The Exceptional Results of Sensible Teacher Salary Reforms

Eric Hanushek

Hoover Institution

Stanford University

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Outline of Presentation

- Basic condition of U.S. schools
  - *Pandemic outcomes*
  - *Current policy discussions*
- Dallas personnel reforms
  - *Restructuring evaluations and pay*
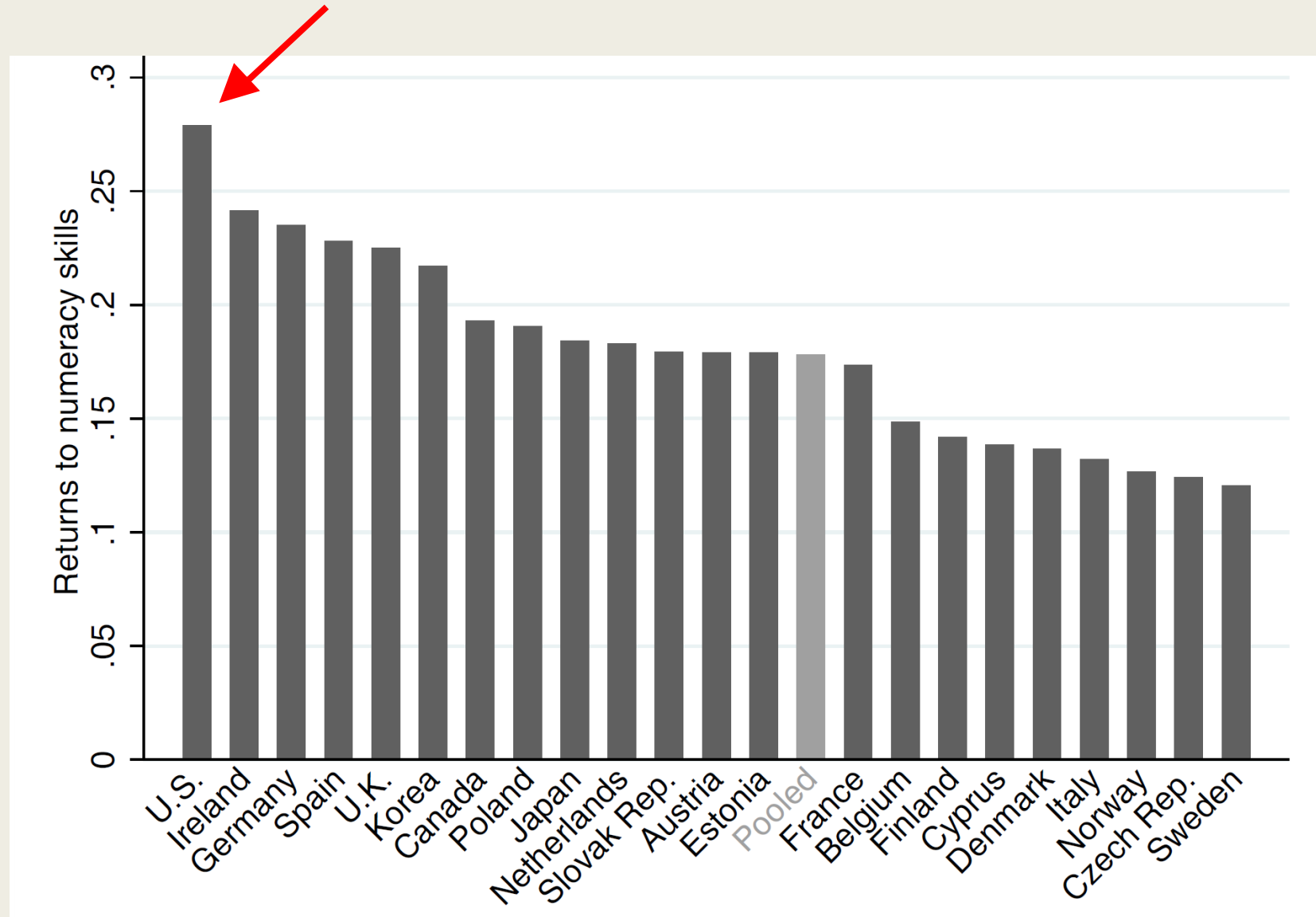 - *Staffing "hard-to-staff" schools*

