

2017–18 Performance and Growth of North Carolina Public Schools

Executive Summary (September 5, 2018)

Statistical Summary of Results

This report provides performance and growth data for the 2017–18 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 English Language Arts/Reading (ELA/Reading) and Mathematics and the *Essential Standards* in Science, for all public schools in North Carolina (district schools and charter schools).

The following data are presented:

1. Performance: The percent of students that scored Level 3 and above (Grade Level Proficient) or Level 4 and above (College and Career Ready) on the EOG and EOC assessments.
2. Growth: Based on student performance on the EOG and EOC assessments; and the percent of schools that exceeded, met, or did not meet growth expectations as defined and calculated in EVAAS.
3. School Performance Grades: An A–F designation for each school and for each student subgroup within a school, using the following measures:
 - a. Elementary and middle schools: ELA/Reading, Mathematics, and Science test scores; English Learners’ Progress; and Growth.
 - b. High Schools: ELA/Reading, Mathematics, and Science test scores; Cohort Graduation Rate; English Learners’ Progress; Growth for ELA/Reading and Mathematics; ACT/ACT WorkKeys Assessments; and Math Course Rigor.
4. Long-term Goals: The percent of interim progress targets met by schools with respect to performance on mathematics and English language arts assessments in grades 3–8 and high school, Cohort Graduation Rate, and English Learners’ Progress.
5. Participation: The number of schools that met or did not meet the assessment participation requirement of at least 95 percent of students assessed.

Accountability performance results for district and charter schools included in this report are available at <http://www.ncpublicschools.org/accountability/reporting/>. The data will also be presented in the North Carolina School Report Cards later this fall.

Section 1. Performance Results

The academic achievement standards are reported as (1) Level 4 and above: on track for being prepared for college and career at the end of high school and (2) Level 3 and above: demonstrating preparedness to be successful at the next grade level. Beginning in 2017–18, students who took an NC Math 1 course during or prior to grade 8 did not take the Grade 8 Mathematics EOG. For these students, the NC Math 1 score is considered their grade 8 mathematics score and is included in the percentages presented in the following tables.

As shown in Figure 1, there continues to be a consistent increase each year in the percent of students demonstrating college and career readiness (CCR), Level 4 and above, on the mathematics tests for grades 3–8. Though there was a slight decrease in grades 3–8 reading performance in 2016–17, the performance in reading increased in 2017–18, exceeding both the 2015–16 and the 2016–17 performance. Likewise, students demonstrating CCR on both the reading and the mathematics in the same year have continued an upward trend.

As shown in Figure 2, with respect to grade level proficiency (GLP), Level 3 and above, the percent of students meeting this standard for both reading and mathematics is the same as reported for the 2016–17 school year. The mathematics performance increased compared to the previous year and the reading performance declined slightly compared to the previous year.

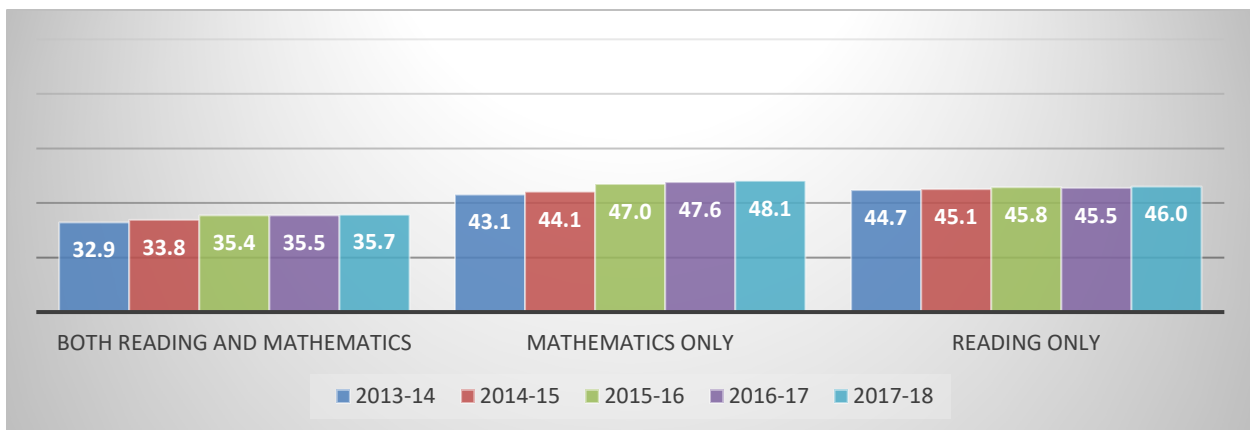


Figure 1. State-level performance results in both reading and mathematics, mathematics only, and reading only (Level 4 and above—College and Career Readiness [CCR] Standard)

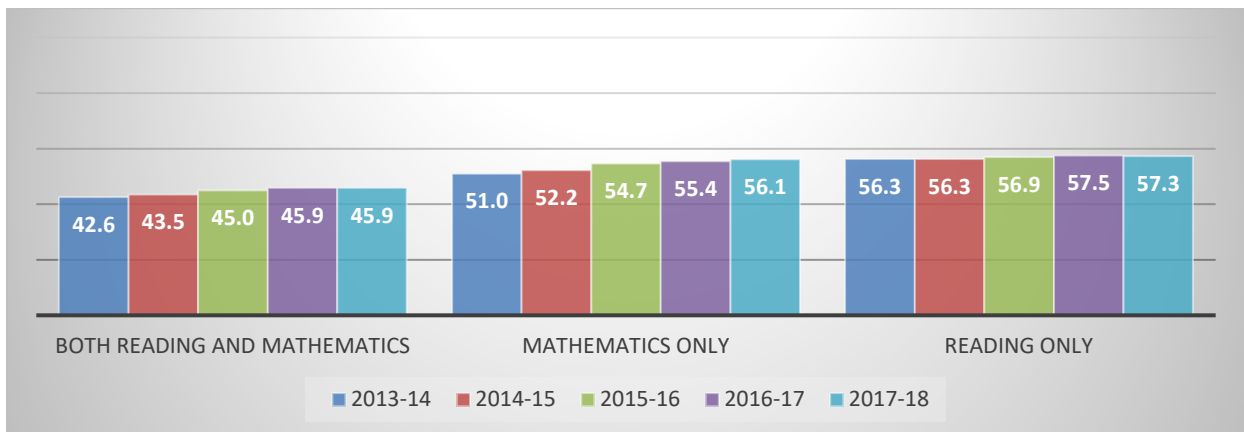


Figure 2. State-level performance results in both reading and mathematics, mathematics only, and reading only (Level 3 and above—Grade Level Proficiency (GLP) Standard)

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. The 2017–18 data show increases and decreases across grade levels (CCR or GLP) for reading and mathematics. Grade 8 science continues a trend of improvement while Grade 5 science continues to decrease. The EOC tests at high school (Figure 8) show continued improvement for Biology; however, English II and NC Math 1 saw drops in the percent proficient from the previous year for both CCR and GLP.

