

District Awards for Teacher Excellence (D.A.T.E.) Program: Final Evaluation Report (2010). Springer, M.G., Lewis, J.L., Ehlert, M.W., Podgursky, M.J., Crader, G.D., Taylor, L.L., Gronberg, T.J., Jansen, D.W., Lopez, O.S., Stuit, D.A. Nashville, TN: National Center on Performance Incentives at Vanderbilt University.

This report presents findings from the final D.A.T.E. program evaluation, which describes the experiences and outcomes for Cycle 1 districts participating in the first two years of the program. Findings focus on the decisions made by districts whether or not to participate in the program, the local design preferences of D.A.T.E. incentive pay plans, and the program's influence on teachers and students (i.e., student achievement gains, teacher turnover, and educator attitudes and practice). An overview of key evaluation findings presented in this final evaluation report follows. First, information regarding actual dissemination of incentive awards to teachers is presented. This is followed by key findings from analysis of the program's impact on students and teachers. Finally, background information on program participation decisions and implementation experiences, the design of D.A.T.E. incentive pay plans, and educator and administrator attitudes about D.A.T.E. incentive plans is presented.

To view the entire report, please [click here](#).

Note: See Chapter 8 for teacher turnover outcomes

Texas Educator Excellence Grant (TEEG) Program: Year Three Evaluation (2009). Springer, M.G., Lewis, J.L., Podgursky, M.J., Ehlert, M.W., Gronberg, T.J., Hamilton, L.S., Jansen, D.W., Stecher, B.S., Taylor, L.L., Lopez, O.S., and Peng, A. Austin, TX: Texas Education Agency.

The Texas Educator Excellence Grant (TEEG) program was state-funded and provided annual grants to schools to design and implement performance pay plans during the 2006-07 to 2009-10 school year. This report builds on the previous TEEG evaluation reports, presenting findings from three years of the TEEG program. Overall, the report discusses the participation decisions of eligible schools, the implementation experiences of TEEG participants, the manner in which performance pay plans were designed, and the program's outcomes. Findings suggest that school and personnel characteristics, the criteria used to select schools into the TEEG program, and the plan design features of TEEG schools' performance pay plans influenced many outcomes of interest. The attitudes and behaviors of school personnel, school environment, and teacher turnover were certainly affected by these factors. However, evidence suggests that there is no strong, systematic treatment effect of TEEG on student achievement gains. Nor are there consistent associations between TEEG plan design features and student achievement gains.

To view the entire report, please [click here](#).

Note: See Chapter 8 for teacher turnover outcomes

Governor's Educator Excellence Grant (GEEG) Program: Year Three Evaluation (2009).

Springer, M.G., Lewis, J.L., Podgursky, M.J., Ehlert, M.W., Taylor, L.L., Lopez, O.S., and Peng, A. Austin, TX: Texas Education Agency.

This report presents findings from the third-year evaluation of the Governor's Educator Excellence Grant (GEEG) program. The GEEG program was federally- and state-funded and provided three-year grants to schools to design and implement performance pay plans from the 2005-06 to 2007-08 school years. GEEG was implemented in 99 high poverty, high performing Texas public schools.

This report builds on the previous GEEG evaluation reports, presenting findings from a three-year evaluation of the program. Overall, the report discusses the implementation experiences of GEEG program participants, paying close attention to the manner in which participating schools designed their performance pay plans, and program outcomes. Findings suggest that school and personnel characteristics and GEEG plan design features influenced many of the outcomes of interest for evaluating the GEEG program. The attitudes and behaviors of school personnel, school environment, and teacher turnover were certainly affected by these factors. However, there is limited evidence that GEEG had an effect on student achievement gains, and no evidence that GEEG plan design features influenced student achievement gains. Examination of GEEG's impact on student achievement is limited by the criteria for selecting schools into the program, other state-funded performance pay programs operating concurrently with GEEG, and the likely volatility of student performance measures available to measure student performance outcomes.

To view the entire report, please [click here](#).

Note: See Chapter 7 for teacher turnover outcomes

Governor's Educator Excellence Grant (GEEG) Program: Year Two Evaluation (2009).

Springer, M.G., Lewis, J.L., Podgursky, M.J., Ehlert, M.W., Taylor, L.L., Lopez, O.S., and Peng, A. Austin, TX: Texas Education Agency.

This report presents findings from the second-year evaluation of the Governor's Educator Excellence Grant (GEEG) program. The GEEG program was federally- and state-funded and provided three-year grants to schools to design and implement performance pay plans from the 2005-06 to 2007-08 school years. GEEG was implemented in 99 high poverty, high performing Texas public schools.

