2008 Principal/ Vice Principal Survey Results for Evaluation of the Effective Practice Incentive Community (EPIC)

Final Report

March 30, 2009

Duncan Chaplin
Hanley Chiang
Margaret Sullivan
Virginia Knechtel
Dominic Harris
Shinu Verghese
Kathy Sonnenfeld
Barbara Kennen
John Hall

MATHEMATICA
Policy Research, Inc.

This page has been intentionally left blank for double-sided copying.

MPR Reference Number:
6325-150

Submitted to:
New Leaders for New Schools
30 West 26th Street
New York, NY 10010
Project Officer: Chris Mathews

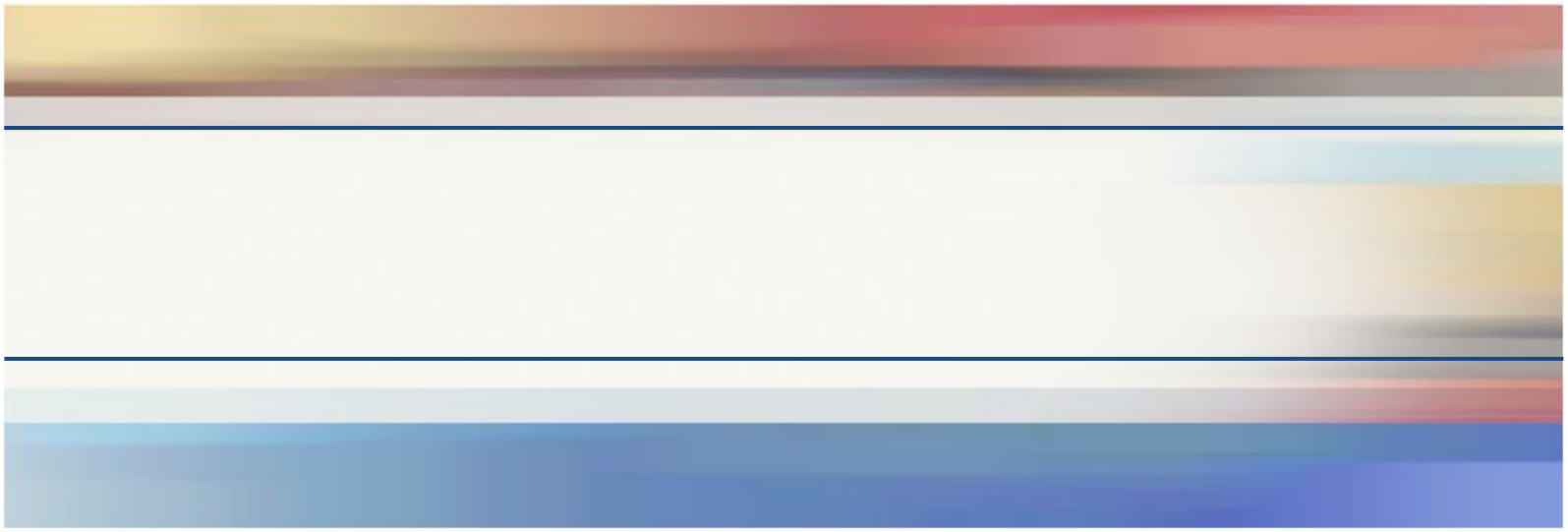
Submitted by:
Mathematica Policy Research, Inc.
600 Maryland Avenue, S.W.
Suite 550
Washington, DC 20024-2512
Telephone: (202) 484-9220
Facsimile: (202) 863-1763
Project Director: Duncan Chaplin

2008 Principal/ Vice Principal Survey Results for Evaluation of the Effective Practice Incentive Community (EPIC)

Final Report

March 30, 2009

Duncan Chaplin
Hanley Chiang
Margaret Sullivan
Virginia Knechtel
Dominic Harris
Shinu Verghese
Kathy Sonnenfeld
Barbara Kennen
John Hall



MATHEMATICA
Policy Research, Inc.

This page has been intentionally left blank for double-sided copying.

ACKNOWLEDGMENTS

The authors would like to thank the many people who contributed to this report in numerous and valuable ways. At New Leaders for New Schools, Chris Mathews, Allison Jack, Paige Akins, Nick Stableski, Michael Gross, Dianne Houghton, and Jonathan Schnur are collaborating with us on the evaluation work. Staff at the many charter schools, Memphis City Schools, and the District of Columbia Public Schools provided the survey and administrative data used in the analysis.

A number of staff at Mathematica Policy Research, Inc. played major roles in the creation of this report. Jerry West and Brian Gill provided quality assurance review. Tara Anderson collected the state-level data, helped to create the tables, and assisted in numerous other ways. Ama Takyi and Joel Smith helped with programming. Jeffrey Grigg, an Institute of Education Sciences fellow at MPR during the fall of 2008, reviewed the literature and some of the survey data. John Kennedy provided editorial support, and Sharon Clark, Marjorie Mitchell, Donna Dorsey, Linda Heath, Jane Nelson, Jill Miller, and Cynthia McClure provided word processing and production support.

This page has been intentionally left blank for double-sided copying.

CONTENTS

Chapter **Page**

Chapter **Page**

Chapter **Page**

TABLES

Table **Page**

Table **Page**

Table **Page**

Table **Page**

Table **Page**

CHAPTER I

INTRODUCTION

In 2006 and 2007, the U.S. Department of Education (USDOE) awarded Teacher Incentive Fund (TIF) grants for the development of systems to compensate teachers and principals in part based on increases in student achievement. New Leaders for New Schools (NLNS) received five of these grants and is using them to implement its Effective Practice Incentive Community (EPIC) intervention in Memphis City Schools (MCS), the District of Columbia Public Schools (DCPS), a consortium of charter schools, Denver Public Schools, and Prince Georges County Public Schools.[1] EPIC offers performance-based awards to staff in high-performing elementary, middle, and high schools in return for their agreement to work with NLNS in documenting and sharing effective practices. During the 2007-2008 school year EPIC provided over $3 million in financial awards to more than 1,000 educators in 62 schools nationwide.

Mathematica Policy Research, Inc. (MPR) was hired to evaluate the EPIC initiative. MPR's full study includes an evaluation (when possible) of whether the economic performance-based incentives of EPIC improve student achievement, an evaluation of the process for documenting and sharing effective practices, and an analysis of whether principals and teachers in participating districts change their practices after NLNS disseminates information on effective practices.

Previous reports have discussed the overall research design, procedures for identifying high-performing schools, and baseline statistics on participating schools.[2] This report presents findings from a baseline survey of principals and vice principals in three of the five EPIC partners of NLNS: the MCS and DCPS school districts and the consortium of EPIC charter schools. MPR is not conducting the evaluation of EPIC in Denver at this time, and MPR's work in Prince Georges County had not begun as of December 2008, so neither of these EPIC partners is covered by the survey. The survey collected information on various factors important for informing the implementation and evaluation of EPIC, including school administrators' knowledge of EPIC, their attitudes toward performance pay, and their appraisal of existing educational practices within their schools. In this chapter, we provide an

[1] The DCPS EPIC initiative is called Together Everyone Achieves More (TEAM).

[2] Booker and Isenberg 2008; Booker et al. 2008; Cody et al. 2009a; Cody et al. 2009b.

overview of EPIC, describe the research questions addressed by MPR's overall study of EPIC and by the baseline survey, and summarize key findings from the baseline survey that are presented in more detail in subsequent chapters. Future reports will address the impacts of EPIC economic incentives on student performance, the methods for identifying and disseminating effective practices, and whether teacher and principal practices change after EPIC dissemination activities occur.

OVERVIEW OF EPIC

EPIC has two key features, both of which may lead to increases in student performance. First, through the initiative, NLNS offers financial awards to staff in eligible schools that meet performance criteria in each of the partner school districts. The awards are made directly to principals, teachers, and (in some cases) additional staff such as teaching assistants, office staff, and custodians. The awards are supplemental income that the staff members may use as they see fit. Because these performance-based awards will be offered over multiple years, they may serve as a direct economic incentive for principals and teachers to work more intensely to improve student performance. These incentives may also encourage staff to be more willing to try the practices that EPIC is disseminating as part of this intervention.

Although the rewards may serve as an economic incentive to improve performance, they are also designed to encourage school staff in the award-winning schools to participate in an intensive effort to document their effective practices. These practices are then disseminated to all schools in the partnerships and to schools across the nation with NLNS staff. The intention of NLNS is that, in the future, effective practices might be shared with all schools nationwide, even those not eligible for incentive awards. The primary motivation for EPIC is the belief that these dissemination activities will result in changes in principal and teacher practices, and thereby cause improvements in student achievement.

Incentive Awards

EPIC incentive awards announced during a given school year are based on school performance in the prior one to two school years. EPIC awards in all three partners were first given out during the 2007-2008 school year based on 2006-2007 performance. Schools in the District of Columbia (DC) were awarded for 2007-2008 performance in the fall of 2008, while the second round of awards for Memphis and charter schools, based on a combination of 2006-2007 and 2007-2008 school year performance, will be announced in the winter of 2009. EPIC awards will also be made during the 2009-2010 and 2010-2011 school years.

Eligibility for Incentive Awards

The eligibility criteria for these EPIC incentive awards vary from partner to partner. Throughout this report, eligibility refers to the *opportunity* to be selected for awards if performance is sufficiently high, and not to the status of actually being selected for awards. Moreover, the reference year for eligibility pertains to the school year in which awards are given (on the basis of performance in previous years).

In Memphis, only schools with at least 50 percent of students eligible for free or reduced-price lunch are considered for EPIC. Also, charter schools and schools eligible for two other financial incentive programs, namely Fresh Start[3] and Striving Schools,[4] are excluded from EPIC in Memphis.[5] In DC, all traditional schools are required to participate in TEAM; however, TIF funds are only used to finance awards for schools with at least 30 percent of students eligible for free or reduced-price lunch, while district or private funds finance the remainder of the awards. Public charter schools in DC are not eligible for a TEAM award, although some compete in the EPIC charter school consortium.

In order to join the EPIC charter school consortium a school needs to have at least 30 percent of its students eligible for free or reduced-price lunch, and either the school leadership team or the charter management organization overseeing the school has to sign a memorandum of understanding committing the school to participate. The charter schools also have to supply sufficient data so that their performance can be calculated. There is no plan at this time to change these conditions currently for any of the partners.

In Memphis the group of schools eligible for awards given during the 2007-2008 and 2008-2009 school years changed slightly as some schools closed, one new school opened, and a small number of schools deemed eligible in the first year were considered no longer eligible in the second year. Memphis had 148 schools eligible for the awards in the first year. In the second year of EPIC, 139 schools in Memphis constituted the eligible pool from which NLNS will select award-winning schools in early 2009. Changes in the population of DC schools that were eligible for awards also occurred, but the changes for DC were somewhat larger than in Memphis as about 20 schools closed after the end of the 2007-2008 school year and other schools were combined. This resulted in approximately 105 schools

[3] 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 value-added models (VAM) 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). The calculation to determine the percentage of goals met is fairly complex, based on nine weighted criteria that depend on meeting a goal or, if the goal is not met, the gain towards meeting the goal. In its inaugural year (2004-2005), five schools participated in the program. The following year, three additional schools joined the program.

[4] 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.

[5] Striving Schools were eligible for EPIC in Year 1 (2007-2008 awards) but are ineligible beginning in Year 2 (2008-2009 awards).

eligible for awards in DC given out in the fall of 2008, down from about 132 in the first year of the program.[6]

For charter schools, the changes in eligibility across years have been even larger than for Memphis or DC. Ninety-seven charter schools were eligible for the awards given out in the spring of 2008. Participating schools were located throughout 18 states and the District of Columbia.[7] More than 140 charter schools are eligible for the awards given out in the spring of 2009. This includes about 70 of the original schools and more than 70 new schools.

Performance Criteria

The performance criteria used to determine award winners from among the eligible schools vary among partners and were determined based on discussions with staff from the relevant districts and, in the case of the charter schools, discussions with staff from the New School Venture Fund who were acting on behalf of charter schools. First, there are differences in the subjects evaluated—Memphis schools are evaluated on student performance in reading/language arts, math, science, and social studies, while DC and the charter school consortium are only evaluated in reading/language arts and math.

There are also considerable differences in the methods used to measure student performance. In Memphis and in the charter consortium, a VAM is used to measure the average contribution that each school makes to student achievement, holding constant factors that the school cannot control, such as student characteristics that might systematically affect the academic growth of different types of students. The VAM also accounts for initial student performance differences across schools, making it possible for schools with low baseline scores to be identified as high performers and vice versa.[8]

Instead of using a VAM to identify high-performing schools, DC gave its Year 1 and Year 2 awards to all traditional DC schools in which the percentage of students proficient increased by at least 20 percentage points across years in both math and reading. The DC model differs from the VAM model in part because the DC model measures growth by comparing the performance of students enrolled in the current year to those enrolled in the previous year. In contrast, the VAM model looks only at students enrolled in the current year and compares their end of current-year performance to their end of previous-year performance. DC plans to switch to a VAM model in future years.

---

[6] In the spring of 2008, MPR developed a list of 135 DC schools deemed eligible for the EPIC awards to be given out in the fall of 2008 based on discussions with NLNS and staff at DCPS. A random subset of 80 of these schools was selected for the survey. Of these 80 schools, 18 were later deemed ineligible, mostly because of school closings, leaving 62 schools. Thus, we now estimate that approximately 105 =(135*62/80) were eligible when the Year 2 awards were made.

[7] States that participated in year 1 of the EPIC charter program were: Arizona, California, Colorado, the District of Columbia, Florida, Illinois, Indiana, Massachusetts, Maryland, Michigan, Missouri, North Carolina, New Mexico, New York, Ohio, Pennsylvania, Tennessee, Texas, and Wisconsin.

[8] See Booker and Isenberg 2008 and Booker et al. 2008 for details.

Award Structure

The number of awards and their amounts vary by staff type (principal, vice principal, teacher, and so on), partner, school performance level, and program year. The Year 1 award amounts were determined based on the proposals that NLNS submitted to USDOE for its TIF grants. Since then, USDOE has given NLNS some flexibility in the number and type of awards, award dollar amounts, and targeted recipients in a given year.

In the District of Columbia, all schools identified as high performing received the same award levels during the first two years. In Memphis and the charter school consortium there are two tiers of EPIC awards and these have changed over time:

1. ***Gold-Gain awards****,* given to the highest-performing schools in each partner district/consortium

2. ***Silver-Gain awards,*** given to the next-highest-performing schools in Memphis and the charter school consortium

NLNS distinguishes between Gold- and Silver-Gain award winners each year based in part on gaps in the distribution of high-performing schools.[9] Other district-specific criteria are used to select winners in each of the two award categories. For example in Memphis and charter schools each award-winning school must have an above-average VAM score in each subject. This restriction typically affects very few schools. Finally, NLNS does a systematic check to ensure that none of the schools selected are under investigation for problematic behaviors.

For all three partners, principals, vice principals, and instructional staff in an "award school" are eligible to receive financial awards based on school-level VAM results. In DCPS, other building staff (guidance counselors and school support such as custodial and lunch-service staff) are also eligible for these awards.

In addition to the awards made for school-level student achievement gains, NLNS is planning to give "Spotlight" teacher awards to selected teachers in the Gold-Gain charter schools during the spring of 2009 and in Memphis during the 2009-2010 school year. Spotlight teachers are identified through a combination of teacher-level VAM estimates and classroom observations in the Gold-Gain schools. Teachers in Memphis and DC are not currently eligible to receive Spotlight teacher awards.

In all three sites staff members have to agree to help NLNS collect information on their practices before they can receive an award. In Memphis this agreement is formalized through

[9] MPR provides NLNS with confidence intervals for each school. NLNS then attempts to choose cut-points for the Gold-Gain and Silver-Gain award-winning schools so that there is relatively little overlap between the confidence intervals for the Gold-Gain and Silver-Gain award schools and between those for the Silver-Gain award schools and the schools that receive no awards.

a voting procedure. At least 80 percent of teachers at a school selected for awards have to vote to accept awards before anyone (including the principal) can receive an award.

The size of the award payments varies substantially across partners (Table I.1). 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. Across partners, principal and vice principal awards were largest in the charter schools, while the teacher awards were largest in DC. NLNS decided to modify the award amounts in Memphis and in charter schools in 2008-2009 in response to feedback from district partners concerning the discrepancies in value by staff position and out of concern that the teacher award amounts would not be sufficient to change staff behaviors. Specifically, they will be reducing award amounts for principals and vice principals, increasing award amounts for instructional staff, and offering awards to educational assistants in Memphis.

NLNS gave out 17 awards in Memphis and 22 awards for charter schools in the 2007-2008 school year.[10] DC gave out three awards in the first year (fall 2007) and six awards in the second year (fall 2008). The numbers of awards given out by partner were determined based on budget constraints and the distribution of performance levels (as discussed above). Consequently, the numbers of awards made for each partner were not designed for comparison across partners so they have no implications for the relative performance levels of the different partners.

EPIC Awards as Incentives

A central goal of the 2007-2008 awards was to make teachers aware of the EPIC incentive program. Although these early awards were given out based on performance during the 2006-2007 school year, the school staff were probably not aware of their eligibility for EPIC during most of the 2006-2007 school year as the TIF grant announcements were not made until November of that year. Awards being made during the 2008-2009 school year, by contrast, are based in part on performance during the 2007-2008 school year, when staff could have been aware of the program, so knowledge about eligibility for these awards (and the awards given in later years) may encourage school staff to raise student achievement.

In order for schools covered in our survey to react to the incentive program during the 2007-2008 school year, school staff must be aware of the program. Awareness of the EPIC program may have differed by partner in part because of differences in the methods used to recruit schools and disseminate information about EPIC. DC and Memphis schools were recruited as a result of belonging to districts partnered with EPIC, and most information these schools receive about EPIC is disseminated through their districts, often using in-person meetings. For the charter schools, NLNS reached out both to individual schools and

[10] Another five Memphis schools had VAM scores high enough to qualify for awards but voted not to accept their awards.

Table I.1. EPIC Incentive Awards (in Dollars) During the 2007-2008 and 2008-2009 School Years

	Gold-Gain Schools	Silver-Gain Schools
Memphis		
Principals		
2007-2008	15,000	10,000
2008-2009	10,000	7,500
Vice Principals		
2007-2008	10,000	7,500
2008-2009	6,750	5,000
All Instructional Staff		
2007-2008	1,500	1,000
2008-2009	2,500	2,500
Educational Assistants		
2007-2008	1,500	1,000
2008-2009	1,000	1,000
DCPS (2007-2009) [a]		
Principals	10,000	n.a.
Vice 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		
2007-2008	20,000	15,000
2008-2009	12,000	8,000
Vice Principals		
2007-2008	15,000	10,000
2008-2009	8,000	5,000
All Instructional Staff		
2007-2008	1,500	750
2008-2009	4,000	3,000
"Spotlight" Teachers		
2008-2009[b]	4,000	n.a.

[a] DCPS' EPIC program—called TEAM—does not include payments to Silver-Gain schools.

[b] Spotlight teacher awards are made to selected teachers in Gold-Gain schools in addition to the all-staff awards received by these teachers.

DCPS = District of Columbia Public Schools.

n.a. = not applicable.

to charter management organizations (CMOs), and information about EPIC is sent through the same channels, often through group telephone calls. This resulted in differences in the timing of information. In DC, schools were made aware of EPIC only after the first awards were given out (in December 2007), and schools were initially informed of only the incentive

component. Memphis and charter schools were given access to a more complete set of information on EPIC before the beginning of the 2007-2008 school year.

Awareness of EPIC may also vary by staff person within schools. In DC and Memphis, the district may focus its dissemination activities primarily on principals and vice principals so those staff may be the most aware of the program. Some of these principals and vice principals may choose to disseminate this information widely within their schools. Others may not tell their staff about EPIC unless they receive an award. In some charter schools the principals or vice principals may have been the most active in participating in the EPIC program but in other charter schools another staff member may have been more active and in some charter schools there may be no staff member very aware of EPIC if the decision to participate was made primarily by a CMO. The particular staff member most aware of EPIC in charter schools may depend on who was contacted during the recruitment efforts, who assembled the data for the VAM model, and who participated in conference calls run by NLNS.

Even staff aware of the program may not have had a strong incentive to respond by doing more to improve student achievement during a given year if they were unsure of whether they would be eligible for incentive payments made in the subsequent year. The TIF grant had stipulations that the district be required to share in the cost of this program by paying part of the incentives after the first year in DC and Memphis. Due to funding uncertainties at the district level, staff in Memphis and DC might be unsure of whether the EPIC awards will be made in future years. There are also requirements for charter schools to match a portion (4 percent) of awards received, but a greater source of uncertainty in eligibility is that NLNS recruits new charter schools each year, so those schools would not necessarily be aware of the program during the year in which their performance is being measured. In addition, charter school participation is contingent on supplying sufficient data to MPR, and this is not determined until after the end of the school year for which performance is being measured. Thus, charter school staff may have been uncertain about the likelihood of benefiting from the award program.

Effective Practices

The second key feature of EPIC is the documentation and dissemination of effective principal and teacher practices. As of January 2009, two examples of effective practices identified by NLNS and featured on the EPIC online platform were: "Instituting a Schoolwide Approach to Instruction and Classroom Management," and "Deepening Teachers' Understanding and Use of State Learning Standards."[11]

These practices are identified as follows. When Gold-Gain schools have been identified, NLNS sends what it calls Effective Practice Teams for site visits at Gold-Gain schools. These teams use a series of systematic interviews with school staff and classroom observations. They also film some of the practices for future dissemination. Thus far, Silver-

[11] These are available at http://epic.nlns.org/.

Gain schools have not been visited but have been asked by NLNS to provide written documentation of their practices; starting in 2009, Effective Practice Teams will have the opportunity to visit Silver-Gain schools. Ultimately, identification of the effective practices chosen for dissemination is informed by previous research, data collected during the site visits, and the written documentation provided by school staff.

When the effective practices are identified and documented, NLNS develops a dissemination campaign to notify school staff of these practices. In each partner district or consortium, all schools—regardless of eligibility for incentive awards—are targeted by the EPIC dissemination activities.[12] Current plans call for dissemination through internet-based presentations and videos, but NLNS is also considering other modes. In late October 2008, NLNS initiated internet-based dissemination to all staff from the EPIC program partners and members of the NLNS community.[13] As of January 2009, most users of the EPIC online platform were from these targeted groups.[14] Educators may also learn about EPIC through other channels, including a recent article in *Education Week*,[15] other national or regional press, conference presentations, or the New Leaders website. Future plans call for disseminating the EPIC knowledge base more broadly.

MPR EVALUATION

The Principal/Vice Principal (P/VP) survey covered in this report is one component of a larger evaluation that MPR is conducting. As noted, this study will include an evaluation of the process for documenting and sharing effective practices, an analysis of whether educators in participating districts change their practices after NLNS disseminates information on effective practices, and, where possible, an analysis of the effect of performance-based incentives on student performance. Key research questions for the full evaluation include, but are not limited to, the following:

- In what ways do teachers and school administrators learn of the availability of EPIC incentives?

- What are principals' and teachers' perceptions of performance-based pay? How do these perceptions change over time? How do these perceptions differ by partner?

[12] In a future report, we will describe these dissemination activities.

[13] The NLNS community includes current principals, vice principals, and other school and/or district staff trained and placed by NLNS; current residents-in-training who are completing their year-long residency working alongside a mentor NLNS principal; and NLNS national and site-based staff, which include leadership coaches, executive directors, and foundations team members.

[14] As of January 2009, the EPIC website (http://www.nlns.org/epic.jsp) indicated that "the EPIC Knowledge System is a password protected site available for free to EPIC grant partners and the New Leaders community." However, there are plans to remove this statement from the next version of the website

[15] See Sawchuk 2008.

- What are principals' expectations about whether incentives will affect teacher behavior and student outcomes?

- Does the availability of awards affect student achievement in eligible schools?

- Before EPIC's effective practices are disseminated, how do principals and teachers learn about improving practices? Do these avenues of obtaining information on improving practice differ by partner?

- How do EPIC Effective Practice Teams identify effective practices? How are they disseminated?

- Are principals and teachers aware of EPIC-identified effective practices after they are disseminated? Does this differ by partner?

- In what ways do principals and teachers report changing their teaching practices in response to EPIC effective-practice dissemination? Do the changes vary by partner?

To capture baseline data for the evaluation, MPR administered the P/VP survey to a sample of principals and vice principals from each partner in the spring through the fall of 2008. The survey was designed primarily for the following purposes:

- ***To Capture Data on Baseline Principal and Teacher Practices.*** Information was collected on educational practices in the respondents' schools when the survey was administered. Because data collection ended by late October 2008 when the EPIC online knowledge platform was first made available, the survey data on practices can serve as a baseline measure for examining changes in practice after the EPIC platform went online.

- ***To Measure Whether the Necessary Conditions Exist for Any Potential Effect of EPIC Incentives.*** For EPIC to influence behavior, it is crucial that educators are first aware of the program, have knowledge of the awards, believe that they are eligible for an award, and believe that they are capable of improving student achievement more than they are currently doing. It also seems reasonable that school staff possess a positive attitude toward EPIC and/or merit pay in general to be motivated by such a program.

- ***To Assess the Means by Which Information on Effective Practices and on the EPIC Program Is Disseminated to School Staff.*** To address this question, the survey asked principals to report on how they learned of the EPIC incentive program and, in the absence of the EPIC online knowledge platform, how they gather information on best practices. These responses may inform strategies by which NLNS can maximize knowledge of EPIC incentive awards and adoption of EPIC-promoted practices.

The practices asked about in the survey were chosen to be representative of the types of practices NLNS might target with the EPIC program. MPR staff reviewed a draft version of the EPIC platform in order to identify principal and teacher practices. NLNS staff also reviewed the survey instrument before it was put into the field to ensure that the survey covered the types of practices that the effective practice teams were finding through discussions with award-winning principals and teachers as well as site visits.

The survey was given to both principals and vice principals. This report focuses primarily on the principal responses primarily due to a lack of resources to sufficiently analyze both separately. We had considered analyzing them jointly and also considered including data on vice principals as proxies for the principals when the principals did not respond, but, as shown in Chapter II, we found large differences in responses between principals and vice principals even for questions in which the responses should have been the same. Vice principal responses are included on awareness of the EPIC program and award amounts.

SUMMARY OF SURVEY FINDINGS

The survey generated valuable information about the implementation of the incentive and effective practice components of EPIC and the baseline practices of school staff. The key findings are as follows:

- Most principals have positive attitudes toward EPIC and merit pay in general and believe that EPIC will improve student achievement.

- Principals generally prefer that school-level performance and growth be used when determining incentive awards rather than teacher-level performance alone or test-score levels, but they exhibit an incomplete understanding of how growth is captured in these performance measures.

- Although most principals are aware of the existence of the EPIC incentive program, their knowledge of whether they are eligible for an award and of the program details is incomplete.

- There are no clear differences between high value-added and lower value-added schools in the prevalence of principal and teacher practices covered by the survey.

- To obtain information on best practices, principals read education journals, attend professional conferences, and consult with peers and colleagues as frequently as they use the internet.

PLAN OF THE REPORT

This report presents an overview of our methods, descriptions of the survey findings overall and then separately by partner, and a conclusion. We begin Chapter II with an overview of the sample selection process, response rates for individuals and for schools, and

a comparison of the characteristics of respondents and nonrespondents. This is followed by a discussion of how the sample weights were created and the additional data sources used to classify schools throughout the report. Chapter III compares staff knowledge of and perceived eligibility for EPIC and attitudes toward incentives in EPIC-eligible schools by partner. Chapters IV, V, and VI present partner-specific results for Memphis, charter schools, and DC, respectively. In all three chapters, we compare baseline educational practices of schools with the highest value added to practices in all other schools to help NLNS with the identification and collection of effective practices. Chapter IV also examines awareness of EPIC and beliefs about EPIC eligibility for EPIC-eligible versus EPIC-ineligible Memphis schools; these comparisons help to determine whether an evaluation based on a comparison of outcomes by eligibility status is likely to yield useful information in Memphis. In Chapter V, we make comparisons of outcomes by award status and NLNS principal status to determine whether staff in award-winning schools and those with NLNS principals might have more or better information than staff from other EPIC schools. Chapter VII summarizes the survey findings and discusses what they may imply for further implementation and evaluation of EPIC. The tables in Appendix A include survey results omitted from the main body of the report.[16] The survey instrument for the Memphis City Schools P/VP survey appears in Appendix B.

[16] Appendix A includes tables covering school and principal characteristics, beliefs about EPIC criteria in Memphis and DC, and charter school plans to submit data for EPIC participation in Year 2.

CHAPTER II

SURVEY METHODOLOGY AND DATA

This chapter describes the development and implementation of the survey used to collect data for this report, the preparation of the survey data for analysis, and various analytical features of the statistical tests presented in this report. We begin with a discussion of the activities leading up to data collection, the data collection procedures, and the strategies that were used to maximize the response rates. Next, we describe the response rates, the differences in characteristics of respondents and nonrespondents, and the creation of sample weights to account for nonresponse. We then describe the background data that were merged to the survey data for the analyses presented in this report. Finally, we discuss the procedures underlying statistical tests shown in subsequent chapters and the proper interpretation of these tests.

SURVEY DEVELOPMENT AND IMPLEMENTATION

Instrument Development and Pretest

The P/VP survey was designed to help support the EPIC evaluation. Based on input from NLNS, MPR identified six domains for the survey: (1) practices and professional development for school administrators; (2) teacher practices and professional development; (3) perceptions about criteria for awarding teachers and awareness of the EPIC incentive program; (4) perceptions about the school community and teachers; (5) school characteristics; and (6) demographic information.

Before conducting the survey we did a pretest. In April 2008, MPR contacted a sample of principals and vice principals from public elementary, middle, and high schools in New York City and Houston, Texas to request their participation in our pretest of the questionnaire. The sample for this pretest included some staff from charter schools. To approximate the study sample, we identified schools with a large proportion of students eligible for free or reduced-price lunch. A total of seven principals and vice principals participated in the pretest. They completed the questionnaire, participated in a 45-minute telephone debriefing session, and received a payment of $50 for their time. The debriefing was used to measure the time required to complete the questionnaire and determine the clarity of the questions. Drawing on the pretest respondents' feedback, we made two major changes to the questionnaire. First, for a set of questions asking respondents to specify the number of hours they spend on certain activities, we allowed respondents to specify a relevant time period (for example, day, week, month, or year). Second, for a set of questions

asking for respondents' views on different performance criteria for awarding teachers, we provided examples of each of these criteria.

