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A Big Apple for Educators

New York City's Experiment with Schoolwide Performance Bonuses

FINAL EVALUATION REPORT

APPENDIX MATERIALS

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Prepared for the Fund for Public Schools

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APPENDIX A—COMPENSATION COMMITTEE SURVEY TABLES

This appendix includes tables with more complete data on the compensation committee survey results. These tables correspond to those presented in the body of the report. Other than the information presented in the main text, these tables contain the number of respondents for each item and choice category, percentages and associated standard errors (in the parentheses) by choice category or combined category, and the statistical significance of Chi-square tests to examine whether administrators and UFT committee members differed in their responses. Items with a P_{chi} value smaller than 0.05 are considered as having significantly different responses between administrators and UFT committee members. Caution is warranted when interpreting the significance of these tests because the large number of comparisons might have increased the probability of finding significant differences due to chance.

Table A.1. Percentage of CC Members Reporting on Guidance Received in 2009–2010

Area of Guidance		Total	Did not receive	Received and it was …				
				Total Received	Sufficient: It met my needs	Somewhat sufficient: It partially met my needs	Not sufficient: I want more guidance	
		N	%	N	%	%	%	P_{chi}
How to identify strategies that maximize our chances of achieving a high Progress Report grade	All	540	20 (2)	482	72 (2)	24 (2)	4 (1)	0.75
	Admin	216	15 (2)	183	74 (3)	22 (3)	4 (1)	
	UFT	322	23 (2)	247	70 (3)	25 (3)	4 (1)	
How to communicate the goals of the SPBP to all staff	All	550	16 (2)	461	75 (2)	21 (2)	5 (1)	0.07
	Admin	219	11 (2)	194	80 (3)	15 (3)	5 (2)	
	UFT	329	19 (2)	265	71 (3)	24 (3)	5 (1)	
How to interpret Progress Reports	All	552	15 (1)	467	73 (2)	24 (2)	4 (1)	0.01
	Admin	**221**	**9** (2)	**202**	**80** (3)	**18** (3)	**2** (1)	
	UFT	**329**	**20** (2)	**264**	**67** (3)	**27** (3)	**5** (1)	
The criteria for winning a school bonus	All	546	15 (1)	466	72 (2)	22 (2)	6 (1)	0.47
	Admin	218	9 (2)	198	71 (3)	21 (3)	8 (2)	
	UFT	326	18 (2)	266	72 (3)	23 (3)	5 (1)	

Table A.1. Continued

Area of Guidance		Total	Did not receive	Received and it was …				
				Total Received	Sufficient: It met my needs	Somewhat sufficient: It partially met my needs	Not sufficient: I want more guidance	
		N	%	N	%	%	%	P_{chi}
How to achieve consensus among our compensation committee concerning our school's award distribution plan	All	550	15 (1)	469	82 (2)	14 (2)	4 (1)	0.34
	Admin	220	11 (2)	195	85 (3)	11 (2)	4 (1)	
	UFT	328	17 (2)	272	81 (2)	15 (2)	4 (1)	
The options for distributing SPBP bonus awards to individual staff members	All	549	12 (1)	485	82 (2)	12 (1)	6 (1)	0.28
	Admin	220	7 (2)	204	82 (3)	11 (2)	7 (2)	
	UFT	327	15 (2)	279	82 (2)	13 (2)	4 (1)	

NOTES: Statistically significant differences between Administrators and UFT staff are indicated by bold typeface ($p < 0.05$). Total numbers and percentage calculations for each item exclude those who responded "don't know."

Table A.2. Percentage of CC Members Agreeing or Strongly Agreeing to Statements about SPBP in 2009–2010

					Ratings					
		Total	Don't know		Total	Strongly Disagree (1) / Disagree (2)		Agree (3) / Strongly Agree (4)		
Option		N	N	%	N	N	%	N	%	P_{chi}
The SPBP is a nice way to recognize staff for their hard work but it does not influence the way I perform my job	All	542	6	1 (0)	536	43	8 (1)	493	92 (1)	0.41
	Admin	214	2	1 (1)	212	19	9 (2)	193	91 (2)	
	UFT	325	3	1 (1)	322	24	7 (1)	298	93 (1)	
The SPBP method for awarding bonuses (based on the Progress Report) is fair to all participating schools	All	543	40	7 (1)	503	111	22 (2)	392	78 (2)	0.56
	Admin	216	13	6 (2)	203	42	21 (3)	161	79 (3)	
	UFT	324	27	8 (2)	297	69	23 (2)	228	77 (2)	
I have a strong desire to earn a SPBP bonus award	All	537	30	6 (1)	507	112	22 (2)	395	78 (2)	0.22
	Admin	210	16	8 (2)	194	49	25 (3)	145	75 (3)	
	UFT	324	14	4 (1)	310	62	20 (2)	248	80 (2)	
It would be helpful if staff knew at the start of the school year what the plans were for distributing the SPBP bonus award to individuals	All	544	24	4 (1)	520	118	23 (2)	402	77 (2)	0.11
	Admin	216	4	2 (1)	212	48	23 (3)	164	77 (3)	
	UFT	325	20	6 (1)	305	70	23 (2)	235	77 (2)	
The criteria for a school to get a SPBP bonus award relies too heavily on student test results	All	542	26	5 (1)	516	133	26 (2)	383	74 (2)	0.02
	Admin	214	6	3 (1)	208	66	32 (3)	142	68 (3)	
	UFT	325	20	6 (1)	305	67	22 (2)	238	78 (2)	
Rewarding teachers based on test score gains is problematic because it is hard to relate gains in student achievement to the work done by teachers	All	542	25	5 (1)	517	139	27 (2)	378	73 (2)	0.00
	Admin	215	8	4 (1)	207	90	43 (3)	117	57 (3)	
	UFT	324	16	5 (1)	308	49	16 (2)	259	84 (2)	

Table A.2. Continued

Option		Total	Don't know		Ratings					
					Total	Strongly Disagree (1) / Disagree (2)		Agree (3) / Strongly Agree (4)		
		N	N	%	N	N	%	N	%	P_{chi}
I have a better understanding of the Progress Reports this year compared to last year	All	540	22	4 (1)	518	173	33 (2)	345	67 (2)	0.03
	Admin	**214**	**2**	**1** (1)	**212**	*77*	**36** (3)	**135**	**64** (3)	
	UFT	**323**	**20**	**6** (1)	**303**	**96**	**32** (3)	**207**	**68** (3)	
The UFT-represented employees should have more than half of the representatives on the compensation committee	All	542	39	*7* (1)	503	257	51 (2)	246	49 (2)	0.00
	Admin	**216**	**12**	**6** (2)	**204**	**136**	**67** (3)	**68**	**33** (3)	
	UFT	**323**	**27**	**8** (2)	**296**	**121**	**41** (3)	**175**	**59** (3)	
Our school's Progress Report target has been too high	All	530	82	15 (2)	448	253	56 (2)	195	44 (2)	0.01
	Admin	**211**	**21**	**10** (2)	**190**	**109**	*57* (4)	**81**	**43** (4)	
	UFT	**316**	**60**	**19** (2)	**256**	**144**	**56** (3)	**112**	**44** (3)	
I frequently talk with colleagues in my school about the SPBP	All	538	*7*	1 (0)	531	295	56 (2)	236	44 (2)	0.02
	Admin	**212**	**1**	**0** (0)	**211**	**134**	**64** (3)	*77*	**36** (3)	
	UFT	**323**	**6**	**2** (1)	**317**	**161**	**51** (3)	**156**	**49** (3)	
The bonus amount is not large enough to motivate extra effort	All	538	37	*7* (1)	501	285	*57* (2)	216	43 (2)	0.13
	Admin	213	10	*5* (1)	203	120	59 (3)	83	41 (3)	
	UFT	322	27	8 (2)	295	164	56 (3)	131	44 (3)	
The SPBP program guidelines should be altered to ensure that bonus awards only go to staff who truly contribute to student success	All	540	25	*5* (1)	515	308	60 (2)	207	40 (2)	0.00
	Admin	**213**	**9**	**4** (1)	**204**	**97**	**48** (4)	**107**	**52** (4)	
	UFT	**324**	**15**	**5** (1)	**309**	**210**	**68** (3)	**99**	**32** (3)	

Table A.2. Continued

Option		Total	Don't know		Ratings: Total	Strongly Disagree (1) / Disagree (2)		Agree (3) / Strongly Agree (4)		P_{chi}
		N	N	%	N	N	%	N	%	
There is a lack of understanding among teachers at my school about our school's Progress Report and what factors contribute to our school's score this year (2009-10)	All	543	20	4 (1)	523	318	61 (2)	205	39 (2)	0.05
	Admin	215	3	1 (1)	212	138	65 (3)	74	35 (3)	
	UFT	325	17	5 (1)	308	177	57 (3)	131	43 (3)	
I would rather have an individual performance-pay program than the SPBP	All	543	43	8 (1)	500	368	74 (2)	132	26 (2)	0.00
	Admin	**215**	**20**	**9** (2)	**195**	**105**	**54** (4)	**90**	**46** (4)	
	UFT	**325**	**23**	**7** (1)	**302**	**261**	**86** (2)	**41**	**14** (2)	

NOTES: Statistically significant differences between Administrators and UFT staff are indicated by bold typeface ($p < 0.05$). Total numbers and percentage calculations for each item exclude those who responded "don't know."

Table A.3. Percentage of CC Members Reporting on the Bonus Distribution Plan in 2009–2010

Option		Total	Don't know		Ratings: Total	Strongly Disagree (1) / Disagree (2)		Agree (3) / Strongly Agree (4)		P_{chi}
		N	N	%	N	N	%	N	%	
I believe all UFT members should receive an equal share of the bonus because all staff make important contributions to the success of the school	All	534	15	3 (1)	519	190	37 (2)	329	63 (2)	0.00
	Admin	209	5	2 (1)	204	103	50 (4)	101	50 (4)	
	UFT	322	10	3 (1)	312	86	28 (3)	226	72 (3)	
I am reluctant to consider anything but distributing an equal share of the bonus to all employees for fear that unequal distribution will negatively affect school climate	All	537	10	2 (1)	527	216	41 (2)	311	59 (2)	0.00
	Admin	211	2	1 (1)	209	110	53 (3)	99	47 (3)	
	UFT	323	8	2 (1)	315	106	34 (3)	209	66 (3)	
Most teachers in our school have communicated to me or members of the Compensation Committee that they are opposed to anything but an equal share distribution of the bonus award money	All	541	64	12 (1)	477	186	39 (2)	291	61 (2)	0.01
	Admin	213	38	18 (3)	175	74	42 (4)	101	58 (4)	
	UFT	325	26	8 (2)	299	111	37 (3)	188	63 (3)	
I believe staff with unsatisfactory evaluation ratings should receive less than others	All	530	50	9 (1)	480	219	46 (2)	261	54 (2)	0.00
	Admin	211	17	8 (2)	194	40	21 (3)	154	79 (3)	
	UFT	316	33	10 (2)	283	176	62 (3)	107	38 (3)	
I believe staff with exceptional performance should receive a larger share of the bonus than staff with lower levels of performance	All	539	21	4 (1)	518	323	62 (2)	195	38 (2)	0.00
	Admin	213	10	5 (1)	203	87	43 (3)	116	57 (3)	
	UFT	323	11	3 (1)	312	234	75 (2)	78	25 (2)	
I believe staff who do extra work at the school or work additional hours (e.g., tutor afterschool) deserve more than others	All	538	11	2 (1)	527	356	68 (2)	171	32 (2)	0.00
	Admin	211	8	4 (1)	203	101	50 (4)	102	50 (4)	
	UFT	324	3	1 (1)	321	253	79 (2)	68	21 (2)	

Table A.3. Continued

Option		Total	Don't know		Ratings					
					Total	Strongly Disagree (1) / Disagree (2)		Agree (3) / Strongly Agree (4)		
		N	N	%	N	N	%	N	%	P_{chi}
I believe staff who provide direct academic instruction to students (e.g., classroom teachers) should receive a greater share than other staff with indirect and non-academic support to students (e.g., counselors, nurses)	All	538	9	2 (1)	529	361	68 (2)	168	32 (2)	0.00
	Admin	**213**	**3**	**1** (1)	**210**	**124**	**59** (3)	**86**	**41** (3)	
	UFT	**322**	**6**	**2** (1)	**316**	**235**	**74** (2)	**81**	**26** (2)	
We are likely to change the way we distribute the bonus this year from the distribution model our school's compensation committee developed last year	All	541	53	10 (1)	488	372	76 (2)	116	24 (2)	0.03
	Admin	**213**	**29**	**14** (2)	**184**	**142**	**77** (3)	**42**	**23** (3)	
	UFT	**325**	**23**	**7** (1)	**302**	**229**	**76** (2)	**73**	**24** (2)	
I believe teachers in subjects and grades that impact Progress Report scores deserve more than teachers in the other grades and subjects	All	539	10	2 (1)	529	435	82 (2)	94	18 (2)	0.00
	Admin	**213**	**5**	**2** (1)	**208**	**156**	**75** (3)	**52**	**25** (3)	
	UFT	**323**	**5**	**2** (1)	**318**	**276**	**87** (2)	**42**	**13** (2)	
I believe senior teachers who serve as mentors or school leaders deserve more than others	All	538	11	2 (1)	527	458	87 (2)	69	13 (2)	0.00
	Admin	**210**	**8**	**4** (1)	**202**	**164**	**81** (3)	**38**	**19** (3)	
	UFT	**325**	**3**	**1** (1)	**322**	**292**	**91** (2)	**30**	**9** (2)	

NOTES: Statistically significant differences between Administrators and UFT staff are indicated by bold typeface ($p < 0.05$). Total numbers and percentage calculations for each item exclude those who responded "don't know."

Table A.4. Percentage of CC Members Agreeing or Strongly Agreeing to Statements about the Compensation Committee Process in 2009–2010

					Ratings					
		Total	Don't know		Total	Strongly Disagree (1) / Disagree (2)		Agree (3) / Strongly Agree (4)		
Option		N	N	%	N	N	%	N	%	P_{chi}
I feel that my opinions and ideas were valued by other members of the committee	All	319	9	3 (1)	310	16	5 (1)	294	95 (1)	0.47
	Admin	134	5	4 (2)	129	6	5 (2)	123	95 (2)	
	UFT	184	4	2 (1)	180	10	6 (2)	170	94 (2)	
All members had an equal say in determining the final distribution plan	All	320	4	1 (1)	316	20	6 (1)	296	94 (1)	0.73
	Admin	134	2	1 (1)	132	10	8 (2)	122	92 (2)	
	UFT	185	2	1 (1)	183	10	5 (2)	173	95 (2)	
I trust committee members to make decisions in the best interest of all staff	All	316	5	2 (1)	311	19	6 (1)	292	94 (1)	0.83
	Admin	133	3	2 (1)	130	7	5 (2)	123	95 (2)	
	UFT	183	2	1 (1)	181	12	7 (2)	169	93 (2)	
It was easy for the committee to achieve consensus on how to distribute the bonus	All	324	5	2 (1)	319	35	11 (2)	284	89 (2)	0.28
	Admin	136	3	2 (1)	133	14	11 (3)	119	89 (3)	
	UFT	187	2	1 (1)	185	21	11 (2)	164	89 (2)	
Teachers preferences were taken into account when developing the distribution plan	All	321	19	6 (1)	302	67	22 (2)	235	78 (2)	0.08
	Admin	134	6	4 (2)	128	23	18 (3)	105	82 (3)	
	UFT	186	13	7 (2)	173	44	25 (3)	129	75 (3)	
[For those who were on the committee last year:] The process of achieving consensus on the development plan was easier this year compared to last year	All	312	69	22 (2)	243	97	40 (3)	146	60 (3)	0.11
	Admin	132	22	17 (3)	110	49	45 (5)	61	55 (5)	
	UFT	179	47	26 (3)	132	48	36 (4)	84	64 (4)	
Some committee members tended to dominate the discussion during the meeting(s)	All	321	10	3 (1)	311	268	86 (2)	43	14 (2)	0.34
	Admin	134	3	2 (1)	131	114	87 (3)	17	13 (3)	
	UFT	186	7	4 (1)	179	153	85 (3)	26	15 (3)	

Table A.5. Percentage of CC Members Agreeing or Strongly Agreeing to Statements about the Distribution and Receipt of the 2008–2009 Bonuses

					Ratings					
		Total	Don't know		Total	Strongly Disagree (1) / Disagree (2)		Agree (3) / Strongly Agree (4)		
Option		N	N	%	N	N	%	N	%	Pchi
Receiving the bonus was a nice acknowledgement of my effort but did not influence the way I perform my job this year	All	443	17	4 (1)	426	35	8 (1)	391	92 (1)	0.11
	Admin	168	11	7 (2)	157	13	8 (2)	144	92 (2)	
	UFT	272	6	2 (1)	266	22	8 (2)	244	92 (2)	
Most staff members at our school were satisfied with the amount of the bonus award they received	All	447	24	5 (1)	423	45	11 (1)	378	89 (1)	0.2
	Admin	169	11	7 (2)	158	15	9 (2)	143	91 (2)	
	UFT	275	13	5 (1)	262	29	11 (2)	233	89 (2)	
I was satisfied with the amount I received	All	447	17	4 (1)	430	82	19 (2)	348	81 (2)	0.01
	Admin	169	12	7 (2)	157	32	20 (3)	125	80 (3)	
	UFT	275	5	2 (1)	270	50	19 (2)	220	81 (2)	
After taxes, the bonus amount I received felt insignificant	All	440	21	5 (1)	419	145	35 (2)	274	65 (2)	0.05
	Admin	166	10	6 (2)	156	62	40 (4)	94	60 (4)	
	UFT	271	11	4 (1)	260	81	31 (3)	179	69 (3)	
Some staff at our school chose to donate a portion of their bonuses to someone who was otherwise ineligible (e.g., non-UFT represented staff, volunteer, security agent)	All	447	73	16 (2)	374	269	72 (2)	105	28 (2)	0.00
	Admin	168	14	8 (2)	154	118	77 (3)	36	23 (3)	
	UFT	276	59	21 (2)	217	149	69 (3)	68	31 (3)	
After receiving the bonus I worked harder this school year	All	441	35	8 (1)	406	303	75 (2)	103	25 (2)	0.07
	Admin	164	18	11 (2)	146	105	72 (4)	41	28 (4)	
	UFT	274	17	6 (1)	257	196	76 (3)	61	24 (3)	

Table A.5. Continued

Option		Total	Don't know		Ratings					
					Total	Strongly Disagree (1) / Disagree (2)		Agree (3) / Strongly Agree (4)		
		N	N	%	N	N	%	N	%	Pchi
Some staff members at our school were upset about the unfair distribution of bonus award payments	All	445	34	8 (1)	411	318	77 (2)	93	23 (2)	0.48
	Admin	168	13	8 (2)	155	123	79 (3)	32	21 (3)	
	UFT	274	21	8 (2)	253	192	76 (3)	61	24 (3)	
Most staff members at our school do not know how much their co-workers received	All	446	28	6 (1)	418	342	82 (2)	76	18 (2)	0.07
	Admin	169	9	5 (2)	160	138	86 (3)	22	14 (3)	
	UFT	274	19	7 (2)	255	202	79 (3)	53	21 (3)	
Some staff members at our school who should have received a share of the bonus award pool were left off of the list of individuals receiving checks	All	447	23	5 (1)	424	351	83 (2)	73	17 (2)	0.08
	Admin	168	6	4 (1)	162	142	88 (3)	20	12 (3)	
	UFT	276	17	6 (1)	259	207	80 (2)	52	20 (2)	
Some staff members at our school chose to donate their bonus awards to the school	All	444	71	16 (2)	373	352	94 (1)	21	6 (1)	0.00
	Admin	**168**	**13**	**8** (2)	**155**	**147**	**95** (2)	**8**	**5** (2)	
	UFT	**273**	**58**	**21** (2)	**215**	**202**	**94** (2)	**13**	**6** (2)	

NOTES: Statistically significant differences between Administrators and UFT staff are indicated by bold typeface ($p < 0.05$). Total numbers and percentage calculations for each item exclude those who responded "don't know."

Table A.6. Percentage of CC Members Agreeing or Strongly Agreeing to Statements about the Bonuses in 2009–2010

		Ratings					
		Total	Strongly Disagree (1) / Disagree (2)		Agree (3) / Strongly Agree (4)		
Option		N	N	%	N	%	P_{chi}
I was very disappointed that our school did not receive a SPBP bonus	All	72	13	18 (5)	59	82 (5)	0.72
	Admin	30	6	20 (7)	24	80 (7)	
	UFT	42	7	17 (6)	35	83 (6)	
Not receiving a bonus energized me to improve my practice this year	All	72	44	61 (6)	28	39 (6)	0.89
	Admin	29	18	62 (9)	11	38 (9)	
	UFT	43	26	60 (8)	17	40 (8)	
I am really not sure why our school did not earn a SPBP bonus	All	72	49	68 (6)	23	32 (6)	0.42
	Admin	30	22	73 (8)	8	27 (8)	
	UFT	42	27	64 (7)	15	36 (7)	
Not receiving a bonus reduced my motivation to work harder this year	All	72	69	96 (2)	3	4 (2)	0.76
	Admin	30	29	97 (3)	1	3 (3)	
	UFT	42	40	95 (3)	2	5 (3)	

Table A.7. Percentage of CC Members Reporting Focus of School Improvement Efforts Affected by SPBP in 2009–2010

Area of School Improvement:		Total	Ratings						
			Has caused us to focus significantly (1) / slightly (2) less on this area		Did not affect our focus on this area (3)		Has caused us to focus significantly (4) / slightly (5) more on this area		
		N	N	%	N	%	N	%	P_{chi}
Communication of educational goals and opportunities for feedback	All	518	6	1 (0)	210	41 (2)	302	58 (2)	0.69
	Admin	198	1	1 (1)	81	41 (4)	116	59 (4)	
	UFT	317	4	1 (1)	128	40 (3)	185	58 (3)	
Engagement of students, parents, and educators to promote student learning	All	517	9	2 (1)	212	41 (2)	296	57 (2)	0.3
	Admin	199	1	1 (1)	84	42 (4)	114	57 (4)	
	UFT	315	7	2 (1)	127	40 (3)	181	57 (3)	
Academic performance of high-needs students (e.g., ELL, SpEd, low-performers)	All	517	6	1 .(0)	196	38 (2)	315	61 (2)	0.14
	Admin	199	0	0 (0)	81	41 (3)	118	59 (3)	
	UFT	315	5	2 (1)	114	36 (3)	196	62 (3)	
Student attendance	All	516	3	1 (0)	272	53 (2)	241	47 (2)	0.57
	Admin	198	1	1 (1)	110	56 (4)	87	44 (4)	
	UFT	315	2	1 (0)	160	51 (3)	153	49 (3)	
Academic performance of high-achieving students	All	516	7	1 (0)	233	45 (2)	276	53 (2)	0.85
	Admin	196	2	1 (1)	86	44 (4)	108	55 (4)	
	UFT	317	4	1 (1)	146	46 (3)	167	53 (3)	
School safety	All	515	9	2 (1)	324	63 (2)	182	35 (2)	0.33
	Admin	199	4	2 (1)	132	66 (3)	63	32 (3)	
	UFT	313	4	1 (1)	191	61 (3)	118	38 (3)	

Table A.7. Continued

Area of School Improvement:		Total	Ratings						
			Has caused us to focus significantly (1) / slightly (2) less on this area		Did not affect our focus on this area (3)		Has caused us to focus significantly (4) / slightly (5) more on this area		
		N	N	%	N	%	N	%	P_{chi}
Academic expectations	All	515	5	1 (0)	191	37 (2)	319	62 (2)	0.39
	Admin	200	1	1 (0)	81	41 (3)	118	59 (3)	
	UFT	312	3	1 (1)	109	35 (3)	200	64 (3)	
Academic performance of students on the cusp of state test levels (e.g., between Levels 2 & 3)	All	506	6	1 (0)	185	37 (2)	315	62 (2)	0.96
	Admin	193	2	1 (1)	72	37 (3)	119	62 (4)	
	UFT	310	3	1 (1)	112	36 (3)	195	63 (3)	
Student performance in ELA	All	426	6	1 (1)	159	37 (2)	261	61 (2)	0.47
	Admin	165	1	1 (1)	60	36 (4)	104	63 (4)	
	UFT	259	5	2 (1)	99	38 (3)	155	60 (3)	
Student performance in other subjects	All	421	10	2 (1)	197	47 (3)	214	51 (3)	0.45
	Admin	162	3	2 (1)	71	44 (4)	88	54 (4)	
	UFT	257	7	3 (1)	126	49 (3)	124	48 (3)	
Student performance in Math	All	420	8	2 (1)	171	41 (2)	241	57 (3)	0.71
	Admin	162	2	1 (1)	66	41 (4)	94	58 (4)	
	UFT	256	6	2 (1)	105	41 (3)	145	57 (3)	

Table A.7. Continued

Area of School Improvement:		Total	Ratings						
			Has caused us to focus significantly (1) / slightly (2) less on this area		Did not affect our focus on this area (3)		Has caused us to focus significantly (4) / slightly (5) more on this area		
		N	N	%	N	%	N	%	P_{chi}
ELEMENTARY, MIDDLE, K–8 SCHOOLS ONLY:									
Student performance in ELA	All	402	6	1 (1)	148	37 (2)	248	62 (2)	0.47
	Admin	157	1	1 (1)	58	37 (4)	98	62 (4)	
	UFT	243	5	2 (1)	90	37 (3)	148	61 (3)	
Student performance in other subjects	All	397	10	3 (1)	185	47 (3)	202	51 (3)	0.45
	Admin	154	3	2 (1)	69	45 (4)	82	53 (4)	
	UFT	241	7	3 (1)	116	48 (3)	118	49 (3)	
Student performance in Math	All	397	8	2 (1)	159	40 (2)	230	58 (3)	0.71
	Admin	154	2	1 (1)	64	42 (4)	88	57 (4)	
	UFT	241	6	2 (1)	95	39 (3)	140	58 (3)	
HIGH SCHOOLS ONLY:									
Student performance on Regents Exams	All	76	0	0 (0)	31	41 (6)	45	59 (6)	0.64
	Admin	32	0	0 (0)	15	47 (9)	17	53 (9)	
	UFT	44	0	0 (0)	16	36 (7)	28	64 (7)	
Credits earned by students	All	75	0	0 (0)	29	39 (6)	46	61 (6)	0.61
	Admin	32	0	0 (0)	14	44 (9)	18	56 (9)	
	UFT	43	0	0 (0)	15	35 (7)	28	65 (7)	

Table A.7. Continued

Area of School Improvement:		Total	Ratings						
			Has caused us to focus significantly (1) / slightly (2) less on this area		Did not affect our focus on this area (3)		Has caused us to focus significantly (4) / slightly (5) more on this area		
		N	N	%	N	%	N	%	P_{chi}
Graduation rates	All	75	0	0	32	43	43	57	0.44
				(0)		(6)		(6)	
	Admin	32	0	0	15	47	17	53	
				(0)		(9)		(9)	
	UFT	43	0	0	17	40	26	60	
				(0)		(8)		(8)	

Table A.8. Percentage of CC Members Reporting Use of School Improvement Strategies in 2009–2010

Area of School Improvement:		Total	Not Employed	Total	Employed and participation in SPBP: Has caused us to focus significantly (1) / slightly less (2) on this area			Did not affect our focus on this area (3)		Has caused us to focus significantly (4) / slightly more (5) on this area		
		N	N	%	N	N	%	N	%	N	%	P_{chi}
Increasing instructional time for all students (e.g., by lengthening the school day or year, shortening recess)	All	509	67	13 (1)	442	12	3 (1)	292	66 (2)	138	31 (2)	0.19
	Admin	195	19	10 (2)	176	3	2 (1)	111	63 (4)	62	35 (4)	
	UFT	311	47	15 (2)	264	9	3 (1)	181	69 (3)	74	28 (3)	
Increasing the quantity of teacher professional development	All	512	23	4 (1)	489	11	2 (1)	280	57 (2)	198	40 (2)	0.95
	Admin	196	4	2 (1)	192	4	2 (1)	109	57 (4)	79	41 (4)	
	UFT	313	18	6 (1)	295	7	2 (1)	170	58 (3)	118	40 (3)	
Increasing opportunities/time for teachers to meet and work together	All	510	21	4 (1)	489	9	2 (1)	275	56 (2)	205	42 (2)	0.88
	Admin	195	3	2 (1)	192	3	2 (1)	107	56 (4)	82	43 (4)	
	UFT	312	17	5 (1)	295	6	2 (1)	168	57 (3)	121	41 (3)	
Improving response rates on Learning Environment surveys	All	502	20	4 (1)	482	9	2 (1)	226	47 (2)	247	51 (2)	0.46
	Admin	194	4	2 (1)	190	3	2 (1)	96	51 (4)	91	48 (4)	
	UFT	305	15	5 (1)	290	6	2 (1)	130	45 (3)	154	53 (3)	
Providing before- or after-school, or weekend programs	All	510	17	3 (1)	493	10	2 (1)	276	56 (2)	207	42 (2)	0.54
	Admin	195	6	3 (1)	189	4	2 (1)	112	59 (4)	73	39 (4)	
	UFT	312	10	3 (1)	302	6	2 (1)	164	54 (3)	132	44 (3)	
Organizing Inquiry Teams of teachers and administrators to identify and address the needs of struggling students	All	510	16	3 (1)	494	11	2 (1)	238	48 (2)	245	50 (2)	0.28
	Admin	195	4	2 (1)	191	4	2 (1)	101	53 (4)	86	45 (4)	
	UFT	312	11	4 (1)	301	7	2 (1)	137	46 (3)	157	52 (3)	

Table A.8. Continued

Area of School Improvement:		Total	Not Employed	Total	Employed and participation in SPBP:							
						Has caused us to focus significantly (1) / slightly less (2) on this area		Did not affect our focus on this area (3)		Has caused us to focus significantly (4) / slightly more (5) on this area		
		N	N	%	N	N	%	N	%	N	%	P_{chi}
[High schools only:] Implementing a credit-recovery program(s)	All	200	16	8 (2)	184	3	2 (1)	99	54 (6)	82	45 (6)	0.02
	Admin	**79**	**5**	**6** 0	**74**	**3**	**4** (3)	**45**	**61** (9)	**26**	**35** (9)	
	UFT	**118**	**10**	**8** (3)	**108**	**0**	**0** 0	**54**	**50** (7)	**54**	**50** (7)	
Providing additional instruction to low-achieving students	All	508	15	3 (1)	493	7	1 (1)	259	53 (2)	227	46 (2)	0.85
	Admin	195	3	2 (1)	192	3	2 (1)	104	54 (4)	85	44 (4)	
	UFT	310	11	4 (1)	299	4	1 (1)	155	52 (3)	140	47 (3)	
Increasing the use of student achievement data (e.g., city periodic assessments) to inform instruction	All	509	13	3 (1)	496	6	1 (1)	240	48 (2)	250	50 (2)	0.03
	Admin	**194**	**3**	**2** (1)	**191**	**5**	**3** (1)	**99**	**52** (4)	**87**	**46** (4)	
	UFT	**312**	**9**	**3** (1)	**303**	**1**	**0** 0	**140**	**46** (3)	**162**	**53** (3)	
Matching curriculum and instruction with standards and/or assessments	All	511	11	2 (1)	500	9	2 (1)	263	53 (2)	228	46 (2)	0.7
	Admin	196	3	2 (1)	193	3	2 (1)	106	55 (4)	84	44 (4)	
	UFT	312	7	2 (1)	305	6	2 (1)	156	51 (3)	143	47 (3)	
Teaching test-taking strategies to students	All	509	9	2 (1)	500	4	1 0	259	52 (2)	237	47 (2)	0.16
	Admin	194	3	2 (1)	191	3	2 (1)	105	55 (4)	83	43 (4)	
	UFT	312	6	2 (1)	306	1	0 0	154	50 (3)	151	49 (3)	

NOTES: Statistically significant differences between Administrators and UFT staff are indicated by bold typeface ($p < 0.05$). Total numbers and percentage calculations for each item exclude those who responded "don't know."

