

2013–14 Performance and Growth of North Carolina Public Schools

Executive Summary (September 4, 2014)

Statistical Summary of Results

The following reports provide performance and growth data for the 2013–14 school year based on analysis of all end-of-grade tests (EOG) and end-of-course tests (EOC), which are aligned to the North Carolina Standard Course of Study in English Language Arts/Reading and Mathematics and the Essential Standards in Science, for all public schools and public charter schools. The reports present the following data:

1. Performance: Reporting how schools performed on the tests and high school indicators for the current school year
2. Growth: Reporting if schools met, exceeded, or did not meet growth expectations as defined and calculated in EVAAS
3. Progress: Reporting if schools met or did not meet performance and participation targets set for each of the Annual Measurable Objectives (AMOs)

Schools not included in the report may not have any tested grades or may have a transient or very small student population. Typically these schools are K–2 schools, special education schools, vocational/career schools, and hospital schools.

Performance Results

In March 2014, the State Board of Education (SBE) adopted five academic achievement levels for reporting student performance on the EOGs and EOCs. With this additional level, Level 3 and above was determined to meet the grade–level proficiency standard and Level 4 and above was determined to meet the college-and-career readiness standard. With this being the first year of reporting five achievement levels and the inherent limitations of comparing the current year to the previous year, the following table provides the percent of students at each achievement level.

Table 1: 2013–14 State Level Performance Results by Achievement Level

Assessment	Level 1	Level 2	Level 3	Level 4	Level 5
EOG 3 ELA/Reading	21.0	18.8	12.5	35.7	12.0
EOG 4 ELA/Reading	26.1	18.3	11.1	37.6	6.9
EOG 5 ELA/Reading	24.4	21.8	13.5	31.7	8.6
EOG 6 ELA/Reading	18.4	24.8	11.1	33.7	12.0
EOG 7 ELA/Reading	17.2	25.5	9.7	35.9	11.7
EOG 8 ELA/Reading	20.3	25.6	11.9	32.4	9.9
EOG 3 Math	16.7	22.4	12.6	31.9	16.3
EOG 4 Math	22.1	23.5	7.2	30.0	17.1
EOG 5 Math	19.8	23.8	6.1	33.1	17.2
EOG 6 Math	30.8	22.4	7.2	25.4	14.2

Assessment	Level 1	Level 2	Level 3	Level 4	Level 5
EOG 7 Math	31.2	22.9	7.0	24.8	14.2
EOG 8 Math	29.2	28.7	7.6	24.8	9.8
EOG 5 Science	16.8	18.9	11.7	38.7	13.8
EOG 8 Science	17.2	11.4	9.4	43.5	18.4
EOC Math I	23.3	16.7	13.1	34.6	12.3
EOC English II	18.4	20.3	9.5	45.5	6.2
EOC Biology	22.5	23.6	8.8	30.3	14.8

Statewide on all assessments, the percent college-and-career ready proficient is 46.2 and the percent grade-level proficient is 56.3.

Table 2: 2013–14 State-Level Performance Results

Cohort	Assessment	Percent Proficient Level 3 and Above	Percent Proficient Level 4 and Above
Grade 3	Reading EOG	60.2	47.7
Grade 4	Reading EOG	55.6	44.5
Grade 5	Reading EOG	53.8	40.3
Grade 6	Reading EOG	56.8	45.7
Grade 7	Reading EOG	57.3	47.6
Grade 8	Reading EOG	54.2	42.3
All Grades	Reading EOG	56.3	44.7
Grade 3	Mathematics EOG	60.9	48.3
Grade 4	Mathematics EOG	54.3	47.1
Grade 5	Mathematics EOG	56.4	50.3
Grade 6	Mathematics EOG	46.8	39.6
Grade 7	Mathematics EOG	45.9	38.9
Grade 8	Mathematics EOG	42.2	34.6
All Grades	Mathematics EOG	51.0	43.1
Grade 5	Science	64.2	52.6
Grade 8	Science	71.4	61.9
All Grades	Science	67.8	57.3
EOC	English II	61.2	51.7
EOC	Math I	60.0	46.9
EOC	Biology	53.9	45.1
All EOCs	All EOCs	58.6	47.8

State-level results for other high school indicators: The ACT, ACT WorkKeys, students passing Math III, and the Graduation Project are presented in Table 3.

Table 3: State-Level Performance for the High School Indicators

Indicator	Benchmark Definition	Percent Meeting Benchmark
The ACT	Percent of grade 11 participating students who meet the UNC System minimum admission requirement of a composite score of 17	59.3%

Indicator	Benchmark Definition	Percent Meeting Benchmark
ACT WorkKeys	Percent of graduates who are Career and Technical Education (CTE) concentrators who earn a Silver Certificate or higher	67.6%
Students Passing Math III	Percent of graduates who successfully complete Math III (Algebra II or Integrated Mathematics III)	>95 %
Graduation Project	Percent of high schools that implemented a graduation project	44.2%

Growth Results

For the 2013–14 school year, school accountability growth results are presented for 2,422 of the 2,565 public schools that participated in the statewide testing program. Using all EOG and EOC test scores, school accountability growth is calculated using EVAAS, a value-added growth tool. Each school with the required data is designated as having exceeded growth, met growth, or did not meet growth. The results for school accountability growth are presented in Table 4.

