



Getting **READY**





The central focus of **READY** is improving student learning ...

by enabling and ensuring **great teaching.**



**OUR
STUDENTS**



**OUR
TEACHERS**



PROJECT MAP



**New Standard
Course of Study**

●
**Balanced Assessment
System**

●
**New Accountability
Model**

Strong Leaders

A Fair Evaluation System

**Tools and Training to
Improve Practice**

Improved Supply of Teachers

**Support in Low-Achieving
LEAs and Schools**



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Learning and Accountability



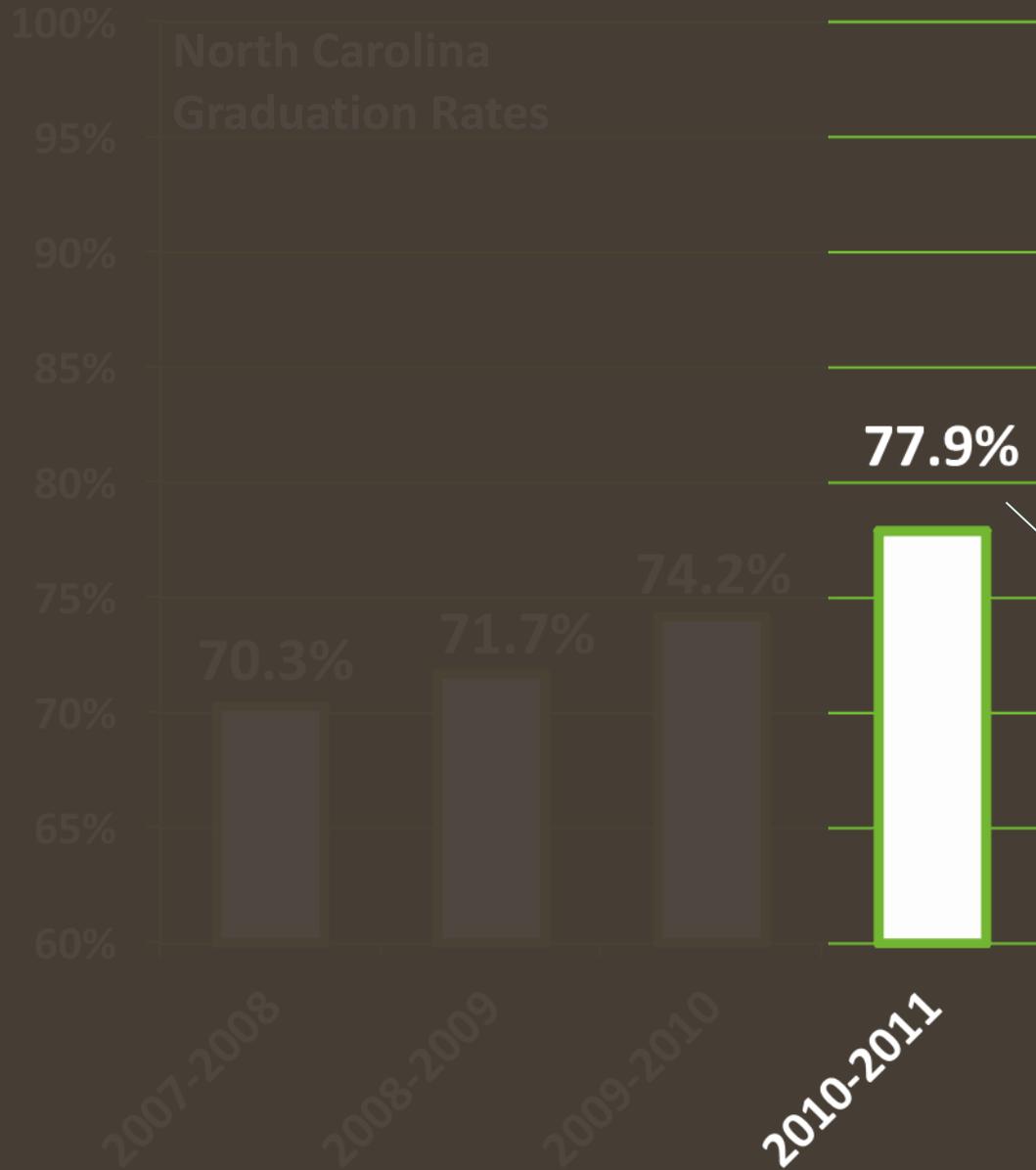
- College- and Career- Ready **Standards**
- A Balanced **Assessment System**
- A New School **Accountability Model**



Why New
Standards and
Accountability?

