

Bibliography

Alternative Compensation Program Evaluation

This annotated bibliography contains publications that discuss measures used in evaluating the performance of educators and schools, especially as those evaluations relate to compensation.

This bibliography presents findings from a thorough scan of the literature. CECR does not necessarily promote the ideas shared in the publications but seeks to present the reader with a comprehensive list of recent relevant publications on various subtopics of compensation reform.

Each citation includes the following information:

- The title, author, source, and date of publication
- The publication type—CECR has typed each publication according to one or more of the following eight publication types.
 - **Scientific research:** Peer-reviewed reports on quantitative or qualitative research
 - **Rigorous research:** Peer-reviewed reports on research of a more general nature
 - **Case study:** Systematic reviews of one or more individual compensation reform initiatives
 - **Policy paper:** Reports on public policies affecting educator compensation reform
 - **Issue paper:** Brief overviews of specific educator compensation reform topics of interest that might prove useful to those implementing such programs
 - **Information guide:** Practical suggestions for implementing educator compensation reform programs
 - **Literature review:** Systematic evaluations of educator compensation reform research or reflections on the current state of the art
 - **Perspective piece:** First-person reflections offering perspective or personal experience with educator compensation reform programs
- A link to the publication if it is electronically available
- An abstract of the publication

Assessment of a Merit Pay Program for School District Administrators

Author(s): Heneman, H. G., & Young, I. P. Date: 1991

Source: *Public Personnel Management*, 20(1), 35–47

Type: Scientific research

Full text: URL not available

Abstract: This report is an evaluation of a merit pay program instituted in 26 elementary schools, seven middle schools, and five high schools in a Midwestern school district. The program also includes approximately 60 district business administrators from the district. The evaluation incorporated interviews and questionnaire information to determine the success of the merit pay program. This evaluation also offers policy implications for the reader.

Assessment of the Motivational Reactions of Teachers to School-Based Performance Award Programs

Author(s): Heneman, H. G., III. Date: 1998

Source: *Journal of Personnel Evaluation in Education*, 12(1), 43–59

Type: Scientific research; case study

Full text: URL not available

Abstract: This article presents a case study of the School-Based Performance Award (SBPA) program implemented in the Charlotte-Mecklenburg Schools (CMS) and the initial results of the impact of the program on teacher motivation. The theoretical framework of the SBPA program is based on expectancy theory, which suggests that in an SBPA program, teachers' job performance is defined by student achievement results. The SBPA in CMS aimed to improve student achievement by increasing accountability and improving instruction. Data collected for the study was done by administering interviews of school principals and teachers that focused on their goals within, and expectations for, the programs. Initial results suggest that the student achievement goals of the program were considered to be understandable and that they should be held accountable for reaching achievement goals. Furthermore, the study discusses results on the perceptions of the SBPA by teachers and principals.

Catalyst for Change: Pay for Performance in Denver: Final Report

Author(s): Community Training and Assistance Center. Date: 2004

Source: Boston: Community Training and Assistance Center

Type: Rigorous research

Full text: <http://www.ctacusa.com/PDFs/Rpt-CatalystChangeFull-2004.pdf>

Abstract: The Denver Pay-for-Performance plan was created under the joint sponsorship of the Denver Public Schools and the Denver Classroom Teachers Association. The pilot program was run from 1999-2003 in hopes of creating a link between student achievement and teacher compensation. This report details the pilot program and investigates the effect the pilot had on student achievement as well as the teachers. Collecting data from pilot schools in the form of surveys and interviews of all stakeholders in education, a quantitative analysis suggests that the pilot program positively affected student achievement.

