

# State Board of Education Meeting: 2020–21 Accountability Results

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*September 1, 2021*



# USED Waiver

- For the 2020–21 school year, the U.S. Department of Education (USED) waived the following requirements:
  - School Performance Grades
    - Including indicators for achievement and growth
  - 95 percent participation rule as required by the Every Student Succeeds Act
  - Identification of Comprehensive Support and Improvement Schools and Targeted Support and Improvement Schools
- The administration of the federally required assessments was not waived



# Waiver Conditions

- Report test results disaggregated by student subgroups.
- Report participation disaggregated by student subgroups.
  - For eligible students who took the tests.
  - For eligible students who did not take the tests.
- Continue support for schools previously designated as Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI).
- Make publicly available chronic absenteeism data, disaggregated to the extent possible on school report cards or another public site.
- Make publicly available data on student and/or teacher access to technology devices and high-speed internet, disaggregated and to the extent such data are collected at the state or LEA level.



# USED Guidance

- In the waiver notification, the USED stated
  - The intent of continuing with the test administrations was to provide information to parents, educators, and the public about student performance and to help target resources and supports.
  - In any reports, states should prominently and in clear language, provide information about the **context** of the data, including its limitations as a result of the pandemic.



# USED Guidance

- When possible, any stakes associated with the test results should be minimized.
- Assessment data should be presented with other important measures of student outcomes and opportunity to learn data to provide a more complete perspective on resources, support, and student success.
  - Today’s report is one piece of information.
  - The upcoming Learning Loss Report (March/December 2022) will consider additional data and information.



# Data Release Context

- For some sections of this report, data from the 2018–19 school year is provided for context only, not for accountability. Any generalized comparison to previous results should be made within the context of all the uniqueness of the 2020–21 school year.
  - Accountability, both state and federal, was waived for the 2020–21 school year



# Data Release Context

- Testing windows were expanded to accommodate students' participation in settings where health and safety protocols could be maintained.
- The time between instruction and the test administration varied across schools and within schools.
- Schools operated on varying schedules and modes (remote, hybrid, in-person) that changed throughout the school year.



# PARTICIPATION RESULTS





# Participation

- Percentage of students who participated in the tests, disaggregated by student subgroup.
- Percentage of students who did not participate in the tests, disaggregated by student subgroup.
- Participation was higher than anticipated, but robust participation alone does not indicate the data is valid for interpretations.



# Participation

- All grade levels/courses have a 90% participation rate or higher
- By subgroup for all tests, only three subgroups were below 90% (Testing Report Tables 1–2)
  - English II (Grade 10 Reading)
    - English Learners (87%)
    - Students with Disabilities (89%)
  - Grades 5 and 8 Science
    - Black (89%)



# 2020–21 Participation

Test	Grade Level	Number Expected To Test	Percent Tested	Percent Not Tested
Reading	Grade 3	112,542	95	5
	Grade 4	113,219	95	5
	Grade 5	115,729	94	6
	Grade 6	120,521	93	7
	Grade 7	122,871	92	8
	Grade 8	123,572	92	8
	English II	120,093	92	8
Mathematics	Grade 3	112,546	95	5
	Grade 4	113,211	95	5
	Grade 5	115,729	94	6
	Grade 6	120,520	93	7
	Grade 7	122,874	92	8
	Grade 8*	120,041	92	8
	NC Math 1	91,637	90	10
	NC Math 3	106,408	92	8
Science	Grade 5	115,731	94	6
	Grade 8	123,573	91	9
	Biology	114,483	92	8

*\*8<sup>th</sup> Graders participate in either Grade 8 EOG or NC Math 1*

# TEST RESULTS



# 2020–21 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



# 2020–21 Test Results

- Slides 15–18 show the percent of students meeting Level 3 and above (GLP) or Level 4 and above (CCR) in 2020–21 was lower in all content areas and grades/courses than in the 2018–19 school year.
  - EOG Mathematic tests ranged from a percentage point difference of 16.0 (Gr 5 CCR) to 19.9 (Gr 8 GLP).
  - EOG Reading tests ranged from a percentage point difference of 7.4 (Gr 8 GLP) to 25.5 (Gr 6 CCR).
  - EOG Science tests ranged from a percentage point difference of 8.3 (Gr 8 GLP) to 19.8 (Gr 5 CCR)
  - EOC tests ranged from a percentage point difference of 1.1 (NC Math 3 CCR) to 27.1 (Gr 8 NC Math 1 CCR).
    - English II (GLP) and NC Math 3 (GLP and CCR) had minimal percentage point differences.



