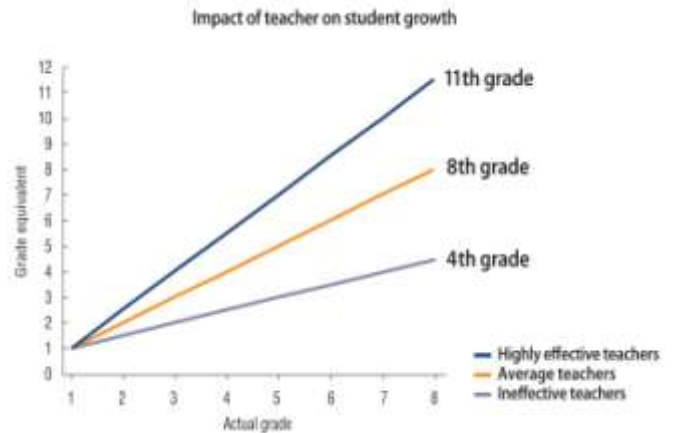


RAISE STUDENT ACHIEVEMENT WITH AN EFFECTIVE TEACHER IN EVERY CLASSROOM

RESEARCH CONSISTENTLY SHOWS THAT **TEACHER QUALITY** IS THE MOST **IMPORTANT** SCHOOL-RELATED FACTOR THAT **INFLUENCES** STUDENT ACHIEVEMENT.¹

- “The estimated difference in annual achievement growth between having a good and having a bad teacher can be more than one grade-level equivalent in test performance.”²
- “Having a high-quality teacher throughout elementary school can substantially offset or even eliminate the disadvantage of a low socio-economic background.”³
- Top 20% U.S. teachers produce learning gains for their students that are three times those of the bottom 20% of teachers.⁴



Source: National Council on Teacher Quality

MASSACHUSETTS' TEACHER EVALUATION SYSTEM FAILS TO RECOGNIZE THE MOST EFFECTIVE TEACHERS, BOOST EFFECTIVENESS OF ALL TEACHERS, AND EXIT INEFFECTIVE TEACHERS.

- Most districts in Massachusetts are proscribed by contract or past practices from using student performance data to inform teacher evaluations.
- Vast majority of teachers are not being evaluated at all. For example, 1 in 4 Boston Public Schools did not turn in a single evaluation for any teacher in the 2008 and 2009 school years. Of those teachers who are evaluated, less than 1% receives unsatisfactory ratings.⁵
- Massachusetts received a **D+** on the quality of its teacher policies from the National Council on Teacher Quality.⁶
- Teacher tenure, promotion, dismissal and other personnel decisions in Massachusetts schools are not tied to a teacher's impact on student learning and achievement.

ACCURATELY MEASURING TEACHER EFFECTIVENESS IS VITAL TO IMPROVING TEACHER QUALITY.⁷

- Multiple measures of student learning and growth must be the predominant factor in teacher evaluations.
- Our state's evaluation system must make results the key factor rather than process of practice. Excellence must be recognized and rewarded to attract, develop and retain great teachers.
- Performance-based evaluation must be linked to personnel decisions including tenure, promotions, layoffs and termination.

¹ King Rice, *Teacher Quality: Understanding the Effectiveness of Teacher Attributes* (2003).

² Rivkin, Hanushek and Kain (2002).

³ The Center for Public Education, <http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/Teacher-quality-and-student-achievement-At-a-glance/Teacher-quality-and-student-achievement-Research-review.html>.

⁴ Sanders & Rivers, *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement* (1996).

⁵ *Human Capital in Boston Public Schools*, National Council on Teacher Quality (commissioned by the Massachusetts Business Alliance for Education) (2010).

⁶ *2009 State Teacher Policy Yearbook: Massachusetts*, National Council on Teacher Quality, http://www.nctq.org/stpy09/reports/stpy_machusetts.pdf.

⁷ Berry, Fuller, Reeves, & Laird, *Linking Teacher and Student Data to Improve Teacher and Teaching Quality*, Data Quality Campaign (2007)

http://www.dataqualitycampaign.org/files/Meetings-DQC_Quarterly_Issue_Brief_031207.pdf.

