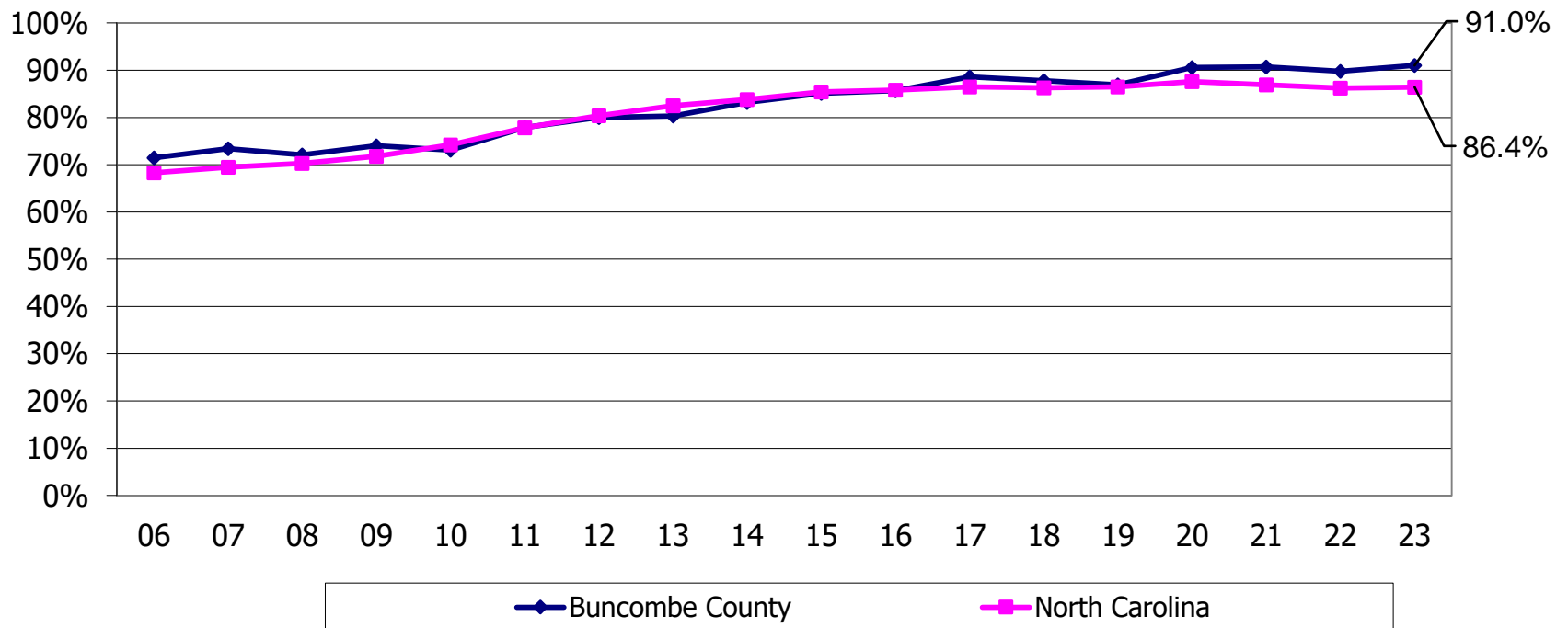


# Accountability Data Reports for 2022- 2023

Presented to the  
Buncombe County Board of Education  
October 5, 2023

# Cohort Graduation Rate 2006 - 2023

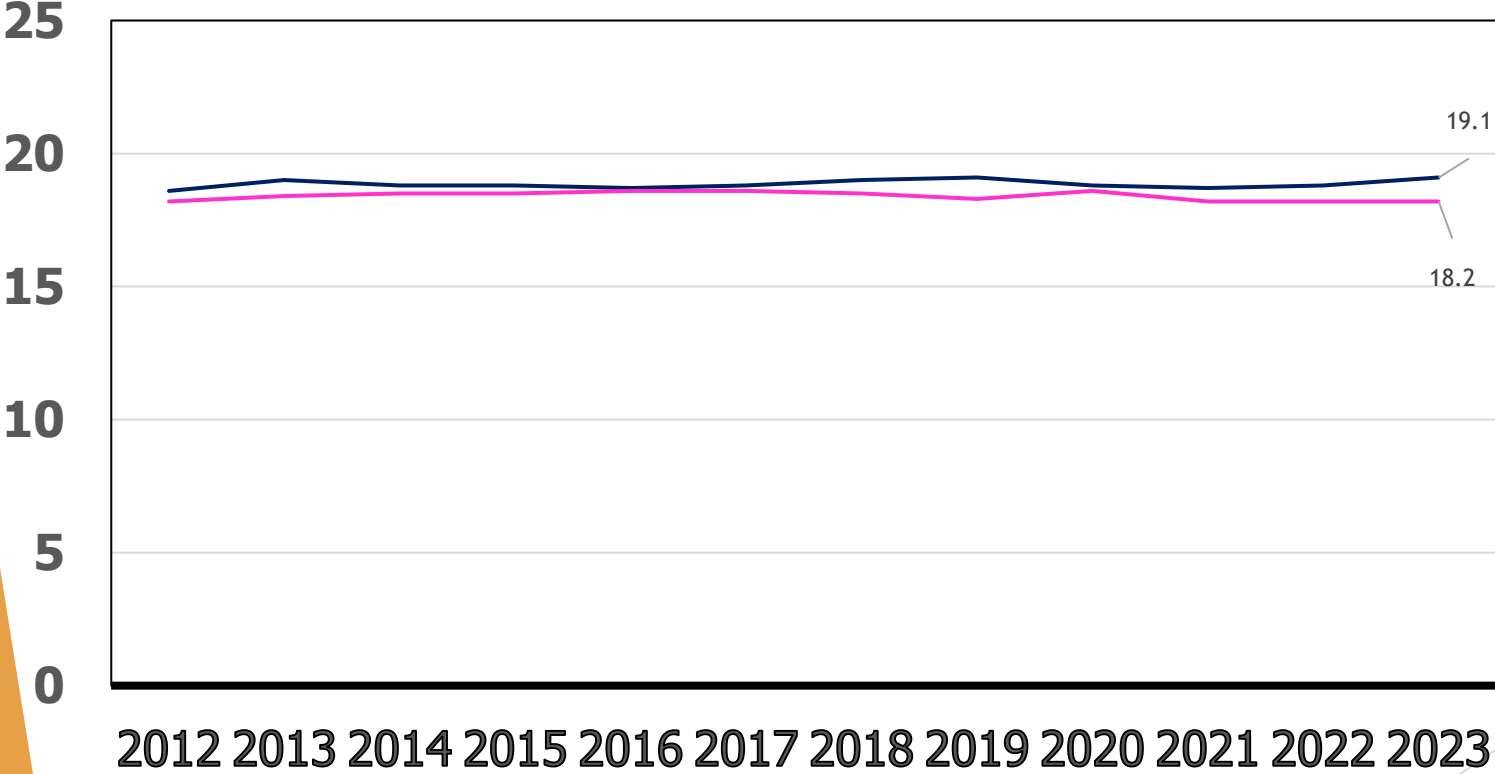
## All Students



Buncombe - 91.0  
North Carolina - 86.4

# ACT 2012-2023

## ACT Composite Scores



— Buncombe ACT Composite Score    — State ACT Composite Score

Buncombe - 19.1  
North Carolina - 18.2

# Accountability under the *Every Student Succeeds Act (ESSA)*

- ▶ School Performance Grade Indicators
  - ▶ Grades 3-8
    - ▶ ELA/Math - Proficiency and Growth
    - ▶ Science Grades 5 & 8 - Proficiency and Growth
    - ▶ English Learner Progress (9 Schools)

# Accountability Under the *Every Student Succeeds Act (ESSA)*

- ▶ Grades 9-12
  - ▶ English II/NC Math 1/NC Math 3 - Proficiency and Growth
  - ▶ Biology - Proficiency Only
  - ▶ Math Course Rigor (% of 12<sup>th</sup> graders earning a credit in NC Math 3 or higher)
  - ▶ ACT/ACT WorkKeys
  - ▶ 4 Year Cohort Graduation Rate (CGR)
  - ▶ English Learner Progress (2 Schools had this indicator)

# 2023 Results: School Performance Grades

- ▶ Schools are graded on a 15-point scale
