

Evolution of the ABCs

1995

1. General Assembly directed the State Board of Education (SBE) to develop a restructuring plan for public education. The SBE conducted an in-depth study involving public hearings, surveys and interviews; reviewed current mandates and operating procedures; and undertook a major organizational analysis to relate all education operations to the mission. In May 1995, the New ABCs of Public Education outlined the framework for a dramatic restructuring.

1995-96

2. One hundred eight schools in ten school districts piloted The New ABCs of Public Education. The systems were Albemarle, Alleghany, Asheville City, Elizabeth City-Pasquotank, Duplin, Halifax, Lexington, McDowell, Bladen, and Lincoln.

1996

3. General Assembly approved the State Board's plan and put into law the School-Based Management and Accountability Program (the ABCs).

1996-97

4. ABCs implementation began for schools with grades K-8. The model included growth and performance composites and included EOG Reading and Mathematics and Writing at Grade 4. The new Grade 7 writing was used only in the performance composite.
5. DPI communicated ABCs Procedures to principals and teachers.
6. Assistance teams were formed and trained; assistance was offered to schools that asked for it.
7. Steering Committee for Assessment and Accountability was established by the SBE to develop the High School Model.
8. Compliance Commission for Accountability was established by the SBE to advise on testing and other issues related to school accountability and improvement. The commission was to be composed of two members from each of eight educational districts and four at-large members to represent parents, business, and the community.
9. The first ABCs Report submitted to the State Board of Education in August.
10. All schools achieving exemplary growth standards received incentive awards (\$1,000 for certified staff; \$500 for teacher assistants).

1997-98

11. Designated Low-Performing schools received assistance teams.
12. The next phase of statewide reform was implemented with the high school accountability model. It was considered a “work in progress” with re-examination, changes and adjustments to come.
13. The model included results on five mandated EOCs, a high school writing test (English II – time was extended to allow students 100 minutes); percent of students completing College Prep/CollegeTech Prep (based on a year to year change); student SAT scores and participation rates were reported.
14. Two measures, changes in the passing rates on the high school competency tests and changes in dropout rates, were approved for implementation for 1998-99 (competency) and 2000-01 (dropout).
15. The Comprehensive Test in Reading and Mathematics was administered to determine cohort growth from grade 8 to grade 10. This was to meet the requirements of Senate Bill 1139, legislation that called for measuring student growth (for high schools). Initially, results were to “count” for the accountability year, but it was decided to delay inclusion of these data in the growth composite for high schools until the following year.
16. Growth for K-8 schools was computed using both the “old” *unmatched* grade 3 parameters, and the “new” (1996-97) *matched* group grade 3 parameters. The higher of the two growth computations was used in the final computations for growth.
17. Seventh Grade Writing was included in computing growth since this was the third year of data collection; it had previously been used only in the performance composite.
18. Algebra I scores from grades prior to the ninth grade were included in the computations for performance composites for high schools.
19. A confidence band for the performance composite was computed for identifying low-performing schools; this allowed schools a safety margin for sampling error. Schools could be slightly below 50% at or above grade level and not be penalized.
20. ABCs status label *No Recognition* was changed to *Adequate Performance*.
21. Charter Schools were included in the ABCs reporting for the first time.
22. A Comprehensive model was defined for schools that had grades included in both the K-8 and high school configurations. The school faculty voted on whether the Comprehensive model would be used to evaluate the school for the accountability year, and the vote was to be reflected in the School Improvement Plan.
23. Alternative schools were asked to submit proposals of better ways to be evaluated in subsequent accountability years.
24. Reporting guidelines were developed to accommodate feeder patterns for special education schools, alternative schools, K-2 feeder schools; high schools with major demographic shifts were accommodated under special conditions. These reporting accommodations were implemented for schools with insufficient data. Guidelines were also developed to handle senior high schools under the ABCs.
25. An administrative decision was made that during this accountability year, no alternative schools or special schools were to be identified as Low-Performing.
26. EOC test scores, e.g., Algebra I scores, of students in middle grades were used in the high school portion of the performance composite score but not the gain composite score.

