

# Teacher effectiveness and teaching conditions close achievement gaps and drive student achievement

A preliminary analysis of 2013-2014 student achievement data

Student achievement and closing achievement gaps is closely linked to teacher effectiveness. Research continues to suggest that among school-related factors, teachers have two to three times the impact of any other school factor on student performance.<sup>1</sup> Chalkboard Project launched CLASS (Creative Leadership Achieves Student Success) in 2007 to raise student achievement and close achievement gaps by empowering teachers, and creating a school environment that supports teacher leadership. In 2011, Senate Bill 252 created the School District Collaboration Fund, which expanded CLASS to nearly 40 school districts in Oregon.

Based on independent, preliminary analysis of data released by the Oregon Department of Education (ODE) on 2013-14 school and district performance on the Oregon Assessment of Knowledge and Skills (OAKS), districts participating in CLASS-like work are closing achievement gaps and outperforming the rest of the state in aggregate.<sup>2</sup> The preliminary analysis examines the percentage of students who met or exceeded the state-determined benchmarks of performance in mathematics and English language arts (ELA) as compared to the rest of the state. Group 1 has completed four years of implementation, while Group 4 completed its first year. The data do not provide any measures of student growth, another important variable to examine when analyzing overall improvement. These data will become available later this year, and Chalkboard will release a final analysis in early 2015.

## Effective teachers close achievement gaps

CLASS districts appear to be closing several achievement gaps. In math, student subgroups outperformed or held steady (change <1 percentage point) as compared to the rest of the state in each of the districts; in English language arts, a harder indicator to move, the districts generally outperformed or held steady (change <1 percentage point) as well.

Meet or exceed performance among disadvantaged students in math in CLASS districts as compared with rest of state

	Group 1	Group 2	Group 3	Group 4
Economically Disadvantaged	10.1%	9.9%	9.9%	4.1%
American Indian/Alaskan Native	9.7%	7.4%	0.3%	2.2%
African American	23.0%	10.6%	25.8%	0.8%
Hispanic	8.8%	5.4%	7.5%	4.5%
Limited English Proficiency	4.7%	3.3%	9.4%	3.9%

Meet or exceed performance among disadvantaged students in English language arts in CLASS districts as compared with rest of state

	Group 1	Group 2	Group 3	Group 4
Economically Disadvantaged	4.7%	0.7%	14.0%	2.5%
American Indian/Alaskan Native	9.1%	7.1%	20.2%	6.6%
African American	29.8%	12.8%	19.5%	-1.9%
Hispanic	2.8%	-0.7%	11.7%	4.1%
Limited English Proficiency	0.6%	1.0%	6.2%	2.3%

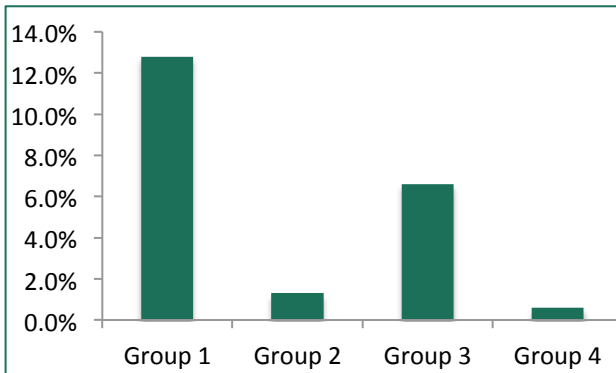
<sup>1</sup> Rand Education. (2012). Teachers Matter. Understanding Teachers' Impact on Student Achievement.

<sup>2</sup> Preliminary analysis of 2013-14 OAKS data conducted by ECONorthwest.

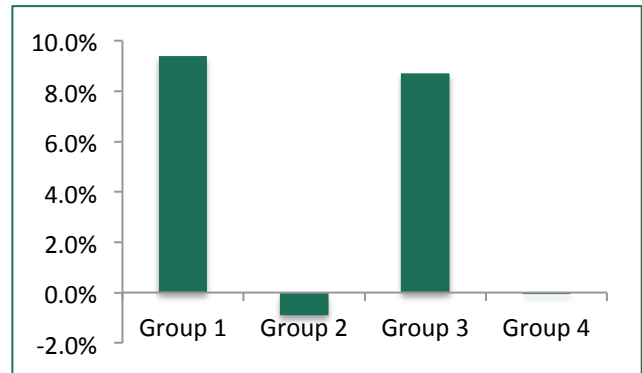
## Effective teachers improve academic achievement

The performance of CLASS districts is encouraging when viewed in aggregate as well. In aggregate, districts outperformed the rest of the state in mathematics. In English language arts, the CLASS districts outperformed or held steady (change <1 percentage point) as compared to the rest of the state.

