



2013 READY Accountability Background Brief

North Carolina has been a pioneer in school accountability since 1996, which was the first year of the state's initial school accountability model called the ABCs of Public Education. This model measured student academic growth and the performance of schools statewide. Since those early days of school-based accountability, North Carolina educators and leaders have learned a great deal about how to measure and improve student and school performance.

Fueled by this knowledge, the State Board of Education in 2008 adopted a landmark document, *A Framework for Change: The Next Generation of Assessments and Accountability*. This document directed the Department of Public Instruction to undertake a comprehensive overhaul of the state's *Standard Course of Study*, the student assessment program and the school accountability model. North Carolina was one of the first states to tackle such an ambitious reform agenda.

The Board's adoption of this new direction initiated four years of work involving hundreds of North Carolina educators and other stakeholders. This work resulted in

- **a new *Standard Course of Study* in all subjects and grade levels** that focused on the critical, most essential skills and knowledge students need. The Common Core State Standards in English language arts and mathematics are now North Carolina's content standards in these two subjects. All other subject areas are addressed under the NC Essential Standards. Both were implemented in classrooms for the first time in 2012-13.
- **new student assessments aligned to the revised *Standard Course of Study*** and given for the first time in the 2012-13 school year.
- **a new school accountability model** focused on career and college readiness measures. The new measures will be reported for the first time in November based on the 2012-13 school year performance. The NC General Assembly's A-F school performance grades will be reported for the first time in the fall of 2014 based on the 2013-14 school year results.

These three pieces comprise North Carolina's READY initiative. This work centers on the state's move to more rigorous standards and measures designed to help students be ready for anything they choose to pursue after high school graduation.

Today, North Carolina's curriculum is focused on the most critical knowledge and skills that students need to learn. Corresponding assessments include more open-ended questions and real-world applications of student learning. In some cases, students are taking online assessments rather than pencil and paper tests. The focus has shifted from only grade-level readiness to career and college readiness, too. In practical terms, this means students are expected to master more difficult material earlier in school, to solve problems that are real-world questions and to express their ideas clearly and with supporting facts. Overall, the new standards and assessments are more rigorous to ensure that when students master them they are ready to compete in today's economy and participate in society.

During the standard-setting process over the summer of 2013, approximately 200 classroom teachers worked together to set new achievement levels. These levels represent a much higher bar for students to reach, and State Board of Education members noted this in October when they approved the new achievement level standards. Analysis of the impact of the new achievement level standards shows that North Carolinians can expect to see lower scores in 2013 than the state has seen recently.

TIMELINE

JUNE 28 – Local school systems submit ungraded test data to the NCDPI.

JULY-AUGUST – Approximately 200 classroom teachers and an objective, third-party vendor follow standard-setting process.

OCTOBER – State Board of Education approves proficiency cut scores and achievement level indicators. New standards are applied to student test forms and analyses are run on school-level results.

NOV. 7 – READY accountability report presented at State Board of Education meeting for approval. Accountability report available online.

NOV. 7-21 – Local districts submit data change requests.

DEC. 5 – State Board of Education approves final changes to READY and AMO accountability results.

Here are the state assessments that students take:

GRADE	ENGLISH LANGUAGE ARTS (ELA)	MATHEMATICS	SCIENCE	OTHER
3	End-of-Grade	End-of-Grade	–	–
4	End-of-Grade	End-of-Grade	–	–
5	End-of-Grade	End-of-Grade	End-of-Grade	–
6	End-of-Grade	End-of-Grade	–	–
7	End-of-Grade	End-of-Grade	–	–
8	End-of-Grade	End-of-Grade	End-of-Grade	ACT® Explore
9	–	Math I	–	–
10	English II	–	Biology	ACT Plan
11	–	–	–	The ACT
12	–	–	–	ACT WorkKeys

Here are the measures that are included in North Carolina’s accountability reports:

