

# State Board of Education Meeting: 2023–24 Accountability Reports

*September 4, 2024*



**NORTH CAROLINA**  
State Board of Education  
Department of Public Instruction

# Testing and Accountability Results

*Michael Maher, Ph.D.*

*Deputy State Superintendent, Division of Standards, Accountability, and Research*

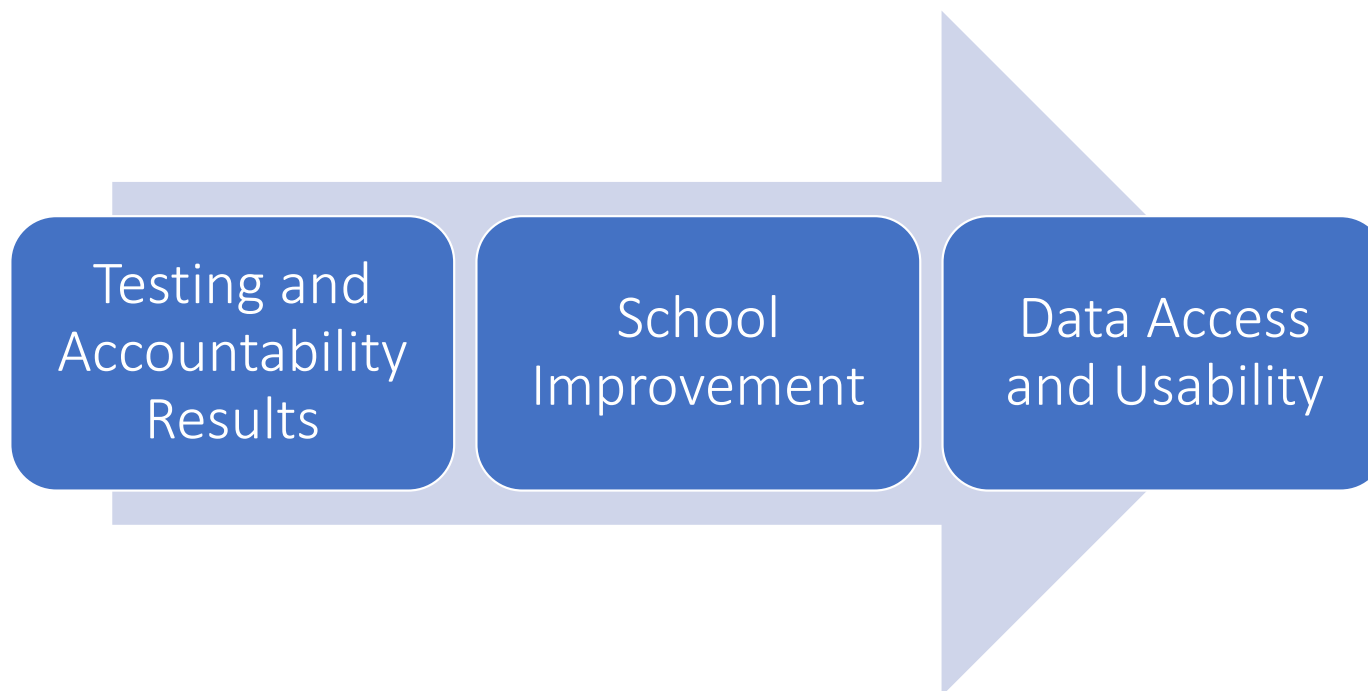
*Tammy Howard, Ph.D.*

*Senior Director, Office of Accountability and Testing*



Introduction

# Theory of Action



## INTRODUCTION

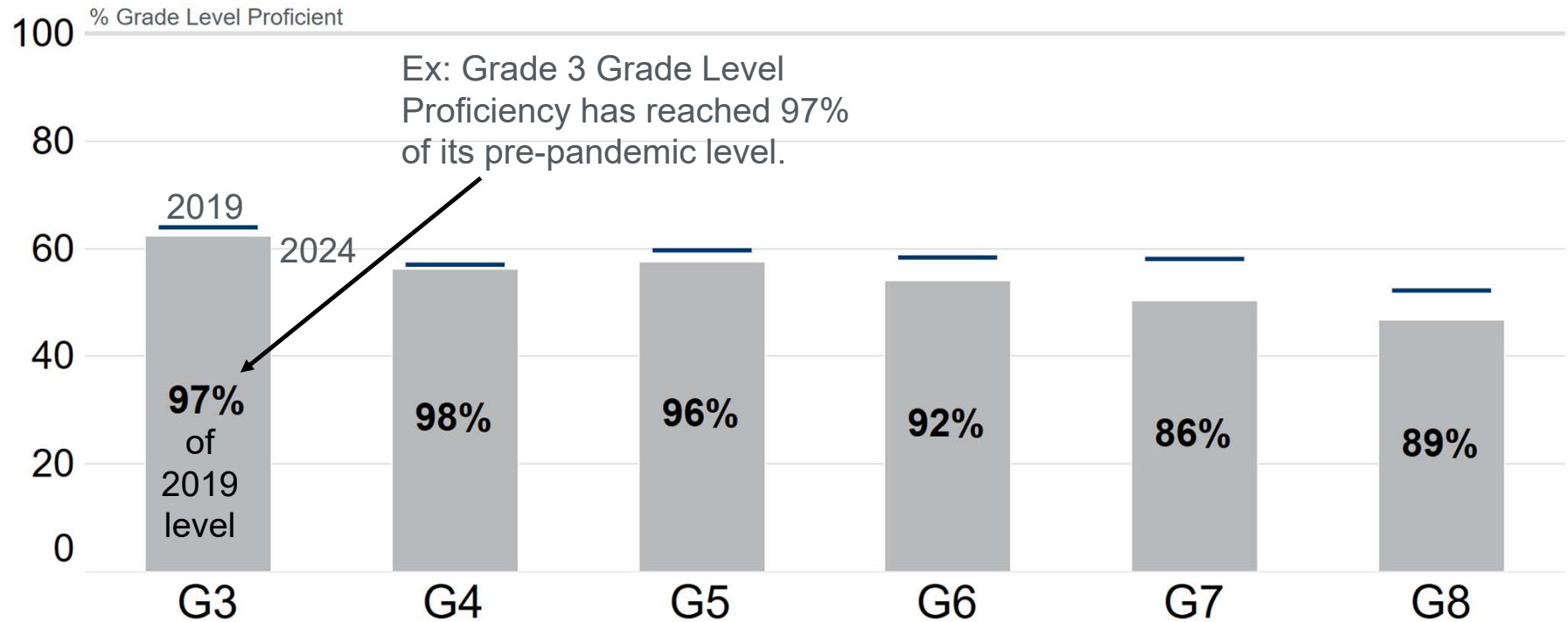
# Administration Summary

◆	2018–19	Tests Administered Accountability Results Reported
◆	2019–20	Tests Waived (COVID) Accountability Waived (COVID)
◆	2020–21	Tests Administered Accountability Waived (COVID)
◆	2021–22 through 2023–24	Tests Administered Accountability Results Reported



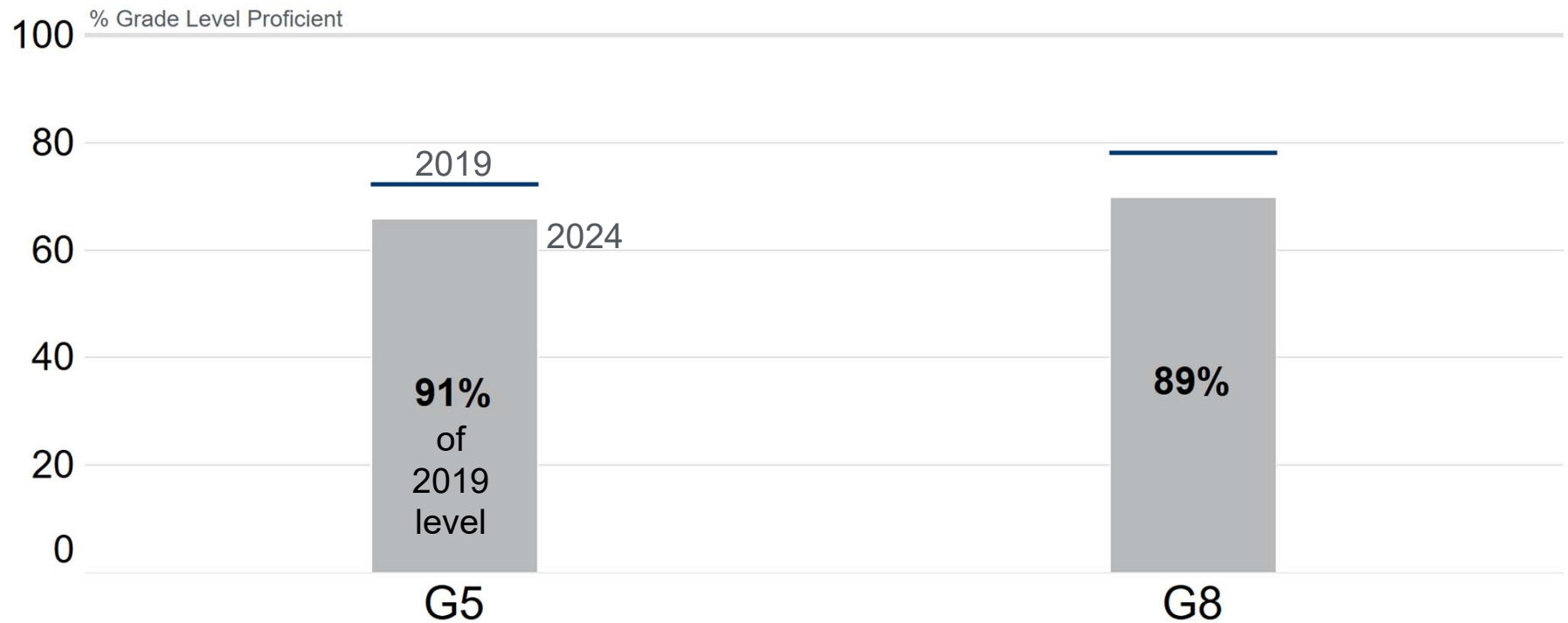
# Pandemic Recovery: Math

2024 Grade Level Proficiency (Levels 3–5) as percentage of 2019



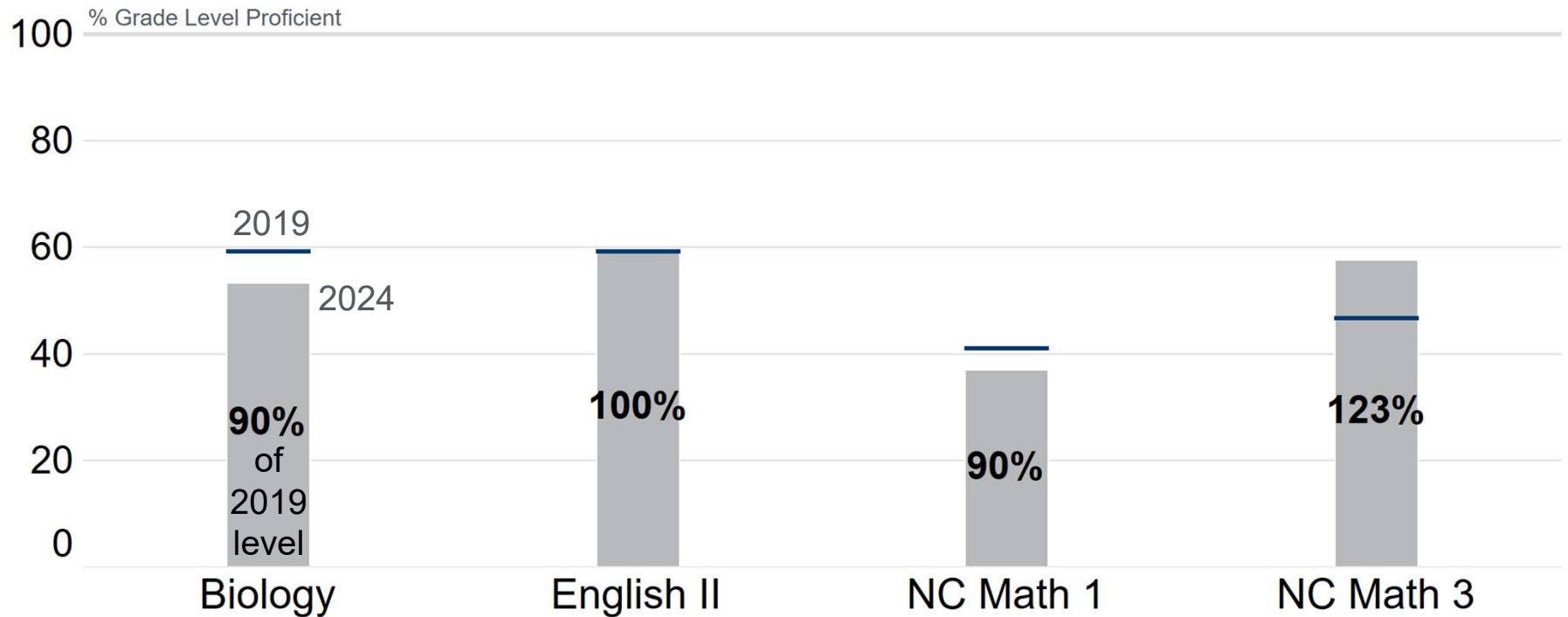
# Pandemic Recovery: Science

2024 Grade Level Proficiency (Levels 3–5) as percentage of 2019



# Pandemic Recovery: End-of-Course

2024 Grade Level Proficiency (Levels 3–5) as percentage of 2019



► **Participation**

Testing Results

ACT & WorkKeys

English Learner

School Growth

School Performance Grades

Alternative Schools

Cohort Graduation Rate

Long-Term Goals

Pre-Pandemic Comparison

School Improvement

Data Access

# Participation Rates





## PARTICIPATION

# Requirements

To meet participation requirements, schools must have assessed at least 95% of eligible students overall and in each subgroup:

- American Indian (AMIN)
- Asian
- Black
- Hispanic (HISP)
- Two or More Races (MULT)
- White
- Economically Disadvantaged (EDS)
- English Learner (EL)
- Students with Disabilities (SWD)

Minimum number of students needed for a subgroup to count in accountability is thirty




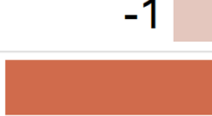









PARTICIPATION

# 2023–24 Rates

Actual versus target of 95%

Chart | [Table](#)

	ACT	WorkKeys
ALL	Met	-2 
AMIN	Met	Met
ASIAN	Met	-1 
BLACK	-1 	-5 
HISP	Met	-3 
MULT	Met	-2 
WHITE	Met	Met
EDS	Met	-4 
EL	-1 	-7 
SWD	-2 	-4 

All EOG and EOC participation targets met or exceeded the 95% target.



- Participation
- ▶ **Testing Results**
  - ACT & WorkKeys
  - English Learner
  - School Growth
  - School Performance Grades
  - Alternative Schools
  - Cohort Graduation Rate
  - Long-Term Goals
  - Pre-Pandemic Comparison
  - School Improvement
  - Data Access

# Test Results



## TESTING

# Note on 2023–24 Test Results

The student achievement data includes all end-of-grade (EOG) and end-of-course (EOC) tests, which are aligned to the North Carolina *Standard Course of Study* in English Language Arts (Reading) and Mathematics, and the North Carolina *Essential Standards* in Science for all public schools in North Carolina.

The report provides the percentage of students (disaggregated) who scored:

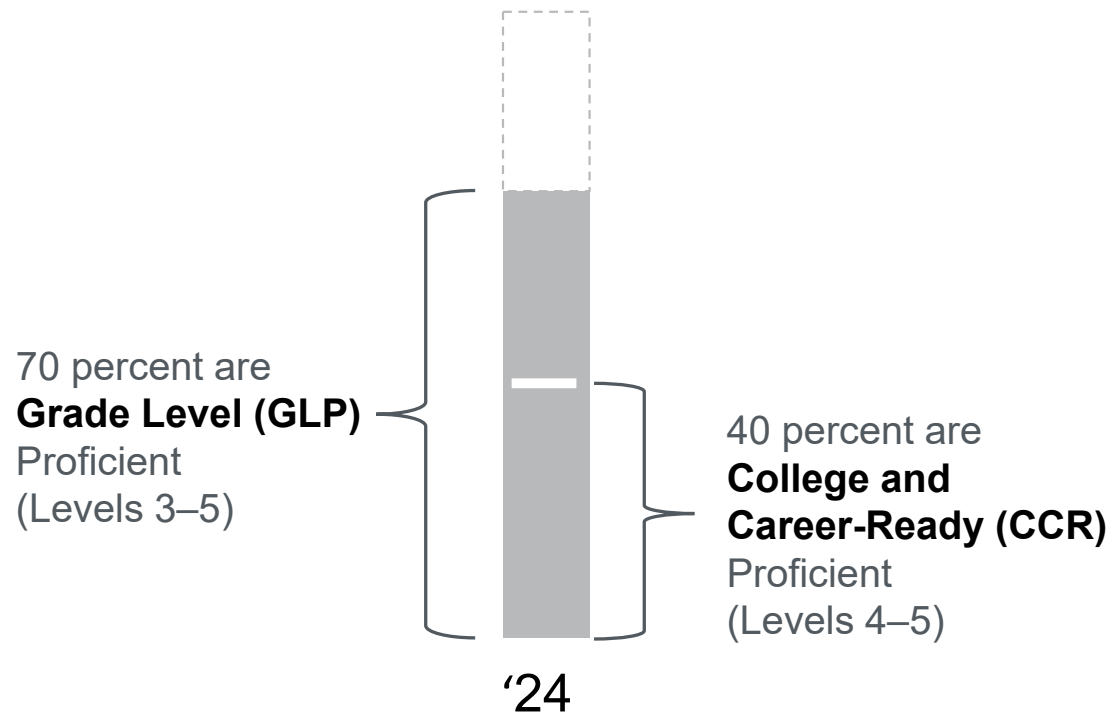
- Level 3 and above (grade-level proficiency, GLP)
- Level 4 and above (college-and-career readiness, CCR)
- At each academic achievement level



## TESTING

# How to Read the Next Set of Charts

Imagine 100 Students



If 2024 Grade Level Proficiency is highest in last three years, the bar is blue.



TESTING

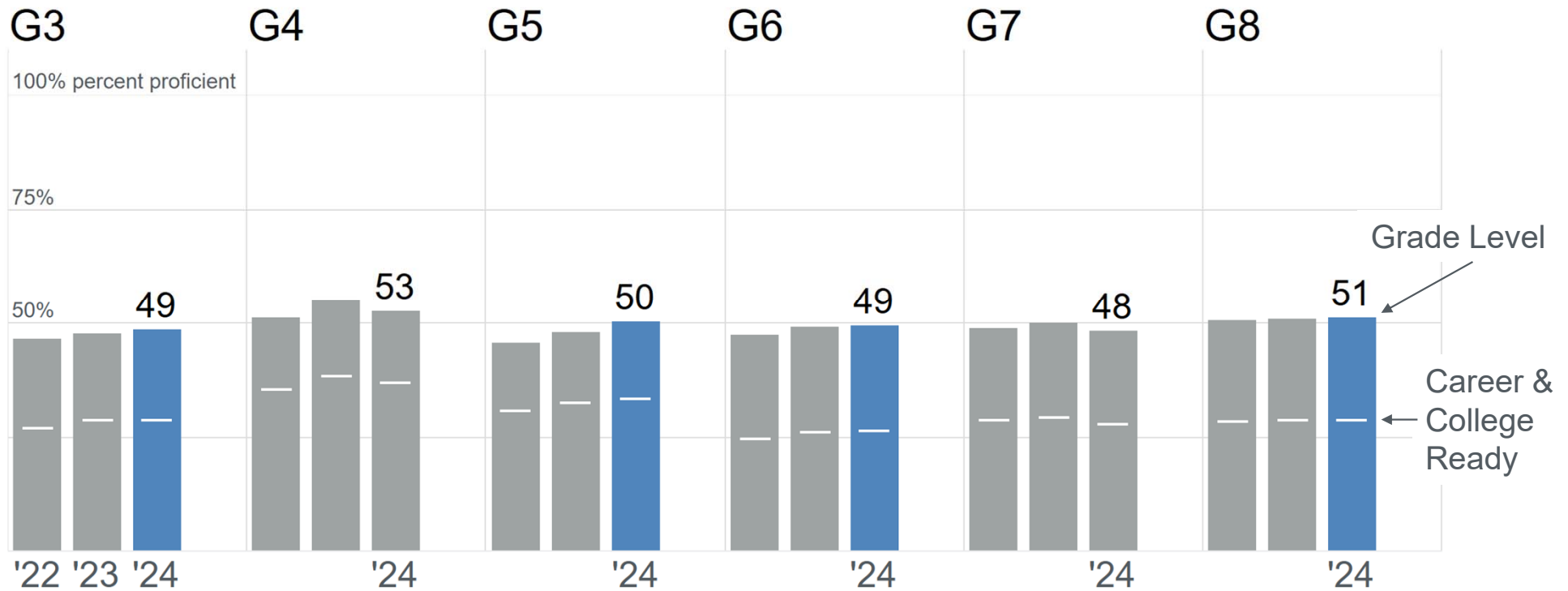
Chart | [Table](#)



# End-of-Grade Reading

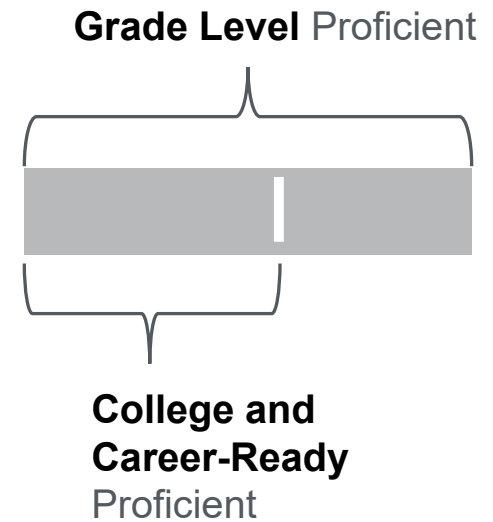
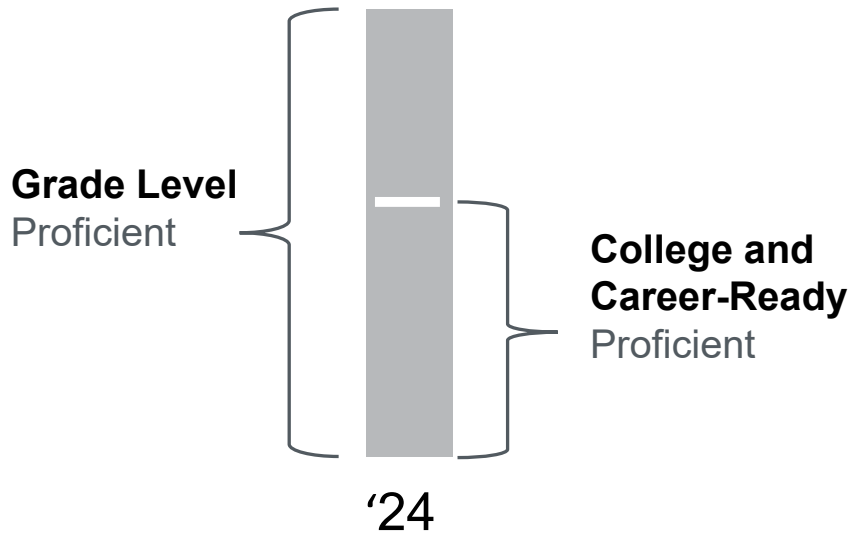
Percentage of students proficient by grade and year

