

**The ABCs of Public Education:
2002-03 Growth and Performance of North Carolina Schools**

Executive Summary

Amended to Include Corrections, June 04, 2004

Statistical Summary of Results

In the 2002-03 implementation of the ABCs, 2,219 public schools were assigned an ABCs status. These included traditional public schools spanning combinations of grades K-12; charter schools; alternative schools; and K-2 schools. There were 31 special education schools, vocational/career schools, and hospital schools that were not assigned an ABCs status, but they participated on the basis of the schools they served, as explained later in this document. Five schools were in the Schools Not Included category: Three schools had insufficient data; one school was in violation of the 95% rule, and one had unresolved data issues. The results for schools that were assigned an ABCs status appear in Table 1.

Table 1. **ABCs Results, 2002-03**

Category	High Growth	Expected Growth	Less than Expected Growth	K-2 Feeder	Alternative Schools	Total	Percent
Schools of Excellence	426	47				473	21.3
Schools of Distinction	752	134				886	39.9
Schools of Progress	354	196				550	24.8
No Recognition			105	0	3	108	4.9
Priority Schools	26	39	13			78	3.5
Low-Performing Schools			6		0	6	0.3
K-2 Feeder Schools	43	2				45	2.0
Alternative Schools	16	57				73	3.3
Total Schools	1,617	475	124	0	3	2,219	100.0
Percent of Schools	72.9	21.4	5.6	0.0	0.1	100.0	

Overall, 94.3% of the schools made either expected or high growth.

The 2002-03 ABCs program also reported the adequate yearly progress (AYP) of the state's schools during this first year's implementation of the No Child Left Behind (NCLB) Act of 2001. Table 2 shows the number and percent of the state's schools that met and did not meet AYP.

**The ABCs of Public Education:
2002-03 Growth and Performance of North Carolina Schools**

Table 2. **Statewide AYP Results, 2002-03**

AYP Status	Number	Percent
Schools that Met AYP	1,062	47.2
Schools that Did Not Meet AYP	1,190	52.8
Total	2,252	100.0

AYP results are presented by ABCs category in Table 3. Schools must have had both an ABCs status and an AYP status to appear in this table. This means that schools that did not receive an ABCs status, i.e., special education schools, vocational/career schools, hospital schools, schools not included in the ABCs, and schools with unresolved data issues are not reflected here.

Table 3. **AYP Results by ABCs Recognition Categories, 2002-03**

Category	Met AYP		Did Not Meet AYP		Total
	#	%	#	%	
Schools of Excellence	371	78.4	102	21.6	473
Schools of Distinction	461	52.0	425	48.0	886
Schools of Progress	169	30.7	381	69.3	550
No Recognition	26	24.1	82	75.9	108
Priority Schools	3	3.8	75	96.2	78
Low-Performing Schools	0	0	6	100	6
Expected Growth	128	27.1	344	72.9	472
High Growth	896	55.4	721	44.6	1,617

Presentation of Results

Results of the 2002-03 ABCs are presented online at <http://abcs.ncpublicschools.org>. The web site offers users the ability to view and search for ABCs growth, performance, and AYP results by individual school and school district. A map search feature is also available to search for data by region, county, and some cities. Users can design their own search by selecting desired school characteristics. In addition to the new features, the web site reports the traditional ABCs results for all schools, including schools in the following traditional categories: Alternative Schools; Schools of Distinction; Schools of Excellence; 25 Most Improved K-8 Schools; 10 Most Improved High Schools; Schools Making High Growth; Schools Making Expected Growth; Low-Performing Schools; Schools of Progress; Priority Schools; and Charter Schools. New categories include Schools Meeting AYP and Schools Not Meeting AYP.

Schools with No ABCs Status include special education schools; vocational/career schools; hospital schools; Schools Not Included in the ABCs, and Schools with Unresolved Data Issues. State and school district AYP results, and disaggregated subgroup statistics and supplemental data are also available from the web site.

The ABCs of Public Education: 2002-03 Growth and Performance of North Carolina Schools

There are also links to *Special Conditions*, a document that explains the adjustments for special conditions in 2002-03, and a link to *Technical Notes*. This document includes: a summary of standard conventions used in the analyses; a history of the ABCs; a table of some specific values used in the ABCs growth formula computations (constants and parameters); an example of how the alternate assessments (NCAAP and NCAAAI) results were incorporated into the performance composites; achievement levels for EOG mathematics, and the equating results for mathematics and reading.

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 ABCs 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 the No Child Left Behind (NCLB) Act of 2001. This federal legislation sets a proficiency goal of 100% by 2013-14 for all schools and requires that all schools make Adequate Yearly Progress (AYP) toward that goal. The SBE adopted AYP as a “closing the achievement gap component” of the ABCs in response to General Statute 115C-105.35. Thus the 2002-03 ABCs report includes the AYP status for each school. The SBE made several decisions this year to align the ABCs with the requirements of NCLB. Those include:

- a) Reinstating the North Carolina High School Comprehensive Test (NCHSCT) as a state-required test in Grade 10 to be used only for AYP purposes,
- b) changing the ABCs 91-Day Rule for growth calculations in grades 3 through 8 to the 140-Day Rule for EOG (See Technical Notes for details),
- c) changing the 98% Tested Rule in Grades 3-8 to the 95% Tested Rule, and
- d) the SBE will review the ABCs Awards and Recognition categories after this year of implementation for alignment with NCLB in the future. The ABCs categories for 2002-03 were not changed.

