

Media Communication Webinar: Background on 2024–25 Test Data Release

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Agenda

- Welcome and Introductions
 - Tammy Howard, Senior Director, Office of Accountability and Testing
 - Curtis Sonneman, Section Chief, Analysis and Reporting, Office of Accountability and Testing
 - Jeanie McDowell, Director, Office of Communications and Information Services
 - Holly West-Pauley, Public Information Specialist, Office of Communications and Information Services
- State Board of Education Data Release

Context

- The Annual Testing Report includes performance and growth data for the 2024–25 school year based on analysis of all end-of-grade (EOG) and end-of-course (EOC) tests, which are aligned to the North Carolina Standard Course of Study in reading, mathematics, and science for all public schools in North Carolina.
- Reference years for the 2024–25 school year data are the 2022–23 and 2023–24 school years.

Notes for 2024–25 Data

Helene Waiver

- For schools providing end-of-course fall testing, a waiver was granted by the U.S. Department of Education (USED) due to the loss of instructional days because of Hurricane Helene.
 - Under this waiver, fall tests were excluded from the school performance grade and long-term goal calculations.
 - In addition, participation adjustments were not applied if schools were unable to test at least 95% of their students in the fall.
 - Three districts and one charter (ten schools total) opted into this waiver.
 - The loss of instructional days (number) due to Hurricane Helene will be noted on data reports, accountability reports, and the NC Report Card.

Notes for 2024–25 Data

Science Assessments

- On July 6, 2023, the State Board of Education (SBE) adopted new content standards for science in grades K–12.
 - New content standards require the development of new tests aligned to those content standards.
 - Thus, new science tests for end-of-grade (5 and 8) and end-of-course (biology) were implemented in the 2024–25 school year.
 - On August 7, the State Board of Education approved the new science tests' academic achievement standards (cut scores).

Notes for 2024–25 Data

English Learner Exit Criteria

- New English Learner (EL) exit standards were implemented for the 2024–25 school year.
 - The English language proficiency assessment's composite score required to exit EL status changed from 4.8 to 4.5.
 - The alternate English language proficiency assessment's score required to exit EL status is a Performance Level (PL) 2 or higher.

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 11th graders who have a composite score of at least seventeen (UNC system admission minimum)
- WorkKeys: Percentage of 12th grade Career and Technical Education concentrators who achieved a Silver Certificate or better
- English Learner Progress: Percentage of English learners making progress toward or 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 thirty 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 3–8
 - Reading assessments in grade 10
 - Mathematics assessments in grade 11
 - Four-year cohort graduation rate
 - English learner progress

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.
- 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
 - CSI – Additional Targeted Support: Unable to exit TSI-Additional Targeted Support status after six years and receive Title 1 funds.
- 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 (2025–26) | Exit (2024–25) |
|---|-----------------------------|-------------------|
| CSI-Low Performing | Yes | Yes |
| CSI-Low Graduation Rate | Yes | Yes |
| CSI- Additional Targeted Support Not Exiting Such Status | Yes | NA |
| TSI-Consistently Underperforming | Yes | Yes |
| TSI-Additional Targeted Support | Yes | Yes |

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.
- Continually 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 |
| Continually 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 2021–22 school year
 - Five Year: Students who entered ninth grade in the 2020–21 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 year designation)

Data Release Timeline

- September 3
 - Presentation to the State Board of Education; all data available on the NCDPI website
- September 3–12
 - Data correction window
- October 1
 - Data corrections presentation to State Board of Education for final approval

QUESTIONS

