

NIET

NATIONAL INSTITUTE FOR
EXCELLENCE IN TEACHING

TAP Research Summary

Examining the Evidence for the Impact of TAP: The System for
Teacher and Student Advancement

JUNE 2018

TAP Research Summary

Researchers at NIET and elsewhere have studied the effectiveness of *TAP: The System for Teacher and Student Advancement* (TAP) in raising student achievement, improving the quality of instruction, and increasing the ability of high-need schools to recruit, retain and support effective teachers. This document describes some of the most recent results that have emerged from the research on the TAP System to date. Data collection and analysis efforts are ongoing, and the findings described here will be updated periodically as information becomes available.

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NIET Mission

Recognizing that an effective teacher is the most important school-based factor impacting student achievement (Darling-Hammond, 2006; Goldhaber, 2002; Hanushek, 2013; Headden, 2014; Rivkin, Hanushek, & Kain, 2005; Simon & Johnson, 2013; TNTP, 2012), NIET is committed to ensuring a highly skilled, strongly motivated, and competitively compensated teacher for every classroom in America. NIET supports states, districts, schools and universities in recruiting, developing, supporting, and retaining high-quality human capital in order to raise achievement levels for all students. NIET provides both on-site and online support across multiple aspects of educator effectiveness through educator evaluation, professional development and teacher leadership. This support is delivered both on-site and online through the comprehensive *TAP: The System for Teacher and Student Advancement* (TAP) and customizable Educator Effectiveness Best Practices. As of the 2017-18 school year, NIET initiatives are impacting over 250,000 educators and more than 2.5 million students.

TAP: The System for Teacher and Student Advancement Description

Introduced in 1999, “the TAP System has grown significantly as a comprehensive educator evaluation and support model for increasing educator effectiveness” (National Institute for Excellence in Teaching, 2017, p. 7). The TAP System creates multiple career paths for teachers, provides ongoing applied professional development using a rigorous rubric of evaluation, and provides performance-based compensation to teachers and administrators. Each of these core elements is discussed below. For more information, visit www.niet.org.

- **Multiple career paths.** In TAP schools, skilled teachers have the opportunity to serve as master and mentor teachers, receiving additional compensation for providing high levels of support to career teachers and increasing instructional effectiveness across the faculty. Master and mentor teachers form a leadership team, along with administrators, to deliver school-based professional support and conduct evaluations with a high level of expertise.
- **Ongoing applied professional growth.** Led by master and mentor teachers, TAP teachers participate in weekly meetings where they examine student data, engage in collaborative planning, and learn instructional strategies that have been field-tested in their own schools. Teachers benefit from a national TAP database of instructional strategies and their colleagues’ experiences. Professional development continues in the classroom as master teachers model lessons, observe classroom instruction, and support teachers’ pedagogical improvement.
- **Instructionally focused accountability.** TAP teachers are observed in classroom instruction several times a year by multiple trained observers, including principals and master and mentor teachers, using rubrics for several dimensions of instructional effectiveness. Evaluators are trained and certified, and leadership teams monitor the reliability and consistency of evaluations in their schools. These classroom evaluations are complemented by analyzing student achievement growth, rounding out a multi-measure system of teacher evaluation. Evaluation results are used as formative feedback in one-on-one mentoring sessions, and guide planning for individualized professional development.
- **Performance-based compensation.** TAP teachers have the opportunity to earn annual bonuses based on their observed skills, knowledge, and responsibilities, their students’ average achievement growth, and schoolwide achievement growth. Master and mentor teachers receive additional compensation based on their added roles and responsibilities, and principals can earn additional compensation based on schoolwide achievement growth and other measures of effectiveness.

Educator Effectiveness Best Practices Description

NIET's Educator Effectiveness Best Practices provide innovative services, support and solutions to schools, districts states and universities to improve educator effectiveness. Based on two decades of experience in schools across the country, NIET works with its partners to redesign educator evaluation, deliver effective professional development, implement performance-based compensation systems, and train teacher leaders in schools. NIET offers a network of expert trainers and access to a range of innovative web-based resources and tools. For more information, visit www.niet.org/best-practices-center.



NIET Initiative Comparisons and Results

Since 1999, the TAP System of comprehensive educator effectiveness has operated across multiple states in hundreds of schools. TAP has grown steadily in the number of schools participating, the majority of which are high-need schools (over 90% of participating schools). In addition to schools and districts implementing the full TAP System, a number of states, districts and schools are using TAP System core elements – in particular, the online portal which houses hundreds of hours of effective teaching across subjects and grade levels, the TAP teacher observational rubric, and the certification and recertification process for educator evaluators.

TAP System Evaluation Methods Compared to Traditional Evaluation Methods

To improve the quality of classroom instruction, the quality of each teacher's instruction must be assessed. Traditional school systems have not been successful at measuring and assessing classroom instruction. TNTP (formerly The New Teacher Project) published a revealing report in 2009 showing that schools fail to evaluate their teachers in any meaningful way (Weisberg, Sexton, Mulhern, & Keeling, 2009). As TNTP reported, most teachers were rated at the very highest levels (replicated as Figure 1), despite the fact that most schools were not performing at these highest levels on achievement indicators.

A 2014 report from the National Council on Teacher Quality (NCTQ, 2014) indicated that while improvements in educator evaluation have occurred since the 2009 report, many of the same problems still persist. Given that differences in teacher effectiveness represent the single most important school-related factor affecting student learning, accurately measuring differences in teacher performance is critical to the improvement of teaching and learning.

