

**ORANGE COUNTY  
BOARD OF EDUCATION**

**AGENDA ITEM ABSTRACT**

**Meeting Date:** November 12, 2013

**AGENDA ITEM No.** 13-11-14

**ACTION: (Y/N)** N

**SUBJECT:** Testing Results for 2012-2013

**INFO. CONTACT:** Dr. Denise Morton, Dr. Mary Calhoun **PHONE:** (919) 732-8126

**ATTACHMENTS:**

1. NCDPI News Release – October 3, 2013
2. 2013 READY Accountability Background Brief
3. Parent Letter explaining test results
4. 2012-2013 Testing Results Power Point
5. Orange County Schools 2012-2013 State Testing Results Chart

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**PURPOSE:** To provide the Board of Education for informational purposes the school district's 2012-2013 state testing results for their review and discussion.

**BACKGROUND:** The 2012-2013 testing results were released by the State Board of Education on November 7, 2013. The reports for test scores were delayed for the 2012-2013 school year due to the state needing time to establish new proficiency cut scores and achievement level indicators based on new standards and new assessments that were implemented for the first time in 2012-2013. . Based on NC DPI analyses, schools and parents will see drops as high as 30 to 40 percentage points in terms of the percentage of students scoring proficient or above. It is important to remember that past test scores are not comparable to the new tests results.

The 2012-2013 school year is to be considered a transition year for student performance results as there are no consequences for students or schools. Assessments results will count for the first time in the 2013-2014 school year. The 2013-2014 school year also is the first year for implementation of the General Assembly's A-F school performance grades. The new grades will be reported for each public school and each charter school in the fall of 2014.

Orange County Schools had ten of its twelve traditional schools meet or exceed growth. The district met all of its state and federal targets in reading grades 3-8, science grades 5 & 8, math grades 3-8, and reading grade 10. The overall total percentage of state targets met was 86.5% and the overall total percentage of federal targets met was 92.1.

**FINANCIAL IMPACT:** none

**RECOMMENDATION:** The Superintendent recommends that the Board of Education receive for information the 2012-2013 state testing results.



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NEWS RELEASES



## NEWS RELEASES 2013-14

NEWS RELEASES 2013-14 :: OCTOBER 03, 2013

### STATE BOARD OF EDUCATION APPROVES HIGHER PROFICIENCY STANDARDS; NEW ACHIEVEMENT LEVELS SET FOR EOG/EOC ASSESSMENTS

**NOTE ::** Various file formats are used on this page that may require download. **If larger than 1mb**, it will take longer to download. For instructions or more information, please visit our [download page](#).

North Carolina students now have a higher proficiency standard to meet on the state's end-of-grade and end-of-course tests. New standards today were approved by the State Board of Education to bring expectations for student performance in line with current career and college expectations.

When the 2012-13 test results are provided to parents, schools and districts in November, results will be much lower than North Carolina has seen for a number of years. Local school and district scores will be released on Thursday, Nov. 7, at the State Board of Education's monthly meeting in Raleigh.

"The test results from last year will give us a baseline measurement for our students as we move forward," said State Superintendent June Atkinson. "We fully expect proficiency levels to steadily increase as teachers and students acclimate to the new content standards and expectations. Other states, most notably Kentucky and New York, have had the same experience in raising standards and have seen a bounce back in subsequent years."

State Board of Education Chairman Bill Cobey noted that it is important for North Carolinians to have assessments that give everyone a clear picture of how well students are prepared for today's jobs and careers. "It is important for us to stand behind our students and teachers," he said. "We know that, with our support, they will rise to meet these new expectations."

The process of establishing cut scores on each end-of-grade test came after weeks of analysis and work with classroom teachers to identify standard levels. The goal is to sharpen the focus on what students need to be successful after high school graduation. In the past, North Carolina's achievement levels were more focused on what students needed to be successful at the next grade level.

Based on NC Department of Public Instruction analyses, schools and parents will see drops as high as 30 to 40 percentage points in terms of the percentage of students scoring proficient or above. For students, these scores will not affect their grades or their current placement. The 2012-13 school year is considered a transition or baseline year for these new assessments and the state's new accountability model.

"North Carolina students didn't lose ground in their learning last year, but they are being measured against a higher standard with more rigorous expectations for applying knowledge and skills to real-world problems," said State Superintendent Atkinson. "In order for our students to be competitive upon graduation, we have an obligation to expect more from them."

