Public Schools of North Carolina

# NC TEACHER EVALUATIONS & EFFECTIVENESS

Exploring the relationship between value-added data and teacher evaluation scores

# Thank you to:

- Lauren Hales, NC State University
- Jennifer DeNeal, Duke University
- Christopher Britt, NC State University
- Dayne Batten, UNC-Chapel Hill

# Research Questions

- What is the relationship between teacher performance evaluation ratings and annual EVAAS student growth data?
- What regions and districts have the strongest correlation between these measures?
- How can this research impact future teacher evaluations in North Carolina?

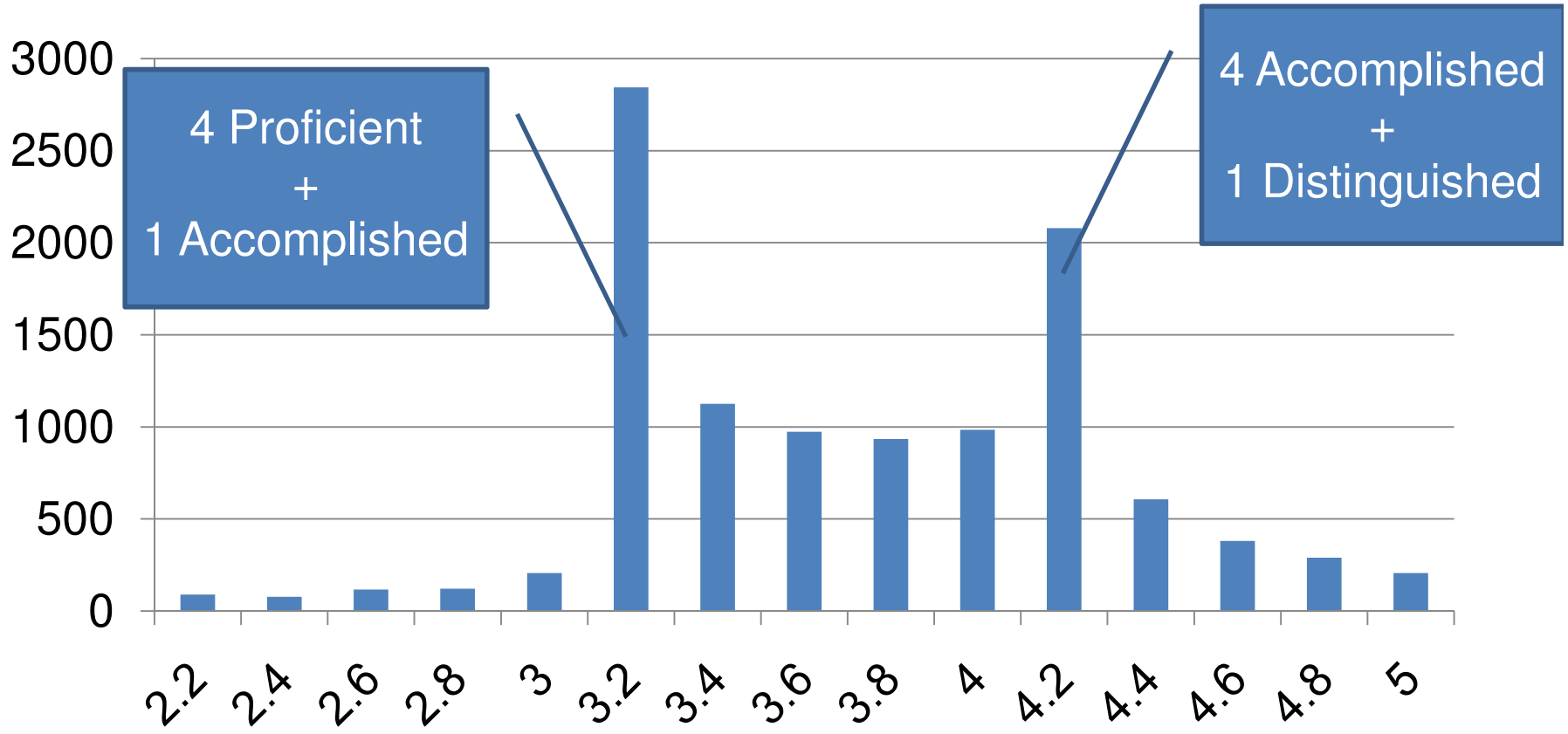
# Data and Methods

- 2010-2011 school year
- 11,430 teachers
  - EVAAS scores (average across all classes)
  - Performance evaluation ratings (average across standards)
  - District, gender, race, years of experience
- Statistical Analysis
  - State, Region, District

