

Team-Based Variable Pay: Report of the Iowa Pilot Project

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Executive Summary

The Team-Based Variable Pay Project in Iowa was designed to reward staff members for improving student achievement in their schools. In TBVP, local school staff members set student achievement goals, decide on pay distribution, help students meet the goals, and are rewarded for their students' achievement of the goals. TBVP was first offered in 2001-2002 when 18 schools in ten districts participated in the pilot. During the 2002-2003 school year TBVP was not funded. This study involved ten schools in six districts that were accepted into the TBVP pilot project for the 2003-2004 school year. The schools reflect the diversity of schools across the state. Seven of the ten schools received awards and three did not.

This paper is the second in a series of papers that are intended to describe and examine the design and operation of the TBVP program in Iowa. The first paper was completed in December 2002 and is available at <http://www.state.ia.us/educate/ecese/tqt/tc/tbvp.html>. It is not the purpose of this paper to make recommendations, but to review the issues surrounding TBVP. Analysis, findings, and suggested considerations about the TBVP pilot program are contained in this report. The issues are complex and multi-faceted, and are discussed in the pages that follow.

The results of this study indicate some inconsistencies. The benefits, like the previous study, indicate that TBVP increases the focus on student achievement goals and teamwork. Student achievement, measured by the ITBS and ITED, in mathematics increased significantly in the TBVP schools. Student achievement in reading increased, but not significantly compared to the match schools. The 2002 study had indicated positive, but nonsignificant gains in both reading and mathematics. The major detriment of TBVP is that many teachers feel that it is disrespectful of their professionalism. Two other concerns about TBVP were also evident. First, many of the TBVP school educators noted that No Child Left Behind (NCLB) legislation was paramount on their mind overriding the effects of TBVP. Second, many educators stated that TBVP did not have any affect on their practice. The money is a nice perk, but it was not the primary reason for any changes in their school.

Five issues became apparent during the course of this study.

- Goals are the most motivating part of TBVP.
- Educators appreciated that they had local control over participation in TBVP.
- The system must be designed so that the positives of TBVP outweigh the negatives.
- The model needs time for implementation. Feelings about TBVP varied greatly between TBVP schools and match schools.
- School leadership is a critical factor in the acceptance and value of TBVP.

Table of Contents

Executive Summary.....	3
Highlights	
Chapter 1: Background.....	5
Questions for this Study	
Rationale for this Study	
Definitions	
Chapter 2: Team Based Variable Pay in the Literature.....	7
Chapter 3: Method.....	8
Participants	
Data Collection	
Interviews	
Observations	
Artifacts	
Analysis	
Chapter 4: Findings.....	13
Chapter 5: Discussion and Conclusions.....	26
Issues	
Limitations	
Appendices:	
A: Case Studies of the Eighteen Iowa Pilot Schools.....	29
B: Pilot Application and Final Report Forms.....	93
C: Semi-Structured Interview Questions.....	99
D: Survey Instrument.....	100
E: Survey Results.....	106
F: ITBS Results.....	109
G: Participating Schools 2001-2005 with Assessment Results.....	111

Background

This study was developed on request of the legislature in House File 549. The intended audience consists of Department of Education staff including the Teacher Quality Team, the Legislative Education Accountability and Oversight Committee, and others interested in the quality of Iowa teachers and Iowa schools.

Questions

The questions for this study are the same as those employed in the 2001-2002 study of team-based variable pay. The overarching question is "What is the effect of team-based variable pay in the Iowa schools selected for the pilot project?" Three subquestions were also explored:

1. "What is the effect of team-based variable pay on student achievement?"
2. "What is the effect of team-based variable pay on teacher quality and motivation?"
3. "What are the advantages and disadvantages of the team-based variable pay program to the pilot districts?"

Two additional questions are also considered in the ongoing series of reports on TBVP:

1. "What benefits and disadvantages are linked to the practice of team-based variable pay in the research?"
2. "What can be learned from other states and districts who have implemented team-based variable pay?"

Rationale for this Study

Three types of contemporary performance pay proposals emerge from the research: (1) school-based performance pay plans, (2) individual-level merit pay plans, and (3) hybrid plans which include elements of both individual-level merit plans and school-or team based performance pay plans. The individual-level merit pay plans have been around for many years. The difference in the new plans is that they tend to be based on student achievement rather than subjective teacher evaluations as many programs of the past were. Contemporary performance-based pay programs tend to align with other major elements of progressive education policy including the move toward greater school accountability and standards-based reform. There is a growing list of states and schools that have implemented team-based performance plans. A number of these plans have been implemented statewide including programs in Arizona, Georgia, Kentucky, Maryland, North Carolina, and Texas. Several plans are reviewed in this document.

Definitions

Detractor: phenomenon that makes it more difficult to accomplish a goal.

Educational assessments: a formal attempt to determine students' status with respect to educational variables of interest (Popham, 1999).

Enabler: something or someone that supplies the means, knowledge, opportunity, or capability to accomplish a goal.

Motivator: something or someone that supplies the incentive or a reason for doing something, that which moves to action or impels.

Professional development: according to the thesaurus of the Educational Resources Information Center (ERIC) database, professional development refers to "activities to enhance professional career growth." Such activities may include individual development, continuing education, and in-service education, as well as curriculum writing, peer collaboration, study groups, and peer coaching or mentoring.

Student performance goals: goals based on student achievement on an assessment instrument.

Team-based variable pay (TBVP): pay in addition to the base salary rewarded to a group of teachers and often other staff as the result of meeting a desired outcome. Typically the desired outcome is an improved score on a test of some kind. TBVP differs from merit pay in that all teachers benefit when a schoolwide goal is reached, rather than individual teachers receiving a bonus based on an administrator's rating.

Teacher: an individual holding a practitioner's license and who is employed, full or part-time, in a nonadministrative position as a classroom teacher, librarian, media specialist, or counselor by a school or district.

Team Based Variable Pay in the Literature

A complete review of TBVP was completed for the 2001-2002 report. To update this review Deborah Boring, a School Improvement Consultant at the Department of Education, completed a review of states with Performance Based Pay Plans as part of her Capstone Project for Iowa State University. Her paper is attached as Appendix H.

Method

To investigate these questions, primarily qualitative methods were used. Since this study sought to identify how school districts orchestrated their pilot projects to achieve gains, it employed interviews, participant observation, and content review to understand how the component parts fit together to create a culture for success in meeting student achievement goals. Quantitative methods were used to augment the study. For example, quantitative methods were used to compare baseline and end-of-pilot assessment data.

Participants

Thirty schools representing eighteen districts submitted proposals to become pilot schools. Ten schools in six districts were accepted into the pilot project based on their fulfillment of the required criteria as recorded in their team-based variable pay applications. The schools are diverse in geography, student demographics, and student achievement (see Table 1).

Table 1
Schools Selected for the Pilot Project*

District, School	Grade levels	Student Enrollment (K and up)	Certified Staff FTE (K and up)	Enroll/ FTE	%Receiving Free or Reduced Lunch	%Minority	Population of city or town (2000)
Carroll, Adams ES	4-5	274	16.35	16.76	26%	5%	10,106
Carroll, Carroll Middle	6-8	382	28.40	13.45	27%	4%	10,106
Davis County, Davis ES	PK-4	472	37.12	12.72	38%	4%	2,601
Davis County, Davis Middle	5-8	400	25.28	15.82	33%	2%	2,601
Des Moines, Oak Park ES	K-5	320	28.80	11.11	61%	35%	198,682
Johnston, High School	9-12	1275	76.70	16.62	5%	7%	8,649
Johnston, Lawson ES	K-5	463	35.50	13.04	9%	11%	8,649
Johnston, Middle School	6-8	1129	77.00	14.66	6%	8%	8,649
NE Hamilton, K-12	K-12	284	26.51	10.71	29%	6%	235
Stratford, ES	PK-6	96	12.47	7.70	31%	0%	746

*School demographic information based on the Fall 2003 BEDS documentation.

Each participating district created its own design for a team-based pay plan linked to the district's comprehensive school improvement plan. The plans included attendance center student performance goals, student performance levels, multiple indicators to determine progress toward attendance center goals, and a system for providing financial rewards. The team-based pay plans were approved by the local boards. All licensed practitioners employed at a participating attendance center that has demonstrated improvement in student achievement shares in the cash award. However, the school district may also extend cash awards to other staff employed at the attendance center.

Each school district approved by the department to participate in the pilot program administered valid and reliable standardized assessments at the beginning and end of the school year to demonstrate growth in student achievement. Each school accepted into the TBVP Pilot program determined the goals on which it was measured. The attendance center goals had to be aligned with the school improvement goals for the district. The attendance center plans may contain goals and indicators in addition to those in the comprehensive school improvement plan of the district.

Match Schools

House File 549 required that this study include a comparison of student achievement gains with "gains in school districts similar in nature that are not participating in the program." Each school participating in TBVP was matched with a school that did not participate using a stratified random model. All schools in the state were divided into ten groups or strata based on the percent of their students who receive free or reduced price meals. One hundred fifty schools made up each stratum. Each school was then assigned a random number using a random number generator. The match school for a given TBVP school was the school in the same strata with a similar grade configuration (e.g., elementary schools were matched with elementary schools) as the pilot school that received the lowest random number assigned to it. Match schools will be identified in this study by code only. A fall 2003 comparison of the pilot schools and the match schools are shown in Table 2.

Table 2
Schools Selected for the Pilot Project and Matched Schools*

School	Grades	Status	SES	Percent Proficient 2002-2003	
				Read	Math
Carroll, Adams Elementary	4-5	TBVP	26%	79	81
Match School A	K-5	Match	25%	78	81
Carroll Middle	6-8	TBVP	27%	61	80
Match School B	4-8	Match	26%	84	84
Davis County Elementary	PK-4	TBVP	38%	72	72
Match School C	K-5	Match	36%	66	66
Davis County Middle	5-8	TBVP	33%	63	63
Match School D	5-8	Match	35%	76	88
Des Moines, Oak Park Elementary	K-5	TBVP	61%	61	59
Match School E	K-5	Match	72%	56	50
Johnston High	9-12	TBVP	5%	76	82
Match School F	9-12	Match	11%	78	84
Johnston, Lawson Elementary	K-5	TBVP	9%	89	90
Match School G	K-5	Match	11%	84	96
Johnston Middle	6-8	TBVP	6%	85	87
Match School H	6-8	Match	8%	82	84
Northeast Hamilton	K-12	TBVP	29%	91-59-83	86-68-75
Match School J	K-6,7-12	Match	23%	92-56-46	92-56-65
Stratford Elementary	K-6	TBVP	31%	85	100
Match School K	PK-5	Match	28%	63	75

*School demographic information based on the Fall 2003 BEDS documentation.

**AYP reported grade(s).

Data Collection

Interviews

Primary data collection took place over the period lasting from November 1, 2003 through July 31, 2004. During that time period, a semi-structured interview was conducted with an administrator in each building. A semi-structured interview protocol was developed to guide the interview. The questions for the interview with administrators are attached in Appendix C. The interviews began with a brief discussion of the research study that was being completed and a review of the interview protocol to be used. Permission to tape record the interviews, with an assurance of confidentiality, was sought and obtained. The typical principal interview lasted 60 minutes.

A focus group was also conducted with three or more teachers from each building. The interviews included two teachers from different teaching assignments (i.e. one primary and one intermediate) selected by the principal and a third teacher who was also a building association representative. The Iowa State Education Association (ISEA) provided a list of appropriate building contacts who were also association representatives. When these individuals were available, they were included in the group. The intent was to solicit responses from typical individuals so no attempt was planned to identify individuals considered extreme or deviant in their attitudes or role performance. While this was a compromise from the ideal of a random sample, there is no reason to believe that the teachers were selected according to demographic or attitudinal characteristics that would lead to biased results. The same researcher conducted all interviews. The teacher interviews began with a brief discussion of the research study that was being completed and a review of the interview protocol to be used. Permission to tape record the interviews, with an assurance of confidentiality, was sought and obtained from the teachers. To further protect confidentiality, demographic and other information was not obtained. This will prohibit a more detailed description of the teacher sample, but was chosen to encourage free and open responses to the interview questions. The typical teacher interview lasted 30 minutes.

Surveys

During the previous study in order to provide for a wider range of participation, a 4-point Likert scale survey was developed and administered in April 2002 (see Appendix XX). Survey items were constructed to assess the teachers' perceived effects of the variable pay on the participants, on the school climate, and on student achievement. Some items collected from over 100 items from prior studies on employee reactions to TBVP were adapted and other new items were written. Items were rated from "disagree" (1) to "agree" (4). This survey was again administered in April 2004 in the participating TBVP schools. An accompanying cover letter explained the purpose of the survey. The survey was distributed to all teachers and administrators included in the pay plan for the building along with an addressed, stamped envelope addressed to the Iowa Department of Education in the Grimes State Office Building.

Similarly a survey was sent to all teachers and administrators in the match schools. The questions in this survey were the same ones as the survey sent to the pilot schools except questions specific to TBVP were omitted.

Artifacts

Building demographic information was accumulated from the Basic Educational Data Survey (BEDS) documents and building websites. District goal information and test data were collected from the Comprehensive School Improvement Plan (CSIP), Annual Progress Reports (APR) for 2002-2003 and 2003-2004, and from the Annual Yearly Progress Web Site. Criterion-referenced tests (CRT) data and norm-referenced test (i.e. Iowa Tests, ITBS and ITED) data was collected for at least the last two years for each building. Information was gleaned from additional documents including the school's application for the pilot program and district documents.

Analysis

As an embedded case study, there were two units of analysis to be examined. At the finer grain of analysis, case studies were written for each school (Appendix A). In turn, these cases informed the larger unit of analysis. The ten cases were compared to create a cross case analysis, which form the main portion of these results.

The taped interviews both with the principal and with the teachers were transcribed to facilitate a content analysis of responses. The analysis sought to identify major themes or issues embedded in the principals' and teachers' responses to the questions. Standard qualitative methods of content analysis were employed.

The surveys were quantitatively tabulated with any additional comments noted. The units of the analysis were the individual staff member and the individual school. The means, standard deviations, and correlations of teachers' agreement ratings for the outcomes were computed (Appendix E). Factor analysis of the intercorrelations was conducted using SPSS software to determine which outcomes clustered together. Means, standard deviations, and intercorrelations among the variables were completed. Chi square tests were made to compare the results of the study schools with the comparison group.

To facilitate the management of the data an unordered meta-matrix (Merriam, 1988), that is a large chart organized by key variables, was designed to include key phrases, quotes, and other illustrations of a category. A coding system evolved from this. Data management was facilitated through the use of technology. The constant comparative method provided by Glaser and Strauss (1967) and adapted by Lincoln and Guba (1985) was undertaken. The synthesis of the data included identification of themes, ideas, and relationships. Hierarchies of concepts and categories and explanations of concepts were established when possible. Triangulation of information was completed for each concept established. Member checking was accomplished with principals and the interviewed teachers of the 10 schools. It should be noted that the teacher statements are based on limited samples and should be treated as suggestive and tentative rather than necessarily representative of all teachers in the schools.

Quantitative techniques were employed in the area of student achievement using the required assessment grades: 4, 8 and 11. Cohort growth using ITBS or ITED scores in the areas of reading comprehension and mathematics were calculated when the information was available.

Findings

Schools Earning Awards

During 2003-2004 all schools except two based their goals on multiple grades. Setting the goals on multiple grades takes out some of the variability of the scores from one year to the next by increasing the number of students tested. The two schools that based their goals on individual grades allowed for the variability by deciding that three out of four grades must reach their goals for the schools to be successful.

Table 3
Summary of the Approaches Buildings Used to Set Goals

District	Building	Received an Award	Assessment used G used to set goals; A as a multiple measure			
			ITBS	CBM	NWEA	SIMIII
Carroll	Adams Elementary	Yes	G		A	
Carroll	Middle School	Yes	G		A	
Davis County	Elementary	No	A	G		
Davis County	Middle School	Yes	A	G		
Des Moines	Oak Park ES	No	G	G		
Johnston	Lawson ES	No	G		A	
Johnston	Middle School	Yes	G		A	
Johnston	High School	Yes	G		A	
NE Hamilton	K-12	Yes	G			G
Stratford	Stratford ES	Yes	A	G		

*NWEA and SIM III are special forms of CBMs.

Key: A-Assessment administered. G-Assessment administered and used to set goals.

Of the 10 participating schools, seven schools met their goals and received awards of \$100 per student enrolled K-12 in the school to be divided among their staff (Table 4). Four of the schools receiving awards had also participated in 2001-02, but had failed to meet their goals at that time. Two of the schools received awards in 2001-02, but did not quite meet their targets in 2003-04. One school received an award during both years. One school did not receive an award either year.

Table 4
Schools Earning Awards

District	Building	Goals met?	AYP met?	Award?	Award earned
Carroll	Adams ES	Yes	Yes	Yes	\$27,400
Carroll	Middle School	Yes	Yes	Yes	\$38,200
Davis County	Elementary	No	Yes	No	
Davis County	Middle School	Yes	Yes	Yes	\$40,000
Des Moines	Oak Park ES	No	Yes	No	
Johnston	Lawson ES	No	Yes	No	
Johnston	Middle School	Yes	Yes	Yes	\$112,900
Johnston	High School	Yes	Yes	Yes	\$127,500
Northeast Hamilton	K-12	Yes	Yes	Yes	\$28,400
Stratford	Stratford ES	Yes	Yes	Yes	\$9,600
TOTALS		7	10	7	\$384,000

Student Achievement

Student achievement results for the TBVP schools were compared with the Match schools in the areas of reading comprehension and mathematics at the grades used to determining Adequate Yearly Progress (AYP), four, eight, and eleven. Only students who attended the schools for the full academic year (FAY) were included. Because these results are for one year only and are cross sectional results caution must be taken in their interpretation. The results are shown in Table 5.

Table 5
ITBS/ITED Results by School

			Percent Proficient				Change	
			2002-2003		2003-2004		02-03 to 03-04	
School	Grade	Status	Read	Math	Read	Math	Read	Math
Carroll, Adams ES	4	TBVP	79	80.6	83.9	82.3	4.9	1.7
Match School A	4	Match	81.1	77.8	82.5	82.5	1.4	4.7
Carroll, Carroll MS	8	TBVP	60.6	79.6	81.6	86.0	21	6.4
Match School B	8	Match	84.3	86.7	70.7	83.0	-13.6	-3.7
Davis County, Davis Co ES	4	TBVP	75.4	72.5	75.6	76.7	0.2	4.2
Match School C	4	Match	80	76.9	76.2	73.0	-3.8	-3.9
Davis County, Davis Co MS	8	TBVP	66.2	67.6	71.7	78.8	5.5	11.2
Match School D	8	Match	76.5	88.2	52.2	78.2	-24.3	-10
Des Moines, Oak Park ES	4	TBVP	60.9	58.7	65.2	78.3	4.3	19.6
Match School E	4	Match	80	76.9	53	51.1	-27	-25.8
Johnston, Johnston HS	11	TBVP	79.0	85.0	94.0	89.0	15	4
Match School F	11	Match	77.6	84.2	84.2	92.1	6.6	7.9
Johnston, Lawson ES	4	TBVP	88.0	92.0	92.0	91.0	4	-1
Match School G	4	Match	88.3	91.8	85.4	88	-2.9	-3.8
Johnston, Johnston MS	8	TBVP	85.0	89.0	87.0	89.0	2	0
Match School H	8	Match	81.8	84.4	85.1	88.7	3.3	4.3
Northeast Hamilton	4-8-11	TBVP	77.9	76.4	66.7	84.1	-11.2	7.7
Match School J	4-8-11	Match	64.6	70.9	77.5	77.5	12.9	6.6
Stratford, Stratford ES	4	TBVP	84.7	100.0	50.0	100.0	-34.7	0
Match School K	4	Match	62.6	75.0	67.0	92.0	4.4	17
TBVP Means		TBVP	75.67	80.14	76.77	85.52	1.1	5.38*
Match School Means		Match	77.68	81.28	73.38	80.61	-4.3	-0.67

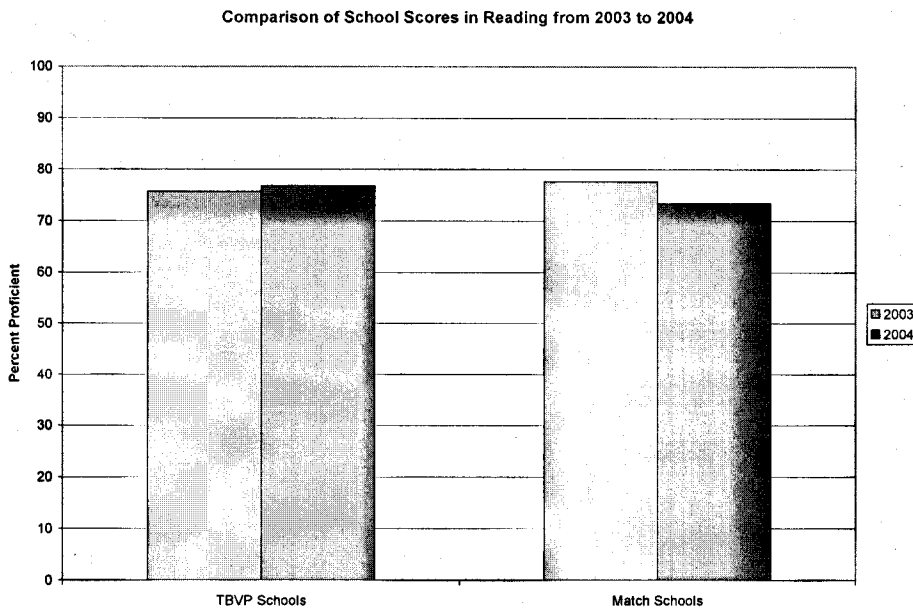
*Significant at .05

The TBVP schools improved slightly in reading while the Match schools fell slightly. Neither change was significant. In mathematics, the TBVP schools improved significantly while the Match schools made little change. On a school by school basis, eight of the TBVP schools showed an increase in their reading comprehension scores and two did not. The two schools that did not increase in reading did receive awards because they based their growth goals on curriculum based measures which had shown an

increase. Half of the Match schools (5) increased in reading comprehension and half did not.

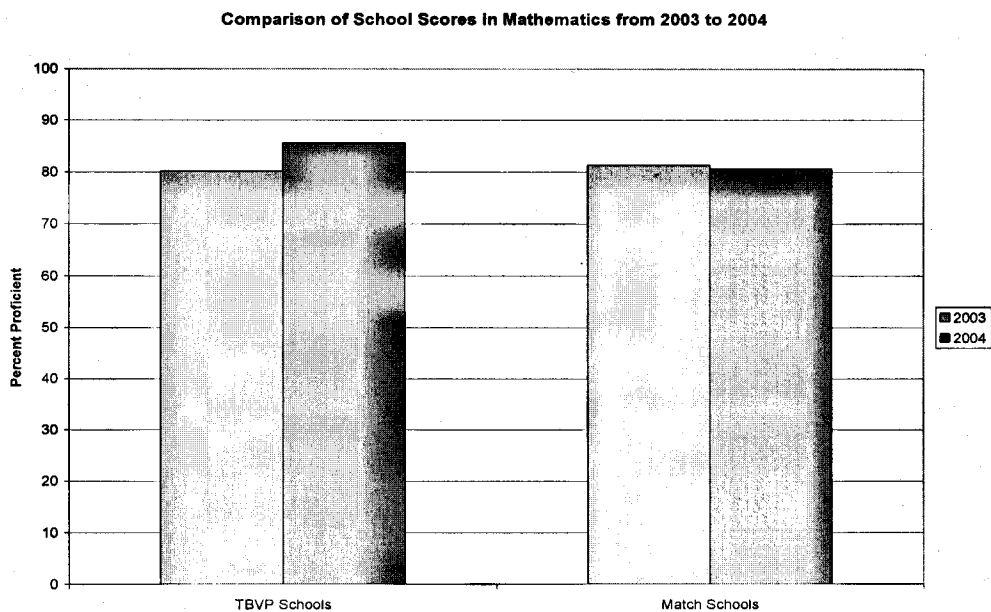
In the first pilot of TBVP implemented during the 2001-2002 school year the TBVP school increased an average of 3.27 percentage points in reading and 2.61 percentage points in mathematics. Neither of these changes was significant. School by school results for the participating schools in the first pilot are available in Appendix G.

