2012-2013

Test Results, Analysis and Implications

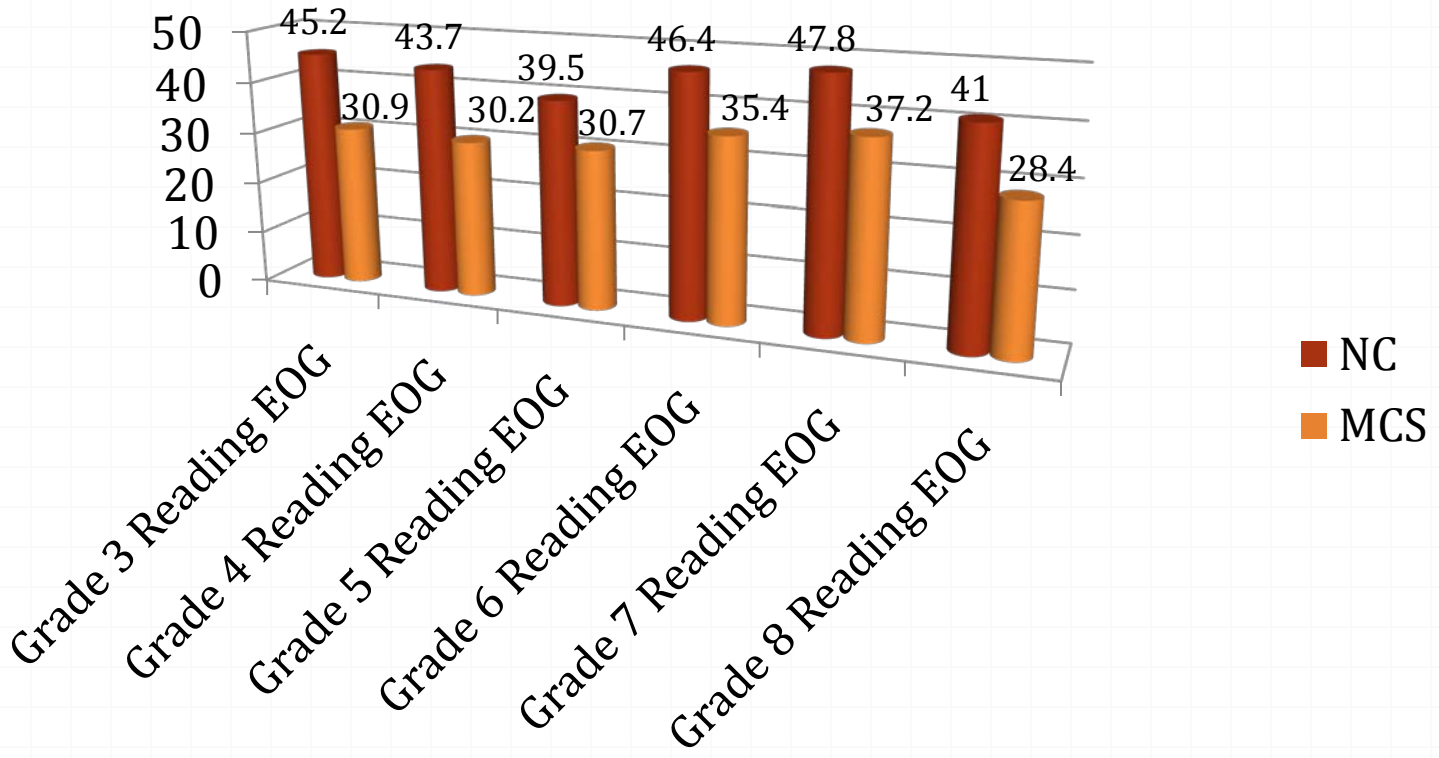
Background

- North Carolina Department of Public Instruction
- Accountability
- College and Career **READY**
- 21st Century Curriculum
- 21st Century Instruction
- 21st Century Assessment
- 21st Century Educators and Leaders

