PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

EDUCATOR EFFECTIVENESS MODEL

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STUDENT GROWTH

NOTE :: Various file formats are used on this page that may require download. **If larger than 1mb**, it will take longer to download. For instructions or more information, please visit our download page.

North Carolina's educator effectiveness model is designed to support and enhance the overall outcome of effective teaching: student learning. In order to know whether, and the degree to which, students are learning, the State must use a variety of assessments and processes for examining student progress over time. The educator effectiveness system focuses on growth of students, not on their proficiency level.

WHAT IS STUDENT GROWTH?

Student growth is the amount of academic progress that students make over the course of a grade or class. Students enter grades and course at different places; some have struggled while some have excelled. Regardless of how they enter a grade or course, students can make progress over the course of the school year.

WHAT IS STUDENT PROFICIENCY?

Student proficiency is whether or not students have scored at a level that indicates that they consistently demonstrate mastery of the content standards and are well prepared for the next grade or course. On the End-of-Grade and End-of-Course assessments, students are considered proficient if they score a Level III.

A teacher can help students grow at high rates even though they do not reach proficiency. Effective educators can push students to make progress regardless of where they started.

HOW IS STUDENT GROWTH MEASURED?

North Carolina's content standards are diverse; our assessments must be as well. The State uses multiple assessments and processes to measure student learning.

- End-of-Grade and End-of-Course assessments for grades 3-8 English Language Arts and Mathematics, grades 5 and 8 science, and Biology, Math I, and English II

- Career and Technical Education State Assessments for Career and Technical Education courses at the middle school and high school levels

- NC Final Exams for courses and subjects in grades 4-12 English Language Arts, Mathematics, Science, and Social Studies when an End-of-Grade or End-of-Course assessment is not administered

- Analysis of Student Work for courses and subjects that are more focused on student performance, including Arts Education, Healthful Living, World Languages, and International Baccalaureate and Advanced Placement courses

- K-3 Checkpoints for measuring students' reading skill development in grades K-3

The State Board of Education has approved the use of the Education Value-Added Assessment System (EVAAS) to calculate student growth values with results from the End-of-Course assessments, End-of-Grade assessments, Career and Technical Education State Assessments, and the NC Final Exams.

Guide to Measuring Student Growth

The Guide to Measuring Student Growth for Educator Effectiveness provides more details about how North Carolina measures student growth
(pdf, 976kb)

For a high-level overview of how North Carolina measures student growth, please review the overview of the Guide to Measuring Student Growth.
(pdf, 71kb)

Value-Added Analysis on Assessments from 2012-13
The Department of Public Instruction is strongly committed to the release of value-added data only when the assessment itself is fair, valid, and reliable, as well as when the analysis is fair, valid, and reliable. This resource details what type(s) of reporting will be available for the End-of-Course assessments, End-of-Grade assessments, NC Final Exams (formerly known as the Common Exams), and Career and Technical Education Assessments that were administered last year. In some cases, value-added analysis was not possible at all. In other cases, reporting is only available at certain levels, for example, only at the district-level and not at the teacher- or school-levels. The resource includes explanations in cases when a type of value-added reporting is not available.
(pdf, 0kb)

Next Steps for Assessments with No Value-Added Analysis in 2013-14
The resource above lists the assessments for which teacher-level value-added analysis was not possible last year. Find out more about the Department of Public Instruction's next steps to move toward this analysis with results from the 2013-14 school year.
(pdf, 78kb)

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