



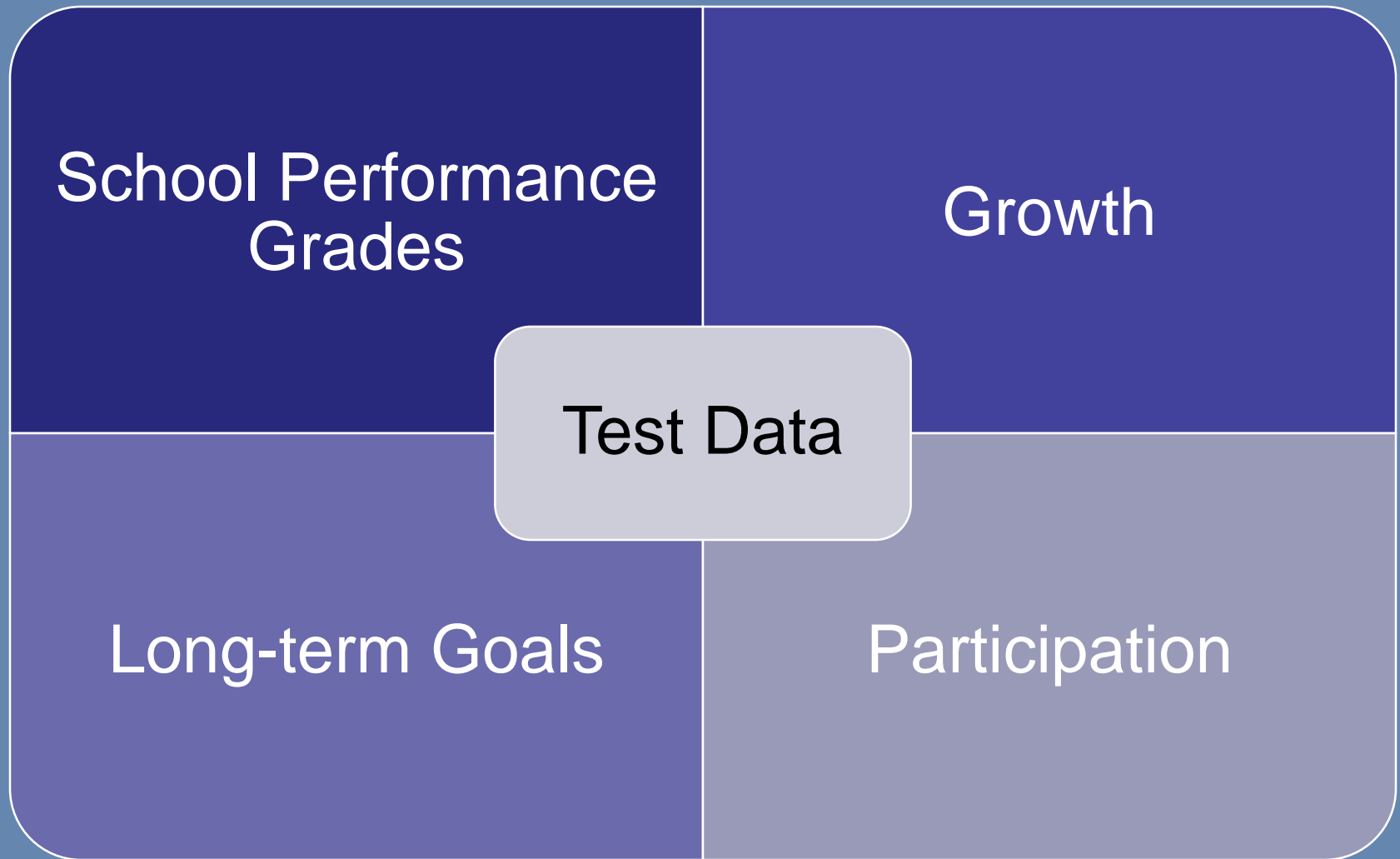
Public Schools of North Carolina

# State Board of Education Meeting: 2018–19 Accountability Results

**September 4, 2019**

**Tammy Howard, Ph.D.**  
Director of Accountability Services

# 2018–19 Accountability Reports



# Test Data

## End-of-Grade Tests and End-of-Course Tests



# Test Data

End of Grade	End of Course
Mathematics (3–8)	Biology
Reading (3–8)	English II
Science (5 & 8)	NC Math 1
	NC Math 3

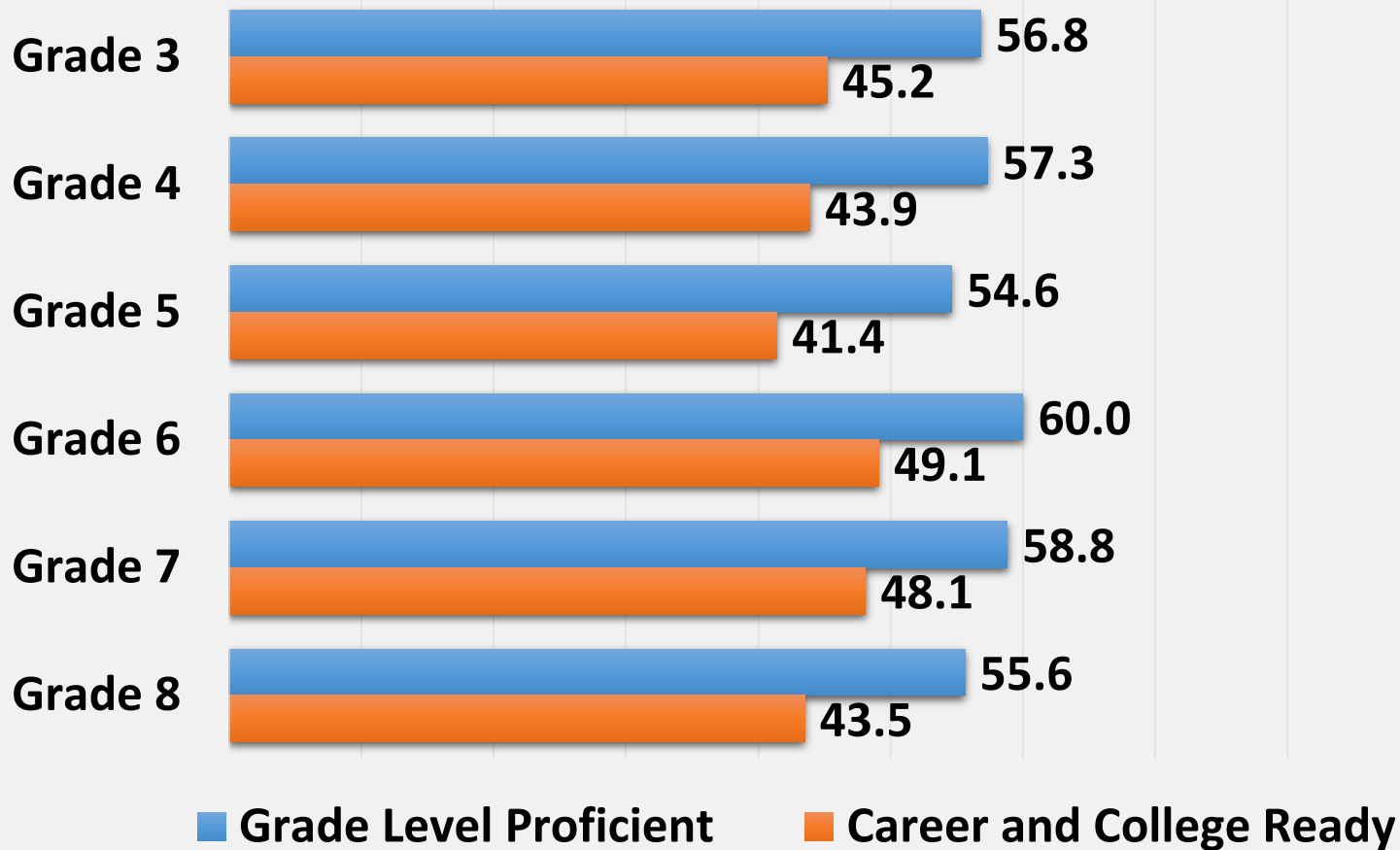
Percentage of students at Level 3 and above  
(Grade Level Proficiency)

Percentage of students at Level 4 and above  
(Career and College Readiness)