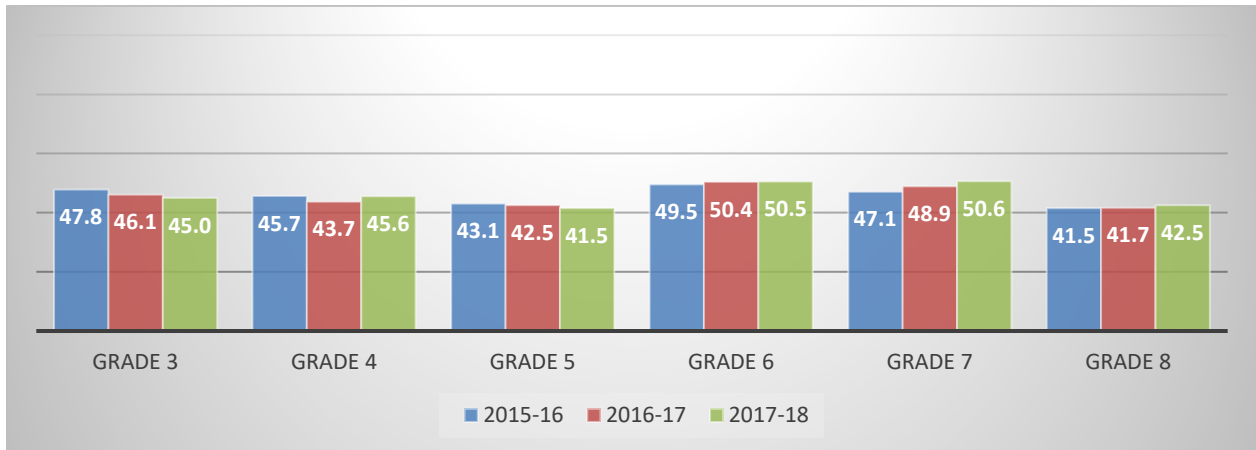


Figure 3. End-of-grade reading performance by grade (Level 4 and above—CCR Standard)

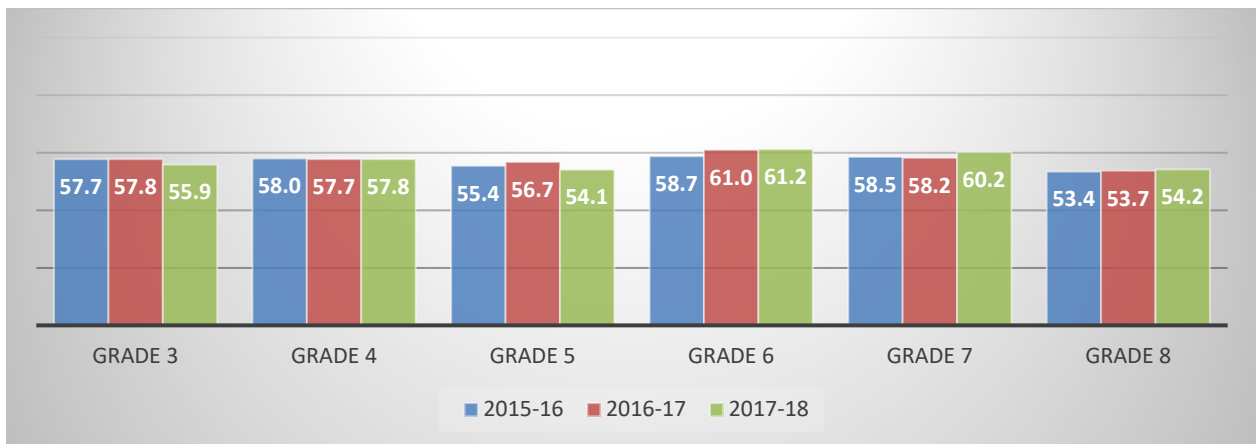


Figure 4. End-of-grade reading performance by grade (Level 3 and above—GLP Standard)

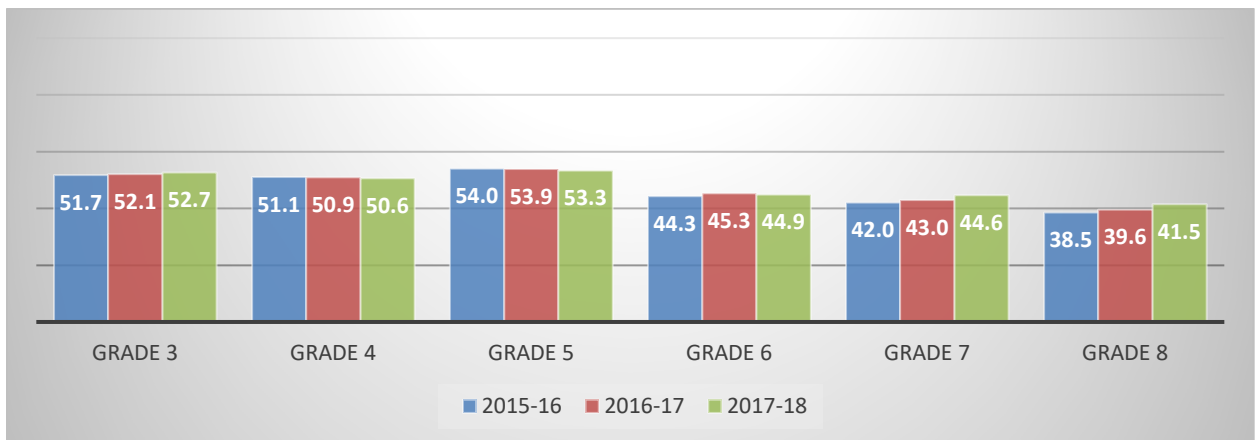


Figure 5. Mathematics performance by grade (Level 4 and above—CCR Standard)

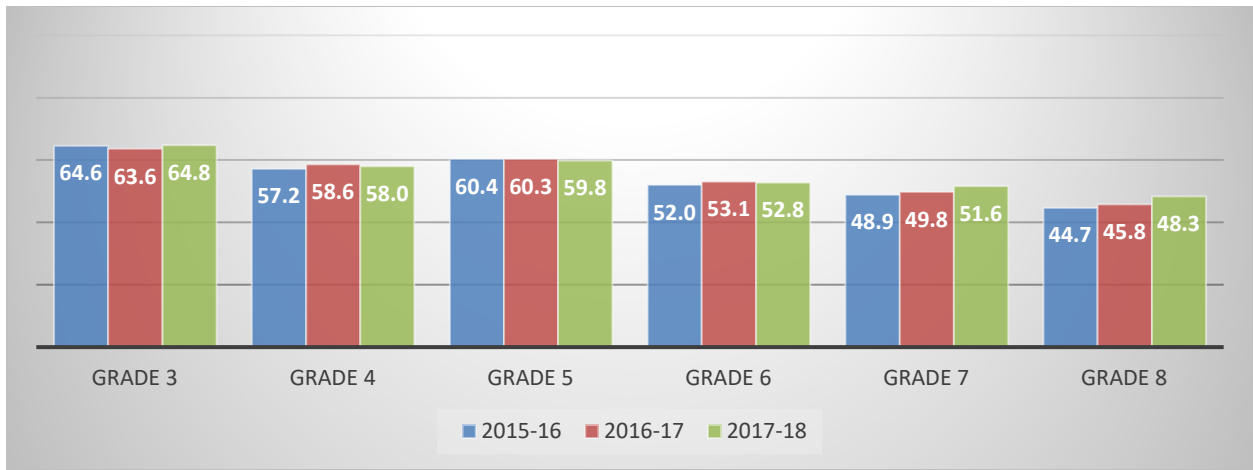


Figure 6. Mathematics performance by grade (Level 3 and above—GLP Standard)

