

School Performance Grade Redesign

*Advisory Group Meeting
October 17, 2022*

Welcome and Overview

Agenda Overview

- Work-to-date and meeting overview
- Data framing
- Survey data review
- Small group discussion
- Share out
- Next steps and conversation guide

School Performance Grade Redesign Timeline

September '21 - August '22

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

RESEARCH

September '22 - November '22

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



DESIGN

December '22 - January '23

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

January '23

Policy Recommendations Shared with General Assembly

IMPLEMENTATION

'23-'24 School Year

New Measures Potentially Piloted
Data Collection Processes Refined

Work-to-Date Recap

- Advisory Group meeting input for 5th Grade Outcomes
- Codified September 12, 2022

Math	Ability to show work when solving problems	Ability to apply skills to "real-world" examples	Successful demonstration of comprehension and skills beyond a 4th grade level	Achievement of relative to true proficiency growth		
Reading, Literacy, Writing, & ELA	Ability to read at a 890Lexile or above	Ability to read and write at or above 5th grade level	Ability to read and comprehend a variety of texts (written vs. digital, fiction vs. nonfiction, etc.)	Achievement of relative to true proficiency growth		
Science	Foundational knowledge of science	Development of curiosity about science and the physical world	Achievement of relative to true proficiency growth			
History, Social Studies, and Civics	Foundational knowledge of social studies and history	Ability to identify the continents and major countries	Understanding of the 3 branches of government and the separation of powers	Cultural awareness (arts, music, global cultures, etc.)	Understanding of civic identity	
Post-secondary, Career and Workforce Engagement	Exploration of potential career fields	Exposure to all aspects of employed, enlisted, and enrolled	Career familiarity and awareness activity			
Interpersonal, Soft, and Durable Skills	Ability to resolve conflict	Ability to ask for help	Ability to experience empathy	Understanding of perseverance, grit, and self-efficacy	Awareness of social media and capacity to engage in safe conduct online	Understanding and use of a growth mindset
	Ability to act and collaborate effectively in a diverse team	Ability to communicate basic wants and needs	Ability to organize and communicate ideas coherently, clearly, and concisely	Ability to think critically and support claims or opinions	Ability to feel confident about self as a person and a learner	Ability to maintain positive, safe feelings towards school and peers
Other Skills and Project	Ability to learn a new language	Ability to read a road map	Completion of a project (engaging in project-based learning)	Completion of at least 5 field trips (museums, govt buildings, zoos, etc.)	Ability to focus on interests and activities	
Other Growth Competencies	Ability to exhibit Portrait of a Graduate Competencies	Ability to demonstrate growth towards academic proficiency	Ability to demonstrate growth towards college or career readiness			

Work-to-Date Recap

- Developed stakeholder survey in partnership with EdNC
- Communicated survey to stakeholders
- Analyzed survey data
- Met with key stakeholders to solicit feedback

