

2016–17 North Carolina School Accountability Data Release Technical Notes

Introduction

This document provides information on the 2016–17 data release presented to the State Board of Education (SBE) for approval on September 7, 2017.

Effective with the 2012–13 school year, the SBE adopted the READY Accountability Model, an indicator-based reporting model. The READY Accountability Model replaced the ABCs of Public Education, which had been in place since 1996. This change was facilitated by the recommendations from The Blue Ribbon Commission, and is based on the college- and career-readiness content standards adopted by the SBE in June 2010 and the college- and career-readiness accountability indicators adopted by the SBE in December 2011. The SBE-identified indicators that would help educators, parents and the public understand the status and progress that schools are making toward ensuring that all students are college- and career-ready. These indicators include state administered end-of-grade (EOG) and end-of-course (EOC) assessments, college- and career-readiness examinations (ACT and ACT WorkKeys), students passing NC Math 3, and high school graduation rates. In addition, other valuable information is reported including school growth, as measured by EVAAS, and participation in a graduation project.

Effective with the passage of the Every Student Succeeds Act (ESSA) in December 2015, North Carolina has suspended the reporting of Annual Measurable Objectives (AMO). In accordance with ESSA, new long-term goals and measures of interim progress will be set in a new statewide accountability system currently under development. The new system will be implemented for the 2017–18 school year.

This document provides additional details regarding the indicators and growth measure reported in the accountability model and in accountability reporting. To access the 2016–17 data, visit <http://www.ncpublicschools.org/accountability/reporting/>. Accountability data is also available through the [North Carolina School Report Card](#).

Indicators

The indicators identified by the SBE focus on college- and career-readiness. These indicators allow districts, schools, educators, and parents to identify strengths and weaknesses within a school, a district, or the state.

Key Indicators	
Annual EOG and EOC Assessments	Students Passing NC Math 3 Course
ACT®	Four-Year Cohort Graduation Rate
ACT WorkKeys	Five-Year Cohort Graduation Rate

Additional Indicator:

Graduation Project

Elementary and middle schools will have only test data results for EOGs and/or EOCs reported. High schools will have EOCs and/or other key indicators. In compliance with the North Carolina Department of Public Instruction (NCDPI) Data Management Group's small cell suppression rules, indicators will be reported if there are at least ten (10) assessments/students available for reporting.

Annual EOG and EOC Assessments

Annual assessments administered are as follows: EOG English Language Arts/Reading and Mathematics at grades 3–8, EOG Science at grades 5 and 8; EOC assessments in NC Math 1, English II, and Biology; and the alternate assessment for all EOG and EOC assessments (*NCEXTENDI*).

For reporting purposes, the percent of students at each achievement level is reported. The EOG and EOC assessments have 5 academic achievement levels (Level 1, Level 2, Level 3, Level 4, and Level 5) with Levels 3–5 demonstrating North Carolina grade-level proficiency and Levels 4–5 meeting college- and career-readiness.

ACT

The ACT is administered to grade 11 students. The ACT consists of four subject tests (English, Reading, Math, and Science) plus an additional Writing component. The four subject tests make up the composite score for the ACT. Students must have taken all four subject tests to receive a composite score. For accountability reporting purposes, a minimum composite score of 17 is displayed for the percent of students meeting the expected level of attainment (proficient). A Composite Score of 17 is the University of North Carolina (UNC) System’s minimum requirement for admission. Additionally, on the reporting website, the percent of students meeting the ACT college-readiness benchmarks on each of the subject tests is reported along with total percent of benchmarks met. This information can be found at <http://www.ncpublicschools.org/accountability/act/>.

Students who meet eligibility requirements have an opportunity to take the College- and Career-Readiness or the *NCEXTENDI* Grade 11 alternate assessments. Students taking these assessments are not included in the calculation of this measure for performance reporting. They are included in participation. More details on the ACT are available at <http://www.act.org/products/k-12-act-test/>.

$$\text{Calculation: } \frac{\text{Number of ACT Composite Scores at or above 17}}{\text{Total Number of ACT Composite Scores}}$$

ACT WorkKeys

The ACT WorkKeys performance measure is administered to students who are identified as Career and Technical Education (CTE) Concentrators. CTE concentrators are students who complete four units of CTE credit in a career cluster, with at least one credit in a Level 2 course. The ACT WorkKeys consists of three subtests (Applied Math, Locating Information, and Reading for Information). Students can earn an ACT National Career Readiness Certificate (NCRC). Certificates are awarded at the Platinum, Gold, Silver, and Bronze levels. For accountability reporting purposes, a minimum NCRC of Silver is required to meet the expected level of attainment (proficient). The results of the ACT WorkKeys assessments are used in accountability reporting when the student graduates from high school. Reporting this measure shows the percent of graduates that are CTE concentrators who earned a Silver or better certificate on the ACT WorkKeys assessment. More details on ACT WorkKeys are available at <http://www.act.org/products/workforce-act-workkeys/>.

$$\text{Calculation: } \frac{\text{Number of ACT WorkKeys Silver or Above Certificates}}{\text{Total Number of ACT WorkKeys Certificates}}$$

Students Passing NC Math 3

This indicator is the measure of student success in higher-level math courses. This indicator measures the number of graduates, starting with the 9th grade cohort entering in 2013–14, who have earned credit in a designated math course. Credit can be obtained by taking and passing NC Math 3.