  - ▶ A - 85-100
  - ▶ B - 70-84
  - ▶ C - 55-69
  - ▶ D - 40-54
  - ▶ F - Less than 40
- ▶ Growth Counts as 20%, Proficiency counts as 80% of the Total Grade (Made permanent in 2019)

# 2023 Results: School Performance Grades

- ▶ Buncombe County had 77.3% (34/44) schools receive a grade of C or Better [State 64.5%]
- ▶ 3 schools received a grade of A (6.8%) [State 6.9%]

Buncombe County Early College  
Buncombe County Middle College  
Nesbitt Discovery Academy

# 2023 Results: School Performance Grades

- ▶ 12 Schools received a B (27.3%) [State 19.8%]
- ▶ 19 Schools received a C (43.2%) [State 37.8%]
- ▶ 9 Schools received a D (20.5%) [State 27.4%]
- ▶ 1 Schools received an F (2.3%) [State 8.0%]



# Low Performing School State Designations

- ▶ A school receives a D or F and either meets or does not meet expected growth
- ▶ State Requirements
  - ▶ State Board of Education approves data (October)
  - ▶ Letter sent home to families (October)
  - ▶ Local Board votes on employment of principal (November)
  - ▶ Local Board approves School Improvement Plans (December)
  - ▶ School Improvement Plans shared with NCDPI (December)

