



Proposed Measures and Targets *January 2011*

We will measure and set targets for:

- 4-year cohort **Graduation Rate**
- Performance on **National Assessment of Educational Progress (NAEP)**
- Scoring 3 or above on **AP Exams** and % of graduates taking
- High school graduates who **enroll in Postsecondary Programs**
- **SAT** composite and % of graduates taking (*anticipate adding the ACT*)
- Freshmen enrolled in at least **one remedial course**
- 5-year cohort **Graduation Rate**
- Students passing or excelling on both math and reading **EOG and EOC assessments**
- LEAs requiring a **Graduation Project**
- Students completing a **Concentration** in a CTE, arts, language, or JROTC cluster
- Graduates passing **Algebra II or equivalent**

Note: RSG/RttT = Ready.Set.Go and Race to the Top aligned targets

Targets	09-10 Actual	10-11 Target	11-12 Target	Notes	
% of students graduating from High School within <u>four</u> years of entering the 9th grade	74.2%	<b>76%</b>	<b>79%</b>	<i>RSG/RttT Target</i>	
% of students graduating from High School within <u>five</u> years of entering the 9th grade	74.7%	<b>77%</b>	<b>80%</b>	<i>Raised from 2009-2010 SBE Targets</i>	
% of students passing or excelling on both math and reading end of grade assessment	66.3%	<b>69%</b>	<b>72%</b>	<i>Raised from 2009-2010 SBE Target</i>	
% of students passing or excelling on end of course assessments	80.7%	<b>83%</b>	<b>85%</b>	<i>Raised from 2009-2010 SBE Target</i>	
NAEP Reading, Grade 4	219	-	<b>223</b>	<i>RSG/RttT Target</i>	
NAEP Reading, Grade 8	260	-	<b>264</b>		
NAEP Math, Grade 4	244	-	<b>248</b>		
NAEP Math, Grade 8	284	-	<b>288</b>		
% of AP exams taken on which students scored 3 or above (% of students taking AP exams)	57.6% (10.4%)	<b>60%</b> <b>(11%)</b>	<b>62%</b> <b>(13%)</b>	<i>RSG/RttT Target</i>	
% of high school graduates who enroll in postsecondary programs	66% (2008)	<b>67%</b>	<b>68%</b>	<i>RSG/RttT Target</i>	
Average SAT composite for reading and math (% of graduates taking)	1,008 (63%)	<b>1,009</b> <b>(65%)</b>	<b>1,014</b> <b>(67%)</b>	<i>RSG/RttT Target</i>	
% of freshmen enrolled in at least one remedial course	UNC	8.6%	<b>8%</b>	<b>7%</b>	<i>RSG/RttT Target</i>
	Community College	67%	<b>60%</b>	<b>56%</b>	<i>RSG/RttT Target</i>

<b>Targets</b>	<b>09-10 Actual</b>	<b>10-11 Target</b>	<b>11-12 Target</b>	<b>Notes</b>
# of conventional schools with a performance composite below 60%	259	<b>234</b>	<b>194</b>	<i>New Way to Measure. See note in Data Sources.</i>
<i>The SBE will monitor the results from the validation of the educator evaluation process. Included in the validation study will be a correlation between student growth and teacher evaluation data and a focus on appropriate uses of data. The SBE will use results from the validation to inform goal setting around aggregate teacher effectiveness data in future years.</i>	Results reported in 2011			<i>New Way to Measure</i>
% of LEAs requiring a graduation project	61%	<b>90%</b>	<b>100%</b>	<i>Methodology under revision which may affect targets. Currently self-reporting survey.</i>
% of graduates passing Algebra II or equivalent	73.3%	<b>82%</b>	<b>85%</b>	<i>From NC WISE as of Sept 16, 2010. Targets are aggressive in light of the Future-Ready Core expectations.</i>
% of graduates completing CTE concentration	47.8%	<b>54%</b>	<b>56%</b>	<i>From NC WISE as of Sept 16, 2010. Note that for the sake of keeping a small set of targets, we are considering a methodology to capture non-duplicative concentrators in all 4 of the areas in one measure in the future.</i>
% of graduates completing Arts concentration	17%	<b>21%</b>	<b>24%</b>	
% of graduates completing World Language concentration	8.1%	<b>12%</b>	<b>14%</b>	
% of graduates completing ROTC concentration	3%	<b>5%</b>	<b>6%</b>	

Note: Data sources for each measure are available below. Long-term targets through 2016 can be found in the Biennial Report at [HERE](#).

**Data Notes and Sources:**

**% of students graduating from High School within four years of entering the 9th grade**

<http://accrpt.ncpublicschools.org/app/2010/cgr/>

**% of students graduating from High School within five years of entering the 9th grade**

<http://accrpt.ncpublicschools.org/app/2010/cgrext/>

**% of students passing or excelling on both math and reading end of grade assessment**

<http://accrpt.ncpublicschools.org/app/2010/disag/>

**% of students passing or excelling on end of course assessments**

<http://accrpt.ncpublicschools.org/app/2010/disag/>

**NAEP Reading, Grade 4**

**NAEP Reading, Grade 8**

**NAEP Math, Grade 4**

**NAEP Math, Grade 8**

<http://nces.ed.gov/nationsreportcard/states/>

**% of AP exams taken on which students scored 3 or above**

**(% of students taking AP exams)**

See document entitled “2009-10 AP Data by LEA/Charters for Detailed Scope of Work Template” on <http://www.ncpublicschools.org/rttt/district/>.

