



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

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November 6, 2013

TO Career and Technical Education Directors
Associate Superintendents for Curriculum & Instruction
Human Resource Directors
Testing Directors/Coordinators

FROM Rebecca B. Garland *RBG*

EDUCATOR EFFECTIVENESS AND CAREER AND TECHNICAL EDUCATION ASSESSMENTS

In October 2013, the State Board of Education (SBE) approved a new policy (GCS-A-016) on the use of state assessments in North Carolina's educator effectiveness model. This new policy lists the assessments that will be used to measure student growth and outlines policies and procedures for the administration of the NC Final Exams (formerly known as the Common Exams). While the Career and Technical Education (CTE) State Assessments are listed in the policy as one of the assessments to measure student growth, the CTE State Assessments are not subject to all of the requirements of the new policy. This memo provides clarity to the requirements for the administration of the CTE assessments.

Additionally, in October 2013, the SBE approved policy revisions to TCP-C-006, which now allows districts to petition the SBE to use either school-wide growth data or other local assessments to measure student growth for teachers of specific grades, subjects, or courses. This memo also summarizes how this flexibility applies to high school and middle school CTE teachers.

CTE State Assessments and the Use of Credentials

As you may recall, the option to use credentials in lieu of CTE Post-Assessments came at the request of superintendents, teachers, and CTE administrators. The intent of the Department of Public Instruction (DPI) was to give greater flexibility to districts and not have students take multiple assessments that measured the same standards.

DPI strongly encourages the administration of credentials where they are appropriate and districts have the necessary resources to provide students with the opportunity to earn the credential. If your district policy allows a student to be exempt from the Post-Assessment because he or she has earned a credential, that student will simply not be included in the generation of a value-added score for the teacher. Maintaining your district policy around credentialing will not unfairly penalize or help certain teachers. The section of GCS-A-016 that states that districts are required to administer an assessment to each student enrolled in a course applies to the NC Final Exams and the End-of-Grade (EOG) and End-of-Course (EOC) assessments, not to the CTE Post-Assessments if credentials are earned.

ACADEMIC SERVICES AND INSTRUCTIONAL SUPPORT

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AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

CTE State Assessments and the Five-Day Testing Window

Per Session Law 2013-360, any summative assessment administered to a student must be administered during the last five days of the semester (for block schedules) or the last ten days of the school year (for year-round schedules). This requirement applies to any summative assessment, including district-level and teacher-level exams. As a summative assessment, the CTE Post-Assessments must be administered in these testing windows. However, the CTE Middle School Assessments are not summative for an entire course. Rather, they test student mastery of specific modules of instruction. As such, the CTE Middle School Assessments may be administered throughout the school year as modules are completed. However, if a CTE Middle School Assessment is administered at the end of the school year, it must be administered in the last five or ten days as required.

CTE State Assessments and Inclusion in a Student Grade

At the November meeting, the SBE will vote on a proposed policy change that will require public schools to use results from the EOC assessments as a minimum of twenty percent of the student's final grade for each respective course. This policy is already in place for the NC Final Exams. DPI recommends public schools use results from the CTE Post-Assessments as a minimum of twenty percent of the student's final grade for each respective CTE course. Doing so ensures consistency across the various types of assessments (e.g., EOCs, NC Final Exams) taken by high school students.

CTE State Assessments and Local Options for Measuring Student Growth

Under the Carl D. Perkins Vocational and Technical Education Act, students enrolled in high school CTE courses must take CTE Post-Assessments unless they will be earning a credential, as described above. **Because districts must administer these assessments in order to comply with the Perkins Act, districts may not submit proposals to use school-wide growth data or locally designed assessments to measure growth for high school CTE teachers.** The SBE has expressed a desire to avoid the "double-testing" that will result if districts administer the CTE Post-Assessments and other locally designed summative assessments.

However, the CTE Middle School Assessments are not required for compliance with the Perkins Act. Districts may submit proposals to use school-wide growth data or locally designed assessments to measure growth for middle school CTE teachers. Once the SBE approves a district's proposal, the district may cease administration of the CTE Middle School Assessments.

If you have any questions about the use of credentials or the requirements of the Perkins Act, please contact Jo Anne Honeycutt, Director of Career and Technical Education, at joanne.honeycutt@dpi.nc.gov. If you have any questions about the use of student growth data in educator effectiveness or the flexibility recently extended to school districts, please email educatoreffectiveness@dpi.nc.gov.

Thank you for your continued assistance and support of North Carolina's educator effectiveness model.

RBG/jp

c: Jo Anne Honeycutt, Director of Career and Technical Education
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