

2015–16 Performance and Growth of North Carolina Public Schools

Executive Summary (September 1, 2016)

Statistical Summary of Results

This report provides growth and performance data for the 2015–16 school year based on analysis of all end-of-grade (EOG) tests and end-of-course (EOC) tests, which are aligned to the North Carolina Standard Course of Study in English Language Arts/Reading and Mathematics and the Essential Standards in Science, for all public schools and public charter schools. The following data are presented:

1. Growth: Reporting if schools exceeded, met, or did not meet growth expectations as defined and calculated in EVAAS.
2. Performance: Reporting how schools performed on assessments, high school indicators, and School Performance Grades.
3. Participation: Reporting if schools met or did not meet assessment participation requirements.

Schools not included in the report may not have any tested grades or may have a transient or very small student population. Typically, these schools are K–2 schools, special education schools, vocational/career schools, and hospital schools.

Accountability performance results for the 2,601 public schools included in this report are available in a variety of spreadsheets and reports. Please go to <http://www.ncpublicschools.org/accountability/reporting/> to view more detailed information on the schools, districts and the state. The data will also be presented in the North Carolina School Report Cards later this fall.

Section I. Growth Results

For the 2015–16 school year, school accountability growth results are presented for 2,512 of the 2,548 public schools that participated in the statewide testing program. Using all EOG and EOC test scores, school accountability growth is calculated using EVAAS, a value-added growth modeling tool. Each school with the required data is designated as having exceeded expected growth, met expected growth, or did not meet growth. The results for school accountability growth are shown in Table 1.

Table 1. *School Accountability Growth*

Growth Category	Number	Percent
Exceeded Expected Growth	691	27.5
Met Expected Growth	1,158	46.1
Did Not Meet Growth	663	26.4

Section II. Performance Results

The 2015–16 school year is the fourth year of the implementation of assessments aligned to college- and career-readiness (CCR) content standards, and it is the third year that the academic achievement standards have been reported as (1) Level 4 and above: on track for being prepared for college and career at the conclusion of high school and (2) Level 3 and above: demonstrating preparedness to be successful at the next grade level. To report student performance since 2012–13, the first year the tests were implemented, CCR in 2012–13 (Level 3 and above) may be compared to CCR in 2013–14 and beyond (Level 4 and above). As shown in Figure 1, there continues to be a consistent increase each year in the percent of students demonstrating CCR on the reading and mathematics tests for grades 3–8. Mathematics continues to outpace reading for the increase in percent of proficient scores.

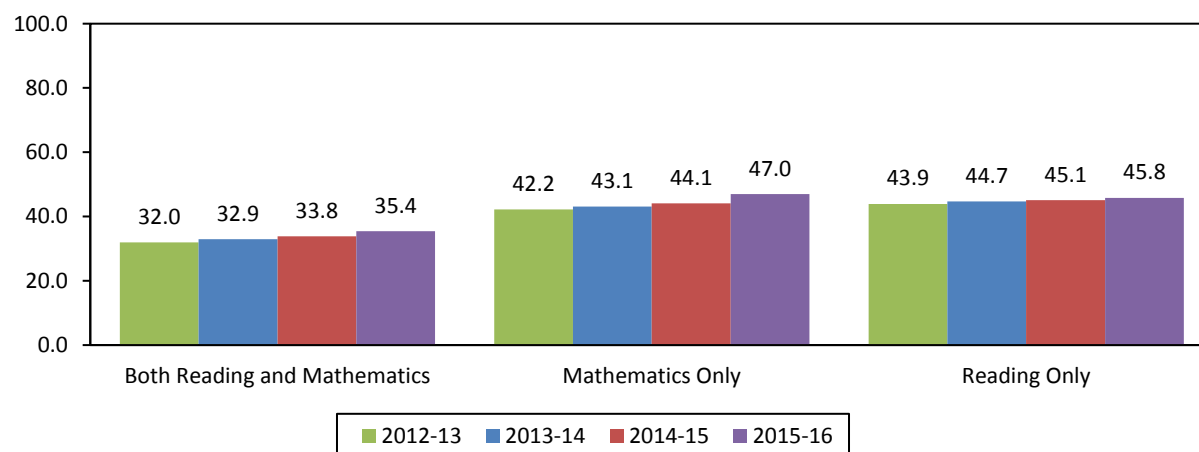


Figure 1. End-of-Grade State-Level Performance Results in Both Reading and Mathematics, Mathematics only, and Reading only (Level 4 and above—College and Career Readiness (CCR) Standard)

With Grade Level Proficiency (GLP) (Level 3 and above) being implemented for the first time in 2013–14, there are now three years to compare. As presented in Figure 2, results are trending upward on all assessments shown.

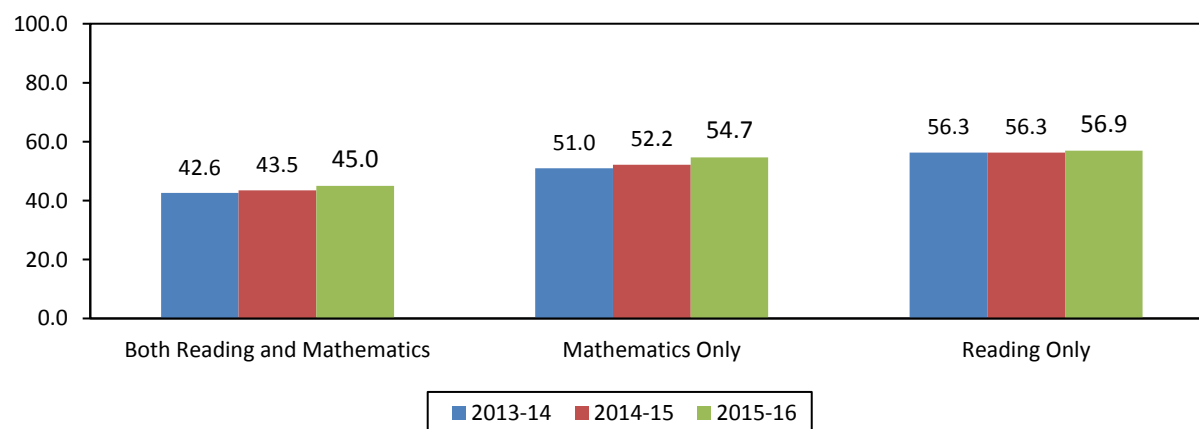


Figure 2. End-of-Grade State-Level Performance Results in Both Reading and Mathematics, Mathematics only, and Reading only (Level 3 and above—Grade Level Proficiency (GLP) Standard)

Figures 3 through 8 show current year data and previous years' data for CCR (Level 4 and above) and for GLP (Level 3 and above) for each grade and subject. For reading at grades 3–8, some grade levels had an increase in the percent of students meeting CCR or GLP. For mathematics at grades 3–8 and science at grades 5 and 8, all grade levels had a higher percent of proficient students than the previous year, for both CCR and for GLP. Of the three EOC tests (Figure 8), Biology and Math I had a higher percent of students proficient than the previous year for CCR and GLP.

