

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

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 driven 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 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 guide classroom instruction, like NC Check-Ins and/or other formative assessments, as well as summative assessments for accountability. Assessments should be data-informed and student driven.
3. Revise the formula for calculating School Performance Grades to a more balanced ratio between 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 to 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 3<sup>rd</sup> 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 3<sup>rd</sup> 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. 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.