Eblen IS

Enka MS

Oakley ES

Woodfin ES

Emma ES

Erwin MS

Owen MS

Enka IS

Johnston ES

Williams ES

# 2023 Results: School Growth

- ▶ 33 schools **MET** or **EXCEEDED** expected growth (77%) [State 72%]
- ▶ 20 schools (47%) **EXCEEDED** expected growth [State 28.3%]

Barnardsville

Early College

Fairview ES

North Buncombe MS

Pisgah ES

Roberson HS

Weaverville ES

Black Mountain PS

Enka HS

Hominy Valley

Nesbitt

Reynolds HS

Sand Hill-Venable

West Buncombe

Candler

Estes ES

North Buncombe ES

Owen HS

Reynolds MS

Valley Springs MS

# 2023 Results: School Growth

- ▶ 13 schools **MET** expected growth (30%) [State 44%]

Avery's Creek ES

Black Mtn ES

Enka MS

Leicester ES

Woodfin

BCSVA

Cane Creek

Erwin MS

North Buncombe HS

Bell ES

Emma ES

Haw Creek ES

Owen MS

# 2023 Results: School Growth

- ▶ 10 schools **DID NOT MEET** expected growth (23%) [State 28%]

Community HS

Erwin HS

Koontz

Williams ES

Eblen

Glen Arden ES

North Windy Ridge

Enka IS

Johnston

Oakley

# 2023 Results: Achievement

- ▶ Grade Level Proficiency Composite (GLP)
  - ▶ Levels 3, 4, and 5
  - ▶ Buncombe County 55.3
  - ▶ North Carolina 53.6
- ▶ Career and College Ready Composite (CCR)
  - ▶ Levels 4 and 5
  - ▶ Buncombe County 38.4
  - ▶ North Carolina 35.7

