

Teacher Incentive Fund Program at Wilburn Elementary School, Final Evaluation

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Introduction

In 2010 Wilburn Elementary received a 5-year Teacher Incentive Fund (TIF) grant through the US Department of Education. The award was \$1,809,369 over five years, or about \$360,000 per year. Carryover of about \$500,000 is being spent on TIF in the 2015-16 school year. This program supports efforts to develop, implement, and sustain performance-based teacher and principal compensation systems in high-need schools. Performance-based pay systems are designed to increase the number of effective teachers instructing disadvantaged students and thereby improve student achievement and closing achievement gaps by exposing students in those schools to more effective teaching and administrative support.

In 2009-10, two-thirds of the student population at Wilburn was considered educationally disadvantaged. Additionally, Wilburn was one of the four lowest-performing elementary schools in WCPSS. At Wilburn, TIF funding was used to support the Teacher Advancement Program (TAP), freeing up Title I dollars that had been used previously. For 2014-15, Wilburn was in its seventh year of implementing TAP, and fifth year of TIF funding.

The Teacher Advancement Program (TAP) is a comprehensive school reform initiative designed to attract, retain, and motivate quality teachers and teaching. TAP is one of the models accepted by TIF as a method to achieve its goals.

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Abstract

Wilburn implemented the Teacher Advancement Program (TAP) from 2008-09 through 2014-15. TIF funding supported the performance pay component since 2010-11. All TAP principles were implemented. However, challenges occurred related to staff turnover, scheduling, and the extra work involved. Many teachers did not find the TAP model very helpful. The TAP rubric and model lessons (with coaching) were considered the most positive aspects. Relative to the comparison schools, the pattern of K-2 literacy results was mixed for 2013-14 and somewhat stronger in 2014-15. Wilburn also showed similar patterns for the percentage of students scoring proficient on the EOG from 2007-08 (before TAP) to 2011-12 and 2012-13 to 2014-15 (with the revised EOG). Wilburn's growth results on EVAAS were at or above state expectations each year except for grade 4 in both subjects in 2015. Results were similar to comparison schools (with somewhat stronger results in 5th grade math). Overall, Wilburn achievement results have not been consistently stronger with TAP compared to similar schools without TAP. The cost/benefit of the model was not clearly favorable.

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The four principles upon which TAP is based are:

- multiple career paths,
- ongoing, applied professional growth,
- instructionally-focused accountability, and
- performance-based compensation (Agam, Reifsneider, & Wardell, 2006).

It is critical that all four principles of TAP are fully implemented to ensure success of a school or district.

As part of TAP, Wilburn teachers have had the opportunity to participate in multiple career paths (as Master or Mentor teachers), receive financial rewards based upon their evaluations and student growth, receive job-imbedded professional development that is relevant, and receive evaluations based on an instructionally focused rubric. Mentor teachers take on additional responsibilities, including leadership responsibilities and mentoring and observing other teachers, and thus receive supplemental pay. Master teachers, on the other hand, are non-classroom based teachers who drive the professional development for the school as well as conduct teacher observations. Master and Mentor teachers at Wilburn were chosen through a competitive, performance-based selection.

TAP was introduced to Wilburn Elementary School by staff vote in the 2008-09 school year to improve the effectiveness of Wilburn's teaching staff, to offer additional support in implementing other initiatives such as the Sheltered Instruction Observation Protocol (SIOP[®]), and to decrease staff-development related absences, when possible. Unlike most schools adopting TAP, Wilburn decided not to take a full year for planning (including hiring, training, and certifying the leadership team). Instead, they combined their planning year with their first year of implementation. For the first year of TAP implementation (2008-09), mathematics was the focus improvement area. For all subsequent years, the focus was reading, given that Wilburn students' proficiency in reading remained very low. Improving students' reading abilities was also seen as one way to help students increase their mathematics proficiency levels. In Years 5, 6, and 7 (2012-15), there was an additional focus on improving students' math knowledge and skills.

In November 2010, due to continuing low student performance, Wilburn was designated as one of four "Renaissance Schools" by the Wake County Public School System (WCPSS) as part of the district's Race to the Top initiative¹. The Renaissance model included signing bonuses, performance-based compensation, an infusion of technology, and an extra teacher per grade level to reduce class sizes. All staff were required to reapply for their jobs. Wilburn stayed with the TAP model and therefore differed somewhat from the model used in the other three Renaissance schools (Townsend, 2013). Renaissance funds supplemented TIF funds in providing bonuses to staff at Wilburn.

¹ The other Renaissance Schools were Barwell Road Elementary, Brentwood Elementary, and Creech Road Elementary. (See Townsend, Baenen, and Germuth, 2015.)

Evaluation Methods

The evaluation of TAP/TIF at Wilburn focused on both program implementation and student outcomes across the five years of the TIF grant. The evaluation questions that guided the study and the success targets set by Wilburn initially are shown in Appendix A. Both qualitative and quantitative data were utilized to evaluate the program. More specifically, the data sources used to compile this report were garnered from:

- The program's grant application,
- Meetings with the TIF Grant Coordinator at WCPSS and the Senior Director of Program Accountability in the Data, Research, and Accountability department at WCPSS;
- Focus groups with teachers and the three Master teachers;
- Observations of cluster meetings, Leadership Team meetings, and classroom teaching;
- Teacher surveys 2011-14.
- Document review, including a review of the TAP manual, a description of the program components, the TAP lesson rubric, and the TAP teacher evaluation rubric;
- North Carolina Mathematics and Reading End-of-Grade Test data for 2007-08 through 2014-15 (grades 3-5); Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment data for 2013-15 (grades K-2); and
- Measures of Academic Progress (MAP) data for 2013-15 (grades K-5).

Since Wilburn was the only WCPSS school involved in TAP/TIF, it was not feasible to run statistical tests about the likelihood differences were significantly different than would be expected. A set of similar schools (the other three schools involved in Renaissance) were used for comparison to ground our conclusions about patterns of change over time since the main difference was TAP/TIF rather than just Renaissance as an improvement model. Thus, this was a descriptive study.

Table 1
Nature of the Data Provided and Valid Uses

Research Design	Conclusions that Can be Drawn
<input type="checkbox"/> Experimental	We can conclude that the program or policy caused changes in outcomes because the research design used random assignment.
<input type="checkbox"/> Quasi-Experimental	We can reasonably conclude that the program or policy caused changes in outcomes because an appropriate comparison strategy was used.
<input checked="" type="checkbox"/> Descriptive <input checked="" type="checkbox"/> Quantitative <input checked="" type="checkbox"/> Qualitative	These designs provide outcome data for the program or policy, but differences cannot be attributed directly to it due to lack of a comparative control group.

Sources: List, Sadoff, & Wagner (2011) and What Works Clearinghouse (2014).

EVAAS ratings used regression analyses to determine whether growth at each school met state standards. In addition, TAP schools have their own EVAAS formulas based on their standards for TAP schools nationally.

Therefore, results reflect the patterns seen at Wilburn over time, but they are not generalizable to how the model would work in another WCPSS school or elsewhere. Other factors at the school

(such as the addition of the Renaissance effort and the staff turnover it caused), as well as the initial quality of the teachers, could impact results in addition to TAP and TIF.

Implementation

All of the principles of TAP were implemented each year, with multiple career paths; ongoing, applied professional growth; instructionally-focused accountability; and performance-based compensation utilized. The main challenges affecting implementation of TAP were the lack of experience for Master and Mentor teachers, the inability to conduct evaluations and post-evaluation feedback sessions in a timely manner, staff turnover at all levels, and the extra requirements of TAP.

Teachers' average ratings on survey items were neutral to slightly positive about TAP. The percentage of items with positive average ratings increased between spring 2012 and spring 2014, especially for items related to supporting students who needed extra help and the evaluation process. A majority of teachers in focus groups, especially those new to teaching, found the TAP Instructional Rubric quite helpful in that it broke down lesson planning into core components. Despite this, many found TAP a burden overall and questioned the validity of the TAP evaluation instrument ratings. None of the teachers interviewed credited TAP with improving their content knowledge and only about half believed that it had improved their practice/pedagogy.

Professional Advancement

Interviews and observations support that teachers were able to advance professionally without having to leave the classroom. Based on interest, ability, and accomplishments, all teachers were given the opportunity to advance professionally by becoming Mentor teachers. Becoming a Master teacher was also a possibility. Given this new career path, Mentor teachers did not have to leave the classroom but could continue to work with students while also having more of an opportunity to work with their colleagues.

Master and Mentor teachers designed and delivered professional development to cluster groups and individual teachers while determining content knowledge and pedagogical skills that should be shared/enhanced as part of cluster meetings. All were part of the school's leadership team and, as such, participated in setting school goals, supporting professional development, and using data to assess how students were progressing and what strategies were needed to improve student achievement.

Ongoing, Applied Professional Growth

During 2014-15, teachers advanced professionally without having to leave the school, spending 90 minutes per week in professional learning as part of cluster team meetings. These meetings were held within each grade-level team before the start of the school day all years except 2012-13, when they were held during the school day.

Cluster meetings focused on needs based on specific analyses of End-of-Grade data, Northwest Evaluation Association's Measures of Academic Progress (MAP) data, and formative classroom assessments. Teachers presented student data at weekly cluster meetings and discussed findings based on these data. Teachers also collected data from their assessment of students on learning skills emphasized during cluster meetings and then shared these data as well.