The 2012-13 assessment results are not comparable to prior years' scores. The tests are different and measure new content standards. North Carolina's revised *Standard Course of Study* was implemented for the first time in 2012-13. The assessments reflected in the new standards were given to students for the first time in the 2012-13 school year.

The anticipated statewide impact of the new proficiency standards is illustrated in this [chart \(xls, 55kb\)](#). The chart shows the percentage of students likely to be proficient by grade level and assessment. Actual results at school and district levels will vary. North Carolina students take state assessments in English Language Arts and mathematics in grades 3-8; science end-of-grade assessments in grades 5 and 8; and three high school courses - Algebra I/Math I; Biology and English II.

HOT TOPICS

FACTS AND STATISTICS

DPI / SBE

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EMAIL NEWS



# 2013 READY Accountability Background Brief

North Carolina has been a pioneer in school accountability since 1996, which was the first year of the state's initial school accountability model called the ABCs of Public Education. This model measured student academic growth and the performance of schools statewide. Since those early days of school-based accountability, North Carolina educators and leaders have learned a great deal about how to measure and improve student and school performance.

Fueled by this knowledge, the State Board of Education in 2008 adopted a landmark document, *A Framework for Change: The Next Generation of Assessments and Accountability*. This document directed the Department of Public Instruction to undertake a comprehensive overhaul of the state's *Standard Course of Study*, the student assessment program and the school accountability model. North Carolina was one of the first states to tackle such an ambitious reform agenda.

The Board's adoption of this new direction initiated four years of work involving hundreds of North Carolina educators and other stakeholders. This work resulted in

- a new **Standard Course of Study** in all subjects and grade levels that focused on the critical, most essential skills and knowledge students need. The Common Core State Standards in English language arts and mathematics are now North Carolina's content standards in these two subjects. All other subject areas are addressed under the NC Essential Standards. Both were implemented in classrooms for the first time in 2012-13.
- new student assessments aligned to the revised **Standard Course of Study** and given for the first time in the 2012-13 school year.
- a new school accountability model focused on career and college readiness measures. The new measures will be reported for the first time in November based on the 2012-13 school year performance. The NC General Assembly's A-F school performance grades will be reported for the first time in the fall of 2014 based on the 2013-14 school year results.

These three pieces comprise North Carolina's READY initiative. This work centers on the state's move to more rigorous standards and measures designed to help students be ready for anything they choose to pursue after high school graduation.

Today, North Carolina's curriculum is focused on the most critical knowledge and skills that students need to learn. Corresponding assessments include more open-ended questions and real-world applications of student learning. In some cases, students are taking online assessments rather than pencil and paper tests. The focus has shifted from only grade-level readiness to career and college readiness, too. In practical terms, this means students are expected to master more difficult material earlier in school, to solve problems that are real-world questions and to express their ideas clearly and with supporting facts. Overall, the new standards and assessments are more rigorous to ensure that when students master them they are ready to compete in today's economy and participate in society.

During the standard-setting process over the summer of 2013, approximately 200 classroom teachers worked together to set new achievement levels. These levels represent a much higher bar for students to reach, and State Board of Education members noted this in October when they approved the new achievement level standards. Analysis of the impact of the new achievement level standards shows that North Carolinians can expect to see lower scores in 2013 than the state has seen recently.

## TIMELINE

**JUNE 28** – Local school systems submit ungraded test data to the NCDPI.

**JULY-AUGUST** – Approximately 200 classroom teachers and an objective, third-party vendor follow standard-setting process.

**OCTOBER** – State Board of Education approves proficiency cut scores and achievement level indicators. New standards are applied to student test forms and analyses are run on school-level results.

**NOV. 7** – READY accountability report presented at State Board of Education meeting for approval. Accountability report available online.

