



North Carolina Accountability Task Force Meeting 3

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The National Center for the Improvement of Educational Assessment

June 18, 2026
2:00 -5:00pm
Virtual



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3.1. Welcome & Meeting Overview

North Carolina Accountability Design Resource Page

Task Force Page

Bookmark the following URL:

<https://tinyurl.com/NCDPITaskForce>



Agenda

Time	Description
2:00-2:15	3.1. Welcome & Meeting Overview
2:15-2:30	3.2. Review of Working Group Executive Summary & Recommendations
2:30-3:00	<i>Extended Graduation Rate</i>
3:00-3:30	<i>Achievement</i>
3:30-4:00	<i>Growth</i>
4:00-4:55	3.3. Aggregation
4:55-5:00	3.4. Wrap-Up & Next Steps

Outcomes

- Define Purpose and Vision of System
 - Recognize excellence in public schools
 - Identify schools in need of support to reach excellence
 - Redefine expectations of what schools should do to support students, parents, and communities
- Guide NCDPI and Work Group's Development of New System
 - Create multiple valid and reliable measures across grades K–12
 - Emphasis on readiness beyond graduation (college, career, military)
 - Recognition of growth and equality of opportunity
 - Transparent reporting for parents, educators, and communities

Task Force

Develop Theory of Action

Guide Research and Stakeholder Engagement

Review and provide feedback to indicators and system design

Guide development of final system and 'school performance profiles'

Recommend final framework to State Board of Education

Work Group (NCDPI)





Use Theory of Action to Identify Indicators and System Design

Conduct Research and Stakeholder Engagement

Develop and propose indicators and overall system design

Pilot and test indicators and models for validity and reliability

Develop 'school performance profiles'

Month	Task Force	Working Group
Feb	Meeting 1 (Feb 19): Theory of Action	
Apr	Meeting 2 (Apr 16): Feedback on Theory of Action, Design Principles, Priorities for Working Group (Indicators, Measures, System Features) 	Kickoff Meeting (April 29, 10am-noon, virtual): Review Task Force Theory of Action, Design Principles, and Priorities for Working Group
May		Meeting 1 (May 13, 9am-3:30pm, in-person): Indicator Cluster 1 —Achievement, Growth, & Extended Graduation Rate
June	Meeting 3 (June 18, 2-5pm, virtual): Discuss Indicator Cluster 1 ; Priorities for aggregation methods 	Meeting 2 (June 10, 1-5pm, virtual): Indicator Cluster 2 —Postsecondary Readiness, Performance in Coursework, and Access to and Enrollment in Rigorous Coursework
July		Meeting 3 (July 22, 9am-3:30pm, in-person): Indicator Cluster 3 —Engagement in Schooling, School Climate, and Nonacademic Supports for Student Success
Aug	Meeting 4 Aug. 20, 2-5pm, virtual): Discuss Indicator Clusters 2-3; Aggregation Methods, Reporting Categories & School Identification 	Meeting 4 (Aug 12, 1-5pm, virtual): Aggregation methods
Sept		Meeting 5 (Sept 9, 1-5pm, virtual): Reporting Categories & School Identifications 
Oct	Meeting 5 (Oct 15, 9:30-3:30pm, in-person): Discuss aggregation methods, reporting categories, and school identifications	
Dec	Meeting 6 (Dec 17, 2-5pm, virtual): Feedback on draft report	

Focus of both Task Force & Working Group Efforts

Our focus is on Big 'A' Accountability:

- **Big 'A' Accountability** refers to the state accountability system **used to identify schools most urgently in need of support and improvement.**
- This is distinct from **little 'a' accountability** which includes **public reporting of information about school quality, but is not used to identify schools** for support or improvement purposes.

Today's Meeting Goals

- Discuss three recommendations from the Working Group (WG) on the following indicators:
 - *Extended Graduation*
 - *Achievement*
 - *Growth*

Pending future voting, NCDPI will attempt to identify consensus to guide the future state accountability system design.