Sample Selection

MPR selected a sample of all principals and vice principals in a set of 80 District of Columbia (DC), 80 Memphis, and 95 EPIC charter schools. Two of the original 97 schools were inadvertently omitted from our sampling frame. As described in our design report (Cody et al. 2009a), the number of schools chosen for the sample was specified to detect differences in binary outcomes of approximately 30 to 40 percentage points between subgroups of schools in DC and Memphis. In particular, in order to be able to estimate impacts of EPIC in Memphis, we would need to have differences of at least this size in perceived eligibility for EPIC between the schools eligible for EPIC and those not eligible. We selected all eligible charter schools since the costs of sampling would have outweighed the cost-savings from only surveying 80 out of 97 schools there.

The sample sizes presented in this report vary across different analyses for a large number of reasons. First, a few schools have multiple principals, so the number of principals exceeds the number of schools in some analyses. Second, the data we used on school characteristics at the time of drawing our sample was updated by the time we did our analyses. Consequently, some schools switched categories, especially from being eligible for EPIC in Memphis to being ineligible.[17] Third, some individuals changed job categories between the principal and vice principal positions. The numbers presented in this chapter are based on the original information we had on school and staff characteristics. The numbers presented in the later chapters are based on the updated information, except that weights were created based on the original characteristics since those characteristics were used to draw our sample.[18]

The DC schools were randomly sampled using implicit stratification from all of the district's 132 traditional schools that MPR believed were eligible for EPIC awards to be given out during the 2008-2009 school year (Year 2 awards).[19] The implicit stratification was

[17] Five Memphis schools that were originally assumed to be EPIC-eligible at the time of sampling were eventually confirmed as EPIC-ineligible.

[18] Seven respondents originally classified as principals at the time of sampling identified themselves as vice principals on the survey, and one respondent originally classified as a principal did not self-identify a staff position; moreover, five respondents originally classified as vice principals self-identified as principals on the survey.

[19] This report is based on MPR's understanding as of October 1, 2008 regarding which schools were "traditional" schools in the fall of 2008. Upon the recommendation of district staff, MPR excluded from the sample frame any schools that were considered "nontraditional" in DC since many such schools were being restructured. However, it appears that the district still designated some nontraditional schools as eligible for EPIC incentive awards because two such schools were selected for awards in 2008-2009. Moreover, our understanding of traditional versus non-traditional classifications was imperfect: after the sample was drawn, we were told that at least six traditional schools had been omitted from the sample frame.

by school level (elementary, middle, and high) and NLNS principal status (whether the school's principal in 2007-2008 was trained by NLNS).

In Memphis, the sample was explicitly stratified by eligibility status for the 2008-2009 awards based on MPR's understanding of schools' eligibility for these awards as of April 2008. Sampling rates across the explicit strata in Memphis were unequal: we took a random sample of 60 of the 148 eligible schools and 20 of the 33 ineligible schools, with implicit stratification within each eligibility category based on school level and NLNS principal status.

In the charter school consortium, MPR surveyed all EPIC charter schools that were eligible for the awards given out in the spring of 2008. After accounting for school closings, mergers, and (in Memphis) post-sampling changes in EPIC eligibility, the final sample consisted of 62 schools in DC, 24 EPIC-ineligible schools in Memphis, 54 EPIC-eligible schools in Memphis, and 97 EPIC charter schools.

Sample Verification

Before the survey was launched, advance calls were made to each of the schools in the selected sample to identify and verify the contact information for the principals and vice principals. Callers were prepared with scripts to obtain this information. These calls began in early April 2008 for Memphis and EPIC charter schools and in early May 2008 for DC schools. The information collected was entered into a database and used to prepare customized letters, mailing labels, and contact sheets for the telephone interviewers.

Although all schools could easily identify the principal, some schools did not use the "vice principal" title. In these cases, we probed to see if there was a staff member on whom the principal consistently relied for assistance with his/her administrative responsibilities. Because these schools may have varied in how they interpreted this role, the results for vice principals should be viewed with some caution.

Survey Design and Strategies for Increasing Response Rates

We used the following design elements to minimize respondent burden as well as to maximize data quality and response rates.

- ***Kept the questionnaire to under 30 minutes.*** Because administrative staff members are busy, it was important to keep the burden to complete the survey to under 30 minutes.

- ***Customized questions for the district-specific NLNS incentive programs.*** The questions referencing the name of the NLNS incentive program were tailored for each district to enhance name recognition. In DC, the incentive program is called Together Everyone Achieves More (TEAM). In Memphis and for the charter schools, the program is referred to as the EPIC initiative. Also, we asked charter schools about plans to provide NLNS with data in the future, while in DC and Memphis this question was replaced with a question asking

respondents if they believed the eligibility criteria for the incentive award were appropriate.

- ***Offered multiple modes to respond.*** We sent each sample member a personalized packet that included an invitation letter describing how the respondent had a choice of completing the questionnaire by web, by filling out the enclosed paper version and mailing it to MPR, or by calling a toll-free number and completing the questionnaire by telephone. The letter informed respondents that they would receive a $25 check upon receipt of their completed questionnaire. The packet also contained instructions on how to log in to the questionnaire website, their unique user ID and password, and a postage-paid envelope to return the completed paper version, if that was their mode of choice.

- ***Encouraged respondents to select web mode.*** Data quality is improved and data collection costs are reduced when respondents use the web as the mode of choice. Therefore, the mailing contained clear instructions on logging in to the web address, including the respondents' unique user ID and password. This strategy worked with the DC and charter school staff, with about two-thirds of respondents using the web in these two sites. In contrast, most Memphis respondents completed the paper version. Less than 10 percent responded by phone in any site.

- ***Ensured mailings were effective and convenient.*** The personalized packet was mailed via U.S. Postal Service priority mail to draw the attention of the recipient. The packet also included a postage-paid business reply envelope for ease of returning the completed paper version if that was the mode of choice.

- ***Provided assurances of confidentiality, study authenticity, and relevance.*** It has been learned from past studies that the willingness of respondents to participate is increased if they can be assured that the study is legitimate and has value to them. The website and mailing stated the importance of the study, the organizations conducting and sponsoring the study, and the contact persons to whom further questions could be directed.

- ***Used different strategies at appropriate junctures.*** Each point of contact was timed to avoid diffusing the message or overwhelming the respondent or gatekeeper. We were also sensitive to each partner's school schedule and activities that might affect the data collection. We worked with NLNS to determine which of the following strategies were appropriate for each partner as some partners preferred some strategies over others:

  - ***Trained interviewers to conduct follow-up calls.*** Approximately two to four weeks after the personalized packets were mailed, interviewing staff were scheduled to conduct follow-up telephone calls to all nonrespondents. To ensure that the collection of data and

communication with sample members were consistent, we held a two-hour interviewer training several days before calling was to begin in early May 2008. We trained 10 interviewers to ensure that staff members were available to make and receive calls during school hours as well as during evening and weekend hours. As part of the training, we explained the purpose of the study and reviewed each question with the interviewers. We also discussed any study-specific terminology. Interviewers were then required to practice giving the web version of the questionnaire to each other and to staff until all of the interviewers demonstrated proficiency administering the questionnaire and the ability to respond to questions that might be posed by the respondent.

- ***Conducted follow-up telephone calls.*** The trained interviewing staff conducted follow-up telephone calls to all nonrespondents. These calls targeted the nonrespondents at timed intervals (such as repeating calls three or four days after the last call). Additionally, calls to DC and Memphis schools were temporarily suspended for several weeks at the beginning of the new school year in order to give the principals time to attend to their schools' openings.
- ***Mailed reminder flyers.*** These flyers summarized key facts about the study and encouraged and highlighted the ease of participation. This strategy was used for charter and DC schools.
- ***Sent email reminders.*** We set up a study-specific email account from which we could send and receive emails. We utilized the study name in the email address and subject line to help with name recognition and possibly prevent the message from being ignored or treated as spam. This strategy was used for charter and DC schools.
- ***Attended principals' meetings.*** In early June, we attended the Principal's Academy in Memphis; in August, we attended the summer institute in DC. During these meetings we gave nonrespondents questionnaire packets in person. This strategy yielded 12 completed surveys.
- ***In-person interviews.*** In DC, we made spontaneous visits to the sample members at their schools in the hopes that an in-person visit would encourage on-the-spot participation or lead to a completed questionnaire several days later. We were successful in obtaining two interviews using this technique.
- ***Mailed post-pay incentives.*** All respondents were sent $25 post-payment checks as a thank-you for participating in the study.
- ***Offered prepay incentive, enclosed in the second mailing.*** Questionnaire packets were remailed to all principals and vice principals who did not complete the questionnaire by August 2008. We also enclosed a prepayment of $25 to nonrespondents in the DC and charter

schools (and sent a second postpayment of $25 to sample members in the DC and charter schools who had already responded). Thus, the prepayments and postpayments received by each respondent in the DC and charter schools totaled to $50.

Table II.1 summarizes the various points and dates of contact to maximize response.

Table II.1. Summary of Points of Contact for the Principal/Vice Principal Survey by Partner

	Dates on Which Contact Was Made		
Type of Contact	Memphis	Charter	DC
Advance calls	4/10/08	4/10/08	5/13/08
Mail advance letter and survey	4/29/08	4/30/08	5/15/08
Mail reminder flyer	NA	5/9/08	5/26/08
Start reminder calls	5/27/08	5/12/08	6/23/08
Send email reminder	NA	6/9/08	7/11/08
Attend principal meetings	6/5/08	NA	8/11/08
Mail prepay to nonrespondents	8/4/08	8/4/08	8/19/08
Temporary suspension of calls	8/11/08–9/15/08	NA	8/28/08–9/15/08
Email reminder	NA	9/23/08	NA
Remail paper survey	10/1/08	10/1/08	9/30/08
In-person interview	NA	NA	Week of 10/30
Ended survey	11/4/08	11/4/08	11/4/08

NA = not applicable.

The data collection effort was scheduled to start in late March 2008 and end before July 2008. Unfortunately, receipt of the sample frame was delayed. Consequently, data collection began in late April 2008 for the Memphis and charter schools and in mid-May for DC schools.

As a result of the delay in the start of the field period, we were asking sample members to complete a survey near the end of the school year during a time when many principals were very busy and less likely to focus on our data request. To overcome this issue, we expanded our data collection period. Response rates during the summer were also fairly low, in part because many staff members were not in their buildings during that time, so we continued the survey through early November for all three partners.

SURVEY RESPONSE RATES AND PATTERNS OF NONRESPONSE

Survey Response Rates

Table II.2 summarizes the final survey response rates for the pooled sample of principals and vice principals. In order to be counted as a respondent in this table, individuals were required to answer two questions on the survey assessing whether they had heard or read of "the name Effective Practice Incentive Community (EPIC)" and "a program that made substantial incentive awards in late 2007/early 2008 to school staff in [their] district for their students' test score performance." For Memphis and charter schools, about four-fifths of principals and vice principals responded. For DC, about three-fifths of sample members responded, as response rates were likely affected by a large-scale restructuring of the district's schools and numerous school closings and staff changes.

Table II.2. Survey Response Rates and Modes of Response for Pooled Sample of Principals and Vice Principals by Partner

	Response Rate by Principals and Vice Principals		Percentage of Responses by Mode		
Partner Site	Number Who Responded	Percentage Who Responded	Web	Paper	Phone
Charter	131	78	64	30	6
DC	62	63	64	29	8
Memphis	119	82	44	53	3

Note: Percentages may not add to 100 across modes of response because of rounding.

Tables II.3 and II.4 show response rates separately for principals and vice principals, respectively, in each of the partners. In both tables, response rates in Memphis are shown separately for EPIC-eligible and EPIC-ineligible schools as this information is important for the construction of nonresponse adjusted weights (see below). Principal response rates range from 60 percent for DC to 87 percent for EPIC-eligible schools within Memphis, and vice principal response rates range from 68 percent in DC to 87 percent for EPIC-ineligible schools in Memphis.

Table II.3. Number and Percentage of Principals Who Responded to the Survey by Partner

Subgroup	Number of Principals by Response Status		Percentage of Principals who Responded
	Responded	Did not respond	
Charter	75	23	76.5
DC	37	25	59.7
Memphis EPIC-Eligible	47	7	87.0
Memphis EPIC-Ineligible	18	7	72.0

Table II.4. Number and Percentage of Vice Principals Who Responded to the Survey by Partner

Subgroup	Number of Vice Principals by Response Status		Percentage of Vice Principals who Responded
	Responded	Did not respond	
Charter	56	13	81.2
DC	25	12	67.6
Memphis EPIC-Eligible	28	9	75.7
Memphis EPIC-Ineligible	26	4	86.7

Those individuals who answered the two critical questions for being counted as survey respondents generally answered the other survey questions. In the approximately 63 pages of tables in the main body of the report (Chapters III through VI), the lowest item-level response rate for any variable is 86 percent. For two-thirds of those pages, the minimum response rate is more than 95 percent.

Consideration of Vice Principals As Proxies for Principals

We considered using vice principal respondents as proxies for principal nonrespondents, but we rejected this option because we did not find vice principal responses to be a reliable predictor of principal responses. To estimate the utility of vice principals as proxies, we identified three survey questions in which we believed that in order for vice principals to serve as proxies it would be important for them to have similar responses to the principals in their same schools: awareness of EPIC, beliefs about eligibility for EPIC, and beliefs about teacher awareness of EPIC.

In the data we identified cases in which we received a response from at least one principal and at least one vice principal at the same school. On a school level, we compared the principal and vice principal responses to these questions. In general, the results suggested that it would be inadvisable to use vice principals as proxies.

The first key outcome was a binary variable for whether or not respondents reported being aware of EPIC (either the program name or program description). As shown in Table II.5, there were 92 schools for which we had both a principal and vice principal response to the relevant survey questions. Of these, there were 55 cases in which both respondents were aware of EPIC or both were unaware. In 30 pairs, principals and vice principals exhibited different outcomes. There were an additional seven cases in which one or more vice principals had the same outcome as the principal, but another vice principal had a different outcome (henceforth referred to as a mixed response). Thus, even if mixed responses were to be counted as agreement, the rate of agreement between principals and vice principals with respect to awareness of EPIC would be only about two-thirds.

Table II.5. School-Level Comparison of Principal and Vice Principal Responses to Three Key Questions

			Agreement Within School Between Principal and Vice Principal Responses		
Question	Number of Possible Answers to Question	Number of Schools with at Least One Principal and Vice Principal Respondent	Number of Pairs with Agreement	Number of Pairs with Disagreement	Number of Pairs with Mixed Response
Aware of EPIC	2	92	55	30	7
Eligible for EPIC	4	90	30	53	7
Teachers aware of EPIC	5	89	30	53	6

Source: 2008 P/VP surveys for Memphis City Schools, charter schools, and DCPS, question C2, C5, and C12.

Note: "Pair" denotes a school with at least one principal respondent and at least one vice principal respondent. "Mixed response" denotes that the principal provided the same response as one vice principal but a different response than another vice principal at the school.

Next, we considered respondents' beliefs about eligibility for EPIC. Respondents could answer that they were "eligible" or "ineligible" or that they "don't know," or the respondent could be unaware of EPIC; thus, this question had four possible answers. Of 90 pairs, only 30 pairs of respondents reported the same beliefs about eligibility for EPIC. In seven more cases there was a mixed response.

Finally, we compared respondents' beliefs about teacher awareness of EPIC in their schools, with four possible outcomes conditional on the principal being aware of EPIC (teachers are not aware, little/somewhat aware, or very aware of EPIC, or the respondent does not know the level of teacher awareness), plus a fifth possible outcome that the respondent is not aware of EPIC. Of 89 possible pairs for this question, 30 pairs of

principals and vice principals provided the same response. In six more pairs there was a mixed response.

Thus, on all three key outcomes, there was incomplete agreement between principals and vice principals.

Characteristics of Respondents versus Nonrespondents

Our results could be biased if the characteristics of survey respondents and their schools are different from those of nonrespondents. To test for this possibility we calculated the differences between respondents and nonrespondents for each of the following variables: school level (elementary, middle, or high); whether the school is led by an NLNS principal; and the percentages of students who are black or Hispanic, eligible for free or reduced-price lunch (F/RPL), and classified as special education or Limited English Proficiency (LEP). As Table II.6 shows, a joint F-test indicates that when considered together these differences are statistically significant. The difference by response status in the percentage of sample members who lead high schools is particularly large. Differences by response status for the other variables are generally quite small, and, within each of the three partners, tests of joint differences in all variables by response status (not shown) are not statistically significant.

Table II.6. Characteristics of Respondents and Nonrespondents in Pooled Sample of Principals and Vice Principals from All Partners

	Characteristics	
Variable	Respondents	Nonrespondents
School Level (%)		
Elementary school	46	42
Middle school	35	27
High school	20	31
Mean Demographic Characteristics of School (% of students)		
On subsidized lunch	72	65
Black	71	76
Hispanic	14	13
In special education	12	11
LEP	6	4
School Led by NLNS Principal (%)	13	16
Number of Individuals	312	100
p-Value for joint significance of variables in predicting response status	**0.0183**	

NLNS = New Leaders for New Schools.

WEIGHTING PROCEDURES

For most analyses in subsequent chapters of this report, we use weights to ensure that our results provide good estimates for the populations of interest.[20] These weights adjust for two issues: (1) differences across schools in the probability of being sampled and (2) differences in characteristics between respondents and nonrespondents. In this section, we describe the procedures for constructing weights that account for the sampling design and nonresponse.

Weights were constructed in three steps. First, school sampling weights were calculated based on the schools' probabilities of selection into the sample. Second, staff type adjustments to the sampling weights were calculated to create sampling weights appropriate for principals and vice principals. Third, nonresponse adjustments were incorporated. The second and third steps were performed separately for principals and vice principals. A description of each of these steps follows.

School Sampling Weight (W1)

Each school's sampling weight was equal to the inverse of its probability of selection into the sample:

(1) W1 = 1 / (Probability of selection into the sample).

The probabilities of selection for the most part were uniform within strata, but there were a few exceptions. In two instances in which pairs of sampled schools were consolidated after the sample was drawn, the probabilities of selection of the consolidated schools were adjusted accordingly. A few schools in Memphis also switched eligibility status after the sample was drawn; for these schools we used the probability of selection based on the stratum to which the school was assigned at the time of sampling (based on assumed eligibility status) to calculate the school sampling weight.

Staff Type Adjustments

Principal Sampling Weight Adjustment Factor (PW2)

There were 239 principals eligible for the survey among the 237 sampled schools. The sampling weight for each principal was equal to the school sampling weight multiplied by an adjustment factor (PW2). In general, there was one principal per school, in which case no adjustment was needed. In addition, for sampled schools with multiple principals, all principals were selected for the survey, so their sampling weights were also the same as the school sampling weights. However, one principal served multiple schools, so this principal's probability of selection was adjusted accordingly. Thus,

[20] Schools in Memphis and DC that closed, and two or the 97 EPIC charter schools that were inadvertently omitted from our sampling frame are not included in the "population of interest" for our weights.

(2) PW2 = 1 / (number of schools served by the principal).

Vice Principal Sampling Weight Adjustment Factor (VPW2)

There were 173 vice principals eligible for the survey among the 237 sampled schools. All vice principals within each sampled school were selected for the survey, so their sampling weights were also equal to the school sampling weights. The only exception was an adjustment to the sampling weight for one vice principal who served multiple schools. The adjustment factor, VPW2, was created in the same way as was done for principals.

Nonresponse Adjustments

To adjust for nonresponse, each respondent's sampling weight was multiplied by an adjustment factor based on the response rate in a "weighting cell" to which the respondent was assigned. For these nonresponse adjustments, schools were grouped into "initial weighting cells" that were formed based on sampling strata, except in Memphis where schools sampled as "Memphis EPIC-eligible" but later determined to be "Memphis EPIC-ineligible" were grouped with the other "Memphis EPIC-ineligible" schools. For a given staff type within each initial weighting cell, we analyzed differences in response rates by various characteristics, and "final weighting cells" were constructed on the basis of selected characteristics. The nonresponse adjustment for each staff type is described as follows.

Principal Nonresponse Adjustment Factor (PNRADJ)

Table II.3 (shown previously) provides the count of principal respondents in each of the four initial weighting cells. To form the final weighting cells, the difference in response rates was analyzed across many potential characteristic variables, including quartile of school value added, NLNS status of the school principal, and school level (elementary versus non-elementary). Based on this analysis, the final weighting cells selected within each of the initial weighting cells were defined by the following characteristics:

- ***For charter schools.*** Value-added quartile (three levels because the middle two quartiles were combined)
- ***For DC schools.*** School level (two levels for elementary versus non-elementary)
- ***For Memphis EPIC-eligible schools.*** NLNS status of school principal (two levels for NLNS versus non-NLNS)
- ***For Memphis EPIC-ineligible schools.*** School level (two levels for elementary versus non-elementary)

The principal nonresponse adjustment factor (PNRADJ) was then calculated as the inverse of the principal response rate within each final weighting cell:

(3) PNRADJ = 1 / (principal response rate in final weighting cell).

For example, if 91 percent of principals from the top value-added quartile of charter schools responded to the survey, then the nonresponse adjustment factor for each principal respondent in this final weighting cell would be 1/0.91 = 1.1.

Principal Nonresponse Adjusted Weight (PW3)

Each principal's sampling weight (PW2 multiplied by W1) was multiplied by the principal's nonresponse adjustment factor to produce the principal nonresponse adjusted weighted (PW3):

(4) PW3 = W1*PW2*PNRADJ.

Vice Principal Nonresponse Adjustment Factor (VPNRADJ)

The nonresponse adjustment was constructed in much the same way for vice principals as for principals. Table II.4 (shown previously) provides the count of vice principal respondents in each of the four initial weighting cells. Within each initial weighting cell, the final weighting cells for vice principals were based on the following characteristics:

- **For charter schools:** Value-added quartile (three levels because the middle two quartiles were combined)
- ***For DC schools:*** School level (two levels for elementary versus non-elementary)
- ***For Memphis EPIC-eligible schools:*** Value-added quartile (three levels because the middle two quartiles were combined)
- ***For Memphis EPIC-ineligible schools:*** Two levels for elementary versus non-elementary

The VPNRADJ was then calculated as the inverse of the vice principal response rate in each of these final weighting cells:

(5) VPNRADJ = 1 / (vice principal response rate in final weighting cell).

Vice Principal Nonresponse Adjusted Weight (VPW3)

Except for the slightly different definition of the weighting cells (noted above), the nonresponse adjusted weight for vice principals (VPW3) was computed in the same manner as that for principals:

(6) VPW3 = W1*VPW2*VPNRADJ.

The nonresponse adjusted weights were used in the analyses presented in this report.

OVERVIEW OF ADDITIONAL DATA SOURCES

There are three sources of data used in this report in addition to the survey data: (1) school quartile rankings and award status from the 2006-2007 (Year 1) VAMs; (2) school eligibility for EPIC and NLNS principal status obtained from each partner and from NLNS; and (3) data summarizing EPIC award amounts and award criteria as decided by NLNS.

VAM Data and Results

For Memphis and the District of Columbia, student-level data used in the VAM analyses came directly from the school districts. Consequently, the way the data were provided was consistent across all schools within each of these districts. In contrast, the charter school student-level data generally came from each school or charter management organization (CMO) separately, so MPR needed to make the data consistent in format across schools. The one exception was data for DC charter schools, which were received in one file. The individual school datasets were cleaned and stacked to create a master charter data set. Student IDs were then linked across years to create the longitudinal data set used to estimate the VAM.

For each partner, these data were used to construct VAM analyses of performance during the 2006-2007 school year.[21] Schools were subsequently ranked based on this VAM performance measure, and the results were used to identify award-winning schools in Memphis and the charter school consortium during the 2007-2008 school year; although award-winning DC schools were identified using different criteria, VAM rankings were still calculated for all eligible DC schools. For this report, schools' VAM quartile rankings and 2007-2008 award status are used to group schools for the purpose of identifying differences in awareness and knowledge of EPIC and in principal and teacher practices.

EPIC Eligibility and NLNS Principal Status

In this report, we focus our analysis primarily on schools that are eligible for EPIC. Updated information on school eligibility for EPIC is received each year from the districts for Memphis and DC and from NLNS for charter schools. For Memphis and DC we used eligibility for the Year 2 awards (given out during the 2008-2009 school year), while for charter schools we used eligibility for the Year 1 awards (given out during the 2007-2008 school year) because Year 2 eligibility was not known when we surveyed charter schools.

Charter school survey results are analyzed by NLNS principal status to determine the extent to which having an NLNS principal influences schools' information about EPIC. The current classification of NLNS principals is based on MPR's understanding as of October 2008 according to information provided by NLNS central office staff. It refers to schools that had an NLNS principal during the 2007-2008 school year. Similar analyses were

[21] See Booker and Isenberg 2008, and Booker et al. 2008 for details. VAM scores in DC were estimated using a method similar to that used for Memphis.

considered for DC and Memphis but were not done because of the small numbers of NLNS principals in our data for those sites.

EPIC Award Data

To test respondents' knowledge of EPIC, the survey posed a series of questions in which respondents were asked to choose the dollar amount interval corresponding to the correct EPIC award amount for each staff type, as well as questions asking respondents whether various statements about EPIC program rules were true or false. NLNS provided MPR with answers to these questions, which differed somewhat across partners. We used this data to classify each response as correct or incorrect for this report.

ANALYTICAL FEATURES OF STATISTICAL TESTS

We conduct statistical tests to support the statements made in this report. All differences discussed are statistically significant at the 10 percent level unless stated otherwise. Most tests assess average differences between subgroups of respondents in responses to particular survey questions. For example, in Chapter III we test for differences in awareness of EPIC, knowledge of EPIC, and attitudes toward incentive programs across partners. In Chapters IV through VI we test whether principals from schools in the top VAM quartile and those from schools in the bottom three VAM quartiles differ with respect to the reported prevalence of particular educational practices within their schools. Additionally, in Chapter IV we examine differences in awareness of EPIC by eligibility status in Memphis, and in Chapter V we test for differences in awareness and knowledge of EPIC by award status and by NLNS principal status. We also conduct a number of additional statistical tests not presented in our tables but used in our discussion of results.

The methods for conducting statistical tests on individual variables are generally uniform across chapters. Tests are always conducted for differences between two specified groups of respondents. The outcome variables on which tests are conducted are typically binary (for example, whether or not a respondent agrees with a particular way of determining teacher compensation). For each binary variable, tests for group differences are based on *t*-statistics for the null hypothesis that the mean of the variable is equal between the two specified groups. Because schools are the primary sampling units and may contain multiple respondents, the significance tests account for school-level clustering. The tests also incorporate nonresponse adjusted weights.[22]

In Chapters IV through VI, there is a large number of principal and teacher practices for which we test for differences in reported prevalence between schools in the top VAM quartile and those in the bottom three VAM quartiles. If tests for VAM differences were to be conducted separately for each practice within each partner using a significance level of

[22] We use the svy command in STATA to account for clustering and weighting. To obtain *t*-statistics, the binary outcome variable is regressed on a group indicator (where the two groups compared are denoted by 1 and 0), and the *t*-statistic for the coefficient on the group indicator is based on a variance estimator fully robust to heteroskedasticity and arbitrary correlation within schools.

0.10, then the overall probability of a type I error (that is, the probability of incorrectly rejecting the null hypothesis of no VAM difference) across all tests would be much larger than 0.10. Conceptually, a larger number of comparisons implies a greater probability that one of the comparisons will yield a statistically significant difference by chance even when no true differences are present in the population.

We employ two complementary approaches to address the potential inflation of type I error probabilities in our analyses of principal and teacher practices. First, we conduct joint significance tests for whether large *domains* of practices differ in prevalence between VAM groups. In each joint significance test, the null hypothesis is that no practice in the domain differs in prevalence between VAM groups, and the alternative hypothesis is that there is a VAM difference for at least one practice in the domain. Thus, if VAM groups in the population truly do not differ with respect to any of the practices in the domain, then the probability of erroneously finding that at least one practice in the domain differs in prevalence by VAM group is held at 0.10 (the significance level of the joint test). These joint tests account for correlations in reported prevalence across the different practices within the domain; such correlations are ignored in many other types of adjustments for multiple comparisons, such as the Bonferroni correction (described below). We classify the principal and teacher practices covered by our survey into five broad domains. The domains (and, in parentheses, the report tables showing the prevalence of the domain's practices in Memphis/charter schools/DC) are as follows:

- Principals' allocation of time (Tables IV.6/V.7/VI.1)
- Principals' professional development (Tables IV.7/V.8/VI.2)
- Principals' use of data and sources of information (Tables IV.8/V.9/VI.3, IV.9/V.10/VI.4, and IV.11/V.l2/VI.6)
- Teachers' practices (Tables IV.12/V.13/VI.7)
- Teachers' professional development (Tables IV.14/V.15/VI.9)

In each domain, the outcome variables are binary variables for whether the principal reports that a specified practice is used with at least a specified frequency in the principal's school.

To conduct the joint significance tests, we pool together principal respondents from the three partners in order to control the overall significance level across all partners. Conducting separate tests for each partner would also run the risk of producing biased test statistics since the likelihood of obtaining at least one statistically significant finding would increase with the number of partners. We conduct separate tests for each domain as we believe that many people using our report would consider those sets of variables separately. For a given domain with J practices, we run a multivariate regression (that is, a regression estimating a system of equations) for which the J-dimensional vector of dependent variables consists of the binary variables for the J practices in the domain. The explanatory variables consist of a binary variable indicating that the respondent belongs to the top VAM group, a

vector of partner indicator variables, and interaction terms between the top VAM indicator and the partner indicators; this specification therefore flexibly accounts for the possibility that VAM differences vary across partners. We then conduct an F-test for the null hypothesis that the coefficients on the top VAM indicator and the VAM-by-partner interaction terms are equal to zero in all J equations.