For accountability reporting purposes, this indicator is measured by counting the number of graduates who have taken and passed the defined higher level math course divided by the number of students who graduated and are eligible to be included in the calculation. This measure includes all graduates, except those in the Occupational Course of Study (OCS) who do not have an opportunity to take any of these higher-level math courses due to the nature of their education track.

Calculation:
$$\frac{\text{Number of Graduates Who Pass NC Math 3}}{\text{Total Number of Graduates Minus Graduates Who Followed the OCS Program}}$$

Cohort Graduation Rate

The cohort graduation rate is calculated for both a 4-year (standard) and 5-year (extended) rate. A student becomes a part of the cohort when he/she enters the 9th grade for the first time. Schools that have an additional year to graduate students, like some early college high schools, have their rates based on a 5-year (standard) and 6-year (extended) rate.

For accountability reporting purposes, the standard and extended rates are based on the number of students expected to graduate in a cohort compared to the number of students that graduate. For more information on how the graduation rate is calculated, please use the following link to find the appropriate documentation: [Graduation Rate Calculations](#).

Graduation Project

The SBE (December 2011) included a graduation project as one of the six indicators in the high school accountability model. The Board specified that high school graduation projects must meet defined "Standards of Quality" for a high school to receive credit. High schools are not penalized if they do not require a graduation project; however, information is reported out for those that do and do not require a graduation project.

Implementation of a graduation project is reported on the accountability website as 'Yes', 'No', or 'N/A'. To review the procedures of implementing and reporting the graduation project, refer to the following document: <http://www.ncpublicschools.org/docs/accountability/testing/eoc/gradproject15.pdf>

Growth

North Carolina has partnered with SAS Institute Inc. to produce a school-wide accountability growth measure. All EOG and EOC scores are included in the EVAAS School-wide Accountability Growth measure. For reporting purposes, schools will be given a designation of 1) Exceeds Expected Growth, 2) Meets Expected Growth, or 3) Does Not Meet Expected Growth. Some schools may not have a designation because they do not administer assessments that are included in the growth measure, or they do not have enough students taking the assessment to obtain a growth measure. More details on the growth model and other informational tools are available through the EVAAS public reporting site <https://ncdpi.sas.com/>. For a score to be used, the student must meet the full academic year criteria of membership in the school. Full academic year means the student must be enrolled in the school in which they are assessed for at least 140 days for a yearlong course and 70 days for a semester course.

Changes in Reporting

2016–17 Changes

- 1) Course and assessment name changes. Math I, Math II and Math III became NC Math 1, NC Math 2 and NC Math 3. There were no changes to the NC Math 1 assessment from Math I.

2015–16 Changes

- 1) Suspension of AMO target reporting to be replaced by long-term goals and measures of interim progress as defined by ESSA beginning with 2017–18.
- 2) Small cell suppression size increased to 10 to provide increased data privacy in public reporting.
- 3) Results for some schools and districts include assessments taken during a summer program administration completed prior to the end of the accountability year (June 30th).

2014–15 Changes

- 1) Results for some schools and districts include assessments taken during a bona fide summer program administration completed prior to the end of the accountability year (June 30th).
- 2) With the implementation of a new Alternative Accountability Model for select schools to replace SPGs, schools that meet the SBE criteria have four options to report data in lieu of a SPG. Details on the alternative model are available on the [Accountability Services](#) website.
- 3) The *NCEXTEND2* alternate assessment was no longer available beginning with the 2014–15 school year. Students who previously participated in the *NCEXTEND2* most likely participated in the general administration of the EOGs/EOCs with accommodations.

2013–14 Changes

- 1) Change from four achievement levels to five achievement levels. (For equivalent comparison to 2012–13: Levels 3 and 4 [proficient] in 2012–13 are equivalent to Levels 4 and 5 [college- and career-ready proficient] in 2013–14.)
- 2) Include banked EOC assessment scores in all reporting from middle school students when enrolled in 9th grade at a school starting with 9th grade. (See Business Rules document on <http://www.ncpublicschools.org/accountability/reporting>)
- 3) SPGs were reported for first time on 2013–14 data on February 5, 2015

Special Notes

The North Carolina Department of Public Instruction (NCDPI) will suppress results to protect the privacy of students in reporting data for small cells in compliance with the *Family Educational Rights and Privacy Act* (FERPA) guidelines and agency standards for public distribution of data. Below are the rules that are followed on the accountability reporting website.

- 1) >95% and <5%
When a result shows that more than 95% or less than 5% of students were successful on a Performance Indicator these values are capped. Tables and graphs may show 95% or >95 and 5% or <5 depending on reporting needs.

2) Small cell suppression

When a subgroup or indicator is too small (fewer than 10 students) the data will be masked. There will be no data shown in graphs, and in tables the data will appear as an “*”, “N/A”, “ID”, or “I”.