Master and Mentor teachers oversaw TAP activities and provided leadership and support through group and individual coaching. Ongoing classroom-based support was provided through team teaching and classroom demonstrations. Master and Mentor teachers met weekly to determine which strategies and skills to emphasize in order to increase students' reading and math achievement. Strategies were field-tested with Wilburn students at different grade levels before they were shared with other teachers. In addition, Master and Mentor teachers offered team teaching, classroom demonstrations, and feedback as part of pre- and post-conferences, to help improve their colleagues' teaching.

Instructionally-Focused, Performance-Based Accountability

Teachers were held accountable for meeting the TAP Teaching Skills, Knowledge, and Responsibilities Performance Standards and were evaluated based on those standards using the TAP Evaluation Rubric.

Each teacher was evaluated six times each year of TAP, with two announced observations and four unannounced observations. Either the TAP evaluation rubric or the teacher evaluation rubric developed for educators across North Carolina was utilized for observations. All administrators, Master, and Mentor teachers were trained on the use of the TAP evaluation rubric before they could use this instrument when conducting observations. Pre-conferences were provided prior to the two announced evaluations. All evaluations ended with a post-conference where teachers were provided detailed information about their lesson and how it was rated. In 2014-15, about half of the post-conferences were conducted within 72 hours of observations. In 2013-14, almost all were conducted within 72 hours. In the years prior, very few were conducted within 72 hours and some were conducted as late as three months after the observation.

Under TAP, teachers were also evaluated based on the academic growth of their students and whole student growth. All teachers were eligible for performance-based compensation based on these criteria. Performance-based compensation was provided each year of TAP and TIF. Salary augmentation was given to Master and Mentor teachers in all years according to their additional responsibilities and authority.

Classroom observations conducted by the evaluator suggested most teachers were incorporating strategies promoted by TAP and providing quality instruction to their students. Strategies were evident in observations of direct instruction and student work. In addition, classroom observations and student interviews revealed that teachers were deliberately focusing on the various aspects of the TAP Instructional Rubric to improve student engagement and understanding.

Each teacher was evaluated six times each year of TAP, with two announced observations and four unannounced observations.

Teacher Perceptions of TAP

Teacher Surveys

Throughout the TIF project, all teachers were surveyed periodically about their TAP experiences. As is shown in Table 1, teachers were first surveyed in May 2012, and then again in December 2012, May 2013, and May 2014. Response rates were high for the spring and fall 2012 surveys (98% and 93%, respectively), slightly lower for the spring 2013 survey (84%), and again high (98%) for the spring 2014 survey. The survey was not completed in spring 2015 at the principal's request because of other time commitments.

Table 1
Teacher Survey Administrations and Response Rates

Year	Fall Response Rate	Spring Response Rate
2011-12	---	May 2012 (98%, n = 44/45)
2012-13	Dec. 2012 (93%, n=42/45)	May 2013 (84%, n= 38/45)
2013-14	---	May 2014 (98%, n=44/45)
2014-15	---	---

Tables 2-4 show mean survey ratings from spring 2012 to spring 2013 (1-year change) and spring 2012 to spring 2014 (2-year change). Teachers were asked to indicate their agreement using a 5-point scale (1 = Strongly Disagree to 5 = Strongly Agree with 3= Neutral). Most ratings were in the neutral range (2.5 to 3.5). A series of t-tests were run to assess whether differences in ratings were significant.

For the items related to TAP's appropriateness and impact (see Table 2), 3 of 14 items increased significantly between 2012 and 2014 (see green and bold font in table), and none decreased significantly. All three items with significant increases had to do with knowing student needs and how to address them. The item with the biggest positive gain between 2012 and 2014 was "TAP has allowed me to better identify students needing extra support." All three items had the lowest ratings in spring of 2012; two of the three were no longer among the lowest in 2014.

Another interesting finding is that the least change was seen for the two items related to whether TAP made respondents more effective as teachers and whether TAP would affect student achievement; both were relatively high in both 2012 and 2014. The highest average response from teachers in spring of 2014 addressed whether TAP was aligned with Common Core standards.

Table 2
Mean Ratings from the TIF Teacher Survey: TAP Appropriateness and Impact 2012-2014

Item Stem: "TAP professional development provided by Master teachers:"	Spring 2012	Spring 2013	Spring 2014	Diff. 2013-12	Diff. 2014-12
a. is aligned to our school's needs.	3.50	3.45	3.84	-0.05	0.34
b. is aligned to Common Core standards.	NA	3.68	3.91	NA	0.23
c. helps me better engage my students.	3.23	3.29	3.49	0.06	0.26
d. has provided me with techniques to help me better group students.	3.18	2.97	3.51	-0.21	0.33
e. has made me better able to motivate my students.	2.95	3.00	3.19	0.05	0.23
f. has improved my teaching skills.	3.45	3.22	3.67	-0.24	0.22
g. has made me a more effective teacher.	3.45	3.32	3.56	-0.14	0.10
h. has allowed me to better identify students needing extra support.	2.68	2.84	3.56	0.16	0.88
i. has allowed me to better identify the type of support my students need.	2.82	2.84	3.50	0.02	0.68
j. is meeting my needs as a teacher.	2.95	2.74	3.30	-0.22	0.35
k. has made me more knowledgeable about my students.	2.86	2.95	3.33	0.08	0.47
l. has improved my ability to help my students to use higher order thinking skills.	3.28	3.16	3.56	-0.12	0.28
m. has improved my ability to help my students to use better problem-solving skills.	3.14	3.11	3.47	-0.03	0.33
n. will help student achievement increase at Wilburn.	3.39	3.21	3.49	-0.18	0.10

Note: NA means not applicable; Item b was not included in the 2012 survey. A green and bold font means that differences were significant in the positive direction. Ratings of 3.5 or greater are shaded in gray. A 5-point scale was used (1 = Strongly Disagree to 5 = Strongly Agree with 3 = Neutral).

Source: TIF Teacher Survey

In Table 3, the greatest positive changes related to the support and experience of Master and Mentor teachers and their ability to help teachers. The only negative change that was statistically significant related to 2012 and 2013 responses was item i ("The administration at my school is supportive of TAP."). However, the 2014 rating increased considerably over 2013 to a mean of 4.21, which was consistent with other data indicating a more positive regard for the new administration's support of TAP. The highest rated item varied each year. In 2014, use of data to track student progress had the highest average response (4.31).

Table 3
Teacher Ratings from the TIF Teacher Survey: TAP Knowledge, Use, and Support 2012-14

Items	Spring 2012	Spring 2013	Spring 2014	Diff. 2013-12	Diff. 2014-12
a. I am highly knowledgeable of the TAP instructional rubric.	3.95	4.35	4.10	0.40	0.14
b. I regularly use data to track my students' progress.	3.98	4.24	4.31	0.26	0.33
c. Master teachers are available to support me if I need help.	3.36	2.92	4.24	-0.44	0.87
d. Mentor teachers are available to support me if I need help.	3.27	3.50	4.00	0.23	0.73
e. Master teachers have the experience necessary to help me improve my teaching skills.	3.23	3.11	3.52	-0.12	0.30
f. Mentor teachers have the experience necessary to help me improve my teaching skills.	3.14	3.34	3.79	0.21	0.65
g. The professional development designed and provided by Master teachers helps me improve my instruction.	2.98	2.95	3.43	-0.03	0.45
h. The professional development designed and provided by Mentor teachers helps me improve my instruction.	2.80	3.16	3.38	0.36	0.59
i. The administration at my school is supportive of TAP.	4.02	3.53	4.21	-0.50	0.19
j. TAP is a positive aspect of being at Wilburn.	2.91	2.53	3.14	-0.38	0.23

Note: T-tests compared differences between 2012 to 2013 and 2012 to 2014. Green bold indicates significant differences in the positive direction. Red bold means that differences were significant in the negative direction. Ratings of 3.5 or greater are shaded in gray. 5-point rating scale: 1 = Strongly Disagree to 5 = Strongly Agree, with 3 = neutral.

Source: TIF Teacher Survey

In 2012, the lowest mean ratings were for items related to the fairness of evaluations based on the TAP rubric, whether the teachers agreed with their ratings, and whether they had a say in the evaluation process (b, g, and j in Table 4). Significant increases were seen for these and other items related to teacher evaluations based on the TAP rubric in either 2012-13 or 2013-14. All Master teachers were new in 2011-12, which meant they had to be trained and were new at using the observation rubric. Focus groups revealed that teachers were very unhappy with how observations were conducted in 2011-12 (see next section on Teacher and Principal Performance).

Across all survey administrations, the percentage of items with positive mean ratings increased over time.