U.S. SCHOOLS

Pandemic

Current policies

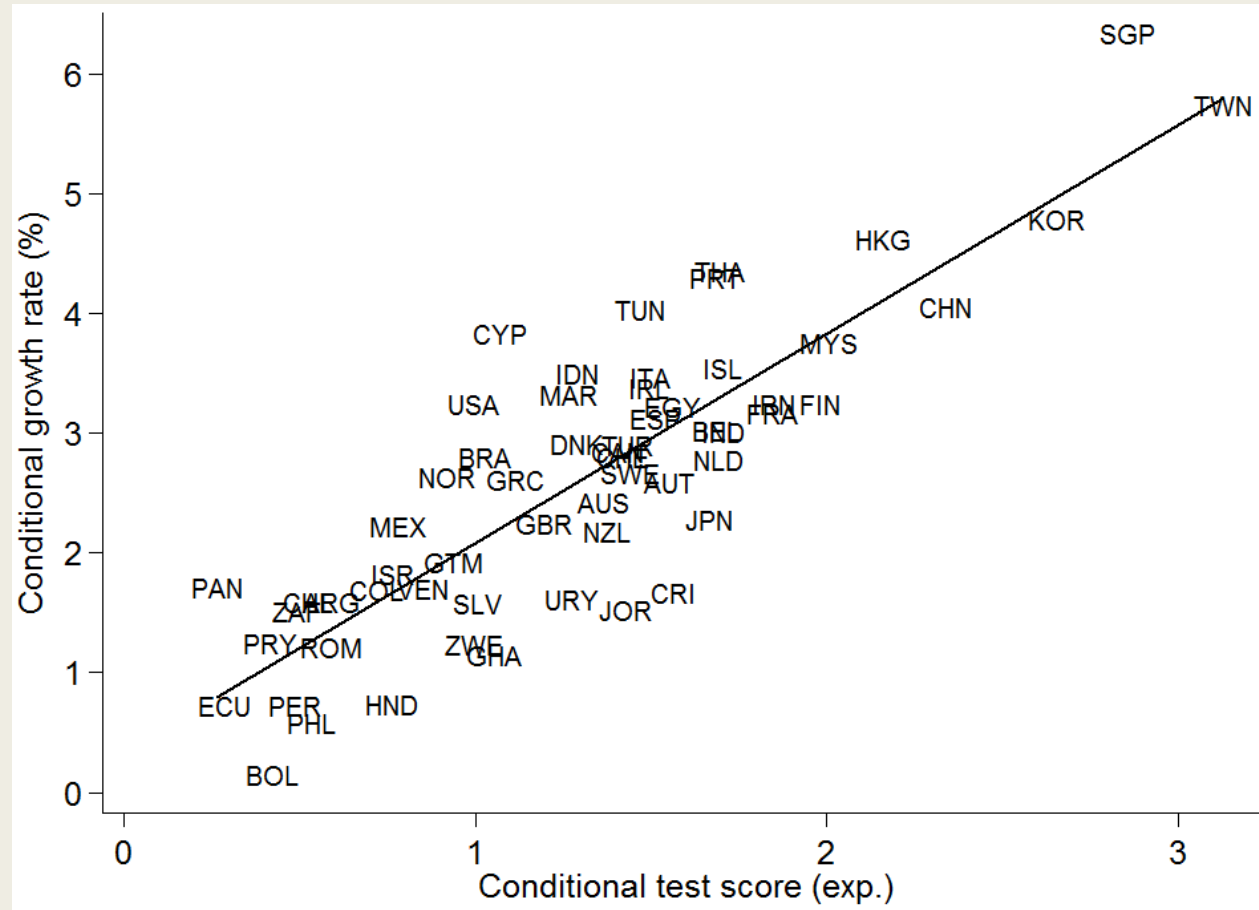# Skills and income go together

- People who know more earn more

People who know more earn more

Skills and income go together

- People who know more earn more

- Nations with more skilled populations grow faster

Nations with more skilled populations grow faster

The aggregate impacts of learning losses are stunning.

1. Individuals in COVID-cohort lose on average 5-6 percent
   - *Larger for disadvantaged*
2. National loss is $29 trillion

3. Losses are permanent unless schools get *better*

Dealing with Learning Losses

- Schools not back to January 2020
- Two strategies
  - *More time*
  - *Intensive tutoring*
- Impact
  - *Voluntary plans expand achievement gaps*
  - *Faithful application of best programs insufficient*

- Negative moves
  - *Anti-accountability movement*
  - *Distractions*
  - *Unions (Oakland)*

Schools must get better

- Most persuasive evidence: Teacher quality

- Focus on numbers rather than quality
  - *Teacher shortages*
  - *Reducing class size*
- Simple solution
  - *Use effective teachers more intensively*
  - *Use ineffective teachers less intensively*

DALLAS PERSONNEL REFORMS

TEI/PEI

ACE

Underlying Papers (Dallas)

■ Morgan, Andrew J., Minh Nguyen, Eric A. Hanushek, Ben Ost, and Steven G. Rivkin. 2023. "Attracting and Retaining Highly Effective Educators in Hard-to-Staff Schools." NBER Working Paper No. 31051. Cambridge, MA: National Bureau of Economic Research (March).

■ Hanushek, Eric A., Jin Luo, Andrew J. Morgan, Minh Nguyen, Ben Ost, Steven G. Rivkin, and Ayman Shakeel. 2023. "The Effects of Comprehensive Educator Evaluation and Pay Reform on Achievement." NBER Working Paper No. 31073. Cambridge, MA: National Bureau of Economic Research (March).

Dallas introduced comprehensive personnel reforms.

- Principal Excellence Initiative (PEI) -- AY 2012-13
- Teacher Excellence Initiative (TEI) -- AY 2014-15

- New evaluations: supervisor observations, student achievement and student or family survey responses
- Pay based on evaluation
- Incentives to work in "hard-to-staff" schools linked to evaluations

Teacher and Principal Excellence Initiatives

- Educators are divided into ratings categories on the basis of evaluation scores
  - *Unsatisfactory; progressing (1, 2); proficient (1, 2, 3); exemplary*
- Fixed distributions of educator ratings categories
- Evaluation components
  - *Student achievement*
  - *Supervisor ratings*
 - *Student or family surveys*

Evaluating Impact of Dallas Personnel Reforms

■ Problem: reforms for entire district

■ Synthetic control methods

■ Donor pool: schools in 20 largest, high-poverty districts before 2013

■ Same pre-trend in 2013 and 2014 (not used in control)

