

APPENDIX A
DISTRICT SURVEY

- 1. District Letter (if district is the grantee)**
- 2. District Letter (if district is a subgrantee)**
- 3. District Questionnaire**



UNITED STATES DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

National Center for Education Evaluation and Regional Assistance

Month XX, 2015

Firstname Lastname
Superintendent [or other title]
District
Street Address
City, ST ZZZIP

Dear Dr./Mr./Ms. Lastname:

As a recipient of 2010 TIF funds, you are obligated to respond as required to obtain or retain a benefit (EDGAR: part 75.591, Authority: 20 U.S.C. 1221e-3 and 3474). A critical component of the evaluation is the administration of surveys to TIF cohort 3 districts for each year of program implementation during the five-year grant to learn about implementation experiences. These surveys, as well as additional data from grantees who were awarded evaluation grants, will provide valuable information about TIF to the Department and Congress.

The enclosed district survey collects information on specific features of your TIF program, including any applicable refinements that occurred during your planning year or as the program was implemented (e.g., approaches used to obtain buy-in from stakeholders). The survey also focuses on outcomes of the program and implementation experiences as well as plans for sustaining the incentive policies.

Please complete the enclosed questionnaire, which should not take more than 30 minutes. You may use the enclosed postage-paid envelope to mail the completed questionnaire. The information collected from districts like yours will be extremely important to the study's findings.

The information you provide in this survey will be kept strictly confidential and will not be shared with anyone outside the study team. Responses will be presented only in aggregate form and will not identify any individual or district.

We have contracted with <TBD> to conduct this evaluation. If you have any questions about this survey or the study, please contact <project director, tbd>, the project director, at (xxx) xxx-xxxx or by email at <>. Alternatively, please feel free to contact me at (202) 208-7169 or at elizabeth.warner@ed.gov.

Sincerely,

Elizabeth Warner, Ph.D.
Federal Project Officer



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National Center for Education Evaluation and Regional Assistance

Month XX, 2015

Firstname Lastname
Superintendent [or other title]
District
Street Address
City, ST ZZZIP

Dear Dr./Mr./Ms. Lastname:

As a recipient of 2010 TIF funds, you are strongly encouraged to participate in data collection associated with the National Evaluation of TIF sponsored by the U.S. Department of Education. A critical component of the evaluation is the administration of surveys to TIF cohort3 districts for each year of program implementation during the five-year grant to learn about implementation experiences. These surveys, as well as additional data from grantees who were awarded evaluation grants, will provide valuable information about TIF to the Department and Congress.

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We have contracted with <TBD> to conduct this evaluation. If you have any questions about this survey or the study, please contact <project director, tbd>, the project director, at (xxx) xxx-xxxx or by email at <>. Alternatively, please feel free to contact me at (202) 208-7169 or at elizabeth.warner@ed.gov.

Sincerely,

Elizabeth Warner, Ph.D.
Federal Project Officer

OMB Control No.:
Expiration Date:

TEACHER INCENTIVE FUND 2014-2015 DISTRICT SURVEY



This survey is part of the national evaluation of the Teacher Incentive Fund (TIF), a federally funded initiative on performance pay for educators. The survey includes questions about features of your program, changes made to your program after you received the TIF grant, and communication with program stakeholders.

We would like you to know that:

1. Your response is critical for producing valid and reliable data. You may skip any questions you do not wish to answer; however, we hope that you answer as many questions as you can. Your answers to questions will not affect your grant—now or in future—and will not be shared with anyone else other than the researchers. Participation in the district survey will not impose any risks to you as a respondent. If you have any questions about your rights as a research participant, you can contact xxx IRB at 1-800-xxx-xxxx.
2. Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law. Additionally, no one in your district will see your responses.

Thank you very much for your help with this survey.

Please return the completed form to:

If you have questions about completing this form or to request another copy, please contact:

This survey is authorized by law: The ARRA, Division A, Title VIII, Pub. L. 111–5 and Departments of Labor, Health and Human Services, and Education, and Related Agencies Appropriations Act, 2010, Division D, Title III, Pub. L. 111–117.