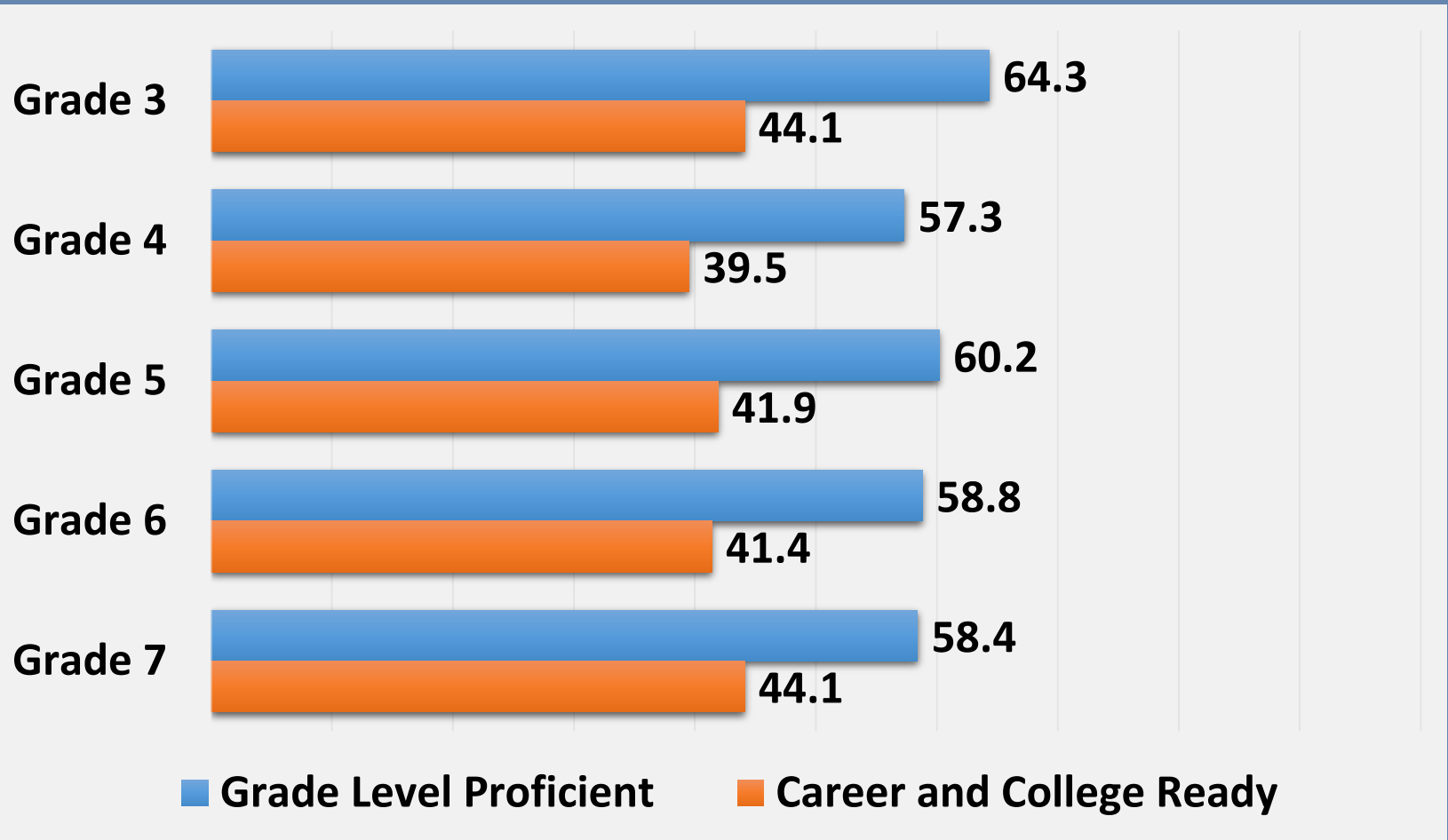
## Assessment Change

New mathematics tests implemented in 2018–19

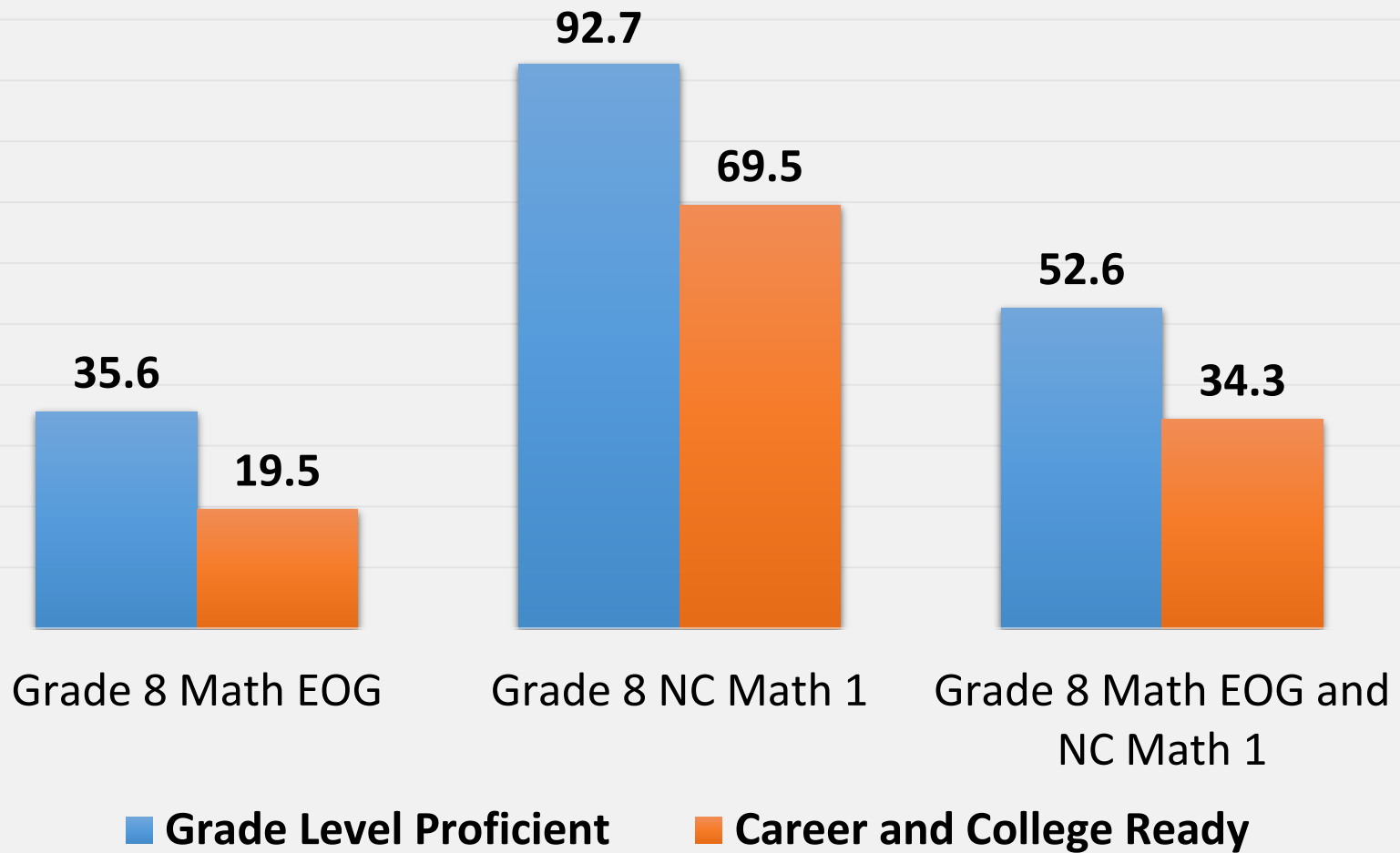
# 2018–19 End-of-Grade Reading



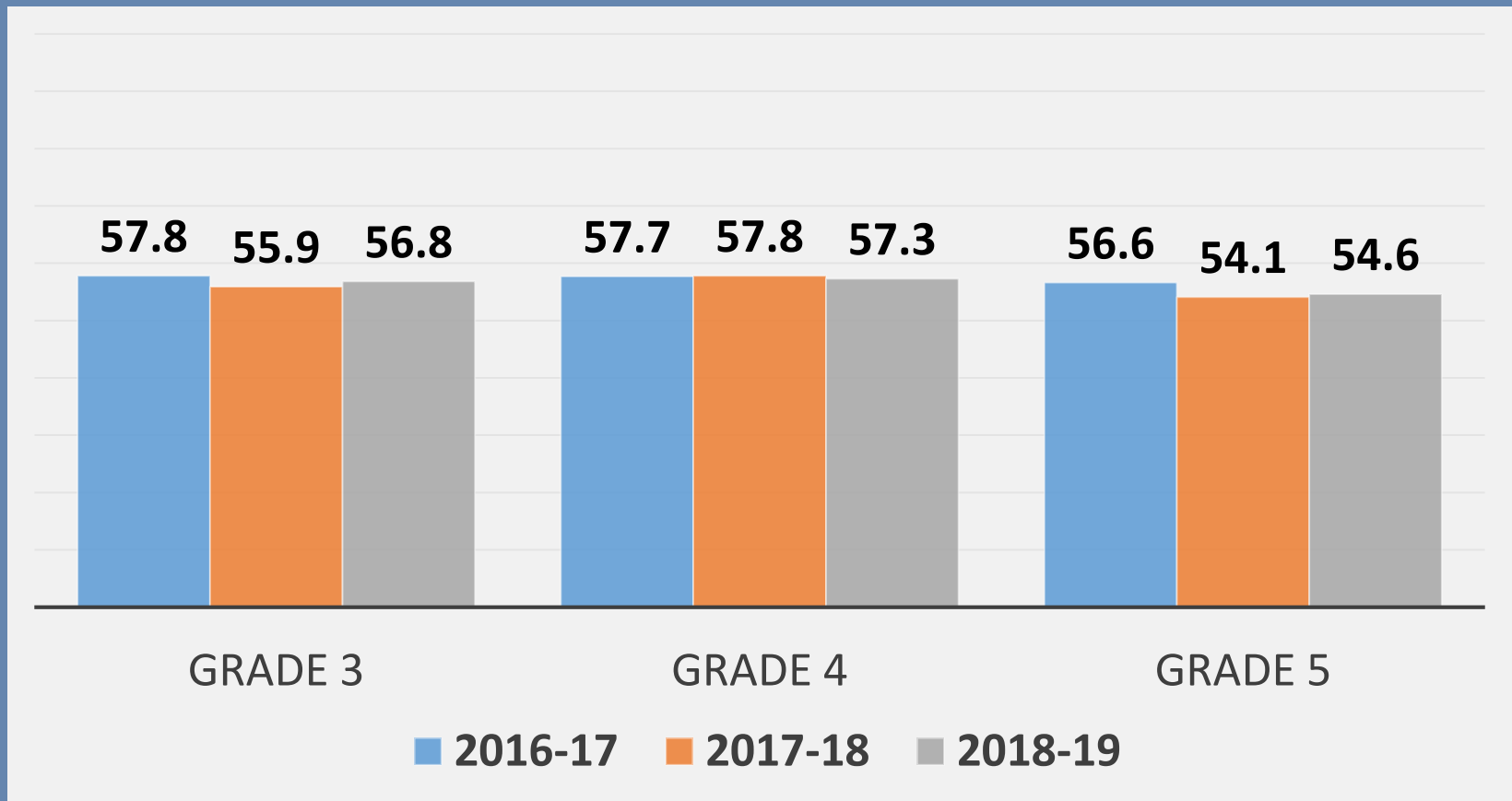
# 2018–19 End-of-Grade Mathematics



# 2018–19 Grade 8 Mathematics

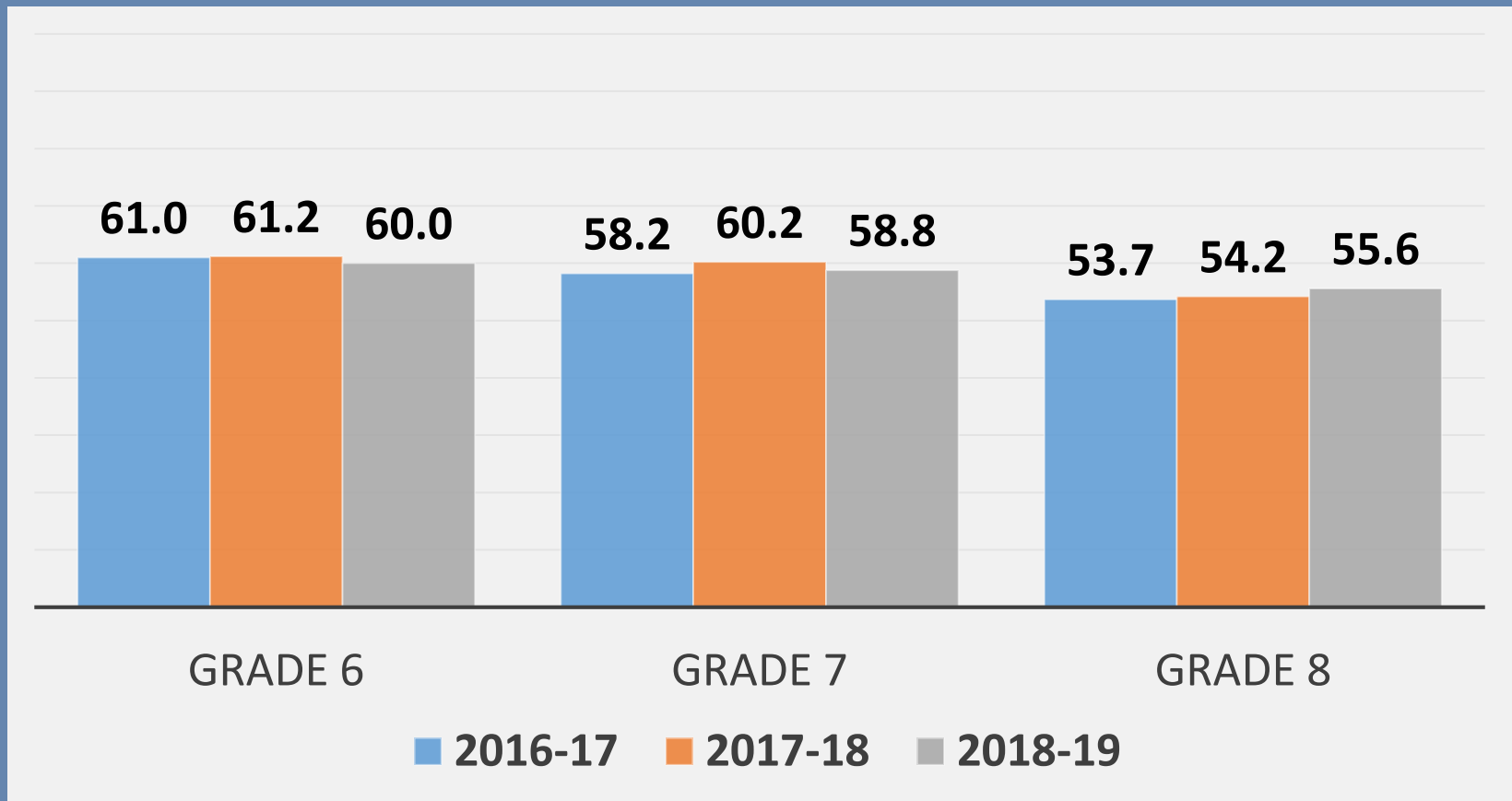


