



1999-2000 North Carolina ABC Results

September 13, 2000

Authors: Chuck Dulaney and Carol Speas

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, to 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, and selected high school courses are analyzed to determine whether or not 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 Accountability Plan

The ABC 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. Writing scores are included for 4th - and 7th -grade students.

The high school ABC program looks primarily at *performance* gains on end-of-course tests in selected subjects. Student scores at the end of the current year are compared to the performance of other students who took the same courses in prior years. In 1999, results of NC Comprehensive Tests in Reading and Mathematics (Grade 10) were added to both the performance and growth composites, and competency test results were added to the growth composite.

Growth Results

1999-2000 was the fourth year of ABC results for elementary and middle schools, and the third year of results for high schools.

WCPSS Growth

For elementary and middle schools:

- 72% exceeded exemplary growth;
- 17% met or exceeded expected growth but did not reach exemplary;
- 11% did not meet expected growth but

showed “adequate performance”;

- None was “low-performing”.

For WCPSS high schools:

- 92% showed “exemplary” gain;
- 8% reached “expected” gain but did not reach exemplary;
- None did not meet expected gain;
- None was “low-performing”.

Statewide Growth

For elementary, middle, and high schools:

- 45% exceeded “exemplary” growth;
- 24% exceeded “expected” growth but did not reach exemplary;
- 28% did not meet expected growth but showed “adequate performance”;
- 2% 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.

Statewide, the percentage of all schools meeting exemplary growth standards decreased from 58% in 1999 to 45% in 2000, the fourth year of the ABC program. In WCPSS, there was a decrease of one percentage point, from 75% in 1999 to 74% in 2000. As shown in *Table 1*, the percentage of “exemplary” elementary and middle schools in WCPSS increased from 44% in 1997 to 72% in 2000.

Table 1: WCPSS ABC Growth Results Summary for 1997-2000

		# of Schools in ABCs Program	Schools Meeting Exemplary Growth	Schools Meeting Expected Growth	Schools Not Meeting Expected Growth
Elementary	1997	67	27 (40%)	22 (33%)	18 (27%)
	1998	69	60 (87%)	7 (10%)	2 (3%)
	1999	69	45 (65%)	18 (26%)	6 (9%)
	2000	74	59 (80%)	9 (12%)	6 (8%)
Middle	1997	20	11 (55%)	4 (20%)	5 (25%)
	1998	20	16 (80%)	3 (15%)	1 (5%)
	1999	20	18 (90%)	1 (5%)	1 (5%)
	2000	22	10 (45%)	7 (32%)	5 (23%)
High	1997	0	N/A	N/A	N/A
	1998	12	6 (50%)	5 (42%)	1 (8%)
	1999	13	13 (100%)	0 (0%)	0 (0%)
	2000	13	12 (92%)	1 (8%)	0 (0%)
Total Schools	1997	87	38 (44%)	26 (30%)	23 (26%)
	1998	101	82 (81%)	15 (15%)	4 (4%)
	1999	102	76 (75%)	19 (19%)	7 (6%)
	2000	109	81 (74%)	17 (16%)	11 (10%)

The percentage of exemplary high schools in WCPSS increased from 50% in 1998 to 92% in 2000. WCPSS high schools achieved a higher percentage of “exemplary” gain in 2000 than did high schools statewide (92% versus 54%), and no WCPSS high schools failed to achieve “expected” gains.

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.

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) and End-of-Course (EOC) tests.

All scores on EOG and EOC tests are grouped into four levels. *Level 1* and *Level 2* 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 3* scores mean that students are well prepared for the next grade level or a higher level course, and *Level 4* 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 Level 3 or Level 4, 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 3 or 4, regardless of whether growth targets are met, the school is designated as a *School of Distinction*. The following table compares the number of schools in each category for ABC results in the 1999-2000 school year.

Table 2: ABC Performance Results Summary for All Schools, 1997-2000

	WCPSS				NC			
	1997	1998	1999	2000	1997	1998	1999	2000
# of Schools in ABCs Program	87	101	102	109	1,631	1,719	2,000	2,115
Schools of Excellence (90% or more in Level 3 or 4)	0 0%	5 5%	8 8%	9 8.0%	12 1%	24 1%	50 3%	73 4%
Schools of Distinction (80%-89% in Level 3 or 4)	27 31%	35 35%	39 38%	55 50%	158 10%	290 17%	408 20%	510 24%

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.

