

State Board of Education Meeting: 2022–23 Accountability Reports

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Introduction

- North Carolina has reported test results and an accountability model since the late 1990s
 - Technically sound assessments that measure grade level content standards in reading, mathematics, and science
 - Accountability models that provide information to identify schools that need assistance
 - The COVID pandemic is the first ever statewide impact that disrupted administering tests and reporting accountability results



COVID Impact Timeline

2018–19

- Tests Administered
- Accountability Results Reported

2019–20

- Tests Waived
- Accountability Waived

2020–21

- Tests Administered
- Accountability Waived

2021–22 and 2022–23

- Tests Administered
- Accountability Results Reported



Context

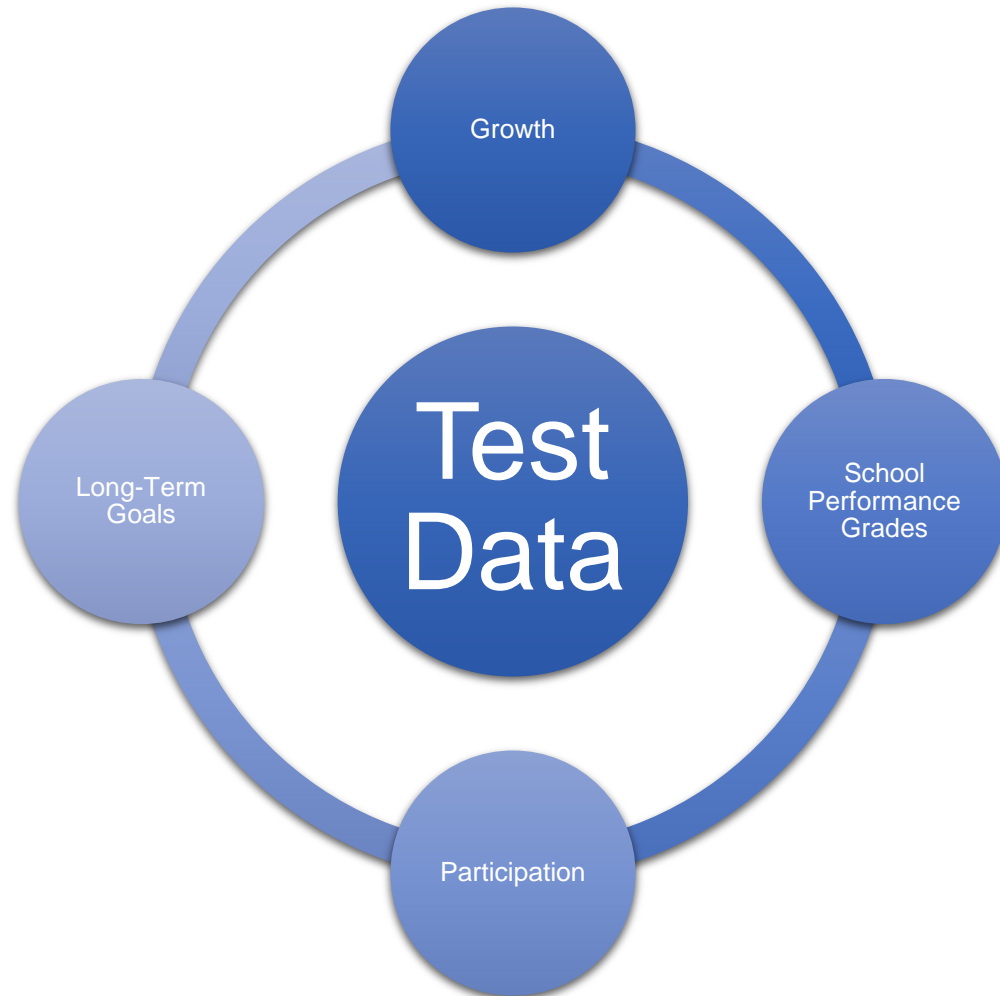
- As with the past two years' testing reports, the context for the school year is key to any discussion or use of the data
- Comparisons to previous school years' data, though informative, is limited and discouraged
 - Provides a before COVID v. during COVID perspective
 - Minimal exceptions; pre-COVID requirements in place

Context

- For context, not evaluation, this report provides data from the 2018–19 school year; caution is recommended when viewing charts
 - Since March 2020, the changes in instruction, particularly related to time and place, restrict the feasibility of typical comparisons of student achievement across years
 - Educational data must be viewed as before, during, and eventually after COVID



2022–23 Accountability Results



Participation Results



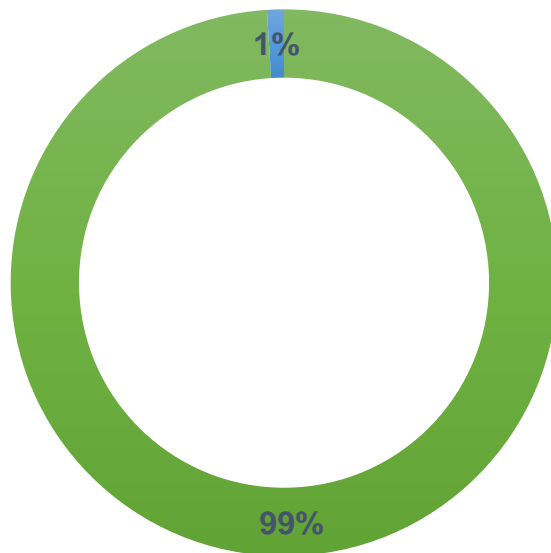
Participation

- To meet participation requirements, schools must have assessed at least 95% of eligible students overall and in each subgroup:
 - American Indian
 - Asian
 - Black
 - Hispanic
 - Two or More Races
 - White
 - Economically Disadvantaged
 - English Learners
 - Students with Disabilities
- Minimum number of students needed for a subgroup to count in accountability is thirty students

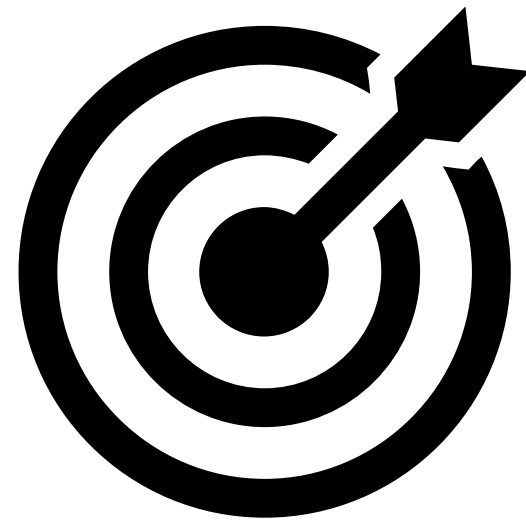


2022–23 Student Participation

Statewide Participation Rate

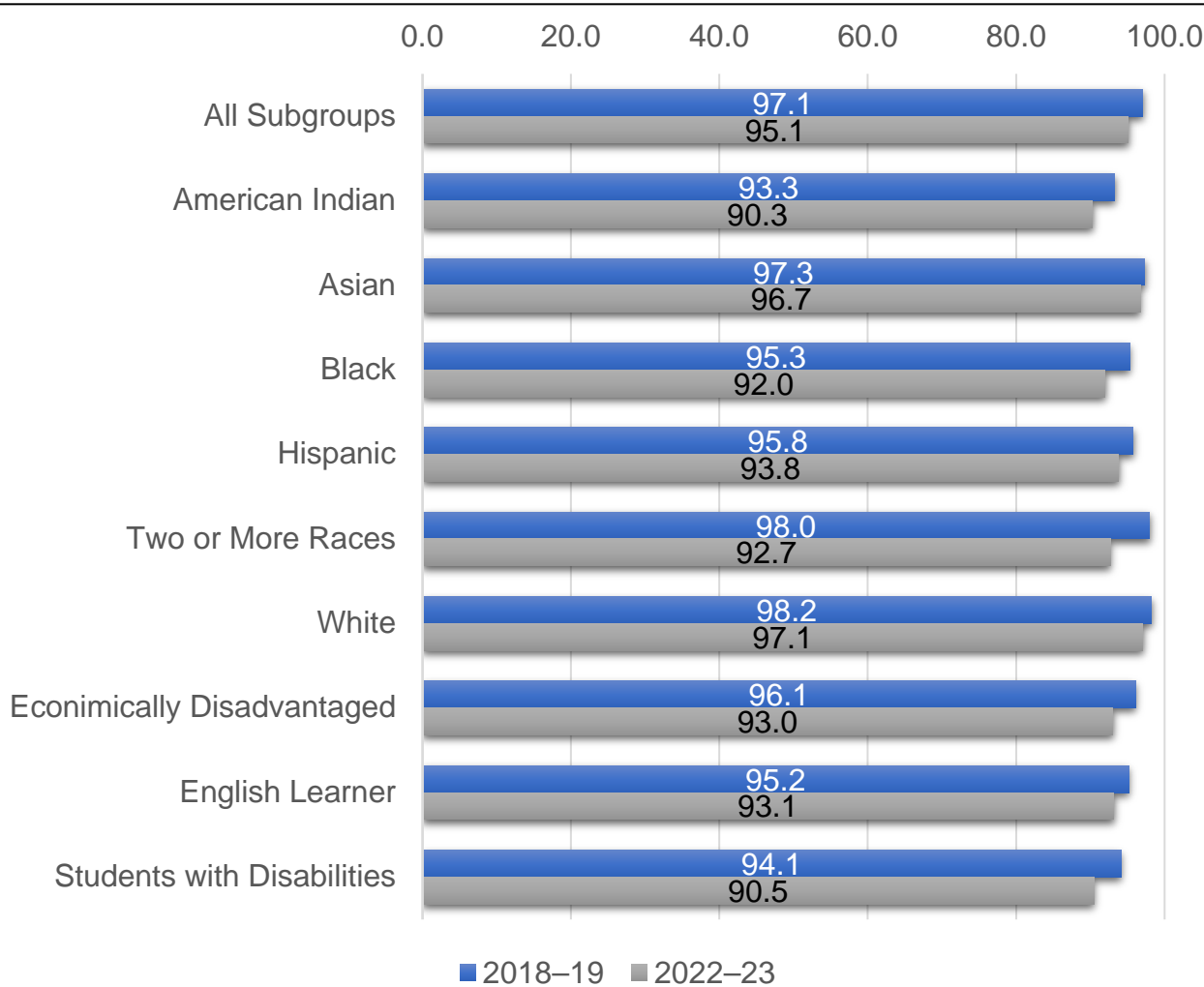


■ Participated ■ Did Not Participate



2,154 (82.7%) out of 2,605 schools met all participation targets for subgroups

School Participation Targets Met by Student Subgroups



KEY TAKE-AWAYS

- The percent of participation targets met did not recover to pre-pandemic rates.
 - The target is to assess at least 95% of eligible students

Test Results



2022–23 Test Results

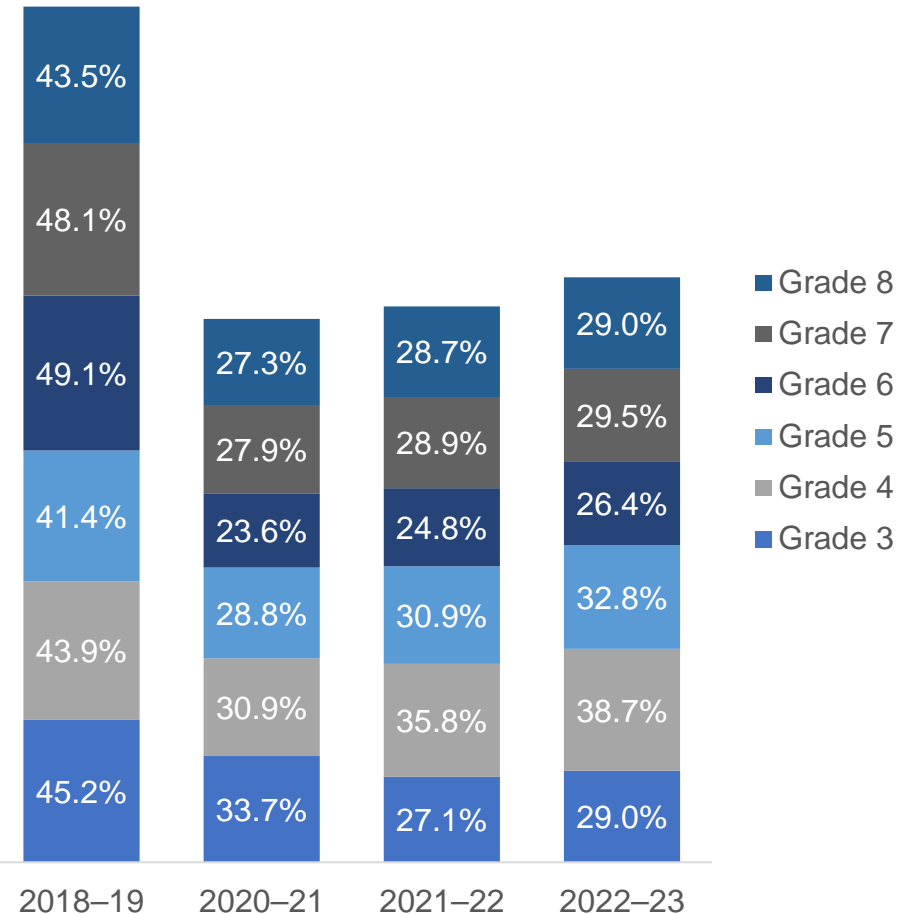
- The student achievement data includes all end-of-grade (EOG) and end-of-course (EOC) tests, which are aligned to the North Carolina *Standard Course of Study* in English Language Arts (Reading) and Mathematics, and the North Carolina *Essential Standards* in Science for all public schools in North Carolina.
- The report provides the percentage of students (disaggregated) who scored:
 - Level 3 and above (grade-level proficiency)
 - Level 4 and above (college-and-career readiness)
 - At each academic achievement level



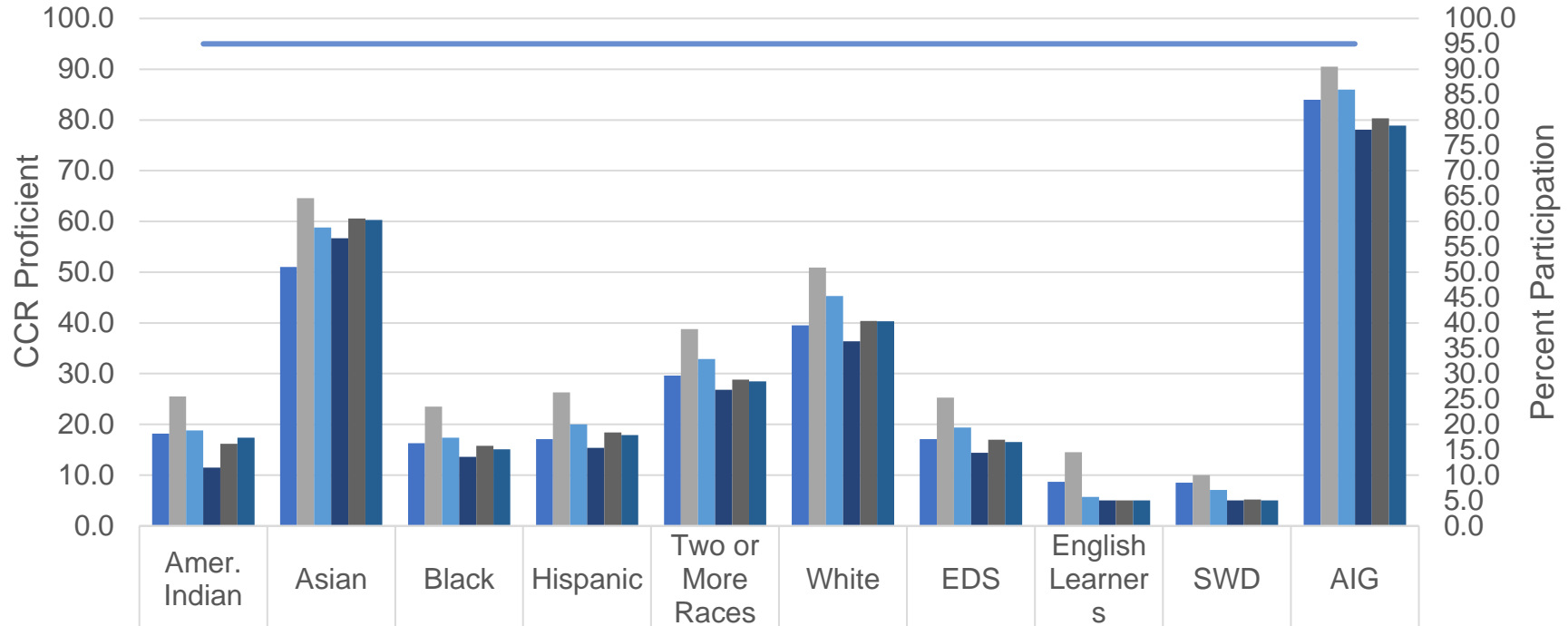
End-of-Grade Reading Performance (Percent Level 4 and Above—CCR Standard)

