



Measuring Growth for Educator Effectiveness

A guide to the use of student growth data in the evaluation of North Carolina teachers

PUBLIC SCHOOLS OF NORTH CAROLINA
Department of Public Instruction | Academic Services and Instructional Support
6368 Mail Service Center
Raleigh, NC 27699-6368

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Dr. Rebecca Garland, Chief Academic Officer
Academic Services and Instructional Support
6368 MailServiceCenter
Raleigh, NC27699-6368
Telephone (919) 807-3305; fax (919) 807-4065

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Introduction

North Carolina has embarked on an ambitious effort to improve public schools for the more than 1.5 million students in the state. Career- and college-ready standards, high-quality assessments, and advanced technology are all parts of this effort, and each plays an important role.

While all of these factors are important and necessary for our students to meet academic goals, no part of their educational experience matters more than the teacher who stands in front of them each and every day. Effective teachers are the key to better outcomes for North Carolina's students.

What makes an educator effective? In North Carolina, an effective educator is one who meets the expectations in our Educator Evaluation System. Trained administrators determine to what extent teachers demonstrate leadership, meet the needs of diverse students, master their content, facilitate learning, and reflect on their craft. In addition, our evaluation system must be grounded in the overall outcome of strong teaching: student learning.

How do we measure student growth? When possible, we use quantitative data on student outcomes. The first section of this guide summarizes recent changes to the North Carolina Education Evaluation System, including the addition of a new evaluation standard in which growth data determine a teacher's rating. The second section of the guide details the various ways in which growth will be calculated. The remaining sections outline which assessment data will be used to measure student progress, how student growth will be calculated using the assessment results, and which data will be included in individual teacher growth values.

The evaluation of teachers is a challenging task. So is the use of assessment data and mathematical formulas to measure the impact that a teacher has on the learning of his or her students. North Carolina continues to move forward in this area cautiously; no teacher will receive an effectiveness status until there are three years of growth data attributable to that individual. The State has built, and will continue to develop, the system in collaboration with educators and other stakeholders. Adjustments will be needed; the system will not be perfect at first.

However, we must all remember that our efforts are necessary to realize the goal of an effective teacher for every student. North Carolina's children deserve it.

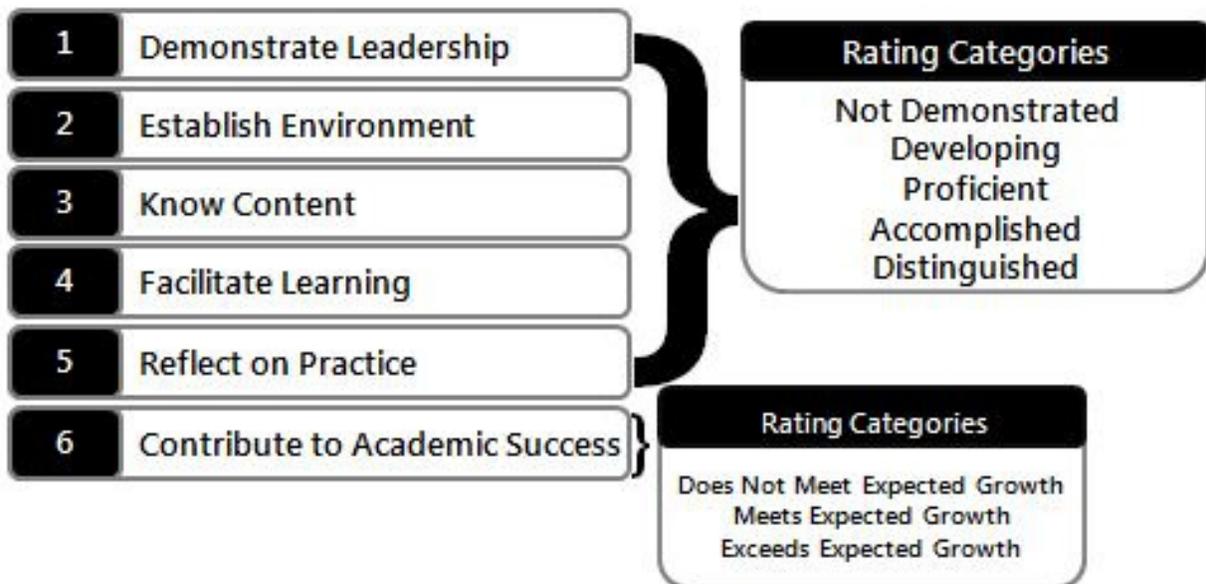
The North Carolina Educator Evaluation System for Teachers

The North Carolina Educator Evaluation System is a tool used for the evaluation of teachers in the state, as well as to spur professional growth for educators. While the expectation is that all teachers will meet basic levels of proficiency, the System also identifies those teachers who excel in the classroom and school community.