Table A.9. Percentage of CC Members Reporting Changes as the Result of SPBP in 2009–2010

Options		Total	Don't Know		Total	Changed *significantly* (1) / slightly (2) for the worse		Did not change (3)		Changed *slightly* (4) / significantly (5) for the better		P_{chi}
		N	N	%	N	N	%	N	%	N	%	
My level of job stress	All	511	5	1 (0)	506	54	11 (1)	329	65 (2)	123	24 (2)	0.73
	Admin	194	3	2 (3)	191	20	10 (2)	121	63 (3)	50	26 (3)	
	UFT	314	2	1 (3)	312	34	11 (2)	206	66 (3)	72	23 (2)	
Morale of school staff	All	512	7	1 (1)	505	28	6 (1)	260	51 (2)	217	43 (2)	0.02
	Admin	196	4	2 (4)	192	5	3 (1)	93	48 (4)	94	49 (4)	
	UFT	313	3	1 (3)	310	23	7 (1)	165	53 (3)	122	39 (3)	
Teachers' relationships with administrators	All	512	12	2 (1)	500	13	3 (1)	305	61 (2)	182	36 (2)	0.02
	Admin	194	5	3 (4)	189	1	1 (1)	109	58 (4)	79	42 (4)	
	UFT	315	7	2 (3)	308	12	4 (1)	194	63 (3)	102	33 (3)	
My motivation to stay at this school	All	514	6	1 (0)	508	11	2 (1)	357	70 (2)	140	28 (2)	0.28
	Admin	197	2	1 (3)	195	2	1 (1)	135	69 (3)	58	30 (3)	
	UFT	314	4	1 (3)	310	9	3 (1)	220	71 (3)	81	26 (2)	
The quality of professional development offered in the school	All	505	6	1 (0)	499	10	2 (1)	290	58 (2)	199	40 (2)	0.03
	Admin	192	2	1 (4)	190	1	1 (1)	102	54 (4)	87	46 (4)	
	UFT	310	4	1 (3)	306	9	3 (1)	186	61 (3)	111	36 (3)	
Our ability to retain staff at our school	All	515	25	5 (1)	490	9	2 (1)	343	70 (2)	138	28 (2)	0.14
	Admin	196	5	3 (3)	191	4	2 (1)	124	65 (3)	63	33 (3)	
	UFT	316	20	6 (3)	296	5	2 (1)	217	73 (3)	74	25 (3)	

Table A.9. Continued

Options		Total	Don't Know		Total	Changed *significantly* (1) / slightly (2) for the worse		Did not change (3)		Changed *slightly* (4) / significantly (5) for the better		P_{chi}
		N	N	%	N	N	%	N	%	N	%	
Teachers' relationships with other teachers	All	515	*7*	1 (1)	508	8	2 (1)	290	*57* (2)	210	41 (2)	0.29
	Admin	197	3	2 (4)	194	2	1 (1)	104	54 (4)	88	45 (4)	
	UFT	315	4	1 (3)	311	6	2 (1)	184	59 (3)	121	39 (3)	
Student performance	All	509	13	3 (1)	496	8	2 (1)	267	54 (2)	221	45 (2)	0.7
	Admin	195	4	2 (4)	191	2	1 (1)	102	53 (4)	87	46 (4)	
	UFT	311	9	3 (3)	302	6	2 (1)	163	54 (3)	133	44 (3)	
Our ability to recruit new staff for our school	All	511	37	*7* (1)	474	5	1 (0)	345	*73* (2)	124	26 (2)	0.1
	Admin	195	*7*	4 (3)	188	2	1 (1)	127	68 (3)	59	31 (3)	
	UFT	313	30	10 (3)	283	3	1 (1)	216	*76* (3)	64	23 (2)	
Teachers' relationships with other non-classroom staff (e.g., counselors)	All	514	9	2 (1)	505	4	1 (0)	311	62 (2)	190	38 (2)	0.28
	Admin	195	4	2 (4)	191	1	1 (1)	110	58 (4)	80	42 (4)	
	UFT	316	*5*	2 (3)	311	3	1 (1)	199	64 (3)	109	35 (3)	
Teachers' willingness to collaborate and work together	All	515	8	2 (1)	507	3	1 (0)	261	51 (2)	243	48 (2)	0.27
	Admin	197	3	2 (4)	194	1	1 (1)	91	*47* (4)	102	53 (4)	
	UFT	315	*5*	2 (3)	310	2	1 (0)	168	54 (3)	140	45 (3)	
Teachers' focus on student learning	All	515	8	2 (1)	507	2	0 (0)	261	51 (2)	244	48 (2)	0.62
	Admin	197	3	2 (3)	194	1	1 (1)	95	49 (4)	98	51 (4)	
	UFT	315	*5*	2 (3)	310	1	0 (0)	165	53 (3)	144	46 (3)	

Table A.9. Continued

Options		Total	Don't Know		Total	Changed *significantly* (1) / slightly (2) for the worse		Did not change (3)		Changed *slightly* (4) / significantly (5) for the better		P_{chi}
		N	N	%	N	N	%	N	%	N	%	
My motivation to perform my job well	All	512	7	1 (1)	505	2	0 (0)	340	67 (2)	163	32 (2)	0.26
	Admin	196	2	1 (3)	194	0	0 (0)	125	64 (3)	69	36 (3)	
	UFT	313	5	2 (3)	308	2	1 (0)	213	69 (3)	93	30 (3)	
My own skills and abilities	All	515	6	1 (0)	509	1	0 (0)	333	65 (2)	175	34 (2)	0.61
	Admin	197	3	2 (3)	194	0	0 (0)	124	64 (3)	70	36 (3)	
	UFT	315	3	1 (3)	312	1	0 (0)	207	66 (3)	104	33 (3)	

NOTES: Statistically significant differences between Administrators and UFT staff are indicated by bold typeface ($p < 0.05$). Total numbers and percentage calculations for each item exclude those who responded "don't know."

Table A.10. Percentage of CC Members Agreeing or Strongly Agreeing to Statements about School Culture in 2009–2010

		Ratings					
		Total	Strongly Disagree (1) / Disagree (2)		Agree (3) / Strongly Agree (4)		
Staff in my school…		N	N	%	N	%	P_{chi}
Feel responsible to help each other do their best	All	529	69	13 (1)	460	87 (1)	0.03
	Admin	**206**	**19**	**9** (2)	**187**	**91** (2)	
	UFT	**320**	**50**	**16** (2)	**270**	**84** (2)	
Can be counted on to help out anywhere or anytime, even though it may not be part of their official assignment	All	523	98	19 (2)	425	81 (2)	0.77
	Admin	203	37	18 (3)	166	82 (3)	
	UFT	317	61	19 (2)	256	81 (2)	
Really trust each other	All	528	132	25 (2)	396	75 (2)	0.26
	Admin	206	46	22 (3)	160	78 (3)	
	UFT	319	85	27 (2)	234	73 (2)	
Seem more competitive than cooperative	All	529	415	78 (2)	114	22 (2)	0.23
	Admin	207	157	76 (3)	50	24 (3)	
	UFT	319	256	80 (2)	63	20 (2)	
Do not regularly share materials or ideas with one another	All	531	426	80 (2)	105	20 (2)	0.06
	Admin	208	175	84 (3)	33	16 (3)	
	UFT	320	248	78 (2)	72	23 (2)	

NOTES: Statistically significant differences between Administrators and UFT staff are indicated by bold typeface ($p < 0.05$). Total numbers and percentage calculations for each item exclude those who responded "don't know."

Table A.11. Percentage of CC Members Reporting Effect of SPBP on Focus of School Improvement Efforts (2008–2009 and 2009–2010)

Area of School Improvement:	Year	Did not affect our focus on this area: All Members	Admin	UFT	Has caused us to focus significantly or slightly more on this area: All Members	Admin	UFT	P-value Year/Role
Student attendance	2009	44	45	44	55	55	55	0.01/0.56
	2010	53	56	51	47	44	49	
School safety	2009	61	63	60	38	38	39	0.13/0.34
	2010	63	66	61	35	32	38	
Academic performance of high-needs students (e.g., ELL, SpEd, low-performers)	2009	34	34	34	65	65	66	0.02/0.84
	2010	38	41	36	61	59	62	
Academic performance of high-achieving students	2009	41	35	45	58	64	54	0.02/0.05
	2010	45	44	46	54	55	53	
Academic performance of students on the cusp of state test levels (e.g., between Levels 2 & 3)	2009	35	35	35	64	64	64	0.05/0.73
	2010	37	37	36	62	62	63	
Student performance in ELA [elem., middle, K–8 schools only]	2009	35	36	34	65	64	66	0.02/0.47
	2010	37	37	37	62	62	61	
Student performance in Math [elem., middle, K–8 schools only]	2009	36	39	35	63	60	65	0.01/0.96
	2010	40	42	39	58	57	58	
Student performance in other subjects [elem., middle, K–8 schools only]	2009	40	37	42	59	62	57	0.00/0.24
	2010	47	45	48	51	53	49	
Academic expectations	2009	38	37	38	62	63	61	0.15/0.96
	2010	37	41	35	62	59	64	
Engagement of students, parents, and educators to promote student learning	2009	37	35	39	62	65	61	0.02/0.53
	2010	41	42	40	57	57	57	
Communication of educational goals and opportunities for feedback	2009	35	32	38	64	68	61	0.02/0.10
	2010	41	41	40	58	59	58	
Student performance on Regents Exams [high schools only]	2009	36	37	35	64	68	61	0.98/0.39
	2010	41	47	36	59	53	63	
Credits earned by students [high schools only]	2009	35	28	42	65	73	58	0.78/0.74
	2010	39	44	35	61	56	65	
Graduation rates [high schools only]	2009	37	33	39	63	67	61	0.42/0.69
	2010	43	47	40	57	53	60	

NOTES: An ordered logit regression analysis was conducted on each item to examine whether the differences between 2008–2009 and 2009–2010 were statistically significant. The ordered logit model examined the effects of role and year and the interaction between role and year, with the adjustment for the clustered data by school. P-values represent the probability of finding statistically significant differences between two school years or between administrators and UFT members on a particular item. The first p-value is for the effect of year. The second p-value is for the effect of role. Please see Appendix A for more detailed results on these items.

Table A.12. Percentage of CC Members Reporting Participation in SPBP Affecting Investments in School Improvement Strategies (2008-2009 & 2009-2010)

		Not Employed			Did not affect our investment in this strategy*			Has caused us to invest significantly or slightly more in this strategy*			
	Year	All	Admin	UFT	All	Admin	UFT	All	Admin	UFT	P-value Year/Role
Increasing instructional time for all students (e.g., by lengthening school day /year, shortening recess)	2009	13	14	12	60	61	60	38	38	38	0.03/0.40
	2010	13	10	15	66	63	69	31	35	28	
[High schools only:] Implementing a credit-recovery program(s)	2009	7	8	6	48	45	51	52	55	49	.0.20/0.08
	2010	4	0	6	49	56	44	50	41	56	
Improving response rates on Learning Environment survey	2009	5	2	7	41	42	40	59	58	59	0.02/0.52
	2010	4	2	5	47	51	45	51	48	53	
Increasing opportunities/time for teachers to meet and work together	2009	5	2	6	54	53	54	45	47	44	0.40/0.25
	2010	4	2	5	56	56	57	42	43	41	
Increasing the quantity of teacher professional development	2009	5	2	7	52	49	54	47	51	45	0.01/0.18
	2010	4	2	6	57	57	58	40	41	40	
Teaching test-taking strategies to students	2009	4	4	4	50	51	49	49	49	49	0.49/0.54
	2010	2	2	2	52	55	50	47	43	50	
Providing before- or after-school, or weekend programs	2009	4	2	5	51	55	49	47	44	49	0.06/0.17
	2010	3	3	3	56	59	54	42	39	44	
Increasing the use of student achievement data (e.g., city periodic assessments) to inform instruction	2009	3	3	4	42	42	41	58	57	58	0.03/0.40
	2010	2	2	3	48	52	46	51	46	54	
Matching curriculum and instruction with standards and/or assessments	2009	3	2	4	48	50	47	51	50	52	0.07/0.86
	2010	2	2	2	53	55	51	46	44	46	

Table A.12. Continued

		Not Employed			Did not affect our investment in this strategy*			Has caused us to invest significantly or slightly more in this strategy*			
	Year	All	Admin	UFT	All	Admin	UFT	All	Admin	UFT	P-value Year/Role
Organizing Inquiry Teams of teachers and administrators to identify and address the needs of struggling students	2009	3	2	4	46	47	45	53	53	53	0.33/0.31
	2010	3	2	4	48	53	46	49	45	52	
Providing additional instruction to low-achieving students	2009	3	2	3	43	44	42	56	55	57	0.01/0.75
	2010	3	2	4	53	54	52	46	44	47	

NOTES: Total Ns and percentage calculations exclude respondents who responded "don't know" to each item. * Percentages in these columns were calculated based on those who reported they had employed any of those listed school improvement strategies. Response options also included "caused us to focus significantly less on this area" and "caused us to focus slightly less on this area," but only 0 to 2 percent of respondents in all categories selected these options. An ordered logit regression analysis was conducted on each item to examine whether the differences between 2008–2009 and 2009–2010 were statistically significant. The ordered logit model examined the effects of role and year and the interaction between role and year, with the adjustment for the clustered data by school. P-values represent the probability of finding statistically significant differences between two school years or between administrators and UFT members on a particular item. The first p-value is for the effect of year. The second p-value is for the effect of role. Please see Appendix A for more detailed results on these items.

Table A.13. Percentage of Teachers and CC Members Reporting Individual Changes Resulting from School Participation in SPBP (2008–2009 and 2009–2010)

		Year	Changed significantly or slightly for the worse	Did not change	Changed slightly or significantly for the better	P-value Year/Role
My level of job stress	Teachers	2010	23	55	22	NA
	All CC	2009	10	69	21	0.36/0.08
		2010	11	65	24	
	CC Admin	2009	9	65	26	
		2010	11	63	26	
	CC UFT	2009	11	71	17	
		2010	11	66	23	
My own skills and abilities	Teachers	2010	1	59	40	
	All CC	2009	0	64	36	0.68/0.08
		2010	0	65	34	
	CC Admin	2009	1	60	40	
		2010	0	64	36	
	CC UFT	2009	0	67	33	
		2010	0	66	33	
My motivation to perform my job well	Teachers	2010	2	61	37	
	All CC	2009	1	67	32	0.96/0.08
		2010	0	67	32	
	CC Admin	2009	2	63	35	
		2010	0	64	36	
	CC UFT	2009	1	70	29	
		2010	1	69	30	

NOTES: Statistically significant differences between CC Administrators and UFT staff are indicated by bold typeface ($p < 0.05$). Total Ns and percentage calculations exclude respondents who responded "don't know" to each item. An ordered logit regression analysis was conducted on each item to examine whether the differences between 2008–2009 and 2009–2010 were statistically significant. The ordered logit model examined the effects of role and year and the interaction between role and year, with the adjustment for the clustered data by school. P-values represent the probability of finding statistically significant differences between two school years or between administrators and UFT members on a particular item. The first p-value is for the effect of year; the second is for the effect of role. Please see Appendix A and D for more detailed results on these items.

Table A.14. Percentage of Teachers and CC Members Reporting Changes in Recruitment and Retention Resulting from School Participation in SPBP (2008–2009 & 2009–2010)

		Year	Changed significantly or slightly for the worse	Did not change	Changed slightly or significantly for the better	P-value Year/Role
My motivation to stay at this school	Teachers	2010	5	65	30	
	All CC	2009	NA	NA	NA	NA
		2010	2	70	28	
	CC Admin	2009	NA	NA	NA	
		2010	1	69	30	
	CC UFT	2009	NA	NA	NA	
		2010	3	71	26	
Our ability to recruit new staff for our school	Teachers	2010	NA	NA	NA	
	All CC	2009	1	73	26	0.45/0.07
		2010	2	70	28	
	CC Admin	2009	1	68	31	
		2010	2	65	33	
	CC UFT	2009	1	76	23	
		2010	2	73	25	
Our ability to retain staff at our school	Teachers	2010	NA	NA	NA	
	All CC	2009	2	69	29	0.86/0.06
		2010	2	70	28	
	CC Admin	2009	1	67	31	
		2010	2	65	33	
	CC UFT	2009	3	71	27	
		2010	2	73	25	

NOTES: Statistically significant differences between CC Administrators and UFT staff are indicated by bold typeface ($p < 0.05$). Total Ns and percentage calculations exclude respondents who responded "don't know" to each item. An ordered logit regression analysis was conducted on each item to examine whether the differences between 2008–2009 and 2009–2010 were statistically significant. The ordered logit model examined the effects of role and year and the interaction between role and year, with the adjustment for the clustered data by school. P-values represent the probability of finding statistically significant differences between two school years or between administrators and UFT members on a particular item. The first p-value is for the effect of year. The second p-value is for the effect of role. Please see Appendix A and D for more detailed results on these items.

Table A.15. Percentage of Teachers and CC Members Reporting Changes to Staff and Staff Collaboration Resulting from School Participation in SPBP (2008–2009 & 2009–2010)

		Year	Changed significantly or slightly for the worse	Did not change	Changed slightly or significantly for the better	P-value Year/Role
Teachers' relationships with administrators	Teachers	2010	9	57	34	0.10/0.00
	All CC	2009	3	66	31	
		2010	3	61	37	
	CC Admin	2009	1	60	39	
		2010	1	58	42	
	CC UFT	2009	4	70	26	
		2010	4	63	33	
Teachers' relationships with other teachers	Teachers	2010	4	58	38	0.09/0.01
	All CC	2009	2	61	37	
		2010	2	57	41	
	CC Admin	2009	1	55	44	
		2010	1	54	45	
	CC UFT	2009	3	65	32	
		2010	2	59	39	
Teachers' relationships with other non-classroom staff (e.g., counselors)	Teachers	2010	4	64	32	0.15/0.03
	All CC	2009	1	65	33	
		2010	1	62	38	
	CC Admin	2009	0	63	38	
		2010	1	58	42	
	CC UFT	2009	2	67	31	
		2010	1	64	35	
Teachers' willingness to collaborate and work together	Teachers	2010	2	55	43	NA
	All CC	2009	NA	NA	NA	
		2010	1	51	48	
	CC Admin	2009	NA	NA	NA	
		2010	1	47	53	
	CC UFT	2009	NA	NA	NA	
		2010	1	54	45	
Morale of school staff	Teachers	2010	14	44	42	0.48/0.00
	All CC	2009	6	48	46	
		2010	6	51	43	
	CC Admin	2009	3	41	57	
		2010	3	48	49	
	CC UFT	2009	8	53	39	
		2010	7	53	39	

Table A.15. Continued

		Year	Changed significantly or slightly for the worse	Did not change	Changed slightly or significantly for the better	P-value Year/Role
Teachers' focus on student learning	Teachers	2010	1	54	45	
	All CC	2009	0	49	51	0.31/0.00
		2010	0	52	48	
	CC Admin	2009	0	39	61	
		2010	1	49	51	
	CC UFT	2009	1	56	43	
		2010	0	53	46	

NOTES: Statistically significant differences between CC Administrators and UFT staff are indicated by bold typeface ($p < 0.05$). Total Ns and percentage calculations exclude respondents who responded "don't know" to each item. An ordered logit regression analysis was conducted on each item to examine whether the differences between 2008–2009 and 2009–2010 were statistically significant. The ordered logit model examined the effects of role and year and the interaction between role and year, with the adjustment for the clustered data by school. P-values represent the probability of finding statistically significant differences between two school years or between administrators and UFT members on a particular item. The first p-value is for the effect of year. The second p-value is for the effect of role. Please see Appendix A and D for more detailed results on these items.

APPENDIX B—TEACHER SURVEY TABLES

Table B.1. Percentage of Teachers Reporting Possible Factors Motivating Them to a Moderate or Great Extent to Work Hard

		Ratings			
	Total	Not at all or to a small extent		To a moderate or great extent	
The possibility of …	N	N	%	N	%
Seeing my students learn new skills and knowledge	775	7	1 (0)	768	99 (0)
Seeing my students improve their performance	772	5	1 (0)	767	99 (0)
Seeing myself improve as a teacher	763	9	1 (1)	754	99 (1)
Achieving or exceeding our school's Adequate Yearly Progress target	781	176	23 (2)	605	77 (2)
Receiving a high Quality Review score	774	183	24 (2)	591	76 (2)
Achieving a high Progress Report score/grade	775	195	25 (2)	580	75 (2)
Receiving a financial bonus for meeting school goals	779	284	36 (2)	495	64 (2)
Gaining recognition from my school colleagues for helping to meet our school goals	773	281	36 (2)	492	64 (2)
Gaining recognition from parents, the media, and/or district leaders for meeting our school goals	770	290	38 (2)	480	62 (2)
Our school being designated for district or state intervention	691	249	36 (2)	442	64 (2)
Our school being closed or phased out	687	285	42 (3)	402	58 (3)
Receiving public criticism due to not achieving our school goals	729	412	56 (2)	317	44 (2)

Table B.2. Percentage of SPBP and Control Group Teachers Agreeing or Strongly Agreeing with Statements about Progress Reports and Rewards

				Ratings				
	Total	Don't know		Total	Strongly Disagree (1) / Disagree (2)		Agree (3) / Strongly Agree (4)	
Option	N	N	%	N	N	%	N	%
The SPBP is a nice way to recognize staff for their hard work but it does not influence the way I perform my job	774	10	2 (0)	764	81	10 (1)	683	90 (1)
I have a strong understanding of our school's Progress Report and what factors contribute to our school's score this year (2009-10)	779	16	2 (1)	763	127	16 (2)	636	84 (2)
Rewarding teachers based on test score gains is problematic because it is hard to relate gains in student achievement to the work done by teachers	777	38	4 (1)	739	127	18 (2)	612	82 (2)
The criteria for a school to get a SPBP bonus award relies too heavily on student test results	777	45	6 (1)	732	122	16 (2)	610	84 (2)
It would be helpful if staff knew at the start of the school year what the plans were for distributing the SPBP bonus award to individuals	779	51	6 (1)	728	122	16 (2)	606	84 (2)
All building personnel should receive an equal share of the bonus	778	35	4 (1)	743	261	36 (2)	482	64 (2)
I have a strong desire to earn a SPBP bonus award	775	29	4 (1)	746	275	36 (2)	471	64 (2)
Non-teaching staff should receive a smaller share of the bonus than teachers	777	76	10 (1)	701	263	38 (2)	438	62 (2)
The UFT-represented employees should have more than half of the representatives on the compensation committee	774	183	24 (2)	591	176	30 (2)	415	70 (2)
The SPBP method for awarding bonuses (based on Progress Report targets) is fair to all participating schools	773	123	16 (2)	650	304	46 (2)	346	54 (2)
The bonus amount is not large enough to motivate extra effort	776	99	12 (1)	677	383	56 (3)	294	44 (3)
The SPBP program guidelines should be altered to ensure that bonus awards only go to staff who truly contribute to student success	776	55	8 (1)	721	452	62 (2)	269	38 (2)
Non-teaching staff should not be eligible for a share of the bonus	777	69	8 (1)	708	528	74 (2)	180	26 (2)
I frequently talk with colleagues in my school about the SPBP	776	9	2 (0)	767	618	80 (2)	149	20 (2)

Table B.3. Percentage of Teachers Receiving Information About the Schoolwide Performance Bonus Program

Source	Total N	% yes
My school's UFT representative/chapter leader	777	72 (2)
My school's administrators	773	55 (3)
NYC Department of Education	771	30 (2)
UFT central office	769	30 (2)
NY Teaching Fellows or Teach for America	764	3 (1)

Table B.4. Percentage of Teachers Reporting Their Level of Understanding of SPBP Elements (2009–2010)

		I understand this…					
	Total	Not very well		Somewhat well		Very well	
	N	N	%	N	%	N	%
The source of funding for this program	778	435	56 (2)	262	34 (2)	81	10 (1)
Criteria for a school to receive a partial bonus	779	323	41 (2)	340	44 (2)	117	15 (2)
The amount of money our school would receive if we met 100% of our target	779	284	36 (2)	300	38 (2)	196	26 (2)
How a school compensation committee decides on a distribution plan for the bonus	778	268	34 (2)	312	40 (2)	199	26 (2)
The target our school needs to reach in order to earn a bonus this year	779	263	34 (2)	336	43 (2)	180	23 (2)
Criteria for a school to receive the full bonus	779	227	29 (2)	372	48 (2)	180	23 (2)
Which staff are eligible to receive a share of the schoolwide bonus	779	211	27 (2)	354	45 (2)	214	28 (2)

Table B.5. Percentage of Teachers from Schools That Earned Bonuses Agreeing or Strongly Agreeing with Statements About Bonus Awards

	Ratings				
	Total	Strongly Disagree (1) / Disagree (2)		Agree (3) / Strongly Agree (4)	
	N	N	%	N	%
Receiving my bonus share was a nice acknowledgement of my effort but did not influence the way I perform my job this year	615	49	8 (1)	566	92 (1)
I was satisfied with the amount I received	615	129	21 (2)	486	79 (2)
After taxes, the bonus amount I received felt insignificant	614	168	27 (2)	446	73 (2)
Teachers' preferences were taken into account when developing our school's bonus distribution plan	612	268	44 (2)	344	56 (2)
The distribution of bonus award dollars by our school's compensation committee was unfair	612	502	82 (2)	110	18 (2)

Table B.6. Percentage of Teachers Agreeing or Strongly Agreeing with Statements about Effects of not Receiving the Bonus

	Total	Ratings			
		Strongly Disagree (1) / Disagree (2)		Agree (3) / Strongly Agree (4)	
	N	N	%	N	%
Not receiving a bonus reduced my motivation to work harder this year	81	75	92 (3)	6	8 (3)
Not receiving a bonus energized me to improve my teaching this year	79	67	85 (6)	12	15 (6)
I am really not sure why our school did not earn a SPBP bonus	80	43	54 (7)	37	46 (7)
Teachers' preferences were taken into account when developing our school's bonus distribution plan	78	36	46 (5)	42	54 (5)
I was very disappointed that our school did not receive a SPBP bonus	81	32	39 (6)	49	61 (6)

Table B.7. Percentage of Teachers Reporting Individual Changes Resulting from School Participation in SPBP (2008–2009 and 2009–2010)

	Total	Don't Know		Total	Changed *significantly* (1) / slightly (2) for the worse		Did not change (3)		Changed *slightly* (4) / significantly (5) for the better	
Option	N	N	%	N	N	%	N	%	N	%
My level of job stress	702	18	3 (1)	684	161	23 (2)	388	55 (2)	135	22 (2)
Morale of school staff	678	38	6 (1)	640	92	14 (2)	298	44 (2)	250	42 (3)
Teachers' relationships with administrators	668	47	7 (1)	621	57	9 (1)	378	57 (2)	186	34 (2)
The quality of professional development offered in the school	694	23	3 (2)	671	38	5 (1)	376	54 (2)	257	41 (3)
My motivation to stay at this school	702	16	2 (1)	686	37	5 (1)	459	65 (2)	190	30 (2)
Student performance	683	36	5 (2)	647	30	4 (1)	324	47 (2)	293	49 (2)
Teachers' relationships with other non-classroom staff (e.g., counselors)	663	55	8 (2)	608	27	4 (1)	421	64 (2)	160	32 (2)
Teachers' relationships with other teachers	672	42	6 (2)	630	25	4 (1)	388	58 (3)	217	38 (2)
My motivation to perform my job well	707	14	2 (2)	693	16	2 (1)	435	61 (2)	242	37 (2)
Teachers' willingness to collaborate and work together	674	41	6 (2)	633	11	2 (1)	369	55 (3)	253	43 (3)
Teachers' focus on student learning	661	51	8 (2)	610	9	1 (1)	358	54 (2)	243	45 (2)
My own skills and abilities	707	15	2 (2)	692	5	1 (0)	415	59 (2)	272	40 (2)

APPENDIX C—BONUS AWARD DISTRIBUTIONS FOR YEARS 1 AND 2

This appendix includes figures showing the distribution of Gini coefficients and the planned bonus award distributions for all schools participating in SPBP in years 1 and 2 of the program. The figures are analogous to Figure 5.2 in the main report. In each figure, the top panel displays each school's Gini coefficient with schools sort in ascending order of their Gini coefficients. The bottom panel of each figure summarizes the award distribution plan in each school participating in the SPBP by plotting the range in awards as a vertical light gray line with the upper end of the line at the maximum award and the lower end at the minimum award. For each school, the range from the 25th to 75th percentile in awards is plotted as the vertical black line (25th percentile at the lower end of the line and 75th at the upper end), and the median award is plotted using a "+" symbol. As shown in the figure, most schools do not have black vertical lines, indicating that a very large majority of the schools participating in the SPBP had no variation in bonus awards between the 25th and 75th percentile. For these schools, at least 50 percent of the staff were slated to receive the same bonus award amount if the school were to receive a bonus. In only a handful of schools (those with Gini coefficients over 20) was there a sizeable variation between the 25th and 75th percentiles.

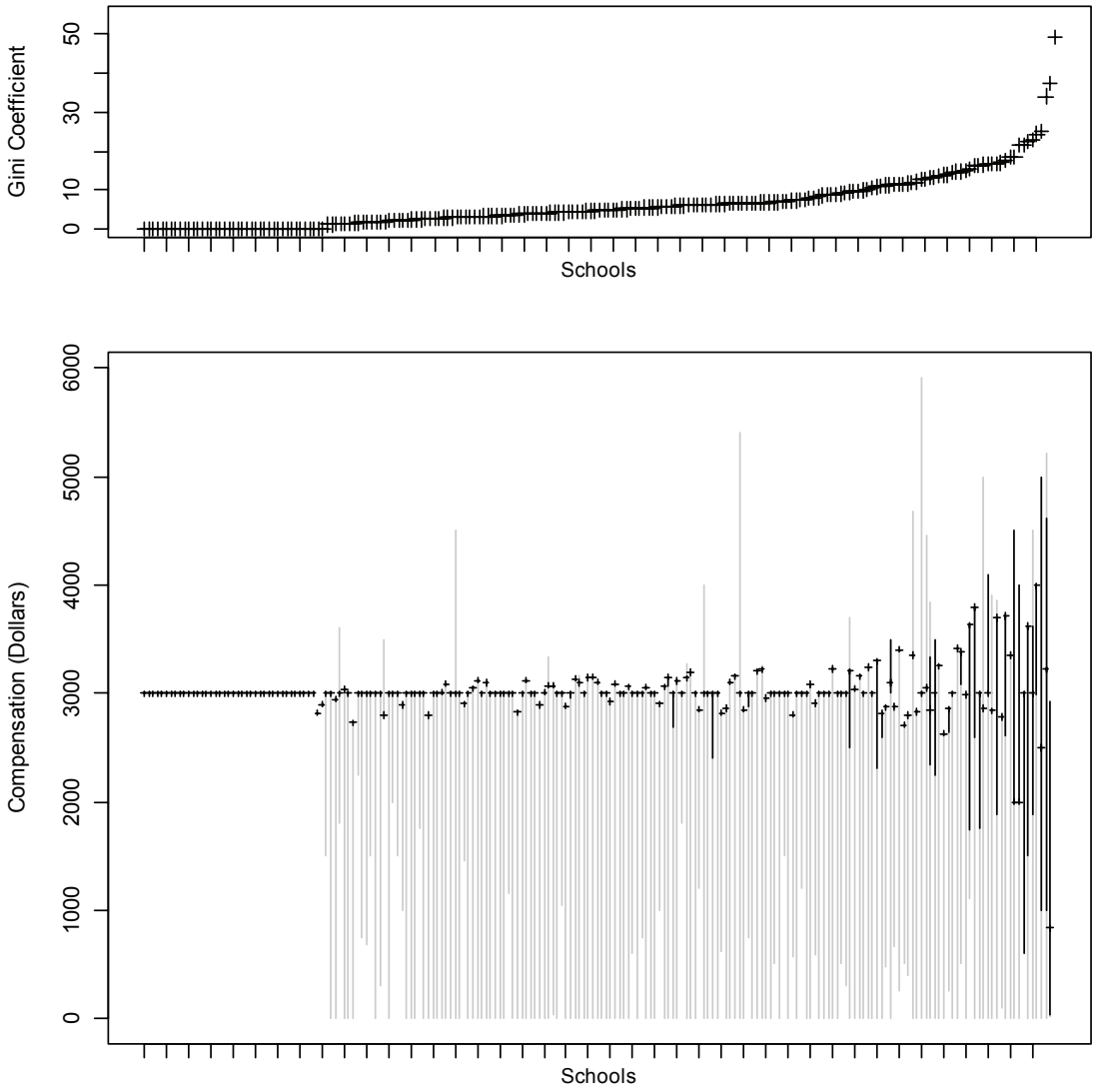

Figure C.1.Gini Coefficients and Award Distributions by SBPB Schools for Year 1 of the Program

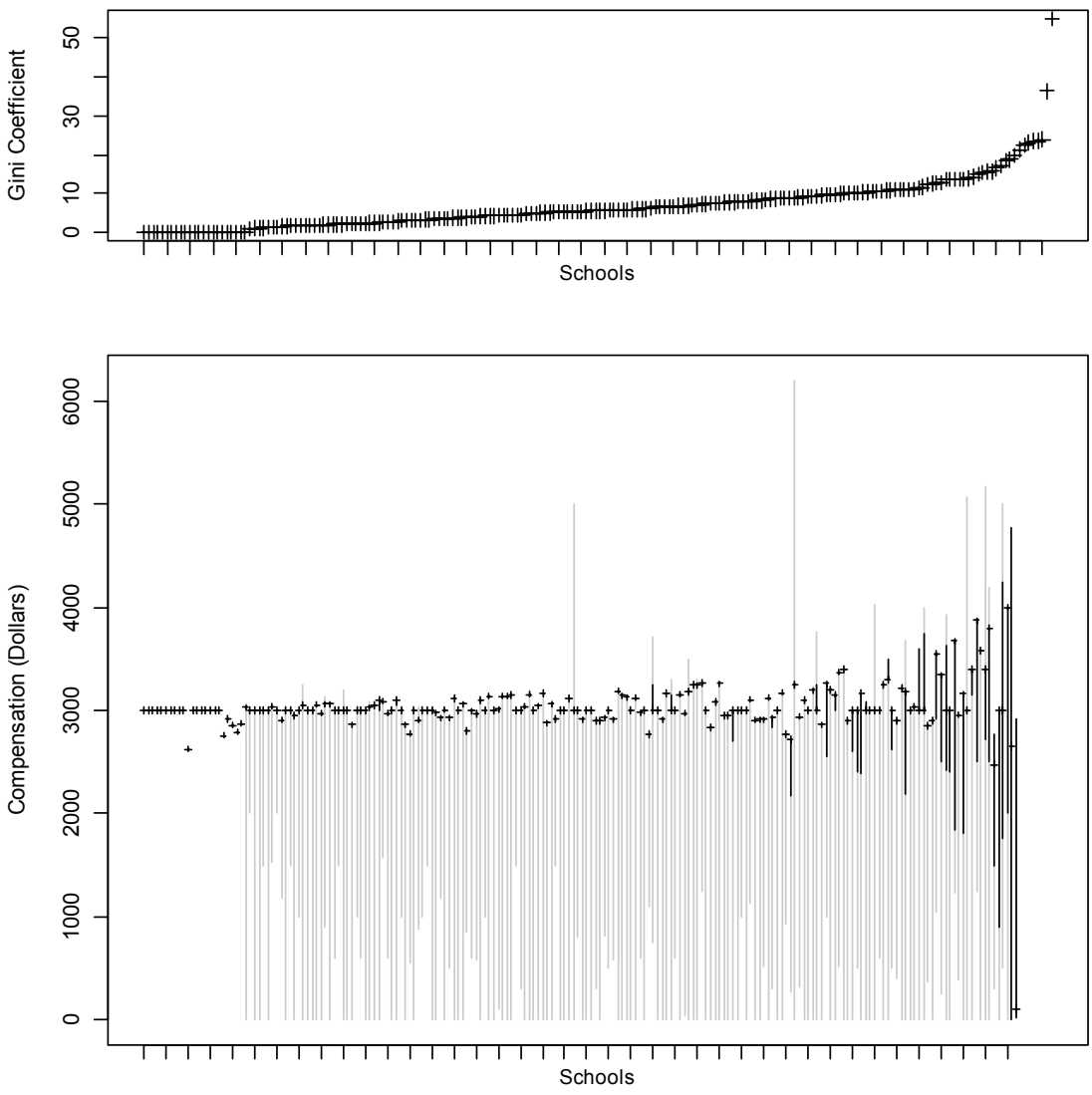

Figure C.2. Gini Coefficients and Award Distributions by SBPB School for Year 2 of the Program

APPENDIX D—STUDENT ACHIEVEMENT OUTCOMES

This appendix presents a comparison of the Progress Report scores (overall and component scores) for schools participating in SPBP (regardless of lottery status) and those not. We include this analysis to calibrate the scores of the SPBP participating schools. These might not provide valid estimates of the SPBP effect if the schools that declined to participate differ from other schools in ways that are related to the Progress Report. The appendix also includes a detailed description of the models used to estimate and test the effects of the SPBP program during the first three years of the SPBP. We also provide the coefficient estimates for all variables included in each model. Finally, we present the summary and detailed model tables for the adjusted ITT analysis.