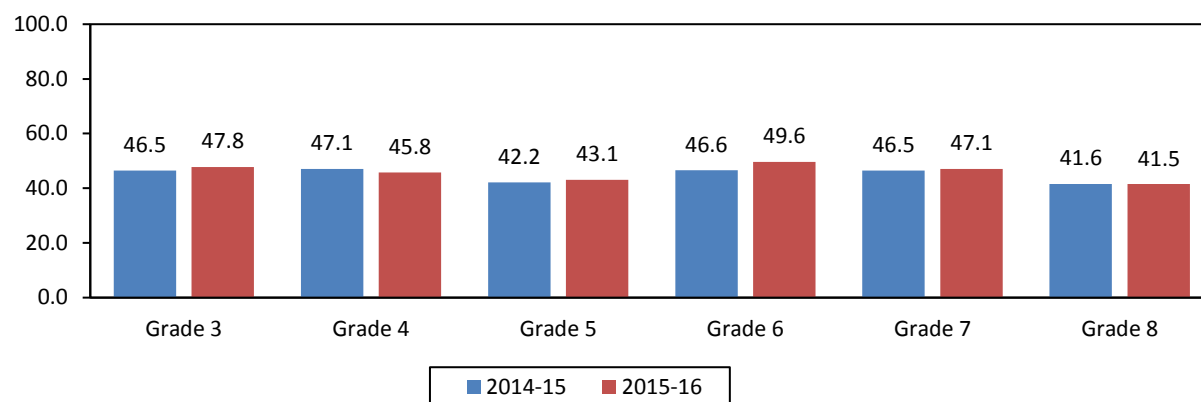


Figure 3. End-of-Grade Reading Performance by Grade (Level 4 and above—CCR Standard)

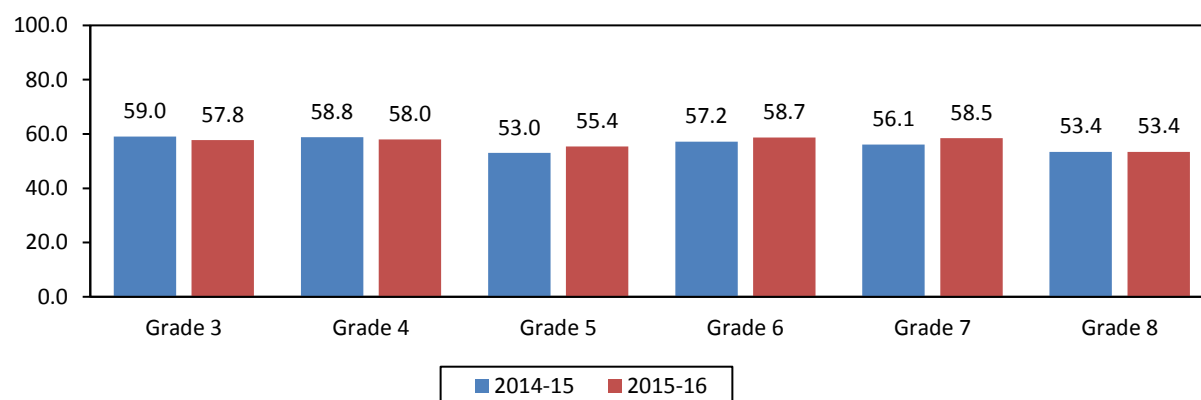


Figure 4. End-of-Grade Reading Performance by Grade (Level 3 and above—GLP Standard)

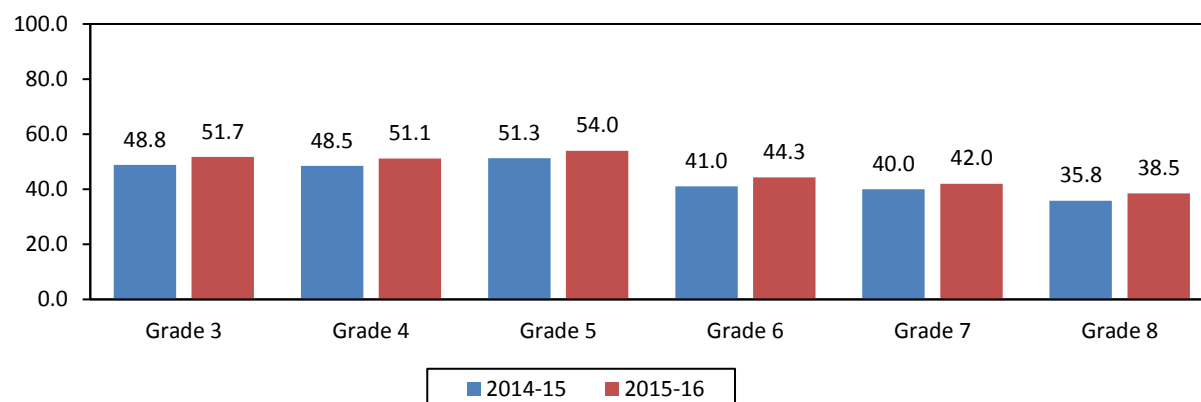


Figure 5. End-of-Grade Mathematics Performance by Grade (Level 4 and above—CCR Standard)

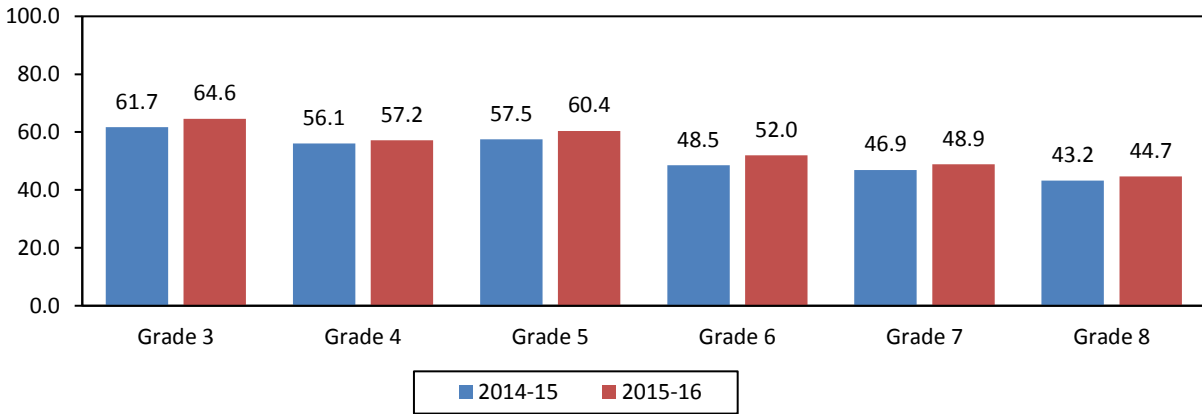


Figure 6. End-of-Grade Mathematics Performance by Grade (Level 3 and above—GLP Standard)

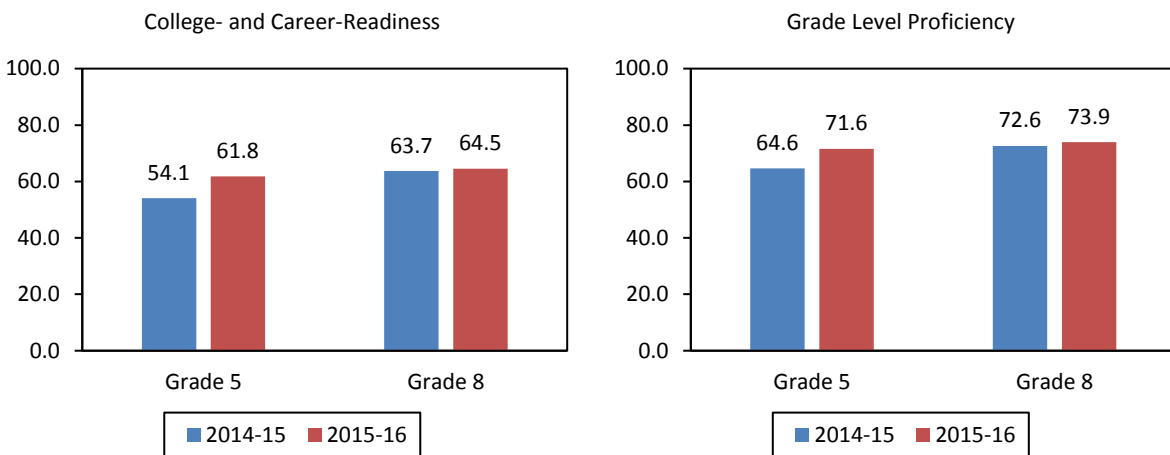


Figure 7. End-of-Grade Science Performance by Grade (Level 4 and above—CCR Standard and Level 3 and above—GLP Standard)