KEY TAKE-AWAYS

- Percentage of students meeting the CCR standard increased from the previous school year for all grades
- Largest increase: Grade 4 with 2.9 percentage points
- Smallest increase: Grade 8 with 0.3 percentage points



2022–23 End-of-Grade Reading Performance (Grades 3–8) (Percent Level 4 and Above—CCR Standard)



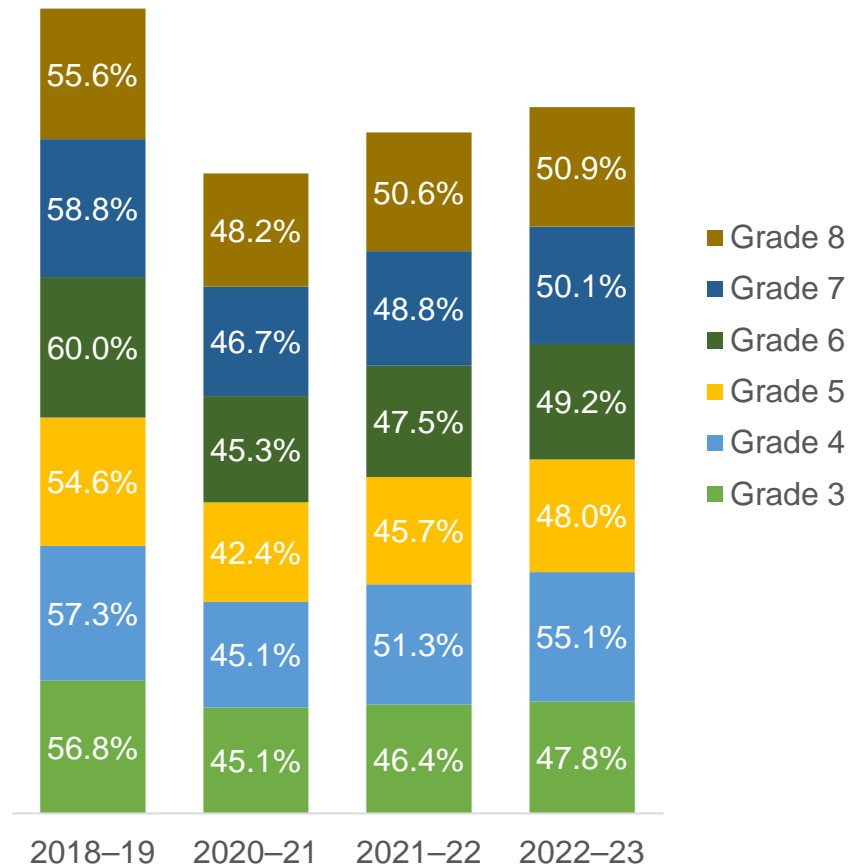
| | Amer. Indian | Asian | Black | Hispanic | Two or More Races | White | EDS | English Learners | SWD | AIG |
|---------------|--------------|-------|-------|----------|-------------------|-------|------|------------------|------|------|
| Grade 3 | 18.2 | 51.0 | 16.3 | 17.1 | 29.6 | 39.5 | 17.1 | 8.7 | 8.5 | 84.0 |
| Grade 4 | 25.5 | 64.6 | 23.5 | 26.3 | 38.8 | 50.9 | 25.3 | 14.5 | 10.0 | 90.5 |
| Grade 5 | 18.8 | 58.8 | 17.4 | 20.0 | 32.9 | 45.3 | 19.4 | 5.7 | 7.1 | 86.0 |
| Grade 6 | 11.5 | 56.7 | 13.6 | 15.4 | 26.8 | 36.4 | 14.4 | 5.0 | 5.0 | 78.1 |
| Grade 7 | 16.2 | 60.6 | 15.8 | 18.4 | 28.8 | 40.4 | 17.0 | 5.0 | 5.2 | 80.3 |
| Grade 8 | 17.4 | 60.3 | 15.1 | 17.9 | 28.5 | 40.3 | 16.5 | 5.0 | 5.0 | 78.9 |
| 2022-23 Part. | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 | 95.0 |

Data shown as 5.0 or 95.0 may be data that is less than 5% or greater than 95% due to masking

End-of-Grade Reading Performance (Percent Level 3 and Above—GLP Standard)

KEY TAKE-AWAYS

- Percentage of students meeting the GLP standard increased from the previous school year for all grades
- Largest increase: Grade 4 with 3.8 percentage points
- Smallest increase: Grade 8 with 0.3 percentage points



2022–23 End-of-Grade Reading Performance (Grades 3–8) (Percent Level 3 and Above—GLP Standard)

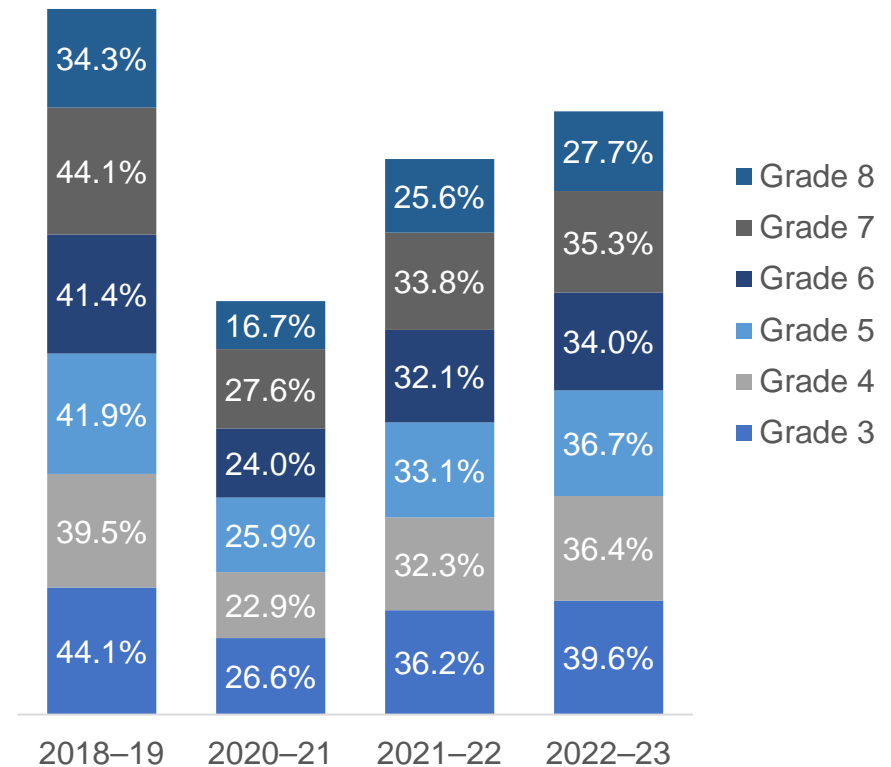


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End-of-Grade Mathematics Performance (Percent Level 4 and Above—CCR Standard)

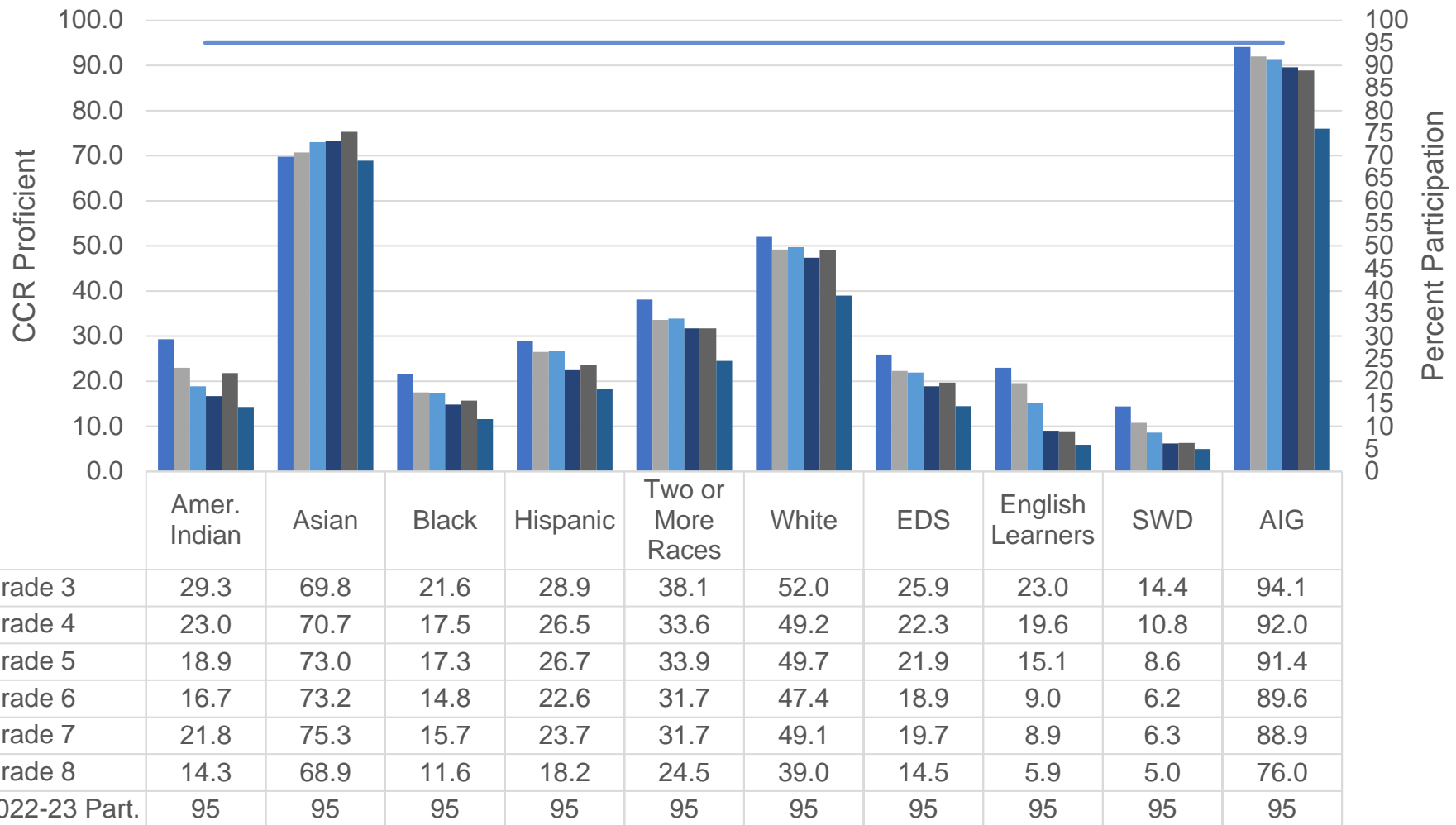
KEY TAKE-AWAYS

- Percentage of students meeting the CCR standard increased from the previous school year for all grades
- Largest increase: Grade 4 with 4.1 percentage points
- Smallest increase: Grade 7 with 1.5 percentage points



End-of-grade mathematics grade 8 includes students in grade 8 who took NC Math 1.

2022–23 End-of-Grade Mathematics Performance (Grades 3–8) (Percent Level 4 and Above—CCR Standard)

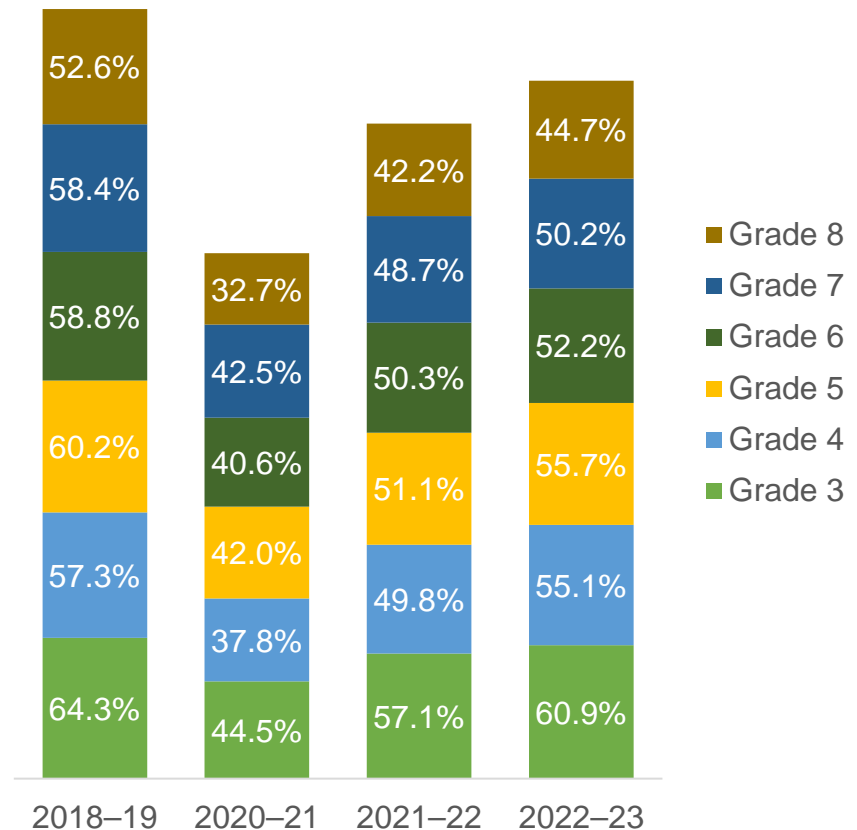


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End-of-Grade Mathematics Performance (Percent Level 3 and Above—GLP Standard)

