

State Board of Education Meeting: 2021–22 Accountability Reports

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Introduction

- North Carolina has reported test results and an accountability model since the late 1990s
 - Technically sound assessments that measure grade level content standards in reading, mathematics, and science
 - Accountability models that provide information to identify schools that need assistance
 - The COVID pandemic is the first ever statewide impact that disrupted administering tests and reporting accountability results

COVID Impact Timeline

2018–19

- Tests Administered
- Accountability Results Reported

2019–20

- Tests Waived
- Accountability Waived

2020–21

- Tests Administered
- Accountability Waived

2021–22

- Tests Administered
- Accountability Results Reported

Context

- In the 2021–22 school year, schools continued to mitigate the impact of COVID
 - Schools continued to have some students attend virtually
 - Student attendance, as well as teachers and staff attendance, was affected by illness and quarantines
 - The impact of interrupted learning in spring 2020 and the 2020–21 school year continued to have an impact on learning
- The results from the 2021–22 school year must be considered within the context of COVID

Context

- For context, not evaluation, this report provides data from the 2018–19 school year; caution is recommended when viewing charts with the 2021–22 school year data and the 2018–19 school year data
 - Since March 2020, the changes in instruction, particularly related to time and place, restrict the feasibility of typical comparisons of student achievement across years
 - Educational data must be viewed as before, during, and eventually after COVID

COHORT GRADUATION RATE RESULTS



Cohort Graduation Rate

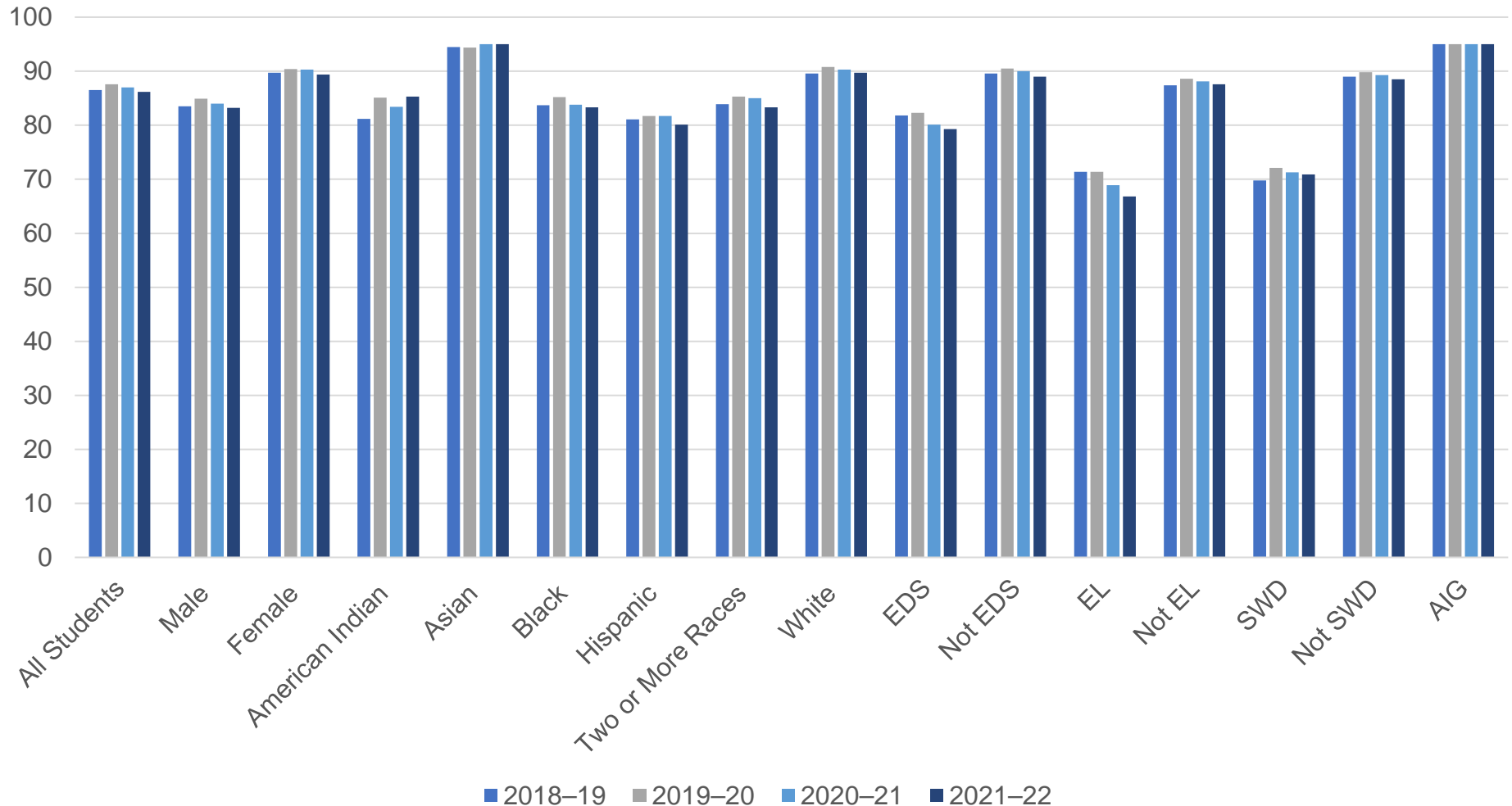
- Establishes a cohort for each school
 - Four Year: Students who entered 9th grade in the 2018–19 school year
 - Five Year: Students who entered 9th grade in the 2017–18 school year
- Students are removed if they meet criteria such as transferring to another school that grants diplomas
- Students are added as they transfer into a school (maintain their original cohort designation)

Four-Year Cohort Graduation Rate Results by Subgroup

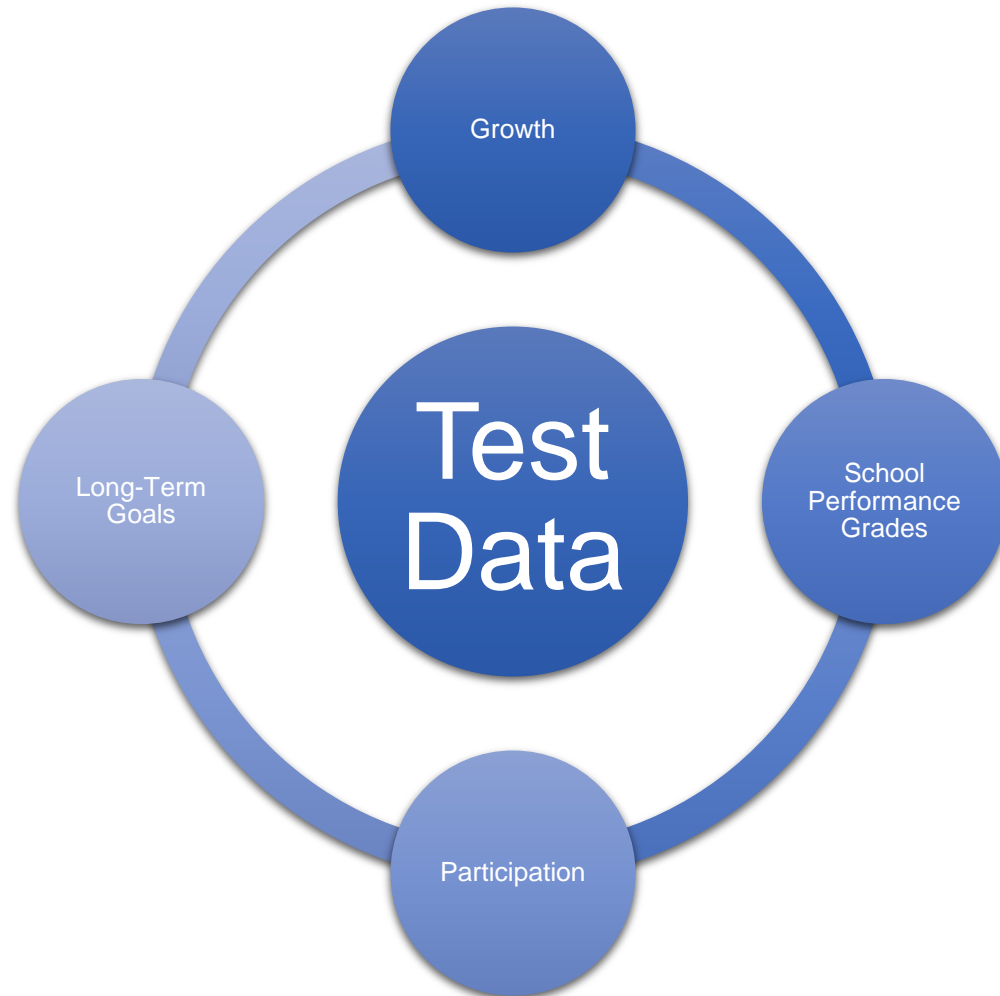
Subgroup	2021–22 Denominator	2021–22 Percent	2020–21 Percent	2019–20 Percent	2018–19 Percent
All Students	113,517	86.2	87.0	87.6	86.5
Male	58,249	83.2	84.0	84.9	83.5
Female	55,268	89.4	90.3	90.4	89.7
American Indian	1,200	85.3	83.4	85.1	81.2
Asian	3,738	>95	>95	94.4	94.5
Black	27,304	83.3	83.8	85.2	83.7
Hispanic	20,949	80.1	81.7	81.7	81.1
Two or More Races	5,167	83.3	85.0	85.3	83.9
White	55,027	89.7	90.3	90.8	89.6
Economically Disadvantaged	32,538	79.3	80.1	82.3	81.8
Not Economically Disadvantaged	80,979	89.0	90.0	90.5	89.6
English Learner	7,204	66.8	68.9	71.4	71.4
Not English Learner	106,313	87.6	88.1	88.6	87.4
Students with Disabilities	14,456	70.9	71.3	72.1	69.8
Not Student with Disabilities	99,061	88.5	89.3	89.8	89.0
Academically Gifted	18,017	>95	>95	>95	>95



Four-Year Cohort Graduation Rate Results by Subgroup (2017–18 Entering Grade 9 Students)



2021–22 Accountability Results



PARTICIPATION RESULTS



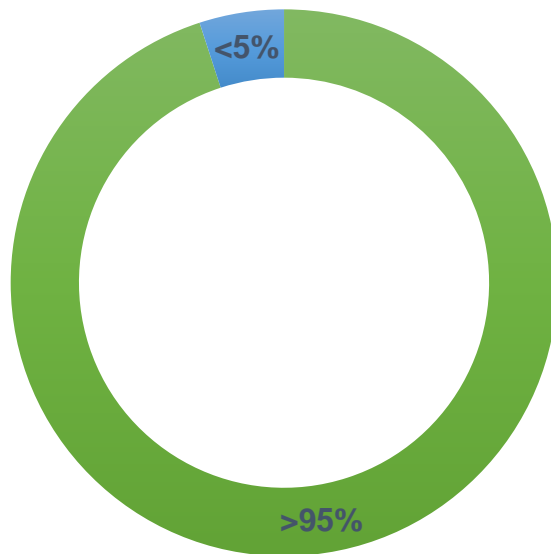
Participation

- To meet participation requirements, schools must have assessed at least 95% of eligible students overall and in each subgroup:
 - American Indian
 - Asian
 - Black
 - Hispanic
 - Two or More Races
 - White
 - Economically Disadvantaged
 - English Learners
 - Students with Disabilities
- Minimum number of students needed for a subgroup to count in accountability reporting changed from thirty scores to thirty students

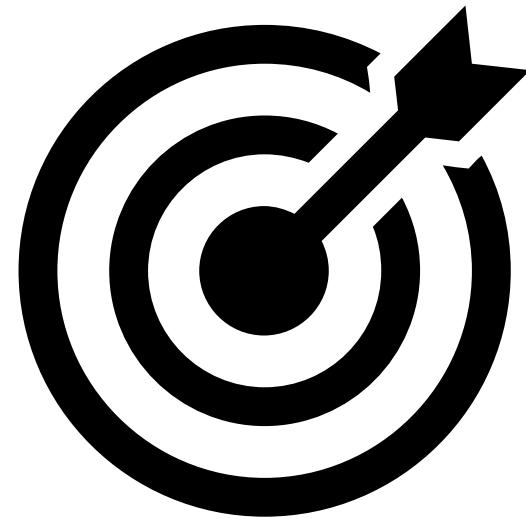


2021–22 Student Participation

Statewide Participation Rate



■ Participated ■ Did Not Participate



1,984 (76.1%) out of 2,608 schools met all participation targets

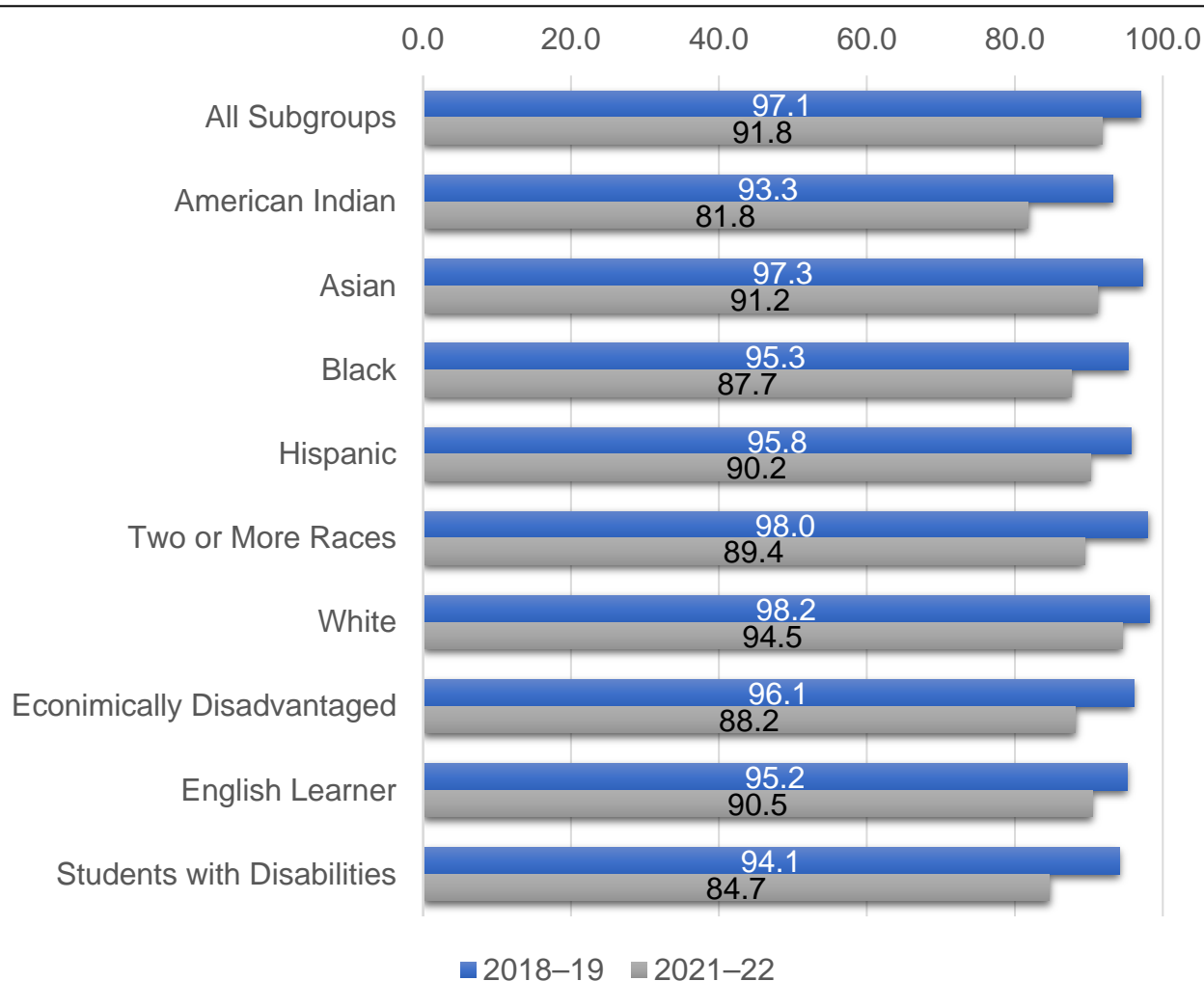
State-Level End-of-Grade and End-of-Course Test Participation Greater Than 95 Percent