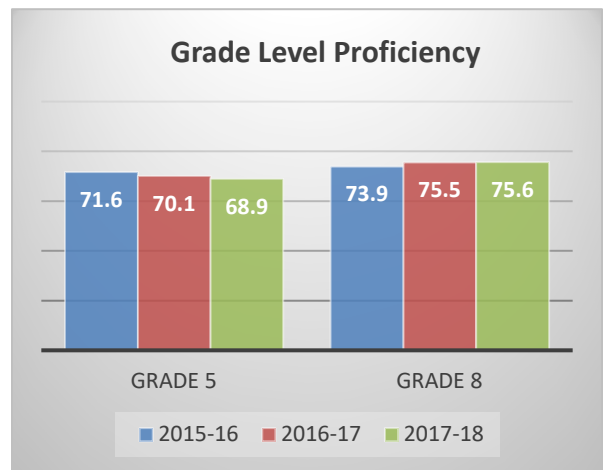
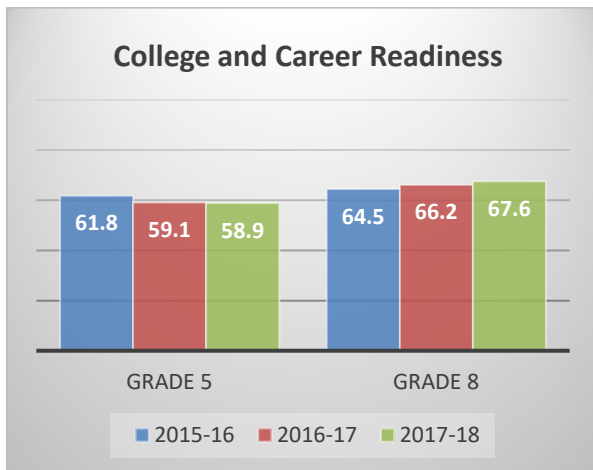


Figure 7. End-of-grade science performance by grade (Level 4 and above—CCR Standard and Level 3 and above—GLP Standard)

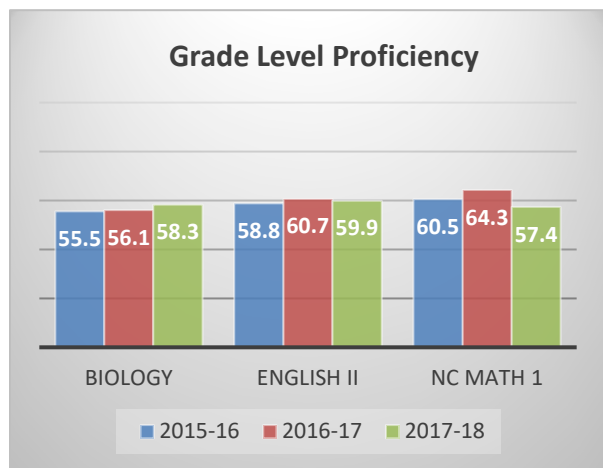
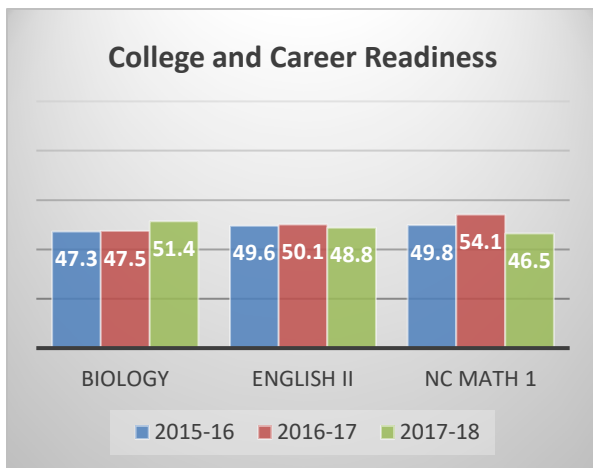


Figure 8. End-of-course performance by subject (Level 4 and above—CCR Standard and Level 3 and above—GLP Standard)

The following tables (1–4) provide student performance data by cohort over time. For example, previous grade level performance (grades 3–7) is provided for the 2017–18 grade 8 cohort. However, student cohorts are not absolute as changes due to student mobility or other factors are not considered.

Table 1. *End-of-Grade Reading Performance Cohort Trend (Level 4 and Above—CCR Standard)*

	2013–14	2014–15	2015–16	2016–17	2017–18
Grade 3	47.7	46.5	47.8	46.1	45.0
Grade 4	44.5	47.1	45.7	43.7	45.6
Grade 5		42.2	43.1	42.5	41.5
Grade 6			49.5	50.4	50.5
Grade 7				48.9	50.6
Grade 8					42.5

Table 2. *End-of-Grade Reading Performance Cohort Trend (Level 3 and Above— Grade Level Proficiency (GLP) Standard)*

	2013–14	2014–15	2015–16	2016–17	2017–18
Grade 3	60.2	59.0	57.7	57.8	55.9
Grade 4	55.6	58.8	58.0	57.7	57.8
Grade 5		53.0	55.4	56.7	54.1
Grade 6			58.7	61.0	61.2
Grade 7				58.2	60.2
Grade 8					54.2

Table 3. *Mathematics Performance Cohort Trend (Level 4 and Above—CCR Standard)*

	2013–14	2014–15	2015–16	2016–17	2017–18
Grade 3	48.3	48.8	51.7	52.1	52.7
Grade 4	47.1	48.5	51.1	50.9	50.6
Grade 5		51.3	54.0	53.9	53.3
Grade 6			44.3	45.3	44.9
Grade 7				43.0	44.6
Grade 8					41.5

Table 4. *Mathematics Performance Cohort Trend (Level 3 and Above—Grade Level Proficiency (GLP) Standard)*

	2013–14	2014–15	2015–16	2016–17	2017–18
Grade 3	60.9	61.7	64.6	63.6	64.8
Grade 4	54.3	56.1	57.2	58.6	58.0
Grade 5		57.5	60.4	60.3	59.8
Grade 6			52.0	53.1	52.8
Grade 7				49.8	51.6
Grade 8					48.3

State-level results for other high school indicators: ACT, ACT WorkKeys, Students Passing NC Math 3, and the Graduation Project are presented in Table 5. For the fifth year, the percent of schools implementing and completing a Graduation Project decreased. Beginning in 2017–18, the ACT/ACT WorkKeys are combined into one indicator for the calculation of the School Performance Grade.

