Public Information Officer Webinar: Background on 2022–23 Test Data Release

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PUBLIC INSTRUCTION

Agenda

- Welcome and Introductions

- Context for the 2022–23 Data

- State Board of Education Data Release

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

Context

- As with the 2021–22 school year:

    - Long-term goals for academic achievement, graduation rate, and progress in achieving English language remain shifted forward by two years.

    - End-of-course assessment data from currently enrolled high school students in NC Math 1, NC Math 3, and English II is used to calculate participation rates (rather than calculating participation based on a cohort of data, e.g., all eleventh-graders).

- For the first time since the onset of COVID:

    - Methodology to identify and exit schools for support and improvement is as specified in the ESSA state plan.

Data Release Components

- Test results for the required end-of-grade and end-of-course tests

- Academic growth

- School Performance Grades (SPG) for schools and school-level subgroups

- Long-term goals

- Cohort Graduation Rates

- Participation

- Identification and exit of schools for support and improvement

- Other Data

Test Results

- End-of-grade and end-of-course tests in reading, mathematics, and science

  - Percentage of students scoring at Level 3 and Above: Grade-Level Proficiency

  - Percentage of students scoring at Level 4 and Above: College and Career Readiness

  - Percentage of students at each academic achievement level (Not Proficient, Level 3, Level 4, and Level 5)

Test Results

- The ACT: Percentage of eleventh-graders who have a composite score of at least nineteen (UNC system admission minimum)

- WorkKeys: Percentage of twelfth-grade Career and Technical Education (completers) who achieved a Silver Certificate or better

- English Learner Progress: Percentage of English learners meeting the language proficiency standard on the English language proficiency test

Academic Growth Statuses

- Is an indication of the progress that students in the school made over the previous year.

- Is roughly equivalent to a year's worth of growth for a year of instruction.

- Is reported for each school as Exceeded Growth Expectations, Met Growth Expectations, or Did Not Meet Growth Expectations as measured by EVAAS, a statistical tool North Carolina uses to measure student growth when common assessments are administered.

School Performance Grades

- Based on achievement score (80 percent) and academic growth (20 percent).

  - A: 85–100

  - B: 70–84

  - C: 55–69

  - D: 40–54

  - F: Less than 40

- All public schools will receive a letter grade overall and for each student subgroup (Asian, American Indian, Black, Hispanic, Two or More Races, White, Economically Disadvantaged, Students with Disabilities, and English Learners).

- To report a letter grade, there must be at least 30 students in membership on one or more indicators.

- K–2 schools receive letter grades of the school to which they send the largest percentage of students.

- Schools approved to use the state's alternative accountability system will be assigned a letter grade only for the purposes of identifying Comprehensive Support and Improvement schools and Targeted Support and Improvement schools, as required by federal statute.

School Performance Grades

	Score	Multiply by	Input for final grade
School Achievement	64.4	.80	52.0
Growth	100.0	.20	20.0
Final Score			72
Final Grade			B

Schools with grades 3–8 will receive a separate school performance score and grade for reading and mathematics. This includes both achievement and growth measures in the same way as the overall school performance grade.

Accountability Model	
Elementary/Middle School	**High School**
Reading EOG scores	English II scores
Math EOG scores	HS math EOC scores (NC Math 1 and NC Math 3)
NC Math 1 EOC scores	Growth (high school reading and math)
Science EOG scores	Cohort Graduation Rate (4-year rate)
English learners progress	English learner progress
Growth (reading, math, and science)	Biology EOC scores
	ACT / ACT WorkKeys
	Math course rigor
Participation	

Long-term Goals

- As required by the ESSA, North Carolina established long-term goals with yearly measures of interim progress for the following:

    - Reading and mathematics assessments in grades three through eight

    - Reading assessments in grade ten

    - Mathematics assessments in grade eleven

    - Four-year cohort graduation rate

    - English learner progress

- The timeline for long-term goals and measures of interim progress have been revised as specified in the 2023 amendment to the ESSA state plan. These revisions shift the timeline forward by two years for each goal.

Participation

- Schools are held accountable for testing at least 95 percent of eligible students.

- The minimum number of students required to report participation rates for each subgroup is thirty.

- For the 2022–23 school year, the participation rate for high school reading and mathematics will be based on the current year membership of students in NC Math 1, NC Math 3, English II, and Biology.

  – Participation consequences for schools who did not meet current year participation will be applied to the academic achievement indicator for reading and mathematics.

Federal Identification of Schools

- Under the ESSA, North Carolina must identify schools with low performance for providing additional support. These schools are classified as Comprehensive Support and Improvement (CSI) schools and Targeted Support and Improvement (TSI) schools.

- Comprehensive Support and Improvement Schools

  - CSI – Low Performing: Lowest performing five percent of all Title I schools

  - CSI – Low Graduation Rate: High Schools with graduation rates lower than 66.7 percent

- Targeted Support and Improvement Schools

  - Subgroups within a school that are consistently underperforming or in need of additional targeted support

Federal Identifications and Exits

Designation	Identification	Exit
CSI-Low Performing	No	No
CSI-Low Graduation Rate	No	No
CSI- Additional Targeted Support Not Exiting Such Status	No	No
TSI-Consistently Under Performing	Yes	Yes
TSI-Additional Targeted Support	No	Yes *(Cohort 1*)*

Cohort 1 consists of schools identified in the 2018–19 school year and unable to exit.

State Identification of Schools

- 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'.

State Identifications

Designation	Identification
Low-Performing School	Yes
Low-Performing District	Yes
Recurring Low-Performing School	Yes
Continually Low-Performing Charter School	Yes

Cohort Graduation Rate

- Cohort Graduation Rate
  - Establishes a cohort for each school
    - Four Year: Students who entered ninth grade in the 2019–20 school year
    - Five Year: Students who entered ninth grade in the 2018–19 school year
  - Students are removed if they meet criteria such as transferring to another school that grants diplomas
  - Students are added if they transfer into a school (maintain their original cohort designation)

Data Release Timeline

- September 6

  – Data presentation to the State Board of Education and all data available on the NCDPI website

- September 6–15

  – Data correction window

- October 4

  – Present data corrections to State Board of Education for final approval

QUESTIONS