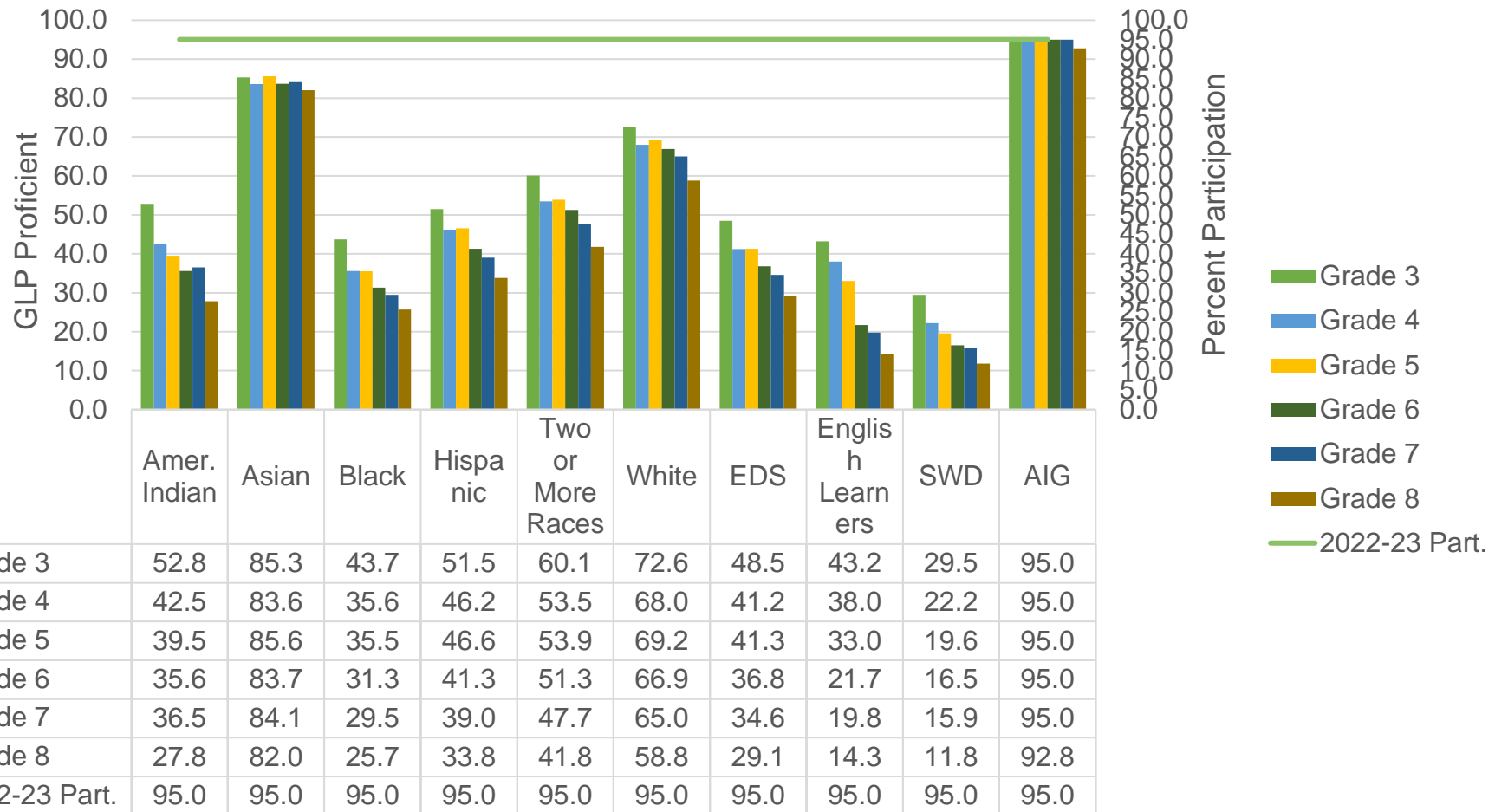
KEY TAKE-AWAYS

- Percentage of students meeting the GLP standard increased from the previous school year for all grades
- Largest increase: Grade 4 with 5.3 percentage points
- Smallest increase: Grade 7 with 1.5 percentage points



End-of-grade mathematics grade 8 includes students in grade 8 who took NC Math 1.

2022–23 End-of-Grade Mathematics Performance (Grades 3–8) (Percent Level 3 and Above—GLP Standard)

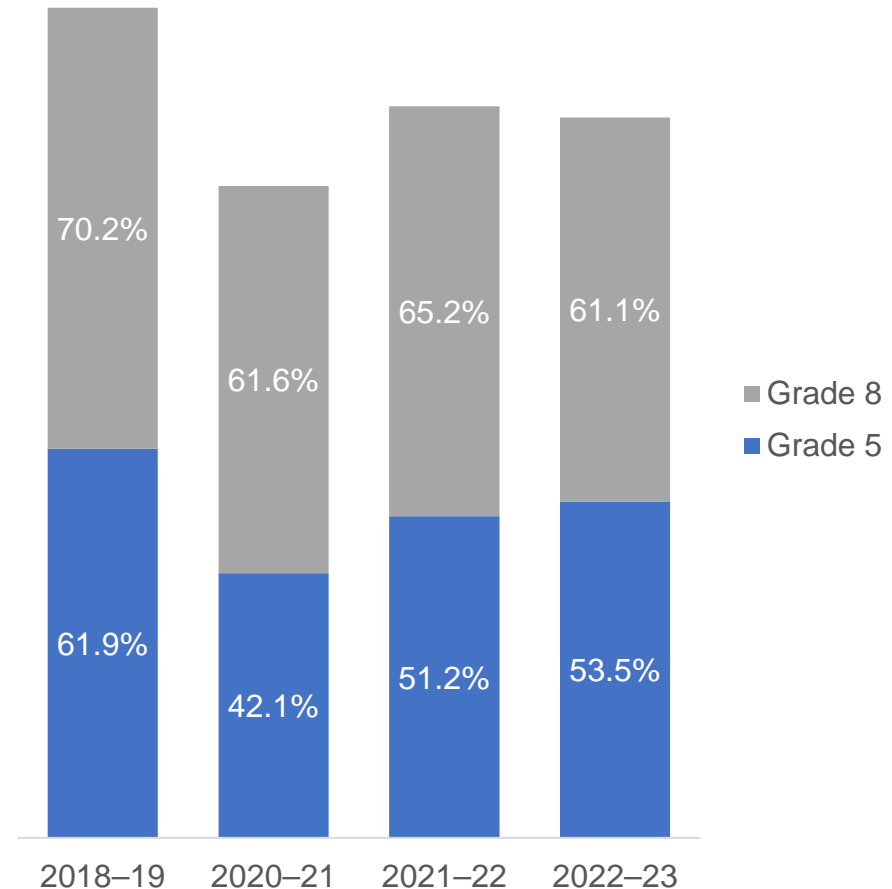


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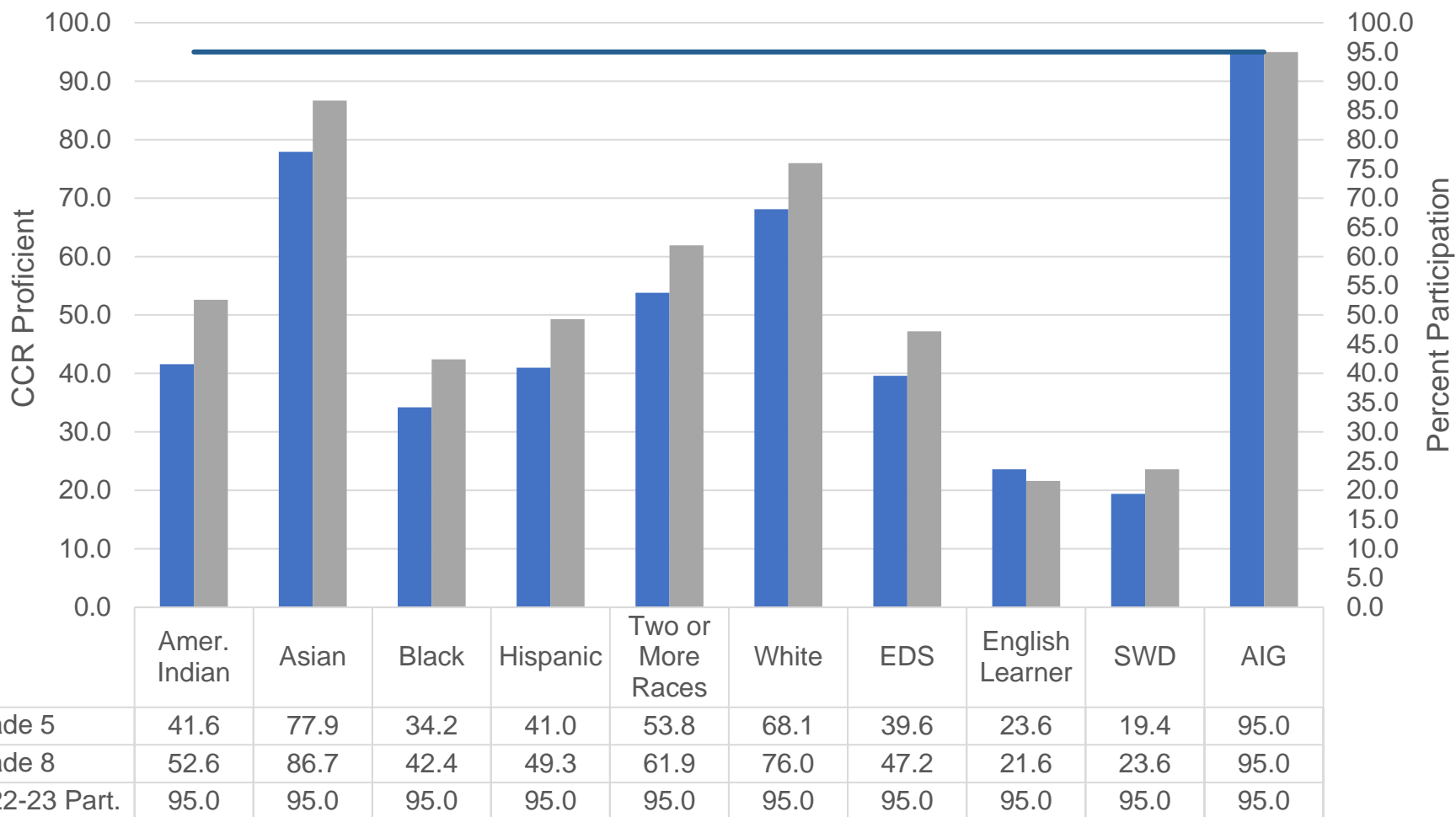
End-of-Grade Science Performance (Grades 5 and 8) (Percent Level 4 and Above—CCR Standard)

KEY TAKE-AWAYS

- For grade 5, the percentage of students meeting the CCR standard increased by 2.3 percentage points
- For grade 8, the percentage of students meeting the CCR standard decreased by 4.1 percentage points



2022–23 End-of-Grade Science Performance (Grades 5 and 8) (Percent Level 4 and Above—CCR Standard)

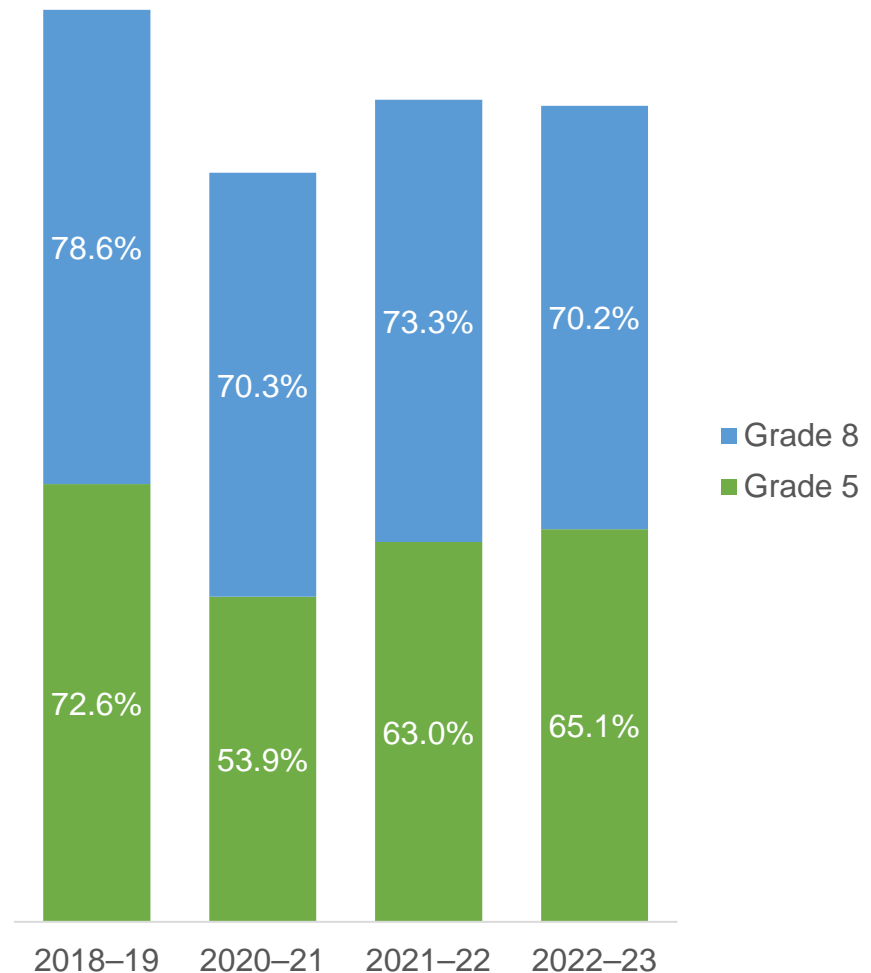


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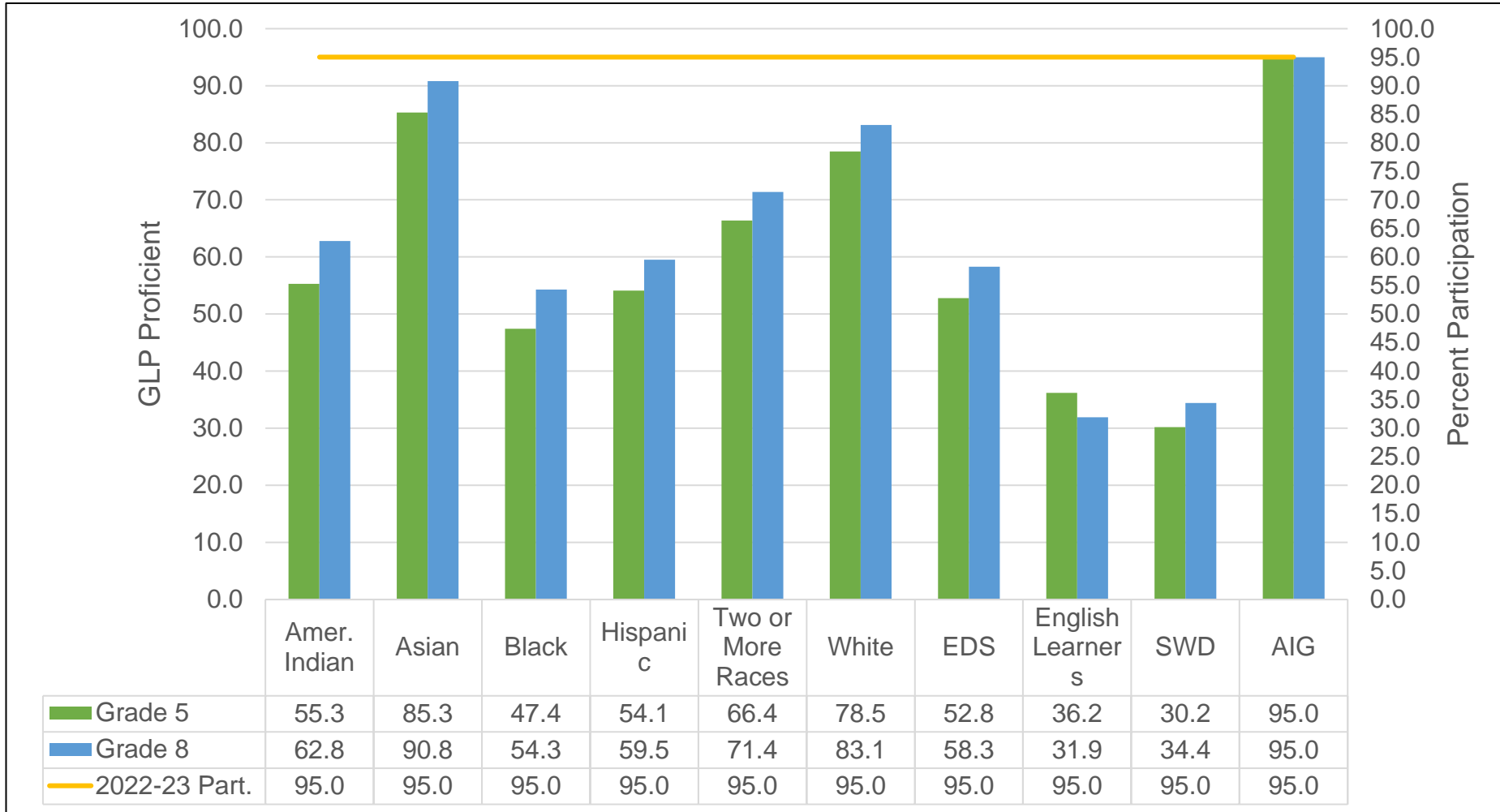
End-of-Grade Science Performance (Grades 5 and 8) (Percent Level 3 and Above—GLP Standard)

