



# **School Accountability and Performance Measures**

**Curtis Sonneman, Consultant, Analysis and Reporting  
Accountability Services Division**

**North Carolina Department of Public Instruction**

**Ready to Open Charters—November 17, 2015**

# Today's Topics



- School Accountability Data
  - School Accountability Overview
  - Participation Requirements
  - Data Validation
- School Accountability Measures
  - READY Accountability
  - Elementary and Secondary Education Act
  - School Performance Grades (SPG)



Data

# School Accountability Overview



What do we  
mean by School  
Accountability?

- Participation in required assessments and programs
- Following policies and procedures as required
- Data validation from authoritative sources
- Analysis and Reporting data as required
  - Accountability Services Procedures
  - NC State Board of Education Policy (SBE)
  - NC General Statutes
  - Elementary and Secondary Education Act (ESEA)

# School Accountability Overview



Who is  
responsible for  
these tasks?

- Charter Board and Administration
  - Supported by
    - School Test Coordinator (Primary)
    - School staff responsible for authoritative sources
    - Remainder of school staff

# School Accountability Overview



Where can I  
get help?

- North Carolina Department of Public Instruction (NCDPI) Staff
  - Regional Accountability Coordinators (RAC) and Regional Computing Consultant (RCC)
    - Training
    - Guidance
    - Support
  - Accountability Services Staff
    - Analysis and Reporting Section
    - Testing Policy and Procedures Section
    - Test Development Section





Participation

# Participation



## Testing Participation Requirements

- All public schools must participate in the North Carolina Testing Program
  - Expected to test all eligible students
    - Failure to meet participation expectations may result in non-compliance notification
    - Follow all requirements in ESEA regarding 95% participation in federal accountability measures



# Participation



## Testing Participation ESEA Rules

- 95% participation rate required for all subgroups including “All Students” subgroup
  - Minimum 30 students

Year 1	Year 2	Year 3 or More
Letter home to parents, including plan of action	Create and implement intensive intervention plan	Letter home to parents including plan of action
	Labeled “consistently low-participating” school	Labeled a “Focus” school
	Receive support around participation issue	Participation must be addressed in School Improvement Plans

# Participation



## 10/20 Day Rule For Course Enrollment

- Policy reference GCS-C-003
- Exceptions
  - Transfer student inappropriately placed in an EOC course
  - Student is withdrawn from a course to enroll in a higher-level course
  - Valid medical reason for removing a student from an EOC course
- Must maintain documentation and provide to test coordinator/RAC for record keeping

# Participation



## Additional Program Participation

- Read to Achieve
  - Schools must comply with RTA legislation
    - Provide data per legislation and NCDPI direction
    - Provide services/programs aligned to RTA
    - Confirm accuracy of data for RTA reporting
- Educator Effectiveness
  - Participate in assessments to measure educator effectiveness (to the extent required)
    - NC Final Exams
    - Analysis of Student Work
    - North Carolina Educator Effectiveness System

# Data Validation



# Data Validation



PowerSchool

- Course/Grade Enrollment
- Demographics
- Historical Data
- Graduation Data Verification Report (GDVR)
  - Current year graduates
- Limited English Proficient Students
- Academically/Intellectually Gifted
  - Must have approved program or flags are ignored
- Course Credit (Math Course Rigor)
- Concentrators Flags for ACT WorkKeys
- 504 Testing Accommodations

# Data Validation



## Course Codes (PowerSchool)

- Monitored throughout entire year
  - 10/20 Day Rule
- Order/Preparing test materials
- Identify students to be assessed
  - Participation in course specific assessments
- Provided to EVAAS to populate Roster Verification (Educator Effectiveness)
- Historical Audits and Enrollment Auditing
  - Check course enrollment in PowerSchool early and often (particularly when contracting services)

# Data Validation



## Economically Disadvantaged Students Data Collection

- Participant in School Lunch Program
  - Collect data per MOU with School Nutrition Services
- Non-Participant Data Collection
  - Memo distributed in early fall to notify non-participant schools of data collection
  - Parents are not required to provide information
    - Charters strongly encouraged, to at least attempt, to collect
  - Non-Participant data collection used for accountability reporting and provided to Financial and Business Services to determine or project funding



# Data Validation



CECAS

- Exceptional Student Data is extracted from CECAS
  - Students with Disabilities subgroup
  - Accommodations for testing

# Data Validation



## NC Testing Program Data

- End of Grade and End of Course Test Results
- The ACT and ACT WorkKeys Results
- Cohort Graduation Rate
- Graduation Project
- NC Final Exams
- EVAAS
- Read to Achieve Data (coding and results)



Measures



# READY School Accountability Model

# READY Accountability



<b>End-of-Grade (EOG) &amp; End-of-Course (EOC)</b>	<ul style="list-style-type: none"><li>• Percent of proficient tests in a school<ul style="list-style-type: none"><li>– All EOG/EOC assessments (Including alternate assessments)</li></ul></li></ul>
<b>The ACT</b>	<ul style="list-style-type: none"><li>• The ACT Composite Score of 17 as meeting standard<ul style="list-style-type: none"><li>– 17 is UNC System minimum for admission</li></ul></li></ul>
<b>Passing Math III (Math Course Rigor)</b>	<ul style="list-style-type: none"><li>• Percent of graduates who earn credit in Math III<ul style="list-style-type: none"><li>– Excludes the 1% and OCS populations</li></ul></li></ul>
<b>ACT WorkKeys</b>	<ul style="list-style-type: none"><li>• Percent of graduates who are CTE concentrators and who achieve a Silver certificate, or better, on the ACT WorkKeys assessment</li></ul>
<b>Cohort Graduation Rate</b>	<ul style="list-style-type: none"><li>• Percent graduates within 4 years</li><li>• Percent graduates within 5 years</li></ul>
<b>Graduation Project</b>	<ul style="list-style-type: none"><li>• School has graduation project (Y,N)</li></ul>