In addition to these modifications, this year’s model reflected the equating of the reading posttest scores with the original reading scale in order to enable use of the accountability formulas.

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 the schools’ growth and performance. Schools that attain the standards are eligible for incentive awards or other recognition, i.e., Schools of Excellence, Schools of Distinction, Schools of Progress, 25 Most Improved K-8 Schools or 10 Most Improved High Schools. Priority Schools may request assistance from the Division of School Improvement. 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.

Participating schools

In 2002-03, every school that contained one or more of the grades 3-12 that submitted appropriate data participated in the ABCs. Data submitted by a K-8 school may include test results in reading and mathematics; computer skills at grade 8; reading and mathematics from the alternate assessments (NCAAP and NCAAAI), and any EOC tests for subject(s) taught in the school. High school data include

The ABCs of Public Education: 2002-03 Growth and Performance of North Carolina Schools

EOC test results, the percent of students completing courses of study (College University Prep/College Tech Prep), change in the ABCs dropout rates, and change in competency passing rates.

K-2 schools participated in the ABCs receiving their ABCs status, AYP status, and incentive awards (if applicable) 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 HSP-C-013. Their ABCs status is based on achievement data (EOC, EOG, competency passing rates) and three "local options" specified in their school improvement plans and approved by their local boards of education. Their AYP status is determined using the same procedures as are used in traditional public schools. The only ABCs designations that an alternative school can receive are: High Growth, Expected Growth, No Recognition, or Low-Performing.

Special education schools, vocational/career schools, and hospital schools did not receive an ABCs status but they received prorated ABCs incentive awards, as appropriate, 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 status is determined by three weighted composite scores: the expected growth composite, the high growth composite, and the performance composite. A school's grade span and/or courses determined the composition of these weighted measures, as explained below.

The expected growth composite may include:

- a) Growth in EOG reading and mathematics for grades 3-8,
- b) growth based on EOC tests,
- c) change over a two-year baseline in the percent of students completing certain courses of study (college university prep/college tech prep),
- d) change in the competency passing rate (from grade 8 to grade 10), and
- e) change in the ABCs Dropout rate (compared to a two-year baseline).

The high growth composite includes the same components and is approximately 10% higher than the expected growth composite for grades 3-8. For EOC tests, the high growth composite is approximately 3% above the expected growth composite. There is no high growth standard applicable to changes in the competency passing rate, the percent of course of study completers, or the ABCs dropout rate.

The performance composite is the school's percentage of scores at or above Achievement Level III in reading and mathematics (from the EOG and alternate assessments), Computer Skills Test (Grade 8), and EOC tests: Algebra I and II; Biology; Chemistry; English I; Economic, Legal, and Political Systems (ELPS); Geometry; Physical Science; Physics, and U.S. History. Algebra I scores of ninth graders who took Algebra I prior to ninth grade are included in the high school's performance composite. (See *Technical Notes in the Appendices for more information related to senior high schools and the alternate assessments.*)

The ABCs results published here were produced on a Dell Precision Workstation 650, MiniTower, 512K, 2.00GHz XEON/533 running under Microsoft Windows XP V. 5.1.

The ABCs of Public Education: 2002-03 Growth and Performance of North Carolina Schools

AYP Analyses

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, i.e., 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 annual measurable objectives, which were based on three years of performance data according to procedures prescribed by law and regulations of the U.S. Department of Education, and 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).

Definition of ABCs Awards and Recognition Categories

Schools Making High Growth attained their high growth standard. In schools attaining the High Growth standard, certified staff members each receive up to \$1,500 and teacher assistants up to \$500.

Schools Making Expected Growth attained their expected growth standard (but not their high growth standard). In schools attaining the Expected Growth standard (but less than High Growth), certified staff members each receive up to \$750 and teacher assistants up to \$375.

25/10 Most Improved Schools are the 25 Most Improved K-8 schools and the 10 Most Improved High Schools that attained the State's highest values on the high growth composite. (Any school with a combination of grades which includes Grade 9 or higher was eligible for the high school recognition rather than the K-8 recognition.) These schools will receive banners, certificates, and financial awards.

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. These schools will receive banners and certificates. They will receive incentive awards for expected or high growth.

Schools of Distinction are schools that made at least expected growth and had at least 80 percent of their students' scores at or above Achievement Level III (but were not Schools of Excellence). They will receive plaques and certificates. They will receive incentive awards for expected or high growth.

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 Schools of Excellence or Distinction). They will receive certificates and incentive awards for expected growth.

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 significantly less than 50% of their students performing at or above Achievement Level III.

Schools that violate the testing requirements are assigned a violation status and cannot receive financial awards or any another ABCs status, except low-performing. The 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.