# Grades 3–5 Reading: Level 3 and Above 2018–19 and Previous Years

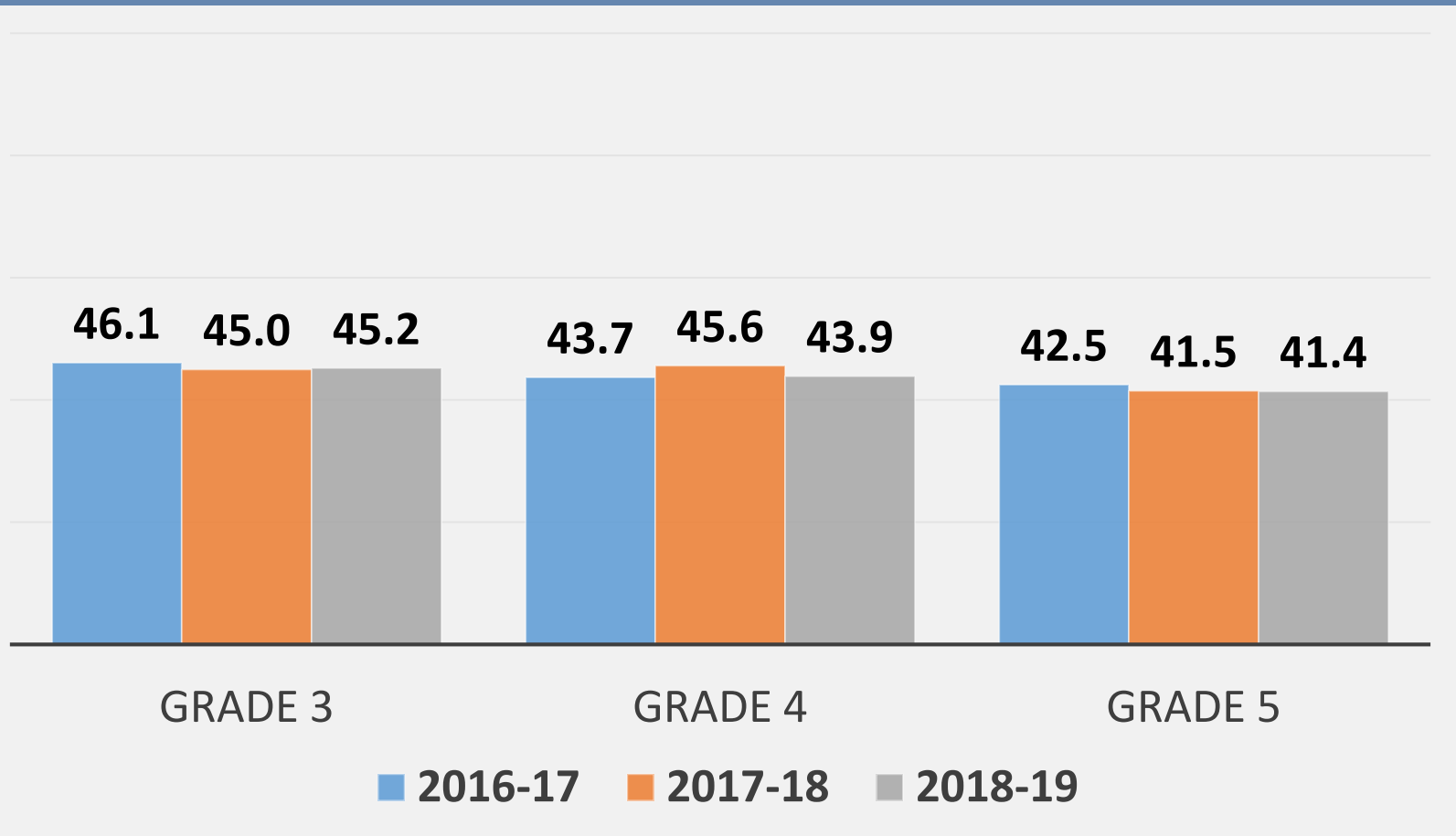




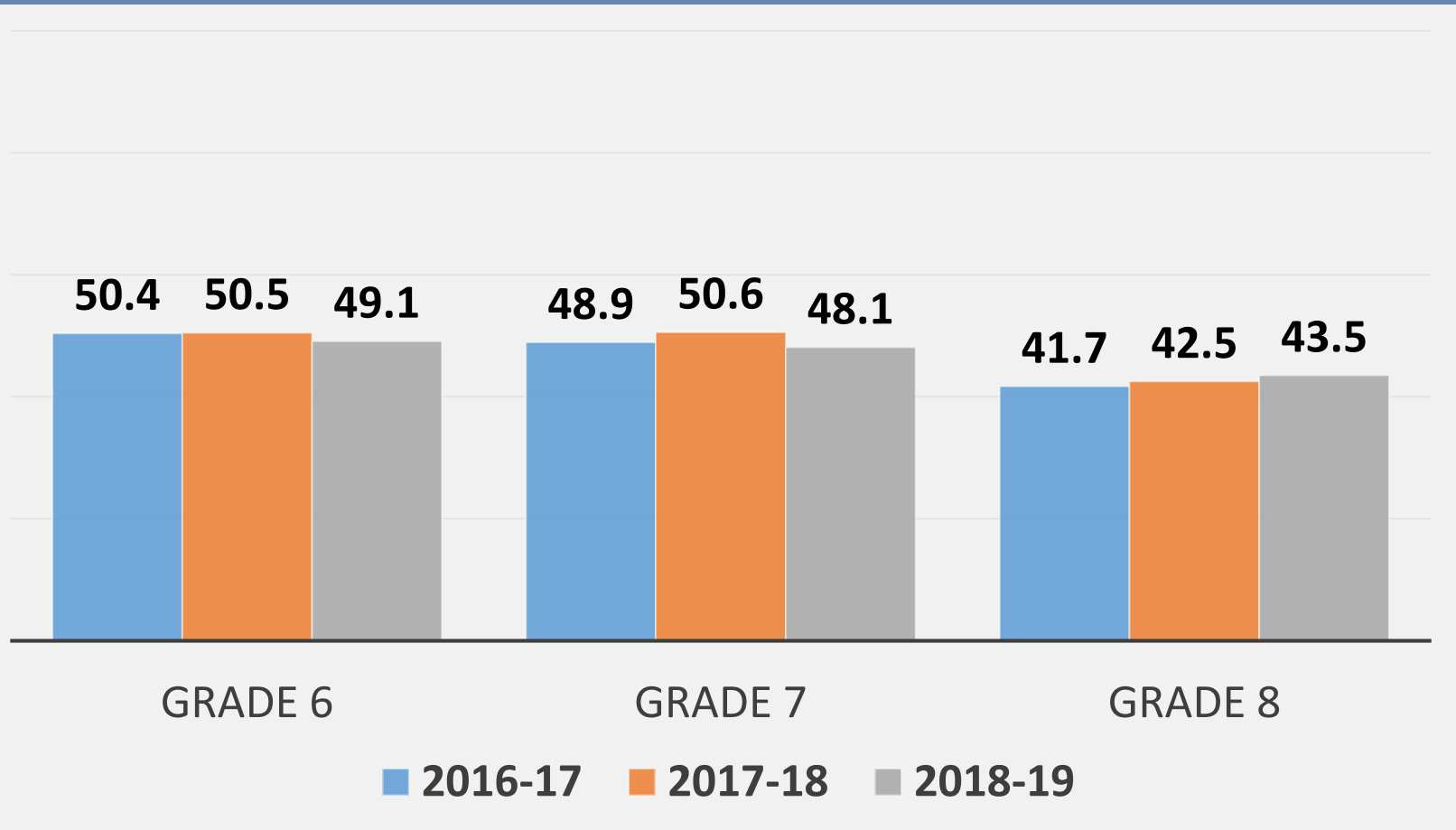
# Grades 6–8 Reading: Level 3 and Above 2018–19 and Previous Years



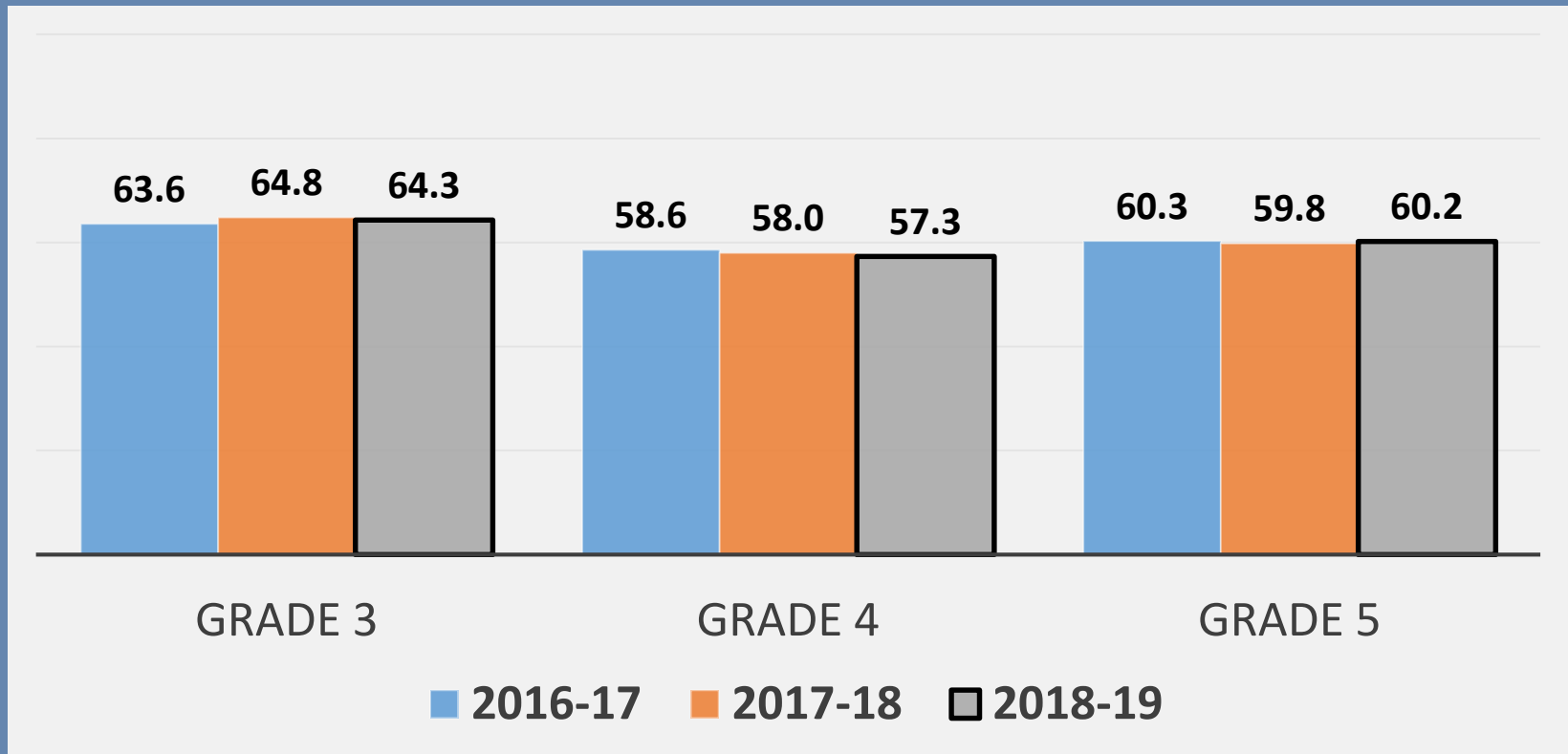
# Grades 3–5 Reading: Level 4 and Above 2018–19 and Previous Years



