



ABCs/AYP 2011 Accountability Report Background Packet

PUBLIC SCHOOLS OF NORTH CAROLINA State Board of Education | Department of Public Instruction

OVERVIEW

The ABCs of Public Education began in the 1996-97 school year as North Carolina's school accountability program and was, for that time, a major step forward. The ABCs provided the state's first school-level accountability system, generating information that has allowed North Carolina to target needed school improvement efforts.

In 2006, the first significant changes were made in the ABCs program with the implementation of new growth formulas to measure change in student performance from one year to the next. The current ABCs formulas are different enough from the original ones that comparisons between the performance of schools from 2006 forward and prior years should be avoided.

In 2008, the State Board of Education adopted the "Framework for Change: the Next Generation of Assessments and Accountability." The Framework for Change is modernizing the state's *Standard Course of Study* and the assessment system. As a part of this work, a new statewide curriculum, testing program, and accountability model are expected to be operational by the 2012-13 school year.

The Elementary and Secondary Education Act, the federal education law formerly known as No Child Left Behind, remains a required component of accountability for North Carolina schools. The Adequate Yearly Progress (AYP) measure is included in the ABCs report, just as it has been since the federal law went into effect in 2002. AYP requires schools to focus on closing achievement gaps and bringing proficiency rates to 100 percent for every student group by 2013-14.

The ABCs accountability report is online at <http://abcs.ncpublicschools.org/abcs/>.

TIMELINE

JUNE 30 – Local school systems must submit test data to the NCDPI. (Note: These data are preliminary.)

JULY – The NCDPI verifies test data with local school systems and develops report.

JULY 21 – Preliminary AYP results are released by local school systems for their respective schools.

AUGUST 4 – ABCs/AYP Accountability Report presented at State Board of Education meeting. ABCs/AYP Accountability Report available online.

AUGUST 5-SEPTEMBER 6 – Appeals process for ABCs growth, data change requests.

SEPTEMBER 15 – Compliance Commission for Accountability reviews appeals.

OCTOBER 6 – State Board of Education approves final changes to ABCs/AYP.

HIGHLIGHTS OF THE ABCS PROGRAM FOR THE 2010-11 SCHOOL YEAR

- This year, North Carolina's target goals increased to move the state closer to the required 100 percent target for 2013-14. As a result, for a North Carolina public school to make AYP in 2010-11, 71.6 percent of students in each subgroup in grades 3-8 must be proficient in reading and 88.6 percent must be proficient in mathematics. For 10th graders, 69.3 percent of each subgroup must be proficient in reading and 84.2 percent must be proficient in mathematics.

In comparison, in 2009-10, the AYP targets for elementary and middle school (grades 3-8) were 43.2 percent in reading and 77.2 percent proficient in mathematics. For 10th graders (high schools), the targets were 38.5 percent proficient in reading and 68.4 percent proficient in mathematics.

NC PROFICIENCY TARGET GOALS				
Year	GRADES 3-8 (%)		GRADES 10 (%)	
	Reading	Mathematics	Reading/Language Arts	Mathematics
2007-08	43.2	77.2	38.5	68.4
2008-09	43.2	77.2	38.5	68.4
2009-10	43.2	77.2	38.5	68.4
2010-11	71.6	88.6	69.3	84.2
2011-12	71.6	88.6	69.3	84.2
2012-13	71.6	88.6	69.3	84.2
2013-14	100	100	100	100

- The state budget no longer provides for ABCs incentive awards. This is the third year that funds have been unavailable for incentive awards.

COMPONENTS OF THE ABCS AT THE K-8 LEVEL

- Statewide accountability testing is done in grades 3-8 only. For students in grades K-2, special assessments are used to chart students' academic progress and are not included in the ABCs reports.
- End-of-grade assessments in reading and mathematics in grades 3-8 (growth [4-8] and performance), and science in grades 5 and 8 (performance only).
- NCEXTEND1 and NCEXTEND2 alternate assessments for certain students with disabilities included in performance composite and AYP only.
- End-of-course assessment results for students taking EOC assessments in K-8 (growth and performance).

COMPONENTS OF THE ABCS AT THE HIGH SCHOOL LEVEL

- Student performance on seven mandated end-of-course assessments: Algebra I, Algebra II, Biology, English I, US History, Civics and Economics, and Physical Science along with the Writing Assessment at Grade 10.

SCHOOL STATUS LABELS AND RECOGNITIONS

PERFORMANCE LEVEL Based on Percent of Students' Scores at or above Achievement Level III	ACADEMIC GROWTH		
	Schools Making Expected Growth or High Growth		Schools Making Less than Expected Growth
90% to 100%	Met AYP	Honor School of Excellence	No Recognition
	AYP Not Met	School of Excellence	
80% to 89%	School of Distinction		
60% to 79%	School of Progress		
50% to 59%	Priority School		
Less than 50%	Priority School		Low Performing

- NCEXTEND1 alternate assessments for certain students with disabilities included in the performance composite and AYP only.
- Growth is calculated using previous related assessments.
- Current year-to-baseline (average of two previous years) comparison of percentages of students completing College/ University Prep or College Tech Prep courses of study.
- ABCs dropout rate (current year versus two-year baseline) weighted by 1/4 average daily membership.