In four of the five domains (principals' allocation of time, principals' professional development, principals' use of data and sources of information, and teachers' professional development), we fail to reject the null hypothesis that the VAM groups are identical with respect to the prevalence of all practices in the domain. For those domains, there is insufficient evidence to justify further tests for VAM differences in individual practices. In the domain of teachers' practices, the joint test is statistically significant at the 0.10 level (p-value = 0.050), which constitutes evidence that at least one teacher practice differs in prevalence by VAM group in the pooled sample of all partners.

The joint test does not indicate which specific teacher practices may differ by VAM group. Thus, for each partner and each specific teacher practice we conduct a separate test for whether the prevalence of the practice differs between VAM groups. However, these tests again entail multiple comparisons, which require a second approach to correcting for inflation of type I error probabilities. Within each partner, we use a Bonferroni adjustment to hold the overall probability of a type I error at 0.10 or below across all tests within the domain of teachers' practices. Specifically, given J practices within the domain, a VAM difference in a given practice for a given partner is statistically significant at level α (for α=0.10, 0.05, or 0.01) if the p-value of the associated test is less than or equal to α/J. The results of these tests are presented in Chapters IV through VI.

This page has been intentionally left blank for double-sided copying.

CHAPTER III

SURVEY RESULTS ACROSS PARTNERS

In this chapter, we compare P/VP survey responses from the DC and Memphis schools, and from the consortium of charter schools to consider how differences in the EPIC implementation might have affected knowledge and awareness of EPIC. We begin this chapter with a review of the main differences across partners in the implementation of EPIC incentive awards. We then examine how awareness of EPIC varies by partner. Next, we present cross-partner comparisons for respondents' beliefs about eligibility for EPIC, their reports of other incentive programs in their schools and districts, and their knowledge of EPIC award amounts and rules. Finally, we discuss general attitudes toward incentives across partners.

The comparisons in this chapter are limited to respondents from schools that were eligible for EPIC awards made during the 2007-2008 school year for charter schools and during the 2008-2009 school year for DC and Memphis schools. Unless otherwise noted, all the differences we discuss are significant at the .10 level. We performed statistical tests for all pairwise comparisons across partners, but we only display comparisons between charter respondents and respondents from each of the two other partners, because the sample of charter school respondents is the largest. Chapter IV presents comparisons of EPIC-eligible and EPIC-ineligible schools in Memphis, but we exclude ineligible schools from this chapter in order for cross-partner comparisons to focus on schools targeted by the implementation of the EPIC incentive program.

IMPLEMENTATION OF EPIC BY PARTNER

Chapter I included a description of EPIC implementation by partner. Although there are many similarities in how EPIC is implemented across the three partners, there are also important differences in the criteria used to give out awards, in the award amounts, in the conditions that schools must meet to get an award, in the recruitment of schools for the program, and in the dissemination of information to participating schools. The differences that may be relevant to principal and vice principal knowledge and beliefs about the program include the following:

- ***The performance criteria used to determine award winners during the first two years.*** In Memphis and in the charter schools, the VAM was used to identify effective schools, whereas in DC, NLNS used changes in the percentage of students proficient across years to determine awards.

- ***Award size.*** Awards for principals and vice principals were larger in charter schools than in DC or Memphis while teacher awards were larger in DC than in the Memphis or charter schools.

- ***Staff eligible for awards***. In DC all staff members were eligible for an award, but in Memphis and charter schools only principals, vice principals, and instructional staff could receive awards.

- ***Determinants of program eligibility and conditions for award acceptance.*** There were free and reduced-price lunch (F/RPL) criteria for eligibility only in Memphis and among charter schools, and only in Memphis were teachers required to approve their schools' award acceptance.

- ***Method used to recruit schools and disseminate information about EPIC.*** For charter schools, information was distributed primarily through NLNS, but in Memphis and DC, information came primarily through the district.

- ***Time line for learning about EPIC.*** Schools in DC learned about EPIC later than did charter schools and Memphis schools.

- ***Degree of certainty about eligibility.*** Principals may have been uncertain about their future eligibility for EPIC for reasons that differed by partner. In Memphis and DC, principals may have been uncertain because of funding issues while principals in charter schools may have been uncertain because eligibility decisions are not made until after the year in which performance is measured.

- ***Eligibility status at the time of survey administration.*** The survey asked questions about eligibility for awards given out during the 2008-2009 school year and was designed to cover schools in Memphis and DC that were eligible for those awards. For charter schools, eligibility for those awards had not been determined when we selected the schools for the sample so we surveyed schools eligible for the awards given out during the prior year. About two-thirds of the charter schools in the sample ended up being eligible for awards given out during the 2008-2009 school year.

AWARENESS OF EPIC

In this section, we look at how the level of awareness of EPIC among principals, vice principals, and teachers[23] varies across sites. We also describe the length of time principals

[23] Teacher awareness is reported from the perspective of principals at their schools. A teacher survey has not been conducted at this time.

were aware of EPIC and the sources from which they learned about the program. Comparisons are made among the three partners.

EPIC incentives may motivate school staff to engage in better education practices and increase student achievement. In order for this to happen, staff must first be aware that the program exists. The process for distributing this information varies, but in most cases NLNS targeted principals as the primary recipients of information about EPIC. Principal knowledge about EPIC is therefore an important precursor to knowledge of EPIC among teachers and other school staff.

As shown by Table III.1, a majority of principals in all three sites are both familiar with the EPIC name and program description, "a program that made substantial incentive awards in late 2007/early 2008 to school staff in your district for their students' test score performance." Another 9 percent of principals in each site are aware of the program name but not the program description. Five to 12 percent more recognize the program description but not its name. It is unlikely that EPIC served as a motivator for the remaining 9 to 34 percent of principals who reported being unaware of its existence.

Table III.1. Principals' Awareness of EPIC in 2008 by Partner: Responses from All Eligible Principals

	Percentage of Principals Reporting Specified Levels of Own Awareness of EPIC		
Level of Awareness	Memphis	Charter	DC
Aware of EPIC name only	9	9	9
Aware of program only	12	5	12
Aware of both	71	52	65
Not aware of either	9	34	14
Sample size	**45**	**77**	**34**
Test for equivalence with charter: *p*-value	**0.001**		**0.021**

Source: 2008 P/VP surveys for Memphis schools, charter schools, and DC schools, question C2.

Notes: Our analyses adjust for survey nonresponse, the sampling design, and clustering by school. T-tests were conducted for differences between the specified partner and the charter partner in the percentage of principals aware of either the EPIC name or program.

Principals in charter schools are less aware of EPIC than principals in Memphis and DC. In charter schools, 66 percent of principals are aware of either the EPIC name or program description, but 91 percent of Memphis principals and 86 percent of DC principals are aware of EPIC. Vice principals in Memphis and charter schools are less aware of EPIC than principals. Vice principals' awareness of both the name and program of EPIC ranges

from 27 percent to 48 percent, and more than a quarter of vice principals at each site are unaware of both the name and the program (Table III.2).

Vice principals in charter schools are less aware of EPIC than their counterparts in Memphis and DC. Less than half of vice principals in charter schools are aware of either the EPIC name or program description compared with 73 percent of vice principals in Memphis and 71 percent in DC.

Table III.2. Vice Principals' Awareness of EPIC in 2008 by Partner: Responses from All Eligible Vice Principals

	Percentage of Vice Principals Reporting Specified Levels of Own Awareness of EPIC		
Level of Awareness	Memphis	Charter	DC
Aware of EPIC name only	17	10	10
Aware of program only	8	9	34
Aware of both	48	28	27
Not aware of either	27	53	29
Sample size	**30**	**54**	**27**
Test for equivalence with charter: *p*-value	**0.021**		**0.044**

Source: 2008 P/VP surveys for Memphis schools, charter schools, and DC schools, question C2.

Notes: Our analyses adjust for survey nonresponse, the sampling design, and clustering by school. T-tests were conducted for differences between the specified partner and the charter partner in the percentage of vice principals aware of either the EPIC name or program.

In Table III.3, we compare awareness of either the EPIC name or the program description at the school level. In 93 percent of Memphis schools for which we received a response, one of the administrators who responded reported being aware of the name, the program, or both. This rate is higher than that for charter schools (73 percent), but the difference between DC and charter schools is less clear. In all sites, roughly three-quarters or more of the schools had some level of awareness of the program.

In 27 percent of the charter schools with staff who responded to our survey, neither the principal nor vice principal reported being aware of the program despite the fact that all of these schools participated in the first year of EPIC, for which awards had already been given out prior to the survey. This suggests that many charter school principals and vice principals did not participate in the NLNS calls describing the program, and eligibility decisions for their schools may have been made by CMO staff or by other staff members at these schools.

Table III.3. Awareness of EPIC Among Either Principals or Vice Principals in 2008 by Partner: Responses from All Eligible Schools

	Percentage of Schools in Which at Least One Principal or Vice Principal Is Aware of EPIC		
Level of Awareness	Memphis	Charter	DC
Aware of either name or program of EPIC	93	73	84
Sample size	**49**	**77**	**43**
Test for equivalence with charter: *p*-value	**0.015**		**0.190**

Source: 2008 P/VP surveys for Memphis schools, charter schools, and DC schools, question C2.

Notes: This table presents unweighted results with one observation per school in which either a principal or vice principal responded to the survey. T-tests were conducted for differences between the specified partner and the charter partner in the percentage of schools with a school administrator aware of either the EPIC name or program.

We also asked principals to report on the level of awareness of EPIC among teachers in their schools (Table III.4). We assume that in cases in which principals are unaware of EPIC, teachers at their school are also unaware. About half (53 percent) of charter principals report that their teachers are aware of EPIC (either "very" aware or "little/somewhat" aware) compared with 73 percent and 77 percent for Memphis and DC, respectively. Six to 13 percent of principals report that their teachers are not aware of EPIC.

The timing of principals' awareness of EPIC has important implications for whether staff in their schools had sufficient time to modify their practices to increase their chances of winning an award. Correspondingly, we asked principals to report on how long ago they learned of EPIC. Because the survey was in the field for many months (from May to October), responses to this question may vary with the point in time at which the respondent completed the survey.

In order to be able to describe conditions for all eligible principals, we include those not aware of either the name or description of EPIC in many of the following tables describing various aspects of awareness of the program. Thus, the "not aware of EPIC" rows are similar across these tables.

Table III.4. Teachers' Awareness of EPIC in 2008 by Partner: Responses from All Eligible Principals

	Percentage of Principals Reporting Specified Levels of Teacher Awareness of EPIC		
Level of Awareness	Memphis	Charter	DC
Principal Not Aware of EPIC	9	34	14
Principal Aware of EPIC			
Teachers not aware	9	13	6
Teachers little/somewhat aware	51	40	38
Teachers very aware	22	13	39
Principal doesn't know teacher awareness	9	0	3
Sample size	**45**	**77**	**34**
Test for equivalence with charter: *p*-value	**0.018**		**0.011**

Source: 2008 P/VP surveys for Memphis schools, charter schools, and DC schools, questions C2 and C12.

Notes: Our analyses adjust for survey nonresponse, the sampling design, and clustering by school. T-tests were conducted for differences between the specified partner and the charter partner in the percentage of principals reporting that their teachers are little/somewhat or very aware of EPIC.

Table III.5 shows that most principals had been aware of EPIC for more than six months when they completed the survey. However, larger proportions of principals in DC and Memphis (about 80 percent) than in charter schools (58 percent) had been aware of EPIC for more than six months. Fewer than 10 percent of principals reported learning about EPIC in the six months before they took the survey. Given that the survey was in the field for many months, it is possible we would observe more variation in the responses from principals who completed the survey earlier in this period.

In Memphis and DC, district offices distributed information about EPIC. For charter schools, there is no similar overarching body, and NLNS distributed information to principals (or their designee) via conference calls set up for that purpose. If the primary source for information about EPIC varied considerably, it is possible that the detail and reliability of the information they received varied as well.

Table III.6 shows that, as expected, the most commonly reported source of information about EPIC for charter schools is NLNS (at 34 percent), whereas for DC and Memphis the most common source is the school district itself (66 percent and 49 percent respectively).

Table III.5. Duration of Principals' Awareness of EPIC at the Time of Survey Response by Partner: Responses from All Eligible Principals

	Percentage of Principals Reporting Specified Duration of Own Awareness of EPIC at the Time of Survey Response		
Duration of Awareness	Memphis	Charter	DC
Principal not aware of EPIC	9	34	14
Principal aware of EPIC			
Less than 6 months	8	8	6
6 months or more	83	58	80
Sample size	**45**	**77**	**34**
Test for equivalence with charter: *p*-value	**0.001**		**0.015**

Source: 2008 P/VP surveys for Memphis schools, charter schools, and DC schools, questions C2 and C3.

Notes: Our analyses adjust for survey nonresponse, the sampling design, and clustering by school. T-tests were conducted for differences between the specified partner and the charter partner in the percentage of principals aware of EPIC for six months or more.

PERCEIVED ELIGIBILITY FOR EPIC AND OTHER INCENTIVE AWARDS

In addition to being aware of EPIC, principals must also believe they are eligible to receive an award in order for the awards to have an effect on principal and teacher practices. In Table III.7, we compare eligible principals' beliefs about whether their schools are eligible for an award. Only 20 percent of Memphis principals believe that their school will be eligible for awards in the 2008-2009 school year based on 2007-2008 performance, compared with 42 percent of charter school principals. Thirty-seven percent of DC principals believe that their school will be eligible in the 2008-2009 school year. This percentage is not clearly different from the corresponding percentages for Memphis or charter schools. General concerns over how the program will be funded in the future might have contributed to the small proportion of principals believing they are eligible in Memphis and DC. Likewise, the low numbers in charter schools might reflect the fact that eligibility for charter schools depends on the amount and quality of data that the school could provide to MPR after the end of 2007-2008 school year and, in many cases, on decisions made by CMOs.

Table III.6. Sources from Which Principals Learned of EPIC by Partner: Responses from All Eligible Principals

	Percentage of Principals Reporting That They Learned About EPIC from Specified Source		
Source of Awareness	Memphis	Charter	DC
Principal Not aware of EPIC	9	34	14
Principal Aware of EPIC			
From NLNS	12	34	7
From district/school administrators	66	17	49
From other sources	13	15	30
Sample size	**45**	**77**	**34**
Test for equivalence with charter: *p*-value	**0.000**		**0.001**

Source: 2008 P/VP surveys for Memphis schools, charter schools, and DC schools, questions C2 and C4.

Notes: Our analyses adjust for survey nonresponse, the sampling design, and clustering by school. T-tests were conducted for differences between the specified partner and the charter partner in the percentage of principals who learned of EPIC from district/school administrators.

Table III.7. Principals' Beliefs of School Eligibility Status for EPIC Awards Given in 2008-2009 School Year by Partner: Responses from All Eligible Principals

	Percentage of Principals Reporting Specified Beliefs of EPIC Eligibility Status		
Type of Belief	Memphis	Charter	DC
Principal not aware of EPIC	9	34	14
Principal aware of EPIC			
Believes school is eligible in 2008-2009	20	42	37
Believes school is ineligible in 2008-2009	15	4	7
Does not know eligibility for 2008-2009	56	21	42
Sample size	**45**	**77**	**34**
Test for equivalence with charter: *p*-value	**0.011**		**0.640**

Source: 2008 P/VP surveys for Memphis schools, charter schools, and DC schools, questions C2 and C5.

Notes: Our analyses adjust for survey nonresponse, the sampling design, and clustering by school. T-tests were conducted for differences between the specified partner and the charter partner in the percentage of principals who believe their school is eligible for EPIC in 2008-2009.

In Table III.8 principals report whether other performance-based award programs exist for teachers within their school or for schools within their district. If a large percentage of schools have other programs that award teachers, or are eligible for other district programs

that award schools, then it becomes much more difficult to isolate the effects of EPIC on sampled schools. In this case, observed effects among eligible schools might be indistinguishable from effects of other incentives on ineligible schools, or result completely or partially from the effects of other programs. Although survey questions on other district programs ask respondents only to report the existence of these programs but not their perceived eligibility, the percentage of principals who are aware of other district programs is an upper bound for the percentage perceiving that their schools are eligible. Attention to how information on other school and district award programs will affect the evaluation for individual partners will be addressed later in this report.

Table III.8. Reported Presence of Other School and District Award Programs in 2007-2008 School Year by Partner: Responses from All Eligible Principals

	Percentage of Principals Reporting Specified Presence of Other Award Programs		
Eligibility Status for Other Awards	Memphis	Charter	DC
Award Programs Within School			
School has program to award teachers	15	47	19
School does not have program to award teachers	83	53	78
Does not know if school has program to award teachers	2	0	3
Test for equivalence with charter: *p*-value	**0.000**		**0.003**
Award Programs Within District			
District has program to award schools	7	26	12
District does not have program to award schools	65	53	53
Does not know if district has program to award schools	28	22	34
Test for equivalence with charter: *p*-value	**0.003**		**0.087**
Award Programs Within Either School or District			
Either district or school has award program	22	49	25
Neither district nor school has award program	57	39	48
Does not know if either school or district has award program	22	12	28
Test for equivalence with charter: *p*-value	**0.002**		**0.014**

Source: 2008 P/VP surveys for Memphis schools, charter schools, and DC schools, questions C2 and C5.

Notes: The sample size for this table is 156. Of these, approximately 29 percent are from Memphis, 49 percent are from charters, and 22 percent are from DC. Our analyses adjust for survey nonresponse, the sampling design, and clustering by school. T-tests were conducted for differences between the specified partner and the charter partner in the percentage of principals reporting that the indicated type of award program is present.

Forty-seven percent of charter principals report the existence of another program to award teachers within their school, compared with 15 percent in Memphis and 19 percent in DC. Likewise, 26 percent of charter school principals report their district has another program to award schools. This is larger than the percentage who report another program exists in Memphis (7 percent) and DC (12 percent). Nearly half of charter school principals

(49 percent) report the existence of other incentive awards in either their schools or districts compared with 22 and 25 percent of principals in Memphis and DC schools, respectively. The perceived prevalence of other award programs indicates we should be cautious in interpreting any effects of EPIC.

KNOWLEDGE OF EPIC

In addition to awareness of EPIC's existence and perceived eligibility for the program, knowledge of actual program details may influence the manner in which school staff respond to EPIC incentives. For instance, practitioners' beliefs about the size of EPIC awards have implications for whether the awards are likely to induce changes in practices. Likewise, knowledge of criteria for award determination may shape the extent to which school staff members believe they can earn an award. In this section, we describe survey respondents' knowledge of award amounts and other program details for principals who were eligible for EPIC and aware of either the EPIC name or program description.

Survey respondents were asked to select the correct dollar range for each level of award from seven categories. Responses were coded as correct if they corresponded with either the Year 1 or Year 2 award amounts because we do not know when they were notified of changes in award amounts for Year 2. For Memphis and charter schools, multiple categories constituted a correct response, and three categories were correct for charter school vice principals, increasing the probability a respondent could select the correct response by chance. In DC only one category was correct for each category across both years. As a result, we must be cautious in interpreting differences between the percentages of correct respondents across partners. Table III.9 shows the upper and lower bounds of acceptable responses and the percentage difference between the bounds and the correct responses. For the principal and vice principal awards the bounds for the correct interval can deviate from the actual award amount by 20 to 67 percent. For the teacher awards in Memphis and charter schools the deviations can be considerably larger, from 80 percent below to 300 percent above. These larger deviations occurred because the original categories were designed based on the Year 1 award amounts. Based on those levels the deviations stayed below 70 percent.

Table III.9. EPIC Award Amount Categories on Survey in Relation to True Award Amounts for Awards Given in the 2007-2008 and 2008-2009 School Years by Partner

	Memphis	Charter	DC
Dollar Values			
Principal			
Upper bound of correct category	25,000	25,000	12,000
Actual awards in 2007-2008	15,000/10,000	20,000/15,000	10,000
Actual awards in 2008-2009	10,000/7,500	12,000/8,000	10,000
Lower bound of correct category	6,001	6,001	6,001
Vice Principal			
Upper bound of correct category	12,000	25,000	12,000
Actual awards in 2007-2008	10,000/7,500	15,000/10,000	9,000
Actual awards in 2008-2009	6,750/5,000	8,000/5,000	9,000
Lower bound of correct category	2,501	2,501	6,001
Teacher			
Upper bound of correct category	6,000	6,000	12,000
Actual awards in 2007-2008	1,500/1,000	1,500/750	8,000
Actual awards in 2008-2009	2,500	4,000/3,000	8,000
Lower bound of correct category	500	500	6,001
Percent Difference from Actual Award			
Principal			
Upper bound of correct category	67	25	20
Lower bound of correct category	20	25	40
Vice Principal			
Upper bound of correct category	20	67	33
Lower bound of correct category	50	50	33
Teacher			
Upper bound of correct category	300	300	50
Lower bound of correct category	80	83	25

Source: NLNS.

Note: When two values are given, the first is for Gold-Gain awards and the second is for Silver-Gain awards.

In Table III.10, we compare principals' beliefs about EPIC award amounts with the correct award amounts for the 2007-2008 and 2008-2009 school years. A majority of principals who are aware of EPIC know the correct category for their own award amounts. Principals in DC are better at identifying the correct award amounts than principals in Memphis. About three-quarters of DC principals report the correct award amounts compared with 56 and 62 percent of principals in Memphis and charter schools.

Table III.10. Principals' Knowledge of EPIC Award Amounts for 2007-2008 and 2008-2009 School Years by Partner: Responses from All Eligible Principals Aware of EPIC

Award Amount Identified by Principal in Relation to Correct Award Amount	Percentage of Principals Identifying Specified Award Amounts in Relation to Correct Award Amount		
	Memphis	Charter	DC
Principal Award			
Correct	56	62	76
Too high	7	5	11
Too low	15	10	0
Don't know	22	23	13
Test for equivalence with charter: *p*-value	**0.542**		**0.212**
Vice Principal Award			
Correct	41	68	72
Too high	14	0	8
Too low	10	9	10
Don't know	34	23	10
Test for equivalence with charter: *p*-value	**0.011**		**0.700**
Teacher Award			
Correct	59	58	65
Too high	12	21	0
Too low	5	0	24
Don't know	25	21	10
Test for equivalence with charter: *p*-value	**0.939**		**0.524**

Source: 2008 P/VP surveys for Memphis schools, charter schools, and DC schools, questions C2 and C5.

Notes: The sample size for this table is 122. Of these, approximately 34 percent are from Memphis, 42 percent are from charters, and 24 percent are from DC. Our analyses adjust for survey nonresponse, the sampling design, and clustering by school. T-tests were conducted for differences between the specified partner and the charter partner in the percentage of principals providing a correct answer.

Because principals were presumably the primary conduit of information about EPIC to others at their school, their impressions of the size of vice principal and teacher awards are also important. With respect to vice principal award amounts, principals in both DC and charter schools generally are better at reporting the correct levels than principals in Memphis. In DC and charter schools, 72 percent and 68 percent of principals know the correct vice principal award category, respectively, compared with only 41 percent of principals in Memphis. Most principals in all three sites know the correct teacher award amounts (65 percent in DC, 59 percent in Memphis, and 58 percent in charter schools).

We also analyzed the percentage of vice principals who could correctly identify the award amounts (Table III.11) and compared the percentage of principals who could identify the correct award amounts for themselves with the percentage of vice principals who could correctly identify the award amounts for vice principals. In Memphis about half of principals (56 percent) and vice principals (52 percent) could identify their own award amounts

correctly. The percentages are 62 and 58 for charter schools. In DC, vice principals are less able than principals to identify their own correct award amounts (45 and 76 percent, respectively).

Table III.11. Vice Principals' Knowledge of EPIC Award Amounts for 2007-2008 and 2009-2009 School Years by Partner: Responses from All Eligible Vice Principals Aware of EPIC

	Percentage of Vice Principals Identifying Specified Award Amounts in Relation to Correct Award Amount		
Award Amount Identified by Vice Principal in Relation to Correct Award Amount	Memphis	Charter	DC
Principal Award			
Correct	43	39	43
Too high	8	0	17
Too low	21	32	12
Don't Know	27	29	28
Test for equivalence with charter: *p*-value	**0.776**		**0.809**
Vice Principal Award			
Correct	52	58	45
Too high	8	0	4
Too low	12	13	23
Don't know	27	29	28
Test for equivalence with charter: *p*-value	**0.689**		**0.381**
Teacher Award			
Correct	64	75	19
Too high	8	0	11
Too low	0	0	42
Don't know	27	25	28
Test for equivalence with charter: *p*-value	**0.407**		**0.000**

Source: 2008 P/VP surveys for Memphis schools, charter schools, and DC schools, question C9.

Notes: The sample size for this table is 67. Of these, approximately 33 percent are from Memphis, 39 percent are from charters, and 28 percent are from DC. Our analyses adjust for survey nonresponse, the sampling design, and clustering by school. T-tests were conducted for differences between the specified partner and the charter partner in the percentage of vice principals providing a correct answer.

In Table III.12, we examine principals' knowledge of EPIC award rules across partners. Principals who are aware of EPIC answered several questions about EPIC rules, including details about how test scores are used to determine awards and the requirements for accepting EPIC rewards. The correct answers to these questions vary by partner and are noted in the table.

Table III.12. Principals' Knowledge of EPIC Award Rules for 2007-2008 School Year by Partner: Responses from All Eligible Principals Aware of EPIC

	Percentage of Principals Correctly Identifying Specified Statements About EPIC as True or False					
	Memphis		Charter		DC	
Statement	Correct Answer	Percentage Correct	Correct Answer	Percentage Correct	Correct Answer	Percentage Correct
Schools will be chosen for the award based on the increase in student test scores of the current year's classes over last year's classes.[a]	FALSE	2***	FALSE	36	TRUE	79***
Schools will be chosen for the award based on the increase in student test scores of the current year's class between the end of last year and end of the current year.[b]	TRUE	41*	TRUE	60	FALSE	33**
Schools will be chosen for the award based on the increase in the percent of students who score proficient on state tests in the current year's class compared to last year's class.[c]	FALSE	5***	FALSE	47	TRUE	83***
Only the schools with the highest student scores will be chosen to receive the award.	FALSE	56**	FALSE	81	FALSE	71
In order to receive an award, teachers must agree to provide documentation on their teaching practices.	TRUE	69	TRUE	79	TRUE	22***
Selected schools must meet a specified level of students who qualify for free or reduced-price lunch.	TRUE	25***	TRUE	70	FALSE	60
In order to receive an award, schools must allow an external group to visit their classrooms to identify effective practices.	TRUE	70	TRUE	72	TRUE	22***
In order to receive an award, schools must report test scores.	TRUE	73***	TRUE	96	TRUE	86
The principal cannot accept his award unless the teachers agree to accept the teacher award.	TRUE	76***	FALSE	32	FALSE	51*

Source: 2008 P/VP surveys for Memphis schools, charter schools, and DC schools, question C10.

Notes: The sample size for this table is 122. Of these, approximately 34 percent are from Memphis, 42 percent are from charters, and 24 percent are from DC. Our analyses adjust for survey nonresponse, the sampling design, and clustering by school.

[a] This is an approximate description of the method used in DC during the first two years of EPIC.
[b] This is an approximate description of the VAM method.
[c] This is the method that was used in DC during the first two years of EPIC.

* Significantly different from charter schools at the .10 level, two-tailed t-test.
** Significantly different from charter schools at the .05 level, two-tailed t-test.
*** Significantly different from charter schools at the .01 level, two-tailed t-test.

Awards for Memphis and charter schools are given based on an increase in test scores from the previous year to the current year for the same group of students (the VAM method), whereas awards for DC schools are given based on increases in the percentage of students meeting proficiency standards from the previous year's class to the current year's class (two different cohorts of students). Most principals in all sites correctly report that awards are not simply given to schools with the highest absolute test scores. Charter principals are better at answering this question than Memphis principals (81 percent correct compared with 56 percent correct), and the difference between DC (71 percent) and the other two partners is not statistically significant.

Although principals realize that awards are given based on growth rather than on the level of test scores, they do not seem to be able to distinguish well between different ways of calculating growth. Eighty-three percent of DC principals correctly report that schools will be chosen based on the increase in test scores—in particular, the increase in percentage proficient—between successive cohorts. However, only 33 percent of DC principals correctly report that gains in test scores for the same group of students are not used to determine DC awards. The numbers indicate that DC principals tend to answer all three questions in the affirmative and fail to distinguish between changes across different cohorts versus gains for the same group of students.

Similarly, although 60 percent of charter principals correctly report that schools will be chosen for the award based on the VAM, a smaller percentage of charter principals agree that schools are not chosen based on an increase in average test scores (36 percent) or increase in proficiency levels between previous and current cohorts (47 percent). The majority of charter school principals answer affirmatively to all three questions about test score growth even though only one of the three performance measures is correct.

The Memphis results are the most striking. Only 2 to 5 percent of Memphis principals correctly report that Memphis schools are not awarded based on increases in test scores or increases in proficiency levels between successive cohorts. Thus, like charter and DC principals, Memphis principals generally report affirmatively to any question about test score growth even when the correct answer is false.

The majority of principals for each partner are generally aware of the correct requirements for accepting an EPIC award; however, there are several requirements that resulted in a low rate of correct answers from DC principals. The majority of Memphis and charter principals, 69 percent and 79 percent respectively, are aware that teachers must provide documentation on their teaching practices; however, only 22 percent of DC principals correctly report this requirement. Similarly, 70 percent of Memphis principals and 72 percent of charter principals are aware that schools must allow an external group to visit their classes to identify effective practices, but only 22 percent of DC principals correctly agree. The majority of principals from each partner are aware that schools must report test scores to receive an award.

Some of the remaining EPIC rules vary across partners, but the majority of principals report correctly on most of these questions. A specified percentage of students must qualify for F/RPL for charter schools and schools in Memphis to be eligible for an award, but DC schools do not have this requirement. Seventy percent of charter principals and 60 percent of DC principals correctly answered this question compared with only 25 percent of Memphis principals. In addition, Memphis principals cannot accept a principal award unless the teachers agree to accept the teacher award, but in DC and charter schools this is not the case. Seventy-six percent of Memphis principals correctly report this compared with only 32 percent of charter principals and 51 percent of DC principals.

ATTITUDES TOWARD INCENTIVES

A number of studies have shown limited support among both educators and the general public for performance-based teacher incentives, particularly those based on student standardized test scores (Bushaw and Gallup 2008; Ballou and Podgursky 2003). Because attitudes toward incentives may influence the long-run sustainability of EPIC and the degree to which school staff are willing to change behavior in response to the program, the survey asked various questions to gauge opinions about EPIC and performance pay more generally. In general, respondents are fairly optimistic about the impact of EPIC, but they show some skepticism towards individual merit pay. Merit awards become more acceptable to respondents when school-level incentives are included.