Table 4
Teacher Ratings from the TIF Teacher Survey: TAP Observations 2012-14*

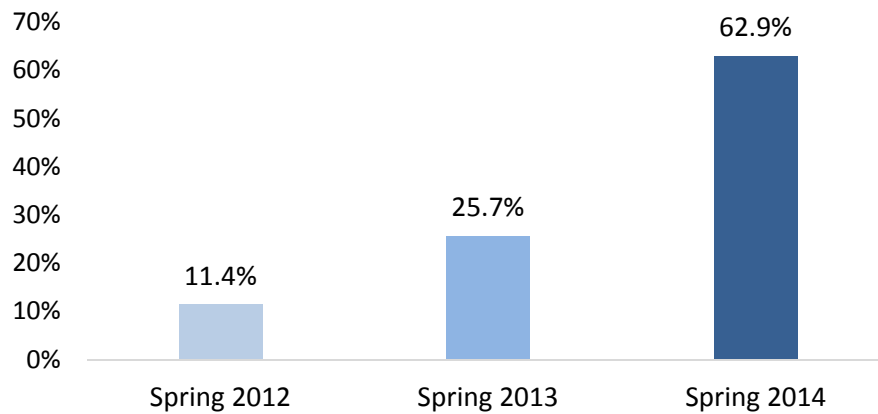
Items	Spring 2012	Spring 2013	Spring 2014	Diff. 2013-12	Diff. 2014-12
a. I feel comfortable being evaluated using the TAP rubric as the basis for the evaluation.	3.23	3.58	3.57	0.35	0.34
b. Evaluations using the TAP rubric are being conducted in a fair manner.	2.52	3.18	3.42	0.66	0.90
c. Post-evaluation conferences are being conducted in a timely manner.	3.23	3.81	3.60	0.58	0.37
d. I believe that the Master teachers have the necessary training to conduct evaluations using the TAP rubric.	3.09	3.29	3.65	0.20	0.56
e. I believe that the Administrators at Wilburn have the necessary training to conduct evaluations using the TAP rubric.	3.41	3.19	3.86	-0.22	0.45
f. I believe that the Mentor teachers have the necessary training to conduct evaluations using the TAP rubric.	3.11	3.37	3.67	0.25	0.56
g. I agree with the TAP ratings I have received for my evaluations.	2.95	3.53	3.49	0.57	0.53
h. I was able to adequately learn the TAP instructional rubric before TAP evaluations were conducted.	3.42	3.68	3.91	0.26	0.49
i. TAP evaluation feedback is meaningful to me as a teacher.	3.36	3.47	3.65	0.11	0.29
j. I feel like I have a say in the TAP evaluation process.	2.55	2.50	3.21	-0.05	0.66
k. The TAP evaluation process has helped me grow professionally.	3.05	3.13	3.62	0.09	0.57

Note: Green bold means that differences were significant in the positive direction. Ratings of 3.5 or greater are shaded in gray. Teachers indicated their agreement using a 5-point scale (1 = Strongly Disagree to 5 = Strongly Agree with 3 = neutral).

Source: TIF Teacher Survey

The percentage of items with positive responses about TAP (at or above 3.5) increased dramatically between spring of 2012 and 2014, as is shown in Figure 1. A change in principals also occurred which could have had a positive impact in responses in 2013 and 2014.

Figure 1
Increase in Percentage of Items with Positive Responses Over Time



Interpretation Example: The percentage of the 35 items with positive mean responses (3.5 or greater on a 5-point scale) increased dramatically between spring of 2012 and spring of 2014 (from 11.4% to 62.9%).

Focus Groups

Focus groups of teachers were conducted each year at Wilburn. Some common concerns were that TAP was too much work, was stressful, that evaluations were not fair, and that post-conferences (where required) were not conducted in a timely manner.

The majority of teachers interviewed indicated TAP had not been a positive experience for teachers at Wilburn, although some aspects of it (e.g., the TAP rubric and modeling of lessons) were useful. TAP was viewed more positively among beginning teachers than veteran teachers. Over half of the teachers participating in the focus groups expressed frustration with how TAP was implemented, indicating that TAP resulted in extra work on their part with very little perceived benefit to students. An example was having to use strategies with their students even when they believed the strategies did not fit what they were teaching. Many of these same teachers expressed the view that the turnover among the administration and Master teachers over the seven years during which TAP has been implemented had resulted in a lack of cohesion across the years and a fragmented approach to TAP.

Overall, the majority of teachers did not see TAP as a positive experience. Concerns focused on the extra work involved, timing and fairness of evaluations, and teachers having to apply strategies that they were taught, even when they did not seem appropriate.

Thus, most participants were negative about TAP and at least five teachers reported that colleagues who had left told them it was because of the stresses of TAP. While Wilburn teachers had seen the positives of having job-embedded professional development, some questioned whether money should be spent on the additional leadership positions supported by TAP (e.g., Master teachers) and wanted teachers in such positions, including coaches, housed in actual classrooms and required to be more engaged in what is happening across the classrooms that they oversee.

Most teachers felt the TAP rubric and modeling and coaching were the most valuable aspects of TAP. Beginning teachers and those new to teaching elementary school were said to benefit the most.

The three Master Teachers were also interviewed as a group in January 2015. They believed that TAP was especially valuable to beginning teachers or teachers new to the elementary school level. They also believed that all teachers benefitted by learning the TAP rubric as it gave all teachers at Wilburn a view of what constitutes good teaching and held them to the same standard. Whereas the Master teachers did realize that TAP required extra work on teachers' parts, they believed that other issues beyond TAP have also led to teacher turnover. When asked what they would keep, the Master Teachers reported that they viewed the TAP rubric and coaching they have provided as the most useful aspects of TAP to teachers. They further suggested that, rather than a pay-for-performance model, Wilburn should adopt a sign-on/retention bonus for teachers who agree to work at or stay working at Wilburn.

When examined in the light of other data, teacher concerns were supported.

- In 2011-12, all of the Master teachers were new and TAP training was required before they could conduct any observations or give feedback. This meant the six observations and feedback sessions per teacher got a very late start. In addition, feedback sessions often took place a few weeks or even months after the observations. Continuity in Master teachers improved somewhat after 2011-12, but some turnover still occurred. Scheduling of observations and feedback sessions improved after 2011-12, with most post-conferences completed within 72 hours. However, some were still late.
- One source of extra work involved in TAP was the administration of the MAP assessments to assess student needs and progress in addition to the K-5 assessments (which continued to be required). Second, TAP added more training within the school, but some district training was still required. Third, TAP required six observations of each teacher with their instrument; the district used a different tool and observation schedule which also had to be met. Finally, sometimes applying the focus strategies from the training meetings required extra work—especially if they did not fit the lessons.

In summary, TAP was implemented each year, but a lack of continuity in staffing and extra AP requirements made it difficult to consistently implement in a high-quality way.

Teacher and Principal Performance

Since 2010-11, most teachers received a bonus at Wilburn based on meeting one or more of the following criteria:

- *The percentage of teachers earning a rating of 2.5 or better on the TAP Instructional Rubric ranged from 90% to 100%.*
- *Among 4th and 5th grade teachers, 75-100% made the required classroom level growth each year; the percentage decreased somewhat over time at the fourth grade level.*
- *Wilburn met Whole School Growth EVAAS standards in three of the five years, earning all staff a bonus.*

Master teachers and principals were less likely than teachers to receive a bonus.

While TAP and TIF hoped to lower teacher turnover, teacher turnover rates among those earning 2.5 or better on the TAP Evaluation Rubric have been 25% or more in three of the five years. In 2012-13, the turnover rate was 3%, meeting the target of 5%. In 2014-15 the rate was 7%, just over the target.

All Renaissance Schools had a bonus plan in 2014-15, but the TAP schools' bonus plan differed from the other three Renaissance schools. Renaissance funds supplemented areas not funded by TAP. At Wilburn, all teachers earned bonuses based on two factors—the quality of classroom instruction (based on ratings of 2.5 or greater on the TAP Instructional Rubric), and whole school growth based on Grade 4 and 5 EVAAS scores. In grades 4 and 5, student growth at the classroom level on EVAAS was also a factor. Thus:

- In grades K - 3 and for art, music, physical education, and special education teachers, the quality of classroom instruction and whole school growth each represented 50% of a teacher's evaluation weight.
- In grades 4 - 5, due to the availability of prior year End-of-Grade test scores, quality of classroom instruction was weighted 50%, student growth was weighted 30%, and whole school growth was weighted 20%. Whole school growth² was based on a value-added score of 3 or greater on an EVAAS scale with five categories rather than three (used across TAP schools). Student growth³ for grade 4 and 5 teachers was based on an EVAAS value-added score of 3 or greater for their classroom.

Quality of Instruction: For the 2014-15 school year, 49 of 53 (93%) teachers at Wilburn earned a rating of 2.5 or better on the TAP Instructional Rubric, qualifying them for at least a partial

² Teacher performance is measured in North Carolina in part by using EVAAS scores at grades 4 and 5. A student's predicted score is based on his or her performance on previous tests. Student EVAAS scores are calculated as the difference between the actual test score and predicted score. Scores are then aggregated to the school level. A large negative mean indicates that students made less progress than expected; a large positive mean indicates that students made more progress than expected; and a mean of approximately 0.0 indicates that a group is progressing at an average rate.

³ Using these EVAAS student data, teacher performance indices are then calculated by teacher and associated with meeting, or failing to meet, standards.

bonus. Since 2010-11 these percentages have ranged from 90% to 100%. For 2014-15, of the three Master teachers, only one earned the individual bonus. The principal and two assistant principals received bonuses as they met two of the three components, Whole School Growth (based on EVAAS scores) and Individual Growth (based on TAP Leadership Team Rubric scores). None met the requirements for School Growth based on their National Institute for Excellence in Teaching (NIET) Annual Review score.

Table 5
Percentage of Teachers Scoring 2.5 or Better on the TAP Instructional Rubric

2010-11 TIF Yr 1*	2011-12 TIF Yr 2	2012-13 TIF Yr 3	2013-14 TIF Yr 4	2014-15 TIF Yr 5
100%	97.5%	93%	90%	93%

Source: School-level TAP Data.

*Third year of TAP was first for TIF.

Based on the criteria which applied to them, Master teachers were less likely to earn a bonus than regular classroom teachers. Of the three Master teachers at Wilburn each year, none to one received a bonus during the five years of TIF.

Whole School Growth: From 2010-11 to 2014-15, Wilburn made Whole School Growth at the level required to earn teachers additional bonuses in 2011-12, 2012-13, and 2013-14, but not in 2010-11 nor 2014-15.

Student Growth for Individual Teachers: Among 4th and 5th grade teachers, 75-100% made the required classroom level growth each year to earn a performance award; the percentage decreased somewhat over time at the fourth grade level. The target was 100% for 2014-15.

