

Home > News and Events > WWC Quick Review



## **WWC** **QUICK Review**

### “An Evaluation of the Chicago Teacher Advancement Program (Chicago TAP)”

#### What is the study about?

The study examined whether the Chicago Public Schools’ Teacher Advancement Program (TAP), which provides mentoring, leadership opportunities, and financial incentives to teachers, improved student academic achievement and teacher retention. The study examined the academic achievement of more than 7,600 students in grades 4–8 from 34 schools in the Chicago Public School system. Implementation was staggered across all schools, with the schools randomly assigned to implement later serving as the comparison group for the analysis. The analysis of teacher retention was based on a matched sample of over 2,600 teachers in Chicago TAP and conventional public schools.

#### What did the study report?

The study reported that Chicago TAP did not have a statistically significant effect on student achievement in math, reading, and science, as measured by the Illinois Standards Achievement Test. The study reported some evidence of statistically significant positive impacts on teacher retention measured one, two, and three years after implementation of Chicago TAP for teachers in schools that were first to implement the program.

#### How does the WWC rate this study?

This study used a randomized controlled trial to determine the effect of Chicago TAP on student achievement scores. However, the authors did not clearly document student attrition

#### 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.

#### Handy Definitions

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

See the *full glossary* ►

or establish baseline equivalence of students. Similarly, the analysis of teacher retention is based on a quasi-experimental matching design where the authors did not clearly establish baseline equivalence of treatment and comparison groups. A more thorough review (forthcoming) will determine whether the student achievement analysis *meets WWC evidence standards* and whether the teacher retention analysis *meets WWC evidence standards with reservations*.

## Citation

Glazerman, S., & Seifullah, A. (2012). *An evaluation of the Chicago Teacher Advancement Program (Chicago TAP) after four years*. Report prepared for The Joyce Foundation. Washington, DC: Mathematica Policy Research.

*Absence of conflict of interest: This study was conducted by staff from Mathematica Policy Research. Because Mathematica operates the WWC, this study was reviewed by staff from subcontractor organizations.*

*Posted: April 2012*