Across the state, no high schools achieved a 90% performance composite (meaning 90% of all scores on mandated EOC tests falling in Levels 3 or 4). Six high schools achieved a performance composite exceeding 80%, compared to three high schools in 1999. WCPSS’s Leesville Road High School was again among the Schools of Distinction. Green Hope High School was excluded from participation in the ABC program because it was only in its first year of operation.

Performance composites for WCPSS high schools in the 1999-2000 school year ranged from 62% to 82%. (See page 8.)

Alternative Schools

WCPSS' three alternative schools (Phillips High, Longview, and Mt. 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 8th grade to end of 10th grade), and
- three local options, based on a school's mission or Improvement Plan, to complement the mandated components.

For school year 1999-2000, Phillips High School met the three local options and two of the three achievement-based components. Therefore, Phillips was designated as showing exemplary gain. Longview also met the three local options and two of three achievement-based components and was designated exemplary. Mt. Vernon Redirection met the three local options, but not its one achievement-based component (EOG results), and was designated as showing expected growth.

Attachments

Attachments show ABC growth designations and performance composites for the other WCPSS schools for four school years, 1997-2000. *Performance composites* are the percentage of all state-required EOG reading and math tests and EOC tests on which students scored at *Level 3* or *Level 4*.

c: Principals
Cabinet
E&R Staff

Media Specialists
Board of Education

WCPSS Elementary School ABCs Results for First Four Years

	Growth Composite				Performance Composite			
	1997	1998	1999	2000	1997	1998	1999	2000
Adams Elementary	++	++	++	++	78.0	82.0	87.0	89.8
Apex Elementary	++	++	++	++	83.8	88.5	87.8	89.8
Aversboro Elem.	-	++	+	+	65.0	72.2	74.3	70.4
Baileywick Elem.	++	++	+	++	82.4	80.8	81.4	86.9
Baucom Elem.	++	++	++	++	83.2	87.6	88.1	88.9
Brassfield Elem.	++	++	++	++	77.2	86.8	84.7	87.3
Brentwood Elem.	-	++	++	++	66.8	75.7	73.6	75.0
Briarcliff Elem.	++	++	+	++	80.7	79.5	78.1	84.6
Brooks Elementary	++	++	+	+	77.1	79.3	73.4	68.0
Bugg Elementary	-	++	-	-	63.4	72.6	79.2	80.5
Carver Elementary	*	*	-	++	*	*	63.5	73.0
Cary Elementary	++	+	++	++	73.2	70.6	71.7	73.2
Combs Elementary	+	++	++	++	74.1	84.8	85.4	87.5
Conn Elementary	-	++	+	++	65.9	74.9	72.7	73.8
Creech Road Elem.	-	-	++	-	58.8	58.0	65.9	61.9
Davis Drive Elem.	++	++	++	++	87.6	92.8	94.3	97.3
Dillard Drive Elem.	N/A	N/A	N/A	++	N/A	N/A	N/A	83.6
Douglas Elem.	+	++	++	++	66.3	72.5	76.0	78.0
Durant Road Elem.	++	++	++	++	86.8	87.0	86.6	88.7
Farmington Woods Elem.	+	++	++	++	76.4	76.0	77.0	78.8
Fox Road Elementary	+	++	++	++	73.9	76.5	78.9	79.6
Fuller Elementary	-	+	+	+	60.2	70.3	73.7	72.9
Fuquay-Varina Elem.	+	++	+	++	70.2	74.1	69.8	69.8
Green Elementary	-	++	++	++	76.6	81.6	82.9	87.9
Hilburn Drive Elementary	+	+	+	++	80.0	76.9	82.7	83.7
Hodge Road Elementary	-	++	+	-	57.7	65.5	69.0	70.8
Holly Springs Elementary	-	++	++	++	60.5	69.8	77.8	84.4
Hunter Elementary	++	++	++	++	77.3	83.4	80.6	85.8
Jeffreys Grove Elem.	++	++	++	++	77.9	77.5	78.7	86.5
Jones Dairy Elementary	++	++	++	++	83.9	85.3	84.7	89.1
Joyner Elementary	+	++	++	+	78.5	80.8	81.9	82.3
Kingswood Elementary	-	++	++	++	86.6	91.0	90.9	95.3
Knightdale Elementary	*	*	-	+	*	*	66.8	69.2
Lacy Elementary	++	++	++	++	80.5	80.3	81.4	82.1
Lead Mine Elementary	++	++	-	++	84.2	89.9	79.7	87.2
Leesville Road Elem.	+	++	++	++	76.4	83.5	80.7	84.9