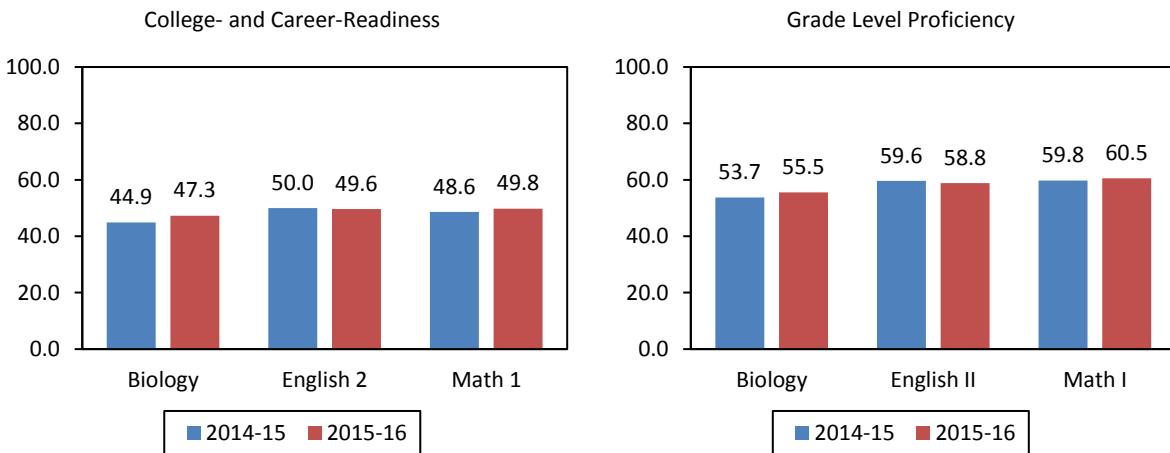


Figure 8. End-of-Course Performance by Subject (Level 4 and above—CCR Standard and Level 3 and above—GLP Standard)

State-level results for other high school indicators: ACT® test, ACT WorkKeys, Students Passing Math III, and the Graduation Project are presented in Table 2. For the third consecutive year the percent of schools implementing and completing a Graduation Project has decreased.

Table 2. *State-Level Performance for the High School Indicators*

Indicator	Benchmark Definition	2014–15 Percent Meeting Benchmark	2015–16 Percent Meeting Benchmark
ACT	Percent of grade 11 participating students who meet the UNC System minimum admission requirement of a composite score of 17	59.7	59.9
ACT WorkKeys	Percent of graduates who are Career and Technical Education (CTE) concentrators who earn a Silver Certificate or higher	72.2	73.5
Students Passing Math III	Percent of graduates who successfully complete Math III (Algebra II or Integrated Mathematics III)	>95	>95
Graduation Project	Percent of high schools that implemented and completed a graduation project	36.2	32.7

Section III. Participation Requirements

Effective with the passage of the Every Student Succeeds Act (ESSA) in December 2015, North Carolina is no longer required to report Annual Measurable Objective (AMO) targets based on proficiency targets. However, participation is still required to be reported. Participation requirements apply to all state assessments administered by the state including EOG/EOC assessments in English language arts/reading, mathematics, and science, the ACT, and ACT WorkKeys.

In order to meet participation requirements, schools must have assessed at least 95% of its eligible students. Participation requirements are reported for the following student groups: School as a whole (All Students); American Indian; Asian; Black; Hispanic; Two or More Races; White; Economically Disadvantaged; Limited English Proficient; Students with Disabilities; and Academically or Intellectually Gifted.

Table 3 shows the number and percent of schools who did or did not meet all of its participation requirements.

Table 3. *Participation Requirements*

	Number of Schools	Percent of Schools
Met All Participation Requirements	2,196	87.1
Did Not Meet All Participation Requirements	326	12.9
Total	2,522	100.0

Table 4. *The Number and Percentage of School-Level Participation Requirements Met By Student Group*

Student Groups	Participation Expectations		
	Number Met	Total Number	Percent Met
All Students	8,916	9,175	97.2
American Indian	173	180	96.1
Asian	540	553	97.6
Black	4,789	4,972	96.3
Hispanic	3,750	3,888	96.5
Two or More Races	616	628	98.1
White	7,087	7,197	98.5
Economically Disadvantaged	7,372	7,608	96.9
Limited English Proficient	1,120	1,162	96.4
Students with Disabilities	3,703	3,914	94.6
Academically/Intellectually Gifted	3,768	3,786	99.5

North Carolina is committed to ensuring that all students participate in required assessments and holds schools to a 95% participation rate expectation and applies consequences to schools that do not meet the targets by student group. Schools are labeled “Consistently Low Participating” if they miss a participation target for a second consecutive year. These schools must create and submit a plan for ensuring that the missed subgroup(s) will meet participation expectations in the coming year. Schools are identified as “Focus Schools” if they fail to meet participation target(s) for three or more consecutive years. Schools with the Focus School designation must send a letter to notify parents of the inadequate participation. The letter must include information on a plan to ensure full participation for subsequent administrations.

This year 73 schools are labeled Consistently Low Participating.

This year 72 schools are labeled Focus Schools for missing participation requirements.

Section IV. School Performance Grades (A–F)

Beginning with the 2013–14 school year data, per legislation (G.S. §115C-83.15) passed during the 2013 long session of the North Carolina General Assembly, School Performance Grades (A–F) based on test scores, and high schools’ additional indicators that measure college- and career-readiness, are reported for schools in North Carolina.

The School Performance Grades are based on student achievement (80%) and growth (20%). The indicators and the proficiency standard or benchmark used for achievement include:

1. Annual EOG mathematics and reading assessments in grades 3–8 and science assessments in grades 5 and 8 (Level 3 and above)
2. Annual EOC assessments in Math I, Biology, and English II (Level 3 and above)
3. The percentage of graduates who complete Math III, Algebra II, or Integrated Math III with a passing grade
4. The percentage of grade 11 students who achieve the minimum score required for admission into a constituent institution of The University of North Carolina on the ACT (composite score of 17)
5. The percentage of graduates identified as Career and Technical Education concentrators who meet the Silver Certificate or higher on the ACT WorkKeys assessment
6. The percentage of students who graduate within four years of entering high school (Standard [4-Year] Cohort Graduation Rate)

The EVAAS model, which provides the growth measure, uses current and previous student test data to determine whether schools are maintaining or increasing student achievement from one year to the next. In the event that a school does not have a Growth Score, only the School Achievement Score is used to calculate the Performance Score. For the final Performance Score and Grade, if a school's growth designation is Meets or Exceeds Expected Growth, but the inclusion of the school's Growth Score reduces the school's Performance Score and Grade, only the School Achievement Score may be used for the Performance Score and Grade. For 2015–16, there were eight (8) schools that met this exception, and growth was not included in their final grade calculation.