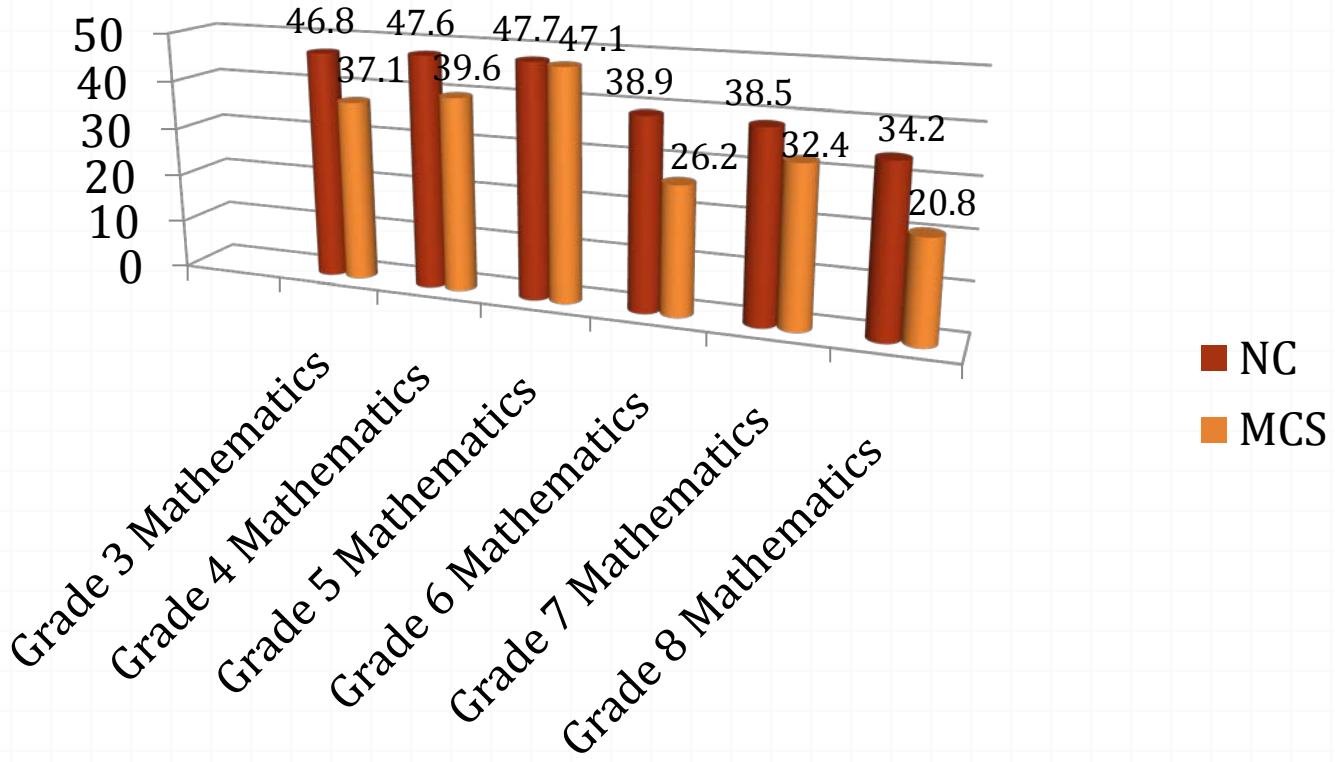
Overview

- Test Results
- Analysis
- Implications
- Question, Answer and Comment Session

