

GENERAL ASSEMBLY OF NORTH CAROLINA  
SESSION 2017

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HOUSE BILL 458

Short Title: School Annual Report Card. (Public)

Sponsors: Representatives Conrad, Riddell, and Elmore (Primary Sponsors).

*For a complete list of sponsors, refer to the North Carolina General Assembly web site.*

Referred to: Education - K-12

March 27, 2017

A BILL TO BE ENTITLED

AN ACT TO MODIFY SCHOOL PERFORMANCE GRADES TO PROVIDE THAT ALL SCHOOLS RECEIVE A SCHOOL PERFORMANCE GRADE FOR SCHOOL ACHIEVEMENT AND A SCHOOL PERFORMANCE GRADE FOR SCHOOL GROWTH AND TO REQUIRE THE STATE BOARD OF EDUCATION TO MODIFY THE ANNUAL SCHOOL REPORT CARD TO DESIGNATE AND WEIGH SCHOOL ACCOUNTABILITY INDICATORS CONSISTENT WITH THE EVERY STUDENT SUCCEEDS ACT.

The General Assembly of North Carolina enacts:

**PART I. ESTABLISHING SEPARATE ACHIEVEMENT AND GROWTH GRADES**

**SECTION 1.1.** G.S. 115C-12(9)c1. reads as rewritten:

"c1. To issue an annual "report card" for the State and for each local school administrative unit, assessing each unit's efforts to improve student performance based on the growth in performance of the students in each school and taking into account progress over the previous years' level of performance and the State's performance in comparison with other states. This assessment shall take into account factors that have been shown to affect student performance and that the State Board considers relevant to assess the State's efforts to improve student performance. As a part of the annual "report card" for each local school administrative unit, the State Board shall award, in accordance with G.S. 115C-83.15, an overall numerical school achievement, growth, and achievement and school growth performance scores on a scale of zero to 100 and a separate corresponding performance letter grades of A, B, C, D, or F for both the school achievement and school growth earned by each school within the local school administrative unit. The school performance ~~score and grade~~ scores and grades shall reflect student performance on annual subject-specific assessments, college and workplace readiness measures, ~~and promotion and graduation rates.~~ rates, and student progress in achieving English language proficiency. For schools serving students in any grade from kindergarten to eighth grade, separate performance scores and grades shall also be awarded based on the school performance in reading



1 and mathematics respectively. The annual "report card" for schools  
2 serving students in third grade also shall include the number and  
3 percentage of third grade students who (i) take and pass the  
4 alternative assessment of reading comprehension; (ii) were retained  
5 in third grade for not demonstrating reading proficiency as indicated  
6 in G.S. 115C-83.7(a); and (iii) were exempt from mandatory third  
7 grade retention by category of exemption as listed in  
8 G.S. 115C-83.7(b). The annual "report card" for high schools shall  
9 also include measures of Advanced Placement course participation  
10 and International Baccalaureate Diploma Programme participation  
11 and Advanced Placement and International Baccalaureate  
12 examination participation and performance."

13 **SECTION 1.2.** G.S. 115C-47(58) reads as rewritten:

14 "(58) To Inform the Public About the North Carolina School Report Cards Issued  
15 by the State Board of Education. – Each local board of education shall  
16 ensure that the report card issued for it by the State Board of Education  
17 receives wide distribution to the local press or is otherwise provided to the  
18 public. Each local board of education shall ensure that the ~~overall~~-school  
19 performance ~~scores~~ and ~~grade~~grades earned by each school in the local  
20 school administrative unit for the current and previous four school years  
21 ~~is~~are prominently displayed on the Web site of the local school  
22 administrative unit. If any school in the local school administrative unit is  
23 awarded a grade of D or F, the local board of education shall provide notice  
24 of the grade in writing to the parent or guardian of all students enrolled in  
25 that school."

26 **SECTION 1.3.** G.S. 115C-83.15 reads as rewritten:

27 **"§ 115C-83.15. School achievement, growth, performance scores, and grades.**

28 (a) School Scores and Grades. – The State Board of Education shall award school  
29 ~~achievement, growth, and performance~~achievement and growth scores and ~~an~~-associated  
30 performance ~~grade~~grades as required by G.S. 115C-12(9)c1., and calculated as provided in this  
31 section. The State Board of Education shall enter all necessary data into the Education  
32 Value-Added Assessment System (EVAAS) in order to calculate school performance scores  
33 and grades.

