An Evaluation of Teacher and Principal Experiences During the Pilot Phase of AISD Reach

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Executive Summary

According to the Austin Independent School District (AISD) in Austin, Texas,

> Teacher quality [is] one of the most important factors in student learning and achievement ... One of the newer more innovative approaches to this issue is to explore new ways of compensating teachers [through] compensation systems that reward teachers with higher pay based on new priorities which can include reaching specific professional development and student achievement goals (p. 3) [1]

In an effort to address issues of teacher quality, the AISD began implementation of AISD Reach: a Strategic Compensation Initiative in July 2007. The initiative targets three key areas: student growth, professional growth, and recruitment and retention of teachers and principals at highest needs schools. Combining an outcome-based pay for performance component based on student achievement measures with two input-based components - one for professional development and another for teaching in hard to staff schools – the district's goals for this program are:

- A quality teacher in every classroom, especially in Austin's highest-needs schools;
- Improved student learning at all schools and for all students;
- Professional growth for teachers; and
- Increased retention rates among AISD teachers and principals. [2]

The pilot phase of this program began with nine schools – six elementary schools, two middle schools, and one high school. In July 2008, an additional elementary and middle school were added to the pilot group, and in the summer of 2009, AISD plans to begin a second pilot phase, increasing the number of participating schools to sixteen.

In conjunction with the pilot, AISD is committed to systemic evaluation of Reach. Accordingly, this independent evaluation, which is being conducted alongside a comprehensive internal evalua-

1 Austin Independent School District – AISD REACH Brochure

2 Ibid.

tion, is designed to offer feedback about teacher and principal experiences with REACH and recommendations to inform the scaling-up of the program. Our evaluation is guided by three project questions:

1. What are AISD REACH teacher attitudes toward pay for performance in general?
2. What are AISD REACH teacher attitudes toward REACH components?
3. What are teacher and principal perceptions of the implementation of AISD REACH?

Our project questions were investigated through multiple data collection efforts, including a teacher survey and interviews with both principals and teachers. Analyses of these data revealed the following key findings :

• Teachers are supportive of REACH, with 74 percent agreeing the REACH components are a positive change to teacher pay practices.

• When examining general attitudes about pay for performance, teachers participating in REACH are most supportive of market-based measures such as teaching in hard to staff schools or hard to staff fields. They also indicate strong support for outcome-based measures, particularly those based on student growth. Both findings suggest major components of REACH are well aligned with teacher preferences.

• In terms of REACH components, teachers are most supportive of the recruitment and new to school stipends, followed by school-wide TAKS growth stipend.

• Both teacher surveys and interviews with teachers and principals suggest that staff in AISD REACH pilot schools are provided with frequent communication and valued support from the district's REACH staff as they work to implement AISD REACH.

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- While broad AISD Reach program goals appear to be clear, there seems to be some confusion among teachers particularly around Reach components and their associated stipends.

- In contrast to teachers in other pay for performance programs, AISD teachers report that Reach in not having a negative impact on collaboration with colleagues, and may in fact be improving it.

- 67 percent of teachers report ASID Reach is fair to teachers. Whether teachers met SLOs or not influences their perception of fairness, however, with only 30 percent of those who did not meet an SLO indicating the program is fair.

- 61 percent of teachers disagree that Reach distinguishes effective from ineffective teachers.

- Data suggest teachers may not have truly engaged with the program, as only 36 percent of teachers report changing instructional practices in response to Reach.

- Only 8 percent of teachers participate in *Take One!®*, the program's primary professional development opportunity.

Based upon these findings, several recommendations have been developed. It is hoped these recommendations will provide useful information for future implementation. More specifically, our recommendations include the following:

- Further clarify Reach program goals and components;
- Maintain high levels of communication and support from AISD Reach staff;
  - o Build leadership for Reach in schools;
  - o Address teacher concerns regarding publication of teacher names and stipend amounts by local media;
- Examine professional development activities beyond *Take One!®;*
- Investigate the impact of Reach on instructional practice;
- Investigate the impact of Reach on student achievement; and
- Investigate whether the retention stipend is retaining the most effective teachers.

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Section 1: An Introduction to AISD REACH and Pay for Performance

In July 2007, the Austin Independent School District (AISD) began implementation of AISD REACH, a comprehensive and strategic compensation initiative. The initiative addressed three key areas: student growth, professional growth, and recruitment and retention of teachers and principals at highest needs schools. REACH combines an outcome-based pay for performance component based on student achievement measures with two input-based components - one for professional development and another for teaching in hard to staff schools. The goals for the program are targeted to ensure:

- A quality teacher in every classroom, especially in Austin's highest-needs schools;
- Improved student learning at all schools and for all students;
- Professional growth for teachers; and
- Increased retention rates among AISD teachers and principals. [3]

While the AISD Office of Strategic Compensation began the program with a clear determination to internally evaluate the outcomes implicit in these goals, they also contracted with independent evaluators. As part of that independent evaluation, the district engaged the authors of this capstone project to examine the attitudes and experiences of teachers and principals in REACH pilot schools as they implemented the program. The capstone team is also expected to offer recommendations as AISD moves to expand the pilot from the current 11 schools to 16 in August 2009.

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3 Austin Independent School District – AISD REACH Brochure

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In order to address these issues, our team has developed a project design to answer the following questions of interest:

1. What are AISD Reach teacher attitudes toward pay for performance in general?
2. What are AISD Reach teacher attitudes toward Reach components?
3. What are teacher and principal perceptions of the implementation of AISD Reach?

More specifically, we examine:
- General teacher toward pay for performance;
- Teacher and principal attitudes toward AISD Reach and its components;
- Perceptions of teachers and principals as to the fairness of AISD Reach;
- Clarity of AISD Reach program goals and components;
- Teacher and principal beliefs about communications surrounding AISD Reach;
- Teacher and principal perceptions of collaboration in AISD Reach pilot schools; and
- The impact of Reach on teacher effectiveness and practice.

What we know about Pay for Performance

The goals of AISD Reach arise from a belief that pay for performnce holds the potential to increase teacher quality, improve teacher and principal retention rates, particularly in hard to staff schools, and, ultimately, improve student learning. A growing body of literature suggests current teacher compensation practices do not adequately match the diverse and rapidly changing needs of today's public education system. In particular, the widely used single salary schedule may no longer be the most suitable way to compensate teachers.

The Single Salary Schedule

Incentive pay for teachers emerged as early as the late 19th and early 20th centuries when grade-based pay, or pay on the basis of the level taught, was common. Under grade-based pay, elementary teachers, whose job was deemed to be less challenging, were typically paid less than their secondary counterparts (Guthrie, Springer, Rolle, & Houck, 2007). Most grade-based compensation models, particularly those in cities, also included a performance component that rewarded teachers based on subjective evaluations completed by their school administrators. However, this so-called "merit pay" component allowed for the perpetuation of pay disparities as white men were more frequently awarded merit bonuses than women and non-white male teachers.

By 1921, Denver, Colorado and Des Moines, Iowa successfully negotiated and introduced the single salary schedule for teachers. The single salary schedule leveled the playing field by remunerating teachers on the same scale regardless of race, gender, or grade level taught. Rather, teacher pay was determined according to two criteria thought to be the most important to teacher productivity: years of education and years of experience. Endorsed by the National Education Association in 1944, the single salary schedule was adopted by 97 percent of all schools by 1950 and was used by an approximate 96 percent of public school districts accounting for nearly 100 percent of public school teachers in the 1999-2000 school year (Podgursky and Springer, 2007).

While the single salary structure still predominates, there have been moves toward compensation reform in recent years primarily for two reasons. First, a growing body of research suggests student outcomes are not well correlated with teachers' level of education and experience (Hanushek, 2003). Growing interest on the part of educational policy-makers to raise student achievement results has also signaled interest in alternative methods of evaluating and paying teachers.

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History and Recent Trends in Incentive Pay for Teachers

Federal legislation throughout the mid to late 20th century reflected the view that inputs, or resources designed to lead to improvements in teacher practice, were the primary means of improving student achievement. Specifically, this included federal legislation to fund education and support the improvement of the teaching workforce through knowledge and skill building.

In 1958, The National Defense Education Act (NDEA) was initiated in response to the Russian launch of Sputnik. NDEA provided money for programs to prepare teachers and students in science, math and foreign language as a means of securing the nation's defense. The Elementary and Secondary Education Act (ESEA) followed in 1965, allocating federal funds to meet the needs of low-achieving children of poverty. In return for this funding, ESEA held schools, school districts, and states accountable for improving the academic achievement of all students.

In 1984, *A Nation At Risk* was published. It called into question the effectiveness of previous federal funding for schools, raised education to prominence as a national issue, and further focused public and political attention on increasing educational attainment. Largely as a result of this report, and in an effort to improve teacher quality, schools and districts began experimenting with merit based pay as a supplement to salary schedule compensation plans. Merit-based pay rewarded a variety of outcomes such as student or teacher performance, generally on the basis of teacher-produced portfolios or classroom observations. There was often an input-based component as well with rewards based on efforts to improve practice by participation in professional development.

In the 1990s the focus turned to comprehensive school reform and standards-based learning. Since both of these efforts were predicated on a knowledgeable and highly skilled teacher workforce, emphasis on improving teacher quality grew even stronger. In light of this, knowledge- or skill-based pay began attracting attention (Odden & Kelley, 1996). An input-based measure, knowl-

edge- and skill-based pay again rewarded teachers for participating in professional activities such as National Board for Professional Teaching Standards certification.

Despite nearly 50 years of federal legislation and funding directed at improved teacher quality and student performance, results remained elusive. This led to one of the most sweeping changes in education history. In 2001, ESEA was reauthorized as the *No Child Left Behind Act (NCLB)*. NCLB aimed to ensure, among other things, that all children would perform at high levels and be taught by highly qualified teachers.

The enactment of NCLB also brought with it an increased focus on results. Through its highly structured accountability system, the emphasis on test-based student achievement has drawn attention to outcome-based measures of teacher performance as well. Advances in technology now allow for student achievement results to be calculated and attributed to individual teachers, potentially indicating the value a teacher's instruction adds to student achievement. As a result of this, NCLB and its associated standards brought national prominence to the discussion of teacher quality related to results and effectiveness rather than qualifications. This shift from input-based measures to those based on outcomes also set the stage for consideration of aligning teacher pay with student outcomes rather than the historically entrenched input measures of teacher education and years of experience.

Key Factors Driving Compensation Reform Efforts

Currently, most of the work of reforming teacher compensation is experimental in nature. However, efforts to alter compensation strategies cite three primary reasons for investigation: (1) to improve existing pay structures so they reward effective practice; (2) to improve teacher quality; and (3) to improve student achievement.

Improving Existing Pay Structures to Reward Effective Practice

First, teacher compensation practices are not well aligned with

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the outcomes of schooling. At present, approximately 96 percent of public school districts pay teachers based on a single salary schedule. That schedule is based on years of experience and advanced degrees. Yet, according to Goldhaber (2002), "only about 3 percent of the contribution teachers made to student learning was associated with teacher experience, degree attained, and other readily observable characteristics" (p.2).

Improving Teacher Quality

Second, the current teaching market does not appear to be attracting the best and the brightest to the profession. Individuals who teach generally graduate from less selective colleges and universities (Ballou, 1996; Goldhaber and Liu, 2003), and, according to a 1996 report from the U.S. Department of Education, individuals involved in teacher education require more remediation when they are enrolled in post secondary institutions. Additionally, as Murnane et al (1991) explained in the early 1990s,

> college graduates with high test scores are less likely to become teachers, licensed teachers with high test scores are less likely to take teaching jobs, employed teachers with high test scores are less likely to stay, and former teachers with high test scores are less likely to return (p.10).

If anything, the problem is worse today, with many districts, particularly those in urban areas, struggling to recruit and retain effective teachers (Clotfelter et al, 2006; Rivkin et al, 2005; Rockoff, 2004).

Additionally, research shows the quality of a child's teacher is one of the most important factors bearing on that child's achievement. According to Hanushek (1992), teacher quality can account for more than a full grade level equivalent on standardized achievement tests. Goldhaber (2002) also asserts that the impact of teacher quality is larger than any other schooling input on student performance. There is enormous variation in teacher quality, however, and current methods of teacher compensation make no allowance for this variation.

Improving Student Achievement
Finally, there is strong evidence that effective teachers can make sizeable contributions toward reducing the achievement gap (Hanushek & Rivkin, 2006). Unfortunately, when effective teachers are hired for work in schools, they are frequently not assigned to the students who need them the most. In fact, the students who are most in need often end up being taught by the least-qualified teachers (Lankford, et al., 2002; Tennessee Department of Education, 2007).

Moving Forward with Pay for Performance

Currently performance-related pay programs are attracting more and more attention as evidenced by the development of programs such as Denver's ProComp, the Milken Family Foundation's Teacher Advancement Program (TAP), Houston's ASPIRE, and the U.S. Department of Education's Teacher Incentive Fund (TIF). Among the most prominent performance-related pay programs are those in Texas, where the Governor's Educator Excellence Award Program (GEEAP) awards over $300 million in grants through the Texas Educator Excellence Grant (TEEG), the Governor's Educator Excellence Grant (GEEG), and the District Awards for Teacher Excellence (DATE), which partially funds AISD REACH.

AISD REACH joins this list of programs with a belief that the district's efforts to build a strategic system of teacher compensation will have a positive impact on teacher pay reform, improve teacher quality, and increase student achievement. In the next section, we will examine AISD REACH and its contextual realities.

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Section 2: Background and Context – AISD Reach

The Austin Independent School District (AISD) is a diverse urban school district located in Austin, Texas. 5800 teachers serve over 82,000 students. According to a district overview of AISD Reach,

> Teacher quality [is] one of the most important factors in student learning and achievement … One of the newer more innovative approaches to this issue is to explore new ways of compensating teachers [through] compensation systems that reward teachers with higher pay based on new priorities which can include reaching specific professional development and student achievement goals (p. 3) [4]

In an effort to address issues of teacher quality, AISD began to explore implementation of performance-related pay. In 2005, a task forced was established, including AISD teachers, principal, parents and community members, to study nationwide compensation reform efforts and make program recommendations. After a two-year study, the task force developed a pilot plan for Austin's teachers and principals, and implementation began early in the 2007-2008 school year. Three key areas were targeted: student growth, professional growth, and recruitment and retention of teachers and principals at highest needs schools. [5]

Description of AISD Reach Program Components

AISD Reach includes six components organized within three overarching program elements: student growth, professional development, and recruitment to and retention of teachers at highest needs schools. Student growth includes teacher developed Student learning Objectives (SLOs) and school-wide growth on the Texas Assessment of Knowledge and Skills (TAKS). Professional development is addressed through *Take One!*®, a single

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[4] An overview of the REACH program can be found on the AISD website. For additional information, see ttp://www.austinisd.org/compensation/
[5] Highest-Need Schools are identified from the top 30% of AISD schools based on their populations of Economically Disadvantaged, Special Needs, and English Language Learner students.

element of the National Board for Professional Teaching Standards certification process, and novice teacher mentoring, a mentoring program for teachers serving in highest needs schools, and who are in their first three years of teaching. Recruitment and retention of teachers is addressed by two stipends – one for teachers new to a highest needs school and one for teachers who remain at that school. (See Table 2.1 for additional details.)

Table 2.1. Overview of AISD REACH

| Program Element | All Pilot Schools | | | | Highest-Needs Pilot Schools | |
| | Student Growth | | Professional Growth | | Recruitment and Retention Stipends | |
	Student Learning Objectives	School-Wide TAKS Growth	Take One!®	Novice Teacher Mentoring	New to School Stipend	Retention Stipend
Description	Teacher designed data-based instructional goals	School level growth on state achievement test	Completion of one component of NBPTS certification	Full-time mentoring to novice teachers (1-3 years experience)	Teachers in years 1-3 of service at highest needs schools	Teachers and principals retention at highest-needs schools
Stipend Amounts	**Principals:** $3000 - $4,500 **Teachers:** $1,000-$3,000	**Principals:** $4,000 - $8,000 **Teachers:** $2,000 - $4,000	**Candidates:** $395 -$795 **NBCT Facilitators** $1,000	**Mentors:** $3,000 - $7,000	**Teachers:** $1,000	**Principals:** $3,000 **Teachers:** $3,000 - $6,000
Total	**Possible Totals:** Principals: $3,000 - $15,500 Teachers: $200 - $14,795			**2007-2008 Stipends** Principals: $8,244 ($3,000 - $14,000) Teachers: $4,620 ($200 - $8,700)		

Student Growth

The Student Growth element is designed to recognize teachers and principals for student growth, both at the classroom level and at the school level. The Student Growth element includes compensation of individual teachers for meeting their teacher-developed Student Learning Objectives, and compensation of all teachers and principals for meeting growth targets in school-wide performance on TAKS testing.

Student Learning Objectives

Student Learning Objectives (SLOs) are teacher designed, data-based instructional goals. Through examination of student achievement data, teachers work with their principal to develop two SLOs based on student need. At least one SLO must target the

teacher's class as a whole, while the second SLO can focus on a particular sub-group of students. SLOs must be based on the state standards, address classroom needs, align with the goals of the Campus Improvement Plan, and satisfy standards of rigor for both performance and assessment. Each SLO must also be approved by both the teacher's principal and AISD Reach staff to ensure objectives are appropriate and rigorous. At the end of the school year, students are evaluated to determine whether the performance objective has been met. Teachers can earn $1000 for each SLO met ($1500 if a highest-needs school). Principals receive a $3000 ($4500 at Highest-Needs Schools) stipend for facilitating the SLO process on their campus.

School-wide TAKS Growth

The school-wide TAKS growth stipend rewards whole campuses for the performance of students on the Texas Assessment of Knowledge and Skills (TAKS). Stipends are determined based on the Comparable Improvement Index, a state-developed index that compares groups of 40 match-comparison schools. Teachers earn $1000 per subject ($2000 at highest needs schools), with half the stipend distributed only if the teacher returns to service the following year. Principals receive $2000 for each subject in the year achieved, and another $2000 per subject if they return the following school year.

Professional Growth

The second major element of Reach promotes the professional growth of AISD faculty members in two ways: development opportunities through *Take One!*®, and novice teacher mentoring programs for highest needs schools.

Take One!®

Take One!® is a unique offering from the National Board for Professional Teaching Standards (NBPTS) that allows teachers and administrators to complete one element of the rigorous National Board Certification process. *Take One!*® focuses on examination of classroom practices through the use of guided self-reflection and videotaping. *Take One!*® participants develop and submit to

the National Board a portfolio detailing their instructional practices, including videotaped lessons, providing evidence of how their instruction improves student learning. In addition to the $395 portfolio submission fee being waived, participants receive a stipend of $200 for submitting their portfolio and an additional $200 if they receive a passing score from the National Board. Teacher facilitators, who work with participants on portfolio development, receive a $1000 stipend for service.

Novice Teacher Mentoring
The novice teacher mentoring component provides a dedicated mentor for novice teachers at the five highest-needs pilot schools. New teachers within their first three years in the profession, a group generally who are most at risk of attrition, are assigned a mentor. The mentors are veteran teachers with 7 or more years of experience who are released from classroom assignments to serve as a full-time mentor for a period of up to two years. Mentors assist teachers with instructional planning and SLOs, classroom management, school and district practices, and emotional support. Mentors also work with teachers to examine their strengths and areas in need of improvement, and facilitate the professional growth process for novice teachers. Mentors receive a $3000 stipend for service and may receive an additional $2000 if they receive a satisfactory evaluation.

Recruitment and Retention at Highest-Need Schools

The final two components of the REACH pilot program are designed specifically for the five highest-needs schools. Teachers and principals in these schools are eligible for a Retention Stipend or a New To School Stipend (for teachers only) starting in the 2008-2009 school year.

New To School and Retention Stipend
In 2008-2009, teachers and principals at highest-needs schools will be eligible to receive stipends for each year of service in a highest-need school. Stipends are based on the number of years at the campus. Teachers who remain at highest-needs schools for 1-3 years receive an annual $1000 New to School stipend; those

who stay for their fourth through sixth year receive a $3000 Retention Stipend annually. Principals are eligible for $3,000 each year. Starting in 2011-2012, teachers with seven or more years at a highest-needs school will earn a $6000 Retention Stipend for returning. These stipends are paid in two parts: half at the beginning of the school year, and half for completing the school year.

Pilot Phase Implementation

The pilot phase of AISD REACH program began with nine schools – six elementary schools, two middle schools, and one high school. In July 2008, an additional elementary school and a middle school were added to the pilot group. In the summer of 2009, AISD plans to begin a second pilot phase, doubling the number of participating schools. As strategic compensation moves forward throughout the district, AISD is eager to evaluate progress toward goals and make appropriate adjustments in order to ensure the greatest possible success once the program is fully implemented. (See Appendix 2 for additional information about REACH pilot schools.)

A Theory of Action for AISD REACH

A key component of any program is a theory of action that links connections between program inputs, activities, outputs, and expected outcomes (Patton, 2002). Accordingly, we developed a theory of action for AISD REACH (Figure 2.1) to help guide our investigation.

Simply, the district believes that teachers and principals should be compensated for exemplary practice. They also believe that everyone should have the opportunity to perform at high levels. To this end, professional support in the form of *"Take One!"*® is offered to all who want to improve, and mentoring is provided for teachers who are in their first 3 years of teaching and serve in highest needs schools. Finally they believe that students in highest needs schools are deserving of effective teachers and principals, and that recruitment and retention stipends can help bring this about. When all of these pieces are in place, the district be-

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lieves that teachers improve the quality of their instruction, and, in turn, student learning is improved.

