

School Performance Grade Redesign

House Select Committee on Education Reform

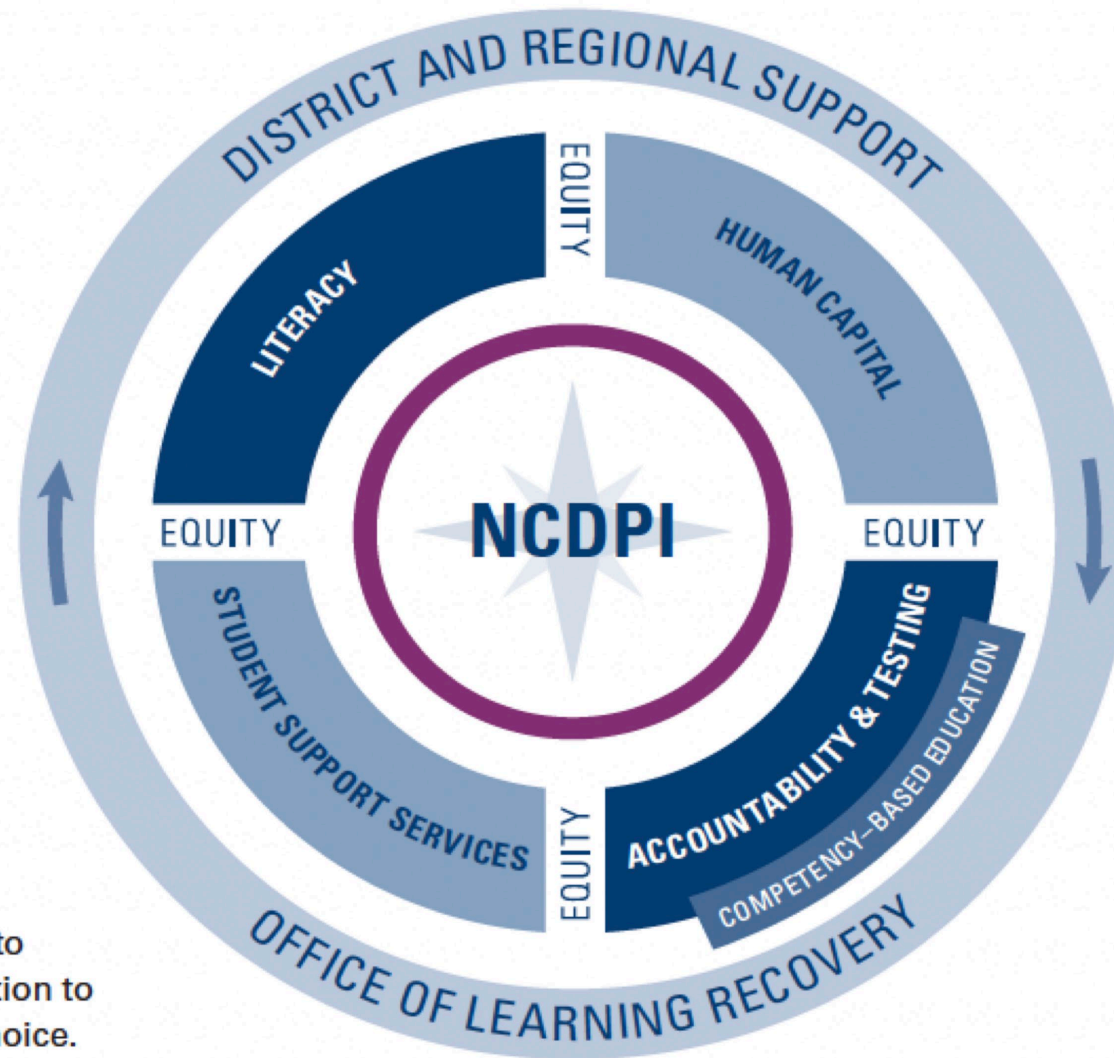
February 26, 2024

Operation Polaris 2.0

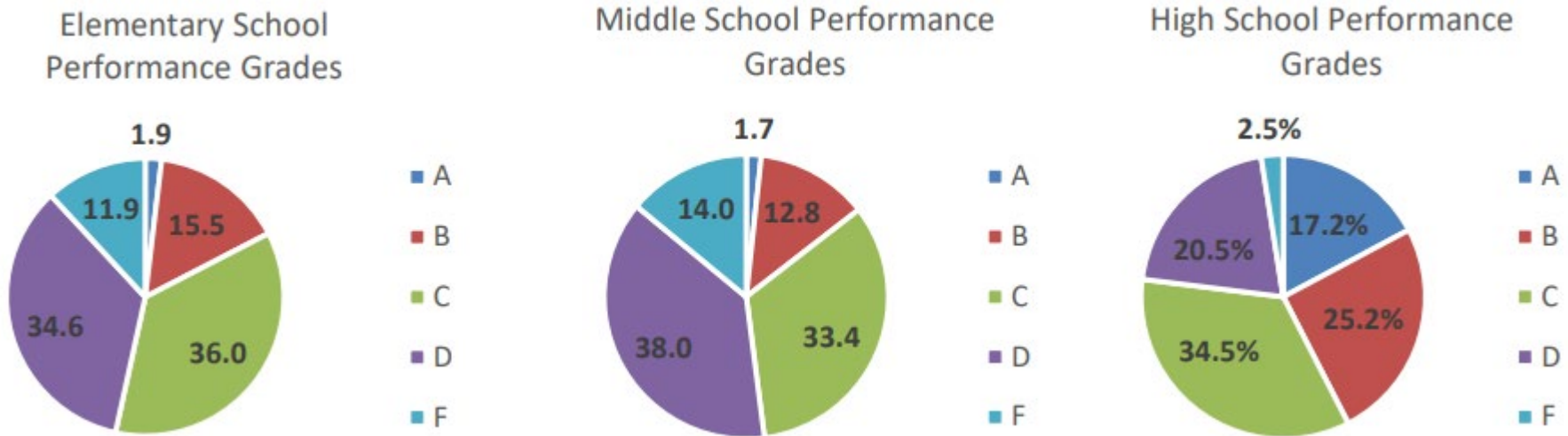


NORTH STAR:
Every student deserves a highly qualified, excellent teacher in every classroom.

Operation Polaris' forward-thinking vision provides the road map to a destination that allows all students to learn, grow, and successfully transition to the post-secondary plans of their choice.



NC School Performance Grades by School Type (2021–22)



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 disproportionately 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?

To Make Matters Worse

- We have one data set that results in two separate types of school support: state and federal.
 - Federal Designations: “CSI” and “TSI”
 - State Designations: “Low Performing”
- The result is well intentioned but provides ineffective support for principals, educators, and ultimately students.

For example...

- I'm a principal at an F school, who did not meet growth, in the bottom 5%. Therefore, I am state designated low performing and federally CSI...
- At the very beginning of the school year, I must...
 1. Write 2 letters to all families: one notifying them of our low performing designation and another one notifying them of our CSI designation
 2. Perform evaluations for all my teachers and justify retaining their employment
 3. Create 2 plans – one to submit to the Federal Programs team at DPI and another plan to submit to the DRS Office at DPI.
 4. Create a separate school improvement plan to NCDPI
- This then triggers feedback, but action is rarely taken because very minimal funding follows these designations...

Why?

- **The Challenge:**

- Our state accountability model (80/20) and federal accountability model (ESSA) are not aligned – making it difficult to know *if* schools are improving.
- The current model combines growth and achievement, but time has shown *that growth masks achievement*– giving us an incomplete picture of how schools are preparing students for life beyond the classroom.

The Solution

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
- In addition to test scores, identify indicators of high-quality schools in North Carolina
- Federal requirements would continue to be met

How?

