

# The ABCs of Public Education: 2011-12 Growth and Performance of North Carolina Public Schools

## Executive Summary (August 2, 2012)

### Statistical Summary of Results

#### *ABCs Growth and Performance Results*

For the 2011-12 school year, 2,482 public schools in North Carolina were assigned an ABCs status. These included regular public schools spanning combinations of grades K-12, charter schools, and alternative schools. The statewide results appear in Table 1.

Eighteen (18) 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. Twenty-Eight (28) schools had insufficient data to be assigned an ABCs status; three schools were in violation of the 95 percent participation rule.

<b>Table 1. 2011-12 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	207	71			278	11.2
Schools of Excellence	13	3			16	0.6
Schools of Distinction	435	269			704	28.4
Schools of Progress	391	458			849	34.2
No Recognition Schools			372	37	409	16.5
Priority Schools	24	52	84		160	6.4
Low-Performing Schools			15		15	0.6
<b>Total (Regular Schools)</b>	1,070	853	471			
Alternative	21	30	37		88	3.5
<b>Total (Regular and Alternative Schools)</b>	1,091	883	508		2,482	
Percent	43.9	35.6	20.5		100	
<b>No ABCs Status</b>						
No Status					18	
Insufficient Data					28	
Unresolved					0	
Violated 95% Rule					3	
<b>Total Number of Schools</b>					2,531	
Percent Meeting at Least Expected Growth Standard		79.5				

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

## AMO Results

The Annual Measurable Objectives (AMOs) results are presented below for 2,520 of the state's schools. Table 2 shows the number and percent of the schools that met all AMOs.

	Number	Percent
Met All AMOs	1,165	46.2
Did Not Meet All AMOs	1,355	53.8
Total	2,520	100.0

Among the 1,083 Title I schools, 415 (38.3%) met all AMOs.

AMO results are presented by ABCs categories in Table 3. Schools must have received an ABCs status and have AMO targets 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 All AMOs		Did Not Meet All AMOs		Total
	Number	Percent	Number	Percent	Number
Honor Schools of Excellence	278	100.0	NA	NA	278
Schools of Excellence	NA	NA	16	100.0	16
Schools of Distinction	526	74.7	178	25.3	704
Schools of Progress	194	22.9	655	77.1	849
No Recognition	117	29.1	285	70.9	402
Priority Schools	8	5.0	152	95.0	160
Low Performing Schools	NA	NA	15	100.0	15
Expected Growth	360	40.9	521	59.1	881
High Growth	658	60.3	433	39.7	1,091
NA=Not Applicable					

## Presentation of School Results

Results of the 2011-12 ABCs are presented online at <http://abcs.ncpublicschools.org/abcs> . AMO 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 2011-12, the attainment of ABCs growth standards was calculated as usual, but incentive awards were suspended for the fourth consecutive year because of the state’s economic condition. The ABCs recognition categories were continued in the normal manner, except Adequate Yearly Progress (AYP) determinants were replaced with Annual Measureable Objectives (AMOs). A school had to meet all of its designated AMOs, meet expected growth, and have a 90 percent or above performance composite to meet the criteria for Honor School of Excellence.

The Grade 10 writing test was eliminated from the ABCs for the 2011-12 school year.

### *Participating schools*

All schools with sufficient data are included in the report. K-2 schools participating in the ABCs received their ABCs 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. An alternative school can only receive an ABCs designation of High Growth, Expected Growth, or No Recognition.

There were 18 special education schools, vocational/career schools, and hospital schools that did not receive an ABCs status.

## 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 2011-12, one of the components for calculating school growth (expected and high) in previous years was changed so that the ABCs five-year cohort graduation rate (compared to a two-year baseline) replaced dropout rate. The other components remained the same 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 and (b) change over a two-year baseline in the percent of students completing the college/university prep and college tech prep courses of study

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

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 elect to take the retest at their parents' request. The higher of the two scores (initial or retest) was used in the calculation of the ABCs performance composite and in the calculation to determine whether or not an AMO target was met for reading and mathematics. Retest scores were not included in calculating growth; only the initial test score was used to evaluate growth.

### *AMO Analyses*

For AMO determination, end-of-course test scores for Algebra I and English I are used in the year the student is enrolled in the 10th grade, and end-of-course test scores for Biology are used 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.

Three modifications for reporting AMO results were implemented in 2011-12:

1. The NCDPI will no longer designate each school as having met or not met Adequate Yearly Progress (AYP). For each school, the NCDPI will report the number of Annual Measureable Objectives (AMOs) and the number of those targets met as well as the percentage of targets met.
2. The ESEA waiver specified AMO targets will be used for reporting. These targets are (1) based on 2010-11 data and (2) identified for each federally reported subgroup for reading and for mathematics. Per the flexibility waiver approved by the U.S. Department of Education, the AMO targets were set with the goal of reducing the percentage of non-proficient students by one-

half within six years. The targets are available at

<http://www.ncpublicschools.org/accountability/reporting/abc/2011-12/>.

3. A school had to meet all of its designated AMOs, meet expected growth, and have a 90 percent or above performance composite to meet the criteria for Honor School of Excellence.
4. The Cohort Graduation Rate (CGR) for 4-year and 5-year is reported by subgroups.

### *AMO Criteria*

NCLB requires reporting of the number of AMO targets for each school and the number and percent met. The AMO targets are set for the following subgroups: School as a whole; American Indian; Asian; Black; Hispanic; Two or More Races; White; Economically Disadvantaged; Limited English Proficient, and Students with Disabilities. Schools 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. 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 AMOs* (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 2011-12 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 met all designated AMOs. 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 meet all designated AMOs. 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). These schools 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). These schools 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.