Figure 2.1. AISD Reach Theory of Action

INPUTS

District Resources

Support Staff
Information for Teachers and Principals
Money for Stipends

⬇

ACTIVITIES

Reward Student Growth

Student Learning Objective (SLO) Stipend

School-wide TAKS Stipend

Provide Professional Development

Take One!®

Mentors for Novice Teachers in Highest Needs Schools

Recruit and Retain Well-qualified Teachers and Principals

Recruitment Stipend in Highest Needs Schools

Retention Stipend in Highest Needs Schools

⬇

OUTPUTS

Improved Teacher Capacity

Increased Use of Data-Driven Learning Goals
Improved Instructional Quality

⬇

OUTCOMES

Improved Student Achievement[6]

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6 Student achievement, while the ultimate outcome of this theory of action for AISD Reach, is not addressed by this capstone project. The very nature of an ultimate outcome suggests a result expected over an extensive period of time. This capstone project examines only a snapshot in time. It is neither appropriate nor possible to analyze the existence of student achievement outcomes resulting from the Reach inputs and activities.

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Section 3: Project Design and Methodology

In order to address the project questions in a rigorous and systematic manner, our capstone team developed a mixed-methods, non-experimental design that includes a teacher survey, interviews with key actors, teachers and principals, and analysis of district documents. These research procedures enable us to develop a comprehensive understanding of teacher and principal attitudes toward pay for performance generally, and AISD Reach and Reach components specifically. We are also better able to understand teacher and principal perceptions of implementation of AISD Reach. This research design further allows us to triangulate our data, evaluate the impact of Reach, and suggest how AISD might best address teacher and principal needs and concerns moving forward. Figure 3. 1 delineates key constructs under examination in this study and the data sources used to examine them.

Teacher Survey

According to Carol Weiss (1998),

> When a program is clearly defined with well-specified activities, quantitative methods can be used to characterize program process. . . . Quantitative methods have the edge for developing specific answers about the relations of particular program strategies or events to outcomes, if the evaluator developed measures of salient program process ahead of time and collected the requisite data (pp. 85-86).

For this evaluation of Reach, quantitative methods will be particularly useful for gathering specific information about teacher and principal experiences with and opinions of Reach. Accordingly, a 125 question teacher survey was administered to all teachers in the eleven AISD Reach pilot schools. The survey was designed to examine attitudes toward pay for performance in general, attitudes toward Reach, and early experiences with implementation.

Please see Appendix 3A for a complete description of sampling procedures and survey administration, and Appendix 3B for a description of pilot school and respondent demographics.

Figure 3.1. Key Construct Measurement Plan

Factors Shaping Reach	Principal Interviews	Teacher Interviews	Teacher Surveys	Key Actor Interviews	District Documents	Project Question
Background of Reach development				X		1
Awareness	X	X	X		X	1, 2
Attitudes towards Reach	X	X	X			1, 2
Attitudes toward pay for performance	X	X	X			1
Expectancy			X			2
Instrumentality			X		X	1, 2, 3
Valence			X			2
Negative Consequences	X	X	X			1, 2, 3
Instructional Quality			X			2
Student Specific Focus			X		X	2
Improvement Efforts	X	X	X			2, 3
Topic Coverage	X	X				2, 3
Instructional Impact		X	X			2
Assessment	X	X	X		X	2
Local Leadership	X	X				1, 2, 3
School Environment	X	X	X		X	1, 2, 3
Support Systems	X	X	X			1, 2, 3
Communication	X	X	X			3
Curriculum	X	X	X			1, 2, 3
Competing Initiatives	X	X			X	1, 2, 3
Teacher Labor Market	X	X	X			2, 3
Implementation	X	X	X		X	1, 3

Survey Design and Analysis

The teacher survey explores the impact of REACH on teacher attitudes and behaviors. The survey includes key concepts from the pay for performance literature including attitudes toward pay for

performance generally, preferred measures for performance pay, and previous experience with pay for performance. Concepts more specific to Reach were also addressed. Specifically, teachers were asked about the level of importance they attach to various components of Reach, about the appeal and fairness of stipends, and the perceived impact of AISD Reach on teacher and organizational behaviors.

In order to appropriately address these questions and constructs, we consulted previously validated survey instruments and literature in the field of education. We included questions from surveys crafted by the National Center for School Choice, the National Center on Performance Incentives, and the RAND Corporation. These resources, which were pilot-tested prior to large-scale implementation, provide a sound conceptual foundation for the way in which constructs were operationalized.

Additionally, the capstone team worked with AISD to insure that specific areas of interest were addressed. For example, we crafted questions to examine media coverage of Reach as well as teacher use of Student Learning Objectives in their teaching. (See Appendix 3C for a copy of the survey instrument.)

Upon completion of the survey, results were downloaded and de-identified to insure that respondent confidentiality was protected. We analyzed survey data using various techniques. Findings of these analyses will be reported in Chapter 5.

Survey Limitations

Several steps were taken to insure both validity and reliability of results. To begin, many of our survey questions are from established sources with proven reliability (Babbie, 2005). Hosting the survey online and allowing teachers private access also increases the likelihood of candid and reliable responses. In spite of these efforts, however, teachers self-selected to participate, and self-reporting can invite bias.

The response rate of 71 percent is a strong one suggesting a high

degree of validity and confidence in the generalizability of findings to the population of teachers in REACH pilot schools. Generalizability of findings is further strengthened through examination of observable characteristics of survey respondents as compared to those same characteristics in the total population of teachers in pilot schools. Teacher respondents by gender, school level, years of experience, and education level are all similar to teachers throughout the REACH pilot (Table 3.1).

Table 3.1. Teacher Survey Respondents v. Population

	Survey Respondents (449)	Population (634)
Gender		
Male	22.5% (101)	24.0% (152)
Female	77.5% (347)	76.0% (482)
School Level		
Elementary School	50.4% (226)	52.5% (333)
Middle School	31.5% (141)	18.8% (119)
High School	18.1% (81)	24.0% (152)
Years of Professional Experience*		
1-5 years	34.2% (153)	35.7% (226)
6-15 years	33.7% (151)	32.0% (203)
16+ years	26.1% (117)	24.0% (152)
Level of Education		
Bachelor's Degree	69.9% (313)	70.2% (445)
Master's Degree	29.7% (133)	29.0% (184)
Doctorate Degree	.4% (2)	.8% (5)

*n=421 and 581

Additionally, as it is important to know how the characteristics of responders compare to non-responders, a Kruskal/Wallis test was used to examine equality of population medians. The results of this analysis further suggest that findings are generalizable. The test indicates that there are no statistically significant differences in the observable characteristics of those who responded to the survey and those who chose not to respond.

That being said, caution must still be exercised. These similarities

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cannot overcome other potential systematic differences. For example, there may be attitude differences that lead some to participate in an evaluation and others to decline participation. Varying levels of enthusiasm for pay for performance generally or Reach specifically may also influence survey results, and encouragement for survey participation, or lack thereof by pilot school principals might also have an impact.

Principal and Teacher Interviews

While surveys enable us to gather information about AISD Reach from a large number of individuals in pilot schools, they cannot provide us with the depth of information necessary to fully understand teacher and principal experiences with AISD Reach or the context of pilot schools. As Weiss summarizes,

> [A] qualitative approach allows the evaluator to rummage around and peer into all the nooks and crannies in order to characterize the program in action. . . . Moreover, qualitative data give dynamic rather than static information, moving images instead of a few snapshots. They incorporate evidence gathered from multiple perspectives and do not rely on only the evaluator's pre-set categories. They provide a richness of detail (p. 85).

Therefore, a qualitative approach was deemed well suited to gather information from pilot school principals, as well as to more deeply investigate the perceptions of a small number of teachers engaged in Reach. As Peshkin (1993) notes, quoting Rene´ DuBos, "Sometimes the more measurable drives out the more important" (p. 23) Primarily using interviews, we delved into the "important" and "provide(d) a framework within which people can respond in a way that represents accurately and thoroughly their points of view about the world, or that part of the world about which they are talking" (Patton, 2002, p.21). By doing this, a variety of important perspectives were illuminated and an accurate, sensitive and comprehensive description (Peshkin, 1993) of Reach and its impact on teacher and principal attitudes and behaviors was crafted. As is detailed in Figure 3.1, we also inquired

into individual perceptions in order to better understand the value and meaning that teachers and principals attach to performance pay in general, and AISD REACH specifically. This examination offered valuable insight to inform both policy and practice.

Principal Interviews

Pilot school principals were interviewed in order to allow us to explore their perceptions of REACH and to develop a greater sense of the initiative's context. Two interview protocols were developed – one for principals at pilot schools who were part of the initiative during the 2007-2008 school year, and one for principals of the two schools that joined the pilot at the beginning of the 2008-2009 school year. These protocols, found in Appendices 3D and 3E, contained both close-ended and open-ended questions, and focused on many of the same concepts as the teacher survey. (See Appendix 3A for a complete description of principal interview procedures.)

Teacher Interviews

The team also conducted a total of 70 interviews with a purposeful sample of teachers from pilot schools. Sixty teachers, or roughly ten percent of the population of eligible teachers from the 2007-2008 pilot schools, were randomly selected using a stratified random cluster sampling procedure. These teachers were stratified on the basis of Student Learning Objectives met, years of professional experience, and school level (Table 3.2). In addition, 10 teachers were randomly selected from among staff of the two schools added to the pilot in August 2008.

A single interview protocol was developed – with clear prompts as to questions for teachers at pilot schools during the 2007-2008 school year, and those for teachers at the two schools that joined the pilot at the beginning of the 2008-2009 school year. This protocol, found in Appendix 3E, contains both close-ended and open-ended questions that both complement and supplement the information gathered in the survey. (See Appendix 3B for a com-

plete description of the teacher interview sample and teacher interview procedures.)

Table 3.2. AISD Reach Fall Interview Participation by Strata

	Participants (29)*	Population (60)
SLOs Met		
1-2	72% (21)	75% (45)
0	28% (8)	25% (15)
Level of Participants		
Elementary	48% (14)	56% (34)
Middle	21% (6)	20% (12)
High	31% (9)	23% (14)
Years of Experience		
0-5	25% (7)	28% (17)
15-Jun	41% (12)	37% (22)
16+	34% (10)	35% (21)

*10 additional interviews were requested with teachers at the two pilot schools added in August 2008. 5 Interviews were conducted.

Interview Analyses

The primary goal of the team's interview analyses was to identify core themes and the ways in which those themes inform our understanding of the project's evaluation questions. Initially, we each conducted a thorough and systematic review of interview transcripts to identify key themes and patterns emerging from the data. Subsequently, we shared our initial impressions and findings in order to clarify themes and develop a common understanding of concepts recurring in the interviews (Rubin & Rubin, 2005).

With these established concepts, we utilized a concept-clustered matrix to cross-classify the different dimensions to generate new insights about how the data can be organized and to look for patterns that may not have been immediately obvious in the initial, inductive analysis (Patton, 2002, p. 468). These matrices also allowed us to focus our coding around the central themes of this evaluation: exploring attitudes around pay for performance generally, and attitudes and perceptions related to AISD REACH. Due to the intentionally descriptive nature of our interview protocol, we were also able to use the protocol, particularly the grouping of

questions by their concept, to guide us through these analyses. Once concepts were clarified and charted, we revisited the interview transcripts in order to identify illustrative quotes and responses most relevant to the themes that were unfolding in the interviewees' responses. Upon completing this analysis and re-analysis of the responses, we synthesized the findings to see how they worked together to support findings from the survey and inform the original project questions.

Limitations

The interviews provided rich, descriptive information about teachers and principal attitudes toward AISD Reach and resulting behaviors. As with most qualitative studies, however, there are certain limitations. In order to address both external and internal reliability, the following steps were taken. First, each member of our team has had training and extensive experience conducting interviews for qualitative studies. In both written and oral communications, we clearly identified ourselves as students at Vanderbilt University conducting an evaluation of AISD Reach. Participants were also told that participation in the interviews was voluntary and answers would remain confidential. We further explained that we had no vested interest in the outcome, and encouraged participants to answer truthfully.

The capstone team's inability to travel to Austin for the interviews may have been problematic as well. Being interviewed by phone and by a stranger may have been disconcerting for some. Phone interviews did, however, allow those who participated to select a time and place for the interview that was both convenient to the interviewee and private, potentially enhancing the interviewee's inclination to speak freely.

Only 34 of 70 contacted teachers agreed to be interviewed. Though additional interviews might have been helpful the team determined that individuals who failed to respond to five interview requests were not likely to agree to an interview. Additionally, as we discussed interviewee responses, a substantial degree of similarity was evident and patterns had already begun to

emerge. We determined that additional interviews would provide little new information and therefore stopped requesting interviews.

Issues of validity were addressed as well. We were careful in constructing the interview protocol so as to avoid leading our participants toward a particular bias. Participants seemed to respond freely and openly, indicating a certain level of comfort with honest and open expression of ideas. That said, interviews by their very nature rely on self-reporting by interviewees, so the potential for bias still exists.

In our own interpretation of findings, we were careful to avoid drawing conclusions based on innuendo or evidence not present. More importantly, we challenged each other to recognize our own biases and perspectives and how they may cloud our interpretation of the findings.

District Documents

The team also examined relevant district documents related to AISD REACH. AISD REACH staff provided us with existing documents related to the content of REACH and to implementation of selected components. These documents provided foundational understanding for the evaluation team as well as insight into the information shared with principals and teachers. In addition, we analyzed Spring 2008 Strategic Compensation survey data. (See Appendix 3G for a list of district documents.)

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Section 4: Findings - Project Question 1

These next three sections will present our findings and analysis of the teacher survey, as well as teacher and principal interviews. For clarity, the findings are arranged by project question. Our survey data are quiet extensive. For the purposes of this evaluation, we limit our reporting to those data that address our three project questions and inform our recommendations. There are data, however, that may be of interest to AISD staff. As such, data tables are included in Appendix 4 that report all survey data.

Project Question 1: What are AISD REACH teacher attitudes toward pay for performance in general?

Our first project question investigates teacher attitudes toward pay for performance in general. We were interested in learning not only about teacher opinions about the impact of pay for performance, but also their preferences for various types of pay for performance and how well those preferences align with the components of REACH. While we found teachers to be only modestly[7] supportive of pay for performance, their preference for pay for performance measures are well aligned with REACH. Notably, market-based measures, outcome-based measure, an input-based measures are all elements of the REACH design.

Attitudes toward Pay for Performance Generally

Teachers were asked a series of questions designed to measure perceptions of the impact of pay for performance on teachers and teaching. As Table 4.1 displays, responses indicate moderate support for pay for performance. Some 66 percent of respondents disagree that rewarding teachers based on student performance will disrupt the collaborative culture of teaching, while 54 percent agree teachers will work more effectively when rewarded based on their students' performance.[8] Though 60 percent of respon-

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7 The following scale is used to categorize the degree of participant support: weak=0-25 percent; fair=25-50 percent; modest/moderate=50-75 percent; and strong=75-100 percent.

8 A note about our findings: For ease of reporting, unless specifically identified otherwise, all survey responses are combined such that "agree" reports those teachers who both agree and strongly agree, while "disagree" reports those who both disagree and strongly disagree.

dents agree performance pay will help retain more effective teachers in the profession, nearly the same amount (54 percent) disagree that rewards based on student performance will attract more effective teachers into the profession.

Table 4.1. Teacher Attitudes Toward Pay for Performance

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
Rewarding teacher based on their students' performance will help retain more effective teachers in the profession	13.9% (62)	26.5% (118)	43.0% (196)	15.5% (69)	2.61
Rewarding teachers based on their students' performance will cause teachers to work more effectively	11.8% (52)	34.5% (152)	42.5% (187)	11.1% (49)	2.53
Rewarding teachers based on their students' performance will attract more effective teachers into the profession	17.4% (77)	36.7% (162)	35.3% (156)	10.6% (47)	2.39
Rewarding teachers based on their students' performance will disrupt the collaborative culture of teaching	13.6% (60)	52.6% (232)	25.4% (112)	8.4% (37)	2.29

Preferences for Pay for Performance Systems

It is important to understand the preferences of teachers, if any, toward the plethora of pay for performance models. Accordingly, teachers were asked how much importance they would assign to any of 17 possible measures if they were designing a hypothetical pay for performance program. Respondents answered using a four-point likert scale of importance, where one was not important and four was high importance.

Table 4.2 shows the mean scores for each of the 17 questions, ranking them from highest to lowest. As is evident, respondents are most supportive of policies that reward teaching in hard to staff schools and hard to staff subjects, followed by improvements in students' test scores. It is significant that all three of these criteria are elements of the REACH program. Mentoring other teach-

Teachers are moderately supportive of pay for performance, with only 54 percent agreeing teachers will work more effectively when rewarded based on their students' performance.

ers, also a component of REACH, was ranked sixth, while National Board for Professional Teaching Standards certification, of which *Take One!*® is a part, is ranked fifth to last, with only 20 percent of respondents assigning it high importance.

Table 4.2. Mean Scores for Teacher Preferences for Pay for Performance

Factor	Mean
Teaching in hard to staff schools	3.6
Teaching in hard to staff fields	3.4
Improvements in students' test scores	3.4
Collaboration with faculty and staff	3.3
Efforts to involve parents in students' education	3.3
Mentoring other teachers	3.1
Time spent in professional development	3.1
Working with students outside of class time	3
Serving as a Master Teacher	2.9
Performance evaluations by supervisors	2.9
Independent evaluations of students' work (e.g., portfolios)	2.9
High average test scores by students	2.7
National Board for Professional Teaching Standards (NBPTS) certification	2.7
Parent satisfaction with teacher	2.7
Performance evaluations by peers	2.6
Independent evaluation of teaching portfolios	2.6
Student evaluations of teaching performance	2.5

Teachers are most supportive of policies that reward teaching in hard to staff schools and hard to staff subjects, followed by improvements in students' test scores. It is significant that all three of these criteria are elements of REACH.

We next conducted a factor analysis to determine more general patterns in the teachers' responses. The factor analysis allows us to identify broader themes within the teachers' preference. Five factors were revealed in the analysis: market-based measures, outcome-based measures, collaborative measures, input-based measures, and subjective measures. Table 4.3 displays each of the five factors, the measures that factored together, and their mean value.

Table 4.3. Factor Analysis Results of Teacher Preferences Toward Pay for Performance

Factor	Measure	Mean
Market-Based Measures	Teaching in hard to staff schools Teaching in hard to staff fields	3.5
Outcome-Based Measures	Improvements in students' test scores High average test scores by students	3
Collaborative Measures	Collaboration with faculty and staff Efforts to involve parents in students' education Parent satisfaction with teacher Working with students outside of class time	3
Input-Based Measures	Mentoring other teachers NBPTS certification Serving as a Master Teacher	2.9
Subjective Measures	Importance of performance evaluation by supervisors Importance of performance evaluation by peers Importance of independent evaluation of student work Importance of student evaluations of teaching performance	2.7

Teachers are strongly support-ive of market-based measures of pay for per-formance, mean-ing extra pay for teaching in hard to staff schools and hard to staff fields.

Market-Based Measures

Overall, teachers are strongly supportive of market-based measures of pay for performance, meaning extra pay for teaching in hard to staff schools and hard to staff fields. Table 4.4 presents descriptive survey findings for the two market-based preference questions. As is evident, teachers are slightly more supportive of pay for performance for teaching in a hard to staff school than in a hard to staff subject, with 93 percent of respondents assigning moderate or high importance to the former and 90 percent for the latter. Despite their slight preference for hard to staff schools, these two measures received the highest mean scores of all 17 questions. These results are consistent with the broader literature from other states which finds teachers responding favorably towards pay for performance for teaching in hard to staff schools (Ballou and Podgursky, 1993; Goldhaber, DeArmond, and DeBurgomaster, 2007; Public Agenda, 2003; and Springer et al., 2008).

Table 4.4. Descriptive Findings for Market-Based Measures

Evaluation Measure	Not Important		Low Importance		Moderate Importance		High Importance		Mean
Teaching in hard to staff schools	1.4%	(6)	5.2%	(23)	28.1%	(124)	65.3%	(288)	3.57
Teaching in hard to staff fields	1.6%	(7)	8.8%	(39)	34.7%	(153)	54.9%	(242)	3.43

Respondents indicate greater support for test growth than test score levels. Some 89 percent of teachers assign moderate or high importance to test score growth, while only 62 percent assign moderate or high importance to test score levels.

Outcome-Based Measures

Respondents were also strongly supportive of outcome-based measures in pay for performance systems. Of the two questions asking about test scores, one targeted growth in student scores while the other focused upon student achievement levels. In other words, a measure of how much students' scores improve compared with prior test scores versus a single proficiency target that students must achieve regardless of their starting point.

Responses indicate greater support for test score growth than test score levels. Some 89 percent of teachers assign moderate or high importance to test score growth, while only 62 percent assign moderate or high importance to test score levels. Table 4.5 displays more detailed survey findings for the two measures. It is striking that these data are inconsistent with the broader literature on teacher preferences which generally finds teachers opposed to test-based pay for performance systems (Ballou and Podgursky, 1993; Goldhaber, DeArmond, and DeBurgomaster, 2007; Public Agenda, 2003; Jacob and Springer, 2007). They are consistent, however, with a smaller body of literature from Texas that finds teachers favorable toward test-based measures in pay for performance programs (Springer et al, 2007; Springer et al, 2008).

Table 4.5. Descriptive Findings for Outcome-Based Measures

Evaluation Measure	Not Important		Low Importance		Moderate Importance	High Importance	Mean
Improvement in students' test scores	2%	(9)	8.7%	(39)	41.1% (184)	48.2% (216)	3.35
High average test score by students	6.1%	(27)	31%	(138)	49.2% (219)	13.7% (61)	2.71

Collaborative Measures

In addition to market-based and outcome-based measures, respondents identified a preference for collaborative measures in pay for performance plans. These measures include collaboration with faculty and staff, working with students outside of class time,

efforts to involve parents in students' education, and parent satisfaction with the teacher. Combined, these four measures are unique from the others in that they relate to school climate and are more community-based than the other measures.