Synthetic control analysis of math achievement using the 20 largest high poverty districts
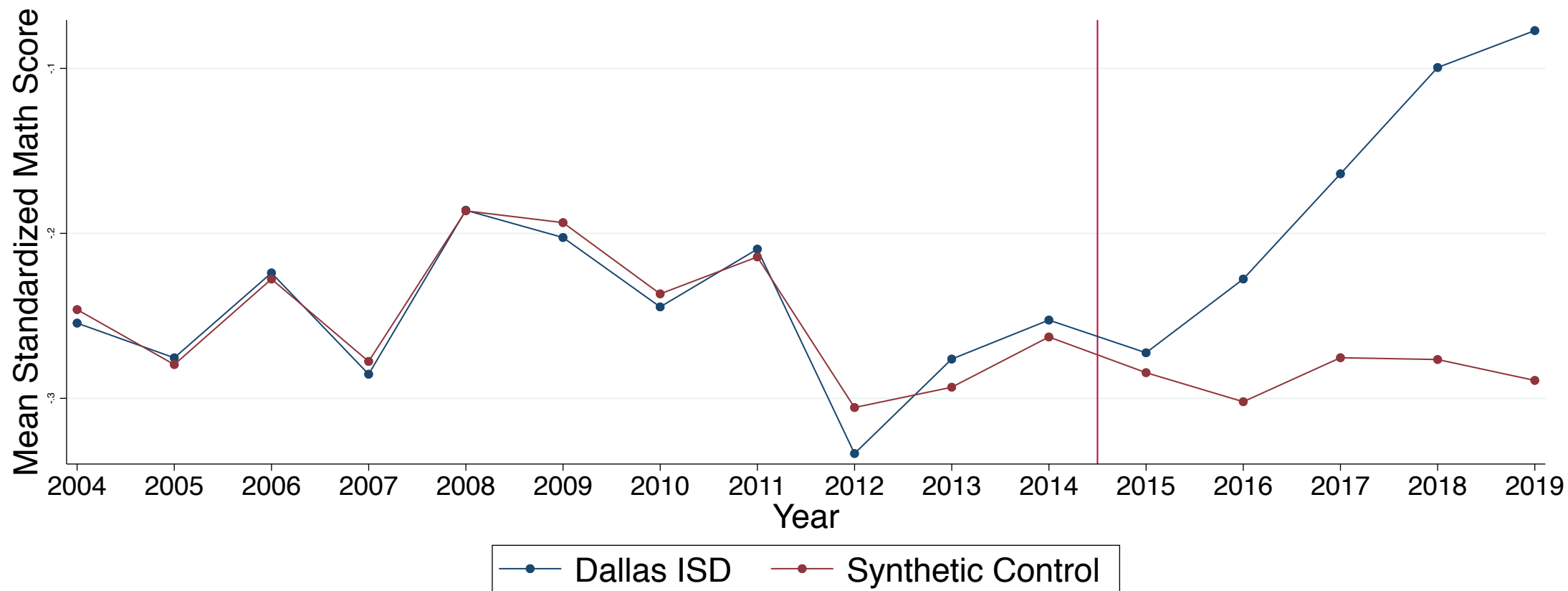
Synthetic control analysis of reading achievement using the 20 largest high poverty districts
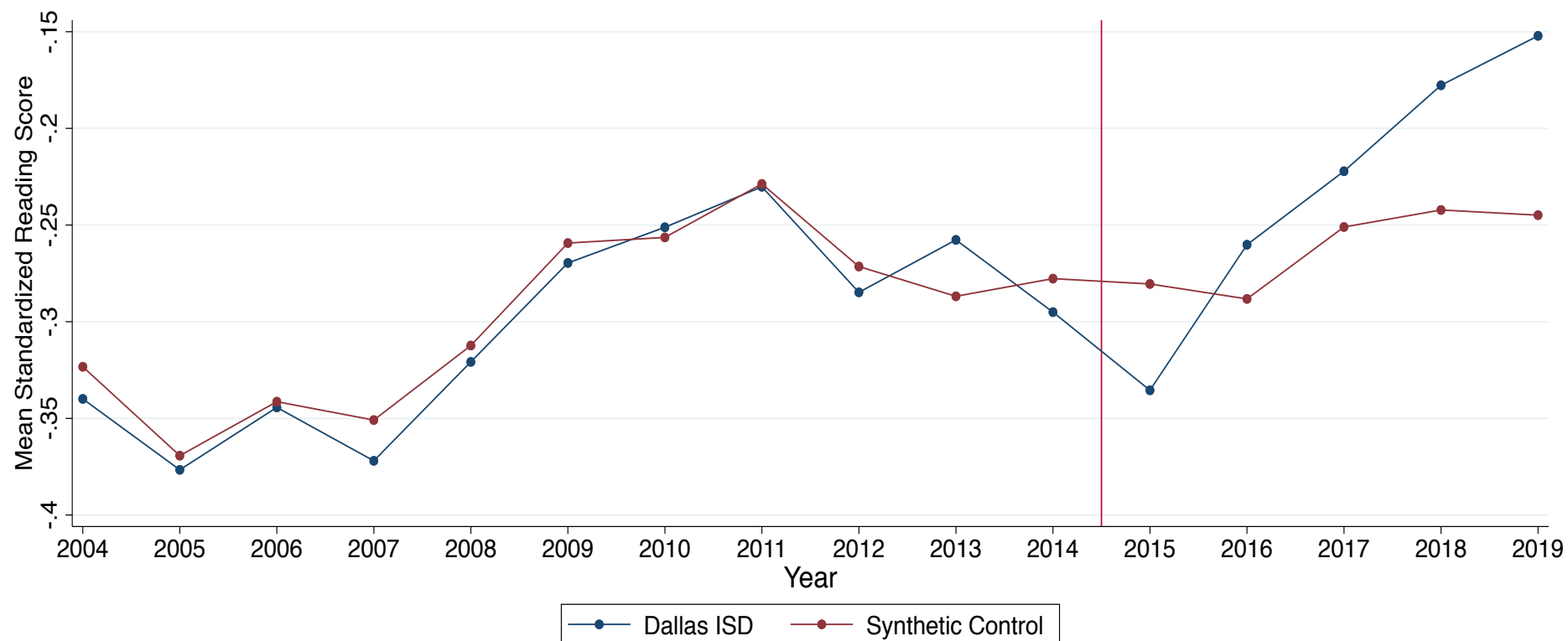
Accelerating Campus Excellence (ACE)

