designed by schools – had an impact on the turnover of teachers. Receiving a bonus award of increasing size decreased the probability of turnover noticeably. If one assumes that it is actually the less effective teachers who fail to receive bonus awards (or who receive the lowest bonus amounts), then turnover is not necessarily a banbvd thing. Rather, it could be part of a strategy to improve the quality of teaching within a school. It should also be noted that turnover leads to replacement teachers who – by their very nature – are new to a school and have a lower probability of receiving a GEEG bonus award; potentially because they are truly less effective within that school context. Unfortunately, the data (i.e., teacher-student linked data) necessary to confirm these assumptions do not currently exist in Texas.

Regardless of this data limitation, these insights from evaluating GEEG are useful for policy makers and researchers as the D.A.T.E. program moves forward in Texas. First, if participants more often develop plans within the scope of desired guidelines, evaluators can learn how such parameters influence outcomes. Additionally, D.A.T.E. is unique in that it is not limited to high-performing, high-needs schools. Therefore, evaluators can explore how schools with varying demographics and performance records design plans, and how such design features influence outcomes in varying school settings. These are all prominent issues under debate as performance pay receives great attention nationally. Forthcoming evaluation findings of the D.A.T.E. program should prove useful to those policy makers, practitioners, and researchers interested in knowing the role that performance pay might play as a strategy for school improvement.

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APPENDIX A
Technical Appendix for Chapter 3,
GEEG Plan Design and Implementation

Application Coding Methodology

Evaluators examined the plan design features described in all 99 GEEG applications submitted to the Texas Education Agency. Evaluators developed a detailed taxonomy to code key features of plans, with a focus on the use of Part 1 funds. More specifically, the taxonomy identifies the following plan design features.

- Amount of school's total grant and share dedicated to Part 1 bonus awards
- Proposed minimum and maximum amounts for Part 1 bonus awards
- Indicators and other strategies used to determine teachers' eligibility for Part 1 bonus awards

Coding Process

During the 2006-07 school year, two evaluators coded GEEG plan components identified in each of the 99 applications. The two evaluators reviewed each other's findings to ensure inter-rater reliability and a third evaluator adjudicated any discrepancies.

The information provided in GEEG applications may not include an exhaustive explanation of schools' actual GEEG plans. When applications were unclear, evaluators conducted follow-up telephone calls with school principals and/or site coordinators to seek clarification. Using the applications and follow-up calls as the primary sources of information, evaluators were able to code all taxonomy fields for 82 of 99 GEEG applications. Of the 17 remaining applications for which exhaustive information was not available, 12 applications were missing information for three or fewer taxonomy fields.

Below is a description of the design features of interest that were coded during this process.

Part 1 Funding Component
The Part 1 funding component of GEEG represents at least 75 percent of a school's total award. This award money must be used only for financial incentive payments to classroom teachers, and must be structured in such a way that teachers receiving payments demonstrate (1) success in improving student performance using objective, quantifiable measures, such as local benchmarking systems, portfolio assessment, end-of-course assessment, or value-added assessment; and (2) collaboration with faculty and staff that contributes to improving overall student performance on the campus.

Part 1 awards may also take into consideration the following two optional criteria: (1) a teacher's demonstration of ongoing initiative, commitment, personalization, professionalism, and involvement in other activities that directly result in improved student performance; and (2) a teacher's assignment in an area that is historically hard to staff or has had high turnover.

- **Amount $$**
  - **Total campus grant** – Total GEEG grant amount given to school.
  - **Total Part 1 funding** – Total amount of Part 1 funding awarded to the school. This amount should represent at least 75 percent of the total GEEG grant given to the school.
  - **Maximum $$ for teachers** – The maximum amount of money that an individual teacher could possibly earn from the Part 1 funding component.
  - **Minimum $$ for teachers** – The minimum amount of money that an individual teacher could possibly earn from the Part 1 funding component.
- **# Eligible teachers** – The number of teachers that could possibly earn money from the Part 1 funding component.

Criterion 1: Student performance

- **Indicator of student performance** – The type(s) of indicator(s) that a school uses to evaluate academic performance. These indicators are broken down into three distinct categories: campus ratings, student assessment instrument, and other non-academic performance measures.
- **Performance Analysis** – The nature of student achievement analysis used to determine a teacher's eligibility for a bonus award. A school might use achievement levels whereby a school only looks at the level of performance that students accomplish. A school might use measures of growth whereby a school only looks at change in student performance over time. Finally, a school might use a combination of both, considering both achievement levels and measures of growth when evaluating student performance.

Criterion 2: Teacher collaboration

- **Indicator of collaboration** – The type(s) of indicator(s) that a school uses to evaluate teacher collaboration.

Criterion 3: Teacher initiative and commitment

- **Indicator of initiative and commitment** – The type(s) of indicator(s) that a school uses to evaluate teacher initiative and commitment.

Criterion 4: Hard-to-staff areas

- **Indicator of hard-to-staff area** – The type(s) of indicator(s) that a school uses to define a hard-to-staff teacher.

Performance level benchmarks – For each criterion, the performance levels that must be met in order for a teacher or group of teachers to qualify for an award. A school might establish one threshold that a teacher or group of teachers must meet or exceed in order to qualify for the award. Others might establish a tiered threshold whereby teachers earn more money as they advance from a lower threshold to a higher one.

Unit of accountability – The unit (i.e., entity) that is held accountable for the performance used to determine award distribution. Some schools distribute awards to teachers based upon the performance of an "individual teacher," while others distribute awards based on the performance of

a "team" of teachers (i.e., grade-level, subject department). A third approach is distributing awards based on "campus-wide" performance.

Award distribution method – Schools use varying methods to disseminate awards, including "weighting," "flat amount," and a "prerequisite."

- o **Weighting** – This method is used to assign differential importance to criterion measures required to earn performance incentives. Measures that are weighted more should be associated with higher pay amounts. This method is often, but not always, associated with a tiered performance level benchmark structure. Common strategies for weighting include:
    - ▪ (1) Qualitative – Base award is assigned for achieving performance criterion measure, and supplemental awards are assigned based upon meeting some other additional measures or classification.
    - ▪ (2) Points – Points are assigned in an increasing fashion to performance criterion measures.
    - ▪ (3) Percentages – Percentages are assigned in an increasing fashion to performance criterion measures; therefore, highly weighted measures are assigned to a higher percentage of the total award amount associated with that criterion.
- o **Flat amount** – A school does not use a weighting scheme to distribute awards; instead, it allocates awards at one flat amount based on the required performance threshold for a criterion. This method is often associated with a one-level performance benchmark structure.
- o **Prerequisite** – An award amount is not determined by the performance on a given criterion; rather, the criterion performance must be achieved in order to qualify as an award recipient. The actual award amount is then determined by performance on a different criterion.

Principal Surveys Methodology

Evaluators also used an annual principal survey to monitor GEEG schools' use of Part 2 funds, plan design modifications, and other implementation experiences in GEEG schools throughout the three-year program. Principals (or site coordinators) completed these annual online surveys each year (January 2007, fall 2007, and fall 2008). Principal surveys were first administered on a phased-in basis during the first year of GEEG program operation (2006-07 school year), as some schools received final state approval for program participation later than others. The second and third principal surveys were administered during the fall semesters following the second and third year of GEEG participation, respectively.

A description of the first and second years' principal surveys – including a review of survey content and response rates – can be found in the first and second year evaluation reports on GEEG, respectively. The sections below provide an overview of the response rate, respondent characteristics, and survey content pertaining to the third and final GEEG principal survey administered in the fall 2008 semester.

Response Rate and Respondent Characteristics

Evaluators achieved a 91 percent (90.9%) response rate on the third and final GEEG principal survey in the fall 2008 semester. Respondent characteristics, including their professional title and involvement in the development of school GEEG plans, are provided in Table A.1 below.

Table A.1: Respondent Characteristics, GEEG Fall 2008 Principal Survey

Respondent Characteristics	Percent (#) of Respondents (n=90)
Professional Title	
Principal	91.1% (82)
Other school administrator	1.1% (1)
Classroom teacher	1.1% (1)
School staff	1.1% (1)
Superintendent	1.1% (1)
Other district administrator	2.2% (2)
Other personnel	1.1% (1)
Involved in Design and Approval of GEEG Plan at School	
Yes	83.3% (75)

Source: Based on authors' review of Fall 2008 GEEG Principal Survey.

Survey Instrument

The fall 2008 GEEG principal survey addressed the following concepts.

- Plan design modifications during the final year of program participation.
- Resources for plan implementation and technical assistance
- Monitoring and managing plan implementation
- School personnel feedback
- Respondent background characteristics

The survey instrument follows.

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Governor's Educator Excellence Grant (GEEG)
Fall 2008 School Progress Report

Dear Principal,

The National Center on Performance Incentives (NCPI), under contract with the Texas Education Agency (TEA), is conducting the final year of a three-year evaluation of the Governor's Educator Excellence Grant (GEEG) program. This progress report is intended to help us learn about schools' experiences with and participation in the GEEG program. You may have completed a similar survey last fall 2007. We ask that you again complete this survey as it enables us to learn more about your experiences over time. Please do not try to remember your responses from last time, but rather, address these questions based on your school's experiences during the 2007-08 school year.

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

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

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

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GEEG Design Modifications

1. According to GEEG guidelines, Part 1 funds (at least 75 percent of total campus award) are to be distributed as awards to full-time classroom teachers based on their performance. We are interested in learning about changes to your school's use of Part 1 funds from its second year of award distribution (fall 2007) to its third year of award distribution (fall 2008). Questions 1a and 1b will help us understand how your school may have changed its approach for evaluating teacher performance and allocating Part 1 awards.

   1a. For each of the four Part 1 performance criteria below, please indicate any changes that your school may have made to its plans for GEEG Part 1. Please check all responses that apply to your school.

	No difference between Year 2 and Year 3 (i.e., same plan for Part 1 funds)	Changed the type of performance indicators used to measure teacher performance	Established more rigorous performance standards required for teachers to earn award	Established less rigorous performance standards for teachers to earn award	Added this criterion to our Year 3 GEEG plan; it was <u>not</u> included in Year 2	Removed this criterion from our Year 3 GEEG plan; it <u>was</u> included in Year 2	Not applicable (i.e., criterion not included in Part 1 GEEG plan in either Year 2 or Year 3)
Criterion 1 (Success in improving student performance)							
Criterion 2 (Collaboration that contributes to improved student performance)							
Criterion 3 (Demonstration of ongoing initiative, commitment, professionalism, and involvement)							
Criterion 4 (Assignment in an area that is hard to staff or has had high turnover)							

1b. We are also interested in learning how your school may have changed its approach to allocating GEEG Part 1 awards to its classroom teachers. Please indicate if your school did or did not make the following changes in Part 1 awards from Year 2 to Year 3 of the GEEG program.

	Yes, the school did make this change to Part 1 award allocation.	No, the school did not make this change to Part 1 award allocation.
The school increased the maximum Part 1 award amount for teachers meeting performance requirements.		
The school decreased the maximum Part 1 award amount for teachers meeting performance requirements.		
The school increased the minimum Part 1 award amount for teachers meetings performance requirements.		
The school decreased the minimum Part 1 award amount for teachers meeting performance requirements.		
The school distributed Part 1 awards to a greater percentage of teachers.		
The school distributed Part 1 awards to a smaller percentage of teachers.		

If the use of your school's Part 1 funds changed in any other ways not listed in question 1a or 1b, please specify those modifications in the space below.

_____
_____
_____

2. According to GEEG guidelines, Part 2 funds (no more than 25 percent of total campus award) are to be distributed as awards to school personnel not eligible for Part 1 awards or to implement any of several allowable Part 2 activities (e.g., professional development, induction programs, mentoring programs, etc.)

We are interested in learning how your school may have changed its approach for distributing Part 2 awards from the second year to the third year of the GEEG program. For each Part 2 activity described below, please indicate whether your school decreased the amount of Part 2 funds allocated to the activity, did not change the amount of Part 2 funds allocated to the activity, or increased the amount of Part 2 funds allocated to the activity. Please mark "Not applicable" if the activity was not included as part of the school's GEEG plan.

	Decreased the amount of Part 2 funds allocated to this activity from Year 2 to Year 3	The amount of Part 2 funds allocated to this activity did not change from Year 2 to Year 3	Increased the amount of Part 2 funds allocated to this activity from Year 2 to Year 3	Not applicable (e.g.., activity not included in Part 2 GEEG plan in Year 2 or Year 3)
Professional development				
Mentoring programs for teachers				
New teacher induction programs				
Teacher bonuses or stipends for high need subject areas and/or participation in other extra activities				
Incentive bonuses for non-classroom teachers (i.e., personnel not eligible for Part 1 awards)				

If the use of your school's GEEG Part 2 funds changed in any other ways from Year 2 to Year 3 of the program, please specify those modifications in the space below.

_____
_____
_____

GEEG Resources and Technical Assistance

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

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

	No Importance	Low Importance	Moderate Importance	High Importance	Not Applicable
a. Guidelines provided by the Texas Education Agency explaining the parameters for a GEEG plan.					
b. Administrative support from your district, regional center, or other entity to develop, manage, and monitor your school's GEEG plan.					
c. Expertise from your district and/or school personnel to develop and use high quality performance measures to evaluate teacher performance.					

If your school received any other resources, supports, or technical assistance that aided the successful implementation of your school's GEEG plan during the 2007-08 school year, please explain in the space below.

_____
_____
_____

4. Thinking back on your school's experience with GEEG during the 2007-08 school year, could your school have improved its implementation of GEEG?
   a. ☐ If "Yes", please click here [go to 4a; if not selected go to 5]

4a. You indicated that your school could have improved its implementation of GEEG during the 2007-08 school year. Please indicate the importance that each of the following types of resources would have played in improving your school's ability to implement its GEEG plan.

	No Importance	Low Importance	Moderate Importance	High Importance
a. Clearer explanation from TEA to your school as to why the school was selected to receive a GEEG grant				
b. Clearer guidelines for your school explaining the parameters for the school's GEEG plan design				
c. More administrative assistance for your school to develop, manage, and monitor the school's GEEG plan				
d. Technical assistance to support the development and use of high quality performance measures to evaluate teacher performance				

If your school would have benefited from any other resources, supports, or technical assistance not listed above during the 2007-08 school year, please explain in the space below.

_____
_____
_____

GEEG Monitoring and Managing Program Implementation

5. Has your school developed a formal process to monitor and manage GEEG implementation?
   a. ☐ If "Yes", please click here [go to 5a-5d; if not selected go to 6]

   5a. Does your monitoring and management process include the development of an end-of-year/annual written report on the implementation of the school's GEEG program?
   a. ☐ If "Yes", please click here

   5b. Does your monitoring and management process include meetings with faculty and staff to gather feedback about the implementation of the school's GEEG program?
   a. ☐ If "Yes", please click here

   5c. Does your monitoring and management process include a system of providing ongoing feedback to faculty and staff about the implementation of the school's GEEG program?
   a. ☐ If "Yes", please click here

   5d. Does your monitoring and management process include any other strategies other than those stated in 5a – 5c? If so, please describe below.

   _____
   _____
   _____

GEEG Feedback from School Personnel

6. We are interested in knowing what kind of feedback – if any – your school may have gathered from school personnel related to their experience with and participation in the GEEG program during the 2007-08 school year. Did your school gather any such feedback from school personnel during the 2007-08 school year?
   a. ☐ If "Yes", please click here [go to 6a; if not selected go to 7]

6a. You indicated that your school gathered feedback from school personnel related to their experience with and participation in GEEG during the 2007-08 school year. Please indicate the extent to which you agree that their feedback aligns with each of the statements below.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. The school's GEEG plan did a good job of distinguishing effective from ineffective teachers at the school.					
b. The prospect of earning an award discouraged teachers and staff from working together.					
c. Teachers and staff altered (for better or worse) their professional practice to earn a GEEG award.					
d. Our GEEG plan measured important aspects of teaching and learning.					
e. School personnel did not understand the criteria established for earning a GEEG award.					
f. The administrative demands (e.g., paperwork) of the GEEG program were not worth the time and effort required for implementation.					
g. The guidelines established for GEEG award distribution (i.e., 75% of funds for full-time teachers, 25% for other personnel and/or activities) were a fair way to allocate funds.					
h. When participating in the school's GEEG plan, school personnel had confidence they would receive an incentive award for achieving performance criteria.					

If school personnel provided any other feedback related to their experience with or participation in the GEEG program during the 2007-08 school year, please explain in the space below.

_____
_____

7. Please indicate the extent to which you agree or disagree with each statement about the GEEG plan that operated in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The GEEG plan had negative effects on my school.				
b. The GEEG plan in my school did a good job of distinguishing effective from ineffective teachers at my school.				
c. The GEEG plan caused resentment among teachers at my school.				
d. The GEEG plan did not affect teaching practices or professional behaviors.				
e. The GEEG plan at my school helped teachers feel more satisfied with their jobs.				
f. The GEEG plan at my school contributed to improvements in the quality of professional development offered to teachers.				
g. The GEEG plan at my school helped improve teaching practices.				
h. The GEEG plan at my school helped increase student learning.				

8. If you have any other thoughts or comments regarding your school's experience with the GEEG program, please describe using the space below.

_____

_____

Background Information

9. Please identify the professional title that best describes your current professional position this 2008-09 school year?
    a. Principal
    b. Other school administrator
    c. Classroom teacher (either full or part-time)
    d. School staff (i.e., non-teacher position)
    e. Superintendent
    f. Other district administrator
    g. Other – Please describe your professional position below
        _____

10. Were you involved in the school's process of designing and approving the plan for GEEG?
    a. ☐ If "Yes", please click here

Thank you for your participation! The survey is now complete.

APPENDIX B
Technical Appendix for Chapter 4,
The Design and Distribution of GEEG Bonus Awards

Methodology and Data

Methodology for Reviewing GEEG Bonus Awards

Data on the design and distribution of Part 1 teacher awards comes from two primary sources. First, as described in Chapter 3, evaluators coded key features of each school's GEEG plan application. One of those features is the proposed distribution of Part 1 awards to teachers, specifically the minimum and maximum possible award amounts a teacher could receive. For each of the three award distribution cycles of GEEG (i.e., fall 2006, fall 2007, fall 2008), data on the actual bonus awards given to teachers is collected using a secure, online data upload system. The award data were extensively audited and cleaned by program staff at the TEA and evaluators, and then match-merged with administrative personnel records in Texas' Public Education Information Management System (PEIMS).

Eighty-five (85) of the 99 GEEG schools provided information on the actual award amounts distributed to teachers in fall 2006. Five elementary schools, six middle schools, and three secondary schools did not submit data despite repeated reminders from both the TEA and the evaluation team. Non-respondent schools were not systematically different from respondents with respect to student socio-economic status; nor were there differences in response rates between schools eligible for GEEG on the basis of high accountability ratings as opposed to Comparable Improvement. However, respondent schools were smaller and received significantly more GEEG funding per pupil, on average, than non-respondent schools.

In the fall of 2007, 84 of the 99 GEEG schools provided information on the actual award amounts distributed to teachers. Eleven elementary schools, one middle school, two secondary schools and one mixed-grade school did not submit data despite repeated reminders from both the TEA and the evaluation team. There were no systematic differences between respondent and non-respondent schools with respect to student socio-economic status, school size, GEEG eligibility or GEEG funding per pupil.

Only 72 of the 99 GEEG schools provided information on the actual award amounts distributed to teachers in the third and final year of the GEEG program. Thirteen elementary schools, six middle schools, seven secondary schools and one mixed-grade school did not submit data despite repeated reminders from both the TEA and the evaluation team. However, despite the reduction in response rates, there were no systematic differences between respondent and non-respondent schools with respect to student socio-economic status, school size, GEEG eligibility or GEEG funding per pupil.

All 99 GEEG schools provided useable data on actual awards in at least one program year, but only 52 schools provided useable data in all three years. In generally, there were no significant differences between schools that responded all three years and the remaining GEEG schools. However, the 52 schools that consistently responded were systematically smaller than the other GEEG schools.

Teacher Characteristics and Actual Distribution of GEEG Year 1, 2, and 3 Bonus Awards

Evaluators also studied whether there were any systematic differences between teachers who received GEEG bonus awards and those who did not. The evaluators used two complementary strategies to explore the relationship between observable teacher characteristics (i.e., years of experience, education level, and teaching field assignment), school characteristics, and the dollar amount awarded to teachers in GEEG schools (see Chapter 4).

The first set of models examines the probability that a teacher received a bonus award, while the second set examines the size of any such awards.[1] Chow-type tests indicate that the relationship between the teacher characteristics and teacher bonus awards shifted over time, so each Cycle has been analyzed separately

Table C.1 presents selected finding from a probit analysis of the probability that a teacher received a bonus award for performance during each of the three years of the GEEG program. In all cases, the underlying models include not only the individual teacher characteristics presented in Table C.1, but also controls for the size of the school, the socioeconomic homogeneity of the student body (as measured by the percentage of ED students), GEEG funding per pupil, indicators for grade type and an indicator for whether the school was eligible for GEEG based on Comparable Improvement. Because there may be a correlation in the residuals between two schools from the same school district, evaluators report robust standard errors clustered by school district for all three models.

The interpretation of Table C.1 is generally straightforward. Each of the marginal effects indicates the change in the probability that a teacher received a Part 1 bonus award attributable to a change in the designated variable. Thus, for example, an estimated marginal effect of -0.446 indicates that during Year 1 the probability of receiving a Part 1 bonus award was 44.6 percentage points lower for a teacher who was new to the building than for a teacher who was not new to the building, all other things being equal.

Table C.2 presents selected marginal effects from analyses of the relationship between teacher characteristics and bonus award amounts received by a teacher during each of the three years of the GEEG program. Teachers who received no award were coded as receiving an award of $0 dollars. Because a significant fraction of the teachers received an award of $0, the analyses were conducted using censored normal regression. Each model also includes controls for the same set of school characteristics used in the probit analyses above. Because there may be a correlation in the residuals between two schools from the same school district, evaluators report robust standard errors clustered by school district for all three models.

---

[1] Teachers who did not receive an award are coded as receiving an award of zero dollars.

Table C.1: Teacher Characteristics and the Probability of Receiving a Part 1 Bonus Award

Determinants	GEEG Year 1	GEEG Year 2	GEEG Year 3
Experience	0.001	0.001	0.002
	(0.003)	(0.003)	(0.003)
Experience, squared	-0.000	-0.000	-0.000
	(0.000)	(0.000)	(0.000)
Experience, missing	0.025	-0.023	-0.009
	(0.051)	(0.040)	(0.043)
Bachelor's degree	0.113	0.152	0.088
	(0.159)	(0.101)	(0.090)
Master's degree	0.061	0.117	0.038
	(0.140)	(0.078)	(0.087)
Doctorate degree	-0.004	-0.066	-0.059
	(0.210)	(0.146)	(0.146)
Male Teacher	-0.060	-0.007	-0.051
	(0.023)**	(0.020)	(0.016)***
Coach	-0.104	-0.002	0.008
	(0.047)**	(0.044)	(0.061)
New to building	-0.446	-0.182	-0.275
	(0.052)***	(0.055)***	(0.053)***
Language arts	0.074	0.063	0.017
	(0.024)***	(0.035)	(0.027)
Math	0.043	0.099	0.007
	(0.020)**	(0.026)***	(0.029)
Science	-0.006	-0.003	-0.020
	(0.022)	(0.038)	(0.028)
Foreign language	0.076	0.057	0.101
	(0.052)	(0.043)	(0.042)**
Fine arts	-0.113	-0.094	-0.088
	(0.039)***	(0.032)***	(0.042)**
Vocational/technical	-0.030	0.056	0.084
	(0.093)	(0.080)	(0.036)**
Special education	-0.024	-0.046	-0.043
	(0.040)	(0.051)	(0.049)
Bilingual	0.073	0.059	0.063
	(0.052)	(0.057)	(0.052)
TAKS self-contained	0.132	0.092	0.044
	(0.027)***	(0.036)**	(0.030)
Observations	3,245	3,544	2,904

Note: The table presents marginal effects from probit analyses. Robust standard errors (in parentheses) were clustered by school district. The asterisks indicate that a marginal effect is ** significant at 5% level; *** significant at 1% level. All models also include controls for the size of the school, the socioeconomic homogeneity of the student body (as measured by the ED%), GEEG funding per pupil, indicators for grade type and an indicator for whether the school was eligible for GEEG based on Comparable Improvement.
Source: Based on authors' calculations using PEIMS data and GEEG teacher award information collected by TEA during fall 2006, 2007 and 2008.

Table C.2: Determinants of an Individual Teacher's Part 1 Bonus Award

Determinants	GEEG Year 1	GEEG Year 2	GEEG Year 3
Experience	2.668	0.759	14.246
	(14.729)	(12.922)	(13.049)
Experience, squared	-0.107	-0.044	-0.427
	(0.478)	(0.348)	(0.327)
Experience, missing	76.745	-144.746	-22.315
	(190.252)	(153.299)	(141.081)
Bachelor's degree	126.511	629.979	462.290
	(857.624)	(494.653)	(371.954)
Master's degree	38.218	682.296	349.450
	(867.749)	(500.952)	(403.601)
Doctorate degree	292.838	-350.681	-83.326
	(1,141.045)	(680.155)	(593.133)
Male Teacher	-303.892	-114.849	-237.308
	(109.688)***	(102.491)	(90.653)***
Coach	-686.160	-173.261	43.352
	(224.310)***	(126.816)	(193.628)
New to building	-2,221.096	-896.280	-1,168.699
	(313.644)***	(241.309)***	(221.197)***
Language arts	308.721	253.875	184.181
	(101.449)***	(112.429)**	(88.350)**
Math	437.108	527.703	225.577
	(81.103)***	(99.805)***	(114.665)**
Science	-348.547	-267.922	-168.783
	(122.093)***	(156.547)*	(111.994)
Foreign language	120.765	4.425	226.776
	(229.911)	(151.101)	(190.839)
Fine arts	-641.658	-547.654	-498.112
	(130.274)***	(125.853)***	(146.889)***
Vocational/technical	-440.411	26.142	137.390
	(351.414)	(302.856)	(169.074)
Special education	-40.263	59.166	-130.797
	(193.897)	(206.064)	(148.639)
Bilingual	284.307	204.898	149.254
	(138.474)**	(119.069)*	(90.434)*
TAKS self-contained	965.176	860.418	517.069
	(172.392)***	(173.445)***	(119.845)***
Observations	3,245	3,544	2,904

Note: The table presents marginal effects from censored normal regression analysis. Robust standard errors (in parentheses) were clustered by school district. The asterisks indicate that a marginal effect is ** significant at 5% level; *** significant at 1% level. All models also include controls for the size of the school, the socioeconomic homogeneity of the student body (as measured by the ED%), GEEG funding per pupil, indicators for grade type and an indicator for whether the school was eligible for GEEG based on Comparable Improvement.

Source: Based on authors' calculations using PEIMS data and GEEG teacher award information collected by TEA during fall 2006, 2007 and 2008.

APPENDIX C
Technical Appendix for Chapter 5,
Educator Attitudes and Beliefs about Performance Pay in GEEG Schools

Fall Survey Methodology

Full-time instructional personnel in GEEG schools were asked to complete an online survey during the fall 2008 semester. The GEEG program came to a close at the conclusion of the 2007-08 school year, but bonus awards were still being distributed during fall 2008. Essentially, the fall 2008 survey was a post-GEEG program administration.

Survey Instruments

Two different versions of the survey were fielded. The first version was for GEEG schools participating in Cycle 3 of the TEEG program, meaning those schools continued participation in an incentive pay plan during the 2008-09 school year. The second version was given to schools not participating in Cycle 3 of TEEG. The first group is referred to as the "Continuous" participation group, and the latter is referred to as the "Former" participation group because – at the time of the fall 2008 survey – they were no longer operating an incentive pay plan funded by GEEG or TEEG.

Evaluators received over 3,500 responses to the survey representing more than 90 percent of the schools in each subgroup and between 70 percent and 75 percent of potential respondents in those schools. The survey was primarily composed of closed-end survey items. Some of these items were the same as those included in the second mid-year survey administered during fall 2007, though there also were new items which addressed the attitudes of personnel in both schools that were and were not participating in the TEEG incentive pay program. Where possible, evaluators examine how responses from the fall 2007 survey compare to responses from the fall 2008 survey. This will allow further examination of how teachers' attitudes and perceptions change over time as they participated in the GEEG program.

These fall 2008 surveys for GEEG schools addressed the following concepts:

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

Copies of both surveys can be found at the conclusion of Appendix C.

Response Rates

The following tables provide response rates to the fall 2008 surveys broken out by survey type. Tables C.1 to C.3 pertain to surveys administered in GEEG schools eligible for TEEG Cycle 3 (i.e., Continuous schools). Tables C.4 to C.5 present similar information for those GEEG schools not eligible for Cycle 3 of TEEG (i.e., Former schools).

Table C.1: Overview of Schools Represented in Survey by Size of School, Continuous GEEG Schools

| Size (estimated number of teachers) | Schools in Survey Cycle | | Schools Represented in Survey | |
	Count	Percent of Schools	Count	Percent of Size Group
Fewer than 6	0	0.00%	0	---
6 to 20	9	19.57%	7	77.78%
21 to 40	19	41.30%	19	100.00%
41 to 60	12	26.09%	10	83.33%
61 to 80	4	8.70%	4	100.00%
81 or more	1	2.17%	1	100.00%
Unknown	1	2.17%	1	100.00%
Total	46	100.00%	42	91.30%

Source: Based on authors' calculations of responses to GEEG fall 2008 survey.

Table C.2: Overview of Teacher Response Rates by Size of School, Continuous GEEG Schools

| Size (estimated number of teachers) | School Count | Teacher Responses | | Total Responses | |
		Count	Teacher Response Rate Within Group	Count	Mean Response Rate
Fewer than 6	0	0	---	0	---
6 to 20	7	73	64.80%	86	62.89%
21 to 40	19	450	83.03%	561	77.57%
41 to 60	10	450	88.45%	540	79.37%
61 to 80	4	214	77.84%	260	71.90%
81 or more	1	66	80.27%	73	73.81%
Unknown	1	0	---	5	---
Total	42	1253	82.40%	1525	75.97%

Source: Based on authors' calculations of responses to GEEG fall 2008 survey.

Table C.3: Overview of Schools Not Represented on Survey,
Continuous GEEG Schools

Schools That Did Not Respond to Survey		
Teachers in School	**Number of Schools**	**Total Estimated Number of Teachers**
Fewer than 6	0	0
6 to 20	2	19
21 to 40	0	0
41 to 60	2	104
61 to 80	0	0
81 or more	0	0
Unknown	0	0
Total	4	123

Source: Based on authors' calculations of responses to GEEG fall 2008 survey.

Table C.4: Overview of Schools Represented in Survey by Size of School,
Former GEEG Schools

Size (estimated number of teachers)	Schools in Survey Cycle		Schools Represented in Survey	
	Count	**Percent of Schools**	**Count**	**Percent of Size Group**
Fewer than 6	1	1.89%	0	0.00%
6 to 20	10	18.87%	10	100.00%
21 to 40	16	30.19%	14	87.50%
41 to 60	12	22.64%	10	83.33%
61 to 80	10	18.87%	10	100.00%
81 or more	4	7.55%	4	100.00%
Unknown	0	---	---	---
Total	53	100.00%	48	90.57%

Source: Based on authors' calculations of responses to GEEG fall 2008 survey.

Table C.5: Overview of Teacher Response Rates by Size of School, Former GEEG Schools

Size (estimated number of teachers)	School Count	Teacher Responses		Total Responses	
		Count	Teacher Response Rate Within Group	Count	Mean Response Rate
Fewer than 6	0	0	---	0	---
6 to 20	10	127	83.53%	149	76.74%
21 to 40	14	321	83.04%	455	78.96%
41 to 60	10	384	82.00%	452	76.46%
61 to 80	10	524	71.74%	572	63.56%
81 or more	4	370	83.18%	392	75.23%
Unknown	0	---	---	---	---
Total	48	1726	79.03%	2020	72.52%

Source: Based on authors' calculations of responses to GEEG fall 2008 survey.

Table C.6: Overview of Schools Not Represented on Survey, Former GEEG Schools

Schools That Did Not Respond to Survey		
Teachers in School	Number of Schools	Total Estimated Number of Teachers
Fewer than 6	1	2
6 to 20	0	0
21 to 40	2	46
41 to 60	2	103
61 to 80	0	0
81 or more	0	0
Unknown	0	0
Total	5	151

Source: Based on authors' calculations of responses to GEEG fall 2008 survey.

Fall 2008 Survey Results

Some sections of the survey employed conditional branching logic, resulting in blocks of questions not being answered and having missing values. Survey responses were examined for duplicate observations and identified duplicates were removed from the data set. In addition, some items included a "Do Not Know" option; all survey responses of "Do Not Know" were recoded to be missing values prior to calculating statistics. Missing values are excluded from all frequency distributions, X^2 tests, and calculations of means.

Simple descriptive statistics for the fall 2008 survey are presented in this section and include distribution statistics and means for all attitudinal items included on the survey. These statistics are presented as five crosstabs.

- The first set of tables is based on crosstabs with **respondent position** (i.e., teacher, aides v. others) as the variable crossed with a school's participation group (i.e., Continuous or Former).
- The second set of tables is based on crosstabs with **school type** (i.e., classified by grade levels taught) as the variable crossed with a school's participation group.
- The third set of tables is based on crosstabs with **years of experience** as the variable crossed with a school's participation group.
- The fourth set of tables is based on crosstabs with **bonus award status** as the variable crossed with a school's participation group. This set of tables also reports the results of a Chi-square test of the relationship between item responses and participation group.
- The final set of tables is based on crosstabs with **year survey was completed** crossed with participation groups. The TOTAL row in these tables provides a Chi-square test of the relationship between item responses and the year the survey was completed across the participation groups.

The cross tab tables report the results of Chi-square tests that were conducted to determine if the responses to the survey items were related to the other variables in the cross-tab. In many cases, the mean for an item and the percent agree are nearly identical while the Chi-square test statistic was statistically significant indicating that there were differences in the underlying distributions of responses. We examined several of these cases and noted a symmetrical shift on either side of the "neutral" response for an item that yielded very similar mean values and very similar summaries of the percent agree. The following example shows how this can happen. The hypothetical distributions of responses show identical values for % Agree (50%) and mean value (2.5). However, the distributions of responses across the original Likert options are different in the two years.

	# Strongly Disgree	# Disagree	# Agree	# Strongly Disagree	Average
Fall 2007	20	30	30	20	2.5
Fall 2008	10	40	40	10	2.5

Source: Based on authors' calculations

Respondent position

Please indicate the extent to which you agree or disagree with each general statement about incentive pay that could be awarded in addition to base pay (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).										
a. Incentive awards should be distributed evenly to all teachers at the school.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	61.6%	2.79	74.6%	2.96	58.5%	2.72	63.00%	2.81	1525	22.18**
Former	64.9%	2.86	76.3%	3.06	51.9%	2.70	65.60%	2.87	2020	33.74**
b. Incentive pay for teachers based on overall performance at the school is a positive change to teacher pay practices.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	81.2%	3.03	85.9%	3.07	85.4%	3.10	82.00%	3.04	1525	5.33
Former	79.4%	2.99	84.2%	3.07	78.5%	2.94	79.90%	3.00	2020	9.72
c. Incentive pay for teachers based on group performance (i.e., grade-level, department, interdisciplinary team) is a positive change to teacher pay practices.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	69.1%	2.81	77.3%	2.91	74.4%	2.88	70.40%	2.83	1525	8.08
Former	68.2%	2.76	75.3%	2.90	63.3%	2.66	68.80%	2.77	2020	10.84
d. Incentive pay for teachers based on individual teacher performance is a positive change to teacher pay practices.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	69.1%	2.82	78.4%	2.96	68.3%	2.88	70.20%	2.84	1525	11.96
Former	66.7%	2.78	81.9%	3.02	63.3%	2.73	68.20%	2.81	2020	21.26**
e. Incentive pay for administrators based on overall performance at the school is a positive change to administrator pay practices.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	76.9%	2.88	78.9%	2.97	84.1%	3.06	77.50%	2.90	1525	9.04
Former	74.8%	2.83	78.1%	2.89	73.4%	2.80	75.10%	2.84	2020	1.39
f. Teachers should receive different incentive award amounts based on their individual teaching performance.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	59.5%	2.66	68.1%	2.85	63.4%	2.71	60.80%	2.68	1525	8.97
Former	56.7%	2.60	72.6%	2.88	55.7%	2.53	58.30%	2.63	2020	23.68**

χ² statistic tests if there is a relationship between the distribution of responses within a participation group across position types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.
Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about incentive pay and its potential impact on schools (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).										
a. Rewarding teachers based on their students' performance will destroy the collaborative culture of teaching.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	36.4%	2.34	30.3%	2.22	29.3%	2.22	35.30%	2.32	1525	5.49
Former	41.8%	2.43	37.7%	2.32	39.2%	2.43	41.20%	2.41	2020	7.39
b. Rewarding teachers based on their students' performance will cause teachers to work more effectively.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	63.6%	2.70	76.2%	2.89	73.2%	2.87	65.60%	2.73	1525	14.95*
Former	64.3%	2.69	79.1%	3.00	64.6%	2.73	65.80%	2.72	2020	33.67**
c. Rewarding teachers based on their students' performance will attract more effective teachers into the profession.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	54.8%	2.57	66.5%	2.75	64.6%	2.73	56.70%	2.60	1525	12.88*
Former	56.0%	2.60	80.0%	3.03	58.2%	2.59	58.60%	2.65	2020	51.93**
d. Rewarding teachers based on their students' performance will help retain more effective teachers in the profession.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	62.2%	2.68	69.7%	2.82	73.2%	2.88	63.70%	2.71	1525	8.89
Former	61.6%	2.69	86.0%	3.09	60.8%	2.63	64.20%	2.73	2020	51.93**

Please indicate the extent to which you agree or disagree with each statement about the GEEG incentive plan that operated in your school (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).										
a. The GEEG incentive plan had negative effects on my school.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	23.9%	2.07	21.9%	2.04	26.3%	2.12	23.80%	2.07	1350	0.80
Former	29.2%	2.16	28.8%	2.17	29.4%	2.13	29.20%	2.16	1815	0.70
b. The GEEG incentive plan in my school did a good job of distinguishing effective from ineffective teachers at my school.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	40.8%	2.35	58.3%	2.64	54.9%	2.65	43.70%	2.40	1284	24.87**
Former	42.0%	2.36	68.7%	2.77	43.1%	2.36	44.90%	2.40	1695	50.13**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about the GEEG incentive plan that operated in your school (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).										
c. The GEEG incentive plan caused resentment among teachers at my school.										

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	38.9%	2.37	35.3%	2.27	38.4%	2.36	38.50%	2.36	1308	1.73
Former	46.1%	2.49	38.3%	2.31	53.1%	2.61	45.60%	2.47	1751	9.02

d. The GEEG incentive plan did not affect my teaching practices or professional behaviors.										

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	73.2%	2.98	77.4%	2.96	64.1%	2.82	73.20%	2.97	1406	10.20
Former	74.3%	2.95	75.4%	2.91	83.6%	3.11	74.80%	2.95	1875	6.11

e. The GEEG incentive plan at my school helped teachers feel more satisfied with their jobs.										

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	66.3%	2.82	85.0%	3.08	69.0%	2.89	68.50%	2.85	1300	25.73**
Former	67.0%	2.80	81.7%	3.00	66.7%	2.75	68.50%	2.82	1750	20.34**

f. The GEEG incentive plan at my school contributed to improvements in the quality of professional development offered to teachers.										

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	60.7%	2.69	82.0%	3.03	71.4%	2.87	63.70%	2.74	1296	28.17**
Former	62.9%	2.70	84.2%	3.07	72.1%	2.78	65.50%	2.74	1725	37.45**

g. The GEEG incentive plan at my school helped improve teaching practices.										

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	67.2%	2.77	83.7%	3.08	78.4%	2.95	69.70%	2.82	1329	22.23**
Former	67.3%	2.78	86.3%	3.09	69.6%	2.80	69.40%	2.81	1761	32.1**

h. The GEEG incentive plan at my school helped increase student learning.										

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	65.7%	2.76	74.8%	3.00	78.4%	3.00	67.40%	2.80	1320	15.97*
Former	66.2%	2.77	83.2%	3.08	72.1%	2.82	68.20%	2.80	1748	28.66**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about the GEEG incentive plan that operated in your school (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).										
a. The GEEG incentive plan developed by my school was fair to teachers.										

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	72.8%	2.84	82.8%	2.92	79.7%	3.04	74.30%	2.86	1361	20.89**
Former	66.0%	2.70	74.9%	2.85	70.6%	2.78	67.10%	2.72	1792	6.97

b. I had a clear understanding of the performance criteria that I needed to meet in order to earn a GEEG bonus award.										

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	88.0%	3.11	93.6%	3.10	85.7%	3.18	88.50%	3.11	1395	20.29**
Former	82.6%	2.99	86.0%	3.05	79.7%	2.89	82.90%	2.99	1843	6.86

c. I did not believe that I could achieve the performance criteria established by my school's GEEG incentive plan.										

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	20.6%	2.07	27.7%	2.15	16.7%	1.89	21.20%	2.07	1350	12.9*
Former	24.3%	2.14	30.7%	2.21	17.9%	2.01	24.70%	2.15	1759	6.43

d. I believe that the performance criteria established by my school's GEEG incentive plan were worthy of extra pay.										

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	82.0%	3.01	88.5%	3.06	89.5%	3.22	83.20%	3.03	1343	12.51
Former	80.7%	2.96	86.8%	3.11	81.4%	2.99	81.40%	2.98	1770	7.97

e. The size of the top bonus award in my school's GEEG incentive plan was not large enough to motivate me to try to earn the top award.										

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	31.4%	2.27	37.2%	2.35	25.8%	2.18	31.80%	2.27	1266	3.70
Former	34.0%	2.30	43.1%	2.39	21.3%	2.08	34.50%	2.30	1676	13.8*

f. When participating in my school's GEEG incentive plan, I had confidence I would receive an incentive award for achieving performance criteria.										

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	86.0%	3.08	87.1%	3.05	88.9%	3.19	86.30%	3.08	1342	6.76
Former	84.8%	3.02	89.0%	3.06	83.8%	3.01	85.20%	3.02	1751	2.72

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please rate how much you agree that the following types of assistance would have improved your school's GEEG incentive plan (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).										
a. A better explanation from the Texas Education Agency as to why the school was selected to participate in GEEG in the first place.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	49.0%	2.52	71.7%	2.76	37.8%	2.26	51.00%	2.53	1292	47.69**
Former	59.5%	2.65	77.5%	2.85	57.8%	2.66	61.30%	2.67	1723	30.74**
b. A more thorough explanation to the school of the guidelines for developing a GEEG performance incentive plan.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	52.5%	2.59	67.3%	2.75	42.7%	2.36	53.70%	2.59	1317	22.77**
Former	68.2%	2.79	85.2%	2.97	63.6%	2.76	69.80%	2.81	1769	34.17**
c. More time for the school to develop the school's GEEG performance incentive plan.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	51.5%	2.57	63.4%	2.69	44.6%	2.38	52.50%	2.57	1287	16.38*
Former	63.4%	2.72	76.3%	2.89	58.5%	2.68	64.60%	2.73	1718	17.3**
d. More school-based support to assist with the paperwork and other administrative demands when developing and managing the school's GEEG plan.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	61.5%	2.71	73.0%	2.79	59.4%	2.61	62.70%	2.71	1267	15.01*
Former	71.6%	2.84	85.2%	2.98	71.0%	2.78	73.10%	2.85	1686	24.47**
e. More technical expertise for the school to develop and use high quality measures for evaluating the performance of teachers and other staff members.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	54.7%	2.61	75.8%	2.80	54.2%	2.56	57.20%	2.63	1287	34.62**
Former	68.7%	2.80	84.0%	3.01	66.2%	2.75	70.30%	2.82	1705	21.07**
f. A clearer explanation of the performance criteria that must be used by the school to determine eligibility for a GEEG bonus award.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	55.8%	2.64	69.8%	2.79	44.6%	2.41	56.80%	2.64	1327	22.13**
Former	70.2%	2.83	85.6%	2.98	67.1%	2.79	71.70%	2.84	1769	29.12**
g. Better support from district officials in developing and implementing the school's GEEG incentive plan.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across position types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Group	Teachers Agree	Mean	Aides Agree	Mean	Others Agree	Mean	Overall Agree	Mean	N	X^2
Continuous	54.7%	2.60	74.8%	2.82	48.5%	2.50	57.00%	2.62	1280	27.08**
Former	68.7%	2.80	82.8%	2.99	65.7%	2.80	70.10%	2.82	1734	21.2**

Please rate how much you agree that the following types of assistance would have improved your school's GEEG incentive plan (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).

h. Better support from the Texas Education Agency in developing and implementing the school's GEEG incentive plan.

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	54.8%	2.62	73.9%	2.83	50.0%	2.49	57.00%	2.64	1266	26.39**
Former	68.8%	2.81	86.3%	3.01	65.2%	2.80	70.60%	2.83	1688	31.09**

To what extent do you agree or disagree with the following statements (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)?

a. Teachers in my school are aware that the school is not participating in the TEEG program during this 2008-09 school year.

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Former	91.7%	3.08	88.5%	3.03	97.7%	3.11	91.70%	3.08	1104	8.32

b. I understand why the school is ineligible to participate in the TEEG program during this 2008-09 school year.

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Former	73.4%	2.80	79.8%	2.89	79.5%	2.89	74.30%	2.82	1104	3.86

c. I am disappointed that I can not earn a TEEG bonus award for my performance during this 2008-09 school year.

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Former	69.4%	2.88	71.2%	2.86	79.5%	2.93	69.90%	2.88	1104	12.93*

d. I believe it is fair that the school is ineligible to participate in the TEEG program during this 2008-09 school year.

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Former	49.3%	2.41	64.4%	2.65	54.5%	2.48	50.90%	2.44	1104	11.40

e. I hope that the school will become eligible to participate in the TEEG program in future school years.

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Former	87.8%	3.22	90.4%	3.31	86.4%	3.20	88.00%	3.23	1104	6.08

f. I am adapting my professional practice this 2008-09 school year to improve the school's chances of becoming eligible for the TEEG program in future school years.

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Former	77.2%	2.94	89.4%	3.12	75.0%	2.82	78.30%	2.95	1104	10.80

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

To what extent do you agree or disagree with the following statements (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)?										
g. I believe my efforts can contribute to the school's chances of becoming eligible for the TEEG program in future school years.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Former	88.2%	3.11	91.3%	3.17	88.6%	3.07	88.50%	3.12	1104	2.50

Please indicate the extent to which you agree or disagree with each statement about the TEEG program operating in your school this 2008-09 school year (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).										
a. School personnel are aware that the school is participating in the TEEG program this 2008-09 school year.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	97.0%	3.28	96.3%	3.12	100.0%	3.38	97.10%	3.27	899	21.49**
b. I am glad that the school is participating in the TEEG program this 2008-09 school year.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	91.8%	3.22	96.3%	3.16	94.0%	3.28	92.30%	3.22	899	10.93
c. The TEEG incentive plan developed by my school is fair to teachers.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	77.4%	2.90	89.0%	3.02	92.0%	3.26	79.30%	2.93	899	17.46**
d. I have a clear understanding of the performance criteria that I need to meet in order to earn a TEEG bonus award.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	85.7%	3.06	87.8%	2.99	92.0%	3.24	86.20%	3.07	899	8.45
e. I do not believe that I can achieve the performance criteria established by my school's TEEG incentive plan.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	22.2%	2.02	26.8%	2.01	20.0%	2.04	22.50%	2.02	899	5.01
f. I believe that the performance criteria established by my school's TEEG incentive plan are worthy of extra pay.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	82.3%	3.00	82.9%	3.01	94.0%	3.20	83.00%	3.01	899	5.91

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about the TEEG program operating in your school this 2008-09 school year (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).										
g. The size of the top bonus award in my school's TEEG incentive plan is not large enough to motivate me to try to earn the top award.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	33.6%	2.27	41.5%	2.37	30.0%	2.12	34.10%	2.27	899	6.48
h. When participating in my school's TEEG incentive plan this year, I have confidence I will receive an incentive award for achieving performance criteria.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	85.9%	3.03	91.5%	3.10	90.0%	3.04	86.70%	3.03	899	3.25
i. I am disappointed that my school is participating in the TEEG program this 2008-09 school year.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	37.7%	2.24	29.3%	2.15	28.0%	2.16	36.40%	2.22	899	6.97

Please indicate the extent to which you agree or disagree with each of the following statements (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).										
a. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	37.0%	2.32	47.6%	2.46	26.8%	2.16	37.70%	2.33	1525	14.2*
Former	51.1%	2.58	61.9%	2.67	44.3%	2.41	52.00%	2.58	2020	22.05**
b. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	88.9%	3.05	85.9%	2.96	89.0%	3.06	88.50%	3.04	1525	4.61
Former	88.2%	3.04	88.8%	3.05	92.4%	3.11	88.40%	3.05	2020	6.64
c. If I really try hard, I can get through to even the most difficult or unmotivated students.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	86.4%	3.12	89.7%	3.10	87.8%	3.13	86.90%	3.12	1525	8.74
Former	82.6%	3.03	91.2%	3.22	79.7%	3.04	83.40%	3.05	2020	18.28**

χ² statistic tests if there is a relationship between the distribution of responses within a participation group across position types (*$p < .05$ **$p < .01$). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables.   "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about your principal's leadership (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)? The principal at my school …

a. Clearly communicates expected standards for instruction in my classroom.

| | Teachers | | Aides | | Others | | Overall | | | |
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	92.2%	3.22	89.2%	3.12	95.1%	3.30	92.00%	3.21	1525	5.75
Former	88.5%	3.15	92.6%	3.19	89.9%	3.16	89.00%	3.15	2020	3.78

b. Carefully tracks student academic progress.

| | Teachers | | Aides | | Others | | Overall | | | |
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	90.1%	3.19	89.7%	3.17	91.5%	3.26	90.10%	3.19	1525	1.32
Former	88.1%	3.12	89.8%	3.18	89.9%	3.18	88.40%	3.13	2020	2.26

c. Knows what is going on in my classroom.

| | Teachers | | Aides | | Others | | Overall | | | |
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	86.0%	3.13	83.8%	3.09	90.2%	3.11	86.00%	3.12	1525	4.78
Former	82.0%	3.02	87.0%	3.11	79.7%	3.01	82.40%	3.03	2020	4.47

d. Encourages teachers to raise test scores.

| | Teachers | | Aides | | Others | | Overall | | | |
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	96.2%	3.38	93.5%	3.25	97.6%	3.34	95.90%	3.36	1525	8.69
Former	94.5%	3.33	95.8%	3.28	93.7%	3.33	94.60%	3.32	2020	6.21

e. Actively monitors the quality of instruction in the school.

| | Teachers | | Aides | | Others | | Overall | | | |
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	90.1%	3.22	89.7%	3.18	93.9%	3.27	90.30%	3.21	1525	2.13
Former	85.9%	3.13	91.2%	3.19	84.8%	3.11	86.40%	3.14	2020	5.77

f. Works directly with teachers who are struggling to improve their instruction.

| | Teachers | | Aides | | Others | | Overall | | | |
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	81.5%	3.04	87.0%	3.14	82.9%	3.10	82.20%	3.06	1525	4.88
Former	77.9%	2.95	87.9%	3.13	83.5%	3.04	79.20%	2.97	2020	14.04*

g. Communicates a clear vision for our school.

| | Teachers | | Aides | | Others | | Overall | | | |
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	91.5%	3.25	90.3%	3.21	97.6%	3.38	91.70%	3.25	1525	5.37
Former	89.3%	3.22	91.2%	3.23	88.6%	3.19	89.50%	3.22	2020	1.13

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across position types (*$p < .05$ **$p < .01$). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables.   "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

| | Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about your principal's leadership (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)? The principal at my school … |

h. Evaluates teachers using criteria directly related to the school's improvement goals.

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	90.7%	3.19	93.0%	3.19	96.3%	3.30	91.30%	3.20	1525	8.78
Former	89.1%	3.16	93.5%	3.23	84.8%	3.15	89.40%	3.17	2020	7.09

Think about teachers at your school this school year (2008-09). To what extent do you agree or disagree with the following statements about the teachers in your school (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)? Teachers in my school …

a. Feel responsible to help each other do their best.

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	84.5%	3.05	90.8%	3.14	86.6%	3.09	85.40%	3.06	1525	5.74
Former	82.9%	3.01	91.2%	3.11	86.1%	3.04	83.90%	3.02	2020	10.99

b. Expect students to complete every assignment.

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	92.9%	3.21	94.6%	3.19	90.2%	3.13	93.00%	3.20	1525	3.71
Former	89.5%	3.15	94.4%	3.20	87.3%	3.06	89.90%	3.15	2020	10.10

c. Seem more competitive than cooperative.

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	33.9%	2.31	48.1%	2.49	25.6%	2.16	35.10%	2.33	1525	19.54**
Former	37.3%	2.36	52.6%	2.59	35.4%	2.43	38.80%	2.39	2020	28.1**

d. Encourage students to keep trying even when the work is challenging.

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	96.6%	3.27	96.8%	3.26	96.3%	3.22	96.60%	3.27	1525	4.10
Former	94.4%	3.22	96.7%	3.26	93.7%	3.18	94.70%	3.22	2020	4.14

e. Think it is important that all of their students do well in class.

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	94.4%	3.30	97.3%	3.28	95.1%	3.24	94.80%	3.30	1525	9.27
Former	93.6%	3.25	96.7%	3.29	91.1%	3.27	93.90%	3.25	2020	7.23

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Think about teachers at your school this school year (2008-09). To what extent do you agree or disagree with the following statements about the teachers in your school (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)? Teachers in my school …

f. Do not really trust each other.

Group	Teachers		Aides		Others		Overall		N	X²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	25.8%	2.09	27.6%	2.09	19.5%	1.99	25.60%	2.08	1525	6.04
Former	27.4%	2.15	39.5%	2.28	32.9%	2.32	28.90%	2.17	2020	20.92**

g. Can be counted on to help out anywhere or anytime, even though it may not be part of their official assignment.

Group	Teachers		Aides		Others		Overall		N	X²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	81.2%	2.99	90.3%	3.07	79.3%	2.95	82.20%	2.99	1525	12.63*
Former	76.9%	2.92	85.1%	3.05	68.4%	2.81	77.50%	2.93	2020	12.6*

To what extent do you agree or disagree with the following statements about the teachers in your school during this school year (2008-09) (1=Strongly Disagree, 2=Disagree, 3=Somewhat Disagree, 4=Somewhat Agree, 5=Agree, 6=Strongly Agree).

a. Teachers respect other teachers who take the lead in school improvement efforts.

Group	Teachers		Aides		Others		Overall		N	X²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	89.1%	4.64	91.4%	4.74	89.0%	4.63	89.40%	4.65	1525	9.83
Former	87.3%	4.57	88.4%	4.68	84.8%	4.41	87.30%	4.57	2020	8.15

b. Many teachers openly express their professional views at faculty meetings.

Group	Teachers		Aides		Others		Overall		N	X²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	81.6%	4.41	88.1%	4.71	86.6%	4.55	82.70%	4.45	1525	23.59**
Former	80.8%	4.38	85.6%	4.50	84.8%	4.43	81.40%	4.40	2020	6.20

c. Most of my colleagues share my beliefs and values about what the central mission of the school should be.

Group	Teachers		Aides		Others		Overall		N	X²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	91.2%	4.69	91.4%	4.70	91.5%	4.71	91.20%	4.69	1525	7.54
Former	89.3%	4.61	91.2%	4.67	88.6%	4.53	89.50%	4.61	2020	10.71

d. Teachers at this school trust each other.

Group	Teachers		Aides		Others		Overall		N	X²
	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	81.7%	4.36	87.6%	4.51	86.6%	4.43	82.70%	4.38	1525	11.49
Former	79.6%	4.29	78.6%	4.33	78.5%	4.09	79.50%	4.28	2020	14.87

χ² statistic tests if there is a relationship between the distribution of responses within a participation group across position types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables.   "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.
Source: Results come from survey administered to personnel in select schools during fall of 2008.

To what extent do you agree or disagree with the following statements about the teachers in your school during this school year (2008-09) (1=Strongly Disagree, 2=Disagree, 3=Somewhat Disagree, 4=Somewhat Agree, 5=Agree, 6=Strongly Agree).										

e. Teachers are willing to question one another's views on issues of teaching and learning.

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	82.3%	4.39	88.1%	4.59	84.1%	4.39	83.10%	4.42	1525	18.98*
Former	80.4%	4.33	87.9%	4.61	77.2%	4.15	81.10%	4.35	2020	20.49*

f. Teachers are expected to continually learn and seek out new ideas.

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	93.6%	4.95	93.5%	4.93	95.1%	4.96	93.60%	4.95	1525	19.3*
Former	94.1%	4.88	95.3%	4.96	96.2%	4.81	94.40%	4.89	2020	9.48

g. Teachers are encouraged to take risks in order to improve their teaching.

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	85.1%	4.57	87.0%	4.67	90.2%	4.73	85.60%	4.59	1525	10.73
Former	84.2%	4.48	89.3%	4.65	86.1%	4.49	84.80%	4.49	2020	12.18

h. Teachers typically go beyond their classroom teaching to address the needs of students.

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	91.0%	4.84	92.4%	4.85	90.2%	4.77	91.10%	4.84	1525	14.00
Former	89.2%	4.73	91.2%	4.84	89.9%	4.59	89.50%	4.73	2020	16.07

i. Teachers do a good job of talking through views, opinions, and values.

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	89.7%	4.69	91.4%	4.83	90.2%	4.63	89.90%	4.70	1525	10.81
Former	87.1%	4.59	92.6%	4.79	83.5%	4.37	87.60%	4.60	2020	18.51*

The GEEG incentive program ended with the close of the last school year (2007-08). Compared to last year, how much have the following aspects of your teaching experience and practice changed (1=Decreased Greatly, 2=Decreased Moderately, 3=Decreased Minimally, 4=No Change, 5=Increased Minimally, 6=Increased Moderately, 7=Increased Greatly)?										

a. Your enthusiasm for teaching

	Teachers		Aides		Others		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Continuous	41.6%	4.74	57.5%	5.15	39.5%	4.72	43.40%	4.79	1357	23.76*
Former	43.2%	4.74	51.2%	5.15	37.8%	4.72	43.90%	4.78	1832	31.66**

b. The time you spend teaching non-TAKS subjects.