Of the four measures of collaboration, teachers show the strongest support for collaboration with faculty and staff, with 90 percent assigning it high or moderate importance. Efforts to involve parents in students' education is second, with 85 percent of respondents assigning it moderate or high importance. It is interesting that while the teachers appear to value involving parents, they are less concerned with the parents' satisfaction with their teaching: 59 percent assign parent satisfaction with teacher moderate or high importance. Working with students outside of class time was ranked third, with 76 percent of teachers assigning it moderate or high importance. Table 4.6 displays summary statistics for each of these four measures.

Table 4.6. Descriptive Findings for Collaborative Measures

Evaluation Measure	Not Important	Low Importance	Moderate Importance	High Importance	Mean
Collaboration with faculty and staff	2% (9)	8.3% (37)	44.6% (198)	45% (200)	3.33
Efforts to involve parents in students' education	3.1% (14)	11.5% (51)	39.8% (177)	45.6% (203)	3.28
Working with students outside of class time	4.3% (19)	19.7% (88)	46.9% (209)	29.1% (130)	3.01
Parent Satisfaction with Teacher	11.7% (52)	29.6% (131)	39.7% (176)	19% (84)	2.66

Input-Based Measures

Teachers also express support for input-based measures of pay for performance, namely, activities which fall outside the traditional responsibilities of a teacher. In this case, respondents identify, in order of importance, mentoring other teachers, serving as a master teacher, and obtaining National Board for Professional Teaching Standards (NBPTS) certification as desirable elements in pay for performance plans. In light of respondents' support for collaborative measures, it is perhaps not surprising that the first measures here involve working in a leadership role with novice teachers. It is also worth noting that both mentoring and NBPTS

(through *Take One!*®) are components of REACH. Teachers express strong support for mentoring, with 80 percent assigning it moderate or high importance, but only moderate support for NBPTS (59 percent assign it moderate or high importance). Table 4.7 provides a summary of teacher preferences for input-based measures.

Table 4.7. Descriptive Findings for Input-Based Measures

Evaluation Measure	Not Important	Low Importance	Moderate Importance	High Importance	Mean
Mentoring other teachers	2.0% (9)	18.1% (80)	45.7% (202)	34.2% (151)	3.12
Serving as a Master Teacher	5.7% (25)	24.3% (107)	42.4% (187)	27.7% (122)	2.92
NBPTS Certification	13.0% (57)	28.0% (123)	39.3% (173)	19.8% (87)	2.66

Subjective Measures

The final preference revealed in the factor analysis is for subjective measures, that is, performance evaluations by others. More specifically, 71 percent of respondents assign moderate or high importance to both performance evaluations by supervisors and independent evaluations of students' work. Teachers were only moderately supportive of performance evaluations by peers, with 58 percent assigning it moderate or high importance. Similarly, 58 percent assign moderate or high importance to independent evaluations of teaching portfolios. The lowest criterion is student evaluations of teaching performance, with 53 percent assigning it moderate or high importance. It is important to note that while subjective measures were the least preferred of the five factors, the mean scores for each are still fairly high. Table 4.8 displays descriptive findings for the subjective measures.

Table 4.8. Descriptive Findings for Subjective Measures

Evaluation Measure	Not Important	Low Importance	Moderate Importance	High Importance	Mean
Performance evaluations by supervisors	5.8% (26)	23.5% (105)	50.9% (227)	19.7% (88)	2.85
Independent evaluations of students' work (e.g., portfolios)	7.9% (35)	21.5% (95)	47.6% (210)	22.9% (101)	2.85
Performance evaluations by peers	9.9% (44)	31.6% (140)	43.1% (191)	15.3% (68)	2.64
Independent evaluation of teaching portfolio	13.3% (59)	29.2% (129)	42.1% (186)	15.4% (68)	2.6
Student evaluations of teaching performance	17.1% (76)	30.3% (135)	37.8% (168)	14.8% (66)	2.5

In general, respondent preferences for pay for performance align well with the components of the REACH program.

Alignment

The success of any pay for performance program may depend to a certain degree upon the alignment between teacher preferences and the components of the program. That is, does the program incent criteria teachers likewise value? In general, respondent preferences for pay for performance align well with the components of the REACH program. Table 4.9 shows the alignment between teacher preferences for pay for performance systems and REACH components. As is evident, the top preference, market-based measures, is captured by the retention and new to school stipend in REACH. Similarly, outcome-based measures is included as the school-wide TAKS growth stipend. Though teacher-designed assessments were not one of the 17 measures in our survey, given the teachers strong preference for outcome-based measures, it is likely SLOs would have factored into outcome-based measures had it been included. As such, though not a "true" fit to outcome-based measures, SLOs are included in that grouping. Though REACH does not include specific collaborative or subjective measures, input-based measures are captured through novice teacher mentoring and *Take One!*®.

Table 4.9. Teacher Preference Alignment with AISD Reach

System Preference	AISD REACH Component
Market-based measures	Retention stipend
	New to school stipend
Outcome-based measures	School-wide TAKS growth
	Student Learning Objectives
Collaborative measures	?
Input-based measures	Novice teacher mentoring
	Take One!®
Subjective measures	?

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Section 5: Findings - Project Question 2

Project Question 2: What are AISD Reach Teacher Attitudes Toward Reach Components?

AISD Reach teachers were asked a series of questions designed to probe their attitudes toward the Reach program and Reach components. This next section presents results from these analyses. We found teachers are strongly supportive of Reach, in particular the recruitment and school-wide TAKS growth stipends. In general they were moderately or strongly supportive of all Reach components except for *Take One!®*, which garnered only weak levels of support.

Attitudes about Reach

Teacher responses indicate fairly strong levels of support for Reach. Overall, 74 percent of teachers agree the Reach components are a positive change to teacher pay practices. More specifically, 67 percent agree stipends based on school-wide TAKS growth are a positive changes, 71 percent agree Student Learning Objectives (SLOs) and *Take One!®* are positive changes, and 90 percent agree stipends for working in a high-needs school are a positive change.

When asked how much importance they would assign to each of the Reach components, respondents were most supportive of the retention stipend, with 59 percent assigning it high importance. Overall, respondents were strongly supportive of the retention and school-wide TAKS growth stipends, with 88 percent of respondents assigning each moderate or high importance. They were also strongly supportive of stipends based on SLOs, with 81 percent of respondents assigning it moderate or high importance. Respondents were moderately supportive of the mentoring and new to school stipends, with 70 and 67 percent of respondents, respectively, assigning each moderate or high importance. It is striking that more than two-thirds of all respondents assign moderate or high importance to each of the program components, ex-

cept for *Take One!*® in which case only 38 percent of teachers assigned it moderate or high importance. The results of these analyses are displayed in Figure 5.1.

Figure 5.1. Teacher Attitudes Generally Toward AISD REACH Components

"I was actually planning on leaving. . . . I was thinking of putting in a transfer to another school. And then when this happened, I was like, well okay, at least we're getting paid for it so I guess I'll stay."
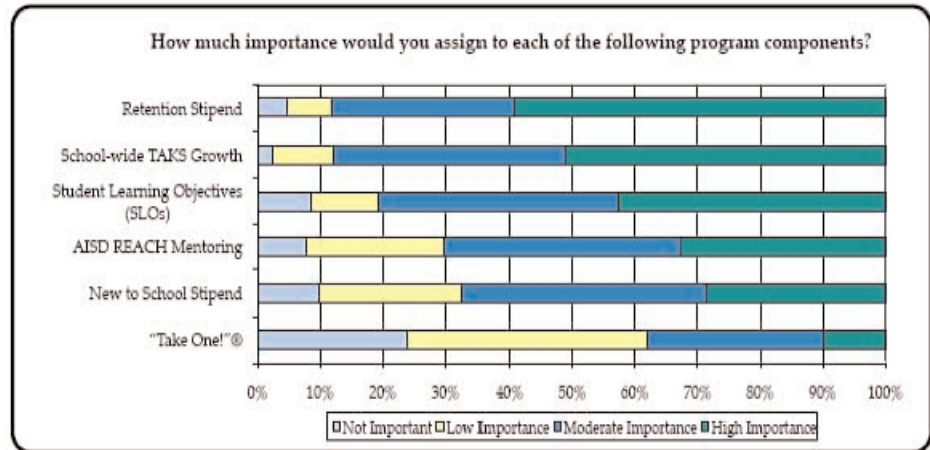
Retention Stipend

Respondents were the most supportive of the retention stipend. Some 89 percent agree the retention stipend will help retain outstanding teachers in their school, while 80 percent agree the retention stipend will help attract outstanding experienced teachers to the school.

In both teacher and principal interviews, support for the retention stipend was likewise strong. As an example, a 16-year veteran teacher expressed frustrations with the challenges associated with working in a highest-needs school. She explained,

> *I was actually planning on leaving. . . . I was thinking of putting in a transfer to another school. And then when this happened, I was like, well okay, at least we're getting paid for it so I guess I'll stay.*

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Another highest-needs school teacher reconsidered retirement when offered the retention stipend. When asked about the retention stipend, he said,

> *I love it. . . . Right now that's the reason I'm here because of the stipend and stuff there. Because I could retire. I'm working for about 10 percent of my salary and . . . the different money I can get affects my retirement greatly right now and so that's why I stayed.*

While support for the retention stipend is strong, an important question to ask is whether the most effective teachers are being retained. There is no performance measure associated with the retention stipend. Rather, teachers in the highest-needs schools with four or more year of experience earn the stipend simply for returning to work in that school. As one teacher remarked, "Of course my favorite is the retention stipend because you just come back." When asked whether the stipend should only be offered to highly effective teachers, the teachers were divided: 54 percent disagree while 46 percent agree. In interviews, one teacher spoke specifically about the importance of offering the retention stipend:

> *It sounds like that would be easy to get, but we do kind of hemorrhage teachers around here. I think since I started there's been 87 percent turnover. So you know 13 percent of people have been retained that I originally knew my first year here. And so for me, I think that's a really important one.*

School-wide TAKS growth

Respondents were strongly supportive of stipends based on school-wide TAKS growth, with 88 percent assigning it moderate or high importance. A total of 71 percent agree they have a strong desire to earn a stipend based on school-wide TAKS growth, and 77 percent agree they have a clear understanding of the criteria they need to meet in order to achieve the stipend.

While support for the retention stipend is strong, an important question to ask is whether the most effective teachers are being retained.

In both teacher and principal interviews, support for the school-wide TAKS growth stipend was strong. When asked, a principal replied, "That's the one we want but we haven't gotten. We didn't come close this year and it just killed us, but we will, we will. We'll get there." Later, the same principal elaborated,

> I think the school-wide TAKS growth is giving our school a goal to reach . . . and we are all working together to meet it. I mean we have Pre-K teachers tutoring 3rd grade kids. Everybody's trying to do their part to help our kids learn.

Teachers also spoke of the benefits they saw to the campus-based award. For instance, one teacher spoke to the community-building affect:

> Well, it's exciting to be involved in it because it makes you feel part of the whole team. To be involved . . . gives you more of the buy-in of pulling together . . . I think it brings the community of the class and the school-wide community closer together.

In analyzing our data, an interesting finding emerged. When sorting responses to survey questions according to the campus level (elementary, middle, or high), we found statistically significant differences in the responses of elementary and high school teachers in regards to TAKS growth. In particular, 84 percent of high school teachers have a strong desire to earn a TAKS growth stipend versus only 64 percent of elementary school teachers (significant at .001 level).

There are several possible reasons for this difference. First, the only high school participating in the pilot program has met the growth standard for each of the past four years. As a result, those teachers may have increased confidence they will earn the stipend. Second, in Texas, standardized testing occurs in high schools beginning in grade 9, versus grade 3 in elementary schools. As such, high school teachers may be more comfortable and familiar with standardized testing than elementary teachers.

"I think the school-wide TAKS growth is giving our school a goal to reach . . . and we are all working together to meet it."

Third, the pay for performance literature (Ballou and Podgursky, 1993; Jacob and Springer, 2007; Goldhaber, DeArmond, and De-Burgomaster, 2007) finds high school teachers more supportive in general of pay for performance programs than elementary teachers. Moreover, men are typically more supportive than women. In our sample, 40 percent of the high school respondents were male, versus only 14 percent of elementary teachers.

Student Learning Objectives

Student Learning Objectives (SLOs) are supported as a positive change to teacher pay practices by 67 percent of respondents. Survey responses regarding SLOs are compelling in that they are often contradictory. For instance, while 73 percent of respondents agree they have a strong desire to earn a stipend based on SLOs, only 56 percent agree the size of the SLO stipend is large enough to motivate them to put in extra effort.[9] Similarly, 91 percent of respondents indicate using their SLOs in their instruction, and 98 percent agree their SLO goals are rigorous. Yet, only 34 percent of teachers agree SLOs are a good measure of what it means to be an effective teacher. Table 5.1 displays results from these analyses.

Survey responses regarding SLOs are compelling in that they are often contradictory.

Table 5.1. Respondent general opinions about SLOs

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean
I have a strong desire to earn an SLO stipend	8.8% (38)	18.0% (78)	46.2% (200)	27.0% (117)	2.91
The size of the SLO stipend is large enough to motivate me to put in extra effort	17.3% (75)	27.0% (117)	43.3% (188)	12.4% (54)	2.51
My SLOs for this year are rigorous	0.9% (4)	1.4% (6)	58.5% (258)	39.2% (173)	3.36
SLOs are a good measure of what it means to be an effective teacher	29.7% (129)	36.1% (157)	29.2% (127)	5.1% (22)	2.1

9 It is worth noting that SLOs are arguably the most intensive REACH component in terms of teacher input. The development of instructional goals and use of data system technology is time consuming. The stipend for SLOs, however, is among the lowest of all the components.

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Teacher interviews responses were at times equally contradictory. When asked if they will make changes to their instruction to earn an SLO stipend, 16 teachers said yes while 17 said no. Among those who said yes, some spoke of the benefit of having a targeted goal in their instruction. For instance, one teacher said,

> *I did try to make my SLO a little bit more meaningful this year. . . . I made it a little harder for me to achieve, well at least I made the goal that I'm trying to achieve something that I felt was more important for the kids to learn.*

Another teacher shared,

> *It has helped me target the objective whatever that may be and it has helped our department identify the greatest needs that we need to see our students improve on across the board.*

For others, however, the stipend opportunity was not a reason for them to change their instructional practice. When asked if she would change her instructional practices, one teacher replied, "Not because of the REACH program. I'm making changes to the way I teach because of my class makeup but not anything to do with the program." Likewise, another teacher said,

> *I'm pretty confident in my abilities as a teacher and I have a proven track record with the way I teach and that it has been successful. To completely change the way I teach just to earn more money, I don't feel right about that.*

One small theme that did emerge in interviews addressed the technology associated with SLOs, including the ease of uploading data and accessing student assessment. When asked to characterize the buzz among teachers about REACH, one teacher replied, "The buzz at the beginning was very positive. . . . However, because of all the technical issues that we've had . . . the buzz is not so positive anymore." Other teachers indicated, "The glitch [with] the computer have been the most frustrating," and "the technological piece of that has been really slow and had lots of problems

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so that's equally frustrating."

A principal echoed the teachers' frustrations with SLO technology, specifically D2:

> *I feel like we lost ground this fall because of [D2]. . . . When the system is not only difficult to maneuver, but it's also faulty, it just makes it that much more frustrating, and so we're . . . going to be doing a lot of damage control and repairing things this year than we should have been doing.*

When asked if it was worthwhile to continue participating in REACH, the principal replied, "As long as they can get the D2 thing fixed completely, yeah, I think so. I think if we have another fall like we just had . . . I'll start to lose people's interest."

While the technology problems were certainly frustrating, there was at least some suggestion that such early challenges were not insurmountable. As one teacher said,

> *We were told from the get-go that there are still a lot of changes happening to the program and . . . we need to be patient and so I hope that our feedback is taken seriously.*

Mentoring

On the whole, respondents were moderately supportive of the mentoring stipend, with 70 percent assigning it moderate or high importance. In our survey data, we found only 46 teachers were participating in the mentoring program.[10] For those who are participating, their responses indicate strong support for the mentoring program: 89 percent agree that assistance from an AISD REACH mentor will help them become a better teacher and 87 percent agree that they are likely to seek help from their mentor if they have questions about teaching practice or classroom management. Interestingly, 94 percent agree the mentoring program

10 The mentoring program is only available to teachers in highest-needs pilot schools who are in their first three years of teaching. It is worth noting, however, that several additional mentoring programs are offered within AISD that are not a part of REACH.

helps other new teachers to become better teachers.

In principal interviews, support for the mentoring program was evident. One highest-needs campus principal said,

> *It's wonderful. Oh, we love that. Our mentor teacher . . . has been so good for the new teachers here. That has been one of the best things about this whole program.*

Another principal spoke more pointedly about the benefit of the mentoring program:

> *The mentoring piece is a godsend. . . . The mentor that we have has been instrumental in the coaching, in the reflecting, in the providing feedback, in the helping the individual teacher to examine and reflect on his or her own practice, to set goals and to set targets and to set new learning that they want to master and then is able to watch them at their craft and provide feedback and debrief and set new goals or continue working on the ones they have. So the mentor program has been just instrumental in getting our staff to grow.*

Indeed, a couple of principals at non-highest needs schools expressed a desire to have a mentor in their buildings: "I would love having a mentor teacher but we don't get it."

New to School Stipend

Respondent teachers were strongly supportive of the new to school stipend, with 75 percent of respondents agreeing that offering a new to school stipend will help attract better teachers to the school.[11] Support for the new to school stipend was likewise strong in both teacher and principal interviews. For instance, one teacher expressed

> *"Our mentor teacher . . . has been so good for the new teachers here. That has been one of the best things about this whole program."*

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11 It is worth noting that while called a new to school stipend, this stipend award operates effectively as a retention stipend. More specifically, the retention stipend is a non-merit based stipend offered to teachers at highest-needs schools with a minimum of four years of service to that school. The new to school stipend, on the other hand, offers a non-merit based stipend for teachers on highest-needs campus with between one and three years of experience. These two program components operate in exactly the same way but simply incent the retention of teachers with different levels of service.

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I think that's tremendously effective for getting more experienced teachers, teachers that are already in the district that might be looking to change campuses. That might be an extra bit of encouragement to come to a high needs campus . . . that's really straight forward, and I think a positive way to get more experienced teachers to come.

One principal similarly shared the positive effect she sees the new to school stipend as having. Describing her previous hiring experiences, she said, "The truth is if somebody walked in the our door and they were certified for math, we just about had to hire them because we just didn't have that many applicants." With the new to school stipend, however, she explained,

> *When we went to the job fair [this year], our school had the longest line. . . And that lets me, as a principal, I've got a larger pool of high quality teachers to select from. . . . Now, you know, I get to choose from the cream of the crop.*

"When we went to the job fair [this year], our school had the longest line. . . . I get to choose from the cream of the crop."

Take One!®

Only 37 respondents (8 percent) indicate participating in *Take One!®* For those who are participating, their reasons for doing so indicate a strong support of the program. Specifically, 95 percent say their belief that participating in *Take One!®* will benefit their students was important in their decision to participate, 86 percent identified their belief that *Take One!®* is a valuable use of their time was important in their decision to participate, and 86 percent indicated their belief that *Take One!®* is likely to make them a better teacher was important in their decision to participate.

For the 92 percent of respondents not participating in *Take One!®*, survey data did not reveal potential reasons: the majority of respondents answered "not important" to each of seven questions probing their reason for not participating. Teacher interviews, on the other hand, were more revealing. Several interviewees spoke to the workload associated with *Take One!®* For instance, one principal replied,

Take One!®, we struggle with that on this campus. I haven't had many teachers want to really get involved because they know the amount of work it is. And they're working so hard as it is just trying for us to meet our target. So I haven't had very many people, I think I've had only one person, express interest in Take One!®

Teachers similarly expressed reservations about the program:

No, I chose not to do that this year and last year. I don't maybe one day. . . . It just seems like a lot more to do and my campus this year is academically unacceptable so we have an immense more paperwork and work to do that I just, it's not one of those things that I want to do just yet.

While the workload was a concern for some teachers, others had more general reservations about *Take One!®*. When asked about the program, one teacher said, "A colleague of mine did it last year and she said that it made her a much more distracted teacher. . . . She's a good teacher and the fact that she did that last year made her worse off." Another teacher said more succinctly, "Oh that was horrible. That was a nightmare from hell."

Section 6: Findings - Project Question 3

Project Question 3: What are Teacher and Principal Perceptions of Implementation of AISD REACH?

Our third project question assesses pilot school experiences with implementation of AISD REACH. Six questions help frame this question: (1) Do participants report understanding how REACH works?; (2) What are perceptions of program communication?; (3) What is the perceived impact of REACH on collaboration?; (4) Do teachers perceive REACH as fair?; (5) Do teachers believe REACH distinguishes effective from ineffective teachers?; and (6) What is the overall level of teacher engagement with REACH?

Do participants report understanding how REACH works?

The transparency, or clarity, of a pay for performance program can prove critical to successful implementation (Kelley, 1999; Richardson, 1999). Teacher responses to survey questions suggest teachers understand conceptually how REACH works: 76 percent of teachers can explain conceptually how REACH will award teachers, while 82 percent and 70 percent can explain how SLO and TAKS-growth stipends, respectively, will be awarded.

