

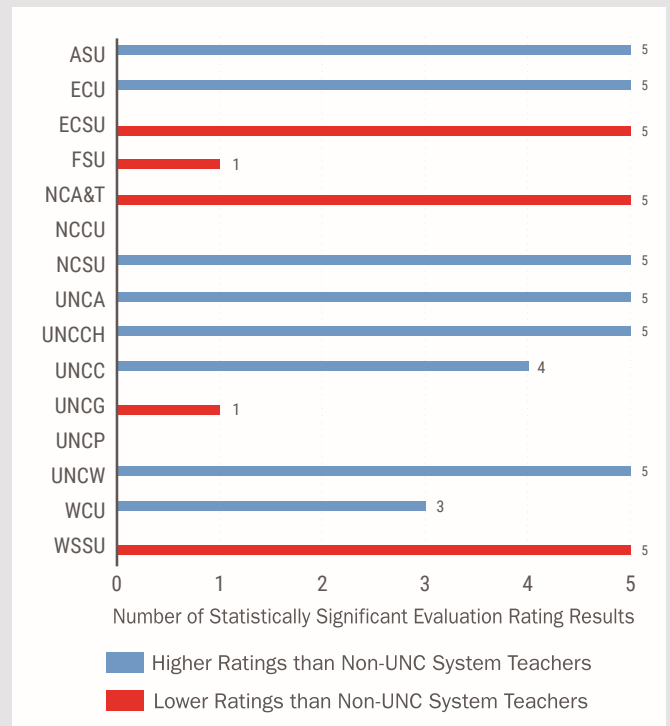
## Do graduates from certain UNC System EPPs earn higher evaluation ratings?

Figure 2 presents the number of statistically significant (positive and negative) evaluation rating results for each UNC System EPP. These counts come from an ordered logit model controlling for teacher and school characteristics. Graduates of six UNC System institutions—ASU, ECU, NCSU, UNCA, UNCCH, and UNCW—have significantly higher ratings on all five North Carolina professional teaching standards. Another two institutions, UNCC and WCU, have significantly higher ratings on four and three teaching standards, respectively. Conversely, graduates of three UNC System institutions—ECSU, NCA&T, and WSSU—have significantly lower ratings on all five professional teaching standards. Each of these universities is a minority serving institution that predominantly prepares racial/ethnic minority teachers. We discuss potential explanations for these negative findings in the paragraphs below. Overall, there are 37 positive results and 17 negative results across all UNC System EPPs. Results are similar when we limit comparisons to early-career teachers working in the same schools.

To better convey the magnitude of evaluation rating differences across UNC System EPPs, Figure 3 displays predicted probabilities of rating at developing, proficient, accomplished, and distinguished on the Facilitating Student Learning standard.<sup>4</sup> Generally, few early-career teachers are rated at developing or distinguished. As such, the main source of variation across UNC System EPPs is in the probability of rating at proficient versus accomplished. Programs with significantly higher ratings have a larger percentage of graduates with accomplished ratings (e.g. NCSU, UNCA, and UNCCH); those with significantly lower ratings have a larger percentage of graduates with proficient ratings (e.g. ECSU, NCA&T, and WSSU).

There may be valid reasons why an EPP's evaluation results substantially differ from its value-added results (e.g. differences in the teacher sample,<sup>5</sup> evaluations providing a fuller perspective on teaching practices). Nonetheless, given the interest in using value-added estimates and evaluation

Figure 2: A Summary of Teacher Evaluation Rating Results



Note: This figure displays the number of statistically significant evaluation rating results for each UNC System EPP. If a blue bar is not displayed that means there were no positive results for the respective UNC System EPP; if a red bar is not displayed that means there were no negative results for the respective UNC System EPP.

