

# 2017 RESULTS EMPHASIZE NIET'S IMPACT OVER TIME

Single accomplishments can be tremendously satisfying: an increase in a school performance score, measured growth in an area of instruction, or hitting a benchmark toward a school goal. Even more powerful is when each contributes to a continuum of improvement year after year. NIET's 2017 research shows gains in student achievement, strongly positive attitudes from teachers and administrators, and most importantly, the magnitude of these impacts on NIET's partner locations over time.

NIET shared some of these latest findings at the 2017 American Educational Research Association (AERA) national conference, the world's largest gathering of scholars in the education research field. The four presented studies were:

#### **The Front Lines:**

Administrators Discuss Implementing a New Educator Effectiveness System

#### **5,000 Strong:**

Teacher's Responses to a New Educator Effectiveness and Support System

#### **Promising Pathways:**

How Enhanced Educator Preparation Programs Improve Teacher Quality

#### **Stayers, Movers, and**

**Leavers:** Impact of an Educator Effectiveness System on Retaining Administrators Nationwide

What follows are highlights from additional research papers regarding NIET's impact on student achievement and teacher and administrator perceptions of the TAP System.

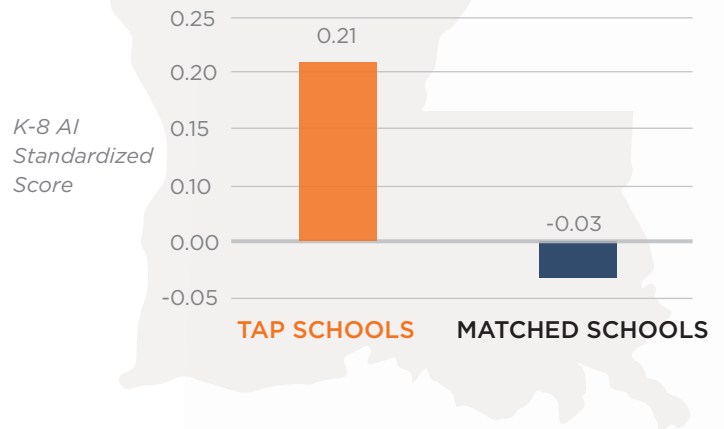
# Student Achievement Spotlights

## LOUISIANA

Building on an NIET study from 2014 finding a significant positive effect of TAP on 2012-13 K-8 Assessment Index scores when compared with similar control schools, NIET conducted a follow-up study in 2017.

In the examination of 49 K-8 TAP schools, averaging an 87.6 percent free and reduced-price lunch rate at the start of TAP implementation, they significantly outperformed their matched comparison schools in student performance growth ( $t(48) = 2.11, p = 0.04$ ) from base year to 2015-16. While, on average, Louisiana TAP schools improved by 0.21 standard deviations in student performance from one year prior to TAP System implementation to 2015-16, student performance in matched schools declined 0.03 over this time.

**Student Performance Growth in Louisiana TAP and Matched Comparison Schools**



## SLATON INDEPENDENT SCHOOL DISTRICT, TEXAS

In 2014, Slaton Independent School District (ISD) began implementing the TAP System districtwide with the support of a U.S. Department of Education Supporting Effective Educator Development (SEED-1) grant, in partnership with Texas Tech University (TTU) and NIET. In addition to the implementation of the TAP System, the three-way partnership among NIET, TTU and Slaton ISD included providing all teachers at Slaton Junior High with coursework in STEM, Literacy, and Leadership delivered by TTU faculty. Coursework in these areas was designed to closely align with the expectations within the TAP System.

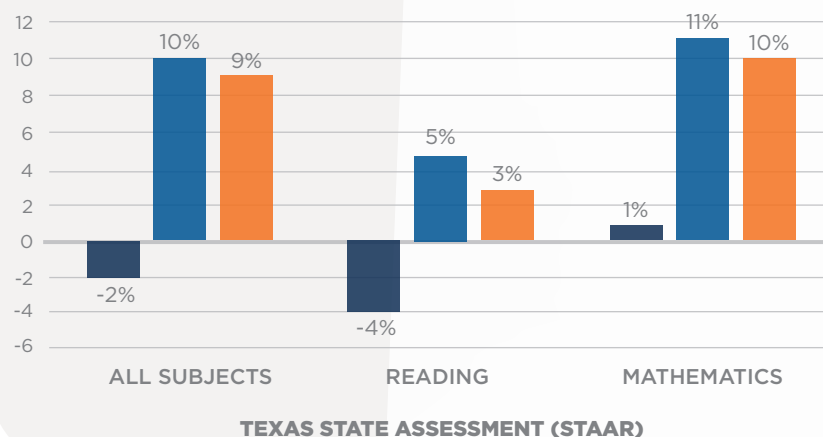
To examine the impact of the TAP System implementation and the advanced coursework offered at Slaton Junior High, school performance data from the year prior to TAP System implementation through the 2016-17 school year were tracked.

The study found that from 2013-14 to 2016-17, the percentage of students at “Approaches Grade Level or Above” in all subjects combined and in reading declined statewide but increased at Slaton Junior High. Additionally, while both the state and Slaton Junior High experienced increases in the percentage of students at “Approaches Grade Level or Above” in math from 2013-14 to 2016-17, Slaton Junior High’s academic growth exceeded that of students statewide.