In spite of positive teacher survey results, teacher and principal interviews suggest perhaps more varying levels of clarity for the different components. Interviewees were asked to describe each component of REACH, including how stipends are determined. While teachers were generally clear on at least some of the components, many struggled to accurately explain all REACH components. For instance, one teacher responded "That one I feel like I'm less clear on," while another said, "Now you're getting into questions that I just don't know." One teacher response captured the potential for confusion with the various components. When asked whether the standards for achieving a REACH stipend are well defined and transparent, she replied:

Teacher and principal interviews suggest more varying levels of clarity for the different REACH components.

I believe that they are. You'll note though that I'm not exactly sure on some of the details. I think that people forget because . . . there are different levels and different things going on that you can get the stipend for. . . . Of course my favorite is the retention . . . so of course I understand the details of that one a little bit more than I would for instance "Take One!®" which I didn't do last year.

For this highest-needs school teacher, she understood the components that were of particular interest to her but lacked understanding of all program elements. One principal comment also addressed the potential for confusion among the multiple components. When asked to describe each of the components, the principal replied, "Is this a quiz? Because if it is than I'm at my computer and I'm going to pull it up."

What are perceptions of program communication?

Two aspects of communication were of particular interest to AISD staff. First, they were interested in learning general perceptions of program communication. Second, they wanted to what participants thought of the media's coverage of the program. At their request, several questions were added to our survey and interview protocols to address these concerns.

Overall communication

Teacher survey responses indicate strong levels of program communication. More specifically, 67 percent of respondents indicate receiving communications about the program, while 72 percent report communications about REACH are helpful. Survey findings also reveal 84 percent of respondent teachers agree they have opportunities to provide feedback to the AISD REACH staff about the program, while 77 percent of respondents agree REACH staff members are generally willing to make programmatic changes based on feedback provided by teachers and other school personnel.

In both teacher and principal interviews, the support from district staff was evident. One teacher said, "Well when I have a question

about it, I always email Joanne Taylor [in the district office], and she does a fantastic job of getting back at you within 24 hours to answer any questions that you have. And she's very detailed." Likewise, a principal acknowledged the important role of the district staff communication:

The lower level support people from downtown . . . have been outstanding, beyond outstanding, very responsive, very helpful, very supportive of the campus teachers. I can't say enough about them, they have been the glue that has held that whole thing together. If those people left, this thing would go in the toilet in a heartbeat.

Combined, the survey and interview data highlight both strong levels of communication and support from program staff.

Media

In terms of media coverage of REACH, 61 percent of respondents agree media coverage has been positive for the program. However, 89 percent of respondents agree with the statement "media coverage (newspapers, television, etc.) should not identify the names of teaches and the amount of their AISD REACH stipend." Indeed, in teacher interviews, some respondents spoke directly a July 2008 *Austin Statesman* article that published the names and earned stipend amounts for pilot school teachers. One teacher commented on the potential implications for teachers who did not receive stipends:

Last year at the end of last year, they released the names of all the teachers and how much they made, and I felt that that was not the best way to do it. I think if they were going to do that, there needed to be previous discussions . . . because my worry is that it came across as the teachers who made this much are the good teachers and the teachers who didn't make anything are bad teachers.

A second teacher similarly commented about public perceptions of teachers who did not receive a stipend. When asked how she

"The lower level support people from downtown . . . have been outstanding, beyond outstanding, very responsive, very helpful, very supportive of campus teachers."

felt about the publication of names and stipend amounts, she said,

> *Not very good actually. I did not actually achieve either one of my goals. However, 100% of my students passed the state tests. So do I feel that those results were reflective of my teaching? Absolutely not. . . . I don't know what other people perceive when they read that, but I think it makes it sound like I'm not a very good teacher. However, you know if you came to my classroom or if you looked at my test results, you would know otherwise.*

From the district perspective, evidence from key actor interviews identify a similar frustration. AISD Superintendent Pat Forgione said,

> *The newspapers sometimes become the enemies because they just want to get the story out. They don't think about the parent, the person who didn't get the grant. I mean we had people who didn't get the grant because they set their goal too high, and you know their name is in the paper like they got zero. But that could be the best teacher in my whole district. But again, you could only do so much, you know. We tried our best.*

What is the perceived impact of REACH on collaboration?

According to Ballou and Podgursky (1993), concerns that pay for performance programs will negatively impact teacher collaboration are among the strongest reasons teachers are historically not supportive of pay for performance. Overall, AISD REACH respondent teachers do not indicate decreased collaboration or increased resentment since implementation of REACH. Indeed, 86 percent of respondents disagree the prospect of earning a stipend discourages staff in the school from working together. Likewise, 74 percent of respondents disagree that they have noticed increased resentment since the implementation of REACH.

Teacher and principal interviews further indicate the program

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In the interviews, some respondents indicate the goals of the program increase collaboration.

may in fact be enhancing collaboration. In the interviews, some respondents indicate the goals of the program increased collaboration. When asked about the highlights of participating in Reach, one principal remarked:

> *I think the highlights have been some of the interactions among teachers. They're working together . . . , they're writing their SLO's together, they're talking about making growth and how to meet students' needs and that has been a really positive impact on this campus.*

Like this principal, one teacher spoke of the increased collaboration, particularly surrounding development of SLOs. She said,

> *[SLOs] really prompted us to sort of share some strategies and share some understanding and really understand what our kids need and where they need to go. I think it's built some camaraderie in terms of just working together and . . . having the same, not necessarily the same objectives, but the same goal. . . . We're trying to support each other and help each other.*

Though these results are a positive indicator for Reach, they may also be reflective of the configuration for stipend distribution. To clarify, historic evidence citing increased resentment and competition in pay for performance programs have emerged largely from fixed tournament programs (Murnane and Cohen, 1986; Podgursky and Springer, 2007; Prendergast, 1999; Solomon and Podgursky, 2001). These programs distribute awards at the teacher level, thereby placing teachers in competition with one another to earn awards. In the case of AISD Reach, stipends are awarded at the school and individual level and do not involve direct competition between teachers. As such, threats to collaboration may not be as great as the traditional pay for performance literature would suggest. Nevertheless, the results are certainly a positive indication for the program.

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Teachers meeting both of their 2007-2008 SLOs were 2.3 times more likely to agree Reach is fair than teachers meeting neither SLO.

Do teachers perceive Reach is fair?

In designing and implementing pay for performance programs, teacher perceptions of program fairness are a significant consideration (Ballou and Podgursky, 1993). Given this, our teacher survey asked teachers whether they think Reach is fair to teachers. Overall, 67 percent of respondents agree Reach is fair to teachers. Interestingly, when teacher responses are sorted according to the number of SLOs met in the 2007-2008 school year, these results shift. More specifically, for those teachers who are new to a pilot school this year (and therefore did not write SLOs in 2007-2008), 74 percent agree Reach is fair.[12] Of teachers who did write SLOs in 2007-2008, those who met both of their SLOs goals were 2.3 times more likely to agree Reach is fair than teachers who met neither of their SLOs goals. In particular, 31 percent of teachers meeting neither of their SLO goals, 57 percent of teachers meeting one SLO goal, and 72 percent of teachers meeting both SLO goals believe that Reach is fair to teachers. Figure 6.1 displays the results of these analyses.

Figure 6.1. Teacher Perceptions of the Fairness of Reach

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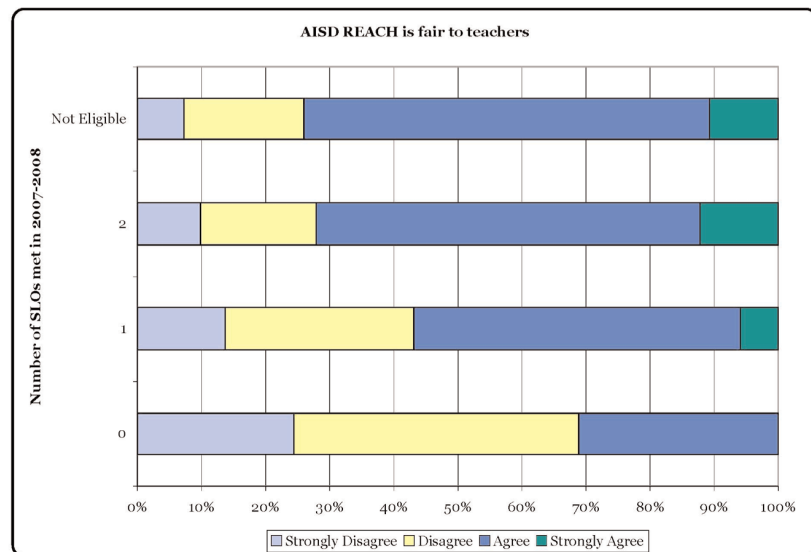
12 Ineligible teachers are those who did not teach in one of the nine pilot schools included in the program in 2007-2008. In total, 177 respondent teachers fall into this category.

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61 percent of teachers disagree Reach does a good job of distinguishing effective from ineffective teachers.

Do teachers believe Reach distinguishes effective from ineffective teachers?

An important component of our investigation was to understand whether participant teachers believe Reach distinguishes effective from ineffective teachers. As such, teachers were asked whether Reach does a good job of distinguishing effective from ineffective teachers. Some 61 percent of teachers disagreed that Reach does a good job of distinguishing effective from ineffective teachers. Similar to the responses regarding fairness, when sorted by whether the teachers met their SLO goals in 2007-2008, the results shift. As is evident in Figure 6.2, fifty percent of teachers who were not eligible to earn an SLO stipend in 2007-2008 agree that Reach distinguishes effective from ineffective teachers. In contrast, only 39 percent of teachers who met both SLOs, 31 percent of teachers who met one SLO, and 7 percent of teachers who met no SLOs agree Reach distinguishes effective from ineffective teachers. These results are significant in highlighting that teacher perceptions appear dependent upon first year experiences with the program.

Figure 6.2. Teacher Perception of Reach and Teacher Effectiveness
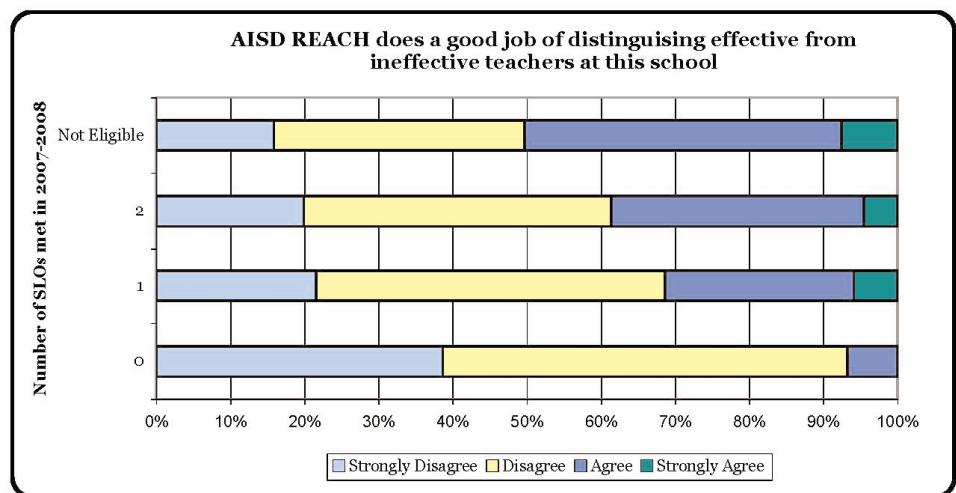
AISD REACH does a good job of distinguising effective from ineffective teachers at this school

Number of SLOs met in 2007-2008

Strongly Disagree ☐ Disagree ☐ Agree ☐ Strongly Agree

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Only 38 percent of respondents indicate altering their instructional practices in response to Reach.

What is the overall level of teacher engagement with Reach?

Finally, analyses of our survey data raise questions as to the overall level of teacher engagement with Reach. Specifically, 80 percent of respondents agree they were already working as effectively as they could before implementation of Reach so the program does not affect their work. Additionally, 68 percent of respondents agree Reach does not evaluate important aspects of their teaching performance. Furthermore, only 38 percent of teachers indicate altering their instructional practices in response to Reach. Yet, in spite of this, 88 percent of teachers indicate their workload has increased. Taken as a whole, these data raise questions as to whether teachers are engaging meaningfully with the program in terms of evaluating and modifying their practices. Indeed, they suggest teachers may be spending time on the mechanics of Reach (entering SLO data, for example) as opposed to using Reach as an opportunity for critical examination and reflection upon their own teaching practices.

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Section 7: Discussion

The purpose of this evaluation is to investigate teacher attitudes and behaviors toward AISD REACH, a pilot-phase pay for performance program in Austin, Texas. It is noteworthy that this independent evaluation is being completed simultaneous to an internal evaluation being conducted within AISD. This type of formative evaluation will offer the most robust feedback to district officials not only in terms of early responses to the program but also to inform potential areas for revision as the program moves to district-wide implementation. According to Ballou and Podgursky (1993), "proponents and foes alike have observed that teacher opposition is a fundamental reason for the failure of merit pay plans" (p. 50). Appraisals of teacher and principal attitudes toward the program will therefore likely prove critical to its long-term success. This next section will review key findings from the evaluation, drawing from current literature on pay for performance as a lens for interpreting their significance.

Overall Results

AISD REACH respondent teachers express only moderate support for pay for performance in general, with 54 percent of teachers agreeing teachers will work more effectively when rewarded based on their students' performance. They are strongly supportive, on the other hand, of the REACH program: 74 percent of teachers agree the REACH components are a positive change to teacher pay practice. In a 2008 evaluation of the Texas Educator's Excellence Grant, Springer et al. attribute similar findings to a natural allaying of fears and reservations that occur as participants become more familiar with a particular program. While this is likely true in part for REACH, it may also reflect the extensive lengths taken to develop a program that would work for AISD teachers.

Planning for REACH began as early as 2004, and a concerted effort was made to include not only teachers and principals, but education stakeholders throughout the community. Representatives

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The collaborative nature of REACH's development helped ensure not only a program that is reflective of teacher and principal preferences, but greater buy-in from all.

from the teachers association, the business community, and the central office, as well as national pay for performance experts, were included in early planning for REACH. Rick Burciaga, a business representative, described the collaborative nature of their work:

> *Austin is collaborative to a fault, . . . but it really paid off that everybody was engaged in considering the notion. . . . They were very collaborative and very engaging and . . . they did involve teachers and principals and they provided for a good long-term pilot program.*

In describing this early work, AISD Superintendent Pat Forgione said "a basic philosophy I had was you gotta do it with teachers, not to them."

The collaborative nature of REACH's development helped ensure not only a program that is reflective of teacher and principal preferences, but greater buy-in from all. Addressing the importance of such stakeholder engagement, Elizabeth Snowden (2007) writes,

> Teacher buy-in is a must. The new system cannot be imposed on teachers; it must be developed with them. Teachers need to be involved in all aspects of the design, implementation, and evaluation of a new system and that system eventually should be part of the collective bargaining agreement or memorialized in memoranda of understanding (p. 2).

Given the extensive and inclusive nature of program development, it is not surprising that teachers view REACH more favorably than generic pay for performance. Indeed, their expressed preferences for pay for performance systems align well with the components of REACH. In particular, the retention stipend, school-wide TAKS growth stipend, and their lack of support for *Take One!*®.

Retention and Recruitment Stipends

Teacher quality is a critical issue in urban schools. According to Richard Kahlenberg (2003),

Coupled with the strong findings from the survey, evidence from principal and teacher interviews suggest the retention stipend is motivating some participants to remain in the highest-needs REACH pilot schools.

In high-poverty schools, teacher vacancies are harder to fill. In addition, teachers are less likely to be licensed, less likely to be experienced, more likely to teach 'out of field' (not in their subject area), less likely to have master's degrees, . . . less likely to score well on teacher exams . . . [and] are more likely than colleagues in low-poverty schools to have less than three years' experience (pp. 67-69).

Evidence also suggests administrators fill teacher vacancies in these settings with less experienced teachers (Clotfelter et al.; 2006; Rivkin et al., 2005; Rockoff, 2004). With mounting evidence suggesting teacher quality is one of the most important factors in determining a student's learning outcomes (Hanushek, 1992; Goldhaber, 2002), ensuring high quality, experienced teachers remain in high-needs schools becomes all the more pressing.

Of the various types of pay for performance measures, respondents most strongly favor market-based measures. That is, recruitment and retention stipends for working in hard to staff schools and hard to staff subjects. More than 90 percent of respondents assign moderate or high importance to these components when considered as a measure of pay for performance generally. Correspondingly, 88 percent assign the REACH retention stipend moderate or high importance, ranking it the highest of the six REACH components.

Coupled with the strong findings from the survey, evidence from principal and teacher interviews suggest the retention stipend is motivating some participants to remain in the highest-needs REACH pilot schools. Indeed, Springer et al (2008) find the probability of teacher turnover greatly decreases as bonus award amounts increase. Additionally, the probability of turnover decreased among teachers receiving large bonuses and increased sharply among teachers receiving no bonus award or a relatively small award (p. 183). Clotfelter, Glennie, Ladd, and Vigdor (2008) similarly find mean turnover rates of teachers in high-poverty, low-performing schools in North Carolina were reduced

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by 17 percent when offered a minimum $1800 bonus. Given the strong teacher support for this stipend opportunity, it appears a policy leaver may exist to entice participants to remain in AISD highest-needs schools.

School-wide TAKS Growth

Following market-based measures, REACH teachers express the strongest support for outcome-based measures, meaning growth in student test scores and high average test scores. In total, 89 percent of teachers assign moderate or high importance to test score growth as a measure of pay for performance. In terms of REACH, school-wide TAKS growth is rated as the second most preferred component, with 88 percent of respondents assigning it moderate or high importance.

Though teachers support for school-wide TAKS growth is significant, so, too, are the additional findings related to this stipend opportunity. According to Carolyn Kelley (1999), school-based performance awards "appear to provide a curricular focus for teacher collaboration and professional development" (p. 323). In both teacher and principal interviews, evidence emerged that the goals for this school-based award were increasing collaboration among faculty. For instance, one teacher remarked, "it's really prompted us to sort of share some strategies and share some understanding and really understand what our kids need and where they need to go." One principal shared, "I think the highlights have been some of the interactions among teachers. They're working together, they're talking about making growth and how to meet students' needs and that has been a really positive impact on this campus." These findings are all the more salient in light of the teachers' strong preferences for collaborative measures in pay for performance program. Though the REACH program does not involve a collaborative measure, it appears the goals of program as a whole are increasing collaboration.

Take One!®

Teachers were less supportive of input-based measures in pay for

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Simply providing a structured reform does not ensure teachers will modify their practices in response to it.

performance systems than they were for market-based measures and outcome-based measures. Input-based measures are comprised of mentoring other teachers, serving as a master teacher, and National Board for Professional Teaching Standards (NBPTS) certification. Of these measures, 80 percent of teachers assign mentoring moderate or high importance, but only 59 percent assign NBPTS moderate or high importance. Overall, NBPTS certification was among the five least-preferred measures of pay for performance programs. Likewise, *Take One!*® was ranked as the lowest of the REACH components, with only 38 percent of respondents assigning it moderate or high importance.

In both teacher and principal interviews, the lack of support for *Take One!*® was evident. While some were very outspoken in their disdain of the program, the strongest evidence comes from the survey data: only eight percent of respondents (37 teachers) are participating in *Take One!*®. Yet, for teachers at non-highest needs schools (and those with more than three years experience at highest-needs schools), *Take One!*® is the only professional growth opportunity associated with REACH. As a consequence, 92 percent of respondents have no REACH-associated professional growth opportunities this year.

According to Michael Garet and colleagues (2001), "the success of ambitious education reform initiatives hinges, in large part, on the qualifications and effectiveness of teachers. As a result, teacher professional development is a major focus of systemic reform initiatives" (p. 916). Sharon Feiman-Nemser (2001) further contends,

> Unless teachers have access to serious and sustained learning opportunities at every stage in their career, they are unlikely to teach in ways that meet demanding new standards for student learning or to participate in the solution of educational problems (p. 1014).

Without question professional development opportunities are essential not only for continued teacher growth, but also for building teacher capacity around REACH. Simply providing a

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structured reform does not ensure teachers will modify their practices in response to it. In many instances, capacity needs to be built. As one teacher comment highlights, "I don't think [REACH] makes a better teacher." This quote accentuates the need for meaningful professional development to help teachers understand how to grow with the program. Unfortunately, for the vast majority of REACH teachers, this professional growth need is not met.

An important caveat needs to be made regarding professional growth and REACH. In the REACH program design, there are opportunities for professional development built into the SLO development process. Specifically, teachers are asked to identify, with the help of their principal, any professional development that will assist them in meeting their SLOs. In our teacher and principal interviews, however, we saw no evidence that this takes place. As a matter of fact, one principal spoke very specifically of its absence:

> *That's the piece that's missing right now. . . . That's a big piece of how we make teachers more effective, is to be really specific about the staff development that they need in order to reach their goals, but we haven't gotten there yet.*

While the design of REACH provides for ample professional growth, in practice, these opportunities are not being realized. On the whole, evidence from both the survey and interviews suggests not only that teachers do not value NBPTS certification in pay for performance programs, but only 8 percent are taking part of the Take One! component of REACH. Consequently, the professional development component of REACH is being largely unutilized.

Fairness, Effectiveness, and Teacher Engagement

In designing and implementing pay for performance programs, teacher perceptions of program fairness are a significant consideration. Ballou and Podgursky's (1993) cite concern that evaluations will not be fair as the most common reason for teacher opposition to performance pay. In REACH pilot schools, perceptions of fairness vary based upon teacher experiences with the

program. That is, teachers who met both their SLOs in 2007-2008 are 2.3 times more likely to say Reach is fair than those who met no SLOs.

