

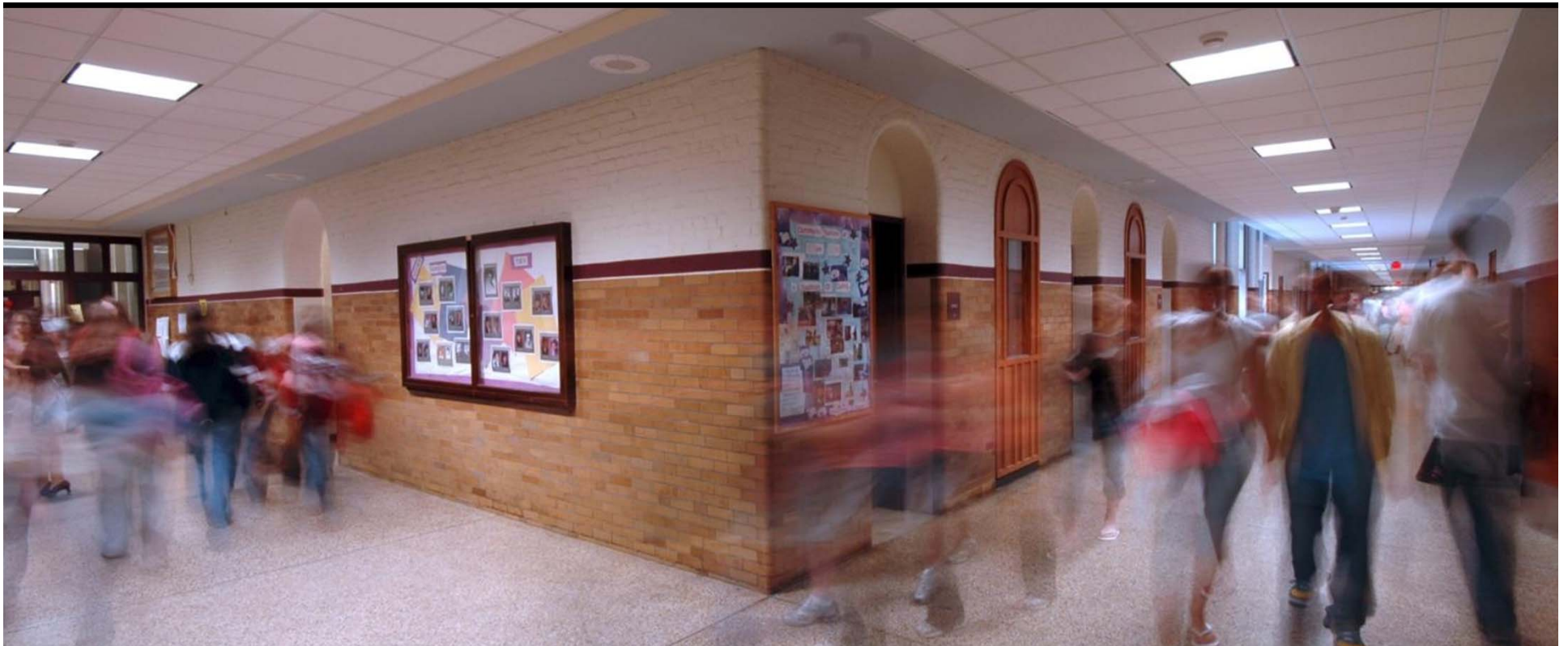


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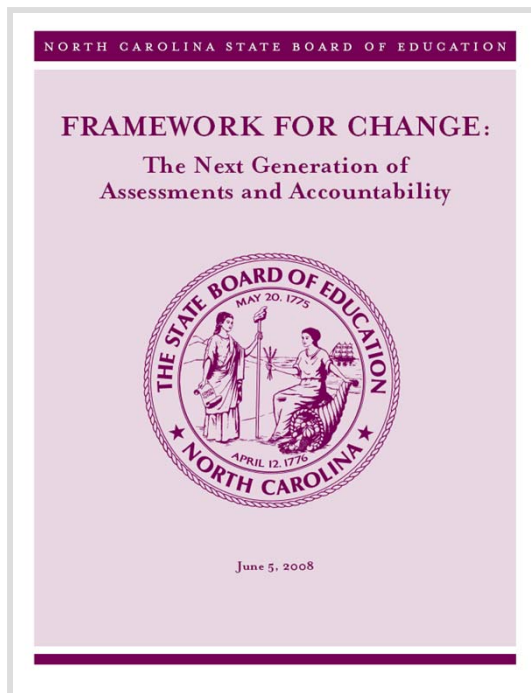
Accountability and Curriculum Reform Effort
in Response to *A Framework For Change*

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

Next Generation School Assessment and Accountability



7. **Develop a new high school accountability model that includes the high school graduation rate, participation in the high school Future-Ready Core, student performance in core subjects, and other measures of readiness for post-secondary education and skilled work.** To more meaningfully and transparently reflect progress toward graduating students who are future-ready and prepared for life in the 21st century, the DPI is directed to develop a new accountability model for high schools. An advisory committee with appropriate technical expertise should guide the development of the model. *The focus of the new model must remain on student achievement and academic growth.*



Goal: Institute an accountability model that...

- **improves student outcomes**
- **increases graduation rates**
- **closes achievement gaps**

Indicators

Uses

Levels

Absolute Performance Index

Growth Index

Performance Composite
from End of Course Assessments

Student Growth
from End of Course Assessments

Post-Secondary Readiness

△ Post-Secondary
Readiness

Graduation
Rates

△ Graduation
Rates

Math
Course Rigor

△ Math
Course Rigor

Are students
learning
important
things?

Are students
graduating?

Are students taking and
passing *challenging*
classes?

*How well does this
school prepare
students?*

*Are they getting better
over time?*

Absolute Performance Index

Growth Index

Performance Composite
from End of Course Assessments

*Are students
learning
important
things?*

Student Growth
from End of Course Assessments

*How well does this
school prepare
students?*

*Are they getting better
over time?*



Proposed Uses *(of indicators)*

Report

**Reward and
Sanction**

Target Assistance

Levels at which indicators might be used

Student

Classroom

School

LEA

State

Absolute Performance Index

Growth Index

Performance Composite
from End of Course Assessments

W%

W%

Student Growth
from End of Course Assessments

Post-Secondary Readiness
ACT (or SAT)