Principals report generally positive beliefs about the likely impact of EPIC (Table III.13). A majority say that EPIC will "boost teacher effectiveness," that "teachers are excited about EPIC," that "EPIC will increase teacher collaboration," that "EPIC requirements are reasonable," and that "EPIC will improve [their] relationship with teachers." Additionally, most principals do not agree with the statement that "EPIC will lead to teachers teaching to the test." However, there is one notable exception to the otherwise positive impressions of EPIC: a majority of principals in Memphis and DC report that "EPIC will increase teacher competition" (51 percent and 56 percent respectively), compared with 31 percent of charter principals.

There is some variation in beliefs about EPIC impact across partners. Forty-three percent of DC principals report that EPIC will induce teaching to the test, compared with less than 17 percent of Memphis and charter principals. Only about two-thirds of DC principals agree that "EPIC requirements are reasonable," compared with more than 80 percent of principals in charter schools and Memphis, although the DC-Memphis difference is not statistically significant.

Table III.13. Principals' Beliefs About Likely Impact of EPIC by Partner: Responses from All Eligible Principals Aware of EPIC

	Percentage of Principals Who "Agree" or "Strongly Agree" with the Following Statements About EPIC		
Statement	Memphis	Charter	DC
EPIC will boost teacher effectiveness.	88	82	76
EPIC will lead to teachers teaching to test.	15	16	43**
Teachers are excited about EPIC.	68	64	71
EPIC will increase teacher collaboration.	81	75	78
EPIC will increase teacher competition.	51*	31	56**
EPIC requirements are reasonable.	83	88	67**
EPIC will improve my relationship with teachers.	67	73	61

Source: 2008 P/VP surveys for Memphis schools, charter schools, and DC schools, question C11.

Notes: Sample sizes for this table range from 117 to 121. Of these, approximately 33 percent are from Memphis, 43 percent are from charters, and 24 percent are from DC. Our analyses adjust for survey nonresponse, the sampling design, and clustering by school.

*Significantly different from charter schools at the .10 level, two-tailed t-test.
**Significantly different from charter schools at the .05 level, two-tailed t-test.
*** Significantly different from charter schools at the .01 level, two-tailed t-test.

Table III.14 documents a number of important themes about principals' general attitudes toward teacher compensation. Less than half of principals in each partner report being satisfied with the current salary system. The percentage is higher (at 40 percent) in DC than in Memphis (at 20 percent). The percentage for charter principals (26 percent) falls between the percentages for DC and Memphis and is not statistically different from either.

Principals show varying levels of support for alternative methods of compensating teachers. Most relevant for EPIC, there is considerable support for some type of performance pay based on student achievement: about two-thirds or more of the principals in Memphis, DC, and charter schools support tying teacher compensation partly to at least one measure based on student performance on state tests. Most principals also favor basing teacher pay in part on principal evaluations, although the percentage is lower in Memphis (58 percent) than in DC or charter schools (83 percent and 78 percent, respectively). About half of principals support using experience and education primarily to determine teacher pay (a common method), with 47 percent to 59 percent of principals favoring this method by partner. Forty-two percent to 45 percent of principals agree that teachers should receive compensation for helping to produce professional development materials (a part of the

EPIC intervention). Thus, in general, principals express preferences for teacher compensation to be based on a variety of factors.

Table III.14. Principals' Attitudes Toward Teacher Compensation by Partner: Responses from All Eligible Principals

	Percentage of Principals Who "Agree" or "Strongly Agree" with the Following Statements About Teacher Compensation		
Statement	Memphis	Charter	DC
Teachers' pay should be based primarily on their education and experience.	59	47	53
Teachers' pay should be partially based on end-of-year evaluation of their practices by the principal.	58**	78	83
The current teacher salary system is satisfactory.	20	26	40
Teachers' pay should be tied partly to student performance on state tests.	65	70	81
Teachers' pay should be tied partly to the percent of their current students that score proficient on state tests.	49	48	61
Teachers' pay should be tied partly to the increase in percent that score proficient on state tests among their current students compared with their last year's students.[a]	43	41	53
Teachers' pay should be tied partly to the increase in test scores of their current students between the current year and last year.[b]	46	61	73
Teachers who help produce professional development materials should receive financial compensation.	42	42	45
Rewards should be based on test scores at the school level and given to all teachers.	93*	84	96**
Awarding selected teachers for higher student performance leads to counterproductive competition between teachers.	39	47	54
Programs that reward all teachers based on school-level performance increase collaboration among teachers.	83	78	77
Teacher incentive awards should be based on both teacher and school-level performance.	91	84	88

Source: 2008 P/VP surveys for Memphis schools, charter schools, and DC schools, question C1.

Notes: Sample sizes for this table range from 155 to 156. Of these, approximately 29 percent are from Memphis, 49 percent are from charters, and 22 percent are from DC. Our analyses adjust for survey nonresponse, the sampling design, and clustering by school.

[a] This is the method that was used to determine awards in DC during the first two years of EPIC.
[b] This is an approximate description of the VAM method.

*Significantly different from charter schools at the .10 level, two-tailed t-test.
**Significantly different from charter schools at the .05 level, two-tailed t-test.
***Significantly different from charter schools at the .01 level, two-tailed t-test.

A number of survey questions were designed to elicit principals' attitudes about awards based on specific types of performance measures constructed from test scores. Interestingly,

although principals do not seem to have a clear understanding of which method was used to calculate their EPIC rewards, there is a noticeable preference for the VAM model ("increase in test scores of … current students between current year and last year") over the DC method ("increase in percent that score proficient on state tests among … current students compared to … last year's students") for the DC and charter schools. However, only in charter schools are principals more likely to prefer the VAM model to a straight percentage proficient model ("percent of … students that score proficient on state tests."). The differences between partners are generally not clear except that the percentage of DC principals who prefer the VAM model (73 percent) is higher than that in Memphis (46 percent). This is particularly interesting given that the VAM model is used to determine EPIC award winners in Memphis, but not in DC, which plans to switch to the VAM model beginning with awards given out in the fall of 2009.

Principals' concerns about incentive pay fostering competition are generally allayed when school-level incentives are added to the equation. Thirty-nine percent to 54 percent of principals express concern that teacher-level awards might lead to "counterproductive competition between teachers." In contrast, 77 percent to 83 percent of principals agree that rewarding teachers based on school-level performance will increase collaboration. Likewise, 84 percent to 96 percent of principals agree that rewards should be based on school-level performance and given to all teachers. Similar proportions (84 percent to 91 percent) believe that teacher incentives should be based on both teacher- and school-level performance; individual incentives are well received when combined with school-level awards.

SUMMARY

A majority of principal respondents to the survey demonstrate some awareness of the EPIC program. Nevertheless, charter principals are generally less aware than principals in Memphis and DC, suggesting that many charter principals were not involved in decisions to participate in the first year of EPIC. As we discuss in Chapter VII, the limited awareness of EPIC in charter schools has implications for the evaluation of EPIC incentives: observable impacts on charter schools might be smaller than those that would have been observed with more widespread awareness. Although Memphis principals are generally aware of EPIC, only one-fifth of principals from eligible schools in Memphis believe that their schools are eligible. If these respondents are indeed reporting their perceived eligibility status rather than their anticipated award status, then it is unlikely that an evaluation would detect clear incentive effects on eligible schools in Memphis, as discussed further in chapters IV and VII.

Principals who are aware of EPIC show some familiarity with the specific details of the program, including the approximate range of their own potential award amounts and the requirements for accepting an award. However, principals in each partner lack full understanding of how test scores are used to measure performance in determining EPIC awards. Likewise, only in charter schools do principals express clear preference for the VAM method—the method to be used in all three partners for future award determination—over two alternative performance measures, suggesting that many principals may not yet grasp the rationale and benefits of EPIC's approach to measuring performance.

Incomplete understanding of performance measures does not seem to have prevented principals from supporting the general use of performance incentives as one of various determinants of teacher compensation. Where incentives are used, principals express clear preferences for school-level performance to be a major factor in award determination. Finally, EPIC itself seems to enjoy considerable support among those surveyed for this report.

CHAPTER IV

SURVEY RESULTS FOR MEMPHIS CITY SCHOOLS

This chapter describes results from the 2008 P/VP survey in the Memphis City Schools. The survey was conducted as part of an ongoing evaluation of the participation of these schools in the NLNS EPIC program. Chapter I described the implementation of EPIC in Memphis. We begin this chapter with a discussion of how the results of this chapter can inform the implementation and evaluation of EPIC. Next, we present our findings on knowledge of EPIC and principal and teacher practices that might be affected by EPIC. Finally, we present a conclusion to summarize our findings.

COMPARISONS MADE IN THIS CHAPTER

In this chapter we present comparisons of administrator awareness of incentives between EPIC-eligible and EPIC-ineligible schools in Memphis. We also look at reported differences in educational practices between high- and low-VAM schools among the EPIC- eligible schools.

The first set of findings in this chapter compare the survey responses of administrators from EPIC-eligible schools with those of administrators from EPIC-ineligible schools in Memphis. As described in Chapter I, only schools in Memphis with at least 50 percent of students eligible for free or reduced-price lunch (F/RPL) are eligible for EPIC incentive awards. Also, charter schools and schools eligible for two other financial incentive programs, namely Fresh Start and Striving Schools, are excluded from EPIC in Memphis.

We consider two sets of outcomes in our comparisons by EPIC eligibility status. First, we analyze awareness of and perceived eligibility for EPIC incentive awards. A large difference in perceived eligibility is a crucial precursor for these incentives to have an impact on the school performance of eligible schools relative to that of ineligible schools.

Second, we analyze principals' awareness of other award programs within their schools and districts. Award programs other than EPIC have the potential to generate incentive effects on school performance. If other award programs in Memphis are implemented with different prevalence in EPIC-eligible and EPIC-ineligible schools near the time that EPIC is also being implemented, then differences in performance changes between the two groups of schools might reflect a combination of influences from EPIC and the other programs.

Therefore, determining the relative presence of other award programs in eligible and ineligible schools can inform the design and interpretation of any evaluation of the EPIC incentive program.

The final set of findings in this chapter documents Memphis principals' appraisals of the frequency with which a wide range of educational practices are used by themselves and by their teachers. One aim of the EPIC program is to disseminate information on, and encourage adoption of, effective practices gleaned from award-winning schools. Because the impacts of EPIC's effective practices component will be evaluated by assessing changes over time in the prevalence of EPIC-promoted practices relative to that of other practices (Cody et al. 2009a), the reported practices from this survey represent a predissemination baseline from which future changes can be measured.

We also compare the reported educational practices of schools in the top quartile and bottom three quartiles of school value added in 2006-2007. School value added, which generally reflects student achievement gains and thus a school's impact on student achievement, is calculated from a VAM developed and estimated by MPR (Booker and Isenberg 2008); the groups compared are thus referred to as "high-VAM" and "lower-VAM" schools throughout the ensuing discussion. Comparisons between these groups of schools can help inform EPIC's identification of effective practices. Practices that do not vary across schools with differing degrees of student achievement gains are unlikely to be good candidates for dissemination because these practices exhibit no apparent relation to school effectiveness. Similarly, practices already common in lower-VAM schools may not be good candidates for dissemination because they are already being practiced in the schools in need. On the other hand, practices found more often in high-VAM schools than in lower-VAM schools might merit further examination. An observed correlation between value added and the frequency of a particular practice does not necessarily imply that the practice has a causal effect on student achievement, but such an association can suggest areas of focus for further, more in-depth efforts to identify effective practices. Moreover, high-VAM practices that are least common in the lower-VAM schools might be areas in which dissemination can have the largest potential impacts.

Unless otherwise noted, all differences discussed in this chapter—namely differences between subgroups of respondents or differences between frequencies of examined outcomes—are statistically significant at the 0.10 level.

RESULTS

Awareness of EPIC by Eligibility Status

Because awareness of EPIC is a precondition for perceived eligibility, we begin by comparing eligible and ineligible schools with respect to awareness of EPIC among principals (Table IV.1), vice principals (Table IV.2), and teachers (Table IV.3). Principals' awareness of EPIC is very similar between eligible and ineligible schools; 91 percent to 95 percent of principals in the two groups either are aware of the EPIC name or recognize the program description. Program awareness among vice principals also does not clearly differ by eligibility status. However, principals report greater teacher awareness of EPIC in eligible

Table IV.1. Principals' Awareness of EPIC in 2008 by School Eligibility for EPIC: Responses from Memphis City School Principals

	Percentage of Principals Reporting Specified Levels of Own Awareness of EPIC	
Level of Awareness	Schools Eligible for EPIC	Schools Ineligible for EPIC
Aware of EPIC name only	9	9
Aware of program only	12	11
Aware of both	71	75
Not aware of either	9	5
Sample size	**45**	**18**
***p*-Value for group equivalence**	**0.636**	

Source: 2008 Memphis City Schools P/VP survey, question C2.

Notes: Our analyses adjust for survey nonresponse, the sampling design, and clustering by school. T-tests were conducted for differences between eligible and ineligible schools in the percentage of principals aware of either the EPIC name or program. "Eligible for EPIC" means that the school was eligible for EPIC awards given out in the 2008-2009 school year.

Table IV.2. Vice Principals' Awareness of EPIC in 2008 by School Eligibility for EPIC: Responses from Memphis City School Vice Principals

	Percentage of Vice Principals Reporting Specified Levels of Own Awareness of EPIC	
Level of Awareness	Schools Eligible for EPIC	Schools Ineligible for EPIC
Aware of EPIC name only	17	4
Aware of program only	8	7
Aware of both	48	63
Not aware of either	27	26
Sample size	**30**	**26**
***p*-Value for group equivalence**	**0.966**	

Source: 2008 Memphis City Schools P/VP survey, question C2.

Notes: Our analyses adjust for survey nonresponse, the sampling design, and clustering by school. T-tests were conducted for differences between eligible and ineligible schools in the percentage of vice principals aware of either the EPIC name or program. "Eligible for EPIC" means that the school was eligible for EPIC awards given out in the 2008-2009 school year.

Table IV.3. Teachers' Awareness of EPIC in 2008 by School Eligibility for EPIC: Responses from Memphis City School Principals

	Percentage of Principals Reporting Specified Levels of Teacher Awareness of EPIC	
Level of Awareness	Schools Eligible for EPIC	Schools Ineligible for EPIC
Principal not aware of EPIC	9	5
Principal aware of EPIC		
Teachers not aware	9	33
Teachers little/somewhat aware	51	50
Teachers very aware	22	0
Principal doesn't know teacher awareness	9	11
Sample size	**45**	**18**
***p*-Value for group equivalence**	**0.096**	

Source: 2008 Memphis City Schools P/VP survey, questions C2 and C12.

Notes: Our analyses adjust for survey nonresponse, the sampling design, and clustering by school. T-tests were conducted for differences between eligible and ineligible schools in the percentage of principals reporting that their teachers are little/somewhat or very aware of EPIC. "Eligible for EPIC" means that the school was eligible for EPIC awards given out in the 2008-2009 school year.

schools relative to ineligible schools; whereas three-fourths of principals in eligible schools report that their teachers are little/somewhat or very aware of EPIC, one-half of principals in ineligible schools report likewise. These findings suggest that school administrators or district officials were more likely to inform teachers of the EPIC program if their schools were eligible.

Perceived Eligibility for EPIC by Eligibility Status

Given that the majority of principals in both the eligible and ineligible groups of schools are aware of EPIC, they have the potential to form beliefs about their schools' eligibility for the program. Table IV.4 indicates that principals' perceptions of their schools' eligibility status for EPIC awards given in 2008-2009 do not clearly differ by their schools' actual eligibility status. Low percentages of principals in both eligible and ineligible schools (20 percent and 15 percent, respectively) believe that their schools are eligible, and the majority of principals in each group do not know their schools' eligibility status. As we discuss at the end of this chapter, the similarity of perceived eligibility between the two groups is likely to pose serious problems for detecting the incentive effects of EPIC in Memphis.

Reported Presence of Other Award Programs

The presence of other award programs implemented differentially in EPIC-eligible and EPIC-ineligible schools near the time of EPIC implementation would affect how we

interpret performance comparisons by EPIC eligibility. Although questions from the survey ask respondents to report only on the presence of other award programs in a single school year (2007-2008) and not on the timing of these programs' implementation, the reported point-in-time prevalence can still indicate whether there is any *potential* for non-EPIC programs to have been implemented differentially in eligible and ineligible schools at the time of EPIC implementation.

Table IV.4. Principals' Beliefs of School Eligibility Status for EPIC Awards Given in the 2008-2009 School Year by School Eligibility for EPIC: Responses from Memphis City School Principals

	Percentage of Principals Reporting Specified Beliefs of EPIC Eligibility Status	
Type of Belief	Schools Eligible for EPIC	Schools Ineligible for EPIC
Principal not aware of EPIC	9	5
Principal aware of EPIC:		
Believes school is eligible in 2008-2009	20	15
Believes school is ineligible in 2008-2009	15	9
Does not know eligibility for 2008-2009	56	71
Sample size	**45**	**18**
***p*-Value for group equivalence**	**0.577**	

Source: 2008 Memphis City Schools P/VP survey, questions C2 and C5.

Notes: Our analyses adjust for survey nonresponse, the sampling design, and clustering by school. T-tests were conducted for differences between eligible and ineligible schools in the percentage of principals who believe their school is eligible for EPIC in 2008-2009. "Eligible for EPIC" means that the school was eligible for EPIC awards given out in the 2008-2009 school year.

Table IV.5 shows that principals of EPIC-ineligible schools are nearly three times as likely as those of EPIC-eligible schools to state that that their schools have programs providing performance awards to teachers on the basis of student test scores.[24] Principals of EPIC-ineligible schools are also much more likely than their counterparts in EPIC-eligible schools to be *aware* of non-EPIC district programs providing incentive awards to schools. Awareness does not necessarily imply, but is at least a precondition of, eligibility for these

[24] The greater reported prevalence of school programs for awarding teachers in EPIC-ineligible schools relative to EPIC-eligible schools is a strong indication that respondents are not referring to EPIC when responding to the question. Moreover, this particular survey question, "Does your *school* have any programs to reward *teachers* for their performance based on student test scores?", emphasizes programs belonging to the school rather than those (such as EPIC) found district wide, especially when juxtaposed with the subsequent question, "Are there programs, other than the EPIC program, in the *district* that award *schools* for their performance based on student test scores?"

district programs. In fact, as discussed above, one reason some schools are ineligible for EPIC is that they are eligible for either Striving Schools or Fresh Start; the evaluation design proposed by Cody et al. (2009a) is indeed attentive to the fact that one of those programs, Striving Schools, was implemented near the time of EPIC implementation. Nevertheless, the findings of Table IV.5 suggest that any evaluation of EPIC incentives must also be attentive to the timing with which EPIC-ineligible schools implemented programs to reward teachers.

Table IV.5. Reported Presence of Other School and District Award Programs in the 2007-2008 School Year by School Eligibility for EPIC: Responses from Memphis City School Principals

	Percentage of Principals Reporting Specified Presence of Other Award Programs	
Reported Presence of Other Award Programs	Schools Eligible for EPIC	Schools Ineligible for EPIC
Award Programs Within School		
School has program to award teachers	15	42
School does not have program to award teachers	83	45
Does not know if school has program to award teachers	2	13
p-Value for group equivalence	**0.046**	
Award Programs Within District		
District has program to award schools	7	45
District does not have program to award schools	65	25
Does not know if district has program to award schools	28	30
p-Value for group equivalence	**0.003**	
Award Programs Within Either School or District		
Either district or school has award program	22	51
Neither district nor school has award program	57	25
Does not know if either school or district has award program	22	25
p-Value for group equivalence	**0.037**	

Source: 2008 Memphis City Schools P/VP survey, questions C13 and C14.

Notes: The sample size for this table is 63. Of these, approximately 72 percent are eligible for EPIC and 28 percent are ineligible. Our analyses adjust for survey nonresponse, the sampling design, and clustering by school. T-tests were conducted for differences between eligible and ineligible schools in the percentage of principals reporting that the indicated type of award program is present. "Eligible for EPIC" means that the school was eligible for EPIC awards given out in the 2008-2009 school year.

Principals' and Teachers' Practices

In this section, we describe Memphis principals' assessment of the frequency with which they and their teachers use various types of educational practices and professional development. These findings provide a baseline from which future EPIC-induced changes in practice can be evaluated. We also present findings on principal and teacher practices by school VAM performance (highest quartile of schools compared with the other three quartiles combined). By determining which practices found in high-VAM schools are also prevalent in lower-VAM schools, these comparisons can help NLNS to interpret the results of its site visits at high-gain schools and to distinguish practices less or more suitable for further consideration and potential dissemination. Throughout this section, we restrict attention to Memphis schools eligible for the incentive component of EPIC because these schools are those whose performance NLNS is most interested in improving.

The practices examined by our analyses fall into five broad domains: (1) principals' allocation of time, (2) principals' professional development, (3) principals' use of data and sources of information, (4) teachers' practices, and (5) teachers' professional development. As discussed in Chapter II, within each domain we conduct a joint statistical test for whether all practices in the domain are used with the same frequency in high-VAM and lower-VAM schools. This test is conducted using data on all partners combined but allowing for interactions by partner as explained in Chapter II. We find evidence of statistically significant differences only in the teachers' practices domain. However, we still present results by VAM category for the remaining domains as those results may also be of value for the EPIC intervention. The practices found in the high-VAM schools may be indicative of those likely to be found by EPIC staff as they go on their site visits to award-winning schools. Moreover, even for practices with no clear association with value added, the existing prevalence of these practices in lower-VAM schools can gauge the potential for such practices to be changed if new evidence for their effectiveness is subsequently found.

We first describe principals' appraisal of their own practices. Table IV.6 shows the manner in which Memphis principals allocate their time. On average, principals report spending approximately half of their time on managerial tasks and supervision of students; about 37 percent of their time is spent on instructional leadership activities that encompass work on curricula and assessments, classroom observations, and teacher professional development. Principals from high-VAM and lower-VAM schools generally allocate time in similar ways.

Table IV.6. Principals' Allocation of Time in the 2007-2008 School Year Overall and by Quartile of School Value Added: Responses from Memphis City School Principals Eligible for EPIC

	Amount of Time Spent on Specified Activity		
		By Quartile of School VAM	
	All Eligible Memphis Schools	Top Quartile	Bottom Three Quartiles
Total weekly hours worked	**54**	**56**	**53**
Percentage of time spent on			
Curriculum/Instruction and Assessment	18	15	19
Observing teachers	12	13	11
Student Supervision	22	21	22
Parent/Community	9	10	9
Management	28	26	29
Teacher professional development	8	13	6
Own professional development	3	3	3

Source: 2008 Memphis City Schools P/VP survey, questions A1 and A2.

Notes: The sample size for this table is 45. Of these, approximately 28 percent are from schools in the top VAM quartile and 72 percent are from schools in other VAM quartiles. Our analyses adjust for survey nonresponse and the sampling design. Value added is based on school performance in the 2006-2007 school year as calculated by MPR (Booker and Isenberg 2008).

Variables shown by quartile of school value added exclude schools with missing value-added information. Original survey responses reporting hours worked in individual categories are scaled to sum to total reported hours worked and are presented as proportions of total hours.

Statistical tests for differences in individual outcome variables between high-VAM and lower-VAM groups are not presented because VAM differences for all outcome variables in this domain are not jointly statistically significant across the three partners.

Table IV.7 shows principals' reported participation in professional development activities during the 2007-2008 school year. In general, most principals received at least some professional development in a wide variety of topic areas. Participation rates exceed 90 percent in the topic areas of leadership, student assessment, data to inform instruction, literacy curriculum, teacher personnel issues, and management. Professional development in science or other curricula is less prevalent than professional development in math and literacy, possibly reflecting the different levels of emphasis on these subjects in the current No Child Left Behind (NCLB) accountability regime. Across VAM quartiles, the types of professional development common among principals of high-VAM schools are generally also common among principals of lower-VAM schools.

Table IV.7. Principals' Professional Development in the 2007-2008 School Year Overall and by Quartile of School Value Added: Responses from Memphis City School Principals Eligible for EPIC

	Percentage of Principals Receiving Some Professional Development in Specified Category in 2007-2008		
		By Quartile of VAM	
Category	All Eligible Memphis Schools	Top Quartile	Bottom Three Quartiles
Leadership	96	100	94
Student assessment	93	100	91
Data to inform instruction	96	100	94
Literacy curriculum	93	91	94
Math curriculum	89	83	91
Science curriculum	53	43	56
Other curriculum	74	63	79
Teacher personnel issues	93	92	94
Student behavior management	84	68	90
Working with parents	86	83	88
Working with community	85	69	90
Management	93	100	90

Source: 2008 Memphis City Schools P/VP survey, question A5.

Notes: Sample sizes for this table range from 42 to 45. Of these, approximately 28 percent are from schools in the top VAM quartile and 72 percent are from schools in other VAM quartiles. Our analyses adjust for survey nonresponse and the sampling design. Value added is based on school performance in the 2006-2007 school year as calculated by MPR (Booker and Isenberg 2008).

Statistical tests for differences in individual outcome variables between high-VAM and lower-VAM groups are not presented because VAM differences for all outcome variables in this domain are not jointly statistically significant across the three partners.

Given the education profession's increasing emphasis on the use of data to inform school decisions, we next describe the percentages of Memphis principals using various sources of data frequently or always in two activities of central importance: "promot[ing] curriculum and instructional improvement" (Table IV.8) and "evaluat[ing] teacher performance" (Table IV.9). Although respondents might have had varying interpretations of the preceding phrases, the latter phrase has greater relevance to principals' decisions about individual teachers (such as identification of struggling teachers) while the former phrase has greater relevance to more general, school-wide efforts to improve instructional methods and curricular content. For each data source, the difference between the rate of frequent use for instructional improvement and that for teacher evaluation is presented in Table IV.10.

Survey responses indicate that the use of standardized test scores to promote curricular and instructional improvement is nearly universal among Memphis principals; however, the percentage of principals frequently using standardized test scores to evaluate teachers is lower by 30 percentage points. Likewise, discussions with students about their progress are more likely to inform instructional improvement than to shape teacher evaluations. One data source popular for both instructional improvement and evaluation of teachers is the use of direct observations of classrooms lasting at least 10 minutes, with rates of frequent use ranging from 86 percent to 93 percent. Overall, the pattern of findings indicates that principals rely on a somewhat greater variety of data sources for instructional improvement than for evaluation of teachers. The frequency of principals' data use for promoting curriculum and evaluating teachers does not clearly differ by quartile of school value added.

Table IV.8. Principals' Data Sources for Promoting Curricular and Instructional Improvement in the 2007-2008 School Year Overall and by Quartile of School Value Added: Responses from Memphis City School Principals Eligible for EPIC

	Percentage of Principals Reporting That They "Frequently" or "Always" Use Specified Data Source to Promote Curricular and Instructional Improvement		
		VAM	
Data Source	All Eligible Memphis Schools	Top Quartile	Bottom Three Quartiles
Standardized test scores	98	100	97
Letter grades or GPA	55	74	49
Rubric-scored student work	60	74	55
Informal assessments	67	74	65
Walk throughs	73	66	75
Observation of classrooms	86	91	84
Portfolio assessment	27	34	25
Discussions with students	51	66	46

Source: 2008 Memphis City Schools P/VP survey, question A7.

Notes: The sample size for this table is 44. Of these, approximately 27 percent are from schools in the top VAM quartile and 73 percent are from schools in other VAM quartiles. Our analyses adjust for survey nonresponse and the sampling design. Value added is based on school performance in the 2006-2007 school year as calculated by MPR (Booker and Isenberg 2008).

Variables shown by quartile of school value added exclude schools with missing value-added information.

Statistical tests for differences in individual outcome variables between high-VAM and lower-VAM groups are not presented because VAM differences for all outcome variables in this domain are not jointly statistically significant across the three partners.

GPA = grade point average.

Table IV.9. Principals' Data Sources for Evaluating Teachers in the 2007-2008 School Year Overall and by Quartile of School Value Added: Responses from Memphis City School Principals Eligible for EPIC

	Percentage of Principals Reporting That They "Frequently" or "Always" Use Specified Data Source to Evaluate Teachers		
		VAM	
Data Source	All Eligible Memphis Schools	Top Quartile	Bottom Three Quartiles
Standardized test scores	68	66	69
Letter grades or GPA	55	57	54
Rubric-scored student work	47	48	46
Informal assessments	48	48	48
Walk throughs	89	83	91
Observation of classrooms	93	100	91
Portfolio assessment	23	34	19
Discussions with students	30	40	27

Source: 2008 Memphis City Schools P/VP survey, question A8.

Notes: The sample size for this table is 44. Of these, approximately 27 percent are from schools in the top VAM quartile and 73 percent are from schools in other VAM quartiles. Our analyses adjust for survey nonresponse and the sampling design. Value added is based on school performance in the 2006-2007 school year as calculated by MPR (Booker and Isenberg 2008).

Variables shown by quartile of school value added exclude schools with missing value-added information.

Statistical tests for differences in individual outcome variables between high-VAM and lower-VAM groups are not presented because VAM differences for all outcome variables in this domain are not jointly statistically significant across the three partners.

GPA = grade point average.

Table IV.10. Comparison of Data Sources for Promoting Instructional Improvement and Evaluating Teachers in the 2007-2008 School Year: Responses from Memphis City School Principals Eligible for EPIC

	Percentage of Principals Reporting That They "Frequently" or "Always" Use Specified Data Source to:		
Data Source	Promote Instructional Improvement	Evaluate Teachers	Percentage-Point Difference ("Promote" - "Evaluate")
Standardized test scores	98	68	30***
Letter grades or GPA	55	55	1
Rubric-scored student work	60	47	13
Informal assessments	67	48	19
Walk throughs	73	89	-16
Observation of classrooms	86	93	-7
Portfolio assessment	27	23	4
Discussions with students	51	30	21**

Source: 2008 Memphis City Schools P/VP survey, questions A7 and A8.

Notes: The sample size for this table is 44. Our analyses adjust for survey nonresponse, the sampling design, and clustering by school.