Similar to the findings regarding fairness, teachers perceptions of whether Reach distinguishes effective from ineffective teachers also vary based on SLO receipt in 2007-2008. In this case, teachers who met both SLOs are four times more likely to agree Reach distinguishes effective from ineffective teachers. In fact, only 7 percent of teachers meeting no SLOs believe Reach distinguished effective from ineffective teachers.

These results may seem fairly innocuous in that teachers who do not believe the program is fair or a measure of teacher effectiveness can simply opt not to actively participate. In point of fact, teachers who met no SLOs in 2007-2008 were more than 20 percent more likely to indicate not altering their instructional practices in response to Reach than those who met both SLOs. However, such decisions are not without consequence as teacher names and earned stipend amounts are published in the local paper. As a result, the stakes for earning a stipend are raised in that a message, right or wrong, is sent to the public about who are the 'good' and 'bad' teachers.[13]

While these results apply to a small minority of teachers in Reach schools (more than 80 percent of teachers earned at least one SLO stipend in 2007-2008), they point to a potential area of concern as the program moves towards district-wide implementation. Goldhaber, DeArmond, and DeBurgomaster (2007) speak to the importance of monitoring the experiences and attitudes of teachers who do not receive stipend awards. In "Teacher Attitudes about Compensation Reform: Implication for Reform Implementation," the authors advise caution in pay for performance programs that are mandatory at the school-level due to the potential for this precise type of chasm if large portions of the faculty have misgivings about such mandatory programs. While schools thus

13 To be clear, the district worked extensively in Year 1 to explain that teachers who do not receive stipends are not 'bad' teachers. However, this type of message is very hard to control and no matter what lengths the district goes to, many may remained unconvinced.

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Several dimensions of the REACH program may contribute to confusion among participants.

far have opted into participation through a majority vote of their faculty, as the program is implemented in more schools, the potential for teacher negativity may increase. Moreover, if teachers feel they are unfairly judged in the public, there could be significant consequences (increased turnover from REACH schools, damage to school culture, or program failure).

Program Clarity

Data from our teacher survey indicate fairly strong levels of clarity about the program: 79 percent of teachers can explain conceptually how REACH will award teachers, while 85 percent and 71 percent have a clear understanding of the criteria for earning SLO and TAKS-growth stipends, respectively. In spite of these positive results, however, teacher and principal interviews suggest perhaps more varying levels of clarity for the different components. Several dimensions of the REACH program may contribute to this confusion.

First, REACH is a large program. There are a total of six components, each of which has a different focus, different performance standards, different payout amounts, and different eligibility criteria. With this many criteria, it is perhaps not surprising that some teachers and principals struggled to remain clear on each. Second, three program elements are targeted to teachers in highest-needs schools only. Highest-needs schools, which are different from high-needs schools, are identified through a calculation based upon the percent of students who are economically disadvantaged, special education, and limited English proficient in a given year. The highest-needs classification was not familiar to all teachers: 13 percent of teachers mis-categorized their school in the survey. Third, the REACH components require different levels of input from the teachers. For instance, the development of SLOs requires extensive planning and preparation on the part of teachers whereas the retention stipend is awarded simply for working at a highest-needs school. In fact, several teachers appeared to equate REACH with SLOs. When asked if the criteria for earning REACH stipends are well defined and transparent, one teacher explained,

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Several teachers appeared to equate REACH with SLOs.

Yeah, they're well defined because you set your target, you know what your goal is. So I think in that way that's well defined. As far as being clear, it's up to the individual teacher what their target is and the principal approving that and since it's data-driven it's not a subjective number."

This not altogether uncommon response clearly indicates the teacher associated the entire Reach program with just the SLOs.

In addition to elements within Reach that are confusing, competing initiatives within the district may further cloud the program. In particular, a state-developed incentive program (TEEG) and other mentoring programs seemed to confuse at least a few teachers. Though TEEG only operates on two pilot school campuses, one teacher spoke of her confusion: "But it is a little confusing and I think the confusion mainly results from also having the TEEG program right now because people are like wait, is that TEEG money or is that Reach money?" She later continued, "We have a lot of programs going on right now in the school so you know it's hard to delineate exactly what things I've changed about my practice would be from Reach and what would be from other things." Similarly, several mentoring programs are available to teachers outside of the Reach mentoring. In the survey, 25 teachers identified themselves as participants in Reach mentoring who were in fact participating in other district mentoring programs.

Teacher Responsiveness

According to AISD (2008), one of the goals of Reach is "to explore new ways of compensating teachers [through] compensation systems that reward teachers with higher pay based on new priorities which can include reaching specific professional development and student achievement goals" (p. 3). It remains difficult to truly assess how AISD Reach is influencing teacher behaviors. For example, 70 percent and 69 percent of respondent teachers indicate having a strong desire to earn stipends based on SLOs and TAKS growth, and 54 percent agree that the size of the maximum bonus is enough to motivate them to put in extra effort. Yet, only 38 per-

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cent of respondents indicate altering their instructional practices in response to REACH. This may indicate that though teachers find the stipend appealing, they are not truly motivated to change their practices. Or, it may indicate they do not believe it is necessary to change their practices in order to receive the stipend. Indeed, over 80 percent of respondents received a stipend in 2007-08, and 68 percent believe they will receive a stipend this year (4 percent do not think they will earn one, while 28 percent are unsure).

Section 8: Recommendations and Conclusions

As part of a comprehensive independent evaluation of AISD REACH, AISD contracted with this capstone team to more fully understand teacher and principal experiences with the pilot phase of REACH. By deliberately seeking an independent evaluation, AISD has demonstrated a strong commitment to successfully developing and implementing a meaningful pay for performance program grounded in research. Though initial findings reveal principals and teachers view the program favorably, we have developed several recommendations to inform future implementation. The first three recommendations are intended as calls for immediate action. The second three are recommendations for further study of key issues. Specifically, we recommend that AISD

- Further clarify REACH program goals and components;
- Maintain high levels of communication and support from AISD REACH staff;
  - o Build leadership for REACH in schools;
  - o Address teacher concerns regarding publication of teacher names and stipend amounts by local media;
- Examine professional development activities beyond *Take One!®;*
- Investigate the impact of REACH on instructional practice;
- Investigate the impact of REACH on student achievement; and
- Investigate whether the retention stipend is retaining the most effective teachers.

Further Clarify Program Goals and Components

As the research indicates, the transparency, or clarity, of a pay for performance program is important (Kelley, 1999; Richardson, 1999). While teacher responses to survey questions suggest that teachers understand conceptually how AISD REACH works, both teacher and principal interviews suggest varying levels of clarity

for the different components. Teachers were generally clear on at least some of the components of AISD Reach, though many struggled to accurately explain all Reach components, and there were often questions as to details. For instance, few could explain the concept of a highest needs school, and others had difficulty explaining the AISD Reach mentor component, confusing it at times with other mentoring programs in the district.

While teachers surveys suggest an understanding of how Reach stipends are determined, interview data suggest there may in fact be confusion there as well. This confusion may lead to weakened levels of engagement and participation in the program. As such, it will be important moving forward that district staff speak explicitly about each of the components of Reach, explaining how they work, who is eligible, and the level of stipends and how they are determined for each. This is especially necessary at highest needs campuses where there are six stipend opportunities.

Maintain High Levels of Communication and Support for AISD Reach Staff

Build Leadership for Reach *in Schools*

Our findings from the teacher survey as well as teacher and principal interviews indicate participants experience strong communication and support from AISD Reach staff. The degree to which participants rely upon district staff for support, clarity, and understanding surrounding the program was particularly evident in the interviews. It will be unrealistic to maintain current levels of support through the district office as this program is taken to scale. Moving forward, the district will need to develop strategies for transferring teacher reliance on them to reliance on school site leaders. As such, our first recommendation is to maintain the current level of support available to participant schools while working to build capacity of principals and teacher leaders to assist with program implementation.

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Address Teacher Concerns Regarding Publication of Teacher Names and Stipend Mounts by Local Media

In spite of their strong support for the REACH staff and their communication efforts, AISD teachers express strong opposition to the publication of teacher names and stipend amounts by the local media. Indeed, 84 percent of respondents agree that media coverage should not identify the names of teachers and the amount of their AISD REACH stipend. Although some pay for performance literature finds teachers equally or more motivated by both the possibility of public recognition and the threat of public sanctions than they are by money (Kelley and Protsik, 1997; Kelley, 1999), most respondent teachers view such public awareness negatively. There does appear to be some acknowledgment that the release of this information in Fall 2008 was not the district's preference but was rather the result of legal requirements associated with the Freedom of Information Act and public employees' salaries. One principal explained:

> *The district puts out the word as things are getting ready to come online. For example, the payouts, they have been very proactive when the newspaper has really tried to make it a divisive issue. They have been very proactive and been willing to meet and have asked to meet with people so that we have, you know, some control over the message that is out, meaning that I think in publishing the names of people and the stipends that they got under REACH, you know, making that available online through the newspaper could have had detrimental effects, and it was not the district's choosing to do that, but it was a legal request that was made.*

However, regardless of whether teachers acknowledge the district's reticence to release stipend information, such publication may sabotage teacher support for the program. This is of particular concern since only 37 percent of respondents believe REACH does a good job of distinguishing effective from ineffective teachers. If the majority of teachers do not believe REACH is a true measure of teacher effectiveness, yet names and stipend amounts

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are released to a public who may believe REACH measures teacher effectiveness, teachers who do not receive stipends may feel unfairly judged.

Moving forward, it will be important for the district to approach media coverage proactively. It may not be possible to protect the identity and stipend amounts of teachers. However, AISD can work to control the tone of the media coverage, in part by releasing statements about the program and bonus recipients. Additionally, district staff should be prepared for a possible parent backlash following publication of teacher names (for instance, requesting children not be placed in the classroom on stipend non-recipients). Though it will be impossible to control all the media coverage for REACH, district staff ought to work proactively so participants know they are supported.

Consider Expanding Professional Development Options Beyond *Take One!*®

When designing this program, developers were careful to include supports for the professional learning that is essential when a change in teacher practice is desired. At present, for the majority of teachers, that support comes solely in the form of *Take One!*®. Unfortunately, only 8 percent of respondents, or 37 teachers, are participating in *Take One!*® this year. The same was true for the 2007-2008 school year, and teacher survey responses indicate that they assign the least importance to *Take One!*® of all the REACH components. While teachers who are participating in *Take One!*® offer positive reports of their experiences, the remaining 92 percent of teachers are not engaged. Therefore we recommend the district expand professional development offerings to include professional growth that is meaningful to the majority of teachers and better supports the initiative.

Investigate the Impact of REACH on Instructional Practice

Our evaluation reinforces the need for investigation of the impact of AISD REACH on instructional practice. As previously men-

tioned, it remains unclear whether teachers are changing their instructional practices in response to program components and goals. Indeed, in the teacher survey, 80 percent of teachers do not believe that Reach affects their work, 68 percent of teachers do not believe it evaluates important aspects of their teaching, and only 6 percent of teachers who met two SLO goals for the 2007-2008 school year strongly agree that they have changed their instructional practices.

We suggest the district further investigate this area by, first, engaging school level leadership in recognizing and supporting effective classroom practice, and, second, looking for a variety of ways to document current and future behaviors. Specifically we encourage the use of surveys, focus groups, and interviews as well as frequent classroom observations to determine whether teacher behavior is changing, and whether that change is having a positive impact on student achievement.

Investigate the Impact of Reach on Student Achievement

One way to assess whether practices are changing in ways that are meaningful to student achievement is through systematic analyses of student achievement data. In light of this, our third recommendation is for a comprehensive analysis of student achievement data. We encourage the district to continue their work in refining a data infrastructure which will allow them to track student learning, and changes in student learning under the Reach program. We also encourage the district to conduct these analyses on both pilot and a match-comparison group of non-pilot schools so researchers can approximate, as closely as possible in a non-experimental design, the impact of Reach on teachers' instructional practices. Finally, we encourage the district to look for additional means of gathering data (e.g. classroom observations, principal evaluations) to assess the effectiveness of teacher practice and its impact on student learning.

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Investigate Whether the Retention Stipend is Retaining the Most Effective Teachers

The majority of teachers do not believe that Reach distinguishes effective from ineffective teachers. As mentioned above, there are also indications that practices are not changing as a result of this program. Potentially, some of the largest Reach bonuses will be paid to teachers who are retained in the highest needs schools. Student achievement data should be examined to determine if the most effective teachers are being retained at highest needs schools. As with the investigation of student achievement, additional data collection measures should be instituted to assess the effectiveness of teacher practice and its impact on student learning.

Conclusion

AISD Reach is one of a growing number of compensation reform initiatives designed to improve teacher quality and increase student achievement outcomes. Originally piloted in nine schools in 2007-2008, and an additional two in 2008-2009, phase two of the initiative will begin in August 2009 with implementation of Reach at sixteen schools. AISD contracted with this capstone team to conduct an independent evaluation of teacher and principal attitudes and behaviors to date in the pilot. The expectation for this evaluation is to provide data and feedback to inform efforts as the program expands.

While it is clear that there is much support among teachers and principals in pilot schools for this effort, there are also numerous opportunities for the district and its strategic compensation staff to improve upon the initiative. Specifically, and in summary, we encourage the district to:

- Further clarify Reach program goals and components;
- Maintain high levels of communication and support from AISD Reach staff;
  - o Build leadership for Reach in schools;
  - o Address teacher concerns regarding publication of

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teacher names and stipend amounts by local media;

- Examine professional development activities beyond *Take One!®;*
- Investigate the impact of Reach on instructional practice;
- Investigate the impact of Reach on student achievement; and
- Investigate whether the retention stipend is retaining the most effective teachers.

In closing, we acknowledge the district's commitment to improving teacher quality and increasing student achievement. We also acknowledge their efforts to offer a high level of support to teachers, and the recognition that by doing so, students are better served.

Finally, we appreciate the effort of those working with AISD Reach to ground the program in the research around performance pay and teacher quality. It is the evaluators' sincere hope the district will maintain this commitment to the role that quality research can play in improving education as they move forward with this and other initiatives.

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Appendices

Appendix 2

Pilot School Demographics

Tables 2a.1 and 2a.2 present summary information for the 11 pilot schools. More specifically, Table 2a.1 presents student demographic information, while 2a.2 presents teacher demographics. As is evident, overall student enrollments range from 373 to 1,533, with an average enrollment of 727 students. All pilot schools serve diverse student populations. Eight schools serve populations with at least 50 percent of students economically disadvantaged, and six serve student populations that are at least 50 percent Limited English Proficient (LEP).

Students in the pilot schools are served by an average of 52 teachers per campus (range: 26 to 107), with an average teacher experience of 9.9 years over three years (2006-07 to 2008-09). Average teacher tenure in their current school ranges from 2.6 to 9.5 years, with overall three-year retention rates ranging from 54 percent to 91 percent. Nearly 25 percent (24.45) of pilot schools teachers are in their first two years of teaching.

Table 2a.1. Pilot School Student Demographics

School	Level	Enrollment (2008-2009)	% Hispanic (2008-2009)	% White (2008-2009)	% African American (2008-2009)	%Econ Disadvantaged (2008-2009)	% Special Ed (2008-2009)	%Limited English Proficiency (2008-2009)	Need Index* (2008-2009)	2006-2009 Avg. Need**	# of Teachers (2008-2009)
A*	HIGH	1,533	79	6	13	84	13	34	114	110	107
B*	MIDDLE	519	86	1	13	96	13	51	135	129	47
C*	MIDDLE	570	83	3	12	95	13	50	134	126	48
D	MIDDLE	974	43	46	8	42	12	8	58	54	62
E*	ELEMENTARY	825	90	1	8	97	7	77	142	134	53
F*	ELEMENTARY	977	87	2	11	97	6	59	133	131	64
G*	ELEMENTARY	748	73	2	24	94	6	55	128	126	47
H*	ELEMENTARY	401	53	0	47	97	8	29	120	121	31
I	ELEMENTARY	443	81	13	3	79	16	52	121	117	39
J	ELEMENTARY	631	52	37	5	46	9	20	65	64	47
K	ELEMENTARY	373	19	75	2	13	5	1	19	22	26

Table 2.1 All figures are for 2008-2009 unless otherwise indicated.
* Indicates a Highest Needs School - The Need Index is calculated by adding the percent of students who are economically disadvantaged, the percent of students who are in special education, and the percent of students who are LEP (weighted by ½) in a given year
** Average need is a three-year average of each school's annual need index.

Table 2a.2. Pilot School Teacher Demographics

School	Level	# of Teachers (2008-2009)	%Tchs 0-2 Yr. Exp. (2008-2009)	Avg. Teacher Experience (2006-2007)	Avg. Teacher Experience (2007-2008)	Avg. Teacher Experience (2008-2009)	Avg Tch Exp. 06-07 to 08-09	Avg. Tch Tenure on Campus (max of 17 yrs) (2008-2009)	2004-05 to 2005-06 Teacher Retention %	2005-06 to 2006-07 Teacher Retention%	2006-07 to 2007-08 Teacher Retention %	Tch Ret. % 07-08 to 08-09	Avg. Tch Ret % 05-06 to 07-08
A	HIGH	107	30	10	10	9	10	4.9	78	61	80	81	73
B	MIDDLE	47	41	8	9	7	8	2.6	53	61	47	76	54
C	MIDDLE	48	22	9	11	11	10	4.8	53	73	75	90	67
D	MIDDLE	62	19	10	10	8	9	6.0	84	89	82	80	85
E	ELEMENTARY	53	31	5	10	9	8	3.3	63	76	58	69	66
F	ELEMENTARY	64	29	8	12	11	10	3.9	79	81	77	84	79
G	ELEMENTARY	47	29	6	9	7	7	4.0	87	78	69	71	78
H	ELEMENTARY	31	32	6	10	10	9	3.7	78	79	68	79	75
I	ELEMENTARY	39	8	16	19	18	17	9.5	93	86	95	89	91
J	ELEMENTARY	47	13	7	12	12	10	5.4	80	78	74	87	77
K	ELEMENTARY	26	15	9	12	11	11	6.8	73	80	96	85	83

Appendix 3A – Survey Procedures and Respondent Demographics

Survey Sampling Procedures and Survey Administration

Over a five-week period in November and December 2008, a total of 634 teachers and counselors in the eleven AISD REACH pilot schools were asked to respond to an online unique key survey.   Prior to distribution, principals were notified that the survey was forthcoming and asked to encourage teacher participation. They were also made aware that schools with 70 percent or more of teachers participating would receive $250. Teachers were then sent an introductory email with information about the evaluation, information about the school stipend, and a link to the survey. 449 individuals responded, with response rates at individual schools ranging from a low of 48 percent to a high of 85 percent. Overall, the response rate of 71 percent was a robust one. (Table 3A.1)

Table 3a.1. Survey Distribution and Participation by School

School	Level	Number of Surveys Distributed	Number of Surveys Returned	Percent Participating By School	Percent of Total Survey Respondents
A	High School	117	81	69%	18%
B	Middle School	57	44	78%	9.8%
C	Middle School	57	47	83%	10.5%
D	Middle School	68	50	74%	11.1%
E	Elementary School	57	46	81%	10.2%
F	Elementary School	69	33	48%	7.3%
G	Elementary School	55	36	67%	8%
H	Elementary School	37	25	68%	5.6%
I	Elementary School	40	34	85%	7.6%
J	Elementary School	50	34	68%	7.6%
K	Elementary School	27	19	70%	4.2%
TOTAL		634	449	71%	

N=449 Survey Responses

Survey Respondent Demographics

As mentioned in Chapter 4, 634 full-time instructional employees in pilot schools were invited to participate in the survey. A total of 449 individuals completed the survey, for an overall response rate of 71 percent. Female respondents outnumbered male respondents more than 3:1 with 77.5 percent of respondents being female and 22.5 percent male. Half teach at the elementary level (50.3 percent), 31.4 percent teach in middle schools, and 18.0 percent teach at the high school level. Table 3A.2 presents a more detailed breakdown of respondent gender by level of school taught.

Table 3a.2. Respondent Gender and Level of School Taught

	Female	Male	Total
Elementary	56.8% (197)	28.7% (29)	50.4% (226)
Middle	29.4% (102)	38.6% (39)	31.5% (141)
High	13.8% (48)	32.7% (33)	18.1% (81)
	77.5% (347)	22.5% (101)	448

In terms of teaching experience, the respondents are fairly evenly distributed, though almost 50 percent of respondents were in their first five years of teaching in AISD. Table 3A.3 displays the distribution of respondents across experience levels. It is interesting to note that teachers with between one and 15 years experience have more experience in AISD schools than in other districts, whereas teachers with more than 16 years teaching experience have less experience in AISD than other districts.

Table 3a.3. Respondents Years of Teaching Experience

	Years Teaching Experience	Years Teaching in AISD
1 to 5 years	36.3% (153)	47.5% (191)
6 to 15 years	35.9% (151)	35.1% (141)
16 or more years	27.8% (117)	17.4% (70)

Table 3A.5 identifies the education levels of the respondents. All respondents hold at least a bachelor's degree, with 30 percent holding an advanced degree.

Table 3a.4. Education level of respondents

Education Level	Percent of Respondents
Bachelor's Degree	69.9% (313)
Master's Degree	29.7% (133)
Doctorate	.4% (2)

Experience with Pay for Performance

In addition to collecting information relating to their background and teaching experience, evaluators asked several questions related to the respondents experiences both with AISD REACH and performance pay more generally. According to Ballou and Podgursky (1993), past experiences with poorly designed performance pay systems is a frequent factor in teacher opposition to performance pay systems. As such, respondents were asked to identify if they had experience with any of nine commonly used measures of performance pay. A tenth question allowed respondents to identify any additional form of performance pay not identified in the nine. As is evident from Table 3A.5, the most common measure was a bonus for serving as a mentor teacher, followed by

a hiring bonus. Interestingly, no teachers identified additional measures of performance pay.

