

Long-Term Goal Business Rules

The Every Student Succeeds Act (ESSA) requires states to develop ambitious, yet attainable long-term goals and measures of interim progress in the following areas:

- Reading at grades 3-8
- Mathematics at grades 3-8
- Reading at the high school (grade 10)
- Mathematics at the high school (grade 11)
- English Learner Progress
- Cohort Graduation Rate

These goals were set by the State Board of Education. Long-term goals may be adjusted if changes to assessments take place that drastically alter the outcomes of the assessment. If and when adjustments are needed, an amendment to the NC Every Student Succeeds Act (ESSA) Comprehensive State Plan must be submitted and approved by the United States Department of Education.

Long-Term Goals for the All Students Group:

The academic progress goals (Reading and Mathematics) are set to improve the All Students group career and college readiness proficiency (achievement levels 4 and 5) by at least 20 percentage points over a 10-year period.

The English Learner Progress (ELP) goal is set to increase English learner's progress toward reaching English language proficiency from 25.3% to 60.0% over the next 10-years. For additional information about calculating the English Learner Progress measure reference https://www.rep.dpi.state.nc.us/2019/English_Learners_Progress_Measure.pdf.

The Cohort Graduation Rate (CGR) goal has been set to increase to 95% over the next 10-years.

Each school has their own baseline but is expected to match the state increase of these measures in the All Students group by the same amount (academic goals) or to the same goal (ELP and CGR) by the end of 10-years.

Long-Term Goals for Subgroups:

In addition to long-term goals for the All Students group, long-term goals for reportable subgroups exist to ensure a closing of gaps between the economically disadvantaged and non-economically disadvantaged subgroups. The goal decreases the gaps of these two groups by approximately 10 percentage points which equates to an approximately 33 percent reduction in the gap. The reduction of these two groups will also result in a reduction of gaps between other subgroups such as American Indian to White, Black to White and Hispanic to White.

Measures of Interim Progress:

To assist in tracking progress toward obtaining the state long-term goals, yearly measures of interim progress were established at the state level. Measures of interim progress are equal improvement increments over 10-years that result in the overall 10-year goal. These yearly progress measures are then applied to each school to set yearly measures of interim progress, from their current level of performance, for the all students group and each subgroup. The result of every school meeting their goals should advance the state to achieve its goals.

Rules for All Goals:

- Goals are set for individual schools and for the state. Goals are not set for local education agencies (LEAs).
- A minimum-N number of data points needed for all long-term goal calculations and determinations, regardless of subject or subgroup, is 30.
 - Less than 30 data points in the baseline year:
 - If a school did not have a goal due to insufficient data in the baseline year, but achieves enough data in a subsequent year, the school will have a goal from that point forward with the same measure of interim progress expectations as the state until the end of the state's 10-year timeframe
 - Less than 30 data points in subsequent years:
 - If a school has enough data in a group for a subject to set a long-term goal, the goal has been set for the school for the duration of the state goal.
 - If the school does not have enough data in subsequent years, the trajectory remains the same, but the determination of if the school met or did not meet the target is not reported.
 - When the school has enough data again in another year, for that group and subject, the expectation of interim progress follows the expectation from the first year the group had enough data.
- The baseline year for academic progress and cohort graduation rate goals was the 2015–16 school year. There were not measures of interim progress for the 2016–17 school year. Measures of interim progress for these measures began being reported after the 2017–18 school year.
- Measures of interim progress for the English Learner Progress goal were reported after the 2017–18 school year. The baseline for this measure was set using 2016–17 data.
- Long-term goals for closed and reconfigured schools are as follows:
 - Closed Schools:
 - When a school closes, (i.e. no longer uses the school code assigned by Financial and Business Services), long-term goals and measures of interim progress are no longer calculated for the school.
 - Results from the most recent year the school was open are reported along with other accountability measures for that school year. These results are found in the static data results posted to the Accountability Services website and in local reports provided securely to districts/charters.
 - Future targets and reporting are eliminated once Accountability Services receives confirmation of official school closure from authoritative sources within the North Carolina Department of Public Instruction.
 - Reconfigured Schools:
 - Schools that reconfigure, but maintain the same school code, continue to have the long-term goals and measures of interim progress as defined by the baseline year for each year of the long-term goals.
 - When a school no longer has enough data to yield a result (minimum-N) for all students or any subgroup of students, the measures of interim progress will no longer populate results, but will continue to show the established targets.
 - Any new goals that have enough data will begin to populate using the first year where there is enough data as the baseline.
 - Only when the State Board of Education changes the long-term goals and the school no longer has the grade levels necessary to create long-term goals are goals dropped or changed for a reconfigured school.