Why is this the right work right now?

Let's look at some data...



The data show very encouraging progress in North Carolina....

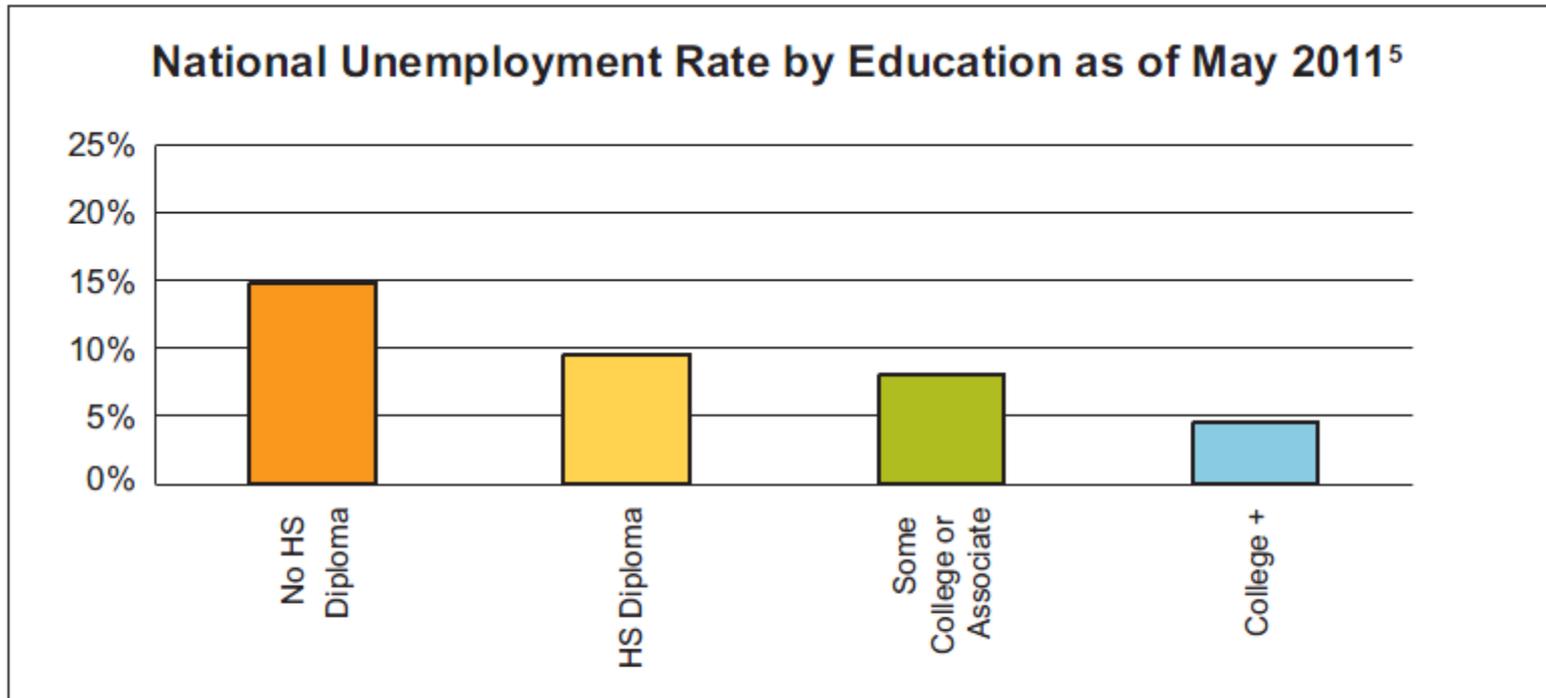
...at the same time, there is profound room for improvement.