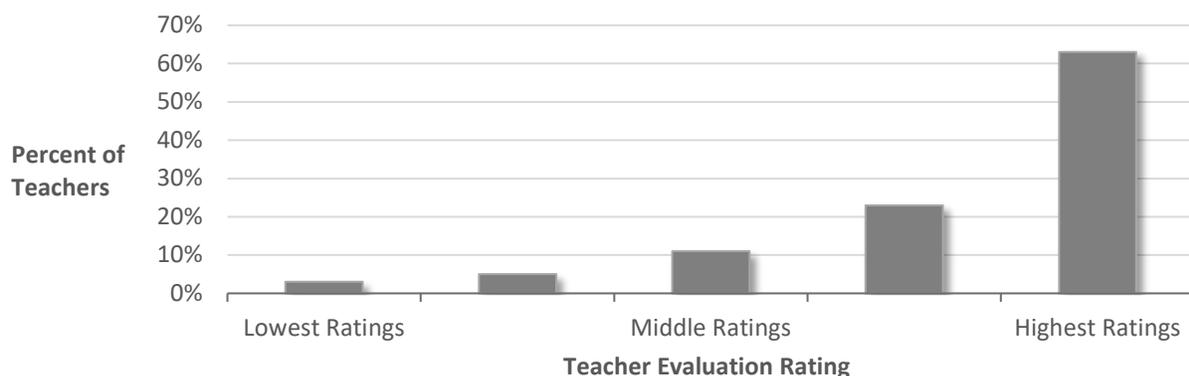


Figure 1. Traditional Teacher Evaluation Scores.

Note: Teacher evaluation in five urban school districts, based on data taken from https://tntp.org/assets/documents/TheWidgetEffect_2nd_ed.pdf. Scores on a 3-point and 4-point scale have been interpolated to a 5-point scale using a cumulative probability density function based on reported data.

In contrast to traditional evaluation methods noted previously in Figure 1, the TAP System has developed a comprehensive approach to teacher evaluation and incentives that depends on multiple measures of both teaching practice and teaching outcomes. This system provides differentiated feedback for teacher improvement, in contrast to inflated ratings often found in most evaluation systems (see Figure 2).

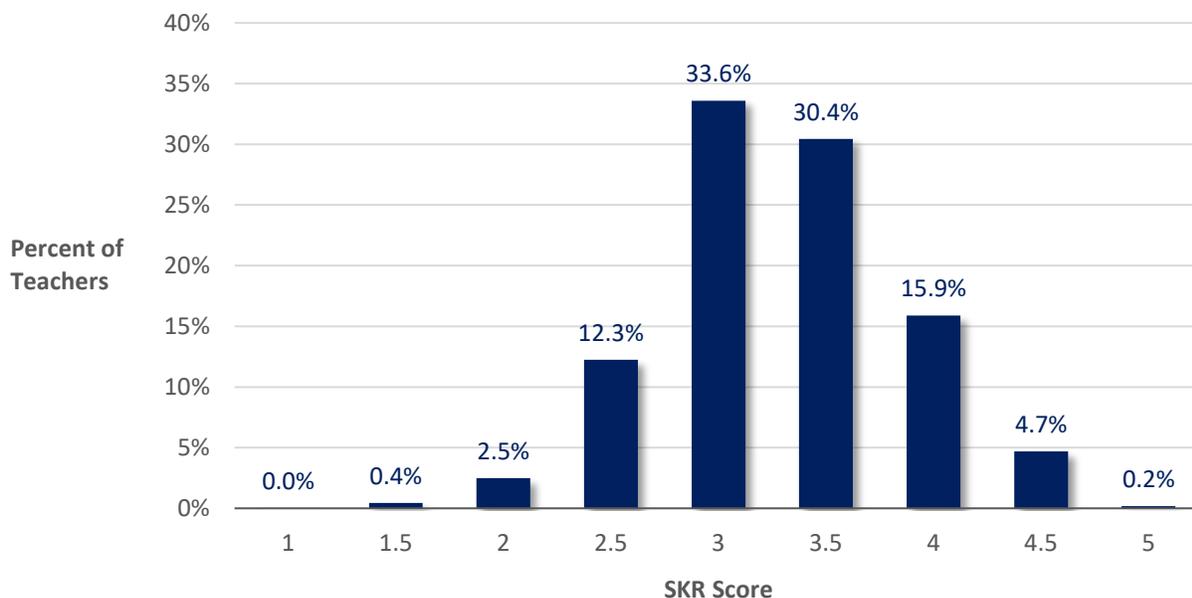


Figure 2. Observational Ratings of Teachers in TAP Schools Using TAP Teaching Standards Rubric.

Note: Teacher Skills, Knowledge, and Responsibilities distribution of TAP evaluations using 1-5 scale in half-point increments. Figure based on 7,159 teachers and approximately 20,077 observations, 2016-17.

The above ratings are based only on the classroom evaluation component of the TAP System, before considering student learning growth measures. Teachers are observed several times a year by multiple trained and certified raters who consider 19 areas of effective instructional practice. These observers use a multidimensional, research-based set of standards and rubrics that are fair, transparent, and curriculum-independent. Results are provided immediately as feedback to the teacher in post-observation mentoring sessions. The scores from all observations of these 19 classroom indicators are combined with seven responsibility indicators at the end of the school year to create an overall Skills, Knowledge, and Responsibilities (SKR) score for each teacher. On a scale of 1.0 to 5.0, 1 represents unsatisfactory performance on a certain standard, 3 represents proficiency on that standard, and 5 represents exemplary performance on that standard. Teachers earn scores in increments of 0.5.