**NOV. 7-21** – Local districts submit data change requests.

**DEC. 5** – State Board of Education approves final changes to READY and AMO accountability results.

Here are the state assessments that students take:

GRADE	ENGLISH LANGUAGE ARTS (ELA)	MATHEMATICS	SCIENCE	OTHER
3	End-of-Grade	End-of-Grade	–	–
4	End-of-Grade	End-of-Grade	–	–
5	End-of-Grade	End-of-Grade	End-of-Grade	–
6	End-of-Grade	End-of-Grade	–	–
7	End-of-Grade	End-of-Grade	–	–
8	End-of-Grade	End-of-Grade	End-of-Grade	ACT® Explore
9	–	Math I	–	–
10	English II	–	Biology	ACT Plan
11	–	–	–	The ACT
12	–	–	–	ACT WorkKeys

Here are the measures that are included in North Carolina's accountability reports:

ELEMENTARY/MIDDLE SCHOOL INDICATORS			HIGH SCHOOL INDICATORS	
3rd Grade ELA	3rd Grade Math	5th Grade Science	<b>ASSESSMENTS</b>	<b>OTHER MEASURES</b>
4th Grade ELA	4th Grade Math	8th Grade Science	Biology	4-year and 5-year Graduation Rates
5th Grade ELA	5th Grade Math		English II	Math Course Rigor
6th Grade ELA	6th Grade Math		Alg I/Math I	
7th Grade ELA	7th Grade Math		The ACT	
8th Grade ELA	8th Grade Math		The WorkKeys	

Schools will continue to be measured against Annual Measurable Objectives (AMO) as those are a requirement of the Elementary and Secondary Education Act (ESEA), formerly known as No Child Left Behind. This is to ensure that attention remains focused on closing performance gaps among student subgroups. AMO are a series of performance targets that states, school districts and specific subgroups of students must achieve each year to meet the federal law's requirements. AMO targets are available online at <http://goo.gl/R2OLGA>.

As part of the ESEA Flexibility Waiver, granted by the U.S. Department of Education, there also are state targets to measure progress in areas that do not have federal AMO.

The 2012-13 school year is to be considered a transition year for student performance results as there are no consequences for students or schools. Assessment results will count for the first time in the 2013-14 school year. The 2013-14 school year also is the first year for implementation of the General Assembly's A-F school performance grades. The new grades will be reported for each public school and public charter school in the fall of 2014.

### K-8 READY Accountability Model Components

- Statewide accountability testing is done in grades 3-8 only. For students in grades K-2, special age-appropriate assessments are used to chart students' academic progress and are not included in the READY accountability model.
- End-of-grade assessments in reading and mathematics in grades 3-8 and science assessments in grades 5 and 8 are counted for academic growth and performance. Only reading and mathematics are used for the federally-

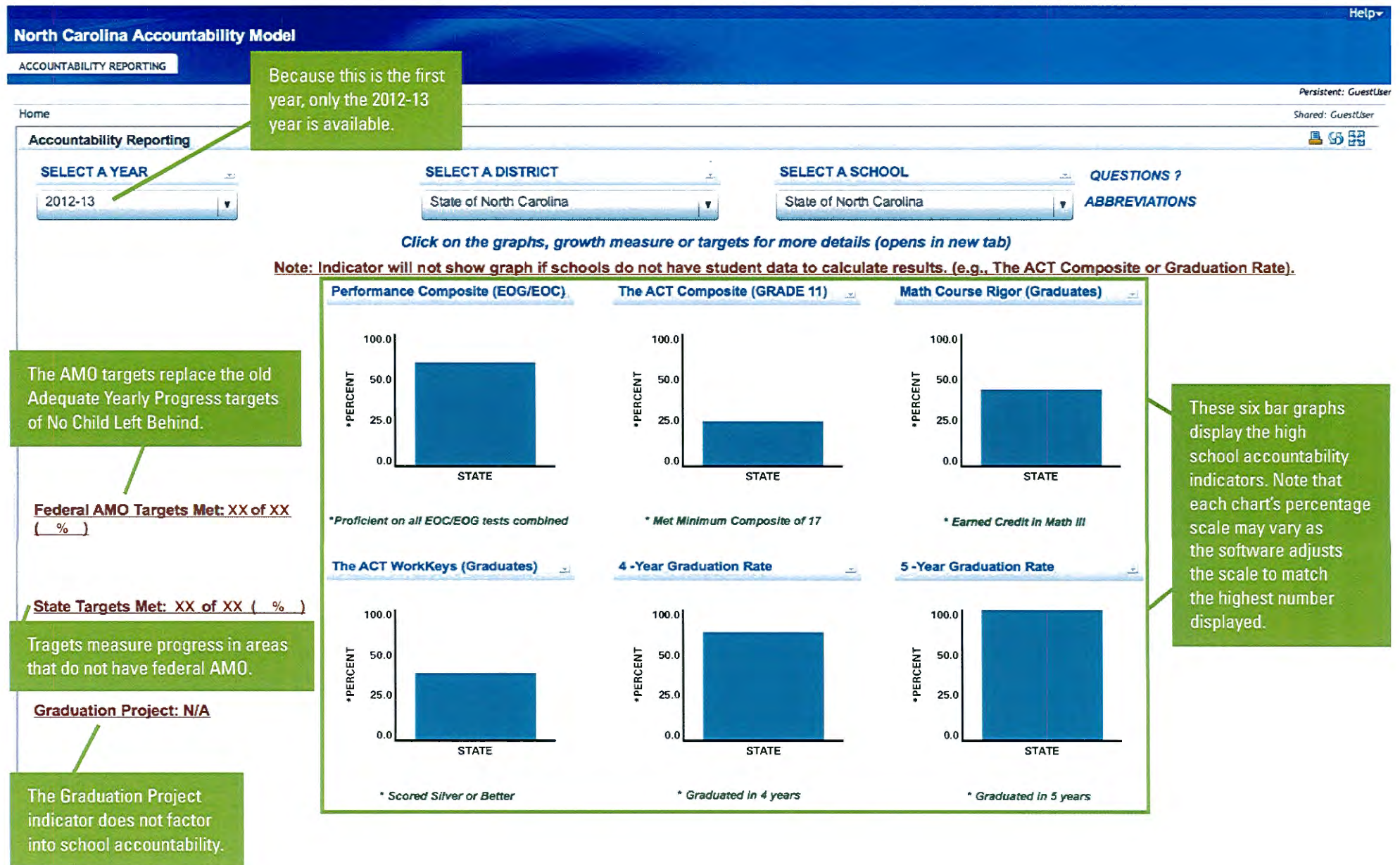
required AMO. NCEXTEND1 and NCEXTEND2 are alternate assessments for certain students with disabilities (included in performance and AMO only, not in growth).