Table 5. *State-Level Performance for the High School Indicators*

Indicator	Benchmark Definition	2015–16 Percent Meeting Benchmark	2016–17 Percent Meeting Benchmark	2017–18 Percent Meeting Benchmark
ACT	Percent of 11th grade participating students who meet the UNC System minimum admission requirement of a composite score of 17	59.9	58.8	57.9
ACT WorkKeys	Percent of 12th grade Career and Technical Education (CTE) concentrators who earned a Silver Certificate or higher	73.5	73.3	68.2
ACT/ACT WorkKeys Indicator	Percent of 12th graders who met either the ACT benchmark or the ACT WorkKeys benchmark	N/A	N/A	66.5
Math Course Rigor	Percent of 12th graders who completed NC Math 3 or Math III with a passing grade (Used for calculation of School Performance Grades)	>95	>95	92.9
Graduation Project	Percent of high schools that implemented and completed a graduation project	32.7	29.7	26.6

Section 2. Growth Results

For the 2017–18 school year, school accountability growth results are presented for 2,506 of the public schools that participated in the statewide testing program. Using all EOG, English II EOC and NC Math 1 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. As shown in Table 6, for the 2017–18 school year, 72.7% of all schools met or exceeded growth expectations.

Table 6. *School Accountability Growth*

Growth Category	2016–17 Number	2016–17 Percent	2017–18 Number	2017–18 Percent
Exceeded Expected Growth	666	26.3	677	27.0
Met Expected Growth	1,200	47.4	1,146	45.7
Did Not Meet Growth	665	26.3	683	27.3
Total	2,531		2,506	

Table 7 and Figure 9 provide the percent of schools for each growth designation 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).

Table 7. *Growth Status of Schools by School Type*

Growth Status	Elementary School		Middle School		High School	
	Number	Percent	Number	Percent	Number	Percent
Exceeds Expected Growth	294	24.1	210	30.4	173	28.9
Meets Expected Growth	658	54.0	262	38.0	226	37.8
Does Not Meet Growth	266	21.8	218	31.6	199	33.3
Total	1,218		690		598	

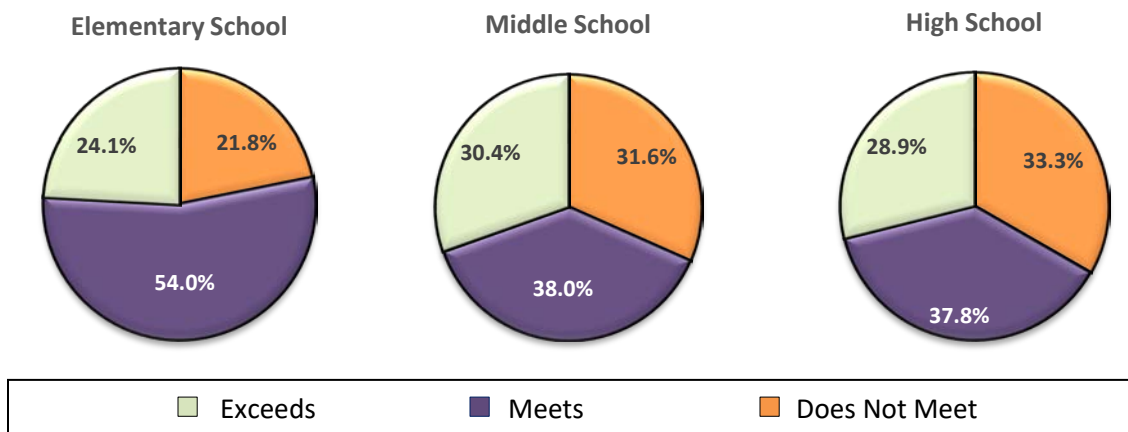


Figure 9. Growth status by school type.

Section 3. School Performance Grades (A–F)

As required by G.S. §115C-83.15, School Performance Grades (A–F) have been reported for all schools since the 2013–14 school year. Effective with the 2017–18 school year, and to align with the requirements of the Every Student Succeeds Act (ESSA), the calculation of English Learners (ELs) Progress, a measure of English language attainment for ELs is now included. As previously, test scores, EVAAS growth, and for high schools, additional indicators that measure college- and career-readiness are included in the School Performance Grades calculation.

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 NC Math 1 and English II (Level 3 and above), includes achievement and growth
3. The percent of students identified as ELs who meet the progress standard on the English Proficiency assessment
4. The percentage of students who graduate within four years of entering high school (Standard [4-Year] Cohort Graduation Rate)

As required by ESSA, the following are School Quality or Student Success indicators:

1. Growth for elementary and middle schools (mathematics, reading and science); high school growth is included in the achievement indicator
2. Annual EOC assessment in biology for high schools (schools with grade 9 or higher)
3. The percentage of 12th grade students who complete NC Math 3 or Math III with a passing grade
4. The percentage of 12th grade 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) or who meet the Silver Certificate or higher on the ACT WorkKeys assessment

The EVAAS model, which provides the growth measure, uses current and previous student test scores to determine whether schools are maintaining or increasing student achievement from one year to the next. If a school does not have a Growth Score, only the School Achievement Score is used to calculate the Performance Score.

For an indicator to be included in the School Performance Grade calculation, there must be 30 scores or data points. If a school has only one indicator, the School Performance Grade is calculated on that indicator.

For 2017–18, 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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Following is the state-level distribution of School Performance Grades, the reading and mathematics grades for schools serving grades 3–8, and secondary analyses on growth, school type, percentage of students who are economically disadvantaged, and the State Board of Education regions.

Section 4. Overall School Performance Grades

Of all district schools and charter schools, 2,537 received School Performance Grades (SPG) for the 2017–18 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 11.

Table 8 and Figure 10 show overall letter grades.

Table 8. *Performance Grade**

Overall Grade	Number of Schools 2016–17	Percent of Schools 2016–17	Number of Schools 2017–18	Percent of Schools 2017–18
A^{+NG}	87	3.5	N/A	N/A
A	94	3.8	185	7.3
B	706	28.5	717	28.3
C	1,030	41.6	1,071	42.2
D	463	18.7	472	18.6
F	98	4.0	92	3.6
Total	2,478		2,537	

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

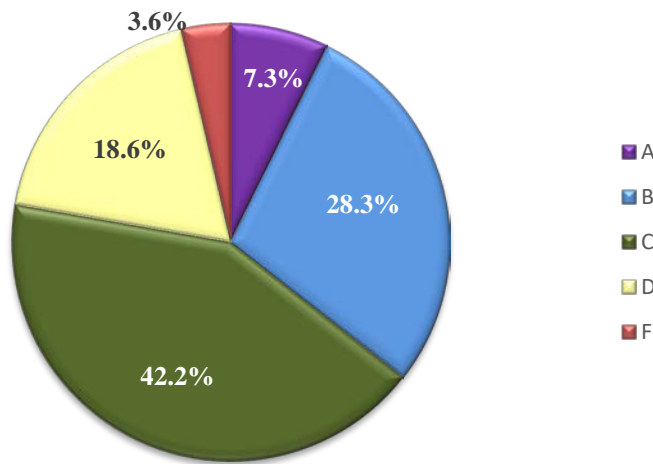


Figure 10. Performance grades for all schools.

