

MPR Reference No.: 6325-110

**MATHEMATICA**  
Policy Research, Inc.

**Design of the Evaluation  
of the Effective Practice  
Incentive Community  
Initiative**

*Final Report*

*March 17, 2009*

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## ACKNOWLEDGMENTS

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The authors would like to thank the many people who contributed to this report. These include Chris Mathews, Allison Jack, Anne Specker, Nick Stableski, Michael Gross, Dianne Houghton, Deborah Levitsky, Kerri Kerr, and Jonathan Schnur at New Leaders for New Schools who are collaborating with us in this evaluation work. It also includes the many staff at the charter schools, Memphis City Schools, and the District of Columbia Public Schools who provided input on the ideas discussed in this report.

A number of staff at Mathematica Policy Research, Inc. also played important roles in the creation of this report. Brian Gill provided quality assurance review and Hanley Chiang made the final revisions. Sharon Peters provided editing support, and Donna Dorsey provided word processing and production support.

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# CHAPTER I

## INTRODUCTION

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In 2006 and 2007, the U.S. Department of Education (ED) awarded \$478 million in grants from the Teacher Incentive Fund (TIF) to support the development of innovative teacher compensation strategies. New Leaders for New Schools (NLNS), together with five partners—Memphis City Schools (MCS), the District of Columbia Public Schools (DCPS), Denver Public Schools, Prince Georges County Public Schools, and a consortium of charter schools—have received more than \$88 million of these funds to implement the Effective Practice Incentive Community (EPIC) program. EPIC offers performance-based awards to staff in high-performing schools in return for their agreement to cooperate with New Leaders’ efforts to document and share effective teaching practices.

Mathematica Policy Research, Inc., (MPR) has been hired to evaluate the EPIC initiative in Memphis, DC, and the charter consortium.<sup>1</sup> In this report, we present our evaluation design. We detail our estimation procedures, document what is currently known about how EPIC operates within the various partners, and provide a workplan for the evaluation moving forward. In this chapter, we provide an overview of EPIC and present our general approach to conducting the evaluation. Chapter II presents our approach to evaluating EPIC in Memphis. Chapter III includes our approach to evaluating EPIC in Washington, DC. Chapter IV presents our approach to evaluating EPIC for the charter school consortium.<sup>2</sup>

### OVERVIEW OF EPIC

EPIC has two key features. First, NLNS offers performance-based awards to staff in high-performing schools, where high performance is identified based on student achievement gains. The awards are made to principals, teachers, and in some cases, additional staff. The awards are designed primarily to encourage staff from high-performing

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<sup>1</sup> We do not present evaluation designs for Denver or Prince George’s County in this report. MPR is not conducting the evaluation of EPIC in Denver and has not yet started work with Prince George’s County.

<sup>2</sup> This report’s discussion of EPIC implementation and programmatic details reflects MPR’s understanding as of March 2008, when this report was written.

schools to help NLNS document effective practices. In addition, eligibility for these awards may operate as an incentive for principals and teachers to improve student achievement.

Second, EPIC includes an intensive effort to document and disseminate effective practices. NLNS works with the highest performing teachers in the highest performing schools to identify practices that may contribute to the observed growth in student achievement. These practices are then disseminated to all schools within the partner organizations, as well as to all schools across the nation. The primary motivation for EPIC is the belief that these dissemination activities will result in changes in teacher practices and thereby cause widespread improvements in student achievement.

Our evaluation of EPIC will examine both the incentive awards and the effective practice components.

### **Incentive Awards**

NLNS is making financial awards to staff in high-performing schools in the 2007/2008 through 2011/2012 school years. The payments are supplemental income for the staff to be used as they see fit.

In the 2007/2008 school year, NLNS made two types of EPIC Awards:

- ***Gold-Gain awards*** were made to the highest-performing schools of each partner; and
- ***Silver-Gain awards*** were made to the second tier of high-performing schools of each partner.

Eligibility criteria for an EPIC incentive award vary from partner to partner. In Memphis, only schools with 50 percent or more of the population eligible for a free or reduced price lunch (F/RPL) are eligible. In DC, all traditional schools are required to participate in the incentive program; however, TIF funds are only used to finance awards for schools with at least 30 percent of students eligible for F/RPL, while district or private funds finance the remainder of the awards. In the charter school consortium, only schools with 30 percent or more of the student population eligible for F/RPL were recruited. Additional factors can affect a school's eligibility for EPIC incentive awards, and those will be covered in subsequent pages.

The criteria used to identify Gold-Gain and Silver-Gain schools also differed from partner to partner. In Memphis and among the charter schools, awards were given to schools with the largest estimates of "value added" to the achievement of their students, as measured by a statistical model that estimates the achievement gains of individual students, adjusting for student background characteristics. Gold-Gain schools were those with the largest value added model (VAM) scores, and Silver-Gain schools were in the next rank in

terms of VAM scores.<sup>3</sup> In DC only Gold-Gain schools were awarded, and they were the schools with the largest increases in the percent of students that were proficient on state tests. In later years DC also plans to use a VAM model to identify award-winning schools.

The number of schools that received Gold-Gain and Silver-Gain awards varied from partner to partner (Table I.1). The number of awardees was determined by NLNS based in part on the distribution of high-performing schools. Other district-specific criteria were used to determine the number of schools in each category.

**Table I.1. Number of EPIC Award-Winning Schools in 2007/2008**

	Eligible Schools	Schools Receiving Gold-Gain Awards	Schools Receiving Silver-Gain Awards
Memphis	136	5	12
DC <sup>a</sup>	132	3	n.a.
Charter School Consortium	97	7	15

<sup>a</sup>DC's EPIC program—called TEAM—does not include Silver-Gain schools.

A central goal of the 2007/2008 awards was to make teachers aware of the EPIC incentive program. For these early awards, there was no incentive period in which teachers could alter behavior in an effort to receive the award. This is because these awards were given out based on performance during the 2006/2007 school year, a period when school staff were unaware of EPIC. Awards to be made in 2008/2009 will be based on performance during the 2007/2008 school year when staff are aware of the program so these awards (and awards given in subsequent years) may serve as an incentive for school staff to increase student achievement.

The types of staff who received an award as well as the size of the award also differed from partner to partner. Principals, assistant principals and instructional staff received awards in Gold-Gain and Silver-Gain schools in all three partners. In DC, other building staff (guidance counselors and school support personnel, such as custodial and lunch service staff) also received awards. The size of the award payments varied substantially. For example, in 2007/2008, principals at Gold-Gain schools received between \$10,000 and \$20,000, and instructional staff in Gold-Gain schools received between \$1,500 and \$8,000 (Table I.2).

<sup>3</sup> VAM scores estimate the average contribution that each school makes to changes in student achievement from one year to another, holding constant other factors that influence student achievement. See Booker and Isenberg (2008) and Booker et al. (2008) for details on how MPR estimated VAM models for Memphis and Charter schools respectively based on 2006-2007 performance.

**Table I.2. EPIC Incentive Award Amounts in 2007/2008**

	Gold-Gain Schools	Silver-Gain Schools
Memphis		
Principals	\$15,000	\$10,000
Assistant principals	10,000	7,500
All instructional staff	1,500	1,000
DC <sup>a</sup>		
Principals	10,000	n.a.
Assistant principals	9,000	n.a.
All instructional staff	8,000	n.a.
Guidance counselors	4,000	n.a.
School support	2,000	n.a.
Charter School Consortium		
Principals	20,000	15,000
Assistant principals	15,000	10,000
All instructional staff	1,500	750

<sup>a</sup>DC's EPIC program—called TEAM—does not include Silver-Gain schools.

In addition to the school-wide awards made in Gold-Gain and Silver-Gain schools, in 2008/2009 and later years, EPIC will make “Spotlight Teacher” awards to selected teachers in the Gold-Gain schools. Spotlight Teachers will be identified through a combination of teacher-level VAM estimates, classroom observations and interviews with building staff.

Table I.3 shows how the timing of awards translates into incentives. A given year's incentive payments are based on growth in student achievement during the previous school year. So in 2008/2009 teachers will receive an award based on their 2007/2008 performance. Performance during the 2007/2008 school year is measured using VAM models. These models compare test score performance at the end of that school year with test score performance at the end of the previous school year, adjusting for factors beyond the control of the school.

**Table I.3. Teacher Performance and Incentive Payments**

Principals and Teachers Have the Incentive to Improve Student Performance in Year...	...to Receive an EPIC Award in Year
n.a.	2007/2008
2007/2008	2008/2009
2008/2009	2009/2010
2009/2010	2010/2011
2010/2011	2011/2012

---

## Effective Practices

The second key feature of EPIC is the documentation and dissemination of effective practices. Once the Gold-Gain schools have been identified, NLNS will work to identify the effective teachers in those schools. In general, the effective teachers will be identified through a combination of teacher-level VAM estimates, classroom observations and interviews with building staff and will receive “Spotlight” teacher awards. However, in the 2007/2008 school year, effective practices will be identified at Gold-Gain schools without awarding Spotlight Teachers.

NLNS will send Effective Practice Teams into the classrooms of the Spotlight Teachers in the Gold-Gain Award schools to document effective practices employed by these teachers. The practices will be identified based on previous research and through classroom observations, interviews with the Spotlight teachers, and interviews with other building staff.

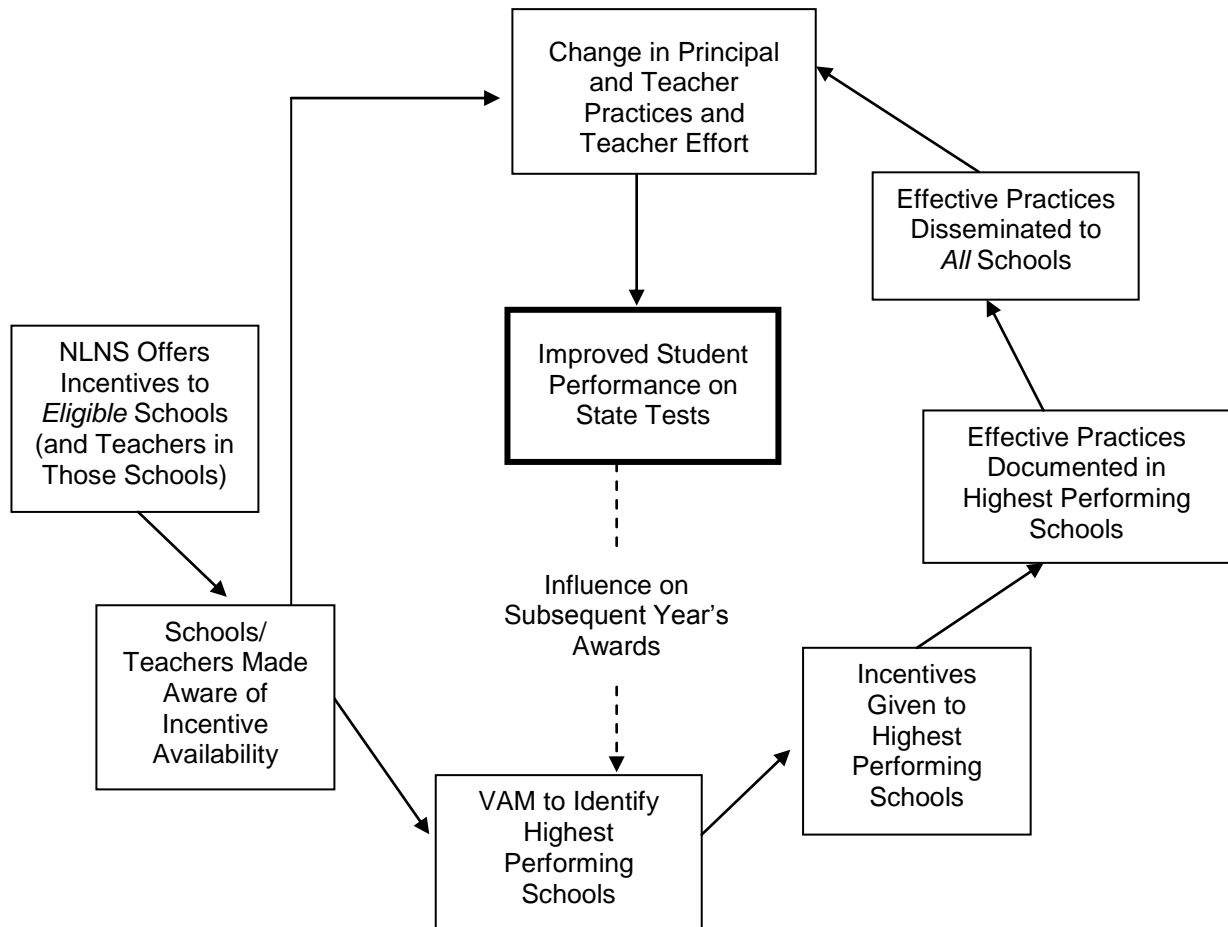
Once the effective practices are identified and documented, NLNS will develop a dissemination campaign. Effective practices dissemination will not be targeted exclusively at those schools eligible for an award. NLNS plans to disseminate practices not only district wide but also nation wide. Current plans call for dissemination through internet-based presentations and videos but NLNS is also considering other modes of dissemination.

## Conceptual Framework

Both the incentive payment and the effective practice components of EPIC can lead to increases in student performance (Figure I.1). First, the availability of a performance-based award may alter teacher effort for those who are motivated to receive an award. Teachers may work more intensely with students to improve their performance, and/or they may be more willing to try new instructional practices that affect student performance. Second, regardless of the incentives, the effective practices disseminated by NLNS may change principal and teacher practices in ways that improve student performance.