Rules for Academic Progress Goals:

- Goals are based on the percent of students achieving the career and college readiness proficiency standard (achievement levels 4 and 5).
- If any subgroup does not meet the 95% participation requirement, an appropriate denominator adjustment is included in the calculations. See the NC Participation Business Rule document for more information.
- English Learners (EL) in their 1st or 2nd year in U.S. schools are not included in long-term goal calculations. Students who have exited EL status within the last 4 years are included in the EL subgroup for the purposes of long-term goal calculations and determinations.
- High school goals are based on all grade 10 students' English II EOC scores regardless of when they took the assessment.
- High school goals are based on grade 11 students' Mathematics EOC scores regardless of when they took the assessment. See the NC Math 1 Exception Business Rules for more information.
- If a school's measure of interim progress target reaches 95% or higher for either the All Students group or any subgroup, from that point forward the measure of interim progress expectation is an increase of 0.5 percentage points, rather than the state defined yearly increase.

Additional Rule for Cohort Graduation Rate Goals:

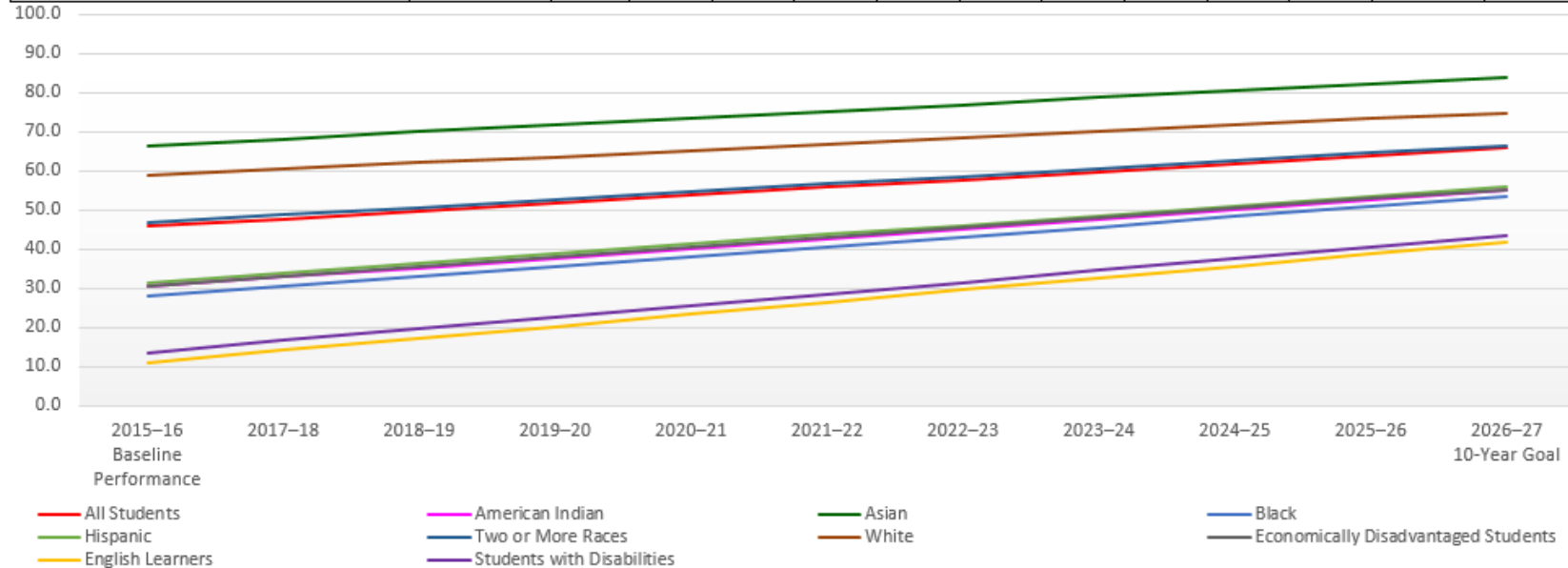
If a school's measure of interim progress target reaches 95% or higher for either the All Students group or any subgroup, from that point forward the measure of interim progress expectation is an increase of 0.5 percentage points, rather than the state defined yearly increase.