**Student Performance Growth Statewide and at Slaton Junior High**

*Growth in the Percentage of Students at Approaches Grade Level or Above, 2013-14 to 2016-17*

- State
- All Students Slaton Junior High
- Economically Disadvantaged Students Slaton Junior High

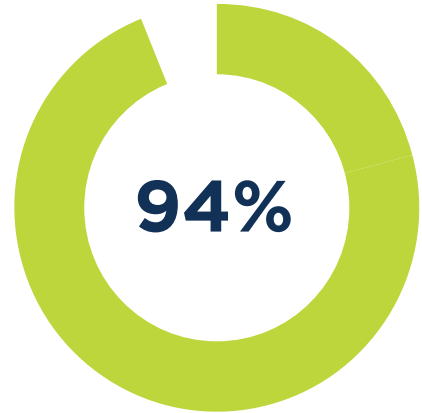


# Teacher and Administrator Attitudes

Teacher Reported Support for Collegiality in 2017

## COLLEGIALITY

Contrary to the concern that performance measures and incentives for teachers will result in competitiveness and loss of collegiality among teachers, NIET finds high levels of collegiality year after year in TAP schools due to the collaboration and supportive cultures the model fosters. In the 2017 TAP Teacher Attitude Survey, 94 percent of teachers in TAP schools agree with statements reporting a high level of collegiality in their schools, and over 73 percent report strong agreement.



As one teacher shared:

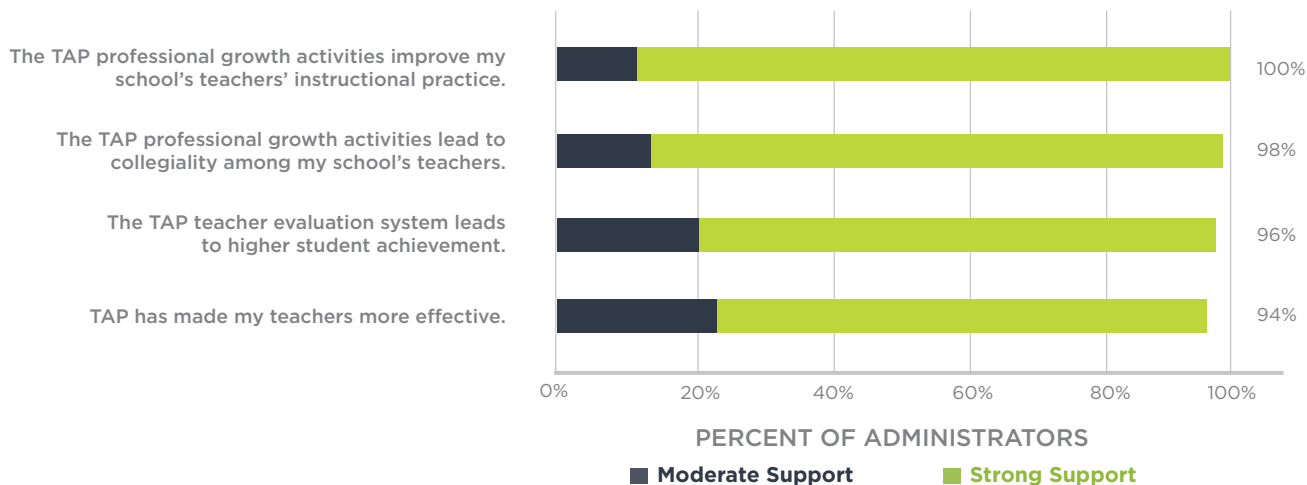
“ TAP has brought about major changes in the **collaboration among teachers**. Before TAP, teachers rarely talked to each other about what was going on in their classrooms. Now, it happens frequently.



## ADMINISTRATOR RESULTS

According to the 2017 TAP Administrator Attitude Survey, principals overwhelmingly report that TAP has a positive effect on instructional practices, collegiality, student achievement, and teacher effectiveness.

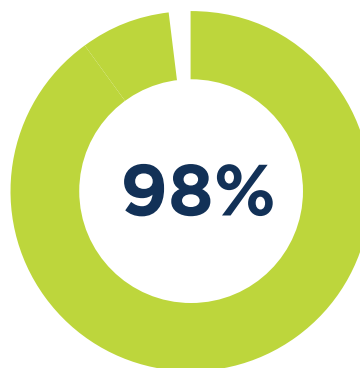
### Administrator Results on TAP Outcomes in their Schools



These practices have led to increased teacher retention. Ninety-eight percent of principals surveyed agree that TAP helps retain effective teachers.

NIET’s consistently positive results spanning two decades would not be achievable without an evaluation system capable of differentiating teacher performance levels and providing detailed feedback for improvement, ongoing professional growth in classroom practice using student and teacher data to guide improvement, recruitment and retention of effective teachers, and the creation of a challenging, rewarding and collegial environment focused on high-quality instruction and student learning. 📦

### Administrators Agree: “The Implementation of TAP Has Helped Retain Effective Teachers at My School”



For more information on NIET’s research, visit:

[niet.org/our-impact/research](http://niet.org/our-impact/research)