Data Quality Considerations

Diana B. Lys, EdD
Assistant Dean

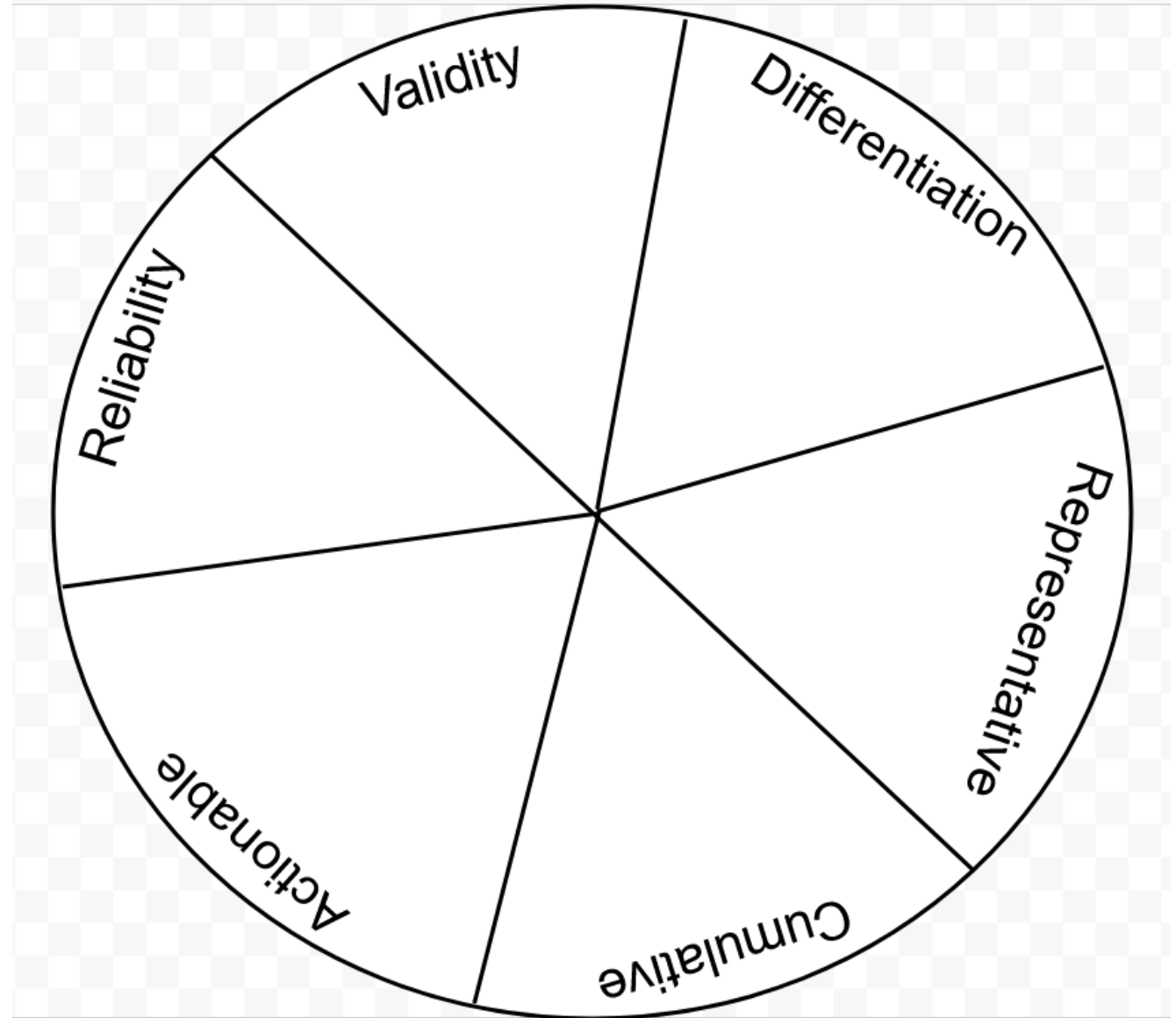
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Data Quality

For assessment and accreditation purposes, these are foundational elements for developing a robust and trustworthy data assurance system.



Validity

The extent to which a set of operations, test, or other assessment measures what it is intended to measure.

Validity is not a property of a data set but refers to the appropriateness of instruments and inferences from test scores or other forms of assessment and the credibility of the interpretations that are made concerning the findings of a measurement effort.

Reliability

The degree to which test scores for a group of test takers are consistent for repeated evaluations of a measurement procedure. A measure is said to have a high reliability if it produces consistent results under consistent conditions, and for multiple evaluators.



Representative and Cumulative

Representative: The extent to which a measure or result is typical of an underlying situation or condition, not an isolated case.

Cumulative: in EPPs, we consider measures of candidate performance across successive administrations.

Measures gain credibility as additional sources or methods for generating evidence of performance are employed. Triangulating with multiple measures helps guard against the inevitable flaws associated with any one approach.