Comparison of SPBP Participating to Other Schools

Table D.1 presents the results of an analysis comparing the average Progress Report scores for schools participating in SPBP each year to all other eligible schools that did not participate. Again, there are no statistically significant differences, and most differences are small. However, unlike the ITT analyses, nearly all the differences are positive. Hence, the schools that actually participated in the bonus program in a given year scored slightly higher on average than the other schools. However, the source of this difference cannot be attributed to participating in the program. The schools that chose to participate might score higher for reasons other than participation in the program.

Table D.1. Differences (Std Errors) Between SPBP Participating School and Other Pilot Schools' Progress Report Component and Overall Scores for all Schools for the 2007-08 to 2009-10 School Years[a]

Progress Report Component Score	School Year		
	2007–08[b]	2008–09[c]	2009–10[d]
Overall Score	0.75	1.76	1.31
	(1.61)	(1.61)	(1.83)
Environment Category Score	0.1	0.25	0.1
	(0.27)	(0.26)	(0.28)
Performance Category Score	0.25	0.23	0.38
	(0.42)	(0.46)	(0.52)
Progress Category Score	0.26	0.91	0.88
	(0.98)	(1.01)	(1.17)
Additional Credit	0.14	0.37	-0.05
	(0.28)	(0.33)	(0.28)

NOTES: [a]Data for the 2009-10 school year may be preliminary; 37 schools added to the SPBP pilot after randomization or removed by the UFT were not in the Progress Report data for any year. [b]10 SPBP and 10 schools not participating in SPBP during the 2007-08 school year are missing Progress Report Data. [c]17 SPBP and 14 schools not participating in SPBP during the 2008-09 school year are missing Progress Report Data. [d]15 SPBP and 12 schools not participating in SPBP during the 2009-10 school year are missing Progress Report Data.

Details on the ITT Analyses of Student Level Outcomes

For the Intent-to-Treat (ITT) analysis of SPBP effects on student achievement test scores, we estimated a linear regression model with an indicator for treatment (assignment to SPBP) various sets of student and school level covariates depending on which models specification was being used to test the SPBP effect or sensitivity of our estimates. The standard errors were cluster adjusted sandwich estimators that account for the potential clustering of scores of student attending the same school. The model used in the analysis is as follows:

$$Y_{ij} = \beta_0 + \beta_1(Treatment_j) + \beta_2 x_{ij1} + \beta 3 x_{ij2} + \ldots + \beta_{k+1} x_{ijk} + r_{ij} \quad r_{ij} \sim N(0,\sigma^2)$$

where

i index student and *j* index school. Y_{ij} represents either a scale score or the standardized z-score for student *i* in school *j*. Treatment indicates whether a school was randomly assigned to

participate in the SPBP in 2006–2007, with 1 representing SPBP assigned schools and 0 representing control schools. The x_{ijk} denote values of k student or school level covariates depending on the specification possibly including free and reduced-price meal status, English language learner (ELL) status, eligibility for an individual education program (IEP), racial ethnic group, gender, retained in grade indicator, grade level, enrollment size, percentage of students eligible for free or reduce-priced meals, percentage ELL, percentage of students eligible for an IEP, percentage of students per race-ethnicity group(black Hispanic, Asian/Pacific Islander, American Indian/Alaska Native or other) and school level (e.g., elementary, middle etc.). ELL status, eligibility for an IEP, and retained in grade are available only for elementary, middle, and K–8 schools. Models for elementary and middle grade students also include indicators for the grade level. βs are the corresponding parameters for treatment, and the and student- and school-level variables. r_{ij} is the r esidual error term. The parameter of interest is
β_1.

Tables D.6 through D.45 present the estimated coefficients for the models.

Tables D.2, D.3 and D.4 present the adjusted ITT estimates of the SPBP effects. Most are very similar to the unadjusted values presented in Chapter Seven.

Table D.2. SPBP Effects on Test Scores for Elementary, Middle, or K–8 Schools, by Subject and School Year (Adjusted ITT Estimates)

	Raw Scale Scores					
	Year 1		Year 2		Year 3	
	No Controls	Controls	No Controls	Controls	No Controls	Controls
Mathematics	-1.37	-1.11	-1.90	-1.85	-2.47*	-2.25*
	(1.23)	(1.02)	(1.22)	(1.05)	(1.25)	(1.12)
Observations	111014	111014	108093	107953	108555	107976
R^2	0.10	0.23	0.08	0.20	0.09	0.22
English language arts	–	–	-0.80	-0.94	-1.05	-1.06
	–	–	(0.90)	(0.76)	(0.77)	(0.68)
Observations	–	–	105483	105330	105303	105269
R^2	–	–	0.04	0.18	0.08	0.24
	Standardized Scores					
	Year 1		Year 2		Year 3	
	No Controls	Controls	No Controls	Controls	No Controls	Controls
Mathematics	-0.04	-0.03	-0.05	-0.05	-0.07*	-0.06*
	(0.03)	(0.03)	(0.03)	(0.03)	(0.04)	(0.03)
Observations	111014	111014	108093	107953	108555	107976
R^2	0.00	0.15	0.01	0.13	0.01	0.15
English language arts	–	–	-0.03	-0.03	-0.04	-0.04
	–	–	(0.03)	(0.02)	(0.03)	(0.02)
Observations	–	–	105483	105330	105303	105269
R^2	–	–	0.00	0.15	0.01	0.18

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race and/or ethnicity, English language learner status, special education status, free/reduced lunch status, retention flag, and grade level and the school-level controls include percentage of male students, percentage of students by race and/or ethnicity, percentage of free/reduced price lunch students, school size, and school–level. The referent categories are grade 8, white, female, white (%), female (%), K–8 schools, and Year 3. One treatment school is missing in Years 0 and 1, five treatment schools are missing in Year 2, and four treatment and 1 control schools are missing in Year 3. Standard errors appear in parenthesis.

Table D.3. SPBP Impact on Regents Test Scores for High Schools, by Subject and School Year (Adjusted ITT Estimates): Raw Scores

	Fall Year 2		Spring Year 1		Spring Year 2	
	No Controls	Controls	No Controls	Controls	No Controls	Controls
English Language Arts	1.00	0.91	0.48	-0.69	3.23	2.17
	(2.72)	(2.68)	(2.19)	(1.99)	(1.82)	(1.72)
Student Observations	11275	11275	10276	10276	11337	11337
School Observations	87	87	84	84	86	86
Mathematics A	0.33	0.6	-0.19	0.66	–	–
	(1.01)	(0.81)	(1.30)	(1.18)	–	–
Student Observations	8469	8469	11907	11907	–	–
School Observations	82	82	83	83	–	–
Mathematics B	-0.82	-1.1	-2.83	0.23	-3.4	1.22
	(3.91)	(2.97)	(3.24)	(2.68)	(3.40)	(2.84)
Student Observations	1299	1299	1914	1914	1813	1813
School Observations	62	62	66	66	72	72
Integrated Algebra	0.81	1.70	1.39	1.93	-1.43	-0.35
	(1.36)	(0.97)	(1.29)	(1.35)	(1.30)	(1.29)
Student Observations	7170	7170	10447	10447	16062	16062
School Observations	81	81	80	80	84	84
Science - Living Environment	0.10	-0.53	0.18	0.33	-0.45	0.37
	(1.51)	(1.51)	(1.31)	(1.32)	(1.41)	(1.46)
Student Observations	7903	7903	11953	11953	12540	12540
School Observations	82	82	81	81	81	81
Earth Science	-2.98	-2.54	-3.29	-3.42	-1.7	-2.37
	(3.53)	(2.78)	(2.26)	(2.28)	(2.65)	(2.63)
Student Observations	1490	1490	5856	5856	6197	6197
School Observations	50	50	68	68	68	68
Chemistry	-4.70	-4.45	0.01	0.16	2.03	4.24
	(7.18)	(3.87)	(2.46)	(2.29)	(2.97)	(2.71)
Student Observations	316	316	2869	2869	2705	2705
School Observations	32	32	62	62	57	57

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race and/or ethnicity, English language learner status, special education status, free/reduced lunch status, retention flag, and grade level and the school-level controls include percentage of male students, percentage of students by race and/or ethnicity, percentage of free/reduced price lunch students, school size, and school–level. The referent categories are grade 8, white, female, white (%), female (%), K–8 schools, and Year 3. Table does not contain estimates for Mathematics - A in spring 2009 because of insufficient number of valid test scores. Standard errors appear in parenthesis.

Table D.4. SPBP Impact on Regents Test Scores for High Schools, by Subject and School Year (Adjusted ITT Estimates): Standardized Scores

	Fall Year 2		Spring Year 1		Spring Year 2	
	No Controls	Controls	No Controls	Controls	No Controls	Controls
English Language Arts	0.05	0.05	0.02	-0.03	0.16	0.11
	(0.14)	(0.13)	(0.11)	(0.10)	(0.09)	(0.09)
Student Observations	11275	11275	10276	10276	11337	11337
School Observations	87	87	84	84	86	86
Mathematics A	0.03	0.05	-0.01	0.05	–	–
	(0.08)	(0.07)	(0.10)	(0.09)	–	–
Student Observations	8469	8469	11907	11907	–	–
School Observations	82	82	83	83	–	–
Mathematics B	-0.05	-0.07	-0.16	0.01	-0.19	0.07
	(0.24)	(0.18)	(0.18)	(0.15)	(0.19)	(0.16)
Student Observations	1299	1299	1914	1914	1813	1813
School Observations	62	62	66	66	72	72
Integrated Algebra	0.06	0.13	0.1	0.14	-0.1	0.27
	(0.11)	(0.08)	(0.09)	(0.10)	(0.09)	(0.09)
Student Observations	7170	7170	10447	10447	16062	16062
School Observations	81	81	80	80	84	84
Science - Living Environment	0.01	-0.04	0.01	0.02	-0.03	0.03
	(0.11)	(0.11)	(0.09)	(0.09)	(0.11)	(0.11)
Student Observations	7903	7903	11953	11953	12540	12540
School Observations	82	82	81	81	81	81
Earth Science	-0.19	-0.16	-0.2	-0.21	-0.11	-0.15
	(0.22)	(0.17)	(0.14)	(0.14)	(0.16)	(0.16)
Student Observations	1490	1490	5856	5856	6197	6197
School Observations	50	50	68	68	68	68
Chemistry	-0.37	-0.35	0	0.01	0.16	0.33
	(0.56)	(0.30)	(0.20)	(0.19)	(0.23)	(0.21)
Student Observations	316	316	2869	2869	2705	2705
School Observations	32	32	62	62	57	57

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race and/or ethnicity, English language learner status, special education status, free/reduced lunch status, retention flag, and grade level and the school-level controls include percentage of male students, percentage of students by race and/or ethnicity, percentage of free/reduced price lunch students, school size, and school–level. The referent categories are grade 8, white, female, white (%), female (%), K–8 schools, and Year 3. Table does not contain estimates for Mathematics - A in spring 2009 because of insufficient number of valid test scores. Standard errors appear in parentheses.

Table D.5 presents the results of our analysis of the relationship between differentiation in bonus award plans and student achievement for students in grades 3 to 8 in year 3 of the study. The analysis tested five measure of the differentiation of the award plan: (1) the Gini coefficient for all UFT members; (2) the Gini coefficient for all teachers; (3) the Gini coefficient for all teacher or academic coaches; (4) the proportion of staff not receiving the modal bonus award their schools; and (5) an indicator for whether or not the school's responses on the Galaxy survey reported using individual performance as at least one factor for determining bonus awards.

Table D.5 Change in Test Scores Associated with Differences in Bonus Award Distribution Plans for Elementary, Middle, or K–8 Schools, by Subject and School Year

	Raw Scale Scores									
	Gini (all)		Gini (teacher)		Gini (teacher/coach)		Proportion Not Modal		Survey	
	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls
Mathematics	0.07	0.07	-0.06	-0.08	-0.09	-0.09	3.81	5.70	0.22	0.09
	(0.13)	(0.13)	(0.14)	(0.15)	(0.14)	(0.15)	(4.99)	(4.56)	(1.43)	(1.41)
Observations	49388	48925	49388	48925	49388	48925	49388	48925	49388	48925
R^2	0.10	0.24	0.10	0.24	0.10	0.24	0.10	0.24	0.10	0.24
English language arts	0.09	0.12	0.03	0.05	0.03	0.06	4.59	4.99	0.58	0.46
	(0.10)	(0.10)	(0.12)	(0.12)	(0.11)	(0.12)	(4.06)	(3.74)	(1.04)	(1.01)
Observations	48003	47792	48003	47792	48003	47792	48003	47792	48003	47792
R^2	0.09	0.25	0.09	0.25	0.09	0.25	0.09	0.25	0.09	0.25

	Standardized Scores									
	Gini (all)		Gini (teacher)		Gini (teacher/coach)		Proportion Not Modal		Survey	
	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls
Mathematics	0.00	0.00	-0.00	-0.00	-0.00	-0.00	0.11	0.16	0.01	0.00
	(0.00)	(0.00)	(0.00)	(0.00)	(0.00)	(0.00)	(0.14)	(0.13)	(0.04)	(0.04)
Observations	49388	48925	49388	48925	49388	48925	49388	48925	49388	48925
R^2	0.01	0.16	0.01	0.16	0.01	0.16	0.01	0.16	0.01	0.16
English language arts	0.00	0.00	0.00	0.00	0.00	0.00	0.16	0.17	0.03	0.02
	(0.00)	(0.00)	(0.00)	(0.00)	(0.00)	(0.00)	(0.13)	(0.12)	(0.03)	(0.03)
Observations	48003	47792	48003	47792	48003	47792	48003	47792	48003	47792
R^2	0.01	0.19	0.01	0.19	0.01	0.19	0.01	0.19	0.01	0.19

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race and/or ethnicity, English language learner status, special education status, free/reduced lunch status, retention flag, and grade level and the school-level controls include percentage of male students, percentage of students by race and/or ethnicity, percentage of free/reduced price lunch students, school size, and school–level. The referent categories are grade 8, white, female, white (%), female (%), K–8 schools, and Year 3. Standard errors appear in parentheses.

Table D.6. SPBP Impact on Test Scores for Elementary, Middle, or K–8 Schools, by Subject and School Year (ITT Estimates)

Covariates	Mathematics Raw Scale Scores							
	Year 1		Year 2		Year 3		Year 1, 2, and 3	
	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls
SPBP Treatment	-1.20	-0.97	-1.63	-1.59	-2.13*	-1.93*	-1.65	-1.57
	(1.08)	(0.89)	(1.05)	(0.90)	(1.07)	(0.96)	(1.01)	(0.86)
Grade 3	30.83***	20.68***	25.48***	16.71***	24.14***	14.24***	26.79***	16.64***
	(1.08)	(1.38)	(1.06)	(1.54)	(1.08)	(1.24)	(0.94)	(1.20)
Grade 4	22.56***	12.57***	23.29***	14.52***	14.82***	5.01***	20.18***	10.17***
	(1.13)	(1.38)	(1.18)	(1.65)	(1.15)	(1.23)	(1.02)	(1.23)
Grade 5	19.38***	9.94***	18.67***	10.12***	14.64***	4.72***	17.54***	7.81***
	(1.17)	(1.41)	(1.04)	(1.50)	(1.12)	(1.24)	(0.96)	(1.16)
Grade 6	7.03***	7.06***	5.01***	4.68***	2.43**	1.43	4.81***	4.20***
	(0.93)	(0.77)	(0.93)	(0.85)	(0.88)	(0.75)	(0.73)	(0.62)
Grade 7	4.31***	5.21***	4.65***	5.45***	-1.86**	-1.83**	2.35***	2.85***
	(0.83)	(0.75)	(0.57)	(0.57)	(0.68)	(0.64)	(0.41)	(0.40)
FRPL Status	–	-2.64***		-0.79		0.69		-1.19***
	–	(0.39)		(0.41)		(0.63)		(0.31)
ELL Status	–	-1.18***		-1.32***		-13.80***		-4.95***
	–	(0.33)		(0.34)		(0.45)		(0.29)
SPED Status	–	-29.53***		-25.36***		-20.40***		-25.49***
	–	(0.53)		(0.48)		(0.46)		(0.43)
Black	–	-4.78***		-5.36***		-5.33***		-5.43***
	–	(1.13)		(0.89)		(0.81)		(0.67)
Hispanic	–	-1.61		-2.35**		-0.19		-0.98
	–	(1.08)		(0.86)		(0.77)		(0.66)
Asian / Pacific Islander	–	12.56***	–	10.68***	–	14.04***	–	12.67***
	–	(1.42)	–	(1.23)	–	(1.15)	–	(0.93)

Table D.6. Continued

Covariates	Mathematics Raw Scale Scores							
	Year 1		Year 2		Year 3		Year 1, 2, and 3	
	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls
Am. Indian / Alaskan Native	–	-1.95	–	-2.23	–	-0.87	–	-1.93
	–	(1.70)	–	(1.92)	–	(1.71)	–	(1.30)
Other Race/Ethnicity	–	-3.15	–	-8.98**	–	-2.59	–	-4.98*
	–	(5.05)	–	(3.13)	–	(2.17)	–	(2.00)
Male	–	1.14***	–	1.01***	–	1.30***	–	1.08***
	–	(0.23)	–	(0.24)	–	(0.23)	–	(0.18)
Retained	–	-12.98***	–	-12.95***	–	-13.93***	–	-12.65***
	–	(0.73)	–	(0.80)	–	(0.75)	–	(0.52)
FRPL Status (%)	–	-0.03	–	-0.02	–	0.06	–	-0.02
	–	(0.03)	–	(0.03)	–	(0.13)	–	(0.03)
ELL Status (%)	–	-0.04	–	-0.02	–	-0.12	–	-0.03
	–	(0.06)	–	(0.06)	–	(0.07)	–	(0.04)
SPED Status (%)	–	-0.21*	–	-0.16	–	-0.16	–	-0.16*
	–	(0.08)	–	(0.10)	–	(0.10)	–	(0.08)
Black (%)	–	-0.95	–	-0.90	–	-1.46*	–	-1.10
	–	(0.60)	–	(0.69)	–	(0.71)	–	(0.65)
Hispanic (%)	–	-0.94	–	-0.91	–	-1.40	–	-1.08
	–	(0.59)	–	(0.68)	–	(0.71)	–	(0.65)
Asian / Pacific Islander (%)	–	-0.97	–	-0.92	–	-1.90	–	-1.28
	–	(0.84)	–	(0.97)	–	(1.06)	–	(0.93)
Am. Indian / Alaskan Native (%)	–	-2.92**	–	-4.09***	–	-2.87**	–	-3.38***
	–	(0.99)	–	(1.03)	–	(0.87)	–	(0.81)
Other Race/Ethnicity (%)	–	1.11	–	0.30	–	-1.43	–	-0.28
	–	(1.21)	–	(1.12)	–	(0.99)	–	(0.85)

Table D.6. Continued

Covariates	Mathematics Raw Scale Scores							
	Year 1		Year 2		Year 3		Year 1, 2, and 3	
	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls
Male (%)	–	-0.05	–	-0.23*	–	-0.31*	–	-0.18*
	–	(0.09)	–	(0.10)	–	(0.13)	–	(0.08)
Elementary	–	3.61*	–	2.30	–	3.81*	–	3.32*
	–	(1.48)	–	(1.69)	–	(1.55)	–	(1.46)
Middle	–	-8.16***	–	-7.43***	–	-5.70***	–	-7.38***
	–	(1.75)	–	(1.69)	–	(1.59)	–	(1.57)
Enrollment in Thousands	–	0.52	–	0.67	–	0.53	–	0.49
	–	(1.90)	–	(2.13)	–	(2.41)	–	(2.03)
Year 1	–	–	–	–	–	–	-8.31***	-6.47***
	–	–	–	–	–	–	(0.35)	(1.13)
Year 2	–	–	–	–	–	–	1.06***	2.52*
	–	–	–	–	–	–	(0.26)	(1.10)
Constant	645.06***	767.23***	655.91***	779.62***	659.02***	830.47***	655.77***	796.23***
	(1.17)	(60.32)	(1.04)	(69.79)	(1.08)	(74.69)	(1.00)	(65.72)
Observations	111014	111014	108093	107953	108555	107976	327662	326943

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race and/or ethnicity, English language learner status, special education status, free/reduced lunch status, retention flag, and grade level and the school-level controls include percentage of male students, percentage of students by race and/or ethnicity, percentage of free/reduced price lunch students, school size, and school–level. The referent categories are grade 8, white, female, white (%), female (%), K–8 schools, and Year 3. Four of the 323 in the elementary, middle, and K–8 sample were excluded from the analysis because they do not enroll students in at least one tested grade (grades 3-8). Standard errors appear in parentheses.

Table D.7. SPBP Impact on Test Scores for Elementary, Middle, or K–8 Schools, by Subject and School Year (ITT Estimates)

	English Language Arts Raw Scale Scores			
Covariates	Year 2		Year 3	
	No Controls	Controls	No Controls	Controls
SPBP Treatment	-0.69	-0.80	-0.90	-0.91
	(0.78)	(0.65)	(0.66)	(0.58)
Grade 3	11.66***	6.45***	16.30***	10.67***
	(0.85)	(0.98)	(0.76)	(0.69)
Grade 4	11.11***	5.93***	17.49***	11.86***
	(0.82)	(0.95)	(0.75)	(0.71)
Grade 5	17.83***	12.77***	21.93***	16.05***
	(0.78)	(0.94)	(0.76)	(0.66)
Grade 6	10.76***	10.63***	10.55***	10.07***
	(0.49)	(0.43)	(0.49)	(0.39)
Grade 7	8.58***	9.09***	10.30***	10.41***
	(0.42)	(0.39)	(0.40)	(0.36)
FRPL Status	–	-2.07***	–	-1.50***
	–	(0.29)	–	(0.41)
ELL Status	–	-4.42***	–	-14.71***
	–	(0.26)	–	(0.36)
SPED Status	–	-22.36***	–	-16.41***
	–	(0.49)	–	(0.33)
Black	–	-2.00*	–	-4.19***
	–	(0.79)	–	(0.84)
Hispanic	–	-0.72	–	-0.90
	–	(0.78)	–	(0.81)
Asian / Pacific Islander	–	6.15***	–	4.09***
	–	(1.12)	–	(1.00)
Am. Indian / Alaskan Native	–	-2.31	–	-2.41
	–	(1.64)	–	(1.37)
Other Race/Ethnicity	–	-3.23	–	-1.81
	–	(2.21)	–	(1.62)
Male	–	-2.88***	–	-2.23***
	–	(0.18)	–	(0.16)
Retained	–	-10.25***	–	-6.94***
	–	(0.72)	–	(0.56)
FRPL Status (%)	–	0.00	–	0.03
	–	(0.02)	–	(0.06)

Table D.7. Continued

Covariates	English Language Arts Raw Scale Scores			
	Year 2		Year 3	
	No Controls	Controls	No Controls	Controls
ELL Status (%)	–	-0.04	–	-0.06
	–	(0.04)	–	(0.04)
SPED Status (%)	–	-0.15*	–	-0.08
	–	(0.07)	–	(0.06)
Black (%)	–	-1.01	–	-0.96*
	–	(0.55)	–	(0.45)
Hispanic (%)	–	-1.01	–	-0.95*
	–	(0.54)	–	(0.45)
Asian / Pacific Islander (%)	–	-1.18	–	-1.19
	–	(0.77)	–	(0.63)
Am. Indian / Alaskan Native (%)	–	-3.43***	–	-2.06***
	–	(0.75)	–	(0.61)
Other Race/Ethnicity (%)	–	0.00	–	-0.19
	–	(0.90)	–	(0.67)
Male (%)	–	-0.18*	–	-0.16
	–	(0.08)	–	(0.08)
Elementary	–	0.88	–	3.11***
	–	(1.20)	–	(0.93)
Middle	–	-4.38***	–	-2.75***
	–	(0.96)	–	(0.78)
Enrollment in Thousands	–	0.60	–	0.95
	–	(1.54)	–	(1.33)
Year 1	–	–	–	–
	–	–	–	–
Year 2	–	–	–	–
	–	–	–	–
Constant	642.43***	772.38***	640.42***	757.28***
	(0.72)	(55.30)	(0.66)	(46.71)
Observations	105483	105330	105303	105269

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race and/or ethnicity, English language learner status, special education status, free/reduced lunch status, retention flag, and grade level and the school-level controls include percentage of male students, percentage of students by race and/or ethnicity, percentage of free/reduced price lunch students, school size, and school–level. The referent categories are grade 8, white, female, white (%), female (%), K–8 schools, and Year 3. Four of the 323 in the elementary, middle, and K–8 sample were excluded from the analysis because they do not enroll students in at least one tested grade (grades 3–8). Standard errors appear in parentheses

Table D.8. SPBP Impact on Test Scores for Elementary, Middle, or K–8 Schools, by Subject and School Year (ITT Estimates)

	Mathematics Standardized Scores							
Covariates	Year 1		Year 2		Year 3		Year 1, 2, and 3	
	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls
SPBP Treatment	-0.03	-0.02	-0.05	-0.04	-0.06*	-0.06*	-0.05	-0.04
	(0.03)	(0.02)	(0.03)	(0.02)	(0.03)	(0.03)	(0.03)	(0.02)
Grade 3	0.10**	-0.16***	0.14***	-0.11*	0.14***	-0.14***	0.13***	-0.15***
	(0.03)	(0.04)	(0.03)	(0.04)	(0.03)	(0.04)	(0.03)	(0.03)
Grade 4	0.08**	-0.18***	0.13***	-0.11*	0.08*	-0.20***	0.10***	-0.18***
	(0.03)	(0.04)	(0.03)	(0.04)	(0.03)	(0.03)	(0.03)	(0.03)
Grade 5	0.04	-0.20***	0.10***	-0.14**	0.11***	-0.17***	0.08**	-0.18***
	(0.03)	(0.04)	(0.03)	(0.04)	(0.03)	(0.04)	(0.03)	(0.03)
Grade 6	-0.05*	-0.05**	-0.02	-0.03	-0.01	-0.04	-0.03	-0.04**
	(0.02)	(0.02)	(0.03)	(0.02)	(0.02)	(0.02)	(0.02)	(0.02)
Grade 7	-0.06**	-0.03	-0.05**	-0.03	-0.03	-0.03	-0.05***	-0.03**
	(0.02)	(0.02)	(0.02)	(0.02)	(0.02)	(0.02)	(0.01)	(0.01)
FRPL Status	–	-0.07***	–	-0.02	–	0.02	–	-0.03***
	–	(0.01)	–	(0.01)	–	(0.02)	–	(0.01)
ELL Status	–	-0.03***	–	-0.04***	–	-0.39***	–	-0.14***
	–	(0.01)	–	(0.01)	–	(0.01)	–	(0.01)
SPED Status	–	-0.77***	–	-0.70***	–	-0.58***	–	-0.69***
	–	(0.01)	–	(0.01)	–	(0.01)	–	(0.01)
Black	–	-0.13***	–	-0.15***	–	-0.15***	–	-0.15***
	–	(0.03)	–	(0.02)	–	(0.02)	–	(0.02)
Hispanic	–	-0.04	–	-0.07**	–	-0.01	–	-0.03
	–	(0.03)	–	(0.02)	–	(0.02)	–	(0.02)
Asian / Pacific Islander	–	0.33***	–	0.29***	–	0.40***	–	0.35***
	–	(0.04)	–	(0.03)	–	(0.03)	–	(0.03)
Am. Indian / Alaskan Native	–	-0.05	–	-0.07	–	-0.02	–	-0.06
	–	(0.04)	–	(0.05)	–	(0.05)	–	(0.03)
Other Race/Ethnicity	–	-0.08	–	-0.25**	–	-0.08	–	-0.14*
	–	(0.13)	–	(0.09)	–	(0.06)	–	(0.05)
Male	–	0.03***	–	0.03***	–	0.04***	–	0.03***
	–	(0.01)	–	(0.01)	–	(0.01)	–	(0.00)
Retained	–	-0.34***	–	-0.35***	–	-0.40***	–	-0.36***
	–	(0.02)	–	(0.02)	–	(0.02)	–	(0.01)
FRPL Status (%)	–	-0.00	–	-0.00	–	0.00	–	-0.00
	–	(0.00)	–	(0.00)	–	(0.00)	–	(0.00)

Table D.8. Continued

Covariates	Mathematics Standardized Scores							
	Year 1		Year 2		Year 3		Year 1, 2, and 3	
	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls
ELL Status (%)	–	-0.00	–	-0.00	–	-0.00	–	-0.00
	–	(0.00)	–	(0.00)	–	(0.00)	–	(0.00)
SPED Status (%)	–	-0.01**	–	-0.00	–	-0.00	–	-0.00*
	–	(0.00)	–	(0.00)	–	(0.00)	–	(0.00)
Black (%)	–	-0.03	–	-0.02	–	-0.04*	–	-0.03
	–	(0.02)	–	(0.02)	–	(0.02)	–	(0.02)
Hispanic (%)	–	-0.02	–	-0.02	–	-0.04*	–	-0.03
	–	(0.02)	–	(0.02)	–	(0.02)	–	(0.02)
Asian / Pacific Islander (%)	–	-0.03	–	-0.02	–	-0.05	–	-0.04
	–	(0.02)	–	(0.03)	–	(0.03)	–	(0.03)
Am. Indian / Alaskan Native (%)	–	-0.08**	–	-0.11***	–	-0.08**	–	-0.09***
	–	(0.03)	–	(0.03)	–	(0.02)	–	(0.02)
Other Race/Ethnicity (%)	–	0.03	–	0.01	–	-0.04	–	-0.01
	–	(0.03)	–	(0.03)	–	(0.03)	–	(0.02)
Male (%)	–	-0.00	–	-0.01*	–	-0.01*	–	-0.01*
	–	(0.00)	–	(0.00)	–	(0.00)	–	(0.00)
Elementary	–	0.09*	–	0.06	–	0.11*	–	0.09*
	–	(0.04)	–	(0.04)	–	(0.04)	–	(0.04)
Middle	–	-0.21***	–	-0.21***	–	-0.16***	–	-0.20***
	–	(0.05)	–	(0.05)	–	(0.05)	–	(0.04)
Enrollment in Thousands	–	0.01	–	0.02	–	0.01	–	0.01
	–	(0.05)	–	(0.06)	–	(0.07)	–	(0.06)
Year 1	–	–	–		–	–	-0.03**	0.02
	–	–	–		–	–	(0.01)	(0.03)
Year 2	–	–	–		–	–	0.00	0.04
	–	–	–		–	–	(0.01)	(0.03)
Constant	-0.37***	2.85	-0.36***	2.92	-0.35***	4.57*	-0.35***	3.58*
	(0.03)	(1.60)	(0.03)	(1.84)	(0.03)	(2.14)	(0.03)	(1.78)
Observations	111014	111014	108093	107953	108555	107976	327662	326943

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race and/or ethnicity, English language learner status, special education status, free/reduced lunch status, retention flag, and grade level and the school-level controls include percentage of male students, percentage of students by race and/or ethnicity, percentage of free/reduced price lunch students, school size, and school–level. The referent categories are grade 8, white, female, white (%), female (%), K–8 schools, and Year 3. Four of the 323 in the elementary, middle, and K–8 sample were excluded from the analysis because they do not enroll students in at least one tested grade (grades 3–8). Standard errors appear in parentheses.