3.2. Review of Working Group Executive Summary & Recommendations

Indicator Cluster 1

1. The Task Force wants the accountability system to be **easy for interested parties to understand while also sufficiently comprehensive** to include a range of indicators important to school quality (e.g., simple to report, even if the underlying measures are numerous or complex). Additionally, the Task Force is interested in exploring two specific design questions: (1) whether to use one-year vs. multi-year averages of data to identify schools, and (2) whether to display results through a dashboard format vs. an indicator or aggregated score.
2. The Task Force strongly agreed that the current approach to accountability is not sufficient and **change is necessary**, even though this will make it difficult to meaningfully compare accountability results after a transition. The Task Force also emphasized that the new system should remain stable and not require changes from year-to-year.
3. The Task Force thought the new accountability system should be **mostly standardized** where all schools are measured using the same indicators and measures, **but identified some key areas where flexibility will be important** (e.g., alternative high schools; postsecondary readiness indicator). The Task force asked to see flexibility options presented along with their relevant tradeoffs.
4. The Task Force agreed that a new accountability system should **prioritize data already collected by the state, including extant data not currently used for accountability purposes**. New data collections should be minimized and pursued only when existing data cannot address new system requirements. The Task Force also recommended the state examine the range of data currently collected and see what could be eliminated to reduce the burden on districts.
5. The Task Force thought that the new accountability system should **design for exceptionality, particularly alternative high schools**. The Task Force emphasized that clear operational definitions for these schools are important to guide implementation.
6. The Task Force agreed that the new accountability system should be **designed to include not only outcome-based indicators** such as test scores and graduation rates, **but also opportunity-based indicators such as those related to access to resources and opportunities**. The Task Force also emphasized that schools should receive credit for the opportunities they provide without being penalized for gaps in access that are outside their control (e.g., schools in rural communities that lack access to advanced coursework).
7. The Task Force agreed that change is needed and that it is important to **implement a new accountability system as soon as reasonable**. The Task Force does not want to implement a system that will require changes in subsequent years so conducting impact analyses to ensure the model is working as intended will be important prior to final approval and implementation.
8. The Task Force agreed that a **hybrid system is recommended**. A hybrid system is one in which the **state and federal accountability systems overlap but the state system design reflects the unique context and needs of North Carolina schools**. The Task Force also emphasized the importance of building a system designed specifically for North Carolina rather than adapting an existing model, in part due to concerns about federal policy instability.

Reminder:

Task Force Design Principles

Achievement: What Metric Will Be Used to Calculate Achievement?..... 2

- Executive Summary of Working Group Discussion:.....2
- Working Group Recommendation:.....2
- Context:..... 2
- Working Group Rationale for Recommendation:.....3
- NCDPI Feedback on the Working Group Recommendation:.....3
- Task Force Action Item:..... 3
- Task Force Vote:..... 3

Growth: What Growth Model or Metric Will Be Used to Calculate Growth?.....4

- Executive Summary of Working Group Discussion:.....4
- Working Group Recommendation:.....4
- Working Group Rationale for Recommendation:.....4
- NCDPI Feedback on the Working Group Recommendation:..... 5
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- Task Force Vote:..... 5

Extended Graduation Rate.....6

- Executive Summary of Task Force Discussion:..... 6
- Recommendation:.....6
- Rationale:.....6
- NCDPI Feedback on the Task Force Recommendation:..... 6
- Task Force Action Item:..... 6
- Task Force Vote:..... 6

The following [Executive Summary and Recommendations document](#) was sent as a pre-read to the Task Force for the meeting today.

Process for Each Indicator

1. Reminder of previous TF discussions and NC's current indicators and measures.
2. Opportunity for TF to ask clarifying questions about WG's recommendation.
3. Whole group discussion.
4. Consider next steps.
 - a. Provide guidance to WG or NCDPI to continue research or discussion on a topic.
 - b. TF reach consensus on an indicator or measure.
 - i. If consensus is reached, NCDPI will proceed with analysis and simulations.

Extended Graduation Rate

North Carolina's Current Federal Accountability System: High Schools

Name of Indicator in North Carolina	Measure(s) Used in North Carolina Now: <i>What and How</i>
Graduation Rate	<ul style="list-style-type: none"><li data-bbox="810 668 2193 743">● 4-year cohort adjusted graduation rate

Task Force Action Item

The Task Force should discuss its recommendations for the graduation rate measure for North Carolina's state accountability system.

Recommendation:

The North Carolina Department of Public Instruction should consider using both the 4-year and 5-year adjusted cohort graduation rates as the graduation rate measure in the state accountability system.

NCDPI Feedback: NCDPI supports the inclusion of both the 4-year and 5-year cohort graduation rates in the accountability system. When indicator weighting is considered, it is recommended that more weight be applied to the 4-year cohort graduation rate.

Whole Group Questions & Discussion

What questions do you have about the recommendation, rationale, or NCDPI additional context in the Executive Summary?

What is the Task Force's guidance to NCDPI in terms of next steps for the graduation rate indicator?

Achievement

Achievement: The What & The How

Task Force members reflected on North Carolina's current accountability system and wanted the Working Group to send them back recommendations related to

- **What** is tested and included in the academic achievement indicator (i.e., expanding the content areas and grades tested annually) and
- **How** school performance is included in the system (i.e., what metric or measure is used).

