

# North Carolina Data Release Technical Notes

2013–14 School Year

## Introduction

This document is designed to provide information on the 2013–14 data release presented to the State Board of Education (SBE) for approval on September 4, 2014.

Effective with the 2012–13 school year, the SBE adopted the READY Accountability Model, an indicator-based reporting model. The READY Accountability Model replaces the ABCs of Public Education, which had been in place since 1996. This change was facilitated by the recommendations from The Blue Ribbon Commission, the college-and-career readiness content standards adopted by the SBE in June 2010, and the college-and-career readiness accountability indicators adopted by the SBE in December 2011. The SBE-identified indicators that would help educators, parents and the public understand the status and progress that schools are making toward ensuring that all students are college-and-career ready. These indicators include state administered end-of-grade (EOG) and end-of-course (EOC) assessments, college-and-career readiness examinations (The ACT and ACT WorkKeys), students passing Math III, and high school graduation rates. In addition to these indicators, other valuable information is reported including school growth as measured by EVAAS and participation in a graduation project.

North Carolina continues to report Annual Measurable Objectives (AMO) required under the *Elementary and Secondary Education Act* (ESEA) waiver obtained by North Carolina in May 2012 and the renewal granted for 2014-15. This waiver granted North Carolina flexibility regarding specific requirements of the *No Child Left Behind Act* of 2001 (NCLB) in exchange for a rigorous and comprehensive state-developed plan designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction.

This document provides further details regarding the indicators, growth measure, and targets reported in the accountability model and in accountability reporting. To access the 2013–14 data, visit <http://www.ncpublicschools.org/accountability/reporting/>. Accountability data will also be available through the North Carolina School Report Card which will be released on February 5, 2015.

## Indicators

The indicators identified by the SBE focus on college-and-career readiness. These indicators allow districts, schools, teachers, and parents to identify areas of strength and weakness within a school, a district, or the state.

#### Key Indicators:

- Annual Assessments
- The ACT
- Students Passing Math III Course (Also known as Math Course Rigor)
- ACT WorkKeys
- Cohort Graduation Rate
  - 4-year rate
  - 5-year rate

#### Additional Indicator:

- Graduation Project

Elementary and middle schools will have only test data results for EOGs and/or EOCs reported. High schools will have EOCs and/or other key indicators. Key indicators will be reported if there are at least 5 assessments/students available for reporting.

### Annual Assessments

Annual assessments administered are as follows: EOG English Language Arts/Reading and Mathematics at grades 3–8, EOG Science at grades 5 and 8; EOC assessments in Math I, English II, and Biology; and the alternate assessments for all EOG and EOC assessments (***NCEXTEND1*** and ***NCEXTEND2***). Please note that 2013–14 was the last school year ***NCEXTEND2*** was offered. It will not be administered beginning in the 2014–15.

For reporting purposes, the percent of students at each achievement level is reported. The EOG and EOC assessments have 5 academic achievement levels (Level 1, Level 2, Level 3, Level 4, and Level 5) with Levels 3-5 demonstrating grade-level proficient and Levels 4–5 meeting college-and-career readiness.

### The ACT

The ACT is administered to Grade 11 students. The ACT consists of four subject tests (English, Reading, Math, and Science) plus an additional Writing component. The four subject tests make up the Composite Score for The ACT. Students must have taken all four subject tests to receive a Composite Score. For accountability reporting purposes, a minimum Composite Score of 17 is displayed for the percent of students meeting the expected level of attainment (proficient). A Composite Score of 17 is the University of North Carolina (UNC) System’s minimum requirement for admission. Additionally, on the reporting website, the percent of students meeting The ACT college-readiness benchmarks on each of the subject tests is reported along with total percent of benchmarks met. This information can be found at <http://www.ncpublicschools.org/accountability/act/>.

Students who meet eligibility requirements have an opportunity to take the College-and-Career Readiness or the ***NCEXTEND1*** Grade 11 alternate assessments. Students taking these assessments are

not included in the calculation of this measure for performance reporting. They are included in participation. More details on The ACT are available at <http://www.act.org/products/k-12-act-test/>.

Calculation: 
$$\frac{\text{Number of The ACT Composite Scores at or above 17}}{\text{Total Number of The ACT Composite Scores}}$$

Total Number of The ACT Composite Scores

The ACT Benchmarks

Subtest	Benchmark
English	18
Math	22
Reading	22
Science	23
Writing	7

### ACT WorkKeys

The ACT WorkKeys performance measure is administered to students who are identified as Career and Technical Education (CTE) Concentrators. CTE Concentrators are students who complete 4 units of CTE credit in a career cluster, with at least one credit in a Level 2 course. The ACT WorkKeys consists of 3 subtests (Applied Math, Locating Information, and Reading for Information). Students can earn ACT’s National Career Readiness Certificate (NCRC). Certificates are awarded at the Platinum, Gold, Silver, and Bronze level. For accountability reporting purposes, a minimum NCRC of Silver is required to meet the expected level of attainment (proficient). The results of the ACT WorkKeys assessments are used in accountability reporting when the student graduates from high school. Reporting this measure shows the percent of graduates that are CTE Concentrators who earned a Silver or better certificate on the ACT WorkKeys assessment. More details on ACT WorkKeys are available at <http://www.act.org/products/workforce-act-workkeys/>.

