Teachers in high needs schools receive a bonus based on evaluation ratings. Only teachers rated above a cut-off receive a bonus. Based on rationale that teachers close to the cut-off are similar in their likelihood of retention, the difference in outcomes of teachers on either side of the cut-off is attributed to the bonus. The effect is estimated by comparing the outcomes of teachers close to the cut-off point who received and did not receive a bonus. The effect is estimated by comparing the outcomes of teachers close to the cut-off point who received and did not receive a bonus. The effect is estimated by comparing the outcomes of teachers close to the cut-off point who received and did not receive a bonus.

Intervention evidence is indicated when teachers close to the cut-off point have different outcomes.

**Challenge**
Providing evidence that a TIF intervention had an effect on an outcome of interest when the intervention was not assigned at random.

**Question**
Do seemingly similar participants have different outcomes due to a treatment? For example, to what extent does a $10,000 bonus affect the retention of high-performing teachers in high needs schools?

**Requirement**
A continuous assignment variable based on a TIF policy cut-off point to assign different groups and data on the outcome of interest; in this example, teacher evaluation ratings and retention data.

**Solution**
Grantees can use the RDD design to identify an effect when there is a fixed cut-off point that divides participants into groups that did and did not receive the intervention.

**Analysis**
There is evidence for an effect if the level of the outcome is substantially different on either side of cut-off. The design works best when there is a substantial number of cases close to the cut-off point.

**Result**
RDD can provide estimates of program impact, in this case, the effect of a bonus program on teacher retention, such as, teachers receiving a bonus are 30% more likely to remain in a high needs school.