

# 2018–19 Performance and Growth of North Carolina Public Schools

## Executive Summary (September 4, 2019)

### Statistical Summary of Results

This report provides performance and growth data for the 2018–19 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.

The following data are presented:

1. Test Data: The percentage of students that scored Level 3 and above (Grade Level Proficient) or Level 4 and above (Career and College Readiness) on the EOG and EOC assessments.
2. Growth: Based on student performance on the EOG and EOC assessments; and the percentage of schools that exceeded, met, or did not meet growth expectations for the school and for each applicable subgroup within a school 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.
4. Overall School Performance Grades: The percentage of schools by School Performance Grades in addition to Subgroup Letter Grades.
5. Growth and School Performance Grades: The number of schools exceeding, meeting, or not meeting expected growth by School Performance Grade designation.
6. Reading and Mathematics Performance Grades: An A–F designation for schools serving grades 3–8 for Reading and Mathematics performance.
7. Long-term Goals: The percentage of interim progress targets met by schools with respect to performance on mathematics and ELA/Reading assessments in grades 3–8 and high school, Cohort Graduation Rate, and English Learners’ Progress.
8. Participation Requirements: The number of schools that met or did not meet the assessment participation requirement of at least 95 percent of students assessed.
9. Alternative Schools and Special Population Schools: Information on the Alternative Schools’ Accountability Model, including results for schools participating in the Option B model.
10. Federal Designations: Number of schools with federal designations of Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI)
11. Low-Performing Schools and Districts: Number of schools and districts with North Carolina low performing designations
12. State Board of Education Appendices:
  - Appendix A. State Board of Education Goals: Attainment towards goals outlined in the State Board of Education’s Strategic Plan.
  - Appendix B. School Performance Grades by State Board Region
  - Appendix C. Subgroup Letter Grades by State Board Region

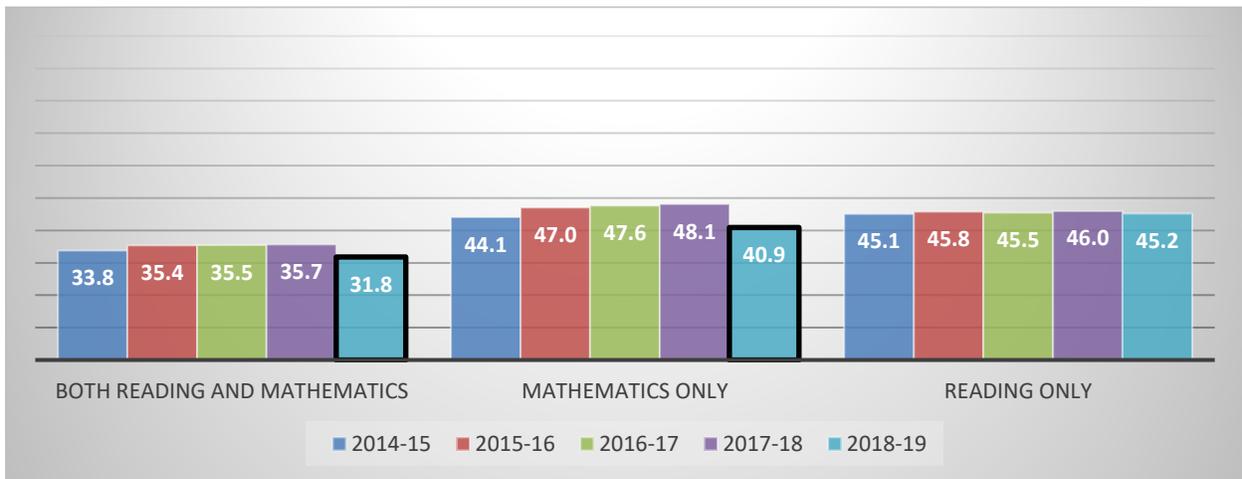
Accountability performance results for districts and all schools included in this report are available on the North Carolina Department of Public Instruction's Accountability Services website. The data will also be presented in the North Carolina School Report Cards later this fall.

## Section 1. Test Data

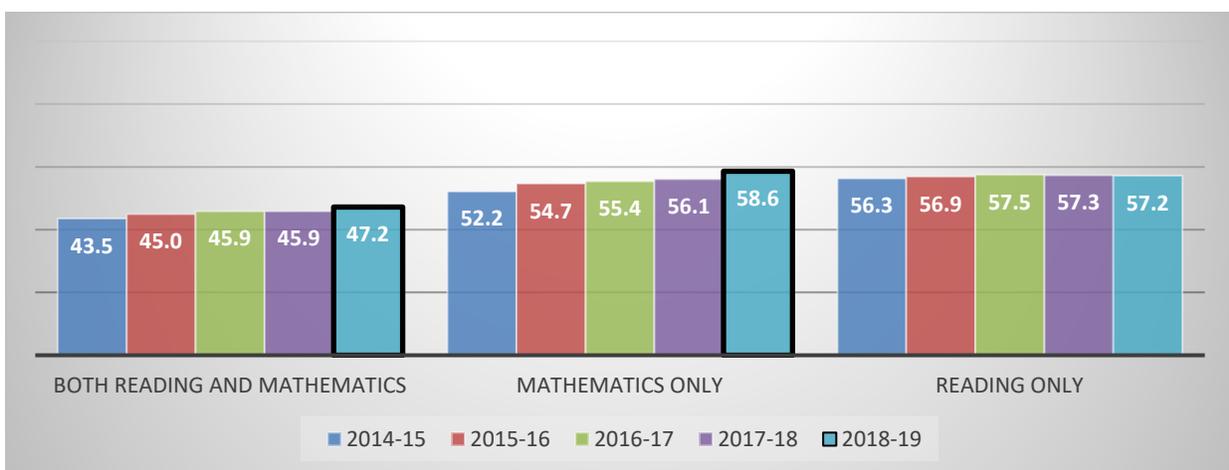
The academic achievement standards are reported as (1) Level 4 and above: on track for being prepared for career and college at the end of high school and (2) Level 3 and above: demonstrating preparedness to be successful at the next grade level.

In 2018–19, North Carolina administered a new edition of the mathematics tests; therefore, comparisons to previous years’ data is limited, and as a reminder of this difference, the 2018–19 data is encapsulated in a bolded box. This report does not address the change in mathematics from the previous years. The changes in reading and science data are noted.

As shown in Figure 1 and Figure 2, compared to the previous year, grades 3–8 state-level performance in reading declined for both Level 4 and above and Level 3 and above.



*Figure 1.* Grades 3–8 state-level performance results in both reading and mathematics, mathematics only, and reading only (Level 4 and above—Career and College Readiness [CCR] Standard)



*Figure 2.* Grades 3–8 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. As with recent years for reading EOG, some grade levels have an increase in student performance and other grade levels have a decrease in student performance. For the science EOG, there continues to be an increase in student performance both for Level 4 and above and Level 3 and above. For the end-of-course tests, with the exception of English II that decreased slightly for the percentage of students at Levels 3 and above, the biology and English II EOCs show consistent increases from the previous year.

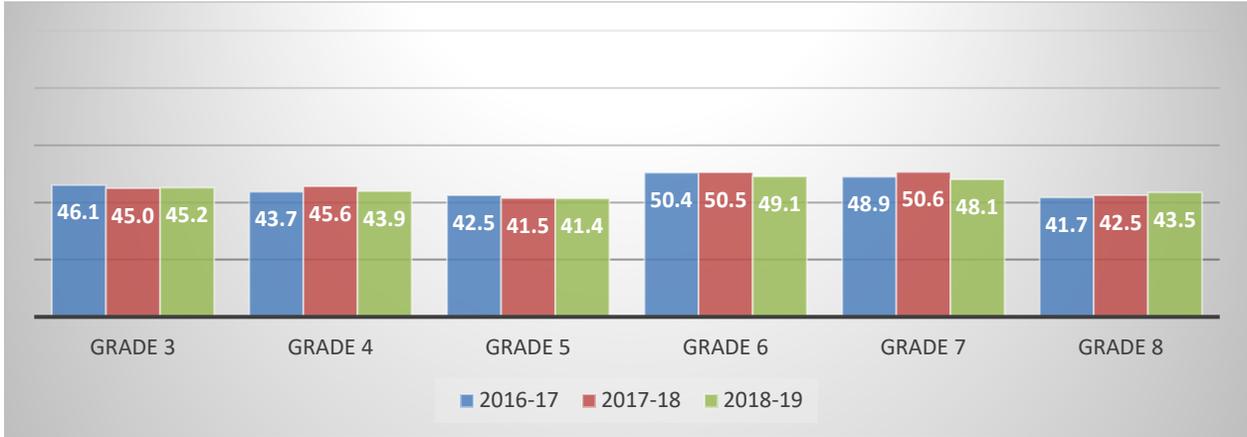


Figure 3. End-of-grade reading performance by grade (Level 4 and above—CCR Standard)