Subject	Number of Subgroups Met	Number of Subgroup Targets	Percent of Targets Met
Reading Grades 3–8	10	10	100.0
Math Grades 3–8	10	10	100.0
Science Grades 5 and 8	10	10	100.0
High School Reading (English II)	9	10	90.0
High School Math (NC Math 1 and NC Math 3)	8	10	80.0
High School Science (Biology)	7	10	70.0

Targets missed on high school end-of-course tests

- English II—English Learners (94%)
- NC Math 1 and NC Math 3—Economically Disadvantaged and English Learners (94%)
- Biology—American Indian, Economically Disadvantaged and English Learners (94%)

School Participation Targets Met by Student Subgroup



KEY TAKE-AWAYS

- Overall statewide participation rate increased from the 2020–21 school year.
- The percent of participation targets met did not recover to pre-pandemic rates.
- WorkKeys and The ACT are contributing factors to missing subgroup participation targets



TEST RESULTS



2021–22 Test Results

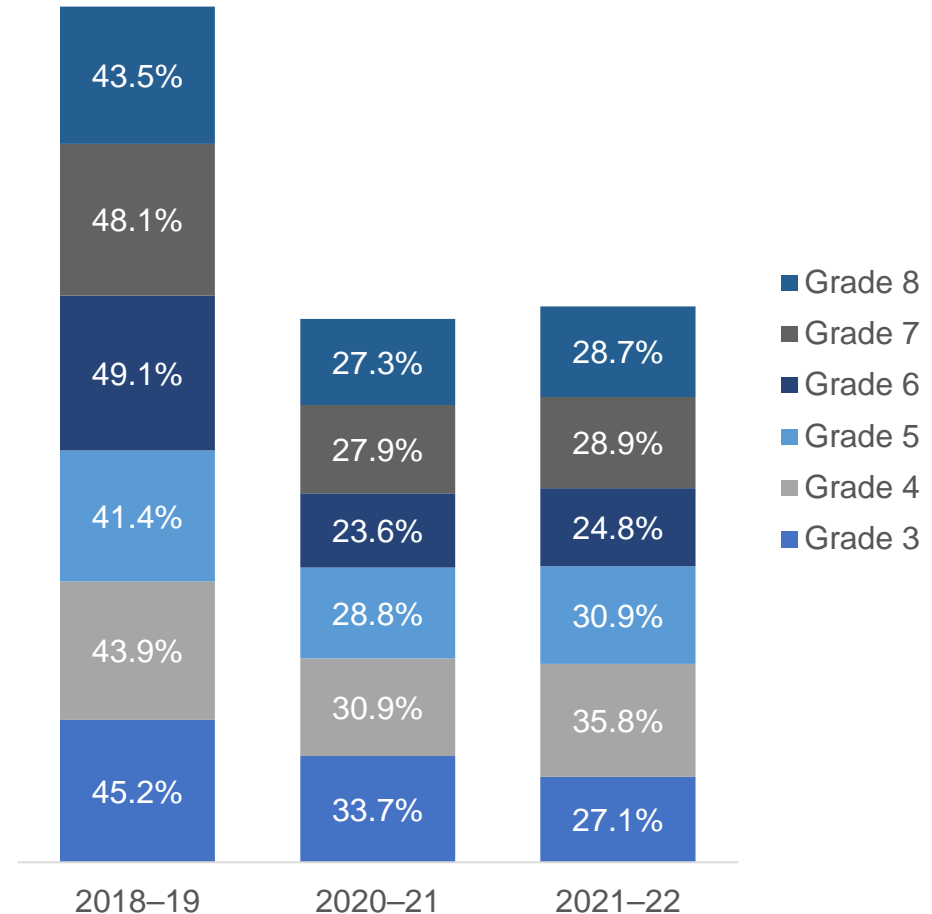
- The student achievement data include all end-of-grade (EOG) and end-of-course (EOC) tests, which are aligned to the North Carolina *Standard Course of Study* in English Language Arts (Reading) and Mathematics, and the North Carolina *Essential Standards* in Science for all public schools in North Carolina.
- The report provides the percentage of students (disaggregated) who scored:
 - Level 3 and above (grade-level proficiency)
 - Level 4 and above (college-and-career readiness)
 - At each academic achievement level



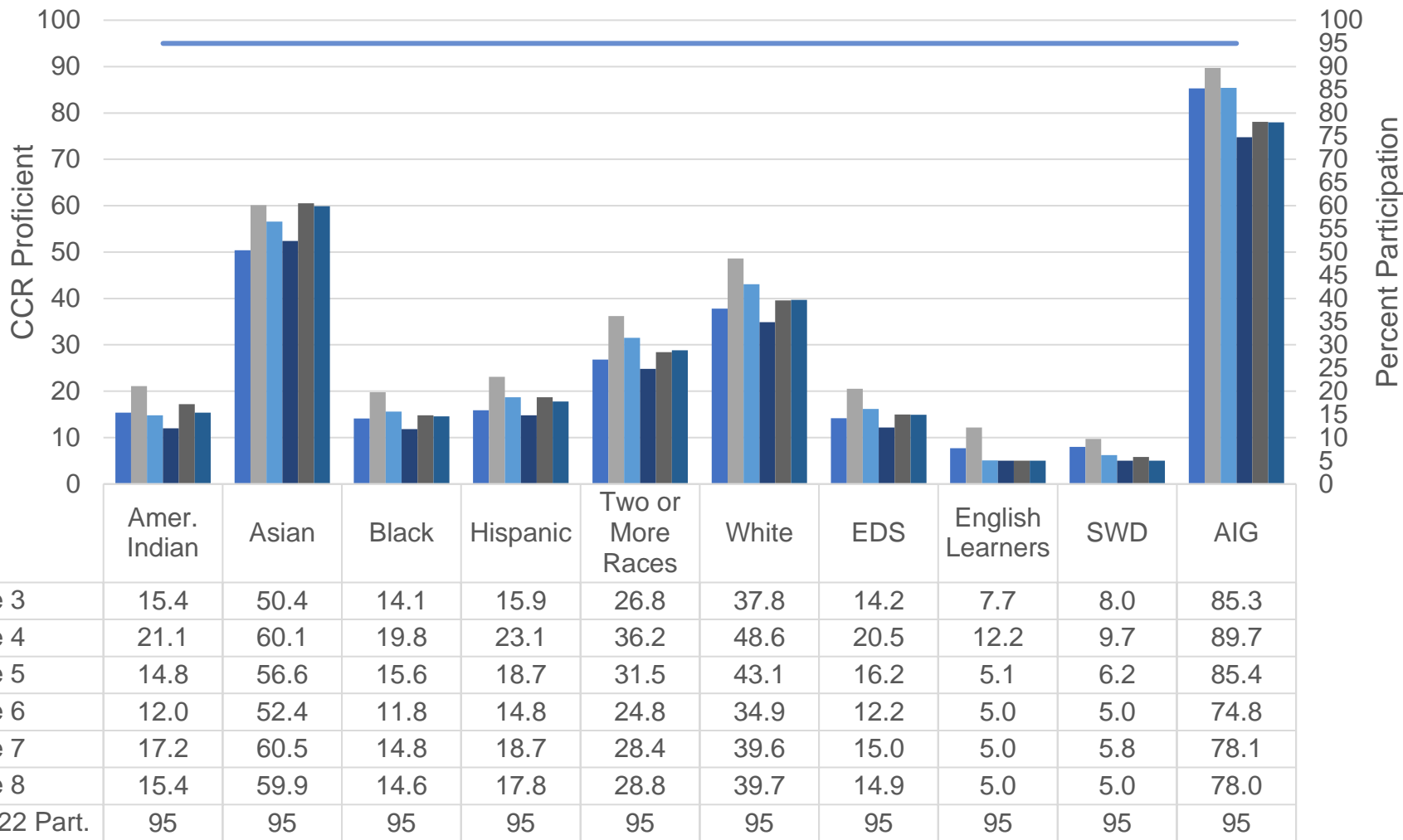
End-of-Grade Reading Performance (Percent Level 4 and Above—CCR Standard)

KEY TAKE-AWAYS

- Though not back to pre-COVID percentages, reading scores increased from the previous school year for grades 4 through 8
- Grade 3 decreased by 6.6 percentage points



2021–22 End-of-Grade Reading Performance (Grades 3–8) (Percent Level 4 and Above—CCR Standard)



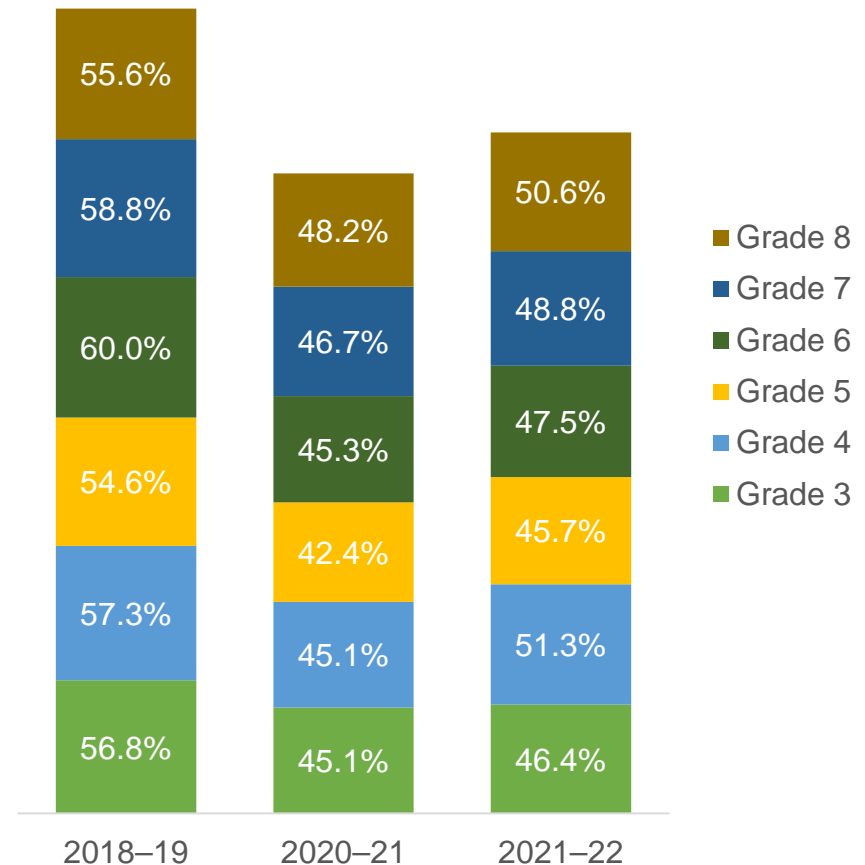
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End-of-Grade Reading Performance (Percent Level 3 and Above—GLP Standard)

KEY TAKE-AWAYS

- Though not back to pre-COVID percentages, reading scores increased from the previous school
- Every grade level increased, including grade 3



2021–22 End-of-Grade Reading Performance (Grades 3–8) (Percent Level 3 and Above—GLP Standard)



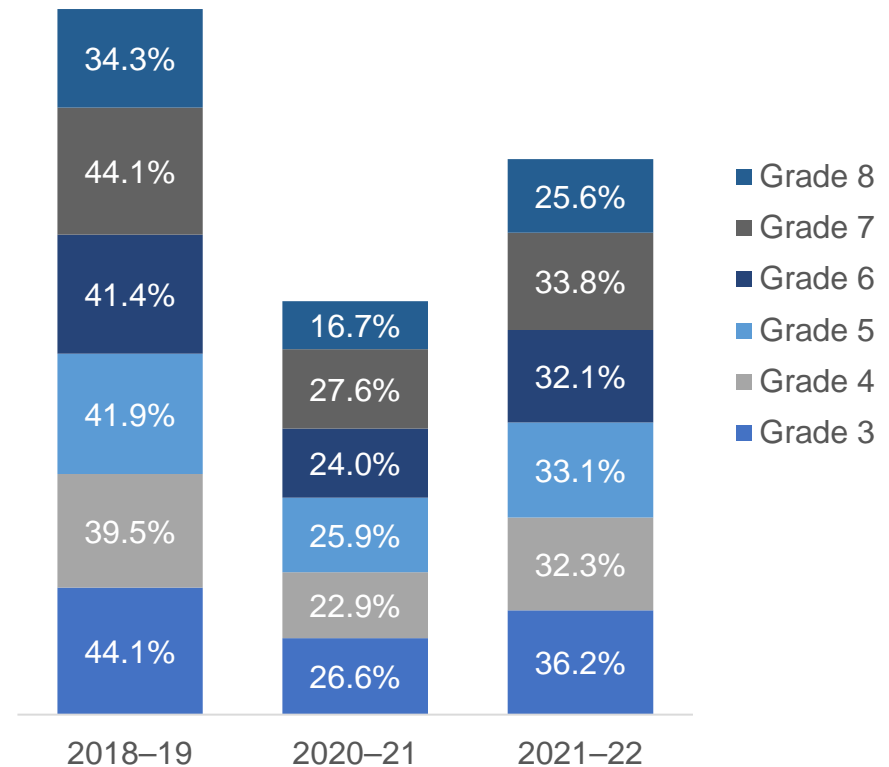
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End-of-Grade Mathematics Performance (Percent Level 4 and Above—CCR Standard)

