

**The ABCs of Public Education:
2005-06 Growth and Performance of North Carolina Public Schools**

**Executive Summary
(April 20, 2007)**

Statistical Summary of Results

There are 2,353 public schools in North Carolina that will be included in the full ABCs report for the 2005-06 school year. These will include regular public schools spanning combinations of grades K-12, charter schools, alternative schools, and charter schools evaluated as alternative schools. The statewide results appear in Table 1. Forty schools were not assigned an ABCs status because they were special education schools, vocational/career schools, or hospital schools that participated in the ABCs on the basis of the schools they served, and two schools were in violation of the participation rule.

Table 1. 2005-06 ABCs Results

Category	High Growth	Expected Growth	Less than Expected Growth	Alternative Schools	Row Total	Row Percent
Honor Schools of Excellence	35	29			64	2.7
Schools of Excellence	4	1			5	.2
Schools of Distinction	90	215			305	12.9
Schools of Progress	111	619			730	31.3
No Recognition Schools			723	14	737	31.2
Priority Schools	15	87	245		347	14.7
Low-Performing Schools			50		50	2.1
Total (Regular Schools)						
No Status Schools			40		40	.2
Alternative Schools	8	63	18		89	3.8
Total	263	1014	1076		2353	
Percent	11.2	43.1	45.7			
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Percent Meeting at least Expected Growth Standards	54.3					

Overall, 54.3% of the schools met either their expected or high growth standards.

**The ABCs of Public Education:
2005-06 Growth and Performance of North Carolina High Schools
Executive Summary**

The 2005-06 ABCs program also reported the adequate yearly progress (AYP) of 2,345 of the state's schools during the fourth year's implementation of No Child Left Behind (NCLB). Table 2 shows the number and percent of the state's schools that met and did not meet AYP.

Table 2. 2005-06 Statewide AYP Results

AYP Status	Number	Percent
Schools that Met AYP	1,072	45.7
Schools that Did Not Meet AYP Under Review*	1,273	54.3
Total	2,345	100.0

AYP results are presented by ABCs categories in Table 3. Schools must have both an ABCs status and an AYP status to appear in this table. Schools that did not receive an ABCs status (i.e., special education schools, vocational/career schools, hospital schools, and schools with unresolved data issues) are not reflected here.

Table 3. 2005-06 School AYP Results by ABCs Recognition Categories

Category	Met AYP		Did Not Meet AYP		Total #
	#	%	#	%	
Honor Schools of Excellence	64	100.0	0	0.0	64
Schools of Excellence	0	0.0	5	100.0	5
Schools of Distinction	221	72.7	83	27.3	304
Schools of Progress	370	50.8	358	49.2	728
No Recognition	305	41.8	425	58.2	730
Priority Schools	57	16.6	287	83.4	344
Low-Performing Schools	2	4.0	48	96.0	50
Expected Growth	518	52.1	477	47.9	995
High Growth	174	67.7	83	32.3	257

Note: To be included in Table 3, the school must have both an ABCs and AYP status.

**The ABCs of Public Education:
2005-06 Growth and Performance of North Carolina High Schools
Executive Summary**

Presentation of School Results

Results of the 2005-06 ABCs are presented online at <http://abcs.ncpublicschools.org>. The website offers users the ability to view and/or print PDF and Excel files showing ABCs growth, performance, and AYP results by individual school and school district. The site features map and custom search capabilities.

The Web site report includes menu selections that allow the user to access results for *Alternative Schools*, *Performance of All Schools*, *Schools of Distinction*, *Honor Schools of Excellence*, *Schools of Excellence*, *Schools Making High Growth*, *Schools Making Expected Growth*, *Low-Performing Schools*, *Schools of Progress*, *Priority Schools*, *Charter Schools*, *Schools Meeting AYP*, and *Schools Not Meeting AYP*. The links to *Disaggregations* will become active when all analyses have been completed. A link to *Schools with No ABCs Status* shows results for schools that receive ABCs incentive awards based on the schools they serve (special education schools; vocational/career schools; hospital schools), schools not included due to insufficient data, and schools with unresolved data issues. Also included in the main table are those schools that do not participate in the ABCs but have an AYP status.

There are links to *Special Conditions* and *Technical Notes* documents that explain ABCs adjustments and ABCs technical information. *Technical Notes* include a summary of standard conventions used in the analyses, a history of the ABCs, a table of constants and parameters used in the ABCs computations and the End-of-Course prediction formulas.