Overall, the report discusses the implementation experiences of GEEG program participants, paying close attention to the manner in which participating schools designed their performance pay plans and the program outcomes from those plans. The contents of this report addresses each of the following

questions: (1). What is the national and state policy context – especially in regards to the use of performance pay programs – in which the GEEG program operates?; (2). What is the nature of performance pay plans developed by GEEG participants?; (3). What are the attitudes and behavior of school personnel in GEEG schools?; and (4). How do GEEG participation and design features of GEEG plans influence teacher turnover and student achievement gains?

To view the entire report, please [click here](#).

Note: See Chapter 7 for teacher turnover outcomes

Texas Educator Excellence Grant (TEEG) Program: Year Two Evaluation (2008).

Springer, M.G., Podgursky, M.J., Lewis, J.L., Ehlert, M., Gronberg, T.J., Hamilton, L.S., Jansen, D.W., Lopez, O.S., Peng, A., Stecher, B., and Taylor, L.L. Austin, TX: Texas Education Agency.

This report presents findings from the second year of a multi-year evaluation of the Texas Educator Excellence Grant (TEEG) program and background information about the design and implementation of the District Awards for Teacher Excellence (DATE) program. The TEEG and DATE programs operating in Texas make up the largest state-funded performance pay system in U.S. public education. Starting in the 2006-07 school year, the TEEG program operates annually in more than 1,000 schools, while 203 districts implemented district-wide performance pay plans using DATE funds in the 2008-09 school year.

Report findings suggest that school and personnel characteristics, schools' participation patterns in the TEEG program, and design features of schools' performance pay plans influence program outcomes. The attitudes and behaviors of school personnel and teacher turnover are certainly influenced by these factors. While evidence on any relationship between plan design features and student achievement gains is currently inconclusive, further analysis using additional years of data will continue to examine this matter.

Overall, the TEEG and DATE programs provide unique opportunities to learn about the differential effects performance pay plans have on the attitudes and experiences of school personnel, organizational dynamics within schools, teacher turnover, and student achievement gains.

To view the entire report, please [click here](#).

Note: See Chapter 11 for teacher turnover outcomes

Teacher Quality and Dropout Outcomes in a Large, Urban School District (2008).

Koedel, C. NCPI Working Paper Series No. 2007-04. Nashville, TN.

Recent research shows that variation in teacher quality has large effects on student performance. However, this research is based entirely on student test scores. Focusing on high-school math teachers,

this paper evaluates teacher quality in terms of another educational outcome of great interest - graduation. The author uses a unique instrumental variables approach to identify teacher effects and find that differences in teacher quality have large effects on graduation outcomes. Because teacher effects on graduation outcomes will be more pronounced for students who are on the graduation margin, the results imply an avenue through which high-quality teachers are more productive with disadvantaged students.

To view the entire report, please [click here](#).

Do Teacher Effects Persist When Teachers Move to Schools With Different Socioeconomic Environments? (2008). Sanders, W., Wright, S.P., Springer, M., and Langevin, W. NCPI Working Paper Series No. 2008-20. Nashville, TN.

A considerable amount of this attention has been focused on schools with large concentrations of economically disadvantaged and minority students because students in these schools, on average, do not have equal likelihood of being in a sequence of classrooms with the same level of instructional quality as students in other schools. Select states and districts have proposed and implemented financial incentives to recruit and retain highly-effective teachers in these high need schools. A key challenge against programs offering financial incentives to highly effective teachers to either move to, or remain in, a high need school is a lack of quantitative research on whether teachers produce comparable results when they move to a school with a different socioeconomic environment from their previous school. In an effort to provide systematic information on this important question, this paper examines the relationship between measures of teaching effectiveness before and after teachers change schools which service student populations with demographics different from the previous school.

To view the entire report, please [click here](#).

Teacher Effectiveness, Mobility, and Attrition in Florida: A Descriptive Analysis (2008). West, M., and Chingos, M. NCPI Working Paper Series No. 2008-12. Nashville, TN.

We use value-added models to calculate measures of effectiveness for new elementary school teachers in Florida between 2001-02 and 2005-06, then compare the attrition and mobility patterns of more and less effective teachers overall and across various types of schools. While we do not find evidence that schools are disproportionately losing their most effective early career teachers, our data nonetheless suggest that there is considerable room for schools to raise student achievement and close achievement gaps through targeted policies aimed at retaining only their most effective performers. A clear majority of the state's most effective teachers do not remain in their initial schools only four years into their career, and these same teachers are no less likely to leave the profession altogether than are the least effective. Schools with high performing students do a far better job than most of retaining their most effective teachers and dismissing the least effective.

To view the entire report, please [click here](#).