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 **1850-0876**. Public reporting burden for this collection is estimated to average 30 minutes per respondent, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain benefit (EDGAR: part 75.591, Authority: 20 U.S.C. 1221e-3 and 3474). If you have any comments or concerns regarding the status of your individual submission of this survey, please contact (U.S. Department of Education, Institute of Education Sciences, 555 New Jersey Ave, NW, Washington, DC 20208) directly. (Note: Please do not return the completed survey to this address).

DISTRICT SURVEY

This survey is about activities supported by the 2010 Teacher Incentive Fund grant, also called TIF 3. Please answer only for the activities supported by the 2010 TIF 3 grant. Do not provide information for TIF grants received before or after 2010.

If you are responding for a TIF 3 program for a group of charter schools, for a single charter school, or a single-building program, please answer only for the school or schools that are part of your TIF 3 program.

If your district is NOT participating in the 2010 TIF 3 grant this school year, please check the box below and indicate the reason your district decided not to participate in TIF 3. Then proceed to Section D, provide your contact information, and return the form in the envelope provided. All TIF 3 grant participants should go to Question A1 below and complete the entire questionnaire.

Check this box if your district is NOT participating in the TIF 3 grant.

Please indicate the reason your district decided not to participate indicating whether your district ever participated, then GO TO SECTION D

a. YOUR TIF 3 PROGRAM

A1. How do you normally refer to the TIF 3 performance-based compensation system (PBCS) program in your site?

- 1 The Teacher Incentive Fund program, the TIF program or TIF
- 2 The Teacher Advancement Program or TAP
- 3 Other (specify): _____

A2. For each level listed, please provide the number of schools covered by the TIF 3 grant this school year.

	NUMBER OF SCHOOLS
a. Elementary schools.....	_ _ _
b. Middle schools.....	_ _ _
c. High schools.....	_ _ _
d. Other (<i>Specify</i>).....	_ _ _
TOTAL NUMBER OF TIF 3 SCHOOLS (sum of rows A through D)	_ _ _

A3. Besides TIF 3, are there other sources of funding from federal, state, or privately sponsored programs to provide performance-based bonuses in any of your TIF 3 schools?

- 1 Yes
- 0 No

Note: Questions A4-A11 focus specifically on bonuses based *solely* on performance. Performance-based bonuses do not include the additional pay that may be available for roles, responsibilities or other activities.

A4. Did any teachers in your TIF 3 schools receive bonuses based *solely* on their performance in the 2013-2014 school year?

- 1 Yes → **GO TO A5**
- 0 No → **GO TO A6**

A5. Which of the following methods did you use to inform teachers and other stakeholders about the bonus amounts that were given based *solely* on performance in the 2013-2014 year?

MARK ONE PER ROW

	YES	NO
LETTER OR EMAIL		
a. Letter or e-mail to each teacher with his or her individual bonus amount	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Letter or e-mail with school- or district-level information about bonus amounts.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
IN-PERSON MEETINGS		
c. Individual meeting(s) with each teacher to discuss his or her individual bonus amount	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Group presentation(s) to teachers with school- or district-level information about bonus amounts.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. Presentation(s) to school board	1 <input type="checkbox"/>	0 <input type="checkbox"/>
OTHER		
f. Press release or press conference about bonus amounts for individual teachers.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
g. Press release or press conference with school- or district-level information about bonus amounts.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
h. District website.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
i. Other (<i>Specify</i>)..... _____	1 <input type="checkbox"/>	0 <input type="checkbox"/>

A6. Did you revise your TIF 3 program after the 2013-2014 school year to change any aspect of your bonuses based *solely* on performance?

1 Yes → GO TO A7

0 No → GO TO A12

A7. Did you make revisions to your TIF 3 program after the 2013-2014 school year to change who is eligible to earn a bonus based *solely* on performance?

1 Yes, to expand the pool of staff who are eligible to earn a performance-based bonus

2 Yes, to shrink the pool of staff who are eligible to earn a performance-based bonus

0 No

A8. Did you make revisions to your TIF 3 program after the 2013-2014 school year to change how performance is assessed or how the evaluation criteria affect bonuses based *solely* on performance?