### High School READY Accountability Model Components

- **End-of-Course Tests** – Student performance on three end-of-course assessments: English II, Biology and Math I is counted for growth, performance and AMO. NCEXTEND1 and NCEXTEND2 are alternate assessments for certain students with disabilities and are included in performance and AMO only, not in growth.
- **The ACT** – The percentage of students meeting the UNC admissions requirement of a composite score of 17.
- **Graduation Rates** – The percentage of students who graduate in four years or less and five years or less.
- **Math Course Rigor** – The percentage of graduates taking and passing high-level math courses such as Algebra II or Integrated Math III.
- **ACT WorkKeys** – For Career and Technical Education concentrators (students who have earned four CTE credits in a career cluster), the percentage of concentrator graduates who were awarded a Silver Level Career Readiness Certificate based on ACT WorkKeys assessments.
- **Graduation Project** – The accountability report will note whether or not a school requires students to complete a graduation project.

## Report Format – What You Will See On The Web

### STATE RESULTS



Home

Persistent: GuestUser

Shared: GuestUser

Accountability Reporting

SELECT A YEAR

2012-13

SELECT A DISTRICT

SELECT A SCHOOL

QUESTIONS ?

ABBREVIATIONS

Click on the graphs, growth measure or targets for more details (opens in new tab)

Note: Indicator will not show graph if schools do not have student data to calculate results. (e.g., The ACT Composite or Graduation Rate).

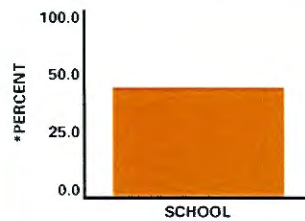
Meets Expected Growth

Federal AMO Targets Met: XX of XX  
( % )

State Targets Met: XX of XX ( % )

Graduation Project: N/A

Performance Composite (EOG/EOC)



\* Proficient on all EOC/EOG tests combined

The ACT Composite (GRADE 11)

\* Met Minimum Composite of 17

Math Course Rigor (Graduates)

\* Earned Credit in Math III

The ACT WorkKeys (Graduates)

4 -Year Graduation Rate

\* Graduated in 4 years

5 -Year Graduation Rate

\* Graduated in 5 years

\* Scored Silver or Better

K-8 will only have the performance composite graph available. The five other indicators only apply to high schools.

# North Carolina Accountability Model

ACCOUNTABILITY REPORTING

Help

Home

Persistent: GuestUser

Shared: GuestUser

## Accountability Reporting

SELECT A YEAR

2012-13

SELECT A DISTRICT

SELECT A SCHOOL

QUESTIONS ?