ASSISTANCE

Schools that do not meet the expected growth standard and that have a performance composite of less than 50 percent are identified as "low performing" under the ABCs model.

As low-performing schools, they are eligible to receive assistance from the NCDPI's District and School Transformation Division. Selection of schools receiving comprehensive support is based on a variety of factors, including the school district's capacity to address the needs of the schools and to provide the support needed to make long-term improvements. Schools can be included in comprehensive support for reasons other than ABCs performance. These include consistently low performance composites, ongoing status as a Title I School Improvement school, and others.

ADEQUATE YEARLY PROGRESS (AYP) SANCTIONS

The ABCs program includes reporting the Adequate Yearly Progress (AYP) of schools under the No Child Left Behind law.

Title I schools (approximately one-half of North Carolina's total number of public schools) are those that receive federal Title I funds designated to serve students who are economically disadvantaged. All local school systems have some schools in this category. Title I schools that do not make Adequate Yearly Progress for two or more consecutive years in the same subject face sanctions under the federal law. These sanctions include offering public school choice, providing supplemental educational services at no cost to qualifying students and other measures. For more information on NCLB sanctions for Title I schools, please go online to <http://www.ncpublicschools.org/nclb/>.

UNDERSTANDING THE THREE ACCOUNTABILITY MEASURES

- Performance Composite – The percentage of the test scores in the school at or above Achievement Level III (how well the students in the school did against the set standard of proficiency).
- Growth – An indication of the rate at which students in the school learned over the past year. The standard is equivalent to a year's worth of growth for a year of instruction.
- AYP Status – Whether the students in the school as a whole and in each identified group met the performance standards set by each state following federal guidelines with the long-term goal of 100 percent proficiency by 2013-14.

GROWTH EXPECTATIONS

Under the growth formulas, the individual student is expected to perform as well, or better, on the end-of-grade (EOG) assessments for the current year as she or he did, on average, during the previous two years. This expectation is determined by placing students' scores on the c-scale (the "change scale" to which a student's developmental scale score is converted). Growth is calculated as academic change from a baseline average of the previous two years' assessments. If only one year's EOG data are available, the expectation for change will be based on one previous assessment. Like the original formulas, the new formulas factor in an adjustment for regression to the mean (a student who performs above or below the mean score on one EOG will likely score closer to the mean on a subsequent EOG).

FREQUENTLY ASKED QUESTIONS

What measure is most important for parents to know – growth or performance?

Both measures are important in evaluating student achievement in a school. The percentage of students' scores at grade level/proficiency or above is one important way to view the overall achievement of a school. At the same time, the growth measure also is important. Growth measures the change in academic achievement for students in the current year. Even a school with 90 percent or more of its students' scores at grade level has room for students to grow academically each year and should be showing growth annually.

REPORT FORMAT – WHAT YOU’LL SEE ON THE WEB

The ABCs of Public Education
2008–09 Growth and Performance of North Carolina Schools
Growth and Performance of Schools

LEA Code	System	School Code	School	Grade Span	Met Expected	Met High	Perf. Comp.	Spec. Cond.	ABCs Status	AYP	AYP Code	Type
110	Leigh County	210	Rollins Elementary									
110	Leigh County	215	Roane Elementary	OK-06	Yes	No	74.5	~	Pro Exp	Yes		R
110	Leigh County	220	Hillside Elementary	PK-06	Yes	Yes	91.8		Exc	Yes	CI	R
555	Parish County	340	Rock HS									
555	Parish County	345	Villages Elementary	OK-05	Yes		63		Dst H	Yes		R
555	Parish County	360	Mountain Middle	06-08					Pri			R
555	Parish County		Valley School	9-12			5					R
555	Parish County	55A	Blueberry Elementary		Yes	Yes	80.5	~	Dst High	Yes		C
888	River County	10	Farm High									
888	River County		Highway Primary	PK-02	Yes	Yes	~	1	Hgh	Yes		R
888	River County	330	Valley Elementary	03-05	Yes	Yes	76.9	~	Pro High	Yes		R

ABCs STATUS: Exp– Expected Growth; Hgh– High Growth; HE – Honor School of Excellence; Exc– School of Excellence; Dst– School of Distinction; Pro–School of Progress; Pri– Priority School; LP– Low-Performing; NR– No Recognition; 95R– Less than 95% tested; NS– No Status

SPECIAL CONDITIONS: 1– K-2 Feeder; 2– Senior High (Gr 9-12); 3– Senior High (Gr 10-12); 9– School did not meet data requirements; * Confidence Interval Applied; ~ No Special Conditions

AYP CODE: CI – Confidence Interval applied; SH– Safe Harbor; TAS – Targeted Assistance School; FE – Feeder School; SE – Special Evaluation; 95A – Participation Rate Averaging

AYP: UR – Under Review

TYPE: R – Regular; C – Charter; A – Alternative

Grades served in each school

The ABCs program establishes a growth standard for each school.

