



## 2000-2001 North Carolina ABC Results

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### Background

In 1995, members of the General Assembly decided that public schools in North Carolina were not improving fast enough. Legislators passed a law directing the State Board of Education to “examine the structure and functions of the state public school system with a view to improving student performance, increasing local flexibility and control, and promoting economy and efficiency”.

In response to that mandate, the State Board of Education developed the ABCs of Public Education. In 1996, the General Assembly gave the State Board of Education the authority to implement *The ABC Plan*, including authority to set student achievement goals. The plan centers on three components from which the name *ABC* is derived:

- 1) School-Based Accountability,
- 2) Testing of Basic Subjects, and
- 3) More Local Control.

Each year, student test results in reading, mathematics, writing, computer skills, and selected high school courses are analyzed to determine whether schools have met goals established in the accountability program. Schools meeting goals are given financial incentive awards that can be distributed as bonuses to the faculty.

### The ABC Accountability Plan

The ABC Accountability Program for elementary and middle schools focuses primarily on the average *growth* shown by groups of students on end-of-grade reading and mathematics tests. Average test results for a group of students at the end of one year are compared to the scores for those same students at the end of the prior year.

The State Board has established two levels of growth, Expected and Exemplary. Exemplary Growth is approximately 10% higher than Expected Growth.

Beginning in 2000-2001, writing scores are not included in the growth calculation for schools serving fourth-grade and seventh-grade students. A new baseline for writing is being established that includes writing scores for special education students.

The ABC Accountability Program for high schools is new this year. Previously, EOC index scores compared the achievement of one student group taking an EOC course to previous student groups who had taken the same EOC course at each school.

Beginning in 2000-2001, growth for high school students is determined by predicting how well each student group should perform based on the previous EOG and EOC test scores of the students in the group. Positive gain occurs when the actual EOC score for a group of students equals or surpasses the predicted score for the group.

## Growth Results

2000-2001 was the fifth year of ABC results for elementary and middle schools, and the fourth year of results for high schools. Since 1997-98, schools achieving exemplary growth/gain receive incentive bonuses equivalent to \$1500 per certified teacher and \$500 per teacher assistant. Bonuses for schools meeting expected growth are equivalent to \$750 per certified teacher and \$375 per teacher assistant.

### WCPSS Growth

*For elementary schools:*

- 63% achieved exemplary growth;
- 30% achieved expected growth but did not reach exemplary;
- 8% did not meet expected growth but showed adequate performance;
- None were low-performing.

*For middle schools:*

- 46% achieved exemplary growth;
- 29% achieved expected growth but did not reach exemplary;
- 25% did not meet expected growth but showed adequate performance;
- None were low-performing.

*For WCPSS high schools:*

- 53% achieved exemplary growth;
- 47% achieved expected growth but did not reach exemplary;
- None failed to meet expected growth;
- None were low-performing.

*For all WCPSS schools:*

- 58% achieved exemplary growth;
- 33% achieved expected growth but did not reach exemplary;
- 11% did not meet expected growth but showed adequate performance;
- None were low-performing.

### Statewide Growth

*For elementary, middle, and high schools:*

- 24% exceeded exemplary growth;
- 36% exceeded expected growth but did not reach exemplary;
- 39% did not meet expected growth but showed adequate performance;
- 1% were low performing.

Note: The Department of Public Instruction does not report results separately by level (elementary, middle, and high) because of the number of K-8 and K-12 schools across the state.

### Top Schools In The State

The ABC program gives special recognition to the 25 most improved K-8 schools and the ten most improved high schools in the state. "Most improved" means that those schools attained the state's highest values on the exemplary growth composite. In 2000-2001, four of the top 25 K-8 schools and two of the top ten high schools were WCPSS schools. Top-ranked WCPSS schools were Brassfield Elementary, Brooks Elementary, Leesville Road Elementary, Middle Creek Elementary, Green Hope High School, and Millbrook High School. Previous recognitions for most improved schools went to Weatherstone Elementary (1997), Adams Elementary (1999), Kingswood Elementary (2000), Poe Elementary (2000), Jeffrey's Grove Elementary (2000), and Lockhart Elementary (2000).

**Table 1: Number of NC Top 25 (K-8) and NC Top 10 (9-12) WCPSS Schools**

	1997	1998	1999	2000	2001
<b>Top 25 (K-8 Schools)</b>	1	0	1	4	4
<b>Top 10 (High Schools)</b>	0	0	0	0	2

Statewide, the percentage of all schools exceeding exemplary growth standards decreased from 45% in 2000 to 24% in 2001. The percentage of WCPSS schools exceeding the exemplary growth standard decreased from 75% to 58%. Table 2 shows the changes over the past five years in the number of schools in WCPSS participating in the ABC Accountability Program and in the percentage of schools achieving expected and exemplary growth.