The Educator Evaluation System is a multi-step process in which educators:

- Self-assess their own performance against the standards;
- Outline areas for professional growth and design plans for learning;
- Receive constructive feedback from administrators, peers, and mentors who complete observations; and
- Engage in critical conversations with evaluators throughout the process and when final ratings have been assigned.

The standards in the North Carolina Educator Evaluation System reflect the complexity of education in the 21st century by emphasizing the important roles of leadership, teamwork and collaboration, higher order thinking, authentic assessment, and technology-infused learning.



Using evidence from observations and other data, school administrators determine the ratings on the first five standards. The State Board of Education added the sixth standard to the North Carolina Educator Evaluation System in 2011. Student growth data determine the rating on the sixth standard.

Calculating Growth and Determining the Sixth Standard Rating

There are a variety of ways to use data to determine the amount of growth that students have made over the course of a grade or subject. For the purposes of educator effectiveness, three methods will be used to determine a teacher's individual growth value, which is the effect of the teacher on the learning of his or her students.

1

Analysis of Student Work

Used with: courses and grades that focus on performance standards; district-level electives.

Description:

Evaluators and teachers set goals around standards and establish expectations for the evidence of learning that will be gathered during the course. At the end of the semester or year, the teachers and evaluators meet to review evidence and determine if students have made growth.

State Support to Districts and Charter Schools:

The NCDPI will provide guidance around setting rigorous and measurable goals, collecting student evidence over time, and analyzing the data to determine if the students have made expected growth.

2

Pre-Post Test Growth Model

Used with: courses and grades where statewide assessments are in place, but the Education Value-Added Assessment System cannot be used.¹

Description:

Teachers administer a pre-assessment to students at the beginning of the course or grade. At the end of the year or semester, students take a post-assessment. The scores from these two assessments are then analyzed to produce a growth score for the teacher.

State Support to Districts and Charter Schools:

The NCDPI will provide pre- and post-assessments, collect pre-and post-assessment scores, and calculate growth scores for teachers.

¹ Examples include the early grades, where there is not enough prior student assessment data to make a prediction of the student's future performance, and courses for which a prediction formula cannot be determined, such as Welding Technology.

3

EVAAS Growth Model

Used with: courses and grades where there are statewide assessments and a prediction model has been determined.

Description:

The EVAAS model predicts a student's score on an assessment given the student's past assessment data and the expectation that all students should make at least the average amount of growth in that grade or subject. The teacher's growth score is determined by comparing the amount of growth made by his or her students to the average amount of growth made in that grade or subject.

State Support to Districts and Charter Schools:

The NCDPI will provide assessments, collect scores, and calculate growth scores for teachers.

For the 2011 – 2012 school year, the State Board of Education approved the use of two measures of student growth to determine the sixth standard rating. For a teacher who had state assessment data¹, 70 percent of the sixth standard rating was based on the teacher's individual growth value and 30 percent was based on the school-wide growth value. As an interim measure, for a teacher who did not have state assessment data, 100 percent of the sixth standard rating was based on the school-wide growth value.

In 2012 -2013, the State Board of Education will decide on the permanent components of the sixth standard rating and their respective weights. At the time of this publication, the State Board of Education had not yet finalized its decision.

The Department of Public Instruction has partnered with educators from across the state to design new assessments and processes that will provide each teacher with an individual growth value. The majority of the sixth standard rating will be based on how he or she has impacted the learning of students. The State Board of Education is still considering other components of the final rating.

¹ In the 2011 – 2012 school year, teachers with state assessment data included those who administered End-of-Grade or End-of-Course assessments, or selected Career and Technical Education post-assessments.

Overall Summary of Growth Data for Teachers

Educators in North Carolina teach students in a diverse set of arrangements; many teach courses and grades for which all three methods of determining student growth are applicable. Each of the following sections will include subject-specific information on which assessments must be administered by a teacher, which methods for measuring growth will be used with assessment results, and how the teacher's individual growth value will be determined.

In summary, for English Language Arts, Mathematics, Science, and Social Studies teachers:

Grades Taught	Determination of Growth Value
K – 3	Generated with the use of a pre- and post-test growth model. A new state literacy assessment program will provide data to determine the growth value.
4 – 5	Generated with the EVAAS growth model. The state End-of-Grade assessments will provide data to determine the growth value. The Measures of Student Learning must only be administered if a teacher is solely responsible for Social Studies instruction for fourth or fifth graders, or Science for fourth graders.
6 – 12	Generated with the EVAAS growth model. Data from state End-of-Grade, End-of-Course, and Measures of Student Learning will be combined to generate the teacher's growth value. The Measures of Student Learning must be administered, even if the teacher does administer an End-of-Grade or End-of-Course assessment to some of his or her students.