TAP Teachers Demonstrate Consistent Improvement across Time

TAP results show a steady improvement in observed skills during the course of the school year. Prior studies have shown improvement in teachers’ instructional quality over a two-year period (Barnett, Hudgens, & Logis, 2017a; 2017b; Barnett, Hudgens, Logis, & Alexander, 2016). In the current analysis, we tracked a cohort of 697 TAP career teachers nationwide and grouped their observations into nine periods in fall, winter and spring of the 2014-15, 2015-16, and 2016-17 school years. The cohort was composed of the same group of teachers working in TAP schools in all three years, with observations in each of the observation periods. Teachers present in only one school year or who lacked an observation in one of the time points were excluded from the sample. Including teachers present in only some of the periods would

have complicated efforts to compare the level of instructional quality at different time points, since each average could reflect substantially different groups of teachers.

As shown in Figure 3, despite a slight dip over the summer, teachers continued to improve their instructional quality over a three-year period. This finding provides some evidence that the structure of the TAP System embedded in schools do create a positive change in teaching practice.

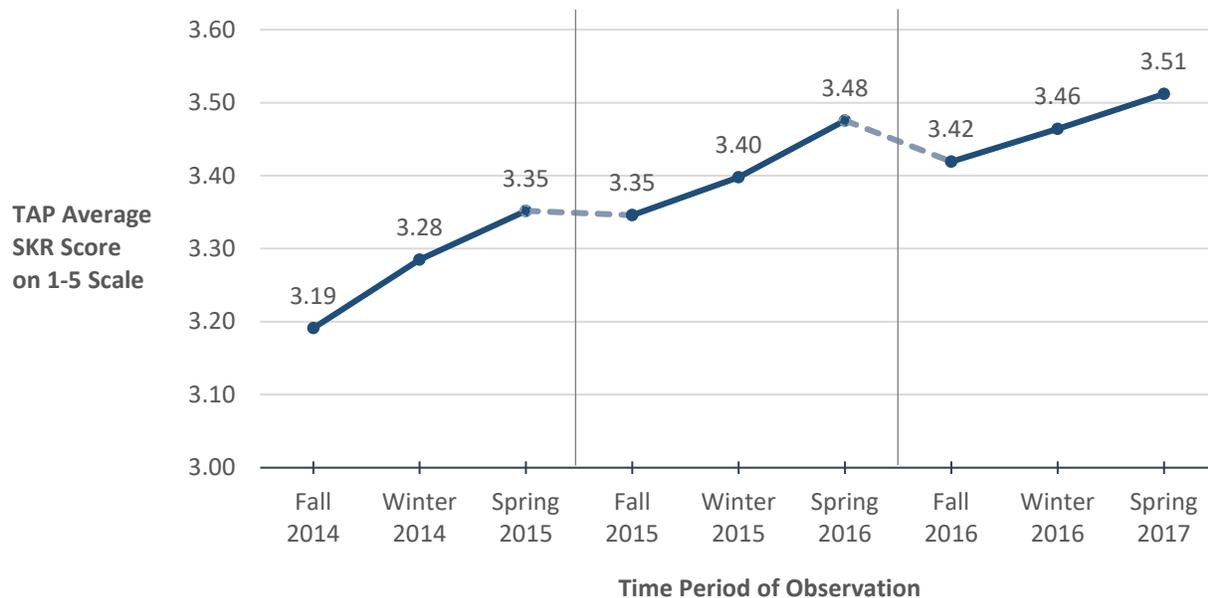


Figure 3. Teacher Instructional Improvement across Time.

TAP Schools Show Consistently High Rates of Student Achievement Growth

Within the TAP System, improvements to teacher instructional practices translate into gains in student achievement. More importantly, these improvements increase over time.

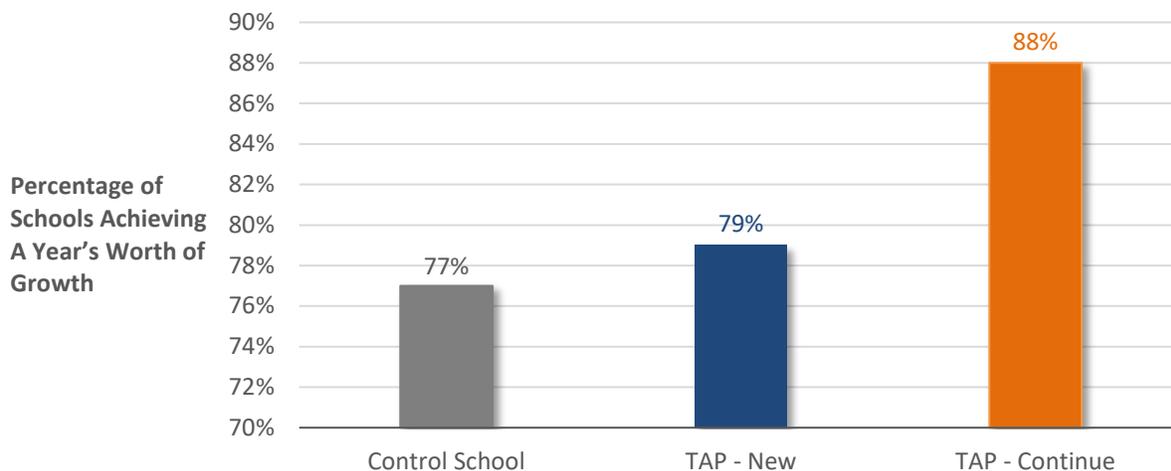


Figure 4. Student Achievement Growth by TAP System Status.

Note: Figure created with raw school-level, composite math and reading score data provided by SAS® for control (n=3,870) and TAP schools (n=353).