X%

X%

 Post-Secondary
Readiness

Graduation
Rates

y%

y%

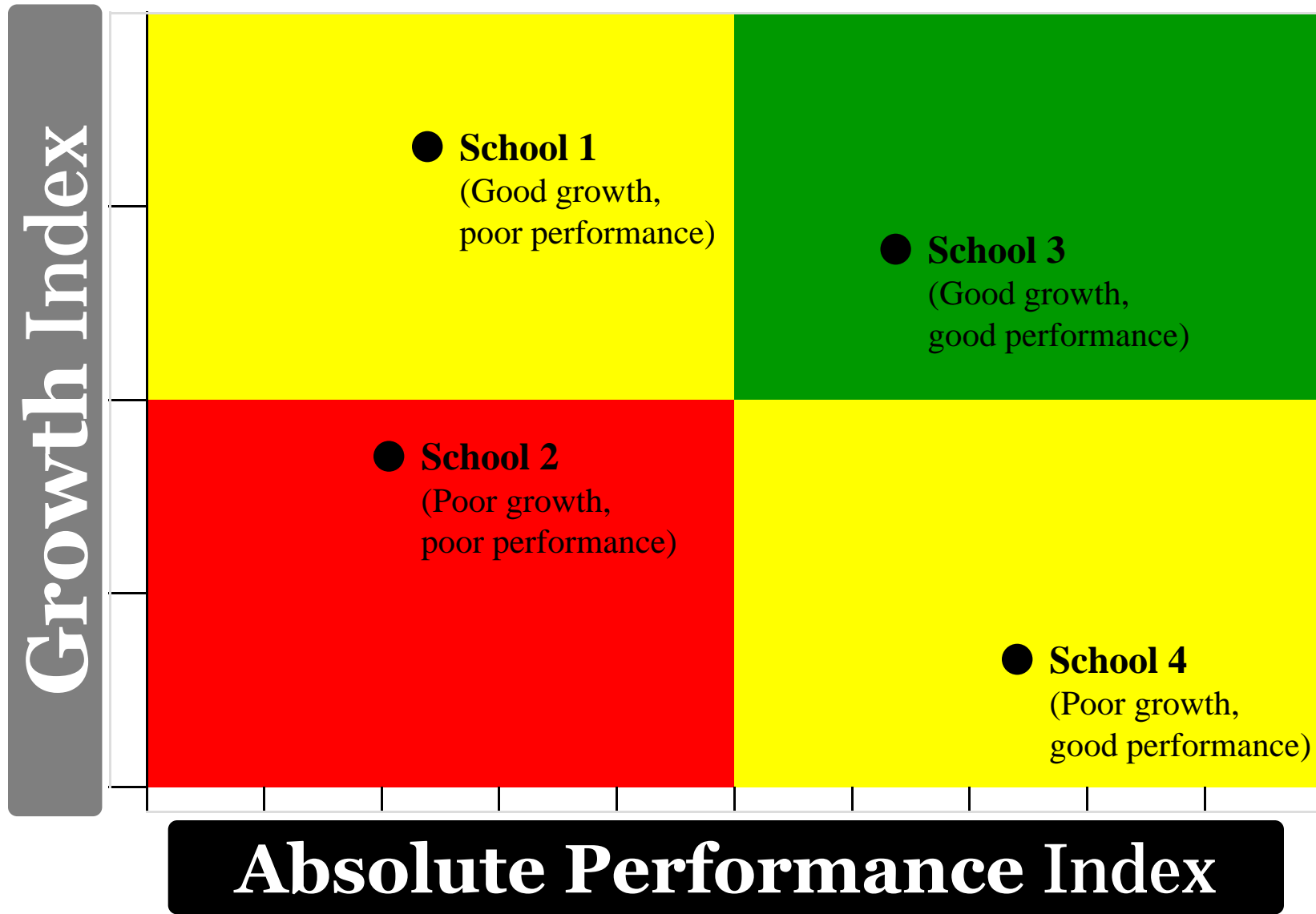
 Graduation
Rates

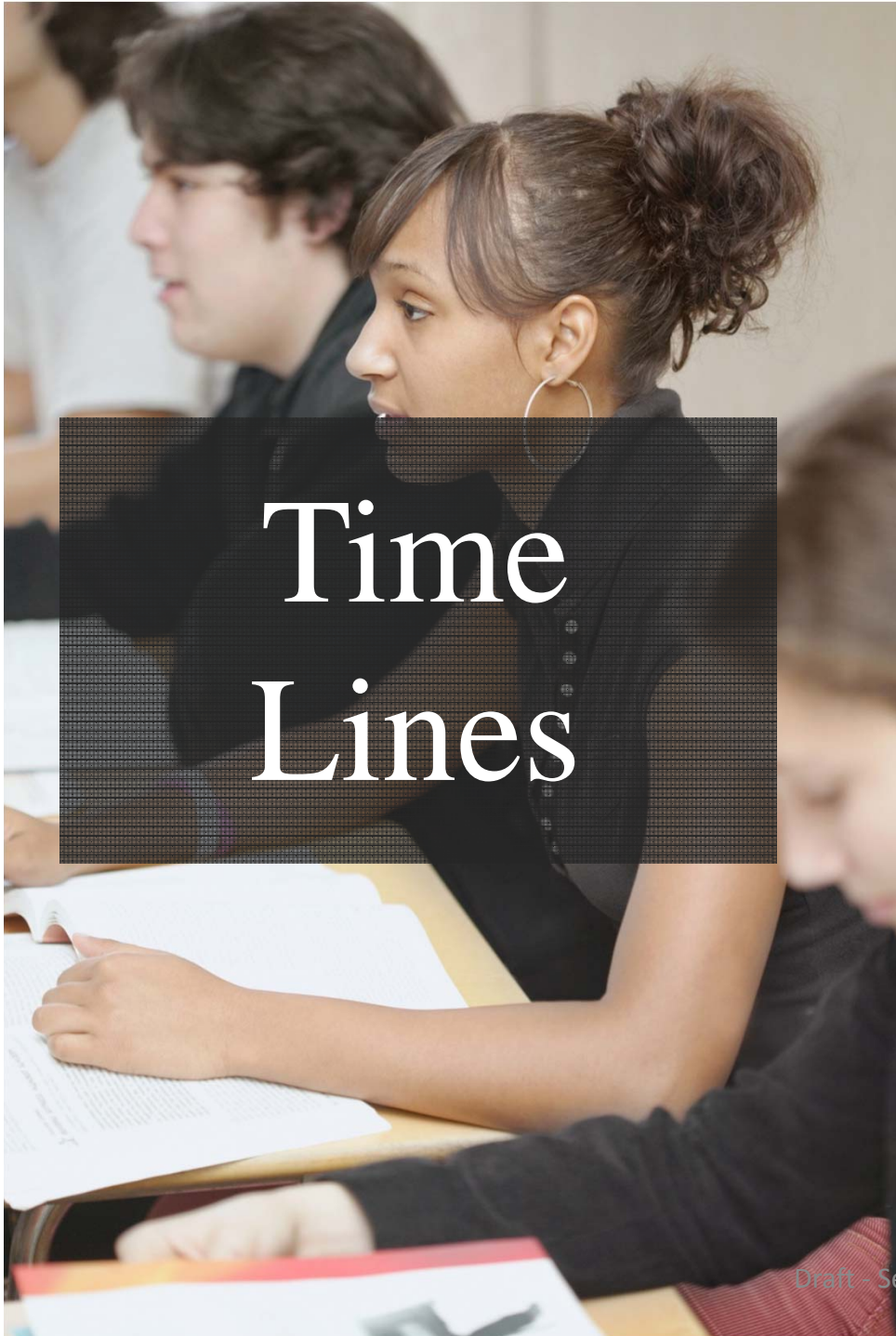
Math
Course Rigor

Z%

Z%

 Math
Course Rigor





- 5 Year
- 6 month

Time Line

Five Year

	Interim Accountability Model	New Accountability Model			
	2011-12	2012-13	2013-14	2014-15	2015-16
Assessments	Current (aligned to current standards)	New State (aligned to New standards) & ACT	New State (aligned to New standards) & ACT	Consortium (with continued inclusion of some state and ACT)	Consortium (with continued inclusion of some state and ACT)
Reporting	ABCs; AYP TBD	New Reporting {Delayed}	→		
Reward & Sanction	NCLB using AYP applied	To Be Determined; Contingent on Waiver	New Rewards & Sanctions (discussed in GCS Oct 2011)	→	

Future Decision:

Do we continue the ACT
or go with Grade 11 SBAC?

Draft - Sept 2011

Time Line

6 Month

DPI Steps	Date	Suggested GCS Items
<p>Develop Operational Model and Descriptions e.g. white paper, example reports, short video, slide deck</p>	<p>September and October 2011</p>	<p>October SBE Discussion of Uses Subgroups; Reporting; Sanction and Rewarding; Targeting Assistance</p>
<p>Gather Formal Feedback</p> <ul style="list-style-type: none"> • RESA Meetings (8 scheduled) • Formal Collaborative Meetings in LEAs • Individual Feedback • Group Meetings 	<p>Oct 15 – Dec 1 2011</p>	<p>November SBE continued Discussion of Uses</p>
<p>Analysis of External Feedback</p>	<p>December 2011</p>	<p>Operational Model to SBE Discussion</p>
	<p>January 2012</p>	<p>Operational Model to SBE Action</p>