NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

2024–25 Technical Guide for Accountability and Testing Results

(This guide provides the business rules and data collection documentation used to determine accountability and reporting calculations. Business rules will be updated monthly according to the training schedule.)

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Contents

Preface

The mission of the Office of Accountability and Testing is to promote the academic achievement of all North Carolina public school students and to assist stakeholders in understanding and gauging this achievement against state and national standards. The major thrust of this mission is threefold: the design and development of reliable and valid assessment instruments, the uniform implementation of and access to suitable assessment instruments for all students, and the provision of accurate and statistically appropriate reports. North Carolina's accountability model has been designed to ensure the mission of the Office of Accountability and Testing is fulfilled, and stakeholders are provided the needed information to make informed decisions about the academic achievement of all North Carolina public school students.

North Carolina's accountability model has changed throughout the years. In 1993, North Carolina began testing all students in grades three through eight in reading and mathematics; building upon the end-of-course high school assessment model that began in the 1980s. With this assessment data, North Carolina built a school-based accountability model prioritizing academic achievement and growth for all students.

In 1994, end-of-grade assessments designed to measure the State Board of Education's (SBE) adopted content standards were administered for the first time to all students in grades three through eight. Previously, assessments had not met alignment criteria, resulting in students not consistently receiving instruction on the content standards across the state.

In 1996, the accountability system (referred to as Accountability, Basics, and Local Control [ABCs]) used data from the end-of-grade assessments to annually inform parents, educators, and the public on the status of achievement at the school level. In the 1997–98 school year, five end-of-course tests were added to the ABCs school accountability model. The state of North Carolina's commitment to measuring student achievement and providing support for school improvement predates the *No Child Left Behind Act* of 2001.

Since the 1990s, North Carolina has continually evolved its assessment and accountability system to increase academic expectations, so students are prepared for success after high school. This was accomplished by reevaluating the content standards on a five-year cycle, and based on these reviews, developing aligned assessments. Likewise, in keeping with continuous improvement, the ABCs model was amended to include additional end-of-course assessments as well as updated business guidelines to ensure schools were held accountable for all students.

The ABCs model continued until the 2012–13 school year when assessments aligned to the Common Cores State Standards in Mathematics and Reading/English Language Arts (adopted by the SBE in June 2010) and the NC Essential Standards (adopted by the SBE in February 2010) were implemented. At this time, the SBE adopted a new

accountability model. As with the ABCs, the test data are used for school accountability and federal reporting.

Since the 2013–14 school year, all schools have received school performance grades (A–F), with the addition of English Learner's Progress and adjustments to some high school indicators in 2017 to ensure compliance with the *Every Student Succeeds Act* (ESSA). This was mandated by G.S. §115C-83.15 (passed during the 2013 long session of the North Carolina General Assembly) and required the inclusion of school performance grades as part of the North Carolina school report cards.

Currently, North Carolina administers the required statewide assessments in reading, mathematics, and science as specified in the *Elementary and Secondary Education Act* of 1965 as amended by the ESSA in 2015. ESSA reauthorizes the nation's national education law and longstanding commitment to equal opportunity for all students and replaces the *No Child Left Behind Act* of 2001. The United States Department of Education (USED) approved North Carolina's plan under the ESSA June 5, 2018, and approved the most recent amendment to the plan on April 10, 2023. The state plan continues the School Performance Grades model for school identification under ESSA, in which schools earn A–F grades based on proficiency measures and student-growth targets as required by the North Carolina General Assembly Legislation (G.S. §115C-83.16). The full ESSA plan is available on the USED website at https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/.

This technical guide provides the decision requirement provisions for each indicator and the calculation parameters of the data for the current accountability model. It outlines the procedures and methodologies used to determine the annual school performance grades of North Carolina's schools in accordance with federal and state law. The business requirements provided in this guide apply to all public schools within the state of North Carolina. The school grading system focuses on different student success measures between the elementary/middle and high school levels.

To provide additional context for the current accountability model and the timeline for implementation, see below:

Accountability Model Through the Years

Year	Action
1993	North Carolina began testing all students in grades three through eight in reading and mathematics. First school-based accountability model created.
1994	End-of-grade assessments designed to measure the SBE's adopted content standards were administered for the first time to all students in grades three through eight.
1996	The accountability system, referred to as Accountability, Basics, and Local Control (ABCs), used data from the end-of-grade assessments to inform parents, educators, and the public annually on the status of achievement at the school level.
1997–98	Five end-of-course tests were added to the ABCs school accountability model.
2010	The SBE adopted the Standard Couse of Study (based on Common Core Standards for English Language Arts and Mathematics).

Year	Action
2012–13	A new accountability model was implemented.
2013–17	All schools have received school performance grades (A–F), with the addition of English Learner's Progress and adjustments to some high school indicators in 2017 to ensure compliance with the *Every Student Succeeds Act* (ESSA).
2018–20	The US Department of Education (USED) approved North Carolina's plan under the ESSA June 5, 2018, and approved an amendment to the plan June 16, 2020.
2019–21	Due to the impact of COVID-19, the USED and General Assembly waived testing and accountability reporting in the spring of 2019–20. In the 2020–21 school year, accountability reporting was also waived.
2021–Current	The state plan continues the School Performance Grades model for school identification under ESSA, in which schools earn grades (A–F) based on proficiency measures and student-growth targets as required by G.S. §115C-83.16.

Abbreviations

Acronym	Meaning
10S	Tenth day of spring semester
AAA	Academic Achievement Assessments
AA-AAAS	Alternate Academic Achievement Standards
ABCs	Accountability, Basics, and Local Control
ASMAS	Alternative Schools' Modified Accountability System
ACCESS for ELS 2.0	Accessing Comprehension and Communication in English State-to-State for English learners
ACDE	Accountability Collection Data Entry System
ACGR	Adjusted Cohort Graduation Rate
ACT	American College Test (the company)
AD	Achievement Denominator
ALT-ACCESS	WIDA Alternate ACCESS for ELs
AP	Advanced Placement
ARP	Achievement Relative Percent
ASM	Accountability Services Management
ASMAS	Alternative Schools' Modified Accountability System
AWA	The ACT/WorkKeys Assessment Indicator
ASPM	Alternative School Progress Model
BOG3	Beginning-of-Grade 3 Reading Test
CCAHSP	Community College Adult High School Program
CCR	College and Career Readiness
CCRAA	College and Career Readiness Alternate Assessment
CGR	Cohort Graduation Rate
CIHS	Cooperative Innovative High School
COC	Comprehensive Objective Composite
CSI	Comprehensive Support and Improvement
CSI-AT	Comprehensive Support and Improvement - Additional Targeted
CSI-LG	Comprehensive Support and Improvement - Low Graduation Rates
CSI-LP	Comprehensive Support and Improvement - Lowest Performing
CTE	Career and Technical Education
DOD	Department of Defense
EDS	Economically Disadvantaged Students
e.g.	For example
EL	English Learner
ELP	English Learner Progress
ELPM	English Learner Performance Measure
EOC	End-of-Course
EOG	End-of-Grade
EOY	End-of-Year
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
EVAAS	Education Value Added Assessment System
FDF	First Day of Fall
FDS	First Day of Spring
GLP	Grade-Level Proficiency
GP	Growth Percent
GDV	Graduation Data Verification
HS	High School

Acronym	Meaning
IDEA	Individuals with Disabilities Education Improvement Act
i.e.	That is
IEP	Individualized Education Program
LEA	Local Education Agency
LEA TC	LEA Test Coordinator
LEA TA	LEA Test Assistant
LOC	Local Collection Option
LTG	Long Term Goals
LTGSUM	Long Term Goals Summary
MCR	Math Course Rigor
MRM	Multivariate Response Model
NC	North Carolina
NCDOA	North Carolina Department of Administration
NCDPI	North Carolina Department of Public Instruction
NCEXTEND1	North Carolina's alternate assessment for EOG and EOC tests
NCV	Non-Content Visitor
PARTSUM	Participation Summary
PD	Professional Development
PE	Partial Enrollment
PEF	Partial Enrollment Fall
PES	Partial Enrollment Spring
PEY	Partial Enrollment Year
PII	Personally Identifiable Information
PS	Power School
P-SAT	Preliminary Scholastic Aptitude Test
RAC	Regional Accountability Coordinator
RCC	Regional Computing Consultant
REPSUM	Reporting Summary
RtA	Read to Achieve
SAG	School Accountability Growth
SAT	Scholastic Aptitude Test
SBE	State Board of Education
SD	School Quality Denominator
SPG	School Performance Grades
SPGSUM	School Performance Grades Summary
SQ	School Quality
SD	School Quality Denominator
SRP	School Quality Relative Percent
SWD	Student with Disability
TC	Test Coordinator
The ACT	The American College Test (the test name)
TSI	Targeted Support and Improvement
TSI- AT	Targeted Support and Improvement - Additional Targeted
TSI-CU	Targeted Support and Improvement - Consistently Underperforming
UNC	University of North Carolina
URM	Univariate Response Model
USED	United States Department of Education
W-APT	WIDA-ACCESS Placement Test
WIDA	World-Class Instructional Design and Assessment

1. School Performance Grades Overview | Components and Indicators

1.1 School Performance Grade Components

As required by state legislation and the *Every Student Succeeds Act* (ESSA) State Plan, the school performance grades (SPG) are based on two components:

- *Achievement Component*. The school's achievement score (80% – calculated using a composite method that includes the sum of points earned by a school on all indicators measured for that school).
- *Growth Component.* The students' academic growth (20% – compares the actual performance of the school's students to their expected performance, which is based on their prior testing results). If growth is missing as an indicator, the achievement score becomes 100% of the school performance grade.
- The final school performance grade is based on a fifteen-point scale, per legislation.

1.2 School Performance Grade Indicators

The SPG indicators and school quality and student success measures for elementary and middle schools differ from those for high schools, as presented in table 1.2.

Table 1.2. School performance grade indicators and school quality measures

Elementary and middle school achievement indicators (80%)	**High school achievement indicators (80%)[1]**
Level 3 and above - Grade 3–8 EOG Reading Proficiency - Grade 3–8 EOG Mathematics Proficiency/ NC Math 1 Proficiency - Grade 5 and 8 Science Proficiency English Learner Progress	Level 3 and above - EOC tests in NC Math 1, NC Math 3, and English II proficiency English Learner Progress Four-Year Cohort Graduation Rate **High school accountability growth (20%)[2]** - English II, high school mathematics
School Quality or Student Success Indicator	**School Quality or Student Success Indicators**
Elementary and middle school accountability growth (20%) - Reading, mathematics, and science	Biology proficiency (level 3 and above) Completion of the NC Math 3 course in grade 12 The ACT/ACT WorkKeys at grade 12

[1] Achievement, English Learner Progress, Cohort Graduation Rate, and the school quality or student success indicators account for 80%.

[2] High school accountability growth is included in academic achievement section, but only accounts for 20% of the model.

1.3 School Performance Grade Indicators for Elementary and Secondary Schools (Kindergarten through Grade Eight) That Are Not High Schools

The Academic Achievement Indicator (i.e., combined reading and mathematics tests), the Other Academic Indicator (i.e., science tests), and the English Learner Progress (ELP) Indicator comprise 80% of the total weight for the system of annual meaningful differentiation and include the following indicators:

- *End-of-Grade Tests*. Students that score at or above Level 3 on annual end-of-grade (EOG) tests in reading and mathematics in grades 3–8, NC Math 1 for some

students in middle school, and science tests in grades 5 and 8 are counted for academic growth and performance. NCEXTEND1 is an alternate assessment for students with disabilities who are instructed on the North Carolina Extended Content Standards. This assessment is included in the performance measure only, not in growth.

- *English Learner Progress*. Students who are classified as English learners (EL) take an English language attainment assessment, which is included in the accountability model for students in grades 3–8.

The School Quality or Student Success Indicator (i.e., school growth) accounts for 20% of the total weight for the system of annual meaningful differentiation. The 20% is determined by school growth on the statewide tests of reading, mathematics, and science. School growth is referred to as School Accountability Growth.

The achievement indicators have much greater weight in the system than the School Quality or Student Success indicator.

As specified in G.S. §115C.83.15(b), the school achievement part of the model uses "(i) a composite approach to weigh the achievement elements based on the number of students measured by any given achievement element, and (ii) proportionally adjust the scale to account for the absence of a school achievement element…" Within the Achievement Component, most of the data is based on student performance on the reading and mathematics assessments. Typically, there are three grade levels with these test scores and only one grade level with data for the Other Academic Indicator (i.e., science scores).

Likewise, there is a smaller subset of students comprising the ELP indicator. This method of calculation allows for a proportional representation of ELs in relationship to the total school population. If a school does not have the required number of students to report the ELP indicator, its weight will become part of the other indicators in the achievement component.

Table 1.3 illustrates how North Carolina calculates the elementary and middle school accountability indicator measures used in the accountability model. The numbers in this table are examples.

TABLE 1.3. Elementary and middle school indicator calculations

Measure	Numerator	Denominator	Score used in final calculation
EOG Reading	362	841	
EOG Math	341	841	
EOG Science	189	289	
English Learner Progress	8	32	
Total School Achievement Score	**900 (Sum of numerators)**	**2,003 (Sum of denominators)**	900/2003 = 44.9

Measure	Numerator	Denominator	Score used in final calculation
	Growth composite index		Growth score used in final calculations
School Accountability Growth Score (Reading, Math, and Science Composite)	-0.95		75.2

To obtain the total school achievement score, the total number of proficient scores for all indicators are added and then divided by the total number of scores for all indicators. The growth score calculation will be further explained below in Section 1.5.

1.4 School Performance Grade Indicators for High Schools

The high school model applies the weights in the system, where growth is 20% of the model, and the remaining indicators of Academic Achievement and School Quality Student Success are 80%.

The high school indicators making up 80% of the model are as follows:

- *End-of-Course Tests*. Students that score at or above Level 3 on the NC Math 1, NC Math 3, English II, and Biology end-of-course (EOC) assessments are counted for performance. NC Math 1, NC Math 3, and English II are also counted for growth. Biology is not part of growth. NCEXTEND1 is an alternate assessment for students with disabilities instructed on the NC Extended Content Standards and is included in performance only, not in growth.
- *Cohort Graduation Rate*. The percentage of students who graduate within the defined cohort in four years or less.
- *English Learner Progress*. Students who are classified as EL take an English language attainment assessment which is included in the accountability model for students in grade 10.
- *Math Course Rigor*. The percentage of grade 12 students passing the NC Math 3 course.
- *The ACT/ACT WorkKeys*. The percentage of grade 12 students meeting either the University of North Carolina (UNC) System's admissions minimum requirement on a college admissions assessment (i.e., a composite score of nineteen on the state administration The ACT) or who meet the standard earning a certificate at the Silver, Gold, or Platinum level on a nationally normed test of workplace readiness (i.e., the state administration of the WorkKeys assessments).

School growth accounts for 20% of the total weight for the system of annual meaningful differentiation. The 20% is determined by calculating the school growth on the statewide assessments of reading and mathematics. School growth is referred to as School Accountability Growth.

Table 1.4 illustrates how North Carolina calculates the high school accountability indicator measures used in the accountability model. Note: The numbers in this table are examples.

TABLE 1.4. High school measure calculations

Measure	Numerator	Denominator	Score used in final calculation
EOC Math	117	269	
EOC English II	135	274	
Four-Year Cohort Graduation Rate	284	330	
English Learner Progress	9	34	
EOC Biology	124	240	
The ACT/WorkKeys	226	508	
Math Course Rigor	261	273	
Total Achievement	1,156 (Sum of numerators)	1,928 (Sum of denominators)	1156/1928=60.0
	Growth composite index		Growth score used in final calculations
School Accountability Growth Score (Reading and Math Composite)	-0.95		75.2

When calculating the achievement score for each indicator, the percentage of students who meet the standard is divided by the total number of students for that indicator. To get the total School Achievement Score, the total number of scores or benchmarks meeting the standard for all indicators is added and then divided by the total number of scores or benchmarks for all indicators. Schools spanning both K–8 and high school, will use the appropriate indicators accordingly. For example, a K–12 school will use all the indicators for K–8 and high school.

This model allows for a proportional representation of the indicators with the assessments comprising most of the weight for the model. For example, the ELP indicator in relationship to the reading and mathematics assessment participants is less, giving more weight to the reading and mathematics assessments. If a school does not have the required number of students to report an indicator, the indicator's weight will become part of the other academic indicators in the model.

1.5 Calculating a School's Growth Score

Growth for all schools is 20% of the model as required by G.S. §115C-83.15. School Accountability Growth is generated using EVAAS. EVAAS is a value-added growth model that includes student performance on all applicable subject assessments for that school. The growth model calculations result in a composite index growth value which determines a growth designation for the school of *exceeds expected growth, meets expected growth*, or *does not meet expected growth*. For the purposes of the school

performance grades, the growth composite index is converted to a 100-point scale, so it can be combined with the school achievement score to create the overall school performance grade score.

The composite growth value spans a range from -10.0 to 10.0. However, it is possible to achieve values greater than 10.0 or less than -10.0, but those are transformed to -10.0 and 10.0 for use in the accountability model. These composite growth values are transformed to the 100-point score which is rounded to the tenth. This score is used as 20% of the overall school/subgroup grade. North Carolina reports the growth values that correspond to EVAAS designations for all schools. The distribution of the growth designations (exceeds, met, and did not meet) allows for additional meaningful differentiation between schools and subgroups.

1.5.1 Guidelines Applied in Calculation of School Growth

- Elementary and middle schools use reading EOG, mathematics EOG/EOC, and science EOG assessments for growth calculations.
- High schools use reading and mathematics EOC assessments for growth calculations.
- EOG and EOC mathematics assessments taken in the current accountability year are used in school accountability growth calculations. Some assessments are included in growth that may not be included in other accountability measures like proficiency, participation, or long-term goal calculations. For example, students who take NC Math 1 in grade 7 will have their NC Math 1 EOC score used when the student is in grade 8 for proficiency, participation, and long-term goals. This student's NC Math 1 score will be included in the growth calculation for the year the student was in grade 7.
- Only NC Math 3 EOC assessments of students on the accelerated pathway (i.e., took NC Math 1 prior to grade 9) are used in School Accountability Growth calculations. All NC Math 3 EOC assessments are used for educator growth calculations.
- Subgroups receive a growth score for inclusion in the subgroup school performance grade.
- A growth index is only used for accountability calculations if there are a total of thirty students included in the growth calculation for the school or subgroup.
    - In addition, there must be enough students in each grade level and subject to calculate growth.
        - For students who scored using the EVAAS Gain Model (grades 3–7 reading, 4–7 math) at least six students are needed in the grade/subject/year for SAS to calculate growth.
        - For students who scored using the EVAAS Predictive Model (grade 8 reading and math, all EOC subjects, and 5 & 8 science) at least ten students are needed in the grade/subject/year for SAS to calculate growth.
- Students who score below Level 3 on an EOG, EOC, or NCEXTEND1 assessment in the current school year and obtain a higher score on a readminstration prior to the

end of the accountability year, will have the higher score replace the lower score in growth calculations.
- Summer school (EOC) scores are not used for current year growth calculations. However, summer school scores can be used as historical scores to determine future growth calculations.
- Students are excluded from the Gain or Predictive Model if in their first year in US schools or if the student does not meet partial enrollment. However, these scores are used for future growth calculations.
- If two valid scores are received in the same accountability year for a student enrolled in a course that requires an EOC (i.e., student took the assessment in both the fall and spring semesters), both scores are included in growth calculations.
- If a school or subgroup achieves a composite growth index value below -2.0, the growth expectation was not met.
- If a school or subgroup achieves a composite growth index value of -2.0 to 1.99, the growth expectation was met.
- If a school or subgroup achieves a composite growth index value equal to or above 2.0, the growth expectation was exceeded.

1.6 School Performance Grades for Reading and Mathematics

SPG reading and mathematics grades are required to be reported for each school. These use only test scores from students in grades 3–8. This includes students who took NC Math 1 in grade 8 or earlier. Growth for mathematics includes only grades 4–8, including students who took NC Math 1 in grade 8 or earlier.

1.7 School Performance Grades for K–12 Schools

The overall SPG for K–12 schools is calculated using all data available at the school using the same methods described in the above sections. The academic achievement indicator includes all EOG reading and mathematics as well as EOC English II and NC Math 1 or NC Math 3 (depending on the math pathway). The minimum-N is thirty students which is a combined student total for all subjects in the academic achievement indicator.

The overall growth includes all EOG reading, mathematics, science, as well as EOC English II and NC Math 1 or NC Math 3. The reading and mathematics grades use only test scores from students in grades 3–8. This includes students who took NC Math 1 in grade 8 or earlier. Table 2.2.1 has an example of SPG calculations used for K–12 schools.