34 (b) Calculation of the School Achievement Score. – In calculating the overall school  
35 achievement score earned by schools, the State Board of Education shall total the sum of points  
36 earned by a school ~~on~~as follows:

37 (1) For schools serving any students in kindergarten through eighth grade, the  
38 State Board shall assign points for all of the following indicators that are  
39 measured for that school:

- 40 a. ~~(1)~~ One point for each percent of students who score at or above  
41 proficient on annual assessments for mathematics in grades three  
42 through eight.
- 43 b. ~~(2)~~ One point for each percent of students who score at or above  
44 proficient on annual assessments for reading in grades three through  
45 eight.
- 46 c. ~~(3)~~ One point for each percent of students who score at or above  
47 proficient on annual assessments for science in grades five and eight.
- 48 d. One point for each percent of students who progress in achieving  
49 English language proficiency on annual assessments in grades three  
50 through eight.

- 1 e. One point for each percent of students who are promoted from the  
 2 third grade to the fourth grade within four years of a student entering  
 3 kindergarten.
- 4 f. One point for each percent of students who are promoted from the  
 5 eighth grade to the ninth grade within three years of entering sixth  
 6 grade.
- 7 (2) For schools serving any students in ninth through twelfth grade, the State  
 8 Board shall assign points for all of the following indicators that are measured  
 9 for that school:
- 10 a. ~~(4)~~ One point for each percent of students who score at or above  
 11 proficient on the Algebra I or Integrated Math I end-of-course test.
- 12 b. ~~(5)~~ One point for each percent of students who score at or above  
 13 proficient on the English II end-of-course test.
- 14 c. ~~(6)~~ One point for each percent of students who score at or above  
 15 proficient on the Biology end-of-course test.
- 16 d. ~~(7)~~ One point for each percent of students who complete Algebra II  
 17 or Integrated Math III with a passing grade.
- 18 e. One point for each percent of students who graduate within four  
 19 years of entering high school.
- 20 f. One point for each percent of students who progress in achieving  
 21 English language proficiency.
- 22 g. ~~(8)~~ One point for each percent of students who achieve the minimum  
 23 score required for admission into a constituent institution of The  
 24 University of North Carolina on a nationally normed test of college  
 25 readiness.
- 26 h. ~~(9)~~ One point for each percent of students enrolled in Career and  
 27 Technical Education courses who meet the standard when scoring at  
 28 Silver, Gold, or Platinum levels on a nationally normed test of  
 29 workplace readiness.
- 30 ~~(10) One point for each percent of students who graduate within four years of~~  
 31 ~~entering high school.~~

32 In calculating the overall school achievement score earned by schools, the State Board of  
 33 Education shall (i) use a composite approach to weigh the achievement elements based on the  
 34 number of students measured by any given achievement element and (ii) proportionally adjust  
 35 the scale to account for the absence of a school achievement element for award of scores to a  
 36 school that does not have a measure of one of the school achievement elements annually  
 37 assessed for the grades taught at that school. The overall school achievement score shall be  
 38 translated to a 100-point scale and used for school reporting purposes as provided in  
 39 G.S. 115C-12(9)c1., 115C-218.65, 115C-238.66, and 116-239.8.

40 (c) Calculation of the School Growth Score. – Using EVAAS, the State Board shall  
 41 calculate the overall growth score earned by schools. In calculating the total growth score  
 42 earned by schools, the State Board of Education shall weight student growth on the  
 43 achievement indicators as provided in subsection (b) of this section that have available growth  
 44 values. The numerical values used to determine whether a school has met, exceeded, or has not  
 45 met expected growth shall be translated to a 100-point scale and used for school reporting  
 46 purposes as provided in G.S. 115C-12(9)c1., 115C-218.65, 115C-238.66, and 116-239.8.