# 2020–21 Test Results

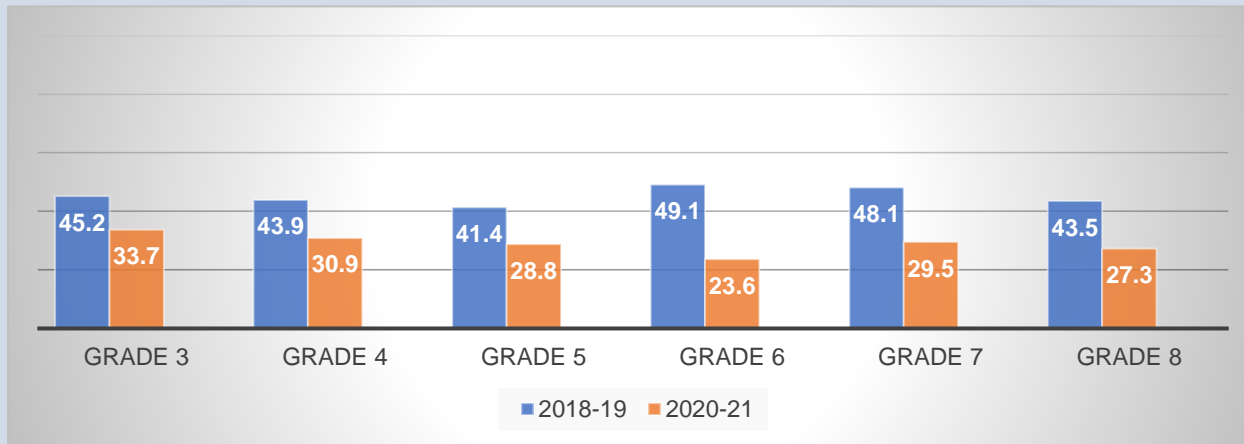


Figure 1. End-of-grade reading performance by grade (Level 4 and above—CCR Standard)

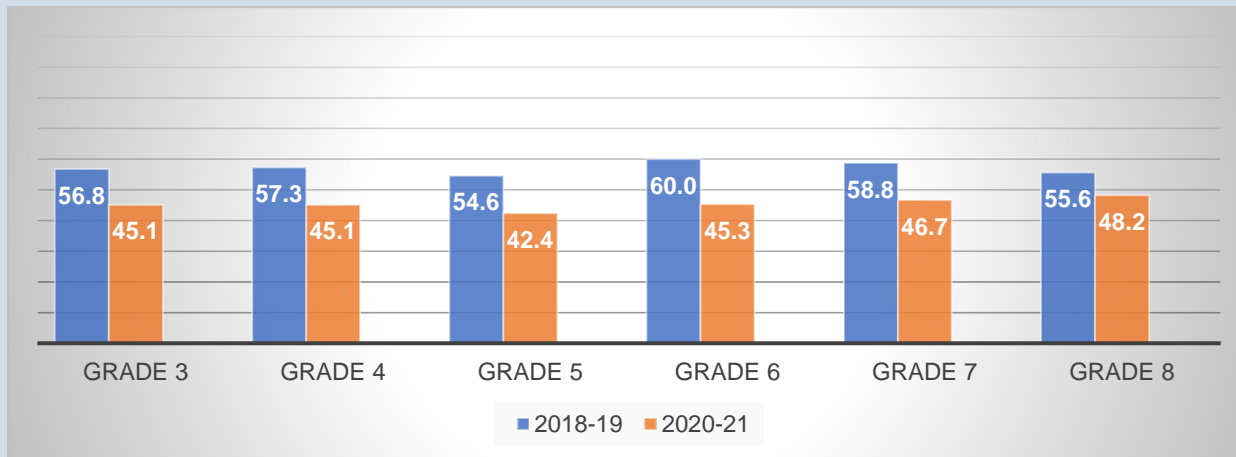


Figure 2. End-of-grade reading performance by grade (Level 3 and above—GLP Standard)