- **Twin issues:**
  - *Ratings more difficult in disadvantaged schools*
  - *Continuously bad-performing schools*
- **ACE I**
  - *Start 2015-16 based on 2014 scores*
  - *Four elementary schools (one cheated)*
  - *3 of 4 dropped in 2018-19*
- **ACE II**
  - *Start 2017-18 based on 2016 scores*
  - *Five elementary schools (2 not elementary school in 2019)*

ACE Implementation

- **Key elements**
  - *Assigned effective principal*
  - *Teachers had to apply*
  - *Bonuses based on prior rating*
  - *85% of funding for personnel*
- $2,000 signing bonuses
- Annual stipends
  - Principals - $13,000
  - Teachers
    - *$6,000 for those ranked progressing*
    - *$8,000 for those ranked proficient*
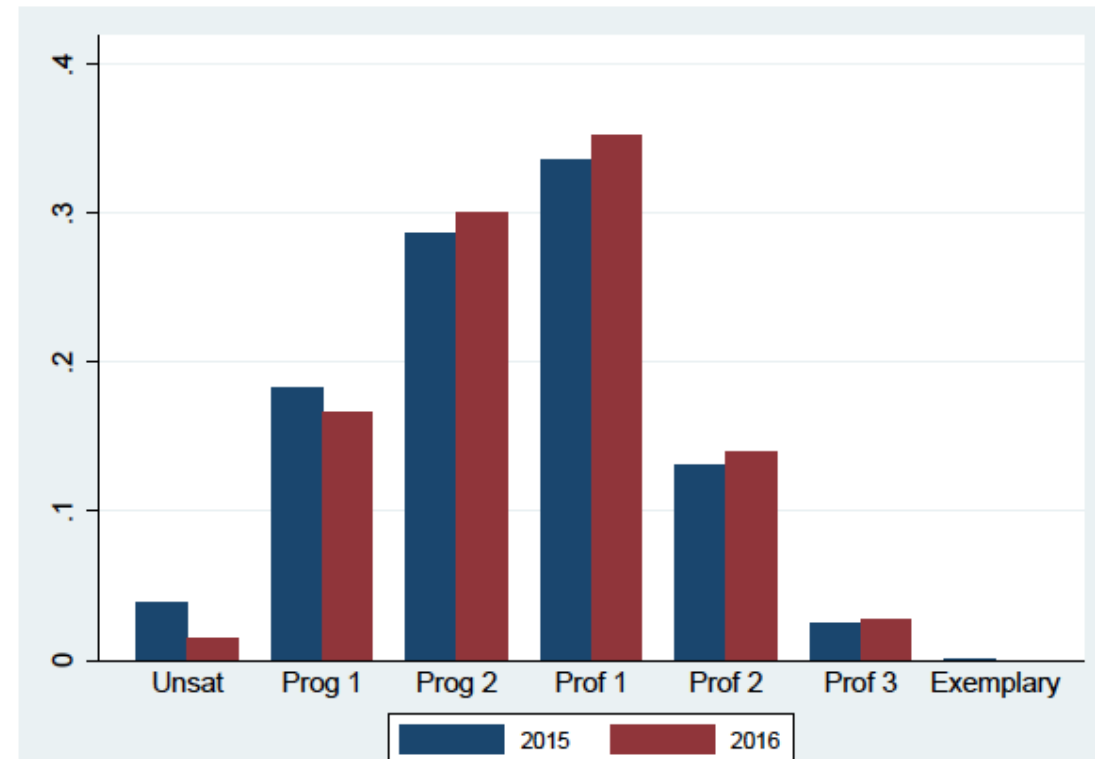   - *$10,000 for those who are distinguished*