Figure 1
Comparison of School Scores in Reading from 2003 to 2004



All TBVP schools improved the percent proficient in mathematics except one. The one school that did not improve in mathematics did not receive and award. Similarly to reading, half of the Match schools increased in mathematics and half did not.

Figure 2
Comparison of School Scores in Mathematics from 2003 to 2004



Teacher Motivation

Teacher motivation as a result of the TBVP program was assessed using a survey. Both the study schools and the comparison schools received surveys for staff members to complete. The surveys are available in Appendix D. Of the 675 surveys sent to schools, 429 (64%) were returned (Table 6). Of the 429 surveys, 56 failed to list the name of the school in which they are employed. Thirteen did not list either the district or the school in which they are employed. 258 (65%) surveys from TBVP schools were valid to be disaggregated by school. 115 (41%) surveys from comparison schools were valid to be disaggregated by school. The results from all surveys were used except when school level data was needed to complete the analysis. Complete results of the survey can be seen in Appendices A and E.

Table 6
Returned Survey Counts of the Pilot Schools

District, School	Surveys Sent	Valid Surveys Returned	Percent Valid Returns
Carroll, Adams Elementary School	18	8	44%
Carroll, Carroll Middle School	31	21	68%
Davis County, Davis Elementary School	42	20	48%
Davis County, Davis Middle School	24	14	58%
Des Moines, Oak Park Elementary School	31	17	55%
Johnston, High School	83	62	75%
Johnston, Lawson Elementary School	39	21	54%
Johnston, Middle School	84	66	79%
NE Hamilton, K-12	28	17	61%
Stratford, Elementary School	16	12	75%
TBVP No School Listed		39	
TBVP Total	396	297	75%
Match Schools	279	115	41%
Match No School Listed		17	
Match Total	279	132	47%
Grand Total	675	429	64%

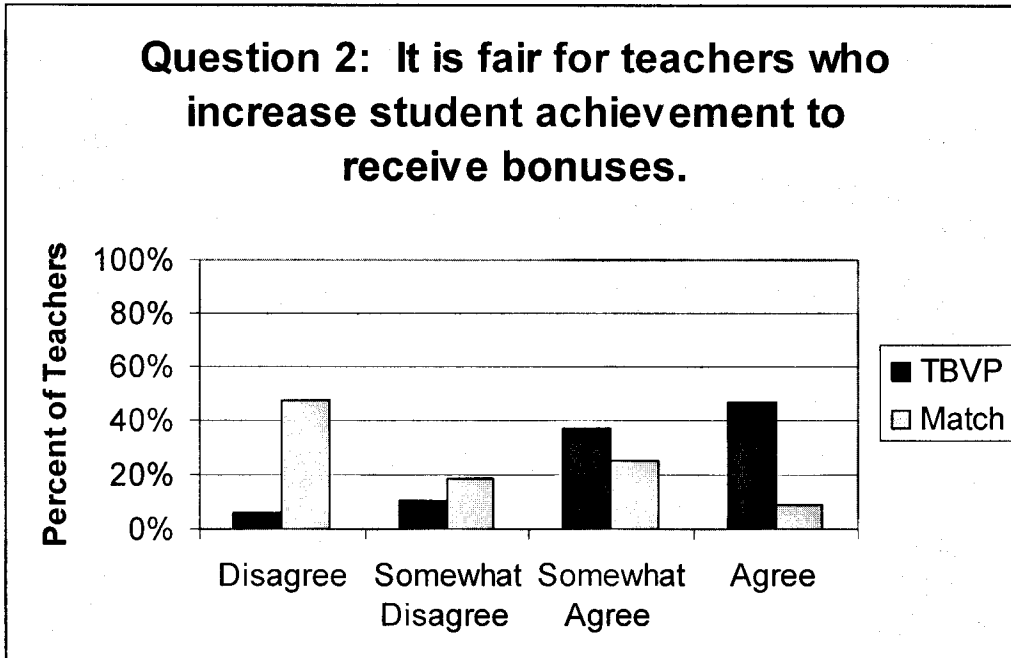
Survey results ranging from disagree (1) to agree (4) were averaged by teacher and weighted by school. Surprisingly, very little difference was seen whether the means were calculated individually or weighted by school. The survey results were for the most part consistent with the interview findings in the TBVP schools. Using a factor analysis, the survey was reduced to four factors: (1) value of the program/leadership, (2) motivation, (3) concerns, and (4) goals.

The TBVP schools and the comparison schools differed significantly on some of the survey questions as shown in Table F-1. This variance could be due to a number of reasons including:

1. There are significant differences in the schools that apply to become TBVP schools and those that do not.
2. TBVP causes significant differences in a school due to the program itself.

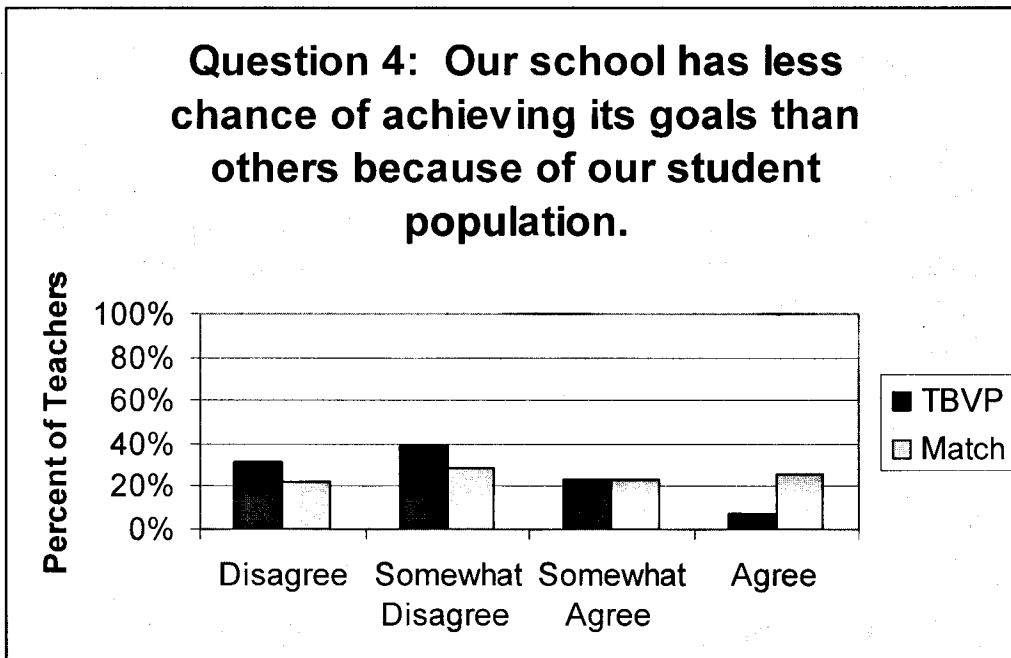
For example, on question number two, "It is fair for teachers who increase student achievement to receive bonuses," TBVP teachers averaged 3.24 while the match school teachers averaged 1.96 as seen in the following graph.

Figure 3



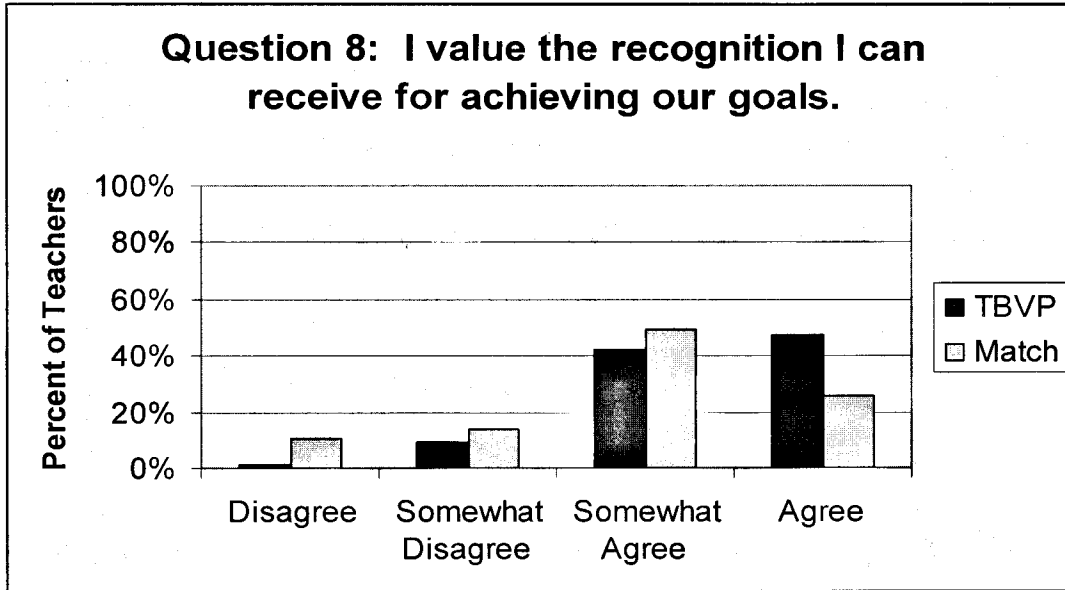
TBVP schools (2.06) and their match schools (2.53) also differed on Question 4, “Our school has less chance of achieving its goals than others because of our student population” as shown in Figure 4.

Figure 4



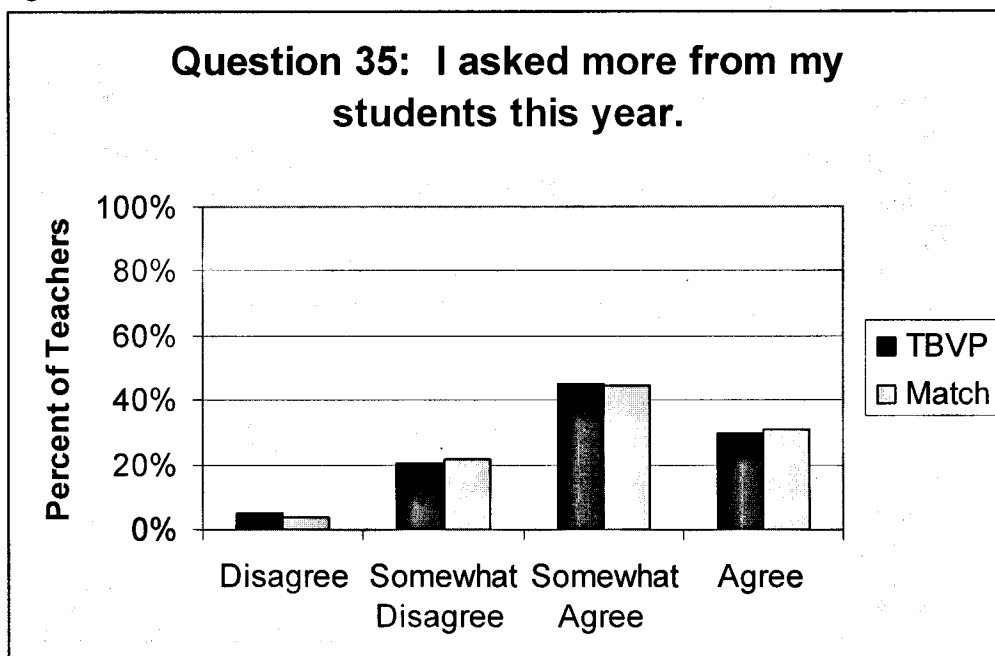
Question number 8, "I value the recognition I can receive for achieving our goals" also brought out some differences between the staffs at TBVP schools (3.36) and their match schools (2.91) as seen in Figure 5.

Figure 5



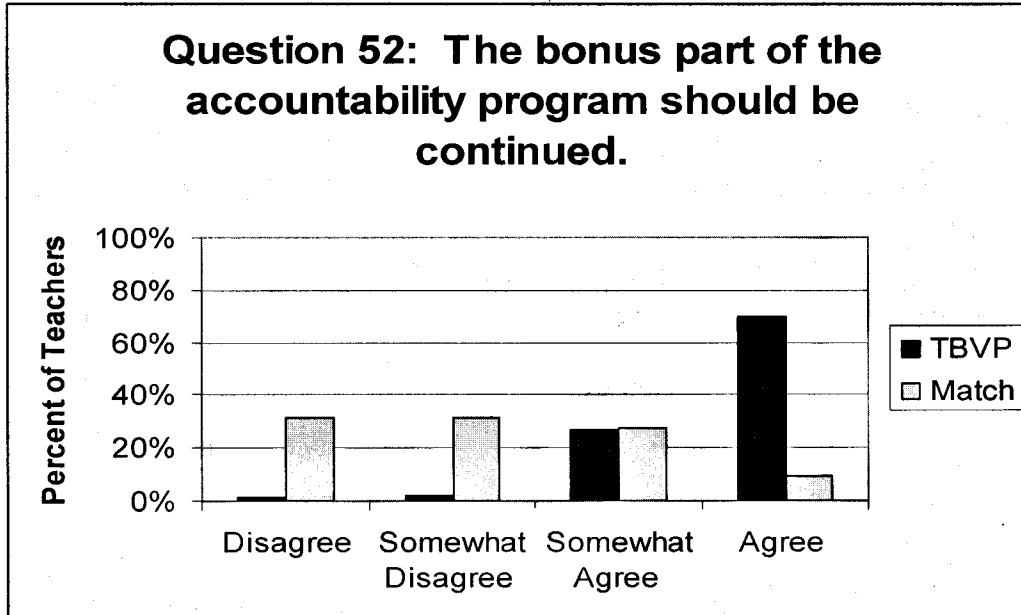
Both groups of teachers answered similarly on Question 35, "I asked more from my students this year." The TBVP group had a mean average score of 2.99 and the match group's mean score was 3.02.

Figure 6



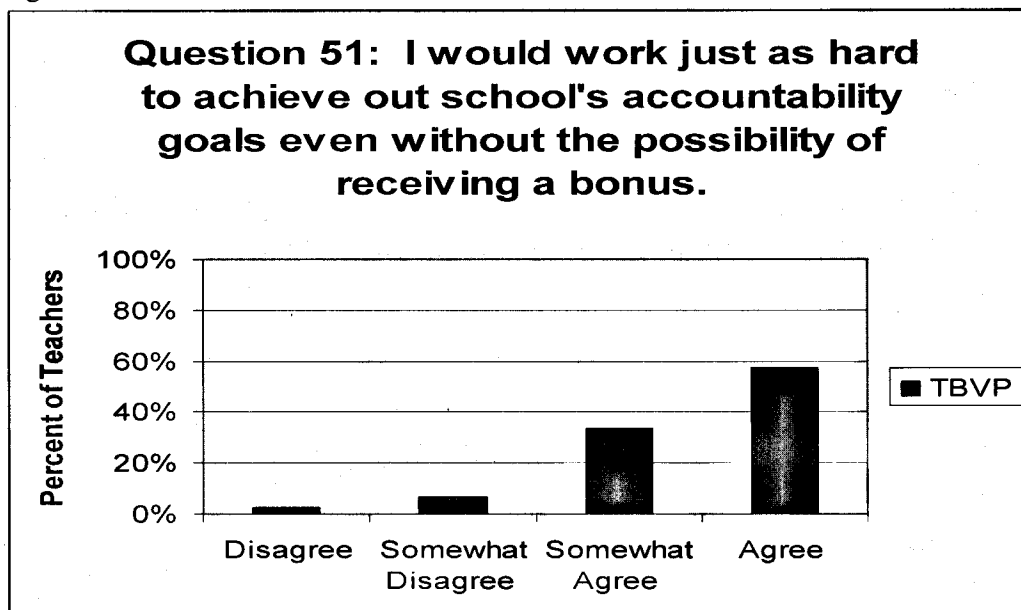
Question number 52, "The bonus part of the accountability program should be continued" was the question that gave the largest mean differences between the TBVP Schools (3.65) and their match schools (2.15).

Figure 7



Question number 51, "I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus," was applicable only to the TBVP schools. Their mean score was in the agree range, 3.47 (Figure 8).

Figure 8



When the survey was evaluated by strand little difference in the mean values was seen from the survey completed the last time TBVP was offered two years ago. The standard deviations were larger than the first pilot.

Table 7

Factor	2001-02		2003-04	
	Mean	Std. Dev.	Mean	Std. Dev.
Fairness of the Bonus	3.09	0.612	3.18	0.849
Motivation	3.21	0.465	3.25	0.811
Leadership	3.17	0.770	3.28	0.802
Value of the Bonus	2.95	0.529	3.02	0.937
Goals	3.31	0.582	3.23	0.741
Enablers	3.33	0.409	3.36	0.698
Value of the Program	2.80	0.317	2.83	0.886
Problems and Concerns	2.31	0.614	2.44	0.891

Benefits of TBVP

Goals

By most of the TBVP schools, TBVP was seen as an additional incentive for goals that they are already working hard to achieve. TBVP was an incentive for all staff to be "on the same page and working toward the same goals." One administrator noted that having all staff involved and rewarded when students' met their goals was positive feedback for the entire staff.

The amount of change needed to meet the goal measured as an effect size did not effect whether or not the school met it goal or not and did not effect the size of the actual student gains. Schools that set larger goals that were still reasonable were just as likely to receive an award as schools that set smaller very focused goals.

Teamwork

Almost all of the TBVP schools noted the teamwork of their teachers. Staff collaboration and involvement was seen as increasing. Lesson planning (individual and team) was more deliberate. One school noted that "we have had good teamwork in the Middle School for quite a few years now, but it is getting more professional." Staff used each other as resources more that ever before. Many staffs made a united effort. A teacher noted that an additional plus was that the students saw the staff working together.

In one school the staff had been teaming by grade level groups during the previous years. During the TBVP year the staff worked together in ways other than a grade level. Articulation between grade levels was improved.

Rewards

TBVP was discussed as a good incentive for a school district. "We had nothing to lose by participating in the TBVP Program because we are already doing so many things to improve student learning." One group of teachers noted that the TBVP did not add extra work, but rather rewarded them for doing their job well. They saw this as a win-win situation for students and staff. They noted that the work needs to be accomplished with or without the benefit of TBVP.

One school was very proud that they had been successful during the last pilot. Their teachers liked having an extrinsic award as well as the intrinsic awards of having their students perform well. A teacher noted that TBVP as a reward for doing a good job in an occupation that doesn't always have extrinsic rewards.

A teacher noted that TBVP just makes sense. All teachers should receive a bonus if one is given since one class may have a larger group of low students. One teacher may 'plant the seed' and another 'harvests' the learning.

Even though there are no penalties involved in TBVP, a teacher articulated that it feels like there is a consequence. "If a school does not meet their objectives as a result of TBVP they are penalized by not receiving any monies. This is very frustrating."

Concerns about TBVP

Overshadowed by No Child Left Behind

No Child Left Behind (NCLB) legislation was seen as a greater push than TBVP to improve student achievement. Many staff members expressed the feeling that TBVP was overshadowed by the challenges of meeting Adequate Yearly Progress (AYP), a part of NCLB. Many staffs stated that they did not want to be identified as a SINA school (a result of not making AYP). A teacher stated that TBVP is a positive thing, but many people associate TBVP with NCLB. Because the staff felt that NCLB was imposed upon them, TBVP was viewed as being negative as well. One teacher said "NCLB is more on the minds of teachers than variable pay and it's hard to separate the two." Another noted that it is "difficult to determine if the emphasis on achievement (in my school) was due to NCLB or TBVP." Still another teacher stated, "I think NCLB had a bigger impact on what helped our students, not TBVP."

Disrespect for Professionals

Some teachers believe that they are working as hard as they can. One stated that "it is an insult to my professionalism to infer that I will work harder if I am paid more. Our staff already works very hard." Another noted that the staff at their school is very dedicated to the success of each student. One teacher remarked that "all teachers work extraordinarily hard regardless of a bonus." Still another teacher declared that she "forgot about it many times, but still worked toward the goal." A staff member declared that the money is a nice perk, but not enough to change all my thinking.

Several teachers emphasized that they would focus on student growth irregardless of TBVP. One school staff was especially outspoken on this topic. Here is what I heard at this school: "Good teachers teach their best regardless of compensation. They may not stay in the teaching field if they don't have enough to live on, but if they do, money doesn't affect what they give to their students." "Leave me alone and let me teach!" "You could pay me \$6000 more and it wouldn't change how or what I teach. Good teachers always give their best to all students."

In contrast, another teacher took issue with the fact that the award was given to the entire school. "Parents and students become upset when I have assessed with a group grade. This is because some people do all the work. For me this is true of this program, TBVP."

Assessments

The outcry over the use of a particular assessment was surprising since the school staff chooses what assessment will be used to measure the goals in TBVP. Many may have used ITBS or ITED because it is what is used to measure progress under NCLB and they didn't need or want additional goals.

Several teachers expressed a concern at measuring the goals using the proficiency cut point. Some students may make great growth and still not reach the proficiency cut point. These students could have improved tremendously, but the progress is not visible when the goals are reviewed. Similarly another educator noted that "Goals set at proficiency leave out the need for all students to learn and improve." Another noted that the "ITBS measure is a very limited. It is not a good tool for rating achievement in our school." Some of the schools have been successful in fostering student growth in recent years. There were concerns in these schools that "continued growth will become more difficult over long durations."

Outside Variables

One school added consequences regarding the assessment for the students. A teacher wrote, "I think we met our goals because there was a consequence for kids if they didn't reach proficiency and the kids didn't want to take that class! It had nothing to do with teaching – the kids tried harder!"

One educator noted that there is a need to concentrate on our students having supportive parents and parents who respect education and teachers as a whole. Another wrote that sometimes it is impossible to achieve the goal due to the child's life outside of school.

Pressure

Some of the teachers saw the work as very time consuming especially the time spent working on strategies for improvement with each team. "Everything we are doing now requires a lot of extra work. NCLB has created a lot of extra pressures." One teacher noted that he doesn't believe it was just this program that created the extra stress, but

rather the combination of all the other programs they have instigated as well as TBVP.” Note that TBVP requires only minimal documentation on the part of schools and none by individual teachers (Appendix B). However, school leadership often required additional documentation from teachers as part of the professional development work completed by the school to facilitate accountability and growth in the staff members as they work together to meet the goals. Many of the principals and curriculum directors interviewed stated that this increase would be taking place whether or not they were participating in TBVP.

Discussion and Conclusions

The results of this study, like its predecessor in 2002, has some inconsistencies. The results like the previous study indicate that TBVP increases the focus on student achievement goals and teamwork. Student achievement in mathematics increased significantly in the TBVP schools. Student achievement in reading increased, but not significantly compared to the match schools. The 2002 study had indicated positive, but nonsignificant gains in both reading and mathematics. The major detriment of TBVP is that many teachers feel that it is disrespectful of their professionalism. Two other concerns about TBVP were also evident. First, many of the TBVP school educators noted that NCLB was paramount on their mind overriding the effects of TBVP. Second, many educators stated that TBVP did not have any effect on their practice. The money is a nice perk, but it was not the primary reason for any changes in their school.

Implications

The following issues became apparent during the course of this study.

