



The Impact of the Wisconsin Educator Effectiveness Process on Student Achievement



A Wisconsin Educator Effectiveness Research Partnership (WEERP) Evaluation Brief August 2019

Curtis J Jones & Leon Gilman - University of Wisconsin Milwaukee, Mikhail Pyatigorsky - Pyatigorsky Consulting

The Wisconsin Educator Effectiveness (EE) process is based on research that identifies teacher quality as the most important school factor for determining student achievement (McCaffrey, Lockwood, Koretz, & Hamilton, 2003; Rivkin, Hanushek, & Kain, 2005).

The EE process is intended to promote the use of performance feedback to enhance the quality of teaching and student learning across the state. Wisconsin teachers engage in the EE process on a three-year cycle. Every third year, “summary year” teachers complete a structured process that involves a series of observations and feedback opportunities with their administrator. In off years, or “supporting” years, teachers may receive feedback from a peer or coach instead of an administrator. First-year teachers also complete the summary year process.

In this study we use three years of results from the

Wisconsin Educator Development Support and Retention (WEDSR) teacher survey and student achievement results to answer two evaluation questions:

1. To what extent do improvements in the EE feedback process within schools relate to changes in student achievement results?
2. What aspects of the EE feedback process best explain changes in student achievement?

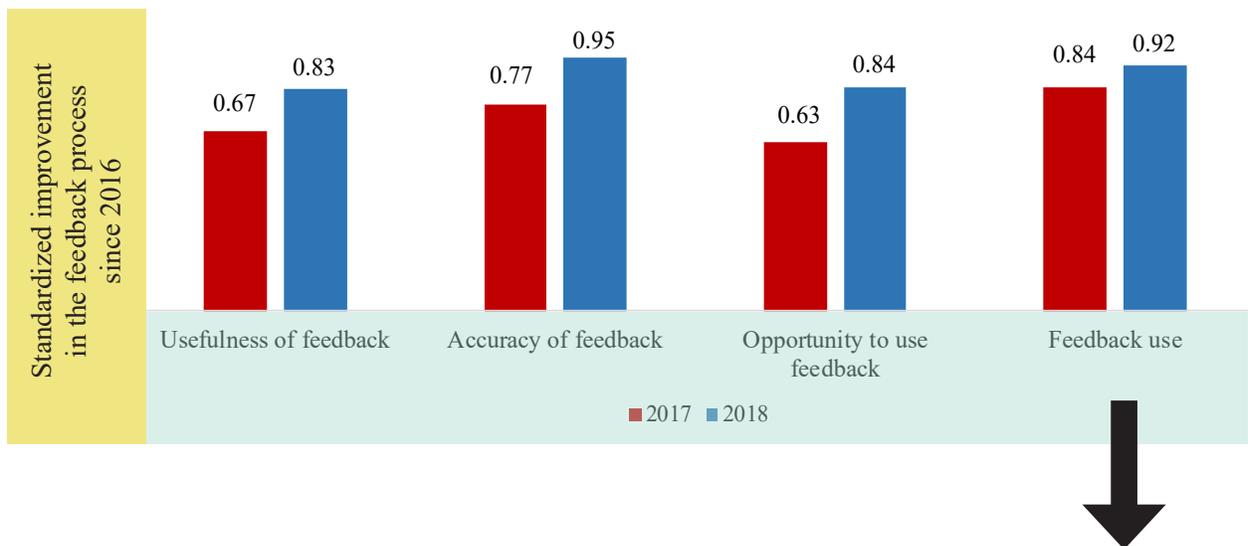
Key Findings

- Wisconsin schools have greatly improved the quality and use of performance feedback provided to teachers.
- School increases in the opportunities for teachers to use feedback were associated with improved student achievement results.
- School increases in the amount teachers use feedback to improve were associated with improved student achievement results.

