

APPENDIX B
TIF INFORMATION SHEET

Assessing the Effectiveness of Performance-Based Teacher and Principal Incentive Programs

Impact of Performance-Based Pay on Student Achievement and Teacher Quality

Teacher quality is a critical input to student learning but little is known about how to develop a strong teacher workforce. Much research has been conducted on strategies to identify, attract, retain, and develop good teachers, including alternative preparation, certification, and in-service training and professional development. However, little is known about the effectiveness of incentive compensation systems that tie teacher or principal pay to student performance.

In an effort to improve teacher quality through the use of incentive compensation systems, Congress established the Teacher Incentive Fund (TIF) in 2007. Several new TIF awards were made in 2010 through funds provided by the American Recovery and Reinvestment Act of 2009 (ARRA) and the U.S. Department of Education (ED). These grants support the use of teacher and principal incentive programs to increase educator effectiveness and student achievement in high-need schools. The ARRA funds also require that ED conduct a rigorous evaluation of the TIF grants.

Research Questions

The primary research question for the evaluation is:

- What is the impact of teacher and principal differentiated performance-incentive pay on student achievement and educator effectiveness, mobility and recruitment?

Secondary research questions include:

- Is a particular type of differentiated incentive pay model (for example, school- or teacher-based programs or mixed programs) associated with greater gains in student achievement?
- Are other key program features correlated with student and educator outcomes?
- What are the experiences and challenges districts face in implementing these programs?

Requirements of Evaluation Grantees

By winning an evaluation grant, your district has agreed to comply with requirements necessary for the study. Some of the requirements are:

- Develop and implement a differentiated performance-based incentive pay program for teachers and principals. The criteria for receiving an incentive must include gains in student academic achievement and classroom evaluation of teachers conducted multiple times during each school year. The incentives awarded must be substantial (for example, an average of five percent of annual salary) and vary based on performance.
- Participation of eight or more schools in the evaluation with students in grades tested annually and a minimum of two schools per school level (i.e., elementary or middle schools).
- Schools in the evaluation agree to enter a lottery to determine which schools will be chosen to implement the district's differentiated performance-based incentive programs portion of their performance-based compensation system (PBCS).
- Schools not chosen to implement a differentiated performance-based incentive portion of the PBCS agree to refrain from implementing one throughout the duration of the TIF grant. However, districts will implement all other components of their PBCS, such as extra pay for mentoring or other leadership activities, throughout all schools in the district.

Benefits of Participation

As an evaluation grantee, your district will receive numerous benefits, including:

- **At least \$1 million of additional funding.** These funds can be used to support activities such as developing effectiveness measures, professional development, and salaries of academic coaches or teachers in leadership positions.
- **Individualized technical assistance.** Our team of experts will work proactively with your district to help develop and implement your TIF program that is consistent with the requirements and goals of the grant. Our team will also help your district develop the infrastructure and expertise needed to sustain your program after the completion of the grant period.
- **District-based findings.** Your district will be eligible to receive district site-based implementation and impact evaluation results from the national evaluation.
- **Contribute to our body of knowledge for “WhatWorks.”** Your district will be participating in an important national evaluation that will inform educators and the public about teacher and principal compensation systems and the impact on student achievement in high-need schools.

To review the study requirements and benefits in more detail, a member of our team will contact the appropriate district liaison and meet with key stakeholders. These initial phone calls and in-person meetings will take less than 7 hours of district staffs’ time and less than 3 hours for principals of study schools. NOTE: cooperation with these activities is a condition of your grant.¹

Data Collection Activities and Timeline

To answer the key study questions, we will collect the following data:

- *Grantee Survey.* Grantees will be asked to complete one hour surveys in the fall of 2011, 2012, and 2014 in order to learn about grantees’ experiences and challenges.
- *Educator Surveys.* Teachers and principals will be asked to complete 30 minute web-based surveys in the spring of 2012, 2013, 2014, and 2015. These surveys will provide information on educators’ understanding and perceptions of the TIF program, as well as mobility.
- *Grantee Interviews.* We will conduct one hour phone interviews with TIF grant managers or study liaisons in summer 2012, 2013, and 2015 to better understand each grantee’s program features, implementation strategies, and challenges.
- *Educator Records.* In order to track educator mobility and retention, we will collect district records on teachers four times over the course of the study: in fall of 2012, 2013, 2014, and 2015.
- *Student Records.* To estimate student achievement gains, we will collect district data on student achievement scores and demographic data twice; in the summer/fall 2012, 2013, 2014, and 2015.

These data collection activities require no district or school expenditures, do not entail significant burden, and are a requirement of your grant.

Study Team

The U.S. Department of Education (ED) has selected Mathematica Policy Research and its partners, the Peabody College of Education at Vanderbilt University and Chesapeake Research Associates, to conduct a national evaluation of teacher and principal performance-based compensations systems. Mathematica, a nonpartisan policy research firm, conducts research and surveys for federal and state governments, foundations, and private sector clients. Mathematica’s studies of education initiatives and other programs have been used to inform national policymakers for more than 35 years.

¹ Office of Elementary and Secondary Education: Overview Information; Teacher Incentive Fund: Notice Inviting Applications for New Awards for Fiscal Year (FY) 2010, 75 FR 28740-28749 (May 21, 2010).

***To Find Out
More***

To learn more and arrange for a time to speak with a member of the study team, please go to <http://www.mathematica-mpr.com/education/tifgrantee.asp>, or contact the project director, Dr. Jill Constantine, 609 716-4391, jconstantine@mathematica-mpr.com

Confidentiality

Responses to the data collection will be used only for research purposes. The reports prepared for the study will summarize findings across the sample and will not associate responses with a specific district, school, or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law.

Mathematica and its partners follow the confidentiality and data protection requirements of IES (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). We will protect the confidentiality of all information collected for the study and will use it for research purposes only. No information that identifies any study participant will be released. Information from participating institutions and respondents will be presented at aggregate levels in reports. No individually identifiable information will be maintained by the study team. All institution-level identifiable information will be kept in secured locations and identifiers will be destroyed as soon as they are no longer required.

***Paperwork
Burden
Statement***

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is xxxx-xxxx. The approximate time required to discuss your participation in the evaluation is estimated to average 1.67 hours per response for superintendents/grant managers, 2 hours/other district staff, and 1.5 hours per response for principals of study schools. If you have any comments concerning the accuracy of the time estimates or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: [insert program sponsor/office], U.S. Department of Education, 600 Independence Avenue, S.W., [insert building/room number], Washington, D.C. 20202-xxxx.