

Panel II Discussion

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CALDER

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CALDER



Using VA Measures for Promotion, Compensation, and Training: Pros and Cons

Benefits

Align staffing, compensation, and training to important outputs, rather than seniority, credentials

Possible drawbacks

1. Statistical
2. Implementation

Statistical Worries

- ❑ VA measures may be biased (selection)
- ❑ VA measures may vary over time [the focus here]
- ❑ VA measures may depend on specification, including floor or ceiling effects
- ❑ VA measures cover only one output
- ❑ Methodology requires students to be present in at least two straight years, thus excluding some students
- ❑ Results may depend on the test used

Implementation Worries

- ❑ Must be able to match students to teachers; how to deal with multiple teachers?
- ❑ Must have test scores; what about untested grades, courses?
- ❑ Results may depend on events outside of teacher's control (teacher gets sick; too many bad actors in class)
- ❑ Methodology not transparent to teachers, or teachers may see results as random; incentives affected

TOP-TO-TOP STABILITY

Percentage of top quintile who remain in top quintile the next year

Year t to year t+1

Elementary teachers: teacher effects

San Diego (Koedel&Betts) 29%

Florida (Sass) 22-31%

States: violent crime rates, 2002-2003 90%

NFL teams: W-L pct 50%

Year t-1 and t to year t+1

NC 5th grade teachers (Goldhaber&Hansen)

Reading 46%

Math 41%

BOTTOM-TO-BOTTOM STABILITY

Pct. of bottom quintile who remain in bottom quintile the next year

Year t to year t+1

Elementary teachers: teacher effects

San Diego (Koedel&Betts) 35%

Florida (Sass) 24-34%

States: violent crime rates, 2002-2003 85%

NFL teams: W-L pct 17%

Year t-1 and t to year t+1

NC 5th grade teachers (Goldhaber&Hansen)

Reading 32%

Math 44%