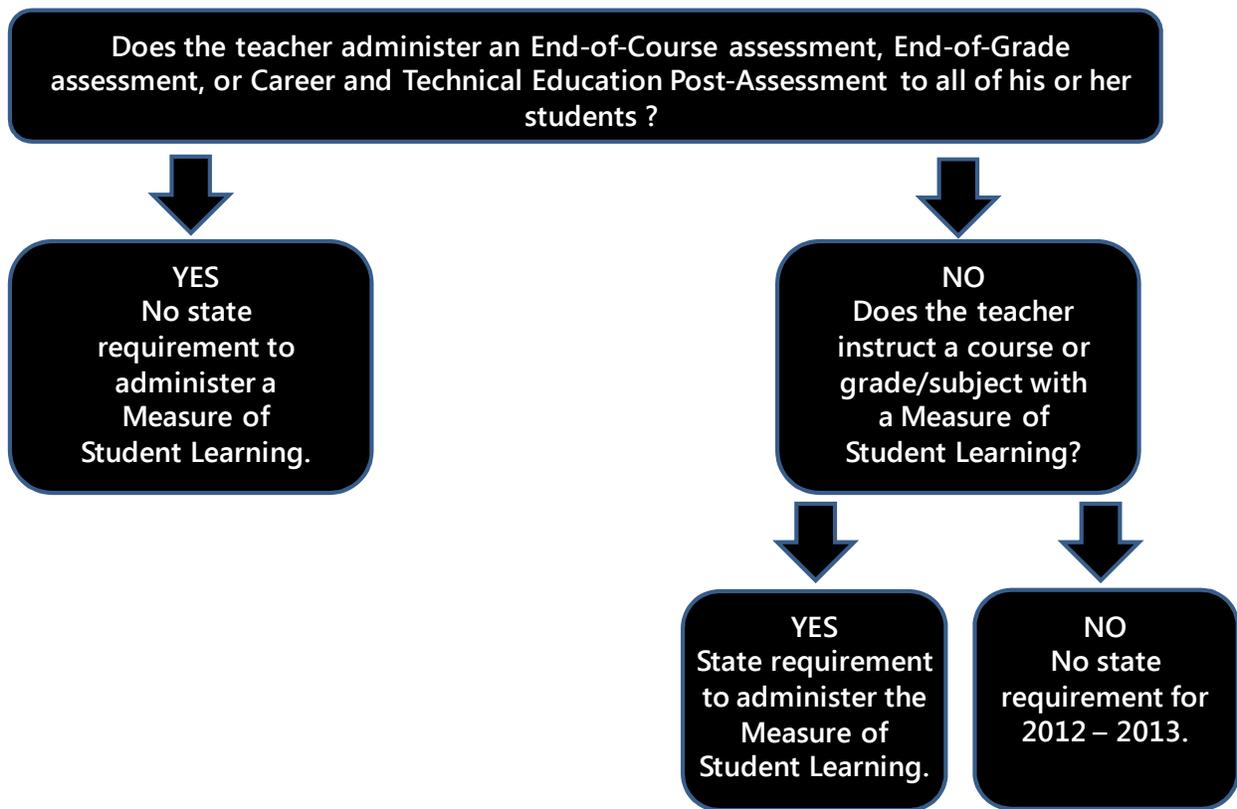
Information on educators who teach the Occupational Course of Study, the Extended Content Standards, Career and Technical Education, Healthful Living, World Languages, and the Arts are included in additional sections. Some teachers in North Carolina specifically support Academically or Intellectually Gifted students, Exceptional Children, and English Language Learners. Information on how growth values for these educators will be determined can also be found in later sections of this guide.

Selection of Appropriate Measures of Student Learning

Teachers must administer at least one assessment (End-of-Grade, End-of-Course, Career and Technical Education Post-Assessment, or Measure of Student Learning) to each of their students. It is critical that all students are represented in the measure of how a teacher impacts the learning of his or her students.

Core Principle: Teacher growth values will be calculated based on all students a teacher teaches and, when multiple assessments are required, on all data generated through the assessments.

The following decision tree explains how districts determine whether or not a Measure of Student Learning must be administered.



For example, a fourth grade teacher teaches English Language Arts and Social Studies to Classes A and B. The teacher is only required to administer the English Language Arts End-of-Grade assessment since all students in Classes A and B are represented in the sample.