Issue one: Goals are the most motivating part of TBVP. However, the goals are often similar to the goals set for NCLB. Schools set their own goals for TBVP. Some schools adopted the same goals that were set district wide for their building. Others chose focused goals based on narrower aspects such as reading fluency or mathematics computation. The amount of change needed to meet the goal measured as an effect size made no apparent difference in whether or not a school received an award. Similarly the size of the goal did not affect the size of the actual student gains.

Issue two: Educators in Iowa appreciated that they had local control over TBVP. The local school decided whether or not to apply. If they chose to apply, they chose what goals that they would meet. They decided how the award would be distributed. Because of this the extra pressure often caused by programs such as TBVP in other states was seldom seen in the TBVP pilot schools.

Issue three: Some desirable outcomes were apparent such as increased teamwork and focus on goals. Similarly some undesirable outcomes were also apparent including teachers who felt that TBVP was a challenge to them professionally. Still other teachers saw TBVP as making little difference in what they do. They emphasized that they would focus on student growth irregardless of TBVP or NCLB. For TBVP to be effective the system must be designed so that the positives of TBVP outweigh the negatives.

Issue four: The model needs time for implementation. Research to study the impact of this program must be long-term. The survey given to the TBVP school staff members and the match school staff members indicated some differences between the aggregate feelings of the staff members. Whether this difference is due to TBVP or to some preexisting condition is not immediately evident. It could be that there are some unique qualities in the administration or in the staff that lead the school to apply to become a TBVP school.

Issue five: School leadership is a factor in the acceptance of TBVP and in the value of the program as seen by the staff. School administrations lead the school staff members to consider and apply for TBVP. Communication by the leadership is essential. However, this has been difficult to document within or between schools. On the survey there were no significant differences on questions about leadership between the TBVP schools and the match schools.

Future

TBVP has been funded for an additional pilot year during 2004-2005. Nine schools have been accepted into that pilot including four that were involved in the 2003-2004 pilot. Five schools that had participated in TBVP in the past have chosen not to participate during 2004-2005. The reasons for not participating are varied. Two schools had new principals that did not feel that they knew enough to participate in TBVP during their first year. One school did not realize that the program was going to be available again. In the past central office personnel in this district had kept principals informed, but failed to advise the principals that it was available for 2004-2005. Another school opted out this year because they had reworked their criterion based assessments and did not feel that the baseline data to construct a goal was available. Yet another principal noted that although the money was a good incentive, building staff felt that the possible NCLB sanctions were more of an incentive to improve their scores. He also noted that some teachers in his building believed motivation for teachers should be intrinsic rather than extrinsic. Another edition of this study will be available in December 2005.

Limitations

Conclusions reached by this study after one successive year of implementation are tentative. Complete results should not be expected until three years or more after the program is fully implemented. The findings are particular to Iowa. There may be something unique about Iowa or about the schools that participated in TBVP that make generalizations of these findings to other situations inadvisable.

The results reflect substantial methodological limitations. Each school involved in TBVP had its own curriculum and assessment system. Student level quantitative data across schools was only available at grades 4, 8 and 11 using ITBS and ITED. Measures of school performance were subject to measurement error.

Appendix A Case Studies of the Ten Iowa Pilot Schools

Carroll Community School District: Adams Elementary School

The Carroll School District is located in west central Iowa. The district serves approximately 1778 students. Five school buildings all located in Carroll, population 10,106, house the district's students. Sue Ruch has been the principal of the Adams Elementary School which serves grades four and five, for three years. She has been employed by the Carroll School District for 26 years. This school did not participate in TBVP in 2001-2002.

According to the 2003-2004 BEDS documents, Adams Elementary reported a student enrollment of 274 with 26 percent of the students receiving free or reduced priced lunches. The minority rate was recorded as five percent. The full time equivalent of 16.35 certified teachers serve this building making the student to certified teacher ratio 16.76.

Assessments

Table A-1

Assessments Administered at Adams Elementary School

	4	5
ITBS: Complete Battery	April	April
NWEA Reading, Mathematics, Language Usage, and Science	Sept/ April	Sept/ April

Table A-2

Percent Proficient on ITBS, Fourth Grade All Students

Subject	Grades	2001-2002 Percent Proficient	2002-2003 Percent Proficient	2003-2004 Percent Proficient
Reading Comp	4	69.5%	79.8%	82.4%
Mathematics	4	75.4%	80.7%	80.5%

Table A-3

ITBS Reading Comprehension and Mathematics Total Average National Grade Equivalent and National Standard Scores

	Reading Comprehension		Mathematics Total	
	NGE	NSS	NGE	NSS
Grade 4 (2002-2003)	5.7	212.9	5.4	209.4
Grade 5 (2003-2004)	7.3	233.4	6.9	229.1
Growth	1.6	20.5	1.5	19.7

Table A-4
NWEA Tests given September 2003 and April 2004, Median RIT Scores by Grade

Test/Grade	Reading	Math	Language Usage	Science
4 Pretest	205	204	205	NA
4 Posttest	210	213	213	203
Growth	5 RIT Points	9 RIT Points	8 RIT Points	
5 Pretest	211	213	212	NA
5 Posttest	216	220	219	207
Growth	5 RIT Points	7 RIT Points	7 RIT Points	

Goals and Goal Achievement

The school goal is to increase the mean score of students on Reading Comprehension and Mathematics Total as measured by the Iowa Test of Basic Skills. This increase is greater than the amount of growth as determined between the 2002 and 2003 data. Like all schools piloting TBVP, Adams School must also demonstrate Adequate Yearly Progress in 2003-2004.

Table A-5
Assessment: ITBS
Iowa Tests of Basic Skills National Grade Equivalent Growth

Subject	Grades	Goal Growth 2002-2003 to 2003-2004	Mean Growth 2001-2002 to 2002-2003	Mean Growth 2002-2003 to 2003-2004
Reading Comp	4	1.5 NGE Growth	1.4 NGE Growth	1.5 NGE Growth
	5	1.4 NGE Growth	1.3 NGE Growth	1.6 NGE Growth
Mathematics	4	1.5 NGE Growth	1.4 NGE Growth	1.6 NGE Growth
	5	1.5 NGE Growth	1.4 NGE Growth	1.5 NGE Growth

Adams Elementary School demonstrated Adequate Yearly Progress in 2003-2004 and was not on Watch Status or a School in Need of Assistance at the end of the 2003-2004 school year. The school met its goals and received an award for the 2003-2004 school year.

Compensation Plan

The award will be divided equally by the licensed staff members in the building on a full-time equivalent (FTE) basis.

Enablers and Detractors

Enablers that Adams Elementary School has toward meeting their goals as viewed by the administration and staff:

- Quality staff development since summer of 2001.
- All teachers including the physical education teacher and the guidance counselor are reading teachers.

- Use of reading logs.
- Close monitoring of assessments and other data.
- Staff paying more attention to data.
- Training on “Classroom Instruction that Works” through MCREL.
- Learning teams have worked on additional Marzano strategies as part of a school reform grant.
- Six Traits of Reading and Six Traits Writing.
- Peer coaching.
- Use of SMART goals.
- Use of action plans and planning.
- Training for new teachers includes an accelerated update of professional development that has been implemented in the school.
- Good school leadership.
- Gathering of implementation data through principal “walk-through” observations.

Detractors that Adams Elementary School has toward meeting their goals as viewed by the administration and staff:

- Incoming cohort scored lower than outgoing cohort on the ITBS.
- Larger class sizes due to enrollment increase.

Benefits and Concerns about TBVP

Adams school staff felt that there was more of a focus on NCLB than on TBVP during the school year. They did not want to be identified as a SINA school. Overall the staff felt that there was little change in their approach. All students’ learning was facilitated and encouraged, high students as well as those scoring in the nonproficient range. They appreciated that the TBVP bonus did not add extra work, but rather rewarded them for doing their job well. They also noted that they liked that TBVP was a team effort with teachers working together.

The staff listed no negatives about TBVP. They noted that it would be even more difficult next year to continue the growth that their students demonstrated this year.

Survey Results

Table A-6

Carroll, Adams Elementary School

Means and Standard Deviations for Survey Items for All Certified Staff

Ratings: 1 (disagree), 2 (somewhat disagree), 3 (somewhat agree), or 4 (agree)

Number	Question	Count	Mean	Std Dev
Q1	The size of the bonus I could receive is fair.	8	3.38	0.744
Q2	It is fair for teachers who increase student achievement to receive bonuses.	8	3.50	0.756
Q3	Only teachers should be included in the bonus program.	8	2.38	1.302

Number	Question	Count	Mean	Std Dev
Q4	Our school has less chance of achieving its goals than others because of our student population.	8	1.50	0.535
Q5	I receive personal satisfaction from meeting goals.	8	3.88	0.354
Q6	Some teachers who do not deserve it will receive bonuses.	8	2.50	1.069
Q7	It is appropriate for support staff to receive bonuses.	8	3.13	0.835
Q8	I value the recognition I can receive for achieving our goals.	8	3.25	0.886
Q9	I believe that if I work hard my students will meet our student achievement goals.	7	3.43	0.535
Q10	I receive personal satisfaction from my students improved performance.	8	3.88	0.354
Q11	A goal for team-based variable pay is to reward accomplishments in teaching.	8	3.75	0.463
Q12	I will be distressed if my students do not improve.	8	3.38	0.744
Q13	I am satisfied with my job.	8	3.63	0.518
Q14	The possibility of earning a bonus itself motivates me to improve student achievement.	8	2.38	0.916
Q15	Parents and community members are supportive of my teaching efforts.	8	3.25	0.707
Q16	Meeting student achievement goals is a source of professional pride.	8	3.75	0.463
Q17	There has been adequate communication to staff about the bonus process and program.	8	2.50	0.926
Q18	The principal works with us to achieve our accountability goals.	8	2.75	1.165
Q19	The principal is supportive of my teaching efforts.	8	3.25	0.707
Q20	I have a high likelihood of receiving a bonus.	7	2.71	0.951
Q21	I am satisfied with my salary.	8	3.38	0.518
Q22	A \$1000 bonus is desirable.	8	3.75	0.463
Q23	If the bonus were increased to \$3000 my motivation to meet our school's goals would greatly increase.	8	2.13	0.991
Q24	There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	8	3.50	0.756
Q25	The team-based variable pay pilot has led to a greater focus on achievement in my school.	8	2.75	0.886
Q26	Our school's student achievement goals are specific.	8	3.38	0.744

Number	Question	Count	Mean	Std Dev
Q27	The student achievement goals provide strong focus for our work.	8	2.88	1.126
Q28	Our school's student achievement goals are attainable.	7	3.14	0.690
Q29	I have the content knowledge needed to improve student achievement.	8	3.75	0.463
Q30	I have the teaching skills needed to improve student achievement.	8	3.75	0.463
Q31	There is an undo focus on helping low students improve.	7	2.14	0.690
Q32	The assessments we use to measure our goals are fair.	8	2.63	0.518
Q33	Our school's student achievement goals are challenging.	8	3.63	0.518
Q34	The curriculum drives what takes place in the classroom.	8	3.63	1.061
Q35	I asked more from my students this year.	8	3.25	0.707
Q36	Higher teacher compensation will result in higher student achievement.	7	2.71	0.756
Q37	I am doing things differently as a result of the team-based variable pay pilot project.	7	1.57	0.787
Q38	Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	8	2.75	0.707
Q39	My school focused more on student success as a result of team-based variable pay.	8	2.50	1.069
Q40	Student achievement improved in our school during the past year.	7	3.29	0.756
Q41	Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	8	2.38	1.302
Q42	Teachers work together and help each other try to improve student achievement.	8	3.25	1.035
Q43	I need better understanding of student achievement data.	8	2.00	0.926
Q44	Because of the emphasis on testing our curriculum has become too narrow.	8	2.63	1.188
Q45	Team-based variable pay has not resulted in much change at my school.	8	2.50	1.195
Q46	The principal is an academic leader in my school.	8	2.88	1.246
Q47	Objectives based on standardized tests force teachers to teach the test.	8	3.38	0.916
Q48	Team-based variable pay requires a lot of extra work.	8	1.88	0.835

Number	Question	Count	Mean	Std Dev
Q49	Participation in the team-based variable pay pilot greatly increased the stress and pressure I felt this year.	8	1.75	0.886
Q50	I receive sufficient professional development at my school.	8	3.25	0.707
Q51	I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	8	3.63	0.518
Q52	The bonus part of the accountability program should be continued.	8	3.75	0.463

Carroll Community School District: Carroll Middle School

The Carroll School District is located in west central Iowa. The district serves approximately 1778 students. Five school buildings all located in Carroll, population 10,106, house the district's students. Rob Cordes has been the principal of the Carroll Middle School which serves grades six through eight, for four years. Rob is in his twentieth year of work in education. This is his third year at Carroll Middle School. This school did not participate in TBVP in 2001-2002.

According to the 2003-2004 BEDS documents, Carroll Middle reported a student enrollment of 382 with 27 percent of the students receiving free or reduced priced lunches. The minority rate was recorded as four percent. The full time equivalent of 28.4 certified teachers serve this building making the student to certified teacher ratio 13.45.

Assessments

The assessments administered to the students at Carroll Middle School are shown below.

Table A-7
Assessments Administered at Carroll Middle School

	6	7	8
ITBS: Complete Battery	April	April	April
NWEA Reading, Mathematics, Language Usage, and Science*	Sept/ April	Sept/ April	Sept/ April

*Science was given in April only.

Table A-8
Percent Proficient on ITBS, Eighth Grade All Students

Subject	Grades	2001-2002 Percent Proficient	2002-2003 Percent Proficient	2003-2004 Percent Proficient
Reading Comp	8	66%	61%	78.9%
Mathematics	8	79%	80%	85.2%

Table A-9
ITBS Reading Comprehension and Mathematics Total
Average National Grade Equivalent and National Standard Scores

	Reading Comprehension		Mathematics Total	
	NGE	NSS	NGE	NSS
Grade 6 (2002-2003)	7.7	237.9	7.4	234.8
Grade 7 (2003-2004)	8.9	250.7	9.0	252.0
Growth	1.2	12.8	1.6	17.2
Grade 7 (2002-2003)	9.1	252.9	9.2	254.3
Grade 8 (2003-2004)	10.7	266.9	10.7	266.7
Growth	1.6	14	1.5	12.4

Table A-10

NWEA Tests given September 2003 and April 2004, Median RIT Scores by Grade

Test/Grade	Reading	Math	Language Usage	Science
6 Pretest	216	217	217	NA
6 Posttest	222	228	223	215
Growth	6 RIT Points	11 RIT Points	6 RIT Points	
7 Pretest	216	222	220	NA
7 Posttest	222	232	224	219
Growth	6 RIT Points	10 RIT Points	4 RIT Points	
8 Pretest	219	227	224	NA
8 Posttest	226	234	226	223
Growth	7 RIT Points	7 RIT Points	2 RIT Points	

Goals and Goal Achievement

The goal is to increase the percent of students performing at the proficient level by three percent in Reading Comprehension and Mathematics Total as measured by the Iowa Test of Basic Skills. This increase is greater than the amount of growth as determined between the 2002 and 2003 data. Like all schools piloting TBVP, Carroll Middle School must also demonstrate Adequate Yearly Progress in 2003-2004.

Table A-11

Percent Proficient on ITBS

Subject	Grades	Goal Percent Proficient	2002-2003 Percent Proficient	2003-2004 Percent Proficient
Reading Comp	6, 7, & 8	71.36%	68.36%	79.7%
Mathematics	6, 7, & 8	79.68%	76.68%	82.2%

Carroll Middle School demonstrated Adequate Yearly Progress in 2003-2004 and was not on Watch Status or a School in Need of Assistance at the end of the 2003-2004 school year. The school met its goals and received an award for the 2003-2004 school year.

Compensation Plan

The awards will be equally divided by all licensed staff in the building based on the percentage of full-time equivalency they spend in the building.

Enablers and Detractors

Enablers that the Carroll Middle School has toward meeting their goals as viewed by the administration and staff:

- Interdisciplinary teams meet daily during time built into the schedule.
- Close monitoring of assessments and other data during the past three years.
- Staff paying more attention to data.
- Building Improvement Team in place.
- Working hard at reading achievement building wide.
- All teachers are teachers of reading.
- Working to involve all students in meeting goals not just the low students.
- Training on "Classroom Instruction that Works" through MCREL.
- Learning teams in place.
- Special education faculty are members of learning teams.
- Many learning teams have become cohesive hard working teams.
- Staff members are sharing ideas during structured planning time.
- Students have been encouraged to write goals regarding assessments.
- Parent and student review the last four years of the student's assessment results. This has sent the message that the scores are important.
- Some teachers giving rewards for no late work.
- Use of multiple intelligences strategies to help all kids.
- Blooms taxonomy posted in some classrooms and articulated by teachers.
- Curriculum mapping with vertical articulation has been completed.
- Learning teams have worked on additional Marzano strategies as part of a school reform grant.
- Summer school program for students began two years ago for reading; last year math was added.
- Teachers have participated in a series of workshops on improving instruction and using data in the classroom.
- Working to improve student vocabulary.
- Training on the 6 Traits of Reading and 6 Traits of Writing.
- CRISP training helping staff encourage students to pick best strategies to help themselves.
- Integration of technology into the classrooms.
- Approximately 15 minutes of reading during STAR (homeroom) time.
- At least one book report each semester required for some students.
- Great kids and staff.
- Effective leadership team.
- Support for all areas including academics, fine arts, and special education.
- Support in getting resources and materials needed by teachers.
- Accommodating Media Specialist.
- Helpful middle school Technology Coordinator.
- Mobil technology lab.
- Cooperative learning is being used effectively to help students with leadership, people, and team skills.

Detractors that Carroll Middle School has toward meeting its goals as viewed by the administration and staff:

- Lack of time for students to work on reading.
- Time necessary for staff to attend meetings and time for collaboration. While the interviewed team listed many benefits of the teams, a teacher also noted that time spent in teams could have been spent organizing lessons.
- Attendance is a problem for some students.
- The multitude of variables in student achievement that are beyond the control of school staff members.
- Students coming to school with a variety of personal issues.
- Some students not motivated to learn.

Benefits and Concerns about TBVP

Administration sees TBVP as an additional incentive for goals that they are already working hard to achieve. Staff members noted that staff collaboration has increased. Lesson planning is more deliberate. The components seen in Marzano's work are integrated within the lessons. Graphic organizers are sometimes used.

Teaching staff agreed that TBVP was seen as adding to what is already being done. Teachers are attempting to reach the students that especially need help. Teachers are using lectures less and good, guided questioning techniques more.

The teachers expressed a concern at measuring the goal using the proficiency cut point. Some students (e.g., special education and other students) may make great growth and still not reach the proficiency cut point. These students could have improved tremendously but the progress is not seen when the goals are reviewed.

Survey Results

Table A-12

Carroll, Carroll Middle School

Means and Standard Deviations for Survey Items for All Certified Staff

Ratings: 1 (disagree), 2 (somewhat disagree), 3 (somewhat agree), or 4 (agree)

Number	Question	Count	Mean	Std Dev
Q1	The size of the bonus I could receive is fair.	18	3.39	0.698
Q2	It is fair for teachers who increase student achievement to receive bonuses.	20	3.40	0.598
Q3	Only teachers should be included in the bonus program.	21	2.14	1.062
Q4	Our school has less chance of achieving its goals than others because of our student population.	20	2.45	0.759
Q5	I receive personal satisfaction from meeting goals.	21	3.85	0.366
Q6	Some teachers who do not deserve it will receive bonuses.	21	2.29	1.102
Q7	It is appropriate for support staff to receive	21	3.35	0.671

Number	Question	Count	Mean	Std Dev
	bonuses.			
Q8	I value the recognition I can receive for achieving our goals.	21	3.39	0.608
Q9	I believe that if I work hard my students will meet our student achievement goals.	21	3.47	0.513
Q10	I receive personal satisfaction from my students improved performance.	21	3.84	0.375
Q11	A goal for team-based variable pay is to reward accomplishments in teaching.	21	3.33	0.658
Q12	I will be distressed if my students do not improve.	21	3.30	0.571
Q13	I am satisfied with my job.	21	3.58	0.507
Q14	The possibility of earning a bonus itself motivates me to improve student achievement.	20	2.25	1.164
Q15	Parents and community members are supportive of my teaching efforts.	21	3.40	0.681
Q16	Meeting student achievement goals is a source of professional pride.	21	3.60	0.503
Q17	There has been adequate communication to staff about the bonus process and program.	21	2.52	1.030
Q18	The principal works with us to achieve our accountability goals.	21	3.50	0.607
Q19	The principal is supportive of my teaching efforts.	21	3.55	0.686
Q20	I have a high likelihood of receiving a bonus.	20	2.60	0.681
Q21	I am satisfied with my salary.	21	2.45	0.945
Q22	A \$1000 bonus is desirable.	21	3.60	0.598
Q23	If the bonus were increased to \$3000 my motivation to meet our school's goals would greatly increase.	21	2.33	1.238
Q24	There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	20	3.05	0.945
Q25	The team-based variable pay pilot has led to a greater focus on achievement in my school.	21	2.71	0.956
Q26	Our school's student achievement goals are specific.	21	3.50	0.688
Q27	The student achievement goals provide strong focus for our work.	21	3.25	0.639
Q28	Our school's student achievement goals are attainable.	20	3.42	0.607
Q29	I have the content knowledge needed to improve student achievement.	21	3.55	0.510
Q30	I have the teaching skills needed to improve student achievement.	21	3.63	0.496

Number	Question	Count	Mean	Std Dev
Q31	There is an undo focus on helping low students improve.	20	2.35	0.996
Q32	The assessments we use to measure our goals are fair.	20	2.89	0.567
Q33	Our school's student achievement goals are challenging.	21	3.26	0.562
Q34	The curriculum drives what takes place in the classroom.	21	3.16	0.602
Q35	I asked more from my students this year.	21	2.95	0.848
Q36	Higher teacher compensation will result in higher student achievement.	21	2.68	0.820
Q37	I am doing things differently as a result of the team-based variable pay pilot project.	21	2.67	1.065
Q38	Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	21	2.57	0.978
Q39	My school focused more on student success as a result of team-based variable pay.	21	2.48	1.030
Q40	Student achievement improved in our school during the past year.	21	3.58	0.507
Q41	Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	21	2.81	1.078
Q42	Teachers work together and help each other try to improve student achievement.	21	2.74	0.933
Q43	I need better understanding of student achievement data.	21	2.63	0.761
Q44	Because of the emphasis on testing our curriculum has become too narrow.	20	2.44	0.856
Q45	Team-based variable pay has not resulted in much change at my school.	20	1.95	0.759
Q46	The principal is an academic leader in my school.	20	3.50	0.827
Q47	Objectives based on standardized tests force teachers to teach the test.	20	2.42	0.838
Q48	Team-based variable pay requires a lot of extra work.	20	2.45	0.945
Q49	Participation in the team-based variable pay pilot greatly increased the stress and pressure I felt this year.	21	2.38	1.117
Q50	I receive sufficient professional development at my school.	21	3.53	0.513
Q51	I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	21	3.67	0.577

Number	Question	Count	Mean	Std Dev
Q52	The bonus part of the accountability program should be continued.	20	3.70	0.571

Davis County Community School District: Davis County Elementary School

The Davis County School District, consolidated in 1960, is located in southeastern Iowa. The district serves approximately 1271 students and covers essentially the entire county. Three school buildings all located in Bloomfield, population 2601, house the district's students. The elementary and middle schools are coupled on one site, while the Senior High School building is located a few blocks away. Linda Perry is in her first year as principal of the elementary school which serves prekindergarten through grade four students. She has had 34 years of previous education experience with 33 of those years in the Davis County District. She also serves as curriculum director for the district. This school participated in TBVP in 2001-2002, but did not receive an award.