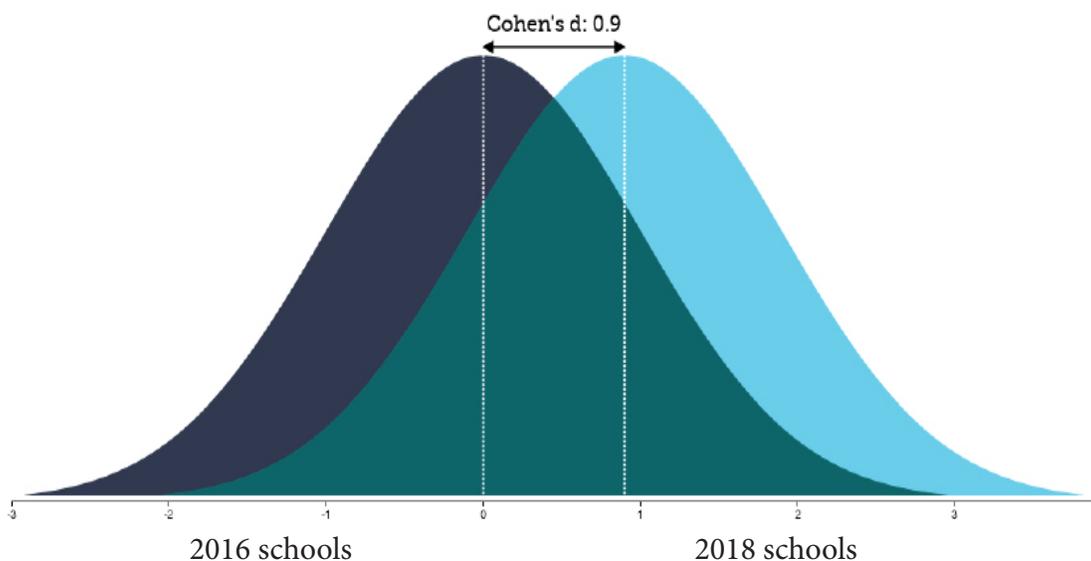
Key Findings

Schools have greatly improved the quality and use of performance feedback provided to teachers since the 2015-16 school year

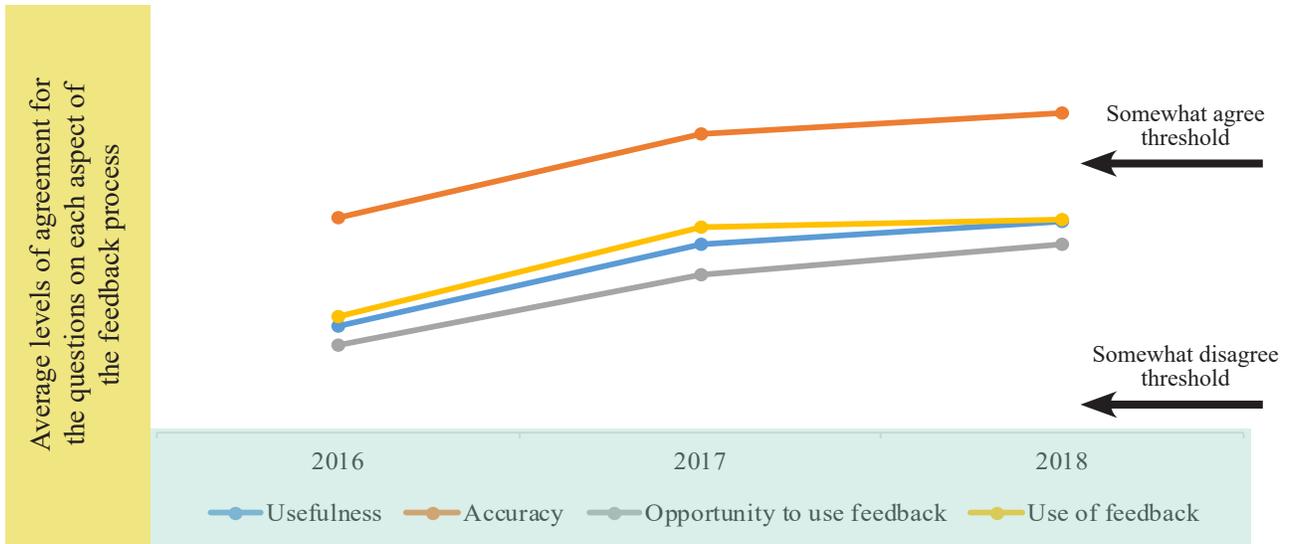
Among the 121 schools with survey and achievement results all three years, teacher perceptions of the usefulness and accuracy of feedback have improved 0.8 and 1.0 standard deviations, respectively. Teachers also reported a significant increase in the number of opportunities they have to use feedback and that they used feedback more often to improve.



The .92 standardized improvement suggests that 82% of schools in 2018 used feedback more to inform improvement efforts than the average school in 2016 (Cohen's U_3).



While all aspects of the feedback process have improved, teachers continue to have more positive perceptions of *Feedback Accuracy* than they do of the *Usefulness of Feedback* and the extent that schools are providing them *Opportunities to use Feedback*. The amount teachers *Use* feedback is in line with its perceived *Usefulness* and the extent that schools provide teachers *Opportunities* to use it.