Table D.9. SPBP Impact on Test Scores for Elementary, Middle, or K–8 Schools, by Subject and School Year (ITT Estimates)

	English Language Arts Standardized Scores			
Covariates	Year 1		Year 2	
	No Controls	Controls	No Controls	Controls
SPBP Treatment	-0.02	-0.03	-0.03	-0.03
	(0.02)	(0.02)	(0.02)	(0.02)
Grade 3	0.10***	-0.09**	0.14***	-0.07**
	(0.03)	(0.03)	(0.03)	(0.02)
Grade 4	0.11***	-0.08*	0.07*	-0.15***
	(0.03)	(0.03)	(0.03)	(0.03)
Grade 5	0.13***	-0.06	0.13***	-0.09***
	(0.03)	(0.03)	(0.03)	(0.02)
Grade 6	0.03	0.02	0.01	-0.01
	(0.02)	(0.02)	(0.02)	(0.02)
Grade 7	0.00	0.02	-0.01	-0.00
	(0.01)	(0.01)	(0.01)	(0.01)
FRPL Status		-0.07***		-0.06***
		(0.01)		(0.01)
ELL Status		-0.14***		-0.52***
		(0.01)		(0.01)
SPED Status		-0.71***		-0.57***
		(0.01)		(0.01)
Black		-0.07**		-0.14***
		(0.03)		(0.03)
Hispanic		-0.02		-0.03
		(0.02)		(0.03)
Asian / Pacific Islander		0.20***		0.14***
		(0.03)		(0.03)
Am. Indian / Alaskan Native		-0.09		-0.08
		(0.05)		(0.05)
Other Race/Ethnicity		-0.12		-0.07
		(0.07)		(0.05)
Male		-0.09***		-0.08***
		(0.01)		(0.01)
Retained		-0.32***		-0.24***
		(0.02)		(0.02)
FRPL Status (%)		-0.00		0.00
		(0.00)		(0.00)
ELL Status (%)		-0.00		-0.00
		(0.00)		(0.00)

Table D.9. Continued

Covariates	English Language Arts Standardized Scores			
	Year 1		Year 2	
	No Controls	Controls	No Controls	Controls
SPED Status (%)		-0.00		-0.00
		(0.00)		(0.00)
Black (%)		-0.03		-0.03*
		(0.02)		(0.01)
Hispanic (%)		-0.03		-0.03*
		(0.02)		(0.01)
Asian / Pacific Islander (%)		-0.03		-0.04
		(0.02)		(0.02)
Am. Indian / Alaskan Native (%)		-0.10***		-0.07***
		(0.02)		(0.02)
Other Race/Ethnicity (%)		-0.00		-0.01
		(0.03)		(0.02)
Male (%)		-0.01*		-0.01*
		(0.00)		(0.00)
Elementary		0.03		0.11***
		(0.04)		(0.03)
Middle		-0.17***		-0.12***
		(0.03)		(0.03)
Enrollment in Thousands		0.03		0.04
		(0.05)		(0.05)
Year 1				
Year 2				
Constant	-0.38***	3.54*	-0.35***	3.51*
	(0.02)	(1.62)	(0.02)	(1.52)
Observations	105483	105330	105303	105269

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race and/or ethnicity, English language learner status, special education status, free/reduced lunch status, retention flag, and grade level and the school-level controls include percentage of male students, percentage of students by race and/or ethnicity, percentage of free/reduced price lunch students, school size, and school–level. The referent categories are grade 8, white, female, white (%), female (%), K–8 schools, and Year 3. Four of the 323 in the elementary, middle, and K—8 sample were excluded from the analysis because they do not enroll students in at least one tested grade (grades 3–8). Standard errors appear in parentheses.

Table D.10. SPBP Impact on Test Scores for Elementary, Middle, or K–8 Schools, by Subject and School Year (Bloom Adjustment)

	Mathematics Raw Scale Scores					
Covariates	Year 1		Year 2		Year 3	
	No Controls	Controls	No Controls	Controls	No Controls	Controls
SPBP Treatment	-1.37	-1.11	-1.90	-1.85	-2.47*	-2.25*
	(1.23)	(1.02)	(1.22)	(1.05)	(1.25)	(1.12)
Grade 3	30.79***	20.67***	25.41***	16.71***	24.03***	14.24***
	(1.08)	(1.38)	(1.06)	(1.54)	(1.08)	(1.24)
Grade 4	22.52***	12.57***	23.23***	14.53***	14.71***	5.00***
	(1.13)	(1.38)	(1.18)	(1.65)	(1.15)	(1.23)
Grade 5	19.35***	9.95***	18.62***	10.14***	14.57***	4.74***
	(1.17)	(1.41)	(1.04)	(1.50)	(1.12)	(1.24)
Grade 6	7.05***	7.07***	5.02***	4.69***	2.42**	1.43
	(0.93)	(0.77)	(0.93)	(0.85)	(0.87)	(0.75)
Grade 7	4.32***	5.21***	4.66***	5.46***	-1.86**	-1.83**
	(0.83)	(0.75)	(0.57)	(0.57)	(0.68)	(0.64)
FRPL Status	_	-2.64***	_	-0.79	_	0.69
	_	(0.39)	_	(0.41)	_	(0.63)
ELL Status	_	-1.18***	_	-1.32***	_	-13.80***
	_	(0.33)	_	(0.34)	_	(0.45)
SPED Status	_	-29.53***	_	-25.36***	_	-20.40***
	_	(0.53)	_	(0.48)	_	(0.46)
Black	_	-4.78***	_	-5.36***	_	-5.33***
	_	(1.13)	_	(0.89)	_	(0.81)
Hispanic	_	-1.61	_	-2.35**	_	-0.19
	_	(1.08)	_	(0.86)	_	(0.77)
Asian / Pacific Islander	_	12.56***	_	10.68***	_	14.04***
	_	(1.42)	_	(1.23)	_	(1.15)
Am. Indian / Alaskan Native	_	-1.95	_	-2.23	_	-0.87
	_	(1.69)	_	(1.91)	_	(1.71)
Other Race/Ethnicity	_	-3.15	_	-8.98**	_	-2.59
	_	(5.04)	_	(3.12)	_	(2.17)
Male	_	1.14***	_	1.01***	_	1.30***
	_	(0.23)	_	(0.24)	_	(0.23)
Retained	_	-12.98***	_	-12.96***	_	-13.93***
	_	(0.73)	_	(0.80)	_	(0.75)

Table D.10. Continued

Covariates	Mathematics Raw Scale Scores					
	Year 1		Year 2		Year 3	
	No Controls	Controls	No Controls	Controls	No Controls	Controls
FRPL Status (%)	_	-0.03	_	-0.02	_	0.07
	_	(0.03)	_	(0.03)	_	(0.13)
ELL Status (%)	_	-0.04	_	-0.02	_	-0.12
	_	(0.06)	_	(0.06)	_	(0.07)
SPED Status (%)	_	-0.21*	_	-0.16	_	-0.15
	_	(0.08)	_	(0.10)	_	(0.10)
Black (%)	_	-0.97	_	-0.93	_	-1.49*
	_	(0.60)	_	(0.68)	_	(0.70)
Hispanic (%)	_	-0.96	_	-0.93	_	-1.44*
	_	(0.59)	_	(0.67)	_	(0.70)
Asian / Pacific Islander (%)	_	-1.01	_	-0.98	_	-1.96
	_	(0.82)	_	(0.96)	_	(1.02)
Am. Indian / Alaskan Native	_	-2.93**	_	-4.09***	_	-2.86**
(%)	_	(0.98)	_	(1.04)	_	(0.87)
Other Race/Ethnicity (%)	_	1.03	_	0.27	_	-1.38
	_	(1.17)	_	(1.06)	_	(0.99)
Male (%)	_	-0.06	_	-0.23*	_	-0.32*
	_	(0.09)	_	(0.10)	_	(0.12)
Elementary	_	3.58*	_	2.25	_	3.68*
	_	(1.48)	_	(1.70)	_	(1.56)
Middle	_	-8.14***	_	-7.36***	_	-5.63***
	_	(1.74)	_	(1.68)	_	(1.58)
Enrollment in Thousands	_	0.53	_	0.77	_	0.61
	_	(1.91)	_	(2.17)	_	(2.45)
Constant	645.08***	769.33***	655.95***	782.18***	659.08***	833.52***
	(1.18)	(59.70)	(1.05)	(68.84)	(1.10)	(73.03)
Observations	111014	111014	108093	107953	108555	107976

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race and/or ethnicity, English language learner status, special education status, free/reduced lunch status, retention flag, and grade level and the school-level controls include percentage of male students, percentage of students by race and/or ethnicity, percentage of free/reduced price lunch students, school size, and school–level. The referent categories are grade 8, white, female, white (%), female (%), K–8 schools, and Year 3. Four of the 323 in the elementary, middle, and K–8 sample were excluded from the analysis because they do not enroll students in at least one tested grade (grades 3–8). Standard errors appear in parentheses.

Table D.11. SPBP Impact on Test Scores for Elementary, Middle, or K–8 Schools, by Subject and School Year (Bloom Adjustment)

	English Language Arts Raw Scale Test Scores			
Covariates	Year 2		Year 3	
	No Controls	Controls	No Controls	Controls
SPBP Treatment	-0.80	-0.94	-1.05	-1.06
	(0.90)	(0.76)	(0.77)	(0.68)
Grade 3	11.63***	6.45***	16.25***	10.67***
	(0.85)	(0.98)	(0.77)	(0.69)
Grade 4	11.08***	5.94***	17.45***	11.86***
	(0.82)	(0.95)	(0.76)	(0.71)
Grade 5	17.81***	12.78***	21.90***	16.06***
	(0.79)	(0.94)	(0.76)	(0.66)
Grade 6	10.77***	10.64***	10.55***	10.07***
	(0.49)	(0.43)	(0.49)	(0.39)
Grade 7	8.58***	9.10***	10.30***	10.41***
	(0.42)	(0.39)	(0.40)	(0.36)
FRPL Status	–	-2.07***	–	-1.50***
	–	(0.29)	–	(0.41)
ELL Status	–	-4.42***	–	-14.71***
	–	(0.26)	–	(0.36)
SPED Status	–	-22.36***	–	-16.41***
	–	(0.48)	–	(0.33)
Black	–	-2.00*	–	-4.19***
	–	(0.79)	–	(0.83)
Hispanic	–	-0.72	–	-0.90
	–	(0.78)	–	(0.81)
Asian / Pacific Islander	–	6.15***	–	4.08***
	–	(1.12)	–	(1.00)
Am. Indian / Alaskan Native	–	-2.31	–	-2.42
	–	(1.64)	–	(1.37)
Other Race/Ethnicity	–	-3.22	–	-1.82
	–	(2.21)	–	(1.62)
Male	–	-2.88***	–	-2.23***
	–	(0.18)	–	(0.16)
Retained	–	-10.26***	–	-6.94***
	–	(0.72)	–	(0.56)
FRPL Status (%)	–	0.00	–	0.03
	–	(0.02)	–	(0.06)
ELL Status (%)	–	-0.04	–	-0.06
	–	(0.04)	–	(0.04)

Table D.11. Continued

	English Language Arts Raw Scale Test Scores			
Covariates	Year 2		Year 3	
	No Controls	Controls	No Controls	Controls
SPED Status (%)	–	-0.15*	–	-0.08
	–	(0.07)	–	(0.06)
Black (%)	–	-1.02	–	-0.98*
	–	(0.54)	–	(0.44)
Hispanic (%)	–	-1.02	–	-0.97*
	–	(0.54)	–	(0.44)
Asian / Pacific Islander (%)	–	-1.21	–	-1.22*
	–	(0.76)	–	(0.62)
Am. Indian / Alaskan Native (%)	–	-3.43***	–	-2.05***
	–	(0.76)	–	(0.61)
Other Race/Ethnicity (%)	–	-0.01	–	-0.16
	–	(0.88)	–	(0.67)
Male (%)	–	-0.18*	–	-0.16*
	–	(0.08)	–	(0.08)
Elementary	–	0.86	–	3.06**
	–	(1.20)	–	(0.94)
Middle	–	-4.34***	–	-2.71***
	–	(0.96)	–	(0.77)
Enrollment in Thousands	–	0.65	–	0.99
	–	(1.56)	–	(1.35)
Constant	642.45***	773.65***	640.44***	758.67***
	(0.73)	(54.80)	(0.67)	(46.03)
Observations	105483	105330	105303	105269

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race and/or ethnicity, English language learner status, special education status, free/reduced lunch status, retention flag, and grade level and the school-level controls include percentage of male students, percentage of students by race and/or ethnicity, percentage of free/reduced price lunch students, school size, and school–level. The referent categories are grade 8, white, female, white (%), female (%), K–8 schools, and Year 3. Four of the 323 in the elementary, middle, and K–8 sample were excluded from the analysis because they do not enroll students in at least one tested grade (grades 3–8). Standard errors appear in parentheses.

Table D.12. SPBP Impact on Test Scores for Elementary, Middle, or K–8 Schools, by Subject and School Year (Bloom Adjustment)

	Mathematics Standardized Scores					
Covariates	Year 1		Year 2		Year 3	
	No Controls	Controls	No Controls	Controls	No Controls	Controls
SPBP Treatment	-0.04	-0.03	-0.05	-0.05	-0.07*	-0.06*
	(0.03)	(0.03)	(0.03)	(0.03)	(0.04)	(0.03)
Grade 3	0.09**	-0.16***	0.14***	-0.11*	0.14***	-0.14***
	(0.03)	(0.04)	(0.03)	(0.04)	(0.03)	(0.04)
Grade 4	0.07**	-0.18***	0.13***	-0.11*	0.07*	-0.20***
	(0.03)	(0.04)	(0.03)	(0.04)	(0.03)	(0.03)
Grade 5	0.04	-0.20***	0.10***	-0.14**	0.11**	-0.17***
	(0.03)	(0.04)	(0.03)	(0.04)	(0.03)	(0.04)
Grade 6	-0.05*	-0.05**	-0.02	-0.03	-0.01	-0.04
	(0.02)	(0.02)	(0.03)	(0.02)	(0.02)	(0.02)
Grade 7	-0.06**	-0.03	-0.05**	-0.03	-0.03	-0.03
	(0.02)	(0.02)	(0.02)	(0.02)	(0.02)	(0.02)
FRPL Status	–	-0.07***	–	-0.02	–	0.02
	–	(0.01)	–	(0.01)	–	(0.02)
ELL Status	–	-0.03***	–	-0.04***	–	-0.39***
	–	(0.01)	–	(0.01)	–	(0.01)
SPED Status	–	-0.77***	–	-0.70***	–	-0.58***
	–	(0.01)	–	(0.01)	–	(0.01)
Black	–	-0.13***	–	-0.15***	–	-0.15***
	–	(0.03)	–	(0.02)	–	(0.02)
Hispanic	–	-0.04	–	-0.07**	–	-0.01
	–	(0.03)	–	(0.02)	–	(0.02)
Asian / Pacific Islander	–	0.33***	–	0.29***	–	0.40***
	–	(0.04)	–	(0.03)	–	(0.03)
Am. Indian / Alaskan Native	–	-0.05	–	-0.07	–	-0.02
	–	(0.04)	–	(0.05)	–	(0.05)
Other Race/Ethnicity	–	-0.08	–	-0.25**	–	-0.08
	–	(0.13)	–	(0.09)	–	(0.06)
Male	–	0.03***	–	0.03***	–	0.04***
	–	(0.01)	–	(0.01)	–	(0.01)
Retained	–	-0.34***	–	-0.35***	–	-0.40***
	–	(0.02)	–	(0.02)	–	(0.02)
FRPL Status (%)	–	-0.00	–	-0.00	–	0.00
	–	(0.00)	–	(0.00)	–	(0.00)
ELL Status (%)	–	-0.00	–	-0.00	–	-0.00
	–	(0.00)	–	(0.00)	–	(0.00)

Table D.12. Continued

Covariates	Mathematics Standardized Scores					
	Year 1		Year 2		Year 3	
	No Controls	Controls	No Controls	Controls	No Controls	Controls
SPED Status (%)	–	-0.01**	–	-0.00	–	-0.00
	–	(0.00)	–	(0.00)	–	(0.00)
Black (%)	–	-0.03	–	-0.02	–	-0.04*
	–	(0.02)	–	(0.02)	–	(0.02)
Hispanic (%)	–	-0.03	–	-0.02	–	-0.04*
	–	(0.02)	–	(0.02)	–	(0.02)
Asian / Pacific Islander (%)	–	-0.03	–	-0.03	–	-0.06
	–	(0.02)	–	(0.03)	–	(0.03)
Am. Indian / Alaskan Native (%)	–	-0.08**	–	-0.11***	–	-0.08***
	–	(0.03)	–	(0.03)	–	(0.02)
Other Race/Ethnicity (%)	–	0.03	–	0.01	–	-0.04
	–	(0.03)	–	(0.03)	–	(0.03)
Male (%)	–	-0.00	–	-0.01*	–	-0.01*
	–	(0.00)	–	(0.00)	–	(0.00)
Elementary	–	0.09*	–	0.06	–	0.10*
	–	(0.04)	–	(0.05)	–	(0.04)
Middle	–	-0.21***	–	-0.21***	–	-0.16***
	–	(0.05)	–	(0.05)	–	(0.05)
Enrollment in Thousands	–	0.01	–	0.02	–	0.02
	–	(0.05)	–	(0.06)	–	(0.07)
Constant	-0.37***	2.90	-0.36***	2.99	-0.35***	4.66*
	(0.03)	(1.58)	(0.03)	(1.82)	(0.03)	(2.09)
Observations	111014	111014	108093	107953	108555	107976

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race and/or ethnicity, English language learner status, special education status, free/reduced lunch status, retention flag, and grade level and the school-level controls include percentage of male students, percentage of students by race and/or ethnicity, percentage of free/reduced price lunch students, school size, and school–level. The referent categories are grade 8, white, female, white (%), female (%), K–8 schools, and Year 3. Four of the 323 in the elementary, middle, and K–8 sample were excluded from the analysis because they do not enroll students in at least one tested grade (grades 3–8). Standard errors appear in parentheses.

Table D.13. SPBP Impact on Test Scores for Elementary, Middle, or K–8 Schools, by Subject and School Year (Bloom Adjustment)

	English Language Arts Standardized Scores			
Covariates	Year 2		Year 3	
	No Controls	Controls	No Controls	Controls
SPBP Treatment	-0.03	-0.03	-0.04	-0.04
	(0.03)	(0.02)	(0.03)	(0.02)
Grade 3	0.10***	-0.09**	0.14***	-0.07**
	(0.03)	(0.03)	(0.03)	(0.02)
Grade 4	0.11***	-0.08*	0.06*	-0.15***
	(0.03)	(0.03)	(0.03)	(0.03)
Grade 5	0.13***	-0.05	0.13***	-0.09***
	(0.03)	(0.03)	(0.03)	(0.02)
Grade 6	0.03	0.02	0.01	-0.01
	(0.02)	(0.02)	(0.02)	(0.02)
Grade 7	0.00	0.02	-0.01	-0.00
	(0.01)	(0.01)	(0.01)	(0.01)
FRPL Status	–	-0.07***	–	-0.06***
	–	(0.01)	–	(0.01)
ELL Status	–	-0.14***	–	-0.52***
	–	(0.01)	–	(0.01)
SPED Status	–	-0.71***	–	-0.57***
	–	(0.01)	–	(0.01)
Black	–	-0.07**	–	-0.15***
	–	(0.03)	–	(0.03)
Hispanic	–	-0.02	–	-0.03
	–	(0.02)	–	(0.03)
Asian / Pacific Islander	–	0.20***	–	0.14***
	–	(0.03)	–	(0.03)
Am. Indian / Alaskan Native	–	-0.09	–	-0.08
	–	(0.05)	–	(0.05)
Other Race/Ethnicity	–	-0.12	–	-0.07
	–	(0.07)	–	(0.05)
Male	–	-0.09***	–	-0.08***
	–	(0.01)	–	(0.01)
Retained	–	-0.32***	–	-0.24***
	–	(0.02)	–	(0.02)
FRPL Status (%)	–	-0.00	–	0.00
	–	(0.00)	–	(0.00)
ELL Status (%)	–	-0.00	–	-0.00
	–	(0.00)	–	(0.00)

Table D. 13. Continued

	English Language Arts Standardized Scores			
Covariates	Year 2		Year 3	
	No Controls	Controls	No Controls	Controls
SPED Status (%)	–	-0.00	–	-0.00
	–	(0.00)	–	(0.00)
Black (%)	–	-0.03	–	-0.03*
	–	(0.02)	–	(0.01)
Hispanic (%)	–	-0.03	–	-0.03*
	–	(0.02)	–	(0.01)
Asian / Pacific Islander (%)	–	-0.04	–	-0.04
	–	(0.02)	–	(0.02)
Am. Indian / Alaskan Native (%)	–	-0.10***	–	-0.07***
	–	(0.02)	–	(0.02)
Other Race/Ethnicity (%)	–	-0.00	–	-0.01
	–	(0.03)	–	(0.02)
Male (%)	–	-0.01*	–	-0.01*
	–	(0.00)	–	(0.00)
Elementary	–	0.03	–	0.10***
	–	(0.04)	–	(0.03)
Middle	–	-0.17***	–	-0.12***
	–	(0.03)	–	(0.03)
Enrollment in Thousands	–	0.03	–	0.04
	–	(0.05)	–	(0.05)
Constant	-0.38***	3.59*	-0.34***	3.56*
	(0.02)	(1.60)	(0.02)	(1.50)
Observations	105483	105330	105303	105269

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race and/or ethnicity, English language learner status, special education status, free/reduced lunch status, retention flag, and grade level and the school-level controls include percentage of male students, percentage of students by race and/or ethnicity, percentage of free/reduced price lunch students, school size, and school–level. The referent categories are grade 8, white, female, white (%), female (%), K–8 schools, and Year 3. Four of the 323 in the elementary, middle, and K–8 sample were excluded from the analysis because they do not enroll students in at least one tested grade (grades 3–8). Standard errors appear in parentheses.

Table D.14. SPBP Impact on Test Scores for Elementary, Middle, or K–8 Schools, by Subject and School Year (District Plan Summary)

	Mathematics Raw Scale Scores									
Covariates	Gini (all)		Gini (teacher)		Gini (teacher/coach)		Proportion Not Modal		Survey	
	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls
Award Distribution Plan	0.00	0.02	-0.11	-0.10	-0.13	-0.11	1.58	4.61	-0.08	0.17
	(0.12)	(0.11)	(0.14)	(0.13)	(0.14)	(0.13)	(4.74)	(4.38)	(1.40)	(1.40)
Grade 3	25.63***	15.99***	25.43***	15.91***	25.39***	15.90***	25.65***	16.05***	25.62***	15.97***
	(1.58)	(2.02)	(1.64)	(2.02)	(1.64)	(2.02)	(1.57)	(2.02)	(1.58)	(2.02)
Grade 4	16.24***	6.90***	16.05***	6.82***	16.01***	6.81***	16.26***	6.95***	16.23***	6.88***
	(1.74)	(1.99)	(1.80)	(1.99)	(1.80)	(1.99)	(1.73)	(1.99)	(1.73)	(1.98)
Grade 5	15.57***	5.98**	15.39***	5.91**	15.35***	5.90**	15.59***	6.04**	15.56***	5.97**
	(1.66)	(2.00)	(1.71)	(2.00)	(1.71)	(2.00)	(1.66)	(2.01)	(1.66)	(2.00)
Grade 6	3.28**	1.78	3.18*	1.71	3.16*	1.70	3.29**	1.78	3.28**	1.78
	(1.25)	(1.10)	(1.26)	(1.11)	(1.26)	(1.11)	(1.25)	(1.10)	(1.25)	(1.10)
Grade 7	-2.30*	-2.26*	-2.34*	-2.30*	-2.35*	-2.30*	-2.28*	-2.21*	-2.30*	-2.26*
	(1.07)	(1.02)	(1.08)	(1.02)	(1.08)	(1.02)	(1.07)	(1.02)	(1.08)	(1.02)
FRPL Status	–	1.00	–	1.00	–	1.00	–	1.01	–	1.00
	–	(0.97)	–	(0.97)	–	(0.97)	–	(0.97)	–	(0.97)
ELL Status	–	-13.74***	–	-13.73***	–	-13.73***	–	-13.74***	–	-13.74***
	–	(0.64)	–	(0.64)	–	(0.64)	–	(0.64)	–	(0.64)
SPED Status	–	-19.92***	–	-19.92***	–	-19.92***	–	-19.92***	–	-19.92***
	–	(0.67)	–	(0.67)	–	(0.67)	–	(0.67)	–	(0.67)
Black	–	-5.26***	–	-5.26***	–	-5.26***	–	-5.25***	–	-5.26***
	–	(1.20)	–	(1.21)	–	(1.21)	–	(1.21)	–	(1.21)
Hispanic	–	0.41	–	0.41	–	0.41	–	0.42	–	0.41
	–	(1.15)	–	(1.15)	–	(1.15)	–	(1.15)	–	(1.15)
Asian / Pacific Islander	–	13.77***	–	13.77***	–	13.77***	–	13.77***	–	13.77***
	–	(1.68)	–	(1.68)	–	(1.68)	–	(1.68)	–	(1.68)
Am. Indian / Alaskan Native	–	0.88	–	0.87	–	0.87	–	0.89	–	0.87
	–	(2.87)	–	(2.87)	–	(2.87)	–	(2.87)	–	(2.87)

Table D.14. Continued

Covariates	Mathematics Raw Scale Scores									
	Gini (all)		Gini (teacher)		Gini (teacher/coach)		Proportion Not Modal		Survey	
	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls
Other Race/Ethnicity	–	-4.51	–	-4.51	–	-4.50	–	-4.52	–	-4.52
	–	(2.53)	–	(2.53)	–	(2.54)	–	(2.53)	–	(2.53)
Male	–	0.89**	–	0.89**	–	0.88**	–	0.89**	–	0.89**
	–	(0.31)	–	(0.31)	–	(0.31)	–	(0.31)	–	(0.31)
Retained	–	-13.90***	–	-13.81***	–	-13.80***	–	-13.95***	–	-13.89***
	–	(1.11)	–	(1.11)	–	(1.11)	–	(1.11)	–	(1.11)
FRPL Status (%)	–	0.19	–	0.18	–	0.18	–	0.19	–	0.18
	–	(0.18)	–	(0.19)	–	(0.19)	–	(0.18)	–	(0.19)
ELL Status (%)	–	-0.06	–	-0.06	–	-0.06	–	-0.07	–	-0.06
	–	(0.09)	–	(0.09)	–	(0.09)	–	(0.09)	–	(0.09)
SPED Status (%)	–	-0.33**	–	-0.32**	–	-0.32**	–	-0.34**	–	-0.33**
	–	(0.12)	–	(0.12)	–	(0.12)	–	(0.12)	–	(0.12)
Black (%)	–	-2.85**	–	-2.87**	–	-2.87**	–	-2.86**	–	-2.85**
	–	(1.01)	–	(0.99)	–	(0.99)	–	(1.01)	–	(1.03)
Hispanic (%)	–	-2.84**	–	-2.86**	–	-2.86**	–	-2.84**	–	-2.84**
	–	(1.02)	–	(1.00)	–	(1.00)	–	(1.02)	–	(1.04)
Asian / Pacific Islander (%)	–	-3.64**	–	-3.64**	–	-3.64**	–	-3.66**	–	-3.63**
	–	(1.27)	–	(1.25)	–	(1.25)	–	(1.27)	–	(1.30)
Am. Indian / Alaskan Native (%)	–	-5.24**	–	-5.32**	–	-5.34**	–	-5.31**	–	-5.23**
	–	(1.71)	–	(1.72)	–	(1.72)	–	(1.65)	–	(1.77)
Other Race/Ethnicity (%)	–	-1.60	–	-1.46	–	-1.45	–	-1.75	–	-1.56
	–	(1.15)	–	(1.16)	–	(1.16)	–	(1.15)	–	(1.20)
Male (%)	–	-0.18	–	-0.19	–	-0.18	–	-0.18	–	-0.18
	–	(0.15)	–	(0.15)	–	(0.15)	–	(0.15)	–	(0.15)
Elementary	–	5.12**	–	5.03**	–	5.03**	–	5.04**	–	5.13**
	–	(1.86)	–	(1.86)	–	(1.86)	–	(1.84)	–	(1.86)

Table D. 14. Continued

Covariates	Mathematics Raw Scale Scores									
	Gini (all)		Gini (teacher)		Gini (teacher/coach)		Proportion Not Modal		Survey	
	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls
Middle	–	-3.40*	–	-3.39*	–	-3.38*	–	-3.42*	–	-3.39*
	–	(1.67)	–	(1.70)	–	(1.70)	–	(1.65)	–	(1.66)
Enrollment in Thousands	–	-7.21**	–	-7.58**	–	-7.62**	–	-7.09**	–	-7.29**
	–	(2.71)	–	(2.82)	–	(2.83)	–	(2.61)	–	(2.72)
Constant	656.52***	955.47***	657.18***	958.57***	657.30***	958.64***	656.25***	954.70***	656.58***	955.67***
	(1.69)	(104.25)	(1.60)	(102.40)	(1.61)	(102.27)	(1.58)	(104.14)	(1.35)	(105.18)
Observations	53537	53248	53537	53248	53537	53248	53537	53248	53537	53248

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race and/or ethnicity, English language learner status, special education status, free/reduced lunch status, retention flag, and grade level and the school-level controls include percentage of male students, percentage of students by race and/or ethnicity, percentage of free/reduced price lunch students, school size, and school–level. The referent categories are grade 8, white, female, white (%), female (%), K–8 schools, and Year 3. Standard errors appear in parentheses.

