Agenda
Improve Achievement • Improve Graduation Rates • Close Gaps

- Senate Bill 479 – Testing in the Public Schools
- Framework for Change: Progress on SBE Vision
  - 11 Action Items
  - 7 Fundamental Reform Items
- An Initial Look At Simulation Results
  - Simulation Framing
  - Some Important First Results
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○ Senate Bill 479 – Testing in the Public Schools

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  ○ Simulation Goals and Methods
  ○ Some Important First Results
Diagnostic and Formative Assessments (Student)

- EXPLORE
- PLAN
- ACT

Accountability Assessments (School)

- SAT or ACT
  - Student paid/Demonstrated College Readiness
  - State-wide administration; State pays
- 3 EOCs
  - Math, ELA & Science EOG
  - Math & ELA EOG
  - Math, ELA & Science EOG
  - Math & ELA EOG
  - Math & ELA EOG

Bonus: WorkKeys

K-2 Diagnostics
Senate Bill 479- Testing in the Public Schools

- Since the last time, the bill has passed both chambers
- No money has yet been attached to the bill
- The new US History test component is out of the bill now
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Immediate Improvement Items
Items relating to near-term changes to Standards, Assessments and Accountability

Substantial Reform Items
Items relating to major changes Standards, Assessments and Accountability
## Immediate Improvement Items

**Task Update**

<table>
<thead>
<tr>
<th></th>
<th>Released 2009 and release planned for 2012-13</th>
<th>Done</th>
<th>Proposed but not approved by USED</th>
<th>Done; Writing Instruction System in place; 6th grade PAQs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Release one form of each test on an annual basis.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Enact a moratorium on the content standards revision/test development cycle.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Make results from new tests comparable to prior tests.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Move to a five-year graduation rate for Adequate Yearly Progress (AYP) purposes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Count retest scores in performance composites.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Eliminate the redundancy in EOC (End-of-Course) and EOG (End-of-Grade) testing by allowing EOC scores to count as EOG scores in middle grades.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Change the current approach to writing assessment.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Immediate Improvement Items

### Task Update

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Replace the current English I EOC with a high school English assessment given at grade 10.</td>
<td>In process; will happen with ELA Common Core Standards</td>
</tr>
<tr>
<td>9.</td>
<td>Revamp the current computer skills test to ensure it measures 21st century Information Communication Technology (ICT) literacy.</td>
<td>GA eliminated Computer Skills assessment</td>
</tr>
<tr>
<td>10.</td>
<td>Eliminate the misalignment of assessments for the integrated math courses.</td>
<td>GA assessment reduction; Possible with new Common Core Math Standards</td>
</tr>
<tr>
<td>11.</td>
<td>Shorten the timeframe for reporting results after new tests are administered.</td>
<td>Delays are consistent with industry standards and practice.</td>
</tr>
</tbody>
</table>
Substantial Reform Items
Task Update

• Overhaul the PreK-12 Standard Course of Study
  Done!

• Develop a comprehensive assessment system
  NC FALCON (Formative)
  Instructional Improvement System (RttT)
  Next Generation Summative (being developed)

• Comprehensive Professional Development
  Starting this Summer with blended coaching model

• Technology Infrastructure
  NC Education Cloud (RttT); New State Technology Plan

• Next Generation Accountability Model
  Conceptual Framework established; Simulations
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Simulation Model Basics

Absolute Performance Index

Student Achievement
Post-Secondary Readiness
Graduation Rates
Math Course Rigor

How well does this school prepare students?

Growth Index

Student Growth
Post-Secondary Readiness
Graduation Rates
Math Course Rigor

Are they getting better over time?

May 4, 2011 - GCS
School 1
(Good growth, poor performance)

School 2
(Poor growth, poor performance)

School 3
(Good growth, good performance)
Simulation | Today’s Focus

Absolute Performance Index

Student Achievement
Post-Secondary Readiness
Graduation Rates
Math Course Rigor

Growth Index

How well does this school prepare students?

Δ Δ Δ

Absolute Performance Index

School 3
School 2
School 1

May 4, 2011 - GCS
Why this is already a step forward

- Our current categorization model uses only test scores in determining the absolute performance level.

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Academic Growth</th>
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<tbody>
<tr>
<td>Based on Percent of Students’ Scores at or above Achievement Level III</td>
<td>Schools Making Expected Growth or High Growth</td>
</tr>
<tr>
<td></td>
<td>Met AYP</td>
</tr>
<tr>
<td></td>
<td>Honor School of Excellence</td>
</tr>
<tr>
<td>90% to 100%</td>
<td>Schools Making Less than Expected Growth</td>
</tr>
<tr>
<td>AYP Not Met</td>
<td>No Recognition</td>
</tr>
<tr>
<td>80% to 89%</td>
<td>School of Distinction</td>
</tr>
<tr>
<td>60% to 79%</td>
<td>School of Progress</td>
</tr>
<tr>
<td>50% to 59%</td>
<td>Priority School</td>
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<tr>
<td>Less than 50%</td>
<td>Priority School</td>
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**Performance**

**Only Test Scores.** Nowhere in our current classification system are schools held accountable for the actual graduation rate or the challenge level of courses that students take.
Simulation

Why this is already a step forward

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**School Status Labels and Recognitions**

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**Growth**

“Academic Growth” does include a small contribution from reduction of drop outs and increase of graduates of college/university prep and college tech prep courses of study from year to year.
Simulation

Why this is already a step forward

Current

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<td>Priority School</td>
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<tr>
<td></td>
<td>Low Performing</td>
</tr>
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New

The shift from current to proposed should mean:

- Better incentives to keep students in school without sacrificing performance

- A better balance of incentives to ensure schools improve both
  - Quality of Learning
  - Graduation Rates
# Simulation

How we measured the indicators?

## Absolute Performance Index

<table>
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<th>Indicator</th>
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<td>Student Achievement</td>
<td>The performance composite after HB 48 (based on the 3 remaining EOC assessments)</td>
</tr>
<tr>
<td>Post-Secondary Readiness</td>
<td>Predicted score based on current EOC and EOG assessments and actual SAT data</td>
</tr>
<tr>
<td>Graduation Rates</td>
<td>5-Year cohort graduation rate</td>
</tr>
<tr>
<td>Math Course Rigor</td>
<td>Seniors taking and passing (the class) Algebra II or Integrated Math III</td>
</tr>
</tbody>
</table>
All schools would get slightly different points.

School 1 and School 2 would get different points.
Schools 2 and 3 would get the same points.

Below a certain level, a school receives no points.