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WWC QUICK Review

“The Long-Term Impacts of Teachers: Teacher Value-Added and Student Outcomes in Adulthood”

What is the study about?

This study examined whether being taught by a teacher with a high “value-added” improves a student’s long-term outcomes. The study analyzed more than 20 years of data for nearly one million fourth- through eighth-grade students in a large urban school district.

The New Quick Review

In March 2012, the WWC began using a new format for quick reviews to allow for a faster release. When a more complete review is conducted for the study described here, this information will be updated.

What did the study report?

The study reported that having a teacher with a higher level of value-added was associated with higher test scores, lower rates of teen pregnancy, higher probability of college attendance and college quality, higher earnings growth in their 20s, higher rates of saving for retirement, and higher neighborhood quality.

Handy Definitions

- ▼ *quick review*
- ▼ *study rating*
- ▼ *meets evidence standards*
- ▼ *meets evidence standards with reservations*
- ▼ *does not meet evidence standards*
- ▼ *quasi-experimental design*

How does the WWC rate this study?

The study is not a randomized controlled trial and, therefore, cannot receive the highest rating of *meets WWC evidence standards*. It used a quasi-experimental design, but did not clearly establish that students with and without high value-added teachers were similar before exposure to the teachers. Once the WWC conducts a more thorough review (forthcoming), it will be able to determine whether the study *meets WWC evidence standards with reservations*.

See the [full glossary](#) ▶

Citation

Chetty, R., Friedman, J. N., & Rockoff, J. E. (2011). *The long-term impacts of teachers: Teacher value-added and student outcomes in adulthood* (NBER Working Paper 17699). Cambridge, MA: National Bureau of Economic Research.

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