Table 6
Percentage of 4th and 5th Grade Teachers Making the Classroom Level Growth Required to Earn a Growth-Based Performance Award

Grade Level	2010-11 TIF Yr 1*	2011-12 TIF Yr 2	2012-13 TIF Yr 3	2013-14 TIF Yr 4	2014-15 TIF Yr 5
Grade 4	NA*	100%	83%	75%	75%
Grade 5	25%	100%	100%	100%	100%

Source: EVAAS Data 2010-11 to 2014-15

*Note: EVAAS data were not available for 4th grade teachers in Year 1 to make classroom level growth determinations

Staff Turnover

It was anticipated that TAP and TIF would lead to lower teacher turnover. Turnover was lowest in 2011-12 (3%) and 2014-15 (8%). The target of 5% was thus met for one of the five years. Turnover in principals, Master and Mentor teachers, and classroom teachers impacted the

continuity and implementation of TAP because of re-training needed for new staff as well as building trust and strong working relationships among colleagues. Other factors also contributed, such as stagnant pay rates for teachers.

The highest turnover was seen when the Renaissance program was added, which required all current employees at each Renaissance school, including Wilburn, to reapply for positions for the 2011-12 academic year. Those not wishing to reapply could request a transfer to another school. This resulted in 67% of the staff being new at Wilburn for 2010-11, the second year of TIF. This disrupted the momentum of TAP becoming part of the school culture in that two thirds of the leadership and teaching corps were new and had to be trained in TAP. However, staff turnover of 25% or more was also evident in 2012-13 and 2013-14.

Table 7
Percentage of Teacher Turnover Among Teachers Earning A Score of 2.5 or Better on their TAP Evaluations

	2010-11	2011-12	2012-13	2013-14	2014-15
	TIF Yr 1*	TIF Yr 2	TIF Yr 3	TIF Yr 4	TIF Yr 5
# Teachers	33/49	1/31	20/66	16/63	4/52
Turnover	67%	3%	30%	25%	8%

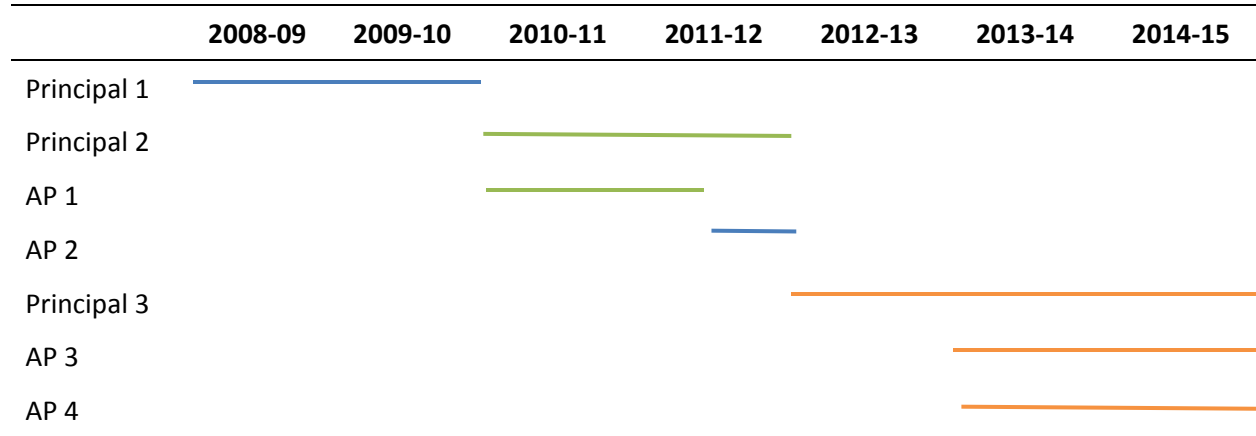
Source: School-level TAP Data

* 2011-12 was the first year of the Renaissance Schools Initiative, but staffing decisions began in spring of 2011. Therefore, the turnover rate from March of one year to the next is shown for 2010-11 rather than 2011-12.

Wilburn had three different principals since 2008-09 when the program began. The first principal was not re-hired with the beginning of Renaissance. The second principal was not very familiar with TAP. An interim principal was in place as they searched for a replacement (not shown). The third principal started in 2011-12 as the assistant principal and then was promoted to principal in 2012-13. She continues to serve as principal at Wilburn. She brought stability to leadership at the school.

Wilburn also had four assistant principals between 2008-09 and 2014-15. One became the principal (as mentioned above) and two served simultaneously, so the turnover was not as disruptive as for the principalship.

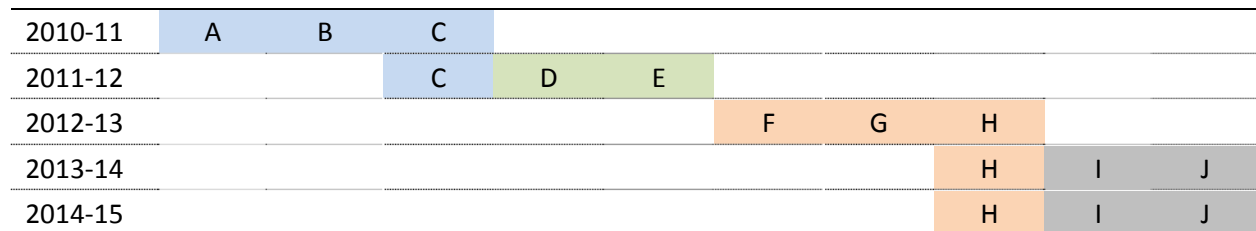
Figure 2
Changes in Principals Across TAP and TIF



For the 2014-15 school year, six Mentor teachers were hired (all from within the school) based on a process utilizing interview questions developed by TAP. These questions asked about designing, planning, and implementing instruction; classroom management; and working with teaching teams and parents. One Master teacher hired in 2012-13 school year remained as a Master teacher for the 2013-14 and 2014-15 school year. Two Master teachers hired in 2013-14, both of whom had served as teachers at Wilburn for many years and as Mentor teachers in the past, remained as Master Teachers for 2014-15.

As is shown in Figure 3, 2014-15 was the first year that all Master Teachers had at least one year's worth of experience in their role. Every other year, everyone was new to their role or one Master teacher carried over from the prior year. Mentor teachers also changed frequently year-to-year.

Figure 3
Changes in Master Teachers Across All Years of TIF



Note: Letters represent individuals who served as Master Teachers at Wilburn over time. Three served each year. Interpretation example. Master teacher C was the only one who served at Wilburn in the Master teacher role in both 2010-11 and 2011-12.

Student Achievement Results

Compared to other Renaissance schools (the comparison group), K-2 literacy results were mixed in 2013-14 and slightly stronger in 2014-15.

Between 2007-08 (before TAP) and 2011-12, all of the Renaissance schools showed increases in proficiency in reading and math. Compared to other Renaissance schools, positive changes were smaller at Wilburn. From 2012-13 to 2014-15, small increases in proficiency occurred only at grade 4 for both groups. Thus, TAP did not result in demonstrably greater improvements in reading proficiency over time.

Overall, Wilburn growth results based on EVAAS were at or above state expectations each year except for grade 4 in both subjects in 2015. However, they were not consistently stronger with TAP compared to similar schools without TAP. The one exception was fifth grade math, where Wilburn did show a slight advantage compared to the other Renaissance schools over time.

The percentage of students making targeted gains (five points) on fall to spring MAP assessments jumped greatly from 2011-12 to 2012-13 in both reading and math before dropping significantly in reading for 2013-14. The percentage of students meeting targeted gains in reading increased slightly in 2014-15 to 71%, short of the target of 80%. In math, for 2014-15, Wilburn fell just short of their math target of 80% of students making targeted gains in math (actual was 77%).

MAP Results

Measures of Academic Progress (MAP)⁴ assessments are computer-adaptive interim assessments for use by schools and districts to measure individual students' progress throughout the academic year in reading, language arts, and math. MAP assessments were given to K-5 students at Wilburn at set intervals to assess their learning progress in reading and math throughout the year. Results are provided as a RIT (Rasch Unit) scale, a stable equal-interval vertical scale that allows educators to compare students' academic performance relative to national achievement and growth norms and specific state standards, including the Common Core State Standards (CCSS). Teachers used results to identify which students to target for additional support and in what areas. A project goal related to MAP was, by Year 5, for 80 or more of students to make a 5-point increase in their MAP reading scores from fall to spring testing and 80% or more to make a 5-point increase in their MAP math scores from fall to spring testing.

⁴ Measures of Academic Progress (MAP) was developed and is supported by Northwest Evaluation Associates.

As is shown in Table 8, the percentage of students making 5-point gains on fall to spring MAP assessments in reading showed a see-saw pattern of increases and decreases, jumping greatly from 2011-12 to 2012-13, dropping greatly for 2013-14, and increasing again in 2014-15 (to 71%, just short of the target of 80%). In math, a large increase between 2011-12 and 2012-13 was followed by small decreases in 2013-14 and 2014-15. Wilburn fell just short of their math target of 80% of students making 5-point gains in math (actual was 77%).

