

n o r t h c a r o l i n a

**Report to the
Commission on Improving
The Academic Achievement of Minority
and At-Risk Students and the
Joint Legislative Education
Oversight Committee on the
*Development of a Minority Achievement
Report Card***

November 2000



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State Board of Education . Department of Public Instruction
Office of Instructional and Accountability Services

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A Report on the Development of a Minority Achievement Report Card

Executive Summary

In the 1999 Session, the General Assembly required the State Board of Education to design a Minority Achievement Report Card and report on its development to the Joint Legislative Education Oversight Committee by November 15, 2000.

There are numerous other statutory requirements and initiatives related to report cards and/or minority achievement in North Carolina. Considering the several requirements and the current accountability program in North Carolina, modifying an existing report could satisfy the requirement for a minority achievement report card. Data from the 2000-01 school year could serve as a baseline database for the first such report, which could be released in the 2001-02 school year. The results for racial/ethnic groups in each school would be readily discernible in the report. The report will also be shared with the Advisory Commission on Raising Achievement and Closing Gaps so that the Commission can offer advice to the State Board of Education on enhancing the reporting of minority achievement.

A Report on the Development of a Minority Achievement Report Card

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**Report to the Academic Achievement Committee and the
Joint Legislative Education Oversight Committee
On The
Development of a Minority Achievement Report Card**

In the 1999 Session of the General Assembly of North Carolina, Session Law 2000-67 (House Bill 1840) specified in Section 8.28.(c) that the State Board of Education

... shall design an annual Minority Achievement Report Card to be implemented fully beginning with the 2001-2002 school year. The report card shall be based on data the Board collects from local school administrative units and individual schools. Local school administrative units shall collect, maintain, and submit data needed to prepare the report card. The Board shall establish a baseline in accordance with its plan for the report card. The Board may combine this information with another report, as long as the information reported under this section is readily discernible. The Board shall condense and publicly disseminate the data in a form that can be accessed easily, such as through a web site.

The Board shall report to the Academic Achievement Committee and Education Oversight Committee by November 15, 2000, on the development of the report card under this section.

This report provides a framework for producing and disseminating a Minority Achievement Report Card in the context of current accountability initiatives in the state.

Other Related Requirements

There are other statutory requirements (both state and federal) as well as administrative initiatives that address the desire for information about minority achievement and/or school report cards. Several of these are summarized below.

School Building Improvement Reports (SBIR)

G.S. 115C-12(9)c3 requires the State Board of Education

To develop a system of school building improvement reports for each school building. The purpose of school building improvement reports is to measure improvement in the growth in student performance at each school building from year to year, not to compare school buildings. The Board shall include in the building reports any factors shown to affect student performance that the Board considers relevant to assess a school's efforts to improve student performance. Local school administrative units shall produce and make public their school building improvement reports by ... October 15, ... annually.... Each report shall be based on building-level data for the prior school year.

The Department of Public Instruction (DPI) currently provides software to each school system that enables them to produce various reports of descriptive statistics for each school as well as unofficial accountability reports for the School-Based Management and Accountability Program (ABCs of Public Education). Among these reports are reports of performance on state tests for each racial/ethnic group in the school. Each September, DPI also forwards to each LEA a data file of supplemental data, which includes for each school: membership counts by gender and racial/ethnic categories; attendance rates;

percent of students eligible for free or reduced priced lunch; number of violent incidents; average teacher supplement; per student expenditure; and percent of students with disabilities. From these various sources, school districts can produce school building improvement reports to meet the legislative requirement. Because of the volume involved, these reports are not collected at the state level.

The ABCs

G.S. 115C-105.35 specifies that the SBE “shall design and implement an accountability system that sets annual performance standards for each school in the State in order to measure the growth in performance of the students in each individual school.” G.S. 115C-105.37(a) also specifies that the SBE “shall design and implement a procedure to identify low-performing schools on an annual basis.”

Consequently, the SBE and the DPI annually produce *A Report Card for the ABCs of Public Education, Volume I*, which designates for each school in the state the ABCs status of the school, including low-performing. The report also provides an overall composite score showing the percentage of test scores at or above grade level.