Table D.15. SPBP Impact on Test Scores for Elementary, Middle, or K–8 Schools, by Subject and School Year (District Plan Summary)

	English Language Arts Raw Scale Scores									
	Gini (all)		Gini (teacher)		Gini (teacher/coach)		Proportion Not Modal		Survey	
Covariates	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls
Award Distribution Plan	0.06	0.05	0.02	0.01	0.01	0.02	3.60	3.71	0.49	0.49
	(0.09)	(0.09)	(0.11)	(0.11)	(0.11)	(0.11)	(3.71)	(3.52)	(1.01)	(1.03)
Grade 3	17.79***	11.78***	17.71***	11.74***	17.70***	11.74***	17.75***	11.79***	17.70***	11.72***
	(1.09)	(1.04)	(1.11)	(1.04)	(1.12)	(1.04)	(1.07)	(1.04)	(1.07)	(1.03)
Grade 4	18.92***	13.11***	18.84***	13.07***	18.83***	13.08***	18.88***	13.12***	18.83***	13.06***
	(1.12)	(1.08)	(1.15)	(1.08)	(1.15)	(1.08)	(1.10)	(1.08)	(1.09)	(1.07)
Grade 5	23.01***	16.90***	22.95***	16.87***	22.94***	16.87***	22.98***	16.92***	22.95***	16.87***
	(1.01)	(0.95)	(1.02)	(0.95)	(1.02)	(0.95)	(1.00)	(0.95)	(1.00)	(0.95)
Grade 6	11.86***	11.04***	11.84***	11.03***	11.84***	11.04***	11.85***	11.03***	11.84***	11.03***
	(0.54)	(0.48)	(0.55)	(0.48)	(0.55)	(0.48)	(0.53)	(0.47)	(0.54)	(0.47)
Grade 7	11.18***	11.32***	11.15***	11.30***	11.15***	11.30***	11.20***	11.34***	11.16***	11.31***
	(0.50)	(0.43)	(0.50)	(0.42)	(0.50)	(0.43)	(0.50)	(0.43)	(0.50)	(0.42)
FRPL Status	–	-0.94	–	-0.94	–	-0.94	–	-0.94	–	-0.94
	–	(0.57)	–	(0.57)	–	(0.57)	–	(0.57)	–	(0.57)
ELL Status	–	-14.49***	–	-14.49***	–	-14.49***	–	-14.49***	–	-14.49***
	–	(0.48)	–	(0.48)	–	(0.48)	–	(0.49)	–	(0.49)
SPED Status	–	-16.15***	–	-16.15***	–	-16.15***	–	-16.15***	–	-16.15***
	–	(0.44)	–	(0.44)	–	(0.44)	–	(0.44)	–	(0.44)
Black	–	-3.95**	–	-3.96**	–	-3.96**	–	-3.95**	–	-3.96**
	–	(1.27)	–	(1.27)	–	(1.27)	–	(1.27)	–	(1.27)
Hispanic	–	-0.48	–	-0.49	–	-0.48	–	-0.48	–	-0.49
	–	(1.25)	–	(1.25)	–	(1.25)	–	(1.25)	–	(1.26)
Asian / Pacific Islander	–	5.12***	–	5.12***	–	5.12***	–	5.13***	–	5.11***
	–	(1.32)	–	(1.32)	–	(1.32)	–	(1.32)	–	(1.33)
Am. Indian / Alaskan Native	–	-2.79	–	-2.80	–	-2.80	–	-2.80	–	-2.80
	–	(1.91)	–	(1.92)	–	(1.92)	–	(1.92)	–	(1.92)

Table D. 15. Continued

	English Language Arts Raw Scale Scores									
	Gini (all)		Gini (teacher)		Gini (teacher/coach)		Proportion Not Modal		Survey	
Covariates	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls
Other Race/Ethnicity	–	-2.55	–	-2.54	–	-2.54	–	-2.54	–	-2.55
	–	(2.09)	–	(2.09)	–	(2.09)	–	(2.09)	–	(2.09)
Male	–	-2.44***	–	-2.44***	–	-2.44***	–	-2.44***	–	-2.44***
	–	(0.23)	–	(0.23)	–	(0.23)	–	(0.23)	–	(0.23)
Retained	–	-6.99***	–	-6.94***	–	-6.95***	–	-6.99***	–	-6.96***
	–	(1.00)	–	(0.99)	–	(1.00)	–	(0.99)	–	(0.99)
FRPL Status (%)	–	0.02	–	0.01	–	0.01	–	0.02	–	0.01
	–	(0.10)	–	(0.10)	–	(0.10)	–	(0.09)	–	(0.09)
ELL Status (%)	–	-0.04	–	-0.04	–	-0.04	–	-0.04	–	-0.04
	–	(0.06)	–	(0.06)	–	(0.06)	–	(0.06)	–	(0.06)
SPED Status (%)	–	-0.17	–	-0.17	–	-0.17	–	-0.18	–	-0.17
	–	(0.09)	–	(0.09)	–	(0.09)	–	(0.09)	–	(0.09)
Black (%)	–	-1.80**	–	-1.81**	–	-1.81**	–	-1.82**	–	-1.79**
	–	(0.67)	–	(0.66)	–	(0.66)	–	(0.67)	–	(0.69)
Hispanic (%)	–	-1.81**	–	-1.82**	–	-1.82**	–	-1.82**	–	-1.80*
	–	(0.68)	–	(0.67)	–	(0.67)	–	(0.67)	–	(0.69)
Asian / Pacific Islander (%)	–	-2.07*	–	-2.08*	–	-2.08*	–	-2.10*	–	-2.05*
	–	(0.85)	–	(0.84)	–	(0.84)	–	(0.84)	–	(0.87)
Am. Indian / Alaskan Native (%)	–	-3.98***	–	-4.02***	–	-4.02***	–	-4.07***	–	-3.95***
	–	(1.12)	–	(1.11)	–	(1.11)	–	(1.08)	–	(1.16)
Other Race/Ethnicity (%)	–	-0.04	–	0.03	–	0.03	–	-0.10	–	0.07
	–	(0.81)	–	(0.83)	–	(0.83)	–	(0.81)	–	(0.83)
Male (%)	–	-0.05	–	-0.05	–	-0.05	–	-0.05	–	-0.06
	–	(0.09)	–	(0.09)	–	(0.09)	–	(0.09)	–	(0.09)
Elementary	–	3.98**	–	3.93**	–	3.94**	–	3.89**	–	4.04**
	–	(1.29)	–	(1.28)	–	(1.28)	–	(1.28)	–	(1.30)
Middle	–	-1.94*	–	-1.98*	–	-1.99*	–	-1.98*	–	-1.90*
	–	(0.86)	–	(0.84)	–	(0.84)	–	(0.86)	–	(0.85)

Table D. 15. Continued

	English Language Arts Raw Scale Scores									
	Gini (all)		Gini (teacher)		Gini (teacher/coach)		Proportion Not Modal		Survey	
Covariates	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls
Enrollment in Thousands	–	-2.02	–	-2.15	–	-2.14	–	-2.04	–	-2.22
	–	(2.12)	–	(2.15)	–	(2.16)	–	(2.05)	–	(2.08)
Constant	638.12***	836.79***	638.61***	838.79***	638.63***	838.74***	638.01***	837.81***	638.54***	837.18***
	(1.05)	(69.29)	(0.88)	(67.82)	(0.88)	(67.81)	(0.95)	(68.42)	(0.66)	(69.84)
Observations	52035	52020	52035	52020	52035	52020	52035	52020	52035	52020

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race and/or ethnicity, English language learner status, special education status, free/reduced lunch status, retention flag, and grade level and the school-level controls include percentage of male students, percentage of students by race and/or ethnicity, percentage of free/reduced price lunch students, school size, and school–level. The referent categories are grade 8, white, female, white (%), female (%), K–8 schools, and Year 3. Standard errors appear in parentheses.

Table D.16. SPBP Impact on Test Scores for Elementary, Middle, or K–8 Schools, by Subject and School Year (District Plan Summary)

	Mathematics Standardized Scores									
Covariates	Gini (all)		Gini (teacher)		Gini (teacher/coach)		Proportion Not Modal		Survey	
	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls
Award Distribution Plan	0.00	0.00	-0.00	-0.00	-0.00	-0.00	0.05	0.13	-0.00	0.00
	(0.00)	(0.00)	(0.00)	(0.00)	(0.00)	(0.00)	(0.14)	(0.12)	(0.04)	(0.04)
Grade 3	0.18***	-0.09	0.18***	-0.09	0.18***	-0.09	0.19***	-0.09	0.18***	-0.09
	(0.05)	(0.06)	(0.05)	(0.06)	(0.05)	(0.06)	(0.05)	(0.06)	(0.05)	(0.06)
Grade 4	0.12*	-0.15**	0.11*	-0.15**	0.11*	-0.15**	0.12*	-0.15*	0.12*	-0.15**
	(0.05)	(0.06)	(0.05)	(0.06)	(0.05)	(0.06)	(0.05)	(0.06)	(0.05)	(0.06)
Grade 5	0.13**	-0.14*	0.13**	-0.14*	0.13*	-0.14*	0.13**	-0.14*	0.13**	-0.14*
	(0.05)	(0.06)	(0.05)	(0.06)	(0.05)	(0.06)	(0.05)	(0.06)	(0.05)	(0.06)
Grade 6	0.02	-0.03	0.01	-0.03	0.01	-0.03	0.02	-0.03	0.02	-0.03
	(0.03)	(0.03)	(0.04)	(0.03)	(0.04)	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)
Grade 7	-0.05	-0.04	-0.05	-0.05	-0.05	-0.05	-0.05	-0.04	-0.05	-0.04
	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)	(0.03)
FRPL Status	–	0.03	–	0.03	–	0.03	–	0.03	–	0.03
	–	(0.03)	–	(0.03)	–	(0.03)	–	(0.03)	–	(0.03)
ELL Status	–	-0.39***	–	-0.39***	–	-0.39***	–	-0.39***	–	-0.39***
	–	(0.02)	–	(0.02)	–	(0.02)	–	(0.02)	–	(0.02)
SPED Status	–	-0.57***	–	-0.57***	–	-0.57***	–	-0.57***	–	-0.57***
	–	(0.02)	–	(0.02)	–	(0.02)	–	(0.02)	–	(0.02)
Black	–	-0.15***	–	-0.15***	–	-0.15***	–	-0.15***	–	-0.15***
	–	(0.03)	–	(0.03)	–	(0.03)	–	(0.03)	–	(0.03)
Hispanic	–	0.01	–	0.01	–	0.01	–	0.01	–	0.01
	–	(0.03)	–	(0.03)	–	(0.03)	–	(0.03)	–	(0.03)
Asian / Pacific Islander	–	0.39***	–	0.39***	–	0.39***	–	0.39***	–	0.39***
	–	(0.05)	–	(0.05)	–	(0.05)	–	(0.05)	–	(0.05)
Am. Indian / Alaskan Native	–	0.03	–	0.03	–	0.03	–	0.03	–	0.03
	–	(0.08)	–	(0.08)	–	(0.08)	–	(0.08)	–	(0.08)

Table D.16. Continued

Covariates	Mathematics Standardized Scores									
	Gini (all)		Gini (teacher)		Gini (teacher/coach)		Proportion Not Modal		Survey	
	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls
Other Race/Ethnicity	–	-0.14	–	-0.14	–	-0.14	–	-0.14	–	-0.14
	–	(0.07)	–	(0.07)	–	(0.07)	–	(0.07)	–	(0.07)
Male	–	0.03**	–	0.02**	–	0.02**	–	0.03**	–	0.03**
	–	(0.01)	–	(0.01)	–	(0.01)	–	(0.01)	–	(0.01)
Retained	–	-0.40***	–	-0.40***	–	-0.40***	–	-0.40***	–	-0.40***
	–	(0.03)	–	(0.03)	–	(0.03)	–	(0.03)	–	(0.03)
FRPL Status (%)	–	0.01	–	0.01	–	0.01	–	0.01	–	0.01
	–	(0.01)	–	(0.01)	–	(0.01)	–	(0.01)	–	(0.01)
ELL Status (%)	–	-0.00	–	-0.00	–	-0.00	–	-0.00	–	-0.00
	–	(0.00)	–	(0.00)	–	(0.00)	–	(0.00)	–	(0.00)
SPED Status (%)	–	-0.01**	–	-0.01**	–	-0.01**	–	-0.01**	–	-0.01**
	–	(0.00)	–	(0.00)	–	(0.00)	–	(0.00)	–	(0.00)
Black (%)	–	-0.08**	–	-0.08**	–	-0.08**	–	-0.08**	–	-0.08**
	–	(0.03)	–	(0.03)	–	(0.03)	–	(0.03)	–	(0.03)
Hispanic (%)	–	-0.08**	–	-0.08**	–	-0.08**	–	-0.08**	–	-0.08**
	–	(0.03)	–	(0.03)	–	(0.03)	–	(0.03)	–	(0.03)
Asian / Pacific Islander (%)	–	-0.10**	–	-0.10**	–	-0.10**	–	-0.11**	–	-0.10**
	–	(0.04)	–	(0.04)	–	(0.04)	–	(0.04)	–	(0.04)
Am. Indian / Alaskan Native (%)	–	-0.15**	–	-0.15**	–	-0.15**	–	-0.15**	–	-0.15**
	–	(0.05)	–	(0.05)	–	(0.05)	–	(0.05)	–	(0.05)
Other Race/Ethnicity (%)	–	-0.05	–	-0.04	–	-0.04	–	-0.05	–	-0.04
	–	(0.03)	–	(0.03)	–	(0.03)	–	(0.03)	–	(0.03)
Male (%)	–	-0.01	–	-0.01	–	-0.01	–	-0.01	–	-0.01
	–	(0.00)	–	(0.00)	–	(0.00)	–	(0.00)	–	(0.00)
Elementary	–	0.14**	–	0.14**	–	0.14**	–	0.14**	–	0.14**
	–	(0.05)	–	(0.05)	–	(0.05)	–	(0.05)	–	(0.05)
Middle	–	-0.10*	–	-0.10	–	-0.10	–	-0.10*	–	-0.10*
	–	(0.05)	–	(0.05)	–	(0.05)	–	(0.05)	–	(0.05)

Table D. 16. Continued

Covariates	Mathematics Standardized Scores									
	Gini (all)		Gini (teacher)		Gini (teacher/coach)		Proportion Not Modal		Survey	
	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls
Enrollment in Thousands	–	-0.21**	–	-0.22**	–	-0.22**	–	-0.20**	–	-0.21**
	–	(0.08)	–	(0.08)	–	(0.08)	–	(0.07)	–	(0.08)
Constant	-0.42***	8.16**	-0.41***	8.25**	-0.40***	8.25**	-0.43***	8.14**	-0.42***	8.17**
	(0.05)	(2.98)	(0.05)	(2.93)	(0.05)	(2.92)	(0.05)	(2.98)	(0.04)	(3.00)
Observations	53537	53248	53537	53248	53537	53248	53537	53248	53537	53248

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race and/or ethnicity, English language learner status, special education status, free/reduced lunch status, retention flag, and grade level and the school-level controls include percentage of male students, percentage of students by race and/or ethnicity, percentage of free/reduced price lunch students, school size, and school–level. The referent categories are grade 8, white, female, white (%), female (%), K–8 schools, and Year 3. Standard errors appear in parentheses.

Table D.17. SPBP Impact on Test Scores for Elementary, Middle, or K–8 Schools, by Subject and School Year (District Plan Summary)

	English Language Arts Standardized Scores									
Covariates	Gini (all)		Gini (teacher)		Gini (teacher/coach)		Proportion Not Modal		Survey	
	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls
Award Distribution Plan	0.00 (0.00)	0.00 (0.00)	0.00 (0.00)	0.00 (0.00)	0.00 (0.00)	0.00 (0.00)	0.12 (0.12)	0.13 (0.12)	0.02 (0.03)	0.02 (0.03)
Grade 3	0.19*** (0.04)	-0.02 (0.03)	0.19*** (0.04)	-0.02 (0.03)	0.19*** (0.04)	-0.02 (0.03)	0.19*** (0.04)	-0.02 (0.03)	0.19*** (0.03)	-0.02 (0.03)
Grade 4	0.12** (0.04)	-0.09* (0.04)	0.11** (0.04)	-0.09* (0.04)	0.11** (0.04)	-0.09* (0.04)	0.11** (0.04)	-0.09* (0.04)	0.11** (0.04)	-0.09* (0.04)
Grade 5	0.17*** (0.03)	-0.05 (0.03)	0.17*** (0.03)	-0.05 (0.03)	0.17*** (0.03)	-0.05 (0.03)	0.17*** (0.03)	-0.05 (0.03)	0.17*** (0.03)	-0.05 (0.03)
Grade 6	0.06** (0.02)	0.03 (0.02)	0.06** (0.02)	0.03 (0.02)	0.06** (0.02)	0.03 (0.02)	0.06** (0.02)	0.03 (0.02)	0.06** (0.02)	0.03 (0.02)
Grade 7	0.02 (0.02)	0.03 (0.02)	0.02 (0.02)	0.03 (0.02)	0.02 (0.02)	0.03 (0.02)	0.03 (0.02)	0.03* (0.02)	0.02 (0.02)	0.03 (0.01)
FRPL Status	– –	-0.04 (0.02)	– –	-0.04 (0.02)	– –	-0.04 (0.02)	– –	-0.04 (0.02)	– –	-0.04 (0.02)
ELL Status	– –	-0.51*** (0.02)	– –	-0.51*** (0.02)	– –	-0.51*** (0.02)	– –	-0.51*** (0.02)	– –	-0.51*** (0.02)
SPED Status	– –	-0.56*** (0.01)	– –	-0.56*** (0.01)	– –	-0.56*** (0.01)	– –	-0.56*** (0.01)	– –	-0.56*** (0.01)
Black	– –	-0.14** (0.04)	– –	-0.14** (0.04)	– –	-0.14** (0.04)	– –	-0.14** (0.04)	– –	-0.14** (0.04)
Hispanic	– –	-0.02 (0.04)	– –	-0.02 (0.04)	– –	-0.02 (0.04)	– –	-0.02 (0.04)	– –	-0.02 (0.04)
Asian / Pacific Islander	– –	0.17*** (0.05)	– –	0.17*** (0.05)	– –	0.17*** (0.05)	– –	0.17*** (0.05)	– –	0.17*** (0.05)
Am. Indian / Alaskan Native	– –	-0.10 (0.06)	– –	-0.10 (0.06)	– –	-0.10 (0.06)	– –	-0.10 (0.06)	– –	-0.10 (0.06)

Table D. 17. Continued

Covariates	English Language Arts Standardized Scores									
	Gini (all)		Gini (teacher)		Gini (teacher/coach)		Proportion Not Modal		Survey	
	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls
Other Race/Ethnicity	–	-0.09	–	-0.09	–	-0.09	–	-0.09	–	-0.09
	–	(0.07)	–	(0.07)	–	(0.07)	–	(0.07)	–	(0.07)
Male	–	-0.08***	–	-0.08***	–	-0.08***	–	-0.08***	–	-0.08***
	–	(0.01)	–	(0.01)	–	(0.01)	–	(0.01)	–	(0.01)
Retained	–	-0.24***	–	-0.24***	–	-0.24***	–	-0.24***	–	-0.24***
	–	(0.03)	–	(0.03)	–	(0.03)	–	(0.03)	–	(0.03)
FRPL Status (%)	–	0.00	–	0.00	–	0.00	–	0.00	–	-0.00
	–	(0.00)	–	(0.00)	–	(0.00)	–	(0.00)	–	(0.00)
ELL Status (%)	–	-0.00	–	-0.00	–	-0.00	–	-0.00	–	-0.00
	–	(0.00)	–	(0.00)	–	(0.00)	–	(0.00)	–	(0.00)
SPED Status (%)	–	-0.00	–	-0.00	–	-0.00	–	-0.01	–	-0.00
	–	(0.00)	–	(0.00)	–	(0.00)	–	(0.00)	–	(0.00)
Black (%)	–	-0.06**	–	-0.06**	–	-0.06**	–	-0.06**	–	-0.06**
	–	(0.02)	–	(0.02)	–	(0.02)	–	(0.02)	–	(0.02)
Hispanic (%)	–	-0.06**	–	-0.06**	–	-0.06**	–	-0.06**	–	-0.06**
	–	(0.02)	–	(0.02)	–	(0.02)	–	(0.02)	–	(0.02)
Asian / Pacific Islander (%)	–	-0.07**	–	-0.08**	–	-0.08**	–	-0.08**	–	-0.07**
	–	(0.03)	–	(0.03)	–	(0.03)	–	(0.03)	–	(0.03)
Am. Indian / Alaskan Native (%)	–	-0.13***	–	-0.13***	–	-0.13***	–	-0.13***	–	-0.12***
	–	(0.04)	–	(0.03)	–	(0.04)	–	(0.03)	–	(0.04)
Other Race/Ethnicity (%)	–	-0.00	–	-0.00	–	-0.00	–	-0.00	–	0.00
	–	(0.03)	–	(0.03)	–	(0.03)	–	(0.03)	–	(0.03)
Male (%)	–	-0.00	–	-0.00	–	-0.00	–	-0.00	–	-0.00
	–	(0.00)	–	(0.00)	–	(0.00)	–	(0.00)	–	(0.00)
Elementary	–	0.13**	–	0.13**	–	0.13**	–	0.13**	–	0.13**
	–	(0.04)	–	(0.04)	–	(0.04)	–	(0.04)	–	(0.04)
Middle	–	-0.08*	–	-0.08*	–	-0.08*	–	-0.08*	–	-0.07*
	–	(0.03)	–	(0.03)	–	(0.03)	–	(0.03)	–	(0.03)

Table D.17. Continued

Covariates	English Language Arts Standardized Scores									
	Gini (all)		Gini (teacher)		Gini (teacher/coach)		Proportion Not Modal		Survey	
	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls	No Controls	Controls
Enrollment in Thousands	–	-0.04	–	-0.05	–	-0.05	–	-0.05	–	-0.05
	–	(0.07)	–	(0.07)	–	(0.07)	–	(0.07)	–	(0.07)
Constant	-0.42***	6.27**	-0.41***	6.34**	-0.41***	6.34**	-0.43***	6.32**	-0.41***	6.27**
	(0.04)	(2.18)	(0.03)	(2.13)	(0.03)	(2.13)	(0.03)	(2.15)	(0.02)	(2.21)
Observations	52035	52020	52035	52020	52035	52020	52035	52020	52035	52020

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race and/or ethnicity, English language learner status, special education status, free/reduced lunch status, retention flag, and grade level and the school-level controls include percentage of male students, percentage of students by race and/or ethnicity, percentage of free/reduced price lunch students, school size, and school–level. The referent categories are grade 8, white, female, white (%), female (%), K–8 schools, and Year 3. Standard errors appear in parentheses.

Table D.18. SPBP Impact on English Language Arts Regents Examination Scores for High Schools, by School Year (ITT Estimates)

	English Language Arts - Scale Scores					
	Fall, Year 2		Spring, Year 1		Spring, Year 2	
	No Controls	Controls	No Controls	Controls	No Controls	Controls
SPBP Treatment	0.80	0.72	0.39	-0.56	2.58	1.73
	(2.17)	(2.14)	(1.79)	(1.63)	(1.45)	(1.37)
FRPL Status	–	0.81	–	0.84	–	0.31
	–	(0.60)	–	(0.63)	–	(0.59)
Black	–	-1.09	–	-1.17	–	-2.6*
	–	(1.39)	–	(1.99)	–	(1.25)
Hispanic	–	-3.78**	–	-3.15	–	-4.59***
	–	(1.41)	–	(1.72)	–	(1.33)
Asian / Pacific Islander	–	0.36	–	0.15	–	-1.89
	–	(1.79)	–	(2.10)	–	(2.31)
Am. Indian / Alaskan Native	–	0.56	–	-3.83	–	-3.56
	–	(2.99)	–	(3.97)	–	(2.98)
Other Race/Ethnicity	–	6.29	–	3.75	–	-1.53
	–	(3.20)	–	(4.01)	–	(4.08)
Male	–	-4.35***	–	-4.05***	–	-5.67***
	–	(0.49)	–	(0.50)	–	(0.44)
Gender Missing	–	-12.66***	–	-6.75	–	0.11
	–	(3.25)	–	(4.71)	–	(4.55)
FRPL Status (%)	–	0.03	–	-0.08	–	-0.02
	–	(0.07)	–	(0.06)	–	(0.06)
Black (%)	–	-0.03	–	0.04	–	0.21
	–	(0.15)	–	(0.21)	–	(0.18)
Hispanic (%)	–	-0.02	–	0	–	0.16
	–	(0.17)	–	(0.21)	–	(0.19)
Am. Indian / Alaskan Native (%)	–	-0.35	–	0.34	–	0.93
	–	(1.99)	–	(2.86)	–	(1.53)
White (%)	–	-0.05	–	0.01	–	0.52
	–	(0.40)	–	(0.39)	–	(0.41)
Male (%)	–	0.03	–	-0.04	–	0.01
	–	(0.05)	–	(0.08)	–	(0.05)
High School	–	-3.56*	–	-0.11	–	1.01
	–	(1.67)	–	(2.39)	–	(2.04)
Enrollment in Thousands	–	1.13	–	-1.81	–	-1.4
	–	(1.25)	–	(1.15)	–	(1.10)
Constant	54.35***	59.65***	55.22***	67.08***	54.7***	44.79*
	(1.71)	(16.69)	(1.32)	(20.44)	(1.12)	(18.34)
Observations	8234	8234	10276	10276	9345	9345

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race/ethnicity, free/reduced lunch status, and indicators if gender or race/ethnicity was undefined. School-level controls include the percentage of male students, percentage of students by race/ethnicity, percentage of free/reduced price lunch students, school level and school size. The number of schools containing at least one student with valid test score information ranges between 31 (Chemistry, fall 2008) and 82 (ELA, spring 2008). Referent categories include non-free/reduced lunch status, white, female, non-free/reduced lunch status (%), and middle/high school. Standard errors appear in parentheses.

Table D.19. SPBP Impact on English Language Arts Regents Examination Scores for High Schools, by School Year (ITT Estimates)

	English Language Arts - Standardized Scores					
	Fall, Year 2		Spring, Year 1		Spring, Year 2	
	No Controls	Controls	No Controls	Controls	No Controls	Controls
SPBP Treatment	0.04	0.04	0.02	-0.03	0.13	0.09
	(0.11)	(0.11)	(0.09)	(0.08)	(0.07)	(0.07)
FRPL Status	–	0.04	–	0.04	–	0.02
	–	(0.03)	–	(0.03)	–	(0.03)
Black	–	-0.05	–	-0.06	–	-0.13*
	–	(0.07)	–	(0.10)	–	(0.06)
Hispanic	–	-0.19**	–	-0.16	–	-0.23***
	–	(0.07)	–	(0.09)	–	(0.07)
Asian / Pacific Islander	–	0.02	–	0.01	–	-0.09
	–	(0.09)	–	(0.10)	–	(0.11)
Am. Indian / Alaskan Native	–	0.03	–	-0.19	–	-0.18
	–	(0.15)	–	(0.20)	–	(0.15)
Other Race/Ethnicity	–	0.32	–	0.19	–	-0.08
	–	(0.16)	–	(0.20)	–	(0.20)
Male	–	-0.22***	–	-0.2***	–	-0.28***
	–	(0.02)	–	(0.02)	–	(0.02)
Gender Missing	–	-0.63***	–	-0.33	–	0.01
	–	(0.16)	–	(0.23)	–	(0.23)
FRPL Status (%)	–	0.0013	–	-0.0038	–	0
	–	(0.00)	–	(0.00)	–	0.00
Black (%)	–	-0.001	–	-0.001	–	0.01
	–	(0.01)	–	(0.01)	–	(0.01)
Hispanic (%)	–	-0.008	–	-0.007	–	0.01
	–	(0.01)	–	(0.01)	–	(0.01)
Am. Indian / Alaskan Native (%)	–	-0.02	–	0.02	–	0.05
	–	(0.10)	–	(0.14)	–	(0.08)
White (%)	–	-0.002	–	0.005	–	0.03
	–	(0.02)	–	(0.02)	–	(0.02)
Male (%)	–	0.0016	–	-0.0019	–	0
	–	(0.00)	–	(0.00)	–	0.00
High School	–	-0.18*	–	-0.01	–	0.05
	–	(0.08)	–	(0.12)	–	(0.10)
Enrollment in Thousands	–	0.06	–	-0.09	–	-0.07
	–	(0.06)	–	(0.06)	–	(0.05)
Constant	-0.02	0.24	-0.01	0.58	-0.06	-0.55
	(0.09)	(0.84)	(0.07)	(1.01)	(0.06)	(0.91)
Observations	8234	8234	10276	10276	9345	9345

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race/ethnicity, free/reduced lunch status, and indicators if gender or race/ethnicity was undefined. School-level controls include the percentage of male students, percentage of students by race/ethnicity, percentage of free/reduced price lunch students, school level and school size. The number of schools containing at least one student with valid test score information ranges between 31 (Chemistry, fall 2008) and 84 (ELA, spring 2008). Referent categories include non-free/reduced lunch status, white, female, non-free/reduced lunch status (%), and middle/high school. Standard errors appear in parentheses.

Table D.20. SPBP Impact on English Language Arts Regents Examination Scores for High Schools, by School Year (Bloom Adjustment)

	English Language Arts - Scale Scores					
	Fall, Year 2		Spring, Year 1		Spring, Year 2	
	No Controls	Controls	No Controls	Controls	No Controls	Controls
SPBP Treatment	1.00	0.91	0.48	-0.69	3.23	2.17
	(2.72)	(2.68)	(2.19)	(1.99)	(1.82)	(1.72)
FRPL Status	–	1.01	–	1.02	–	0.39
	–	(0.75)	–	(0.77)	–	(0.74)
Black	–	-1.36	–	-1.43	–	-3.25*
	–	(1.74)	–	(2.42)	–	(1.56)
Hispanic	–	-4.73**	–	-3.84	–	-5.74***
	–	(1.77)	–	(2.10)	–	(1.66)
Asian / Pacific Islander	–	0.45	–	0.18	–	-2.37
	–	(2.24)	–	(2.56)	–	(2.89)
Am. Indian / Alaskan Native	–	0.7	–	-4.68	–	-4.45
	–	(3.74)	–	(4.85)	–	(3.72)
Other Race/Ethnicity	–	7.87	–	4.57	–	-1.91
	–	(4.00)	–	(4.89)	–	(5.11)
Male	–	-5.44***	–	-4.94***	–	-7.09***
	–	(0.61)	–	(0.61)	–	(0.55)
Gender Missing	–	-15.83***	–	-8.23	–	0.14
	–	(4.07)	–	(5.74)	–	(5.68)
FRPL Status (%)	–	0.03	–	-0.09	–	-0.03
	–	(0.09)	–	(0.07)	–	(0.07)
Black (%)	–	-0.04	–	0.05	–	0.26
	–	(0.19)	–	(0.25)	–	(0.22)
Hispanic (%)	–	-0.02	–	0.01	–	0.20
	–	(0.21)	–	(0.26)	–	(0.23)
Am. Indian / Alaskan Native (%)	–	-0.44	–	0.42	–	1.17
	–	(2.48)	–	(3.49)	–	(1.92)
White (%)	–	-0.06	–	0.01	–	0.65
	–	(0.49)	–	(0.48)	–	(0.52)
Male (%)	–	0.04	–	-0.05	–	0.01
	–	(0.07)	–	(0.10)	–	(0.06)
High School	–	-4.45*	–	-0.14	–	1.26
	–	(2.08)	–	(2.92)	–	(2.55)
Enrollment in Thousands	–	1.41	–	-2.2	–	-1.75
	–	(1.57)	–	(1.41)	–	(1.38)
Constant	67.94***	74.56***	67.34***	81.8***	68.37***	55.99*
	(2.14)	(20.86)	(1.61)	(24.93)	(1.40)	(22.93)
Observations	8234	8234	10276	10276	9345	9345

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race/ethnicity, free/reduced lunch status, and indicators if gender or race/ethnicity was undefined. School-level controls include the percentage of male students, percentage of students by race/ethnicity, percentage of free/reduced price lunch students, school level and school size. The number of schools containing at least one student with valid test score information ranges between 31 (Chemistry, fall 2008) and 84 (ELA, spring 2008). Referent categories include non-free/reduced lunch status, white, female, non-free/reduced lunch status (%), and middle/high school. Standard errors appear in parentheses.

Table D.21. SPBP Impact on English Language Arts Regents Examination Scores for High Schools, by School Year (Bloom Adjustment)

	English Language Arts - Standardized Scores					
	Fall, Year 2		Spring, Year 1		Spring, Year 2	
	No Controls	Controls	No Controls	Controls	No Controls	Controls
SPBP Treatment	0.05	0.05	0.02	-0.03	0.16	0.11
	(0.14)	(0.13)	(0.11)	(0.10)	(0.09)	(0.09)
FRPL Status	–	0.05	–	0.05	–	0.02
	–	(0.04)	–	(0.04)	–	(0.04)
Black	–	-0.07	–	-0.07	–	-0.16*
	–	(0.09)	–	(0.12)	–	(0.08)
Hispanic	–	-0.24**	–	-0.19	–	-0.29***
	–	(0.09)	–	(0.10)	–	(0.08)
Asian / Pacific Islander	–	0.02	–	0.01	–	-0.12
	–	(0.11)	–	(0.13)	–	(0.14)
Am. Indian / Alaskan Native	–	0.04	–	-0.23	–	-0.22
	–	(0.19)	–	(0.24)	–	(0.18)
Other Race/Ethnicity	–	0.39	–	0.23	–	-0.09
	–	(0.20)	–	(0.24)	–	(0.25)
Male	–	-0.27***	–	-0.24***	–	-0.35***
	–	(0.03)	–	(0.03)	–	(0.03)
Gender Missing	–	-0.79***	–	-0.41	–	0.01
	–	(0.20)	–	(0.28)	–	(0.28)
FRPL Status (%)	–	0.00	–	0.00	–	0.00
	–	(0.00)	–	(0.00)	–	(0.00)
Black (%)	–	0	–	0.00	–	0.01
	–	(0.01)	–	(0.01)	–	(0.01)
Hispanic (%)	–	0.00	–	0.00	–	0.01
	–	(0.01)	–	(0.01)	–	(0.01)
Am. Indian / Alaskan Native (%)	–	-0.02	–	0.02	–	0.06
	–	(0.12)	–	(0.17)	–	(0.10)
White (%)	–	0.00	–	0.00	–	0.03
	–	(0.02)	–	(0.02)	–	(0.03)
Male (%)	–	0.00	–	0.00	–	0.00
	–	(0.00)	–	(0.01)	–	(0.00)
High School	–	-0.22*	–	-0.01	–	0.06
	–	(0.10)	–	(0.14)	–	(0.13)
Enrollment in Thousands	–	0.07	–	-0.11	–	-0.09
	–	(0.08)	–	(0.07)	–	(0.07)
Constant	-0.03	0.3	-0.01	0.7	-0.08	-0.69
	(0.11)	(1.05)	(0.08)	(1.23)	(0.07)	(1.14)
Observations	8234	8234	10276	10276	9345	9345

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race/ethnicity, free/reduced lunch status, and indicators if gender or race/ethnicity was undefined. School-level controls include the percentage of male students, percentage of students by race/ethnicity, percentage of free/reduced price lunch students, school level and school size. The number of schools containing at least one student with valid test score information ranges between 31 (Chemistry, fall 2008) and 84 (ELA, spring 2008). Referent categories include non-free/reduced lunch status, white, female, non-free/reduced lunch status (%), and middle/high school. Standard errors appear in parentheses.