Table 9 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). In 2017–18, 73.3% of the elementary and middle schools earned a grade of C or better, compared to 92.2% of high schools. This difference may be attributable to the indicators for each model. The high school model has more measures (cohort graduation rate, ACT/ACT WorkKeys, Math Course Rigor) than elementary and middle schools.

Table 9. Performance Grade by School Type*

Grade	Elementary and Middle		Elementary		Middle		High	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
A	59	3.0	37	2.9	22	3.2	126	21.3
B	493	25.3	354	28.2	139	20.2	224	37.8
C	875	45.0	559	44.5	316	45.9	196	33.1
D	435	22.4	262	20.8	173	25.1	37	6.3
F	83	4.3	45	3.6	38	5.5	9	1.5
Total	1,945		1,257		688		592	

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

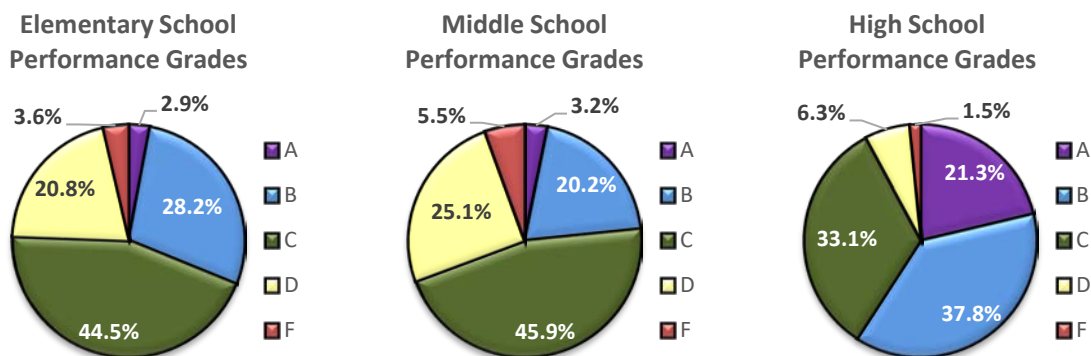


Figure 11. Performance grades by school type.

Section 5. Growth and School Performance Grades

Comprising 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.

Table 10 and Figure 12 show that of the 2,474 schools with both an SPG and a school accountability growth status, 1,817 (73.4%) met or exceeded growth; of those schools, 169 (9.3%) earned an A, 623 (34.3%) earned a B, and 729 (40.1%) earned a C, which is an increase of 0.4% from last year.

Table 10. *Performance Grade by School Accountability Growth**

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	169	9.3	108	16.0	61	5.4	4	0.6
B	623	34.3	249	36.8	374	32.8	77	11.7
C	729	40.1	251	37.1	478	41.9	323	49.2
D	264	14.5	68	10.0	196	17.2	198	30.1
F	32	1.8	1	0.1	31	2.7	55	8.4
Total	1,817		677		1,140		657	

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

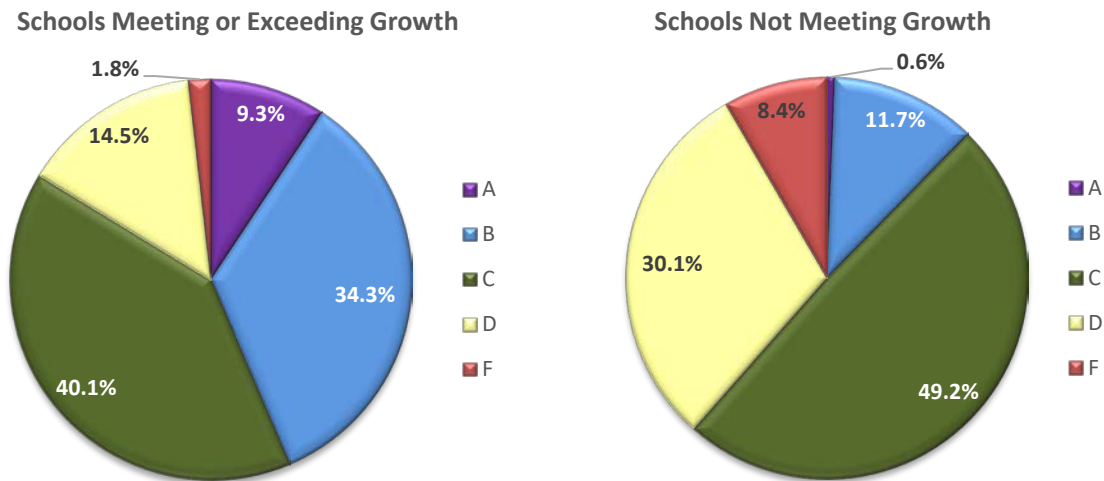


Figure 12. Performance grades of schools by growth designations.

Section 6. School Performance Grades and School Accountability Growth by Percentage of Students Identified as Economically Disadvantaged

Tables 11 and 12 present SPGs and school accountability growth by the percentage of Economically Disadvantaged Students (EDS) for schools. The percent EDS is divided into five strata: 0–20%, 21–40%, 41–60%, 61–80%, and 81–100%. Each table shows whether the percent of schools is within +/- 3 percentage points of the state-level data or above/below this range.

Table 11 shows that schools with a higher percentage of economically disadvantaged students, when compared to the state-level results, earned fewer A's and B's and more C's, D's, and F's than schools with lower percentages of economically disadvantaged students.

Table 11. *Number and Percent of Schools by Letter Grade and EDS Percent Ranges**

Percent EDS	Measure	School Performance Grade					
		A	B	C	D	F	Total
State Level	Percent	7.3	28.3	42.2	18.6	3.6	2,537
0–20%	Number	79	118	37	4	0	238
	Percent	33.2	49.6	15.5	1.7	0.0	
21%–40%	Number	69	305	189	19	2	584
	Percent	11.8	52.2	32.4	3.3	0.3	
41%–60%	Number	35	239	552	195	28	1,049
	Percent	3.3	22.8	52.6	18.6	2.7	
61%–80%	Number	2	54	273	221	48	598
	Percent	0.3	9.0	45.7	37.0	8.0	
81%–100%	Number	0	1	20	33	14	68
	Percent	0.0	1.5	29.4	48.5	20.6	

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

Green: +/- 3 percentage points of the state-level percentages

Blue: 3 percentage points or more above the state-level percentages

Yellow: 3 percentage points or more below the state-level percentages

Table 12 shows a consistent distribution of growth across schools with varying levels of economically disadvantaged students, except for schools with the lowest percentage of economically disadvantaged students. When compared to the state-level results, schools with the lowest percentage of economically disadvantaged students had a higher percentage of schools designated as exceeded and a lower percentage of schools designated as did not meet. Likewise, schools with the highest percentage of economically disadvantaged students had fewer schools that did not meet growth.