Does Merit Pay Reward Good Teachers? Evidence From a Randomized Experiment

Author(s): Dee, T. S., & Keys, B. J. Date: 2004

Source: *Journal of Policy Analysis and Management*, 23(3), 471–488

Type: Rigorous research; policy paper; case study

Full text: URL not available

Abstract: In this article, new evidence is presented regarding the ability of the merit pay structure to properly reward teachers for increased student achievement. The data for the study are taken from Tennessee's Career Ladder Evaluation System, and Tennessee's Project STAR (Student Teacher Achievement Ratio), which randomly assigned students and teachers in different-size classrooms in an attempt to measure the relative quality of teachers certified in the Career Ladder Evaluation System. Analysis of the data suggests mixed success of the Career Ladder system in rewarding teachers who improved student achievement. While there was a slight increase in mathematics scores (3 percentile points), increases in reading scores were statistically insignificant.

Dollars and Sense

Author(s): Keys, B. J., & Dee, T. S. Date: 2005

Source: *Education Next*, 1

Type: Issue paper

Full text: <http://educationnext.org/dollars-and-sense/>

Abstract: Merit-pay programs implemented in Tennessee were designed as career ladders. The career ladder programs were designed to reward teacher performance while not basing rewards on student achievement. These programs delivered mixed results among teachers. Teachers who participated in the career ladder program saw higher gains in performance of their students versus teachers who did not.

The Effect of Performance-Pay in Little Rock, Arkansas, on Student Achievement

Author(s): Winters, M., Greene, J. P., Ritter, G., & Marsh, R. Date: 2008

Source: Nashville, TN: National Center on Performance Incentives

Type: Scientific research

Full text: http://www.performanceincentives.org/data/files/directory/ConferencePapersNews/Winters_et_al_2008_21.pdf

Abstract: This paper evaluates the impact of the pay-for-performance program in Little Rock, Arkansas. The authors use student achievement data to examine the effect of the program. The data analysis showed that students of teachers who received financial incentives under the program did have higher overall test score gains than students of other teachers. The authors conclude that the program has appeared to make small improvements in student achievement.

The Effectiveness of the Teacher Advancement Program

Author(s): Solmon, L. C., White, J. T., Cohen, D., & Woo, D. Date: 2007

Source: Santa Monica, CA: National Institute for Excellence in Teaching

Type: Scientific research; policy paper

Full text: <http://www.fldoe.org/dpel/pdf/effectiveness-of-TAP.pdf>

Abstract: This report examines the Teacher Advancement Program (TAP) and its impact on both students and teachers. TAP is a national alternative compensation model that includes components designed to improve instructional quality and to raise teacher salaries. Relying on student achievement data from two sites where TAP was implemented, the authors compare teachers and schools that have implemented TAP to those that have not. Results indicate a smaller number of TAP teachers scoring below average growth than the control group. The authors also provide evidence that TAP schools out-perform non-TAP schools in math and reading assessment. Further, TAP schools seem to perform comparably to non-TAP school in successfully meeting state AYP goals. The authors also explore teacher opinions of TAP using survey data. Analysis indicates that TAP teachers experience more opportunities designed to improve instructional effectiveness than do non-TAP teachers.

An Evaluation of Teacher Performance Pay in Arkansas

Author(s): Winters, M. A., Ritter, G. W., Barnett, J. H., & Greene, J. P. Date: 2007

Source: Unpublished manuscript, University of Arkansas–Fayetteville

Type: Scientific research; rigorous research

Full text: http://www.uark.edu/uader/Research/performance/performance_pay.pdf

Abstract: This report examines the impact of a pay-for-performance pilot implemented in Little Rock, Arkansas. The Achievement Challenge Pilot Project (ACPP) began in 2003, offering teachers financial incentives for improved student achievement on the Stanford Achievement Test (SAT). Relying on student-level test score data and comparing the results of students whose teachers participated in the pilot to the results of students whose teachers did not, the authors concluded that offering bonuses to teachers increased mathematics proficiency among the treatment group.