KEY TAKE-AWAYS

- For grade 5, the percentage of students meeting the GLP standard increased by 2.1 percentage points
- For grade 8, the percentage of students meeting the CCR standard decreased by 3.1 percentage points



2022–23 End-of-Grade Science Performance (Grades 5 and 8) (Percent Level 3 and Above—GLP Standard)

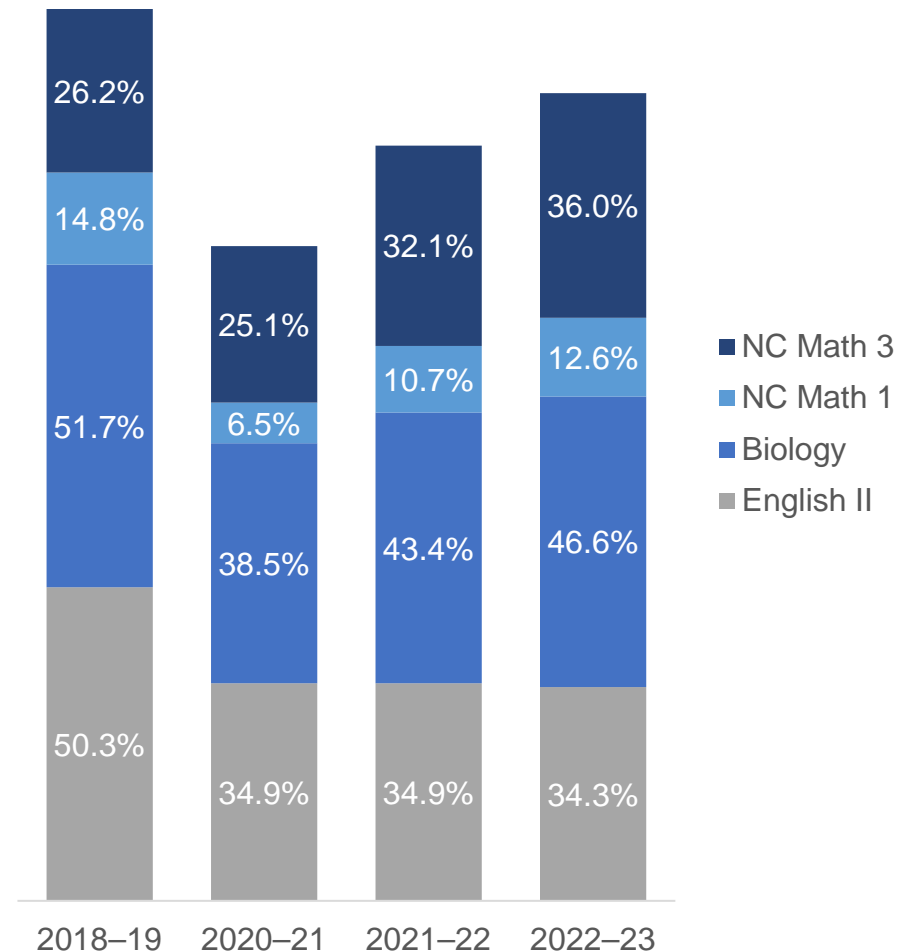


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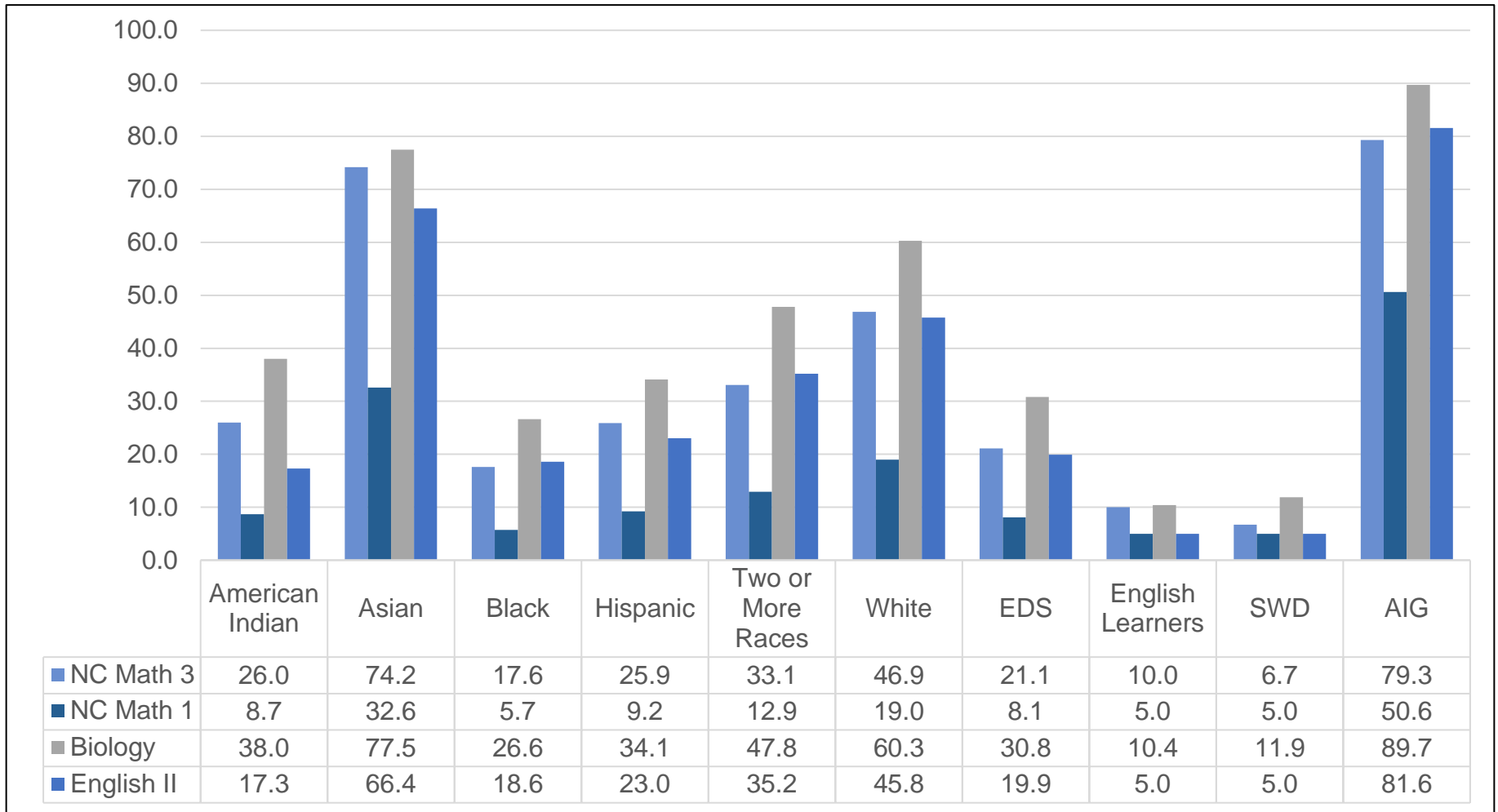
End-of-Course Performance (Percent Level 4 and Above—CCR Standard)

KEY TAKE-AWAYS

- As with last year, NC Math 3 continues to exceed pre-COVID performance (26.2% to 36.0%)
- NC Math 1 (high school only) and Biology had increases but not at the pre-COVID performance levels
- English II decreased by 0.6 percentage points



2022–23 End-of-Course Performance (Percent Level 4 and Above—CCR Standard)

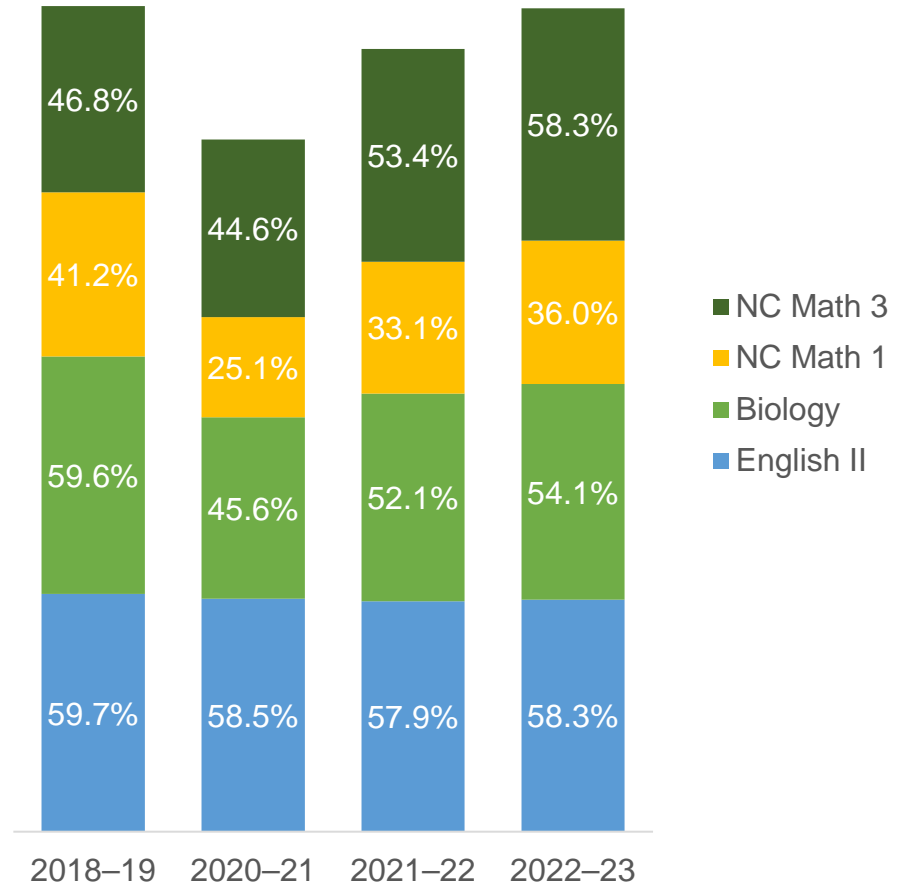


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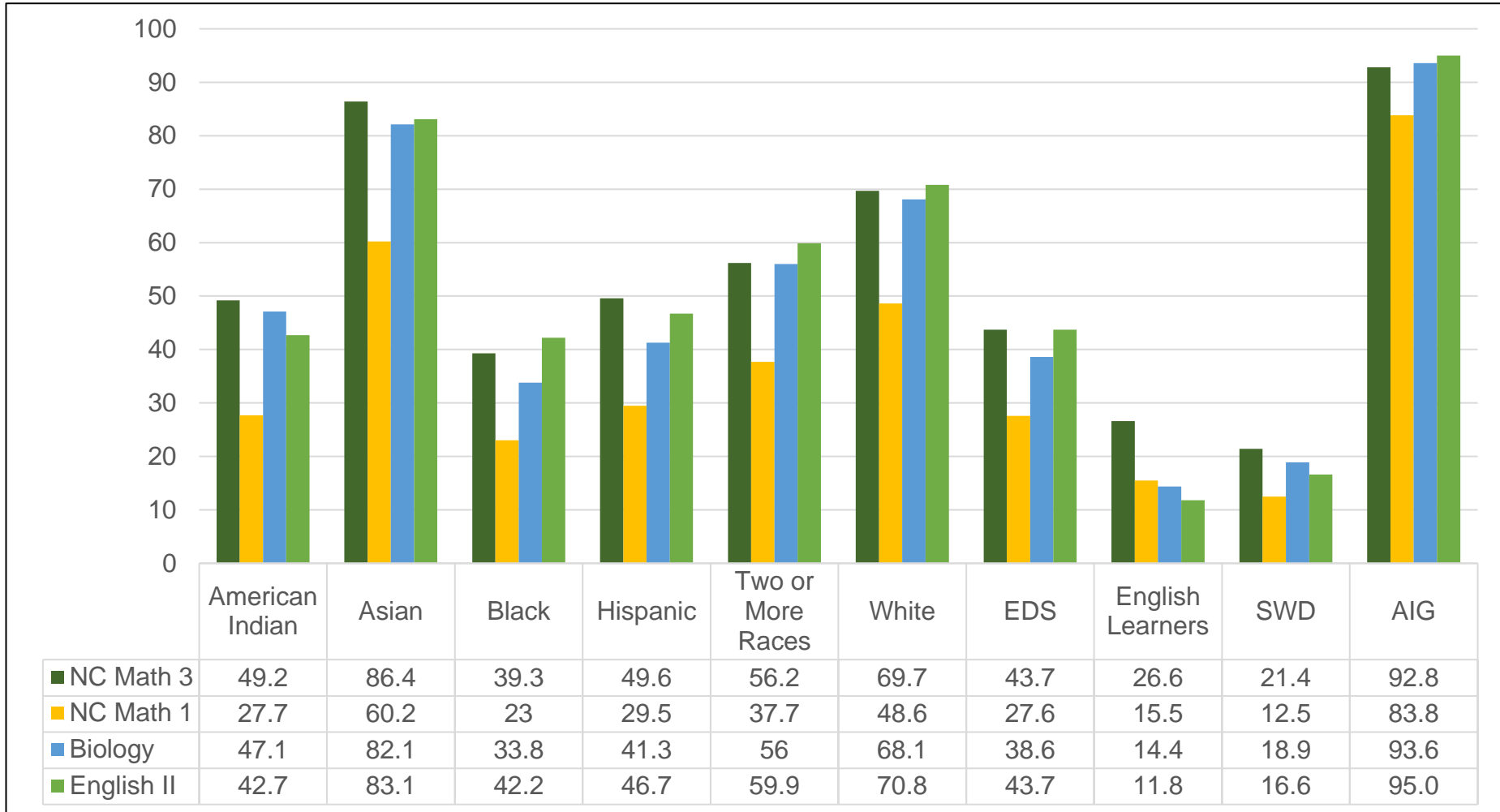
End-of-Course Performance (Percent Level 3 and Above—GLP Standard)