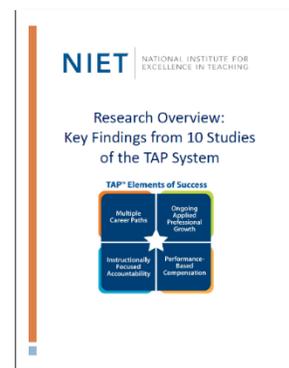


TAP Impact in Schools and Districts

A notable success of the TAP System is the expanding preponderance of performance data that comes from examining the impact of the system across multiple locations and conducted by different researchers using varied methodological frameworks. Additionally, beyond the evidence demonstrating an impact on student achievement, is evidence of a strong relationship between the observational instrument and student achievement, an impact on the retention of teachers, as well as strongly positive attitudinal data from principals and teachers implementing the TAP System (Algiers Charter School Association, 2011; Barnett & Hudgens, 2014; Barnett, Hudgens, & Logis, 2017a; Barnett, Hudgens, & Logis, 2017b; Barnett, Hudgens, Logis, & Alexander, 2016; Barnett, Hudgens, & Alexander, 2016; Barnett, Rinthapol, & Alexander, 2015; Barnett, Rinthapol, & Hudgens, 2014; Barnett & Wills, 2016; Barnett, Wills, Hudgens, & Alexander, 2015; Barnett, Wills, & Kirby, 2014; Buck & Coffelt, 2013; Daley & Kim, 2010; Hudson, 2010; Mann, Leutscher, & Reardon, 2013; Schacter & Thum, 2005; Schacter et al., 2002; Schacter, Thum, Reifsneider, & Schiff, 2004; Solmon, White, Cohen, & Woo, 2007). The next section discusses several of these studies demonstrating the impact of the TAP System.

Results from Prior Selected Studies of TAP's Impact

In November 2017, the National Institute for Excellence in Teaching released a document summarizing some of the key studies on the TAP System to date (National Institute for Excellence in Teaching, 2017). These studies, conducted by NIET researchers as well as leading educational scholars, including researchers at universities, independent third-party research groups, and large independent evaluation firms, highlight positive impacts of the TAP System on student achievement, teacher retention, and educator attitudes. [Download the summary](#) to learn more about some of the successes of the TAP System. Additionally, brief summaries of select studies are presented next.



- In 2004, Schacter et al. examined the impact of the TAP System across 11 schools. This was a follow-up study of their 2002 study in which the authors conducted a statewide cluster analysis to analyze the growth in achievement of students and found that TAP schools made significantly higher improvements in student achievement gains. In the follow-up study, the same cluster level analysis with multi-level multivariate analyses were employed using all available covariates to compare growth between the TAP and control schools. Results from the study indicate that 65% of the TAP schools outperformed their matched controls in reading, language, and mathematics achievement, with the magnitude of change ranging from 6% to 46%. The teacher satisfaction component of this study indicated strong support for the four core principles of the TAP System.
- In 2007, Solmon et al. analyzed the impacts of the TAP System in terms of value-added gain scores across 650 classrooms in six states, including 61 TAP schools and 285 control schools. Researchers analyzed the student achievement gains at two levels of comparison— teacher-to-teacher and school-to-school. To evaluate TAP teachers (and, similarly, in evaluating TAP schools), researchers calculated the effect of each teacher on student progress as assessed by the difference between the actual average scores of the teacher's students and the expected average scores of those students (as derived from previous scores). Through this process, researchers created a statistical control group

for the TAP teachers based on performance. Results of the study indicate that in every state more TAP teachers demonstrated statistically significant at or above average amount of student achievement growth than control group teachers. Further, TAP schools outperformed their controls in 57% of the categories in math and in 67% of the categories in reading.

- In 2010, Hudson examined the effect of the TAP System on student achievement across 151 schools in 10 states. Hudson used a statistical control matching method to ensure that the TAP schools and the comparison schools were equivalent prior to the intervention being implemented. Hudson also used a differences-in-differences approach to further account for any differences between the groups and to ensure that the evaluation was able to isolate the impact of the program. Results of the study indicate that students in TAP schools outperformed students in comparison schools by approximately 0.15 standard deviations in mathematics, and smaller effects but in favor of the TAP schools in reading. Hudson explains these findings in context to other education interventions by noting that “the estimated effect of TAP on mathematics achievement is more than twice as large [as class size reduction effects]” (p. 28).
- Mann, Leutscher, and Reardon (2013) examined the impact of the TAP System across 15 schools in Louisiana. In order to determine impact, a one-to-one nearest-neighbor matching algorithm with replacements was created to find a comparison school for each TAP school. Based on the propensity scores computed using the selection model, the algorithm chooses the non-TAP school with the propensity score closest to the propensity score of the TAP school. There was no significant difference between the TAP schools and their matched comparison schools in the pretreatment year, $t(26) = 0.080, p > 0.05$. However, results of the study indicate that in the four primary subjects assessed, there was a significant effect in favor of the TAP schools for ELA: $F(1, 6421) = 6.334, p = 0.012$; Mathematics: $F(1, 6421) = 86.386, p < 0.001$; Science: $F(1, 7084) = 31.792, p < 0.001$; and Social Studies: $F(1, 7085) = 87.411, p < 0.001$. Further, the study examined the impact of the TAP System across time to find that the TAP schools significantly outperform comparison schools, $F(1, 24) = 5.30, p < 0.05$. The study also found that 92% of teachers reported that TAP made a positive difference on student achievement in their school and 91% reported that the AYP status was improved as a result of the TAP System.
- In their 2014 study, Barnett and Hudgens drew upon a sample of 12,095 teacher-level records, representing 413 schools in 10 states, to examine teacher retention rates in schools that implemented the TAP System during the 2010-11, 2011-12, and 2012-13 school years. Contrary to national trends, the authors found that TAP System schools retain 14% more teachers than similar high-need comparison schools and 10% more than the national average. Furthermore, the results indicate teachers retained in TAP schools become more effective over time as measured by observational and value-added scores.
- In 2014, Barnett, Wills, and Kirby evaluated the impact of the TAP System across 66 schools in Louisiana using two rigorous analytic strategies. First, the authors employed a linear regression to compare 2012-13 Assessment Index (AI) performance of the 66 TAP schools and non-TAP schools statewide, controlling for prior (2010-11) achievement, percentage of students receiving free or reduced-price lunch, school configuration, school size (number of students), and percentage of English language learners. Controlling for the covariates, implementation of the TAP System showed a significant positive effect on 2012-13 achievement: the 66 TAP schools scored 3.7 points higher on average than non-TAP schools ($p < .01$). Second, the authors compared the 66 TAP schools with a propensity score matched group of non-TAP schools. The average 2012-13 AI for TAP schools (64.45) was 5.47 points greater than the average for the matched controls (58.98).