According to the 2003-2004 BEDS documents, Davis County Elementary reported a student enrollment of 472 with 38 percent of the students receiving free or reduced priced lunches, an increase of one percent since 2001-2002. The minority rate was recorded as four percent, also an increase of one percent. The full time equivalent of 37.12 certified teachers serve this building making the student to certified teacher ratio 12.72. This student to certified teacher ratio has increased from 12.1 in 2001-2002.

Assessments

The assessments administered to the students at Davis County Elementary are shown in Table A-13.

Table A-13.

Assessments Administered at Davis County Elementary School

	K	1	2	3	4
ITBS: Reading, Math, Science		Jan	Jan	Jan	Jan
CBA: Reading, Written Language, Mathematics	Sept Jan April	Sept Jan April	Sept Jan April	Sept Jan April	Sept Jan April
CBA: Phonological Assessment and Phonemic Awareness	Pre Post				
John's Reading Inventory				X	

Table A-14.

Percent Proficient on ITBS, Fourth Grade All Students

Subject	Grades	2001-2002 Percent Proficient	2002-2003 Percent Proficient	2003-2004 Percent Proficient
Reading Comp	4	72.4	72.3	74.5
Mathematics	4	75.9	72.3	75.4

Goals and Goal Achievement

Using the curriculum-based assessment (CBA) tests in phonemic awareness (kindergarten), reading fluency (grades 1 through 4), number recognition (kindergarten), and mixed facts (grades 1 through 4) students will increase their mean score from the pretest to the posttest by an amount based on an increase of the mean by five percent over the two-year baseline average growth.

Table A-15
Percent Proficient on Curriculum Based Measure

Subject	Grade	Goal Pre to Post Growth	2002-2003 Pre to Post Growth	2004 Pre to Post Growth
Reading: Fluency	K		15	
	1	87	62	89
	2	85	58	91
	3	91	44	98
	4	87	38	93
Mathematics: Mixed Problems	K	5		
	1	17	16	33
	2	31	29	30
	3	20	19	49
	4	18	17	15

Davis County Elementary School did not receive an award in 2003-2004. The school made all of its goals except two in mathematics (grades 2 and 4). Davis County Elementary School demonstrated Adequate Yearly Progress in 2003-2004 and was not on Watch Status or a School in Need of Assistance at the end of the 2003-2004 school year.

Compensation Plan

The compensation plan divides the award equally among all building staff plus bus drivers.

Enablers and Detractors

Enablers that the Davis County Elementary has toward meeting their goals as viewed by the administration and staff:

- Reading First Program.
- Training on reading instruction through the local AEA.
- Additional student time allocated to reading.
- Additional work on how to reach low students in reading.
- Close monitoring of assessments with prompt feedback from administration.
- Data from the CBAs is shared with parents three times each year.
- Smaller class sizes in the early elementary grades.
- Guided reading program.
- Investments in quality fiction and nonfiction literature for classrooms and library.
- Supportive parents.
- Volunteer support.

- Third grade fluency fair for students and their families.
- Administrative support for professional development.
- Collaborative teacher groups.
- All staff members are focused and working hard.

Detractors that Davis County Elementary has toward meeting its goals as viewed by the administration and staff:

- The large portion of poor and uneducated families served.

Benefits and Concerns about TBVP

TBVP is an additional incentive for goals that they are already working hard to achieve. Staff members noted that staff collaboration and involvement has increased. Ninety minutes of uninterrupted class time is dedicated to reading instruction each day. Instruction time allocated to mathematics has also increased. TBVP is regarded as a win-win situation for students and staff.

The benefit of extra help for students from aids, bus drivers, and cooks was also noted. The involvement of these staff members has increased the role models for students and given them extra adult time to which the involved students look forward.

Survey Results

Table A-16

Davis County, Davis County Elementary School

Means and Standard Deviations for Survey Items for All Certified Staff

Ratings: 1 (disagree), 2 (somewhat disagree), 3 (somewhat agree), or 4 (agree)

Number	Question	Count	Mean	Std Dev
Q1	The size of the bonus I could receive is fair.	20	3.25	0.639
Q2	It is fair for teachers who increase student achievement to receive bonuses.	20	2.94	0.966
Q3	Only teachers should be included in the bonus program.	20	2.40	1.046
Q4	Our school has less chance of achieving its goals than others because of our student population.	20	2.65	0.786
Q5	I receive personal satisfaction from meeting goals.	20	3.94	0.250
Q6	Some teachers who do not deserve it will receive bonuses.	20	2.60	0.940
Q7	It is appropriate for support staff to receive bonuses.	20	3.53	0.514
Q8	I value the recognition I can receive for achieving our goals.	18	3.63	0.500
Q9	I believe that if I work hard my students will meet our student achievement goals.	19	3.35	0.493

Number	Question	Count	Mean	Std Dev
Q10	I receive personal satisfaction from my students improved performance.	19	3.88	0.332
Q11	A goal for team-based variable pay is to reward accomplishments in teaching.	20	3.55	0.686
Q12	I will be distressed if my students do not improve.	20	3.29	0.588
Q13	I am satisfied with my job.	19	3.41	0.618
Q14	The possibility of earning a bonus itself motivates me to improve student achievement.	19	2.95	0.970
Q15	Parents and community members are supportive of my teaching efforts.	20	2.88	0.885
Q16	Meeting student achievement goals is a source of professional pride.	20	3.76	0.437
Q17	There has been adequate communication to staff about the bonus process and program.	19	3.00	0.816
Q18	The principal works with us to achieve our accountability goals.	20	3.71	0.470
Q19	The principal is supportive of my teaching efforts.	20	3.71	0.588
Q20	I have a high likelihood of receiving a bonus.	18	3.06	0.725
Q21	I am satisfied with my salary.	20	2.35	0.862
Q22	A \$1000 bonus is desirable.	20	3.47	0.624
Q23	If the bonus were increased to \$3000 my motivation to meet our school's goals would greatly increase.	20	3.05	0.887
Q24	There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	20	2.90	0.788
Q25	The team-based variable pay pilot has led to a greater focus on achievement in my school.	20	2.95	0.686
Q26	Our school's student achievement goals are specific.	20	3.82	0.393
Q27	The student achievement goals provide strong focus for our work.	20	3.65	0.606
Q28	Our school's student achievement goals are attainable.	19	3.53	0.514
Q29	I have the content knowledge needed to improve student achievement.	20	3.47	0.514
Q30	I have the teaching skills needed to improve student achievement.	19	3.65	0.493
Q31	There is an undo focus on helping low students improve.	17	2.69	1.138
Q32	The assessments we use to measure our goals are fair.	19	2.65	0.786
Q33	Our school's student achievement goals are	19	3.29	0.470

Number	Question	Count	Mean	Std Dev
	challenging.			
Q34	The curriculum drives what takes place in the classroom.	19	3.25	0.683
Q35	I asked more from my students this year.	19	3.13	0.719
Q36	Higher teacher compensation will result in higher student achievement.	19	2.63	0.719
Q37	I am doing things differently as a result of the team-based variable pay pilot project.	19	2.79	0.855
Q38	Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	18	3.06	0.725
Q39	My school focused more on student success as a result of team-based variable pay.	19	2.95	0.780
Q40	Student achievement improved in our school during the past year.	19	3.41	0.507
Q41	Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	18	2.94	0.998
Q42	Teachers work together and help each other try to improve student achievement.	19	3.71	0.588
Q43	I need better understanding of student achievement data.	19	1.82	0.636
Q44	Because of the emphasis on testing our curriculum has become too narrow.	18	2.94	0.827
Q45	Team-based variable pay has not resulted in much change at my school.	18	2.22	0.732
Q46	The principal is an academic leader in my school.	20	3.76	0.437
Q47	Objectives based on standardized tests force teachers to teach the test.	19	2.71	1.047
Q48	Team-based variable pay requires a lot of extra work.	19	2.32	0.885
Q49	Participation in the team-based variable pay pilot greatly increased the stress and pressure I felt this year.	20	2.05	0.887
Q50	I receive sufficient professional development at my school.	19	3.56	0.727
Q51	I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	20	3.55	0.605
Q52	The bonus part of the accountability program should be continued.	20	3.59	0.618

Davis County Community School District: Davis County Middle School

The Davis County School District, consolidated in 1960, is located in southeastern Iowa. The district serves approximately 1271 students and covers essentially the entire county. Three school buildings all located in Bloomfield, population 2601, house the district's students. The elementary and middle schools are coupled on one site, while the Senior High School building is located a few blocks away. Sam Miller is in his third year as the principal of the middle school serving grades five through eight. Mr. Miller has been employed by the district for seven years. Previously he served as the high school principal. This school participated in TBVP in 2001-2002, but did not receive an award.

According to the 2003-2004 BEDS documents, Davis County Middle School reported a student enrollment of 400 with 30 percent of the students receiving free or reduced priced lunches, an increase of one percent since 2001-2002. The minority rate was recorded as two percent. The full time equivalent of 25.28 certified teachers serve this building making the student to certified teacher ratio 15.82.

Assessments

The assessments administered to the students at Davis County Middle School are shown in Table A-17.

Table A-17

Assessments Administered at Davis County Middle School

	5	6	7	8
ITBS: Reading, Math, Science	Jan	Jan	Jan	Jan
CBA: Reading, Written Language, Mathematics	Sept May	Sept May	Sept May	Sept May

Table A-18

Percent Proficient on ITBS, Eighth Grade All Students

Subject	Grades	2001-2002 Percent Proficient	2002-2003 Percent Proficient	2003-2004 Percent Proficient
Reading Comp	8	69.4	63	72
Mathematics	8	65.9	62.9	77

Table A-19
ITBS Reading Comprehension and Mathematics Total
Average National Grade Equivalent and National Standard Scores

	Reading Comprehension		Mathematics Total	
	NGE	NSS	NGE	NSS
Grade 5 (2002-2003)	6.8	226.7	6.2	220.3
Grade 6 (2003-2004)	7.5	234.5	7.2	232.3
Growth	0.7	7.8	1.0	12.0
Grade 6 (2002-2003)	6.4	222.2	6.5	224.2
Grade 7 (2003-2004)	7.7	237.6	8.7	249.2
Growth	1.3	15.4	2.2	25.0
Grade 7 (2002-2003)	7.8	238.8	8.5	246.9
Grade 8 (2003-2004)	9.4	256.0	10.5	266.4
Growth	1.6	17.2	2.0	19.5

Goals and Goal Achievement

Using the curriculum-based assessment (CBA) tests in reading and mixed facts students will increase their mean score from the pretest to the posttest by an amount based on an increase of the mean by ten percent over the two year baseline average growth.

Table A-20
Curriculum Based Measures Growth in Percent Proficient

Subject	Grades	Goal Mean Growth Percent Proficient	2002 and 2003 Mean Growth Percent Proficient	2004 Mean Growth Percent Proficient
Reading: Fluency	5	26	23	28
	6	24	21	29
	7	26	23	26
	8	24	21	24
Mathematics: Mixed Problems	5	18	16	0
	6	11	10	41
	7	23	21	43
	8	24	22	44

Davis County Middle School demonstrated Adequate Yearly Progress in 2003-2004 and was not on Watch Status or a School in Need of Assistance at the end of the 2003-2004 school year. The school met its goals and received an award for the 2003-2004 school year.

Compensation Plan

The compensation plan divides the award equally among all building staff plus bus drivers.

Enablers and Detractors

Enablers that the Davis County Middle School has toward meeting their goals as viewed by the administration and staff:

- After school LEARN program designed to help students with their work and organizational skills.
- Summer school program (20 hours) available in reading and mathematics at no charge to the students.
- Change delivery of reading/language arts/literature into a 102 block period for grades five through seven.
- Reading first.
- Integration of special education students into regular education.
- Resource teacher utilized in the regular education classroom.
- Opportunity given for students to be matched with an adult, student directed program.
- Students setting achievement goals.
- More ownership of TBVP by teachers.
- Integration of reading into other core areas.
- Supportive parents.
- Volunteer support.
- More sharing and analysis of data from student assessment results by staff.
- Block scheduling.
- Greater awareness of students and parents regarding ITBS testing.
- Administrative support for professional development for teachers.

Detractors that Davis County Middle School has toward meeting its goals as viewed by the administration and staff:

- Large percentage of at risk and special education students.

Benefits and Concerns about TBVP

Staff members noted that additional participation with all of the staff involved and working together to achieve their goals. The involvement of classified staff was noted as a positive. Teachers discussed additional team work this year with staff using each other as resources more than before.

TBVP was seen as more positive than negative. The work needs to be accomplished with or without the benefit of TBVP.

Survey Results

Table A-21

Davis County, Davis County Middle School

Means and Standard Deviations for Survey Items for All Certified Staff

Ratings: 1 (disagree), 2 (somewhat disagree), 3 (somewhat agree), or 4 (agree)

Number	Question	Count	Mean	Std Dev
Q1	The size of the bonus I could receive is fair.	20	1.50	0.516
Q2	It is fair for teachers who increase student achievement to receive bonuses.	14	3.29	0.914
Q3	Only teachers should be included in the bonus program.	14	3.06	0.873
Q4	Our school has less chance of achieving its goals than others because of our student population.	14	1.79	1.051
Q5	I receive personal satisfaction from meeting goals.	14	2.10	0.788
Q6	Some teachers who do not deserve it will receive bonuses.	14	3.48	0.814
Q7	It is appropriate for support staff to receive bonuses.	14	2.79	0.975
Q8	I value the recognition I can receive for achieving our goals.	14	3.14	0.854
Q9	I believe that if I work hard my students will meet our student achievement goals.	13	3.29	0.784
Q10	I receive personal satisfaction from my students improved performance.	14	3.19	0.750
Q11	A goal for team-based variable pay is to reward accomplishments in teaching.	14	3.76	0.436
Q12	I will be distressed if my students do not improve.	13	3.46	0.776
Q13	I am satisfied with my job.	14	3.19	0.814
Q14	The possibility of earning a bonus itself motivates me to improve student achievement.	14	3.38	0.498
Q15	Parents and community members are supportive of my teaching efforts.	14	2.93	0.917
Q16	Meeting student achievement goals is a source of professional pride.	14	3.48	0.512
Q17	There has been adequate communication to staff about the bonus process and program.	14	3.60	0.503
Q18	The principal works with us to achieve our accountability goals.	14	3.57	0.646
Q19	The principal is supportive of my teaching efforts.	14	3.33	0.796
Q20	I have a high likelihood of receiving a bonus.	14	3.43	0.598
Q21	I am satisfied with my salary.	14	3.07	0.475
Q22	A \$1000 bonus is desirable.	14	2.38	0.973
Q23	If the bonus were increased to \$3000 my	14	3.33	0.658

Number	Question	Count	Mean	Std Dev
	motivation to meet our school's goals would greatly increase.			
Q24	There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	14	3.07	0.829
Q25	The team-based variable pay pilot has led to a greater focus on achievement in my school.	14	3.14	0.949
Q26	Our school's student achievement goals are specific.	14	3.50	0.519
Q27	The student achievement goals provide strong focus for our work.	14	3.57	0.507
Q28	Our school's student achievement goals are attainable.	14	3.43	0.676
Q29	I have the content knowledge needed to improve student achievement.	14	3.29	0.784
Q30	I have the teaching skills needed to improve student achievement.	14	3.43	0.676
Q31	There is an undo focus on helping low students improve.	14	3.62	0.590
Q32	The assessments we use to measure our goals are fair.	14	2.40	0.883
Q33	Our school's student achievement goals are challenging.	14	2.81	0.602
Q34	The curriculum drives what takes place in the classroom.	14	3.40	0.598
Q35	I asked more from my students this year.	14	3.32	0.885
Q36	Higher teacher compensation will result in higher student achievement.	14	2.95	0.590
Q37	I am doing things differently as a result of the team-based variable pay pilot project.	14	2.24	0.700
Q38	Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	14	2.57	0.852
Q39	My school focused more on student success as a result of team-based variable pay.	14	3.14	0.864
Q40	Student achievement improved in our school during the past year.	14	3.29	0.611
Q41	Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	14	3.57	0.507
Q42	Teachers work together and help each other try to improve student achievement.	14	3.43	0.514
Q43	I need better understanding of student achievement data.	14	3.29	0.561
Q44	Because of the emphasis on testing our	13	2.05	0.865

Number	Question	Count	Mean	Std Dev
	curriculum has become too narrow.			
Q45	Team-based variable pay has not resulted in much change at my school.	14	2.57	0.870
Q46	The principal is an academic leader in my school.	14	1.93	0.616
Q47	Objectives based on standardized tests force teachers to teach the test.	14	3.15	0.813
Q48	Team-based variable pay requires a lot of extra work.	14	2.62	0.973
Q49	Participation in the team-based variable pay pilot greatly increased the stress and pressure I felt this year.	13	2.23	0.725
Q50	I receive sufficient professional development at my school.	14	1.93	0.616
Q51	I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	14	2.67	0.966
Q52	The bonus part of the accountability program should be continued.	14	3.21	0.802

Des Moines Independent Community School District: Oak Park Elementary School

The Des Moines Independent Community School District is one of the few urban districts in the state of Iowa. Located near the center of the state in Des Moines, population 198,682, the district serves approximately 32,000 students. Oak Park, enrollment 320, down from 411 in 2001-2002, is one of approximately 40 elementary schools in the district. Al Burrows is the principal of the kindergarten through grade five school. Mr. Burrows has served the school district for 20 years, ten as a principal. This school participated in TBVP in 2001-2002 and all participating staff members received awards.

According to the 2003-2004 BEDS documents, Oak Park Elementary School reports that 61 percent of the students receive free or reduced priced lunches, up from 57 percent in 2001-2002. The minority rate is 35 percent, up from 26 percent in 2001-2002, with most of the minority students either African American (37%) or Hispanic (46%). The mobility rate (defined as the sum of the entries and withdrawals that occurred after school started divided by the average daily membership) for the 2002-2003 school year was 23.6%. The full time equivalent of 28.80 teachers serve this building making the student to certified teacher ratio 11.11, down from 12.7 in 2001-2002. During 2003-2004 the Oak Park School Building underwent major renovations. To facilitate the renovations, the students were moved away from their regular building and into another vacant school building for the entire school year.

Assessments

The assessments administered to the students are shown in Table A-22.

Table A-22

Assessments Administered at Oak Park Elementary School

	K	1	2	3	4	5
ITBS: Reading, Math, Science				Nov	Nov	Nov
Modified Kindergarten Assessment (Reading and Math)	Sept May					
Reading-Text Level Assessment		Sept May				
CRT – Reading, Literacy Place Tests (Scholastic)		May	Sept May	Sept May	Sept May	Sept May
CRT – Mathematics		Sept May	Sept May	Sept May	Sept May	Sept May

Table A-23

Percent Proficient on ITBS, Fourth Grade Full Academic Year Students

Subject	Grades	2001-2002 Percent Proficient	2002-2003 Percent Proficient	2003-2004 Percent Proficient
Reading Comp	4	58.5	60.9	65.2
Mathematics	4	75.5	58.7	78.3

Table A-24

ITBS Reading Comprehension and Mathematics Total

Average National Grade Equivalent and National Standard Scores

	Reading Comprehension		Mathematics Total	
	NGE	NSS	NGE	NSS
Grade 3 (2002-2003)	3.5	181.0	3.3	178.2
Grade 4 (2003-2004)	4.8	199.9	5.0	203.8
Growth	1.3	18.9	1.7	25.6
Grade 4 (2002-2003)	4.3	192.9	4.2	192.3
Grade 5 (2003-2004)	5.3	206.5	5.8	213.6
Growth	1.0	13.6	1.6	21.3

Goals and Goal Achievement

Oak Park's goals are based on their criterion-referenced tests and ITBS. Their reading goal is that eighty percent of Oak Park students in grades 1 through 5 will be reading on grade level at the end of the year. This is a five percent increase over last year's reading goal. Their math goal states that eighty percent of Oak Park students in grades 1 through 5 will achieve on grade level status in mathematics. This is a status goal. The second goal is that the percentage of fourth grade students scoring proficient on the ITBS will increase to 65.9 percent in reading and 65.7 in mathematics.

Table A-25

Des Moines Oak Park Elementary, K-5

Assessment: ITBS and District CRT

Subject	Grades	Goal	Status in 2002-2003	Status in 2003-2004
Reading Comprehension	4 (ITBS) K-5 (CRT)	65.9% Proficient 80% At the competent level (post test)	60.9% Proficient	65.2% Proficient 85.1% Competent
Mathematics	4 (ITBS) K-5 (CRT)	65.7% Proficient 80% At the competent level (post test)	58.7% Proficient	78.3% Proficient 91.9% Competent

Oak Park Elementary School demonstrated Adequate Yearly Progress in 2003-2004 and was not on Watch Status or a School in Need of Assistance at the end of the 2003-2004 school year. While they made growth, they did not reach the goals they had set for 2003-2004 and did not receive an award for 2003-2004.

Compensation Plan

The certified staff agreed that all staff at Oak Park School would be included in the distribution of the pay as all staff members contribute to reaching the student achievement goals. All regular and part-time employees including teacher, nurses, counselors, support staff, associates, clerical staff, custodial staff, food service staff, and the principal will participate in the pay plan. The pay will be prorated by full time equivalency and length of service during the school year of participation.

Enablers and Detractors

Enablers that Oak Park Elementary has toward meeting their goals as viewed by the administration and staff:

- Program designed to accelerate reading achievement.
- Participation by teachers of specials (art, music, physical education) including word walls and pattern recognition activities.
- Greater emphasis on data analysis and using data to guide instruction.
- Stop, Drop, and Read.
- Reading mentors.
- Team teaching.
- Double and triple dipping in reading for students who need additional instruction.
- Extended the time for math instruction for all students especially those in grades two through five.
- Use of curriculum probes and analysis of the results of the probes.
- School wide model for Title I and Special Education.
- Oak PAS, a computer database of test scores that help to determine the mode of delivery for a child's reading instruction.
- Teaching and Learning Communities (TLC).
- Strong parent support.
- Looping.
- Three-year multiage class.
- Use of an action research model.
- Collaboration time set for and by teachers.
- Coverage schedule worked out by the principal to provide collaboration time.
- Character Counts.
- The classroom teacher and special education teacher take responsibility for the academic growth of students with IEP's.
- Staff development in reading and mathematics strategies.
- Writer's workshop one time each month.

- Teacher study groups include groups discussing retention of learning and multiple intelligences, early childhood best practices, year round schooling, technology enhancement, parent involvement, and infrastructure.

Detractors that Oak Park Elementary has toward meeting its goals as viewed by the administration and staff:

- Mobility rate.
- Attendance rate and tardiness of some students.
- Parent participation and support particularly help reinforcing the need for homework to be returned to school.
- Interruptions in teaching time.
- Staff reductions.
- Lack of time to talk, plan, and learn about best practices.
- Distraction of being displaced while a new school is built.

Benefits and Concerns about TBVP

Staff members appreciated the bonus last time. They were proud that they had been successful. They emphasized that they would focus on student growth irregardless of TBVP.

Staff liked that the pay was not individual, but rather building wide. All staff, primary and intermediate grades, on the same page and working toward the same goals. They noted that having all staff involved and rewarded when students' met their goals was positive feedback for the staff.