Our evaluation will be focused on two key relationships in this conceptual framework. First, we will examine whether there is a relationship between a school’s eligibility for incentive awards and student performance. Second, we will examine whether principals and teachers alter their practices in response to the effective practice dissemination. Because the dissemination of effective practices is not exclusive (leaving us without an appropriate comparison group), we will not be able to examine whether any changes in principal or teacher practices caused by the EPIC dissemination activities lead to changes in student performance.

**Figure I.1. Conceptual Framework for the Effects of EPIC on Student Performance**



## RESEARCH QUESTIONS

The evaluation will focus on both the incentive award component and the effective practices component of EPIC. Separate research questions have been developed for each of those components. This section presents the research questions. The subsequent sections then present our approach to answering these questions, and our approach to collecting the data needed to answer these questions.

## Incentive Components

It is important to note that the set of research questions for this study is limited in part by constraints on our ability to estimate the counterfactual. In examining the impact of incentives, we would like to know how students would have performed if their teachers were not eligible for an incentive award, but the lack of an appropriate comparison group for some (but not all) partners means we cannot estimate that counterfactual. As a result, for partners where we have no comparison group, our research will simply examine the degree



to which principals and teachers are aware of their eligibility, but not whether eligibility affects student performance. In those districts where there is a comparison group, we will examine how student performance is affected by EPIC eligibility.

We will use both quantitative and qualitative procedures to answer the following questions:

- How aware are principals and teachers that they are eligible for EPIC's performance based incentives? Do principals and teachers in schools that are ineligible for EPIC have the misconception that they are eligible?
- What are principals' and teachers' perceptions of performance-based pay? How do these perceptions change over time?
- In what ways do teachers and school administrators learn of the availability of these incentives?
- Do principals understand the requirements associated with eligibility for EPIC incentive payments?
- What are principals' expectations regarding whether incentives will affect teacher behavior and student outcomes?
- What impact does eligibility for EPIC incentive awards have on student achievement? (This item was only examined for partners with a comparison group.)
- Do the answers to these questions differ by partner or, when appropriate, by student or staff characteristics?

Qualitative procedures will be used to answer the following questions:

- Are there other concurrent changes that could explain changes in student outcomes?
- What successes and challenges were encountered in the implementation of the incentive award components of EPIC?
- In what ways do school staff believe that the incentive components of EPIC could be improved?

Additional quantitative questions will be examined as part of exploratory analyses. In particular, we will examine whether there are differences in impacts by school characteristics, and we will test the robustness of the impact estimates by using various subsets of the comparison groups. Our statistical power will be low for these types of questions.

## Effective Practices

The effective practices identified by NLNS will be disseminated to all schools, regardless of whether the school is eligible for incentives or even part of a partner organization. As a result, we have no comparison group with which to examine whether student performance in schools that receive effective practice information differs from student performance in schools that do not receive effective practice information. We can, however, examine whether principals and teachers change how they use the practices that are disseminated by EPIC relative to how they change practices not disseminated by EPIC.

We will use both quantitative and qualitative procedures to answer the following questions:

- Before EPIC's best practices are disseminated, how do principals and teachers learn about best practices for teaching in their grade/subject?
- Before EPIC's best practices are disseminated, what are principals' and teachers' expectations for teacher practices disseminated via the internet?
- How do EPIC Effective Practice Teams identify best practices? How are they disseminated?
- What are principals' expectations regarding whether EPIC effective practices will lead to changes in principal and teacher behavior?
- Are principals and teachers aware of EPIC effective practices after they are disseminated? How do principals and teachers become aware of these practices?
- How do principals and teachers report changing their teaching practices in response to EPIC effective practice dissemination?
- Are schools with NLNS-trained principals more likely to adopt the NLNS-disseminated EPIC effective practices than schools without NLNS principals?
- Do the sources that principals and teachers use to identify best practices change after EPIC effective practices are disseminated?
- Are principals with positive expectations for internet-based practices more likely to adopt EPIC effective practices?
- Are principals or teachers with positive attitudes toward performance-pay programs more likely to adopt EPIC effective practices?
- Does the use of the educational practices disseminated by EPIC increase more than the use of other types of educational practices known to be effective after the EPIC effective practice dissemination occurs?

- Do schools eligible for EPIC awards adopt NLNS effective practices more than other schools?
- Do the answers to these questions differ by partner or, when appropriate, by student or staff characteristics?

Qualitative procedures also will be used to answer these questions:

- Are there other concurrent changes that could affect the practices adopted by principals and teachers?
- What successes and challenges were encountered in the implementation of the effective practice component of EPIC?
- In what ways do principals and teachers believe that the effective practice components of EPIC could be improved?

The answers to these research questions will be used in both formative and evaluative ways. Interim results on principals' awareness of and expectations for EPIC will be used by NLNS to refine their information-dissemination approach. Analysis of changes in student performance (where possible) and changes in principal and teacher behavior will be used to understand the impact of EPIC.

## **RESEARCH APPROACH**

This section describes the approach we will use to answer research questions on the incentive award and effective practice components of EPIC. While the subsequent section provides the details on how we will collect data to conduct this research, it is useful now to list the data sources for this study. Four primary sources of data will be used to answer the research questions:

1. Administrative data on student test performance and background characteristics
2. Surveys of principals and assistant principals in EPIC-eligible and EPIC-ineligible schools conducted in spring of 2008 and the spring of 2010
3. Surveys of teachers in EPIC-eligible and EPIC-ineligible schools conducted in the spring of 2010
4. Case studies of EPIC-eligible schools conducted during the 2008/2009 and 2009/2010 school years

Table I.4 indicates which sources of data will be used to answer the various research questions in this study.

**Table I.4. Research Questions by Data Source**

Research Question	Student Data (VAM)	Principal Survey (2008 and 2010)	Teacher Survey (2010)	Case Studies (2009 and 2010)
<b>EPIC Incentive Awards</b>				
How aware are principals and teachers that they are eligible for EPIC's performance-based incentives? Do principals and teachers in schools that are ineligible for EPIC have the misconception that they are eligible?		✓	✓	✓
What are principals' and teachers' perceptions of performance-based pay? How do these perceptions change over time?		✓	✓	✓
In what ways do teachers and school administrators learn of the availability of these incentives?		✓	✓	✓
Do principals understand the requirements associated with eligibility for EPIC incentive payments?		✓		✓
What are principals' expectations regarding whether incentives will affect teacher behavior and student outcomes?		✓		✓
What impact does eligibility for EPIC incentive awards have on student achievement? (Only examined in districts with a comparison group)	✓			
Are there other concurrent changes that could explain changes in student outcomes? (Only examined in districts with a comparison group)		✓	✓	✓
What successes and challenges were encountered in the implementation of the incentive award component of EPIC?				✓
In what ways do school staff believe that the incentive components of EPIC could be improved?				✓
<b>EPIC Effective Practices</b>				
Before EPIC's best practices are disseminated, how do principals and teachers learn about best practices for teaching in their grade/subject?		✓		
Before EPIC's best practices are disseminated, what are principals' expectations for teacher practices disseminated via the internet?		✓		

Table I.4 (continued)

Research Question	Student Data (VAM)	Principal Survey (2008 and 2010)	Teacher Survey (2010)	Case Studies (2009 and 2010)
How do EPIC Effective Practice Teams identify best practices? How are they disseminated?				✓
What are principals' expectations regarding whether EPIC effective practices will lead to changes in principal and teacher behavior?		✓		
Are principals and teachers aware of EPIC effective practices after they are disseminated? How do principals and teachers become aware of these practices?		✓	✓	✓
How do principals and teachers report changing their teaching practices in response to EPIC effective practice dissemination?		✓	✓	✓
Do the sources that principals and teachers use to identify best practices change after EPIC effective practices are disseminated?		✓	✓	✓
Are schools with NLNS-trained principals more likely to adopt the NLNS-disseminated EPIC effective practices?		✓		
Are principals with positive expectations for internet-based practices more likely to adopt EPIC effective practices?		✓		
Are there other concurrent changes that could affect the practices adopted by principals and teachers?		✓		✓
What successes and challenges were encountered in the implementation of the effective practice component of EPIC?				✓
Are principals or teachers with positive attitudes toward performance-pay programs more likely to adopt EPIC effective practices?		✓	✓	✓
Are the educational practices disseminated by EPIC used more than other types of educational practices known to be effective after the EPIC effective practice dissemination occurs?		✓	✓	✓
Do schools eligible for EPIC awards adopt NLNS effective practices more than other schools?		✓	✓	✓
In what ways do principals and teachers believe that the effective practice components of EPIC could be improved?		✓	✓	✓

## Incentive Awards

Probably the most difficult-to-answer question about the incentive awards is whether the availability of incentive awards leads to changes in student outcomes. To answer this question, we will compare changes in student achievement at the “treatment” schools (that is, EPIC-eligible schools) with some proxy for what changes would have been observed in the absence of incentives.

One proxy for what would happen in the absence of incentives is what happens to outcomes over the same pre-EPIC to post-EPIC period at “comparison” or “control” schools. To hold constant such factors as teacher labor markets and administrative policies, the comparison schools should be schools that are similar to the treatment schools but ineligible for EPIC. In our case, we will look at schools that are within the same school district.<sup>4</sup> Ideally, we would identify comparison schools through random assignment. That is, treatment (EPIC-eligible) and comparison schools (EPIC-ineligible) would be selected at random from within the same school district. However, the partners were not amenable to random assignment, partly for logistical reasons and partly because of concerns about trying to simultaneously explain merit pay and random assignment to educators.

Without random assignment, a quasiexperimental design (QED) can be used. Under a QED, treatment and comparison schools are selected by a process that is not random. It is still important that treatment and comparison schools are similar, and it is crucial that the comparison schools do not receive the treatment (that is, do not believe they are eligible for EPIC awards). Given that any differences in outcomes could be attributed to the selection process instead of the treatment, the results from a QED are generally less compelling than similar results from a study using random assignment.

EPIC was implemented in different ways in the three partners in our study. As a result, the opportunity to identify a comparison group differs from district to district:

- In Memphis, there are both EPIC-eligible and EPIC-ineligible schools. While the schools are different in important ways in addition to EPIC eligibility status, it is still possible to estimate an impact of incentive awards by looking at how outcomes changed for eligible schools compared with ineligible schools when EPIC was implemented.
- In DC, virtually all schools are eligible for EPIC incentive awards. As a result, there is no comparison group of schools with which to measure an impact of incentive awards.

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<sup>4</sup> An explicit assumption in using comparison schools from the same district is that there is no “contamination” of the treatment in the comparison schools. However, the potential for contamination exists. One type of contamination would occur if comparison schools believed they were eligible for an award. Another type of contamination would occur if high-performing teachers from ineligible schools transferred to eligible schools (affecting the teacher composition of both the eligible and ineligible schools).

- In the Charter School Consortium, there are no schools that are ineligible for EPIC. Nevertheless, there are a handful of cities with multiple EPIC-eligible charter schools and also large numbers of EPIC-ineligible charter schools. In those cities, it may be possible to obtain data from a comparison group of EPIC-ineligible charter schools for use in our study.

Where viable comparison groups exist, we will employ a difference-in-differences approach to estimate the impact of EPIC eligibility on student performance and other outcomes. The difference-in-differences approach examines whether changes observed at treatment schools before and after EPIC are different from similarly measured changes at comparison schools. For example, if student performance increases more at treatment schools relative to comparison schools, this will be taken as evidence that EPIC incentive awards improved student performance.

For the Charter School Consortium and for Memphis, a difference-in-differences approach can be employed. The specifications of the separate models used to estimate the difference-in-differences are discussed in the subsequent chapters for each of those partners. For DC, there is no valid comparison group of schools. As a result, we cannot estimate the impact of EPIC incentive awards there.

Other, nonimpact questions about the incentive awards can be answered for all partners. For example, we can examine principal and teacher responses to surveys and case study interviews to gauge their level of awareness of EPIC to determine whether the treatment itself even occurred. We can also explore principal and teacher perceptions of performance based incentives and whether these perceptions change over time. Also some measures of principal and teacher behavior and perceptions can be compared across partners. It is possible that staff awareness of EPIC and/or their opinions of performance-based awards could differ from partner to partner, perhaps in part because of variations in how the EPIC incentive components were implemented with the different partners.

## **Effective Practices**

Our analysis of the effective practices component of EPIC is focused on two issues. First, we will conduct a process analysis of the identification of and dissemination of effective practices. Using a case study approach, we will shadow NLNS staff as they identify effective practices, and interview staff at the district and school level. Our case study approach will document the steps NLNS takes to identify and disseminate effective practices, and will discuss key challenges (and the implications of those challenges) experienced along the way.

The second question about the EPIC effective practices is whether principals and teachers adopt those that are disseminated by EPIC.<sup>5</sup> Effective practices are disseminated to all schools, regardless of their eligibility for EPIC incentive awards. As a result, there is no control group with which to test whether staff in schools receiving EPIC effective practices dissemination change practices in ways different from staff in schools that did not receive it.

Instead, we can examine a broad array of baseline practices of principals and teachers in all schools in a district (regardless of incentive award eligibility), and then see if those staffs report larger increases in practices that are disseminated by EPIC than in practices not disseminated by EPIC. This will allow us to examine whether effective practice dissemination increases the likelihood that schools change some practices versus others. Additionally, for partners that have both eligible and ineligible schools, we can examine whether schools that are eligible for an EPIC award are more likely to adopt EPIC effective practices.