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

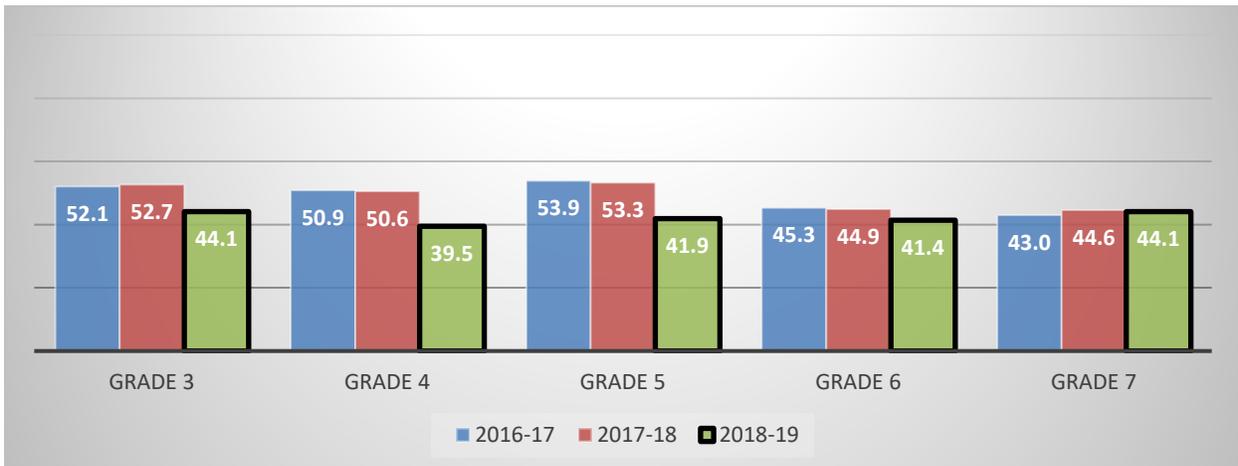


Figure 5. End-of-grade mathematics performance by grade (Level 4 and above—CCR Standard)

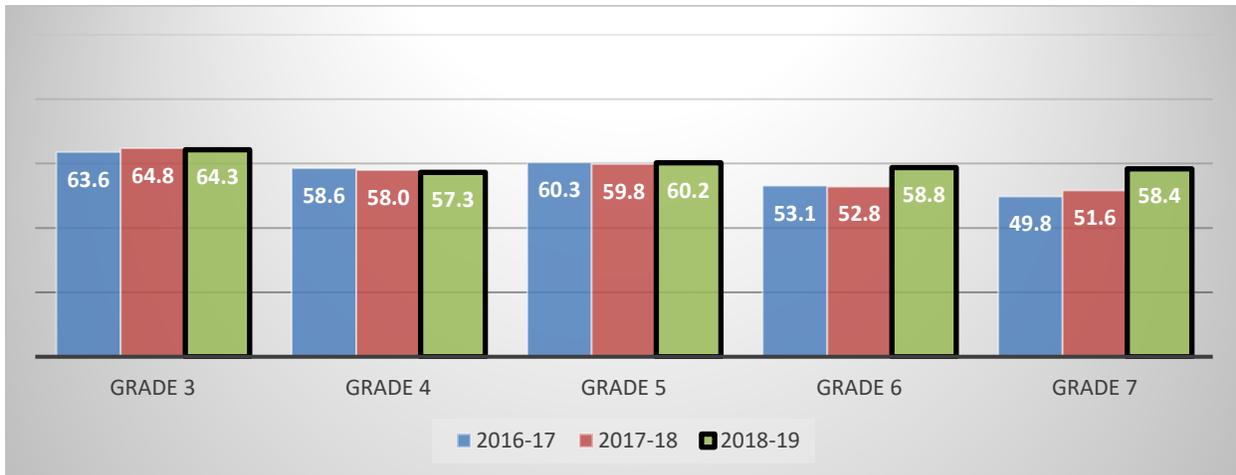


Figure 6. End-of-grade mathematics performance by grade (Level 3 and above—GLP Standard)

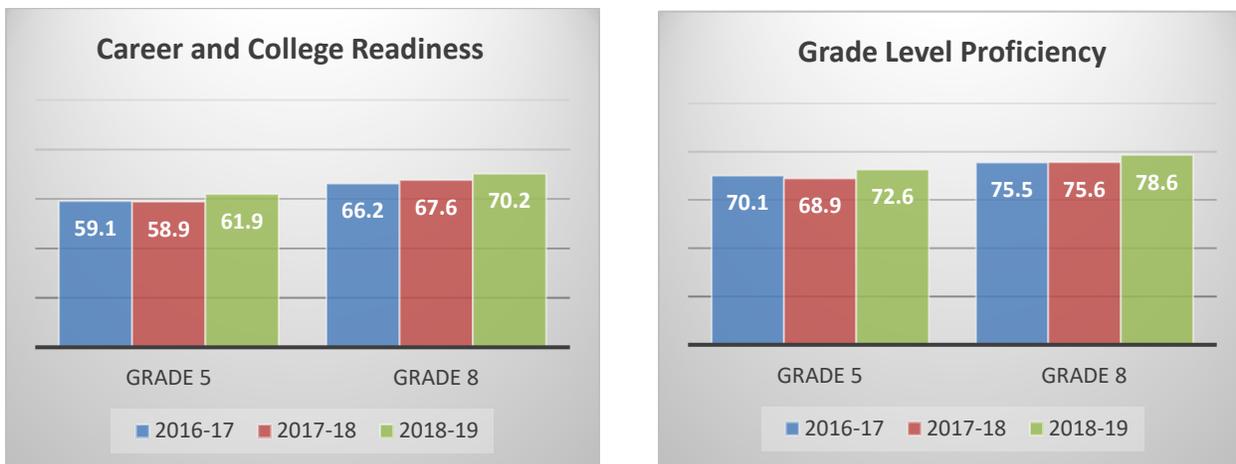


Figure 7. End-of-grade science performance by grade (Level 4 and above—CCR Standard and Level 3 and above—GLP Standard)

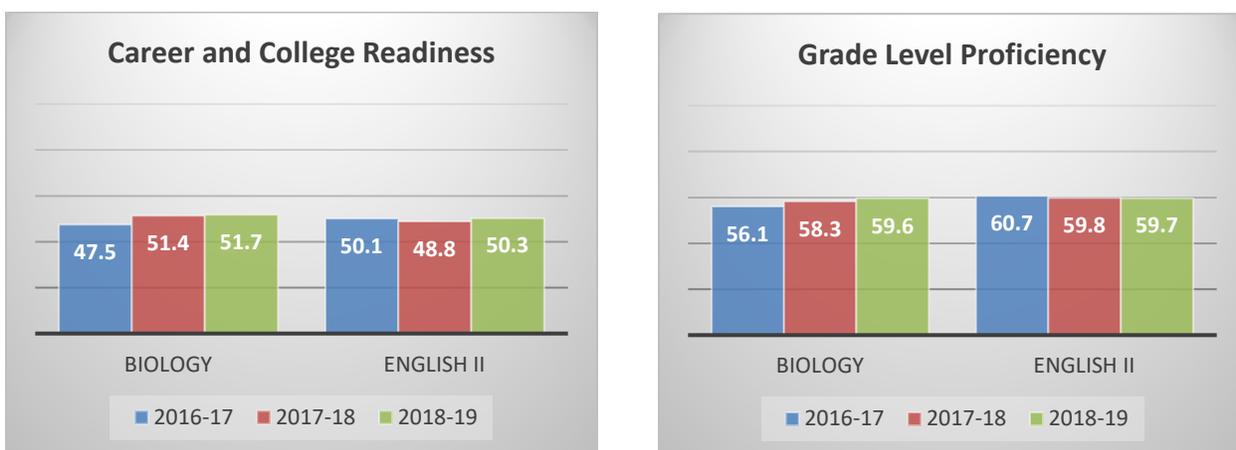


Figure 8. End-of-course performance by subject (Level 4 and above—CCR Standard and Level 3 and above—GLP Standard)

Beginning in 2017–18, students who took an NC Math 1 course during or prior to grade 8 do not take the Grade 8 Mathematics EOG. In reviewing the following data, note:

1. *Grade 8 Math EOG* is not all students in grade 8 but only those students who did not take NC Math 1 in grade 8.
2. *Grade 8 NC Math 1* is the students who did not take grade 8 mathematics but took NC Math 1 instead.
3. *All NC Math 1* is all students who took NC Math 1 in 2018–19, regardless of whether it was in middle school or high school.
4. *Grades 9–12 NC Math 1* is students who took NC Math 1 in high school this school year.
5. *All NC Math 3* is students who took NC Math 3 this school year.

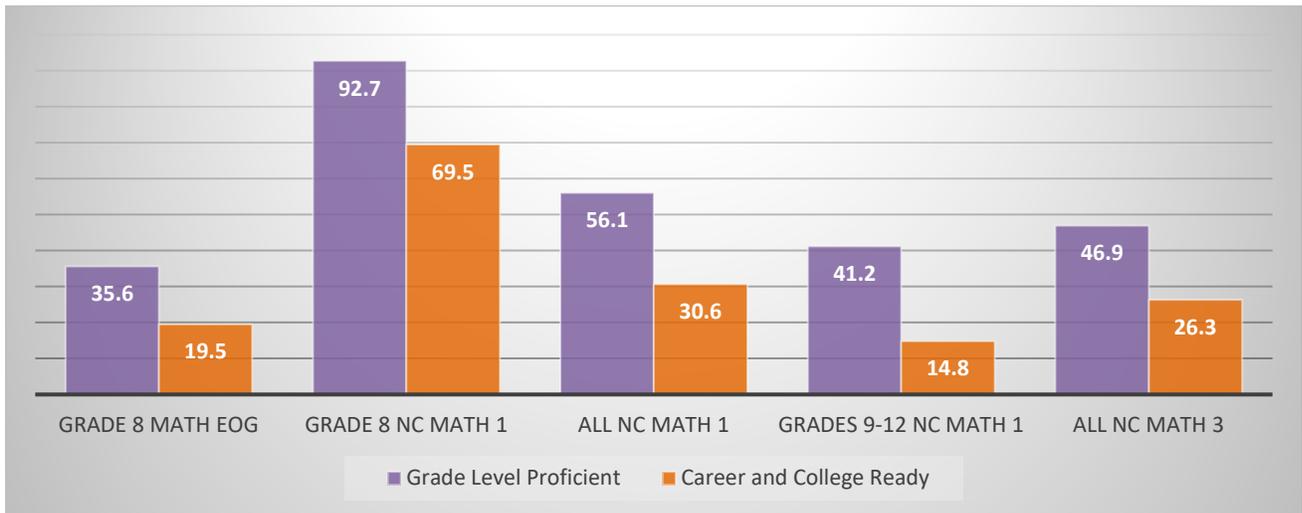


Figure 9. Mathematics end-of-grade and end-of-course performance information at grades 8–12

Table 1 shows the state-level performance on the end-of-grade and end-of-course tests disaggregated by student subgroups for the 2018–19 school year. The Math 3–8 includes students who took NC Math 1 prior to high school, and NC Math 1 includes only those students who took NC Math 1 in high school.

