

Teacher Compensation and Strategic Staffing: Lessons from Race to the Top

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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

I. Compensation Options

Lessons from Race to the Top:

II. Pay-for-Performance (Incentive-Only)

III. Strategic Staffing (Differentiated Pay)

- State Strategic Staffing
- Local Strategic Staffing

IV. Summary and Recommendations

I. Compensation

Compensation

Three General Areas for Action:

- Base Pay
- Incentive Pay (including Pay-for-Performance)
- Differentiated Pay

II. Pay-for-Performance

RttT Pay-for-Performance Incentive

- **Eligibility:** Lowest 5% of schools (118 eligible schools)
- **2011 and 2012:** \$1,500 school-wide incentive for making “high growth”
 - **2011:** 23 bonus winners
 - **2012:** 35 bonus winners (but only 8 repeats from 2011)
- **2013 and 2014:** \$1,500 school-wide, plus additional \$500 individual bonus for some teachers (based on individual value-added)

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

RttT P4P: Impact

- Little evidence of impact on student performance
- Most 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 are looking for across-the-board salary increases ahead of performance-based incentives:

“[Current teacher pay] is disrespectful. . . . [V]alue is not given to what we do.”

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

Other Recent Pay-for-Performance Studies

In other states:

- Little consistent evidence that traditional P4P-only incentives increase **student outcomes**
- Whether incentives are individual or team does not appear to make a difference
- Little consistent evidence that **teacher behavior** changes because of presence of P4P-only incentives
- Incentive amount does not appear to matter: Several programs studied offered large incentives

III. Strategic Staffing

The Strategic Staffing Landscape

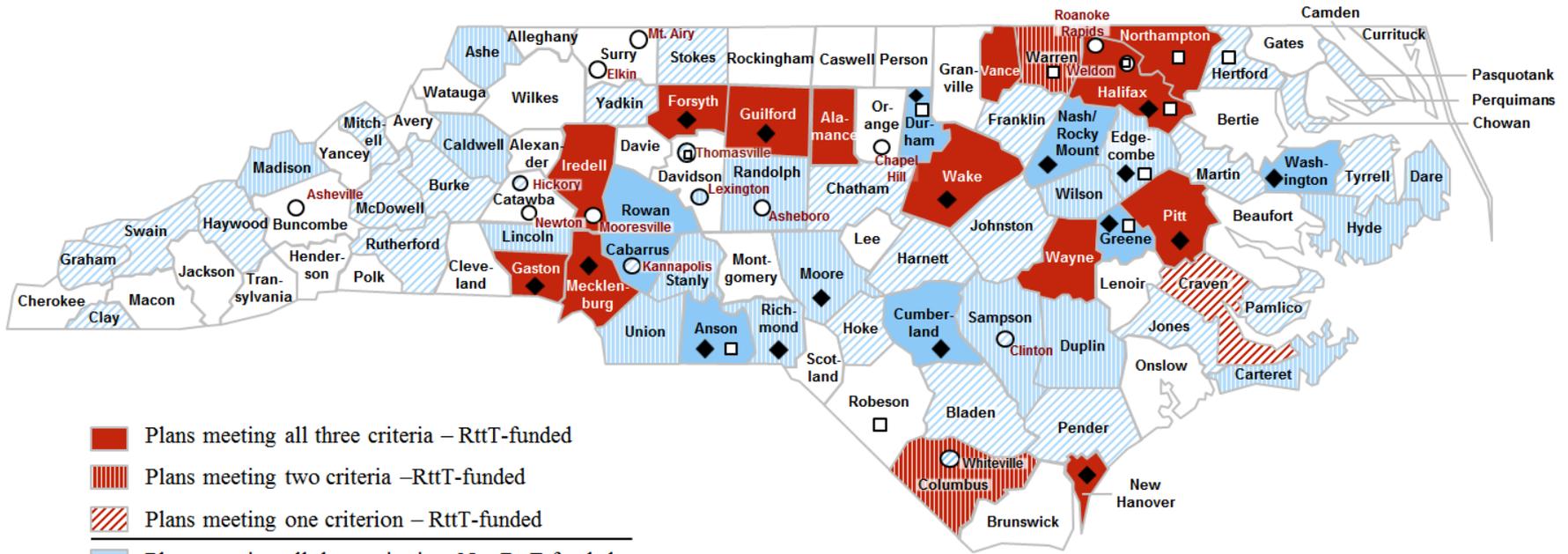
Element	Approaches to Operationalization	
<p>Focus on High-Need Schools</p>	<p><i>School identification based on:</i></p> <ul style="list-style-type: none"> • Measures of student socioeconomic characteristics • Size of special needs population • Teacher turnover rates • NC ABCs Performance Composites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

State Strategic Staffing Efforts (RttT)

- **Incentive:** Annual \$5,360 voucher for tuition, housing, loan repayments for qualified teachers who moved to identified schools
- **Eligibility:** 10 districts and 30 schools with low graduation rates and low performance history
- **Scope:** Anticipated 181 participating teachers; however, only six teachers qualified in 2011-12, and six more in 2012-13
 - By Spring 2013, two teachers had left 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>

Recent Local Strategic Staffing Plans in NC



**Over \$76M invested
between 2010 and 2014**

Example of a Strategic Staffing Plan (Wayne Co.)

- ***The Plan:***
 - Individual- and school-level incentives for retention, prof. devel., and/or classroom- and school-level student performance
- ***Focus on High-Need Schools/Populations:***
 - Available at one hard-to-staff, underperforming middle school
- ***Differentiation of Teacher Effectiveness:***
 - Individual incentives for teachers who demonstrated exceptional student growth (via EVAAS estimates and/or teacher eval. data)
- ***Incentives:***
 - 7 days additional pay for 40+ hours of professional development
 - Recruitment/retention pay for new/returning teachers
 - Mix of school-wide and individual-level performance incentives
 - Total incentive pay up to \$4,500 (teachers), \$2,750 (classified staff)

IV. Summary and Recommendations

Summary

- **The Past Should Guide the Future:** The state has experimented with many alternative pay plans over the years
 - **P4P Alone Is Not Enough:**
 - There is no consistent evidence that performance incentives alone have a meaningful, sustained impact on recruitment, retention, or student performance
 - Teachers report that they are not motivated by performance incentives in isolation
 - **Districts Can Lead the Way on Strategic Staffing:** Many districts have designed and administered local-context strategic staffing plans—but few have been rigorously evaluated
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Recommendations

- Continue to fund across-the-board salary increases to approach regional parity & stem salary-based attrition
 - Fund multiple strategic staffing differentiated pay pilots **that build on past state and local efforts**
 - *Pilot scope:* At least 3 years in 6 to 8 representative districts (urban/rural; low-wealth/higher-wealth; Mountain/Piedmont/Coastal)
 - Require fully-realized strategic staffing differentiated pay plans, not incentive-only plans; **prioritize existing plans with defensible track records**
 - Support robust evaluations of the pilots
 - Prioritize within-district staffing outcomes (redistribution, retention, school climate) over recruitment or student achievement outcomes
 - Commit to scaling up statewide the best of these options after the third year
 - Allow districts to choose among “winning” options
 - Plan for sustainability
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