

The READY Accountability Report: 2012-13 Growth and Performance of North Carolina Public Schools

Executive Summary (November 7, 2013)

Statistical Summary of Results

The READY Accountability Report provides analysis of all end-of-grade (EOG) and end-of-course tests (EOC), which are aligned to the Common Core State Standards in English Language Arts/Reading and Mathematics and the Essential Standards in Science, for all public schools and public charter schools. The READY Report presents data on (1) school growth, (2) current year school performance, and (3) school performance on progress targets which includes the federally-required Annual Measurable Objectives (AMOs).

Schools not included in the report may not have any tested grades or may have a transient or very small student population. Typically these schools are K-2 schools, special education schools, vocational/career schools, and hospital schools.

READY School Accountability Growth Results

For the 2012-13 school year, school accountability growth results are presented for 2,405 of the 2,536 public schools that participated in the statewide testing program. Using all EOG and EOC test scores, school accountability growth is calculated using EVAAS, a value-added growth tool. Each school with the required data is designated as having exceeded growth, met growth, or did not meet growth. The results for school accountability growth are presented in Table 1.

Table 1: 2012-13 School Accountability Growth

Growth Category	Number	Percent
Exceeded Expected Growth	687	28.6%
Met Expected Growth	1,027	42.7%
Did not Meet Growth	691	28.7%
Total	2,405	100.0%

READY Accountability Performance Results

Implementation of assessments aligned to College-and-Career-Ready Content Standards required the adoption of new academic achievement standards (cut scores) and academic achievement descriptors for the 2012-13 results. The rigor of College-and-Career-Ready Content Standards increased expectations for student performance in English language arts/reading, mathematics, and science, as evidenced by the 2012-13 student achievement results. As expected, compared to the 2011-12 results, student proficiency results decreased significantly. In 2011-12, 58.9 percent of students in grades 3-8 were proficient in both reading and mathematics. With more rigorous expectations, 32.0 percent of students in grades 3-8 were proficient in both reading and

mathematics in 2012-13. With these major changes, 2012-13 is a baseline year and comparisons to previous years are limited.

On the EOG and EOC tests, student proficiency rates ranged from 34.2 percent proficient on eighth grade mathematics to 59.1 percent proficient on eighth grade science. Table 2 provides the percent of proficient students for the EOG and EOC tests.

Table 2: 2012-13 School Performance Results

Cohort	Assessment	Percent Proficient
Grade 3	Reading EOG	45.2
Grade 4	Reading EOG	43.7
Grade 5	Reading EOG	39.5
Grade 6	Reading EOG	46.4
Grade 7	Reading EOG	47.8
Grade 8	Reading EOG	41.0
Grade 3	Mathematics EOG	46.8
Grade 4	Mathematics EOG	47.6
Grade 5	Mathematics EOG	47.7
Grade 6	Mathematics EOG	38.9
Grade 7	Mathematics EOG	38.5
Grade 8	Mathematics EOG	34.2
Grade 5	Science	45.4
Grade 8	Science	59.1
EOC	English II	51.1
EOC	Math I	42.6
EOC	Biology	45.5

As presented in Table 3, comparing schools' relative positions across 2011-12 and 2012-13 demonstrates most schools have generally maintained their relative performance, and there has been some movement across tertiles.

Table 3: Performance Composite¹ Tertiles (2011-12 Compared to 2012-13)

2011-12 Position	2012-13 Position			Total
	Top	Middle	Bottom	
Top	77.6 (644)	20.1 (167)	2.3 (19)	100.0 (830)
Middle	20.7 (168)	61.6 (501)	17.7 (144)	100.0 (813)
Bottom	1.0 (8)	18.8 (154)	80.2 (655)	100.0 (817)

¹Performance Composite is the percent of proficient scores on all tests administered in a school.

State-level results for the new high school accountability indicators: math course rigor, The ACT, ACT WorkKeys, Cohort Graduation Rates, and Graduation Project are presented in Table 4.