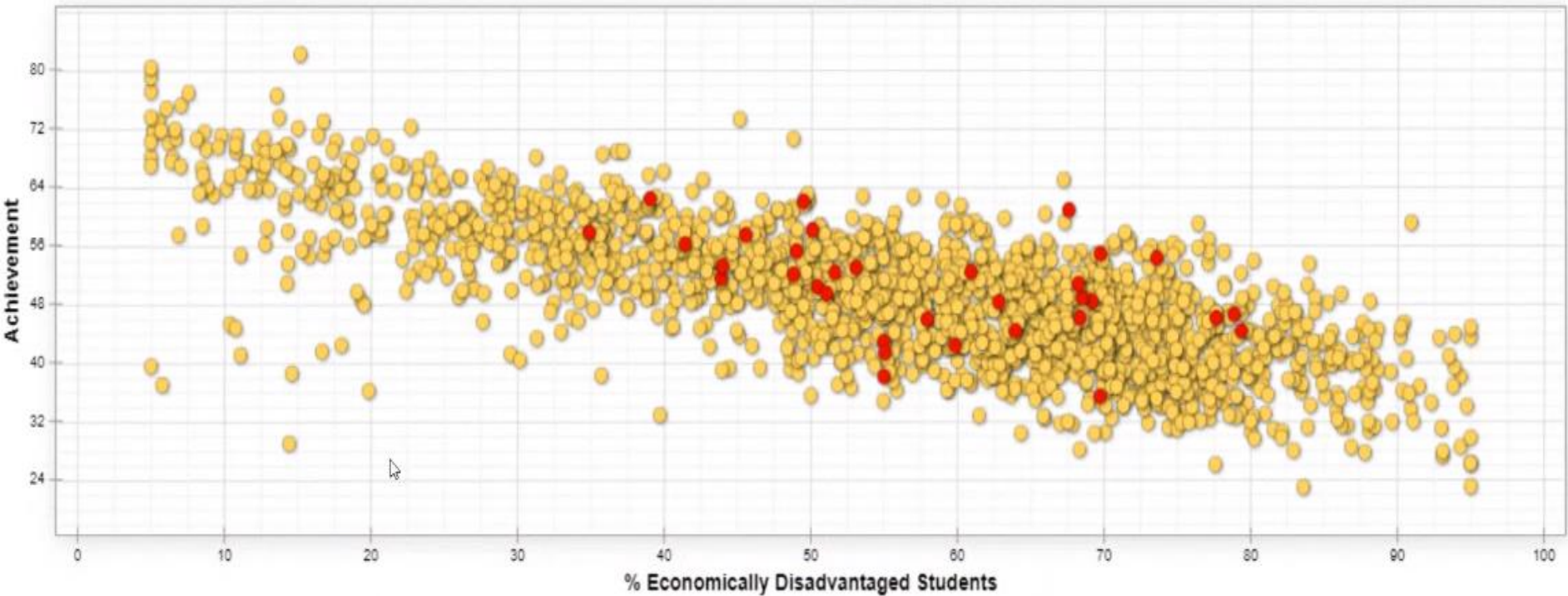
2023 Results

School Performance Grades

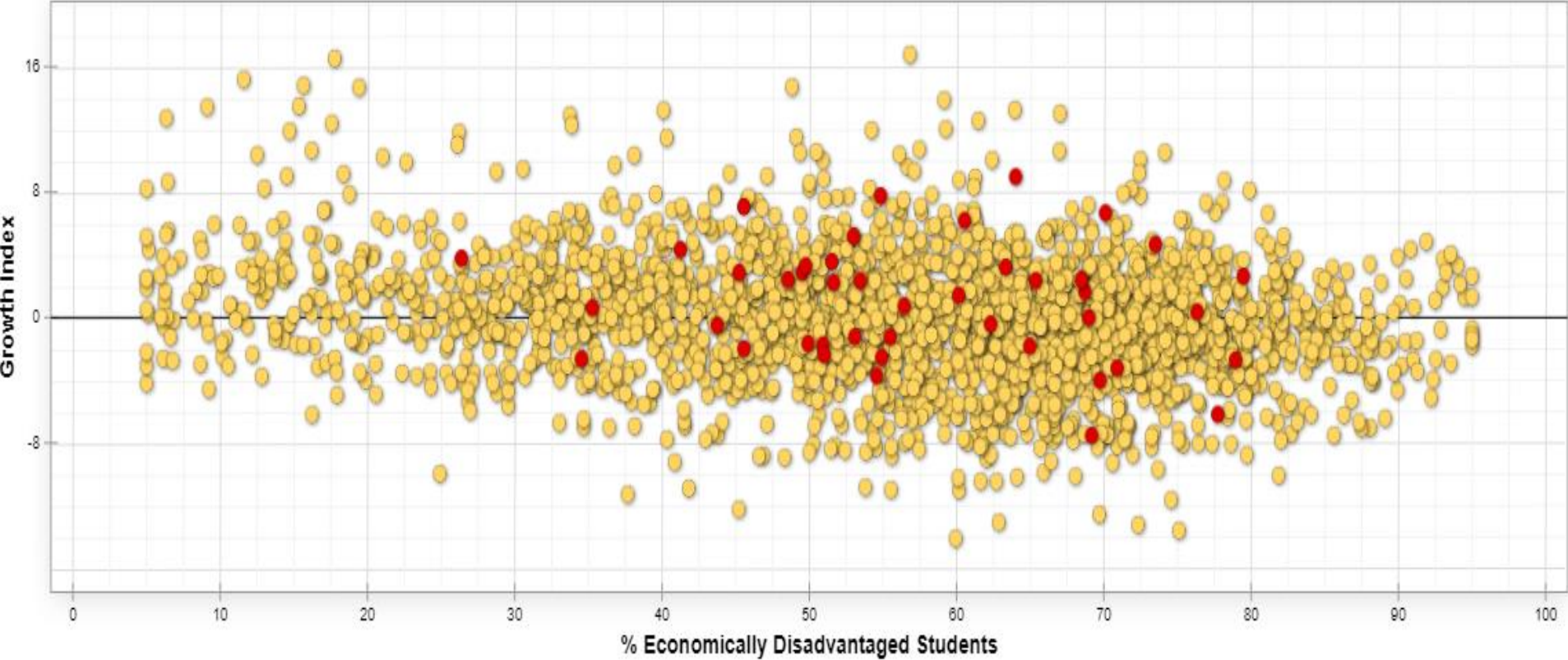
What Do School  
Performance Grades  
Measure?