Schools that increased the opportunities for teachers to use feedback demonstrated improved Math and English Language Arts (ELA) achievement results

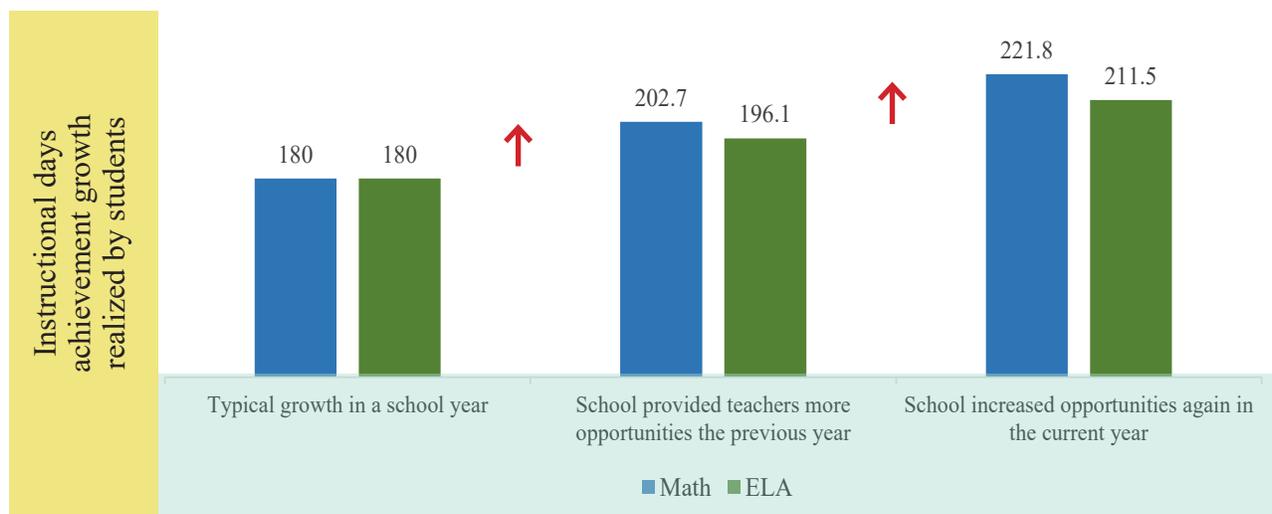
An increase in the opportunities provided to teachers to use feedback was associated with significant Forward Exam improvements in math ($B = .064$) and ELA ($B = .045$) achievement. These standardized effect sizes reflect the relationship of a one standard deviation improvement in the opportunities provided to teachers, or a 0.41 point increase in the scale, which ranges from 1 to 4. Considering only four questions comprise the opportunity scale, this .41 point increase is equivalent to switching from disagreement to agreement on between one and two opportunity questions.

Considering the 180 instructional days in a year, the value-added of increasing teachers' opportunity to use feedback is 22.7 Math and 16.1 ELA instructional days (see page 10 for a description of the methodology used to calculate instructional days value-added).

In addition to the greater achievement results associated with schools increasing opportunities, greater achievement results were also associated with schools having a higher baseline level of feedback opportunities as compared to the previous year. Higher baseline, or lagged, opportunity ratings were associated with significant improvements in math ($B = .054$) and ELA ($B = .043$) achievement results. These reflect lagged value-added effects of 19.1 math and 15.4 ELA instructional days, suggesting the impact of increasing feedback opportunities may compound over time; i.e. teacher development in one year may impact student achievement the next.

Because these effects were independent, schools that increased the opportunities for teachers to use feedback two consecutive years improved their achievement results a combined value-added of 41.8 Math and 31.5 ELA instructional days.

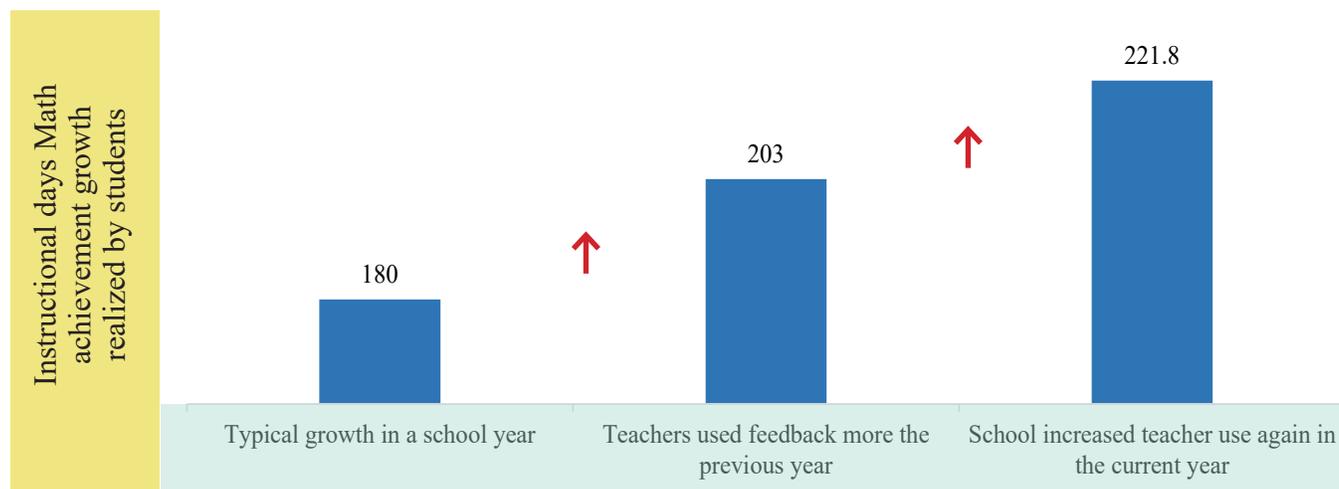
Another way to interpret these combined results is to compare the magnitude of these effects with the typical differences in student achievement results between strong and weak schools within districts (Lipsey et. al, 2012). Using this benchmarking strategy suggests the combined effects represent between 15% and 30% of the typical math achievement and 11% and 22% of the ELA achievement differences between students in strong and weak schools within a district.



