



**ACRE**

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



# High School Model Indicators (Presented at November SBE Meeting)

## Absolute Performance Index

## Growth Index

Performance Composite

*Algebra I, English II and  
Biology defined by new  
SCOS*

Growth

ACT

*Achievement of Benchmarks  
in English, Math, Science,  
Reading and Writing*



ACT

Graduation  
Rates

*5-year Cohort Graduation  
Rate*



Graduation  
Rates

Math  
Course Rigor

*Graduates taking and  
passing Algebra II or  
Integrated Math III*



Math  
Course Rigor

## Who we are hearing from:

- Business Community
- NC SBE Members
- Superintendents
- Principals
- Teachers
- Schools of Education
- Educator Groups
  - NCAE (Dec 3)
  - Teacher Advisory
  - Principal Advisory
  - RESAs

# From Initial Field Feedback

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- Trend:** Respondents more often favor EOCs weighted higher than the ACT {although not always}
- Trend:** Graduation Rate is almost always between 30 and 40% in respondents' weightings
- Trend:** Many suggestions for additional indicators to be reported
- Trend:** Close to half of respondents mentioned monetary rewards as motivational
- Trend:** Many suggestions for intervention in low-performing schools focused on capacity building and professional development

## *New: Revisions to the Proposed Model*

- 6 Equal Indicators (WorkKeys and Graduation Project added)
- Multi-measures Reported Individually
- 3 Reporting Categories (Green, Yellow, Red)
  - Disaggregated by Subgroups

## *Board Action January of 2012*

### **2012 and 2013: Data and Standards Setting Steps**

- Set category benchmarks using implementation data (ACT, EOGS, and EOCs)
- Finalize school growth using
  - RttT teacher effectiveness growth experts
  - Input from NCTA
  - Initial data from new assessments

# High School Model Indicators

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Graduation  
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Graduation  
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Math  
Course Rigor

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Algebra II or Integrated Math III*



Math  
Course Rigor

WorkKeys

*Silver Achievement level in  
career readiness benchmarks*



WorkKeys

Graduation Project

*School requires and meets  
standard of quality for  
Graduation Project*

# Elementary and Middle (K-8) School Model Indicators

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Absolute Performance

Growth

Performance Composite

Growth

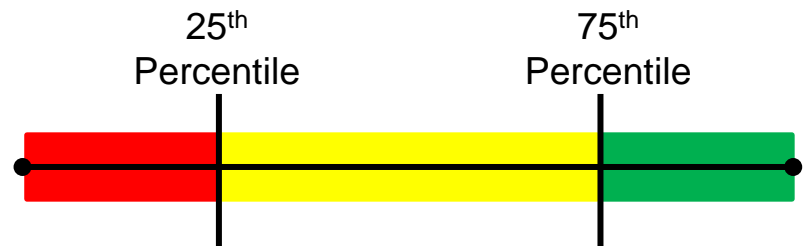
*Mathematics,  
English/Language Arts and  
Science as defined by new SCOS*

\*Additional reported indicators have been proposed based on feedback received from various stakeholders.

## Absolute Performance

- 3 categories (Green, Yellow, Red)
- Range for categories determined at baseline year (based on standards set at the 25<sup>th</sup> percentile and 75<sup>th</sup> percentile)







Growth






- Look at movement within and between categories over time
- 3 categories (Green, Yellow, Red)
- Graduation Project would not have growth

# Reporting: School Accountability Profile

## High School 1 – Accountability Report

Indicator	Red	Yellow	Green
EOC/EOG			
Math Course Rigor			
Graduation Rate			
ACT			
WorkKeys			
Graduation Project	Does Not Require	Requires, but does not meet standards	Requires and meets standards 

Indicator	Absolute Performance
EOC/EOG	67
Math Course Rigor	70
Graduation Rate	73
ACT	50
WorkKeys	43
Graduation Project	Yes (requires and meets standards)

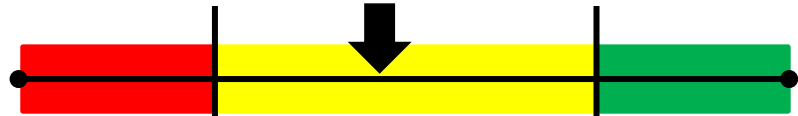
-  Green – 75<sup>th</sup> percentile and above
-  Yellow – 26<sup>th</sup> to 74<sup>th</sup> percentile
-  Red – 25<sup>th</sup> percentile and below