# Achievement vs. % Economically Disadvantaged Students 2023

School Scatterplot



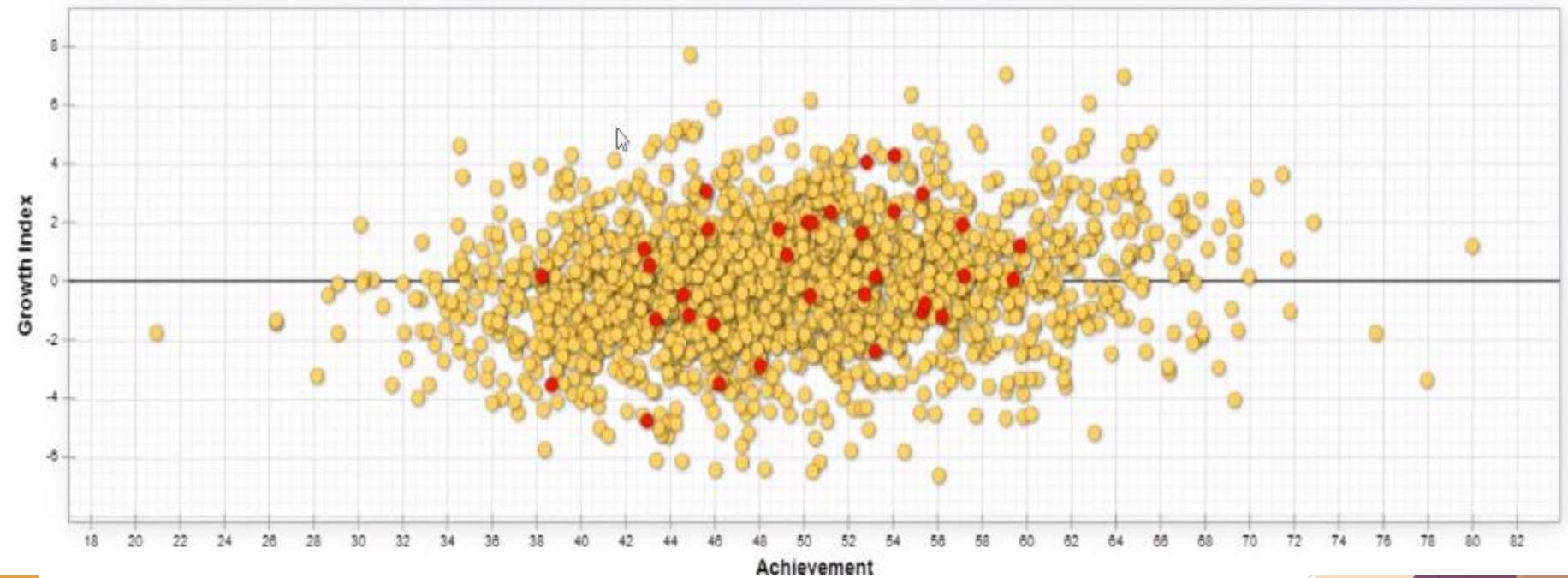
# Growth vs. % Economically Disadvantaged Students 2023





# Growth vs. Achievement 2023

School Scatterplot



# Growth vs. Proficiency

- ▶ **Proficiency is running a race with a finish line**
  - ▶ How close did a student get to the finish line?
  - ▶ Did the student cross the finish line or not?
  - ▶ No thought of where the students start their race as compared to other students
  
- ▶ **Growth is running a race without a finish line**
  - ▶ Each student starts wherever they are and runs as far and fast as they can
  - ▶ How did our students do compared to other students who started the race from a similar place.
  - ▶ Our students versus the average of similar students

# Growth

- ▶ How is this different for teachers?
  - ▶ We are not trying to get our students to reach a score on a test
  - ▶ Every student can grow even if they are not proficient
  - ▶ Every student matters
  - ▶ No matter where a student comes into a teacher's class, they can still grow
  - ▶ We must meet students at their level and help them grow from there

# Growth

- ▶ How is growth measured?
  - ▶ We compare the progress of academically similar students across the state
  - ▶ Who made the most/least/average progress with those students?

# Recovery Analysis

- ▶ What does it mean to say we have or have not recovered?
- ▶ How will we know when we have recovered?