Table 8
Percent of Students Making 5-Point Gains on Fall to Spring MAP Assessments

	2010-11	2011-12	2012-13	2013-14	2014-15
	TIF Yr 1	TIF Yr 2	TIF Yr 3	TIF Yr 4	TIF Yr 5
Reading	<i>Fall MAP not given</i>	241/501 48%	374/423 88%	313/580 54%	287/405 71%
Math	<i>Fall MAP not given</i>	318/501 63%	390/445 88%	418/497 84%	242/316 77%

Source: MAP Data. TAP was in place two years before TIF funding. MAP results were not available before 2010-11

K-2 Results

While not part of the stated goals for TAP, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS)⁵ were reviewed for context over the last two years. DIBELS is used to assess the literacy skills of WCPSS' Kindergarten to Grade 2 students throughout the year. Higher scores are expected at each assessment point during the year. Increases in absolute terms were compared across schools since results represented the full population of the schools rather than a sample of students.

In 2013-14, K-2 Composite Scores and Grade 2 DIBELS Oral Reading Fluency (DORF) scores reflected mixed results. Wilburn had higher gains than the other Renaissance schools in two of four comparisons (Kindergarten and Grade 1 Composite Scores) when compared to the other Renaissance Schools, but had lower gains for Grade 2 Composite and DORF Fluency (see Table 9).

Compared to WCPSS, increases were consistently lower than WCPSS, and therefore achievement gaps between Wilburn and WCPSS were not closed.

⁵ DIBELS is supported by University of Oregon. For more information please see <https://dibels.uoregon.edu/>

Table 9
K-2 Literacy Skills 2013-14

	Fall	Winter	Spring	Fall to Spring Increase
Kindergarten				
Composite Score				
Wilburn	20.6	121.4	138.3	117.7
Other Renaissance Schools	21.9	128.9	134.8	112.9
WCPSS	35.0	147.7	154.2	119.2
Grade 1				
Composite Score				
Wilburn	108.3	159.5	175.2	66.9
Other Renaissance Schools	115.0	159.6	168.9	53.9
WCPSS	130.9	212.4	212.9	82.0
Grade 2				
Composite Score				
Wilburn	162.9	197.0	226.1	63.2
Other Renaissance Schools	158.0	196.2	221.7	63.7
WCPSS	200.5	268.2	302.5	102.0
DORF Fluency				
Wilburn	54.6	71.8	82.3	27.7
Other Renaissance Schools	57.2	75.4	87.4	30.2
WCPSS	75.7	95.8	110.1	34.4

Source: DIBELS Next 2013-14 assessments.

Note: Green shading indicates Wilburn increases fall to spring were larger than those of other Renaissance schools.

In 2014-15, gains were slightly higher for Wilburn on four of five comparisons when compared to the other Renaissance Schools (Composite Scores at Kindergarten, and Composite and DORF Fluency results at Grades 1 and 2). In Kindergarten, students at Wilburn made gains that were markedly higher than those made by Kindergarten students at the other Renaissance schools and equivalent to the district average. The only case in which gains were smaller for Wilburn was DORF Fluency at grade 1, see Tables 10-12. Thus, results were stronger for Wilburn relative to the other Renaissance schools in 2014-15 than 2013-14 for DIBELS measures.

Wilburn increases fall to spring were higher than those made by students in WCPSS as a whole in 3 of 5 comparisons; the other Renaissance schools had consistently lower increases than WCPSS overall at grades K-2.

Table 10
Grade K Literacy Skills: DIBELS Next Composite 2014-15

	Fall	Winter	Spring	Fall to Spring Increase
Composite Score				
Wilburn	24.6	142.2	146.4	121.8
Other Renaissance Schools	22.9	123.0	128.8	105.9
WCPSS	36.2	152.0	157.2	121.0

Source: DIBELS Next 2014-15 assessments.

Note: Green shading indicates Wilburn increases fall to spring were larger than those of other Renaissance schools.

Table 11
Grade 1 Literacy Skills: DIBELS Next Composite and DORF 2014-15

	Fall	Winter	Spring	Fall to Spring Increase
Composite Score				
Wilburn	115.5	169.5	167.9	52.4
Other Renaissance Schools	125.3	160.4	165.6	40.3
WCPSS	139.2	219.2	215.1	75.9
DORF Fluency				
Wilburn	NA	37.8	55.0	17.2
Other Renaissance Schools	NA	35.2	53.8	18.6
WCPSS	NA	56.5	77.1	20.6

Source: DIBELS Next 2014-15 assessments. DORF is not given until mid-year in grade 1.

Note: Green shading indicates Wilburn increases fall to spring were larger than those of other Renaissance schools.

Grade 2 students at Wilburn in 2014-15 gained over twice as many points on their Composite Score across the academic year compared to the other Renaissance Schools, and had greater gains than WCPSS second graders as a whole.

Table 12
Grade 2 Literacy Skills: DIBELS Next Composite and DORF 2014-15

	Fall	Winter	Spring	Fall to Spring Increase
Composite Score				
Wilburn	170.2	229.6	279.7	109.5
Other Renaissance Schools	174.4	200.1	225.2	50.8
WCPSS	212.2	271.0	304.3	92.1
DORF Fluency				
Wilburn	58.6	79.5	95.9	37.3

Other Renaissance Schools	59.2	74.6	83.8	24.6
WCPSS	77.8	97.4	111.1	33.3

Source: DIBELS Next 2014-15 assessments

Note: Green shading indicates Wilburn increases fall to spring were larger than those of other Renaissance schools.

In summary, Wilburn students showed mixed results compared to other Renaissance schools in 2013-14. For 2014-15, K-2 results in literacy were generally stronger for Wilburn than the other Renaissance schools (in four of five comparisons). Achievement gaps closed somewhat between Wilburn and the district overall only in 2014-15 and in three of five comparisons made.

End-of-Grade Results Grades 3-5

Proficiency

Comparing proficiency results within a grade over time gives us some sense of the impact of TAP on student proficiency. However, caution is necessary when attributing changes to increased teacher effectiveness in instruction given the challenge of high staff turnover in 2011-12 with the start of Renaissance. In addition, no comparisons can be made between 2011-12 and 2012-13 because the curriculum, assessments, and standards for grade level achievement changed. Comparisons in gains in proficiency by grade were made over time from 2007-08 through 2011-12 and from 2012-13 to 2014-15. No statistical tests were run since results reflected the full student population of each school and because of the other caveats listed above.

Goals were set for mastery of EOG at the start of the program; goals were not changed with the adoption of a new curriculum and assessments. The reading target was 85% of students scoring at grade level or above and the math target was 90%.

Reading

Table 13 shows reading proficiency percentages at Wilburn and all Renaissance schools over time. The reading target in 2011-12 was 61% proficient; the target for 2014-15 was 85%. Neither target was met. The target was unrealistic given the change to the common core curriculum and assessment in 2012-13. In terms of improvements over time:

- Comparisons by grade level over time (rows in the table) at Wilburn showed only one large increase in proficiency percentages in reading between 2007-08 and 2011-12 (at grade 4); the other grades increased, but only slightly.
- Between 2012-13 and 2014-15 in reading, grade 4 improved but grades 3 and 5 did not. Grade 3 and 4 students made gains in 2013-14 only to fall back in 2014-15.

Wilburn had higher proficiency percentages in reading than the other Renaissance schools before the program began. Between 2007-08 (before TAP) and 2011-12, the other Renaissance schools showed increases in proficiency in reading which were larger than those seen at Wilburn. From 2012-13 to 2014-15, increases in proficiency occurred only at grade 4 for both Wilburn and the comparison schools; the grade 4 increase at Wilburn was slightly larger than at the other

Renaissance schools. Overall, there was little difference in the composite scores for Wilburn versus the other schools. Results suggest TIF/TAP did not result in demonstrably greater improvements in reading proficiency over time compared to similar schools without the program.

Table 13
Reading: Percent of Students at or Above Grade Level at Wilburn and Other Renaissance Schools

Wilburn Grade	2007-08 Pre	2008-09 TAP Yr 1	2009-10 TAP Yr 2	2010-11 TIF Yr 1*	2011-12 TIF Yr 2	2012-13 TIF Yr 3	2013-14 TIF Yr 4	2014-15 TIF Yr 5
3	54.1	58.2	40.7	53.5	56.1	44.7	51.6	42.4
4	49.5	62.3	60.0	46.8	59.2	38.4	46.9	43.0
5	54.6	61.2	61.9	65.5	55.3	38.5	32.3	35.7
Composite	53.0	60.5	54.6	55.6	56.9	40.2	43.2	40.4
Other Renaissance Schools (Renaissance began in 2011-12)								
Grade	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
3	30.5	46.3	42.8	49.0	58.6	43.3	42.4	43.3
4	42.1	47.4	48.4	55.6	55.3	44.2	40.5	46.5
5	42.3	47.4	48.7	57.5	60.0	34.0	35.8	32.3
Composite	38.2	47.1	46.6	54.0	58.0	40.3	39.7	40.9

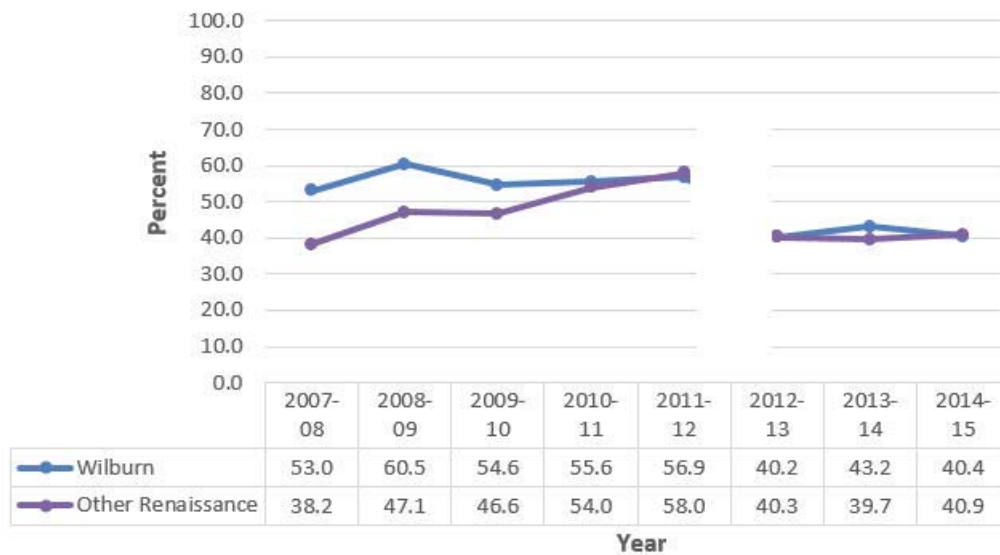
Note 1: * 2010-11 was the third year of TAP, 2011-12 was the fourth year, and so on.