	Teachers	Aides	Others	Overall

χ² statistic tests if there is a relationship between the distribution of responses within a participation group across position types (*$p < .05$ **$p < .01$). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Group	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Continuous	27.3%	4.34	37.1%	4.68	19.7%	4.33	28.10%	4.38	1357	17.68
Former	29.4%	4.39	33.3%	4.55	18.9%	4.16	29.40%	4.40	1832	14.99

The GEEG incentive program ended with the close of the last school year (2007-08). Compared to last year, how much have the following aspects of your teaching experience and practice changed (1=Decreased Greatly, 2=Decreased Moderately, 3=Decreased Minimally, 4=No Change, 5=Increased Minimally, 6=Increased Moderately, 7=Increased Greatly)?

c. Pressure applied by your administrator(s)

	Teachers		Aides		Others		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Continuous	49.6%	4.95	49.7%	4.92	38.2%	4.61	49.00%	4.92	1357	20.86
Former	51.7%	4.99	46.3%	4.91	36.5%	4.68	50.50%	4.97	1832	16.90

d. The time you spend in professional development

	Teachers		Aides		Others		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Continuous	42.3%	4.65	43.1%	4.73	40.8%	4.66	42.30%	4.66	1357	8.63
Former	43.5%	4.67	48.8%	4.86	40.5%	4.70	44.00%	4.69	1832	10.84

e. Your enjoyment of teaching

	Teachers		Aides		Others		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Continuous	39.4%	4.59	56.3%	5.26	39.5%	4.70	41.50%	4.68	1357	43.91**
Former	42.4%	4.67	54.2%	5.14	35.1%	4.61	43.40%	4.72	1832	32.13**

f. The time you spend providing supplemental services or tutoring to students

	Teachers		Aides		Others		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Continuous	48.2%	4.83	55.1%	5.06	42.1%	4.75	48.70%	4.85	1357	20.51
Former	47.5%	4.84	54.2%	5.07	51.4%	4.91	48.40%	4.87	1832	10.39

g. The likelihood that you will leave the teaching profession

	Teachers		Aides		Others		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Continuous	16.1%	3.82	19.8%	3.92	7.9%	3.72	16.10%	3.83	1357	12.17
Former	18.5%	3.86	19.9%	3.75	12.2%	3.66	18.40%	3.84	1832	14.09

Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Governor's Educator Excellence Grants (GEEG) (1=None, 2=Low, 3=Moderate, 4=High). (% Agree represents % of respondents who rank the following as Moderate or High Importance)

a. Time spent in professional development.

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	84.0%	3.20	89.4%	3.31	81.3%	3.23	84.50%	3.21	1491	6.72
Former	84.3%	3.19	93.1%	3.48	89.7%	3.29	85.40%	3.22	1974	26.92**

χ² statistic tests if there is a relationship between the distribution of responses within a participation group across position types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.
Source: Results come from survey administered to personnel in select schools during fall of 2008.

b. High average test scores by students.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	91.0%	3.35	97.1%	3.55	87.7%	3.38	91.50%	3.38	1493	17.33**
Former	90.0%	3.35	96.5%	3.56	96.2%	3.53	91.00%	3.38	1978	21.66**

Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Governor's Educator Excellence Grants (GEEG) (1=None, 2=Low, 3=Moderate, 4=High). (% Agree represents % of respondents who rank the following as Moderate or High Importance)

c. Improvements in students' test scores.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	95.1%	3.64	98.9%	3.70	90.1%	3.51	95.20%	3.64	1492	13.25*
Former	94.5%	3.61	99.0%	3.69	94.9%	3.68	95.00%	3.62	1981	9.69

d. Performance evaluations by supervisors.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	80.8%	3.13	95.3%	3.47	74.1%	3.00	82.10%	3.16	1478	31.11**
Former	82.0%	3.15	92.2%	3.49	85.9%	3.29	83.20%	3.19	1965	38.53**

e. Performance evaluations by peers.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	64.6%	2.74	85.5%	3.27	60.8%	2.59	66.90%	2.79	1474	57.53**
Former	66.7%	2.78	84.8%	3.24	59.2%	2.63	68.30%	2.82	1936	52.44**

f. Independent evaluation of teaching portfolios.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	65.3%	2.75	90.5%	3.37	63.6%	2.75	68.20%	2.82	1454	75.82**
Former	69.5%	2.84	93.6%	3.43	73.3%	2.89	72.20%	2.90	1922	88.83**

g. Independent evaluations of students' work (e.g., portfolios).										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	74.1%	2.99	95.3%	3.51	72.2%	2.91	76.50%	3.04	1480	53.86**
Former	77.2%	3.01	96.1%	3.49	76.6%	3.00	79.10%	3.06	1946	59.62**

h. Student evaluations of teaching performance.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	59.8%	2.67	87.4%	3.27	60.0%	2.58	63.10%	2.74	1472	60.85**
Former	63.7%	2.73	88.7%	3.37	60.5%	2.68	66.20%	2.79	1924	84.71**

i. Collaboration with faculty and staff.

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across position types (*$p < .05$ **$p < .01$). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	89.1%	3.43	97.8%	3.68	91.3%	3.41	90.30%	3.46	1491	28.59**
Former	90.2%	3.41	96.2%	3.60	88.5%	3.44	90.80%	3.43	1976	14.01*

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across position types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Governor's Educator Excellence Grants (GEEG) (1=None, 2=Low, 3=Moderate, 4=High). (% Agree represents % of respondents who rank the following as Moderate or High Importance)										

j. Working with students outside of class time.

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	89.1%	3.43	97.8%	3.68	91.3%	3.41	90.30%	3.46	1491	28.59**
Former	90.2%	3.41	96.2%	3.60	88.5%	3.44	90.80%	3.43	1976	14.01*

k. Efforts to involve parents in students' education.

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	83.8%	3.28	95.5%	3.64	86.3%	3.30	85.30%	3.32	1494	36.66**
Former	83.7%	3.28	92.8%	3.54	88.3%	3.45	84.80%	3.32	1960	22.13**

l. Serving as a Master Teacher.

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	71.9%	2.90	88.3%	3.23	79.7%	3.08	74.20%	2.94	1434	31.67**
Former	75.3%	2.99	86.3%	3.28	80.6%	3.10	76.60%	3.02	1895	21.03**

m. Mentoring other teachers.

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	76.2%	3.03	91.6%	3.39	85.0%	3.19	78.40%	3.08	1468	32.69**
Former	78.9%	3.12	88.2%	3.35	84.4%	3.30	80.10%	3.15	1937	15.45*

n. National Board for Professional Teaching Standards (NBPTS) certification.

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	69.7%	2.92	90.7%	3.38	60.0%	2.64	71.60%	2.96	1374	47.77**
Former	72.2%	2.95	88.9%	3.38	73.9%	2.88	74.10%	2.99	1845	45.11**

o. Parent satisfaction with teacher.

	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	66.7%	2.85	90.6%	3.40	63.3%	2.71	69.30%	2.91	1477	53.19**
Former	71.9%	2.93	90.2%	3.33	68.4%	2.80	73.70%	2.97	1946	41.62**

χ² statistic tests if there is a relationship between the distribution of responses within a participation group across position types (*$p < .05$ **$p < .01$). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables.   "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Governor's Educator Excellence Grants (GEEG) (1=None, 2=Low, 3=Moderate, 4=High). (% Agree represents % of respondents who rank the following as Moderate or High Importance)										
p. Teaching in hard-to-staff fields.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	83.1%	3.23	93.7%	3.40	79.7%	3.10	84.10%	3.24	1429	15.3*
Former	83.7%	3.23	91.9%	3.44	83.3%	3.21	84.60%	3.25	1875	11.36
q. Teaching in hard-to-staff school.										
	Teachers		Aides		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	82.4%	3.24	93.0%	3.41	78.9%	3.11	83.40%	3.25	1422	16.78*
Former	84.4%	3.24	92.4%	3.46	87.5%	3.32	85.40%	3.27	1874	12.65*

χ² statistic tests if there is a relationship between the distribution of responses within a participation group across position types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

School type

<table>
<tr><td colspan="15">Please indicate the extent to which you agree or disagree with each general statement about incentive pay that could be awarded in addition to base pay (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).</td></tr>
<tr><td colspan="15">a. Incentive awards should be distributed evenly to all teachers at the school.</td></tr>
<tr><td></td><td colspan="2">Elementary</td><td colspan="2">Middle</td><td colspan="2">Secondary</td><td colspan="2">Mixed</td><td colspan="2">Overall</td><td></td><td></td></tr>
<tr><td>Group</td><td>Agree</td><td>Mean</td><td>Agree</td><td>Mean</td><td>Agree</td><td>Mean</td><td>Agree</td><td>Mean</td><td>Agree</td><td>Mean</td><td>N</td><td>X²</td></tr>
<tr><td>Continuous</td><td>66.8%</td><td>2.88</td><td>55.5%</td><td>2.68</td><td>58.1%</td><td>2.71</td><td>70.4%</td><td>2.85</td><td>63.0%</td><td>2.81</td><td>1525</td><td>23.45**</td></tr>
<tr><td>Former</td><td>66.7%</td><td>2.89</td><td>64.6%</td><td>2.86</td><td>64.6%</td><td>2.85</td><td>68.7%</td><td>2.93</td><td>65.6%</td><td>2.87</td><td>2020</td><td>15.86</td></tr>
<tr><td colspan="15">b. Incentive pay for teachers based on overall performance at the school is a positive change to teacher pay practices.</td></tr>
<tr><td></td><td colspan="2">Elementary</td><td colspan="2">Middle</td><td colspan="2">Secondary</td><td colspan="2">Mixed</td><td colspan="2">Overall</td><td></td><td></td></tr>
<tr><td>Group</td><td>Agree</td><td>Mean</td><td>Agree</td><td>Mean</td><td>Agree</td><td>Mean</td><td>Agree</td><td>Mean</td><td>Agree</td><td>Mean</td><td>N</td><td>X²</td></tr>
<tr><td>Continuous</td><td>81.0%</td><td>3.02</td><td>81.1%</td><td>3.02</td><td>85.2%</td><td>3.10</td><td>100.0%</td><td>3.30</td><td>82.0%</td><td>3.04</td><td>1525</td><td>10.55</td></tr>
<tr><td>Former</td><td>81.7%</td><td>3.03</td><td>77.6%</td><td>2.96</td><td>78.4%</td><td>2.98</td><td>83.6%</td><td>3.01</td><td>79.9%</td><td>3.00</td><td>2020</td><td>10.23</td></tr>
<tr><td colspan="15">c. Incentive pay for teachers based on group performance (i.e., grade-level, department, interdisciplinary team) is a positive change to teacher pay practices.</td></tr>
<tr><td></td><td colspan="2">Elementary</td><td colspan="2">Middle</td><td colspan="2">Secondary</td><td colspan="2">Mixed</td><td colspan="2">Overall</td><td></td><td></td></tr>
<tr><td>Group</td><td>Agree</td><td>Mean</td><td>Agree</td><td>Mean</td><td>Agree</td><td>Mean</td><td>Agree</td><td>Mean</td><td>Agree</td><td>Mean</td><td>N</td><td>X²</td></tr>
<tr><td>Continuous</td><td>69.2%</td><td>2.82</td><td>71.4%</td><td>2.82</td><td>72.1%</td><td>2.84</td><td>81.5%</td><td>3.04</td><td>70.4%</td><td>2.83</td><td>1525</td><td>5.26</td></tr>
<tr><td>Former</td><td>68.6%</td><td>2.79</td><td>71.2%</td><td>2.81</td><td>66.6%</td><td>2.72</td><td>73.1%</td><td>2.82</td><td>68.8%</td><td>2.77</td><td>2020</td><td>11.00</td></tr>
<tr><td colspan="15">d. Incentive pay for teachers based on individual teacher performance is a positive change to teacher pay practices.</td></tr>
<tr><td></td><td colspan="2">Elementary</td><td colspan="2">Middle</td><td colspan="2">Secondary</td><td colspan="2">Mixed</td><td colspan="2">Overall</td><td></td><td></td></tr>
<tr><td>Group</td><td>Agree</td><td>Mean</td><td>Agree</td><td>Mean</td><td>Agree</td><td>Mean</td><td>Agree</td><td>Mean</td><td>Agree</td><td>Mean</td><td>N</td><td>X²</td></tr>
<tr><td>Continuous</td><td>69.6%</td><td>2.83</td><td>70.2%</td><td>2.83</td><td>72.9%</td><td>2.90</td><td>66.7%</td><td>2.89</td><td>70.2%</td><td>2.84</td><td>1525</td><td>6.28</td></tr>
<tr><td>Former</td><td>71.5%</td><td>2.87</td><td>66.3%</td><td>2.78</td><td>64.8%</td><td>2.73</td><td>68.7%</td><td>2.84</td><td>68.2%</td><td>2.81</td><td>2020</td><td>17.10*</td></tr>
<tr><td colspan="15">e. Incentive pay for administrators based on overall performance at the school is a positive change to administrator pay practices.</td></tr>
<tr><td></td><td colspan="2">Elementary</td><td colspan="2">Middle</td><td colspan="2">Secondary</td><td colspan="2">Mixed</td><td colspan="2">Overall</td><td></td><td></td></tr>
<tr><td>Group</td><td>Agree</td><td>Mean</td><td>Agree</td><td>Mean</td><td>Agree</td><td>Mean</td><td>Agree</td><td>Mean</td><td>Agree</td><td>Mean</td><td>N</td><td>X²</td></tr>
<tr><td>Continuous</td><td>78.3%</td><td>2.92</td><td>75.5%</td><td>2.86</td><td>76.0%</td><td>2.90</td><td>88.9%</td><td>3.11</td><td>77.5%</td><td>2.90</td><td>1525</td><td>7.19</td></tr>
<tr><td>Former</td><td>77.8%</td><td>2.87</td><td>74.4%</td><td>2.81</td><td>71.3%</td><td>2.79</td><td>77.6%</td><td>2.97</td><td>75.1%</td><td>2.84</td><td>2020</td><td>13.27</td></tr>
<tr><td colspan="15">f. Teachers should receive different incentive award amounts based on their individual teaching performance.</td></tr>
<tr><td></td><td colspan="2">Elementary</td><td colspan="2">Middle</td><td colspan="2">Secondary</td><td colspan="2">Mixed</td><td colspan="2">Overall</td><td></td><td></td></tr>
<tr><td>Group</td><td>Agree</td><td>Mean</td><td>Agree</td><td>Mean</td><td>Agree</td><td>Mean</td><td>Agree</td><td>Mean</td><td>Agree</td><td>Mean</td><td>N</td><td>X²</td></tr>
<tr><td>Continuous</td><td>58.0%</td><td>2.64</td><td>65.2%</td><td>2.77</td><td>65.1%</td><td>2.72</td><td>66.7%</td><td>2.85</td><td>60.8%</td><td>2.68</td><td>1525</td><td>14.00</td></tr>
<tr><td>Former</td><td>61.6%</td><td>2.70</td><td>57.4%</td><td>2.59</td><td>54.3%</td><td>2.55</td><td>56.7%</td><td>2.54</td><td>58.3%</td><td>2.63</td><td>2020</td><td>13.76</td></tr>
</table>

χ² statistic tests if there is a relationship between the distribution of responses within a participation group across school types (*$p < .05$ **$p < .01$). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about incentive pay and its potential impact on schools (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).												

a. Rewarding teachers based on their students' performance will destroy the collaborative culture of teaching.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	34.0%	2.30	38.3%	2.34	37.6%	2.39	22.2%	2.07	35.3%	2.32	1525	8.78
Former	37.6%	2.36	43.3%	2.46	45.2%	2.47	40.3%	2.42	41.2%	2.41	2020	11.91

b. Rewarding teachers based on their students' performance will cause teachers to work more effectively.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	64.5%	2.70	61.9%	2.71	73.8%	2.85	81.5%	3.07	65.6%	2.73	1525	20.44*
Former	69.5%	2.77	63.5%	2.69	62.7%	2.68	61.2%	2.66	65.8%	2.72	2020	13.36

c. Rewarding teachers based on their students' performance will attract more effective teachers into the profession.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	55.9%	2.57	59.3%	2.68	56.3%	2.59	55.6%	2.67	56.7%	2.60	1525	6.32
Former	62.9%	2.71	55.9%	2.58	55.5%	2.61	49.3%	2.55	58.6%	2.65	2020	16.04

d. Rewarding teachers based on their students' performance will help retain more effective teachers in the profession.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	62.6%	2.68	65.2%	2.77	64.2%	2.72	77.8%	2.89	63.7%	2.71	1525	6.76
Former	67.5%	2.78	60.6%	2.66	63.1%	2.73	56.7%	2.52	64.2%	2.73	2020	14.30

Please indicate the extent to which you agree or disagree with each statement about the GEEG incentive plan that operated in your school (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).

a. The GEEG incentive plan had negative effects on my school.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	21.3%	2.02	26.8%	2.15	30.2%	2.19	19.2%	1.92	23.8%	2.07	1350	12.49
Former	27.5%	2.12	35.0%	2.30	29.1%	2.14	7.8%	1.80	29.2%	2.16	1815	29.54**

b. The GEEG incentive plan in my school did a good job of distinguishing effective from ineffective teachers at my school.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	40.8%	2.37	45.6%	2.45	52.3%	2.47	54.5%	2.55	43.7%	2.40	1284	17.47*
Former	50.5%	2.50	40.9%	2.33	40.1%	2.31	43.8%	2.48	44.9%	2.40	1695	21.95**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about the GEEG incentive plan that operated in your school (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).												
c. The GEEG incentive plan caused resentment among teachers at my school.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	33.0%	2.27	47.3%	2.49	47.3%	2.51	41.7%	2.42	38.5%	2.36	1308	28.01**
Former	39.8%	2.39	53.1%	2.60	49.4%	2.53	30.4%	2.24	45.6%	2.47	1751	32.86**
d. The GEEG incentive plan did not affect my teaching practices or professional behaviors.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	71.4%	2.95	75.4%	3.03	74.4%	2.93	96.3%	3.26	73.2%	2.97	1406	16.75
Former	75.3%	2.94	77.0%	3.00	73.5%	2.93	61.1%	2.80	74.8%	2.95	1875	9.96
e. The GEEG incentive plan at my school helped teachers feel more satisfied with their jobs.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	67.2%	2.83	68.2%	2.83	73.8%	2.94	78.3%	3.13	68.5%	2.85	1300	6.96
Former	70.8%	2.87	63.4%	2.73	68.1%	2.81	81.3%	2.98	68.5%	2.82	1750	23.79**
f. The GEEG incentive plan at my school contributed to improvements in the quality of professional development offered to teachers.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	63.6%	2.75	62.1%	2.69	67.8%	2.78	58.3%	2.63	63.7%	2.74	1296	8.98
Former	69.9%	2.82	59.3%	2.64	63.6%	2.71	70.0%	2.82	65.5%	2.74	1725	17.77*
g. The GEEG incentive plan at my school helped improve teaching practices.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	68.7%	2.80	69.8%	2.80	74.3%	2.92	66.7%	2.85	69.7%	2.82	1329	7.95
Former	73.3%	2.87	64.6%	2.72	66.7%	2.78	77.6%	2.94	69.4%	2.81	1761	21.57*
h. The GEEG incentive plan at my school helped increase student learning.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	67.0%	2.81	66.4%	2.77	71.8%	2.83	61.5%	2.81	67.4%	2.80	1320	8.33
Former	72.1%	2.88	63.8%	2.68	64.8%	2.77	78.3%	2.91	68.2%	2.80	1748	30.89**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about the GEEG incentive plan that operated in your school (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).												
a. The GEEG incentive plan developed by my school was fair to teachers.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	76.0%	2.89	68.8%	2.74	74.7%	2.85	83.3%	3.13	74.3%	2.86	1361	18.61*
Former	71.1%	2.79	65.4%	2.68	60.6%	2.62	84.6%	2.92	67.1%	2.72	1792	34.34**
b. I had a clear understanding of the performance criteria that I needed to meet in order to earn a GEEG bonus award.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	90.1%	3.14	89.7%	3.10	80.2%	3.02	83.3%	3.04	88.5%	3.11	1395	26.3**
Former	85.2%	3.06	80.9%	2.96	81.2%	2.93	79.2%	2.85	82.9%	2.99	1843	18.87*
c. I did not believe that I could achieve the performance criteria established by my school's GEEG incentive plan.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	19.0%	2.04	24.6%	2.12	27.5%	2.17	4.3%	1.83	21.2%	2.07	1350	13.95
Former	22.8%	2.11	26.5%	2.15	27.6%	2.22	10.2%	1.92	24.7%	2.15	1759	14.45
d. I believe that the performance criteria established by my school's GEEG incentive plan were worthy of extra pay.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	83.9%	3.05	78.9%	2.89	85.6%	3.12	91.3%	3.35	83.2%	3.03	1343	23.10**
Former	85.2%	3.04	75.7%	2.86	79.1%	2.94	92.3%	3.23	81.4%	2.98	1770	30.71**
e. The size of the top bonus award in my school's GEEG incentive plan was not large enough to motivate me to try to earn the top award.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	30.7%	2.27	36.4%	2.30	30.6%	2.26	12.5%	1.94	31.8%	2.27	1266	18.56*
Former	33.8%	2.29	32.7%	2.27	38.7%	2.36	14.0%	2.00	34.5%	2.30	1676	14.55
f. When participating in my school's GEEG incentive plan, I had confidence I would receive an incentive award for achieving performance criteria.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	86.5%	3.09	85.7%	3.03	86.0%	3.07	90.0%	3.25	86.3%	3.08	1342	6.31
Former	88.8%	3.09	83.3%	3.00	81.5%	2.94	82.6%	3.02	85.2%	3.02	1751	22.56**

χ² statistic tests if there is a relationship between the distribution of responses within a participation group across school types (*$p < .05$ **$p < .01$). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables.   "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please rate how much you agree that the following types of assistance would have improved your school's GEEG incentive plan (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).												

a. A better explanation from the Texas Education Agency as to why the school was selected to participate in GEEG in the first place.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	47.5%	2.50	54.2%	2.52	62.6%	2.68	35.0%	2.45	51.0%	2.53	1292	30.68**
Former	58.8%	2.62	59.5%	2.64	65.8%	2.74	69.6%	2.85	61.3%	2.67	1723	12.98

b. A more thorough explanation to the school of the guidelines for developing a GEEG performance incentive plan.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	49.4%	2.56	62.6%	2.65	62.4%	2.71	15.0%	2.15	53.7%	2.59	1317	47.93**
Former	67.8%	2.75	67.0%	2.81	74.7%	2.88	71.4%	2.94	69.8%	2.81	1769	24.69**

c. More time for the school to develop the school's GEEG performance incentive plan.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	48.5%	2.55	56.2%	2.55	66.5%	2.74	33.3%	2.33	52.5%	2.57	1287	43.07**
Former	62.9%	2.70	63.5%	2.73	68.8%	2.79	54.3%	2.70	64.6%	2.73	1718	12.70

d. More school-based support to assist with the paperwork and other administrative demands when developing and managing the school's GEEG plan.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	62.0%	2.73	62.9%	2.66	69.1%	2.78	35.0%	2.35	62.7%	2.71	1267	22.26**
Former	73.0%	2.84	72.4%	2.85	74.2%	2.88	66.7%	2.83	73.1%	2.85	1686	9.14

e. More technical expertise for the school to develop and use high quality measures for evaluating the performance of teachers and other staff members.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	54.6%	2.61	62.7%	2.66	63.1%	2.70	25.0%	2.25	57.2%	2.63	1287	25.17**
Former	68.2%	2.79	69.5%	2.82	75.2%	2.88	56.8%	2.64	70.3%	2.82	1705	18.00*

f. A clearer explanation of the performance criteria that must be used by the school to determine eligibility for a GEEG bonus award.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	53.2%	2.62	62.2%	2.65	67.7%	2.79	23.8%	2.29	56.8%	2.64	1327	44.32**
Former	69.7%	2.80	69.2%	2.83	76.6%	2.92	74.0%	2.86	71.7%	2.84	1769	18.30*

g. Better support from district officials in developing and implementing the school's GEEG incentive plan.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²

χ² statistic tests if there is a relationship between the distribution of responses within a participation group across school types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Continuous	55.7%	2.62	58.4%	2.61	63.9%	2.68	23.8%	2.29	57.0%	2.62	1280	25.94**
Former	68.6%	2.79	68.5%	2.80	73.7%	2.89	67.4%	2.85	70.1%	2.82	1734	9.58

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across school types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please rate how much you agree that the following types of assistance would have improved your school's TEEG incentive plan during the 2006-07 school year (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).

h. Better support from the Texas Education Agency in developing and implementing the school's GEEG incentive plan.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	53.8%	2.61	62.9%	2.69	65.7%	2.75	15.0%	2.10	57.0%	2.64	1266	35.33**
Former	69.1%	2.81	68.4%	2.81	75.5%	2.90	59.5%	2.71	70.6%	2.83	1688	13.26

To what extent do you agree or disagree with the following statements (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)?

a. Teachers in my school are aware that the school is not participating in the TEEG program during this 2008-09 school year.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Former	93.3%	3.12	91.7%	3.08	89.2%	3.01	81.0%	3.00	91.7%	3.08	1104	12.91

b. I understand why the school is ineligible to participate in the TEEG program during this 2008-09 school year.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Former	75.1%	2.83	72.6%	2.79	74.9%	2.81	66.7%	2.81	74.3%	2.82	1104	6.26

c. I am disappointed that I can not earn a TEEG bonus award for my performance during this 2008-09 school year.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Former	68.8%	2.86	65.8%	2.79	74.9%	3.00	85.7%	3.14	69.9%	2.88	1104	14.19

d. I believe it is fair that the school is ineligible to participate in the TEEG program during this 2008-09 school year.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Former	54.1%	2.48	47.4%	2.37	47.7%	2.40	57.1%	2.57	50.9%	2.44	1104	9.63

e. I hope that the school will become eligible to participate in the TEEG program in future school years.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Former	86.8%	3.21	84.6%	3.12	92.5%	3.34	100.0%	3.52	88.0%	3.23	1104	17.78*

f. I am adapting my professional practice this 2008-09 school year to improve the school's chances of becoming eligible for the TEEG program in future school years.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Former	80.7%	2.98	70.3%	2.82	81.4%	3.00	76.2%	3.10	78.3%	2.95	1104	24.14**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across school types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.
Source: Results come from survey administered to personnel in select schools during fall of 2008.

To what extent do you agree or disagree with the following statements (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)?												
g. I believe my efforts can contribute to the school's chances of becoming eligible for the TEEG program in future school years.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Former	89.2%	3.14	84.2%	3.01	91.0%	3.15	90.5%	3.33	88.5%	3.12	1104	15.49

Please indicate the extent to which you agree or disagree with each statement about the TEEG program operating in your school this 2008-09 school year (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).												
a. School personnel are aware that the school is participating in the TEEG program this 2008-09 school year.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	96.4%	3.25	99.4%	3.30	97.8%	3.31	92.3%	3.23	97.1%	3.27	899	15.92
b. I am glad that the school is participating in the TEEG program this 2008-09 school year.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	91.6%	3.18	90.9%	3.22	97.1%	3.35	92.3%	3.38	92.3%	3.22	899	11.20
c. The TEEG incentive plan developed by my school is fair to teachers.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	79.3%	2.91	74.5%	2.91	84.7%	3.06	84.6%	3.08	79.3%	2.93	899	20.37*
d. I have a clear understanding of the performance criteria that I need to meet in order to earn a TEEG bonus award.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	86.1%	3.04	88.5%	3.13	83.2%	3.07	92.3%	3.23	86.2%	3.07	899	13.26
e. I do not believe that I can achieve the performance criteria established by my school's TEEG incentive plan.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	22.3%	2.02	26.1%	2.11	21.2%	1.99	0.0%	1.46	22.5%	2.02	899	11.44
f. I believe that the performance criteria established by my school's TEEG incentive plan are worthy of extra pay.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	81.2%	2.97	84.8%	3.04	87.6%	3.15	92.3%	3.38	83.0%	3.01	899	14.54

χ² statistic tests if there is a relationship between the distribution of responses within a participation group across school types (*$p < .05$ **$p < .01$). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about the TEEG program operating in your school this 2008-09 school year (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).												

g. The size of the top bonus award in my school's TEEG incentive plan is not large enough to motivate me to try to earn the top award.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	33.9%	2.26	32.7%	2.27	37.2%	2.29	30.8%	2.08	34.1%	2.27	899	4.57

h. When participating in my school's TEEG incentive plan this year, I have confidence I will receive an incentive award for achieving performance criteria.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	86.3%	3.03	87.9%	3.04	86.1%	3.01	92.3%	3.23	86.7%	3.03	899	7.15

i. I am disappointed that my school is participating in the TEEG program this 2008-09 school year.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	35.8%	2.24	35.2%	2.15	39.4%	2.23	46.2%	2.46	36.4%	2.22	899	10.78

Please indicate the extent to which you agree or disagree with each of the following statements (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).												

a. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	35.6%	2.29	44.0%	2.44	38.4%	2.34	25.9%	2.19	37.7%	2.33	1525	12.31
Former	47.0%	2.48	53.3%	2.61	57.3%	2.69	61.2%	2.75	52.0%	2.58	2020	26.58**

b. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	89.1%	3.05	88.2%	3.03	85.6%	2.99	96.3%	3.15	88.5%	3.04	1525	7.30
Former	90.5%	3.09	87.4%	3.03	86.2%	2.99	88.1%	3.10	88.4%	3.05	2020	15.04

c. If I really try hard, I can get through to even the most difficult or unmotivated students.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	88.0%	3.14	84.4%	3.08	86.0%	3.08	88.9%	3.22	86.9%	3.12	1525	8.20
Former	89.1%	3.15	78.9%	3.00	79.1%	2.97	76.1%	2.96	83.4%	3.05	2020	42.63**

χ² statistic tests if there is a relationship between the distribution of responses within a participation group across school types (*$p < .05$ **$p < .01$). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

| Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about your principal's leadership (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)? The principal at my school … |

a. Clearly communicates expected standards for instruction in my classroom.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	91.2%	3.18	94.1%	3.29	91.3%	3.19	100.0%	3.33	92.0%	3.21	1525	12.87
Former	92.3%	3.22	89.3%	3.14	83.8%	3.04	89.6%	3.25	89.0%	3.15	2020	43.24**

b. Carefully tracks student academic progress.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	89.5%	3.17	91.4%	3.27	90.0%	3.18	96.3%	3.37	90.1%	3.19	1525	8.19
Former	93.3%	3.23	87.6%	3.12	81.6%	2.98	88.1%	3.19	88.4%	3.13	2020	74.76**

c. Knows what is going on in my classroom.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	86.0%	3.11	87.0%	3.20	83.4%	3.05	92.6%	3.19	86.0%	3.12	1525	13.07
Former	88.9%	3.16	79.5%	2.95	74.7%	2.88	85.1%	3.12	82.4%	3.03	2020	72.88**

d. Encourages teachers to raise test scores.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	95.1%	3.32	97.6%	3.47	96.5%	3.36	100.0%	3.48	95.9%	3.36	1525	17.81*
Former	95.5%	3.35	94.2%	3.37	93.8%	3.25	92.5%	3.30	94.6%	3.32	2020	17.92*

e. Actively monitors the quality of instruction in the school.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	90.2%	3.19	91.2%	3.29	89.1%	3.18	92.6%	3.33	90.3%	3.21	1525	9.50
Former	91.6%	3.24	85.9%	3.12	78.8%	2.99	89.6%	3.22	86.4%	3.14	2020	59.73**

f. Works directly with teachers who are struggling to improve their instruction.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	81.1%	3.04	86.7%	3.15	79.5%	3.00	88.9%	3.11	82.2%	3.06	1525	10.54
Former	85.2%	3.10	77.0%	2.91	71.7%	2.81	82.1%	3.10	79.2%	2.97	2020	58.24**

g. Communicates a clear vision for our school.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	90.1%	3.20	94.7%	3.36	93.0%	3.29	96.3%	3.37	91.7%	3.25	1525	15.34
Former	92.5%	3.30	91.3%	3.23	83.6%	3.07	89.6%	3.30	89.5%	3.22	2020	47.10**

χ² statistic tests if there is a relationship between the distribution of responses within a participation group across school types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about your principal's leadership (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)? The principal at my school …												

h. Evaluates teachers using criteria directly related to the school's improvement goals.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	90.9%	3.17	93.5%	3.30	89.5%	3.17	92.6%	3.15	91.3%	3.20	1525	10.90
Former	92.7%	3.26	87.2%	3.12	86.2%	3.06	89.6%	3.27	89.4%	3.17	2020	38.99**

Think about teachers at your school this school year (2008-09). To what extent do you agree or disagree with the following statements about the teachers in your school (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)? Teachers in my school …

a. Feel responsible to help each other do their best.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	84.9%	3.08	87.0%	3.06	84.7%	2.98	85.2%	3.07	85.4%	3.06	1525	16.62
Former	85.3%	3.05	85.1%	3.04	80.4%	2.94	88.1%	3.13	83.9%	3.02	2020	26.28**

b. Expect students to complete every assignment.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	94.2%	3.23	93.2%	3.22	87.3%	3.03	96.3%	3.33	93.0%	3.20	1525	27.36**
Former	93.7%	3.22	91.9%	3.20	82.6%	3.01	89.6%	3.18	89.9%	3.15	2020	60.74**

c. Seem more competitive than cooperative.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	34.4%	2.32	40.4%	2.44	33.2%	2.25	11.1%	1.89	35.1%	2.33	1525	23.79**
Former	40.7%	2.43	41.2%	2.41	36.8%	2.36	14.9%	1.96	38.8%	2.39	2020	46.16**

d. Encourage students to keep trying even when the work is challenging.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	97.1%	3.29	95.9%	3.28	95.6%	3.16	96.3%	3.33	96.6%	3.27	1525	16.97*
Former	96.4%	3.28	94.9%	3.24	91.6%	3.10	97.0%	3.31	94.7%	3.22	2020	52.30**

e. Think it is important that all of their students do well in class.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	95.3%	3.32	93.8%	3.29	94.8%	3.21	92.6%	3.26	94.8%	3.30	1525	12.53
Former	95.7%	3.31	96.2%	3.28	89.0%	3.14	95.5%	3.34	93.9%	3.25	2020	52.03**

χ² statistic tests if there is a relationship between the distribution of responses within a participation group across school types (*$p < .05$ **$p < .01$). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.
Source: Results come from survey administered to personnel in select schools during fall of 2008.

Think about teachers at your school this school year (2008-09). To what extent do you agree or disagree with the following statements about the teachers in your school (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)? Teachers in my school …

f. Do not really trust each other.

	Elementary		Middle		Secondary		Mixed		Overall		N	X²
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	25.2%	2.06	28.0%	2.14	24.9%	2.08	18.5%	1.93	25.6%	2.08	1525	11.93
Former	28.5%	2.17	29.4%	2.14	29.7%	2.22	23.9%	1.97	28.9%	2.17	2020	35.18**

g. Can be counted on to help out anywhere or anytime, even though it may not be part of their official assignment.

	Elementary		Middle		Secondary		Mixed		Overall		N	X²
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	82.5%	3.00	82.3%	3.02	80.3%	2.89	88.9%	3.22	82.2%	2.99	1525	12.52
Former	82.6%	3.01	75.3%	2.89	70.3%	2.82	88.1%	3.13	77.5%	2.93	2020	43.12**

To what extent do you agree or disagree with the following statements about the teachers in your school during this school year (2008-09) (1=Strongly Disagree, 2=Disagree, 3=Somewhat Disagree, 4=Somewhat Agree, 5=Agree, 6=Strongly Agree).

a. Teachers respect other teachers who take the lead in school improvement efforts.

	Elementary		Middle		Secondary		Mixed		Overall		N	X²
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	88.5%	4.65	90.9%	4.69	90.0%	4.57	96.3%	4.85	89.4%	4.65	1525	17.44
Former	86.9%	4.60	86.8%	4.56	87.4%	4.52	97.0%	4.72	87.3%	4.57	2020	32.51**

b. Many teachers openly express their professional views at faculty meetings.

	Elementary		Middle		Secondary		Mixed		Overall		N	X²
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	81.9%	4.44	84.7%	4.57	82.1%	4.30	88.9%	4.70	82.7%	4.45	1525	27.26*
Former	83.2%	4.46	80.2%	4.33	78.8%	4.32	91.0%	4.72	81.4%	4.40	2020	25.73*

c. Most of my colleagues share my beliefs and values about what the central mission of the school should be.

	Elementary		Middle		Secondary		Mixed		Overall		N	X²
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	91.1%	4.72	91.2%	4.69	91.7%	4.56	92.6%	4.89	91.2%	4.69	1525	29.17*
Former	91.0%	4.67	87.6%	4.61	88.5%	4.50	91.0%	4.76	89.5%	4.61	2020	34.81**

d. Teachers at this school trust each other.

	Elementary		Middle		Secondary		Mixed		Overall		N	X²
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	82.0%	4.41	83.8%	4.37	83.8%	4.28	81.5%	4.41	82.7%	4.38	1525	25.35
Former	79.5%	4.29	80.8%	4.36	78.2%	4.19	80.6%	4.48	79.5%	4.28	2020	27.65*

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

To what extent do you agree or disagree with the following statements about the teachers in your school during this school year (2008-09) (1=Strongly Disagree, 2=Disagree, 3=Somewhat Disagree, 4=Somewhat Agree, 5=Agree, 6=Strongly Agree).

e. Teachers are willing to question one another's views on issues of teaching and learning.

Group	Elementary Agree	Mean	Middle Agree	Mean	Secondary Agree	Mean	Mixed Agree	Mean	Overall Agree	Mean	N	X^2
Continuous	81.6%	4.42	85.3%	4.46	84.7%	4.32	92.6%	4.56	83.1%	4.42	1525	25.99*
Former	84.2%	4.46	78.3%	4.28	79.1%	4.24	77.6%	4.40	81.1%	4.35	2020	28.51*

f. Teachers are expected to continually learn and seek out new ideas.

Group	Elementary Agree	Mean	Middle Agree	Mean	Secondary Agree	Mean	Mixed Agree	Mean	Overall Agree	Mean	N	X^2
Continuous	93.8%	4.95	94.7%	4.97	91.3%	4.86	96.3%	5.19	93.6%	4.95	1525	7.45
Former	95.3%	4.96	94.0%	4.88	92.7%	4.76	98.5%	5.16	94.4%	4.89	2020	37.05**

g. Teachers are encouraged to take risks in order to improve their teaching.

Group	Elementary Agree	Mean	Middle Agree	Mean	Secondary Agree	Mean	Mixed Agree	Mean	Overall Agree	Mean	N	X^2
Continuous	85.4%	4.62	88.2%	4.63	81.2%	4.34	96.3%	4.93	85.6%	4.59	1525	28*
Former	87.9%	4.62	84.4%	4.48	79.6%	4.29	92.5%	4.75	84.8%	4.49	2020	45.69**

h. Teachers typically go beyond their classroom teaching to address the needs of students.

Group	Elementary Agree	Mean	Middle Agree	Mean	Secondary Agree	Mean	Mixed Agree	Mean	Overall Agree	Mean	N	X^2
Continuous	91.4%	4.88	92.0%	4.82	88.2%	4.66	96.3%	5.19	91.1%	4.84	1525	28.1*
Former	92.0%	4.84	89.6%	4.77	84.8%	4.52	95.5%	5.01	89.5%	4.73	2020	57.78**

i. Teachers do a good job of talking through views, opinions, and values.

Group	Elementary Agree	Mean	Middle Agree	Mean	Secondary Agree	Mean	Mixed Agree	Mean	Overall Agree	Mean	N	X^2
Continuous	89.2%	4.72	92.6%	4.77	88.2%	4.54	92.6%	4.81	89.9%	4.70	1525	16.99
Former	90.1%	4.73	86.8%	4.58	83.6%	4.40	94.0%	4.78	87.6%	4.60	2020	59.9**

The GEEG incentive program ended with the close of the last school year (2007-08). Compared to last year, how much have the following aspects of your teaching experience and practice changed (1=Decreased Greatly, 2=Decreased Moderately, 3=Decreased Minimally, 4=No Change, 5=Increased Minimally, 6=Increased Moderately, 7=Increased Greatly)?

a. Your enthusiasm for teaching

Group	Elementary More	Mean	Middle More	Mean	Secondary More	Mean	Mixed More	Mean	Overall More	Mean	N	X^2
Continuous	44.4%	4.82	42.7%	4.77	40.8%	4.65	38.5%	4.73	43.4%	4.79	1357	18.77
Former	41.4%	4.77	39.6%	4.66	51.1%	4.89	45.1%	4.88	43.9%	4.78	1832	34.32*

b. The time you spend teaching non-TAKS subjects.

	Elementary	Middle	Secondary	Mixed	Overall

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X^2
Continuous	28.2%	4.38	27.8%	4.39	29.6%	4.39	15.4%	4.27	28.1%	4.38	1357	18.47
Former	30.8%	4.44	24.7%	4.27	31.0%	4.42	29.4%	4.47	29.4%	4.40	1832	27.81

The GEEG incentive program ended with the close of the last school year (2007-08). Compared to last year, how much have the following aspects of your teaching experience and practice changed (1=Decreased Greatly, 2=Decreased Moderately, 3=Decreased Minimally, 4=No Change, 5=Increased Minimally, 6=Increased Moderately, 7=Increased Greatly)?

c. Pressure applied by your administrator(s)

	Elementary		Middle		Secondary		Mixed		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X^2
Continuous	50.3%	4.95	46.0%	4.84	50.8%	5.01	30.8%	4.58	49.0%	4.92	1357	14.08
Former	50.1%	4.96	49.7%	5.00	53.3%	4.99	35.3%	4.59	50.5%	4.97	1832	28.57

d. The time you spend in professional development

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	43.7%	4.70	38.2%	4.54	44.7%	4.69	30.8%	4.50	42.3%	4.66	1357	11.85
Former	45.7%	4.74	39.6%	4.62	44.1%	4.67	52.9%	4.73	44.0%	4.69	1832	21.26

e. Your enjoyment of teaching

	Elementary		Middle		Secondary		Mixed		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X^2
Continuous	41.4%	4.70	41.7%	4.64	42.5%	4.65	34.6%	4.58	41.5%	4.68	1357	15.73
Former	43.5%	4.75	36.1%	4.50	49.0%	4.83	45.1%	4.76	43.4%	4.72	1832	32.22*

f. The time you spend providing supplemental services or tutoring to students

	Elementary		Middle		Secondary		Mixed		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X^2
Continuous	49.8%	4.88	46.0%	4.81	49.7%	4.83	38.5%	4.73	48.7%	4.85	1357	11.04
Former	49.9%	4.93	43.6%	4.76	47.5%	4.83	72.5%	5.31	48.4%	4.87	1832	27.99

g. The likelihood that you will leave the teaching profession

	Elementary		Middle		Secondary		Mixed		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X^2
Continuous	15.5%	3.83	17.8%	3.86	16.8%	3.77	7.7%	3.92	16.1%	3.83	1357	25.69
Former	18.9%	3.84	19.1%	3.93	18.0%	3.80	7.8%	3.47	18.4%	3.84	1832	31.92*

Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Governor's Educator Excellence Grants (GEEG) (1=None, 2=Low, 3=Moderate, 4=High). (% Agree represents % of respondents who rank the following as Moderate or High Importance)

a. Time spent in professional development.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	85.8%	3.24	83.5%	3.19	81.4%	3.11	77.8%	3.22	84.5%	3.21	1491	13.27
Former	89.1%	3.33	82.7%	3.13	82.8%	3.16	77.8%	3.06	85.4%	3.22	1974	32.24**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

b. High average test scores by students.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	92.6%	3.42	88.6%	3.33	91.0%	3.26	92.6%	3.48	91.5%	3.38	1493	21.73**
Former	93.5%	3.45	90.0%	3.38	87.9%	3.29	90.8%	3.35	91.0%	3.38	1978	24.31**

Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Governor's Educator Excellence Grants (GEEG) (1=None, 2=Low, 3=Moderate, 4=High). (% Agree represents % of respondents who rank the following as Moderate or High Importance)

c. Improvements in students' test scores.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	96.1%	3.65	93.2%	3.63	95.1%	3.65	92.6%	3.52	95.2%	3.64	1492	9.24
Former	96.2%	3.67	94.1%	3.59	93.5%	3.57	98.5%	3.65	95.0%	3.62	1981	13.32

d. Performance evaluations by supervisors.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	81.6%	3.17	85.0%	3.23	80.7%	3.07	74.1%	2.81	82.1%	3.16	1478	14.31
Former	87.8%	3.30	79.1%	3.07	79.5%	3.11	82.8%	3.20	83.2%	3.19	1965	34.24**

e. Performance evaluations by peers.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	67.0%	2.80	68.8%	2.82	65.0%	2.75	53.8%	2.46	66.9%	2.79	1474	13.28
Former	73.3%	2.92	64.2%	2.74	65.1%	2.75	57.1%	2.68	68.3%	2.82	1936	23.81**

f. Independent evaluation of teaching portfolios.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	68.7%	2.84	68.5%	2.85	66.5%	2.78	60.0%	2.48	68.2%	2.82	1454	8.73
Former	76.2%	2.99	70.0%	2.84	67.7%	2.82	72.6%	2.85	72.2%	2.90	1922	17.07*

g. Independent evaluations of students' work (e.g., portfolios).												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	78.9%	3.11	73.0%	2.98	72.9%	2.90	69.2%	2.77	76.5%	3.04	1480	18.3*
Former	82.3%	3.15	75.8%	2.98	76.9%	3.01	79.4%	2.97	79.1%	3.06	1946	22.13**

h. Student evaluations of teaching performance.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	64.4%	2.77	63.1%	2.73	60.9%	2.65	38.5%	2.27	63.1%	2.74	1472	16.27
Former	71.3%	2.92	62.8%	2.71	63.7%	2.73	43.5%	2.29	66.2%	2.79	1924	40.21**

i. Collaboration with faculty and staff.												
	Elementary		Middle		Secondary		Mixed		Overall			

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	91.0%	3.49	88.3%	3.44	91.5%	3.37	81.5%	3.37	90.3%	3.46	1491	21.2*
Former	92.5%	3.47	89.3%	3.39	89.1%	3.37	93.8%	3.59	90.8%	3.43	1976	13.25

Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Governor's Educator Excellence Grants (GEEG) (1=None, 2=Low, 3=Moderate, 4=High). (% Agree represents % of respondents who rank the following as Moderate or High Importance)

j. Working with students outside of class time.

| | Elementary | | Middle | | Secondary | | Mixed | | Overall | | | |
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	85.8%	3.27	82.6%	3.26	86.5%	3.23	92.6%	3.56	85.3%	3.27	1490	20.62*
Former	85.8%	3.29	83.3%	3.22	85.3%	3.28	84.6%	3.20	85.0%	3.27	1965	4.63

k. Efforts to involve parents in students' education.

| | Elementary | | Middle | | Secondary | | Mixed | | Overall | | | |
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	87.0%	3.37	82.9%	3.30	81.8%	3.15	85.2%	3.26	85.3%	3.32	1494	26.39**
Former	88.7%	3.41	81.2%	3.22	82.2%	3.26	81.3%	3.19	84.8%	3.32	1960	27.96**

l. Serving as a Master Teacher.

| | Elementary | | Middle | | Secondary | | Mixed | | Overall | | | |
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	75.3%	2.96	73.1%	2.96	73.7%	2.91	52.0%	2.52	74.2%	2.94	1434	17.28*
Former	79.5%	3.09	74.0%	2.95	74.4%	2.99	75.4%	2.98	76.6%	3.02	1895	10.15

m. Mentoring other teachers.

| | Elementary | | Middle | | Secondary | | Mixed | | Overall | | | |
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	78.6%	3.08	78.8%	3.09	79.5%	3.10	59.3%	2.59	78.4%	3.08	1468	14.62
Former	82.9%	3.21	77.4%	3.06	78.6%	3.15	75.0%	3.03	80.1%	3.15	1937	13.61

n. National Board for Professional Teaching Standards (NBPTS) certification.

| | Elementary | | Middle | | Secondary | | Mixed | | Overall | | | |
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	72.6%	3.00	71.9%	2.96	70.7%	2.83	41.7%	2.29	71.6%	2.96	1374	29.09**
Former	78.9%	3.12	69.6%	2.88	71.0%	2.92	69.0%	2.81	74.1%	2.99	1845	25.78**

o. Parent satisfaction with teacher.

| | Elementary | | Middle | | Secondary | | Mixed | | Overall | | | |
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	71.1%	2.96	67.4%	2.88	66.1%	2.79	55.6%	2.59	69.3%	2.91	1477	14.45
Former	79.3%	3.11	70.5%	2.89	69.4%	2.86	56.5%	2.55	73.7%	2.97	1946	42.13**

χ² statistic tests if there is a relationship between the distribution of responses within a participation group across school types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.
Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Governor's Educator Excellence Grants (GEEG) (1=None, 2=Low, 3=Moderate, 4=High). (% Agree represents % of respondents who rank the following as Moderate or High Importance)												
p. Teaching in hard-to-staff fields.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	84.3%	3.25	84.8%	3.28	83.9%	3.17	70.4%	3.00	84.1%	3.24	1429	9.98
Former	87.5%	3.32	81.5%	3.19	83.2%	3.20	79.4%	3.16	84.6%	3.25	1875	13.93
q. Teaching in hard-to-staff school.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	82.2%	3.24	86.4%	3.33	83.8%	3.22	81.5%	3.11	83.4%	3.25	1422	7.56
Former	87.0%	3.31	83.8%	3.25	84.6%	3.24	82.5%	3.24	85.4%	3.27	1874	4.90

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across school types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Years of experience

Please indicate the extent to which you agree or disagree with each general statement about incentive pay that could be awarded in addition to base pay (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).												
a. Incentive awards should be distributed evenly to all teachers at the school.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	72.0%	2.88	66.1%	2.86	59.9%	2.75	64.4%	2.86	63.0%	2.81	1525	21.95**
Former	73.8%	2.93	66.3%	2.85	62.9%	2.81	67.6%	2.95	65.6%	2.87	2020	26.13**
b. Incentive pay for teachers based on overall performance at the school is a positive change to teacher pay practices.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	84.0%	3.01	84.9%	3.14	83.6%	3.05	78.3%	2.98	82.0%	3.04	1525	17.90*
Former	87.4%	3.07	85.9%	3.10	78.3%	2.98	78.7%	2.97	79.9%	3.00	2020	14.76
c. Incentive pay for teachers based on group performance (i.e., grade-level, department, interdisciplinary team) is a positive change to teacher pay practices.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	74.0%	2.88	79.2%	3.01	72.4%	2.85	63.7%	2.72	70.4%	2.83	1525	33.82**
Former	75.7%	2.96	77.5%	2.91	69.4%	2.78	64.2%	2.70	68.8%	2.77	2020	24.46**
d. Incentive pay for teachers based on individual teacher performance is a positive change to teacher pay practices.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	78.0%	2.94	82.3%	3.13	70.1%	2.86	64.2%	2.69	70.2%	2.84	1525	43.48**
Former	83.5%	3.06	73.5%	3.00	69.9%	2.82	62.3%	2.69	68.2%	2.81	2020	45.09**
e. Incentive pay for administrators based on overall performance at the school is a positive change to administrator pay practices.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	85.0%	3.04	87.0%	3.10	77.4%	2.89	72.7%	2.83	77.5%	2.90	1525	24.77**
Former	86.4%	3.00	81.1%	2.94	74.6%	2.84	72.2%	2.78	75.1%	2.84	2020	21.18*
f. Teachers should receive different incentive award amounts based on their individual teaching performance.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	67.0%	2.77	70.8%	2.91	62.3%	2.71	53.8%	2.54	60.8%	2.68	1525	30.69**
Former	68.9%	2.83	65.5%	2.78	59.7%	2.66	52.9%	2.51	58.3%	2.63	2020	29.55**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across experience levels (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.
Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about incentive pay and its potential impact on schools (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).												
a. Rewarding teachers based on their students' performance will destroy the collaborative culture of teaching.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	34.0%	2.37	28.1%	2.22	32.8%	2.28	41.5%	2.40	35.3%	2.32	1525	20.04*
Former	41.7%	2.35	34.1%	2.32	36.3%	2.34	49.5%	2.55	41.2%	2.41	2020	42.56**
b. Rewarding teachers based on their students' performance will cause teachers to work more effectively.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	75.0%	2.88	75.5%	2.88	65.8%	2.74	60.0%	2.63	65.6%	2.73	1525	22.59**
Former	76.7%	2.89	77.1%	2.90	66.1%	2.73	60.3%	2.63	65.8%	2.72	2020	34.89**
c. Rewarding teachers based on their students' performance will attract more effective teachers into the profession.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	54.0%	2.53	69.3%	2.81	57.4%	2.63	51.7%	2.49	56.7%	2.60	1525	26.26**
Former	61.2%	2.73	69.9%	2.84	60.6%	2.69	52.1%	2.52	58.6%	2.65	2020	36.47**
d. Rewarding teachers based on their students' performance will help retain more effective teachers in the profession.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	72.0%	2.81	70.8%	2.86	64.9%	2.75	57.7%	2.58	63.7%	2.71	1525	24.75**
Former	78.6%	2.96	75.9%	2.93	65.4%	2.75	56.9%	2.60	64.2%	2.73	2020	45.38**

Please indicate the extent to which you agree or disagree with each statement about the GEEG incentive plan that operated in your school (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).												
a. The GEEG incentive plan had negative effects on my school.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	25.4%	2.12	16.0%	1.93	22.3%	2.04	28.2%	2.17	23.8%	2.07	1350	13.94
Former	27.3%	2.14	20.8%	1.96	26.8%	2.14	35.0%	2.25	29.2%	2.16	1815	30.27**
b. The GEEG incentive plan in my school did a good job of distinguishing effective from ineffective teachers at my school.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	49.1%	2.42	53.2%	2.57	43.4%	2.41	40.2%	2.33	43.7%	2.40	1284	12.46
Former	66.7%	2.62	61.8%	2.62	44.3%	2.40	39.0%	2.32	44.9%	2.40	1695	57.73**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about the GEEG incentive plan that operated in your school (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).											
c. The GEEG incentive plan caused resentment among teachers at my school.											
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	35.7%	2.27	26.1%	2.17	36.8%	2.31	45.3%	2.49	38.5%	2.36	1308	26.48**
Former	39.0%	2.32	36.0%	2.26	44.5%	2.48	50.2%	2.55	45.6%	2.47	1751	23.76**
d. The GEEG incentive plan did not affect my teaching practices or professional behaviors.											
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	55.0%	2.58	69.0%	2.86	73.8%	2.96	76.0%	3.07	73.2%	2.97	1406	26.64**
Former	68.0%	2.68	68.4%	2.85	74.5%	2.93	77.6%	3.03	74.8%	2.95	1875	25.59**
e. The GEEG incentive plan at my school helped teachers feel more satisfied with their jobs.											
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	80.7%	3.00	81.7%	3.05	67.0%	2.87	64.5%	2.74	68.5%	2.85	1300	36.15**
Former	88.5%	3.04	84.3%	3.12	68.3%	2.83	62.3%	2.70	68.5%	2.82	1750	58.02**
f. The GEEG incentive plan at my school contributed to improvements in the quality of professional development offered to teachers.											
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	82.7%	3.00	70.8%	2.86	63.1%	2.73	60.0%	2.68	63.7%	2.74	1296	15.73
Former	89.1%	3.04	78.7%	2.95	63.2%	2.70	62.6%	2.72	65.5%	2.74	1725	38.92**
g. The GEEG incentive plan at my school helped improve teaching practices.											
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	79.3%	2.97	74.1%	2.92	70.7%	2.84	65.6%	2.74	69.7%	2.82	1329	11.97
Former	91.3%	3.04	80.3%	3.00	68.2%	2.79	66.1%	2.77	69.4%	2.81	1761	45.55**
h. The GEEG incentive plan at my school helped increase student learning.											
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	73.2%	2.84	67.7%	2.83	68.5%	2.81	65.2%	2.78	67.4%	2.80	1320	5.80
Former	83.3%	2.96	78.2%	2.97	67.0%	2.78	65.3%	2.77	68.2%	2.80	1748	28.71**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			

Please indicate the extent to which you agree or disagree with each statement about the GEEG incentive plan that operated in your school (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).

a. The GEEG incentive plan developed by my school was fair to teachers.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	82.4%	2.90	82.3%	2.99	74.2%	2.85	70.9%	2.82	74.3%	2.86	1361	14.80
Former	80.4%	2.83	81.7%	2.96	65.6%	2.68	63.5%	2.69	67.1%	2.72	1792	40.11**

b. I had a clear understanding of the performance criteria that I needed to meet in order to earn a GEEG bonus award.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	87.7%	3.04	84.1%	3.07	89.5%	3.13	88.8%	3.11	88.5%	3.11	1395	9.08
Former	76.6%	2.83	79.5%	2.96	82.9%	2.97	84.2%	3.03	82.9%	2.99	1843	10.61

c. I did not believe that I could achieve the performance criteria established by my school's GEEG incentive plan.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	28.3%	2.23	22.8%	2.10	20.1%	2.06	21.4%	2.06	21.2%	2.07	1350	8.68
Former	27.7%	2.23	27.5%	2.19	25.2%	2.13	23.2%	2.14	24.7%	2.15	1759	9.86

d. I believe that the performance criteria established by my school's GEEG incentive plan were worthy of extra pay.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	85.5%	3.02	89.8%	3.16	82.8%	3.01	81.1%	3.01	83.2%	3.03	1343	13.68
Former	87.0%	3.00	90.0%	3.16	80.7%	2.95	79.3%	2.95	81.4%	2.98	1770	23.68**

e. The size of the top bonus award in my school's GEEG incentive plan was not large enough to motivate me to try to earn the top award.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	29.4%	2.31	34.2%	2.30	30.7%	2.27	32.6%	2.26	31.8%	2.27	1266	12.42
Former	28.6%	2.12	36.3%	2.31	34.9%	2.31	33.8%	2.29	34.5%	2.30	1676	5.20

f. When participating in my school's GEEG incentive plan, I had confidence I would receive an incentive award for achieving performance criteria.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	81.1%	2.92	82.7%	3.01	88.2%	3.11	85.6%	3.08	86.3%	3.08	1342	14.66
Former	86.0%	2.95	90.7%	3.11	85.2%	3.02	83.4%	3.01	85.2%	3.02	1751	9.96

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please rate how much you agree that the following types of assistance would have improved your school's GEEG incentive plan (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).												
a. A better explanation from the Texas Education Agency as to why the school was selected to participate in GEEG in the first place.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	79.0%	2.85	60.7%	2.71	51.0%	2.52	44.1%	2.44	51.0%	2.53	1292	40.36**
Former	75.4%	2.90	69.6%	2.79	59.5%	2.63	59.7%	2.65	61.3%	2.67	1723	18.13*
b. A more thorough explanation to the school of the guidelines for developing a GEEG performance incentive plan.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	75.4%	2.89	60.4%	2.71	55.1%	2.60	46.7%	2.51	53.7%	2.59	1317	29.54**
Former	88.7%	3.08	76.5%	2.92	68.3%	2.78	67.7%	2.79	69.8%	2.81	1769	21.62*
c. More time for the school to develop the school's GEEG performance incentive plan.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	72.4%	2.84	57.9%	2.68	53.0%	2.57	47.6%	2.50	52.5%	2.57	1287	18.11*
Former	80.7%	3.00	72.5%	2.87	63.7%	2.70	61.7%	2.70	64.6%	2.73	1718	23.21**
d. More school-based support to assist with the paperwork and other administrative demands when developing and managing the school's GEEG plan.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	80.0%	2.90	75.7%	2.89	60.4%	2.67	59.2%	2.69	62.7%	2.71	1267	28.28**
Former	89.3%	3.11	78.4%	2.92	71.6%	2.83	71.8%	2.84	73.1%	2.85	1686	14.30
e. More technical expertise for the school to develop and use high quality measures for evaluating the performance of teachers and other staff members.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	78.1%	2.91	68.8%	2.82	56.1%	2.61	51.7%	2.55	57.2%	2.63	1287	29.23**
Former	91.9%	3.13	74.9%	2.89	70.3%	2.81	66.7%	2.78	70.3%	2.82	1705	21.54*
f. A clearer explanation of the performance criteria that must be used by the school to determine eligibility for a GEEG bonus award.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	78.7%	2.90	69.8%	2.86	55.9%	2.62	50.9%	2.57	56.8%	2.64	1327	35.24**
Former	88.9%	3.13	77.0%	2.93	70.3%	2.81	70.3%	2.83	71.7%	2.84	1769	18.96*
g. Better support from district officials in developing and implementing the school's GEEG incentive plan.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Group	1 Year Agree	Mean	2-3 Years Agree	Mean	4-14 Years Agree	Mean	15 Years + Agree	Mean	Overall Agree	Mean	N	X²
Continuous	88.3%	2.95	66.2%	2.79	54.6%	2.59	52.9%	2.57	57.0%	2.62	1280	42.74**
Former	86.7%	3.12	77.1%	2.90	68.6%	2.78	68.2%	2.82	70.1%	2.82	1734	23.31**

Please rate how much you agree that the following types of assistance would have improved your school's GEEG incentive plan (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).

h. Better support from the Texas Education Agency in developing and implementing the school's GEEG incentive plan.