KEY TAKE-AWAYS

- As with last year, NC Math 3 continues to exceed pre-COVID performance (46.8% to 58.3%)
- NC Math 1 (high school only) and Biology had increases but are not at the pre-COVID performance levels
- English II increased 0.4 percentage points



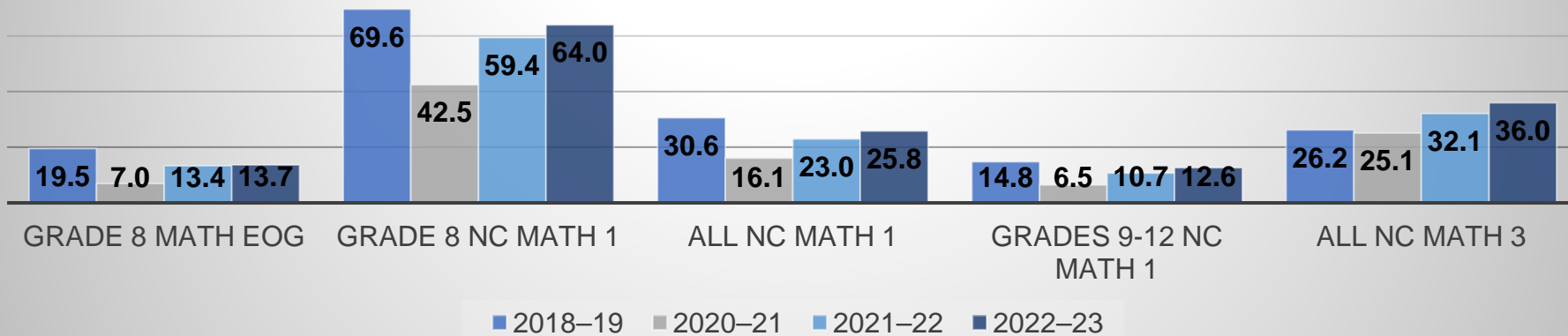
2022–23 End-of-Course Performance (Percent Level 3 and Above—GLP Standard)



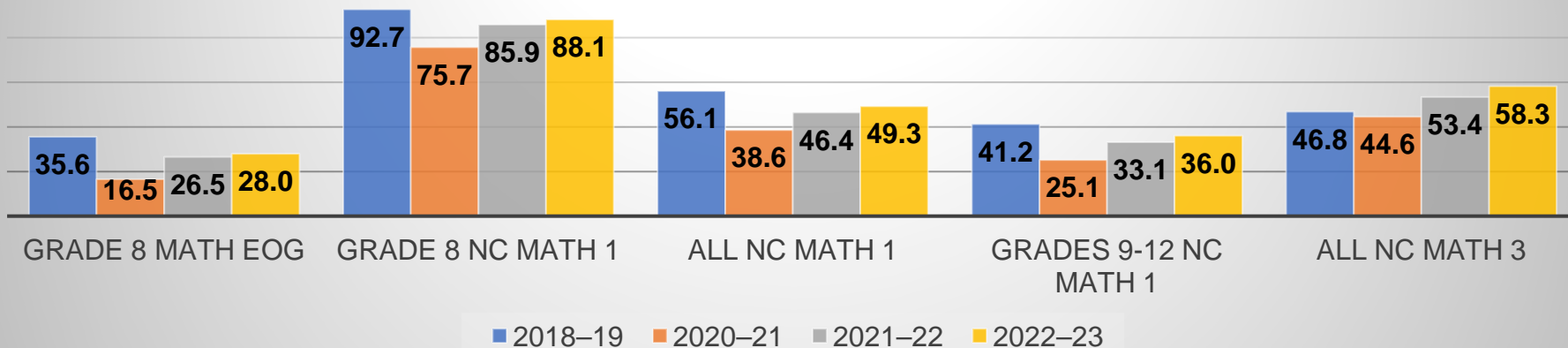
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2022–23 Grade 8 and High School Mathematics Test Results

Percent Level 4 and Above—CCR Standard



Percent Level 3 and Above GLP Standard



The ACT Results



The ACT

- Percentage of eleventh graders who have a composite score of at least 19 (UNC system admission minimum)
 - ACT measures English, reading, mathematics, and science
 - Participation rate >95% (up from 94% in 2021–22)
 - Percentage of students meeting the ACT minimum score of 19 for 2021–22 was 41.7 compared to 41.1 in 2022–23

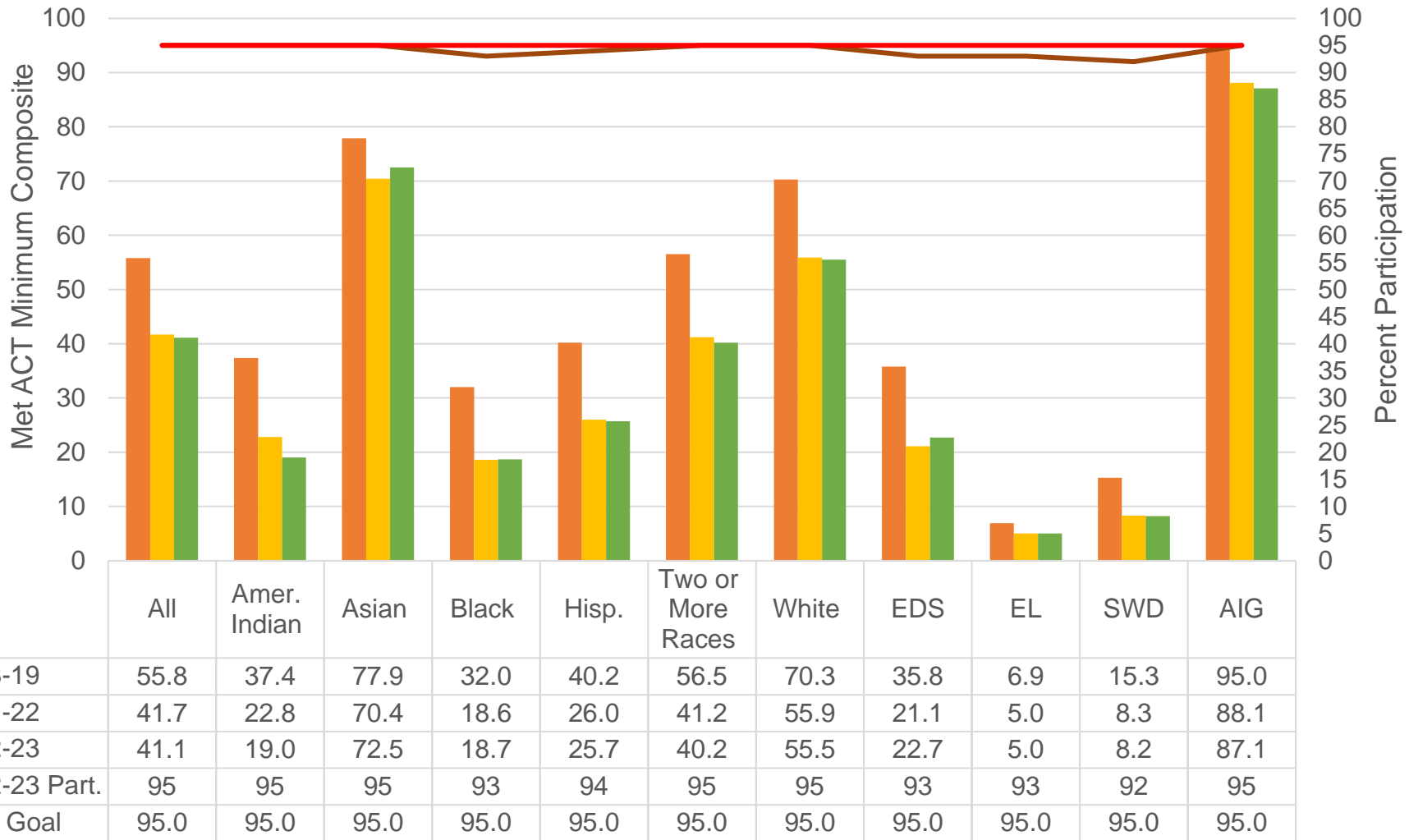


Grade 11 The ACT Results

| The ACT Grade 11 | Percent Met ACT Minimum 2021–22 | Percent Met ACT Minimum 2022–23 | Number Expected to Test | Percent Tested |
|---------------------------------------|---------------------------------|---------------------------------|-------------------------|----------------|
| All Students | 41.7 | 41.1 | 107,515 | >95 |
| American Indian | 22.8 | 19.0 | 965 | >95 |
| Asian | 70.4 | 72.5 | 4,159 | >95 |
| Black | 18.6 | 18.7 | 25,439 | 93 |
| Hispanic | 26.0 | 25.7 | 20,885 | 94 |
| Two or More Races | 41.2 | 40.2 | 5,066 | 95 |
| White | 55.9 | 55.5 | 50,843 | >95 |
| Economically Disadvantaged | 21.1 | 22.7 | 46,399 | 93 |
| English Learners | <5 | <5 | 6,051 | 93 |
| Students with Disabilities | 8.3 | 8.2 | 11,277 | 92 |
| Academically or Intellectually Gifted | 88.1 | 87.1 | 18,557 | >95 |



Grade 11 The ACT Results



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WorkKeys

- Percentage of twelfth grade Career and Technical Education Concentrators, who achieved a Silver Certificate or better
 - Participation rate 92% (up from 89% in 2021–22)
 - For all students, the percentage of concentrators earning a Silver Certificate or better was 61.9, an increase of 0.8 percentage points from the previous year

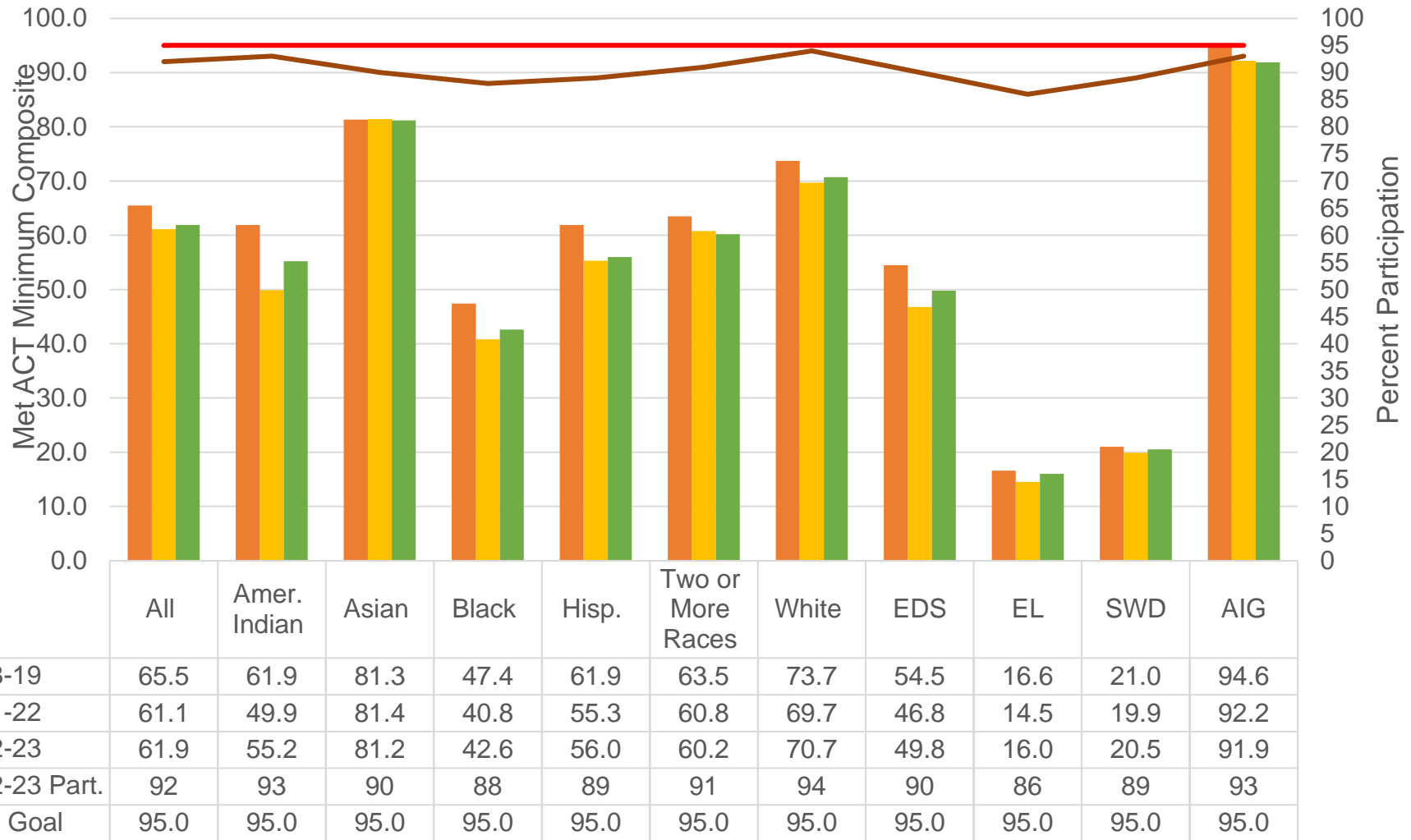


Grade 12 ACT WorkKeys Results

| ACT WorkKeys Grade 12 | Percent Silver or Better 2021–22 | Percent Silver or Better 2022–23 | Number Expected to Test | Percent Tested |
|---------------------------------------|----------------------------------|----------------------------------|-------------------------|----------------|
| All Students | 61.1 | 61.9 | 47,974 | 92 |
| American Indian | 49.9 | 55.2 | 566 | 93 |
| Asian | 81.4 | 81.2 | 1,820 | 90 |
| Black | 40.8 | 42.6 | 10,520 | 88 |
| Hispanic | 55.3 | 56.0 | 8,697 | 89 |
| Two or More Races | 60.8 | 60.2 | 1,999 | 91 |
| White | 69.7 | 70.7 | 24,311 | 94 |
| Economically Disadvantaged | 46.8 | 49.8 | 19,358 | 90 |
| English Learners | 14.5 | 16.0 | 1,793 | 86 |
| Students with Disabilities | 19.9 | 20.5 | 2,996 | 89 |
| Academically or Intellectually Gifted | 92.2 | 91.9 | 8,707 | 93 |



Grade 12 ACT WorkKeys Results



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State-level Results for Other Indicators

| Indicator | 2018–19 | 2021–22 | 2022–23 |
|--|---------|---------|---------|
| The ACT and WorkKeys Combined* (Percentage of students in grade 12 who meet either The ACT or WorkKeys Benchmarks) | 65.0 | 53.2 | 54.4 |
| Math Course Rigor (Percentage of students who pass the NC Math 3 course) | 93.0 | 94.1 | 94.7 |

* Prior to 2021–22, The ACT was calculated using the University of North Carolina’s (UNC) required minimum admission composite score of 17. Beginning with the 2021–22 school year, the UNC system minimum composite is 19 as required by the UNC Board of Governors action in March 2020.



English Learner Results



English Learners

- Identified English learners take the English proficiency tests annually to monitor progress, and to determine if students may exit such status.
- The total EL Progress is 13.7 percentage points lower than in 2018–19.

| English Learners Progress Toward Exiting | Percent Tested | Total EL Progress* | Percent Exiting EL Status | Percent Meeting Annual Progress Toward Exiting |
|--|----------------|--------------------|---------------------------|--|
| 2018–19 | >95 | 38.6% | 9.2% | 29.5% |
| 2022–23 | >95 | 24.9% | 6.9% | 18.0% |

* Total EL Progress consists of students that met annual progress plus students that exited English learner status. The Total EL Progress value is used for School Performance Grade calculations and the English Learner Progress long-terms goal.