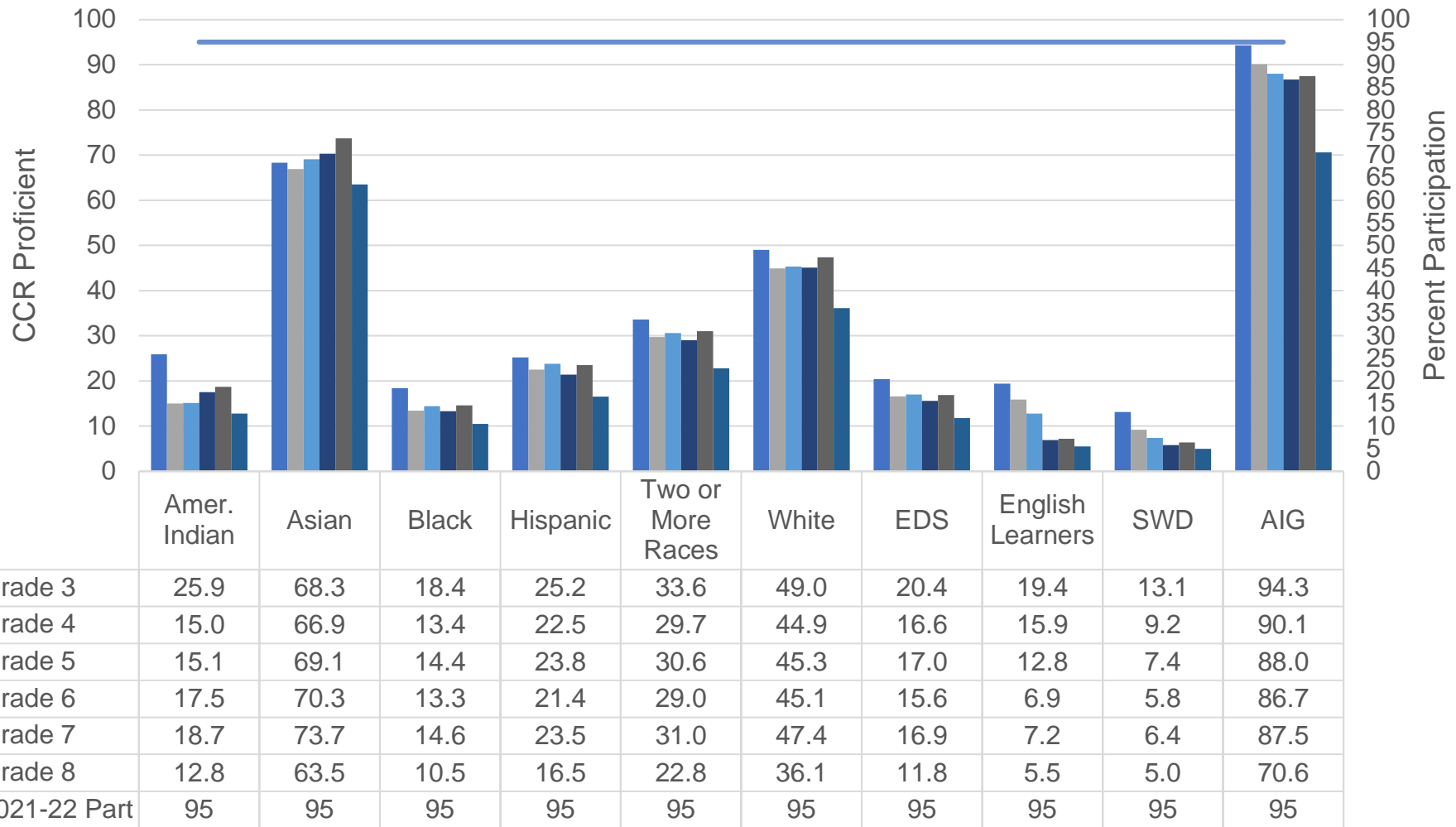
KEY TAKE-AWAYS

- Though not back to pre-COVID percentages, mathematics scores increased from the previous school year
- Every grade level increased



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

2021–22 End-of-Grade Mathematics Performance (Grades 3–8) (Percent Level 4 and Above—CCR Standard)



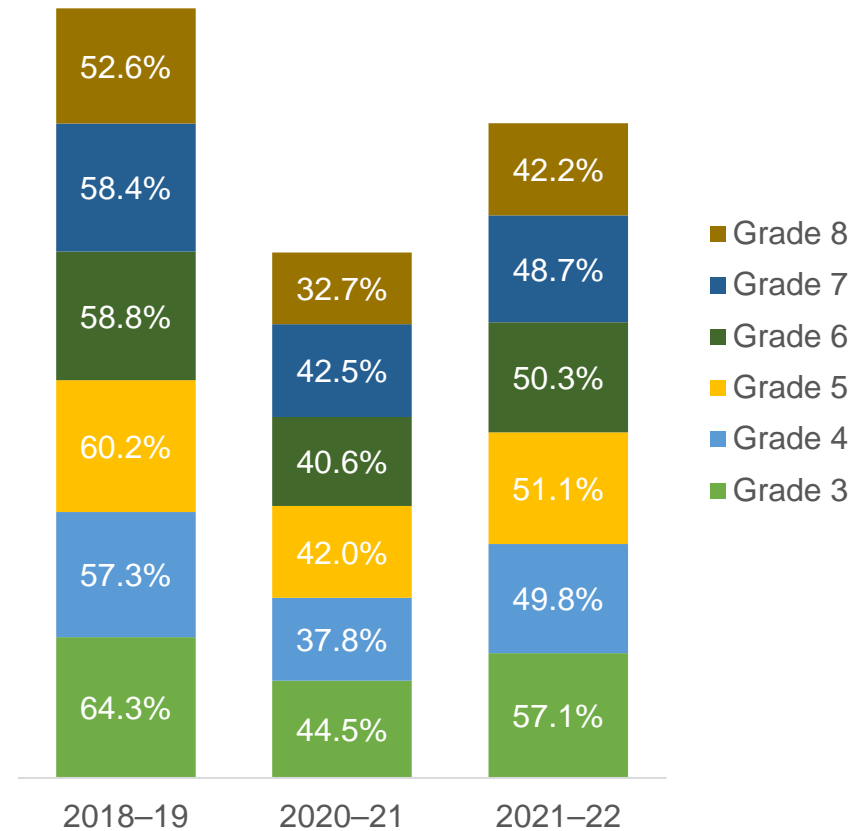
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End-of-Grade Mathematics Performance (Percent Level 3 and Above—GLP Standard)

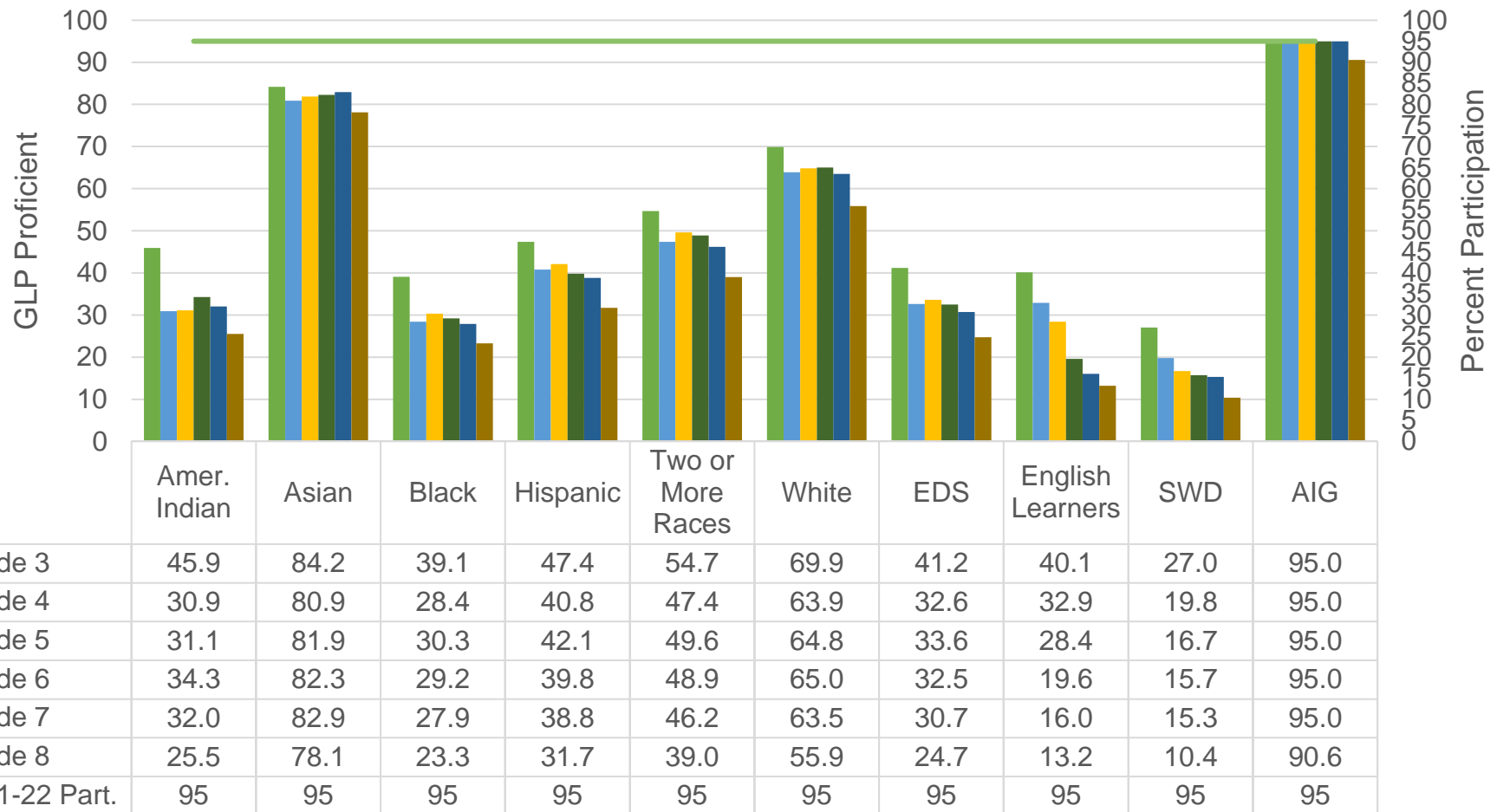
KEY TAKE-AWAYS

- Though not back to pre-COVID percentages, mathematics scores increased from the previous school year
- Every grade level increased



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2021–22 End-of-Grade Mathematics Performance (Grades 3–8) (Percent Level 3 and Above—GLP Standard)



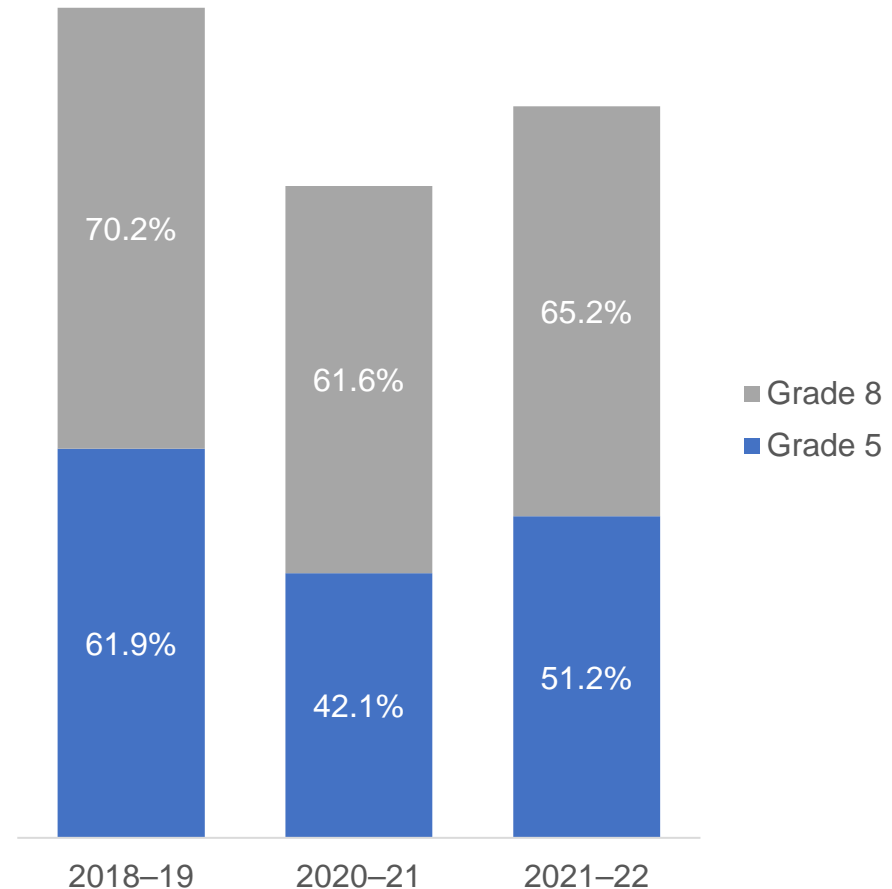
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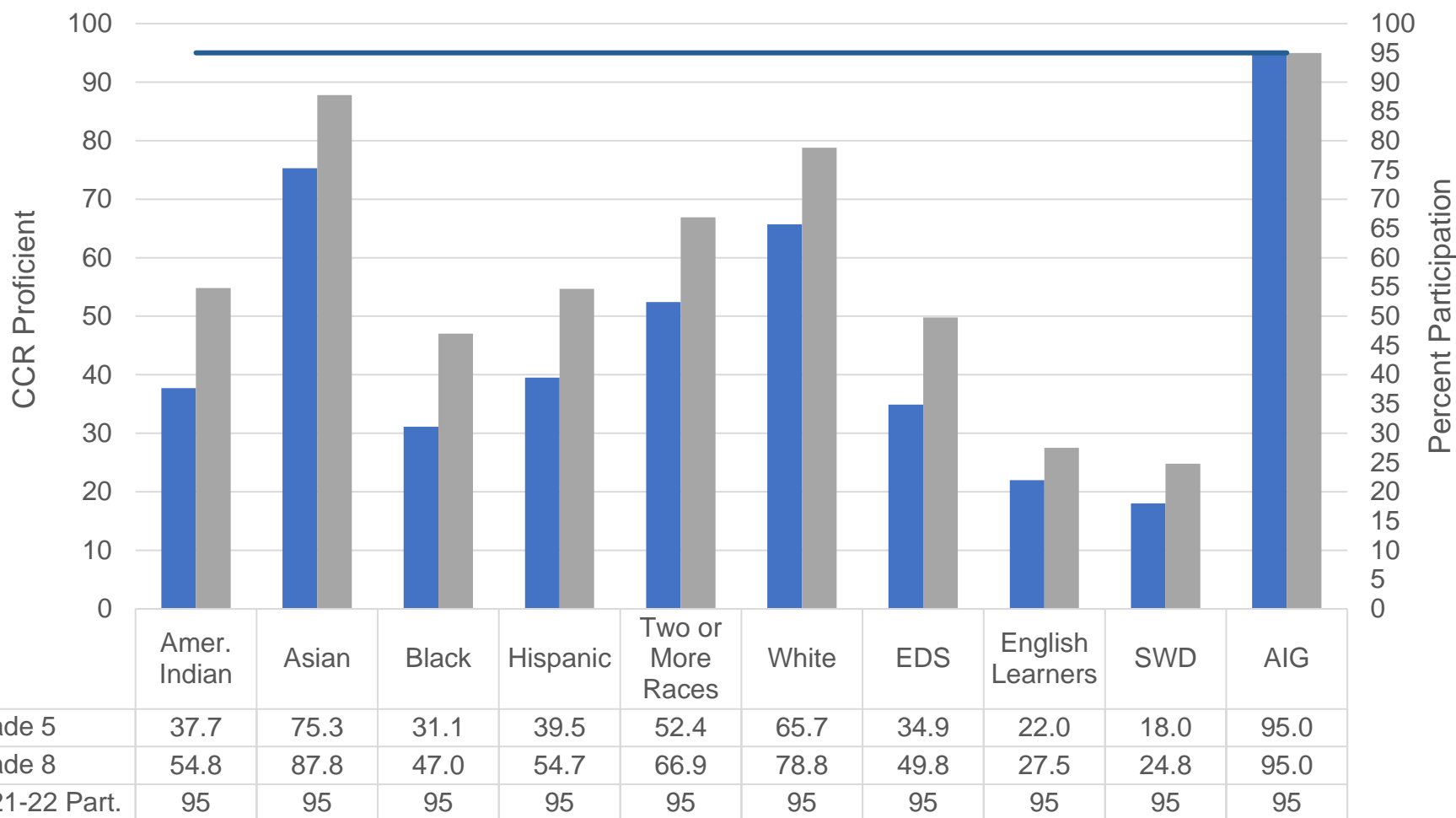
End-of-Grade Science Performance (Grades 5 and 8) (Percent Level 4 and Above—CCR Standard)