Table 1 *Summary subgroup performance by subject (Level 3 and above—GLP Standard)*

Subgroup	Reading 3–8	Math 3–8	Science 5 and 8	English II	Biology	NC Math 1	NC Math 3
ALL	57.2	58.6	75.5	59.7	59.6	41.2	46.8
American Indian	42.3	44.2	69.6	46.1	46.9	35.7	30.5
Asian	77.0	84.6	89.0	77.3	80.1	59.6	75.2
Black	40.1	39.3	60.6	41.5	39.4	27.3	26.7
Hispanic	44.3	50.6	66.4	48.5	47.4	35.4	38.4
Two or More Races	59.3	57.0	77.2	60.1	60.7	40.5	44.6
White	70.4	70.9	86.1	71.5	72.1	52.7	57.8
Economically Disadvantaged	42.4	44.1	64.4	43.0	43.3	31.8	31.4
English Learners	20.4	34.4	41.3	9.6	15.1	16.6	13.6
Students with Disabilities	19.9	21.3	38.7	17.5	21.9	14.0	12.3

The following tables (2–3) provide student performance data by cohort over time. For example, previous grade level performance (grades 3–7) is provided for the 2018–19 grade 8 cohort. However, student cohorts are not absolute as changes due to student mobility or other factors are not considered.

With the implementation of new mathematics tests in the 2018–19 school year, the trend line for mathematics performance is reset and the cohort trend data are not provided.

Table 2. *End-of-Grade Reading Performance Cohort Trend (Level 4 and Above— Career and College Readiness [CCR] Standard)*

	2014–15	2015–16	2016–17	2017–18	2018-19
Grade 3	46.5	47.8	46.1	45.0	45.2
Grade 4	47.1	45.7	43.7	45.6	43.9
Grade 5	42.2	43.1	42.5	41.5	41.4
Grade 6		49.5	50.4	50.5	49.1
Grade 7			48.9	50.6	48.1
Grade 8				42.5	43.5

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

Reading EOG/EOC Grade Level Proficient					
	2014–15	2015–16	2016–17	2017–18	2018–19
Grade 3	59.0	57.7	57.8	55.9	56.8
Grade 4	58.8	58.0	57.7	57.8	57.3
Grade 5	53.0	55.4	56.7	54.1	54.6
Grade 6		58.7	61.0	61.2	60.0
Grade 7			58.2	60.2	58.8
Grade 8				54.2	55.6

State-level results for other high school indicators: ACT, WorkKeys, Students Passing NC Math 3, and the Graduation Project are presented in Table 4. For the sixth year, the percent of schools implementing and completing a Graduation Project decreased. Beginning in 2017–18, the ACT/WorkKeys are combined into one indicator for the calculation of the School Performance Grades.

Table 4. *State-Level Performance for the High School Indicators*

Indicator	Benchmark Definition	2016–17 Percent Meeting Benchmark	2017–18 Percent Meeting Benchmark	2018–19 Percent Meeting Benchmark
ACT	Percent of 11th grade participating students who meet the UNC System minimum admission requirement of a composite score of 17	58.8	57.9	55.8
WorkKeys	Percent of 12th grade Career and Technical Education (CTE) concentrators who earned a Silver Certificate or higher *	73.3	68.3	65.5
ACT/ WorkKeys Indicator	Percent of 12th graders who met either the ACT benchmark or the WorkKeys benchmark	N/A	66.5	65.0
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	92.9	93.0
Graduation Project	Percent of high schools that implemented and completed a graduation project	29.7	26.6	23.1

\* Prior to 2017–18, WorkKeys was calculated using CTE concentrator graduates only. Beginning in the 2017–18 school year, WorkKeys is calculated using CTE concentrators in Grade 12 membership.

## Section 2. Growth Results

For the 2018–19 school year, school accountability growth results are presented for 2,523 of the public schools that participated in the statewide testing program. Using all EOG, English II EOC, NC Math 1 EOC and NC Math 3 EOC (for students who took NC Math 1 in grade 8 or prior) 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 5, for the 2018–19 school year, 73.3% of all schools met or exceeded growth expectations, a slight increase from the previous year.

Table 5. *School Accountability Growth*

Growth Category	2017–18 Number	2017–18 Percent	2018–19 Number	2018–19 Percent
Exceeded Expected Growth	677	27.0	694	27.5
Met Expected Growth	1,146	45.7	1,156	45.8
Did Not Meet Growth	683	27.3	673	26.7
Total	2,506		2,523	

Table 6 and Figure 10 provide the percent of schools at 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 6. *Growth Status of Schools by School Type*

Growth Status	Elementary School		Middle School		High School	
	Number	Percent	Number	Percent	Number	Percent
Exceeded Expected Growth	318	26.1	194	28.1	182	29.6
Met Expected Growth	647	53.1	276	40.0	233	37.9
Did Not Meet Growth	253	20.8	220	31.9	200	32.5
Total	1,218		690		615	

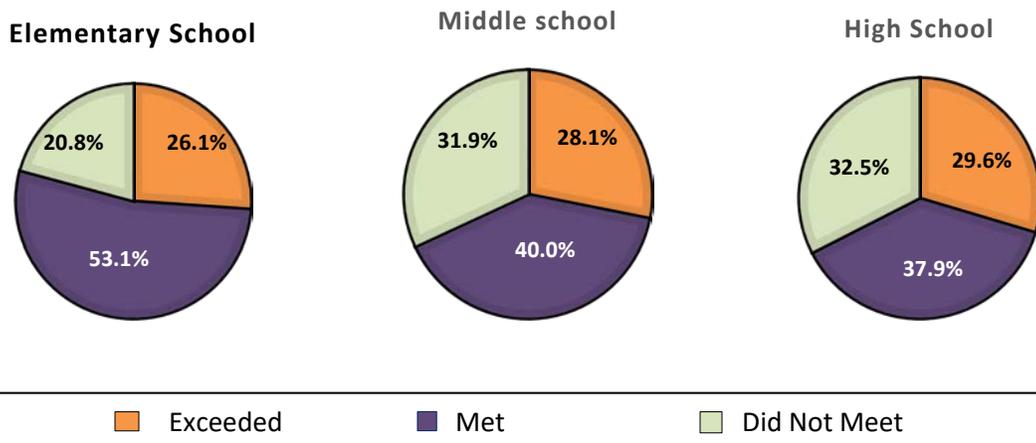


Figure 10. Growth status by school type.

As with school-wide accountability growth, subgroup growth is calculated using EVAAS, a value-added growth modeling tool. Within a school, each subgroup that meets data requirements is designated as having exceeded expected growth, met expected growth, or did not meet growth.

For example, as presented in Table 7, there are 63 school-level American Indian subgroups that met the data requirements for reporting growth. Not all schools' subgroups met the data requirements for reporting.

Table 7. *Subgroup Growth Designations*

Subgroups	Exceeded Expected Growth		Met Expected Growth		Did Not Meet Expected Growth		Total Number of Subgroups
	Number	Percent	Number	Percent	Number	Percent	
American Indian	7	11.1	36	57.1	20	31.7	63
Asian	86	28.7	209	69.7	5	1.7	300
Black	222	12.5	1,174	66.1	381	21.4	1,777
Hispanic	329	19.2	1,189	69.3	198	11.5	1,716
Two or More Races	32	6.0	448	83.9	54	10.1	534
White	415	19.3	1,279	59.6	451	21.0	2,145
Economically Disadvantaged	458	19.1	1,362	56.9	574	24.0	2,394
English Learner	252	21.3	862	72.7	71	6.0	1,185
Students with Disabilities	179	9.8	1,462	80.2	182	10.0	1,823