Key: ++ Met *expected* and *exemplary*.
+ Met *expected*, but did not meet *exemplary*.
- Did not meet *expected* performance.
* Did not have students in grades 3-8

	Growth Composite				Performance Composite			
	1997	1998	1999	2000	1997	1998	1999	2000
Lincoln Heights Elem.	-	++	++	++	65.0	69.3	73.2	71.5
Lockhart Elementary	-	++	++	++	62.6	66.5	64.8	78.2
Lynn Road Elementary	++	++	++	++	70.7	81.2	77.1	76.1
Millbrook Elementary	+	++	+	++	61.2	73.6	73.7	77.0
Morrisville Elementary	++	++	++	++	86.8	91.8	92.8	91.2
North Ridge Elementary	-	++	++	++	70.8	76.4	81.5	85.4
Northwoods Elementary	+	++	++	++	75.1	86.3	83.8	83.9
Oak Grove Elementary	++	++	++	++	85.0	90.5	93.9	93.4
Olds Elementary	+	++	++	++	72.6	85.6	84.1	87.4
Olive Chapel Elementary	N/A	+	+	++	N/A	81.4	86.1	89.3
Partnership Elementary	N/A	N/A	N/A	++	N/A	N/A	N/A	91.4
Penny Road Elementary	++	++	++	++	80.7	83.0	78.2	84.2
Pleasant Union Elem.	+	++	+	+	86.7	93.3	92.0	89.4
Poe Elementary	-	++	+	++	31.8	50.4	70.2	76.1
Powell Elementary	+	++	+	++	76.2	87.8	86.3	82.9
Rand Road Elementary	++	++	-	-	66.7	71.3	73.5	70.5
Reedy Creek Elementary	N/A	N/A	N/A	++	N/A	N/A	N/A	86.9
Rolesville Elementary	+	++	-	++	71.7	74.5	71.1	77.2
Root Elementary	++	++	++	++	76.0	79.4	83.9	88.2
Smith Elementary	++	++	++	-	70.0	75.8	77.4	73.7
Stough Elementary	+	++	++	++	76.6	80.0	83.6	87.8
Swift Creek Elementary	++	+	+	++	81.3	80.8	76.1	84.2
Timber Drive Elementary	N/A	++	++	++	N/A	85.3	88.2	88.0
Underwood Elementary	++	++	+	++	77.1	78.8	73.1	75.1
Vance Elementary	-	++	++	+	60.8	76.6	75.2	80.6
Vandora Springs Elem.	+	-	++	++	70.1	59.5	68.4	82.4
Wakefield Elementary	N/A	N/A	N/A	++	N/A	N/A	N/A	85.4
Wake Forest Elementary	-	++	+	+	69.6	70.2	72.0	78.3
Washington Elementary	+	++	+	++	72.9	78.3	77.2	81.9
Weatherstone Elem.	++	++	++	++	80.3	81.7	87.8	89.9
Wendell Elementary	+	++	++	++	65.8	69.3	72.6	79.2
West Lake Elementary	+	++	++	++	82.2	85.8	87.4	90.5
Wilburn Elementary	-	+	++	++	69.2	73.5	83.2	85.2
Wildwood Forest Elem.	N/A	N/A	N/A	+	N/A	N/A	N/A	78.0
Wiley Elementary	++	++	++	++	73.9	77.0	77.1	86.2
Willow Springs Elem.	+	++	++	++	70.6	76.0	75.2	80.6
York Elementary	+	+	++	++	83.3	78.8	83.0	81.0
Zebulon Elementary	++	++	++	-	68.4	73.9	78.7	73.8

Key: ++ Met *expected* and *exemplary*.
+ Met *expected*, but did not meet *exemplary*.
- Did not meet *expected* performance.