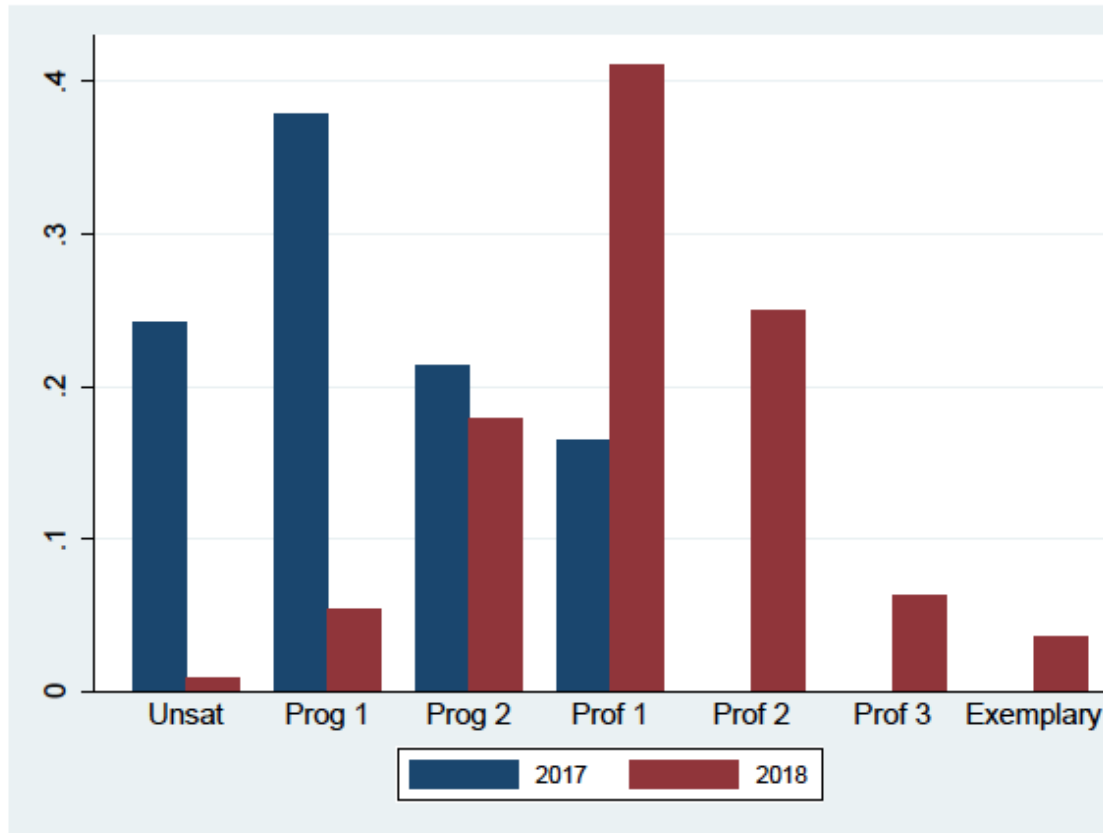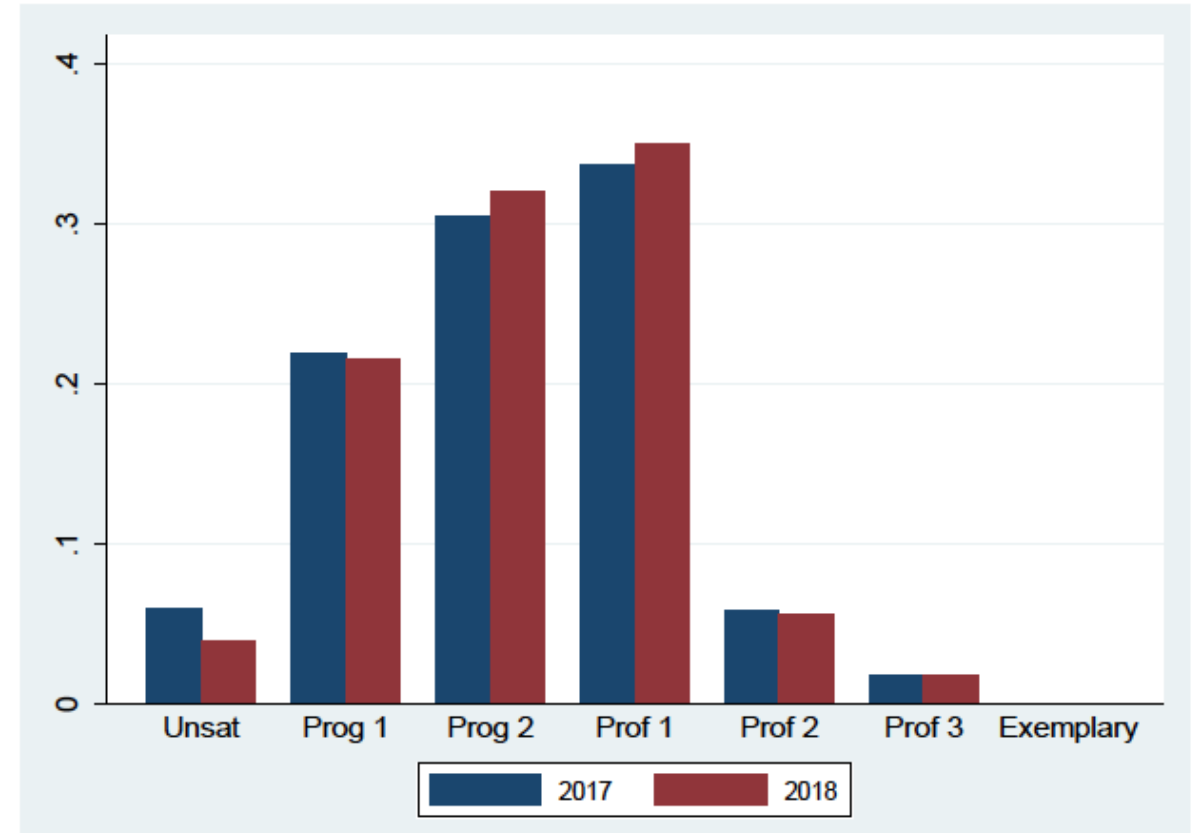# Changes in distribution of evaluation ratings