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

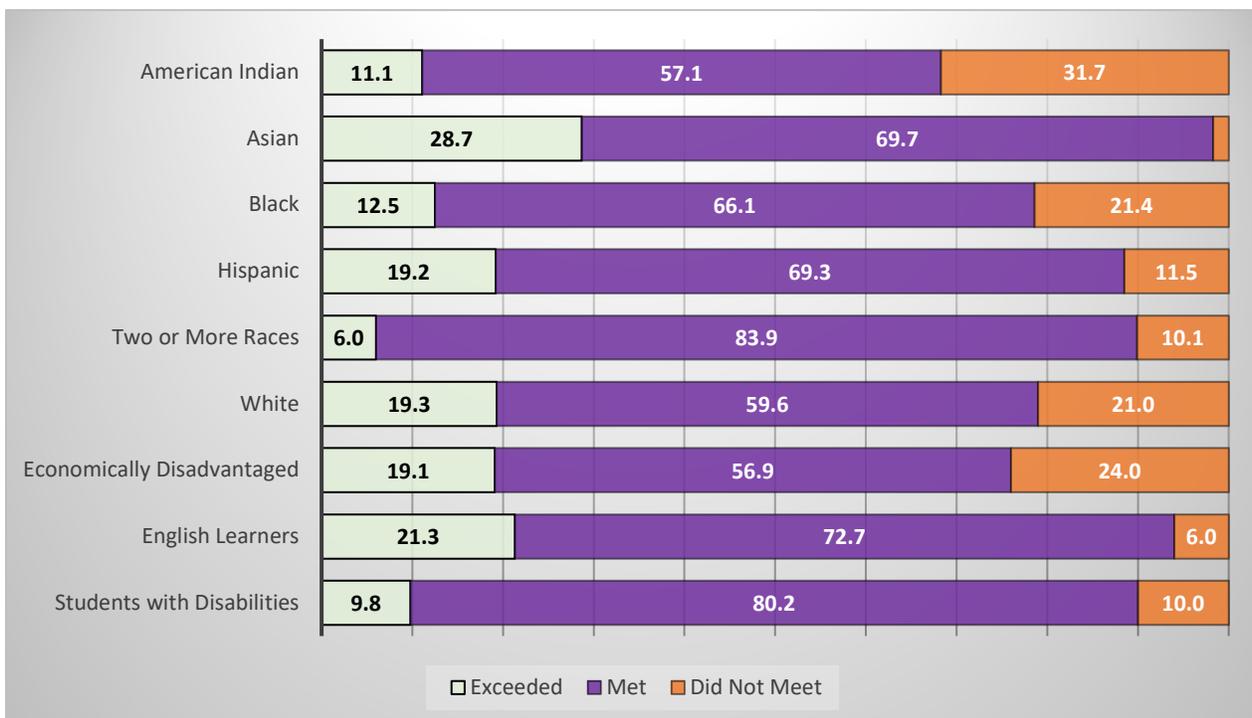


Figure 11. Subgroup Growth Designations – Percentages less than 5% are provided in Table 7.

### 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 in the previous year, test scores, EVAAS growth, and for high schools, additional indicators that measure career-and college-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 standards or benchmarks 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 or NC Math 3 (for students who took NC Math 1 in grade 8 or prior) 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 (9<sup>th</sup> grade) 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 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.

The grade designations are set on a 15-point scale as follows:

<b>A</b> = 85–100	<b>B</b> = 70–84	<b>C</b> = 55–69	<b>D</b> = 40–54	<b>F</b> = 39 or Less
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## Section 4. Overall School Performance Grades

Of all district schools and charter schools, 2,543 received School Performance Grades (SPG) for the 2018–19 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 9.

Table 8 and Figure 12 show overall letter grades.

Table 8. *Performance Grade\**

Overall Grade	Number of Schools 2017–18	Percent of Schools 2017–18	Number of Schools 2018–19	Percent of Schools 2018–19
A	185	7.3	203	8.0
B	717	28.3	745	29.3
C	1,071	42.2	1,044	41.1
D	472	18.6	460	18.1
F	92	3.6	91	3.6
Total	2,537		2,543	

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

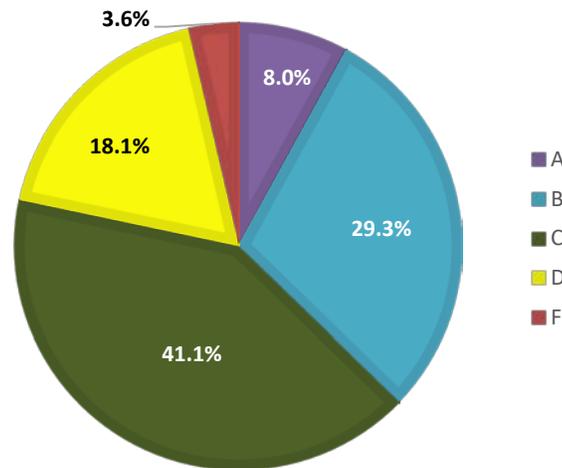


Figure 12. Performance grades for all schools.

Table 9 and Figure 13 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 2018–19, 74.5% of the elementary and middle schools earned a grade of C or better, compared to 90.8% 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/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	83	4.3	53	4.2	30	4.4	120	20.1
B	520	26.7	355	28.2	165	24.0	225	37.6
C	846	43.5	540	42.9	306	44.5	198	33.1
D	415	21.3	264	21.0	151	22.0	45	7.5
F	81	4.2	46	3.7	35	5.1	10	1.7
Total	1,945		1,258		687		598	

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

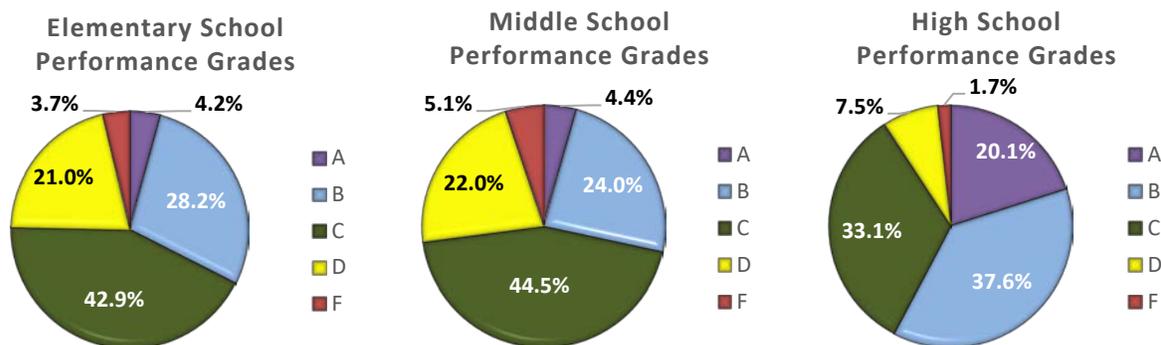


Figure 13. Performance grades by school type.

The indicators and the methodology to calculate A–F letter grades for student subgroups are the same as those used for the calculation of School Performance Grades. If an indicator does not meet the requirement of at least 30 data points, it is not included in the calculation. However, if there is only one indicator that meets this requirement, the subgroup letter grade is based on the one indicator. For each subgroup, the subgroup growth index comprises 20% of the letter.

Table 10. *Subgroup letter grades*

Subgroup Letter Grade	American Indian		Asian		Black	
	Number	Percent	Number	Percent	Number	Percent
A	1	1.3	195	45.0	20	1.0
B	4	5.0	136	31.4	147	7.6
C	22	27.5	74	17.1	533	27.4
D	35	43.8	22	5.1	927	47.6
F	18	22.5	6	1.4	319	16.4
Total	80		433		1,946	

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

Subgroup Letter Grade	Hispanic		Two or More Races		White	
	Number	Percent	Number	Percent	Number	Percent
A	49	2.5	50	5.2	364	16.0
B	278	14.0	224	23.3	1,045	45.9
C	885	44.6	398	41.4	726	31.9
D	679	34.2	237	24.6	126	5.5
F	95	4.8	53	5.5	16	0.7
Total	1,986		962		2,277	

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

Subgroup Letter Grade	Economically Disadvantaged		English Learners		Students with Disabilities	
	Number	Percent	Number	Percent	Number	Percent
A	55	2.2	10	0.7	1	0.0
B	212	8.6	77	5.4	6	0.3
C	1,039	42.2	297	20.8	65	2.9
D	964	39.1	729	51.0	462	20.9
F	194	7.9	316	22.1	1,679	75.9
Total	2,464		1,429		2,213	

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

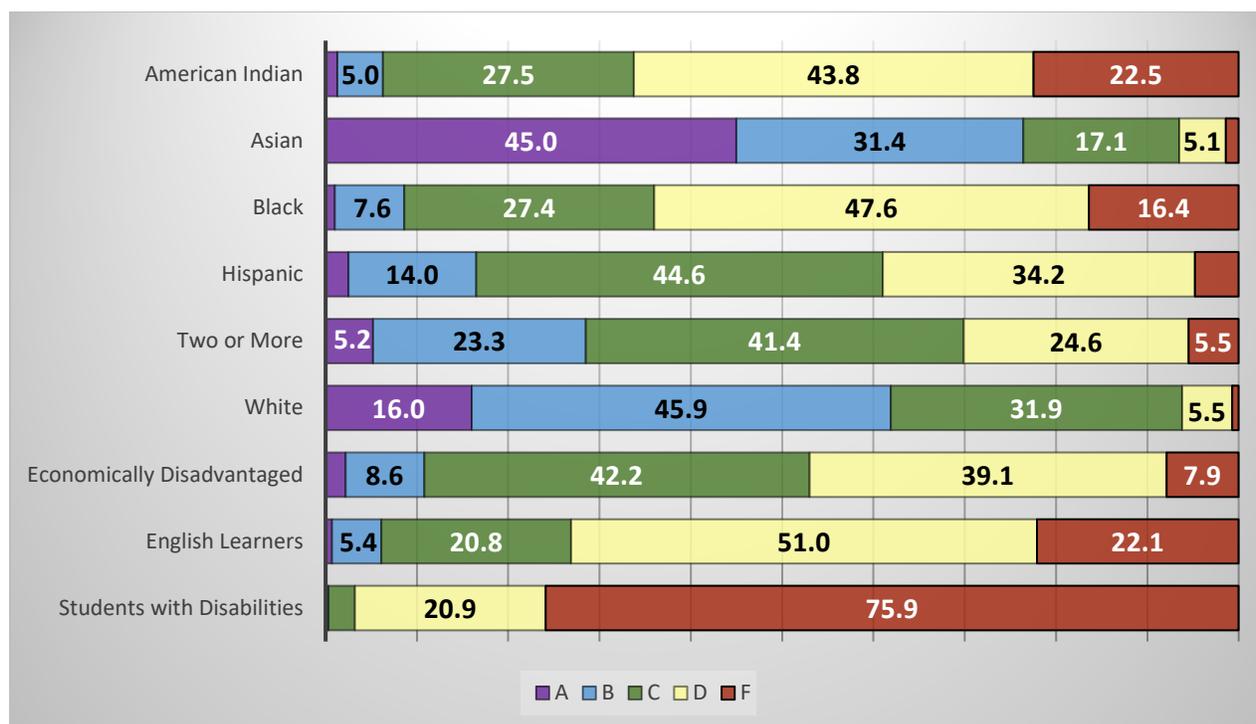


Figure 14. Subgroup Letter Grades – Percentages less than 5% are provided in Table 10.

