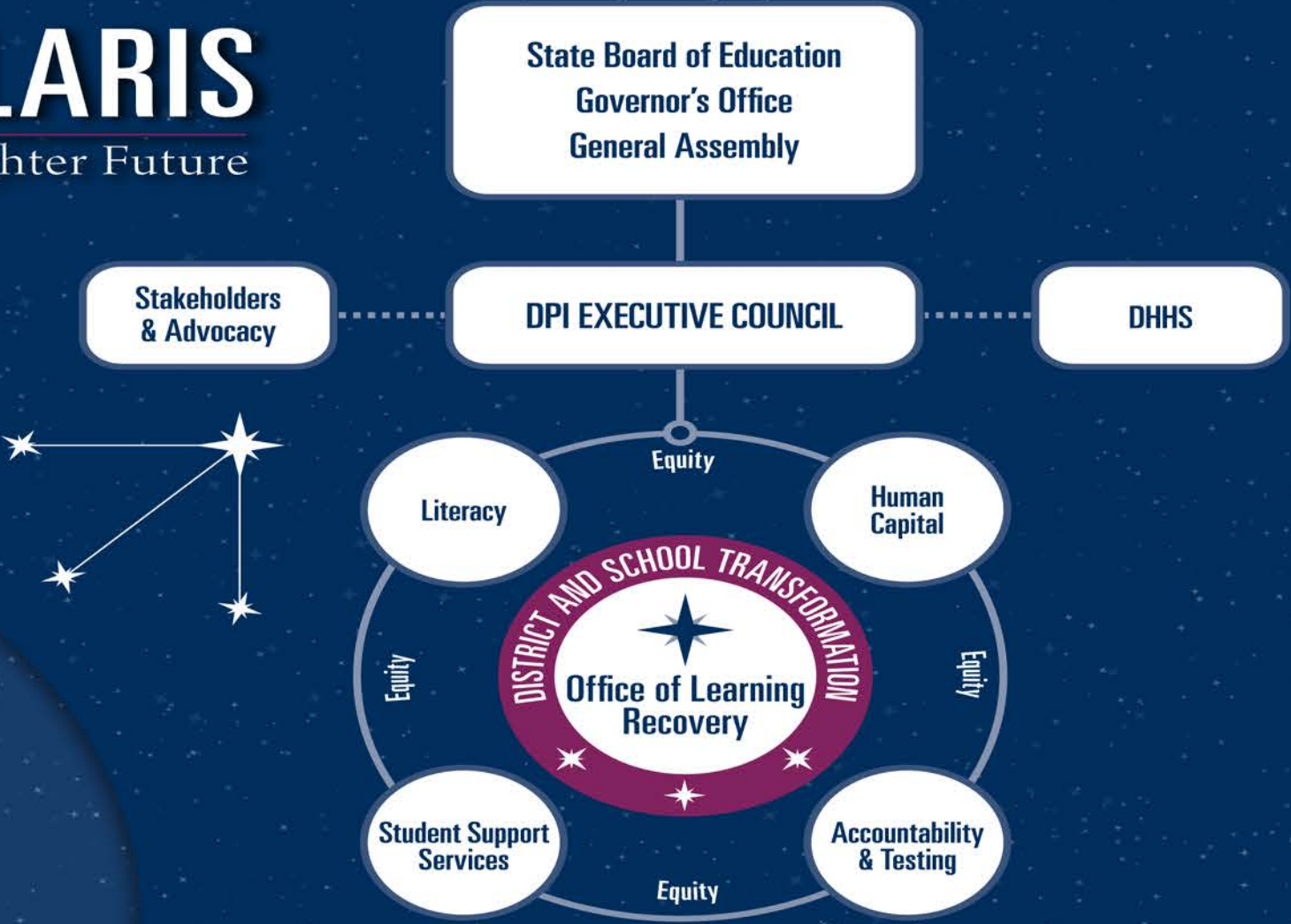# School Performance Grade Redesign

Catherine Truitt, NC State Superintendent
Dr. Michael Maher, Deputy State Superintendent
Dr. Andrew Smith, Assistant State Superintendent