DPI also publishes a follow-up report called *A Report Card for the ABCs of Public Education, Volume II* that provides subgroup statistics and supplemental data for school districts and the state. This includes performance statistics for students by gender, racial/ethnic group, limited English proficiency, and by various disability categories for students with disabilities.

ABCs Pilot

In Section 8.36 of the special provisions in the 1999 Budget, the General Assembly required the State Board of Education to establish a pilot program in up to five LEAs “for the purpose of determining whether revisions in the present accountability model are likely to result in more students demonstrating mastery of grade level subject matter and skills.” The ABCs Pilot Program will be implemented starting with the 2000-2001 school year. For each participating school, additional ABCs awards will be contingent on meeting growth standards in each of ten groups of students: American Indian; Asian; Black; Hispanic; White; Other (including multi-racial); students eligible for free/reduced price lunches; students not eligible for free/reduced price lunches; students whose pretest scores were in Level I/II in reading or mathematics; students whose pretest scores were in Level III/IV in reading or mathematics.

Title I

There are federal requirements for reporting that are relevant to the construction of a minority achievement report card. Specifically, Title I requires that states receiving Title I funds

... enable results to be disaggregated within each State, local education agency, and school by gender, by each major racial and ethnic group, by English proficiency status, by migrant status, by

students with disabilities as compared to nondisabled students, and by economically disadvantaged students as compared to students who are not economically disadvantaged. [Section 1111(b)(3)(I) as reported in the March 1999 *Title I Handbook*, p. F-108]

Furthermore, Title I requires each local education agency receiving funds to

... publicize and disseminate to teachers and other staff, parents, students, and the community, the results ... of all schools ... in individual school performance profiles that include statistically sound disaggregated results as required by section 1111(b)(3)(I) [March 1999 *Title I Handbook*, p. F-117]

First in America

In his 1999 State of the State Address, Governor Jim Hunt challenged North Carolinians to make our schools First in America by 2010. The Governor directed the North Carolina Education Research Council to design and issue an annual Progress Report and Report Card on the state's progress toward the First in America goals. One of the targets of the First in America report is that North Carolina will eliminate the minority achievement gap as measured by the National Assessment of Educational Progress (NAEP), the North Carolina End-of-Grade (EOG) and End-of-Course (EOC) tests. The first Report Card is scheduled to be issued in the fall of 2000.

Testing and Accountability Context

The North Carolina testing program is designed so that most test data can be disaggregated by numerous categories, including the racial/ethnic group of students. Currently, test data are routinely disaggregated by racial/ethnic category (and several other categories) for all state level as well as district level reports generated by DPI. School level reporting by DPI is currently limited to the results of the ABCs. DPI has not routinely produced school level reports disaggregated by racial/ethnic or other categories due to the volume of information involved.

Design of the Minority Achievement Report Card

It is clear that existing statutory and administrative initiatives already address minority achievement to some extent. The most expeditious means of accomplishing a minority achievement report card for schools may be to expand the existing *Volume II* report of the ABCs.

For example, currently two to three pages of disaggregated results are provided for the state, each LEA and charter school in *Volume II* of the ABCs reporting. (See the examples for the state in the appendix of this report.) *Volume II* is typically about 400-500 pages in length and is disseminated primarily electronically via the department's website. The full report can be accessed on the website at:

<http://www.ncpublicschools.org/accountability/reporting/index.html>.

Volume II could be expanded to provide similar information (see appendix) for all schools. This could meet the requirement for a minority achievement report card, and would be consistent with other efforts to report disaggregated data. However, this would mean that the report could be expansive and that the minority achievement data would be reported along with data for many other groups (gender, students with disabilities, etc.)

Conclusion

The DPI and the SBE conclude that an existing report (e.g., *A Report Card for the ABCs of Public Education, Volume II*) can be expanded to report results by school. Data from the 2000-01 school year could serve as a baseline database for the first such report, which could be released in the 2001-02 school year to satisfy the requirement of Session Law 2000-67. The results for racial/ethnic groups would be readily discernible in the report, as they are now for school districts and the state.

After obtaining input from the Advisory Commission on Raising Achievement and Closing Gaps, a specific recommendation will be made to the General Assembly.

