

Participation Business Rules

The Every Student Succeeds Act (ESSA) defines expectations for assessing all students in English language arts/reading and mathematics as follows:

(E) ANNUAL MEASUREMENT OF ACHIEVEMENT.—

(i) Annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students, who are enrolled in public schools on the assessments described under subsection (b)(2)(v)(I).

(ii) For the purpose of measuring, calculating, and reporting on the indicator described in subparagraph (B)(i), include in the denominator the greater of—

(I) 95 percent of all such students, or 95 percent of all such students in the subgroup, as the case may be; or

(II) the number of students participating in the assessments.

Note: (B)(2)(v)(I) states mathematics and reading or language arts assessments are required to be administered; in each of grades 3 through 8 and at least once in grades 9 through 12.

Participation Requirements Under the ESSA

To ensure that all students are included in the academic assessment accountability measures, schools are held accountable for testing at least 95% of eligible students on assessments.

The minimum number of students required to report participation rates for the All Students group and each subgroup is 30. Participation rates of student groups with less than 30 students will be monitored but not reported. Participation targets are set on the following (grade level eligible students are collected in the school's First Day Spring data collection):

- End-of-Grade (EOG) English Language Arts (ELA)/Reading (grades 3–8)
- End-of-Grade Math (grades 3–8)
 - For students in grade 8, either End of Grade Math 8 OR End of Course NC Math 1
- End-of-Course (EOC) English II (grade 10)
- End-of-Course NC Math 1 Assessment in high schools (grade 11)

Subgroups

All participation requirements are reported for the subgroups in Table 1.

Table 1. *Participation Subgroups*

All Students (school as a whole)	Two or More Races
American Indian	White
Asian	English Learners (EL)
Black	Students with Disabilities (SWD)
Hispanic	Economically Disadvantaged Students (EDS)

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Participation Rule for ELA/Reading and Mathematics

As required in (E) (ii), as noted above, the North Carolina Department of Public Instruction (NCDPI) will evaluate the participation target at the grade level/grade span and subjects (ELA/reading and mathematics) to determine if the number of assessments at that grade/grade span is greater than or less than 95% of expected assessments for the All Students group and each subgroup.

- 1) If the percent of assessments is greater than 95 percent of expected assessments, the denominator is the actual number of assessments administered.
- 2) If the number of assessments is less than 95% of expected assessments participation, the difference between the number of assessments and 95% of expected assessments will be added to the denominator for the accountability model (School Performance Grade (SPG)) proficiency calculations, long-term goal calculations and reporting purposes.

Schools will have a 95% participation expectation for any student group that meets a minimum of 30 students.

This rule is applied only to the group for which participation was missed. For example, if the Hispanic subgroup missed participation, values are not added to the All Students group if it was above 95% participation.

Special cases where students are included or excluded in participation rates are found in Table 2.

Participation for Other Indicators

For EOG Science, EOC Biology, ACT and ACT WorkKeys, participation rates will be reported. Schools not meeting the 95% participation requirement must submit to the NCDPI:

- 1) justification for not meeting participation, as well as
- 2) a plan of action to ensure at least 95% of students participate in the subsequent school year.

Also, on any report of participation, schools that did not meet the requirement for the All Students group or for any subgroup will be highlighted and identified with a note indicating participation was not met.

Participation will be based on the following group of students for each of the assessments listed below:

- EOG Science at Grades 5 and 8: Membership at the relevant grade level(s) in the school's First Day Spring data collection
- Biology: Membership at grade 11 in the school's First Day Spring data collection
- ACT: Membership at grade 11 in the school's MAR data collection
- ACT WorkKeys: CTE Concentrators in membership at grade 12 in the school's First Day Spring data collection, or if a student was a mid-year graduate and in membership at grade 12 in the First Day Fall data collection.

Special cases where students are included or excluded in participation rates are found in Table 2.

Participation on the ACCESS or ELLs Assessment

All eligible students are expected to participate on the ACCESS for ELLs assessment. Students missing assessments may count against progress (see the *Calculating the English Learner Progress Measure* documentation for additional participation rules impacting the indicator and long-term goals).

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Special Cases

In some instances, students may not have a regular assessment on record. These students may be included or excluded from the participation calculation and may also count for or against participation. These conditions can be found in Table 2.