Note: This doesn't mean the Working Group *had to* recommend changes to the current system. The Task Force simply requested an in-depth discussion and recommendation to which it can respond. That recommendation could be to continue on *as is* along with a rationale.

North Carolina's Current Federal Accountability System: The What

Name of Indicator in North Carolina	Measure(s) Used in North Carolina Now: <i>What and How</i>
Elementary/ Middle School Achievement	<ul style="list-style-type: none"> ● ELA/Reading End-of-Grade Percent Proficient+ ● Math End-of-Grade Percent Proficient+ ● NC Math 1 End-of-Course Percent Proficient+ ● Science End-of-Grade Percent Proficient+
High School Achievement	<ul style="list-style-type: none"> ● English II End-of-Course Percent Proficient+ ● High School Math End-of-Course Percent Proficient+ ● Biology End-of-Course Percent Proficient+

Task Force Perspective on *the What*

The Task Force raised the possibility of broadening achievement to include additional content areas and other demonstrations of academic proficiency. State tests do not include these areas right now, so it would require future development and data collection.

- K-2 early literacy
- Science and history every year grades 4-8
- AI literacy
- HS civics exam
- HS financial literacy
- HS other sciences
- HS art and music

North Carolina's Current Federal Accountability System: The How

Name of Indicator in North Carolina	Measure(s) Used in North Carolina Now: <i>What and How</i>
Elementary/ Middle School Achievement	<ul style="list-style-type: none"> ● ELA/Reading End-of-Grade Percent Proficient+ ● Math End-of-Grade Percent Proficient+ ● NC Math 1 End-of-Course Percent Proficient+ ● Science End-of-Grade Percent Proficient+
High School Achievement	<ul style="list-style-type: none"> ● English II End-of-Course Percent Proficient+ ● High School Math End-of-Course Percent Proficient+ ● Biology End-of-Course Percent Proficient+

Task Force Perspective on *the How*

The Task Force was interested in exploring different measures beyond percent proficient+ such as mean scale scores and proficiency indices.

Task Force Action Item

The Task Force should discuss its recommendations for the use of a proficiency index to measure achievement for North Carolina's state accountability system.

Working Group Recommendation:

The North Carolina Department of Public Instruction should consider using a proficiency index to calculate the achievement indicators in the state accountability system.

NCDPI Feedback: NCDPI supports the use of proficiency indices. This allows for differentiation of student performance within schools

Clarifying Questions & Discussion

What questions do you have about the recommendation, rationale, or NCDPI additional context in the Executive Summary?

What is the Task Force's guidance to NCDPI in terms of next steps for the achievement indicator?

Growth

Setting Aside Weighting

We understand from both the Task Force and our initial Working Group kickoff meeting that the 80/20 weighting of achievement to growth is a key concern. **We need you to set the relative weighting between achievement and growth aside for this conversation.**

We will discuss aggregation methods once we have a better sense of what the Working Group recommends and Task Force agrees should be indicators and measures in the system.

Growth: The What & The How

Task Force members reflected on North Carolina's current accountability system and wanted the Working Group to send them back recommendations related to

- **What** content areas are included (i.e., expanding growth into additional areas such as HS science and K-2 early literacy; removing HS growth) and
- **How** growth is included in the system (i.e., what metric or measure is used; alternatives to EVAAS).

Note: This doesn't mean the Working Group *had to* recommend changes to the current system. The Task Force simply requested an in-depth discussion and recommendation to which it can respond. That recommendation could be to continue on *as is* along with a rationale.

North Carolina's Current Federal Accountability System: The What

Name of Indicator in North Carolina	Measure(s) Used in North Carolina Now: <i>What and How</i>
Elementary/ Middle School Growth	<ul style="list-style-type: none"> ● ELA/Reading, Math, & Science EVAAS Scores
High School Growth	<ul style="list-style-type: none"> ● ELA & Math EVAAS Scores

North Carolina's Current Federal Accountability System: The How

Name of Indicator in North Carolina	Measure(s) Used in North Carolina Now: <i>What and How</i>
Elementary/ Middle School Growth	<ul style="list-style-type: none"><li data-bbox="810 668 2288 735">● ELA/Reading, Math, & Science EVAAS Scores
High School Growth	<ul style="list-style-type: none"><li data-bbox="810 982 1768 1049">● ELA & Math EVAAS Scores

Task Force Action Item

The Task Force should discuss its recommendations on the growth metric for elementary/middle schools for North Carolina's state accountability system.

Working Group Recommendation:





For Elementary/Middle Schools (Grades 3-8): The North Carolina Department of Public Instruction should consider continuing to use a value-added growth model (e.g., EVAAS) to calculate the grades 3-8 growth indicators in the state accountability system.