ACE 1 and control schools
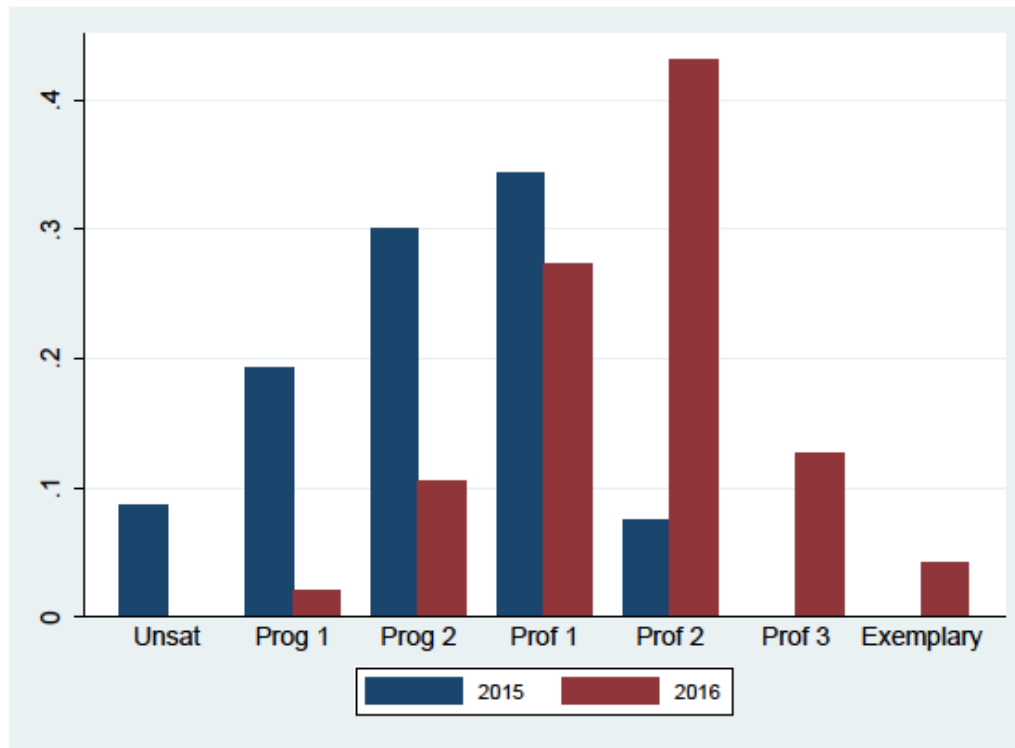
Changes in distribution of evaluation ratings
ACE 2 and control schools