3-year high



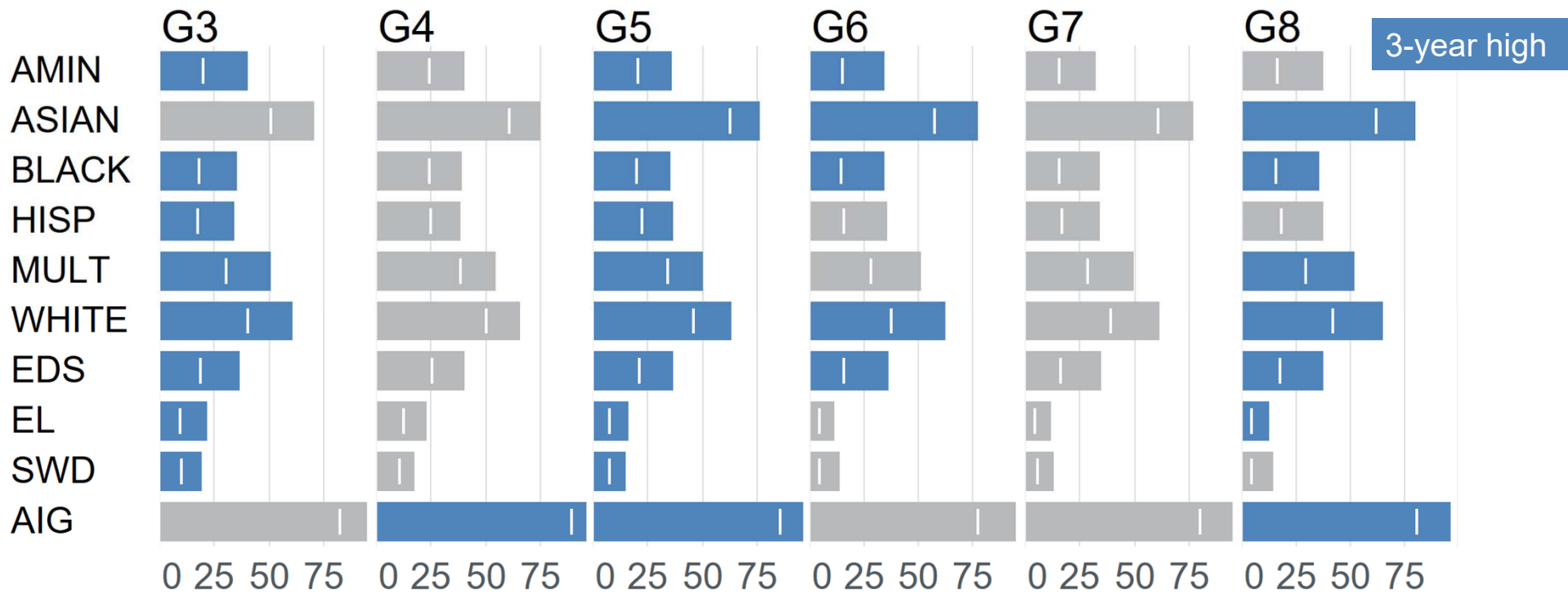
TESTING

# Same idea, now horizontal.



# End-of-Grade Reading: Subgroups

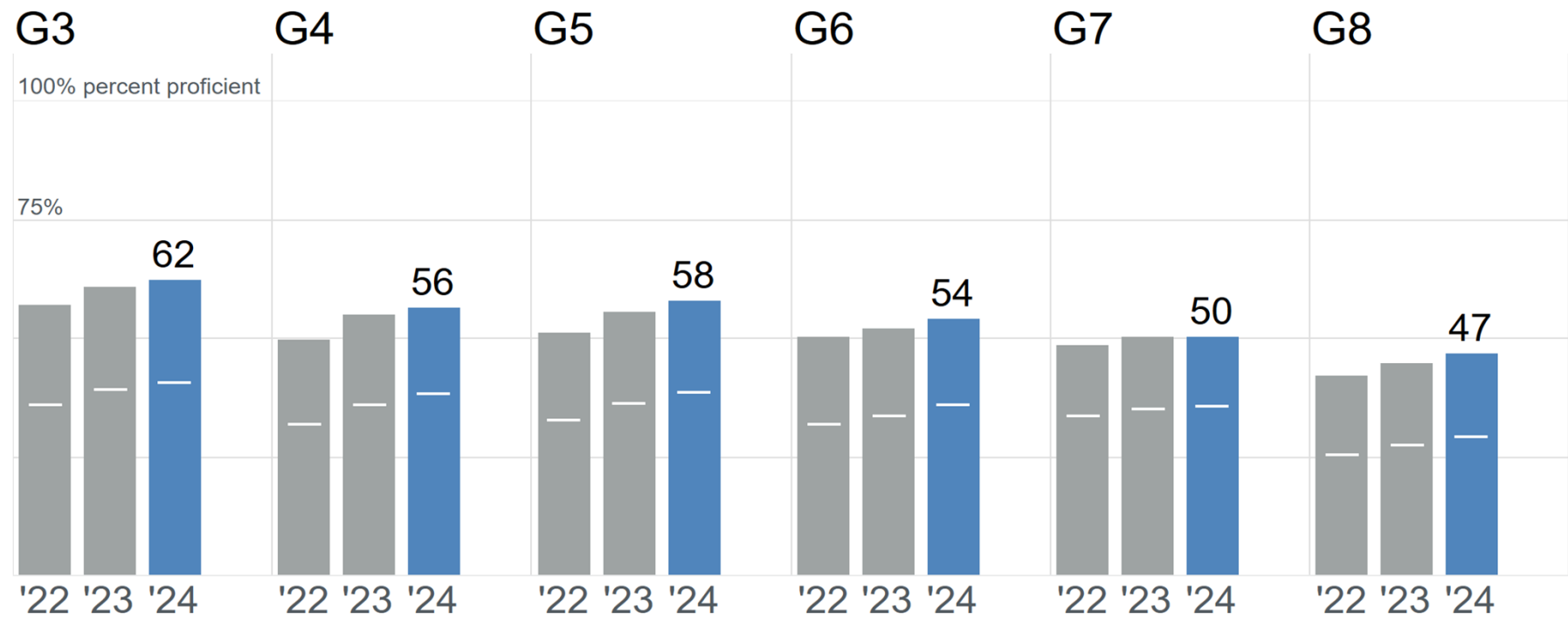
Percentage of students proficient by grade and subgroup, 2023–24





# End-of-Grade Mathematics

Percentage of students proficient by grade and year

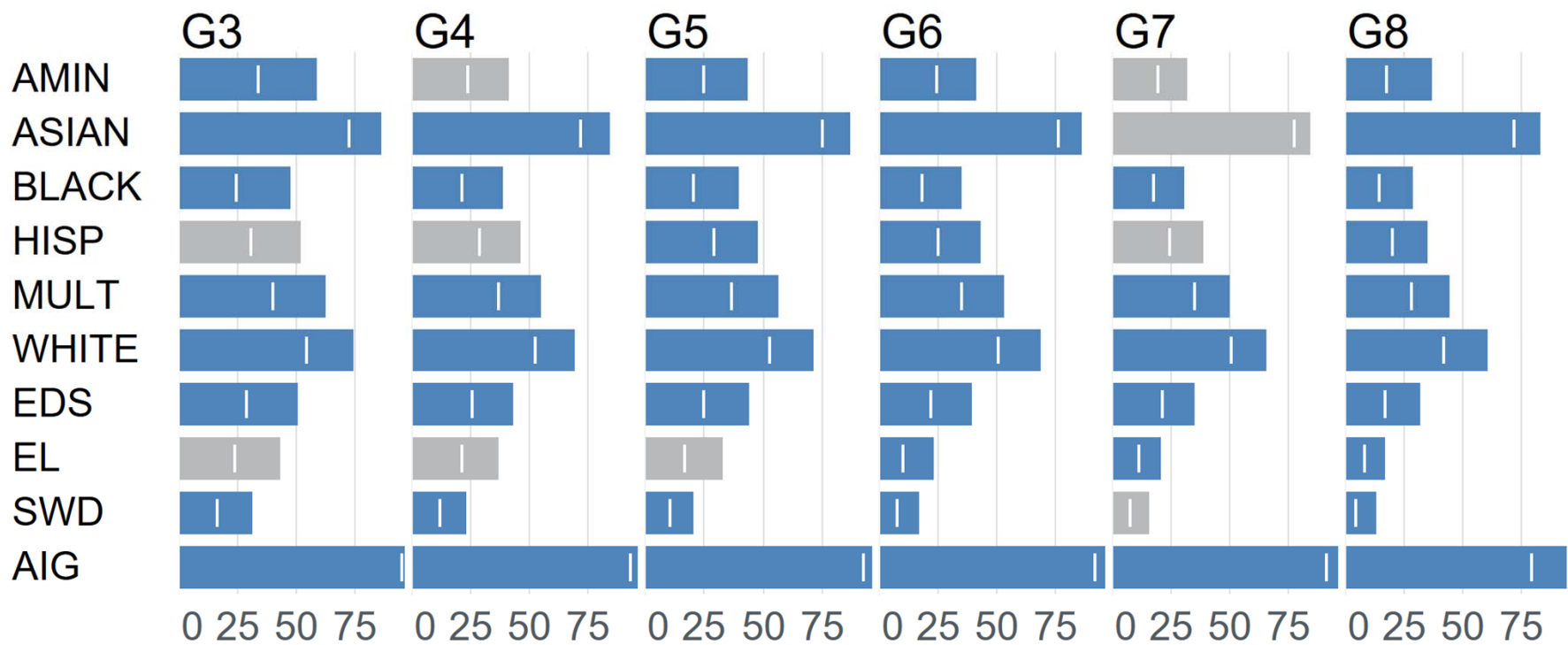


End-of-grade mathematics grade 8 includes students in grade 8 who took NC Math 1.