For 2015–16, the grade designations are set on a 15-point scale as follows:

A = 85–100	B = 70–84	C = 55–69	D = 40–54	F = 39 or Less
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Schools that earn an A designation and do not have significant achievement and/or graduation gaps are designated as an A^{+NG} school. Significant achievement and graduation gaps are defined as in-school gaps that are above the three-year state average when averaging gaps in the previous year and at least one of the two prior years between the highest-achieving subgroup and lowest-achieving subgroup.

Following is the state-level distribution of School Performance Grades, including the reading and mathematics grades for the K–8 schools and secondary analyses on growth, school type, poverty, and State Board of Education districts.

Section V. Overall School Performance Grades

Of the 2,601 public schools and public charter schools, 2,459 received School Performance Grades (SPG) for the 2015–16 school year. Of the schools not included in the SPG report, 94 are schools approved to use the Alternative School Accountability Model, which is highlighted in Section X. The remaining 48 may not have any tested grades or may have a transient or very small student population. Typically, these schools are K–2 schools and special education schools. Table 5 and Figure 9 provide the number and percent of the 2,459 schools that received each letter grade (A–F). The majority of all schools received a letter grade of C or better. Compared to 2014–15, there were an additional 12 schools that earned an A/A^{+NG}.

To be eligible for the A^{+NG} designation, a school must have at least 30 students in two subgroups. In 2015–16, there were 70 schools that achieved an A but did not have enough data for the achievement gap calculation. Of the 100 schools with sufficient data for the analysis, 84 schools did not have significant gaps and were identified as an A^{+NG} school.

Table 5. *Performance Grade by School (Public Schools and Public Charter Schools)**

Overall Grade	Number of Schools 2013–14	Percent of Schools 2013–14	Number of Schools 2014–15	Percent of Schools 2014–15	Number of Schools 2015–16	Percent of Schools 2015–16
A ^{+NG}	NA	NA	69	2.8	84	3.4
A	132	5.4	89	3.6	86	3.5
B	582	24.0	584	23.9	634	25.8
C	1,003	41.4	1,022	41.8	1,084	44.1
D	561	23.1	536	21.9	469	19.1
F	146	6.0	146	6.0	102	4.1
Total	2,424		2,446		2,459	

*Due to rounding, the percent of schools may not total 100%.

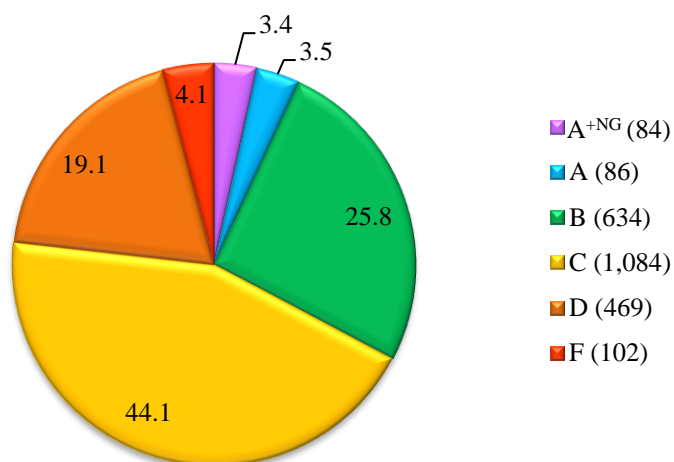


Figure 9. Performance grades by all schools

Table 6 and Figure 10 show letter grades broken out by public schools and by public charter schools. Public schools had a lower percent of schools with D and F grades (22.9%) than public charter schools (27.7%). Public charters had a higher percent of A/A^{+NG} and B grades (39.9%) than public schools (32.2%).

Table 6. *Performance Grades by Public Schools and by Public Charter Schools**

Overall Grade	Public Schools		Public Charter Schools	
	Number	Percent	Number	Percent
A ^{+NG}	72	3.1	12	7.7
A	81	3.5	5	3.2
B	589	25.6	45	29.0
C	1,034	44.9	50	32.3
D	440	19.1	29	18.7
F	88	3.8	14	9.0
Total	2,304		155	

*Due to rounding, the percent of schools may not total 100%.

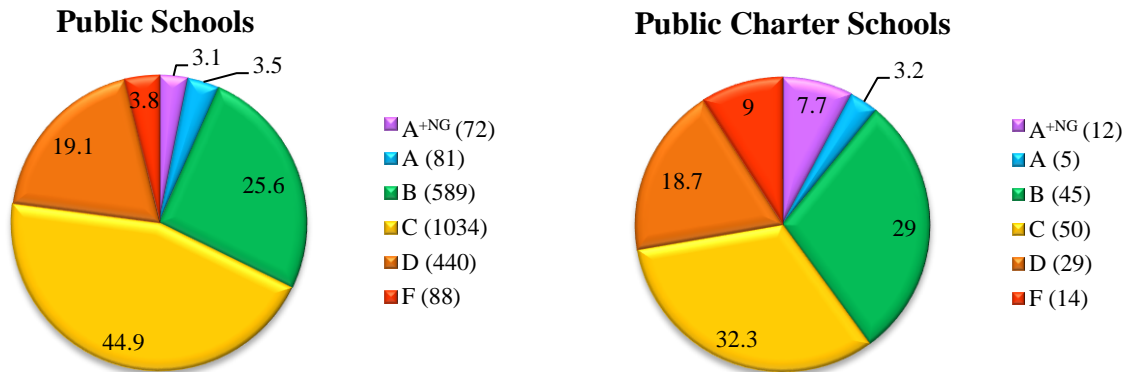


Figure 10. Performance grades for public schools and public charter schools

Table 7 and Figure 11 show the distribution of school grades by school type. School type is defined as follows: elementary (any school with a grade configuration up to grade 5), middle (any school with a grade configuration up to grade 8), and high (any school with a grade configuration up to grade 12 or ungraded). The elementary and middle schools' achievement scores are based only on test scores. Consistently increasing when compared to last year, 73.3% of the elementary and middle schools earned a grade of C or better, 27.4% earned a B or better, and 3.9% earned an A/A+NG.

Table 7. Performance Grade by School Type (Public Schools and Public Charter Schools)*

Grade	Elementary and Middle		Elementary		Middle		High	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
A+NG	52	2.8	41	3.4	11	1.6	32	5.6
A	22	1.2	9	0.7	13	1.9	64	11.2
B	443	23.5	318	26.0	125	18.7	191	33.5
C	867	45.9	574	47.0	293	43.9	217	38.0
D	411	21.8	228	18.7	183	27.4	58	10.2
F	93	4.9	51	4.2	42	6.3	9	1.6
Total	1,888		1,221		667		571	

*Due to rounding the percent of schools may not total 100%.