WCPSS Middle School ABCs Results for First Four Years
1997-2000

	EOG and Writing Tests							
	Growth Composite				Performance Composite			
	1997	1998	1999	2000	1997	1998	1999	2000
Apex Middle	++	++	++	++	80.3	80.0	84.7	86.5
Carnage Middle	-	++	++	++	67.5	74.0	80.8	78.0
Carroll Middle	++	++	++	++	78.5	81.6	84.6	83.5
Daniels Middle	+	++	++	+	76.6	76.6	81.0	81.2
Davis Drive Middle	++	++	++	++	82.3	89.4	91.0	90.5
Dillard Drive Middle	N/A	N/A	N/A	+	N/A	N/A	N/A	84.0
Durant Road Middle	++	++	++	+	85.2	86.3	88.2	88.7
East Cary Middle	++	++	++	-	84.2	89.4	90.4	85.8
East Garner Middle	-	+	++	-	64.4	66.4	74.5	71.5
East Millbrook Middle	-	+	++	-	62.6	72.2	75.9	74.2
East Wake Middle	-	++	++	-	67.8	78.6	77.0	72.2
Fuquay-Varina Middle	-	++	+	+	66.3	69.0	78.1	77.2
Leesville Road Middle	++	++	++	++	81.2	82.8	87.8	88.6
Ligon Middle	++	++	++	++	77.1	78.3	84.6	88.3
Lufkin Road Middle	N/A	N/A	N/A	++	N/A	N/A	N/A	93.9
Martin Middle	++	++	++	+	81.8	83.2	87.2	86.4
North Garner Middle	+	+	-	+	67.0	69.3	72.6	73.4
Wake Forest-Rolesville	++	++	++	++	73.9	79.1	81.5	85.2
West Cary Middle	++	++	++	++	82.1	81.4	88.8	89.2
West Lake Middle	+	++	++	++	85.4	89.6	92.0	91.9
West Millbrook Middle	++	++	++	+	78.7	81.9	82.2	83.9
Zebulon Middle	+	-	++	-	67.2	68.0	75.3	77.7

Key: ++ Met *expected* and *exemplary* .
 + Met *expected*, but did not meet *exemplary* .
 - Did not meet *expected* performance.

Note: For schools with any combination of grades 3-8, the *growth composite* is computed using pretest to posttest differences in grades 3-8 in reading and mathematics. In grades 4-7, results of the NC Writing Test are also added to the growth composite. The *performance composite* for any school is the total number of scores at or above *Level 3* in each subject included in the ABCs model, divided by the total number of scores. It is reported as a percentage.

WCPSS High School ABCs Results for the First Four Years
1997-2000

	End-of-Course, Writing, Competency, and Comprehensive Tests							
	Growth Composite				Performance Composite			
	1997	1998	1999	2000	1997	1998	1999	2000
Apex High	N/A	++	++	++	N/A	78.2	80.2	78.6
Athens Drive High	N/A	+	++	++	N/A	72.8	77.8	77.1
Broughton High	N/A	++	++	++	N/A	69.8	71.3	72.2
Cary High	N/A	++	++	++	N/A	76.0	78.3	74.5
East Wake High	N/A	+	++	++	N/A	60.3	59.4	62.0
Enloe High	N/A	++	++	++	N/A	76.7	75.5	73.1
Fuquay-Varina High	N/A	++	++	++	N/A	65.1	62.6	65.8
Garner High	N/A	++	++	+	N/A	63.6	65.8	62.5
Green Hope High	N/A	N/A	N/A	++	N/A	N/A	N/A	85.8
Leesville Road High	N/A	+	++	++	N/A	77.8	81.5	81.7
Millbrook High	N/A	+	++	++	N/A	66.2	71.2	71.6
Sanderson High	N/A	+	++	++	N/A	71.4	73.9	72.7
Southeast Raleigh High	N/A	N/A	++	++	N/A	N/A	77.5	74.2
Wake Forest-Rolesville	N/A	-	++	++	N/A	63.3	68.6	67.7

Key: ++ Met *expected* and *exemplary* .
 + Met *expected* , but did not meet *exemplary* .
 - Did not meet *expected* performance.

Note: In 1997 and 1998, results of five core courses (Algebra I, English I, Biology, U.S. History, & ELPS), as well as English II (writing), were used to calculate the *performance composite* . Beginning with the 2000 school year, results of five additional courses (Algebra II, Geometry, Physical Science, Physics, and Chemistry) were included in the performance composite. Also, in 1999 results of NC Comprehensive Tests in Reading and Mathematics (Grade 10) were added to both the performance composite and the *growth composite* , and NC High School Competency Test results were added to the growth composite.