KEY TAKE-AWAYS

- Grades 5 and 8 science scores increased from the previous year by 9.1 and 3.6 percentage points, respectively
- Grades 5 and 8 differ in the spread of percentage points across the years, with grade 8 being closer to the 2018–19 performance



2021–22 End-of-Grade Science Performance (Grades 5 and 8) (Percent Level 4 and Above—CCR Standard)

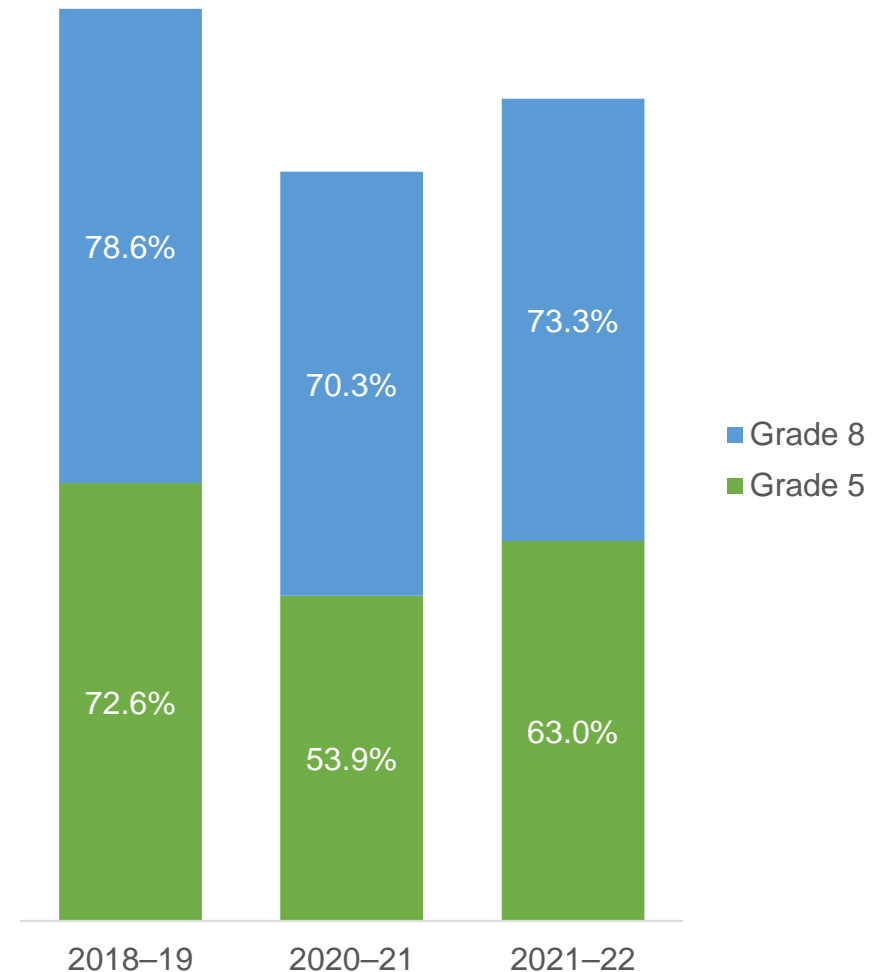


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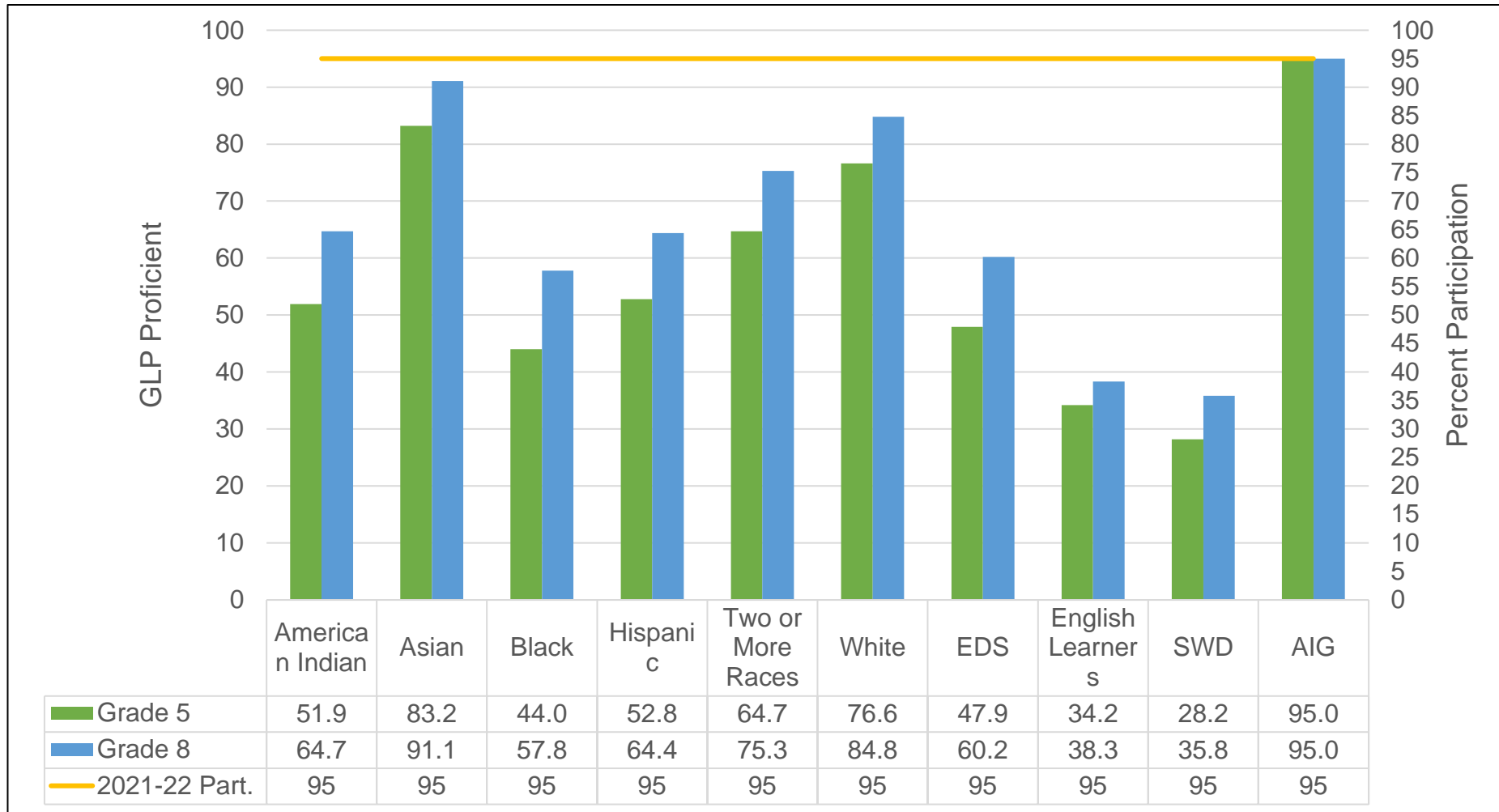
End-of-Grade Science Performance (Grades 5 and 8) (Percent Level 3 and Above—GLP Standard)

KEY TAKE-AWAYS

- Grades 5 and 8 science scores increased from the previous year by 9.1 and 3.0 percentage points, respectively
- Again, grades 5 and 8 differ in the spread of percentage points across the years, with grade 8 being closer to the 2018–19 performance



2021–22 End-of-Grade Science Performance (Grades 5 and 8) (Percent Level 3 and Above—GLP Standard)



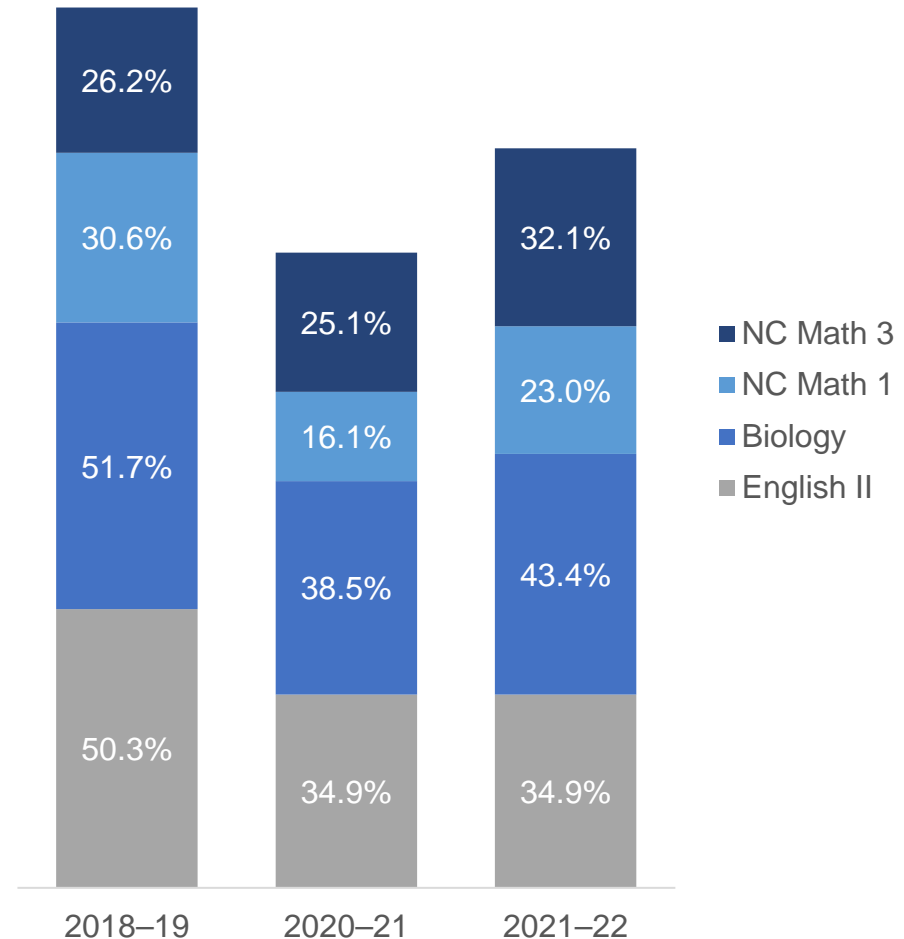
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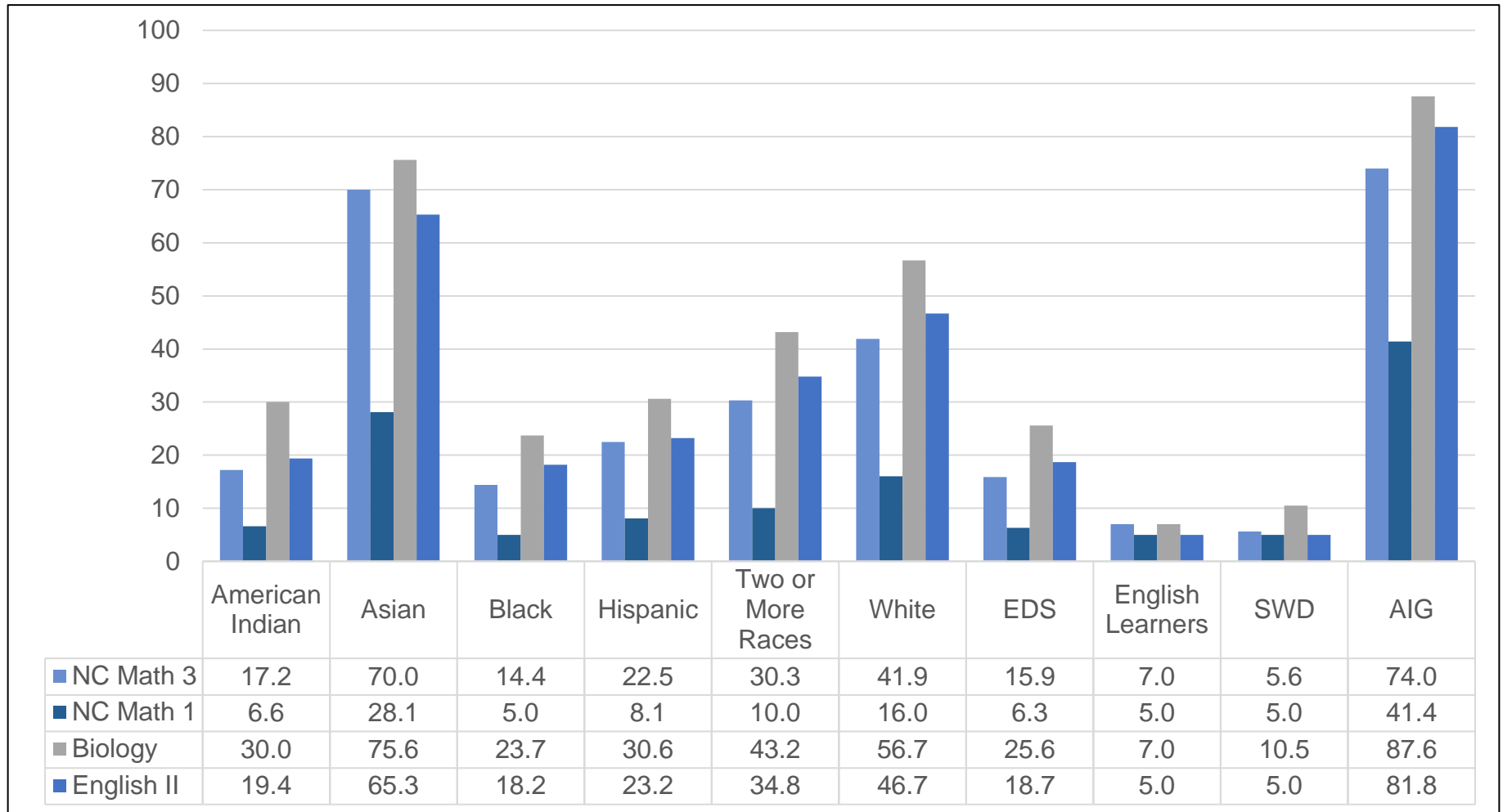
End-of-Course Performance (Percent Level 4 and Above—CCR Standard)