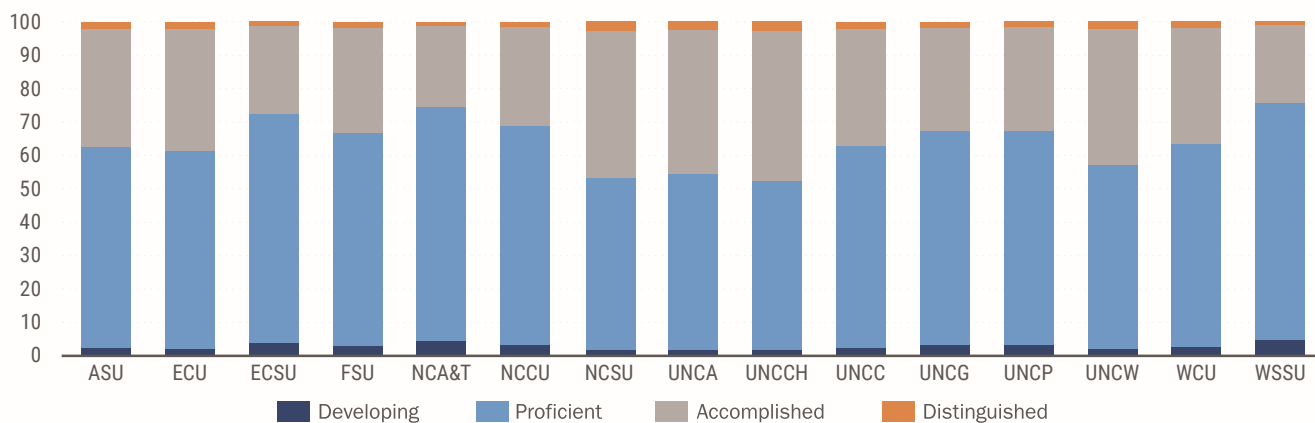
ratings for program accountability and improvement, it is valuable to assess the extent to which the measures convey similar information about program performance. Several UNC System EPPs—ASU, ECU, NCSU, UNCCH, and UNCW—have multiple positive results in value-added and evaluation rating analyses.<sup>6</sup> There are also institutions with positive results for one outcome measure but not the other. For instance, FSU and UNCP only have positive value-added results; UNCA only has positive evaluation rating results. Lastly, two institutions, ECSU and WSSU, have statistically insignificant value-added estimates but negative evaluation results. One theme that emerges from these evaluation results, whether they align with the value-added results or not, is that graduates from minority-serving

<sup>4</sup> These are not raw percentages of teachers earning ratings at each of these levels. Rather, these are predicted probabilities from models that adjust for teacher and school characteristics.

<sup>5</sup> In North Carolina, over 90 percent of teachers are evaluated each year. Approximately 35 percent of teachers teach a class in which students take an EOG or EOC exam.

<sup>6</sup> Likewise NCA&T has negative results in both value-added and evaluation rating analyses.

Figure 3: Predicted Probabilities on the Facilitating Student Learning Standard



Note: For each UNC System EPP, this figure displays predicted probabilities (after adjusting for teacher and school characteristics) of rating at developing, proficient, accomplished, and distinguished on the Facilitating Student Learning standard.

institutions have lower evaluation ratings. This may reflect true differences in teaching practices, differences in school and classroom context for graduates of minority-serving institutions,<sup>7</sup> and/or biases in ratings. These differences call for caution (and further study) in the high stakes use of evaluation ratings for EPPs.

## Discussion

In this research brief we used student test scores and teacher evaluation ratings to assess the effectiveness of early-career teachers from each UNC System EPP. These analyses can inform program accreditation, accountability, and improvement and are one way to assess the contributions of UNC System EPPs to North Carolina’s P-12 schools. Overall, there are three important takeaways from this research.

First, UNC System EPPs differ with respect to the demographics of the teachers they prepare and the types of schools in which their graduates work. UNC System EPPs prepare teachers who are predominately female and white. However, minority-serving institutions within the UNC System prepare many teachers from racial/ethnic minority populations. Graduates of these minority-serving institutions tend to work in schools with higher concentrations of economically-disadvantaged, minority, and low-performing students.

Second, when considering student achievement, early-career teachers from several UNC System EPPs frequently outperform their non-UNC System prepared peers. In particular, graduates of FSU, UNCCH, and UNCW were more effective in four value-added comparisons; graduates of ECU and UNCP were more effective in three value-added comparisons. Positive value-added results for UNC System EPPs were concentrated in high school biology and middle grades, with FSU and ECU standing out as especially effective in reading/English.

Finally, evaluation rating results present a mixed picture for graduates of UNC System EPPs versus their non-UNC System prepared peers. Six EPPs—ASU, ECU, NCSU, UNCA, UNCCH, and UNCW—have significantly higher ratings on all five professional teaching standards; three other EPPs—ECSU, NCA&T, and WSSU—have significantly lower ratings on all five standards. For many institutions their value-added and evaluation rating results are congruent: either statistically insignificant or both positive/negative. However, there are a few UNC System EPPs—particularly minority-serving institutions—whose value-added and evaluation rating results are quite different. These differences warrant further study and caution in the high stakes use of evaluation ratings for EPPs.

<sup>7</sup> It is important to note that all of our analyses control for school demographic characteristics (e.g. percentage of economically-disadvantaged and minority students). Furthermore, results are similar for minority-serving institutions when we make evaluation rating comparisons within schools.