Group	1 Year Agree	Mean	2-3 Years Agree	Mean	4-14 Years Agree	Mean	15 Years + Agree	Mean	Overall Agree	Mean	N	X²
Continuous	81.4%	2.90	67.3%	2.82	54.8%	2.60	53.3%	2.59	57.0%	2.64	1266	31.08**
Former	89.7%	3.14	75.6%	2.87	69.6%	2.80	68.5%	2.83	70.6%	2.83	1688	22.62**

To what extent do you agree or disagree with the following statements (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)?

a. Teachers in my school are aware that the school is not participating in the TEEG program during this 2008-09 school year.

Group	1 Year Agree	Mean	2-3 Years Agree	Mean	4-14 Years Agree	Mean	15 Years + Agree	Mean	Overall Agree	Mean	N	X²
Former	80.8%	2.81	93.0%	3.17	90.6%	3.06	93.1%	3.09	91.7%	3.08	1104	18.33*

b. I understand why the school is ineligible to participate in the TEEG program during this 2008-09 school year.

Group	1 Year Agree	Mean	2-3 Years Agree	Mean	4-14 Years Agree	Mean	15 Years + Agree	Mean	Overall Agree	Mean	N	X²
Former	57.7%	2.50	77.4%	2.89	71.7%	2.79	77.3%	2.85	74.3%	2.82	1104	11.90

c. I am disappointed that I can not earn a TEEG bonus award for my performance during this 2008-09 school year.

Group	1 Year Agree	Mean	2-3 Years Agree	Mean	4-14 Years Agree	Mean	15 Years + Agree	Mean	Overall Agree	Mean	N	X²
Former	65.4%	2.65	82.6%	3.09	68.8%	2.87	68.2%	2.86	69.9%	2.88	1104	14.00

d. I believe it is fair that the school is ineligible to participate in the TEEG program during this 2008-09 school year.

Group	1 Year Agree	Mean	2-3 Years Agree	Mean	4-14 Years Agree	Mean	15 Years + Agree	Mean	Overall Agree	Mean	N	X²
Former	61.5%	2.58	49.6%	2.41	45.0%	2.34	57.3%	2.54	50.9%	2.44	1104	18.54*

e. I hope that the school will become eligible to participate in the TEEG program in future school years.

Group	1 Year Agree	Mean	2-3 Years Agree	Mean	4-14 Years Agree	Mean	15 Years + Agree	Mean	Overall Agree	Mean	N	X²
Former	100.0%	3.38	92.2%	3.33	88.5%	3.24	85.6%	3.17	88.0%	3.23	1104	9.93

f. I am adapting my professional practice this 2008-09 school year to improve the school's chances of becoming eligible for the TEEG program in future school years.

Group	1 Year Agree	Mean	2-3 Years Agree	Mean	4-14 Years Agree	Mean	15 Years + Agree	Mean	Overall Agree	Mean	N	X²
Former	96.2%	3.23	87.8%	3.10	77.4%	2.94	75.8%	2.91	78.3%	2.95	1104	15.26

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

To what extent do you agree or disagree with the following statements (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)?											
g. I believe my efforts can contribute to the school's chances of becoming eligible for the TEEG program in future school years.											
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Former	100.0%	3.42	93.0%	3.23	86.7%	3.09	88.7%	3.10	88.5%	3.12	1104	12.82

Please indicate the extent to which you agree or disagree with each statement about the TEEG program operating in your school this 2008-09 school year (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).											
a. School personnel are aware that the school is participating in the TEEG program this 2008-09 school year.											
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	97.7%	3.30	97.8%	3.31	96.8%	3.25	97.2%	3.29	97.1%	3.27	899	5.42
b. I am glad that the school is participating in the TEEG program this 2008-09 school year.											
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	93.0%	3.21	96.7%	3.32	92.5%	3.24	90.8%	3.17	92.3%	3.22	899	7.21
c. The TEEG incentive plan developed by my school is fair to teachers.											
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	88.4%	2.98	84.6%	3.08	78.0%	2.91	78.5%	2.91	79.3%	2.93	899	10.54
d. I have a clear understanding of the performance criteria that I need to meet in order to earn a TEEG bonus award.											
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	86.0%	3.05	86.8%	3.16	85.7%	3.05	86.8%	3.06	86.2%	3.07	899	4.94
e. I do not believe that I can achieve the performance criteria established by my school's TEEG incentive plan.											
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	20.9%	2.00	22.0%	1.98	21.4%	2.02	24.3%	2.05	22.5%	2.02	899	6.87
f. I believe that the performance criteria established by my school's TEEG incentive plan are worthy of extra pay.											
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	81.4%	3.00	94.5%	3.25	80.2%	2.95	83.7%	3.03	83.0%	3.01	899	16.80

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about the TEEG program operating in your school this 2008-09 school year (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).											

g. The size of the top bonus award in my school's TEEG incentive plan is not large enough to motivate me to try to earn the top award.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X²
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	14.0%	2.00	35.2%	2.34	33.0%	2.24	38.2%	2.32	34.1%	2.27	899	13.84

h. When participating in my school's TEEG incentive plan this year, I have confidence I will receive an incentive award for achieving performance criteria.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X²
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	90.7%	3.19	91.2%	3.14	87.0%	3.02	84.3%	3.01	86.7%	3.03	899	8.97

i. I am disappointed that my school is participating in the TEEG program this 2008-09 school year.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X²
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	23.3%	1.98	31.9%	2.15	34.1%	2.18	42.5%	2.34	36.4%	2.22	899	13.34

Please indicate the extent to which you agree or disagree with each of the following statements (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).											

a. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X²
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	39.0%	2.33	52.1%	2.54	36.2%	2.31	34.2%	2.28	37.7%	2.33	1525	23.29**
Former	45.6%	2.47	55.8%	2.67	52.8%	2.60	50.6%	2.55	52.0%	2.58	2020	7.67

b. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X²
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	89.0%	3.05	83.3%	2.95	90.3%	3.06	87.9%	3.03	88.5%	3.04	1525	14.16
Former	89.3%	3.09	85.1%	2.98	87.8%	3.03	90.1%	3.08	88.4%	3.05	2020	9.80

c. If I really try hard, I can get through to even the most difficult or unmotivated students.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall		N	X²
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	92.0%	3.23	85.4%	3.15	87.4%	3.11	85.8%	3.09	86.9%	3.12	1525	13.87
Former	87.4%	3.17	87.6%	3.13	85.0%	3.07	79.5%	2.99	83.4%	3.05	2020	21.49*

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about your principal's leadership (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)? The principal at my school …

a. Clearly communicates expected standards for instruction in my classroom.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	98.0%	3.28	92.2%	3.23	92.3%	3.21	90.4%	3.18	92.0%	3.21	1525	11.23
Former	90.3%	3.23	88.8%	3.13	89.3%	3.14	88.5%	3.16	89.0%	3.15	2020	8.99

b. Carefully tracks student academic progress.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	94.0%	3.22	91.1%	3.22	89.3%	3.18	90.0%	3.19	90.1%	3.19	1525	4.18
Former	91.3%	3.21	92.0%	3.16	86.4%	3.09	89.2%	3.16	88.4%	3.13	2020	13.47

c. Knows what is going on in my classroom.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	93.0%	3.24	86.5%	3.14	85.4%	3.10	85.2%	3.12	86.0%	3.12	1525	5.79
Former	85.4%	3.09	81.9%	3.01	81.7%	3.01	83.1%	3.05	82.4%	3.03	2020	6.65

d. Encourages teachers to raise test scores.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	99.0%	3.48	96.9%	3.38	95.8%	3.34	95.2%	3.35	95.9%	3.36	1525	6.46
Former	98.1%	3.48	96.4%	3.33	93.2%	3.29	95.2%	3.34	94.6%	3.32	2020	14.21

e. Actively monitors the quality of instruction in the school.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	94.0%	3.35	92.2%	3.23	89.5%	3.19	90.0%	3.22	90.3%	3.21	1525	11.71
Former	87.4%	3.24	87.6%	3.10	85.2%	3.11	87.5%	3.17	86.4%	3.14	2020	17.20*

f. Works directly with teachers who are struggling to improve their instruction.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	89.0%	3.16	81.8%	3.07	81.9%	3.04	81.5%	3.06	82.2%	3.06	1525	8.17
Former	85.4%	3.13	77.5%	2.95	78.6%	2.95	79.6%	2.99	79.2%	2.97	2020	7.11

g. Communicates a clear vision for our school.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	95.0%	3.39	92.7%	3.28	91.7%	3.24	90.6%	3.23	91.7%	3.25	1525	7.53
Former	94.2%	3.40	88.4%	3.18	89.1%	3.21	89.7%	3.23	89.5%	3.22	2020	20.32*

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about your principal's leadership (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)? The principal at my school …
h. Evaluates teachers using criteria directly related to the school's improvement goals.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	97.0%	3.30	91.7%	3.20	91.4%	3.20	89.8%	3.18	91.3%	3.20	1525	6.33
Former	94.2%	3.33	89.2%	3.16	89.7%	3.16	88.4%	3.16	89.4%	3.17	2020	14.08

Think about teachers at your school this school year (2008-09). To what extent do you agree or disagree with the following statements about the teachers in your school (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)? Teachers in my school …
a. Feel responsible to help each other do their best.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	92.0%	3.17	82.3%	3.05	85.7%	3.05	84.8%	3.06	85.4%	3.06	1525	7.58
Former	88.3%	3.08	84.7%	2.98	82.1%	2.98	85.2%	3.07	83.9%	3.02	2020	18.72*

b. Expect students to complete every assignment.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	94.0%	3.30	90.6%	3.15	92.7%	3.21	94.0%	3.19	93.0%	3.20	1525	9.85
Former	88.3%	3.15	90.4%	3.14	90.0%	3.14	89.9%	3.17	89.9%	3.15	2020	5.29

c. Seem more competitive than cooperative.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	41.0%	2.42	40.1%	2.37	31.8%	2.27	36.7%	2.37	35.1%	2.33	1525	14.14
Former	37.9%	2.35	43.4%	2.41	38.9%	2.40	37.3%	2.37	38.8%	2.39	2020	10.49

d. Encourage students to keep trying even when the work is challenging.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	98.0%	3.34	97.4%	3.29	96.4%	3.26	96.3%	3.26	96.6%	3.27	1525	5.51
Former	94.2%	3.21	96.0%	3.23	93.8%	3.21	95.3%	3.23	94.7%	3.22	2020	6.11

e. Think it is important that all of their students do well in class.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	97.0%	3.37	96.4%	3.32	94.1%	3.28	94.8%	3.30	94.8%	3.30	1525	4.49
Former	92.2%	3.22	95.2%	3.25	93.3%	3.24	94.3%	3.27	93.9%	3.25	2020	5.17

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Think about teachers at your school this school year (2008-09). To what extent do you agree or disagree with the following statements about the teachers in your school (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)? Teachers in my school …

f. Do not really trust each other.

Group	1 Year Agree	1 Year Mean	2-3 Years Agree	2-3 Years Mean	4-14 Years Agree	4-14 Years Mean	15 Years + Agree	15 Years + Mean	Overall Agree	Overall Mean	N	X²
Continuous	25.0%	2.10	29.7%	2.11	24.7%	2.08	25.6%	2.07	25.6%	2.08	1525	4.89
Former	29.1%	2.17	32.1%	2.23	31.0%	2.20	25.3%	2.11	28.9%	2.17	2020	9.35

g. Can be counted on to help out anywhere or anytime, even though it may not be part of their official assignment.

Group	1 Year Agree	1 Year Mean	2-3 Years Agree	2-3 Years Mean	4-14 Years Agree	4-14 Years Mean	15 Years + Agree	15 Years + Mean	Overall Agree	Overall Mean	N	X²
Continuous	87.0%	3.07	83.3%	3.04	80.8%	2.96	82.9%	3.01	82.2%	2.99	1525	4.96
Former	84.5%	2.99	80.3%	2.94	74.6%	2.87	79.1%	2.98	77.5%	2.93	2020	18.09*

To what extent do you agree or disagree with the following statements about the teachers in your school during this school year (2008-09) (1=Strongly Disagree, 2=Disagree, 3=Somewhat Disagree, 4=Somewhat Agree, 5=Agree, 6=Strongly Agree).

a. Teachers respect other teachers who take the lead in school improvement efforts.

Group	1 Year Agree	1 Year Mean	2-3 Years Agree	2-3 Years Mean	4-14 Years Agree	4-14 Years Mean	15 Years + Agree	15 Years + Mean	Overall Agree	Overall Mean	N	X²
Continuous	93.0%	4.83	88.5%	4.65	89.5%	4.64	88.8%	4.63	89.4%	4.65	1525	13.72
Former	93.2%	4.80	85.1%	4.51	85.3%	4.49	89.7%	4.66	87.3%	4.57	2020	22.90

b. Many teachers openly express their professional views at faculty meetings.

Group	1 Year Agree	1 Year Mean	2-3 Years Agree	2-3 Years Mean	4-14 Years Agree	4-14 Years Mean	15 Years + Agree	15 Years + Mean	Overall Agree	Overall Mean	N	X²
Continuous	85.0%	4.62	87.5%	4.53	83.3%	4.47	79.6%	4.37	82.7%	4.45	1525	20.78
Former	90.3%	4.73	82.3%	4.39	80.8%	4.36	80.7%	4.41	81.4%	4.40	2020	20.31

c. Most of my colleagues share my beliefs and values about what the central mission of the school should be.

Group	1 Year Agree	1 Year Mean	2-3 Years Agree	2-3 Years Mean	4-14 Years Agree	4-14 Years Mean	15 Years + Agree	15 Years + Mean	Overall Agree	Overall Mean	N	X²
Continuous	96.0%	4.73	90.1%	4.63	91.0%	4.67	91.0%	4.73	91.2%	4.69	1525	23.08
Former	92.2%	4.63	87.6%	4.47	87.2%	4.55	92.5%	4.73	89.5%	4.61	2020	27.67*

d. Teachers at this school trust each other.

Group	1 Year Agree	1 Year Mean	2-3 Years Agree	2-3 Years Mean	4-14 Years Agree	4-14 Years Mean	15 Years + Agree	15 Years + Mean	Overall Agree	Overall Mean	N	X²
Continuous	89.0%	4.58	85.4%	4.43	83.3%	4.38	79.6%	4.33	82.7%	4.38	1525	17.05
Former	88.3%	4.50	80.3%	4.24	75.7%	4.19	82.6%	4.38	79.5%	4.28	2020	30.32*

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

To what extent do you agree or disagree with the following statements about the teachers in your school during this school year (2008-09) (1=Strongly Disagree, 2=Disagree, 3=Somewhat Disagree, 4=Somewhat Agree, 5=Agree, 6=Strongly Agree).

e. Teachers are willing to question one another's views on issues of teaching and learning.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	87.0%	4.58	83.3%	4.36	84.0%	4.45	81.0%	4.36	83.1%	4.42	1525	12.13
Former	91.3%	4.66	83.9%	4.34	78.2%	4.27	82.3%	4.41	81.1%	4.35	2020	27.77*

f. Teachers are expected to continually learn and seek out new ideas.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	96.0%	5.12	93.2%	4.99	93.5%	4.92	93.5%	4.93	93.6%	4.95	1525	15.35
Former	97.1%	5.03	92.4%	4.84	93.7%	4.84	95.5%	4.95	94.4%	4.89	2020	16.22

g. Teachers are encouraged to take risks in order to improve their teaching.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	84.0%	4.60	84.9%	4.49	85.4%	4.60	86.3%	4.61	85.6%	4.59	1525	14.99
Former	84.5%	4.54	85.1%	4.44	84.2%	4.44	85.5%	4.57	84.8%	4.49	2020	28.38*

h. Teachers typically go beyond their classroom teaching to address the needs of students.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	95.0%	4.91	89.6%	4.78	90.6%	4.82	91.7%	4.87	91.1%	4.84	1525	15.94
Former	88.3%	4.69	91.2%	4.67	87.7%	4.66	91.2%	4.84	89.5%	4.73	2020	22.01

i. Teachers do a good job of talking through views, opinions, and values.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	94.0%	4.81	90.6%	4.69	89.2%	4.69	89.8%	4.70	89.9%	4.70	1525	5.78
Former	88.3%	4.63	87.6%	4.57	85.6%	4.52	89.9%	4.70	87.6%	4.60	2020	20.02

The GEEG incentive program ended with the close of the last school year (2007-08). Compared to last year, how much have the following aspects of your teaching experience and practice changed (1=Decreased Greatly, 2=Decreased Moderately, 3=Decreased Minimally, 4=No Change, 5=Increased Minimally, 6=Increased Moderately, 7=Increased Greatly)?

a. Your enthusiasm for teaching

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X^2
Continuous	65.5%	5.38	57.9%	5.22	43.0%	4.78	37.7%	4.62	43.4%	4.79	1357	41.88**
Former	46.7%	4.93	60.7%	5.17	42.9%	4.75	39.4%	4.69	43.9%	4.78	1832	42.07**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

The GEEG incentive program ended with the close of the last school year (2007-08). Compared to last year, how much have the following aspects of your teaching experience and practice changed (1=Decreased Greatly, 2=Decreased Moderately, 3=Decreased Minimally, 4=No Change, 5=Increased Minimally, 6=Increased Moderately, 7=Increased Greatly)?

b. The time you spend teaching non-TAKS subjects.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Continuous	37.9%	4.69	32.2%	4.42	27.5%	4.38	26.9%	4.36	28.1%	4.38	1357	20.66
Former	26.7%	4.20	37.6%	4.62	27.7%	4.34	29.0%	4.40	29.4%	4.40	1832	23.04

c. Pressure applied by your administrator(s)

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Continuous	48.3%	4.83	48.5%	4.88	49.2%	4.93	49.0%	4.94	49.0%	4.92	1357	26.28
Former	43.3%	4.73	51.7%	4.97	52.0%	5.00	48.5%	4.93	50.5%	4.97	1832	21.47

d. The time you spend in professional development

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	58.6%	5.17	48.0%	4.88	41.2%	4.61	40.9%	4.62	42.3%	4.66	1357	24.71
Former	50.0%	4.73	52.1%	4.82	40.1%	4.58	45.7%	4.79	44.0%	4.69	1832	38.92**

e. Your enjoyment of teaching

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Continuous	65.5%	5.48	56.7%	5.13	41.5%	4.69	34.8%	4.47	41.5%	4.68	1357	60.31**
Former	50.0%	4.80	60.3%	5.05	42.5%	4.69	38.7%	4.63	43.4%	4.72	1832	52.98**

f. The time you spend providing supplemental services or tutoring to students

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Continuous	62.1%	5.45	58.5%	5.09	49.3%	4.87	43.7%	4.72	48.7%	4.85	1357	32.42*
Former	43.3%	4.80	55.6%	4.97	47.7%	4.84	47.0%	4.88	48.4%	4.87	1832	27.62

g. The likelihood that you will leave the teaching profession

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Continuous	13.8%	3.79	15.8%	3.61	15.2%	3.81	17.4%	3.93	16.1%	3.83	1357	25.58
Former	6.7%	3.67	22.2%	3.73	17.7%	3.83	18.4%	3.90	18.4%	3.84	1832	40.03**

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Governor's Educator Excellence Grants (GEEG) (1=None, 2=Low, 3=Moderate, 4=High). (% Agree represents % of respondents who rank the following as Moderate or High Importance)												

a. Time spent in professional development.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	86.6%	3.27	90.4%	3.29	83.9%	3.22	82.8%	3.16	84.5%	3.21	1491	11.59
Former	92.9%	3.37	87.7%	3.32	85.3%	3.21	83.8%	3.19	85.4%	3.22	1974	13.52

b. High average test scores by students.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	89.4%	3.31	94.6%	3.38	91.3%	3.38	91.1%	3.39	91.5%	3.38	1493	9.05
Former	91.1%	3.35	91.4%	3.36	92.2%	3.40	89.3%	3.37	91.0%	3.38	1978	10.18

c. Improvements in students' test scores.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	95.9%	3.71	97.9%	3.72	95.0%	3.65	94.5%	3.59	95.2%	3.64	1492	11.84
Former	96.1%	3.63	97.1%	3.64	95.2%	3.62	93.9%	3.62	95.0%	3.62	1981	8.20

d. Performance evaluations by supervisors.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	89.6%	3.31	89.9%	3.35	81.7%	3.17	78.2%	3.06	82.1%	3.16	1478	23.07**
Former	93.1%	3.45	86.4%	3.29	82.7%	3.18	81.4%	3.13	83.2%	3.19	1965	21.19*

e. Performance evaluations by peers.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	82.3%	3.11	76.3%	3.06	67.3%	2.81	59.8%	2.60	66.9%	2.79	1474	49.5**
Former	82.4%	3.14	78.6%	3.02	67.5%	2.79	63.8%	2.74	68.3%	2.82	1936	32.78**

f. Independent evaluation of teaching portfolios.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	75.8%	2.95	77.2%	3.11	68.6%	2.82	62.7%	2.70	68.2%	2.82	1454	33.23**
Former	81.2%	3.10	78.7%	3.02	72.7%	2.92	68.1%	2.81	72.2%	2.90	1922	21.61*

g. Independent evaluations of students' work (e.g., portfolios).

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	84.2%	3.24	85.8%	3.27	76.2%	3.04	71.9%	2.93	76.5%	3.04	1480	25.18**
Former	84.3%	3.21	86.6%	3.17	79.1%	3.06	76.0%	3.02	79.1%	3.06	1946	18.34*

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Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Governor's Educator Excellence Grants (GEEG) (1=None, 2=Low, 3=Moderate, 4=High). (% Agree represents % of respondents who rank the following as Moderate or High Importance)												
h. Student evaluations of teaching performance.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	68.1%	2.95	75.5%	3.03	63.4%	2.74	57.1%	2.59	63.1%	2.74	1472	32.75**
Former	77.6%	3.08	73.6%	2.92	67.0%	2.82	61.3%	2.69	66.2%	2.79	1924	27.67**
i. Collaboration with faculty and staff.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	94.8%	3.55	95.2%	3.55	89.9%	3.47	88.1%	3.39	90.3%	3.46	1491	14.14
Former	93.0%	3.49	91.7%	3.41	90.6%	3.41	90.5%	3.44	90.8%	3.43	1976	5.30
j. Working with students outside of class time.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	89.6%	3.35	85.2%	3.28	84.6%	3.25	85.5%	3.27	85.3%	3.27	1490	3.04
Former	93.1%	3.48	86.7%	3.30	84.2%	3.24	84.4%	3.27	85.0%	3.27	1965	11.50
k. Efforts to involve parents in students' education.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	92.7%	3.47	84.2%	3.35	85.6%	3.33	83.9%	3.27	85.3%	3.32	1494	9.86
Former	89.1%	3.52	84.2%	3.27	85.3%	3.31	83.9%	3.31	84.8%	3.32	1960	14.29
l. Serving as a Master Teacher.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	76.7%	3.02	75.4%	3.05	73.9%	2.95	73.7%	2.88	74.2%	2.94	1434	13.17
Former	86.7%	3.21	78.3%	3.06	74.9%	2.97	76.9%	3.05	76.6%	3.02	1895	11.75
m. Mentoring other teachers.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	80.4%	3.23	81.1%	3.11	77.8%	3.08	77.8%	3.03	78.4%	3.08	1468	9.96
Former	89.6%	3.34	81.0%	3.16	78.4%	3.11	80.7%	3.18	80.1%	3.15	1937	9.63
n. National Board for Professional Teaching Standards (NBPTS) certification.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	86.4%	3.31	78.4%	3.16	72.0%	2.98	65.9%	2.78	71.6%	2.96	1374	36.2**
Former	88.0%	3.35	80.3%	3.14	75.8%	3.03	68.0%	2.86	74.1%	2.99	1845	36.27**

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Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Governor's Educator Excellence Grants (GEEG) (1=None, 2=Low, 3=Moderate, 4=High). (% Agree represents % of respondents who rank the following as Moderate or High Importance)												
o. Parent satisfaction with teacher.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	76.8%	3.13	76.5%	3.05	68.1%	2.89	66.8%	2.84	69.3%	2.91	1477	19.59*
Former	88.0%	3.24	75.8%	3.00	72.5%	2.95	72.4%	2.94	73.7%	2.97	1946	13.82
p. Teaching in hard-to-staff fields.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	83.7%	3.30	88.1%	3.43	84.9%	3.26	81.7%	3.13	84.1%	3.24	1429	24.03**
Former	91.8%	3.45	88.8%	3.37	84.9%	3.25	81.8%	3.17	84.6%	3.25	1875	16.47
q. Teaching in hard-to-staff school.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	85.2%	3.33	89.9%	3.49	84.2%	3.28	79.7%	3.11	83.4%	3.25	1422	28.95**
Former	90.7%	3.44	90.1%	3.42	85.9%	3.28	82.4%	3.19	85.4%	3.27	1874	20.73*

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Bonus award status

Please indicate the extent to which you agree or disagree with each general statement about incentive pay that could be awarded in addition to base pay (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).								
a. Incentive awards should be distributed evenly to all teachers at the school.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	66.2%	2.94	60.8%	2.78	61.1%	2.79	1161	4.08
Former	67.0%	2.94	63.4%	2.83	63.8%	2.84	1490	3.01
Test Across Participation Groups							3545	6.87
b. Incentive pay for teachers based on overall performance at the school is a positive change to teacher pay practices.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	66.2%	2.72	83.3%	3.07	82.3%	3.05	1161	21.79**
Former	69.7%	2.82	79.9%	3.00	78.6%	2.98	1490	10.61*
Test Across Participation Groups							3545	2.55
c. Incentive pay for teachers based on group performance (i.e., grade-level, department, interdisciplinary team) is a positive change to teacher pay practices.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	57.4%	2.49	72.2%	2.87	71.3%	2.84	1161	21.65**
Former	56.4%	2.52	70.0%	2.80	68.3%	2.77	1490	21.26**
Test Across Participation Groups							3545	4.44
d. Incentive pay for teachers based on individual teacher performance is a positive change to teacher pay practices.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	58.8%	2.56	71.8%	2.88	71.1%	2.86	1161	15.86**
Former	53.7%	2.52	68.5%	2.82	66.6%	2.78	1490	23.08**
Test Across Participation Groups							3545	1.89
e. Incentive pay for administrators based on overall performance at the school is a positive change to administrator pay practices.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	60.3%	2.57	79.8%	2.96	78.6%	2.93	1161	22.16**
Former	59.0%	2.58	76.0%	2.86	73.8%	2.82	1490	24.52**
Test Across Participation Groups							3545	6.43
f. Teachers should receive different incentive award amounts based on their individual teaching								

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performance.

Group	Received Award		No Award		Overall		N	X²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	44.1%	2.34	61.9%	2.71	60.9%	2.69	1161	19.35**
Former	50.0%	2.42	59.1%	2.65	58.0%	2.62	1490	16.43**
Test Across Participation Groups							3545	3.04

Please indicate the extent to which you agree or disagree with each statement about incentive pay and its potential impact on schools (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).

a. Rewarding teachers based on their students' performance will destroy the collaborative culture of teaching.

Group	Received Award		No Award		Overall		N	X²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	47.1%	2.51	32.7%	2.27	33.5%	2.28	1161	13.56**
Former	53.2%	2.68	39.2%	2.39	40.9%	2.42	1490	24.12**
Test Across Participation Groups							3545	16.5**

b. Rewarding teachers based on their students' performance will cause teachers to work more effectively.

Group	Received Award		No Award		Overall		N	X²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	48.5%	2.35	67.3%	2.77	66.2%	2.75	1161	27.60**
Former	49.5%	2.51	67.3%	2.73	65.0%	2.71	1490	23.71**
Test Across Participation Groups							3545	0.75

c. Rewarding teachers based on their students' performance will attract more effective teachers into the profession.

Group	Received Award		No Award		Overall		N	X²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	41.2%	2.26	59.7%	2.66	58.6%	2.64	1161	17.30**
Former	46.8%	2.46	59.4%	2.66	57.9%	2.64	1490	10.96*
Test Across Participation Groups							3545	2.70

d. Rewarding teachers based on their students' performance will help retain more effective teachers in the profession.

Group	Received Award		No Award		Overall		N	X²
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	42.6%	2.28	65.5%	2.76	64.2%	2.73	1161	24.09**
Former	52.1%	2.51	64.7%	2.75	63.2%	2.72	1490	13.05**
Test Across Participation Groups							3545	0.50

Please indicate the extent to which you agree or disagree with each statement about the GEEG incentive plan that operated in your school (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).

a. The GEEG incentive plan had negative effects on my school.

	Received Award	No Award	Overall

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Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	53.3%	2.67	19.2%	1.98	21.1%	2.02	1090	45.89**
Former	48.3%	2.56	27.9%	2.13	30.4%	2.18	1419	38.14**
Test Across Participation Groups							3165	11.90**

Please indicate the extent to which you agree or disagree with each statement about the GEEG incentive plan that operated in your school (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).

b. The GEEG incentive plan in my school did a good job of distinguishing effective from ineffective teachers at my school.

	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	20.3%	2.02	45.1%	2.43	43.7%	2.41	1045	14.70**
Former	29.8%	2.12	44.7%	2.41	42.8%	2.37	1348	19.22**
Test Across Participation Groups							2979	2.23

c. The GEEG incentive plan caused resentment among teachers at my school.

	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	51.7%	2.58	34.8%	2.29	35.8%	2.31	1056	13.30**
Former	61.0%	2.82	44.3%	2.44	46.5%	2.49	1382	33.20**
Test Across Participation Groups							3059	15.80**

d. The GEEG incentive plan did not affect my teaching practices or professional behaviors.

	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	77.4%	3.02	72.5%	2.96	72.7%	2.97	1130	5.27
Former	79.2%	3.09	73.4%	2.93	74.2%	2.95	1452	6.50
Test Across Participation Groups							3281	9.16*

e. The GEEG incentive plan at my school helped teachers feel more satisfied with their jobs.

	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	41.4%	2.36	70.9%	2.91	69.3%	2.88	1049	23.68**
Former	52.7%	2.53	69.8%	2.85	67.7%	2.81	1366	25.06**
Test Across Participation Groups							3050	4.52

f. The GEEG incentive plan at my school contributed to improvements in the quality of professional development offered to teachers.

	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	33.9%	2.17	65.5%	2.78	63.7%	2.75	1052	32.59**
Former	45.6%	2.36	65.7%	2.76	63.2%	2.71	1361	36.95**
Test Across Participation Groups							3021	2.87

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g. The GEEG incentive plan at my school helped improve teaching practices.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	41.4%	2.31	72.4%	2.87	70.8%	2.84	1081	28.56**
Former	51.7%	2.49	70.7%	2.84	68.3%	2.80	1385	29.13**
Test Across Participation Groups							3090	3.35

Please indicate the extent to which you agree or disagree with each statement about the GEEG incentive plan that operated in your school (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).								
h. The GEEG incentive plan at my school helped increase student learning.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	43.1%	2.38	70.5%	2.87	69.0%	2.84	1070	23.13**
Former	47.1%	2.45	69.8%	2.84	67.0%	2.79	1380	37.08**
Test Across Participation Groups							3068	2.87

Please indicate the extent to which you agree or disagree with each statement about the GEEG incentive plan that operated in your school (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).								
a. The GEEG incentive plan developed by my school was fair to teachers.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	49.2%	2.21	77.2%	2.92	75.6%	2.89	1107	51.55**
Former	46.0%	2.30	68.2%	2.76	65.5%	2.70	1419	53.58**
Test Across Participation Groups							3153	23.28**
b. I had a clear understanding of the performance criteria that I needed to meet in order to earn a GEEG bonus award.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	71.4%	2.65	91.3%	3.18	90.1%	3.15	1126	45.68**
Former	70.9%	2.73	85.8%	3.05	84.0%	3.01	1450	35.97**
Test Across Participation Groups							3238	40.40**
c. I did not believe that I could achieve the performance criteria established by my school's GEEG incentive plan.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	45.8%	2.51	17.7%	2.00	19.2%	2.03	1100	35.49**
Former	34.6%	2.31	23.2%	2.11	24.5%	2.14	1393	10.73*
Test Across Participation Groups							3109	10.83*

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*$p < .05$ **$p < .01$). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.
Source: Results come from survey administered to personnel in select schools during fall of 2008.

d. I believe that the performance criteria established by my school's GEEG incentive plan were worthy of extra pay.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	47.4%	2.40	86.2%	3.09	84.1%	3.05	1097	65.40**
Former	60.1%	2.62	84.5%	3.03	81.5%	2.98	1401	61.86**
Test Across Participation Groups							3113	4.95

Please indicate the extent to which you agree or disagree with each statement about the GEEG incentive plan that operated in your school (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).								
e. The size of the top bonus award in my school's GEEG incentive plan was not large enough to motivate me to try to earn the top award.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	42.0%	2.54	30.1%	2.23	30.7%	2.25	1039	21.57**
Former	33.5%	2.27	34.6%	2.30	34.5%	2.29	1341	1.44
Test Across Participation Groups							2942	4.13
f. When participating in my school's GEEG incentive plan, I had confidence I would receive an incentive award for achieving performance criteria.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	50.9%	2.49	90.5%	3.16	88.5%	3.13	1101	83.77**
Former	69.2%	2.76	88.8%	3.08	86.4%	3.05	1405	58.36**
Test Across Participation Groups							3093	14.93**

Please rate how much you agree that the following types of assistance would have improved your school's GEEG incentive plan (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).								
a. A better explanation from the Texas Education Agency as to why the school was selected to participate in GEEG in the first place.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	61.8%	2.67	46.5%	2.47	47.3%	2.48	1032	7.47
Former	58.5%	2.65	57.1%	2.61	57.3%	2.61	1332	3.64
Test Across Participation Groups							3015	32.82**
b. A more thorough explanation to the school of the guidelines for developing a GEEG performance incentive plan.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	65.0%	2.75	50.0%	2.54	50.9%	2.55	1058	6.46
Former	69.2%	2.85	66.4%	2.76	66.7%	2.77	1371	5.20

χ² statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*$p < .05$ **$p < .01$). The Test Across Participation Groups presents the χ² statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Test Across Participation Groups							3086	84.26**
c. More time for the school to develop the school's GEEG performance incentive plan.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	58.9%	2.64	48.4%	2.52	49.0%	2.53	1037	3.47
Former	68.4%	2.82	61.7%	2.69	62.5%	2.70	1348	7.86*
Test Across Participation Groups							3005	45.77**

χ² statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ² statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please rate how much you agree that the following types of assistance would have improved your school's GEEG incentive plan (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).								
d. More school-based support to assist with the paperwork and other administrative demands when developing and managing the school's GEEG plan.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	74.5%	2.98	58.7%	2.66	59.6%	2.68	1026	12.68**
Former	73.6%	2.90	71.1%	2.82	71.4%	2.83	1321	3.18
Test Across Participation Groups							2953	37.58**
e. More technical expertise for the school to develop and use high quality measures for evaluating the performance of teachers and other staff members.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	64.2%	2.81	53.4%	2.57	53.9%	2.59	1027	11.28*
Former	72.7%	2.89	67.2%	2.78	67.9%	2.79	1327	6.62
Test Across Participation Groups							2992	56.92**
f. A clearer explanation of the performance criteria that must be used by the school to determine eligibility for a GEEG bonus award.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	68.4%	2.84	52.9%	2.59	53.7%	2.60	1067	11.03*
Former	77.1%	2.95	67.3%	2.78	68.5%	2.80	1370	10.31*
Test Across Participation Groups							3096	74.9**
g. Better support from district officials in developing and implementing the school's GEEG incentive plan.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	73.7%	2.89	52.6%	2.57	53.7%	2.58	1031	15.62**
Former	67.9%	2.83	67.7%	2.78	67.7%	2.78	1347	3.03
Test Across Participation Groups							3014	60.03**
h. Better support from the Texas Education Agency in developing and implementing the school's GEEG incentive plan.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	73.6%	2.91	53.0%	2.59	54.0%	2.60	1016	12.22**
Former	72.6%	2.90	67.2%	2.78	67.9%	2.80	1315	4.44
Test Across Participation Groups							2954	60.20**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

To what extent do you agree or disagree with the following statements (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)?								
a. Teachers in my school are aware that the school is not participating in the TEEG program during this 2008-09 school year.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Former	93.9%	3.06	91.3%	3.10	91.6%	3.09	920	4.46
b. I understand why the school is ineligible to participate in the TEEG program during this 2008-09 school year.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Former	75.6%	2.82	75.3%	2.83	75.3%	2.83	920	2.50
c. I am disappointed that I can not earn a TEEG bonus award for my performance during this 2008-09 school year.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Former	69.5%	2.79	69.3%	2.89	69.3%	2.88	920	7.82*
d. I believe it is fair that the school is ineligible to participate in the TEEG program during this 2008-09 school year.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Former	57.3%	2.54	49.8%	2.42	50.9%	2.44	920	3.44
e. I hope that the school will become eligible to participate in the TEEG program in future school years.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Former	79.4%	3.02	88.3%	3.23	87.1%	3.20	920	21.66**
f. I am adapting my professional practice this 2008-09 school year to improve the school's chances of becoming eligible for the TEEG program in future school years.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Former	63.4%	2.64	78.1%	2.96	76.0%	2.92	920	23.87**
g. I believe my efforts can contribute to the school's chances of becoming eligible for the TEEG program in future school years.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Former	77.9%	2.89	89.4%	3.14	87.7%	3.10	920	17.14**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that is currently operating in your school this 2008-09 school year (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).								
a. School personnel are aware that the school is participating in the TEEG program this 2008-09 school year.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	94.6%	3.27	97.2%	3.27	97.1%	3.27	749	2.29
b. I am glad that the school is participating in the TEEG program this 2008-09 school year.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	67.6%	2.84	93.7%	3.25	92.4%	3.23	749	43.80**
c. The TEEG incentive plan developed by my school is fair to teachers.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	43.2%	2.30	82.3%	2.99	80.4%	2.96	749	42.76**
d. I have a clear understanding of the performance criteria that I need to meet in order to earn a TEEG bonus award.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	83.8%	3.11	87.9%	3.09	87.7%	3.09	749	1.59
e. I do not believe that I can achieve the performance criteria established by my school's TEEG incentive plan.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	37.8%	2.32	20.2%	1.97	21.1%	1.99	749	10.95*
f. I believe that the performance criteria established by my school's TEEG incentive plan are worthy of extra pay.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	62.2%	2.65	85.1%	3.05	84.0%	3.03	749	17.82**
g. The size of the top bonus award in my school's TEEG incentive plan is not large enough to motivate me to try to earn the top award.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	37.8%	2.32	33.0%	2.25	33.2%	2.25	749	5.27
h. When participating in my school's TEEG incentive plan this year, I have confidence I will receive an incentive award for achieving performance criteria.								
	Received Award		No Award		Overall			

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	45.9%	2.35	90.9%	3.10	88.7%	3.07	749	71.70**

Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that is currently operating in your school this 2008-09 school year (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).

i. I am disappointed that my school is participating in the TEEG program this 2008-09 school year.

	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	48.6%	2.41	36.5%	2.22	37.1%	2.23	749	2.27

Please indicate the extent to which you agree or disagree with each of the following statements (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).

a. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.

	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	45.6%	2.49	34.5%	2.27	35.1%	2.28	1161	9.85*
Former	56.9%	2.71	50.3%	2.54	51.1%	2.56	1490	8.75*
Test Across Participation Groups							2954	60.20**

b. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.

	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	82.4%	2.96	89.1%	3.04	88.7%	3.04	1161	3.01
Former	84.6%	2.98	88.3%	3.05	87.9%	3.04	1490	4.31
Test Across Participation Groups							3545	0.60

c. If I really try hard, I can get through to even the most difficult or unmotivated students.

	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	67.6%	2.78	88.7%	3.15	87.4%	3.13	1161	30.23**
Former	80.3%	3.01	83.9%	3.06	83.4%	3.06	1490	3.07
Test Across Participation Groups							3545	10.53*

Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about your principal's leadership (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)? The principal at my school …

a. Clearly communicates expected standards for instruction in my classroom.

	Received Award		No Award		Overall			

χ² statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*$p < .05$ **$p < .01$). The Test Across Participation Groups presents the χ² statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	79.4%	2.96	92.3%	3.22	91.6%	3.20	1161	15.12**
Former	81.9%	2.97	89.7%	3.16	88.7%	3.14	1490	13.70**
Test Across Participation Groups							3545	15.64**

Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about your principal's leadership (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)? The principal at my school …

b. Carefully tracks student academic progress.

	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	72.1%	2.88	91.1%	3.21	90.0%	3.19	1161	32.54**
Former	81.4%	2.98	88.9%	3.13	87.9%	3.11	1490	10.95*
Test Across Participation Groups							3545	10.83*

c. Knows what is going on in my classroom.

	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	66.2%	2.78	87.2%	3.14	86.0%	3.12	1161	28.26**
Former	69.1%	2.77	83.6%	3.04	81.8%	3.01	1490	27.69**
Test Across Participation Groups							3545	16.49**

d. Encourages teachers to raise test scores.

	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	83.8%	3.09	96.4%	3.37	95.7%	3.35	1161	44.3**
Former	92.0%	3.21	94.8%	3.33	94.4%	3.32	1490	6.27
Test Across Participation Groups							3545	7.33

e. Actively monitors the quality of instruction in the school.

	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	76.5%	2.94	90.9%	3.23	90.1%	3.21	1161	26.81**
Former	75.0%	2.94	87.3%	3.14	85.8%	3.11	1490	20.6**
Test Across Participation Groups							3545	16.15**

f. Works directly with teachers who are struggling to improve their instruction.

	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	64.7%	2.71	82.9%	3.08	81.8%	3.06	1161	22.62**
Former	66.5%	2.73	79.9%	2.98	78.2%	2.95	1490	19.34**
Test Across Participation Groups							3545	10.41*

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.
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g. Communicates a clear vision for our school.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	77.9%	2.93	92.0%	3.26	91.2%	3.24	1161	17.95**
Former	79.8%	2.97	90.7%	3.24	89.3%	3.21	1490	24.79**
Test Across Participation Groups							3545	7.48

Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about your principal's leadership (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)? The principal at my school …

h. Evaluates teachers using criteria directly related to the school's improvement goals.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	75.0%	2.82	91.9%	3.22	90.9%	3.20	1161	28.78**
Former	78.2%	2.95	90.1%	3.18	88.6%	3.15	1490	23.63**
Test Across Participation Groups							3545	5.18

Think about teachers at your school this school year (2008-09). To what extent do you agree or disagree with the following statements about the teachers in your school (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)? Teachers in my school …

a. Feel responsible to help each other do their best.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	69.1%	2.81	86.2%	3.09	85.2%	3.08	1161	21.55**
Former	75.5%	2.88	84.7%	3.04	83.6%	3.02	1490	10.99*
Test Across Participation Groups							3545	12.19**

b. Expect students to complete every assignment.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	79.4%	2.96	94.1%	3.24	93.3%	3.22	1161	27.54**
Former	77.7%	2.99	91.3%	3.17	89.6%	3.15	1490	37.64**
Test Across Participation Groups							3545	18.93**

c. Seem more competitive than cooperative.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	38.2%	2.46	34.0%	2.30	34.3%	2.31	1161	4.82
Former	50.0%	2.51	38.2%	2.38	39.7%	2.40	1490	11.92**
Test Across Participation Groups							3545	18.58**

d. Encourage students to keep trying even when the work is challenging.

χ² statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ² statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.
Source: Results come from survey administered to personnel in select schools during fall of 2008.

	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	91.2%	3.21	96.9%	3.28	96.6%	3.27	1161	6.64
Former	89.4%	3.12	95.4%	3.23	94.6%	3.22	1490	14.27**
Test Across Participation Groups							3545	11.28*

Think about teachers at your school this school year (2008-09). To what extent do you agree or disagree with the following statements about the teachers in your school (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)? Teachers in my school …

e. Think it is important that all of their students do well in class.

	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	86.8%	3.16	95.0%	3.31	94.5%	3.30	1161	12.48**
Former	88.3%	3.12	94.5%	3.26	93.8%	3.25	1490	19.43**
Test Across Participation Groups							3545	5.81

f. Do not really trust each other.

	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	44.1%	2.47	24.0%	2.04	25.2%	2.06	1161	34.74**
Former	38.3%	2.30	27.9%	2.16	29.2%	2.18	1490	9.60*
Test Across Participation Groups							3545	20.27**

g. Can be counted on to help out anywhere or anytime, even though it may not be part of their official assignment.

	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	60.3%	2.65	84.2%	3.04	82.8%	3.02	1161	25.83**
Former	65.4%	2.76	78.4%	2.94	76.8%	2.92	1490	16.84**
Test Across Participation Groups							3545	20.64**

To what extent do you agree or disagree with the following statements about the teachers in your school during this school year (2008-09) (1=Strongly Disagree, 2=Disagree, 3=Somewhat Disagree, 4=Somewhat Agree, 5=Agree, 6=Strongly Agree).

a. Teachers respect other teachers who take the lead in school improvement efforts.

	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Continuous	77.9%	4.15	90.7%	4.71	89.9%	4.67	1161	30.11**
Former	81.9%	4.34	87.3%	4.58	86.6%	4.55	1490	9.93
Test Across Participation Groups							3545	10.27

b. Many teachers openly express their professional views at faculty meetings.

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*$p < .05$ **$p < .01$). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

	Received Award		No Award		Overall		N	X²
Group	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	69.1%	3.93	83.1%	4.47	82.3%	4.44	1161	22.32**
Former	69.1%	4.00	82.6%	4.42	80.9%	4.37	1490	23.15**
Test Across Participation Groups							3545	2.39

χ² statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ² statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.
Source: Results come from survey administered to personnel in select schools during fall of 2008.

To what extent do you agree or disagree with the following statements about the teachers in your school during this school year (2008-09) (1=Strongly Disagree, 2=Disagree, 3=Somewhat Disagree, 4=Somewhat Agree, 5=Agree, 6=Strongly Agree).								

c. Most of my colleagues share my beliefs and values about what the central mission of the school should be.

Group	Received Award		No Award		Overall		N	X^2
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	69.1%	4.09	93.3%	4.77	91.9%	4.73	1161	65.09**
Former	85.6%	4.47	89.9%	4.63	89.4%	4.61	1490	7.85
Test Across Participation Groups							3545	10.88

d. Teachers at this school trust each other.

Group	Received Award		No Award		Overall		N	X^2
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	64.7%	3.68	84.1%	4.46	82.9%	4.42	1161	31.87**
Former	71.8%	3.98	80.5%	4.31	79.4%	4.27	1490	15.43**
Test Across Participation Groups							3545	22.68**

e. Teachers are willing to question one another's views on issues of teaching and learning.

Group	Received Award		No Award		Overall		N	X^2
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	69.1%	3.79	83.6%	4.47	82.8%	4.43	1161	43.93**
Former	69.7%	4.03	82.0%	4.36	80.4%	4.31	1490	17.90**
Test Across Participation Groups							3545	7.88

f. Teachers are expected to continually learn and seek out new ideas.

Group	Received Award		No Award		Overall		N	X^2
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	77.9%	4.32	95.1%	5.00	94.1%	4.96	1161	45.76**
Former	91.5%	4.71	94.4%	4.90	94.0%	4.87	1490	10.58
Test Across Participation Groups							3545	18.03**

g. Teachers are encouraged to take risks in order to improve their teaching.

Group	Received Award		No Award		Overall		N	X^2
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	64.7%	3.85	87.6%	4.66	86.2%	4.62	1161	44.61**
Former	72.9%	4.09	87.2%	4.56	85.4%	4.50	1490	37.40**
Test Across Participation Groups							3545	15.78**

h. Teachers typically go beyond their classroom teaching to address the needs of students.

Group	Received Award		No Award		Overall		N	X^2
	Agree	Mean	Agree	Mean	Agree	Mean		
Continuous	75.0%	4.26	92.5%	4.91	91.5%	4.87	1161	40.78**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Former	86.2%	4.55	90.5%	4.76	89.9%	4.73	1490	7.69
Test Across Participation Groups							3545	27.66**

χ² statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ² statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

To what extent do you agree or disagree with the following statements about the teachers in your school during this school year (2008-09) (1=Strongly Disagree, 2=Disagree, 3=Somewhat Disagree, 4=Somewhat Agree, 5=Agree, 6=Strongly Agree).								
i. Teachers do a good job of talking through views, opinions, and values.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	72.1%	4.01	91.2%	4.77	90.1%	4.73	1161	43.67**
Former	81.4%	4.35	88.3%	4.63	87.4%	4.59	1490	16.02**
Test Across Participation Groups							3545	24.57**

The GEEG incentive program ended with the close of the last school year (2007-08). Compared to last year, how much have the following aspects of your teaching experience and practice changed (1=Decreased Greatly, 2=Decreased Moderately, 3=Decreased Minimally, 4=No Change, 5=Increased Minimally, 6=Increased Moderately, 7=Increased Greatly)?								
a. Your enthusiasm for teaching								
	Received Award		No Award		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Continuous	32.3%	4.06	45.6%	4.86	44.9%	4.81	1146	39.17**
Former	31.2%	4.27	45.3%	4.85	43.6%	4.77	1481	33.90**
Test Across Participation Groups							3189	2.86
b. The time you spend teaching non-TAKS subjects.								
	Received Award		No Award		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Continuous	20.0%	3.97	29.7%	4.41	29.1%	4.38	1146	14.51*
Former	25.3%	4.19	29.9%	4.42	29.3%	4.39	1481	11.84
Test Across Participation Groups							3189	1.70
c. Pressure applied by your administrator(s)								
	Received Award		No Award		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Continuous	58.5%	5.25	48.3%	4.89	48.9%	4.91	1146	25.41**
Former	51.6%	5.05	50.7%	4.97	50.8%	4.98	1481	29.87**
Test Across Participation Groups							3189	4.09
d. The time you spend in professional development								
	Received Award		No Award		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Continuous	33.8%	4.12	43.1%	4.69	42.6%	4.66	1146	43.01**
Former	32.8%	4.47	44.9%	4.73	43.4%	4.69	1481	12.38
Test Across Participation Groups							3189	6.92

χ² statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*$p < .05$ **$p < .01$). The Test Across Participation Groups presents the χ² statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

The GEEG incentive program ended with the close of the last school year (2007-08). Compared to last year, how much have the following aspects of your teaching experience and practice changed (1=Decreased Greatly, 2=Decreased Moderately, 3=Decreased Minimally, 4=No Change, 5=Increased Minimally, 6=Increased Moderately, 7=Increased Greatly)?								
e. Your enjoyment of teaching								
	Received Award		No Award		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Continuous	26.2%	3.80	43.7%	4.74	42.7%	4.69	1146	53.15**
Former	30.6%	4.23	44.9%	4.77	43.1%	4.71	1481	29.79**
Test Across Participation Groups							3189	2.13
f. The time you spend providing supplemental services or tutoring to students								
	Received Award		No Award		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Continuous	40.0%	4.52	50.1%	4.89	49.6%	4.87	1146	18.15**
Former	33.3%	4.53	49.7%	4.92	47.7%	4.87	1481	23.75**
Test Across Participation Groups							3189	2.30
g. The likelihood that you will leave the teaching profession								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	30.8%	4.45	14.3%	3.75	15.3%	3.79	1146	23.97**
Former	22.0%	4.17	18.3%	3.79	18.8%	3.84	1481	18.45**
Test Across Participation Groups							3189	9.16

Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Governor's Educator Excellence Grants (GEEG) (1=None, 2=Low, 3=Moderate, 4=High) (% Agree represents % of respondents who rank the following as Moderate or High Importance).								
a. Time spent in professional development.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	63.5%	2.75	85.3%	3.24	84.1%	3.22	1140	25.99**
Former	77.2%	3.07	85.7%	3.21	84.6%	3.19	1464	8.76*
Test Across Participation Groups							3465	1.01
b. High average test scores by students.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	75.4%	3.08	92.1%	3.42	91.2%	3.40	1142	25.41**
Former	85.3%	3.27	91.6%	3.40	90.8%	3.38	1470	8.55*
Test Across Participation Groups							3471	1.11

χ² statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ² statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

c. Improvements in students' test scores.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	87.5%	3.44	95.3%	3.66	94.8%	3.65	1140	16.41**
Former	89.1%	3.47	95.6%	3.64	94.8%	3.62	1467	23.63**
Test Across Participation Groups							3473	4.39

d. Performance evaluations by supervisors.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	70.8%	2.82	82.1%	3.19	81.5%	3.17	1133	14.57**
Former	72.0%	2.88	84.5%	3.21	82.9%	3.17	1456	25.31**
Test Across Participation Groups							3443	2.17

e. Performance evaluations by peers.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	49.2%	2.48	67.8%	2.81	66.7%	2.79	1129	9.63*
Former	58.0%	2.58	67.4%	2.80	66.2%	2.77	1434	9.62*
Test Across Participation Groups							3410	2.35

f. Independent evaluation of teaching portfolios.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	50.0%	2.48	68.1%	2.84	67.1%	2.82	1115	10.58*
Former	62.6%	2.69	71.8%	2.89	70.6%	2.87	1424	7.52
Test Across Participation Groups							3376	6.70

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Governor's Educator Excellence Grants (GEEG(1=None, 2=Low, 3=Moderate, 4=High) (% Agree represents % of respondents who rank the following as Moderate or High Importance).								
g. Independent evaluations of students' work (e.g., portfolios).								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	55.6%	2.57	76.9%	3.07	75.7%	3.04	1135	17.52**
Former	69.2%	2.79	78.9%	3.06	77.6%	3.03	1440	16.35**
Test Across Participation Groups							3426	7.12
h. Student evaluations of teaching performance.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	42.2%	2.34	64.0%	2.76	62.8%	2.74	1123	12.32**
Former	57.4%	2.55	66.2%	2.78	65.1%	2.75	1429	9.41*
Test Across Participation Groups							3396	4.25
i. Collaboration with faculty and staff.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	78.1%	3.08	91.4%	3.50	90.7%	3.48	1138	26.69**
Former	86.4%	3.26	90.5%	3.42	90.0%	3.40	1463	7.54
Test Across Participation Groups							3467	9.29*
j. Working with students outside of class time.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	71.9%	2.95	86.6%	3.32	85.8%	3.30	1139	12.28**
Former	78.5%	3.08	85.4%	3.28	84.5%	3.25	1453	7.90*
Test Across Participation Groups							3455	0.53
k. Efforts to involve parents in students' education.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	68.8%	2.97	86.3%	3.35	85.3%	3.33	1142	16.16**
Former	79.4%	3.12	84.7%	3.31	84.1%	3.29	1450	8.40*
Test Across Participation Groups							3454	0.19
l. Serving as a Master Teacher.								
	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	56.3%	2.58	74.9%	2.96	73.8%	2.94	1101	13.65**

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

Former	72.5%	2.90	76.0%	3.01	75.6%	3.00	1420	3.05
Test Across Participation Groups							3329	6.55

χ^2 statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables.   "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.

Source: Results come from survey administered to personnel in select schools during fall of 2008.

| Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Governor's Educator Excellence Grants (GEEG) (1=None, 2=Low, 3=Moderate, 4=High) (% Agree represents % of respondents who rank the following as Moderate or High Importance). |||||||||

m. Mentoring other teachers.

	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	60.9%	2.66	79.6%	3.11	78.5%	3.09	1127	20.79**
Former	73.9%	3.05	80.1%	3.13	79.3%	3.12	1439	4.55
Test Across Participation Groups							3405	8.95*

n. National Board for Professional Teaching Standards (NBPTS) certification.

	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	59.6%	2.70	70.7%	2.94	70.1%	2.93	1058	3.83
Former	63.5%	2.75	74.0%	2.98	72.6%	2.95	1371	9.16*
Test Across Participation Groups							3219	3.59

o. Parent satisfaction with teacher.

	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	56.3%	2.58	68.8%	2.91	68.1%	2.90	1134	6.94
Former	64.5%	2.77	74.2%	2.96	72.9%	2.94	1445	7.78
Test Across Participation Groups							3423	11.22*

p. Teaching in hard-to-staff fields.

	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	72.6%	3.03	84.5%	3.24	83.8%	3.23	1101	6.32
Former	81.6%	3.09	84.6%	3.25	84.2%	3.23	1397	6.60
Test Across Participation Groups							3304	0.20

q. Teaching in hard-to-staff school.

	Received Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Continuous	77.0%	3.11	82.8%	3.25	82.5%	3.24	1095	1.94
Former	80.5%	3.10	85.0%	3.26	84.4%	3.24	1395	5.70
Test Across Participation Groups							3296	3.81

χ² statistic tests if there is a relationship between the distribution of responses within a participation group across incentive award status (*$p < .05$ **$p < .01$). The Test Across Participation Groups presents the χ² statistic that tests if there is a relationship between participation group and the distribution of responses, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses were treated as missing values and are not counted in the frequency tables.
Source: Results come from survey administered to personnel in select schools during fall of 2008.

Fall 2007 to Fall 2008 Survey Results

Additionally, longitudinal statistics comparing the responses from the fall 2007 and fall 2008 survey administrations are presented in this section. These statistics are presented as a single crosstab with survey year (fall 2007 vs. fall 2008) as the variable crossed with, once again, the relevant Participation Groups (i.e., Continuous and Former).