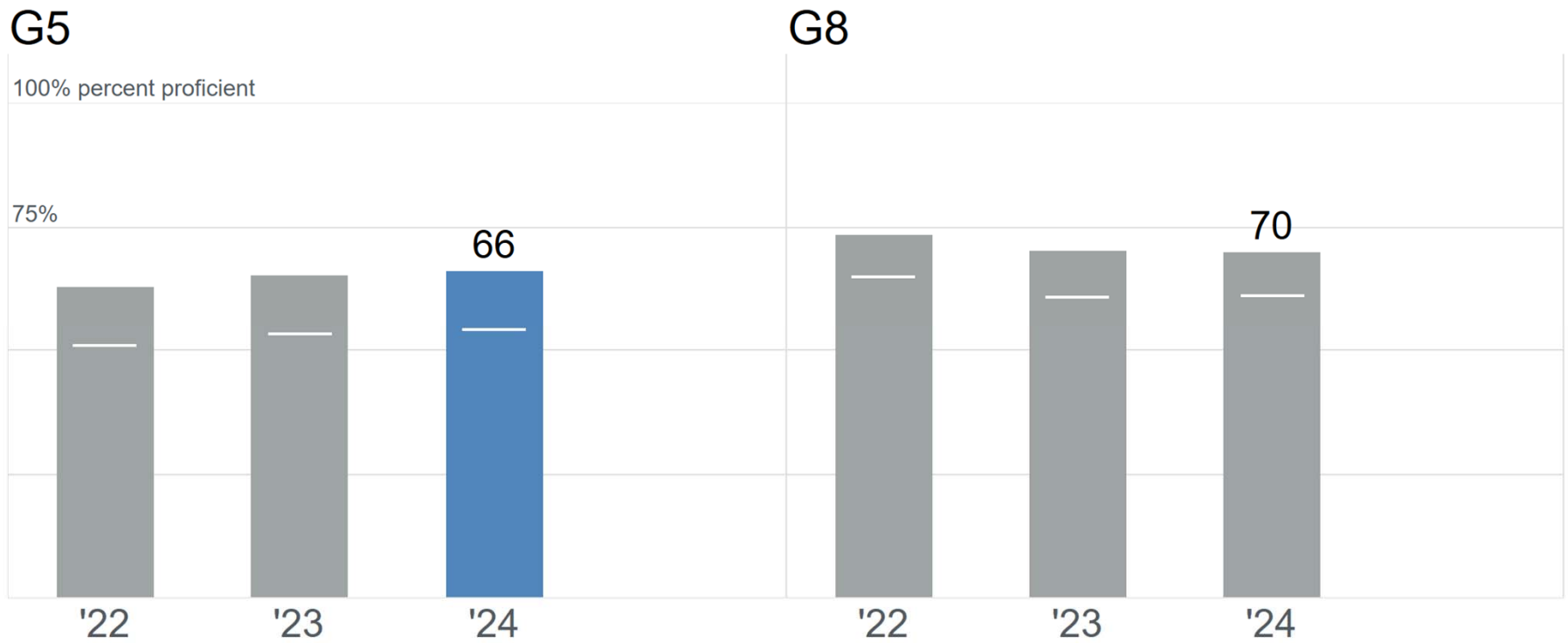
# End-of-Grade Mathematics: Subgroups

Percentage of students proficient by grade and subgroup, 2023–24



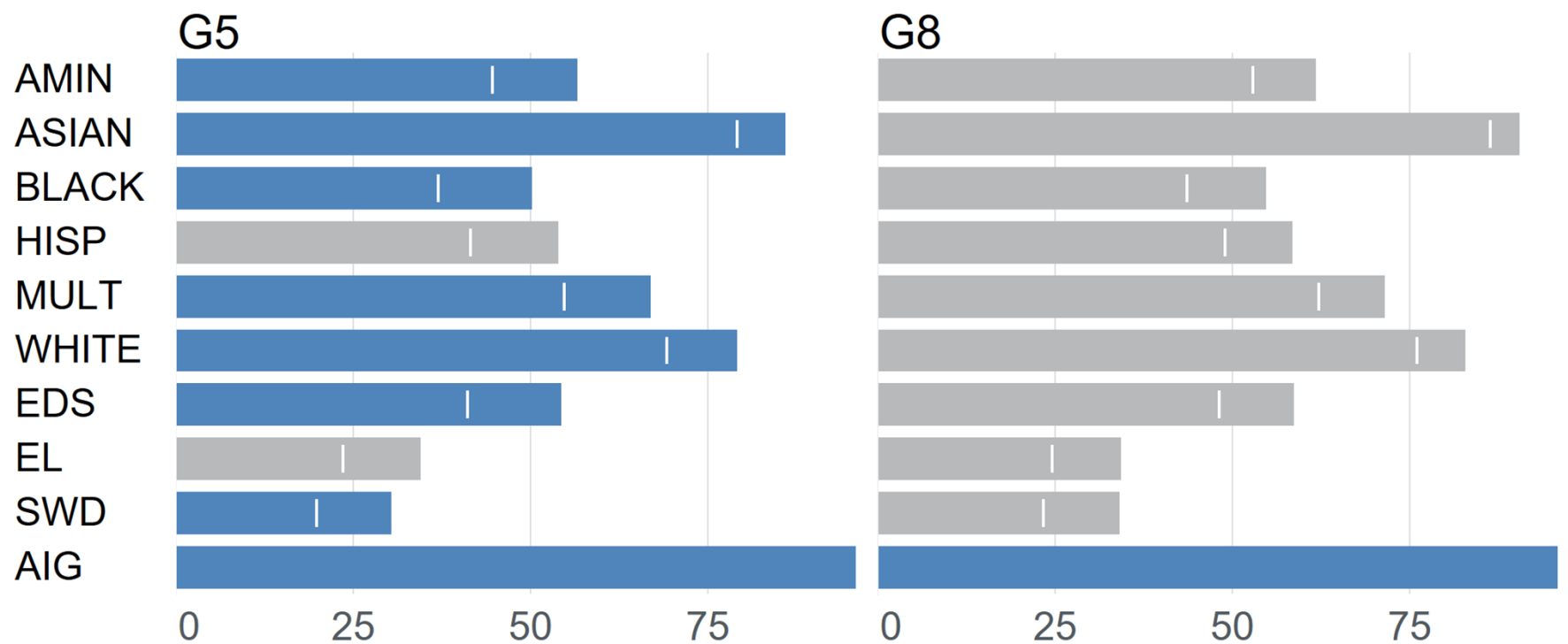
# End-of-Grade Science

Percentage of students proficient by grade and year



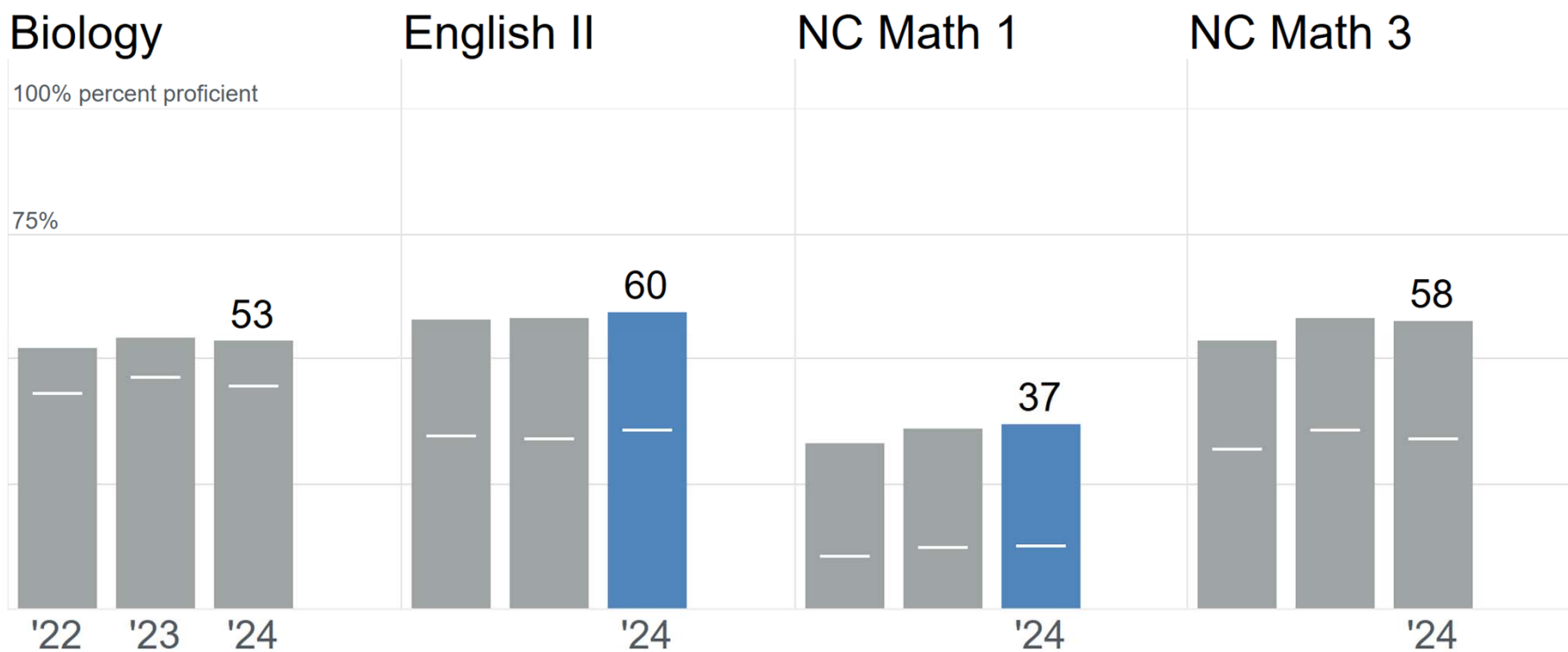
# End-of-Grade Science: Subgroups

Percentage of students proficient by grade and subgroup, 2023–24



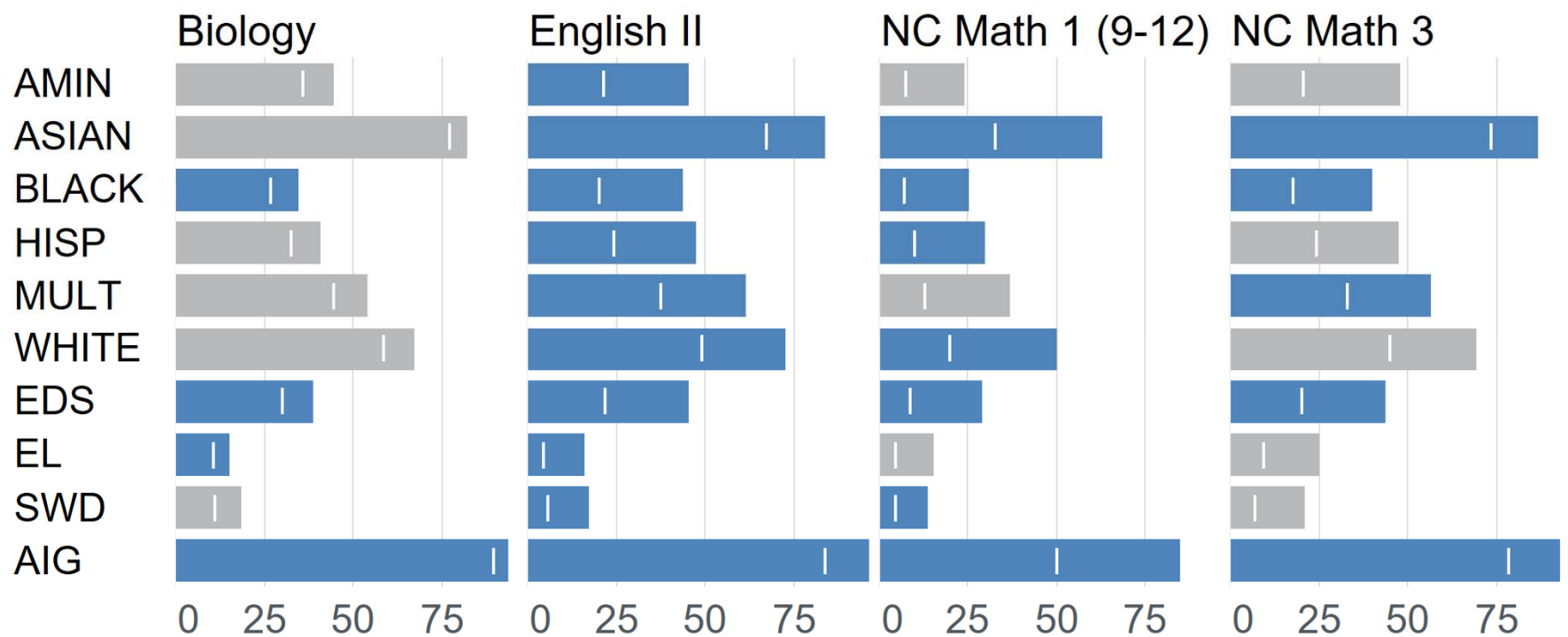
# End-of-Course

Percentage of students proficient by subject and year



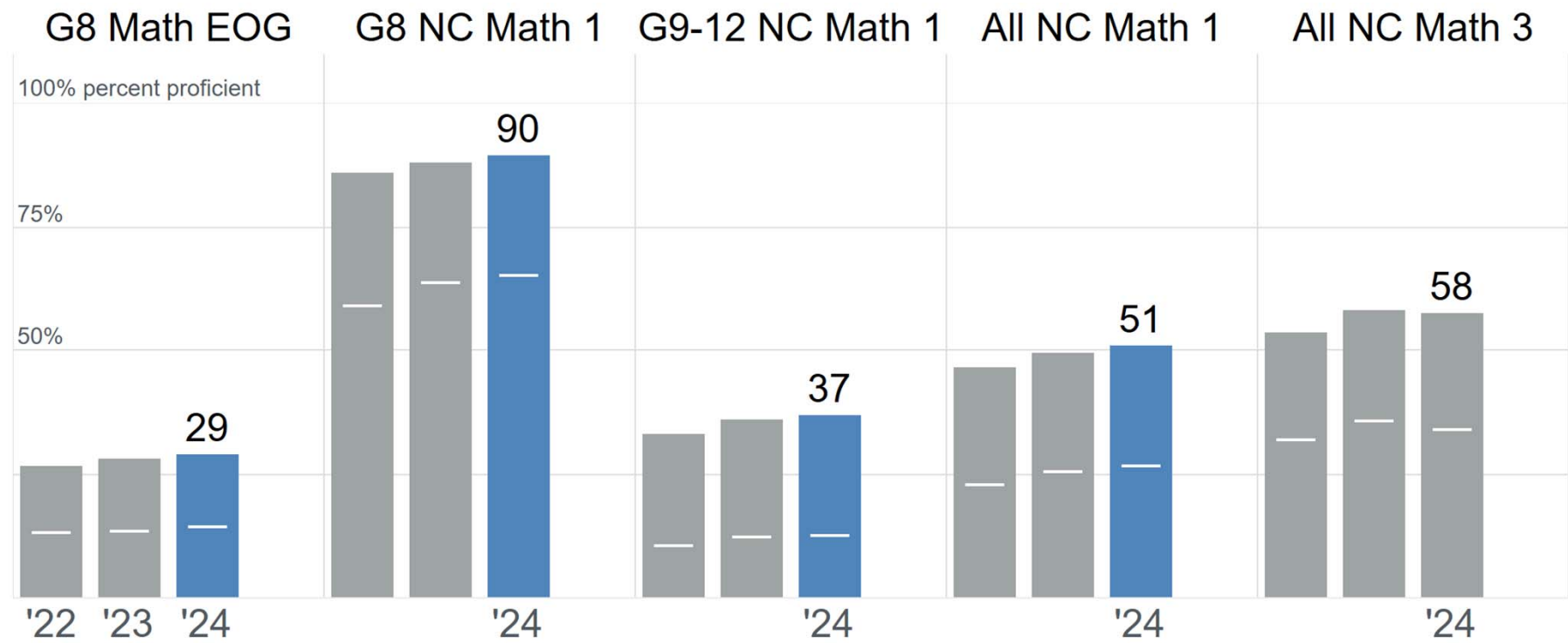
# End-of-Course: Subgroups

Percentage of students proficient by subject and subgroup, 2023–24



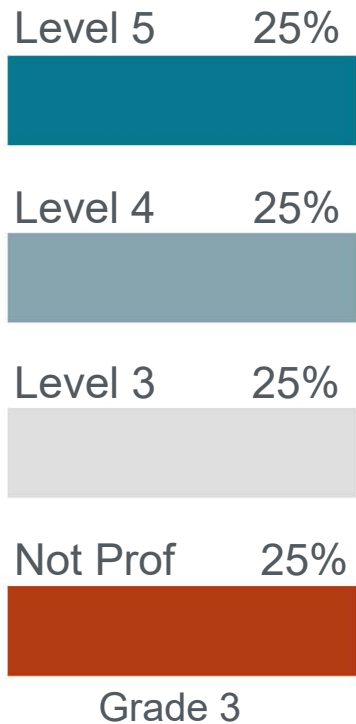
# Grade 8 & High School Mathematics

Percentage of students proficient in Grade 8 and High School



## TESTING

# How do students progress in proficiency?



### An Example

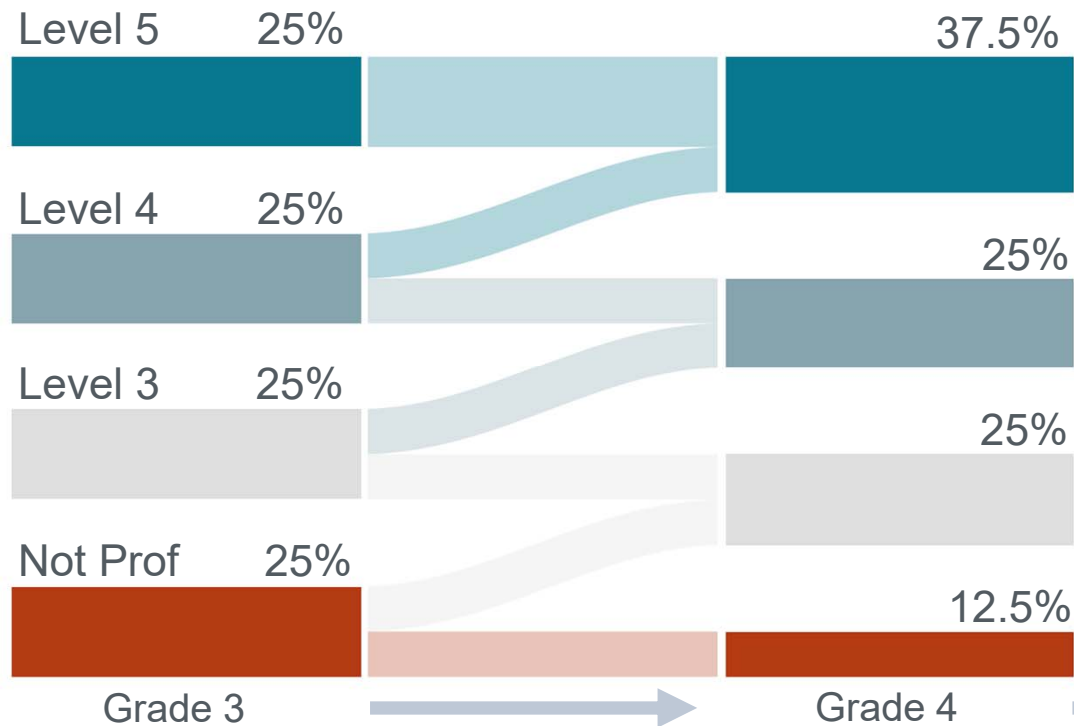
Imagine a cohort of students in 3<sup>rd</sup> grade. They have taken an EOG, and they are split evenly across proficiency levels.





## TESTING

The next year, another EOG.



About half move up one level.

The other half stays.

Trace the lighter curves.

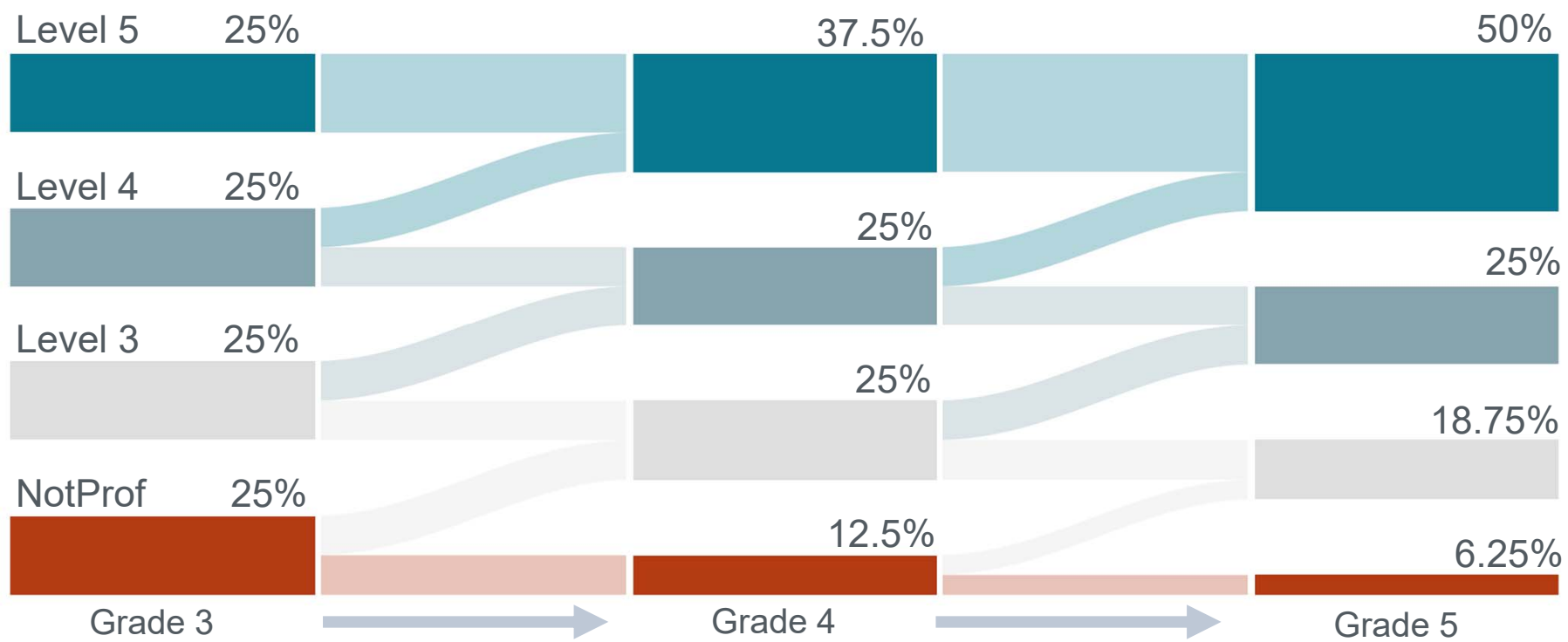
The rectangles show where everyone lands at end of 4<sup>th</sup> grade.

This is only an **example**.



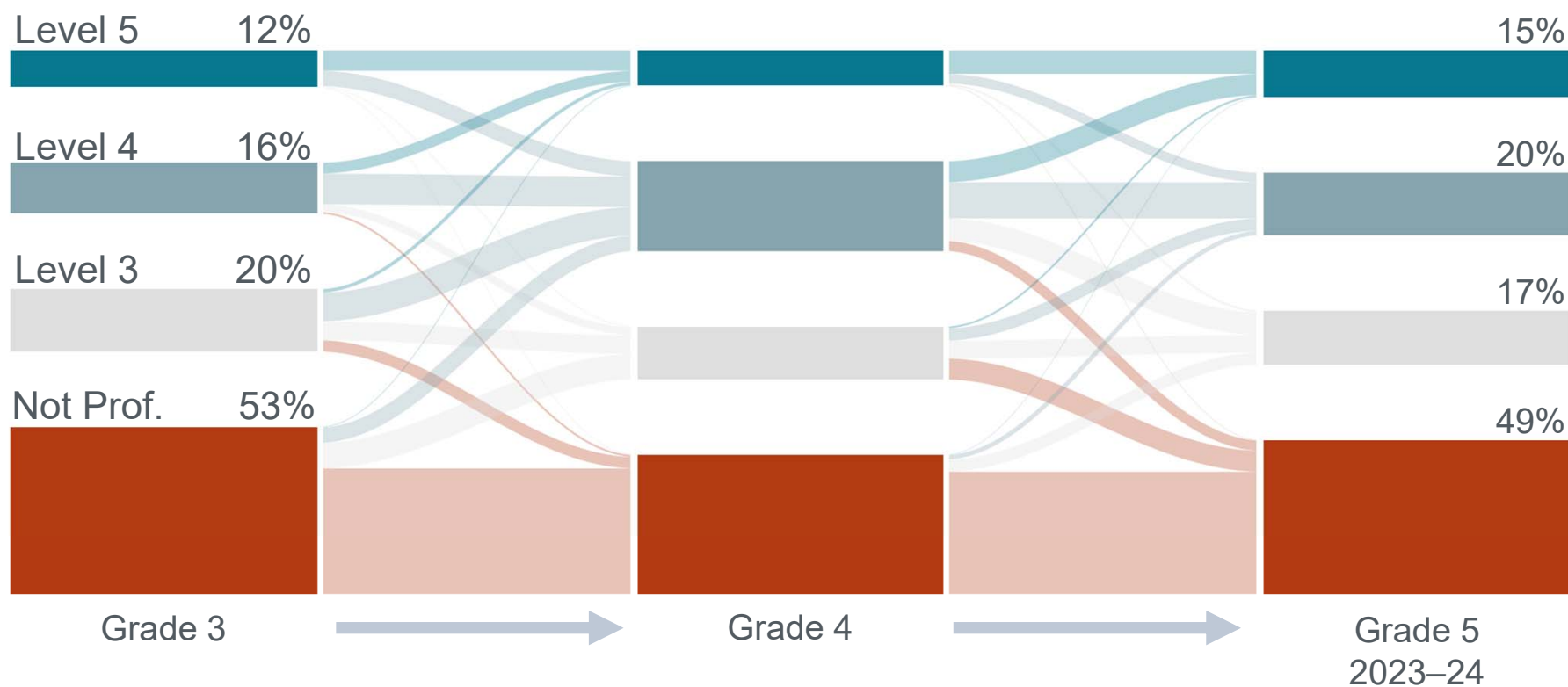
## TESTING

And again in 5<sup>th</sup> grade. Still an **example**.



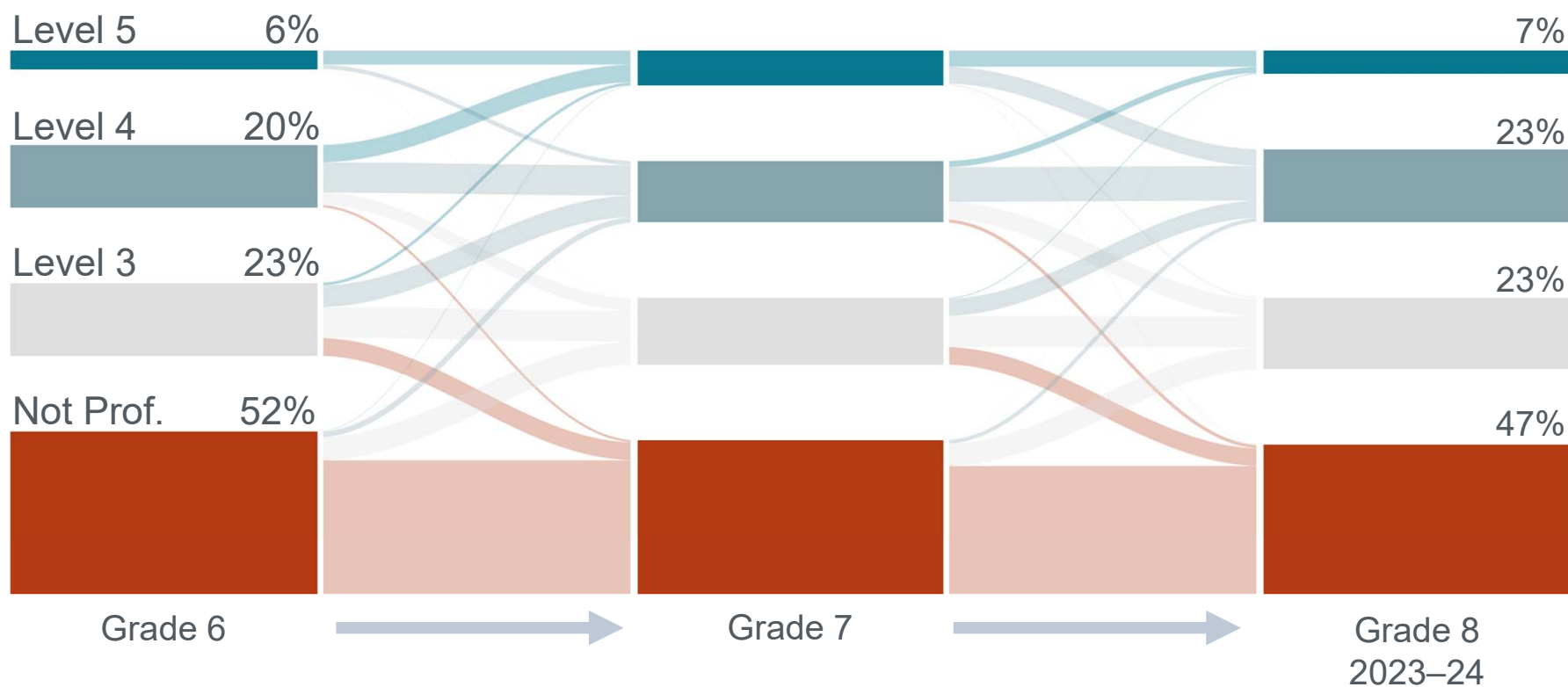
# Cohort Progress: Reading Grades 3–5

Re-tracing proficiency status of 2023–24 5<sup>th</sup> graders from 3<sup>rd</sup> grade



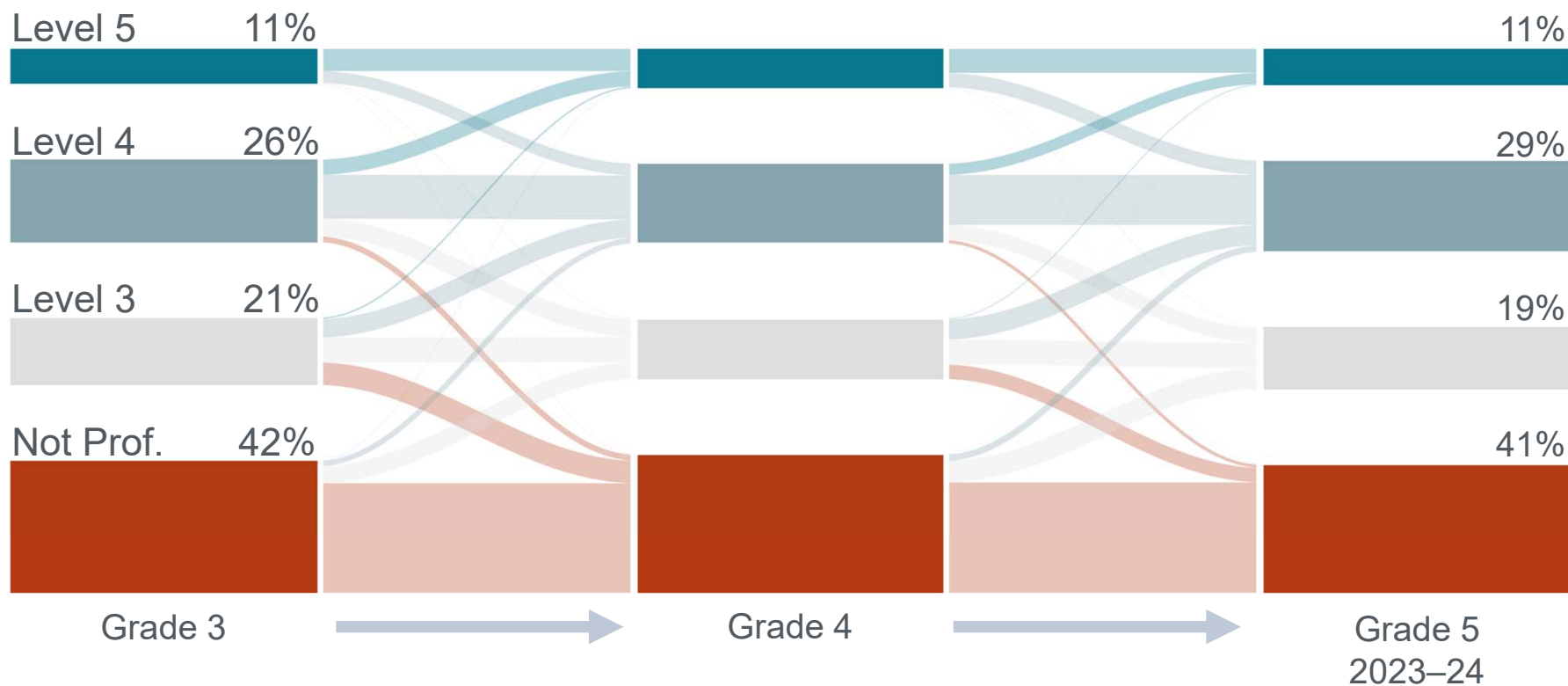
# Cohort Progress: Reading Grades 6–8

Re-tracing proficiency status of 2023–24 8<sup>th</sup> graders from 6<sup>th</sup> grade



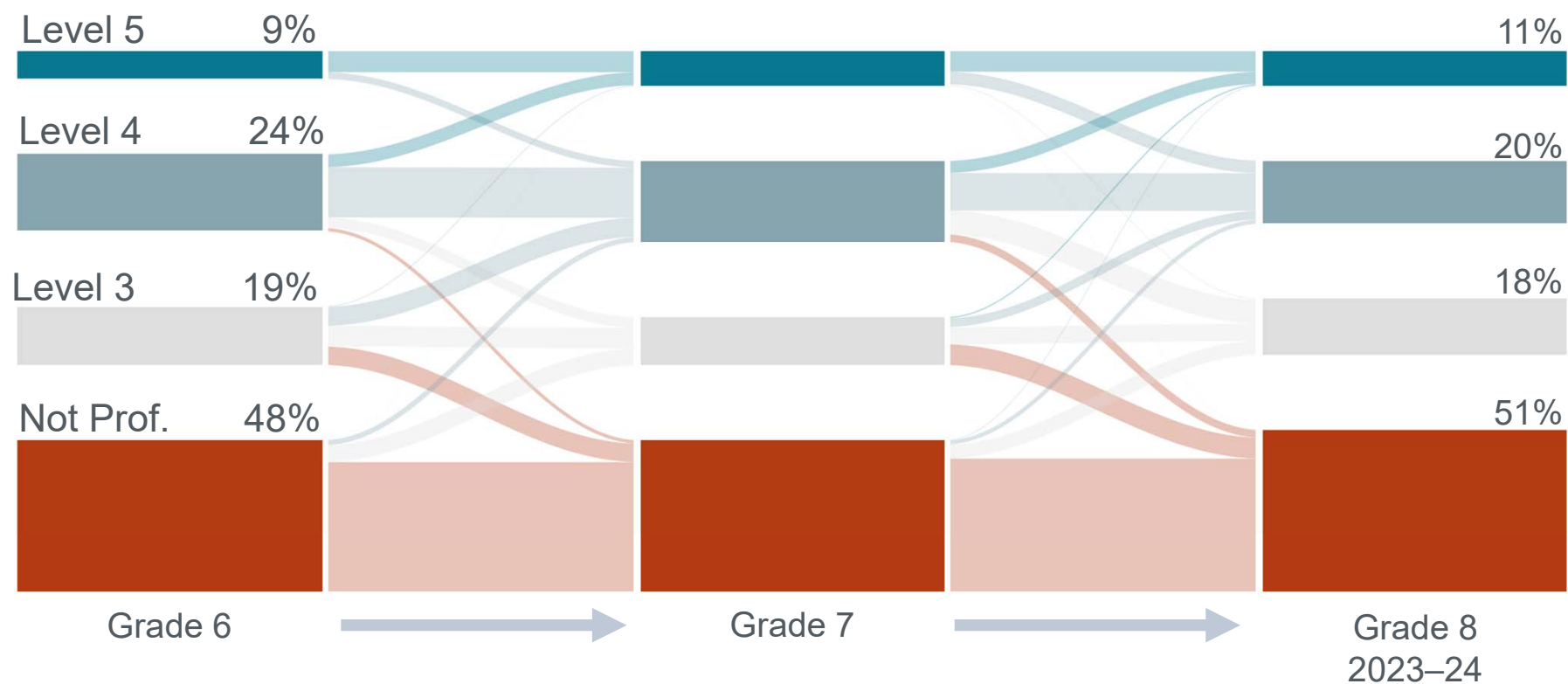
# Cohort Progress: Math Grades 3–5

Re-tracing proficiency status of 2023–24 5<sup>th</sup> graders from 3<sup>rd</sup> grade



# Cohort Progress: Math Grades 6–8

Re-tracing proficiency status of 2023–24 8<sup>th</sup> graders from 6<sup>th</sup> grade



- Participation
- Testing Results
- ▶ **ACT & WorkKeys**
- English Learner
- School Growth
- School Performance Grades
- Alternative Schools
- Cohort Graduation Rate
- Long-Term Goals
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- Data Access

# ACT & WorkKeys



## Note

**ACT** measures English, reading, mathematics, and science.

- NCDPI reports the percentage of eleventh graders who have a composite score of at least 19 (UNC system admission minimum).

