

The ABCs of Public Education: 2010-11 Growth and Performance of North Carolina Public Schools

Executive Summary (August 4, 2011)

Statistical Summary of Results

ABCs Growth and Performance Results

For the 2010-11 school year, 2,495 public schools in North Carolina were assigned an ABCs status. These included regular public schools spanning combinations of grades K-12, charter schools, alternative schools, and some charter schools evaluated as alternative schools. The statewide results appear in Table 1.

Thirty (30) 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. Seven (7) schools had insufficient data to be assigned an ABCs status; eleven (11) schools were in violation of the 95 percent participation rule.

Table 1. 2010-11 ABCs Results						
Category	High Growth	Expected Growth	Less than Expected	Alternative Schools	Row Total	Row Percent*
Honor Schools of Excellence	152	58			210	8.4
Schools of Excellence	34	8			42	1.7
Schools of Distinction	420	279			699	28.0
Schools of Progress	368	516			884	35.4
No Recognition Schools			341	34	375	15.0
Priority Schools	44	97	76		217	8.7
Low-Performing Schools			13		13	0.5
Total (Regular Schools)	1,018	958	430			
Alternative	24	31	34		89	3.6
Total (Regular and Alternative Schools)	1,042	989	464		2,495	
Percent	41.8	39.6	18.6		100	
No ABCs Status						
No Status					30	
Insufficient Data					7	
Unresolved					0	
Violated 95% Rule					11	
Total Number of Schools					2,543	
Percent Meeting at Least Expected Growth Standard	81.4					

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

AYP Results

The Adequate Yearly Progress (AYP) results are presented below for 2,530 of the state's schools. Table 2 shows the number and percent of the schools that met or did not meet AYP.

AYP Status	Number	Percent
Met AYP	700	27.7
Did Not Meet AYP	1,830	72.3
Total	2,530	100.0

Among the 1,298 Title I schools, 300 (23.1) met AYP.

AYP results are presented by ABCs categories in Table 3. Schools must have received both an ABCs status and an AYP status 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 AYP		Did Not Meet AYP		Total Number
	Number	Percent	Number	Percent	
Honor Schools of Excellence	210	100.0	NA	NA	210
Schools of Excellence	NA	NA	42	100.0	42
Schools of Distinction	261	37.3	438	62.7	699
Schools of Progress	91	10.3	793	89.7	884
No Recognition	97	26.4	271	73.6	368
Priority Schools	15	6.9	202	93.1	217
Low Performing Schools	0	0.0	13	100.0	13
Expected Growth	119	13.4	772	86.6	891
High Growth	378	36.3	662	63.7	1,040

NA=Not Applicable

Presentation of School Results

Results of the 2010-11 ABCs are presented online at <http://abcs.ncpublicschools.org/abcs>. AYP 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 2010-11, the attainment of ABCs growth standards was calculated as usual, but incentive awards were suspended for the third consecutive year because of the state’s economic condition. ABCs recognitions and AYP determinations were continued in the normal manner.

Participating schools

All schools with sufficient data are included in the report. K-2 schools participating in the ABCs received their ABCs status and AYP 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. The only ABCs designations that an alternative school can receive are: High Growth, Expected Growth, or No Recognition. The procedures used in determining AYP for regular schools apply to alternative schools as well.

Special education schools, vocational/career schools, and hospital schools did not receive an ABCs status, but they received prorated ABCs incentive awards (when available), 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 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 2010-11, the components for school growth calculation did not change from the previous year 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.
- b) Change over a two-year baseline in the percent of students completing the college/university prep and college tech prep courses of study.
- c) Change in the ABCs dropout rate (compared to a two-year baseline).

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

Retest scores (first retest only) for students who scored below the Achievement Level III standard on EOG reading and mathematics assessments in grades 3 through 8 and science in grades 5 and 8 were used in the calculation of the ABCs performance composite. Retest scores for reading and mathematics were used for AYP. 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 "opt in" to take the retest at their parents' request.) The higher of the original score or the first retest score was used in the calculation of the ABCs performance composites and AYP.