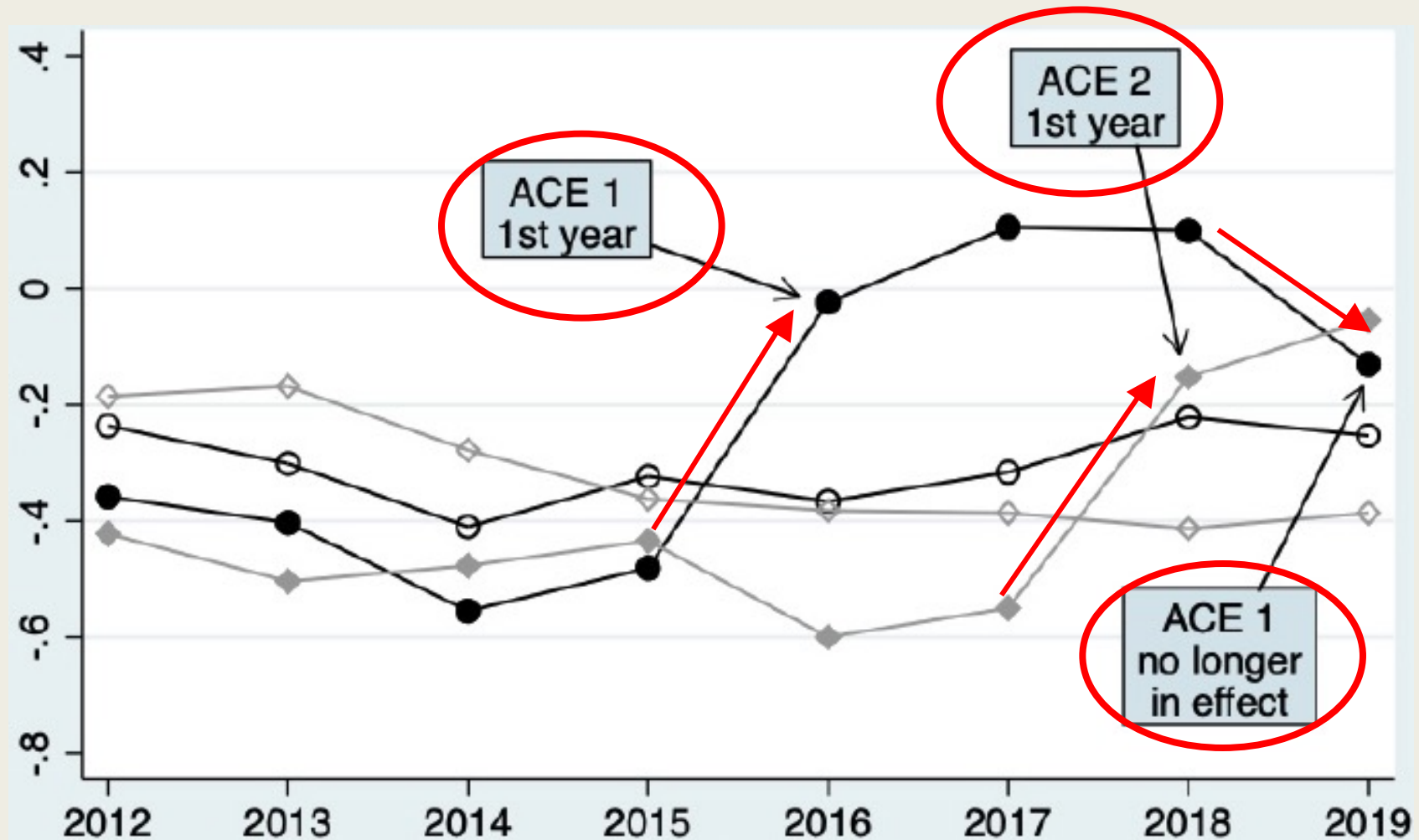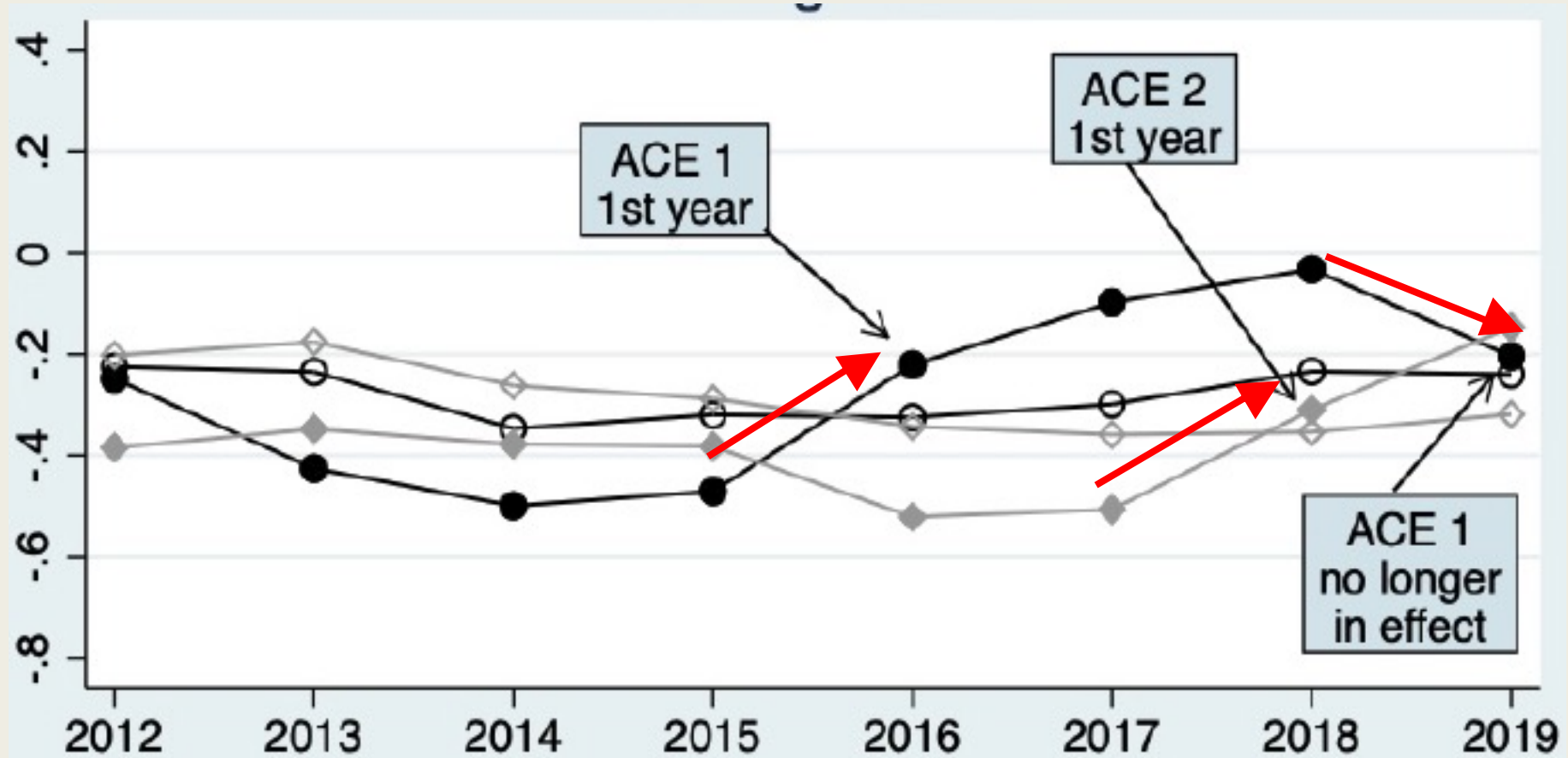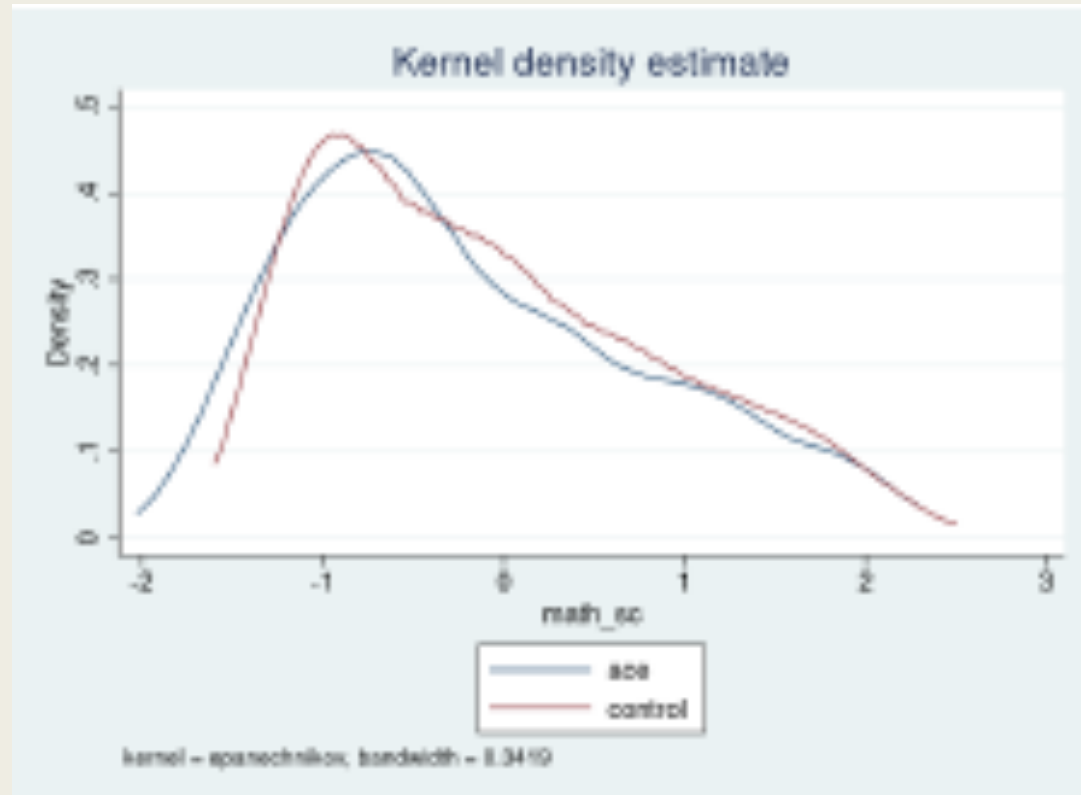# Math: ACE 1, ACE 2 and controls: 2012-2019
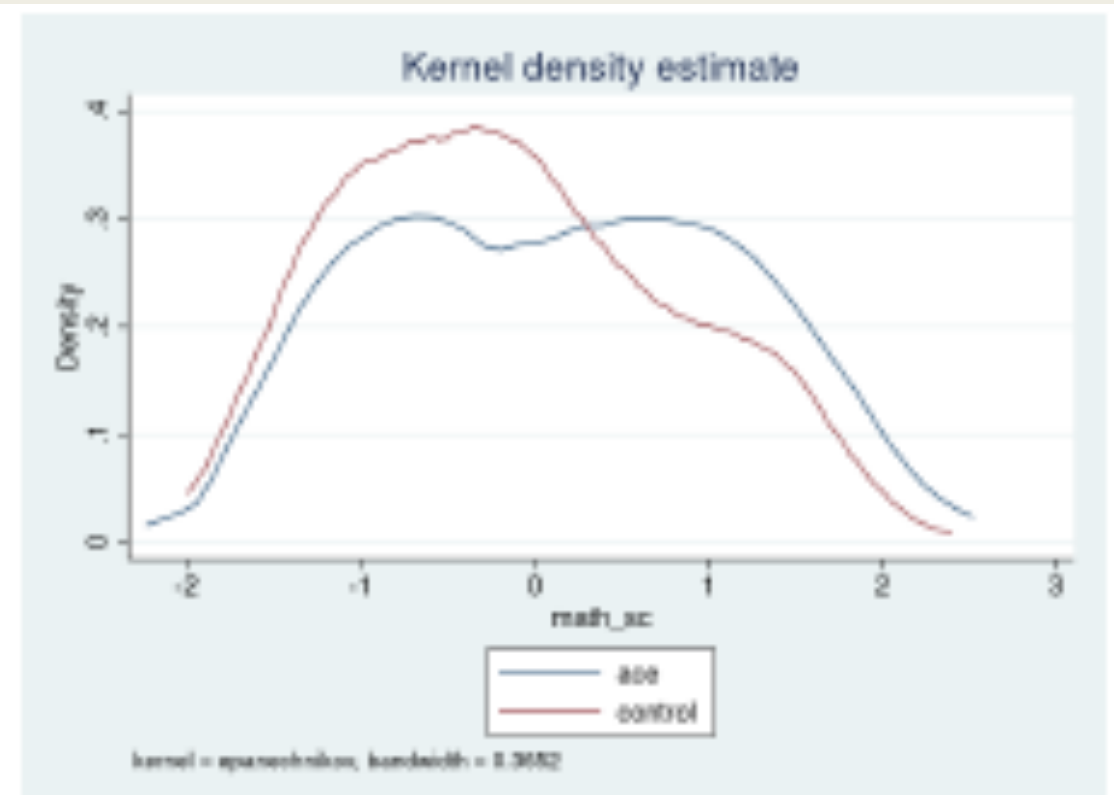
Reading: ACE 1, ACE 2 and controls: 2012-2019

Long Term Math Gains

2016

2019

CONCLUSIONS

Conclusions

- **COVID losses need addressing**
  - *U.S. needed to improve before pandemic*
  - *Pandemic losses*
  - *Current policies insufficient*
- **Dallas personnel reforms**
  - *Dramatic impact on student achievement*
  - *Scalable solution to disadvantaged schools*
- **Institutions v. Individuals?**
  - *Washington, DC: Michele Rhee*
  - *Dallas: Mike Miles*
- **Houston?**

THANK YOU

Hanushek@Stanford.edu

http://hanushek.stanford.edu/