## 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 11 and Figure 15 show that of the 2,488 schools with both an SPG and a school accountability growth status, 1,843 (74.1%) met or exceeded growth; of those schools, 188 (10.2%) earned an A, 651 (35.3%) earned a B, and 749 (40.6%) earned a C, which is an increase of 0.7% from last year.

Table 11. *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	188	10.2	119	17.1	69	6.0	4	0.6
B	651	35.3	300	43.2	351	30.5	82	12.7
C	749	40.6	228	32.9	521	45.3	280	43.4
D	231	12.5	46	6.6	185	16.1	217	33.6
F	24	1.3	1	0.1	23	2.0	62	9.6
Total	1,843		694		1,149		645	

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

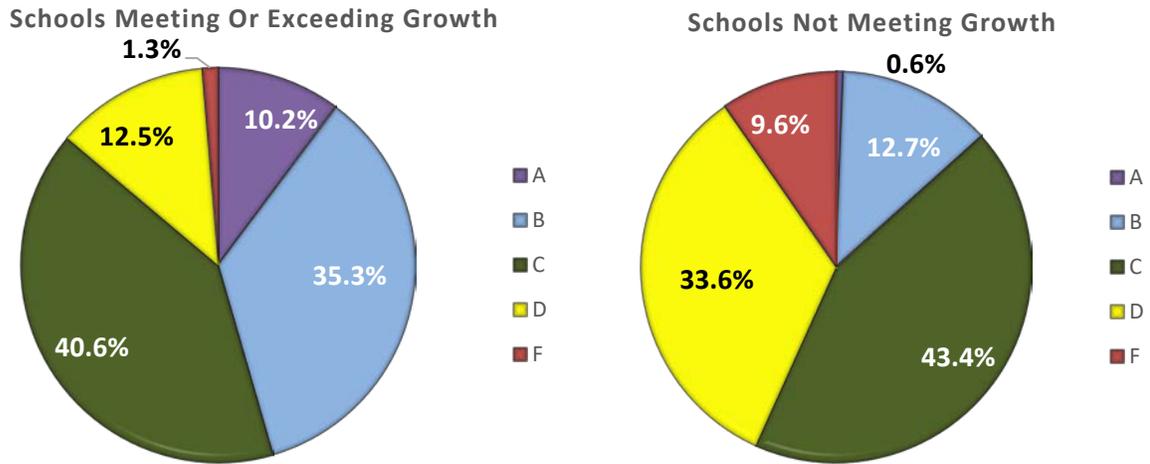


Figure 15. Performance grades of schools by growth designations.

## Section 6. 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 12 and Figure 16 provide this information by the number and percent of grades earned for all schools.

Table 12. Number and Percent of Schools' Reading and Mathematics Letter Grades\*

Grade	Reading		Mathematics	
	Number	Percent	Number	Percent
A	51	2.6	104	5.2
B	440	22.0	532	26.6
C	887	44.4	764	38.3
D	519	26.0	461	23.1
F	100	5.0	136	6.8
Total	1,997		1,997	

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

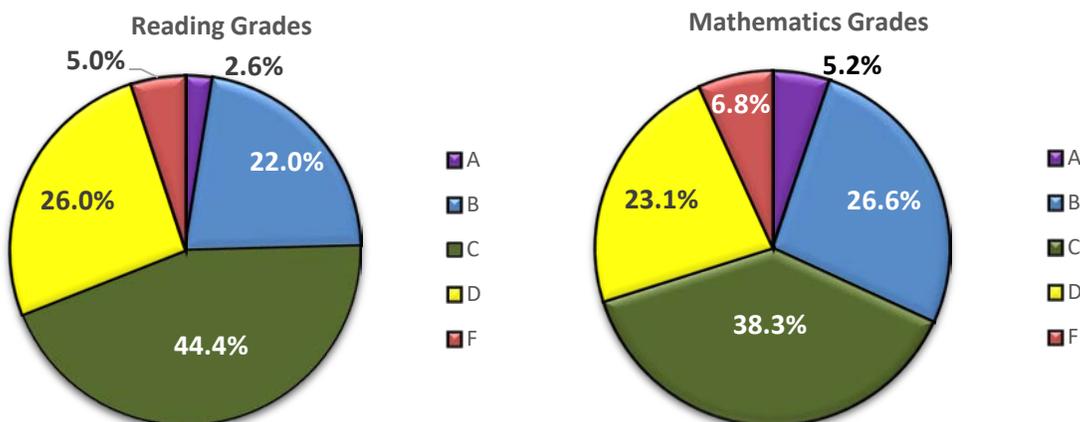


Figure 16. Performance grades for reading and mathematics.

## Section 7. 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 13. *State Level Grade 3–8 Reading Measure of Interim Progress for 2018–19*

Student Subgroup	Reading Grades 3–8					
	2017–18			2018–19		
	Percent	Target	Met or Not Met	Percent	Target	Met or Not Met
All Students	46.3	47.8	Not Met	45.6	49.8	Not Met
American Indian	31.7	32.9	Not Met	30.2	35.3	Not Met
Asian	69.2	68.2	Met	69.7	69.9	Not Met
Black	28.2	30.4	Not Met	27.8	33.0	Not Met
Hispanic	32.9	33.9	Not Met	32.7	36.4	Not Met
Two or More Races	47.4	48.7	Not Met	46.2	50.7	Not Met
White	59.8	60.4	Not Met	58.9	62.0	Not Met
Economically Disadvantaged	30.5	33.2	Not Met	30.3	35.6	Not Met
English Learners	23.7	14.2	Met	23.4	17.2	Met
Students with Disabilities	13.8	16.6	Not Met	13.5	19.6	Not Met

Table 14. *State Level Grade 3–8 Mathematics Measure of Interim Progress for 2018–19*

Student Subgroup	Mathematics Grades 3–8					
	2017–18			2018–19		
	Percent	Target	Met or Not Met	Percent	Target	Met or Not Met
All Students	48.4	49.7	Not Met	41.2	52.4	Not Met
American Indian	33.1	34.8	Not Met	26.0	38.0	Not Met
Asian	79.1	77.9	Met	74.6	79.6	Not Met
Black	28.2	30.5	Not Met	21.9	33.8	Not Met
Hispanic	40.2	41.1	Not Met	32.7	44.1	Not Met
Two or More Races	46.2	47.9	Not Met	38.6	50.7	Not Met
White	60.7	61.2	Not Met	53.2	63.6	Not Met
Economically Disadvantaged	32.6	35.3	Not Met	26.1	38.5	Not Met
English Learners	35.1	24.9	Met	28.2	28.5	Not Met
Students with Disabilities	14.2	17.9	Not Met	9.7	21.7	Not Met

Table 15. *State Level Grade 10 Reading Measure of Interim Progress for 2018–19*

Student Subgroup	Reading Grade 10 (English II)
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	2017–18			2018–19		
	Percent	Target	Met or Not Met	Percent	Target	Met or Not Met
All Students	50.1	53.0	Not Met	51.1	55.1	Not Met
American Indian	34.8	36.4	Not Met	34.8	38.9	Not Met
Asian	71.8	70.1	Met	73.1	71.5	Met
Black	30.6	34.9	Not Met	32.2	37.5	Not Met
Hispanic	38.8	40.3	Not Met	39.5	42.8	Not Met
Two or More Races	51.2	53.3	Not Met	51.3	55.3	Not Met
White	62.3	64.9	Not Met	62.9	66.6	Not Met
Economically Disadvantaged	32.7	37.1	Not Met	33.8	39.6	Not Met
English Learners	13.9	7.1	Met	13.2	10.7	Met
Students with Disabilities	11.8	16.1	Not Met	12.3	19.4	Not Met

Table 16. *State Level Grade 11 Mathematics Measure of Interim Progress for 2018–19*

Student Subgroup	Mathematics Grade 11 (NC Math 1)					
	2017–18			2018–19		
	Percent	Target	Met or Not Met	Percent	Target	Met or Not Met
All Students	47.1	46.4	Met	50.7	49.4	Met
American Indian	31.8	31.8	Met	36.8	35.3	Met
Asian	74.0	74.0	Met	78.4	76.9	Met
Black	26.8	27.3	Not Met	30.2	30.8	Not Met
Hispanic	37.7	36.0	Met	41.6	39.3	Met
Two or More Races	45.3	44.6	Met	47.8	47.6	Met
White	58.7	58.1	Met	62.2	60.8	Met
Economically Disadvantaged	30.8	31.3	Not Met	34.2	34.7	Not Met
English Learners	17.2	9.0	Met	17.5	13.1	Met
Students with Disabilities	11.4	14.6	Not Met	11.9	18.5	Not Met

Table 17. *State Level Cohort Graduation Rate Measure of Interim Progress for 2018–19*

Student Subgroup	Cohort Graduation Rate					
	2017–18			2018–19		
	Percent	Target	Met or Not Met	Percent	Target	Met or Not Met
All Students	86.3	86.8	Not Met	86.5	87.7	Not Met
American Indian	84.4	83.3	Met	81.2	84.6	Not Met
Asian	93.4	93.6	Not Met	94.5	93.7	Met
Black	83.2	84.1	Not Met	83.6	85.3	Not Met
Hispanic	79.9	81.6	Not Met	81.1	83.1	Not Met
Two or More Races	84.1	84.2	Not Met	83.9	85.4	Not Met
White	89.6	89.2	Met	89.6	89.9	Not Met
Economically Disadvantaged	80.3	82.0	Not Met	81.8	83.5	Not Met
English Learners	68.4	61.0	Met	71.4	64.8	Met
Students with Disabilities	69.1	71.5	Not Met	69.8	74.1	Not Met