Schools that increased the amount teachers used feedback to improve demonstrated improved Math and English Language Arts (ELA) achievement results

Schools increasing the number of teachers using feedback was associated with a significant improvement in Forward Exam Math ($B = .065$) achievement results. This achievement increase is related to an increase in teacher agreement with approximately two of the five Use questions. The value-added of increasing the amount teachers use feedback is 23 instructional days.

Greater achievement results were also associated with schools having a higher baseline level of Use as compared to the previous year. Higher baseline, or lagged, Use ratings were associated with significant improvements in Math ($B = .053$) achievement results. This reflects a lagged value-added effect of 18.8 instructional days. Schools improving their teacher feedback use two consecutive years was associated with improved Math achievement results of 41.8 instructional days. This combined effect represents between 15% and 30% of the typical math achievement performance difference between students in strong and weak schools within a district.



Schools that increased the amount teachers use feedback also demonstrated improved Math ($B = .143, p < .001$) and ELA ($B = .109, p = .004$) Value-Added results, Student Growth Percentile (SGP) Math ($B = 2.6\%, p < .001$) and ELA ($B = 1.7\%, p < .001$) Mean results, and SGP Math ($B = 3.9\%, p < .001$) and ELA ($B = 2.3\%, p < .001$) Median results.

The SGP Mean reflects the average percentage of "like" students statewide that students in a school performed better than on their achievement test. A school with a mean of 50 suggests that a typical student in a school performed greater than 50% of other "like" students statewide. Thus, the SGP Math Mean effect of 2.6 suggests increases in feedback use were associated with students performing better than 2.6% more students across the state. Considering the standard deviations for Math and ELA are 9.1% and 10.5% respectively, the SGP Mean effects represents effect sizes of .32 in Math and .17 in ELA.

The Math lagged effect was also significant ($B = 1.5, p = .01$) suggesting that the total effect of greater feedback use was 4.1%, an effect size of .45. This effect size suggests schools moved from the 50th percentile to the 67th percentile. With 1,564 elementary and middle schools in Wisconsin, a .45 cumulative effect size would move a median school's performance ranking from 782 to 563.

Summary

This study is the first the authors are aware of that links improvements in the teacher evaluation process to improvements in student achievement. We used fixed school effect modeling, with three years of survey and achievement data, to break down the teacher feedback process, isolating the mechanisms that best explain improved school effectiveness. The findings show that:

- » Wisconsin schools have greatly improved their implementation of the feedback process, with the average school in 2018 performing at or above 82% of schools from just two years earlier. Improvements were realized across all aspects of the feedback process.
- » Schools that increased the opportunities for teachers to use feedback and the amount that teachers used feedback realized improved student achievement results in that year. These results were consistent across all measures of student achievement.
- » The opportunities provided to teachers to use feedback and the amount they used feedback in one year were also associated with student achievement results the following year, suggesting the benefit of improving the feedback use process may compound over time.
- » Improvements in the usefulness and accuracy of performance feedback provided to teachers were generally unrelated to improvements in school effectiveness. While these are clearly important aspects of the feedback process, ultimately the goal of the EE process is for teachers to use feedback to improve. Improving the usefulness and accuracy of feedback may impact school outcomes when it is paired with increased opportunities for teachers to use feedback.

One limitation of this study is that the results only reflect schools using the Danielson Framework for Teaching. The roughly one-third of Wisconsin schools that use the CESA 6 Effectiveness Project Process, with the Stronge Framework (Stronge, 2002), did not participate in the WEDSR during the 2015-16 school year and could not be included in this study. However, CESA 6 model districts were included in the robustness checks process, with results consistent with the findings presented in this brief.