Additional meet or exceed performance in math in CLASS districts as compared with rest of state



Additional meet or exceed performance in ELA in CLASS districts as compared with rest of state

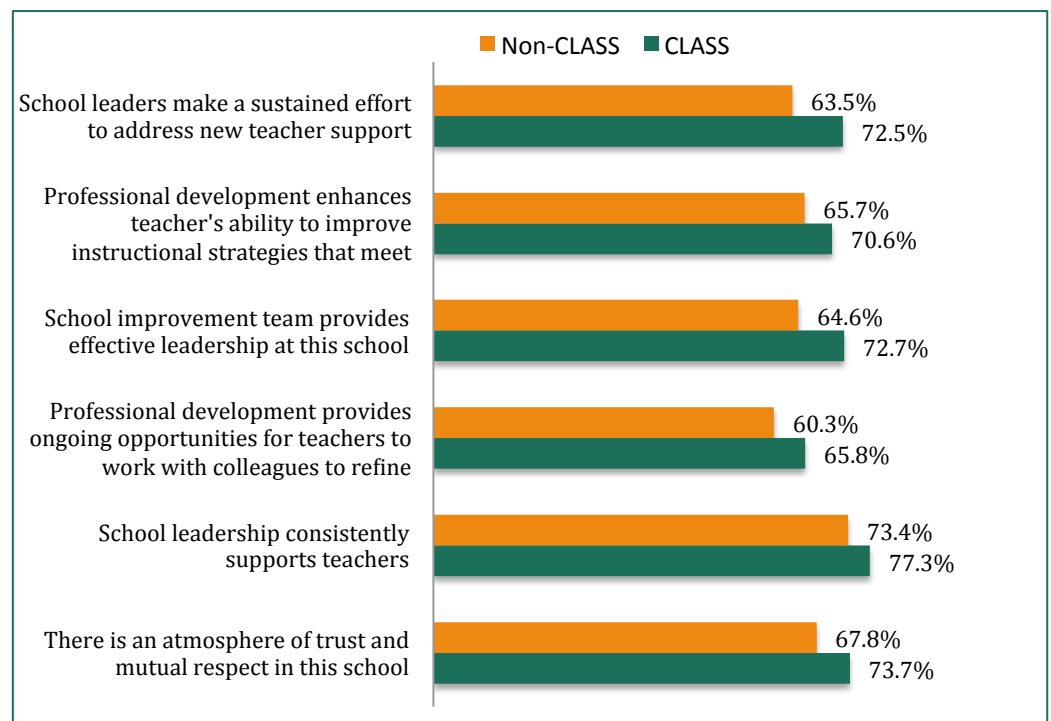


## Teaching conditions impact student learning

Teaching conditions are directly linked to student achievement. Based on an independent analysis<sup>3</sup> of the recently conducted TELL survey in Oregon, teachers in CLASS districts appeared to be significantly more satisfied with their teaching conditions than those who taught in non-CLASS districts.<sup>4</sup> The differences are statistically significant ( $p < 0.001$ ).

While the survey was not designed to examine CLASS districts, it did measure key indicators of the teaching environment, many of which are foundational to the CLASS project. A snapshot of several responses is shown in the figure to the right.

This positive impact is further suggested by a 2014 survey of the five CLASS school districts currently completing their Teacher Incentive Fund grant. The districts received funding to design teacher and principal evaluation and compensation systems. Of the respondents, 91 percent of teachers were confident about using feedback from their principals to improve their instructional practice.<sup>5</sup>



<sup>3</sup> DHM Research conducted the third party analysis of the TELL survey data.

<sup>4</sup> The TELL (Teaching, Empowering, Leading, and Learning) survey was commissioned by ODE and administered by the New Teacher Center. The anonymous survey was released in February 2014 to all Oregon public schools and 59 percent of educators responded.

<sup>5</sup> Year 4 TIF Survey was conducted by Education Northwest in spring 2014.