Table 12. *Growth Status and EDS Percent Ranges**

Percent EDS	Measure	Growth Status			
		Exceeded	Met	Did Not Meet	Total
State Level	Percent	27.0	45.7	27.3	2,506
0–20%	Number	72	105	52	229
	Percent	31.4	45.9	22.7	
21%–40%	Number	167	256	141	564
	Percent	29.6	45.4	25.0	
41%–60%	Number	271	472	299	1,042
	Percent	26.0	45.3	28.7	
61%–80%	Number	146	280	177	603
	Percent	24.2	46.4	29.4	
81%–100%	Number	21	33	14	68
	Percent	30.9	48.5	20.6	

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

Green: +/- 3 percentage points of the state-level percentages

Blue: 3 percentage points or more above the state-level percentages

Yellow: 3 percentage points or more below the state-level percentages

Section 7. Reading and Mathematics Performance Grades for Elementary and Middle Schools

Schools with grades 3–8 report separate letter grades for reading and mathematics based on EOG test scores. Like the overall SPGs, the reading and mathematics grades include achievement (80%) and growth (20%). Table 13 and Figure 13 provide this information by the number and percent of grades earned for all schools.

Table 13. *Number and Percent of Schools' Reading and Mathematics Letter Grades**

Grade	Reading		Mathematics	
	Number	Percent	Number	Percent
A	43	2.2	91	4.6
B	443	22.2	491	24.6
C	891	44.7	786	39.4
D	528	26.5	475	23.8
F	87	4.4	150	7.5
Total	1,992		1,993	

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

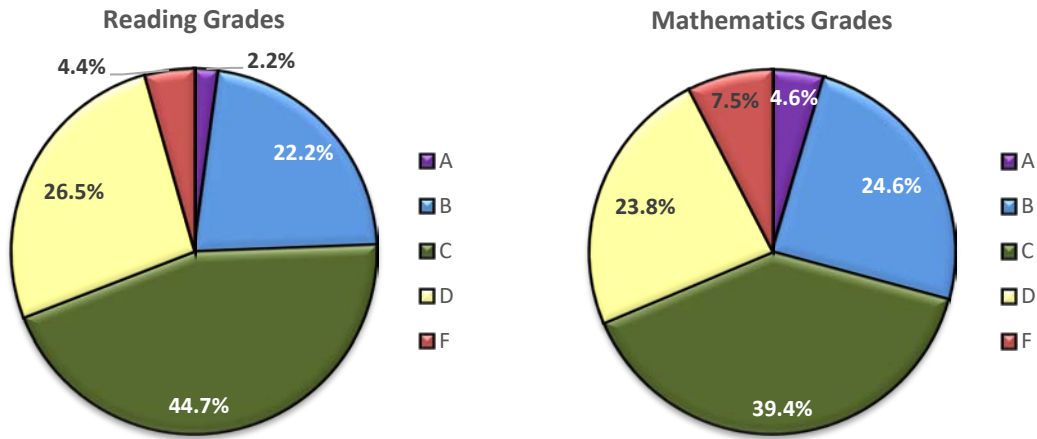


Figure 13. Performance grades for reading and mathematics.

Section 8. Measures of Interim Progress toward Long-term Goals

In the ESSA State Plan, North Carolina set 10-year goals for improved academic achievement based on the annual assessments of reading/language arts and mathematics for all students and each subgroup of students (American Indian, Asian, Black, Hispanic, Two or More Races, White, English Learners, Students with Disabilities, and Economically Disadvantaged). These goals reflect the percentage of students achieving College and Career Readiness (Academic Achievement Levels 4 and 5) on the EOG and EOC assessments. Attainable yet ambitious goals were set requiring all students and each subgroup of students to meet interim measures of progress that, if achieved, would result in the state meeting its 10-year goals and a reduction of the achievement gap between high performing and low performing subgroups. Additionally, 10-year goals for the 4-year cohort graduation rate and English Learner progress were set.

Table 14. State Level Grade 3–8 Reading and Mathematics Measure of Interim Progress for 2017–18

Student Subgroup	Reading Grades 3–8			Mathematics Grades 3–8		
	Percent	Target	Met or Not Met	Percent	Target	Met or Not Met
All Students	46.3	47.8	Not Met	48.3	49.7	Not Met
American Indian	31.7	32.9	Not Met	33.1	34.8	Not Met
Asian	69.1	68.2	Met	79.0	77.9	Met
Black	28.2	30.4	Not Met	28.2	30.5	Not Met
Hispanic	32.9	33.9	Not Met	40.1	41.1	Not Met
Two or More Races	47.3	48.7	Not Met	46.1	47.9	Not Met
White	59.7	60.4	Not Met	60.6	61.2	Not Met
Economically Disadvantaged	30.5	33.2	Not Met	32.6	35.3	Not Met
English Learners	23.7	14.2	Met	35.0	24.9	Met
Students with Disabilities	14.0	16.6	Not Met	14.3	17.9	Not Met

Table 15. *State Level Grade 10 Reading and Grade 11 Mathematics Measure of Interim Progress for 2017–18*

Student Subgroup	Reading Grade 10 (English II)			Mathematics Grade 11 (NC Math 1)		
	Percent	Target	Met or Not Met	Percent	Target	Met or Not Met
All Students	50.1	53.0	Not Met	47.1	46.4	Met
American Indian	34.8	36.4	Not Met	31.8	31.8	Met
Asian	71.8	70.1	Met	74.0	74.0	Met
Black	30.6	34.9	Not Met	26.8	27.3	Not Met
Hispanic	38.8	40.3	Not Met	37.7	36.0	Met
Two or More Races	51.2	53.3	Not Met	45.3	44.6	Met
White	62.3	64.9	Not Met	58.7	58.1	Met
Economically Disadvantaged	32.7	37.1	Not Met	30.8	31.3	Not Met
English Learners	13.9	7.1	Met	17.2	9.0	Met
Students with Disabilities	12.0	16.1	Not Met	11.5	14.6	Not Met

Table 16. *State Level Cohort Graduation Rate and English Learners' Progress Measure of Interim Progress for 2017–18*

Student Subgroup	Cohort Graduation Rate			English Learners' Progress		
	Percent	Target	Met or Not Met	Percent	Target	Met or Not Met
All Students	86.3	86.8	Not Met	44.9	28.8	Met
American Indian	84.3	83.3	Met			
Asian	93.3	93.6	Not Met			
Black	83.2	84.1	Not Met			
Hispanic	79.9	81.6	Not Met			
Two or More Races	84.1	84.2	Not Met			
White	89.5	89.2	Met			
Economically Disadvantaged	80.3	82.0	Not Met			
English Learners	68.3	61.0	Met			
Students with Disabilities	69.1	71.5	Not Met			

The following tables provide the percentage of schools that met the interim progress target for each subgroup.