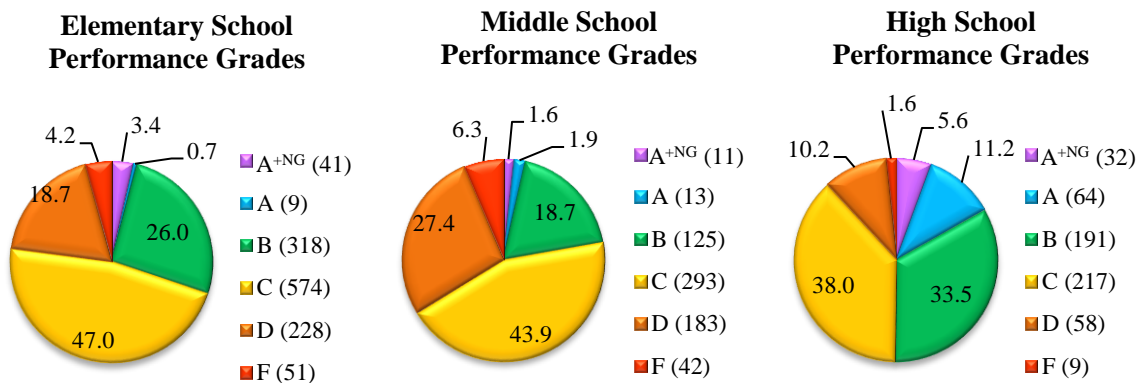


Figure 11. Performance grades by school type

Section VI. Growth and School Performance Grades (Public Schools and Public Charter Schools)

Though only counted as 20% of the overall SPG, the amount of growth a school's students demonstrate for the year indicates the school's success in moving student achievement forward, a key criterion for sustained improvement. For 2015–16, 73.6% of all schools, public and public charter, met or exceeded growth expectations. Table 8 and Figure 12 provide the percent of schools for each growth designation by school type.

Table 8. *Growth Status of Schools with School Performance Grades by School Type (Public Schools and Public Charter Schools)*

Growth Status	Elementary School		Middle School		High School	
	Number	Percent	Number	Percent	Number	Percent
Exceeds Expected Growth	304	24.9	195	29.3	192	34.3
Meets Expected Growth	672	55.0	269	40.4	196	35.1
Does Not Meet Growth	245	20.1	202	30.3	171	30.6
Total	1,221		666		559	

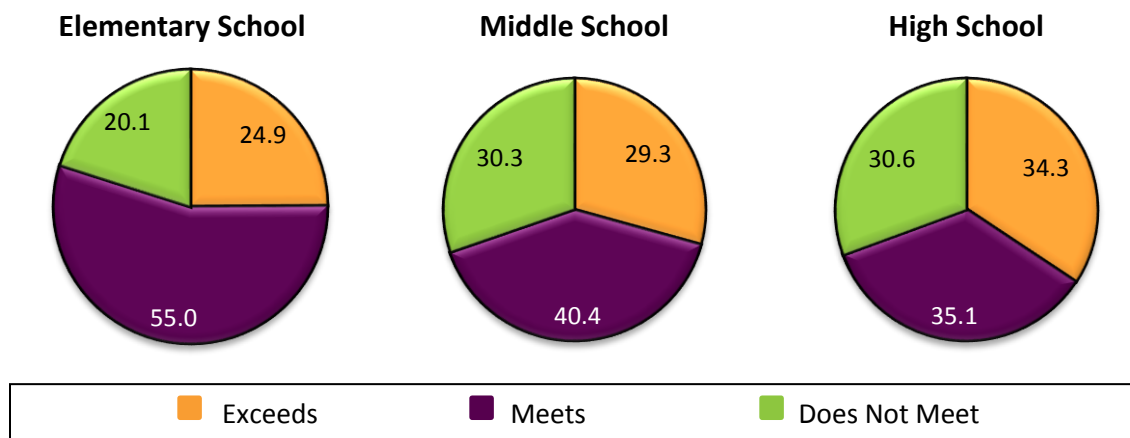


Figure 12. Growth status by school type

Data shows that of the 2,446 schools with both a SPG and a school accountability growth status, 1,828 (74.7%) met or exceeded growth, and of those schools: 157 (8.6%) earned an A/A^{+NG}, 570 (31.2%) earned a B, and 781 (42.7%) earned a C (see Table 9 and Figure 13).

Table 9. *Performance Grade by School Accountability Growth (Public Schools and Public Charter Schools)*

Grade	Meets or Exceeds Expected Growth		Exceeds Expected Growth		Meets Expected Growth		Does Not Meet Expected Growth	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
A ^{+NG}	81	4.4	54	7.8	27	2.4	3	0.5
A	76	4.2	47	6.8	29	2.6	3	0.5
B	570	31.2	249	36.0	321	28.2	64	10.4
C	781	42.7	263	38.1	518	45.6	301	48.7
D	280	15.3	78	11.3	202	17.8	189	30.6
F	40	2.2	0	0.0	40	3.5	58	9.4
Total	1,828		691		1,137		618	

*Due to rounding the percent of schools may not total 100%.

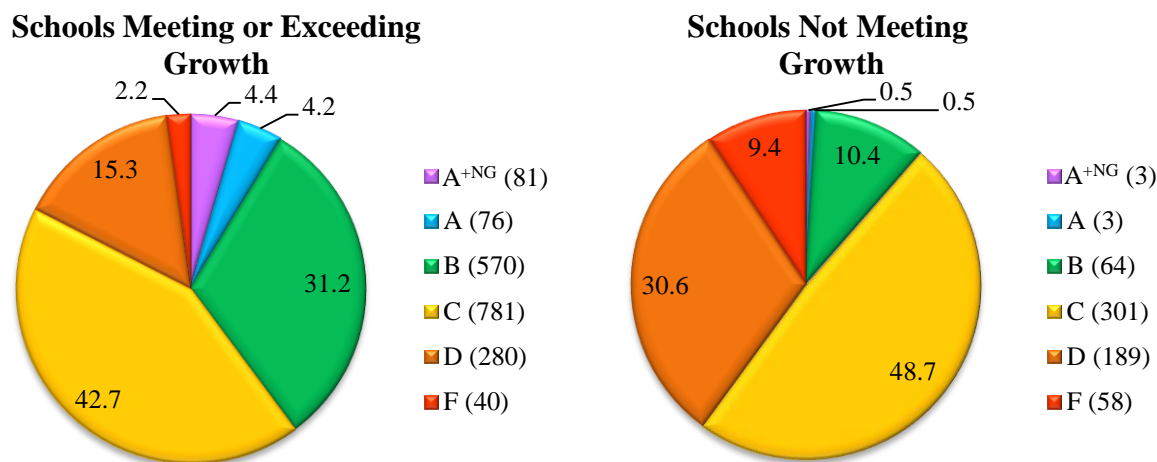


Figure 13. Performance grades of schools by growth designations

Section VII. Performance Grade by School Poverty Percentage (Public Schools and Public Charter Schools)

Data for the poverty percentages were available for 2,455 schools. Table 10 and Figure 14 show the distribution of letter grades for schools reporting poverty at 50% or more of their students and for schools reporting poverty less than 50% of their students. Schools with greater poverty earned fewer A/A^{+NG}'s and B's and earned more C's, D's, and F's than schools with less poverty. However, the data show a slow, but positive shift in the percent of schools with higher letter grades.