KEY TAKE-AWAYS

- Only NC Math 3 exceeds pre-COVID performance (26.2% to 32.1%)
- NC Math 1 and Biology had strong increases, but are not at the pre-COVID performance levels
- English II did not have any change



2021–22 End-of-Course Performance (Percent Level 4 and Above—CCR Standard)



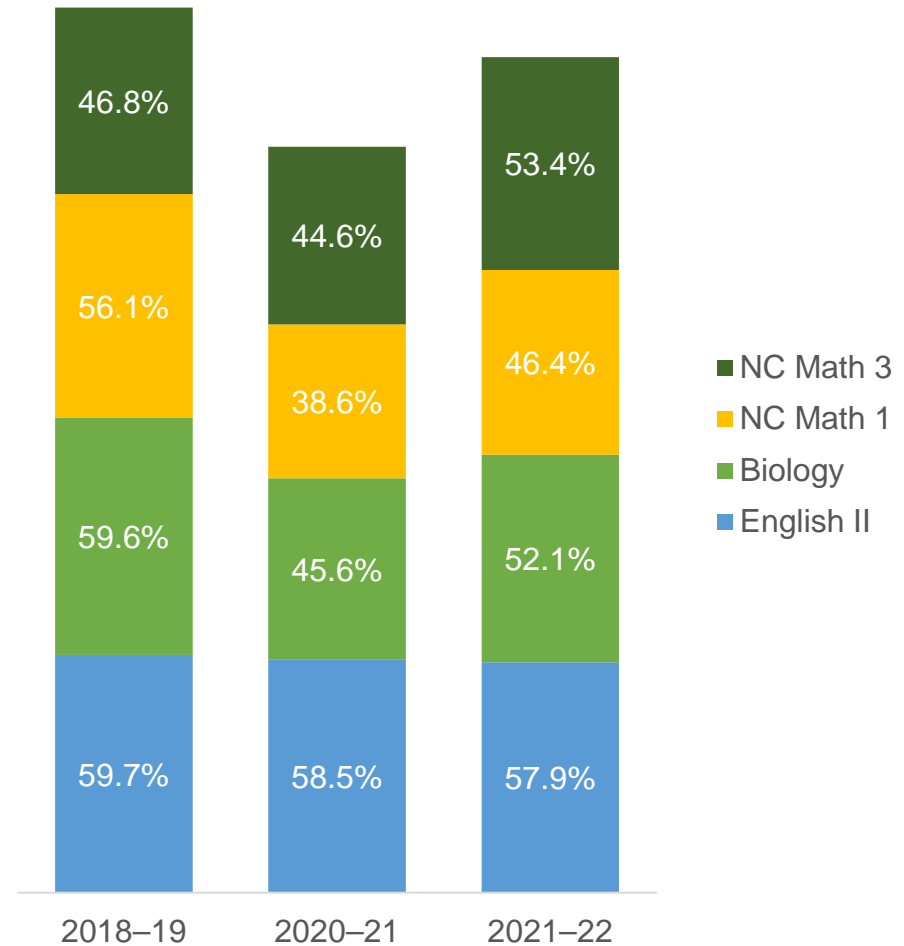
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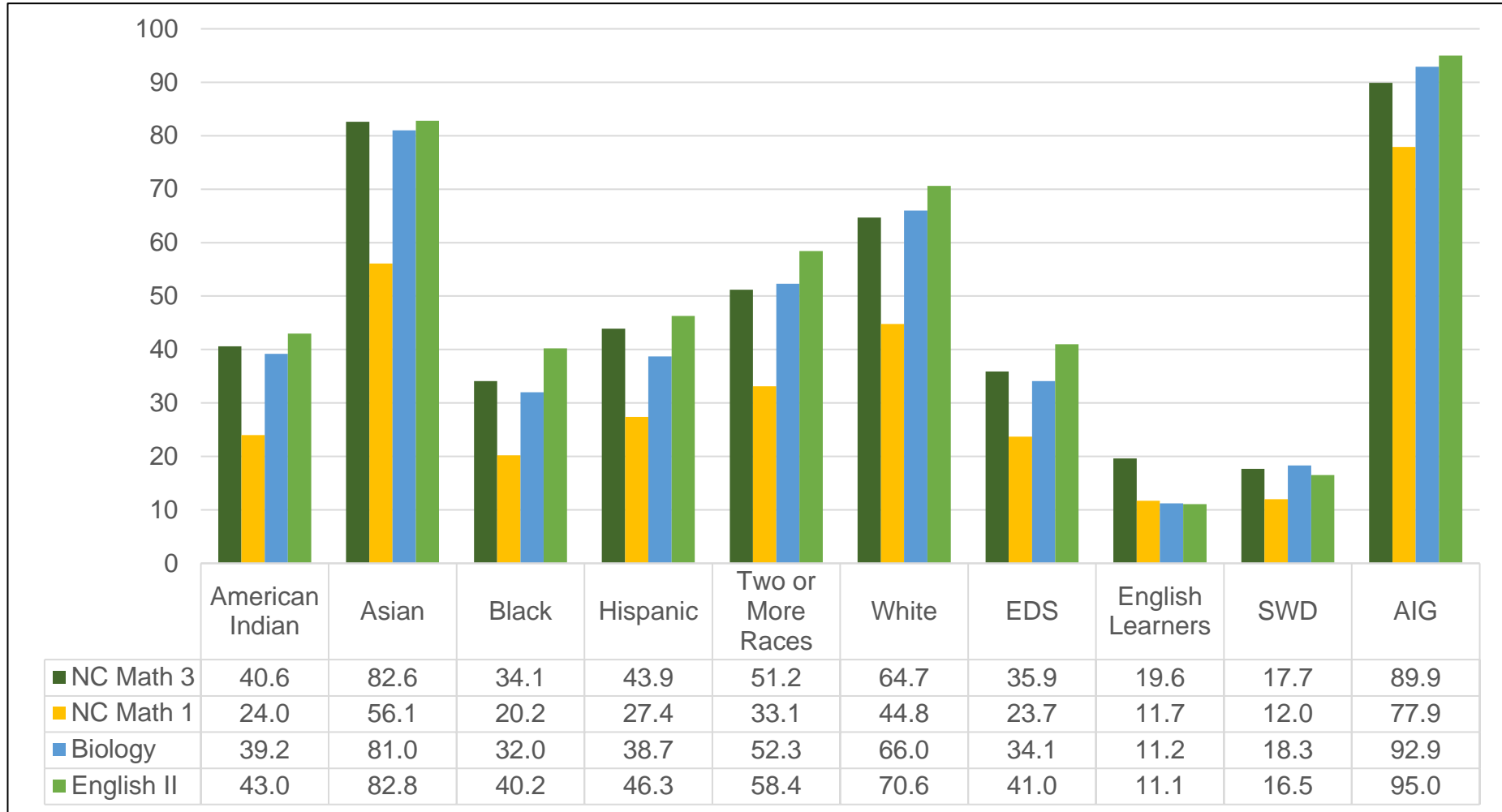
End-of-Course Performance (Percent Level 3 and Above—GLP Standard)

KEY TAKE-AWAYS

- Only NC Math 3 exceeds pre-COVID performance (46.8% to 53.4%)
- NC Math 1 and Biology had strong increases, but are not at the pre-COVID performance levels
- English II decreased (58.5% to 57.9%)



2021–22 End-of-Course Performance (Percent Level 3 and Above—GLP Standard)

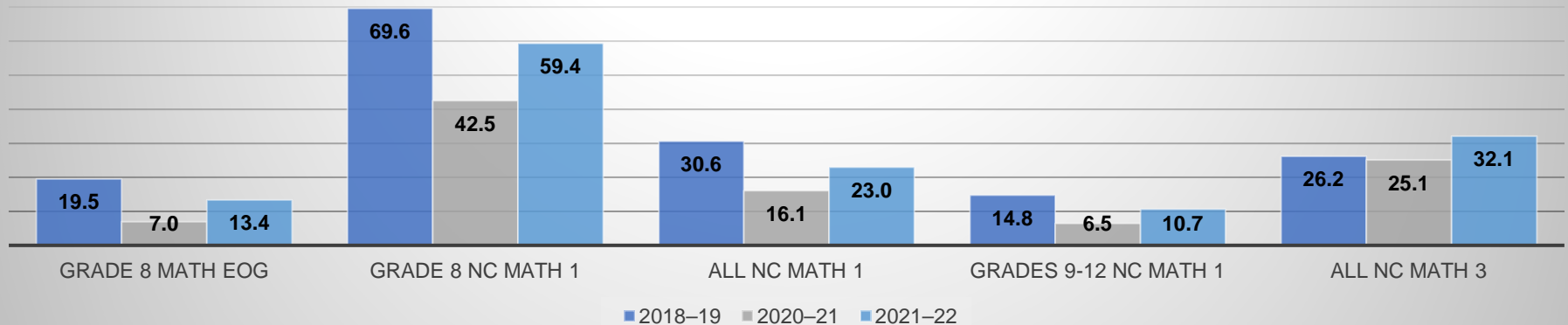


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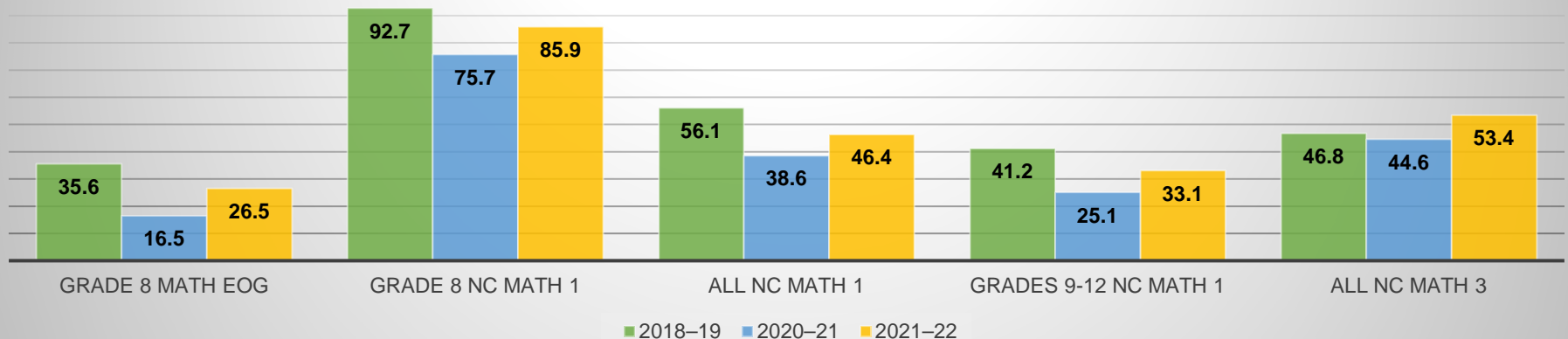


2021–22 Grade 8 and High School Mathematics Test Results

Percent Level 4 and Above—CCR Standard



Percent Level 3 and Above—GLP Standard



THE ACT RESULTS



The ACT

- Percentage of eleventh graders who have a composite score of at least 19 (UNC system admission minimum)
 - Participation rate 94% (up from 86% in 2020–21)
 - Declines in performance may represent change in the UNC admission standard from a minimum composite score of 17 to a minimum composite score of 19
 - ACT measures English, reading, mathematics, and science
 - Mean composite score for 2021–22 was 18.2 compared to 18.4 in 2018–19

Grade 11 The ACT Results

The ACT Grade 11	Percent Met ACT Minimum 2018–19	Percent Met ACT Minimum 2020–21	Percent Met ACT Minimum 2021–22	Number Expected to Test	Percent Tested
All Students	55.8	55.2	41.7	106,360	94
American Indian	37.4	36.6	22.8	1,022	93
Asian	77.9	79.6	70.4	3,808	>95
Black	32.0	30.1	18.6	25,036	91
Hispanic	40.2	39.5	26.0	19,536	93
Two or More Races	56.5	54.5	41.2	4,696	93
White	70.3	68.6	55.9	52,123	>95
Economically Disadvantaged	35.8	34.2	21.1	30,356	91
English Learners	6.9	6.1	<5	5,459	91
Students with Disabilities	15.3	13.4	8.3	10,838	90
Academically or Intellectually Gifted	>95	94.7	88.1	18,817	>95

Prior to 2021–22, The ACT was calculated using the University of North Carolina’s (UNC) required minimum admission composite score of 17. Beginning with 2021–22 school year, the UNC system minimum composite is 19 as required by the UNC Board of Governors action in March 2020.