Survey Results

Table A-26

Des Moines, Oak Park Elementary School

Means and Standard Deviations for Survey Items for All Certified Staff

Ratings: 1 (disagree), 2 (somewhat disagree), 3 (somewhat agree), or 4 (agree)

Number	Question	Count	Mean	Std Dev
Q1	The size of the bonus I could receive is fair.	15	2.87	0.915
Q2	It is fair for teachers who increase student achievement to receive bonuses.	17	3.65	0.606
Q3	Only teachers should be included in the bonus program.	17	1.47	0.624
Q4	Our school has less chance of achieving its goals than others because of our student population.	17	1.94	0.998
Q5	I receive personal satisfaction from meeting goals.	16	3.47	0.800
Q6	Some teachers who do not deserve it will receive bonuses.	17	2.47	1.179
Q7	It is appropriate for support staff to receive	17	3.18	0.951

Number	Question	Count	Mean	Std Dev
	bonuses.			
Q8	I value the recognition I can receive for achieving our goals.	16	3.53	0.624
Q9	I believe that if I work hard my students will meet our student achievement goals.	17	3.19	0.544
Q10	I receive personal satisfaction from my students improved performance.	17	3.76	0.437
Q11	A goal for team-based variable pay is to reward accomplishments in teaching.	17	3.29	0.588
Q12	I will be distressed if my students do not improve.	17	3.19	0.911
Q13	I am satisfied with my job.	17	3.53	0.624
Q14	The possibility of earning a bonus itself motivates me to improve student achievement.	17	2.29	0.849
Q15	Parents and community members are supportive of my teaching efforts.	16	3.53	0.514
Q16	Meeting student achievement goals is a source of professional pride.	17	3.53	0.514
Q17	There has been adequate communication to staff about the bonus process and program.	17	2.82	0.883
Q18	The principal works with us to achieve our accountability goals.	17	2.50	0.966
Q19	The principal is supportive of my teaching efforts.	17	3.18	0.809
Q20	I have a high likelihood of receiving a bonus.	15	3.40	0.507
Q21	I am satisfied with my salary.	17	2.12	0.928
Q22	A \$1000 bonus is desirable.	17	3.75	0.577
Q23	If the bonus were increased to \$3000 my motivation to meet our school's goals would greatly increase.	16	3.06	0.854
Q24	There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	17	3.41	0.712
Q25	The team-based variable pay pilot has led to a greater focus on achievement in my school.	17	3.41	0.618
Q26	Our school's student achievement goals are specific.	17	3.71	0.470
Q27	The student achievement goals provide strong focus for our work.	17	3.47	0.624
Q28	Our school's student achievement goals are attainable.	17	3.50	0.516
Q29	I have the content knowledge needed to improve student achievement.	17	3.59	0.618
Q30	I have the teaching skills needed to improve student achievement.	17	3.71	0.470

Number	Question	Count	Mean	Std Dev
Q31	There is an undo focus on helping low students improve.	16	2.25	0.856
Q32	The assessments we use to measure our goals are fair.	17	3.24	0.562
Q33	Our school's student achievement goals are challenging.	17	3.59	0.507
Q34	The curriculum drives what takes place in the classroom.	16	3.82	0.393
Q35	I asked more from my students this year.	16	2.76	1.033
Q36	Higher teacher compensation will result in higher student achievement.	16	2.57	0.852
Q37	I am doing things differently as a result of the team-based variable pay pilot project.	17	2.24	1.033
Q38	Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	15	2.60	0.632
Q39	My school focused more on student success as a result of team-based variable pay.	16	2.69	0.602
Q40	Student achievement improved in our school during the past year.	17	3.29	0.686
Q41	Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	17	2.82	0.728
Q42	Teachers work together and help each other try to improve student achievement.	17	3.06	0.748
Q43	I need better understanding of student achievement data.	17	1.81	0.834
Q44	Because of the emphasis on testing our curriculum has become too narrow.	17	1.76	0.752
Q45	Team-based variable pay has not resulted in much change at my school.	16	2.19	0.655
Q46	The principal is an academic leader in my school.	17	2.31	0.873
Q47	Objectives based on standardized tests force teachers to teach the test.	17	2.59	0.870
Q48	Team-based variable pay requires a lot of extra work.	16	2.13	0.719
Q49	Participation in the team-based variable pay pilot greatly increased the stress and pressure I felt this year.	17	1.94	0.748
Q50	I receive sufficient professional development at my school.	16	3.29	0.686
Q51	I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	17	3.47	0.717

Number	Question	Count	Mean	Std Dev
Q52	The bonus part of the accountability program should be continued.	17	3.82	0.393

Johnston Community School District: Johnston High School

The Johnston Community School District is located in Johnston, population 8,649, a northern suburb of Des Moines in central Iowa. The growing district serves approximately 4,724 students, in 2001-2002 4,416 students were enrolled. One high school building, grades nine through twelve, is contained in the district and houses about 1275 students. The Johnston High School is fed by one middle school located on the property adjacent to it. Bruce Hukee has been principal of the school for five years. Two other schools in this district, Johnston Middle School and Lawson Elementary, were also accepted into the Team-Based Variable Pay Pilot. This school participated in TBVP in 2001-2002, but did not receive an award.

According to the 2003-2004 BEDS documents, Johnston High School reported that about five percent of its students receive free or reduced priced lunches. Most of the students served by the Johnston schools are middle to upper middle class. The minority rate is seven percent. The full time equivalent of 76.7 certified teachers serve this building making the student to certified teacher ratio 16.62, down from 17.1 in 2001-2002.

Assessments

The assessments administered to the students are shown in Table A-27.

Table A-27

Assessments Administered at Johnston High School

Grade	9	10	11	12
ITED: Reading, Math, Science	Nov	Nov	Nov	
CRT: MIALT	Oct April	Oct April	Oct April	
Reading Performance Assessment		X		
Mathematics Performance Assessment			X	

Table A-28

Percent Proficient on ITBS, Eleventh Grade All Students

Subject	Grades	2001-2002 Percent Proficient	2002-2003 Percent Proficient	2003-2004 Percent Proficient
Reading Comp	11	81.4%	76.1%	91.4%
Mathematics	11	85.8%	82.3%	89.9%

Table A-29
ITBS Reading Comprehension and Mathematics Total
National Standard Scores

	Reading Comprehension	Mathematics Total
Grade 9 (2002-2003)	268.6	287.1
Grade 10 (2003-2004)	292.8	296.2
Growth	24.2	9.1
Grade 10 (2002-2003)	269.5	283.6
Grade 11 (2003-2004)	305.1	302.4
Growth	35.6	18.8

Goals and Goal Achievement

The reading goal is that 73.4 percent of Johnston High School students in grades 9 through 11 will be at or above the proficient level in reading as shown by the results of the 2003-2004 ITBS Reading Comprehension.

The mathematics goal is that 83.7 percent of Johnston High School students in grades 9 through 11 will be at or above the proficient level in mathematics as shown by the results of the 2003-2004 ITBS Mathematics Total Score.

The goals were set using the ITED rather than the criterion-referenced test, MIALT, which is given on a pretest/posttest basis. The MIALT was first given during the 1999-2000 school year. According to Mr. Hukee this was done to be consistent with the goals required to meet the state's Annual Measurable Objectives.

Table A-30
ITED Percent Proficient

Subject	Grades	Goal	2002-2003 Percent Proficient	2003-2004 Percent Proficient
Reading	9, 10, & 11	73.4%	72.4%	88.9%
Mathematics	9, 10, & 11	83.7%	82.7%	88.6%

Johnston High School demonstrated Adequate Yearly Progress in 2003-2004 and was not on Watch Status or a School in Need of Assistance at the end of the 2003-2004 school year. The school received a TBVP award for the 2003-2004 school year.

Compensation Plan

Each employee involved in a leadership team will receive a full share. Each associate or secretary not involved in a leadership team will receive a half share. Other classified staff (e.g. cooks and custodians) will receive a quarter share.

Enablers and Detractors

Enablers that Johnston High School has toward meeting their goals as viewed by the administration and staff:

- Use of action plans developed by departments.
- Large proportion of certified staff have an advanced degree or are working to obtain an advanced degree.
- All staff teaching in their field of study
- An academic building climate.
- In-service on incorporating reading strategies into all classrooms.
- Cross-curricular emphasis on reading and mathematics strategies.
- Professional development program for individual and group growth.
- Curriculum mapping.
- Read 180.
- Emphasis on use of technology by staff and students.
- Well-established goal setting process.
- In-service on ITED and MIALT test results.
- Data literate staff that uses data to determine and drive instruction.
- Interdisciplinary leadership teams.
- Teachers communicating the importance of the ITEDs.
- Emphasis on changing the attitudes of students surrounding ITED testing.
- Positive environment during ITEDs.
- Dropped seniors from the ITED assessment.
- Use by staff of handbooks which include test data, goals, and action plans.

Detractors that Johnston High School has toward meeting its goals as viewed by the administration and staff:

- Budget cuts have reduced support for faculty to attend conferences.
- Parental attitudes regarding ITED

Benefits and Concerns about TBVP

The teachers interviewed liked having an extrinsic award as well as the intrinsic awards of having their students perform well on ITED. They felt that it would be nice to be recognized for their achievement. The teachers also noted that they liked the inclusion of all staff in their compensation plan demonstrating that everyone is a member of the team.

No changes in the school were seen by the teachers as being influenced by TBVP. They do not see the award money as a driving force. The No Child Left Behind legislation was seen as a greater push to improve student achievement.

Survey Results

Table A-31

Johnston, Johnston High School

Means and Standard Deviations for Survey Items for All Certified Staff

Ratings: 1 (disagree), 2 (somewhat disagree), 3 (somewhat agree), or 4 (agree)

Number	Question	Count	Mean	Std Dev
Q1	The size of the bonus I could receive is fair.	58	3.34	0.785
Q2	It is fair for teachers who increase student achievement to receive bonuses.	58	2.97	1.000
Q3	Only teachers should be included in the bonus program.	58	2.26	1.052
Q4	Our school has less chance of achieving its goals than others because of our student population.	58	2.10	0.788
Q5	I receive personal satisfaction from meeting goals.	60	3.36	0.811
Q6	Some teachers who do not deserve it will receive bonuses.	59	2.76	0.897
Q7	It is appropriate for support staff to receive bonuses.	61	3.08	0.703
Q8	I value the recognition I can receive for achieving our goals.	60	2.84	1.053
Q9	I believe that if I work hard my students will meet our student achievement goals.	61	2.57	0.959
Q10	I receive personal satisfaction from my students improved performance.	61	3.53	0.603
Q11	A goal for team-based variable pay is to reward accomplishments in teaching.	59	3.19	0.776
Q12	I will be distressed if my students do not improve.	59	2.97	0.986
Q13	I am satisfied with my job.	61	3.15	0.904
Q14	The possibility of earning a bonus itself motivates me to improve student achievement.	60	2.48	0.892
Q15	Parents and community members are supportive of my teaching efforts.	61	3.28	0.793
Q16	Meeting student achievement goals is a source of professional pride.	58	3.28	0.826
Q17	There has been adequate communication to staff about the bonus process and program.	61	2.62	0.756
Q18	The principal works with us to achieve our accountability goals.	61	3.38	0.847
Q19	The principal is supportive of my teaching efforts.	60	3.53	0.830
Q20	I have a high likelihood of receiving a bonus.	58	3.28	0.768
Q21	I am satisfied with my salary.	62	2.21	0.951
Q22	A \$1000 bonus is desirable.	60	3.67	0.577
Q23	If the bonus were increased to \$3000 my	62	3.05	1.093

Number	Question	Count	Mean	Std Dev
	motivation to meet our school's goals would greatly increase.			
Q24	There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	60	3.07	0.880
Q25	The team-based variable pay pilot has led to a greater focus on achievement in my school.	59	2.71	0.872
Q26	Our school's student achievement goals are specific.	61	3.51	0.683
Q27	The student achievement goals provide strong focus for our work.	60	3.13	0.811
Q28	Our school's student achievement goals are attainable.	60	3.00	0.827
Q29	I have the content knowledge needed to improve student achievement.	61	3.62	0.590
Q30	I have the teaching skills needed to improve student achievement.	61	3.54	0.600
Q31	There is an undo focus on helping low students improve.	62	2.36	0.811
Q32	The assessments we use to measure our goals are fair.	60	2.72	0.916
Q33	Our school's student achievement goals are challenging.	60	3.36	0.628
Q34	The curriculum drives what takes place in the classroom.	61	3.16	0.718
Q35	I asked more from my students this year.	57	2.84	0.866
Q36	Higher teacher compensation will result in higher student achievement.	60	2.61	1.050
Q37	I am doing things differently as a result of the team-based variable pay pilot project.	60	2.07	0.918
Q38	Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	61	2.34	0.834
Q39	My school focused more on student success as a result of team-based variable pay.	60	2.47	0.911
Q40	Student achievement improved in our school during the past year.	60	3.26	0.549
Q41	Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	60	2.47	0.812
Q42	Teachers work together and help each other try to improve student achievement.	60	2.90	0.788
Q43	I need better understanding of student achievement data.	61	2.46	0.854
Q44	Because of the emphasis on testing our	61	2.84	1.068

Number	Question	Count	Mean	Std Dev
	curriculum has become too narrow.			
Q45	Team-based variable pay has not resulted in much change at my school.	61	2.38	0.778
Q46	The principal is an academic leader in my school.	61	3.26	0.850
Q47	Objectives based on standardized tests force teachers to teach the test.	61	3.21	0.695
Q48	Team-based variable pay requires a lot of extra work.	59	2.08	0.726
Q49	Participation in the team-based variable pay pilot greatly increased the stress and pressure I felt this year.	60	1.97	0.712
Q50	I receive sufficient professional development at my school.	60	3.08	0.664
Q51	I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	59	3.36	0.737
Q52	The bonus part of the accountability program should be continued.	59	3.28	0.887

Johnston Community School District: Lawson Elementary School

The Johnston Community School District is located in Johnston, population 8,649, a northern suburb of Des Moines in central Iowa. The growing district serves approximately 4,724 students, in 2001-2002 4,416 students were enrolled. Lawson Elementary, enrollment 463, is one of four elementary schools in the district. Cheryl Henkenius serves as principal for the school that consists of grades kindergarten through five. She has been with the district for 14 years and has served as a principal for the last six years. Two other schools in this district, Johnston High School and Johnston Middle School, were also accepted into the Team-Based Variable Pay Pilot. This school participated in TBVP in 2001-2002 and all participating staff members received awards.

According to the 2003-2004 BEDS documents, Lawson Elementary School reported that nine percent receive free or reduced priced lunches; in 2001-2002 seven percent were reported. Most of the students served by the Johnston schools are middle to upper middle class. The minority rate is 11 percent, up from eight percent in 2001-2002. The full time equivalent of 35.5 certified teachers serve this building making the student to certified teacher ratio 13.04, up from 12.1 in 2001-2002.

Assessments

The assessments administered to the students are shown in Table A-32.

Table A-32

Assessments Administered at Lawson Elementary School

	K	1	2	3	4	5
DIBELS	Sept Jan May	Sept Jan May				
ITBS: Reading, Math, Science			Feb	Feb	Feb	Feb
CRT: MIALT				Oct May	Oct May	Oct May
CBM	Sept Jan May	Sept Jan May	Sept Jan May	Sept Jan May	Sept Jan May	Sept Jan May
Reading and Mathematics Performance Assessment				Dec		

Table A-33

Percent Proficient on ITBS, Fourth Grade All Students

Subject	Grades	2001-2002 Percent Proficient	2002-2003 Percent Proficient	2003-2004 Percent Proficient
Reading Comp	4	81.7%	88.6%	87.9%
Mathematics	4	81.7%	90%	86%

Goals and Goal Achievement

The percent of students at the proficient or higher levels in reading will reach 86 percent. This represents a 3 percentage point increase from the previous year. The percent of students at the proficient or higher levels in math will reach 87.5 percent. This represents a 0.3 percentage point increase from the previous year. The principal and the staff believe that these goals are very rigorous. In January the school staff asked that the goals be reduced to mirror the reduced goals passed by the school board in late fall. Their request was denied by the Iowa Department of Education staff stating that no new data was indicated that was not available at the time the initial application was made. No reason was seen to reduce the goals from what was approved when their initial application was accepted.

Table A-34
ITBS results for

Subject	Grades	Goal Percent Proficient	2002-2003 Percent Proficient	2003-2004 Percent Proficient
Reading Comprehension	3, 4, & 5	86%	83%	87.9%
Mathematics	3, 4, & 5	87.5%	87.2%	86%

Lawson Elementary demonstrated Adequate Yearly Progress in 2003-2004 and was not on Watch Status or a School in Need of Assistance at the end of the 2003-2004 school year. While Lawson Elementary met part of its goals for 2003-2004, it did not meet them all. The school did not receive an award for the 2003-2004 school year.

Compensation Plan

Teachers, associates, secretary, nurse, head custodian, and administrators will be included in the pay plan and all will receive an equal, full share with the exception that less than half time staff will receive a half share.

Enablers and Detractors

Enablers that Lawson Elementary has toward meeting their goals as viewed by the administration and staff:

- Action research through the use of SMART goals (Schmoker) reviewed each month.
- Site-based, collaborative decision making utilizing the Building Improvement Team (BIT).
- Focus on Four. Each grade 3 through 5 teacher selects students on the bubble for proficiency on ITBS to target. The teachers are aware who these students are and check their understanding, reteaching when necessary.
- Reading support. Additional teachers work with students during reading time. Part of this is accomplished through a pullout program.
- Math for Today activities.

- Curriculum mapping.
 - Class size reduction funds.
 - Purple and Gold Dragon Club meets after school for students targeted as a result of their MIALT and/or ITBS score. This group regularly meets three days a week, one on reading, one on mathematics, and one with a multiple focus.
 - First grade core allowing small group instruction in reading and mathematics.
 - Staff works hard and works together.
 - The TBVP award will be shared with the whole staff including the custodians.
- Detractors that Lawson Elementary has toward meeting its goals as viewed by the administration and staff were:
- Feeling that their goals may be too high.

Benefits and Concerns about TBVP

The staff do not see much change in their activities due to TBVP. They say that there is no change in what they do or in their mind set. They emphasized that “we work for kids”. TBVP is a perk. They feel that their goals were set too high. The staff notes that they can still have good growth and not make their goals. The members of the team interviewed expressed concern regarding their parents’ perceptions if they do not meet their goals.

They noted that there was a lot of excitement when the award checks from the last TBVP Pilot arrived. One teacher noted that the money was a nice perk, but “not enough to change all my thinking”.

Survey Results

Table A-35

Johnston, Lawson Elementary School

Means and Standard Deviations for Survey Items for All Certified Staff

Ratings: 1 (disagree), 2 (somewhat disagree), 3 (somewhat agree), or 4 (agree)

Number	Question	Count	Mean	Std Dev
Q1	The size of the bonus I could receive is fair.	21	3.29	0.902
Q2	It is fair for teachers who increase student achievement to receive bonuses.	18	1.86	0.900
Q3	Only teachers should be included in the bonus program.	21	1.86	1.014
Q4	Our school has less chance of achieving its goals than others because of our student population.	20	2.29	0.951
Q5	I receive personal satisfaction from meeting goals.	21	4.00	0.000
Q6	Some teachers who do not deserve it will receive bonuses.	21	2.10	0.944
Q7	It is appropriate for support staff to receive bonuses.	21	2.50	1.225

Number	Question	Count	Mean	Std Dev
Q8	I value the recognition I can receive for achieving our goals.	21	3.29	0.488
Q9	I believe that if I work hard my students will meet our student achievement goals.	21	3.57	0.535
Q10	I receive personal satisfaction from my students improved performance.	21	4.00	0.000
Q11	A goal for team-based variable pay is to reward accomplishments in teaching.	21	3.29	0.561
Q12	I will be distressed if my students do not improve.	21	2.86	0.900
Q13	I am satisfied with my job.	21	3.71	0.488
Q14	The possibility of earning a bonus itself motivates me to improve student achievement.	21	2.24	0.944
Q15	Parents and community members are supportive of my teaching efforts.	21	3.43	0.535
Q16	Meeting student achievement goals is a source of professional pride.	20	3.86	0.378
Q17	There has been adequate communication to staff about the bonus process and program.	21	3.24	0.700
Q18	The principal works with us to achieve our accountability goals.	21	3.57	0.535
Q19	The principal is supportive of my teaching efforts.	21	3.57	0.535
Q20	I have a high likelihood of receiving a bonus.	20	3.30	0.733
Q21	I am satisfied with my salary.	21	1.29	0.488
Q22	A \$1000 bonus is desirable.	21	3.14	1.464
Q23	If the bonus were increased to \$3000 my motivation to meet our school's goals would greatly increase.	21	2.62	1.024
Q24	There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	21	3.10	0.625
Q25	The team-based variable pay pilot has led to a greater focus on achievement in my school.	21	2.57	0.811
Q26	Our school's student achievement goals are specific.	21	3.14	0.378
Q27	The student achievement goals provide strong focus for our work.	21	3.00	0.632
Q28	Our school's student achievement goals are attainable.	21	3.43	0.535
Q29	I have the content knowledge needed to improve student achievement.	21	3.71	0.488
Q30	I have the teaching skills needed to improve student achievement.	21	3.57	0.535
Q31	There is an undo focus on helping low students	20	2.50	0.837

Number	Question	Count	Mean	Std Dev
	improve.			
Q32	The assessments we use to measure our goals are fair.	21	2.67	1.033
Q33	Our school's student achievement goals are challenging.	20	3.00	0.707
Q34	The curriculum drives what takes place in the classroom.	19	3.14	0.900
Q35	I asked more from my students this year.	21	2.86	1.215
Q36	Higher teacher compensation will result in higher student achievement.	21	2.17	1.329
Q37	I am doing things differently as a result of the team-based variable pay pilot project.	21	1.95	0.805
Q38	Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	21	2.33	0.658
Q39	My school focused more on student success as a result of team-based variable pay.	21	2.24	0.768
Q40	Student achievement improved in our school during the past year.	21	3.43	0.535
Q41	Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	21	2.48	0.750
Q42	Teachers work together and help each other try to improve student achievement.	21	3.29	0.756
Q43	I need better understanding of student achievement data.	21	2.86	0.690
Q44	Because of the emphasis on testing our curriculum has become too narrow.	21	2.29	0.756
Q45	Team-based variable pay has not resulted in much change at my school.	21	2.52	1.078
Q46	The principal is an academic leader in my school.	20	2.86	0.690
Q47	Objectives based on standardized tests force teachers to teach the test.	21	2.86	1.069
Q48	Team-based variable pay requires a lot of extra work.	21	1.71	0.717
Q49	Participation in the team-based variable pay pilot greatly increased the stress and pressure I felt this year.	21	1.52	0.602
Q50	I receive sufficient professional development at my school.	21	3.00	0.577
Q51	I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	21	3.76	0.436
Q52	The bonus part of the accountability program	19	2.00	0.707

Number	Question	Count	Mean	Std Dev
	should be continued.			

Johnston Community School District: Johnston Middle School

The Johnston Community School District is located in Johnston, population 8,649, a northern suburb of Des Moines in central Iowa. The growing district serves approximately 4,724 students, in 2001-2002 4,416 students were enrolled. One middle school building, grades six through eight, is contained in the district and houses about 1129 students, up from 1043 students in 2001-2002. The Johnston Middle School is fed by four elementary schools along with students from the Youth Home of MidAmerica and the Children's Rehabilitation Center. Gary Busby serves as principal for the school. He has been with the district in various capacities for 32 years. Two other schools in this district, Johnston High School and Lawson Elementary, were also accepted into the Team-Based Variable Pay Pilot. This school participated in TBVP in 2001-2002, but did not receive an award.

According to the 2003-2004 BEDS documents, Johnston Middle School reported that six percent receive free or reduced priced lunches, up from three percent in 2001-2002. Most of the students served by the Johnston schools are middle to upper middle class. The minority rate is eight percent. The full time equivalent of 77.0 certified teachers serve this building making the student to certified teacher ratio 14.66, up from 13.9 in 2001-2002.

Assessments

The assessments administered to the students are shown in Table A-36.