A key assumption in our analysis of how principals and teachers respond to effective practice dissemination is that the level of dissemination is uniform across schools in our analysis sample. Thus, schools have equal access to the information that is disseminated regardless of whether they are eligible for EPIC, win an EPIC award, have a principal trained by NLNS, etc.

The fact that the EPIC effective practices have not yet been defined facilitates this design because it ensures that principals and teachers are unaware of which effective practices EPIC will disseminate. However, it also complicates the design because it requires us to measure a wide set of practices at baseline and hope that some, but not all, of those captured in the surveys end up being identified by EPIC as effective. If all or none of the practices are disseminated by EPIC, this design will not be able to measure changes in the use of effective practices (and we will be able to gauge changes only through post-dissemination self-reporting of principals and teachers).

To develop a set of baseline practices, we worked with EPIC staff to identify the types of practices in which they have the greatest interest. These include such practices as the use of data to track school and class outcomes in a formative way, the use of structured staff meetings to share practices, etc. We will measure these baseline practices both in terms of the relative importance teachers and principals place on them (not important to very important) and the frequency with which they are employed (never to always). This will allow us to identify situations where staff employ practices that they believe are unimportant (and therefore may not implement them effectively) as well as situations where staff are not using practices that they believe are important. We can then track changes along both dimensions.

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<sup>5</sup> The effective practices and the incentive awards are interrelated. While we treat the components as separate for the purposes of describing the evaluation design, in practice there may be a relationship between whether a school is eligible for an award and whether they adopt the effective practices disseminated by NLNS.



Due to funding limitations, our baseline survey is limited to principals and assistant principals. We can examine changes in principal practices by comparing principal responses in baseline to principal responses in the follow-up survey. We can also explicitly ask principals in the follow-up survey about changes they may have made in response to EPIC effective practice dissemination. Without a baseline survey for teachers, we can gauge changes in teacher practices only by (1) examining changes in the practices that principals report their teachers are using and (2) by asking teachers whether they have changed practices in response to EPIC effective practice dissemination.

Other, nonimpact questions about the effective practices component will also be examined. Specifically, we can examine principals' expectations for the effective-practices component of EPIC before the practices are disseminated, and examine how aware principals and teachers are of the practices after they have been disseminated. We can also use the information collected through case studies to further explore how principals and teachers respond to the EPIC effective practices. The case studies will allow us to talk with staff in detail about why they may or may not find the EPIC effective practices relevant or useful. We can use the case studies to identify and illuminate dissemination strategies. We also can use the case studies to identify obstacles to effective dissemination.

## **DATA COLLECTION**

Three key types of data will be collected for this study: (1) data on student characteristics and academic performance, (2) survey data, and (3) site visit data.

### **Student Data**

Student data will be collected for VAM estimation. For each partner, data will be collected for 2005/2006 through 2010/2011 so NLNS can identify Gold-Gain and Silver-Gain awards for each partner. For the evaluation of EPIC, we will use data from 2005/2006 through 2009/2010.

The information available on student records differs from partner to partner (Table I.5). These data will be used to describe the characteristics of schools in each partner (where relevant, comparing treatment and comparison schools at baseline). They also will be used to examine the impact of incentive awards on student performance.

We will conduct a thorough analysis of these data for each of the partners, as will be discussed in subsequent chapters. We will prepare a series of detailed tables comparing school characteristics across meaningful groupings to identify any important baseline differences that could influence difference-in-differences comparisons, survey response patterns, or other components of this evaluation. The specific characteristics that are examined are a function of the student information available from each partner. The groupings across which comparisons will be made will depend in part on the characteristics of EPIC in each partner.

## Survey Data

Survey data will be used to answer research questions for both the incentive awards and the effective-practices components of EPIC as shown in Table I.4. Two rounds of surveys will be conducted. In the first round, to be conducted in the spring of 2008, we will survey principals and assistant principals (APs) in each of the three partners. The survey will be administered to a sample of principals and APs in schools that are eligible for the incentive awards, and, in Memphis, also to a sample of principals and APs in schools that are ineligible for the incentive awards.<sup>6</sup> A total of 80 schools will be selected for the survey in Memphis and DC, as well as all 97 schools in the charter consortium. All principals and APs in those schools will be included in the sample.

**Table I.5. Student Information Available by Partner**

	Memphis	DC	Charter School Consortium
Grade	✓	✓	✓
Academic performance	✓	✓	✓
Days enrolled	✓		✓
Days present	✓		
Race/ethnicity	✓	✓	✓
Gender	✓	✓	✓
Free/reduced price lunch eligibility	✓	✓	✓
Limited English proficiency status	✓	✓	✓
English as a second language status		✓	
Special education status	✓	✓	✓
Suspended days	✓		
Student retained	✓	✓	
Expulsion status	✓		
Excused and unexcused absences		✓	

The second round of the survey, to be conducted in the spring of 2010, will be administered to the same schools in each of the partners. Surveys will be administered to the principals and APs, and a separate survey will be administered to a sample of 5 teachers in each of the 80 schools.

<sup>6</sup> The principal/AP survey in 2008 is not being given to the comparison charter schools because those schools have not yet been identified.

Because there is no survey of teachers conducted in the spring of 2008, information on whether teacher practices change in response to EPIC will be obtained from two sources. First, in the 2010 teacher survey, we will ask teachers to self-report changes in practices. Self-reported changes are helpful but are subject to bias if teachers are more likely to report changes in certain practices simply because they are being disseminated by EPIC. Second, we will ask principals to generalize about teacher practices in 2008 and again in 2010, and we will examine whether principals' reports of teacher practices change between 2008 and 2010. This measure of change is constrained by whether principals can accurately report on teacher practices and whether the range of teacher practices in a given school is narrow enough to be easily generalized. For each sampled school, we will test both of these constraints by comparing principals' reported teacher practices in 2010 with teacher reported practices in 2010. If the principal and teacher reports are consistent, we can have more confidence in changes measured from principal reports in 2008 and 2010.

**Instrument.** The instrument for the spring 2008 Principal/AP survey was designed to capture the following information:

- Awareness of EPIC, including eligibility requirements and award criteria
- Perceptions of performance-based pay
- Current practices of principals, APs and teachers
- Current sources of best practices for principals, APs and teachers
- School environment
- Other changes concurrent with EPIC

Appendix A includes the table of constructs captured in the survey and Appendix B includes the survey instrument for the spring 2008 Principal/AP survey. The instrument is intended to take 25 to 30 minutes to complete. The survey will be pretested on a sample of principals from schools that are not part of the partners.

The primary mode for this survey will be the internet. A paper instrument will be mailed to principals and APs, but the cover letter accompanying the paper instrument will encourage completion over the internet. For principals and APs who do not complete the internet or paper version, we will attempt to conduct the survey by phone. The telephone follow-up has been proven effective in increasing response rates. Additionally, we will offer all sampled principals and teachers incentives (in the form of \$25 checks) to participate in the survey. We anticipate achieving an 85 percent response rate on each survey, with three quarters of the questionnaires completed by mail or internet and one quarter by telephone.

Similar instruments will be developed for the 2010 survey. The instruments will capture much of the same information on current practices, as well as information on the reason for changes in practices and on perceptions of EPIC effective practice dissemination activities.

**Selecting Schools and Sample Members.** For each partner, we will construct a sample frame of schools for the survey. In Memphis and DC, 80 schools will be randomly sampled. The sample will be stratified by eligibility for EPIC incentives (where relevant), by the level of the school (elementary, middle or high), and by whether the principal at the school was trained by NLNS. Proportionate sampling will be conducted within each stratum. For the Charter School Consortium, all 97 schools in the consortium in the 2007/2008 school year will be included in the survey.

### **Case Study Data**

Case study data will be used to enhance our knowledge of how the EPIC initiative is implemented. Case studies will be central in examining the process of identifying and disseminating effective practices. While case study data will not be used directly in the impact-estimation models, the results of the case studies will be critical in helping us understand where and how EPIC may have an effect on teacher practice and student performance, and will enable us to check the face validity of our results. Case study site visits will be used to develop a deeper understanding of educators' awareness, understanding, and perceptions of EPIC than would be possible using the survey data alone. The case studies will also be used to document the methods that Effective Practice Teams use to assess the practices of effective teachers and to disseminate those effective practices.

Two rounds of case studies will be conducted at four schools for each partner. The first round will be in the spring of 2009. At this point, EPIC incentive awards will have been made twice (with the second award occurring the previous fall). Additionally, the NLNS Effective Practice Teams will have conducted two rounds of their own case studies to identify effective practices, and will have disseminated the practices identified through their first round. The second round of MPR case study site visits for this evaluation will occur in the spring of 2010, after three rounds of awards, three rounds of effective practice identification and two rounds of effective practice dissemination. The 2010 case study site visits will occur before the 2010 principal and teacher surveys.

**Selecting Schools.** Since each partner will have more than four schools participating in the EPIC intervention (i.e., eligible for awards), MPR will select a subset of those schools for the case study component. Schools that are ineligible for incentive awards will not be included in our site visits.

For the first round of case studies, we will work with NLNS on an appropriate sampling plan based on the needs of our evaluation. The decision on which characteristics to use in selecting schools will depend in part on NLNS experience with identifying effective practices in the 2007/2008 school year and on how NLNS identifies award-winning schools in the 2008/2009 school year. One option is to sample schools based on grade levels served to help determine how impacts of EPIC might vary in this dimension. We could also sample to ensure we obtain at least some schools that had received an EPIC gold award and thus participated in the collection of effective practice information. A site visit with a school with a New Leaders principal might help inform us about how EPIC can work when New Leaders has a strong connection to the school. Finally, we may be able to use self-assessment

data that school administrators provide to NLNS as part of EPIC to help identify other useful selection criteria.

The second round of case studies may or may not be conducted with the same schools visited during the first round. This will depend in part on the results of the first survey and the first round of site visits, and on any developments in the implementation of EPIC over time. If additional research questions arise for which it would be useful to know how the same schools are responding to new issues, we will visit the same four schools. If, however, that is not the case, we will select four new schools to visit during the second round of case study site visits.

**Conducting Site Visits.** Two MPR team members will jointly conduct the visits to each school district. The first activity in each district will be a meeting with the district superintendent or his or her designee (for charter schools, we may conduct a meeting with the relevant charter management organizations, as appropriate). During this meeting, the site visitors will introduce themselves and the purpose of the visit. They also will meet with the district's NLNS liaison during that initial visit.

The school-level visits will have similar agendas. Site visitors will interview the principal, assistant principal(s), and teachers. Most of these interviews will be one-on-one, except two discussions will be held with small groups of teachers.

We will ask each school principal to designate a staff person to help us schedule the site visit. We will randomly select five teachers for the group-level discussions and three teachers for individual interviews and will stratify our sample to ensure that at least some Spotlight Teachers are included in our sample in Gold-Gain schools. We will sample so that across all of the schools in each partner the identified teachers vary by grade level, subject taught, and years of experience. We will work with the designee on how to best accommodate teachers' schedules so that we can conduct the group discussions and one-on-one interviews. If scheduling difficulties arise we will replace unavailable teachers with randomly selected available teachers and ask principals if the new teachers selected differ from those who were unavailable.

In addition to interviews with district and school staff, MPR staff will shadow the Effective Practices team in some schools. In this shadowing process, MPR staff will observe (but not participate in) meetings with staff of Gold-Gain schools to identify and articulate effective practices in those schools. We will use this information to better understand exactly how effective practices are identified.

For each round of site visits, we will develop a semi-structured protocol to guide interviews with district and school staff. Topics covered in the protocol may include:

- ***Teacher Best Practices.*** How do principals and teachers currently identify effective teaching practices to use in the classrooms? What are the resources they most commonly use? Why? What kinds of resources would they like to have available?

- ***Rollout of EPIC.*** How were the schools and teachers informed about EPIC? When did they hear that NLNS and the district would be implementing EPIC? When and how did schools and teachers learn about the award announcements?
- ***Awareness of EPIC.*** What do respondents know about EPIC, including the incentives for student achievement and the identification and dissemination of effective practices? Do they know the basis on which the awards are made? Are staff more aware of some aspects of EPIC than others?
- ***Identification of Effective Practices.*** For Gold-Gain schools, what steps did NLNS take to identify effective practices? How did school staff, district officials and/or NLNS determine that the practices are, in fact, effective?
- ***Dissemination of Effective Practices.*** What steps did NLNS take to disseminate effective practices? Do school staff find the information disseminated helpful? Do staff find the dissemination venues accessible? Do staff at Gold-Gain schools feel that the information disseminated accurately reflects the practices they believe are effective?
- ***Perceptions of EPIC.*** What are respondents' reactions to EPIC? What do they think are the benefits? What do they think are the drawbacks? How do they think the EPIC will affect their behavior in the classroom? How do they think it will change their colleagues' behavior? In what ways could EPIC be improved?
- ***Quality of School Climate.*** What factors influence the school climate, and how? To what extent do administrators and teachers enjoy working at the school? What is the average tenure of an administrator at the school? A teacher? Can this information be better obtained from administrative data?

The protocol will be used as the basis for a template for writing up the case studies. As soon as possible after completing each site visit, the site visit team will prepare a report, conforming to this template, and summarize the responses of the various respondents to each of the protocol questions.

