



North Carolina Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated. For an overview and full set of profiles, visit www.air.org/ESSAAccountability.

- North Carolina uses a composite index to calculate an annual summative rating of A, B, C, D, or F for all public schools and to identify schools for comprehensive and targeted support and improvement (CSI/TSI).
- North Carolina includes 5 measures in its indicator for school quality or student success (SQSS) including biology proficiency, ACT performance, ACT WorkKeys performance, mathematics course rigor, and student growth.

Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

Annual Meaningful Differentiation		
<input checked="" type="checkbox"/> Annual summative rating (Annually calculates overall performance rating for all schools and "all students" using all indicators, beyond CSI/TSI schools)		
<input type="checkbox"/> Data dashboard only (CSI/TSI schools identification only)		
Summative Ratings		
A, B, C, D, F		
Accountability Measures	Included in Accountability	
Academic		
Achievement status	✓	
Achievement growth	✓	
GAP Achievement gap		
ELP English language proficiency/progress	✓	
4-year graduation rate	✓	
EAR Early learning		
WRE Well-rounded education		
Persistence		
EXT Extended-year graduation rate(s)		
OTG On-track to graduation		
Dropout rate		
College and career readiness		
COL College enrollment		
ADV Advanced coursework or sequence	✓	
CPT College placement test(s)	✓	
CTE Career and technical education or work-based learning	✓	
Readiness to learn		
CFL Conditions for learning/school climate		
SEL Social-emotional learning		
CHR Chronic absenteeism		

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

Student Groups for Accountability Determinations (N = 30 for accountability, N = 10 for reporting)	
Major racial/ethnic subgroups	
American Indian	
Asian	
Black	
Hispanic	
Two or more races	
White	
Other required subgroups	
Economically disadvantaged	
Students with disabilities	
English learners	
Nonrequired subgroups	
Not applicable	

Subjects Used for Accountability			
Subject	Status	Growth	
Math	✓	✓	
Reading/English language arts (ELA)	✓	✓	
Writing			
Science	✓	✓	
Social studies			
Other			






Annual Differentiation System

North Carolina uses the following composite index to calculate a summative rating of A, B, C, D, or F for all public schools and to identify schools for comprehensive and targeted support and improvement (see also “School Improvement Categories”).




Student growth is set at 20% of the composite index, and all other measures are combined in one calculation and weighted according to the number of students included in each measure (i.e., weightings vary in proportion to the number of students each measure contributes to the overall calculation). For example, if the number of students participating in English language proficiency tests is 20 out of 140 students across all non-growth measures, then the weighting for the on-track to ELP measure is effectively $20/140 = 14.3\%$.

North Carolina Composite Index for Determination of Summative Ratings and CSI/TSI Schools, 2017–18 Proposed State Plan

ESSA Indicator	State Measure	Measure Weightings	
		Elementary/Middle Schools	High Schools
 Academic achievement	Proficiency (ELA and math)	Varies	Varies
	Student growth (VAM for ELA, math)	--	20%
 Other academic	Proficiency (science)	Varies	Varies
 Graduation rate	4-year graduation rate	--	Varies
ELP	English language proficiency progress	On-track to ELP	Varies
Academic indicators subtotal		Varies	Varies
SQSS	School quality or student success	Student growth (VAM for ELA, math, and science)	20%
		Biology EOC test	--
		ACT performance	--
		ACT WorkKeys performance	--
		Mathematics course rigor	--
SQSS indicator subtotal		20%	Varies
Total		100%	100%

Note 1: ELA=English/language arts; EOC=end of course; VAM=valued-added model of student growth from year to year

Accountability Measure Descriptions

ESSA Indicator	State Measure	Description
 Academic achievement	Proficiency (ELA, math)	Percentage of test participants scoring at the performance level indicating grade-level proficiency or higher on annual statewide assessments.
	<i>Participation rate inclusion</i>	The denominator of the proficiency calculation is the higher of the number of students actually participating or 95% of enrolled students in participating grades/subjects.
 Other academic	Proficiency (science)	Percentage of students scoring at the performance level indicating grade-level proficiency or higher on annual statewide assessments.
 Graduation rate	4-year graduation rate	Percentage of students within an adjusted cohort who graduate within 4 years with a regular high school diploma.
ELP English language proficiency progress	On-track to ELP	Percentage of test participants meeting annual individual targets for sufficient progress towards ELP within a state-determined number of years, based on state ELP test results.
SQSS School quality or student success	Student growth (ELA, math, science)	Value-added student growth model (VAM) that compares <i>actual</i> year-to-year change in annual statewide assessment results with the <i>predicted</i> results for each participating student.
	Biology EOC test	Percentage of students scoring proficient (Level 3) or above on statewide EOC assessment in biology by the end of Grade 11.
	ACT performance	Percentage of students achieving the University of North Carolina minimum entrance requirement of a composite score of 17 on the ACT.
	ACT WorkKeys performance	Percentage of Career and Technical Education concentrators who achieve a silver or higher designation on the ACT WorkKeys.
	Mathematics course rigor	Percentage of graduates passing the North Carolina Math 3 course.

Note: ELA=English language arts; EOC=end of course

School Improvement Categories

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	<ul style="list-style-type: none"> Low-performing school: Bottom 5% of Title I schools, as ranked by composite index score Low graduation rate school: 4-year graduation rate less than 66.7% Chronically underperforming subgroup (i.e., 3 years failure to exit Title I ATS status) 	Any school with consistently underperforming subgroup(s) based on composite index score equivalent to an "F" subgroup rating, for 2 of the previous 3 years	Any school that meets criteria for TSI identification and meets both of the following criteria: <ul style="list-style-type: none"> Has a subgroup with composite index score below threshold for state's identification of bottom 5% of Title I schools based on all students Student growth score for the subgroup does not meet growth targets for the 2 of the previous 3 years
First year and frequency of identification	<ul style="list-style-type: none"> 2018–19 for low-performing and low graduation rate schools and every 3 years thereafter 2018–19 for chronically underperforming subgroup schools and every 3 years thereafter 	2019–20 and annually thereafter	2021–22 and every 3 years thereafter
Years of improvement to exit status	1 year of improvement is required to exit CSI status (after minimum 4 years in status)	2 years of improvement are required to exit TSI status	1 year of improvement is required to exit ATS status (after minimum 3 years in status)

Note: Schools that meet criteria for ATS identification for a single year only are added to an ATS "watch list."

Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA	Year of Student Enrollment		
	Year 1	Year 2	Year 3
1	Exempt all recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
2	✓ Test all recent ELs in ELA/reading but exclude from accountability	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
3	Uniform procedure for assigning individual ELs to either Option 1 or Option 2		