An Evaluation of the Teacher Advancement Program (TAP) in Chicago: Year One Impact Report

Author(s): Glazerman, S., McKie, A., & Carey, N. Date: 2009

Source: Washington, DC: Mathematica Policy Research

Type: Scientific research

Full text: http://www.mathematica-mpr.com/publications/PDFs/Education/TAP_rpt.pdf

Abstract: In 2007, district school officials in the city of Chicago decided to implement the Teacher Advancement Program in their schools. Partially funded by a Teacher Incentive Fund grant, the Chicago TAP program follows the national model, with the exception that the compensation amounts in Chicago are determined locally. For this report, Mathematica staff members performed an impact study on the effects of the first year of the Chicago TAP program. The team designed a randomized, controlled experiment in which 16 CPS elementary schools were assigned to either a treatment group (that began TAP in the 2007-2008 school year) or control group (that did not begin TAP until the 2008-2009 school year). As a result of the study, the researchers found no statistically significant differences in student test scores between the treatment and control groups. On the other hand, treatment schools were found to have higher teacher retention rates than their matched comparison group. In general, the implementation of the TAP program in Chicago “significantly affected teaching support received and compensation expectations in TAP schools” (p. 39) but did not greatly affect student achievement, as measured by reading and mathematics tests.

Evaluation of Year One of the Achievement Challenge Pilot Project in the Little Rock Public School District

Author(s): Barnett, J. H., Ritter, G. W., Winters, M. A., Greene, J. P., Barnett, J. H., Ritter, G. W., et al. Date: 2007

Source: Fayetteville, AR: Department of Education Reform, University of Arkansas

Type: Rigorous research

Full text: http://www.uark.edu/ua/der/Research/merit_pay.html#full_text

Abstract: This report evaluates Year 1 of the Achievement Challenge Pilot Project (ACPP) merit pay program in the Little Rock (Arkansas) School District. Relying on data collected from the District as well as teacher surveys, it was found that students in schools where the pilot program was operating showed improvement in mathematics test scores. Teachers who participated in the pilot program were found to be more satisfied with their salaries than teachers who did not participate in the program. Teachers in the pilot program were no more innovative, likely to work, or counterproductive than teachers not in the program.

The Impact of the Teacher Advancement Program on Student Achievement, Teacher Attitudes, and Job Satisfaction

Author(s): Schacter, J., Schiff, T., Thum, Y. M., Fagnano, C., Bendotti, M., Solmon, L., et al. Date: 2002

Source: Santa Monica, CA: Milken Family Foundation

Type: Rigorous research

Full text: URL not available

Abstract: This study analyzes the achievement of students in schools in Arizona and the effects of the Teacher Advancement Program (TAP) on teachers' attitudes and satisfaction. Survey data show that teachers supported the different components of TAP, but that far fewer teachers supported TAP's accountability or pay for performance. The study found that the schools that implemented TAP had greater student achievement gains although these gains varied across the schools.

The Implementation and Early Findings From a Professional Development and Performance Based Teacher Compensation System

Author(s): Mathis, W. J. Date: 2002

Source: Paper presented at the Annual Meeting of the American Educational Research Association, April 1–5, 2002, New Orleans, LA

Type: State or regional reports

Full text: URL not available

Abstract: This paper described the process used at the Rutland Northeast school district in Vermont in developing a new teacher compensation system that links teacher compensation to school and district goals instead of student achievement test scores. Under the new system, teachers present a professional portfolio, which mirrors the state's relicensing criteria, to a committee made up of board members, administrators, and peers. This portfolio contains annual professional-growth plans, annual summative evaluations, and evidence of meeting the state standards. Requirements may be met by a combination of courses, workshops, mentoring, public engagements, or any other appropriate academic activity. They avoid direct links of achievement test scores to teacher pay. They also emphasize a plan for a smooth transition from an old to a new system. The author summarizes six factors leading to the successful program adoption, including: all teachers can participate, professional development is broadly defined, group activities are counted, sufficient development and implementation time is provided, the boards and teachers have leadership maturity, and the plan progresses with recognition of local culture and synergy. The author reports preliminary findings from the implementation of the program in the first two years. The transition to the new compensation system has been smooth because of the consistency of the committees and the mature leadership of school board members, administrators, and teachers.

The Massachusetts Signing Bonus Program for New Teachers: A Model of Teacher Preparation Worth Copying?

