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# Providing Effective Teachers for All Students: Examples from Five Districts

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## Project Background



- Report prepared for the Office of Planning, Evaluation and Policy Development
- Written at AIR by Mariann Lemke, Kerri Thomsen, Andrew Wayne, and Beatrice Birman
- A study based on site visits conducted to five districts in summer 2010

## Sample of Five Districts

- AIR visited five districts with experience measuring teacher effectiveness:
  - Columbus, Ohio
  - Eagle County, Colorado
  - Hamilton County, Tennessee
  - Hillsborough County, Florida
  - Houston, Texas

# Research Questions



- How did the districts:
  1. Identify effective teachers?
  2. Use information about teachers' effectiveness in human resource policies?
  3. Use information about teachers' effectiveness in their efforts to make the distribution of effective teachers more equitable?

# Hamilton County Teacher Evaluation Pilot, Draft presentation, 2010–11

Teachers observed (at 10 observations per teacher)	Total observations	Number of Administrators (Principals + APs)	Days available for observing	Average number of observations per day, per administrator
• 90 teachers	• 900 observations	• 4 administrators	• 120 days	• 1.9 / day
• 60 teachers	• 600 observations	• 3 administrators	• 120 days	• 1.7 / day
• 36 teachers	• 360 observations	• 2 administrators	• 120 days	• 1.5 / day
• 30 teachers	• 300 observations	• 1 administrator	• 120 days	• 2.5 / day

# Research Questions



- How did the districts:
  1. Identify effective teachers?
  2. Use information about teachers' effectiveness in human resource policies?
  3. Use information about teachers' effectiveness in their efforts to make the distribution of effective teachers more equitable?

# Findings

# Identifying Effective Teachers: Overview

Practices	# of Districts
Value-added or student growth scores in use	5
New or revised classroom observation methods in use	4

# Identifying Effective Teachers



- Example: Consistency in scoring
  - Eagle County reported having all new observers undergo a rigorous training, a number of co-observation exercises with a certified observer, and a certification test. In addition, they required annual recertification, which includes refresher training and a test.

# Using Information About Teachers' Effectiveness in HR: Overview

Practices that use effectiveness information	# of Districts
Initial preparation	2
Initial hiring	2
Professional development	5
Compensation	4
Leadership opportunities	2
Tenure review or dismissal	3
Transfer eligibility or hiring	2

Note: Policies and practices used districtwide or in select schools as of summer 2010.

# Using Information About Teachers' Effectiveness in HR

- Example: Transfer policies
  - Houston reported placing restrictions on transfers of teachers who remained in probationary status, to make sure that ineffective teachers don't skip from school to school, never addressing their deficiencies.

# Making the Distribution of Effective Teachers More Equitable: Overview

Practices that use effectiveness information	# of Districts
Analyzing effectiveness information	1
Programs to attract or retain effective teachers in high-need schools	3
Additional hiring support for high-need schools	1

# Making the Distribution of Effective Teachers More Equitable

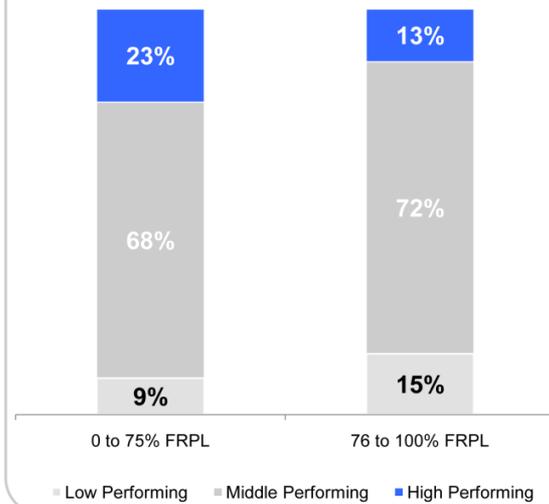
- Example: Analyzing effectiveness information
  - Houston reported using their student growth measure to examine differences in the percentage of effective teachers – in high- vs. low-poverty schools.

# Houston's Analysis of Distribution of Effective Teachers

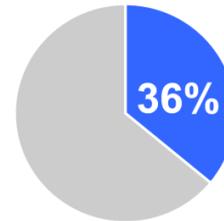


**HISD's highest poverty schools have the fewest high performing teachers, demonstrating the need to provide them with incentives to attract effective teachers and better tools to remove low performers.**

**Percent of Teachers by EVAAS Performance Level and School Free and Reduced Price Lunch, 2009-10**

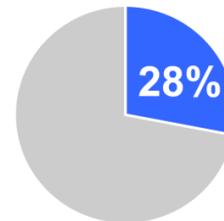


**Between 2006-07 and 2009-10....**



Of transferring **high performing teachers**, **36%** moved to a school with a **lower FRPL percentage**.

**compared with...**



**Only 28%** of transferring high performing teachers moved to a school with **higher FRPL percentage**.

Source: HISD Human Resources and EVAAS data . High performing teachers are defined as being in the a top decile of performers in at least one subject and not in the bottom quartile in any other subject using two and three year EVAAS averages. Low performing teachers are defined as being in the bottom decile in at least one subject and not in the top quartile in any other subject.

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## Link to the Report

<http://www2.ed.gov/about/offices/list/oeped/ppss/reports.html#tq>



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# Making the Distribution of Effective Teachers More Equitable



- Example: Additional hiring support for high-need schools
  - Hillsborough County reported that it dedicated the first day of its three-day job fair to hiring for its highest-poverty schools, and gave principals at these schools the opportunity to select applicants without regard to seniority rules, under some circumstances.