Additional Rule for English Learner Progress:

- Percent is based upon the number of EL students in grades K-13 who met their yearly goal set by NC toward English language proficiency or exited the EL status. See the English Learner Progress Business Rules for more information.
- All EL students, regardless of time in U.S. schools, are included in the long-term goal calculations.
- If a school's measure of interim progress target reaches 95% or higher for either the All Students group or any subgroup, from that point forward the measure of interim progress expectation is an increase of 0.5 percentage points, rather than the state defined yearly increase.

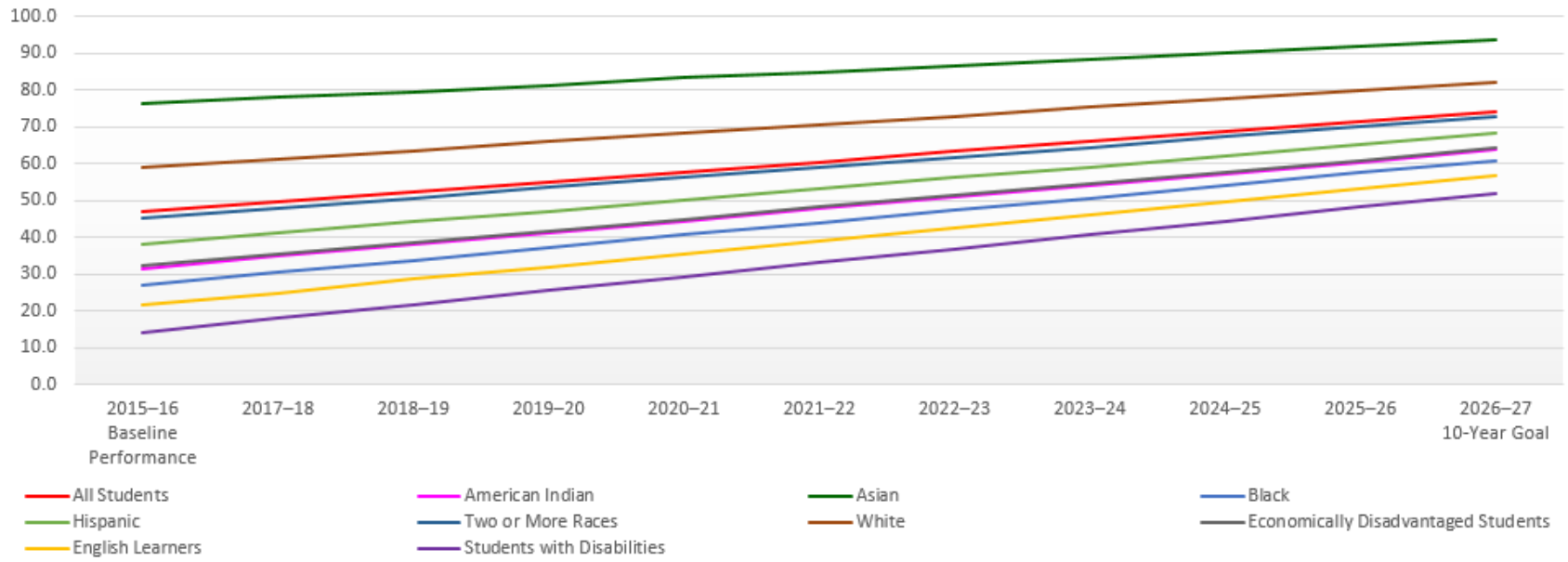
State level math, reading, and English learners progress long-term goals are located on the tables below.

