"Revisiting the Impacts of Teachers"

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Tuesday, March 10, 2015  
3:30–5:00 p.m.  
617 Library Place, Evanston Campus

Abstract: In the *American Economic Review* (2014), Raj Chetty, John Friedman, and Jonah Rockoff use teacher switching as a quasi-experiment and find that value-added estimates of teacher effectiveness are not meaningfully biased by student sorting and are strongly correlated with students’ later outcomes. Rothstein successfully replicates the researchers' key results in a new sample. Further investigation, however, reveals that the quasi-experiment is invalid: Teacher switching is correlated with changes in student preparedness. Estimates that adjust for this indicate moderate bias in value-added scores. The association between value-added and long-run outcomes is not robust and quite sensitive to controls.

For more information about Prof. Rothstein, see: [http://eml.berkeley.edu/~jrothst/](http://eml.berkeley.edu/~jrothst/)