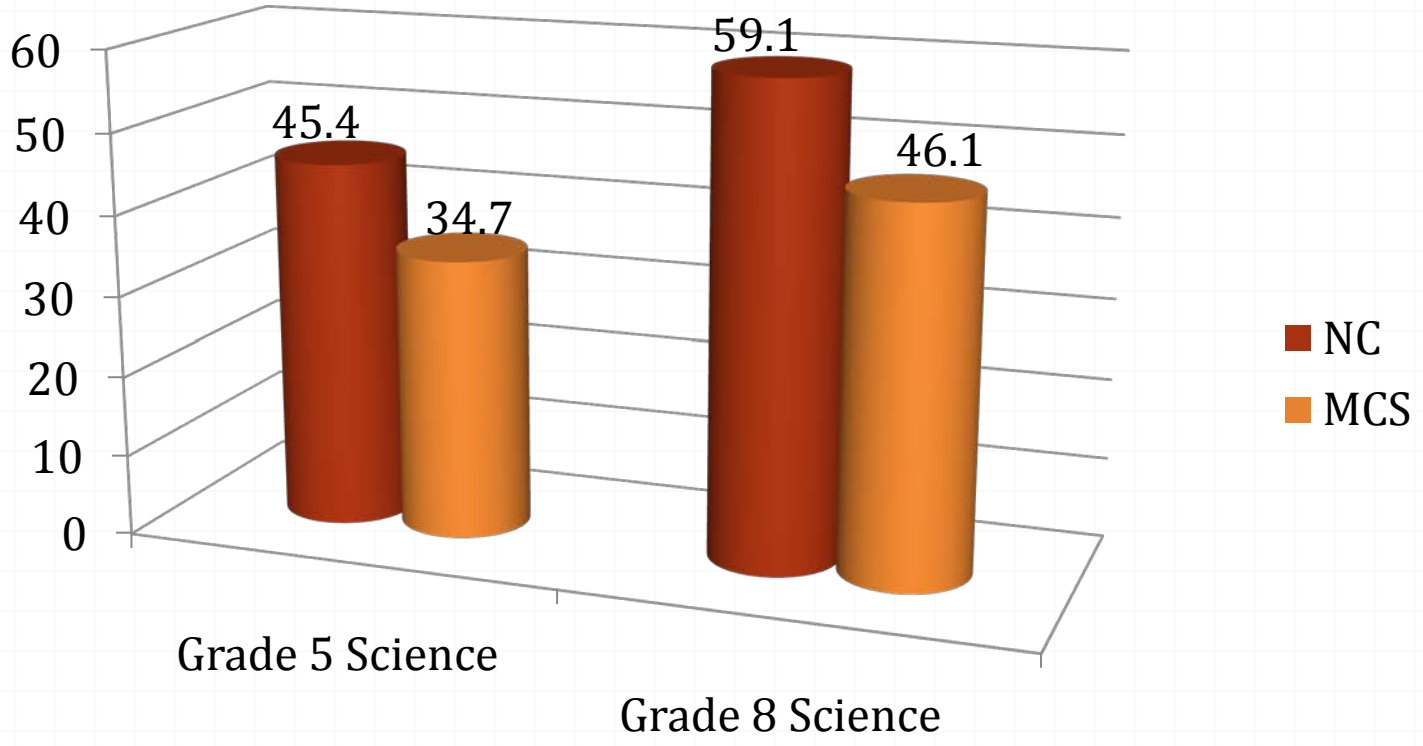
End-of-Grade (EOG) Test Results



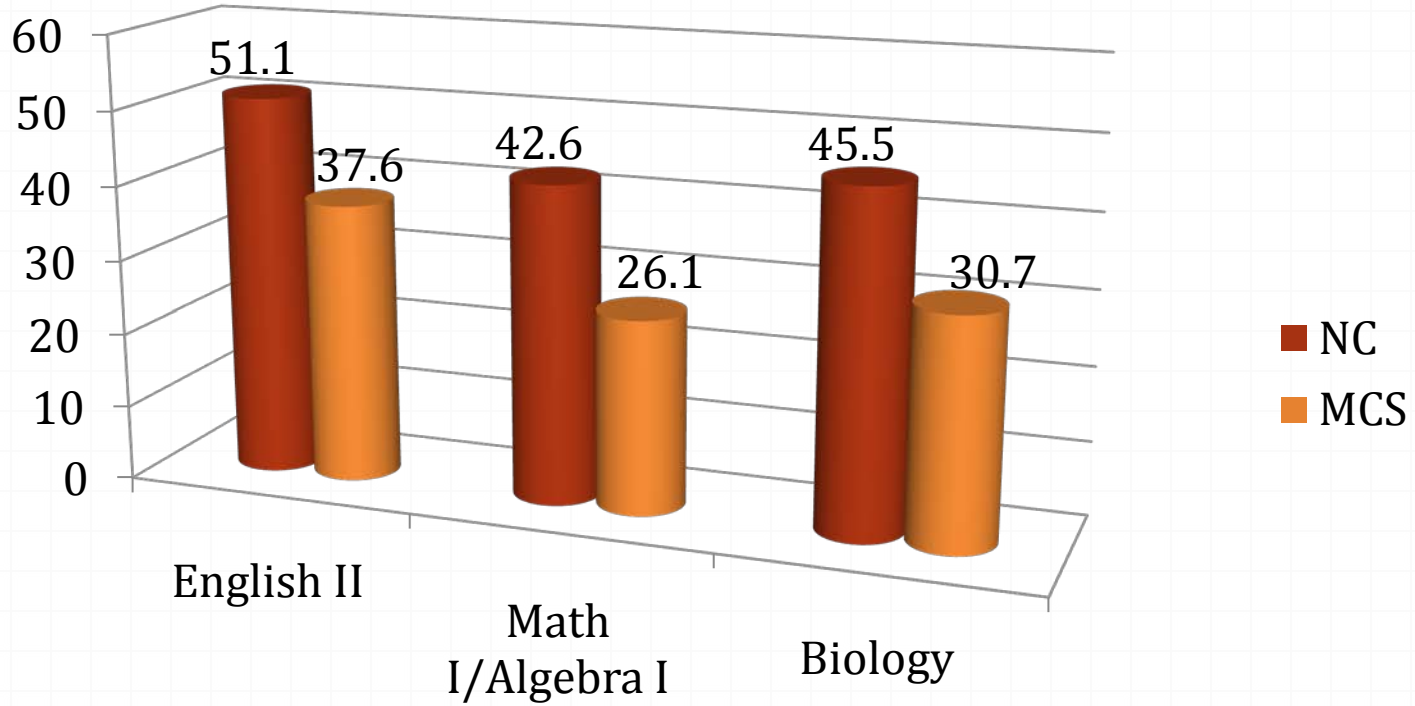
EOG Test Results Cont.