State Level Reading Grades 3–8	2015–16 Baseline Performance (Percent Proficient)	Percent Increase Per Year	2017–18 (Percent Prof)	2018–19 (Percent Prof)	2019–20 (Percent Prof)	2020–21 (Percent Prof)	2021–22 (Percent Prof)	2022–23 (Percent Prof)	2023–24 (Percent Prof)	2024–25 (Percent Prof)	2025–26 (Percent Prof)	2026–27 10-Year Goal (Percent Prof)	10-Year Percent Improvement
			Yearly Measures of Interim Progress										
All Students	45.8	2.003	47.8	49.8	51.8	53.8	55.8	57.8	59.8	61.8	63.8	65.8	20.0
Subgroups													
American Indian	30.4	2.473	32.9	35.3	37.8	40.3	42.8	45.2	47.7	50.2	52.7	55.1	24.7
Asian	66.4	1.760	68.2	69.9	71.7	73.4	75.2	77.0	78.7	80.5	82.2	84.0	17.6
Black	27.9	2.549	30.4	33.0	35.5	38.1	40.6	43.2	45.7	48.3	50.8	53.4	25.5
Hispanic	31.5	2.439	33.9	36.4	38.8	41.3	43.7	46.1	48.6	51.0	53.5	55.9	24.4
Two or More Races	46.7	1.976	48.7	50.7	52.6	54.6	56.6	58.6	60.5	62.5	64.5	66.5	19.8
White	58.8	1.606	60.4	62.0	63.6	65.2	66.8	68.4	70.0	71.6	73.3	74.9	16.1
Economically Disadvantaged Students	30.7	2.464	33.2	35.6	38.1	40.6	43.0	45.5	47.9	50.4	52.9	55.3	24.6
English Learners	11.1	3.062	14.2	17.2	20.3	23.3	26.4	29.5	32.5	35.6	38.7	41.7	30.6
Students with Disabilities	13.6	2.985	16.6	19.6	22.6	25.5	28.5	31.5	34.5	37.5	40.5	43.4	29.8