Table 4: 2013–14 School Accountability Growth

Growth Category	Number	Percent
Exceeded Expected Growth	769	31.8%
Met Expected Growth	1,038	42.9%
Did Not Meet Growth	615	25.4%
Total	2,422	

Progress Results

The AMOs are progress targets for student subgroups. Targets are calculated as specified in North Carolina’s Elementary and Secondary Education Act (ESEA) Flexibility Waiver, with 2012–13 as the baseline year and the first target year. Using the 2012–13 state mean as the starting point, the AMO targets were set to reduce by one-half the percent of students who are not-proficient within six years. The AMO reports include targets for reading, mathematics, science, math course rigor, The ACT, and ACT WorkKeys. In addition, schools have AMO targets for graduation rate or attendance.

It is required that the number of AMO targets for each school and the number and percent met is reported. AMO targets are set for the following subgroups: School as a Whole, American Indian, Asian, Black, Hispanic, Two or More Races, White, Economically Disadvantaged, Limited English Proficient, Students with Disabilities, and Academically or Intellectually Gifted. Performance and participation is reported for each identified subgroup. Schools must have at least a 95% participation rate in the statewide assessments. Each subgroup must meet or exceed the state’s percent proficient targets. In addition, the schools must show progress by subgroup on the graduation rate. If a school does not have a graduation rate, then they must show progress on the attendance rate for the school as a whole. Schools must have at least one target to be included in this table.

Table 5: AMO Targets

	Number of Schools	Percent of Schools
Met All Targets	511	20.6%
Did Not Meet All Targets	1,974	79.4%
Total	2,485	100%

Participation is a required part of AMO target reporting. In the ESEA waiver, North Carolina indicated that we would hold schools to a 95% participation rate and that consequences would be applied to schools who do not meet the targets by subgroup. This year schools begin to be labeled “Consistently Low Participating” if they miss a participation target in the same subgroup and subject for a second consecutive year. Schools with this designation must create and submit a plan focused on ensuring that the subgroup(s) missed meet participation expectations in the coming year.

This year 228 schools are labeled Consistently Low Participating.

AMO results are presented by the schools’ growth statuses in Table 6 below. Schools must have a growth status to be included in this table.

Table 6: AMOs by School-Growth Status

	AMO Targets			
	Met All		Did Not Meet All	
Category	Number	Percent	Number	Percent
Exceeded Growth	210	27.3%	559	72.7%
Met Growth	219	21.1%	817	78.9%
Did Not Meet Growth	54	8.8%	560	91.2%

Table 7: The Number and Percentage of School-Level Targets Met By Subgroup

AMO Subgroup	All AMOs		
	Number Targets Met	Total Number of Targets	Percent Targets Met
All Students	15,589	19,820	78.7
American Indian	263	369	71.3
Asian	772	899	85.9
Black	7,393	9,662	76.5
Hispanic	5,214	6,513	80.1
Multi-racial	776	892	87.0
White	11,379	14,225	80.0
Economically Disadvantaged	12,094	15,405	78.5
Limited English Proficient	1,690	2,070	81.6
Students with Disabilities	4,778	6,129	78.0
Academically Intellectually Gifted	6,586	7,173	91.8

Table 8: The Number and Percent of Schools by Percent of Targets Met

Percent AMO Targets Met	Number of Schools	Percent of Schools
0-49.9	54	2.2%
50-59.9	243	9.8%
60-69.9	392	15.8%
70-79.9	401	16.1%
80-89.9	448	18.0%
90-100	947	38.1%

State Board of Education Goals

The SBE implemented a strategic plan with the vision that “Every public school student will graduate ready for post-secondary education and work, prepared to be globally engaged and productive citizens. Table 9 provides information showing results based on the goals set.

Table 9: State Board of Education Goals

Objective	Measure	2012–13 Actual Result	2013–14 Target	2013–14 Actual Result
1.1	1.1.1 4-Year Graduation Rate	82.5%	85.0%	83.8%
1.1	1.1.2 5-Year Graduation Rate	83.1%	85.1%	84.9%
1.2	1.2.1 The ACT (Minimum 17 Composite)	58.5%	62.7%	59.3%
1.3	1.3.1 ACT WorkKeys (Silver or Better)	67.3%	68.3%	67.6%
1.5	1.5.1 Percent Proficient (EOG/EOC)*	44.7%	49.2%	46.2%
1.5	1.5.2 School Growth (Meet/Exceed)	71.3%	73.0%	74.7%
2.4	2.4.1 Charter Schools 60% or higher Performance Composite*	30.0%	49.2%	32.0%
2.4	2.4.2 Charters Schools Growth (Meet/Exceed)	NA	73.0%	75.6%
2.5	2.5.1 School Performance Composite* above 60% and Growth (Meet/Exceed)	12.5%	20.0%	16.4%

*Based on Level 4 and above (college-and-career readiness standard).

Presentation of School Results

Accountability Performance Results are presented for 2,514 of 2,565 public schools at <http://www.ncpublicschools.org/accountability/reporting/>.