

# Performance Incentives and Strategic Staffing: *Learnings from Race to the Top*

NC Legislative Task Force on Effectiveness and  
Compensation  
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Based on the NC Race to the Top evaluation work of  
The Consortium for Educational Research and Evaluation–North Carolina

<http://cerenc.org>



# Overview

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***Compensation*** – Three General Areas for Action:

- Base Pay
- Differentiated Pay
- Incentive Pay

***Learnings from Race to the Top***

- Incentives
- State Strategic Staffing
- Local Strategic Staffing



# Recent Pay-for-Performance Studies

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- ***Traditional-Model Performance Incentives***: Little evidence that they increase student outcomes
- ***Individual vs. Team Incentives***: In general, does not matter whether the bonus is individual or team/school-based
- ***Teacher Behavior***: Little evidence that traditional-model performance incentives change teacher behavior
- ***Incentive Amount***: Unlikely that the amount of the bonus makes a difference; several in the studies were large
- ***Effectiveness Ratings***: Prelim. evidence that effectiveness ratings, in conjunction with related consequences, may impact composition of the teacher workforce

# Side Note: NC Effectiveness Ratings

## *Correlations between Teachers' Ratings by their Administrators and EVAAS Scores*

	<i>Across Schools</i>	<i>Within Schools</i>
Standard 1 (Leadership)	0.222	0.270
Standard 2 (Respectful Envir)	0.206	0.258
Standard 3 (Content Knowledge)	0.226	0.275
Standard 4 (Facilitates Learning)	0.241	0.284
Standard 5 (Reflection)	0.196	0.236
Composite Rating	0.227	0.281

$n = 8,322$

EVAAS scores correlated with administrators' views of their teachers' ability to facilitate learning, as well as of their content knowledge.

Source: Henry, G. T., Guthrie, J. E., Barrett, N., and Marks, J. T. (2014; Working Paper). An External Evaluation of Teacher Value-Added Estimates as Measures of Teacher Quality



# Side Note: NC Effectiveness Ratings

## *Correlations between Tripod Student Survey Results and EVAAS Scores*

TRIPOD Scales	Elementary	Secondary
Control	0.248	0.233
Challenge	0.353	0.309
Consolidate	0.184	0.246
Captivate	0.169	0.175
Clarify	0.221	0.237
Confer	0.267	0.118
Care	0.140	0.144

EVAAS scores correlated with students' views of their teachers' ability to manage the classroom, use advanced instructional practices, and explain.

Source: Henry, G. T., Guthrie, J. E., Barrett, N., and Marks, J. T. (2014; Working Paper). An External Evaluation of Teacher Value-Added Estimates as Measures of Teacher Quality

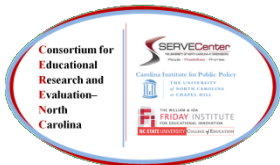


# RttT Pay-for-Performance Incentive

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- **Eligibility:** lowest 5% of elementary, middle, and high schools, as determined by Performance Composite and graduation rates (118 eligible schools)
- **2011 and 2012:** \$1,500 *school-wide incentive* for all certified staff in a school that makes “high growth”
  - 2011: 23 bonus winners
  - 2012: 35 bonus winners (only 8 repeats from 2011)
- **2013 and 2014:** \$1,500 school-wide still available, *plus additional \$500 individual bonus* for teachers whose classrooms exceed “expected growth” (determined by individual value-added composites)

<http://cerenc.org/wp-content/uploads/2011/10/FINAL-Bonus-Incentive-Program-Report-8-29-13.pdf>



# RttT P4P: Impact on Practice

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- Very little awareness of the existence of the incentive
- Almost all teachers, whether awarded or not, said incentives would not change their teaching behavior or practices:

“[Incentives] are not going to change anything about the way I teach . . . I may make better records if that’s what’s required, [but] it’s not going to really change anything. We don’t teach to get extra money. It’s not why we do it.”

- More teachers support school-wide (75%) rather than classroom-level bonuses (25%)
- Most would rather see across-the-board salary increases than P4P bonuses:

“[Current teacher pay] is disrespectful. We’re educators. We help to bring about every profession in the world. We teach. People have to come to school to learn the work they do in the board room, in the operating room, wherever they are. And the value is not given to what we do. We can work all year and make maybe a tenth of what the doctor makes, or less, in just one operation.”