**Table 2: WCPSS ABC Growth Results Summary for 1997-2001**

		Number of Schools in ABCs Program	Schools Meeting Exemplary Growth	Schools Meeting Expected Growth	Schools Not Meeting Expected Growth
<b>Elementary</b>	<b>1997</b>	67	27 (40%)	22 (33%)	18 (27%)
	<b>1998</b>	69	60 (87%)	7 (10%)	2 (3%)
	<b>1999</b>	69	45 (65%)	18 (26%)	6 (9%)
	<b>2000</b>	74	60 (81%)	8 (11%)	6 (8%)
	<b>2001</b>	78	49 (63%)	23 (30%)	6 (8%)
<b>Middle</b>	<b>1997</b>	20	11 (55%)	4 (20%)	5 (25%)
	<b>1998</b>	20	16 (80%)	3 (15%)	1 (5%)
	<b>1999</b>	20	18 (90%)	1 (5%)	1 (5%)
	<b>2000</b>	22	10 (45%)	7 (32%)	5 (23%)
	<b>2001</b>	24	11 (46%)	7 (29%)	6 (25%)
<b>High</b>	<b>1997</b>	0	N/A	N/A	N/A
	<b>1998</b>	12	6 (50%)	5 (42%)	1 (8%)
	<b>1999</b>	13	13 (100%)	0 (0%)	0 (0%)
	<b>2000</b>	13	12 (92%)	1 (8%)	0 (0%)
	<b>2001</b>	15	8 (53%)	7 (47%)	0 (0%)
<b>Alternative</b>	<b>1997</b>	0	N/A	N/A	N/A
	<b>1998</b>	0	N/A	N/A	N/A
	<b>1999</b>	0	N/A	N/A	N/A
	<b>2000</b>	3	2	1	0
	<b>2001</b>	3	1	2	0
<b>Total WCPSS Schools</b>	<b>1997</b>	87	38 (44%)	26 (30%)	23 (26%)
	<b>1998</b>	101	82 (81%)	15 (15%)	4 (4%)
	<b>1999</b>	102	76 (75%)	19 (19%)	7 (7%)
	<b>2000</b>	112	84 (75%)	17 (15%)	11 (10%)
	<b>2001</b>	120	69 (58%)	39 (33%)	12 (11%)

**Performance Results**

A composite performance measure is calculated for all schools under the ABC accountability plan, but performance is not used as a criterion for awarding incentive funds to schools. Schools *do* receive the designations *School of Excellence* or *School of Distinction* if sufficient numbers of students score above grade level on End-of-Grade (EOG), End-of-Course (EOC), Writing, and Computer Skills tests.

All scores on North Carolina tests are grouped into four levels. *Level I* and *Level II* scores are considered below grade level and indicative of a student’s need for additional help before he or she can be successful in the next grade level or prior to more advanced coursework. *Level III* scores mean that students are well-prepared for the next grade level or a higher level course, and *Level IV* scores are indicative of performance well above that needed for success in the next grade level or course.

If 90% or more of the scores achieved by the students in a school on mandated tests are in Levels III or IV, and if the school exceeds expected growth requirements, the school is designated as a *School of Excellence*. If 80-89% of the scores on mandated tests are in Levels III or IV, regardless of whether growth targets are met, the school is designated as a *School of Distinction*. Table 3 compares the number of schools in each category of ABC Performance results from 1997 to 2001.

**Table 3: ABC Performance Results Summary, 1997-2001**

	WCPSS					NC				
	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001
<b># of Schools in ABCs Program</b>	87	101	102	109	117	1,631	1,719	2,000	2,115	2,088
<b>Schools of Excellence (90% or more in Level III/IV)</b>	0 0%	5 5%	8 8%	9 8%	30 26%	12 1%	24 1%	47 2%	73 4%	171 8%
<b>Schools of Distinction (80%-90% in Level III or IV)</b>	27 31%	35 35%	39 38%	55 50%	53 45%	158 10%	290 17%	411 21%	510 24%	640 30%

Note 1: Beginning in 1998, the number of NC schools includes charter schools and alternative schools.

Note 2: WCPSS results do not include the three alternative schools.

Note 3: High schools were not included in the 1997 ABCs accountability program.

Performance composites for WCPSS schools in the 2000-2001 school year ranged from 64% to 98%. As shown in Table 3, the percentage of WCPSS schools achieving the School of Excellence or School of Distinction designation rose significantly, reaching 71% in 2001, up from 57% in 2000. Statewide, only 38% of schools achieved one of these designations.