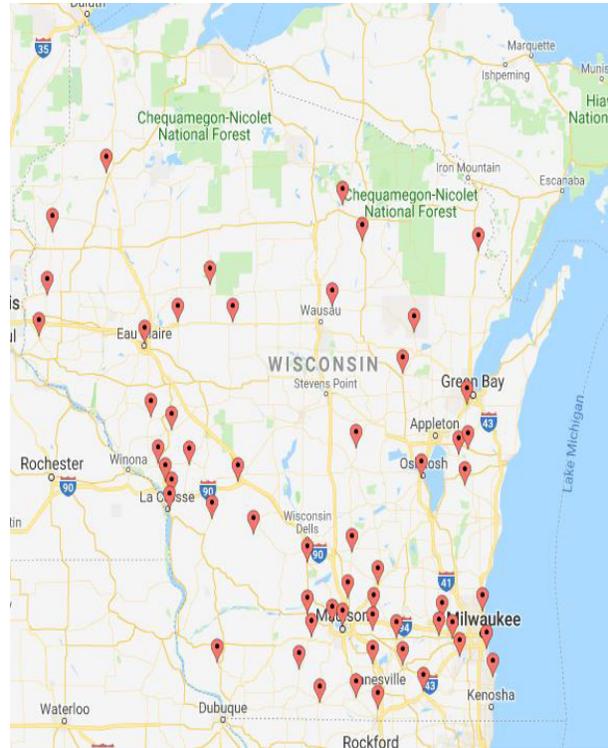


Methods

Study Schools are Representative of Schools Across the State

Only schools that participated in the WEDSR Teacher Survey at a high level (greater than 40% response rate) all three years (2016, 2017, and 2018) AND had student achievement results, were included in this study. 121 schools met these requirements. These included 82 elementary, 32 middle, and 7 "other" schools from all across the state. All schools were public schools. The students in these schools were similar to schools across the state.

Districts with Schools in Study



	121 Study School Averages	Statewide School Averages
% White	69%	73%
% Econ Disad	43%	42%
Enrollment	413	371

2016 student achievement results in the 121 study schools were somewhat lower than the results of schools statewide.

	Sample Schools		All Wisconsin Schools	
	Mean	SD	Mean	SD
Value Added Math	2.91	1.15	3.07	0.97
Value Added ELA	2.76	1.02	3.07	0.93
SGP Math Median	49.47	14.45	50.12	13.79
SGP ELA Median	47.37	11.80	50.11	12.16
SGP Math Mean	49.49	10.74	50.13	9.09
SGP ELA Mean	47.89	8.70	49.93	10.45
Forward Exam Math Standardized Score	-0.06	0.80	0.03	0.85
Forward Exam ELA Standardized Score	0	0.81	0.04	0.84

Responding Teachers are Representative of Their Schools

Among the 121 schools included in this analysis, across all three study years, 6,193 out of 11,140 teachers participated in the survey, reflecting a 56% response rate. Participating teachers were representative of the schools overall.

	Survey Population	Total 121 School Population
Gender		
Female	82.4%	79.3%
Education		
Bachelor's degree	48.3%	48.6%
Master's degree	50.6%	50.3%
Race/ethnicity		
White	94.3%	93.5%
Experience in district		
First year in district	11.1%	10.2%
1-5 years in district	22.1%	21.3%
Greater than 5 years in district	66.8%	68.4%
Teaching experience		
Novice teacher	5.6%	5.2%
1-5 years experience	15.1%	15.1%
Greater than 5 years experience	79.2%	79.7%

How WEERP Measures the EE Feedback Process

The Wisconsin Educator Development Support and Retention (WEDSR) Survey is a foundational data collection instrument to the work of the Wisconsin Educator Effectiveness Partnership (WEERP). In 2015-16, the Office of Socially Responsible Evaluation in Education at the University of Wisconsin Milwaukee developed the WEDSR Teacher Survey to inform the statewide evaluation of the Wisconsin Educator Effectiveness (EE). This annual survey is distributed every spring to all Wisconsin teachers.

As part of the survey, scales from the Examining Evaluator Feedback Survey (Cherasaro, Brodersen, Yanoski, Welp, & Reale, 2015) are used to measure the extent to which teachers use feedback to improve (*Feedback Use*), how much opportunity teachers have to use feedback (*Opportunity to Use Feedback*), the accuracy of feedback (*Feedback Accuracy*), and the usefulness of feedback (*Feedback Usefulness*). The internal consistency of these scales is .903, .812, .840, and .938, respectively. Confirmatory Factor Analysis results verify the four factors of the measure ($Chi^2 p < .001$; $RMSEA = .074$; $CFI = .995$; $SRMR = .047$).

Examining Evaluator Feedback Survey Questions

How much do you agree or disagree with the following statements...

Feedback Usefulness

- My evaluator's feedback included specific improvement suggestions.
- My evaluator's feedback included specific suggestions to improve my content/subject knowledge.
- My evaluator's feedback included specific instructional strategies that I could use to improve my teaching.
- My evaluator's feedback included specific classroom management strategies that I could use to improve my teaching.
- My evaluator's feedback included recommendations for finding resources or professional development to improve my teaching.
- My evaluator's feedback was provided as frequently as I needed it.
- My evaluator's feedback was provided in time for me to use it to inform my practice.

Feedback Accuracy

- The feedback I received was an accurate portrayal of my teaching.
- The classroom observations or walkthroughs that informed the feedback I received represented a typical day in my classroom.
- In our evaluation system, different evaluators reviewing the same evidence would likely give the same ratings.