**WorkKeys** measures job skills in applied reading, writing, mathematics and essential employability skills.

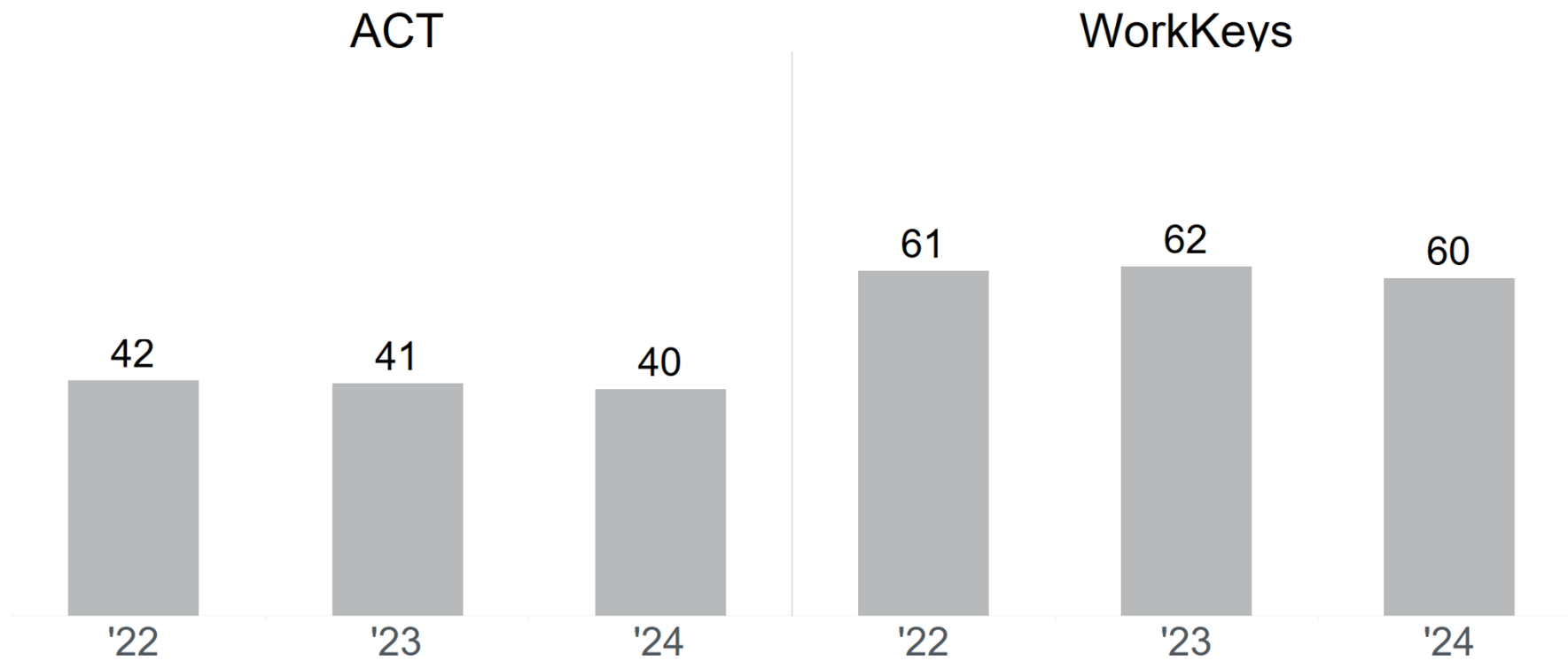
- NCDPI reports the percentage of twelfth grade Career and Technical Education Concentrators who achieved a Silver Certificate or better.





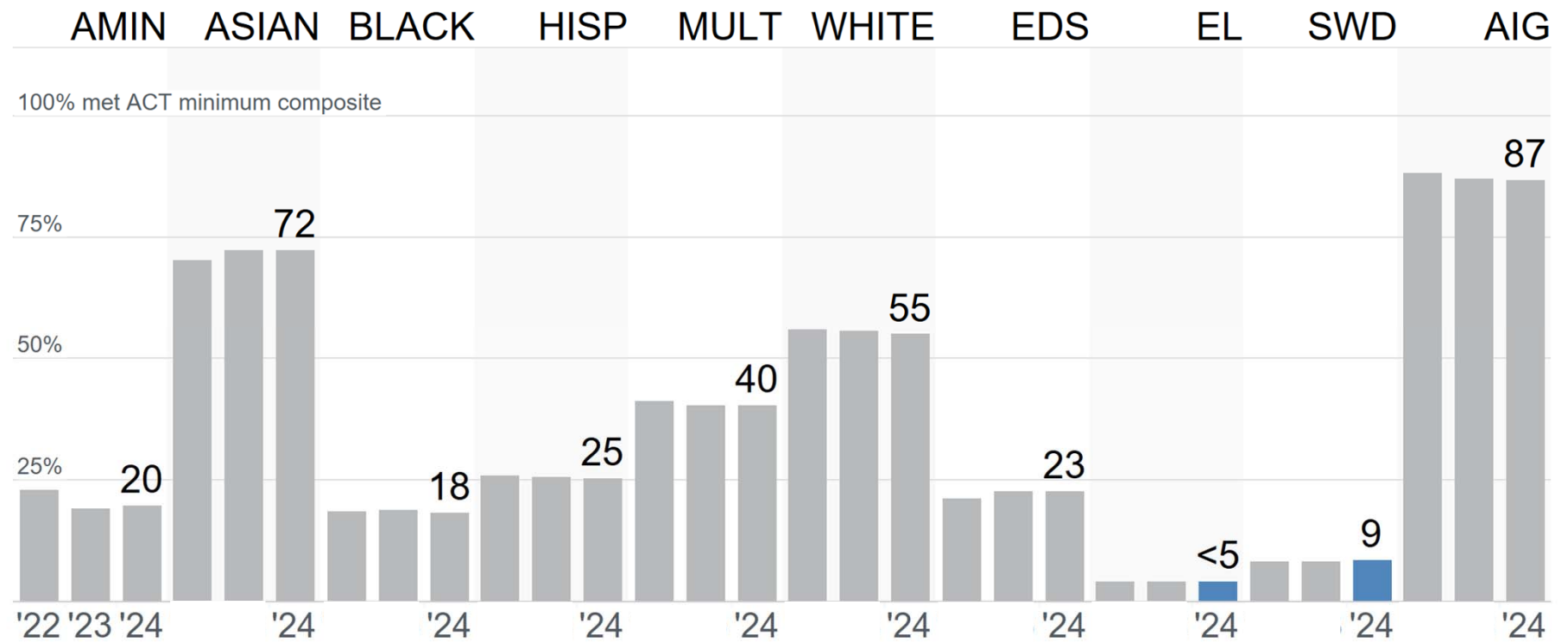
# Grade 11 ACT and Grade 12 WorkKeys

Percentage of students meeting minimum score



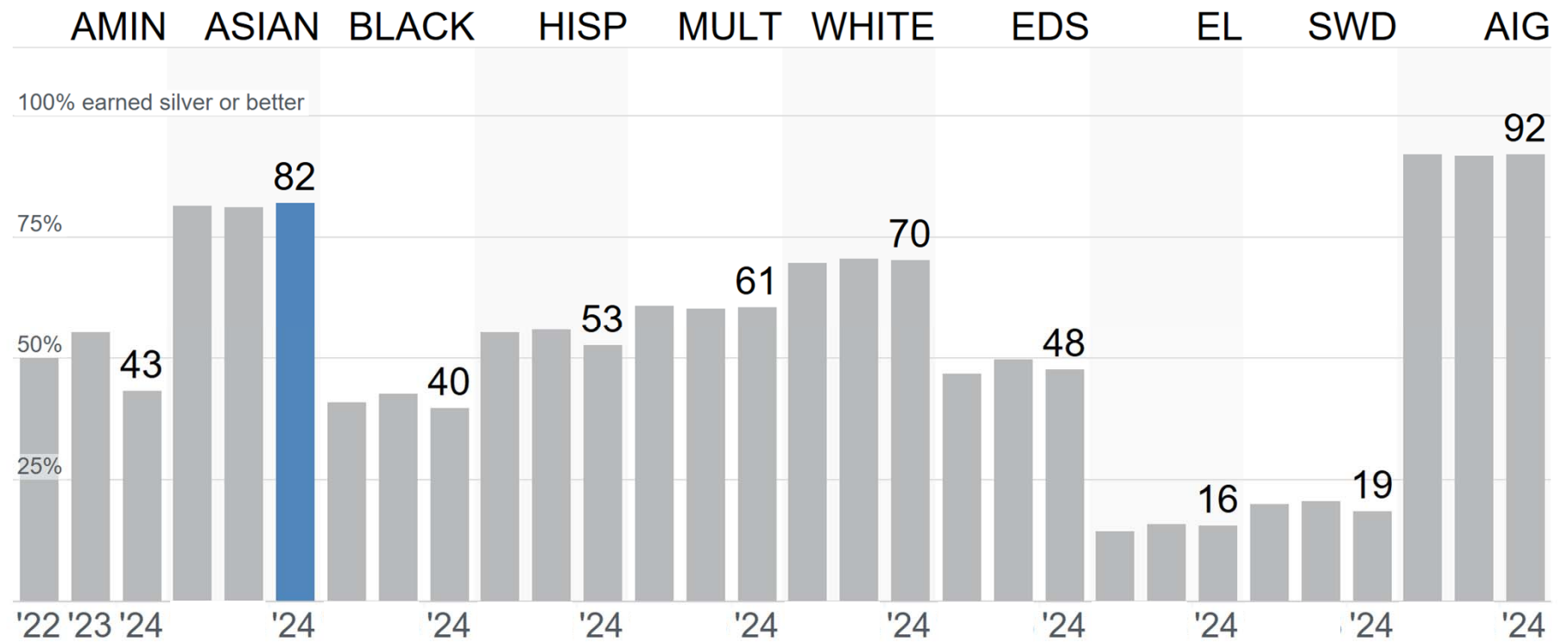
# Grade 11 ACT: Subgroups

Percentage of students meeting minimum ACT composite score



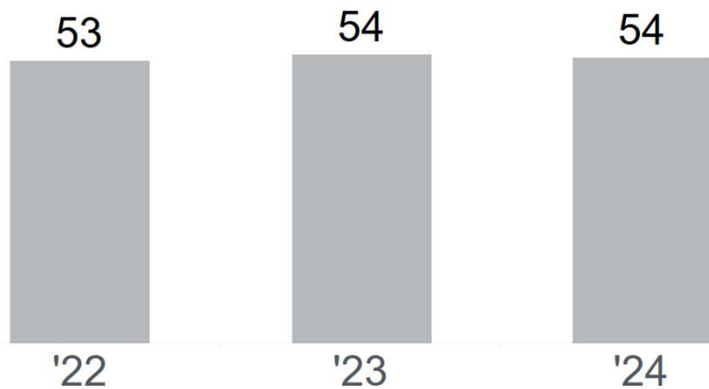
# Grade 12 WorkKeys: Subgroups

Percentage of students earning silver or better

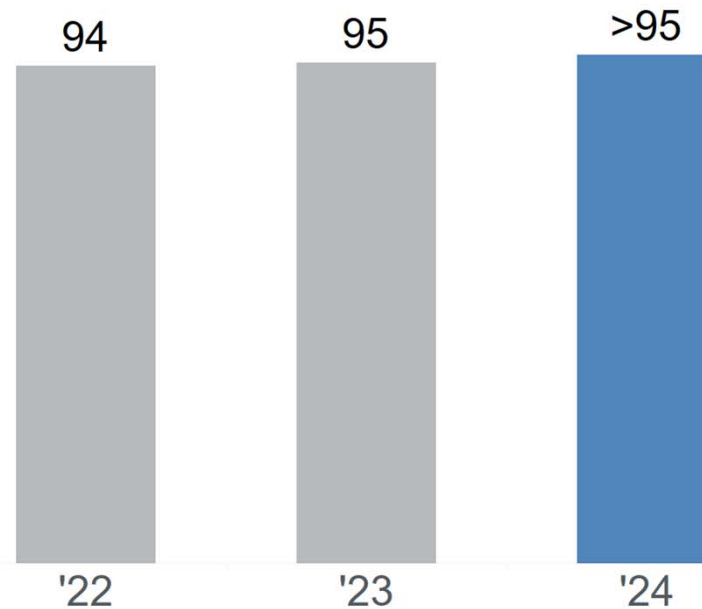


# State Results for Other Indicators

ACT & WorkKeys Combined



Math Course Rigor



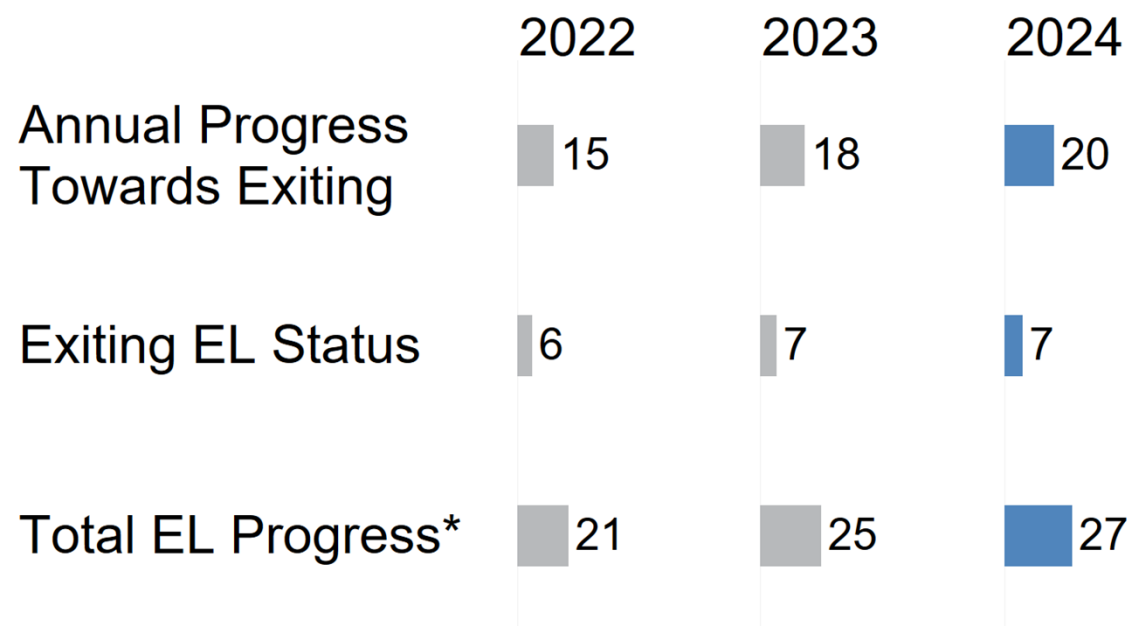
Participation  
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▶ **English Learner**  
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# English Learner



# English Learner Progress

Percentage of students progressing through and exiting English Learner status



Identified English learners take the English proficiency tests annually to monitor progress, and to determine if students may exit such status.

\* Total EL Progress consists of students that met annual progress plus students that exited English learner status. The Total EL Progress value is used for School Performance Grade calculations and the English Learner Progress long-term goal.



Participation  
Testing Results  
ACT & WorkKeys  
English Learner

▶ **School Growth**

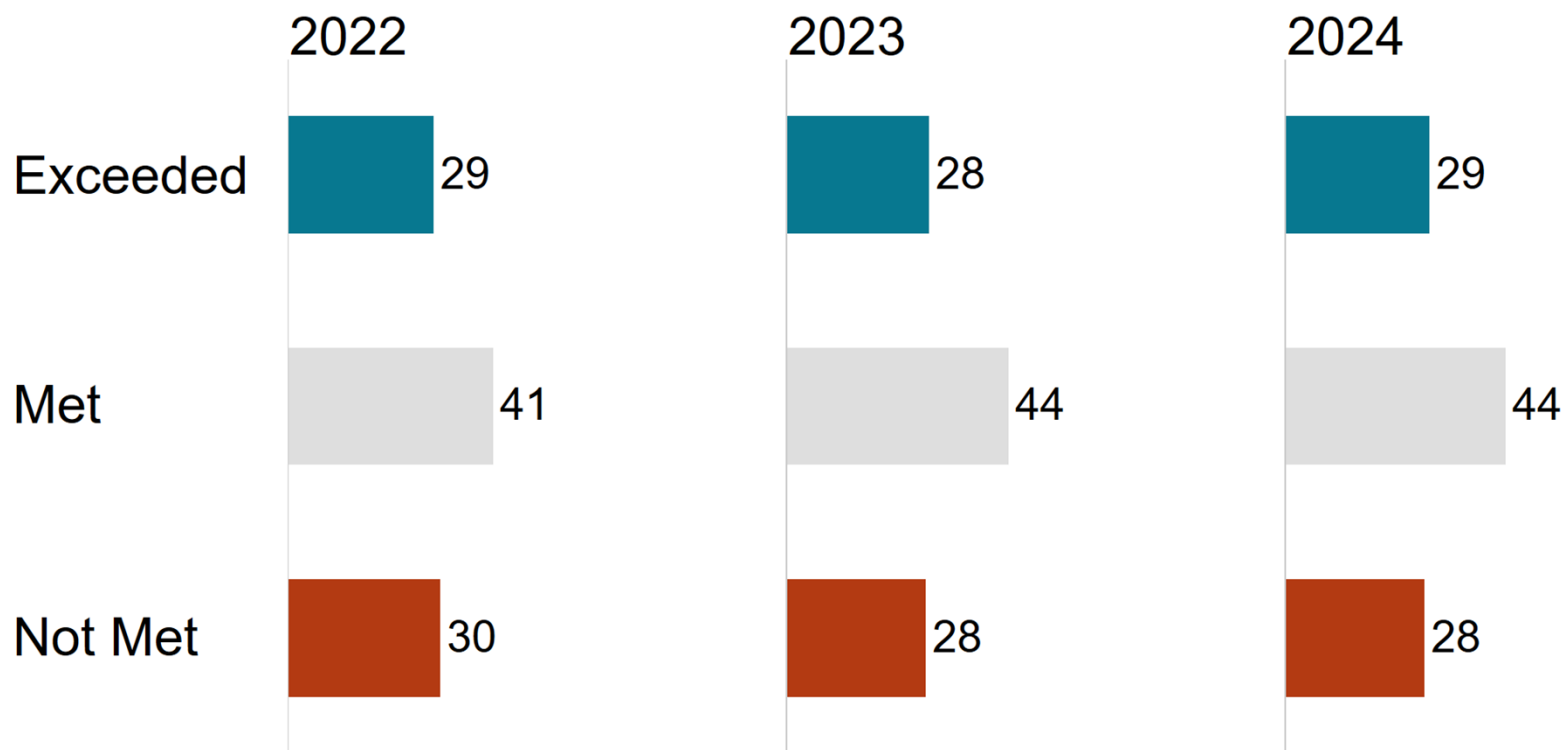
School Performance Grades  
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# School Growth



# Growth Status

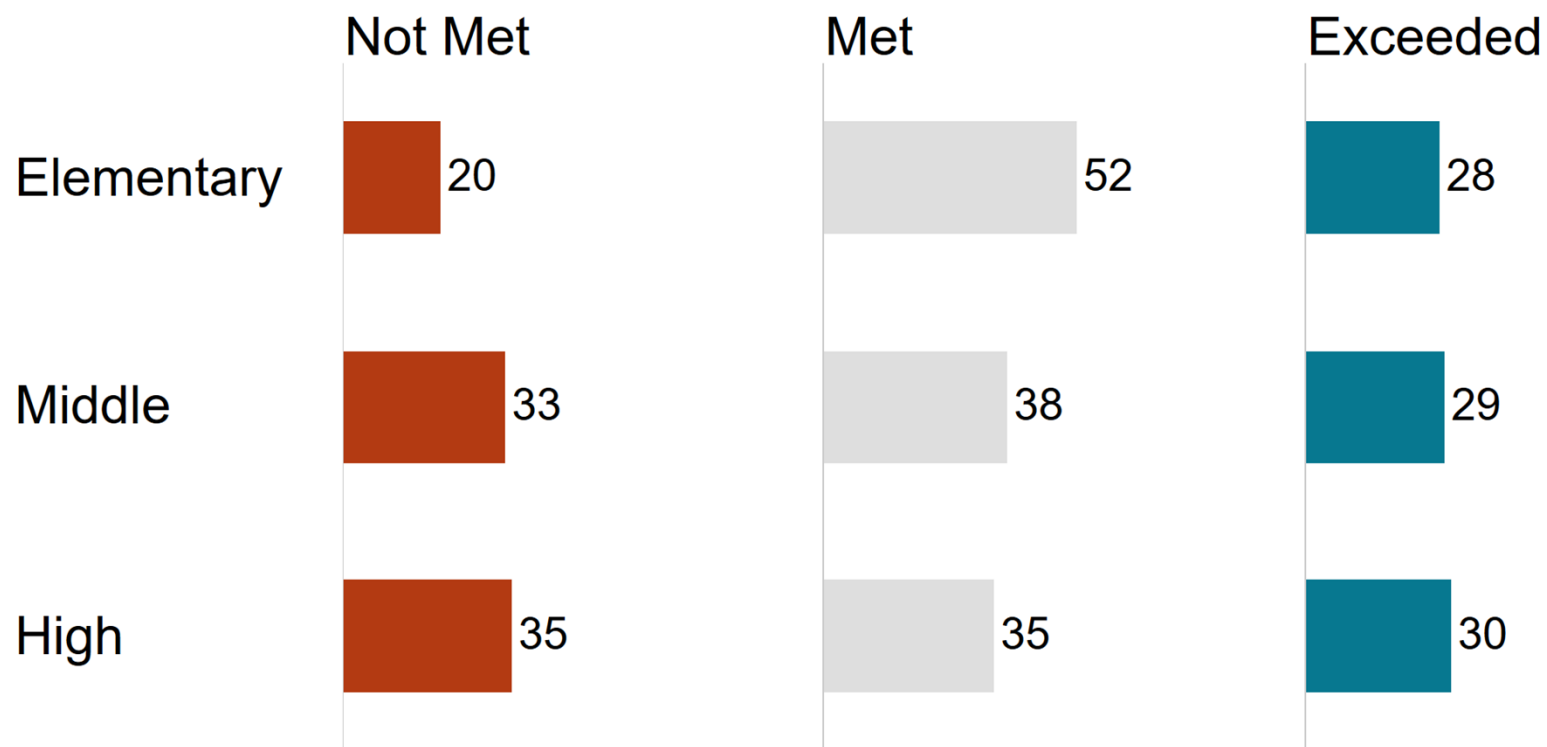
Percentage of schools that did not meet, met, or exceeded growth expectations