**Summary of Effect Sizes Across Subject/Grade  
District: Buncombe County Schools**

Slope 2013-2019

Difference to Trend  
Line 2021

Difference to Trend  
Line 2022

Difference to 3-yr  
Trend Line 2022

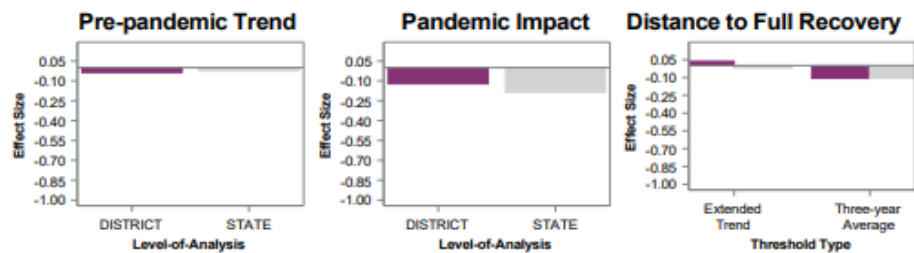
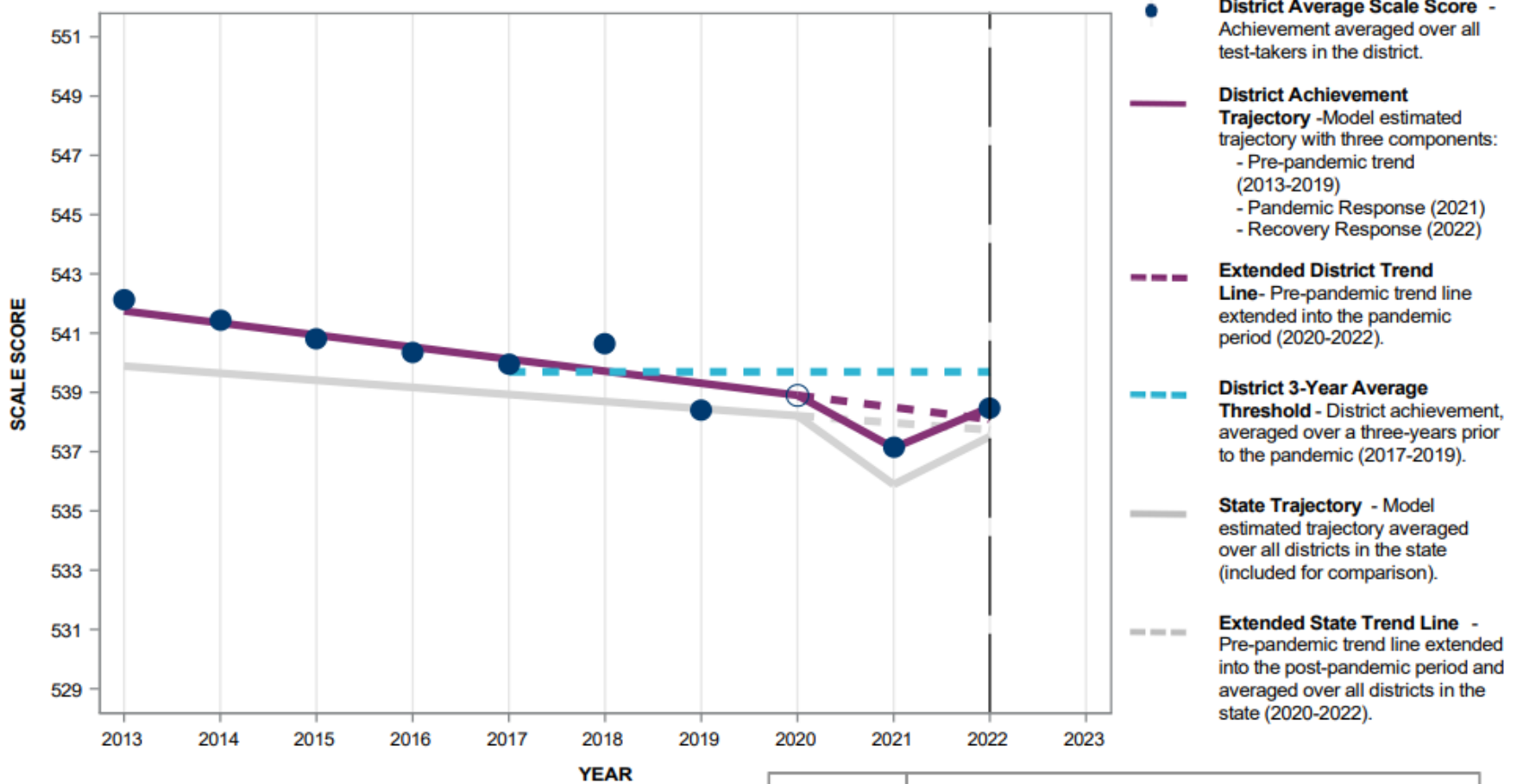
Assessment		Pre-Pandemic Trend			Pandemic Impact			Recovery: Extended Trend			Recovery: 3-Year-Average		
Subject	Grade-Level (page #)	DISTRICT	STATE	DIFF	DISTRICT	STATE	DIFF	DISTRICT	STATE	DIFF	DISTRICT	STATE	DIFF
Math	EOG Math 3 (p. 2)	0.00	0.02	-0.02	-0.48	-0.55	0.08	-0.26	-0.31	0.05	-0.26	-0.23	-0.02
	EOG Math 4 (p. 3)	-0.01	0.00	-0.02	-0.47	-0.50	0.03	-0.14	-0.24	0.10	-0.20	-0.23	0.03
	EOG Math 5 (p. 4)	-0.00	0.01	-0.01	-0.55	-0.51	-0.04	-0.24	-0.30	0.06	-0.23	-0.25	0.02
	EOG Math 6 (p. 5)	-0.00	0.01	-0.02	-0.47	-0.51	0.04	-0.34	-0.30	-0.04	-0.34	-0.25	<b>-0.09*</b>
	EOG Math 7 (p. 6)	0.01	0.01	0.00	-0.44	-0.42	-0.02	-0.28	-0.29	0.01	-0.25	-0.26	0.01
	EOG Math 8 (p. 7)	0.03	-0.01	0.03	-0.52	-0.49	-0.03	-0.28	-0.22	-0.06	-0.17	-0.25	0.08