Table 17. *Number of Schools Meeting Measure of Interim Progress for Reading Grades 3–8*

Student Subgroup	Number of Schools with the Subgroup	Schools Meeting Goal		Schools Not Meeting Goal	
		Number	Percent	Number	Percent
All Students	1,969	687	34.9	1,282	65.1
American Indian	49	23	46.9	26	53.1
Asian	145	62	42.8	83	57.2
Black	1,277	443	34.7	834	65.3
Hispanic	1,128	475	42.1	653	57.9
Two or More Races	185	89	48.1	96	51.9
White	1,630	667	40.9	963	59.1
Economically Disadvantaged	1,860	578	31.1	1,282	68.9
English Learners	410	331	80.7	79	19.3
Students with Disabilities	1,192	412	34.6	780	65.4

Table 18. *Number of Schools Meeting Measure of Interim Progress for Mathematics Grades 3–8*

Student Subgroup	Number of Schools with the Subgroup	Schools Meeting Goal		Schools Not Meeting Goal	
		Number	Percent	Number	Percent
All Students	1,969	758	38.5	1,211	61.5
American Indian	49	23	46.9	26	53.1
Asian	145	70	48.3	75	51.7
Black	1,277	456	35.7	821	64.3
Hispanic	1,128	491	43.5	637	56.5
Two or More Races	185	88	47.6	97	52.4
White	1,630	718	44.0	912	56.0
Economically Disadvantaged	1,860	632	34.0	1,228	66.0
English Learners	410	338	82.4	72	17.6
Students with Disabilities	1,192	307	25.8	885	74.2

Table 19. *Number of Schools Meeting Measure of Interim Progress for Reading Grade 10*

Student Subgroup	Number of Schools with the Subgroup	Schools Meeting Goal		Schools Not Meeting Goal	
		Number	Percent	Number	Percent
All Students	505	147	29.1	358	70.9
American Indian	8	1	12.5	7	87.5
Asian	17	8	47.1	9	52.9
Black	253	63	24.9	190	75.1
Hispanic	178	67	37.6	111	62.4
Two or More Races	2	1	50.0	1	50.0
White	380	127	33.4	253	66.6
Economically Disadvantaged	375	91	24.3	284	75.7
English Learners	15	11	73.3	4	26.7
Students with Disabilities	145	42	29.0	103	71.0

Table 20. *Number of Schools Meeting Measure of Interim Progress for Mathematics Grade 11*

Student Subgroup	Number of Schools with the Subgroup	Schools Meeting Goal		Schools Not Meeting Goal	
		Number	Percent	Number	Percent
All Students	493	223	45.2	270	54.8
American Indian	8	3	37.5	5	62.5
Asian	11	5	45.5	6	54.5
Black	237	95	40.1	142	59.9
Hispanic	162	86	53.1	76	46.9
Two or More Races	1	0	0.0	1	100.0
White	374	182	48.7	192	51.3
Economically Disadvantaged	363	148	40.8	215	59.2
English Learners	8	5	62.5	3	37.5
Students with Disabilities	121	32	26.4	89	73.6

Table 21. *Number of Schools Meeting Measure of Interim Progress for Cohort Graduation Rate*

Student Subgroup	Number of Schools with the Subgroup	Schools Meeting Goal		Schools Not Meeting Goal	
		Number	Percent	Number	Percent
All Students	496	195	39.3	301	60.7
American Indian	9	6	66.7	3	33.3
Asian	16	4	25.0	12	75.0
Black	244	74	30.3	170	69.7
Hispanic	164	62	37.8	102	62.2
Two or More Races	3	3	100.0	0	0.0
White	383	170	44.4	213	55.6
Economically Disadvantaged	370	117	31.6	253	68.4
English Learners	8	3	37.5	5	62.5
Students with Disabilities	132	47	35.6	85	64.4

Table 22. *Number of Schools Meeting Measure of Interim Progress for English Learners' Progress*

Student Subgroup	Number of Schools with the Subgroup	Schools Meeting Goal		Schools Not Meeting Goal	
		Number	Percent	Number	Percent
All Students	765	691	90.3	74	9.7

Section 9. Performance Grades by State Board Regions

The distributions of SPGs, Growth Designations, Reading Grades, and Mathematics Grades by State Board of Education regions are presented in Tables 23–26.

Table 23. *Number and Percent of School Performance Grades by State School Board Region**

Region		Overall Performance Grade					Total Schools
		A	B	C	D	F	
Northeast	Number	7	27	77	50	11	172
	Percent	4.1	15.7	44.8	29.1	6.4	
Southeast	Number	18	63	107	43	9	240
	Percent	7.5	26.3	44.6	17.9	3.8	
North Central	Number	40	156	216	115	23	550
	Percent	7.3	28.4	39.3	20.9	4.2	
Sandhills	Number	15	56	124	62	7	264
	Percent	5.7	21.2	47.0	23.5	2.7	
Piedmont-Triad	Number	31	106	179	85	25	426
	Percent	7.3	24.9	42.0	20.0	5.9	
Southwest	Number	50	152	199	98	15	514
	Percent	9.7	29.6	38.7	19.1	2.9	
Northwest	Number	10	75	89	11	2	187
	Percent	5.3	40.1	47.6	5.9	1.1	
Western	Number	14	82	80	6	0	182
	Percent	7.7	45.1	44	3.3	0.0	
Virtual**	Number	0	0	0	2	0	2
	Percent	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 statewide and are not assigned to a specific region.

Table 24. *Number and Percent of Schools with School Performance Grades by Growth Designations by State School Board Region**

Region		Growth Status			Total Schools
		Exceeds	Meets	Does Not Meet	
Northeast	Number	31	87	44	162
	Percent	19.1	53.7	27.2	
Southeast	Number	71	106	61	238
	Percent	29.8	44.5	25.6	
North Central	Number	131	229	188	548
	Percent	23.9	41.8	34.3	
Sandhills	Number	89	113	55	257
	Percent	34.6	44.0	21.4	
Piedmont-Triad	Number	99	213	111	423
	Percent	23.4	50.4	26.2	
Southwest	Number	157	211	142	510
	Percent	30.8	41.4	27.8	
Northwest	Number	53	95	36	184
	Percent	28.8	51.6	19.6	
Western	Number	46	92	44	182
	Percent	25.3	50.5	24.2	
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 statewide and are not assigned to a specific district.

Table 25. *Number and Percent of Reading Grades by State School Board Region**

Region		Reading Grade					Total Schools
		A	B	C	D	F	
Northeast	Number	0	14	49	53	7	123
	Percent	0.0	11.4	39.8	43.1	5.7	
Southeast	Number	3	43	91	41	7	185
	Percent	1.6	23.2	49.2	22.2	3.8	
North Central	Number	16	116	174	120	21	447
	Percent	3.6	26.0	38.9	26.8	4.7	
Sandhills	Number	2	29	92	76	8	207
	Percent	1.0	14.0	44.4	36.7	3.9	
Piedmont-Triad	Number	4	50	149	108	24	335
	Percent	1.2	14.9	44.5	32.2	7.2	
Southwest	Number	16	101	161	112	19	409
	Percent	3.9	24.7	39.4	27.4	4.6	
Northwest	Number	0	37	95	11	1	144
	Percent	0.0	25.7	66.0	7.6	0.7	
Western	Number	2	53	78	7	0	140
	Percent	1.4	37.9	55.7	5	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 statewide and are not assigned to a specific region.