ABBREVIATIONS

Click on the graphs, growth measure or targets for more details (opens in new tab)

Note: Indicator will not show graph if schools do not have student data to calculate results. (e.g., The ACT Composite or Graduation Rate).

Academic Growth information is available by clicking on this link.

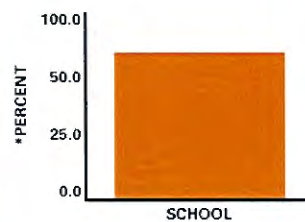
Does Not Meet Expected Growth

Federal AMO Targets Met: XX of XX ( % )

State Targets Met: XX of XX ( % )

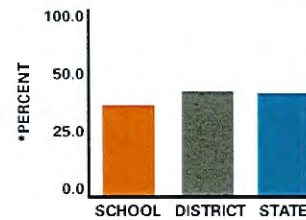
Graduation Project: NO

### Performance Composite (EOG/EOC)



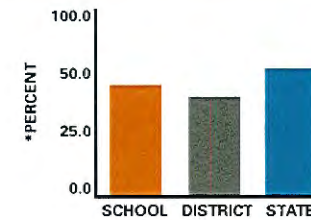
\* Proficient on all EOC/EOG tests combined

### The ACT Composite (GRADE 11)



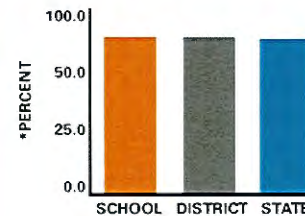
\* Met Minimum Composite of 17

### Math Course Rigor (Graduates)



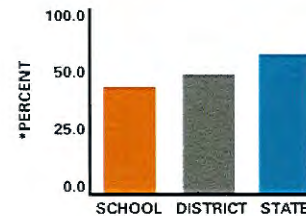
\* Earned Credit in Math III

### The ACT WorkKeys (Graduates)



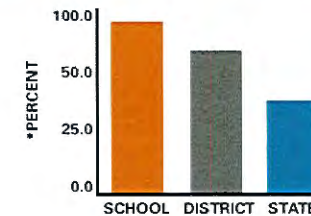
\* Scored Silver or Better

### 4 -Year Graduation Rate



\* Graduated in 4 years

### 5 -Year Graduation Rate



\* Graduated in 5 years

By clicking on these charts, viewers can see more detailed information.

## Understanding the Three Accountability Measures

- **Performance Composite** – The percentage of the student test scores in the school that are at Achievement Level 3 or 4, which is considered grade-level proficiency or above.
- **Growth** – An indication of the rate at which students in the school learned over the past year. The standard is roughly equivalent to a year's worth of growth for a year of instruction. Growth is reported for each school as Exceeded Growth Expectations, Met Growth Expectations, or Did Not Meet Growth Expectations.
- **AMO Status** – Whether the students in the school as a whole and in each identified subgroup met the performance targets set by the state with the goal of reducing the percentage of non-proficient students by one-half within six years. The purpose of this is to maintain a spotlight on performance gaps among groups of students so that these gaps can be closed over time. The reading and mathematics targets meet the federal requirements, and there are additional state targets for science, The ACT, ACT WorkKeys, and math course rigor. The graduation rate targets fulfill some federal requirements and some state requirements.

## RESOURCES

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**READY INITIATIVE** – <http://www.ncpublicschools.org/ready/>

**READY ANIMATION** – The animated READY logo tells the story of why North Carolina has raised standards in public schools in a 2.5 minute video clip. [http://www.youtube.com/watch?v=HCNYt5\\_K6CU&feature=youtu.be](http://www.youtube.com/watch?v=HCNYt5_K6CU&feature=youtu.be)

**NORTH CAROLINA STANDARD COURSE OF STUDY** – <http://www.ncpublicschools.org/curriculum/>

**TESTING PROGRAM GENERAL INFORMATION AND POLICIES** –

<http://www.ncpublicschools.org/accountability/policies/geninfopoliciesindex>

**RELEASED TEST FORMS AND ANSWER KEYS FOR END-OF-GRADE AND END-OF-COURSE TESTS** –

Parents and educators can see firsthand the rigor of questions on the assessments.