For example, a sixth grade teacher teaches English Language Arts to class A and Social Studies to Classes B, C, and D. The teacher must administer the English Language Arts End-of-Grade assessment to Class A and the Social Studies Measure of Student Learning to Classes B, C, and D. All students will then be represented in the sample.

Growth Data for English Language Arts Teachers

North Carolina uses the Common Core State Standards for English Language Arts in grades K-12.

Grades:	K - 2
Assessment Data:	Work has begun on a running record of students' ability to read and comprehend a set of selected texts <i>Assessments will be piloted in spring 2013 and operational for the 2013 – 2014 school year.</i>
Calculating Growth:	Method 2 (Pre-Post Test Model) Students' reading level and comprehension will be assessed at the beginning and end of the school year

Grade:	3
Assessment Data:	English Language Arts End-of-Grade Assessment administered, but data not used for educator effectiveness
Calculating Growth:	To be determined by Spring 2013

Grades/Courses:	4 –8 and English II
Assessment Data:	English Language Arts End-of-Grade/End-of-Course Assessments
Calculating Growth:	Method 3 (EVAAS Growth Model)

Courses:	English I, English III, and English IV
Assessment Data:	English Language Arts Measures of Student Learning
Calculating Growth:	Method 3 (EVAAS Growth Model)

Which assessments must be administered?

Any grades K-3 teacher responsible for English Language Arts instruction for a group of students will assess them with the state running record program to measure growth in their reading and comprehension level.

Any grades 3-8 teacher responsible for English Language Arts instruction for a group of students will administer the appropriate End-of-Grade assessment. Any English II teacher will administer the English II End-of-Course assessment.

Any English I, English III, or English IV teacher will administer the appropriate Measure of Student Learning.

How will a teacher's individual growth value be calculated?

Growth values for teachers who teach multiple English Language Arts grades or courses will aggregate all student data. For example, a high school English Language Arts teacher may teach three courses of English II during first semester, and three courses of English IV during second semester. The growth value will represent data from all six groups of students.

Growth values for teachers who teach multiple subjects will also be aggregated. For example, a self-contained fourth grade teacher will administer both the Mathematics and English Language Arts End-of-Grade assessments. The growth value will represent data from both courses.

Growth Data for Mathematics Teachers

North Carolina uses the Common Core State Standards for Mathematics in grades K-12.

Grades:	K - 2
Assessment Data:	There are no current plans for assessment of mathematics standards in grades K-2
Calculating Growth:	NA

Grade:	3
Assessment Data:	Mathematics End-of-Grade Assessment administered, but data not used for educator effectiveness
Calculating Growth:	NA

Grades/Courses:	4 – 8 and Algebra I/Integrated Mathematics I/Integrated Mathematics II
	<i>Integrated Mathematics II students will take the End-of-Course assessment in 2012 – 2013 school year only</i>
Assessment Data:	Mathematics End-of-Grade/End-of-Course Assessments
Calculating Growth:	Method 3 (EVAAS Growth Model)

Grades/Courses:	Geometry, Algebra II, Integrated Mathematics II, Integrated Mathematics III, Advanced Functions in Modeling, Pre-calculus, and Discrete Math
	<i>Integrated Mathematics II students will take the Measure of Student Learning beginning in 2013 – 2014.</i>
Assessment Data:	Mathematics Measures of Student Learning
Calculating Growth:	Method 3 (EVAAS Growth Model)

Which assessments must be administered?

Any grades 3-8 teacher responsible for Mathematics instruction for a group of students will administer the appropriate End-of-Grade assessment. Any Algebra I,

Integrated Mathematics I (and Integrated Mathematics II in 2012 – 2013 only) will administer the appropriate End-of-Course assessment.

Any Geometry, Algebra II, Integrated Mathematics III, Advanced Functions in Modeling, Pre-calculus, or Discrete Math teacher will administer the appropriate Measure of Student Learning.

How will a teacher's individual growth value be calculated?

Growth values for teachers who teach multiple Mathematics grades or courses will aggregate all student data. For example, a middle school mathematics teacher may teach three classes of seventh grade mathematics and five classes of eighth grade mathematics. The growth value will represent data from all eight groups of students.

Growth values for teachers who teach multiple subjects will also be aggregated. For example, a self-contained grade 4 teacher will administer both the Mathematics and English Language Arts End-of-Grade assessments. The growth value will represent data from both subjects.

Growth Data for Social Studies Teachers

North Carolina uses its own Essential Standards for Social Studies in grades K – 12.