Note 2: Standards increased and assessments were changed in 2012-13. Comparisons cannot be made with validity between 2011-12 and 2012-13.

Note 3: By grade (rows), green shading shows increases from 2007-08 to 2011-12 and 2012-13 to 2014-15 of three percentage points or more. Base year column headings are highlighted in blue.

Source: North Carolina EOG Assessment Level Scores (Level 3 or 4 - 2007-08 - 2011-12; Level 3, 4, or 5 - 2012-13-2014-15).

Figure 3
Composite Reading EOG: Percentage of Students Proficient



Math

The math target for 2011-12 was 75%; this target was met at grades 4 and 5 (but not grade 3). The target increased to 90% for 2014-15; this target was not met and was not realistic with the revised curriculum and assessments. In terms of change over time in math, Table 14 shows increases in half (three of six) grade level comparisons over the two time spans:

- Between 2007-08 and 2011-12, third grade proficiency declined, while fourth and fifth grade increased slightly; grade 5 increased the most.
- Between 2012-13 and 2014-15, grade 4 saw increases in proficiency, grade 5 saw little change, and grade 3 saw a large decline.

EOG data suggest that TAP did not result in demonstrably greater improvements in reading or math proficiency over time.

Compared to other Renaissance schools, Wilburn started with higher proficiency percentages but fell to the math achievement level of the other schools over time. Wilburn had fewer positive increases (of three percentage points or more). Again, this suggests TAP did not result in demonstrably greater improvements in math proficiency over time than similar schools without TAP.

Table 14
Mathematics: Percent of Students At or Above Grade Level
Wilburn and Other Renaissance Schools

Wilburn Grade	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
	Pre	TAP Yr 1	TAP Yr 2	TIF Yr 1*	TIF Yr 2	TIF Yr 3	TIF Yr 4	TIF Yr 5
3	75.7	76.4	51.3	71.1	68.2	52.4	54.9	32.7
4	77.9	79.2	69.2	62.4	80.0	31.6	36.5	48.0
5	68.5	75.5	62.7	68.1	78.9	43.7	39.4	42.4
Composite	73.5	77.1	61.3	67.3	76.0	41.8	44.1	41.1
Other Renaissance Schools (program began in 2011-12)								
Grade	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
3	49.4	65.2	59.0	68.0	78.7	48.5	47.9	51.2
4	49.6	57.5	68.8	71.0	75.8	38.8	42.6	46.0
5	55.4	65.4	71.3	73.9	71.7	39.8	41.5	47.9
Composite	51.3	62.7	66.2	71.0	75.2	42.3	44.1	48.5

Note 1: Standards increased and assessments were changed in 2012-13. Comparisons cannot be made with validity between 2011-12 and 2012-13.

Note 2: By grade (rows), green represents an increase from 2007-08 to 2011-12 and 2012-13 to 2014-15 of three percentage points or more.

Source: North Carolina EOG Assessment Level Scores (Level 3 or 4 2007-08 - 2011-12, Level 3, 4, or 5 2012-13-2014-15).

Figure 5
Composite Math EOG: Percentage of Students Proficient



Growth

The best way to examine improvement from 2011-12 through 2014-15 is through EVAAS growth results, since changes in the performance category standards do not affect the analysis results. TAP/TIF set goals for growth based on EVAAS for grades 4 and 5.

EVAAS results by grade and subject are shown in Table 15. For 2014-15, Wilburn met state expectations in reading and math at grade 5 but failed to do so in reading or math at grade 4. In terms of student growth (where a student is compared to himself or herself over time with results aggregated to the school level), Wilburn's EVAAS data for 2014-15 revealed that:

- Fourth graders had strong growth in 2012 in both reading and math, exceeding expectations, but growth ratings declined over time.
- Fifth graders met growth expectations in reading every year, and exceeded them in math until 2015, when they met expectations. The pattern of yearly results at Wilburn was most positive in grade 5 math.
- Compared to the other Renaissance schools, Wilburn stood out as more positive only for 5th grade math.

Overall, Wilburn results were at or above state expectations each year except for grade 4 in both subjects in 2015, but not consistently stronger with TAP compared to similar schools without TAP.

Table 15
EVAAS Results Year to Year 2012 to 2015

Reading – Grade 4	S2012	S2013	S2014	S2015
Barwell Road	0.1G	-3.3R	-5.7R	-1.9
Brentwood	1.0G	-1.8G	-3.1G	-1.4
Creech Road	5.1B	1.6G	.07G	1.4
Wilburn	3.4B	-0.7G	0.9G	-5.3

Math – Grade 4	S2012	S2013	S2014	S2015
Barwell Road	7.5B	-5.6R	-7.3R	-4.7
Brentwood	2.1G	-3.1R	-0.5G	0.5
Creech Road	3.0B	2.6G	4.5B	5.6
Wilburn	4.6B	0.6G	-2.6G	-3.0

Reading – Grade 5	S2012	S2013	S2014	S2015
Barwell Road	2.9	2.9	0.6	0.1
Brentwood	3.0	2.2	0.6	-2.2
Creech Road	3.6	2.7	-1.5	-3.5
Wilburn	2.6	1.0	0.3	-0.3

Math – Grade 5	S2012	S2013	S2014	S2015
Barwell Road	3.8	-2.1	3.0	2.0
Brentwood	1.6	7.0	2.7	0.3
Creech Road	1.5	5.0	-0.3	2.2
Wilburn	6.8	4.1	3.3	2.0

- Blue** Exceeds expected growth; progress significantly above the average school in the state.
- Green** Meets expected growth.
- Red** Does not meet expected growth; progress significantly below the average school in NC.

A target set by the school was that 90% of fourth and fifth graders would show at least one year of growth in reading and math based on SAS® EVAAS scores of 2.5 or above.

As shown in Table 16, these lofty targets were not met in either reading or math. The percentage of students showing one year of growth was highest for math at grade 5. Results fluctuated year to year more in reading than in math with the new EOG tests in place (from 2012-13 through 2014-15).

Table 16
Percentage of Students Earning At Least One Year of Growth on NCE Scores

		2010-11	2011-12	2012-13	2013-14	2014-15
	Grade	TIF Yr 1*	TIF Yr 2	TIF Yr 3	TIF Yr 4	TIF Yr 5
Reading	4	NA	53%	42%	55%	40%
	5	35%	62%	48%	61%	52%
Math	4	NA	79%	49%	43%	45%
	5	43%	74%	60%	60%	63%

Note: Standards increased and assessments were changed in 2012-13. Comparisons cannot be made with validity between 2011-12 and 2012-13.

Source: North Carolina EOG Assessment NCE scores 2008-09 to 2014-15

As shown in Table 17, only one of the seven WCPSS targets set for TIF was partially met in year 5 of the grant.

Goal Summary

Annual goal targets were set for the TIF grant and reported to the funder as part of the Annual Performance report. Targets for year 5, as shown in Table 17, show that only one of the seven targets was partially met (classroom growth at grade 5). Actual performance came close to the target for several others. Targets for EOG proficiency were unrealistic given new EOG assessments with higher standards starting in 2012-13. Goal 6 was lofty. Thus, results for targets were not very positive.

Table 17
TIF Targets and Outcomes for Year 5 (2014-15)

Target Focus	Target	Actual
1. A. Teachers earning a performance award B. The percentage of principals in high-need schools who have a record of effectiveness.	95% 100%	93% 0%
2. Teachers remaining at Wilburn Elementary during the following year (stability vs. turnover) for competent teachers	95%	92%
3. Grade 4-5 teachers—percent showing classroom level growth	100%	Gr 4 75% Gr 5 100%
4. Students in grades 3-5 scoring at or above grade level in reading/math as measured by End of Grade Assessments	85% reading 90% math	40% reading* 41% math*
5. Students in grades K-5 making a 5-point increase in their reading and math MAP RIT scores based on fall to spring testing	80% reading 80% math	71% reading 77% math
6. Students in grades 4 and 5 earning at least one year of growth as measured by SAS [®] EVAAS NCE scores of 2.5 or greater in reading/math	90% reading 90% math	Gr 4: 40% Gr 5: 52% Gr. 4 45% Gr. 5 63%
7. Teachers receiving evaluations of proficient or exemplary based on the TAP instructional rubric	95%	93%

Note 1: Targets met are shaded and highlighted in a green font in the “Actual” column.

Note 2*: EOG proficiency standards for on grade level performance became more rigorous with new assessments in 2012-13, greatly increasing the difficulty of reaching the targets.