# 2020–21 Test Results

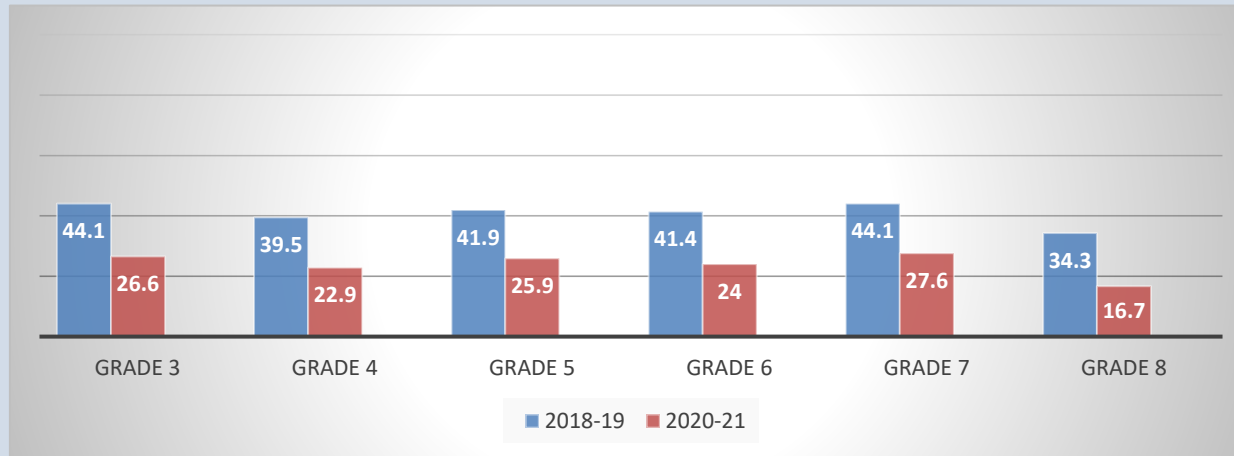


Figure 3. End-of-grade mathematics performance by grade (Level 4 and above—CCR Standard)

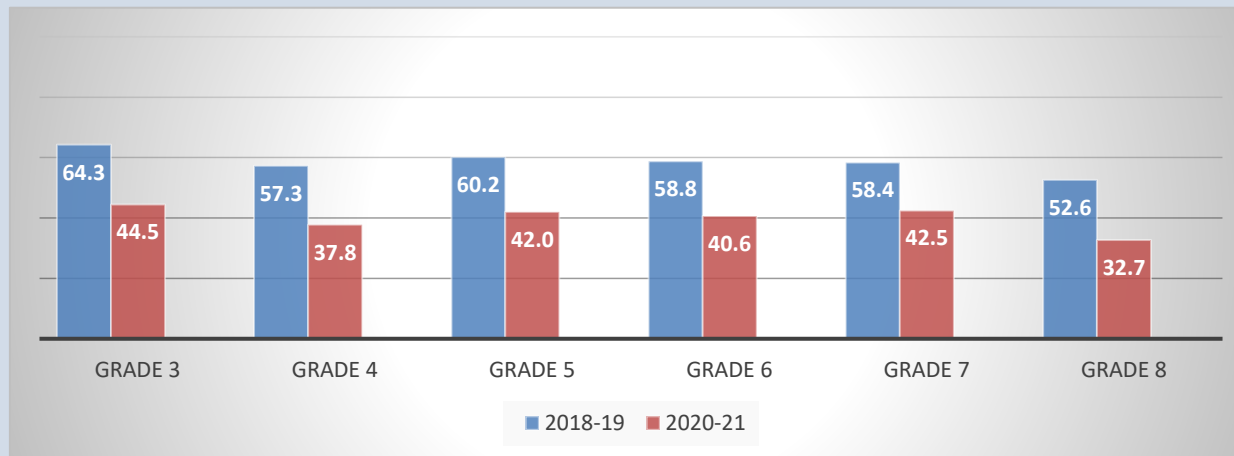


Figure 4. End-of-grade mathematics performance by grade (Level 3 and above—GLP Standard)