- Barnett and Wills (2016a) examined the impact of the TAP System on Black-White and Hispanic-White achievement gaps in Indiana schools. First, the authors compared achievement gaps in 32 TAP schools that began implementing TAP in school year 2010-11 with other Indiana schools. Study results indicate TAP schools have narrowed the Black-White gap in ELA and Hispanic-White gap in ELA and math more than other Indiana schools have. Second, the authors selected propensity score matched control schools separately for 1) the 20 TAP schools reporting data for Black and White students in 2009-10 and 2013-14, 2) the 24 TAP schools reporting data for Hispanic and White students in 2009-10 and 2013-14. Study results indicate TAP schools outperformed their matched schools; while achievement gaps at the TAP schools narrowed, most gaps at the matched schools widened.
- Barnett and Wills (2016b) investigated the stability over time of classroom observation scores from the TAP System rubric, as well as the relationships between TAP observational scores and value-added measures. The correlations between average SKR scores in the 2010-11, 2011-12, and 2012-13 school years were highly significant and large, particularly for consecutive school years. Further, the examination of correlations between average SKR scores and classroom value-added scores in the 2010-11, 2011-12, and 2012-13 school years revealed highly significant correlations. To put these findings into context, the authors examined the reported correlations across other observational measures used in large-scale research studies and discovered these correlations exceed or match the range reported in recent literature – evidence that the TAP observation rubric measures aspects of teacher practice that contribute to improved student test performance.
- Barnett, Logis, & Hudgens (2018) examined the impact of partnerships among NIET, two university teacher preparation programs (Arizona State University and Texas Tech University) and 29 high-need school districts across Arizona and Texas. Supported by two U.S. Department of Education Supporting Effective Educator Development (SEED) grants, these partnerships connect the pipeline of teacher preparation to NIET’s TAP Teaching Standards rubric, while simultaneously enhancing in-service teachers’ effectiveness through curriculum embedded professional development. The authors discovered that as a result of the strategies implemented in these partnerships, teacher candidates with strong academic credentials were recruited into the program, trained to have strong instructional skills, and placed in high-need schools where highly effective teachers are needed the most. Specifically, 93% of teacher candidates in these partnerships graduated, 96% of these graduates entered teaching, and 83% served in high-need schools. In addition to strengthening the preparation of teacher candidates, these partnerships have improved in-service teachers’ instructional practice and student performance in partner schools through professional development and advanced coursework.

Next, a new study, a spotlight of five NIET partner districts, and a recap of results from the 2017 TAP Attitude Survey are presented.

Results from New Selected Studies of TAP's Impact

Teachers in TIF-4 TAP Schools Show Growth over Time in Instructional Quality

With support from three federal Teacher Incentive Fund-Cycle 4 (TIF-4) grants, NIET partnered with schools across Iowa, Minnesota, and Tennessee to implement the TAP System. The first year (2012-13) was a planning year; implementation of the TAP System began during the 2013-14 school year in six schools across two districts in Iowa, five charter schools in Minnesota, and 11 schools across five districts in Tennessee. Barnett, Hudgens, and Logis (2017a) highlighted the positive impact of TAP on teacher and administrator effectiveness in each TIF-4 site separately. In the current study, we expand upon this work and present the growth pattern of teacher instructional quality by role aggregated across all sites over a four-year period, from 2013-14 to 2016-17.

To measure teacher instructional quality, data were drawn from the Skills, Knowledge, and Responsibility (SKR) scores of 434 career, mentor, and master teachers in Iowa, Tennessee, and Minnesota who remained in the same role during the four examined time points (approximately 84% of teachers). Figure 5 shows that the mean SKR score for each teacher role increased over time. Additionally, master teachers scored higher on average than mentor teachers, who, in turn, scored higher on average than career teachers. Results from a longitudinal multilevel model indicate that on average, teacher instructional quality significantly increased from one year to the next regardless of teacher role, with the most substantial improvement occurring between 2013-14 and 2014-15. Overall, results provide evidence for increases in teacher instructional quality in Iowa, Minnesota, and Tennessee schools implementing the TAP System.