Background

The State Board of Education (SBE) developed the ABCs of Public Education in response to the School-Based Management and Accountability Program enacted by the General Assembly in June 1996. The program focuses on strong Accountability, teaching the Basics with an emphasis on high educational standards, and maximum local Control.

In 2002-03, the ABCs program was expanded to incorporate the new statutory accountability requirements of No Child Left Behind (NCLB). This federal legislation sets a proficiency goal of 100% for all schools by 2013-14. The SBE adopted AYP as a “closing the achievement gap component” of the ABCs in response to General Statute 115C-105.35.

The ABCs accountability program sets growth and performance standards for each elementary, middle, and high school in the state. End-of-Grade (EOG) and End-of-Course (EOC) test results and other selected components are used to measure a school’s growth and performance. Schools that attain the standards are eligible for incentive awards or other recognition, i.e., Honor Schools of Excellence, Schools of Excellence, Schools of Distinction and Schools of Progress. Priority Schools may request assistance from the Department of Public Instruction. Schools where growth and performance fall below specified levels are designated as low-performing, and may receive mandated assistance based on action by the SBE.

The implementation of new growth formulas for the 2005-06 school year make comparisons to previous years inappropriate. Multiple changes were implemented in this year including:

**The ABCs of Public Education:
2005-06 Growth and Performance of North Carolina High Schools
Executive Summary**

1. Writing results were included in the performance composite using a confidence interval.
2. US History and Civics and Economics tests were included in the performance composite.
3. For schools with an 8th grade, the factor for computer skills in the performance composite was based not on the number of test takers but the number of eighth grade students on the first day of spring testing.
4. A fundamental change in the way High Growth is computed was implemented. Instead of the standard being a larger amount of growth, the standard was changed to include the ratio of students who meet their individual growth standard compared to those who do not.
5. For the first time, average growth at the school level is reported as is the ratio of met/not met used to determine high growth.
6. As a U.S. Department of Education Pilot, North Carolina was one of only two states allowed to use growth as part of AYP determinations.
7. Growth by AYP group is reported for all students in the web presentation of school detail results.
8. Two new alternate assessments (NCCLAS and NCEXTEND2) were implemented to meet the needs of students with particular issues accessing a standard test administration. NCEXTEND2 was included in AYP and performance composite subject to a 2% cap at the LEA level of students being counted as proficient on this alternate assessment.
9. North Carolina was one of only 10 states that had received approval of its assessment system prior to June 30, 2006 (the USED deadline to receive such approval).

Participating schools

In the 2005-06 first round of ABCs status reporting, every high school that contained grades 9-12 that submitted appropriate data participated in the ABCs. The second round will consist of both 9-12 high schools and all other schools. High school data include EOC test results, change in the percent of students completing courses of study (College University Prep/College Tech Prep), change in the ABCs dropout rate, and change in competency passing rates.

K-2 schools participating in the ABCs received their ABCs status, AYP status, and incentive awards (if applicable) based on the performance of the schools that received the largest percent of students from the K-2 schools.

Alternative schools are included in the ABCs per State Board of Education Policy HSP-C-013. Their ABCs status is based on achievement data (EOC, EOG, competency passing rates) and three “local options” specified in their school improvement plans (from a list available based in HSP-C-013) and approved by their local board of education. The only ABCs designations that an alternative school can receive are: High Growth, Expected Growth, No Recognition, or Low-Performing. The procedures used in determining AYP for regular schools apply to alternative schools as well.

Special education schools, vocational/career schools, and hospital schools did not receive an ABCs status, but they received prorated ABCs incentive awards, based on the schools they served. They also received an AYP status that was determined by the performance of the schools they served. They made AYP if at least half of the schools they served made AYP.

**The ABCs of Public Education:
2005-06 Growth and Performance of North Carolina High Schools
Executive Summary**

Analyses

ABCs Growth and Performance

A school's ABCs status is determined by average growth, the change ratio (a measure of the percent of students meeting their individual growth targets) and a performance composite. A school's grade span and/or courses determined the composition of these measures, as described below.

The average growth for a school may include:

- a) Average growth on EOG reading and mathematics for grades 3-8 and any EOC tests (excluding U.S. History and Civics & Economics).
- b) Change over a two-year baseline in the percent of students completing the college/university prep and college tech prep courses of study.
- a) Change in the competency passing rate (from grade 8 to grade 10).
- b) Change in the ABCs dropout rate (compared to a two-year baseline).