$$77.9\% = \frac{85,986 \text{ graduated students}}{110,377 \text{ students that were eligible}}$$

$$110,377 - 85,986 =$$

24,391 students that could have graduated ***and didn't***

Graduating with knowledge and skills impacts students' future prospects



Bolster economic vitality: Nearly **1.3 million** students did not graduate from the nation's high schools in 2010; the lost lifetime earnings of that class of dropouts total **\$337 billion**.⁶

Why is this the right work right now?

Achievement gaps persist.

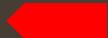
% of students graduating from High School within four years of entering the 9th grade.

Gender 10-11

American Indian	Female	74.7
Asian	Female	89.1
Black	Female	78.6
Hispanic	Female	72.3
Multi Racial	Female	80.8
White	Female	85.3
Total	Female	82.0
American Indian	Male	64.2
Asian	Male	84.5
Black	Male	64.0
Hispanic	Male	65.2
Multi Racial	Male	73.2
White	Male	79.6
Total	Male	73.5

% of students at or above achievement Level III in Reading and Mathematics in grades 3 through 8

10-11

American Indian	55.1%
Asian	78.2%
Black	48.5%
Hispanic	54.4%
Multi Racial	69.3%
Pacific Islander	63.7%
White	79.0%
Economically Disadvantaged	53.3% 
Not Economically Disadvantaged	82.2% 
Students with Disabilities	34.4%

Some of our students are
READY...not all of our
students.

...but we can do something
about it.

Learning and Accountability



- College- and Career- Ready **Standards**
- A Balanced **Assessment System**
- A New School **Accountability Model**

Why the Common Core?



- **Equity**
- **College and Career Readiness**
- **Comparability**
- **Sharing of Resources**
- **Economies of Scale**
- **Student Mobility**

Three Shifts in Mathematics



Shift 1

Focus

strongly where the standards focus

Shift 2

Coherence

think across grades and link to major topics within grades

Shift 3

Rigor

require conceptual understanding, procedural skill and fluency and application with intensity

Three Shifts in Literacy



Shift 1

Informational and Nonfiction

Building knowledge through content-rich nonfiction and informational texts

Shift 2

Evidence

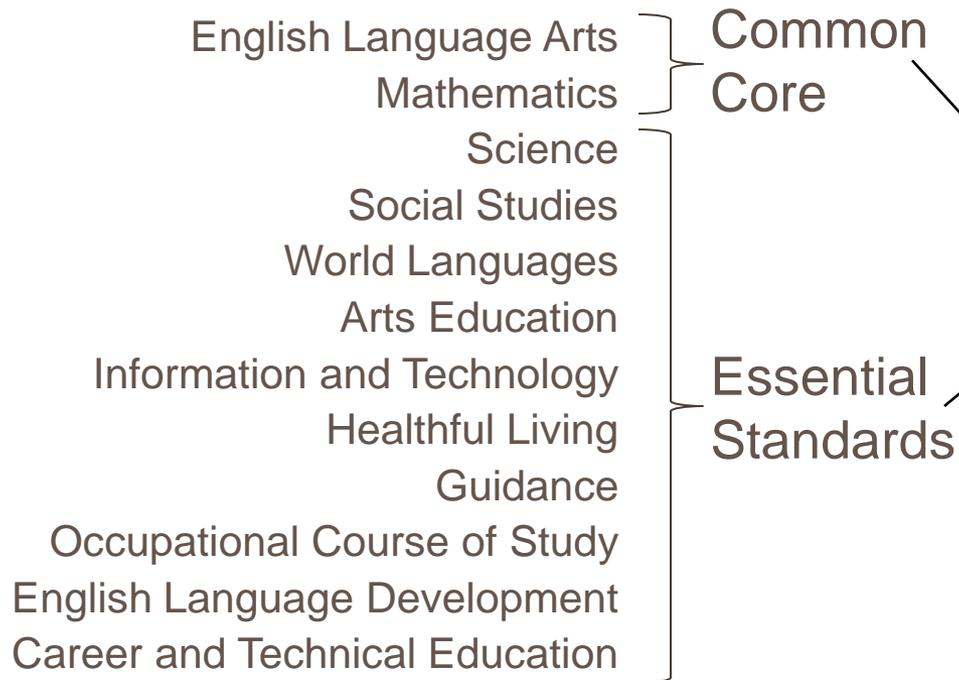
Reading and writing grounded in evidence from text