	EOC Math 1 (p. 8)	0.03	0.02	0.00	-0.32	-0.38	0.06	-0.27	-0.25	-0.02	-0.18	-0.16	-0.02
ELA	EOG Reading 3 (p. 9)	-0.04	-0.02	-0.01	-0.12	-0.18	0.06	0.04	-0.02	0.06	-0.11	-0.10	0.00
	EOG Reading 4 (p. 10)	-0.03	-0.02	-0.01	-0.21	-0.25	0.04	-0.10	-0.15	0.05	-0.21	-0.23	0.01
	EOG Reading 5 (p. 11)	-0.03	-0.01	<b>-0.02*</b>	-0.13	-0.16	0.03	-0.04	-0.13	0.09	-0.17	-0.19	0.02
	EOG Reading 6 (p. 12)	-0.02	-0.01	-0.01	-0.14	-0.17	0.03	-0.17	-0.15	-0.02	-0.25	-0.18	<b>-0.07*</b>
	EOG Reading 7 (p. 13)	-0.03	-0.02	-0.01	-0.17	-0.17	0.00	-0.15	-0.15	0.00	-0.22	-0.22	0.01
	EOG Reading 8 (p. 14)	-0.02	-0.02	-0.01	-0.07	-0.10	0.02	-0.07	-0.05	-0.02	-0.17	-0.13	-0.04
	EOC English 2 (p. 15)	-0.01	-0.02	0.01	0.07	0.13	-0.06	0.15	0.16	-0.01	0.11	0.06	0.04
Science	EOG Science 5 (p. 16)	0.04	0.04	0.00	-0.62	-0.55	-0.07	-0.32	-0.36	0.03	-0.17	-0.20	0.03
	EOG Science 8 (p. 17)	0.03	0.04	-0.01	-0.25	-0.34	0.10	-0.19	-0.27	0.08	-0.07	-0.11	0.04
	EOC Biology (p. 18)	0.03	0.01	0.02	-0.34	-0.28	-0.06	-0.21	-0.16	-0.05	-0.12	-0.13	0.01