# Grades 6–8 Reading: Level 4 and Above 2018–19 and Previous Years

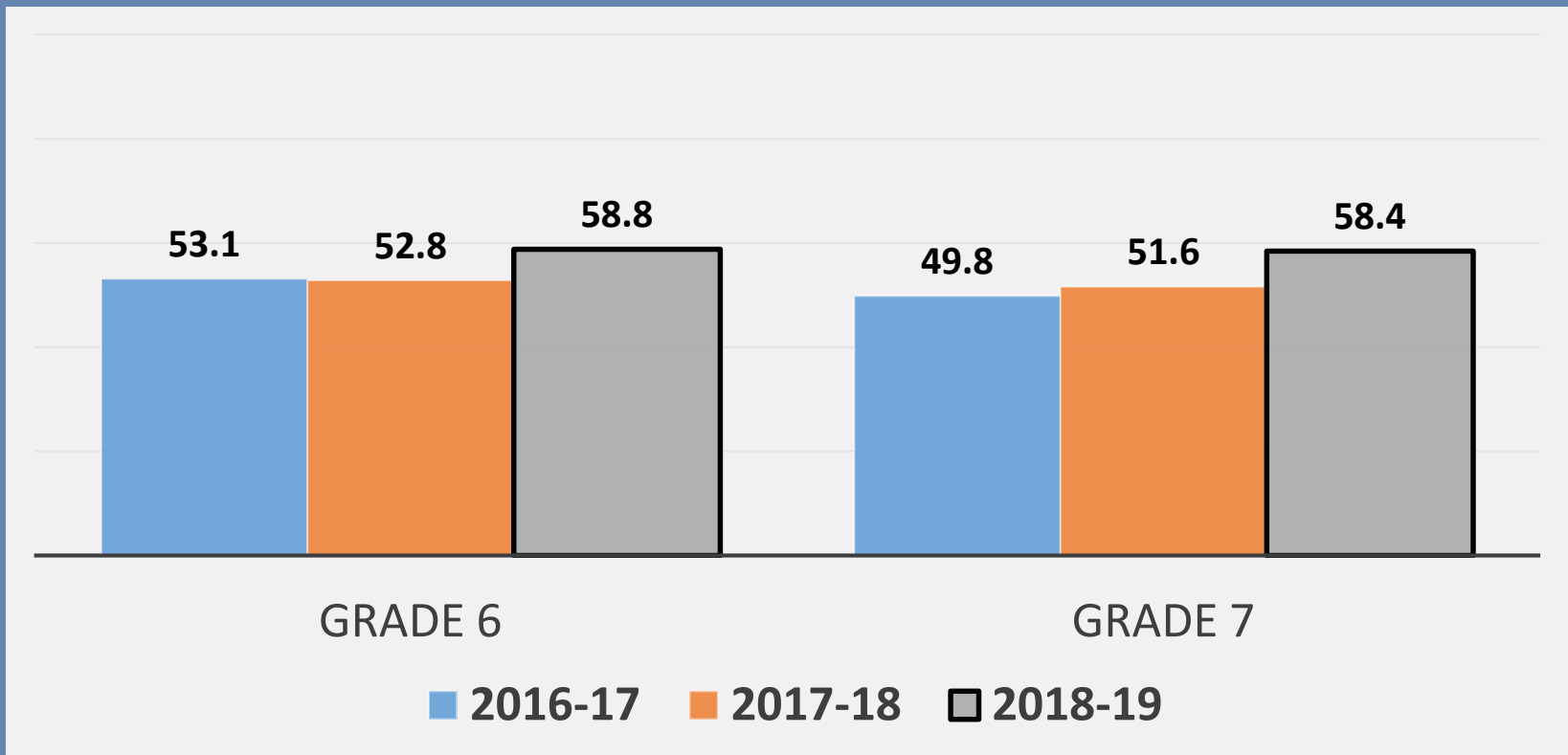


# Grades 3–5 Mathematics: Level 3 and Above 2018–19 and Previous Years



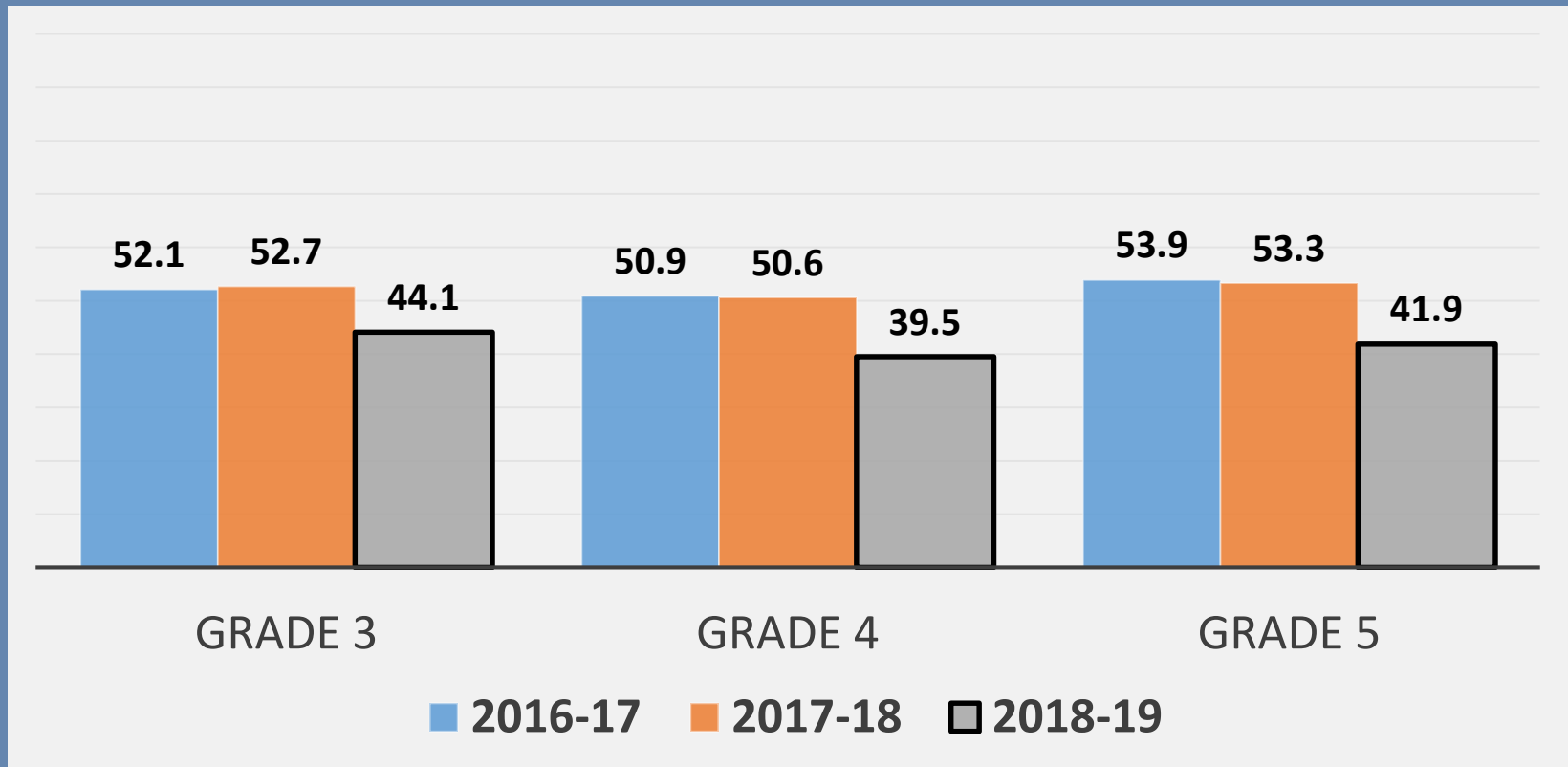
New mathematics tests were administered in the 2018–19 school year limiting any comparisons to previous years' data.

# Grades 6–7 Mathematics: Level 3 and Above 2018–19 and Previous Years



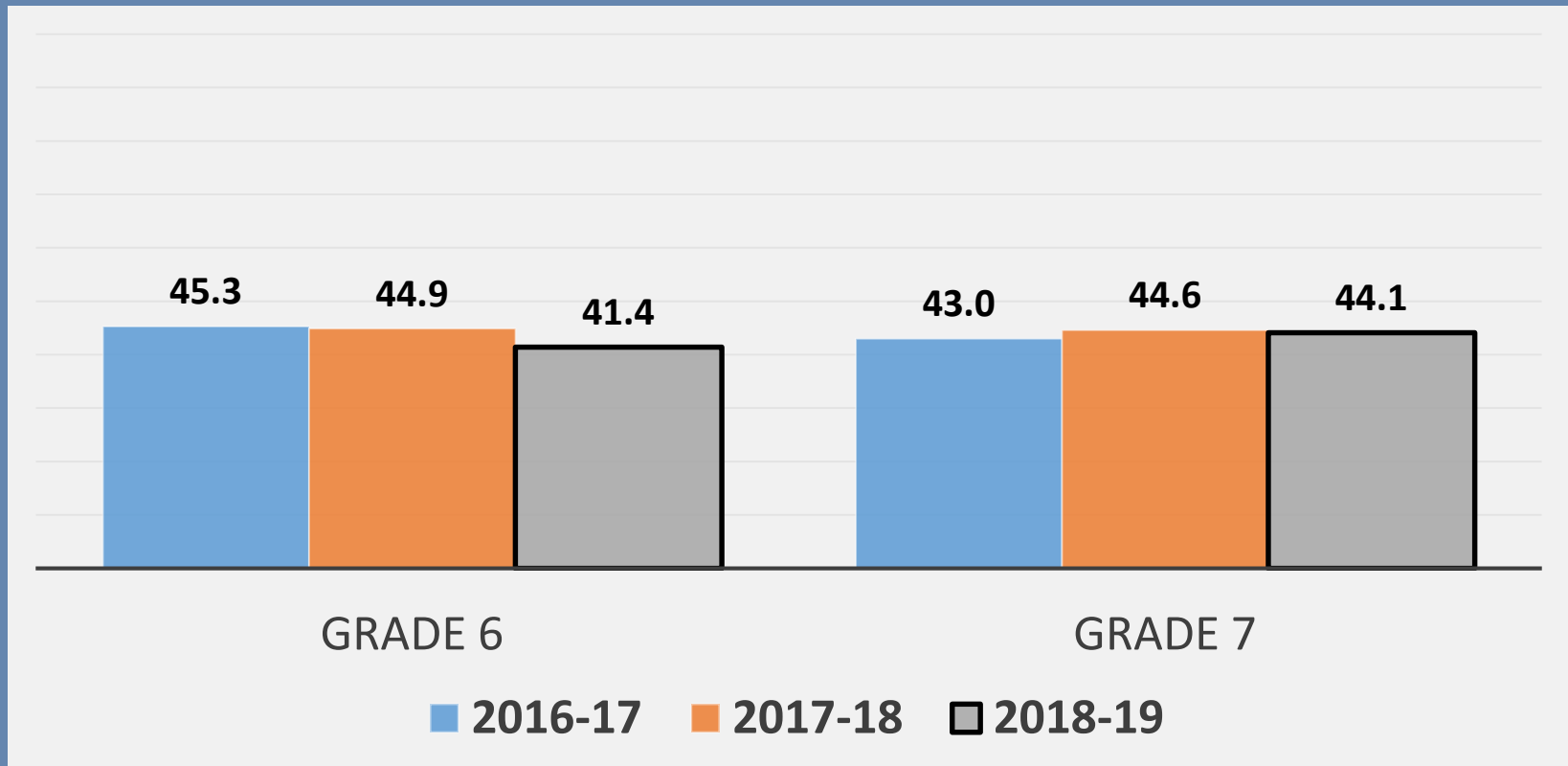
New mathematics tests were administered in the 2018–19 school year limiting any comparisons to previous years' data.