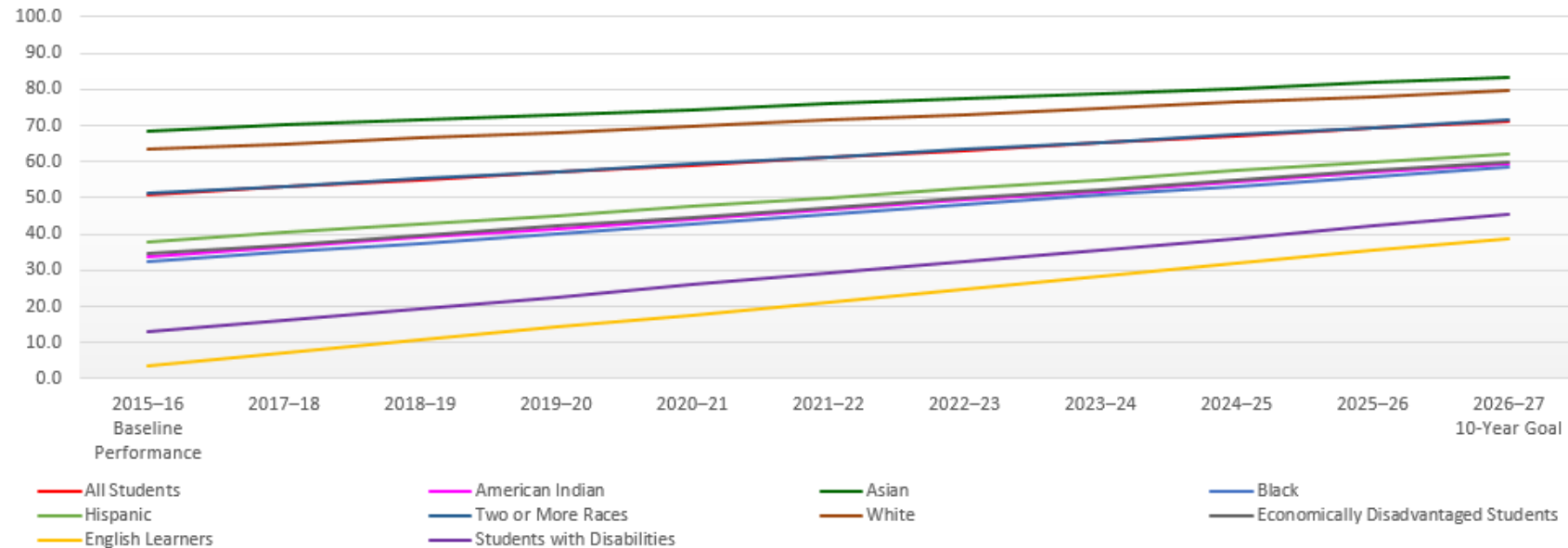
As of 7/21/2017

State Level Math Grades 3–8	2015–16 Baseline Performance (Percent Proficient)	Percent Increase Per year	2017–18 (Percent Prof)	2018–19 (Percent Prof)	2019–20 (Percent Prof)	2020–21 (Percent Prof)	2021–22 (Percent Prof)	2022–23 (Percent Prof)	2023–24 (Percent Prof)	2024–25 (Percent Prof)	2025–26 (Percent Prof)	2026–27 10-Year Goal (Percent Prof)	10-Year Percent Improvement
			Yearly Measures of Interim Progress										
All Students	47.0	2.709	49.7	52.4	55.1	57.8	60.5	63.3	66.0	68.7	71.4	74.1	27.1
Subgroups													
American Indian	31.6	3.216	34.8	38.0	41.2	44.5	47.7	50.9	54.1	57.3	60.5	63.8	32.2
Asian	76.1	1.763	77.9	79.6	81.4	83.2	84.9	86.7	88.4	90.2	92.0	93.7	17.6
Black	27.1	3.363	30.5	33.8	37.2	40.6	43.9	47.3	50.6	54.0	57.4	60.7	33.6
Hispanic	38.1	3.004	41.1	44.1	47.1	50.1	53.1	56.1	59.1	62.1	65.1	68.1	30.0
Two or More Races	45.1	2.775	47.9	50.6	53.4	56.2	59.0	61.7	64.5	67.3	70.1	72.9	27.8
White	58.9	2.325	61.2	63.6	65.9	68.2	70.5	72.9	75.2	77.5	79.8	82.2	23.3
Economically Disadvantaged Students	32.1	3.200	35.3	38.5	41.7	44.9	48.1	51.3	54.5	57.7	60.9	64.1	32.0
English Learners	21.4	3.549	24.9	28.5	32.0	35.6	39.1	42.7	46.2	49.8	53.3	56.9	35.5
Students with Disabilities	14.1	3.788	17.9	21.7	25.5	29.3	33.0	36.8	40.6	44.4	48.2	52.0	37.9