1997-98 (continued)

27. K-8 and high school results under the ABCs were reported in A Report Card for the ABCs of Public Education, Volume I.
28. All schools making Expected or Exemplary Growth/Gain were awarded incentives per the Excellent Schools Act, enacted by the General Assembly, up to \$1500 for certified staff, up to \$500 for teacher assistants in schools making Exemplary Growth/Gain. Schools making Expected growth/gain received up to \$750 for certified staff; up to \$375 for teacher assistants.
29. A Report Card for the ABCs of Public Education was made available on the DPI web site.

1998-99

30. The SBE increased the membership of the Compliance Commission for Accountability from the original 20 members to 22 members to include an SBE member and an additional at-large business member.
31. The Comprehensive model was applied to all schools.
32. Five additional EOC tests were added to the performance composite score.
33. The High School Comprehensive Test growth parameters were approved; the growth component was included in the high school growth/gain computations.
34. The change in the competency passing rate component was implemented in the high school growth/gain computations.
35. EOC scores in middle schools counted toward the schools' growth/gain and performance.
36. Data collection guidelines and procedures were documented in an Accountability Processing Checklist to incorporate roles of LEA, regional coordinators, and the agency staff.
37. Insufficient data rule, (less than 30 students in a given course for a given year of the three years of data), was documented for high schools.
38. Dual enrollment policies were documented and disseminated.
39. Membership rule for Comprehensive Tests was approved (160 days).
40. Revised grade 3 parameters were applied to the grade 3 growth computations.
41. A Report Card for the ABCs of Public Education, Volume 2 included ABCs dropout data.
42. Alternative schools with sufficient data were included in the ABCs on the basis of their data; schools with insufficient data were awarded prorated incentives based on the feeder schools.
43. The labels *Top 10/25 Schools* and *Adequate Performance* were changed to *Most Improved 10/25* and *No Recognition*, respectively.

1999-00

44. A rule for dropping courses in high school (10/20 Day Rule) was implemented.
45. Alternative Schools were included in the ABCs under HSP-C-013. Web interface was developed for data collection for alternative schools to enter local option data online.
46. Department of Health, Human Services (DHHS) and Office of Juvenile Justice (OJJ) Schools were included in the ABCs.
47. Schools were given test administration options for fall English II Tests due to catastrophic weather.
48. The SBE appointed a Writing Assessment Task Force.
49. Full ABCs documentation was made available on the Accountability web site.

2000-01

50. EOC prediction formulas for 10 multiple-choice EOCs were implemented; this fully addressed concerns related to comparing different cohorts over time at the high school level.
51. Dropout rate change was implemented as a component to the growth computations in high schools.
52. Computer Skills testing results at grade 8 were added to the performance composite.
53. EOC prediction formulas' exemplary growth standard was set at 3% more than the expected growth standard.
54. Weighting the ABCs growth composites was adopted by the SBE in part to eliminate concern over small groups of students having the same impact as large groups of students in the determination of whether the school met growth standards.
55. The North Carolina Alternate Assessment Portfolio (NCAAP) was added to the performance composite.
56. Writing at grades 4 and 7 was removed from the growth composites, but remained a part of the performance composite.
57. The North Carolina Alternate Assessment Academic Inventory (NCAAAI) and the Computerized Adaptive Testing System were approved by SBE to be pilot tested and included in ABCs Volume II Report.