Table 2. *Conditions Under Which a Student Missing a Regular Administration Test Score May or May Not Count In Participation Rates*

Condition	EOG	EOC	ACT	WorkKeys
Do Not Count For or Against Participation				
1. Students with an NCDPI-approved medical exception do not count for or against participation calculations	✓	✓	✓	✓
2. 11 th grade repeaters who have a previous ACT assessment score do not count for or against participation, as they are not eligible to test			✓	
Count as Non-Participants				
3. Students who are absent from the assessment count in participation calculations as non-participants	✓	✓	✓	✓
4. Students whose tests were declared misadministrations or are invalidated and did not have an opportunity to test again, count in participation as non-participants	✓	✓	✓	✓
Count as Participants				
5. Students who take at least one part of a multi-part assessment count as participants			✓	✓
6. Students who are instructed on the North Carolina Extended Content Standards and whose Individualized Education Program (IEP) designates participation in the NCEXTEND1 alternate assessment count in participation calculations as participants	✓	✓	✓	
7. Students who have received an ACT or ACT WorkKeys Exemption count in participation calculations as participants			✓	✓
8. Students who meet the eligibility requirements and take the College and Career Readiness Alternate Assessment (CCRAA) count in participation calculations as participants			✓	
9. Students who earn credit in a course from out of state or private/home school count in participation calculations as participants		✓		
10. English Learner (EL) students in their first or second year in U.S. schools count in participation calculations as participants	✓	✓	✓	✓

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Calculation Examples and Explanations

End-of-Grade Calculation Examples

Table 3. Example of EOG Participation Calculation/Determination:

	Number of Students Expected to Participate on the Assessment	Minimum 95% Target Number of Students Expected to Participate	Actual Number of Assessments Given	Difference in Actual Number of Assessments and 95% Target (added to denominator)	Denominator
Grade 3–8 ELA/Reading EOG	100	95	90	5	95

Calculations of the Grades 3–8 ELA/Reading EOG Proficiency for the Accountability Model (SPG)

For this example, 70 of the 90 assessments given were grade-level proficient (Levels 3–5)

Accountability model (SPG) proficiency for Grades 3–8 ELA/Reading EOG with participation rule applied is $70/95 = 73.7\%$

Calculations of the Grade 3–8 ELA/Reading EOG Proficiency for the Long-term Goals

For this example, 55 of the 90 assessments given were college and career ready proficient (Levels 4 and 5)

Long-term goal proficiency with participation rule applied is $55/95 = 57.9$

End-of-Course Calculation Examples

Step 1: Determine if the 95% expectation is met for students in membership at the appropriate grade level.

Step 2: If the 95% expectation is not met, determine the required denominator adjustment to be applied to long-term goals, SPGs and reporting proficiency calculations.

Table 4. Example of EOC Participation Calculation/Determination:

	Number of Students Expected to Participate (Grade 10)	Minimum 95% Target Number of Students Expected to Participate (Grade 10)	Actual Number of Students with a Score or Code in Grade 10	Difference in Number of Assessments and 95% of Students (added to denominator)	Denominator
English II	250	237 *	230	7	Varies**

* Due to rounding allowances for 95% calculation as well as rounding up to the nearest whole for denominator adjustment calculations

** For English II and NC Math 1, the denominator varies:

- 1) the cohort for long-term goals is All Students by end of Grade 11 or Grade 10 depending on EOC
- 2) the accountability model (SPGs) and reporting use current year scores

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Step 3: Calculate long-term goal proficiencies using the students at the appropriate grade level.

Calculations of English II EOC Proficiency for the Long-term Goals

Long-term goal proficiency is measured at grade 10 for students with a score (earned in the current year or in previous years). The calculation uses grade 10 students with scores meeting College and Career Readiness (numerator) and the number of students with scores at grade 10 plus any applicable participation denominator adjustment (denominator).

For the year of the example (Table 4), there were 205 English II EOC scores for grade 10 students (current or previous). Of those, 123 were college and career ready (Levels 4 & 5):

As displayed in Table 5, long-term goal proficiency with the participation rule applied is $123/212 = 58.0\%$

Note: In the example (Table 5), 25 of the grade 10 students had a T or S code. This means these students are accounted for in participation but not in proficiency calculations.

Table 5. *EOC Proficiency Calculations with Participation Rule Applied to Long-term Goal Calculations*

	Number Students with Scores (earned in current or previous years) at Grade 10	Number of Students with a T or S Code for the Assessment at Grade 10	Number of Students Meeting Proficiency	Calculation Including Participation Rule Noted Above
Long-Term Goals	205	25	123 (Levels 4 or 5)	$123/(205+7) = 58.0\%$

Step 4: Calculate SPG proficiencies using assessments taken in the current accountability year.

Calculations of English II EOC Proficiency for the Accountability Model (SPG)

Proficiency for the accountability model (SPG) is based on current year assessments. The calculation uses all students with a grade level proficient score (numerator) and the number of assessments given plus any applicable participation denominator adjustment (denominator).

For the year of the example (Table 4), there were 215 English II EOC current year scores from all grades. Of those, 180 are grade level proficient (Levels 3–5):

As displayed in Table 6, the accountability model (SPG) proficiency for English II with the participation rule applied is $180/222 = 81.1\%$

Table 6. *EOC Proficiency Calculations with Participation Rule Applied to School Performance Grade Calculations*

	Number of Current Year Assessments (taken in current accountability year regardless of grade level)	Number of Students at Proficiency	Calculation Including Participation Rule Noted Above
Proficiency for Accountability Model (SPG)	215	180 (Levels 3, 4 or 5)	$180/(215+7) = 81.1\%$

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