Author(s): Fowler, R. C. Date: 2003

Source: *Education Policy Analysis Archives*, 11(13)

Type: State or regional reports

Full text: <http://epaa.asu.edu/epaa/v11n13/>

Abstract: This article uses review of state government documents to examine the effectiveness of the Massachusetts signing bonus (and fast-track training) program for new teachers in recruiting new teachers in the state. The author argues that the cross-country recruiting efforts were expensive, relative to the number of teachers recruited, in part due to recruitment efforts in higher salary states that often had teacher shortages. The author finds that 41 percent of the teachers were working in high-needs districts. The author argues that there was inconsistent commitment by the state to meeting the needs of high-needs districts. The author finds that program participants had higher rates of attrition than found in a national sample and argues that the rate of migration out of high-needs schools was high. The author reviews program evaluations and argues that official statements about the program's effectiveness have not always been well supported by the evidence. The author then argues that this evidence suggests alternative training programs for teachers may not be effective at recruiting high numbers of teachers into the teacher workforce. The author concludes with a recommendation that experimental programs for recruiting teachers be evaluated independently.

Measurement Error or Meaningful Change?

The Consistency of School Achievement in Two School-Based Performance Award Programs

Author(s): Milanowski, A. T. Date: 1999

Source: *Journal of Personnel Evaluation in Education*, 12(4), 343–363

Type: Scientific research

Full text: URL not available

Abstract: This paper looks at data from Kentucky and the Charlotte-Mecklenburg, North Carolina, school district school-based performance award programs. Due to the possibility for measurement error, the researchers look at data points over time to determine whether improvements in student achievement were based on meaningful change or statistical error. The research concludes with a discussion of potential reasons for the inconsistencies observed in school classifications.

Merit Pay and the Evaluation Problem: Why Most Merit Pay Plans Fail and a Few Survive

Author(s): Murnane, R. J., & Cohen, D. K. Date: 1986

Source: *Harvard Educational Review*, 56(1), 1–17

Type: Scientific research

Full text: URL not available

Abstract: Applying microeconomics to the issues of merit pay, this article examines why most merit pay systems have failed and samples a few districts that have had success with merit pay plans. A historical review shows that merit pay systems were considered and implemented as early as 1918. Since that time, interest has grown both in paying teachers based on merit and on the impact of that reward structure. The authors argue that the merit pay models, as commonly implemented, have failed to motivate teachers to perform at higher levels. Interviews with principals revealed that merit pay systems are viewed as a hindrance and can be decisive, hampering their abilities to work effectively and closely with teachers. The authors note that teacher performance evaluations should be carried out by experienced and knowledgeable administrators to be effective in determining performance-based incentives. In evaluating merit pay systems that have been implemented successfully, the authors found no evidence of sustained merit pay systems in urban districts, but did find evidence of success among a large number of smaller districts of homogenous students. The authors examined six school districts and found similar characteristics among them: they were the top ranked districts in their regions, the working conditions were positive, and the salaries were higher than other areas and were supplemented by merit pay. Other characteristics of these compensation systems were noted as having attributed to their success: making everyone feel important, extra pay for extra work, and teacher participation in the plan design. However, these six systems did not appear to have impacted overall teacher quality, how teachers taught their students, or overall teacher motivation.