Grades:	K - 3
Assessment Data:	There are no current plans for assessment of social studies standards in grades K-3
Calculating Growth:	NA

Grades/Courses:	4 –8, World History, Civics and Economics, American History I, American History II, United States History (taught with 2003 standards), 21 st Century Global Geography, Psychology, Sociology, World Humanities, American Humanities, The Cold War, Twentieth Century Civil Liberties/Civil Rights, and Turning Points in American History
Assessment Data:	Social Studies Measures of Student Learning
Calculating Growth:	Method 3 (EVAAS Growth Model)

Which assessments must be administered?

Any grades 4-5 teacher who is only responsible for Social Studies instruction for students will administer the appropriate Measure of Student Learning. If a grade 4 teacher is responsible for English Language Arts and/or Mathematics instruction, the teacher is not required to administer the Social Studies Measure of Student Learning if all students taught by the teacher are included in the sample. School districts and charter schools may administer the fourth or fifth grade Measure of Student Learning if they choose to do so.

Any grades 6 – 8 teacher responsible for Social Studies Instruction will administer the appropriate Measure of Student Learning. Any World History, Civics and Economics, American History I, American History II, United States History (taught with 2003 standards), 21st Century Global Geography, Psychology, Sociology, World Humanities, American Humanities, The Cold War, Twentieth Century Civil Liberties/Civil Rights, or Turning Points in American History will administer the appropriate Measure of Student Learning.

How will a teacher's individual growth value be calculated?

The individual growth value for any grade 4 teacher who is responsible for instruction for English Language Arts and/or Mathematics will be based on student growth in those subject areas only. The individual growth value for any grade 5 teacher who is responsible for instruction for English Language Arts, Science, and/or Mathematics will be based on student growth in those subject areas only. The only teachers who will have an individual growth score determined by results from the grades 4 – 5 Social Studies Measures of Student Learning are those educators who are solely responsible for Social Studies instruction for fourth and/or fifth graders.

Growth values for teachers who teach multiple Social Studies grades or courses will aggregate all student data. For example, a high school Social Studies teacher may teach three courses of World History during first semester, and three courses of Civics and Economics during second semester. The growth value will represent data from all six groups of students.

Growth values for teachers who teach multiple subjects will also be aggregated. For example, a grade 6 teacher responsible for instruction in English Language Arts and Social Studies will administer both the English Language Arts End-of-Grade assessment and Social Studies Measure of Student Learning unless all students receive English Language Arts instruction from that teacher. The growth value will represent data from both subjects if both are administered.

Growth Data for Science Teachers

North Carolina uses its own Essential Standards for Science in grades K – 12.

Grades:	K - 3
Assessment Data:	There are no current plans for assessment of science standards in grades K-3
Calculating Growth:	NA

Grades/Courses:	5, 8, and Biology
Assessment Data:	Science End-of-Grade/End-of-Course Assessments
Calculating Growth:	Method 3 (EVAAS Growth Model)

Grades/Courses:	4, 6, 7, Earth/Environmental Science, Physical Science, Chemistry, and Physics
Assessment Data:	Science Measures of Student Learning
Calculating Growth:	Method 3 (EVAAS Growth Model)

Which assessments must be administered?

Any grade 4 teacher who is only responsible for Science instruction for students will administer the grade 4 Science Measure of Student Learning. If a grade 4 teacher is responsible for English Language Arts and/or Mathematics instruction, the teacher is not required to administer the Science Measure of Student Learning if all students are included in either the English Language Arts or Mathematics sample.

Any grade 5 or 8 teacher responsible for Science instruction for students will administer the appropriate End-of-Grade assessment. Any Biology teacher will administer the appropriate End-of-Course assessment.

Any grades 6 – 7 teacher responsible for Science instruction will administer the appropriate Measure of Student Learning. Any Earth/Environmental Science, Physical Science, Chemistry, or Physics teacher will administer the appropriate Measure of Student Learning.

How will a teacher's individual growth value be calculated?

The individual growth value for any grade 4 teacher who is responsible for instruction for English Language Arts and/or Mathematics will be based on student growth in those subject areas only. The individual growth value for any grade 5 teacher who is responsible for instruction for English Language Arts, Science, and/or Mathematics will be based on student growth in those subject areas only. The only teachers who will have an individual growth score determined by results from the grade 4 Science Measures of Student Learning are those educators who are solely responsible for Science instruction for fourth graders.

Growth values for teachers who teach multiple Science grades or courses will aggregate all student data. For example, a high school Science teacher may teach three courses of Biology during first semester, and three courses of Chemistry during second semester. The growth value will represent data from all six groups of students.

Growth values for teachers who teach multiple subjects will also be aggregated. For example, a self-contained grade 5 teacher will administer the English Language Arts, Mathematics, and Science End-of-Grade assessments. The growth value will represent data from all three subjects.