Table 18. *State Level English Learners' Progress Measure of Interim Progress for 2018–19*

Student Subgroup	English Learners' Progress
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	2017–18			2018–19		
	Percent	Target	Met or Not Met	Percent	Target	Met or Not Met
All Students	44.9	28.8	Met	38.6	32.2	Met

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

Table 19. *Number of Schools Meeting Measure of Interim Progress for Reading Grades 3–8*

Student Subgroup	Year	Number of Schools with the Subgroup	Schools Meeting Goal		Schools Not Meeting Goal	
			Number	Percent	Number	Percent
All Students	2017–18	1,967	692	35.2	1,275	64.8
	2018–19	2,004	462	23.1	1,542	76.9
American Indian	2017–18	49	23	46.9	26	53.1
	2018–19	46	15	32.6	31	67.4
Asian	2017–18	144	62	43.1	82	56.9
	2018–19	162	62	38.3	100	61.7
Black	2017–18	1,275	446	35.0	829	65.0
	2018–19	1,328	308	23.2	1,020	76.8
Hispanic	2017–18	1,126	479	42.5	647	57.5
	2018–19	1,192	374	31.4	818	68.6
Two or More Races	2017–18	185	89	48.1	96	51.9
	2018–19	242	86	35.5	156	64.5
White	2017–18	1,630	671	41.2	959	58.8
	2018–19	1,642	487	29.7	1,155	70.3
Economically Disadvantaged	2017–18	1,860	583	31.3	1,277	68.7
	2018–19	1,892	386	20.4	1,506	79.6
English Learners	2017–18	410	331	80.7	79	19.3
	2018–19	809	380	47.0	429	53.0
Students with Disabilities	2017–18	1,177	389	33.1	788	66.9
	2018–19	1,268	245	19.3	1,023	80.7

Table 20. *Number of Schools Meeting Measure of Interim Progress for Mathematics Grades 3–8*

Student Subgroup	Year	Number of Schools with the Subgroup	Schools Meeting Goal		Schools Not Meeting Goal	
			Number	Percent	Number	Percent
All Students	2017–18	1,967	771	39.2	1,196	60.8
	2018–19	2,004	174	8.7	1,830	91.3
American Indian	2017–18	49	23	46.9	26	53.1
	2018–19	46	5	10.9	41	89.1
Asian	2017–18	144	69	47.9	75	52.1
	2018–19	163	41	25.2	122	74.8
Black	2017–18	1,275	460	36.1	815	63.9
	2018–19	1,326	118	8.9	1,208	91.1
Hispanic	2017–18	1,126	494	43.8	632	56.1
	2018–19	1,193	176	14.8	1,017	85.2
Two or More Races	2017–18	185	89	48.1	96	51.9
	2018–19	242	59	24.4	183	75.6
White	2017–18	1,630	728	44.7	902	55.3
	2018–19	1,642	175	10.7	1,467	89.3
Economically Disadvantaged	2017–18	1,860	638	34.3	1,222	65.7
	2018–19	1,892	152	8.0	1,740	92.0
English Learners	2017–18	410	338	82.4	72	17.6
	2018–19	808	254	31.4	554	68.6
Students with Disabilities	2017–18	1,177	296	25.1	881	74.9
	2018–19	1,266	62	4.9	1,204	95.1

Table 21. *Number of Schools Meeting Measure of Interim Progress for Reading Grade 10*

Student Subgroup	Year	Number of Schools with the Subgroup	Schools Meeting Goal		Schools Not Meeting Goal	
			Number	Percent	Number	Percent
All Students	2017–18	505	148	29.3	357	70.7
	2018–19	537	141	26.3	396	73.7
American Indian	2017–18	8	1	12.5	7	87.5
	2018–19	7	1	14.3	6	85.7
Asian	2017–18	17	8	47.1	9	52.9
	2018–19	20	9	45.0	11	55.0
Black	2017–18	253	62	24.5	191	75.5
	2018–19	250	51	20.4	199	79.6
Hispanic	2017–18	178	66	37.0	112	62.9
	2018–19	201	69	34.3	132	65.7
Two or More Races	2017–18	2	1	50.0	1	50.0
	2018–19	7	3	42.9	4	57.1
White	2017–18	380	126	33.2	254	66.8
	2018–19	399	104	26.1	295	73.9
Economically Disadvantaged	2017–18	375	91	24.3	284	75.7
	2018–19	384	91	23.7	293	76.3
English Learners	2017–18	15	11	73.3	4	26.7
	2018–19	44	14	31.8	30	68.2
Students with Disabilities	2017–18	144	41	28.5	103	71.5
	2018–19	167	28	16.8	139	83.2

Table 22. *Number of Schools Meeting Measure of Interim Progress for Mathematics Grade 11*

Student Subgroup	Year	Number of Schools with the Subgroup	Schools Meeting Goal		Schools Not Meeting Goal	
			Number	Percent	Number	Percent
All Students	2017–18	492	223	45.4	269	54.7
	2018–19	522	245	46.9	277	53.1
American Indian	2017–18	8	3	37.5	5	62.5
	2018–19	8	6	75.0	2	25.0
Asian	2017–18	11	5	45.5	6	54.5
	2018–19	12	2	16.7	10	83.3
Black	2017–18	237	95	40.1	142	59.9
	2018–19	241	95	39.4	146	60.6
Hispanic	2017–18	162	86	53.1	76	46.9
	2018–19	174	86	49.4	88	50.6
Two or More Races	2017–18	1	0	0.0	1	100.0
	2018–19	0	0	0.0	0	0.0
White	2017–18	374	182	48.7	192	51.3
	2018–19	383	203	53.0	180	47.0
Economically Disadvantaged	2017–18	363	147	40.5	216	59.5
	2018–19	368	161	43.8	207	56.3
English Learners	2017–18	8	5	62.5	3	37.5
	2018–19	23	10	43.5	13	56.5
Students with Disabilities	2017–18	121	32	26.4	89	73.6
	2018–19	127	19	15.0	108	85.0

Table 23. *Number of Schools Meeting Measure of Interim Progress for Cohort Graduation Rate*

Student Subgroup	Year	Number of Schools with the Subgroup	Schools Meeting Goal		Schools Not Meeting Goal	
			Number	Percent	Number	Percent
All Students	2017–18	496	197	39.7	299	60.3
	2018–19	545	206	37.8	339	62.2
American Indian	2017–18	9	6	66.7	3	33.3
	2018–19	9	1	11.1	8	88.9
Asian	2017–18	16	4	25.0	12	75.0
	2018–19	19	8	42.1	11	57.9
Black	2017–18	244	74	30.3	170	69.7
	2018–19	263	89	33.8	174	66.2
Hispanic	2017–18	164	61	37.2	103	62.8
	2018–19	200	78	39.0	122	61.0
Two or More Races	2017–18	3	3	100.0	0	0.0
	2018–19	4	1	25.0	3	75.0
White	2017–18	383	169	44.1	214	55.9
	2018–19	414	190	45.9	224	54.1
Economically Disadvantaged	2017–18	370	117	31.6	253	68.4
	2018–19	391	121	30.9	270	69.1
English Learners	2017–18	8	3	37.5	5	62.5
	2018–19	51	27	52.9	24	47.1
Students with Disabilities	2017–18	132	47	35.6	85	64.4
	2018–19	203	72	35.5	131	64.5

Table 24. *Number of Schools Meeting Measure of Interim Progress for English Learners' Progress*

Student Subgroup	Year	Number of Schools with the Subgroup	Schools Meeting Goal		Schools Not Meeting Goal	
			Number	Percent	Number	Percent
All Students	2017–18	765	691	90.3	74	9.7
	2018–19	907	556	61.3	351	38.7

## Section 8. 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 WorkKeys.

To meet participation requirements, schools must assess at least 95% of eligible students. Participation requirements are reported for the following student groups: All Students, American Indian, Asian, Black, Hispanic, Two or More Races, White, Economically Disadvantaged, English Learners, and Students with Disabilities.

Table 25 shows the number and percent of schools that did or did not meet all the participation requirements. Table 26 shows, for each subgroup, the number of schools who met participation requirements for that subgroup.

Table 25. *Participation Requirements*

	Number of Schools	Percent of Schools
Met All Participation Requirements	2,208	87.0
Did Not Meet All Participation Requirements	329	13.0
Total	2,537	

Table 26. *The Number and Percentage of School-Level Participation Requirements Met by Student Group*

Student Group	Participation Expectations		
	Number of Schools Met	Total Number of Schools with the Subgroup	Percent Met
All Students	8,228	8,480	97.0
American Indian	145	155	93.5
Asian	521	535	97.4
Black	4,459	4,672	95.4
Hispanic	3,805	3,969	95.9
Two or More Races	610	619	98.5
White	6,370	6,486	98.2
Economically Disadvantaged	6,791	7,064	96.1
English Learners	2,241	2,345	95.6
Students with Disabilities	3,358	3,565	94.2

## Section 9. 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 27 provides information on the options selected by these schools for the 2018–19 school year.

Table 27. *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	77	Alternative Schools' Progress Model
Option C	17	Schools submitted individual reports to the NCDPI
Total	94	

Schools that select Option B 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 +/-2.9 points of the previous year. If more than or less than 3

points are earned, the schools are “Progressing” or “Declining” respectively. Table 28 shows the results for the schools selecting Option B.