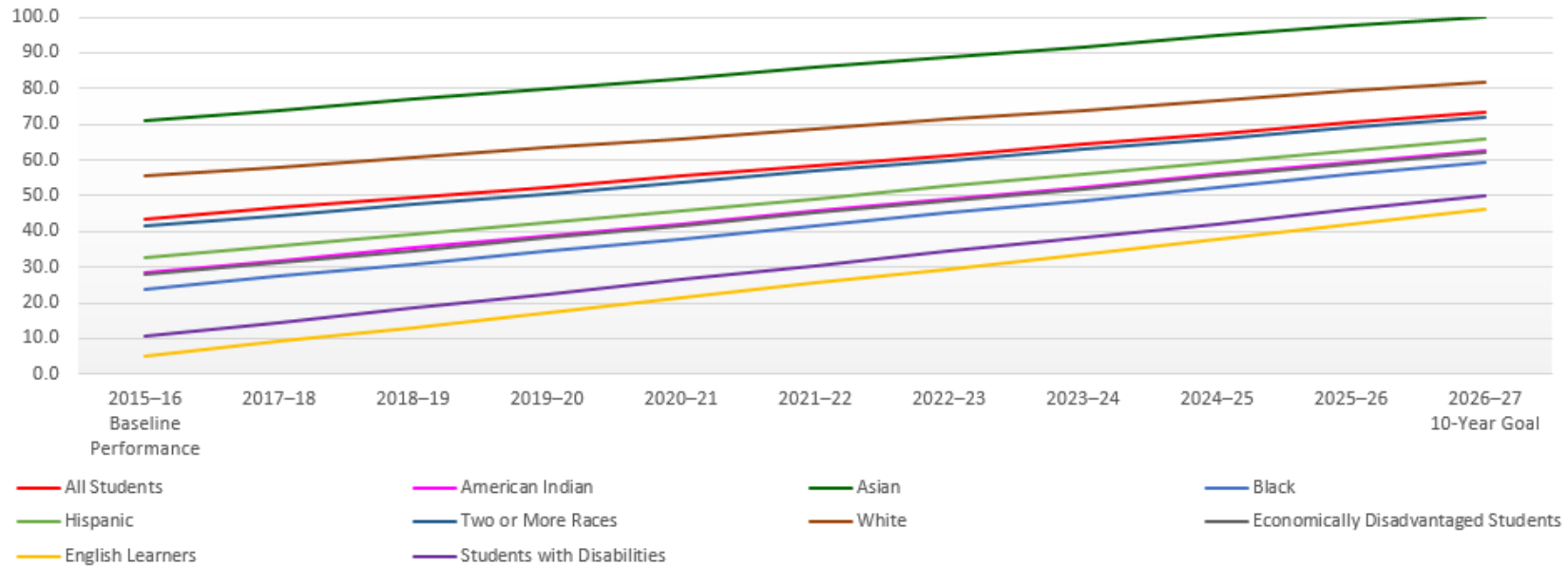
As of 7/21/2017

State Level Reading High School	2015-16 Baseline Performance (Percent Proficient)	Percent Increase Per Year	2017-18 (Percent Prof)	2018-19 (Percent Prof)	2019-20 (Percent Prof)	2020-21 (Percent Prof)	2021-22 (Percent Prof)	2022-23 (Percent Prof)	2023-24 (Percent Prof)	2024-25 (Percent Prof)	2025-26 (Percent Prof)	2026-27 10-Year Goal (Percent Prof)	10-Year Percent Improvement
			Yearly Measures of Interim Progress										
All Students	51.0	2.031	53.0	55.1	57.1	59.1	61.2	63.2	65.2	67.2	69.3	71.3	20.3
Subgroups													
American Indian	33.9	2.569	36.5	39.0	41.6	44.2	46.7	49.3	51.9	54.5	57.0	59.6	25.7
Asian	68.6	1.468	70.1	71.5	73.0	74.5	75.9	77.4	78.9	80.3	81.8	83.3	14.7
Black	32.3	2.620	34.9	37.5	40.2	42.8	45.4	48.0	50.6	53.3	55.9	58.5	26.2
Hispanic	37.9	2.442	40.3	42.8	45.2	47.7	50.1	52.6	55.0	57.4	59.9	62.3	24.4
Two or More Races	51.3	2.017	53.3	55.3	57.4	59.4	61.4	63.4	65.4	67.4	69.5	71.5	20.2
White	63.3	1.636	64.9	66.6	68.2	69.8	71.5	73.1	74.8	76.4	78.0	79.7	16.4
Economically Disadvantaged Students	34.5	2.550	37.1	39.6	42.2	44.7	47.3	49.8	52.4	54.9	57.5	60.0	25.5
English Learners	3.6	3.531	7.1	10.7	14.2	17.7	21.3	24.8	28.3	31.8	35.4	38.9	35.3
Students with Disabilities	13.0	3.232	16.2	19.5	22.7	25.9	29.2	32.4	35.6	38.9	42.1	45.3	32.3



As of 7/21/2017

State Level Math High School	2015-16 Baseline Performance (Percent Proficient)	Percent Increase Per Year	2017-18 (Percent Prof)	2018-19 (Percent Prof)	2019-20 (Percent Prof)	2020-21 (Percent Prof)	2021-22 (Percent Prof)	2022-23 (Percent Prof)	2023-24 (Percent Prof)	2024-25 (Percent Prof)	2025-26 (Percent Prof)	2026-27 10-Year Goal (Percent Prof)	10-Year Percent Improvement