Growth Data for Occupational Course of Study Teachers

North Carolina uses Occupational Course of Study Essential Standards for grades 9 – 12.

Courses:	OCS English Language Arts I, OCS English Language Arts III, OCS English Language Arts IV, OCS Applied Science, OCS Financial Management, and OCS Introductory Math
Assessment Data:	Occupational Course of Student Measures of Student Learning
Calculating Growth:	Method 3 (EVAAS Growth Model)

Which assessments must be administered?

Any grades 9 – 12 teacher responsible for instruction for the Occupational Course of Study will administer the appropriate Measure of Student Learning.

How will a teacher's individual growth value be calculated?

Growth values for teachers who teach multiple courses in the Occupational Course of Study will aggregate all student data. For example, a high school OCS Applied Science teacher may also teach OCS Financial Management. The growth value will represent data from both courses.

Growth Data for Career and Technical Education Teachers

NC uses State-developed standards, as well as national industry standards, for Career and Technical Education in grades 6 – 12.

Courses:	Principles of Business and Finance (RBT), Personal Finance (RBT), Agriscience Applications, Animal Science I, Animal Science II, Agricultural Mechanics II, Horticulture I, Horticulture II, Business Law, Accounting I (RBT), Multimedia and Webpage Design, Microsoft Word, PowerPoint, and Publisher, Microsoft Excel and Access, Career Management, Teen Living, Apparel I , Apparel II - Enterprise , Foods I (RBT), Parenting and Child Development (RBT), Early Childhood Education I (two credit course) (RBT), Early Childhood Education II (two credit course) (RBT), Interior Design I, Biomedical Technology, Health Team Relations, Allied Health Sciences I, Allied Health Sciences II, Medical Sciences, Marketing, Marketing Management, Fashion Merchandising, Hospitality and Tourism , Sports and Entertainment, Marketing II, Scientific and Technical Visualization I, Scientific and Technical Visualization II, Principles of, Technology I, Physical Science/Principles of Technology I, Cabinetmaking I , Drafting I, Digital Media, Drafting II – Engineering, Computer Engineering Technology I, Computer Engineering Technology II, Printing Graphics I, Printing Graphics II
Assessment Data:	Career and Technical Education Post-Assessments or other assessments delivered through Elements
Calculating Growth:	Method 3 (EVAAS Growth Model)

Courses:	Agricultural Production I, Agricultural Production II, Animal Science II - Small Animal, Equine Science II, Agricultural Mechanics I, Agricultural Mechanics II - Small Engines, Horticulture II - Turfgrass Management, Environmental and Natural Resources I, Environmental and Natural Resources II, Biotechnology and Agriscience Research I, Biotechnology and Agriscience Research II, Horticulture II - Landscaping (RBT), Equine Science I, Accounting II (RBT), AOF Principles of Finance, AOF Business Economics, AOF Principles of
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Accounting, AOF Financial Planning, AOF Entrepreneurship, AOF Insurance, AOF Business in a Global Economy, e-Commerce I, e-Commerce II, SAS Programming I, SAS Programming II, AOIT Principles of Information Technology, AOIT Web Design, AOIT Computer Systems, AOIT Digital Video Production, AOF Applied Finance, AOF Financial Services, AOF Managerial Accounting, AOF Ethics in Business, AOIT Introduction to Programming, AOIT Computer Networking, Foods II Technology (RBT), Culinary Arts and Hospitality II (two credit course), Prostart I, Prostart II, Health Science II (RBT), Nursing Fundamentals (two credit course), PLTW Principles of Biomedical Sciences, PLTW Human Body Systems, PLTW Medical Interventions, PLTW Biomedical Innovations, Medical Sciences II, Strategic Marketing (RBT), AOHT Principles of Hospitality and Tourism, AOHT Geography for Tourism (NOT eligible for technical credit), AOHT Hospitality Marketing, AOHT Delivering Great Customer Service, AOHT Sports, Entertainment, and Event Planning, Principles of Technology II, Physical Science/Principles of Technology II, PLTW Introduction to Engineering Design, PLTW Principles of Engineering, PLTW Digital Electronics, PLTW Computer Integrated Manufacturing, PLTW Civil Engineering & Architecture, PLTW Biotechnical, PLTW Aerospace Engineering, PLTW Engineering Design & Development, PLTW Gateway to Technology (Middle Grades), Cabinetmaking II, Metals Manufacturing I, Metals Manufacturing II (two credit course), Welding Technology I, Welding Technology II, Welding Technology III, Fire Fighter Technology I, Fire Fighter Technology II, Fire Fighter Technology III, Advanced Digital Media, Drafting II – Architectural, Drafting III – Architectural, Drafting III – Engineering, Network Engineering Technology II, Network Engineering Technology III, Networking Engineering Technology I, Exploring Biotechnology in Agriculture (Middle Grades), Exploring Agriculture Science (Middle Grades), Computer Skills and Applications (Middle Grades), Exploring Career Decisions (RBT) (Middle Grades), Exploring Life Skills (Middle Grades), and Exploring Biotechnology in Health Science (Exploring Biotechnology until 2013-14)