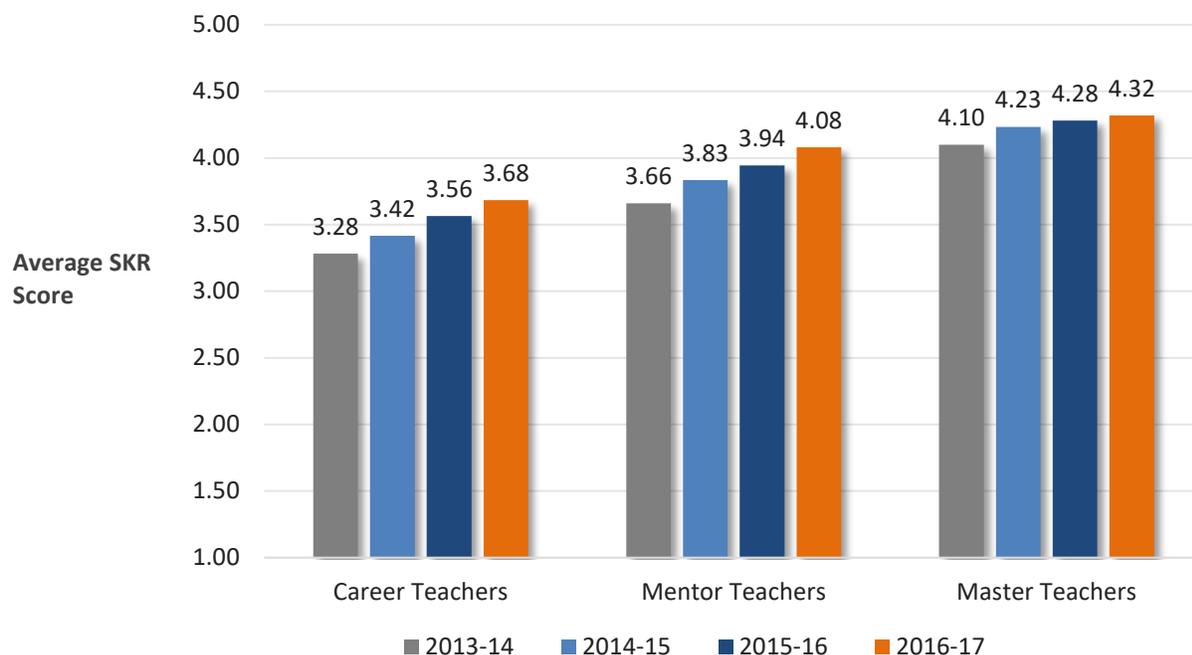


Figure 5. TIF-4 Teacher Average SKR Score by Role and Year.



Spotlight: Arizona and Louisiana Partner Districts

Researchers at Stanford’s Center for Education Policy Analysis published a study examining the growth of Mathematics and English Language Arts test scores among roughly 45 million students from the 2008-09 to 2014-15 school years (Reardon, 2017). The data includes over 11,000 school districts in the United States. According to this study, five high-need TAP school districts in Louisiana and Arizona were performing in the top 10% of all school districts nationwide – each gaining approximately six years’ worth of learning in five years (see Table 1).

Table 1. *High-Performing TAP Partner Districts According to Stanford’s Center for Education Policy Analysis*

STATE	SCHOOL DISTRICT	GROWTH AFTER 5 YEARS	NATIONAL PERCENTILE
Arizona	Gadsden Elementary School District #32	6.2	99
Arizona	Osborn School District #8	6.1	98
Louisiana	DeSoto Parish School System	5.9	96
Louisiana	Ascension Public Schools	5.8	94
Arizona	Avondale Elementary District	5.7	92

In what follows, we present more detailed information about these partner districts.

Gadsden Elementary School District #32 is serving over 5,000 pre-K to eighth grade students across eight schools in San Luis, Arizona. All of the schools in the district are designated as Title I schools. The district, which began implementing TAP in 2011-12, has shown significant improvement in student achievement. According to the analysis conducted at Stanford’s Center for Education Policy Analysis, Gadsden gained 6.2 years of growth in five years, which puts the district in the top 1% of districts nationwide.

Osborn School District #8 is currently serving almost 3,000 pre-K to eighth grade students across six schools in the central Phoenix area. More than 90% of students are eligible to receive free or reduced-priced lunch. In 2010, Osborn began implementing TAP districtwide as part of a Teacher Incentive Fund grant awarded to Arizona State University in partnership with NIET. Osborn School District gained 6.1 years of growth in five years, placing the district in the 98th percentile nationwide.

DeSoto Parish, located in northwest Louisiana, began implementing TAP in the 2008-09 school year. TAP implementation began in two schools and then expanded districtwide. Currently, the district is serving almost 5,000 K-12 students across nine schools; 61% of the students qualify for free or reduced-priced lunch. DeSoto Parish gained 5.9 years of growth in five years, placing the district in the 96th percentile nationwide.

Ascension Parish, headquartered in Donaldsonville, Louisiana, began implementing TAP in 2007. The district is currently serving over 22,000 grade K-12 students across 27 schools and four other programs. Ascension Parish has earned the state’s top “A” ranking for academic performance for five consecutive years and is currently ranked 4th in the state. Ascension Parish gained 5.8 years of growth in five years, placing the district in the 94th percentile nationwide.

Avondale Elementary District serves over 5,500 pre-K to eighth grade students across ten schools in Avondale, Arizona; nine of these schools qualify for Title I funding. The district has been implementing TAP since the 2011-12 school year and is the recipient of the 2014 TAP Award of Distinction. Avondale gained 5.7 years of learning in five years, putting the district in the top 10% nationwide.



Recap: National TAP Attitude Survey – 2017

For over a decade, NIET has administered the TAP Teacher and Administrator Attitude Survey annually in order to measure educator perceptions of the TAP System. The next section provides a brief summary of 1) teacher responses aggregated across all respondents and comparing an early adoption year (2005) to the most recent year (2017) and 2) administrator reported TAP System impacts for the most recent year. Additional details regarding these survey results can be found in Barnett et al., 2017b.