*Significantly different at the .10 level, two-tailed t-test with Bonferroni adjustment for 8 comparisons.

**Significantly different at the .10 level, two-tailed t-test with Bonferroni adjustment for 8 comparisons.

***Significantly different at the .10 level, two-tailed t-test with Bonferroni adjustment for 8 comparisons.

Various survey questions also asked principals to indicate the frequency of a wide range of teacher practices in their schools and to report the degree of their own preferences for these practices. Principals' preferences may be shaped by the sources from which they obtain information on teacher best practices. Table IV.11 shows that Memphis principals tend to consult multiple types of resources to learn about teacher best practices. Although four of five principals sometimes or always use the internet for this purpose, the use of education journals, peers and colleagues, professional associations, and conferences or other professional development resources is at least as prevalent.

Ultimately, the aim of EPIC's effective practice component is to improve actual teacher practices. As Table IV.12 shows, there is considerable variation across practices in the percentage of principals reporting that their teachers frequently or always use the given practice. The most common practices are oriented toward assessments, data analysis, and standards: rates of frequent teacher use are at least 90 percent in practices involving the use of formative assessments to inform lessons, assessment of students on a weekly basis, analysis of data to identify low-performing students, alignment of curricula with state standards, and communication of standards and student progress to parents. On the other

hand, frequent teacher use of data analysis to revise teaching methods and to help students gauge their own learning progress is reported by 73 percent and 56 percent of principals, respectively. Practices involving collaboration and sharing of expertise among teachers within the school exhibit rates of frequent teacher use ranging from 72 percent to 89 percent, whereas no more than about half of principals report that their teachers make use of resources outside of the school, such as parents, external teaching professionals, and resources in the community. For no single surveyed practice is there any statistically significant difference in prevalence by VAM quartile.

Table IV.11. Principals' Sources of Information on Teacher Best Practices in the 2007-2008 School Year Overall and by Quartile of School Value Added: Responses from Memphis City School Principals Eligible for EPIC

		By Quartile of VAM	
Source of Information	All Eligible Memphis Schools	Top Quartile	Bottom Three Quartiles
Internet	83	76	86
Education journals	96	92	97
Peers and colleagues	96	92	97
Professional association	88	100	83
College/university courses	53	69	47
Conferences or other professional development	100	100	100

Source: 2008 Memphis City Schools P/VP survey, question A6.

Notes: Sample sizes for this table range from 44 to 45. Of these, approximately 28 percent are from schools in the top VAM quartile and 72 percent are from schools in other VAM quartiles. Our analyses adjust for survey nonresponse and the sampling design. Value added is based on school performance in the 2006-2007 school year as calculated by MPR Booker and Isenberg 2008.

Variables shown by quartile of school value added exclude schools with missing value-added information.

Statistical tests for differences in individual outcome variables between high-VAM and lower-VAM groups are not presented because VAM differences for all outcome variables in this domain are not jointly statistically significant across the three partners.

Table IV.12. Reported Frequencies of Teacher Practices in 2007-2008 School Year Overall and by Quartile of School Value Added: Responses from Memphis City School Principals Eligible for EPIC

	Percentage of Principals Responding That Their Teachers "Frequently" or "Always" Use the Specified Practice		
		By Quartile of School VAM	
Teacher Practice	All Eligible Memphis Schools	Top Quartile	Bottom Three Quartiles
Use formative assessments to provide ongoing feedback and adjust lessons to student needs	91	100	88
Assess individual student progress on a weekly basis	95	100	94
Analyze and use student data to identify low-performing students	91	81	94
Analyze and use student data to revise teaching methods	73	81	70
Analyze and use student data to help students set goals and assess their learning progress	56	66	53
Define and communicate achievement standards and assessment criteria to all students	69	74	67
Use multiple teaching methods to respond to individual student learning styles (for example, visual, auditory)	69	57	73
Adjust lessons to engage all students, including high- and low-performing students, in the classroom	66	66	66
Connect lesson content with students' prior knowledge, life experiences, and interests	83	83	82
Plan curriculum and lessons to align with state assessment standards	93	91	94
Define, communicate, and model expected behavior to students	88	91	87
Use research-based instructional strategies to improve their teaching	86	84	87
Share their expertise with new teachers in the school	72	84	67
Formally share and collaborate within the school on best practices through structured activities and meetings	77	76	77
Informally share and collaborate within the school on best practices	89	92	88
Disseminate their best practices via multimedia forums within the district	26	16	30

Table IV.12 *(continued)*

Teacher Practice	Percentage of Principals Responding that Their Teachers "Frequently" or "Always" Use the Specified Practice		
		By Quartile of School VAM	
	All Eligible Memphis Schools	Top Quartile	Bottom Three Quartiles
Observe or collaborate with teaching professionals outside the school	37	45	34
Communicate students' achievement standards, assessment criteria, and progress to parents	91	84	94
Collaborate with parents to identify strategies to achieve student learning	53	48	54
Take advantage of community resources to increase student learning opportunities (for example, internships, funding, and resources for student programs)	43	40	45

Source: 2008 Memphis City Schools P/VP survey, question B1.

Notes: Sample sizes for this table range from 42 to 45. Of these, approximately 27 percent are from schools in the top VAM quartile and 74 percent are from schools in other VAM quartiles. Our analyses adjust for survey nonresponse, the sampling design, and clustering by school. Value added is based on school performance in the 2006-2007 school year as calculated by MPR (Booker and Isenberg 2008).

Variables shown by quartile of school value added exclude schools with missing value-added information.

None of the differences in the individual outcome variables between the high-VAM and lower-VAM schools are statistically significant at the 0.10 level using a two-tailed t-test with a Bonferroni adjustment for the 20 comparisons in this table.

For each of various teacher practices, Table IV.13 displays the percentage of principals with a strong preference for the practice, where a strong preference is indicated by principals' reporting it is "very important" to them that their teachers employ the practice. In general, nearly all principals report strong preferences for most of the teacher practices covered by the survey, including frequent assessment, analysis of student data for a variety of purposes, adjustment of instruction to students' needs and backgrounds, communication of achievement standards to students and parents, and sharing of practices among teachers within the school. Table IV.13 also shows that for 8 of the 20 surveyed teacher practices, principals are more likely to prefer strongly that their teachers engage in the specified practice than they are to report that their teachers actually employ the practice frequently. Given that most of these practices are preferred by large percentages of principals, the gaps between principals' preferences and actual teacher implementation are generally larger for practices employed less frequently by teachers. Large gaps (more than 30 percentage points) are found in the following areas: "observe or collaborate with teaching professionals outside

the school," "collaborate with parents to identify strategies to achieve student learning," and "analyze and use student data to help students set goals and assess their learning progress."

Table IV.13. Comparison of Preferred and Actual Frequency of Teacher Practices in the 2007-2008 School Year: Responses from Memphis City School Principals Eligible for EPIC

	Percentage of Principals Responding That:		
Teacher Practice	It Is "Very Important" to Them That Their Teachers Use Specified Practice	Their Teachers" Frequently" or "Always" Use Specified Practice	Percentage-Point Difference (Preferred - Actual)
Use formative assessments to provide ongoing feedback and adjust lessons to student needs	100	91	9
Assess individual student progress on a weekly basis	100	95	5
Analyze and use student data to identify low-performing students	100	91	9
Analyze and use student data to revise teaching methods	98	73	25**
Analyze and use student data to help students set goals and assess their learning progress	91	56	35***
Define and communicate achievement standards and assessment criteria to all students	93	69	24
Use multiple teaching methods to respond to individual student learning styles (for example, visual, auditory)	98	69	29**
Adjust lessons to engage all students, including high- and low-performing students, in the classroom	96	66	30***
Connect lesson content with students' prior knowledge, life experiences, and interests	100	83	17
Plan curriculum and lessons to align with state assessment standards	93	93	0
Define, communicate, and model expected behavior to students	98	88	10
Use research-based instructional strategies to improve their teaching	98	86	12
Share their expertise with new teachers in the school	93	72	21
Formally share and collaborate within the school on best practices through structured activities and meetings	98	77	21*

Table IV.13 *(continued)*

Teacher Practice	Percentage of Principals Responding That: It Is "Very Important" to Them that Their Teachers Use Specified Practice	Their Teachers" Frequently" or "Always" Use Specified Practice	Percentage Point Difference (Preferred - Actual)
Informally share and collaborate within the school on best practices	91	89	2
Disseminate their best practices via multimedia forums within the district	42	26	16
Observe or collaborate with teaching professionals outside the school	68	37	31**
Communicate students' achievement standards, assessment criteria, and progress to parents	98	91	6
Collaborate with parents to identify strategies to achieve student learning	88	53	36***
Take advantage of community resources to increase student learning opportunities (for example, internships, funding, and resources for student programs)	73	43	29*

Source: 2008 Memphis City Schools P/VP survey, question B1.

Notes: Sample sizes for this table range from 42 to 45. Our analyses adjust for survey nonresponse, the sampling design, and clustering by school.

*Significantly different at the .10 level, two-tailed t-test with Bonferroni adjustment for 20 comparisons.

**Significantly different at the .10 level, two-tailed t-test with Bonferroni adjustment for 20 comparisons.

***Significantly different at the .10 level, two-tailed t-test with Bonferroni adjustment for 20 comparisons.

Table IV.14 shows the percentage of principals reporting that their teachers received more than one full day of professional development during the 2007-2008 school year in different areas. Patterns of professional development are largely consistent with patterns of reported teacher practices. In particular, the most commonly reported topics of teacher professional development pertain to assessment and analysis of student data, and the least commonly reported thematic areas include working with parents and the community, as well as curricula in subjects not central to many accountability systems. Indeed, principals report higher levels of teacher professional development in math and literacy than in science or other curricula, suggesting the possible influence of NCLB or state and local accountability systems that evaluate schools primarily on the basis of math and reading scores. We find no evidence of clear differences between high-VAM and lower-VAM schools in reported rates of teacher professional development.

Table IV.14. Teachers' Professional Development in the 2007-2008 School Year Overall and by Quartile of School Value Added: Responses from Memphis City School Principals Eligible for EPIC

	Percentage of Principals Reporting That Their Teachers Receive More Than One Day of Professional Development on Specified Category in 2007-2008		
		By Quartile of VAM	
Category	All Eligible Memphis Schools	Top Quartile	Bottom Three Quartiles
Methods to assess students	77	74	78
Methods to analyze and use student data	86	91	84
Literacy curriculum and instruction	75	74	75
Math curriculum and instruction	74	77	72
Science curriculum and instruction	44	43	44
Other curriculum and instruction	50	47	50
Specialized educational needs	61	66	59
Technology	57	74	50
Student behavior management	63	66	62
Working with parents	54	43	58
Working with community	43	26	49

Source: 2008 Memphis City Schools P/VP survey, question B4.

Notes: Sample sizes for this table range from 39 to 43. Of these, approximately 28 percent are from schools in the top VAM quartile and 72 percent are from schools in other VAM quartiles. Our analyses adjust for survey nonresponse and the sampling design. Value added is based on school performance in the 2006-2007 school year as calculated by MPR (Booker and Isenberg 2008).

Variables shown by quartile of school value added exclude schools with missing value-added information.

Statistical tests for differences in individual outcome variables between high-VAM and lower-VAM groups are not presented because VAM differences for all outcome variables in this domain are not jointly statistically significant across the three partners.

SUMMARY

Survey responses of Memphis school administrators have highlighted ways in which perceptions of EPIC and the presence of non-EPIC incentive programs are likely to pose considerable difficulties for any evaluation of EPIC's incentive effects in Memphis. Despite fairly widespread awareness of the program's existence among Memphis principals, those from EPIC-eligible schools are not any more likely than those from EPIC-ineligible schools to believe that their schools are indeed eligible for awards given in the 2008-2009 school year; low percentages of principals in both groups believe that their schools are eligible. Therefore, the incentives offered by EPIC are unlikely to have provided appreciably more motivation for changes in performance by eligible schools relative to ineligible schools during the 2007-2008 school year, the year for which performance partially determines 2008-2009 awards. Comparisons of performance changes across eligibility groups, at the heart of the evaluation design, would thus not be expected to show impacts caused by the program's incentive effects. However, there is a possibility that respondents to the relevant survey question on perceived eligibility might have confused eligibility for EPIC awards with actual selection for awards. Decisions on the feasibility of evaluating EPIC incentive effects in Memphis should be postponed until the respondents' interpretation of the term "eligibility" is determined with more certainty. Nevertheless, the likelihood of detecting differential outcomes due to incentive effects is further reduced because of the higher presence of non-EPIC programs that award teachers among EPIC-ineligible schools in Memphis compared with the eligible schools.

This chapter has presented Memphis principals' assessment of the frequency with which they and their teachers use various types of practices and receive specified forms of professional development. In general, Memphis schools with high and lower value added do not clearly differ with respect to the prevalence of educational practices and professional development covered by this survey. While we find some evidence that principals' reported frequencies of the overall set of surveyed teacher practices differ between high-VAM and lower-VAM schools in the combined sample of all partners, the data do not yield any clear indication of which specific practices differ between these VAM groups in Memphis. Efforts to identify effective practices in schools with high achievement gains must therefore be attentive to isolating effective practices from the larger number of practices that have no clear association with value added. Although the identification of effective practices might be challenging, it appears that principals could be receptive to dissemination efforts as many Memphis principals believe that their teachers are not engaging in various practices as frequently as the principals prefer.

This page has been intentionally left blank for double-sided copying.

CHAPTER V

SURVEY RESULTS FOR CHARTER SCHOOLS

This chapter describes results from the P/VP survey in charter schools that were part of the NLNS EPIC program in the 2007-2008 school year. Chapter I described the implementation of EPIC in the charter school consortium. We begin this chapter with a discussion of how the comparisons made here can inform the implementation and evaluation of EPIC. Next, we present our findings on principal and vice principal knowledge of EPIC and principal and teacher practices that might be affected by EPIC. Finally, we summarize our findings.

COMPARISONS MADE IN THIS CHAPTER

In this chapter we present results on awareness of the EPIC program, beliefs about eligibility for EPIC, and knowledge of EPIC rules and procedures by school award status in the 2007-2008 school year (award winners versus non-winners) and by NLNS status (whether or not the principal of the school in 2007-2008 has been trained by NLNS). The comparisons by award status provide a sense of how much the dissemination of information about EPIC provided to the award winners might have affected knowledge of EPIC compared with the lower levels of dissemination given to non-winners and how well awareness is spread among non-awardees. These comparisons also help to validate our data because we would expect award winners to be more aware of EPIC than non-winners. The comparisons by NLNS status provide some indication of the extent to which having an NLNS principal influences schools' information about EPIC and the effectiveness of any differential dissemination that occurred for the NLNS principals compared with the non-NLNS principals.

We also document charter school principals' appraisals of the frequency with which a wide range of educational practices are used by themselves and by their teachers. One aim of the EPIC program is to disseminate information on, and encourage adoption of, effective practices gleaned from award-winning schools. Because the impacts of EPIC's effective practices component will be evaluated by assessing changes over time in the prevalence of EPIC-promoted practices relative to that of other practices (Cody et al. 2009a), the reported practices from this survey represent a predissemination baseline from which future changes can be measured.

Furthermore, we compare the reported educational practices of schools in the top quartile and bottom three quartiles of school performance in 2006-2007. School performance is measured by using the VAM developed and estimated by MPR (Booker et al. 2008); the groups compared are thus referred to as "high-VAM" and "lower-VAM" schools throughout the ensuing discussion. For charter schools this turns out to be very close to the comparison of award winners and non-winners because all but one of the top-quartile schools covered in our survey were given awards. These comparisons are useful because they can inform EPIC's identification of effective practices in award-winning schools. Practices that do not vary across schools with differing degrees of student achievement gains are unlikely to be good candidates for dissemination because these practices exhibit no apparent relation to school effectiveness. Similarly, practices already common in lower-VAM schools might not be good candidates for dissemination because they are already being practiced in the schools in need. On the other hand, practices found more often in high-VAM schools than in lower-VAM schools might merit further examination. An observed correlation between value added and the frequency of a particular practice does not necessarily imply that the practice has a causal effect on student achievement, but such an association can suggest areas of focus for further, more in-depth efforts to identify effective practices. Moreover, high-VAM practices that are least common in the lower-VAM schools might be areas in which dissemination can have the largest potential impacts.

Unless otherwise noted, all differences discussed in this chapter—namely differences between subgroups of respondents or differences between frequencies of examined outcomes—are statistically significant at the 0.10 level.

RESULTS

Awareness of EPIC

Tables V.1, V.2, and V.3 show the awareness of EPIC among staff (principals, vice principals, and teachers as reported by principals) in charter schools. Our survey asked if principals (Table V.1) and vice principals (Table V.2) were aware of the name of the program (EPIC), what the program does ("made substantial incentive awards in late 2007/early 2008 to school staff in your charter school consortium for their students' test score performance"), or both. We also asked the principals whether or not their teachers were aware of this program (Table V.3).

As Table V.1 shows, principals in award-winning schools are more aware of the EPIC program than those in the non-award-winning schools. Although 15 percent of principals in award-winning schools are not aware, a full 40 percent of those in non-award-winning schools are unaware of the program. About 60 percent of vice principals in non-award-winning schools are unaware of the program compared with only 27 percent of those in award-winning schools (Table V.2). Finally, although 85 percent of principals in award-winning schools report that their teachers are at least a little or somewhat aware of the program, this percentage drops to only 43 percent in the non-award-winning schools (Table V.3).

Large differences are found in EPIC awareness by award status, but there are no clear differences by NLNS status. This might be partly attributable to the small sample size of NLNS principal respondents from charter schools and the resulting lack of precision in the estimates for this group.

Table V.1. Principals' Awareness of EPIC in 2008 Overall, by EPIC Award Status and NLNS Status: Responses from Charter School Principals

	Percentage of Principals Reporting Specified Levels of Own Awareness of EPIC				
		By EPIC Award Status of School		By NLNS Status of School Principal	
Level of Awareness	All Charter Schools	Award Winners	Non-Winners	NLNS	Non-NLNS
Aware of EPIC name only	9	15	7	0	10
Aware of program only	5	0	6	0	5
Aware of both	52	71	47	78	49
Not aware of either	34	15	40	22	35
Sample size	**77**	**21**	**56**	**9**	**68**
***p*-Value for group equivalence**		**0.019**		**0.379**	

Source: 2008 charter schools P/VP survey, question C2.

Notes: Our analyses adjust for survey nonresponse and clustering by school. T-tests were conducted for differences between the oppositely defined subgroups in the percentage of principals aware of either the EPIC name or program. Award-winning schools received an EPIC award in the 2007-2008 school year. "NLNS" indicates that the school is led by a principal who had participated in the NLNS principal training program as of the 2007-2008 school year, according to data provided by NLNS.

Table V.2. Vice Principals' Awareness of EPIC in 2008 Overall, by EPIC Award Status and NLNS Status: Responses from Charter School Vice Principals

	Percentage of Vice Principals Reporting Specified Levels of Own Awareness of EPIC				
		By EPIC Award Status of School		By NLNS Status of School Principal	
Level of Awareness	All Charter Schools	Award Winners	Non-Winners	NLNS	Non-NLNS
Aware of EPIC name only	10	0	13	0	12
Aware of program only	9	7	10	0	11
Aware of both	28	66	17	33	27
Not aware of either	53	27	60	67	50
Sample size	**54**	**14**	**40**	**8**	**46**
***p*-Value for group equivalence**		**0.021**		**0.393**	

Source: 2008 charter schools P/VP survey, question C2.

Notes: Our analyses adjust for survey nonresponse and clustering by school. T-tests were conducted for differences between the oppositely defined subgroups in the percentage of vice principals aware of either the EPIC name or program. Award-winning schools received an EPIC award in the 2007-2008 school year. "NLNS" indicates that the school is led by a principal who had participated in the NLNS principal training program as of the 2007-2008 school year, according to data provided by NLNS.

Table V.3. Teachers' Awareness of EPIC in 2008 Overall, by EPIC Award Status and NLNS Status: Responses from Charter School Principals

	Percentage of Principals Reporting Specified Levels of Teacher Awareness of EPIC				
		By EPIC Award Status of School		By NLNS Status of School Principal	
Level of Awareness	All Charter Schools	Award Winners	Non-Winners	NLNS	Non-NLNS
Principal not aware of EPIC	34	15	40	22	35
Principal aware of EPIC					
Teachers not aware	13	0	18	13	13
Teachers little/somewhat aware	40	42	39	54	38
Teachers very aware	13	43	4	11	13
Principal doesn't know teacher awareness	0	0	0	0	0
Sample size	**77**	**21**	**56**	**9**	**68**
***p*-Value for group equivalence**		**0.000**		**0.436**	

Source: 2008 charter schools P/VP survey, questions C2 and C12.

Notes: Our analyses adjust for survey nonresponse and clustering by school. T-tests were conducted for differences between the oppositely defined subgroups in the percentage of principals reporting that their teachers are little/somewhat or very aware of EPIC. Award-winning schools received an EPIC award in the 2007-2008 school year. "NLNS" indicates that the school is led by a principal who had participated in the NLNS principal training program as of the 2007-2008 school year, according to data provided by NLNS.

Knowledge of EPIC

Tables V.4, V.5, and V.6 describe staff knowledge of the details of the EPIC program. Tables V.4 and V.5 focus on principals' and vice principals' awareness of reward amounts; Table V.6 focuses on principals' knowledge of other details of the EPIC program.

Table V.4 Principals' Knowledge of EPIC Award Amounts for the 2007-2008 School Year Overall, by EPIC Award Status and NLNS Status: Responses from Charter School Principals Aware of EPIC

	Percentage of Principals Identifying Specified Award Amounts In Relation to Correct Award Amount				
		By EPIC Award Status of School		By NLNS Status of School Principal	
Award Amount Identified by Principal in Relation to Correct Award Amount	All Charter Schools	Award Winners	Non-Winners	NLNS	Non-NLNS
Principal Award					
Correct	62	79	55	66	61
Too high	5	11	3	0	6
Too low	10	0	15	0	12
Don't know	23	11	28	34	21
***p*-value for group equivalence**		**0.076**		**0.802**	
Vice Principal Award					
Correct	68	89	58	66	68
Too high	0	0	0	0	0
Too low	9	0	14	0	11
Don't know	23	11	28	34	21
***p*-value for group equivalence**		**0.009**		**0.929**	
Teacher Award					
Correct	58	79	49	36	62
Too high	21	16	23	31	20
Too low	0	0	0	0	0
Don't know	21	5	28	34	19
***p*-value for group equivalence**		**0.032**		**0.184**	

Source: 2008 charter schools P/VP survey, question C9.

Notes: The sample size for this table is 52. Of these, approximately 35 percent are EPIC Award winners, 65 percent are non-winners, 13 percent are NLNS, and 87 percent are non-NLNS. Our analyses adjust for survey nonresponse and clustering by school. T-tests were conducted for differences between the oppositely defined subgroups in the percentage of principals providing a correct answer. Award-winning schools received an EPIC award in the 2007-2008 school year. "NLNS" indicates that the school is led by a principal who had participated in the NLNS principal training program as of the 2007-2008 school year, according to data provided by NLNS.

Table V.5 Vice Principals' Knowledge of EPIC Award Amounts for the 2007-2008 School Year Overall, by EPIC Award Status and NLNS Status: Responses from Charter School Vice Principals Aware of EPIC

	Percentage of Vice Principals Identifying Specified Award Amounts in Relation to Correct Award Amount				
		By EPIC Award Status of School		By NLNS Status of School Principal	
Award Amount Identified by Vice Principal in Relation to Correct Award Amount	All Charter Schools	Award Winners	Non-Winners	NLNS	Non-NLNS
Principal Award					
Correct	39	81	17	0	41
Too high	0	0	0	0	0
Too low	32	19	38	100	24
Don't know	29	0	44	0	33
***p*-value for group equivalence**		**0.000**		**0.001**	
Vice Principal Award					
Correct	58	100	37	100	53
Too high	0	0	0	0	0
Too low	13	0	19	0	14
Don't know	29	0	44	0	33
***p*-value for group equivalence**		**0.000**		**0.000**	
Teacher Award					
Correct	75	100	62	100	72
Too high	0	0	0	0	0
Too low	0	0	0	0	0
Don't know	25	0	38	0	28
***p*-value for group equivalence**		**0.003**		**0.006**	

Source: 2008 charter schools P/VP survey, question C9.

Notes: The sample size for this table is 26. Of these, approximately 38 percent are EPIC Award winners, 62 percent are non-winners, 12 percent are NLNS, and 88 percent are non-NLNS. Our analyses adjust for survey nonresponse and clustering by school. T-tests were conducted for differences between the oppositely defined subgroups in the percentage of vice principals providing a correct answer. Award-winning schools received an EPIC award in the 2007-2008 school year. "NLNS" indicates that the school is led by a principal who had participated in the NLNS principal training program as of the 2007-2008 school year, according to data provided by NLNS.

Table V.6. Principals' Knowledge of EPIC Award Rules for the 2007-2008 School Year Overall, by EPIC Award Status and NLNS Status: Responses from Charter School Principals Aware of EPIC

		Percentage of Principals Correctly Identifying Specified Statements About EPIC as True or False				
			By EPIC Award Status of School		By NLNS Status of School Principal	
Statement	Correct Answer	All Charter Schools	Award Winners	Non-Winners	NLNS	Non-NLNS
Schools will be chosen for the award based on the increase in student test scores of the current year's class over last year's classes.	FALSE	36	42	33	40	35
Schools will be chosen for the award based on the increase in student test scores of the current year's class between the end of last year and end of current year.	TRUE	60	67	57	38	64
Schools will be chosen for the award based on the increase in percent of students who score proficient on state tests in the current year's class compared to last year's class.	FALSE	47	56	43	38	49
Only the schools with the highest student scores will be chosen to receive the award.	FALSE	81	84	80	83	81
In order to receive an award, teachers must agree to provide documentation on their teaching practices.	TRUE	79	84	77	43	85**
Selected schools must meet a specified level of students who qualify for free or reduced-price lunch.	TRUE	70	84	63*	38	75*
In order to receive an award, schools must allow an external group to visit their classrooms to identify effective practices.	TRUE	72	72	72	71	73
In order to receive an award, schools must report test scores.	TRUE	96	95	97	88	98
The principal cannot accept his award unless the teachers agree to accept the teacher award.	FALSE	32	38	29	50	29

Source: 2008 charter schools P/VP survey, question C10.

Notes: The sample size for this table is 52. Of these, approximately 35 percent are EPIC Award winners, 65 percent are non-award winners, 13 percent are NLNS, and 87 percent are non-NLNS. Our analyses adjust for survey nonresponse and clustering by school. Award-winning schools received an EPIC award in the 2007-2008 school year. "NLNS" indicates that the school is led by a principal who had participated in the NLNS principal training program as of the 2007-2008 school year, according to data provided by NLNS.

*Significantly different from the opposite subgroup at the .10 level, two-tailed t-test.
**Significantly different from the opposite subgroup at the .05 level, two-tailed t-test.
***Significantly different from the opposite subgroup at the .01 level, two-tailed t-test.

The tables on knowledge of EPIC award amounts and other program details are limited to principals and vice principals aware of the EPIC program. In survey questions assessing knowledge of award amounts, respondents did not have to provide an exact answer but rather had to identify the correct range in order to be counted as correct. Answers that would be correct based on either the Year 1 or Year 2 award amounts were counted as correct as we do not know when the schools were notified of the award amount changes. See Table I.1 for details.

The patterns found for knowledge of awards are similar to those found for awareness of EPIC. Staff members in award-winning schools were more likely to identify the correct award amounts than those in non-award-winning schools, with staff in award-winning schools identifying the correct amounts 79 percent to 100 percent of the time compared with only 17 percent to 62 percent of the time for staff in non-award-winning schools. More than one-quarter of the principals in non-award-winning schools reported that they did not know the award amounts and approximately 15 percent estimated an amount that was too low for both the principal and vice principal (Table V.4). Only 37 percent of vice principals in non-award-winning schools could identify the correct vice principal award amounts (Table V.5).

While principals' awareness of award amounts does not clearly differ by NLNS principal status, there are statistically significant differences in vice principals' awareness of award amounts by the NLNS status of their schools' principal, but the differences are not consistent in direction. The results for the vice principals should be taken with caution as there are only three vice principals in schools with NLNS principals in Table V.5.

Table V.6 shows principals' awareness of other details of the EPIC program. We find that NLNS principals are less aware than non-NLNS principals of the minimum free or reduced-price lunch (F/RPL) requirement and the expectation that teachers provide documentation on their teaching practices, but some other differences between NLNS and non-NLNS principals, although not statistically significant, are in the other direction. In general, we do not find clear differences by award status, with the exception of one statistically significant difference (in knowledge of the minimum F/RPL requirement) that favors award-winners.

Principals' and Teachers' Practices

In this section, we describe charter school principals' assessments of the frequency with which they and their teachers use various types of educational practices and participate in many different professional development activities. These findings provide a baseline from which future EPIC-induced changes in practice can be evaluated. We also present findings on principals' and teachers' practices by school VAM performance (highest quartile of schools compared with the other three quartiles combined). By determining which practices found in high-VAM schools are also prevalent in lower-VAM schools, these comparisons might help NLNS to interpret the results of its site visits at high-gain schools and to distinguish practices less or more suitable for further consideration and potential dissemination.

The practices examined by our analyses fall into five broad domains: (1) principals' allocation of time, (2) principals' professional development, (3) principals' use of data and sources of information, (4) teachers' practices, and (5) teachers' professional development. As discussed in Chapter II, within each domain we conduct a joint statistical test for whether all practices in the domain are used with the same frequency in high-VAM and lower-VAM schools. This test is conducted using data on all partners combined but allowing for interactions by partner as explained in Chapter II. We find evidence of statistically significant differences only in the teachers' practices domain. However, we still present results by VAM category for the remaining domains as those results may also be of value for the EPIC intervention. The practices found in the high-VAM schools may be indicative of those likely to be found by EPIC staff as they go on their site visits to award-winning schools. Moreover, even for practices with no clear association with value added, the existing prevalence of these practices in lower-VAM schools can gauge the potential for such practices to be changed if new evidence for their effectiveness is subsequently found.