# READY Accountability



## EVAAS Growth Measure

- EVAAS School Accountability Growth Composite Index Score
  - Generated Using EOG and EOC Assessments
- EVAAS reporting
  - Index score
  - Growth designation
    - Does Not Meet Expected Growth
    - Meets Expected Growth
    - Exceeds Expected Growth





# **ESEA** Flexibility Waiver



# ESEA Reporting



## Annual Measureable Objectives (AMO)

- Methodology—Reduce by  $\frac{1}{2}$  the percent of non-proficient students in 6 years for assessments, maintained previous methodology for graduation and attendance
- Set in 2012-13 on College and Career Readiness Standards (Ach. Level 4 & 5)
- [Annual Measurable Objective Target Tables](#)
- [Understanding Annual Measurable Objectives](#)

# ESEA Reporting



## Subgroup Reporting

American Indian	Total (All Students)
Asian	Economically Disadvantaged
Black	Limited English Proficient
Hispanic	Students with Disabilities
Two or More Races	Academically or Intellectually Gifted
White	
Minimum Subgroup Size = 30	

# ESEA Reporting



## AMO Targets

- All students count for participation targets
- Students enrolled for less than 140 days do not count in proficiency targets

Measures Reported For ESEA	
<b>Reading Grades 3-8</b>	<b>The ACT (11<sup>th</sup> graders)</b>
<b>Math Grades 3-8</b>	<b>ACT WorkKeys</b>
<b>Science Grades 5 &amp; 8</b>	<b>Current Year EOC Participation</b>
<b>Reading Grade 10 (English 2)</b>	<b>Passing Math III</b>
<b>Math Grade 10 (Math 1)</b>	<b>Attendance (when no graduates)</b>
<b>Science Grade 11 (Biology)</b>	<b>Cohort Graduation (Std. &amp; Ext.)</b>

**Bold** = Participation and Proficiency Targets

# ESEA Reporting

## 2014–15 Target Table

	Reading		Math		Science		The ACT	ACT WorkKeys	Passing Math III
Subgroups	3–8	HS (10)	3–8	HS (10)	3–8	HS (11)	HS	HS	HS
Total (All students)	55.1	61.9	53.9	50.8	61.8	60.8	66.9	73.9	95.0
American Indian	43.2	48.6	41.6	43.3	51.9	48.0	55.1	67.4	95.0
Asian	69.3	71.7	77.0	70.4	76.5	76.0	77.5	79.2	95.0
Black	40.4	46.6	37.8	36.4	46.0	44.6	46.8	60.4	95.0
Hispanic	43.0	52.7	46.1	43.7	51.7	52.1	55.4	72.2	95.0
Two or More Races	56.5	64.0	53.6	50.5	63.3	62.0	68.0	73.9	95.0
White	65.2	71.0	63.0	58.8	71.7	69.3	77.5	80.5	95.0
Economically Disadvantaged	42.9	48.8	42.1	39.6	50.0	48.2	51.6	66.3	95.0
Limited English Proficient	27.6	24.0	34.0	24.3	33.2	24.8	25.5	32.7	90.8
Student with Disabilities	30.3	31.2	30.0	27.7	36.4	35.9	33.1	43.7	85.5
Academically or Intellectually Gifted	92.5	94.2	93.3	85.8	94.4	90.9	95.0	95.0	95.0



A B C D F

School Performance Grades

# School Performance Grades



## Elementary and Middle School

- EOG Mathematics
- EOG ELA/Reading
- EOG Science
- Math I (when applicable)
- Biology (when applicable)

## High School

- Math I
- English II
- Biology
- The ACT
- Passing Math III
- ACT WorkKeys
- 4-Year Cohort Graduation Rate

# School Performance Grades



## Summative Assessment Scores:

Percent of students who score **at or above Level 3**  
**(Grade Level Proficiency)**

End-of-Grade Tests  
End-of-Course Tests

## Graduation Rate:

Percent of students who graduate in four years  
**(4-Year Cohort Rate)**

## Passing Math III:

Percent of graduates who successfully complete Math III

## The ACT:

Percent of 11<sup>th</sup> grade students who score 17 or above (UNC System's minimum composite score requirement)

## ACT WorkKeys:

Percent of CTE concentrator graduates who achieve a Silver Certificate or above



# School Performance Grades



## EVAAS School Accountability Growth Composite Index Score

Generated Using End-of-Grade and End-of-Course Assessments

### Assigned an EVAAS Growth Status

Reported with School Performance Grades

Exceeds  
Expected  
Growth

Meets  
Expected  
Growth

Does Not Meet  
Expected  
Growth

### Converted to 100 Point Scale for School Performance Grades

50-100 Point Scale  
Composites Capped

# School Performance Grades



## Additional Information

- Calculated using 80% Achievement and 20% Growth
  - Schools with no growth data use 100% achievement
  - Schools with no data receive no designation
- Achievement is the total numerator and denominator
- 15 Point Scale 2013-14 through 2015-16
- A separate score and grade for reading and math must be reported for schools serving grades K–8
- Schools assigned a “D” or “F” SPG must inform parents via a letter
- Growth Exception
  - If school meets or exceeds expected growth and grade is lowered, can remove growth from score
- A<sup>+NG</sup> Designation (ESEA Requirement)



Further  
details on the  
NC Testing  
Program will  
be available  
in December