1.8 Summary of Tests Used in Accountability

For a list of tests that are used in accountability calculations please visit https://www.dpi.nc.gov/documents/accountability/policyoperations/required-testing-chart.

2. Calculation of School Performance Grades

2.1 School Performance Grades Overview

School Performance Grades are based on each school's achievement score (80%) and each school's student academic growth score (20%). The total school performance score is converted to a 100-point scale and then used to determine a school performance grade of A, B, C, D, or F. The final grade is based on a 15-point scale:

A = 85–100 B = 70–84 C = 55–69 D = 40–54 F = less than 40

Schools receive an overall letter grade and a letter grade for each student subgroup (i.e., Asian, American Indian, Black, Hispanic, Two or More Races, White, Economically Disadvantaged, Students with Disabilities, and EL). The overall letter grade and subgroup performance is reported when the number of students in a particular group is at least thirty for one or more parts of the accountability model. Schools approved to use the state's Alternative Schools Modified Accountability System will be assigned a letter grade only for the purposes of identifying Comprehensive Support and Improvement (CSI) schools and Targeted Support and Improvement (TSI) schools, as required by federal statute.

Schools with grade levels 3–8 will also be given a separate score and grade for reading and mathematics. This includes both achievement and growth measures for either reading or mathematics. To obtain the final score and grade, the reading and mathematics grades are calculated the same way as the SPGs.

Table 2.1 provides an example for calculating a school's performance grade.

TABLE 2.1. Basic school performance grade calculation

	Score	Multiply by	Input for final grade
School Achievement	64.4	.80	51.5
Growth	100.0	.20	20.0
Final Score[1]			72
Final Grade			B

[1] For reporting purposes, the performance score is rounded to the nearest whole number.

2.2 Calculations of School Performance Grades

For each indicator, the denominator must meet the minimum number of thirty students, after all business guidelines are applied, to be included in the SPG or subgroup grade calculation. Students must meet partial enrollment for each accountability indicator, except Cohort Graduation Rate, to be included in the SPGs. If a school does not have enough data for a SPG and they are not able to, or opted out of returning data to another school, the school's SPG will be calculated using three years of data.

All non-growth indicators account for 80% of the SPG. The indicators' denominators are added together to create the composite denominator. The corresponding numerators are added together to make the composite numerator. The numerator is divided by the denominator and multiplied by one hundred to get a total achievement score rounded to the tenth. This score is multiplied by 0.8 (80%). This result is added to the converted 100-point growth score after it is multiplied by 0.2 (20%) to achieve a final SPG or subgroup grade.

Table 2.2 provides an example of a high school calculation, assuming all indicators had at least thirty students in the denominator after all business guidelines are applied. Table 2.2.1 provides an example of a K–12 school calculation.

TABLE 2.2. Sample high school calculation

Measure	Numerator	Denominator	Achievement score used in final calculations
Academic Achievement Assessments (AAA) (Combines reading and math) *	117 (NC Math 1 or NC Math 3) + 135 (English II)	269 (NC Math 1 or NC Math 3) + 274 (English II)	
Four-Year Cohort Graduation Rate	284	330	
English Learner Progress	9	34	
EOC Biology	124	240	
The ACT/WorkKeys	197	238	
Math Course Rigor	261	273	
Total	1,127 (Sum of numerators)	1,658 (Sum of denominators)	1127/1658 = 68.0
	Composite Index		Growth score used in final calculations
Accountability Growth Score (Reading and math composite)	-0.95		75.2
Total Score = 68.0(.8) + 75.2(.2) = 54.4 + 15.04 = 69.44			

* Reading and math combined is the total number of proficient scores added together and then divided by the total number of scores. Note: The minimum-N of 30 students for AAA is applied to the number of students before the participation denominator adjustment (see section 2.4), instead of the number of scores (denominator), since students have multiple scores counted in the denominator. All other indicators use the number of students for the minimum-N of 30 as the denominator since they are equal to the number of scores.

TABLE 2.2.1. Sample K–12 school calculation

Measure	Numerator	Denominator	Achievement score used in final calculations
Academic Achievement Assessments (AAA) (Combines reading and math) *	100 (EOG Reading) + 100 (EOG Math) + 117 (NC Math 1 or NC Math 3) + 135 (English II)	189 (EOG Reading) + 189 (EOG Math) + 269 (NC Math 1 or NC Math 3) + 274 (English II)	
Science 5 & 8	50	100	
Four-Year Cohort Graduation Rate	284	330	
English Learner Progress	9	34	
EOC Biology	124	240	
Math Course Rigor	275	325	
The ACT/WorkKeys Assessments	197	238	
Total	1,391 (Sum of numerators)	2,188 (Sum of denominators)	1391/2188 = 63.6
	Composite Index		Growth score used in final calculations
Accountability Growth Score (Reading and math composite)	-0.76		76.2
Total Score = 63.6(.8) + 76.2(.2) = 50.88 + 15.24 = 66.12			

* Reading and math combined is the total number of proficient scores added together and then divided by the total number of scores. Note: The minimum-N of 30 students for AAA is applied to the number of students before the participation denominator adjustment (see section 2.4), instead of the number of scores (denominator), since students have multiple scores counted in the denominator. All other indicators use the number of students for the minimum-N of 30 as the denominator since they are equal to the number of scores.

A similar calculation is conducted to determine the separate reading and mathematics SPG for schools serving grades 3–8. Separate reading and mathematics SPGs are for the whole school only, not subgroups.

When calculating the SPGs and subgroup grades, the achievement score is rounded to the tenth before being combined with the growth score. Prior to assigning all letter grades, the final score is rounded to the whole.

Per the ESSA, SPGs are used to meaningfully differentiate schools for the identification of (1) Comprehensive Support and Improvement (CSI) schools, and (2) Targeted Support and Improvement (TSI) schools.

2.3 Guidelines for Schools Without Enough Data

The following guidelines may apply to schools without enough data for calculations:

- K–2 schools receive the same SPG as the school in the local education agency (LEA) receiving the highest percentage of their students for grade 3.
- When a school does not have any indicators with enough data to compute a designation using current year data only, the school's SPG is determined from a combined three-year calculation.
    - If a school does not have enough data to compute a designation is also an approved alternative school, the school has the option to use a three-year calculation or have all scores returned to other schools within the district. The alternative school receives the SPG of the school to which most of the scores were returned. Alternative charter schools will default to a three-year calculation option, if needed.
    - If a school is open and does not have any enrollment data for the current school year, the school will not receive a SPG, even if there were data in the other two years.

2.4 Alternate Calculation for Special Weighting

To ensure school quality or student success measures do not have significantly more weight in the high school (HS) accountability model, a relative percent analysis is conducted to ensure the school growth (20%) plus the Achievement Relative Percent (i.e., HS Math, HS Reading, Four-Year Cohort Graduation Rate, and ELP measures) is greater than the relative percent of the school quality or student success measures (i.e., Biology, The ACT/WorkKeys Indicator, and Math Course Rigor).

The following calculations are used for this analysis:

Achievement Denominator (AD) = HS Math denominator + English II denominator + Four-Year Cohort Graduation Rate denominator + English Learner Progress denominator

School Quality Denominator (SD) = Biology denominator + The ACT/WorkKeys Indicator denominator + Math Course Rigor denominator

Growth Percent (GP) = 20 (or 0 if not enough data to calculate growth)

Achievement Relative Percent (ARP) = [AD/(AD+SD)] x 0.8

School Quality Relative Percent (SRP) = [SD/AD+SD)] x 0.8

If (GP + ARP) < SRP, then school quality has more weight than the achievement indicators. When this occurs, these schools' measure of annual differentiation is adjusted in the following manner:

The English II EOC, high school Math EOCs, Four-Year Cohort Graduation Rate, and ELP academic achievement indicators account for 31% of the schools' overall score. The growth academic achievement indicator accounts for 20% of the overall score. All academic achievement indicators combined account for 51% of the model. Thus, the

high school, school quality measures (i.e., Biology, The ACT/WorkKeys Indicator and Math Course Rigor) account for 49% of the schools' overall score. This ensures that the academic indicators result in greater weight than the school quality indicators.

2.5 Three-Year Graduates

Students will participate in end-of-course tests as eligible students who are in membership in the course. Other tests, such as the ACT and WorkKeys, will be administered in the testing window when the student is eligible as defined by grade-level membership. If a student is not in membership during the ACT and WorkKeys testing windows, they will not have an opportunity to participate in the tests. Students who graduate in grade 11 and are never promoted to grade 12 will not be included in the grade 12 ACT and WorkKeys accountability measures. For the cohort graduation rate, students will remain in their established 9th grade cohort. This will ensure early graduates participate in accountability measures as required by state and federal law.

2.6 Reading and Mathematics EOG and EOC Proficiency Calculation

Annual assessments administered are as follows: EOG reading and mathematics at grades 3–8, EOC NC Math 1, NC Math 3, English II, and the related NCEXTEND1 alternate assessments for students receiving instruction in the NC Extended Content Standards.

Table 2.6 illustrates the annual assessments administered per grade level, as noted in sub-sections 2.6 through 2.9.

TABLE 2.6. State assessment(s) administered per grade level[1]

Grade	Reading	Mathematics	Science	Other
3	Beginning-of-Grade 3 End-of-Grade	End-of-Grade	-	-
4	End-of-Grade	End-of-Grade	-	-
5	End-of-Grade	End-of-Grade	End-of-Grade	-
6	End-of-Grade	End-of-Grade	-	-
7	End-of-Grade	End-of-Grade	-	-
8	End-of-Grade	End-of-Grade or NC Math 1 EOC	End-of-Grade	-
9	-	NC Math 1 EOC	-	-
10	English II EOC	-	-	-
11	-	NC Math 3 EOC	Biology EOC	The ACT
12	-	-	-	WorkKeys

[1] EOC assessments may be provided at different grade levels depending on student progress.

Each EOG and EOC assessment uses the achievement levels indicated in table 2.6.1 to report accountability results.

TABLE 2.6.1. Student achievement levels

Reading, Science, and Mathematics
Level 5: Comprehensive Understanding
Level 4: Thorough Understanding
Level 3: Sufficient Understanding
Not Proficient: Inconsistent Understanding

The assessments are reported as four academic achievement levels (i.e., Not Proficient, Level 3, Level 4, and Level 5) with Levels 3–5 demonstrating Grade-Level Proficiency and Levels 4–5 demonstrating on track for College-and-Career Readiness. School performance grade calculations use scores that meet Grade-Level Proficiency (i.e., Levels 3–5).

The denominator and numerator used to calculate the reading and mathematics EOG and EOC accountability scores are defined as follows:

1. The denominator includes all current year assessment scores for eligible students in membership (i.e., enrolled in a school) at grades 3–8 and in high school courses in which an EOC assessment is required.
    - The participation expectation for all assessments is 95%. If a school fails to meet the 95% participation rule for reading or mathematics, an adjustment is made to the denominator to ensure the denominator accounts for 95% of students expected to take the test. See Section 3 of this guide for more details.
    - Students who are in their first or second year in a US school are not included in proficiency calculations.
    - NC Math 1 scores for students taking the course prior to their grade 8 year are counted when the student is in grade 8.[1]
    - The mathematics high school accountability assessment for students who took NC Math 1 for the first time prior to grade 9 is NC Math 3.[1]
    - Students with a medical exemption approved by the Office of Accountability and Testing are excluded from all relevant proficiency calculations.

    [1] When a student who took NC Math 1 for the first time prior to grade nine repeats the NC Math 1 course for credit in high school, the NC Math 1 assessment (if administered) is used for accountability SPG calculations only for that year. This student's NC Math 3 assessment will also be used for all accountability calculations including SPGs, long-term goals, and grade 11 participation expectations.

2. The numerator is based on the number of students scoring Grade-Level Proficiency. Annual assessments (current year) for SPGs are calculated by determining the percentage of students who score at Level 3 or higher.[2]
    - If two valid scores are received in the same accountability year for a student enrolled in an EOC course, the higher score is used for proficiency calculations.
    - If two valid scores are received in different accountability years for a student enrolled in the same EOC course, the most recent score is used for proficiency calculations.
    - Summer school EOC tests scores (after July 7) are used in accountability calculations for the subsequent school year.
    - Students earning credit through the Credit by Demonstrated Mastery program in a course that administers an EOC assessment are counted as proficient.
    - Students in grade 3 who are not proficient on the EOG but receive a Level 3 or higher on the Beginning-of-Grade 3 (BOG3) Reading Test count as proficient.

- Students who score below Level 3 on an EOG, EOC, or NCEXTEND1 assessment in the current school year and obtain a higher score on a readministration prior to the end of the accountability year, will have the higher score replace the lower score in the performance calculations. This does not apply to grade 3 reading, as those students take tests to determine proficiency for Read to Achieve and do not follow the same summer program requirements.

[2] Students who take NC Math 1 in grade 7 or earlier are banked until 8th grade and used in the proficiency calculation in their grade 8 year. Students who take biology and NC Math 3 prior to grade 9 are banked until their grade 9 year and used in proficiency calculations at that time.

2.7 Science End-of-Grade Proficiency Calculation

Annual assessments administered are as follows: EOG science at grades 5 and 8 and the related NCEXTEND1 alternate assessments. The assessments are reported as four academic achievement levels (i.e., Not Proficient, Level 3, Level 4, and Level 5) with Levels 3–5 demonstrating Grade-Level Proficiency and Levels 4–5 demonstrating on track for College and Career Readiness. SPG calculations use scores that meet Grade-Level Proficiency (i.e., Levels 3–5).

1. The denominator includes all current year assessments for eligible students in membership (i.e., enrolled in a school) in grades 5 and 8.
   - Students who are in their first or second year in a US school are not included in proficiency calculations.
   - Students with a medical exemption approved by the Office of Accountability and Testing are excluded from all relevant proficiency calculations.

2. The numerator is based on the number of students scoring Grade-Level Proficiency. Annual assessments for SPGs are calculated by determining the percentage of students who score at Level 3 or higher.
   - Students who score below Level 3 on an EOG or NCEXTEND1 assessment in the current school year and obtain a higher score on a readministration prior to the end of the accountability year, will have the higher score replace the lower score in the performance calculations.

2.8 Biology End-of-Course Proficiency Calculation

Annual assessments administered are as follows: EOC biology and the related NCEXTEND1 alternate assessment. The assessments are reported as four academic achievement levels (i.e., Not Proficient, Level 3, Level 4, and Level 5) with Levels 3–5 demonstrating Grade-Level Proficiency and Levels 4–5 demonstrating on track for College and Career Readiness. SPG calculations use scores that meet grade-level proficiency (i.e., Levels 3–5).

1. The denominator includes all current year assessments for eligible students in membership (i.e., enrolled in a school) in high school courses in which an EOC assessment is required.
   - Students who are in their first or second year in a US school are not included in proficiency calculations.
   - Students who take biology assessments prior to grade 9 have the score banked to grade 9 for calculations. Banked biology scores are not included in

the school where the student took the assessment at grade 8 unless it is the same school in grade 9.
- Students with a medical exemption approved by the Office of Accountability and Testing are excluded from all relevant proficiency calculations.

2. The numerator is based on the number of students scoring at Grade-Level Proficient. Annual assessments (current year) for SPGs are calculated by determining the percentage of students who score at Level 3 or higher.
    - If two valid scores are received in the same accountability year for a student enrolled in a course that requires an EOC, the higher score is used for proficiency calculations.
    - If two valid scores are received in different accountability years for a student enrolled in the same EOC course, the most recent score is used for proficiency calculations.
    3. Summer school EOC tests scores (after July 7) are used in accountability calculations for the subsequent school year.
    - Students earning credit through the Credit by Demonstrated Mastery program in a course that administers an EOC assessment is counted as proficient.
    - Students who score below Level 3 on an EOC or the related NCEXTEND1 assessment in the current school year and obtain a higher score on a readministration prior to the end of the accountability year, have the higher score replace the lower score in their performance calculations for SPG.

2.9 Combined The ACT/WorkKeys Proficiency Calculation (Grade Twelve)

1. The denominator is the number of grade 12 students who (1) have a valid score on the state administration of The ACT from grade 11, or (2) have a WorkKeys score and are Career Technical Education [CTE] Concentrators.
    - Students with an approved exception for The ACT or WorkKeys are included in the denominator.
    - Grade 12 students enrolled on the first day of spring testing or mid-year graduates who are in grade 12 on the first day of fall testing are included in the denominator.
    - ELs who take both assessments during their first or second year in a U.S. school are not included.
    - Students who do not have a valid state administration of The ACT or WorkKeys score are not included in the denominator. This includes:
        - Students who are instructed on the NC Extended Content Standards and participate in the NCEXTEND1 at grade 11.
        - Students with a medical exception approved by the Office of Accountability and Testing.
        - Students who take the College and Career Readiness Alternate Assessment (CCRAA).
        - ELs who are enrolled in their first or second year in a U.S. school.

2. The numerator is the number of students who either achieved a composite score of nineteen or higher on The ACT or achieved a Silver, Gold, or Platinum certificate on

the WorkKeys assessment. Note: The minimum composite score to meet the standard of UNCs admissions will change to seventeen in the 2025–26 school year.

- Students with an approved exception for The ACT or WorkKeys are included in the numerator. See subsections 2.7.1 and 2.7.2 of this guide for more information on exceptions.
- When an eligible EL takes the WorkKeys assessment in their third year in a U.S. school, the score is included.
- If the WorkKeys assessment is not proficient (i.e., Bronze certificate or no certificate awarded), The ACT score is reviewed, and if it is proficient (composite nineteen or higher), the student is included in the numerator.
- A student's WorkKeys score is only considered for inclusion in the numerator if the student is also a CTE concentrator.

Non-College Reportable Accommodations for The ACT. Non-college reportable accommodations are available to students who are not eligible for the ACT approved accommodations and students who are not approved by ACT to receive accommodations. The ACT sends the students' scores to the NCDPI. All scores are used regardless of accommodations.

2.9.1 The ACT Exception

Students may submit The ACT exception request if they have previously met the Scholastic Aptitude Test (SAT) or The ACT college readiness benchmark standards. These students must have previously taken The ACT or the SAT prior to the state administration window and met the eligibility criteria to be exempt from taking The ACT during the state administration.

To meet the eligibility criteria, students must have either SAT or The ACT test scores that meet the following college readiness benchmarks:

The college readiness benchmark scores for the SAT subtests are indicated in table 2.9.1.

TABLE 2.9.1. SAT college readiness benchmark scores

Subtest	Score
Evidence-Based Reading and Writing	530
Mathematics	540

The college readiness benchmark scores for The ACT subtests are indicated in table 2.9.1.1.

TABLE 2.9.1.1. The ACT subtests and college readiness benchmark scores

Subtest	The ACT Score
English	18
Reading	22
Mathematics	22
Science	23

2.9.2 WorkKeys Exception

Students who submit an exception request may not be required to participate in the WorkKeys assessments because they previously took the assessments prior to the state administration window(s) and met the eligibility criteria to be exempt from taking WorkKeys during the state administration. Documentation must be provided indicating the student received a Silver, Gold, or Platinum WorkKeys certificate.

2.10 English Learner Progress Calculation

1. The denominator is the number of ELs in grades 3–8 and 10.
2. The numerator is the number of ELs who met North Carolina's definition of progress toward English language attainment as demonstrated on the language proficiency test, including exiting the EL status. See Section 6 of this guide for more details.

2.11 Four-Year Cohort Graduation Rate Calculation

The Cohort Graduation Rate is the number of students that are part of a designated cohort.

1. The denominator is the total number of students in the current year's cohort expected to graduate in four years or less.
2. The numerator is the number of students who graduate (i.e., earned a high school diploma) in four years or less, as defined by the designated cohort.

2.12 Math Course Rigor Calculation

1. The denominator is based on all grade 12 students. Grade 12 students are determined by the grade level at each school's first day of spring data collection along with mid-year graduates, or mid-year certificate earners who were also in grade 12 on the first day of fall data collection.
    - Students who transfer into a school are included in the denominator.
    - Students who are instructed in the NC Extended Content Standards or on the Occupational Course of Study are included in the denominator.
2. The numerator is the number of grade 12 students who have earned credit in the NC Math 3 course.

Note: If the student has earned credit in the course, they will count in the MCR calculation. NC Math 3 end-of-course test proficiency results are not part of the MCR calculation.

3. Participation Requirements for School Performance Grades and Long-Term Goals

3.1 Participation Requirements under Federal Law

Section 1111(c)(4)(E) of the *Elementary and Secondary Education Act* (ESEA) of 1965 defines expectations for assessing all students in reading and mathematics as follows:

"(E) ANNUAL MEASUREMENT OF ACHIEVEMENT—

(i) Annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students, who are enrolled in public schools on the assessments described under subsection (b)(2)(B)(v)(I).

(ii) For the purpose of measuring, calculating, and reporting on the indicator described in subparagraph (B)(i), include in the denominator the greater of—

(I) 95 percent of all such students, or 95 percent of all such students in the subgroup, as the case may be; or

(II) the number of students participating in the assessments."