# Grades 3–5 Mathematics: Level 4 and Above 2018–19 and Previous Years



New mathematics tests were administered in the 2018–19 school year limiting any comparisons to previous years' data.

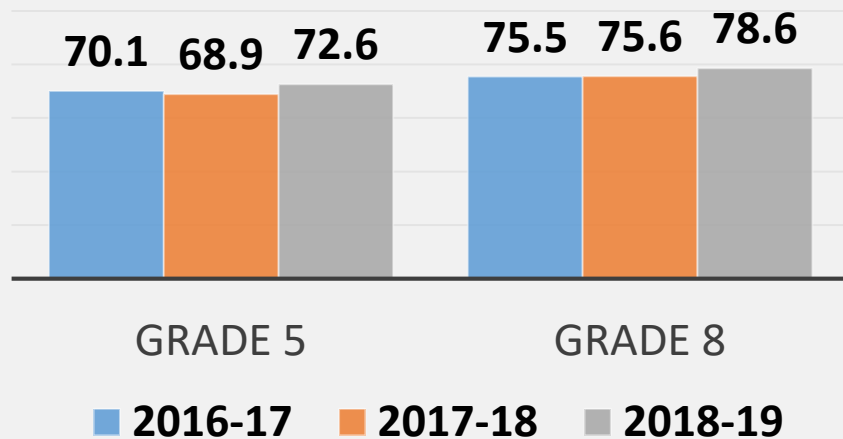
# Grades 6–7 Mathematics: Level 4 and Above 2018–19 and Previous Years



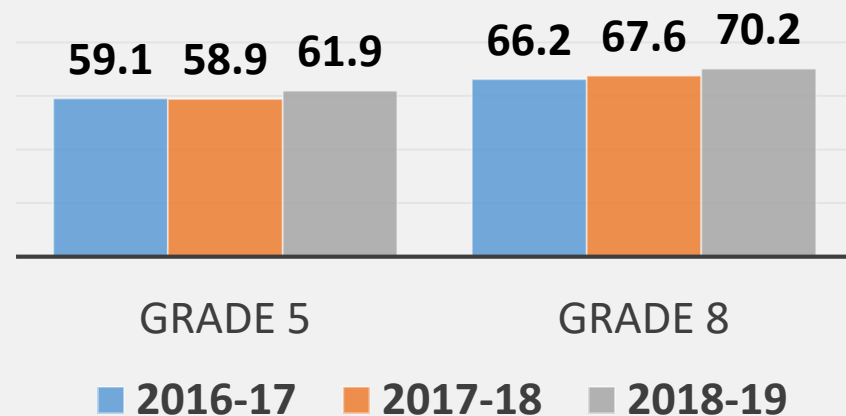
New mathematics tests were administered in the 2018–19 school year limiting any comparisons to previous years' data.

# Grades 5 and 8 Science: 2018–19 and Previous Years

Level 3 and Above



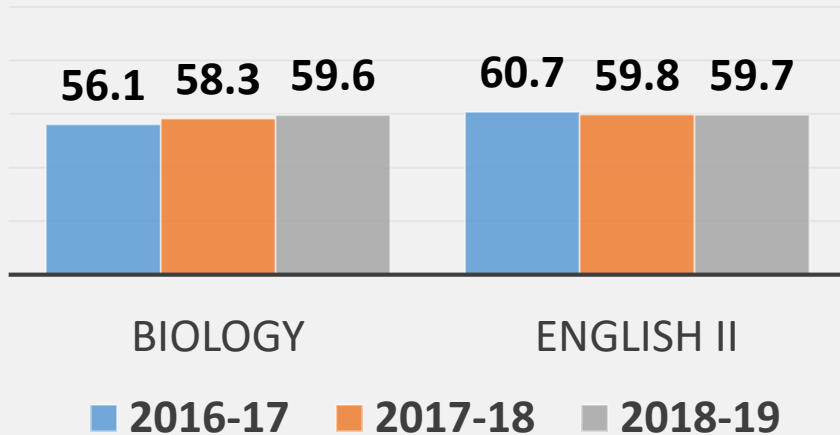
Level 4 and Above



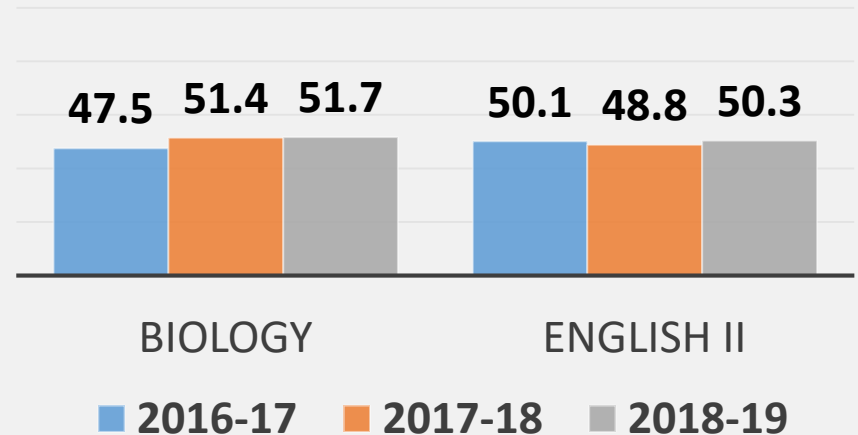


# End-of-Course Tests

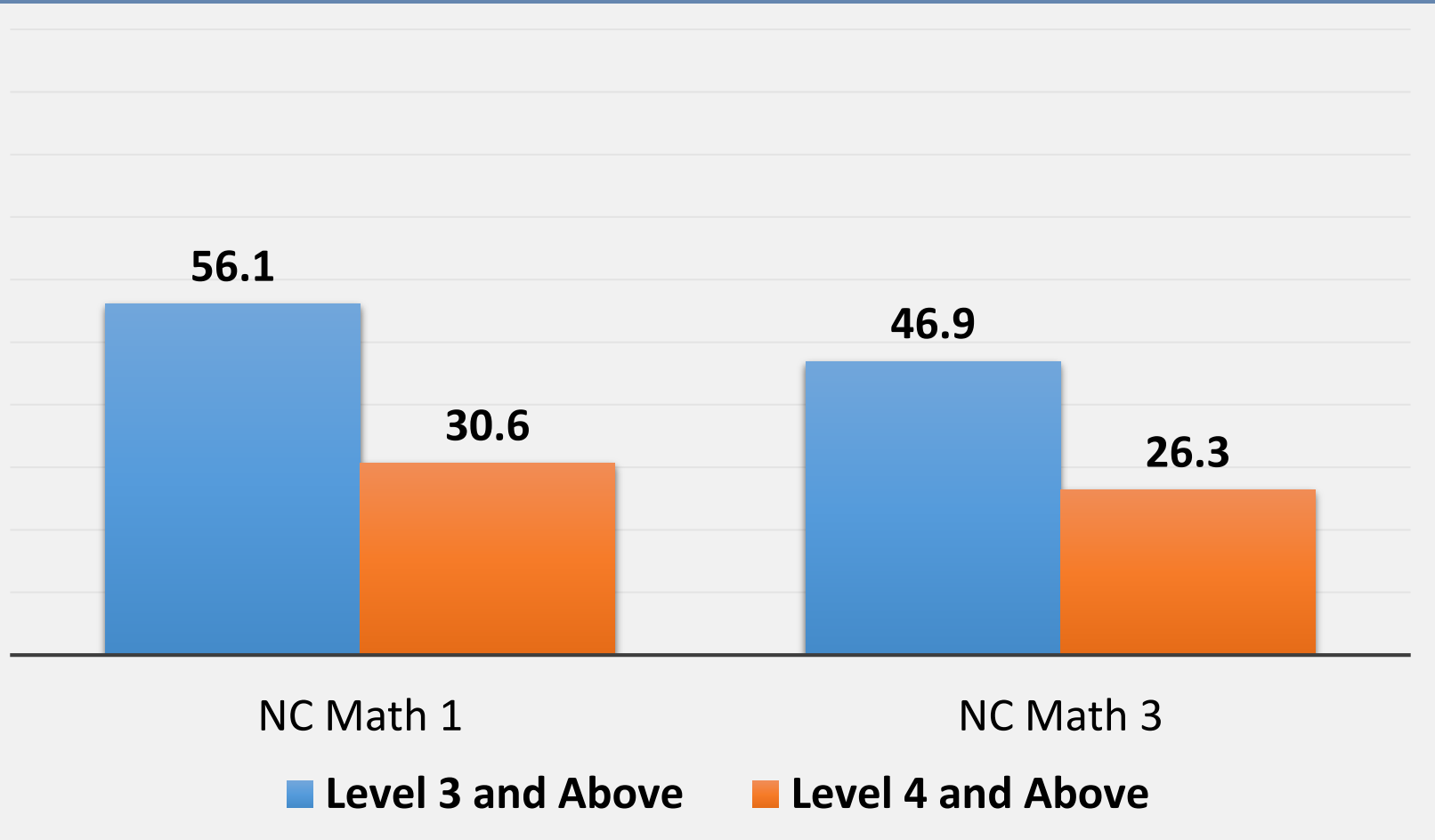
## Level 3 and Above



## Level 4 and Above

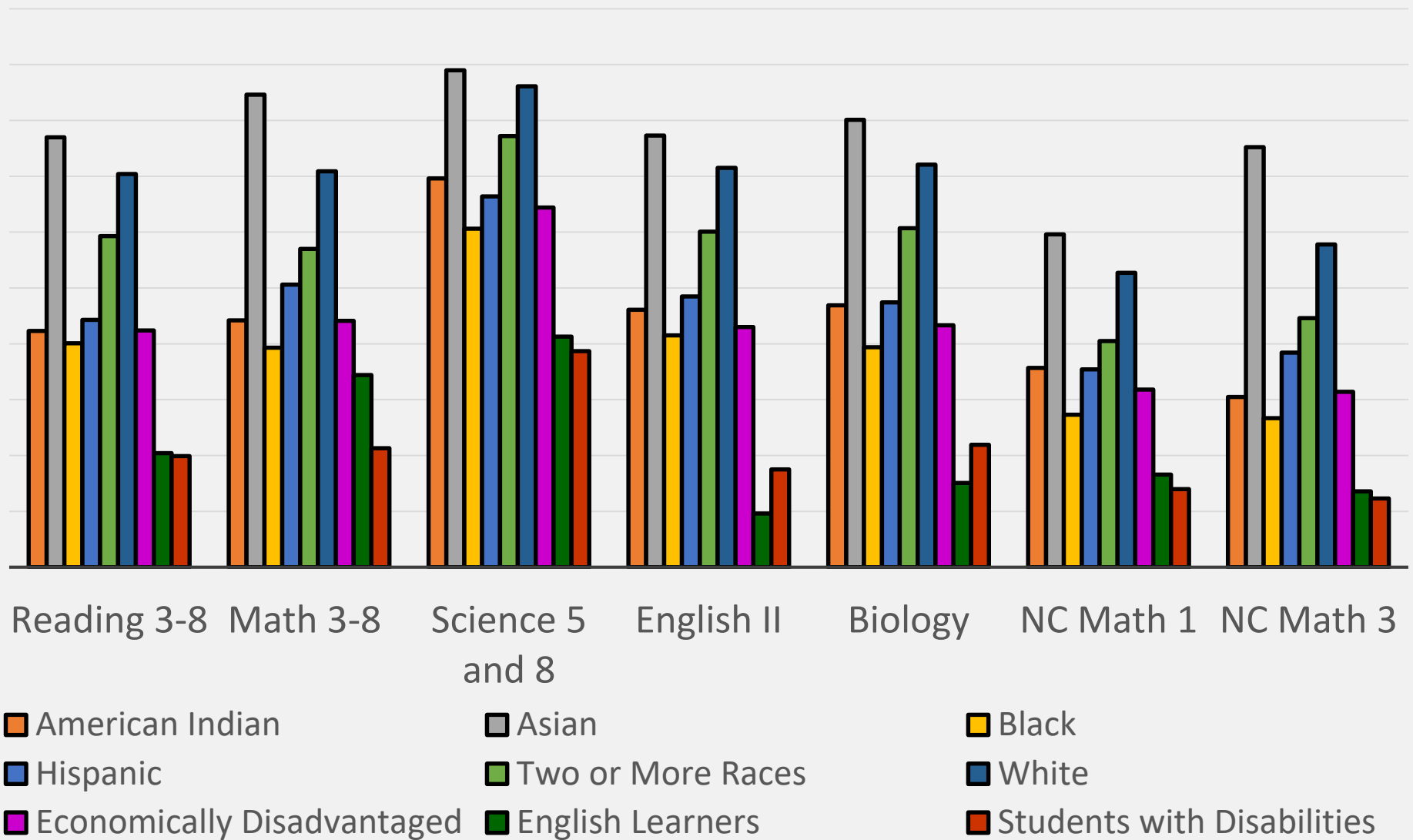


# End-of-Course Mathematics



NC Math 1 and NC Math 3 includes students in all participating grade levels. Some students take these courses in elementary and middle school.

