

Accountability Brief



Public Schools of North Carolina • State Board of Education • North Carolina Department of Public Instruction • June St. Clair Atkinson Ed.D., State Superintendent

2015–16 School Performance Grades

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Introduction

Effective with the 2013–14 school year, G.S. §115C-83.15 directs the State Board of Education (SBE) to award North Carolina public schools overall school scores for “achievement, growth, and performance” and to “designate that a school has met, exceeded, or has not met expected growth.” The law further states, “The designation of student growth shall be clearly displayed in the annual school report card.” For schools serving students in kindergarten through eighth grade, the school performance scores in reading and mathematics, respectively, shall be reported separately on the annual school report card.

Calculating a School Achievement Score

The School Achievement Score for the 2015–16 school year consists of the following indicators:

- Students that score at or above proficient on annual end-of-grade (EOG) mathematics assessments in grades 3–8
- Students that score at or above proficient on annual EOG English language arts (ELA)/reading assessments in grades 3–8
- Students that score at or above proficient on annual EOG science assessments in grades 5 and 8
- Students that score at or above proficient on the Math I end-of-course (EOC) assessment
- Students that score at or above proficient on the English II EOC assessment
- Students that score at or above proficient on the Biology EOC assessment
- Students who complete Algebra II, Integrated Math III, or Math III with a passing grade (Passing Math III)
- Students who achieve the minimum score required for admission into a constituent institution of The University of North Carolina on a nationally normed test of college readiness (ACT[®] assessment)
- Students enrolled in Career and Technical Education Courses who meet the standard when scoring at Silver, Gold, or Platinum levels on a nationally normed test of workplace readiness (ACT WorkKeys assessment)
- Students who graduate within four years of entering high school (Standard [4-Year] Cohort Graduation Rate)

Proficient on the EOG and EOC assessments for School Performance Grades means obtaining an Academic Achievement Level 3 or higher, referred to as Grade-Level Proficiency.

When calculating the reported score for each individual indicator, the total number of scores/students who meet the standard for an indicator is divided by the total number of scores/students included in the indicator. Likewise, when calculating the total School Achievement Score, the total number of scores/students meeting the standard for all indicators available are added together and divided by the total number of scores/students for all indicators. As a result, the public reporting of the percentage of students meeting each indicator will not be able to be added together to create the total achievement score.

In order for an indicator to be included in the calculation, it must meet the minimum number of students required for inclusion. If an indicator does not have at least five (5) students, it is not included in the total achievement score. Schools are not penalized for not having an indicator; the school performance grade is calculated on the available indicators.

For specific information on how each indicator is calculated, please refer to the [2015–16 Business Rules Documentation](#).

Calculating a Growth Score

The Growth Score for a school is generated using EVAAS. EVAAS is a value-added growth model that uses EOG (math, ELA/reading, and science) and EOC (Math I, English II, and Biology) assessment data to measure the amount of growth groups of students make in a year. The Growth Score for a school depends upon the EOG and EOC assessments administered in the school. EVAAS calculates a composite index of growth, known as School-wide Accountability Growth Composite, which determines the designation of the school. There are 3 designations of growth: 1) Exceeds Expected Growth, 2) Meets Expected Growth, and 3) Does Not Meet Expected Growth. More information on growth is available on the [EVAAS public website](#).

For the purposes of the School Performance Grades, the School-wide Accountability Growth composite index is converted to a 100-point scale so that it can be combined with the School Achievement Score for an overall Performance Score.

Calculating a Performance Score

The Performance Score for a school is the combination of the School Achievement Score and the Growth Score. The School Achievement Score is 80% (.80) and the Growth Score is 20% (.20) of the overall Performance Score. In the event that a school does not have a Growth Score, only the School Achievement Score is used to report the Performance Score.

For the final performance score and grade, if a school's growth designation Meets or Exceeds Expected Growth, but the inclusion of the school's growth score reduces the school's Performance Score **and** Grade, a school may choose to use the School Achievement Score only for the Performance Score and Grade.

When calculating the Performance Score, the School Achievement Score and Growth Score are rounded to the tenth. For reporting purposes and the assignment of the Performance Grade, the Performance Score is rounded to the nearest whole number.

Assigning a Performance Grade

For all schools, the total school performance score is converted to a 100-point scale and used to determine a school performance letter grade of A, B, C, D, or F. A school's performance grade is based on the following scale:

- A: 85–100
- B: 70–84
- C: 55–69
- D: 40–54
- F: Less than 40

“A” schools demonstrating no significant gaps between the highest and lowest subgroup performance on assessments or graduation rate will be designated as “A^{+NG}” schools.

Additional Information

In addition to the overall Performance Score and Grade, a separate score and grade for reading and mathematics is reported for schools containing K–8 grade levels. This score and grade consist of the achievement and growth results of the EOG ELA/reading or EOG mathematics assessments administered in the school. Growth is calculated in EVAAS for ELA/reading and math, which uses the growth measure and its associated standard error to generate a separate index for ELA/reading and math. The reading and math indices are converted to a 100-point scale so they can be combined with the ELA/reading and math achievement scores to create the overall reading and math scores. These scores are 80% (.80) achievement and 20% (.20) growth. The same grade scale used for the overall performance grade is used for the ELA/reading and math grades.

With the growth for each performance grade (ELA/reading, math, and overall school) not being common, it is not possible to add or to average the ELA/reading and mathematics performance grades for K–8 schools. Each performance grade is an independent measure.

Schools with no data available to calculate at least a School Achievement Score will not receive a School Performance Grade. An example is K–2 schools. Additionally, alternative schools and other schools approved to use the Alternative Schools Accountability Model will not receive a School Performance Grade, but these schools can elect to do so by selecting Option A under the Alternative School's Accountability Model.