Opportunity to Use Feedback

- I had access to the professional development that I needed in order to implement suggestions provided in my feedback.
- I had access to an instructional leader who supported me in implementing suggestions provided in my feedback.
- I was able to observe expert teachers modeling skills that related to my feedback.
- I had time during the school day to plan for implementing new strategies based on my feedback.

Feedback Use

- I tried new instructional strategies in my classroom.
- I tried new classroom management strategies in my classroom.
- I sought professional development opportunities (formal or informal).
- I sought advice from an instructional leader (e.g., peer, coach/mentor, administrator).
- I changed the way I plan instruction.

How Wisconsin Measures Student Achievement

Weighted Forward Exam School Results

The Forward Exam is the state of Wisconsin achievement test administered to students in grades three through eight and ten. Forward Exam standardized scores were calculated for each grade level for all schools statewide simultaneously across all three study years. We then calculated school level scores for each year by weighting the grade level scores by the number of students in each grade who took the test in each school that year. Scale scores increased each grade level by an average of 14.02 points on the Forward Exam Math and 12.74 on ELA. Across the state, and the three study years, the average school grade level standard deviation was 27.57 points in Math and 25.3 in ELA.

School Level Forward Exam Results Pooled from 2016, 2017, and 2018

	Grade level	School Average FE score	School Std. Deviation	Typical growth in one year	Standardized growth in one year	Schools
ELA	3rd	559.58	22.90	.	.	3286
	4th	583.69	25.30	24.11	0.95	3237
	5th	600.92	25.03	17.23	0.69	3070
	6th	611.20	24.91	10.28	0.41	2007
	7th	625.04	27.65	13.84	0.50	1857
	8th	634.64	28.27	9.59	0.34	1867
	Weighted average			25.33	12.74	0.50
Math	3th	555.49	23.77	.	.	3286
	4th	574.98	28.80	19.48	0.68	3237
	5th	598.88	27.39	23.90	0.87	3070
	6th	611.91	28.78	13.03	0.45	2007
	7th	624.14	29.12	12.23	0.42	1857
	8th	639.94	29.55	15.81	0.53	1867
	Weighted average			27.57	14.02	0.51

Conversion of Forward Exam results to instructional days

To ease in the interpretability of findings, using the information contained in the table above, effects are translated into an "instructional value added", using methods described elsewhere (Baird & Pane, 2019). Given the number of days in the school year is 180, we calculate the "instructional value added" of an effect by using the following equation:

$$((\text{Effect size} * \text{standard deviation of school level weighted Forward Exam score (25.33 for ELA or 27.57 for Math)}) / (\text{school level weighted average Forward Exam increase from one grade to another (12.74 for ELA and 14.02 for Math)}) * 180 \text{ days})$$

How Wisconsin Measures Student Achievement

Student Growth Percentiles (SGP)

The DPI uses SGP (Betebenner & VanIwaarden, January, 2014) to make fairer achievement comparisons between schools. SGP is calculated for each student based on their entire history of Forward Exam results and the history of Forward Exam results for all other students across the state. A student's achievement scores is compared to the scores of all other students across the state who had similar achievement histories. A student's SGP tells us the percentage of these "like" students statewide who scored lower than that student. A school SGP score is then calculated by taking the average of these individual percentiles. School median scores are also calculated. By construction, the SGP score of the average school is 0.

Value-Added Scores

Another way that DPI compares the productivity of schools is with value-added measures. These are calculated by comparing the expected Forward Exam scores of students based on their prior year's Forward Exam scores, free/reduced lunch eligibility, disability status, English Language proficiency level, gender, and race/ethnicity with their actual score. Schools with more students who score better than expected are determined to have a positive value-added on their students. Overall school scores are calculated by averaging the past two years of results, with the current year's results weighted two times as much as the previous year.

What Methods Did We Use to Estimate the Impact of Feedback?

We examine the relationship between measures of Performance Feedback (FB) and educator effectiveness (ELA and Math weighted Forward Exam (FE) Standard Sores, VA, Mean SGP, and Median SGP) by estimating a series of regressions, using maximum likelihood estimation (Generalized Linear Modeling with Robust Standard Errors) with fixed school effects. Specifically, for each effectiveness and feedback measure, we would like to estimate the following equations:

$$(1) \quad FE/VAM/SGP_{sy} = \beta_0 + \beta_1 FE/VAM/SGP_{s(y-1)} + \beta_2 FE/VAM/SGP_{s(y-2)} + \phi_y + v_s + \varepsilon_{sy}$$

$$(2) \quad FE/VAM/SGP_{sy} = \beta_0 + \beta_1 FE/VAM/SGP_{s(y-1)} + \beta_2 FE/VAM/SGP_{s(y-2)} + \beta_3 FB_{s(y-1)} + \beta_4 FB_{s(y-2)} + \phi_y + v_s + \varepsilon_{sy}$$

In the baseline model (Eq. 1), the FE/VAM/SGP of school s in time y is a function of lagged effectiveness from two previous years ($y-1$ and $y-2$), year fixed effects, ϕ , school fixed effects, v , and an error term, ε . We can then examine the effects of adding lagged Feedback from two previous years ($y-1$ and $y-2$) by comparing estimated coefficients from Eq 1 and Eq 2.