Subsection (b)(2)(B)(v)(I) states ''in the case of mathematics and reading or language arts, be administered—(aa) in each of grades 3 through 8; and (bb) at least once in grades 9 through 12."

Subparagraph (B)(i) states "For all public schools in the State, based on the long-term goals established under subparagraph (A), academic achievement—(I) as measured by proficiency on the annual assessments required under subsection (b)(2)(B)(v)(I)."

To ensure that all students are included in the academic assessment accountability measures, schools are held accountable for testing at least 95% of eligible students on assessments of reading and mathematics. The minimum number of students required to report participation rates for the All Students group and each subgroup is thirty. Grade level eligible students are collected in the school's first day of fall or first day of spring data collections. Participation rates of student groups with less than thirty students will be monitored but not reported. Participation targets are set on the following assessments:

- EOG reading and NCEXTEND1 reading (grades 3–8)
- EOG math and NCEXTEND1 math (grades 3–8)
  - Student scores on the grade 8 mathematics EOG are used for accountability at grade 8. These students will take the NC Math 1 course in high school, and the NC Math 1 EOC score will be used for participation and long-term goals at the end of grade 11. The NC Math 1 EOC score will be used in School Performance Grades for achievement and growth in the year the student takes the test.
  - Students enrolled in earlier grades than grade 8 and in NC Math 1 must take both the NC Math 1 EOC and the current grade level EOG tests. For these students, the NC Math 1 EOC score is used for growth in the year taken and when the student is in grade 8 the NC Math 1 EOC score is calculated as the student's mathematics test for participation and proficiency.

  - Students who took NC Math 1 in grade 8, or earlier, will use their NC Math 3 EOC score for growth and proficiency in School Performance Grade calculations. Additionally, NC Math 3 EOC scores for students who took the NC Math 1 course in grade 8, or earlier, will be included in mathematics participation rates and long-term goals at grade 11.
- EOC English II and NCEXTEND1 English II (banked until grade 10 for calculations)
- EOC NC Math 1, NC Math 3, and NCEXTEND1 Math (banked until grade 11 for calculations)

The consequences of testing less than 95% of students in reading or mathematics do not apply when reporting test results outside the accountability system or long-term goals.

3.1.1 Missing 95% End-of-Grade Participation Calculation

Table 3.1.1 provides an example of a school that did not meet participation requirements. The table shows that one hundred students are expected to participate in the EOG reading test. The number of students required to test in order to meet 95% participation is 95. The number of students who actually tested was 90, leaving a difference of 5.

Since this school did not meet the 95% participation requirement, the proficiency denominator for school performance grades and the reading long-term goal will increase by five. This adjustment causes a negative impact on proficiency in the accountability system and long-term goals, and the school will be flagged as not meeting the participation requirement.

TABLE 3.1.1. Example of a school not meeting EOG participation

	Number of students expected to participate in the assessment	Minimum 95% target number of students expected to participate	Actual number of assessments given	Difference in actual number of assessments and 95% target (Added to denominator)	Proficiency denominator
Grades 3–8 Reading EOG	100	95	90	5	95

3.1.2 Calculations of the Reading EOG Proficiency (Grades 3–8) for the Accountability Model (SPG)

Continuing with the example provided in Section 3.1.1, table 3.1.2 shows that out of the ninety assessments administered, seventy were grade-level proficient (GLP Levels 3–5). Without the participation rule applied, the proficiency rate would have been 77.8% (70/90 = 77.8%). Once the participation consequence was applied and the denominator increased by five, the proficiency rate dropped to 73.7% (70/95 = 73.7%).

TABLE 3.1.2. EOG GLP proficiency calculation for schools not meeting participation

	Number of students expected to participate in the assessment	Actual number of assessments given	Number of proficient students (GLP Levels 3-5)	Difference in actual number of assessments and 95% target (Added to denominator)
Grades 3–8 Reading EOG	100	90	70	5

3.1.3 Calculations of the Reading EOG Proficiency (Grades 3–8) for the Long-Term Goals

For the following example, out of ninety assessments administered, fifty-five were college-and- career ready (i.e., Levels 4–5). Without the participation rule applied, the proficiency rate would have been 61.1% (55/90 = 61.1%). Once the participation consequences were applied and the denominator was increased by five, the proficiency rate dropped to 57.9% (55/95 = 57.9%).

TABLE 3.1.3. EOG CCR proficiency calculation for schools not meeting participation

	Number of students expected to participate in the assessment	Actual number of assessments given	Number of proficient students (CCR Levels 4-5)	Difference in actual number of assessments and 95% target (added to denominator)
Grades 3–8 Reading EOG	100	90	55	5

3.1.4 Missing 95% Participation End-of-Course Calculation Example

Table 3.1.4 provides an example of a school not meeting English II participation requirements. In this example, 250 students are in grade 10; 230 have an English II score or code (i.e., current year score or banked). To meet the 95% participation requirement, 238 students should have either a score or code for English II. The difference in the number of assessments and the 95% target number of students expected to test equals eight.

Since this school did not meet the 95% participation requirement, the proficiency denominator for school performance grades and the reading long-term goal will increase by eight. This adjustment causes a negative impact on proficiency in the accountability system and long-term goals, and the school will be flagged as not meeting the participation requirement.

TABLE 3.1.4. Example of a school not meeting English II EOC participation

	Number of students expected to participate (Grade 10)	Minimum 95% target number of students expected to participate	Actual number of students with a score or code in grade 10	Difference in number of assessments and 95% of students (Added to denominator)	Proficiency denominator
English II	250	238	230	8	238

3.1.5 Calculations of English II EOC Proficiency for the Accountability Model (SPG)

Proficiency in the accountability model is based on the current year's assessments. The calculation uses all students with a current year grade-level proficient score (numerator) and the number of assessments given plus any applicable participation denominator adjustment (denominator).

TABLE 3.1.5. EOC proficiency calculations with participation rule applied to school performance grade calculations

	Number of students expected to participate in the assessment	Minimum 95% target number of students expected to participate	Actual number of assessments given	Number of proficient students (GLP levels 3–5)	Difference in actual number of assessments and 95% target (Added to denominator)
EOC English II	250	238	230	180	8

In table 3.1.5, there are 230 EOC English II current year scores from all grades. Of those, 180 are grade-level proficient (i.e., Levels 3–5). Without the participation rule applied, the proficiency rate would be 78.3% (180/230 = 78.3%). Once the participation consequences are applied and the denominator increased by eight, the proficiency rate drops to 180/238 = 75.6%.

3.1.6 Calculations of English II EOC Proficiency for Long-term Goals

Long-term goal proficiency is measured at grade 10 for students with an English II score that was earned either in the current year or in the previous years. The calculation uses grade 10 students with English II scores meeting college-and-career readiness (i.e., Levels 4 or 5) in the numerator and the number of students with English II scores at grade 10 plus any applicable participation denominator adjustment in the denominator.

TABLE 3.1.6. EOC proficiency calculations with participation rule applied to long-term goal calculations

	Number of students with scores (earned in current or previous years) at grade 10	Number of students meeting proficiency	Difference in actual number of assessments and 95% target (Added to denominator)	Calculation including the participation rule
Long-Term Goals	235	123 (Levels 4 or 5)	8	123/ (235+8) = 50.6%

The denominator for proficiency is the total number of students at grade 10 who have a current year or previously banked English score. In table 3.1.6, there are 235 English II current year and previously banked scores for grade 10 students. In this example, the school did not meet 95% participation, so the denominator is increased by eight (235+8 = 243).

In the numerator, of the 235 current year and previously banked English II scores, 123 were college and career ready. Without the participation rule applied, the proficiency rate would have been 52.3% (123/235 = 52.3%). Once the participation consequences were applied and the denominator was increased by eight, the proficiency rate dropped to 50.6% (123/243 = 50.6%).

3.2 Participation Rule for Reading and Mathematics

Participation targets are evaluated at the grade level or grade span and by subjects (i.e., reading and mathematics) to determine if the number of assessments at that grade level or grade span is greater than or less than 95% of expected assessments for the All Students group and each subgroup.

1. If the percentage of assessments is greater than 95% of expected assessments, the denominator is the actual number of assessments administered.
2. If the number of assessments is less than 95% of expected assessments, the difference between the number of assessments and 95% of expected assessments will be added to the denominator for school performance grade proficiency calculations and long-term goal calculations.

Schools will have a 95% participation expectation for any student group that meets a minimum of thirty students. This rule is applied only to the group for which participation was missed. For example, if the Hispanic subgroup missed participation, values are not added to the All Students group if it was above 95% participation. Special cases where students are included or excluded in participation rates are found in table 3.8.

3.3 Participation for Other Indicators

Participation rates will be reported for EOG science, EOC biology, The ACT, and WorkKeys. Schools not meeting the 95% participation requirement must submit to the Office of Accountability and Testing:

1. a justification for not meeting participation, and
2. a plan of action to ensure at least 95% of students participate in the subsequent school year.

Also, in any report of participation, schools that did not meet the requirements for the All Students group or for any subgroup will be highlighted and identified with a note indicating participation was not met. Participation will be based on the following group of students for each of the assessments listed below:

- *EOG science in grades 5 and 8*. Membership at the relevant grade level(s) in the school's first day of spring data collection.
- *EOC biology.* Membership at grade 11 in the school's first day of fall or the first day of spring data collection.
- *The ACT*. Membership at grade 11 in the school's March data collection
- *WorkKeys*. CTE concentrators in membership at grade 12 in the school's first day of spring data collection, or if a student was a mid-year graduate and in membership at grade 12 on the first day of fall data collection. (Incomplete tests are considered as participants, but the earned score is invalid and will not count in proficiency calculations.

Special cases where students are included or excluded in participation rates are found in table 3.8.

3.4 The ACT Assessment (Grade 11 Participation)

1. The denominator is based on students enrolled in grade 11 in the March data collection.
    - Students whose assessments are declared a misadministration or are vacated by ACT are included in the denominator.
    - Students who are repeating grade 11, who have a previous score on The ACT assessment (therefore are not eligible to test) do not count against participation and are removed from both the numerator and the denominator.
    - Students who take the NCEXTEND1 alternate assessment at grade 11 are included in the denominator.
    - Students who meet the eligibility requirements and take the CCRAA are included in the denominator.
    - Students with a medical exception approved by the Office of Accountability and Testing do not count in the denominator.
    - Students who have an approved exception request for The ACT (as noted in section 2.7.1 of this guide) submitted by the public school unit's test coordinator are included in the denominator.

2. The numerator includes students who took The ACT, one of the alternate assessments for The ACT, or have an approved exception request for The ACT.
    - Students who have an approved exception request for The ACT (as noted in section 2.7.1 of this guide) submitted by the public school unit's test coordinator are included in the performance measure as meeting the UNC System's minimum composite score of seventeen.

3.5 North Carolina College-and-Career Readiness Alternate Assessment

The North Carolina CCRAA was designed in response to House Bill 587 passed by the North Carolina General Assembly during the 2013 Session. House Bill 587 requires the administration of an alternate assessment to the PreACT and The ACT for students who exhibit severe and pervasive delays in all areas of conceptual, linguistic, and academic development as well as in adaptive behaviors, including communication, daily living skills, and selfcare, and who are following a course of study that, upon completion of high school, may not lead to admission into a college-level course of study resulting in a college degree.

The CCRAA at grade 10 is the alternate assessment to the PreACT and is taken at grade 10. The CCRAA at grade 11 is the alternate assessment to The ACT and is taken at grade 11.

The CCRAA for grade 11 test administrations are included in participation calculations for The ACT.

3.6 WorkKeys Assessment (Grade 12 Participation)

1. The denominator is based on students in grade 12 who are CTE concentrators. A CTE concentrator is a student who has successfully completed a concentrator course in an approved career pathway. Concentrator courses are second- or third-level courses in a career pathway that build upon technical skills acquired in a prerequisite course.
    - Grade 12 students include those who are in grade 12 on the first day of spring (FDS) or who are in grade 12 on the first day of fall (FDF) and are mid-year graduates.
    - Students with a medical exception approved by the Office of Accountability and Testing do not count in the denominator.
    - Students who have an approved WorkKeys exception request (as noted in section 2.7.2 of this guide) submitted by the public school unit's test coordinator are included in the denominator.

2. The numerator is the number of CTE concentrators who took the WorkKeys assessment.
   Students who have an approved WorkKeys exception request (as noted in section 2.7.2 of this guide) submitted by the public school unit's test coordinator are included in the numerator.

3.7 Subgroup Participation Guidelines

- Students categorized as a student with disabilities (SWD) or EL (at any time during their designated four-year graduation cohort) count in these associated subgroups for calculations of the Cohort Graduation Rate.
- Students who met the defined criteria for exiting EL status at any point in the previous four years are included in the denominator of the EL subgroup for all indicators, except the ELP indicator.
- Membership is based on the relevant grade level(s) in the school's first day of spring data collection (see section 3.3 for test exceptions).

The following subgroups in table 3.7 receive a school performance grade, and all participation requirements are reported for these subgroups.

TABLE 3.7. Participation subgroups

All Students (school as a whole)	Two or More Races
American Indian	White
Asian	English learners (EL)
Black	Students with Disabilities (SWD)
Hispanic	Economically Disadvantaged Students (EDS)

3.8 Special Cases

In some instances, students may not have a regular assessment on record. These students may be included or excluded from the participation calculation and may also count for or against participation. These conditions can be found in table 3.8.

TABLE 3.8. Condition under which a student missing a regular administration test score may or may not count in participation rates

Condition	EOG	EOC	The ACT	WorkKeys
Do Not Count for or against Participation				
1. Students with a medical exception approved by the Office of Accountability and Testing do not count for or against participation calculations.	✓	✓	✓	✓
2. Grade 11 repeaters who have a previous The ACT score do not count for or against participation, as they are not eligible to test.			✓	
3. Students who graduate in grade 11 and are never promoted to grade 12 will not be included in the grade 12 ACT and WorkKeys accountability measures.			✓	✓
Count as Nonparticipants				
4. Students who are absent from the assessment count in participation calculations as nonparticipants.	✓	✓	✓	✓
5. Students whose tests were declared a misadministration or are invalidated and did not have an opportunity to test again, count in participation calculations as nonparticipants.	✓	✓	✓	✓
Count as Participants				
6. Students who take at least one part of a multi-part assessment count in participation calculations as participants.			✓	✓
7. Students who meet the eligibility requirements and take the NCEXTEND1 alternate assessment count in participation calculations as participants	✓	✓	✓	
8. Students who have received The ACT or WorkKeys exemption count in participation calculations as participants.			✓	✓
9. Students who meet the eligibility requirements and take the College-and-Career Readiness Alternate Assessment (CCRAA) count in participation calculations as participants.			✓	
10. Students who earn credit in a course from out of state or from a private or home school count in participation calculations as participants.		✓		

3.9 Participation in the ACCESS for ELLs or WIDA Alternate ACCESS for ELLs (Grades Kindergarten–12)

All eligible students are expected to participate in the ACCESS for ELLs (ACCESS) assessments. Students missing ACCESS assessments may count against progress.

The Alternate ACCESS for ELLs (WIDA Alternate ACCESS) is North Carolina's required English language proficiency alternate assessment for students with the most significant cognitive disabilities. The Alternate ACCESS meets US federal requirements.

Per G.S. §115C-174.11(c)(4)(b), the "alternate assessment results of students with disabilities shall be included in school accountability reports, including charter and regional schools, provided by the State Board of Education."

4. Partial Enrollment Guidelines

North Carolina defines partial attendance (i.e., partial enrollment) as enrolled in the school for at least half of the school year in alignment with the requirement of including students in indicators of the accountability system under the ESSA.

The ESSA outlines which measures may be used in the calculation of a school's accountability model for students who are not in membership in a school for at least half of the school year. Partial enrollment is defined by Section 1111(c)(4)(F)(i). In the case of a student who has not attended the same school within a public school unit for at least half of a school year, the performance of such a student:

1. must not be used in the accountability model for the following ESSA indicators for each school year, when applicable:

TABLE 4. Indicators where partial enrollment rules apply

Proficiency	Growth
Reading EOG/English II EOC	English II EOC
Mathematics EOG/NC Math 1 and NC Math 3 EOC	NC Math 1 and NC Math 3 EOC
Science EOG	Reading EOG (School Quality and Success Indicator)
English Learner Progress	Mathematics EOG (School Quality and Success Indicator)
Biology EOC (School Quality and Success Indicator)	Science EOG (School Quality and Success Indicator)
The ACT or WorkKeys (School Quality and Success Indicator)	
Math Course Rigor (School Quality and Success Indicator)	

2. shall be used for reporting on the state and public school units' report cards and other public reporting.

4.1 Process for Determining Partial Enrollment

North Carolina will use the following dates to determine partial enrollment (PE): partial enrollment yearlong (PEY), partial enrollment fall (PEF), and partial enrollment spring (PES).

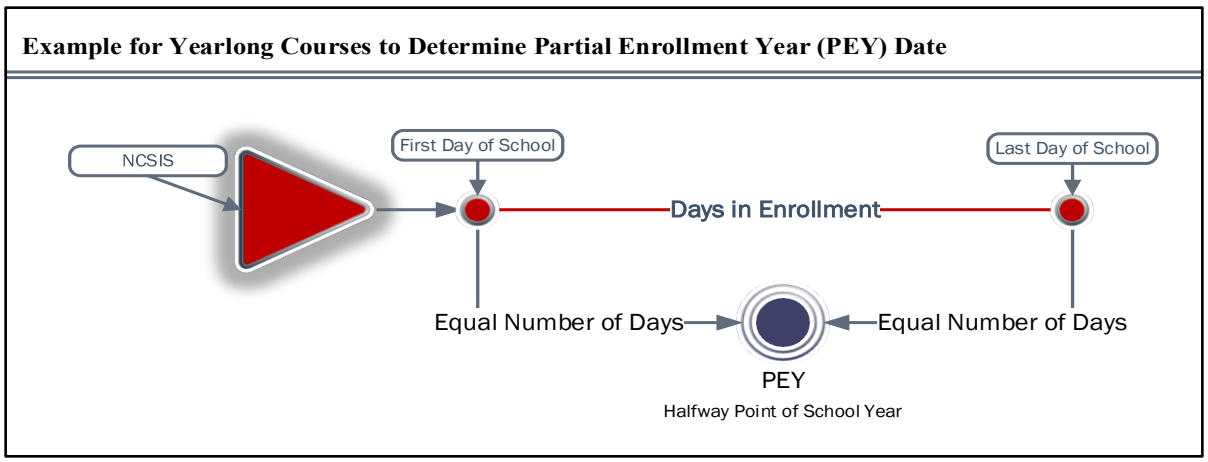


FIGURE 1. Determining partial enrollment year for yearlong courses.

Yearlong schools/courses (i.e., yearlong EOC and EOG proficiency and growth, The ACT, WorkKeys, and Math Course Rigor).

- Use the first day of school and the last day of school values in the student information system in combination with the Enrollment Calendar Table in the NCSIS to determine the date of the midpoint of the school year (PEY). For PSUs transitioned to Infinite Campus, this information can be found under School Information/Scheduling Course/Calendar Set Up/Day Set Up.
- Students with an entry date in the NCSIS that is on or before PEY will meet the partial enrollment criteria, and these scores will be included in all accountability calculations.

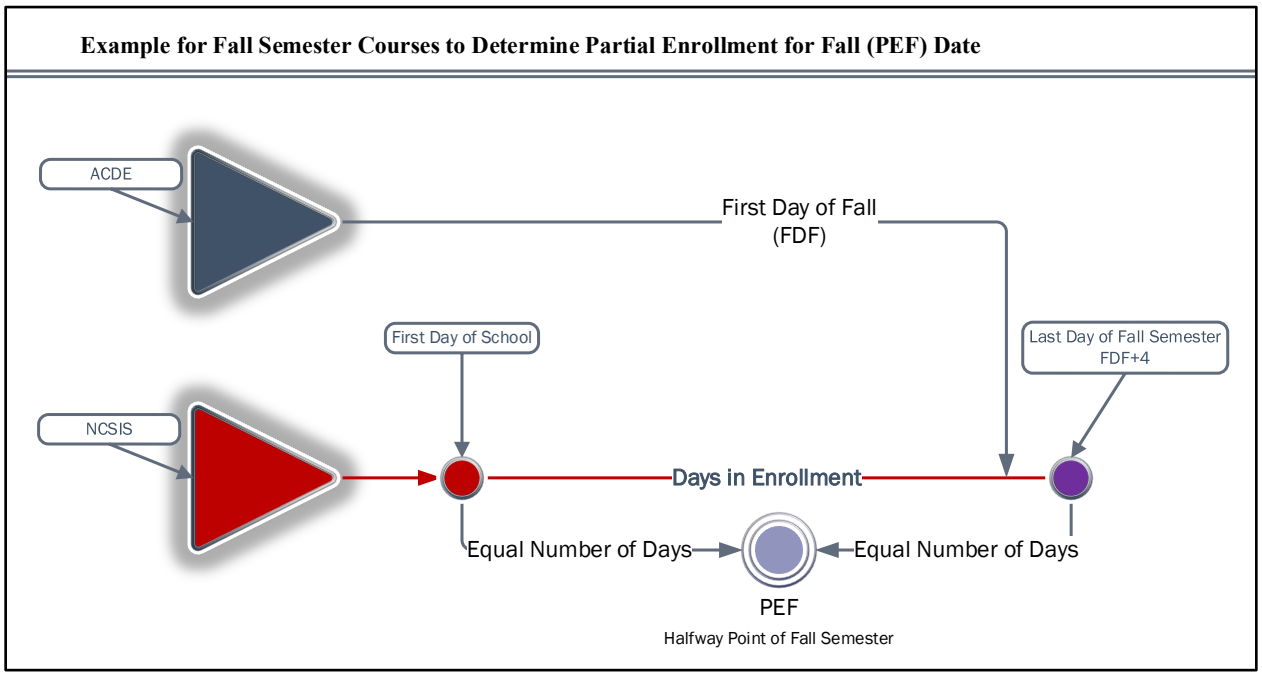


FIGURE 2. Determining partial enrollment for fall semester.