Grade 11 The ACT Results

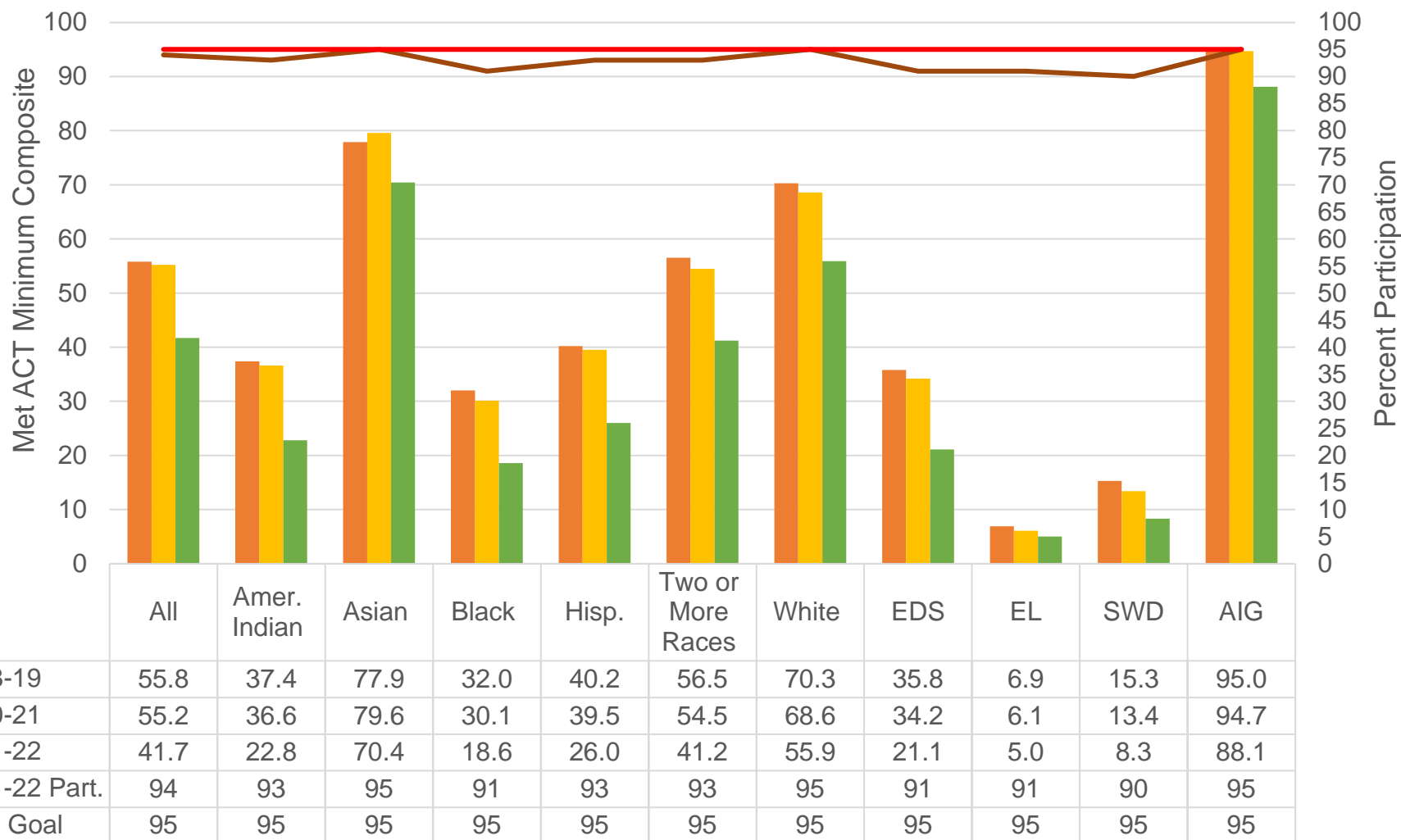
(Comparison Using Minimum 17 Composite Score)

The ACT Grade 11	Percent Met ACT 2018–19 (Minimum 17)	Percent Met ACT 2021–22 (Minimum 17)	Difference
All Students	55.8	54.6	-1.2
American Indian	37.4	36.5	-0.9
Asian	77.9	78.9	+1.0
Black	32.0	30.8	-1.2
Hispanic	40.2	39.0	-1.2
Two or More Races	56.5	54.9	-1.6
White	70.3	69.2	-1.1
Economically Disadvantaged	35.8	33.7	-2.1
English Learners	6.9	7.3	+0.4
Students with Disabilities	15.3	16.0	+0.7
Academically or Intellectually Gifted	>95	94.4	*

* Difference cannot be displayed due to masking rules.



Grade 11 The ACT Results



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WorkKeys

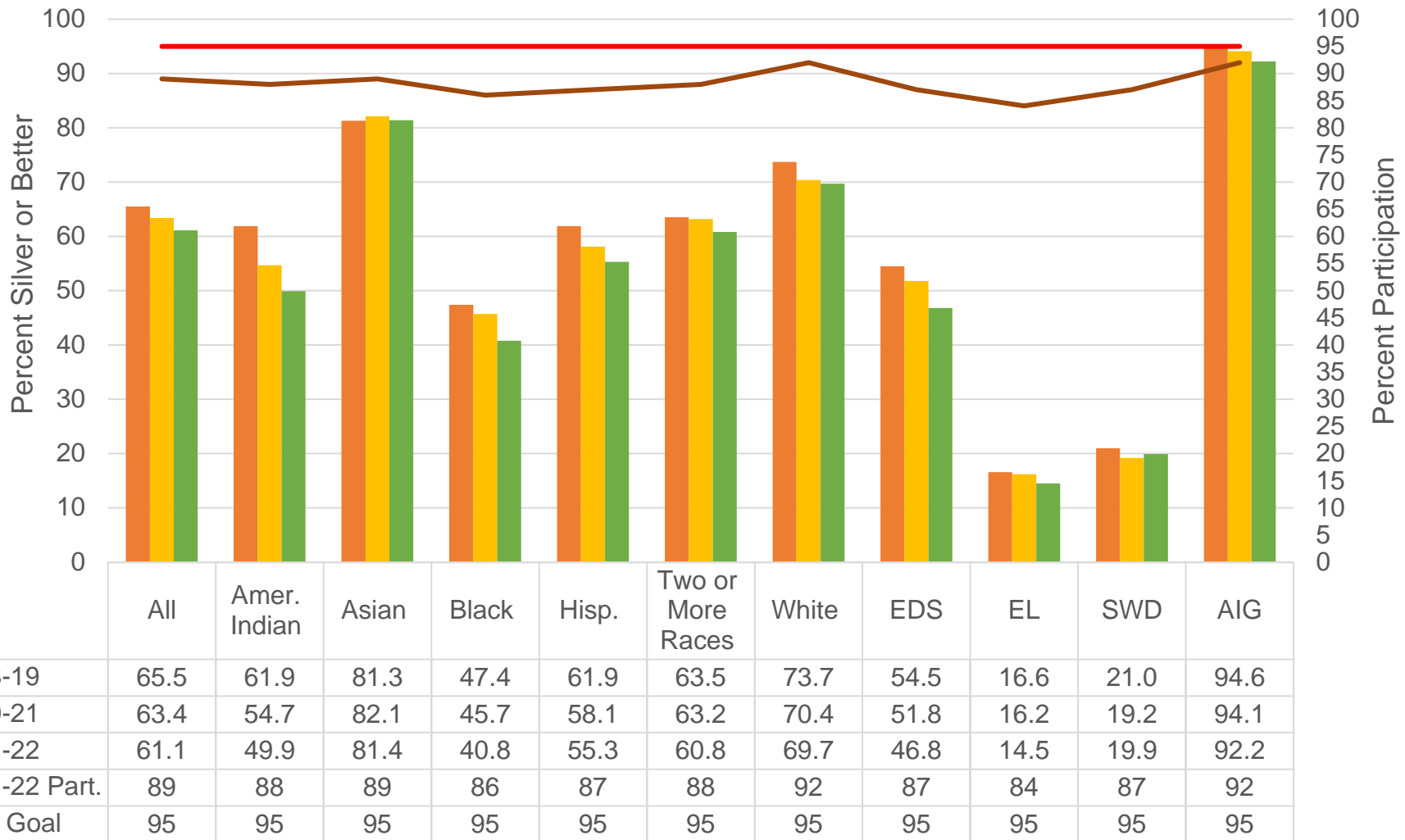
- Percentage of twelfth grade Career and Technical Education Concentrators, who achieved a Silver Certificate or better
 - Low participation rate: 89%
 - Number of concentrators earning a Silver Certificate or better continues to drop, except for Students with Disabilities.

Grade 12 ACT WorkKeys Results

ACT WorkKeys Grade 12	Percent Silver or Better 2018–19	Percent Silver or Better 2020–21	Percent Silver or Better 2021–22	Number Expected to Test	Percent Tested
All Students	65.5	63.4	61.1	43,074	89
American Indian	61.9	54.7	49.9	562	88
Asian	81.3	82.1	81.4	1,585	89
Black	47.4	45.7	40.8	9,452	86
Hispanic	61.9	58.1	55.3	7,038	87
Two or More Races	63.5	63.2	60.8	1,727	88
White	73.7	70.4	69.7	22,660	92
Economically Disadvantaged	54.5	51.8	46.8	10,985	87
English Learners	16.6	16.2	14.5	1,692	84
Students with Disabilities	21.0	19.2	19.9	2,908	87
Academically or Intellectually Gifted	94.6	94.1	92.2	7,645	92



Grade 12 ACT WorkKeys Results



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State-level Results for Other Indicators

Indicator	2018–19	2020–21	2021–22
The ACT (Percentage of students in Grade 11 who meet the UNC System minimum composite*)	55.8	55.2	41.7
WorkKeys (Percentage of CTE concentrator students who earn a Silver Certificate or higher)	65.5	63.4	61.1
The ACT and WorkKeys Combined* (Percentage of students in grade 12 who meet either The ACT or WorkKeys Benchmarks)	65.0	Indicator Not Calculated	53.2
Math Course Rigor (Percentage of students who pass the NC Math 3 course)	93.0	Indicator Not Calculated	94.1

* Prior to 2021–22, The ACT was calculated using the University of North Carolina’s (UNC) required minimum admission composite score of 17. Beginning with 2021–22 school year, the UNC system minimum composite is 19 as required by the UNC Board of Governors action in March 2020.

ENGLISH LEARNER RESULTS



English Learners

- Identified English learners take the English proficiency tests annually to monitor progress, and to determine if students may exit such status.
- The total EL Progress is 17.5 percentage points lower than in 2018–19.

English Learners Progress Toward Exiting	Percent Tested	Total EL Progress*	Percent Exiting EL Status	Percent Meeting Annual Progress Toward Exiting
2018–19	>95	38.6%	9.2%	29.5%
2021–22	>95	21.1%	6.1%	15.0%

* 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.

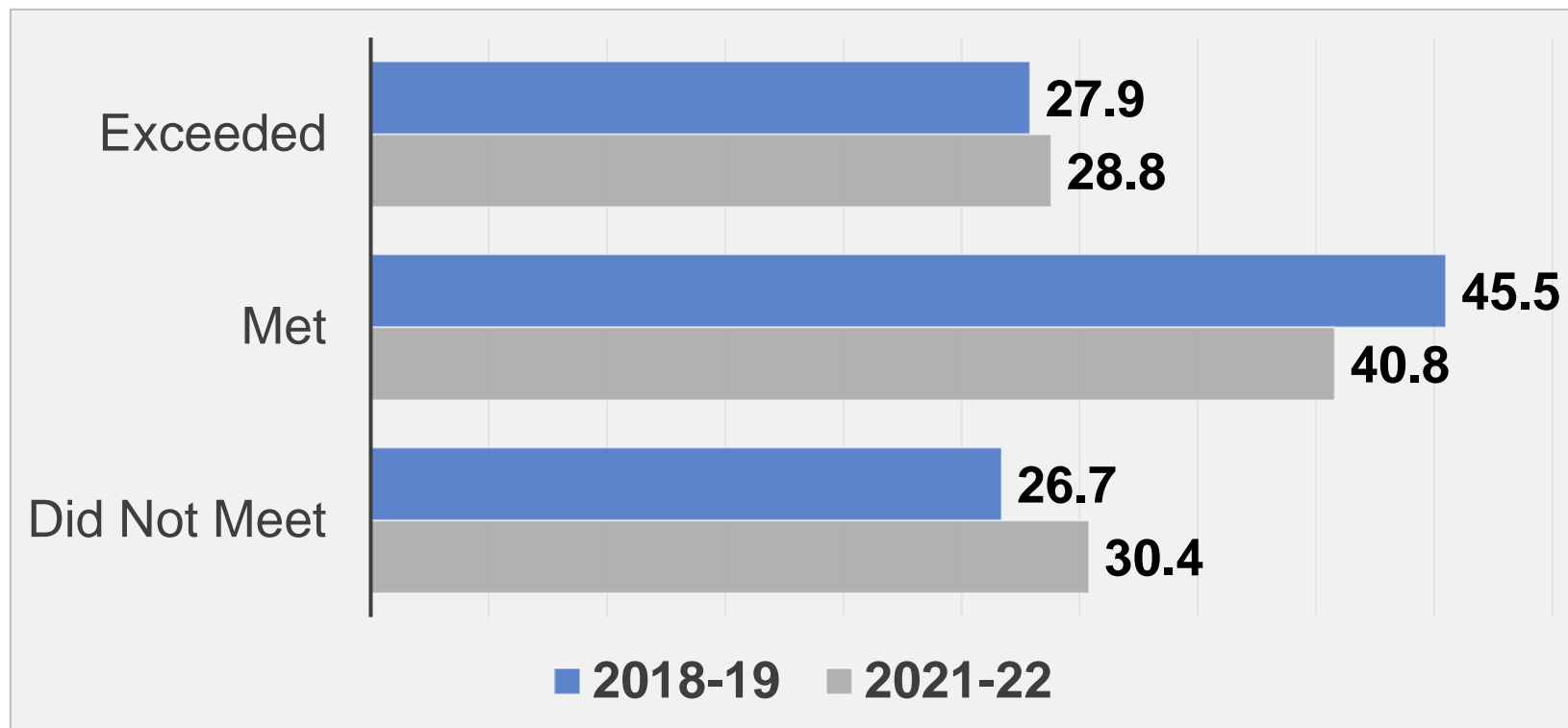


GROWTH DATA

School Accountability Growth Results



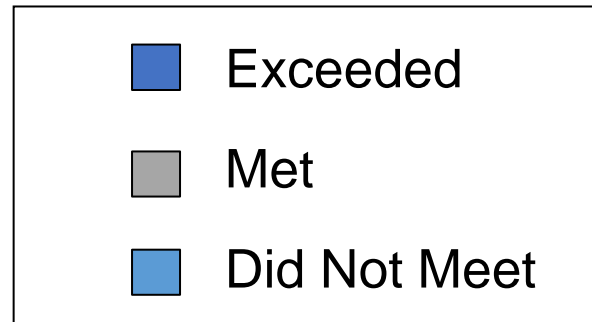
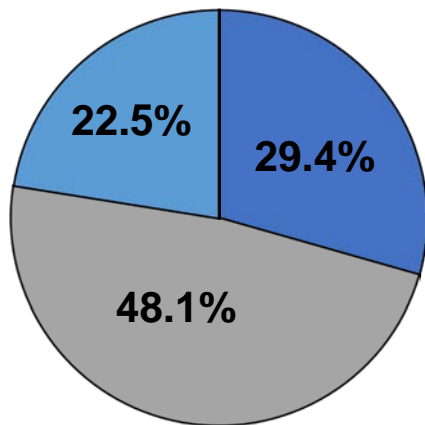
School Accountability Growth