NCDPI Feedback: NCDPI recommends continued review of growth models. There are some advantages to other models, like providing additional information that is not currently available. Other models are more easily understood and transparent to users. Other state models can be reviewed to inform these decisions.

Clarifying Questions & Discussion

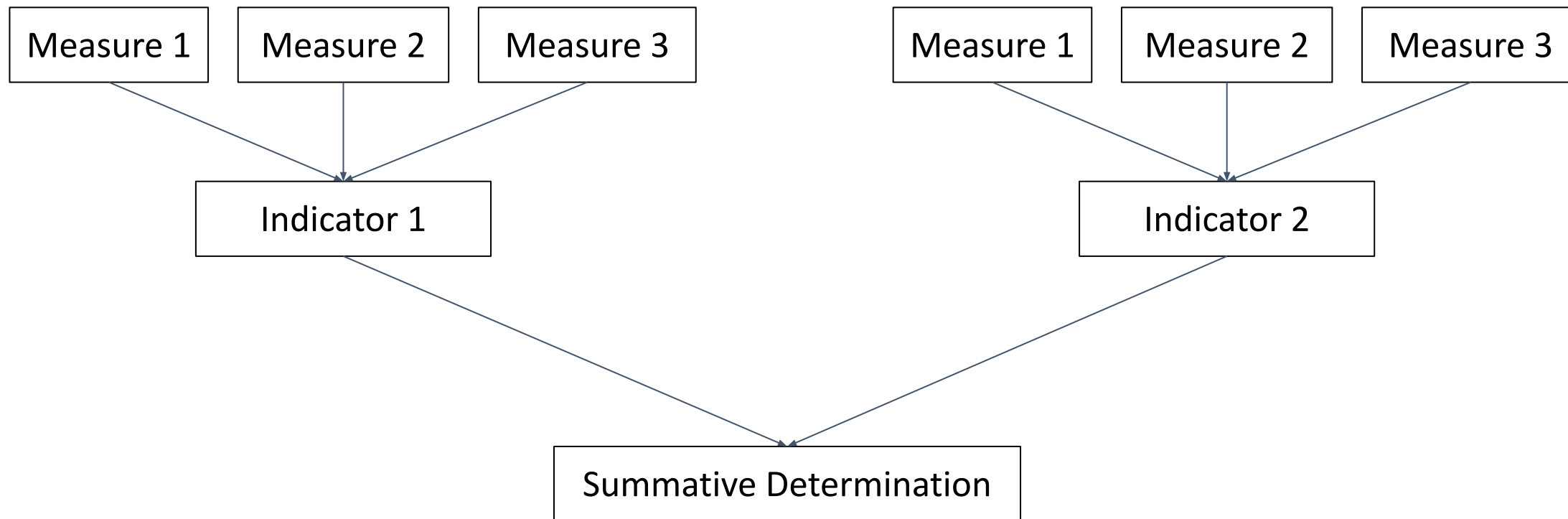
What questions do you have about the recommendation, rationale, or NCDPI additional context in the Executive Summary?

What is the Task Force's guidance to NCDPI in terms of next steps for the growth indicator?

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3.3. Aggregation Design Principles

Aggregation Methods



The [brief](#) outlines five approaches for combining indicators: compensatory, conjunctive, disjunctive, profile, and filter. **Today's session focuses on compensatory, profile, and filter.**

Pre-Meeting Work

- We asked you to listen to the aggregation methods pre-recorded presentation and read the brief on combining indicators and aggregation methods.
- Today's presentation will focus on ***aggregation methods*** for making final summative school performance determinations.

Aggregation Methods

What is Aggregation

Aggregation is the process of combining indicator-level results into a single summative score or grade. The method chosen, not just the underlying data, influences the final rating.

Why Aggregation Matters

- **How indicators are combined is important.** It affects what the accountability system communicates, which schools are identified for support, and which patterns of performance are made more or less visible.
- **No aggregation method is neutral.** Each approach reflects tradeoffs among simplicity, transparency, fairness, reliability, and attention to priority outcomes or student groups.
- Today's goal is not to select a final method, but to **clarify which approaches and design features appear most promising** for North Carolina's redesigned accountability system.

Concerns noted with Current Aggregation Approach

- Task Force members raised concerns that the current A–F structure may
 - over-identify schools as underperforming,
 - over-emphasize achievement status,
 - obscure important differences across school contexts, and
 - limit the visibility of growth, student-group performance, and broader indicators of school quality.
- These concerns do not point to one obvious replacement method.
- Concerns suggest the need to examine how different aggregation approaches would change what the system communicates and which schools are identified.