Please indicate the extent to which you agree or disagree with each general statement about incentive pay that could be awarded in addition to base pay (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).								
Question	Participation Group	Fall 2007			Fall 2008			
		N	Agree	Mean	N	Agree	Mean	X²
Incentive pay for teachers based on overall performance at the school is a positive change to teacher pay practices.	Continuous	1420	83.1%	3.06	1427	82.2%	3.04	0.74
	Former	1903	81.6%	3.05	1880	79.2%	2.99	9.15*
	TOTAL	3323	82.2%	3.05	3307	80.5%	3.01	8.07*
Incentive pay for teachers based on group performance (i.e., grade-level, department, interdisciplinary team) is a positive change to teacher pay practices.	Continuous	1420	72.7%	2.85	1427	70.6%	2.83	1.88
	Former	1903	71.2%	2.85	1880	68.7%	2.77	12.5**
	TOTAL	3323	71.8%	2.85	3307	69.5%	2.80	7.87*
Incentive pay for teachers based on individual teacher performance is a positive change to teacher pay practices.	Continuous	1420	71.5%	2.88	1427	70.1%	2.84	2.66
	Former	1903	70.9%	2.88	1880	67.2%	2.78	21.16**
	TOTAL	3323	71.2%	2.88	3307	68.5%	2.81	20.71**
Incentive pay for administrators based on overall performance at the school is a positive change to administrator pay practices.	Continuous	1420	75.7%	2.87	1427	77.7%	2.92	3.1
	Former	1903	75.7%	2.87	1880	74.1%	2.82	5.29
	TOTAL	3323	75.7%	2.87	3307	75.7%	2.86	0.79

Please indicate the extent to which you agree or disagree with each general statement about incentive pay and its potential impact on schools (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).								
Question	Participation Group	Fall 2007			Fall 2008			
		N	Agree	Mean	N	Agree	Mean	X²
Rewarding teachers based on their students' performance will destroy the collaborative culture of teaching.	Continuous	1419	38.1%	2.35	1427	35.3%	2.32	2.95
	Former	1903	41.6%	2.41	1880	41.6%	2.42	12.18**
	TOTAL	3322	40.1%	2.38	3307	38.9%	2.38	9.93*
Rewarding teachers based on their students' performance will cause teachers to work more effectively.	Continuous	1420	67.5%	2.79	1427	65.1%	2.73	6.57
	Former	1903	63.8%	2.72	1880	65.4%	2.72	15.35**
	TOTAL	3323	65.4%	2.75	3307	65.3%	2.72	17.94**
Rewarding teachers based on their students' performance will attract more effective teachers into the profession.	Continuous	1420	61.0%	2.67	1427	56.1%	2.60	7.24
	Former	1903	58.4%	2.64	1880	58.2%	2.63	2.47
	TOTAL	3323	59.5%	2.65	3307	57.3%	2.62	5.57

Rewarding teachers based on their students' performance will help retain more effective teachers in the profession.	Continuous	1420	67.0%	2.78	1427	63.1%	2.70	5.68
	Former	1903	63.8%	2.75	1880	63.6%	2.72	7.25
	TOTAL	3323	65.2%	2.76	3307	63.4%	2.71	9.42*

Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Governor's Educator Excellence Grants (GEEG) (1=Not Important, 2=Low Importance, 3=Moderate Importance, 4=High Importance).

Question	Participation Group	Fall 2007			Fall 2008			
		N	Moderate to High	Mean	N	Moderate or High	Mean	X^2
Time spent in professional development.	Continuous	1420	75.1%	2.96	1393	84.8%	3.21	70.26**
	Former	1903	75.0%	2.97	1837	85.5%	3.23	92.52**
	TOTAL	3323	75.0%	2.97	3230	85.2%	3.22	161.89**
High average test scores by students.	Continuous	1420	86.8%	3.24	1396	91.4%	3.39	32.31**
	Former	1903	84.7%	3.21	1840	91.0%	3.38	54.49**
	TOTAL	3323	85.6%	3.22	3236	91.2%	3.38	86.24**
Improvements in students' test scores.	Continuous	1420	92.1%	3.42	1395	95.1%	3.64	95.89**
	Former	1903	91.6%	3.41	1841	94.8%	3.62	99.26**
	TOTAL	3323	91.8%	3.42	3236	95.0%	3.63	192.6**
Performance evaluations by supervisors.	Continuous	1420	77.0%	2.98	1385	82.3%	3.17	51.94**
	Former	1903	76.4%	2.96	1828	83.2%	3.18	76.91**
	TOTAL	3323	76.6%	2.97	3213	82.8%	3.18	126.29**
Performance evaluations by peers.	Continuous	1420	56.9%	2.52	1382	66.8%	2.79	58.98**
	Former	1903	58.9%	2.57	1803	67.9%	2.81	66.92**
	TOTAL	3323	58.0%	2.55	3185	67.4%	2.80	125.63**
Independent evaluation of teaching portfolios.	Continuous	1420	58.9%	2.57	1364	68.3%	2.83	58.74**
	Former	1903	60.1%	2.61	1789	71.9%	2.89	87.44**
	TOTAL	3323	59.6%	2.59	3153	70.3%	2.87	142.51**
Independent evaluations of students' work (e.g., portfolios).	Continuous	1420	64.4%	2.70	1385	76.2%	3.04	96.59**
	Former	1903	66.7%	2.73	1811	78.6%	3.05	113.01**
	TOTAL	3323	65.7%	2.72	3196	77.5%	3.04	208.64**
Student evaluations of teaching performance.	Continuous	1420	51.3%	2.43	1383	63.0%	2.74	69.01**
	Former	1903	54.5%	2.49	1795	66.1%	2.78	84.45**
	TOTAL	3323	53.1%	2.46	3178	64.7%	2.77	152.71**
Collaboration with faculty and staff.	Continuous	1420	82.4%	3.10	1394	90.2%	3.46	165.39**
	Former	1903	79.7%	3.07	1837	90.5%	3.41	192.43**
	TOTAL	3323	80.9%	3.08	3231	90.3%	3.43	342.94**
Working with students outside of class time.	Continuous	1420	76.8%	3.01	1392	85.1%	3.27	67.48**
	Former	1903	78.7%	3.04	1827	84.8%	3.27	81.63**
	TOTAL	3323	77.9%	3.03	3219	84.9%	3.27	147.97**
Efforts to involve parents in students' education.	Continuous	1420	74.7%	2.97	1397	85.3%	3.33	119.9**
	Former	1903	76.1%	3.00	1823	84.4%	3.31	131.08**
	TOTAL	3323	75.5%	2.99	3220	84.8%	3.32	249.3**
Serving as a Master Teacher.	Continuous	1420	65.2%	2.73	1343	74.3%	2.95	37.26**
	Former	1903	66.0%	2.73	1760	76.0%	3.00	81.16**
	TOTAL	3323	65.7%	2.73	3103	75.3%	2.98	115.41**
Mentoring other teachers.	Continuous	1420	69.2%	2.83	1372	78.4%	3.08	52.55**
	Former	1903	70.9%	2.86	1801	80.0%	3.14	93.61**
	TOTAL	3323	70.2%	2.85	3173	79.3%	3.11	144.5**

		Fall 2007			Fall 2008			
	Participation Group	N	Agree	Mean	N	Agree	Mean	X²
National Board for Professional Teaching Standards (NBPTS) certification.	Continuous	1420	62.4%	2.69	1285	71.8%	2.96	52.6**
	Former	1903	64.7%	2.74	1723	74.0%	2.99	66.18**
	TOTAL	3323	63.7%	2.72	3008	73.1%	2.98	117.26**
Parent satisfaction with teacher.	Continuous	1420	56.2%	2.55	1380	69.3%	2.91	90.51**
	Former	1903	58.2%	2.60	1809	73.2%	2.95	124.02**
	TOTAL	3323	57.4%	2.58	3189	71.5%	2.94	207.12**
Teaching in hard-to-staff fields.	Continuous	1420	74.0%	2.93	1338	84.4%	3.25	81.65**
	Former	1903	75.1%	2.98	1747	84.4%	3.24	78.13**
	TOTAL	3323	74.6%	2.96	3085	84.4%	3.24	156.72**
Teaching in hard-to-staff school.	Continuous	1420	74.1%	2.94	1331	83.5%	3.26	89.77**
	Former	1903	75.7%	3.00	1745	85.4%	3.27	84.34**
	TOTAL	3323	75.0%	2.97	3076	84.6%	3.26	168.64**

Please indicate the extent to which you agree or disagree with each statement about the GEEG incentive plan that operated in your school (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).

Question	Participation Group	Fall 2007			Fall 2008			
		N	Agree	Mean	N	Agree	Mean	X²
The GEEG incentive plan had negative effects on my school.	Continuous	1420	26.3%	2.16	1267	24.5%	2.09	22.07**
	Former	1903	34.6%	2.29	1685	30.4%	2.19	32.63**
	TOTAL	3323	31.1%	2.23	2952	27.9%	2.15	53.96**
The GEEG incentive plan in my school did a good job of distinguishing effective from ineffective teachers at my school.	Continuous	1420	45.8%	2.41	1201	43.4%	2.40	21.34**
	Former	1903	39.3%	2.29	1585	44.4%	2.39	27.64**
	TOTAL	3323	42.1%	2.34	2786	44.0%	2.40	38.41**
The GEEG incentive plan caused resentment among teachers at my school.	Continuous	1420	37.0%	2.32	1228	38.6%	2.36	11.74**
	Former	1903	45.7%	2.48	1633	47.2%	2.51	18.85**
	TOTAL	3323	42.0%	2.41	2861	43.5%	2.44	29.72**
The GEEG incentive plan did not affect my teaching practices or professional behaviors.	Continuous	1420	75.0%	2.94	1314	73.4%	2.97	18.13**
	Former	1903	77.2%	2.99	1741	75.2%	2.96	4.96
	TOTAL	3323	76.3%	2.97	3055	74.4%	2.97	16.38**

Please indicate the extent to which you agree or disagree with each statement about the GEEG incentive plan that operated in your school (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).

Question	Participation Group	Fall 2007			Fall 2008			
		N	Agree	Mean	N	Agree	Mean	X²
The GEEG incentive plan developed by my school was fair to teachers.	Continuous	1420	74.1%	2.85	1275	73.6%	2.84	9.91*
	Former	1903	66.1%	2.70	1669	65.7%	2.69	3.55
	TOTAL	3323	69.5%	2.76	2944	69.2%	2.76	11.87**
I had a clear understanding of the performance criteria that I needed to meet in order to earn a GEEG bonus award.	Continuous	1420	82.0%	2.99	1301	89.3%	3.12	42.23**
	Former	1903	78.3%	2.91	1711	82.8%	2.98	13.96**
	TOTAL	3323	79.9%	2.94	3012	85.6%	3.04	47.73**

I did not believe that I could achieve the performance criteria established by my school's GEEG incentive plan.	Continuous	1420	17.3%	1.98	1264	21.4%	2.07	11.99**
	Former	1903	19.4%	2.04	1635	25.4%	2.16	22.45**
	TOTAL	3323	18.5%	2.01	2899	23.7%	2.12	32.47**
I believe that the performance criteria established by my school's GEEG incentive plan were worthy of extra pay.	Continuous	1420	79.5%	2.94	1257	82.9%	3.02	8.59*
	Former	1903	78.6%	2.89	1642	80.8%	2.96	7.7
	TOTAL	3323	79.0%	2.91	2899	81.7%	2.98	15.82**
The size of the top bonus award in my school's GEEG incentive plan was not large enough to motivate me to try to earn the top award.	Continuous	1419	27.9%	2.23	1184	32.3%	2.28	11.17*
	Former	1903	30.2%	2.25	1557	35.5%	2.31	15.69**
	TOTAL	3322	29.2%	2.24	2741	34.1%	2.30	26.41**

Please indicate the extent to which you agree or disagree with each of the following statements (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree).								
Question	Participation Group	Fall 2007			Fall 2008			
		N	Agree	Mean	N	Agree	Mean	X^2
A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.	Continuous	1420	35.3%	2.31	1427	37.3%	2.32	25.39**
	Former	1903	46.5%	2.48	1880	52.9%	2.60	58.88**
	TOTAL	3323	41.7%	2.41	3307	46.2%	2.48	81.5**
If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.	Continuous	1420	88.5%	3.01	1427	88.5%	3.04	10.09*
	Former	1903	88.5%	3.01	1880	88.4%	3.04	23.09**
	TOTAL	3323	88.5%	3.01	3307	88.4%	3.04	32.49**
If I really try hard, I can get through to even the most difficult or unmotivated students.	Continuous	1420	85.3%	3.06	1427	86.8%	3.12	25.6**
	Former	1903	82.6%	3.03	1880	83.2%	3.04	2.13
	TOTAL	3323	83.7%	3.04	3307	84.7%	3.08	18.72**

Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about your principal's leadership (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)?								
The principal at my school …	Participation Group	Fall 2007			Fall 2008			
		N	Agree	Mean	N	Agree	Mean	X^2
Clearly communicates expected standards for instruction in my classroom.	Continuous	1420	92.9%	3.26	1427	92.9%	3.23	2.18
	Former	1903	89.5%	3.16	1880	88.9%	3.14	2.69
	TOTAL	3323	90.9%	3.20	3307	90.6%	3.18	3.23
Carefully tracks student academic progress.	Continuous	1420	92.3%	3.27	1427	90.8%	3.22	6.22
	Former	1903	88.1%	3.12	1880	88.0%	3.12	1.44
	TOTAL	3323	89.9%	3.19	3307	89.2%	3.16	4.4
Knows what is going on in my	Continuous	1420	86.4%	3.14	1427	86.9%	3.15	0.27

classroom.	Former	1903	82.9%	3.05	1880	81.9%	3.01	2.76
	TOTAL	3323	84.4%	3.08	3307	84.1%	3.07	1.09
Encourages teachers to raise test scores.	Continuous	1420	94.6%	3.36	1427	95.9%	3.37	6.76
	Former	1903	94.2%	3.30	1880	94.5%	3.31	0.42
	TOTAL	3323	94.4%	3.33	3307	95.1%	3.34	3.45
Actively monitors the quality of instruction in the school.	Continuous	1420	90.2%	3.22	1427	90.8%	3.23	0.56
	Former	1903	86.3%	3.13	1880	85.9%	3.12	1.02
	TOTAL	3323	88.0%	3.17	3307	88.0%	3.17	0.51
Works directly with teachers who are struggling to improve their instruction.	Continuous	1420	82.8%	3.05	1427	83.4%	3.08	1.26
	Former	1903	77.3%	2.95	1880	78.7%	2.96	3.79
	TOTAL	3323	79.7%	2.99	3307	80.7%	3.01	2.02
Communicates a clear vision for our school.	Continuous	1420	92.6%	3.31	1427	92.0%	3.27	3.71
	Former	1903	88.5%	3.20	1880	89.4%	3.21	1.07
	TOTAL	3323	90.2%	3.25	3307	90.5%	3.23	2.76
Evaluates teachers using criteria directly related to the school's improvement goals.	Continuous	1420	91.9%	3.24	1427	91.7%	3.22	3.11
	Former	1903	89.8%	3.16	1880	89.3%	3.16	0.54
	TOTAL	3323	90.7%	3.20	3307	90.3%	3.18	1.54

To what extent do you agree or disagree with the following statements about the teachers in your school during this school year (2008-09) (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)?

Teachers in my school …	Participation Group	Fall 2007			Fall 2008			
		N	Agree	Mean	N	Agree	Mean	X²
Feel responsible to help each other do their best.	Continuous	1420	86.9%	3.14	1427	85.4%	3.07	8.67*
	Former	1903	82.8%	3.05	1880	83.6%	3.01	15.26**
	TOTAL	3323	84.5%	3.09	3307	84.4%	3.04	20.89**
Expect students to complete every assignment.	Continuous	1420	91.3%	3.19	1427	93.1%	3.21	12.29**
	Former	1903	90.0%	3.16	1880	89.7%	3.15	1.88
	TOTAL	3323	90.6%	3.17	3307	91.2%	3.18	1.73
Seem more competitive than cooperative.	Continuous	1420	27.3%	2.22	1427	35.6%	2.33	23.27**
	Former	1903	28.6%	2.24	1880	38.7%	2.39	51.82**
	TOTAL	3323	28.1%	2.23	3307	37.3%	2.36	68.91**
Encourage students to keep trying even when the work is challenging.	Continuous	1420	96.3%	3.26	1427	96.6%	3.28	1.5
	Former	1903	93.4%	3.21	1880	94.5%	3.22	3.07
	TOTAL	3323	94.6%	3.23	3307	95.4%	3.24	2.7
Think it is important that all of their students do well in class.	Continuous	1420	96.3%	3.33	1427	94.8%	3.31	3.59
	Former	1903	92.7%	3.27	1880	93.7%	3.25	5.97
	TOTAL	3323	94.2%	3.29	3307	94.2%	3.27	2.61

Do not really trust each other.	Continuous	1420	19.9%	2.01	1427	25.9%	2.08	16.93**
	Former	1903	22.4%	2.06	1880	29.3%	2.18	37.79**
	TOTAL	3323	21.3%	2.04	3307	27.8%	2.14	48.34**
Can be counted on to help out anywhere or anytime, even though it may not be part of their official assignment.	Continuous	1420	83.5%	3.06	1427	82.5%	3.00	8.89*
	Former	1903	77.9%	2.96	1880	77.4%	2.92	11.3*
	TOTAL	3323	80.3%	3.00	3307	79.6%	2.96	11.91**

**Governor's Educator Excellence Grant (GEEG) Fall 2008 Survey
Schools Eligible for TEEG Cycle 3**

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 Governor's Educator Excellence Grant (GEEG) program. This survey will help us learn about teachers' perceptions about and experiences with performance incentive pay and the GEEG program, specifically.

We recognize that you may have filled out a similar survey during the fall 2007 semester, but it is important that you again complete this fall 2008 survey. This is the final fall survey that you will be expected to complete as a GEEG program participant. A final spring survey will be administered this spring 2009 semester. Gathering teacher feedback throughout the duration of the GEEG program enables us to better understand teachers' experiences over time.

It is okay if your answers have changed from last school year. We ask that you not try to remember how you responded last time in order to answer the same way again; rather, please indicate how you feel now. If this is your first time to participate in this survey, we encourage you to participate at this time.

We appreciate your contribution to this study and know that your feedback provides important insight for policymakers and educators in this state. We remind you that this survey is voluntary and that all responses will remain entirely confidential; no identifying information will be included in published reports and papers on this project.

If you have any questions, please contact the following persons indicated below.

For technical questions about the online survey instrument:

Dr. Omar Lopez, NCPI	Dr. Jessica Lewis, NCPI
(512) 341-0351	(615) 322-5622
geeg@cpse-k16.com	jessica.l.lewis@vanderbilt.edu

ARE YOU FULL-TIME INSTRUCTIONAL SCHOOL PERSONNEL?

We want to survey all school personnel who are directly involved in delivering instruction, including classroom teachers, instructional aides, instructional specialists, and instructional coaches. Therefore, this survey should be completed by all "full-time instructional personnel", which includes the following:

(1) A classroom teacher who teaches an average of four hours per day in an academic or career and technology instructional setting focusing on the delivery of the Texas Essential Knowledge and Skills (TEKS).
(2) The term also includes teachers' assistants/instructional aides, instructional coaches and specialists directly involved in delivering instruction.
(3) Permanent substitutes can be included as survey respondents if they meet the above requirements of at least four hours per day of instructional work.

All personnel who meet this definition should participate regardless of their eligibility for Part 1 or Part 2 GEEG awards or the amount of award for which they are eligible.

1. How do you classify your MAIN position in your current school during this 2008-09 school year? Please select only one response below that most accurately describes your position.

   a. Regular full-time teacher (i.e., an educator who teaches in an academic setting or a career and technology setting for <u>not less than</u> an average of four hours each day.)
   b. Long-term substitute (i.e., your assignment requires that you fill the role of a "regular full-time teacher" – as defined above – on a long-term basis, but you are still considered a substitute.)
   c. Teacher aide
   d. Instructional specialists (e.g., curriculum coordinator, mentor teacher, literacy or math coach)

   If none of the positions listed above describes your main position in your current school during this 2008-09 school year, YOU SHOULD NOT COMPLETE THIS SURVEY. YOU MAY EXIT THE SURVEY AT THIS TIME.

Perceptions and Attitudes about Incentive Pay Programs

2. Please indicate the extent to which you agree or disagree with each general statement about incentive pay that could be awarded in addition to base pay.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Incentive awards should be <u>distributed evenly</u> to all teachers at the school**.**				
b. Incentive pay for <u>teachers</u> based on **overall performance at the school** is a positive change to teacher pay practices.				
c. Incentive pay for <u>teachers</u> based on **group performance** (i.e., grade-level, department, interdisciplinary team) is a positive change to teacher pay practices.				
d. Incentive pay for <u>teachers</u> based on **individual teacher performance** is a positive change to teacher pay practices.				
e. Incentive pay for <u>administrators</u> based on **overall performance at the school** is a positive change to administrator pay practices.				
f. Teachers should receive different incentive award amounts based on their **individual teaching performance.**				

3. Please indicate the extent to which you agree or disagree with each general statement about incentive pay and its potential impact on schools.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Rewarding teachers based on their students' performance will destroy the collaborative culture of teaching.				
b. Rewarding teachers based on their students' performance will cause teachers to work more effectively.				
c. Rewarding teachers based on their students' performance will attract more effective teachers into the profession.				
d. Rewarding teachers based on their students' performance will help retain more effective teachers in the profession.				

Perceptions and Attitudes about Your School's GEEG Plan

4. Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Governor's Educator Excellence Grants (GEEG).

	Importance				Do Not Know
	None	Low	Moderate	High	
a. Time spent in professional development					
b. High average test scores by students					
c. Improvements in students' test scores					
d. Performance evaluations by supervisors					
e. Performance evaluations by peers					
f. Independent evaluation of teaching portfolios					
g. Independent evaluations of students' work (e.g., portfolios)					
h. Student evaluations of teaching performance					
i. Collaboration with faculty and staff					
j. Working with students outside of class time					
k. Efforts to involve parents in students' education					
l. Serving as a Master Teacher					
m. Mentoring other teachers					
n. National Board for Professional Teaching Standards (NBPTS) certification					
o. Parent satisfaction with teacher					
p. Teaching in hard-to-staff fields					
q. Teaching in hard-to-staff school					

5. Please indicate the extent to which you agree or disagree with each statement about the GEEG incentive plan that operated in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. The GEEG incentive plan had negative effects on my school.					
b. The GEEG incentive plan in my school did a good job of distinguishing effective from ineffective teachers at my school.					
c. The GEEG incentive plan caused resentment among teachers at my school.					
d. The GEEG incentive plan did not affect my teaching practices or professional behaviors.					
e. The GEEG incentive plan at my school helped teachers feel more satisfied with their jobs.					
f. The GEEG incentive plan at my school contributed to improvements in the quality of professional development offered to teachers.					
g. The GEEG incentive plan at my school helped improve teaching practices.					
h. The GEEG incentive plan at my school helped increase student learning.					

6. Were you employed at this school during the 2007-08 school year?

   ☐ If yes, please click here (proceed with question 6; if not checked continue to question 7)

The GEEG incentive program ended with the close of the last school year (2007-08). Compared to last year, how much have the following aspects of your teaching experience and practice changed?

	Decreased Greatly	Decreased Moderately	Decreased Minimally	No Change	Increased Minimally	Increased Moderately	Increased Greatly
a. Your enthusiasm for teaching							
b. The time you spend teaching non-TAKS subjects.							
c. Pressure applied by your administrator(s)							
d. The time you spend in professional development							
e. Your enjoyment of teaching							
f. The time you spend providing supplemental services or tutoring to students							
g. The likelihood that you will leave the teaching profession							

7. Please indicate the extent to which you agree or disagree with each statement about the GEEG incentive plan that operated in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. The GEEG incentive plan developed by my school was fair to teachers.					
b. I had a clear understanding of the performance criteria that I needed to meet in order to earn a GEEG bonus award.					
c. I did not believe that I could achieve the performance criteria established by my school's GEEG incentive plan.					
d. I believe that the performance criteria established by my school's GEEG incentive plan were worthy of extra pay.					
e. The size of the top bonus award in my school's GEEG incentive plan was not large enough to motivate me to try to earn the top award.					
f. When participating in my school's GEEG incentive plan, I had confidence I would receive an incentive award for achieving performance criteria.					

8. Please rate how much you agree that the following types of assistance would have improved your school's GEEG incentive plan.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. A better explanation as to why the school was selected to participate in GEEG in the first place.					
b. A more thorough explanation of the guidelines for developing a GEEG performance incentive plan.					
c. More time to develop the school's GEEG performance incentive plan.					
d. More school-based administrative support to assist with the development and management of the school's GEEG plan.					
e. More technical expertise to develop and use high quality measures for evaluating the performance of teachers and other staff members.					
f. A clearer explanation of the performance					

	Strongly Disagree	Disagree	Agree	Strongly Agree
criteria used by the school to determine eligibility for a GEEG bonus award.				
g. Better support from district officials in developing and implementing the school's GEEG incentive plan.				
h. Better support from the Texas Education Agency in developing and implementing the school's GEEG incentive plan.				

Please provide any further ideas about ways in which your school's GEEG program experience could have been improved, if at all. _____
_____
_____

9. It is our understanding that your school is eligible to participate in another state-funded performance incentive program called the Texas Educator Excellence Grant (TEEG) during the 2008-09 school year. Are you aware that the school is eligible to participate in that program this 2008-09 school year?
   a. ☐ If "Yes, please click here (go to question 10; if not selected go to question 12)

10. Is your school participating in the TEEG program this 2008-09 school year?
    a. Yes (go to question 11)
    b. No (go to question 12)
    c. Do not know (go to question 12)

11. Please indicate the extent to which you agree or disagree with each statement about the TEEG incentive plan that is currently operating in your school this 2008-09 school year.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. School personnel are aware that the school is participating in the **TEEG** program this 2008-09 school year.				
b. I am glad that the school is participating in the **TEEG** program this 2008-09 school year.				
c. The **TEEG** incentive plan developed by my school is fair to teachers.				
d. I have a clear understanding of the performance criteria that I need to meet in order to earn a **TEEG** bonus award.				
e. I do <u>not</u> believe that I can achieve the performance criteria established by my school's **TEEG** incentive plan.				
f. I believe that the performance criteria established by my school's **TEEG** incentive plan are worthy of extra pay.				

	Strongly Disagree	Disagree	Agree	Strongly Agree
g. The size of the top bonus award in my school's **TEEG** incentive plan is <u>not</u> large enough to motivate me to try to earn the top award.				
h. When participating in my school's **TEEG** incentive plan this year, I have confidence I will receive an incentive award for achieving performance criteria.				
i. I am <u>not</u> looking forward to my school's participation in the **TEEG** program this 2008-09 school year.				

Teacher Attitudes and School Environment

12. Please indicate the extent to which you agree or disagree with each of the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.				
b. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.				
c. If I really try hard, I can get through to even the most difficult or unmotivated students.				

13. Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about your principal's leadership?

The principal at my school …	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Clearly communicates expected standards for instruction in my classroom.				
b. Carefully tracks student academic progress.				
c. Knows what is going on in my classroom.				
d. Encourages teachers to raise test scores.				
e. Actively monitors the quality of instruction in the school.				
f. Works directly with teachers who are struggling to improve their instruction.				
g. Communicates a clear vision for our school.				
h. Evaluates teachers using criteria directly related to the school's improvement goals.				

14. To what extent do you agree or disagree with the following statements about the teachers in your school during this school year (2008-09).

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
a. Teachers respect other teachers who take the lead in school improvement efforts.						
b. Many teachers openly express their professional views at faculty meetings.						
c. Most of my colleagues share my beliefs and values about what the central mission of the school should be.						
d. Teachers at this school trust each other.						
e. Teachers are willing to question one another's views on issues of teaching and learning.						
f. Teachers are expected to continually learn and seek out new ideas.						
g. Teachers are encouraged to take risks in order to improve their teaching.						
h. Teachers typically go beyond their classroom teaching to address the needs of students.						
i. Teachers do a good job of talking through views, opinions, and values.						

15. To what extent do you agree or disagree with the following statements about the teachers in your school during this school year (2008-09)?

Teachers in my school …	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Feel responsible to help each other do their best.				
b. Expect students to complete every assignment.				
c. Seem more competitive than cooperative.				
d. Encourage students to keep trying even when the work is challenging.				
e. Think it is important that all of their students do well in class.				
f. Do not really trust each other.				
g. Can be counted on to help out anywhere or anytime, even though it may not be part of their official assignment.				

Background Information

16. Including this year (2008-09), please indicate the number of years you have taught on a full-time basis.
    a. 1 year
    b. 2-3 years
    c. 4-9 years
    d. 10-14 years
    e. 15-19 years
    f. 20 or more years

17. Including this year (2008-09), please indicate the number of years you have taught on a full-time basis at this school.
    a. 1 year
    b. 2-3 years
    c. 4-9 years
    d. 10-14 years
    e. 15-19 years
    f. 20 or more years

18. Including this year (2008-09), please indicate the number of years that the current principal has served in the principal position at this school.
    a. 1 year
    b. 2-3 years
    c. 4-9 years
    d. 10-14 years
    e. 15-19 years
    f. 20 or more years
    g. Do not know

19. What is the highest degree you hold?
    a. Associate Degree
    b. Bachelor's Degree
    c. Master's Degree
    d. Doctorate or Professional Degree
    e. Other – please specify

    _____

20. What subjects do you teach this school year (2008-09)? (check all that apply)
    a. Arts and Music
    b. Bilingual Education
    c. English and Language Arts
    d. English as a Second Language
    e. Foreign Languages
    f. Gym, Physical Education
    g. Health Education
    h. Mathematics and Computer Science
    i. Natural Sciences
    j. Social Sciences
    k. Special Education
    l. Gifted and Talented
    m. Vocational/Technical Education
    n. Other

21. Do you teach in a subject and grade that is held accountable under the No Child Left Behind Act or Texas accountability system?
    a. Yes
    b. No
    c. Do not know

22. Are you male or female?
    a. Male
    b. Female

23. What is your race?
    a. White
    b. Black or African-American
    c. Hispanic or Latino
    d. Asian
    e. Native Hawaiian or Other Pacific Islander
    f. American Indian or Alaska Native
    g. Other

Teacher Compensation Information

24. What is your current annual teaching and extra duty salary (i.e., not including any GEEG or TEEG awards or other bonus or incentive pay)?
    a. $1 to $9,999
    b. $10,000 to $19,999
    c. $20,000 to $24,999
    d. $25,000 to $29,999
    e. $30,000 to $34,999
    f. $35,000 to $39,999
    g. $40,000 to $44,999
    h. $45,000 to $49,999
    i. $50,000 to $54,999
    j. $55,000 to $59,999
    k. $60,000 to $64,999
    l. $65,000 to $69,999
    m. $70,000 to $74,999
    n. $75,000 or more

25. Were you employed at this school during the previous school year (2007-08)?
    a. Yes (go to question 26)
    b. No (go to question 28)

26. Do you believe you will receive a GEEG bonus award this fall 2008 semester for your performance during the 2007-08 school year?
    a. Yes [go to question 27]
    b. No [go to question 28]
    c. Do not know [go to question 28]

27. How much of an award do you believe you will personally receive for your performance during the 2007-08 school year?
    a. $0
    b. $1 to $999
    c. $1,000 to $1,999
    d. $2,000 to $2,999
    e. $3,000 to $3,999
    f. $4,000 to $4,999
    g. $5,000 to $5,999
    h. $6,000 to $6,999
    i. $7,000 to $7,999
    j. $8,000 to $8,999
    k. $9,000 to $9,999
    l. $10,000 or more
    m. Do not know

28. Do you receive any bonus or incentive pay – <u>other than a GEEG award</u> – that is over and beyond that which is your annual teaching and extra duty salary?
    a. Yes
    b. No

29. Is there anything else that you would like to share about your experience with your school's GEEG program that you did not have the opportunity to convey in your survey responses above? If so, please use the space provided below.

    _____
    _____

Thank you for your participation! The survey is now complete.

Governor's Educator Excellence Grant (GEEG) Fall 2008 Survey
Schools Not Eligible for TEEG Cycle 3

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 Governor's Educator Excellence Grant (GEEG) program. This survey will help us learn about teachers' perceptions about and experiences with performance incentive pay and the GEEG program, specifically.

We recognize that you may have filled out a similar survey during the fall 2007 semester, but it is important that you again complete this fall 2008 survey. This is the final fall survey that you will be expected to complete as a GEEG program participant. A final spring survey will be administered this spring 2009 semester. Gathering teacher feedback throughout the duration of the GEEG program enables us to better understand teachers' experiences over time.

It is okay if your answers have changed from last school year. We ask that you not try to remember how you responded last time in order to answer the same way again; rather, please indicate how you feel now. If this is your first time to participate in this survey, we encourage you to participate at this time.

We appreciate your contribution to this study and know that your feedback provides important insight for policymakers and educators in this state. We remind you that this survey is voluntary and that all responses will remain entirely confidential; no identifying information will be included in published reports and papers on this project.

If you have any questions, please contact the following persons indicated below.

For technical questions about the online survey instrument:

Dr. Omar Lopez, NCPI	Dr. Jessica Lewis, NCPI
(512) 341-0351	(615) 322-5622
geeg@cpse-k16.com	jessica.l.lewis@vanderbilt.edu

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:

(4) 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).
(5) The term also includes teachers' assistants/instructional aides, instructional coaches and specialists directly involved in delivering instruction.
(6) Permanent substitutes can be included as survey respondents if they meet the above requirements of at least four hours per day of instructional work.

All personnel who meet this definition should participate regardless of their eligibility for Part 1 or Part 2 GEEG awards or the amount of award for which they are eligible.

1. How do you classify your MAIN position in your current school during this 2008-09 school year? Please select only one response below that most accurately describes your position.

    a. Regular full-time teacher (i.e., an educator who teaches in an academic setting or a career and technology setting for <u>not less than</u> an average of four hours each day.)
    b. Long-term substitute (i.e., your assignment requires that you fill the role of a "regular full-time teacher" – as defined above – on a long-term basis, but you are still considered a substitute.)
    c. Teacher aide
    d. Instructional specialists (e.g., curriculum coordinator, mentor teacher, literacy or math coach)

    If none of the positions listed above describes your main position in your current school during this 2008-09 school year, YOU SHOULD NOT COMPLETE THIS SURVEY. YOU MAY EXIT THE SURVEY AT THIS TIME.

Perceptions and Attitudes about Incentive Pay Programs

2. Please indicate the extent to which you agree or disagree with each general statement about incentive pay that could be awarded in addition to base pay.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Incentive awards should be <u>distributed evenly</u> to all teachers at the school**.**				
b. Incentive pay for <u>teachers</u> based on **overall performance at the school** is a positive change to teacher pay practices.				
c. Incentive pay for <u>teachers</u> based on **group performance** (i.e., grade-level, department, interdisciplinary team) is a positive change to teacher pay practices.				
d. Incentive pay for <u>teachers</u> based on **individual teacher performance** is a positive change to teacher pay practices.				
e. Incentive pay for <u>administrators</u> based on **overall performance at the school** is a positive change to administrator pay practices.				
f. Teachers should receive different incentive award amounts based on their **individual teaching performance.**				

3. Please indicate the extent to which you agree or disagree with each general statement about incentive pay and its potential impact on schools.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Rewarding teachers based on their students' performance will destroy the collaborative culture of teaching.				
b. Rewarding teachers based on their students' performance will cause teachers to work more effectively.				
c. Rewarding teachers based on their students' performance will attract more effective teachers into the profession.				
d. Rewarding teachers based on their students' performance will help retain more effective teachers in the profession.				

Perceptions and Attitudes about Your School's GEEG Plan

4. Please indicate how important you believe each factor is in determining awards provided to teachers in your school from the Governor's Educator Excellence Grants (GEEG).

	Importance				Do Not Know
	None	Low	Moderate	High	
a. Time spent in professional development					
b. High average test scores by students					
c. Improvements in students' test scores					
d. Performance evaluations by supervisors					
e. Performance evaluations by peers					
f. Independent evaluation of teaching portfolios					
g. Independent evaluations of students' work (e.g., portfolios)					
h. Student evaluations of teaching performance					
i. Collaboration with faculty and staff					
j. Working with students outside of class time					
k. Efforts to involve parents in students' education					
l. Serving as a Master Teacher					
m. Mentoring other teachers					
n. National Board for Professional Teaching Standards (NBPTS) certification					
o. Parent satisfaction with teacher					
p. Teaching in hard-to-staff fields					
q. Teaching in hard-to-staff school					

5. Please indicate the extent to which you agree or disagree with each statement about the GEEG incentive plan that operated in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. The GEEG incentive plan had negative effects on my school.					
b. The GEEG incentive plan in my school did a good job of distinguishing effective from ineffective teachers at my school.					
c. The GEEG incentive plan caused resentment among teachers at my school.					
d. The GEEG incentive plan did not affect my teaching practices or professional behaviors.					
e. The GEEG incentive plan at my school helped teachers feel more satisfied with their jobs.					
f. The GEEG incentive plan at my school contributed to improvements in the quality of professional development offered to teachers.					
g. The GEEG incentive plan at my school helped improve teaching practices.					
h. The GEEG incentive plan at my school helped increase student learning.					

6. The GEEG incentive program ended with the close of the last school year (2007-08). Compared to last year, how much have the following aspects of your teaching experience and practice changed?

If you were not employed at this school during the 2007-08 school year, please mark "Not applicable" below and proceed to question 7.

_____ Not applicable

	Decreased Greatly	Decreased Moderately	Decreased Minimally	No Change	Increased Minimally	Increased Moderately	Increased Greatly
a. Your enthusiasm for teaching							
b. The time you spend teaching non-TAKS subjects.							
c. Pressure applied by your administrator(s)							
d. The time you spend in professional development							
e. Your enjoyment of teaching							
f. The time you spend providing supplemental services or tutoring to students							
g. The likelihood that you will leave the teaching profession							

7. Please indicate the extent to which you agree or disagree with each statement about the GEEG incentive plan that operated in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. The GEEG incentive plan developed by my school was fair to teachers.					
b. I had a clear understanding of the performance criteria that I needed to meet in order to earn a GEEG bonus award.					
c. I did not believe that I could achieve the performance criteria established by my school's GEEG incentive plan.					
d. I believe that the performance criteria established by my school's GEEG incentive plan were worthy of extra pay.					
e. The size of the top bonus award in my school's GEEG incentive plan was not large enough to motivate me to try to earn the top award.					
f. When participating in my school's GEEG incentive plan, I had confidence I would receive an incentive award for achieving performance criteria.					

8. Please rate how much you agree that the following types of assistance would have improved your school's GEEG incentive plan.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know
a. A better explanation as to why the school was selected to participate in GEEG in the first place.					
b. A more thorough explanation of the guidelines for developing a GEEG performance incentive plan.					
c. More time to develop the school's GEEG performance incentive plan.					
d. More school-based administrative support to assist with the development and management of the school's GEEG plan.					
e. More technical expertise to develop and use high quality measures for evaluating the performance of teachers and other staff members.					

f. A clearer explanation of the performance criteria used by the school to determine eligibility for a GEEG bonus award.				
g. Better support from district officials in developing and implementing the school's GEEG incentive plan.				
h. Better support from the Texas Education Agency in developing and implementing the school's GEEG incentive plan.				

Please provide any further ideas about ways in which your school's GEEG program experience could have been improved, if at all. _____

_____

9. It is our understanding that your school is <u>not</u> eligible to participate in another state-funded performance incentive program called the Texas Educator Excellence Grant (TEEG) during the 2008-09 school year. Are you aware that the school is <u>not</u> eligible to participate in that program this 2008-09 school year?
   e. If "Yes", please click here (go to question 10; if not selected go to question 11)

10. To what extent do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Teachers in my school are aware that the school is not participating in the **TEEG** program during this 2008-09 school year.				
b. I understand <u>why</u> the school is ineligible to participate in the **TEEG** program during this 2008-09 school year.				
c. I am disappointed that I can not earn a **TEEG** bonus award for my performance during this 2008-09 school year.				
d. I believe it is fair that the school is ineligible to participate in the **TEEG** program during this 2008-09 school year.				
e. I hope that the school will become eligible to participate in the **TEEG** program in future school years.				
f. I am adapting my professional practice this 2008-09 school year to improve the school's chances of becoming eligible for the **TEEG** program in future school years.				
g. I believe my efforts can contribute to the school's chances of becoming eligible for the **TEEG** program in future school years.				

Teacher Attitudes and School Environment

11. Please indicate the extent to which you agree or disagree with each of the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.				
b. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.				
c. If I really try hard, I can get through to even the most difficult or unmotivated students.				

12. Think about the leadership that the principal at your school is providing this school year (2008-09). To what extent do you agree or disagree with each of the following statements about your principal's leadership?

The principal at my school …	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Clearly communicates expected standards for instruction in my classroom.				
b. Carefully tracks student academic progress.				
c. Knows what is going on in my classroom.				
d. Encourages teachers to raise test scores.				
e. Actively monitors the quality of instruction in the school.				
f. Works directly with teachers who are struggling to improve their instruction.				
g. Communicates a clear vision for our school.				
h. Evaluates teachers using criteria directly related to the school's improvement goals.				

13. To what extent do you agree or disagree with the following statements about the teachers in your school during this school year (2008-09).

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
a. Teachers respect other teachers who take the lead in school improvement efforts.						
b. Many teachers openly express their professional views at faculty meetings.						
c. Most of my colleagues share my beliefs and values about what the central mission of the school should be.						
d. Teachers at this school trust each other.						
e. Teachers are willing to question on another's views on issues of teaching and learning.						
f. Teachers are expected to continually learn and seek out new ideas.						
g. Teachers are encouraged to take risks in order to improve their teaching.						
h. Teachers typically go beyond their classroom teaching to address the needs of students.						
i. Teachers do a good job of talking through views, opinions, and values.						

14. Think about teachers at your school this school year (2008-09). To what extent do you agree or disagree with the following statements about the teachers in your school?

Teachers in my school …	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Feel responsible to help each other do their best.				
b. Expect students to complete every assignment.				
c. Seem more competitive than cooperative.				
d. Encourage students to keep trying even when the work is challenging.				
e. Think it is important that all of their students do well in class.				
f. Do not really trust each other.				
g. Can be counted on to help out anywhere or anytime, even though it may not be part of their official assignment.				

Background Information

15. Including this year (2008-09), please indicate the number of years you have taught on a full-time basis.
    a. 1 year
    b. 2-3 years
    c. 4-9 years
    d. 10-14 years
    e. 15-19 years
    f. 20 or more years

16. Including this year (2008-09), please indicate the number of years you have taught on a full-time basis <u>at this school</u>.
    a. 1 year
    b. 2-3 years
    c. 4-9 years
    d. 10-14 years
    e. 15-19 years
    f. 20 or more years

17. Including this year (2008-09), please indicate the number of years that the <u>current principal</u> has served in the principal position at this school.
  a. 1 year
  b. 2-3 years
  c. 4-9 years
  d. 10-14 years
  e. 15-19 years
  f. 20 or more years
  g. Do not know

18. What is the highest degree you hold?
  a. Associate Degree
  b. Bachelor's Degree
  c. Master's Degree
  d. Doctorate or Professional Degree
  e. Other – please specify

  _____

19. What subjects do you teach this school year (2008-09)? (check all that apply)
  a. Arts and Music
  b. Bilingual Education
  c. English and Language Arts
  d. English as a Second Language
  e. Foreign Languages
  f. Gym, Physical Education
  g. Health Education
  h. Mathematics and Computer Science
  i. Natural Sciences
  j. Social Sciences
  k. Special Education
  l. Gifted and Talented
  m. Vocational/Technical Education
  n. Other

20. Do you teach in a subject and grade that is held accountable under the No Child Left Behind Act or Texas accountability system?
  a. Yes
  b. No
  c. Do not know

21. Are you male or female?
  a. Male
  b. Female

22. What is your race?
    a. White
    b. Black or African-American
    c. Hispanic or Latino
    d. Asian
    e. Native Hawaiian or Other Pacific Islander
    f. American Indian or Alaska Native
    g. Other

Teacher Compensation Information

23. What is your current annual teaching and extra duty salary (i.e., not including any GEEG awards or other bonus or incentive pay)?
    a. $1 to $9,999
    b. $10,000 to $19,999
    c. $20,000 to $24,999
    d. $25,000 to $29,999
    e. $30,000 to $34,999
    f. $35,000 to $39,999
    g. $40,000 to $44,999
    h. $45,000 to $49,999
    i. $50,000 to $54,999
    j. $55,000 to $59,999
    k. $60,000 to $64,999
    l. $65,000 to $69,999
    m. $70,000 to $74,999
    n. $75,000 or more

24. Were you employed at this school during the previous school year (2007-08)?
    a. Yes (go to question 25)
    b. No (go to question 27)

25. Do you believe you will receive a GEEG bonus award this fall 2008 semester for your performance during the 2007-08 school year?
    a. Yes [go to question 26]
    b. No [go to question 27]
    c. Do not know [go to question 27]

26. How much of an award do you believe you will personally receive for your performance during the 2007-08 school year?
    a. $0
    b. $1 to $999
    c. $1,000 to $1,999
    d. $2,000 to $2,999
    e. $3,000 to $3,999
    f. $4,000 to $4,999
    g. $5,000 to $5,999
    h. $6,000 to $6,999
    i. $7,000 to $7,999
    j. $8,000 to $8,999
    k. $9,000 to $9,999
    l. $10,000 or more
    m. Do not know

27. Do you receive any bonus or incentive pay – <u>other than a GEEG award</u> – that is over and beyond that which is your annual teaching and extra duty salary?
    a. Yes
    b. No

28. Is there anything else that you would like to share about your experience with your school's GEEG program that you did not have the opportunity to convey in your survey responses above? If so, please use the space provided below.

    _____
    _____
    _____

Thank you for your participation! The survey is now complete.

APPENDIX D
Technical Appendix for Chapter 6,
Educator Behavior and Organizational Dynamics in GEEG Schools

Spring Survey Methodology

Full-time instructional personnel in GEEG schools were asked to complete an online survey during the spring 2008 semester, the second spring semester survey administered in GEEG schools (the first was administered in spring 2007). The GEEG program essentially came to a close at the conclusion of the 2007-08 school year, but bonus awards were still to be distributed during the fall 2008. For all intensive purposes, the spring 2008 survey is considered the final spring survey during the operation of GEEG.

Survey Instruments

Unlike the fall 2008 survey for GEEG schools, only one version of the spring survey was administered during the spring 2008 semester. It was not clear until the start of the 2008-09 school year which GEEG schools would be participating in Cycle 3 of the TEEG program or not; hence, evaluators were not able to make a distinction between those GEEG schools in Cycle 3 or not during the spring 2008 survey time period.

More than 3,700 responses were submitted representing more than 90% of the schools surveyed and approximately 80% of the teachers in those schools. The survey is primarily composed of closed-end survey items. Some of these items are the same as those included in the first end-of-year survey administered during spring 2007. Where possible, evaluators examine how responses from the spring 2007 survey compare to responses from the spring 2008 survey. This allows further examination of how educators' attitudes and perceptions changed over time as they participated in the GEEG program.

The spring 2008 survey for GEEG schools addressed the following concepts:

- Perceptions about the school's GEEG plan, especially as it relates to the school's work climate.
- Educators' instructional practices, including use of student assessment results and efforts to engage parents.
- Personnel background characteristics (e.g., professional experience, education level) and pay variables (e.g., salary level, amount of GEEG bonus award).

A copy of the survey instrument can be found at the conclusion of Appendix D.

Response Rates

The following tables provide response rates to both the spring 2007 and spring 2008 surveys.

Table D.1: Overview of Schools Represented in Survey by Size of School,
Spring 2007 and Spring 2008

Size (estimated number of teachers)	Schools in GEEG Program	Schools Represented in Spring 2007 Survey		Schools Represented in Spring 2008 Survey	
		Count	Percent of Size Group	Count	Percent of Size Group
Fewer than 6	1	1	100.0%	0	0.0%
6 to 20	19	17	89.5%	16	84.2%
21 to 40	35	34	97.1%	33	94.3%
41 to 60	24	22	91.7%	22	91.7%
61 to 80	14	13	92.9%	14	100.0%
81 or more	5	4	80.0%	5	100.0%
Unknown	1	0	0.0%	0	0.0%
Total	99	91	91.9%	90	90.9%

Source: Based on authors' calculations of responses to GEEG spring 2007 and spring 2008 surveys.

Table D.2: Overview of Teacher Response Rates by Size of School,
Spring 2007 and Spring 2008

Size (estimated number of teachers)	Schools in GEEG Program	Schools Represented in Spring 2007 Survey		Schools Represented in Spring 2008 Survey			
		All Responses		Teacher Responses		All Responses	
		Count	Response Rate	Count	Response Rate	Count	Response Rate
Fewer than 6	1	8	100.0%	0.0%	0.0%	0	0.0%
6 to 20	19	194	75.2%	171	79.5%	229	72.8%
21 to 40	35	1000	86.5%	777	89.5%	1020	81.8%
41 to 60	24	823	67.0%	901	86.7%	1114	80.3%
61 to 80	14	735	70.8%	772	79.4%	901	76.4%
81 or more	5	265	58.6%	422	78.4%	471	80.1%
Unknown	1	7	0.0%	22	---	22	---
Total	99		72.8%		79.2%		83.8%

Source: Based on authors' calculations of responses to GEEG spring 2007 and spring 2008 surveys.

Spring Survey Results

Spring 2008 Survey Results

Survey responses were examined for duplicate observations and identified duplicates were removed from the data set. In addition, some items included a "Do Not Know" option; all survey responses of "Do Not Know" were recoded to be missing values prior to calculating statistics. Missing values are excluded from all frequency distributions, X^2 tests, and calculations of means.

Simple descriptive statistics for the spring 2008 survey are presented in this section and include distribution statistics and means for all survey items included on the survey. These statistics are presented as four crosstabs.

- The first set of tables is based on crosstabs with **respondent position** (i.e., teacher, aides, v. others) as the variable crossed with survey year (i.e., spring 2007 and spring 2008).
- The second set of tables is based on crosstabs with **school type** (i.e., classified by grade levels taught) as the variable crossed with survey year.
- The third set of tables is based on crosstabs with **years of experience** as the variable crossed with survey year.
- The fourth set of tables is based on crosstabs with **bonus award status** as the variable crossed with survey year.

The cross tab tables report the results of Chi-square tests that were conducted to determine if the responses to the survey items were related to the other variables in the cross-tab. In many cases, the mean for an item and the percent agree are nearly identical while the Chi-square test statistic was statistically significant indicating that there were differences in the underlying distributions of responses. We examined several of these cases and noted a symmetrical shift on either side of the "neutral" response for an item that yielded very similar mean values and very similar summaries of the percent agree. The following example shows how this can happen. The hypothetical distributions of responses show identical values for % Agree (50%) and mean value (2.5). However, the distributions of responses across the original Likert options are different in the two years.

	# Strongly Disagree	# Disagree	# Agree	# Strongly Disagree	Average
Spring 2007	20	30	30	20	2.5
Spring 2008	10	40	40	10	2.5

Source: Based on authors' calculations

Respondent position

To what extent do you agree or disagree with the following statements about your school's GEEG program (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)?								
a. Our GEEG program does a good job of distinguishing effective from ineffective teachers at the school.								
	Teachers		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2008	61.4%	2.64	72.9%	2.83	63.5%	2.68	3766	35.22**
b. The prospect that teachers at my school can earn a bonus discourages staff in the school from working together.								
	Teachers		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2008	24.0%	2.06	26.2%	2.09	24.4%	2.06	3766	1.60
c. I have noticed increased resentment among teachers since the start of our GEEG program.								
	Teachers		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2008	32.1%	2.17	29.8%	2.17	31.7%	2.17	3766	5.14
d. I was already working as effectively as I could before the implementation of GEEG, so the program does not affect my work.								
	Teachers		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2008	86.1%	3.23	86.0%	3.21	86.1%	3.23	3766	5.19
e. I have a clear understanding of the criteria I need to meet in order to achieve a bonus.								
	Teachers		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2008	85.3%	3.11	88.9%	3.17	86.0%	3.12	3766	9.15*
f. The size of the top GEEG bonus award at my school is large enough to motivate me to put in extra effort.								
	Teachers		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2008	61.7%	2.66	66.8%	2.74	62.7%	2.67	3766	6.58
g. Our GEEG program does not measure important aspects of my teaching performance.								
	Teachers		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2008	53.1%	2.59	49.2%	2.53	52.4%	2.58	3766	4.19
h. I have a strong desire to earn a GEEG bonus.								
	Teachers		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2008	77.2%	3.01	81.3%	3.05	78.0%	3.02	3766	9.09*
i. I have altered my instructional practices as a result of our GEEG program.								
	Teachers		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2008	31.9%	2.22	40.1%	2.34	33.5%	2.24	3766	17.49**

χ² statistic tests if there is a relationship between the distribution of responses across position types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables.   Position type was not asked of respondents on the spring 2007 survey administration.

To what extent do you agree or disagree with the following statements about the teachers in your school this year (2007-08) compared to last school year (2006-07) (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)? Compared to last year, teachers in my school...

a. Seem more competitive than cooperative.

	Teachers		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2008	27.5%	2.18	27.8%	2.20	27.6%	2.18	3766	1.80

b. Trust each other less.

	Teachers		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2008	22.4%	2.09	21.3%	2.10	22.2%	2.09	3765	5.14

c. Feel more responsible to help each other do their best.

	Teachers		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2008	67.2%	2.75	75.3%	2.87	68.7%	2.77	3766	17.66**

d. More often expect students to complete every assignment.

	Teachers		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2008	73.9%	2.84	80.7%	2.93	75.1%	2.85	3765	15.25**

e. More often encourage students to keep trying even when the work is challenging.

	Teachers		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2008	81.1%	2.98	87.5%	3.10	82.3%	3.00	3766	18.21**

f. Less often think it is important that all of their students do well in class.

	Teachers		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2008	21.0%	2.06	28.1%	2.18	22.3%	2.08	3766	19.02**

g. Can be counted on more often to help out anywhere or anytime, even though it may not be part of their official assignment.

	Teachers		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2008	68.8%	2.77	76.4%	2.90	70.2%	2.80	3766	17.19**

To what extent do you agree or disagree with the following statements about your satisfaction with teaching (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)?

a. I would describe teachers at this school as a more satisfied group than we were last school year.

	Teachers		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2008	52.5%	2.51	61.6%	2.66	54.2%	2.54	3766	21.79**

χ² statistic tests if there is a relationship between the distribution of responses across position types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. Position type was not asked of respondents on the spring 2007 survey administration.

To what extent do you agree or disagree with the following statements about your satisfaction with teaching (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)?								
b. The stress and disappointments involved in teaching at this school are much greater than last school year.								
	Teachers		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2008	42.6%	2.44	35.7%	2.32	41.3%	2.42	3766	14.93**
c. This year I like the way things are run at the school more than I did last year.								
	Teachers		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2008	51.8%	2.49	60.4%	2.63	53.4%	2.52	3766	18.93**
d. This year I think about transferring to another school/district more than I did last year.								
	Teachers		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2008	26.3%	2.08	22.9%	2.00	25.7%	2.07	3766	5.89
e. This year I think about staying home from school because I'm just too tired to go more than I did last year.								
	Teachers		Others		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2008	22.2%	1.99	14.7%	1.89	20.8%	1.97	3766	21.25**

How often do you engage in the following activities as part of your classroom instruction (1=Never, 2= Once or twice a year, 3= Once or twice a semester, 4= Once or twice a month, 5= Once or twice a week, 6= Almost Daily)? ("Often" includes responses 5 and 6)								
a. I analyze students' work to identify the curricular standards that students have or have not yet mastered.								
	Teachers		Others		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2008	79.7%	5.15	61.0%	4.38	76.3%	5.01	3766	463.95**
b. I follow an 'instructional calendar' or 'pacing plan' provided by the school or district to schedule my instructional content.								
	Teachers		Others		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2008	82.5%	5.23	68.5%	4.60	79.9%	5.11	3766	143.19**
c. I design my classroom lessons to be aligned with specific curricular standards.								
	Teachers		Others		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2008	92.9%	5.61	69.4%	4.63	88.6%	5.42	3766	512.66**
d. I plan different assignments or lessons for groups of students based on their performance.								
	Teachers		Others		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2008	87.4%	5.32	69.2%	4.58	84.0%	5.18	3766	331.76**

χ² statistic tests if there is a relationship between the distribution of responses across position types (*p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables.   Position type was not asked of respondents on the spring 2007 survey administration.

How often do you engage in the following activities as part of your classroom instruction (1=Never, 2= Once or twice a year, 3= Once or twice a semester, 4= Once or twice a month, 5= Once or twice a week, 6= Almost Daily)? ("Often" includes responses 5 and 6)								
e. I have students help other students learn class content (e.g., peer tutoring).								
	Teachers		Others		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2008	90.3%	5.42	68.9%	4.56	86.3%	5.26	3766	441.15**

How have you changed your teaching practices this year (2007-08) compared to last year (2006-07) (1=Much less than last year, 2=A little less than last year, 3=The same as last year, 4=A little more than last year, 5=Much more than last year)? 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. (More includes responses 4 and 5)								
a. Aligning my classroom instruction with curricular standards.								
	Teachers		Others		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2008	53.3%	3.75	50.2%	3.61	52.8%	3.72	3766	80.50**
b. Focusing on the classroom content covered by standardized achievement tests.								
	Teachers		Others		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2008	50.7%	3.69	49.4%	3.58	50.5%	3.67	3766	65.29**
c. Administering benchmark assessments or quizzes.								
	Teachers		Others		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2008	47.1%	3.63	43.5%	3.43	46.4%	3.59	3766	130.46**
d. Re-teaching topics or skills based on students' performance on classroom tests.								
	Teachers		Others		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2008	55.6%	3.76	50.6%	3.61	54.7%	3.73	3766	115.26**
e. Reviewing student test results with other teachers.								
	Teachers		Others		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2008	42.3%	3.51	45.3%	3.48	42.9%	3.50	3766	52.00**
f. Seeking help from/providing help to other teachers informally.								
	Teachers		Others		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2008	49.8%	3.62	50.8%	3.58	50.0%	3.62	3765	54.65**
g. Attending district- or school-sponsored professional development workshops.								
	Teachers		Others		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2008	40.0%	3.45	42.7%	3.43	40.5%	3.45	3766	38.04**

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| How have you changed your teaching practices this year (2007-08) compared to last year (2006-07) (1=Much less than last year, 2=A little less than last year, 3=The same as last year, 4=A little more than last year, 5=Much more than last year)? 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. (More includes responses 4 and 5) |

h. Engaging in informal self-directed learning (e.g., reading subject-specific education research, using the Internet to enrich knowledge and skills).

	Teachers		Others		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2008	50.0%	3.65	49.2%	3.59	49.8%	3.64	3766	65.28**

i. Tutoring individuals or small groups of students outside of class time.

	Teachers		Others		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2008	49.9%	3.65	45.7%	3.48	49.1%	3.62	3765	89.85**

| How much change has there been in the time your students spend on the following activities this year (2007-08) compared to last year (2006-07) (1=Much less than last year, 2=A little less than last year, 3=The same as last year, 4=A little more than last year, 5=Much more than last year)? 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. (More includes responses 4 and 5) |

a. Engaging in hands-on learning activities (e.g., working with manipulative aids).