# Reporting: School Accountability Profile

## Indicator

**Red**      25<sup>th</sup>      **Yellow**      75<sup>th</sup>      **Green**  
 Percentile      62      Percentile

EOC/EOG



Math I



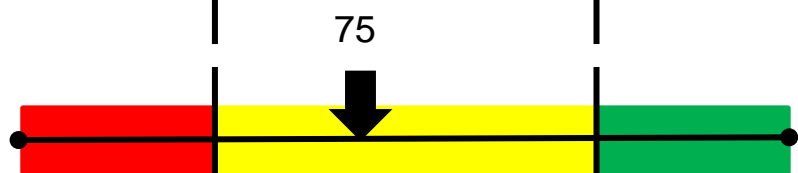
English II



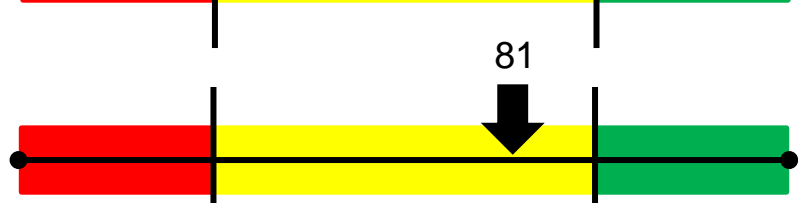
Biology



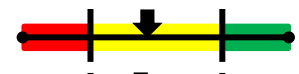
Math Course Rigor



Graduation Rate



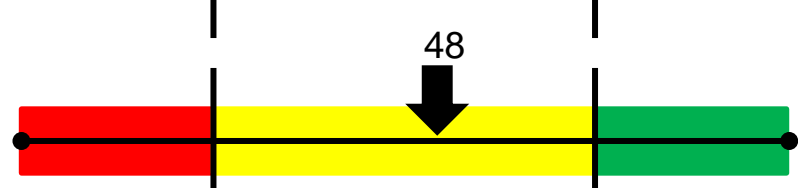
Math



English



ACT



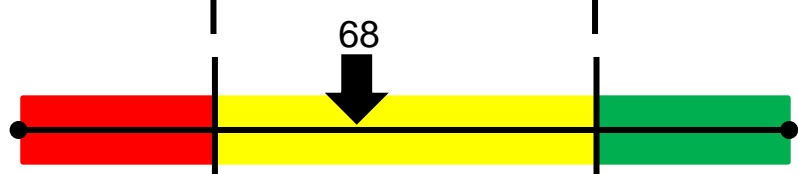
Science



Reading



WorkKeys



Writing



Graduation Project (Y/N)

Does Not Require	Requires, but does not meet standard of quality	Requires and meets the standard of quality
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# ACT Benchmarks

The ACT Benchmarks are recommended to determine whether or not the post-secondary readiness measure is met.\*

Students who score at or above the benchmark have

- a 50 percent chance of obtaining a B or higher in a corresponding credit-bearing first year course, and
- a 75 percent chance of obtaining a C or higher in a corresponding credit-bearing first year course

English	18
Mathematics	22
Reading	21
Science	24
Writing	7






\* SAT Benchmarks to be determined.

# NC Accountability Model w/ESEA Flexibility

## High School 1 – Accountability Report

EOC/EOG and Graduation Rate indicators will be used to determine Priority Schools Focus Schools Reward Schools



Indicator	Red	Yellow	Green
EOC/EOG*			
Math Course Rigor			
Graduation Rate			
ACT			
WorkKeys			
Graduation Project			Requires and meets standard of quality

\*The EOC/EOG indicator will be used for reporting AYP. Data will be disaggregated and reported by subgroup.

- District and School Transformation service delivery will include schools that are not Title I or Title I eligible.

# Annual Measurable Objectives

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- The State must re-set **annual measurable objectives**  
*This means relieving schools from the requirement that all students be proficient in 2014.*
- Our suggested method:
  - *Reset AMOs for all students to be proficient by 2019-2020*
  - *Reset AMOs in fall 2013 when setting standards for new assessments (for 2011-12 use current AMOs)*

## **Notes:**

All schools will continue to have all or nothing AYP designations; *however, AYP status **will not** trigger sanctions*

# Timeline to Final

October	<ul style="list-style-type: none"><li>• <b>Oct 5 - Discussion of Uses and ESEA Waivers in 2012-13 Model</b></li></ul>
November	<ul style="list-style-type: none"><li>• <b>Nov 2 - Discussion of Uses and ESEA Waivers</b></li><li>• <b>Nov 7 – Release Proposed Model for Feedback (reflecting waivers)</b></li></ul>
December	<ul style="list-style-type: none"><li>• <b>Dec 1 - 2012-13 Model for Discussion</b></li></ul>
January	<ul style="list-style-type: none"><li>• <b>Jan 4 - 2012-13 Model for Action</b></li></ul>
February	<ul style="list-style-type: none"><li>• <b>Mid-Feb - ESEA Waiver Deadline #2</b></li></ul>

Public Feedback Window including

- Public
- Educators
- RESAs
- Title I Committee of Practitioners
- NCAE
- Others

# Questions?

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