Overview of Aggregation Approaches

Method	Description	Example
Compensatory (Composite Score)	Higher performance on one indicator can offset performance on another. You can think of this like a gradebook approach.	Index or weighted composite. The composite score can be used to give school letter grades (A-F) or ratings (1-5 stars), or just kept as an index score (e.g., out of 100 points).
Profile	Defines specific patterns regarded as sufficient for entry or exit into a rating or classification.	Patterns of indicator performance that demonstrates sufficient overall performance.
Filter (a type of Profile approach)	Multi-stage approach which evaluates performance on indicators in stages to identify schools (e.g., bottom 5%).	Order indicator categories by priority and progressively select schools in the lowest quartile.

Compensatory Approaches

Combining Indicators: Considerations

- To what extent does the weighting structure (numerical or otherwise) reflect policy priorities?
- Does the method reliability identify schools for recognition, support, or intervention?
- Can the system be implemented in a way that doesn't systematically advantage or disadvantage schools and districts?
- How does the method handle differences in school configurations, indicator availability, subgroup n-size, and missing data?
- Is the method understandable and meaningful to system users?

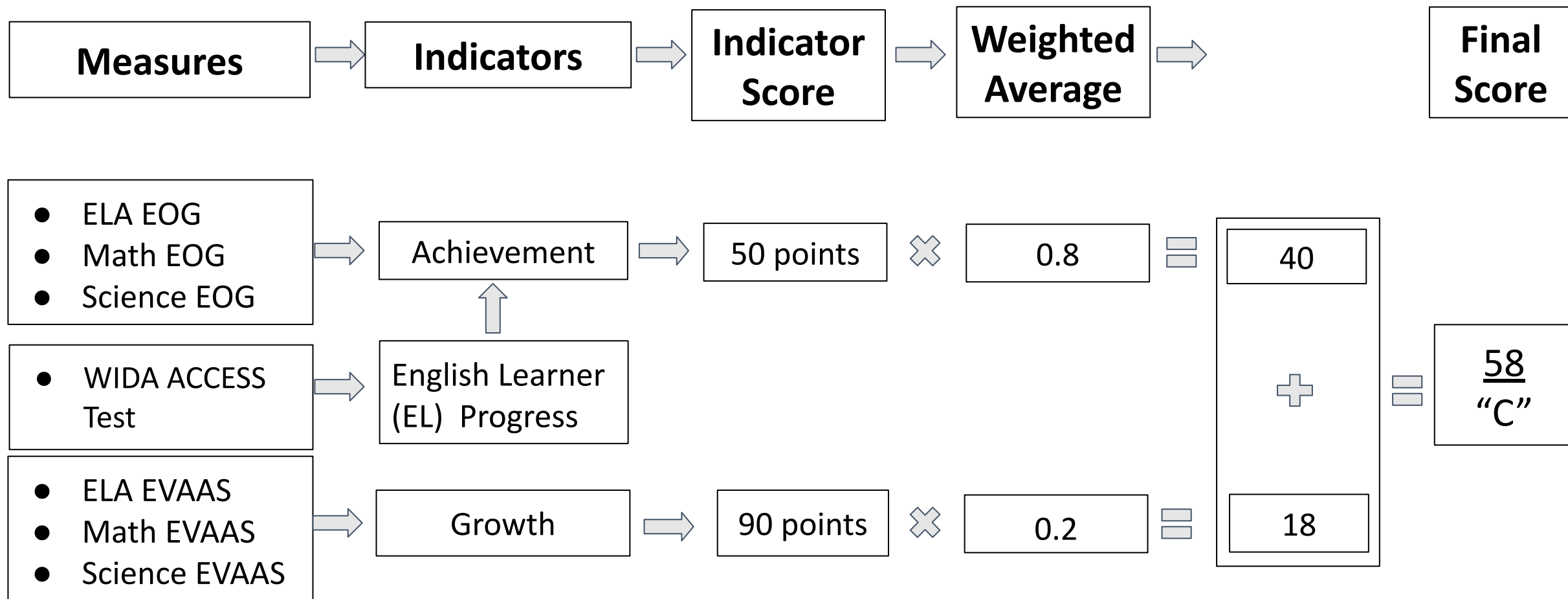
What is the Current Approach in NC?

North Carolina currently uses a ***compensatory approach*** where all indicators are combined to produce a single score. This is then used to assign a single letter grade (A-F) to the school.