1 Yes

0 No

A9. Did you make revisions to your TIF 3 program after the 2013-2014 school year to change the amount of bonuses based *solely* on performance?

1 Yes

0 No

A10. For which of the following reasons did you revise your bonuses based *solely* on performance after the 2013-2014 school year?

	MARK ONE PER ROW	
	YES	NO
a. To obtain or maintain principals' support.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. To obtain or maintain support from a teachers union or association.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. To obtain or maintain support from teachers in participating schools.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. To obtain or maintain support from the school board.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. To stay within budget constraints.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
f. To simplify the criteria for earning a bonus.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
g. To improve perceived fairness.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
h. At the request of the U.S. Department of Education.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
i. Others (<i>Specify</i>)..... _____	1 <input type="checkbox"/>	0 <input type="checkbox"/>

A11. Did you revise the following aspects of your bonuses based *solely* on performance after the 2013-2014 school year?

a. Difficulty of earning a performance-based bonus

MARK ONE ONLY

1 Yes, so more teachers are likely to earn a performance-based bonus

2 Yes, so fewer teachers are likely to earn a performance-based bonus

0 No

b. Amount of the average bonus

MARK ONE ONLY

1 Yes, to have larger performance-based bonuses on average

2 Yes, to have smaller performance-based bonuses on average

0 No

c. Distribution of the bonus

MARK ONE ONLY

1 Yes, to have a larger difference between the average and maximum performance-based bonuses

2 Yes, to have a smaller difference between the average and maximum performance-based bonuses

0 No

A12. Tell us about the professional development activities related to your TIF 3 program that were planned for teachers in TIF 3 schools during the 2014-2015 school year.

These activities include courses they may take for recertification or advanced certification, workshops sponsored by your school(s) or district, conferences, or any other training that is relevant to their teaching at your school(s).

In each row, check the box if the activity is the focus of professional development (PD), then write the percent of teachers expected to receive PD in that topic.

	FOCUS OF PD	PERCENT OF TEACHERS
a. Understanding components of your TIF 3 program other than performance measures.....	1 <input type="checkbox"/>	_ _ _ _
b. Understanding performance measure used as part of your TIF 3 program....	1 <input type="checkbox"/>	_ _ _ _
c. Direct feedback based upon individual performance ratings as measured through your TIF 3 program.....	1 <input type="checkbox"/>	_ _ _ _
d. Differentiated instructional strategies based on student assessments.....	1 <input type="checkbox"/>	_ _ _ _
e. Instructional techniques and strategies.....	1 <input type="checkbox"/>	_ _ _ _
f. Aligning curricula to state or district standards.....	1 <input type="checkbox"/>	_ _ _ _

B. additional pay, BONUSES, and performance measures

Questions in this section refer to activities funded by your TIF 3 grant.

Teacher Additional Pay and Performance Measures

B1. Can teachers earn additional pay for taking on added roles or responsibilities during the regular school day this school year?

Yes

No **→ GO TO B3**

B2. For which of the roles or activities below can a teacher in your TIF 3 schools earn additional pay this school year?

Mark Yes or No for each eligible role or activity listed. For each Yes answer, write the maximum amount of additional pay that a teacher could earn for that role or responsibility.

ROLES AND RESPONSIBILITIES	CAN EARN ADDITIONAL PAY?		MAXIMUM ADDITIONAL AMOUNT
	YES	NO	
a. Mentor teacher.....	<input type="checkbox"/>	<input type="checkbox"/>	\$ __ __ , __ __ __
b. Master or lead teacher.....	<input type="checkbox"/>	<input type="checkbox"/>	\$ __ __ , __ __ __
c. Department chair or head.....	<input type="checkbox"/>	<input type="checkbox"/>	\$ __ __ , __ __ __
d. Lead curriculum specialist.....	<input type="checkbox"/>	<input type="checkbox"/>	\$ __ __ , __ __ __
e. Serving on a school-wide committee or task force....	<input type="checkbox"/>	<input type="checkbox"/>	\$ __ __ , __ __ __
f. Serving on a leadership team in some capacity.....	<input type="checkbox"/>	<input type="checkbox"/>	\$ __ __ , __ __ __
OTHER ACTIVITIES			
a. Teaching in a hard-to-staff school (e.g., schools serving large proportions of economically disadvantaged or low-performing students).....	<input type="checkbox"/>	<input type="checkbox"/>	\$ __ __ , __ __ __
b. Teaching high-need subjects (e.g., math, science, or special education).....	<input type="checkbox"/>	<input type="checkbox"/>	\$ __ __ , __ __ __
c. Attending professional development activities or enrolling in graduate-level courses.....	<input type="checkbox"/>	<input type="checkbox"/>	\$ __ __ , __ __ __