# 2020–21 Test Results

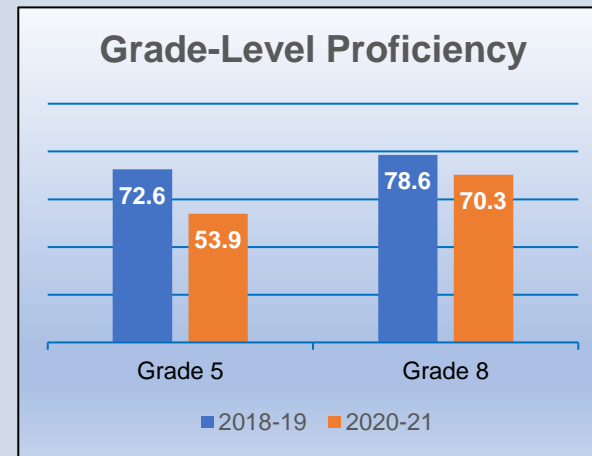
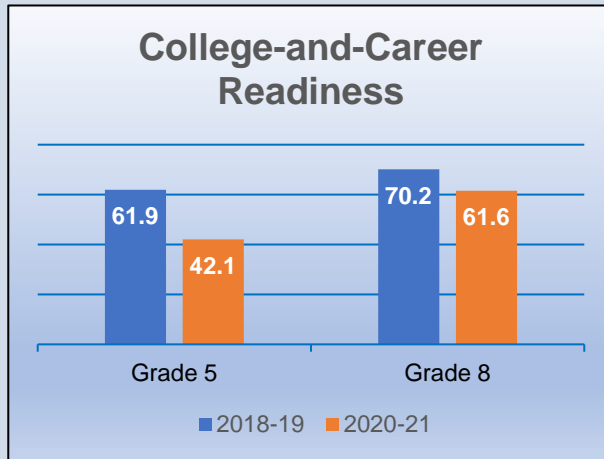


Figure 5. End-of-grade science performance by grade (Level 4 and above—CCR Standard and Level 3 and above—GLP Standard)

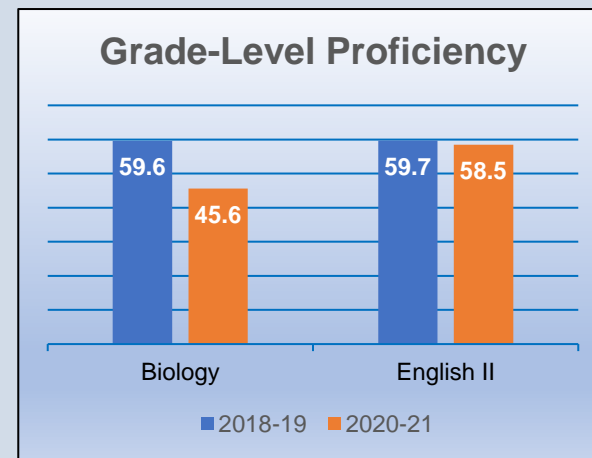
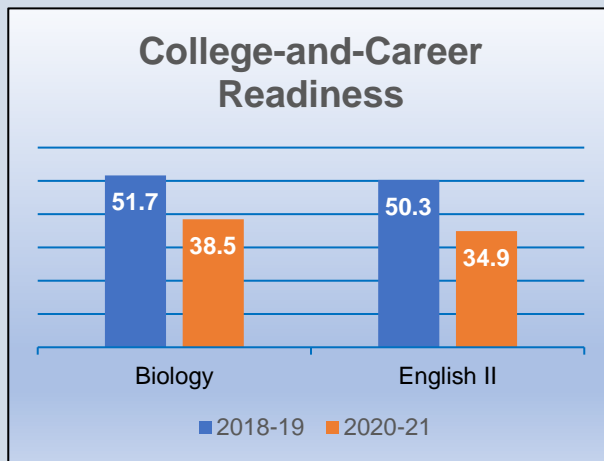


Figure 6. End-of-course performance by subject (Level 4 and above—CCR Standard and Level 3 and above—GLP Standard)

