

# School Performance Grade Redesign

Operation Polaris Testing and Accountability Advisory Group  
*January 31, 2023*

# Agenda

## Agenda Overview

- Welcome and Process Update
- Next Steps for Model
- Multiple Measure Model Review and Discussion
- Growth/Proficiency Ratio Discussion
- Advocacy Discussion
- Process Next Steps

# School Performance Grade Redesign Timeline



January '23

Policy Recommendations Shared  
with General Assembly

## September '22 - November '22

Advisory Group Convenes Monthly,  
Stakeholder Engagement (Survey +  
Feedback Sessions),  
New Measures Identified

# IMPLEMENTATION

**'23-'24 School Year**  
New Measures Potentially Piloted  
Data Collection Processes Refined

## September '21 - August '22

Operation Polaris - Testing &  
Accountability Committee Formed,  
Research on Multiple Measures

# DESIGN

## December '22 - January '23

New Measures Examined by Content Experts,  
Advisory Group Considers New Criteria for  
School Performance Grades

# RESEARCH

# Statewide Stakeholder Engagement

- NC School Board Association
- Superintendent Quarterly Meeting
- Public Information Officers
- NCPAPA
- RESA Meetings – Superintendents
- Charter School Leadership
- Chief Academic Officers
- AIM Conference - Office Hours
- Testing and Growth Advisory
- AIG Regional Leadership
- Teacher Leadership Council
- Governors' Teacher Advisory Council



# SPG Model Next Steps



# House Bill 26

## **PART IV. STUDY AND EVALUATION OF SCHOOL ACHIEVEMENT SCORES AND METRICS**

**SECTION 4.(a)** The Superintendent of Public Instruction shall study (i) school achievement, growth, achievement scores, and grades awarded pursuant to G.S. 115C-83.15 and (ii) school performance indicators for compliance with federal law pursuant to G.S. 115C-83.16. The Superintendent shall report the results of the study to the House Committee on Education – K-12, the Senate Committee on Education/Higher Education, and the Joint Legislative Education Oversight Committee on or before April 15, 2023. The report shall include the following:

- (1) Any efforts by the Department of Public Instruction to review the statewide model of evaluating school achievement, growth, achievement scores, and grades.
- (2) The results of any research regarding external school accountability systems in states comparable to North Carolina and how those states were determined to be comparable.

**SECTION 4.(b)** On or before February 15, 2024, the Department of Public Instruction shall submit a report to the Joint Legislative Education Oversight Committee on suggested changes to the school evaluation model used in Part 1B of Article 8 of Chapter 115C of the General Statutes. The report shall include at least the following:

- (1) Potential indicators to be considered when evaluating schools.
- (2) The impact of potential indicators on school performance metrics and compliance with federal law.
- (3) Recommendations and suggested legislation for the General Assembly to consider if there are changes to the methodology behind awarding scores and grades pursuant to G.S. 115C-83.15 or performance indicators pursuant to G.S. 115C-83.16.

# Process Update on Indicators

- Data from stakeholder discussions **reviewed for levels of agreeance.**
- Based upon discussions **some indicators were collapsed** to provide more aligned metrics.
- Indicators with **little agreeance were removed** from the model or collapsed into other categories.
- Indicators with little to **no valid and reliable measurement were removed** from the model.

# School Performance Grades

## Potential Indicators



# Extended High School Graduation Rate

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**Definition:** The percentage of students who graduate within five years (adjusted cohort graduation rate).

**Indicator Type:** Required

**Existing Data System:** Yes

**State or Federal Model:** Possibly Both

Note: This is in addition to the adjusted 4-year cohort rate.

Applicable Grade Span

Elementary School

Middle School

High School

Academic Indicator

# Improving Student Group Performance

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**Definition:** Increase in student group achievement from previous year (Options: Level 3, Level 4, Change in Academic Achievement Level, Change in Percentile).

**Indicator Type:** Required

**Existing Data System:** Yes

**State or Federal Model:** Possibly Both

Applicable Grade  
Span

Elementary  
School

Middle  
School

High  
School

Academic Indicator

# Postsecondary Outcomes – Employed, Enlisted, Enrolled

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**Definition:** Number of graduating students who enlist, enroll, or are employed postsecondary.

**Indicator Type:** Required

**Existing Data System:** No

**State or Federal Model:** Possibly Both

Applicable Grade  
Span

Elementary  
School

Middle  
School

High  
School

Academic Indicator

# Postsecondary Preparation Inputs

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**Definition: Elementary:** Number of students participating in career exploration opportunities; **Middle:** Number of students completing Career Development Plans; **High:** Number of students who earn at least one credit in AP, IB, CIE, CCP, Inherently Honors Courses (Arts, CTE, World Language, etc.), Work-based Learning; *(For all: Percentage of unduplicated students).*

**Indicator Type:** Required

**Existing Data System:** Yes

**State or Federal Model:** Possibly Both

**Academic Indicator**

Applicable Grade Span

**Elementary School**

**Middle School**

**High School**

# Extra/Intra-Curricular Activities

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**Definition:** The percentage of students who participate in extracurricular or intra-curricular (non-course credit) activities (unduplicated).