B3. Are any teachers in tested grades and subjects (grades/subjects that administer state or district assessments) in your TIF 3 schools eligible for bonuses based *solely* on their performance this school year?

❖ *Performance-based bonuses do not include the additional pay that may be available for roles, responsibilities or activities listed in B1.*

1 Yes

The maximum performance-based bonus is \$ |__|__| , |__|__|__| (round to the nearest 100)

0 No

B4. For teachers in tested grades and subjects, which of the following performance measures are used to evaluate teachers or to determine their bonuses based *solely* on performance?

In column A, indicate whether the performance criterion is used to evaluate teachers.

In column B, indicate whether the performance criterion helps determine which teachers receive performance-based bonuses or the amounts of the bonuses that teachers receive.

	COLUMN A		COLUMN B	
	USED TO EVALUATE TEACHERS?		AFFECTS BONUSES?	
	YES	NO	YES	NO
STUDENT ACHIEVEMENT				
a. Student test scores at a point in time (e.g., average scores, proficiency rates, or Adequate Yearly Progress – AYP based on 2014-2015 scores only)	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Growth in student test scores between the current and prior school year(s) at the <u>school level</u> (e.g., value-added, average gains).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. Growth in student test scores between the current and prior school year(s) in <u>certain student groups</u> (e.g., grade level, team, subject area	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Growth in student test scores between the current and prior school year(s) in <u>teachers' individual classes</u>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
DIRECT OBSERVATION				
e. Classroom observations.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
f. Professional judgment of principal or other administrator, other than classroom observations.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
ATTENDANCE				
g. Teacher attendance.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
h. Student attendance.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
STAKEHOLDER INPUT				
i. Reviews from other teachers	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
j. Parent input.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
k. Student input.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
l. OTHER (Specify).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>

B5. Are any teachers in non-tested grades and subjects (grades/subjects that do not administer state or district assessments) in your TIF 3 schools eligible for bonuses based *solely* on their performance this school year?

Performance-based bonuses do not include additional pay that may be available for roles, responsibilities or activities listed in B2.

Yes

The maximum performance-based bonus is \$ |__|__| , |__|__|__| (round to the nearest 100)

No

B6. For teachers in non-tested grades and subjects, which of the following performance measures are used to evaluate teachers or to determine their bonuses based *solely* on performance?

In column A, indicate whether the performance criterion is used to evaluate teachers.

In column B, indicate whether the performance criterion is used to determine which teachers receive performance-based bonuses or the amounts of the bonuses that teachers receive.

	COLUMN A		COLUMN B	
	USED TO EVALUATE TEACHERS?		AFFECTS BONUSES?	
	YES	NO	YES	NO
STUDENT ACHIEVEMENT				
a. Student test scores at a point in time (e.g., average scores, proficiency rates, or Adequate Yearly Progress – AYP based on 2014-2015 scores only)	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Growth in student test scores between the current and prior school year(s) at the <u>school level</u> (e.g., value-added, average gains).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. Growth in student test scores between the current and prior school year(s) in <u>certain student groups</u> (e.g., grade level, team, subject area).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Growth in student test scores between the current and prior school year(s) in <u>teachers' individual classes</u>	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
DIRECT OBSERVATION				
e. Classroom observations.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
f. Professional judgment of principal or other administrator, other than classroom observations.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
ATTENDANCE				
g. Teacher attendance.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
h. Student attendance.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
STAKEHOLDER INPUT				
i. Reviews from other teachers.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
j. Parent input.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
k. Student input.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
l. OTHER (Specify)	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>

B7. Are the TIF 3 schools conducting formal teacher classroom observations using a rubric or checklist this school year?