## ANALYSIS OF SITE VISIT DATA

Upon completing the site visits and site visit reports, we will conduct an analysis of information collected during our visits. This analysis will be used to identify common themes emerging in response to the various questions explored on the site visits. The analysis will be conducted in three key steps:

**Step 1: Summarize Information by Interview and School.** The first step in analyzing site visit data will be to summarize information from each interview or groups of interviews. For each partner, we will summarize all information collected through the various interviews at each school. Table I.6 shows a sample grid for a theme table examining school information. For each partner, one theme table will be created to summarize information

collected during district-level interviews, one to summarize the results of interviews with principals and APs at each school visited (Table I.6) and one to summarize the results of interviews with teachers at each school visited. The tables can then be reviewed to identify common threads.

**Table I.6. Grid for Site Visit Theme Table: Partner A**

Theme	Principal and AP, School A	Principal and AP, School B	Principal and AP, School C	Principal and AP, School D
Teacher best practices				
Rollout of EPIC				
Awareness of EPIC				
Perceptions of EPIC				
Quality of school climate				

**Step 2: Summarize Information Across Data Collection Activities.** We also will create theme tables to allow us to compare information collected via site visits with information collected through the surveys. For each partner, we will distill all site visit information collected from district staff, principals, and teachers. Where relevant, we will summarize the pertinent information collected through our principal and teacher survey. These will be presented in a second-level theme table constructed for each partner (Table I.7). This will allow us to identify areas where site visit and survey data are consistent and where they are inconsistent.

**Step 3: Describe the Teacher Practices and Perceptions of EPIC.** After the theme tables have been completed, we will develop a comprehensive, detailed description of teacher practices and teacher perceptions of EPIC. These descriptions, which will be partner-specific, will summarize the various themes emerging from our analysis of the theme tables. We will characterize the four schools visited in our site visits and compare those themes with results from our survey.

**Table I.7. Grid for All Data Collection Activities: Partner A**

Theme	Site Visit Interviews	Survey
Teacher best practices		
Rollout of EPIC		
Awareness of EPIC		
Perceptions of EPIC		
Quality of school climate		

### SCHEDULE

Table I.8 presents the general schedule for the evaluation of EPIC. The initial incentive awards were made between December 2007 and March 2008. In the spring of 2008, we will conduct our first principal/AP survey, and NLNS will begin identifying effective practices through visits to Gold-Gain schools; Silver-Gain schools will be asked to provide written documentation of their practices but will not be visited. In fall 2008, a second set of incentive awards will be made. In spring 2009, NLNS will begin identifying effective practices through visits to the new award-winning schools in both the Gold-Gain and Silver-Gain tiers, and MPR will conduct the first round of case study site visits. A similar pattern will occur in the 2009/2010 school year, beginning with the third round of awards in fall 2009. In spring 2010, NLNS will conduct the third round of effective practice visits and MPR will conduct the second round of case study site visits and administer the principal/AP and teacher surveys.

### OUTLINE OF THE REMAINDER OF THE REPORT

This chapter has provided an overview of the design for evaluating the incentive award and effective practice components of EPIC. The subsequent chapters discuss specific design details for Memphis, DC, and the Charter School Consortium, respectively. In each chapter, we describe partner-specific details on the EPIC initiative, explain how impact estimates (where possible) will be computed, and discuss special considerations in sampling and analysis.



**Table I.8. Evaluation Schedule**

Timeframe	Activity
Winter/spring 2008	First EPIC incentive awards
Spring 2008	Baseline principal survey Effective practice identification visits by EPIC team
Fall 2008	Second EPIC incentive awards
Spring 2009	First MPR case study visits Effective practice identification visits by EPIC team
Summer 2009	Estimates of impact of incentive payments on student performance in 2008/2009
Fall 2009	Third EPIC incentive awards
Spring 2010	Follow-up principal survey Teacher survey Second MPR case study visits
Summer/fall 2010	Report on EPIC effective practices

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## CHAPTER II

### EVALUATION OF EPIC IN MEMPHIS

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In this chapter, we describe the criteria and results for the first round of EPIC awards for Memphis City Schools (MCS), the eligibility requirements for those awards, and how we will compare background characteristics of eligible and ineligible schools. Next, we explain how MPR will evaluate the incentive award components of EPIC for MCS, with a particular focus on the quantitative analyses. Finally, we discuss the sampling criteria for schools chosen to participate in the principal and teacher surveys.

#### MCS 2007 AWARDS

In early 2007, New Leaders for New Schools (NLNS) informed MCS of their eligibility for school performance awards, the first of which were given out by New Leaders in December 2007. The awards were based on value-added performance for the 2006/2007 school year as calculated by MPR. NLNS presented 5 schools with Gold-Gain awards and 12 schools with Silver-Gain awards. The recipients of the Gold-Gain awards, which included 2 elementary schools, 2 middle schools, and 1 high school, had the greatest value added scores. The 12 Silver-Gain schools (10 elementary, 1 middle, and 1 high school) ranked just below the gold schools in terms of value-added scores.<sup>7</sup> This is out of a total of 136 Memphis schools that were eligible for EPIC awards.

In the spring of 2008, NLNS will start to visit EPIC award-winning schools in Memphis to identify promising practices and gauge educators' reactions to EPIC. The next school awards for Memphis will be announced in 2008/2009 on the basis of VAM performance as measured in spring 2008 tests. Spotlight Teacher awards will be given out in Memphis starting in 2009/2010.

Eligibility for an EPIC award in Memphis depends on several factors. To be eligible, a school (1) must have at least 50 percent of its student body qualifying for free or reduced-price lunch (F/RPL), (2) cannot be a charter school, and (3) cannot be participating in

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<sup>7</sup> An additional five schools were nominated for an award; however, since less than 80 percent of the teachers in these schools voted to accept the award, as required in Memphis, the schools did not receive the awards. New Leaders plans to investigate why teachers chose to reject the awards in those schools.

another program that offers performance pay. Memphis had two such incentive programs: the Fresh Start program and the Striving School program.

The Fresh Start incentive program, which began in June 2004, rewards staff in participating schools for meeting certain performance goals. These goals are based on outcomes such as grades, test scores, completion of Individual Education Plans for special education students, disciplinary outcomes, student attendance, and staff attendance. These measures all differ from the VAM models in that there is no attempt to adjust for factors beyond the control of the school, such as prior performance or other background characteristics. The average teacher awards for the Fresh Start program range from \$500 per teacher (for schools that reach at least 50 percent of the goals but less than 60 percent) to \$3,000 per teacher (for schools that reach at least 90 percent of the goals).<sup>8</sup> In its inaugural year (2004/2005), five schools participated in the program. The following year, three additional schools joined the program.

The Striving School program was more recently launched. In the summer of 2007, it was announced that a group of MCS schools on the state's probationary list of "striving schools" would receive an additional \$9.7 million to support an intensive effort to improve students' test scores and overall performance. These funds would allow an anticipated 15 schools (4 of which are included among the Fresh Start schools), to institute numerous changes including lengthening the school day, hiring additional staff, and providing performance-based incentives for principals, teachers and staff.

Our comparison group will be limited to schools for which MPR has value-added data. Within this set of schools, some did not meet the F/RPL criterion, some were either Fresh Start or "Striving Schools," some were charter schools, some were alternative schools, and some were ineligible for unknown reasons. This results in a comparison group of 46 MCS schools and a treatment group of 136 MCS schools. Schools for which MPR does not have value-added data primarily include charter, alternative and vocational schools.

## EVALUATION

This section explains the methodologies that MPR will employ to evaluate the incentive and dissemination of promising-practices components of NLNS' EPIC program in Memphis. We begin by describing the descriptive statistics we will use to examine the characteristics of the schools. We then explain the model we will use to estimate the impact of incentives and discuss several variations of it, explain issues related to the power analysis, and present the sampling design for the principal and teacher surveys.

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<sup>8</sup> The calculation to determine the percent of goals met is fairly complex, based on nine weighted criteria that depend on meeting a goal or, if the goal is not met, examining the gain towards meeting the goal.

## Descriptive Analysis

To paint a baseline picture of each of the partners involved with EPIC, a series of school, student, and teacher characteristics will be compared across different groupings of Memphis schools. As discussed in Chapter I, each partner provided us with student demographics and other student-level characteristics. We also will obtain school and teacher characteristics from the NCES Common Core of Data and other publicly available sources where possible.

The analysis of baseline characteristics will be used, in part, to identify pre-existing differences among schools that could account for trends in student achievement, survey response patterns, etc. The primary unit of analysis will be the school. Characteristics of students and of teachers will first be calculated at a school level and then averaged across schools. The descriptive analysis for Memphis will compare schools grouped in a variety of ways. Initially, comparisons will be made across such groupings as:

- Eligibility status (eligible vs. ineligible)
- Reason for ineligibility (high-income school, Fresh Start school, Striving School or charter school)
- Award status (Gold-Gain vs. Silver-Gain vs. no award)
- School level (elementary or secondary)
- Value-added quartile (top quartiles, middle two quartiles, bottom quartile)

To explore the data further, we also may compare differences by grouping schools based on student demographics, school performance or teacher characteristics. Additionally, we will conduct baseline comparisons of schools based on responses to the principal survey. For instance, we will compare schools according to whether principals are aware of EPIC, and whether principals have an understanding of EPIC eligibility requirements.

Table II.1 presents a table shell for comparing schools across these different groupings using the student and school information in Memphis.<sup>9</sup> This table shell, which is similar to those presented in Chapters III and IV, reflects the specific student characteristics available in Memphis. We will use t tests to test for significant differences between the groups.

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<sup>9</sup> Note that we do not intend to present all of the various tables suggested by the table shell in III.1; rather, we will examine these tables to identify potentially meaningful differences and present those differences in our reports.

**Table II.1. Table Shell for Examining MCS Schools**

	Group A	Group B	Groups C, D, etc.
<b>School Characteristics</b>			
School type			
Percent elementary			
Percent secondary			
Percent elementary & secondary			
Percent NCLB AYP pass overall			
NCLB AYP status (e.g., “in need of improvement”)			
Baseline value-added quartile			
Top quartile of schools			
Middle two quartiles			
Bottom quartile of schools			
<b>Student Characteristics (Averages)</b>			
Enrollment			
Number of days enrolled			
Number of days attended			
Ethnicity			
Percent black			
Percent Hispanic			
Percent male			
Percent free lunch			
Percent limited English			
Percent special education			
Percent retained			
Number of days suspended			
Number of expulsions			
<b>Teacher Characteristics (Averages)</b>			
Staff size			
Student/teacher ratio			

### Estimating Impacts of Incentive Awards

To estimate the impact of incentive awards on student outcomes in Memphis, MPR will employ a difference-in-differences approach. We will estimate the difference between the change in school performance for the eligible schools and the change in school performance for the ineligible schools when EPIC is introduced. If the incentives matter, we would expect this change to be larger for the eligible schools than for the ineligible schools.

The model, which will be estimated at the student level, can be represented by:

$$Score_t = \alpha + \beta_1 * Score_{t-1} + \beta_2 * T + \beta_3 * P_t + \beta_4 * T * P_t + \beta_5 * Controls + \varepsilon$$

where  $Score_t$  is a measure of student achievement,  $T$  is a dummy variable for whether the student is in a school that is eligible for an award (=1 if eligible, 0 otherwise),  $P_t$  equals 1 for time periods when awards can have an impact on performance and 0 otherwise, the subscript  $t$  indicates the school year,  $Controls$  include student demographic characteristics, and  $\varepsilon$  is the error term. For students in the treatment schools, the association of the score with being in the treatment group before the incentives have had an impact ( $P_t=0$ ) is  $\beta_2$ .<sup>10</sup> After the incentives have had time to have an impact ( $P_t=1$ ), the association will equal  $\beta_2 + \beta_4$ . We assume that the main reason these two associations differ is the impact of the incentives. Therefore, the estimated impact of the incentives on student growth is the difference between these associations, or  $\beta_4$ .

Our research design may constrain which schools can be included in our comparison group. In particular, we do not want to include schools that had incentive programs starting at the same time as EPIC since those schools would also, presumably, experience changes in performance caused by the introduction of incentive pay. Since the Fresh Start program started before the EPIC program we would not expect performance for those schools to change at the time EPIC was introduced. Thus, the Fresh Start schools are candidates for inclusion in our comparison group. On the other hand, the Striving Schools program may be starting at the same time as EPIC and is also offering performance-based incentives. Thus, we may need to exclude the Striving Schools from our comparison group.

The problems with constructing our comparison group highlight the major weakness of the difference-in-differences model. If other factors were changing at the same time as EPIC in ways that differ for the treatment and control groups, then the difference-in-differences model will not be valid. We have included questions about such changes in our survey and will analyze responses to those questions to look for patterns that might suggest such differential changes.

Assuming that we do end up with 46 comparison schools and 136 treatment schools, this main model has a minimum detectable difference of 0.085 student-level standard deviations.<sup>11</sup> That is, we will be able to identify an effect of the EPIC incentives only if the incentives lead eligible schools to increase student achievement by 0.085 standard deviations or more.

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<sup>10</sup> If treatment and comparison schools were identical before EPIC was enacted in terms of their performance (after controlling for the background factors in our model), we would expect  $\beta_2$  to equal zero. To the extent that this is not true,  $\beta_2$  will differ from 0 but our estimates of  $\beta_4$  should still be valid.