- Reform the current accountability model to create a more robust model, which will inform our federally-mandated accountability model.
- **This matters to:**
 - **Parents** – reform would give **greater visibility** into how schools are serving kids beyond just academics. Greater visibility allows for greater accountability.
 - **Schools** – reform would give **greater credibility** into how our educators are serving students both in and outside of the classroom
 - **Policymakers** – reform would give **greater visibility** to the ROI of state dollars in public education

Individual Grades Per Indicator Category

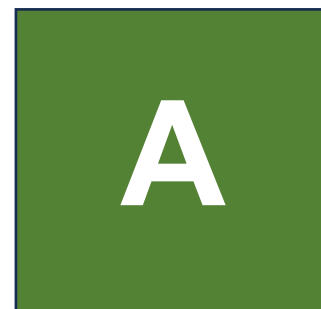
Each indicator receives a stand-alone grade – not combined into one single letter.



Academics



Progress



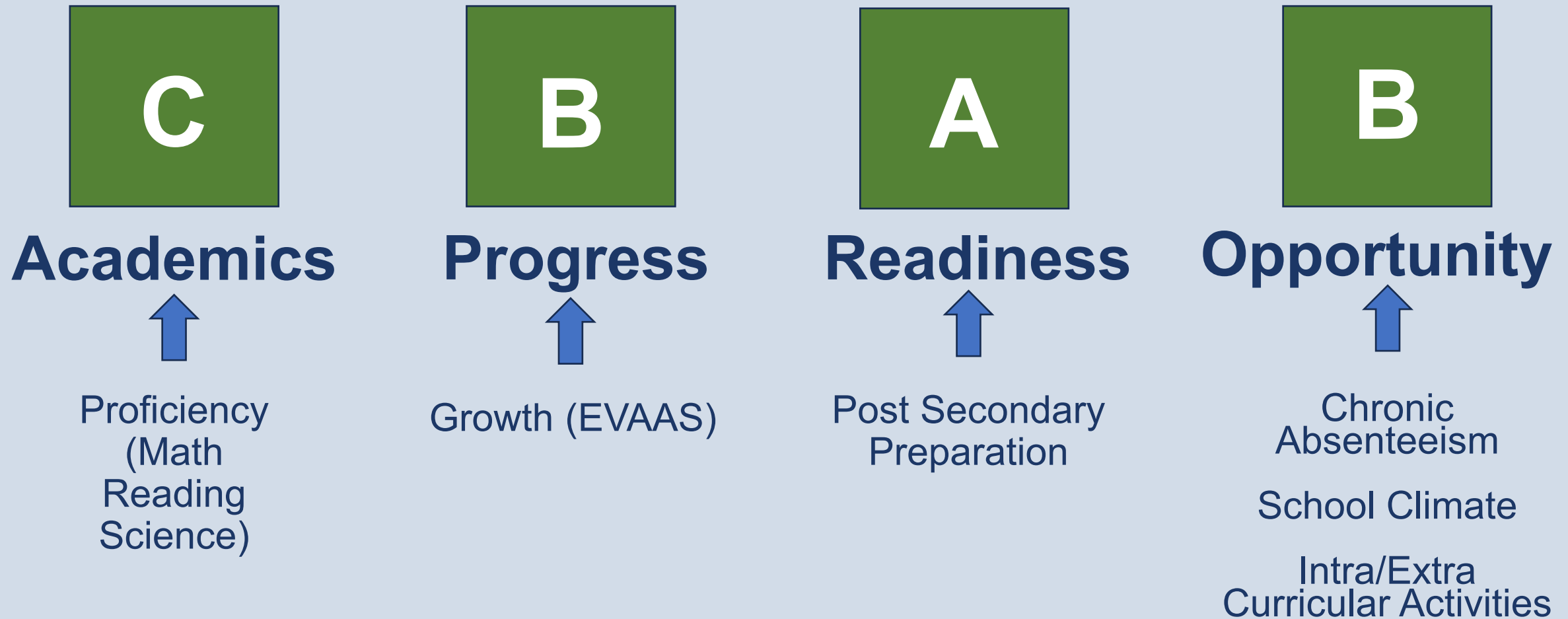
Readiness



Opportunity

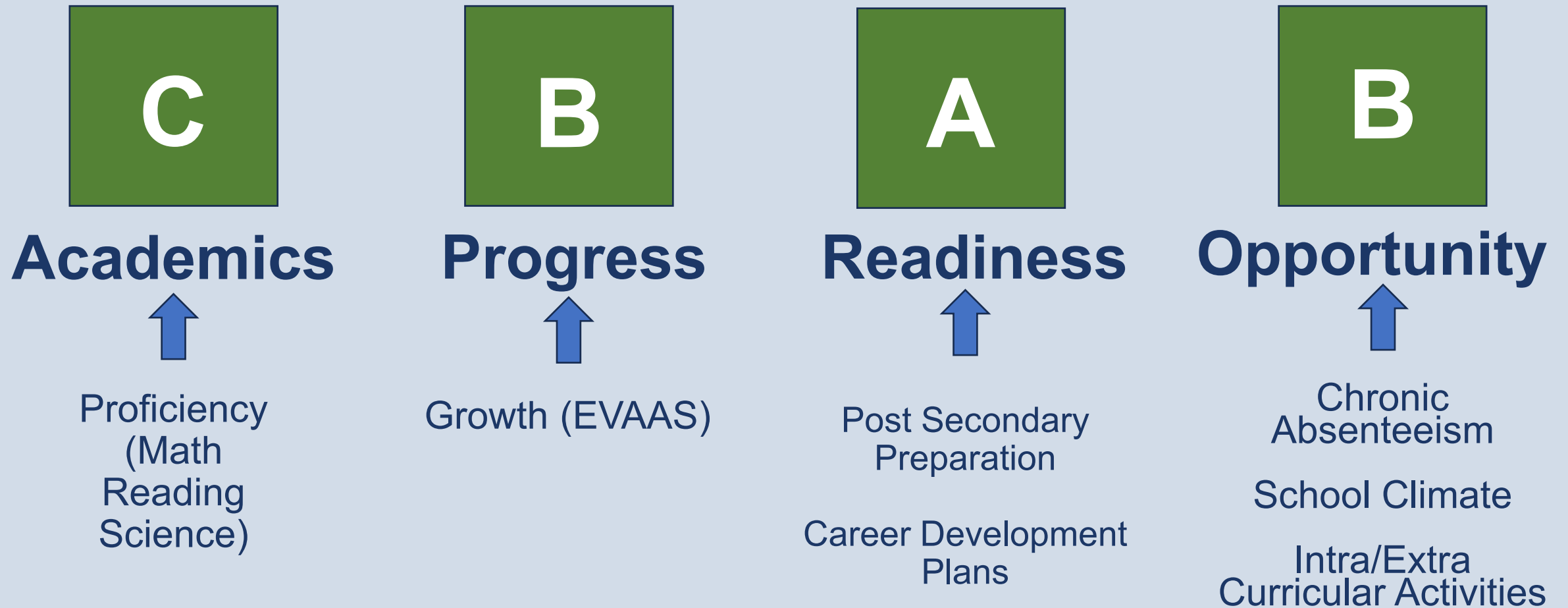
Multiple Grade Model – Elementary School