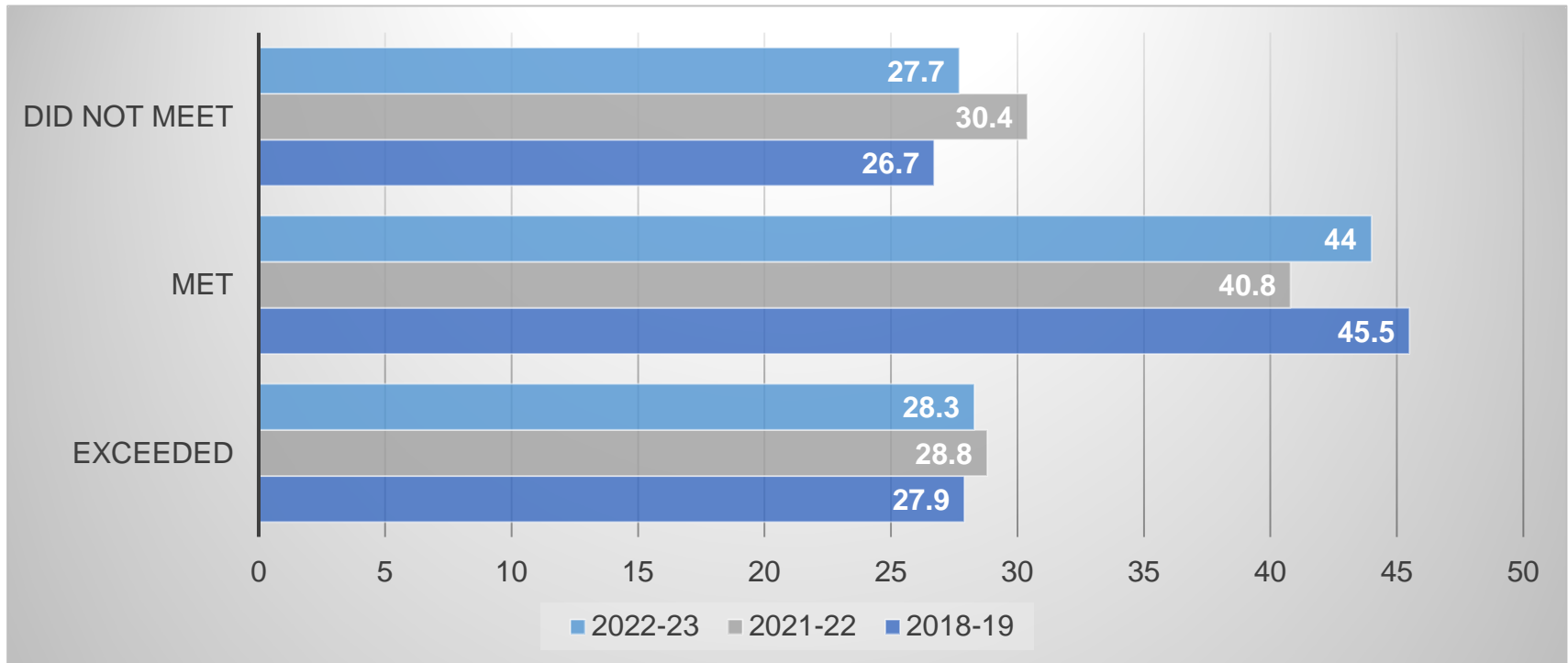


Growth Data

School Accountability Growth Results



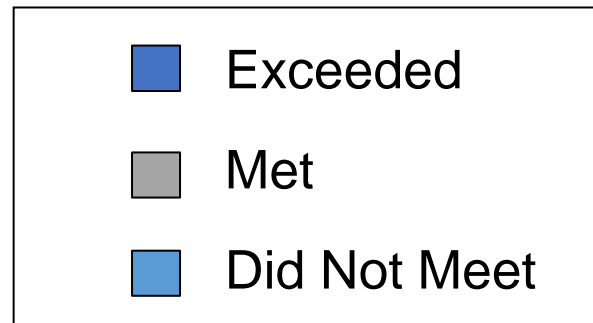
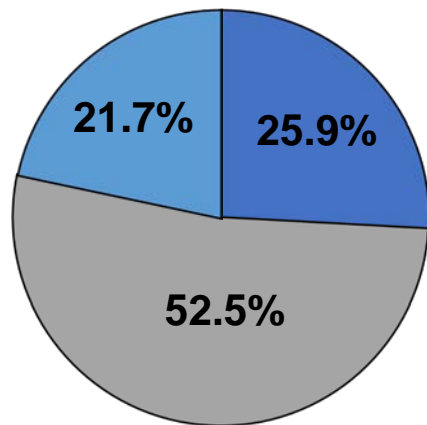
School Accountability Growth



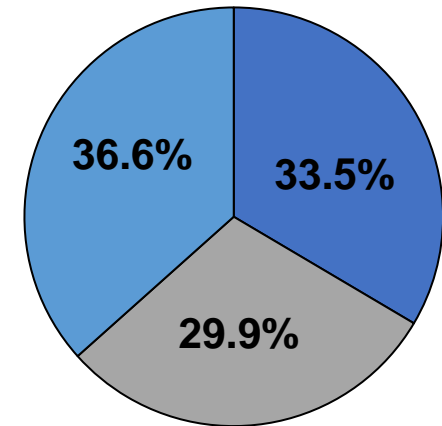
| | 2018–19 | 2021–22 | 2022–23 |
|--------------|--------------|--------------|------------|
| Exceeded | 703 (27.9) | 736 (28.8) | 725 (28.3) |
| Met | 1,147 (45.5) | 1,043 (40.8) | 1,126 (44) |
| Did Not Meet | 673 (26.7) | 778 (30.4) | 710 (27.7) |

Growth Status by School Type

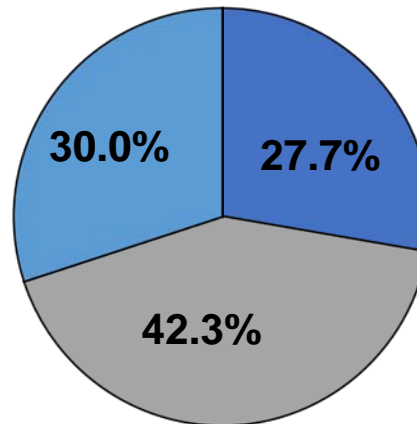
Elementary School



High School

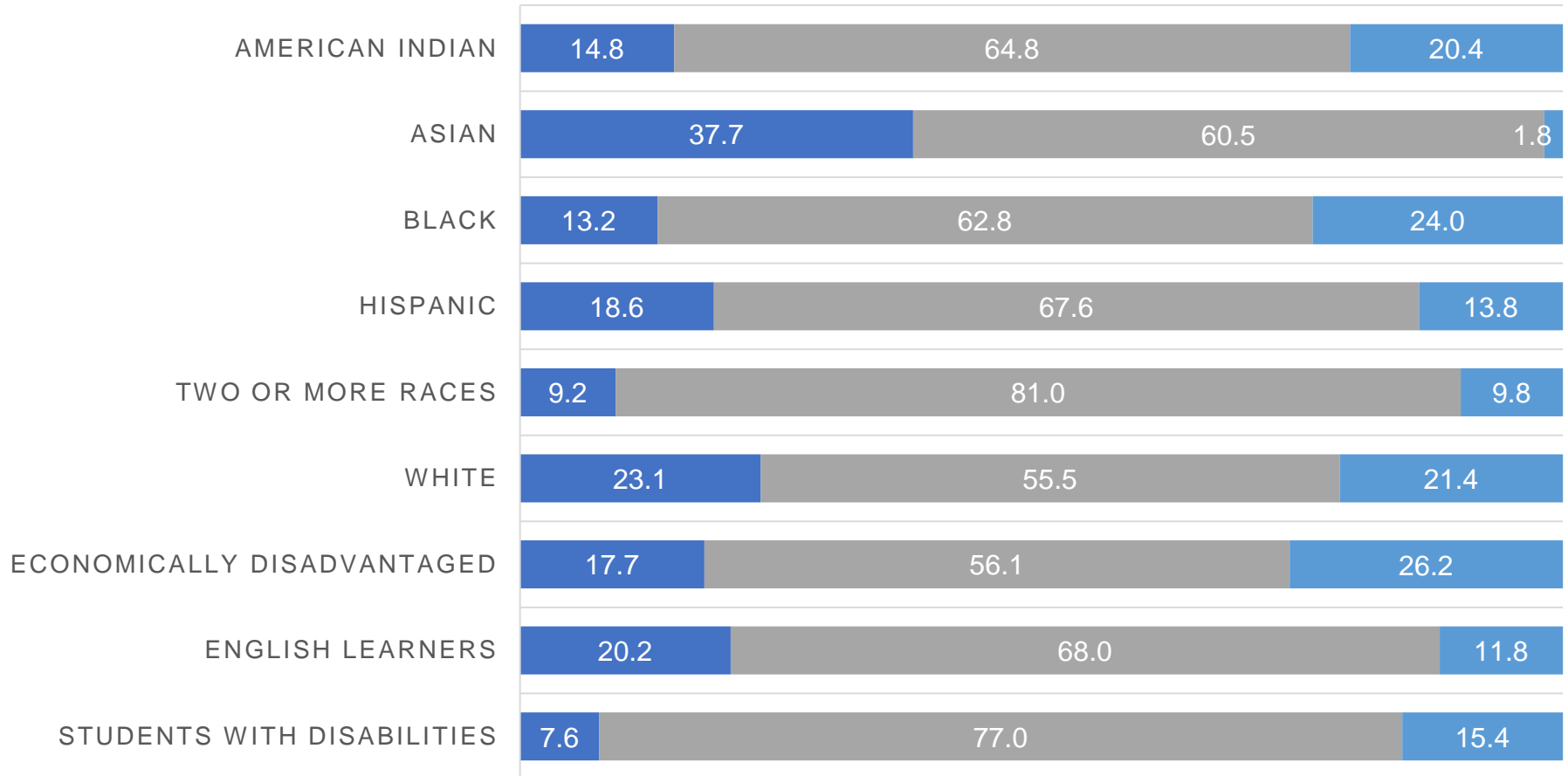


Middle School



Growth Status by Subgroup

■ Exceeded ■ Met ■ Did Not Met



School Performance Grades



School Performance Grades

- Student achievement (80%) and growth (20%).
- Annual EOG mathematics and reading tests in grades three through eight, and science tests in grades five and eight (Level 3 and above).
- Annual EOC tests in NC Math 1, NC Math 3, and English II (Level 3 and above).
- Percent of English Learners who meet the progress standard on the English Proficiency test.
- Percent of students who graduate within four years of entering high school (Four-Year Cohort Graduation Rate).



School Performance Grades

- School Quality or Student Success Indicators
 - Growth for elementary and middle schools (mathematics, reading, and science). High school growth is included in the achievement indicator.
 - Annual EOC assessment in biology for high schools (schools with grade nine or higher).
 - Percentage of twelfth grade students who completed NC Math 3 with a passing grade.
 - Percentage of twelfth grade students who scored 19 on the ACT composite or who met the Silver Certificate (or higher) on the WorkKeys assessment.



School Performance Grades

- For an indicator to be included in the School Performance Grade calculation, there must be 30 students or data points. If a school has only one indicator, the School Performance Grade is calculated on that indicator.
- The grade designations are set on a 15-point scale as follows:

A = 85–100

B = 70–84

C = 55–69

D = 40–54

F = 39 or Less

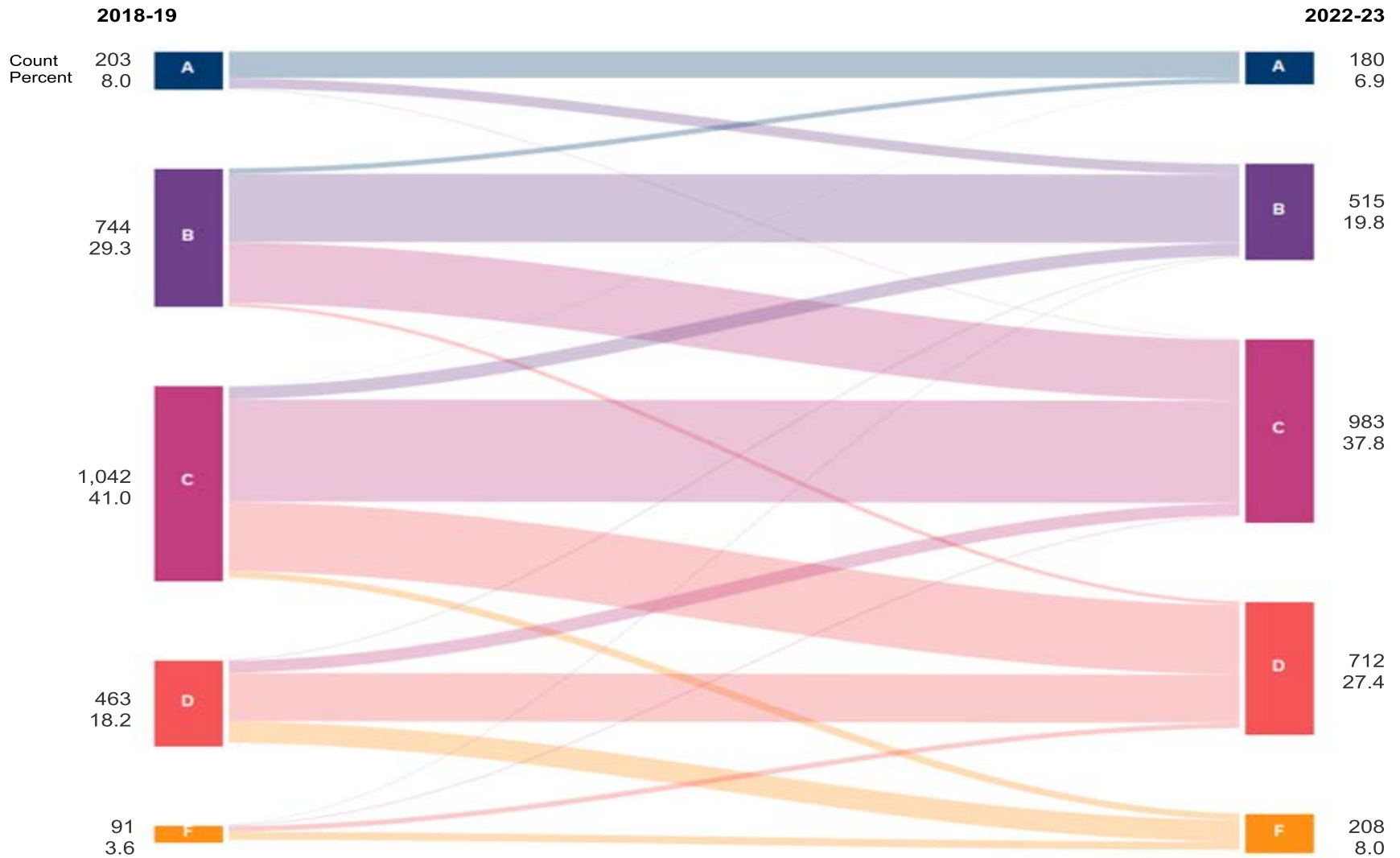


School Performance Grades

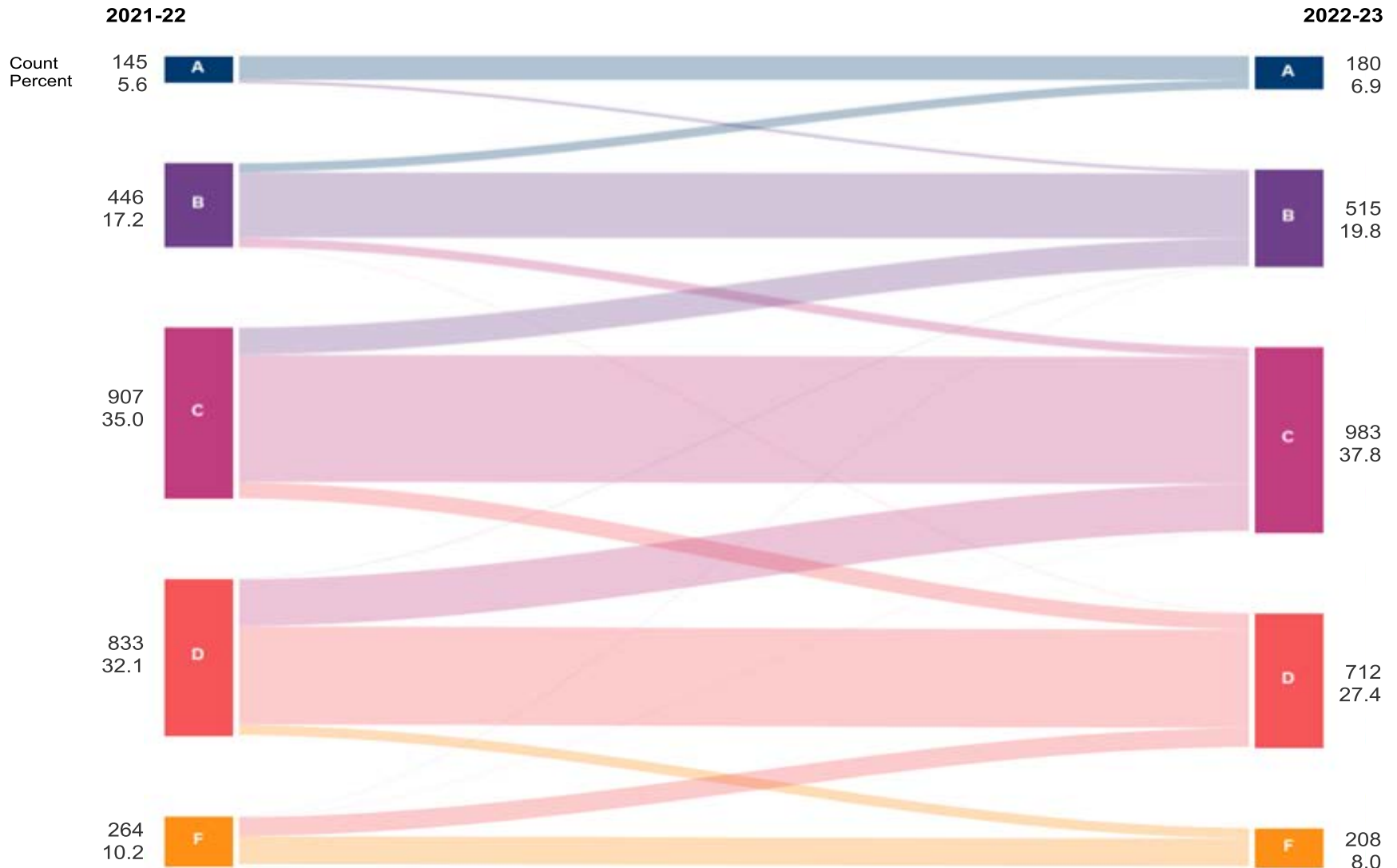
| Grade | 2018–19 Number of Schools | 2018–19 Percentage of Schools | 2021–22 Number of Schools | 2021–22 Percentage of Schools | 2022–23 Number of Schools | 2022–23 Percentage of Schools |
|-------|---------------------------------|-------------------------------------|---------------------------------|-------------------------------------|---------------------------------|-------------------------------------|
| A | 203 | 8.0 | 145 | 5.6 | 180 | 6.9 |
| B | 744 | 29.3 | 446 | 17.2 | 515 | 19.8 |
| C | 1,042 | 41.0 | 907 | 35.0 | 983 | 37.8 |
| D | 463 | 18.2 | 833 | 32.1 | 712 | 27.4 |
| F | 91 | 3.6 | 264 | 10.2 | 208 | 8.0 |
| Total | 2,543 | | 2,595 | | 2,598 | |



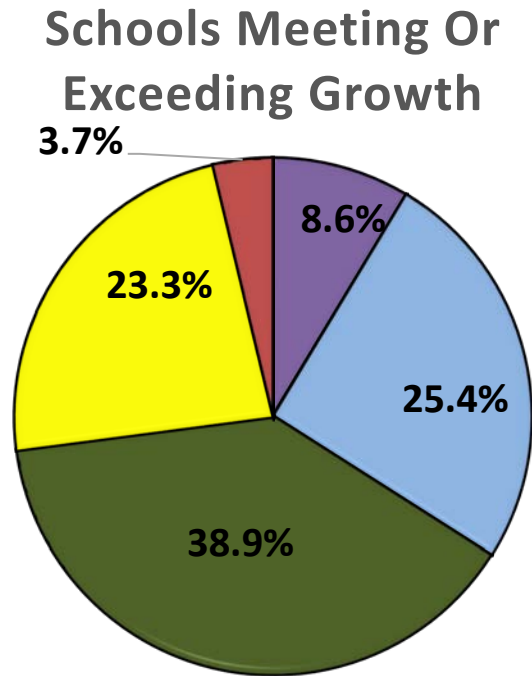
School Performance Grade Changes 2018–19 to 2022–23



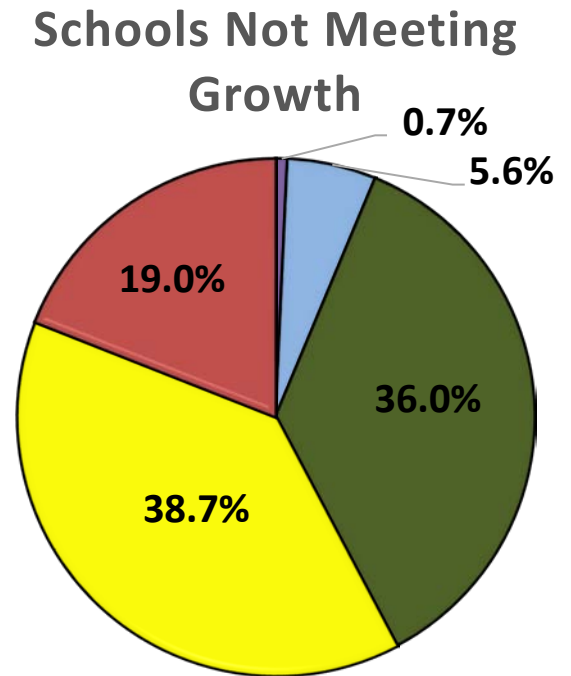
School Performance Grade Changes 2021-22 to 2022-23



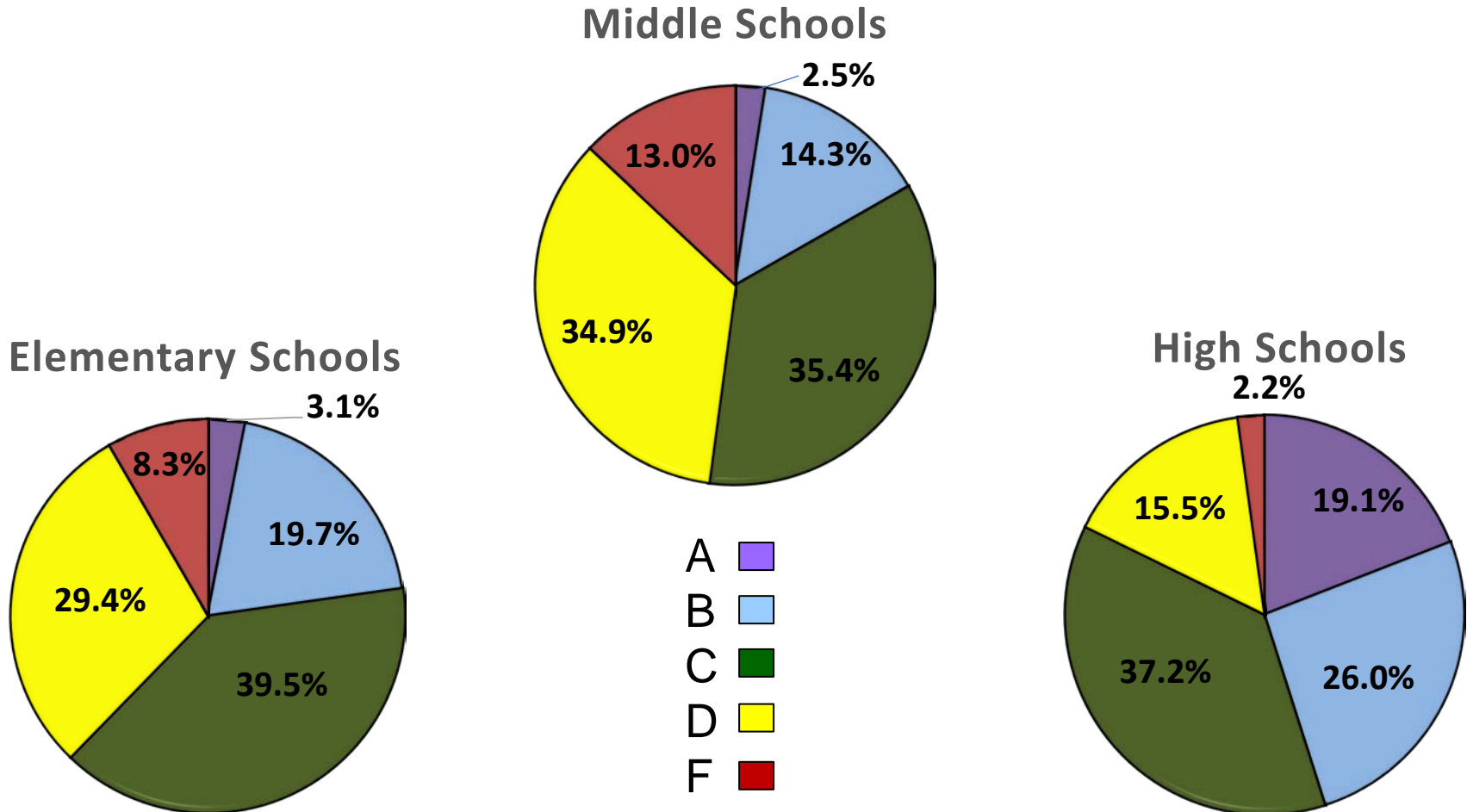
School Performance Grades by Growth Designation



- A ■
- B ■
- C ■
- D ■
- F ■

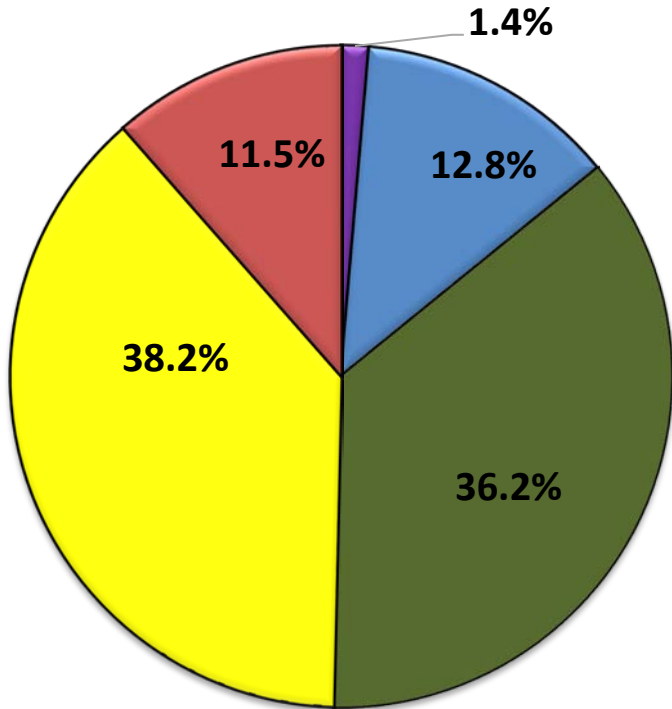


School Performance Grades by School Type

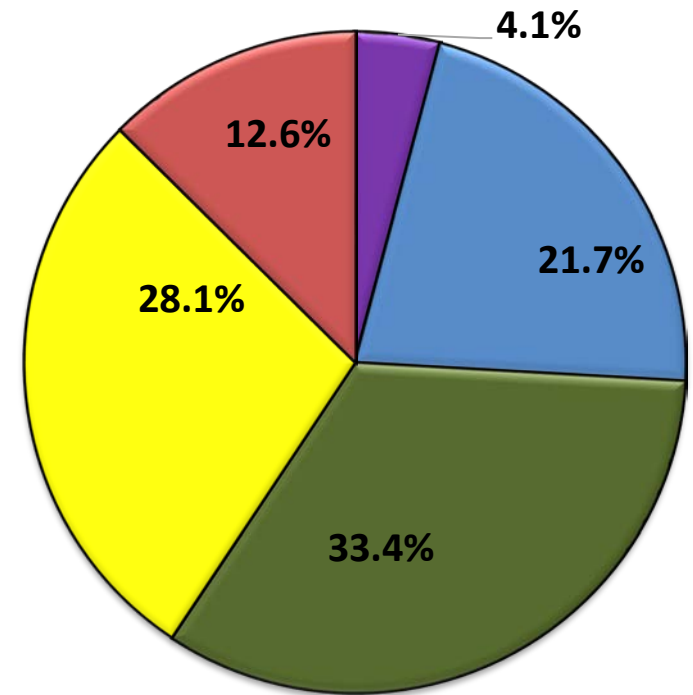







School Performance Grades for Reading and Mathematics

Reading Grades

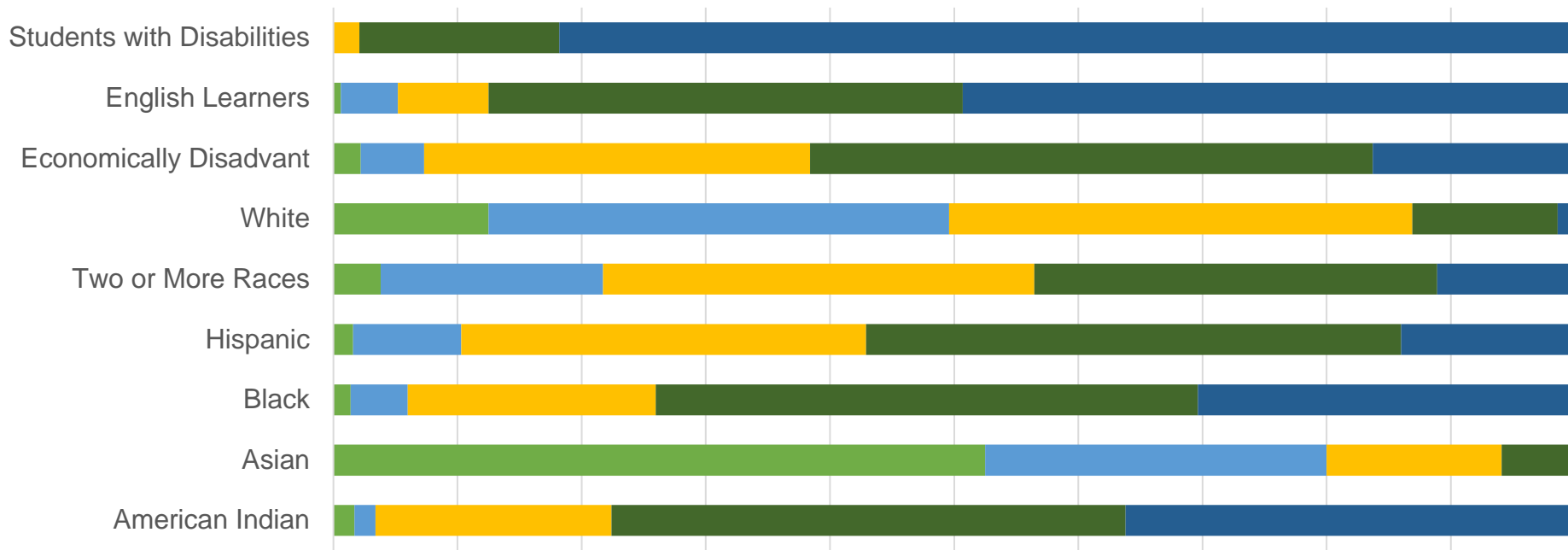


Mathematics Grades



- A 
- B 
- C 
- D 
- F 

School Performance Grades by Subgroup



| | American Indian | Asian | Black | Hispanic | Two or More Races | White | Economically Disadvant | English Learners | Students with Disabilities |
|---|-----------------|-------|-------|----------|-------------------|-------|------------------------|------------------|----------------------------|
| A | 1.7 | 52.5 | 1.4 | 1.6 | 3.8 | 12.5 | 2.2 | 0.6 | 0.0 |
| B | 1.7 | 27.5 | 4.6 | 8.7 | 17.9 | 37.1 | 5.1 | 4.6 | 0.0 |
| C | 19.0 | 14.1 | 20.0 | 32.6 | 34.7 | 37.3 | 31.1 | 7.3 | 2.1 |
| D | 41.4 | 5.5 | 43.7 | 43.1 | 32.4 | 11.7 | 45.3 | 38.2 | 16.1 |
| F | 36.2 | 0.4 | 30.4 | 14.0 | 11.1 | 1.4 | 16.3 | 49.3 | 81.8 |