- 1 Yes
- 0 No → **GO TO B13**

B8. Were observers trained on using the observation tool?

- 1 Yes
- 0 No → **GO TO B10**

B9. Please indicate whether the observation training included the following activities.

ACTIVITY	MARK ONE PER ROW	
	YES	NO
a. Discussed examples of performance at each rating level on the observation tool.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Practiced using the observation tool using a video or in-person observation.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. Compared observer ratings to an expert rater or gold-standard rating before conducting observations for TIF3.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Compared observer ratings to an expert rater or gold-standard rating while conducting observations for TIF3	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. Required additional training for observers who did not have similar ratings to the expert or a gold-standard rating.	1 <input type="checkbox"/>	0 <input type="checkbox"/>

B10. On average, how many formal classroom observations (based on a rubric or checklist) will be conducted per teacher this school year?

|__|__|OBSERVATIONS PER TEACHER

B11. What is (or will be) the approximate length of one typical formal classroom observation based on a rubric or checklist?

|__|__|__| MINUTES PER OBSERVATION

B12. Who conducts or will conduct the formal classroom observations in TIF 3 schools this school year?

	MARK ONE PER ROW	
	YES	NO
a. The principal at the teacher's school.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Other administrator (e.g., assistant principal, department head) at the teacher's school.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. Mentor, master, or lead teacher at the teacher's school.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Mentor, master, or lead teacher from a different school in the district.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. Content specialist.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
f. Other observer (<i>Specify</i>)..... _____	1 <input type="checkbox"/>	0 <input type="checkbox"/>

Principal Additional Pay and Performance Measures

B13. For which of the roles or activities listed below can principals in your TIF 3 schools earn additional pay this school year?

❖ *Mark Yes or No for each role or activity listed. For each Yes answer, write the maximum additional amount that a principal could receive.*

	CAN EARN ADDITIONAL PAY?		MAXIMUM ADDITIONAL AMOUNT
	YES	NO	
a. Working in a hard-to-staff school (e.g., schools serving large proportions of economically disadvantaged or low-performing students).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	\$ __ __ , __ __
b. Assuming additional roles or responsibilities in the school or district.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	\$ __ __ , __ __
c. Attending professional development activities or enrolling in graduate-level courses.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	\$ __ __ , __ __

B14. Are any principals in your TIF 3 schools eligible for bonuses based solely on their performance this school year?

❖ *Performance-based bonuses do not include the additional pay that may be available for roles, responsibilities or activities listed in B12.*

1 Yes

The maximum performance-based bonus is \$ |__|__| , |__|__|__| (round to the nearest 100)

0 No

B15. Which of the following performance criteria are used to evaluate principals or to determine their bonuses based *solely* on performance?

In column A, indicate whether the performance criterion is used to evaluate principals.

In column B, indicate whether the performance criterion helps determine which principals receive performance-based bonuses or the amounts of the bonuses that principals receive.

	A		B	
	USED TO EVALUATE PRINCIPALS?		AFFECTS BONUSES?	
	YES	NO	YES	NO
STUDENT ACHIEVEMENT				
a. Student test scores at a point in time (e.g., average scores, proficiency rates, or Adequate Yearly Progress – AYP based on 2014-2015 scores only)	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Growth in student test scores between the current and prior school year(s) at the <u>school level</u> (e.g., value-added, average gains).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. Growth in student test scores between the current and prior school year(s) in <u>certain student groups</u> (e.g., grade level, team, subject area).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
DIRECT OBSERVATION				
d. Observations by trained observers.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. Professional judgment of supervisors (e.g., superintendent), other than classroom observations	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
f. Teachers' assessment of principal performance.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
ATTENDANCE				
g. Teacher attendance.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
h. Student attendance.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
STAKEHOLDER INPUT				
i. Parent input.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
j. Student input.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
k. OTHER (Specify) _____ _____ _____				

B16. Are trained observers conducting formal observations of TIF 3 principals this school year?