As Table V.7 shows, principals report spending most (53 percent) of their time in management and supervisory activities. They report spending about one-third of their time on activities involved in being an "instructional leader" (curriculum/assessment, observing teachers, and teacher professional development). There are no clear differences in reported principal activities by VAM quartile.

Table V.7. Principals' Allocation of Time in the 2007-2008 School Year Overall and by Quartile of School Value Added: Responses from Charter School Principals

	Amount of Time Spent on Specified Activity		
		By Quartile of School VAM	
	All Charter Schools	Top Quartile	Bottom Three Quartiles
Total weekly hours worked	**60**	**63**	**59**
Percentage of Time Spent on:			
Curriculum/Instruction and assessment	16	17	15
Observing teachers	9	9	10
Student supervision	20	18	20
Parent/Community	11	11	11
Management	33	34	32
Teacher professional development	7	7	7
Own professional development	3	2	3

Source: 2008 charter schools P/VP survey, questions A1 and A2.

Notes: The sample size for this table is 77. Of these, approximately 27 percent are from schools in the top VAM quartile and 73 percent are from schools in other VAM quartiles. Our analyses adjust for survey nonresponse. Value added is based on school performance in the 2006-2007 school year as calculated by MPR (Booker et al. 2008).

Statistical tests for differences in individual outcome variables between high-VAM and lower-VAM groups are not presented because VAM differences for all outcome variables in this domain are not jointly statistically significant across the three partners.

Table V.8 presents results on principals' reported professional development during the 2007-2008 school year. Principals may have interpreted the words used to describe the professional development topics covered here in a variety of ways. For example, management could refer to training on financial issues, personnel issues, other school resources, or curriculum. Similarly, "data to inform instruction" could refer to training on how to analyze and use student data to improve the curriculum and instructional methods at the school.

Table V.8. Principals' Professional Development in the 2007-2008 School Year Overall and by Quartile of School Value Added: Responses from Charter School Principals

	Principals Receiving Some Professional Development in Specified Category in 2007-2008 (%)		
		By Quartile of School VAM	
Category	All Charter Schools	Top Quartile	Bottom Three Quartiles
Leadership	82	73	85
Student assessment	72	61	74
Data to inform instruction	70	58	74
Literacy curriculum	63	44	67
Math curriculum	49	39	52
Science curriculum	33	18	37
Other curriculum	48	41	50
Teacher personnel issues	59	61	58
Student behavior management	43	30	46
Working with parents	32	35	32
Working with community	43	59	39
Management	52	63	49

Source: 2008 charter schools P/VP survey, question A5.

Notes: The sample sizes for this table range between 71 and 75. Of these, approximately 25 percent are from schools in the top VAM quartile, and 75 percent are from schools in other VAM quartiles. Our analyses adjust for survey nonresponse. Value added is based on school performance in the 2006-2007 school year as calculated by MPR (Booker et al. 2008).

Variables shown by quartile of school value added exclude schools with missing value-added information.

Statistical tests for differences in individual outcome variables between high-VAM and lower-VAM groups are not presented because VAM differences for all outcome variables in this domain are not jointly statistically significant across the three partners.

The area with the highest level of participation is leadership (82 percent). The topics with the next highest participation rates are student assessment and data to inform instruction (72 percent and 70 percent, respectively). Few principals (about one-third) report receiving professional development in science curriculum or in working with parents. There are no clear differences by VAM category in the share of principals who report receiving

professional development in the categories specified in this table; professional development practices that are seen often in high-VAM schools are also common in lower-VAM schools.

Tables V.9 and V.10 cover principals' use of data for promoting curriculum and instructional improvement and their use of data for evaluating teachers; Table V.11 compares these two uses of data. While respondents may have had varying interpretations of the distinction between the two activities, "evaluating teacher performance" has greater relevance to principals' decisions about individual teachers (such as identification of struggling teachers) while "promoting curriculum and instructional improvement" describes more general, school-wide efforts to improve instructional methods and curricular content. Principals report that test scores, grade point average (GPA), rubric-scored student work, and informal assessments are more commonly used to promote curriculum than to evaluate teachers while direct classroom observations (10 minutes or more) are more common for evaluating teachers than for promoting curriculum. Portfolio assessment is only used by about one-quarter of principals for either purpose. There are no clear differences by school VAM category in principals' reported data use for promoting curriculum and evaluating teachers.

Table V.9. Principals' Data Sources for Promoting Curricular and Instructional Improvement in the 2007-2008 School Year Overall and by Quartile of School Value Added: Responses from Charter School Principals

	Percentage of Principals Reporting That They "Frequently" or "Always" Use Specified Data Source to Promote Curricular and Instructional Improvement		
		By Quartile of School VAM	
Data Source	All Charter Schools	Top Quartile	Bottom Three Quartiles
Standardized test scores	86	77	89
Letter grades or GPA	59	58	59
Rubric-scored student work	58	66	56
Informal assessments	73	76	72
Walk throughs	74	72	75
Observation of classrooms	67	62	68
Portfolio assessment	28	18	30
Discussions with students	51	38	54

Source: 2008 charter schools P/VP survey, question A7.

Notes: The sample size for this table is 77. Approximately 27 percent are from schools in the top VAM quartile, and 73 percent are from schools in other VAM quartiles. Our analyses adjust for survey nonresponse. Value added is based on school performance in the 2006-2007 school year as calculated by MPR (Booker et al. 2008).

Variables shown by quartile of school value added exclude schools with missing value-added information.

Statistical tests for differences in individual outcome variables between high-VAM and lower-VAM groups are not presented because VAM differences for all outcome variables in this domain are not jointly statistically significant across the three partners.

Table V.10. Principals' Data Sources for Evaluating Teachers in the 2007-2008 School Year Overall and by Quartile of School Value Added: Responses from Charter School Principals

	Percentage of Principals Reporting That They "Frequently" or "Always" Use Specified Data Source to Evaluate Teachers		
		By Quartile of School VAM	
Data Source	All Charter Schools	Top Quartile	Bottom Three Quartiles
Standardized test scores	55	62	53
Letter grades or GPA	34	29	36
Rubric-scored student work	33	33	33
Informal assessments	34	33	34
Walk throughs	85	90	84
Observation of classrooms	86	86	86
Portfolio assessment	27	28	27
Discussions with students	36	28	39

Source: 2008 charter schools P/VP survey, question A8.

Notes: The sample size for this table is 77. Of these, approximately 27 percent are from schools in the top VAM quartile, and 73 percent are from schools in other VAM quartiles. Our analyses adjust for survey nonresponse. Value added is based on school performance in the 2006-2007 school year as calculated by MPR (Booker et al. 2008).

Variables shown by quartile of school value added exclude schools with missing value-added information.

Statistical tests for differences in individual outcome variables between high-VAM and lower-VAM groups are not presented because VAM differences for all outcome variables in this domain are not jointly statistically significant across the three partners.

GPA = grade point average.

Table V.11. Comparison of Data Sources for Promoting Instructional Improvement and Evaluating Teachers in the 2007-2008 School Year: Responses from Charter School Principals

	Percentage of Principals Reporting That They "Frequently" or "Always" Use Specified Data Source to:		
Data Source	Promote Instructional Improvement	Evaluate Teachers	Percentage Point Difference ("Promote" - "Evaluate")
Standardized test scores	86	55	31***
Letter grades or GPA	59	34	25***
Rubric-scored student work	58	33	26***
Informal assessments	73	34	39***
Walk throughs	74	85	-11
Observation of classrooms	67	86	-19***
Portfolio assessment	28	27	0
Discussions with students	51	36	14

Source: 2008 charter schools P/VP survey, questions A7 and A8.

Notes: The sample size for this table is 77. Our analyses adjust for survey nonresponse and clustering by school.

GPA = grade point average.

*Significantly different at the .10 level, two-tailed t-test with Bonferroni adjustment for 8 comparisons.

**Significantly different at the .05 level, two-tailed t-test with Bonferroni adjustment for 8 comparisons.

***Significantly different at the .01 level, two-tailed t-test with Bonferroni adjustment for 8 comparisons.

Table V.12 presents principals' reported sources of information on teacher best practices. The internet, which is used by NLNS for disseminating information on "Effective Practices" as part of the EPIC initiative, is consulted by 68 percent of principals "sometimes" or "frequently" as a source of information on teacher best practices. Other common sources of information are colleagues and peers (92 percent), education journals (85 percent), and conferences or other professional development resources (76 percent). We find no clear differences in reported sources of information on teacher best practices by school VAM status.

Table V.12. Principals' Sources of Information on Teacher Best Practices in the 2007-2008 School Year Overall and by Quartile of School Value Added: Responses of Charter School Principals

	Percentage of Principals Reporting That They "Frequently" or "Sometimes" Use Specified Data Source to Identify Teacher Best Practices		
		By Quartile of School VAM	
Source of Information	All Charter Schools	Top Quartile	Bottom Three Quartiles
Internet	68	72	67
Education journals	85	76	88
Peers and colleagues	92	95	92
Professional association	64	62	65
College/university courses	34	34	34
Conferences or other professional development	76	81	75

Source: 2008 charter schools P/VP survey, question A6.

Notes: The sample size for this table is 77. Of these, approximately 27 percent are from schools in the top VAM quartile, and 73 percent are from schools in other VAM quartiles. Our analyses adjust for survey nonresponse. Value added is based on school performance in the 2006-2007 school year as calculated by MPR (Booker et al. 2008).

Variables shown by quartile of school value added exclude schools with missing value-added information.

Statistical tests for differences in individual outcome variables between high-VAM and lower-VAM groups are not presented because VAM differences for all outcome variables in this domain are not jointly statistically significant across the three partners.

Table V.13 presents reported frequencies of specified teacher practices, where frequencies are measured by the percentages of principals who report that their teachers engage in the practices "frequently" or "always." Table V.14 presents a comparison of the percentage of principals who report each practice is "very important" to them—a measure of principals' preferences for the practice—with the percentage of principals who report that their teachers are doing this practice "frequently" or "always."

The most commonly implemented teacher practices, each reported by at least four-fifths of charter school principals to be frequently used in their schools, are the use of formative assessments, alignment of curricula with state assessment standards, defining and modeling of expected student behavior, informal sharing of practices within the school, and communication of students' achievement standards and progress to parents. For no single practice do we find clear evidence that principals from high-VAM and lower-VAM schools report different frequencies of actual teacher implementation.

Table V.13. Reported Frequencies of Teacher Practices in the 2007-2008 School Year Overall and by Quartile of School Value Added: Responses from Charter School Principals

Teacher Practice	Percentage of Principals Responding That Their Teachers "Frequently" or "Always" Use the Specified Practice		
		By Quartile of School VAM	
	All Charter Schools	Top Quartile	Bottom Three Quartiles
Use formative assessments to provide ongoing feedback and adjust lessons to student needs	80	95	76
Assess individual student progress on a weekly basis	75	76	75
Analyze and use student data to identify low-performing students	77	90	74
Analyze and use student data to revise teaching methods	59	60	58
Analyze and use student data to help students set goals and assess their learning progress	55	70	51
Define and communicate achievement standards and assessment criteria to all students	59	65	58
Use multiple teaching methods to respond to individual student learning styles (for example, visual, auditory)	68	75	67
Adjust lessons to engage all students, including high- and low-performing students, in the classroom	61	75	57
Connect lesson content with students' prior knowledge, life experiences, and interests	65	65	65
Plan curriculum and lessons to align with state assessment standards	80	95	76
Define, communicate, and model expected behavior to students	80	95	76
Use research-based instructional strategies to improve their teaching	63	70	61
Share their expertise with new teachers in the school	73	80	70

Table V.13 *(continued)*

Teacher Practice	Percentage of Principals Responding That Their Teachers "Frequently" or "Always" Use the Specified Practice		
		By Quartile of School VAM	
	All Charter Schools	Top Quartile	Bottom Three Quartiles
Formally share and collaborate within the school on best practices through structured activities and meetings	75	86	72
Informally share and collaborate within the school on best practices	81	95	76
Disseminate their best practices via multimedia forums within the district	19	24	17
Observe or collaborate with teaching professionals outside the school	13	14	12
Communicate students' achievement standards, assessment criteria, and progress to parents	81	76	82
Collaborate with parents to identify strategies to achieve student learning	45	38	47
Take advantage of community resources to increase student learning opportunities (for example, internships, funding and resources for student programs)	43	29	47

Source: 2008 charter schools P/VP survey, question B1.

Notes: The sample sizes for this table range between 74 and 76. Of these, approximately 27 percent are from schools in the top VAM quartile, and 73 percent are from schools in other VAM quartiles. Our analyses adjust for survey nonresponse and clustering by school. Value added is based on school performance in the 2006-2007 school year as calculated by MPR (Booker et al. 2008).

Variables shown by quartile of school value added exclude schools with missing value-added information.

None of the differences in individual outcome variables between the high-VAM and lower-VAM schools are statistically significant at the .10 level using a two-tailed t-test with a Bonferroni adjustment for the 20 comparisons in this table.

Table V.14. Comparison of Preferred and Actual Frequency of Teachers' Practices in the 2007-2008 School Year: Responses from Charter School Principals

Teacher Practice	Percentage of Principals Responding that: It Is "Very Important" to Them that Their Teachers Use Specified Practice	Percentage of Principals Responding that: Their Teachers "Frequently" or "Always" Use Specified Practice	Percentage Point Difference (Preferred - Actual)
Use formative assessments to provide ongoing feedback and adjust lessons to student needs	92	80	12
Assess individual student progress on a weekly basis	77	75	2
Analyze and use student data to identify low performing students	99	77	22***
Analyze and use student data to revise teaching methods	91	59	32***
Analyze and use student data to help students set goals and assess their learning progress	85	55	30***
Define and communicate achievement standards and assessment criteria to all students	77	59	18*
Use multiple teaching methods to respond to individual student learning styles (for example, visual, auditory)	95	68	27***
Adjust lessons to engage all students, including high- and low-performing students, in the classroom	97	61	37***
Connect lesson content with students' prior knowledge, life experiences, and interests	86	65	21**
Plan curriculum and lessons to align with state assessment standards	86	80	6
Define, communicate, and model expected behavior to students	100	80	20***
Use research-based instructional strategies to improve their teaching	83	63	20
Share their expertise with new teachers in the school	91	73	19*
Formally share and collaborate within the school on best practices through structured activities and meetings	92	75	17
Informally share and collaborate within the school on best practices	94	81	13
Disseminate their best practices via multimedia forums within the district	31	19	12

Teacher Practice	Percentage of Principals Responding that: It Is "Very Important" to Them that Their Teachers Use Specified Practice	Their Teachers "Frequently" or "Always" Use Specified Practice	Percentage Point Difference (Preferred - Actual)
Observe or collaborate with teaching professionals outside the school	45	13	33***
Communicate students' achievement standards, assessment criteria, and progress to parents	90	81	10
Collaborate with parents to identify strategies to achieve student learning	81	45	36***
Take advantage of community resources to increase student learning opportunities (for example, internships, funding, and resources for student programs)	60	43	17

Source: 2008 charter schools P/VP survey, question B1.

Notes: The sample sizes for this table range between 74 and 77. Our analyses adjust for survey nonresponse and clustering by school.

*Significantly different at the .10 level, two-tailed t-test with Bonferroni adjustments for 20 comparisons.
**Significantly different at the .05 level, two-tailed t-test with Bonferroni adjustments for 20 comparisons.
***Significantly different at the .01 level, two-tailed t-test with Bonferroni adjustments for 20 comparisons.

The results in Table V.14 suggest that charter school principals want teachers to do more of many practices covered in the table. For 11 of the 20 practices the percentage of principals who rate the practice as "very important" is greater than the percentage who believe their teachers use the practice "frequently" or "always." The two practices with the largest differences are: "adjust lessons to engage all students, including high- and low-performing students, in the classroom" and "collaborate with parents to identify strategies to achieve student learning."

Table V.15 shows the percentage of principals reporting that their teachers received more than one full day of professional development in various topic areas during the 2007-2008 school year. Teacher professional development topics reported by about two-thirds or more of principals in charter schools are: methods to assess students, methods to analyze and use student data, literacy curriculum and instruction, and math curriculum and instruction. Teacher professional development in other topics, such as science curriculum, technology, other subject areas, special education, behavior management, and working with parents or the community, is reported by about half or fewer of charter school principals. There is a clear difference between math and literacy instruction (about 70 percent) compared with science and other curriculum instruction (about 50 percent). We find no clear differences in principals' reports of teacher professional development by VAM quartile.

Table V.15. Teachers' Professional Development in the 2007-2008 School Year Overall and by Quartile of School Value Added: Responses from Charter School Principals

	Percentage of Principals Reporting That Their Teachers Receive More Than One Full Day of Professional Development on Specified Category in 2007-2008		
		By Quartile of School VAM	
	All Charter Schools	Top Quartile	Bottom Three Quartiles
Methods to assess students	65	73	63
Methods to analyze and use student data	72	70	73
Literacy curriculum and instruction	71	80	69
Math curriculum and instruction	70	57	74
Science curriculum and instruction	49	50	49
Other curriculum and instruction	53	47	55
Specialized educational needs	48	45	49
Technology	45	40	46
Student behavior management	52	55	52
Working with parents	29	30	28
Working with community	18	15	19

Source: 2008 charter schools P/VP survey, question B4.

Notes: The sample sizes for this table range from 74 to 76. Of these, approximately 26 percent are from schools in the top VAM quartile, and 74 percent are from schools in other VAM quartiles. Our analyses adjust for survey nonresponse. Value added is based on school performance in the 2006-2007 school year as calculated by MPR (Booker et al. 2008). Variables shown by quartile of school value-added exclude schools with missing value added information.

Statistical tests for differences in individual outcome variables between high-VAM and lower-VAM groups are not presented because VAM differences for all outcome variables in this domain are not jointly statistically significant across the three partners.

SUMMARY

In this chapter we describe knowledge of EPIC by school award status and NLNS status for the charter school consortium. We find that awareness of the existence of the EPIC program is higher for principals from award-winning schools (85 percent) than it is for those from non-award-winning schools (60 percent). Similarly, among those who are aware, only 54 percent of the principals in non-award-winning schools can correctly identify the award amounts for which they are eligible compared with 79 percent in the award-winning schools. This suggests that with strong dissemination, it is possible to achieve reasonably high levels of awareness and knowledge, but that further efforts might be needed to disseminate the information more completely among non-winners.

Differences by award status in other areas of knowledge of the program—such as whether award winners are those with the highest student test scores and what award winners must do—are less clear, and differences in awareness and knowledge of EPIC by the NLNS status of the school principal are generally not statistically significant.

We also present principals' and teachers' practices by VAM quartile, which is similar to a comparison by award status for charter schools. Many practices that principals report as common in high-VAM schools are also reported as common in lower-VAM schools, which suggests that the existence of a practice in a high-VAM school might not mean it is unique there. Moreover, the practices covered by our survey are not clearly associated with student achievement gains within charter schools. Although we do find differences by VAM group in the prevalence of the overall set of surveyed teacher practices as reported by principals in the combined sample of all partners, there is no clear evidence for which specific practices differ between these VAM groups in charter schools. In contrast, for many teacher practices the percentage of charter school principals reporting that the practice is "very important" exceeds the percentage reporting that their teachers are "frequently" or "always" doing it. This suggests that principals might appreciate help from NLNS in getting their teachers to do more of these practices.

CHAPTER VI

SURVEY RESULTS FOR DISTRICT OF COLUMBIA PUBLIC SCHOOLS

This chapter describes results from the 2008 P/VP survey in the District of Columbia Public Schools. The survey was conducted as part of an ongoing study of DCPS' participation in the NLNS EPIC program—which, in DC, is called TEAM. We begin this chapter with a discussion of how the comparisons made here can inform the implementation and evaluation of TEAM. Next, we present our findings on principal and teacher practices that might be affected by TEAM. We conclude with a summary of findings.

COMPARISONS MADE IN THIS CHAPTER

We document DCPS principals' appraisals of the frequency with which a wide range of educational practices are used by themselves and by their teachers. One aim of the EPIC/TEAM program is to disseminate information on, and encourage adoption of, effective practices that are gleaned from award-winning schools. Because the impacts of EPIC's effective practices component will be evaluated by assessing changes over time in the prevalence of EPIC-promoted practices relative to that of other practices (Cody et al. 2009a), the reported practices from this survey represent a predissemination baseline from which future changes can be measured.

We also compare the reported educational practices of schools in the top quartile with the bottom three quartiles of school value added in 2006-2007. School value added, which generally reflects student achievement gains and thus a school's impact on achievement, is calculated from the VAM estimated by MPR; the groups compared are thus referred to as "high-VAM" and "lower-VAM" schools. Comparisons between these groups of schools can help inform EPIC's identification of effective practices. Practices that do not vary across schools with differing degrees of student achievement gains are unlikely to be good candidates for dissemination because these practices exhibit no apparent relation to school effectiveness. Similarly, practices already common in lower-VAM schools might not be good candidates for dissemination because they are already being practiced in the schools in need. On the other hand, practices found more often in high-VAM schools than in lower-VAM schools might merit further examination. An observed correlation between value added and the frequency of a particular practice does not necessarily imply that the practice has a causal effect on student achievement, but such an association can suggest areas of focus for further, more in-depth efforts to identify effective practices. Moreover, high-VAM practices that are

least common in the lower-VAM schools might be areas in which dissemination can have the largest potential impacts.

The practices examined by our analyses fall into five broad domains: (1) principals' allocation of time, (2) principals' professional development, (3) principals' use of data and sources of information, (4) teachers' practices, and (5) teachers' professional development. As discussed in Chapter II, within each domain we conduct a joint statistical test for whether all practices in the domain are used with the same frequency in high-VAM and lower-VAM schools. This test is conducted by using data on all partners combined but allowing for interactions by partner as explained in Chapter II. We find evidence of statistically significant differences only in the teachers' practices domain. However, we still present results by VAM category for the remaining domains as those results may also be of value for the EPIC intervention. The practices found in the high-VAM schools may be indicative of those likely to be found by EPIC staff as they go on their site visits to award-winning schools. Moreover, even for practices with no clear association with value added, the existing prevalence of these practices in lower-VAM schools can gauge the potential for such practices to be changed if new evidence for their effectiveness is subsequently found.

The P/VP survey also covered knowledge of EPIC. For DCPS this information is covered in Chapter III of this report. It is not presented here because the results are redundant with those presented in Chapter III. In contrast, for Memphis and EPIC's charter school consortium we were able to conduct subgroup analyses of these knowledge variables, and those results were presented in the respective partner-specific chapters. We did consider subgroup analyses of EPIC/TEAM knowledge in DC by NLNS principal status and award status, but the numbers of award winners and NLNS principals were too few to allow for such comparisons without breaching the confidentiality of the respondents. Only three schools in DC received awards in the 2007-2008 school year, and only one award winner responded to the survey. Similarly, there were only 14 NLNS schools in our DCPS sample,[25] from which there were six principal respondents and six vice principal respondents.

Unless otherwise noted, all differences discussed in this chapter—namely differences between subgroups of respondents or differences between frequencies of examined outcomes—are statistically significant at the 0.10 level.

RESULTS

First we consider baseline practices for principals. On average, principals in DC report working 58 hours per week (Table VI.1). Just less than half of their time is spent on management activities and supervision of students (46 percent). Combined "instructional leadership activities," including curriculum and assessment, observing teachers, and teacher professional development, account for an additional 40 percent, and principals' own professional development constitutes their smallest use of time at 2 percent. There are no clear differences in principals' use of time across VAM categories.

[25] Two of these schools closed and were therefore dropped from the sample.

Table VI.1. Principals' Allocation of Time in the 2007-2008 School Year Overall and by Quartile of School Value Added: Responses from District of Columbia Public School Principals

	Amount of Time Spent on Specified Activity		
		By Quartile of School VAM	
	All DC Principals	Top Quartile	Bottom Three Quartiles
Total weekly hours worked	**58**	**59**	**58**
Percentage of Time Spent on Curriculum/Instruction and Assessment	18	18	17
Observing teachers	13	17	12
Student supervision	20	17	22
Parent/community	11	11	12
Management	26	23	25
Teacher professional development	9	9	10
Own professional development	2	3	2

Source: 2008 DCPS P/VP survey, questions A1 and A2.

Notes: The sample size for this table is 34. Of these, approximately 9 percent are missing VAM data, 26 percent are from schools in the top VAM quartile, and 66 percent are from schools in other VAM quartiles. Our analyses adjust for survey nonresponse and the sampling design. Value added is based on school performance in the 2006-2007 school year as calculated by MPR.

Original survey responses reporting hours worked in individual categories are scaled to sum to total reported hours worked and are presented as proportions of total hours.

Statistical tests for differences in individual outcome variables between high-VAM and lower-VAM groups are not presented because VAM differences for all outcome variables in this domain are not jointly statistically significant across the three partners.

Table VI.2 shows the percentage of principals participating in various types of professional development during the 2007-2008 school year. Principals' rates of participation in professional development are at least 90 percent within the areas of leadership, student assessment, use of data to inform instruction, and literacy curriculum. Moreover, professional development in literacy and math is more prevalent than that in science and other subjects. This pattern is consistent with the subject emphases of the NCLB accountability system in which schools have been rewarded or penalized for their performance on high-stakes math and language arts tests. Among all DC principals, respondents are least likely to report receiving professional development in student behavior

management. There are no clear differences in professional development activities by VAM quartile.

Table VI.2. Principals' Professional Development in the 2007-2008 School Year Overall and by Quartile of School Value Added: Responses from District of Columbia Public School Principals

	Percentage of Principals Receiving Some Professional Development in Specified Category in 2007-2008		
		By Quartile of School VAM	
Category	All DC Principals	Top Quartile	Bottom Three Quartiles
Leadership	91	89	94
Student assessment	91	100	90
Data to inform instruction	93	100	94
Literacy curriculum	93	100	93
Math curriculum	84	89	88
Science curriculum	67	65	77
Other curriculum	73	73	78
Teacher personnel issues	77	76	88
Student behavior management	58	48	69
Working with parents	65	48	79
Working with community	65	36	79
Management	78	88	84

Source: 2008 DCPS P/VP survey, question A5.

Notes: The sample sizes for this table range from 33 to 34. Of these, approximately 6 percent are missing VAM data, 27 percent are from schools in the top VAM quartile, and 67 percent are from schools in other VAM quartiles. Our analyses adjust for survey nonresponse and the sampling design. Value added is based on school performance in the 2006-2007 school year as calculated by Mathematica Policy Research, Inc.

Statistical tests for differences in individual outcome variables between high-VAM and lower-VAM groups are not presented because VAM differences for all outcome variables in this domain are not jointly statistically significant across the three partners.

The next two tables center on principals' use of data to promote curricular and instructional improvement (Table VI.3) and to evaluate teachers (Table VI.4). Table VI.5 shows a comparison between the two. Although respondents might have had varying interpretations of what these activities entail, the latter activity has greater relevance to principals' decisions about individual teachers (such as identification of struggling teachers) while the former activity has greater relevance to more general, school-wide efforts to improve instructional methods and curricular content. Generally, principals in both VAM categories report similar use of data sources for promoting curriculum and evaluating teachers. More than 90 percent of DC principals report using walk throughs in classrooms

(lasting fewer than 10 minutes) and direct observation of classrooms (lasting more than 10 minutes) "frequently" or "always" both to promote curriculum and to evaluate teachers. Fewer than half report using student grades or grade point averages (GPAs) for these purposes. Principals report using standardized test scores to evaluate teachers less than to promote curriculum (73 percent compared with 94 percent).

Table VI.3. Principals' Data Sources for Promoting Curricular and Instructional Improvement in the 2007-2008 School Year Overall and by Quartile of School Value Added: Responses from District of Columbia Public School Principals

	Percentage of Principals Reporting That They "Frequently" or "Always" Use Specified Data Source to Promote Curricular and Instructional Improvement		
		By Quartile of School VAM	
Data Source	All DC Principals	Top Quartile	Bottom Three Quartiles
Standardized test scores	94	89	100
Letter grades or GPA	40	46	38
Rubric-scored student work	78	100	71
Informal assessments	78	89	71
Walk throughs	94	100	91
Observation of classrooms	93	100	88
Portfolio assessment	69	76	62
Discussions with students	60	68	56

Source: 2008 DCPS P/VP survey, question A7.

Notes: The sample size for this table is 34. Of these, approximately 9 percent are missing VAM data, 26 percent are from schools in the top VAM quartile, and 66 percent are from schools in other VAM quartiles. Our analyses adjust for survey nonresponse and the sampling design. Value added is based on school performance in the 2006-2007 school year as calculated by Mathematica Policy Research, Inc.

Statistical tests for differences in individual outcome variables between high-VAM and lower-VAM groups are not presented because VAM differences for all outcome variables in this domain are not jointly statistically significant across the three partners.

GPA = grade point average.

Table VI.4. Principals' Data Sources for Evaluating Teachers in the 2007-2008 School Year Overall and by Quartile of School Value Added: Responses from District of Columbia Public School Principals

	Percentage of Principals Reporting That They "Frequently" or "Always" Use Specified Data Source to Evaluate Teachers		
		By Quartile of School VAM	
Data Source	All DC Principals	Top Quartile	Bottom Three Quartiles
Standardized test scores	73	78	75
Letter grades or GPA	42	57	37
Rubric-scored student work	62	78	59
Informal assessments	61	65	59
Walk throughs	93	100	90
Observation of classrooms	93	100	90
Portfolio assessment	62	76	56
Discussions with students	53	57	50

Source: 2008 DCPS P/VP survey, question A8.

Notes: The sample size for this table is 34. Of these, approximately 9 percent are missing VAM data, 26 percent are from schools in the top VAM quartile, and 66 percent are from schools in other VAM quartiles. Our analyses adjust for survey nonresponse and the sampling design. Value added is based on school performance in the 2006-2007 school year as calculated by Mathematica Policy Research, Inc.

Statistical tests for differences in individual outcome variables between high-VAM and lower-VAM groups are not presented because VAM differences for all outcome variables in this domain are not jointly statistically significant across the three partners.

GPA = grade point average.