Table 10. Number and Percent of Schools by Letter Grade and School Poverty Percentage (Public Schools and Public Charter Schools)*

Grade	Total Number of Schools	Schools with 50% or More Poverty		Schools with Less than 50% Poverty		Percent Total
		Number	Percent	Number	Percent	
A ^{+NG}	84	8	9.5	76	90.5	100
A	84	15	17.9	69	82.1	100
B	633	172	27.2	461	72.8	100
C	1,083	744	68.7	339	31.3	100
D	469	431	91.9	38	8.1	100
F	102	100	98.0	2	2.0	100
Total	2,455	1,470		985		

*Data Source: 2015–16 Eligible School Summary Report

Grades by School Poverty Percentage

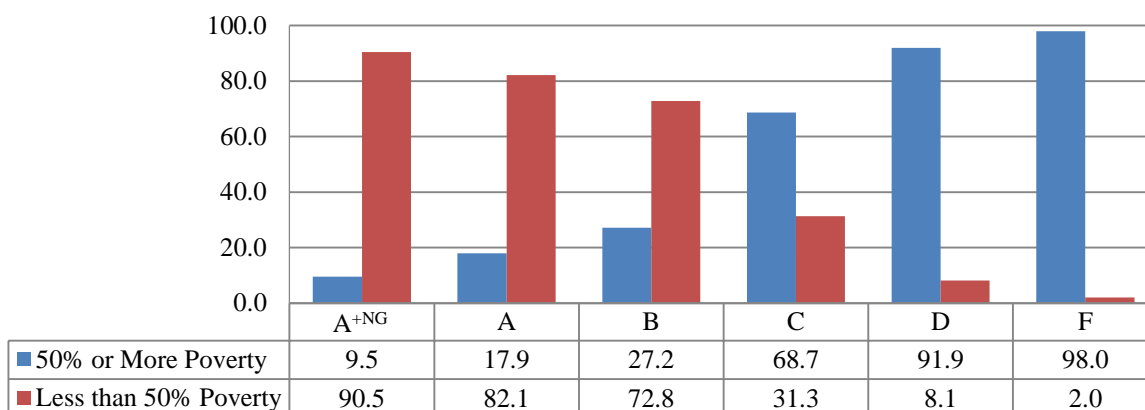


Figure 14. Bar graph showing school performance grades by school poverty percentage

Section VIII: Reading and Mathematics Performance Grades for Elementary and Middle Schools

Schools with grades 3–8 report a separate letter grade for reading and for mathematics based on the EOG test scores. Like the overall SPGs, the reading and mathematics grades include achievement (80%) and growth (20%). Table 11 and Figure 15 provide this information by the number and percent of grades earned for all schools. A⁺NG designations are not assigned to reading and mathematics performance grades.

Table 11. Number and Percent of Schools' Reading and Mathematics Letter Grades (Public Schools and Public Charter Schools)*

Grade	Reading		Mathematics	
	Number	Percent	Number	Percent
A	52	2.6	89	4.5
B	414	21.0	416	21.1
C	867	43.9	788	39.9
D	538	27.2	480	24.3
F	104	5.3	202	10.2
Total	1,975		1,975	

*Due to rounding, the percent of schools may not total 100%.

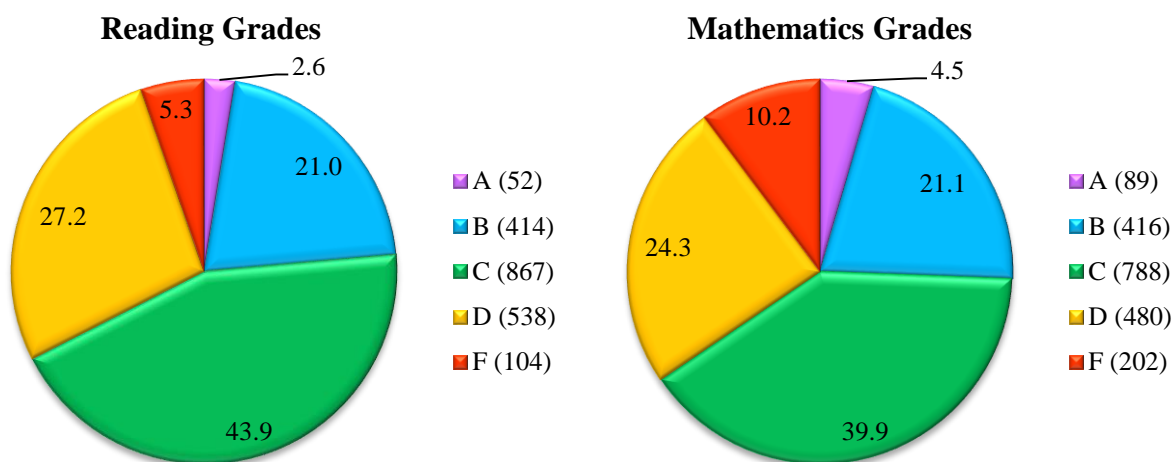


Figure 15. Performance grades for reading and mathematics

Table 12 and Figure 16 show the distribution of reading grades for public schools and public charter schools.

Table 12. *Number and Percent of Reading Grades by Public Schools and Public Charter Schools**

Grade	Public Schools		Public Charter Schools	
	Number	Percent	Number	Percent
A	42	2.3	10	6.8
B	349	19.1	65	43.9
C	828	45.3	39	26.4
D	513	28.1	25	16.9
F	95	5.2	9	6.1
Total	1,827		148	

*Due to rounding, the percent of schools may not total 100%.

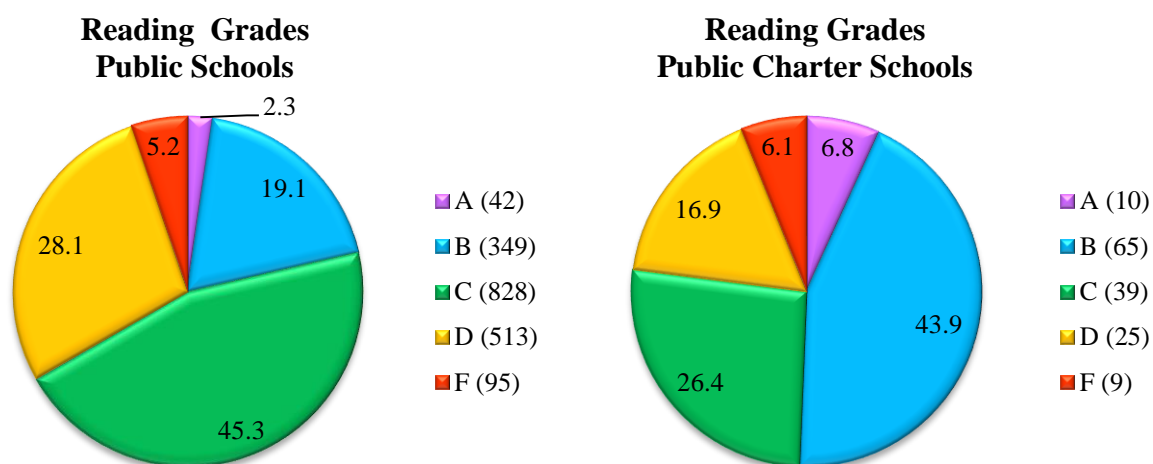


Figure 16. Distribution of reading grades for public schools and public charter schools

Table 13 and Figure 17 show the distribution of mathematics grades for public schools and public charter schools.

