

North Carolina: 2013 Accountability Profile

What new performance goal did North Carolina adopt after receiving waivers to *No Child Left Behind* provisions?

Performance Goal ➤	To reduce by half the percentage of non-proficient students by 2017 — among all students and in all student groups
Grade Level	Measures (Approved for 2013)
Elementary	State assessments: English/language arts, mathematics, science (grade 5 only)
Middle Grades	State assessments: English/language arts, mathematics, science (grade 8 only)
High ¹	End-of-course exams: English II, Algebra I, Biology I ACT WorkKeys (career and technical education) Future Ready Core rate Graduation rate

How will North Carolina measure school performance and student progress after receiving waivers?

In North Carolina, school performance is measured by the percentage of students meeting annual targets in English/language arts, mathematics and science. There are differentiated annual targets for schools and student groups. This means there are different annual targets for each school and student group by assessment/exam, based on starting proficiency levels. High schools have to meet additional annual targets for graduation rates, ACT and Future Ready Core participation rates (the rate of students who complete and pass Algebra I), and WorkKeys (the state assessment for career and technical education). School performance on the North Carolina Graduation Project (optional to schools) also is reported. All schools also must meet the participation target for all students and student groups for each assessment/exam.

To track annual progress, North Carolina's READY accountability model will report: 1) *progress*, or the proficiency targets for each academic indicator, and 2) *status*, or achievement results in that indicator for the current year. Using value tables, the READY model provides feedback on whether or not a specific target was met and the total number of targets met for all students and student groups.

North Carolina's READY Accountability Reporting¹, 2013

A Basic High School Example	All	American Indian	Asian	Black	Hispanic	Two or More Races	White	Students from Low-Income Families	English-Language Learners	Students with Disabilities	Gifted
Mathematics											
Target											
Result											
Met Target? (Yes or No)											
Participation											
Target											
Result											
Met Target? (Yes or No)											

Note: ¹For the complete READY model with all academic indicators for high schools, see the North Carolina Dept. of Public Instruction waiver request — <http://www2.ed.gov/policy/eseaflex/approved-requests/nc.pdf>.

Source: North Carolina ESEA Flexibility Request — <http://www2.ed.gov/policy/eseaflex/approved-requests/nc.pdf>.

How will North Carolina identify schools in its school accountability system, using the *Reward, Focus* and *Priority School* labels?

In North Carolina, only school performance in reading and math are considered in the selection of Reward, Focus and Priority Schools. Reading and math proficiency are calculated into a “proficiency score” for each school that is used, along with other factors, to determine accountability status. Only Title I schools¹ are eligible for Reward, Focus or Priority status. Keeping with the principles of flexibility, North Carolina developed separate criteria for identifying these schools and differentiated levels of state intervention.

Category	Entrance Criteria	Interventions	Exit Criteria
Reward	<p>High-performing schools are Title I schools with:</p> <ul style="list-style-type: none"> • poverty rates at or above 50 percent • high proficiency scores for all students and student groups • high graduation rates for all students and student groups • the lowest in-school achievement gap between the highest- and lowest- performing student groups, and • all annual performance targets met. <p>High-progress schools are Title I schools with:</p> <ul style="list-style-type: none"> • proficiency score progress in the top 10 percent for all students, or • graduation progress in the top 10 percent for all students. 	Public recognition and financial rewards	Identified annually
Focus	<p>Title I schools with:</p> <ul style="list-style-type: none"> • an achievement gap between the highest- and lowest-performing student groups that is above the three-year state average, and • a student group whose proficiency score is below 50 percent for two years and that has the lowest student group performance. 	Customized interventions aligned to needs assessment	<ul style="list-style-type: none"> • Reduce achievement gap below the three-year state average • Make progress toward meeting all annual targets • Raise the proficiency score and/or graduation rate to 60 percent
Priority	<p>Title I schools with:</p> <ul style="list-style-type: none"> • proficiency scores below 50 percent for two years • graduation rates below 60 percent (also applies to Title I-eligible high schools), and • Tier I or Tier II SIG². 	<p>Two options:</p> <ul style="list-style-type: none"> • implement one of the four SIG models, or • implement customized interventions aligned to turnaround principles 	<ul style="list-style-type: none"> • Make progress toward meeting all annual targets for all students and student groups • Meet the 95 percent participation requirement • Meet the minimum proficiency rate and/or graduation rate of 60 percent

Notes: ¹Title I schools are those that receive federal monies to serve a large population of students from low-income families.

²Schools currently operating under a federal Student Improvement Grant (SIG).

Source: North Carolina ESEA Flexibility Request — <http://www2.ed.gov/policy/eseaflex/approved-requests/nc.pdf>.

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