Semester courses (EOC): Fall Semester:

- Use the Enrollment Calendar Table in the NCSIS (for PSUs transitioned to Infinite Campus, this information can be found under School Information/Scheduling Course/Calendar Set Up/Day Set Up) to add four school days to the first day of fall (FDF) test date (FDF+4) to determine the end of semester date (cross-checked with the tenth day of spring semester [10S] date to ensure accuracy); public school unit test coordinators must accurately enter their FDF and 10S dates into the Accountability Collection Date Entry System (ACDE).
- Use the first day of school in NCSIS and the FDF+4 date to determine fall semester start and end dates.
- Use the NCSIS Enrollment Calendar Table to determine the midpoint of the fall semester (PEF). For PSUs transitioned to Infinite Campus, this information can be found under School Information/Scheduling Course/Calendar Set Up/Day Set Up.
- Students with an entry date in the NCSIS that is on or before PEF will meet the partial enrollment criteria, and these scores will be included in all accountability calculations.

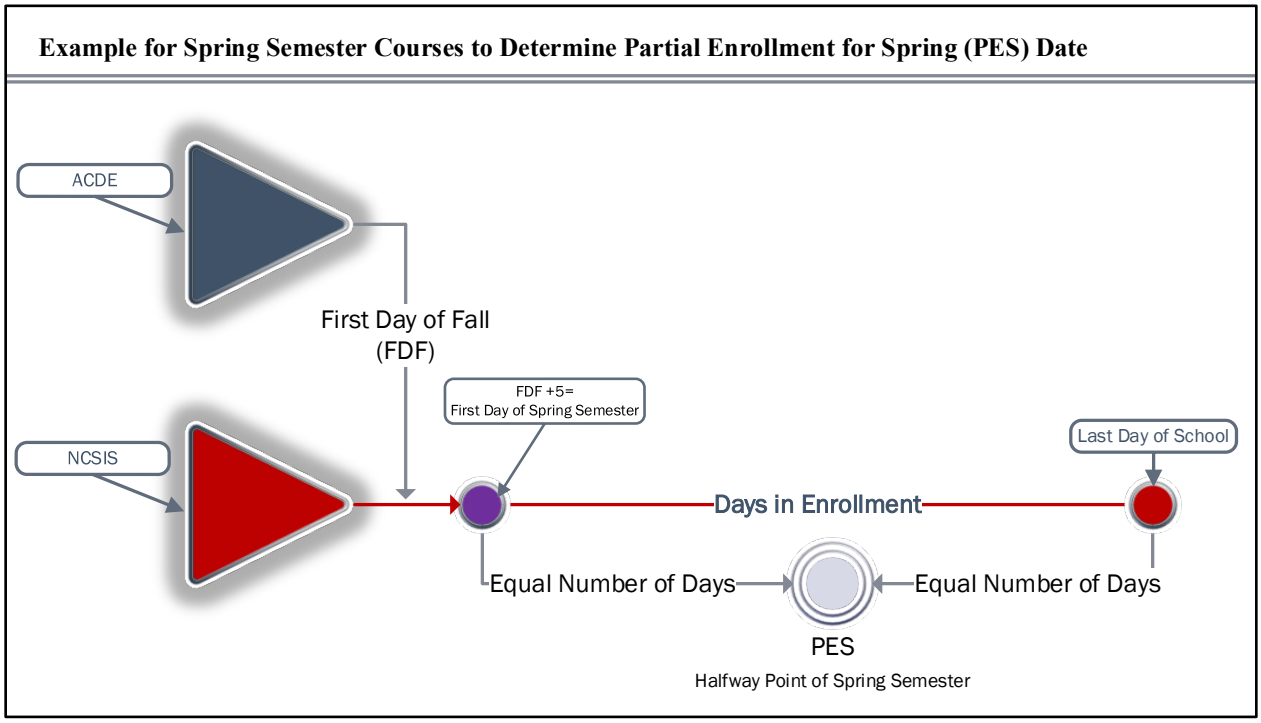


FIGURE 3. Determining partial enrollment for spring semester.

Semester courses (EOC): Spring Semester:

- Use the Enrollment Calendar Table in the NCSIS (for PSUs transitioned to Infinite Campus, this information can be found under School Information/Scheduling Course/Calendar Set Up/Day Set Up) to add five school days to the FDF date (FDF+5) to determine the first day of the spring semester (cross check with the 10S date to ensure accuracy); public school unit TCs must accurately enter their FDF and 10S dates into ACDE.

- Use the FDF+5 date and the last day of school date in the NCSIS to determine the spring semester start and end dates.
- Use the Enrollment Calendar Table in the NCSIS (to determine the midpoint of the spring semester (PES). For PSUs transitioned to Infinite Campus, this information can be found under School Information/Scheduling Course/Calendar Set Up/Day Set Up.
- Students with an entry date in the NCSIS that is on or before PES will meet the partial enrollment criteria, and these scores will be included in all accountability calculations.

Additional Information

- If the semester or year has an uneven number of days, the midpoint will extend the second half of the timeframe by one day.
- Public school units must modify the data collection and NCSIS dates as appropriate (refer to the outlined authoritative sources in ACDE documentation) when calendars are modified due to weather or other unforeseen circumstances.
- Partial enrollment applies to the most current enrollment date from the NCSIS and calculates the consecutive enrollment days concluding at either the end of the semester or end of the year.
- Summer school test scores (after July 6) are used in accountability calculations for the subsequent school year and by default will meet PE requirements.
- Test scores from credit recovery courses and approved testing outside the window requests will be set to meet PE requirements.
- The expectation to assess 95% of all students is not contingent upon a student meeting the partial enrollment criteria.
- All students (regardless of PE guidelines) are included in the calculation of participation and the reporting of performance for purposes other than the accountability model.
- For midyear graduating students at grade 12, partial enrollment for Math Course Rigor and The ACT/WorkKeys will use PEF status when determining inclusion in the accountability model.
- For The ACT/WorkKeys indicator, partial enrollment will be based on the student's enrollment information during the grade 12 year.

5. Alternative Schools' Modified Accountability System

The Alternative Schools' Modified Accountability System (ASMAS) was developed to provide additional accountability information on eligible schools and to supplement the SPG as defined by G.S. §115C-83.15. North Carolina Administrative Code 16 NCAC 06G .0314 establishes the eligibility criteria for participation and the options available for eligible schools to use. Eligible schools have a calculated school performance grade only for the purposes of identifying Comprehensive Support and Improvement (CSI) schools or Targeted Support and Improvement (TSI) schools under the ESSA. Schools identified by this model continue to be part of accountability reporting and are required to be included in assessment participation reporting. For further information, please refer to the *Alternative Schools' Modified Accountability System Manual* at https://www.dpi.nc.gov/alternative-schools-modified-accountability-system-manual-0/download?attachment.

6. English Learner Progress

6.1 English Learner Progress Measure Overview

The ESSA requires each state to provide an annual assessment of English language proficiency to all students identified as ELs in the schools served by the State Educational Agency. In North Carolina (NC), the annual assessment is the WIDA ACCESS™ (ACCESS). One of the purposes of the ACCESS assessment is to measure student progress toward English language proficiency.

Note: The screening tools used to identify students for EL services are either the WIDA Screener for Kindergarten (administered to incoming kindergarteners and students in grade 1 [first semester only]) or the WIDA Screener (administered to all students in grade 1 [second semester] through grade 12). The screening tools are not used to measure ELP.

Under the ESSA, ELP must be measured and reported for all ELs in grades K–12. The ELP long-term goal and measures of interim progress include results for all ELs in grades K-13 (including XG). However, the accountability indicator associated with ELP included in SPGs uses the progress of ELs in grades 3–8 and 10 only. Total ELP score consists of students that met annual progress plus students that exited EL status. The Total ELP value is used for SPG calculations and the ELP long-term goal.

6.2 Defining English Learner Progress

ELP is measured using the ACCESS composite score. The initial composite score is Year 1 on the trajectory model and is the first year the student took the ACCESS assessment. The composite score consists of four domains: Reading, Writing, Listening, and Speaking.

The criterion for exiting EL status requires students to meet the English language proficiency standard set by the state. The English language proficiency standard defined in the State Board of Education policy TEST-011 is an overall composite score of 4.5 or higher on the ACCESS assessment or a performance level of 2.0 or higher on the WIDA Alternate ACCESS (Alternate ACCESS) assessment.

Table 6.2 (EL expected exit year) and table 6.3.5.1 (ELP Value) identify the expected number of years to exit EL status and the yearly progress expectations for each student, respectively. They are both based on the initial ACCESS assessment.

TABLE 6.2. EL expected exit year (ACCESS assessment)

Initial Score (ACCESS assessment)	Number of years expected to exit
1.0 – 1.9	5
2.0 – 2.9	4
3.0 – 3.9	3
4.0 – 4.3	2
4.4	1

Students are expected to make annual progress towards the goal of exiting EL status. After the initial year, the annual ACCESS composite score or Alternate ACCESS scale score determines if a student meets or does not meet progress. The initial score used to determine progress targets is determined by data entered in the NCSIS. For students taking the ACCESS assessment, the initial record is no earlier than the 2016–17 school year. For students taking the Alternate ACCESS assessment, the initial record is no earlier than the 2023–24 school year.

6.3 Counting Progress of English Learners

Each EL student counts either positively or negatively toward progress. A student must have an initial score and a current year score to measure progress.

EL students not enrolled during the ACCESS window are not included in progress calculations. If the student attended multiple schools during the window, the last school the student was enrolled in during the ACCESS window is used for ELP.

6.3.1 Students Counting Positively for English Learner Progress

Students count positively in the ELP goal or indicator when they meet the expected yearly progress toward exiting, or if they exit EL status in or before the expected exit year.

The following are the EL performance measures (ELPM) that are used to make this determination:

ELPM # 1. Students who meet or exceed expected progress as defined in the value table (see table 6.3.5.1 or 6.3.5.2).

ELPM # 2. Students that took either the WIDA Screener for Kindergarten, WIDA Screener, or the WIDA Alternate Screener, and exit EL status in the same year.

ELPM # 3. Students that took the Alternate ACCESS in the previous year and the ACCESS assessment in the current year, count positively. If the student has a prior ACCESS assessment it will be used as the initial ACCESS assessment. If a student does not have an initial ACCESS assessment, the current year assessment becomes the initial ACCESS assessment to measure progress in future years.

6.3.2 Students Counting Negatively for English Learner Progress

Students count negatively in the ELP goal or indicator when any of the following conditions are met:

1. Students have an initial score and a current year score but do not meet expected progress as outlined in tables 6.3.5.1 or 6.3.5.2.

ELPM # 4. Students not exiting EL status in the year expected, as reflected in table 6.3.5.1 or 6.3.5.2, negatively count each year until exiting EL status.

2. Students have an initial ACCESS score but do not have a current year score to measure progress.
    - Students absent from the current year administration.
    - Students tested but did not complete all domains to receive a score.

3. Students have been enrolled and expected to test for at least two test administrations, where the first administration is the initial year and progress cannot be measured.
    - Students have a current-year score but did not take the test in the prior year although expected to test (e.g., students move to schools within the same district).
    - Students expected to take the test in the initial and current year but did not have a valid score in either year.

Table 6.3.2 conceptualizes the above descriptions for the conditions of which students count negatively.

TABLE 6.3.2. Counting negatively for English Learner Progress

Student has an initial year assessment	Student has a current year assessment	Example Situation	**Table 6.3.2 definitions:** Y = Took assessment Y^n = Took assessment but did not meet expected progress N = Eligible and did not take assessment
Y	Y^n	#1 above	
Y	N	#2 above	
N	Y	#3 above, bullet 1	
N	N	#3 above, bullet 2	

6.3.3 Students Who May Count Positively or Negatively after Defining a Trajectory

Students that missed taking the ACCESS assessment in the initial year but have a score from a subsequent year follow a set trajectory to measure progress in future years. Students count against the ELP indicator for the years preceding at least two ACCESS scores.

ELPM # 5. To determine the expected trajectory of progress, the score of the first assessment taken by the student indicates the trajectory path on the value table in the year the student took the assessment (this year is determined by the number of years the student should have had an assessment). The student is expected to meet the annual progress goal in the value table for the remaining years before their expected exit.

- If the student's initial assessment score is lower than the lowest score in the value table (first row of the table), the student follows the trajectory in the first row to determine progress.
- If a student's assessment score falls in between trajectory values for the associated year, the student is placed on the trajectory that corresponds to the lower of the two trajectory values for that year.

Example 1. Student A is absent for their initial ACCESS assessment and was expected to test. Then the student takes the assessment in Year 2 and scores a 1.7. Student A is expected to make at least a 2.4 in Year 3 (see Student A in table 6.3.3 below).

Example 2. Student B does not have an initial ACCESS assessment score and does not have an ACCESS score in Year 2 but should have had scores in both years. Student B then scores a 3.5 in Year 3. Student B counts against the ELP Progress indicator in Year 3 because the student did not have an initial composite score. The student is expected to score a 4.0 in Year 4 to meet progress (see Student B in table 6.3.3 below).

Example 3. Student C does not have an initial composite score and does not have an ACCESS score in Year 1 but should have had scores in both years. Student C takes the assessment in Year 3 and scores a 3.0; a score that falls between the values of 2.9 and 3.3 on the Year 3 column of the value table. The student would follow the 2.9 trajectory path (since it is the lower of the two scores) and is expected to make at least a 3.5 in Year 4 (see Student C in table 3.3.3 below).

TABLE 6.3.3. Examples of setting a trajectory[1]

	Initial ACCESS Score (Year 1)	Year 2	Year 3	Year 4	Year 5	Year 6
Student A	Absent	1.7	2.4	3.1	3.8	Exit
Student B	No score	No score	3.5	4.0	Exit	Exit
Student C	No score	No score	3.0	3.5	4.0	Exit

[1]Refer to table 6.3.5.1 for the value table.

6.3.4 Students Counting Neither Negatively nor Positively for English Learner Progress (Not in the Denominator)

ELPM # 6. Students that transfer from one public school unit to another, are enrolled, are expected to test for two administrations but did not test in the first administration and have current year scores; In this instance, public school units are being held harmless if they inherited a student from a previous district that did not test the student.

ELPM # 7. Students with disabilities preventing access to one or more domains on the ACCESS assessment must be tested on domains which can be accessed.

- An alternate composite score is calculated for any student that has a documented disability in an IEP or Section 504 Plan, preventing participation in one domain on the ACCESS assessment. This does not apply to students that participate in the Alternate ACCESS assessment.
- The alternate composite score established using this method becomes the baseline for student progress in subsequent years and counts either positively or negatively. Students with disabilities who do not have at least three individual domain scores do not count against ELP because they cannot attain an overall score.

ELPM # 8. Students granted a medical exception in the current year or the previous year (only if the previous year is the initial ACCESS assessment).

ELPM # 9. Students who are enrolled at a school after the designated enrollment deadline and were not required to take the ACCESS assessment during the test administration window.

ELPM # 10. Students that took the ACCESS assessment in the previous year and the Alternate ACCESS assessment in the current year, count neither negatively nor positively. The Alternate ACCESS assessment becomes the initial assessment to measure progress in future years based on table 6.3.5.2. If the student takes the ACCESS assessment in a future year, the original initial ACCESS assessment is used to measure progress in future years based on table 6.3.5.1.

ELPM # 11. Eligible students who withdrew from NC public schools during the testing window and did not have an ACCESS score, do not count against progress. Enrollment data is collected on the first and last day of the testing window.

6.3.5 Adjusting the ELP Long-Term Goal and Indicator When Students Move in and out of the State

ELPM # 12. Students who have an initial ACCESS score and move out of NC public schools to an in-state private or home school or out of state (not out of country, see ELPM #14) and return in a later year, maintain the initial ACCESS score. After returning, students are expected to make progress based on the initial ACCESS score and the expected score designated by the yearly progression in table 6.3.5.1 or 6.3.5.2.

ELPM # 13. Students who enter from out of state, where the ACCESS assessment is administered and were not previously enrolled in NC, use the most recent ACCESS score as the initial ACCESS score in NC. These students are expected to make progress as specified in table 6.3.5.1 or 6.3.5.2.

Example. A student took the initial ACCESS assessment in Colorado (CO) and earned a 1.0 composite score. Three years later, the student entered NC with a most recent ACCESS composite score of 3.3. The 3.3 composite score from CO, is considered the initial ACCESS composite score in NC, and the student is expected to score at least a 3.7 to be considered a student making progress the following year (see table 6.3.5.1).

TABLE 6.3.5.1. Example of progress calculation for students who entered NC from out of state where ACCESS is administered

	Initial ACCESS score CO	ACCESS score CO	ACCESS score CO	ACCESS score CO	Year 2 NC
Grade level	K	1	2	3	4
Score	1.0	1.8	2.6	3.3 (Initial NC)	3.7 (Expected)

ELPM # 14. Students who enter from out of state where the ACCESS assessment is not administered and were not previously enrolled in NC public schools, use the first ACCESS assessment administered in NC (the current year) as the initial ACCESS score.

ELPM # 15. Students who leave the U.S. for two or more consecutive ACCESS assessment cycles must take the WIDA Screener for Kindergarten, WIDA Screener, or the WIDA Alternate Screener upon returning to the country. For these students, the score earned during the next ACCESS assessment window (in the U.S.) is considered a new initial score. This rule does not apply to students who leave the U.S. and miss only one ACCESS assessment window. In this instance, students will continue the trajectory they were on prior to leaving.

Table 6.3.5.1 provides the trajectory of progress students follow after completing the initial ACCESS assessment.

TABLE 6.3.5.1. English Learner Progress value[1]

Initial ACCESS assessment score taken in Year 1	Years to Exit after initial year	Year 2	Year 3	Year 4	Year 5	Year 6
1.0	5	1.7	2.4	3.1	3.8	Exit
1.1	5	1.8	2.5	3.1	3.8	Exit
1.2	5	1.9	2.5	3.2	3.8	Exit
1.3	5	1.9	2.6	3.2	3.9	Exit
1.4	5	2.0	2.6	3.3	3.9	Exit
1.5	5	2.1	2.7	3.3	3.9	Exit
1.6	5	2.2	2.8	3.3	3.9	Exit
1.7	5	2.3	2.8	3.4	3.9	Exit
1.8	5	2.3	2.9	3.4	4.0	Exit
1.9	5	2.4	2.9	3.5	4.0	Exit
2.0	4	2.6	3.3	3.9	Exit	
2.1	4	2.7	3.3	3.9	Exit	
2.2	4	2.8	3.4	3.9	Exit	
2.3	4	2.9	3.4	4.0	Exit	
2.4	4	2.9	3.5	4.0	Exit	
2.5	4	3.0	3.5	4.0	Exit	
2.6	4	3.1	3.6	4.0	Exit	
2.7	4	3.2	3.6	4.1	Exit	
2.8	4	3.2	3.7	4.1	Exit	
2.9	4	3.3	3.7	4.1	Exit	
3.0	3	3.5	4.0	Exit		
3.1	3	3.6	4.0	Exit		
3.2	3	3.6	4.1	Exit		
3.3	3	3.7	4.1	Exit		
3.4	3	3.8	4.1	Exit		
3.5	3	3.8	4.2	Exit		
3.6	3	3.9	4.2	Exit		
3.7	3	4.0	4.2	Exit		
3.8	3	4.0	4.3	Exit		
3.9	3	4.1	4.3	Exit		
4.0	2	4.3	Exit			
4.1	2	4.3	Exit			
4.2	2	4.4	Exit			

Initial ACCESS assessment score taken in Year 1	Years to Exit after initial year	Year 2	Year 3	Year 4	Year 5	Year 6
4.3	2	4.4	Exit			
4.4	1	Exit				

[1] Exit Criteria: Students must attain an overall composite score of 4.5 or higher on the ACCESS assessment to exit the EL program.