# Test Performance by Subgroup and Subject



# Other Reportable Measures



# State-level Results for Other Indicators

Indicator	2016–17	2017–18	2018–19
<b>ACT</b> (Percentage of students in Grade 11 who meet the UNC System minimum composite score of 17)	58.8	57.9	55.8
<b>WorkKeys</b> (Percentage of CTE concentrator students who earn a Silver Certificate or higher)*	73.3	68.3	65.5
<b>ACT and WorkKeys Combined</b> (Percentage of students in grade 12 who meet either the ACT or WorkKeys Benchmark)	NA	66.5	65.0
<b>Math Course Rigor</b> (Percentage of students who pass the NC Math 3 course)	>95	92.9	93.0

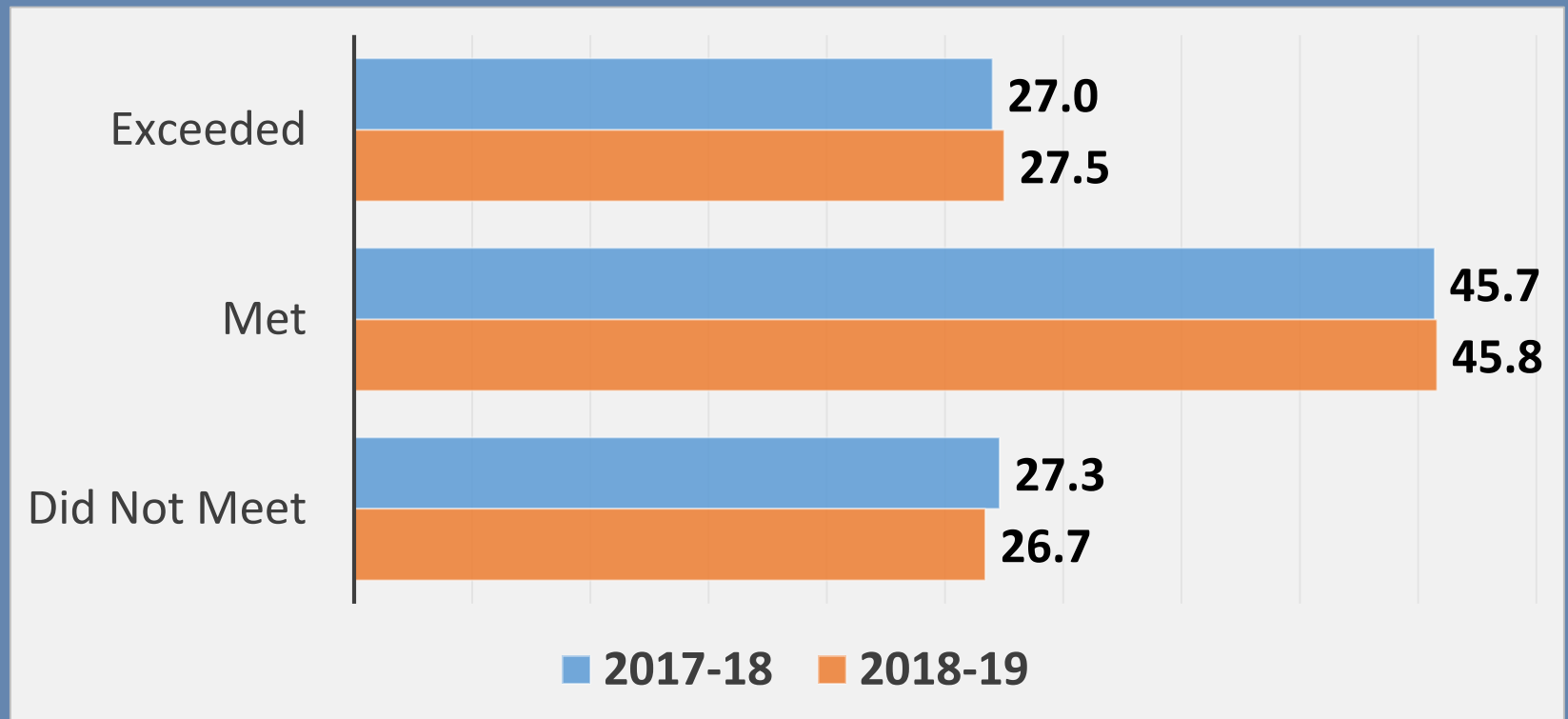
\* Prior to 2017–18, WorkKeys was calculated using CTE concentrator graduates only. Beginning in the 2017–18 school year, WorkKeys is calculated using CTE concentrators in Grade 12 membership.

# Growth Data

## EVAAS School Accountability Growth Results



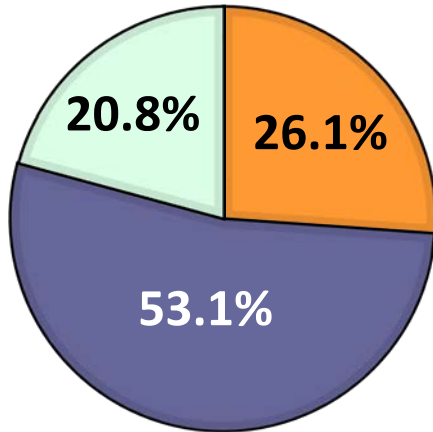
# School Accountability Growth



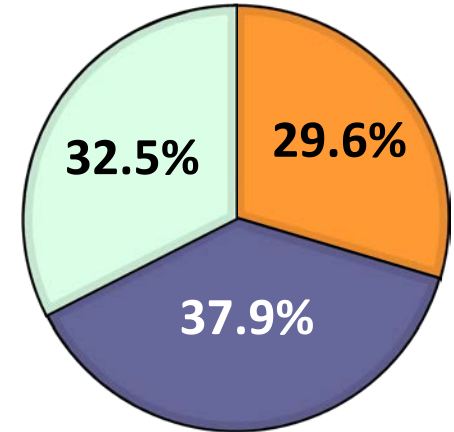
	2017-18	2018-19
Exceeded	677	694
Met	1,146	1,156
Did Not Meet	683	673

# Growth (EVAAS) by School Type

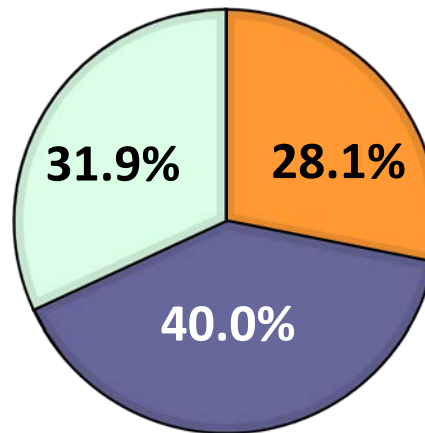
Elementary School



High School

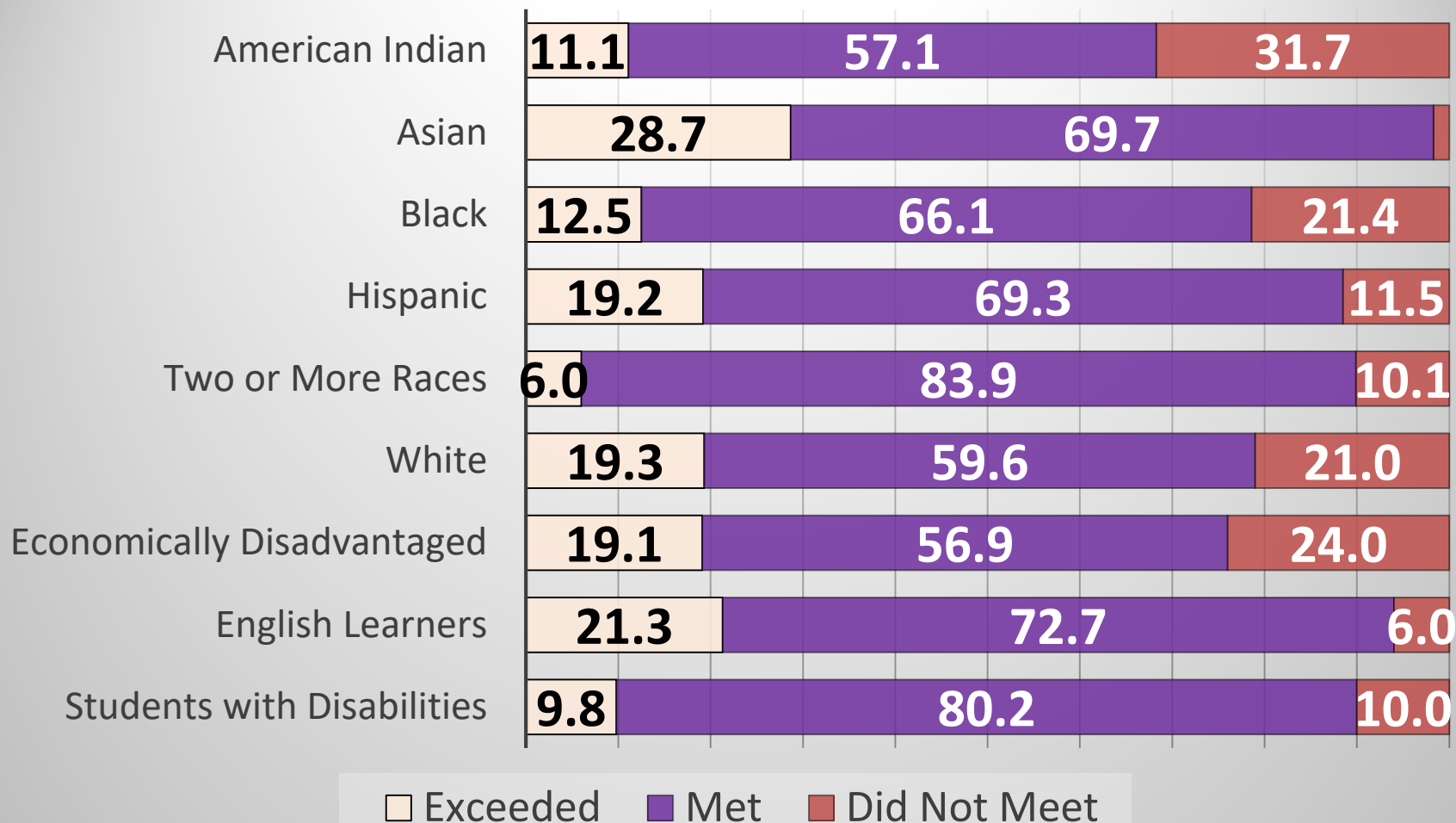


Middle School





# Growth by Subgroup



# School Performance Grades



# School Performance Grades

- Student achievement (80%) and growth (20%)
- Annual EOG mathematics and reading tests in grades 3–8 and science tests in grades 5 and 8 (Level 3 and above)
- Annual EOC tests in NC Math 1, NC Math 3 and English II (Level 3 and above)
- Percentage of English Learners who meet the progress standard on the English Proficiency test
- Percentage of students who graduate within four years of entering high school (Standard [4-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 9 or higher)
  - Percentage of 12th grade students who complete NC Math 3 or Math III with a passing grade
  - Percentage of 12th grade students who score 17 on ACT composite or who meet the Silver Certificate or higher on the WorkKeys assessment