New Teachers and the Massachusetts Signing Bonus: The Limits of Inducements

Author(s): Liu, E., Johnson, S. M., & Peske, H. S. Date: 2004

Source: *Educational Evaluation and Policy Analysis*, 26(3), 217–236

Type: Scientific research; state or regional reports

Full text: URL not available

Abstract: This study used longitudinal interview data with 50 new Massachusetts teachers (13 of whom received bonuses) to investigate inducements and responses to the Massachusetts signing bonus and associated alternative teacher preparation program. The authors found that the financial inducement (\$20,000 in four years) was a relatively weak inducement to enter teaching and that the alternative route into teaching was valuable to midcareer entrants into teaching. The alternative route was important because of the perceived high cost in terms of time and money of traditional teacher preparation programs. Although the bonus was paid out over time, it played little or no role in teacher retention. Instead, whether teachers were retained depended on school working conditions and whether teachers felt successful. The authors argue that the \$20,000 signing bonus was not effective in achieving its goals of inducing into the classroom those who never would have considered teaching. They also argue that lack of support for alternatively prepared teachers in the schools caused an inability to retain those teachers who received the bonus. Policy recommendations include improving the training provided in the alternative preparation program, focusing efforts to support teachers on the high-needs school Massachusetts Signing Bonus Program, and/or fully funding induction programs for all teachers.

The NYC Teacher Pay-for-Performance Program: Early Evidence From a Randomized Trial

Author(s): Springer, M. G., & Winters, M. A. Date: 2009

Source: New York: Manhattan Institute

Type: Rigorous research; case study

Full text: http://www.manhattan-institute.org/pdf/cr_56.pdf

Abstract: This rigorous research study examines the impact of New York City's School-Wide Performance Bonus Program (SPBP), seeking to answer the following questions: Did students enrolled in schools eligible for the SPBP perform better on the high-stakes mathematics assessment than students enrolled in schools that were not eligible? Did subgroups of students in these schools perform differently from one another? Did the SPBP have an impact on student, parent, and teacher perceptions of the school learning environment? Using standardized test score data, demographic data, and survey data, the researchers were able to evaluate the effect of the bonus program on student learning gains and overall school success. In general, the SPBP was found to have little or no impact on student achievement and progress in the treatment schools in the first year of implementation.

Options for Studying Teacher Pay Reform Using Natural Experiments

Author(s): Glazerman, S., Silva, T., Addy, N., Avellar, S., Max, J., McKie, A., et al. Date: 2006

Source: Washington, DC: Mathematica Policy Research

Type: Policy paper

Full text: <http://www.mathematica-mpr.com/publications/pdfs/teacherpayreform.pdf>

Abstract: This article details the potential studies that can be undertaken on teacher incentive programs throughout the nation. There are various approaches to teacher incentive pay and conducting a rigorous study of teacher pay reform is a challenge. This report detailed potential case studies for researching seven different incentive pay programs in different states and presents recommendations on how secondary data could be used to study these programs. The report also highlights issues regarding sample size adequacy, cost, and other factors to consider when planning a rigorous research project such as this.

Pathway to Results: Pay for Performance in Denver

Author(s): Bell, D. A., Gratz, D. B., Helms, B. J., Slotnik, W. J., & Smith, M. Date: 2001

Source: Boston: Community and Training Assistance Center

Type: Rigorous research

Full text: <http://www.ctacusa.com/PDFs/Rpt-PathwaytoResults-2001.pdf>

Abstract: This report examines the impact of the Denver ProComp pay-for-performance program during the pilot year and the first full year of implementation (1999-2001). Using surveys, interviews, and extant data from schools and the district, the researchers examine the initial impact of ProComp. Specifically, the researchers focus on the impact on student achievement and teacher objectives in addition to factors at the school level that impact teachers. The study includes detailed data analysis and recommendations for the continued implementation of the program.

Pay for Performance: What Went Wrong in Cincinnati?

Author(s): Delisio, E. R. Date: 2003

Source: *Education World*

Type: Issue paper

Full text: http://www.educationworld.com/a_issues/issues/issues374b.shtml

Abstract: In this issue paper, the Cincinnati compensation reform is discussed. The district was ready to implement the reform; however the teachers union failed to approve the program. The plan focused on education levels of teachers, classroom observations, and evaluations as determinants for performance compensation. There were still doubts, however, about the fairness of the evaluation and the difficulties in transitioning the pay system, ultimately leading to the failure of the program to be launched.