<sup>11</sup> This is based on a two-tailed test with 80 percent power and a 5 percent significance level.

The power of our statistical tests depends largely on the number of schools included in the treatment and comparison groups. This means that when we take subsets of the student population that do not affect the number of schools our power will remain fairly stable. However, when we look at subsets of the sample based on school characteristics, our statistical power will be reduced. We will investigate a number of breakdowns of our results by student and teacher characteristics and also do some exploratory analyses based on school characteristics.

We will estimate models based on various subsets of the student population, such as free-lunch eligibility and baseline test scores, to establish whether estimated impacts vary for these subgroups. We will also conduct exploratory analyses to see how the findings differ by type of school—elementary, middle and high schools. Research suggests that, on average, students’ year-to-year test score growth is greatest at lower grades and the growth rate declines as students progress through elementary and secondary school.<sup>12</sup> Can incentive awards have a bigger impact on students’ growth in test scores at the elementary level because there is more potential for elementary students to experience bigger jumps in test scores? Does the fact that elementary students already achieve larger gains mean that incentives have less of an impact the elementary levels? Examining the impacts by school type can help us answer these types of questions.

To examine the robustness of our estimates, we will test to see if our estimates vary according to which subset of our comparison group schools we use. For instance, we will estimate some models excluding all of the Striving Schools in case they experienced important changes during the period EPIC is enacted. We will estimate other models that limit our comparison group to comparison schools with 50 percent or more of the student body eligible for free or reduced-price lunch based on the argument that these are the schools most similar to those eligible for EPIC. Finally, we will estimate models excluding all charter schools. Each of these subsets of comparison schools differs from the eligible schools in unique ways. If our results differ depending on the comparison group chosen we will do further investigations to develop an understanding of why this might be the case.

Another robustness check will be to estimate the model with fixed effects for each student’s “spell” of time in a given school. A spell covers the amount of time a student spends at one school. For many students this will cover periods both before and after EPIC is introduced. Thus, we can estimate the impact of EPIC even after controlling for these spell fixed effects. These spell fixed effects would control for fixed effects associated with students as well as fixed effects associated with schools. Comparing the results of the basic model with results from a model with spell fixed effects will allow us to examine whether student migration between schools over the pre-treatment to treatment periods may be biasing results in the basic model.

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<sup>12</sup> Hill, Carolyn J., Howard S. Bloom, Alison Rebeck Black, and Mark W. Lipsey. “Empirical Benchmarks for Interpreting Effect Sizes in Research.” MDRC Working Papers on Research Methodology, New York, NY: MDRC, 2007.



Additionally, we can examine how the estimate of the impact of EPIC incentives changes over time. This could matter if it takes time for teachers to become fully aware of the EPIC incentives and/or alter their teaching strategies. To determine this, we will test whether a longer exposure to the treatment changes the effect of eligibility on student performance.

Awards provide an incentive to administrators and teachers only if they are aware of them. Therefore, we will also estimate the impact of being in the treatment group on awareness of EPIC incentives. For this analysis we will rely on survey data. We will not have pre-EPIC survey data, so we will be using a cross-sectional regression model, rather than a difference-in-differences model. Also, our sample sizes will be substantially smaller than for the test score analyses described above. In particular we expect to have survey data for around 60 treatment schools and 20 control schools. This will enable us to estimate impacts as small as 37 percentage points in awareness of EPIC incentives. Thus, for example, if 5 percent of people within the comparison group mistakenly believe they are eligible and only 42 percent of the people in the treatment group believe they are eligible, we should still be able to detect this difference with some confidence.<sup>13</sup> We will estimate logit models to account for the binary nature of awareness of EPIC.

As described in Chapter I, we will also use case studies to develop a deeper understanding of how perceptions and awareness of EPIC incentive components might impact behavior. During the Memphis site visits, we will pay particular attention to the fact that schools were able to vote on whether to participate in EPIC. This voting was not part of the EPIC program for DC or the Charter School Consortium.

## Survey Sample

In selecting schools for the survey, we wish to sample those that are eligible as well as those that are ineligible for the incentive awards. Including ineligible schools will allow us to examine whether ineligible schools mistakenly believe they are eligible for the awards and to examine whether ineligible schools are as likely to adopt EPIC effective practices as eligible schools. As a result, the sample frame for Memphis will include all MCS schools for which MPR has sufficient data to estimate value-added models.

The sample in Memphis will be stratified. One stratum will be school eligibility status for the incentive awards. Other strata will include the level of the school (elementary, middle, or high) and whether the school principal was trained by NLNS (among those schools in our Memphis sample frame, 35 have a principal or assistant principal who has been trained by

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<sup>13</sup> This is based on a two-tailed test with 80 percent power and 5 percent statistical significance. It is also based on a binary outcome with a mean of 0.5. If the mean is larger or smaller, our estimates will be more precise.

NLNS).<sup>14</sup> Since most of the sample frame consists of eligible schools (136 out of 182), most of our survey sample will also consist of eligible schools. This will reduce our statistical power somewhat for estimating impacts on awareness compared to a model with half of the sample eligible and half not eligible. However, as noted, this should still give us sufficient statistical power to estimate impacts on staff awareness of EPIC. We are also interested in obtaining reasonably precise estimates of staff perceptions of EPIC in the eligible schools. For these types of questions, our proposed method will give us more precision than we would get with a 50/50 split between the treatment and comparison groups.

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<sup>14</sup> Because there are many different grade configurations in MCS, for our purposes, elementary school refers to schools with grades six or below only; high schools include schools with grades nine or above; and middle schools are all remaining schools, including K–8 schools.

## CHAPTER III

### EVALUATING EPIC IN THE DISTRICT OF COLUMBIA

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In this chapter, we present background on the EPIC program in Washington, DC; explain how we will examine the incentive award components of EPIC in DC; and discuss sampling criteria for schools chosen to participate in the principal and teacher surveys.

#### **DCPS 2007 AWARDS**

In 2007, all traditional public schools in the District of Columbia Public Schools (DCPS) system were eligible for EPIC school performance awards.<sup>15</sup> In DC, these awards are referred to as Together Everyone Achieves More (TEAM) awards. In December 2007, Mayor Adrian Fenty and Schools Chancellor Michelle Rhee presented TEAM awards to three elementary schools. These schools were chosen on the basis of school-level increases in the percentages of the student bodies reaching proficiency between the 2005/2006 and 2006/2007 school years. Each of these schools experienced more than a 20-percentage-point gain in students attaining proficiency in both math and English language arts. In 2008, DC public schools will again be eligible for school performance awards based on changes in the percentages of students proficient at the school level. In later years, DC may switch to a value-added model.

As with the other partners, NLNS' goals in DC are to reward high-achieving schools, identify promising practices, and share those practices with others. However, the specifics of the program differ with each partner. For instance, in addition to awarding schools based on the change in percent of students proficient (rather than by the greatest value added in students' scores), the distribution and magnitudes of the awards in DC are unique. First, DC distributed awards to noninstructional staff, including librarians, guidance counselors, and support staff. Second, only Gold-Gain awards were made in DC; the incentive program in DC did not include Silver-Gain awards. Finally, while the principal and assistant principal

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<sup>15</sup> The DC eligible schools did not include charter schools, correctional facilities, family centers, or special education centers.

awards (\$10,000 and \$9,000 respectively) were similar to those in Memphis, teachers at the award-winning DC schools each received \$8,000, compared with \$1,500 per teacher at gold-winning Memphis and charter schools.

## EVALUATION

In this section, we explain the basic methodologies that MPR will employ to evaluate the incentive components of NLNS' EPIC program in DC. We begin by describing how we will conduct descriptive analyses of our baseline data. We then discuss the obstacles to estimating the impact of incentives and then discuss analyses we can do of awareness and perceptions of EPIC incentives. Finally, we explain issues related to the power analysis and present the sampling design for the principal and teacher surveys.

### Descriptive Analysis

To paint a baseline picture of each of the partners involved with EPIC, a series of school, student, and teacher characteristics will be compared across different groupings of schools in DC. As discussed in Chapter I, each partner provided us with student demographics and other student-level characteristics. We also will obtain school and teacher characteristics from the NCES Common Core of Data and other publicly available sources where possible.

The analysis of baseline characteristics will be used, in part, to identify pre-existing differences among schools that could account for trends in student achievement, survey-response patterns, and so on. The primary unit of analysis will be the school. Student and teacher-level characteristics will first be calculated at a school level and then averaged across schools. The descriptive analysis for DC will compare schools grouped in a variety of ways. Initially, comparisons will be made across such groupings as:

- Award status (award vs. no award)
- School level (elementary or secondary)
- Value-added quartile (top quartiles, middle two quartiles, bottom quartile)<sup>16</sup>

To explore the data further, we also may compare differences by grouping schools based on student demographics, school performance or teacher characteristics. Additionally, we will conduct baseline comparisons of schools based on responses to the principal survey. For instance, we will compare schools by whether principals are aware of EPIC, and whether principals have an understanding of EPIC eligibility requirements.

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<sup>16</sup> Although value-added scores are not used in identifying Gold-Gain schools in DC in 2007/2008, MPR still has estimated value added scores for schools in DC.

Table III.1 presents a table shell for comparing schools across these different groupings using the student and school information in DC.<sup>17</sup> This table shell, which is similar to those presented in Chapters II and IV, reflects the specific student characteristics available in DC. We will use t tests to test for significant differences between the groups.

**Table III.1. Table Shell for Examining DC Schools**

	Group A	Group B	Groups C, D, etc.
<b>School Characteristics</b>			
School type			
Percent elementary			
Percent secondary			
Percent elementary & secondary			
Percent NCLB AYP pass overall			
NCLB AYP status (e.g., “in need of improvement”)			
Baseline value-added quartile			
Top quartile of schools			
Middle two quartiles			
Bottom quartile of schools			
<b>Student Characteristics (Averages)</b>			
Enrollment			
Number of days attended			
Ethnicity			
Percent black			
Percent Hispanic			
Percent male			
Percent free lunch			
Percent limited English			
Percent special education			
Percent retained			
Number of days suspended			
Number of expulsions			
<b>Teacher Characteristics (Averages)</b>			
Staff size			
Student/teacher ratio			

<sup>17</sup> Note that we do not intend to present all of the various tables suggested by the table shell in III.1; rather, we will examine these tables to identify potentially meaningful differences and present those differences in our reports.

## Evaluation of Incentives

To estimate the impact of incentives on students' test scores, we must compare outcomes from eligible schools with ineligible schools. We hypothesize that if educators are aware of the potential awards, they will be more motivated to increase their students' test scores and hence, on average, students' test-scores gains would be greater in award-eligible schools than in ineligible schools. Since all DC public schools are eligible for EPIC awards, we cannot perform this type of evaluation for DC.

Although estimating the impact of the incentives is not possible, we can still examine survey responses and site visit data to gain valuable insight into this component of the EPIC program. For incentives to have an impact, educators need to be aware of their existence, want to improve their performance because of the incentives, and believe that they can do so. Using information obtained from the spring 2008 principal survey, we can examine all of these issues and estimate the fractions of school staff that are aware of EPIC, want to improve performance because of EPIC awards, and believe that they can do so.

The DC Public Schools conducts an annual survey of all staff in their buildings. In addition to the principal and AP survey conducted in DC in 2008, we will add three questions for teachers to that survey. These questions will focus on teachers' awareness of EPIC, their perception of performance-based incentives, and the sources they use to identify best practices in teaching. If the response rates to this survey are reasonably high (ideally 80 percent or higher) we will be able to use the results to better understand whether teachers are aware of the incentives, whether they have negative feelings toward incentive programs, and whether they are likely to use the internet to identify effective practices.

## Survey Sample

For the survey, the sample frame for DC will include all noncharter public schools except correctional facilities, family centers and special education centers. We will stratify the sample by the level of the school (elementary, middle or high) and whether the school principal was trained by NLNS and we will randomly select 80 DC schools from this frame for our 2008 spring survey. One important consideration is the fact that DC recently announced a large number of schools will close at the end of the 2007/2008 school year. We will exclude these schools from our sample frame.

This sample should give us sufficient power to estimate means with 90 percent confidence intervals of  $\pm 11$  percentage points for binary outcomes and  $\pm 0.16$  standard deviations for continuous outcomes.<sup>18</sup> When comparing subgroups of schools with 40 schools in each subgroup we will be able to detect differences as small as 31 percentage points for binary outcomes and .63 standard deviations for continuous outcomes.

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<sup>18</sup> These are based on two-tailed tests with 80 percent power and 5 percent statistical significance. The binary outcome is assumed to have a mean of 0.5.

## CHAPTER IV

### EVALUATING EPIC IN CHARTER SCHOOLS

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In this chapter, we summarize the results for the first round of awards for schools in the Charter School Consortium. We also discuss two possible options for estimating the incentive impact of EPIC for charter schools and describe how we will sample schools for the principal and teacher surveys for charter schools.

#### CHARTER SCHOOL CONSORTIUM 2007 AWARDS

In 2007, 97 charter schools in 17 states and the District of Columbia were eligible for an EPIC school performance award. These schools were recruited into the EPIC program by NLNS. To be eligible, schools had to sign a memorandum of understanding with NLNS and provide MPR with the data needed to estimate a value-added model.<sup>19</sup> NLNS announced the first awards for charter schools in March 2008. Schools were chosen for awards based on value-added measures of their performance during the 2006/2007 school year. Schools with the highest value-added scores in their category (elementary, middle, or high) received Gold-Gain awards, and the next-highest-ranking schools in value-added scores received Silver-Gain awards. Schools that served multiple grade levels (e.g., both elementary and middle) were eligible for awards in all grade levels but could receive only one award. NLNS granted a total of seven Gold-Gain awards, which included three elementary schools, three middle schools, and one high school. Fifteen schools (six elementary, six middle schools, and three high schools) received Silver-Gain awards. The award-winning charter schools are from nine states and the District of Columbia. In spring 2008, NLNS will begin to visit Gold-Gain charter schools to identify promising practices and gauge educators' reaction to EPIC.