47 ~~(d) Calculation of the School Performance Scores and Grades. Grades for School~~  
 48 ~~Achievement and School Growth. – The State Board of Education shall use EVAAS to~~  
 49 ~~calculate the school performance score by adding the school achievement score, as provided in~~  
 50 ~~subsection (b) of this section, and the school growth score, as provided in subsection (c) of this~~  
 51 ~~section, earned by a school. The school achievement score shall account for eighty percent~~

(80%), and the school growth score shall account for twenty percent (20%) of the total sum. If a school has met expected growth and inclusion of the school's growth score reduces the school's performance score and grade, a school may choose to use the school achievement score solely to calculate the performance score and grade. For all schools, the total school performance score for school achievement, as provided in subsection (b) of this section, and the score for school growth, as provided in subsection (c) of this section, shall each be converted by the State Board of Education to a 100-point scale and used to determine two separate school performance grades, one for school achievement and one for school growth, based on the following scale:

- (1) A school performance score of at least 90 is equivalent to an overall school performance grade of A.
- (2) A school performance score of at least 80 is equivalent to an overall school performance grade of B.
- (3) A school performance score of at least 70 is equivalent to an overall school performance grade of C.
- (4) A school performance score of at least 60 is equivalent to an overall school performance grade of D.
- (5) A school performance score of less than 60 points is equivalent to an overall school performance grade of F.

(e) Elementary and Middle School Reading and Math Achievement Scores. – For schools serving students in kindergarten through eighth grade, the school achievement scores in reading and mathematics, respectively, shall be reported separately on the annual school report card provided under G.S. 115C-12(9)c1., 115C-218.65, 115C-238.66, and 116-239.8.

(f) Indication of Growth. – In addition to awarding the overall school scores for achievement, growth, and performance and the performance grade, achievement and growth and associated performance grades, using EVAAS, the State Board shall designate that a school has met, exceeded, or has not met expected growth. The designation of student growth shall be clearly displayed in the annual school report card provided under G.S. 115C-12(9)c1., 115C-218.65, 115C-238.66, and 116-239.8."

**SECTION 1.4.** Part 1B of Article 8 of Chapter 115C of the General Statutes is amended by adding a new section to read:

**"§ 115C-83.16. School performance indicators for the purpose of compliance with federal law.**

The State Board of Education shall use the school achievement score to satisfy the federal requirement under the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act, P.L. 114-95, to meaningfully differentiate the performance of schools on an annual basis. For the purpose of compliance with federal law, the indicators will be defined as follows:

- (1) For schools serving any students in kindergarten through eighth grade, the State Board shall define the indicators as follows:
  - a. The academic achievement indicator shall include the following measures:
    1. Proficiency on annual assessments for mathematics in grades three through eight.
    2. Proficiency on annual assessments for reading in grades three through eight.
  - b. The other academic indicator shall include the following measures:
    1. Proficiency on annual assessments for science in grade five.
    2. Proficiency on annual assessments for science in grade eight.

- 1           c.     The English language proficiency indicator shall be the percentage of  
 2           students who progress in achieving English language proficiency on  
 3           annual assessments in grades three through eight.  
 4           d.     The school quality and student success indicator shall include the  
 5           following measures:  
 6                 1.     The rate of promotion from the third grade to the fourth grade  
 7                 within four years of a student entering elementary school.  
 8                 2.     The rate of promotion from the eighth grade to the ninth  
 9                 grade within three years of a student entering sixth grade.  
 10          (2)    For schools serving any students in ninth through twelfth grade, the State  
 11          Board shall define the indicators as follows:  
 12                 a.     The academic achievement indicator shall include the following  
 13                 measures:  
 14                         1.     Proficiency on the Algebra I or Integrated Math I  
 15                         end-of-course test.  
 16                         2.     Proficiency on the English II end-of-course test.  
 17                 b.     The graduation rate indicator shall be the percentage of students who  
 18                 graduate within four years of entering high school.  
 19                 c.     The English language proficiency indicator shall be the percentage of  
 20                 students who progress in achieving English language proficiency.  
 21                 d.     The school quality and student success indicator shall include the  
 22                 following measures:  
 23                         1.     Proficiency on the Biology end-of-course test.  
 24                         2.     The percentage of students who achieve the minimum score  
 25                         required for admission into a constituent institution of The  
 26                         University of North Carolina on a nationally normed test of  
 27                         college readiness.  
 28                         3.     The percentage of students enrolled in Career and Technical  
 29                         Education courses who meet the standard when scoring at  
 30                         Silver, Gold, or Platinum levels on a nationally normed test of  
 31                         workplace readiness."  
 32

## 33 PART II. CONFORMING CHANGES

34           **SECTION 2.1.** G.S. 115C-105.37(a) reads as rewritten:

35           "(a) Identification of Low-Performing Schools. – The State Board of Education shall  
 36 identify low-performing schools on an annual basis. Low-performing schools are those that  
 37 receive a school achievement performance grade of D or F and a school growth score of "met  
 38 expected growth" or "not met expected growth" as defined by G.S. 115C-83.15."