2001-02

58. The State Board of Education approved revisions to ABCs terminology for the 2001-02 school year.
59. The term *high* growth replaced *exemplary* growth, and the term *growth* replaced *growth/gain* in all designations of meeting or exceeding growth or gain standards.
60. Schools of Distinction were required to make expected growth.
61. Three tests were eliminated for the 2001-2002 school year: Iowa Tests of Basic Skills, Open-ended Assessments in grades 4 and 8, and the High School Comprehensive Tests in Reading and Mathematics at grade 10. (Only the latter had been included in the ABCs.)
62. English II was suspended and will not be included in the ABCs until new tests for grade 10 Writing are developed. Writing results at grades 4 and 7 were removed from the ABCs performance composite.
63. Format for reporting data in ABCs Volume II was revised, and the name was changed to *Reports of Supplemental Disaggregated State, District and School Performance Data for 2000-2001*.
64. SBE approved the revised achievement levels in mathematics determined from the Summer of 2001 equating study for student reporting, student accountability standards gateways, student competency standard, and ABCs reporting (performance composites).
65. Two ABCs reporting categories were added: Schools of Progress (schools that make at least expected growth and have a performance composite of at least 60%) and Priority Schools (schools that have less than 60% performance composite and are not low-performing.)

2002-03

66. ABCs 91-Day Rule for Growth Calculations changed to 140-Day Rule to align with No Child Left Behind (NCLB) full academic year (FAY) requirement.
67. The ABCs 98% participation rule for grades 3-8 under the ABCs was changed to 95% to conform to the NCLB 95% participation rule.
68. No exclusions were allowed.
69. Added Adequate Yearly Progress (AYP) as a “closing the gap component” of the ABCs to meet requirements of General Statute 115C-105.35.
70. North Carolina Alternate Assessment Portfolio (NCAAP) scoring revised to yield Reading and Mathematics scores.
71. The ABCs Report, [The ABCs of Public Education 2002-2003 Growth and Performance of North Carolina Schools](#) was made available in electronic format on DPI website. No hardcopy reports were published.

2003-04

72. No U.S. History tests were administered in 2003-04. Economic, Legal and Political Systems (ELP) tests was administered for transfer students, students who previously failed the course, and students in 10th-12th grade who needed the course for graduation. U.S. History and ELP data will be excluded from the ABCs data analysis for 2003-04 and 2004-05 school years. New EOC tests in these subjects are under development for administration during the 2005-06 school year.
73. Alternative schools' accountability policy was revised to prescribe 8 local options; these revisions were optional for the 2003-04 school year, and mandatory in 2004-05.
74. Certain charter schools became eligible to participate in the ABCs as alternative schools per SBE policy.
75. The Occupational Course of Study (OCS) graduates were subtracted from the denominator of diploma recipients in computing the College University Prep/College Tech Prep component.
76. Writing results (grades 4, 7, and 10) were not included in the ABCs in 2003-04; results at grades 4, 7, and 10 will be included in performance composite in 2004-05.
77. SBE approved a change in weighting the dropout component of the ABCs to $\frac{1}{4}$ membership, making it comparable to English I weight; this will be applied to the changes in dropout rates reported in the 2004-05 ABCs.
78. The SBE approved adding a recognition category for Schools of Excellence that meet AYP. The new category was named Honor Schools of Excellence.

2004-05

79. Writing results (grades 4, 7, and 10) were not included in the ABCs in 2003-04; results at grades 4, 7, and 10 will be included in performance composite in 2005-06.
80. Implementation of weighting the dropout component of the ABCs to $\frac{1}{4}$ of the membership used for funding was included in growth calculations.
81. SBE approves new growth formulas and standards for the 2005-06 school year and beyond. Included is the calculation of student level growth and a variety of procedural changes precipitated by a provision in general statute from the summer of 2004.
82. SBE approves Report of 2004-05 ABCs with sixth grade reading excluded from the growth calculations.

2005-06

83. New ABCs growth formulas for all grades and subjects were implemented.
84. Writing results were included in the performance composite using a confidence interval.
85. US History and Civics and Economics tests were included in the performance composite only.
86. 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.
87. 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.
88. For the first time, average growth per student at the school level is reported as is the ratio used to determine high growth.
90. 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.
91. Growth by AYP group is reported for all students in the web presentation of school detail results.
92. Two new alternate assessments were implemented to meet the needs of students with particular issues accessing a standard test administration. (NCCLAS and NCEXTEND2) (replacing NCAAI) 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.
93. 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).
94. Due to the implementation of the new edition of the math EOG tests, ABCs were delayed until November and High School results were sent the SBE independent of lower grade results in October.