**Notes:**

- Definitions of the four metrics reported in the table can be found in the attached LEA Interpretation Guide (see pages 7-8).
- All metrics are reported as effect sizes (see page 8 of the LEA Interpretation Guide).
- The "DIFF" columns contain the difference between the district and the state on each metric. A statistically significant finding is denoted by an asterisk.
- For a detailed look at the findings for a particular assessment, go to the corresponding page containing the detailed results for that assessment.

Color	Effect Size	Definition
Dark Blue	Large Negative	Effect size is less than -0.20
Medium Blue	Medium Negative	Effect size is -0.20 or greater and less than -0.05
Light Blue	Small Negative	Effect size is -0.05 or greater but less than 0.0
Light Purple	Small Positive	Effect size is between 0.0 or greater but less than +0.05
Medium Purple	Medium Positive	Effect size is +0.05 or greater but less than +0.20
Dark Purple	Large Positive	Effect size is +0.20 or greater

## Year-Over-Year Trends and Impacts from the Pandemic EOG READ Grade 3 - Buncombe County Schools

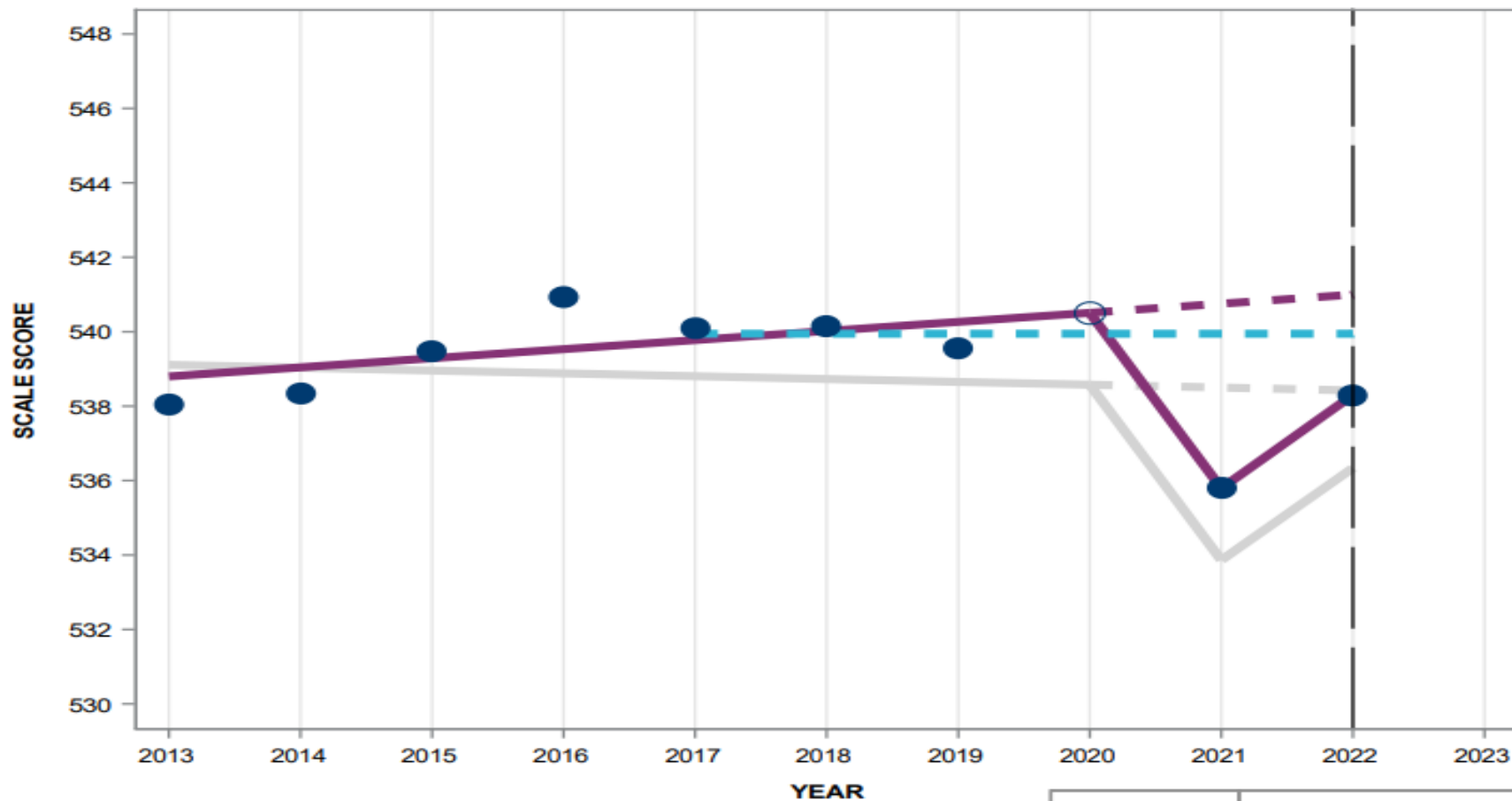


Statistic	Year									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Average Score	542.1	541.4	540.8	540.3	540.0	540.7	538.4		537.2	538.5
Percent Proficient	56%	68%	65%	60%	59%	62%	56%		63%	48%
Student Count	1,647	1,714	1,736	1,744	1,781	1,700	1,687		1,513	1,551

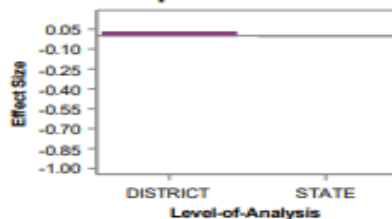
**Notes:**

- All averages are based on current measurement scale of assessment.
- Results may not match published values due to the use of different sample selection criteria.
- Some average scale score values have been adjusted for the effect of a change in test version.

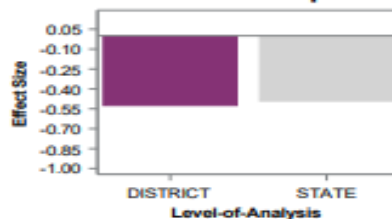
## Year-Over-Year Trends and Impacts from the Pandemic EOG MATH Grade 8 - Buncombe County Schools



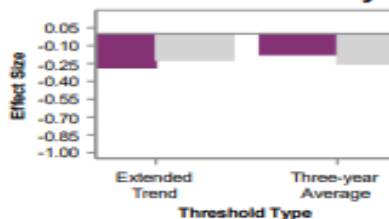
**Pre-pandemic Trend**



**Pandemic Impact**



**Distance to Full Recovery**



Statistic	2013	2014	2015	2016
Average Score	538.0	538.3	539.5	540.9
Percent Proficient	13%	25%	34%	40%
Student Count	907	991	1,256	1,207

**Notes:**

- All averages are based on current measurements
- Results may not match published values due to rounding
- Some average scale score values have been adjusted



# School Improvement Team

- ▶ NCStar is the platform schools use to develop and monitor the SIT
- ▶ Each school has a goal for:
  - ▶ Growth
  - ▶ Proficiency
  - ▶ Positive Behavior Outcome
- ▶ Choose Indicators and actions that will support the goal
- ▶ Monitor results monthly and more often if needed
  - ▶ The plan is visible to all stakeholder
  - ▶ Embedded in the culture of the school
  - ▶ Sustainable
- ▶ The plan is always available for review by anyone

# District Improvement Team

- ▶ District Improvement Team utilizes NCSTAR
- ▶ The District has a goal for:
  - ▶ Growth
  - ▶ Proficiency
    - ▶ We monitor 91 performance measures
  - ▶ Positive Behavior Outcome
- ▶ Choose Indicators and Actions to support the Goals

# District Improvement Plan

- ▶ Principal Partnerships
  - ▶ Instructional Rounds
    - ▶ Focus on Instructional Core
  - ▶ School Improvement Team Visits with Feedback
  - ▶ NCStar Feedback
- ▶ District Support Plan for schools designated as Low Performing
  - ▶ Present to the Board in November
  - ▶ Approved in December