For AYP, Algebra I end-of-course test scores and the combination of English I end-of-course test scores and grade 10 writing are used in the year the student is enrolled in the 10th grade. For NCLB purposes, Biology end-of-course test scores are reported in 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.

In 2010-11, the change ratio used to determine the attainment of high growth may include:

- a) The growth status of individual students on EOG reading and mathematics for grades 4-8 and any EOC tests approved by the SBE for growth calculations.
- b) Change over a two-year baseline in the percent of students completing the college/university prep and college tech prep courses of study.
- c) Change in the ABCs dropout rate (compared to a two-year baseline).

The factors are arranged such that the number of students meeting their individual growth standards is in the numerator along with the college/university prep and college tech prep courses of study. Students not meeting their individual growth standard are in the denominator and the decrease in dropout rate is subtracted from the denominator. Schools that have a growth result of 0.00 or better (met expected growth) and have a change ratio of 1.50 or better are said to have met high growth.

AYP Analyses

Three modifications for reporting AYP results were implemented in 2010-11:

1. New AYP proficiency targets for meeting annual measurable objectives (AMOs) were implemented for grades 3-8 reading, grades 3-8 mathematics, grade 10 reading/language arts, and grade 10 mathematics per North Carolina's approved Accountability Workbook.
2. "Pacific Islanders" students were included with "All Students" per new federal regulations.
3. The "Multi-racial" subgroup was reported as "Two or More Races" per new federal regulations.

AYP Criteria

NCLB requires that each school be evaluated with respect to making Adequate Yearly Progress (AYP). For a school to make AYP, each student subgroup (School as a whole; American Indian; Asian; Black; Hispanic; Two or More Races; 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 percent proficient targets in reading and in mathematics (annual measurable objectives). 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).

In January 2003, the SBE established that North Carolina's intermediate goals (proficiency targets) shall change in three-year increments. The first and second incremental increases took effect in 2004-05 and 2007-08, respectively. The third incremental increase (71.6% for Grades 3-8 Reading; 88.6% for Grades 3-8 Mathematics; 69.3% for Grade 10 Reading/Language; and 84.2% for Grade 10 Mathematics) took effect in 2010-11. This increase in proficiency targets dramatically impacts a school's ability to meet AYP.

For additional information, see *Determining AYP Status* (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 2010-11 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 made AYP. 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 make AYP. 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). They 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). They 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.

Statewide AYP Results: Secondary Analyses, 2010-11

2010-11: 27.7% met AYP (2,530 total schools) as of 07/29/11.

The numbers below are not using K-2 feeders and special schools. The total number of schools being used is 2,470. Retest results for students taking EOG and EOC assessments in 2010-11 were used if higher than the students' initial test scores.

The Number and Percentage of School Level Targets Met By Subgroup

AYP Subgroup	Number Targets Met	Total Number Targets	Percent Targets Met
All Groups	35,180	43,323	81.2%
School	10,466	12,161	86.1%
American Indian	139	198	70.2%
Asian	360	380	94.7%
Black	4,001	5,595	71.5%
Economically Disadvantaged	6,432	8,674	74.2%
Hispanic	2,519	3,233	77.9%
Limited English Proficient	1,287	1,628	79.1%
Two or More Races	304	333	91.3%
Students with Disabilities	2,361	3,439	68.7%
White	7,311	7,682	95.2%

Data as of 07/29/11

The Number and Percent of Schools by Percent of Targets Missed

Percent AYP Targets Met	Number of Schools	Percent of Schools
0-49.9	74	3.0%
50-59.9	192	7.8%
60-69.9	332	13.4%
70-79.9	410	16.6%
80-89.9	450	18.2%
90-100	1,012	41.0%