<http://www.ncpublicschools.org/accountability/testing/releasedforms>

## 2013 READY INFORMATION CONTACTS

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**READY ACCOUNTABILITY/BASIS FOR STATUS** – Accountability Services Division, Tammy Howard, Director, 919.807.3787

**COMMUNICATIONS AND GENERAL INFORMATION** – Communication and Information Services,  
Vanessa Jeter, Director, 919.807.3450

**READY DATA BY SCHOOL/DISTRICT/STATE AND PRESS RELEASE** – <http://www.ncpublicschools.org/accountability/reporting>

**DEPARTMENT OF PUBLIC INSTRUCTION** – <http://www.ncpublicschools.org>



# Orange County Schools

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Gerri Martín Ed.D.  
Superintendent

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November 7, 2013

Dear Parents and Families,

On November 7, 2013, the North Carolina Department of Public Instruction released the State's 2012–2013 test results. Looking at the results, parents and staff will see that fewer students have achieved a Level 3 or a Level 4 than in previous years. This is because the state changed the expectations for students when they adopted the Common Core State Standards in English Language Arts and Mathematics and the Essential Standards in Science in 2010. The State Board of Education adopted new standards because it wants all students to be on track for success in college and career when they graduate from high school.

An Individual Student Report (ISR) of your child's 2012–2013 test scores is attached to this letter. The test results will help you and your school address the learning needs of your child so that he or she gets and/or stays on track for college and career success. As you review your child's score report, remember that test scores should always be considered along with all other available information provided about your child. Any standardized test score is just a single indicator of student performance and just one piece of the educational picture in a school district. Your child's teacher can best describe your child's performance on the tests in addition to specific strengths and weaknesses observed throughout the school year.

All of us want our students to have the skills and knowledge to be successful in college and careers. It is an honor to work for you and your child every day to provide the best possible educational opportunities for the students of North Carolina.

Sincerely,

Dr. Gerri Martín  
Superintendent

# **2012-2013 TESTING RESULTS NOVEMBER 12, 2013**

Dr. Mary Calhoun  
OCS Accountability & Testing

## **Orange County Schools Data Analysis 2012-13 End of Year Assessment Results**

- ▣ 3/12 Schools exceeded state growth status
- ▣ 7/12 Schools met state growth status
- ▣ 12 Schools met 84% or higher of federal targets
- ▣ 4 year cohort graduation rate was 82.5%
- ▣ 5 year cohort graduation rate was 87.4%
- ▣ District met 100% of state targets in:
  - Reading Grades 3-8 (18/18)
  - Math Grades 3-8 (18/18)
  - Science Grade 5 (17/17)
  - Science Grad 8 (17/17)
  - Reading Grade 10 (14/14)
  - Current Year EOC (9/9)
  - Attendance (1/1)
  - ACT WorkKeys (9/9)

\*Central Elementary met 100% of state targets in Science after only one year of implementing the Engineering is Elementary program.

**Orange County Schools  
Data Analysis  
2012-13 End of Year Assessment Results**

- ☐ District met 100% of federal targets in:
  - Reading Grades 3-8 (16/16)
  - Math Grades 3-8 (16/16)
  - Reading Grade 10 (12/12)
  - Attendance (1/1)
- ☐ All 7 Elementary Schools met 100% of Participation Targets
- ☐ All 3 Middle Schools and Partnership Academy met 100% of Participation Targets

**Orange County Schools  
Data Analysis  
2012-13 End-of-Year Assessment Results**

District met 86.5% (122/141) of State Targets and 92.1% (58/63) of Federal Targets

State Targets missed: 10<sup>th</sup> Grade Math

- Hispanic (Proficiency)
- White (Proficiency)
- Economically Disadvantaged (Proficiency)

11<sup>th</sup> Grade Science

- Economically Disadvantaged (Participation & Proficiency)
- Students with Disabilities (Participation)
- Black (Proficiency)
- Hispanic (Proficiency)

**Orange County Schools  
Data Analysis  
2012-13 End-of-Year Assessment Results**

ACT

All (Participation)  
Black (Participation)  
Hispanic (Participation)  
White (Participation)  
Economically Disadvantaged  
(Participation)  
Students with Disabilities (Participation)