Calculation: 
$$\frac{\text{Number of WorkKeys Silver or Above Certificates}}{\text{Total Number of ACT WorkKeys Certificates}}$$

Total Number of ACT WorkKeys Certificates

### Students Passing Math III

This indicator is the measure of student success in higher-level math courses. This indicator measures the number of graduates, starting with the 9<sup>th</sup> grade cohort entering in 2010–11, who have earned credit in a designated math course. Credit can be obtained by taking and passing one of the following courses; Algebra II, Integrated Math III, or Math III.

For accountability reporting purposes, this indicator is measured by counting the number of graduates who have taken and passed the defined higher level math course divided by the number of students who graduated and are eligible to be included in the calculation. This measure includes all graduates,

except those in the Occupational Course of Study (OCS) who do not have an opportunity to take any of these higher-level math courses due to the nature of their education track.

$$\text{Calculation: } \frac{\text{Number of Graduates who Successfully Complete Algebra II, Int. Math III or Math III}}{\text{Total Number of Graduates minus Graduates Who Followed the OCS Program}}$$

### **Cohort Graduation Rate**

The Cohort Graduation Rate is calculated for both a 4-year (standard) and 5-year (extended) rate. A student becomes a part of the cohort when he/she enters the 9<sup>th</sup> grade for the first time. Schools that have an additional year to graduate students, like some early college high schools, have their rates based on a 5-year (standard) and 6-year (extended) rate.

For accountability reporting purposes, the standard and extended rates are based on the number of students expected to graduate, in a cohort, compared to the number of students that actually graduate. For more information on how the graduation rate is calculated please use the following link: <http://www.ncpublicschools.org/docs/accountability/reporting/cohortgradratecalc14.pdf>.

### **Graduation Project**

The SBE (December 2011) included a graduation project as one of the six indicators in the high school accountability model. The Board specified that high school graduation projects must meet defined "Standards of Quality" in order for a high school to receive credit. High schools are not penalized if they do not require a graduation project; however, information is reported out for those that do and do not require a graduation project.

Implementation of a graduation project is reported on the accountability website as 'Yes', 'No', or 'N/A'. To review the procedures of implementing and reporting the graduation project, refer to the following document: <http://www.ncpublicschools.org/docs/accountability/testing/eoc/gradproject14.pdf>

### **Growth**

North Carolina has partnered with SAS Institute Inc. to produce a School-wide Accountability Growth measure. All EOG and EOC scores are included in the EVAAS School-wide Accountability Growth measure. For reporting purposes, schools will be given a designation of 1) Exceeds Expected Growth, 2) Meets Expected Growth, or 3) Does Not Meet Expected Growth. Some schools may not have a designation because they do not administer assessments that are included in the growth measure or they do not have enough students taking the assessment to obtain a growth measure. More details on the growth model and other informational tools are available through the EVAAS public reporting site <https://ncdpi.sas.com/>.

## Targets

With the ESEA waiver, North Carolina was allowed to transition away from reporting Adequate Yearly Progress (AYP) for schools with the expectation that more ambitious performance targets be set for accountability reporting. As a result North Carolina reports AMO targets in reading (English language arts), mathematics, science, current year EOC participation, The ACT<sup>®</sup>, ACT WorkKeys<sup>®</sup>, students who pass Math III, and Cohort Graduation Rate (attendance if a school does not graduate students). Targets were set using 2012-13 data. Target tables and additional documentation are available at <http://www.ncpublicschools.org/accountability/reporting/>.

## Changes in Reporting

### 2013-14 Changes

- 1) Change from four achievement levels to five achievement levels. (For equivalent comparison to 2012–13: Levels 3 and 4 (proficient) in 2012–13 are equivalent to Levels 4 and 5 (college-and-career ready proficient) in 2013–14.)
- 2) Include banked EOC assessment scores in all reporting from middle school students when enrolled in 9<sup>th</sup> grade at a school starting with 9<sup>th</sup> grade. (See Business Rules document on <http://www.ncpublicschools.org/accountability/reporting>)
- 3) School Performance Grades reported for first time on 2013–14 data and reported on February 5, 2015

## Special Notes

The NCDPI will suppress results to protect the privacy of students in reporting data for small cells in compliance with the *Family Educational Rights and Privacy Act (FERPA)* guidelines and agency standards for public distribution of data. Below are the rules that are followed on the accountability reporting website.

- 1) >95% and <5%  
When a result shows that more than 95% or less than 5% of students were successful on a particular Performance Indicator these values are capped. Graphs will show a cap of 95% or show 5% if a value falls in those ranges and tables will show >95 or <5.
- 2) Small cell suppression  
When a subgroup or indicator is too small (fewer than 5 students) the data will be masked. In graphs there will be no data shown and in tables the data will appear as an “\*”, “N/A”, “ID”, or “I”.