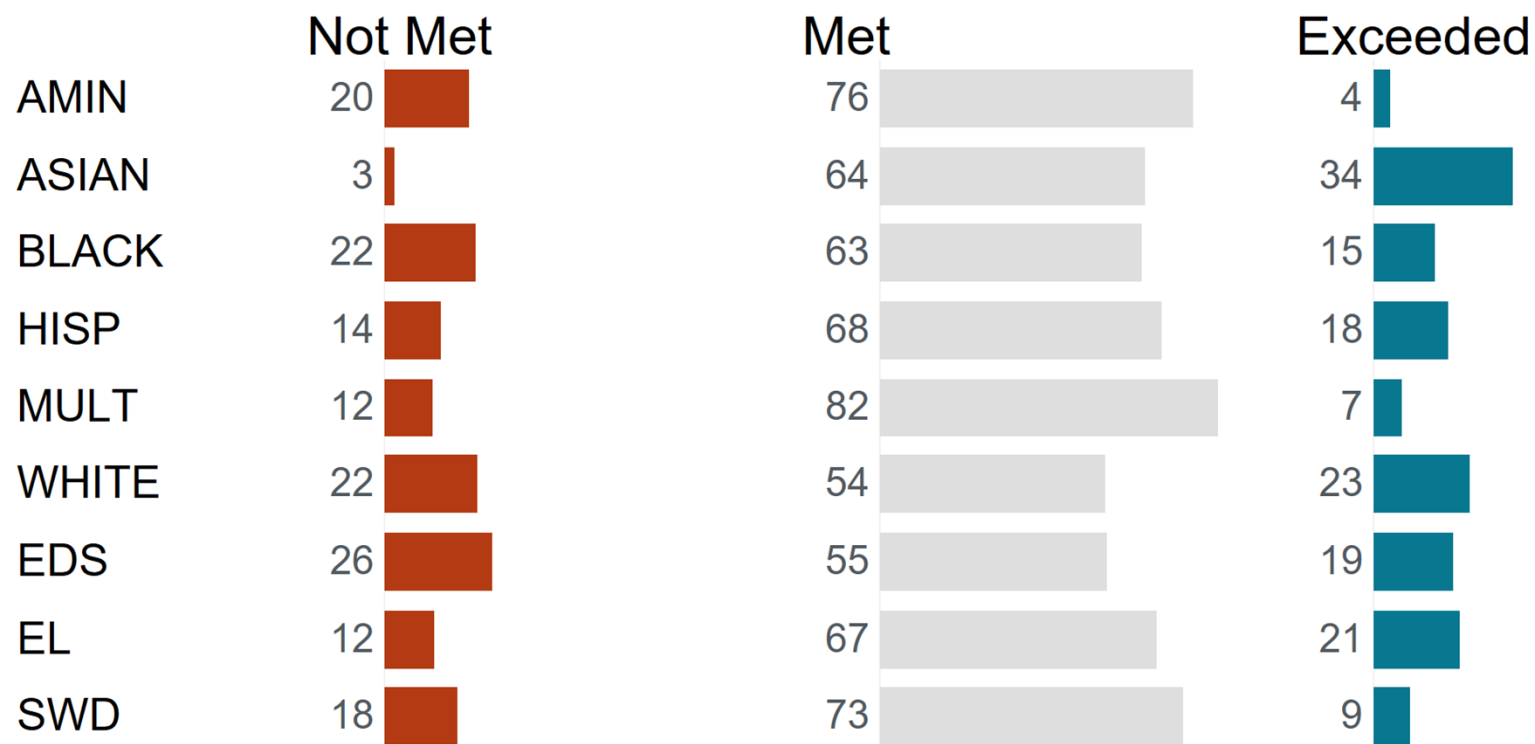
# By School Type

Percentage of schools by type and growth status, 2023–24



# By Subgroup

Percentage of all school subgroups by growth status, 2023–24



Participation  
Testing Results  
ACT & WorkKeys  
English Learner  
School Growth

► **School Performance Grades**

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Cohort Graduation Rate  
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# School Performance Grades



# Components

- Student achievement (80%) and growth (20%)
- Annual EOG mathematics and reading tests in grades three through eight, and science tests in grades five and eight (Level 3 and above)
- Annual EOC tests in NC Math 1, NC Math 3, and English II (Level 3 and above)
- Percentage of English Learners who meet the progress standard on the English Proficiency test
- Percentage of students who graduate within four years of entering high school (Four-Year Cohort Graduation Rate)



## SCHOOL PERFORMANCE GRADES

# School Quality or Student Success Indicators

- Growth for elementary and middle schools (mathematics, reading, and science). High school growth is included in the achievement indicator.
- Annual EOC assessment in biology for high schools (schools with grade nine or higher).
- Percentage of twelfth grade students who completed NC Math 3 with a passing grade.
- Percentage of twelfth grade students who scored 19 on the ACT composite or who met the Silver Certificate (or higher) on the WorkKeys assessment.



## SCHOOL PERFORMANCE GRADES

# Calculating the Grades

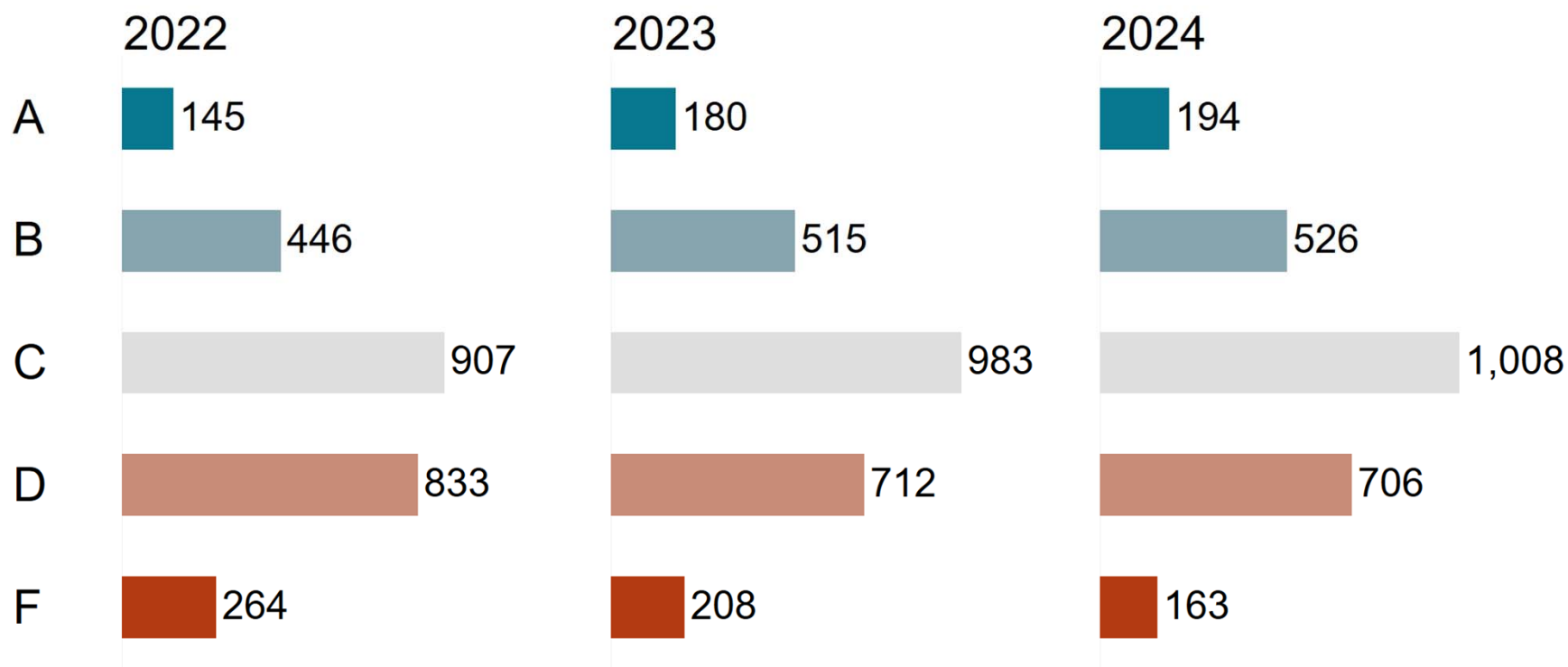
For an indicator to be included in the School Performance Grade calculation, there must be 30 students or data points. If a school has only one indicator, the School Performance Grade is calculated on that indicator.

The grade designations are set on a 15-point scale as follows:



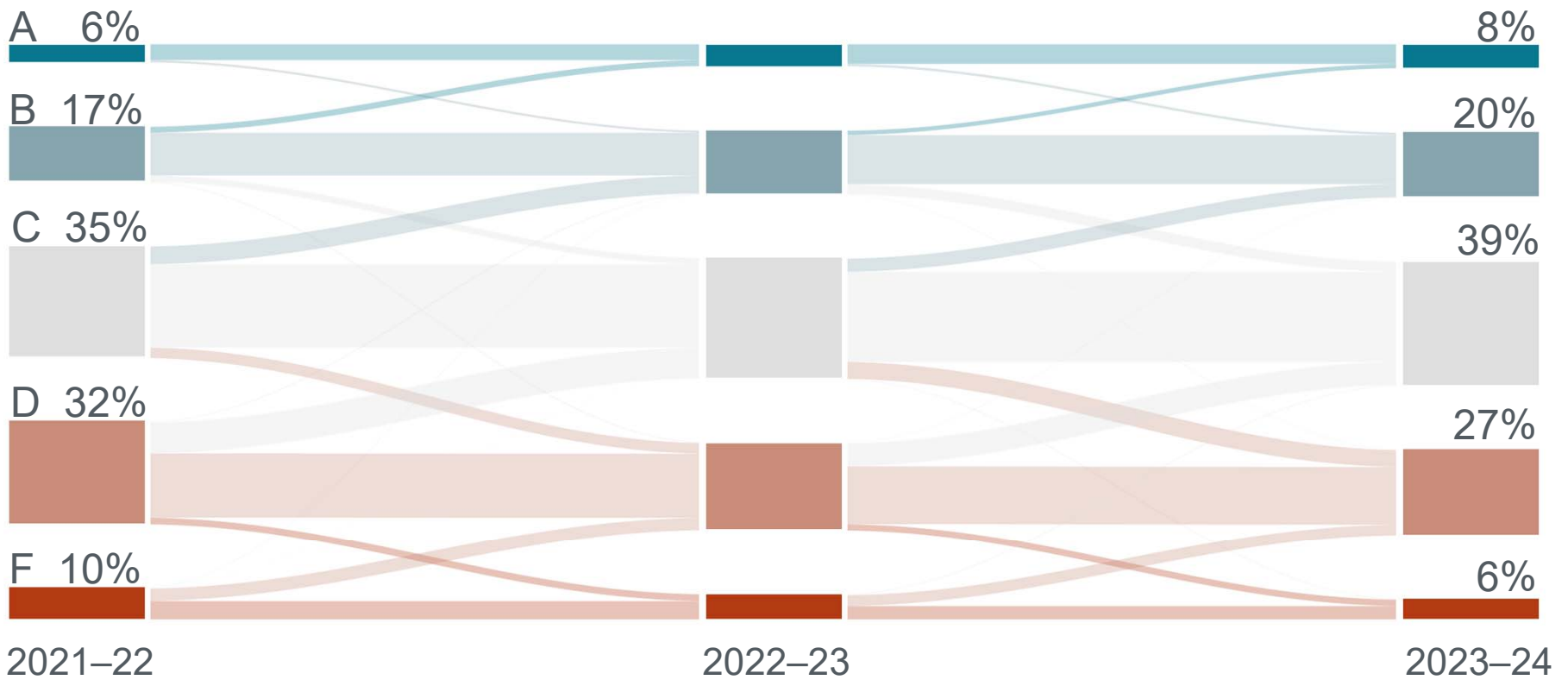
# SPG Annual Results

Number of schools by school performance grade and year



# SPG Progress

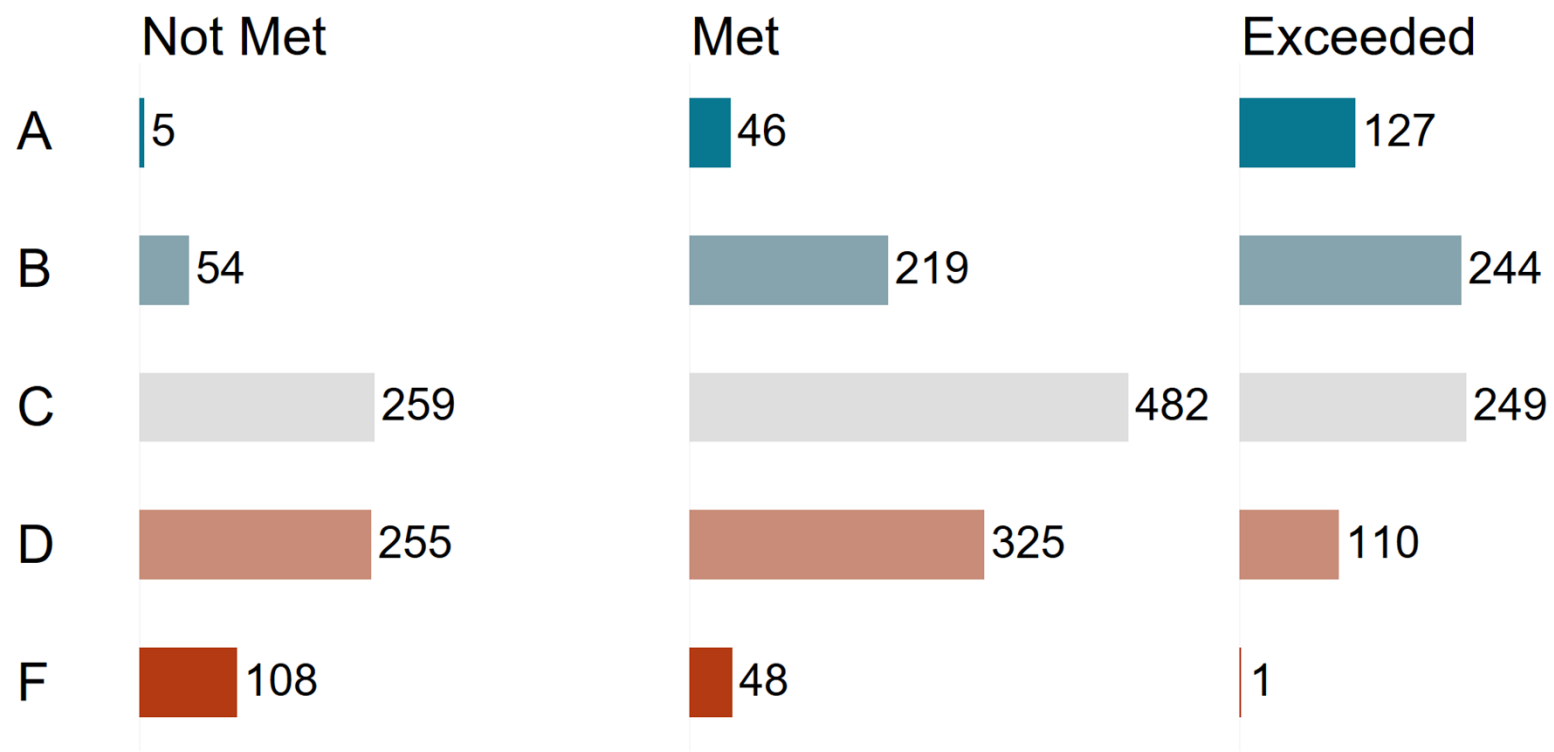
School paths over most recent three years