The following weights are applied:

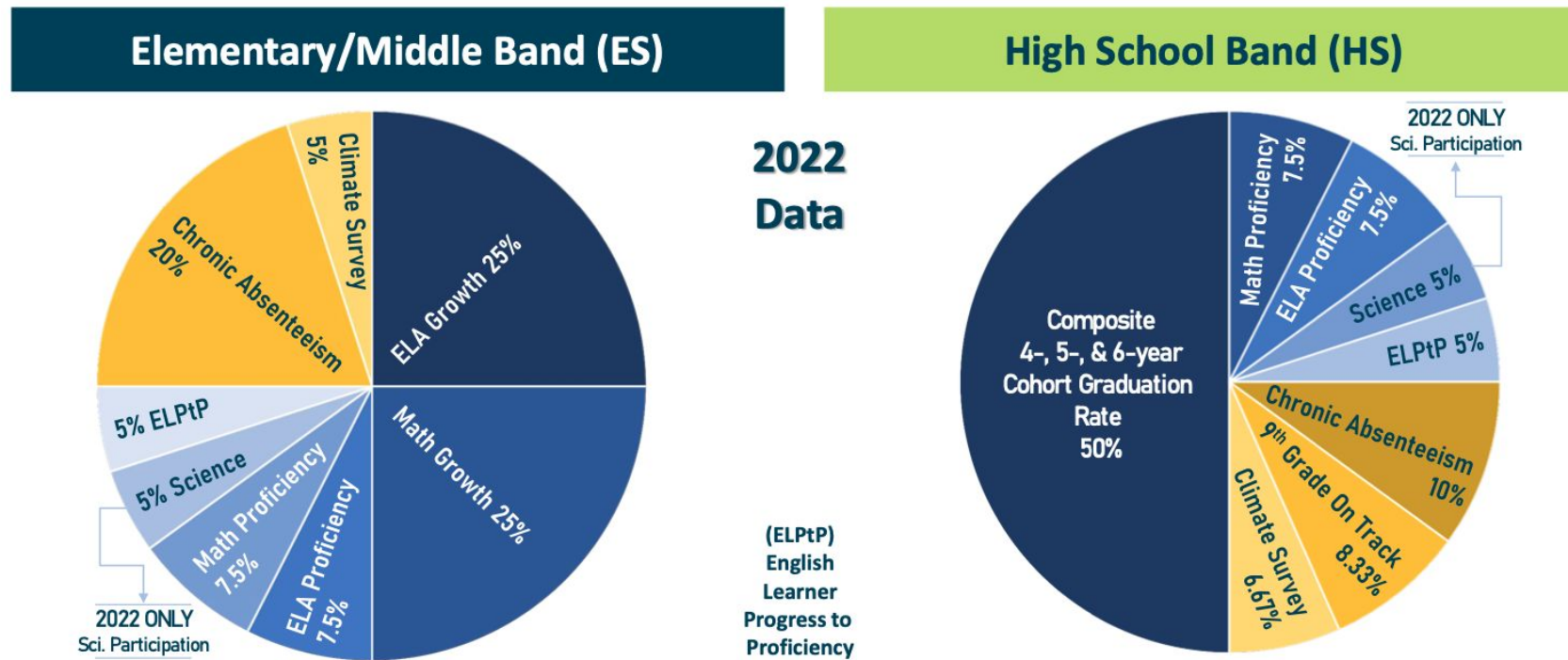
- Achievement is 80%
- Growth is 20%

Calculating the Aggregated Accountability Score in NC



Example: Illinois Compensatory Index

- The creation of a compensatory weighted index is overwhelmingly the most common approach for weighting indicators in ESSA accountability systems.
- Here's an example from Illinois which shows the indicators and weights.



Example: Arkansas Compensatory Index

- Weights can also be equal as shown in Arkansas where for ES/MS there are only 3 overall indicators with 900 points possible and % out of 100 is added up to X/900. Schools are given letter grades based on cut scores determined in accountability standard setting.

Indicator	Elementary & Middle School (K-8)	High School (9-12)
	Description (9 total measures)	Description (9 total measures)
Achievement Are students achieving level 3 or 4 on state assessments?	% Proficient English Language Arts	% Proficient English Language Arts
	% Proficient Math	% Proficient Math
	% Proficient Science	% Proficient Science
Growth of All Students Are students achieving their individualized growth targets?	% Met Growth Target English Language Arts & ELP	% Met Growth Target English Language Arts & ELP
	% Met Growth Target Math	% Met Growth Target Math
	% Met Growth Target Science	% Met Growth Target Science
Growth of Lowest Quarter Are the students who are farthest behind growing?	% Met Growth Target English Language Arts	% Met Growth Target – ELA, Math, and Science combined
	% Met Growth Target Math	
	% Met Growth Target Science	
Success Ready Graduate Are students graduating in four years? Are students demonstrating postsecondary readiness for enlistment, enrollment, or employment?	Not included in K-8 formula	% Graduating in four year cohort
	Not included in K-8 formula	% Graduates with merit or distinction <i>*Until 2027, % graduates completing an AP, IB, CC, or H2 pathway</i>

Profile Approaches

Example: Rhode Island Profile Rating Approach

- Profile methods define the required characteristics associated with each classification.
- Rhode Island accountability classification rules are shown below. In contrast to a compensatory approach, the same number of total points may lead to different ratings depending on how the points are earned.