Table 3a.5. Type of PFP exposure and experience

Type of Performance Pay	Percent of Respondents
Performance Pay based on teacher-identified achievement data	9.6% (43)
Bonus for serving as a Master teacher	11.8% (53)
Bonus for work in a hard to staff school	12.7% (57)
Performance Pay based on Test Scores	14.3% (64)
Bonus for professional development	14.9% (67)
Bonus for work in a hard to staff field	21.2% (95)
Bonus for National Board Certification	21.2% (95)
Hiring Bonus	24.5% (110)
Bonus for serving as a mentor teacher	29.2% (131)
Other	0

Further analyses were conducted to determine the specific number of teachers who had experience with these alternative forms of performance pay. More specifically, a select-case analysis was conducted that allowed evaluators to understand which teachers were answering affirmatively to each of the questions. Table 3A.6 displays those results.

Table 3a.6. Percent of teachers with experience with PFP

Level of Experience	Percent of Respondents
No Experience	47.4% (213)
1 type of program	15.4% (69)
2 types of programs	11.1% (50)
3 types of programs	8.5% (38)
4 types of programs	6.2% (28)
5 types of programs	4.9% (22)
6 types of programs	2.4% (11)
7 types of programs	1.3% (6)
8 types of programs	1.3% (6)
9 types of programs	1.3% (6)

Overall, more than 50 percent of AISD respondent teachers have had experience with at least one form of performance pay prior to AISD REACH, with more than 25 percent (25.9 percent) experiencing three or more different types of performance pay. This exposure rate is slightly less than the national average. Podgursky et al (2008) analyze data from the 2003-04 Schools and Staffing Survey (SASS) and report that 71.9 percent of teachers have worked in a district that used some form of pay for performance in their compensation scheme.

Finally, Table 3A.7 identifies the stipend amounts teachers reported receiving during the first year implementation of REACH. According to the National Center on Performance Incentives, minimum bonus awards of $3000 should be offered to properly incent teachers in pay for performance programs. Odden

(2001) similarly argues bonuses should fall between five and eight percent of the teacher's salary, and the Texas Education Agency sets forth guidelines for their incentives programs for bonuses to fall between $3,000-$10,000. Of the 81.96 percent of respondents who received a stipend in the 2007-08 school year, 49.5 percent received at least $3,000.

Table 3a.7. Respondent's who received a stipend last year

Total AISD Reach Stipend in 2007-08	Percent of Respondents
$0	18.04% (81)
$1 to $999	4.9% (22)
$1,000 to $1,999	10.91% (49)
$2,000 to $2,999	12.25% (55)
$3,000 to $3,999	14.7% (66)
$4,000 to $4,999	9.13% (41)
$5,000 to $5,999	3.34% (15)
$6,000 to $6,999	5.57% (25)
$7,000 to $7,999	3.56% (16)
$8,000 to $8,999	1.34% (6)
$9,000 to $9,999	.67% (3)
$10,000 or more	2.23% (10)

Respondents versus Non-Respondents

Though our 71 percent survey response rate is strong for AISD, it is important to know the characteristics of non-responders. As such, a Kruskal-Wallis test, which tests for the equality of population medians, was conducted in order to detect any statistically significant differences between responders and non-responders on observable characteristics. The specific observable characteristics included: level of school (elementary, middle or high), gender, highest degree, total years teaching, total years teaching in AISD, and whether they achieved an SLO stipend in the 2007-08 school year. Results from the analyses indicate there is no statistically significant difference between survey responders and non-responders.

Appendix 3B – Interview Procedures

Principal Interview Procedures

A list of pilot school principals was provided by AISD, and interviews were scheduled via email or by phone. In all written and verbal communication, principals were made aware that participation was completely voluntary, and that a stipend of $25 would be paid when an interview was completed. The research team interviewed ten principals. All interviews were conducted by phone at a time that was most convenient for the interviewee, and interviewees were encouraged to speak freely. Interviews were approximately 45 minutes to one hour and were audio-recorded to ensure accuracy. All recordings were transcribed.

Teacher Interview Procedures

Prior to random selection, teachers in the nine 2007-2008 pilot schools who were not participants in AISD-directed focus groups[1], were first stratified according to whether or not they received a 2007-2008 stipend for meeting at least one of two Student Learning Objectives (SLOs). The team then drew proportionate samples of the remaining strata: school level (elementary, middle, and high), and years of experience (0-5 years, 6 – 15 years, and 16 years or more). A total of 60 teachers were selected for interviews.

At the school district's request, teachers at the two pilot schools that did NOT participate during the 2007-2008 school year, but joined the pilot in August 2008 are also included in interviews. One of these schools is an elementary and the other is a middle school. Ten teachers at these schools were also randomly selected for participation in the interviews.

Interviews were conducted with 34 teachers (Table 3B.1), and focused on concepts similar to those addressed in the teacher survey. As with principals, we were able to explore issues surrounding REACH more deeply.

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[1] The AISD Research and Evaluation Office requested that teachers who were selected for participation in district focus groups be excluded from the interview sample. The research team was able to honor this request for teachers who met their 2007-2008 Student Learning Objective targets. Because of the small number of teachers who did not meet SLOs, however, a few teachers were selected who also participated in district focus groups.

Table 3b.1. Teacher Interview Participants Compared to the Interview Sample

	Participants (34)	Sample (70)
	*SLOs Met**	
1-2	72% of 29 (21)	75% (45)
0	28% of 29 (8)	25% (15)
	School Level	
Elementary	50% (17)	57% (40)
Middle	23% (8)	23% (16)
High	26% (9)	20% (14)
	*Years of Professional Experience **	
0-5	32% (11)	30% (21)
6-15	35% (12)	34% (24)
16+	29% (10)	31% (22)
	Gender	
Male	20% (7)	24% (17)
Female	79% (27)	76% (53)
	Level of Education	
Bachelor's Degree	74% (25)	71% (50)
Master's Degree	26% (9)	29%(20)
Doctorate Degree	(0)	(0)

*Only 29 interview participants were in pilot schools last year and wrote SLOs. Percentages are calculated on the basis of 60 participants

**n= 67

Appendix 3C - AISD REACH Teacher Survey
Fall 2008
Pilot Schools

Dear Teacher,

The Austin Independent School District (AISD) has contracted with the National Center on Performance Incentives (NCPI) at Vanderbilt University, to conduct an independent evaluation of the pilot phase of REACH (formerly known as the Strategic Compensation Initiative). As part of this evaluation, we are surveying teachers in pilot schools. The information we gather will help NCPI better understand teacher perceptions of and experiences with REACH, provide valuable information for our evaluation, and inform research activities undertaken by NCPI related to strategic compensation. The principal investigator for this research is Professor Matthew G. Springer, Director of NCPI.

Your completion of this survey is voluntary, and you may refuse to answer specific questions if you do not wish to answer them. Your feedback is critical, however, as it will enable us to better understand your personal views and experiences with REACH.

The information you provide will be kept strictly confidential. We will not share individual responses with district staff or anyone else outside the project, except as required by law. We will not identify any individuals by name in our study reports; your responses will be combined with others and reported in the aggregate. At the end of the study, we will destroy any personally identifiable information.

The survey should take approximately 30 minutes to complete. Schools that have 80% or more of teachers participating will receive a $250 honorarium for their participation.

All surveys must be completed no later than December 19, 2008.

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

Susan Freeman Burns
Program Manager
NCPI at Vanderbilt University
615.322.5538
E-mail: susan.f.burns@vanderbilt.edu

SECTION A: PERFORMANCE-BASED INCENTIVES

1. **Please indicate the extent to which you agree or disagree with each general statement about incentive pay.**

(Mark ONE response in each row.)

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Incentive pay for <u>teachers</u> based on **Student Learning Objectives (SLOs)** is a positive change to teacher pay practices.	1	2	3	4
b. Incentive pay for <u>teachers</u> based on **school-wide TAKS growth** is a positive change to teacher pay practices.	1	2	3	4
c. Incentive pay for <u>teachers</u> based on **Professional Growth (ie. "Take One")** is a positive change to teacher pay practices.	1	2	3	4
d. Incentive pay for <u>administrators</u> based on **school-wide performance on SLOs** is a positive change to administrator pay practices.	1	2	3	4
e. Incentive pay for <u>administrators</u> based on **school-wide performance on TAKS** is a positive change to administrator pay practices.	1	2	3	4
f. Rewarding teachers based on their students' performance will disrupt the collaborative culture of teaching.	1	2	3	4
g. Rewarding teachers based on their students' performance will cause teachers to work more effectively.	1	2	3	4
h. Rewarding teachers based on their students' performance will attract more effective teachers into the profession.	1	2	3	4
i. Rewarding teachers based on their students' performance will help retain more effective teachers in the profession.	1	2	3	4

2. **The current teacher salary schedule rewards experience and education. Several additional factors have been suggested for determining incentive pay for <u>individual teachers.</u> If you were designing an incentive pay program for individual teachers, how much importance would you give to each of the following?**

(Mark ONE response in each row.)

	Importance			
	None	**Low**	**Modera te**	**High**
a. Time spent in professional development.	1	2	3	4
b. High average test scores by students.	1	2	3	4
c. Improvements in students' test scores.	1	2	3	4
d. Performance evaluations by supervisors.	1	2	3	4
e. Performance evaluations by peers.	1	2	3	4
f. Independent evaluation of teaching portfolios.	1	2	3	4
g. Independent evaluations of students' work (e.g., portfolios).	1	2	3	4
h. Student evaluations of teaching performance.	1	2	3	4
i. Collaboration with faculty and staff.	1	2	3	4
j. Working with students outside of class time.	1	2	3	4
k. Efforts to involve parents in students' education.	1	2	3	4
l. Serving as a Master Teacher.	1	2	3	4
m. Mentoring other teachers.	1	2	3	4
n. National Board for Professional Teaching Standards (NBPTS) certification.	1	2	3	4
o. Parent satisfaction with teacher.	1	2	3	4
p. Teaching in hard-to-staff fields.	1	2	3	4
q. Teaching in hard-to-staff school.	1	2	3	4

3. Please indicate the extent to which you agree or disagree with each statement about REACH.

(Mark ONE response in each row.)

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. REACH does a good job of distinguishing effective from ineffective teachers at this school.	1	2	3	4
b. REACH is fair to teachers.	1	2	3	4
c. The prospect that teachers at my school can earn a stipend discourages staff in this school from working together.	1	2	3	4
d. I have noticed increased resentment among teachers since the start of REACH.	1	2	3	4
e. I was already working as effectively as I could before the implementation of Strategic Compensation Initiative, so the program does not affect my work.	1	2	3	4
f. I have altered my instructional practices as a result of REACH.	1	2	3	4
g. The size of the maximum Strategic Compensation Initiative stipend is large enough to motivate me to put in extra effort.	1	2	3	4
h. I have a strong desire to earn a Strategic Compensation Initiative stipend based on Student Learning Objectives (SLOs).	1	2	3	4
i. I have a strong desire to earn a Strategic Compensation Initiative stipend based on Student TAKS scores.	1	2	3	4
j. REACH does not evaluate important aspects of my teaching performance.	1	2	3	4
k. I have a clear understanding of the criteria I need to meet in order to achieve a Strategic Compensation Initiative stipend based on Student Learning Objectives (SLOs).	1	2	3	4
l. I have a clear understanding of the criteria I need to meet in order to achieve a Strategic Compensation Initiative stipend based on student TAKS scores.	1	2	3	4
m. I know highly effective teachers who want to work at this school because of the opportunity to earn bonus pay as part of REACH.	1	2	3	4
n. I am considering leaving this school because of REACH.	1	2	3	4
o. REACH is a reason for me to stay at this school.	1	2	3	4
p. I can explain conceptually how REACH will reward individual teachers.	1	2	3	4

SECTION B: SCHOOL ENVIRONMENT

4. **Please indicate the extent to which you agree or disagree with each of the following statements about your principal's leadership this year (2007-2008).**

(Mark ONE response in each row.)

The principal in this school …	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Clearly communicates expected standards for instruction in my classroom.	1	2	3	4
b. Carefully tracks student academic progress.	1	2	3	4
c. Knows what is going on in my classroom.	1	2	3	4
d. Encourages teachers to raise test scores.	1	2	3	4
e. Actively monitors the quality of instruction in the school.	1	2	3	4
f. Works directly with teachers who are struggling to improve their instruction.	1	2	3	4
g. Communicates a clear vision for this school.	1	2	3	4
h. Evaluates teachers using criteria directly related to the school's improvement goals.	1	2	3	4

5. Please indicate the extent to which you agree or disagree with each of the following statements about teachers in this school this year (2007-2008).

(Mark ONE response in each row.)

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. This year, teachers at this school feel responsible to help each other do their best.	1	2	3	4
b. Teachers at this school always expect students to complete every assignment this year.	1	2	3	4
c. I would describe teachers at this school as more competitive than cooperative this year.	1	2	3	4
d. This year, teachers at this school encourage students to keep trying even when the work is challenging.	1	2	3	4
e. Teachers at this school think it is important that all of their students do well in class this year.	1	2	3	4
f. This year, teachers at this school do <u>not</u> really trust each other.	1	2	3	4
g. This year, teachers at this school can be counted on to help out anywhere or anytime, even though it may not be part of their official assignment.	1	2	3	4
h. Teachers at this school feel more responsible to help each other do their best this year.	1	2	3	4

6. Please indicate the extent to which you agree or disagree with each of the following statements about your satisfaction with teaching.

(Mark ONE response in each row.)

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
a. I would describe teachers at this school as a more satisfied group than we were last school	1	2	3	4	5
b. The stress and disappointments involved in teaching at this school are much greater than	1	2	3	4	5
c. This year I like the way things are run at the school more than I did last year.	1	2	3	4	5
d. This year I think about transferring to another school/district more than I did last year.	1	2	3	4	5
e. This year I think about staying home from school because I'm just too tired to do more than I did last year.	1	2	3	4	5

SECTION C: CURRICULUM AND INSTRUCTION

7. Please indicate the extent to which you agree or disagree with each of the following statements.

(Mark ONE response in each row.)

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The amount a student can learn is primarily related to family background.	1	2	3	4
b. If students aren't disciplined at home, they aren't likely to accept any discipline.	1	2	3	4
c. When I really try, I can get through to the most difficult student.	1	2	3	4
d. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.	1	2	3	4
e. If parents would do more for their children, I could do more.	1	2	3	4
f. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.	1	2	3	4
g. If a student in my class becomes disruptive and noisy, I feel assured that I know some quick techniques to redirect him/her quickly.	1	2	3	4
h. If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.	1	2	3	4
i. If I really try hard, I can get through to even the most difficult or unmotivated students.	1	2	3	4
j. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his/her home environment.	1	2	3	4

8. **Please indicate the extent to which you engage in the following activities as part of your classroom instruction.**

(Mark 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.	1	2	3	4	5	6
b. I follow an "instructional calendar" or "pacing plan" provided by the school or district to schedule my instructional content.	1	2	3	4	5	6
d. I design my classroom lessons to be aligned with specific curricular standards.	1	2	3	4	5	6
e. I plan different assignments or lessons for groups of students based on their performance.	1	2	3	4	5	6
f. I have students help other students learn class content (e.g., peer tutoring).	1	2	3	4	5	6

9. **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 (2007-2008) than you did last year (2006-2007).**

(Mark 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 standard.	1	2	3	4	5
b. Focusing on the classroom content covered by standardized achievement tests.	1	2	3	4	5
c. Administering benchmark assessments or quizzes.	1	2	3	4	5
d. Re-teaching topics or skills based on students' performance on classroom tests.	1	2	3	4	5
e. Reviewing student test results with other teachers.	1	2	3	4	5
f. Seeking help from/providing help to other teachers informally.	1	2	3	4	5
g. Attending district or school sponsored professional development workshops.	1	2	3	4	5
h. Engaging in informal self-directed learning (e.g., reading subject-specific education research, using the Internet to enrich knowledge and skills).	1	2	3	4	5
i. Tutoring individuals or small groups of students outside of class time.	1	2	3	4	5

10. **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 (2007-2008) than they did last year (2006-2007).**

(Mark 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)	1	2	3	4	5
b. Working in groups	1	2	3	4	5
c. Completing assignments at home (i.e., homework)	1	2	3	4	5
d. Receiving direct instruction	1	2	3	4	5
e. Engaging in inquiry-based learning (i.e., students seek out and construct knowledge for themselves.)	1	2	3	4	5

SECTION D: ASSESSMENT AND USE OF ASSESSMENT RESULTS

11. For each of the activities listed below, please indicate how regularly you are focusing extra effort on students at different performance levels this year (2007-2008) as compared to last year (2006-2007).

(Circle ONE response in each row.)

	Never or almost never	Occasionally	Frequently	Almost Always or Always
a. I focus the same amount of effort on students at *all* performance levels.	1	2	3	4
b. I focus more effort on students at *high* levels of achievement.	1	2	3	4
c. I focus more effort on students at *average* levels of achievement.	1	2	3	4
d. I focus more effort on students at *moderately* low levels of achievement.	1	2	3	4
e. I focus more effort on students at *very* low levels of achievement.	1	2	3	4

12. To what extent do you use student test score data for each of the following purposes?

(Mark ONE response in each row.)

	Never or almost never	Occasionally	Frequently	Almost always or always
a. Identify individual students who need remedial assistance.	1	2	3	4
b. Set learning goals for individual students.	1	2	3	4
c. Tailor instruction to individual students' needs.	1	2	3	4
d. Develop recommendations for tutoring or other educational services for students.	1	2	3	4
e. Assign or reassign students to groups.	1	2	3	4
f. Identify and correct gaps in the curriculum for all students.	1	2	3	4
g. Encourage parent involvement in student learning.	1	2	3	4
h. Identify areas where I need to strengthen my content knowledge or teaching skills.	1	2	3	4
i. Determine areas where I need professional development.	1	2	3	4

SECTION E: PARENT ENGAGEMENT

13.   How often do the following kinds of contact occur between you and the parent/guardian of your students?

(Circle ONE response in each row.)

	Never or almost never	Occasionally	Frequently	Almost always or always
a. I require students to have their **parent/guardian** sign off on homework.	1	2	3	4
b. I assign homework that requires direct **parent/guardian** involvement or participation.	1	2	3	4
c. I send home examples of excellent student work to serve as models.	1	2	3	4
d. For those students who are having academic problems, I try to make direct contact with their **parent/guardian**.	1	2	3	4
e. For those students whose academic performance improves, I send messages home to their **parent/guardian**.	1	2	3	4
f. I invite **parents/guardians** to visit or observe my classroom.	1	2	3	4
g. I encourage **parents/guardians** to volunteer in the school.	1	2	3	4
h. I help engage **parents/guardians** in site-based decision-making and advisory groups.	1	2	3	4

SECTION F: ATTITUDES TOWARD TEACHING

14. To what extent do you agree or disagree with the following statements about teaching?

(Mark ONE number in each row.)

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
a. I enjoy teaching.	1	2	3	4	5	6
b. Doing my job well is very important to me.	1	2	3	4	5	6
c. Doing well as a teacher is important in achieving my life goals.	1	2	3	4	5	6
d. The quality of my teaching is not the most important part of my job.	1	2	3	4	5	6
e. When I teach, I get really involved in what I'm doing.	1	2	3	4	5	6
f. I can see how teaching helps me contribute to society.	1	2	3	4	5	6
g. To be honest, I don't find teaching to be very interesting.	1	2	3	4	5	6
h. Being a teacher is an important part of who I am.	1	2	3	4	5	6
i. Being an effective teacher is extremely important to me.	1	2	3	4	5	6

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
j. When I am teaching, I forget everything else around me.	1	2	3	4	5	6
k. Teaching is important because it allows me to shape the next generation.	1	2	3	4	5	6
l. I often get really absorbed in what I'm doing in the classroom.	1	2	3	4	5	6
m. I care the most about how well I do as a teacher.	1	2	3	4	5	6
n. I think teaching is a worthwhile profession.	1	2	3	4	5	6
o. Time flies when I'm teaching.	1	2	3	4	5	6
p. I like to teach.	1	2	3	4	5	6

SECTION G: PROGRAM IMPLEMENTATION

15. Please indicate whether you agree or disagree with each statement about the implementation of REACH at this school.

(Mark ONE number in each row.)

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Teachers at this school were involved in the development of REACH.	1	2	3	4
b. Teachers at this school had a clear understanding of expectations prior to participating in REACH.	1	2	3	4
c. I have had sufficient training and information to create effective Student Learning Objectives (SLOs).	1	2	3	4
d. I have sufficient training and information to effectively implement REACH	1	2	3	4
e. Participation in REACH has increased my workload.	1	2	3	4

SECTION H: BACKGROUND

16. How do you classify your MAIN position in your current school during this 2007-2008 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. Instructional specialists (e.g., curriculum coordinator, mentor teacher, literacy or math coach)
    h. Librarian or library media specialist
    i. Health support staff (e.g., nurse, counselor, therapist)
    j. Campus support staff (e.g., custodian, cafeteria worker)
    k. Other support staff (e.g., administrative assistant)
    l. Other – Please explain below

    _____

17. Including this year (2007-2008), 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

18. Including this year (2007-2008), 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

19. What is the highest degree you hold?

    a. Associate's 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 (2007-2008)? (Mark 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. What percentage of your time is spent teaching in an out-of-field area?

    a. 0% to 10%
    b. 11% to 20%
    c. 21% to 30%
    d. 31% to 40%
    e. 41% to 50%
    f. 51% to 60%
    g. 61% to 70%
    h. 71% to 80%
    i. 81% to 90%
    j. 91% to 100%

23. Are you male or female?

    a. Male
    b. Female

24. 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

25. What is your current annual teaching and extra duty salary (i.e., not including any REACH 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

26. How much did you personally receive from REACH award during the Spring 2008 semester?

    a. $0 to $999
    b. $1,000 to $1,999
    c. $2,000 to $2,999
    d. $3,000 to $3,999
    e. $4,000 to $4,999
    f. $5,000 to $5,999
    g. $6,000 to $6,999
    h. $7,000 to $7,999
    i. $8,000 to $8,999
    j. $9,000 to $9,999
    k. $10,000 or more
    l. Do not know

27. Do you receive any bonus or incentive pay – <u>other than a REACH stipend</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 REACH program that you did not have the opportunity to convey in your survey responses above? If so, please use the space provided below.

