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To: Members of the NC General Assembly who attended the New Member Orientation Follow-up
From: Jenni Owen, jwowen@duke.edu
Re: Follow-up materials from discussion at UNC School of Government
Date: February 2014

Following is information stemming from our discussion at the UNC School of Government on January 27, 2014. This list is not comprehensive and including an item here does not necessarily imply endorsement. I hope you find the information useful and feel free to contact me with further questions.

Resources on teacher compensation

1. The General Assembly's *North Carolina Educator Effectiveness and Compensation Task Force* will have its first meeting on **February 25 at 10 a.m.** If you are not on the committee but interested in the issues it will address, you may wish to attend the meetings or get all materials stemming from the meetings. Staff from both the Research and Fiscal Research divisions will be working with this committee. The committee website is http://www.ncleg.net/gascripts/Committees/Committees.asp?sAction=ViewCommittee&sActionDetails=Non-Standing_6602.
2. <http://www.ncae.org/wp-content/uploads/history-of-salaries-in-NC-2013.pdf> (Ten-Year History of NC Teacher Salary Increases/Average Teacher Salaries)
3. <http://cpre.wceruw.org/tcomp/research/> (The Consortium for Policy Research in Education list of articles on Teacher Compensation)
4. From website of Mathematica Policy Research

The [Teacher Advancement Program \(TAP\)](#) aims to retain effective teachers by offering opportunities to earn higher salaries and career advancement without leaving the classroom. Under this model, teacher pay and advancement are tied to student achievement growth, observed performance in the classroom, and qualification in high-demand subjects. Mathematica is conducting a five-year impact evaluation of TAP as

implemented in the Chicago Public Schools. This study is the first to assess the impact of a TAP using random assignment.

We also evaluated the Missouri Career Ladder Program. This initiative provides opportunities for teachers to qualify for additional pay through a combination of performance and additional duties, such as mentoring or tutoring. Policymakers hope this improves academic services, programs, and student learning outcomes, in part by attracting and retaining effective teachers.

In addition, Mathematica is conducting a five-year study to determine whether children in low-performing schools can benefit from high-performing teachers transferring to their schools. The [Talent Transfer Initiative](#) offers teachers \$20,000 to transfer to the lowest-performing schools in their districts.

Without better information on how to improve student achievement, many educators and policymakers feel that increased pay incentives may not be sufficient to drive improvement. Mathematica's study of the [Effective Practice Incentive Community \(EPIC\)](#), developed by New Leaders for New Schools, is helping the highest performing teachers in the highest performing schools to identify practices that may contribute to student achievement.