	Teachers		Others		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2008	55.2%	3.70	52.4%	3.65	54.7%	3.69	3766	25.29**

b. Working in groups.

	Teachers		Others		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2008	54.7%	3.72	52.2%	3.69	54.2%	3.71	3766	28.06**

c. Completing assignments at home (i.e., homework).

	Teachers		Others		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2008	38.9%	3.42	37.6%	3.39	38.7%	3.41	3765	39.80**

d. Receiving direct instruction.

	Teachers		Others		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2008	45.4%	3.57	46.8%	3.57	45.7%	3.57	3766	58.87**

e. Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves.)

	Teachers		Others		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2008	45.4%	3.57	46.8%	3.57	45.7%	3.57	3766	58.87**

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To what extent do you use student test score data for each of the following purposes (1=Never or almost never, 2=Occasionally, 3=Frequently, 4=Always or almost always)? ("Often" includes responses 3 and 4)								
a. Identify individual students who need remedial assistance.								
	Teachers		Others		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2008	89.8%	3.38	79.1%	3.14	87.8%	3.33	3766	121.14**
b. Set learning goals for individual students.								
	Teachers		Others		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2008	87.0%	3.31	78.1%	3.09	85.4%	3.27	3766	124.15**
c. Tailor instruction to individual students' needs.								
	Teachers		Others		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2008	88.4%	3.33	78.3%	3.12	86.5%	3.29	3766	157.7**
d. Develop recommendations for tutoring or other educational services for students.								
	Teachers		Others		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2008	84.8%	3.26	73.5%	3.01	82.7%	3.22	3766	118.37**
e. Assign or reassign students to groups.								
	Teachers		Others		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2008	81.9%	3.20	70.2%	2.91	79.8%	3.14	3766	147.76**
f. Identify and correct gaps in the curriculum for all students.								
	Teachers		Others		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2008	83.8%	3.20	70.9%	2.92	81.4%	3.15	3766	186.73**
g. Encourage parent involvement in student learning.								
	Teachers		Others		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2008	77.0%	3.12	76.3%	3.07	76.8%	3.11	3766	48.95**
h. Identify areas where I need to strengthen my content knowledge or teaching skills.								
	Teachers		Others		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2008	87.7%	3.30	81.7%	3.14	86.6%	3.27	3766	100.63**
i. Determine areas where I need professional development.								
	Teachers		Others		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2008	79.9%	3.15	78.1%	3.09	79.6%	3.14	3766	25.87**

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How often do the following kinds of contact occur between you and the parents (or guardians) of your students (1=Never or almost never, 2=Occasionally, 3=Frequently, 4=Always or almost always)? ("Often" includes responses 3 and 4)								

a. I require students to have their parents sign off on homework.

	Teachers		Others		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2008	38.9%	2.31	42.9%	2.27	39.7%	2.31	3765	40.26**

b. I assign homework that requires direct parent involvement or participation.

	Teachers		Others		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2008	36.6%	2.25	42.1%	2.25	37.6%	2.25	3765	43.72**

c. I send home examples of excellent student work to serve as models.

	Teachers		Others		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2008	36.4%	2.20	37.3%	2.15	36.5%	2.19	3765	22.05**

d. For those students who are having academic problems, I try to make direct contact with their parents.

	Teachers		Others		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2008	81.2%	3.21	64.4%	2.78	78.1%	3.13	3765	362.08**

e. For those students whose academic performance improves, I send messages home to parents.

	Teachers		Others		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2008	61.2%	2.81	55.5%	2.57	60.1%	2.77	3765	145.8**

f. I invite parents to visit or observe my classroom.

	Teachers		Others		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2008	53.0%	2.64	51.7%	2.55	52.8%	2.63	3765	43.69**

g. I encourage parents to volunteer in the school.

	Teachers		Others		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2008	47.6%	2.49	58.9%	2.67	49.7%	2.53	3765	36.64**

h. I help engage parents in site-based decision-making and advisory groups.

	Teachers		Others		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2008	33.3%	2.12	46.5%	2.40	35.8%	2.17	3765	44.14**

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School type

To what extent do you agree or disagree with the following statements about your school's GEEG program (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)?											

a. Our GEEG program does a good job of distinguishing effective from ineffective teachers at the school.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Spring 2007	61.2%	2.65	58.6%	2.58	59.1%	2.58	73.3%	2.81	60.6%	2.62	3032	15.50
Spring 2008	64.9%	2.70	61.1%	2.64	63.1%	2.66	67.9%	2.79	63.5%	2.68	3766	9.50

b. The prospect that teachers at my school can earn a bonus discourages staff in the school from working together.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Spring 2007	21.0%	1.98	25.3%	2.08	24.7%	2.09	15.2%	1.76	22.6%	2.02	3032	26.23**
Spring 2008	24.0%	2.04	25.7%	2.09	25.0%	2.09	3.8%	1.75	24.4%	2.06	3766	21.58*

c. I have noticed increased resentment among teachers since the start of our GEEG program.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Spring 2007	25.5%	2.05	35.3%	2.25	38.0%	2.32	19.0%	1.90	30.0%	2.14	3032	57.5**
Spring 2008	29.3%	2.11	35.4%	2.24	33.9%	2.22	15.1%	1.98	31.7%	2.17	3766	33.68**

d. I was already working as effectively as I could before the implementation of GEEG, so the program does not affect my work.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Spring 2007	86.9%	3.27	86.4%	3.27	78.9%	3.08	82.9%	3.11	85.3%	3.23	3032	44.76**
Spring 2008	88.0%	3.28	85.3%	3.22	83.2%	3.12	77.4%	3.15	86.1%	3.23	3766	33.47**

e. I have a clear understanding of the criteria I need to meet in order to achieve a bonus.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Spring 2007	82.6%	3.02	80.8%	2.95	71.2%	2.81	61.9%	2.68	79.5%	2.95	3032	58.41**
Spring 2008	88.6%	3.19	85.7%	3.11	80.7%	2.99	75.5%	2.94	86.0%	3.12	3766	61.38**

f. The size of the top GEEG bonus award at my school is large enough to motivate me to put in extra effort.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Spring 2007	59.2%	2.62	50.6%	2.48	56.6%	2.58	45.7%	2.48	55.9%	2.57	3032	37.35**
Spring 2008	64.5%	2.69	58.4%	2.61	63.1%	2.69	71.7%	2.81	62.7%	2.67	3766	21.38*

g. Our GEEG program does not measure important aspects of my teaching performance.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X^2
Spring 2007	53.6%	2.58	59.5%	2.72	57.3%	2.69	42.9%	2.40	55.4%	2.63	3032	33.07**
Spring 2008	49.3%	2.53	58.6%	2.67	52.6%	2.59	43.4%	2.51	52.4%	2.58	3766	34.50**

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To what extent do you agree or disagree with the following statements about your school's GEEG program (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)?

h. I have a strong desire to earn a GEEG bonus.

Group	Elementary Agree	Mean	Middle Agree	Mean	Secondary Agree	Mean	Mixed Agree	Mean	Overall Agree	Mean	N	X²
Spring 2007	77.2%	3.01	70.0%	2.85	77.7%	2.98	78.1%	3.00	75.3%	2.96	3032	32.07**
Spring 2008	80.1%	3.06	72.4%	2.91	79.3%	3.05	90.6%	3.25	78.0%	3.02	3766	31.40**

i. I have altered my instructional practices as a result of our GEEG program.

Group	Elementary Agree	Mean	Middle Agree	Mean	Secondary Agree	Mean	Mixed Agree	Mean	Overall Agree	Mean	N	X²
Spring 2007	28.6%	2.12	25.1%	2.07	29.9%	2.14	18.1%	1.96	27.5%	2.10	3032	13.48
Spring 2008	33.4%	2.24	32.5%	2.24	35.5%	2.26	20.8%	2.06	33.5%	2.24	3766	7.85

To what extent do you agree or disagree with the following statements about the teachers in your school this year (2007-08) compared to last school year (2006-07) (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)? Compared to last year, teachers in my school...

a. Seem more competitive than cooperative.

Group	Elementary Agree	Mean	Middle Agree	Mean	Secondary Agree	Mean	Mixed Agree	Mean	Overall Agree	Mean	N	X²
Spring 2007	24.2%	2.11	30.2%	2.23	32.5%	2.28	19.0%	1.93	27.0%	2.16	3032	40.24**
Spring 2008	26.8%	2.15	29.8%	2.22	27.7%	2.23	11.3%	1.89	27.6%	2.18	3766	33.69**

b. Trust each other less.

Group	Elementary Agree	Mean	Middle Agree	Mean	Secondary Agree	Mean	Mixed Agree	Mean	Overall Agree	Mean	N	X²
Spring 2007	19.3%	2.01	22.7%	2.09	24.5%	2.15	17.1%	1.90	21.0%	2.05	3032	27.89**
Spring 2008	21.6%	2.07	24.2%	2.12	22.3%	2.14	3.8%	1.74	22.2%	2.09	3765	28.53**

c. Feel more responsible to help each other do their best.

Group	Elementary Agree	Mean	Middle Agree	Mean	Secondary Agree	Mean	Mixed Agree	Mean	Overall Agree	Mean	N	X²
Spring 2007	72.1%	2.84	63.1%	2.71	62.2%	2.64	66.7%	2.74	67.8%	2.77	3032	40.82**
Spring 2008	69.7%	2.80	67.0%	2.75	68.1%	2.74	77.4%	2.83	68.7%	2.77	3766	21.97**

d. More often expect students to complete every assignment.

Group	Elementary Agree	Mean	Middle Agree	Mean	Secondary Agree	Mean	Mixed Agree	Mean	Overall Agree	Mean	N	X²
Spring 2007	75.7%	2.89	71.8%	2.82	68.7%	2.77	72.4%	2.87	73.3%	2.85	3032	18.62*
Spring 2008	76.0%	2.88	75.5%	2.85	72.2%	2.79	77.4%	2.85	75.1%	2.85	3765	20.81*

e. More often encourage students to keep trying even when the work is challenging.

Group	Elementary Agree	Mean	Middle Agree	Mean	Secondary Agree	Mean	Mixed Agree	Mean	Overall Agree	Mean	N	X²
Spring 2007	83.8%	3.07	80.4%	2.99	80.0%	2.96	81.0%	3.02	82.2%	3.03	3032	27.35**
Spring 2008	83.7%	3.05	81.5%	2.99	79.9%	2.91	81.1%	2.96	82.3%	3.00	3766	31.72**

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To what extent do you agree or disagree with the following statements about the teachers in your school this year (2007-08) compared to last school year (2006-07) (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)? Compared to last year, teachers in my school...

f. Less often think it is important that all of their students do well in class.

Group	Elementary Agree	Mean	Middle Agree	Mean	Secondary Agree	Mean	Mixed Agree	Mean	Overall Agree	Mean	N	X²
Spring 2007	17.3%	1.96	19.3%	2.03	17.8%	2.05	16.2%	1.92	17.9%	1.99	3032	27.56**
Spring 2008	21.4%	2.06	21.5%	2.06	26.3%	2.17	11.3%	1.89	22.3%	2.08	3766	32.23**

g. Can be counted on more often to help out anywhere or anytime, even though it may not be part of their official assignment.

Group	Elementary Agree	Mean	Middle Agree	Mean	Secondary Agree	Mean	Mixed Agree	Mean	Overall Agree	Mean	N	X²
Spring 2007	74.8%	2.89	63.5%	2.73	66.1%	2.71	63.8%	2.75	69.9%	2.81	3032	62.86**
Spring 2008	71.5%	2.84	68.2%	2.75	69.2%	2.75	75.5%	2.92	70.2%	2.80	3766	33.67**

To what extent do you agree or disagree with the following statements about your satisfaction with teaching (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)?

a. I would describe teachers at this school as a more satisfied group than we were last school year.

Group	Elementary Agree	Mean	Middle Agree	Mean	Secondary Agree	Mean	Mixed Agree	Mean	Overall Agree	Mean	N	X²
Spring 2007	54.2%	2.54	46.5%	2.41	53.2%	2.52	51.4%	2.50	51.8%	2.50	3032	16.72
Spring 2008	55.7%	2.56	53.1%	2.55	52.1%	2.48	54.7%	2.57	54.2%	2.54	3766	20.42*

b. The stress and disappointments involved in teaching at this school are much greater than last school year.

Group	Elementary Agree	Mean	Middle Agree	Mean	Secondary Agree	Mean	Mixed Agree	Mean	Overall Agree	Mean	N	X²
Spring 2007	35.5%	2.33	44.9%	2.46	39.9%	2.41	31.4%	2.17	38.7%	2.37	3032	39.66**
Spring 2008	38.2%	2.37	43.9%	2.45	46.9%	2.52	22.6%	2.13	41.3%	2.42	3766	40.22**

c. This year I like the way things are run at the school more than I did last year.

Group	Elementary Agree	Mean	Middle Agree	Mean	Secondary Agree	Mean	Mixed Agree	Mean	Overall Agree	Mean	N	X²
Spring 2007	55.3%	2.55	49.0%	2.46	56.6%	2.61	53.3%	2.54	53.7%	2.54	3032	18.35*
Spring 2008	54.6%	2.53	52.6%	2.54	50.9%	2.44	60.4%	2.66	53.4%	2.52	3766	34.00**

d. This year I think about transferring to another school/district more than I did last year.

Group	Elementary Agree	Mean	Middle Agree	Mean	Secondary Agree	Mean	Mixed Agree	Mean	Overall Agree	Mean	N	X²
Spring 2007	19.7%	1.89	25.2%	2.09	26.0%	2.07	23.8%	2.00	22.4%	1.98	3032	45.65**
Spring 2008	23.3%	2.01	26.1%	2.07	31.4%	2.21	17.0%	1.85	25.7%	2.07	3766	36.78**

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To what extent do you agree or disagree with the following statements about your satisfaction with teaching (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)?												
e. This year I think about staying home from school because I'm just too tired to go more than I did last year.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2008	18.9%	1.93	22.2%	2.00	24.1%	2.06	15.1%	1.87	20.8%	1.97	3766	20.89*

How often do you engage in the following activities as part of your classroom instruction (1=Never, 2= Once or twice a year, 3= Once or twice a semester, 4= Once or twice a month, 5= Once or twice a week, 6= Almost Daily) ("Often" includes responses 5 and 6)?												
a. I analyze students' work to identify the curricular standards that students have or have not yet mastered.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	82.7%	5.24	72.4%	4.93	72.0%	4.88	81.0%	5.16	78.0%	5.09	3032	104.9**
Spring 2008	80.2%	5.14	72.7%	4.92	71.7%	4.83	73.6%	5.04	76.3%	5.01	3766	88.62**
b. I follow an 'instructional calendar' or 'pacing plan' provided by the school or district to schedule my instructional content.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	88.6%	5.44	80.8%	5.12	66.9%	4.57	61.9%	4.30	81.9%	5.16	3032	202.40**
Spring 2008	86.2%	5.35	80.1%	5.14	67.4%	4.63	37.7%	3.19	79.9%	5.11	3766	298.40**
c. I design my classroom lessons to be aligned with specific curricular standards.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	94.4%	5.61	90.4%	5.49	87.9%	5.41	91.4%	5.58	92.1%	5.54	3032	45.79**
Spring 2008	90.7%	5.50	87.5%	5.39	85.0%	5.28	86.8%	5.47	88.6%	5.42	3766	40.60**
d. I plan different assignments or lessons for groups of students based on their performance.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	92.3%	5.43	82.0%	5.10	76.5%	4.90	81.0%	5.06	86.5%	5.24	3032	143.37**
Spring 2008	89.5%	5.36	81.0%	5.11	75.2%	4.87	75.5%	4.89	84.0%	5.18	3766	136.2**
e. I have students help other students learn class content (e.g., peer tutoring).												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	91.3%	5.45	83.7%	5.21	85.3%	5.28	84.8%	5.31	88.0%	5.35	3032	81.31**
Spring 2008	88.5%	5.35	85.9%	5.23	81.9%	5.12	81.1%	5.17	86.3%	5.26	3766	58.23**

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How have you changed your teaching practices this year (2007-08) compared to last year (2006-07) (1=Much less than last year, 2=A little less than last year, 3=The same as last year, 4=A little more than last year, 5=Much more than last year)? For each of the activities listed below, please indicate whether you are spending more time, the same amount of time, or less time this year than you did last year.

a. Aligning my classroom instruction with curricular standards.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	50.9%	3.69	52.9%	3.72	53.2%	3.73	54.3%	3.83	51.9%	3.71	3032	16.25
Spring 2008	53.8%	3.74	51.9%	3.73	52.2%	3.66	41.5%	3.55	52.8%	3.72	3766	29.97**

b. Focusing on the classroom content covered by standardized achievement tests.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	46.7%	3.63	51.3%	3.66	49.1%	3.64	44.8%	3.57	48.3%	3.64	3032	36.34**
Spring 2008	51.0%	3.69	50.1%	3.68	50.2%	3.59	41.5%	3.51	50.5%	3.67	3766	39.55**

c. Administering benchmark assessments or quizzes.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	43.9%	3.59	48.1%	3.67	43.6%	3.53	44.8%	3.60	45.0%	3.60	3032	26.37**
Spring 2008	46.1%	3.59	48.6%	3.66	44.5%	3.51	45.3%	3.58	46.4%	3.59	3766	23.74*

d. Re-teaching topics or skills based on students' performance on classroom tests.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	52.6%	3.72	53.3%	3.68	54.8%	3.72	55.2%	3.74	53.3%	3.71	3032	13.76
Spring 2008	56.2%	3.77	53.4%	3.73	53.4%	3.63	43.4%	3.58	54.7%	3.73	3766	42.83**

e. Reviewing student test results with other teachers.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	41.5%	3.51	44.6%	3.51	38.7%	3.44	38.1%	3.41	41.8%	3.49	3032	20.18
Spring 2008	45.6%	3.57	43.7%	3.53	36.0%	3.32	28.3%	3.32	42.9%	3.50	3766	55.00**

f. Seeking help from/providing help to other teachers informally.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	48.3%	3.62	51.7%	3.65	48.5%	3.58	53.3%	3.65	49.4%	3.62	3032	18.04
Spring 2008	51.3%	3.66	48.5%	3.61	49.2%	3.52	45.3%	3.62	50.0%	3.62	3765	39.52**

g. Attending district- or school-sponsored professional development workshops.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	39.5%	3.46	38.4%	3.44	38.2%	3.36	35.2%	3.34	38.9%	3.44	3032	18.30
Spring 2008	40.7%	3.48	38.3%	3.39	42.9%	3.44	39.6%	3.49	40.5%	3.45	3766	33.06**

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How have you changed your teaching practices this year (2007-08) compared to last year (2006-07) (1=Much less than last year, 2=A little less than last year, 3=The same as last year, 4=A little more than last year, 5=Much more than last year)? 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.

h. Engaging in informal self-directed learning (e.g., reading subject-specific education research, using the Internet to enrich knowledge and skills).

	Elementary		Middle		Secondary		Mixed		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X^2
Spring 2007	48.4%	3.63	50.4%	3.65	51.7%	3.64	57.1%	3.74	49.8%	3.64	3032	17.17
Spring 2008	48.9%	3.64	49.9%	3.64	52.6%	3.62	41.5%	3.51	49.8%	3.64	3766	25.54*

i. Tutoring individuals or small groups of students outside of class time.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X^2
Spring 2007	50.4%	3.66	48.9%	3.64	50.1%	3.69	48.6%	3.62	49.9%	3.66	3032	9.66
Spring 2008	49.4%	3.63	51.9%	3.69	44.6%	3.48	52.8%	3.75	49.1%	3.62	3765	33.71**

How much change has there been in the time your students spend on the following activities this year (2007-08) compared to last year (2006-07) (1=Much less than last year, 2=A little less than last year, 3=The same as last year, 4=A little more than last year, 5=Much more than last year)? For each of the activities listed below, please indicate whether your students are spending more time, the same amount of time, or less time this year than they did last year.

a. Engaging in hands-on learning activities (e.g., working with manipulative aids).

	Elementary		Middle		Secondary		Mixed		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X^2
Spring 2007	56.5%	3.77	47.1%	3.52	53.4%	3.69	44.8%	3.54	53.0%	3.68	3032	68.62**
Spring 2008	58.7%	3.80	48.7%	3.56	53.0%	3.62	50.9%	3.55	54.7%	3.69	3766	68.48**

b. Working in groups.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X^2
Spring 2007	53.6%	3.76	47.1%	3.55	52.6%	3.69	48.6%	3.68	51.5%	3.69	3032	78.14**
Spring 2008	55.8%	3.79	51.6%	3.63	54.5%	3.66	45.3%	3.57	54.2%	3.71	3766	70.44**

c. Completing assignments at home (i.e., homework).

	Elementary		Middle		Secondary		Mixed		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X^2
Spring 2007	40.5%	3.50	35.0%	3.29	33.1%	3.30	35.2%	3.45	37.6%	3.41	3032	61.60**
Spring 2008	41.5%	3.52	37.5%	3.35	34.0%	3.25	28.3%	3.26	38.7%	3.41	3765	94.75**

d. Receiving direct instruction.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X^2
Spring 2007	40.9%	3.54	40.8%	3.49	42.9%	3.53	29.5%	3.30	40.8%	3.52	3032	29.30**
Spring 2008	46.2%	3.60	45.4%	3.56	45.0%	3.51	43.4%	3.58	45.7%	3.57	3766	18.84

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How much change has there been in the time your students spend on the following activities this year (2007-08) compared to last year (2006-07) (1=Much less than last year, 2=A little less than last year, 3=The same as last year, 4=A little more than last year, 5=Much more than last year)? 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.												
e. Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves.)												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X^2
Spring 2007	48.7%	3.61	44.2%	3.47	48.5%	3.59	49.5%	3.58	47.5%	3.57	3032	36.59**
Spring 2008	52.8%	3.68	46.4%	3.54	50.2%	3.58	43.4%	3.40	50.4%	3.62	3766	38.03**

Teachers sometimes focus their efforts on improving the performance of specific groups of students. Compared to last year (2005-06), how regularly do you focus extra effort on students at different performance levels in your class(es) this year (1=Much less than last year, 2=A little less than last year, 3=The same as last year, 4=A little more than last year, 5=Much more than last year)?												
a. I focus the same amount of effort on students at all performance levels.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X^2
Spring 2007	49.1%	3.64	44.5%	3.56	48.3%	3.62	32.4%	3.36	47.2%	3.61	3032	17.33
b. I focus more effort on students at high levels of achievement.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X^2
Spring 2007	36.2%	3.42	33.9%	3.37	37.4%	3.40	24.8%	3.26	35.4%	3.39	3032	16.32
c. I focus more effort on students at average levels of achievement.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X^2
Spring 2007	43.2%	3.56	41.4%	3.50	44.6%	3.52	27.6%	3.34	42.4%	3.53	3032	25.62*
d. I focus more effort on students at moderately low levels of achievement.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X^2
Spring 2007	59.9%	3.82	55.0%	3.71	56.6%	3.73	51.4%	3.68	57.7%	3.77	3032	25.42*
e. I focus more effort on students at very low levels of achievement.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X^2
Spring 2007	62.6%	3.94	53.8%	3.73	57.7%	3.77	55.2%	3.75	59.1%	3.84	3032	50.33**

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To what extent do you use student test score data for each of the following purposes (1=Never or almost never, 2=Occasionally, 3=Frequently, 4=Always or almost always) ("Often" includes responses 3 and 4)?												

a. Identify individual students who need remedial assistance.

Group	Elementary		Middle		Secondary		Mixed		Overall		N	X²
	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean		
Spring 2007	91.3%	3.44	84.9%	3.23	78.1%	3.04	87.6%	3.20	87.2%	3.31	3032	164.77**
Spring 2008	91.4%	3.47	87.3%	3.30	80.2%	3.06	83.0%	3.26	87.8%	3.33	3766	186.02**

b. Set learning goals for individual students.

Group	Elementary		Middle		Secondary		Mixed		Overall		N	X²
	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean		
Spring 2007	90.8%	3.41	79.1%	3.14	75.7%	3.01	76.2%	2.99	84.6%	3.25	3032	164.43**
Spring 2008	90.5%	3.43	83.5%	3.20	75.3%	2.96	84.9%	3.23	85.4%	3.27	3766	221.04**

c. Tailor instruction to individual students' needs.

Group	Elementary		Middle		Secondary		Mixed		Overall		N	X²
	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean		
Spring 2007	91.0%	3.44	82.4%	3.17	78.7%	3.11	82.9%	3.22	86.3%	3.30	3032	123.84**
Spring 2008	90.9%	3.44	84.4%	3.21	78.4%	3.04	88.7%	3.36	86.5%	3.29	3766	178.85**

d. Develop recommendations for tutoring or other educational services for students.

Group	Elementary		Middle		Secondary		Mixed		Overall		N	X²
	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean		
Spring 2007	86.8%	3.34	79.7%	3.12	70.3%	2.92	77.1%	3.05	81.8%	3.20	3032	157.40**
Spring 2008	86.6%	3.35	82.2%	3.19	74.6%	2.94	71.7%	3.09	82.7%	3.22	3766	180.16**

e. Assign or reassign students to groups.

Group	Elementary		Middle		Secondary		Mixed		Overall		N	X²
	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean		
Spring 2007	87.7%	3.33	75.1%	3.03	64.0%	2.79	63.8%	2.79	79.5%	3.14	3032	220.60**
Spring 2008	86.7%	3.33	78.0%	3.09	66.6%	2.80	60.4%	2.79	79.8%	3.14	3766	266.67**

f. Identify and correct gaps in the curriculum for all students.

Group	Elementary		Middle		Secondary		Mixed		Overall		N	X²
	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean		
Spring 2007	85.8%	3.25	77.9%	3.05	71.6%	2.90	81.9%	3.13	81.1%	3.13	3032	104.37**
Spring 2008	85.3%	3.26	80.7%	3.13	73.2%	2.89	75.5%	3.09	81.4%	3.15	3766	140.16**

g. Encourage parent involvement in student learning.

Group	Elementary		Middle		Secondary		Mixed		Overall		N	X²
	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean		
Spring 2007	77.1%	3.10	57.3%	2.69	47.6%	2.50	50.5%	2.52	65.8%	2.87	3032	247.67**
Spring 2008	86.0%	3.32	70.8%	2.99	62.6%	2.75	75.5%	3.06	76.8%	3.11	3766	290.13**

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To what extent do you use student test score data for each of the following purposes (1=Never or almost never, 2=Occasionally, 3=Frequently, 4=Always or almost always) ("Often" includes responses 3 and 4)?												

h. Identify areas where I need to strengthen my content knowledge or teaching skills.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	88.5%	3.33	83.0%	3.17	81.2%	3.09	85.7%	3.21	85.7%	3.24	3032	66.65**
Spring 2008	90.1%	3.38	84.1%	3.21	80.9%	3.08	88.7%	3.38	86.6%	3.27	3766	105.85**

i. Determine areas where I need professional development.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	81.7%	3.20	75.2%	3.04	73.0%	2.97	80.0%	3.07	78.4%	3.11	3032	50.80**
Spring 2008	83.3%	3.23	76.7%	3.09	74.5%	2.96	79.2%	3.15	79.6%	3.14	3766	74.00**

How often do the following kinds of contact occur between you and the parents (or guardians) of your students (1=Never or almost never, 2=Occasionally, 3=Frequently, 4=Always or almost always) ("Often" includes responses 3 and 4)?												

a. I require students to have their parents sign off on homework.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	60.0%	2.80	23.5%	1.93	13.3%	1.58	32.4%	2.14	41.3%	2.33	3032	665.85**
Spring 2008	58.0%	2.74	25.4%	2.02	13.9%	1.62	37.7%	2.19	39.7%	2.31	3765	739.28**

b. I assign homework that requires direct parent involvement or participation.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	57.0%	2.70	17.5%	1.81	9.6%	1.59	24.8%	1.98	37.2%	2.25	3032	732.44**
Spring 2008	56.7%	2.67	20.9%	1.95	13.9%	1.65	24.5%	2.00	37.6%	2.25	3765	776.84**

c. I send home examples of excellent student work to serve as models.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	50.1%	2.48	25.5%	1.92	18.8%	1.78	22.9%	1.83	37.2%	2.19	3032	294.53**
Spring 2008	47.5%	2.42	28.2%	2.06	21.0%	1.80	32.1%	2.02	36.5%	2.19	3765	261.34**

d. For those students who are having academic problems, I try to make direct contact with their parents.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	87.1%	3.39	77.4%	3.06	61.8%	2.78	64.8%	2.88	79.4%	3.18	3032	315.03**
Spring 2008	86.4%	3.33	74.4%	3.04	62.3%	2.77	84.9%	3.15	78.1%	3.13	3765	352.23**

e. For those students whose academic performance improves, I send messages home to parents.

	Elementary		Middle		Secondary		Mixed		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	77.0%	3.10	48.4%	2.53	43.6%	2.41	53.3%	2.53	62.8%	2.81	3032	355.41**
Spring 2008	74.5%	3.03	48.7%	2.58	39.8%	2.36	66.0%	2.85	60.1%	2.77	3765	397.6**

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How often do the following kinds of contact occur between you and the parents (or guardians) of your students (1=Never or almost never, 2=Occasionally, 3=Frequently, 4=Always or almost always) ("Often" includes responses 3 and 4)?												
f. I invite parents to visit or observe my classroom.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	56.8%	2.72	44.5%	2.47	38.7%	2.31	40.0%	2.26	49.9%	2.57	3032	97.30**
Spring 2008	59.2%	2.77	50.0%	2.59	41.5%	2.34	45.3%	2.49	52.8%	2.63	3765	113.60**
g. I encourage parents to volunteer in the school.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	61.5%	2.79	36.6%	2.23	29.7%	2.04	39.0%	2.24	48.6%	2.50	3032	307.84**
Spring 2008	61.2%	2.79	41.6%	2.38	32.7%	2.09	41.5%	2.26	49.7%	2.53	3765	313.50**
h. I help engage parents in site-based decision-making and advisory groups.												
	Elementary		Middle		Secondary		Mixed		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	38.9%	2.26	23.7%	1.83	19.8%	1.77	28.6%	2.00	31.2%	2.05	3032	179.12**
Spring 2008	42.6%	2.35	29.8%	2.03	26.4%	1.91	43.4%	2.26	35.8%	2.17	3765	135.73**

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Years of experience

To what extent do you agree or disagree with the following statements about your school's GEEG program (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)?											
a. Our GEEG program does a good job of distinguishing effective from ineffective teachers at the school.											
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	62.6%	2.62	62.9%	2.66	58.5%	2.59	58.4%	2.62	60.6%	2.62	3032	14.99
Spring 2008	75.7%	2.89	69.0%	2.74	60.7%	2.63	63.2%	2.67	63.5%	2.68	3766	32.23**
b. The prospect that teachers at my school can earn a bonus discourages staff in the school from working together.											
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	20.4%	1.96	20.9%	1.96	23.0%	2.05	25.9%	2.10	22.6%	2.02	3032	18.17*
Spring 2008	22.6%	2.03	23.1%	2.00	25.0%	2.07	24.3%	2.08	24.4%	2.06	3766	16.45
c. I have noticed increased resentment among teachers since the start of our GEEG program.											
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	25.2%	2.08	26.3%	2.07	33.9%	2.20	33.9%	2.22	30.0%	2.14	3032	26.19**
Spring 2008	23.8%	2.03	28.1%	2.10	32.2%	2.17	33.5%	2.21	31.7%	2.17	3766	18.64*
d. I was already working as effectively as I could before the implementation of GEEG, so the program does not affect my work.											
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	83.0%	3.15	83.7%	3.20	87.9%	3.29	86.0%	3.28	85.3%	3.23	3032	34.22**
Spring 2008	81.7%	3.05	83.5%	3.14	86.3%	3.23	87.4%	3.28	86.1%	3.23	3766	29.10**
e. I have a clear understanding of the criteria I need to meet in order to achieve a bonus.											
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	68.7%	2.78	81.7%	2.99	81.8%	2.98	82.2%	3.00	79.5%	2.95	3032	51.19**
Spring 2008	79.1%	2.95	83.5%	3.05	86.2%	3.13	87.6%	3.16	86.0%	3.12	3766	24.27**
f. The size of the top GEEG bonus award at my school is large enough to motivate me to put in extra effort.											
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	58.3%	2.61	60.3%	2.64	50.8%	2.48	54.5%	2.54	55.9%	2.57	3032	27.33**
Spring 2008	74.9%	2.87	68.3%	2.72	62.1%	2.67	59.5%	2.62	62.7%	2.67	3766	32.99**
g. Our GEEG program does not measure important aspects of my teaching performance.											
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	51.7%	2.55	52.0%	2.58	59.0%	2.70	58.6%	2.69	55.4%	2.63	3032	24.08**
Spring 2008	43.0%	2.44	47.7%	2.53	52.2%	2.57	55.7%	2.63	52.4%	2.58	3766	23.46**

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To what extent do you agree or disagree with the following statements about your school's GEEG program (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)?												
h. I have a strong desire to earn a GEEG bonus.												

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	76.2%	2.99	79.8%	3.07	71.9%	2.87	73.0%	2.90	75.3%	2.96	3032	31.97**
Spring 2008	82.1%	3.07	81.7%	3.09	78.0%	3.03	76.1%	2.97	78.0%	3.02	3766	13.69

i. I have altered my instructional practices as a result of our GEEG program.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	29.9%	2.15	28.7%	2.13	24.8%	2.05	27.2%	2.09	27.5%	2.10	3032	14.27
Spring 2008	41.7%	2.37	35.7%	2.29	33.4%	2.24	31.4%	2.21	33.5%	2.24	3766	17.38*

To what extent do you agree or disagree with the following statements about the teachers in your school this year (2007-08) compared to last school year (2006-07) (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)? Compared to last year, teachers in my school...												
a. Seem more competitive than cooperative.												

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	24.9%	2.10	25.5%	2.11	28.5%	2.21	28.9%	2.22	27.0%	2.16	3032	21.01*
Spring 2008	25.5%	2.17	29.0%	2.23	27.5%	2.17	27.6%	2.20	27.6%	2.18	3766	9.01

b. Trust each other less.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	19.5%	2.01	19.6%	2.01	21.5%	2.09	23.4%	2.10	21.0%	2.05	3032	13.87
Spring 2008	17.9%	2.04	18.8%	2.07	23.1%	2.10	22.8%	2.10	22.2%	2.09	3765	12.31

c. Feel more responsible to help each other do their best.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	67.4%	2.77	71.1%	2.82	65.1%	2.72	67.0%	2.76	67.8%	2.77	3032	11.41
Spring 2008	82.1%	2.94	70.6%	2.81	67.6%	2.75	67.2%	2.76	68.7%	2.77	3766	25.58**

d. More often expect students to complete every assignment.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	74.1%	2.85	74.6%	2.87	71.8%	2.83	72.9%	2.85	73.3%	2.85	3032	3.53
Spring 2008	80.9%	2.94	80.3%	2.90	73.2%	2.83	74.8%	2.85	75.1%	2.85	3765	19.21*

e. More often encourage students to keep trying even when the work is challenging.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	83.9%	3.05	84.2%	3.06	80.4%	2.98	80.2%	3.02	82.2%	3.03	3032	13.80
Spring 2008	91.5%	3.14	86.4%	3.05	80.4%	2.97	81.6%	3.01	82.3%	3.00	3766	29.28**

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To what extent do you agree or disagree with the following statements about the teachers in your school this year (2007-08) compared to last school year (2006-07) (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)? Compared to last year, teachers in my school...											
f. Less often think it is important that all of their students do well in class.											
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	17.9%	2.00	16.3%	1.95	17.7%	2.00	20.2%	2.03	17.9%	1.99	3032	6.07
Spring 2008	22.1%	2.06	21.9%	2.08	21.4%	2.06	23.6%	2.11	22.3%	2.08	3766	13.43
g. Can be counted on more often to help out anywhere or anytime, even though it may not be part of their official assignment.											
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	73.0%	2.86	73.0%	2.85	65.1%	2.72	69.1%	2.82	69.9%	2.81	3032	20.58*
Spring 2008	81.3%	2.95	72.2%	2.82	67.5%	2.75	71.0%	2.82	70.2%	2.80	3766	24.63**

To what extent do you agree or disagree with the following statements about your satisfaction with teaching (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)?											
a. I would describe teachers at this school as a more satisfied group than we were last school year.											
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	58.3%	2.60	54.0%	2.55	50.2%	2.44	46.0%	2.43	51.8%	2.50	3032	40.47**
Spring 2008	70.6%	2.76	60.2%	2.64	53.4%	2.52	50.4%	2.49	54.2%	2.54	3766	42.60**
b. The stress and disappointments involved in teaching at this school are much greater than last school year.											
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	32.7%	2.27	41.4%	2.42	39.6%	2.41	38.7%	2.36	38.7%	2.37	3032	16.53
Spring 2008	35.3%	2.32	40.3%	2.42	42.7%	2.45	41.1%	2.41	41.3%	2.42	3766	8.55
c. This year I like the way things are run at the school more than I did last year.											
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	56.7%	2.58	56.6%	2.58	52.4%	2.51	49.5%	2.48	53.7%	2.54	3032	16.25
Spring 2008	64.3%	2.69	57.2%	2.56	51.0%	2.49	53.2%	2.52	53.4%	2.52	3766	21.02*
d. This year I think about transferring to another school/district more than I did last year.											
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	24.2%	2.01	25.3%	2.04	22.3%	1.98	17.6%	1.90	22.4%	1.98	3032	23.22**
Spring 2008	20.0%	2.00	26.9%	2.11	29.0%	2.14	22.2%	1.98	25.7%	2.07	3766	36.83**

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To what extent do you agree or disagree with the following statements about your satisfaction with teaching (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)?											
e. This year I think about staying home from school because I'm just too tired to go more than I did last year.											

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2008	14.0%	1.91	21.5%	1.96	22.0%	2.01	20.3%	1.94	20.8%	1.97	3766	18.70*

How often do you engage in the following activities as part of your classroom instruction (1=Never, 2= Once or twice a year, 3= Once or twice a semester, 4= Once or twice a month, 5= Once or twice a week, 6= Almost Daily) ("Often" includes responses 5 and 6)?											
a. I analyze students' work to identify the curricular standards that students have or have not yet mastered.											

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	75.7%	5.04	78.9%	5.12	76.8%	5.04	80.1%	5.16	78.0%	5.09	3032	29.05*
Spring 2008	77.0%	5.02	79.4%	5.04	75.8%	5.01	75.8%	5.00	76.3%	5.01	3766	15.63

b. I follow an 'instructional calendar' or 'pacing plan' provided by the school or district to schedule my instructional content.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	81.4%	5.10	82.8%	5.23	80.8%	5.08	82.4%	5.23	81.9%	5.16	3032	16.09
Spring 2008	83.8%	5.18	81.2%	5.12	79.1%	5.10	79.7%	5.11	79.9%	5.11	3766	11.98

c. I design my classroom lessons to be aligned with specific curricular standards.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	91.1%	5.49	93.2%	5.59	92.1%	5.52	91.4%	5.55	92.1%	5.54	3032	19.83
Spring 2008	91.1%	5.45	90.7%	5.50	88.7%	5.42	87.3%	5.40	88.6%	5.42	3766	26.50*

d. I plan different assignments or lessons for groups of students based on their performance.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	83.7%	5.11	87.0%	5.26	87.4%	5.25	86.9%	5.30	86.5%	5.24	3032	22.50
Spring 2008	83.0%	5.06	82.1%	5.12	84.6%	5.19	84.1%	5.20	84.0%	5.18	3766	16.92

e. I have students help other students learn class content (e.g., peer tutoring).

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	85.5%	5.27	88.8%	5.39	87.8%	5.32	89.1%	5.38	88.0%	5.35	3032	19.77
Spring 2008	86.0%	5.20	84.6%	5.22	87.3%	5.29	85.8%	5.26	86.3%	5.26	3766	16.93

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How have you changed your teaching practices this year (2007-08) compared to last year (2006-07) (1=Much less than last year, 2=A little less than last year, 3=The same as last year, 4=A little more than last year, 5=Much more than last year)? For each of the activities listed below, please indicate whether you are spending more time, the same amount of time, or less time this year than you did last year.												

a. Aligning my classroom instruction with curricular standards.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	53.8%	3.76	51.1%	3.69	51.3%	3.71	52.3%	3.71	51.9%	3.71	3032	26.66**
Spring 2008	54.0%	3.78	60.2%	3.83	51.5%	3.69	51.7%	3.71	52.8%	3.72	3766	55.38**

b. Focusing on the classroom content covered by standardized achievement tests.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	52.4%	3.71	48.6%	3.62	47.0%	3.61	46.3%	3.62	48.3%	3.64	3032	21.15*
Spring 2008	52.8%	3.73	57.7%	3.79	49.7%	3.65	48.6%	3.64	50.5%	3.67	3766	33.22**

c. Administering benchmark assessments or quizzes.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	47.6%	3.64	44.4%	3.58	44.7%	3.60	44.0%	3.61	45.0%	3.60	3032	14.31
Spring 2008	51.9%	3.72	51.8%	3.67	45.8%	3.58	44.5%	3.55	46.4%	3.59	3766	36.46**

d. Re-teaching topics or skills based on students' performance on classroom tests.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	58.0%	3.78	53.6%	3.69	49.8%	3.66	53.1%	3.72	53.3%	3.71	3032	28.38**
Spring 2008	55.7%	3.80	60.4%	3.81	54.8%	3.72	52.5%	3.70	54.7%	3.73	3766	33.06**

e. Reviewing student test results with other teachers.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	40.4%	3.48	42.6%	3.48	40.4%	3.47	43.5%	3.53	41.8%	3.49	3032	15.08
Spring 2008	44.7%	3.50	43.9%	3.51	41.8%	3.49	43.5%	3.52	42.9%	3.50	3766	33.42**

f. Seeking help from/providing help to other teachers informally.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	53.0%	3.68	50.0%	3.61	45.8%	3.58	50.1%	3.64	49.4%	3.62	3032	15.92
Spring 2008	58.3%	3.80	57.9%	3.72	48.2%	3.59	48.3%	3.58	50.0%	3.62	3765	58.12**

g. Attending district- or school-sponsored professional development workshops.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	43.5%	3.49	37.3%	3.39	34.9%	3.38	41.7%	3.51	38.9%	3.44	3032	38.87**
Spring 2008	56.2%	3.80	43.9%	3.47	37.9%	3.40	39.8%	3.43	40.5%	3.45	3766	89.25**

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How have you changed your teaching practices this year (2007-08) compared to last year (2006-07) (1=Much less than last year, 2=A little less than last year, 3=The same as last year, 4=A little more than last year, 5=Much more than last year)? 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.

h. Engaging in informal self-directed learning (e.g., reading subject-specific education research, using the Internet to enrich knowledge and skills).

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	55.1%	3.72	47.4%	3.59	47.9%	3.61	51.0%	3.68	49.8%	3.64	3032	23.49*
Spring 2008	58.3%	3.86	55.7%	3.72	49.0%	3.62	47.6%	3.59	49.8%	3.64	3766	66.07**

i. Tutoring individuals or small groups of students outside of class time.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	50.3%	3.65	49.3%	3.63	50.1%	3.68	50.1%	3.67	49.9%	3.66	3032	23.40*
Spring 2008	52.8%	3.70	54.8%	3.73	47.1%	3.60	49.1%	3.59	49.1%	3.62	3765	36.82**

How much change has there been in the time your students spend on the following activities this year (2007-08) compared to last year (2006-07) (1=Much less than last year, 2=A little less than last year, 3=The same as last year, 4=A little more than last year, 5=Much more than last year)? For each of the activities listed below, please indicate whether your students are spending more time, the same amount of time, or less time this year than they did last year.

a. Engaging in hands-on learning activities (e.g., working with manipulative aids).

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	61.7%	3.85	53.4%	3.66	48.8%	3.60	50.7%	3.66	53.0%	3.68	3032	43.16**
Spring 2008	63.4%	3.93	65.2%	3.86	51.7%	3.64	53.5%	3.67	54.7%	3.69	3766	71.74**

b. Working in groups.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	60.1%	3.83	52.1%	3.69	46.2%	3.61	50.3%	3.67	51.5%	3.69	3032	31.53**
Spring 2008	63.8%	3.96	65.8%	3.88	51.6%	3.67	52.1%	3.68	54.2%	3.71	3766	77.72**

c. Completing assignments at home (i.e., homework).

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	40.8%	3.46	37.3%	3.40	34.7%	3.36	38.7%	3.44	37.6%	3.41	3032	29.20**
Spring 2008	48.1%	3.60	44.8%	3.49	36.4%	3.38	37.9%	3.41	38.7%	3.41	3765	55.09**

d. Receiving direct instruction.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	46.5%	3.62	38.6%	3.47	37.2%	3.45	43.2%	3.56	40.8%	3.52	3032	24.97*
Spring 2008	58.3%	3.82	51.4%	3.67	42.1%	3.50	46.1%	3.58	45.7%	3.57	3766	67.45**

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How much change has there been in the time your students spend on the following activities this year (2007-08) compared to last year (2006-07) (1=Much less than last year, 2=A little less than last year, 3=The same as last year, 4=A little more than last year, 5=Much more than last year)? 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.

e. Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves.)

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	51.3%	3.64	48.4%	3.59	44.5%	3.50	46.9%	3.56	47.5%	3.57	3032	16.73
Spring 2008	60.0%	3.84	57.2%	3.77	49.0%	3.57	48.3%	3.58	50.4%	3.62	3766	59.08**

Teachers sometimes focus their efforts on improving the performance of specific groups of students. Compared to last year (2005-06), how regularly do you focus extra effort on students at different performance levels in your class(es) this year (1=Much less than last year, 2=A little less than last year, 3=The same as last year, 4=A little more than last year, 5=Much more than last year)?

a. I focus the same amount of effort on students at all performance levels.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	50.3%	3.67	46.7%	3.58	44.2%	3.56	48.6%	3.64	47.2%	3.61	3032	24.44*

b. I focus more effort on students at high levels of achievement.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	38.5%	3.46	33.9%	3.36	33.1%	3.37	37.5%	3.42	35.4%	3.39	3032	16.56

c. I focus more effort on students at average levels of achievement.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	43.8%	3.56	39.9%	3.49	40.8%	3.51	46.2%	3.58	42.4%	3.53	3032	19.60

d. I focus more effort on students at moderately low levels of achievement.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	60.6%	3.80	57.5%	3.76	54.2%	3.73	59.7%	3.81	57.7%	3.77	3032	15.17

e. I focus more effort on students at very low levels of achievement.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	More	Mean	More	Mean	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	63.1%	3.91	59.1%	3.83	55.0%	3.79	60.8%	3.88	59.1%	3.84	3032	18.23

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To what extent do you use student test score data for each of the following purposes (1=Never or almost never, 2=Occasionally, 3=Frequently, 4=Always or almost always) ("Often" includes responses 3 and 4)?												

a. Identify individual students who need remedial assistance.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	82.8%	3.16	87.5%	3.32	87.9%	3.35	89.4%	3.38	87.2%	3.31	3032	33.84**
Spring 2008	83.0%	3.21	84.8%	3.23	88.4%	3.34	88.9%	3.38	87.8%	3.33	3766	30.85**

b. Set learning goals for individual students.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	77.8%	3.11	85.0%	3.26	86.1%	3.27	87.5%	3.33	84.6%	3.25	3032	37.02**
Spring 2008	82.6%	3.18	82.4%	3.18	86.0%	3.28	86.0%	3.30	85.4%	3.27	3766	16.00

c. Tailor instruction to individual students' needs.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	81.9%	3.18	86.5%	3.31	87.2%	3.33	88.3%	3.35	86.3%	3.30	3032	22.69**
Spring 2008	79.6%	3.16	85.3%	3.21	87.7%	3.32	86.6%	3.31	86.5%	3.29	3766	26.31**

d. Develop recommendations for tutoring or other educational services for students.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	75.3%	3.04	82.9%	3.23	83.0%	3.24	83.8%	3.24	81.8%	3.20	3032	26.95**
Spring 2008	78.3%	3.12	79.9%	3.14	84.4%	3.24	82.3%	3.22	82.7%	3.22	3766	18.48*

e. Assign or reassign students to groups.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	75.3%	3.03	79.3%	3.14	80.4%	3.17	81.7%	3.20	79.5%	3.14	3032	23.68**
Spring 2008	76.2%	3.06	77.4%	3.06	80.9%	3.16	79.7%	3.16	79.8%	3.14	3766	14.45

f. Identify and correct gaps in the curriculum for all students.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	75.5%	2.99	80.4%	3.13	82.3%	3.16	85.0%	3.22	81.1%	3.13	3032	30.78**
Spring 2008	78.7%	3.10	76.5%	3.06	82.8%	3.16	81.7%	3.17	81.4%	3.15	3766	22.69**

g. Encourage parent involvement in student learning.

	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	62.4%	2.79	66.1%	2.88	64.6%	2.87	69.5%	2.93	65.8%	2.87	3032	10.86
Spring 2008	74.5%	3.02	76.0%	3.07	77.8%	3.13	76.4%	3.12	76.8%	3.11	3766	24.84**

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To what extent do you use student test score data for each of the following purposes (1=Never or almost never, 2=Occasionally, 3=Frequently, 4=Always or almost always) ("Often" includes responses 3 and 4)?												
h. Identify areas where I need to strengthen my content knowledge or teaching skills.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	85.5%	3.20	85.8%	3.25	84.8%	3.24	86.5%	3.26	85.7%	3.24	3032	9.25
Spring 2008	83.8%	3.22	86.9%	3.27	88.0%	3.30	85.2%	3.25	86.6%	3.27	3766	16.86
i. Determine areas where I need professional development.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	77.3%	3.08	77.7%	3.10	78.1%	3.12	80.5%	3.14	78.4%	3.11	3032	4.19
Spring 2008	81.3%	3.14	81.4%	3.17	80.7%	3.15	77.4%	3.11	79.6%	3.14	3766	11.78

How often do the following kinds of contact occur between you and the parents (or guardians) of your students (1=Never or almost never, 2=Occasionally, 3=Frequently, 4=Always or almost always) ("Often" includes responses 3 and 4)?												
a. I require students to have their parents sign off on homework.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	34.9%	2.18	40.5%	2.33	42.8%	2.36	45.5%	2.44	41.3%	2.33	3032	25.76**
Spring 2008	37.9%	2.16	38.2%	2.26	40.4%	2.33	39.6%	2.32	39.7%	2.31	3765	29.88**
b. I assign homework that requires direct parent involvement or participation.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	37.9%	2.21	34.1%	2.21	36.2%	2.23	41.4%	2.35	37.2%	2.25	3032	31.51**
Spring 2008	40.4%	2.24	37.1%	2.24	37.5%	2.27	37.5%	2.23	37.6%	2.25	3765	22.34**
c. I send home examples of excellent student work to serve as models.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	33.8%	2.10	34.5%	2.13	37.5%	2.19	43.1%	2.32	37.2%	2.19	3032	24.3**
Spring 2008	38.3%	2.17	39.4%	2.19	35.9%	2.18	36.1%	2.20	36.5%	2.19	3765	14.47
d. For those students who are having academic problems, I try to make direct contact with their parents.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	72.6%	3.03	80.5%	3.21	80.2%	3.20	82.3%	3.24	79.4%	3.18	3032	24.54**
Spring 2008	77.4%	3.05	74.9%	3.08	79.4%	3.17	77.6%	3.12	78.1%	3.13	3765	14.78
e. For those students whose academic performance improves, I send messages home to parents.												
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	58.9%	2.71	62.4%	2.82	60.1%	2.77	69.3%	2.93	62.8%	2.81	3032	27.75**
Spring 2008	61.3%	2.76	58.1%	2.74	60.5%	2.78	60.2%	2.77	60.1%	2.77	3765	3.31

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How often do the following kinds of contact occur between you and the parents (or guardians) of your students (1=Never or almost never, 2=Occasionally, 3=Frequently, 4=Always or almost always) ("Often" includes responses 3 and 4)?										
f. I invite parents to visit or observe my classroom.										
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	44.0%	2.44	46.3%	2.50	50.2%	2.58	58.4%	2.74	49.9%	2.57	3032	43.47**
Spring 2008	48.1%	2.46	51.8%	2.57	51.0%	2.59	56.1%	2.71	52.8%	2.63	3765	29.46**
g. I encourage parents to volunteer in the school.										
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	42.8%	2.36	46.5%	2.44	48.8%	2.51	55.6%	2.64	48.6%	2.50	3032	33.78**
Spring 2008	50.2%	2.49	47.3%	2.41	48.3%	2.52	52.0%	2.57	49.7%	2.53	3765	26.92**
h. I help engage parents in site-based decision-making and advisory groups.										
	1 Year		2-3 Years		4-14 Years		15 Years +		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	31.1%	2.01	30.0%	2.03	30.5%	2.04	33.5%	2.13	31.2%	2.05	3032	12.07
Spring 2008	43.8%	2.30	35.3%	2.15	34.8%	2.16	35.7%	2.18	35.8%	2.17	3765	11.44

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Bonus award status

To what extent do you agree or disagree with the following statements about your school's GEEG program (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)?								
a. Our GEEG program does a good job of distinguishing effective from ineffective teachers at the school.								
	Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	68.7%	2.73	58.0%	2.59	60.6%	2.62	3032	34.35**
Spring 2008	58.7%	2.61	61.9%	2.66	61.6%	2.65	3190	1.35
Test Across Participation Groups							6798	7.60
b. The prospect that teachers at my school can earn a bonus discourages staff in the school from working together.								
	Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	22.5%	2.02	22.6%	2.02	22.6%	2.02	3032	6.08
Spring 2008	37.5%	2.29	23.3%	2.04	24.7%	2.06	3190	33.42**
Test Across Participation Groups							6798	9.95*
c. I have noticed increased resentment among teachers since the start of our GEEG program.								
	Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	26.6%	2.12	31.1%	2.15	30.0%	2.14	3032	10.61*
Spring 2008	41.0%	2.40	31.3%	2.15	32.3%	2.18	3190	23.73**
Test Across Participation Groups							6798	10.72*
d. I was already working as effectively as I could before the implementation of GEEG, so the program does not affect my work.								
	Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	83.4%	3.17	85.8%	3.26	85.3%	3.23	3032	17.27**
Spring 2008	85.4%	3.20	86.7%	3.25	86.6%	3.25	3190	1.50
Test Across Participation Groups							6798	4.88
e. I have a clear understanding of the criteria I need to meet in order to achieve a bonus.								
	Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	69.1%	2.78	82.8%	3.01	79.5%	2.95	3032	68.16**
Spring 2008	78.1%	2.98	88.0%	3.16	87.0%	3.15	3190	25.78**
Test Across Participation Groups							6798	92.02**
f. The size of the top GEEG bonus award at my school is large enough to motivate me to put in extra effort.								
	Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	58.3%	2.64	55.2%	2.55	55.9%	2.57	3032	12.04**
Spring 2008	57.1%	2.60	61.9%	2.66	61.4%	2.65	3190	4.22
Test Across Participation Groups							6798	56.87**

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To what extent do you agree or disagree with the following statements about your school's GEEG program (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)?								
g. Our GEEG program does not measure important aspects of my teaching performance.								
	Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	53.9%	2.61	55.9%	2.64	55.4%	2.63	3032	9.22*
Spring 2008	56.5%	2.64	52.9%	2.59	53.3%	2.59	3190	2.32
Test Across Participation Groups							6798	19.46**
h. I have a strong desire to earn a GEEG bonus.								
	Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	76.5%	2.98	74.9%	2.95	75.3%	2.96	3032	2.38
Spring 2008	69.5%	2.84	78.3%	3.04	77.5%	3.02	3190	17.85**
Test Across Participation Groups							6798	8.6*
i. I have altered my instructional practices as a result of our GEEG program.								
	Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	29.4%	2.16	26.9%	2.08	27.5%	2.10	3032	13.56**
Spring 2008	36.2%	2.31	32.4%	2.23	32.8%	2.23	3190	3.94
Test Across Participation Groups							6798	56.21**
To what extent do you agree or disagree with the following statements about the teachers in your school this year (2007-08) compared to last school year (2006-07) (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)? Compared to last year, teachers in my school...								
a. Seem more competitive than cooperative.								
	Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	28.9%	2.20	26.4%	2.15	27.0%	2.16	3032	9.11*
Spring 2008	35.2%	2.33	26.7%	2.16	27.6%	2.18	3190	14**
Test Across Participation Groups							6798	14.99**
b. Trust each other less.								
	Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	22.4%	2.09	20.6%	2.04	21.0%	2.05	3032	8.57*
Spring 2008	32.1%	2.28	21.5%	2.07	22.6%	2.09	3189	22.08**
Test Across Participation Groups							6797	9.15*
c. Feel more responsible to help each other do their best.								
	Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	70.3%	2.79	67.0%	2.76	67.8%	2.77	3032	5.87
Spring 2008	65.7%	2.69	67.9%	2.76	67.7%	2.76	3190	3.91
Test Across Participation Groups							6798	7.14

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To what extent do you agree or disagree with the following statements about the teachers in your school this year (2007-08) compared to last school year (2006-07) (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)? Compared to last year, teachers in my school...								
d. More often expect students to complete every assignment.								
	Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	77.3%	2.88	72.0%	2.84	73.3%	2.85	3032	10.56*
Spring 2008	73.3%	2.80	74.5%	2.85	74.3%	2.84	3189	2.54
Test Across Participation Groups							6797	10.04*
e. More often encourage students to keep trying even when the work is challenging.								
	Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	86.2%	3.07	80.9%	3.01	82.2%	3.03	3032	11.84**
Spring 2008	80.3%	2.94	81.2%	2.99	81.1%	2.99	3190	2.93
Test Across Participation Groups							6798	7.55
f. Less often think it is important that all of their students do well in class.								
	Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	19.7%	2.04	17.3%	1.97	17.9%	1.99	3032	9.98*
Spring 2008	31.1%	2.22	21.7%	2.07	22.6%	2.08	3190	17.64**
Test Across Participation Groups							6798	28.4**
g. Can be counted on more often to help out anywhere or anytime, even though it may not be part of their official assignment.								
	Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	73.3%	2.87	68.8%	2.79	69.9%	2.81	3032	7.14
Spring 2008	68.3%	2.77	69.6%	2.79	69.4%	2.79	3190	0.27
Test Across Participation Groups							6798	8.18*

To what extent do you agree or disagree with the following statements about your satisfaction with teaching (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)?								
a. I would describe teachers at this school as a more satisfied group than we were last school year.								
	Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	58.6%	2.60	49.7%	2.47	51.8%	2.50	3032	19.45**
Spring 2008	51.7%	2.48	52.1%	2.51	52.0%	2.51	3190	9.89*
Test Across Participation Groups							6798	8.15*

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To what extent do you agree or disagree with the following statements about your satisfaction with teaching (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)?								
b. The stress and disappointments involved in teaching at this school are much greater than last school year.								
	Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	35.0%	2.32	39.8%	2.39	38.7%	2.37	3032	5.77
Spring 2008	47.0%	2.55	41.9%	2.42	42.4%	2.43	3190	9.12*
Test Across Participation Groups							6798	7.31
c. This year I like the way things are run at the school more than I did last year.								
	Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	59.4%	2.64	51.9%	2.50	53.7%	2.54	3032	17.33**
Spring 2008	50.8%	2.49	51.7%	2.49	51.6%	2.49	3190	20.51**
Test Across Participation Groups							6798	1.77
d. This year I think about transferring to another school/district more than I did last year.								
	Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2007	23.2%	2.04	22.1%	1.96	22.4%	1.98	3032	13.75**
Spring 2008	32.1%	2.26	26.1%	2.06	26.6%	2.08	3190	16.93**
Test Across Participation Groups							6798	27.37**
e. This year I think about staying home from school because I'm just too tired to go more than I did last year.								
	Award		No Award		Overall			
Group	Agree	Mean	Agree	Mean	Agree	Mean	N	X²
Spring 2008	22.9%	2.09	21.5%	1.97	21.7%	1.98	3190	13.48**
How often do you engage in the following activities as part of your classroom instruction (1=Never, 2= Once or twice a year, 3= Once or twice a semester, 4= Once or twice a month, 5= Once or twice a week, 6= Almost Daily) ("Often" includes responses 5 and 6)?								
a. I analyze students' work to identify the curricular standards that students have or have not yet mastered.								
	Award		No Award		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	77.3%	5.05	78.3%	5.11	78.0%	5.09	3032	10.30
Spring 2008	77.1%	5.02	75.8%	4.99	75.9%	4.99	3190	11.27*
Test Across Participation Groups							6798	14.12*
b. I follow an 'instructional calendar' or 'pacing plan' provided by the school or district to schedule my instructional content.								
	Award		No Award		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	80.2%	5.08	82.5%	5.19	81.9%	5.16	3032	14.68*
Spring 2008	80.0%	5.11	79.3%	5.09	79.4%	5.10	3190	6.65
Test Across Participation Groups							6798	11.48*

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How often do you engage in the following activities as part of your classroom instruction (1=Never, 2= Once or twice a year, 3= Once or twice a semester, 4= Once or twice a month, 5= Once or twice a week, 6= Almost Daily) ("Often" includes responses 5 and 6)?								
c. I design my classroom lessons to be aligned with specific curricular standards.								
	Award		No Award		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	90.1%	5.46	92.7%	5.57	92.1%	5.54	3032	12.64*
Spring 2008	85.4%	5.30	88.4%	5.42	88.1%	5.41	3190	7.79
Test Across Participation Groups							6798	29.47**
d. I plan different assignments or lessons for groups of students based on their performance.								
	Award		No Award		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	84.3%	5.13	87.2%	5.28	86.5%	5.24	3032	16.51**
Spring 2008	81.6%	5.11	84.0%	5.18	83.7%	5.17	3190	7.31
Test Across Participation Groups							6798	10.52
e. I have students help other students learn class content (e.g., peer tutoring).								
	Award		No Award		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	87.4%	5.33	88.2%	5.35	88.0%	5.35	3032	1.97
Spring 2008	85.7%	5.24	86.2%	5.26	86.1%	5.26	3190	11.27*
Test Across Participation Groups							6798	16.6**

How have you changed your teaching practices this year (2007-08) compared to last year (2006-07) (1=Much less than last year, 2=A little less than last year, 3=The same as last year, 4=A little more than last year, 5=Much more than last year)? For each of the activities listed below, please indicate whether you are spending more time, the same amount of time, or less time this year than you did last year.								
a. Aligning my classroom instruction with curricular standards.								
	Award		No Award		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	57.4%	3.83	50.2%	3.67	51.9%	3.71	3032	34.91**
Spring 2008	52.4%	3.71	52.6%	3.71	52.6%	3.71	3190	19.14**
Test Across Participation Groups							6798	0.58
b. Focusing on the classroom content covered by standardized achievement tests.								
	Award		No Award		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	52.5%	3.72	47.0%	3.61	48.3%	3.64	3032	26.65**
Spring 2008	52.7%	3.71	49.6%	3.64	49.9%	3.65	3190	22.22**
Test Across Participation Groups							6798	4.42

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How have you changed your teaching practices this year (2007-08) compared to last year (2006-07) (1=Much less than last year, 2=A little less than last year, 3=The same as last year, 4=A little more than last year, 5=Much more than last year)? 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.								

c. Administering benchmark assessments or quizzes.