			Yearly Measures of Interim Progress										
All Students	43.5	2.981	46.5	49.5	52.4	55.4	58.4	61.4	64.4	67.3	70.3	73.3	29.8
Subgroups													
American Indian	28.4	3.433	31.8	35.3	38.7	42.1	45.6	49.0	52.4	55.9	59.3	62.7	34.3
Asian	71.0	2.970	74.0	76.9	79.9	82.9	85.9	88.8	91.8	94.8	97.7	100.0	29.0
Black	23.7	3.569	27.3	30.8	34.4	38.0	41.5	45.1	48.7	52.3	55.8	59.4	35.7
Hispanic	32.7	3.308	36.0	39.3	42.6	45.9	49.2	52.5	55.9	59.2	62.5	65.8	33.1
Two or More Races	41.5	3.052	44.6	47.6	50.7	53.7	56.8	59.8	62.9	65.9	69.0	72.0	30.5
White	55.5	2.645	58.1	60.8	63.4	66.1	68.7	71.4	74.0	76.7	79.3	82.0	26.5
Economically Disadvantaged Students	27.8	3.450	31.3	34.7	38.2	41.6	45.1	48.5	52.0	55.4	58.9	62.3	34.5
English Learners	4.9	4.116	9.0	13.1	17.2	21.4	25.5	29.6	33.7	37.8	41.9	46.1	41.2
Students with Disabilities	10.6	3.950	14.6	18.5	22.5	26.4	30.4	34.3	38.3	42.2	46.2	50.1	39.5



As of 7/21/2017

English Learners Progress (Grades K–12)	2016–17 Baseline Performance (Percent Progress)	Percent Increase Per Year	2017–18 (Percent Prog)	2018–19 (Percent Prog)	2019–20 (Percent Prog)	2020–21 (Percent Prog)	2021–22 (Percent Prog)	2022–23 (Percent Prog)	2023–24 (Percent Prog)	2024–25 (Percent Prog)	2025–26 (Percent Prog)	2026–27 10-Year Goal (Percent Prog)	10-Year Percent Improvement
	Yearly Measures of Interim Progress												
	25.3	3.47	28.8	32.2	35.7	39.2	42.7	46.1	49.6	53.1	56.5	60.0	34.7