<http://cerenc.org/wp-content/uploads/2011/10/FINAL-Bonus-Incentive-Program-Report-8-29-13.pdf>



# Defining Strategic Staffing

Element	Approaches to Operationalization	
Focus on High-Need Schools	<b>School identification based on:</b> <ul style="list-style-type: none"> <li>Measures of student socioeconomic characteristics</li> <li>Size of special needs population</li> <li>Teacher turnover rates</li> <li>NC ABCs Performance Composites and other measures of student achievement and/or growth</li> <li>Judicial mandate</li> </ul>	
Focus on Differentiation of Educator Effectiveness	<b>Differentiation based on:</b> <ul style="list-style-type: none"> <li>Student performance and/or growth (via value-added modeling or some other method)</li> <li>Formal and informal educator evaluations</li> <li>Voluntary participation in optional school programs</li> <li>Other qual. measures (e.g., evidence of leadership, results of mandatory re-application for positions, etc.)</li> </ul>	
Incentives in Support of High-Need School and Teacher Differentiation Foci	<b>Individual incentives based on:</b> <ul style="list-style-type: none"> <li><b>Actions</b> <ul style="list-style-type: none"> <li>Development of exemplary teaching materials</li> <li>Willingness to move to a within-LEA target school</li> <li>Willingness to take on leadership roles</li> <li>Willingness to take on challenging teaching assignments</li> </ul> </li> <li><b>Performance</b> <ul style="list-style-type: none"> <li>Student performance and/or growth</li> <li>Educator evaluation results</li> </ul> </li> </ul>	<b>Other incentives:</b> <ul style="list-style-type: none"> <li>Grade- and school-wide incentives based on grade-level or school-wide student performance and/or growth (including incentives for non-certified staff)</li> <li>Incentives in support of targeted professional development and additional coursework</li> <li>Recruitment incentives</li> <li>Retention incentives</li> <li>Non-financial incentives (e.g., housing, equipment, etc.)</li> </ul>

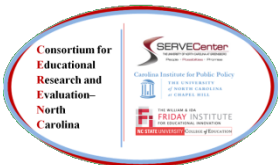


# State Strategic Staffing Efforts

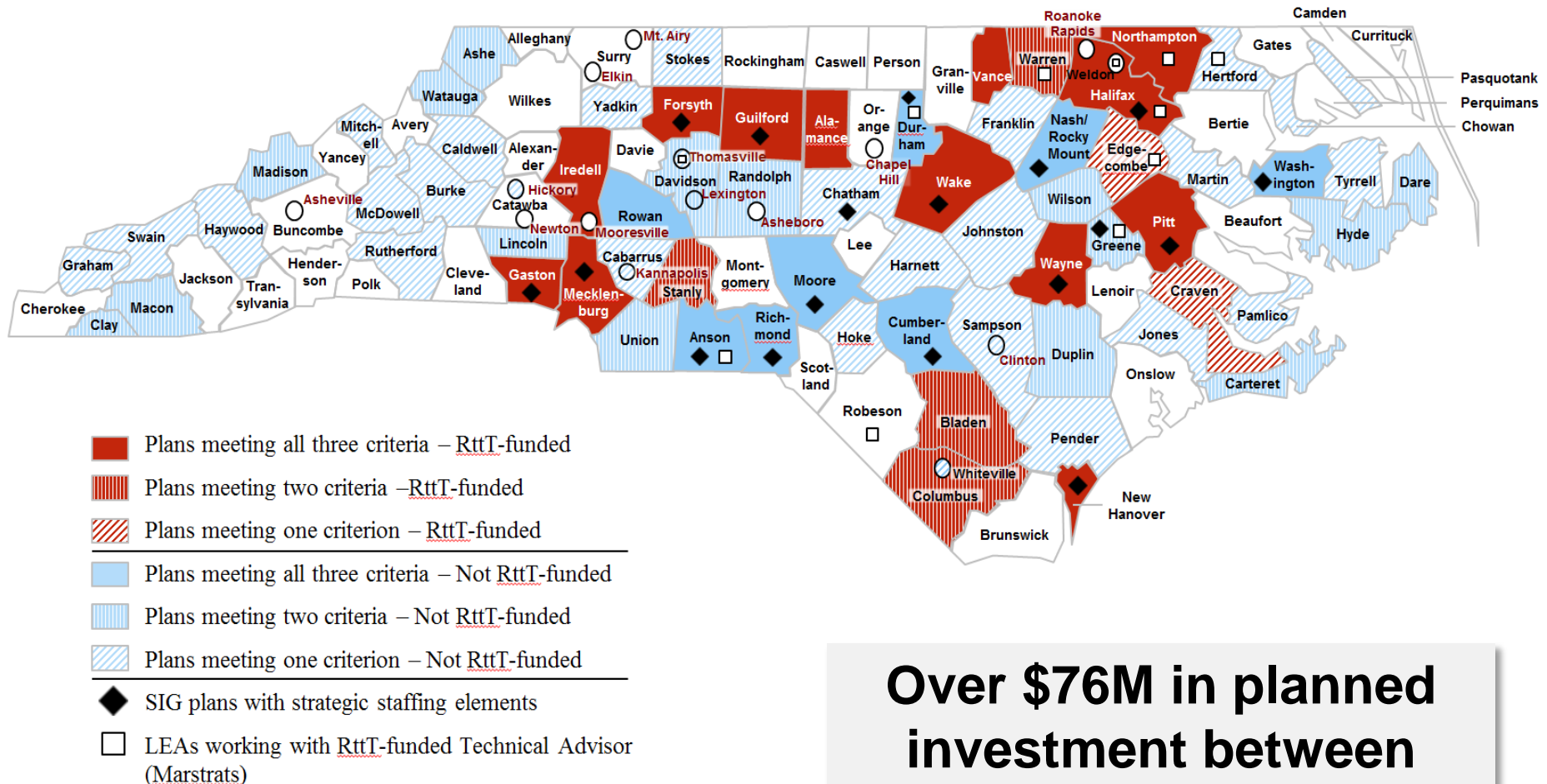
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- Annual \$5,360 voucher for tuition, housing, loan repayments (2011-12 through 2013-14) for qualified teachers who move to identified schools
- 10 LEAs and 30 schools with low graduation rates and low performance history were selected
- Anticipated 181 participating teachers; six teachers qualified in 2011-12, and six more qualified in 2012-13
- In Spring 2013, two teachers were no longer in their schools
- No teacher reported transferring due to the incentive