Table VI.5. Comparison of Data Sources for Promoting Instructional Improvement and Evaluating Teachers in the 2007-2008 School Year: Responses from District of Columbia Public School Principals

	Percentage of Principals Reporting That They "Frequently" or "Always" Use Specified Data Source to:		
Data Source	Promote Instructional Improvement	Evaluate Teachers	Percentage-Point Difference ("Promote"-"Evaluate")
Standardized test scores	94	73	22**
Letter grades or GPA	40	42	-2
Rubric-scored student work	78	62	16
Informal assessments	78	61	17
Walk throughs	94	93	1
Observation of classrooms	93	93	-1
Portfolio assessment	69	62	7
Discussions with students	60	53	7

Source: 2008 DCPS P/VP survey, questions A7 and A8.

Notes: The sample size for this table is 34. Our analyses adjust for survey nonresponse, the sampling design, and clustering by school. Value added is based on school performance in the 2006-2007 school year as calculated by MPR.

GPA = grade point average.

*Significantly different at the .10 level, two-tailed t-test with Bonferroni adjustment for 8 comparisons.

** Significantly different at the .05 level, two-tailed t-test with Bonferroni adjustment for 8 comparisons.

*** Significantly different at the .01 level, two-tailed t-test with Bonferroni adjustment for 8 comparisons.

Given that the EPIC/TEAM program will ultimately provide a resource for educators seeking to replicate award-winners' successes, we next look at principals' current sources of information for best practices. Table VI.6 reports the percentage of principals using different resources for information on teacher best practices "frequently" or "sometimes." In general, DC principals rely heavily on education journals (97 percent) and their peers and colleagues (93 percent) for information on teacher best practices. The internet is also used regularly (80 percent). About 69 percent of DC principals report using college or university courses for this purpose. We find no clear differences in principals' sources for information on teacher best practices across VAM quartiles.

Table VI.6. Principals' Sources of Information on Teacher Best Practices in the 2007-2008 School Year Overall and by Quartile of School Value Added: Responses from District of Columbia Public School Principals

	Percentage of Principals Reporting That They "Frequently" or "Sometimes" Use Specified Source to Identify Teacher Best Practices		
		By Quartile of School VAM	
Source of Information	All DC Principals	Top Quartile	Bottom Three Quartiles
Internet	80	89	78
Education journals	97	89	100
Peers and colleagues	93	89	93
Professional association	79	54	91
College/ university courses	69	43	79
Conferences or other professional development	84	78	88

Source: 2008 DCPS P/VP survey, question A6.

Notes: The sample size for this table is 34. Of these, approximately 9 percent are missing VAM data, 26 percent are from schools in the top VAM quartile, and 66 percent are from schools in other VAM quartiles. Our analyses adjust for survey nonresponse and the sampling design. Value added is based on school performance in the 2006-2007 school year as calculated by Mathematica Policy Research, Inc.

Statistical tests for differences in individual outcome variables between high-VAM and lower-VAM groups are not presented because VAM differences for all outcome variables in this domain are not jointly statistically significant across the three partners.

The next two tables show principals' assessment of the frequencies of teacher practices in their schools (Table VI.7), and a comparison between their preferences for teacher practices and their reports of actual frequencies of teacher practices (Table VI.8). Preferences are measured by the percentage of principals who identify a practice as "very important," and actual frequencies are measured by the percentage of principals who believe their teachers engage in the practice "frequently" or "always."

As shown in Table VI.7, about 90 percent of principals report that their teachers "use formative assessments to provide ongoing feedback and adjust lessons to student needs" and that they "analyze and use student data to identify low-performing students." Majorities of principals report frequent teacher use of the practices in this table, with the following exceptions: "disseminate best practices via multimedia forums" (12 percent), "observe or collaborate with teaching professionals outside the school" (29 percent), "collaborate with parents . . . to achieve student learning" (46 percent) and "take advantage of community resources to increase student learning" (45 percent). None of the differences in the

prevalence of specific teacher practices between high-VAM and lower-VAM schools are statistically significant.

Table VI.7. Reported Frequencies of Teacher Practices in the 2007-2008 School Year Overall and by Quartile of School Value Added: Responses from District of Columbia Public School Principals

	Percentage of Principals Responding That Their Teachers "Frequently" or "Always" Use the Specified Practice		
		By Quartile of School VAM	
Teacher Practice	All DC Principals	Top Quartile	Bottom Three Quartiles
Use formative assessments to provide ongoing feedback and adjust lessons to student needs	93	100	89
Assess individual student progress on a weekly basis	70	86	59
Analyze and use student data to identify low-performing students	89	86	89
Analyze and use student data to revise teaching methods	70	43	78
Analyze and use student data to help students set goals and assess their learning progress	67	65	68
Define and communicate achievement standards and assessment criteria to all students	67	65	74
Use multiple teaching methods to respond to individual student learning styles (for example, visual, auditory)	69	76	62
Adjust lessons to engage all students, including high- and low-performing students, in the classroom	74	76	69
Connect lesson content with students' prior knowledge, life experiences, and interests	65	76	56
Plan curriculum and lessons to align with state assessment standards	79	86	78
Use research-based instructional strategies to improve their teaching	65	73	62

Table VI.7. *(continued)*

Teacher Practice	Percentage of Principals Responding That Their Teachers "Frequently" or "Always" Use the Specified Practice		
		By Quartile of School VAM	
	All DC Principals	Top Quartile	Bottom Three Quartiles
Share their expertise with new teachers in the school	62	61	62
Formally share and collaborate within the school on best practices through structured activities and meetings	80	89	78
Informally share and collaborate within the school on best practices	77	86	74
Disseminate their best practices via multimedia forums within the district	12	0	19
Observe or collaborate with teaching professionals outside the school	29	11	36
Communicate students' achievement standards, assessment criteria, and progress to parents	83	100	78
Collaborate with parents to identify strategies to achieve student learning	46	76	36
Take advantage of community resources to increase student learning opportunities (for example, internships, funding, and resources for student programs)	45	78	33

Source: 2008 DCPS P/VP survey, question B1.

Notes: The sample sizes for this table range from 32 to 34. Of these, approximately 11 percent are missing VAM data, 26 percent are from schools in the top VAM quartile, and 63 percent are from schools in other VAM quartiles. Our analyses adjust for survey nonresponse and the sampling design. Value added is based on school performance in the 2006-2007 school year as calculated by Mathematica Policy Research, Inc.

None of the differences in the individual outcome variables between the high-VAM and lower-VAM schools are statistically significant at the 0.10 level using a two-tailed t-test with a Bonferroni adjustment for the 20 comparisons in this table.

Table VI.8. Comparison of Preferred and Actual Frequency of Teachers' Practices in the 2007-2008 School Year: Responses from District of Columbia Public School Principals

Teacher Practice	Percentage of Principals Responding That: It Is "Very Important" to Them That Their Teachers Use Specified Practice	Their Teachers "Frequently" or "Always" Use Specified Practice	Percentage-Point Difference (Preferred - Actual)
Use formative assessments to provide ongoing feedback and adjust lessons to student needs	97	93	4
Assess individual student progress on a weekly basis	91	70	21
Analyze and use student data to identify low-performing students	100	89	11
Analyze and use student data to revise teaching methods	100	70	30**
Analyze and use student data to help students set goals and assess their learning progress	88	67	21
Define and communicate achievement standards and assessment criteria to all students	91	67	24
Use multiple teaching methods to respond to individual student learning styles (for example, visual, auditory)	97	69	28*
Adjust lessons to engage all students, including high- and low-performing students, in the classroom	97	74	23
Connect lesson content with students' prior knowledge, life experiences, and interests	88	65	23
Plan curriculum and lessons to align with state assessment standards	88	79	9
Define, communicate, and model expected behavior to students	97	82	15
Use research-based instructional strategies to improve their teaching	85	65	20
Share their expertise with new teachers in the school	88	62	26

Table VI.8. *(continued)*

Teacher Practice	Percentage of Principals Responding That: It Is "Very Important" to Them That Their Teachers Use Specified Practice	Their Teachers "Frequently" or "Always" Use Specified Practice	Percentage-Point Difference (Preferred - Actual)
Formally share and collaborate within the school on best practices through structured activities and meetings	91	80	11
Informally share and collaborate within the school on best practices	9	77	18
Disseminate their best practices via multimedia forums within the district	44	12	32*
Observe or collaborate with teaching professionals outside the school	62	29	33*
Communicate students' achievement standards, assessment criteria, and progress to parents	94	83	11
Collaborate with parents to identify strategies to achieve student learning	85	46	39***
Take advantage of community resources to increase student learning opportunities (for example, internships, funding, and resources for student programs)	62	45	16

Source: 2008 DCPS P/VP survey, question B1.

Notes: The sample sizes for this table range from 32 to 34. Our analyses adjust for survey nonresponse, the sampling design, and clustering by school.

* Significantly different at the .10 level, two-tailed t-test with Bonferroni adjustment for 20 comparisons.

** Significantly different at the .05 level, two-tailed t-test with Bonferroni adjustment for 20 comparisons.

*** Significantly different at the .01 level, two-tailed t-test with Bonferroni adjustment for 20 comparisons.

Table VI.8 shows that 85 percent or more of principals report each practice in the table is "very important" except the use of multimedia forums to disseminate best practices (44 percent), observing or collaborating with teachers outside of the school (62 percent), and taking advantage of community resources to increase student learning opportunities (62 percent). The data suggest that NLNS will have to clearly demonstrate the advantages of this type of multimedia forum to principals if it intends to follow through with its plan to use the internet to circulate information broadly on the practices used by award winners. The most popular practices are formative assessment, multiple teaching methods, lessons adapted to engage both high- and low-performing students, and the definition and modeling of expected behavior to students (each more than 95 percent).

For 5 of the 20 practices considered, more principals report that they believe the practice is "very important" than report that teachers engage in the practice "frequently" or "always," (Table VI.8). The differences are 28 percentage points or larger. For example, although 85 percent of principals strongly support having teachers "collaborate with parents to identify strategies to achieve student learning," only 46 percent report that their teachers do this "frequently" or "always." Similarly, while almost all principals believe that it is very important to "analyze and use student data to revise teaching methods" (100 percent) and "use multiple teaching methods to respond to individual student learning styles," (97 percent), principals are less likely to report that their teachers use these practices frequently (70 percent and 69 percent, respectively). Other large differences between principals' preferences and teachers' actual implementation are observed for the following practices: "disseminate their best practices via multimedia forums" (32 percentage-point difference) and "observe or collaborate with teaching professionals outside of the school" (33 percentage-point difference). Other practices, including the use of formative assessment, formally sharing and collaborating within the school, and communicating to parents about student achievement and progress are popular among principals and teachers alike.

Principals also provided information on teachers' professional development (Table VI.9). About 80 percent of principals indicate that their teachers received more than one day of professional development in methods to assess students, methods to analyze and use student data, and literacy and math curriculum and instruction in the 2007-2008 school year, again consistent with the demands of the NCLB accountability system. About 60 percent of principals report that their teachers received more than one day of professional development on science and other curriculum, specialized instruction needs, technology, and student behavior management. Principals are least likely to report teacher professional development on working with parents (51 percent) or the community (42 percent). In general, the prevalence of teachers' professional development in the surveyed categories does not clearly differ across VAM quartiles.

Table VI.9. Teachers' Professional Development in the 2007-2008 School Year Overall and by Quartile of School Value Added: Responses from District of Columbia Public School Principals

	Percentage of Principals Reporting Their Teachers Receive More Than One Full Day of Professional Development on Specified Category in 2007-2008		
		By Quartile of School VAM	
Category	All DC Principals	Top Quartile	Bottom Three Quartiles
Methods to assess students	81	76	94
Methods to analyze and use student data	84	73	94
Literacy curriculum and instruction	81	100	75
Math curriculum and instruction	79	89	86
Science curriculum and instruction	64	57	75
Other curriculum and instruction	63	57	70
Specialized educational needs	60	57	61
Technology	58	68	62
Behavior management	59	43	74
Working with parents	51	32	65
Working with community	42	32	52

Source: 2008 DCPS P/VP survey, question B4.

Notes: The sample sizes for this table range from 33 to 34. Of these, approximately 9 percent are missing VAM data, 26 percent are from schools in the top VAM quartile, and 66 percent are from schools in other VAM quartiles. Our analyses adjust for survey nonresponse and the sampling design. Value added is based on school performance in the 2006-2007 school year as calculated by Mathematica Policy Research, Inc.

Statistical tests for differences in individual outcome variables between high-VAM and lower-VAM groups are not presented because VAM differences for all outcome variables in this domain are not jointly statistically significant across the three partners.

SUMMARY

In general, DC principals in the top VAM quartile do not differ observably from principals in the bottom three quartiles in terms of reported principal and teacher practices. While there is evidence that principals from high-VAM and lower-VAM schools in the combined sample of all partners report different prevalence for the overall set of surveyed teacher practices, we find no clear indication of which specific practices differ between these VAM groups in DC. This does not rule out the possibility that there exist more nuanced

differences distinguishing the way high- and low-achieving schools carry out educational practices in DC. However, any attempt to use high-achieving or award-winning schools to model effective practices will have to specify practices in greater detail and be attentive to their prevalence in lower-achieving schools in order to isolate those practices that bear any relation to student achievement gains. In contrast, there are various differences between principals' preferences for the practices their teachers employ and their beliefs about the frequency with which their teachers actually use these practices. Principals indicate that they support using a number of practices to improve student outcomes, but they report that teachers in their schools do not always use those practices frequently.

This page has been intentionally left blank for double-sided copying.

CHAPTER VII

CONCLUSION

In this chapter, we identify various ways in which the findings of this report can inform the further implementation and evaluation of the EPIC program. The implications drawn from the results of the P/VP survey can be classified into three categories:

1. Findings on principals' attitudes toward EPIC, attitudes toward general incentive programs, and knowledge of criteria for determining EPIC incentive awards yield insight into the potential sustainability of the incentive component of EPIC.

2. Findings on the baseline educational practices used by principals and teachers suggest further directions for EPIC's identification and dissemination of effective practices.

3. Findings on awareness by school staff of EPIC's existence, principals' perceptions of their schools' eligibility, and principals' reports of the existence of other incentive programs gauge the feasibility of evaluating the incentive effects of EPIC in Memphis and among charter schools.

IMPLICATIONS FOR THE SUSTAINABILITY OF EPIC INCENTIVES

The likelihood that the incentive component of EPIC can be sustained in the long run is likely to be shaped, at least in part, by the extent to which educators have favorable attitudes toward this program and toward performance incentives more generally. For every partner, our findings reveal considerable support among school principals for the EPIC incentive program. Clear majorities of principals believe that the incentive component of EPIC will have a number of positive impacts on their schools, including greater teacher effectiveness, increased teacher collaboration, and improved relationships between principals and teachers. In some partners, slight majorities or sizable minorities of principals anticipate EPIC to have some impacts that might be viewed negatively, namely greater prevalence of teacher competition (expressed in DC and Memphis) and teaching to the test (expressed in DC); nevertheless, these potential concerns do not prevent principals from drawing an overall conclusion that EPIC incentives will raise teacher effectiveness.

The favorable attitudes expressed by principals toward EPIC incentives are consistent with their general opinions on performance pay. While large fractions of principals favor many attributes of the current compensation system, they also indicate overall dissatisfaction with that system and an interest in having performance pay incorporated. About half of principals in all three partners say that compensation should be primarily determined by teachers' education and experience, factors that are included in traditional teacher salary schedules. At the same time, however, far less than half are satisfied with the current system, and most principals in all three partners convey support for linking a portion of teacher compensation, in some fashion, to principals' evaluations of teachers and to student scores from state assessments. The current compensation system lacks this diversity of inputs. Thus, our findings suggest that EPIC and other similar incentive programs are likely to receive substantial support among school principals as long as an appropriate balance among multiple determinants of teacher compensation is maintained.

In addition to supporting the general principle behind performance pay, principals exhibit preferences about the structure of incentives: they tend to believe that school-level performance should be central to the determination of incentive awards. Principals in all partners typically state that rewards ought to be based on school-level test score measures and distributed to all teachers within a school; even for teacher-level incentive programs, principals prefer that school-level performance be factored in with teacher-level performance to determine awards. This orientation toward an emphasis on school-level awards is consistent with principals' perceptions that awarding selected teachers within schools leads to counterproductive teacher competition. As New Leaders for New Schools (NLNS) proceeds to add individual teacher awards into the EPIC program, it will need to be attentive to principals' potential concerns about teacher competition in order for this incentive component to be embraced and sustained.

Beyond favoring some use of school-level results, principals' views toward incentive programs do not appear to be strongly shaped by the manner in which test scores are transformed into performance measures. Principals seem to exhibit a basic understanding that measures based on test score levels and those based on changes in test scores are distinct ways of evaluating performance; majorities of principals in each partner correctly perceive that EPIC awards are determined by the latter—but not the former—type of performance measure. However, the survey findings reveal that principals are largely unable to distinguish between the two general types of change-based measures—value-added measures and measures based on differences between successive cohorts—and thus erroneously believe that EPIC awards are determined by both types of criteria. Moreover, in only one of three partners (charter schools) do principals express greater preference for value-added measures over both the levels-based measure and the successive-cohort measure covered in our survey. Because many experts strongly recommend using value added as one measure of educator performance (Cantrell et al. 2008; Summers 2002; Meyer 1996; Sanders and Horn 1994), further efforts to explain the benefits of value-added measures to educators in each partner would have considerable potential to enhance long-term support for the EPIC incentive program.

IMPLICATIONS FOR THE EPIC EFFECTIVE PRACTICE PROCESS

The effective practice component of EPIC aims to produce and provide wide access to informational resources that describe effective educational practices employed by award-winning schools. A crucial step in this process is the identification of the practices contributing to student achievement gains within these schools; the value that the educational community places on the informational resources will likely rise with the degree to which truly effective practices have been successfully identified. In this report, we have presented principals' reports of existing educational practices in their schools. While principals' reports of their schools' practices may have varying levels of accuracy, the broad patterns of their responses highlight limitations and potential advantages of various alternative approaches to identifying effective practices.

Identifying effective schools is not easy, but it is much easier than identifying the practices that make the schools effective. One key challenge in the identification of effective practices is that an effective school may engage in a wide variety of different practices, but it may be that only some of those practices actually contribute to the school's effectiveness.

Given this challenge, attempts to identify effective practices by examining only schools with high value added—such as schools in the top quartile of the VAM estimated by MPR—have two major shortcomings. First, our survey findings have indeed shown that a large number of practices preferred widely by principals are prevalent in high-VAM schools. By examining only high-VAM schools, it would be difficult to discern which of these practices contribute to the schools' success and which just happen to coincide with the schools' choice of other practices that are actually responsible for the achievement gains. Second, the survey responses from all three partners have revealed that a large number of practices and professional development topics heavily used in high-VAM schools are also very prevalent in lower-VAM schools. An exclusive focus on high-VAM schools therefore would run a high risk of selecting practices that are already employed by unsuccessful schools.

A better (but still imperfect) method of selecting practices for dissemination is to identify those practices that are more prevalent in high-VAM schools than in lower-VAM schools. In general, we find no clear evidence of differences in practices between these two types of schools, although our sample sizes are not sufficient to provide very precise estimates of these differences. While our findings yield some evidence that the overall set of teacher practices covered by our survey differs in prevalence by VAM group in the pooled sample of all partners, there is no clear indication that any specific teacher practice differs in prevalence between high-VAM and lower-VAM schools within any particular partner. Even if we did find evidence of such differences, it would be unclear whether higher value added was driven by these particular practices or instead by other practices and circumstances, such as school poverty rates, that may differ between high-VAM and lower-VAM schools and happen to be correlated with the measures included in our survey.

Comparisons between high-VAM and lower-VAM schools can be refined to address the shortcomings of simple correlational evidence. A significant association between a particular practice and value added that continues to be observed after controlling for the prevalence of other practices as well as other potential influences on achievement, such as resource

levels, represents somewhat stronger evidence for the effectiveness of the given practice. The inclusion of control variables reduces, but hardly ever eliminates, the set of confounding factors that may drive the correlation between value added and the practice in question. The present survey was not designed to rigorously identify effective practices. That task would, at a minimum, require a broader set of control variables than those that can be constructed from this survey and, for principal practices, a much larger sample size of schools.

Ultimately, the shortcomings of simple correlational approaches to identifying effective practices suggest that NLNS may find it advantageous to focus attention on practices whose effectiveness has been demonstrated by existing, rigorous research. As conveyed on its EPIC website, NLNS has already recognized that practices must be adapted to "unique local circumstances and requirements"; the experiences of award-winning schools can thus provide valuable examples of how practices supported by rigorous research are actually implemented to fit the schools' distinctive contexts and needs. Moreover, in its actual process of identifying effective practices, NLNS will be describing practices in much greater detail than our survey does. Thus, although principals' reports of practices described in our survey generally do not show a robust association with value added, this does not mean that the more precisely described practices NLNS will be identifying would not be correlated with value added.

Once effective practices are identified, the extent to which they are adopted more widely depends, in part, on whether EPIC can successfully disseminate information about these practices and whether school staff are receptive to such information. In EPIC's current approach, information is shared primarily over the internet. Our findings demonstrate that the internet is used as an occasional or frequent source of information on best practices by at least two-thirds of principals in every partner. Still, three other resources are consulted at least as commonly as the internet: education journals, conferences, and peers and colleagues. The popularity of the latter resource indicates that collaboration with influential local educators might enhance the reach of EPIC's dissemination efforts. Our findings further suggest that principals who ultimately have access to EPIC-promoted information are highly likely to consider ways to use it. Indeed, for a number of teacher practices, the fraction of principals strongly preferring that their teachers employ the practice exceeds the fraction reporting that their teachers actually use the practice on a frequent basis. While it is possible that principals do not intend for every preferred practice to be used frequently, the wide variety of cases in which the actual frequencies of teacher practices deviate from principals' preferences suggests that EPIC-promoted information may be useful to principals as a tool for translating their preferences into realized strategies or as a source of justification by which they can induce their teachers to adopt preferred practices.

IMPLICATIONS FOR THE EVALUATION OF EPIC INCENTIVE EFFECTS

Evaluation in Memphis

The potential for evaluating the incentive effects of EPIC in Memphis lies in the fact that only a subset of schools in Memphis are eligible for incentive awards. Provided that eligible schools are indeed more "treated" by—that is, subject to the influence of—the program than ineligible schools are, performance changes of eligible schools relative to

ineligible schools over years spanning EPIC implementation may yield inferences on the incentive effects of EPIC (Cody et al. 2009a). However, we find little to no evidence of differential treatment by eligibility status in Memphis as of the time of survey administration. Specifically, the proportion of principals believing that their schools are eligible for EPIC incentive awards is low in both eligible and ineligible schools and does not differ significantly between these two groups. If survey respondents who are asked to report their perceived eligibility for EPIC are interpreting the relevant survey question correctly, then our findings imply that motivation within eligible schools to receive EPIC incentives is unlikely to be substantial and is unlikely to exceed that within ineligible schools. However, it is possible that respondents may have confused the term "eligibility"—that is, the opportunity to receive awards if performance is sufficiently high—with the status of being selected for awards because performance is high. We believe that it is important to clarify, through follow-up phone calls with some respondents, whether perceived eligibility for EPIC is truly captured by the relevant question. For this reason, we recommend that any evaluation of the incentive effects of EPIC in Memphis be postponed until perceptions of EPIC eligibility can be more accurately gauged.

Evaluation in Charter Schools

Although all charter schools whose administrators were surveyed are eligible for the EPIC incentive program, there exist other, ineligible charter schools in the same states that constitute a plausible comparison group for an evaluation of EPIC's incentive effects, and MPR staff have made substantial inroads towards getting permission to access data on such schools. Again, differential treatment by eligibility status is necessary for inferring program effects from the relative performance changes of eligible and ineligible charter schools. Although the difference in perceived eligibility for EPIC between eligible and ineligible charter schools cannot be directly gauged by this survey, its upper bound is reflected in the level of perceived affirmative eligibility within eligible schools. At the time of the survey, while two-thirds of principals from eligible charter schools are aware of the existence of the EPIC program, only about two-fifths of principals from eligible charter schools believe that their schools are eligible in the subsequent academic year. These findings confirm our prior knowledge that decisions on program participation in the subsequent year had not yet been finalized for many charter schools at the time of survey administration; for such schools with late participation decisions, the EPIC program may induce only weak incentive-driven behavior in the current year.

While the extent of treatment in eligible charter schools, as measured by principals' awareness of and perceived affirmative eligibility for EPIC, is generally moderate, we believe it is still likely sufficient for an evaluation to proceed. However, if program effects on performance are truly positive, then the observed difference in performance changes between eligible and ineligible charter schools will be smaller than that which would have occurred had perceived eligibility for EPIC been more prevalent in eligible schools; any evaluation must therefore account for incomplete treatment to select sample sizes sufficiently large for detecting program effects. Finally, given our finding that nearly half of all eligible charter schools also have other programs to award teachers on the basis of student achievement, an evaluation of EPIC's incentive effects must be attentive to ensuring similar prevalence of non-EPIC incentive programs between the treatment and comparison

groups in order for differential performance changes between these groups to be solely attributable to EPIC.

Evaluation in DC

Since all traditional public schools in DC are eligible for incentive awards from EPIC (or TEAM in DC), it is not possible to evaluate the incentive effects of TEAM through a comparison of eligible and ineligible schools. Still, survey results on perceived eligibility for TEAM provide information on the degree to which TEAM incentives have the *potential* to influence performance. About two-fifths of principals in DC believe that their schools are eligible for TEAM incentive awards. Given the moderate extent of perceived affirmative eligibility for TEAM, the incentive program may only have had limited effects on performance thus far. Due to the lack of a comparison group, there are no current plans for an evaluation of the incentive effects of TEAM in DC.

FUTURE STEPS

This report is the first that presents findings based on new data collected solely for the EPIC evaluation by MPR. Future reports will address the impacts of EPIC economic incentives on student performance, the methods for identifying and disseminating effective practices, and the effects of EPIC dissemination activities on teacher and principal practices.

REFERENCES

Ballou, Dale, and Michael Podgursky. "Teachers' Attitudes Toward Merit Pay: Examining Conventional Wisdom." *Industrial and Labor Relations Review* 47(1):50-61,1993.

Booker, Kevin, and Eric Isenberg. "Measuring School Effectiveness in Memphis." Washington, DC: Mathematica Policy Research, Inc., April 2008.

Booker, Kevin, Duncan Chaplin, and Eric Isenberg. "Measuring Charter School Effectiveness Across States." Washington, DC: Mathematica Policy Research, Inc., April 2008.

Bushaw, William J., and Alec M. Gallup. "Americans Speak Out—Are Educators and Policy Makers Listening? The 40th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools." *Phi Delta Kappan* 90(1):9-20, September 2008.

Cantrell, Steven, Jon Fullerton, Thomas J. Kane, and Douglas O. Staiger. "National Board Certification and Teacher Effectiveness: Evidence from a Random Assignment Experiment." Working Paper. Cambridge, MA: Harvard Graduate School of Education, June 11, 2008.

Cody, Scott, Alison Wellington, and Duncan Chaplin. "Design of the Evaluation of the Effective Practice Incentive Community Initiative." Washington, DC: Mathematica Policy Research, Inc., March 17, 2009a.

Cody, Scott, Alison Wellington, Margaret Sullivan, Virginia Knechtel, and Duncan Chaplin. "Baseline Statistics for Evaluation of the Effective Practice Incentive Community." Washington, DC: Mathematica Policy Research, Inc., March 18, 2009b.

Meyer, Robert H. "Value-Added Indicators of School Performance." In *Improving America's Schools: The Role of Incentives*, edited by Eric A. Hanushek and Dale W. Jorgenson. Washington, DC: National Academy Press. 1996.

Sanders, W.L., and S. Horn. "The Tennessee Value-Added Assessment System (TVAAS): Mixed-Model Methodology in Educational Assessment." *Journal of Personnel Evaluation in Education* 8:299-311, 1994.

Sawchuk, Stephen. "New Project Details Low-Income Schools' Avenues to Success." *Education Week* 28(7)1, 12. October 8, 2008.

Summers, Anita A. "Expert Measures." *Education Next* 2(2):16-19, summer 2002.

APPENDIX A

SELECTED SURVEY RESULTS

This page has been intentionally left blank for double-sided copying.

APPENDIX A TABLES

This page has been intentionally left blank for double-sided copying.

Table A.1. Average School Characteristics in the 2007-2008 School Year by Partner and School Eligibility for EPIC: Responses from All Principals

	Average Characteristic			
	Memphis Schools			
Characteristic	Eligible for EPIC	Ineligible for EPIC	All Charter Schools	All DC Schools
Grade Span (%)				
Elementary	80	16	35	81
Middle	11	35	51	11
High	9	48	14	7
School Year Schedule (%)				
Year-round	0	0	9	3
9 months	98	100	88	97
Other	2	0	3	0
Student Enrollment	582	641	419	357
Teacher Preparation/Week (%)				
Less than 1 hour	0	0	0	1
1-2 hours	11	11	3	6
3-4 hours	20	20	24	27
5-6 hours	47	36	25	31
7-8 hours	5	11	27	17
9-10 hours	7	13	9	6
More than 10 hours	9	8	13	12
Number of teachers				
Full-time	36.5	34.7	29.1	26.4
Part-time	1.9	2.2	2.0	1.5
Teacher Changes				
New hires	6.3	11.5	15.3	7.8
New hires by responder	5.0	9.4	11.6	7.4
Left	4.7	5.7	8.2	4.8
Encourage to leave and left	1.5	1.7	3.8	2.6
Made Adequate Yearly Progress (%)				
Literacy	91	81	67	57
Math	83	70	77	57
Science	44	71	62	33
Major School Changes During 2007-2008 (%)	50	35	51	58
Min/Max Sample Size	41/45	17/18	72/77	32/34

Source: 2008 P/VP surveys for Memphis City Schools, charter schools, and DCPS, questions E2 through E10.

Notes: Our analyses adjust for survey nonresponse, the sampling design, and clustering by school. “Eligible for EPIC” means that the school was eligible for EPIC awards given out in the 2008-2009 school year.