The schools whose average growth is equal to the growth expectation (shown by an average difference of 0.00 or better) are said to have met expected growth.

The change ratio used to determine the attainment of high growth may include:

- a) The growth status of individual students on EOG reading and mathematics for grades 3-8 and any EOC tests (excluding U.S. History and Civics & Economics).
- b) Change over a two-year baseline in the percent of students completing the college/university prep and college tech prep courses of study.
- c) Change in the competency passing rate (from grade 8 to grade 10).
- d) Change in the ABCs dropout rate (compared to a two-year baseline).

The factors are arranged such that the number of students meeting their individual growth standards is in the numerator along with the change in competency pass rate and college/university prep and college tech prep courses of study. Students not meeting their individual growth standard are in the denominator and the decrease in dropout rate is subtracted from the denominator. Schools that have an average growth of 0.00 or better (met expected growth) and have a change ratio of 1.50 or better are said to have met high growth.

The performance composite is the school's percentage of test scores in the school at or above Achievement Level III in reading and mathematics (from the EOG and alternate assessments), and EOC tests: Algebra I and II, Biology, Chemistry, Civics & Economics, English I, Geometry, Physical Science, Physics, and U.S. History. Algebra I scores of students in grade 9 who took Algebra I prior to ninth grade are included in the high school's performance composite. For schools with an 8th grade, the percent of 8th grade students who passed the Computer Skills Test prior to the first day of spring testing is included as well.

**The ABCs of Public Education:
2005-06 Growth and Performance of North Carolina High Schools
Executive Summary**

AYP Analyses

NCLB requires that each school be evaluated with respect to making Adequate Yearly Progress (AYP). In order for a school to make AYP, each student subgroup (School as a whole; American Indian; Asian; Black; Hispanic; Multi-Racial; White; Economically Disadvantaged; Limited English Proficient, and Students with Disabilities) must have at least a 95% participation rate in the statewide assessments. Each subgroup must meet or exceed the State's percent proficient targets in reading and in mathematics (annual measurable objectives). In addition, the school as a whole must show progress on the other academic indicator, which is either attendance or graduation rate (depending on the grade configuration of the school). For additional information, see *Determining AYP Status* (linked from the blue sidebar at <http://abcs.ncpublicschools.org/>).

**The ABCs of Public Education:
2005-06 Growth and Performance of North Carolina High Schools
Executive Summary**

Definition of ABCs Awards and Recognition Categories

Schools Making High Growth attained their high growth standard. Certified staff members each receive up to \$1,500 and teacher assistants up to \$500.

Schools Making Expected Growth attained their expected growth standard (but not their high growth standard). Certified staff members each receive up to \$750 and teacher assistants up to \$375.

Honor Schools of Excellence are schools that made at least expected growth, had at least 90% of their students' scores at or above Achievement Level III, and made AYP. These schools receive banners and certificates. They receive incentive awards for expected or high growth.

Schools of Excellence are schools that made at least expected growth and had at least 90% of their students' scores at or above Achievement Level III but did not make AYP. These schools receive banners, certificates, and incentive awards for expected or high growth.

Schools of Distinction are schools that made at least expected growth and had at least 80 percent of their students' scores at or above Achievement Level III (but were not Honor Schools of Excellence or Schools of Excellence). They receive plaques, certificates, and incentive awards for expected or high growth.

Schools of Progress are schools that made at least expected growth and had at least 60% of their students' scores at or above Achievement Level III (but were not Honor Schools of Excellence or Schools of Excellence or Distinction). They receive certificates and incentive awards for expected or high growth.

Schools Receiving No Recognition did not make their expected growth standards but have at least 60% of their students' scores at or above Achievement Level III.

Priority Schools are schools that have less than 60% of their students' scores at or above Achievement Level III, irrespective of making their expected growth standards, and are not Low-Performing Schools.

Low-Performing Schools are those that failed to meet their expected growth standards and have significantly less than 50% of their students' scores at or above Achievement Level III.

Schools that violate the testing requirements are assigned a violation status and cannot receive financial awards or any ABCs status, except low-performing. Low-performing schools that violate testing requirements are assigned the low-performing status in addition to the violation status. The State Board of Education may designate schools that violate testing requirements for two consecutive years as low-performing.