

# Evaluating Your Performance Pay Program: Areas of Consideration

## District Awards for Teacher Excellence (D.A.T.E.)

As the second year of D.A.T.E. implementation begins, it is important for all districts to evaluate the effectiveness of their grant. It is important to examine the plan in light of the original objectives of the plan, keeping in mind the primary goals of the D.A.T.E program are to improve student academic achievement, improve teacher quality, and award those educators who are most effective. As such, when evaluating the effectiveness of D.A.T.E. the following dimensions should be addressed:

- **Student achievement impact:** the evaluation should examine the relationship between systems changes (professional development, curricular and instructional supports, enhancements in data quality and access) and actual results in student achievement.
- **Teacher impact:** the evaluation should examine the relationship between the award program and alterations in employee retention, attendance, leadership, and instructional practices.
- **School culture impact:** the evaluation should examine the impact of the award program on broader school level factors such as discipline referrals, student satisfaction, participation in extracurricular activities and school level student achievement.
- **Implementation fidelity and impact:** the evaluation should examine the degree to which the performance award program was implemented according to the proposed plan.
- **Satisfaction:** the evaluation should examine the relationship between the performance award plan and the opinions and perspectives of key stakeholders such as teachers, administrators, students, association members, and community members.

Districts *might* use the following research questions to evaluate elements of their D.A.T.E. programs.

### **Student Achievement Impact**

- Did the D.A.T.E. program work to increase student achievement in the district?
- Did program implementation improve the area(s) targeted in the plan?

### **Teacher Impact**

#### *Recruitment and Retention*

- To what extent has the D.A.T.E. program impacted teacher recruitment and retention?
- Has the program helped the district recruit and retain teachers, particularly “effective” teachers who are receiving awards?
- For plans that award target campuses, did the plan encourage effective teachers to move to or stay at high-need campuses, particularly in high-need grade levels/subject areas?

### *Teacher Characteristics*

- How can the program allow districts to identify the effectiveness of teachers with different training, background, and experiences? i.e. ACP program vs. regular university programs, outside of certification area teachers, veteran vs. new teachers, teachers with different types of contracts.
- How are the effective teachers who are identified through the D.A.T.E. program different from other teachers (e.g. experience, background, assignments, etc...)?
- What happens to those teachers who did not receive an award (e.g. move to another campus/district/out-of-teaching, receive targeted support, etc...)? Is the new environment for those teachers better? Does the new environment make an impact?

### **School Culture Impact**

- Does the D.A.T.E. program promote collaboration? If so, how?
- Does the D.A.T.E. program impact campus climate? If so, how?
- What happens to those teachers who did not receive an award (e.g. move to another campus/district/out-of-teaching, receive targeted support, etc...)? Is the new environment for those teachers better? Does the new environment make an impact?

### **Implementation Fidelity and Impact**

- What sorts of variations are there in program design and award amounts? How does this variation impact the effectiveness of the program on student achievement, teacher recruitment/retention, and other factors?
- What are the specific impacts of implementation of the program? What is the impact of how districts spent Part II funds and incorporate additional supportive activities relative to the number of teachers receiving Part I awards and student achievement?

### **Satisfaction**

- What percent of teachers and other staff members understand the plan (e.g. calculations of teacher quality, effective engagement and implementation plans)?
- What is the public perception of the program? Do they understand the awards teachers and other staff members can receive and how?
- How is the D.A.T.E. program perceived by teachers at other campuses?