In practice, we do not yet have sufficient data to estimate the above models. Therefore, we estimate the following equations instead:

$$(3) \quad FE/VAM/SGP_{sy} = \beta_0 + \beta_1 FE/VAM/SGP_{s(y-1)} + \phi_y + v_s + \varepsilon_{sy}$$

$$(4) \quad FE/VAM/SGP_{sy} = \beta_0 + \beta_1 FE/VAM/SGP_{s(y-1)} + \beta_2 FB_{s(y-1)} + \phi_y + v_s + \varepsilon_{sy}$$

$$(5) \quad FE/VAM/SGP_{sy} = \beta_0 + \beta_1 FE/VAM/SGP_{s(y-1)} + \beta_2 FB_{sy} + \beta_3 FB_{s(y-1)} + \phi_y + v_s + \varepsilon_{sy}$$

Using contemporaneous measures as explanatory variables means that we cannot disentangle the relationship between effectiveness and feedback from any common shocks that may be related to both measures. Therefore, results from Eq. 5 should be interpreted with caution.

In order to get a preview of future results, we estimate a set of models without school fixed effects, using school characteristics instead:

$$(6) \quad FE/VAM/SGP_{sy} = \beta_0 + \beta_1 FE/VAM/SGP_{s(y-1)} + \beta_2 FE/VAM/SGP_{s(y-2)} + \phi_y + X_{sy} + \varepsilon_{sy}$$

$$(7) \quad FE/VAM/SGP_{sy} = \beta_0 + \beta_1 FE/VAM/SGP_{s(y-1)} + \beta_2 FE/VAM/SGP_{s(y-2)} + \beta_3 FB_{s(y-1)} + \beta_4 FB_{s(y-2)} + \phi_y + X_{sy} + \varepsilon_{sy}$$

X_{sy} is a vector of school characteristics, such as school type, % F/R lunch, size, and % white.

As a robustness check, we also estimate similar versions (i.e., with school characteristics instead of school fixed effects) of Eq. 3-5 – this allows us to check the stability of the relationships when applied to a larger sample of schools.

Finally, we estimate all of the above equations with measures of Feedback as the dependent variables and measures of educator effectiveness as the independent variables. This helps us to interpret whether changes in Feedback act as leading indicators of changes effectiveness (above and beyond what can be observed about prior effectiveness itself), or vice versa.

Model Results Using the EE Feedback Process to Predict Achievement

Separate Generalized Linear Models with robust standard errors were used to explore the relationships between each aspect of the feedback process and each measure of student achievement. Benjamini-Hochberg Correction was used to account for the large number of statistical tests.

Independent variable	Dependent variable	<i>B</i>	<i>P</i> -value (px)	<i>p</i> -value Rank (x)	New Critical <i>p</i> -value (px' = 0.05x/16)	Finding <i>p</i> -value ≤ New Critical <i>p</i> -value? (px ≤ px')	Statistical Significance after BH Correction?
Math results							
Opportunity Use	Forward SGP median	0.064	0	1	0.0031	Yes	Yes
Use	SGP mean	3.869	0	2	0.0033	Yes	Yes
Use	VA	2.588	0	3	0.0036	Yes	Yes
Use	Forward	0.143	0	4	0.0038	Yes	Yes
Use	Forward	0.065	0	5	0.0042	Yes	Yes
Opportunity	SGP median	2.115	0.009	6	0.0045	No	No
Opportunity	SGP mean	1.455	0.011	7	0.0050	No	No
Useful	Forward	0.048	0.015	8	0.0056	No	No
Opportunity	VA	0.079	0.043	9	0.0063	No	No
Accuracy	Forward	0.04	0.055	10	0.0071	No	No
Useful	SGP median	1.626	0.083	11	0.0083	No	No
Accuracy	VA	0.065	0.117	12	0.0100	No	No
Useful	SGP mean	0.826	0.189	13	0.0125	No	No
Accuracy	SGP mean	-0.593	0.388	14	0.0167	No	No
Useful	VA	0.026	0.488	15	0.0250	No	No
Accuracy	SGP median	-0.434	0.647	16	0.0500	No	No
ELA results							
Use	SGP median	2.324	0	1	0.0031	Yes	Yes
Use	SGP mean	1.68	0	2	0.0033	Yes	Yes
Useful	Forward	0.054	0.002	3	0.0036	Yes	Yes
Opportunity	Forward	0.045	0.002	4	0.0038	Yes	Yes
Use	VA	0.109	0.004	5	0.0042	Yes	Yes
Opportunity	VA	0.105	0.005	6	0.0045	No	No
Useful	SGP median	1.502	0.049	7	0.0050	No	No
Opportunity	SGP mean	0.895	0.051	8	0.0056	No	No
Useful	SGP mean	1.069	0.063	9	0.0063	No	No
Opportunity	SGP median	1.104	0.085	10	0.0071	No	No
Useful	VA	0.061	0.153	11	0.0083	No	No
Accuracy	SGP mean	0.474	0.337	12	0.0100	No	No
Use	Forward	0.034	0.369	13	0.0125	No	No
Accuracy	SGP median	0.443	0.542	14	0.0167	No	No
Accuracy	Forward	0.007	0.742	15	0.0250	No	No
Accuracy	VA	-0.01	0.824	16	0.0500	No	No