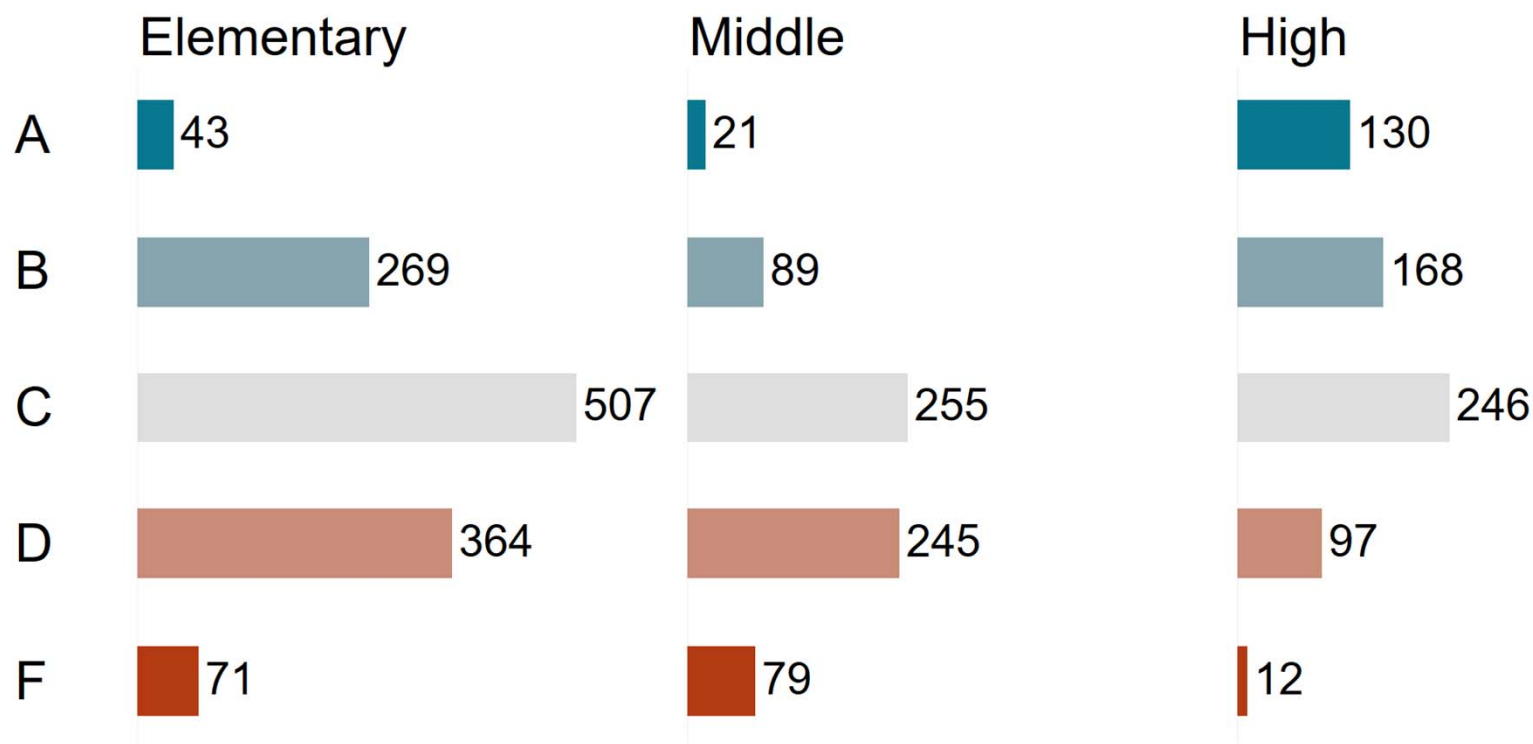
# By Growth Status

Number of schools by school performance grade and growth status, 2023–24



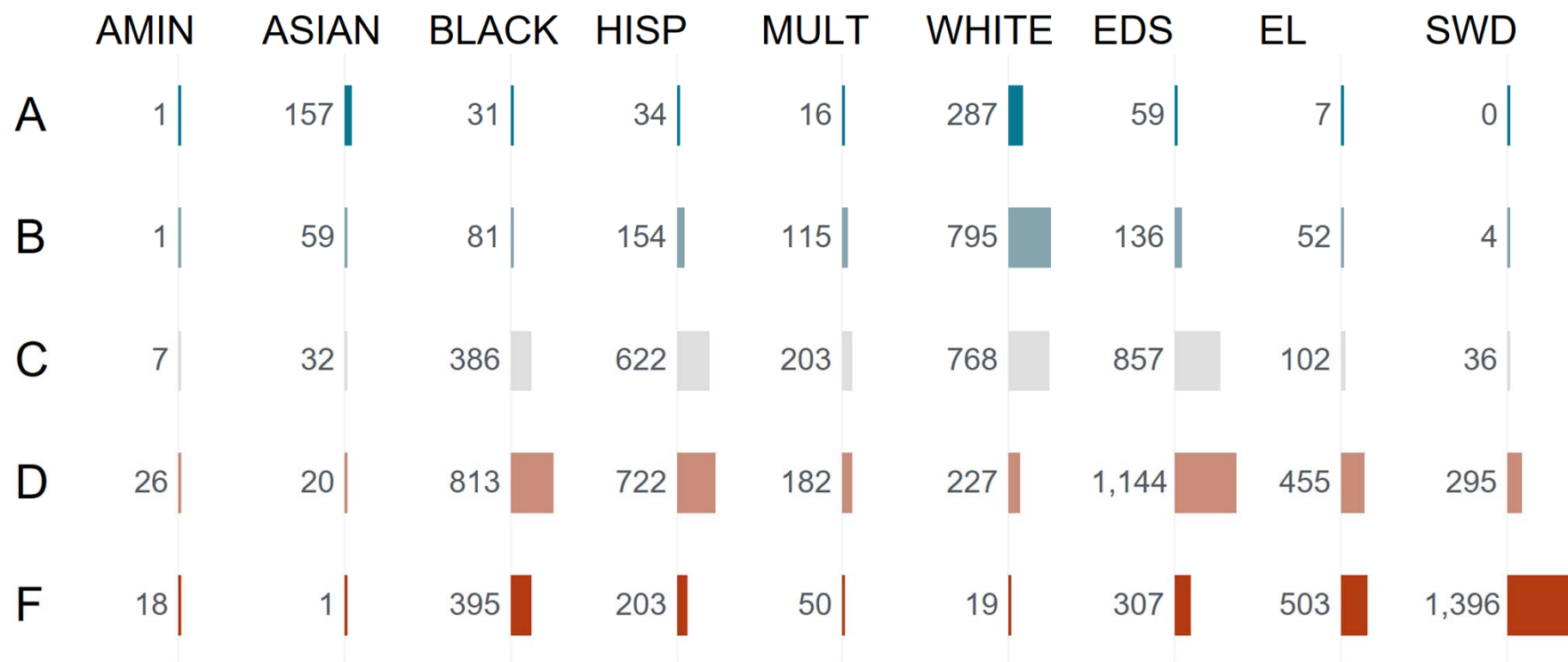
# By School Type

Number of schools by school performance grade and school type, 2023–24



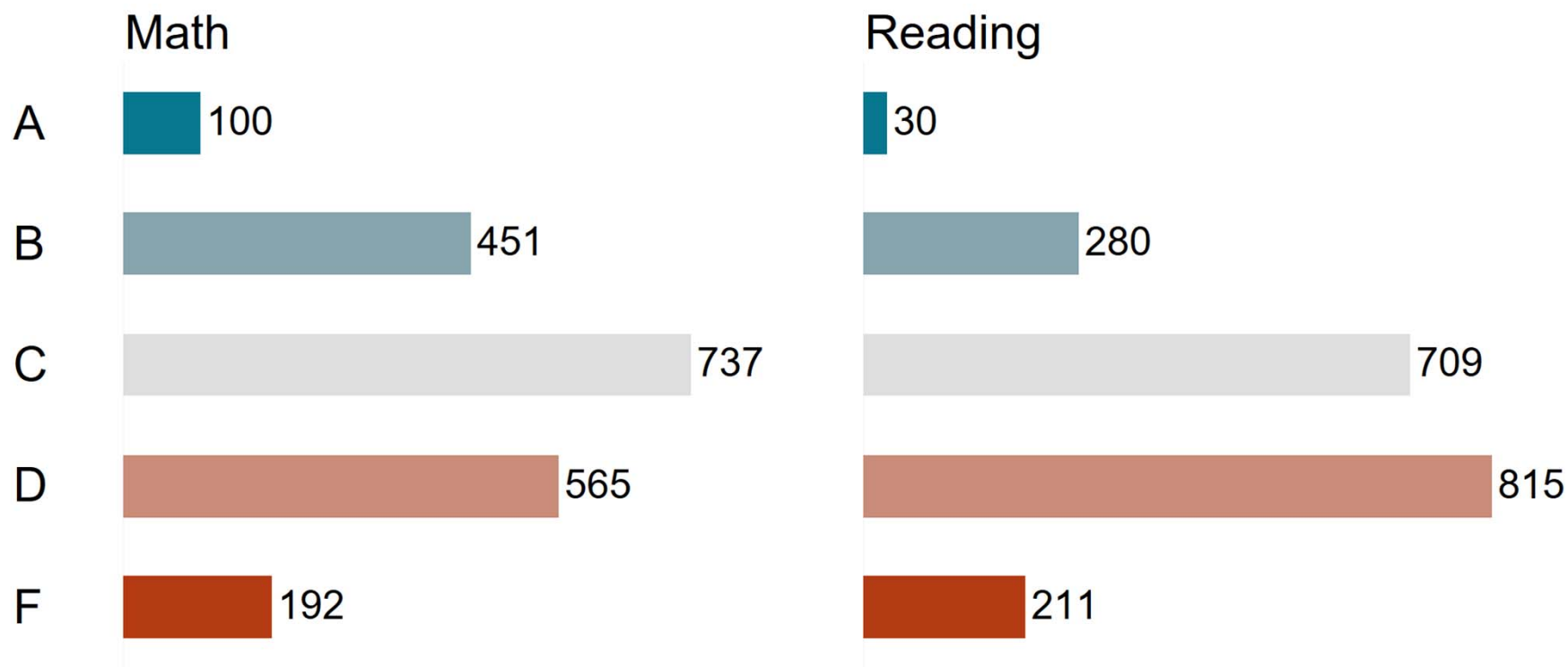
# By Subgroup

Number of school performance grades by student subgroup, 2023–24



# For Reading and Mathematics

Number of schools by school performance grades for reading and mathematics, 2023–24



- Participation
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- ▶ **Alternative Schools**
- Cohort Graduation Rate
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# Alternative Schools



## ALTERNATIVE SCHOOLS

# Note

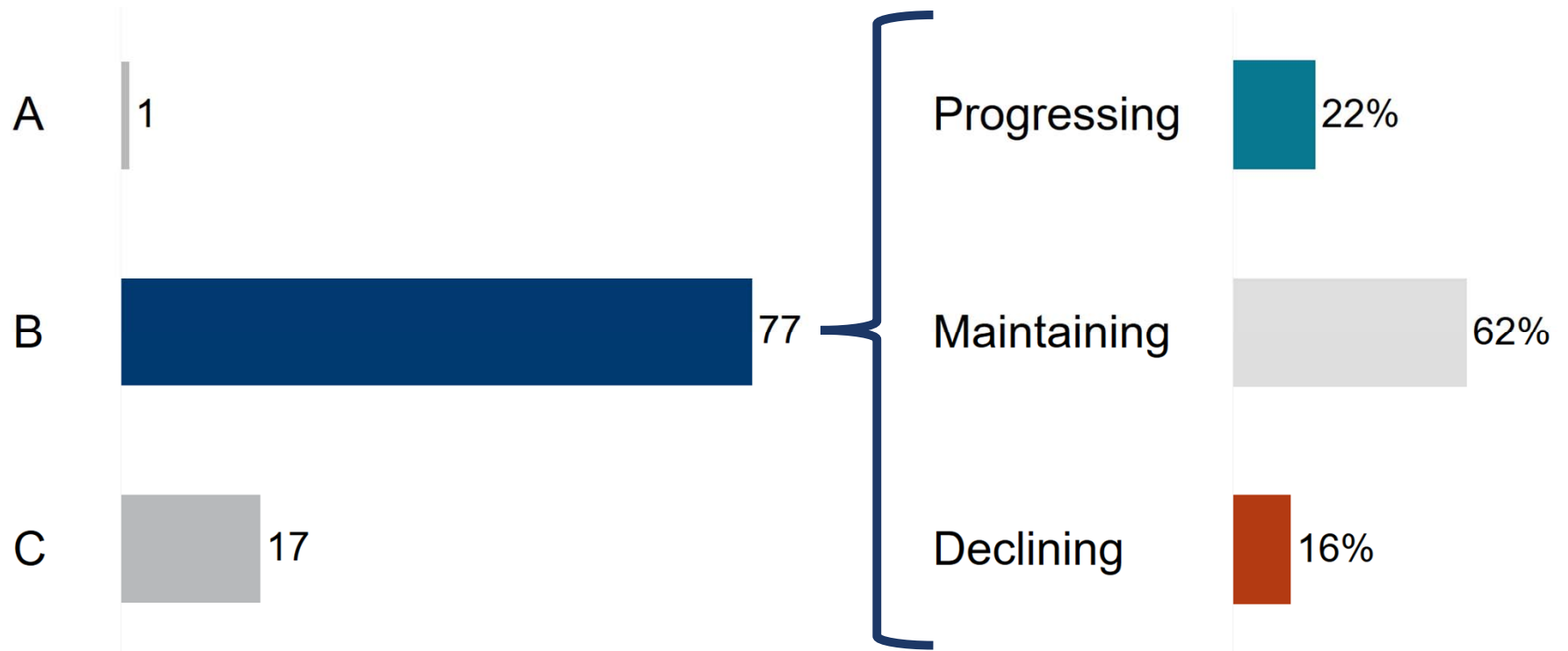
In addition to reporting a School Performance Grade, qualifying alternative schools, DPI approved special education schools, and schools identified as Developmental Day Centers have the option to use the Alternative School's Modified Accountability System as stated in State Board Policy ACCT-038

- Option A-Report a School Performance Grade
- Option B-Report the state developed alternative system
- Option C-Report a locally-developed, SBE approved modified system



# Alternative School Accountability

Percentage of schools under Options A/B/C, with results for Option B, 2023–24



- Participation
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- ▶ **Cohort Graduation Rate**
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# Cohort Graduation Rate





## COHORT GRADUATION RATE

# Note

Establishes a cohort for each school

- Four Year: Students who entered 9th grade in 2019–20
- Five Year: Students who entered 9th grade in 2018–19

Students are removed if they meet criteria such as transferring to another school that grants diplomas

Students are added as they transfer into a school (maintain their original cohort designation)

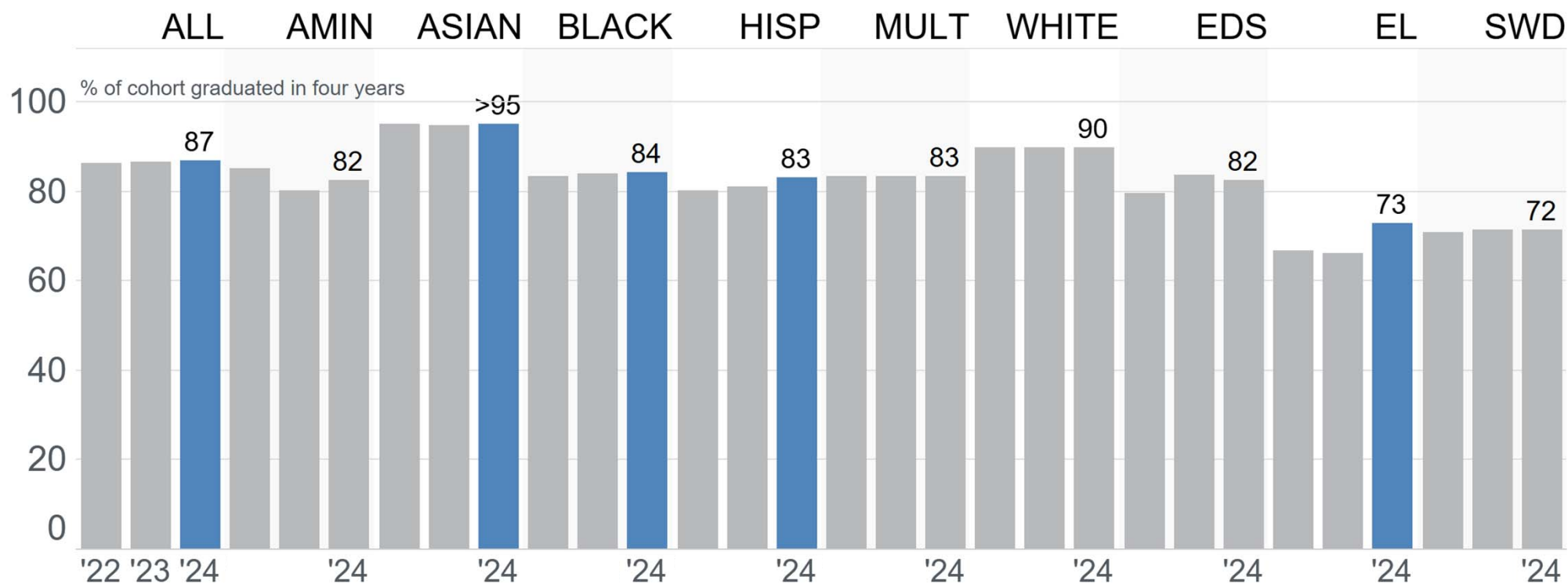


## COHORT GRADUATION RATE

Chart | [Table](#)

# Subgroups

Percentage graduating in four years



Participation  
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# Long Term Goals



## LONG-TERM GOALS

# Note on Long-Term Goals

In the ESSA State Plan, North Carolina set rigorous goals for improved academic achievement.

Goals:

- Percentage of students at Level 4 and above on reading and mathematics tests, by subgroup
- English Learners' progress in attaining English Language Proficiency
- Four-Year Cohort Graduation Rate, by subgroup

For the 2022–23 and the 2023–24 school years, the only state-level target met was the Asian subgroup for the Four-year Cohort Graduation Rate.

Some schools met school-level targets for some subgroups.



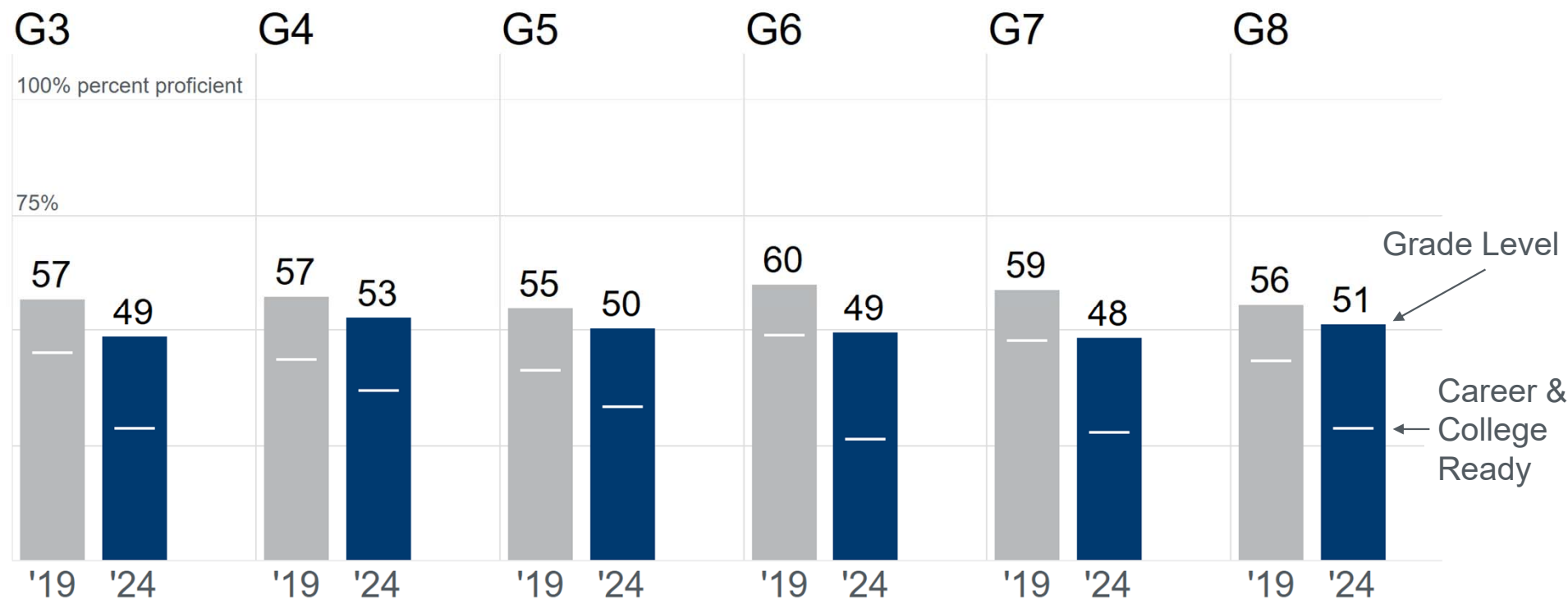
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- ▶ **Pre-Pandemic Comparison**
- School Improvement
- Data Access

# Pre-Pandemic Comparison



# End-of-Grade Reading

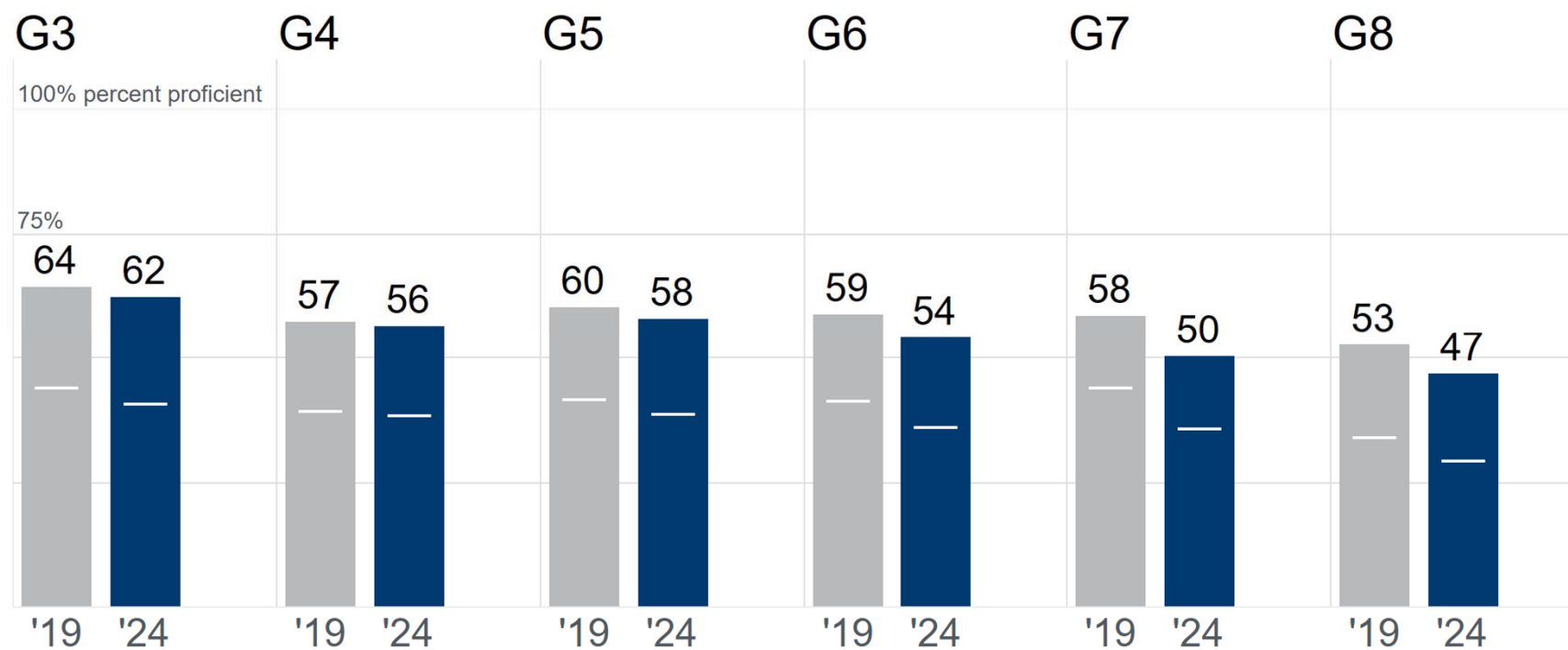
Percentage proficient by grade, 2019 and 2024.\*



\*The 2019 reading EOGs were Edition 4 and should be cautiously compared to Edition 5 (2024).

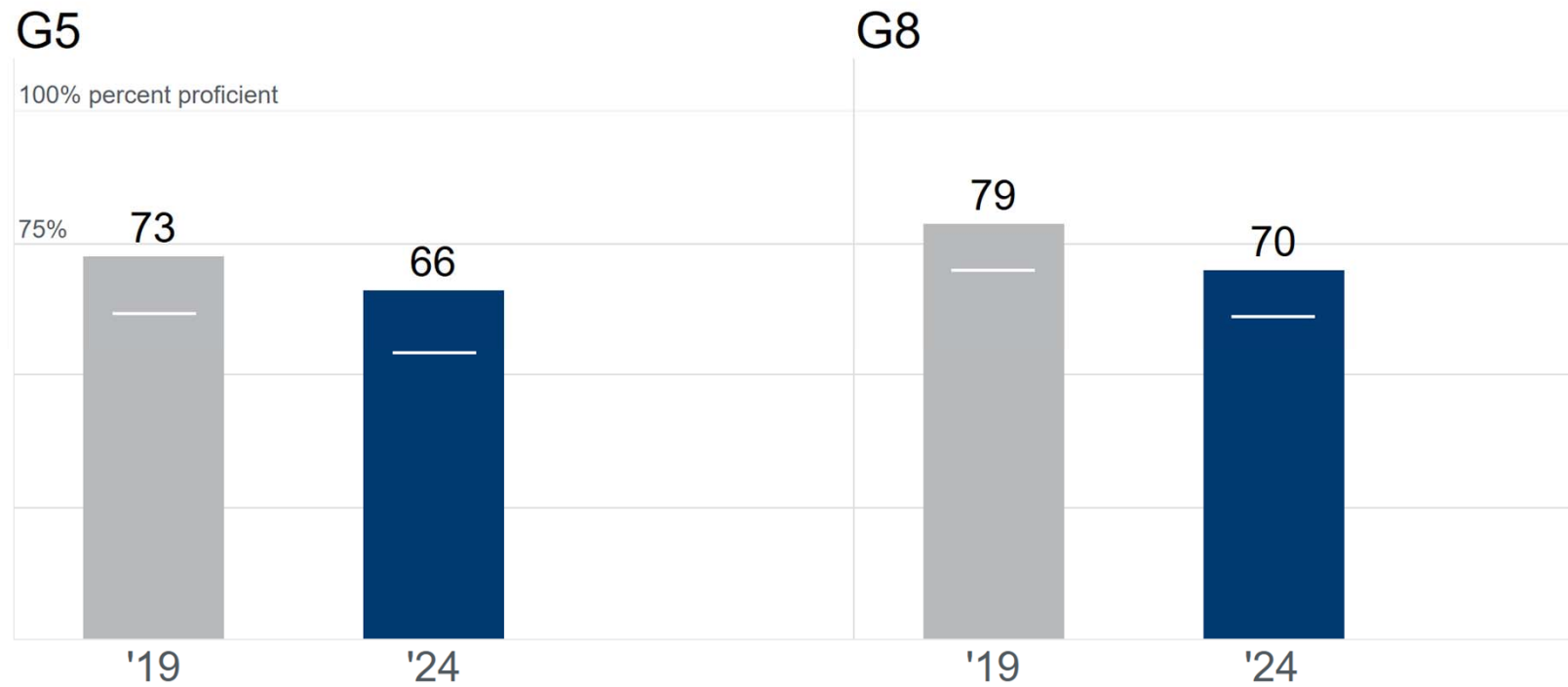
# End-of-Grade Mathematics

Percentage proficient by grade, 2019 and 2024.



# End-of-Grade Science

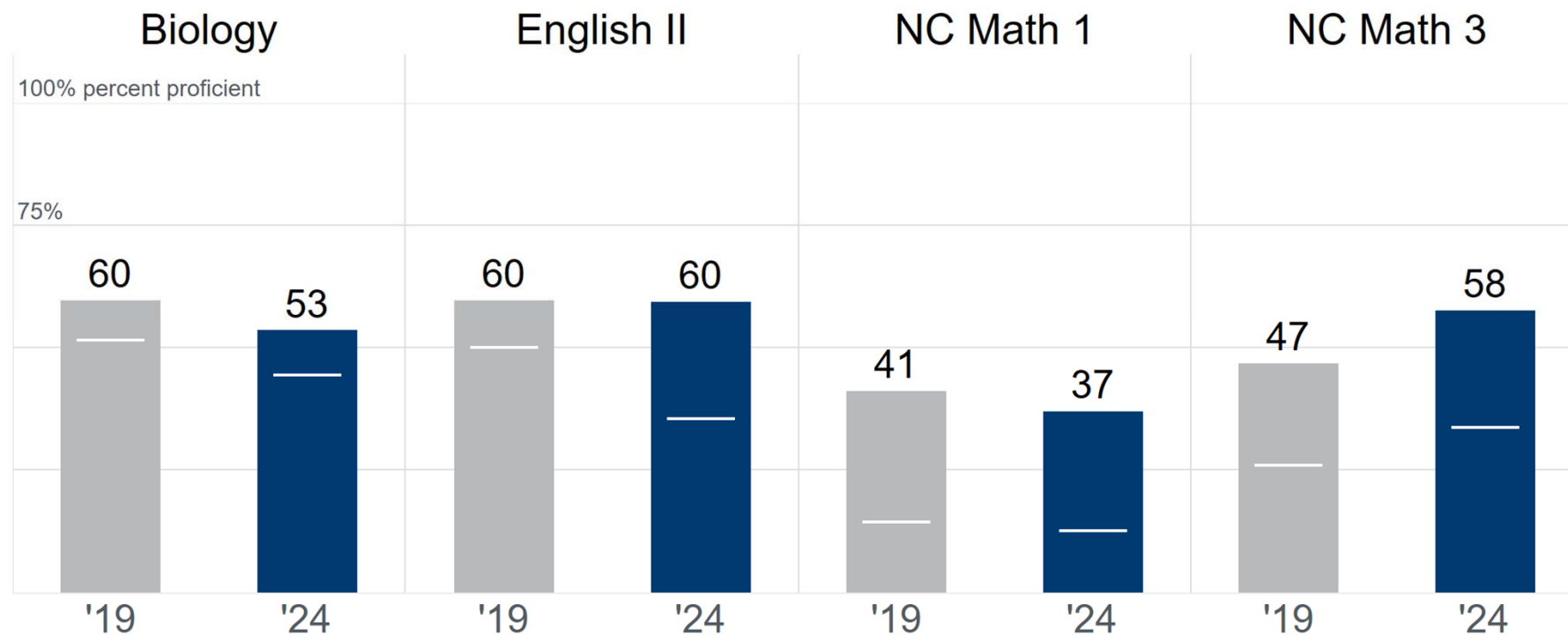
Percentage proficient by grade, 2019 and 2024.