Table A-36
Assessments Administered at Johnston Middle School

	6	7	8
ITBS: Reading, Math, Science	January	January	January
CRT: MIALT	Fall and Spring	Fall and Spring	Fall and Spring
Iowa Writing Assessment	X	X	
Reading Performance Assessment		X	
Mathematics Performance Assessment		X	

Table A-37
Percent Proficient on ITBS, Eighth Grade All Students

Subject	Grades	2001-2002 Percent Proficient	2002-2003 Percent Proficient	2003-2004 Percent Proficient
Reading Comp	8	82.4%	85.1%	86.8%
Mathematics	8	89.1%	87.2%	87.1%

Table A-38
ITBS Reading Comprehension and Mathematics Total
Average National Grade Equivalent and National Standard Scores

	Reading Comprehension		Mathematics Total	
	NGE	NSS	NGE	NSS
Grade 6 (2002-2003)	8.1	243.2	8.4	246.4
Grade 7 (2003-2004)	9.7	258.8	10.1	262.9
Growth	1.6	15.6	1.7	16.5
Grade 7 (2002-2003)	10.0	261.6	10.2	263.5
Grade 8 (2003-2004)	11.2	270.7	11.9	275.5
Growth	1.2	9.7	1.7	12.0

Table A-39
MIALT Tests given September 2003 and April 2004, Median RIT Scores by Grade

Test/Grade	Reading	Math
6 Pretest	218	225
6 Posttest	220	232
Growth	2 RIT Points	7 RIT Points
7 Pretest	222	230
7 Posttest	221	235
Growth	-1 RIT Points	5 RIT Points
8 Pretest	226	236
8 Posttest	225	240
Growth	-1 RIT Points	4 RIT Points

Goals and Goal Achievement

The reading goal is that 84.2 percent of all Johnston Middle School students will be at or above the proficient level in reading as shown by the results of the 2003-2004 ITBS Reading Comprehension. This will be a 0.7 percentage point increase over the results from 2002-2003.

The mathematics goal is that 87 percent of all Johnston Middle School students will be at or above the proficient level in mathematics as shown by the results of the 2003-2004 ITBS Mathematics Total Score. This will be an increase of 0.4% over the 2002-2003 results. However, because their long-term goals are based on multiple years of data analysis the BIT was cautious about changing the goal based on one year of data. The goals in the original application did not require any improvement above the past year. In order to be accepted into the program improvement goals are required. The goals listed above are the revised goals.

The goals were set using the ITBS rather than the criterion-referenced test, MIALT, which is given on a pretest/posttest basis. According to Mr. Busby and the members of BIT this was done because of the lack of long term data for the MIALT. The MIALT was first given during the 1999-2000 school year.

Table A-40
Percent Proficient on Iowa Tests of Basic Skills

Subject	Grades	Goal Percent Proficient	2002-2003 Percent Proficient	2003-2004 Percent Proficient
Reading Comprehension	6, 7, & 8	84.2%	83.5%	85.1%
Mathematics	6, 7, & 8	87%	86.6%	88.1%

Johnston Middle School demonstrated Adequate Yearly Progress in 2003-2004 and was not on Watch Status or a School in Need of Assistance at the end of the 2003-2004 school year. The school met their goals and received a TBVP award for 2003-2004.

Compensation Plan

During meetings and discussions regarding the application and possible financial rewards for the TBVP Pilot, BIT members decided that creating a truly united team could result if all employees could share in the success. The BIT determined a formula that would distribute financial rewards in shares in the following manner: all certified staff, 1.00 share; classified staff, 0.50 share; and auxiliary staff (i.e. custodians and cooks), 0.25 share.

Enablers and Detractors

Enablers that Johnston Middle School has toward meeting its goals as viewed by its staff:

- Formalized Goal Achievement Plan (GAP).
- Focus on extending reading time in all grades.
- Teaming core teachers with related arts teachers and special education teachers.
- Arithmetic Development Daily (ADD) implemented in 6th grade.
- Commitment of teachers.
- Cohesive staff not as divided as some by subject areas.
- Participation and commitment of auxiliary staff.
- Learning continuum.
- Enhanced testing practices (breakfast, commercial test prep program, and core teachers responsible for make-up tests).
- Goal setting by students, academic and personal.
- Focus on students achieving below the 40th percentile.
- Additional time in the school day spent on reading and mathematics for 6th and 7th grade students.
- Structured reading program.
- Jamestown Readers.

- Goal setting from test results in the spring for the next year.
- Accelerated reader.
- Emphasis on reading.
- Documenting strategies resulting in making some staff more cognizant of the strategies.
- Review as part of the curriculum.
- Morning tutoring available.
- Math testing strategies taught.
- Emphasis on student variables that can be controlled by school staff.
- Positive attitude of staff regarding ITBS.
- Students noticing that teachers care about achievement.
- Staff working to improve testing situation (e.g., smaller test grouping, spread over more days, breakfast, encouraging healthy practices)

Detractors that Johnston Middle School has toward meeting its goals as viewed by its staff:

- Recent financial cuts.
- Increasing class sizes.
- House many special education students who make achieving AYP more difficult.
- ITBS testing areas not taught in Special Education curriculum (i.e. geometry and algebra).

Benefits and Concerns about TBVP

TBVP was seen as reinforcement for what the staff already saw as their common goal, to help every child succeed. They view the goals as very rigorous because a great percent of the students are already proficient. The staff also believed that they could reach the goals. They liked that all staff was involved, not just the core teachers. This made the work a united effort. The students then see the staff working together. Staff has been working to make connections with students.

Some of the staff saw the work as very time consuming especially the time spent working on strategies for improvement with each team. They are also concerned about the No Child Left Behind requirements.

Survey Results

Table A-41

Johnston, Johnston Middle School

Means and Standard Deviations for Survey Items for All Certified Staff

Ratings: 1 (disagree), 2 (somewhat disagree), 3 (somewhat agree), or 4 (agree)

Number	Question	Count	Mean	Std Dev
Q1	The size of the bonus I could receive is fair.	64	3.25	0.777
Q2	It is fair for teachers who increase student achievement to receive bonuses.	65	2.33	1.211

Number	Question	Count	Mean	Std Dev
Q3	Only teachers should be included in the bonus program.	66	2.42	1.068
Q4	Our school has less chance of achieving its goals than others because of our student population.	65	1.67	0.816
Q5	I receive personal satisfaction from meeting goals.	65	3.67	0.816
Q6	Some teachers who do not deserve it will receive bonuses.	64	2.73	1.012
Q7	It is appropriate for support staff to receive bonuses.	66	2.00	0.894
Q8	I value the recognition I can receive for achieving our goals.	64	3.17	0.753
Q9	I believe that if I work hard my students will meet our student achievement goals.	66	3.00	1.095
Q10	I receive personal satisfaction from my students improved performance.	66	4.00	0.000
Q11	A goal for team-based variable pay is to reward accomplishments in teaching.	66	3.23	0.675
Q12	I will be distressed if my students do not improve.	66	3.00	1.095
Q13	I am satisfied with my job.	65	2.83	0.983
Q14	The possibility of earning a bonus itself motivates me to improve student achievement.	66	2.73	0.869
Q15	Parents and community members are supportive of my teaching efforts.	66	3.50	0.837
Q16	Meeting student achievement goals is a source of professional pride.	66	3.60	0.548
Q17	There has been adequate communication to staff about the bonus process and program.	66	3.35	0.668
Q18	The principal works with us to achieve our accountability goals.	65	2.50	1.049
Q19	The principal is supportive of my teaching efforts.	66	2.50	1.049
Q20	I have a high likelihood of receiving a bonus.	64	3.39	0.607
Q21	I am satisfied with my salary.	66	1.83	0.408
Q22	A \$1000 bonus is desirable.	64	3.17	1.169
Q23	If the bonus were increased to \$3000 my motivation to meet our school's goals would greatly increase.	66	2.98	1.060
Q24	There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	65	3.05	0.909
Q25	The team-based variable pay pilot has led to a greater focus on achievement in my school.	65	3.22	0.696

Number	Question	Count	Mean	Std Dev
Q26	Our school's student achievement goals are specific.	66	3.67	0.816
Q27	The student achievement goals provide strong focus for our work.	65	4.00	0.000
Q28	Our school's student achievement goals are attainable.	65	4.00	0.000
Q29	I have the content knowledge needed to improve student achievement.	65	3.83	0.408
Q30	I have the teaching skills needed to improve student achievement.	66	4.00	0.000
Q31	There is an undo focus on helping low students improve.	64	2.83	0.983
Q32	The assessments we use to measure our goals are fair.	65	3.00	1.265
Q33	Our school's student achievement goals are challenging.	64	3.50	0.548
Q34	The curriculum drives what takes place in the classroom.	65	3.33	0.516
Q35	I asked more from my students this year.	64	3.50	0.548
Q36	Higher teacher compensation will result in higher student achievement.	66	2.20	0.837
Q37	I am doing things differently as a result of the team-based variable pay pilot project.	66	2.62	0.890
Q38	Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	65	2.78	0.739
Q39	My school focused more on student success as a result of team-based variable pay.	66	3.00	0.582
Q40	Student achievement improved in our school during the past year.	65	3.40	0.548
Q41	Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	65	2.95	0.717
Q42	Teachers work together and help each other try to improve student achievement.	66	3.83	0.408
Q43	I need better understanding of student achievement data.	66	2.67	1.033
Q44	Because of the emphasis on testing our curriculum has become too narrow.	64	2.50	0.837
Q45	Team-based variable pay has not resulted in much change at my school.	65	2.15	0.592
Q46	The principal is an academic leader in my school.	65	2.50	0.837
Q47	Objectives based on standardized tests force teachers to teach the test.	63	2.67	1.033

Number	Question	Count	Mean	Std Dev
Q48	Team-based variable pay requires a lot of extra work.	65	2.49	0.710
Q49	Participation in the team-based variable pay pilot greatly increased the stress and pressure I felt this year.	66	2.44	0.787
Q50	I receive sufficient professional development at my school.	65	3.00	0.894
Q51	I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	64	3.42	0.638
Q52	The bonus part of the accountability program should be continued.	65	2.60	1.140

Northeast Hamilton Community School District: Northeast Hamilton K-12

Northeast Hamilton Community Schools, enrollment 284, are located in the small town of Blairsburg in north central Iowa. One building houses kindergarten through grade 12. Northeast Hamilton Elementary, grades kindergarten through five serves 108 students. Northeast Hamilton Middle, grades six through eight serves 69 students. The high school, Northeast Hamilton High, has 107 students. The administration (with the years of district experience) includes Roark Horn, Superintendent (two), Patrick Hocking, Principal (ten), and Herbert Strasser, Curriculum Director (three). This district participated in TBVP in 2001-2002, but did not receive an award.

According to the 2003-2004 BEDS documents, Northeast Hamilton reported that about 29 percent receive free or reduced priced lunches, 20 percent were reported in 2001-2002. The minority rate is six percent. The full time equivalent of 26.51 certified staff members serve this building making the student to certified teacher ratio 10.71.

Assessments

The assessments administered to the students are shown in Table A-42.

Table A-42

Assessments Administered at Northeast Hamilton Community Schools

	K	1	2	3	4	5	6	7	8	9	10	11	12
SIM III	Pre Po st	Pre Po st	Pre Po st	Pre Po st	Pre Po st	Pre Po st	Pre Po st	Pre Po st	Pre Po st	Pre Po st	Pre Po st	Pre Po st	Pre Po st
ITBS and ITED			X		X		X		X	X		X	
Johns Reading	X	X	X	X	X								
Portfolios	X	X	X	X	X	X	X	X	X				
CBM Reading	X	X	X	X	X	X	X	X	X				
ACT Work Keys											X		X

Table A-43

Percent Proficient on ITBS, All Students

Subject	Grades	2001-2002 Percent Proficient	2002-2003 Percent Proficient	2003-2004 Percent Proficient
Reading Comp	4	81%	86%	94%
	8	73%	67%	52%
	11	82%	83%	67%
Mathematics	4	91%	88%	100%
	8	69%	69%	73%
	11	73%	75%	77%

Table A-44
 ITBS Reading Comprehension and Mathematics Total
 Average National Grade Equivalent and National Standard Scores

	Reading Comprehension		Mathematics Total	
	NGE	NSS	NGE	NSS
Grade 3 (2002-2003)	NA	NA	NA	NA
Grade 4 (2003-2004)	5.5	209.6	5.5	210.3
Growth	NA	NA	NA	NA
Grade 4 (2002-2003)	5.5	209.6	5.9	214.8
Grade 5 (2003-2004)	6.9	229.1	6.6	224.7
Growth	1.4	9.5	0.7	9.9
Grade 5 (2002-2003)	NA	NA	NA	NA
Grade 6 (2003-2004)	6.4	222.0	6.4	221.5
Growth	NA	NA	NA	NA
Grade 6 (2002-2003)	NA	NA	NA	NA
Grade 7 (2003-2004)	6.2	219.9	7.4	233.9
Growth	NA	NA	NA	NA
Grade 7 (2002-2003)	NA	NA	NA	NA
Grade 8 (2003-2004)	8.1	242.7	9.3	255.2
Growth	NA	NA	NA	NA
Grade 8 (2002-2003)*	7.9	240.2	9.6	257.7
Grade 9 (2003-2004)**	9.8	260.3	11.6	273.9
Growth	1.9	20.1	2.0	16.2
Grade 9 (2002-2003)		264.4		276.6
Grade 10 (2003-2004)		NA		NA
Growth		NA		NA
Grade 10 (2002-2003)		NA		NA
Grade 11 (2003-2004)		283.1		290.6
Growth		NA		NA

*Midyear norms

**Fall norms

Goals and Goal Achievement

Each building (K-5, 6-8, 9-12) will achieve a 20 percent or more gain in achievement in language arts, social studies, and science and a 30 percent or more gain in achievement in mathematics as measured by the SIM III (gain score over pretest score, see Table A-45). These gains will be greater than 2002-2003 due to increases in the pretest scores.

Furthermore, at least 90 percent of the students will show growth from pretest to post test. This number was set at 90 percent due to some of the students scoring very high on the pretest making significant growth score changes from the pretest to the posttest difficult. Ninety-eight percent of the students tested made growth from the pretest to the posttest.

Table A-45
Gain Scores on SIM III (CBM)

Subject	Grades	Goal	2003-2004 Growth
Language Arts	K-5	20%	47%
	6-8	20%	36%
	9-12	20%	32%
Mathematics	K-5	30%	70%
	6-8	30%	78%
	9-12	30%	74%
Science	K-5	20%	65%
	6-8	20%	59%
	9-12	20%	78%
Social Studies	K-5	20%	76%
	6-8	20%	78%
	9-12	20%	83%

Northeast Hamilton Community School District demonstrated Adequate Yearly Progress in 2003-2004 and was not on Watch Status or a School in Need of Assistance at the end of the 2003-2004 school year. The school received a TBVP award in 2003-2004.

Compensation Plan

The financial rewards that the staff may receive, as a result of successfully attaining the goals, will be shared between the certified and non-certified staff. Distribution will be divided between certified staff including superintendent, principal, teachers, and nurse who will receive four shares each, associates who will receive two shares each, and others including bus drivers, cooks, custodians, and secretaries who will receive one share per person. The distribution will be determined by dividing the total dollar amount awarded by the total number of shares. Shares will be prorated for part-time employees.

Enablers and Detractors

Enablers that Northeast Hamilton School has toward meeting their goals as viewed by the administration and staff:

- Ongoing monitoring of student outcomes.
- Good leadership.
- Alignment of assessments with curriculum.
- Teachers very familiar with the curriculum in all areas.
- Teacher involvement.
- Small school

- Know students and their needs.
- Faculty committed to goals.
- Professional development discussion of *Best Practices*.
- Word lists used and shared.
- Accelerated Reader Program.
- Articulated curriculum including benchmarks.
- Data driven model employed.
- Beginning in 1997, Northeast Hamilton staff has been working with Iowa State University School Improvement Office to create K-12 curriculum including assessments in language arts/reading, math, science, and social studies. SIMS III tests are constantly being updated and refined.

The administration and staff expressed no detractors that Northeast Hamilton School has toward meeting its goals.

Benefits and Concerns about TBVP

TBVP did not change the focus of the school as were focused on improvement before TBVP. Additional data discussions have taken place including discussions regarding assessments and goals. Teachers break down the pretests and posttests to the item level to better know and help their students. Professional development has become more aligned with the student goals than in the past. The staff has been working together more as a K-12 district rather than just in grade level groups. Approaches that are appropriate and used in the elementary have been found to often be applicable in the high school. TBVP was discussed as a positive opportunity for a school wanting a challenge.

Survey Results

Table A-46

Northeast Hamilton K-12

Means and Standard Deviations for Survey Items for All Certified Staff

Ratings: 1 (disagree), 2 (somewhat disagree), 3 (somewhat agree), or 4 (agree)

Number	Question	Count	Mean	Std Dev
Q1	The size of the bonus I could receive is fair.	17	3.06	0.899
Q2	It is fair for teachers who increase student achievement to receive bonuses.	17	1.45	1.036
Q3	Only teachers should be included in the bonus program.	17	2.47	1.068
Q4	Our school has less chance of achieving its goals than others because of our student population.	16	1.64	1.027
Q5	I receive personal satisfaction from meeting goals.	17	3.45	0.522
Q6	Some teachers who do not deserve it will receive bonuses.	16	2.81	1.047
Q7	It is appropriate for support staff to receive	17	1.73	1.272

Number	Question	Count	Mean	Std Dev
	bonuses.			
Q8	I value the recognition I can receive for achieving our goals.	17	2.45	1.214
Q9	I believe that if I work hard my students will meet our student achievement goals.	16	2.64	1.286
Q10	I receive personal satisfaction from my students improved performance.	17	3.64	0.505
Q11	A goal for team-based variable pay is to reward accomplishments in teaching.	17	3.29	0.772
Q12	I will be distressed if my students do not improve.	16	2.55	0.688
Q13	I am satisfied with my job.	17	3.82	0.405
Q14	The possibility of earning a bonus itself motivates me to improve student achievement.	16	3.00	0.816
Q15	Parents and community members are supportive of my teaching efforts.	17	3.45	0.522
Q16	Meeting student achievement goals is a source of professional pride.	17	2.55	1.293
Q17	There has been adequate communication to staff about the bonus process and program.	17	3.29	0.772
Q18	The principal works with us to achieve our accountability goals.	16	3.73	0.467
Q19	The principal is supportive of my teaching efforts.	17	3.82	0.405
Q20	I have a high likelihood of receiving a bonus.	16	3.25	0.447
Q21	I am satisfied with my salary.	17	2.27	1.009
Q22	A \$1000 bonus is desirable.	16	2.18	1.401
Q23	If the bonus were increased to \$3000 my motivation to meet our school's goals would greatly increase.	15	3.20	0.941
Q24	There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	17	3.12	0.928
Q25	The team-based variable pay pilot has led to a greater focus on achievement in my school.	17	2.94	0.827
Q26	Our school's student achievement goals are specific.	17	3.73	0.467
Q27	The student achievement goals provide strong focus for our work.	17	3.00	0.894
Q28	Our school's student achievement goals are attainable.	16	3.18	0.603
Q29	I have the content knowledge needed to improve student achievement.	17	3.73	0.467
Q30	I have the teaching skills needed to improve student achievement.	17	3.73	0.467

Number	Question	Count	Mean	Std Dev
Q31	There is an undo focus on helping low students improve.	16	2.27	0.786
Q32	The assessments we use to measure our goals are fair.	17	3.18	1.079
Q33	Our school's student achievement goals are challenging.	17	3.45	0.688
Q34	The curriculum drives what takes place in the classroom.	17	3.36	0.674
Q35	I asked more from my students this year.	17	2.91	0.831
Q36	Higher teacher compensation will result in higher student achievement.	14	1.64	0.809
Q37	I am doing things differently as a result of the team-based variable pay pilot project.	17	2.18	1.015
Q38	Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	15	2.73	0.704
Q39	My school focused more on student success as a result of team-based variable pay.	17	2.41	1.064
Q40	Student achievement improved in our school during the past year.	17	3.36	0.505
Q41	Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	16	2.81	0.834
Q42	Teachers work together and help each other try to improve student achievement.	17	3.45	0.688
Q43	I need better understanding of student achievement data.	16	2.73	0.786
Q44	Because of the emphasis on testing our curriculum has become too narrow.	17	2.55	0.688
Q45	Team-based variable pay has not resulted in much change at my school.	17	2.53	1.068
Q46	The principal is an academic leader in my school.	16	3.91	0.302
Q47	Objectives based on standardized tests force teachers to teach the test.	17	3.36	0.924
Q48	Team-based variable pay requires a lot of extra work.	16	2.38	0.957
Q49	Participation in the team-based variable pay pilot greatly increased the stress and pressure I felt this year.	17	2.00	1.061
Q50	I receive sufficient professional development at my school.	17	3.09	1.044
Q51	I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	17	3.18	1.015

Number	Question	Count	Mean	Std Dev
Q52	The bonus part of the accountability program should be continued.	17	1.64	0.924

Stratford Community School District: Stratford Elementary School

Stratford Elementary School is located in north central Iowa. The district serves 96 students grades prekindergarten through six. The district's seventh grade through twelfth grade students attend school in another district, Webster City Community School District. Sarah Binder serves as both superintendent and principal at the school. She has been with the district for eleven years. This school participated in TBVP in 2001-2002 and all participating staff members received awards.

According to the 2003-2004 BEDS documents, Stratford Elementary School reported that 31 percent of their students receive free or reduced priced lunches, up from 25 percent in 2001-2002. No minority students attend this school. The full time equivalent of 12.47 teachers serve 96 students in grades kindergarten through six. The student to certified teacher ratio is 7.7.

Assessments

The assessments administered to the students are shown in Table A-47.

Table A-47

Assessments Administered at Stratford Elementary School

	K	1	2	3	4	5	6
CBM: Reading, Math, and Science	X (no reading)	X	X	X	X	X	X
Basic Reading Inventory (BRI)	X	X	X	X	X	X	X
Six Traits of Writing	X	X	X	X	X	X	X
Integrated Learning System (ILS)	X	X	X	X	X	X	X
ITBS				X	X	X	X

Table A-48

Percent Proficient on ITBS, Fourth Grade Full Academic Year Students

Subject	Grades	2001-2002 Percent Proficient	2002-2003 Percent Proficient	2003-2004 Percent Proficient
Reading Comp	4	100	84.7	50
Mathematics	4	88	100	100

Table A-49
ITBS Reading Comprehension and Mathematics Total
Average National Grade Equivalent and National Standard Scores

	Reading Comprehension		Mathematics Total	
	NGE	NSS	NGE	NSS
Grade 3 (2002-2003)	4.5	196.3	NA	NA
Grade 4 (2003-2004)	5.3	207.3	6.2	218.8
Growth	0.8	11	NA	NA
Grade 4 (2002-2003)	5.8	213.9	5.9	214.7
Grade 5 (2003-2004)	7.0	230.3	7.4	234.2
Growth	1.2	16.4	1.5	19.5
Grade 5 (2002-2003)	7.5	235.9	8.8	247.8
Grade 6 (2003-2004)	8.8	250.2	9.8	260.3
Growth	1.3	14.3	1	12.5

Goals and Goal Achievement

The goals that the Stratford Elementary staff has set for itself are multiple. The reading goal is that all students will read fluently and comprehend at/or above grade level. The annual improvement goal is to improve the performance of students with low SES and increase percent of students with low SES who read proficiently. Indicators would be:

- 1) 100% of the students with low SES will perform at the proficient and advanced levels on Reading CBM
- 2) 80% of all students will perform at the proficient and advanced levels on Reading CBM
- 3) 15% will progress from not proficient to proficient or advanced levels on CBM; 10% will progress from proficient to advanced level on CBM
- 4) 90% of the students will read at grade level and/or make one year's growth on reading Inventory
- 5) 90% will make one year's growth on Integrated Learning System
- 6) 80% of the students will demonstrate phonemic awareness
- 7) 100% of the students will participate in Just Read.
- 8) Second grade students mean on DIBBLES will be 100 words per minute and 80% of the student will meet the oral fluency benchmark (90). 80% of the students will meet the nonsense word fluency benchmark (90).