_____
_____
_____
_____

**Appendix 3D - AISD REACH Principal Interview – Original Pilot Schools - Fall 2008
Introduction and Interview Consent**

The Austin Independent School District (AISD) has contracted with the National Center on Performance Incentives (NCPI) at Vanderbilt University's Peabody College to conduct an evaluation of AISD's REACH, a strategic compensation initiative.

As part of this evaluation, we are conducting interviews with principals of REACH pilot schools. Questions will address a variety of topics including program components, communication, implementation, and media response to the initiative.

This information will help NCPI better understand REACH and provide valuable information for our evaluation. It will also inform research activities undertaken by Vanderbilt relating to REACH. The principal investigator for this research is Professor Matthew G. Springer, director of NCPI.

Participation in this interview is voluntary, and you may refuse to answer specific questions if you do not wish to answer them. You may also choose to end the interview at any time if you do not wish to continue.

Any information you provide will be kept strictly confidential. We will not share individual responses with district staff or anyone else outside the project, except as required by law. We will not identify any individuals by name in our study reports, and your responses will be combined with others and reported in the aggregate.

Please remember per earlier communications that this interview will be recorded. Once recorded, interviews will be transcribed and recordings destroyed. All identifying information will be removed from transcripts so that your identity will not be accessible to researchers or to the district. All transcripts will be stored in our secure data storage facility, and, at the end of the study, we will destroy transcripts as well as any personally identifiable information.

It should take approximately 30 minutes to complete this interview. Upon completion, you will receive a $25 check for participating.

I. To begin,

1. Please tell me a little about your background and why you decided to become an educator, specifically a principal.
    (Prompts include:
    How long have you been a principal in AISD?
    How long have you been a principal at this school?
    Have you been a principal outside this district?
            [If yes] How long?
    Have your served in any other professional positions in the field of education?
            [If yes] In what positions and how long?)

1. How would you describe this school's overall performance in teaching and learning?

    a. What are the school's primary strengths?

b. In what areas could the school improve?

II. Communication about REACH - *I would now like to ask you a number of questions about communication around REACH both within the school and within the district.*

1. How did you learn about REACH (the Strategic Compensation Initiative)?

2. Please walk me through the school's decision to participate in REACH? (To consider when asking the question: What was this school's motivation for participating in REACH?)

3. In your opinion, has REACH been adequately explained by the district?

   a. Has it been adequately explained at your school site?

   b. What specific strategies or techniques has AISD employed to improve general awareness of REACH?

4. Are there regular communications about strategic compensation that come to you from the REACH staff?

   a. [If yes] Are they useful/helpful?

5. How do you communicate information about REACH with teachers?

6. Are there opportunities for you to offer feedback about REACH?

   a. [If yes] Please elaborate.

6. Program Components - *I would now like to ask you a number of questions about REACH program components as they relate to both principals and teachers.*

1. Please explain your understanding of each of the following components and the associated stipend:

   a. Student Learning Objectives (To consider when discussing SLOs: development and approval process, training to oversee and engage in the process, conversations with teachers once SLOs are written, monitor for progress on SLOs)

   b. School-Wide TAKS growth

   c. "Take One"

   d. Novice Teacher Mentoring

   e. New to School Stipend

   f. Retention Stipend

2. From your perspective, are all the components of REACH equally important? (To consider when asking the question: Are they valuing certain components more than others?)

3. Are they fair?

7. **Program Impact -** *I would now like to move on to some questions regarding the impact of REACH on this school, particularly as it relates to teaching and learning.*

   1. Please describe what you have found most rewarding and most challenging about leading a school that is participating in REACH. (To consider when asking the question: increased pressure or stress, increased workload, changes in interaction with staff, impact on school climate, etc.)

   2. How does REACH help you distinguish effective from ineffective teachers? (Please note: In survey responses, 87% of administrators say it doesn't help therefore probe to understand.)

   3. What impact, either positive or negative, has REACH had on your ability to recruit and retain teachers?

8. **Program Implementation -** *I would now like to move on to some questions regarding the implementation of REACH.*

   1. Do other federal, state, district, and/or school programs compete with the implementation of REACH?

      [Prompts: NCLB requirements, district initiatives, and school goals and objectives]

   2. Are there members of the school staff not included in the initiative who should be?

      [If yes} What positions?

   3. Are there any incentives that you would find equally or more motivating that the REACH stipends?

9. **Summary Thoughts on REACH -** *I would like to conclude with a few final questions about REACH.*

   1. If you could make changes to REACH, what would they be?

   2. Describe what you have found to be the highlights and the lowlights of working at a school that is participating in REACH. The good and bad could include impacts on your school, your students' learning, your teaching, interactions among teacher, or interactions between you and teachers/other school personnel.

   3. Do you feel it is worthwhile for your school to continue participating in REACH? Why or why not?

   4. Is there anything else you would like to add about your experiences with REACH?

   Thanks for your time and cooperation!

Appendix 3E - AISD REACH Principal Interview – Pilots Added 2008-2009 - Fall 2008
Introduction and Interview Consent

The Austin Independent School District (AISD) has contracted with the National Center on Performance Incentives (NCPI) at Vanderbilt University's Peabody College to conduct an evaluation of AISD's REACH, a strategic compensation initiative.

As part of this evaluation, we are conducting interviews with principals of REACH pilot schools. Questions will address a variety of topics including program components, communication, implementation, and media response to the initiative.

This information will help NCPI better understand REACH and provide valuable information for our evaluation. It will also inform research activities undertaken by Vanderbilt relating to REACH. The principal investigator for this research is Professor Matthew G. Springer, director of NCPI.

Participation in this interview is voluntary, and you may refuse to answer specific questions if you do not wish to answer them. You may also choose to end the interview at any time if you do not wish to continue.

Any information you provide will be kept strictly confidential. We will not share individual responses with district staff or anyone else outside the project, except as required by law. We will not identify any individuals by name in our study reports, and your responses will be combined with others and reported in the aggregate.

Please remember per earlier communications that this interview will be recorded. Once recorded, interviews will be transcribed and recordings destroyed. All identifying information will be removed from transcripts so that your identity will not be accessible to researchers or to the district. All transcripts will be stored in our secure data storage facility, and, at the end of the study, we will destroy transcripts as well as any personally identifiable information.

It should take approximately 30 minutes to complete this interview. Upon completion, you will receive a $25 check for participating.

I. **To begin,**

    I. Please tell me a little about your background and why you decided to become an educator, specifically a principal.
(Prompts include:
How long have you been a principal in AISD?
How long have you been a principal at this school?
Have you been a principal outside this district?
    [If yes] How long?
Have your served in any other professional positions in the field of education?
    [If yes] In what positions and how long?)

    2. How would you describe this school's overall performance in teaching and learning?

        a. What are the school's primary strengths?

b. In what areas could the school improve?

II. Communication about REACH - *I would now like to ask you a number of questions about communication around REACH both within the school and within the district.*

1. How did you learn about REACH (the Strategic Compensation Initiative)?

2. Please walk me through the school's decision to participate in REACH? (To consider when asking the question: What was this school's motivation for participating in REACH?)

3. In your opinion, has REACH been adequately explained by the district?

   b. Has it been adequately explained at your school site?

   c. What specific strategies or techniques has AISD employed to improve general awareness of REACH?

4. Are there regular communications about strategic compensation that come to you from the REACH staff?

   d. [If yes] Are they useful/helpful?

5. How do you communicate information about REACH with teachers?

6. Are there opportunities for you to offer feedback about REACH?

   e. [If yes] Please elaborate.

III. Program Components - *I would now like to ask you a number of questions about REACH program components as they relate to both principals and teachers.*

1. Please explain your understanding of each of the following components and the associated stipend:

   a. Student Learning Objectives (To consider when discussing SLOs: development and approval process, training to oversee and engage in the process, conversations with teachers once SLOs are written, monitor for progress on SLOs)

   b. School-Wide TAKS growth

   c. "Take One"

   d. Novice Teacher Mentoring

   e. New to School Stipend

   f. Retention Stipend

2. From your perspective, are all the components of REACH equally important? (To consider when asking the question: Are they valuing certain components more than others?)

3. Are they fair?

IV. Program Impact - *I would now like to move on to some questions regarding the impact of REACH on this school, particularly as it relates to teaching and learning.*

1. Please describe what you have found most rewarding and most challenging about leading a school that is participating in REACH. (To consider when asking the question: increased pressure or stress, increased workload, changes in interaction with staff, impact on school climate, etc.)

2. How does REACH help you distinguish effective from ineffective teachers? (Please note: In survey responses, 87% of administrators say it doesn't help therefore probe to understand.)

3. What impact, either positive or negative, has REACH had on your ability to recruit and retain teachers?

V. **Program Implementation -** *I would now like to move on to some questions regarding the implementation of REACH.*

1. Do other federal, state, district, and/or school programs compete with the implementation of REACH?

   [Prompts: NCLB requirements, district initiatives, and school goals and objectives]

2. Are there members of the school staff not included in the initiative who should be?

   [If yes} What positions?

3. Are there any incentives that you would find equally or more motivating that the REACH stipends?

VI. **Summary Thoughts on REACH -** *I would like to conclude with a few final questions about REACH.*

1. If you could make changes to REACH, what would they be?

2. Describe what you have found to be the highlights and the lowlights of working at a school that is participating in REACH. The good and bad could include impacts on your school, your students' learning, your teaching, interactions among teacher, or interactions between you and teachers/other school personnel.

3. Do you feel it is worthwhile for your school to continue participating in REACH? Why or why not?

4. Is there anything else you would like to add about your experiences with REACH?

Thanks for your time and cooperation!

Appendix 3F - AISD REACH Teacher Interview – Fall 2008

Introduction and Interview Consent

The Austin Independent School District (AISD) has contracted with the National Center on Performance Incentives (NCPI) at Vanderbilt University's Peabody College to conduct an evaluation of AISD's REACH, a strategic compensation initiative

As part of this evaluation, we are conducting interviews with teachers who are involved in the pilot phase of the REACH program. Questions will address a variety of topics including student learning objectives, TAKS growth, professional development, mentoring and media response to the initiative.

This information will help NCPI better understand REACH and provide valuable information for our evaluation. It will also inform research activities undertaken by Vanderbilt relating to the program. The principal investigator for this research is Professor Matthew G. Springer, director of NCPI.

Participation in this interview is voluntary, and you may refuse to answer specific questions if you do not wish to answer them. You may also choose to end the interview at any time if you do not wish to continue.

Any information you provide will be kept strictly confidential. We will not share individual responses with district staff or anyone else outside the project, except as required by law. We will not identify any individuals by name in our study reports, and your responses will be combined with others and reported in the aggregate.

Please remember per earlier communications that this interview will be recorded. Once recorded, interviews will be transcribed and recordings destroyed. All identifying information will be removed from transcripts so that your identity will not be accessible to researchers or to the district. All transcripts will be stored in our secure data storage facility, and, at the end of the study, we will destroy transcripts as well as any personally identifiable information.

It should take approximately 30 minutes to complete this interview. Upon completion, you will receive $25 check for participating.

I. **Introduction -** *Your school is participating in the pilot phase of REACH, or what was referred to last year as the Strategic Compensation Initiative. We are interested in learning more about your experience with this initiative.*

1. Before we begin, can you please tell me a little about your teaching background and why you decided to become a teacher? (Prompts include: How long have you been a teacher at this school? How long have you been a teacher in this district? Have you taught in any other school or district? If so, for how many years? What subject (s) and grades did you teach last year? What subject (s) and grades are you teaching this year?)

I am now going to ask you to describe your school's overall performance in teaching and learning.

2. First, in your opinion, what are your school's primary strengths?

3. In your opinion, what are the areas your school could improve upon?

II. **Communication about Reach -** *I would now like to ask you a number of questions about communication around the REACH program, both within the district and within your school.*

1. Why do you think the district is implementing the REACH program?

2. What specific strategies or techniques has AISD used to create awareness of the REACH program?

3. What is your perception of media coverage of the REACH program?

4. How did you find out your school was eligible to participate in the REACH program and why do you think your school was selected to participate in the REACH program?

5. What process did your school go through to decide whether to participate in the program and why do you think your school ultimately decided to participate?

6. How often does your principal (or the REACH program coordinator) discuss the program with teachers and other school personnel? Have these communications been helpful?

7. If you want to know more about the program, how do you find answers?

8. If you want to provide feedback about the program, who do you turn to?

9. How would you characterize the "buzz" among teachers about REACH?

III. **Program Components -** *I am now going to ask you to describe different components of the REACH program. We are interested in learning more about your experience with the different REACH stipend opportunities.*

1. Please explain to me how teacher stipends are determined for each of the following components and, where relevant, please describe your experience with these different stipend opportunities:

   a. Student Learning Objectives

      i. Take me through the process of developing an SLO.

      ii. Time, Access to useful resources, Feedback.

   b. School-Wide TAKS Growth

   c. "Take One!"

   d. Novice Teacher Mentoring

   e. New to School Stipend

   f. Retention Stipend

2. Should school personnel not presently included in REACH be included in this initiative? If yes, what positions?

IV. **Program Impact -** *I would now like to ask some questions regarding the impact of REACH.*

1. In your view, are the standards for achieving a REACH stipend well defined and transparent? Please explain.

2. In your view, are the standards for achieving a REACH stipend fair?

[Questions 3 and 4 pertain only to those teachers in a 2007-2008 pilot school]

3. Did you earn a REACH stipend last year?

   [If so], for which program element(s)?

   a. How were notified about your stipend?

   b. How does this make you feel?

4. Do you anticipate earning a stipend for elements not yet awarded? (Example, TAKS)

5. Do you think you will make any changes to the way you teach this year as a result of your experience with REACH last year?

   [If yes]: Please describe the kinds of changes you plan to make.

V. **Program Implementation -** *The next question addresses other factors affecting the implementation of the REACH Program.*

1. Do other federal, state, district, and/or school programs compete with the implementation of the REACH program?

   [Prompts: NCLB requirements, district initiatives, and school goals and objectives]

VI. **Summary Thoughts on REACH -** *Finally, I would like to ask your opinion about the REACH program in general.*

1. If you could make changes to REACH, what would they be?

2. Describe what you have found to be the highlights and the lowlights of working at a school that is participating in the REACH program. The good and bad could include impacts on your school, your students' learning, your teaching, interaction among teacher, or interactions among principal and teachers/other school personnel.

3. Do you feel it is worthwhile for your school to continue participating in REACH? Why or why not?

4. Is there anything else you would like to add about your experiences with the REACH program?

Thank you very much for your time and cooperation.

Appendix 3G – District Documents

The following documents and information from the Austin Independent School District were used in was used preparing this evaluation.

- Strategic Compensation Survey Results – Spring 2008
- AISD REACH Brochure
- AISD REACH Program overview
- AISD website www.austinisd.org

1. We would like to better understand your personal beliefs about different concepts and ideas related to teacher pay for performance, in general. To what extent do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean Rating	Standard Deviation	Sample Size
(a) Incentive pay for TEACHERS based on STUDENT LEARNING OBJECTIVES positive change to teacher pay practices.	10.71%(48)	18.08%(81)	50.45%(226)	20.76%(93)	2.81	0.89	448
(b) Incentive pay for TEACHERS based on SCHOOL-WIDE TAKS GROWTH is a change to teacher pay practices.	8.02%(36)	25.39%(114)	48.55%(218)	18.04%(81)	2.77	0.84	449
(c) Incentive pay for TEACHERS based on "Take One!"® is a positive change to pay practices.	7.78%(33)	21.23%(90)	57.78%(245)	13.21%(56)	2.76	0.78	424
(d) Incentive pay for TEACHERS working in a HIGH NEEDS SCHOOL is a posit to teacher pay practices.	2.91%(13)	6.49%(29)	38.03%(170)	52.57%(235)	3.40	0.74	447
(e) Incentive pay for ADMINISTRATORS based on THEIR INVOLVEMENT WIT a positive change to administrator pay practices.	10.73%(47)	21.92%(96)	52.28%(229)	15.07%(66)	2.72	0.85	438
(f) Incentive pay for ADMINISTRATORS based on SCHOOL-WIDE TAKS GROW positive change to administrator pay practices.	8.99%(40)	23.82%(106)	50.56%(225)	16.63%(74)	2.75	0.84	445
(g) Incentive pay for ADMINISTRATORS working in HIGH NEEDS SCHOOLS i change to administrator pay practices.	4.27%(19)	7.64%(34)	47.19%(210)	40.90%(182)	3.25	0.77	445
(h) Rewarding teachers based on their students' performance will disrupt the collaborative culture of teaching.	13.61%(60)	52.61%(232)	25.40%(112)	8.39%(37)	2.29	0.80	441
(i) Rewarding teachers based on their students' performance will cause teachers more effectively.	11.82%(52)	34.55%(152)	42.50%(187)	11.14%(49)	2.53	0.84	440
(j) Rewarding teachers based on their students' performance will attract more e teachers into the profession.	17.42%(77)	36.65%(162)	35.29%(156)	10.63%(47)	2.39	0.90	442
(k) Rewarding teachers based on their students' performance will help retain m effective teachers in the profession.	13.93%(62)	26.52%(118)	44.04%(196)	15.51%(69)	2.61	0.91	445

2. The current teacher salary schedule rewards experience and education. Several additional factors have been suggested for determining incenti...

	Not Important	Low Importance	Moderate Importance	High Importance	Mean Rating	Standard Deviation	Sample Size
(a) Time spent in professional development.	2.46%(11)	16.33%(73)	50.78%(227)	30.43%(136)	3.09	0.75	447
(b) High average test scores by students.	6.07%(27)	31.01%(138)	49.21%(219)	13.71%(61)	2.71	0.78	445
(c) Improvements in students' test scores.	2.01%(9)	8.71%(39)	41.07%(184)	48.21%(216)	3.35	0.72	448
(d) Performance evaluations by supervisors.	5.83%(26)	23.54%(105)	50.90%(227)	19.73%(88)	2.85	0.80	446
(e) Performance evaluations by peers.	9.93%(44)	31.60%(140)	43.12%(191)	15.35%(68)	2.64	0.86	443
(f) Independent evaluation of teaching portfolios.	13.35%(59)	29.19%(129)	42.08%(186)	15.38%(68)	2.60	0.90	442
(g) Independent evaluations of students' work (e.g., portfolios).	7.94%(35)	21.54%(95)	47.62%(210)	22.90%(101)	2.85	0.86	441
(h) Student evaluations of teaching performance.	17.08%(76)	30.34%(135)	37.75%(168)	14.83%(66)	2.50	0.94	445
(i) Collaboration with faculty and staff.	2.03%(9)	8.33%(37)	44.59%(198)	45.05%(200)	3.33	0.71	444
(j) Working with students outside of class time.	4.26%(19)	19.73%(88)	46.86%(209)	29.15%(130)	3.01	0.81	446
(k) Efforts to involve parents in students' education.	3.15%(14)	11.46%(51)	39.78%(177)	45.62%(203)	3.28	0.79	445
(l) Serving as a Master Teacher.	5.67%(25)	24.26%(107)	42.40%(187)	27.66%(122)	2.92	0.86	441
(m) Mentoring other teachers.	2.04%(9)	18.10%(80)	45.70%(202)	34.16%(151)	3.12	0.76	442
(n) National Board for Professional Teaching Standards (NBPTS) certification.	12.95%(57)	27.95%(123)	39.32%(173)	19.77%(87)	2.66	0.94	440
(o) Parent satisfaction with teacher.	11.74%(52)	29.57%(131)	39.73%(176)	18.96%(84)	2.66	0.92	443
(p) Teaching in hard-to-staff fields.	1.59%(7)	8.84%(39)	34.69%(153)	54.88%(242)	3.43	0.72	441
(q) Teaching in hard-to-staff schools.	1.36%(6)	5.22%(23)	28.12%(124)	65.31%(288)	3.57	0.66	441

3. Please indicate the extent to which you agree or disagree with each of the following statements about AISD REACH.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean Rating	Standard Deviation	Sample Size
(a) AISD REACH does a good job of distinguishing effective from ineffective teac... this school.	20.65%(89)	40.60%(175)	33.64%(145)	5.10%(22)	2.23	0.83	431
(b) AISD REACH is fair to teachers.	10.83%(47)	22.58%(98)	57.37%(249)	9.22%(40)	2.65	0.79	434
(c) The prospect that teachers at my school can earn a stipend discourages staff school from working together.	23.70%(105)	63.66%(282)	9.71%(43)	2.93%(13)	1.92	0.67	443
(d) I have noticed increased resentment among teachers since the start of AISD REACH.	24.32%(107)	50.91%(224)	21.82%(96)	2.95%(13)	2.03	0.76	440
(e) I was already working as effectively as I could before the implementation of REACH, so the program does not affect my work.	2.73%(12)	17.31%(76)	45.79%(201)	34.17%(150)	3.11	0.78	439
(f) I am not confident that sufficient financial resources exist to pay stipends as promised.	11.75%(51)	46.08%(200)	32.26%(140)	9.91%(43)	2.40	0.82	434

					Mean	SD	N
(g) I have altered my instructional practices as a result of AISD REACH.	4.09%(18)	33.41%(147)	44.09%(194)	18.41%(81)	2.23	0.79	440
(h) The size of the maximum AISD REACH stipend is large enough to motivate n extra effort.	7.83%(34)	47.93%(208)	34.33%(149)	9.91%(43)	2.54	0.78	434
(i) I have a strong desire to earn an AISD REACH stipend based on SLOs.	23.23%(102)	48.29%(212)	19.82%(87)	8.66%(38)	2.86	0.87	439
(j) I have a strong desire to earn an AISD REACH stipend based on school-wide growth.	24.94%(110)	45.58%(201)	21.09%(93)	8.39%(37)	2.87	0.88	441
(k) AISD REACH does not evaluate important aspects of my teaching performance.	24.02%(104)	43.65%(189)	28.41%(123)	3.93%(17)	2.88	0.82	433
(l) I have a clear understanding of the criteria I need to meet in order to achieve REACH stipend based on SLOs.	24.15%(106)	59.91%(263)	12.30%(54)	3.64%(16)	3.05	0.71	439
(m) I have a clear understanding of the criteria I need to meet in order to achiev REACH stipend based on school-wide TAKS growth.	18.64%(82)	52.73%(232)	23.86%(105)	4.77%(21)	2.85	0.77	440
(n) I know highly effective teachers who want to work at this school because of t opportunity to earn a stipend as part of AISD REACH.	5.72%(25)	15.79%(69)	50.80%(222)	27.69%(121)	2.00	0.82	437
(o) I am considering leaving this school because of AISD REACH.	2.53%(11)	5.75%(25)	52.18%(227)	39.54%(172)	1.71	0.69	435
(p) AISD REACH is a reason for me to stay at this school.	9.89%(43)	30.57%(133)	37.93%(165)	21.61%(94)	2.29	0.91	435
(q) I can explain conceptually how AISD REACH will reward individual teachers.	13.82%(60)	64.98%(282)	16.36%(71)	4.84%(21)	2.88	0.69	434

SECTION B. INSTRUCTIONAL ENVIRONMENT

4. Please indicate the extent to which you agree or disagree with each of the following statements about the principal of this school?