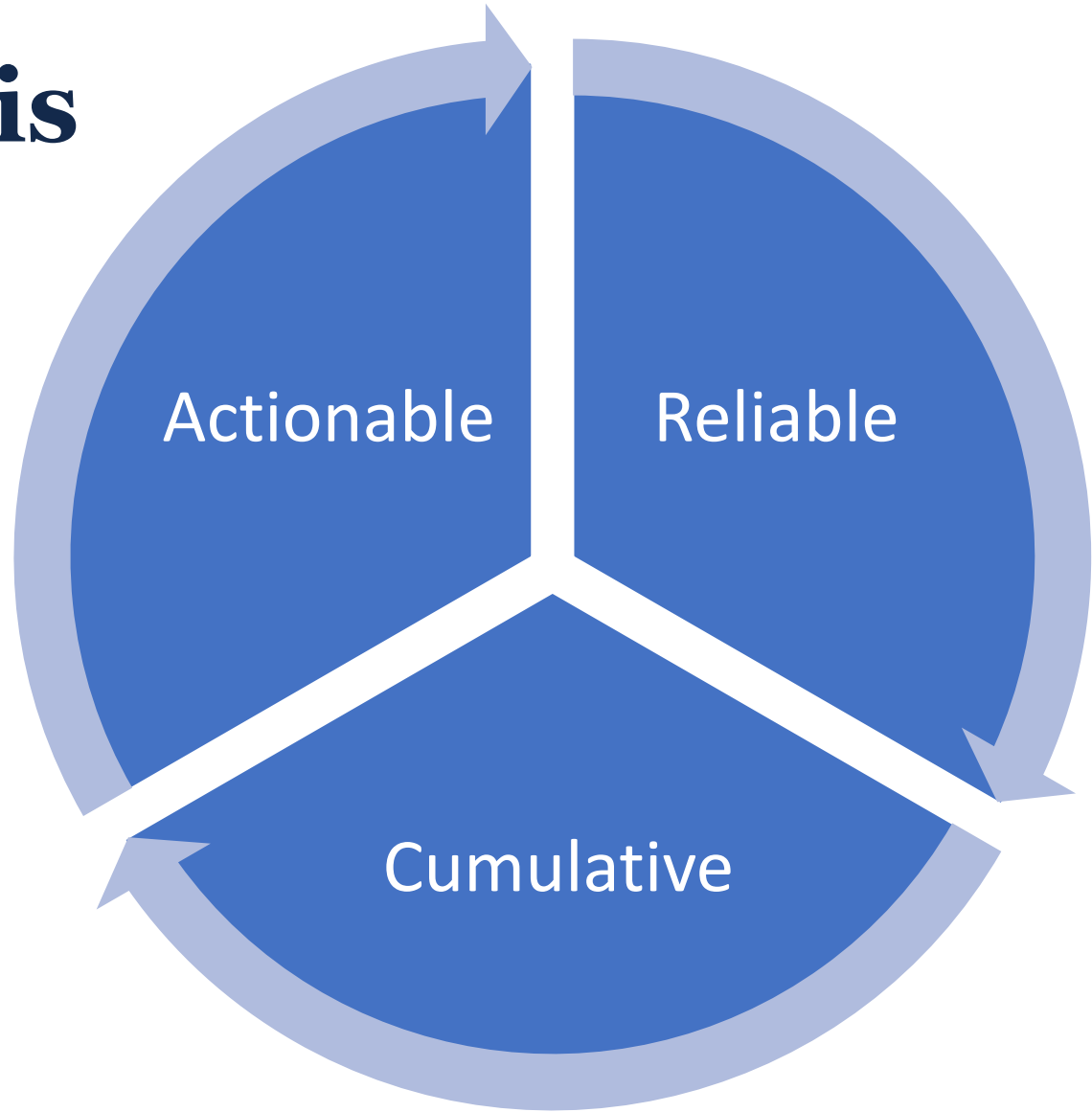


Differentiation and Actionable

Differentiation: Able to disaggregate into meaningful unit or sub-groups.

Actionable: Sufficiently detailed and relevant to directly indicate or clearly suggest a course of action. Information is actionable if it supplies the who, what, when, where, and why that allows one to determine how to change current practice(s) to achieve the intended goal.

For Polaris





EdNC Survey: "Redesigning NC's School Performance Grades"

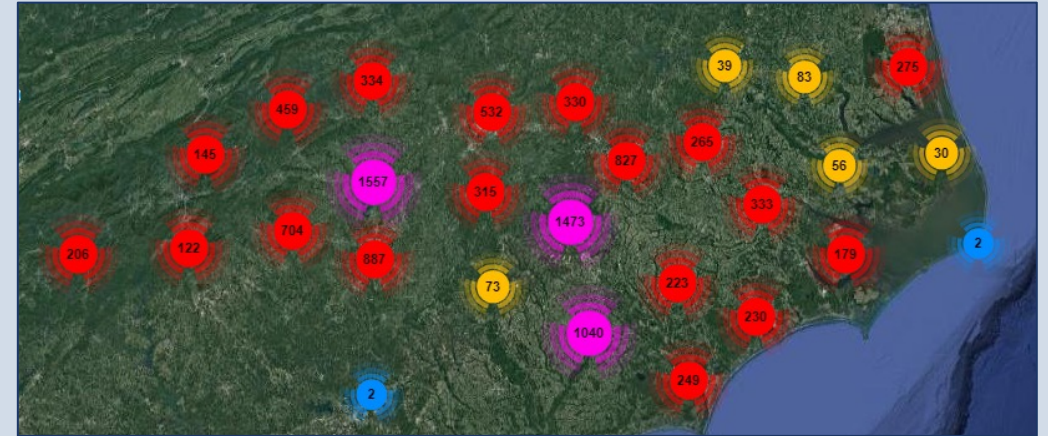
- 9 items: Overall feedback on **School Performance Measures**: Agree-Disagree-Unsure
- 22 items: **In addition to student test scores, the following indicators** should be used to measure school quality: Yes-No-Unsure
- 1 item: **additional ideas about what should be considered** when Redesigning N.C.'s School Performance Grades: Open Ended Item
- **Participants with at least one response: 19,160**
- **Comments: 4,884**