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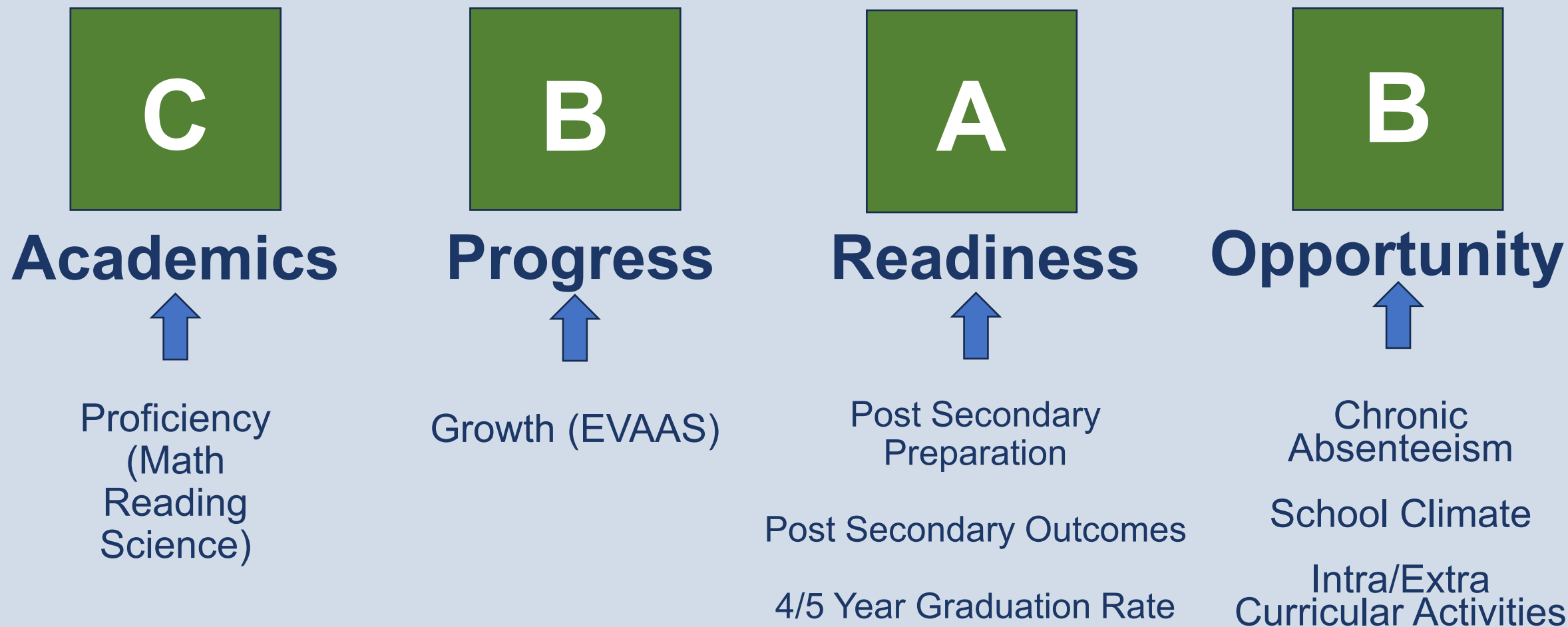
Multiple Grade Model – Middle School

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Multiple Grade Model – High School

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Indicator Details

Proficiency

Definition: Proficiency rates in math, reading, science.

Existing Data System: Yes

Applicable Grade
Span

Elementary
School

Middle
School

High
School

Academic Indicator

Growth

Definition: Growth in student achievement as measured through EVAAS.

Existing Data System: Yes

Applicable Grade
Span

Elementary
School

Middle
School

High
School

Progress 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 and participate in a career exploration activity.

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

Existing Data System: No

**Readiness
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

**Readiness
Indicator**

**Applicable Grade
Span**

Elementary
School

Middle
School

High
School

Extended High School Graduation Rate

Definition: Percentage of students who complete graduation requirements within four or five years.

Existing Data System: Yes

Applicable Grade
Span

Elementary
School

Middle
School

High
School

Readiness
Indicator

Extra/Intra-Curricular Activities

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

Existing Data System: No

Applicable Grade
Span

Elementary
School

Middle
School

High
School

Opportunity
Indicator

Chronic Student Absenteeism

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

Existing Data System: Yes

Applicable Grade
Span

Elementary
School

Middle
School

High
School

Opportunity
Indicator

School Climate

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

Existing Data System: Yes

Applicable Grade Span

Elementary School

Middle School

High School

Opportunity Indicator

Reform: Allows us to Measure What Matters

- Creates a robust state accountability model, which is the best way to hold schools accountable for providing a high-quality education.
- Provides new visibility into school quality that benefits students, parents, teachers, policymakers.
- Provides a more valid depiction of public school performance.
- Identifies and supports those schools that are most in need of improvement.
- Focuses on giving a clearer picture of what schools are doing to prepare students for success based on their preparedness to be employed, to enlist, or to enroll in higher education.