

# The ABCs of Public Education: 2009-10 Growth and Performance of North Carolina Public Schools

## Executive Summary (October 14, 2010)

### Statistical Summary of Results

#### *ABCs Growth and Performance Results*

For the 2009-10 school year, 2,491 public schools in North Carolina were assigned an ABCs status. These included regular public schools spanning combinations of grades K-12, charter schools, alternative schools, and some 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. Eleven (11) schools had insufficient data to be assigned an ABCs status; one (1) school was in violation of the 95 percent participation rule.

<b>Table 1. 2009-10 ABCs Results</b>						
<b>Category</b>	<b>High Growth</b>	<b>Expected Growth</b>	<b>Less than Expected</b>	<b>Alternative Schools</b>	<b>Row Total</b>	<b>Row Percent*</b>
Honor Schools of Excellence	158	43			201	8.1
Schools of Excellence	14	1			15	0.6
Schools of Distinction	493	224			717	28.8
Schools of Progress	521	468			989	39.7
No Recognition Schools			200	11	211	8.5
Priority Schools	71	117	73		261	10.5
Low-Performing Schools			16		16	0.6
<b>Total (Regular Schools)</b>	1,257	853	289			
Alternative	47	34	11		92	3.7
<b>Total (Regular and Alternative Schools)</b>	1,304	887	300		2,491	
Percent	52.3	35.6	12.0		100	
<b>No ABCs Status</b>						
No Status					31	
Insufficient Data					11	
Unresolved					0	
Violated 95% Rule					1	
<b>Total Number of Schools</b>					2,534	
Percent Meeting at Least Expected Growth Standard	88.0					

\* 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 2,519 of the state’s schools. Table 2 shows the number and percent of the schools that met AYP or did not meet AYP.

<b>Table 2.</b>	<b>2009-10 AYP Results for Schools</b>		
<b>AYP Status</b>		<b>Number</b>	<b>Percent</b>
Met AYP		1,462	58.0
Did Not Meet AYP		1,057	42.0
Total		2,519	100.0

Among the 1,271 Title I schools, 758 (59.6%) met AYP.

AYP results are presented by ABCs categories in Table 3. Schools must have received 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, and hospital schools, and schools with insufficient data for reporting) are not reflected in Table 3.

<b>Table 3.</b>	<b>2009-10 School AYP by ABCs Recognition Categories</b>				
<b>Category</b>	<b>Met AYP</b>		<b>Did Not Meet AYP</b>		<b>Total</b>
	<b>Number</b>	<b>Percent</b>	<b>Number</b>	<b>Percent</b>	<b>Number</b>
Honor Schools of Excellence	202	100.0	0	0.0	202
Schools of Excellence	0	0.0	14	100.0	14
Schools of Distinction	537	75.0	179	25.0	716
Schools of Progress	505	51.1	484	48.9	989
No Recognition	99	47.4	110	52.6	209
Priority Schools	64	24.5	197	75.5	261
Low Performing Schools	0	0.0	16	100.0	16
Expected Growth	460	52.2	422	47.8	882
High Growth	874	67.2	427	32.8	1,301

**Presentation of School Results**

Results of the 2009-10 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.

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 normally eligible for incentive awards or other recognition, i.e., Honor Schools of Excellence, Schools of Excellence, Schools of Distinction and Schools of Progress. 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.

In 2009-10, the attainment of ABCs growth standards was calculated as usual, but incentive awards were suspended for the second consecutive year because of the state’s economic condition. ABCs recognitions and AYP determinations were continued in the normal manner.

### *Participating schools*

All schools with sufficient data are included in the report. K-2 schools participating in the ABCs received their ABCs status and AYP status 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 GCS-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 GCS-C-013) and approved by their local boards of education. The only ABCs designations that an alternative school can receive are: High Growth, Expected Growth, or No Recognition. 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 (when available), 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 2009-10, the growth calculation for a school may include:

- a) Total growth on EOG reading and mathematics for grades 4-8 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).

Schools with total growth equal to or exceeding the growth expectation (shown by a difference of 0.00 or better) meet expected growth criteria.

Four modifications to the ABCs were implemented in 2009-10:

1. The formula for Civics and Economics was revised to use eighth-grade EOG reading and mathematics scores as alternate predictors whenever the default predictors (English I and Biology) are not available. This change accommodates selected LEAs who scheduled Civics and Economics courses in the ninth grade in 2009-10 and those who may do so in the future.
2. The ABCs status for a K-3 school was based on the use of a feeder pattern to determine growth and the performance composite derived from the third grade EOG scores. (Note: K-3 schools were not identified as Low-Performing based on their inherited growth status, but were designated as Priority Schools.) AYP was based on the third grade scores.
3. Grade 3 Reading and Math Pretests were eliminated to comply with (Senate Bill 202 S.L. 2009-451).
4. The higher of the original or Retest 1 score on end-of-course assessments taken during the 2009-10 school year was applied for calculating ABCs Performance Composites, where applicable.

Retest scores (first retest only) for students who scored below the Achievement Level III standard on EOG reading and mathematics assessments in grades 3 through 8 and science in grades 5 and 8 were used in calculations of AYP and the ABCs performance composites. Students in grades 3-8 who scored Achievement Level II on the first administration of the EOG reading, mathematics and/or science assessments and/or their alternate assessments were required to take a retest. (Students who scored Level I could "opt in" to take the retest at their parents' request.) The higher of the original score or the first retest score was used in the calculation of the ABCs performance composites and AYP.

In 2009-10, 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 4-8 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*

Two modifications were required in the reporting of AYP results for 2009-10:

1. For AYP purposes, cohort graduation rate requirements changed so that the rate of improvement from one year to the next must be at least 2 percentage points on the 4-year cohort graduation rate or at least 3 percentage points on the 5-year cohort graduation rate for a school to make progress (improvement) on its cohort graduation rate. A 4-year rate (or 5-year rate) of at least 80 percent also meets the target for the Other Academic Indicator (OAI) at the high school level.
2. The higher of the original or Retest 1 score on end-of-course assessments (English I and Algebra I) taken during the 2009-10 school year was applied for calculating AYP results, where applicable.

Students taking the OCS EXTEND2 assessments were counted as non-participants for AYP, as was the case in 2008-09 per the U.S. Department of Education.

#### *AYP Criteria*

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 Categories

Because of the state's economic situation, no financial awards were distributed in conjunction with the 2009-10 ABCs. All of the usual ABCs awards and recognition categories were determined however. The definitions of the various categories appear below.

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.

*Schools Making High Growth* attained their high growth standard.

*Schools Making Expected Growth* attained their expected growth standard (but not their high growth standard).

*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.