

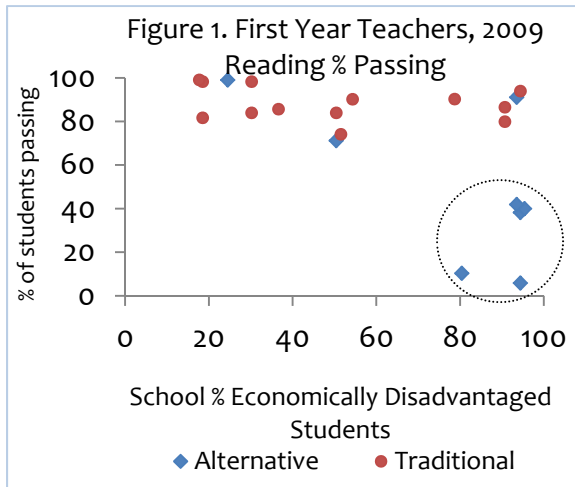
# Traditional and Alternatively Certified Novice Teacher Effectiveness in AISD

## Educator Quality Research School Series: Issue 3

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Although there is some research suggesting that alternatively certified teachers who are highly educationally qualified perform as well or better than traditionally certified teachers,<sup>1</sup> this question has not been investigated in AISD until now. In 2008-09, 16% of teachers in AISD were certified by alternative certification programs, including 240 first year teachers. This report describes the results of analyses comparing the TAKS performance in Reading/ELA, Math, and Science of novice alternatively certified teachers (in years 1-3 of teaching) with those who were traditionally certified. Separate analyses also were conducted for first year teachers. These findings extend the results reported Issue 1 of this series by considering the percent of economically disadvantaged students in a teacher's school. Results<sup>2</sup> indicated that in 2008-09:

- When accounting for the percentage of economically disadvantaged students at the school, *there were no differences in student performance* of alternatively or traditionally certified novice teachers (years 1-3) or first year teachers in
  - Science and Math: elementary or secondary percent met standard or percent above or below predicted based on prior year TAKs scores (see Issue 1 in this series for additional information about this student growth metric)
  - Reading/ELA: Elementary percent met standard or percent above or below predicted based on prior year TAKs



- At secondary schools with a high percentage of economically disadvantaged students, traditionally certified novice teachers had a higher percentage of students who passed Reading/ELA TAKS and a lower percentage of students who fell short of their predicted performance (based on prior year TAKs scores;) than alternatively certified novice teachers. A similar relationship also was observed for met standard for first year secondary Reading/ELA teachers (Figure 1).

### Implications

These results suggest that in general, the students of alternatively certified novice teachers performed equally as well as the students of traditionally certified teachers. And, as reported in Issue 1 of this series, no differences were observed in student TAKS performance of alternatively versus traditionally certified teachers beyond teaching year 3. Future research should monitor the interaction between high poverty schools and certification type to determine if the findings for secondary Reading/ELA were unique to 2008-09.

<sup>1</sup> Boyd, D., Goldhaber, D., Lankford, H., Wyckoff, J. (2007). The effect of certification and preparation on teacher quality. *Future of Children*, 17, 45-68.

<sup>2</sup> ANOVA testing main effects for certification status and school economic disadvantage and interaction effect for certification status\*economic disadvantage, by school level. For details, please contact the authors.

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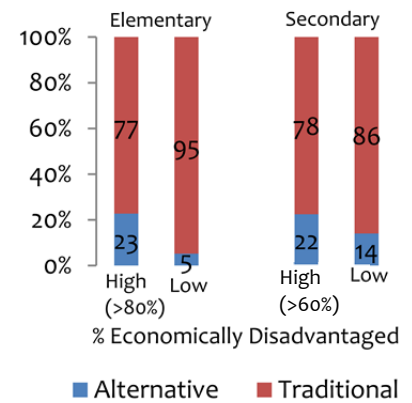
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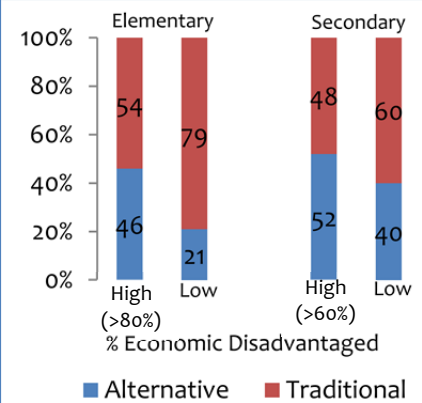
### Fast Fact:

In AISD, the percentage of alternatively certified teachers varies by school level and % of economically disadvantaged students, and by teacher years of experience.

### 2008-2009 All Teachers:



### 2008-2009 Novice Teachers (Years 1-3):



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