

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

(a) The State Board of Education shall use the school performance scores and grades as calculated under G.S. 115C-83.15 to satisfy the federal requirement under the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA), 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 shall 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. Academic indicators. –
 1. The academic achievement indicator shall include the following measures:
 - I. Proficiency on annual assessments for mathematics in grades three through eight.
 - II. Proficiency on annual assessments for reading in grades three through eight.
 2. The other academic indicator shall include the following measures:
 - I. Proficiency on annual assessments for science in grade five.
 - II. Proficiency on annual assessments for science in grade eight.
 3. The English language proficiency indicator shall be the percentage of students who progress in achieving English language proficiency on annual assessments in grades three through eight.
 - b. School quality and student success indicator. – The measure of school quality and student success shall be the growth score earned by schools.
- (2) For schools serving any students in ninth through twelfth grade, the State Board shall define the indicators as follows:
 - a. Academic indicators. –
 1. The academic achievement indicator shall include the following measures:
 - I. Proficiency on either the Algebra I or Integrated Math I end-of-course test or, for students who completed Algebra I or Integrated Math I before ninth grade, another mathematics course with an end-of-course test.
 - II. Proficiency on the English II end-of-course test.
 - III. The growth score earned by schools.
 2. Repealed by Session Laws 2017-206, s. 1(b), effective August 30, 2017, and applicable beginning with the 2017-2018 school year.
 3. The graduation rate indicator shall be the percentage of students who graduate within four years of entering high school.
 4. The English language proficiency indicator shall be the percentage of students who progress in achieving English language proficiency.

- b. School quality and student success indicator. – The school quality and student success indicator shall be made up of the following measures:
1. Proficiency on the Biology end-of-course test.
 2. The percentage of students who complete Algebra II or Integrated Math III with a passing grade.
 3. The percentage of students who either (i) achieve the minimum score required for admission into a constituent institution of The University of North Carolina on a nationally normed test of college readiness or (ii) are enrolled in Career and Technical Education courses and score at Silver, Gold, or Platinum levels on a nationally normed test of workplace readiness.
 4. Repealed by Session Laws 2019-142, s. 2, effective July 19, 2019, and applicable to measures based on data from the 2018-2019 school year and each school year thereafter.

(b) Notwithstanding subsection (a) of this section and only for the purpose of conforming with ESSA, the State Board may label measures as indicators different from those described in subsection (a) of this section; provided that each measure shall be calculated in accordance with the requirements of G.S. 115C-83.15. (2017-57, s. 7.26(d); 2017-206, s. 1(b); 2019-142, s. 2.)