Table 13. *Mathematics Grades by Public Schools and Public Charter Schools*

Grade	Public Schools		Public Charter Schools	
	Number	Percent	Number	Percent
A	78	4.3	11	7.4
B	383	21.0	33	22.3
C	741	40.6	47	31.8
D	447	24.5	33	22.3
F	178	9.7	24	16.2
Total	1,827		148	

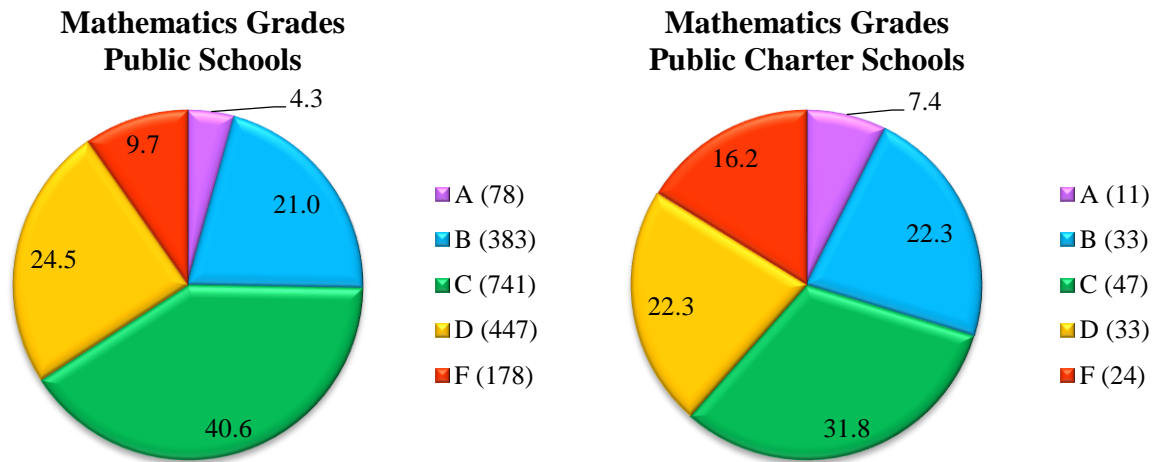


Figure 17. Distribution of mathematics grades for public schools and public charter schools

Table 14 and Figure 18 show the distribution of reading grades for schools reporting poverty at 50% or more of their students and for schools reporting poverty less than 50% of their students.

Table 14. Number and Percent of Schools by Reading Grade and School Poverty Percentage

Grade	Total Number of Schools	Schools with 50% or More Poverty		Schools with Less than 50% Poverty		Percent Total
		Number	Percent	Number	Percent	
A	52	1	1.9	51	98.1	100
B	413	96	23.2	317	76.8	100
C	867	570	65.7	297	34.3	100
D	538	511	95.0	27	5.0	100
F	104	104	100.0	0	0.0	100
Total	1,974	1,282		692		

Reading Grades by School Poverty Percentage

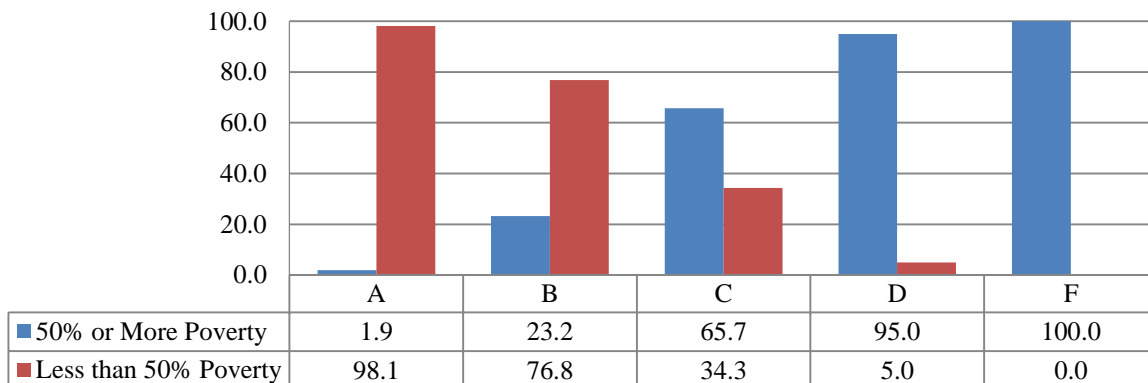


Figure 18. Reading grades by school poverty percentage

Table 15 and Figure 19 show the distribution of mathematics grades for schools reporting poverty at 50% or more of their students and for schools reporting poverty less than 50% of their students.

Table 15. *Number and Percent of Schools by Mathematics Grade and School Poverty Percentage*

Grade	Total Number of Schools	Schools with 50% or More Poverty		Schools with Less than 50% Poverty		Percent Total
		Number	Percent	Number	Percent	
A	89	9	10.1	80	89.9	100
B	416	148	35.6	268	64.4	100
C	788	534	67.8	254	32.2	100
D	479	399	83.3	80	16.7	100
F	202	192	95.0	10	5.0	100
Total	1,974	1,282		692		

Mathematics Grades by School Poverty Percentage

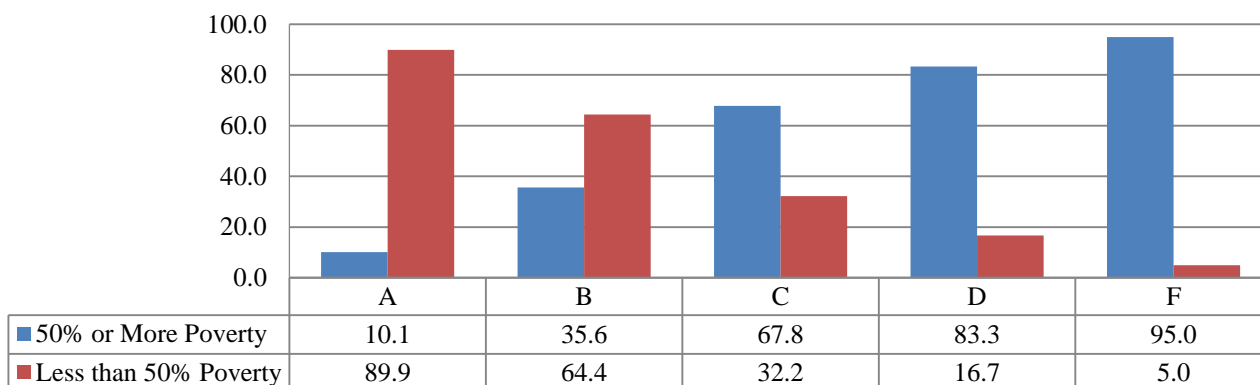


Figure 19. Mathematics grades by school poverty percentage

Section IX. Performance Grades by State Board Districts (Public Schools and Public Charter Schools)

The distributions of SPGs, Growth Designations, Reading Grades, and Mathematics Grades by State Board of Education districts are presented in Tables 16–19.

Table 16. *Number and Percent of School Performance Grades by State School Board District**

District		Overall Performance Grade						Total Schools
		A ^{+NG}	A	B	C	D	F	
Northeast	Number	0	4	30	65	54	9	162
	Percent	0.0	2.5	18.5	40.1	33.3	5.6	
Southeast	Number	5	6	55	109	47	14	236
	Percent	2.1	2.5	23.3	46.2	19.9	5.9	
North Central	Number	23	19	136	218	103	25	524
	Percent	4.4	3.6	26.0	41.6	19.7	4.8	
Sandhills	Number	2	6	49	122	64	10	253
	Percent	0.8	2.4	19.4	48.2	25.3	4.0	
Piedmont-Triad	Number	15	14	106	174	92	21	422
	Percent	3.6	3.3	25.1	41.2	21.8	5.0	
Southwest	Number	32	23	126	202	89	21	493
	Percent	6.5	4.7	25.6	41.0	18.1	4.3	
Northwest	Number	4	5	57	106	15	2	189
	Percent	2.1	2.6	30.2	56.1	7.9	1.1	
Western	Number	3	9	75	88	3	0	178
	Percent	1.7	5.1	42.1	49.4	1.7	0.0	
Virtual**	Number	0	0	0	0	2	0	2
	Percent	0.0	0.0	0.0	0.0	100.0	0.0	

*Due to rounding, the percent of schools may not total 100%.