Key to reading the status category abbreviations and special conditions.

The performance composite indicates what percentage of students' scores in each school are at or above grade level (Achievement Level III). Schools are recognized for the percentage of students performing at this proficiency level and whether they made their growth goals.

The AYP Code indicates special NCLB rules that were applied in determining school performance.

School Type

AYP (Adequate Yearly Progress) is a measure required under the federal No Child Left Behind law.

To make AYP, a school must meet every performance target for each subgroup in the school. For more on AYP, please go to www.ncpublicschools.org/nclb

This column refers to the type of designation a specific school has earned by virtue of its growth and performance composite. The key to these abbreviations is at the bottom of each Web page.

Occasionally, a school will have special conditions that need to be noted in the ABCs report. These special conditions may include unusual grade configurations such as K-2 or 10-12, insufficient data because of small numbers of students tested or other information pertinent to the ABCs report. The key to the special conditions is at the bottom of each Web page.

How can a school be high performing under the ABCs and not make AYP?

The ABCs model measures growth over time and also determines the performance composite for the school as a whole. AYP measures school performance differently. To meet AYP, a school must meet target goals for each subgroup of students that numbers 40 or more. Target goals by year are set by the State Board of Education for reading and mathematics at grades 3–8 and 10, and for attendance rates or graduation rates as well. AYP is an all-or-nothing model. If a school misses one target, it does not make AYP. For example, although a school could have High Growth and a performance composite over 90 percent, it could fall short on one subgroup's performance and miss making AYP. Honor Schools of Excellence, the highest school recognition category under the ABCs, are those schools that meet or exceed growth goals, have 90 percent or more of their students' scores at or above grade level, and make AYP.

How can high-performing schools still meet their growth goals year after year?

While it may seem more difficult for schools with a high percentage of students' scores at or above grade level to continue meeting

growth expectations, it is possible for them to do so. Even if all students in a school scored at or above grade level last year, those same students are challenged by new material at the next grade level. The growth measure inherently provides opportunity for students to demonstrate growth as they learn new material. Also, a school often has a high percentage of students scoring at Achievement Level III or above (considered proficient), but this performance still leaves opportunity for the students to move up in the Achievement Level III range or in the Achievement Level IV range.

How does the ABCs model fit with federal requirements?

By incorporating AYP into the ABCs, North Carolina added an important gap-closing component. Under the federal requirements, schools are held accountable for the performance of each subgroup of students within the school.

This standard will move our state and the nation toward the elimination of achievement gaps. Under federal requirements however, Title I schools face sanctions if they do not make AYP for two or more consecutive years in the same content area.

MORE BACKGROUND ON THE WEB

The Department of Public Instruction's Web site includes a great deal of background information about the ABCs.

- EVOLUTION OF THE ABCS – <http://www.ncpublicschools.org/accountability/reporting/abcsother>
- TESTING PROGRAM: GENERAL INFORMATION AND POLICIES –
<http://www.ncpublicschools.org/accountability/policies/geninfopoliciesindex>
- NEW GROWTH FORMULAS AND UPDATED ABCS PROCEDURES 2005-06 AND BEYOND –
<http://www.ncpublicschools.org/accountability/reporting/growthformulas>
- 2010-11 TESTING CALENDAR –
<http://www.ncpublicschools.org/docs/accountability/testing/calendars/testingcalendar1011.pdf>
- 2008-09 RELEASED TEST FORMS – <http://www.ncpublicschools.org/accountability/testing/releasedforms>
- INFORMATION ON THE "NO CHILD LEFT BEHIND" FEDERAL LEGISLATION AND AYP –
<http://www.ncpublicschools.org/nclb>

2011 ABCs INFORMATION CONTACTS

ABCs Requirements/Basis for Status

Division of Accountability Services | 919.807.3770
Tammy Howard, Director of Accountability
Lou Fabrizio, Federal Liaison

Assistance to Low-Performing Schools

Academic Services and Instructional Support
District and School Transformation | 919.807.4006 | Pat Ashley, Director

Communications and General Information

Division of Communications and Information
919.807.3450 | Vanessa Jeter, Director

ABCs Data and Summary Press Release

<http://abcs.ncpublicschools.org/abcs>

Department of Public Instruction

<http://www.ncpublicschools.org>