1 Yes

0 No → GO TO B20

B17. On average, how many observations by trained observers will be conducted per principal this school year?

|__|__| OBSERVATIONS PER PRINCIPAL

B18. What is (or will be) the approximate length of one typical observation by a trained observer?

|__|__|__| MINUTES PER OBSERVATION

B19. Which of the following types of trained observers will observe principals?

MARK ONE PER ROW

	YES	NO
a. Superintendent.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Other central office administrator from the same district	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. Administrator from another district.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Other observer (<i>Specify</i>).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>

B20. Please indicate which of the school staff below are eligible for bonuses based *solely* on their performance.

- ❖ *Mark Yes or No to indicate whether staff in any of your TIF 3 schools are eligible to receive a performance-based bonus.*
- ❖ *Check NA for any staff category that does not exist in the schools in your TIF 3 program.*

SCHOOL STAFF	ELIGIBLE FOR BONUSES?		
	YES	NO	N/A
a. Assistant/vice principal.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	n <input type="checkbox"/>
b. Other school administrators.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	n <input type="checkbox"/>
c. Other teaching staff (e.g., part-time teachers, substitutes, teacher aides).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	n <input type="checkbox"/>
d. Non-teaching staff (e.g., counselors, librarians, custodial staff).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	n <input type="checkbox"/>

C. POTENTIAL CHALLENGES IMPLEMENTING YOUR TIF 3 PROGRAM

C1. For the listed activities associated with teacher classroom observations, please indicate the degree to which they were challenging for your district to implement.

MARK ONE PER ROW

	NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE
a. Choosing a classroom observation tool.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Finding a classroom observation tool that is ready for implementation.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Hiring observers for classroom observations..... and storing classroom.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Training observers to use a classroom observation tool.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Scheduling and/or conducting classroom observations.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Providing useful and/or timely feedback from observations.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Collecting and storing classroom observation data.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>

C2. For the listed activities associated with principal observations, please indicate the degree to which they were challenging for your district to implement.

MARK ONE PER ROW

	NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE
a. Choosing a principal observation measure/tool.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Finding a principal observation tool that is ready for implementation.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Hiring observers for principal observations..... and storing classroom.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Training observers to use a principal observation tool.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Scheduling and/or conducting principal observations.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Providing useful and/or timely feedback from observations.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>

C3. For the listed activities associated with incorporating student achievement growth into teacher evaluations, please indicate the degree to which they were challenging for your district to implement.

MARK ONE PER ROW

	NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE
a. Calculating student achievement growth.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Attributing student achievement growth to individual teachers	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Explaining student achievement measures to educators	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Providing useful and timely feedback on student achievement measures to educators.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Collecting and storing data linking teachers to student achievement data	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>

C4. For the issues listed, please indicate the degree to which they were challenging to your district when it was designing and implementing the TIF program.

MARK ONE PER ROW

	NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE
a. Defining the criteria for earning a performance-based bonus or the amount of the bonus.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Calculating performance-based bonuses.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Distributing performance-based bonuses.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Choosing educators for additional roles and responsibilities.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>

C5. To what degree were the following communication activities challenging for your district?

MARK ONE PER ROW

	NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE
a. Communicating the TIF program to educators.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>

b. Communicating bonus payouts to educators.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Communicating with other stakeholders	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>

C6. To what degree was it challenging for your district to obtain or maintain support for your TIF program from the following stakeholders?

MARK ONE PER ROW

	NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE
a. Teachers or teachers' union or association.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Principals or principals' union or association.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Superintendent.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. School board.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Parents or the broader community.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>

D. TIF/ evaluation System Future Plans

D1. In 2015-16, which of the following best characterizes your plans for [Program Name]?

MARK ONLY ONE

- ¹ Continue the program in some, but not all of the currently participating TIF3 schools
- ¹ Continue the program in all of the currently participating TIF3 schools
- ² Implement the program in an expanded group of district schools
- ³ Implement the program in all district schools
- ⁴ Discontinue the program completely
- ⁵ Other _____

D2. In 2015-16, which of the following characterize your plans for evaluating, supporting, and rewarding the performance of teachers in your district?