	Award		No Award		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	51.2%	3.71	43.0%	3.57	45.0%	3.60	3032	20.59**
Spring 2008	52.1%	3.70	45.0%	3.56	45.7%	3.58	3190	23.69**
Test Across Participation Groups							6798	12.79*

d. Re-teaching topics or skills based on students' performance on classroom tests.

	Award		No Award		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	57.5%	3.80	51.9%	3.68	53.3%	3.71	3032	16.72**
Spring 2008	56.2%	3.79	54.1%	3.71	54.3%	3.72	3190	26.32**
Test Across Participation Groups							6798	8.21

e. Reviewing student test results with other teachers.

	Award		No Award		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	45.2%	3.545455	40.7%	3.476253	41.8%	3.493074	3032	19.69**
Spring 2008	44.8%	3.51746	41.9%	3.496	42.2%	3.498119	3190	10.56*
Test Across Participation Groups							6798	3.17

f. Seeking help from/providing help to other teachers informally.

	Award		No Award		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	54.5%	3.704206	47.8%	3.59695	49.4%	3.623021	3032	19.55**
Spring 2008	52.7%	3.609524	49.0%	3.594642	49.3%	3.596112	3189	24.55**
Test Across Participation Groups							6797	6.51

g. Attending district- or school-sponsored professional development workshops.

	Award		No Award		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	46.4%	3.557666	36.4%	3.395643	38.9%	3.435026	3032	31.93**
Spring 2008	45.7%	3.507937	38.3%	3.399652	39.0%	3.410345	3190	10.34*
Test Across Participation Groups							6798	3.74

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How have you changed your teaching practices this year (2007-08) compared to last year (2006-07) (1=Much less than last year, 2=A little less than last year, 3=The same as last year, 4=A little more than last year, 5=Much more than last year)? 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.								
h. Engaging in informal self-directed learning (e.g., reading subject-specific education research, using the Internet to enrich knowledge and skills).								
	Award		No Award		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	57.1%	3.766621	47.5%	3.604793	49.8%	3.644129	3032	31.62**
Spring 2008	52.1%	3.669841	49.0%	3.608348	49.3%	3.61442	3190	17.13**
Test Across Participation Groups							6798	1.4
i. Tutoring individuals or small groups of students outside of class time.								
	Award		No Award		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	55.0%	3.753053	48.3%	3.62658	49.9%	3.657322	3032	19.41**
Spring 2008	51.1%	3.653968	48.5%	3.597077	48.8%	3.602697	3189	16.89**
Test Across Participation Groups							6797	8.65

How much change has there been in the time your students spend on the following activities this year (2007-08) compared to last year (2006-07) (1=Much less than last year, 2=A little less than last year, 3=The same as last year, 4=A little more than last year, 5=Much more than last year)? For each of the activities listed below, please indicate whether your students are spending more time, the same amount of time, or less time this year than they did last year.								
a. Engaging in hands-on learning activities (e.g., working with manipulative aids).								
	Award		No Award		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	60.9%	3.83175	50.5%	3.629194	53.0%	3.67843	3032	34.01**
Spring 2008	57.8%	3.736508	53.8%	3.669217	54.2%	3.675862	3190	11.86*
Test Across Participation Groups							6798	7.34
b. Working in groups.								
	Award		No Award		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	61.5%	3.880597	48.3%	3.628322	51.5%	3.689644	3032	47.34**
Spring 2008	55.6%	3.736508	53.3%	3.69113	53.5%	3.695611	3190	11*
Test Across Participation Groups							6798	13.37**
c. Completing assignments at home (i.e., homework).								
	Award		No Award		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	43.3%	3.488467	35.7%	3.383878	37.6%	3.409301	3032	24.3**
Spring 2008	40.6%	3.453968	37.4%	3.387265	37.8%	3.393854	3189	19.22**
Test Across Participation Groups							6797	2.75

χ^2 statistic tests if there is a relationship between the distribution of responses within a survey administration year across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between survey administration year and the distribution of responses for common questions, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses to incentive award status were treated as missing values and are not counted in the frequency tables.

How much change has there been in the time your students spend on the following activities this year (2007-08) compared to last year (2006-07) (1=Much less than last year, 2=A little less than last year, 3=The same as last year, 4=A little more than last year, 5=Much more than last year)? 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.								

d. Receiving direct instruction.								
	Award		No Award		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	47.5%	3.60787	38.6%	3.48671	40.8%	3.516161	3032	27.26**
Spring 2008	48.3%	3.644444	44.0%	3.538087	44.4%	3.548589	3190	14.68**
Test Across Participation Groups							6798	19.78**

e. Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves.)								
	Award		No Award		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	54.3%	3.686567	45.3%	3.529412	47.5%	3.567612	3032	25.97**
Spring 2008	47.3%	3.587302	49.6%	3.592	49.4%	3.591536	3190	19.47**
Test Across Participation Groups							6798	5.91

Teachers sometimes focus their efforts on improving the performance of specific groups of students. Compared to last year (2005-06), how regularly do you focus extra effort on students at different performance levels in your class(es) this year (1=Much less than last year, 2=A little less than last year, 3=The same as last year, 4=A little more than last year, 5=Much more than last year)?								

a. I focus the same amount of effort on students at all performance levels.								
	Award		No Award		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	49.5%	3.671642	46.4%	3.585621	47.2%	3.60653	3032	19.84**

b. I focus more effort on students at high levels of achievement.								
	Award		No Award		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	38.3%	3.438263	34.5%	3.380392	35.4%	3.394459	3032	14.18**

c. I focus more effort on students at average levels of achievement.								
	Award		No Award		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	45.0%	3.575305	41.6%	3.515033	42.4%	3.529683	3032	16.09**

d. I focus more effort on students at moderately low levels of achievement.								
	Award		No Award		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	59.3%	3.80597	57.2%	3.760784	57.7%	3.771768	3032	3.2

e. I focus more effort on students at very low levels of achievement.								
	Award		No Award		Overall			
Group	More	Mean	More	Mean	More	Mean	N	X²
Spring 2007	61.2%	3.887381	58.5%	3.830501	59.1%	3.844327	3032	6.52

χ² statistic tests if there is a relationship between the distribution of responses within a survey administration year across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ² statistic that tests if there is a relationship between survey administration year and the distribution of responses for common questions, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses to incentive award status were treated as missing values and are not counted in the frequency tables.

To what extent do you use student test score data for each of the following purposes (1=Never or almost never, 2=Occasionally, 3=Frequently, 4=Always or almost always) ("Often" includes responses 3 and 4)?								
a. Identify individual students who need remedial assistance.								
	Award		No Award		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	86.0%	3.230665	87.6%	3.335076	87.2%	3.309697	3032	15.42**
Spring 2008	84.1%	3.234921	88.5%	3.353391	88.0%	3.341693	3190	11.35**
Test Across Participation Groups							6798	12.91**
b. Set learning goals for individual students.								
	Award		No Award		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	82.0%	3.170963	85.4%	3.278431	84.6%	3.252309	3032	13.97**
Spring 2008	82.2%	3.225397	86.2%	3.278609	85.8%	3.273354	3190	11.27*
Test Across Participation Groups							6798	16.89**
c. Tailor instruction to individual students' needs.								
	Award		No Award		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	85.6%	3.253731	86.5%	3.31634	86.3%	3.301121	3032	7.09
Spring 2008	84.8%	3.27619	87.5%	3.306087	87.2%	3.303135	3190	5.24
Test Across Participation Groups							6798	7.4
d. Develop recommendations for tutoring or other educational services for students.								
	Award		No Award		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	78.6%	3.118046	82.8%	3.22658	81.8%	3.200198	3032	10.3*
Spring 2008	81.9%	3.168254	83.3%	3.230261	83.1%	3.224138	3190	3.43
Test Across Participation Groups							6798	2.97
e. Assign or reassign students to groups.								
	Award		No Award		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	79.0%	3.09498	79.6%	3.154684	79.5%	3.140172	3032	8.5*
Spring 2008	81.9%	3.171429	80.0%	3.148174	80.2%	3.15047	3190	7.06
Test Across Participation Groups							6798	1.15
f. Identify and correct gaps in the curriculum for all students.								
	Award		No Award		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	79.6%	3.081411	81.6%	3.150763	81.1%	3.133905	3032	5.49
Spring 2008	80.3%	3.120635	81.7%	3.152696	81.6%	3.14953	3190	6.3
Test Across Participation Groups							6798	5.05

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To what extent do you use student test score data for each of the following purposes (1=Never or almost never, 2=Occasionally, 3=Frequently, 4=Always or almost always) ("Often" includes responses 3 and 4)?								
g. Encourage parent involvement in student learning.								
	Award		No Award		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	63.6%	2.829037	66.5%	2.884096	65.8%	2.870712	3032	5.24
Spring 2008	75.9%	3.079365	77.0%	3.11687	76.9%	3.113166	3190	1.8
Test Across Participation Groups							6798	125.86**
h. Identify areas where I need to strengthen my content knowledge or teaching skills.								
	Award		No Award		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	87.5%	3.251018	85.1%	3.239216	85.7%	3.242084	3032	8.78*
Spring 2008	87.0%	3.301587	86.7%	3.269913	86.8%	3.273041	3190	5.11
Test Across Participation Groups							6798	3.14
i. Determine areas where I need professional development.								
	Award		No Award		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	80.5%	3.128901	77.7%	3.105882	78.4%	3.111478	3032	3.75
Spring 2008	79.7%	3.12381	79.3%	3.133913	79.3%	3.132915	3190	7.25
Test Across Participation Groups							6798	7.27
How often do the following kinds of contact occur between you and the parents (or guardians) of your students (1=Never or almost never, 2=Occasionally, 3=Frequently, 4=Always or almost always)?								
a. I require students to have their parents sign off on homework.								
	Award		No Award		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	38.0%	2.238806	42.4%	2.365142	41.3%	2.334433	3032	8*
Spring 2008	46.3%	2.447619	39.0%	2.291232	39.7%	2.306679	3189	9.39*
Test Across Participation Groups							6797	2.32
b. I assign homework that requires direct parent involvement or participation.								
	Award		No Award		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	33.8%	2.165536	38.3%	2.274946	37.2%	2.248351	3032	6.98
Spring 2008	42.5%	2.355556	36.9%	2.242867	37.5%	2.253998	3189	4.19
Test Across Participation Groups							6797	0.95
c. I send home examples of excellent student work to serve as models.								
	Award		No Award		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	35.1%	2.135685	37.9%	2.2061	37.2%	2.188984	3032	3.05
Spring 2008	41.9%	2.314286	36.5%	2.1865	37.0%	2.199122	3189	5.2
Test Across Participation Groups							6797	1.62

χ^2 statistic tests if there is a relationship between the distribution of responses within a survey administration year across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ^2 statistic that tests if there is a relationship between survey administration year and the distribution of responses for common questions, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses to incentive award status were treated as missing values and are not counted in the frequency tables.

How often do the following kinds of contact occur between you and the parents (or guardians) of your students (1=Never or almost never, 2=Occasionally, 3=Frequently, 4=Always or almost always)?								
d. For those students who are having academic problems, I try to make direct contact with their parents.								
	Award		No Award		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	76.0%	3.086839	80.5%	3.213508	79.4%	3.182718	3032	12.63**
Spring 2008	77.8%	3.126984	78.3%	3.136395	78.2%	3.135466	3189	3.23
Test Across Participation Groups							6797	9.13*
e. For those students whose academic performance improves, I send messages home to parents.								
	Award		No Award		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	62.1%	2.793758	63.0%	2.816558	62.8%	2.811016	3032	0.38
Spring 2008	61.9%	2.796825	60.1%	2.767223	60.3%	2.770147	3189	1.35
Test Across Participation Groups							6797	5.44
f. I invite parents to visit or observe my classroom.								
	Award		No Award		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	47.2%	2.504749	50.7%	2.588671	49.9%	2.568272	3032	4.57
Spring 2008	52.1%	2.606349	53.3%	2.643006	53.2%	2.639385	3189	1.17
Test Across Participation Groups							6797	6.35
g. I encourage parents to volunteer in the school.								
	Award		No Award		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	46.1%	2.411126	49.5%	2.522004	48.6%	2.495053	3032	8.84*
Spring 2008	47.9%	2.507937	50.0%	2.533403	49.8%	2.530887	3189	1.91
Test Across Participation Groups							6797	1.82
h. I help engage parents in site-based decision-making and advisory groups.								
	Award		No Award		Overall			
Group	Often	Mean	Often	Mean	Often	Mean	N	X²
Spring 2007	31.1%	2.039349	31.2%	2.056645	31.2%	2.052441	3032	0.72
Spring 2008	38.4%	2.219048	34.8%	2.159708	35.2%	2.165569	3189	4.39
Test Across Participation Groups							6797	23.98**

χ² statistic tests if there is a relationship between the distribution of responses within a survey administration year across incentive award status (*p < .05 **p < .01). The Test Across Participation Groups presents the χ² statistic that tests if there is a relationship between survey administration year and the distribution of responses for common questions, without regard to incentive award status. N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. "Do Not Know" responses to incentive award status were treated as missing values and are not counted in the frequency tables.

Spring 2007 to Spring 2008 Survey Results

Additionally, longitudinal statistics comparing the responses from the spring 2007 and spring 2008 survey administrations are presented in this section. These statistics are presented in a single table by the common question across survey years (i.e., spring 2007 vs. spring 2008). Only schools that were represented in both survey administrations were included in the analysis.

To what extent do you agree or disagree with the following statements about your school's GEEG program (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)?							
	Spring 2007			Spring 2008			
Question	N	Agree	Mean	N	Agree	Mean	X^2
a. Our GEEG program does a good job of distinguishing effective from ineffective teachers at the school.	2819	61.8%	2.66	3612	61.4%	2.63	11.14*
b. The prospect that teachers at my school can earn a bonus discourages staff in the school from working together.	2819	23.5%	2.05	3612	24.5%	2.06	3.68
c. I have noticed increased resentment among teachers since the start of our GEEG program.	2819	31.2%	2.18	3612	31.9%	2.17	8.67*
d. I was already working as effectively as I could before the implementation of GEEG, so the program does not affect my work.	2819	85.7%	3.24	3612	86.1%	3.23	2.73
e. I have a clear understanding of the criteria I need to meet in order to achieve a bonus.	2819	80.6%	2.97	3612	85.4%	3.11	70.48**
f. The size of the top GEEG bonus award at my school is large enough to motivate me to put in extra effort.	2819	57.0%	2.59	3612	61.2%	2.64	30.21**
g. Our GEEG program does not measure important aspects of my teaching performance.	2819	55.5%	2.63	3612	53.5%	2.60	9.34*
h. I have a strong desire to earn a GEEG bonus.	2819	75.9%	2.97	3612	77.0%	3.00	2.17
i. I have altered my instructional practices as a result of our GEEG program.	2819	28.0%	2.12	3612	32.6%	2.22	28.34**

χ^2 statistic tests if there is a relationship between the distribution of responses across survey administrations (spring 2007 vs spring 2008 -- *p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. Only schools that were represented in both survey administrations were included in the analysis.

To what extent do you agree or disagree with the following statements about the teachers in your school this year (2007-08) compared to last school year (2006-07) (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)? Compared to last year, teachers in my school...							
	Spring 2007			Spring 2008			
Question	N	Agree	Mean	N	Agree	Mean	X^2
a. Seem more competitive than cooperative.	2819	27.6%	2.18	3612	27.9%	2.19	5.56
b. Trust each other less.	2819	21.2%	2.06	3611	22.5%	2.10	4.32
c. Feel more responsible to help each other do their best.	2819	68.3%	2.78	3612	67.6%	2.75	5.87
d. More often expect students to complete every assignment.	2819	73.7%	2.86	3611	74.0%	2.84	6.84
e. More often encourage students to keep trying even when the work is challenging.	2819	82.7%	3.04	3612	81.3%	2.99	8.39*
f. Less often think it is important that all of their students do well in class.	2819	18.2%	2.00	3612	22.0%	2.07	16.58**
g. Can be counted on more often to help out anywhere or anytime, even though it may not be part of their official assignment.	2819	70.3%	2.82	3612	69.5%	2.78	6.97

To what extent do you agree or disagree with the following statements about your satisfaction with teaching (1=Strongly Disagree, 2=Disagree, 3=Agree, 4=Strongly Agree)?							
	Spring 2007			Spring 2008			
Question	N	Agree	Mean	N	Agree	Mean	X^2
a. I would describe teachers at this school as a more satisfied group than we were last school year.	2819	52.6%	2.52	3612	52.6%	2.51	0.5
b. The stress and disappointments involved in teaching at this school are much greater than last school year.	2819	38.6%	2.38	3612	41.7%	2.43	6.92
c. This year I like the way things are run at the school more than I did last year.	2819	54.8%	2.56	3612	52.3%	2.50	10.54*
d. This year I think about transferring to another school/district more than I did last year.	2819	21.7%	1.97	3612	26.1%	2.08	32.78**

χ^2 statistic tests if there is a relationship between the distribution of responses across survey administrations (spring 2007 vs spring 2008 -- *p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. Only schools that were represented in both survey administrations were included in the analysis.

How often do you engage in the following activities as part of your classroom instruction (1=Never, 2=Once or Twice a Year, 3=Once or Twice a Semester, 4=Once or Twice a Month, 5=Once or Twice a Week, 6=Almost Daily) ("Often" represents percent responding 5 and 6)?							
	Spring 2007			Spring 2008			
Question	N	Often	Mean	N	Often	Mean	X²
a. I analyze students' work to identify the curricular standards that students have or have not yet mastered.	2819	77.8%	5.09	3612	76.6%	5.01	15.7**
b. I follow an 'instructional calendar' or 'pacing plan' provided by the school or district to schedule my instructional content.	2819	81.9%	5.18	3612	79.8%	5.11	7.23
c. I design my classroom lessons to be aligned with specific curricular standards.	2819	91.9%	5.54	3612	88.4%	5.42	26.42**
d. I plan different assignments or lessons for groups of students based on their performance.	2819	86.3%	5.24	3612	84.0%	5.18	9.83
e. I have students help other students learn class content (e.g., peer tutoring).	2819	88.0%	5.35	3612	86.1%	5.26	12.15*

How have you changed your teaching practices this year (2007-08) compared to last year (2006-07)? For each of the activities listed below, please indicate whether you are spending more time, the same amount of time, or less time this year than you did last year (1=Much Less than Last Year, 2=A Little Less than Last Year, 3=The Same as Last Year, 4=A Little More than Last Year, 5=Much More than Last Year).							
	Spring 2007			Spring 2008			
Question	N	More	Mean	N	More	Mean	X²
a. Aligning my classroom instruction with curricular standards.	2819	52.0%	3.71	3612	52.1%	3.71	0.38
b. Focusing on the classroom content covered by standardized achievement tests.	2819	48.6%	3.64	3612	49.8%	3.66	2.22
c. Administering benchmark assessments or quizzes.	2819	44.7%	3.60	3612	45.7%	3.58	9.48
d. Re-teaching topics or skills based on students' performance on classroom tests.	2819	53.2%	3.71	3612	54.0%	3.72	7.83
e. Reviewing student test results with other teachers.	2819	42.0%	3.50	3612	42.0%	3.49	2.89
f. Seeking help from/providing help to other teachers informally.	2819	49.5%	3.62	3611	48.9%	3.60	7.12
g. Attending district- or school-sponsored professional development workshops.	2819	38.9%	3.44	3612	39.5%	3.43	3.2
h. Engaging in informal self-directed learning (e.g., reading subject-specific education research, using the Internet to enrich knowledge and skills).	2819	49.8%	3.65	3612	48.9%	3.62	2.63
i. Tutoring individuals or small groups of students outside of class time.	2819	49.7%	3.65	3611	48.7%	3.62	7.87

χ² statistic tests if there is a relationship between the distribution of responses across survey administrations (spring 2007 vs spring 2008 -- *p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. Only schools that were represented in both survey administrations were included in the analysis.

How much change has there been in the time your students spend on the following activities this year (2007-08) compared to last year (2006-07)? For each of the activities listed below, please indicate whether your students are spending more time, the same amount of time, or less time this year than they did last year (1=Much Less than Last Year, 2=A Little Less than Last Year, 3=The Same as Last Year, 4=A Little More than Last Year, 5=Much More than Last Year).	Spring 2007			Spring 2008			
Question	N	More	Mean	N	More	Mean	X^2
a. Engaging in hands-on learning activities (e.g., working with manipulative aids).	2819	53.1%	3.68	3612	54.1%	3.68	6.09
b. Working in groups.	2819	51.5%	3.69	3612	53.3%	3.70	11.11*
c. Completing assignments at home (i.e., homework).	2819	37.1%	3.40	3611	38.4%	3.42	1.83
d. Receiving direct instruction.	2819	40.9%	3.52	3612	44.9%	3.56	12.96*
e. Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves.)	2819	47.1%	3.56	3612	49.9%	3.61	5.45

To what extent do you use student test score data for each of the following purposes (1=Never or Almost Never, 2=Occasionally, 3=Frequently, 4=Always or Almost Always) ("Often" represents percent responding 3 or 4)?	Spring 2007			Spring 2008			
Question	N	Often	Mean	N	Often	Mean	X^2
a. Identify individual students who need remedial assistance.	2819	87.1%	3.31	3612	88.1%	3.34	18.18**
b. Set learning goals for individual students.	2819	84.8%	3.26	3612	85.5%	3.27	24.03**
c. Tailor instruction to individual students' needs.	2819	86.4%	3.30	3612	86.6%	3.30	9.61*
d. Develop recommendations for tutoring or other educational services for students.	2819	81.8%	3.20	3612	82.9%	3.22	3.75
e. Assign or reassign students to groups.	2819	79.7%	3.15	3612	80.0%	3.15	3.18
f. Identify and correct gaps in the curriculum for all students.	2819	81.1%	3.13	3612	81.6%	3.15	6.51
g. Encourage parent involvement in student learning.	2819	66.1%	2.88	3612	76.6%	3.11	108.68**
h. Identify areas where I need to strengthen my content knowledge or teaching skills.	2819	85.6%	3.24	3612	86.4%	3.27	6.43
i. Determine areas where I need professional development.	2819	78.3%	3.11	3612	79.8%	3.14	14.29**

χ^2 statistic tests if there is a relationship between the distribution of responses across survey administrations (spring 2007 vs spring 2008 -- *p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. Only schools that were represented in both survey administrations were included in the analysis.

How often do the following kinds of contact occur between you and the parents (or guardians) of your students (1=Never or Almost Never, 2=Occasionally, 3=Frequently, 4=Always or Almost Always) ("Often" represents percent responding 3 or 4)?	Spring 2007			Spring 2008			
Question	N	Often	Mean	N	Often	Mean	X²
a. I require students to have their parents sign off on homework.	2819	41.4%	2.34	3611	40.6%	2.33	2.75
b. I assign homework that requires direct parent involvement or participation.	2819	37.3%	2.25	3611	38.3%	2.27	1.8
c. I send home examples of excellent student work to serve as models.	2819	37.8%	2.20	3611	37.1%	2.20	1.95
d. For those students who are having academic problems, I try to make direct contact with their parents.	2819	79.8%	3.19	3611	78.3%	3.14	12.05**
e. For those students whose academic performance improves, I send messages home to parents.	2819	62.8%	2.81	3611	60.6%	2.78	4.1
f. I invite parents to visit or observe my classroom.	2819	50.1%	2.58	3611	52.7%	2.63	6.1
g. I encourage parents to volunteer in the school.	2819	48.5%	2.50	3611	49.7%	2.53	2.54
h. I help engage parents in site-based decision-making and advisory groups.	2819	31.0%	2.05	3611	35.6%	2.17	21.51**

χ² statistic tests if there is a relationship between the distribution of responses across survey administrations (spring 2007 vs spring 2008 -- *p < .05 **p < .01). N reflects the number of observations with valid values for the question and other variable summarized in the table – may vary across tables. Only schools that were represented in both survey administrations were included in the analysis.

Governor's Educator Excellence Grant (GEEG)
Spring 2008 Educator Survey

Dear Educator,

The National Center on Performance Incentives (NCPI), under contract with the Texas Education Agency (TEA), is conducting an on-going evaluation of the Governor's Educator Excellence Grant (GEEG) program. During fall 2007, you completed a survey addressing educators' attitudes toward performance incentive pay and the GEEG program, specifically. This survey asks about a different set of issues.

We also recognize that you may have filled out a similar survey during spring 2007 of last school year. It is important that you complete the survey again this spring 2008. Gathering teacher feedback using a series of surveys throughout the duration of the GEEG program will enable us to better understand teachers' experiences over time. Please note that it is okay if your answers have changed from last school year. We ask that you not try to remember how you responded last time in order to answer the same way again; rather, please indicate how you feel now. If this is your first opportunity to participate in this survey effort, we encourage you to respond at this time.

We want to survey all staff who are directly involved in delivering instruction, such as classroom teachers, instructional aides, instructional specialists, and instructional coaches. Therefore, when we state that this survey should be completed by all "full-time instructional personnel", we say so with the following definition in mind.

(1) A classroom teacher who teaches an average of four hours per day in an academic or career and technology instructional setting focusing on the delivery of the Texas Essential Knowledge and Skills (TEKS).
(2) The term also includes teachers' assistants/instructional aides, instructional coaches and specialists directly involved in delivering instruction.
(3) Permanent substitutes can be included as survey respondents if they meet the above requirements of at least four hours per day of instructional work.

All personnel who meet this definition should participate regardless of their eligibility for Part 1 or Part 2 awards under GEEG or the amount of award for which they are eligible.

We appreciate your contribution to this study and believe that your feedback will provide important insight regarding the issues addressed by this survey. We remind you that 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.

1. How do you classify your MAIN position in your current school during this 2007-08 school year? Please select only one response below that most accurately describes your position.

    a. Regular full-time teacher (i.e., an educator who teaches in an academic setting or a career and technology setting for <u>not less than</u> an average of four hours each day.)

    b. Regular part-time teacher (i.e., an educator who teaches in an academic setting or a career and technology setting for <u>less than</u> an average of four hours each day.)

    c. 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.)

    d. Short-term substitute (i.e., your assignment requires that you fill the role of a "regular full-time teacher" – as defined above – on a short-term basis, but you are still considered a substitute)

    e. Student teacher

    f. Teacher aide

    g. Administrator (e.g., principal, assistant principal, director, head of school)

    h. Instructional specialists (e.g., curriculum coordinator, mentor teacher, literacy or math coach)

    i. Librarian or library media specialist

    j. Health support staff (e.g., nurse, counselor, therapist)

    k. Campus support staff (e.g., custodian, cafeteria worker)

    l. Other support staff (e.g., administrative assistant)

    m. Other – Please explain below

    _____
    _____

SECTION A: PERFORMANCE-BASED INCENTIVES

2. To what extent do you agree or disagree with the following statements about your school's GEEG program?

(Circle One Response in Each Row)

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Our GEEG program does a good job of distinguishing effective from ineffective teachers at the school.				
b. The prospect that teachers at my school can earn a bonus discourages staff in the school from working together.				
c. I have noticed increased resentment among teachers since the start of our GEEG program.				
d. I was already working as effectively as I could before the implementation of GEEG, so the program does not affect my work.				
e. I have a clear understanding of the criteria I need to meet in order to achieve a bonus.				
f. The size of the top GEEG bonus award at my school is large enough to motivate me to put in extra effort.				
g. Our GEEG program does not measure important aspects of my teaching performance.				
h. I have a strong desire to earn a GEEG bonus.				
i. I have altered my instructional practices as a result of our GEEG program.				

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3. To what extent do you agree or disagree with the following statements about the teachers in your school this year (2007-08) compared to last school year (2006-07)?

(Circle One Response in Each Row)

Teachers in my school …..	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Seem more competitive than cooperative				
b. Trust each other less				
b. Feel more responsible to help each other do their best				
c. More often expect students to complete every Assignment				
d. 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				

4. To what extent do you agree or disagree with the following statements about your satisfaction with teaching?

(Circle One Response in Each Row)

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I would describe teachers at this school as a more satisfied group than we were last school year.				
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.				

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SECTION B: CURRICULUM AND INSTRUCTION

5. How often do you engage in the following activities as part of your classroom instruction?

(Circle One Response in Each Row)

	Never	Once or twice a year	Once or twice a semester	Once or twice a month	Once or twice a week	Almost Daily
a. I analyze students' work to identify the curricular standards that students have or have not yet mastered.						
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).						

6. How have you changed your teaching practices this year (2007-08) compared to last year (2006-07)? For each of the activities listed below, please indicate whether you are spending more time, the same amount of time, or less time this year than you did last year.

(Circle One Response in Each Row)

	Much less than last year	A little less than last year	The same as last year	A little more than last year	Much more than last year
a. Aligning my classroom instruction with curricular standards					
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					

7. How much change has there been in the time your students spend on the following activities this year (2007-08) compared to last year (2006-07)? For each of the activities listed below, please indicate whether your students are spending more time, the same amount of time, or less time this year than they did last year.

(Circle One Response in Each Row)

	Much less than last year	A little less than last year	The same as last year	A little more than last year	Much more than last year
a. Engaging in hands-on learning activities (e.g., working with manipulative aids)					
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.)					

SECTION C: ASSESSMENT AND USE OF ASSESSMENT RESULTS

8. Teachers sometimes focus their efforts on improving the performance of specific groups of students. Compared to last year (2006-07), how regularly do you focus extra effort on students at different performance levels in your class(es) this year (2007-08)?

(Circle One Response in Each Row)

	Never or almost never	Occasionally	Frequently	Always or almost always
a. I focus the same amount of effort on students at *all* performance levels.				
b. I focus more effort on students at *high* levels of achievement.				
c. I focus more effort on students at *average* levels of achievement.				
d. I focus more effort on students at *moderately* low levels of achievement.				
e. I focus more effort on students at *very* low levels of achievement.				

9. To what extent do you use student test score data for each of the following purposes?

(Circle One Response in Each Row)

	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				

SECTION D: PARENT ENGAGEMENT

10. How often do the following kinds of contact occur between you and the parents of your students?
(Circle One Response in Each Row)

	Never or almost never	Occasionally	Frequently	Always or almost always
a. I require students to have their parents sign off on homework.				
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. 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.				

SECTION E: BACKGROUND

Professional Experience Information
11. Including this year (2007-08), please indicate the number of years you have taught on a full-time basis.
   a. 1 year
   b. 2-3 years
   c. 4-9 years
   d. 10-14 years
   e. 15-19 years
   f. 20 or more years

12. Including this year (2007-08), please indicate the number of years you have taught on a full-time basis <u>at this school</u>.
   a. 1 year
   b. 2-3 years
   c. 4-9 years
   d. 10-14 years
   e. 15-19 years
   f. 20 or more years

13. What is the highest degree you hold?
   a. Associate Degree
   b. Bachelor's Degree
   c. Master's Degree
   d. Doctorate or Professional Degree
   e. Other – please specify

   _____

14. What subjects do you teach this school year (2007-08)? (check all that apply)
   a. Arts and Music
   b. Bilingual Education
   c. English and Language Arts
   d. English as a Second Language
   e. Foreign Languages
   f. Gym, Physical Education
   g. Health Education
   h. Mathematics and Computer Science
   i. Natural Sciences
   j. Social Sciences
   k. Special Education
   l. Gifted and Talented
   m. Vocational/Technical Education
   n. Other

15. Do you teach in a subject and grade that is held accountable under the No Child Left Behind Act or Texas accountability system?
    a. Yes
    b. No
    c. Do not know

16. What percentage of your time is spent teaching in an out-of-field area?
    a. 0% (i.e., none at all)
    b. 1% to 10%
    c. 11% to 20%
    d. 21% to 30%
    e. 31% to 40%
    f. 41% to 50%
    g. 51% to 60%
    h. 61% to 70%
    i. 71% to 80%
    j. 81% to 90%
    k. 91% to 99%
    l. 100%

17. Are you male or female?
    a. Male
    b. Female

18. What is your race?
    a. White
    b. Black or African-American
    c. Hispanic or Latino
    d. Asian
    e. Native Hawaiian or Other Pacific Islander
    f. American Indian or Alaska Native
    g. Other

Teacher Compensation Information
19. What is your current combined annual teaching and extra duty salary (i.e., not including any GEEG awards or other bonus or incentive pay)?
    a. $20,000 to $24,999
    b. $25,000 to $29,999
    c. $30,000 to $34,999
    d. $35,000 to $39,999
    e. $40,000 to $44,999
    f. $45,000 to $49,999
    g. $50,000 to $54,999
    h. $55,000 to $59,999
    i. $60,000 to $64,999
    j. $65,000 to $69,999
    k. $70,000 to $74,999
    l. $75,000 or more

20. Were you employed in your current school during the 2006-07 school year?
    a. Yes [go to 21]
    b. No [go to 22]
    c. Do not know [go to 22]

21. How much money did you personally receive from the second distribution of GEEG bonus awards for your performance during the 2006-07 school year (i.e., bonus awards distributed during the fall 2007 semester)?
    a. $0 (i.e., none at all)
    b. $1 to $999
    c. $1,000 to $1,999
    d. $2,000 to $2,999
    e. $3,000 to $3,999
    f. $4,000 to $4,999
    g. $5,000 to $5,999
    h. $6,000 to $6,999
    i. $7,000 to $7,999
    j. $8,000 to $8,999
    k. $9,000 to $9,999
    l. $10,000 or more
    m. Do not know

22. Do you receive any bonus or incentive pay – <u>other than a GEEG award</u> – that is over and beyond that which is your annual teaching and extra duty salary?
    a. Yes
    b. No

23. Is there anything else that you would like to share about your experience with your school's GEEG program that you did not have the opportunity to convey in your survey responses above? If so, please use the space provided below.

_____

_____

APPENDIX E
Technical Appendix for Chapter 7,
GEEG and Teacher Turnover

This appendix presents the analytic model, data and regression coefficients underlying the analysis of teacher turnover in Chapter 7.

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 can be estimated using probit regression (Singell 1991).

Probit and multinomial logit analyses of equation 3 provide the foundation for the empirical analysis of the effect of performance pay plans on teacher retention. Probit analyses are used to examine the impact of GEEG on turnover in general. Multinomial logit analyses are used to examine any differential impact of GEEG 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 GEEG or TEEG is simply treated as one of the pertinent job characteristics.

Data on teacher characteristics, including compensation, turnover and teaching assignment, come from the administrative records of the TEA and Texas' State Board for Educator Certification (SBEC). Data on other school, district and locational characteristics come from the TEA, the National Center for Education Statistics (NCES), the U.S. Bureau of Labor Statistics, and the 2000 U.S. Census. GEEG plan characteristics are available from the evaluation team's review of GEEG plan applications (see Chapter 3) and analysis of the distribution of Part 1 bonus award amounts (see Chapter 4).

The data cover the six academic years from the 2002-03 school year through the 2007-08 school year. The GEEG program operated during the last three school years of the analysis period; that is, teachers in GEEG schools had the opportunity to receive bonus awards for their performance in the 2005-06, 2006-07 and 2007-08 school years. The TEEG program operated during the last two years of the analysis period (2006-07 and 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.

Teacher Data

The examination of teacher turnover uses three categories of teacher data: (1) teacher retention, (2) wages and working conditions, and (3) individual teacher characteristics.

Teachers are considered retained if they are teaching in the same school in the subsequent academic year. Teachers who are not retained are further classified into the following categories: those who remain in the same district but change schools (internal movers); those who stay in teaching but change districts (external movers); and those no longer teaching in a Texas public school (leavers). On average over the analysis period, 80% 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 E.1 indicates the certificate descriptions held by teachers who are identified in the analysis as being certified in math or science.

Table E.1: Math and Science Certificates

Certificate Descriptions	
Elementary Biology	Middle School Life-Earth Science
Elementary Chemistry	Middle School Mathematics
Elementary Earth Science	Middle School Science Composite
Elementary Geology	Physical Science/Mathematics/Engineering
Elementary Life-Earth Science	Physical Sciences
Elementary Mathematics	Physics/Mathematics
Elementary Physical Science	Science
Elementary Physics	Secondary Biology
Health Science Technology	Secondary Chemistry
Junior High Mathematics	Secondary Earth Science
Junior High Physical Science	Secondary Life-Earth Science
Life Sciences	Secondary Mathematical Science Composite
Master Math Teacher (4-8)	Secondary Mathematics
Master Math Teacher (8-12)	Secondary Physical Science
Master Math Teacher (EC-4)	Secondary Physics
Mathematics	Secondary Science Composite
Mathematics/Science	Vocational Health Science Technology
Middle School Biology	

Source: Author's calculations from State Board for Educator Certification data.

School, District, and Locational Data

Other researchers have found that student demographics and school size have a significant influence on teacher turnover (Hanushek, Kain and Rivkin, 2004). Student demographics used in these analyses include: the percentage of ED students in the school, the percent of limited English proficient students, as well as the percent of black and Hispanic students. Student enrollment provides a measure of school size. The analyses also include measures of school district size, because variations in teacher turnover may arise from the lack of transfer opportunities within a district.

The analyses include several indicators of local labor market conditions outside of education. The NCES Comparable Wage Index (CWI) measures the prevailing wage for college graduates in each school district (Taylor and Fowler, 2006). Labor market unemployment rates are available from the U.S. Bureau of Labor Statistics. The analyses also include indicators for whether or not the district is located in a major metropolitan area (Austin, Dallas, Fort Worth, Houston or San Antonio) a metropolitan area or a micropolitan area. The distance from the district to the center of the closest metropolitan area is also included to reflect typical housing patterns and geographic isolation.

GEEG Plan Characteristics

The analyses include an array of variables reflecting a school's GEEG plan. The first is an indicator for whether or not a school participated in the GEEG program (EVERGEEG). This indicator takes on a value of one if the school was or would become a GEEG school (and zero otherwise). The next three indicators (GEEG2006, GEEG2007 and GEEG2008) indicate a GEEG school in a

specific program year. The GEEG-TEEG indicator signals a GEEG school in 2007-08 that would become a TEEG school after the completion of the GEEG program.

The analyses also consider specific design features of a GEEG school's plan. A series of indicators take on the value of one if the plan rewards student performance gains, student performance levels or some combination of the two. Another series of indicators take on the value of one if the plan offers teacher-level incentives, school-level incentives or some combination of the two. The school's Plan Gini enters the analysis as a continuous variable.

TEEG Plan Characteristics

Given the eligibility criteria, schools cycled into and out of the TEEG program. Dummy variables classify each TEEG school into one of seven distinct types: TEEG Cycle 1 only schools, TEEG Cycle 1 & 2 schools, TEEG Cycle 2 only schools, TEEG Cycle 2&3 schools, TEEG Cycle 3 only schools, TEEG Cycle 1 & 3 schools, and TEEG Cycle 1, 2, &3 schools.

Teachers were notified that their schools would be part of TEEG Cycle 1 during the 2006-07 school year, and the bonuses were distributed in the fall of 2007. Therefore, the TEEG program could have influenced teacher turnover for 2006-07 in all Cycle 1 schools. TEEG Cycle 2 participants were also notified of their pending participation in the spring of 2007. Because the anticipation of participation could have encouraged teacher retention, the TEEG program could also have affected turnover in 2006-07 for Cycle 2 only and Cycle 2&3 schools.

To measure these influences, and similar influences on turnover in 2007-08, the analysis includes six additional indicators: TEEG Current Year 2007 (an indicator variable that takes on the value of one if the school is either a TEEG Cycle 1 only school or a TEEG Cycle 1&3 school and the year is 2006-07); TEEG Next Year 2007 (an indicator variable that takes on the value of one if the school is either a TEEG Cycle 2 only school or a TEEG Cycle 2&3 school and the year is 2006-07); TEEG Current & Next Year 2007 (an indicator variable that takes on the value of one if the school is either a TEEG Cycle 1&2 school or a TEEG Cycle 1,2&3 school and the year is 2006-07); TEEG Current Year 2008 (an indicator variable that takes on the value of one if the school is either a TEEG Cycle 2 only school or a TEEG Cycle 1&2 school and the year is 2007-08); TEEG Next Year 2008 (an indicator variable that takes on the value of one if the school is either a TEEG Cycle 3 only school or a TEEG Cycle 1&3 school and the year is 2007-08); and TEEG Current & Next Year 2008 (an indicator variable that takes on the value of one if the school is either a TEEG Cycle 2 &3 school or a TEEG Cycle 1,2&3 school and the year is 2007-08).

Individual GEEG Awards

Data on the individual awards distributed in 2006 are available for 85 of the 98 GEEG schools for which PEIMS personnel data are available. Data on the individual awards distributed in 2007 are available for 84 schools, and data on the individual awards distributed in 2008 are available for 72 schools. Unfortunately, data from all three years are only available for 52 GEEG schools. Rather than lose nearly half of the sample to missing data, the evaluators included in the analysis indicators for whether or not the school provided award data in 2006, 2007 and in 2008. These indicators take on the value of one if the bonus data are missing, and zero otherwise. The awards variables (Bonus 2006, Bonus 2007 and Bonus 2008) take on the value of the individual award in the corresponding

year, and zero otherwise. The awards variables are set equal to zero for all teachers in a non-respondent school. To allow for a non-linear relationship between the probability of teacher turnover and the size of the bonus award, the analysis includes the squares of the individual bonus awards.

The Regression Estimates

Tables E.2 through E.6 present coefficient estimates and robust standard errors from a series of analyses comparing turnover in GEEG schools with turnover in non-GEEG schools. Each table applies the same model to a different subset of data. In all cases, the tables present two alternative analyses of teacher retention. The first column in each table presents results from a probit analysis of teacher turnover. The probit analysis is used to examine the impact of GEEG 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 GEEG on internal movers, external movers and leavers. In all cases, the robust standard errors have been adjusted for clustering by district.

Tables 7.2 through 7.5 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.12 present the marginal effects and robust standard errors from the probit regressions underlying the predictions in Figures 7.2 through 7.6 and Tables 7.6 through 7.8 and 7.10 of the main text. Only data on GEEG schools are included in these regressions, and all of the models include campus fixed effects. To allow for a correlation in the errors across multiple observations of the same teacher, the standard errors are adjusted for clustering by individual. The marginal effects presented in Tables 7.6 through 7.8 of the main text indicate changes in predicted turnover rates, holding constant at the mean all of the teacher, school and student characteristics in the model, and were calculated using the method of recycled predictions.

Table E.2: Regression Analyses of Turnover, All Teachers, All Schools

	Any Turnover	External Mover	Internal Mover	Leaver
Ever GEEG	-0.027	-0.144*	-0.035	-0.042
	(0.022)	(0.074)	(0.092)	(0.055)
GEEG 2006	-0.122**	-0.386***	-0.180	-0.153**
	(0.050)	(0.094)	(0.187)	(0.066)
GEEG 2007	-0.015	-0.140	0.075	-0.016
	(0.054)	(0.092)	(0.183)	(0.118)
GEEG 2008	0.006	-0.078	0.087	0.015
	(0.084)	(0.174)	(0.226)	(0.157)
GEEG-TEEG	0.067	0.002	0.219	0.113
	(0.094)	(0.250)	(0.298)	(0.157)
TEEG Cycle 1 Only	-0.035***	-0.034	-0.206***	-0.010
	(0.012)	(0.027)	(0.048)	(0.018)
TEEG Cycle 2 Only	-0.027	0.023	-0.195***	-0.010
	(0.017)	(0.033)	(0.058)	(0.039)
TEEG Cycle 3 Only	-0.022	-0.014	-0.160***	0.008
	(0.015)	(0.037)	(0.052)	(0.025)
TEEG Cycle 1&2	-0.058***	-0.075*	-0.255***	-0.055
	(0.018)	(0.043)	(0.061)	(0.050)
TEEG Cycle 1&3	-0.039**	-0.094**	-0.221***	0.010
	(0.017)	(0.041)	(0.067)	(0.029)
TEEG Cycle 2&3	-0.041**	-0.001	-0.221***	-0.033
	(0.019)	(0.049)	(0.077)	(0.037)
TEEG Cycle 1,2&3	-0.085***	-0.100**	-0.289***	-0.113***
	(0.020)	(0.040)	(0.067)	(0.043)
TEEG Current Year 2007	0.035**	0.014	0.137*	0.048
	(0.018)	(0.038)	(0.076)	(0.038)
TEEG Next Year 2007	0.009	-0.056	0.142	-0.006
	(0.024)	(0.048)	(0.114)	(0.058)
TEEG Current & Next Year 2007	0.018	-0.122***	0.063	0.089
	(0.026)	(0.046)	(0.085)	(0.093)
TEEG Current Year 2008	0.035	0.031	0.137	0.042
	(0.023)	(0.051)	(0.088)	(0.089)
TEEG Next Year 2008	-0.012	0.005	0.025	-0.053
	(0.021)	(0.056)	(0.085)	(0.039)
TEEG Current & Next Year 2008	-0.003	-0.059	-0.057	0.042
	(0.026)	(0.056)	(0.099)	(0.070)
Base Salary (log)	-0.673***	-1.970***	-0.540***	-0.839***
	(0.042)	(0.093)	(0.164)	(0.082)
Charter	0.228***	-0.154*	0.025	0.636***
	(0.040)	(0.081)	(0.211)	(0.068)
Black	-0.107***	-0.311***	-0.078**	-0.186***
	(0.009)	(0.044)	(0.031)	(0.019)
Hispanic	-0.101***	-0.213***	-0.020	-0.245***

	(0.009)	(0.028)	(0.028)	(0.024)
Asian/American Indian	-0.045**	-0.225***	0.023	-0.060
	(0.017)	(0.053)	(0.033)	(0.049)
Male	0.034***	0.140***	0.120***	-0.021
	(0.008)	(0.017)	(0.015)	(0.016)
Years of Experience	-0.031***	-0.047***	-0.014***	-0.059***
	(0.001)	(0.003)	(0.003)	(0.003)
Experience, squared	0.001***	0.000**	-0.000	0.002***
	(0.000)	(0.000)	(0.000)	(0.000)
Experience missing	-0.069***	0.048	-0.097**	-0.233***
	(0.017)	(0.039)	(0.040)	(0.032)
No Degree	-0.034	-0.545***	0.051	0.096
	(0.033)	(0.073)	(0.097)	(0.068)
MA	0.145***	0.063***	0.094***	0.392***
	(0.005)	(0.013)	(0.017)	(0.012)
PhD	0.145***	-0.120**	0.180***	0.389***
	(0.017)	(0.057)	(0.055)	(0.050)
TAKS	0.062***	0.162***	0.108***	0.070***
	(0.006)	(0.012)	(0.017)	(0.012)
Language Arts	-0.010	-0.077***	-0.012	0.015
	(0.007)	(0.015)	(0.024)	(0.012)
Math	0.006	0.013	-0.026	0.033**
	(0.009)	(0.018)	(0.029)	(0.015)
Science	-0.009	0.038**	-0.046	-0.034**
	(0.008)	(0.018)	(0.030)	(0.014)
Foreign Language	0.080***	0.196***	0.039	0.147***
	(0.013)	(0.033)	(0.053)	(0.026)
Fine Arts	-0.000	0.146***	0.092***	-0.128***
	(0.009)	(0.019)	(0.035)	(0.019)
Vocational-Technical	-0.088***	-0.287***	-0.099*	-0.120***
	(0.009)	(0.022)	(0.051)	(0.014)
Special Education	0.147***	0.140***	0.370***	0.210***
	(0.009)	(0.020)	(0.033)	(0.020)
Bilingual	-0.008	0.041	0.018	-0.041
	(0.014)	(0.035)	(0.046)	(0.040)
Math Certified	0.024***	0.113***	0.023	0.009
	(0.006)	(0.017)	(0.022)	(0.013)
Science Certified	0.029***	0.073***	-0.022	0.077***
	(0.007)	(0.017)	(0.028)	(0.014)
Bilingual Certified	0.036***	0.124***	0.016	0.032
	(0.013)	(0.032)	(0.032)	(0.038)
Special Ed Certified	0.034***	0.044***	0.222***	-0.022
	(0.007)	(0.014)	(0.021)	(0.014)
Certified	-0.284***	0.055**	-0.058***	-0.867***
	(0.025)	(0.024)	(0.022)	(0.056)

Coach	0.074***	0.566***	0.167***	-0.294***
	(0.009)	(0.020)	(0.029)	(0.017)
Percent Ed students	-0.019	0.176**	-0.005	-0.091
	(0.038)	(0.080)	(0.134)	(0.070)
Percent LEP students	0.134***	0.402***	-0.001	0.238***
	(0.049)	(0.101)	(0.185)	(0.069)
Percent Hispanic students	0.235***	0.493***	0.501***	0.313***
	(0.033)	(0.077)	(0.126)	(0.060)
Percent Black students	0.450***	1.151***	0.813***	0.577***
	(0.052)	(0.093)	(0.154)	(0.086)
School enrollment (log)	-0.052***	0.005	-0.176***	-0.056***
	(0.008)	(0.015)	(0.031)	(0.011)
Distance	-0.001	-0.003	0.006	-0.004*
	(0.001)	(0.002)	(0.004)	(0.002)
Distance, squared	0.003	-0.004	-0.026	0.026**
	(0.007)	(0.015)	(0.031)	(0.011)
HISD	-0.114***	-0.158***	-0.395***	-0.160***
	(0.020)	(0.039)	(0.069)	(0.037)
DISD	0.030	-0.213***	0.075	0.051
	(0.022)	(0.039)	(0.079)	(0.042)
District Enrollment (log)	-0.013*	-0.234***	0.141***	0.003
	(0.007)	(0.013)	(0.029)	(0.012)
Comparable Wage Index	0.550***	1.516***	0.607	0.882***
	(0.095)	(0.178)	(0.378)	(0.195)
Unemployment Rate	-0.005	-0.020*	0.001	-0.015*
	(0.006)	(0.012)	(0.029)	(0.009)
Major Urban Area	0.046	0.208***	-0.050	0.057
	(0.029)	(0.046)	(0.140)	(0.042)
Metropolitan area	-0.078***	-0.342***	0.301**	-0.185***
	(0.030)	(0.059)	(0.122)	(0.061)
Micropolitan area	-0.010	0.031	0.132	-0.072**
	(0.022)	(0.051)	(0.085)	(0.035)
School Year 2003-04	0.049***	0.215***	-0.023	0.072***
	(0.012)	(0.022)	(0.055)	(0.020)
School Year 2004-05	-0.004	0.157***	-0.005	-0.104***
	(0.016)	(0.033)	(0.063)	(0.026)
School Year 2005-06	0.026	0.235***	0.037	-0.071**
	(0.018)	(0.035)	(0.083)	(0.031)
School Year 2006-07	0.064***	0.249***	-0.069	0.099**
	(0.025)	(0.048)	(0.109)	(0.044)
School Year 2007-08	0.008	0.129**	-0.157	-0.004
	(0.025)	(0.054)	(0.114)	(0.046)
Elementary School	-0.037*	-0.132***	0.336***	-0.131***
	(0.019)	(0.042)	(0.095)	(0.031)
Middle School	0.046**	0.142***	0.417***	-0.012

	(0.019)	(0.042)	(0.097)	(0.032)
High School	0.017	0.268***	-0.130	0.014
	(0.020)	(0.042)	(0.116)	(0.032)
Constant	4.780***	13.645***	-0.054	5.195***
	(0.319)	(0.719)	(1.296)	(0.628)
Number of Observations	1,745,033.	1,745,033.	1,745,033.	1,745,033.