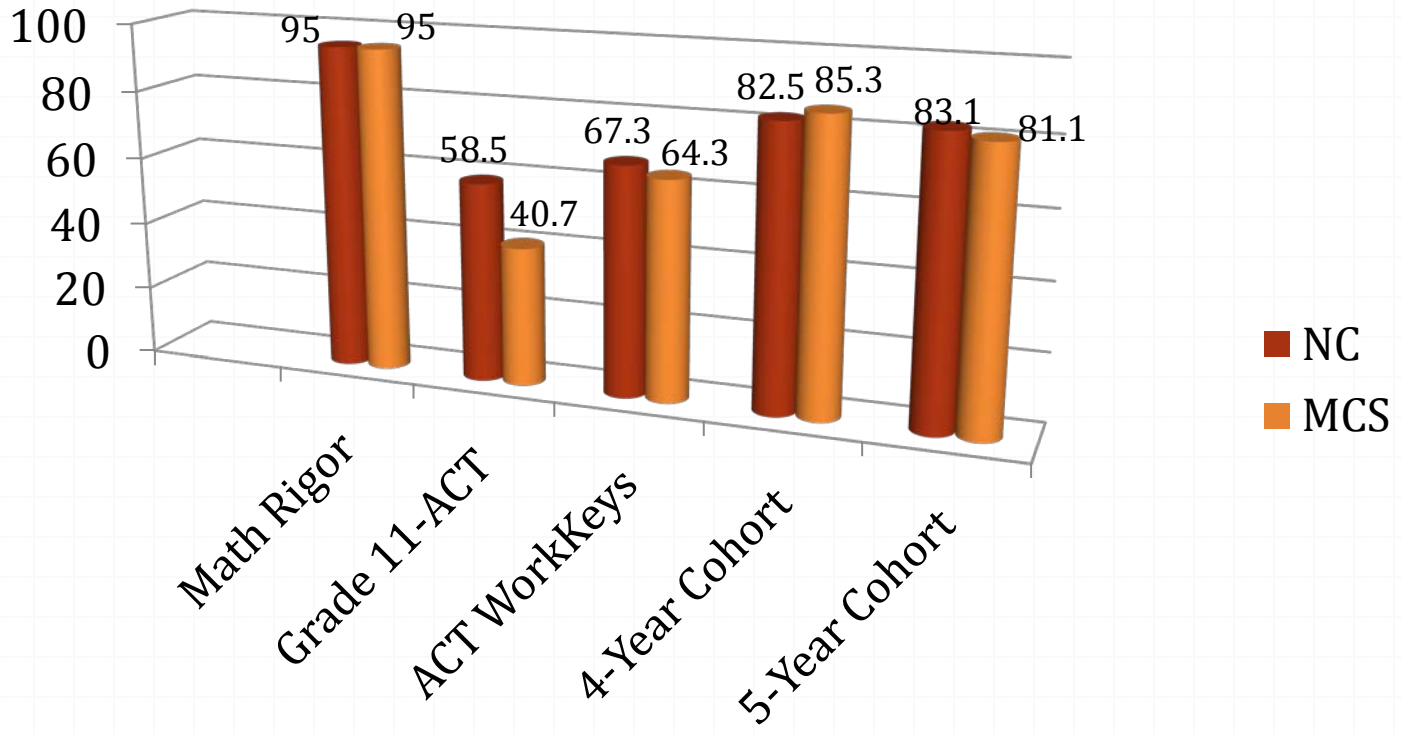
EOG Science Test Results



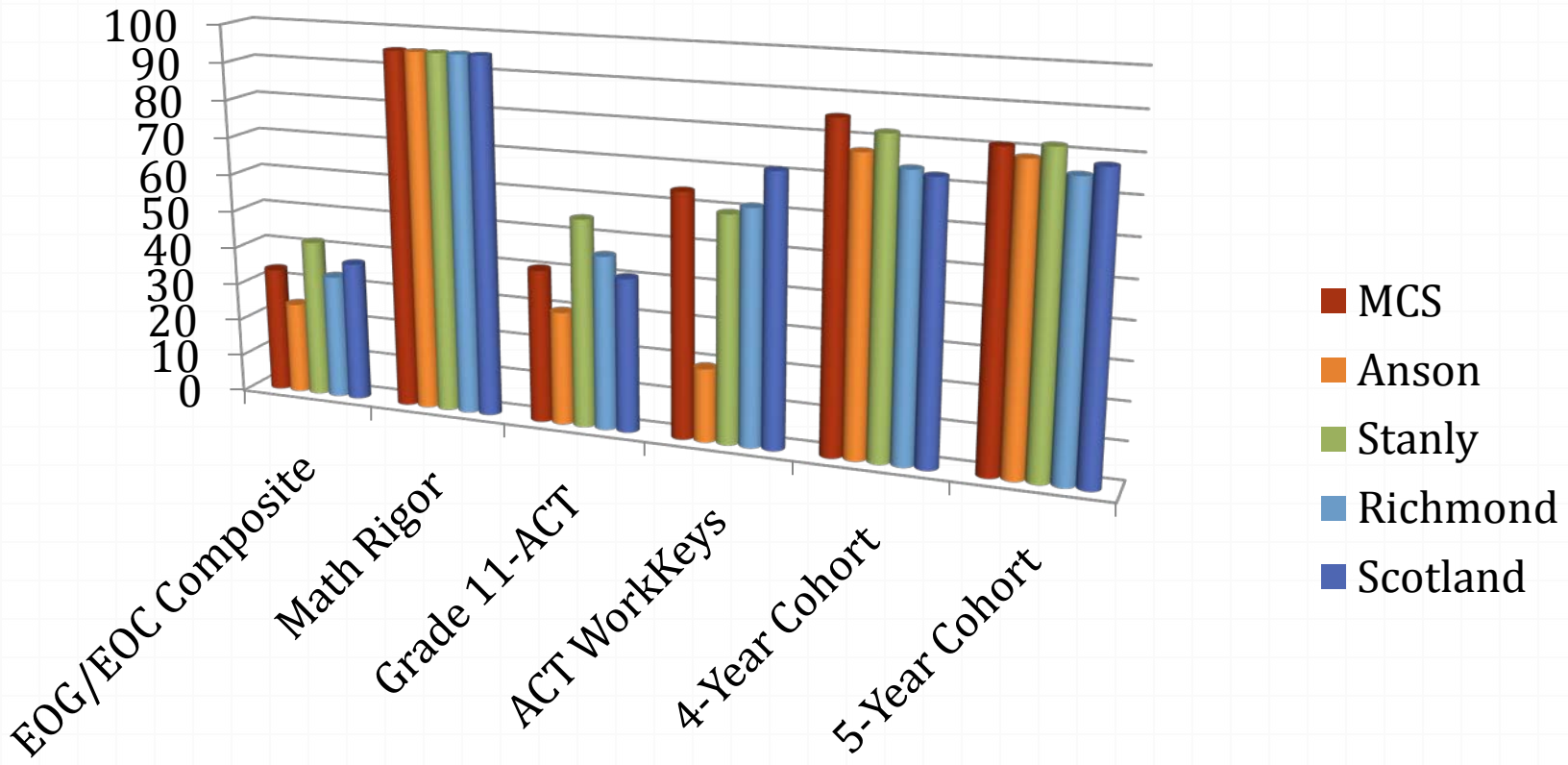
End-of-Course (EOC) Test Results



Graduates READY Results



Regional Comparison



2012-2013 Montgomery County Schools EVAAS Report-AMOs

Exceeds Expected Growth: Progress is significantly above the average district in the state.

Meets Expected Growth: Progress is not detectably different from the average district in the state.

Does Not Meet Expected Growth: Progress is significantly below the average district in the state

Test	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth
4th Math EOG	-3.2		
5th Math EOG		0.8	
6th Math EOG	-5.1		
7th Math EOG		0.1	
8th Math EOG	-5.0		
Algebra I EOC		0.2	
4th Reading EOG	-2.6		
5th Reading EOG		-0.2	
6th Reading EOG	-2.2		
7th Reading EOG		-0.8	
8th Reading EOG		0.1	
English II EOC		0.1	
5th Science EOG		-0.5	
8th Science EOG	-0.9		
Biology EOC	-0.8		
ACT Composite*			0.6
ACT English		0.4	
ACT Reading			0.8
ACT Math		0.2	
ACT Science			0.8

Analysis

- Met Attendance Rate
- Met Cohort Graduation Rate
- Met Math Course Rigor Rate
- Met 52 of 66 Federal Targets –Annual Measurable Objectives (78.8%)
- Met 107 of 138 State Targets (77.5%)
- Four Schools met expected growth
  - Greenridge Elementary
  - Mount Gilead Elementary
  - East Middle
  - East Montgomery High
- Greatest opportunities are:
  - Mathematics
  - Reading
  - Science
  - The ACT®

K-5 Literacy

K-5 will improve reading proficiency of ALL students to meet state AMO targets.

K-2 BOY 33%

3-5 30.6% to 49.5%

- Reading Framework/Resources/Fidelity to Framework