Data as of 07/29/11

The Number and Percent of Schools by Number of Targets Missed

Number of Targets Missed	Number of Schools	Percent of All Schools
1	275	11.1%
2	304	12.3%
3	234	9.5%
4	196	7.9%
5	160	6.5%
6	197	8.0%
7	102	4.1%
8	134	5.4%
9	63	2.6%
10	58	2.3%
11	31	1.3%
12	23	0.9%
13	7	0.3%
14	3	0.1%
15	2	0.1%
16	2	0.1%
19	1	0%
25	1	0%

Data as of 07/29/11

**The Number of Schools That Met AYP Using At Least One of the
Following Special Flexibilities (Schools May Be Counted On
More Than One Row)**

2010-11

Special Flexibility	Number of Schools
Safe Harbor	288
Confidence Interval	234
AYP Growth	1

Data as of 07/29/11

2009-2010

Special Flexibility	Number of Schools
Safe Harbor	413
Confidence Interval	431
AYP Growth	4

2008-2009

Special Flexibility	Number of Schools
Safe Harbor	987
Confidence Interval	293
AYP Growth	61

2007-08

Special Flexibility	Number of Schools
Safe Harbor	350
Confidence Interval	298
AYP Growth	11

2006-07

Special Flexibility	Number of Schools
Safe Harbor	447
Confidence Interval	338
AYP Growth	12

2005-06

Special Flexibility	Number of Schools
Safe Harbor	626
Confidence Interval	277
AYP Growth	0

**Number of Schools, Number Meeting AYP and Percent Meeting AYP
by Number of Targets**

Number of Targets	Number of Schools	Number of Schools Met AYP	Percent of Schools Met AYP
1	2	1	50%
2	49	25	51%
3	64	27	42%
4	3	1	33%
5	40	31	78%
6	6	3	50%
7	11	3	27%
8	9	2	22%
9	109	86	79%
10	4	1	25%
11	22	11	50%
12	0	0	0%
13	602	266	44%
14	2	1	50%
15	64	17	27%
16	5	2	40%
17	457	98	21%
18	2	1	50%
19	82	10	12%
20	9	1	11%
21	355	49	14%
22	0	0	0%
23	73	5	7%
24	6	1	17%
25	238	20	8%
26	0	0	0%
27	37	2	5%
28	1	0	0%
29	151	8	5%
30	3	1	33%
31	13	1	8%
33	25	2	8%
35	7	0	0%
37	16	1	6%
43	1	0	0%
45	1	0	0%

Data as of 07/29/11

1,830 Schools Did Not Make AYP: 432 Due to One Subgroup

Subgroup	Number	Percent
American Indian	1	0.2
Black	54	12.5
Economically Disadvantaged Students (EDS)	170	39.4
Hispanic	18	4.2
Limited English Proficient (LEP)	3	0.7
Two or More Races	1	0.2
Students with Disabilities (SWD)	74	17.1
All Students	107	24.8
White	4	0.9
Total	432	100

Data as of 07/29/11

311 Schools Missed AYP Due to Two Subgroups

Subgroup	Number	Percent
American Indian and Black	1	0.3
American Indian and SWD	1	0.3
Black and EDS	80	25.7
Black and Hispanic	4	1.3
Black and LEP	1	0.3
Black and SWD	19	6.1
Black and All Students	17	5.5
Black and White	3	1
EDS and Hispanic	21	6.8
EDS and LEP	1	0.3
EDS and SWD	57	18.3
EDS and All Students	73	23.5
EDS and White	3	1
Hispanic and LEP	2	0.6
Hispanic and SWD	6	1.9
Hispanic and All Students	4	1.3
LEP and SWD	2	0.6
LEP and All Students	1	0.3
LEP and White	1	0.3
SWD and All Students	3	1
All Students and White	10	3.2
Total	311	100

Data as of 07/29/11

**2011 4-Year Cohort Graduation Rate
Results by Subgroup
(2007-08 Entering Ninth Graders)**

State of North Carolina

Subgroup	Denominator	Numerator	Percent
All Students	110,521	85,854	77.7
Male	56,287	41,389	73.5
Female	54,234	44,465	82
American Indian	1,637	1,134	69.3
Asian	2,346	2,035	86.7
Black	32,809	23,388	71.3
Hispanic	9,239	6,343	68.7
Two or More Races	3,080	2,374	77.1
White	61,346	50,527	82.4
Economically Disadvantaged	44,588	31,650	71
Limited English Proficient	3,349	1,606	48
Students With Disabilities	10,921	6,239	57.1

Subgroup information is based on data collected when a student is last seen in the cohort. Table reflects data as of July 29, 2011.