# School Performance Grades

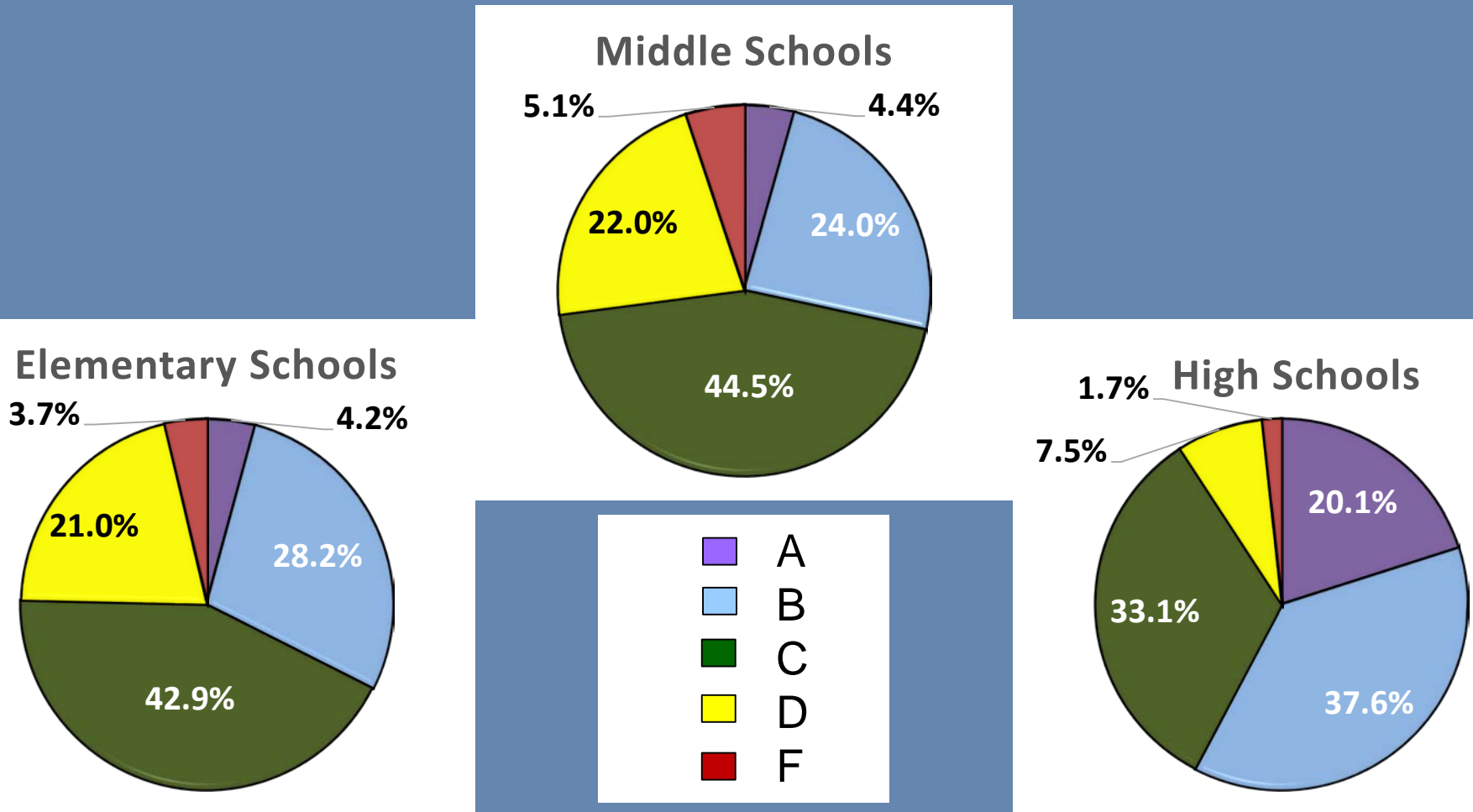
- For an indicator to be included in the School Performance Grade calculation, there must be 30 scores or data points. If a school has only one indicator, the School Performance Grade is calculated on that indicator.
- The grade designations are set on a 15-point scale as follows:

<b>A = 85–100</b>	<b>B = 70–84</b>	<b>C = 55–69</b>	<b>D = 40–54</b>	<b>F = 39 or Less</b>
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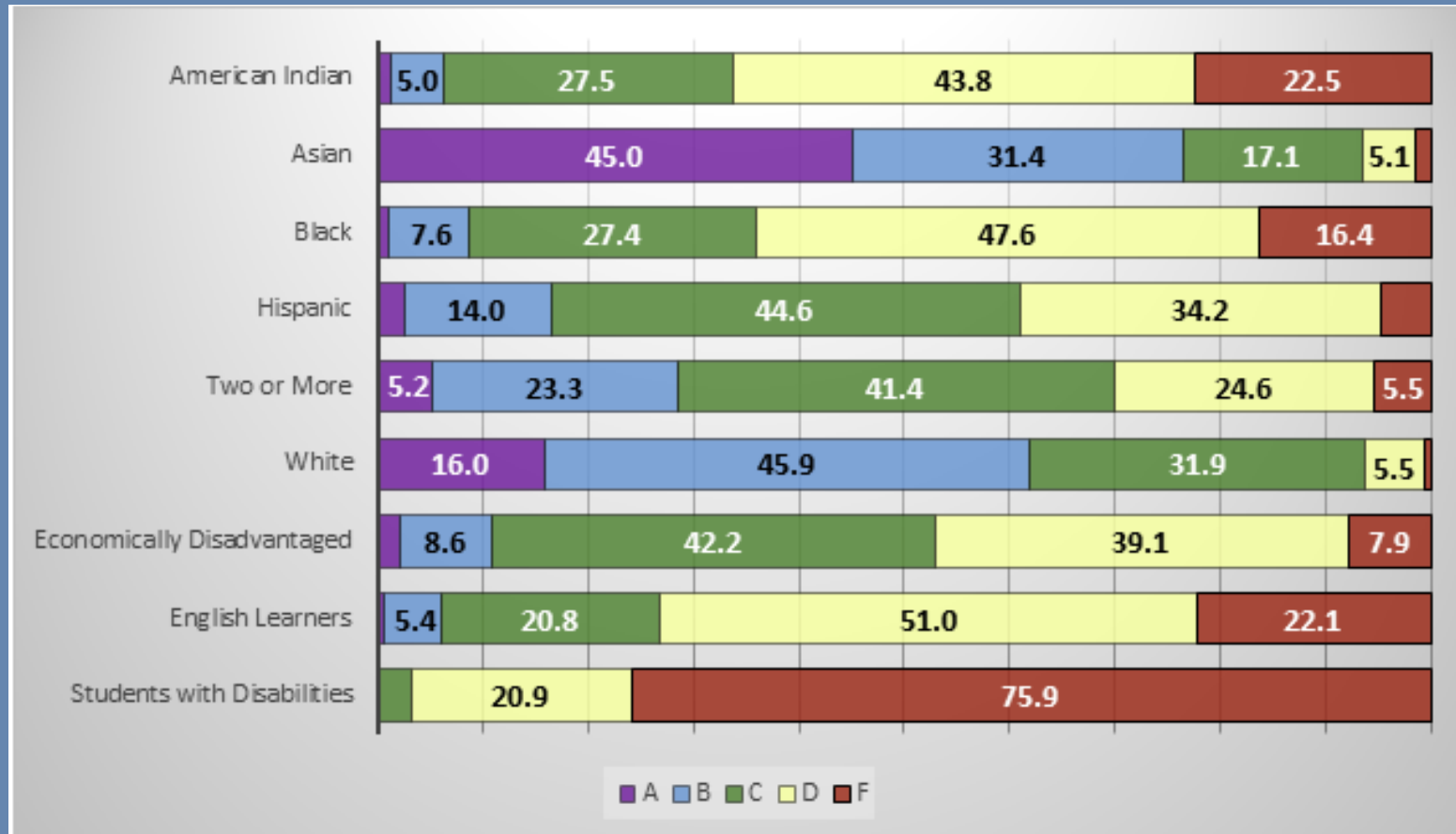
# School Performance Grades

Grade	2018–19 Number of Schools	2018–19 Percentage of Schools	2017–18 Number of Schools	2017–18 Percentage of Schools
A	203	8.0	185	7.3
B	745	29.3	717	28.3
C	1,044	41.1	1,071	42.2
D	460	18.1	472	18.6
F	91	3.6	92	3.6
Total	2,543		2,537	

# School Performance Grades by School Type



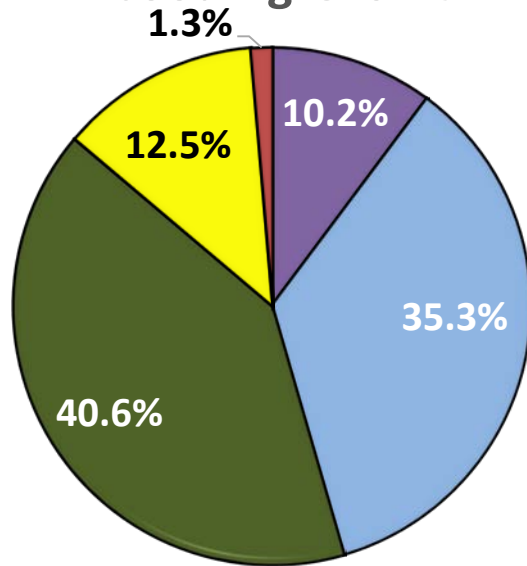
# School Performance Grades by Subgroup





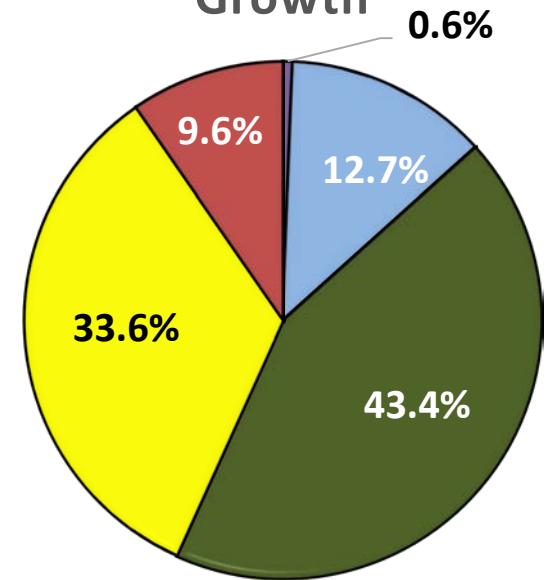
# School Performance Grades by Growth Designation