Table D.22. SPBP Impact on Mathematics - A Regents Examination Scores for High Schools, by School Year (ITT Estimates)

	Mathematics A–Scale Scores			
	Fall, Year 2		Spring, Year 1	
	No Controls	Controls	No Controls	Controls
SPBP Treatment	0.26	0.48	-0.16	0.54
	(0.81)	(0.65)	(1.07)	(0.97)
FRPL Status	–	0.17	–	0.44
	–	(0.30)	–	(0.30)
Black	–	1.41	–	-2.48*
	–	(1.11)	–	(1.16)
Hispanic	–	1.03	–	-1.69
	–	(1.07)	–	(1.25)
Asian / Pacific Islander	–	6.19**	–	4.4**
	–	(2.18)	–	(1.45)
Am. Indian / Alaskan Native	–	-0.3	–	-4.66*
	–	(2.04)	–	(2.14)
Other Race/Ethnicity	–	7.92**	–	2.75
	–	(2.55)	–	(1.79)
Male	–	-0.96**	–	-0.48
	–	(0.35)	–	(0.31)
Gender Missing	–	-5.97*	–	-2.67
	–	(2.58)	–	(2.23)
FRPL Status (%)	–	-0.01	–	-0.1*
	–	(0.03)	–	(0.04)
Black (%)	–	-0.25***	–	-0.22
	–	(0.07)	–	(0.12)
Hispanic (%)	–	-0.22**	–	-0.18
	–	(0.07)	–	(0.12)
Am. Indian / Alaskan Native (%)	–	0.54	–	1.59
	–	(0.90)	–	(1.20)
White (%)	–	-0.19	–	-0.22
	–	(0.11)	–	(0.18)
Male (%)	–	0.01	–	-0.01
	–	(0.03)	–	(0.04)
High School	–	-1.84	–	-0.63
	–	(1.22)	–	(1.47)
Enrollment in Thousands	–	-1.34***	–	-1.37**
	–	(0.37)	–	(0.51)
Constant	58.26***	82.39***	58.01***	87.68***
	(0.66)	(7.36)	(0.76)	(11.86)
Observations	8469	8469	11907	11907

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race/ethnicity, free/reduced lunch status, and indicators if gender or race/ethnicity was undefined. School-level controls include the percentage of male students, percentage of students by race/ethnicity, percentage of free/reduced price lunch students, school level and school size. The number of schools containing at least one student with valid test score information ranges between 31 (Chemistry, fall 2008) and 84 (ELA, spring 2008). Table does not contain estimates for Mathematics - A in spring 2009 because of insufficient number of valid test scores. Standard errors appear in parentheses.

Table D.23. SPBP Impact on Mathematics - A Regents Examination Scores for High Schools, by School Year (ITT Estimates)

	Mathematics A–Standardized Scores			
	Fall, Year 2		Spring, Year 1	
	No Controls	Controls	No Controls	Controls
SPBP Treatment	0.02	0.04	-0.01	0.04
	(0.07)	(0.05)	(0.08)	(0.07)
FRPL Status	–	0.01	–	0.03
	–	(0.03)	–	(0.02)
Black	–	0.12	–	-0.18*
	–	(0.09)	–	(0.08)
Hispanic	–	0.09	–	-0.12
	–	(0.09)	–	(0.09)
Asian / Pacific Islander	–	0.52**	–	0.32**
	–	(0.18)	–	(0.11)
Am. Indian / Alaskan Native	–	-0.03	–	-0.34*
	–	(0.17)	–	(0.16)
Other Race/Ethnicity	–	0.66**	–	0.2
	–	(0.21)	–	(0.13)
Male	–	-0.08**	–	-0.04
	–	(0.03)	–	(0.02)
Gender Missing	–	-0.5*	–	-0.2
	–	(0.21)	–	(0.16)
FRPL Status (%)	–	0	–	-0.01*
	–	0.00	–	0.00
Black (%)	–	-0.02***	–	-0.02
	–	(0.01)	–	(0.01)
Hispanic (%)	–	-0.02**	–	-0.01
	–	(0.01)	–	(0.01)
Am. Indian / Alaskan Native (%)	–	0.05	–	0.12
	–	(0.08)	–	(0.09)
White (%)	–	-0.02	–	-0.02
	–	(0.01)	–	(0.01)
Male (%)	–	0.0016	–	-0.0008
	–	(0.00)	–	(0.00)
High School	–	-0.15	–	-0.05
	–	(0.10)	–	(0.11)
Enrollment in Thousands	–	-0.11***	–	-0.1**
	–	(0.03)	–	(0.04)
Constant	-0.01	2.00**	0.01	2.18*
	(0.05)	(0.61)	(0.06)	(0.87)
Observations	8469	8469	11907	11907

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race/ethnicity, free/reduced lunch status, and indicators if gender or race/ethnicity was undefined. School-level controls include the percentage of male students, percentage of students by race/ethnicity, percentage of free/reduced price lunch students, school level and school size. The number of schools containing at least one student with valid test score information ranges between 31 (Chemistry, fall 2008) and 84 (ELA, spring 2008). Table does not contain estimates for Mathematics - A in spring 2009 because of insufficient number of valid test scores. Standard errors appear in parentheses.

Table D.24. SPBP Impact on Mathematics - A Regents Examination Scores for High Schools, by School Year (Adjusted Estimates)

	Mathematics A–Scale Scores			
	Fall, Year 2		Spring, Year 1	
	No Controls	Controls	No Controls	Controls
SPBP Treatment	0.33 (1.01)	0.6 (0.81)	-0.19 (1.30)	0.66 (1.18)
FRPL Status	– –	0.21 (0.38)	– –	0.53 (0.37)
Black	– –	1.77 (1.39)	– –	-3.02* (1.41)
Hispanic	– –	1.28 (1.34)	– –	-2.06 (1.52)
Asian / Pacific Islander	– –	7.74** (2.72)	– –	5.37** (1.77)
Am. Indian / Alaskan Native	– –	-0.38 (2.56)	– –	-5.68* (2.61)
Other Race/Ethnicity	– –	9.9** (3.19)	– –	3.36 (2.19)
Male	– –	-1.2** (0.43)	– –	-0.59 (0.38)
Gender Missing	– –	-7.47* (3.22)	– –	-3.26 (2.72)
FRPL Status (%)	– –	-0.01 (0.04)	– –	-0.12* (0.05)
Black (%)	– –	-0.31*** (0.09)	– –	-0.27 (0.15)
Hispanic (%)	– –	-0.27** (0.09)	– –	-0.22 (0.15)
Am. Indian / Alaskan Native (%)	– –	0.68 (1.13)	– –	1.93 (1.47)
White (%)	– –	-0.24 (0.14)	– –	-0.27 (0.22)
Male (%)	– –	0.01 (0.03)	– –	-0.01 (0.05)
High School	– –	-2.3 (1.52)	– –	-0.76 (1.79)
Enrollment in Thousands	– –	-1.68*** (0.47)	– –	-1.67** (0.63)
Constant	72.82*** (0.82)	102.99*** (9.20)	70.74*** (0.93)	106.92*** (14.47)
Observations	8469	8469	11907	11907

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race/ethnicity, free/reduced lunch status, and indicators if gender or race/ethnicity was undefined. School-level controls include the percentage of male students, percentage of students by race/ethnicity, percentage of free/reduced price lunch students, school level and school size. The number of schools containing at least one student with valid test score information ranges between 31 (Chemistry, fall 2008) and 84 (ELA, spring 2008). Table does not contain estimates for Mathematics - A in spring 2009 because of insufficient number of valid test scores. Standard errors appear in parentheses.

Table D.25. SPBP Impact on Mathematics - A Regents Examination Scores for High Schools, by School Year (Bloom Adjustment)

	Mathematics A–Standardized Scores			
	Fall, Year 2		Spring, Year 1	
	No Controls	Controls	No Controls	Controls
SPBP Treatment	0.03	0.05	-0.01	0.05
	(0.08)	(0.07)	(0.10)	(0.09)
FRPL Status	–	0.02	–	0.04
	–	(0.03)	–	(0.03)
Black	–	0.15	–	-0.22*
	–	(0.12)	–	(0.10)
Hispanic	–	0.11	–	-0.15
	–	(0.11)	–	(0.11)
Asian / Pacific Islander	–	0.64**	–	0.39**
	–	(0.23)	–	(0.13)
Am. Indian / Alaskan Native	–	-0.03	–	-0.42*
	–	(0.21)	–	(0.19)
Other Race/Ethnicity	–	0.82**	–	0.25
	–	(0.27)	–	(0.16)
Male	–	-0.1**	–	-0.04
	–	(0.04)	–	(0.03)
Gender Missing	–	-0.62*	–	-0.24
	–	(0.27)	–	(0.20)
FRPL Status (%)	–	0	–	-0.01*
	–	0.00	–	0.00
Black (%)	–	-0.03***	–	-0.02
	–	(0.01)	–	(0.01)
Hispanic (%)	–	-0.02**	–	-0.02
	–	(0.01)	–	(0.01)
Am. Indian / Alaskan Native (%)	–	0.06	–	0.14
	–	(0.09)	–	(0.11)
White (%)	–	-0.02	–	-0.02
	–	(0.01)	–	(0.02)
Male (%)	–	0	–	0
	–	0.00	–	0.00
High School	–	-0.19	–	-0.06
	–	(0.13)	–	(0.13)
Enrollment in Thousands	–	-0.14***	–	-0.12**
	–	(0.04)	–	(0.05)
Constant	-0.01	2.5**	0.01	2.66*
	(0.07)	(0.77)	(0.07)	(1.06)
Observations	8469	8469	11907	11907

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race/ethnicity, free/reduced lunch status, and indicators if gender or race/ethnicity was undefined. School-level controls include the percentage of male students, percentage of students by race/ethnicity, percentage of free/reduced price lunch students, school level and school size. The number of schools containing at least one student with valid test score information ranges between 31 (Chemistry, fall 2008) and 84 (ELA, spring 2008). Table does not contain estimates for Mathematics - A in spring 2009 because of insufficient number of valid test scores. Standard errors appear in parentheses.

Table D.26. SPBP Impact on Mathematics - B Regents Examination Scores for High Schools, by School Year (ITT Estimates)

	Mathematics B–Scale Scores					
	Fall, Year 2		Spring, Year 1		Spring, Year 2	
	No Controls	Controls	No Controls	Controls	No Controls	Controls
SPBP Treatment	-0.66 (3.13)	-0.88 (2.38)	-2.32 (2.66)	0.19 (2.20)	-2.72 (2.72)	0.97 (2.28)
FRPL Status	– –	0.7 (1.29)	– –	0.16 (0.85)	– –	-0.09 (1.07)
Black	– –	-1.89 (3.47)	– –	-6.17* (3.04)	– –	-7.93** (2.84)
Hispanic	– –	-3.51 (2.93)	– –	-4.14 (2.92)	– –	-7.95* (3.02)
Asian / Pacific Islander	– –	3.07 (4.59)	– –	5.78 (2.96)	– –	2.04 (3.20)
Am. Indian / Alaskan Native	– –	-5.53 (4.03)	– –	0.16 (5.04)	– –	1.37 (6.52)
Other Race/Ethnicity	– –	-3.65 (3.25)	– –	-5.17 (4.48)	– –	-5.16 (12.67)
Male	– –	1.48 (0.99)	– –	0.54 (0.85)	– –	0.53 (1.17)
Gender Missing	– –	1.95 (2.63)	– –	11.04* (5.38)	– –	-0.02 (12.81)
FRPL Status (%)	– –	0 (0.13)	– –	-0.27** (0.09)	– –	-0.2* (0.10)
Black (%)	– –	-0.82*** (0.12)	– –	-0.36*** (0.07)	– –	-0.3error (0.09)
Hispanic (%)	– –	-0.68*** (0.13)	– –	-0.29*** (0.07)	– –	-0.1 (0.09)
Am. Indian / Alaskan Native (%)	– –	10.29* (3.87)	– –	7.57* (3.77)	– –	3.66 (3.08)
White (%)	– –	-1.87* (0.72)	– –	-0.42 (0.25)	– –	-0.07 (0.24)
Male (%)	– –	-0.01 (0.14)	– –	0 (0.10)	– –	-0.1 (0.11)
High School	– –	-4.58 (3.68)	– –	6.61* (2.90)	– –	4.03 (2.72)
Enrollment in Thousands	– –	-0.51 (1.61)	– –	-1.43 (1.46)	– –	-0.45 (1.46)
Constant	48.72*** (2.60)	122.79*** (19.66)	50*** (2.10)	94.44*** (8.68)	53.09*** (2.06)	88.7*** (13.27)
Observations	1299	1299	1914	1914	1813	1813

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race/ethnicity, free/reduced lunch status, and indicators if gender or race/ethnicity was undefined. School-level controls include the percentage of male students, percentage of students by race/ethnicity, percentage of free/reduced price lunch students, school level and school size. The number of schools containing at least one student with valid test score information ranges between 31 (Chemistry, fall 2008) and 84 (ELA, spring 2008). Referent categories include non-free/reduced lunch status, white, female, non-free/reduced lunch status (%), and middle/high school. Standard errors appear in parentheses.

Table D.27. SPBP Impact on Mathematics - B Regents Examination Scores for High Schools, by School Year (ITT Estimates)

	Mathematics B–Standardized Scores					
	Fall, Year 2		Spring, Year 1		Spring, Year 2	
	No Controls	Controls	No Controls	Controls	No Controls	Controls
SPBP Treatment	-0.04	-0.05	-0.13	0.01	-0.15	0.05
	(0.19)	(0.14)	(0.15)	(0.13)	(0.15)	(0.13)
FRPL Status	–	0.04	–	0.01	–	-0.01
	–	(0.08)	–	(0.05)	–	(0.06)
Black	–	-0.11	–	-0.35*	–	-0.44**
	–	(0.21)	–	(0.17)	–	(0.16)
Hispanic	–	-0.21	–	-0.24	–	-0.44*
	–	(0.18)	–	(0.17)	–	(0.17)
Asian / Pacific Islander	–	0.19	–	0.33	–	0.11
	–	(0.28)	–	(0.17)	–	(0.18)
Am. Indian / Alaskan Native	–	-0.33	–	0.01	–	0.08
	–	(0.24)	–	(0.29)	–	(0.36)
Other Race/Ethnicity	–	-0.22	–	-0.29	–	-0.28
	–	(0.20)	–	(0.26)	–	(0.70)
Male	–	0.09	–	0.03	–	0.03
	–	(0.06)	–	(0.05)	–	(0.06)
Gender Missing	–	0.12	–	0.63*	–	0.00
	–	(0.16)	–	(0.31)	–	(0.70)
FRPL Status (%)	–	-0.0002	–	-0.02**	–	-0.01*
	–	(0.01)	–	(0.00)	–	(0.01)
Black (%)	–	-0.05***	–	-0.02***	–	-0.02***
	–	(0.01)	–	0.00	–	0.00
Hispanic (%)	–	-0.04***	–	-0.02***	–	-0.01
	–	(0.01)	–	0.00	–	0.00
Am. Indian / Alaskan Native (%)	–	0.62*	–	0.43*	–	0.2
	–	(0.23)	–	(0.21)	–	(0.17)
White (%)	–	-0.11*	–	-0.02	–	0
	–	(0.04)	–	(0.01)	–	(0.01)
Male (%)	–	-0.0006	–	-0.002	–	-0.01
	–	(0.01)	–	(0.01)	–	(0.01)
High School	–	-0.28	–	0.38*	–	0.22
	–	(0.22)	–	(0.17)	–	(0.15)
Enrollment in Thousands	–	-0.03	–	-0.08	–	-0.02
	–	(0.10)	–	(0.08)	–	(0.08)
Constant	0.02	4.5***	0.06	2.59***	0.06	2.02**
	(0.16)	(1.19)	(0.12)	(0.49)	(0.11)	(0.73)
Observations	1299	1299	1914	1914	1813	1813

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race/ethnicity, free/reduced lunch status, and indicators if gender or race/ethnicity was undefined. School-level controls include the percentage of male students, percentage of students by race/ethnicity, percentage of free/reduced price lunch students, school level and school size. The number of schools containing at least one student with valid test score information ranges between 31 (Chemistry, fall 2008) and 84 (ELA, spring 2008). Referent categories include non-free/reduced lunch status, white, female, non-free/reduced lunch status (%), and middle/high school. Standard errors appear in parentheses.

Table D.28. SPBP Impact on Mathematics - B Regents Examination Scores for High Schools, by School Year (Adjusted Estimates)

	Mathematics B–Scale Scores					
	Fall, Year 2		Spring, Year 1		Spring, Year 2	
	No Controls	Controls	No Controls	Controls	No Controls	Controls
SPBP Treatment	-0.82	-1.1	-2.83	0.23	-3.4	1.22
	(3.91)	(2.97)	(3.24)	(2.68)	(3.40)	(2.84)
FRPL Status	–	0.87	–	0.2	–	-0.11
	–	(1.62)	–	(1.03)	–	(1.34)
Black	–	-2.37	–	-7.52*	–	-9.92**
	–	(4.34)	–	(3.71)	–	(3.55)
Hispanic	–	-4.38	–	-5.04	–	-9.94*
	–	(3.66)	–	(3.57)	–	(3.77)
Asian / Pacific Islander	–	3.84	–	7.04	–	2.54
	–	(5.74)	–	(3.61)	–	(3.99)
Am. Indian / Alaskan Native	–	-6.92	–	0.2	–	1.71
	–	(5.04)	–	(6.15)	–	(8.15)
Other Race/Ethnicity	–	-4.57	–	-6.31	–	-6.45
	–	(4.07)	–	(5.46)	–	(15.84)
Male	–	1.86	–	0.66	–	0.67
	–	(1.24)	–	(1.03)	–	(1.47)
Gender Missing	–	2.44	–	13.47*	–	-0.02
	–	(3.29)	–	(6.56)	–	(16.01)
FRPL Status (%)	–	0	–	-0.33**	–	-0.26*
	–	(0.16)	–	(0.10)	–	(0.12)
Black (%)	–	-1.02***	–	-0.44***	–	-0.37***
	–	(0.15)	–	(0.08)	–	(0.11)
Hispanic (%)	–	-0.85***	–	-0.35***	–	-0.12
	–	(0.16)	–	(0.09)	–	(0.11)
Am. Indian / Alaskan Native (%)	–	12.86*	–	9.23*	–	4.58
	–	(4.84)	–	(4.60)	–	(3.84)
White (%)	–	-2.33*	–	-0.51	–	-0.09
	–	(0.90)	–	(0.30)	–	(0.30)
Male (%)	–	-0.01	–	0	–	-0.12
	–	(0.17)	–	(0.12)	–	(0.13)
High School	–	-5.72	–	8.06*	–	5.04
	–	(4.60)	–	(3.54)	–	(3.40)
Enrollment in Thousands	–	-0.63	–	-1.75	–	-0.56
	–	(2.01)	–	(1.78)	–	(1.83)
Constant	60.9***	153.49***	60.98***	115.17***	66.36***	110.88***
	(3.25)	(24.58)	(2.56)	(10.58)	(2.58)	(16.59)
Observations	1299	1299	1914	1914	1813	1813

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race/ethnicity, free/reduced lunch status, and indicators if gender or race/ethnicity was undefined. School-level controls include the percentage of male students, percentage of students by race/ethnicity, percentage of free/reduced price lunch students, school level and school size. The number of schools containing at least one student with valid test score information ranges between 31 (Chemistry, fall 2008) and 84 (ELA, spring 2008). Referent categories include non-free/reduced lunch status, white, female, non-free/reduced lunch status (%), and middle/high school. Standard errors appear in parentheses.

Table D.29. SPBP Impact on Mathematics - B Regents Examination Scores for High Schools, by School Year (Bloom Adjustment)

	Mathematics B–Standardized Scores					
	Fall, Year 2		Spring, Year 1		Spring, Year 2	
	No Controls	Controls	No Controls	Controls	No Controls	Controls
SPBP Treatment	-0.05	-0.07	-0.16	0.01	-0.19	0.07
	(0.24)	(0.18)	(0.18)	(0.15)	(0.19)	(0.16)
FRPL Status	–	0.05	–	0.01	–	-0.01
	–	(0.10)	–	(0.06)	–	(0.07)
Black	–	-0.14	–	-0.43*	–	-0.54**
	–	(0.26)	–	(0.21)	–	(0.19)
Hispanic	–	-0.27	–	-0.29	–	-0.55*
	–	(0.22)	–	(0.20)	–	(0.21)
Asian / Pacific Islander	–	0.23	–	0.40	–	0.14
	–	(0.35)	–	(0.21)	–	(0.22)
Am. Indian / Alaskan Native	–	-0.42	–	0.01	–	0.09
	–	(0.31)	–	(0.35)	–	(0.45)
Other Race/Ethnicity	–	-0.28	–	-0.36	–	-0.35
	–	(0.25)	–	(0.31)	–	(0.87)
Male	–	0.11	–	0.04	–	0.04
	–	(0.08)	–	(0.06)	–	(0.08)
Gender Missing	–	0.15	–	0.77*	–	0.00
	–	(0.20)	–	(0.37)	–	(0.88)
FRPL Status (%)	–	0.00	–	-0.02**	–	-0.01*
	–	(0.01)	–	(0.01)	–	(0.01)
Black (%)	–	-0.06***	–	-0.03***	–	-0.02***
	–	(0.01)	–	0.00	–	(0.01)
Hispanic (%)	–	-0.05***	–	-0.02***	–	-0.01
	–	(0.01)	–	(0.01)	–	(0.01)
Am. Indian / Alaskan Native (%)	–	0.78*	–	0.53*	–	0.25
	–	(0.29)	–	(0.26)	–	(0.21)
White (%)	–	-0.14*	–	-0.03	–	-0.01
	–	(0.05)	–	(0.02)	–	(0.02)
Male (%)	–	-0.00	–	-0.00	–	-0.01
	–	(0.01)	–	(0.06)	–	(0.01)
High School	–	-0.35	–	0.46*	–	0.28
	–	(0.28)	–	(0.20)	–	(0.19)
Enrollment in Thousands	–	-0.04	–	-0.10	–	-0.03
	–	(0.12)	–	(0.10)	–	(0.10)
Constant	0.02	5.62***	0.07	3.15***	0.08	2.52**
	(0.20)	(1.49)	(0.15)	(0.60)	(0.14)	(0.91)
Observations	1299	1299	1914	1914	1813	1813

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race/ethnicity, free/reduced lunch status, and indicators if gender or race/ethnicity was undefined. School-level controls include the percentage of male students, percentage of students by race/ethnicity, percentage of free/reduced price lunch students, school level and school size. The number of schools containing at least one student with valid test score information ranges between 31 (Chemistry, fall 2008) and 84 (ELA, spring 2008). Referent categories include non-free/reduced lunch status, white, female, non-free/reduced lunch status (%), and middle/high school. Standard errors appear in parentheses.

Table D.30. SPBP Impact on Integrated Algebra Regents Examination Scores for High Schools, by School Year (ITT Estimates)

	Integrated Algebra–Scale Scores					
	Fall, Year 2		Spring, Year 1		Spring, Year 2	
	No Controls	Controls	No Controls	Controls	No Controls	Controls
SPBP Treatment	0.65	1.36	1.14	1.58	-1.14	-0.28
	(1.09)	(0.78)	(1.06)	(1.11)	(1.04)	(1.03)
FRPL Status	–	-0.48	–	-0.34	–	0.75
	–	(0.46)	–	(0.48)	–	(0.42)
Black	–	-3.54**	–	-2.68***	–	-2.49**
	–	(1.17)	–	(0.76)	–	(0.93)
Hispanic	–	-3.3*	–	-2.47**	–	-2.07*
	–	(1.26)	–	(0.92)	–	(0.88)
Asian / Pacific Islander	–	3.99*	–	4.67**	–	5.96***
	–	(1.78)	–	(1.42)	–	(0.99)
Am. Indian / Alaskan Native	–	-3.38	–	-2.8	–	-6.63**
	–	(2.20)	–	(1.53)	–	(1.99)
Other Race/Ethnicity	–	2.81	–	1.86	–	-1.97
	–	(2.20)	–	(1.72)	–	(1.89)
Male	–	-0.34	–	0.15	–	-0.52*
	–	(0.42)	–	(0.29)	–	(0.23)
Gender Missing	–	-5.88**	–	1.82	–	2.22
	–	(2.01)	–	(2.53)	–	(0.08)
FRPL Status (%)	–	0.06	–	-0.14**	–	-0.05
	–	(0.03)	–	(0.05)	–	(0.08)
Black (%)	–	-0.16	–	0.17	–	-0.19
	–	(0.10)	–	(0.26)	–	(0.21)
Hispanic (%)	–	-0.17	–	0.25	–	-0.16
	–	(0.11)	–	(0.27)	–	(0.21)
Am. Indian / Alaskan Native (%)	–	-0.54	–	0.12	–	-0.96
	–	(1.02)	–	(1.47)	–	(1.51)
White (%)	–	0.16	–	0.21	–	-0.12
	–	(0.20)	–	(0.40)	–	(0.37)
Male (%)	–	-0.06*	–	0.04	–	-0.02
	–	(0.03)	–	(0.04)	–	(0.03)
High School	–	-2.1	–	-2	–	-1.52
	–	(1.80)	–	(1.79)	–	(1.09)
Enrollment in Thousands	–	0***	–	0.00	–	0.00
	–	0.00	–	(0.00)	–	(0.00)
Constant	52.61***	75.44***	57.69***	50.29	58.11***	82.97***
	(0.74)	(10.10)	(0.81)	(25.82)	(0.77)	(20.41)
Observations	7170	7170	10447	10447	16062	16062

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race/ethnicity, free/reduced lunch status, and indicators if gender or race/ethnicity was undefined. School-level controls include the percentage of male students, percentage of students by race/ethnicity, percentage of free/reduced price lunch students, school level and school size. The number of schools containing at least one student with valid test score information ranges between 31 (Chemistry, fall 2008) and 84 (ELA, spring 2008). Referent categories include non-free/reduced lunch status, white, female, non-free/reduced lunch status (%), and middle/high school. Standard errors appear in parentheses.

Table D.31. SPBP Impact on Integrated Algebra Regents Examination Scores for High Schools, by School Year (ITTd Estimates)

	Integrated Algebra–Standardized Scores					
	Fall, Year 2		Spring, Year 1		Spring, Year 2	
	No Controls	Controls	No Controls	Controls	No Controls	Controls
SPBP Treatment	0.05	0.11	0.08	0.12	-0.08	0.22
	(0.09)	(0.06)	(0.08)	(0.08)	(0.08)	(0.07)
FRPL Status	–	-0.04	–	-0.03	–	0.05
	–	(0.04)	–	(0.03)	–	(0.03)
Black	–	-0.28**	–	-0.2***	–	-0.18**
	–	(0.09)	–	(0.06)	–	(0.07)
Hispanic	–	-0.26*	–	-0.18**	–	-0.15*
	–	(0.10)	–	(0.07)	–	(0.06)
Asian / Pacific Islander	–	0.31*	–	0.34**	–	0.43***
	–	(0.14)	–	(0.10)	–	(0.07)
Am. Indian / Alaskan Native	–	-0.27	–	-0.21	–	-0.48**
	–	(0.17)	–	(0.11)	–	(0.14)
Other Race/Ethnicity	–	0.22	–	0.14	–	-0.14
	–	(0.17)	–	(0.13)	–	(0.14)
Male	–	-0.03	–	0.01	–	-0.04*
	–	(0.03)	–	(0.02)	–	(0.02)
Gender Missing	–	-0.22	–	-0.29	–	-0.28
	–	(0.20)	–	(0.26)	–	(0.70)
FRPL Status (%)	–	0.00	–	-0.01**	–	0.00
	–	(0.00)	–	0.00	–	(0.00)
Black (%)	–	-0.01	–	0.01	–	-0.01
	–	(0.01)	–	(0.02)	–	(0.01)
Hispanic (%)	–	-0.01	–	0.02	–	-0.01
	–	(0.01)	–	(0.02)	–	(0.02)
Am. Indian / Alaskan Native (%)	–	-0.04	–	0.01	–	-0.07
	–	(0.08)	–	(0.11)	–	(0.11)
White (%)	–	0.01	–	0.02	–	-0.01
	–	(0.02)	–	(0.03)	–	(0.03)
Male (%)	–	0.00	–	0.00	–	0.00
	–	(0.00)	–	(0.00)	–	(0.00)
High School	–	-0.16	–	-0.15	–	-0.11
	–	(0.14)	–	(0.13)	–	(0.08)
Enrollment in Thousands	–	0***	–	0	–	0
	–	0.00	–	0.00	–	0.00
Constant	-0.03	1.77*	-0.04	-0.58	0.04	1.84
	(0.06)	(0.79)	(0.06)	(1.89)	(0.06)	(1.47)
Observations	7170	7170	10447	10447	16062	16062

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race/ethnicity, free/reduced lunch status, and indicators if gender or race/ethnicity was undefined. School-level controls include the percentage of male students, percentage of students by race/ethnicity, percentage of free/reduced price lunch students, school level and school size. The number of schools containing at least one student with valid test score information ranges between 31 (Chemistry, fall 2008) and 84 (ELA, spring 2008). Referent categories include non-free/reduced lunch status, white, female, non-free/reduced lunch status (%), and middle/high school. Standard errors appear in parentheses.

Table D.32. SPBP Impact on Integrated Algebra Regents Examination Scores for High Schools, by School Year (Adjusted Estimates)

	Integrated Algebra–Scale Scores					
	Fall, Year 2		Spring, Year 1		Spring, Year 2	
	No Controls	Controls	No Controls	Controls	No Controls	Controls
SPBP Treatment	0.81	1.7	1.39	1.93	-1.43	-0.35
	(1.36)	(0.97)	(1.29)	(1.35)	(1.30)	(1.29)
FRPL Status	–	-0.61	–	-0.42	–	0.93
	–	(0.58)	–	(0.58)	–	(0.52)
Black	–	-4.43**	–	-3.27***	–	-3.11**
	–	(1.46)	–	(0.93)	–	(1.16)
Hispanic	–	-4.13*	–	-3.01**	–	-2.58*
	–	(1.57)	–	(1.12)	–	(1.10)
Asian / Pacific Islander	–	4.98*	–	5.7**	–	7.46***
	–	(2.22)	–	(1.73)	–	(1.24)
Am. Indian / Alaskan Native	–	-4.23	–	-3.41	–	-8.29**
	–	(2.74)	–	(1.87)	–	(2.48)
Other Race/Ethnicity	–	3.51	–	2.26	–	-2.46
	–	(2.75)	–	(2.10)	–	(2.36)
Male	–	-0.42	–	0.18	–	-0.65*
	–	(0.52)	–	(0.35)	–	(0.29)
Gender Missing	–	-1.13	–	1.02	–	1.13
	–	(3.42)	–	(2.09)	–	(1.99)
FRPL Status (%)	–	0.08	–	-0.17**	–	-0.24
	–	(0.04)	–	(0.06)	–	(0.26)
Black (%)	–	-0.2	–	0.21	–	-0.2
	–	(0.13)	–	(0.32)	–	(0.27)
Hispanic (%)	–	-0.22	–	0.3	–	-1.2
	–	(0.14)	–	(0.33)	–	(1.89)
Am. Indian / Alaskan Native (%)	–	-0.68	–	0.14	–	-1.2
	–	(1.28)	–	(1.79)	–	(1.89)
White (%)	–	0.21	–	0.25	–	-0.15
	–	(0.24)	–	(0.49)	–	(0.46)
Male (%)	–	-0.08*	–	0.05	–	-0.02
	–	(0.04)	–	(0.05)	–	(0.03)
High School	–	-2.62	–	-2.44	–	-1.89
	–	(2.25)	–	(2.18)	–	(1.36)
Enrollment in Thousands	–	0.00	–	0.00	–	0.00
	–	(0.00)	–	(0.00)	–	(0.00)
Constant	65.76***	94.3***	70.35***	61.32	72.64***	103.72***
	(0.93)	(12.62)	(0.99)	(31.48)	(0.97)	(25.51)
Observations	7170	7170	10447	10447	16062	16062

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race/ethnicity, free/reduced lunch status, and indicators if gender or race/ethnicity was undefined. School-level controls include the percentage of male students, percentage of students by race/ethnicity, percentage of free/reduced price lunch students, school level and school size. The number of schools containing at least one student with valid test score information ranges between 31 (Chemistry, fall 2008) and 84 (ELA, spring 2008). Referent categories include non-free/reduced lunch status, white, female, non-free/reduced lunch status (%), and middle/high school. Standard errors appear in parentheses.