Table 28. *Alternative Accountability Model Option C results\**

<b>Option B Results</b>	<b>Number of Schools</b>	<b>Percent of Schools</b>
Progressing	15	19.5
Maintaining	44	57.1
Declining	18	23.4
Total	77	

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

Under Option C, 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 B or Option C are located at the North Carolina Department of Public Instruction’s Accountability Services website.

## **Section 10. Federal Designations:**

The Every Student Succeeds Act requires the identification of schools based on a state’s accountability model. The designations required include Comprehensive Support and Improvement (CSI) schools and Targeted Support and Improvement (TSI) schools. Within each designation, there are more specific designations:

1. Comprehensive Support and Improvement – Low Performing (CSI-LP): Title 1 served schools whose overall School Performance Grade is in the lowest 5% of all Title 1 served schools. For the 2017–18 school year, the score that represents the lowest 5% of Title 1 schools is 37 of a possible 100. Occurring every three years, this identification will take place again after the 2020–21 school year.
2. Comprehensive Support and Improvement – Low Graduation Rate (CSI- LG): Schools whose all students graduation rate is 66.7% or below. Occurring every three years, this identification will take place again after the 2020–21 school year.
3. Targeted Support and Improvement – Consistently Underperforming Subgroups (TSI-CU). Designations after the 2018–19 school year use 2 years of data to determine consistent performance. After this identification cycle, the criteria for identification will be schools who have a subgroup who achieve a letter grade of ‘F’ for the most recent and previous 2 years. This designation occurs annually.
4. Targeted Support and Improvement – Additional Targeted Support (TSI-AT): Schools who have a subgroup letter grade below the highest CSI – LP School Performance Grade. Occurring every three years, this identification will take place again after the 2020–21 school year.

A summary of the number of schools with the above designations is listed in Table 29. Schools identified as CSI-Low Graduation Rate may also be identified as CSI – Low Performing or Targeted Support and Improvement. The list of schools is available at the North Carolina Department of Public Instruction’s Accountability Services website.

Table 29. *Summary of Federal Designations*

<b>Designation</b>	<b>Number of Schools</b>
CSI – Low Performing	72
CSI – Low Graduation Rate	42
TSI – Consistently Underperforming Subgroups	1,464
TSI – Additional Targeted Support	1,634

## **Section 11. 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 increased. The recurring low-performing schools number decreased by 13 from the previous year. Table 30 displays the overall changes from 2017–18 to 2018–19.

Table 30. *Number of Low-Performing Schools and Districts*

	<b>2017–18</b>	<b>2018–19</b>	<b>Difference</b>
Low-Performing Schools	479	487	+8
Low-Performing Districts	8	9	+1
Recurring Low-Performing Schools	436	423	-13
Continually Low-Performing Charter Schools	28	38	+10

The lists of low-performing schools and districts can be found on the North Carolina Department of Public Instruction’s Accountability Services website.

## Appendix A. 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 schools.

Table 31. *State Board of Education Goals*

Objective	Measure	Subgroup	2017–18	2018–19
1.4	1.4.1 Increase average composite score on state-mandated college entrance exam by subgroup	All Students	18.5	18.4
		American Indian	16.3	16.0
		Asian	21.9	22.6
		Black	15.7	15.4
		Hispanic	16.5	16.4
		Two or More Races	18.5	18.4
		White	20.2	20.1
		Economically Disadvantaged	16.2	15.8
		English Learners	14.2	13.1
		Students with Disabilities	14.4	13.9

Objective	Measure	Mathematics	Reading
2.2	Increase the percentage of grades 3–8 Math and ELA EOG subgroup test scores meeting the ESSA Yearly Measures of Interim progress	Please see table 14	Please see table 13

Objective	Measure	
2.3	Increase the percentage of students proficient in math by subgroup	Please see table 1

Objective	Measure	
2.4	Increase the percentage of students proficient in reading by the end of 3 <sup>rd</sup> grade (2018–19 is the baseline year)	56.8

Objective	Measure	
2.5	Increase the percentage high school reading subgroup test scores meeting the ESSA Yearly Measures of Interim progress	Please see table 15

Objective	Measure	
2.6	Increase the percentage of students proficient in science by subgroup	Please see table 1

Objective	Measure	
2.7	Increase the number of schools meeting or exceeding growth measure by subgroup	Please see table 7

Objective	Measure	Number of Schools with Growth*	Meeting Growth		Exceeding Growth	
			Number	Percent	Number	Percent
2.7.1	Increase the percentage of schools with charter-like flexibilities** meeting or exceeding annual expected growth	147	63	42.9	23	15.6

\*Two restart schools do not have a School Accountability Growth score

\*\*Includes innovation schools, innovation zones, restart schools, renewal school districts and lab schools

## Appendix B. School 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 32–35.

Table 32. *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	32	82	36	14	171
	Percent	4.1	18.7	48.0	21.1	8.2	
Southeast	Number	19	68	107	42	7	243
	Percent	7.8	28.0	44.0	17.3	2.9	
North Central	Number	50	147	227	112	21	557
	Percent	9.0	26.4	40.8	20.1	3.8	
Sandhills	Number	13	49	120	70	7	259
	Percent	5.0	18.9	46.3	27.0	2.7	
Piedmont-Triad	Number	31	126	161	91	18	427
	Percent	7.3	29.5	37.7	21.3	4.2	
Southwest	Number	58	161	180	92	20	511
	Percent	11.4	31.5	35.2	18.0	3.9	
Northwest	Number	12	79	91	7	3	192
	Percent	6.3	41.1	47.4	3.6	1.6	
Western	Number	13	83	76	8	1	181
	Percent	7.2	45.9	42.0	4.4	0.6	
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 33. *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	37	84	43	164
	Percent	22.6	51.2	26.2	
Southeast	Number	69	118	54	241
	Percent	28.6	49.0	22.4	
North Central	Number	160	224	175	559
	Percent	28.6	40.1	31.3	
Sandhills	Number	59	114	80	253
	Percent	23.3	45.1	31.6	
Piedmont-Triad	Number	119	199	107	425
	Percent	28.0	46.8	25.2	
Southwest	Number	158	221	131	510
	Percent	31.0	43.3	25.7	
Northwest	Number	52	99	35	186
	Percent	28.0	53.2	18.8	
Western	Number	40	97	46	183
	Percent	21.9	53.0	25.1	
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 34. *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	52	47	9	122
	Percent	0.0	11.5	42.6	38.5	7.4	
Southeast	Number	3	40	87	52	6	188
	Percent	1.6	21.3	46.3	27.7	3.2	
North Central	Number	21	109	178	125	20	453
	Percent	4.6	24.1	39.3	27.6	4.4	
Sandhills	Number	1	32	82	73	12	200
	Percent	0.5	16.0	41.0	36.5	6.0	
Piedmont-Triad	Number	3	67	147	93	26	336
	Percent	0.9	19.9	43.8	27.7	7.7	
Southwest	Number	20	94	165	107	25	411
	Percent	4.9	22.9	40.1	26.0	6.1	
Northwest	Number	1	31	102	10	1	145
	Percent	0.7	21.4	70.3	6.9	0.7	
Western	Number	2	53	72	12	1	140
	Percent	1.4	37.9	51.4	8.6	0.7	
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 35. *Number and Percent of Mathematics Grades by State School Board Region\**

Region		Mathematics Grade					Total Schools
		A	B	C	D	F	
Northeast	Number	2	20	54	28	18	122
	Percent	1.6	16.4	44.3	23.0	14.8	
Southeast	Number	6	42	83	43	14	188
	Percent	3.2	22.3	44.1	22.9	7.4	
North Central	Number	28	116	161	121	27	453
	Percent	6.2	25.6	35.5	26.7	6.0	
Sandhills	Number	6	25	82	68	19	200
	Percent	3.0	12.5	41.0	34.0	9.5	
Piedmont-Triad	Number	10	98	107	95	26	336
	Percent	3.0	29.2	31.8	28.3	7.7	
Southwest	Number	46	126	137	76	26	411
	Percent	11.2	30.7	33.3	18.5	6.3	
Northwest	Number	3	50	74	16	2	145
	Percent	2.1	34.5	51.0	11.0	1.4	
Western	Number	3	55	66	14	2	140
	Percent	2.1	39.3	47.1	10.0	1.4	
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.

## Appendix C. Subgroup Letter Grades by State Board Regions

The distribution of Subgroup Letter Grades by State Board of Education regions are presented in Tables 36–44.

Table 36. *Number and Percent of American Indian Subgroup Grades by State School Board Region\**

Region		Overall Performance Grade American Indian					Total Subgroups
		A	B	C	D	F	
Northeast	Number	0	0	1	1	0	2
	Percent	0.0	0.0	50.0	50.0	0.0	
North Central	Number	0	0	0	4	0	4
	Percent	0.0	0.0	0.0	100.0	0.0	
Sandhills	Number	1	4	14	29	15	63
	Percent	1.6	6.3	22.2	46.0	23.8	
Piedmont- Triad	Number	0	0	0	0	1	1
	Percent	0.0	0.0	0.0	0.0	100.0	
Western	Number	0	0	7	1	1	9
	Percent	0.0	0.0	77.8	11.1	11.1	
Virtual**	Number	0	0	0	0	1	1
	Percent	0.0	0.0	0.0	0.0	100.0	

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

\*\*The two virtual charter schools serve students statewide and are not assigned to a specific region.