Source: Authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics. .
* significant at 10%; ** significant at 5%; *** significant at 1%

Table E.3: Regression Analyses of Turnover, All Teachers, High Needs Schools

	Any Turnover	External Mover	Internal Mover	Leaver
Ever GEEG	-0.030	-0.096	-0.061	-0.062
	(0.022)	(0.072)	(0.092)	(0.049)
GEEG 2006	-0.119***	-0.404***	-0.163	-0.145**
	(0.043)	(0.094)	(0.147)	(0.065)
GEEG 2007	-0.034	-0.154*	0.021	-0.052
	(0.051)	(0.092)	(0.187)	(0.102)
GEEG 2008	-0.006	-0.101	0.113	-0.027
	(0.081)	(0.175)	(0.224)	(0.138)
GEEG-TEEG	0.082	0.000	0.203	0.173
	(0.091)	(0.247)	(0.292)	(0.148)
TEEG Cycle 1 Only	-0.043***	-0.050*	-0.210***	-0.026
	(0.013)	(0.028)	(0.050)	(0.017)
TEEG Cycle 2 Only	-0.035**	0.011	-0.197***	-0.023
	(0.016)	(0.033)	(0.061)	(0.028)
TEEG Cycle 3 Only	-0.031**	-0.021	-0.170***	-0.008
	(0.015)	(0.038)	(0.055)	(0.023)
TEEG Cycle 1&2	-0.068***	-0.088*	-0.259***	-0.073*
	(0.018)	(0.045)	(0.064)	(0.038)
TEEG Cycle 1&3	-0.038**	-0.081*	-0.221***	0.007
	(0.017)	(0.042)	(0.068)	(0.027)
TEEG Cycle 2&3	-0.048**	-0.015	-0.229***	-0.042
	(0.019)	(0.048)	(0.078)	(0.031)
TEEG Cycle 1,2&3	-0.090***	-0.100***	-0.293***	-0.125***
	(0.020)	(0.039)	(0.071)	(0.036)
TEEG Current Year 2007	0.015	0.013	0.054	0.015
	(0.019)	(0.040)	(0.081)	(0.032)
TEEG Next Year 2007	-0.010	-0.064	0.087	-0.045
	(0.025)	(0.049)	(0.116)	(0.043)
TEEG Current & Next Year 2007	-0.002	-0.129***	0.004	0.048
	(0.025)	(0.045)	(0.086)	(0.076)
TEEG Current Year 2008	0.028	-0.008	0.175*	0.013
	(0.019)	(0.055)	(0.097)	(0.058)
TEEG Next Year 2008	-0.021	-0.024	0.044	-0.082*
	(0.023)	(0.059)	(0.093)	(0.043)

TEEG Current & Next Year 2008	-0.012	-0.095	-0.045	0.015
	(0.025)	(0.059)	(0.106)	(0.050)
Base Salary (log)	-0.736***	-2.012***	-0.668***	-0.993***
	(0.051)	(0.132)	(0.172)	(0.093)
Charter	0.180***	-0.280***	0.194	0.510***
	(0.051)	(0.097)	(0.247)	(0.091)
Black	-0.138***	-0.391***	-0.117***	-0.239***
	(0.009)	(0.048)	(0.038)	(0.017)
Hispanic	-0.124***	-0.286***	-0.041	-0.272***
	(0.010)	(0.031)	(0.028)	(0.030)
Asian/American Indian	-0.087***	-0.300***	0.012	-0.155**
	(0.023)	(0.064)	(0.035)	(0.065)
Male	0.032***	0.083***	0.111***	0.006
	(0.010)	(0.020)	(0.017)	(0.023)
Years of Experience	-0.028***	-0.051***	-0.010***	-0.047***
	(0.002)	(0.004)	(0.003)	(0.005)
Experience, squared	0.001***	0.000**	-0.000	0.002***
	(0.000)	(0.000)	(0.000)	(0.000)
Experience missing	-0.045**	0.054	-0.040	-0.186***
	(0.020)	(0.049)	(0.046)	(0.036)
No Degree	-0.062	-0.580***	-0.049	0.050
	(0.042)	(0.096)	(0.107)	(0.090)
MA	0.165***	0.087***	0.128***	0.429***
	(0.007)	(0.018)	(0.023)	(0.016)
PhD	0.155***	-0.054	0.140*	0.409***
	(0.023)	(0.078)	(0.076)	(0.065)
TAKS	0.071***	0.173***	0.114***	0.090***
	(0.009)	(0.016)	(0.022)	(0.018)
Language Arts	-0.008	-0.074***	-0.009	0.019
	(0.009)	(0.019)	(0.031)	(0.015)
Math	0.010	0.018	0.006	0.025
	(0.014)	(0.028)	(0.041)	(0.021)
Science	0.000	0.044*	-0.015	-0.022
	(0.011)	(0.025)	(0.038)	(0.018)
Foreign Language	0.061***	0.124***	0.055	0.123***
	(0.020)	(0.045)	(0.075)	(0.034)
Fine Arts	0.015	0.148***	0.151***	-0.111***
	(0.012)	(0.028)	(0.041)	(0.021)
Vocational-Technical	-0.108***	-0.360***	-0.167***	-0.125***
	(0.010)	(0.029)	(0.053)	(0.018)
Special Education	0.132***	0.064**	0.360***	0.192***
	(0.013)	(0.029)	(0.039)	(0.031)
Bilingual	-0.011	0.041	-0.009	-0.036
	(0.015)	(0.037)	(0.048)	(0.043)
Math Certified	0.027***	0.130***	0.031	0.007

	(0.010)	(0.025)	(0.033)	(0.020)
Science Certified	0.029***	0.093***	-0.024	0.069***
	(0.011)	(0.025)	(0.039)	(0.020)
Bilingual Certified	0.029*	0.091***	-0.009	0.033
	(0.015)	(0.034)	(0.032)	(0.043)
Special Ed Certified	0.032***	0.046**	0.189***	-0.014
	(0.011)	(0.019)	(0.029)	(0.025)
Certified	-0.266***	0.085**	-0.034	-0.850***
	(0.035)	(0.033)	(0.027)	(0.079)
Coach	0.055***	0.525***	0.149***	-0.332***
	(0.013)	(0.026)	(0.034)	(0.025)
Percent Ed students	0.051	-0.078	0.189	0.146
	(0.054)	(0.115)	(0.188)	(0.091)
Percent LEP students	0.160***	0.416***	0.064	0.272***
	(0.051)	(0.109)	(0.199)	(0.072)
Percent Hispanic students	0.213***	0.501***	0.495***	0.305***
	(0.047)	(0.106)	(0.155)	(0.085)
Percent Black students	0.426***	1.042***	0.845***	0.580***
	(0.071)	(0.125)	(0.184)	(0.123)
School enrollment (log)	-0.065***	0.019	-0.273***	-0.061***
	(0.009)	(0.018)	(0.030)	(0.012)
Distance	-0.002*	-0.007***	0.006	-0.005**
	(0.001)	(0.002)	(0.004)	(0.002)
Distance, squared	0.011	0.021	-0.016	0.031**
	(0.007)	(0.014)	(0.026)	(0.013)
HISD	-0.088***	-0.038	-0.416***	-0.131***
	(0.023)	(0.050)	(0.071)	(0.045)
DISD	0.050**	-0.116***	0.020	0.086*
	(0.024)	(0.044)	(0.078)	(0.048)
District Enrollment (log)	-0.029***	-0.278***	0.181***	-0.035**
	(0.010)	(0.017)	(0.030)	(0.016)
Comparable Wage Index	0.660***	1.553***	1.032**	1.062***
	(0.119)	(0.226)	(0.455)	(0.243)
Unemployment Rate	-0.001	-0.006	0.002	-0.009
	(0.006)	(0.013)	(0.030)	(0.009)
Major Urban Area	0.047	0.254***	-0.188	0.102**
	(0.035)	(0.058)	(0.144)	(0.047)
Metropolitan area	-0.104***	-0.397***	0.157	-0.210***
	(0.037)	(0.079)	(0.149)	(0.076)
Micropolitan area	-0.011	0.018	0.084	-0.063
	(0.027)	(0.064)	(0.097)	(0.044)
School Year 2003-04	0.057***	0.239***	0.035	0.057**
	(0.015)	(0.029)	(0.061)	(0.022)
School Year 2004-05	0.013	0.213***	0.034	-0.097***
	(0.019)	(0.043)	(0.072)	(0.030)

School Year 2005-06	0.031	0.298***	0.026	-0.085**
	(0.022)	(0.043)	(0.110)	(0.034)
School Year 2006-07	0.093***	0.324***	-0.020	0.138***
	(0.030)	(0.060)	(0.130)	(0.053)
School Year 2007-08	0.023	0.230***	-0.211*	0.022
	(0.031)	(0.067)	(0.127)	(0.057)
Elementary School	-0.023	-0.074	0.413***	-0.126***
	(0.025)	(0.060)	(0.109)	(0.039)
Middle School	0.073***	0.160***	0.536***	0.036
	(0.026)	(0.059)	(0.111)	(0.040)
High School	0.065**	0.268***	0.129	0.086**
	(0.027)	(0.060)	(0.132)	(0.042)
Constant	5.321***	14.451***	0.563	6.349***
	(0.399)	(1.024)	(1.359)	(0.724)
Number of Observations	881,827	881,827	881,827	881,827

Source: Authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics. * significant at 10%; ** significant at 5%; *** significant at 1%

Table E.4: Regression Analyses of Turnover, Math and Science Teachers

	Any Turnover	External Mover	Internal Mover	Leaver
Ever GEEG	0.014	0.147	0.020	-0.082
	(0.052)	(0.143)	(0.152)	(0.111)
GEEG 2006	-0.257***	-1.087***	-0.226	-0.258
	(0.087)	(0.237)	(0.348)	(0.169)
GEEG 2007	-0.043	-0.267	0.164	-0.076
	(0.086)	(0.247)	(0.361)	(0.183)
GEEG 2008	0.040	-0.161	0.115	0.178
	(0.061)	(0.225)	(0.252)	(0.225)
GEEG-TEEG	0.131	-0.095	0.637	0.101
	(0.173)	(0.430)	(0.584)	(0.366)
TEEG Cycle 1 Only	-0.028	-0.029	-0.183**	-0.017
	(0.021)	(0.056)	(0.071)	(0.041)
TEEG Cycle 2 Only	-0.020	0.009	-0.200**	0.007
	(0.024)	(0.061)	(0.085)	(0.052)
TEEG Cycle 3 Only	-0.036	-0.032	-0.280***	0.007
	(0.023)	(0.059)	(0.088)	(0.042)
TEEG Cycle 1&2	-0.032	0.008	-0.222	-0.057
	(0.037)	(0.086)	(0.137)	(0.069)
TEEG Cycle 1&3	-0.066**	-0.137**	-0.349***	-0.017
	(0.027)	(0.066)	(0.127)	(0.053)
TEEG Cycle 2&3	-0.043	-0.023	-0.247**	-0.036
	(0.027)	(0.077)	(0.101)	(0.061)
TEEG Cycle 1,2&3	-0.081**	-0.015	-0.319***	-0.156**
	(0.032)	(0.068)	(0.110)	(0.066)
TEEG Current Year 2007	0.022	0.105	0.029	0.001

	(0.037)	(0.081)	(0.168)	(0.077)
TEEG Next Year 2007	-0.010	-0.111	0.276*	-0.096
	(0.039)	(0.099)	(0.163)	(0.092)
TEEG Current & Next Year 2007	0.031	-0.103	0.171	0.095
	(0.045)	(0.101)	(0.165)	(0.123)
TEEG Current Year 2008	0.108**	0.238**	0.367**	0.080
	(0.045)	(0.121)	(0.160)	(0.077)
TEEG Next Year 2008	-0.002	-0.116	0.284*	-0.073
	(0.041)	(0.107)	(0.171)	(0.081)
TEEG Current & Next Year 2008	-0.018	-0.155	-0.120	0.070
	(0.048)	(0.135)	(0.168)	(0.099)
Base Salary (log)	-0.745***	-2.117***	-0.489*	-0.872***
	(0.057)	(0.128)	(0.256)	(0.124)
Charter	0.314***	0.015	0.170	0.851***
	(0.052)	(0.109)	(0.328)	(0.100)
Black	-0.096***	-0.403***	-0.117**	-0.070**
	(0.017)	(0.065)	(0.054)	(0.032)
Hispanic	-0.122***	-0.298***	-0.092**	-0.228***
	(0.016)	(0.045)	(0.046)	(0.035)
Asian/American Indian	-0.068**	-0.286***	0.024	-0.079
	(0.028)	(0.085)	(0.074)	(0.066)
Male	0.058***	0.154***	0.112***	0.056***
	(0.010)	(0.021)	(0.028)	(0.021)
Years of Experience	-0.038***	-0.035***	-0.017***	-0.088***
	(0.002)	(0.005)	(0.006)	(0.004)
Experience, squared	0.001***	0.000	0.000	0.003***
	(0.000)	(0.000)	(0.000)	(0.000)
Experience missing	-0.094***	0.131***	-0.173**	-0.369***
	(0.023)	(0.049)	(0.070)	(0.049)
No Degree	0.135***	0.258**	0.046	0.258**
	(0.051)	(0.125)	(0.217)	(0.110)
MA	0.136***	0.075***	0.042	0.391***
	(0.008)	(0.025)	(0.028)	(0.019)
PhD	0.074	-0.161	0.029	0.280**
	(0.048)	(0.109)	(0.086)	(0.119)
TAKS	0.047***	0.220***	0.117***	-0.024
	(0.012)	(0.035)	(0.034)	(0.027)
Language Arts	0.019	-0.080**	0.133***	0.054*
	(0.012)	(0.036)	(0.042)	(0.028)
Math	-0.022*	0.004	0.028	-0.099***
	(0.013)	(0.033)	(0.038)	(0.024)
Science	-0.023**	0.004	-0.085**	-0.053**
	(0.011)	(0.030)	(0.035)	(0.022)
Foreign Language	0.050	0.097	0.035	0.092
	(0.035)	(0.089)	(0.143)	(0.089)

Fine Arts	-0.059**	0.001	-0.115	-0.162***
	(0.028)	(0.077)	(0.090)	(0.059)
Vocational-Technical	-0.078***	-0.221***	-0.175**	-0.093***
	(0.016)	(0.050)	(0.084)	(0.035)
Special Education	0.105***	0.102	0.354***	0.090
	(0.034)	(0.087)	(0.110)	(0.070)
Bilingual	-0.054	-0.087	-0.018	-0.151*
	(0.041)	(0.115)	(0.126)	(0.089)
Math Certified	0.038***	0.041	-0.050	0.136***
	(0.014)	(0.040)	(0.051)	(0.030)
Science Certified	0.036***	0.017	-0.010	0.124***
	(0.013)	(0.037)	(0.051)	(0.029)
Bilingual Certified	0.084***	0.259***	0.097	0.045
	(0.027)	(0.089)	(0.083)	(0.072)
Special Ed Certified	0.058***	0.147***	0.235***	0.006
	(0.015)	(0.042)	(0.048)	(0.039)
Coach	0.046***	0.515***	0.133***	-0.384***
	(0.012)	(0.030)	(0.044)	(0.026)
Percent Ed students	-0.002	0.294**	-0.124	-0.076
	(0.052)	(0.121)	(0.190)	(0.094)
Percent LEP students	0.164**	0.482**	-0.176	0.353***
	(0.077)	(0.193)	(0.266)	(0.103)
Percent Hispanic students	0.281***	0.532***	0.839***	0.313***
	(0.046)	(0.115)	(0.169)	(0.084)
Percent Black students	0.598***	1.385***	1.365***	0.662***
	(0.061)	(0.129)	(0.200)	(0.095)
School enrollment (log)	-0.040***	0.008	-0.182***	-0.028*
	(0.008)	(0.019)	(0.034)	(0.015)
Distance	-0.002*	-0.006***	0.003	-0.004**
	(0.001)	(0.002)	(0.005)	(0.002)
Distance, squared	0.011	0.020	-0.001	0.028**
	(0.008)	(0.017)	(0.035)	(0.011)
HISD	-0.025	-0.136***	-0.077	-0.057
	(0.020)	(0.048)	(0.085)	(0.038)
DISD	-0.102***	-0.271***	-0.181*	-0.201***
	(0.021)	(0.049)	(0.094)	(0.040)
District Enrollment (log)	-0.028***	-0.245***	0.147***	-0.009
	(0.008)	(0.017)	(0.034)	(0.013)
Comparable Wage Index	0.567***	1.471***	0.849*	0.777***
	(0.101)	(0.237)	(0.474)	(0.185)
Unemployment Rate	-0.011	-0.033**	-0.030	-0.012
	(0.007)	(0.014)	(0.035)	(0.013)
Major Urban Area	0.046	0.221***	-0.139	0.057
	(0.029)	(0.060)	(0.149)	(0.051)
Metropolitan area	-0.081**	-0.290***	0.138	-0.136**

		(0.033)	(0.074)	(0.152)	(0.062)
Micropolitan area	-0.005	0.082	0.021	-0.070
	(0.028)	(0.066)	(0.111)	(0.049)
School Year 2003-04	0.076***	0.282***	-0.019	0.116***
	(0.016)	(0.039)	(0.071)	(0.030)
School Year 2004-05	0.061***	0.275***	0.040	0.027
	(0.019)	(0.047)	(0.085)	(0.037)
School Year 2005-06	0.115***	0.389***	0.095	0.109**
	(0.023)	(0.051)	(0.107)	(0.042)
School Year 2006-07	0.139***	0.423***	-0.081	0.236***
	(0.027)	(0.067)	(0.129)	(0.058)
School Year 2007-08	0.056*	0.280***	-0.236*	0.083
	(0.031)	(0.078)	(0.141)	(0.059)
Elementary School	-0.026	-0.158**	0.654***	-0.220***
	(0.026)	(0.064)	(0.125)	(0.054)
Middle School	0.050**	0.087	0.574***	-0.017
	(0.025)	(0.061)	(0.125)	(0.052)
High School	0.028	0.243***	-0.003	0.005
	(0.026)	(0.060)	(0.147)	(0.053)
Constant	5.125***	14.886***	-0.732	4.692***
	(0.438)	(1.001)	(2.054)	(0.984)
Number of Observations	261,274	261,274	261,274	261,274

Source: Authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics. * significant at 10%; ** significant at 5%; *** significant at 1%

Table E.5: Regression Analyses of Turnover, Beginning Teachers

	Any Turnover	External Mover	Internal Mover	Leaver
Ever GEEG	-0.055*	-0.200*	-0.145	-0.024
	(0.028)	(0.110)	(0.122)	(0.088)
GEEG 2006	-0.049	-0.308*	0.139	-0.063
	(0.070)	(0.183)	(0.248)	(0.124)
GEEG 2007	0.022	-0.173	0.247	0.048
	(0.073)	(0.153)	(0.288)	(0.160)
GEEG 2008	0.045	-0.202	0.479*	-0.006
	(0.101)	(0.243)	(0.253)	(0.217)
GEEG-TEEG	0.149	0.373	0.198	0.249
	(0.114)	(0.368)	(0.338)	(0.222)
TEEG Cycle 1 Only	-0.057***	-0.071**	-0.215***	-0.064**
	(0.015)	(0.035)	(0.059)	(0.027)
TEEG Cycle 2 Only	-0.045**	0.002	-0.189***	-0.079
	(0.023)	(0.043)	(0.064)	(0.056)
TEEG Cycle 3 Only	-0.042**	-0.012	-0.202***	-0.048
	(0.017)	(0.036)	(0.053)	(0.039)
TEEG Cycle 1&2	-0.080***	-0.124***	-0.247***	-0.104
	(0.021)	(0.044)	(0.072)	(0.064)

TEEG Cycle 1&3	-0.050**	-0.090	-0.219***	-0.027
	(0.023)	(0.057)	(0.073)	(0.046)
TEEG Cycle 2&3	-0.065***	-0.050	-0.209**	-0.103*
	(0.025)	(0.058)	(0.100)	(0.062)
TEEG Cycle 1,2&3	-0.095***	-0.154***	-0.287***	-0.114**
	(0.025)	(0.053)	(0.081)	(0.056)
TEEG Current Year 2007	0.053**	-0.001	0.144	0.121**
	(0.024)	(0.055)	(0.090)	(0.054)
TEEG Next Year 2007	0.019	-0.075	0.128	0.058
	(0.035)	(0.062)	(0.130)	(0.093)
TEEG Current & Next Year 2007	0.037	-0.106	0.021	0.175
	(0.045)	(0.075)	(0.098)	(0.139)
TEEG Current Year 2008	0.059*	0.065	0.194*	0.084
	(0.032)	(0.061)	(0.109)	(0.111)
TEEG Next Year 2008	-0.016	0.032	-0.051	-0.046
	(0.034)	(0.080)	(0.088)	(0.068)
TEEG Current & Next Year 2008	0.038	-0.018	0.007	0.121
	(0.040)	(0.064)	(0.120)	(0.112)
Base Salary (log)	-0.474***	-1.021***	0.074	-0.884***
	(0.070)	(0.146)	(0.261)	(0.155)
Charter	0.273***	-0.060	0.148	0.753***
	(0.047)	(0.092)	(0.227)	(0.087)
Black	-0.130***	-0.334***	-0.084**	-0.221***
	(0.017)	(0.054)	(0.042)	(0.035)
Hispanic	-0.155***	-0.307***	-0.080***	-0.334***
	(0.014)	(0.034)	(0.030)	(0.041)
Asian/American Indian	-0.030	-0.274***	-0.061	0.043
	(0.026)	(0.077)	(0.053)	(0.062)
Male	0.009	-0.002	0.151***	-0.041*
	(0.010)	(0.023)	(0.023)	(0.024)
Years of Experience	0.042***	0.004	-0.007	0.149***
	(0.015)	(0.028)	(0.028)	(0.031)
Experience, squared	-0.014***	-0.026***	0.001	-0.033***
	(0.004)	(0.008)	(0.008)	(0.009)
No Degree	-0.017	-0.450***	0.002	0.143***
	(0.024)	(0.077)	(0.082)	(0.050)
MA	0.124***	-0.003	0.087***	0.362***
	(0.008)	(0.022)	(0.027)	(0.020)
PhD	0.095**	-0.118	0.037	0.320***
	(0.038)	(0.098)	(0.154)	(0.061)
TAKS	0.058***	0.145***	0.051**	0.086***
	(0.008)	(0.017)	(0.023)	(0.017)
Language Arts	-0.030***	-0.078***	-0.050*	-0.031
	(0.009)	(0.019)	(0.027)	(0.020)
Math	0.031***	0.019	-0.029	0.110***

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	(0.011)	(0.025)	(0.041)	(0.020)
Science	-0.011	0.049**	-0.023	-0.059***
	(0.010)	(0.025)	(0.037)	(0.022)
Foreign Language	0.148***	0.247***	0.084	0.319***
	(0.019)	(0.044)	(0.071)	(0.040)
Fine Arts	0.041***	0.149***	0.100**	-0.005
	(0.013)	(0.030)	(0.045)	(0.028)
Vocational-Technical	-0.080***	-0.116***	-0.148***	-0.163***
	(0.013)	(0.034)	(0.053)	(0.026)
Special Education	0.119***	0.152***	0.239***	0.181***
	(0.014)	(0.032)	(0.043)	(0.030)
Bilingual	0.031	0.027	0.045	0.080
	(0.019)	(0.045)	(0.049)	(0.061)
Math Certified	0.026**	0.085***	0.021	0.034
	(0.010)	(0.029)	(0.036)	(0.022)
Science Certified	0.066***	0.077**	-0.038	0.194***
	(0.014)	(0.032)	(0.043)	(0.029)
Bilingual Certified	-0.047*	-0.029	-0.062	-0.161**
	(0.024)	(0.052)	(0.046)	(0.064)
Special Ed Certified	0.048***	0.090***	0.241***	-0.016
	(0.012)	(0.026)	(0.033)	(0.024)
Certified	-0.256***	0.080***	-0.066**	-0.842***
	(0.017)	(0.023)	(0.026)	(0.037)
Coach	0.103***	0.493***	0.268***	-0.183***
	(0.011)	(0.023)	(0.037)	(0.023)
Percent Ed students	0.012	0.343***	0.045	-0.117
	(0.044)	(0.092)	(0.140)	(0.100)
Percent LEP students	0.135***	0.287**	-0.085	0.311***
	(0.050)	(0.117)	(0.168)	(0.107)
Percent Hispanic students	0.235***	0.493***	0.339**	0.329***
	(0.042)	(0.092)	(0.141)	(0.094)
Percent Black students	0.474***	1.105***	0.637***	0.648***
	(0.054)	(0.100)	(0.160)	(0.108)
School enrollment (log)	-0.044***	0.001	-0.147***	-0.046***
	(0.009)	(0.019)	(0.041)	(0.017)
Distance	-0.001	-0.000	0.006	-0.005*
	(0.001)	(0.002)	(0.004)	(0.003)
Distance, squared	0.001	-0.021	-0.028	0.035**
	(0.007)	(0.017)	(0.027)	(0.015)
HISD	-0.016	0.061	-0.223***	-0.037
	(0.024)	(0.052)	(0.076)	(0.056)
DISD	0.113***	-0.031	0.175**	0.193***
	(0.025)	(0.050)	(0.079)	(0.059)
District Enrollment (log)	-0.042***	-0.297***	0.128***	-0.009
	(0.008)	(0.015)	(0.031)	(0.018)

Comparable Wage Index	0.689***	1.439***	0.415	1.372***
	(0.120)	(0.215)	(0.376)	(0.299)
Unemployment Rate	-0.006	-0.024*	0.017	-0.015
	(0.007)	(0.014)	(0.026)	(0.014)
Major Urban Area	0.012	0.121**	-0.102	-0.009
	(0.032)	(0.057)	(0.117)	(0.069)
Metropolitan area	-0.142***	-0.324***	0.271**	-0.331***
	(0.038)	(0.073)	(0.127)	(0.089)
Micropolitan area	-0.032	0.009	0.101	-0.087
	(0.028)	(0.060)	(0.084)	(0.055)
School Year 2003-04	0.017	0.204***	-0.011	-0.068**
	(0.016)	(0.031)	(0.065)	(0.028)
School Year 2004-05	0.004	0.121***	0.005	-0.075**
	(0.019)	(0.042)	(0.068)	(0.036)
School Year 2005-06	-0.005	0.166***	-0.015	-0.142***
	(0.022)	(0.044)	(0.084)	(0.046)
School Year 2006-07	0.056*	0.098*	-0.092	0.153**
	(0.030)	(0.060)	(0.109)	(0.068)
School Year 2007-08	-0.055*	-0.003	-0.225*	-0.121*
	(0.031)	(0.066)	(0.116)	(0.071)
Elementary School	-0.039	-0.082	0.275***	-0.112**
	(0.025)	(0.054)	(0.101)	(0.049)
Middle School	0.050*	0.200***	0.320***	0.007
	(0.026)	(0.054)	(0.101)	(0.051)
High School	0.023	0.222***	-0.269**	0.100*
	(0.027)	(0.055)	(0.121)	(0.053)
Constant	3.204***	6.672***	-4.716**	4.933***
	(0.524)	(1.119)	(1.946)	(1.166)
Number of Observations	414,644	414,644	414,644	414,644

Source: Authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics.
* significant at 10%; ** significant at 5%; *** significant at 1%

Table E.6: Regression Analyses of Turnover, Experienced Teachers

	Any Turnover	External Mover	Internal Mover	Leaver
Ever GEEG	-0.023	-0.165*	0.028	-0.082
	(0.024)	(0.088)	(0.091)	(0.054)
GEEG 2006	-0.138***	-0.409***	-0.341*	-0.118
	(0.047)	(0.116)	(0.176)	(0.077)
GEEG 2007	-0.044	-0.026	-0.025	-0.090
	(0.057)	(0.112)	(0.172)	(0.121)
GEEG 2008	-0.028	-0.050	-0.139	0.026
	(0.083)	(0.235)	(0.204)	(0.158)
GEEG-TEEG	0.060	-0.213	0.291	0.103
	(0.092)	(0.300)	(0.263)	(0.162)
TEEG Cycle 1 Only	-0.030**	0.005	-0.211***	0.000

	(0.014)	(0.034)	(0.051)	(0.022)
TEEG Cycle 2 Only	-0.017	0.059	-0.196***	0.021
	(0.018)	(0.039)	(0.062)	(0.040)
TEEG Cycle 3 Only	-0.019	-0.021	-0.144**	0.015
	(0.016)	(0.048)	(0.058)	(0.027)
TEEG Cycle 1&2	-0.049**	-0.005	-0.252***	-0.041
	(0.019)	(0.055)	(0.068)	(0.046)
TEEG Cycle 1&3	-0.037*	-0.095*	-0.226***	0.019
	(0.020)	(0.052)	(0.078)	(0.032)
TEEG Cycle 2&3	-0.029	0.030	-0.211***	-0.001
	(0.020)	(0.062)	(0.078)	(0.036)
TEEG Cycle 1,2&3	-0.082***	-0.060	-0.282***	-0.120***
	(0.021)	(0.044)	(0.074)	(0.041)
TEEG Current Year 2007	0.013	-0.038	0.140	-0.011
	(0.019)	(0.048)	(0.087)	(0.040)
TEEG Next Year 2007	0.008	-0.020	0.171	-0.044
	(0.025)	(0.060)	(0.117)	(0.060)
TEEG Current & Next Year 2007	0.006	-0.147***	0.073	0.047
	(0.029)	(0.055)	(0.104)	(0.088)
TEEG Current Year 2008	0.021	-0.008	0.102	0.027
	(0.023)	(0.067)	(0.091)	(0.083)
TEEG Next Year 2008	-0.009	0.028	0.069	-0.072*
	(0.024)	(0.067)	(0.098)	(0.042)
TEEG Current & Next Year 2008	-0.024	-0.067	-0.101	-0.000
	(0.026)	(0.075)	(0.112)	(0.060)
Base Salary (log)	-0.326***	-1.060***	-0.432	-0.426***
	(0.067)	(0.165)	(0.275)	(0.121)
Charter	0.416***	0.256**	0.128	0.923***
	(0.051)	(0.102)	(0.252)	(0.091)
Black	-0.099***	-0.306***	-0.083**	-0.174***
	(0.009)	(0.049)	(0.033)	(0.019)
Hispanic	-0.083***	-0.179***	-0.012	-0.206***
	(0.009)	(0.033)	(0.035)	(0.022)
Asian/American Indian	-0.065***	-0.206***	0.056	-0.168***
	(0.020)	(0.058)	(0.040)	(0.060)
Male	0.031***	0.192***	0.098***	-0.038**
	(0.007)	(0.018)	(0.018)	(0.016)
Years of Experience	-0.047***	-0.042***	-0.016***	-0.092***
	(0.002)	(0.005)	(0.006)	(0.004)
Experience, squared	0.001***	-0.000***	-0.000	0.003***
	(0.000)	(0.000)	(0.000)	(0.000)
No Degree	-0.139**	-0.405***	0.138	-0.355**
	(0.068)	(0.116)	(0.196)	(0.147)
MA	0.142***	0.089***	0.102***	0.380***
	(0.007)	(0.017)	(0.020)	(0.015)

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PhD	0.135***	-0.257***	0.253***	0.355***
	(0.025)	(0.079)	(0.060)	(0.072)
TAKS	0.064***	0.172***	0.131***	0.067***
	(0.006)	(0.014)	(0.020)	(0.012)
Language Arts	-0.003	-0.067***	-0.009	0.027**
	(0.007)	(0.019)	(0.027)	(0.013)
Math	-0.001	0.030	-0.032	0.003
	(0.010)	(0.023)	(0.032)	(0.019)
Science	-0.016*	0.017	-0.051	-0.036**
	(0.009)	(0.023)	(0.033)	(0.018)
Foreign Language	0.043***	0.179***	0.017	0.049*
	(0.013)	(0.040)	(0.054)	(0.027)
Fine Arts	-0.014	0.164***	0.091**	-0.176***
	(0.010)	(0.023)	(0.039)	(0.022)
Vocational-Technical	-0.074***	-0.332***	-0.065	-0.091***
	(0.010)	(0.031)	(0.058)	(0.017)
Special Education	0.156***	0.081***	0.409***	0.228***
	(0.011)	(0.029)	(0.037)	(0.023)
Bilingual	-0.005	0.032	0.037	-0.048
	(0.015)	(0.040)	(0.051)	(0.036)
Math Certified	0.020***	0.102***	0.036	-0.001
	(0.007)	(0.022)	(0.025)	(0.016)
Science Certified	0.024***	0.088***	-0.016	0.050***
	(0.008)	(0.020)	(0.034)	(0.017)
Bilingual Certified	0.040***	0.200***	0.018	0.046
	(0.013)	(0.039)	(0.040)	(0.032)
Special Ed Certified	0.030***	0.036**	0.219***	-0.036**
	(0.007)	(0.017)	(0.024)	(0.014)
Certified	-0.534***	0.194***	-0.043	-1.392***
	(0.056)	(0.057)	(0.048)	(0.110)
Coach	0.051***	0.609***	0.125***	-0.354***
	(0.011)	(0.024)	(0.033)	(0.022)
Percent Ed students	0.027	0.233**	0.052	0.005
	(0.042)	(0.097)	(0.149)	(0.072)
Percent LEP students	0.144***	0.441***	0.078	0.224***
	(0.055)	(0.121)	(0.208)	(0.075)
Percent Hispanic students	0.175***	0.325***	0.467***	0.241***
	(0.037)	(0.091)	(0.141)	(0.064)
Percent Black students	0.396***	1.066***	0.843***	0.499***
	(0.058)	(0.118)	(0.175)	(0.090)
School enrollment (log)	-0.055***	-0.011	-0.180***	-0.053***
	(0.008)	(0.017)	(0.033)	(0.012)
Distance	-0.001	-0.004*	0.006	-0.003*
	(0.001)	(0.002)	(0.005)	(0.002)
Distance, squared	0.005	0.002	-0.020	0.026**

	(0.008)	(0.017)	(0.035)	(0.012)
HISD	-0.128***	-0.150***	-0.436***	-0.202***
	(0.021)	(0.045)	(0.074)	(0.035)
DISD	-0.009	-0.326***	0.012	-0.021
	(0.023)	(0.044)	(0.085)	(0.038)
District Enrollment (log)	-0.016*	-0.265***	0.126***	-0.006
	(0.008)	(0.015)	(0.032)	(0.012)
Comparable Wage Index	0.487***	1.560***	0.642	0.750***
	(0.098)	(0.201)	(0.415)	(0.183)
Unemployment Rate	-0.011*	-0.035***	-0.011	-0.023**
	(0.007)	(0.013)	(0.032)	(0.011)
Major Urban Area	0.023	0.161***	-0.067	0.036
	(0.032)	(0.051)	(0.156)	(0.042)
Metropolitan area	-0.047	-0.382***	0.368***	-0.126**
	(0.031)	(0.062)	(0.133)	(0.062)
Micropolitan area	-0.008	0.011	0.165*	-0.074*
	(0.023)	(0.054)	(0.097)	(0.039)
School Year 2003-04	0.055***	0.200***	-0.022	0.120***
	(0.013)	(0.025)	(0.058)	(0.023)
School Year 2004-05	-0.026	0.129***	-0.012	-0.141***
	(0.016)	(0.035)	(0.067)	(0.029)
School Year 2005-06	0.010	0.192***	0.046	-0.079**
	(0.020)	(0.040)	(0.090)	(0.034)
School Year 2006-07	0.007	0.154***	-0.106	0.004
	(0.027)	(0.054)	(0.117)	(0.048)
School Year 2007-08	-0.033	0.030	-0.180	-0.045
	(0.028)	(0.061)	(0.124)	(0.049)
Elementary School	-0.012	-0.102**	0.387***	-0.116***
	(0.022)	(0.049)	(0.114)	(0.037)
Middle School	0.063***	0.167***	0.480***	-0.005
	(0.023)	(0.049)	(0.117)	(0.036)
High School	0.038	0.376***	-0.039	-0.001
	(0.024)	(0.049)	(0.136)	(0.038)
Constant	2.416***	6.435***	-0.903	2.790***
	(0.523)	(1.282)	(2.128)	(0.945)
Number of Observations				

Source: Authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics.
* significant at 10%; ** significant at 5%; *** significant at 1%

	All Teachers	Beginning Teachers	Experienced Teachers
Base Salary (log)	-0.203	0.032	-0.069
	(0.041)***	(0.128)	(0.068)
Black	-0.025	-0.016	-0.024
	(0.010)**	(0.022)	(0.011)**
Hispanic	-0.046	-0.090	-0.024
	(0.008)***	(0.018)***	(0.010)**
Asian/American Indian	-0.069	-0.084	-0.075
	(0.014)***	(0.026)***	(0.017)***
Male	-0.000	-0.018	0.005
	(0.006)	(0.013)	(0.008)
Years of Experience	-0.004	0.050	-0.008
	(0.001)***	(0.018)***	(0.002)***
Experience, squared	0.000	-0.015	0.000
	(0.000)***	(0.006)***	(0.000)***
Experience missing	0.010		
	(0.014)		
No Degree	-0.055	-0.095	-0.071
	(0.023)**	(0.035)***	(0.034)**
MA	0.050	0.027	0.048
	(0.008)***	(0.023)	(0.009)***
PhD	0.083	0.130	0.083
	(0.041)**	(0.094)	(0.047)*
TAKS	0.006	0.013	0.004
	(0.007)	(0.015)	(0.008)
Language Arts	0.008	0.001	0.012
	(0.008)	(0.017)	(0.010)
Math	-0.007	-0.053	0.017
	(0.010)	(0.020)***	(0.013)
Science	-0.017	0.009	-0.027
	(0.010)*	(0.021)	(0.012)**
Foreign Language	0.003	0.056	-0.020
	(0.018)	(0.045)	(0.019)
Fine Arts	0.007	0.045	-0.008
	(0.012)	(0.029)	(0.013)
Vocational-Technical	-0.032	-0.006	-0.025
	(0.013)**	(0.035)	(0.016)
Special Education	0.041	0.089	0.025
	(0.016)**	(0.035)**	(0.019)
Bilingual	0.030	0.016	0.040
	(0.012)***	(0.023)	(0.014)***
Math Certified	0.007	0.075	-0.016

	(0.014)	(0.034)**	(0.015)
Science Certified	0.050	0.030	0.051
	(0.015)***	(0.032)	(0.018)***
Bilingual Certified	-0.015	-0.012	-0.032
	(0.009)	(0.022)	(0.010)***
Special Ed Certified	0.016	0.032	0.012
	(0.011)	(0.026)	(0.012)
Certified	-0.098	-0.090	-0.165
	(0.013)***	(0.019)***	(0.033)***
Coach	0.005	0.022	-0.012
	(0.011)	(0.024)	(0.012)
Percent Ed students	0.239	0.409	0.142
	(0.089)***	(0.207)**	(0.104)
Percent LEP students	0.019	0.012	0.084
	(0.079)	(0.167)	(0.096)
Percent Hispanic students	-0.020	-0.057	-0.022
	(0.231)	(0.564)	(0.290)
Percent Black students	-0.345	-0.437	-0.152
	(0.283)	(0.673)	(0.352)
School enrollment (log)	0.139	0.224	0.091
	(0.026)***	(0.059)***	(0.031)***
Comparable Wage Index	0.953	1.439	0.784
	(0.207)***	(0.456)***	(0.248)***
Unemployment Rate	0.034	0.072	0.027
	(0.006)***	(0.014)***	(0.007)***
Performance Gains Only 2006	0.051	0.131	0.012
	(0.027)*	(0.058)**	(0.031)
Performance Levels Only 2006	-0.056	-0.055	-0.045
	(0.012)***	(0.026)**	(0.014)***
Both 2006	-0.049	-0.049	-0.045
	(0.014)***	(0.034)	(0.017)***
Performance Gains Only 2007	0.047	0.008	0.045
	(0.031)	(0.059)	(0.038)
Performance Levels Only 2006	-0.023	-0.010	-0.029
	(0.017)	(0.040)	(0.019)
Both 2007	0.017	0.057	-0.014
	(0.022)	(0.054)	(0.024)
Performance Gains Only 2008	-0.025	-0.093	-0.023
	(0.035)	(0.060)	(0.042)
Performance Levels Only 2008	-0.076	-0.115	-0.072
	(0.022)***	(0.047)**	(0.026)***
Both 2008	-0.055	-0.102	-0.053
	(0.025)**	(0.051)**	(0.029)*
GEEG-TEEG	0.008	0.027	0.005
	(0.014)	(0.031)	(0.016)

Campus Fixed Effects?	Yes	Yes	Yes
Observations	22,932	6,033	14,994

Table E.8: Marginal Effects from Probit Analyses of Turnover by Units of Accountability

	All Teachers	Beginning Teachers	Experienced Teachers
Base Salary (log)	-0.203	0.045	-0.050
	(0.041)***	(0.129)	(0.068)
Black	-0.024	-0.016	-0.024
	(0.010)**	(0.022)	(0.011)**
Hispanic	-0.047	-0.090	-0.025
	(0.008)***	(0.018)***	(0.010)**
Asian/American Indian	-0.067	-0.089	-0.070
	(0.014)***	(0.026)***	(0.018)***
Male	0.001	-0.018	0.006
	(0.006)	(0.013)	(0.008)
Years of Experience	-0.004	0.049	-0.009
	(0.001)***	(0.018)***	(0.002)***
Experience, squared	0.000	-0.015	0.000
	(0.000)***	(0.006)***	(0.000)***
Experience missing	0.006		
	(0.014)		
No Degree	-0.050	-0.093	-0.060
	(0.023)**	(0.035)***	(0.036)*
MA	0.050	0.022	0.048
	(0.008)***	(0.023)	(0.009)***
PhD	0.082	0.130	0.078
	(0.041)**	(0.095)	(0.047)*
TAKS	0.007	0.014	0.004
	(0.007)	(0.016)	(0.008)
Language Arts	0.010	0.005	0.012
	(0.008)	(0.017)	(0.010)
Math	-0.005	-0.053	0.019
	(0.010)	(0.020)***	(0.014)
Science	-0.018	0.002	-0.027
	(0.010)*	(0.021)	(0.012)**
Foreign Language	0.004	0.056	-0.018
	(0.018)	(0.046)	(0.019)
Fine Arts	0.005	0.039	-0.009
	(0.012)	(0.029)	(0.013)
Vocational-Technical	-0.037	-0.015	-0.027
	(0.013)***	(0.035)	(0.016)*
Special Education	0.040	0.094	0.026

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	(0.016)**	(0.036)***	(0.019)
Bilingual	0.030	0.015	0.040
	(0.012)***	(0.023)	(0.014)***
Math Certified	0.007	0.069	-0.014
	(0.014)	(0.034)**	(0.015)
Science Certified	0.051	0.028	0.053
	(0.015)***	(0.033)	(0.018)***
Bilingual Certified	-0.014	-0.013	-0.031
	(0.009)	(0.022)	(0.010)***
Special Ed Certified	0.013	0.022	0.009
	(0.011)	(0.026)	(0.012)
Certified	-0.099	-0.090	-0.170
	(0.013)***	(0.020)***	(0.033)***
Coach	0.005	0.018	-0.010
	(0.011)	(0.024)	(0.012)
Percent Ed students	0.295	0.547	0.180
	(0.093)***	(0.226)**	(0.108)*
Percent LEP students	0.009	-0.065	0.098
	(0.079)	(0.167)	(0.095)
Percent Hispanic students	-0.131	-0.135	-0.161
	(0.230)	(0.562)	(0.287)
Percent Black students	-0.360	-0.533	-0.187
	(0.283)	(0.673)	(0.350)
School enrollment (log)	0.147	0.256	0.097
	(0.026)***	(0.060)***	(0.032)***
Comparable Wage Index	1.071	1.513	0.848
	(0.207)***	(0.457)***	(0.248)***
Unemployment Rate	0.038	0.073	0.030
	(0.006)***	(0.014)***	(0.007)***
Teacher Only 2006	-0.046	-0.002	-0.052
	(0.012)***	(0.031)	(0.014)***
Campus Only 2006	-0.060	-0.092	-0.041
	(0.015)***	(0.031)***	(0.018)**
Mixed 2006	-0.028	-0.036	-0.010
	(0.017)*	(0.037)	(0.021)
Teacher Only 2007	0.005	0.009	0.002
	(0.019)	(0.044)	(0.022)
Campus Only 2007	-0.021	0.024	-0.042
	(0.020)	(0.051)	(0.022)*
Mixed 2007	-0.023	-0.021	-0.040
	(0.020)	(0.047)	(0.021)*
Teacher Only 2008	-0.080	-0.119	-0.070
	(0.023)***	(0.049)**	(0.027)***
Campus Only 2008	-0.072	-0.114	-0.070
	(0.023)***	(0.047)**	(0.026)***

Mixed 2008	-0.071	-0.117	-0.064
	(0.023)***	(0.045)**	(0.027)**
GEEG-TEEG	0.017	0.042	0.012
	(0.015)	(0.033)	(0.017)
Campus Fixed Effects?	Yes	Yes	Yes
Observations	22,600	5,875	14,839

Source: Authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics.
* significant at 10%; ** significant at 5%; *** significant at 1%

Table E.9: Marginal Effects from Probit Analyses of Turnover by Plan Inequality

	All Teachers	Beginning Teachers	Experienced Teachers
Base Salary (log)	-0.214	0.028	-0.085
	(0.041)***	(0.136)	(0.071)
Black	-0.029	-0.029	-0.025
	(0.010)***	(0.022)	(0.011)**
Hispanic	-0.047	-0.094	-0.026
	(0.008)***	(0.018)***	(0.010)***
Asian/American Indian	-0.071	-0.080	-0.079
	(0.014)***	(0.027)***	(0.017)***
Male	0.002	-0.016	0.008
	(0.007)	(0.013)	(0.008)
Years of Experience	-0.004	0.050	-0.007
	(0.001)***	(0.018)***	(0.002)***
Experience, squared	0.000	-0.015	0.000
	(0.000)***	(0.006)***	(0.000)***
Experience missing	0.020		
	(0.015)		
No Degree	-0.047	-0.103	-0.052
	(0.024)*	(0.035)***	(0.039)
MA	0.051	0.032	0.047
	(0.008)***	(0.024)	(0.009)***
PhD	0.083	0.122	0.085
	(0.042)*	(0.100)	(0.049)*
TAKS	0.008	0.007	0.007
	(0.007)	(0.016)	(0.008)
Language Arts	0.010	0.014	0.012
	(0.008)	(0.018)	(0.010)
Math	-0.006	-0.056	0.019
	(0.011)	(0.020)***	(0.014)
Science	-0.017	0.010	-0.030
	(0.010)*	(0.021)	(0.012)**
Foreign Language	-0.001	0.043	-0.019
	(0.018)	(0.044)	(0.019)
Fine Arts	0.013	0.063	-0.006

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	(0.012)	(0.030)**	(0.014)
Vocational-Technical	-0.035	-0.008	-0.026
	(0.014)**	(0.037)	(0.016)
Special Education	0.043	0.092	0.025
	(0.016)***	(0.036)***	(0.019)
Bilingual	0.030	0.013	0.040
	(0.012)**	(0.023)	(0.014)***
Math Certified	0.007	0.086	-0.018
	(0.014)	(0.035)**	(0.015)
Science Certified	0.053	0.037	0.052
	(0.015)***	(0.033)	(0.018)***
Bilingual Certified	-0.013	-0.011	-0.030
	(0.010)	(0.022)	(0.011)***
Special Ed Certified	0.013	0.021	0.011
	(0.011)	(0.026)	(0.012)
Certified	-0.103	-0.095	-0.190
	(0.014)***	(0.020)***	(0.036)***
Coach	0.007	0.016	-0.008
	(0.011)	(0.024)	(0.013)
Percent Ed students	0.217	0.400	0.121
	(0.088)**	(0.205)*	(0.103)
Percent LEP students	-0.060	-0.208	0.066
	(0.081)	(0.174)	(0.097)
Percent Hispanic students	-0.093	0.071	-0.138
	(0.230)	(0.566)	(0.289)
Percent Black students	-0.358	-0.360	-0.233
	(0.288)	(0.691)	(0.356)
School enrollment (log)	0.125	0.211	0.082
	(0.026)***	(0.063)***	(0.031)***
Comparable Wage Index	1.025	1.409	0.862
	(0.212)***	(0.467)***	(0.253)***
Unemployment Rate	0.037	0.074	0.030
	(0.006)***	(0.014)***	(0.008)***
Plan Gini 2006	-0.041	-0.004	-0.071
	(0.041)	(0.083)	(0.047)
Plan Gini 2007	0.093	0.173	0.044
	(0.039)**	(0.085)**	(0.045)
Plan Gini 2008	0.044	0.002	0.029
	(0.039)	(0.085)	(0.046)
GEEG 2006	-0.030	-0.022	-0.019
	(0.018)	(0.041)	(0.022)
GEEG 2007	-0.037	-0.042	-0.035
	(0.021)*	(0.048)	(0.024)
GEEG 2008	-0.083	-0.103	-0.077
	(0.025)***	(0.058)*	(0.030)***

GEEG-TEEG	0.006	0.023	0.003
	(0.014)	(0.031)	(0.016)
Campus Fixed Effects?	Yes	Yes	Yes
Observations	21,947	5,764	14,343

Source: Authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics.

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

Table E.10: Regression Analyses of Turnover Including Individual GEEG Awards

	All Teachers	Beginning Teachers	Experienced Teachers
Bonus Amount 2006	-0.225	-0.302	-0.205
	(0.011)***	(0.024)***	(0.012)***
Bonus Amount 2007	-0.237	-0.287	-0.208
	(0.011)***	(0.025)***	(0.013)***
Bonus Amount 2008	-0.117	-0.155	-0.132
	(0.011)***	(0.022)***	(0.012)***
Bonus Amount Missing 2006	-0.130	-0.177	-0.107
	(0.007)***	(0.014)***	(0.009)***
Bonus Amount Missing 2007	-0.101	-0.100	-0.103
	(0.011)***	(0.028)***	(0.010)***
Bonus Amount Missing 2008	-0.154	-0.189	-0.139
	(0.005)***	(0.012)***	(0.005)***
Bonus Amount 2006, squared	0.009	0.017	0.014
	(0.002)***	(0.004)***	(0.002)***
Bonus Amount 2007, squared	0.025	0.030	0.021
	(0.002)***	(0.005)***	(0.002)***
Bonus Amount 2008, squared	0.021	0.026	0.020
	(0.002)***	(0.003)***	(0.002)***
GEEG 2006	0.109	0.125	0.137
	(0.020)***	(0.038)***	(0.026)***
GEEG 2007	0.268	0.323	0.224
	(0.026)***	(0.054)***	(0.033)***
GEEG 2008	0.202	0.189	0.196
	(0.041)***	(0.085)**	(0.052)***
GEEG TEEG	0.014	0.051	0.008
	(0.015)	(0.034)	(0.017)
Base Salary (log)	-0.186	0.098	-0.021
	(0.038)***	(0.125)	(0.064)
Black	-0.020	-0.022	-0.021
	(0.009)**	(0.021)	(0.011)*
Hispanic	-0.040	-0.078	-0.019
	(0.008)***	(0.017)***	(0.009)**
Asian/American Indian	-0.059	-0.066	-0.068
	(0.013)***	(0.025)***	(0.016)***
Male	-0.003	-0.016	0.001

	(0.006)	(0.013)	(0.007)
Years of Experience	-0.003	0.068	-0.008
	(0.001)**	(0.018)***	(0.002)***
Experience, squared	0.000	-0.019	0.000
	(0.000)***	(0.006)***	(0.000)***
Experience missing	0.012		
	(0.014)		
No Degree	-0.059	-0.103	-0.069
	(0.020)***	(0.030)***	(0.029)**
MA	0.050	0.025	0.046
	(0.008)***	(0.022)	(0.008)***
PhD	0.069	0.164	0.055
	(0.037)*	(0.096)*	(0.041)
TAKS	0.024	0.025	0.023
	(0.007)***	(0.015)*	(0.008)***
Language Arts	0.016	0.016	0.017
	(0.008)**	(0.017)	(0.009)*
Math	0.004	-0.046	0.025
	(0.010)	(0.020)**	(0.013)*
Science	-0.021	0.003	-0.027
	(0.009)**	(0.020)	(0.011)**
Foreign Language	0.006	0.058	-0.012
	(0.017)	(0.043)	(0.018)
Fine Arts	-0.003	0.029	-0.014
	(0.011)	(0.028)	(0.012)
Vocational-Technical	-0.028	-0.018	-0.015
	(0.013)**	(0.032)	(0.016)
Special Education	0.032	0.069	0.020
	(0.015)**	(0.035)**	(0.018)
Bilingual	0.022	0.003	0.034
	(0.011)**	(0.023)	(0.013)**
Math Certified	0.015	0.089	-0.007
	(0.013)	(0.035)**	(0.015)
Science Certified	0.051	0.020	0.052
	(0.014)***	(0.031)	(0.017)***
Bilingual Certified	-0.004	0.009	-0.023
	(0.009)	(0.022)	(0.010)**
Special Ed Certified	0.023	0.047	0.016
	(0.010)**	(0.026)*	(0.012)
Certified	-0.070	-0.073	-0.121
	(0.012)***	(0.019)***	(0.030)***
Coach	0.007	0.015	-0.005
	(0.011)	(0.023)	(0.012)
Percent Ed students	0.142	0.251	0.032
	(0.085)*	(0.201)	(0.099)

Percent LEP students	-0.025	-0.050	0.082
	(0.075)	(0.160)	(0.091)
Percent Hispanic students	0.065	0.316	0.126
	(0.232)	(0.562)	(0.301)
Percent Black students	-0.120	0.085	0.079
	(0.282)	(0.680)	(0.362)
School enrollment (log)	0.099	0.197	0.045
	(0.025)***	(0.057)***	(0.030)
Comparable Wage Index	0.973	1.291	0.787
	(0.197)***	(0.437)***	(0.233)***
Unemployment Rate	0.036	0.071	0.029
	(0.006)***	(0.013)***	(0.007)***
Campus Fixed Effects?	Yes	Yes	Yes
Observations	23109	6083	15102

Source: Authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics, and GEEG teacher award information collected by TEA during fall 2006, 2007 and 2008..
* significant at 10%; ** significant at 5%; *** significant at 1%

Table E.11: Regression Analyses of Turnover Including Individual GEEG Awards and Plan Inequality

	All Teachers	Beginning Teachers	Experienced Teachers
Plan Gini 2006	-0.210	-0.228	-0.268
	(0.058)***	(0.114)**	(0.065)***
Plan Gini 2007	-0.102	-0.059	-0.158
	(0.057)*	(0.125)	(0.067)**
Plan Gini 2008	-0.038	-0.115	-0.054
	(0.061)	(0.120)	(0.072)
Plangini X Bonus Amount 2006	0.071	0.116	0.088
	(0.025)***	(0.050)**	(0.024)***
Plangini X Bonus Amount Missing 2006	0.204	0.331	0.204
	(0.121)*	(0.253)	(0.139)
Plangini X Bonus Amount 2007	0.110	0.078	0.150
	(0.034)***	(0.079)	(0.044)***
Plangini X Bonus Amount Missing 2007	0.174	0.275	0.168
	(0.110)	(0.242)	(0.127)
Plangini X Bonus Amount 2008	0.102	0.289	0.072
	(0.037)***	(0.081)***	(0.042)*
Plangini X Bonus Amount Missing 2008	-0.014	0.087	0.015
	(0.102)	(0.213)	(0.121)
Bonus Amount 2006	-0.151	-0.205	-0.182
	(0.016)***	(0.030)***	(0.017)***
Bonus Amount 2007	-0.292	-0.321	-0.282
	(0.021)***	(0.045)***	(0.027)***
Bonus Amount 2008	-0.278	-0.437	-0.243
	(0.021)***	(0.047)***	(0.024)***

Bonus Amount Missing 2006	-0.137	-0.167	-0.131
	(0.017)***	(0.038)***	(0.013)***
Bonus Amount Missing 2007	-0.149	-0.195	-0.128
	(0.009)***	(0.016)***	(0.011)***
Bonus Amount Missing 2008	-0.155	-0.200	-0.141
	(0.012)***	(0.023)***	(0.011)***
Bonus Amount 2006, squared	0.009	0.017	0.015
	(0.002)***	(0.004)***	(0.002)***
Bonus Amount 2007, squared	0.027	0.030	0.024
	(0.002)***	(0.004)***	(0.003)***
Bonus Amount 2008, squared	0.024	0.029	0.022
	(0.002)***	(0.004)***	(0.002)***
GEEG 2006	0.230	0.255	0.315
	(0.041)***	(0.074)***	(0.053)***
GEEG 2007	0.349	0.390	0.340
	(0.045)***	(0.091)***	(0.058)***
GEEG 2008	0.249	0.288	0.246
	(0.054)***	(0.106)***	(0.068)***
GEEG TEEG	0.025	0.071	0.014
	(0.016)	(0.036)**	(0.018)
Base Salary (log)	-0.200	0.048	-0.035
	(0.039)***	(0.133)	(0.066)
Black	-0.026	-0.029	-0.024
	(0.009)***	(0.021)	(0.011)**
Hispanic	-0.039	-0.078	-0.020
	(0.008)***	(0.018)***	(0.009)**
Asian/American Indian	-0.060	-0.065	-0.067
	(0.014)***	(0.026)**	(0.017)***
Male	-0.002	-0.015	0.002
	(0.006)	(0.013)	(0.007)
Years of Experience	-0.002	0.073	-0.008
	(0.001)*	(0.018)***	(0.002)***
Experience, squared	0.000	-0.020	0.000
	(0.000)***	(0.006)***	(0.000)***
Experience missing	0.023		
	(0.014)		
No Degree	-0.051	-0.108	-0.056
	(0.021)**	(0.030)***	(0.033)*
MA	0.051	0.033	0.046
	(0.008)***	(0.023)	(0.009)***
PhD	0.074	0.155	0.064
	(0.038)*	(0.100)	(0.044)
TAKS	0.024	0.020	0.026
	(0.007)***	(0.015)	(0.008)***
Language Arts	0.015	0.027	0.015

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	(0.008)*	(0.017)	(0.009)
Math	0.002	-0.051	0.025
	(0.010)	(0.020)**	(0.014)*
Science	-0.021	0.005	-0.028
	(0.010)**	(0.021)	(0.011)**
Foreign Language	0.006	0.050	-0.007
	(0.017)	(0.043)	(0.019)
Fine Arts	0.003	0.043	-0.010
	(0.011)	(0.028)	(0.013)
Vocational-Technical	-0.028	-0.020	-0.015
	(0.013)**	(0.034)	(0.016)
Special Education	0.030	0.070	0.014
	(0.015)*	(0.035)**	(0.017)
Bilingual	0.022	-0.002	0.036
	(0.011)*	(0.023)	(0.014)**
Math Certified	0.014	0.098	-0.011
	(0.014)	(0.036)***	(0.015)
Science Certified	0.052	0.028	0.051
	(0.015)***	(0.032)	(0.017)***
Bilingual Certified	-0.004	0.007	-0.023
	(0.009)	(0.022)	(0.010)**
Special Ed Certified	0.021	0.039	0.019
	(0.010)**	(0.026)	(0.012)
Certified	-0.072	-0.078	-0.134
	(0.013)***	(0.020)***	(0.032)***
Coach	0.006	0.006	-0.005
	(0.011)	(0.022)	(0.012)
Percent Ed students	0.115	0.176	0.028
	(0.088)	(0.203)	(0.102)
Percent LEP students	-0.085	-0.171	0.068
	(0.079)	(0.171)	(0.095)
Percent Hispanic students	-0.038	0.203	-0.042
	(0.238)	(0.567)	(0.300)
Percent Black students	-0.221	-0.035	-0.085
	(0.292)	(0.705)	(0.365)
School enrollment (log)	0.105	0.208	0.051
	(0.026)***	(0.061)***	(0.031)
Comparable Wage Index	0.959	1.243	0.799
	(0.206)***	(0.455)***	(0.242)***
Unemployment Rate	0.036	0.070	0.029
	(0.006)***	(0.013)***	(0.007)***
Campus Fixed Effects?	Yes	Yes	Yes
Observations	21,947	5,764	14,343

Source: Authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics, and GEEG teacher award information collected by TEA during fall 2006, 2007 and 2008. * significant at 10%; ** significant at 5%; *** significant at 1%

Table E.12: Regression Analyses of Turnover Including Individual GEEG Awards and Plan Unit of Accountability

	All Teachers	Beginning Teachers	Experienced Teachers
Teacher Only 2006	-0.044	-0.007	-0.073
	(0.020)**	(0.049)	(0.019)***
Teacher Only 2007	-0.021	-0.075	0.009
	(0.023)	(0.043)*	(0.030)
Teacher Only 2008	-0.033	-0.061	-0.011
	(0.021)	(0.040)	(0.028)
Campus Only 2006	-0.041	-0.074	-0.034
	(0.022)*	(0.044)*	(0.025)
Campus Only 2007	-0.004	0.040	-0.007
	(0.028)	(0.069)	(0.033)
Campus Only 2008	0.022	-0.056	0.030
	(0.030)	(0.047)	(0.038)
Bonus_2006 X Teacher only	0.025	0.025	0.034
	(0.016)	(0.029)	(0.016)**
Bonus_2006 X Campus only_	0.014	0.002	0.001
	(0.017)	(0.033)	(0.019)
Bonus_2007 X Teacher only	0.049	0.129	0.030
	(0.021)**	(0.053)**	(0.023)
Bonus_2007 X Campus only_	0.021	0.055	0.007
	(0.024)	(0.057)	(0.027)
Bonus_2008 X Teacher only	0.039	-0.017	0.040
	(0.021)*	(0.043)	(0.025)
Bonus_2008 X Campus only_	0.027	0.054	0.021
	(0.022)	(0.043)	(0.027)
Bonus Amount 2006	-0.136	-0.178	-0.159
	(0.016)***	(0.033)***	(0.018)***
Bonus Amount 2007	-0.266	-0.369	-0.226
	(0.019)***	(0.049)***	(0.022)***
Bonus Amount 2008	-0.252	-0.303	-0.232
	(0.019)***	(0.036)***	(0.023)***
Bonus Amount Missing 2006	-0.104	-0.084	-0.114
	(0.011)***	(0.032)***	(0.009)***
Bonus Amount Missing 2007	-0.129	-0.177	-0.106
	(0.007)***	(0.014)***	(0.009)***
Bonus Amount Missing 2008	-0.154	-0.188	-0.140
	(0.005)***	(0.011)***	(0.005)***
Bonus Amount 2006, squared	0.009	0.019	0.014
	(0.002)***	(0.005)***	(0.002)***
Bonus Amount 2007, squared	0.024	0.029	0.022
	(0.002)***	(0.004)***	(0.002)***
Bonus Amount 2008, squared	0.020	0.021	0.019

	(0.002)***	(0.004)***	(0.002)***
GEEG 2006	0.155	0.139	0.230
	(0.032)***	(0.062)**	(0.043)***
GEEG 2007	0.283	0.372	0.217
	(0.037)***	(0.076)***	(0.045)***
GEEG 2008	0.211	0.211	0.196
	(0.046)***	(0.094)**	(0.058)***
GEEG TEEG	0.029	0.085	0.017
	(0.016)*	(0.037)**	(0.018)
Base Salary (log)	-0.184	0.086	-0.001
	(0.039)***	(0.126)	(0.064)
Black	-0.020	-0.016	-0.023
	(0.009)**	(0.021)	(0.011)**
Hispanic	-0.039	-0.074	-0.019
	(0.008)***	(0.018)***	(0.009)**
Asian/American Indian	-0.058	-0.072	-0.062
	(0.013)***	(0.025)***	(0.017)***
Male	-0.003	-0.018	0.001
	(0.006)	(0.013)	(0.007)
Years of Experience	-0.003	0.069	-0.009
	(0.001)**	(0.018)***	(0.002)***
Experience, squared	0.000	-0.019	0.000
	(0.000)***	(0.006)***	(0.000)***
Experience missing	0.009		
	(0.014)		
No Degree	-0.054	-0.100	-0.058
	(0.021)***	(0.030)***	(0.030)*
MA	0.050	0.022	0.046
	(0.008)***	(0.023)	(0.008)***
PhD	0.076	0.163	0.059
	(0.038)**	(0.096)*	(0.042)
TAKS	0.023	0.024	0.023
	(0.007)***	(0.015)	(0.008)***
Language Arts	0.015	0.013	0.015
	(0.008)*	(0.017)	(0.009)
Math	0.005	-0.044	0.026
	(0.010)	(0.020)**	(0.013)*
Science	-0.021	-0.002	-0.025
	(0.009)**	(0.020)	(0.011)**
Foreign Language	0.007	0.059	-0.010
	(0.017)	(0.043)	(0.018)
Fine Arts	-0.005	0.026	-0.016
	(0.011)	(0.028)	(0.012)
Vocational-Technical	-0.033	-0.030	-0.018
	(0.013)***	(0.031)	(0.016)

Special Education	0.030	0.074	0.018
	(0.015)*	(0.035)**	(0.018)
Bilingual	0.024	0.007	0.035
	(0.011)**	(0.023)	(0.014)***
Math Certified	0.014	0.077	-0.006
	(0.013)	(0.035)**	(0.015)
Science Certified	0.050	0.017	0.051
	(0.014)***	(0.031)	(0.017)***
Bilingual Certified	-0.005	0.006	-0.024
	(0.009)	(0.022)	(0.010)**
Special Ed Certified	0.019	0.039	0.013
	(0.010)*	(0.026)	(0.011)
Certified	-0.072	-0.076	-0.125
	(0.012)***	(0.019)***	(0.030)***
Coach	0.003	0.004	-0.008
	(0.010)	(0.022)	(0.012)
Percent Ed students	0.191	0.349	0.063
	(0.092)**	(0.226)	(0.106)
Percent LEP students	0.027	0.066	0.126
	(0.076)	(0.162)	(0.092)
Percent Hispanic students	-0.018	0.239	-0.033
	(0.237)	(0.569)	(0.310)
Percent Black students	-0.132	0.227	0.005
	(0.286)	(0.688)	(0.367)
School enrollment (log)	0.109	0.196	0.062
	(0.026)***	(0.059)***	(0.031)**
Comparable Wage Index	1.047	1.503	0.821
	(0.201)***	(0.446)***	(0.237)***
Unemployment Rate	0.039	0.077	0.030
	(0.006)***	(0.013)***	(0.007)***
Campus Fixed Effects?	Yes	Yes	Yes
Observations	22,600	5,875	14,839

Source: Authors' calculations using data from PEIMS, the NCES, and the U.S. Bureau of Labor Statistics, and GEEG teacher award information collected by TEA during fall 2006, 2007 and 2008..
* significant at 10%; ** significant at 5%; *** significant at 1%

APPENDIX F
Technical Appendix for Chapter 8,
The Estimated Effect of GEEG on Student Test Score Gains

This section provides background on evaluation designs and then describes the data, sample, key variables, and statistical approach used to examine the estimated effect of the GEEG program on student achievement gains.