**2010 4-Year Cohort Graduation Rate
Results by Subgroup
(2006-07 Entering Ninth Graders)**

Subgroup	Denominator	Numerator	Percent
All Students	112,299	83,309	74.2
Male	57,175	39,802	69.6
Female	55,120	43,503	78.9
American Indian	1,715	1,167	68.0
Asian	2,460	2,097	85.2
Black	34,083	22,808	66.9
Hispanic	8,182	5,023	61.4
Two or More Races	2,631	1,871	71.1
White	63,224	50,339	79.6
Economically Disadvantaged	43,170	28,600	66.2
Limited English Proficient	3,608	1,743	48.3
Students With Disabilities	10,857	6,250	57.6

**5-Year Cohort Graduation Rate
Results by Subgroup
(2006-07 Entering Ninth Graders)**

Subgroup	Denominator	Numerator	Percent
All Students	112,299	87,246	77.7
Male	57,175	42,304	74
Female	55,120	44,938	81.5
American Indian	1,715	1,202	70.1
Asian	2,460	2,175	88.4
Black	34,083	24,670	72.4
Hispanic	8,182	5,486	67
Two or More Races	2,631	1,966	74.7
White	63,224	51,743	81.8
Economically Disadvantaged	43,170	30,931	71.6
Limited English Proficient	3,608	2,047	56.7
Students With Disabilities	10,857	7,051	64.9

Subgroup information is based on data collected when a student is last seen in the cohort. Table reflects data as of July 29, 2011.

2010-11 Low Performing Schools

Note: Low Performing schools are defined by the ABCs Accountability System as being schools with less than 50% of the students' scores at or above achievement Level III and making less than Expected Growth.

LEA Code	LEA Name	School Code	School Name	Grade Span	Performance Composite	# of AYP Targets	# of AYP Targets Met
040	Anson County Schools	040306	Anson High School	09-12	46.6	17	13
16A	Cape Lookout Marine Sci High	16A000	Cape Lookout Marine Sci High	09-12	27.7	3	1
320	Durham Public Schools	320314	Chewning Middle	06-08	47.4	27	22
320	Durham Public Schools	320368	Southern High	09-12	46.8	15	9
420	Halifax County Schools	420316	Dawson Elementary	PK-05	30.7	13	10
420	Halifax County Schools	420328	Everetts Elementary	PK-05	41.5	13	7
420	Halifax County Schools	420340	Inborden Elementary	PK-05	24.7	13	10
420	Halifax County Schools	420346	Northwest High	09-12	44.8	13	7
420	Halifax County Schools	420358	Southeast Halifax High	09-12	36.1	13	7
420	Halifax County Schools	420376	William R Davie Middle	06-08	36.8	17	9
600	Charlotte-Mecklenburg Schools	600574	Walter G Byers Elementary	K-05	37.8	17	9
740	Pitt County Schools	740382	Sadie Saulter Elementary	PK-05	37.7	13	7
800	Rowan-Salisbury Schools	800363	Knox Middle	06-08	46.0	28	16

Data as of 07/29/11

LEA Improvement Status for 2011-12

(based on 2010-11)

An LEA that makes all targets in any of the three grade spans in the subject identified for improvement for two consecutive years exits improvement status.