Table 37. *Number and Percent of Asian Subgroup Grades by State School Board Region\**

Region		Overall Performance Grade					Total Subgroups
		Asian					
		A	B	C	D	F	
Northeast	Number	4	0	0	0	0	4
	Percent	100.0	0.0	0.0	0.0	0.0	
Southeast	Number	0	6	4	1	0	11
	Percent	0.0	54.5	36.4	9.1	0.0	
North Central	Number	67	42	9	0	2	120
	Percent	55.8	35.0	7.5	0.0	1.7	
Sandhills	Number	6	4	1	0	0	11
	Percent	54.5	36.4	9.1	0.0	0.0	
Piedmont-Triad	Number	30	23	18	10	2	83
	Percent	36.1	27.7	21.7	12.0	2.4	
Southwest	Number	85	42	25	6	2	160
	Percent	53.1	26.3	15.6	3.8	1.3	
Northwest	Number	1	16	16	5	0	38
	Percent	2.6	42.1	42.1	13.2	0.0	
Western	Number	2	2	0	0	0	4
	Percent	50.0	50.0	0.0	0.0	0.0	
Virtual**	Number	0	1	1	0	0	2
	Percent	0.0	50.0	50.0	0.0	0.0	

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

\*\*The two virtual charter schools serve students statewide and are not assigned to a specific region.

Table 38. *Number and Percent of Black Subgroup Grades by State School Board Region\**

Region		Overall Performance Grade					Total Subgroups
		Black					
		A	B	C	D	F	
Northeast	Number	0	8	30	84	21	143
	Percent	0.0	5.6	21.0	58.7	14.7	
Southeast	Number	0	9	43	117	32	201
	Percent	0.0	4.5	21.4	58.2	15.9	
North Central	Number	5	34	128	279	76	522
	Percent	1.0	6.5	24.5	53.4	14.6	
Sandhills	Number	3	14	72	114	33	236
	Percent	1.3	5.9	30.5	48.3	14.0	
Piedmont-Triad	Number	3	20	95	130	54	302
	Percent	1.0	6.6	31.5	43.0	17.9	
Southwest	Number	9	59	148	156	67	439
	Percent	2.1	13.4	33.7	35.5	15.3	
Northwest	Number	0	1	10	24	18	53
	Percent	0.0	1.9	18.9	45.3	34.0	
Western	Number	0	2	7	21	18	48
	Percent	0.0	4.2	14.6	43.8	37.5	
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 subgroups may not total 100%.

\*\*The two virtual charter schools serve students statewide and are not assigned to a specific region.

Table 39. *Number and Percent of Hispanic Subgroup Grades by State School Board Region\**

Region		Overall Performance Grade Hispanic					Total Subgroups
		A	B	C	D	F	
Northeast	Number	1	9	43	23	8	84
	Percent	1.2	10.7	51.2	27.4	9.5	
Southeast	Number	1	31	94	59	8	193
	Percent	0.5	16.1	48.7	30.6	4.1	
North Central	Number	19	54	192	199	28	492
	Percent	3.9	11.0	39.0	40.4	5.7	
Sandhills	Number	3	33	98	62	6	202
	Percent	1.5	16.3	48.5	30.7	3.0	
Piedmont- Triad	Number	5	47	156	130	19	357
	Percent	1.4	13.2	43.7	36.4	5.3	
Southwest	Number	18	76	190	122	19	425
	Percent	4.2	17.9	44.7	28.7	4.5	
Northwest	Number	1	11	61	40	5	118
	Percent	0.8	9.3	51.7	33.9	4.2	
Western	Number	1	17	50	43	2	113
	Percent	0.9	15.0	44.2	38.1	1.8	
Virtual**	Number	0	0	1	1	0	2
	Percent	0.0	0.0	50.0	50.0	0.0	

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

\*\*The two virtual charter schools serve students statewide and are not assigned to a specific region.

Table 40. *Number and Percent of Two or More Races Subgroup Grades by State School Board Region\**

Region		Overall Performance Grade Two or More Races					Total Subgroups
		A	B	C	D	F	
Northeast	Number	1	13	23	11	1	49
	Percent	2.0	26.5	46.9	22.4	2.0	
Southeast	Number	1	25	57	30	6	119
	Percent	0.8	21.0	47.9	25.2	5.0	
North Central	Number	21	68	79	50	8	226
	Percent	9.3	30.1	35.0	22.1	3.5	
Sandhills	Number	1	24	54	29	7	115
	Percent	0.9	20.9	47.0	25.2	6.1	
Piedmont- Triad	Number	5	26	66	43	12	152
	Percent	3.3	17.1	43.4	28.3	7.9	
Southwest	Number	20	57	65	38	19	199
	Percent	10.1	28.6	32.7	19.1	9.5	
Northwest	Number	0	6	33	16	0	55
	Percent	0.0	10.9	60.0	29.1	0.0	
Western	Number	1	5	21	18	0	45
	Percent	2.2	11.1	46.7	40.0	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 subgroups may not total 100%.

\*\*The two virtual charter schools serve students statewide and are not assigned to a specific region.

Table 41. *Number and Percent of White Subgroup Grades by State School Board Region\**

Region		Overall Performance Grade					Total Subgroups
		White					
		A	B	C	D	F	
Northeast	Number	17	64	41	13	3	138
	Percent	12.3	46.4	29.7	9.4	2.2	
Southeast	Number	24	106	87	9	0	226
	Percent	10.6	46.9	38.5	4.0	0.0	
North Central	Number	111	237	121	20	2	491
	Percent	22.6	48.3	24.6	4.1	0.4	
Sandhills	Number	20	93	95	17	2	227
	Percent	8.8	41.0	41.9	7.5	0.9	
Piedmont-Triad	Number	48	164	128	28	5	373
	Percent	12.9	44.0	34.3	7.5	1.3	
Southwest	Number	108	190	121	31	3	453
	Percent	23.8	41.9	26.7	6.8	0.7	
Northwest	Number	13	98	71	4	0	186
	Percent	7.0	52.7	38.2	2.2	0.0	
Western	Number	23	93	62	2	1	181
	Percent	12.7	51.4	34.3	1.1	0.6	
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 subgroups may not total 100%.

\*\*The two virtual charter schools serve students statewide and are not assigned to a specific region.

Table 42. *Number and Percent of Economically Disadvantaged Subgroup Grades by State School Board Region\**

Region		Overall Performance Grade Economically Disadvantaged					Total Subgroups
		A	B	C	D	F	
Northeast	Number	2	10	50	85	15	162
	Percent	1.2	6.2	30.9	52.5	9.3	
Southeast	Number	8	39	103	80	11	241
	Percent	3.3	16.2	42.7	33.2	4.6	
North Central	Number	9	19	168	274	61	531
	Percent	1.7	3.6	31.6	51.6	11.5	
Sandhills	Number	10	17	111	111	10	259
	Percent	3.9	6.6	42.9	42.9	3.9	
Piedmont-Triad	Number	6	31	188	149	43	417
	Percent	1.4	7.4	45.1	35.7	10.3	
Southwest	Number	12	53	205	178	46	494
	Percent	2.4	10.7	41.5	36.0	9.3	
Northwest	Number	4	18	116	40	5	183
	Percent	2.2	9.8	63.4	21.9	2.7	
Western	Number	4	25	98	46	2	175
	Percent	2.3	14.3	56.0	26.3	1.1	
Virtual**	Number	0	0	0	1	1	2
	Percent	0.0	0.0	0.0	50.0	50.0	

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

\*\*The two virtual charter schools serve students statewide and are not assigned to a specific region.

Table 43. *Number and Percent of English Learner Subgroup Grades by State School Board Region\**

Region		Overall Performance Grade English Learner					Total Subgroups
		A	B	C	D	F	
Northeast	Number	0	2	17	21	9	49
	Percent	0.0	4.1	34.7	42.9	18.4	
Southeast	Number	0	1	17	60	33	111
	Percent	0.0	0.9	15.3	54.1	29.7	
North Central	Number	3	24	65	218	93	403
	Percent	0.7	6.0	16.1	54.1	23.1	
Sandhills	Number	0	5	29	44	29	107
	Percent	0.0	4.7	27.1	41.1	27.1	
Piedmont- Triad	Number	0	10	48	146	58	262
	Percent	0.0	3.8	18.3	55.7	22.1	
Southwest	Number	6	30	81	155	63	335
	Percent	1.8	9.0	24.2	46.3	18.8	
Northwest	Number	0	4	20	47	17	88
	Percent	0.0	4.5	22.7	53.4	19.3	
Western	Number	1	1	20	37	13	72
	Percent	1.4	1.4	27.8	51.4	18.1	
Virtual**	Number	0	0	0	1	1	2
	Percent	0.0	0.0	0.0	50.0	50.0	

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

\*\*The two virtual charter schools serve students statewide and are not assigned to a specific region.

Table 44. *Number and Percent of Students with Disabilities Subgroup Grades by State School Board Region\**

Region		Overall Performance Grade Students with Disabilities					Total Subgroups
		A	B	C	D	F	
Northeast	Number	0	0	4	19	108	131
	Percent	0.0	0.0	3.1	14.5	82.4	
Southeast	Number	0	0	3	40	172	215
	Percent	0.0	0.0	1.4	18.6	80.0	
North Central	Number	1	3	19	130	341	494
	Percent	0.2	0.6	3.8	26.3	69.0	
Sandhills	Number	0	1	4	24	192	221
	Percent	0.0	0.5	1.8	10.9	86.9	
Piedmont- Triad	Number	0	1	11	78	299	389
	Percent	0.0	0.3	2.8	20.1	76.9	
Southwest	Number	0	1	19	99	334	453
	Percent	0.0	0.2	4.2	21.9	73.7	
Northwest	Number	0	0	1	34	120	155
	Percent	0.0	0.0	0.6	21.9	77.4	
Western	Number	0	0	4	38	111	153
	Percent	0.0	0.0	2.6	24.8	72.5	
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 subgroups may not total 100%.

\*\*The two virtual charter schools serve students statewide and are not assigned to a specific region.