House K–12 Education Committee

May 30, 2023

North Carolina Department of
PUBLIC INSTRUCTION
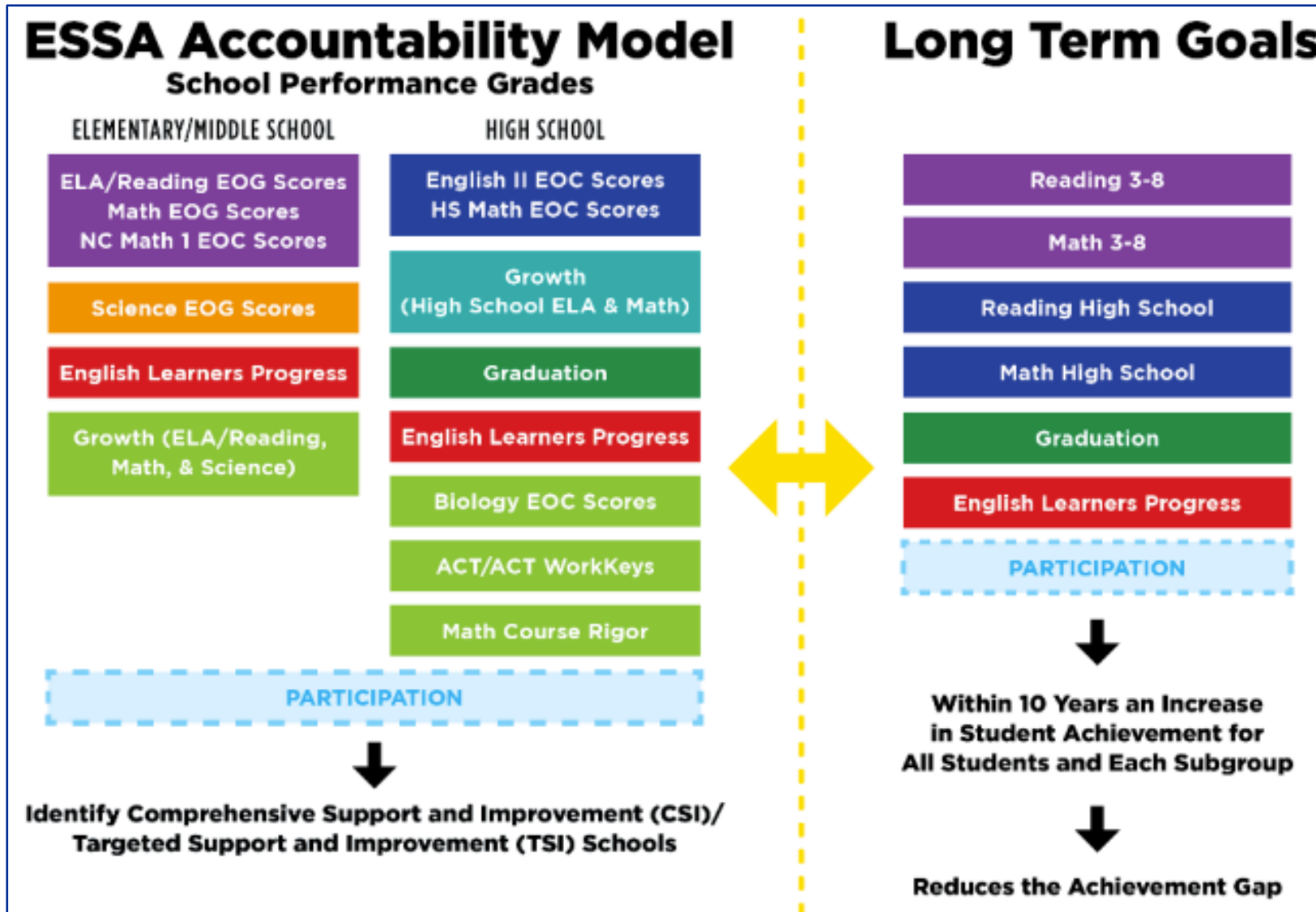
Testing and Accountability Goals

SMART Goals

- Build a statewide portrait of a graduate to be used by districts and schools to frame local efforts and define student success. Fully deploy in the 2022-23 academic year.

- Outline a multi-measure model of student success including recommended growth and achievement weights, and in compliance with federal guidelines, no later than June 30, 2022.

- Develop a competency-based model and implementation methodology aligned to the established content standards, to be deployed in the academic year 2023/24.

- Present a revised School Report Card template by December 2022. Pilot in the academic year 2022/23 and fully deploy in 2023-24.

- Use North Carolina Personalized Assessment Tool (NCPAT) data to refine and operationalize the multi-measure model of student success, components of the revised School Report Card, and in the development of the competency-based assessment model.

School Performance Grade Redesign

Goal: Develop a multi-measure model of school performance that moves beyond compliance with federal guidelines and represents NC educational values.

- Pandemic shed light on inadequacy of current school accountability model

- Reduce reliance on test scores & growth by adding valuable school quality indicators

- Indicators of school performance (i.e., school climate scores, Portrait of a Graduate (POG) competency attainment, school safety, parent engagement, career/college readiness, etc.)