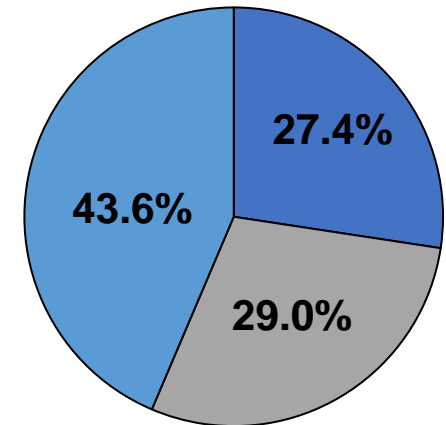
	2018–19	2021–22
Exceeded	703	736
Met	1,147	1,043
Did Not Meet	673	778

Growth Status by School Type

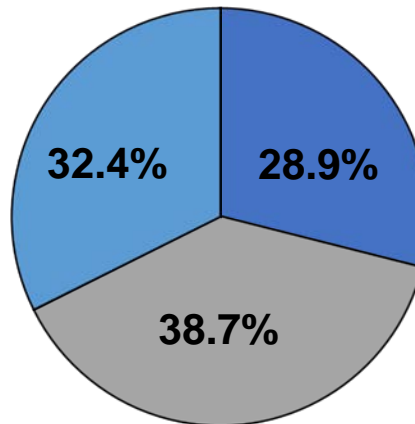
Elementary School



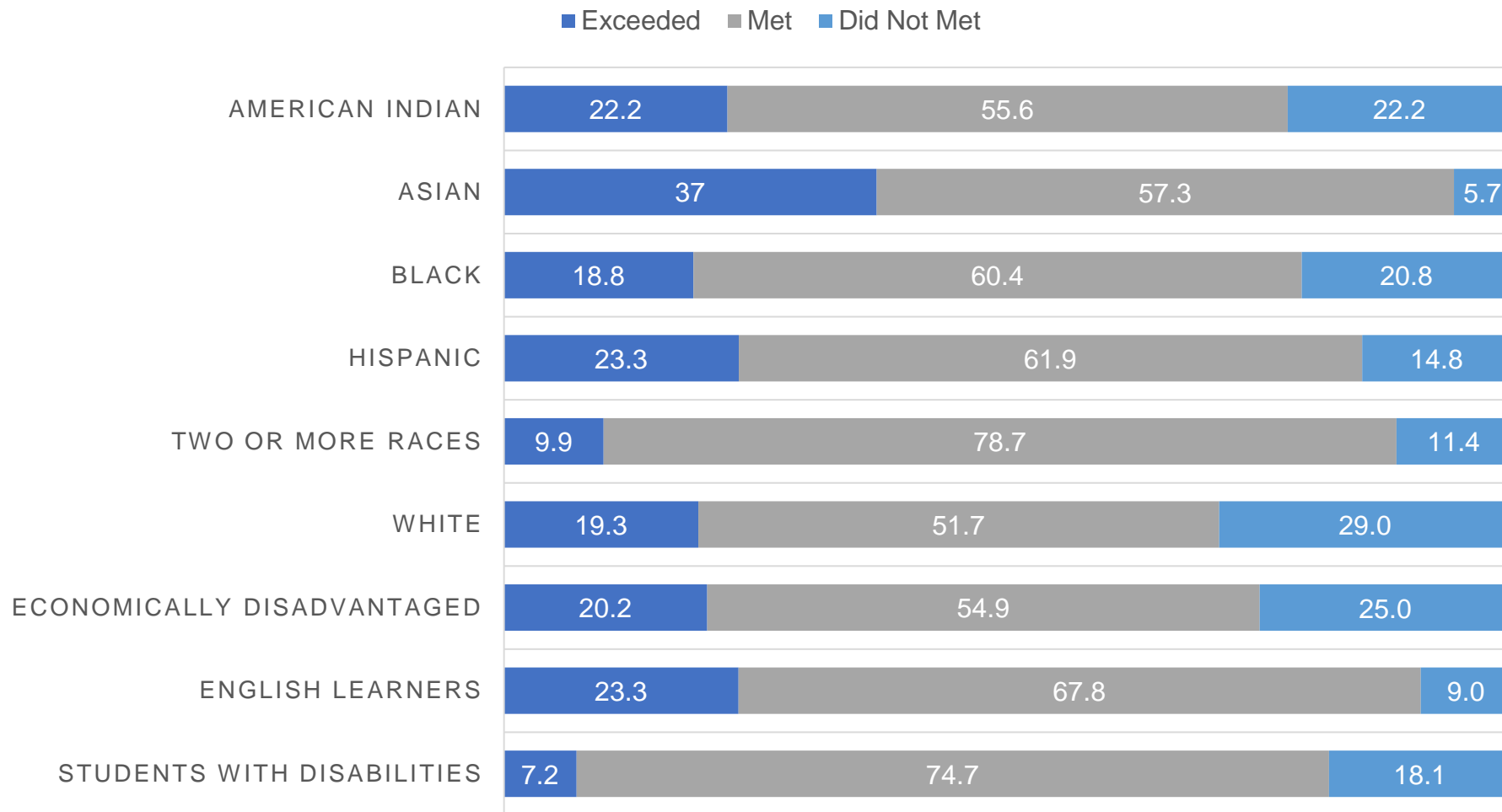
High School



Middle School



Growth Status by Subgroup



SCHOOL PERFORMANCE GRADES



School Performance Grades

- 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).
- Percent of English Learners who met the progress standard on the English Proficiency test.
- Percent of students who graduated 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).
 - Percent of twelfth grade students who completed NC Math 3 or Math 3 with a passing grade.
 - Percent 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

- 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:

A = 85–100	B = 70–84	C = 55–69	D = 40–54	F = 39 or Less
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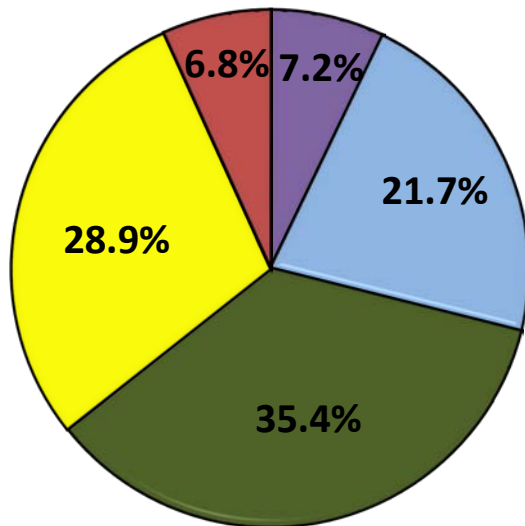
School Performance Grades

Grade	2018–19 Number of Schools	2018–19 Percentage of Schools	2021–22 Number of Schools	2021–22 Percentage of Schools
A	203	8.0	145	5.6
B	744	29.3	446	17.2
C	1,042	41.0	907	35.0
D	463	18.2	833	32.1
F	91	3.6	264	10.2
Total	2,543		2,595	



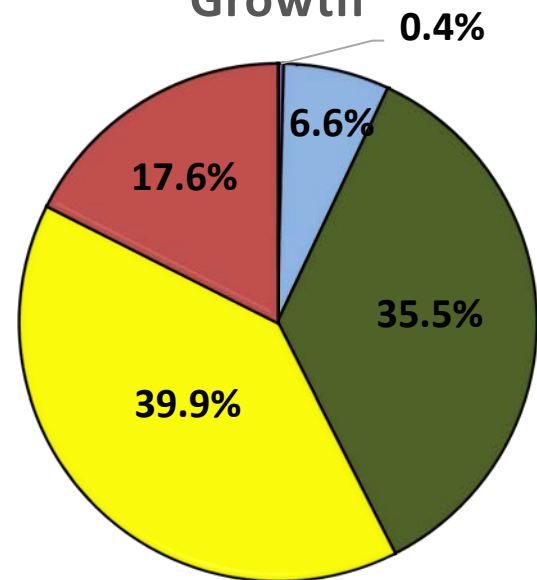
School Performance Grades by Growth Designation