**% of high school graduates who enroll in postsecondary programs**

This data is taken from the National Center for Education Statistics available at [http://nces.ed.gov/programs/digest/d10/tables/dt10\\_203.asp](http://nces.ed.gov/programs/digest/d10/tables/dt10_203.asp). The data lags two years behind the present. NC may consider revised sources or methods of collecting this data including contracting with the National Student Clearinghouse to gather this data at an LEA level. Note that in the RttT application, the '06 data was available. Since then, the '08 data was released increasing the state baseline from 65.6% to 66%.

**Average SAT composite for reading and math**

**(% of graduates taking)**

<http://www.ncpublicschools.org/docs/accountability/reporting/sat/2010/satreport2010.pdf>

Note: The element used for Average Score is “Total of Mean SAT Critical Reading and Math Scores” which is in the column with the header “M+CR”. The element used for % students taking is taken from the “% tested” column. This is an updated way to measure as compared to the posted Race to the Top application and includes both performance levels and participation rates.

**% of freshmen enrolled in at least one remedial course - UNC**

<http://www.northcarolina.edu/ira/ir/analytics/fresh.htm>.

- 1) All Public Schools from the First Drop Down
  - 2) UNC Freshman Measures as of Fall 2009 from report year drop down
  - 3) Freshman Performance Measures from the report drop-down
- and then click submit

This brings up a table and from that table we use row #16 data, which is % taking 1 or more remedial courses.

Note that this varies slightly from the original Race to the Top application data. Targets were set conservatively here because the historical analysis of this data show variation, which presumably is caused by adjusting definitions of remedial or changing collection methods. This data increased from 4.9 to 8.6 from 2008-2009

(including one school that jumped from 0 to almost 50%), which is presumable not a true change but a change in definitions of what courses are remedial. The UNC system has confirmed that this is the data source to use moving forward to measure remedial course reduction.

**% of freshmen enrolled in at least one remedial course - Community College**

Document from NC Community College System Office entitled *Developmental Enrollment of NC Public High School Graduates Enrolling at a NC Community College the Fall following Graduation - Classes of 2008 and 2009*. 67% represents all 2009 Public High School graduates enrolling at a North Carolina Community College in Fall 2009 who enrolled in a Developmental Reading, Developmental English, or Developmental Math course in Fall 2009 or Spring 2010.

**# of schools with a performance composite below 60%**

This data taken from <http://abcs.ncpublicschools.org/abcs/abcVol1List.jsp?pYear=2009-2010&pList=5&pListVal=2&GO=GO>. Data includes only schools that are identified as regular and excludes alternative schools, charter schools and schools that closed between 09-10 and 10-11. The rationale is to focus on school that have consistent and large school population and eliminate the risk of masking large scale change due to small schools, which in the case of alternative schools, may have student populations that change significantly throughout the school year. *Note that this data on conventional schools will be paired with the # of charter schools with a performance composite below 60% as well as # of alternative or unique schools with a performance composite below 60% to ensure all students are considered when analyzing progress.*

**The SBE will monitor the results from the validation of the educator evaluation process. Included in the validation study will be a correlation between student growth and teacher evaluation data and a focus on appropriate uses of data. The SBE will use results from the validation to inform goal setting around aggregate teacher effectiveness data in future years.**

After internal discussion, it is was determined that setting targets around current educator evaluation data would be premature given the roll-out of the tool is very much in process. Because the SBE expressed a desire to keep the evaluation tool on its high-level goals (connecting most directly the SBE priority goal *“Every teacher will have the skills to deliver 21st Century content in a 21st Century context with 21st Century tools and technology that guarantees student learning.”*), the SBE will monitor the results of the validation study of the tool and revisit setting goals around the teacher evaluation data in 2011-12.

**% of LEAs requiring a graduation project**

This data comes from a self-report. The methodology for collecting will likely be revised because the graduation project is being considered as an extra point indicator in the new accountability model. This data does not include an assessment of the fidelity to the graduation project implementation. In conducting this survey, we have determined that we need to collect information about who is requiring the graduation project at the school-level, which we currently do not have. Some LEAs do not require graduation projects throughout the districts but have individual high schools that do require a graduation project.

**Concentration and Algebra II Targets.**

NCWise query September 2010. This data was current from NC WISE as of June 30<sup>th</sup> 2010. This data may exclude summer school leading to graduation or additional updates to the data set post data pull. Towards reducing the number of targets, we are considering combining the concentration data into one overall concentration metric to use moving forward. Concentration data calculated from 3S1 calculations complete as of Dec 21 (42418 graduates concentrating in CTE/88,698 Graduates from the graduate survey).