Preliminary Data Analysis

- Survey forced-option responses analyzed by role
- Open-ended comments analyzed by role and then using existing, initial, and emerging indicator codes for first ~2000 comments

Results: Demographics

Role	Participants	Proportion
Business/industry	198	1.03%
K-12 District leader	751	3.92%
K-12 School leader/principal	1,518	7.92%
K-12 Teacher	7,877	41.11%
Non-profit	122	0.64%
None given	365	1.91%
Other	698	3.64%
Parent/guardian/grandparent	6,128	31.98%
State/local government	201	1.05%
Student	1,012	5.28%
Superintendent	61	0.32%
University/college faculty/staff	229	1.20%
Total	19,160	100%



Results: Feedback on Model

Highest agreement across roles:

- The North Carolina legislature needs to reform school performance grades.
- K-12 schools should have different measures of success for elementary, middle, and high schools.
- Some level of standardized testing is necessary to understand how students are doing.
- School performance grades should include measures beyond test scores and student growth.

Results: Indicators of School Quality Beyond Test Scores

Highest agreement for "Yes" in total and across roles:

- Courses offered outside of core academics (i.e., arts, world languages, career and technical education)
- Durable skills (i.e., communication, collaboration, critical thinking, creativity, persistence)
- High school graduation rate
- School climate (overall social and learning climate)
- School safety (i.e., incidents of school crime, violence, school resource officer)

Results: Indicators of School Quality Beyond Test Scores

High agreement for "Yes" in total and across roles:

- Advanced or honors courses offered
- Closing gaps between different student groups
- Earning college credit in high school (i.e., Advanced Placement, International Baccalaureate, Career and College Promise, Community College)
- Innovative teaching and learning practices (i.e., Project-Based Learning, Competency-Based Education, Digital Learning, Virtual or Blended Courses)
- School environment/cleanliness
- Teacher attendance/absenteeism
- Work-based learning experiences (i.e., internships, apprenticeships)
- Workforce credentials or industry-based certifications

Results: Priority Indicators

Most agreement for fewest "Yes" in total and across roles:

- Discipline (suspensions and expulsions)
- Entrance exams (College: ACT, PSAT, SAT; Career: WorkKeys; Military: ASVAB)
- Health of students (physical fitness, mental health, social-emotional health)
- Per pupil expenditures

Results: Open-Ended Items

Top codes for Comments

- Growth is important
- Equity/demographic considerations
- Teacher effectiveness/retention/job satisfaction

Data Next Steps

Data Collection

- Stakeholder Engagement Sessions

Data Analysis

- Survey forced-option responses analyzed by region
- Final 2,800 open-ended comments analyzed by role and using existing and emerging indicator codes
- 2022 Teacher Working Conditions Survey
- Stakeholder Engagement Session Notes

Small Group Discussions + Process

Academic
Indicators

Non-Traditional
Academic
Indicators

School Quality
Indicators

Short Data Review
5 Minutes



Facilitated Group Discussion
15 Minutes

Small Group Discussions

Academic Indicators

The current formula for school performance grades, which is calculated using a weight of 80 percent student achievement and 20 percent student growth, should remain in place.

14%	69%	18%
Agree	Disagree	Unsure

Some level of standardized testing is necessary to understand how students are doing.

72%	22%	6%
Agree	Disagree	Unsure

K-12 teachers and schools should be evaluated by an equal combination of student achievement - i.e. test scores - and student growth - i.e. growth in a students' test scores from year to year.

55%	35%	10%
Agree	Disagree	Unsure

Small Group Discussions

Academic Indicators

Advanced or honors courses offered	70% Yes	21% No	9% Unsure
Earning college credit in high school (i.e., Advanced Placement, International Baccalaureate, Career and College Promise, Community College)	75% Yes	16% No	9% Unsure
Entrance exams (College: ACT, PSAT, SAT; Career: WorkKeys; Military: ASVAB)	51% Yes	35% No	14% Unsure
Closing gaps between different student groups	69% Yes	17% No	14% Unsure

Small Group Discussions

Academic Indicators

What are the big takeaways from the survey results?