The Quest for Quality: Recruiting and Retaining Teachers in Philadelphia

Author(s): Neild, R. C., Useem, E., & Farley, E. Date: 2005

Source: Philadelphia: Research for Action

Type: Scientific research; state or regional reports

Full text: http://pdf.researchforaction.org/rfapdf/publication/pdf_file/226/Neild_R_Quest_for_Quality_ES.pdf

Abstract: This study draws on district personnel data, teacher surveys, interviews, focus groups, and observations to describe and evaluate Philadelphia's efforts to recruit and retain teachers as well as other teacher-related issues. About 40 percent of teachers who entered the district in 1999 remained four years later, with lower retention in middle schools and high-poverty schools; however, high-poverty elementary schools had higher retention. There is evidence that teachers who entered in 2003 have higher retention rates, which may be due to the district's new induction program. Retention in schools managed by external providers (e.g., Edison) dropped after schools were taken over and has increased in the second year after takeover. That said, retention after two years in externally managed schools has not returned to pretakeover levels. Recruitment efforts appear to have increased applications by 44 percent, with one third of new teachers reporting that financial incentives were important to their applying to the district and more than 500 applicants coming through alternative preparation programs. Current expanded induction efforts and future plans to implement a new teacher contract and hiring process are described. Continuing challenges to recruitment and retention include working conditions, continued use of underprepared teachers in special education, implementation of No Child Left Behind highly qualified requirements, many new teachers stating the intention to teach for only a few years, and the cost of recruitment and retention efforts.

Recruiting and Retaining Teachers With Alternative Pay

Author(s): Reichardt, R., & Van Buhler, R. Date: 2003

Source: Aurora, CO: Mid-Continent Research for Education and Learning

Type: State or regional reports; rigorous research

Full text: http://www.mcrel.org/PDF/TeacherPrepRetention/5021RR_RecruitingRetainingTeachers.pdf

Abstract: In this study, the effect of alternative teacher pay systems on teacher recruitment and retention is explored by using the Douglas County (Colorado) pay-for-performance plan as the subject. The questions this study aims to answer is what effect has the pay-for performance system had on teacher attrition, and how does the teacher quality of teachers in the Douglas County system compare with teachers in other districts with traditional pay structures. The paper introduces alternative pay structures, including merit pay, career ladders, knowledge- and skill-based pay, also providing a detailed account of Douglas County's plan. Relying on datasets from Colorado Department of Education (CDE), the U.S. Department of Education's Common Core of Data (CCD), the U.S. Census Bureau, and the Colorado Department of Labor and Employment, this study uses statistical models to measure the effect of the new pay structure. The results suggest that the new pay plan has helped teacher retention, but has not had the same effect on teacher recruitment.

School-Based Performance Award Programs and Teacher Motivation

Author(s): Milanowski, A. Date: 2000

Source: *Journal of Education Finance*, 25(4), 517–544

Type: Scientific research

Full text: URL not available

Abstract: This article summarized the results of a qualitative study that examined school-based performance award programs in North Carolina, Kentucky, and Maryland. Expectancy theory guided the design of the study and the interpretation of the results. The North Carolina and Kentucky programs rewarded teachers and the program in Maryland put funds into an account for programs. The results showed that the bonus was as desirable as the intrinsic rewards of teaching (e.g., personal satisfaction from a student's achievement). Teachers did not believe that the bonuses would be awarded (because a previous one had not been given) and that the amount was too small. The teachers also reported increased stress trying to meet performance goals. Additionally, a proportion of the teachers did not believe that the performance goals could be met. The author also examined the effectiveness of sanctions (e.g., loss of pride or loss of job security) on teacher motivation, and found that in Kentucky loss of pride was more of a motivating factor than loss of job security. (The teachers in Maryland were unaware of the program had little knowledge of the program.) The article concluded with recommendations for school-based performance awards: provide support to increase teacher's expectancy, make a strong connection between rewards and school performance, the size of the award needs to be large enough to matter, principals need to provide active support for the program, and design the program in a way that teachers perceive as fair.

