

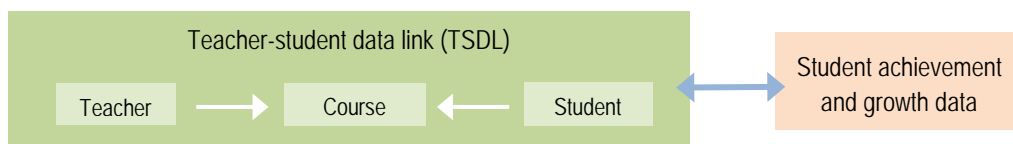
Significant State Data Capacity is Required to Measure and Improve Teacher Effectiveness

- ➔ **States Increasingly Focus on Improving Teacher Effectiveness:** There is significant activity at the local, state, and federal levels to measure and improve teacher effectiveness, with an unprecedented focus on the use of student achievement as a primary indicator of effectiveness.
 - > **23 states** require that teacher evaluations include evidence of student learning in the form of student growth and/or value-added data (NCTQ, 2011).
 - > **17 states** and **DC** have adopted legislation or regulations that specifically require student achievement and/or student growth to “significantly” inform or be the primary criterion in teacher evaluations (NCTQ, 2011).
- ➔ **States Need Significant Data Capacity to Do This Work:** These policy changes have significant data implications.
 - > The linchpin of all these efforts is that states must *reliably* link students and teachers in ways that capture the complex connections that exist in schools.
 - > If such data is to be used for high stakes decisions—such as hiring, firing, and tenure—it must be accepted as valid, reliable, and fair.
 - > Teacher effectiveness data can be leveraged to target professional development, inform staffing assignments, tailor classroom instruction, reflect on practice, support research, and otherwise support teachers.
- ➔ **Federal Policies Are Accelerating State and Local Efforts:** Federal policies increasingly support states’ efforts to use student achievement data to measure teacher effectiveness.
 - > Various competitive grant funds, including the Race to the Top grants and the Teacher Incentive Fund, require states to implement teacher and principal evaluation systems that take student data into account.
 - > States applying for NCLB waivers, including the 11 that submitted requests in November 2011, must commit to implementing teacher and principal evaluation and support systems.
 - > Proposals for Elementary and Secondary Education Act reauthorization from across the political spectrum require or support states to implement teacher effectiveness models based on student achievement.

Data for Action 2011: Just the Facts

Q: Can states measure teachers’ impact on student achievement?

A: Every state collects data on students and teachers. Measuring teacher effectiveness based on student achievement and growth requires matching teacher data to student data by course—known as the teacher-student data link (TSDL).



- ➔ **44 states** link teachers and students by course.
- ➔ **26 states** are specifically linking teachers to at least one type of student growth data, including 11 states using a value-added model.

Q: Are states’ teacher-student data links high quality and reliable?

A: A high-quality teacher-student data link connects students and teachers in ways that capture the complex connections that exist in schools. The recommended practices and processes summarized below help ensure that the data and the teacher-student link are accepted as high quality, reliable, and fair by critical stakeholders, particularly teachers.

- ➔ **Many states** have made progress implementing one or more of the recommended practices and processes.
- ➔ **13 states** (AL, AR, DE, FL, HI, ID, NY, OH, PA, PR, RI, TN, VA) report that they are implementing policies and practices that demonstrate progress on all four recommended practices below.

Recommended Practice

National Landscape

<p>Statewide definition of <i>teacher of record</i>: To accurately attribute student learning to the appropriate educators, the state needs a statewide definition of <i>teacher of record</i> that clearly defines how to allocate responsibility for students' learning to specific teachers.</p>	<p>25 states report a statewide definition of teacher of record, but only 10 states (AR, CO, DE, FL, HI, NY, OH, PA, TN, WI) have a statewide teacher of record definition that reflects current promising practices by focusing on educators who provide instruction and allowing for multiple educators to be included.</p>
<p>Ability to link multiple teachers to a student for a particular course: To capture complex relationships, the state's data system must be able to link more than one educator per student per course.</p>	<p>38 states can connect more than one teacher per student per course.</p>
<p>Accurate and up-to-date state data</p> <p>Roster verification process: To ensure data quality and assure teachers that decisions are based on valid, reliable, and fair information, teachers and principals must be given an opportunity to verify their student rosters and submit corrections.</p> <p>Collect data multiple times: Students' and teachers' schedules often change during the school year, so states must collect data multiple times during the year.</p>	<p>22 states have a roster verification process in place. 35 states collected data multiple times during the year.</p>

THE BOTTOM LINE

- ➔ The majority of states have the basic data infrastructure necessary to measure teacher effectiveness based on student achievement.
- ➔ However, many states currently lack the policies and processes (described above) necessary to ensure that the data and the teacher-student link are high quality and reliable for critical stakeholders, particularly teachers. States are beginning to focus on the quality practices that should drive this work: a statewide definition of *teacher of record*, the ability to link multiple educators to students, and practices to ensure state-level data are accurate and up-to-date. Many states are currently working on these issues and learning from the experiences of leading states. We expect states to make significant progress in the coming year.
- ➔ States are also beginning to leverage their investments in statewide data systems to provide powerful information that will help inform efforts to improve teacher effectiveness.

States to Watch

- ➔ **Five states—Arkansas, Florida, Georgia, Louisiana, and Ohio**—are participating in the Teacher-Student Data Link Project, a cross-state, collaborative effort focused on developing a common, best-practice definition of *teacher of record* and business processes for collecting and validating linked teacher and student data. GA and LA are close to finalizing their teacher of record definitions.
- ➔ **DC** is further along in this work than many states and is in its third year of using teacher performance data to make critical personnel decisions; TN is currently in their first year.
- ➔ **Ohio** recently published its statewide teacher of record definition, which focuses on educators who provide instruction and includes multiple educators.
- ➔ **Tennessee** was the first state to develop and use multiple years of student data to estimate the value that has been added to the child's education by schools or individual teachers. The Tennessee Value-Added Model is highlighted in DQC's [Profiles from the Field](#) and is considered among the best *because* of the quality of the teacher-student data link behind the measure.

Related and CITED Resources

- ➔ Data Quality Campaign, [Hot Topic: Improving Teacher Preparation](#), 2011.
- ➔ Data Quality Campaign, [Using Data to Improve Teacher Effectiveness: A Primer for State Policymakers](#), 2011.
- ➔ National Council on Teacher Quality, [Trends and Early Lessons on Teacher Evaluation and Effectiveness Policies](#), 2011.
- ➔ Teacher-Student Data Link Project, www.tsdl.org.

Data for Action is a powerful tool to inform efforts in education to better use data in decisionmaking. It is a series of analyses that highlight state progress and key priorities to promote the effective use of longitudinal data to improve student achievement. For more information, and to view Data for Action 2011: DQC's State Analysis, please visit www.DataQualityCampaign.org/stateanalysis/about.