Shift 3

Complex Texts

Regular practice with complex text and its academic vocabulary

Meaningful Goals for NC Students



New Standard Course of Study

- Internationally-benchmarked
- When achieved, ensures students are ready for post-secondary education

Learning and Accountability



- College- and Career- Ready Standards
- A Balanced Assessment System
- A New School Accountability Model

Why do we assess students?



So we can know about our students...so we can ensure they grow and achieve.

Changing what we think of as “State Assessments”



Assessment for Learning: Formative Assessment and Continuous Checks for Understanding



While summative assessments are important for reflection, planning and accountability....

.....the assessments that actually change outcomes for students aren't delivered by the state in June...

They are delivered by teachers in August and throughout the year

Changing what we think of as “State Assessments”

Summative

This is what we've known



- Constructed Response
- + • Performance Tasks
- Computer Adaptive Testing

Interim Tools

Instructional Improvement System's flexible tools to

- Diagnose Needs
- Check Progress
- Use data

Formative Processes

- NCFALCON
- Online Writing Instruction
- NC DIGINs
- Professional Development around Formative Strategies

Assessment Time Line

For School Accountability



	Test	2012-2013	2013-2014	2014-15 on
New State Developed	Math 3-8	[Orange bar]		
	ELA 3-8	[Orange bar]		
	English II	[Orange bar]		SBE Decision
	Alg I/Int I	[Orange bar]		SBE Decision
	Biology	[Orange arrow]		
	Science 5 & 8	[Orange arrow]		
ACT	ACT	[Teal bar]		SBE Decision
SMARTER Balanced	Math 3-8*	In Development		[Green arrow]
	ELA 3-8*			[Green arrow]
	11 th Grade Math*			[Green arrow]
	11 th Grade ELA*			[Green arrow]

*2014-15 implementation of SMARTER assessments contingent upon board approval of assessments to replace the State-developed ELA and Math assessments.

Learning and Accountability



- College- and Career- Ready Standards
- A Balanced Assessment System
- A New School **Accountability** Model

Accountability

Purpose – Indicators – Key Ideas



Provide incentives and supports to

- **Improve Student Learning Outcomes**
- **Raise Graduation Rates**
- **Close Achievement Gaps**

3 Types of Indicators

Purpose – Indicators – Key Ideas



Performance Indicators

- *How well are students doing this year?*
- Lets parents know the overall performance of school
- **Examples:** Performance Composite, Graduation Rates

3 Types of Indicators

Purpose – Indicators – Key Ideas



Progress Indicators

- *How much progress are cohorts making from one year to the next on the performance indicators?*
- **Examples:** Change in graduation rate over time; Annual Measurable Objectives from NCLB

3 Types of Indicators

Purpose – Indicators – Key Ideas



Growth Indicators

- *Given where students start, how much was the school able to help them grow?*
- Not applied to cohort measures like graduation rate
- **Examples:** EVAAS; Longitudinal Growth Models

High School Indicators

End of Course Assessments

% of students proficient on Math I, Biology and English II assessments

ACT College Readiness Benchmarks

% of students who score well enough to have a 75% chance of getting a C or higher in their first credit-bearing college course

