

Based on the Charlotte Danielson premise that “teaching is that which results in learning”, Alabama is utilizing the percentage of students meeting their growth targets on the Scantron Performance Series assessments to determine teacher effectiveness at the state level. The population utilized for this measure consisted of student rosters from 54,840 Math and/or Reading classrooms in grades 3-8 from across Alabama. The results of the study indicate that, on a state level, teachers in low poverty and/or low minority schools have classrooms where a higher percentage of students meet their growth targets than is the case in high poverty and/or high minority schools.

Table 1

Table 2

AVERAGE (MEAN) PERCENTAGE OF STUDENTS WHO MET THEIR GROWTH TARGET FOR 2017-18 FOR TEACHERS BY SCHOOL DEMOGRAPHICS					
MATH					
SCHOOL DEMOGRAPHIC	NUMBER OF TEACHERS	MEAN PERCENTAGE OF STUDENTS	Std Dev	95% CL	t value
Low Poverty	6,950	51.70	18.35	51.26 52.13	27.36***
High Poverty	6,833	43.02	18.90	42.57 43.46	
Low Minority	6,931	51.79	19.63	51.32 52.25	27.66***
High Minority	6,819	42.79	18.49	42.35 43.23	
LOW BOTH	2,744	52.38	19.24	51.66 53.10	22.07***
HIGH BOTH	5,381	42.51	18.77	42.01 43.01	
READING					
SCHOOL DEMOGRAPHIC	NUMBER OF TEACHERS	MEAN PERCENTAGE OF STUDENTS	Std Dev	95% CL	t value
Low Poverty	6,952	52.68	14.64	52.34 53.03	27.92***
High Poverty	6,833	45.19	16.78	44.79 45.59	
Low Minority	6,934	51.91	16.23	51.53 52.29	24.86***
High Minority	6,818	45.08	15.99	44.70 45.46	
LOW BOTH OR 1	2,745	52.92	15.39	52.34 53.50	23.55***
HIGH BOTH	5,380	44.22	16.40	43.79 44.66	

DISTRIBUTION OF TEACHERS BY GROWTH LEVEL AND SCHOOL DEMOGRAPHICS					
MATH					
SCHOOL DEMOGRAPHIC	NUMBER OF TEACHERS	LEVEL 0 GROWTH	LEVEL 1 GROWTH	LEVEL 2 GROWTH	LEVEL 3 GROWTH
Low Poverty	6,950	6%	38%	45%	10%
High Poverty	6,833	16%	47%	32%	5%
Low Minority	6,931	7%	37%	43%	12%
High Minority	6,819	16%	49%	30%	5%
LOW BOTH OR 1	2,744	6%	37%	44%	12%
HIGH BOTH	5,381	17%	48%	31%	5%
READING					
SCHOOL DEMOGRAPHIC	NUMBER OF TEACHERS	LEVEL 0 GROWTH	LEVEL 1 GROWTH	LEVEL 2 GROWTH	LEVEL 3 GROWTH
Low Poverty	6,952	3%	33%	59%	5%
High Poverty	6,833	9%	53%	34%	4%
Low Minority	6,934	4%	36%	54%	6%
High Minority	6,818	8%	54%	35%	3%
LOW BOTH OR 1	2,745	3%	34%	58%	5%
HIGH BOTH	5,380	9%	56%	32%	4%

***p < .0001

UNIVARIATE STATISTICS FOR PERCENT POVERTY AND MINORITY					
	Mean	Std Deviation	25th Percentile	50th Percentile	75th Percentile
Percent Poverty	41.08	20.82	27.05	39.07	52.28
Percent Minority	39.91	31.19	14.62	30.67	61.46

Alabama Teachers Teaching Math and/or Reading in 2017-2018		
School Demographic	Math Teachers	Reading Teachers
High Poverty	6,833	6,833
Mid-range Poverty	13,638	13,632
Low Poverty	6,950	6,952
High Minority	6,819	6,818
Mid-range Minority	13,671	13,665
Low Minority	6,931	6,934
Total	27,421	27,417

The data found in Table 1 indicate that students in high poverty schools are 20.2% less likely to hit their growth targets in Mathematics and 16.6% less likely to hit their growth targets in Reading. Data in the same table indicate that students in high minority schools are 21% less likely to hit their growth targets in Mathematics and 15.2% less likely to hit their growth targets in Reading. Furthermore, data in Table 2 indicate that teachers in low poverty and/or low minority schools are more likely to end up in growth Levels 3 and 4, indicating classrooms where a higher percentage of students are meeting their growth targets. Growth levels were determined as follows:

- Growth Level 0 – less than or equal to 24% of students in the classroom met their growth target
- Growth Level 1 – between 25% and 49% of students in the classroom met their growth target
- Growth Level 2 – between 50% and 74% of students in the classroom met their growth target
- Growth Level 3 – greater than or equal to 75% of students in the classroom met their growth target

Performance Series growth targets are normed in such a way that all students have a similar opportunity to meet their growth target. Therefore, if only student growth is used as the determinant, it appears that more effective instruction is occurring in low poverty and/or low minority schools.