# Statewide Score Distributions

- Average evaluation score: 3.6 out of 5
- 90% of teachers “Proficient” or higher
- 40% of teachers “Accomplished” or higher

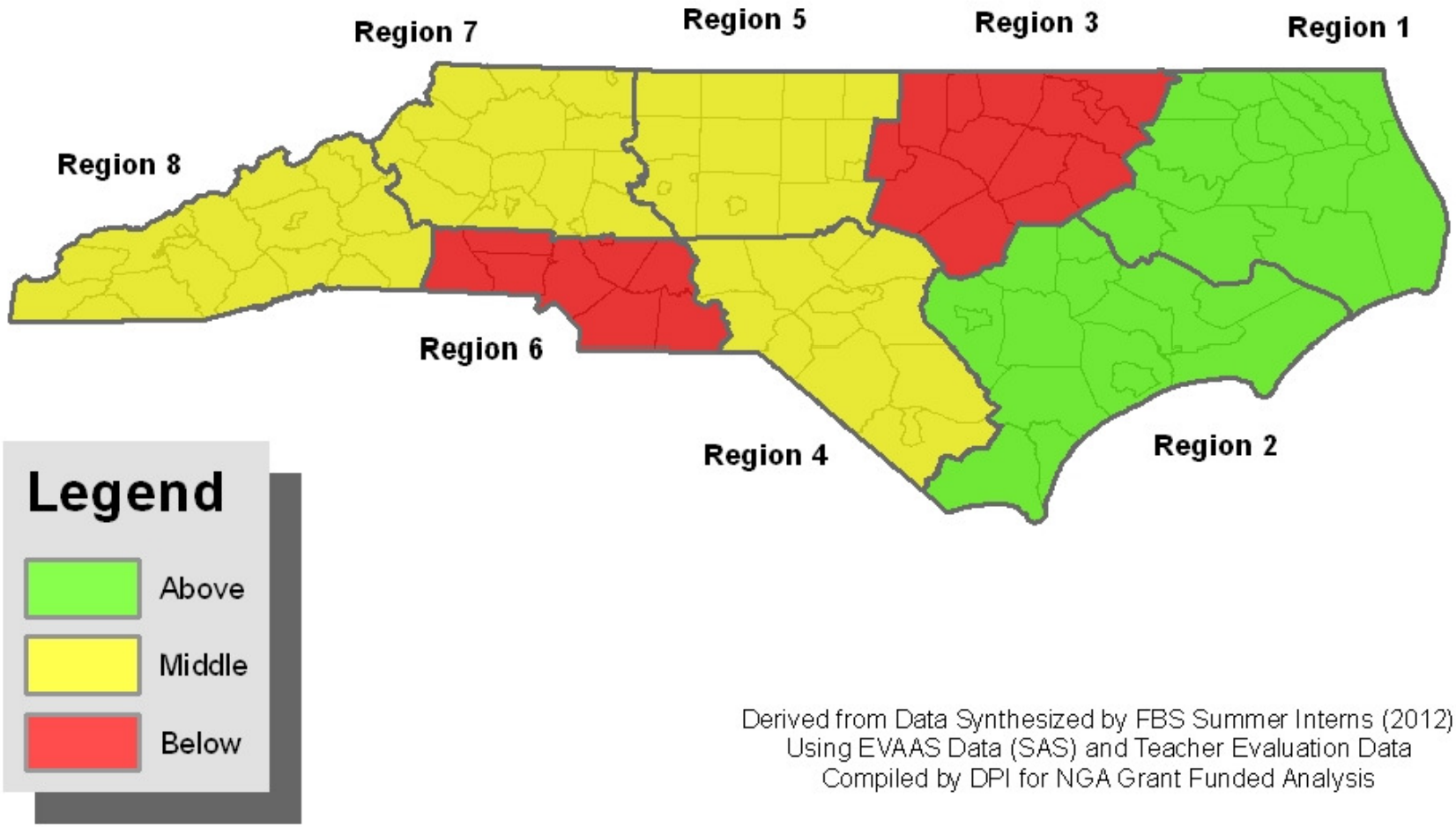
# Statewide Score Distributions



# Statewide Analysis

- Weak correlation statewide
- Teachers rated “Above Average” by EVAAS have:
  - An 8% chance of increasing one rating on Standard 4
  - A 40% chance of increasing one rating on any standard
- Combined Implications
  - 100 Most Effective Teachers (3.8 evaluation score)
  - 100 Least Effective Teachers (3.2 evaluation score)