<http://cerenc.org/wp-content/uploads/2011/10/FINAL-State-Strategic-Staffing-8-29-13.pdf>



# Local Strategic Staffing Plans in NC



**Over \$76M in planned investment between 2010 and 2014**

# Example of a RttT-funded Plan

## Wayne County

**The Plan:** Individual- and school-level incentives for certified and classified staff, for retention and professional development, as well as for classroom- and school-level indications of improvement in student performance.

- RttT-funded, with potential for increases to some incentives for 2014-15 school year, pending approval of no-cost extension and availability of funds.
- **Focus on High-Need Schools/Populations:**
  - Available at one hard-to-staff middle school with a historical performance composite below 60%
- **Differentiation of Teacher Effectiveness:**
  - Individual incentives available to teachers (and associated classified staff) who have demonstrated exceptional student growth (via EVAAS-adjusted estimates and/or teacher evaluation data)

- **Incentives:**
  - 7 days additional pay for participation in 40+ hours of professional development
  - Recruitment/retention pay for new/returning teachers and classified staff
  - Mix of school-wide and individual-level performance incentives
  - Total incentive pay up to \$4,500 (teachers), \$2,750 (classified staff)



# Example of a non-RttT-funded Plan

## Cumberland County

### *Locally-Funded Plan* (2007)

- **Focus on High-Need Schools/Populations** – 10 schools identified based on:
  - Overall academic progress (proportion of students performing below grade on EOGs/ EOCs;
  - Proportion of students classified as socio-economically disadvantaged;
  - Proportion of identified special needs students; and
  - School's recruitment success with and retention rates of highly effective teachers.
- **Differentiation of Teacher Effectiveness:** Program recruits National Board Certified Teachers and highly effective teachers (measured by academic growth [standardized test scores and EVAAS estimations of teacher value-added]) in target licensure areas.
- **Incentives:** Stipend (up to \$12,000/yr) available for up to 30 teachers.

The LEA reports that, to this point, retention rates for participants have been high.

**SIG-Funded Plan** (2011): School turnaround model at one high school includes an incentive program with some strategic staffing elements, including school- and individual-level pay-for-performance based on student achievement as demonstrated via EOCs.

[http://cerenc.org/wp-content/uploads/2011/10/Strategic-staffing\\_1stYear-Report\\_-FINAL-09-24-2012.pdf](http://cerenc.org/wp-content/uploads/2011/10/Strategic-staffing_1stYear-Report_-FINAL-09-24-2012.pdf)