**The two virtual charter schools serve students across the state and are not assigned to a specific district.

Table 17. *Number and Percent of School With School Performance Grades by Growth Designations by State School Board District**

District		Growth Status			Total Schools
		Exceeds	Meets	Does Not Meet	
Northeast	Number	37	76	47	160
	Percent	23.1	47.5	29.4	
Southeast	Number	61	115	60	236
	Percent	25.8	48.7	25.4	
North Central	Number	136	236	151	523
	Percent	26.0	45.1	28.9	
Sandhills	Number	76	123	54	253
	Percent	30.0	48.6	21.3	
Piedmont-Triad	Number	121	201	97	419
	Percent	28.9	48.0	23.2	
Southwest	Number	177	187	126	490
	Percent	36.1	38.2	25.7	
Northwest	Number	44	99	43	186
	Percent	23.7	53.2	23.1	
Western	Number	39	100	38	177
	Percent	22.0	56.5	21.5	
Virtual**	Number	0	0	2	2
	Percent	0.0	0.0	100.0	

*Due to rounding, the percent of schools may not total 100%.

**The two virtual charter schools serve students across the state and are not assigned to a specific district.

Table 18. *Number and Percent of Reading Grades by State School Board District**

District		Reading Grade					Total Schools
		A	B	C	D	F	
Northeast	Number	0	16	42	55	11	124
	Percent	0.0	12.9	33.9	44.4	8.9	
Southeast	Number	4	32	90	49	13	188
	Percent	2.1	17.0	47.9	26.1	6.9	
North Central	Number	19	101	170	118	25	433
	Percent	4.4	23.3	39.3	27.3	5.8	
Sandhills	Number	1	34	87	71	13	206
	Percent	0.5	16.5	42.2	34.5	6.3	
Piedmont-Triad	Number	3	57	149	101	25	335
	Percent	0.9	17.0	44.5	30.1	7.5	
Southwest	Number	21	92	152	117	16	398
	Percent	5.3	23.1	38.2	29.4	4.0	
Northwest	Number	1	24	102	23	1	151
	Percent	0.7	15.9	67.5	15.2	0.7	
Western	Number	3	58	73	4	0	138
	Percent	2.2	42.0	52.9	2.9	0.0	
Virtual**	Number	0	0	2	0	0	2
	Percent	0.0	0.0	100.0	0.0	0.0	

*Due to rounding, the percent of schools may not total 100%.

**The two virtual charter schools serve students across the state and are not assigned to a specific district.

Table 19. *Number and Percent of Mathematics Grades by State School Board District**

District		Mathematics Grade					Total Schools
		A	B	C	D	F	
Northeast	Number	0	15	43	45	21	124
	Percent	0.0	12.1	34.7	36.3	16.9	
Southeast	Number	5	26	80	55	22	188
	Percent	2.7	13.8	42.6	29.3	11.7	
North Central	Number	22	101	168	92	50	433
	Percent	5.1	23.3	38.8	21.2	11.5	
Sandhills	Number	2	37	74	69	24	206
	Percent	1.0	18.0	35.9	33.5	11.7	
Piedmont-Triad	Number	9	74	129	83	40	335
	Percent	2.7	22.1	38.5	24.8	11.9	
Southwest	Number	42	92	138	85	41	398
	Percent	10.6	23.1	34.7	21.4	10.3	
Northwest	Number	4	28	87	30	2	151
	Percent	2.6	18.5	57.6	19.9	1.3	
Western	Number	5	43	69	21	0	138
	Percent	3.6	31.2	50.0	15.2	0.0	
Virtual**	Number	0	0	0	0	2	2
	Percent	0.0	0.0	0.0	0.0	100.0	

*Due to rounding, the percent of schools may not total 100%.

**The two virtual charter schools serve students across the state and are not assigned to a specific district.

Section X. Alternative Schools

In consideration of the limited data available for alternative schools, State Board of Education policy provides an alternative accountability model for alternative schools to report their overall achievement and growth performance, in lieu of required participation in School Performance Grades. Schools in this model include alternative schools, North Carolina Department of Public Instruction (NCDPI)-approved special education schools, and schools identified as Developmental Day Centers. Table 20 provides information on the options selected by the alternative schools.

Table 20. *Alternative Accountability Model Options*

SBE Policy Selection	Number of Schools	Description of Option and Outcomes
Option A	0	Participate in School Performance Grades
Option B	4	All data sent back to base schools within the district
Option C	81	Alternative Progress Model
Option D	9	Schools submitted individual reports to NCDPI
Total	94	

Alternative schools who select Option C under the alternative model are evaluated based on their performance in the current year compared to the previous year. Schools are considered “Maintaining” if their results stay within +/-3 points of the previous year. If they earn more or less than 3 points they are “Progressing” or “Declining” respectively. Table 21 shows the results for the schools selecting Option C.

Table 21. *Alternative Accountability Model Option C results**

Option C Results	Number of Schools	Percent of Schools
Progressing	20	24.7
Maintaining	42	51.9
Declining	19	23.5
Total	81	

*Due to rounding, the percent of schools may not total 100%.

Under Option D, alternative schools are able to develop their own alternative accountability model and present their proposal to the State Board of Education for approval. After approval, schools are required to submit a report, which is posted along with all other accountability measures.

The results of the schools that chose Option C or Option D are located at <http://www.ncpublicschools.org/accountability/reporting/>.

Section XI. State Board of Education Goals

The State Board of Education (SBE) implemented a strategic plan with the vision that “every public school student will graduate ready for post-secondary education and work, prepared to be globally engaged and productive citizens.” Table 22 provides information showing results based on the goals set for assessment and accountability measures.

Table 22. *State Board of Education Goals*

Objective	Measure	2014–15 Actual	2015–16 Target	2015–16 Actual
1.2	1.2.1 The ACT (Minimum 17 Composite)	59.7	71.1	59.9
1.3	1.3.1 ACT WorkKeys (Silver or Better)	72.2	73.6	73.5
1.5	1.5.1a Percent Proficient (EOG/EOC)*	46.9	47.3	48.8
1.5	1.5.1b Percent Proficient (EOG/EOC)**	56.6	56.9	58.3
1.5	1.5.2 School Growth (Meet/Exceed)	72.3	75.0	73.6
2.4	2.4.1a Charter Schools 60% or higher Performance Composite*	39.9	43.0	37.8
2.4	2.4.1b Charter Schools 60% or higher Performance Composite**	55.9	58.0	59.0
2.4	2.4.2 Charter Schools’ Growth (Meet/Exceed)	73.4	75.0	70.4
2.5	2.5.1 Percent of Low-Performing Schools	24.6	23.6	20.0
2.5	2.5.2 Percent of Low-Performing Districts	13.0	9.6	8.7

*Based on Level 4 and above (CCR standard)

**Based on Level 3 and above (GLP standard)

Section XII. Low-Performing Schools and Districts

The North Carolina General Assembly has enacted requirements to identify low-performing schools, low-performing districts, and recurring low-performing schools based on legislative requirements. The identification of these schools and districts requires them to develop plans for improvement.

Fewer schools and districts were identified as being low-performing for 2015–16 than in 2014–15. However, the number of recurring low-performing schools has increased.

Table 23. *Number of Low-Performing Schools and Districts*

	2014–15	2015–16	Difference
Low-Performing Schools	581	489	-92
Low-Performing Districts	15	10	-5
Recurring Low-Performing Schools	401	415	+14

The lists of low-performing schools and districts can be found on the Accountability Services website at <http://www.ncpublicschools.org/accountability/reporting/>.