Conclusions

Based on survey results, interviews, meetings, and observations, Wilburn implemented TAP and the four principles upon which it is based with reasonable fidelity across the five years TIF was in place. Issues related to timing of evaluations and feedback sessions improved over time, although they were not completely resolved. Turnover in principals, Mentor/Master teachers, and regular teachers impacted the continuity and implementation of TAP because of re-training needed for new staff as well as building trust and strong working relationships among colleagues. Teachers had mixed opinions on the value of TAP. Some perceptions became significantly more positive over time (such as the value of the TAP instructional rubric, the value of the Mentor and Master teachers, and TAP helping teachers identify student needs and how to address them), but most did not change significantly over time. Approximately three-quarters of the teachers did not view TAP as helpful overall. Comments that TAP was too much work, was causing teachers to leave, was too much of a stressor, and that evaluations were not fair continued to be made by some teachers each year.

Teacher and principal compensation systems were revised to provide performance pay for improved teacher effectiveness ratings and growth in achievement. A high percentage of teachers received a bonus for at least one component each year after year 1. The goal was that 95% of teachers would meet the standard set for observation criteria; Wilburn fell just short at 93% (49 of 53). In focus groups, many teachers commented that performance pay did not influence their

decision to work at Wilburn. Additionally, despite high percentages of teachers receiving bonuses each year, teacher turnover remained above the goal of 5% all but one year, with the highest rates when Renaissance was added to the school.

EOG reading and math results were not more positive consistently compared to similar schools without TAP/TIF in terms of student proficiency and growth. Grade 5 math growth was the one case that showed a positive edge for Wilburn. K-2 literacy results were stronger than the comparison schools in 2014-15, but not in 2013-14. Thus, Wilburn results with TAP did not stand out as consistently stronger than the other schools without TAP (but with Renaissance resources) at grades 3-5.

Overall, despite implementation of all principles of TAP, TAP/TIF results were somewhat positive for teachers' instructional quality ratings and pay, but not for student achievement in most cases. Nearly all grant targets were not met for year 5. While other factors contributed, a majority of teachers saw TAP as a burden in terms of workload, extra testing, and extra observations, with very little benefit gained from these activities. Thus, overall, TAP/TIF did not show positive results in terms of the costs and benefits. The fact that the grant and model were in only one school limits our ability to generalize the results found beyond Wilburn.

Next Steps/Recommendations

TIF grant funding extension is ending in 2015-16 and Wilburn is now one of the Elementary Support Model schools. Wilburn has maintained positive aspects of TAP—such as the instructional rubric, lesson modeling, and coaching through the provision of grade level coaches. The professional learning model has been revised. The principal is also working to develop greater trust and collaboration among teachers, coaches, and the administration, which she feels were negatively impacted by TAP.

Moving forward, we recommend that WCPSS staff:

- Are careful in selecting grants to apply for and which schools will participate. Adding TAP/TIF and then Renaissance at Wilburn created a heavy load for Wilburn staff, especially since most WCPSS requirements continued. The cost/benefit in terms of human capital as well as actual funds must be considered; if a grant will place an unreasonable burden on the schools, the grant might not be beneficial. In addition, having a grant that applies to only one school can limit the amount of expertise and support available from staff in Central Services and other schools. Finally, targets must be realistic yet challenging; adjusted targets should be negotiated if major changes in curriculum and assessments take place.
- Realize performance pay has had mixed effects in large research studies and is difficult to implement fairly (Townsend, Baenen, & Germuth, 2015). The value of performance pay was not supported by teacher turnover or achievement results at Wilburn. Teachers reported performance pay was not an important factor in their decision to work at Wilburn. Whether this is related to the small amount of money at stake per teacher, the extra work involved, or other factors is unknown.

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Appendices

Appendix A: TIF Evaluation Plan Year 5

Appendix B: TIF Teacher Survey

Appendix C: TIF Teacher Focus Group Questions

Appendix A
TIF Evaluation Plan Year 5

Evaluation Plan: WCPSS TIF Grant
Year 5 (2014-2015)

The WCPSS TIF Grant is designed to a) increase teacher effectiveness; b) increase student learning and accelerate their learning growth; and c) close the achievement gap between students at Wilburn and WCPSS. Evaluation of the WCPSS TIF Grant will be both formative and summative in nature. The formative evaluation began at the start of the grant and will continue throughout. The summative evaluation began formally at the end of Year 1 and will continue as well through the life of the grant. Formative evaluative activities will be undertaken to broadly assess how well the grant is unfolding and potential drivers of or barriers to the grant's success. Summative evaluation activities will address to what degree expected outcomes have occurred. In some cases data collected formatively will be used in the summative evaluation and vice versa.

Evaluation Questions

Formative evaluation questions to be addressed in this evaluation include:

1. What were the changes in staff composition at Wilburn for 2014-15?
2. What is the fidelity of implementation of TAP at Wilburn Elementary School?
3. Are there drivers of or barriers to the fidelity of implementation of TAP, and if so, what are they? How are barriers being addressed?
4. To what degree do teachers view TAP as a supportive intervention? What aspects of TAP do they like best / see as most useful or like least / see as least useful?
5. To what degree do teachers report that TAP is improving their content knowledge and practice / pedagogy?
6. What changes would teachers like to see in how TAP is implemented?
7. What assessments are teachers using for formative purposes? Which do they find most helpful and are any more work than they are worth?
8. How do students view TAP and their experiences at Wilburn?
9. What are differences in teachers' perceptions by level (K-2, 3-5) or year's involvement with TAP?

Summative evaluation questions were derived primarily from the project performance measures and targets as listed in the 2014-15 Annual Performance Report (APR / Ed 524b). The specific targets are listed in the next section--Evaluation Activities and Timeline. In addition, the evaluation examined these summative questions:

1. What percentage of teachers earn a bonus overall? How do these results compare to other TAP schools in North Carolina? How does this compare to other Renaissance schools in WCPSS?
2. What perceptions do students at Wilburn have of the changes made at the school? What progress have they made over time?
3. What are trends in terms of TIF impacts and what aspects of the TIF grant/TAP are worth continuing after the project ends?

Evaluation Activities and Timeline

Evaluation activities will include observation of the TAP program at Wilburn, review and analysis of test scores (MAP, EOG, etc.) and EVAAS growth data, formative and summative surveys of teachers (self-developed), focus groups/interviews with students, and teacher and administrator focus groups and interviews. Additionally, this year, the evaluator will observe teachers at a comparative school in Wake County.

Observations will be ongoing throughout the school year and include observations of TAP meetings led by administrators, Master, and Mentor teachers, and Master and Mentor teachers working with and coaching Wilburn staff. A survey will be conducted in May 2015 to gather quantitative ratings of how teachers felt about TAP overall for the 2014-15 school year. These findings will be compared to May 2014-15 findings. Teacher and administrator focus groups will be conducted in January 2015 to further understand staff experiences with and feelings about TAP. MAP data will be reviewed as are available to determine areas in which corrections are needed to better ensure students' growth; EOG scores and growth data will also be reviewed to better understand TAP's impact on student achievement.

Below is a cross walk that identifies the evaluative activities associated with each evaluation question and the timeline in which the evaluation activities will occur. Specific summative targets are also shown. Some increased across the years of the grant. These reflect the targets for 2014-15 specifically.

Formative Evaluation Questions	Evaluative Activity	Timeline
1. What is the fidelity of implementation of TAP at Wilburn Elementary School?	<ul style="list-style-type: none"> • Observations of TAP training, meetings, and coaching • TAP Survey • Evaluator-developed survey • Teacher focus groups 	<ul style="list-style-type: none"> • Ongoing • As implemented • May 2015 • January 2015
2. Are there drivers of or barriers to the fidelity of implementation of TAP, and if so, what are they? How are barriers being addressed?	<ul style="list-style-type: none"> • Observations of TAP training, meetings, and coaching • Evaluator-developed survey • Teacher focus groups 	<ul style="list-style-type: none"> • Ongoing • As implemented • January 2015
3. To what degree do teachers view TAP as a supportive intervention? What aspects of TAP do they like best / see as most useful or like least / see as least useful?	<ul style="list-style-type: none"> • Observations of TAP training, meetings, and coaching • Evaluator-developed survey • Teacher focus groups 	<ul style="list-style-type: none"> • Ongoing • May 2015 • January 2015
4. To what degree do teachers report that TAP is improving their content knowledge and practice / pedagogy?	<ul style="list-style-type: none"> • Observations of TAP training, meetings, and coaching • TAP Survey • Evaluator-developed survey • Teacher focus groups 	<ul style="list-style-type: none"> • Ongoing • As implemented • May 2015 • January 2015
5. What changes would teachers like to see in how TAP is implemented?	<ul style="list-style-type: none"> • Observations of TAP training, meetings, and coaching • TAP Survey • Evaluator-developed survey • Teacher focus groups 	<ul style="list-style-type: none"> • Ongoing • As implemented • May 2015 • January 2015
6. What are differences in teachers' perceptions by level (K-2, 3-5) or year's involvement with TAP?	<ul style="list-style-type: none"> • Observations of TAP training, meetings, and coaching • TAP Survey • Evaluator-developed survey • Teacher focus groups 	<ul style="list-style-type: none"> • Ongoing • As implemented • May 2015 • January 2015