NLNS plans to recruit additional charter schools to be eligible for school performance awards and Spotlight Teacher awards in 2008/2009. It is unclear at this time how many additional schools may be added to the 97-school consortium.

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<sup>19</sup> Two additional charter schools were close to being eligible but did not provide data on enough students to qualify for EPIC.

## EVALUATION

In this section, we explain the methodologies that MPR will employ to evaluate the incentive components of NLNS' EPIC program for charter schools. We begin by discussing the descriptive analysis we will conduct to gain insight into the baseline characteristics of the schools in the Charter School Consortium. Next, we review the concept of the difference-in-differences model, explain the difficulty in applying the model to the Charter School Consortium, and propose two options that may allow us to estimate the impact of the EPIC incentive using a difference-in-differences model. After that, we present a power analysis and describe how we are selecting schools for the principal and teacher charter school surveys.

### Descriptive Analysis

The analysis of baseline characteristics will be used, in part, to identify pre-existing differences among schools that could account for trends in student achievement, survey-response patterns, and so on. The primary unit of analysis will be the school. Student and teacher-level characteristics will be calculated at a school level and then averaged across schools. The descriptive analysis for charter schools will compare schools grouped in a variety of ways. Initially, comparisons will be made across such groupings as:

- Eligibility for EPIC<sup>20</sup>
- Award status (Gold-Gain vs. Silver-Gain vs. no award)
- School level (elementary or secondary)
- Value-added quartile (top quartiles, middle two quartiles, bottom quartile)
- School characteristics (elementary or secondary, charter school authorizer type, age of school, whether part of CMO)
- State
- Treatment and comparison status

To explore the data further, we also may compare differences by grouping schools based on student demographics, school performance, or teacher characteristics. Additionally, we will conduct baseline comparisons of schools based on responses to the principal survey. For instance, we will compare schools by whether principals are aware of EPIC and whether principals have an understanding of EPIC eligibility requirements.

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<sup>20</sup> We will only have limited data on the EPIC ineligible schools but at a minimum should have value-added information, AYP status, and data available from the CCD. Those schools have not yet been identified.



Table IV.1 presents a table shell for comparing schools across these different groupings using the student and school information for the charter schools.<sup>21</sup> This table shell, which is similar to those presented in Chapters II and III, reflects the specific student characteristics available for the charter schools. We will use t tests to test for significant differences between the groups.

**Table IV.1. Table Shell for Examining Schools in the Charter School Consortium**

	Group A	Group B	Groups C, D, etc.
<b>School Characteristics</b>			
School type			
Percent elementary			
Percent secondary			
Percent elementary & secondary			
Percent NCLB AYP pass overall			
NCLB AYP status (e.g., "In need of improvement")			
Baseline value-added quartile			
Top quartile of schools			
Middle two quartiles			
Bottom quartile of schools			
Charter school authorizer type			
Percent for-profit company			
Percent not-for-profit organization			
Percent school district/board			
Percent university			
Percent other			
Age of school			
Percent two years or younger			
Percent three to five years old			
Percent six years or older			
<b>Student Characteristics (Averages)</b>			
Enrollment			
Number of days enrolled			
Ethnicity			
Percent black			
Percent Hispanic			
Percent male			
Percent free or reduced price lunch			
Percent limited English			
Percent special education			
<b>Teacher Characteristics (Averages)</b>			
Staff size			
Student/teacher ratio			

<sup>21</sup> Note that we do not intend to present all of the various tables suggested by the table shell in III.1; rather, we will examine these tables to identify potentially meaningful differences and present those differences in our reports.

## Evaluation of Incentives

To evaluate the incentive components of EPIC for charter schools, we propose estimating a difference-in-differences model similar to the model presented in Chapter II. The basic idea behind the model is to compare the gains in students' scores between schools eligible for an award (the "treatment" schools) to the gains in students' scores of ineligible schools (the "comparison" schools). If eligible schools have a greater incentive to improve students' scores because of the potential awards, then we would expect the gain in students' scores from eligible schools to be greater than the gain in students' scores from ineligible schools when all else is equal. Although the methodology is straightforward, the difficulty arises in defining and/or constructing the treatment and comparison schools for the Charter School Consortium. In Memphis, the district provided us with value-added data for eligible and ineligible schools. Thus, we could easily obtain a comparison group that was reasonably similar to the treatment group. For charter schools, we have value-added data only for the eligible charter schools.

Below, we discuss two options for obtaining data on a comparison group of charter schools: (1) recruit non-eligible charter schools and (2) exploit differences in the degree of awareness of the EPIC program.

### *Option 1: Recruiting Non-Eligible Charter Schools*

Our first proposed strategy is to focus on recruiting charter schools from cities where we currently have at least five charter schools in the consortium: Chicago, DC, Los Angeles, and Oakland. This would allow us to estimate impacts of EPIC using our difference-in-differences model for each of these cities and then obtain a weighted average of the estimates across the cities.

At present, we have data on DC Charter schools that are ineligible for the EPIC award; however, we would have to obtain data on other non-eligible charter schools. Since data collection can be difficult and time-consuming, it is unlikely that non-eligible charter schools would be willing to provide this data without compensation for their effort. To assess the willingness and the requirements of non-eligible charter schools to participate in this effort, we would have to contact potential charter schools.

The approach we use will have implications for the minimum detectable difference. For instance, in 2007/2008 there were a total of 39 EPIC eligible charter schools from Chicago (16), DC (13), Los Angeles (5), and Oakland (5). If we use a matched-comparison approach with 39 treatment and 39 comparison schools, we could detect impacts on value-added measures as small as 0.11 standard deviations in terms of student test scores. The estimates would be more precise if we could obtain a larger sample of ineligible comparison charter schools.

### *Option 2: Exploiting Differences in Degree of Awareness*

If we are unable to recruit a sufficient number of non-eligible charter schools to perform the type of analyses suggested in Option 1, we may be able to exploit differences in

## *IV: Evaluating EPIC in Charter Schools*

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educators' awareness of the EPIC program to examine the effect of the EPIC incentive for charter schools.

Through conversations with NLNS, we understand that charter school principals and teachers within the consortium may differ considerably in their degree of awareness of the EPIC program. For many educators, incentive programs are controversial and believed to be unwelcome by teachers. It appears that in some cases, CMOs did not inform their principals of their participation in the program. In other situations, CMOs may have explained the program to their principals, but it is unclear if the principals communicated the information to their teachers.

If we learn from answers to the 2008 principal survey that principal and/or teacher awareness varied noticeably among eligible charter schools, we may be able to exploit this variation and adapt our difference-in-differences model presented in Chapter II, substituting whether or not the principal and/or teachers in eligible charter schools were aware of their eligibility at time  $t$ , for  $T$ — the dummy variable indicating whether the school is in the “treatment” group. If exactly half of the schools made their staff aware of EPIC and half did not, we would have around 48 treatment schools and 48 comparison schools. This would enable us to detect impacts on value-added measures as small as 0.10 standard deviations in terms of student test scores.

### Survey Sample

As described in Chapter I, the approach to examining the impact of effective practice dissemination will entail principal and teacher responses to questions about their practices. Unfortunately, since we have not yet identified any comparison schools, we cannot include them in our sampling frame.

In Memphis and DC, we are conducting a survey of 80 schools. For the Charter School Consortium, we are increasing the sample size to 97 so we can cover all eligible charter schools. This is possible in part because the charter schools tend to be smaller and will, therefore, probably have fewer assistant principals. To explore the possibility of using variation in principal and teacher awareness to estimate the effect of the EPIC initiatives, our survey for charter schools will include questions focusing on when the principal and teachers became aware of the program.

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## APPENDIX A

### LIST OF MEASURES IN NEW LEADERS FOR NEW SCHOOLS EPIC EVALUATION

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**New Leaders for New Schools  
School Administrator Survey**

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List of Measures in New Leaders for New Schools EPIC Evaluation

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Question	Measure
A1	Number of hours in principal's work week
A2	Distribution of principal's work responsibilities
A3	Principal participated in professional development
A4	Frequency, sources and content of professional development received by principal
A5	Frequency of seeking information on best practices and rating of quality of information by principal
A6	Frequency and types of student data used by principal to promote curriculum and instruction
A7	Frequency and types of student data used by principal to evaluate teachers
B1	Importance and frequency of use of best practices by teachers
B2	Principal's perceptions of teachers' current ability, ability to improve teaching skills, commitment to students, belief about ability to move scores and compensation relative to effort
B3	Teachers participated in professional development
B4	Frequency and content of professional development received by teachers
B5	Characteristics of professional development received by teachers
C1	Principal's perceptions of current teacher compensation system and pay for performance programs
C2	Principal's awareness of the EPIC program
C3	When principal first heard about EPIC
C4	Where did principal first hear about EPIC
C5	Principal's perception of school's eligibility for award
C6	Principal's perception of likelihood of winning award and self-efficacy
C7	Principal's knowledge about recipients and amounts of incentives
C8	Principal's knowledge about how the winning schools are selected, and requirements to accept the award
C9	Principal's perception of how participation in EPIC will affect school
C10	Principal's perception of teachers' awareness of EPIC
C11	Pay for performance program at school
C12	Other pay for performance program in district
D1-D2	Principal's perception about level of support he receives from teachers, parents, and community
E1-E10	School demographics
F1-F10	Principal demographics

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**APPENDIX B**

**EFFECTIVE PRACTICES**  
**EVALUATION: PRINCIPAL/ASSISTANT**  
**PRINCIPAL SURVEY**

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# Effective Practices Evaluation

## Principal/Assistant Principal Survey

### Spring 2008

Please complete survey:

**BY MAIL**

To:

Kathy Sonnenfeld  
Survey Director  
Mathematica Policy Research, Inc.  
P.O. Box 2393  
Princeton, NJ 08543

**OR ON THE WEB**

Log on at:  
<http://www.epe2008.org>  
and enter your User ID and Password

**DEAR PRINCIPAL OR ASSISTANT PRINCIPAL:**

Your participation is important. Below are answers to some general questions.

**WHAT IS THE PURPOSE OF THIS SURVEY?**

The purpose of this survey is to obtain information about principals or assistant principals, such as principals' experience and training, instructional priorities and interactions with the teachers and community. The survey will help us understand the existing teaching practices, school leadership approaches and school climate.

**WHO IS CONDUCTING THIS SURVEY?**

[The District of Columbia Public Schools/The Memphis City Schools/A consortium of charter schools that includes your school has partnered with New Leaders for New Schools (NLNS) to implement the Effective Practice Incentive Community (EPIC) initiative. Mathematica Policy Research, Inc., an independent research firm, is conducting the survey as part of an evaluation of the EPIC initiative. The initiative and evaluation are funded by a grant from the U.S. Department of Education.

**WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?**

EPIC is a new initiative designed to help increase teacher effectiveness and student success. We will use the information collected to analyze the impact of the EPIC program. It should take you about 30 minutes to complete. In appreciation of your effort, we will provide a payment of \$25.00.

**WILL YOUR RESPONSES BE KEPT CONFIDENTIAL?**

The information you provide through this survey will be kept strictly confidential. Responses will not be identified by individual or by school.

**WHO SHOULD YOU CONTACT WITH QUESTIONS?**

Please contact Kathy Sonnenfeld, Survey Director for this Effective Practices Evaluation, at <mailto:ksonnenfeld@mathematica.com> or call toll-free at 800-XXX-XXXX.

**HOW CAN YOU RESPOND TO THIS SURVEY?**

You can complete the survey on the web. Please go to the web address <http://www.epe2008.org>. To access the survey, you will need your unique user ID and password which are provided in the accompanying letter. If you do not have your unique user ID and password, please call toll-free at 800-XXX-XXX.

