

The ABCs of Public Education: 2010-11 Growth and Performance of North Carolina Public Schools

Executive Summary (Updated October 6, 2011)

Statistical Summary of Results

ABCs Growth and Performance Results

For the 2010-11 school year, 2,497 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.

Twenty-nine (29) 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. Seven (7) schools had insufficient data to be assigned an ABCs status; ten (10) schools were in violation of the 95 percent participation rule.

Table 1. 2010-11 ABCs Results						
Category	High Growth	Expected Growth	Less than Expected	Alternative Schools	Row Total	Row Percent*
Honor Schools of Excellence	153	59			212	8.5
Schools of Excellence	33	8			41	1.6
Schools of Distinction	422	276			698	28.0
Schools of Progress	366	518			884	35.4
No Recognition Schools			342	33	375	15.0
Priority Schools	44	98	75		217	8.7
Low-Performing Schools			14		14	0.6
Total (Regular Schools)	1,018	959	431			
Alternative	24	32	33		89	3.6
Total (Regular and Alternative Schools)	1,042	991	464		2,497	
Percent	41.7	39.7	18.6		100	
No ABCs Status						
No Status					29	
Insufficient Data					7	
Unresolved					0	
Violated 95% Rule					10	
Total Number of Schools					2,543	
Percent Meeting at Least Expected Growth Standard	81.4					

*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 2,530 of the state’s schools. Table 2 shows the number and percent of the schools that met or did not meet AYP.

AYP Status	Number	Percent
Met AYP	706	27.9
Did Not Meet AYP	1,824	72.1
Total	2,530	100.0

Among the 1,298 Title I schools, 300 (23.1) 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.

Category	Met AYP		Did Not Meet AYP		Total
	Number	Percent	Number	Percent	Number
Honor Schools of Excellence	212	100.0	NA	NA	212
Schools of Excellence	NA	NA	41	100.0	41
Schools of Distinction	261	37.4	437	62.6	698
Schools of Progress	92	10.4	792	89.6	884
No Recognition	99	26.8	270	73.2	369
Priority Schools	16	7.4	201	92.6	217
Low Performing Schools	0	0.0	14	100.0	14
Expected Growth	122	13.7	770	86.3	892
High Growth	378	36.3	662	63.7	1,040
NA=Not Applicable					

Presentation of School Results

Results of the 2010-11 ABCs are presented online at <http://abcs.npublicschools.org/abcs>. 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 2010-11, the attainment of ABCs growth standards was calculated as usual, but incentive awards were suspended for the third 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 2010-11, the components for school growth calculation did not change from the previous year and 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.

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 the calculation of the ABCs performance composite. Retest scores for reading and mathematics were used for AYP. 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.

For AYP, Algebra I end-of-course test scores and the combination of English I end-of-course test scores and grade 10 writing are used in the year the student is enrolled in the 10th grade. For NCLB purposes, Biology end-of-course test scores are reported in the year the student is enrolled in the 11th grade. For students who took the assessments prior to the designated grade, their banked scores are used.

In 2010-11, 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

Three modifications for reporting AYP results were implemented in 2010-11:

1. New AYP proficiency targets for meeting annual measurable objectives (AMOs) were implemented for grades 3-8 reading, grades 3-8 mathematics, grade 10 reading/language arts, and grade 10 mathematics per North Carolina's approved Accountability Workbook.
2. "Pacific Islanders" students were included with "All Students" per new federal regulations.
3. The "Multi-racial" subgroup was reported as "Two or More Races" per new federal regulations.

AYP Criteria

NCLB requires that each school be evaluated with respect to making Adequate Yearly Progress (AYP). For a school to make AYP, each student subgroup (School as a whole; American Indian; Asian; Black; Hispanic; Two or More Races; 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).

In January 2003, the SBE established that North Carolina's intermediate goals (proficiency targets) shall change in three-year increments. The first and second incremental increases took effect in 2004-05 and 2007-08, respectively. The third incremental increase (71.6% for Grades 3-8 Reading; 88.6% for Grades 3-8 Mathematics; 69.3% for Grade 10 Reading/Language; and 84.2% for Grade 10 Mathematics) took effect in 2010-11. This increase in proficiency targets dramatically impacts a school's ability to meet AYP.

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 2010-11 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.