Summative Evaluation Questions	Evaluative Activity	Timeline
1. To what degree do 95% of teachers earn a performance award based on their score on the TAP rubric of the grant and remain teaching at Wilburn Year- Round Elementary School during the following year?	<ul style="list-style-type: none"> Review of TAP evaluation ratings and teacher designations for 2013-14 	<ul style="list-style-type: none"> June 30, 2015 or as available
2. To what degree do 100% of Grade 5 teachers make classroom level growth (defined as an EVAAS score of 3 or 4) and thus earn a growth-based performance award?	<ul style="list-style-type: none"> Review of EVAAS scores 	<ul style="list-style-type: none"> June 30, 2015 or as available
3. To what degree do 85% of students in grades 3-5 score at or above grade level in reading as measured by End of Grade Assessments?	<ul style="list-style-type: none"> Review of EOG scores 	<ul style="list-style-type: none"> June 30, 2015 or as available
4. To what degree do 90% of students in grades 3-5 score at or above grade level in math as measured by End of Grade Assessments?	<ul style="list-style-type: none"> Review of EOG scores 	<ul style="list-style-type: none"> June 30, 2015 or as available
5. To what degree do 80% of students in grades K-5 make a 5-point increase in their reading MAP RIT score based on fall to spring testing?	<ul style="list-style-type: none"> Review of MAP scores fall and spring 	<ul style="list-style-type: none"> June 30, 2015 or as available
6. To what degree do 80% of students in grades K-5 make a 5-point increase in their math MAP RIT score based on fall-spring testing?	<ul style="list-style-type: none"> Review of MAP scores fall and spring 	<ul style="list-style-type: none"> June 30, 2015 or as available
7. To what degree do 90% of students in grade 5 earn at least one year of growth as measured by SAS EVAAS scores of 2.5 or greater in math?	<ul style="list-style-type: none"> Review of EVAAS scores 	<ul style="list-style-type: none"> June 30, 2015 or as available
8. To what degree do 90% of students in grade 5 earn at least one year of growth as measured by SAS EVAAS scores of 2.5 or greater in reading?	<ul style="list-style-type: none"> Review of EVAAS scores 	<ul style="list-style-type: none"> June 30, 2015 or as available
9. To what degree do 95% of teachers receive evaluations of proficient or exemplary based on the TAP instructional rubric?	<ul style="list-style-type: none"> Review of TAP evaluation ratings 	<ul style="list-style-type: none"> June 30, 2015 or as available
10. How did the composition of Wilburn's student body change in 14-15? How did the staff and teacher makeup change? At which grades were the prior Wilburn teachers kept?	<ul style="list-style-type: none"> Review of teacher designations for 2013-14 	<ul style="list-style-type: none"> June 30, 2015 or as available

<p>11. Did students feel their teachers utilized teaching / learning strategies that helped them succeed? Did they feel engaged in their learning? Did they think TAP features made a positive difference to their learning?</p>	<ul style="list-style-type: none"> • Student interviews and review of academic data 	<ul style="list-style-type: none"> • Ongoing
<p>12. How did the results for Wilburn in 2014-15 compare to past years?</p>	<ul style="list-style-type: none"> • Review of EOG scores 	<ul style="list-style-type: none"> • June 30, 2015 or as available

Evaluation Methodology

Both types of evaluation, formative and summative, will utilize a mixed-methods approach whereby qualitative and quantitative methods are mixed or inter-connected, where possible, to improve validity and reliability of results. Among the purposes for mixed-method evaluation design, Green et al. (1989) highlight five major ones, four of which are applicable to the evaluation of the TAP program that might enhance the evaluation as follows:

Triangulation tests the consistency of findings obtained through different instruments. Triangulation will increase chances to control, or at least assess, some of the threats or multiple causes influencing our results.

Complementarity clarifies and illustrates results from one method with the use of another method. In our case, observation will add information about the TAP process and will qualify test findings.

Development results from one method shape subsequent methods or steps in the research process. In our case, partial results from the preprogram measures might suggest that other assessments should be incorporated.

Initiation stimulates new research questions or challenges results obtained through one method. In our case, in-depth interviews with teachers and principals will provide new insights on how the program has been perceived and valued across sites.

Reporting

The evaluator will work to keep stakeholders aware of results as data are collected and analyzed. Thus throughout the evaluation the evaluator will report findings on a periodic basis, especially as is needed for stakeholders to make corrective changes. All evaluation activities and findings will be summarized as part of an annual final report, where the context of the evaluation will also be described. Evaluation findings will be compared over time in future reports to better understand the summative changes that are or are not occurring. A summary for local use will highlight key results over time.

**Appendix B
TIF Teacher Survey**

**Teacher Incentive Fund (TIF) Survey
Wilburn Elementary School
May 2014**

This survey is designed to assess how TAP is unfolding in Wilburn this year and the degree to which you believe it is effecting positive change in you, your students, and your school. Please take 10 minutes to respond to the questions below. Responses will be kept confidential meaning that data will be reported in aggregate form only with all names and identifying characteristics removed. If you have questions about this survey and/or its use, please feel free to contact Amy Germuth at (919) 401-5403 or AmyGermuth@EvalWorks.com or Nancy Baenen at Wake County Public Schools at nbaenen1@wcpss.net.

1. Please select the response that best describes the degree to which and where you use TAP instructional methods (e.g., methods learned from professional development provided by Master teachers):

	Daily	2-3x a week	2-3x a month	1x a month or less	Never
a. To what degree do you utilize TAP instructional methods in your lessons?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	All subjects	3-4 subjects	2 subjects	1 subject	No subjects
b. To what degree do you utilize TAP instructional methods across your subjects?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Please indicate your agreement on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree) to the following statements about TAP professional development (e.g., the professional development provided by Master teachers).

TAP professional development	1	2	3	4	5
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. is aligned to our school's needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. is aligned to Common Core Standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. helps me engage my students better than before.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. has provided me with techniques to help me better group students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. has made me better able to motivate my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. has improved my teaching skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. has made me a more effective teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. has allowed me to better identify students needing extra support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. has allowed me to better identify the type of support my students need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

j. is meeting my needs as a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. has made me more knowledgeable about my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. has improved my ability to help my students to use higher order thinking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. has improved my ability to help my students to use better problem-solving skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. will help student achievement increase at Wilburn this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Please indicate your agreement on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree) to the following statements.

	1	2	3	4	5
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. I am highly knowledgeable of the TAP instructional rubric.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I regularly use data to track my students' progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Master teachers are available to support me if I need help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Mentor teachers are available to support me if I need help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Master teachers have the experience necessary to help me improve my teaching skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Mentor teachers have the experience necessary to help me improve my teaching skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The professional development designed and provided by Master teachers helps me improve my instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The professional development designed and provided by Mentor teachers helps me improve my instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The administration at my school is supportive of TAP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. The administration at my school is supportive of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. TAP is a positive aspect of being at Wilburn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Please indicate your agreement on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree) to the following statements.

	1	2	3	4	5
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. I feel comfortable being evaluated using the TAP rubric as the basis for the evaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Evaluations using the TAP rubric are being conducted in a fair manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

c. Post-evaluation conferences are being conducted in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I believe that the Master Teachers have the necessary training to conduct evaluations using the TAP rubric.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I believe that the Administrators at Wilburn have the necessary training to conduct evaluations using the TAP rubric.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I believe that the Mentor Teachers have the necessary training to conduct evaluations using the TAP rubric.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I agree with the TAP ratings I have received for my evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I was able to adequately learn the TAP instructional rubric before TAP evaluations were conducted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. TAP evaluation feedback is meaningful to me as a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I feel like I have a say in the TAP evaluation process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. The TAP evaluation process has helped me grow professionally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. To what degree have the following assessments been helpful in determining your students' needs? If you do not use an assessment please indicate DK for Don't Know.

	Don't Know	1	2	3
		Not helpful at all	Somewhat helpful	Very helpful
a. DPI Math Assessments (Grades K-2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. mCLASS (Grades K-2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. DIBELS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. MAP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. CASE 21	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. To what degree have the following assessments been helpful in monitoring student progress? If you do not use an assessment please indicate DK for Don't Know.

	Don't Know	1	2	3
		Not helpful at all	Somewhat helpful	Very helpful
a. DPI Math Assessments (Grades K-2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. mCLASS (Grades K-2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. DIBELS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. MAP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. CASE 21	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Are you new or returning teacher at Wilburn this year?

- I am a new teacher at Wilburn this year
- I am a returning teacher to Wilburn this year

8. For new teachers only:

Please indicate your agreement on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree) to the following statements:

	1	2	3	4	5
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. Staff morale is high.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students demonstrate good behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Student achievement is improving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. For returning teachers only:

Please indicate your agreement on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree) to the following statements:

	1	2	3	4	5
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
a. Staff morale has improved this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Student behavior has improved this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Student achievement is improving this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Please describe how TAP has impacted your professional practice:

14. Please describe how you feel TAP has impacted Wilburn:

15. Is TAP better, the same, or worse this year than in the past?

16. Please indicate your role at Wilburn:

- Teacher
- Teacher/Mentor Teacher
- Master Teacher
- Other education professional (e.g., counselor, media specialist, etc.)

17. Please indicate the grade(s) that you work with (feel free to select as many that apply):

- Kindergarten - Grade 2
- Grade 3- 5

18. Please indicate your name. This is for monitoring return rate purposes only. Only the evaluator, Amy Germuth, will see your name linked to your actual responses. Names will be deleted from the file for analysis purposes.

Appendix C
TIF Teacher Focus Group Questions

TIF Teacher Focus Group Questions
December 2013

1. What has been the value of the TAP program to you personally?
2. What has been the value of the TAP program to Wilburn staff?
3. What has been the value of TAP for Wilburn students?
4. What have been the drawbacks of the TAP program to Wilburn?
5. Knowing what you know now, how would you change how TAP was implemented at Wilburn?
6. Overall, was TAP positive for Wilburn? Why or why not?
7. As the TIF funding ends, there will be no funding available to continue TAP. What aspects of TAP do you think should be retained?
8. Do you think the job-embedded training was a good model?
9. What professional development do teachers at Wilburn need that TAP hasn't addressed?
10. Is there anything else that you would like to add?