ELEMENTARY/MIDDLE SCHOOL INDICATORS			HIGH SCHOOL INDICATORS	
3rd Grade ELA	3rd Grade Math	5th Grade Science	ASSESSMENTS	OTHER MEASURES
4th Grade ELA	4th Grade Math	8th Grade Science	Biology	4-year and 5-year Graduation Rates
5th Grade ELA	5th Grade Math		English II	Math Course Rigor
6th Grade ELA	6th Grade Math		Alg I/Math I	
7th Grade ELA	7th Grade Math		The ACT	
8th Grade ELA	8th Grade Math		The WorkKeys	

Schools will continue to be measured against Annual Measurable Objectives (AMO) as those are a requirement of the Elementary and Secondary Education Act (ESEA), formerly known as No Child Left Behind. This is to ensure that attention remains focused on closing performance gaps among student subgroups. AMO are a series of performance targets that states, school districts and specific subgroups of students must achieve each year to meet the federal law’s requirements. AMO targets are available online at <http://goo.gl/R20LGA>.

As part of the ESEA Flexibility Waiver, granted by the U.S. Department of Education, there also are state targets to measure progress in areas that do not have federal AMO.

The 2012-13 school year is to be considered a transition year for student performance results as there are no consequences for students or schools. Assessment results will count for the first time in the 2013-14 school year. The 2013-14 school year also is the first year for implementation of the General Assembly’s A-F school performance grades. The new grades will be reported for each public school and public charter school in the fall of 2014.

K-8 READY Accountability Model Components

- Statewide accountability testing is done in grades 3-8 only. For students in grades K-2, special age-appropriate assessments are used to chart students’ academic progress and are not included in the READY accountability model.
- End-of-grade assessments in reading and mathematics in grades 3-8 and science assessments in grades 5 and 8 are counted for academic growth and performance. Only reading and mathematics are used for the federally-

required AMO. NCEXTEND1 and NCEXTEND2 are alternate assessments for certain students with disabilities (included in performance and AMO only, not in growth).

High School READY Accountability Model Components

- **End-of-Course Tests** – Student performance on three end-of-course assessments: English II, Biology and Math I is counted for growth, performance and AMO. NCEXTEND1 and NCEXTEND2 are alternate assessments for certain students with disabilities and are included in performance and AMO only, not in growth.
- **The ACT** – The percentage of students meeting the UNC admissions requirement of a composite score of 17.
- **Graduation Rates** – The percentage of students who graduate in four years or less and five years or less.
- **Math Course Rigor** – The percentage of graduates taking and passing high-level math courses such as Algebra II or Integrated Math III.
- **ACT WorkKeys** – For Career and Technical Education concentrators (students who have earned four CTE credits in a career cluster), the percentage of concentrator graduates who were awarded a Silver Level Career Readiness Certificate based on ACT WorkKeys assessments.
- **Graduation Project** – The accountability report will note whether or not a school requires students to complete a graduation project.

Report Format – What You Will See On The Web

STATE RESULTS

North Carolina Accountability Model

ACCOUNTABILITY REPORTING

Home

Accountability Reporting

SELECT A YEAR: 2012-13

SELECT A DISTRICT: State of North Carolina

SELECT A SCHOOL: State of North Carolina

QUESTIONS ?

ABBREVIATIONS

Persistent: GuestUser

Shared: GuestUser

Click on the graphs, growth measure or targets for more details (opens in new tab)

Note: Indicator will not show graph if schools do not have student data to calculate results. (e.g., The ACT Composite or Graduation Rate).

Performance Composite (EOG/EOC)

* Proficient on all EOC/EOG tests combined

The ACT Composite (GRADE 11)

* Met Minimum Composite of 17

Math Course Rigor (Graduates)

* Earned Credit in Math III

The ACT WorkKeys (Graduates)

* Scored Silver or Better

4 -Year Graduation Rate

* Graduated in 4 years

5 -Year Graduation Rate

* Graduated in 5 years

The AMO targets replace the old Adequate Yearly Progress targets of No Child Left Behind.