LEAs Exiting Improvement Status (0 LEAs)

LEAs in Improvement Status for the 2011-12 School Year

LEAs that miss any target - not necessarily the same target - in each of three grade spans, 3-5, 6-8, and high school, in the same subject for two consecutive years enter LEA Improvement. *LEAs in Sanction Level 1 and shaded are eligible to enter LEA Improvement, but may appeal the decision.*

LEA Code	LEA Name	SBE Region	Reading	Math	Sanction Level
010	Alamance-Burlington Schools	5	0	4	4
040	Anson County Schools	6	0	6	6
070	Beaufort County Schools	1	0	3	3
090	Bladen County Schools	4	1	6	6
100	Brunswick County Schools	2	0	4	4
110	Buncombe County Schools	8	0	4	4
111	Asheville City Schools	8	0	2	2
130	Cabarrus County Schools	6	0	5	5
170	Caswell County Schools	5	0	2	2
181	Hickory City Schools	7	0	2	2
182	Newton Conover City Schools	7	0	1	1
190	Chatham County Schools	5	0	6	6
250	Craven County Schools	2	0	5	5
291	Lexington City Schools	5	0	4	4
310	Duplin County Schools	2	0	1	1
320	Durham Public Schools	3	7	6	7
330	Edgecombe County Public School	3	5	5	5
350	Franklin County Schools	3	0	1	1
390	Granville County Schools	3	0	1	1
410	Guilford County Schools	5	0	1	1
420	Halifax County Schools	3	6	5	6
430	Harnett County Schools	4	1	4	4
450	Henderson County Schools	8	0	1	1
460	Hertford County Schools	1	6	3	6
490	Iredell-Statesville Schools	7	0	1	1
500	Jackson County Schools	8	0	1	1
590	McDowell County Schools	8	0	1	1

LEA Code	LEA Name	SBE Region	Reading	Math	Sanction Level
630	Moore County Schools	4	0	4	4
640	Nash-Rocky Mount Schools	3	7	6	7
670	Onslow County Schools	2	0	4	4
680	Orange County Schools	5	0	4	4
700	Elizabeth City-Pasquotank Public Schools	1	0	1	1
740	Pitt County Schools	1	4	3	4
761	Asheboro City Schools	5	1	0	1
770	Richmond County Schools	4	8	3	8
780	Public Schools of Robeson County	4	7	5	7
790	Rockingham County Schools	5	3	3	3
800	Rowan-Salisbury Schools	7	7	0	7
820	Sampson County Schools	2	0	4	4
840	Stanly County Schools	6	0	1	1
920	Wake County Schools	3	0	3	3
940	Washington County Schools	1	0	3	3
960	Wayne County Public Schools	2	0	5	5
970	Wilkes County Schools	7	5	0	5

	Sanction Level	Number in that level of sanction
1 = First year of improvement	1	12
2 = Second year of improvement	2	3
3 = Third year of improvement	3	4
4 = Fourth year of improvement	4	10
5 = Fifth year of improvement	5	5
6 = Sixth year of improvement	6	5
7 = Seventh year of improvement	7	4
8 = Eighth year of improvement	8	1
Total		44

Data as of 07/29/11



PUBLIC SCHOOLS OF NORTH CAROLINA

DEPARTMENT OF PUBLIC INSTRUCTION | June St. Clair Atkinson, Ed.D., *State Superintendent*

WWW.NCPUBLICSCHOOLS.ORG

TO LEA Superintendents
Directors of Charter Schools

FROM June St. Clair Atkinson

DATE August 4, 2011

PROCESS FOR APPEALING AN INDIVIDUAL SCHOOL'S ABCS GROWTH STANDARDS

This memorandum describes the process for appealing an individual school's ABCs growth standards. The steps are as follows:

1. A principal who believes there are compelling reason(s) to appeal his/her school's ABCs growth standards must communicate that desire in writing to the local superintendent.
2. The superintendent or charter school director, upon determining that the appeal is warranted, must submit in writing and within **30 days** of notification of the school's performance, a formal appeal to the Director of Accountability Operations at the North Carolina Department of Public Instruction, 6314 Mail Service Center, Raleigh, N.C. 27699-6314, using a receipted mail method.
 - For purposes of this requirement, notification of performance shall be August 4, 2011, and the appeal must be received by the Director of Accountability Operations before 5:00 p.m. on September 6, 2011.
 - If you anticipate that the appeal may not be delivered by mail until the day of September 6, please fax a notification to that effect to the Director of Accountability Operations at 919-807-3772. Facsimiles are accepted as long as they are followed immediately by a hard copy with original signature.
3. The appeal submitted by the local superintendent or charter school director must include, at a minimum, the following:
 - Identification of the school involved;
 - Clear documentation of the circumstances or factors that made the goals unreasonable or unrealistic;
 - Specific, compelling reasons why the growth standards should be re-evaluated or changed; and
 - Any other compelling grounds warranting review.

DIVISION OF ACCOUNTABILITY SERVICES

6314 Mail Service Center, Raleigh, North Carolina 27699-6314 | (919) 807-3769 | Fax (919) 807-3772

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

4. For purposes of the appeals process, only appeals challenging growth standards set for individual schools will be considered.
5. School personnel should not be contacting members of the Compliance Commission for Accountability prior to the review once the appeal has been made.
6. Schools should mark-out names of students on reports (if applicable) that are submitted with the appeal to protect student confidentiality and avoid the need for executive sessions.
7. Upon receipt, the Director of Accountability Operations will transmit the appeal to the Compliance Commission for Accountability for its review and consideration.
8. A representative from each school that has submitted an appeal through the superintendent or charter school director will be given up to five minutes to address the Commission on September 15, 2011, before it begins discussing the original material submitted by the school. No additional written information by the school will be considered during the review process beyond the original information submitted by the superintendent or charter school director.
9. The Compliance Commission will consider the appeal documents submitted, together with any information supplied by the Department of Public Instruction staff, and will make a recommendation to the State Board of Education within 45 days of the date of the appeal.
10. The State Board of Education will make final decisions regarding appeals.
11. Attached is a copy of the Appeals Review Procedures that the Commission will use during the reviews.

Please share this information with your principals and other interested persons. Should you have further questions or concerns, please do not hesitate to call us.

JSA:TLH:lm

- c: Members of Compliance Commission
Bill Harrison
Martez Hill
Rebecca Garland
Angela Quick
Lou Fabrizio
Tammy Howard
Vanessa Jeter
Katie Cornetto
Laura Crumpler

Attachment

Compliance Commission for Accountability
Sitting as the Appeals Committee

Appeals Review Procedures For The ABCs Growth Standards

September 15, 2011
9:00 AM

Education Building, State Board Room, 7th Floor
Raleigh, NC

The following procedures will be used during the appeals review:

1. The Chair will verify at the outset of the appeals review that all members of the Commission have received the written appeals information in advance and have read the appeals; that the appeals review will comply with these procedures and that there will be executive sessions as appropriate to protect the confidentiality of students.
2. A representative of the Attorney General's Office will be present.
3. A member of the Division of Accountability Services will be present and provide word processing support to prepare a draft of the Commission's report.
4. A representative from each school that has submitted an appeal through their superintendent will be given up to five (5) minutes to address the Commission before it begins discussing the original material submitted by the school.
5. The Commission will vote after each individual appeal is considered.
6. The Commission will follow Robert's Rules of Order and decisions will be made by a majority of those present and voting.
7. Individual Commission members will recuse themselves from an appeal when they believe their relationships with the school might appear to compromise their objectivity; in no case will a Commission member participate in the appeal of a school from an LEA where that member is employed by the LEA. Prior to reviewing each appeal the Chair will ask if anyone must recuse himself or herself.
8. During executive sessions only Commission members and Commission staff will remain for the executive session; all other persons will be required to leave unless otherwise directed by the Commission.
9. The Chair will note that final decisions of each appeal review rest with the State Board of Education.