



HOUSE BILL 773: School Performance Grade Changes.

2025-2026 General Assembly

Committee: House Education - K-12. If favorable, re-refer to State and Local Government. If favorable, re-refer to Rules, Calendar, and Operations of the House **Date:** April 29, 2025

Introduced by: Reps. Biggs, Cotham, Willis, Rhyne **Prepared by:** Brian Gwyn

Analysis of: PCS to First Edition **Committee Co-Counsel**

H773-CSBE-10

OVERVIEW: *The 1st edition of House Bill 773 would modify how school performance scores and grades are calculated. The PCS would make various clarifying and technical changes.*

CURRENT LAW: G.S. 115C-83.15 requires the State Board of Education to award school achievement, growth, and performance scores to all schools.

Achievement scores must be calculated as follows:

- For schools serving any students in kindergarten through eighth grade, the State Board shall assign points based on the following measures:
 - Proficiency on mathematics assessments in grades three through five.
 - Proficiency on reading assessments in grades three through five.
 - Proficiency on science assessments (grades five and eight only).
 - Progress for English language learners in achieving English language proficiency.
- For schools serving any students in ninth through twelfth grade, the State Board shall assign points based on the following measures:
 - Proficiency on Math I end-of-course test or, for students who completed Math I before ninth grade, another mathematics course with an end-of-course test.
 - Proficiency on English II end-of-course test.
 - Proficiency on Biology end-of-course test.
 - Math rigor (completing Math III with a passing grade).
 - Career and college readiness based the number 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.
 - Graduation rate.
 - Progress for English language learners in achieving English language proficiency.

Growth scores are calculated used the Education Value-Added Assessment System (EVAAS). For elementary and middle schools, growth scores will be calculated based on data math, reading, and science assessments. For high schools, growth scores will be calculated based on Math I and English II assessments only.

Kara McCraw
Director



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A school's overall school performance score is made 80% of the achievement score and 20% of the growth score. The score must be converted to a 100-point scale and a corresponding school performance grade is determined based on the following scale:

- 85 or higher: A
- 70 – 84: B
- 55 – 69: C
- 40 – 54: D
- Less than 40: F

Additional data must be calculated and reported on the school report card and published on the Department of Public Instruction's website.

BILL ANALYSIS: The PCS would modify how school performance scores and grades are calculated. Instead of combining together separate numerical achievement and growth scores, the State Board would calculate a single performance score based on various measures of student achievement and growth. The State Board would continue use EVAAS to provide a growth score indicating whether a school met, exceeded, or did not meet expected growth.

Elementary schools would be assigned points based on the following measures:

- Proficiency on mathematics assessments in grades three through five.
- Proficiency on reading assessments in grades three through five.
- Proficiency on reading assessment in grade three.
- Proficiency on science assessment in grade five.
- Progress for English language learners in achieving English language proficiency.
- Growth of all students on reading assessments in grades three through five.
- Growth of all students on mathematics assessments in grades three through five.
- Growth of students who scored in the 25th percentile on the previous year's reading assessment.
- Growth of students who scored in the 25th percentile on the previous year's mathematics assessment.

Middle schools would be assigned points based on the following measures:

- Proficiency on mathematics assessments in grades six through eight.
- Proficiency on reading assessments in grades six through eight.
- Proficiency on science assessment in grade eight.
- Progress for English language learners in achieving English language proficiency.
- Middle school acceleration based on the number of students who either (i) score at least proficient on a high school end-of-course assessment or (ii) earn an industry certification or credential approved by the State Board of Education.
- Growth of all students on reading assessments in grades six through eight.
- Growth of all students on mathematics assessments in grades six through eight.
- Growth of students in reading who scored in the 25th percentile on the previous year's reading assessment.
- Growth of students in mathematics who scored in the 25th percentile on the previous year's mathematics assessment.

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High schools would be assigned points based on the following measures:

- Proficiency on the NC Math I assessment or, for students who completed NC Math I before ninth grade, another mathematics course with an end-of-course test.
- Proficiency on the English II end-of-course test.
- Proficiency on the Biology end-of-course test.
- Progress for English language learners in achieving English language proficiency.
- Career and college readiness based on the number of students who either (i) pass an exam in an advanced course; (ii) receive a passing grade in a dual enrollment course; (iii) a Category II or higher score on the ASVAB and at least two JROTC credits in the same branch; or (iv) an industry certification or credential approve by the State Board of Education.
- Graduation rate.
- Growth of all students on the English II end-of-course test.
- Growth of all students on the NC Math I assessment or, for students who completed NC Math I before ninth grade, another mathematics course with an end-of-course test.
- Growth of students who scored in the 25th percentile on the 8th grade reading assessment on the English II end-of-course test.
- Growth of students who scored in the 25th percentile on the previous mathematics assessment on the NC Math I assessment or, for students who completed NC Math I before ninth grade, another mathematics course with an end-of-course test.

School performance grades would be determined as follows:

- For elementary schools:
 - 62 or higher: A
 - 54 – 61: B
 - 41 – 53: C
 - 32 – 40: D
 - Less than 32: F
- For middle and high schools:
 - 64 or higher: A
 - 57 – 61: B
 - 44 – 53: C
 - 34 – 40: D
 - Less than 32: F

EFFECTIVE DATE: The PCS would be effective when it becomes law and would apply to school performance scores and grades calculated based on data from the 2025-2026 school year.