	(Middle Grades)
Assessment Data:	Pre- and Post-Assessments (delivered through Elements for high school courses and directly to districts or charter schools for middle school courses)
Calculating Growth:	Method 2 (Pre-Post Test Growth Model)

Which assessments must be administered?

Any Career and Technical Education teacher of courses in the first table must administer the appropriate summative assessment at the end of the course. Any Career and Technical Education teacher of courses in the second table must administer the appropriate pre- and post-assessments.

How will a teacher's individual growth value be calculated?

Growth values for teachers who teach multiple courses listed in the first table will aggregate all student data. For example, a high school teacher may teach Animal Science I and Animal Science II. The growth value will represent data from both courses.

Growth values for teachers who teach multiple courses listed in the second table will aggregate all student data. For example, a high school teacher may teach Agricultural Production I and Agricultural Production II. The growth value will represent data from both courses.

During the 2012 – 2013 school year, the Department of Public Instruction will conduct statistical analyses to identify an appropriate method for determining growth values for teachers who teach courses listed in both the first and second tables. This guide will be updated with the final decision.

Growth Data for Extended Content Standards Teachers

North Carolina uses Extended Content Standards for grades K – 12.

Grades/Courses:	All
Assessment Data:	EXTEND 1 assessment administered, but data not used for educator effectiveness <i>The State will provide guidance on appropriate methods to gather and analyze evidence of student learning in 2013 – 2014</i>
Calculating Growth:	Method 1 (Analysis of Student Work)

Which assessments must be administered?

Any Extended Content Standards must administer the EXTEND 1 assessment as required. However, the EXTEND 1 assessment is not designed to measure student growth. As a result, these teachers should assess student progress on the standards with an assessment that is developmentally appropriate for the child.

By 2013 – 2014, the Department of Public Instruction will provide guidance on appropriate methods to gather and analyze evidence of student learning.

How will a teacher's individual growth value be calculated?

School administrators will examine evidence of student work in order to determine the teacher's sixth standard rating. The teacher will not receive a numerical growth value.

Growth Data for Healthful Living Teachers

North Carolina uses its own Essential Standards for Healthful Living in grades K – 12.

Grades:	K - 3
Assessment Data:	There are no current plans for assessment of healthful living standards in grades K-3
Calculating Growth:	NA

Grades:	4 – 9
Assessment Data:	No state program in place for 2012 – 2013 <i>Healthful Living Pre- and Post-Measures of Student Learning (Physical Education and Health Education) in 2013 – 2014</i>
Calculating Growth:	Method 2 (Pre-Post Test Growth Model)

Which assessments must be administered?

Any teacher who is responsible for Healthful Living instruction for students will administer the appropriate Measures of Student Learning.

How will a teacher's individual growth value be calculated?

Growth values for teachers who teach multiple Healthful Living grades will aggregate all student data. For example, an elementary school Healthful Living teacher may teach health education and physical education to fourth and fifth graders. The growth value will represent data from both Measures of Student Learning for all fourth and fifth grade students.

Growth Data for World Languages Teachers

North Carolina uses its own Essential Standards for World Languages in grades K – 12.

Grades:	All
Assessment Data:	No state program in place for 2012 – 2013
	<i>The State will provide guidance on appropriate methods to gather and analyze evidence of student learning in 2013 – 2014</i>
Calculating Growth:	Method 1 (Analysis of Student Work)

Which assessments must be administered?

By 2013 – 2014, the Department of Public Instruction will provide guidance on appropriate methods to gather and analyze evidence of student learning.

How will a teacher's individual growth value be calculated?

School administrators will examine evidence of student work in order to determine the teacher's sixth standard rating. The teacher will not receive a numerical growth value.

Growth Data for Arts Education Teachers

North Carolina uses its own Essential Standards in Arts Education in grades K – 12.

Grades:	All
Assessment Data:	No state program in place for 2012 – 2013
	<i>The State will provide guidance on appropriate methods to gather and analyze evidence of student learning in 2013 – 2014</i>
Calculating Growth:	Method 1 (Analysis of Student Work)

Which assessments must be administered?