OR

You may complete this paper survey and return your completed survey in the enclosed, pre-addressed, postage-paid envelope to:

Mathematica Policy Research, Inc.  
P.O. Box 2393  
Princeton, NJ 08543  
Attn: Kathy Sonnenfeld

## A. ADMINISTRATIVE PRACTICES AND PROFESSIONAL DEVELOPMENT

**A1. On average, how many total hours do you work per week?**

\_\_\_\_ TOTAL HOURS WORKED PER WEEK

**A2. Thinking about the total number of hours you work per week, please indicate how these hours are divided among the following activities and whether you would like to spend more, less or about the same amount of time on each activity.**

*In **Column A**, please estimate on average, how many hours per week you spend on each activity.*

*In **Column B**, please indicate if you would like to spend **more**, the **same** or **less** hours on each activity.*

	COLUMN A	COLUMN B		
	A1a. Approximately how many hours per week do you spend on...	A1b. Would you like to spend MORE, the SAME, or LESS time on...		
		More	Same	Less
a. Leadership (including defining and implementing school vision and culture, and working with school staff leadership teams)? .....	____	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. Student assessment and analysis of student data to inform curriculum and instruction.....	____	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c. Classroom observations and providing teacher feedback from observations? .....	____	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Curriculum and instructional activities (excluding classroom observations)? .....	____	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
e. Student management (including walking through school areas and student meetings/clubs)? .....	____	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
f. Working with the community (including parents, local district/board or Charter Management Organization (CMO))? .....	____	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
g. Your own and teacher professional development? .....	____	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
h. Management/administration (including human resources, budgeting, capital development, fund-raising, operations and logistics)? .....	____	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
i. Other (Please specify below)..... _____	____	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
THE SUM OF ITEMS A- I SHOULD EQUAL THE TOTAL NUMBER OF HOURS WORKED PER WEEK AS LISTED IN A1.	TOTAL HOURS ____			

**A3. Thinking about the school year (2007-2008), did you spend any time on professional development?**

- 1 ☐ Yes  
 0 ☐ No → **GO TO A5**

**A4. These next questions are about the professional development you participated in during the school year (2007-2008). During the school year (2007-2008) . . .**

*In **Column A**, for each area listed, please write in the number of days that you spent on professional development during the school year (2007-2008). If you did not spend any time on professional development in a specific area, please skip Column B for that area.*

*In **Column B**, for each area listed, please mark the sources that provided the professional development that you participated in during the school year (2007-2008).*

	COLUMN A	COLUMN B MARK (X) ALL THAT APPLY							
	A4a. Approximately how many days did you spend on professional development in this area?	A4b. Which sources provided the professional development that you participated in within this area?							
	<i>If you list zero (0) days, please skip COLUMN B for that area</i>	Central or District Office or Charter Management Organization (CMO)	Union or local administrator association	National or state professional association	External school partner (e.g., non-profit organization, persons or groups associated with a college of university)	College/ university course taken as part of a degree program	College/ university course taken on your own	On-line certificate program	Another provider
	NUMBER OF DAYS OF PROFESSIONAL DEVELOPMENT								
a. Leadership .....	<input type="text"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
b. Student assessment methods .....	<input type="text"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
c. How to analyze and use student data to inform curriculum and instruction .	<input type="text"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
d. Literacy curriculum and instruction .....	<input type="text"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
e. Math curriculum and instruction .....	<input type="text"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
f. Science curriculum and instruction .....	<input type="text"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
g. Other curriculum and instruction (excluding literacy, math and science)	<input type="text"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
h. Teacher personnel issues (including evaluation, professional development, hiring).....	<input type="text"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
i. Student behavior management.....	<input type="text"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
j. District/board or CMO issues.....	<input type="text"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
k. Parent/Community issues .	<input type="text"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
l. Management (including fund raising, budgeting, facilities maintenance, scheduling, non-teacher personnel issues).....	<input type="text"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
m. Other (Please specify) .....	<input type="text"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>



**A5. These questions are about where you may have found information on teacher best practices.**

	A5a. In the past six months, how often did you find information on teacher best practices from each of these sources? <i>Would you say it is never, rarely, sometimes or frequently?</i>				A5b. How useful was the information on teacher best practices available from each of these sources? <i>Would you say it was not at all useful, a little useful, somewhat useful, very useful or you never found information from this source?</i>				
	MARK (X) ONE FOR EACH ITEM				MARK (X) ONE FOR EACH ITEM				
	Never	Rarely	Sometimes	Frequently	Not at all useful	A little useful	Somewhat useful	Very useful	Never found information
a. Educational journals (hard copy and online).....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Peers and colleagues.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Professional association ....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Internet resources (excluding education journals) .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. College/university courses taken as part of degree/certificate.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. College/university courses taken on your own.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g. Conferences and other professional development ..	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

The next set of questions is about how you use data in your school.

**A6. How often do you use each of the following data sources in your efforts to *promote curriculum and instructional improvement*? Do you never, rarely, sometimes, frequently, or always use . . .**

	MARK (X) ONE FOR EACH ITEM				
	Never	Rarely	Sometimes	Frequently	Always
a. Standardized test scores? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Letter grades or GPAs? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Rubric-based scoring of student work? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Tests developed by teachers and other informal assessments?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. "Walk throughs" (less than 10 minutes long)? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Direct observations of classrooms (at least 10 minutes long)? ..	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

**A7. How often do you use each of the following data sources in your efforts to *evaluate teacher performance*? Do you never, rarely, sometimes, frequently, or always use . . .**

	MARK (X) ONE FOR EACH ITEM				
	Never	Rarely	Sometimes	Frequently	Always
a. Standardized test scores? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Letter grades or GPAs? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Rubric-based scoring of student work? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Tests developed by teachers and other informal assessments?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. "Walk throughs" (less than 10 minutes long)? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Direct observations of classrooms (at least 10 minutes long)? ..	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

## B. TEACHER PRACTICES AND PROFESSIONAL DEVELOPMENT

### B1. Now, we would like to learn about the teaching practices at your school.

	B1a. How important is it to you that teachers at your school use the following practices? <i>Would you say it is not at all important, a little important, somewhat important or very important to you that teachers at your school...</i>				B1b. During the school year (2007-2008), how often do teachers at your school use the following practices? <i>Would you say never, rarely, sometimes, frequently, or always?</i>				
	MARK (X) ONE FOR EACH ITEM				MARK (X) ONE FOR EACH ITEM				
	Not at all Important	A little Important	Somewhat Important	Very Important	Never	Rarely	Sometimes	Frequently	Always
a. Use formative assessments where appropriate in their classroom? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Assess individual student progress regularly? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Analyze and use student data to identify low performing students? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Analyze and use student data to reteach content? ..	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. Analyze and use student data to revise teaching methods?.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Analyze and use student data to help students own goals and assess own learning progress? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g. Define and communicate achievement standards and assessment criteria to all students? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h. Use multiple teaching methods to respond to individual student learning styles (e.g. visual, auditory)? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
i. Adjust lessons to engage all students, including high and low performing students, in their classroom? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
j. Connect lesson content with students' prior knowledge, life experiences and interests?.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

	<b>B1a. How important is it to you that teachers at your school use the following practices?</b> <i>Would you say it is not at all important, a little important, somewhat important or very important to you that teachers at your school...</i>				<b>B1b. During the school year (2007-2008), how often do teachers at your school use the following practices?</b> <i>Would you say never, rarely, sometimes, frequently, or always?</i>				
	MARK (X) ONE FOR EACH ITEM				MARK (X) ONE FOR EACH ITEM				
	Not at all Important	A little Important	Somewhat Important	Very Important	Never	Rarely	Sometimes	Frequently	Always
k. Plan curriculum and lessons to align with state assessment standards? ....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
l. Define, communicate, and model expected behavior to students? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
m. Use research-based instructional strategies to improve their teaching?.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
n. Share their expertise with new teachers in the school? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
o. Formally share and collaborate within the school on best practices through structured activities and meetings? ...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
p. Informally share and collaborate within the school on best practices? .	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
q. Disseminate their best practices via multi-media forums (e.g. website, videos) within their district? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
r. Observe or collaborate with teaching professionals outside the school?.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
s. Communicate students' achievement standards, assessment criteria and progress to parents? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
t. Collaborate with parents to identify strategies to achieve student learning?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
u. Take advantage of community resources to increase student learning opportunities (e.g. internships, funding and resources for student programs)? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

**B2. What proportion of the teachers at your school is characterized by the following?** *Would you say it is less than a quarter, about half, about three quarters or more than three quarters of the teachers at your school. . .*

MARK (X) ONE FOR EACH ITEM

	Less than a quarter	About half	About three quarters	More than three quarters
a. Have the skills to produce meaningful student learning? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Have the skills to manage student behavior? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Can learn to become effective teachers? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Are continually seeking new ideas to improve their teaching skills? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Work together with other teachers to do what is "best for students"? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Work hard to help their students succeed? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. Believe that all students can succeed? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
h. Take responsibility for improving the school? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
i. Believe students' success depend on factors outside of their control? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
j. Believe best practices can improve student achievement?....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
k. Are overpaid for the amount of effort they put into their work? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
l. Are underpaid for the amount of effort they put into their work? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

**B3. Did teachers at your school participate in professional development during this school year (2007-2008)?**

1 ☐ Yes

0 ☐ No → **GO TO C1 (PAGE 8)**

- B4. Thinking about the school year (2007-2008), please estimate how much time teachers at your school have spent on professional development in the areas listed below.** *Would you say teachers at your school spent no time, less than a day, one full day, 2-5 days, 6-10 days, or more than 10 days, on . .*

MARK (X) ONE FOR EACH ITEM

	No Time	Less Than a Day	One Full Day	2-5 Days	6-10 Days	More than 10 days
a. Methods to assess students? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
b. Methods to analyze and use student data to inform curriculum and instruction? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
c. Literacy curriculum and instruction? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
d. Math curriculum and instruction? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
e. Science curriculum and instruction? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
f. Other curriculum and instruction excluding literacy, math and science? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
g. Student behavior management? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
h. Working with parents/community? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

- B5. Thinking about the school year (2007-2008), how often was the teachers' professional development characterized by the following?** *Would you say that the teachers' professional development was never, rarely, sometimes, frequently or always . . .*

MARK (X) ONE FOR EACH ITEM

	Never	Rarely	Sometimes	Frequently	Always
a. Designed or chosen to support the school's improvement goals? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Designed or chosen to support the district's or charter management organization's improvement goals? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Designed or chosen to support the implementation of state or local standards? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. Evaluated for evidence of improvement in student achievement? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. Considered part of teachers' regular work? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Planned by teachers in this school or district? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
g. Presented by teachers in this school or district? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
h. Accompanied by the resources that teachers need (e.g., time and materials) to make changes in the classroom? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
i. Designed to allow teachers opportunities to participate in a network or learning community with other teachers <i>within</i> your school? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
j. Designed to allow teachers opportunities to participate in a network or learning community with other teachers <i>outside</i> your school? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

## C. AWARDING TEACHERS

**C1. The following are some general statements regarding teacher effectiveness and teacher compensation. To what extent do you agree or disagree with each of the following statements? Please indicate if you strongly disagree, disagree, agree or strongly agree.**

MARK (X) ONE FOR EACH ITEM

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Teachers' pay should be primarily based on their level of education and years of teaching experience .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Teacher's pay should be partially based on an end-of-year evaluation of their practices by the principal .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. The current teacher salary system is satisfactory .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Teachers' pay should be tied partly to whether or not their students meet grade level standards.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Teachers' pay should be tied partly to the <i>increase in test scores of the current school year's class over last school year's class</i> .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Teachers' pay should be tied partly to the <i>increase in test scores of the current school year's class between the end of last school year and end of current school year</i> .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. Teachers' pay should be tied partly to the <i>increase in test scores of the current school year's class between the beginning and end of current school year</i> .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
h. Teacher's pay should be tied partly to the <i>increase in the percent of students who score proficient on the state tests in the current year's class compared to last year's class</i> .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
i. Teachers who help produce professional development materials should receive financial compensation .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
j. Rewards should be based on test scores at the school level and given to all teachers, regardless of how well students performed in the individual classrooms .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
k. Awarding selected teachers for higher student performance leads to counterproductive competition between teachers ....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
l. Programs that reward all teachers based on school-level performance increase collaboration among teachers .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
m. Teacher incentive awards should be based on both teacher and school level performance.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

**C2. Before receiving this survey, have you ever read or heard . . .**

MARK (X) ONE FOR EACH ITEM

	Yes	No
a. The name Effective Practice Incentive Community (EPIC)? .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. About a program that made substantial incentive awards in late 2007/early 2008 to school staff in your district/charter school consortium for their students' test score performance? .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>

**IF YOU ANSWERED NO TO ALL OF THE QUESTIONS FOR C2, PLEASE SKIP TO C11 ON PAGE 11**

For the rest of this section, we will refer to this incentive program as “EPIC.”

**C3. When did you first learn about EPIC? Was it . . .**

MARK (X) ONE BOX ONLY

- ☐ 1 a month ago
- ☐ 2 about three months ago
- ☐ 3 about six months ago
- ☐ 4 about a year ago, or
- ☐ 5 more than a year ago?

**C4. Where did you first learn about EPIC?**

MARK (X) ONE BOX ONLY

- ☐ 1 New Leaders for New Schools
- ☐ 2 School district /board staff or charter management organization staff
- ☐ 3 Work colleague (e.g., teacher, school staff)
- ☐ 4 A friend/relative
- ☐ 5 Read about it in a newspaper
- ☐ 6 On the internet
- ☐ 7 On TV
- ☐ 8 On the radio
- ☐ 99 Other (Please describe) \_\_\_\_\_

**C5. Is your school eligible during the next school year (2008–2009) for the EPIC incentive award?**

- ☐ 1 Yes
- ☐ 0 No
- ☐ d Don't Know

**C6. For these next two questions (C6 and C7), assume your school is eligible for the EPIC incentive award in the 2008–2009 school year. To what extent to you agree or disagree with the following statements? Please indicate if you strongly disagree, disagree, agree or strongly agree.**

MARK (X) ONE FOR EACH ITEM

Strongly Disagree	Disagree	Agree	Strongly Agree
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4

a. My school is likely to receive an EPIC incentive award.....

b. More hard work on my part will increase the likelihood of my school receiving an EPIC incentive award .....