The math goal is that all students will solve complex problems at/or above grade level. The annual improvement goal is to improve the performance of students with low SES and increase the percent of students with low SES who solve and compute complex problems.

- 1) 100% of the students with low SES will perform at the proficient and advanced levels on their CBM
- 2) 80% of all students will perform at the proficient and advanced levels on their CBM
- 3) 15% will progress from not proficient to proficient or advance levels on CBM;

- 4) 90% will make one year's growth on Integrated Learning System
- 5) 80% of the students will develop a strategy, explain how to solve the problem, and solve the problem.
- 6) All sixth grade students will be proficient (80%) on the End of Year test in Spring 2004.

Table A-50
Stratford Community, K-6
Assessment: CBM, ILS

Subject	Grades	Goal	Status Fall 2003		Spring 2004	
			Not Prof	Prof	Not Prof	Prof
Reading - CBM	1		100	0	8	92
	2		80	20	30	70
	3		67	34	20	80
	4		80	20	10	90
	5		78	22	14	86
	6		65	35	6	94
	All	80				85
Mathematics - CBM	K		78	22	0	100
	1		100	0	0	100
	2		90	10	0	100
	3		46	54	0	100
	4		60	40	0	100
	5		78	22	0	100
	6		82	18	0	100
	80				100	

Stratford Elementary School demonstrated Adequate Yearly Progress in 2003-2004 and was not on Watch Status or a School in Need of Assistance at the end of the 2003-2004 school year. The school received a TBVP award in 2003-2004.

Compensation Plan

The financial reward will be distributed equally among regular education teachers, early childhood and elementary special education teacher, teachers of students with special needs, and special teachers based on the full time equivalency of their individual contracts.

Enablers and Detractors

Enablers that Stratford Elementary has toward meeting their goals as viewed by the administration and staff:

- Community and family involvement.
- Small class size.
- Use of a common action research model throughout the building.
- Positive climate of the building.

- Most teachers willing to do more than expected for their students.
- Teachers passionate about continuing their education.
- Early childhood program.
- Integrated interdisciplinary curriculum.
- Teachers working together as peer tutors.
- Good use of resources including AEA and Webster City District.
- Curriculum mapping.
- Teachers working together to plan for the next school year.
- Increased use of data by teachers.
- Help from special education teacher and Title I teacher in the classroom with special needs students and all students.
- Buddy Read, students reading to other students.
- Support of the administration.
- Staff knows the students and their backgrounds.
- DEAR.
- ILS for assessment and diagnostic purposes.
- Renewed emphasis on writing curriculum.

Detractors that Stratford Elementary has toward meeting its goals as viewed by the administration and staff:

- The goals set are more challenging at some grade levels than at others.
- Some grade levels have many at-risk students.

Benefits and Concerns about TBVP

The teachers like that they set their own goals, but noted that the school's goals were pushed higher due to TBVP. Teachers see TBVP as a reward for doing a good job in an occupation that doesn't always have extrinsic rewards. TBVP contributes to the teamwork of the school. Some noted that additional pressure to have students achieve was added with TBVP.

Survey Results

Table A-51

Stratford, Stratford Elementary School

Means and Standard Deviations for Survey Items for All Certified Staff

Ratings: 1 (disagree), 2 (somewhat disagree), 3 (somewhat agree), or 4 (agree)

Number	Question	Count	Mean	Std Dev
Q1	The size of the bonus I could receive is fair.	12	2.92	0.793
Q2	It is fair for teachers who increase student achievement to receive bonuses.	11	2.38	1.096
Q3	Only teachers should be included in the bonus program.	12	2.50	0.798
Q4	Our school has less chance of achieving its goals than others because of our student	12	2.00	1.080

Number	Question	Count	Mean	Std Dev
	population.			
Q5	I receive personal satisfaction from meeting goals.	12	3.46	0.721
Q6	Some teachers who do not deserve it will receive bonuses.	12	1.83	0.937
Q7	It is appropriate for support staff to receive bonuses.	12	2.63	0.924
Q8	I value the recognition I can receive for achieving our goals.	12	2.92	0.974
Q9	I believe that if I work hard my students will meet our student achievement goals.	12	2.92	0.759
Q10	I receive personal satisfaction from my students improved performance.	12	3.64	0.569
Q11	A goal for team-based variable pay is to reward accomplishments in teaching.	12	3.33	0.492
Q12	I will be distressed if my students do not improve.	12	3.00	0.816
Q13	I am satisfied with my job.	12	3.40	0.645
Q14	The possibility of earning a bonus itself motivates me to improve student achievement.	12	2.17	0.937
Q15	Parents and community members are supportive of my teaching efforts.	12	3.60	0.500
Q16	Meeting student achievement goals is a source of professional pride.	12	3.33	0.702
Q17	There has been adequate communication to staff about the bonus process and program.	12	3.42	0.669
Q18	The principal works with us to achieve our accountability goals.	12	3.33	0.761
Q19	The principal is supportive of my teaching efforts.	12	3.52	0.770
Q20	I have a high likelihood of receiving a bonus.	11	3.27	0.905
Q21	I am satisfied with my salary.	11	2.12	0.881
Q22	A \$1000 bonus is desirable.	12	3.40	0.957
Q23	If the bonus were increased to \$3000 my motivation to meet our school's goals would greatly increase.	12	3.33	0.985
Q24	There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	11	2.55	1.128
Q25	The team-based variable pay pilot has led to a greater focus on achievement in my school.	12	2.67	1.073
Q26	Our school's student achievement goals are specific.	12	3.32	0.900
Q27	The student achievement goals provide strong focus for our work.	12	3.04	1.020

Number	Question	Count	Mean	Std Dev
Q28	Our school's student achievement goals are attainable.	12	2.88	0.666
Q29	I have the content knowledge needed to improve student achievement.	12	3.32	0.852
Q30	I have the teaching skills needed to improve student achievement.	12	3.46	0.658
Q31	There is an undo focus on helping low students improve.	12	2.42	0.974
Q32	The assessments we use to measure our goals are fair.	12	2.09	1.041
Q33	Our school's student achievement goals are challenging.	12	3.25	0.532
Q34	The curriculum drives what takes place in the classroom.	12	3.28	0.737
Q35	I asked more from my students this year.	11	2.74	0.964
Q36	Higher teacher compensation will result in higher student achievement.	12	2.17	1.049
Q37	I am doing things differently as a result of the team-based variable pay pilot project.	12	2.25	0.866
Q38	Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	11	2.55	0.934
Q39	My school focused more on student success as a result of team-based variable pay.	11	2.45	0.934
Q40	Student achievement improved in our school during the past year.	12	2.70	0.703
Q41	Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	11	2.82	1.168
Q42	Teachers work together and help each other try to improve student achievement.	12	3.36	0.569
Q43	I need better understanding of student achievement data.	12	3.00	0.764
Q44	Because of the emphasis on testing our curriculum has become too narrow.	11	3.04	0.841
Q45	Team-based variable pay has not resulted in much change at my school.	12	2.75	0.754
Q46	The principal is an academic leader in my school.	11	3.44	0.768
Q47	Objectives based on standardized tests force teachers to teach the test.	11	3.40	0.577
Q48	Team-based variable pay requires a lot of extra work.	11	2.09	0.701
Q49	Participation in the team-based variable pay pilot greatly increased the stress and pressure I	11	1.73	0.467

Number	Question	Count	Mean	Std Dev
	felt this year.			
Q50	I receive sufficient professional development at my school.	12	2.92	0.909
Q51	I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	12	3.42	0.900
Q52	The bonus part of the accountability program should be continued.	12	2.55	1.146

Appendix B

Pilot Application and Final Report Forms

Note: A nonbinding statement of intent to submit an application to participate in Team-Based Variable Pay Pilot must be filed with the Department of Education by August 1, 2003. The application must be received by September 1, 2003.

**Intent to Apply to Participate
Pilot Team-Based Variable Pay Project
2003-2004 School Year**

Due August 1, 2003

District _____ AEA _____

The following attendance center plans to submit an application to participate in Team-based variable pay. I understand that the full application is due September 1, 2003.

Building _____ Grades at site _____

Address _____

Principal's Name _____

Superintendent's Signature _____ Date _____

Mail to Dianne Chadwick, Grimes State Office Building, Des Moines, IA 50319.

**Application
Pilot Team-Based Variable Pay Project
2003-2004 School Year**

Cover Page

Due September 1, 2003

District _____ AEA _____

Participating Attendance Center (one attendance center per application)

Building _____ Grades at site _____ Student population _____

Address _____

Principal's Name _____

Local Board Approval Date _____

(Attach board minutes indicating approval of each attendance center's goals and plan for distribution of dollars if goal(s) are attained for each participating attendance center.)

Acceptance as a pilot district will include willingness to collect and submit data and information requested by the Department for study and to determine future legislative recommendations for team-based variable pay. Final payment will be released after all documentation is received.

Superintendent's Signature _____ **Date** _____

Contact person

Name _____ Title _____

Phone _____ E-mail _____

Application must be received at the Department by **September 1, 2003**, for consideration as a pilot school. The application must be in hard copy, not exceed five pages for each attendance center, contain this cover page, and a copy of the local board minutes indicating the information described above. Questions may be addressed to Dianne Chadwick at (515) 281-3718 or dianne.chadwick@ed.state.ia.us.

Return completed application to:

Judy Jeffrey, Administrator
Division of Early Childhood, Elementary and Secondary Education
Department of Education
Grimes State Office Building
East 14th & Grand Street
Des Moines, Iowa 50319-0146

Criteria for Participation in Team-Based Variable Pay Pilots

Note: A nonbinding statement of intent to submit an application to participate in Team-based Variable Pay Pilot must be filed with the Department of Education by August 1, 2003.

Narrative application is not to exceed five pages (with font size no less than 10 point) for each participating attendance center. Each applicant district must include data (where applicable) and information for each criteria for each participating attendance center. The Department reserves the right to select districts for pilot status that not only meet the criteria but also will provide a representative sample of different size school districts and attendance centers with differing characteristics.

Required Minimum Criteria

1. Assessment System:

- At least one valid and reliable standardized assessment measure for at least reading and mathematics must provide for a pre and post assessment of student progress on a school year basis. Either the use of the same assessment measure or an equivalent measure(s) on a pre-post basis must assess improvement. If equivalent measures are used, the district must demonstrate equivalence of the measures used. The approximate times that the pre and post assessment measure(s) are administered should be included in the application. If data are already available from the pre-assessment for the participating attendance center(s), it should be submitted to the Department with this application. If not the data should be submitted when available after the administration of the measure(s).
- Valid and reliable multiple assessments (in addition to ITBS and/or ITED) in at least reading and mathematics must have been administered to all students at the attendance center site for at least two years before application for pilot status. Assessment data shall be included in the application which documents subgroup achievement and performance levels for the multiple measures used to determine progress on the attendance center's annual improvement goals.

2. Attendance Center Annual Improvement Goals:

- Each participating attendance center must have academic goals in the areas of reading and mathematics and may have science. The goals must indicate the expected gain in performance. Goals must require improved gains in student achievement. Information in the application must include the mathematical procedure to be used to determine performance increases.
- Evidence of the data for which the goal(s) is established must be included in the application. The goals shall demonstrate alignment with the district-level goals included in the Comprehensive School Improvement Plan and the goals required by No Child Left Behind (NCLB).
- The assessment measures must be specified which will be used to document achievement of the goals. One of the assessment measures that documents achievement must be a pre and post measure used during the school year. Validity and reliability information must

be available for the assessment measures. ITBS and/or ITED must also be used to document improvement in student achievement.

- In order to receive an award the attendance center must also meet the appropriate Annual Measurement Objectives for participation and reading and mathematics achievement in required grades included in their school (4, 8, and/or 11) required by NCLB.

3. Alignment of Professional Development:

An indication of the professional development to be provided for teachers during the 2003-2003 school year should be included. Please note how the professional development model will improve student achievement.

4. Local Board Approval:

- The method for provision of financial rewards at the attendance center level upon achievement of the goals has been determined at the local level and is approved by the local board.
- The local board must approve each participating attendance center's goals, the assessment measures to be used to document growth and the expected annual gain for each of the goals.

Criteria for Pilot Participation that Demonstrates Readiness: Each narrative application should provide evidence for the following readiness criteria: attendance center's willingness to participate in the pilot, professional development plans for the attendance center, availability and use of data at the attendance center, and involvement of all attendance center staff in achieving attendance center goals.

Team-Based Variable Pay Pilot Project
Final Report
April 2004

The evidence presented in the final report will be used to evaluate whether or not the school's performance objectives, as stated in the school's approved Team-Based Variable Pay application, have been met. The final report must contain all information needed by the evaluators to make an informed decision about whether or not a school is eligible for an award.

The report must contain the attached cover page, pre-post test results, ITBS results, and with a short summary regarding the school's goals.

- A. **Pre-post test results.** A summary table about results of the tests given at the beginning and end of the 2003-2004 school year.
- B. **ITBS results.** Copies of the "Building Summary" (one or two pages received from ITBS with your ITBS results) for both the 2002-2003 and 2003-2004 school years.
- C. **Summary regarding your goals.**
 1. **Performance objective.** State the performance objective exactly as it was approved.
 2. **Evaluation.** Describe procedures and resulting evidence used to determine whether or not the performance objective was achieved.
 - a. Summary data. Present summary data or other verifiable documentation for each objective. Include the data and the criteria for success. This does not have to be extensive. A summary table is fine. Does not need to be repeated if contained in part A or B (above).
 - b. Schedule of evaluation activities. Indicate the date(s) for administration of measurement instrument or other data collection activities.
 - c. Retain documentation at the school. Schools should maintain documents (measurement instruments, test copies, score sheets, etc.) that an evaluator could examine more fully to corroborate results presented in the final report. The information provided in the final report must be verifiable in the sense that an audit trail exists which an evaluator could recognize and accept if one had cause to conduct a review. No routine on-site visits are planned. If additional data are required, schools will be notified.

Schools will be notified by September regarding whether or not they earned a Team-Based Variable Pay Award. Funds will be disbursed following the notification for those schools that earned an award.

**FINAL REPORT FOR OPTION 3
TEAM-BASED VARIABLE PAY PILOT 2004**

COVER PAGE

District: «District_Name» Building: «School_Name_»

Address: «PO_Box» «Street»
 «City», «State» «Zip»

Student population (from Fall BEDS report): «BEDS_Count»

The student performance objectives were:

- _____ Achieved (reward expected)
- _____ Partially achieved (no reward)
- _____ Not achieved (no reward)

The information provided in this report is accurate to the best of my knowledge and belief.

Principal's Signature _____

Date _____

Superintendent's Signature _____

Date _____

Return completed report to:

Dianne Chadwick, Ed.D.
 Administrative Consultant for Student Assessment (Teacher Quality)
 Department of Education
 Grimes State Office Building
 East 14th Street and Grand Avenue
 Des Moines, Iowa 50319-0146

Appendix C

Semi-Structured Interview Questions

Open ended questions for first administrative interviews.

1. Tell me about your school.
2. How was the decision made to submit an application to become a pilot site for team-based variable pay?
3. To what extent do the teachers know about and want to participate in this project?
4. What is different in your school this year because you are involved with team-based variable pay?
5. How did you set the goals?
6. What made you choose the assessment instrument that you did to measure your goals?
7. What is your school doing to make sure that the goals will be met?
8. What support will the teachers receive toward meeting the goal?
9. What problems/concerns are foreseen that may make it difficult to meet the goals?
10. What else would you like me to know about your project?

Open ended questions for initial teacher interviews.

1. How did you find out about the Team-Based Variable Pay Pilot Project and your school's participation? What was your reaction?
2. What are your school's goals? Do you think that they are achievable/rigorous?
3. What training/support have you received to help you help your students meet these goals?
4. What is different at your school since you joined the Team-Based Variable Pay Project?
5. What do you like about Team-Based Variable Pay Pilot at your school?
6. What do you dislike about Team-Based Variable Pay Pilot at your school?
7. What else would you like me to know about your project or your school?

Appendix D

Survey Instrument

March 10, 2004

Dear Staff Member:

During the past year I have been studying the schools involved in the team-based variable pay pilot project. In order to get information from all staff members involved in the project I have developed a short survey that I would like you to complete. Your opinions are very important to me and to this study.

The primary objective of this survey is to gather information on what teachers and support staff personnel believe about the Team-Based Variable Pay Pilot project recently implemented in your school. All participants in the pilot programs are encouraged to contribute by completing this short survey and returning it in the enclosed stamped and addressed envelope.

Information from the survey will:

- Highlight the concerns and benefits of school staff members about Team-Based Variable Pay;
- Examine the key motivational elements of school implementations;
- Inform legislators, Department of Education staff, and others interested in the quality of Iowa teachers and schools about your experience with team-based variable pay.

If you have questions about the survey or need another copy, please contact me, Dianne Chadwick (515-281-3718 or dianne.chadwick@ed.state.ia.us). Thank you for your help.

Sincerely,

Dianne Chadwick, Ed.D.
Administrative Consultant for Student Assessment (Teacher Quality)
Grimes State Office Building
Des Moines, IA 50319-0146

TEAM-BASED VARIABLE PAY PILOT PARTICIPANT QUESTIONNAIRE

Rate your agreement on each item as 1 (disagree), 2 (somewhat disagree),
3 (somewhat agree) or 4 (agree) by circling the appropriate number.

	Disagree		Agree	
1. The size of the bonus I could receive is fair.	1	2	3	4
2. It is fair for teachers who increase student achievement to receive bonuses.	1	2	3	4
3. Only teachers should be included in the bonus program.	1	2	3	4
4. Our school has less chance of achieving its goals than others because of our student population.	1	2	3	4
5. I receive personal satisfaction from meeting goals.	1	2	3	4
6. Some teachers who do not deserve it will receive bonuses.	1	2	3	4
7. It is appropriate for support staff to receive bonuses.	1	2	3	4
8. I value the recognition I can receive for achieving our goals.	1	2	3	4
9. I believe that if I work hard my students will meet our student achievement goals.	1	2	3	4
10. I receive personal satisfaction from my students improved performance.	1	2	3	4
11. A goal for team-based variable pay is to reward accomplishments in teaching.	1	2	3	4
12. I will be distressed if my students do not improve.	1	2	3	4
13. I am satisfied with my job.	1	2	3	4
14. The possibility of earning a bonus itself motivates me to improve student achievement.	1	2	3	4
15. Parents and community members are supportive of my teaching efforts.	1	2	3	4
16. Meeting student achievement goals is a source of professional pride.	1	2	3	4
17. There has been adequate communication to staff about the bonus process and program.	1	2	3	4
18. The principal works with us to achieve our accountability goals.	1	2	3	4
19. The principal is supportive of my teaching efforts.	1	2	3	4
20. I have a high likelihood of receiving a bonus.	1	2	3	4
21. I am satisfied with my salary.	1	2	3	4
22. A \$1000 bonus is desirable.	1	2	3	4
23. If the bonus were increased to \$3000 my motivation to meet our school's goals would greatly increase.	1	2	3	4
24. There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	1	2	3	4
25. The team-based variable pay pilot has led to a greater focus on achievement in my school.	1	2	3	4
26. Our school's student achievement goals are specific.	1	2	3	4
27. The student achievement goals provide strong focus for our work.	1	2	3	4
28. Our school's student achievement goals are attainable.	1	2	3	4
29. I have the content knowledge needed to improve student achievement.	1	2	3	4

*** Please continue on reverse. ***

	Disagree		Agree	
30. I have the teaching skills needed to improve student achievement.	1	2	3	4
31. There is an undue focus on helping low students improve.	1	2	3	4
32. The assessments we use to measure our goals are fair.	1	2	3	4
33. Our school's student achievement goals are challenging.	1	2	3	4
34. The curriculum drives what takes place in the classroom.	1	2	3	4
35. I asked more from my students this year.	1	2	3	4
36. Higher teacher compensation will result in higher student achievement.	1	2	3	4
37. I am doing things differently as a result of the team-based variable pay pilot project.	1	2	3	4
38. Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	1	2	3	4
39. My school focused more on student success as a result of team-based variable pay.	1	2	3	4
40. Student achievement improved in our school during the past year.	1	2	3	4
41. Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	1	2	3	4
42. Teachers work together and help each other try to improve student achievement.	1	2	3	4
43. I need better understanding of student achievement data.	1	2	3	4
44. Because of the emphasis on testing our curriculum has become too narrow.	1	2	3	4
45. Team-based variable pay has not resulted in much change at my school.	1	2	3	4
46. The principal is an academic leader in my school.	1	2	3	4
47. Objectives based on standardized tests force teachers to teach the test.	1	2	3	4
48. Team-based variable pay requires a lot of extra work.	1	2	3	4
49. Participation in the team-based variable pay pilot greatly increased the stress and pressure I felt this year.	1	2	3	4
50. I receive sufficient professional development at my school.	1	2	3	4
51. I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	1	2	3	4
52. The bonus part of the accountability program should be continued.	1	2	3	4

Demographic information:

52. School: _____
53. Current position (circle): certified classroom teacher other certified staff noncertified staff
54. Years of experience in education: _____ 55. Years of experience in this building: _____
56. Highest level of education completed (circle): Did not finish HS HS Graduate
Some college BA or BS MA or MS Beyond a master's degree
57. Age group (circle): 19 or younger 20 to 29 30 to 39
40 to 49 50 to 59 60 or older

Thank you for taking time to complete this survey. What other comments would you like to make about Team-based Variable Pay (add additional sheets as necessary)?

March 10, 2004

Dear Staff Member:

During the past year I have been studying the schools involved in the team-based variable pay pilot project to complete a study for the Iowa legislature. It is important that the legislature also has the opinions on team-based variable pay from staff members in schools that are not participating in the pilot. In order to get information from staff members not involved in the project I have developed a short survey that I would like you to complete. Your opinions are very important to me and to this study.

The primary objective of this survey is to gather information on what certified staff members believe about pay related to student achievement. You are encouraged to contribute by completing this short survey and returning it in the enclosed stamped and addressed envelope.

Information from the survey will:

- Highlight opinions of school staff members about Team-Based Variable Pay;
- Examine the key motivational elements of school implementations;
- Inform legislators, Department of Education staff, and others interested in the quality of Iowa teachers and schools about your view.

If you have questions about the survey or need another copy, please contact me, Dianne Chadwick (515-281-3718 or dianne.chadwick@ed.state.ia.us). Thank you for your help.

Sincerely,

Dianne Chadwick, Ed.D.
Administrative Consultant for Student Assessment (Teacher Quality)
Grimes State Office Building
Des Moines, IA 50319-0146

**TEAM-BASED VARIABLE PAY PILOT PARTICIPANT
QUESTIONNAIRE for MATCH SCHOOLS**

Rate your agreement on each item as 1 (disagree), 2 (somewhat disagree),
3 (somewhat agree) or 4 (agree) by circling the appropriate number.