Note: The formula used to develop the English Learner Progress Value table (i.e., table 6.3.5.1) is in the ESSA State Plan.

Table 6.3.5.2 identifies the yearly progress expectations for students taking the Alternate ACCESS assessment. Students have up to five years to exit after the initial assessment. Progress is measured using the Alternate ACCESS overall scale score. Depending on the grade band of the assessment, the scale score needed to attain a performance level 2 varies.

Some of the scores in the Alternate ACCESS progress table provided below are highlighted. The highlighted scores indicate, depending on the grade level, that a student may need to exit rather than achieve the scale score in the table. As students change grade bands for the Alternate ACCESS assessment, the scale score to exit changes. Students must meet the scale score or exit depending on the grade band and year in the table below.

For example, if a Kindergarten student has an initial Alternate ACCESS score of 939 and is now in second grade (Year 3 in the table), the student is expected to exit, not score a 942 scale score or higher. In this example, the Kindergarten student only requires a 941 to exit (not the 942 indicated in the table).

TABLE 6.3.5.2. English Learner Progress value for Alternate ACCESS[1]

Initial Alternate ACCESS assessment score taken in Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
900	909	918	928	937	EXIT
901	910	919	928	937	EXIT
902	911	920	928	937	EXIT
903	912	920	929	937	EXIT
904	912	921	929	938	EXIT
905	913	921	930	938	EXIT
906	914	922	930	938	EXIT
907	915	923	930	938	EXIT
908	916	923	931	938	EXIT
909	916	924	931	939	EXIT

Initial Alternate ACCESS assessment score taken in Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
910	917	924	932	939	EXIT
911	918	925	932	939	EXIT
912	919	926	932	939	EXIT
913	920	926	933	939	EXIT
914	920	927	933	940	EXIT
915	921	927	934	940	EXIT
916	922	928	934	940	EXIT
917	923	929	934	940	EXIT
918	924	929	935	940	EXIT
919	924	930	935	941	EXIT
920	925	930	936	941	EXIT
921	926	931	936	941	EXIT
922	927	932	936	941	EXIT
923	928	932	937	941	EXIT
924	928	933	937	942	EXIT
925	929	933	938	942	EXIT
926	930	934	938	942	EXIT
927	931	935	938	942	EXIT
928	932	935	939	942	EXIT
929	932	936	939	**943/EXIT**	EXIT
930	933	936	940	**943/EXIT**	EXIT
931	934	937	940	**943/EXIT**	EXIT
932	935	938	940	**943/EXIT**	EXIT
933	936	938	941	**943/EXIT**	EXIT
934	936	939	941	**944/EXIT**	EXIT
935	937	939	942	**944/EXIT**	EXIT
936	938	940	942	**944/EXIT**	EXIT
937	939	**941/EXIT**	942	**944/EXIT**	EXIT
938	940	**941/EXIT**	**943/EXIT**	**944/EXIT**	EXIT
939	940	**942/EXIT**	**943/EXIT**	**945/EXIT**	EXIT
940	**941/EXIT**	**942/EXIT**	**944/EXIT**	**945/EXIT**	EXIT
941	942	**943/EXIT**	**944/EXIT**	**945/EXIT**	EXIT
942	**943/EXIT**	**944/EXIT**	**944/EXIT**	**945/EXIT**	EXIT
943	**944/EXIT**	**944/EXIT**	**945/EXIT**	**945/EXIT**	EXIT
944	**944/EXIT**	**945/EXIT**	**945/EXIT**	EXIT	EXIT
945	945	945	EXIT	EXIT	EXIT

[1] Students must attain a performance level 2 or higher on the Alternate ACCESS assessment to exit the EL program.

Table 6.3.5.3 shows the scale score needed to exit based on grade band. The ELPHIST file assists testing coordinators in verifying the student's current scale score.

TABLE 6.3.5.3. Alternate ACCESS performance level 2 minimum scale scores by grade band

Alternate ACCESS Grade Band	Scale score
K–2	**941**
3–5	**943**
6–8	**945**
9–12 (XG)	**946**

7. Cohort Graduation Rate Manual

The North Carolina Department of Public Instruction Office of Accountability and Testing produces the Cohort Graduation Rate Manual which contains procedures for computing and auditing the cohort graduation rate at the district, school, and state level.

The four-year and five-year adjusted cohort graduation rates are the groups of students who begin as first-time ninth graders in a defined school year and graduate with a regular high school diploma in four or five years or less accordingly. The cohort is "adjusted" by adding any students transferring into the cohort and subtracting any students who transfer out, immigrate to another country, or die during the years covered by the cohort. Students transferring in and out of the cohort can impact the school's rate.

The Office of Accountability and Testing has implemented a formalized state monitoring plan of public school units to verify withdrawal of students reported in the prior school year's cohort graduation rates. The monitoring is conducted by teams of state-level and regional staff members tasked with conducting monitoring to verify written evidence or documentation affirming the removal of students from the cohort. The monitoring process and additional details are found in the Cohort Graduation Rate Manual at https://www.dpi.nc.gov/2024-25-cohort-graduation-rate/download?attachment.

8. Mathematic Pathways (NC Math 1 and NC Math 3)

In May 2017, the North Carolina State Board of Education (SBE) approved the use of flexibility afforded to states in the ESSA for grade 8 students who are enrolled in NC Math 1. This flexibility allows grade 8 students to take only one mathematics summative assessment (i.e., NC Math 1 EOC test), thus eliminating double testing for these students. With this flexibility, students who take NC Math 1 in grade 8 or earlier use the NC Math 3 EOC test results for high school accountability.

The federal law allowing the grade 8 exception does not include grade 7 or earlier. Therefore, students enrolled in earlier grades than grade 8 and in NC Math 1 must take both the NC Math 1 EOC and the current grade level EOG tests. For these students, the NC Math 1 EOC score is used for growth in the year taken and when the student is in grade 8 this score is calculated as the student's mathematics test for participation, long-term goals, and proficiency in the SPG calculation.

For the purposes of understanding how tests count in the following calculations, two pathways (Standard and Accelerated) have been identified and are defined as follows:

Standard Pathway. Taking the NC Math 1 course for the *first time* in grade 9 or higher.
Accelerated Pathway. Taking the NC Math 1 course for the *first time* in grade 8 or earlier.

NCDPI will identify students who took the NC Math 1 course in or before grade 8 and note which pathway (Standard or Accelerated) they are on for accountability purposes. Students on the standard pathway will use NC Math 1 in high school for all accountability calculations and students on the accelerated pathway will use NC Math 3 in high school for all accountability calculations (i.e., participation, long-term goals, and School Performance Grades).

8.1 Mathematic Tests Used to Calculate the 95% Participation Rate Requirements

The following tests are combined for students in membership at grade 8 to determine if a school has met the 95% participation rate requirement in mathematics for all students and each subgroup of students:

- Grade 8 Mathematics EOG test.
- NC Math 1 EOC test for students currently enrolled in the NC Math 1 course in grade 8.
- NC Math 1 EOC test (banked) for students previously enrolled in the NC Math 1 course prior to grade 8.
    - Accelerated Pathway: Students enrolled in earlier grades than grade 8 and in NC Math 1 must take both the NC Math 1 EOC and the current grade level EOG tests. For these students, the NC Math 1 EOC score is used for growth in the year taken and when the student is in grade 8 the NC Math 1 EOC is used as the student's mathematics test for participation, long-term goals, and proficiency in the SPG calculation.

Math participation rate calculations are based on current year, banked scores, or codes in NC Math 1 and NC Math 3 at grade 11.

- Standard Pathway: Student scores on the grade 8 mathematics EOG are used for all accountability measures at grade 8. These students take the NC Math 1 course in high school. The NC Math 1 EOC score is used for participation and long-term goals at the end of grade 11.
- Accelerated Pathway: Students who took NC Math 1 in grade 8, or earlier, will use their NC Math 3 EOC score for growth and proficiency in SPG calculations in the year the test was taken. Additionally, NC Math 3 EOC scores for students who took the NC Math 1 course in grade 8, or earlier, will be included in mathematics participation rates and long-term goals at grade 11.

8.2 Mathematic Tests Used in School Performance Grades

Standard Pathway: The following rules apply for students who are enrolled in NC Math 1 for the first time in grades 9 or higher:

- Students must enroll in NC Math 1 by the end of grade 11. Students taking NC Math 1 in high school for the first time will have their NC Math 1 test score used for School Performance Grades (achievement and growth) in the year they take the course and for participation and long-term goals in grade 11.
- Students who are enrolled in NC Math 1 for the first time in grades 9 or higher and are enrolled in NC Math 3 in a future year, must take the NC Math 3 EOC test. The NC Math EOC test is not used for school performance grade calculations.
- Students who transfer in from another state, private school, or homeschool with an NC Math 1 credit earned in grades nine or higher, are not expected to take the NC Math 1 EOC test. However, these students are expected to take the NC Math 3 EOC test when enrolled in the NC Math 3 course, but the test score is not used for school performance grades.

Accelerated Pathway: The following rules apply for students who are enrolled in NC Math 1 for the first time in grade 8:

- Students take the NC Math 1 EOC test only and must not take the grade 8 EOG mathematics test.
    - Students enrolled in grade 8 who are taking or have taken the NC Math 1 EOC will have their scores from this test used for grade 8 accountability and for state reports. The scores for these students will not be banked for use at the high-school level. All grade-level EOG mathematics tests (i.e., grades 3–7 and grade 8 students who are not enrolled in NC Math 1) are combined with NC Math 1 EOC tests to calculate the school's mathematics proficiency score.
- Students are expected to be enrolled in NC Math 3 by the end of grade 11, and for students who took NC Math 1 in grade 8, will use their NC Math 3 EOC test as the mathematics proficiency and growth measure in school performance grades the year the students take the course.

    - This rule applies to students who transfer in from another state, private school, or homeschool with a NC Math 1 credit earned in the students' grade 8 year.
- Students who repeat the NC Math 1 course for credit in grade 9 after taking NC Math 1 in grade 8:
    - will follow the current SBE policy, *Repeating a Course for Credit* (CCRE-001), to determine if taking the NC Math 1 EOC test is required again in grade 9. For students who take the NC Math 1 EOC test again in grade 9, the test is used as a high school mathematics proficiency score in the calculation of school performance grades for the year the student is enrolled in the course.
    - are expected to be enrolled in NC Math 3 by the end of grade 11, and the NC Math 3 EOC test is used as the mathematics proficiency measure in school performance grades the year the students are enrolled in the course.

Accelerated Pathway: The following rules apply for students who are enrolled in NC Math 1 prior to grade 8:

- Students who are enrolled in NC Math 1 prior to grade 8:
    - take the appropriate grade-level EOG mathematics test which is used in the mathematics proficiency measure in school performance grades.
    - take the NC Math 1 EOC test. The NC Math 1 EOC test is banked until the student is enrolled in grade 8. At that time, it is used as the grade 8 mathematics proficiency measure in school performance grades. Students with a banked NC Math 1 EOC test must not take the grade 8 Mathematics EOG test in their grade 8 year.
    - will take the appropriate test for the mathematics course in which they are enrolled in grade 8 (e.g., NC Math 3 EOC).
    - are expected to be enrolled in NC Math 3 by the end of grade 11, and the NC Math 3 EOC test is used as the mathematics proficiency measure in school performance grades in high school.
        - If NC Math 3 is taken in grade 8 or prior, the NC Math 3 EOC test is banked to the high school and used in proficiency calculations at grade 9.
        - If NC Math 3 is taken in high school (grades 9–11), the score is used in proficiency calculations the year it was taken.
        - This rule applies to students who transfer in from another state, private school, or homeschool with a NC Math 1 credit earned in a grade prior to grade 8.

8.3 Mathematic Tests Used to Calculate School Accountability Growth

Mathematics tests completed in the current accountability year are used in school accountability growth calculations regardless of where the test is used for academic achievement (proficiency), participation, or long-term goal calculations. Only NC Math 3 EOC tests for students on the accelerated pathway are used in school accountability growth calculations. All NC Math 3 EOC tests are used for educator growth calculations in the year the test is taken.

8.4 Mathematic Tests Used to Calculate Long-Term Goals

The mathematics grades 3–8 long-term goals and measure of interim progress status for all subgroups, including the All Students group, are calculated by combining the grades 3–8 mathematics EOG tests (at available grade levels) and the NC Math 1 EOC tests for grade 8 students, when applicable.

The mathematics grade 11 long-term goals and measure of interim progress status for all students and each subgroup of students are calculated as follows:

- The NC Math 1 EOC tests for students enrolled in NC Math 1 for the first time in grades 9–11, are combined with the NC Math 3 EOC tests for students at grade 11 who were enrolled in NC Math 1 for the first time in grade 8 or earlier.
- Schools with nontraditional grade-level configurations (e.g., 6–12, K–12) will have long-term goals and measures of interim progress for mathematics grades 3–8 and mathematics grade 11 depending on each school's grade level configurations. Please see Section 10 of the business guidelines concerning long-term goals for more information.

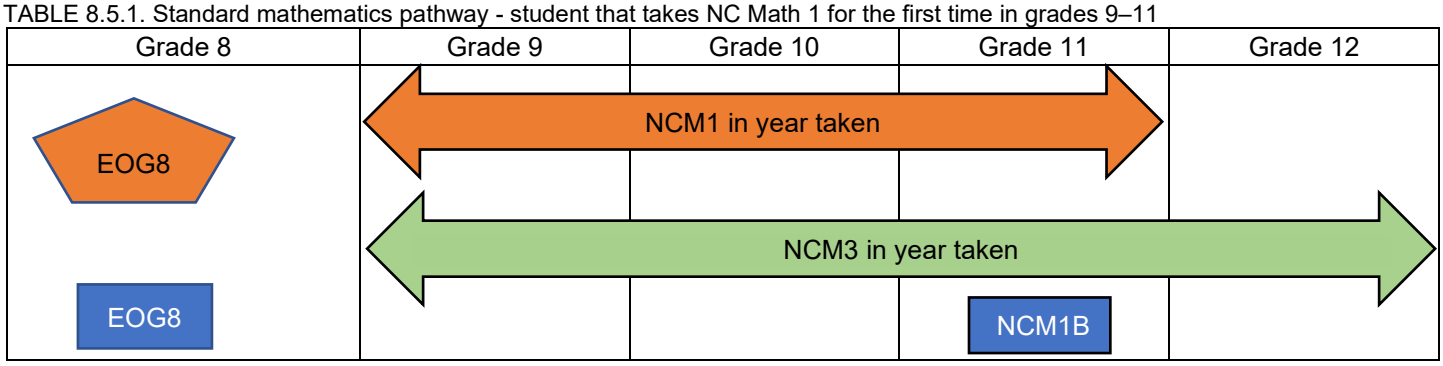
8.5 Mathematic pathways for EOG grade 8 mathematics, NC Math 1, and NC Math 3

The following tables provide details on the mathematic pathways for EOG grade 8 mathematics, NC Math 1, and NC Math 3. Test administration is expected in the grade level(s)/course(s) where students are in membership. Students who transfer from private, out-of-state, or homeschools, and are awarded credit for a course will follow the path based on the grade level the credit is attributed. It is expected for students to complete NC Math 1 and NC Math 3 by the end of grade 11 but if they completed an assessment by the end of grade 12, it will be used in SPG calculations as defined above.

TABLE 8.5. Key used to determine meaning of the following tables

Orange	Test is included as the mathematics proficiency measure (SPG). (Accountability growth is included in the tested year)
Blue	Test used to determine 95% participation rates and long-term goals.
Yellow	Test taken but is not used in current year mathematics proficiency measure (SPG). Test used in the current year's accountability growth.
Green	Test taken but is not used in accountability model (SPG). Test used only for educator effectiveness growth.
Key	**EOGX** = End-of-Grade Math at X grade **NCM1** = NC Math 1 EOC **NCM3** = NC Math 3 EOC **NCM1B** = NC Math 1 EOC banked **NCM3B** = NC Math 3 EOC banked

TABLE 8.5.1. Standard mathematics pathway - student that takes NC Math 1 for the first time in grades 9–11

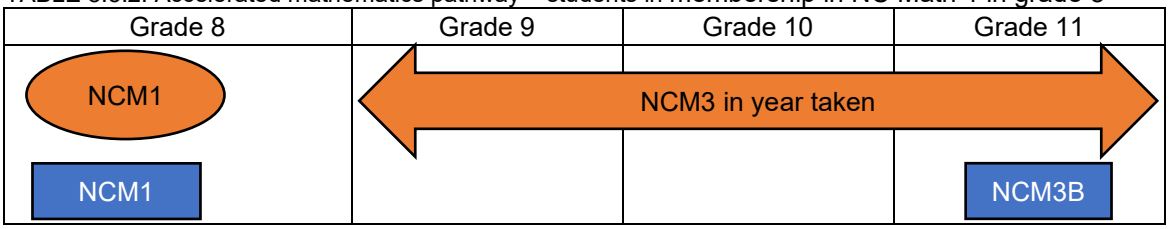


Standard Pathway: Test administration is expected in the grade level(s)/course(s) where students are in membership. Students who transfer from private, out-of-state, or homeschools, and are awarded credit for a course will follow the path based on the grade level the credit is attributed.

Students who take NC Math 1 for the first time in grades 9–11

- EOG grade 8- Test is included as the mathematics grade 8 proficiency measure (SPG). Accountability growth is included in the tested year (grade 8). The test is used to determine 95% participation rates and long-term goals (grade 8).
- NC Math 1- Test is included as the mathematics proficiency measure (SPG) in the year the test was taken. Accountability growth is included in the tested year (grades 9-11), not the banked year. Test is used to determine 95% participation rates and long-term goals in grade 11.
- NC Math 3- Test taken but is not used in accountability model (SPG). Test used only for educator effectiveness growth (grades 9- 12 in the year the test was taken).

TABLE 8.5.2. Accelerated mathematics pathway – students in membership in NC Math 1 in grade 8



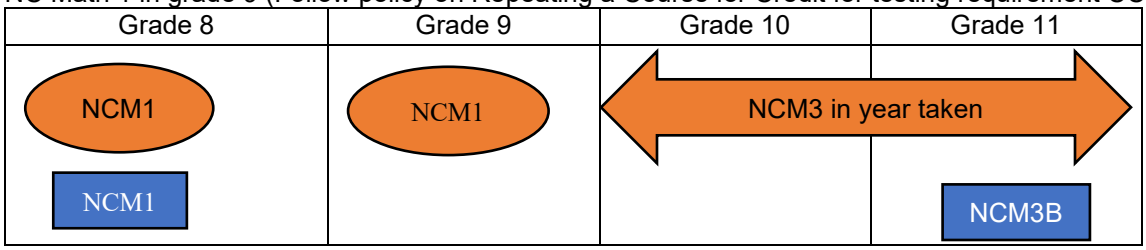
Accelerated Math Pathway: Test administration is expected in the grade level(s)/course(s) where students are in membership. Students who transfer from private, out-of-state, or homeschools and are awarded credit for a course will follow the path based on the grade level the credit is attributed.

Students in membership in NC Math 1 in grade 8

- NC Math 1- Test is included as the mathematics proficiency measure (SPG) in grade 8. Accountability growth is included in the tested year (grade 8), not the banked year. The test is used to determine 95% participation rates and long-term goals (grade 8).
- NC Math 3- Test is included as the mathematics proficiency measure (SPG) in the year the test is taken. Accountability growth is included in the tested year (grades 9-

11), not the banked year. The test is used to determine 95% participation rates and long-term goals (grade 11).

