

Fifty reasons why student achievement gain does not mean teacher effectiveness

- A. student characteristics
 - 1. intelligence
 - 2. locus of control
 - 3. self concept
 - 4. academic aspiration
 - 5. family size
 - 6. family income
 - 7. family occupational status
 - 8. family possessions
 - 9. parental education
 - 10. family educational environment
 - 11. race/ethnicity
 - 12. gender
 - 13. age
 - 14. student mobility
 - 15. days present
 - 16. quantity of schooling index
 - 17. unexcused absences and lateness
- B. school characteristics
 - 18. school library
 - 19. class size
 - 20. size of a type of class
 - 21. age of building
 - 22. size of school site
 - 23. size of school enrollment
 - 24. size of staff
 - 25. turnover of staff
 - 26. expenditures
 - 27. quality of instructional materials and equipment
- 28. school-wide learning climate
- 29. instructional support
- 30. teacher education degree
- 31. teacher undergraduate education type
- 32. teaching experience
- 33. teacher verbal achievement
- 34. teacher race
- 35. teacher sex
- 36. teaching load
- 37. teacher time in discipline
- 38. teacher job satisfaction
- C. test characteristics
 - 39. type of achievement test
 - 40. test score metric
- D. pretest-posttest design characteristics
 - 41. history
 - 42. maturation
 - 43. statistical regression
 - 44. small class size (n<30)
 - 45. overall school effects
 - 46. test-wiseness
 - 47. score conversion errors
 - 48. "minor" variations in test administration
 - 49. teaching to the test
 - 50. coaching on test-taking skills
 - 51. random error

These are essentially factors that have been identified to some extent to affect student achievement, independent of the teacher's performance.

In some cases, these factors are not directly causal. For example, the effects of race, ethnicity, gender, and others, are due to the conditions society places individuals who have been racialized or gendered. These factors affect student achievement through the role of segregation, systemic racism, and oppression (see Russell, 2023 - <https://doi.org/10.1080/08957347.2023.2217555>).

Berk, R. (1988). Fifty reasons why student achievement gain does not mean teacher effectiveness. *Journal of Personnel Evaluation in Education*, 1, 345-363.