**Indicator Type:** Required

**Existing Data System:** No

**State or Federal Model:** State

Applicable Grade Span

Elementary School

Middle School

High School

School Quality Indicator



# Durable Skills

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**Definition:** Identified qualities cited in Portrait of a Graduate; possibly a subset.

**Indicator Type:** Choice

**Existing Data System:** No

**State or Federal Model:** State

Applicable Grade  
Span

Elementary  
School

Middle  
School

High  
School

School Quality  
Indicator

# Chronic Student Absenteeism

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**Definition:** The percentage of students whose absences exceed 10% of days in membership.

**Indicator Type:** Choice

**Existing Data System:** Yes

**State or Federal Model:** State

Applicable Grade  
Span

Elementary  
School

Middle  
School

High  
School

School Quality  
Indicator

# School Climate

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**Definition:** Outcomes of student, parent, and teacher surveys of parent engagement and satisfaction, teacher effectiveness, and school safety, environment and cleanliness.

**Indicator Type:** Choice

**Existing Data System:** No

**State or Federal Model:** State

**School Quality  
Indicator**

**Applicable Grade  
Span**

**Elementary  
School**

**Middle  
School**

**High  
School**



# Group Discussion

What Resonates?

Initial concerns?

# Proficiency v. Growth

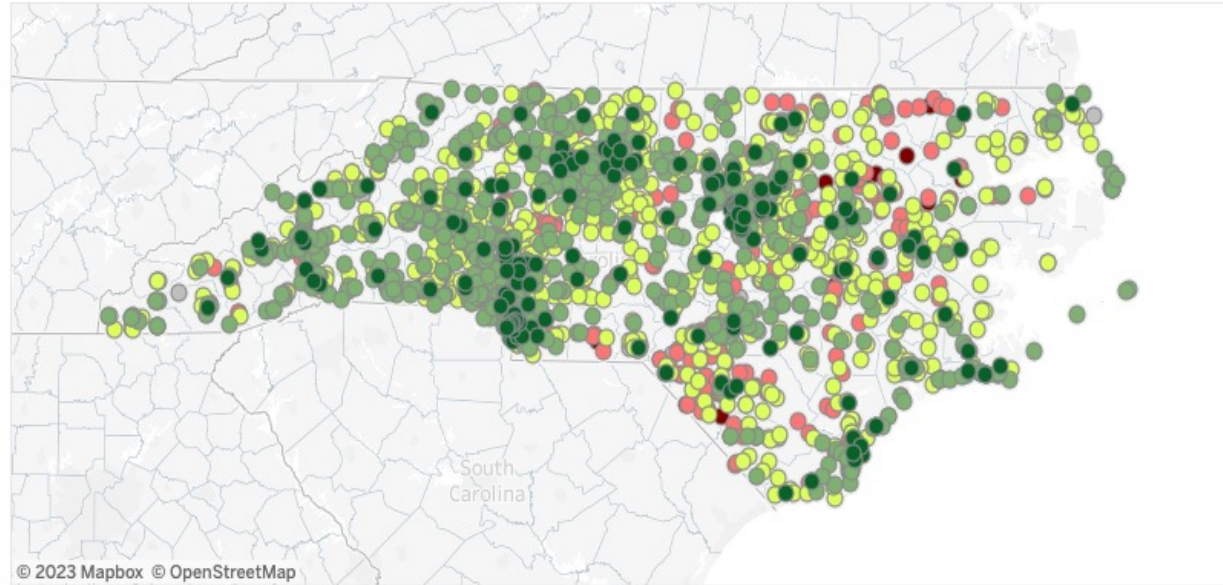
- Consistently, feedback has supported changing the weights for proficiency and growth.
  - Emphasis on achievement had a significant impact on distribution of school performance grades, both prior to and during COVID
  - Compared to other states, North Carolina has more D/F schools
- Examining adjusting the current weights (80/20) to 70/30, 60/40 or 50/50



# Modeling Growth



<https://tinyurl.com/SPGgrowth>



Count of schools earning **As**, **Bs**, **Cs**, **Ds**, and **Fs** when the formula is 20% growth and 80% achievement:

<b>192 As</b>	<b>733 Bs</b>	<b>1,030 Cs</b>	<b>447 Ds</b>	<b>86 Fs</b>	<b>163 NSs</b>
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NS = No Score

The number of students by school performance grade and percentage of Economically Disadvantaged Students (EDS).



Filters alter both the map and the bar chart below.

View District(s)  
 (All)

Search School(s)  
 (All)

Pick a Point Scale  
 15 Point Scale

Adjust the Growth Weight  
 20%

Student Population  
 (All)

Grade Levels Offered  
 (All)

Economically Disadvantaged Students (%)  
 (All)

\*Count of schools on the map and in the EDS bar chart may not match due to data availability.



# Growth & Proficiency Weighting Discussion

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# Lunch

# Advocacy Discussion

What do you see as the core principles of this work?

How will you continue to share this work with your stakeholders?

To support your advocacy, what does the agency need to provide you?

# NCDPI - Next Steps

- Provide updates to advisory group.
- Explore accountability model options.
- Conduct in-depth studies of selected indicators:
  - Implications of implementation
  - Weighting of indicators
  - Reliability/Validity of indicators
- Convene superintendent and charter leader advisory group.
- Continued conversations with General Assembly.





**Thank You**



North Carolina Department of  
**PUBLIC INSTRUCTION**