	Disagree		Agree	
2. It is fair for teachers who increase student achievement to receive bonuses	1	2	3	4
4. Our school has less chance of achieving its goals than others because of our student population.	1	2	3	4
5. I receive personal satisfaction from meeting goals.	1	2	3	4
7. It is appropriate for support staff to receive bonuses.	1	2	3	4
8. I value the recognition I can receive for achieving our goals.	1	2	3	4
9. I believe that if I work hard my students will meet our student achievement goals.	1	2	3	4
10. I receive personal satisfaction from my students improved performance.	1	2	3	4
12. I will be distressed if my students do not improve.	1	2	3	4
13. I am satisfied with my job.	1	2	3	4
15. Parents and community members are supportive of my teaching efforts.	1	2	3	4
16. Meeting student achievement goals is a source of professional pride.	1	2	3	4
18. The principal works with us to achieve our accountability goals.	1	2	3	4
19. The principal is supportive of my teaching efforts.	1	2	3	4
21. I am satisfied with my salary.	1	2	3	4
22. A \$1000 bonus is desirable.	1	2	3	4
26. Our school's student achievement goals are specific.	1	2	3	4
27. The student achievement goals provide strong focus for our work.	1	2	3	4
28. Our school's student achievement goals are attainable.	1	2	3	4
29. I have the content knowledge needed to improve student achievement.	1	2	3	4
30. I have the teaching skills needed to improve student achievement.	1	2	3	4
31. There is an undue focus on helping low students improve.	1	2	3	4
32. The assessments we use to measure our goals are fair.	1	2	3	4
33. Our school's student achievement goals are challenging.	1	2	3	4
34. The curriculum drives what takes place in the classroom.	1	2	3	4
35. I asked more from my students this year.	1	2	3	4
36. Higher teacher compensation will result in higher student achievement.	1	2	3	4
40. Student achievement improved in our school during the past year.	1	2	3	4
42. Teachers work together and help each other try to improve student achievement.	1	2	3	4
43. I need better understanding of student achievement data.	1	2	3	4
44. Because of the emphasis on testing our curriculum has become too narrow.	1	2	3	4
46. The principal is an academic leader in my school.	1	2	3	4
47. Objectives based on standardized tests force teachers to teach the test.	1	2	3	4
50. I receive sufficient professional development at my school.	1	2	3	4
52. The bonus part of the accountability program should be continued.	1	2	3	4

*** Please continue on reverse. ***

Demographic information:

52. School: _____

53. Current position (circle):

certified classroom teacher other certified staff noncertified staff administrator

54. Years of experience in education: _____

55. Years of experience in this building: _____

56. Highest level of education completed (circle): Did not finish HS HS Graduate

Some college BA or BS MA or MS Beyond a master's degree

57. Age group (circle):

19 or younger 20 to 29 30 to 39 40 to 49 50 to 59 60 or older

58. Primary level of responsibility (circle):

Elementary School Middle School High School

Thank you for taking time to complete this survey. Are there additional comments you would like to make about Team-based Variable Pay?

Appendix E

Team-Based Variable Pay Pilot Participant
Questionnaire Results

Table E-1

Results from Certified Staff of TBVP and Match Schools. Items were rated on agreement on each item as 1 (disagree), 2 (somewhat disagree), 3 (somewhat agree), or 4 (agree).

Number	Question	Group	Unweighted	Weighted by School				Count	
			Mean	Mean	1	2	3		4
Q1	The size of the bonus I could receive is fair.	TBVP	3.22	3.20	4.8%	10.0%	45.2%	39.9%	285
		Match	NA						
Q2**	It is fair for teachers who increase student achievement to receive bonuses.	TBVP	3.22	3.24	5.9%	10.7%	36.7%	46.7%	286
		Match	1.91	1.96	47.1%	18.7%	25.5%	8.8%	
Q3	Only teachers should be included in the bonus program.	TBVP	2.24	2.17	33.4%	30.6%	21.7%	14.3%	292
		Match	NA						
Q4**	Our school has less chance of achieving its goals than others because of our student population.	TBVP	2.06	2.06	31.1%	38.9%	22.9%	7.1%	289
		Match	2.49	2.53	21.9%	28.9%	23.0%	26.2%	
Q5	I receive personal satisfaction from meeting goals.	TBVP	3.60	3.69	2.4%	1.9%	20.2%	75.5%	293
		Match	3.60	3.64	3.1%	1.7%	23.9%	71.4%	
Q6	Some teachers who do not deserve it will receive bonuses.	TBVP	2.60	2.49	23.4%	21.8%	37.5%	17.3%	291
		Match	NA						
Q7**	It is appropriate for support staff to receive bonuses.	TBVP	3.10	3.10	4.7%	20.0%	35.8%	39.5%	296
		Match	2.32	2.33	29.0%	21.1%	37.9%	11.9%	
Q8**	I value the recognition I can receive for achieving our goals.	TBVP	3.23	3.36	1.3%	9.1%	42.1%	47.5%	288
		Match	2.87	2.91	10.5%	14.0%	49.5%	25.9%	
Q9**	I believe that if I work hard my students will meet our student achievement goals.	TBVP	3.00	3.17	2.1%	13.2%	50.3%	34.4%	291
		Match	2.80	2.92	8.6%	18.9%	44.0%	28.5%	
Q10	I receive personal satisfaction from my students improved performance.	TBVP	3.68	3.77	0.0%	0.3%	22.3%	77.4%	294
		Match	3.74	3.78	0.0%	2.1%	17.7%	80.2%	
Q11	A goal for team-based variable pay is to reward accomplishments in teaching.	TBVP	3.26	3.37	1.2%	6.2%	46.8%	45.8%	289
		Match	NA						
Q12	I will be distressed if my students do not improve.	TBVP	3.07	3.17	3.9%	13.9%	43.8%	38.4%	293
		Match	3.12	3.13	5.2%	11.5%	48.2%	35.0%	
Q13**	I am satisfied with my job.	TBVP	3.37	3.47	0.3%	3.1%	45.5%	51.0%	294
		Match	3.26	3.29	4.4%	7.6%	42.7%	45.3%	
Q14	The possibility of earning a bonus itself motivates me to improve student achievement.	TBVP	2.56	2.54	16.1%	31.0%	35.7%	17.3%	292
		Match	NA						
Q15	Parents and community members are supportive of my teaching efforts.	TBVP	3.33	3.34	0.8%	7.5%	48.3%	43.4%	295
		Match	3.33	3.27	0.0%	11.0%	50.9%	38.1%	
Q16**	Meeting student achievement goals is a source of professional pride.	TBVP	3.51	3.62	0.5%	2.1%	32.3%	65.1%	292
		Match	3.34	3.41	4.6%	6.4%	32.1%	56.9%	
Q17	There has been adequate communication to staff about the bonus process and program.	TBVP	3.03	3.03	4.7%	21.0%	40.5%	33.8%	295
		Match	NA						
Q18	The principal works with us to achieve our accountability goals.	TBVP	3.35	3.33	4.2%	9.5%	35.3%	51.0%	294
		Match	3.38	3.36	3.8%	10.5%	31.2%	54.5%	
Q19	The principal is supportive of my teaching efforts.	TBVP	3.51	3.54	0.7%	6.7%	30.3%	62.3%	294
		Match	3.55	3.49	2.1%	9.7%	24.9%	63.3%	
Q20	I have a high likelihood of receiving a bonus.	TBVP	3.19	3.13	2.3%	13.6%	52.7%	31.5%	280
		Match	NA						
Q21**	I am satisfied with my salary.	TBVP	2.39	2.41	20.1%	29.7%	39.4%	10.7%	296
		Match	2.10	2.00	32.6%	38.2%	26.0%	3.2%	
Q22**	A \$1000 bonus is desirable.	TBVP	3.58	3.51	0.0%	6.0%	37.0%	57.0%	292
		Match	3.06	3.12	15.9%	6.7%	27.2%	50.2%	

Number	Question	Group	Unweighted	Weighted				Count	
			Mean	Mean	1	2	3		4
Q23	If the bonus were increased to \$3000 my motivation to meet our school's goals would greatly increase.	TBVP	2.96	2.88	12.6%	22.7%	28.6%	36.1%	294
		Match	NA						
Q24	There will be no penalty for schools who do not meet their objectives as a result of team-based variable pay.	TBVP	3.08	3.09	3.8%	23.6%	32.7%	39.9%	291
		Match	NA						
Q25	The team-based variable pay pilot has led to a greater focus on achievement in my school.	TBVP	2.95	2.94	4.9%	24.1%	43.0%	28.1%	292
		Match	NA						
Q26	Our school's student achievement goals are specific.	TBVP	3.56	3.61	0.0%	3.1%	32.9%	64.0%	296
		Match	3.45	3.49	0.8%	3.4%	41.7%	54.0%	130
Q27	The student achievement goals provide strong focus for our work.	TBVP	3.28	3.33	1.7%	10.7%	40.7%	46.9%	293
		Match	3.21	3.28	4.4%	9.2%	40.4%	46.1%	128
Q28	Our school's student achievement goals are attainable.	TBVP	3.21	3.30	1.5%	7.0%	51.9%	39.6%	290
		Match	3.06	3.24	0.0%	10.1%	56.0%	33.9%	125
Q29	I have the content knowledge needed to improve student achievement.	TBVP	3.55	3.57	0.0%	2.5%	37.6%	59.9%	295
		Match	3.48	3.55	1.0%	3.1%	35.9%	60.0%	130
Q30	I have the teaching skills needed to improve student achievement.	TBVP	3.63	3.68	0.0%	1.8%	28.2%	70.0%	295
		Match	3.59	3.64	0.0%	1.8%	32.3%	65.9%	127
Q31	There is an undo focus on helping low students improve.	TBVP	2.39	2.37	17.2%	39.5%	32.4%	10.9%	287
		Match	2.39	2.46	14.0%	37.4%	37.2%	11.4%	124
Q32**	The assessments we use to measure our goals are fair.	TBVP	2.71	2.81	7.1%	21.9%	53.9%	17.2%	292
		Match	2.57	2.66	15.3%	25.1%	38.3%	21.3%	123
Q33	Our school's student achievement goals are challenging.	TBVP	3.40	3.43	0.0%	3.0%	50.9%	46.1%	291
		Match	3.28	3.28	0.0%	5.6%	61.2%	33.2%	123
Q34	The curriculum drives what takes place in the classroom.	TBVP	3.21	3.31	2.1%	9.3%	44.0%	44.6%	290
		Match	3.23	3.24	4.4%	7.3%	47.8%	40.5%	129
Q35	I asked more from my students this year.	TBVP	2.94	2.99	4.8%	20.5%	45.2%	29.5%	285
		Match	2.94	3.02	3.6%	21.4%	44.2%	30.9%	124
Q36**	Higher teacher compensation will result in higher student achievement.	TBVP	2.54	2.55	8.5%	39.9%	40.1%	11.5%	286
		Match	2.09	2.12	34.0%	26.5%	33.2%	6.4%	124
Q37	I am doing things differently as a result of the team-based variable pay pilot project.	TBVP	2.33	2.29	23.7%	35.2%	29.4%	11.7%	293
		Match	NA						
Q38	Students' performance will increase as a result of my school's participation in the team-based variable pay pilot program.	TBVP	2.63	2.69	8.4%	27.7%	50.9%	13.1%	288
		Match	NA						
Q39	My school focused more on student success as a result of team-based variable pay.	TBVP	2.68	2.65	12.7%	24.8%	47.6%	14.9%	292
		Match	NA						
Q40	Student achievement improved in our school during the past year.	TBVP	3.42	3.40	0.0%	4.1%	51.6%	44.3%	292
		Match	3.11	3.20	0.9%	4.4%	68.4%	26.4%	120
Q41	Teamwork in our school was increased as a result of our participation in the team-based variable pay pilot.	TBVP	2.74	2.79	12.1%	19.7%	45.1%	23.1%	290
		Match	NA						
Q42	Teachers work together and help each other try to improve student achievement.	TBVP	3.24	3.31	3.5%	7.6%	43.6%	45.2%	294
		Match	3.45	3.46	3.7%	6.1%	31.1%	59.1%	130
Q43*	I need better understanding of student achievement data.	TBVP	2.33	2.26	22.0%	37.6%	32.6%	7.9%	293
		Match	2.53	2.51	9.2%	39.5%	42.2%	9.0%	129
Q44*	Because of the emphasis on testing our curriculum has become too narrow.	TBVP	2.58	2.47	13.4%	40.3%	31.9%	14.4%	288
		Match	2.87	2.76	3.5%	37.0%	39.9%	19.6%	130
Q45	Team-based variable pay has not resulted in much change at my school.	TBVP	2.30	2.31	17.0%	43.7%	30.3%	9.0%	291
		Match	NA						

Number	Question	Group	Unweighted	Weighted				Count	
			Mean	Mean	1	2	3		4
Q46	The principal is an academic leader in my school.	TBVP	3.23	3.27	6.3%	9.3%	35.2%	49.1%	291
		Match	3.26	3.18	5.1%	13.1%	40.5%	41.4%	129
Q47**	Objectives based on standardized tests force teachers to teach the test.	TBVP	2.95	2.89	5.3%	28.1%	39.4%	27.2%	290
		Match	3.15	3.02	9.4%	12.9%	44.1%	33.6%	130
Q48	Team-based variable pay requires a lot of extra work.	TBVP	2.27	2.18	20.0%	47.8%	26.7%	5.4%	286
		Match	NA						
Q49	Participation in the team-based variable pay pilot greatly increased the stress and pressure I felt this year.	TBVP	2.12	1.97	30.3%	48.2%	15.7%	5.8%	294
		Match	NA						
Q50	I receive sufficient professional development at my school.	TBVP	3.07	3.18	4.2%	13.3%	42.8%	39.7%	292
		Match	3.00	3.01	5.4%	20.7%	41.9%	32.1%	130
Q51	I would work just as hard to achieve our school's accountability goals even without the possibility of receiving a bonus.	TBVP	3.42	3.47	2.2%	6.7%	33.5%	57.6%	292
		Match	NA						
Q52**	The bonus part of the accountability program should be continued.	TBVP	3.59	3.65	1.2%	2.3%	26.6%	69.9%	290
		Match	2.09	2.15	31.3%	31.8%	27.5%	9.4%	116

*TBVP schools and match school answers were significantly different (0.05)

**TBVP schools and match school answers were significantly different (0.01)

Appendix F

Iowa Tests National Standard Score Results for TBVP and Match Schools

School	Grades	Norms	Status	NSS 2002-2003		NSS 2003-2004		Change 02-03 to 03-04	
				Read	Math	Read	Math	Read	Math
Carroll, Adams ES	4-5	Spring	TBVP	212.9	209.4	233.4	229.1	20.5	19.7
Match A	4-5	Fall	Match	208.2	235.8	210.1	235.0	1.9	-0.8
								0.0	0.0
Carroll MS	6-7	Spring	TBVP	237.9	234.8	250.7	252.0	12.8	17.2
Carroll MS	7-8	Spring	TBVP	252.9	254.3	266.9	266.7	14.0	12.4
Match B	6-7	Fall	Match	233.0	234.1	235.3	244.2	2.3	10.1
Match B	7-8	Fall	Match	224.7	238.2	241.4	251.9	16.7	13.7
Davis County ES	3-4	Midyear	TBVP	NA	NA	NA	NA	0.0	0.0
Match C	4-5	Spring/Mid	Match	220.0	211.0	219.7	221.4	-0.3	10.4
Davis County MS	5-6	Midyear	TBVP	226.7	220.3	234.5	232.3	7.8	12.0
Davis County MS	6-7	Midyear	TBVP	222.2	224.3	237.6	249.2	15.4	24.9
Davis County MS	7-8	Midyear	TBVP	238.8	246.9	256.0	265.4	17.2	18.5
Match D	5-6	Midyear	Match	NA	NA	232.2	247.4	NA	NA
Match D	6-7	Midyear	Match	232.0	225.4	239.4	244.8	7.4	19.4
Match D	7-8		Match	NA	NA	233.3	259.6	NA	NA
Des Moines, Oak Park ES	3-4	Fall	TBVP	178.4	181.9	192.9	192.3	14.5	10.4
Des Moines, Oak Park ES	4-5	Fall	TBVP	199.9	196.4	201.4	200.7	1.5	4.3
Match E	3-4	Spring/Mid	Match	181.9	181.5	193.2	196.0	11.3	14.5
Match E	4-5	Spring/Mid	Match	197.7	191.9	205.3	202.6	7.6	10.7
Johnston HS	9-10	Fall	TBVP	268.6	287.1	292.8	296.2	24.2	9.1
Johnston HS	10-11	Fall	TBVP	269.5	283.6	305.1	302.4	35.6	18.8
Match F	9-10	Fall	Match	272.2	291.4	287.7	293.4	15.5	2.0
Match F	10-11	Fall	Match	278.0	291.4	293.9	307.4	15.9	16.0
Johnston, Lawson ES	3-4	Midyear	TBVP	200.4	194.1	225.5	225.9	25.1	31.8
Johnston, Lawson ES	4-5	Midyear	TBVP	220.1	229.5	231.3	234.9	11.2	5.4
Match G	3-4	Fall	Match	193	189	218	211	24.2	22.3
Match G	4-5	Fall	Match	214	214	233	233	18.6	19.2
Johnston MS	6-7	Midyear	TBVP	243.2	246.4	258.8	262.9	15.6	16.5
Johnston MS	7-8	Midyear	TBVP	261.6	253.5	270.7	275.5	9.1	22.0
Match H	6-7	Midyear	Match	NA	NA	NA	NA	0.0	0.0
Match H	7-8	Midyear	Match	NA	NA	NA	NA	0.0	0.0

				NSS 2002-2003		NSS 2003-2004		Change 02-03 to 03-04	
Northeast Hamilton	3-4	Midyear	TBVP	NA	NA	209.6	210.3	NA	NA
Northeast Hamilton	4-5	Midyear	TBVP	209.6	214.8	229.1	224.7	19.5	9.9
Northeast Hamilton	5-6	Midyear	TBVP	NA	NA	222.0	221.5	NA	NA
Northeast Hamilton	6-7	Midyear	TBVP	187.5	219.0	219.9	233.9	32.4	14.9
Northeast Hamilton	7-8	Midyear	TBVP	259.9	272.2	242.7	255.2	-17.2	-17.0
Northeast Hamilton	8-9	Mid/Fall	TBVP	240.2	257.7	260.3	273.9	20.1	16.2
Northeast Hamilton	9-10	Fall	TBVP	264.4	276.6	NA	NA	NA	NA
Northeast Hamilton	10-11	Fall	TBVP	NA	NA	283.1	290.6	NA	NA
Northeast Hamilton	11-12	Fall	TBVP	276.2	278.5	NA	NA	NA	NA
Match J	3-4	Fall	Match	181.4	190.0	211.9	209.3	30.5	19.3
Match J	4-5	Fall	Match	218.8	211.0	225.6	223.1	6.8	12.1
Match J	5-6	Fall	Match	219.4	226.1	231.4	234.0	12.0	7.9
Match J	6-7	Fall	Match	221.7	224.8	237.5	240.0	15.8	15.2
Match J	7-8	Fall	Match	236.8	238.3	247.9	245.6	11.1	7.3
Match J	8-9	Fall	Match	240.0	248.0	255.4	264.2	15.4	16.2
Match J	9-10	Fall	Match	252.9	272.4	267.0	264.6	14.1	-7.8
Match J	10-11	Fall	Match	263.5	278.6	272.7	292.1	9.2	13.5
Match J	11-12	Fall	Match	259.9	275.1	NA	NA	NA	NA
Stratford ES	3-4	Midyear	TBVP	196.3	NA	207.3	218.8	11.0	NA
Stratford ES	4-5	Midyear	TBVP	213.9	214.7	230.3	234.2	16.4	19.5
Stratford ES	5-6	Midyear	TBVP	235.9	232.8	250.2	260.3	14.3	27.5
Match K	3-4	Fall	Match	185.0	189.1	204.3	210.1	19.3	21.0
Match K	4-5	Fall	Match	194.6	200.7	212.9	220.4	18.3	19.7

Appendix G

Participating Schools 2001-2005 and Assessment Results

TBVP Participating Schools*

	Mandatory State Assessment Grade	2001-2002	2002-2003	2003-2004	2004-2005
Anamosa, Strawberry ES	4				
Carroll, Adams ES	4				
Carroll, Fairview ES	**				
Carroll, HS	11				
Carroll, MS	8				
Davis Co. ES	4				
Davis Co. MS	8				
Des Moines, Moulton ES	4, 8				
Des Moines, Oak Park ES	4				
Griswold, Elliott ES	4				
Johnston HS	11				
Johnston MS	8				
Johnston, Lawson ES	4				
Linn Mar, Indian Creek ES	4				
Missouri Valley MS	8				
NE Hamilton District	4, 8, 11				
Oelwein HS	11				
Oelwein MS	8				
Oelwein, Harlan ES	4				
Oelwein, Parkside ES	4				
Oelwein, Wings Park ES	4				
Stratford ES	4				
Van Buren, Douds ES	4				
Van Buren, Stockport ES	4				
Woodward Granger, ES	4				

*TBVP was offered in 2001-2002, 2003-2004, and 2004-2005. White block indicate that the school participated in TBVP.

**Does not contain a mandatory assessment grade.

2001-2002 Results of TBVP Schools ITBS/ITED Reading

Schools	Norm	Grade	Percent Proficient		
			2000-01	2001-02	Change
Davis Co. Elem	mid	4	53	72.4	19.4
Des Moines, Oak Park	mid/fall	4	61.9	58.0	-3.9
Griswold, Elliott Elem	spr	4	86.4	71	-15.4
Johnston, Lawson Elem	mid	4	77.3	81.7	4.4
Linn Mar, Indian Creek	fall	4	70	86	16
NE Hamilton Elem	mid	4	90	81	-9
Oelwein, Harlan Elem	mid/spr	4	87	57	-30
Oelwein, Parkside Elem	mid/spr	4	43	70	27
Oelwein, Wings Park	mid/spr	4	64	70	6
Stratford Elementary	mid	4	80	100	20
Van Buren, Douds Elem	fall	4	78	89	11
Van Buren, Stockport	fall	4	78	83	5
Davis Co. Middle Sch	mid	8	65	69.4	4.4
Johnston Middle School	mid	8	82.5	80.5	-2
Missouri Valley Middle	mid	8	69	71	2
NE Hamilton Middle	mid	8	72	73	1
Oelwein Middle School	mid/spr	8	58	64	6
Johnston High School	fall	11	78	81.5	3.5
NE Hamilton High Sch	fall	11	91	88	-3
Oelwein High School	spr	11	74	77	3
Mean			72.905	76.175	3.27

2001-2002 Results of TBVP Schools ITBS/ITED Mathematics

Schools	Norm	Grade	Percent Proficient		
			2000-01	2001-02	Change
Davis Co. Elem	mid	4	79	75.9	-3.1
Des Moines, Oak Park	mid/fall	4	68.8	72.6	3.8
Griswold, Elliott Elem	spr	4	63.6	71	7.4
Johnston, Lawson Elem	mid	4	79.7	75.6	-4.1
Linn Mar, Indian Creek	fall	4	70	77	7
NE Hamilton Elem	mid	4	67	91	24
Oelwein, Harlan Elem	mid/spr	4	78	78	0
Oelwein, Parkside Elem	mid/spr	4	73	70	-3
Oelwein, Wings Park	mid/spr	4	76	67	-9
Stratford Elementary	mid	4	80	88	8
Van Buren, Douds Elem	fall	4	78	78	0
Van Buren, Stockport	fall	4	83	91	8
Davis Co. Middle Sch	mid	8	62.1	65.9	3.8
Johnston Middle School	mid	8	84.2	87.0	2.8
Missouri Valley Middle	mid	8	66	68	2
NE Hamilton Middle	mid	8	67	69	2
Oelwein Middle School	mid/spr	8	68	70	2
Johnston High School	fall	11	87	85.6	-1.4
NE Hamilton High Sch	fall	11	67	73	6
Oelwein High School	spr	11	84	80	-4
Mean			74.07	76.68	2.61