

Accountability Workgroup Report

The North Carolina Department of Public Instruction's Accountability Workgroup identified North Carolina State Statutes and North Carolina State Board of Education (SBE) policies that may need review given the approval of North Carolina's waiver request from some of the assessment and accountability requirements required by the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act (2015). The group identified the following as requiring consideration or action:

- **Read to Achieve:** There are state statutes and SBE policies that require actions to meet Read to Achieve. Without the Grade 3 Reading End-of-Grade Test and the Read to Achieve Alternate Test, the usual data are not available (1) to inform parents on students' progress in reading, (2) to determine students who qualify for summer reading camps, promotion, and transitional fourth grade classes, and (3) to report EVAAS for grade three teachers. (Note: the Read to Achieve Alternate may be administered after a student does not meet proficiency on the end-of-grade reading test, during the summer reading camp, or in November as part of the transitional 4th grade class.) Discussions are on-going.
- **Bonuses Based on Growth and other Test Scores:** Without test scores from end-of-grade and end-of-course tests, there will not be data to base growth bonuses for principals and teachers. Advanced Placement (AP) test scores may be available, but International Baccalaureate and CIE will not be available. Given this, will AP bonuses be given, or will all bonuses be suspended for the 2019–20 school year? The Career Technical Education Division intends to give bonuses based on students' earned credentials.
- **ACT Administration:** The ACT was administered to approximately 99 percent of the eligible 11th graders on February 25, 2020. There are students who were absent on February 25 who have not been able to take a make-up test, and there are four schools who were approved not to test on February 25 (documented scheduling conflicts approved by the NCDPI). ACT is a lagging accountability indicator, meaning the data from the 2019–20 administrations is included in the 2020–21 accountability reports. For this reason, the untested students need to have an opportunity to take the ACT. The NCDPI is arranging a fall 2020 test date and seeking a carryout of the 2019–20 funds appropriated for these test administrations.
- **WorkKeys:** The primary testing window for the WorkKeys assessment, available for students who have met requirements to be a Career and Technical Education concentrator, was to occur in April 2020. Unlike ACT, this is not required for accountability in the 2020–21 school year; however, there is lost opportunity for the approximately 20,000 students who would have participated in this assessment in April. The NCDPI has considered options to provide this opportunity to students, not for accountability but to allow these students to earn a WorkKeys certificate that is used by some employers to qualify applicants for positions. With feedback from the field not to provide an opportunity at the district or school unless school is in session, the NCDPI is determining the feasibility of giving the eligible students vouchers for testing at a vendor-operated testing center at a later date.

- **Innovative School District:** Without test data and growth data (EVAAS), there will not be data to identify qualifying schools for the Innovative School District as required in fall 2020.
- **Assessment:** Of the SBE policies related to the administration of the statewide assessments (end-of-grade, end-of-course, NC Final Exams), TEST-003 has a direct impact due to the waiver from assessments for the 2019–20 school year. This policy requires a student’s score on the end-of-course test or an NC Final Exam to count at least 20 percent of the student’s final grade for a course. This was addressed by SBE action at its March 27, 2020, meeting.
- **Assessment Statutes:** In the following chart, the state statutes that require aggregate student performance data from end-of-grade and end-of-course tests or individual student scores for recommendations on student placement are cited.

Requirement	State Statute
<p>Issue an annual school report card: The following parts of the school report card were waived by the U.S. Department of Education on March 23, 2020:</p> <ol style="list-style-type: none"> 1. Accountability system description 2. Assessment results 3. Other academic indicator results 4. English language proficiency assessment results 5. School quality or student success indicator results 6. Progress toward meeting long-terms goals and measurements of interim progress 7. Percentage of students assessed and not assessed 8. Number and percentage of students with the most significant cognitive disabilities taking an alternate assessment 9. Information showing how students in a local educational agency (LEA) and each school, respectively, achieved on the academic assessments compared to students in the State and LEA). 	<p>§ 115C-12(9)c1, c3 § 115C-218.65 § 115C-238.66(11) § 116-239.8(14)</p>
<p>School Performance Grades: The A–F designation of each school based on accountability measures that include the statewide assessments</p> <p>Alternative School Accountability Model: A state accountability model for designated alternative schools</p>	<p>§ 115C-83.9 (a-d)115C-12(24), § 115C-83.9 (a-d)115C.83.15 & § 115C-83.9 (a-d)115C.83.16</p>

Requirement	State Statute
Identification of all low-performing schools, continually low-performing schools, low performing local school administration units and low-performing charter schools	§ 115C-83.9 (a-d)115C-105.37 § 115C-83.9 (a-d)115C-105.37A § 115C-83.9 (a-d)115C-105.39A § 115C-83.9 (a-d)115C-218.94
Advanced courses in mathematics: Requires that students who score at the highest level on the end of grade (EOG) tests and end of course (EOC) tests in mathematics have advanced learning opportunities in math in grades 3–5 and advanced courses in mathematics in grades 6–12. This includes the requirement for those students who score at the highest level on the 7th grade math EOG to be placed into NC Math 1 in 8th grade.	§ 115C-81.36.
Proficiency and growth of students taught by educator preparation program completers	§ 115C-83.9 (a-d)115C-269.35(a)(2)
Principals notify teachers that EVAAS data has been updated	§ 115C-83.9 (a-d)115C-333.2
Teacher attrition disaggregated by effectiveness data	§ 115C-83.9 (a-d)115C-299.5(d)
Notification requirements to parents and guardians on K–3 assessments	§ 115C-83.9 (a-d)

The Accountability Workgroup consists of directors from the following divisions: Accountability Services, Advanced Learning and Gifted Education, Career and Technical Education, Innovative School District, K–3 Literacy, and Educator Recruitment and Development.