

**The ABCs of Public Education:
2007-08 Growth and Performance of North Carolina Public Schools**

**Executive Summary for the Complete ABCs Results
(January 12, 2009)**

Statistical Summary of Results

ABCs Growth and Performance Results

For the 2007-08 school year, 2,418 public schools in North Carolina were assigned an ABCs status. These 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.

Thirty-one (31) 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. Eighteen (18) schools had insufficient data to be assigned an ABCs status; and five (5) schools were in violation of the 95% participation rule. The data in Tables 1, 2, and 3 reflect all results and changes approved by the SBE through January 2009.

Table 1. 2007-08 ABCs Results						
Category	High Growth	Expected Growth	Less than Expected	Alternative Schools	Row Total	Row Percent*
Honor Schools of Excellence	27	2			29	1.2
Schools of Excellence	2	2			4	0.2
Schools of Distinction	170	35			205	8.5
Schools of Progress	763	323			1,086	44.9
No Recognition Schools			203	20	223	9.2
Priority Schools	351	240	111		702	29.0
Low Performing Schools			100		100	4.1
Total (Regular Schools)	1,313	602	414			
Alternative	17	52	20		89	3.7
Total (Regular and Alternative Schools)	1,330	654	434		2,418	
Percent	55.0	27.0	17.9		100.0	
No ABCs Status						
No Status					31	
Insufficient Data					18	
Violated 95% rule					5	
Total Number of Schools					2,472	

* Row percents do not total 100% because alternative schools that do not make expected growth also appear in the No Recognition category.

AYP Results

The Adequate Yearly Progress (AYP) results are presented below for 2,412 of the state’s schools. Table 2 shows the number and percent of the schools that met AYP or did not meet AYP.

Table 2. 2007-08 AYP Results for Schools			
AYP Status	Number	Percent	
Met AYP	753	31.2	
Did Not Meet AYP	1,659	68.8	
Total	2,412	100	

Sixty (60) additional schools must undergo a special review to establish their AYP statuses due to having insufficient data for the calculations. Among the 1,134 Title I schools, 376 (33.2%) met AYP (this excludes eight Title I Schools without a status at this time).

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

Table 3. 2007-08 School AYP Results by ABCs Recognition Categories					
Category	Met AYP		Did Not Meet AYP		Total Number
	Number	Percent	Number	Percent	
Honor Schools of Excellence	29	100.0	0	0.0	29
Schools of Excellence	0	0.0	1	100.0	1
Schools of Distinction	155	77.5	45	22.5	200
Schools of Progress	419	38.8	662	61.2	1,081
No Recognition	64	30.2	148	69.8	212
Priority Schools	72	10.3	629	89.7	701
Low Performing Schools	1	1.0	97	99.0	98
Expected Growth	114	18.0	519	82.0	633
High Growth	560	42.6	756	57.4	1,316

Presentation of School Results

Results of the 2007-08 ABCs are presented online at <http://abcs.ncpublicschools.org>. AYP results are available by individual school and school district (LEA). There are also links to supplementary documents that explain ABCs calculations and ABCs technical information.

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. New growth formulas were implemented in 2005-06 that make comparisons to previous years inappropriate.

New test editions were introduced in 2007-08 for End-of Grade (EOG) Reading (grades 3-8), Biology, Chemistry, Physical Science, and Physics; and a shorter test was used for Algebra II. In light of the additional time required for scaling and setting standards, the State Board of Education (SBE) decided in April 2008 to remove these tests from ABCs calculations of academic change but to retain the results in the ABCs performance composites.

The SBE subsequently instructed the Department of Public Instruction to prepare for release of ABCs academic change results at the August 2008 SBE meeting, and to release the remaining results involving performance composites at the November 2008 SBE meeting. The 2007-08 ABCs growth results were presented to the SBE in August as planned and results from the second wave of reporting were presented in November 2008. This updated Executive Summary reflects both waves of reporting and all other changes approved by the SBE through January 2009.

Participating schools

All schools with sufficient data are included in the report. 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) and three “local options” specified in their school improvement plans (from a list available in HSP-C-013) and approved by their local boards of education.

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.

Analyses

ABCs Growth and Performance

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

In 2007-08, the growth calculation for a school may include:

- a) Total growth on EOG mathematics for grades 3-8 and any EOC tests approved by the SBE for growth calculations.
- b) Change over a two-year baseline in the percent of students completing the college/university prep and college tech prep course of study.
- c) Change in the ABCs dropout rate (compared to a two-year baseline).

As noted earlier, the State Board of Education removed the Biology EOC from ABCs growth calculations for 2007-08. Because the Biology EOC test was the primary predictor for U.S. History, the prediction equation for U.S. History was re-evaluated for 2007-08. After considering alternative predictors, it was found that scores on the Civics and Economics EOC are acceptable substitutes for Biology test scores for the prediction of U.S. History. Consequently, for the 2007-08 ABCs growth calculations, scores on the Civics and Economics and English I EOCs were used as predictors for U.S. History if both were available. If scores for the English I EOC were not available, scores on the Civics and Economics EOC were used as a single predictor of U.S. History.

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

In 2007-08, the change ratio used to determine the attainment of high growth may include:

- a) The growth status of individual students on EOG mathematics for grades 3-8 and any EOC tests approved by the SBE for growth calculations.
- 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 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 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 a growth result 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.

AYP Analyses

Because a new edition of reading tests for grades 3-8 was implemented in 2007-08 and new editions of End-of-Course tests in Algebra I and English I were implemented during

the preceding academic year (2006-07), two modifications in the reporting of AYP results for 2007-08 were required. First, a two-stage release of AYP results was conducted to accommodate the additional timeline for scaling and setting standards on the reading tests. The initial release of preliminary AYP results by Local Education Agencies (LEAs) occurred July 21, 2008 and revealed AYP results for high schools, and results for mathematics only for grades 3-8. This was followed by formal release and approval of the results by the State Board of Education (SBE) at its August meeting. The remaining AYP results for reading in grades 3-8 now have been computed and are combined with the earlier results for this report.

The second modification to reporting relates to the new editions of Algebra I and English I. To accommodate differences in the scales between the new editions and the scales for previous editions (used for the banked scores), new standards (Achievement Level III cut scores) were set for the banked scores, equivalent to the standards on the new edition tests. This was effected by determining an equipercentile approximation of the new edition cut scores on the previous edition tests and then recalculating the proficiency for each student on the previous edition tests. This effectively made the proficiency determinations on the banked scores comparable to the proficiency determinations on the new editions of Algebra I and English I. Once this was accomplished, new Annual Measurable Objectives (AMO) targets were set for Grade 10 "reading" and "mathematics" (as they are structured for AYP purposes), which the SBE approved in July 2008. The new standards were also applied to the previous edition tests for the calculation of safe harbor.

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 proficiency 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/>).

Definition of ABCs Awards

The 2007-08 ABCs incentive awards were distributed based on the state's budget law:

- *Schools Making High Growth* attained their high growth standard. Certified staff members each received \$1,053 and teacher assistants \$351.
- *Schools Making Expected Growth* attained their expected growth standard (but not their high growth standard). Certified staff members each received \$527 and teacher assistants \$263.

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.

Definition of Recognition Categories

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.

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 and certificates.

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

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.

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 less than 50% of their students' scores at or above Achievement Level III.