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# Performance Incentives and Strategic Staffing: *An Evaluation Update*

State Board of Education  
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RttT Incentives, State Strategic Staffing,  
and Local Strategic Staffing Evaluation Teams

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# Overview

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- ***Legislative Action in 2014*** – Three Possible Areas for Action:
  - Base Pay
  - Differentiated Pay
  - Incentive Pay
- ***Lessons 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 these studies were large
- ***Effectiveness Ratings:*** Some evidence that ratings—and, by extension, opportunities to receive bonuses based on them—may impact composition of the teacher workforce

# 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	<p><b>School identification based on:</b></p> <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	<p><b>Differentiation based on:</b></p> <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	<p><b>Individual incentives based on:</b></p> <ul style="list-style-type: none"> <li>• <i>Actions</i> <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>• <i>Performance</i> <ul style="list-style-type: none"> <li>○ Student performance and/or growth</li> <li>○ Educator evaluation results</li> </ul> </li> </ul>	<p><b>Other incentives:</b></p> <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

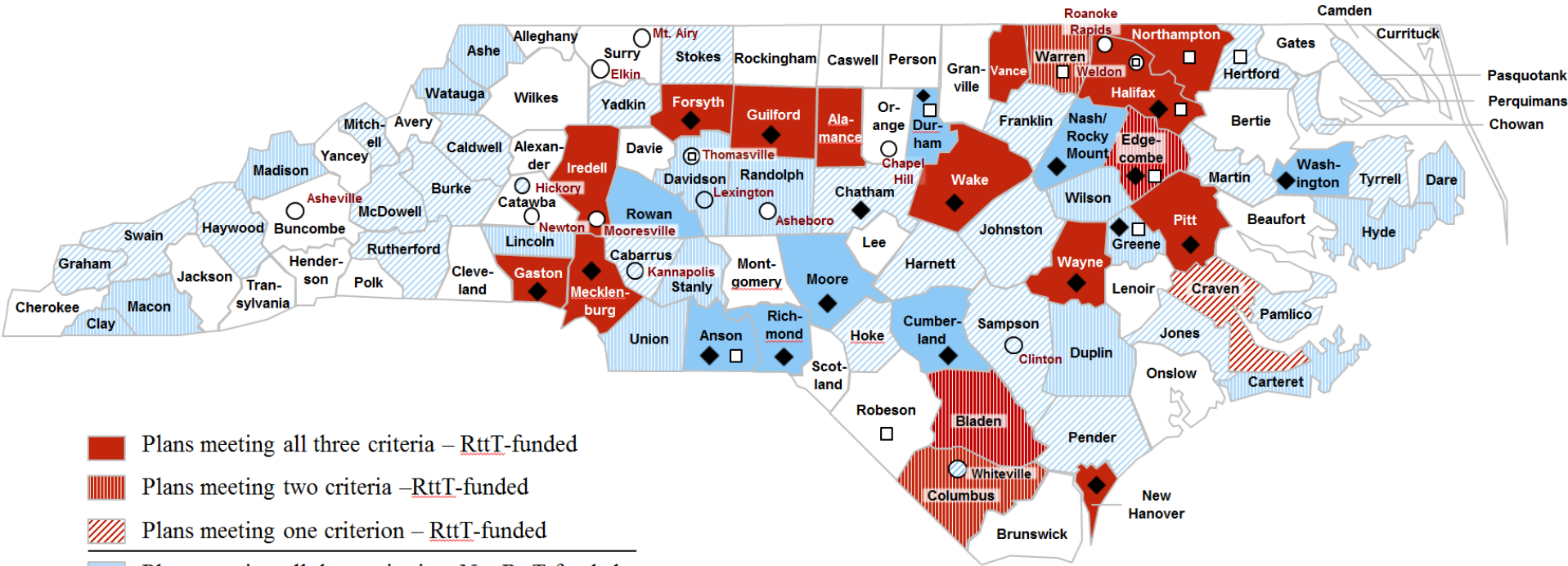
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- Annual \$5,360 voucher for tuition, housing, loan repayments (2011-12 through 2013-14) for qualified teachers who move to identified schools
- 10 LEAs and 30 schools with low graduation rates and low performance history were selected
- Anticipated 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



- Plans meeting all three criteria – RttT-funded
- Plans meeting two criteria – RttT-funded
- Plans meeting one criterion – RttT-funded

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- Plans meeting all three criteria – Not RttT-funded
- Plans meeting two criteria – Not RttT-funded
- Plans meeting one criterion – Not RttT-funded

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- SIG plans with strategic staffing elements
- LEAs working with RttT-funded Technical Advisor

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





# Example of a RttT-funded Plan

## Pitt County

**The Plan:** Teacher Leadership Cohort (TLC) - small groups of highly effective teachers who volunteer to transfer to a lower-performing school.

- Piloted at one school in 2010-11; expanded in 2011-12 to include more teachers in six schools.
- **Focus on High-Need Schools/Populations:**
  - Schools with performance composite below 60%, and
  - Schools that made progress toward achieving court-ordered unitary status measures
- **Differentiation of Teacher Effectiveness:**
  - Only available to teachers who have demonstrated exceptional student growth (via raw growth measures, EVAAS-adjusted estimates, and/or teacher evaluation data)
- **Incentives:**
  - Two weeks of paid, targeted professional development
  - iPad
  - Opportunity to move their children to the schools to which they transfer
  - Stipend (\$3,000)

[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)



# 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)