Of the highly ranked indicators, which are within schools' locus of control?

Which indicators identified in the survey show a school's quality?

Small Group Discussions

Non-Traditional Academic Indicators

Work-based learning experiences (i.e., internships, apprenticeships)	70% Yes	18% No	11% Unsure
Intracurricular activities (i.e., JROTC, DECA, Future Farmers of America, SkillsUSA, etc)	68% Yes	20% No	11% Unsure
Workforce credentials or industry-based certifications	69% Yes	18% No	13% Unsure
Postsecondary pathways (i.e.,enrolled (2-year/community college, 4-year/university); employed; enlisted	61% Yes	24% No	14% Unsure

Small Group Discussions

Non-Traditional Academic Indicators

Courses offered outside of core academics (i.e., arts, world languages, career and technical education)	81% Yes	12% No	6% Unsure
Student attendance/absenteeism	64% Yes	27% No	9% Unsure
Innovative teaching and learning practices (i.e., Project-Based Learning, Competency-Based Education, Digital Learning, Virtual or Blended Courses)	69% Yes	19% No	12% Unsure
High school graduation rate	81% Yes	12% No	7% Unsure

Small Group Discussions

Non-Traditional Academic Indicators

What are the big takeaways from the survey results?

Of the highly ranked indicators, which are within schools' locus of control?

Which indicators identified in the survey show a school's quality?

Small Group Discussions

School Quality Indicators

School safety (i.e., incidents of school crime, violence, school resource officer)	82% Yes	12% No	5% Unsure
Discipline (i.e., suspensions and expulsions)	52% Yes	36% No	13% Unsure
Teacher attendance/absenteeism	67% Yes	25% No	8% Unsure
School environment/cleanliness	78% Yes	16% No	7% Unsure
School climate (overall social and learning climate)	81% Yes	12% No	7% Unsure

Small Group Discussions

School Quality Indicators

Extracurricular activities (i.e., clubs, athletics, afterschool program)	67% Yes	24% No	8% Unsure
Per pupil expenditures	46% Yes	32% No	22% Unsure
Durable skills (i.e., communication, collaboration, critical thinking, creativity, persistence)	80% Yes	11% No	9% Unsure
Parent engagement/satisfaction	63% Yes	27% No	11% Unsure
Health of students (i.e., physical fitness, mental health, social-emotional health)	58% Yes	31% No	11% Unsure

Small Group Discussions

What are the big takeaways from the survey results?

School
Quality
Indicators

Of the highly ranked indicators, which are within schools' locus of control?

Which indicators identified in the survey show a school's quality?

Group Share Out

- What excited you?
- What surprised you?
- What do you have questions about?

Conversation Guide

Includes:

- Talking Points
- Data Slides
- Conversation Questions

Redesigning School Performance Grades Advisory Group Conversation Guide

Background

School performance grades (SPG) were first implemented using data from the 2013–14 school year. Reporting an A–F grade for each school in the state, the model consists of achievement indicators (80%) and a growth measure (20%). Since implementation, feedback has indicated the weighting of the indicators and the emphasis on test scores does not reflect the broader context of school quality in North Carolina. Most recently this was evident in the release of the 2021–22 school year’s school performance grades where the impact of lower test scores yielded higher Ds and Fs. Schools worked diligently to provide strong instructional settings for students during the pandemic, but the school performance grades did not reflect the schools’ successes. This supported a review of the purpose and the methodology of the system.

Process for Gathering Input on SPG Redesign

Operation Polaris, State Superintendent of Public Instruction Catherine Truitt’s four-year strategic vision aimed at improving outcomes for NC students, includes a goal for developing a multi-measure accountability model that moves beyond compliance with federal guidelines and represents North Carolina’s educational values. Led by Dr. Michael Maher, an advisory group that is composed of representatives from external stakeholders met on September 12, 2022, to begin a discussion of possible indicators for a robust accountability model that goes beyond test scores. The goal of the advisory group is to develop recommendations for the General Assembly to consider in the upcoming long-session that convenes in January 2023.

At its October 17, 2022, meeting, the advisory group reviewed input from a publicly available

Next Steps

Review Survey Data



Consult with Peers



Complete Individual Survey



Next Meeting November 7, 2022 11:00AM-1:00PM (Virtual)

Thank you!