Schools Meeting Or Exceeding Growth

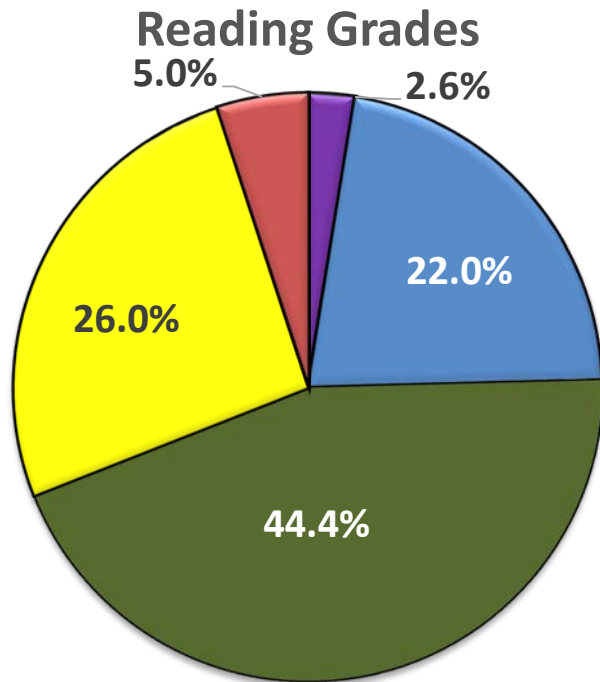


A  
B  
C  
D  
F

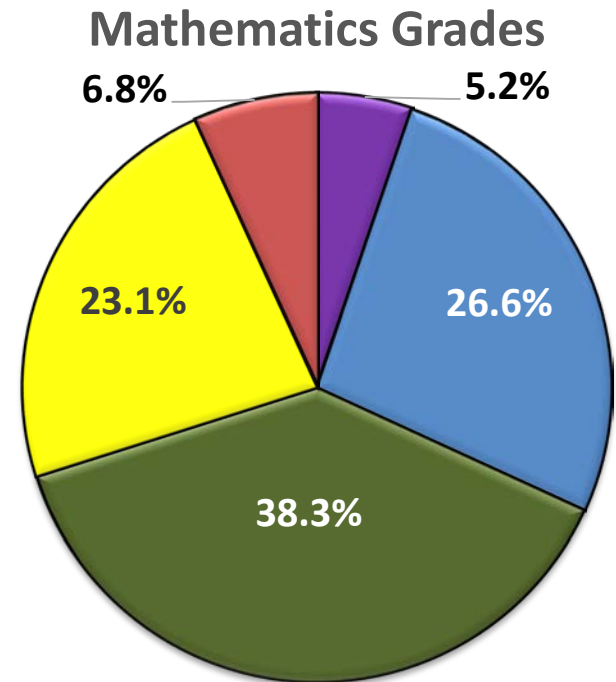
Schools Not Meeting Growth



# School Performance Grades for Reading and Mathematics



A  
B  
C  
D  
F



# Long-term Goals



# Long-term Goals

- In the ESSA State Plan, North Carolina set 10-year 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

- Goals are ambitious but attainable
- Interim progress reports percentage of students achieving College and Career Readiness (Levels 4 and 5) on the EOG and EOC tests.
- If the goals are met, the achievement gap between high performing and low performing subgroups would decrease.

# State-Level Measures of Interim Progress Toward Long-term Goals

Subgroup	Reading Grades 3–8	Mathematics Grades 3–8	Reading Grade 10	Mathematics Grade 11
All Students	Not Met	Not Met	Not Met	Met
American Indian	Not Met	Not Met	Not Met	Met
Asian	Not Met	Not Met	Met	Met
Black	Not Met	Not Met	Not Met	Not Met
Hispanic	Not Met	Not Met	Not Met	Met
Two or More Races	Not Met	Not Met	Not Met	Met
White	Not Met	Not Met	Not Met	Met

# State-Level Measures of Interim Progress Toward Long-term Goals

Subgroup	Reading Grades 3–8	Mathematics Grades 3–8	Reading Grade 10	Mathematics Grade 11
Economically Disadvantaged	Not Met	Not Met	Not Met	Not Met
English Learners	Met	Not Met	Met	Met
Students with Disabilities	Not Met	Not Met	Not Met	Not Met

English Learners' Progress
Met

# State-Level Measures of Interim Progress Toward Long-term Goals

Subgroup	Cohort Graduation Rate
All Students	Not Met
American Indian	Not Met
Asian	Met
Black	Not Met
Hispanic	Not Met
Two or More Races	Not Met
White	Not Met

Subgroup	Cohort Graduation Rate
Economically Disadvantaged	Not Met
English Learners	Met
Students with Disabilities	Not Met



# Participation



# 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, and Students with Disabilities.

# Participation

	Number of Schools	Percent of Schools
Met All Participation Requirements	2,208	87.0
Did not Meet all Participation Requirements	329	13.0
Total	2,537	

# Alternative Schools



# Alternative Schools

- In addition to reporting a School Performance Grade, qualifying alternative schools, Department of Public Instruction (NCDPI)-approved special education schools, and schools identified as Developmental Day Centers have the option to report achievement and growth as stated in ACCT-038

# Alternative Schools

- For the 2018–19 school year, of the 94 alternative schools, 77 schools selected Option B and used the NC developed accountability model

Result	Number of Schools	Percent of Option B Schools
Progressing	15	19.5
Maintaining	44	57.1
Declining	18	23.4

# Alternative Schools

- For the 2018–19 school year, of the 94 alternative schools, 17 schools selected Option C and developed an alternative accountability model
  - These reports are available on the NCDPI website.

# Federal and State Low Performing School Designations





# Schools Identified for Comprehensive or Targeted Support and Improvement Federal Designations per ESSA

Designation	2018–19	2019–20
CSI-Low-Performing Schools	72	
CSI-Low Graduation Rate	42	
TSI-Consistently Under-performing Subgroups	Watch List (1,740)	1,464
TSI-Additional Targeted Support	1,634	

# Low-Performing Schools and Districts

## State Designations

Designation	2017–18	2018–19	Difference
Low-Performing Schools	479	487	<b>+8</b>
Low-Performing Districts	8	9	<b>+1</b>
Recurring Low-Performing Schools	436	423	<b>-13</b>
Continually Low-Performing Charter Schools	28	38	<b>+10</b>



# 2019 ISD Qualifying List



Public Schools of North Carolina



**NC INNOVATIVE**  
SCHOOL DISTRICT



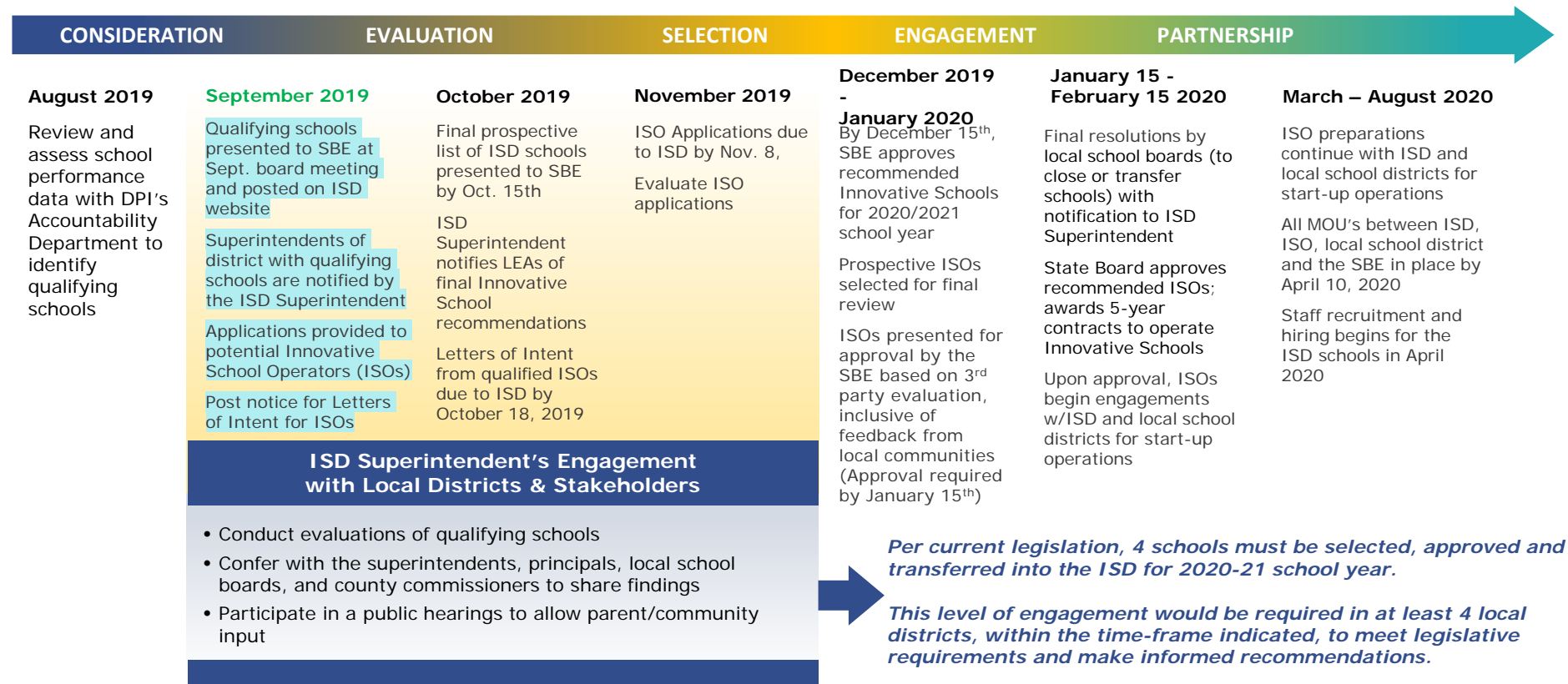
# ISD Qualifying Schools Criteria

## Per G.S. 115C-75.5(5)

- School performance score in the lowest 5% of all schools in the prior year
  - Includes all or part of grades K–5
  - Did not exceed growth in at least one of the prior three school years and did not meet growth in at least one of the prior three school years
  - Did not adopt one of the established reform models in state statute for the immediate prior school year (had to be approved by the State Board of Education by June 30, 2019)
- Must include rural and urban schools
- Cannot engage more than one school from a single LEA



# 2019-20 Timeline – Selection of Innovative Schools & Operators





## Qualifying Schools for the 2020-21 School Year

	School	School Code	District	Grade Span	Performance Score	Urban/Rural
1	South Creek Elementary	580316	Martin County	PK-5	39	Rural
2	Wadesboro Elementary	040330	Anson County	4-5	37	Rural
3	Stocks Elementary	330354	Edgecombe County	PK-5	37	Rural
4	Gaston Middle	660325	Northampton County	5-8	37	Rural
5	Brogden Middle	960312	Wayne County	5-8	37	Rural
6	Wayne Ave. Elementary	430380	Harnett County	4-5	35	Rural
7	Margaret Hearne Elementary	980356	Wilson County	K-5	35	Rural
8	BO Barnes Elementary	600489	Wilson County	K-5	31	Rural
9	Old Town Elementary	340476	Forsyth County	PK-5	39	Urban
10	Ibrahim Elementary	340400	Forsyth County	PK-5	33	Urban
11	Johnston Elementary	110372	Buncombe County	K-4	38	Urban
12	Teresa C Berrien Elementary	260444	Cumberland County	K-5	34	Urban



## 2019 Selection Process - Data-Driven School Assessment

KEY PERFORMANCE FACTORS (6)	QUANTITATIVE DATA/MEASURES	EXPLANATION/ALIGNMENT
1. <b>Performance/Leadership</b> (district, school, teachers, local school boards, parental)	• NCEES, EVASS, Student Outcomes	• <i>Do assessments indicate an appropriate level of performance and continuous improvement?</i>
2. <b>Culture &amp; Climate</b> (Includes staffing considerations)	• NCTWCS, Professional Development, Teacher & Student Attendance	• <i>Does data reflect a positive and sustainable learning environment?</i>
3. <b>Comprehensive School Improvement Plan</b>	• CNA	• <i>Does the school's continuous improvement process ensure the best possible outcomes for all students?</i>
4. <b>Resources</b>	• Federal Programs	• <i>Do funds align w/staffing and improvement plan?</i>
5. <b>K-3 Literacy</b> (Istation)	• MCCLASS	• <i>To what extent is data used to inform instruction?</i>
6. <b>Student Discipline</b>	• PowerSchool	• <i>Are discipline matters addressed?</i>