# Regional Analysis

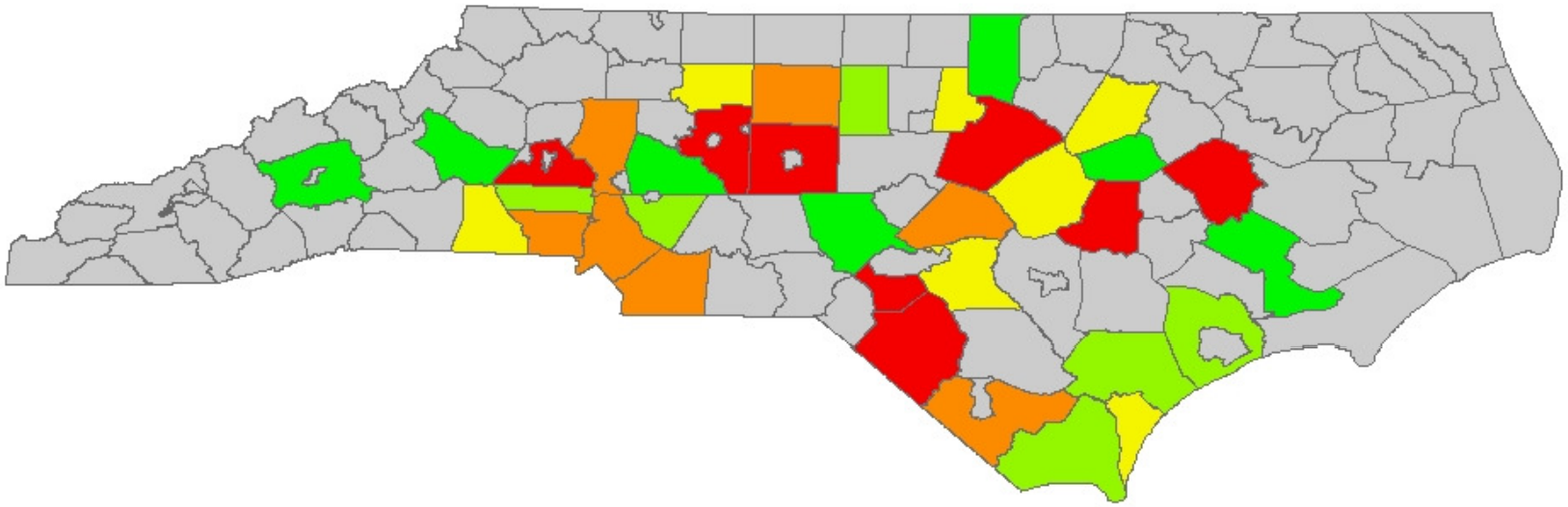



Derived from Data Synthesized by FBS Summer Interns (2012)
Using EVAAS Data (SAS) and Teacher Evaluation Data
Compiled by DPI for NGA Grant Funded Analysis

# District Analysis: Strongest Relationships

- Standard 4
  - Rowan-Salisbury (7)
  - Moore (4)
  - Burke (7)
  - Craven (2)
  - Buncombe (8)
- Averaged Standards
  - Rowan-Salisbury (7)
  - Moore (4)
  - Craven (2)
  - Buncombe (8)
  - Pender (2)

# District Relationships (Standard 4)



**Legend**

**Coefficient**
**Standard Four**

- Below
- Slightly Below
- Middle
- Slightly Above
- Above
- Low Sample Size Districts