# 2020–21 Test Results

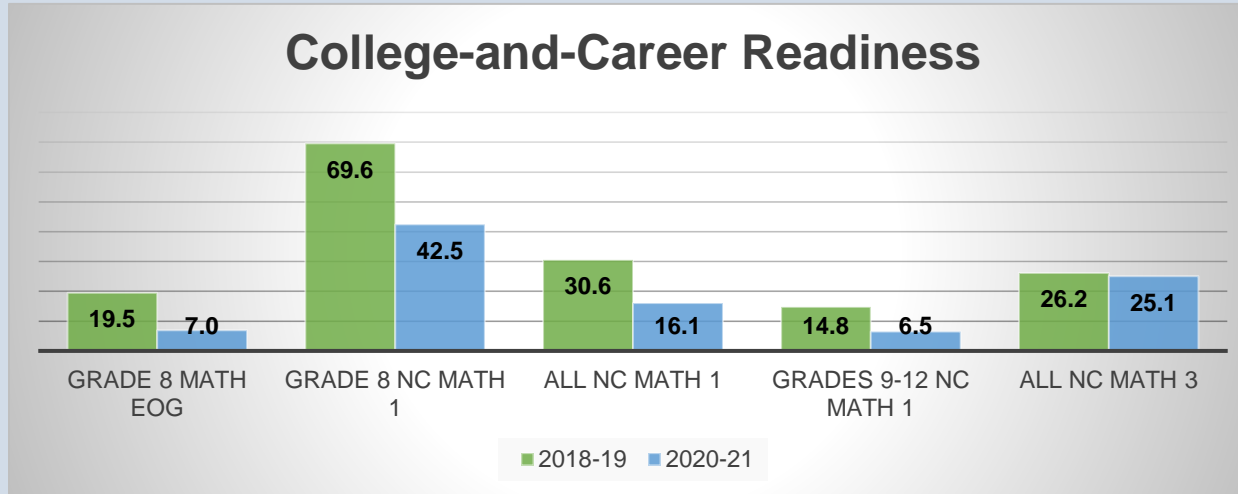


Figure 7. Mathematics end-of-grade and end-of-course performance information at grades eight through twelve (Level 4 and above—CCR Standard)

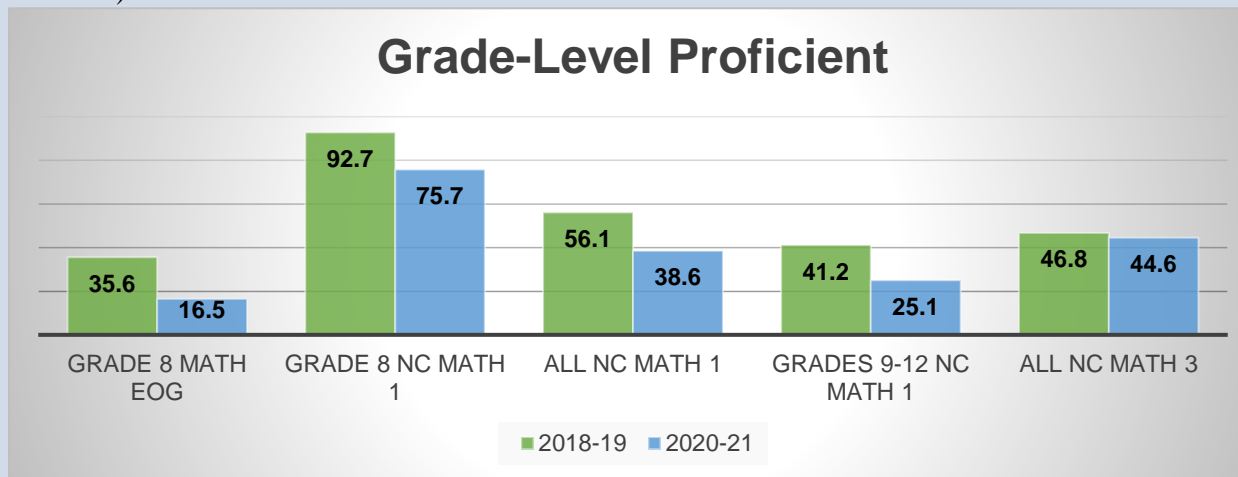


Figure 8. Mathematics end-of-grade and end-of-course performance information at grades eight through twelve (Level 3 and above—GLP Standard)

# DISAGGREGATED RESULTS



# Disaggregated Results

- As required by the federal waiver, test results are disaggregated by student subgroups (Testing Report Tables 4–11).
  - Grade Level Proficiency
  - College and Career Readiness
- Previous year data (2018–19) is provided as a reference, not for accountability or evaluation.