- Federal requirements would continue to be met

North Carolina's Current Accountability System

ESSA Accountability Model
School Performance Grades

ELEMENTARY/MIDDLE SCHOOL

- ELA/Reading EOG Scores / Math EOG Scores / NC Math 1 EOC Scores
- Science EOG Scores
- English Learners Progress
- Growth (ELA/Reading, Math, & Science)

HIGH SCHOOL

- English II EOC Scores / HS Math EOC Scores
- Growth (High School ELA & Math)
- Graduation
- English Learners Progress
- Biology EOC Scores
- ACT/ACT WorkKeys
- Math Course Rigor

PARTICIPATION

↓

Identify Comprehensive Support and Improvement (CSI)/ Targeted Support and Improvement (TSI) Schools

Long Term Goals

- Reading 3-8
- Math 3-8
- Reading High School
- Math High School
- Graduation
- English Learners Progress

PARTICIPATION

↓

Within 10 Years an Increase in Student Achievement for All Students and Each Subgroup

↓

Reduces the Achievement Gap

North Carolina's SPG Background

- First reported in February 2015 based on 2013–14 school year data.
- The model is weighted 80% achievement and 20% growth
  - A = 100–85
  - B = 84–70
  - C = 69–55
  - D = 54–40
  - F = 39 and below

# Scoring Example: Annual Measurable Differentiation (AMD)

Elementary/Middle School

Measure	Numerator	Denominator	Score used in final calculations
EOG Reading	362	841	
EOG Math	341	842	
EOG Science	189	289	
EL Progress	8	32	
Total Achievement	900 (sum of numerators)	2004 (sum of denominators)	900/2004= 44.9

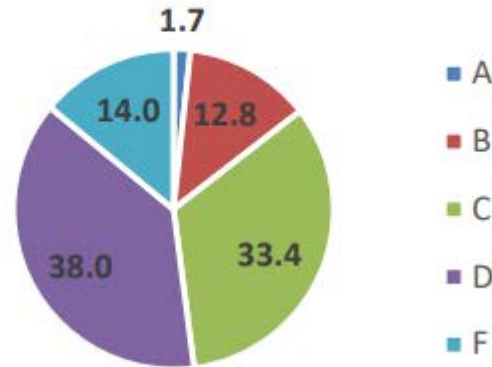|	Composite Index		Score used in final calculations
Accountability Growth Score (Reading, Math, Science Composite)	-0.95		75.2

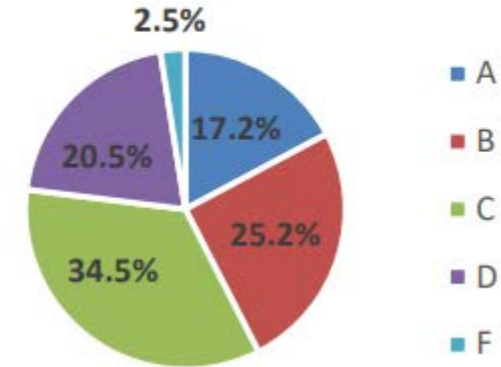School Score = 44.9 (.8) + 75.2(.2) = 51.0

NC Grades by School Type (2021–22)

Elementary School Performance Grades
- 1.9
- 11.9
- 15.5
- 34.6
- 36.0
- A, B, C, D, F
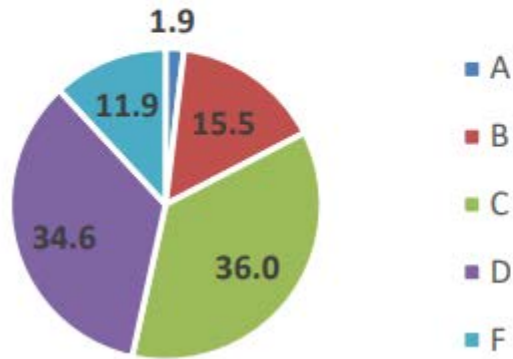
Middle School Performance Grades
- 1.7
- 14.0
- 12.8
- 38.0
- 33.4
- A, B, C, D, F

High School Performance Grades
- 2.5%
- 17.2%
- 20.5%
- 25.2%
- 34.5%
- A, B, C, D, F

D and F Schools:
- 46.5% Elementary (N=1,267)
- 52% Middle School (N=694)
- 23% High School (N=634)

Note: In high school, fewer D & F schools is a function of the accountability model. K–8 school grades are limited to test score results.