Long-term Goals



Long-term Goals

- In the ESSA State Plan, North Carolina set rigorous goals for improved academic achievement.

| Subgroups (percentage of students at Level 4 and above on reading and mathematics tests) | Additional goals |
|---|--|
| American Indian, Asian, Black, Hispanic, Two or More Races, White, Economically Disadvantaged, English Learners, and Students with Disabilities | English Learners' progress in attaining English Language Proficiency |
| | Four-Year Cohort Graduation Rate (reported by subgroup) |

Long-term Goals

- As approved by the USED, the long-term goals were shifted forward by two years to accommodate the interruption of accountability data for the 2020–21 and the 2021–22 school years.
- The only long-term goal met at the state level was the Asian subgroup on the four-year cohort graduation rate.
- All others were not met: reading and mathematics at grades 3–8, grade 10 reading, grade 11 mathematics, English learners' progress, and all other four-year cohort graduation rate subgroups.



Alternative Schools



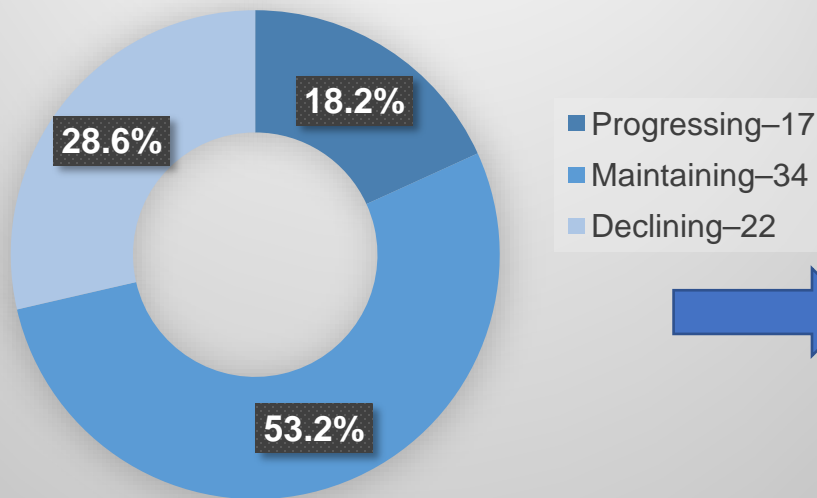
Alternative Schools

- In addition to reporting a School Performance Grade, qualifying alternative schools, DPI approved special education schools, and schools identified as Developmental Day Centers have the option to use the Alternative School's Modified Accountability System as stated in State Board Policy ACCT-038
 - Option A-Report a School Performance Grade
 - Option B-Report the state developed alternative system
 - Option C-Report a locally-developed, SBE approved modified system



Alternative Schools

Percentage of Option B Schools



95 schools use the Alternative School's Modified Accountability System

- Option A: One school
 - Received a D letter grade
- Option B: 77 schools
- Option C: 17 schools
 - Reports available on NCDPI website

State and Federal Designations



Low-Performing Schools and Districts

State Designation Definitions

- Low-Performing School
 - A low-performing school has a School Performance Grade of 'D' or 'F', and a growth status of 'Met' or 'Not Met'.
- Low-Performing District
 - Low-performing districts are defined as districts that have greater than 50 percent of schools identified as low performing.
- Recurring Low-Performing School
 - Is identified as low performing in any two of the last three years.
 - A low-performing school has a school performance grade of 'D' or 'F' and a growth status of 'Met' or 'Not Met'.
- Continually Low-Performing Charter School
 - Is identified as low performing in any two of the last three years.
 - A low-performing charter school has a school performance grade of 'D' or 'F' and a growth status of 'Met' or 'Not Met'.



Low-Performing Schools and Districts

State Designations

Year-to-Year

| Designation | 2018–19 | 2021–22 ¹ | 2022–23 ² |
|--|---------|----------------------|----------------------|
| Low-Performing Schools | 488 | 864 (+376) | 804 (-60) |
| Low-Performing Districts | 8 | 29 (+21) | 25 (-4) |
| Recurring Low-Performing Schools | 423 | 464 (+41) | 658 (+194) |
| Continually Low-Performing Charter Schools | 38 | 35 (-3) | 57 (+22) |

¹Difference cited is between 2018–19 and 2021–22

²Difference cited is between 2021–22 and 2022–23

Schools Identified for Comprehensive or Targeted Support and Improvement

Federal Designation Definitions per ESSA

- Comprehensive Support and Improvement Schools
 - CSI – Low Performing
 - Lowest performing five percent of all Title I schools, plus previously identified schools unable to meet exit criteria
 - CSI – Low Graduation Rate
 - High Schools with graduation rates lower than 66.7 percent, plus previously identified schools unable to meet exit criteria
- Targeted Support and Improvement Schools
 - TSI – Consistently Underperforming
 - Schools with one or more subgroups with a F letter grade for the past three years, plus previously identified schools unable to meet exit criteria
 - TSI – Additional Targeted Support
 - Schools with one or more subgroups performing at or below the highest performing CSI – Low Performing school, plus previously identified schools unable to meet exit criteria



Schools Identified for Comprehensive or Targeted Support and Improvement

Federal Designations per ESSA

| Designation | Identified at beginning of 2018–19 | Identified at beginning of 2022–23 | Schools Exited at the end of 2022–23 | Identified at the beginning of 2023–24 |
|--|------------------------------------|------------------------------------|--------------------------------------|--|
| CSI-Low-Performing Schools | 72 | 83 | N/A | N/A |
| CSI-Low Graduation Rate | 42 | 38 | N/A | N/A |
| TSI-Consistently Underperforming Subgroups | 1,740 | 1,040 | 83 | 1,079 |
| TSI-Additional Targeted Support | 1,634 | 891 | 77 | N/A |

There are a total of 118 CSI schools. CSI schools can be identified as both CSI-Low Performing and CSI-Low Graduation Rate. TSI-CU had 122 newly identified schools. Only subgroups identified in 2018–19 as TSI-AT had the opportunity to exit. Closed schools are removed from the designation lists and are not included in the count of schools that have exited.

Cohort Graduation Rate Results



Cohort Graduation Rate

- Establishes a cohort for each school
 - Four Year: Students who entered 9th grade in the 2018–19 school year
 - Five Year: Students who entered 9th grade in the 2017–18 school year
- Students are removed if they meet criteria such as transferring to another school that grants diplomas
- Students are added as they transfer into a school (maintain their original cohort designation)

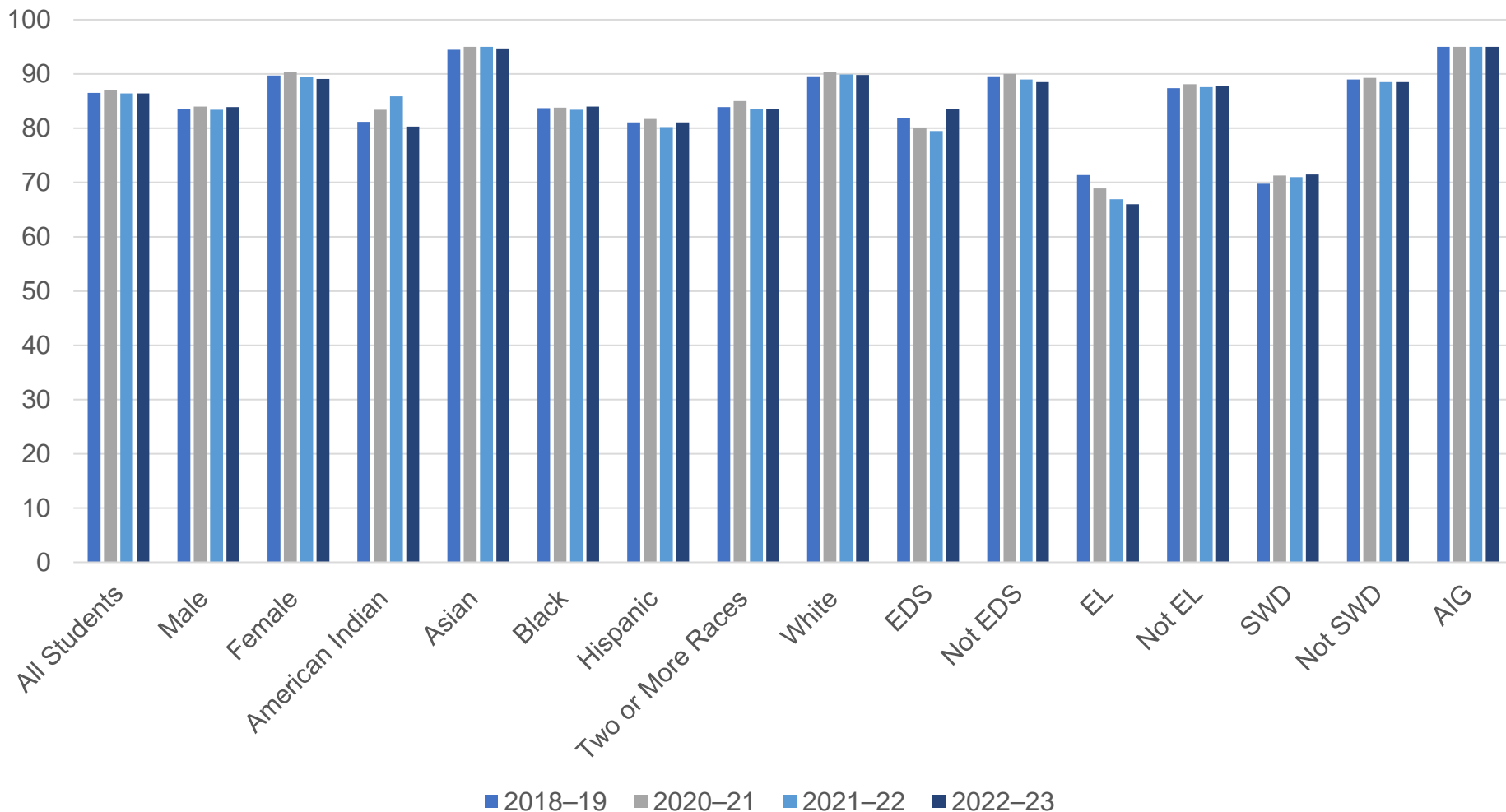


Four-Year Cohort Graduation Rate Results by Subgroup

| Subgroup | 2022–23 Denominator | 2022–23 Percent | 2021–22 Percent | 2020–21 Percent | 2018–19 Percent |
|--------------------------------|------------------------|--------------------|--------------------|--------------------|--------------------|
| All Students | 120,877 | 86.4 | 86.4 | 87.0 | 86.5 |
| Male | 61,796 | 83.9 | 83.4 | 84.0 | 83.5 |
| Female | 59,081 | 89.1 | 89.5 | 90.3 | 89.7 |
| American Indian | 1,221 | 80.3 | 85.3 | 83.4 | 81.2 |
| Asian | 3,974 | 94.7 | >95 | >95 | 94.5 |
| Black | 29,221 | 84.0 | 83.4 | 83.8 | 83.7 |
| Hispanic | 24,063 | 81.1 | 80.2 | 81.7 | 81.1 |
| Two or More Races | 5,473 | 83.5 | 83.5 | 85.0 | 83.9 |
| White | 56,773 | 89.8 | 89.9 | 90.3 | 89.6 |
| Economically Disadvantaged | 50,457 | 83.6 | 79.5 | 80.1 | 81.8 |
| Not Economically Disadvantaged | 70,420 | 88.5 | 89.1 | 90.0 | 89.6 |
| English Learner | 7,731 | 66.0 | 66.9 | 68.9 | 71.4 |
| Not English Learner | 113,146 | 87.8 | 87.7 | 88.1 | 87.4 |
| Students with Disabilities | 14,550 | 71.5 | 71.0 | 71.3 | 69.8 |
| Not Student with Disabilities | 106,327 | 88.5 | 88.6 | 89.3 | 89.0 |
| Academically Gifted | 19,134 | >95 | >95 | >95 | >95 |



Four-Year Cohort Graduation Rate Results by Subgroup (2019–20 Entering Grade 9 Students)



Conclusion



Key Take-Aways

- State level participation is greater than 95%
- All EOGs and EOCs increased, with the exception of Grade 8 Science (CCR and GLP) and English II (CCR)
 - Mathematics has larger increases than reading
- Compared to 2021–22, As, Bs, and Cs increased, and Ds and Fs decreased
- Schools continue to meet and exceed growth (72.3 percent of the 2,561 schools with a growth status)



Conclusion

- As with other states' results, the test results show gains toward the pre-COVID performance levels.
- The distribution of the School Performance Grades continues to be related to the weighting of the model on achievement/test scores (80%).



Conclusion

- The primary purpose of accountability reports is to provide information for planning instruction and targeting resources.
 - On-going analysis with an emphasis on learning recovery
 - On-going support led by the Office of Federal Program Monitoring and Office of District and Regional Support
- With a focus on supporting schools, student achievement will continue to increase and ultimately exceed the 2018–19 outcomes



Next Steps

- September 6–15: Data correction window
- October 4: Present data corrections to State Board of Education for final approval of the 2022–23 school year data.
- All public school units and the public have access to the data
 - NCDPI website
 - Site for disaggregated test data
 - <https://ncdpi.tiny.us/TestingStateLevel>



QUESTIONS

