

K-12 Research Idaho

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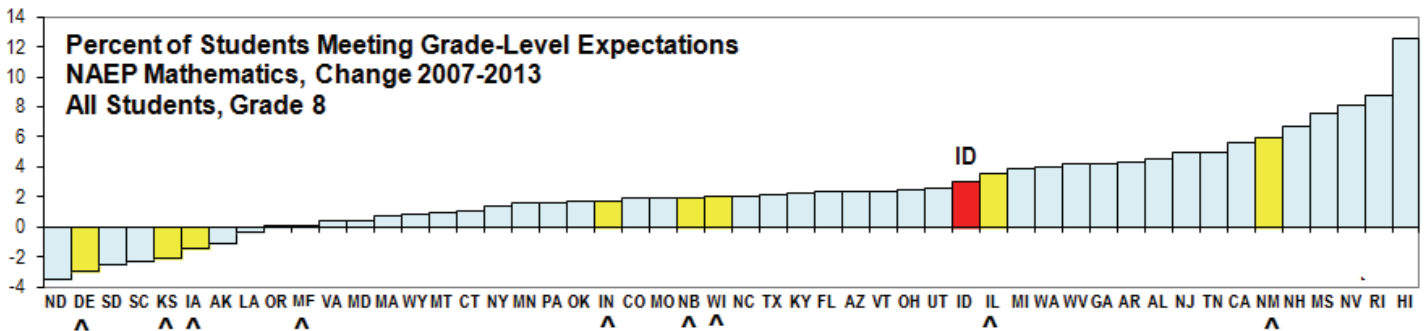
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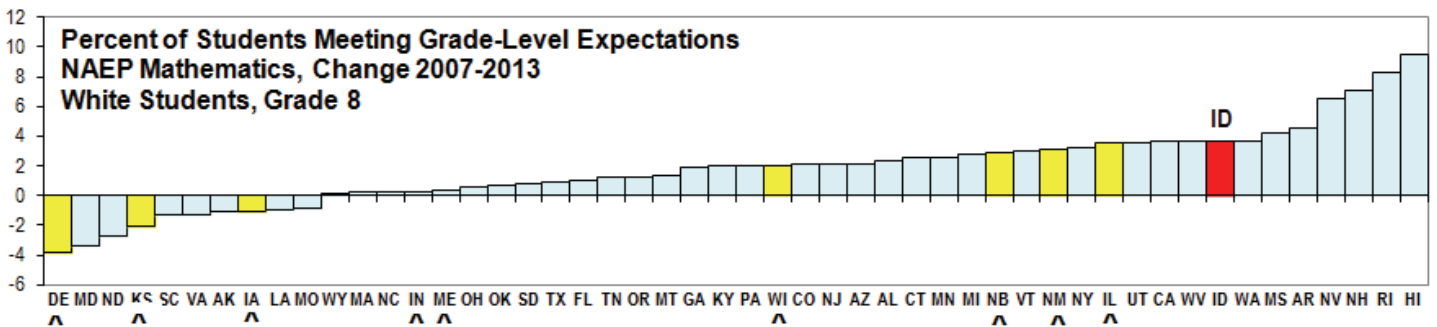
Do NAEP Results Support an Expectation that Implementing a Tiered Teacher Licensing System Will Lead to Higher Levels of Student Achievement? No!

An *Education Week* article in 2007 identified nine states with tiered teacher licensing systems (DE, IL, IN, IA, KS, ME, NB, NM, and WI). These states had the tiered system in place for the NAEP 2007 and NAEP 2013 reading and mathematics assessments. If the nine target states experienced a gain in the percentage of their students who met or exceeded grade-level expectations (NAEP's definition) from 2007 to 2013 than states without a tiered system, this would be evidence that implementing a system could improve student performance, but as illustrated below that was not the case.

Legend: The target states in the charts below are marked by a “^” and are yellow, and Idaho is red.



When we examine the gains and losses in eighth grade mathematics from 2007 to 2013 in the percentage of **All Students** who met or exceeded grade-level expectations, as defined by NAEP, two of the nine states with tiered systems apparently had larger percentage gains than Idaho (a non-tiered-certification state), but four apparently had lesser gains, and three had apparent losses. [“Apparent” difference means no statistical testing was conducted.]



When we examine the gains and losses in eighth grade mathematics from 2007 to 2013 in the percentage of **White Students** who met or exceeded grade-level expectations, as defined by NAEP, none of the states with tiered systems had a larger percentage gain than Idaho (a non-tiered-certification state), but six apparently had lesser gains, and three had apparent losses.

Education Week (2007, Dec. 17). Tiered Licensing Systems Used by States to Help Teacher Quality. Retrieved October 3, 2014, from <http://www.edweek.org/ew/articles/2007/12/19/16licensing.h27.html>