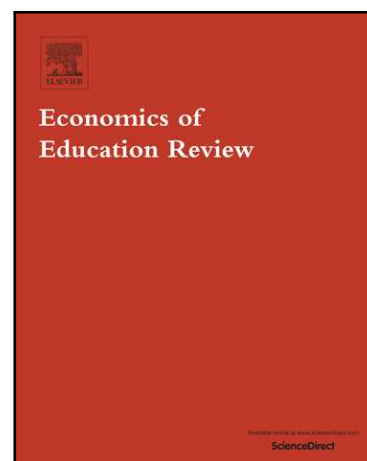


## Accepted Manuscript

Does the Precision and Stability of Value-Added Estimates of Teacher Performance Depend on the Types of Students They Serve?

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**Highlights**

- We estimate teacher value-added using a large state administrative dataset spanning multiple years.
- We examine how precise and how stable a teachers value-added estimate is from year to year and whether this relates to the characteristics of the teachers class of students.
- We find that teachers assigned to low performing students have less precise and tend to have less stable estimates.
- In a decomposition exercise, we find that teachers with low performing students also tend to have more transitory variation in value-added from year to year, which also affect stability.

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