School-Based Performance Award Programs, Teacher Motivation, and School Performance: Findings From a Study of Three Programs

Author(s): Kelley, C., Heneman, H., III, & Milanowski, A. T. Date: 2000

Source: Philadelphia: Consortium for Policy Research in Education

Type: Rigorous research; policy paper; case study

Full text: http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1b/26/55.pdf

Abstract: This study looks school-based performance award programs and their impact on student performance. The implementation of these programs has had a positive impact on student performance. Using survey data, the authors describe the benefits of increased expectations and how individual and group motivation impact the teacher. The article also goes on to examine principal reactions to expectancy changes.

TAP Preliminary Results Report: Year Three Results From Arizona and Year One Results From South Carolina

Author(s): Schacter, J., Thum, Y. M., Reifsneider, D., & Schiff, T. Date: 2004

Source: Santa Monica, CA: Milken Family Foundation

Type: Rigorous research

Full text: URL not available

Abstract: This study discusses the ways that Teacher Advancement Program (TAP) schools significantly have reorganized themselves to achieve their goals of higher student achievement and greater teacher satisfaction. By looking at TAP schools in Arizona and South Carolina, this report found that TAP schools made greater gains and that teachers in those schools were more likely to support school reform.

Teacher Salary Bonuses in North Carolina

Author(s): Vigdor, J. L. Date: 2008

Source: Nashville, TN: National Center on Performance Incentives

Type: Policy paper; information guide

Full text: <http://www.performanceincentives.org/data/files/directory/ConferencePapersNews/Vigdor1.pdf>

Abstract: This paper provides an analysis of the use of teacher bonuses in North Carolina since the 1996-97 school year. The author describes the details of the program, including the different measures used by the districts and schools across the state to determine eligibility for the bonus. The paper follows with an evaluation of student achievement in North Carolina to determine whether the bonus program has been effective. The author presents evidence that there has been some improvement in overall achievement in mathematics and reading but not in closing achievement gaps.

Would Higher Salaries Keep Teachers in High-Poverty Schools? Evidence From a Policy Intervention in North Carolina

Author(s): Clotfelter, C., Glennie, E., Ladd, H., & Vigdor, J. Date: 2006

Source: Cambridge, MA: National Bureau of Economic Research

Type: Rigorous research

Full text: URL not available

Abstract: In a measure designed to explore teacher retention methods in high-risk schools, North Carolina awarded \$1,800 annual bonuses to high-need subject areas (e.g., mathematics, science, special education) teachers. This article sets out to examine the impact of this bonus on teacher retention. The effect of the bonus on teacher turnover was measured using longitudinal data covering the time before and after bonuses were awarded. Data indicated a 12 percent reduction in mean turnover rates.

Year Two Evaluation of the Achievement Challenge Pilot Project in the Little Rock Public School District

Author(s): Ritter, G. W., Holley, M. J., Jensen, N. C., Riffel, B. E., Winters, M. A., Barnett, J. H., et al. Date: 2008

Source: Fayetteville, AR: University of Arkansas, Department of Education and Health Professions

Type: Scientific research

Full text: http://www.uark.edu/ualder/Research/merit_pay/year_two/Full_Report_with_Appendices.pdf

Abstract: This report provides results from the evaluation of the second year of the Achievement Challenge Pilot Project (ACPP). ACPP is a merit pay program that offers financial rewards to participating teachers in five Little Rock School District schools for improved student achievement on standardized assessments. Relying on Iowa Test of Basic Skills data, analysis of data in the three schools that began ACPP in year two of the program indicates that students whose teachers were eligible for ACPP bonuses outperformed students whose teachers were not eligible for bonuses in mathematics, language, and reading. Survey data from Little Rock elementary school teachers (in ACPP and non-ACPP schools) and interview data from faculty in ACPP schools used to gauge faculty response to the program generated mixed results. Data do not show that ACPP teachers work harder, are more innovative, experience divisive competition, suffer from a negative work environment, or shy away from working with low-performing students more than non-ACPP teachers. Teachers in ACPP schools reported greater effectiveness than those in non-ACPP schools. The report concludes with a discussion of the results.