Table 4: State-Level Performance for the High School Accountability Indicators

Indicator	Benchmark Definition	Percent Meeting Benchmark
Math Course Rigor	Percent of graduates who successfully complete Math III (Algebra II or Integrated Mathematics III)	≥ 95%
The ACT	Percent of grade 11 participating students who meet the UNC System minimum admission requirement of a composite score of 17	58.5%
ACT WorkKeys	Percent of graduates who are Career and Technical Education concentrators who earn a Silver Certificate or higher	67.3%
4-Year Cohort Graduation Rate	The number of students expected to graduate in a 4-year cohort compared to the number of students that actually graduated in four years or less.	82.5%
5-Year Cohort Graduation Rate	The number of students expected to graduate in a 5-year cohort compared to the number of students that actually graduated in five years or less.	83.1%
Graduation Project	Percent of high schools that implemented a graduation project	44.7%

READY Accountability Progress Results

The Annual Measurable Objectives (AMOs) are progress targets for student subgroups. Targets are calculated as specified in North Carolina’s Elementary and Secondary Education Act (ESEA) Flexibility Waiver, with 2012-13 as the baseline year and the first target year. Using the 2012-13 state mean as the starting point, the AMO targets are set to reduce by one-half the percent of students who are not-proficient within six years. Beginning in 2012-13, there are two AMO reports: (1) state targets and (2) federal targets. There are state targets for reading, mathematics, science, math course rigor, The ACT, ACT WorkKeys, attendance, and graduation rate. Federal targets are a subset of the state targets and include reading, mathematics, attendance, and graduation rate. Federal targets are reported separately to meet the requirements of the ESEA Flexibility Waiver. Table 5 provides the number and percent of all of the reported targets schools met in 2012-13, and Table 6 provides the number and percent of the federal AMO targets only. (Table 6 is a subset of Table 5, meaning all of the targets in Table 6 are also included in Table 5.)

Table 5: School Progress State Targets

	Number of Schools	Percent of Schools
Met All Targets	628	25.5%
Did not Meet All Targets	1,835	74.5%
Total	2,463	100.0%

As required by the ESEA Flexibility Waiver, Table 6 provides the percent of schools who met all of the federal targets only (reading, mathematics, attendance, and the four-year graduation rate).

Table 6: School Progress Federal Targets

	Number of Schools	Percent of Schools
Met All Targets	839	34.4%
Did not Meet All Targets	1,600	65.6%
Total	2,439	100.0%

Among the 1,275 Title I schools, 323 (25.3%) met all of the federal AMOs.

AMO results are presented by the schools' growth statuses in Table 7 below. Schools must have a growth status to be included in this table.

Table 7: AMOs by School Growth Status

	State Targets				Federal Targets Only			
	Met All		Did not Meet All		Met All		Did not Meet All	
Category	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Exceeded Growth	255	37.1%	432	62.9%	309	45.1%	376	54.9%
Met Growth	268	26.2%	753	73.8%	352	34.8%	659	65.2%
Did not Meet Growth	72	10.4%	618	89.6%	142	20.8%	541	79.2%

Presentation of School Results

Accountability Performance Results are presented for 2,494 of 2,536 public schools at <http://www.ncpublicschools.org/accountability/reporting/>. The results include disaggregated data by subgroups for test scores and the high school accountability indicators for schools, districts, and the state.

Background

In 2012-13 the State Board of Education (SBE) implemented new assessments aligned to the Common Core State Standards in English Language Arts/Reading and Mathematics and the Essential Standards in Science. In addition to end-of-grade tests administered in grades 3-8 (grades 5 and 8 only for science), three end-of-course tests are administered in English II, Math I, and Biology.

The 2012-13 READY Accountability Report is the first year for the SBE adopted new accountability model, designed to be transparent and to provide school-level information that addresses the following:

1. Growth: Reporting if schools met, exceeded, or did not meet growth expectations as defined and calculated in EVAAS
2. Performance: Reporting how schools performed on the tests and high schools indicators for the current school year
3. Progress: Reporting if schools met or did not meet performance and participation targets set for each of the accountability indicators

Annual Measurable Objectives Criteria

The ESEA Flexibility Waiver, granted to North Carolina in May 2012, permits the reporting of Annual Measurable Objectives (AMOs) in lieu of reporting Adequate Yearly Progress, as previously required by No Child Left Behind. Targets are (1) based on 2012-13 data and (2) identified for each federally reported subgroup for all of the progress targets. Per the ESEA flexibility waiver, 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/>.

It is required that the number of AMO targets for each school and the number and percent met is reported. 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. Performance and participation is reported for each identified subgroup. 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).

As specified in the ESEA Flexibility Waiver, North Carolina is also setting targets and reporting performance and participation for science, 5-year graduation rate, math course rigor, The ACT, and ACT WorkKeys. These targets combined with federal targets are referred to as the state targets. Beginning in 2012-13, North Carolina is also reporting Academically Intellectually Gifted as a state-identified subgroup.