SPG - State Analysis

School performance grade (A–F) state comparisons for the 2021–22 school year

State	A Schools N (%)	B Schools N (%)	C Schools N (%)	D Schools N (%)	F Schools N (%)	Total Schools
North Carolina	**145 (5.6)**	**446 (17.2)**	**907 (35.0)**	**833 (32.1)**	**264 (10.2)**	**2,595**
Arizona	485 (27.3)	767 (43.2)	403 (22.7)	89 (5.0)	30 (1.6)	**1,774**
Florida	1,069 (32.1)	842 (25.1)	1,229 (36.7)	182 (5.4)	26 (0.7)	**3,348**
Louisiana	192 (15.9)	362 (29.9)	350 (29.0)	178 (14.7)	124 (10.3)	**1,206**
Mississippi	258 (29.8)	273 (31.5)	172 (19.8)	122 (14.1)	41 (4.7)	**866**
Texas	2,356 (27.9)	3,895 (46.1)	1,636 (19.4)	376 (4.4)	188 (2.2)	**8,451**

SPG - State Analysis

NAEP 2019 State Comparisons Mean Scale Score

State	Math Grade 4	Math Grade 8	Reading Grade 4	Reading Grade 8
North Carolina	**241**	**284**	**221**	**263**
Arizona	238	280	216	259
Florida	246	279	225	263
Louisiana	231	272	210	257
Mississippi	241	274	219	256
Texas	244	280	216	256
National Average	240	281	219	262

Blue: Statistically Higher than North Carolina
Green: Not Statistically Different than North Carolina
Yellow: Statistically Lower than North Carolina

SPG - State Analysis

NAEP 2022 State Comparisons Mean Scale Score

State	Math Grade 4	Math Grade 8	Reading Grade 4	Reading Grade 8
North Carolina	**236**	**274**	**216**	**256**
Arizona	232	271	215	259
Florida	241	271	225	260
Louisiana	229	266	212	257
Mississippi	234	266	217	253
Texas	239	273	214	255
National Average	235	273	216	259

Blue: Statistically Higher than North Carolina
Green: Not Statistically Different than North Carolina
Yellow: Statistically Lower than North Carolina

SPG - State Analysis

- NAEP data affirms North Carolina schools are performing considerably better than their state performance grades otherwise suggest. The disproportionally large numbers of D and F schools in North Carolina, as compared to other states, prompts two questions:
  - How can North Carolina strengthen the validity of its accountability system for assigning school performance grades?
  - And how might evolving values and priorities of North Carolina stakeholders influence revisions to the current system and its intended uses?

School Performance Grade Redesign Process

Advisory Group Members

Catherine Truitt, NC State Superintendent of Public Instruction

External Members

Amy Galey, NC Senator
Ashton Clemmons, NC Representative
Brenda Berg, President & CEO - Best NC
Bruce Mack, Vice President - NC Community Colleges
David Willis, NC Representative
Debra Derr, Director Gov. Affairs - NC Chamber
Diana Lys, Assistant Dean - UNC Chapel Hill
Don Phipps, Superintendent - Caldwell County Schools
Edward McFarland, CAO - Wake County Public Schools
Frank Barnes, Deputy Superintendent - Charlotte Meck.
Geoff Coltrane, Senior Education Advisor - Office of the Governor

Jessica Swencki, Deputy Director - MyFutureNC
Jill Camnitz, NC State Board of Education Member
John Marshall, Head of School - Union Academy Charter School
Jordan Whichard, Chief Deputy Sec. - NC Department of Commerce
Leah Carper, NC Teacher of the Year - Guilford County Schools
Levy Brown, Senior VP/CAO – NC Community College System
Lynn Moody, Strategic Advisor, SparkNC
Michael Sasscer, Superintendent - Edenton-Chowan Schools
Nick King, CAO - Johnston County Schools
Patrick Greene, NC Principal of the Year - Greene County Schools
Phil Kirk, NC Independent Colleges & Universities
Travis Reeves, Superintendent - Surry County Schools

Michael Maher, Deputy Superintendent

DPI Members

Andrew Smith, Innovation
Angie Mullennix, Innovative Practices & Programs
Ashley Baquero, Charter Schools
Jeni Corn, Research and Evaluation
Jeremy Gibbs, Regional Director
Kristi Day, Academic Standards
Kristie VanAuken, Workforce Engagement

Maria Pitre-Martin, State Board of Education
Shelby Armentrout, Chief of Staff
Sherry Thomas, Exceptional Children
Sneha Shah Coltrane, Advanced Learning
Tammy Howard, Testing & Accountability
Tom Tomberlin, District Human Capital
Trey Michael, Career & Technical Education