- Intervention Block/Documented Interventions
- Differentiation/Literacy Training

K-5 Literacy

- Letterland K-1
- Academic Vocabulary
- SRI/I Ready/Reading Mastery/Corrective Reading
- Reading Foundations
- Read to Achieve Portfolio Process begins in January
- Early Literacy training at schools (DPI)
- Literacy Nights
- Lesson Planning/Unit Planning
- 3rd Grade PLC

K-5 Math

K-5 will improve math proficiency of ALL students to meet state AMO targets.

K-2 (MOY Benchmark in January)

3-5 41.27% to 48.1%

- Meredith Institute/District Math PD
- i-Ready
- Evidence Based Programs-Envisions/Investigations

K-5 Math

- Instructional Expectations Block
- ASU MELT
- Establish Math goal teams
- MSP Grant-Additional PD next year

6-12 Literacy

6-12 will improve reading proficiency of ALL students to meet state AMO targets.

6-8 from 30.6% to 49.5%

9-12 from 37.6% to 57.1%

- Reading Framework/Resources/Fidelity to Framework
- Intervention Block

6-12 Literacy

- Read 180 and Fusion
- Differentiation and Literacy Training
- Scholastic Reading Inventory
- Academic Vocabulary
- Reading Foundations
- Monthly Literacy Goal Team Meetings
- Literacy Nights
- Lesson Planning/Unit Planning in January

6-12 Literacy

- District Strategic Plan focused on Literacy
- Department Improvement Plan Aligned with Principal Input
- School Improvement Plans with Literacy Goals
- Goal Teams Aligned to School Improvement Plans
- PLC Meeting Agenda Designed with Literacy Embedded
- Classroom Walk-Throughs with College Readiness Indicators

6-12 Math

6-12 will improve math proficiency of ALL students to exceed state AMO targets.