Table D.33. SPBP Impact on Integrated Algebra Regents Examination Scores for High Schools, by School Year (Bloom Adjustment)

	Integrated Algebra–Standardized Scores					
	Fall, Year 2		Spring, Year 1		Spring, Year 2	
	No Controls	Controls	No Controls	Controls	No Controls	Controls
SPBP Treatment	0.06	0.13	0.1	0.14	-0.1	0.27
	(0.11)	(0.08)	(0.09)	(0.10)	(0.09)	(0.09)
FRPL Status	–	-0.05	–	-0.03	–	0.07
	–	(0.05)	–	(0.04)	–	(0.04)
Black	–	-0.35**	–	-0.24***	–	-0.22**
	–	(0.12)	–	(0.07)	–	(0.08)
Hispanic	–	-0.32*	–	-0.22**	–	-0.19*
	–	(0.12)	–	(0.08)	–	(0.08)
Asian / Pacific Islander	–	0.39*	–	0.42**	–	0.54***
	–	(0.18)	–	(0.13)	–	(0.09)
Am. Indian / Alaskan Native	–	-0.33	–	-0.25	–	-0.6**
	–	(0.22)	–	(0.14)	–	(0.18)
Other Race/Ethnicity	–	0.28	–	0.17	–	-0.18
	–	(0.22)	–	(0.15)	–	(0.17)
Male	–	-0.03	–	0.01	–	-0.05*
	–	(0.04)	–	(0.03)	–	(0.02)
Gender Missing	–	-1.21	–	0.032	–	0.09
	–	(1.11)	–	(0.33)	–	(0.34)
FRPL Status (%)	–	0.01	–	-0.01**	–	0.00
	–	0.00	–	0.00	–	(0.01)
Black (%)	–	-0.02	–	0.02	–	-0.02
	–	(0.01)	–	(0.02)	–	(0.02)
Hispanic (%)	–	-0.02	–	0.02	–	-0.01
	–	(0.01)	–	(0.02)	–	(0.02)
Am. Indian / Alaskan Native (%)	–	-0.05	–	0.01	–	-0.09
	–	(0.10)	–	(0.13)	–	(0.14)
White (%)	–	0.02	–	0.02	–	-0.01
	–	(0.02)	–	(0.04)	–	(0.03)
Male (%)	–	-0.01*	–	0.00	–	0.00
	–	0.00	–	(0.00)	–	(0.00)
High School	–	-0.21	–	-0.18	–	-0.14
	–	(0.18)	–	(0.16)	–	(0.10)
Enrollment in Thousands	–	0.00	–	0.00	–	0.00
	–	(0.00)	–	(0.00)	–	(0.00)
Constant	-0.04	2.21*	-0.05	-0.71	0.05	2.29
	(0.07)	(0.99)	(0.07)	(2.31)	(0.07)	(1.84)
Observations	7170	7170	10447	10447	16062	16062

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race/ethnicity, free/reduced lunch status, and indicators if gender or race/ethnicity was undefined. School-level controls include the percentage of male students, percentage of students by race/ethnicity, percentage of free/reduced price lunch students, school level and school size. The number of schools containing at least one student with valid test score information ranges between 31 (Chemistry, fall 2008) and 84 (ELA, spring 2008). Referent categories include non-free/reduced lunch status, white, female, non-free/reduced lunch status (%), and middle/high school. Standard errors appear in parentheses.

Table D.34. SPBP Impact on Science - Living Environment Regents Examination Scores for High Schools, by School Year (ITT Estimates)

	Science Learning Environment–Scale Scores					
	Fall, Year 2		Spring, Year 1		Spring, Year 2	
	No Controls	Controls	No Controls	Controls	No Controls	Controls
SPBP Treatment	0.08	-0.42	0.15	0.27	-0.36	0.3
	(1.21)	(1.20)	(1.07)	(1.08)	(1.12)	(1.17)
FRPL Status	–	-0.19	–	0.6	–	0.83*
	–	(0.54)	–	(0.32)	–	(0.36)
Black	–	1.89	–	-3.7***	–	-3.8***
	–	(1.07)	–	(0.94)	–	(1.11)
Hispanic	–	2.53*	–	-3.9***	–	-3.39**
	–	(0.97)	–	(0.97)	–	(1.04)
Asian / Pacific Islander	–	3.17	–	-0.49	–	2.11
	–	(1.91)	–	(1.27)	–	(1.36)
Am. Indian / Alaskan Native	–	1.31	–	-4.06	–	-4.61*
	–	(1.86)	–	(2.89)	–	(2.13)
Other Race/Ethnicity	–	5.38	–	-2.64	–	0.08
	–	(3.65)	–	(1.81)	–	(2.68)
Male	–	1.27**	–	0.53	–	0.35
	–	(0.38)	–	(0.31)	–	(0.39)
Gender Missing	–	-0.9	–	0.83	–	0.91
	–	(4.00)	–	(2.28)	–	(2.51)
FRPL Status (%)	–	-0.01	–	-0.12**	–	-0.07
	–	(0.08)	–	(0.04)	–	(0.06)
Black (%)	–	-0.36	–	-0.29	–	-0.24
	–	(0.26)	–	(0.19)	–	(0.16)
Hispanic (%)	–	-0.38	–	-0.22	–	-0.23
	–	(0.28)	–	(0.18)	–	(0.16)
Am. Indian / Alaskan Native (%)	–	0.9	–	2.31	–	-1.87
	–	(1.97)	–	(2.39)	–	(1.87)
White (%)	–	-0.58	–	-0.32	–	-0.29
	–	(0.39)	–	(0.28)	–	(0.22)
Male (%)	–	-0.04	–	0.05	–	-0.07
	–	(0.03)	–	(0.04)	–	(0.04)
High School	–	-4.51	–	-2.16	–	-2.12
	–	(2.66)	–	(1.58)	–	(1.36)
Enrollment in Thousands	–	-0.35	–	-1.34*	–	-0.31
	–	(1.05)	–	(0.66)	–	(0.66)
Constant	54.57***	94.63***	59.31***	95.46***	63.72***	100.6***
	(0.96)	(25.24)	(0.85)	(18.45)	(0.74)	(15.64)
Observations	7903	7903	11953	11953	12540	12540

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race/ethnicity, free/reduced lunch status, and indicators if gender or race/ethnicity was undefined. School-level controls include the percentage of male students, percentage of students by race/ethnicity, percentage of free/reduced price lunch students, school level and school size. The number of schools containing at least one student with valid test score information ranges between 31 (Chemistry, fall 2008) and 84 (ELA, spring 2008). Referent categories include non-free/reduced lunch status, white, female, non-free/reduced lunch status (%), and middle/high school. Standard errors appear in parentheses.

Table D.35. SPBP Impact on Science - Living Environment Regents Examination Scores for High Schools, by School Year (ITT Estimates)

	Science Learning Environment–Scale Scores					
	Fall, Year 2		Spring, Year 1		Spring, Year 2	
	No Controls	Controls	No Controls	Controls	No Controls	Controls
SPBP Treatment	0.01	-0.03	0.01	0.02	-0.03	0.02
	(0.09)	(0.09)	(0.08)	(0.08)	(0.08)	(0.09)
FRPL Status	–	-0.01	–	0.04	–	0.06*
	–	(0.04)	–	(0.02)	–	(0.03)
Black	–	0.14	–	-0.27***	–	-0.29***
	–	(0.08)	–	(0.07)	–	(0.08)
Hispanic	–	0.19*	–	-0.28***	–	-0.25**
	–	(0.07)	–	(0.07)	–	(0.08)
Asian / Pacific Islander	–	0.24	–	-0.03	–	0.16
	–	(0.14)	–	(0.09)	–	(0.10)
Am. Indian / Alaskan Native	–	0.1	–	-0.29	–	-0.35*
	–	(0.14)	–	(0.21)	–	(0.16)
Other Race/Ethnicity	–	0.41	–	-0.19	–	0.01
	–	(0.28)	–	(0.13)	–	(0.20)
Male	–	0.09**	–	0.04	–	0.03
	–	(0.03)	–	(0.02)	–	(0.03)
Gender Missing	–	-0.07	–	0.06	–	0.07
	–	(0.30)	–	(0.16)	–	(0.19)
FRPL Status (%)	–	-0.006	–	-0.01**	–	-0.01
	–	(0.01)	–	0.00	–	0.00
Black (%)	–	-0.03	–	-0.02	–	-0.02
	–	(0.02)	–	(0.01)	–	(0.01)
Hispanic (%)	–	-0.03	–	-0.02	–	-0.02
	–	(0.02)	–	(0.01)	–	(0.01)
Am. Indian / Alaskan Native (%)	–	0.07	–	0.17	–	-0.14
	–	(0.15)	–	(0.17)	–	(0.14)
White (%)	–	-0.04	–	-0.02	–	-0.02
	–	(0.03)	–	(0.02)	–	(0.02)
Male (%)	–	-0.0029	–	0.00	–	-0.01
	–	(0.002)	–	(0.00)	–	0.00
High School	–	-0.34	–	-0.15	–	-0.16
	–	(0.20)	–	(0.11)	–	(0.10)
Enrollment in Thousands	–	-0.03	–	-0.1*	–	-0.02
	–	(0.08)	–	(0.05)	–	(0.05)
Constant	0	3.03	-0.01	2.59	0.01	2.78*
	(0.07)	(1.91)	(0.06)	(1.32)	(0.06)	(1.18)
Observations	7903	7903	11953	11953	12540	12540

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race/ethnicity, free/reduced lunch status, and indicators if gender or race/ethnicity was undefined. School-level controls include the percentage of male students, percentage of students by race/ethnicity, percentage of free/reduced price lunch students, school level and school size. The number of schools containing at least one student with valid test score information ranges between 31 (Chemistry, fall 2008) and 84 (ELA, spring 2008). Referent categories include non-free/reduced lunch status, white, female, non-free/reduced lunch status (%), and middle/high school. Standard errors appear in parentheses.

Table D.36. SPBP Impact on Science - Living Environment Regents Examination Scores for High Schools, by School Year (Adjusted Estimates)

	Science Learning Environment–Scale Scores					
	Fall, Year 2		Spring, Year 1		Spring, Year 2	
	No Controls	Controls	No Controls	Controls	No Controls	Controls
SPBP Treatment	0.1	-0.53	0.18	0.33	-0.45	0.37
	(1.51)	(1.51)	(1.31)	(1.32)	(1.41)	(1.46)
FRPL Status	–	-0.24	–	0.73	–	1.04*
	–	(0.68)	–	(0.39)	–	(0.45)
Black	–	2.36	–	-4.51***	–	-4.75***
	–	(1.34)	–	(1.15)	–	(1.38)
Hispanic	–	3.16*	–	-4.76***	–	-4.24**
	–	(1.22)	–	(1.18)	–	(1.30)
Asian / Pacific Islander	–	3.96	–	-0.59	–	2.64
	–	(2.39)	–	(1.54)	–	(1.70)
Am. Indian / Alaskan Native	–	1.64	–	-4.95	–	-5.77*
	–	(2.33)	–	(3.52)	–	(2.67)
Other Race/Ethnicity	–	6.73	–	-3.22	–	0.11
	–	(4.56)	–	(2.20)	–	(3.35)
Male	–	1.59**	–	0.64	–	0.44
	–	(0.48)	–	(0.38)	–	(0.48)
Gender Missing	–	-1.13	–	1.02	–	1.13
	–	(4.99)	–	(2.78)	–	(3.14)
FRPL Status (%)	–	-0.01	–	-0.14**	–	-0.09
	–	(0.10)	–	(0.05)	–	(0.07)
Black (%)	–	-0.44	–	-0.36	–	-0.31
	–	(0.33)	–	(0.23)	–	(0.20)
Hispanic (%)	–	-0.47	–	-0.27	–	-0.29
	–	(0.35)	–	(0.22)	–	(0.21)
Am. Indian / Alaskan Native (%)	–	1.13	–	2.81	–	-2.34
	–	(2.46)	–	(2.92)	–	(2.34)
White (%)	–	-0.73	–	-0.39	–	-0.37
	–	(0.49)	–	(0.34)	–	(0.28)
Male (%)	–	-0.05	–	0.06	–	-0.09
	–	(0.04)	–	(0.05)	–	(0.05)
High School	–	-5.64	–	-2.64	–	-2.65
	–	(3.32)	–	(1.93)	–	(1.70)
Enrollment in Thousands	–	-0.44	–	-1.64*	–	-0.39
	–	(1.31)	–	(0.81)	–	(0.82)
Constant	68.21***	118.28***	72.33***	116.41***	79.65***	125.75***
	(1.20)	(31.55)	(1.03)	(22.49)	(0.93)	(19.56)
Observations	7903	7903	11953	11953	12540	12540

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race/ethnicity, free/reduced lunch status, and indicators if gender or race/ethnicity was undefined. School-level controls include the percentage of male students, percentage of students by race/ethnicity, percentage of free/reduced price lunch students, school level and school size. The number of schools containing at least one student with valid test score information ranges between 31 (Chemistry, fall 2008) and 84 (ELA, spring 2008). Referent categories include non-free/reduced lunch status, white, female, non-free/reduced lunch status (%), and middle/high school. Standard errors appear in parentheses.

Table D.37. SPBP Impact on Science–Living Environment Regents Examination Scores for High Schools, by School Year (Bloom Adjustment)

	Science Learning Environment–Standardized Scores					
	Fall, Year 2		Spring, Year 1		Spring, Year 2	
	No Controls	Controls	No Controls	Controls	No Controls	Controls
SPBP Treatment	0.01	-0.04	0.01	0.02	-0.03	0.03
	(0.11)	(0.11)	(0.09)	(0.09)	(0.11)	(0.11)
FRPL Status	–	-0.02	–	0.05	–	0.08*
	–	(0.05)	–	(0.03)	–	(0.03)
Black	–	0.18	–	-0.32***	–	-0.36***
	–	(0.10)	–	(0.08)	–	(0.10)
Hispanic	–	0.24*	–	-0.34***	–	-0.32**
	–	(0.09)	–	(0.08)	–	(0.10)
Asian / Pacific Islander	–	0.3	–	-0.04	–	0.2
	–	(0.18)	–	(0.11)	–	(0.13)
Am. Indian / Alaskan Native	–	0.12	–	-0.35	–	-0.43*
	–	(0.18)	–	(0.25)	–	(0.20)
Other Race/Ethnicity	–	0.51	–	-0.23	–	0.01
	–	(0.35)	–	(0.16)	–	(0.25)
Male	–	0.12**	–	0.05	–	0.03
	–	(0.04)	–	(0.03)	–	(0.04)
Gender Missing	–	-0.09	–	0.07	–	0.09
	–	(0.38)	–	(0.20)	–	(0.24)
FRPL Status (%)	–	0	–	-0.01**	–	-0.01
	–	(0.01)	–	0.00	–	(0.01)
Black (%)	–	-0.03	–	-0.03	–	-0.02
	–	(0.03)	–	(0.02)	–	(0.01)
Hispanic (%)	–	-0.04	–	-0.02	–	-0.02
	–	(0.03)	–	(0.02)	–	(0.02)
Am. Indian / Alaskan Native (%)	–	0.09	–	0.2	–	-0.18
	–	(0.19)	–	(0.21)	–	(0.18)
White (%)	–	-0.06	–	-0.03	–	-0.03
	–	(0.04)	–	(0.02)	–	(0.02)
Male (%)	–	0.00	–	0.00	–	-0.01
	–	(0.00)	–	(0.00)	–	0.00
High School	–	-0.43	–	-0.19	–	-0.2
	–	(0.25)	–	(0.14)	–	(0.13)
Enrollment in Thousands	–	-0.03	–	-0.12*	–	-0.03
	–	(0.10)	–	(0.06)	–	(0.06)
Constant	0.001	3.79	-0.01	3.15	0.02	3.48*
	(0.09)	(2.39)	(0.07)	(1.61)	(0.07)	(1.47)
Observations	7903	7903	11953	11953	12540	12540

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race/ethnicity, free/reduced lunch status, and indicators if gender or race/ethnicity was undefined. School-level controls include the percentage of male students, percentage of students by race/ethnicity, percentage of free/reduced price lunch students, school level and school size. The number of schools containing at least one student with valid test score information ranges between 31 (Chemistry, fall 2008) and 84 (ELA, spring 2008). Referent categories include non-free/reduced lunch status, white, female, non-free/reduced lunch status (%), and middle/high school. Standard errors appear in parentheses.

Table D.38. SPBP Impact on Earth Science Regents Examination Scores for High Schools, by School Year (ITT Estimates)

	Earth Science-Scale Scores					
	Fall, Year 2		Spring, Year 1		Spring, Year 2	
	No Controls	Controls	No Controls	Controls	No Controls	Controls
SPBP Treatment	-2.38	-2.03	-2.7	-2.81	-1.36	-1.89
	(2.82)	(2.22)	(1.85)	(1.87)	(2.12)	(2.11)
FRPL Status	–	1.73*	–	1.46*	–	-0.35
	–	(0.73)	–	(0.59)	–	(0.60)
Black	–	6.69**	–	-5.17**	–	-3.92*
	–	(2.26)	–	(1.56)	–	(1.59)
Hispanic	–	5.65*	–	-3.65*	–	-3.84*
	–	(2.74)	–	(1.38)	–	(1.50)
Asian / Pacific Islander	–	6.01	–	3.41	–	0.7
	–	(4.18)	–	(2.51)	–	(2.17)
Am. Indian / Alaskan Native	–	3.67	–	-4.68	–	-1.6
	–	(3.98)	–	(3.11)	–	(2.61)
Other Race/Ethnicity	–	26.62***	–	-3.02	–	-1.51
	–	(2.59)	–	(3.58)	–	(3.81)
Male	–	1.36	–	1.36**	–	0.6
	–	(1.28)	–	(0.48)	–	(0.60)
Gender Missing	–	-16.63***	–	6.06	–	1.14
	–	(3.56)	–	(3.84)	–	(4.43)
FRPL Status (%)	–	0.04	–	-0.06	–	0
	–	(0.08)	–	(0.06)	–	(0.09)
Black (%)	–	-0.55***	–	-0.23	–	-0.2
	–	(0.09)	–	(0.15)	–	(0.24)
Hispanic (%)	–	-0.51***	–	-0.17	–	-0.19
	–	(0.13)	–	(0.14)	–	(0.26)
Am. Indian / Alaskan Native (%)	–	-1.33	–	5.49	–	-0.57
	–	(2.85)	–	(3.25)	–	(2.72)
White (%)	–	-1.07***	–	-0.16	–	-0.66
	–	(0.16)	–	(0.26)	–	(0.34)
Male (%)	–	0.03	–	0.05	–	0.01
	–	(0.07)	–	(0.12)	–	(0.11)
High School	–	-3.13	–	-0.87	–	1.87
	–	(2.73)	–	(3.75)	–	(2.26)
Enrollment in Thousands	–	-1.45	–	-2.68**	–	-2.79*
	–	(1.33)	–	(0.83)	–	(1.30)
Constant	49.7***	93.62***	54.67***	78.11***	56.12***	80.42**
	(2.48)	(10.46)	(1.41)	(14.93)	(1.48)	(26.04)
Observations	1490	1490	5856	5856	6197	6197

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race/ethnicity, free/reduced lunch status, and indicators if gender or race/ethnicity was undefined. School-level controls include the percentage of male students, percentage of students by race/ethnicity, percentage of free/reduced price lunch students, school level and school size. The number of schools containing at least one student with valid test score information ranges between 31 (Chemistry, fall 2008) and 84 (ELA, spring 2008). Referent categories include non-free/reduced lunch status, white, female, non-free/reduced lunch status (%), and middle/high school. Standard errors appear in parentheses.

Table D.39. SPBP Impact on Earth Science Regents Examination Scores for High Schools, by School Year (ITT Estimates)

	Earth Science-Standardized Scores					
	Fall, Year 2		Spring, Year 1		Spring, Year 2	
	No Controls	Controls	No Controls	Controls	No Controls	Controls
SPBP Treatment	-0.15	-0.13	-0.16	-0.17	-0.08	-0.12
	(0.18)	(0.14)	(0.11)	(0.11)	(0.13)	(0.13)
FRPL Status	–	0.11*	–	0.09*	–	-0.02
	–	(0.05)	–	(0.04)	–	(0.04)
Black	–	0.42**	–	-0.31**	–	-0.24*
	–	(0.14)	–	(0.09)	–	(0.10)
Hispanic	–	0.36*	–	-0.22*	–	-0.24*
	–	(0.17)	–	(0.08)	–	(0.09)
Asian / Pacific Islander	–	0.38	–	0.21	–	0.04
	–	(0.26)	–	(0.15)	–	(0.13)
Am. Indian / Alaskan Native	–	0.23	–	-0.28	–	-0.1
	–	(0.25)	–	(0.19)	–	(0.16)
Other Race/Ethnicity	–	1.67***	–	-0.18	–	-0.09
	–	(0.16)	–	(0.22)	–	(0.24)
Male	–	0.09	–	0.08**	–	0.04
	–	(0.08)	–	(0.03)	–	(0.04)
Gender Missing	–	-1.04***	–	0.37	–	0.07
	–	(0.22)	–	(0.23)	–	(0.27)
FRPL Status (%)	–	0.0026	–	0	–	0
	–	(0.00)	–	0.00	–	(0.01)
Black (%)	–	-0.03***	–	-0.01	–	-0.01
	–	(0.01)	–	(0.01)	–	(0.02)
Hispanic (%)	–	-0.03***	–	-0.01	–	-0.01
	–	(0.01)	–	(0.01)	–	(0.02)
Am. Indian / Alaskan Native (%)	–	-0.08	–	0.33	–	-0.04
	–	(0.18)	–	(0.20)	–	(0.17)
White (%)	–	-0.07***	–	-0.01	–	-0.04
	–	(0.01)	–	(0.02)	–	(0.02)
Male (%)	–	0.0016	–	0.00	–	0.00
	–	(0.00)	–	(0.00)	–	(0.00)
High School	–	-0.2	–	-0.05	–	0.12
	–	(0.17)	–	(0.23)	–	(0.14)
Enrollment in Thousands	–	-0.09	–	-0.16**	–	-0.17*
	–	(0.08)	–	(0.05)	–	(0.08)
Constant	0.08	2.84***	0.08	1.5	0.04	1.55
	(0.16)	(0.66)	(0.09)	(0.90)	(0.09)	(1.61)
Observations	1490	1490	5856	5856	6197	6197

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race/ethnicity, free/reduced lunch status, and indicators if gender or race/ethnicity was undefined. School-level controls include the percentage of male students, percentage of students by race/ethnicity, percentage of free/reduced price lunch students, school level and school size. The number of schools containing at least one student with valid test score information ranges between 31 (Chemistry, fall 2008) and 84 (ELA, spring 2008). Referent categories include non-free/reduced lunch status, white, female, non-free/reduced lunch status (%), and middle/high school. Standard errors appear in parentheses.

Table D.40. SPBP Impact on Earth Science Regents Examination Scores for High School, by School Year (Adjusted Estimates)

	Earth Science—Scale Scores					
	Fall, Year 2		Spring, Year 1		Spring, Year 2	
	No Controls	Controls	No Controls	Controls	No Controls	Controls
SPBP Treatment	-2.98	-2.54	-3.29	-3.42	-1.7	-2.37
	(3.53)	(2.78)	(2.26)	(2.28)	(2.65)	(2.63)
FRPL Status	–	2.17*	–	1.78*	–	-0.44
	–	(0.91)	–	(0.72)	–	(0.75)
Black	–	8.37**	–	-6.31**	–	-4.9*
	–	(2.82)	–	(1.90)	–	(1.99)
Hispanic	–	7.07*	–	-4.45*	–	-4.8*
	–	(3.43)	–	(1.69)	–	(1.87)
Asian / Pacific Islander	–	7.51	–	4.16	–	0.88
	–	(5.23)	–	(3.07)	–	(2.71)
Am. Indian / Alaskan Native	–	4.58	–	-5.71	–	-1.99
	–	(4.98)	–	(3.79)	–	(3.26)
Other Race/Ethnicity	–	33.27***	–	-3.69	–	-1.89
	–	(3.24)	–	(4.37)	–	(4.77)
Male	–	1.71	–	1.65**	–	0.75
	–	(1.60)	–	(0.59)	–	(0.75)
Gender Missing	–	-20.78***	–	7.39	–	1.43
	–	(4.45)	–	(4.68)	–	(5.54)
FRPL Status (%)	–	0.05	–	-0.07	–	0.00
	–	(0.10)	–	(0.07)	–	(0.11)
Black (%)	–	-0.68***	–	-0.28	–	-0.24
	–	(0.12)	–	(0.18)	–	(0.31)
Hispanic (%)	–	-0.64***	–	-0.2	–	-0.24
	–	(0.16)	–	(0.17)	–	(0.32)
Am. Indian / Alaskan Native (%)	–	-1.66	–	6.69	–	-0.71
	–	(3.56)	–	(3.96)	–	(3.41)
White (%)	–	-1.34***	–	-0.19	–	-0.82
	–	(0.19)	–	(0.32)	–	(0.43)
Male (%)	–	0.03	–	0.06	–	0.01
	–	(0.09)	–	(0.14)	–	(0.13)
High School	–	-3.91	–	-1.06	–	2.34
	–	(3.42)	–	(4.57)	–	(2.82)
Enrollment in Thousands	–	-1.81	–	-3.27**	–	-3.49*
	–	(1.66)	–	(1.01)	–	(1.62)
Constant	62.12***	117.03***	66.67***	95.26***	70.15***	100.53**
	(3.10)	(13.08)	(1.72)	(18.20)	(1.85)	(32.55)
Observations	1490	1490	5856	5856	6197	6197

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race/ethnicity, free/reduced lunch status, and indicators if gender or race/ethnicity was undefined. School-level controls include the percentage of male students, percentage of students by race/ethnicity, percentage of free/reduced price lunch students, school level and school size. The number of schools containing at least one student with valid test score information ranges between 31 (Chemistry, fall 2008) and 84 (ELA, spring 2008). Referent categories include non-free/reduced lunch status, white, female, non-free/reduced lunch status (%), and middle/high school. Standard errors appear in parentheses.

Table D.41. SPBP Impact on Earth Science Regents Examination Scores for High Schools, by School Year (Bloom Adjustment)

	Earth Science—Standardized Scores					
	Fall, Year 2		Spring, Year 1		Spring, Year 2	
	No Controls	Control	No Controls	Control	No Controls	Control
SPBP Treatment	-0.19	-0.16	-0.2	-0.21	-0.11	-0.15
	(0.22)	(0.17)	(0.14)	(0.14)	(0.16)	(0.16)
FRPL Status	–	0.14*	–	0.11*	–	-0.03
	–	(0.06)	–	(0.04)	–	(0.05)
Black	–	0.53**	–	-0.38**	–	-0.3*
	–	(0.18)	–	(0.11)	–	(0.12)
Hispanic	–	0.44*	–	-0.27*	–	-0.3*
	–	(0.22)	–	(0.10)	–	(0.12)
Asian / Pacific Islander	–	0.47	–	0.25	–	0.05
	–	(0.33)	–	(0.19)	–	(0.17)
Am. Indian / Alaskan Native	–	0.29	–	-0.35	–	-0.12
	–	(0.31)	–	(0.23)	–	(0.20)
Other Race/Ethnicity	–	2.09***	–	-0.22	–	-0.12
	–	(0.20)	–	(0.26)	–	(0.30)
Male	–	0.11	–	0.1**	–	0.05
	–	(0.10)	–	(0.04)	–	(0.05)
Gender Missing	–	-1.31***	–	0.45	–	0.09
	–	(0.28)	–	(0.28)	–	(0.34)
FRPL Status (%)	–	0.00	–	0.00	–	0.00
	–	(0.00)	–	(0.00)	–	(0.00)
Black (%)	–	-0.04***	–	-0.02	–	-0.02
	–	(0.01)	–	(0.01)	–	(0.02)
Hispanic (%)	–	-0.04***	–	-0.01	–	-0.01
	–	(0.01)	–	(0.01)	–	(0.02)
Am. Indian / Alaskan Native (%)	–	-0.1	–	0.4	–	-0.04
	–	(0.22)	–	(0.24)	–	(0.21)
White (%)	–	-0.08***	–	-0.01	–	-0.05
	–	(0.01)	–	(0.02)	–	(0.03)
Male (%)	–	0.00	–	0.00	–	0.00
	–	(0.00)	–	(0.00)	–	(0.00)
High School	–	-0.25	–	-0.06	–	0.15
	–	(0.21)	–	(0.28)	–	(0.18)
Enrollment in Thousands	–	-0.11	–	-0.2**	–	-0.22*
	–	(0.10)	–	(0.06)	–	(0.10)
Constant	0.1	3.54***	0.1	1.83	0.05	1.93
	(0.19)	(0.82)	(0.10)	(1.10)	(0.11)	(2.02)
Observations	1490	1490	5856	5856	6197	6197

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race/ethnicity, free/reduced lunch status, and indicators if gender or race/ethnicity was undefined. School-level controls include the percentage of male students, percentage of students by race/ethnicity, percentage of free/reduced price lunch students, school level and school size. The number of schools containing at least one student with valid test score information ranges between 31 (Chemistry, fall 2008) and 84 (ELA, spring 2008). Referent categories include non-free/reduced lunch status, white, female, non-free/reduced lunch status (%), and middle/high school. Standard errors appear in parentheses.

Table D.42. SPBP Impact on Chemistry Regents Examination Scores for High Schools, by School Year (ITT Estimates)

	Chemistry—Scale Scores					
	Fall, Year 2		Spring, Year 1		Spring, Year 2	
	No Controls	Control	No Controls	Control	No Controls	Control
SPBP Treatment	-3.76	-3.56	0.01	0.13	1.62	3.4
	(5.74)	(3.10)	(2.02)	(1.88)	(2.38)	(2.17)
FRPL Status	–	-3.96**	–	-0.27	–	0.82
	–	(1.09)	–	(0.43)	–	(0.66)
Black	–	-1.89	–	-2.37	–	-4.99**
	–	(4.33)	–	(1.37)	–	(1.82)
Hispanic	–	-5.31	–	-2.28	–	-4.14*
	–	(4.32)	–	(1.43)	–	(1.66)
Asian / Pacific Islander	–	1.72	–	2.17	–	-0.64
	–	(5.36)	–	(1.82)	–	(1.46)
Am. Indian / Alaskan Native	–	0	–	-4.24	–	-1.22
	–	0.00	–	(3.45)	–	(3.41)
Other Race/Ethnicity	–	3.36	–	-1.5	–	-3.5
	–	(5.40)	–	(3.02)	–	(2.79)
Male	–	0.51	–	1.42**	–	-0.74
	–	(0.89)	–	(0.45)	–	(0.52)
Gender Missing	–	-12.65**	–	2.91	–	1.99
	–	(3.74)	–	(4.09)	–	(2.72)
FRPL Status (%)	–	-0.28	–	-0.03	–	-0.12
	–	(0.19)	–	(0.06)	–	(0.08)
Black (%)	–	-0.27	–	-0.59***	–	-0.52***
	–	(0.45)	–	(0.08)	–	(0.09)
Hispanic (%)	–	-0.23	–	-0.61***	–	-0.51***
	–	(0.46)	–	(0.09)	–	(0.09)
Am. Indian / Alaskan Native (%)	–	0.09	–	-0.18	–	0.64
	–	(3.90)	–	(2.55)	–	(2.42)
White (%)	–	-1.37	–	-0.9*	–	-0.21
	–	(0.77)	–	(0.35)	–	(0.17)
Male (%)	–	-0.18	–	-0.01	–	-0.22**
	–	(0.13)	–	(0.07)	–	(0.08)
High School	–	-1.35	–	-5.81*	–	1.51
	–	(3.99)	–	(2.61)	–	(2.90)
Enrollment in Thousands	–	-10.77***	–	-0.84	–	-1.7
	–	(2.91)	–	(1.37)	–	(1.40)
Constant	49.72***	127.96*	54.24***	123.52***	52.04***	124.77***
	(5.24)	(49.30)	(1.57)	(8.30)	(1.43)	(10.30)
Observations	316	316	2869	2869	2705	2705

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race/ethnicity, free/reduced lunch status, and indicators if gender or race/ethnicity was undefined. School-level controls include the percentage of male students, percentage of students by race/ethnicity, percentage of free/reduced price lunch students, school level and school size. The number of schools containing at least one student with valid test score information ranges between 31 (Chemistry, fall 2008) and 84 (ELA, spring 2008). Referent categories include non-free/reduced lunch status, white, female, non-free/reduced lunch status (%), and middle/high school. Standard errors appear in parentheses.