Math Course Rigor

All  
Black  
Economically Disadvantaged

Graduation Rate

Economically Disadvantaged  
Students with Disabilities

**Orange County Schools  
End of Year Growth  
Results 2012-2013**

### End of Year Growth Results 2012-2013 Elementary Schools

<i>School</i>	<i>Perf. Comp 11-12</i>	<i>Perf. Comp. 12-13</i>	<i>State Targets Met</i>	<i>%</i>	<i>Fed. Targets Met</i>	<i>%</i>	<i>EOG Growth Status 2011-12</i>	<i>EOG Growth Status 2012-13</i>
District - Orange County	81.4	49.9	122/141	86.5	58/63	92.1		
Central Elementary	60.9	38.9	20/21	95.2	18/19	94.7	Not Met	Met
Cameron Park Elementary	87.8	65.1	37/37	100	25/25	100	Met	Exceeds
Efland Cheek Elementary	69.4	28.5	24/31	77.4	24/25	84.0	Not Met	Not Met
Grady A. Brown Elementary	82.6	57.4	27/27	100	17/17	100	Met	Met
Hillsborough Elementary	89	66.3	25/25	100	15/15	100	Met	Met
New Hope Elementary	77.4	47.6	37/37	100	25/25	100	Met	Exceeds
Pathways Elementary	80.8	47.0	27/29	93.1	21/21	100	Met	Met

### End of Year Growth Results 2012-2013 Middle Schools

<i>School</i>	<i>Perf. Comp 11-12</i>	<i>Perf. Comp. 12-13</i>	<i>State Targets Met</i>	<i>%</i>	<i>Fed. Targets Met</i>	<i>%</i>	<i>EOG Growth Status 2011-12</i>	<i>EOG Growth Status 2012-13</i>
A.L.Stanback Middle	81.4	48.9	47/48	97.9	28/29	96.6	Met	Not Met
C.W. Stanford Middle	86	56.1	41/42	97.6	24/25	96.0	Met	Met
Gravelly Hill Middle	78.9	46.2	37/40	92.5	22/25	88.0	Not Met	Met

### End of Year Growth Results 2012-2013 High Schools

<i>School</i>	<i>Perf. Comp 11-12</i>	<i>Perf. Comp. 12-13</i>	<i>State Targets Met</i>	<i>%</i>	<i>Fed. Targets Met</i>	<i>%</i>	<i>EOG Growth Status 2011-12</i>	<i>EOG Growth Status 2012-13</i>
Cedar Ridge High School	83.2	48.8	61/72	84.7	28/29	96.6	Met	Exceeds
Orange High School	82.1	42.1	59/74	79.7	25/28	89.3	Not Met	Met
Partnership Academy	30.0	6.3					Met	N/A

**ORANGE COUNTY SCHOOLS  
2012-2013 STATE TESTING RESULTS**

School	Perf. Comp 11-12	Perf. Comp. 12-13	State Targets Met	%	Fed. Targets Met	%	EOG Growth Status 2011-12	EOG Growth Status 2012-13
District - Orange County	81.4	49.9	122/141	86.5	58/63	92.1		
Central Elementary	60.9	38.9	20/21	95.2	18/19	94.7	Not Met	Met
Cameron Park Elementary	87.8	65.1	37/37	100	25/25	100	Met	Exceeds
Efland Cheek Elementary	69.4	28.5	24/31	77.4	24/25	84	Not Met	Not Met
Grady A. Brown Elementary	82.6	57.4	27/27	100	17/17	100	Met	Met
Hillsborough Elementary	89	66.3	25/25	100	15/15	100	Met	Met
New Hope Elementary	77.4	47.6	37/37	100	25/25	100	Met	Exceeds
Pathways Elementary	80.8	47	27/29	93.1	21/21	100	Met	Met
A.L.Stanback Middle	81.4	48.9	47/48	97.9	28/29	96.6	Met	Not Met
C.W. Stanford Middle	86	56.1	41/42	97.6	24/25	96	Met	Met
Gravelly Hill Middle	78.9	46.2	37/40	92.5	22/25	88	Not Met	Met
Cedar Ridge High School	83.2	48.8	61/72	84.7	28/29	96.6	Met	Exceeds
Orange High School	82.1	42.1	59/74	79.7	25/28	89.3	Not Met	Met
Partnership Academy	30	6.3					Met	N/A

\*Test data provied from the North Carolina Department of Public Instruction.

\*Exceeds Expected Growth - Schools whose students are making substantially more progress than the state growth standard/state average

\*Met Expected Growth - Schools whose students are making the same amount of progress as the state growth standard/state average

\*Did Not Meet Expected Growth - Schools whose students are making substantially less progress than the state growth standard/state average