APPENDIX

Sample Page from

A Report Card for the ABCs of Public Education, Volume II

A Report Card for the ABCs of Public Education Volume II 1998-99

End-of-Grade and End-of-Course Subgroup Statistics by School

SAMPLE

School Name: Sample K-12 School

Percent of Students At or Above Level III*

Subject	Reading	Mathematics	Writing	Algebra I	Algebra II	Biology	Chemistry	English I	English II	ELPS	Geometry	Physical Science	Physics	U.S. History	Composite
All Students	79.9	77.6	70.3	65.4	59.0	57.7	60.5	64.6	56.8	67.4	58.4	55.7	72.0	51.0	60.1
American Indian	66.6	68.7	62.8	54.4	34.3	44.3	37.6	46.6	41.1	46.8	31.2	34.6	36.5	29.5	41.3
Asian	80.5	84.3	76.5	78.9	72.5	60.2	69.3	66.0	59.1	64.0	67.2	52.8	77.8	58.7	65.7
Black	64.1	59.0	58.3	45.4	36.0	31.3	37.4	44.5	38.8	46.4	30.3	31.6	45.9	29.4	37.8
Hispanic	66.1	66.0	61.1	63.2	53.2	45.6	50.0	50.5	47.3	52.7	50.0	41.7	63.0	42.2	50.0
Multi-Racial	85.1	77.8	70.2	67.5	53.0	60.2	66.8	70.4	55.5	69.9	64.0	61.3	71.9	60.1	62.5
White	87.5	86.1	76.1	73.7	66.3	69.9	67.3	74.4	65.2	77.0	69.0	68.0	76.8	60.4	69.7
Other	68.2	54.5	61.3	51.3	48.4	51.9	45.7	57.1	54.9	77.2	57.1	45.5	100.0	48.5	55.4
Male	76.4	75.5	63.6	63.9	59.7	58.5	64.3	59.4	50.4	67.6	62.1	58.7	78.6	55.1	60.1
Female	83.6	79.7	77.3	66.8	58.4	56.9	57.4	69.9	63.3	67.2	55.3	52.6	64.4	47.2	60.2
Behaviorally-Emotionally Handicapped	31.3	25.9	21.7	28.4	52.6	18.3	50.0	15.3	11.4	20.6	40.0	16.9	*	16.4	18.6
Hearing Impaired	52.7	58.4	54.1	38.2	42.9	34.5	46.7	31.3	40.2	40.5	43.3	38.3	87.5	30.4	37.8
Educable Mentally Handicapped	4.2	5.5	10.8	9.4	33.3	3.3	*	2.0	2.1	6.1	5.3	3.6	*	3.0	3.9
Specific Learning Disabled	44.5	47.0	38.2	40.1	49.2	29.9	54.7	22.8	19.3	35.6	47.5	30.4	72.5	26.5	30.4
Speech-Language Impaired	44.6	43.2	46.9	45.3	71.4	25.9	61.5	28.6	19.2	27.5	53.8	22.5	*	25.9	30.5
Visually Impaired	71.4	60.5	60.0	54.5	55.2	55.6	66.7	53.7	48.4	77.8	46.2	55.8	85.7	47.4	57.6
Other Health Impaired	50.8	44.1	39.5	43.0	43.7	32.7	48.4	34.7	25.8	39.4	53.1	36.8	50.0	30.3	36.1
Traumatic Brain Injured	45.0	38.1	38.1	44.4	75.0	33.3	54.5	33.3	25.0	31.8	66.7	30.0	*	34.6	37.1
Other Exceptional Classifications	54.6	49.4	41.2	49.4	60.7	39.5	60.4	36.2	38.3	44.2	50.6	40.0	83.3	40.5	43.2
Academically Gifted	99.8	99.7	92.6	94.6	90.6	96.7	88.1	99.1	93.5	98.3	94.2	96.0	86.4	91.7	94.1
Section 504	64.3	60.2	55.5	49.0	50.6	40.1	51.5	41.7	38.1	49.8	42.0	43.2	87.2	36.9	44.1
Limited English Proficient	35.9	48.1	41.1	68.3	59.3	24.3	46.0	23.5	23.5	25.0	39.2	23.0	68.8	26.2	31.9
Free/Reduced Lunch	79.9	78.6													74.7

* Data not reported for fewer than five students. Data not reported for fewer than five students in all subjects combined for "Composite". Free/Reduced Lunch data is only available for end-of-grade reading and mathematics.