# End-of-Course

Percentage proficient by course, 2019 and 2024.



\*The 2019 English II was Edition 4 and should be cautiously compared to Edition 5 (2024).



# School Improvement

*Jeremy Gibbs, Ed.D.*

*Deputy State Superintendent, Division of District and School Support Services*

*Ron Dixon*

*Assistant State Superintendent, Office of School Improvement*

*Alex Charles*

*Senior Director, Office of Federal Programs*

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## SCHOOL IMPROVEMENT

# Low-Performing Schools & Districts

## State Designation Definitions

### Low-Performing School

A low-performing school has a School Performance Grade of 'D' or 'F', and a growth status of 'Met' or 'Not Met'.

### Low-Performing District

Low-performing districts are defined as districts that have greater than 50 percent of schools identified as low performing.

### Continually Low-Performing School

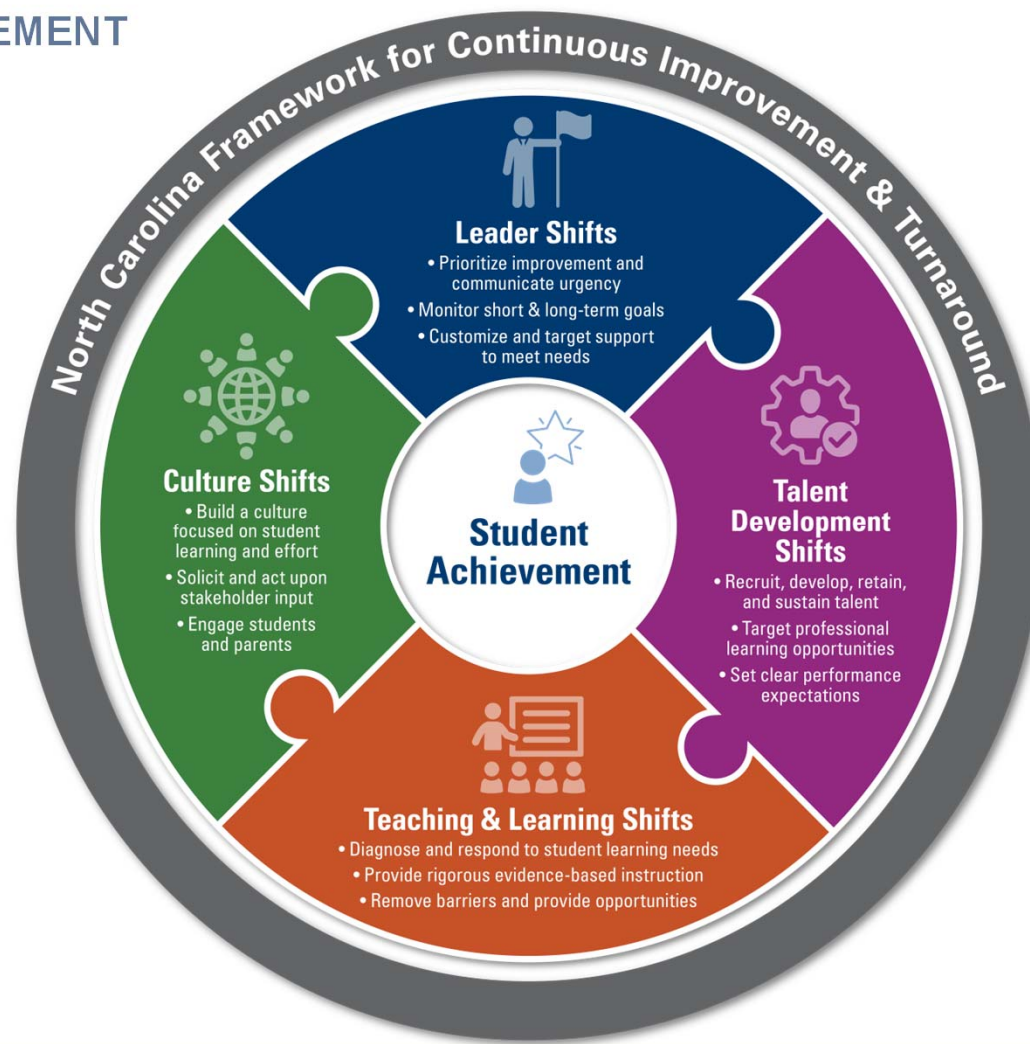
Is identified as low performing in any two of the last three years. A low-performing school has a school performance grade of 'D' or 'F' and a growth status of 'Met' or 'Not Met'.

### Continually Low-Performing Charter School

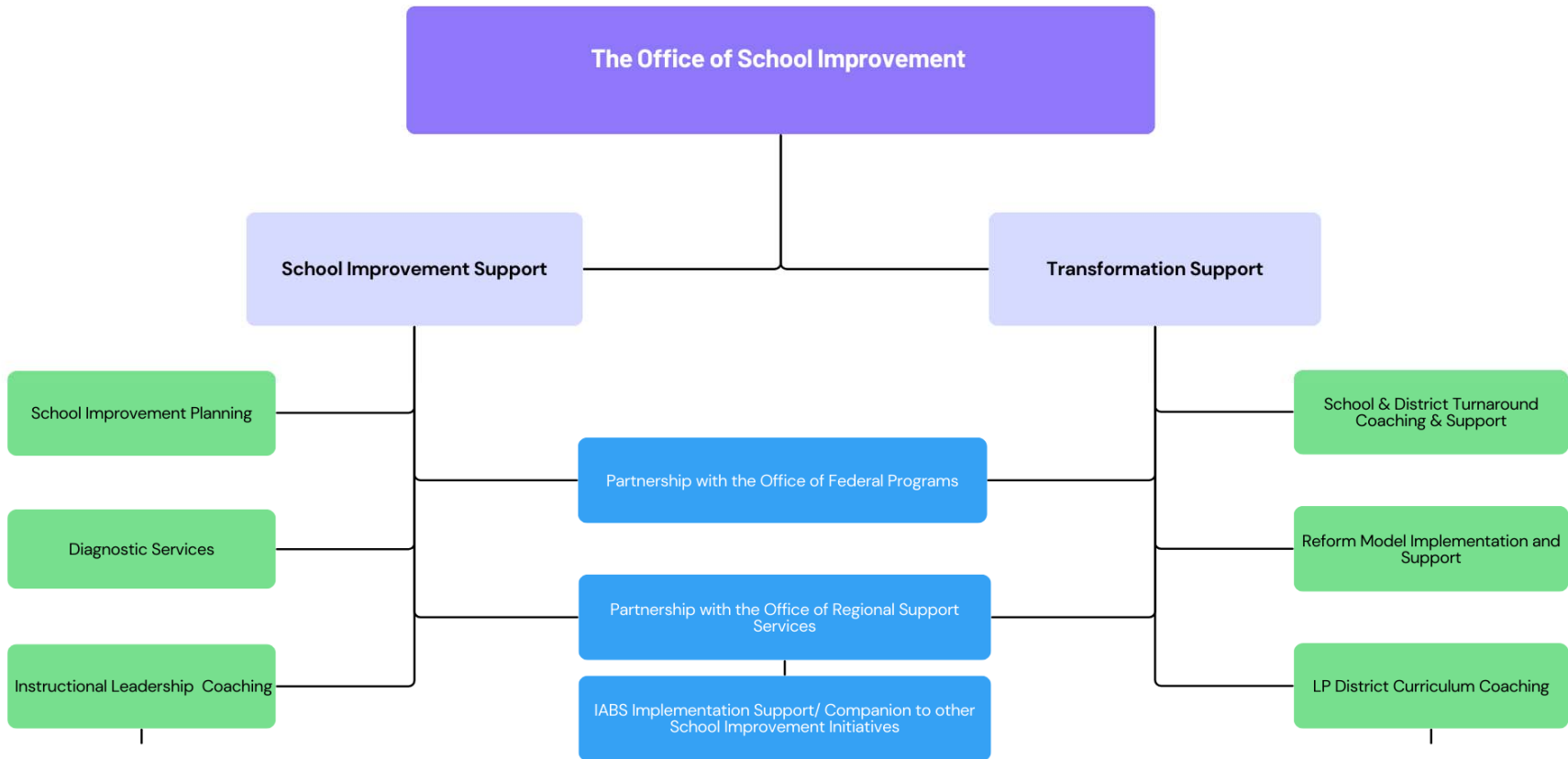
Is identified as low performing in any two of the last three years. A low-performing charter school has a school performance grade of 'D' or 'F' and a growth status of 'Met' or 'Not Met'.



# SCHOOL IMPROVEMENT



# SCHOOL IMPROVEMENT



# Comprehensive Needs Assessment & School Improvement Plan (NCStar)

## CNA Updates

- No longer requires cross-agency staffing/participation
- New Comprehensive Assessment of Leadership for Learning (CALL) Pilot in partnership with WestEd and SERVE/RC6 Center
- New support structure for needs assessments
- New Canvas course with support tools

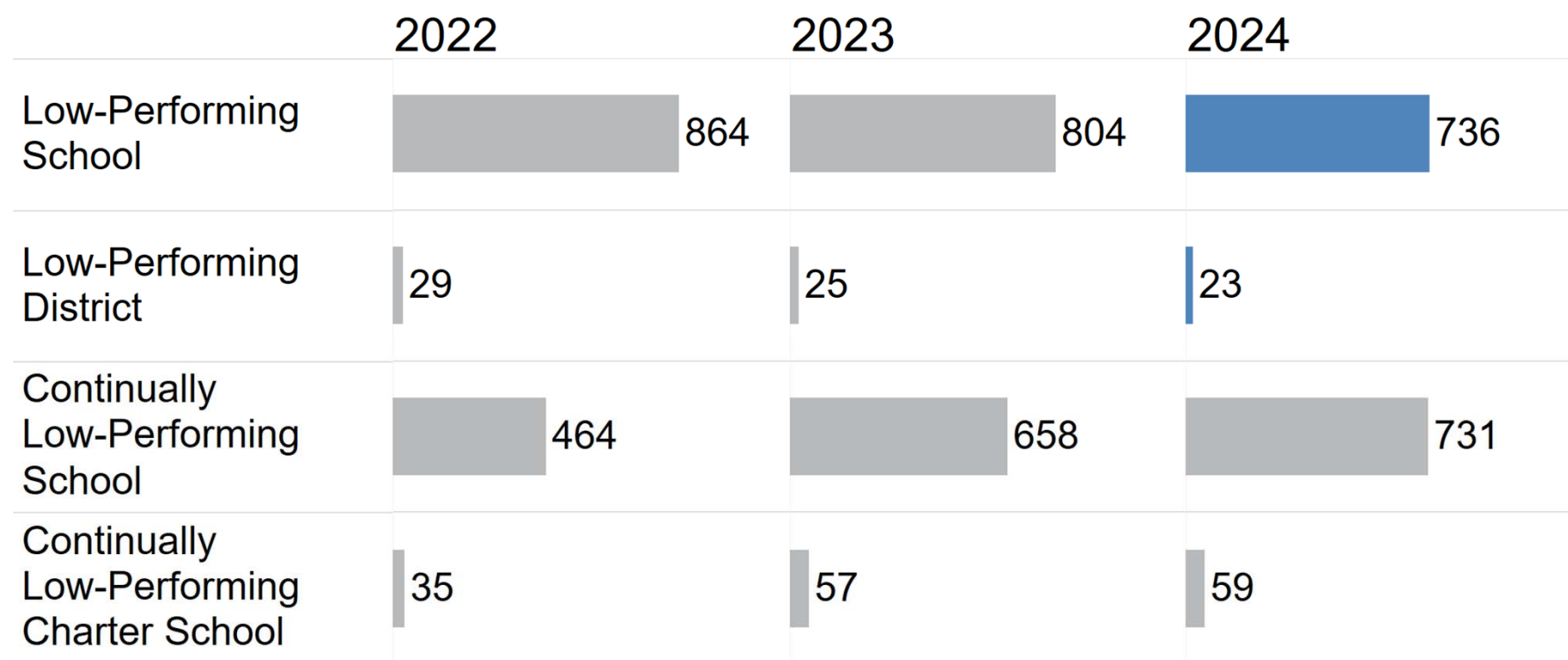
## NCStar Updates

- Offering a new platform
  - Scaled down to just 6 required indicators
- Directly aligned with SBE Strategic Plan Goals
- Currently have 17 districts that have opted in. The remaining districts are using the original platform.



# Low-Performing Schools and Districts

Number of schools by state designation



## SCHOOL IMPROVEMENT

# Schools Identified for Comprehensive or Targeted Support and Improvement

Federal Designation Definitions per ESSA

## Comprehensive Support & Improvement

### CSI – Low Performing

Lowest performing five percent of all Title I schools, plus previously identified schools unable to meet exit criteria

### CSI – Low Graduation Rate

High Schools with graduation rates lower than 66.7 percent, plus previously identified schools unable to meet exit criteria

## Targeted Support & Improvement

### TSI – Consistently Underperforming

Schools with one or more subgroups with a F letter grade for the past three years, plus previously identified schools unable to meet exit criteria

### TSI – Additional Targeted Support

Schools with one or more subgroups performing at or below the highest performing CSI – Low Performing school, plus previously identified schools unable to meet exit criteria





## SCHOOL IMPROVEMENT

# Schools Identified for Comprehensive or Targeted Support and Improvement

### Monitoring

- Consolidated Monitoring
  - Comprehensive evaluation across multiple programs to ensure compliance and effectiveness.
- CSI Review of NCStar Comprehensive Plan with Annual Feedback
  - Detailed review of Comprehensive School Improvement plans with actionable annual feedback to drive continuous improvement.
- CSI Progress Monitoring Tool
  - A tool designed to track the progress of schools in implementing CSI plans, ensuring alignment with goals and timelines.
- TSI-AT Annual Report
  - An annual report focusing on the progress of schools identified under Additional Targeted Support and Improvement (TSI-AT).



## SCHOOL IMPROVEMENT

# Schools Identified for Comprehensive or Targeted Support and Improvement

## Support

- Two CSI Support Visits a Year
  - Bi-annual visits to provide direct, on-site/virtual support to CSI schools, addressing challenges and providing targeted assistance.
- Innovative Partnership Grant (IPG) and Funding Support (competitive)
  - Focused on supporting schools that did not exit CSI status after the first cohort, offering resources, strategic partnerships, and dedicated funding.
- CSI Funding Support
  - Targeted funding provided to support the specific needs of schools identified under CSI, ensuring resources align with improvement plans.
- CTSS Conference in the Spring
  - A planned conference to share resources, explore best practices, and foster collaboration among schools.
- IPG Convening
  - A gathering to support schools that received the IPG, focusing on sharing strategies, outcomes, and continuous improvement.
- TSI-AT Funding Support
  - Funding provided to districts to enhance support for subgroups within TSI-AT-identified schools, aimed at driving targeted improvements.



## SCHOOL IMPROVEMENT

# Schools Identified for Comprehensive or Targeted Support and Improvement

Count of schools by federal designation per ESSA

	Identified at Beginning of 2023–24	Exited at End of 2023–24	Identified at Beginning of 2024–25
CSI-Low-Performing Schools	81	N/A	77
CSI-Low Graduation Rate	37	N/A	36
TSI-Consistently Under-Performing Subgroups	1,079	57	1,267
TSI-Additional Targeted Support	811	227	576

There are a total of 105 CSI schools. CSI schools can be identified as both CSI-Low Performing and CSI-Low Graduation Rate. TSI-CU had 256 newly identified schools. Closed schools are removed from the designation lists and are not included in the count of schools that have exited.



# School Designations Lists

- The 2023–24 federal and state designation lists are available at [Accountability Data Sets and Reports | NC DPI](#)



# Data Access and Usability

*Michael Maher, Ph.D.*

*Deputy State Superintendent, Division of Standards, Accountability, and Research*

*Curtis Sonneman*

*Section Chief, Analysis and Reporting, Office of Accountability and Testing*

- Participation
- Testing Results
- ACT & WorkKeys
- English Learner
- School Growth
- School Performance Grades
- Alternative Schools
- Cohort Graduation Rate
- Long-Term Goals
- Pre-Pandemic Comparison
- School Improvement
- ▶ **Data Access**



# Public School Unit Timeline

When is data available for internal local use?

Public school units receive data associated with testing and school accountability throughout the year

- Some data available as early as days after testing
  - Parents are to receive results within 30 days of test administration
- As public school units complete data submissions, results are processed and provided for validation and use locally for instructional planning
- During the months of June, July and August public school units receive final data to review and affirm results are correct
  - School Performance Grades and school identifications are the last data provided usually mid to late August for review



# Public Stakeholder Timeline

When is the data available for public use?

Public stakeholders access summative testing and school accountability data for the state, districts and schools on the NCDPI Office of Accountability and Testing website after presentation to the State Board of Education at the September meeting

- Test results
- Graduation rates
- Other indicators
- School Performance Grades
- School identifications for support

After the official data correction window, updates are applied and finalized at the October State Board of Education meeting



## DATA ACCESS AND USABILITY

# School Performance Grade Dashboard

<https://go.ncdpi.gov/SPGSingleSchool>

Results over time by:

- School Performance
- Growth
- Achievement

by:

- School
- Subgroups



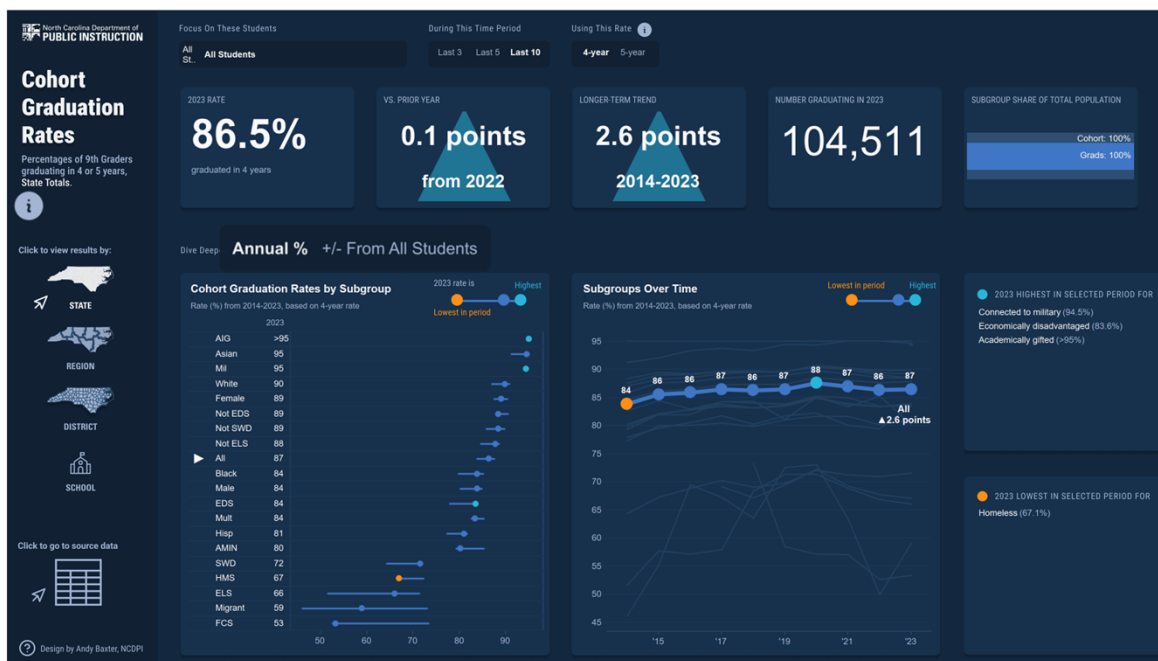


# Cohort Graduation Rate Dashboard

<https://go.ncdpi.gov/CGRState>

Results over time by student subgroups for:

- State
- Regions
- Districts
- Schools



## DATA ACCESS AND USABILITY

# Test Results Dashboard

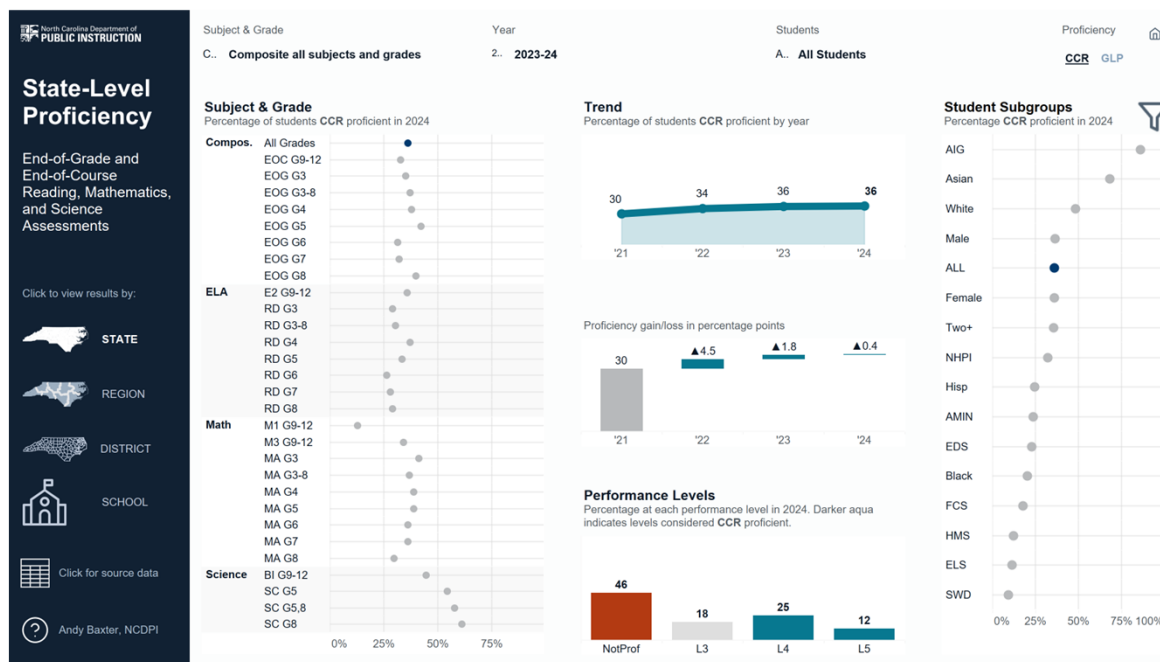
<https://go.ncdpi.gov/TestingState>

Results over time by:

- Subject & Grade
- Subgroup
- Performance Level

for:

- State
- Regions
- Districts
- Schools



# Supplementary Data Tables



# ACT & WORKKEYS

Count of students expected to test and percentage that did

	<u>ACT</u>		<u>WorkKeys</u>	
	Expected (#)	Tested (%)	Expected (#)	Tested (%)
American Indian	1,050	>95	630	95
Asian	4,438	>95	1,984	94
Black	26,793	94	11,548	90
Hispanic	23,567	95	9,535	92
Two or More Races	5,493	>95	2,217	93
White	51,501	>95	24,677	>95
Economically Disadvantaged	49,837	95	20,741	91
English Learners	8,313	94	2,097	88
Students with Disabilities	11,799	93	3,267	91
Academically Gifted	18,986	>95	8,894	95

Data shown as 5.0 or 95.0 may be data that is less than 5% or greater than 95% due to masking



# End-of-Grade Reading

Percentage of students proficient by grade and year

	<u>2021–22</u>		<u>2022–23</u>		<u>2023–24</u>	
	GLP	CCR	GLP	CCR	GLP	CCR
G3	46.4	27.1	47.8	29.0	48.6	29.0
G4	51.3	35.8	55.1	38.7	52.6	37.1
G5	45.7	30.9	48.0	32.8	50.2	33.6
G6	47.5	24.8	49.2	26.4	49.4	26.5
G7	48.8	28.9	50.1	29.5	48.3	28.0
G8	50.6	28.7	50.9	29.0	51.3	29.1

GLP = Grade-Level Proficient (Levels 3–5); CCR = Career and College Ready (Levels 4–5)



# End-of-Grade Reading: Subgroups

Percentage of students proficient by grade and year, 2023–24

	G3		G4		G5		G6		G7		G8	
	GLP	CCR	GLP	CCR	GLP	CCR	GLP	CCR	GLP	CCR	GLP	CCR
AMIN	40.3	19.1	40.0	23.4	35.9	19.9	34.5	14.2	31.9	15.1	37.5	15.7
ASIA	70.4	50.1	74.9	60.0	76.3	61.8	77.0	56.7	76.9	59.8	79.6	61.3
BLCK	35.2	17.4	38.7	23.3	35.5	19.4	34.5	13.8	34.0	14.9	35.6	14.9
HISP	34.2	17.0	38.4	24.1	36.8	21.7	35.7	15.0	34.2	16.2	37.6	17.2
MULT	50.8	29.7	54.4	37.8	50.4	33.5	51.0	27.3	49.7	28.0	51.8	28.9
WHT	60.9	39.4	65.3	49.2	63.0	45.1	62.1	36.8	61.0	38.6	65.0	40.8
EDS	36.5	18.0	40.1	24.5	36.8	20.6	35.9	15.0	34.6	15.7	37.6	16.6
ELS	21.7	8.8	23.2	11.7	16.0	6.8	11.3	<5	11.7	<5	12.6	<5
SWD	19.1	9.2	17.5	9.7	14.7	7.1	13.5	<5	13.2	5.0	14.4	<5
AIG	94.4	81.4	>95	88.2	>95	84.5	94.9	76.7	94.5	79.1	>95	79.8

Data shown as 5.0 or 95.0 may be data that is less than 5% or greater than 95% due to masking



# End-of-Grade Mathematics

Percentage of students proficient by grade and year

	<u>2021–22</u>		<u>2022–23</u>		<u>2023–24</u>	
	GLP	CCR	GLP	CCR	GLP	CCR
G3	57.1	36.2	60.9	39.6	62.4	41.1
G4	49.8	32.3	55.1	36.4	56.4	38.7
G5	51.1	33.1	55.7	36.7	57.8	38.8
G6	50.3	32.1	52.2	34.0	54.1	36.3
G7	48.7	33.8	50.2	35.3	50.4	36.0
G8	42.2	25.6	44.7	27.7	46.7	29.6

GLP = Grade-Level Proficient (Levels 3–5); CCR = Career and College Ready (Levels 4–5)



# End-of-Grade Mathematics: Subgroups

Percentage of students proficient by grade and year, 2023–24

	G3		G4		G5		G6		G7		G8	
	GLP	CCR	GLP	CCR	GLP	CCR	GLP	CCR	GLP	CCR	GLP	CCR
AMIN	58.5	33.0	41.2	22.8	43.2	24.1	41.2	23.5	31.8	18.4	36.6	16.8
ASIA	85.8	71.5	83.8	71.2	86.7	74.2	85.7	75.6	83.9	76.6	82.5	70.7
BLCK	47.1	23.8	38.6	20.8	39.7	20.0	34.6	17.6	30.5	16.8	28.9	13.4
HISP	51.4	29.8	46.1	27.9	47.9	28.3	42.7	24.1	38.4	23.7	34.9	19.1
MULT	62.3	39.0	54.8	36.4	56.0	35.9	52.9	34.2	49.7	34.1	44.2	27.1
WHT	74.2	53.7	69.2	51.4	70.9	51.9	68.3	49.8	65.2	49.9	60.3	41.0
EDS	50.7	27.8	43.1	24.7	44.0	24.1	39.4	21.3	34.9	20.5	31.6	16.2
ELS	42.9	23.2	36.6	20.3	32.7	15.9	22.9	9.6	20.4	10.4	17.0	7.6
SWD	30.9	15.5	22.9	11.5	20.6	9.9	16.7	7.0	15.6	6.7	12.9	<5
AIG	>95	94.0	>95	92.2	>95	91.6	>95	90.7	>95	90.1	94.3	78.7

Data shown as 5.0 or 95.0 may be data that is less than 5% or greater than 95% due to masking





# End-of-Grade Science

Percentage of students proficient by grade and year

	<u>2021–22</u>		<u>2022–23</u>		<u>2023–24</u>	
	GLP	CCR	GLP	CCR	GLP	CCR
G5	63.0	51.2	65.1	53.5	66.0	54.5
G8	73.3	65.2	70.2	61.1	70.0	61.3

GLP = Grade-Level Proficient (Levels 3–5); CCR = Career and College Ready (Levels 4–5)



# End-of-Grade Science: Subgroups

Percentage of students proficient by grade and year, 2023–24

	G5		G8	
	GLP	CCR	GLP	CCR
American Indian	56.6	44.5	61.9	52.8
Asian	86.0	78.9	90.6	86.1
Black	50.3	36.7	54.8	43.3
Hispanic	53.9	41.4	58.4	48.7
Two or More Races	66.9	54.5	71.5	62.1
White	79.2	69.1	82.9	75.9
Economically Disadv.	54.3	41.0	58.7	48.0
English Learner	34.5	23.3	34.3	24.3
Students with Disabilities	30.3	19.6	34.2	23.1
Academically Gifted	>95	>95	>95	>95

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# End-of-Course

Percentage of students proficient by subject and year

	<u>2021–22</u>		<u>2022–23</u>		<u>2023–24</u>	
	GLP	CCR	GLP	CCR	GLP	CCR
Biology	52.1	43.4	54.1	46.6	53.4	44.7
English II	57.9	34.9	58.3	34.3	59.5	35.9
Math 1	33.1	10.7	36.0	12.6	37.0	12.9
Math 3	53.4	32.1	58.3	36.0	57.6	34.1

GLP = Grade-Level Proficient (Levels 3–5); CCR = Career and College Ready (Levels 4–5)



# End-of-Course: Subgroups

Percentage of students proficient by subject and year, 2023–24

	Biology		English II		Math 1		Math 3	
	GLP	CCR	GLP	CCR	GLP	CCR	GLP	CCR
AMIN	44.5	35.4	45.2	21.2	23.9	7.0	47.8	20.1
ASIA	82.0	76.7	83.8	66.9	62.8	32.4	86.7	73.1
BLCK	34.6	26.3	43.8	19.7	25.3	6.5	39.9	17.3
HISP	40.7	32.2	47.6	23.8	30.0	9.6	47.6	24.0
MULT	54.1	44.3	61.3	37.3	36.9	12.6	56.5	32.4
WHT	67.4	58.2	72.5	48.5	50.1	19.4	69.4	44.7
EDS	38.7	29.9	45.5	21.4	28.9	8.4	43.7	20.0
ELS	15.2	10.2	16.1	<5	15.3	<5	25.0	9.1
SWD	18.6	10.7	17.2	5.3	13.5	<5	20.9	6.6
AIG	93.8	89.3	>95	83.5	85.0	49.5	92.8	78.1

Data shown as 5.0 or 95.0 may be data that is less than 5% or greater than 95% due to masking



# Grade 8 & High School Mathematics

Percentage of students proficient in Grade 8 and High School

	<u>2021–22</u>		<u>2022–23</u>		<u>2023–24</u>	
	GLP	CCR	GLP	CCR	GLP	CCR
G8 Math EOG	26.5	13.4	28.0	13.7	29.0	14.7
G8 NC Math 1	85.9	59.4	88.1	64.0	89.5	65.6
G9–12 NC Math 1	33.1	10.7	36.0	12.6	37.0	12.9
All NC Math 1	46.4	23.0	49.3	25.8	51.0	27.0
All NC Math 3	53.4	32.1	58.3	36.0	57.6	34.1

GLP = Grade-Level Proficient (Levels 3–5); CCR = Career and College Ready (Levels 4–5)



# Cohort Progress Reading Grades 3–5

Proficiency status (%) of 2023–24 5<sup>th</sup> graders from 3<sup>rd</sup> grade

	Grade 3	Grade 4	Grade 5
Level 5	11.5	11.0	14.7
Level 4	16.0	28.3	19.6
Level 3	19.6	16.6	17.1
Not Proficient	52.8	44.0	48.7

Note: Only students with a score in every grade are included.



# Cohort Progress Reading Grades 6–8

Proficiency status (%) of 2023–24 8<sup>th</sup> graders from 6<sup>th</sup> grade

	Grade 6	Grade 7	Grade 8
Level 5	5.9	11.0	7.2
Level 4	19.6	19.4	22.8
Level 3	23.0	20.9	22.8
Not Proficient	51.5	48.7	47.2

Note: Only students with a score in every grade are included.



# Cohort Progress Math Grades 3–5

Proficiency status (%) of 2023–24 5<sup>th</sup> graders from 3<sup>rd</sup> grade

	Grade 3	Grade 4	Grade 5
Level 5	11.0	12.3	11.3
Level 4	26.0	25.1	28.6
Level 3	21.2	18.9	19.5
Not Proficient	41.8	43.7	40.6

Note: Only students with a score in every grade are included.





# Cohort Progress Math Grades 6–8

Proficiency status (%) of 2023–24 8<sup>th</sup> graders from 6<sup>th</sup> grade

	Grade 6	Grade 7	Grade 8
Level 5	8.8	10.9	10.9
Level 4	24.4	25.7	19.9
Level 3	18.5	15.2	17.8
Not Proficient	48.2	48.2	51.5

Note: Only students with a score in every grade are included.



# Grade 11 ACT and Grade 12 WorkKeys

Percentage of students meeting minimum score

	<u>Annual Results</u>			<u>Participation (2023–24)</u>	
	2021–22	2022–23	2023–24	Expected to Test (#)	Tested (%)
ACT	41.7	41.1	40.2	112,995	>95
WorkKeys	61.1	61.9	60.0	50,658	93

Data shown as 5.0 or 95.0 may be data that is less than 5% or greater than 95% due to masking



# Grade 11 ACT: Subgroups

Percentage of students meeting minimum ACT composite score

	<u>Annual Results</u>			<u>Participation (2023–24)</u>	
	2021–22	2022–23	2023–24	Expected (#)	Tested (%)
American Indian	22.8	19.0	19.6	1,050	>95
Asian	70.4	72.5	72.4	4,438	>95
Black	18.6	18.7	18.3	26,793	94
Hispanic	26.0	25.7	25.4	23,567	95
Two or More Races	41.2	40.2	40.2	5,493	>95
White	55.9	55.5	55.0	51,501	>95
Economically Disadv.	21.1	22.7	22.6	49,837	95
English Learner	<5	<5	<5	8,313	94
Students with Disab.	8.3	8.2	8.5	11,799	93
Academically Gifted	88.1	87.1	86.8	18,986	>95

Data shown as 5.0 or 95.0 may be data that is less than 5% or greater than 95% due to masking



# Grade 12 WorkKeys: Subgroups

Percentage of students earning silver or better

	<u>Annual Results</u>			<u>Participation (2023–24)</u>	
	2021–22	2022–23	2023–24	Expected (#)	Tested (%)
American Indian	49.9	55.2	43.1	630	95
Asian	81.4	81.2	82.2	1,984	94
Black	40.8	42.6	39.6	11,548	90
Hispanic	55.3	56.0	52.6	9,535	92
Two or More Races	60.8	60.2	60.7	2,217	93
White	69.7	70.7	70.4	24,677	>95
Economically Disadv.	46.8	49.8	47.7	20,741	91
English Learner	14.5	16.0	15.6	2,097	88
Students with Disab.	19.9	20.5	18.5	3,267	91
Academically Gifted	92.2	91.9	92.0	8,894	95

Data shown as 5.0 or 95.0 may be data that is less than 5% or greater than 95% due to masking



# State Results for Other Indicators

ACT/WorkKeys combined and math course rigor

	2021–22	2022–23	2023–24
<b>ACT and WorkKeys Combined</b>			
Percentage of students in grade 12 who meet either the ACT or WorkKeys Benchmarks	53.1	54.4	53.9
<b>Math Course Rigor</b>			
Percentage of students who pass the NC Math 3 course	94.1	94.7	>95

Data shown as 5.0 or 95.0 may be data that is less than 5% or greater than 95% due to masking



# English Learner Progress

Percentage of students progressing through and exiting English Learner status

	2021–22	2022–23	2023–24
Percentage Meeting Annual Progress Toward Exiting EL Status	15.0	18.0	19.9
Percentage Exiting EL Status	6.1	6.9	7.3
<b>Total EL Progress</b>	<b>21.1</b>	<b>24.9</b>	<b>27.3</b>

## Notes:

- Total EL Progress consists of students that met annual progress plus students that exited English learner status. The Total EL Progress value is used for School Performance Grade calculations and the English Learner Progress long-terms goal.
- Participation rate in all years was >95



# Growth Status

Percentage of schools that did not meet, met, or exceeded growth expectations

	<u>2021–22</u>		<u>2022–23</u>		<u>2023–24</u>	
	#	%	#	%	#	%
Exceeded	736	28.8	725	28.3	733	28.7
Met	1,043	40.8	1,126	44.0	1,122	43.9
Did Not Meet	778	30.4	710	27.7	703	27.5



# Growth Status: By School Type

Percentage of schools by type and growth status, 2023–24

	Did Not Meet		Met		Exceeded	
	#	%	#	%	#	%
Elementary	245	20.2	631	52.0	337	27.8
Middle	229	33.3	261	37.9	198	28.8
High	228	34.8	230	35.1	198	30.2





# Growth Status: By Subgroup

Percentage of school subgroups by growth status, 2023–24

	Did Not Meet		Met		Exceeded	
	#	%	#	%	#	%
American Indian	10	20.4	37	75.5	2	4.1
Asian	6	2.5	154	63.9	81	33.6
Black	354	21.9	1,021	63.3	239	14.8
Hispanic	227	13.8	1,118	68.2	295	18.0
Two or More Races	48	11.5	341	81.6	29	6.9
White	450	22.4	1,092	54.4	465	23.2
Economically Disadv.	628	25.8	1,342	55.0	468	19.2
English Learner	131	12.2	718	67.0	222	20.7
Students with Disabilities	264	17.8	1,085	73.2	133	9.0



# SPG Annual Results

Percentage of schools by school performance grade and year, 2022–24

	<u>2021–22</u>		<u>2022–23</u>		<u>2023–24</u>	
	#	%	#	%	#	%
<b>A</b>	145	5.6	180	6.9	194	7.5
<b>B</b>	446	17.2	515	19.8	526	20.3
<b>C</b>	907	35.0	983	37.8	1,008	38.8
<b>D</b>	833	32.1	712	27.4	706	27.2
<b>F</b>	264	10.2	208	8.0	163	6.3



## SCHOOL PERFORMANCE GRADES

[Chart](#) | [Table](#)

# SPG Progress

Number of schools by school performance grade

2023–24

Schools that did not have a grade in '24 but did in '22 or '23

CS0

2021–22

	A	B	C	D	F	None	Total
A	128	15				2	145
B	56	330	59	1			446
C	3	171	620	106		7	907
D	0	7	303	455	54	14	833
F	1	0	13	126	103	20	263
None	6	3	13	18	6	4	50
Total	194	526	1,008	706	163	47	2,644

Schools that did not have a grade in '22 but did in '23 or '24



## Slide 107

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**CS0**    [@Andy Baxter] The statement about existing schools does not seem to be stated right. Maybe I am thinking about it wrong.

Curtis Sonneman, 2024-08-31T17:10:57.053

**AB0 0**   Nope, you are right. Good catch.

Andy Baxter, 2024-09-02T15:25:25.033

# By Growth Status

Percentage of schools by school performance grade and growth status, 2023–24

	<b>A</b>		<b>B</b>		<b>C</b>		<b>D</b>		<b>F</b>	
	#	%	#	%	#	%	#	%	#	%
Exceeded	127	17.4	244	33.4	249	34.1	110	15.0	1	0.1
Met	46	4.1	219	19.6	482	43.0	325	29.0	48	4.3
Did Not Meet	5	0.7	54	7.9	259	38.0	255	37.4	108	15.9



# By School Type

Percentage of schools by school performance grade and school type, 2023–24

	<b>A</b>		<b>B</b>		<b>C</b>		<b>D</b>		<b>F</b>	
	#	%	#	%	#	%	#	%	#	%
Elementary	43	3.4	269	21.5	507	40.4	364	29.0	71	5.7
Middle	21	3.0	89	12.9	255	37.0	245	35.6	79	11.5
High	130	19.9	168	25.7	246	37.7	97	14.9	12	1.8



# By Subgroup

Percentage of school performance grades by student subgroup, 2023–24

	<b>A</b>		<b>B</b>		<b>C</b>		<b>D</b>		<b>F</b>	
	#	%	#	%	#	%	#	%	#	%
American Indian	1	1.9	1	1.9	7	13.2	26	49.1	18	34.0
Asian	157	58.4	59	21.9	32	11.9	20	7.4	1	0.4
Black	31	1.8	81	4.7	386	22.6	813	47.7	395	23.2
Hispanic	34	2.0	154	8.9	622	35.9	722	41.6	203	11.7
Two or More Races	16	2.8	115	20.3	203	35.9	182	32.2	50	8.8
White	287	13.7	795	37.9	768	36.6	227	10.8	19	0.9
Economically Disadv.	59	2.4	136	5.4	857	34.2	1,114	45.7	307	12.3
English Learner	7	0.6	52	4.6	102	9.1	455	40.7	503	45.0
Students with Disabilities	0	0.0	4	0.2	36	2.1	295	17.0	1,396	80.6



# Reading and Mathematics

Percentage of schools by school performance grades for reading and mathematics, 2023–24

	<b>A</b>		<b>B</b>		<b>C</b>		<b>D</b>		<b>F</b>	
	#	%	#	%	#	%	#	%	#	%
Mathematics	100	4.9	451	22.1	737	36.0	565	27.6	192	9.4
Reading	30	1.5	280	13.7	709	34.7	815	39.9	211	10.3





# Alternative School Accountability

Percentage of schools under Options A/B/C, with results for Option B, 2023–24

	Option					
	A		B		C	
Schools in 2023–24 (#)	1	77	17			

	Declining		Maintaining		Progressing	
	#	%	#	%	#	%
Option B Schools	12	15.6	48	62.3	17	22.1



## COHORT GRADUATION RATE

[Chart](#) | [Table](#)

# Subgroups

Percentage graduating in four years

	2021–22	2022–23	2023–24	2023–24 Denominator (#)
All	86.4	86.5	86.9	122,575
American Indian	85.3	80.3	82.4	1,213
Asian	>95	94.7	>95	4,386
Black	83.4	84.0	84.3	30,019
Hispanic	80.2	81.1	83.2	25,370
Two or More Races	83.5	83.5	83.4	6,025
White	89.9	89.9	89.7	55,393
Economically Disadv.	79.5	83.6	82.4	53,476
English Learner	66.9	66.1	72.8	7,915
Students with Disab.	71.0	71.6	71.5	15,246
Academically Gifted	>95	>95	>95	18,976

Data shown as 5.0 or 95.0 may be data that is less than 5% or greater than 95% due to masking



## PRE-PANDEMIC COMPARISON

[Chart](#) | [Table](#)

# End-of-Grade Reading

Percentage of students proficient by grade and year

	<u>2018–19</u>		<u>2023–24</u>	
	GLP	CCR	GLP	CCR
G3	56.8	45.2	48.6	29.0
G4	57.3	43.9	52.6	37.1
G5	54.6	41.4	50.2	33.6
G6	60.0	49.1	49.4	26.5
G7	58.8	48.1	48.3	28.0
G8	55.6	43.5	51.3	29.1

GLP = Grade-Level Proficient (Levels 3–5); CCR = Career and College Ready (Levels 4–5)



# End-of-Grade Mathematics

Percentage of students proficient by grade and year

	2018–19		2023–24	
	GLP	CCR	GLP	CCR
G3	64.3	44.1	62.4	41.1
G4	57.3	39.5	56.4	38.7
G5	60.2	41.9	57.8	38.8
G6	58.8	41.4	54.1	36.3
G7	58.4	44.1	50.4	36.0
G8	52.6	34.3	46.7	29.6

GLP = Grade-Level Proficient (Levels 3–5); CCR = Career and College Ready (Levels 4–5)



# End-of-Grade Science

Percentage of students proficient by grade and year

	<u>2018–19</u>		<u>2023–24</u>	
	GLP	CCR	GLP	CCR
G5	72.6	61.9	66.0	54.5
G8	78.6	70.2	70.0	61.3

GLP = Grade-Level Proficient (Levels 3–5); CCR = Career and College Ready (Levels 4–5)



# End-of-Course

Percentage of students proficient by subject and year

	<u>2018–19</u>		<u>2023–24</u>	
	GLP	CCR	GLP	CCR
Biology	59.6	51.7	53.4	44.7
English II	59.7	50.3	59.5	35.9
NC Math 1	41.2	14.8	37.0	12.9
NC Math 3	46.8	26.2	57.6	34.1

GLP = Grade-Level Proficient (Levels 3–5); CCR = Career and College Ready (Levels 4–5)



# Low-Performing Schools and Districts

Percentage of schools by state designation, 2022–24

	2021–22	2022–23	2023–24
Low-Performing Schools	864	804	736
Low-Performing Districts	29	25	23
Continually Low-Performing Schools	464	658	731
Continually Low-Performing Charter Schools	35	57	59

