

## REVISED

April 22, 2003

### MEMORANDUM

TO: Principals

FROM: Robert H. Bellamy, Associate Superintendent  
Accountability and Technology Services

Louis M. Fabrizio, Director  
Accountability Services

SUBJECT: 2002– 2003 ABCs

This memo is to inform you of the ABCs requirements and procedures that are in effect for the 2002-2003 accountability cycle. For the most part, features of the ABCs that were in place during 2001-02 are still in effect. A major change for 2002-03 is the incorporation of adequate yearly progress (AYP) from the No Child Left Behind Act (NCLB) as a new component of the ABCs.

We have provided (on the [ncpublicschools.org](http://ncpublicschools.org) web site) an explanation of the 2002-2003 ABCs Accountability Model, Determining Composite Scores in the ABCs Model, Refinement of the ABCs Awards and Recognition Categories, and a fact sheet on the Evolution of the ABCs. An updated explanation of the End-of-Course (EOC) Prediction formulas is provided in an Accountability Brief, "[The EOC Prediction Formulas](#)," as well as a revised edition of "[Setting Annual Growth Standards: The Formula](#)." These documents can be accessed from the DPI web site at: [www.ncpublicschools.org/accountability/reporting/abcmain.htm](http://www.ncpublicschools.org/accountability/reporting/abcmain.htm).

There is one comprehensive ABCs model for all schools. Schools are accountable for the courses/subjects offered throughout their grade configurations. A school with grades 6 through 9, for example, is accountable for end-of-grade and EOC testing data.

Alternative and special schools continue to be included in the ABCs under policy HSP-C-013. Information has been sent under a separate cover regarding how to submit ABCs local option data for alternative schools. Superintendents and LEA testing/accountability coordinators also will be asked to identify schools that may require special handling for the 2002-2003 ABCs accountability cycle. These include K-2 feeder schools, vocational career centers, special education centers, and hospital schools.

It is important to maintain accurate and complete historical data on all students. However, the procedures for maintaining test data in SIMS/NCWISE are critical. For example, test data for students who transfer to a different school after first block should be accurately attributed to the school where the course was taught. However, these data also must be included in SIMS at the receiving school so that they are available for use with the EOC prediction formulas. (Complete details on how to handle this situation are available to LEA testing coordinators on TNN, and SIMS/NCWISE coordinators on NCWISE.org). As always, we will work individually with those LEAs that are not using SIMS to ensure that their data are complete for the ABCs.

High school students' records should be checked and updated throughout the year to reflect changes in courses of study, (it is especially important to assign accurate course codes). While we understand that these data are not complete until after graduation, it is vital that seniors' records identify the appropriate courses of study. These data are necessary to compute the College University Prep/College Tech Prep component of the ABCs.

As always, questions concerning the accountability program should be directed first to your LEA testing/accountability coordinator who in turn can request information and/or assistance from the Regional Accountability Coordinator (RAC). We look forward to your continued cooperation and another successful accountability year.

RHB:LMF:hf

- c: LEA Superintendents
- Chief Officers of Charter Schools
- DHHS Administrators
- LEA Testing/Accountability Coordinators
- DJJDP Administrators
- LEA SIMS/NCWISE Coordinators
- Compliance Commission for Accountability
- Regional Accountability Coordinators and Computing Consultants
- Marvin Pittman, Director of School Improvement