39           **SECTION 2.2.** G.S. 115C-218.65 reads as rewritten:

40           "**§ 115C-218.65. North Carolina School Report Cards.**

41           A charter school shall ensure that the report card issued for it by the State Board of  
 42 Education receives wide distribution to the local press or is otherwise provided to the public. A  
 43 charter school shall ensure that the ~~overall~~-school performance ~~scores~~ and ~~grade~~grades  
 44 earned by the charter school for the current and previous four school years is prominently  
 45 displayed on the school Web site. If a charter school is awarded a grade of D or F, the charter  
 46 school shall provide notice of the grade in writing to the parent or guardian of all students  
 47 enrolled in that school."

48           **SECTION 2.3.** G.S. 115C-238.66(11) reads as rewritten:

49           "(11) North Carolina School Report Cards. – A regional school shall ensure that  
 50 the report card issued for it by the State Board of Education receives wide  
 51 distribution to the local press or is otherwise provided to the public. A

1 regional school shall ensure that the ~~overall~~-school performance ~~seorescores~~  
2 and ~~grade~~grades earned by the regional school for the current and previous  
3 four school years is prominently displayed on the school Web site. If a  
4 regional school is awarded a grade of D or F, the regional school shall  
5 provide notice of the grade in writing to the parent or guardian of all students  
6 enrolled in that school."

7 **SECTION 2.4.** G.S. 116-239.8(14) reads as rewritten:

8 "(14) North Carolina school report cards. – A lab school shall ensure that the  
9 report card issued for it by the State Board of Education receives wide  
10 distribution to the local press or is otherwise provided to the public. A lab  
11 school shall ensure that the ~~overall~~ school performance ~~seorescores~~ and  
12 ~~grade~~grades earned by the lab school for the current and previous four  
13 school years is prominently displayed on the school Web site. If a lab school  
14 is awarded a grade of D or F, the lab school shall provide notice of the grade  
15 in writing to the parent or guardian of all students enrolled in that school."

16 **SECTION 2.5.** Notwithstanding G.S. 115C-83.15(d), as amended by this act, for  
17 the 2017-2018 school year and 2018-2019 school year only, for all schools, the score for school  
18 achievement and the score for school growth shall each be converted by the State Board of  
19 Education to a 100-point scale and used to determine two separate school performance grades,  
20 one for school achievement and one for school growth, based on the following scale:

- 21 (1) A score of at least 85 is equivalent to a school performance grade of A.
- 22 (2) A score of at least 70 is equivalent to a school performance grade of B.
- 23 (3) A score of at least 55 is equivalent to a school performance grade of C.
- 24 (4) A score of at least 40 is equivalent to a school performance grade of D.
- 25 (5) A score of less than 40 is equivalent to a school performance grade of F.

26 **SECTION 2.6.** Section 8.19 of S.L. 2016-94 reads as rewritten:

27 "**SECTION 8.19.** Notwithstanding G.S. 115C-83.15(d), for the 2016-2017 school-year, the  
28 ~~2017-2018 school year, and the 2018-2019 school year~~ only, for all schools the total school  
29 performance score shall be converted to a 100-point scale and used to determine a school  
30 performance grade based on the following scale:

- 31 (1) A school performance score of at least 85 is equivalent to an overall school  
32 performance grade of A.
- 33 (2) A school performance score of at least 70 is equivalent to an overall school  
34 performance grade of B.
- 35 (3) A school performance score of at least 55 is equivalent to an overall school  
36 performance grade of C.
- 37 (4) A school performance score of at least 40 is equivalent to an overall school  
38 performance grade of D.
- 39 (5) A school performance score of less than 40 is equivalent to an overall school  
40 performance grade of F."

### 41 **PART III. EFFECTIVE DATE**

42 **SECTION 3.** This act is effective when it becomes law. Sections 1.1 through 2.3 of  
43 this act apply beginning with the 2017-2018 school year.  
44