- C7. What is the dollar value of the school based incentive award that these following individuals could receive for the 2008-2009 school year under the EPIC program? Would you say none, less than \$1,000, \$1,001 to \$5,000, \$5,001 to \$10,000, \$10,001 to \$20,000, \$20,001 to \$30,000, or more than \$30,000 for a . . .**

**MARK (X) ONE FOR EACH ITEM**

	None	Less than \$1,000	\$1,001 to \$5,000	\$5,001 to \$10,000	\$10,001 to \$20,000	\$20,001 to \$30,000	More than \$30,000	Don't Know
a. Principal.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	d <input type="checkbox"/>
b. Assistant Principal .....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	d <input type="checkbox"/>
c. Teacher .....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	d <input type="checkbox"/>
d. Teacher aide .....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	d <input type="checkbox"/>
e. Administrative staff.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	d <input type="checkbox"/>
f. Custodial staff.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	d <input type="checkbox"/>
g. Social workers (guidance counselors, therapists) .....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	d <input type="checkbox"/>

- C8. The following are statements about the different components (criteria for the award and requirements to accept the award) of the EPIC award initiative. Is it true that . . .**

**MARK (X) ONE FOR EACH ITEM**

	True	False	Don't Know
a. Schools will be chosen for the award based on the <i>increase in student test scores of the current year's classes over last year's classes</i> .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>
b. Schools will be chosen for the award based on the <i>increase in student test scores of the current year's class between the end of last year and end of current year</i> .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>
c. Schools will be chosen for the award based on the <i>increase in percent of students who score proficient on state tests in the current year's class compared to last year's class</i> .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>
d. Only the schools with the highest student scores will be chosen to receive the award	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>
e. Selected schools must meet a specified level of students who qualify for free or reduced-price lunch .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>
f. In order to receive an award, schools must allow an external group to visit their classrooms to identify effective practices .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>
g. In order to receive an award, schools must report test scores.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>
h. In order to receive an award, teachers must agree to provide documentation on their teaching practices.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>
i. In order to receive the award, teachers must agree to share their teaching practices with other schools .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>
j. The principal has to agree to accept the teacher award .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>
k. The teachers have to vote to accept the teacher award .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>
l. The principal cannot accept his award unless the teachers agree to accept the teacher award .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>
m. Teachers can receive one award based on the performance of the school and another award for their own performance .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>



- C9. The following are statements about how participating in EPIC may affect your school. To what extent do you agree or disagree with each of the following statements? Please indicate if you strongly disagree, disagree, agree or strongly agree with each statement.**

MARK (X) ONE FOR EACH ITEM

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. EPIC will be successful in boosting teacher effectiveness at my school.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. EPIC will lead to teachers teaching to the test rather than promoting student learning .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Teachers at my school are excited about EPIC .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. EPIC will increase collaboration between teachers at my school .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. EPIC will increase competition between teachers at my school .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. The requirements to receive an EPIC award are reasonable .	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. EPIC will strengthen principal-teacher relations at my school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

- C10. How aware are the teachers at your school of the EPIC initiative? Is it not at all aware, a little aware, somewhat aware, very aware or you don't know?**

MARK (X) ONE BOX ONLY

- 1 ☐ Not at all aware  
 2 ☐ A little aware  
 3 ☐ Somewhat aware  
 4 ☐ Very aware  
 d ☐ Don't Know

- C11. Does your school have any programs to reward teachers for their performance based on student test scores?**

- 1 ☐ Yes  
 0 ☐ No  
 d ☐ Don't Know

- C12. Are there other programs, other than the EPIC program, in the district that award schools for their performance based on student test scores?**

- 1 ☐ Yes  
 0 ☐ No  
 d ☐ Don't Know

## D. SCHOOL COMMUNITY

**Now we're going to ask you some questions about your school.**

**D1. To what extent do you feel respected by the following members of the school community?** *Do you strongly disagree, disagree, agree or strongly agree that you feel respected by . . .*

MARK (X) ONE FOR EACH ITEM

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
a. The teachers at this school?.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
b. The students at this school?.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
c. Parents? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
d. Community leaders?.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
e. Regional/Area/Central Office or Charter Management Organization administration?....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	na <input type="checkbox"/>
f. Peers and colleagues? .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	na <input type="checkbox"/>

**D2. To what extent do you agree or disagree with the following statements about teachers at your school?** *Please indicate if you strongly disagree, disagree, agree and strongly agree.*

MARK (X) ONE FOR EACH ITEM

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I trust the teachers at their word .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. I have confidence in the expertise of the teachers .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. I feel supported by the teachers to try new ideas.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. It's okay for teachers to discuss feelings, worries, and frustrations with me.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Teachers get along well with each other .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Teachers understand and support my vision and goals for the school .....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

## E. YOUR SCHOOL DEMOGRAPHICS

**E1. Are you the principal or assistant principal at this school?**

- ☐ Principal  
☐ Assistant Principal → **GO TO F1, PAGE 14**

**E2. Which grades are offered in this school?**

MARK (X) ALL THAT APPLY

- |                                       |                                   |
|---------------------------------------|-----------------------------------|
| <input type="checkbox"/> Pre-K        | <input type="checkbox"/> 7th      |
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> 8th      |
| <input type="checkbox"/> 1st          | <input type="checkbox"/> 9th      |
| <input type="checkbox"/> 2nd          | <input type="checkbox"/> 10th     |
| <input type="checkbox"/> 3rd          | <input type="checkbox"/> 11th     |
| <input type="checkbox"/> 4th          | <input type="checkbox"/> 12th     |
| <input type="checkbox"/> 5th          | <input type="checkbox"/> Ungraded |
| <input type="checkbox"/> 6th          |                                   |

**E3. How many months is your school in session?**

- ☐ Year round (12 months)  
☐ August/September through May/June  
☐ Other (Please specify) \_\_\_\_\_

**E4. On average during the 2007-2008 school year, how many total students were enrolled in this school (for the grades marked above in item E2)?**

\_\_\_\_\_,\_\_\_\_\_,\_\_\_\_\_,\_\_\_\_\_,\_\_\_\_\_ NUMBER OF STUDENTS

**E5. On average, how much time do teachers in this school spend preparing for their classes a week? Would you say it was . . .**

- ☐ Less than 60 minutes  
☐ 1-2 hours  
☐ 2-4 hours  
☐ 4-6 hours  
☐ 6-8 hours  
☐ 8-10 hours, or  
☐ more than 10 hours?

**E6. On average during this school year (2007-2008), how many TEACHERS held FULL-TIME positions at this school?**

*If none, please enter "0."*

\_\_\_\_\_,\_\_\_\_\_,\_\_\_\_\_,\_\_\_\_\_ NUMBER OF FULL-TIME TEACHERS

**E7. On average during this school year (2007-2008), how many TEACHERS held PART-TIME positions at this school?**

*If none, please enter "0."*

\_\_\_\_\_,\_\_\_\_\_,\_\_\_\_\_,\_\_\_\_\_ NUMBER OF PART-TIME TEACHERS

**E8. During the last two years, about how many teachers...**

NUMBER

- a. Have been newly hired in your school?.....\_\_\_\_\_,\_\_\_\_\_,\_\_\_\_\_,\_\_\_\_\_
- b. Have you hired of your own choice?.....\_\_\_\_\_,\_\_\_\_\_,\_\_\_\_\_,\_\_\_\_\_
- c. Have you encouraged to leave? .....\_\_\_\_\_,\_\_\_\_\_,\_\_\_\_\_,\_\_\_\_\_
- d. Have left and who you encouraged to leave? .....\_\_\_\_\_,\_\_\_\_\_,\_\_\_\_\_,\_\_\_\_\_
- e. Have left for other reasons? .....\_\_\_\_\_,\_\_\_\_\_,\_\_\_\_\_,\_\_\_\_\_

**E9. At the end of the last school year (2006-2007), did this school make Adequate Yearly Progress (AYP) in literacy, math and science?**

*Adequate Yearly Progress is your state's measure of yearly progress toward achieving state academic standards.*

	<b>Yes</b>	<b>No</b>
Literacy?	1 <input type="checkbox"/>	0 <input type="checkbox"/>
Math?	1 <input type="checkbox"/>	0 <input type="checkbox"/>
Science?	1 <input type="checkbox"/>	0 <input type="checkbox"/>

**E10. Have there been any major changes at your school during the 2007-2008 year that might impact academic performance of students, such as changes in curriculum, tests, school control (public, charter, private), or organization (multiple schools within a school), etc.?**

- 1 ☐ Yes (please briefly describe this change)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

- 0 ☐ No

## F. ABOUT YOU

**F1. Are you male or female?**

- 1 ☐ Male  
2 ☐ Female

**F2. What is your year of birth?**

| 1 | 9 | | | YEAR

**F3. Are you of Hispanic or Latino origin?**

- 1 ☐ Yes  
0 ☐ No

**F4. What is your race?**

**MARK (X) ONLY ONE**

- 1 ☐ White/Caucasian  
2 ☐ Black/African-American  
3 ☐ Asian  
4 ☐ Native Hawaiian or Other Pacific Islander  
5 ☐ American Indian or Alaska Native

**F5. What is the highest degree you have earned?**

**MARK (X) ONLY ONE**

- 1 ☐ Do not have a degree  
2 ☐ Associate's degree  
3 ☐ Bachelor's degree (BA, B.S., etc.)  
4 ☐ Master's degree (MA, MAT, MBA, M.Ed., M.S., etc.)  
5 ☐ Educational specialist or professional diploma (at least one year beyond master's level)  
6 ☐ Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S.)

→ **GO TO F7**

**F6. Do you have a master's degree or higher in Education Administration?**

- 1 ☐ Yes  
0 ☐ No

**F7. PRIOR to this school year (2007-2008), how many years did you serve as the principal and/or assistant principal of THIS OR ANY OTHER school?**

*Count part of a year as 1 year. If none, please enter "0."*

| | | YEAR(S) as principal/assistant principal in this school or any other school

**F8. PRIOR to this school year (2007-2008), how many years did you serve as the principal/assistant principal of THIS school?**

*Count part of a year as 1 year. If none, please enter "0."*

| | | YEAR(S) as principal/assistant principal in this school

**F9. BEFORE you became a principal/assistant principal, how many years of elementary or secondary teacher experience did you have?**

*Count part of a year as 1 year. If none, please enter "0."*

| | | YEAR(S) of teaching before becoming a principal/assistant principal

**F10. What is your current ANNUAL salary for your position in this school before taxes and deductions?**

*If your position includes multiple duties (e.g., you teach a class and serve as principal at this school), please include your entire salary before taxes and deductions. Please report in whole dollars.*

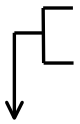
\$ | | | | | , | | | | | . 0 | 0 | PER YEAR

**F11. Do you anticipate returning to this school next year (2008-2009)?**

<sup>1</sup> ☐ Yes → **GO TO F13**

<sup>0</sup> ☐ No

<sup>d</sup> ☐ Don't Know



**F12. Why might you leave?**

**MARK ALL THAT APPLY**

<sup>1</sup> ☐ I will be retiring

<sup>2</sup> ☐ I will be principal of another school *within* this district

<sup>3</sup> ☐ I will be principal of another school *outside* of this district

<sup>4</sup> ☐ I will be taking a position (other than principal) *within* this district

<sup>5</sup> ☐ I will be taking a position (other than principal) *outside* this district

<sup>6</sup> ☐ I will be leaving the education field to pursue other employment opportunities

<sup>7</sup> ☐ I will be leaving to take care of family

<sup>8</sup> ☐ I will be forced to leave due to school closing

<sup>9</sup> ☐ I want to continue with my education full-time (*Please specify area of study below*)

\_\_\_\_\_

<sup>99</sup> ☐ Another reason

**F13. What date did you complete this form?**

|\_|\_| / |\_|\_| / |2|0|0|\_|\_|  
Month Day Year

*Please report month as a number, such as 01 for January, and 02 for February.*

**F14. There are many reasons why people choose to complete a survey on paper or on the web when both options are available. Could you tell us why you chose to answer this survey on paper instead of on the web? For each reason, please indicate if you chose to complete this survey on paper instead of on the web because . . .**

**MARK (X) ONE FOR EACH ITEM**

	<b>Yes</b>	<b>No</b>
a. You did not have access to a computer .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Computers were in use by others at the times you wanted to complete the survey ....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. You started the survey, but experienced technical problems. For example the screen froze or it took too long to load the page(s) .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. The computer screen was too small to read the questions .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. You were unable to read the questions on the screen because of the color scheme on the computer .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
f. You chose to complete the paper version of the survey because it was readily available.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
g. Another reason (Please specify) .....	1 <input type="checkbox"/>	0 <input type="checkbox"/>

**F15. Thank you for completing this important survey. Please provide us with the following information so we can send you a payment of \$25.00. Also we might need to contact you if we have any questions about answers you provided on the survey.**

**Please PRINT your name, the address where you would like your payment sent (home or school) and the best telephone number and the most convenient time to reach you.**

**Your Name:** \_\_\_\_\_

**School Name:** \_\_\_\_\_

*Please provide school name if you want the check to be sent to your school address*

**Street Address:** \_\_\_\_\_

**City:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip Code:** \_\_\_\_\_

**Work Telephone:** (|\_|\_|\_|\_|) - |\_|\_|\_|\_| - |\_|\_|\_|\_|\_|  
Area Code

**Home Telephone:** (|\_|\_|\_|\_|) - |\_|\_|\_|\_| - |\_|\_|\_|\_|\_|  
Area Code

**Cell Telephone:** (|\_|\_|\_|\_|) - |\_|\_|\_|\_| - |\_|\_|\_|\_|\_|  
Area Code

**Email Address:** \_\_\_\_\_

**THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY.**