School Classification Rules*							
ELA Achievement, Math Achievement, and Science Proficiency (Max. 11 points)**	Growth: ELA and Math (Max. 6 point)	English Language Proficiency (Max. 4 points)	Graduation Rate (HS Only) (Max 5 points)	Commissioner's Seal and Post-Secondary Success (Max 6 points)***	Exceeds (ELA/Math) Absenteeism (Student/Teacher) and Suspension (Max. 15 points)****	Targeted Support and Improvement: Subgroups	School Rating
9 or more points (3 or 4 points each)	4 or more points (2 or 3 points each)	3 or more points	4 or more points	5 or more points	12 or more points	None identified	★★★★★★
7 or more points (2-4 points each)	4 or more points (2 or 3 points each)	2 or more points	4 or more points	4 or more points (2 or 3 points on each)	10 or more points	1 identified subgroup maximum	★★★★★
9 or more points		2 or more points	3 or more points	3 or more points	7 or more points	Could have multiple identified subgroups	★★★★
6 or more points		1 or more points	2 or more points	2 or more points	5 or more points	Could have multiple identified subgroups	★★★
3 or more points (1 point each)	2 or more points (1 point each)	1 or more points	1 or more points	2 or more points	5 or more points	Could have multiple identified subgroups	★

Example: California Profile with Filter Approach

Indicator	Data Used for Status	Data Used for Change
Academic: Grades three through eight and grade eleven	Average Distance from Standard (DFS)* for 2023 Summative Assessments** for English language arts/literacy and mathematics	2023 Average DFS minus 2022 Average DFS
Chronic Absenteeism: Kindergarten through grade eight	2022–23 Chronic Absenteeism Rate	2022–23 Chronic Absenteeism Rate minus 2021–22 Chronic Absenteeism Rate
College/Career: Grades nine through twelve	“Prepared” graduates in 2022–23 combined four- and five-year graduation rate	Not Applicable for 2023
English Learner Progress: Grades one through twelve	2021–22 and 2022–23 Summative English Language Proficiency Assessments for California (ELPAC) and Summative Alternate ELPAC Results	Current Year English Learner Progress Indicator (ELPI) Status Rate (2021–22 and 2022–23) minus Prior Year ELPI Status Rate (2020–21 and 2021–22)
Graduation Rate: Grades nine through twelve	2022–23 combined four- and five-year graduation rate	2022–23 combined four- and five-year graduation rate minus 2021–22 combined four- and five-year graduation rate
Suspension Rate: Kindergarten through grade twelve	2022–23 Suspension Rate	2022–23 Suspension Rate minus 2021–22 Suspension Rate

California has 6 indicators for which they calculate both status and change.

* DFS calculations include incorporation of the participation rate when the federal 95 percent participation rate target is not met.

** Summative Assessments include both the Smarter Balanced Summative Assessments and California Alternate Assessments.

CA Uses a Table with Status & Change to Identify Performance Level (or Color) by Indicator

Performance calculations are done for each state measure and intersect on a five-by-five table. The table layout and color placement vary for each measure. In the five-by-five table, current year data levels are displayed in the left column, while the levels for the difference between current year and prior year data are displayed in the top row. The performance level, or color, is determined by the point at which these two levels intersect. Colors range from red, which represents the lowest performance level, to blue, which represents the highest performance level.

Change

Status

Level	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High	Green	Green	Blue	Blue	Blue
High	Green	Green	Green	Green	Blue
Medium	Yellow	Yellow	Yellow	Green	Green
Low	Orange	Orange	Orange	Yellow	Yellow
Very Low	Red	Red	Red	Orange	Orange

<https://www.cde.ca.gov/ta/ac/cm/documents/howcolorsdetermined23.pdf>

CA Results are Presented by Indicator and not Combined in the Dashboard

Eleven Measures of School Success

State Measures

Six state measures allow for comparisons across schools and districts.

- Academic Performance
- English Learner Progress
- Chronic Absenteeism
- High School Graduation Rate
- College/Career Readiness
- Suspension Rate

Results are presented for all districts, schools, and defined student groups (e.g., racial/ethnic groups, low income, English learners, homeless, foster youth, and students with disabilities).