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean Rating	Standard Deviation	Sample Size
(a) The principal in this school works to create a sense of community in the school.	3.42%(15)	9.11%(40)	49.43%(217)	38.04%(167)	3.22	0.75	439
(b) The principal in this school sets high standards for teaching.	1.36%(6)	3.63%(16)	48.98%(216)	46.03%(203)	3.40	0.63	441
(c) The principal in this school ensures that teachers have sufficient time for prof development.	2.97%(13)	11.19%(49)	52.28%(229)	33.56%(147)	3.16	0.74	438

5. To what extent do you agree or disagree with the following statements about your work with students?

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean Rating	Standard Deviation	Sample Size
(a) I can get through to the most difficult students.	0.90%(4)	19.46%(86)	64.03%(283)	15.61%(69)	2.94	0.62	442
(b) When students do not remember information from a previous lesson, I know increase their retention in the next lesson.	0.46%(2)	8.88%(39)	72.67%(319)	18.00%(79)	3.08	0.53	439
(c) A teacher is very limited in what s/he can achieve to help a student learn bec: student's home environment has a large influence on his/her achiever	11.47%(50)	52.98%(231)	26.61%(116)	8.94%(39)	2.33	0.79	436

SECTION C. ATTITUDES TOWARD INDIVIDUAL ELEMENTS OF AISD REACH

6. Please answer the following questions about completion of your SLOs

	Yes	No	Did not answer	Total	Rating	Deviation	Sample Size
(a). I was able to complete my SLOs by Octover 31, 2008. If YES continue to ques go to question 8.	375 (0)	67 (0)	7	(449)	1.15	0.36	442

7. How important was each of the following factors in completing your SLOs by October 31, 2008?

	Not Important	Low Importance	Moderate Importance	High Importance	Mean Rating	Standard Deviation	Sample Size
(a) The priority I place on SLOs.	22 (0)	14.71%(55)	52.41%(196)	27.01%(101)	3.01	0.81	374
(b) D2 assessments were ready when I needed them.	71 (0)	12.05%(40)	35.84%(119)	30.72%(102)	2.76	1.11	332
(c) D2 results were returned to me in a timely fashion.	74 (0)	13.21%(44)	36.34%(121)	28.23%(94)	2.71	1.10	333
(d) The ease of entering my SLOs online.	7 (0)	8.65%(32)	42.97%(159)	46.49%(172)	3.34	0.72	370
(e) My principal's availability to review my SLOs.	16 (0)	11.08%(41)	45.68%(169)	38.92%(144)	3.19	0.80	370
(f) Receiving feedback from the SLO staff in a timely fashion.	13 (0)	6.50%(24)	40.65%(150)	49.32%(182)	3.36	0.77	369
(g) Not having to make revisions based on principal feedback.	16 (0)	14.25%(52)	47.40%(173)	33.97%(124)	3.11	0.80	365
(h) Not having to make revisions based on SLO staff feedback.	23 (0)	14.88%(54)	46.01%(167)	32.78%(119)	3.05	0.85	363

8. How important was each of the following factors in NOT completing your SLOs by October 31, 2008?

	Not Important	Low Importance	Moderate Importance	High Importance	Mean Rating	Standard Deviation	Sample Size
(a) The lack of priority I place on SLOs.	37.70%(23)	24.59%(15)	26.23%(16)	11.48%(7)	2.11	1.05	61
(b) D2 assessments were not ready when I needed them.	47.54%(29)	14.75%(9)	18.03%(11)	19.67%(12)	2.10	1.21	61
(c) D2 results were not returned to me in a timely fashion.	46.67%(28)	11.67%(7)	18.33%(11)	23.33%(14)	2.18	1.26	60
(d) The difficulty of entering my SLOs online.	30.16%(19)	20.63%(13)	25.40%(16)	23.81%(15)	2.43	1.16	63
(e) My principal's unavailability to review my SLOs.	68.85%(42)	19.67%(12)	6.56%(4)	4.92%(3)	1.48	0.83	61
(f) A delay in receiving feedback from the SLO staff.	67.21%(41)	14.75%(9)	8.20%(5)	9.84%(6)	1.61	1.00	61
(g) Making revisions based on principal feedback.	56.45%(35)	11.29%(7)	12.90%(8)	19.35%(12)	1.95	1.22	62
(h) Making revisions based on SLO staff feedback.	57.38%(35)	11.48%(7)	21.31%(13)	9.84%(6)	1.84	1.08	61

9. Please answer the following question about SLOs

	Yes	No	Did not answer	Total	Rating	Deviation	Sample Size
(a) I am using my SLOs as I teach my students this year (2008-2009).				449	1.1	0.29	449

10. How important was each of the following factors in your decision TO incorporate SLOs as you plan for instruction this year?

	Not Important	Low Importance	Moderate Importance	High Importance	Mean Rating	Standard Deviation	Sample Size
(a) My support of teacher pay for performance policies.	13.85%(55)	20.15%(80)	42.57%(169)	23.43%(93)	2.76	0.97	397
(b) My belief that SLOs are valuable.	10.53%(42)	18.05%(72)	45.11%(180)	26.32%(105)	2.87	0.92	399
(c) The availability of D2 data.	30.99%(110)	21.41%(76)	30.70%(109)	16.90%(60)	2.34	1.09	355
(d) My belief that SLOs are likely to make me a better teacher.	22.65%(89)	26.21%(103)	35.11%(138)	16.03%(63)	2.45	1.01	393
(e) My belief that the SLO stipend is large enough to motivate me to do extra work.	15.86%(62)	25.83%(101)	40.66%(159)	17.65%(69)	2.60	0.96	391
(f) My belief that SLOs are a good measure of what it means to be an effective teacher.	26.65%(105)	28.43%(112)	35.03%(138)	9.90%(39)	2.28	0.97	394
(g) My belief that working to meet my SLOs will benefit my students.	8.04%(32)	10.05%(40)	46.98%(187)	34.92%(139)	3.09	0.87	398
(h) The availability of adequate technology.	12.89%(50)	22.16%(86)	40.21%(156)	24.74%(96)	2.77	0.97	388
(i) The availability of AISD REACH staff support.	11.45%(45)	18.32%(72)	38.68%(152)	31.55%(124)	2.90	0.97	393
(j) The availability of resources and materials.	8.21%(32)	12.31%(48)	41.79%(163)	37.69%(147)	3.09	0.91	390

11. How important was each of the following factors in your decision NOT TO incorporate SLOs as you plan for instruction this year?

	Not Important	Low Importance	Moderate Importance	High Importance	Mean Rating	Standard Deviation	Sample Size
(a) My opposition to teacher pay for performance policies.	41.46%(17)	24.39%(10)	21.95%(9)	12.20%(5)	2.05	1.07	41
(b) My belief that SLOs are a waste of time.	31.71%(13)	19.51%(8)	29.27%(12)	19.51%(8)	2.37	1.13	41
(c) The lack of D2 data.	36.59%(15)	26.83%(11)	24.39%(10)	12.20%(5)	2.12	1.05	41
(d) My belief that SLOs are unlikely to make me a better teacher.	24.39%(10)	9.76%(4)	19.51%(8)	46.34%(19)	2.88	1.25	41
(e) My belief that the SLO stipend is not large enough to motivate me to do extra work.	53.66%(22)	24.39%(10)	14.63%(6)	7.32%(3)	1.76	0.97	41
(f) My belief that SLOs are a poor measure of what it means to be an effective teacher.	14.63%(6)	7.32%(3)	21.95%(9)	56.10%(23)	3.20	1.10	41
(g) My belief that working to meet my SLOs will not benefit my students.	34.15%(14)	12.20%(5)	14.63%(6)	39.02%(16)	2.59	1.32	41
(h) The lack of adequate technology.	40.00%(16)	30.00%(12)	20.00%(8)	10.00%(4)	2.00	1.01	40
(i) The lack of adequate AISD REACH staff support.	58.54%(24)	29.27%(12)	9.76%(4)	2.44%(1)	1.56	0.78	41
(j) The lack of adequate resources and materials.	48.78%(20)	24.39%(10)	14.63%(6)	12.20%(5)	1.90	1.07	41

12. To what extent do you agree or disagree with the following statements about SLOs for this school year (2008-2009)?

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean Rating	Standard Deviation	Sample Size
(a) My SLOs for this year are rigorous.	0.91%(4)	1.36%(6)	58.50%(258)	39.23%(173)	3.36	0.56	441
(b) My SLOs for this year are more rigorous than last year.	4.89%(20)	21.52%(88)	46.94%(192)	26.65%(109)	2.95	0.82	409
(c) I set the bar low on my SLOs this year so I will receive the SLO stipend.	50.23%(219)	44.50%(194)	3.44%(15)	1.83%(8)	1.57	0.65	436
(d) Teachers at this school set the bar low on their SLOs so they receive the SLO stipend.	38.41%(164)	47.31%(202)	10.77%(46)	3.51%(15)	1.79	0.77	427
(e) SLOs are a good measure of what it means to be an effective teacher.	29.66%(129)	36.09%(157)	29.20%(127)	5.06%(22)	2.10	0.89	435
(f) The size of the SLO stipend is large enough to motivate me to put in extra effort.	17.28%(75)	26.96%(117)	43.32%(188)	12.44%(54)	2.51	0.92	434
(g) I have a strong desire to earn an SLO stipend.	8.78%(38)	18.01%(78)	46.19%(200)	27.02%(117)	2.91	0.89	433
(h) I would really hate to be one of the teachers who did not meet at least one of their SLOs.	7.37%(32)	14.06%(61)	41.01%(178)	37.56%(163)	3.09	0.90	434

13. Please answer the following question about Take One!®

(a) I am participating in "Take One!"® this year. (If YES continue to question 14. question 15.

Yes	No	Did not answer	Total	Rating	Deviation	Sample Size
8.41%(37)	91.59%(403)	2.05%(9)	449	1.92	0.28	440

14. How important was each of the following factors in your decision TO participate in Take One!®

	Not Important	Low Importance	Moderate Importance	High Importance	Mean Rating	Standard Deviation	Sample Size
(a) My support of teacher pay for performance policies.	13.64%(6)	22.73%(10)	34.09%(15)	29.55%(13)	2.80	1.02	44
(b) My belief that "Take One!"® is a valuable use of my time.	4.88%(2)	12.20%(5)	39.02%(16)	43.90%(18)	3.22	0.85	41
(c) The availability of information needed for "Take One!"®.	4.88%(2)	24.39%(10)	34.15%(14)	36.59%(15)	3.02	0.91	41
(d) My belief that "Take One!"® is likely to make me a better teacher.	7.14%(3)	11.90%(5)	38.10%(16)	42.86%(18)	3.17	0.91	42
(e) My belief that the "Take One!"® stipend is large enough to motivate me to do extra work.	14.63%(6)	31.71%(13)	26.83%(11)	26.83%(11)	2.66	1.04	41
(f) My belief that "Take One!"® is a good measure of what it means to be an effective teacher.	11.90%(5)	14.29%(6)	38.10%(16)	35.71%(15)	2.98	1.00	42
(g) My belief that participating in "Take One!"® will benefit my students.	7.14%(3)	4.76%(2)	47.62%(20)	40.48%(17)	3.21	0.84	42
(h) My strong desire to attain a passing score on "Take One!"®.	4.76%(2)	7.14%(3)	35.71%(15)	52.38%(22)	3.36	0.82	42
(i) My desire to complete the National Board of Professional Teaching Standard certification process.	19.05%(8)	9.52%(4)	30.95%(13)	40.48%(17)	2.93	1.13	42

15. How important was each of the following factors in your decision NOT TO participate in Take One!®

	Not Important	Low Importance	Moderate Importance	High Importance	Mean Rating	Standard Deviation	Sample Size
(a) My opposition to teacher pay for performance policies.	60.77%(220)	25.97%(94)	9.67%(35)	3.59%(13)	1.56	0.81	362
(b) My belief that "Take One!"® is a waste of time.	52.69%(186)	28.33%(100)	11.05%(39)	7.93%(28)	1.74	0.94	353
(c) The lack of availability of information needed for "Take One!"®.	51.26%(183)	27.45%(98)	13.17%(47)	8.12%(29)	1.78	0.96	357
(d) My belief that "Take One!"® is not likely to make me a better teacher.	49.58%(177)	26.61%(95)	12.61%(45)	11.20%(40)	1.85	1.03	357
(e) My belief that the "Take One!"® stipend is NOT large enough to motivate me work.	44.79%(159)	23.94%(85)	16.06%(57)	15.21%(54)	2.02	1.10	355
(f) My belief that "Take One!"® is a poor measure of what it means to be an effective teacher.	46.88%(165)	28.98%(102)	13.07%(46)	11.08%(39)	1.88	1.02	352
(g) My belief that participating in "Take One!"® is not going to benefit my students.	48.45%(172)	28.73%(102)	12.68%(45)	10.14%(36)	1.85	1.00	355
(h) My fear of not attaining a passing score on "Take One!"®.	63.61%(222)	24.36%(85)	9.46%(33)	2.58%(9)	1.51	0.77	349

16. Please answer the following question about work in an AISD REACH "highest need" school.

	Yes	No	Did not answer	Total	Rating	Deviation	Sample Size
(a) Is your school defined as a "highest need" school in the AISD REACH Pilot? If to question 17. If NO, go to question 23.	70.00%(308)	30.00%(132)	2.05%(9)	449	1.30	(0)	440

17. Please answer the following question about work in an AISD REACH "highest need" school.

	Yes	No	Did not answer	Total	Rating	Deviation	Sample Size
(a) Are you in your first three years of teaching including this school year? If YES, question 18. If no, go to question 22.	30.85%(91)	69.15%(204)	52.20%(154)	449	1.69	(0)	295

18. Please answer the following.

	Yes	No	Did not answer	Total	Rating	Deviation	Sample Size
(a) I am assigned an AISD REACH mentor	51.11%(46)	48.89%(44)	398.89%(359)	449	1.49	(1)	90

19. Please answer the following.

	Yes	No	Did not answer	Total	Rating	Deviation	Sample Size
(a) I know who my AISD REACH Mentor is	79.78%(71)	20.22%(18)	404.49%(360)	449	1.20	(0)	89

20. Please answer the following.

	Yes	No	Did not answer	Total	Rating	Deviation	Sample Size
(a) I have regular contact with my AISD REACH mentor.	76.40%(68)	23.60%(21)	404.49%(360)	449	1.24	(0)	89

21. To what extent do you agree or disagree with the following statements about AISD REACH Mentors during this school year (2008-2009).

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean Rating	Standard Deviation	Sample Size
(a) Assistance from my AISD REACH mentor will help me become a better teacher.	7.87%(7)	11.24%(10)	37.08%(33)	43.82%(39)	3.17	0.92	89
(b) If I have questions about teaching practice, I am likely to seek help from my mentor.	8.99%(8)	16.85%(15)	33.71%(30)	40.45%(36)	3.06	0.97	89
(c) If I have questions about classroom management, I am likely to seek help fro REACH mentor.	8.89%(8)	18.89%(17)	32.22%(29)	40.00%(36)	3.03	0.98	90
(d) The Mentoring component of AISD REACH helps other new teachers become teachers.	3.33%(3)	11.11% (10)	38.89%(35)	46.67%(42)	3.29	0.80	90
(e) The AISD REACH Mentoring program is a waste of time.	55.06%(49)	33.71%(30)	5.62%(5)	5.62%(5)	1.62	0.83	89

22. To what extent do you agree or disagree with the following statements about Recruitment and Retention stipends during this school year (2008-2009)?

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean Rating	Standard Deviation	Sample Size
(a) Offering a new-to-school stipend will help to attract better novice teachers to this school	7.14%(21)	18.37%(54)	55.10%(162)	19.39%(57)	2.87	0.80	294
(b) Offering a retention stipend will help to attract outstanding experienced teac this school.	4.44%(13)	16.04%(47)	42.32%(124)	37.20%(109)	3.12	0.83	293
(c) Offering a retention stipend will help retain outstanding teachers in this school.	3.74%(11)	7.14%(21)	43.88%(129)	45.24%(133)	3.31	0.76	294
(d) The retention stipend should only be offered to highly effective teachers in this school.	16.96%(49)	37.02%(107)	33.56%(97)	12.46%(36)	2.42	0.91	289

23. What level of importance would you give to each of the following elements of AISD REACH?

	Not Important	Low Importance	Moderate Importance	High Importance	Mean Rating	Standard Deviation	Sample Size
(a) Student Learning Objectives (SLOs)	8.56%(38)	10.59%(47)	38.29%(170)	42.57%(189)	3.15	0.92	444
(b) School-wide TAKS Growth	2.50%(11)	9.55%(42)	36.82%(162)	51.14%(225)	3.37	0.76	440
(c) "Take One!"®	23.75%(100)	38.24%(161)	28.03%(118)	9.98%(42)	2.24	0.93	421
(d) AISD REACH Mentoring	7.78%(34)	21.97%(96)	37.53%(164)	32.72%(143)	2.95	0.93	437
(e) New to School Stipend	9.77%(42)	22.79%(98)	38.84%(167)	28.60%(123)	2.86	0.94	430
(f) Retention Stipend	4.60%(20)	7.13%(31)	28.97%(126)	59.31%(258)	3.43	0.82	435

SECTION D. PERCEPTIONS AND ATTITUDES ABOUT AISD REACH COMMUNICATION?
24. To what extent do you agree or disagree with each statement about AISD REACH communication?

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean Rating	Standard Deviation	Sample Size
(a) I regularly receive communication about AISD REACH.	5.24%(23)	25.97%(114)	57.86%(254)	10.93%(48)	2.74	0.72	439
(b) Communications I receive about AISD REACH are generally helpful.	4.82%(21)	20.64%(90)	65.14%(284)	9.40%(41)	2.79	0.67	436
(c) Media coverage (newspapers, television, etc.) of AISD REACH has been posit... program.	10.20%(41)	28.86%(116)	52.99%(213)	7.96%(32)	2.59	0.78	402
(d) Media coverage (newspapers, television, etc.) should not identify the names (and the amount of their AISD REACH stipend.	2.81%(12)	8.43%(36)	33.49%(143)	55.27%(236)	3.41	0.76	427
(e) Teachers and other personnel in my school have opportunities to provide fee AISD REACH staff about the program.	3.00%(13)	10.85%(47)	65.13%(282)	21.02%(91)	3.04	0.66	433
(f) AISD REACH staff members are generally willing to make programmatic cha based on feedback provided by teachers and other school personnel.	4.46%(19)	14.08%(60)	62.68%(267)	18.78%(80)	2.96	0.71	426

SECTION E. PROGRAM IMPLEMENTATION
25. To what extent do you agree or disagree with each statement about the implementation of AISD REACH at this school?

	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean Rating	Standard Deviation	Sample Size
(a) Teachers at this school were involved in the development of AISD REACH.	8.43%(35)	35.90%(149)	44.82%(186)	10.84%(45)	2.58	0.79	415
(b) Teachers at this school had a clear understanding of expectations prior to participating in AISD REACH.	10.98%(47)	30.37%(130)	49.30%(211)	9.35%(40)	2.57	0.81	428
(c) I have sufficient training and information to create effective SLOs.	5.24%(23)	16.63%(73)	65.38%(287)	12.76%(56)	2.86	0.70	439
(d) I have sufficient training and information to effectively implement AISD REACH.	4.90%(21)	18.41%(79)	64.57%(277)	12.12%(52)	2.84	0.69	429
(e) Participation in AISD REACH has increased my workload.	2.05%(9)	14.77%(65)	50.23%(221)	32.95%(145)	3.14	0.74	440