Participation

Participation is vital to accurate reporting and to ensure that all students and schools are treated equitably within the accountability model. Therefore, the minimum participation rate will remain at 95% for all targets. Beginning in 2012-13 the consequences for not meeting the 95% participation rule is as follows:

Year 1 Not Meeting Participation Rate Requirements for Any Subgroup: Within 30 days after the accountability results are approved by the State Board of Education (SBE), the school must send a letter (text provided by NCDPI) to all parents informing them of the participation rate. The letter must include a plan of action for ensuring full participation for all subgroups specifically targeting those that did not have adequate participation.

Year 2 Not Meeting Participation Rate Requirements for Any Subgroup: The school will be labeled as a “consistently low-participating school” and will be required to create and implement an intensive intervention plan aligned with ensuring the participation rates for all subgroups reaches 95%. At the state level, within the Statewide System of Support, these schools will receive the most intensive support around the issue of participation rates.

Year 3 Not Meeting Participation Rate Requirements for Any Subgroup: NCDPI will count non-participating students as not proficient. The number of additional students who will be counted as not proficient will be equal to the number of students that would be needed to achieve a 95% participation rate in any subgroup. An additional letter to parents (text provided by NCDPI) must be sent by the school indicating a third year of inadequate participation and providing a plan to ensure full participation for all subgroups.

Statewide AMO Results: Secondary Analysis 2012-13

The Number and Percentage of School Level Targets Met by Subgroup

AMO Subgroup	All Identified AMOs			Federal AMOs Only		
	Number Targets Met	Total Number of Targets	Percent Targets Met	Number Targets Met	Total Number of Targets	Percent Targets Met
All Students	15,938	19,556	81.5%	10,065	12,082	83.3%
American Indian	271	345	78.6%	198	241	82.2%
Asian	746	862	86.5%	557	655	85.0%
Black	8,309	9,739	85.3%	5,689	6,459	88.1%
Hispanic	5,332	6,136	86.9%	4,139	4,661	88.8%
Multi-racial	788	884	89.1%	646	718	90.0%
White	11,572	14,076	82.2%	6,989	8,522	82.0%
Economically Disadvantaged	13,004	15,328	84.8%	8,331	9,484	87.8%
Limited English Proficient	2,136	2,261	94.5%	1,907	1,987	96.0%
Students with Disabilities	6,213	6,845	90.8%	5,260	5,677	92.7%
Academically Intellectually Gifted	6,166	6,692	92.1%	N/A	N/A	N/A

The Number and Percent of Schools by Percent of Targets Met (State)

Percent AMO Targets Met	Number of Schools	Percent of Schools
0-49.9	29	1.2%
50-59.9	86	3.5%
60-69.9	236	9.6%
70-79.9	390	15.8%
80-89.9	553	22.5%
90-100	1,169	47.5%

The Number and Percent of Schools by Percent of Targets Met (Federal only)

Percent AMO Targets Met	Number of Schools	Percent of Schools
0-49.9	21	0.9%
50-59.9	79	3.2%
60-69.9	216	8.9%
70-79.9	325	13.3
80-89.9	512	21.0
90-100	1,286	52.7

The Number and Percent of Schools by Number of Targets Missed (State)

Number of Targets Missed	Number of Schools	Percent of All Schools
1	255	10.4
2	205	8.3
3	193	7.8
4	164	6.7
5	147	6.0
6	143	5.8
7	114	4.6
8	96	3.9
9	104	4.2
10	67	2.7
11	69	2.8
12	45	1.8
13	40	1.6
14	20	0.8
15	26	1.1
16	25	1.0
17	24	1.0
18	13	0.5
19	16	0.6
20	12	0.5
21	10	0.4
22	7	0.3
23	6	0.2
24	5	0.2
25	6	0.2
26	4	0.2
27	3	0.1
28	3	0.1
29 or more	13	0.5

**The Number and Percent of Schools by Number of Targets Missed
(Federal only)**

Number of Targets Missed	Number of Schools	Percent of All Schools
1	301	12.3
2	280	11.5
3	217	8.9
4	193	7.9
5	156	6.4
6	139	5.7
7	90	3.7
8	77	3.2
9	49	2.0
10	36	1.5
11	24	1.0
12	22	0.9
13	3	0.1
14	6	0.2
15	4	0.2
16	2	0.1
17	1	0.0