

**Commission on Access to Sound Basic Education
Assessment and Accountability Work Group
Draft Priorities**

Highlighted priorities were revised per the discussion at the May 14 Commission meeting

1. Take advantage of the flexibility granted under the *Every Student Succeeds Act* to include multiple measures of school performance in the state's accountability system to help provide a more balanced, data-informed, and **student-focused** look at how schools are performing. These measures could be focused on
 - Chronic absenteeism
 - School climate
 - Student discipline (i.e. suspensions and other discipline actions **disaggregated by various demographics** not as a punitive measure but as a way to identify successes and areas for improvement)
 - Extended-year graduation rates (i.e. 6- and 7-year graduation rates)
 - College- and career-readiness
2. Create a plan for a more balanced statewide assessment system that can provide standards-aligned assessments to inform classroom learning and assist teachers in differentiating instruction, like NC Check-Ins and/or other formative assessments, as well as summative assessments for accountability. Assessments should be data-informed and student-focused.
3. Create a new set of school and district accountability metrics that provide understandable and publicly available information on student performance and place equal weight on the percent of students proficient on the End-of-Grade and End-of-Course assessments and student growth.
4. Ensure that the Department of Public Instruction has sufficient staff and resources to provide multi-year, data-driven supports **for turning around** low-performing schools and districts that includes
 - A comprehensive needs assessment
 - School improvement planning with focus on continuous improvement
 - School leader and teacher professional development
 - School leader and teacher in-school coaching
 - Engagement of the school community, including families
5. Endorse the state's focus on improving 3rd grade reading proficiency and the NC Early Childhood Foundation's Pathways to Grade Level Reading measures of success and action plan for ensuring that all 3rd graders are proficient in reading. To achieve those goals, the state must ensure that the state-supported K-2 literacy assessments currently being used in districts across the state remain formative assessments and are not used for accountability purposes.
6. The State Board of Education, in collaboration with the Department of Public Safety, should create a statewide definition of the roles and responsibilities for School Resource

Officers (SROs) and implement statewide training to support SROs in carrying out those roles and responsibilities. The statewide definition and training should draw upon national and state-level models for effectively incorporating SROs in school environments.

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