6-8- from 26.47% to 48.1%

9-12 from 26.1% to 44.6%

- Meredith Institute/District Math PD
- Evidence Based Programs- Carnegie Math

6-12 Math

- Math Success Plan
- Instructional Expectations defined and focused on 8 Mathematical Practices
- Implementation of CCSS in Higher Level Math Courses
- Development of Instructional Guides and Predictive Benchmark Assessments
- Monthly Math Goal Team Meetings
- MSP Grant-Additional PD next year

6-12 Math

- District Strategic Plan Focused on Math
- Department Improvement Plan Aligned
- School Improvement Plans with Math Goals
- Goal Teams Aligned to School Improvement Plans
- PLC Meetings Focused on Data Analysis
- Classroom Walk-Throughs with Math Indicators

C&I Team's Department Improvement Plan

- For the plan in its entirety, visit The Learning Division's website at:

- http://www.montgomery.k12.nc.us/Page/7090
  - Choose department improvement plan on the left.

References

- Montgomery County Schools. Retrieved November 30, 2013 from www.montgomery.k12.nc.us
- North Carolina Department of Public Instruction. Accountability and Testing Results. Retrieved November 30, 2013 from http://www.ncpublicschools.org/accountability/reporting/
- North Carolina Department of Public Instruction. News Releases 2013-2014. Retrieved November 30, 2013 from http://www.ncpublicschools.org/newsroom/news/2013-14/20131107-02 .
- SAS-North Carolina Accountability Model. Retrieved November 30, 2013 from http://www.ncaccountabilitymodel.org/SASPortal/mainUnchallenged.do?unchallenged=yes&unchallenged=yes .

Question, Answer and Comment Session

2012-2013

Test Results, Analysis and Implications

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 hallmark 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	**ASSESSMENTS**	**OTHER MEASURES**
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/R20LGA.

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

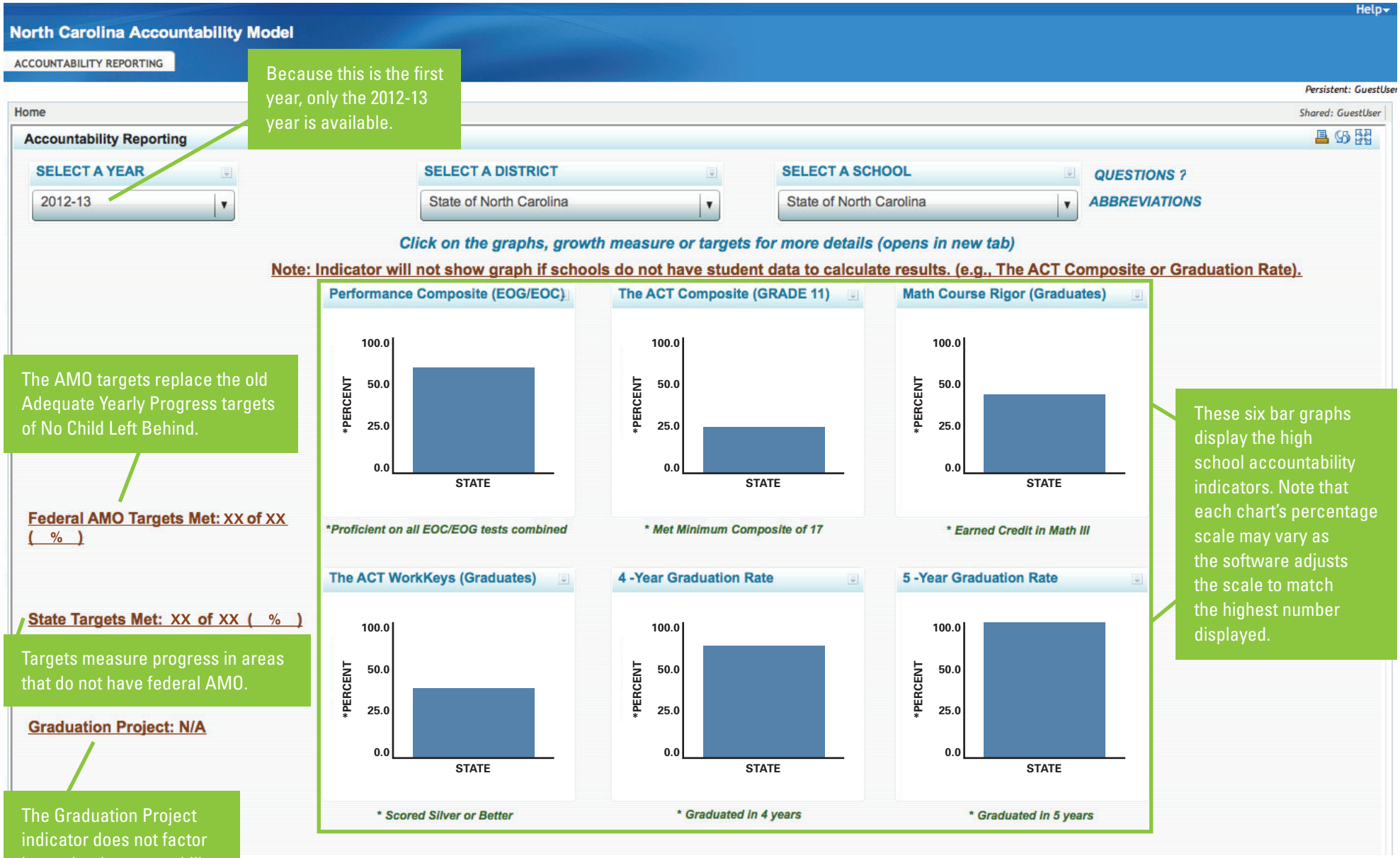
- Statewide accountability testing is done in grades 3-8 only. For students in grades K-2, special age-appropriate assessments are used to chart students' academic progress and are not included in the READY accountability model.
- End-of-grade assessments in reading and mathematics in grades 3-8 and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