Teachers Report High Levels of Support for the TAP System and Collegiality

In 2017, 4,714 teachers (73% response rate) from 160 schools in 9 states completed the TAP Teacher Attitude Survey. As summarized in Figure 10 below, the levels of support for all four elements of the TAP System¹ are high and growing. The most notable increase is in the levels of support for performance-based compensation in TAP schools: from 49% in 2005 to 75% in 2017. Additionally, critics of performance measures and incentives for teachers often indicate such policies will result in competitiveness and a loss of collegiality among teachers. However, we find evidence of a high degree of collegiality in TAP schools – 94% of teachers in TAP schools agree with statements reporting a high level of collegiality in their schools, and over 73% report strong agreement.

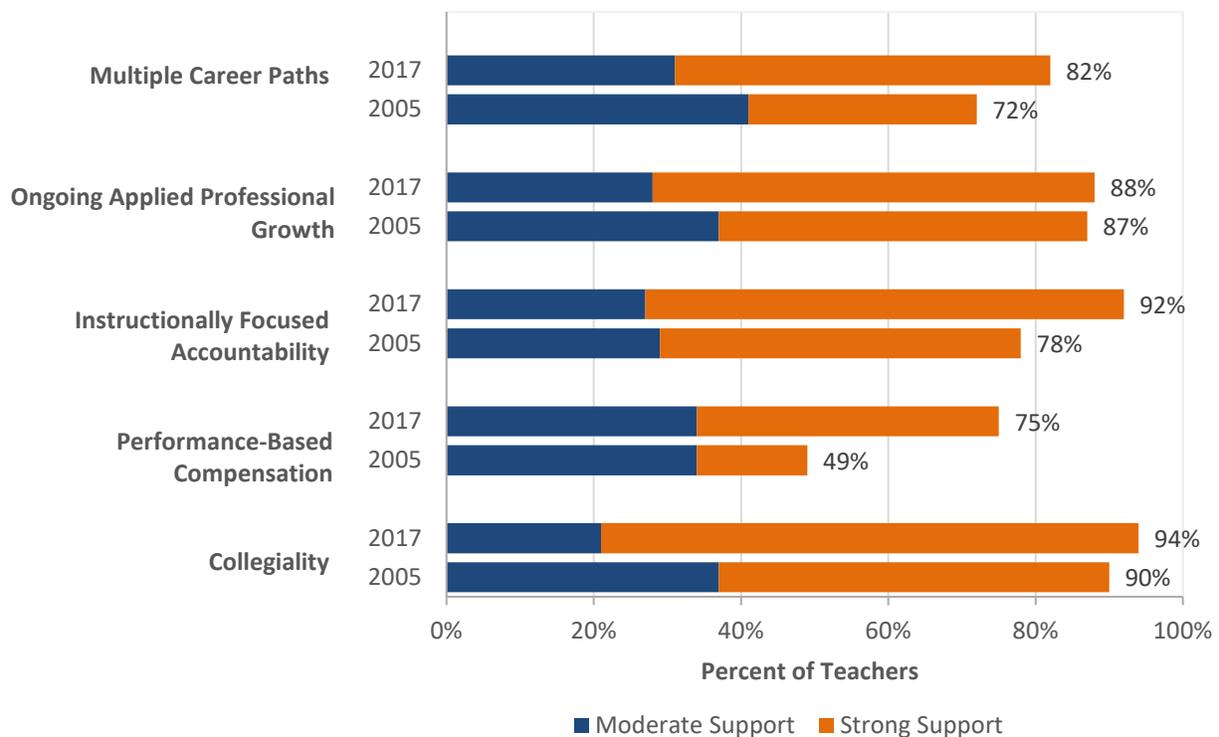


Figure 6. Reported Support Levels for Core Elements of TAP System and Collegiality from Teachers Nationwide.

¹ The five dimensions represented in this figure are constructed from multiple teacher survey items using factor analysis. Survey items are based on a 5-point Likert scale indicating agreement (1 = Not at all and 5 = Very Much). For reporting purposes on the four TAP elements and collegiality, the results are presented as Moderate (average response between 2.50 and 3.50 on the items for that factor) and Strong (average greater than 3.50 on the items for that factor).

Administrators Report TAP System Impacts on Teachers, Students and Schools

The substantially positive results from the TAP Teacher Attitude Survey summarized in the previous section are echoed by the 2017 TAP Administrator Attitude Survey. In 2017, 219 administrators responded to the TAP Administrator Attitude Survey. As summarized below in Figure 7 and Figure 8, principals overwhelmingly reported that TAP has a positive effect on teacher instructional practices, collegiality, student achievement, teacher effectiveness, and the retention of effective teachers.

