

Does the Missouri Career Ladder Program Raise Student Achievement? (2008).

Booker, K., and Glazerman, K. NCPI Working Paper Series No. 2008-15. Nashville, TN

Although Missouri has had a career ladder program for teachers since 1987, there has been little research examining the program's effects. This paper examines the program's effect on student achievement using longitudinal data on district math and reading scores for 524 Missouri school districts over a nine-year period. Our primary specification compares achievement levels in participating districts with a matched group of non-participating districts. We also examine alternative specifications, including controlling for prior district scores and using variation in district participation over time to look at within-district effects. Across the range of specifications, the estimated effects range from small positive effects to no effect in both subjects. We conclude that if the Career Ladder has a positive impact on test scores, it is probably very small.

To view the entire report, please [click here](#).

Teacher Incentives in Developing Countries: Recent Experimental Evidence From Kenya (2009).

Glewwe, P., Ilias, N., and Kremer, M. NCPI Working Paper Series. Nashville, TN.

This paper reviews recent evidence on the impact of a teacher incentives program in Kenya. The results are based on a randomized trial, which removes many sources of bias that can arise in analyses of non-experimental data. One hundred schools in a rural area were randomly divided into 50 that participated in a teacher incentives program and 50 that served as controls. Students in the schools that were selected the teacher incentives programs had higher test scores on exams linked to incentives during the time the program was in place, but test scores did not increase significantly on exams that were not linked to incentives, and test score gains on exams linked to incentives did not persist after the program ended. Teachers in the 50 program schools did conduct more test preparation sessions, and students in those schools were more likely to take exams. Overall, there is little evidence that the teacher incentives program increased student learning.

To view the entire report, please [click here](#).

Teacher Incentives: Lessons From Andhra Pradesh, India (2008).

Muralidharan, K. and Sundararaman, V. NCPI Working Paper Series No. 2008-13. Nashville, TN.

Performance pay for teachers is frequently suggested as a way of improving educational outcomes in schools, but the empirical evidence to date on its effectiveness is limited and mixed. We present results from a randomized evaluation of a teacher incentive program implemented across a representative

sample of government-run rural primary schools in the Indian state of Andhra Pradesh. The program provided bonus payments to teachers based on the average improvement of their students' test scores in independently administered learning assessments (with a mean bonus of 3% of annual pay). Students in incentive schools performed significantly better than those in control schools by 0.19 and 0.12 standard deviations in math and language tests respectively. They scored significantly higher on "conceptual" as well as "mechanical" components of the tests suggesting that the gains in test scores represented an actual increase in learning outcomes. Incentive schools also performed better on subjects for which there were no incentives. We find no significant difference in the effectiveness of group versus individual teacher incentives. Incentive schools performed significantly better than other randomly-chosen schools that received additional schooling inputs of a similar value.

To view the entire report, please [click here](#).

Impact of the Teacher Advancement Program on Student Test Score Gains: Findings From an Independent Appraisal (2008).

Springer, M., Ballou, D., and Peng, A. NCPI Working Paper Series No. 2008-19. Nashville, TN.

This article presents findings from the first independent, third-party appraisal on the impact of the Teacher Advancement Program (TAP) on student test score gains in mathematics. TAP is a comprehensive school reform model designed to attract highly-effective teachers, improve instructional effectiveness, and elevate student achievement. We use a panel data set to estimate a TAP treatment effect by comparing student test score gains in mathematics in schools that participated in TAP with student test score gains in non-TAP schools. Ordinary least squares estimation reveals a positive TAP treatment effect on student test score gains in elementary grades, with weaker but still positive point estimates in the secondary grades. When estimation methods control for selection bias, the positive effect remains at the elementary level, but most estimates for grades 6 through 10 turn negative. Our findings are qualified by the lack of information on the fidelity of implementation across TAP schools and on variation in features of TAP programs at the school level.

To view the entire report, please [click here](#).

Teacher Salary Bonuses in North Carolina (2008).

Vigdor, J. NCPI Working Paper Series No. 2008-03. Nashville, TN.

Since the 1996/97 school year, the state of North Carolina has awarded bonuses of up to \$1,500 to teachers in schools that exhibit test score gains above certain thresholds. This article reviews the details of the bonus program, describes patterns of differences between schools that qualify for bonuses of differing amounts, and presents basic data to address the question of whether the bonus program has improved student achievement, or has led to a narrowing of racial or socioeconomic achievement gaps. There is some evidence to suggest an improvement in overall test scores, particularly in math, but less

evidence to suggest that achievement gaps have narrowed. The bonus program has been associated with higher rates of turnover in low-performing schools; differential pay programs may be one way to avoid this unintended consequence.

To view the entire report, please [click here](#).

The Effect of Performance-Pay in Little Rock, Arkansas on Student Achievement (2008).
Winters, M., Greene, J., Ritter, G., and Marsh, R. NCPI Working Paper Series No. 2008-02.
Nashville, TN.

This paper examines evidence from a performance-pay program implemented in five Little Rock, Arkansas elementary schools between 2004 and 2007. Using a differences-in-differences approach, the evidence shows that students whose teachers were eligible for performance pay made substantially larger test score gains in math, reading, and language than students taught by untreated teachers. Further, there is a negative relationship between the average performance of a teacher's students the year before treatment began and the additional gains made after treatment. That is, performance-pay in Little Rock appears to have improved student achievement and to have done so more for students of teachers who were previously less effective at producing learning gains.

To view the entire report, please [click here](#).