By 2013 – 2014, the Department of Public Instruction will provide guidance on appropriate methods to gather and analyze evidence of student learning.

How will a teacher's individual growth value be calculated?

School administrators will examine evidence of student work in order to determine the teacher's sixth standard rating. The teacher will not receive a numerical growth value.

Growth Data for Teachers of Academically or Intellectually Gifted (AIG) Students

For the purposes of educator effectiveness, teachers of AIG students fall into one of three categories:

1

AIG teachers who support teachers in meeting the needs of their AIG learners. These teachers are not responsible for student instruction.

2

AIG teachers who provide enrichment for AIG learners. These teachers are not primarily responsible for student instruction on a set of standards.

3

AIG teachers who serve as teachers of record for specific courses or grades. These teachers are primarily responsible for student instruction on a set of standards.

Districts and charter schools may evaluate AIG teachers in the first category with the Central Office Staff Evaluation Instrument. These individuals are not responsible for the learning of a specific set of students. The Central Office Staff Evaluation Instrument better matches the coaching and instructional support they provide to classroom teachers. If a system elects not to use the Central Office Staff Evaluation Instrument for these individuals, the district must determine how to provide a standard six rating for these teachers.

When determining an individual growth score for teachers in the second category, districts and charter schools should use Method 1 (Analysis of Student Work). Teachers should collaborate with their evaluators to determine what evidence of student learning will demonstrate how the students have developed the skills and knowledge that are the subject of their AIG enrichment time.

Growth values for AIG teachers in the third category will be generated in the same manner as traditional classroom teachers; the previous sections of this guide provide detailed information.

Advanced Placement and International Baccalaureate Courses:

Schools or districts will determine when it is appropriate for Measures of Student Learning to be administered in Advanced Placement and International Baccalaureate courses, or when those courses should be measured using the process for local electives.

For example, if a school allows students to take Advanced Placement United States History in lieu of American History I and II, they should take the American History I and II Measures of Student Learning.

For example, if students enrolled in Advanced Placement Chemistry are only allowed to take the class after successfully completing the standard Chemistry course (with Measure of Student Learning administered), the district or school should follow the process outlined below for local elective courses.

Growth Data for Teachers of Exceptional Children (EC) Students

Previous sections of this guide detailed how individual growth values will be determined for educators who teach the Extended Content Standards or the Occupational Course of Study.

Co-teachers (formerly known as inclusion teachers) will receive an individual growth score generated in the same methods as described above. Data from all of the students in a class (not only the identified EC students) will be used to generate the growth value. Both co-teachers are equally responsible for student learning.

EC teachers who do not serve as co-teachers, but rather support a caseload of students, should indicate an appropriate percentage of instructional responsibility for each student in their English Language Arts, Science, Social Studies, and Mathematics courses. The EVAAS Student-Teacher Linkage application will be the vehicle for gathering this information.

Growth Data for Teachers of English Language Learners

North Carolina uses the World-Class Instructional Design and Assessment (WIDA) English Language Proficiency Standards for the support of English Language Learners.

Grades:	All
Assessment Data:	WIDA ACCESS placement test
Calculating Growth:	Method 2 (Pre-Post Test Growth Model)

Which assessments must be administered?

Any student who through the Home Language Survey process identifies a primary home language other than English must be assessed with the WIDA ACCESS placement test.

How will a teacher's individual growth value be calculated?

The teacher's individual growth value will include beginning and end of year scores on the ACCESS placement test from any student he or she supports.

Note: The Department of Public Instruction is also exploring the use of the EVAAS roster verification tool to generate growth values for teachers through their responsibility for a percentage of their students' growth in English Language Arts, Science, Social Studies and Mathematics.

Growth Data for Teachers of Local Elective Courses

Districts and charter schools in North Carolina have the flexibility to offer local elective courses that meet the needs and interests of their students.

Grades:	All
Assessment Data:	District or charter school designed assessments
Calculating Growth:	Method 1 (Analysis of Student Work)

Which assessments must be administered?

Districts and charter schools should design their own assessments (or employ existing ones) to provide evidence of student learning.

How will a teacher's individual growth value be calculated?

School administrators will examine evidence of student work in order to determine the teacher's sixth standard rating. The teacher will not receive a numerical growth value.

The sixth standard rating for a teacher will only use student growth values from courses and grades that have state standards unless the educator only teaches local elective courses.

For example, a high school teacher who teaches three classes of English Language Arts I during first semester, and one class of public speaking (a local elective), one class of debate (a local elective), and one class of English Language Arts IV during second semester will have an individual growth value determined by combining data from only the English Language Arts I and IV students.