This dissertation addressed an evolving area of educational policy, value-added teacher evaluations. It investigated how teachers in one large urban Indiana school district perceived the use of value-added measures as part of an evaluation framework. A quantitative research design was utilized through various analyses of student assessment data in conjunction with teacher evaluation data. Additionally, teacher surveys were used to analyze teacher perceptions of the evaluation system.

Results suggest student mean test scores did not consistently improve under value-added teacher evaluations; however, in contrast student mean test score growth consistently improved at a statistically significant level under value-added teacher evaluations. Also, student achievement growth was most impacted by student previous year achievement score with a negative association, meaning that as a student’s previous year achievement score decreased achievement growth increased. Additionally, there was very poor consistency between teacher effectiveness ratings and principal-based observations. Finally, teachers generally perceived the new evaluation system negatively. These results were consistent with other research and have implications for teachers, administrators, parents, and policy makers.