Fourth- and seventh-grade writing scores for 2000-2001 are included in the performance composite, but are not in the growth calculation. Special education students pursuing a functional curriculum, as measured by the NC Alternate Assessment Portfolio, are also included in this performance composite.

## **Alternative Schools**

WCPSS' three alternative schools (Phillips High, Longview, and Mount Vernon Redirection) serve special populations of students. When appropriate, all three schools give EOG and EOC tests to their students. However, the number of tests for a particular grade level or subject is often too small to be considered statistically reliable under the ABCs program. Therefore, from 1997 to 1999, the State Board of Education tied recognition and incentive awards for alternative schools to those schools sending them students. Beginning with the 1999-2000 school year, the State Board of Education instituted a new policy, HAS-C-013, requiring that the ABCs for Alternative Schools be based on the following factors:

- three mandated achievement-based components (EOG or EOC test results, NC Comprehensive Test results, and change in competency passing rate (from end of 8<sup>th</sup> grade to end of 10<sup>th</sup> grade), and
- three local options, based on a school's mission or Improvement Plan, to complement the mandated components.

For school year 2000-2001, Phillips High School met the three local options and two of the three achievement-based components; therefore, Phillips was designated as showing exemplary growth. Longview School and Mount Vernon Redirection met the three local options but not the achievement-based components and were designated as showing expected growth.

## **Appendices**

Appendices show ABC growth designations and performance composites for WCPSS schools for five school years, 1997-2001. Performance composites are the percentage of all state-required EOG reading and math tests, EOC tests, Writing tests, Computer Skills tests, and Special Education Portfolios on which students scored at *Level III* or *Level IV*. (Note: Portfolio assessments were added to the performance calculation in 2000-2001, and writing tests in grades 4 and 7 were removed from the growth calculation.)







## Appendix B: ABC Results For WCPSS Middle Schools

	Growth Composite					Performance Composite				
	1997	1998	1999	2000	2001	1997	1998	1999	2000	2001
Apex Middle	++	++	++	++	++	80.3	80.0	84.7	86.5	91.9
Carnage Middle	-	++	++	++	+	67.5	74.0	80.8	78.0	80.4
Carroll Middle	++	++	++	++	-	78.5	81.6	84.6	83.5	82.1
Centennial Middle	N/A	N/A	N/A	N/A	-	N/A	N/A	N/A	N/A	81.9
Daniels Middle	+	++	++	+	+	76.6	76.6	81.0	81.2	85.9
Davis Drive Middle	++	++	++	++	++	82.3	89.4	91.0	90.5	93.3
Dillard Drive Middle	N/A	N/A	N/A	+	++	N/A	N/A	N/A	84.0	87.7
Durant Road Middle	++	++	++	+	++	85.2	86.3	88.2	88.7	91.5
East Cary Middle	++	++	++	-	++	84.2	89.4	90.4	85.8	86.9
East Garner Middle	-	+	++	-	++	64.4	66.4	74.5	71.5	77.3
East Millbrook Middle	-	+	++	-	-	62.6	72.2	75.9	74.2	79.3
East Wake Middle	-	++	++	-	+	67.8	78.6	77.0	72.2	75.9
Fuquay-Varina Middle	-	++	+	+	-	66.3	69.0	78.1	77.2	82.7
Leesville Road Middle	++	++	++	++	++	81.2	82.8	87.8	88.6	90.2
Ligon Middle	++	++	++	++	+	77.1	78.3	84.6	88.3	91.2
Lufkin Road Middle	N/A	N/A	N/A	++	++	N/A	N/A	N/A	93.9	94.4
Martin Middle	++	++	++	+	+	81.8	83.2	87.2	86.4	86.9
North Garner Middle	+	+	-	+	-	67.0	69.3	72.6	73.4	68.5
Wake Forest-Rolesville	++	++	++	++	-	73.9	79.1	81.5	85.2	82.4
Wakefield Middle	N/A	N/A	N/A	N/A	++	N/A	N/A	N/A	N/A	86.6
West Cary Middle	++	++	++	++	+	82.1	81.4	88.8	89.2	90.5
West Lake Middle	+	++	++	++	++	85.4	89.6	92.0	91.9	93.9
West Millbrook Middle	++	++	++	+	++	78.7	81.9	82.2	83.9	88.9
Zebulon Middle	+	-	++	-	+	67.2	68.0	75.3	77.7	78.8
Key: ++ Met expected and exemplary - Did not meet expected performance + Met expected, but did not meet exemplary NA Did not have students in grades 3-8										
Note: Performance Composite includes special education portfolios in 2001.										