Schools Meeting Or Exceeding Growth

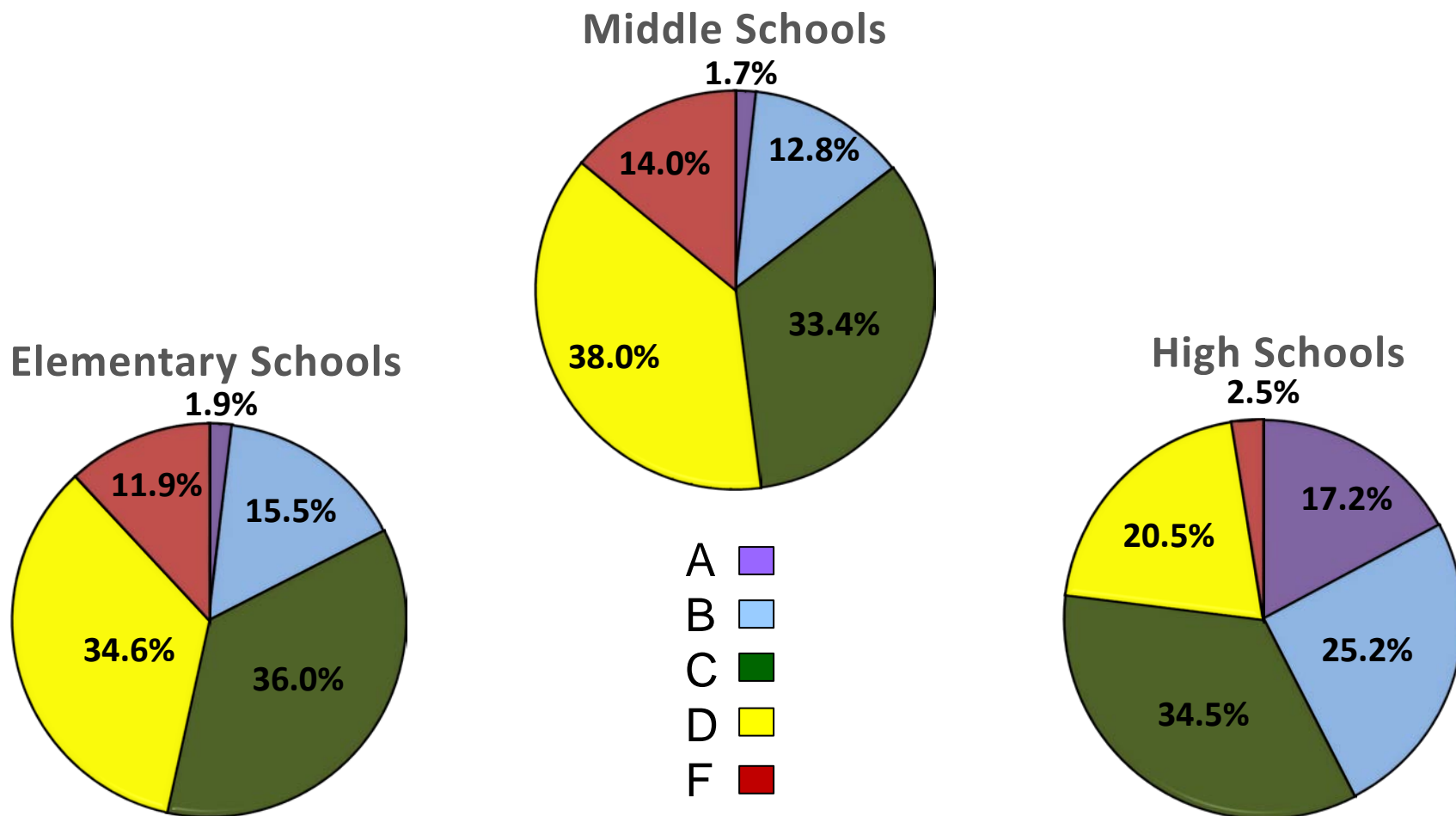


A 
B 
C 
D 
F 

Schools Not Meeting Growth

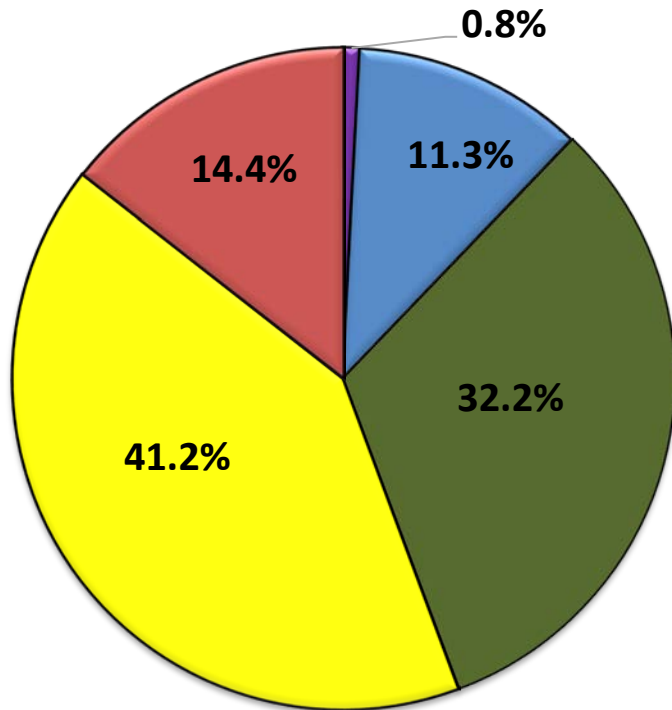


School Performance Grades by School Type

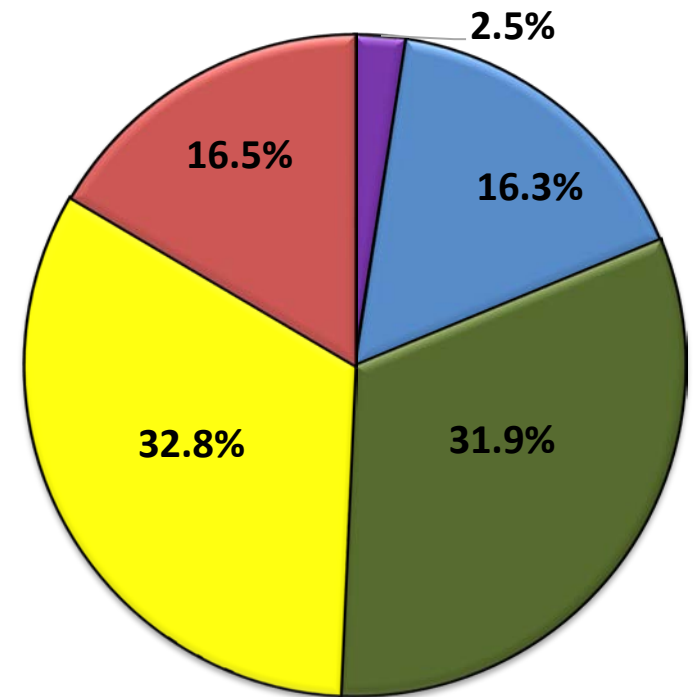







School Performance Grades for Reading and Mathematics

Reading Grades

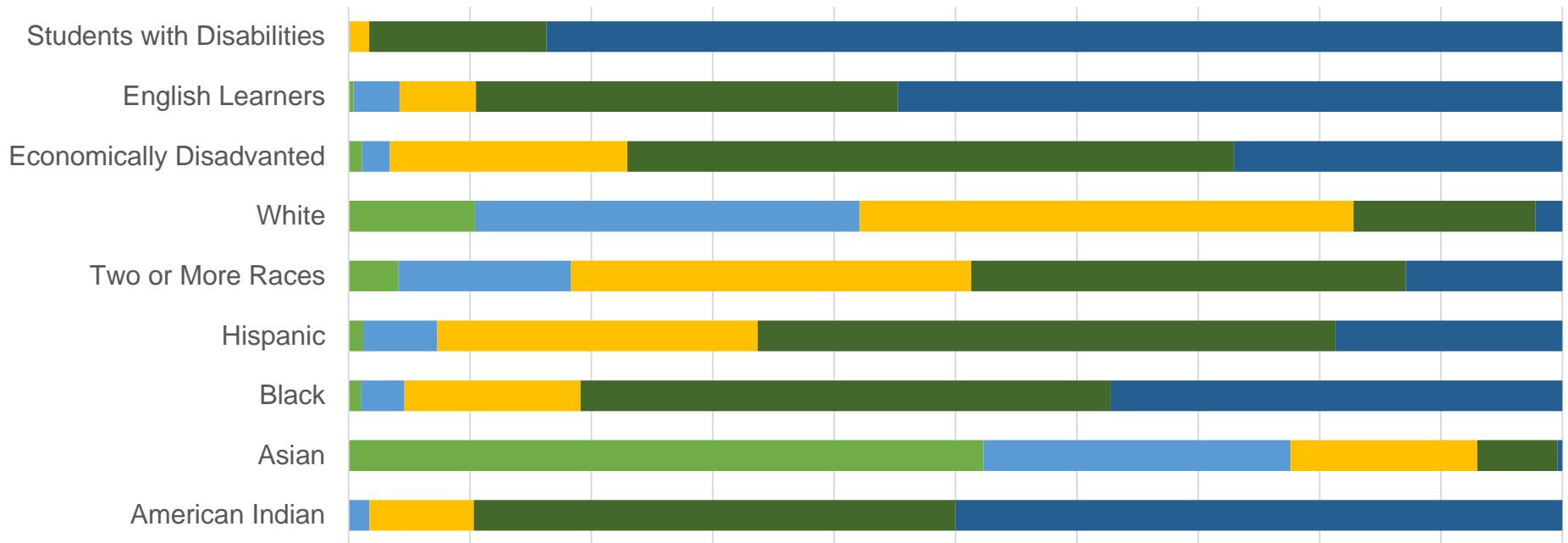


Mathematics Grades



A 
B 
C 
D 
F 

School Performance Grades by Subgroup



	American Indian	Asian	Black	Hispanic	Two or More Races	White	Economically Disadvantaged	English Learners	Students with Disabilities
A	0.0	52.3	1.0	1.2	4.1	10.4	1.1	0.4	0.0
B	1.7	25.3	3.6	6.1	14.2	31.7	2.3	3.8	0.1
C	8.6	15.4	14.5	26.4	33.0	40.7	19.6	6.3	1.6
D	39.7	6.6	43.7	47.6	35.8	15.0	50.0	34.8	14.6
F	50.0	0.4	37.2	18.7	12.9	2.2	27.1	54.8	83.7

LONG-TERM GOALS



Long-term Goals

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

Subgroups (percentage of students at Level 4 and above on reading and mathematics tests)	Additional goals
American Indian, Asian, Black, Hispanic, Two or More Races, White, Economically Disadvantaged, English Learners, and Students with Disabilities	English Learners' progress in attaining English Language Proficiency
	Four-Year Cohort Graduation Rate (reported by subgroup)

Long-term Goals

- As approved by the USED, the long-term goals were shifted forward by two years to accommodate the interruption of accountability data for the 2020–21 and the 2021–22 school years.
- The only long-term goal met at the state level was the Asian subgroup on the four-year cohort graduation rate.
- All others were not met: reading and mathematics at grades 3–8, grade 10 reading, grade 11 mathematics, English learners' progress, and all other four-year cohort graduation rate subgroups.



ALTERNATIVE SCHOOLS

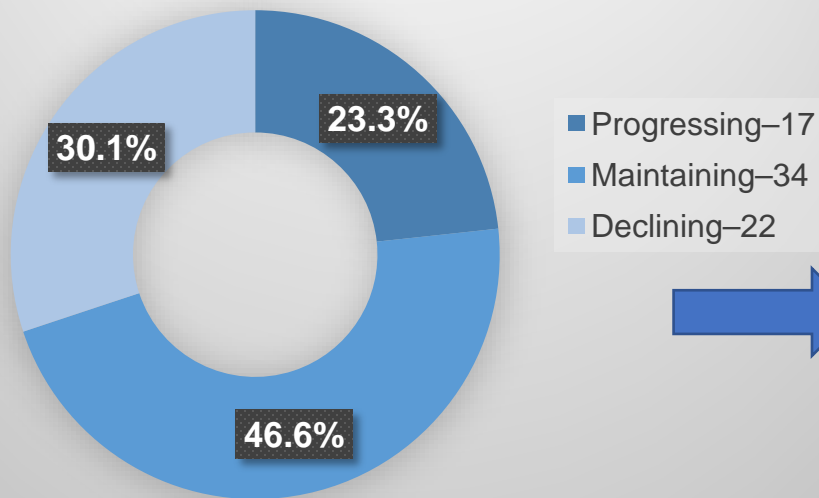


Alternative Schools

- 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 Schools

Percentage of Option B Schools



95 schools use the Alternative School's Modified Accountability System

- Option A: One school
 - Received a D letter grade
- Option B: 73 schools
- Option C: 21 schools
 - Reports available on NCDPI website

State and Federal Designations



Low-Performing Schools and 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.
- Recurring 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'.

Low-Performing Schools and Districts

State Designations

Designation	2018–19	2021–22	Difference
Low-Performing Schools	488	864	+376
Low-Performing Districts	8	29	+21
Recurring Low-Performing Schools	423	464	+41
Continually Low-Performing Charter Schools	38	35	-3

Schools Identified for Comprehensive or Targeted Support and Improvement

Federal Designation Definitions per ESSA

- Comprehensive Support and Improvement Schools
 - 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 and Improvement Schools
 - 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

Schools Identified for Comprehensive or Targeted Support and Improvement

Federal Designations per ESSA

Designation	Identified at beginning of 2018–19	Identified at beginning of 2022–23	Difference
CSI-Low-Performing Schools	72	83	+11
CSI-Low Graduation Rate	42	39	-2
TSI-Consistently Under-performing Subgroups	1,740	1,040	-700
TSI-Additional Targeted Support	1,634	892	-742

There are a total of 114 CSI schools. CSI schools can be identified as both CSI-Low Performing and CSI-Low Graduation Rate.



Conclusion



Next Steps

- September 2–9: Data correction window
- October 5: Present data corrections to State Board of Education for final approval of the 2021–22 school year data.
- All public school units and the public have access to the data
 - NCDPI website
 - New site for disaggregated test data
 - <https://ncdpi.tiny.us/TestingStateLevel>

New NCDPI Testing Dashboard

<https://ncdpi.tiny.us/TestingStateLevel>



State-Level Proficiency

North Carolina End-of-Grade and End-of-Course Reading, Mathematics and Science Assessments Results

Students testing proficient, 2016-17 through 2021-22, with no data in 2019-20 due to COVID.



Click to view results by:



REGION



DISTRICT



SCHOOL

Click to go to source data



Design by Andy Baxter, NCDPI

SUBJECT & GRADE

Composite all subjects and grades

YEAR

2021-22

STUDENTS

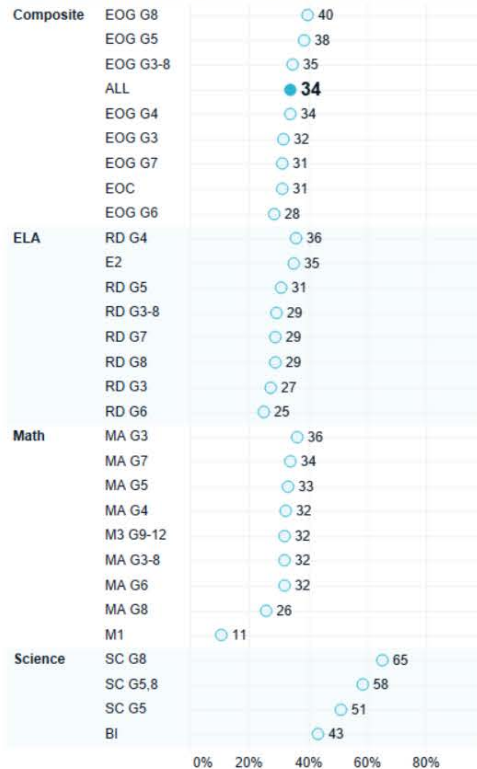
All students

PROFICIENCY

CCR GLP

SUBJECT AND GRADE RESULTS

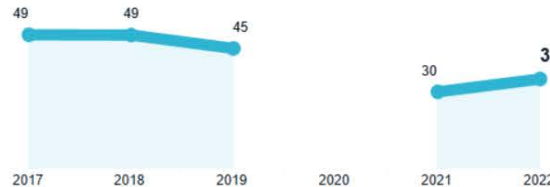
Percentage of students CCR proficient by subject and grade in 2021-22



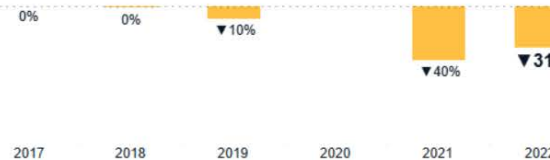
Hover over circles for details.

TREND | annual percentage proficient

Percentage of students CCR proficient by school year (spring)

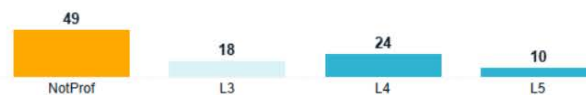


TREND | percentage change in proficiency from first year



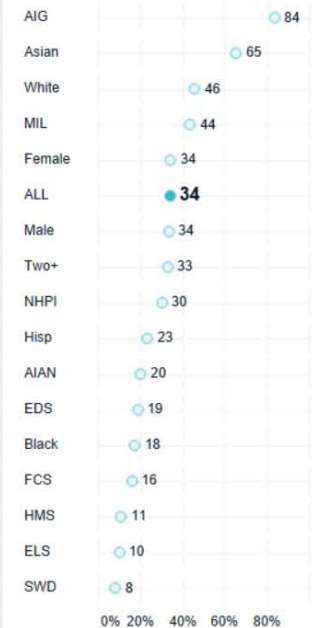
PERFORMANCE LEVELS

Percentage at each performance level. Darker blue indicates level considered CCR proficient.



STUDENT SUBGROUPS

Percentage CCR proficient in 2021-22



Hover over circles for details.



NORTH CAROLINA
State Board of Education
Department of Public Instruction

Conclusion

- As with other states' results, the test results show gains toward the pre-COVID performance levels, particularly for mathematics and science.
- The increase in Ds and Fs for the School Performance Grades is related to the weighting of the model on achievement/test scores (80%).
- Though 71 fewer schools met or exceeded growth compared to the 2018–19 school year, overall growth results show schools continued to move students forward.

Conclusion

- The primary purpose of accountability reports is to provide information for planning instruction and targeting resources.
 - On-going analysis with an emphasis on learning recovery
 - On-going support led by the Office of Federal Program Monitoring and Office of District and Regional Support
- With a focus on supporting schools, student achievement will continue to increase and ultimately exceed the 2018–19 outcomes

QUESTIONS