Graduation Rates

4-year: % of students who were freshmen in 2009-10 who graduated in 2012-13

5-year: % of students who were freshmen in 2008-09 who graduated by 2012-13

Future-Ready Core Completion

% of graduates who take and pass higher-level math classes

WorkKeys

% of graduates achieving the Silver level on the three WorkKeys assessments

Graduation Project

Schools that complete the Graduation Project achieving the standards of quality established in the process

Elementary and Middle School Indicators

End of Grade Assessments

% of students proficient on 3-8 Mathematics assessments

% of students proficient on 3-8 English Language Arts assessments

% of students proficient on 5th and 8th grade Science assessments

Elementary and Middle School Accountability

Purpose – Indicators – Key Ideas



Performance Indicators

End of Grade
3-8 Math

End of Grade
3-8 ELA

End of Grade
5 & 8 Science

Progress Indicators

Δ End of Grade
3-8 Math

Δ End of Grade
3-8 ELA

Δ End of Grade
5 & 8 Science

Growth Indicators

EVAAS
Growth
School-wide

High School School Accountability

Purpose – Indicators – Key Ideas



Performance Indicators

End of Course

ACT

Graduation Rates

Math Course Rigor

WorkKeys

Graduation Project

Progress Indicators

Δ End of Course

Δ ACT

Δ Graduation Rates

Δ Math Course Rigor

Δ WorkKeys

Growth Indicators

EVAAS
Growth
School-wide

Accountability and Support

Purpose – Indicators – Key Ideas



Performance Indicators

Progress Indicators

Growth Indicators

- **Schools will be accountable for all three types of indicators** at different levels of disaggregation (subject, subgroup, etc) through state-level reporting
- **Recognition and Support** will be targeted by triangulating these three indicators
- **Work with USED** around our ESEA Flexibility Requests may require updates

Accountability

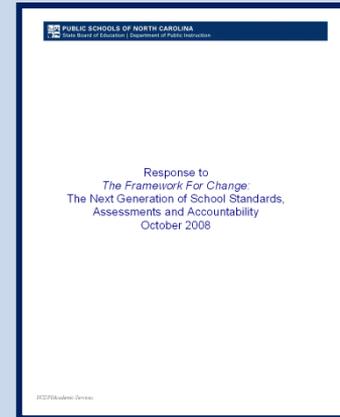
Purpose – Indicators – Key Ideas



- 1. Focused on Progress and Growth**
- 2. Less Labeling**
- 3. K-8: Similar Indicators • Higher Standards**
- 4. High School: New Indicators • Increased Expectations**
- 5. Simpler, Understandable Reporting**
- 6. Communication Tools**

We want a hallmark of the new 2012-13 accountability model to be performance and growth data that is

- **easy to understand**
- **useful**
- **easy to access**



Oct 2008: Response to the *Framework for Change* focused on **Transparency**

Some specific design features we are considering

- **A clean front interface** that starts only with the indicators
- **Scaffolding** that helps the user understand the actual meaning of the data (e.g. the use of “hover-over” or “click-into” web design so that users can get the facts on what each indicator is)
- **Inclusion of State (and District) Averages** on each report; additionally, the inclusion of targets (either state or federal)
- **Intuitive navigation on the website** that makes it obvious how to get to school performance data

Sample School

% of students proficient on Math I, Biology and English II assessments

For discussion purposes only.
Data is not actual data from a school or the state.

Click For Info	End of Course Assessments	74%
Click For Info	ACT College Readiness Benchmarks	46%
Click For Info	Graduation Rates	4 year 76%
		5 year 77%
Click For Info	Future-Ready Core	89%
Click For Info	WorkKeys Achievement	78%
Click For Info	Graduation Project	YES

Example For discussion purposes only. Data is not actual data from a school or the state.

End of Course Assessments

% of students proficient on Math I, Biology and English II assessments



We plan to include the state average on each of the 6 indicators so that the user can immediately see where the school is relative to others.

Data tools might additionally allow for a user to see where this school is relative to similar schools

Additionally, we are determining how to represent the new Annual Measurable Objectives (part of our ESEA Flexibility Request)



All Our Students...**READY**



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