Federal AMO Targets Met: XX of XX (%)

State Targets Met: XX of XX (%)

Targets measure progress in areas that do not have federal AMO.

Graduation Project: N/A

The Graduation Project indicator does not factor into school accountability.

Because this is the first year, only the 2012-13 year is available.

These six bar graphs display the high school accountability indicators. Note that each chart's percentage scale may vary as the software adjusts the scale to match the highest number displayed.

SAMPLE – ELEMENTARY OR MIDDLE SCHOOL

North Carolina Accountability Model

ACCOUNTABILITY REPORTING

Home

Accountability Reporting

SELECT A YEAR: 2012-13

SELECT A DISTRICT

SELECT A SCHOOL

QUESTIONS ?
ABBREVIATIONS

Click on the graphs, growth measure or targets for more details (opens in new tab)

Note: Indicator will not show graph if schools do not have student data to calculate results. (e.g., The ACT Composite or Graduation Rate).

Meets Expected Growth	Performance Composite (EOG/EOC) <i>*Proficient on all EOC/EOG tests combined</i>	The ACT Composite (GRADE 11) <i>* Met Minimum Composite of 17</i>	Math Course Rigor (Graduates) <i>* Earned Credit in Math III</i>
Federal AMO Targets Met: XX of XX (%)	The ACT WorkKeys (Graduates) <i>* Scored Silver or Better</i>	4 -Year Graduation Rate <i>* Graduated in 4 years</i>	5 -Year Graduation Rate <i>* Graduated in 5 years</i>

State Targets Met: XX of XX (%)

Graduation Project: N/A

K-8 will only have the performance composite graph available. The five other indicators only apply to high schools.

Accountability Reporting

SELECT A YEAR
2012-13

SELECT A DISTRICT

SELECT A SCHOOL

QUESTIONS ?
ABBREVIATIONS

Click on the graphs, growth measure or targets for more details (opens in new tab)

Note: Indicator will not show graph if schools do not have student data to calculate results. (e.g., The ACT Composite or Graduation Rate).

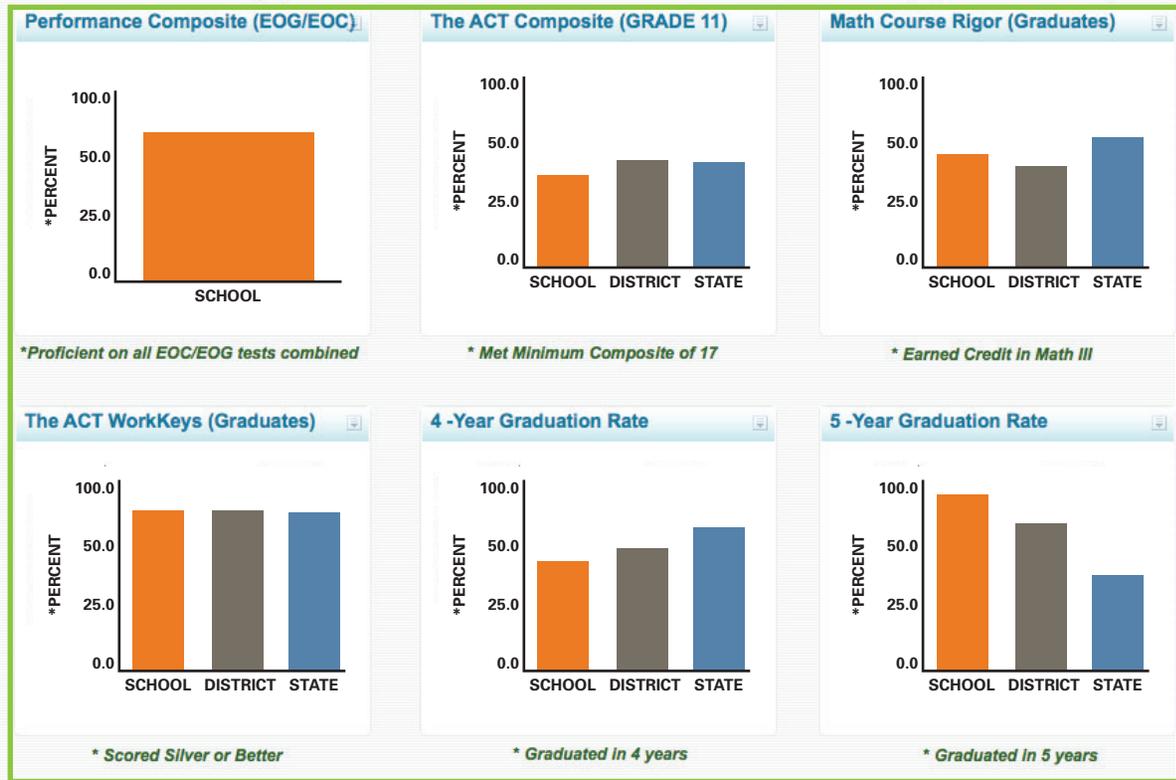
Academic Growth information is available by clicking on this link.