Table D.43. SPBP Impact on Chemistry Regents Examination Scores for High Schools, by School Year (ITT Estimates)

	Chemistry—Standardized Scores					
	Fall, Year 2		Spring, Year 1		Spring, Year 2	
	No Controls	Control	No Controls	Control	No Controls	Control
SPBP Treatment	-0.30	-0.28	0.00	0.01	0.13	0.26
	(0.45)	(0.24)	(0.17)	(0.16)	(0.18)	(0.17)
FRPL Status	–	-0.31**	–	-0.02	–	0.06
	–	(0.09)	–	(0.04)	–	(0.05)
Black	–	-0.15	–	-0.2	–	-0.39**
	–	(0.34)	–	(0.11)	–	(0.14)
Hispanic	–	-0.42	–	-0.19	–	-0.32*
	–	(0.34)	–	(0.12)	–	(0.13)
Asian / Pacific Islander	–	0.14	–	0.18	–	-0.05
	–	(0.42)	–	(0.15)	–	(0.11)
Am. Indian / Alaskan Native	–	0.0068	–	-0.35	–	-0.09
	–	(0.30)	–	(0.28)	–	(0.26)
Other Race/Ethnicity	–	0.26	–	-0.12	–	-0.27
	–	(0.42)	–	(0.25)	–	(0.22)
Male	–	0.04	–	0.12**	–	-0.06
	–	(0.07)	–	(0.04)	–	(0.04)
Gender Missing	–	-0.99**	–	0.24	–	0.15
	–	(0.29)	–	(0.34)	–	(0.21)
FRPL Status (%)	–	-0.02	–	0.00	–	-0.01
	–	(0.01)	–	(0.00)	–	(0.01)
Black (%)	–	-0.02	–	-0.05***	–	-0.04***
	–	(0.04)	–	(0.01)	–	(0.01)
Hispanic (%)	–	-0.02	–	-0.05***	–	-0.04***
	–	(0.04)	–	(0.01)	–	(0.01)
Am. Indian / Alaskan Native (%)	–	0.01	–	-0.01	–	0.05
	–	(0.31)	–	(0.21)	–	(0.19)
White (%)	–	-0.11	–	-0.07*	–	-0.02
	–	(0.06)	–	(0.03)	–	(0.01)
Male (%)	–	-0.01	–	0.00	–	-0.02**
	–	(0.01)	–	(0.00)	–	(0.01)
High School	–	-0.11	–	-0.48*	–	0.12
	–	(0.31)	–	(0.22)	–	(0.22)
Enrollment in Thousands	–	-0.85***	–	-0.07	–	-0.13
	–	(0.23)	–	(0.11)	–	(0.11)
Constant	0.13	6.28	0	5.72***	-0.04	5.58***
	(0.41)	(3.87)	(0.13)	(0.69)	(0.11)	(0.80)
Observations	316	316	2869	2869	2705	2705

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race/ethnicity, free/reduced lunch status, and indicators if gender or race/ethnicity was undefined. School-level controls include the percentage of male students, percentage of students by race/ethnicity, percentage of free/reduced price lunch students, school level and school size. The number of schools containing at least one student with valid test score information ranges between 31 (Chemistry, fall 2008) and 84 (ELA, spring 2008). Referent categories include non-free/reduced lunch status, white, female, non-free/reduced lunch status (%), and middle/high school. Standard errors appear in parentheses.

Table D.44. SPBP Impact on Chemistry Regents Examination Scores for High Schools, by School Year (Bloom Adjustment)

	Chemistry—Scale Scores					
	Fall, Year 2		Spring, Year 1		Spring, Year 2	
	No Controls	Control	No Controls	Control	No Controls	Control
SPBP Treatment	-4.7	-4.45	0.01	0.16	2.03	4.24
	(7.18)	(3.87)	(2.46)	(2.29)	(2.97)	(2.71)
FRPL Status	–	-4.95**	–	-0.32	–	1.02
	–	(1.37)	–	(0.53)	–	(0.82)
Black	–	-2.37	–	-2.89	–	-6.24**
	–	(5.42)	–	(1.67)	–	(2.28)
Hispanic	–	-6.63	–	-2.78	–	-5.18*
	–	(5.40)	–	(1.74)	–	(2.08)
Asian / Pacific Islander	–	2.15	–	2.65	–	-0.8
	–	(6.70)	–	(2.22)	–	(1.83)
Am. Indian / Alaskan Native	–	0	–	-5.17	–	-1.52
	–	0.00	–	(4.20)	–	(4.26)
Other Race/Ethnicity	–	4.2	–	-1.83	–	-4.38
	–	(6.75)	–	(3.68)	–	(3.49)
Male	–	0.64	–	1.73**	–	-0.93
	–	(1.12)	–	(0.55)	–	(0.65)
Gender Missing	–	-15.82**	–	3.54	–	2.48
	–	(4.67)	–	(4.98)	–	(3.40)
FRPL Status (%)	–	-0.35	–	-0.03	–	-0.15
	–	(0.23)	–	(0.08)	–	(0.10)
Black (%)	–	-0.34	–	-0.72***	–	-0.65***
	–	(0.56)	–	(0.10)	–	(0.11)
Hispanic (%)	–	-0.29	–	-0.74***	–	-0.64***
	–	(0.57)	–	(0.11)	–	(0.12)
Am. Indian / Alaskan Native (%)	–	0.11	–	-0.22	–	0.8
	–	(4.88)	–	(3.11)	–	(3.03)
White (%)	–	-1.72	–	-1.1*	–	-0.26
	–	(0.96)	–	(0.43)	–	(0.22)
Male (%)	–	-0.22	–	-0.01	–	-0.27**
	–	(0.16)	–	(0.08)	–	(0.10)
High School	–	-1.68	–	-7.08*	–	1.88
	–	(4.98)	–	(3.19)	–	(3.62)
Enrollment in Thousands	–	-13.47***	–	-1.02	–	-2.13
	–	(3.64)	–	(1.67)	–	(1.75)
Constant	62.15***	159.95*	66.15***	150.63***	65.05***	155.96***
	(6.55)	(61.63)	(1.92)	(10.12)	(1.78)	(12.88)
Observations	316	316	2869	2869	2705	2705

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race/ethnicity, free/reduced lunch status, and indicators if gender or race/ethnicity was undefined. School-level controls include the percentage of male students, percentage of students by race/ethnicity, percentage of free/reduced price lunch students, school level and school size. The number of schools containing at least one student with valid test score information ranges between 31 (Chemistry, fall 2008) and 84 (ELA, spring 2008). Referent categories include non-free/reduced lunch status, white, female, non-free/reduced lunch status (%), and middle/high school. Standard errors appear in parentheses.

Table D.45. SPBP Impact on Chemistry Regents Examination Scores for High Schools, by School Year (Bloom Adjustment)

	Chemistry—Standardized Scores					
	Fall, Year 2		Spring, Year 1		Spring, Year 2	
	No Controls	Control	No Controls	Control	No Controls	
SPBP Treatment	-0.37	-0.35	0	0.01	0.16	0.33
	(0.56)	(0.30)	(0.20)	(0.19)	(0.23)	(0.21)
FRPL Status	–	-0.39**	–	-0.03	–	0.08
	–	(0.11)	–	(0.04)	–	(0.06)
Black	–	-0.19	–	-0.24	–	-0.48**
	–	(0.43)	–	(0.14)	–	(0.18)
Hispanic	–	-0.52	–	-0.23	–	-0.4*
	–	(0.42)	–	(0.14)	–	(0.16)
Asian / Pacific Islander	–	0.17	–	0.22	–	-0.06
	–	(0.53)	–	(0.18)	–	(0.14)
Am. Indian / Alaskan Native	–	0.00	–	-0.43	–	-0.12
	–	(0.00)	–	(0.35)	–	(0.33)
Other Race/Ethnicity	–	0.33	–	-0.15	–	-0.34
	–	(0.53)	–	(0.30)	–	(0.27)
Male	–	0.05	–	0.14**	–	-0.07
	–	(0.09)	–	(0.05)	–	(0.05)
Gender Missing	–	-1.24**	–	0.29	–	0.19
	–	(0.37)	–	(0.41)	–	(0.26)
FRPL Status (%)	–	-0.03	–	0.00	–	-0.01
	–	(0.02)	–	(0.00)	–	(0.01)
Black (%)	–	-0.03	–	-0.06***	–	-0.05***
	–	(0.04)	–	(0.01)	–	(0.01)
Hispanic (%)	–	-0.02	–	-0.06***	–	-0.05***
	–	(0.05)	–	(0.01)	–	(0.01)
Am. Indian / Alaskan Native (%)	–	0.01	–	-0.02	–	0.06
	–	(0.38)	–	(0.26)	–	(0.23)
White (%)	–	-0.13	–	-0.09*	–	-0.02
	–	(0.08)	–	(0.04)	–	(0.02)
Male (%)	–	-0.02	–	0.00	–	-0.02**
	–	(0.01)	–	(0.00)	–	(0.01)
High School	–	-0.13	–	-0.59*	–	0.15
	–	(0.39)	–	(0.26)	–	(0.28)
Enrollment in Thousands	–	-1.06***	–	-0.08	–	-0.16
	–	(0.29)	–	(0.14)	–	(0.14)
Constant	0.17	7.85	0.01	6.98***	-0.05	6.97***
	(0.51)	(4.84)	(0.16)	(0.84)	(0.14)	(1.00)
Observations	316	316	2869	2869	2705	2705

NOTES: *, **, *** Estimates statistically significant from zero at the 5%, 1%, and .1% levels, respectively. The No Controls column does not include student- or school-level control variables. The Controls column includes the student level controls gender, race/ethnicity, free/reduced lunch status, and indicators if gender or race/ethnicity was undefined. School-level controls include the percentage of male students, percentage of students by race/ethnicity, percentage of free/reduced price lunch students, school level and school size. The number of schools containing at least one student with valid test score information ranges between 31 (Chemistry, fall 2008) and 84 (ELA, spring 2008). Referent categories include non-free/reduced lunch status, white, female, non-free/reduced lunch status (%), and middle/high school. Standard errors appear in parentheses.

APPENDIX E—TEACHER OUTCOMES: EFFECT OF TREATMENT ANALYSIS MODEL

For the ITT analysis on teacher survey results, we conducted a two-level mixed-effects hierarchical modeling analysis on the 14 scale scores and order logistic (ologit) or logistic regression analysis on 26 items with robust standard errors, with an indicator for participation in SPBP and controlling for tested group, school grade level, and school-level demographic variables. School demographic variables included in the analysis include enrollment, percentage ELL, percentage of students who are eligible for an individual education program, percentage of black and Hispanic students, and percentage of economically disadvantaged students. The model used to analyze scale scores is as follows:

$$Y_{ij} = \beta_0 + \beta_1(Treatment_j) + \beta_2(Tested_{ij}) + \sum_{n=3}^{11} \beta_n(Z_{nj}) + u_j + e_{ij} \quad u_j \sim N(0, v^2) \quad e_{ij} \sim N(0, \sigma^2)$$

Where *i* index teacher and *j* index school. Y_{ij} represents a scale or item score for teacher *i* in school *j*. Treatment indicates whether a school was randomly assigned to participate in the SPBP in 2006–2007, with 1 representing treatment schools and 0 representing control schools. Tested indicates whether a teacher taught tested subjects, with 1 representing tested teachers and 0 representing untested teachers. Z_{nj} ($3 \leq n \leq 11$) represents school-level demographic variables, including grade level, enrollment size, percentage ELL, percentage of students eligible for individual education program (IEP), percentage of black and Hispanic students, and percentage of economically disadvantaged students. β_0 is the average scale score for non-tested high school teachers in the control group whose school had zero percent of ELL, IEP, black and Hispanic, and economically disadvantaged students. βs are the parameters for treatment, tested, and school-level demographic variables. The parameter of interest is β_1, which equals the differences between the mean responses for teachers teaching in schools assigned to SBPB and other teachers. u_j is the school-level residual error assumed to follow a normal distribution with a mean of zero and a variance of v^2. r_{ij} is the individual teacher residual error following a normal distribution with a mean of zero and a variance of σ^2.

For individual items, the following ordinal logistic regression model is applied.

$$\ln(\frac{p_{ijk}}{1-p_{ijk}}) = \beta_{0k} - \beta_1(Treatment_j) - \beta_2(Tested_{ij}) - \sum_{n=3}^{11}\beta_n(Z_{nj})$$

where *ln* denotes the natural logarithm function. p_{ijk} represents the probability that teacher *i* in school *j* chooses a response with values less than or equal to the k^{th} ($1 \le k < K$) response category on an item with K response levels (K=4, 5, and 6). β_{0k} is the log odds of being in category *k* or lower versus a higher category for non-tested teachers in high schools in the control group with zero percent of ELL, IEP, black and Hispanic, and economically disadvantaged students. β_S are the differences in the log odds of teachers choosing a higher category on an item between two groups of teachers defined by dichotomous variables (Treatment and Tested), the increase in the log odds with one unit change in a continuous covariate, and the difference in the log odds between elementary, middle, and K–8 and high school teachers, while the other covariates are held constant. The parameter of interest, β_1, the log of the ratio of odds that teacher teaching in school assigned to SPBP chooses the higher category to the odds that other teachers would make that choice. Robust standard errors adjusted for teachers clustered within the same school were applied.

For dichotomous items, we fit the following logit regression model:

$$\ln(\frac{p_{ijy}}{1-p_{ijy}}) = \beta_0 + \beta_1(Treatment_j) + \beta_2(Tested_{ij}) + \sum_{n=3}^{11}\beta_n(Z_{nj})$$

where *ln* denotes the natural logarithm function. p_{ijy} represents the probability that teacher *i* in school *j* chooses the "Yes" option instead of "No" on a Yes/No item. β_0 is the log odds of non-tested high school teachers in the control group schools choosing "Yes". These schools have zero percent of ELL, IEP, black and Hispanic, and economically disadvantaged students. βs are the differences in the log odds of teachers choosing "Yes" instead of "No" between two groups of teachers defined by Treatment or Tested, the increase in the log odds with one unit change in a continuous covariate, and the different in the log odds between elementary, middle, and K–8 and high school teachers, while the other covariates are held constant. Again, the parameter of interest is β_1, the log of the ratio of the odds that teachers in schools assigned to SPBP endorse "Yes" compared with other teachers. Robust standard errors adjusted for teachers clustered within the same school were applied.

APPENDIX F—EACHER OUTCOMES: EFFECT OF TREATMENT ANALYSIS RESULTS

Table F.1. Parameters and Standard Errors for Variables Included in the Effect of Treatment Analysis on Scale Scores

	Instructional practice			Professional development		
Covariates	Standards-aligned instruction	Student-directed instruction	Test-score-driven instruction	PD on instruction	PD on test and data	PD on non-academic topics
Treatment	-0.0933 (0.0365)	-0.0455 (0.0368)	-0.0138 (0.0391)	-0.071 (0.0575)	-0.0053 (0.0533)	0.0037 (0.0462)
Tested	0.25 (0.0363)	0.1244 (0.0354)	0.1549 (0.0389)	0.0972 (0.0524)	0.5596 (0.0453)	0.0343 (0.0449)
Enrollment[1]	-0.0021 (0.0054)	0.0017 (0.0055)	0.0056 (0.0058)	-0.0016 (0.0086)	-0.0012 (0.0079)	0.0027 (0.0069)
Percent of ELL	-0.0795 (0.1308)	-0.2027 (0.1321)	-0.1179 (0.1397)	0.186 (0.2065)	-0.4371 (0.1921)	-0.5491 (0.1658)
Percent of IEP	0.2826 (0.3172)	0.1504 (0.3204)	-0.3979 (0.3385)	0.5477 (0.5027)	0.1877 (0.4672)	-0.3267 (0.4038)
Percent of black and Hispanic students	0.0173 (0.3307)	0.0687 (0.3353)	0.0596 (0.3466)	0.598 (0.5265)	0.2402 (0.493)	0.3479 (0.4197)
Percent of students eligible for free or reduced-price lunch[2]	0.0524 (0.2674)	-0.1711 (0.27)	-0.2068 (0.2901)	0.359 (0.4212)	0.538 (0.3909)	0.458 (0.3386)
Percent of Title I students	-0.2735 (0.3578)	-0.4516 (0.3601)	-0.3772 (0.3815)	-0.2082 (0.5601)	0.5346 (0.5182)	0.2572 (0.452)
Elementary[3]	0.1662 (0.0481)	0.2986 (0.0486)	0.285 (0.0518)	0.1588 (0.0761)	0.07 (0.0707)	-0.1968 (0.0612)
Middle	0.0345 (0.0613)	0.0387 (0.0619)	0.2292 (0.0654)	0.2028 (0.0967)	0.2905 (0.0899)	0.0535 (0.0777)
K–8	-0.0411 (0.0688)	-0.0462 (0.0695)	0.0857 (0.0751)	0.0596 (0.1088)	-0.0143 (0.1009)	-0.1693 (0.0875)
Constant	4.2625 (0.0527)	3.572 (0.0527)	3.2736 (0.0581)	2.365 (0.0814)	1.8853 (0.0745)	1.8486 (0.0663)
N	1511	1511	1350	1490	1490	1488

Table F.1. Continued

Covariates	Collaboration			Improvement efforts		
	Collaboration with other teachers	Collaboration with administrators	Collaboration with whole staff	Collaborative planning	Attention to subgroups	Test preparation
Treatment	-0.0385 (0.0542)	-0.0332 (0.062)	0.0146 (0.0586)	-0.0986 (0.047)	0.007 (0.0451)	0.0266 (0.0452)
Tested	0.226 (0.0499)	0.254 (0.0546)	0.123 (0.0506)	0.158 (0.0439)	0.5659 (0.0451)	0.8456 (0.0425)
Enrollment[1]	-0.0106 (0.0081)	-0.014 (0.0092)	-0.0182 (0.0087)	-0.0203 (0.0071)	-0.0066 (0.0068)	-0.0122 (0.0068)
Percent of ELL	0.0361 (0.1946)	-0.2382 (0.2228)	-0.4573 (0.2109)	-0.0219 (0.1686)	0.3177 (0.1617)	-0.2376 (0.1623)
Percent of IEP	1.1174 (0.4733)	0.2854 (0.5416)	0.8417 (0.5125)	-0.4751 (0.4103)	1.1077 (0.3936)	-0.0984 (0.3949)
Percent of black and Hispanic students	-0.004 (0.4954)	0.2223 (0.5695)	-0.287 (0.5401)	-0.0726 (0.4271)	-0.344 (0.4063)	-0.1448 (0.4108)
Percent of students eligible for free or reduced-price lunch[2]	-0.2171 (0.3971)	0.489 (0.454)	-0.3929 (0.4295)	0.1399 (0.3429)	-0.6257 (0.3291)	0.1255 (0.33)
Percent of Title I students	0.066 (0.5298)	-0.4245 (0.6043)	-0.1379 (0.571)	-0.4376 (0.4625)	-0.3343 (0.4467)	-0.276 (0.4452)
Elementary[3]	-0.0455 (0.0718)	0.0642 (0.0821)	-0.321 (0.0776)	0.1891 (0.0624)	0.2743 (0.0599)	0.1689 (0.0601)
Middle	0.0477 (0.0914)	0.0244 (0.1045)	-0.2483 (0.0989)	0.1165 (0.0792)	0.2204 (0.0761)	0.3868 (0.0762)
K–8	-0.1664 (0.1025)	0.049 (0.1171)	-0.1825 (0.1108)	-0.017 (0.089)	0.2754 (0.0855)	0.2169 (0.0857)
Constant	3.3597 (0.077)	2.8616 (0.0872)	3.657 (0.0822)	3.0666 (0.0674)	2.6966 (0.0657)	2.3913 (0.0649)
N	1483	1483	1483	1460	1460	1460

Table F.1. Continued

Covariates	Collegiality	Instructional leadership
Treatment	-0.0268 (0.0382)	-0.022 (0.0443)
Tested	-0.0238 (0.0306)	-0.0228 (0.0353)
Enrollment[1]	-0.0075 (0.0057)	-0.0026 (0.0066)
Percent of ELL	-0.0575 (0.1376)	-0.1453 (0.1594)
Percent of IEP	-0.5261 (0.3342)	-0.6364 (0.3872)
Percent of black and Hispanic students	-0.2276 (0.3543)	-0.319 (0.411)
Percent of students eligible for free or reduced-price lunch[2]	-0.3751 (0.2791)	0.21 (0.3233)
Percent of Title I students	0.1228 (0.3716)	0.2749 (0.4304)
Elementary[3]	-0.0266 (0.0507)	0.1158 (0.0587)
Middle	-0.0052 (0.0644)	0.1429 (0.0746)
K–8	-0.0918 (0.0722)	0.0106 (0.0836)
Constant	2.9582 (0.0529)	2.8892 (0.0612)
N	1483	1480

NOTES: [1] The unit of enrollment used for analysis is hundred. [2] School-level demographic files downloaded from the website of New York Department of Education provide percent of students eligible for free or reduced-price lunch for elementary, middle, and K–8 schools and percent of Title I students for high schools. [3] High school is the omitted category.

Table F.2. Parameters and Standard Errors for Variables Included in the Effect of Treatment Analysis on Individual Items

	Time devoted to instructional practice			Statement about progress reports and rewards	
Covariates	Have students help other students learn class content (e.g., peer tutoring)	Confer with another teacher about alternative ways to present specific topics or lessons	Introduce content to the whole class through formal presentations or direct instruction	I have a strong understanding of our school's Progress Report and what factors contribute to our school's score this year (2009-10)	Rewarding teachers based on test score gains is problematic because it is hard to relate gains in student achievement to the work done by teachers
Treatment	-0.2338	0.1133	-0.1859	0.0563	-0.1347
	(0.1055)	(0.0971)	(0.1247)	(0.1086)	(0.1085)
Tested	0.2059	0.12	0.1338	0.0692	-0.0951
	(0.1042)	(0.0956)	(0.1216)	(0.1061)	(0.1011)
Enrollment[1]	0.0033	0.0059	0.0183	-0.0354	0.0016
	(0.0182)	(0.0139)	(0.0187)	(0.0155)	(0.0158)
Percent of ELL	0.2342	0.2216	-0.1053	-0.4456	0.1914
	(0.3626)	(0.3003)	(0.396)	(0.4031)	(0.3514)
Percent of IEP	0.2924	0.4912	-0.9999	-0.5512	-0.3691
	(0.8657)	(0.9886)	(1.0035)	(0.8848)	(1.0168)
Percent of black and Hispanic students	-0.2718	-0.7481	-0.842	-0.3035	-0.2836
	(0.9899)	(0.8833)	(0.9117)	(0.6265)	(0.7566)
Percent of students eligible for free or reduced-price lunch[2]	0.1314	-0.3214	0.5273	0.1422	-0.743
	(1.007)	(0.7329)	(0.8015)	(0.8551)	(0.6614)
Percent of Title I students	1.2125	-1.7207	-0.588	0.5705	-1.3179
	(1.1677)	(1.1044)	(1.4895)	(0.9165)	(1.3153)
Elementary[3]	0.1015	0.677	1.2504	0.0546	-0.4271
	(0.1442)	(0.1364)	(0.1675)	(0.1504)	(0.1506)
Middle	-0.0673	0.1696	0.3979	0.2111	-0.266
	(0.1743)	(0.1624)	(0.1954)	(0.1903)	(0.1829)
K–8	0.0786	0.0304	0.1529	0.1295	-0.5081
	(0.2308)	(0.1902)	(0.1979)	(0.2267)	(0.1931)
Constant	-3.6179	-2.7493	-4.0985	-3.1395	-3.595
	(0.2238)	(0.1919)	(0.3025)	(0.2004)	(0.2169)
N	1510	1511	1510	1456	1427

Table F.2. Continued

	Efforts to help school achieve a high Progress Report score/grade in 2009-10					
Covariates	Sought out PD opportunities to improve my practice	Devoted effort to improving student attendance	Offered assistance outside of school to help students who were struggling	Worked jointly with students to set and monitor individual goals	Provided mentoring and other support to fellow teachers	Communicated with parents about the importance of completing survey
Treatment	-0.1056	-0.1242	0.0988	-0.1391	0.0616	-0.073
	(0.1098)	(0.1065)	(0.0978)	(0.1107)	(0.0989)	(0.1107)
Tested	-0.0612	0.1108	0.6099	0.5726	0.2357	0.208
	(0.0924)	(0.0972)	(0.1061)	(0.1045)	(0.1008)	(0.105)
Enrollment[1]	-0.0303	0.0112	-0.0473	-0.0332	-0.0262	-0.0096
	(0.0146)	(0.016)	(0.0172)	(0.0195)	(0.0156)	(0.0163)
Percent of ELL	-0.215	-0.7763	0.1207	-0.0282	0.1263	-0.2287
	(0.3911)	(0.3886)	(0.3223)	(0.4499)	(0.3441)	(0.377)
Percent of IEP	-0.8531	-0.7565	-0.3592	-0.5344	-0.6395	-0.5817
	(1.0894)	(0.9252)	(0.8234)	(0.9644)	(0.7971)	(0.9271)
Percent of black and Hispanic students	-0.3447	0.6063	-0.1495	-1.1366	-0.5473	-0.6318
	(0.9299)	(1.0132)	(0.7677)	(0.6255)	(0.6872)	(0.5924)
Percent of students eligible for free or reduced-price lunch[2]	-0.1153	0.7165	-0.6143	-0.0386	-0.5406	0.7537
	(0.7478)	(0.5961)	(0.638)	(0.6722)	(0.7453)	(0.7371)
Percent of Title I students	-1.0487	0.3231	-1.3117	0.1931	-0.6192	0.3635
	(1.2798)	(0.9779)	(1.2575)	(1.3511)	(1.2318)	(0.9504)
Elementary[3]	-0.1786	0.111	-0.8302	0.6215	-0.1492	1.491
	(0.1449)	(0.1425)	(0.1332)	(0.1494)	(0.1365)	(0.1527)
Middle	-0.0104	-0.0882	-0.0629	0.2701	0.0891	0.6893
	(0.1815)	(0.1875)	(0.1654)	(0.1732)	(0.1776)	(0.1786) K–8
K–8	0.0711	-0.668	-0.3348	0.3369	-0.0503	0.8451
	(0.2295)	(0.2117)	(0.1918)	(0.2331)	(0.191)	(0.2227)
Constant	-2.5433	-2.9508	-0.9651	-2.0703	-1.5598	-0.4325
	(0.1726)	(0.1921)	(0.157)	(0.1876)	(0.1591)	(0.1651)
N	1459	1459	1458	1457	1454	1454

Table F.2. Continued

	Teacher mobility and retention						
Covariates	Do you plan to return to this school next year	I applied for a teaching position at a different school within the district	I applied for a teaching position at a different school in another district	I applied for a non-teaching job (including non-education job)	I received a formal job offer to teach in another school	I received a formal job offer for a non-teaching job (including non-education job)[4]	I am retiring or may be retiring
Treatment	-0.4714 (0.3117)	0.0581 (0.3394)	-0.2162 (0.2885)	0.4088 (0.4621)	-0.1253 (0.4638)	0.2845 (0.8309)	-0.107 (0.419)
Tested	0.2769 (0.2672)	0.3452 (0.3282)	0.0711 (0.2988)	0.3779 (0.5176)	0.4158 (0.5435)	-0.1002 (0.5753)	-1.136 (0.4153)
Enrollment[1]	0.218 (0.0867)	-0.0634 (0.055)	-0.1326 (0.0528)	-0.0827 (0.1175)	-0.0971 (0.1017)	0.0288 (0.239)	0.0211 (0.0653)
Percent of ELL	-0.9487 (0.985)	0.8367 (1.1685)	0.2276 (1.0728)	0.7016 (1.3822)	-1.1558 (1.705)	1.4259 (2.872)	-2.8192 (1.9258)
Percent of IEP	-1.7864 (2.5448)	1.0545 (2.5751)	-0.2238 (1.9457)	-4.0554 (4.3119)	1.3759 (2.8044)	3.8313 (4.7466)	-3.2075 (4.2281)
Percent of black and Hispanic students	-3.5127 (2.772)	1.9692 (4.1454)	-1.3053 (4.6597)	22.1428 (13.2752)	-3.053 (6.0311)	22.1466 (17.9709)	2.3654 (6.1943)
Percent of students eligible for free or reduced-price lunch[2]	-0.6717 (2.1548)	1.5894 (2.8786)	-0.2784 (2.4107)	-0.0147 (3.8449)	-1.9119 (4.3916)	0.1371 (4.7462)	0.9042 (3.343)
Percent of Title I students	0.6263 (6.5519)	-3.1424 (1.8719)	-2.6401 (2.3109)	9.9682 (9.2)	16.7336 (9.4493)	-0.9011 -	2.3592 (3.9362)
Elementary[3]	-0.0575 (0.4873)	-0.6455 (0.4787)	0.0422 (0.3494)	1.1684 (1.0278)	2.3262 (1.1662)	15.5824 (1.0141)	0.3764 (0.577)
Middle	-0.5329 (0.5389)	0.1257 (0.553)	-0.2902 (0.4445)	1.0413 (1.1313)	1.7935 (1.2868)	16.1869 (1.0399)	0.847 (0.615) K–8K–8
K–8	0.0727 (0.5914)	-0.7611 (0.6714)	-0.9523 (0.5814)	1.1767 (1.14)	0.9235 (1.6144)	16.5196 -	0.0807 (0.876)
Constant	3.3861 (0.5581)	-1.7509 (0.4395)	-0.8887 (0.3698)	-4.4275 (1.1123)	-4.6408 (1.1627)	-19.5135 (0.9414)	-1.8756 (0.5596)
N	1256	280	279	274	276	274	276

Table F.2. Continued

Covariates	Time spent on work outside regular school hours	Overall hours on professional development this school year	All building personnel should receive an equal share of the bonus	Non-teaching staff should receive a smaller share of the bonus than teachers	Non-teaching staff should not be eligible for a share of the bonus
Treatment	-0.3411	-1.7823	-0.1038	0.3406	0.1472
	(0.4656)	(8.4312)	(0.1046)	(0.1017)	(0.1028)
Tested	1.7339	-0.9531	-0.4775	0.2963	0.1454
	(0.4277)	(8.2288)	(0.0977)	(0.1004)	(0.1046)
Enrollment[1]	-0.1203	-1.2649	-0.0071	0.0105	0.0337
	(0.0694)	(1.2598)	(0.0148)	(0.0132)	(0.0146)
Percent of ELL	0.9989	32.4844	0.2333	-0.243	-0.287
	(1.673)	(30.2571)	(0.3957)	(0.3127)	(0.3389)
Percent of IEP	-3.4457	120.9888	0.9927	-0.5401	-0.1699
	(4.0717)	(73.9032)	(0.9323)	(0.813)	(0.8481)
Percent of black and Hispanic students	-1.8577	21.9765	0.2802	-0.8588	0.3285
	(4.2593)	(76.4267)	(0.8433)	(0.6742)	(0.5151)
Percent of students eligible for free or reduced-price lunch[2]	3.3355	-18.3573	-0.5938	1.5142	1.607
	(3.4137)	(61.7698)	(0.819)	(0.8568)	(0.8284)
Percent of Title I students	0.604	-2.3573	0.0565	-0.0505	-0.0764
	(4.5441)	(82.3666)	(0.9458)	(0.993)	(1.1327)
Elementary[3]	0.9492	5.5226	-0.3565	0.4003	0.4167
	(0.6155)	(11.1556)	(0.1395)	(0.1371)	(0.1328)
Middle	1.5419	-12.5874	-0.1926	0.4021	0.4696
	(0.7829)	(14.1973)	(0.1675)	(0.1671)	(0.168) K–8
K–8	-0.2182	-7.151	-0.1439	0.591	0.3535
	(0.8808)	(15.925)	(0.1819)	(0.2276)	(0.2203)
Constant	11.3641	51.6771	-2.9853	-1.3518	-0.706
	(0.6601)	(12.1072)	(0.1782)	(0.1544)	(0.1392)
N	1495	1482	1425	1385	1391

NOTES: [1] The unit of enrollment used for analysis is hundred. [2] School-level demographic files downloaded from the website of New York Department of Education provide percent of students eligible for free or reduced-price lunch for elementary, middle, and K-8 schools and percent of Title I students for high schools. [3] High school is the omitted category. [4] Because all high school respondents chose the same answer, the analysis on this item was conducted without the percent of Title I students and high school respondents.