# Disaggregated Results: 2018–19 and 2020–21

- For all EOG and EOC assessments, all subgroups had a decrease in the percent meeting GLP and CCR except for the Asian subgroup for three tests
  - Reading Grade 8 GLP
  - NC Math 3 CCR
  - English II GLP



# Disaggregated Results: 2018–19 and 2020–21

- For all EOGs and EOCs, the range of the percentage point differences for all subgroups was 30.4 to 0.4 (GLP and CCR)
  - The subgroup differences were smallest for NC Math 3, ranging from GLP (0.4 to 5.6) than CCR (0.7 to 3.9)
  - English II subgroup differences were smaller for GLP (0.6 to 5.3) than CCR (8.3 to 20.4)



# Disaggregated Results by Academic Achievement Level

- For the 2020–21 school year, the Grade 3 Reading EOG was reported on the previous edition's scale. This enabled fulfillment of Read to Achieve opportunities for those students who did not meet the standard either on the EOG or other measures.
  - Grade 3 reading data is presented separately as it is reported on five achievement levels, not four as the other grade levels (Testing Report Table 12)
- Grades 4–8 reading, all science, and English II were reported on five academic achievement levels in 2018–19, thus there is not a reference point for the 2020–21 data in the report (Testing Report Tables 13–21)
- All Mathematics were reported on four academic achievement levels in 2018–19 (Testing Report Tables 22–29)



# Disaggregated Results by Academic Achievement Level

- The distribution of students across the academic achievement levels has shifted (Tables 12; 22–29)
  - Fewer students at Level 5
  - More students at Not Proficient
- This percentage point change in the distribution of students at each academic achievement level is consistent with the decrease in the percentage of students meeting grade level proficiency or college and career readiness





# ACT RESULTS



# ACT

- Percentage of 11th graders who have a composite score of at least 17 (UNC system admission minimum)
  - 89,238 (86%) students participated in the ACT
  - Declines in performance were not as significant as EOGs and EOCs
    - Content is not as course specific as an EOC but rather cumulative
  - The Asian subgroup had a percentage point increase of 1.7
- The results of the 2020–21 ACT will be included in the 2021–22 school performance grades
  - Make-up administrations are available in fall 2021 for the 14% of the 2020–21 eligible students who did not participate



# 2020–21 Grade 11 ACT Results

ACT Grade 11	Number Expected to Test	Percent Tested	Percent Not Tested	Met ACT Minimum 2018–19	Met ACT Minimum 2020–21
All Students	103,766	86	14	55.8	55.2
American Indian	1,089	85	15	37.4	36.6
Asian	3,634	88	12	77.9	79.6
Black	24,559	78	22	32.0	30.1
Hispanic	17,806	81	19	40.2	39.6
Two or More Races	4,692	84	16	56.5	54.5
White	51,874	91	9	70.3	68.6
Economically Disadvantaged	31,159	78	22	35.8	34.3
Not Economically Disadvantaged	72,607	89	11	67.9	62.8
English Learners	5,498	73	27	6.9	6.1
Not English Learners	98,268	87	13	57.9	57.0
Students with Disabilities	11,473	76	24	15.3	13.4
Not Student with Disabilities	92,293	87	13	59.1	58.5
Academically or Intellectually Gifted	17,876	94	6	>95	94.7

# WorkKeys

- Percentage of 12th graders Career and Technical Education (Completers) who achieved a Silver Certificate or better
  - Lowest participation of any assessment: 67%
  - All student subgroups had percentage point decreases except for Asian (previously 81.3, now 82.4)