Because this is the first year, only the 2012-13 year is available.

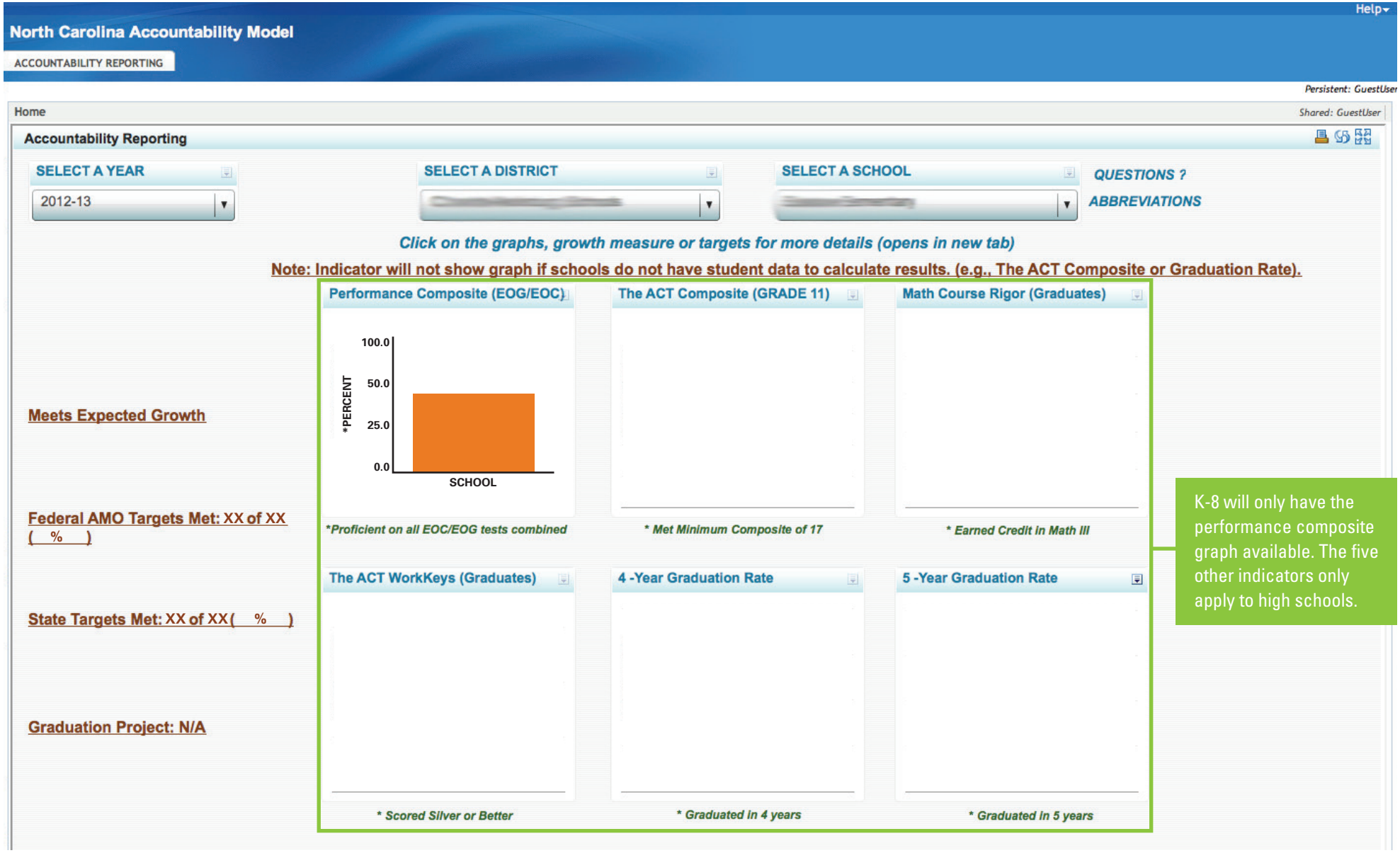
The AMO targets replace the old Adequate Yearly Progress targets of No Child Left Behind.

Targets measure progress in areas that do not have federal AMO.

The Graduation Project indicator does not factor into school accountability.

These six bar graphs display the high school accountability indicators. Note that each chart's percentage scale may vary as the software adjusts the scale to match the highest number displayed.