Effect Size Percentile Conversion Table

The table below presents Cohen's U^3 as a function of the standardized effect size difference for two groups. Cohen's U^3 is the percent of one group that is above the mean of another group. For example, an effect size difference of .5 suggests 69.2% of one group is above the mean of the other group.

Cohen's d (effect size of difference)	Cohen's U^3 (percent of group that is above the mean of another group)
.1	54.0%
.2	57.9%
.3	61.8%
.4	65.5%
.5	69.2%
.6	72.6%
.7	75.8%
.8	78.8%
.9	81.6%
1.0	84.1%
1.1	86.4%
1.2	88.5%
1.3	90.3%
1.4	91.9%
1.5	93.3%
1.6	94.5%
1.7	95.5%
1.8	96.4%
1.9	97.1%
2.0	97.7%

References

- Baird, M. D. & Pane, J. F. (2019). Translating standardized effects of education programs into more interpretable metrics. *Educational Researcher*, 48(4), 217–228. <https://doi.org/10.3102/0013189X19848729>
- Betebenner, D. W. & VanIwaarden, A. R. (January, 2014). *The Washington Growth Model: A Technical Overview of the Student Growth Percentile Methodology and Brief Report of 2013 Results*.
- Cherasaro, T. L., Brodersen, R. M., Yanoski, D. C., Welp, L. C., & Reale, M. L. (2015). *The Examining Evaluator Feedback Survey (REL 2016–100)*. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Central. Retrieved from <http://ies.ed.gov/ncee/edlabs>).
- Danielson, C. (2013). *The Framework for Teaching Evaluation Instrument: 2013 Instructionally Focused Edition*. Princeton, NJ: The Danielson Group.
- Lipsey, M.W., Puzio, K., Yun, C., Hebert, M.A., Steinka-Fry, K., Cole, M.W., Roberts, M., Anthony, K.S., & Busick, M.D. (2012). *Translating the Statistical Representation of the Effects of Education Interventions into More Readily Interpretable Forms*. (NCSEER 2013-3000). Washington, DC: National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education.
- McCaffrey, J. R., Lockwood, D. F., Koretz, D. M., & Hamilton, L. S. (2003). *Evaluating Value Added Models for Teacher Accountability* [Monograph]. Santa Monica, CA: RAND Corporation. Retrieved from http://www.rand.org/pubs/monographs/2004/RAND_MG158.pdf
- Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools, and academic achievement. *Econometrics*, 73, 417-458.
- Stronge, J. H. (2002). *Qualities of Effective Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

Acknowledgements

This study was supported by the Wisconsin Department of Public Instruction as part of the Wisconsin Educator Effectiveness Research Partnership (WEERP). WEERP is a research-practitioner partnership between the Office of Socially Responsible Evaluation in Education at the University of Wisconsin Milwaukee, The Wisconsin Center for Education Research at the University of Wisconsin Madison, and the Wisconsin Department of Public Instruction.



Wisconsin Educator Effectiveness Research Partnership

WEERP conducts rigorous and relevant research to inform the efforts of Wisconsin Educators to improve educator effectiveness and achievement for all students.

Curtis Jones is the Director of the Office of Socially Responsible Evaluation in Education at the University of Wisconsin Milwaukee and Co-Director of WEERP.

Leon Gilman is a data analyst in the Office of Socially Responsible Evaluation in Education at the University of Wisconsin Milwaukee.

Mikhail Pyatigorsky is president of Pyatigorsky Consulting

We appreciate helpful comments and suggestions from:

Jessica Arrigoni, University of Wisconsin Madison

John Bowser, University of Wisconsin Milwaukee

Bradley Carl, University of Wisconsin Madison

Elizabeth Cain, University of Wisconsin Milwaukee

Cathy Clarksen, CESA 6

Steve Kimball, University of Wisconsin Madison

Dan Marlin, University of Wisconsin Madison

Anthony Milanowski, Education Analytics

Katharine Rainey, Wisconsin Department of Public Instruction

Jed Richardson, University of Wisconsin Madison

Rachel Westrum, University of Wisconsin Milwaukee

For more information about this report or about the statewide evaluation of Wisconsin Educator Effectiveness, please contact Curtis Jones at jones554@uwm.edu or visit www.uwm.edu/sreed