# 2020–21 Grade 12 WorkKeys Results

WorkKeys Grade 12	Number Expected to Test	Percent Tested	Percent Not Tested	Silver or Better 2018–19	Silver or Better 2020–21
All Students	44,792	67	33	65.5	63.3
American Indian	570	72	28	61.9	54.0
Asian	1,439	48	52	81.3	82.4
Black	9,772	60	40	47.4	45.7
Hispanic	7,267	66	34	61.9	57.9
Two or More Races	1,803	66	34	63.5	63.0
White	23,893	71	29	73.7	70.2
Economically Disadvantaged	12,201	65	35	54.5	51.6
Not Economically Disadvantaged	32,591	68	32	72.3	67.4
English Learners	1,584	60	40	16.6	15.9
Not English Learners	43,208	67	33	66.4	64.5
Students with Disabilities	2,955	67	33	21.0	18.8
Not Students with Disabilities	41,837	67	33	68.6	66.4
Academically or Intellectually Gifted	7,798	69	31	94.6	94.1

# ENGLISH LEARNER EXIT RESULTS



# English Learners

- Identified English learners take the English proficiency test annually to monitor progress and to determine if students may exit such status
  - Percentage of students who participate in the tests
    - Second lowest participation of any tests: 84%
  - Qualifying to exit identification as an English learner
    - Percentage of students exiting decreased from 9.2 in 2018–19 to <5 in 2020–21



# 2020–21 English Learner Exit Results

English Learners Exiting Status	Number Expected to Test	Percent Tested	Percent Not Tested	Percent Exited 2018–19	Percent Exited 2020–21
All English Learners	120,489	84	16	9.2	<5
American Indian	228	85	15	7.1	<5
Asian	10,606	77	23	17.1	10.1
Black	3,876	79	21	8.8	<5
Hispanic	99,488	86	14	7.9	<5
Two or More Races	760	79	21	13.7	7.0
White	5,177	83	17	16.5	8.8
Economically Disadvantaged	58,429	86	14	7.8	<5
Not Economically Disadvantaged	62,060	83	17	12.1	<5
Students with Disabilities	19,981	82	18	<5	<5
Not Students with Disabilities	100,508	85	15	10.9	<5
Academically or Intellectually Gifted	485	82	18	55.4	35.0



# REGIONAL and VIRTUAL CHARTER SCHOOL DATA



# Proficiency and Participation: Regional and Virtual Charter

Reading Grades 3-8	Percent Tested State	Percent Tested Region	Level 3 and Above State	Level 3 and Above Region	Level 4 and Above State	Level 4 and Above Region
All Students						
American Indian						
Asian						
Black						
Hispanic						
Two or More Races						
White						
Economically Disadvantaged						
Not Economically Disadvantaged						
English Learners						
Not English Learners						
Students with Disabilities						
Not Students with Disabilities						
Academically or Intellectually Gifted						

SAMPLE



# Next Steps

- District level and school level data available on the NCDPI website on September 1
- September 2–10: Data correction window
- October 6: Present data corrections to State Board of Education for final approval



# Conclusion

- The reporting of the test data is to support local educators and parents in planning and targeting resources for the 2021–22 school year
  - Not intended to be an accountability report; accountability was waived



# COHORT GRADUATION RESULTS



# Cohort Graduation Rate

- Establishes a cohort for each school
  - Four Year: Students who entered 9th grade in the 2017–18 school year
  - Five Year: Students who entered 9th grade in the 2016–17 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)
- Extended deadline for students to graduate and count in the 2020–21 cohort to August 6; previously was July 15



# 2020–21 Four-Year Cohort Graduation Rate Results by Subgroup (2017–18 Entering Grade 9 Students)

Subgroup	2020–21 Denominator	2018–19 Percent	2019–20 Percent	2020–21 Percent
All Students	120,479	86.5	87.6	86.9
Male	61,779	83.5	84.9	83.8
Female	58,700	89.7	90.4	90.2
American Indian	1,362	81.2	85.1	83.3
Asian	3,831	94.5	94.4	95.0
Black	29,651	83.7	85.2	83.6
Hispanic	20,927	81.1	81.7	81.5
Two or More Races	5,250	83.9	85.3	85.0
White	59,322	89.6	90.8	90.2
Economically Disadvantaged	36,028	81.8	82.3	80.0
Not Economically Disadvantaged	84,451	89.6	90.5	89.9
English Learner	6,776	71.4	71.4	68.7
Not English Learner	113,703	87.4	88.6	88.0
Students with Disabilities	15,060	69.8	72.1	71.1
Not Student with Disabilities	105,419	89.0	89.8	89.2
Academically Gifted	19,397	>95	>95	>95

# QUESTIONS