School Performance Grade Redesign Timeline

September '21 - August '22

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

September '22 - November '22

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

January '23

Policy Recommendations Shared with General Assembly

RESEARCH

DESIGN

IMPLEMENTATION

December '22 - January '23

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

'23-'24 School Year

New Measures Potentially Piloted Data Collection Processes Refined

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
- Testing and Growth Advisory
- AIG Regional Leadership
- Teacher Leadership Council
- Governors' Teacher Advisory Council

SPG | Potential Indicators

Academic Indicators

1. Extended High School Graduation Rate
2. Improving Student Group Performance
3. Postsecondary Outcomes – Employed, Enlisted, Enrolled
4. Postsecondary Preparation Inputs

School Quality Indicators

1. Extra/Intra-Curricular Activities
2. Durable Skills
3. Chronic Absenteeism
4. School Climate

Extended High School Graduation Rate

Definition: This indicator refers to the percentage of students who complete graduation requirements within five years on entering ninth grade.

Existing Data System: Yes

State or Federal Model: Possibly Both

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

Academic Indicator

Applicable Grade Span

Elementary School

Middle School

High School

Improving Student Group Performance

Applicable Grade Span

Definition: Increase in student group achievement from previous year.

Existing Data System: Yes

State or Federal Model: Possibly Both

Elementary School

Middle School

High School

Academic Indicator

Postsecondary Preparation Inputs

Definition:

Elementary: Percentage of students who participate in a career exploration activity.

Middle: Percentage of students who have a career development plan.

High: Percentage of students who fulfill at least one of a defined list of post-secondary preparation programs, classes, or certifications.

Existing Data System: Yes

State or Federal Model: Possibly Both

Academic Indicator

Applicable Grade Span

Elementary School

Middle School

High School

Postsecondary Outcomes – Employed, Enlisted, Enrolled

Definition: Percentage of graduates who either have confirmed acceptance in a post-secondary institution, enlisted in the military, or are employed.

Existing Data System: No

State or Federal Model: Possibly Both

Academic Indicator

Applicable Grade Span

Elementary School

Middle School

High School

Extra/Intra-Curricular Activities

Applicable Grade Span

Definition: Percentage of students who participate in at least one extracurricular or intra-curricular activity.

Existing Data System: No

State or Federal Model: State

Elementary School

Middle School

High School

School Quality Indicator

Durable Skills

Applicable Grade Span

Definition: Percentage of students who demonstrate the seven durable skills defined in the NC Portrait of a Graduate.

Elementary School
Middle School
High School

Existing Data System: No

State or Federal Model: State

School Quality Indicator

Chronic Student Absenteeism

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

Existing Data System: Yes

State or Federal Model: State

Applicable Grade Span

Elementary School

Middle School

High School

School Quality Indicator

School Climate

Definition: Percentage of students and teachers who affirm the qualities of a school related to engagement and environment.

Existing Data System: No

State or Federal Model: State

Applicable Grade Span

Elementary School
Middle School
High School

School Quality Indicator

Next Steps:
Exploring Indicators in Great Depth

School Performance Grade Redesign
Phase 2 Timeline

May '23 - November '23
Convene Advisory Group
Evaluate Eight Indicators
Refine Data Collection Processes
Study Validity, Reliability, & Feasibility

December '23 - January '24
Review Indicators Data
Review Validity, Reliability, & Feasibility
Review Data Collection Processes

February '24
Policy Proposal Shared
with General Assembly

RESEARCH & EVALUATE

REVIEW

PROPOSE

'24-'25 School Year
Potential Pilot of Indicators

Research and Evaluate

Plan

The indicator needs to be established; requiring discussion and research to determine how to measure and collect from authoritative sources.

Develop

Some information for the indicator is available, but business rules need to be established.

Implement

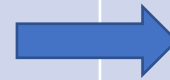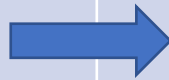Indicators have sufficient data. Model simulations are created and business rules are adjusted as needed.

Finalize

The indicator is final, leadership will determine to include or exclude from the school performance grade model.

Current Indicators Status

Plan	Develop	Implement	Finalize
- **School Climate Survey** - **Durable Skills** - **Extra-Curricular or Intra-Curricular Activities** - **Improving Student Group Performance** - **Postsecondary Outcomes** - **Postsecondary Inputs (Middle School)** - **Postsecondary Inputs (Elementary School)**	- **Chronic Absenteeism** - **Postsecondary Inputs (High School)**	- **5-Year Cohort Graduation Rate**	

Questions