Table 26. *Number and Percent of Mathematics Grades by State School Board Region**

Region		Mathematics Grade					Total Schools
		A	B	C	D	F	
Northeast	Number	1	16	46	44	16	123
	Percent	0.8	13	37.4	35.8	13	
Southeast	Number	7	32	78	55	13	185
	Percent	3.8	17.3	42.2	29.7	7	
North Central	Number	22	119	156	116	34	447
	Percent	4.9	26.6	34.9	26	7.6	
Sandhills	Number	8	35	76	70	18	207
	Percent	3.9	16.9	36.7	33.8	8.7	
Piedmont-Triad	Number	11	76	128	84	37	336
	Percent	3.3	22.6	38.1	25	11	
Southwest	Number	37	113	156	74	29	409
	Percent	9	27.6	38.1	18.1	7.1	
Northwest	Number	1	50	78	14	1	144
	Percent	0.7	34.7	54.2	9.7	0.7	
Western	Number	4	50	68	18	0	140
	Percent	2.9	35.7	48.6	12.9	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 statewide and are not assigned to a specific region.

Section 10. Participation Requirements

As required by the ESSA, schools must meet assessment participation requirements. Participation requirements apply to all state assessments administered by the state including EOG and EOC assessments in English language arts/reading, mathematics, and science; the ACT, and ACT WorkKeys.

To meet participation requirements, schools must have assessed at least 95% of 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, English Learners, and Students with Disabilities.

Table 27 shows the number and percent of schools that did or did not meet all the participation requirements.

Table 27. *Participation Requirements*

	Number of Schools	Percent of Schools
Met All Participation Requirements	2,242	88.8
Did Not Meet All Participation Requirements	284	11.2
Total	2,526	

Table 28. *The Number and Percentage of School-Level Participation Requirements Met by Student Group*

Student Group	Participation Expectations		
	Number Met	Total Number	Percent Met
All Students	8,228	8,444	97.4
American Indian	150	156	96.2
Asian	506	515	98.3
Black	4,470	4,631	96.5
Hispanic	3,724	3,850	96.7
Two or More Races	552	559	98.7
White	6,397	6,486	98.6
Economically Disadvantaged	6,709	6,915	97.0
English Learners	2,194	2,278	96.3
Students with Disabilities	3,356	3,544	94.7

Section 11. Alternative Schools and Special Population Schools

In consideration of the limited data available for some schools, State Board of Education policy provides an alternative accountability model for reporting overall achievement and growth performance. This model is available to qualifying alternative schools, North Carolina Department of Public Instruction (NCDPI)-approved special education schools, and schools identified as Developmental Day Centers. Beginning with the 2017–18 school year, and as required by ESSA, these schools will also have a School Performance Grade for federal reporting. Table 29 provides information on the options selected by these schools for the 2017–18 school year.

Table 29. *Alternative Accountability Model Options*

SBE Policy Selection	Number of Schools	Description of Option and Outcomes
Option A	1	Participate in School Performance Grades
Option B	4	Previously, all data was sent back to base schools within the district. With ESSA requirements, data is not reportable for 2017–18 and will not be available beginning with 2018–19.
Option C	76	Alternative Progress Model
Option D	13	Schools submitted individual reports to the NCDPI.
Total	94	

Schools that 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 results stay within +/-3 points of the previous year. If more than or less than 3 points are earned, the schools are “Progressing” or “Declining” respectively. Table 30 shows the results for the schools selecting Option C.

Table 30. *Alternative Accountability Model Option C results**

Option C Results	Number of Schools	Percent of Schools
Progressing	21	27.6
Maintaining	37	48.7
Declining	18	23.7
Total	76	

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

Under Option D, alternative schools develop an alternative accountability model and present their proposal to the State Board of Education for approval. Approved schools provide a summary report of their accountability models, which are posted on the NCDPI website.

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

Section 12. State Board of Education Goals

The State Board of Education 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 31 provides information showing results based on the goals set for assessment and accountability measures. Unless specified, results include data for all district schools and charter schools.

Table 31. *State Board of Education Goals*

Objective	Measure	2016–17 Target	2016–17 Actual	2017-18 Target	2017-18 Actual
1.2	1.2.1 Percentage of the junior class scoring at or above the minimum requirement score on the American College Test (ACT) for admission into the UNC System (composite score of 17)	75.3	58.8	59.1	57.9
1.3	1.3.1 Percentage of graduates who are Career and Technical Education (CTE) Concentrators who earned a Silver or better on the ACT WorkKeys assessment	75.1	73.3	76.6	68.2
1.5	1.5.1a Percentage of students’ test scores at or above the CCR standard on the EOG and EOC assessments (Students scoring Levels 4 and above: College-and career-ready [CCR] standard)	47.7	49.2	49.9	49.2

Objective	Measure	2016–17 Target	2016–17 Actual	2017-18 Target	2017-18 Actual
1.5	1.5.1b Percentage of students' test scores meeting the ESSA Yearly Measures of Interim Progress on the 3–8 EOG Assessments in Reading	N/A	N/A	47.8	46.3
1.5	1.5.1c Percentage of students' test scores meeting the ESSA Yearly Measures of Interim Progress on the High School Level Reading EOC Assessment	N/A	N/A	53.0	50.1
1.5	1.5.1d Percentage of students' test scores meeting ESSA Yearly Measures of Interim Progress on the 3–8 EOG Assessments in Mathematics	N/A	N/A	49.7	48.3
1.5	1.5.1e Percentage of students' test scores meeting the ESSA Yearly Measures of Interim Progress on the High School Level Mathematics EOC Assessments	N/A	N/A	46.5	47.1
1.5	1.5.2 Percentage of schools meeting or exceeding annual academic growth	75.0	73.7	75.0	72.7
6.3	6.3.1a Percentage of subgroup test scores meeting the ESSA Yearly Measures of Interim Progress on the 3–8 EOG Assessments in Reading	N/A	N/A	-	See Table 14
6.3	6.3.1b Percentage of subgroup test scores meeting the ESSA Yearly Measures of Interim Progress on the State-Level High School Reading Assessment	N/A	N/A	-	See Table 15
6.3	6.3.1c Percentage of subgroup test scores meeting the ESSA Yearly Measures of Interim Progress on the 3–8 EOG Math Assessments	N/A	N/A	-	See Table 14
6.3	6.3.1d Percentage of subgroup test scores meeting the Yearly Measures of Interim Progress on the State-Level High School Math EOC Assessments	N/A	N/A	-	See Table 15
6.4	6.4.1a Percentage of female students' test scores at or above the College-and Career-ready standard (CCR) on the EOG and	N/A	51.0	51.6	51.2

Objective	Measure	2016–17 Target	2016–17 Actual	2017-18 Target	2017-18 Actual
	EOC assessments (Students scoring Levels 4 and above)				
6.4	6.4.1b Percentage of male students' test scores at or above the College-and Career-ready standard (CCR) on the EOG and EOC assessments (Students scoring Levels 4 and above)	N/A	47.6	48.2	47.3

Section 13. 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.

The overall number of low performing schools and districts has decreased with the 2017–18 Accountability results. The recurring Low Performing Schools number has also decreased by 33 from the previous year. Table 32 displays the overall changes from 2016–17 to 2017–18.

Table 32. *Number of Low-Performing Schools and Districts*

	2016–17	2017–18	Difference
Low-Performing Schools	505	480	-25
Low-Performing Districts	11	8	-3
Recurring Low-Performing Schools	468	436	-32

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