Background on Evaluation Designs

There are three basic types of program evaluations in education—experimental designs, quasi-experimental designs and non-experimental designs. As summarized in Table 8.1 in Chapter 8, experimental designs are characterized by random assignment of subjects to treatment and control groups, adequate sample sizes and high quality measures of the behavior under study. Quasi-experimental designs replace random assignment with sophisticated statistical methods designed to control for any systematic differences between treated and non-treated subjects. Non-experimental designs do not use comparison groups to evaluate the effect of a program or policy, but instead use pre-intervention trends or a pre-test/post-test comparison to evaluate treatment effects before and after implementation of the intervention.

**Table F.1: Evaluation Designs to Investigate the Impact of
Program and Policy Interventions**

Grade	Class	Description
Highest Quality	Experimental designs	Random assignment to control and treatment conditions. Adequate sample size, measurement instruments, data collection methods, and analysis techniques. High response rates, low attrition.
Moderate Quality	Quasi-experimental designs	Use of matching, statistical controls, or similar strategy to establish treatment and comparison groups in the absence of random assignment. Adequate sample size, measurement instruments, data collection methods, and analysis techniques. High response rates, low attrition, and establish equivalence of groups.
Low Quality	Non-experimental designs	Correlational or observational study. No random assignment of units under observation to control and treatment conditions, or statistically constructed comparison group. Adequate sample size, measurement instruments, data, and analysis techniques

Note: Information adapted from Rossi, Lipsey, and Freeman (2004); Shadish, Cook, and Campbell (2002); National Mathematics Advisory Panel (2008).

Experimental designs are considered the "gold standard" in program evaluation. By randomly assigning schools or students to either the treatment or control groups, a well-designed and implemented experimental evaluation design ensures that unobserved differences between the treated and the non-treated units under observation are not responsible for any observed differences in outcomes. When properly implemented, experimental designs allow researchers to attribute to the

program being evaluated any significant differences in the outcomes. However, numerous political, legal, fiscal, and ethical considerations can make the conduct of experimental design evaluations in elementary and secondary public schools difficult to implement.

Quasi-experimental designs are different from experimental designs in that a comparison group is constructed using some strategy other than random assignment. The comparison group is then used as the counterfactual against which evaluators measure the effects of the program or policy. Sophisticated modeling strategies and statistical adjustments enable social scientists to effectively evaluate the effect of a policy or program under certain conditions. However, quasi-experimental designs are only as good as their constructed comparison groups. If there are systematic differences between the treatment and comparison groups that cannot be corrected for statistically, then estimates of any treatment effect will be biased.

Non-experimental designs such as observational or correlational studies are a third type of evaluation design. Whereas experimental designs, and some well-implemented quasi-experimental designs, can estimate the causal effect of a program, observational studies are limited to suggesting whether there is a relationship between two variables (i.e., observational studies cannot prove that one variable causes a change in another variable). Thus, for example, a non-experimental design could indicate that test score growth was higher during the program years than it had been before, but unless researchers know that growth did not also accelerate in non-program schools, they cannot conclude that the program led to the acceleration in growth.

Virtually all quasi- and non-experimental designs struggle with accurately estimating the counterfactual condition; that is, knowing what participants' outcomes would have been in the absence of the program or policy. If the outcomes of non-participants differ systematically from the prediction of what the outcomes of participants would have been without the program or policy, then estimates of the treatment effect will be misleading.

The class of the evaluation design presented in this chapter is non-experimental using an interrupted time series analysis. An interrupted time series analysis uses observations before and after implementation of an intervention, where the period prior to implementation serves as the comparison condition for the period in which the intervention operated. The difference between before and after adoption of the intervention is used to measure the effect of the intervention. The potential for a biased comparison is a pervasive problem, particularly if there are not enough pre- and post-intervention observations to establish the nature of the time series.[2]

Data, Sample, and Key Variables

Data

Data for this analysis come from three sources. First, characteristics of students, teachers, and schools are drawn from the Public Education Information Management System (PEIMS). PEIMS is maintained by the Texas Education Agency and encompasses all data requested and received by the

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[2] As noted by Bloom (2002), an interrupted time-series approach to projecting a counterfactual proceeds from two related premises: (1) that past experience is the best predictor of future experience in the absence of systemic change, and (2) that multiple observations of past experience predict future experience better than a single observation (p. 14).

agency from local education agencies, including student demographic, personnel, financial, and organizational information.

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

Third, information on characteristics of GEEG plan design features are drawn from evaluators' own collection and review of GEEG applications submitted to the Texas Education Agency. Evaluators conducted a systematic review of GEEG applications for the 99 schools participating in GEEG program. During the review process, evaluators recorded information on the amount of the total GEEG school grant, proposed minimum and maximum bonus award amounts for individual teachers, indicators used to measure teacher performance, and models used to disseminate teacher bonus awards. All applications were independently reviewed and coded by two research associates, and checked by a third research associate to ensure accuracy.

Sample

This analysis uses data on individual student performance in mathematics and reading from all public elementary and secondary schools in Texas that serve grades 3 to 11. There are more than 10.8 million student test score observations in the full sample, of which 134,893 come from GEEG schools. Of these observations, 51,095 are from pre-GEEG years (2003-04 through 2004-05 school years) and 83,798 from GEEG years (2005-06 through 2007-08 school years). About 43 percent of valid test score observations from GEEG years come from schools that qualified for the GEEG participation based on their accountability rating.

Table F.2 displays additional sample statistics on student, school, and GEEG plan design features by GEEG schools (All, Comparable Improvement, or accountability rating) and all public schools in Texas. In terms of school-level characteristics, 88.25 percent of students enrolled in GEEG schools are Hispanic compared to approximately 41 percent of those students enrolled in Texas public schools being identified as Hispanic. Ninety-one percent of students enrolled in GEEG schools qualify for free price lunch, which is nearly twice the statewide average (49.30 percent). The percentage of students enrolled in special education services (12.07 vs. 11.69 percent) or gifted and talented services (8.26 vs. 9.16 percent) are roughly similar between GEEG and non-GEEG schools.

The average teacher salary in GEEG schools ($43,622.26) and the average years of teaching experience in GEEG schools (10.98 years) are roughly similar to statewide averages ($42,387.52 and 11.50 years). The same holds true for the student teacher ratio (14.96 vs. 15.22) and the proportion of schools identified as exemplary (0.05 vs. 0.04) in GEEG and non-GEEG schools. GEEG schools have a slightly larger proportion of students enrolled in schools identified as recognized under the state accountability system (0.39 vs. 0.25), whereas the proportion of students enrolled in

GEEG schools identified as acceptable under the state accountability system is much lower than the statewide average (0.46 vs. 0.62).

In terms of students with valid test score observations, roughly half of students enrolled in GEEG schools are female (51 percent) which is the same as the statewide average. Once again, the great majority of students in GEEG schools are identified as Hispanic (88 percent) while a much smaller percentage of students in the state are Hispanic (41 percent). Almost twice as many students in the state are identified as Black (14 percent) when compared to those students enrolled in GEEG schools with valid test score observations (8 percent). The opposite is true for students in GEEG schools identified as limited English proficient (19 vs. 8 percent). There are also large difference between the percentage of students in GEEG and non-GEEG schools as Asian/Pacific Islander (<1 vs. 4 percent), White (3 vs. 41 percent), and migrant status (6 vs. 1 percent).

Students enrolled in GEEG schools had average achievement gains in mathematics 0.02 standard deviations higher than the statewide average. Variation in mathematics scores in GEEG schools was slightly higher (1.04) than non-GEEG schools (1.00). Reading achievement gains were 0.06 standard deviation units below the statewide average (the statewide average is 0.00 standard deviation units). Interestingly, schools qualifying for the GEEG program because of their accountability rating scored much higher in mathematics than Comparable Improvement GEEG schools (0.06 vs. -0.01 standard deviation units), while there was less of a difference between reading scores (-0.07 vs. -0.05 standard deviation units).

Key variables

Variables used to estimate the effect of the GEEG program on student achievement includes a measure of student growth in mathematics and reading, GEEG plan design features, and controls for student, school, and GEEG program characteristics.

Student test scores

This study uses a student's spring-to-spring test score gain in mathematics and reading as the primary dependent variable. Test scores are measured on the state's high-stakes accountability test, TAKS. Since raw scale scores from TAKS are not expressed on the same developmental scale from one year to the next or from one grade to the next, and the structure of the TAKS tests may lead to smaller or larger gains at various points on the achievement distribution, this study standardizes test scores into z-scores for each student by grade, year, and subject.

Standardized scores have a mean of zero and standard deviation of one. A simple gain score was constructed by subtracting scores at time *t* from those at time *t-1*. A negative z-score indicates a student's test score is below the mean for all tested students in that subject, grade, and year, while a positive z-score indicates a student's test score is above the distribution mean. A standardized gain score of zero means a student test score from one year to the next increased the average amount for that grade, year, and subject in the state.

Evaluators also explored the robustness of estimates to different gain specifications. More specifically, evaluators took the statewide distribution of the students' prior year assessment scores and divided them into 20 equal intervals. The mean and standard deviation of the test score gain

was then computed for all students starting in a particular interval and a student's test score gain was standardized by taking the difference between that student's nominal gain and the mean gain of all students in the interval over the standard deviation of all student gains in the interval.[3] Results are similar to those contained in this report.

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. This standardization strategy further accounts for the possibility that it is easier to achieve gains when students have substantial room for improvement than it is when students are already relatively high achievers.

GEEG plan design features

Analysis is focused primarily on three design features of a GEEG school's incentive plan: the proposed maximum Part 1 bonus award; types of student performance analysis; and the unit of accountability. The proposed maximum bonus award represents the total bonus award amount that a teacher could earn if he or she met all possible Part 1 award criteria identified in a school's grant application. The average proposed maximum bonus award in all GEEG plans was $3,716, ranging between the lowest proposed maximum bonus award of $1,429 and the highest of $10,937.

Types of student performance analysis is defined as whether a school's GEEG plan rewards high-performing teachers based on student attainment (level score), student growth, or a combination of the two. A measure based on student attainment, used exclusively by 61.3 percent of GEEG schools, is defined as a school measuring teachers' contribution to student performance based on the achievement or proficiency levels students attain that school year. A measure of student growth, used exclusively by 12.9 percent of GEEG schools, is defined as a school measuring a teachers' contribution to student performance by the change in student performance over time. About 25 percent of GEEG schools used both student attainment and student growth measures.

The third, and final, design feature is the unit of accountability proposed in GEEG grant applications. The unit of accountability identifies the entity whose performance determines teachers' bonus award eligibility. If bonus awards are determined by the performance of individual teachers, then an individual teacher is considered to be the unit of accountability. A school is considered the unit of accountability when bonus awards are determined by the collective performance of an entire grade level, subject area, and/or school-wide performance determines bonus award eligibility.

To define the unit of accountability, GEEG schools were divided into one of three groups: those that use only school-level performance to determine award eligibility; those that use only teacher-level performance to determine award eligibility; those that use some combination of teacher and school-level performance.

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[3] This approach is described in Hanushek et al (2005) and has been used by Springer (2007, 2008) and others.

Controlling for student, school, and program characteristics

The analyses use a number of control variables to account for non-programmatic differences across schools with respect to student, school, and GEEG eligibility characteristics. All models include a student-fixed effect estimator to account for time invariant characteristics of students that may be correlated with student achievement gains, including parent and student motivation, parental education, and innate student ability.

One of the analyses (strategy 4) controls for student, teacher, and school characteristics at the school-level using school fixed effects. All of the other analyses control for a subset of such factors using an array of observable school characteristics. Those characteristics include the school-level (elementary school, middle school, high school, and mixed grade configuration) and the percentage of students who are economically disadvantaged, limited English proficient, participating in the special education program, participating in the gifted and talented program, Anglo, Hispanic, African American, Native American, and Asian/Pacific Islanders.

The Texas Education Agency established a two-tier system for determining school qualification for GEEG program participation, one of which was designed to limit participation to higher-performing schools.[4] Qualified schools had to meet one of two performance criteria: a levels-style measure based on a school's accountability rating or a gains-style measure based on a school's Comparable Improvement ranking. Throughout this chapter these two groups of schools are referred to as either *accountability rating schools* or *Comparable Improvement schools*.

For several reasons, select analyses report estimates from separate equations for (1) all GEEG schools and (2) GEEG accountability rating schools and GEEG Comparable Improvement schools. First, sample statistics reported in Table F.2 display sizable mean achievement gain differences among these two groups of schools (.07 standard deviation units in mathematics and .02 standard deviation units in reading). Second, there are systematic differences among accountability rating schools and Comparable Improvement schools in terms of plan design features proposed by GEEG schools. Third, GEEG qualification criteria are characterized by greater than expected volatility from one year to the next, which may confound estimated associations of GEEG plan design features and student achievement gains.

All analyses include grade by year fixed effects. This accounts for changes in test performance across grade levels and cohorts that may give an invalid appearance of an association between GEEG plan characteristics and student achievement (i.e., spurious correlation). That is, if test difficulty varies from year to year, and/or varies for different student populations from year to year, estimates of the association between GEEG plan design features and student achievement gains will be biased toward zero.

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[4] See Chapter 5 for a detailed overview of the TEEG qualification and eligibility criteria used to select TEEG participants.

Statistical Approach

This analysis relies on two general analytic approaches. Comparisons between GEEG schools and non-GEEG schools were conducted using data on individual student performance. The baseline model is

$$y_{it} = x_{it}\beta + S_{it}\eta + \alpha_t + GEEG_{it}\delta + TEEG1_{it}\tau_1 + TEEG2_{it}\tau_2 + \sum_g \sum_t \gamma_{gt} + a_{it}$$

where y_{it} is the standardized gain score of student i in year t, x_{ut} is a vector of student characteristics that can change over time (namely indicators for whether or not a student is limited English proficient and economically disadvantaged), S_{it} is a vector of school characteristics, $GEEG_{it}$ is an indicator variable that takes on a value of one if the student's school is currently participating in the GEEG program (and zero otherwise), TEEG1 is an indicator variable that takes on a value of one if the student's school is participating in Cycle 1 TEEG and the year is 2007 (and zero otherwise), $TEEG2_{it}$ is an indicator variable that takes on a value of one if the student's school is participating in Cycle 2 TEEG and the year is 2008 (and zero otherwise), and the γ_{gt} are grade-by-year fixed effects. This is the specification for strategy 1. Strategy 2 adds additional indicator variables for whether or not the school the student attends is a GEEG, TEEG1 or TEEG2 school in either a program or non-program year. Strategy 3 decomposes the GEEG program indicator in strategy 2 into three indicators—one for each of the three program years. Strategy 4 replaces the vector of school characteristics with a series of school fixed effects.

Analyses of the plan design features require an alternative approach. For this analysis, GEEG schools must be compared to one another, not to non-GEEG schools. However, students move frequently between GEEG and non-GEEG schools over the analysis period. For example, sixth graders could age out of a GEEG elementary school into a non-GEEG middle school, or enter a GEEG middle school from a non-GEEG elementary school. Restricting the analysis only to student level data from GEEG schools would greatly reduce the precision with which student fixed effects could be estimated, and therefore increase the imprecision in the estimates of program effects.

Rather than restricting the sample, the researchers adopted a two-stage analysis. In the first stage, they used all the available data on student performance to estimate school effects for each year. In the second stage of the analysis, they used variations in school characteristics and plan design features to explain the variation in the first-stage estimates of school effects.

The first stage models the performance of student i in year t as a function of student characteristics that do not change over time, student characteristics that can change over time, and year-specific school effects. Furthermore, the researchers presume that the marginal effect of time-varying individual characteristics need not be constant over time. Thus, the first stage model is:

$$y_{it} = \alpha_t + x_{it}\beta_t + \sum_s \sum_t S_{ist}\delta_{st} + \sum_g \sum_t \gamma_{gt} + \epsilon_{it}$$

where y_{it} is the standardized gain score of student i in year t, x_{ut} is a vector of student characteristics that can change over time (namely indicators for whether or not a student is limited English proficient and economically disadvantaged), S_{ist} is an indicator that takes on a value of one if student i attends school s in year t (and zero otherwise) and the $\tilde{a}_{gt}$ are school by year fixed effects. Because $\hat{a}_t$ varies over time, one can think of the x_{it} vector as containing separate variables for each year-characteristic interaction. Thus, rather than having a single indicator variable for limited English proficiency that has the same effect across all years, there is an indicator for being Limited English Proficient in 2004 and another for being Limited English Proficient in 2005.

Subtracting the person-specific means from each observation yields the ``within'' transformation:

$$y_{it} - \overline{y_{it}} = (x_{it} - \overline{x_{it}})\beta_t + \sum_s \sum_t (S_{ist} - \overline{S_{ist}})\delta_{st} + \sum_g \sum_t (\gamma_{gt} - \overline{\gamma_{gt}}) + \epsilon_{it} - \overline{\epsilon_{it}}$$

where the overbars indicate person-specific means. Given a time-variant β and δ, this transformed model is block diagonal—all observations from any one year have a block of zeros for all of the other-year variables—and can be estimated year-by-year from the transformed data using generalized least squares. Given the extremely large number of indicator variables required for the analysis, the researchers were forced to adopt this approach rather than estimate equation 2 using untransformed data.[5]

The coefficients on the school indicators in the above regression represent the best available estimate of the effect of school s on student performance in year t. The second stage of the analysis uses these estimated school effects for GEEG schools as the dependent variables in a regression of school effects on school characteristics, including the GEEG plan design features. To reflect measurement error in the estimates of school effects, the second stage regression is weighted by the inverse of the standard errors of the school effects from the first stage regression.[6] Weighting by the inverse of the standard error give more influence to school effects that are measured precisely than to school effects that are less precisely measured.

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[5] This method was also used in Grosskopf et al, forthcoming.
[6] For a similar analysis, see Hanushek, Rivkin, and Taylor (1996).

Table F.2 Sample Statistics

| School-Level Variables | GEEG Schools | | | | | | All Texas Schools | |
| | All | | Accountability Rating | | Comparable Improvement | | | |
	Mean	(Std. Dev.)	Mean	(Std. Dev.)	Mean	(Std. Dev.)	Mean	(Std. Dev.)
Student Characteristics								
Percent Asian/Pacific Islander	0.45	(0.83)	0.33	(0.57)	0.55	(0.98)	3.28	(5.27)
Percent Black	7.88	(17.33)	3.73	(9.02)	10.94	(21.17)	13.83	(17.08)
Percent Hispanic	88.25	(19.90)	91.66	(15.46)	86.25	(22.01)	41.66	(30.65)
Percent Native American	0.18	(0.59)	0.18	(0.40)	0.18	(0.71)	0.34	(0.57)
Percent White	3.23	(8.81)	4.11	(11.97)	2.08	(2.41)	40.88	(29.67)
Percent Special Education	12.07	(4.34)	11.93	(4.10)	12.18	(4.47)	11.69	(4.21)
Percent Gifted and Talented	8.26	(4.21)	8.59	(3.77)	8.09	(4.48)	9.16	(6.95)
Percent Limited English Proficiency	27.25	(18.69)	24.05	(16.11)	30.14	(20.02)	11.04	(14.43)
Percent Bilingual	25.04	(18.41)	22.18	(16.20)	27.62	(19.60)	10.02	(13.82)
Percent Free or Reduced Price Lunch	90.94	(6.79)	90.54	(6.42)	91.45	(6.33)	49.30	(27.62)
Teacher Characteristics								
Teacher Base Salary	43622.26	(3481.44)	44414.68	(3432.14)	43159.67	(3205.07)	42387.52	(3904.68)
Teacher Experience	10.98	(2.48)	11.42	(2.65)	10.69	(2.24)	11.50	(2.63)
School Characteristics								
Student Teacher Ratio	14.96	(2.02)	14.96	(1.77)	15.00	(2.11)	15.22	(2.27)
Proportion Exemplary	0.05	(0.20)	0.11	(0.29)	0.00	(0.04)	0.04	(0.18)
Proportion Recognized	0.39	(0.43)	0.57	(0.42)	0.25	(0.40)	0.25	(0.41)
Proportion Acceptable	0.46	(0.44)	0.24	(0.38)	0.64	(0.40)	0.62	(0.44)

Student Variables	Mean	(Std. Dev.)	Mean	(Std. Dev.)	Mean	(Std. Dev.)	Mean	(Std. Dev.)
Female	0.51	(0.50)	0.51	(0.50)	0.52	(0.50)	0.51	(0.50)
Asian / Pacific Islander	0.00	(0.07)	0.00	(0.06)	0.01	(0.08)	0.04	(0.18)
Black	0.08	(0.27)	0.04	(0.18)	0.11	(0.31)	0.14	(0.34)
Hispanic	0.88	(0.32)	0.92	(0.27)	0.87	(0.34)	0.41	(0.49)
Native American	0.00	(0.04)	0.00	(0.04)	0.00	(0.04)	0.00	(0.06)
White	0.03	(0.18)	0.04	(0.20)	0.02	(0.14)	0.41	(0.49)
Special Education	0.06	(0.24)	0.06	(0.24)	0.06	(0.24)	0.06	(0.24)
Limited English Proficiency	0.19	(0.39)	0.16	(0.36)	0.22	(0.41)	0.08	(0.26)
Migrant	0.06	(0.24)	0.06	(0.25)	0.06	(0.23)	0.01	(0.11)
Free or Reduced Price Lunch	0.91	(0.29)	0.91	(0.29)	0.91	(0.28)	0.50	(0.50)

	GEEG Schools						All Texas Schools
	All		*Accountability Rating*		*Comparable Improvement*		
Program Variables	Mean	(Std. Dev.) [N]	Mean	(Std. Dev.) [N]	Mean	(Std. Dev.) [N]	
Size of Bonus							
Proposed Maximum Bonus Award	3470.36	(1583.40) [90]	3147.92	(1300.38) [41]	3641.30	(1656.50) [43]	…
Quartile 1	2085.93	(310.38) [23]	2262.02	(98.45) [12]	1780.19	(315.39) [11]	…
Quartile 2	2668.08	(212.53) [23]	2583.73	(222.49) [9]	2713.12	(192.45) [14]	…
Quartile 3	3597.50	(499.36) [21]	3644.76	(551.99) [10]	3564.72	(456.51) [11]	…

Quartile 4	6448.90	(1176.07) [23]	6291.86	(1511.22) [10]	6462.83	(893.61) [7]	…
> $2,500	4085.61	(1569.03) [62]	4017.80	(1392.53) [27]	4049.65	(1569.75) [29]	…
> $3,500	5620.20	(1411.58) [33]	5078.39	(1400.34) [17]	5851.83	(1239.06) [10]	…
> $5,000	6503.21	(1162.42) [20]	6353.73	(1515.80) [9]	6471.76	(888.97) [6]	…
Type of Performance Measure							
Student Attainment	0.62	(0.48) [57]	0.77	(0.43) [30]	0.51	(0.50) [24]	…
Student Growth	0.08	(0.27) [12]	0.03	(0.16) [2]	0.12	(0.32) [9]	…
Student Attainment + Student Growth	0.30	(0.46) [24]	0.21	(0.41) [10]	0.37	(0.48) [12]	…
Unit of Accountability							
Individual Teacher	0.51	(0.50) [44]	0.37	(0.48) [18]	0.62	(0.49) [23]	…
Team	0.05	(0.21) [2]	0.11	(0.31) [2]	0.00	(0.00) [0]	…
Campus	0.21	(0.41) [31]	0.15	(0.36) [15]	0.25	(0.43) [14]	…
Combination	0.21	(0.41) [16]	0.38	(0.48) [8]	0.09	(0.29) [7]	…
Award Distribution							
Gini Coefficient (Actual)	0.42	(0.18) [80]	0.36	(0.17) [36]	0.45	(0.18) [39]	…

Student Test Score Gains (Dependent Variable)	Mean	(Std. Dev.)	Mean	(Std. Dev.)	Mean	(Std. Dev.)	Mean	(Std. Dev.)
Mathematics	0.02	(1.04)	-0.01	(1.03)	0.06	(1.05)	0.00	(1.00)
Reading	-0.06	(1.00)	-0.05	(0.98)	-0.07	(1.10)	0.00	(1.00)
Student Observations								
All Years	134,893		…		…		10,853,653	
Pre-GEEG Years (2004 - 2005)	51,095		…		…		4,125,847	
GEEG Years (2006 - 2008)	83,798		36,427		46,529		6,727,806	

Source: Based on authors' calculations.

Table F.3: Estimated Effect of GEEG Program on Mathematics and Reading Achievement Gains

		Sample: All Texas Schools		
		Panel A: Mathematics		*Panel B: Reading*
	(model)	(1)	(2)	(3)	(4)
GEEG		0.0607***		0.0492***	
		(0.0040)		(0.0048)	
Comparable Improvement			0.0831***		0.0636***
			(0.0053)		(0.0064)
Accountability Rating			0.0334***		0.0322***
			(0.0058)		(0.0071)
Sample Size					
All students		8579308	8579308	8543079	8543079
GEEG students		67647	69239	67367	67196
R^2		0.1292	0.1292	0.1162	0.1162

*, **, *** Estimates statistically significant from zero at the 10%, 5%, and 1% levels, respectively.

Notes: All models include student fixed effects and grade*year fixed effects. All models control for school-level covariates including, percentage of economically disadvantaged students, percentage of limited English proficient students, percentage of special education students, percentage of gifted and talented students, percentage of students by race/ethnicity, and level (elementary school, middle school, high school, or mixed grade configuration). All models control for TEEG program effects for Cycle 1 and Cycle 2 (2006-07 and 2007-08 school year, respectively). Student-level controls include indicators for economically disadvantaged status, limited English proficient status, and moving to a school in the same district or a different one.

Source: Based on authors' calculations.

Table F.4: Estimated Effect of GEEG Program on Mathematics and Reading Achievement Gains when Accounting for Pre-GEEG Time Trend

		Sample: All Texas Schools			
		Panel A: Mathematics		*Panel B: Reading*	
	(model)	(1)	(2)	(3)	(4)
Ever-GEEG		0.1502***	0.1510***	0.0935***	0.0936***
		(0.0047)	(0.0047)	(0.0057)	(0.0057)
GEEG		-0.0695***		-0.0320***	
		(0.0057)		(0.0069)	
Comparable Improvement			-0.0448***		-0.0158
			(0.0066)		(0.0081)
Accountability Rating			-0.1014***		-0.0514***
			(0.0072)		(0.0087)
Sample Size					
All students		8579308	8579308	8543079	8543079
GEEG students		67647	69239	67367	67196

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R^2	0.1294	0.1294	0.1162	0.1162

*, **, *** Estimates statistically significant from zero at the 10%, 5%, and 1% levels, respectively.

Notes: All models include student fixed effects and grade*year fixed effects. All models control for school-level covariates including, percentage of economically disadvantaged students, percentage of limited English proficient students, percentage of special education students, percentage of gifted and talented students, percentage of students by race/ethnicity, and level (elementary school, middle school, high school, or mixed grade configuration). All models control for TEEG program effects for Cycle 1 and Cycle 2 (2006-07 and 2007-08 school year, respectively). Student-level controls include indicators for economically disadvantaged status, limited English proficient status, and moving to a school in the same district or a different one.

Source: Based on authors' calculations.

Table F.4a. Estimated Effect of GEEG Program on Mathematics and Reading Achievement Gains when Accounting for Pre-GEEG Time Trend

		Panel A: Mathematics		Panel B: Reading	
		Sample: All Texas Schools			
(model)		(1)	(2)	(3)	(4)
Ever-GEEG		0.2038***	0.2044***	0.1280***	0.1279***
		(0.0048)	(0.0048)	(0.0058)	(0.0058)
GEEG		-0.0704***		-0.0327***	
		(0.0057)		(0.0069)	
Comparable Improvement			-0.0479***		-0.0180***
			(0.0066)		(0.0081)
Accountability Rating			-0.0988***		-0.0499***
			(0.0072)		(0.0087)
Sample Size					
All students		8579308	8579308	8543079	8543079
GEEG students		67647	69239	67367	67196

R²		0.1304	0.1304	0.1165	0.1165

*, **, *** Estimates statistically significant from zero at the 10%, 5%, and 1% levels, respectively.

Notes: All models include student fixed effects and grade*year fixed effects. All models control for school-level covariates including, percentage of economically disadvantaged students, percentage of limited English proficient students, percentage of special education students, percentage of gifted and talented students, percentage of students by race/ethnicity, and level (elementary school, middle school, high school, or mixed grade configuration). All models control for TEEG program effects for Cycle 1 and Cycle 2 (2006-07 and 2007-08 school year, respectively) and pre-TEEG time trend. Student-level controls include indicators for economically disadvantaged status, limited English proficient status, and moving to a school in the same district or a different one.

Source: Based on authors' calculations.

Table F.5: Estimated Effect of GEEG Program on Mathematics and Reading Achievement Gains by Year of GEEG Participation when Accounting for Pre-GEEG Time Trend

	Sample: All Texas Schools					
	Panel A: Mathematics			Panel B: Reading		
(GEEG schools)	*All*	*CI*	*AR*	*All*	*CI*	*AR*
(model)	(1)	(2)		(3)	(4)	
Ever-GEEG	0.1554***	0.1557***		0.0968***	0.0969***	
	(0.0048)	(0.0048)		(0.0058)	(0.0058)	
GEEG Year 1	-0.0343***	-0.0262***	-0.0427***	-0.0115	0.0061	-0.0329**
	(0.0069)	(0.0084)	(0.0097)	(0.0084)	(0.0102)	(0.0118)
GEEG Year 2	-0.0647***	-0.0326***	-0.1051***	-0.0241***	-0.0076	-0.0448***
	(0.0073)	(0.0089)	(0.0098)	(0.0088)	(0.0108)	(0.0119)
GEEG Year 3	-0.134***	-0.0969***	-0.1785***	-0.0759***	-0.0638***	-0.0897***
	(0.0077)	(0.0096)	(0.0102)	(0.0094)	(0.0116)	(0.0124)
Sample Size						

All students	8579308		8579308	8543079		8543079
GEEG students	67647	37798	29674	67367	37639	29557
R^2	0.1294		0.1294	0.1162		0.1162
*, **, *** Estimates statistically significant from zero at the 10%, 5%, and 1% levels, respectively.						
Notes: All models include student fixed effects and grade*year fixed effects. All models control for school-level covariates including, percentage of economically disadvantaged students, percentage of limited English proficient students, percentage of special education students, percentage of gifted and talented students, percentage of students by race/ethnicity, and level (elementary school, middle school, high school, or mixed grade configuration). All models control for TEEG program effects for Cycle 1 and Cycle 2 (2006-07 and 2007-08 school year, respectively). Student-level controls include indicators for economically disadvantaged status, limited English proficient status, and moving to a school in the same district or a different one.						

Source: Based on authors' calculations.

Table F.5a: Estimated Effect of GEEG Program on Mathematics and Reading Achievement Gains by Year of GEEG Participation when Accounting for Pre-GEEG Time Trend

	Sample: All Texas Schools					
	Panel A: Mathematics			Panel B: Reading		
(GEEG schools)	*All*	*CI*	*AR*	*All*	*CI*	*AR*
(model)	(1)	(2)		(3)	(4)	
Ever-GEEG	0.2092***	0.2093***		0.1314***	0.1314***	
	(0.0048)	(0.0048)		(0.0058)	(0.0058)	
GEEG Year 1	-0.0337***	-0.0255***	-0.0424***	-0.0111	0.0064	-0.0324**
	(0.0069)	(0.0084)	(0.0097)	(0.0084)	(0.0102)	(0.0118)
GEEG Year 2	-0.0679***	-0.0389***	-0.1039***	-0.0262***	-0.01169	-0.0441***
	(0.0073)	(0.0089)	(0.0098)	(0.0088)	(0.0108)	(0.0119)
GEEG Year 3	-0.1350***	-0.1026***	-0.1730***	-0.0769***	-0.0678***	-0.0868***
	(0.0077)	(0.0096)	(0.0102)	(0.0094)	(0.0116)	(0.0124)
Sample Size						
All students	8579308	8579308		8543079	8543079	

GEEG students	67647	37798	29674	67367	37639	29557
R²	0.1305		0.1305		0.1165	0.1165

*, **, *** Estimates statistically significant from zero at the 10%, 5%, and 1% levels, respectively.

Notes: All models include student fixed effects and grade*year fixed effects. All models control for school-level covariates including, percentage of economically disadvantaged students, percentage of limited English proficient students, percentage of special education students, percentage of gifted and talented students, percentage of students by race/ethnicity, and level (elementary school, middle school, high school, or mixed grade configuration). All models control for TEEG program effects for Cycle 1 and Cycle 2 (2006-07 and 2007-08 school year, respectively) and pre-TEEG time trend. Student-level controls include indicators for economically disadvantaged status, limited English proficient status, and moving to a school in the same district or a different one.

Source: Based on authors' calculations.

Table F.6: Estimated Effect of GEEG Program on Mathematics and Reading Achievement Gains (with school fixed effects)

		Sample: All Texas Schools			
		Panel A: Mathematics		Panel B: Reading	
(model)		(1)	(2)	(3)	(4)
GEEG		-0.0858***		-0.0416***	
		(0.0096)		(0.0118)	
Comparable Improvement			-0.0486***		-0.0301**
			(0.0119)		(0.0147)
Accountability Rating			-0.1532***		-0.0597***
			(0.0160)		(0.0198)
Sample Size					
All students		8579308	8579308	8543079	8543079
GEEG students		67647	69239	67367	67196
R^2		0.4292	0.4292	0.3976	0.3976

*, **, *** Estimates statistically significant from zero at the 10%, 5%, and 1% levels, respectively.

Notes: All models include student fixed effects and grade*year fixed effects. All models control for school-level covariates including, percentage of economically disadvantaged students, percentage of limited English proficient students, percentage of special education students, percentage of gifted and talented students, percentage of students by race/ethnicity, and level (elementary school, middle school, high school, or mixed grade configuration). All models control for TEEG program effects for Cycle 1 and Cycle 2 (2006-07 and 2007-08 school year, respectively). Student-level controls include indicators for economically disadvantaged status, limited English proficient status, and moving to a school in the same district or a different one.

Source: Based on authors' calculations.

Table F.6a: Estimated Effect of GEEG Program on Mathematics and Reading Achievement Gains (with school fixed effects)

		Sample: All Texas Schools			
		Panel A: Mathematics		*Panel B: Reading*	
	(model)	(1)	(2)	(3)	(4)
GEEG		-0.0604***		-0.0341***	
		(0.0062)		(0.0076)	
Comparable Improvement			-0.0358***		-0.0319***
			(0.0081)		(0.0099)
Accountability Rating			-0.0941***		-0.0359***
			(0.0096)		(0.0117)
Sample Size					
All students		8579308	8579308	8543079	8543079
GEEG students		67647	69239	67367	67196
R^2		0.1440	0.1440	0.1212	0.1212

*, **, *** Estimates statistically significant from zero at the 10%, 5%, and 1% levels, respectively.	
Notes: All models include student fixed effects and grade*year fixed effects. All models control for school-level covariates including, percentage of economically disadvantaged students, percentage of limited English proficient students, percentage of special education students, percentage of gifted and talented students, percentage of students by race/ethnicity, and level (elementary school, middle school, high school, or mixed grade configuration). All models control for TEEG program effects for Cycle 1 and Cycle 2 (2006-07 and 2007-08 school year, respectively) and pre-TEEG time trend. Student-level controls include indicators for economically disadvantaged status, limited English proficient status, and moving to a school in the same district or a different one.	

Source: Based on authors' calculations.

Table F.7: Estimated Effect of GEEG Program on Mathematics and Reading Achievement Gains

		Panel A: Mathematics		Panel B: Reading	
			Sample: All Texas Schools		
(model)		(1)	(2)	(3)	(4)
GEEG		0.0340***		0.0384***	
		(0.0130)		(0.0108)	
		89		89	
Comparable Improvement			0.0230		0.0299**
			(0.0174)		(0.0144)
			46		46
Accountability Rating			0.0482***		0.0506***
			(0.0192)		(0.0159)
			42		42
Sample Size					
All students		8580774	8580774	8544543	8544543
GEEG students		67647	67472	67367	67196

R^2	0.3424	0.3425	0.2214	0.2215

*, **, *** Estimates statistically significant from zero at the 10%, 5%, and 1% levels, respectively.

Notes: All models control for school-level covariates including, percentage of limited English proficient students, percentage of special education students, percentage of gifted and talented students, percentage of bilingual students, percentage of students by race/ethnicity, and level (elementary school, middle school, high school, or mixed grade configuration). Models also include year fixed effect and TEEG effects in Cycle 1 and Cycle 2 (2006-07 and 2007-08 school years, respectively). Student-level covariates were included in the first-stage regression model.

Source: Based on authors' calculations.

Table F.8: Estimated Effect of GEEG Program on Mathematics and Reading Achievement Gains when Accounting for Pre-GEEG Time Trend

	Sample: All Texas Schools			
	Panel A: Mathematics		*Panel B: Reading*	
(model)	(1)	(2)	(3)	(4)
Ever-GEEG	0.1267***	0.1254***	0.0815***	0.0800***
	(0.0154)	(0.0153)	(0.0128)	(0.0128)
GEEG	-0.0906***		-0.0418***	
	(0.0199)		(0.0166)	
Comparable Improvement		0.1003***		-0.0487***
		(0.0230)		(0.0191)
Accountability Rating		-0.0752***		-0.0281
		(0.0244)		(0.0203)
Sample Size				
All students	8580774	8580774	8544543	8544543
GEEG students	67647	67472	67367	67196
R^2	0.3438	0.3438	0.2224	0.2224

*, **, *** Estimates statistically significant from zero at the 10%, 5%, and 1% levels, respectively.
Notes: All models control for school-level covariates including, percentage of limited English proficient students, percentage of special education students, percentage of gifted and talented students, percentage of bilingual students, percentage of students by race/ethnicity, and level (elementary school, middle school, high school, or mixed grade configuration). Models also include year fixed effect and TEEG effects in Cycle 1 and Cycle 2 (2006-07 and 2007-08 school years, respectively). Student-level covariates were included in the first-stage regression model.

Source: Based on authors' calculations.

Table F.8a: Estimated Effect of GEEG Program on Mathematics and Reading Achievement Gains when Accounting for Pre-GEEG Time Trend

		Sample: All Texas Schools			
		Panel A: Mathematics		*Panel B: Reading*	
(model)		(1)	(2)	(3)	(4)
EVER GEEG		0.16120***	0.1605***	0.1035***	0.1018***
		(0.0154)	(0.0153)	(0.0129)	(0.0128)
GEEG		-0.0971***		-0.04580***	
		(0.0198)		(0.0165)	
Comparable Improvement			-0.1057***		-0.0521***
			(0.0228)		(0.0191)
Accountability Rating			-0.0822***		-0.0325
			(0.0242)		(0.0202)
Sample Size					
All students		8580774	8580774	8544543	8544543
GEEG students		67647	67472	67367	67196
R^2		0.3525	0.3525	0.2284	0.2284

| |
| |
| *, **, *** Estimates statistically significant from zero at the 10%, 5%, and 1% levels, respectively. |
| *Notes*: All models control for school-level covariates including, percentage of limited English proficient students, percentage of special education students, percentage of gifted and talented students, percentage of bilingual students, percentage of students by race/ethnicity, and level (elementary school, middle school, high school, or mixed grade configuration). Models also include year fixed effect and TEEG effects in Cycle 1 and Cycle 2 (2006-07 and 2007-08 school years, respectively) and pre-TEEG time trend. Student-level covariates were included in the first-stage regression model. |

Source: Based on authors' calculations.

Table F.9: Estimated Effect of GEEG Program on Mathematics and Reading Achievement Gains by Year of GEEG Participation when Accounting for Pre-GEEG Time Trend

	Sample: All Texas Schools					
	Panel A: Mathematics			Panel B: Reading		
(GEEG schools)	*All*	*CI*	*AR*	*All*	*CI*	*AR*
(model)	(1)	(2)		(3)	(4)	
Ever-GEEG	0.1267***	0.1254***		0.0815***	0.0800***	
	(0.0154)	(0.0153)		(0.0128)	(0.0128)	
	89	89		89	89	
GEEG Y1	-0.0583	-0.0812***	-0.0254***	-0.0258***	-0.0220***	-0.0225***
	(0.0263)	(0.0326)	(0.0354)	(0.0220)	(0.0272)	(0.0296)
	89	46	42	89	46	42
GEEG Y2	-0.0825***	-0.0727***	-0.0915***	0.0027	-0.0050	0.0141
	(0.0269)	(0.0337)	(0.0362)	(0.0223)	(0.0279)	(0.0300)
	88	45	42	88	45	42
GEEG Y3	-0.1364***	-0.1513***	-0.1147***	-0.1073***	-0.1253***	-0.0807***
	(0.0275)	(0.0344)	(0.0375)	(0.0229)	(0.0285)	(0.0311)
	83	45	37	83	45	37

Sample Size						
All students	8580774		8580774	8544543		8544543
GEEG students	67647	37798	29674	67367	37639	29557
R²	0.3439		0.3440	0.2228		0.2229
*, **, *** Estimates statistically significant from zero at the 10%, 5%, and 1% levels, respectively.						
Notes: All models control for school-level covariates including, percentage of limited English proficient students, percentage of special education students, percentage of gifted and talented students, percentage of bilingual students, percentage of students by race/ethnicity, and level (elementary school, middle school, high school, or mixed grade configuration). Models also include year fixed effect and TEEG effects in Cycle 1 and Cycle 2 (2006-07 and 2007-08 school years, respectively). Student-level covariates were included in the first-stage regression model.						

Source: Based on authors' calculations.

Table F.9a: Estimated Effect of GEEG Program on Mathematics and Reading Achievement Gains by Year of GEEG Participation when Accounting for Pre-GEEG Time Trend

	Sample: All Texas Schools					
	Panel A: Mathematics			Panel B: Reading		
(GEEG schools)	*All*	*CI*	*AR*	*All*	*CI*	*AR*
(model)	(1)	(2)		(3)	(4)	
Ever-GEEG	0.1620***	0.1605***		0.1035***	0.1019***	
	(0.0153)	0.0153		(0.0129)	(0.0128)	
	89	89		89	89	
GEEG Y1	-0.0592***	-0.0810***	-0.0270	-0.0264	-0.0218	-0.0235
	(0.0261)	(0.0323)	(0.0352)	(0.0219)	(0.0271)	(0.0295)
	89	46	42	89	46	42
GEEG Y2	-0.0920***	-0.0811***	-0.1015***	-0.0025	-0.0096	0.0085
	(0.0268)	(0.0335)	(0.0360)	(0.0223)	(0.0278)	(0.0299)
	88	45	42	88	45	42
GEEG Y3	-0.1460***	-0.1599***	-0.1248***	-0.1139***	-0.1313***	-0.0876***
	(0.0273)	(0.0342)	(0.0372)	(0.0228)	(0.0284)	(0.0310)
	83	45	37	83	45	37

Sample Size					
All students	8580774	8580774		8544543	8544543
GEEG students	67647	37798	29674	67367	37639	29557
R²	0.3527	0.3527		0.2288	0.2288

*, **, *** Estimates statistically significant from zero at the 10%, 5%, and 1% levels, respectively.

Notes: All models control for school-level covariates including, percentage of limited English proficient students, percentage of special education students, percentage of gifted and talented students, percentage of bilingual students, percentage of students by race/ethnicity, and level (elementary school, middle school, high school, or mixed grade configuration). Models also include year fixed effect and TEEG effects in Cycle 1 and Cycle 2 (2006-07 and 2007-08 school years, respectively) and pre-TEEG time trend. Student-level covariates were included in the first-stage regression model.

Source: Based on authors' calculations.

Table F.10: Estimated Effect of GEEG Program on Mathematics and Reading Achievement Gains

		Panel A: Mathematics		Panel B: Reading	
	(model)	(1)	(2)	(3)	(4)
GEEG		-0.0949***		-0.0449***	
		(0.0195)		(0.0171)	
		89		89	
Comparable Improvement			-0.0811***		-0.0483
			(0.0259)		(0.0227)
			45		45
Accountability Rating			-0.1136***		-0.0385
			(0.0295)		(0.0258)
			42		42
Sample Size					
All students		8580774	8580774	8544543	8544543
GEEG students		67647	67472	67367	67196

Sample: All Texas Schools

R^2	0.5165	0.5165	0.3705	0.3705

*, **, *** Estimates statistically significant from zero at the 10%, 5%, and 1% levels, respectively.

Notes: All models control for school-level covariates including, percentage of limited English proficient students, percentage of special education students, percentage of gifted and talented students, percentage of bilingual students, percentage of students by race/ethnicity, and level (elementary school, middle school, high school, or mixed grade configuration). Models also include year fixed effect and TEEG effects in Cycle 1 and Cycle 2 (2006-07 and 2007-08 school years, respectively). Student-level covariates were included in the first-stage regression model.

Source: Based on authors' calculations.

Table F.11: Estimated Effect of GEEG Program on Mathematics and Reading Achievement Gains by Maximum Proposed Bonus Award

	Sample: GEEG Schools Only			
	Panel A: Mathematics		*Panel B: Reading*	
(model)	(1)	(2)	(3)	(4)
Proposed Maximum Bonus	0.0067	0.0387	-0.0017	0.0343
	(0.0096)	(0.0365)	(0.0088)	(0.0335)
	85	85	85	85
Proposed Maximum Bonus (squared)		-0.0033		-0.0037
		(0.0036)		(0.0033)
		85		85
Sample Size				
All students	8580774	8580774	8544543	8544543
GEEG students	67647	67647	67367	67367

R^2	0.3504	0.3517	0.1877	0.1902

*, **, *** Estimates statistically significant from zero at the 10%, 5%, and 1% levels, respectively.

Notes: All models control for school-level covariates including, percentage of limited English proficient students, percentage of special education students, percentage of gifted and talented students, percentage of bilingual students, percentage of students by race/ethnicity, and level (elementary school, middle school, high school, or mixed grade configuration). Models also include year fixed effect and TEEG effects in Cycle 1 and Cycle 2 (2006-07 and 2007-08 school years, respectively). Student-level covariates were included in the first-stage regression model.

Source: Based on authors' calculations.

Table F.12: Estimated Effect of GEEG Program on Mathematics and Reading Achievement Gains by Type of Student Performance Analysis

	Sample: GEEG Schools Only	
	Panel A: Mathematics	*Panel B: Reading*
(model)	(1)	(2)
Attainment Only	0.0148	-0.0278
	(0.0339)	(0.0310)
	54	54
Growth Only	0.0197	0.0206
	(0.0535)	(0.0490)
	11	11
Growth + Attainment	…	…
	…	…
	23	23
Sample Size		
All students	8580774	8544543
GEEG students	67647	67367

R^2	0.3539	0.1779

*, **, *** Estimates statistically significant from zero at the 10%, 5%, and 1% levels, respectively.

Notes: All models control for school-level covariates including, percentage of limited English proficient students, percentage of special education students, percentage of gifted and talented students, percentage of bilingual students, percentage of students by race/ethnicity, and level (elementary school, middle school, high school, or mixed grade configuration). Models also include year fixed effect and TEEG effects in Cycle 1 and Cycle 2 (2006-07 and 2007-08 school years, respectively). Student-level covariates were included in the first-stage regression model.

Source: Based on authors' calculations.

Table F.13: Estimated Effect of GEEG Program on Mathematics and Reading Achievement Gains by Unit of Accountability

	Sample: GEEG Schools Only	
	Panel A: Mathematics	*Panel B: Reading*
(model)	(1)	(2)
Individual	-0.0109	-0.0011
	(0.0383)	(0.0354)
	43	43
Campus	-0.0559	-0.0232
	(0.0427)	(0.0394)
	30	30
Combination	…	…
	…	…
	15	15
Sample Size		
All students	8580774	8544543
GEEG students	67647	67367

R^2	0.3722	0.1855

*, **, *** Estimates statistically significant from zero at the 10%, 5%, and 1% levels, respectively.

Notes: All models control for school-level covariates including, percentage of limited English proficient students, percentage of special education students, percentage of gifted and talented students, percentage of bilingual students, percentage of students by race/ethnicity, and level (elementary school, middle school, high school, or mixed grade configuration). Models also include year fixed effect and TEEG effects in Cycle 1 and Cycle 2 (2006-07 and 2007-08 school years, respectively). Student-level covariates were included in the first-stage regression model.

Source: Based on authors' calculations.

Table F.14: Percentage of Students Passing TAKS in GEEG and Non-GEEG Schools by Subject and Year*														
	Mathematics							Reading						
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2003	2004	2005	2006	2007	2008	2009
GEEG														
Total	50.25	62.42	69.89	73.66	74.83	72.09	74.40	63.68	72.92	79.25	82.18	84.01	80.25	80.95
3	67.97	78.89	78.51	79.61	78.35	78.47	81.51	70.67	82.43	84.29	86.72	85.62	81.60	84.81
4	57.58	72.62	80.62	81.20	85.25	78.91	82.28	64.42	71.26	75.63	79.54	81.13	74.56	79.28
5	58.11	65.72	77.10	79.24	81.06	77.34	78.00	59.65	60.17	66.32	74.83	79.00	73.67	72.21
6	55.42	64.68	71.71	79.26	81.51	78.43	78.42	62.72	71.31	81.76	87.23	88.54	83.83	84.76
7	46.24	60.42	67.22	68.41	73.82	73.67	77.66	65.83	70.49	78.30	73.92	79.30	76.19	76.72
8	44.48	57.30	66.08	73.79	73.01	68.95	75.76	74.13	79.46	80.64	81.04	87.14	84.12	86.37
9	42.42	49.89	60.28	60.95	61.51	58.79	59.83	63.45	75.96	83.18	87.73	83.67	80.38	77.69
10	24.26	36.39	55.24	57.28	57.70	54.03	51.10	46.28	66.20	73.66	85.00	83.49	80.23	79.38
11	27.76	53.51	61.30	70.38	72.82	73.15	77.28	45.73	74.66	81.19	83.21	84.26	86.17	89.51
Non-GEEG														
Total	57.68	67.66	71.74	74.86	77.07	75.02	77.19	70.25	79.63	81.53	85.31	86.77	84.65	86.25
3	74.75	83.78	83.14	82.41	81.99	80.50	83.45	81.18	88.15	88.81	88.81	88.31	84.84	88.16
4	69.67	78.89	82.17	84.00	85.27	81.60	85.10	74.75	80.56	79.93	82.51	83.20	79.88	83.43
5	66.04	72.35	78.97	82.35	85.40	80.39	82.67	67.51	72.43	74.66	81.07	82.87	80.37	81.78
6	64.52	71.17	73.35	80.44	80.48	78.45	79.07	74.35	80.97	85.27	90.91	91.83	88.13	89.72
7	54.68	64.78	67.14	70.82	76.14	75.17	77.56	74.54	78.22	82.46	78.76	84.79	82.46	82.96
8	54.06	61.21	64.39	69.75	71.80	73.60	77.96	78.25	84.57	84.28	84.95	88.49	88.64	90.80
9	45.98	56.61	63.21	63.22	66.02	63.00	64.41	66.22	79.31	84.49	88.65	87.23	84.69	84.06
10	46.13	52.65	60.61	63.05	66.13	62.87	63.98	61.60	72.39	68.55	85.86	85.50	84.38	85.84
11	39.40	64.78	70.11	75.91	78.87	78.41	79.64	51.01	80.36	84.95	86.84	89.15	89.94	90.59
*Note: * passing = 2100 for all grades, years, and subjects*														

Source: Based on authors' calculations.

Table F.15: Percentage of Students Passing TAKS in GEEG and Non-GEEG Schools by Subject and Year*

	Mathematics						Reading					
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2003	2004	2005	2006	2007	2008
GEEG												
Total	50.32%	62.43%	69.89%	73.68%	74.84%	72.11%	63.83%	72.91%	79.25%	82.18%	84.02%	80.25%
3	68.12%	78.89%	78.51%	79.61%	78.35%	78.47%	70.96%	82.43%	84.29%	86.72%	85.62%	81.60%
4	57.61%	72.62%	80.62%	81.20%	85.25%	78.91%	64.39%	71.26%	75.63%	79.54%	81.13%	74.56%
5	58.18%	65.72%	77.10%	79.24%	81.06%	77.34%	59.79%	60.17%	66.32%	74.83%	79.00%	73.67%
6	55.57%	64.68%	71.71%	79.26%	81.51%	78.43%	62.79%	71.31%	81.76%	87.23%	88.54%	83.83%
7	46.24%	60.42%	67.22%	68.41%	73.82%	73.67%	65.83%	70.49%	78.30%	73.92%	79.30%	76.19%
8	44.48%	57.30%	66.08%	73.79%	73.01%	68.95%	74.13%	79.46%	80.64%	81.04%	87.14%	84.12%
9	42.60%	49.90%	60.28%	60.96%	61.52%	58.78%	63.59%	75.98%	83.18%	87.73%	83.66%	80.38%
10	24.64%	36.48%	55.24%	57.32%	57.63%	54.01%	46.72%	66.12%	73.66%	84.93%	83.46%	80.25%
11	27.75%	53.53%	61.30%	70.55%	72.86%	73.44%	46.02%	74.56%	81.19%	83.24%	84.40%	86.19%
Non-GEEG												
Total	51.26%	61.60%	65.78%	69.66%	72.27%	69.87%	63.98%	73.48%	76.31%	80.38%	82.51%	79.63%
3	69.26%	79.79%	78.94%	78.21%	77.79%	76.38%	76.24%	85.43%	86.04%	86.02%	85.38%	81.02%
4	62.29%	73.91%	77.65%	80.07%	81.58%	77.42%	68.28%	76.01%	75.42%	78.35%	79.16%	74.90%
5	59.01%	65.76%	73.97%	77.71%	81.45%	75.86%	60.21%	64.70%	68.22%	75.79%	78.57%	75.28%
6	55.67%	63.15%	66.17%	75.19%	75.23%	72.99%	65.48%	74.33%	80.09%	87.92%	89.25%	84.61%
7	43.85%	55.18%	57.85%	62.85%	69.82%	68.33%	66.40%	70.95%	76.07%	72.34%	79.81%	77.30%
8	43.30%	51.48%	55.17%	61.94%	64.75%	66.55%	71.71%	78.91%	78.80%	79.75%	84.68%	84.95%
9	30.36%	41.85%	49.42%	49.83%	53.89%	51.07%	53.65%	69.36%	76.75%	83.12%	81.22%	77.55%
10	31.03%	38.53%	47.42%	52.13%	55.54%	52.41%	48.94%	61.34%	60.61%	79.87%	79.86%	79.43%
11	25.13%	52.05%	58.57%	67.25%	71.12%	70.78%	38.37%	72.12%	78.56%	81.08%	84.45%	85.31%

*Note: * passing = 2100 for all grades, years, and subjects*

Note: We didn't have school level variables at this time, so no percentage figures are updated for 2008-09 achievement data.

Source: Based on authors' calculations

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