SAMPLE – ELEMENTARY OR MIDDLE SCHOOL



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

SAMPLE – HIGH SCHOOL



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

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

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

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

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification
Priority: Globally Competitive Students
Category: Accountability Model
Policy ID Number: GCS-C-020

Policy Title: Policy delineating the components of the READY Accountability Model including Annual Measureable Objectives (AMOs)

Current Policy Date: 08/08/2013

Other Historical Information: 03/04/2004, 10/07/2004, 05/05/2005,08/03/2006,04/03/2008, 07/01/2008,11/06/2008,04/02/09,05/06/2009,09/03/2009, 03/04/201006,06/03/2010, 08/04/2011, 06/07/2012, 08/02/2012, 09/06/2012

Statutory Reference: GS 115C-105.20, No Child Left Behind Act of 2001 (P.L. 107-110)

Administrative Procedures Act (APA) Reference Number and Category:

Below is a chart listing the components of the Accountability Model, including current year status, growth, and progress (targets over time). The federal Annual Measureable Objective (AMOs) targets for English language arts and mathematics will be included in the progress report.

READY Accountability 2012-13

Components	Status	Growth	Progress	AMOs
End-of-Grade Tests	▪	▪	▪	▪
English Language Arts Grades 3–8	✓	✓	✓	✓
Mathematics Grades 3–8	✓	✓	✓	✓
Science Grades 5 and 8	✓	✓	✓	▪
End-of-Course Tests	▪	▪	▪	▪
Algebra I/Integrated I (Math I CCSS)[1]	✓	✓	✓	✓
English II	✓	✓	✓	✓
Biology	✓	✓	✓	▪
NCEXTEND1	▪	▪	▪	▪
English Language Arts Grades 3–8	✓	▪	✓	✓
Mathematics Grades 3–8	✓	▪	✓	✓
Science Grades 5 and 8	✓	▪	✓	▪
NCEXTEND1 (Grade 10)	▪	▪	▪	▪
Algebra I/Integrated I	✓	▪	✓	✓

Components	Status	Growth	Progress	AMOs
English II	✓	▪	✓	✓
Biology	✓	▪	✓	▪
NCEXTEND1 (Grade 11)	✓	▪	✓	▪
NCEXTEND2	▪	▪	▪	▪
English Language Arts Grades 3–8	✓	▪	✓	✓
Mathematics Grades 3–8	✓	▪	✓	✓
Science Grades 5 and 8	✓	▪	✓	▪
NCEXTEND2	▪	▪	▪	▪
Algebra I/Integrated I	✓	▪	✓	✓
English II	✓	▪	✓	✓
Biology	✓	▪	✓	▪
ACT (Grade 11)	✓	▪	✓	▪
WorkKeys (Grade 12)	✓	▪	✓	▪

Graduation Rate	▪	▪	▪	▪
9th Grade Cohort 2009–10 (4 yr)	✓	▪	✓	✓
9th Grade Cohort 2008–09 (5 yr)	✓	▪	✓	▪
Math Course Rigor	✓	▪	✓	▪
Graduation Project	✓	▪	▪	▪

[1]Common Core State Standards (CCSS)

READY Accountability 2013-14

Components		Status	Growth	Progress	AMOs
End-of-Grade Tests		▪	▪	▪	▪
English Language Arts/Reading Grades	3–8	✓	✓	✓	✓
Mathematics Grades 3–8		✓	✓	✓	✓
Science Grades 5 and 8		✓	✓	✓	▪
End-of-Course Tests		▪	▪	▪	▪
Math I		✓	✓	✓	✓
English II		✓	✓	✓	✓
Biology		✓	✓	✓	▪
NCEXTEND1		▪	▪	▪	▪
English Language Arts/Reading Grades	3–8	✓	▪	✓	✓
Mathematics Grades 3–8		✓	▪	✓	✓
Science Grades 5 and 8		✓	▪	✓	▪
NCEXTEND1 (Grade 10)		▪	▪	▪	▪
Math I		✓	▪	✓	✓
English II		✓	▪	✓	✓
Biology		✓	▪	✓	▪
NCEXTEND1 (Grade 11)		✓	▪	✓	▪

Components	Status	Growth	Progress	AMOs

NCEXTEND2		▪	▪	▪	▪
English Language Arts/Reading Grades	3–8	✓	▪	✓	✓
Mathematics Grades 3–8		✓	▪	✓	✓
Science Grades 5 and 8		✓	▪	✓	▪
NCEXTEND2		▪	▪	▪	▪
Math		✓	▪	✓	✓
English II		✓	▪	✓	✓
Biology		✓	▪	✓	▪
ACT (Grade 11)		✓	▪	✓	▪
ACT WorkKeys (Grade 12)		✓	▪	✓	▪
Graduation Rate		▪	▪	▪	▪
9th Grade Cohort 2010–11 (4 yr)		✓	▪	✓	✓
9th Grade Cohort 2009–10 (5 yr)		✓	▪	✓	▪
Math Course Rigor		✓	▪	✓	▪
Graduation Project		✓	▪	▪	▪