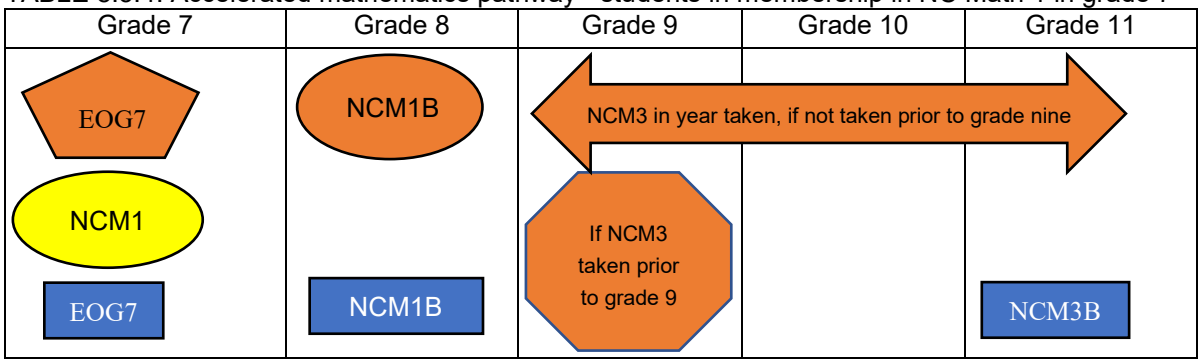
TABLE 8.5.3. Accelerated mathematics pathway – students that took NC Math 1 in grade 8 and repeat NC Math 1 in grade 9 (Follow policy on Repeating a Course for Credit for testing requirement CCRE-001)



Students who took NC Math 1 in grade 8 and repeat NC Math 1 in grade 9 (Follow policy on Repeating a Course for Credit for testing requirement CCRE-001)

- NC Math 1- Test is included as the mathematics proficiency measure (SPG) in the year the test is taken (grade 8 or grade 9). Accountability growth is included in the tested year (grade 8 or grade 9), not the banked year. The test is used to determine 95% participation rates and long-term goals (grade 8).
- NC Math 3- Test is included as the mathematics proficiency measure (SPG) in the year the test is taken (grade 10 or grade 11). Accountability growth is included in the tested year (grade 10 or 11), not the banked year. The test is used to determine 95% participation rates and long-term goals (grade 11).

TABLE 8.5.4. Accelerated mathematics pathway - students in membership in NC Math 1 in grade 7

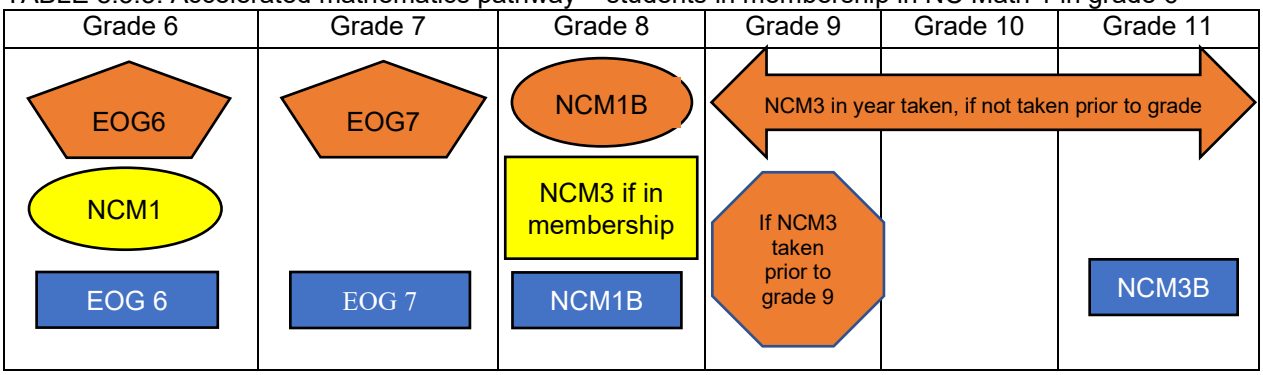


Students in membership in NC Math 1 in grade 7

- EOG grade 7- Test is included as the mathematics proficiency measure (SPG) in the year the test is taken (grade 7). Accountability growth is included in the tested year (grade 7). The test is used to determine 95% participation rates and long-term goals (grade 7).
- NC Math 1- Test taken but is not used in current year (grade 7) mathematics proficiency measure (SPG). Test used in current year's accountability growth (grade 7). The test is included as the mathematics grade 8 proficiency measure (SPG), when student is in grade 8. Accountability growth is included in the tested year (grade 7), not the banked year. The test is used to determine 95% participation rates and long-term goals (grade 8).

- NC Math 3- Test is included as the mathematics proficiency measure (SPG) in the year taken if not taken prior to grade 9. Accountability growth is included in the tested year (grades 9-11), not the banked year. Test is included as the mathematics proficiency measure (SPG) in grade 9 if NC Math 3 was taken prior to grade 9. Accountability growth is included in the tested year (grades 9-11), not the banked year. The test is used to determine 95% participation rates and long-term goals (grade 11).

TABLE 8.5.5. Accelerated mathematics pathway – students in membership in NC Math 1 in grade 6



Students in membership in NC Math 1 in grade 6

- EOG grade 6- Test is included as the mathematics proficiency measure (SPG) in the year the test is taken (grade 6). Accountability growth is included in the tested year (grade 6). The test is used to determine 95% participation rates and long-term goals (grade 6).
- EOG grade 7- Test is included as the mathematics proficiency measure (SPG) in the year the test is taken (grade 7). Accountability growth is included in the tested year (grade 7). The test is used to determine 95% participation rates and long-term goals (grade 7).
- NC Math 1- Test taken but is not used in current year (grade 6) mathematics proficiency measure (SPG). Test used in current year's accountability growth (grade 6). The test is included as the mathematics grade 8 proficiency measure (SPG), when the student is in grade 8. Accountability growth is included in the tested year (grade 6), not the banked year. The test is used to determine 95% participation rates and long-term goals (grade 8).
- NC Math 3- If a student is in NC Math 3 membership in grade 8, the test taken is not used in the current year mathematics proficiency measure (SPG). The test is used in the current year's accountability growth (grade 8). The test is included as the mathematics proficiency measure (SPG) in the year taken if not taken prior to grade 9. Accountability growth is included in the tested year (grades 9-11), not the banked year. Test is included as the mathematics proficiency measure (SPG) in grade 9 if NC Math 3 was taken prior to grade 9. Accountability growth is included in the tested year (grades 9-11), not the banked year. The test is used to determine 95% participation rates and long-term goals (grade 11).

9. Federal and State School Designations

The Office of Accountability and Testing develops Comprehensive Support and Improvement (CSI), and Targeted Support and Improvement (TSI) school designation lists annually. These lists are based on current and future data for the school until the September data correction window closes. Changes that happen throughout the year (school closures) will be updated in the next annual report. CSI and TSI designations are defined in the North Carolina ESSA State Plan.

There are three categories of CSI schools and two categories of TSI schools. The identification criteria, first year of identification, frequency of identification, exit criteria, and timeline for applying exit criteria for each designation are detailed in this section of the guide.

Note: Due to the COVID-19 pandemic and waivers from accountability for the 2019–20 and 2020–21 school years, timelines, identification, and exit criteria have been adjusted in accordance with the ESSA Addendum approved by the USED in April 2022. In addition, an amendment to the ESSA State Plan was approved in May 2024. This amendment adjusted the identification timeline of all CSI designations as well as TSI–Additional Targeted Support to the start of the 2025–26 school year.

The categories of each federal designation are as follows:

Comprehensive Support and Improvement Schools (CSI)
- **CSI-Low Performing (CSI-LP)**
- **CSI-Low Graduation Rate (CSI-LG)**
- **CSI-Additional Targeted Support Not Exiting Such Status (CSI-AT)**

Targeted Support and Improvement Schools
- **TSI-Consistently Underperforming (TSI-CU)**
- **TSI-Additional Targeted Support (TSI-AT)**

North Carolina State Designations. North Carolina General Statutes 115C-105.37, 115C-105.37A, 115C-105.39A and 115C-218.94 define low performing school and district designations. State designations are based on current school year data only. More information on state-level designations is in subsection 9.8 of this guide.

K–2 feeder schools. K-2 schools are identified as CSI/TSI schools based on the school they feed into in an identification year. When exit criteria is applied for a CSI/TSI identification, if the school that identified the K-2 school is exited, so is the K-2 school. If, in a future identification year for the same CSI/TSI identification currently assigned, the K-2 school is feeding into a different school, the K-2 school will assume the status of the new school and will be dropped from the previous school's identification status.

Reconfiguration of schools. In general, federal designations are connected to the school code. If a school changes configurations (e.g., a K–6 school becomes a K–12 school) the designation that is assigned to the school code remains. If a school closes, the designation ends with the school that closed. Note: Special circumstances could arise to alter this rule. Those instances are handled on a case-by-case basis.

Inactive Schools. If a school is identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) and is later deactivated (no longer in operation for an extended period), the designation is recorded for federal reporting purposes during the active cycle.

- During the current cycle:
  - The deactivated school remains listed as CSI or TSI for the duration of the cycle in which it was identified.
  - Because the school does not serve students while deactivated, it cannot generate the performance data necessary to demonstrate progress toward exit criteria.
- At the end of the cycle:
  - The designation is considered resolved if the school has remained deactivated during the cycle preventing exit criteria data from being collected.
  - The school will not be carried forward onto future CSI/TSI lists, as it no longer operates as an active accountability entity.
- If the school is reactivated in the future:
  - It will be treated as a “new” school for accountability purposes.
  - Any identification will be based on new performance data collected after reactivation, once sufficient years of data are available. In this instance, the previous designations will not be tied to the school code in the future year.

Alternative Schools and CSI-LG Designations (this will include certificate producing schools). For alternative or certificate schools where graduation data are reported back to the home school of record rather than the alternative school itself or graduation data does not apply to the school:

- During the current cycle
  - The alternative or certificate school will remain on the CSI-LG list for the duration of the active cycle in which it was identified.
  - Because the alternative or certificate school no longer generates a four-year graduation rate, it cannot demonstrate progress toward the exit criteria during the cycle.
- At the end of the cycle
  - The designation is considered resolved.
  - The school will not be carried forward onto future CSI-LG lists, since it no longer produces its own graduation data for accountability purposes.
- If the school begins reporting graduation rates again in the future
  - Identification would be based on new performance data, following the same rules as other schools. In this instance, the previous CSI-LG designation will not be tied to the school code in the future year, it will be based on future data.

9.1 Comprehensive Support and Improvement Schools

North Carolina must identify schools for comprehensive support and improvement as defined in the ESSA State Plan. The three categories of identification are as follows:

- CSI-Lowest Performing Schools (CSI-LP)
- CSI-Low Graduation Rates (CSI-LG)
- CSI-Additional Targeted Support Not Exiting Such Status (CSI-AT)

For the 2018–19 identification year, only CSI-LP and CSI-LG schools were identified. Due to the implications of COVID-19, the second identification of CSI-LP and CSI-LG schools was shifted to the fall of 2022–23. Due to the 2024 amendment, CSI-AT will first be identified in the fall of 2025–26. For the 2025–26 identification, using 2024–25 data, all Comprehensive Support and Improvement school categories will be identified.

9.2 CSI-Low Performing Schools

CSI-LP schools are the lowest performing 5% of all schools receiving Title I, Part A funds (served) in the state.

- Process of identifying the lowest 5% during an identification year:
    - Identify the total number of Title I served schools in the previous school year.
        - Determine the number of schools that comprise 5% of Title I served schools.
    - Remove from consideration closed schools
    - Determine the overall SPG score of the highest performing school in the bottom 5% of current Title I served schools.
    - All eligible schools with the same score or lower are identified as CSI-LP.
        - Ties at the highest score may result in greater than 5% of schools identified.
- CSI-LP schools are identified every three years. The first identification occurred in 2018–19, and the second identification was in the fall of 2022–23, using 2021–22 data. Due to the 2024 amendment, the next identification will occur in the fall of the 2025–26 school year, using 2024–25 data.
    - The first year of identification for CSI-LP schools was a planning year with implementation for three additional years.
- CSI-LP schools can exit every three years.
- CSI-LP schools can also be identified as CSI-LG schools.
- CSI-LP schools cannot be identified as TSI-Consistently Underperforming Subgroups (TSI-CU), TSI-Additional Targeted Support (TSI-AT) or CSI-Additional Targeted Support Not Exiting Such Status (CSI-AT).
- If a school is no longer Title 1 served after it was initially identified, it will continue on the CSI-LP list until it can exit using the below exit criteria.

CSI-LP exit criteria. Achieve above the lowest 5% of Title I served schools for the most recent and previous school year *and* meet measure of interim progress for the All Student subgroup in all subjects (i.e., reading and math).

9.2.1 Steps for CSI-LP Identification

- Exit schools that meet the CSI-LP exit criteria in subsection 9.2.
    - Schools identified at the start of the 2018–19 school year, that cannot exit, stay in Tier 2. This tier indicates that schools will receive additional support to implement more rigorous interventions. (Tier 2, Group 1)
    - Schools identified at the start of the 2022–23 school year, that cannot exit at the end of the 2024–25 school year will move into Tier 2, Group 2.
- Identify the bottom 5% of Title I schools that meet the identification criteria in subsection 9.2.
    - Fall 2025–26 identified schools that are not already Tier 2 schools (newly identified) will be labeled Tier 1. This tier indicates the school has been newly identified and will be provided additional support to implement interventions.[1]
- The CSI-LP list contains both Tier 1 and Tier 2 schools and may exceed 5% of Title I schools.

[1] When groups change tiers, their group number will change as well.

9.3 CSI-Low Graduation Rates

North Carolina identifies high schools with a four-year cohort graduation rate less than 66.7% as needing comprehensive support and improvement regardless of Title I status.

- Process of identifying low graduation rates:
    - Determine whether the minimum-n for the cohort graduation rate is greater than or equal to thirty students.
    - If it is, identify schools with a cohort graduation rate below 66.7%.
- CSI-LG schools are identified every three years.
    - The first identification occurred in 2018–19. The next identification group was in the fall of 2022–23, using 2021–22 data. Due to the 2024 amendment, the next identification will occur in the fall of the 2025–26 school year, using 2024–25 data.
    - The first year of identification for CSI-LG schools was a planning year with implementation for three additional years.
- CSI-LG schools can also be identified as CSI-LP schools.
- CSI-LG schools that are not identified as CSI-LP can also be identified as TSI-CU, TSI-AT, or CSI-AT schools.
- CSI-LG schools can exit every three years.

CSI-LG exit criteria. Have a four-year cohort graduation rate greater than or equal to 66.7% in the most recent year and the previous year.

9.3.1 Steps for CSI-LG Identification

- Exit schools that meet the CSI-LG exit criteria in subsection 9.3.
    - Schools identified in 2018–19, that cannot exit, stay in Tier 2. This tier indicates that schools will receive additional support to implement more rigorous interventions. (Tier 2, Group 1)
    - Schools identified in 2022–23, that cannot exit at the end of the 2024–25 school year will move into Tier 2, Group 2.

- Identify schools that meet the CSI-LG identification criteria in subsection 9.3.
    - Fall 2025–26 identified schools that are not already Tier 2 schools (newly identified) will be labeled Tier 1. This tier indicates the school has been newly identified and will be provided additional support to implement interventions[1].
- The CSI_LG list will contain both Tier 1 and Tier 2 schools.

[1] When groups change tiers, their group number will change as well.

9.4 CSI-Additional Targeted Support Not Exiting Such Status

- Title I served schools unable to exit the TSI-AT identification by the end of the six-year identification period associated with TSI-AT are identified as CSI-AT for the pertinent subgroup.
- CSI-AT schools are identified every three years.
    - Due to the 2024 amendment, the first year of identification will occur in the fall of the 2025–26 school year, using 2024–25 data.
- CSI-AT schools cannot be identified as CSI-LP
- CSI-AT schools cannot be identified as TSI-CU or TSI-AT for the subgroup identifying the school as CSI-AT. .
- CSI-AT schools can also be identified as CSI-LG.
- Schools exit CSI-AT identification, for the pertinent subgroup, if the requirements of exiting TSI-AT are met during the CSI-AT exit year (i.e., every three years).
- If a school is no longer Title 1 served after it was initially identified, it will continue on the CSI-AT list until it can exit using the below exit criteria.

Exit Criterion. Schools exit CSI-AT identification for the pertinent subgroup after three years if the subgroup(s) identifying the school as CSI-AT meets one of the following exit criteria in the exit year:

- Identified subgroup(s) achieve a three-year growth index of 1.0 or higher[1]; or
- are on track to meet the subgroup(s) twelve-year proficiency goals in reading and math; or
- there is no longer a subgroup whose overall performance as measured by the School Performance Grade score is at or below the score designated for CSI-LP identification[2] and previously identified subgroup(s) improved performance on the School Performance Grade score as compared to the score at the time of identification.

[1] The three-year growth index calculation will require three years of growth indices, be an average of the index scores, use the most recent three years of available data, and require a minimum-n of thirty for each of the three years used.

[2] The score designated for CSI-LP identification is recalculated at the time of CSI-LP identification. The score calculated for the most recent identification year will be used for exit purposes during non-identification years.

9.4.1 Steps for CSI-AT Identification

- Exit schools that meet the TSI-AT exit criteria in subsection 9.7.
    - Schools identified as TSI-AT in 2018–19, are Title I, and cannot exit will move to CSI-AT for the pertinent subgroup.
- Schools identified as CSI-AT will start as Tier 1.

9.5 Targeted Support and Improvement Schools

North Carolina must identify schools for targeted support and improvement as defined in the ESSA State Plan. These schools receive support at the local level for the identified underperforming subgroups. The following are the two categories of identification:

- TSI-Consistently Underperforming Subgroups (TSI-CU)
- TSI-Additional Targeted Support (TSI-AT)

TSI-CU is identified annually using the most recent and previous two years of data.

The first group of TSI-AT schools were identified in the fall of 2018–19. Due to the implications of COVID-19, the second identification of TSI-AT schools was shifted to the fall of the 2022–23 school year. Due to the 2024 amendment, the next identification for TSI-AT will occur in the fall of the 2025–26 school year.

9.6 TSI-Consistently Underperforming Subgroups

All schools, regardless of Title I status, are eligible for the TSI-CU identification.

- The identification criteria for TSI-CU schools is as follows:
    - One or more of the same subgroup(s) with a designation of “F” on the NC statewide system of annual meaningful differentiation (i.e., School Subgroup Performance Grades) for the most recent and previous two years.
    - Schools already identified as CSI-LP cannot be identified as TSI-CU.
    - Schools newly identified as TSI-AT or CSI-AT can no longer be TSI-CU (for the pertinent subgroup).
- Schools can exit TSI-CU identification if the following exit criteria is met:
    - Achieve a letter grade of “D” or higher on the NC statewide system of annual meaningful differentiation (i.e., School Subgroup Performance Grades) for previously identified subgroups in the most recent and previous year.
    - Exit criteria are applied annually.

9.7 TSI-Additional Targeted Support (TSI-AT)

All schools, regardless of Title I status, are eligible for TSI-AT identification every three years.

- Schools are identified as TSI-AT when:
    - the school has one or more subgroup(s) where the subgroup performance grade score is at or below the highest identified CSI-LP school’s All Students group during the identification year[2], and
    - the school is on the TSI-CU list for the subgroup(s) for the current year.
- TSI-AT schools cannot be identified as CSI-LP.
- TSI-AT schools cannot be identified as CSI-AT or TSI-CU (for the pertinent subgroup).
- TSI-AT schools can also be identified as CSI-LG.

Exit Criterion. Schools can begin exiting TSI-AT identification after three years and then exit criterion is applied annually for three additional years. If the subgroup cannot exit after six years, and the school is Title I served, the school is identified as CSI-AT (for the pertinent subgroup). If the subgroup cannot exit after six years, and the school is not

Title I served, the subgroup will remain in its identified cohort and continue to have exit criteria applied annually. Subgroup(s) identifying the school as TSI-AT can exit TSI-AT status if one of the following exit criteria is met in an exit year:

- Identified subgroup(s) achieve a three-year growth index of 1.0 or higher[1]; or
- are on track to meet the subgroup(s) twelve-year proficiency goals in reading and math; or
- there is no longer a subgroup whose overall performance as measured by the School Performance Grade score is at or below the score designated for CSI-LP identification and previously identified subgroup(s) improved performance on the School Performance Grade score as compared to the score at the time of identification[2].

[1] The three-year growth index calculation will require three years of growth indices, be an average of the index scores, use the most recent three years of available data, and require a minimum-n of thirty for each of the three years used.

[2] The score designated for CSI-LP identification is recalculated at the time of CSI-LP identification. The score calculated for the most recent identification year will be used for exit purposes during non-identification years.

9.7.1 Steps for TSI-AT Identification

- Exit schools that meet the TSI-AT exit criteria in subsection 9.7.
- Schools identified in 2018–19 (using 2017–18 data) and are unable to exit, are labeled as Cohort 1.
    - After six years, if the Cohort 1 school is unable to exit and is a Title I school, the school will be identified as CSI-AT for the pertinent subgroup.
    - After six year, if the Corhort 1 school is unable to exit and is not a Title I school, the school will remain as TSI-AT, Cohort 1.
    - Cohorts are used to track the school's status for annual exit prior to possible identification as CSI-AT. The cohort number will continue with the subgroup to CSI-AT identification.
- Schools identified in 2022–23 (using 2021–22 data) and are unable to exit, are labeled as Cohort 2.
- Schools newly identified in 2025–26 (using 2024–25 data), are labeled as Cohort 3.

The information displayed on the following tables provides graphic representations of all CSI and TSI identifications.