For the 2023 Dashboard, schools and districts receive one of five performance levels for each eligible state measure except for College/Career Readiness. The performance levels are determined using current year and prior year data and are represented by a color ranging from Red to Blue.



Schools are identified for CSI based on low grad rate (for high school) or a filtering system to get to at least 5% (e.g., Criterion 1 = all red indicators; Criterion 2 = all red except one of another color; etc.)

Local Measures

Five local measures are based on information collected by districts, county offices of education, and charter schools.

- **Basic Conditions**
 - Teacher assignments, safe and clean buildings, instructional materials for all students
- **Implementation of Academic Standards**
- **School Climate Surveys**
 - Student safety, connection to the school
- **Parent Involvement and Family Engagement**
- **Access to Courses**

Districts receive one of **three** ratings for each of the local measures:

- Met
- Not Met
- Not Met For Two or More Years

School and student group information is not available for local measures.

<https://www.cde.ca.gov/ta/ac/cm/documents/gettingknowdashboard23.pdf>

Example: New York Filtering Approach

Elementary/Middle	High School
Weighted Average Achievement	Weighted Average Achievement
Core Subject Performance	Core Subject Performance
English Language Proficiency	English Language Proficiency
Attendance	Attendance
Student Growth	Graduation Rate
	College, Career, and Civic Readiness

For each of these indicators, every school earns a score of “1” to “4.” Schools get a score for all students and for subgroups.

<https://www.nysed.gov/accountability/essa-accountability-system>

The table below will be used to identify elementary and middle schools for CSI:

Scenarios	Weighted	Core	Growth	ELP	Attendance
1	Level 1	Level 1	At Least One Level 1		
2	Level 2	Level 1	Level 1	Level 1 or 2 or None	Level 1 or 2 or None
3	Level 1	Level 1	Level 2	Either Level 2	

Use the table below to identify high schools for CSI:

Scenarios	Weighted	Core	Grad Rate	ELP	Attendance	CCCR
1	Level 1	Level 1	Level 1	At Least One Level 1		
2	Level 1 or 2	Either Level 1		At Least One Level 1		
3	Level 1 or 2	Either Level 1		Level 1 or 2 or None	Level 1 or 2	Level 1 or 2

<https://www.nysed.gov/sites/default/files/programs/essa/nys-essa-plan-2025-2026-school-year-reimagine-phase-12-4-2024.pdf>

Filter approach:

Beginning with the lowest numbered scenario, the Department will determine the lowest performing 5%. The Department will continue to determine lowest performing schools in scenario order from lowest to highest until it reaches the scenario in which the identification of schools within that scenario results in the identification of at least the lowest performing 5% of Title I schools in the State (i.e., 5% of elementary/middle schools and 5% of high schools). Any non-Title I school that meets the criteria used to identify Title I schools will also be determined as lowest performing.

All schools are classified into one of three categories: In good standing, CSI, or TSI.

Questions for Task Force Discussion

1. What aggregation approach(es) appear to hold promise for the redesigned state accountability system, and why?
2. What aggregation approach(es) do you think should be removed from consideration, and why?
3. What are key features of aggregating indicators that you want to ensure the Working Group uses to create a recommendation?

3.4. Wrap-Up & Next Steps

NC DPI Accountability System Design Working Group

Resources Page (<https://tinyurl.com/NCDPIworkinggroup>)



x Work_Group_Email_List_Center_20260422_Update.xlsx

Date	Time	Type	Location	Pre-Reading & Meeting Materials
April 29	10:00-12:00	Virtual	Zoom Link	Meeting Materials: <ul style="list-style-type: none">• NC DPI slides• Center slides<ul style="list-style-type: none">◦ Theory of Action (from Task Force)◦ Design Principles (from Task Force) After Meeting: <ul style="list-style-type: none">• Recording
May 13	9:00-3:30	In person	NCDPI SBOE Conference Room	Required Pre-Reading: <ul style="list-style-type: none">• To be added Meeting Materials: <ul style="list-style-type: none">• Agenda• Slides After Meeting: <ul style="list-style-type: none">• Recording
June 10	1:00-5:00	Virtual	Zoom Link	Required Pre-Reading: <ul style="list-style-type: none">• To be added Meeting Materials: <ul style="list-style-type: none">• Agenda• Slides After Meeting: <ul style="list-style-type: none">• Recording

If you ever want to go DEEP before a Task Force discussion, you can access all Working Group meeting materials, including required pre-reads, agendas, slides, and recordings on the Resource Page:

<https://tinyurl.com/NCDPIworkinggroup>



Before you go...

Please complete the short meeting feedback survey that is linked on the Task Force Resource Page:

<https://forms.gle/nfXHchBNpj7PSNTb9>



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