CHECK ALL THAT APPLY

	CHECK ALL THAT APPLY			
	IN AT LEAST SOME TIF 3 SCHOOLS		IN DISTRICT SCHOOLS BEYOND THOSE IN TIF 3	
	YES	NO	YES	NO
a. Include a measure of student achievement growth in the performance evaluation of teachers.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Include multiple observations in the performance evaluation of teachers.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. Offer additional pay for taking on additional roles or activities (such as mentoring or master lead teacher)	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Offer additional pay for teaching in a hard-to-staff school or subject.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. Provide targeted professional development to improve performance identified by the performance evaluation.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
f. Offer additional pay based <i>solely</i> on performance (e.g., measured by student achievement growth, observations, or a combination of measures).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
g. Offer additional pay based <i>solely</i> on performance measured by student achievement growth	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>

h. Offer additional pay based <i>solely</i> on performance measured by observations	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
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D3. In 2015-16, which of the following characterize your plans for evaluating, supporting, and rewarding the performance of principals in your district?

	CHECK ALL THAT APPLY			
	IN AT LEAST SOME TIF 3 SCHOOLS		IN DISTRICT SCHOOLS BEYOND THOSE IN TIF 3	
	YES	NO	YES	NO
a. Include a measure of student achievement growth in the performance evaluation of principals.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Include multiple observations in the performance evaluation of principals.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. Offer additional pay for assuming additional roles or responsibilities in the school or district.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. Offer additional pay for working in a hard-to-staff school (e.g., schools serving large proportions of economically disadvantaged or low-performing students).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. Offer additional pay based <i>solely</i> on performance (e.g., measured by student achievement growth, observations, or a combination of measures).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
f. Offer additional pay based <i>solely</i> on performance measured by student achievement growth	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>
g. Offer additional pay based <i>solely</i> on performance measured by observations	1 <input type="checkbox"/>	0 <input type="checkbox"/>	1 <input type="checkbox"/>	0 <input type="checkbox"/>

D4. Do you intend to continue or expand aspects of your TIF program listed in questions D2 and D3?

- 1 YES
 0 No → GO TO D7

D5. Which of the following do you intend to use to pay for your district's plans to continue or expand aspects of your TIF program listed in questions D2 and D3?

MARK ONE PER ROW

	YES	NO
a. New Teacher Incentive Fund grant (e.g., TIF 5).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Other Federal Funding (e.g., Title II).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. Revised salary schedule (e.g., to reduce pay increases for educator experience or additional credentials/certification).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
d. New source of district or SEA funding.....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
e. Outside Funding (such as philanthropy).....	1 <input type="checkbox"/>	0 <input type="checkbox"/>
f. Other _____	1 <input type="checkbox"/>	0 <input type="checkbox"/>

D6. Do you intend to discontinue any aspects of your TIF program listed in questions D2 and D3?

- 1 YES
 0 No → **GO TO SECTION E**

D7. Please indicate the degree to which the following played a role in shaping your district's plans to discontinue your TIF program (or aspects of your program listed in questions D2 and D3)?

MARK ONE PER ROW

	NO ROLE	MINOR ROLE	MAJOR ROLE
a. Lack of support from teachers or teachers' union or association.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Lack of support from principals or principals' union or association.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Lack of support from other stakeholders.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Concerns with data capacity issues or capabilities.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Challenges with effectively communicating payout opportunities.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Challenges with effectively communicating student achievement growth in the performance measure.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Challenges with effectively communicating the observation rubric in the performance measure.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>

D8. Please use the space below to provide any additional thoughts or clarifications you would like to share about your TIF 3 program or this questionnaire.

e. CONTACT INFORMATION

Please provide your contact information below. We will use it to reach you in case we need to clarify any of your responses.

Providing this information is voluntary.

Name: _____
Title: _____
Street address: _____
City: _____ State: _____ Zip Code: _____
Best telephone to reach you: _____
Cell phone: _____
Best Email to reach you: _____
Other Email: _____
Best time to reach you by phone (day and time): _____

THANK YOU VERY MUCH FOR COMPLETING THIS QUESTIONNAIRE