



Research Brief: The Market for Teacher Quality

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Working Paper 11154
[www://www.nber.org/papers/w11154](http://www.nber.org/papers/w11154)

Or, see

<http://www.utdallas.edu/research/tsp/pdfpapers/paper40.html>.

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Study Design

- Outcome:
 - Student gains in TAAS mathematics
- Sample:
 - Large Texas urban school district
 - Students and teachers in grades 4 through 8 for school years 1995-96 through 2000-01
- Data:
 - district data with student-teacher links
 - matched to statewide TSP data



Findings Regarding Teacher Quality

(Defined as Gains in Student Achievement on TAAS Mathematics)

- Teachers matter: most variation in gains in student achievement occurs at the teacher level within school, not between schools
- Early experience matters: teacher quality increases rapidly in the first year of teaching and levels off after 4-5 years
- Teacher quality is unrelated to advanced degree or certification
- Good teachers tend to be effective with all student ability levels
- Positive value to matching teachers and students by race

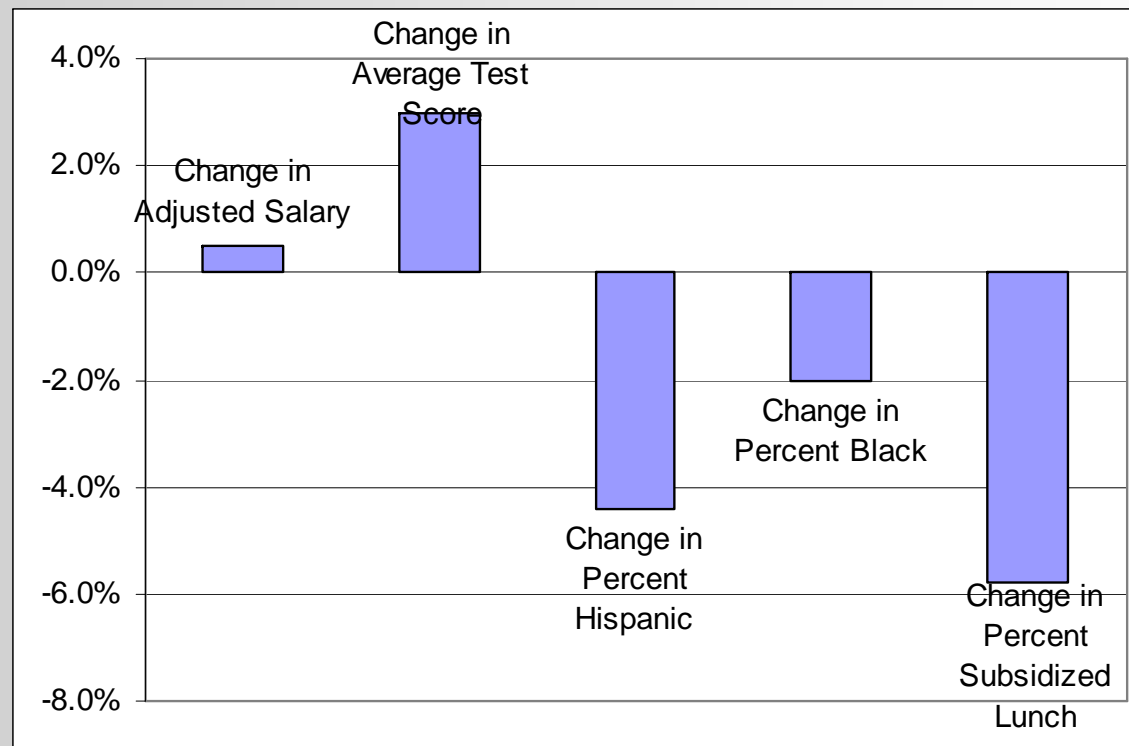


Teacher Retention in Urban Schools

- Urban schools serve as net suppliers of teachers to suburban schools
- Teachers who stay in the sample of urban schools tend to be as good or better than those who exit
 - Little evidence that districts that offer higher salaries and have better working conditions attract the higher quality teachers among those who depart the central city district
- However, a lower overall instructional quality in urban schools results from
 - higher teacher leaving rates, which leads to
 - higher proportion of replacement teachers with no experience



Related Finding from Other TSP Work:
Teachers Move to Schools with Better Academic Performance and Lower Percentages of Minority and Low-Income Populations*



Sample: Statewide public school teacher population with less than 10 years experience who changed districts from 1993-96.

*Hanushek, Eric A., John F. Kain and Steven G. Rivkin (2003). "Why public schools lose teachers." *Journal of Human Resources* 39, no.2(Spring 2004).



Suggested Future Research Related to Policy

- Are results specific to grades 4-8, or would a similar story emerge from an analysis of high school teachers?
- Are results specific to the urban district of this analysis, or would a similar story emerge from an analysis of data from other major urban districts in the state?
- Are results specific to the window of analysis (1995-96 through 2000-01), or would a similar story emerge from an analysis of more recent data?
- Are teachers who transfer from urban districts more/less effective in their new teaching positions?
 - Requires statewide student-teacher links