Does Not Meet Expected Growth

Federal AMO Targets Met: XX of XX (%)

State Targets Met: XX of XX (%)

Graduation Project: NO



By clicking on these charts, viewers can see more detailed information.

Understanding the Three Accountability Measures

- **Performance Composite** – The percentage of the student test scores in the school that are at Achievement Level 3 or 4, which is considered grade-level proficiency or above.
- **Growth** – An indication of the rate at which students in the school learned over the past year. The standard is roughly equivalent to a year’s worth of growth for a year of instruction. Growth is reported for each school as Exceeded Growth Expectations, Met Growth Expectations, or Did Not Meet Growth Expectations.
- **AMO Status** – Whether the students in the school as a whole and in each identified subgroup met the performance targets set by the state with the goal of reducing the percentage of non-proficient students by one-half within six years. The purpose of this is to maintain a spotlight on performance gaps among groups of students so that these gaps can be closed over time. The reading and mathematics targets meet the federal requirements, and there are additional state targets for science, The ACT, ACT WorkKeys, and math course rigor. The graduation rate targets fulfill some federal requirements and some state requirements.

RESOURCES

READY INITIATIVE – <http://www.ncpublicschools.org/ready/>

READY ANIMATION – The animated READY logo tells the story of why North Carolina has raised standards in public schools in a 2.5 minute video clip. http://www.youtube.com/watch?v=HCNYt5_K6CU&feature=youtu.be

NORTH CAROLINA STANDARD COURSE OF STUDY – <http://www.ncpublicschools.org/curriculum/>

TESTING PROGRAM GENERAL INFORMATION AND POLICIES – <http://www.ncpublicschools.org/accountability/policies/geninfopoliciesindex>

RELEASED TEST FORMS AND ANSWER KEYS FOR END-OF-GRADE AND END-OF-COURSE TESTS – Parents and educators can see firsthand the rigor of questions on the assessments. <http://www.ncpublicschools.org/accountability/testing/releasedforms>

2013 READY INFORMATION CONTACTS

READY ACCOUNTABILITY/BASIS FOR STATUS – Accountability Services Division, Tammy Howard, Director, 919.807.3787

COMMUNICATIONS AND GENERAL INFORMATION – Communication and Information Services, Vanessa Jeter, Director, 919.807.3450

READY DATA BY SCHOOL/DISTRICT/STATE AND PRESS RELEASE – <http://www.ncpublicschools.org/accountability/reporting>

DEPARTMENT OF PUBLIC INSTRUCTION – <http://www.ncpublicschools.org>