

## Who Receives School Performance Grades?

All North Carolina public schools, including charter schools, have received A-F performance grades since the 2013-14 school year.

Currently, school performance grades are reported on the North Carolina School Report Cards portal found on the NCDPI website.

Many districts operate alternative schools or other types of schools that do not align with the standard accountability model. These schools may be eligible to use the state's alternative accountability model.

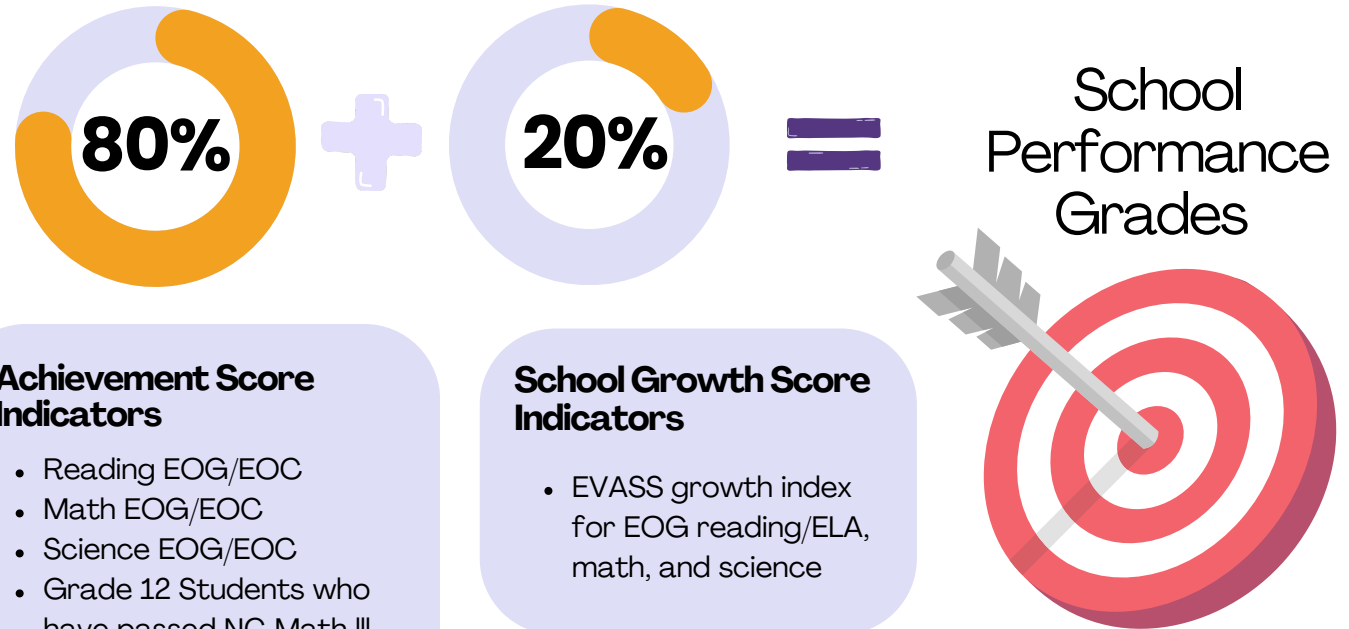


# NC's A-F School Performance Grading System



## Performance Grade Formula

School performance grades ranging from A through F are assigned to individual schools each year based on a two-part formula made up of a school's achievement score and a school's growth score. **The majority of the grade comes from the achievement score.** Graphic below shows the specific elements that make up these performance grades from the Elementary, Middle and High school levels.



### Achievement Score Indicators

- Reading EOG/EOC
- Math EOG/EOC
- Science EOG/EOC
- Grade 12 Students who have passed NC Math III
- 4 year cohort graduation rate
- EL (English Learner) Language proficiency test progress
- ACT/WorkKeys scores

### School Growth Score Indicators

- EVASS growth index for EOG reading/ELA, math, and science

A school's growth score shows the progress students have made over the previous year. North Carolina uses EVASS, a value-added growth model, to produce a growth value for each school. The standard expectation is about one year's worth of expected growth. Growth labels include Exceeded, Met, and Not Met.

## Background on the NC School Performance I Grading System

In 2013, as part of the Excellent Public Schools Act, Part IX, the NC General Assembly established the school grading formula. Grades were first published in the 2013–14 school year. Since then, many legislative attempts have been made to change the formula to rely less on the achievement score and to include additional factors.



## How Should the NC A–F School Performance Grading System be Improved?

The NCDPI 2021 School Performance Grade Redesign Advisory Group recommends a new formula:

- **Reduce achievement score**
- **Uses a 5-year cohort graduation rate**
- **Includes measures of:**
  - Chronic absenteeism
  - Post-secondary inputs
  - Graduates who have confirmed postsecondary outcomes
  - Extra-curricular participation
  - Durable skills (critical thinking, complex problem-solving, etc.)
  - School Climate Data

# PROS vs. CONS

### Supporters Say:

- Students will benefit because schools will be held more accountable.
- Parents will have data about school performance that they can understand better.
- School performance grades will encourage more targeted school improvement.

### Critics Say:

- Formula undervalues student growth and other measures of school quality.
- Grades do not reflect learning that takes place outside of tested classes and in the school community.
- Grades simply reflect economic status of student families instead of learning within the schools.
- These grades result in more attention to borderline (passing) students to the detriment of other students.
- They stigmatize schools with low grades and make it more difficult to attract and retain highly effective educators