TABLE 9.7.1. CSI identification criteria

Designation	Eligible schools	Year of identification	Identification timeline	Identification criteria
Comprehensive Support and Improvement-Low Performing (CSI-LP)	All Title I served schools	2018–19, Tier 2, Group 1 2022–23, Tier 2, Group 2 2025–26, Tier 1	Every 3 years	Lowest 5% SPG score of Title I served schools using the NC statewide system of annual meaningful differentiation (i.e., School Performance Grades)
Comprehensive Support and Improvement-Low Graduation Rates (CSI-LG)	All high schools	2018–19, Tier 2, Group 1 2022–23, Tier 2, Group 2 2025–26, Tier 1	Every 3 years	Graduation rate below 66.7%
Comprehensive Support and Improvement-Additional Targeted Support Not Exiting Such Status (CSI-AT)	Title I Served TSI-AT identified schools	2025–26, Tier 1	Every 3 years	Subgroup is unable to exit TSI-AT after six years

TABLE 9.7.1.1. TSI identification criteria

Designation	Eligible schools	Year of identification	Identification timeline	Identification criteria
Targeted Support and Improvement-Consistently Underperforming Subgroups (TSI-CU)	All Schools Except CSI-LP	Annually	Annually	One or more of the same subgroup(s) with a designation of “F” on the NC statewide system of annual meaningful differentiation (i.e., School Performance Grades) for the most recent and previous two years
Targeted Support and Improvement-Additional Targeted Support (TSI-AT)	All TSI-CU schools	2018–19, Cohort 1 2022–23, Cohort 2 2025–26, Cohort 3	Every 3 years	Subgroup(s) performance grade at or below highest CSI-LP identified school and school’s subgroup(s) is identified as TSI-CU in the identification year

TABLE 9.7.1.2. CSI exit criteria

Designation	Eligible schools	Year of identification	Exit criteria	Exit year (using previous years data)
Comprehensive Support and Improvement-Low Performing (CSI-LP)	All Title I Served schools	Every 3 years 2018–19, Tier 2, Group 1 2022–23, Tier 2, Group 2 2025–26, Tier 1	Achieve above the lowest 5 % of Title I served schools for the most recent and previous school year *and* meet measure of interim progress for the All Student subgroup in all subjects (i.e., reading and math)	Every 3 years 2025–26, Tier 2, Group 1 2025–26, Tier 2, Group 2 2028–29, Tier 1
Comprehensive Support and Improvement-Low Graduation Rates (CSI-LG)	All High schools	Every 3 years 2018–19, Tier 2, Group 1 2022–23, Tier 2, Group 2 2025–26, Tier 1	Graduation rate greater than or equal to 66.7% in the most recent and previous year	Every 3 years 2025–26, Tier 2, Group 1 2025–26, Tier 2, Group 2 2028–29, Tier 1
Comprehensive Support and Improvement-Additional Targeted Support Not Exiting Such Status (CSI-AT)	Title I Served TSI-AT Identified Schools	Every 3 years 2025–26, Tier 1	Same as TSI-AT in the exit year: 1. Identified subgroup(s) achieve a three-year growth index of 1.0 or higher; or 2. are on track to meet the subgroup(s) twelve-year proficiency goals in reading and math; or 3. There is no longer a subgroup whose overall performance as measured by the School Performance Grade score is at or below the score designated for CSI-Low Performing identification and previously identified subgroup(s) improved performance on the School Performance Grade score as compared to the score at the time of identification.	Every 3 years 2028–29, Tier 1

TABLE 9.7.1.3. TSI exit criteria

Designation	Eligible schools	Year of identification	Exit criteria	Exit year (using previous year's data)
Targeted Support and Improvement-Consistently Underperforming Subgroups (TSI-CU)	All schools except CSI-LP and CSI-AT	Annually	Achieve a letter grade of "D" or higher on the NC statewide system of annual meaningful differentiation (School Performance Grades) for previously identified subgroups in the most recent and previous year.	Annually
Targeted Support and Improvement-Additional Targeted Support (TSI-AT)	All TSI-CU identified schools	Every 3 years 2018–19, Cohort 1 2022–23, Cohort 2 2025–26, Cohort 3	1. Identified subgroup(s) achieve a three-year growth index of 1.0 or higher; or 2. are on track to meet the subgroup(s) twelve-year proficiency goals in reading and math; or 3. there is no longer a subgroup whose overall performance as measured by the School Performance Grade score is at or below the score designated for CSI-Low Performing identification and previously identified subgroup(s) improved performance on the School Performance Grade score as compared to the score at the time of identification.	After 3 years, and then annually Cohort 1 and 2 (annually) Cohort 3 2028–29

TABLE 9.7.1.4. CSI school identification timeline

CSI Timeline for Identification of Schools										
CSI-Low Performing	**2017–18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**	**2023–24**	**2024–25**	**2025–26**	**2026–27**
	Identification criteria. Perform in the lowest 5% of all Title I served schools using the NC statewide system of annual meaningful differentiation (i.e., School Performance Grades).									
	Continue services for priority schools using NC ESEA flexibility definition	2018–19 CSI schools (planning year)	Maintain support for 2018–19 identified schools	Maintain support for 2018–19 identified schools	Maintain support for 2018–19 identified schools	Exit criteria applied for 2018–19 identified schools Identify 2022–23 CSI schools	Maintain support for 2018–19 and 2022–23 identified schools that did not meet exit criteria	Maintain support for 2018–19 and 2022–23 identified schools that did not meet exit criteria	Exit criteria applied for all previously identified schools Identify 2025–26 CSI schools	Maintain support for all identified schools that did not meet exit criteria
	Exit criteria. Achieve above the lowest 5% of Title I served schools for the most recent and previous school year *and* meet measure of interim progress for the All Student subgroup in all subjects (i.e., reading and math).									
CSI-Low Graduation Rate	**2017–18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**	**2023–24**	**2024–25**	**2025–26**	**2026–27**
	Identification criteria. High schools with a four-year cohort graduation rate below 66.7%.									
	Continue services for priority schools using NC ESEA flexibility definition	2018–19 CSI schools (planning year)	Maintain support for 2018–19 identified schools	Maintain support for 2018–19 identified schools	Maintain support for 2018–19 identified schools	Exit criteria applied for 2018–19 identified schools Identify 2022–23 CSI schools	Maintain support for 2018–19 and 2022–23 identified schools that did not meet exit criteria	Maintain support for 2018–19 and 2022–23 identified schools that did not meet exit criteria	Exit criteria applied for all previously identified schools Identify 2025–26 CSI schools	Maintain support for all identified schools that did not meet exit criteria
	Exit criteria. Achieve a four-year cohort graduation rate above or equal to 66.7% for the most recent and previous school year.									
CSI-Additional Targeted Support Not Exiting Such Status	**2017–18**	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**	**2023–24**	**2024–25**	**2025–26**	**2026–27**
	Identification criteria. Identification occurs every three years and consists of schools unable to exit TSI-Additional Targeted Support status after six years and receive Title I funds.									
	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Identify 2025–26 CSI Schools	Maintain support for all identified schools that did not meet exit criteria
	Exit criteria. Same as exiting Additional TSI status: (1) Identified subgroup(s) achieve a three-year growth index of 1.0 or higher, or (2) are on track to meet the subgroup(s) twelve-year proficiency goals in reading and math, or (3) there is no longer a subgroup whose overall performance as measured by the School Performance Grade score is at or below the score designated for CSI-LP identification and previously identified subgroup(s) improved performance on the School Performance Grade score as compared to the score at the time of identification.									

TABLE 9.7.1.5. TSI-Consistently Underperforming school identification timeline

TSI Timeline for Identification of Schools										
	2017–18	**2018–19**	**2019–20**	**2020–21**	**2021–22**	**2022–23**	**2023–24**	**2024–25**	**2025–26**	**2026–27**
TSI-Consistently Under Performing	**Identification criteria.** One or more of the same subgroup(s) with a designation of "F" on the NC statewide system of annual meaningful differentiation (i.e., School Performance Grades) for the most recent and previous two years.									
	Continue services for focus schools using NC ESEA flexibility definition	Watch list (modified identification criteria)	Identify Consistently Under Performing subgroup schools	Due to COVID-19 impact, schools were not identified or exited	Due to COVID-19 impact, schools were not identified or exited	Identify Consistently Underperforming subgroup schools	Identify Consistently Underperforming subgroup schools	Identify Consistently Underperforming subgroup schools	Identify Consistently Underperforming subgroup schools	Identify Consistently Underperforming subgroup schools
						Exit criteria applied for 2018–19 identified schools	Exit criteria applied for 2022–23 identified schools	Exit criteria applied for 2023–24 identified schools	Exit criteria applied for 2024–25 identified schools	Exit criteria applied for 2025–26 identified schools
	Exit criteria. Achieve a letter grade of "D" or higher on the NC statewide system of annual meaningful differentiation (i.e., School Performance Grades) for previously identified subgroups in the most recent and previous year.									

TABLE 9.7.1.6. TSI-Additional Targeted Support school identification timeline

<table>
<tr><th colspan="11">TSI Timeline for Identification of Schools</th></tr>
<tr><td rowspan="5">TSI-Additional Targeted Support</td><td>2017–18</td><td>2018–19</td><td>2019–20</td><td>2020–21</td><td>2021–22</td><td>2022–23</td><td>2023–24</td><td>2024–25</td><td>2025–26</td><td>2026–27</td></tr>
<tr><td colspan="10">Identification criteria. Schools where any subgroup’s performance is less than the top CSI identified school’s All Students subgroup total score and have been identified as schools with one or more consistently underperforming subgroups for the identification year. For 2022–23 identification, the pool is all schools whose subgroup’s performance is less than the top CSI identified school’s All Students subgroup and the school’s subgroup(s) is TSI-CU for the current year.</td></tr>
<tr><td rowspan="2">N/A</td><td rowspan="2">Identify 2018–19 TSI schools using 2017–18 score</td><td rowspan="2">Maintain TSI identification</td><td rowspan="2">Maintain TSI identification</td><td rowspan="2">Maintain TSI identification</td><td>Maintain TSI identification of 2018–19 identified schools unable to exit</td><td rowspan="2">Maintain TSI identification of 2018–19 identified schools unable to exit and 2022–23 identified schools</td><td rowspan="2">Maintain TSI identification of 2018–19 and 2022–23 identified schools unable to exit</td><td>Maintain TSI identification of 2018–19 and 2022–23 identified schools unable to exit</td><td rowspan="2">Maintain TSI identification of all previously identified schools unable to exit</td></tr>
<tr><td>Identify 2022–23 TSI schools using 2021–22 data</td><td>Identify 2025–26 TSI schools using 2024–25 data</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td>Exit criteria applied for 2018–19 identified schools</td><td>Exit criteria applied for 2018–19 identified schools</td><td>Exit criteria applied for 2018–19 and 2022–23 identified schools</td><td>Exit criteria applied for 2018–19 and 2022–23 identified schools</td><td>Exit criteria applied for 2018–19 and 2022–23 identified schools</td></tr>
<tr><td colspan="10">Exit criterion. (1) Identified subgroup(s) achieve a three-year growth index of 1.0 or higher, or (2) are on track to meet the subgroup(s) twelve-year proficiency goals in reading and math, or (3) there is no longer a subgroup whose overall performance as measured by the School Performance Grade score is at or below the score designated for CSI-Low Performing identification and previously identified subgroup(s) improved performance on the School Performance Grade score as compared to the score at the time of identification.</td></tr>
</table>

9.8 Low-Performing State Identifications

North Carolina identifies low-performing public school units annually. There are four designations for low-performing public school units:

- Low-Performing School
- Low-Performing District
- Continually Low-Performing School
- Continually Low-Performing Charter Schools

Low-Performing Schools. A low-performing school has a School Performance Grade of "D" or "F," and a growth status of "Met" or "Not Met."

Low-Performing District. Low-performing districts are defined as districts that have greater than 50% of schools identified as low performing. The denominator for this calculation excludes K-2 schools who receive their SPG from another school, alternative schools, and schools who have insufficient data (i.e., minimum-N 30) or growth status.

Continually Low-Performing School. A continually low-performing school is identified as low-performing—as defined above—in any two of the last three years. For the purposes of this list, charter schools are not identified as continually low-performing schools.

Continually Low-Performing Charter Schools. A continually low-performing charter school is identified as low-performing—as defined above—in any two of the last three years.

10. Long-Term Goals

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 high school (grade 10)
- Mathematics at 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. When adjustments are needed, an amendment to the NC ESSA State Plan must be submitted and approved by the USED.

For the 2020–21 school year, the USED approved an addendum that granted North Carolina the ability to shift the long-term goal timelines for Academic Achievement, Graduation Rate, and English Language Proficiency by two years. This shift extended the timeline from a ten-year model to a twelve-year model, allowing the NCDPI to move the goals from 2019–20 and 2020–21 forward two years, beginning with the 2021–22 school year. See figures six through eleven in subsection 10.7 of this guide for further clarification.

10.1 Long-Term Goals for the All Students Group

The academic progress goals (i.e., reading and mathematics) are set to improve the All Students group college-and-career readiness proficiency (i.e., Achievement Levels 4 and 5) by at least twenty percentage points over a twelve-year period.

The ELP goal is set to increase EL proficiency from 25.3% to 60.0% over a twelve-year period.

The CGR goal has been set to increase to 95% over a twelve-year period.

Each school has its own baseline but is expected to match the state increase of these measures in the All Students group by the same amount (i.e., academic goals) or to the same goal (i.e., ELP and CGR) by the end of twelve years. Updated goals can be viewed in the Long-Term Goal tool at http://accrpt.tops.ncsu.edu/essa_ltg/ltg.html.

10.2 Long-Term Goals for Subgroups

Long-term goals for reportable subgroups exist to ensure the gaps between the economically disadvantaged and non-economically disadvantaged subgroups are closing. The goal decreases the gaps between these two groups by approximately ten percentage points which equates to an approximately 33% 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.

10.3 Measures of Interim Progress

To assist in tracking progress toward obtaining the state's long-term goals, yearly measures of interim progress were established at the state level. Measures of interim progress are equal improvement increments over twelve years that result in the overall twelve-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.

10.4 Rules for All Goals

- Goals are set for individual schools and for the state. Goals are not set for districts.
- The minimum-n of students needed for all long-term goal calculations and determinations, regardless of subject or subgroup, is thirty.
    - Less than thirty students in the baseline year:
        - If a school does not have a goal due to insufficient data in the baseline year but achieves enough data in a subsequent year, the year that achieves enough data becomes the baseline year and 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 twelve-year timeframe.
    - Less than thirty students in subsequent years:
        - If a school has enough data in a group for a subject to set a long-term goal, the goal is 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 whether 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 no 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 ELP goal were reported after the 2017–18 school year. The baseline for this measure was set using 2016–17 data.
- Measures of interim progress for Academic Achievement, Graduation Rate, and English Language Proficiency are shifted forward by two years beginning with the 2019-20 school year.
- 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 Office of Accountability and Testing website and in local reports provided securely to public school units.
        - Future targets and reporting are eliminated once the Office of Accountability and Testing receives confirmation of official school closure from authoritative sources within the NCDPI.
    - 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 (i.e., minimum-N) for all students or any subgroup of students, the measures of interim progress will no longer populate results, but they 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.
- 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.

10.5 Additional Rules for Academic Progress Goals

- Goals are based on the percentage of students achieving the college-and-career readiness proficiency standard (i.e., 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 Section 3 for more information).
- ELs in their first or second year in US schools are not included in long-term goal calculations.
- Students who have exited EL status within the last four 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 Section 8 for more information).

10.6 Additional Rules 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 Section 6 for more information.

State-level reading, math, Cohort Graduation Rate, and ELP long-term goals are presented in figures 6 through 11.

State Level Reading Grades 3-8	2015–2016 Baseline Performance (Percent Proficient)	Percent Increase Per Year	Yearly Measures of Interim Progress											2028–29 12-Year Goal (Percent Prof)	12-Year Percent Improvement
			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 (Percent Prof)	2027–28 (Percent Prof)		
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

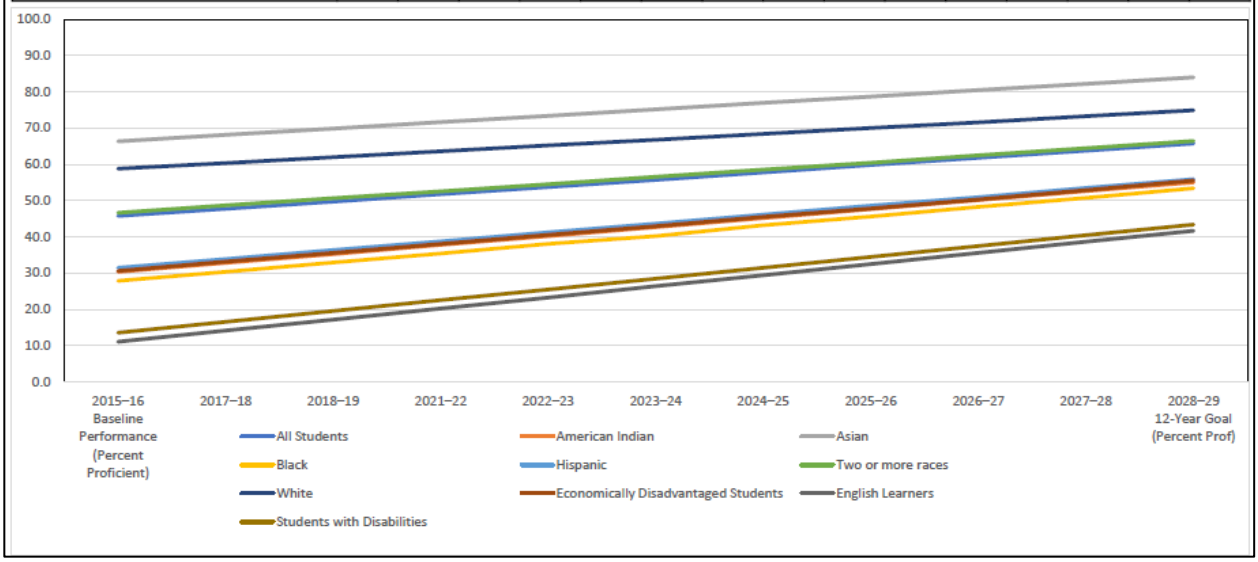


FIGURE 4. State level reading, grades 3–8.

State Level Math Grades 3-8	2015–2016 Baseline Performance (Percent Proficient)	Percent Increase Per Year	Yearly Measures of Interim Progress											2028–29 12-Year Goal (Percent Prof)	12-Year Percent Improvement
			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 (Percent Prof)	2027–28 (Percent Prof)		
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

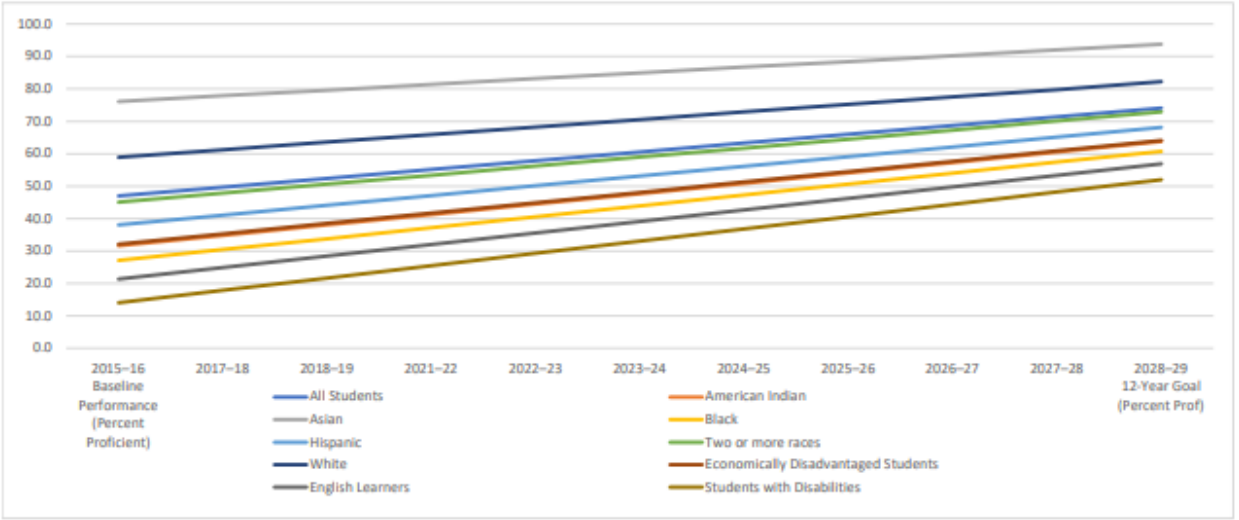


FIGURE 5. State level mathematics, grades 3–8.