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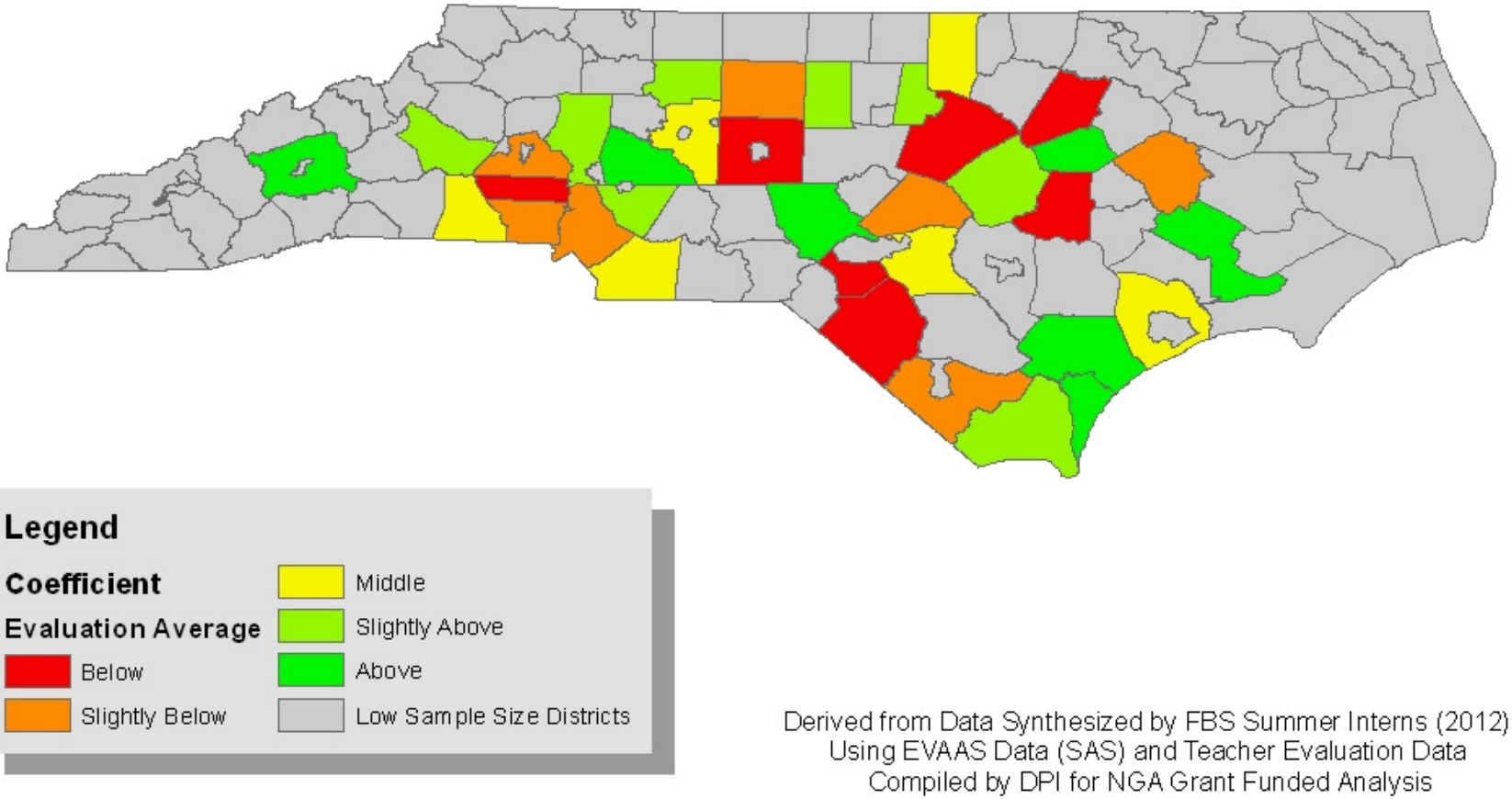
# District Relationships (Average)

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# Statewide: Other Factors

- Chances of having one rating lower on any standard:
  - 55% if male
  - 45% if African American
  - If beginning (first 3 years of teaching), likely to have at least one rating lower

# Conclusion

- Relationship among gender, race, years of experience & average performance rating
- Possible explanations:
  - Other aspects of teacher performance
  - “Mental short cuts”
  - Relationship among standards
  - Racial or gender bias

# Future Discussion

- Role of Administrators
- Best Practices by District
- Emphasis on Standard 6
- Human Factor of Evaluation Process