Table A.2. Average Respondent Characteristics in the 2007-2008 School Year by Respondent Position and School Eligibility for EPIC: Responses from Memphis City School Principals and Vice Principals

	Average Characteristic			
	Schools Eligible for EPIC		Schools Ineligible for EPIC	
	Principals	Vice Principals	Principals	Vice Principals
Demographic Characteristics				
Male (%)	31	28	46	40
Age	48.3	44.4	46.4	44.8
Hispanic or Latino (%)	0	0	8	0
Race (%)				
White	10	22	16	25
African American	88	78	84	79
Asian	2	0	0	0
Hawaiian or Pacific Islander	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Education (%)				
No degree	0	0	0	0
Associate's degree	0	0	0	0
Bachelor's degree	0	3	0	0
Master's degree	48	41	54	48
Specialist or professional	31	53	22	48
Ph.D. or final degree	21	3	24	4
Master's or more in Education Administration	88	85	92	96
Years of Experience				
As Principal or VP, overall	8.0	4.2	7.2	5.1
As Principal or VP at this school	4.1	1.9	3.9	2.2
Teaching	12.9	14.4	10.8	13.7
Current Annual Salary (Average)	$79,941	$61,166	$82,265	$66,275
Area of Teaching Experience (%)				
Literacy	63	64	35	25
Math	59	56	31	31
Science	52	43	24	41
Other	57	61	50	49
Plans for 2008-2009 (%)				
Return to school	98	97	100	100
Reason for not returning (among those not returning)				
Retiring	100	0	0	0
Will be P or VP in another school within district	50	100	0	0
Will be P or VP in another school outside district	0	0	0	0
Taking another position within district	0	0	0	0
Taking another position outside district	0	0	0	0
Leaving education for another job	0	0	0	0
Leaving education to stay home	0	0	0	0
Forced to leave due to school closing	0	0	0	0
Continuing my education full-time	0	0	0	0
Other reason	0	0	0	0
Has Teaching Experience (%)	100	100	100	100
Min/Max Sample Size	40/45	27/30	15/18	23/26

Source: 2008 Memphis City Schools P/VP survey, questions F1 through F13.
Notes: Our analyses adjust for survey nonresponse, the sampling design, and clustering by school. "Eligible for EPIC" means that the school was eligible for EPIC awards given out in the 2008-2009 school year. Categories for "Reason for not returning" are not mutually exclusive.

Table A.3. Average Respondent Characteristics in 2007-2008 School Year by Respondent Position: Responses from Charter School Principals and Vice Principals

	Average Characteristic	
	Principals	Vice Principals
Demographic Characteristics		
Male (%)	41	35
Age	42.9	37.6
Hispanic or Latino (%)	8	9
Race (%)		
White	54	72
African American	40	32
Asian	5	2
Hawaiian or Pacific Islander	1	0
American Indian or Alaska Native	0	2
Education (%)		
No degree	0	0
Associate's degree	0	4
Bachelor's degree	7	19
Master's degree	51	60
Specialist of professional	31	11
Ph.D. or final degree	11	6
Master's or more in Education Administration	83	64
Years of Experience		
As Principal or VP, overall	5.3	3.8
As Principal or VP at this school	2.7	1.6
Teaching	8.3	6.0
Current Annual Salary (Average)	$92,114	$64,203
Area of Teaching Experience (%)		
Literacy	74	56
Math	57	49
Science	45	46
Other	51	62
Plans for 2008-2009 (%)		
Return to school	84	85
Reason for not returning (among those not returning)		
Retiring	9	0
Will be P or VP in another school within district	0	38
Will be P or VP in another school outside district	20	20
Taking another position within district	20	11
Taking another position outside district	35	28
Leaving education for another job	0	0
Leaving education to stay home	9	0
Forced to leave due to school closing	0	11
Continuing my education full-time	7	0
Other reason	16	8
Has Teaching Experience (%)	96	84
Min/Max Sample Size	71/77	40/54

Source: 2008 charter schools P/VP survey, questions F1 through F13.

Notes: Our analyses adjust for survey nonresponse, the sampling design, and clustering by school. Categories for "Reason for not returning" are not mutually exclusive.

Table A.4. Average Respondent Characteristics in 2007-2008 School Year by Respondent Position: Responses from District of Columbia Public School Principals and Vice Principals

	Average Characteristic	
	Principals	Vice Principals
Demographic Characteristics		
Male (%)	32	45
Age	47.7	48.6
Hispanic or Latino (%)	3	6
Race (%)		
White	24	9
African American	79	91
Asian	3	0
Hawaiian or Pacific Islander	3	0
American Indian or Alaska Native	7	0
Education (%)		
No degree	0	0
Associate's degree	0	0
Bachelor's degree	0	3
Master's degree	52	67
Specialist of professional	27	14
Ph.D. or final degree	21	17
Master's or more in Education Administration	86	56
Years of Experience		
As Principal or VP, overall	7.1	4.4
As Principal or VP at this school	4.1	1.6
Teaching	11.6	14.0
Current Annual Salary (Average)	$98,805.00	$85,841.00
Area of Teaching Experience (%)		
Literacy	71	48
Math	74	38
Science	62	29
Other	63	66
Plans for 2008-2009 (%)		
Return to school	90	82
Reason for not returning (among those not returning)		
Retiring	23	12
Will be P or VP in another school within district	23	45
Will be P or VP in another school outside district	0	0
Taking another position within district	0	12
Taking another position outside district	0	0
Leaving education for another job	0	0
Leaving education to stay home	0	0
Forced to leave due to school closing	0	0
Continuing my education full-time	0	0
Other reason	53	43
Has Teaching Experience (%)	100	95
Min/Max Sample Size	31/34	25/27

Source: 2008 DCPS P/VP survey, questions F1 through F13.

Notes: Our analyses adjust for survey nonresponse, the sampling design, and clustering by school. Categories for "Reason for not returning" are not mutually exclusive.

Table A.5. Attitudes Toward EPIC Eligibility Criteria by School Eligibility for EPIC: Responses from Memphis City School Principals Aware of EPIC

	Percentage of Principals Reporting Specified Beliefs About the Appropriateness of EPIC Eligibility Criteria	
Specified Belief	Schools Eligible for EPIC	Schools Ineligible for EPIC
Eligibility criteria are appropriate	33	37
Eligibility criteria are not appropriate	19	24
Not sure	48	39
Sample Size	**41**	**17**
***p*-Value for Group Equivalence**	**0.799**	

Source: 2008 Memphis City Schools P/VP survey, question C6.

Notes: Our analyses adjust for survey nonresponse, the sampling design, and clustering by school. T-tests were conducted for differences between eligible and ineligible schools in the percentage of principals believing that the eligibility criteria are appropriate. "Eligible for EPIC" means that the school was eligible for EPIC awards given out in the 2008-2009 school year.

Table A.6. Attitudes Toward TEAM Eligibility Criteria: Responses from District of Columbia Public School Principals Aware of TEAM

Specified Belief	Percentage of Principals Reporting Specified Beliefs About the Appropriateness of TEAM Award Amounts
Eligibility criteria are appropriate	41
Eligibility criteria are not appropriate	24
Not sure	35
Sample Size	**29**

Source: 2008 DCPS P/VP survey, question C6.

Notes: Our analyses adjust for survey nonresponse, the sampling design, and clustering by school.

Table A.7. Plans to Submit EPIC Data Overall, by EPIC Award Status, and by NLNS Status: Responses from Charter School Principals Aware of EPIC

	Percentage of Principals Reporting Specified Plans for Submission of Student Achievement Data Required Under EPIC				
		By EPIC Award Status of School		By NLNS Status of School Principal	
Data Submission Plan	All Charter Schools	Award Winners	Non-Award Winners	NLNS	Non-NLNS
Plans to submit	84	89	82	71	86
Does not plan to submit	6	0	9	0	7
Not sure if will submit	10	11	9	29	7
Sample Size	**52**	**18**	**34**	**7**	**45**
***p*-Value for Group Equivalence**		**0.446**		**0.423**	

Source: 2008 charter schools P/VP survey, question C6. The question states: "Are you planning to submit the requested student data to be considered for the incentive award?"

Notes: Our analyses adjust for survey nonresponse and clustering by school. T- tests were conducted for differences between the oppositely defined subgroups in the percentage of principals reporting that they will submit data. Award-winning schools received an EPIC award in the 2007-2008 school year. "NLNS" indicates that the school is led by a principal who had participated in the NLNS principal training program as of the 2007-2008 school year, according to data provided by NLNS.

APPENDIX B

MEMPHIS CITY SCHOOLS PRINCIPAL/VICE PRINCIPAL SURVEY INSTRUMENT

This page has been intentionally left blank for double-sided copying.

MATHEMATICA
Policy Research, Inc.

EFFECTIVE PRACTICES EVALUATION (EPE)

Memphis City Schools Principal/Vice Principal Survey

Spring 2008

Please complete survey
by Web or on Paper

COMPLETE SURVEY BY WEB	COMPLETE PAPER SURVEY AND RETURN BY FAX OR BY MAIL	
Log on at: **https://www.epe2008.org** and enter your User ID and Password	**To:** Mathematica Policy Research Attn: EPE 2008 609-799-0005	**To:** Kathy Sonnenfeld Survey Director Mathematica Policy Research, Inc. P.O. Box 2393 Princeton, NJ 08543 *Use the enclosed pre-addressed postage paid envelope.*

Your participation is important. Below are some answers to some frequently asked questions.

FREQUENTLY ASKED QUESTIONS:

WHY SHOULD YOU PARTICIPATE IN THIS SURVEY?

The Memphis City Schools have partnered with New Leaders for New Schools (NLNS) to implement the Effective Practice Incentive Community (EPIC) initiative. EPIC is a new initiative designed to help increase teacher effectiveness and student success. We will use the information collected in this survey 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.

WHAT IS THE PURPOSE OF THIS SURVEY?

The purpose of this survey is to obtain information that can be used in our evaluation of the EPIC initiative. We will be collecting information about principals and vice 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. The survey is also designed to collect feedback about the EPIC initiative.

WHO IS CONDUCTING THIS SURVEY?

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.

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 the Effective Practices Evaluation (EPE), at mailto:epe2008@mathematica-mpr.com or call toll-free at 800-385-8166 for more information about the study.

HOW CAN YOU RESPOND TO THIS SURVEY?

You can complete the survey on the web. Please go to the web address **https://www.epe2008.org**. To access the survey, you will need to enter your unique User ID and password which are provided in the accompanying letter and on the cover of this paper survey. If you do not have your unique User ID and password, please call toll-free at 800-385-8166.

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

OR

You can fax your completed survey to:

Mathematica Policy Research
Attn: EPE 2008
(609) 799-0005

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 2007-2008 school year, please estimate the number of hours that you spend on the following activities and whether you would like to spend more, the same, or less time on these activities. Please consider each work category as a distinct activity.

*In **Column A**, please estimate the number of hours that you spend on each activity.*

*In **Column B**, please indicate the time interval that your hours estimate is based on, such as hours per day, week, month, or year.*

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

	COLUMN A	COLUMN B				COLUMN C		
	A2a. Number of hours you spend on…	A2b. Are the hours per… MARK (X) ONE ONLY				A2c. Would you like to spend MORE, the SAME, or LESS time on…		
		Day	Week	Month	Year	More	Same	Less
a. Leadership (including defining and implementing school vision and culture, and working with school staff leadership teams)?	|__|__| Hrs	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐
b. Student assessment and analysis of student data to inform curriculum and instruction?	|__|__| Hrs	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐
c. Classroom observations and providing teacher feedback from observations?	|__|__| Hrs	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐
d. Curriculum and instructional activities (excluding classroom observations)?	|__|__| Hrs	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐
e. Direct student supervision (including student discipline, school safety, walking through school areas, and involvement with student clubs and extracurricular activities?	|__|__| Hrs	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐
f. Working to increase parental involvement at the school?	|__|__| Hrs	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐
g. Working with the community and organizations that your school reports to (e.g., district/county/city/state Department of Education [DOE] or Charter Management Organization [CMO])?	|__|__| Hrs	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐
h. Professional development to support your own professional growth?	|__|__| Hrs	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐
i. Planning professional development for teachers?	|__|__| Hrs	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐
j. Conducting or disseminating professional development to teachers?	|__|__| Hrs	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐
k. Management/administration (including human resources, budgeting, capital development, fund-raising, operations and logistics)?	|__|__| Hrs	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐
l. Other *(Please specify below)* _____	|__|__| Hrs	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐

A3. Thinking about the 2007 - 2008 school year, what proportion of the teachers at your school do you observe in the classroom?

|___|___|___| % PERCENT OF TEACHERS

A4. Thinking about the 2007 - 2008 school year, did you receive any professional development to support your own professional growth or to disseminate to your staff?

1 ☐ Yes

0 ☐ No → **GO TO A6**

A5. These next questions are about the professional development you received during the 2007-2008 school year. During the 2007-2008 school year . . .

*In **Column A**, for each area listed, please write in the number of days that you received professional development during the 2007-2008 school year. If you did not receive professional development in a specific area, please skip Column B for that area.*

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

	COLUMN A	COLUMN B MARK (X) ALL THAT APPLY					
	A5a. **Approximately how many days did you receive professional development in this area?**	A5b. **Which sources provided the professional development that you received within this area?**					
	If you list zero (0) days, please skip COLUMN B for that area	Organizations that your school reports to (e.g. district/county/city/state DOE or 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 or university)	College/ university courses taken as part of a degree/ certificate program or taken on own	Outside consultant or other provider
	NUMBER OF DAYS OF PROFESSIONAL DEVELOPMENT						
a. Leadership	|___|___|	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
b. Student assessment methods	|___|___|	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
c. How to analyze and use student data to inform curriculum and instruction	|___|___|	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
d. Literacy curriculum and instruction	|___|___|	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
e. Math curriculum and instruction	|___|___|	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
f. Science curriculum and instruction	|___|___|	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
g. Other curriculum and instruction (excluding literacy, math and science)	|___|___|	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
h. Teacher personnel issues (including evaluation, professional development, hiring)	|___|___|	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
i. Student behavior management	|___|___|	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
j. Working with parents	|___|___|	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
k. Working with the community and organizations that your school reports to (e.g. district/county/city/state DOE, CMO)	|___|___|	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
l. Management (including fund raising, budgeting, facilities maintenance, scheduling, non-teacher personnel issues)	|___|___|	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
m. Other *(Please specify)*	|___|___|	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

A6. These questions are about information on teacher best practices.

	A6a. In the past 12 months, how often did you find information on teacher best practices from each of these sources? *Would you say it was never, rarely, sometimes or frequently?*				**A6b. How useful was the information on teacher best practices available from each of these sources?** *Would you say it was not at all useful, a little useful, somewhat useful, very useful or you never found information from this source?*				
	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 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Peers and colleagues....	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Professional association	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Internet resources (excluding education journals).....	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. College/university courses taken as part of degree/certificate.....	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. College/university courses taken on your own.....	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Conferences and other professional development.....	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

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

A7. 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 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Letter grades or GPAs?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Rubric-based scoring of student work?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Tests developed by teachers and other informal assessments?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. "Walk throughs" (less than 10 minutes long)?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Direct observations of classrooms (at least 10 minutes long)?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Student portfolio assessments?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
h. Discussions with students about their progress?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

A8. 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 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Letter grades or GPAs?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Rubric-based scoring of student work?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Tests developed by teachers and other informal assessments?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. "Walk throughs" (less than 10 minutes long)?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Direct observations of classrooms (at least 10 minutes long)?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Student portfolio assessments?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
h. Discussions with students about their progress?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

B. TEACHER PRACTICES AND PROFESSIONAL DEVELOPMENT

B1. Thinking about the 2007-2008 school year, 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? *Would you say it is not at all important, a little important, somewhat important or very important to you that teachers at your school…*				**B1b. How often do teachers at your school use the following practices?** *Would you say teachers never, rarely, sometimes, frequently, or always…*				
	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 (e.g., quizzes, asking questions, assignments) to provide ongoing feedback to students and to adjust instruction to meet student needs?	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Assess individual student progress on a weekly basis?	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Analyze and use student data to identify low performing students?	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Analyze and use student data to review content?	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Analyze and use student data to revise teaching methods?	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Analyze and use student data to help students set goals and assess their learning progress?	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Define and communicate achievement standards and assessment criteria to all students?	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

B1. (continued)

	B1a. How important is it to you that teachers at your school use the following practices? *Would you say it is not at all important, a little important, somewhat important or very important to you that teachers at your school…*				**B1b. How often do teachers at your school use the following practices?** *Would you say teachers never, rarely, sometimes, frequently, or always…*				
	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**
h. Use multiple teaching methods to respond to individual student learning styles (e.g., visual, auditory)?	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
i. Adjust lessons to engage all students, including high and low performing students, in the classroom?	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
j. Connect lesson content with students' prior knowledge, life experiences and interests?	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
k. Plan curriculum and lessons to align with state assessment standards?	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
l. Define, communicate, and model expected behavior to students?	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
m. Use research-based instructional strategies to improve their teaching?	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
n. Share their expertise with new teachers in the school?	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
o. Formally share and collaborate within the school on best practices through structured activities and meetings?	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
p. Informally share and collaborate within the school on best practices?	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

B1. (continued)	B1a. How important is it to you that teachers at your school use the following practices? *Would you say it is not at all important, a little important, somewhat important or very important to you that teachers at your school…*				B1b. How often do teachers at your school use the following practices? *Would you say teachers never, rarely, sometimes, frequently, or always…*				
	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
q. Disseminate their best practices via multi-media forums (e.g., website, videos) within their district?	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
r. Observe or collaborate with teaching professionals outside the school?	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
s. Communicate students' achievement standards, assessment criteria and progress to parents?	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
t. Collaborate with parents to identify strategies to achieve student learning?.....	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
u. Take advantage of community resources to increase student learning opportunities (e.g., internships, funding and resources for student programs)?	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
v. Collaborate with other school staff in leadership teams to promote best practices (including defining and implementing school vision and culture)?	1 ☐	2 ☐	3 ☐	4 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

B2. What proportion of the teachers at your school is characterized by the following? *Would you say that 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 ☐	2 ☐	3 ☐	4 ☐
b. Have the skills to manage student behavior?	1 ☐	2 ☐	3 ☐	4 ☐
c. Can learn to become effective teachers?	1 ☐	2 ☐	3 ☐	4 ☐
d. Are continually seeking new ideas to improve their teaching skills?	1 ☐	2 ☐	3 ☐	4 ☐
e. Work together with other teachers to do what is "best for students?"	1 ☐	2 ☐	3 ☐	4 ☐
f. Work hard to help their students succeed?	1 ☐	2 ☐	3 ☐	4 ☐
g. Believe that all students can succeed?	1 ☐	2 ☐	3 ☐	4 ☐
h. Take responsibility for improving the school?	1 ☐	2 ☐	3 ☐	4 ☐
i. Believe students' success depends on factors outside of their control?	1 ☐	2 ☐	3 ☐	4 ☐
j. Believe best practices can improve student achievement?	1 ☐	2 ☐	3 ☐	4 ☐
k. Are overpaid for the amount of effort they put into their work?	1 ☐	2 ☐	3 ☐	4 ☐
l. Are underpaid for the amount of effort they put into their work?	1 ☐	2 ☐	3 ☐	4 ☐

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

1 ☐ Yes

0 ☐ No → **GO TO C1 (PAGE 12)**

B4. Thinking about the 2007-2008 school year, 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 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
b. Methods to analyze and use student data to inform curriculum and instruction?.....	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
c. Literacy curriculum and instruction *(for reading/ELL teachers only)*?.....	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
d. Math curriculum and instruction *(for math teachers only)*?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
e. Science curriculum and instruction *(for science teachers only)*?.....	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
f. Other curriculum and instruction excluding literacy, math and science?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
g. Specialized educational needs (including ELL, IEP, gifted, and learning disabled)? ..	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
h. Technology?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
i. Student behavior management (including student discipline and social interaction issues)?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
j. Working with parents?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
k. Working with community?.....	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

B5. Thinking about the 2007-2008 school year, 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 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Designed or chosen to support the district's or charter management organization's improvement goals?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Designed or chosen to support the implementation of state or local standards?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Evaluated for evidence of improvement in student achievement?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Considered part of teachers' regular work?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Planned by teachers in this school or district?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Presented by teachers in this school or district?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
h. Accompanied by the resources that teachers need (e.g., time and materials) to make changes in the classroom?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
i. Designed to allow teachers opportunities to participate in a network or learning community with other teachers *within* your school?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
j. Designed to allow teachers opportunities to participate in a network or learning community with other teachers *outside* your school?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

C. AWARDING TEACHERS

C1. The following are some general statements regarding 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 ☐	2 ☐	3 ☐	4 ☐
b. Teacher's pay should be partially based on an end-of-year evaluation of their practices by the principal	1 ☐	2 ☐	3 ☐	4 ☐
c. The current teacher salary system is satisfactory	1 ☐	2 ☐	3 ☐	4 ☐
d. Teacher's pay should be tied partly to the ***percent of their current students that score proficient*** on state tests (e.g., 60% of Class 2006 scores proficient)	1 ☐	2 ☐	3 ☐	4 ☐
e. Teachers' pay should be tied partly to the ***increase in percent that score proficient*** **on state tests among** ***their current students compared to their last year's students*** (e.g., 60% of Class 2006 scored proficient vs. 55% of Class 2005)	1 ☐	2 ☐	3 ☐	4 ☐
f. Teachers' pay should be tied partly to the ***increase in test scores of their current students*** between ***current year*** and ***last year*** (e.g., Class 2006 had average score of 580 in 2006 and an average score of 520 in 2005)	1 ☐	2 ☐	3 ☐	4 ☐
g. Teachers who help produce professional development materials should receive financial compensation	1 ☐	2 ☐	3 ☐	4 ☐
h. 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 (e.g., School A scores 600 while School B scores 530)	1 ☐	2 ☐	3 ☐	4 ☐
i. Awarding selected teachers for higher student performance leads to counterproductive competition between teachers	1 ☐	2 ☐	3 ☐	4 ☐
j. Programs that reward all teachers based on school-level performance increase collaboration among teachers	1 ☐	2 ☐	3 ☐	4 ☐
k. Teacher incentive awards should be based on both teacher and school level performance	1 ☐	2 ☐	3 ☐	4 ☐

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

	MARK (X) ONE FOR EACH ITEM	
	Yes	**No**
a. The name Effective Practice Incentive Community (EPIC)?	1 ☐	0 ☐
b. About a program that made substantial incentive awards in late 2007/early 2008 to school staff in your district for their students' test score performance?	1 ☐	0 ☐

C2a. Did you answer "no" to . . .

MARK (X) ONE BOX ONLY

1 ☐ C2a only
2 ☐ C2b only
3 ☐ C2a and C2b → **GO TO C13 (PAGE 16)**

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 specify)* _____

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. Do you believe the eligibility criteria for the incentive award are appropriate?

1 ☐ Yes → **GO TO C8**
0 ☐ No
d ☐ Not Sure

C7. Do you have any suggestions to improve the eligibility criteria for the incentive award?

_____

_____

C8. For these next two questions (C8 and C9), assume your school is eligible for the EPIC incentive award in the 2008-2009 school year. To what extent do 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
a. My school is likely to receive an EPIC incentive award.....	1 ☐	2 ☐	3 ☐	4 ☐
b. More hard work on my part will increase the likelihood of my school receiving an EPIC incentive award	1 ☐	2 ☐	3 ☐	4 ☐

C9. To the best of your knowledge, 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 $500, $500 to $2,500, $2,501 to $6,000, $6,001 to $12,000, $12,001 to $25,000, or more than $25,000 for a . . .*

MARK (X) ONE FOR EACH ITEM

	None	Less than $500	$500 to $2,500	$2,501 to $6,000	$6,001 to $12,000	$12,001 to $25,000	More than $25,000	Don't Know
a. Principal.....	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	d ☐
b. Vice Principal.....	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	d ☐
c. Teacher	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	d ☐
d. Teacher aide	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	d ☐
e. Administrative staff.....	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	d ☐
f. Custodial staff.....	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	d ☐
g. Support services staff (such as guidance counselors, psychologists, social workers, and speech/occupational/physical therapists).....	0 ☐	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐	d ☐

C10. 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 or false that . . .

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

C11. 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.*

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 ☐	2 ☐	3 ☐	4 ☐
b. EPIC will lead to teachers teaching to the test rather than promoting student learning	1 ☐	2 ☐	3 ☐	4 ☐
c. Teachers at my school are excited about EPIC	1 ☐	2 ☐	3 ☐	4 ☐
d. EPIC will increase collaboration between teachers at my school	1 ☐	2 ☐	3 ☐	4 ☐
e. EPIC will increase competition between teachers at my school	1 ☐	2 ☐	3 ☐	4 ☐
f. The requirements to receive an EPIC award are reasonable	1 ☐	2 ☐	3 ☐	4 ☐
g. EPIC will strengthen principal-teacher relations at my school	1 ☐	2 ☐	3 ☐	4 ☐

C12. How aware are the teachers at your school of the EPIC initiative? *Are they 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

C13. Thinking about the 2007-2008 school year, 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

C14. Thinking about the 2007-2008 school year, are there 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 ☐	2 ☐	3 ☐	4 ☐	
b. The students at this school?	1 ☐	2 ☐	3 ☐	4 ☐	
c. Parents?	1 ☐	2 ☐	3 ☐	4 ☐	
d. Community leaders?	1 ☐	2 ☐	3 ☐	4 ☐	na ☐
e. Organizations that school reports to (e.g., district/county/city/state DOE or CMO)?	1 ☐	2 ☐	3 ☐	4 ☐	na ☐
f. Peers and colleagues?	1 ☐	2 ☐	3 ☐	4 ☐	

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 ☐	2 ☐	3 ☐	4 ☐
b. I have confidence in the expertise of the teachers	1 ☐	2 ☐	3 ☐	4 ☐
c. I feel supported by the teachers to try new ideas	1 ☐	2 ☐	3 ☐	4 ☐
d. It's okay for teachers to discuss feelings, worries, and frustrations with me	1 ☐	2 ☐	3 ☐	4 ☐
e. Teachers get along well with each other	1 ☐	2 ☐	3 ☐	4 ☐
f. Teachers understand and support my vision and goals for the school	1 ☐	2 ☐	3 ☐	4 ☐

E. YOUR SCHOOL DEMOGRAPHICS

E1. Are you the principal or vice principal at this school?

1 ☐ Principal

2 ☐ Vice Principal → **GO TO F1, PAGE 20**

E2. Which grades are offered in this school?

MARK (X) ALL THAT APPLY

1 ☐ Pre-K
2 ☐ Kindergarten
3 ☐ 1st
4 ☐ 2nd
5 ☐ 3rd
6 ☐ 4th
7 ☐ 5th
8 ☐ 6th
9 ☐ 7th
10 ☐ 8th
11 ☐ 9th
12 ☐ 10th
13 ☐ 11th
14 ☐ 12th
15 ☐ Ungraded

E3. How many months is your school in session?

1 ☐ Year round (12 months)

2 ☐ August/September through May/June

3 ☐ 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 question E2)?

|___|,|___|___|___| NUMBER OF STUDENTS

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

1 ☐ Less than 60 minutes,

2 ☐ 1-2 hours,

3 ☐ 3-4 hours,

4 ☐ 5-6 hours,

5 ☐ 7-8 hours,

6 ☐ 9-10 hours, or

7 ☐ 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. In your school, during the last two years, about how many teachers . . .

	NUMBER
a. have been hired?	|___|___|___|
b. have been hired by you?	|___|___|___|
c. have left?	|___|___|___|
d. have left and were encouraged to leave by you?	|___|___|___|

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.

MARK (X) ONE FOR EACH ITEM

	Yes	No
a. Literacy?	1 ☐	0 ☐
b. Math?	1 ☐	0 ☐
c. Science?	1 ☐	0 ☐

E10. Have there been any major changes at your school during the 2007-2008 school 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) ALL THAT APPLY

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 (B.A., B.S., etc.)

→ **GO TO F7**

4 ☐ Master's degree (M.A., M.A.T., M.B.A., 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.)

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 vice principal of THIS OR ANY OTHER school?

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

|__|__| YEAR(S) as principal/vice 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/vice principal of THIS school?

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

|__|__| YEAR(S) as principal/vice principal in this school

F9. BEFORE you became a principal/vice 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/vice principal

IF "0" IS ENTERED, GO TO F11 (PAGE 21)

F10. What subjects did you teach?

MARK (X) ALL THAT APPLY

1 ☐ Literacy
2 ☐ Math
3 ☐ Science
4 ☐ Other *(Please specify)*

_____

F11. 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

F12. Do you anticipate returning to this school next year (2008-2009)?

1 ☐ Yes → **GO TO F14**

0 ☐ No

d ☐ Don't Know

F13. Why might you leave?

MARK ALL THAT APPLY

1 ☐ I will be retiring

2 ☐ I will be principal of another school *within* this district

3 ☐ I will be principal of another school *outside* of this district

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

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

6 ☐ I will be leaving the education field to pursue other employment opportunities

7 ☐ I will be leaving to take care of family

8 ☐ I will be forced to leave due to school closing

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

_____

99 ☐ Another reason

F14. 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.

F15. Do you have any comments about the EPIC initiative or the survey?

_____

_____

_____

F16. 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

	Yes	No
a. You did not have access to a computer	1 ☐	0 ☐
b. Computers were in use by others at the times you wanted to complete the survey	1 ☐	0 ☐
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 ☐	0 ☐
d. The computer screen was too small to read the questions	1 ☐	0 ☐
e. You were unable to read the questions on the screen because of the color scheme on the computer	1 ☐	0 ☐
f. You chose to complete the paper version of the survey because it was readily accessible/portable	1 ☐	0 ☐
g. Another reason *(Please specify)* _____	1 ☐	0 ☐

F17. 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 and 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.

Improving public well-being by conducting high-quality, objective research and surveys

To Find Out More: Communication Services • Phone: (609) 799-3535 • Fax: (609) 799-0005

Princeton Office
P.O. Box 2393
Princeton, NJ 08453-2393
(609) 799-3535
Fax: (609) 799-0005

Washington Office
600 Maryland Avenue, SW
Suite 550
Washington, DC 20024-2512
(202) 484-9220
Fax: (202) 863-1763

Cambridge Office
955 Massachusetts Avenue
Suite 801
Cambridge, MA 02139
(617) 491-7900
Fax: (617) 491-8044

Ann Arbor Office
555 South Forest Avenue
Suite 3
Ann Arbor, MI 48104-2583
(734) 794-1120
Fax: (734) 794-0241

Oakland Office
505 14th Street
Suite 800
Oakland, CA 94612-1475
(510) 830-3700
Fax: (510) 830-3701

MATHEMATICA
Policy Research, Inc.

www.mathematica-mpr.com