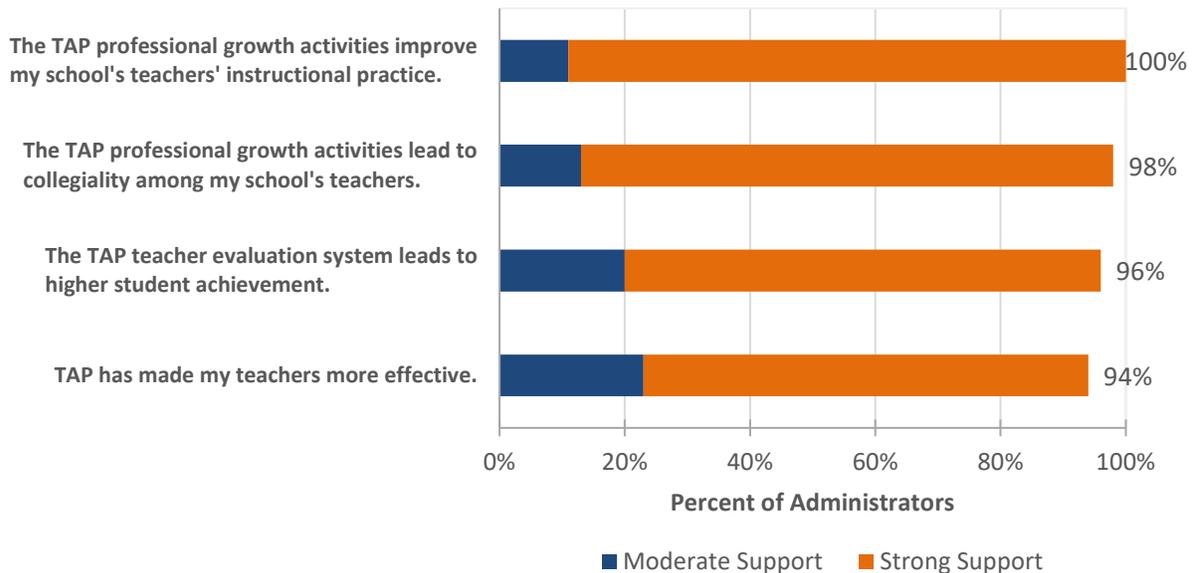


Figure 7. Reported TAP System Impacts on Teachers, Students and Schools from Administrators Nationwide.

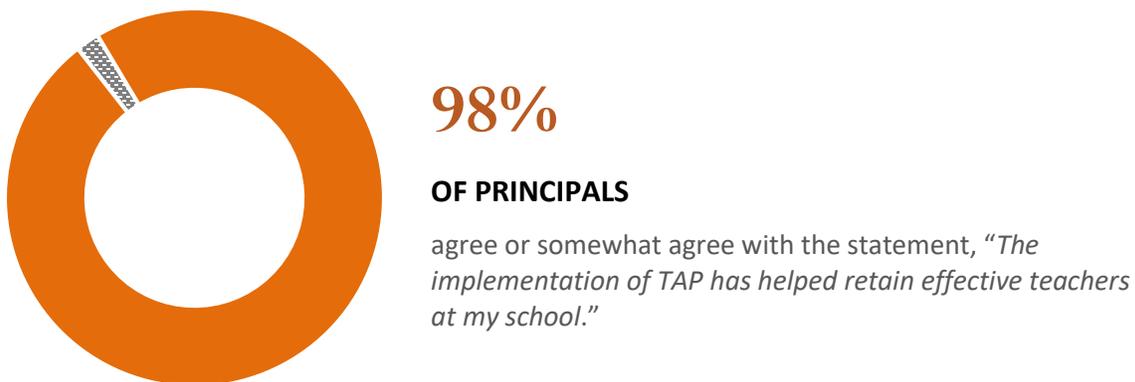


Figure 8. Reported TAP System Impact on Retention of Effective Teachers from Administrators Nationwide.

“In seven years, our school has moved from being a ‘D’ school to being on the verge of an ‘A’ school. Performance on standardized tests including the ACT and End of Course tests have increased dramatically. The graduation rate has increased from 66% to 96%. TAP is the foundation of our instructional program and has been a key factor in our success.”



Upcoming Projects

[In Their Words: What Teacher Leaders Need to Successfully Move Their Schools](#)

Throughout the years of implementing the TAP System across multiple states in hundreds of schools, NIET has learned a tremendous amount about the use of teacher leaders in schools. To add to this knowledge, NIET has conducted a series of interviews and focus groups with educators across several states nationwide to explore views of teacher leadership. This report will inform conversations about defining teacher leadership roles, the preparation of and support for teacher leaders in schools, as well as successes and challenges to using teacher leaders as a strategy to improve teaching and learning.

[Unified Voices: National Survey of Educators' Perceptions of Teacher Practices](#)

NIET's TAP Teacher and Administrator Attitude surveys are administered annually to assess educator perceptions of the TAP System and its implementation. In spring 2018, NIET administered the TAP Teacher and Administrator Attitude surveys to educators working in schools that implemented the TAP System during the 2017-18 school year. Almost 6,000 educators completed the surveys. This brief provides a glimpse into results that reveal teachers and administrators embrace the TAP System, believe that TAP is being well-implemented, and see positive impacts for themselves, their students, and the larger school environment.

[Double Impact: How Louisiana Partner Sites Achieve Large-Scale Growth](#)

In 2003, Louisiana began piloting *TAP: The System for Teacher and Student Advancement*, and since that time the number of TAP schools has expanded. Building on Barnett, Wills, & Kirby (2014), this study examines Louisiana TAP System schools and compares them to a propensity score matched comparison group to determine the impact of TAP System implementation on student achievement. Analysis includes schools that began implementing TAP between 2010-11 and 2012-13. Results indicate TAP System school students consistently and significantly outperform their matched school peers. Additionally, the effect sizes of student achievement growth in TAP schools were twice the size of those for student achievement growth in matched schools.

Conclusion

The TAP System stands out because of its track record of growth and success in raising student achievement in high-need schools. The research evidence also reveals several key reasons for TAP's positive impact: an evaluation system capable of differentiating teacher performance levels and providing detailed feedback for improvement, ongoing professional growth in classroom practice using student and teacher data to guide improvement, recruitment and retention of effective teachers, and the creation of a challenging, rewarding, and collegial environment focused on high-quality instruction and student learning.

Acknowledgements

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