State Level Reading High School	2015–2016 Baseline Performance (Percent Proficient)	Percent Increase Per Year	Yearly Measures of Interim Progress											2028–29 12-Year Goal (Percent Prof)	12-Year Percent Improvement
			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 (Percent Prof)	2027–28 (Percent Prof)		
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**

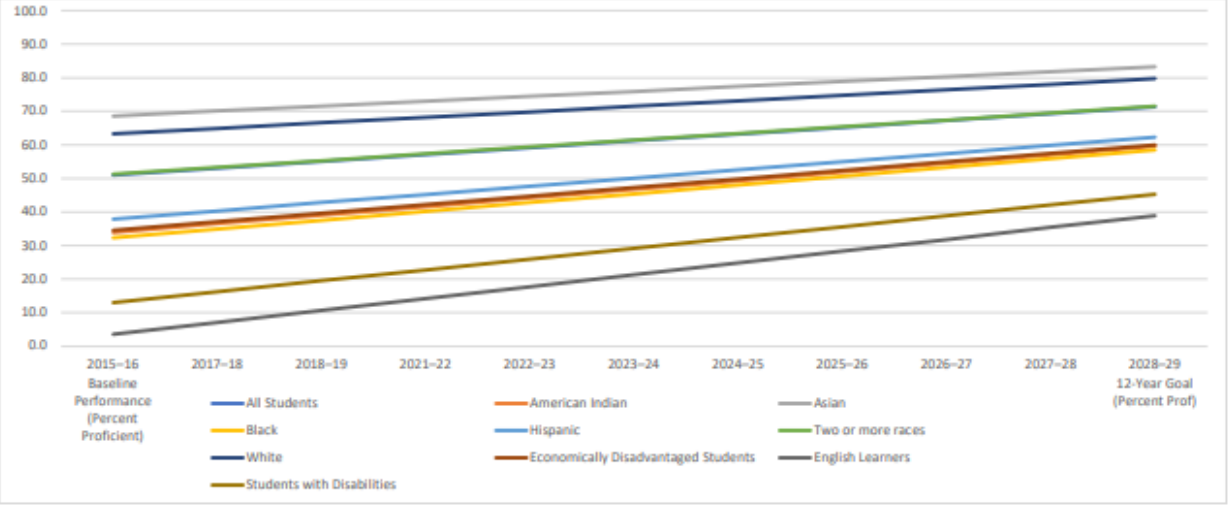


FIGURE 6. State level reading, high school.

State Level Math High School	2015–2016 Baseline Performance (Percent Proficient)	Percent Increase Per Year	Yearly Measures of Interim Progress											2028–29 12-Year Goal (Percent Prof)	12-Year Percent Improvement
			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 (Percent Prof)	2027–28 (Percent Prof)		
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

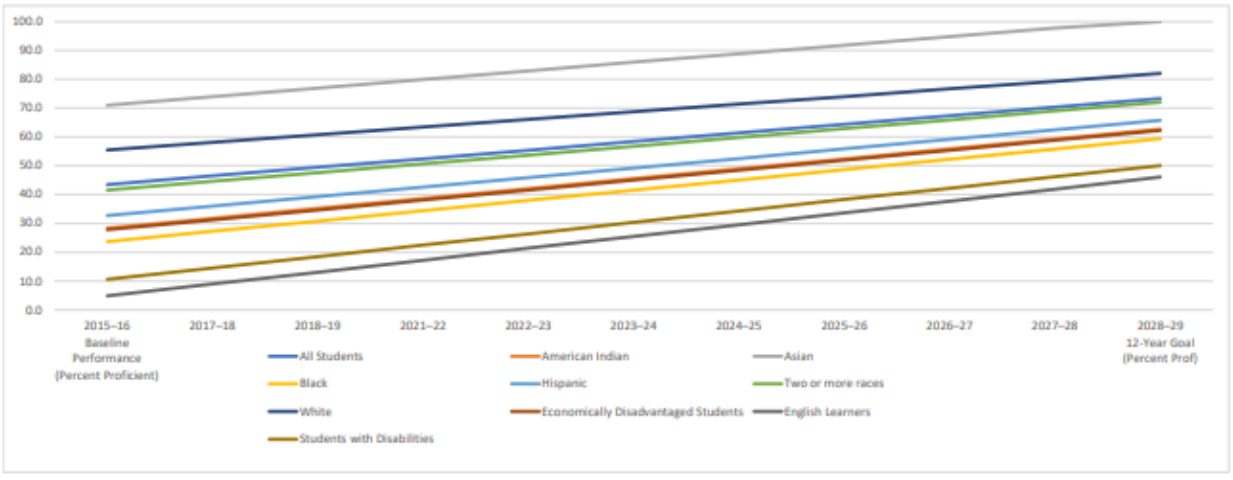


FIGURE 7. State level mathematics, high school.

Four-Year Cohort Graduation Rate	2015–2016 Baseline Performance (Percent Proficient)	Percent Increase Per Year	Yearly Measures of Interim Progress											2028–29 12-Year Goal (Percent Prof)	12-Year Percent Improvement
			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 (Percent Prof)	2027–28 (Percent Prof)		
All Students	85.9	0.910	86.8	87.7			88.6	89.5	90.4	91.4	92.3	93.2	94.1	95.0	9.1
Subgroups															
American Indian	82.0	1.300	83.3	84.6			85.9	87.2	88.5	89.8	91.1	92.4	93.7	95.0	13.0
Asian	93.4	0.160	93.6	93.7			93.9	94.0	94.2	94.4	94.5	94.7	94.8	95.0	1.6
Black	82.9	1.210	84.1	85.3			86.5	87.7	88.9	90.2	91.4	92.6	93.8	95.0	12.0
Hispanic	80.1	1.490	81.6	83.1			84.6	86.1	87.5	89.0	90.5	92.0	93.5	95.0	14.9
Two or more races	83.0	1.200	84.2	85.4			86.6	87.8	89.0	90.2	91.4	92.6	93.8	95.0	12.0
White	88.6	0.640	89.2	89.9			90.5	91.2	91.8	92.4	93.1	93.7	94.4	95.0	6.4
Economically Disadvantaged Students	80.6	1.440	82.0	83.5			84.9	86.4	87.8	89.2	90.7	92.1	93.6	95.0	14.4
English Learners	57.2	3.780	61.0	64.8			68.5	72.3	76.1	79.9	83.7	87.4	91.2	95.0	37.8
Students with Disabilities	68.9	2.610	71.5	74.1			76.7	79.3	82.0	84.6	87.2	89.8	92.4	95.0	26.1

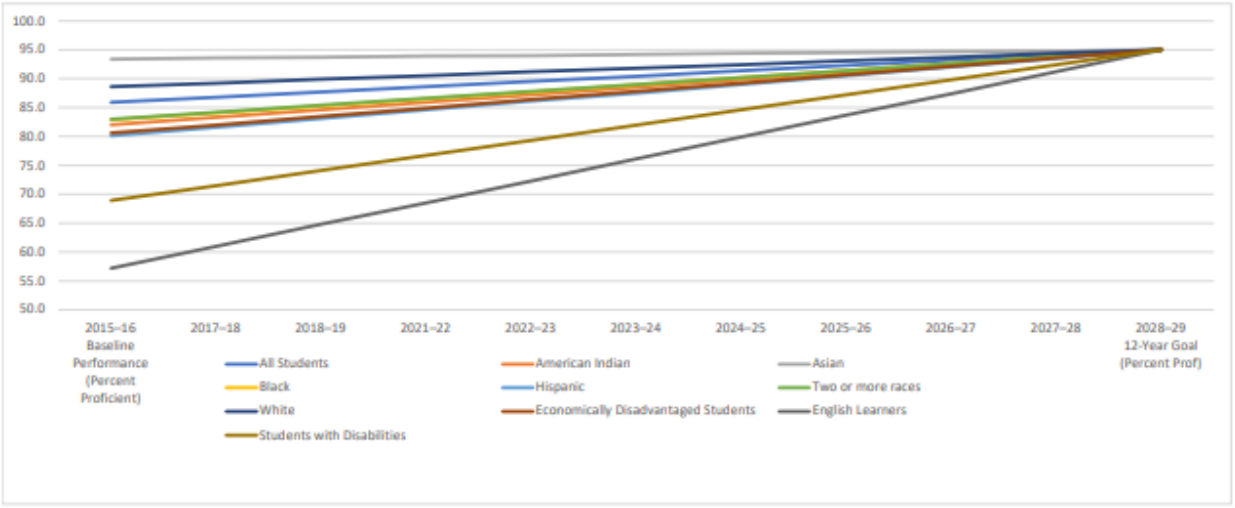


FIGURE 8. Four-year Cohort Graduation Rate.

English Learners Progress (Grades K-12)	2016–17 Baseline Performance (Percent Progress)	Percent Increase Per Year	Yearly Measures of Interim Progress											2028–29 12-Year Goal (Percent Prof)	12-Year Percent Improvement
			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 (Percent Prof)	2027–28 (Percent Prof)		
	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

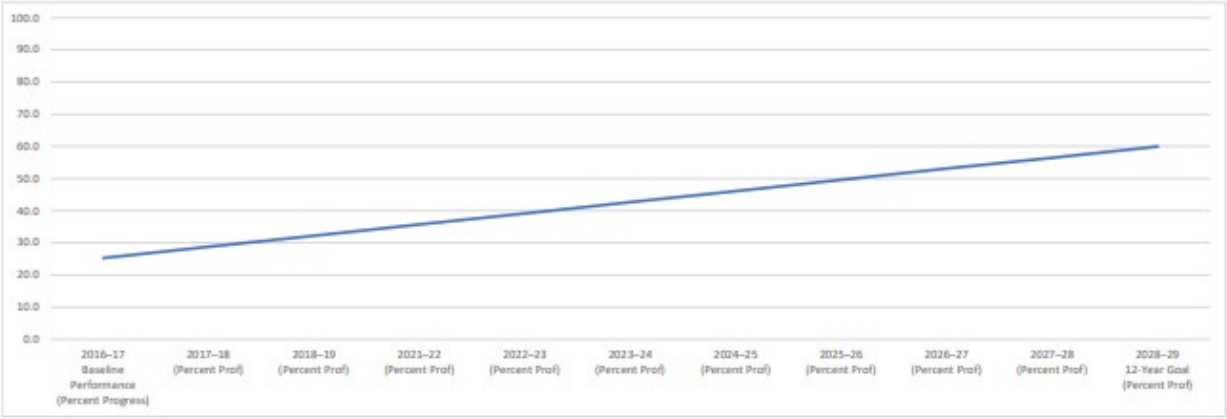


FIGURE 9. English Learners Progress (grades K–12).

11. General Business Rules Applied for Accountability and Reporting

Section 11 of this guide provides a snapshot view of most of the general business rules that apply to the accountability system and reporting calculations; it also includes a less detailed summary for understanding the rules used to compute scores.

11.1 Inclusion of Data for EL Students in First or Second Year in U.S. Schools

For accountability and reporting purposes, first year in U.S. schools is defined by the enrollment date in the NCSIS. After the initial enrollment date, each school year determines the number of years in U.S. schools. For example, if a student enrolled in May 2025 this would be Year 1. When the student returns in the 2025–26 school year, that would be Year 2.

The results of testing EL students in the first year are used for participation and reporting (e.g., NC School Report Card), not the accountability model. For year two, ELs' test scores will be included in the growth analysis for the accountability model. For years three and beyond, ELs' test scores will be included in growth and the achievement indicator of the accountability model. Please refer to the *Guidelines for Testing Students Identified as English Learners* for more information.

For English Learner Progress Indicator trajectory purposes, Year 1 on the English Learner Progress trajectory table (table 6.3.5.4.) is the first year the student completes the required ACCESS assessment. This is referred to as the initial ACCESS score. For example, if a student was in a different state that didn't provide the ACCESS assessment and then took the ACCESS assessment when they entered NC, Year 1 would be the year they took the ACCESS assessment in NC (see *ELPM # 16*).

Table 11.1 illustrates how North Carolina includes ELs in the accountability model for content tests.

TABLE 11.1. Inclusion of ELs in the accountability model

Recently arrived EL (by enrollment date)	**Year 1** (reading, mathematics, science)	**Year 2** (reading, mathematics, science)	**Year 3 and beyond** (reading, mathematics, science)
Does the EL student take state tests?	Yes	Yes	Yes
Does the EL student receive an Individual Student Report?	Yes	Yes	Yes
Is the EL student included in the accountability model?	No	Included for growth	Included for proficiency and growth

11.2 General Business Rules Applied to Accountability Indicators

The following tables provide an overview of the business rules for each accountability indicator. N/A indicates the business rule is not applicable in aggregate calculations. A

blank cell indicates the business rule is not used in aggregate calculations. A check mark indicates the business rule is used in aggregate calculations.

- Table 11.2 applies to the reading, mathematics, and science assessment indicators.
- Table 11.2.1 applies to the Math Course Rigor (MCR) and ACT/WorkKeys Assessment (AWA) indicators.
- Table 11.2.2 applies to the Cohort Graduation Rate (CGR) indicator.
- Table 11.2.3 applies to the English Learner (EL) progress indicator.
- Table 11.2.4 applies to the growth indicator.

TABLE 11.2. General rules applied to reading, mathematics, and science indicators

Rule	Participation	Reporting	Long-term goals	School performance grades
Partial enrollment required				✓
Participation rule denominator adjustment applied (reading/mathematics assessments only)	N/A		✓	✓
Uses current year EOC scores		✓		✓*
Uses scores at a specific grade level for EOC (i.e., grade ten or grade eleven)	✓		✓*	
Requires a minimum number of students (minimum-n)	N/A	10	30	30
Reading, mathematics, and science tests use Levels 3, 4, and 5 (i.e., grade-level proficient)	N/A	✓		✓
Reading, mathematics, and science tests use Levels 4 and 5 (i.e., college-and-career ready)	N/A	✓	✓	
Accountability subgroup reporting (Racial/Ethnic, Students with Disabilities [SWD], English Learner [EL], and Economically Disadvantaged [EDS])	✓	✓	✓	✓
Additional subgroups reporting Military Connected, Academically/Intellectually Gifted (AIG), Homeless, and Foster Care	✓	✓		
Inclusion of data for EL students in first or second year in U.S. schools	✓	✓		
Inclusion of data for students who exited EL status in the last four years	✓		✓	✓

* Except students taking NC Math 3 in high school who are on the standard pathway.

TABLE 11.2.1. General rules applied to Math Course Rigor, and ACT/WorkKeys assessment indicators[1]

Rule	Reporting	School performance grades
Partial enrollment required		✓
Requires a minimum number of students (minimum-n)	10	30
Accountability subgroup designations as noted in table 11	✓	✓

Rule	Reporting	School performance grades
Additional subgroups as noted in table 11	✓	
Inclusion of EL students in their first or second year in U.S. schools (MCR only)	✓	✓
Inclusion of EL students in their first or second year in U.S. schools (AWA only)	✓	
Inclusion in the EL subgroup, students who exited EL status in the last four years		✓

[1] The ACT and WorkKeys will be reported as separate performance measures. Participation will be calculated for both as detailed in the participation business rules located in Section 3 of this guide.

TABLE 11.2.2. General rules applied to the Cohort Graduation Rate indicator

Rule	Reporting	Long-term goals	School performance grades
Requires a minimum number of students (minimum-n)	10	30	30
Accountability subgroup designations as noted in table 11	✓	✓	✓
Additional subgroups as noted in table 11	✓		
Inclusion in the EL subgroup students who were EL at any point during grades 9–12	✓	✓	✓
Inclusion in the SWD subgroup students who were SWD at any point during grades 9–12	✓	✓	✓

TABLE 11.2.3. General rules applied to the English Learner Progress indicator

Rule	Reporting	Long-term goals	School performance grades
Partial enrollment required			✓
Requires a minimum number of students (minimum-n)	10	30	30
Accountability subgroup designations as noted in table 11	✓	✓	✓
Additional subgroups as noted in table 11	✓		
Grade levels included	K–13	K–13	3–8, 10

TABLE 11.2.4. General rules applied to the Growth indicator

Rule	Reporting	School performance grades
Partial enrollment required	✓	✓
Uses current year EOG and EOC scores	✓	✓
Uses readministration score, if higher than original test score and taken prior to the end of the accountability year.	✓	✓
Requires a minimum number of students (minimum-n)	10	30

Rule	Reporting	School performance grades
Accountability subgroup designations as noted in table 11	✓	✓
Additional subgroups of AIG and homeless as noted in table 11	✓	
Inclusion of data for EL students in their Second year in U.S. schools (growth)—Growth is not calculated for students in their first year in U.S. schools	✓	✓

12. Every Student Succeeds Act Accountability Model

12.1 ESSA State Plan

Figure 10 summarizes the different indicators used in calculation of the School Performance Grades and Long-term Goals. The full North Carolina ESSA State Plan provides detailed information on these calculations. This document is available at https://www.dpi.nc.gov/documents/program-monitoring/esea/nc-essa-state-planamendmentfinal20230329/download?attachment.

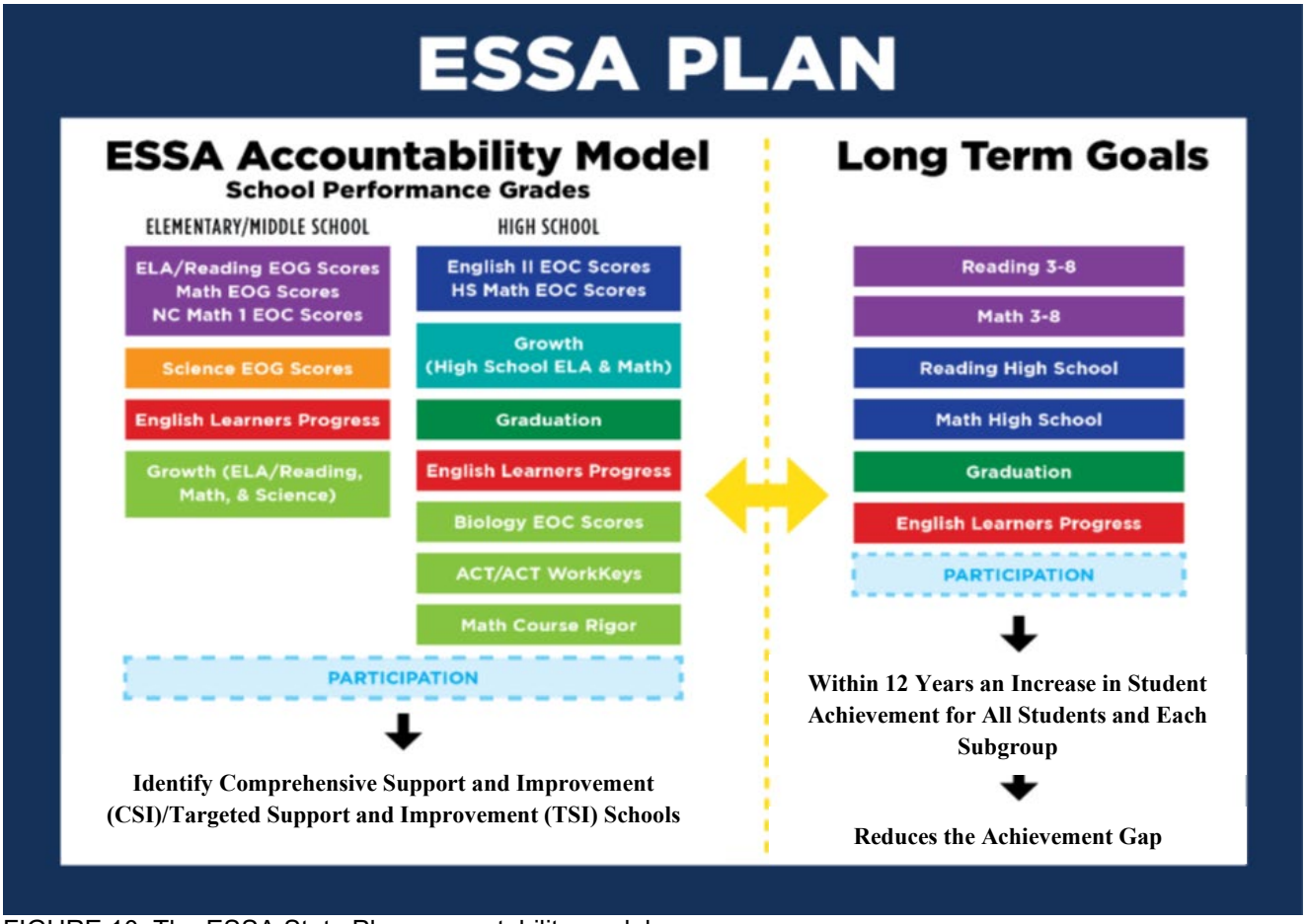


FIGURE 10. The ESSA State Plan accountability model.