
Report to the Governor and the Joint Legislative Education Oversight Committee

Plan for Restructuring the ABCs
Accountability System

SL 2009-451 “Budget Bill” Sec.7.11(b)

Date Due: January 31, 2010

Report #36

DPI Chronological Schedule, 2009-2010

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Introduction

The General Assembly in SL 2009-451 “Budget Bill,” Section 7.11(b) indicated that “the State Board of Education [SBE] shall develop a plan to restructure the ABCs Accountability System and report the restructuring plan to the Governor and the Joint Legislative Education Oversight Committee [JLEOC] by January 31, 2010. The State Board of Education shall not implement a plan unless authorized by an act of the 2010 Regular Session of the General Assembly.”

Prior to the enactment of SL 2009-451, the North Carolina Department of Public Instruction (NCDPI) initiated the Accountability and Curriculum Reform Effort (ACRE) in response to the State Board of Education’s *Framework for Change: The Next Generation of Assessments and Accountability* (June 2008). An initial draft report, *North Carolina’s Proposed New Accountability Model*, from the New Accountability Committee established by NCDPI to work on the project, was submitted to the SBE in a Friday Update dated October 23, 2009. It is posted on the NCDPI website at the following URL:

<http://www.ncpublicschools.org/docs/acre/archive/2009/resources/20091023-02.pdf>. Since then, the SBE has been discussing the various aspects of a proposed new accountability model on a monthly basis at its board meetings.

This report to the Governor and the JLEOC reflects the current status of the ACRE project specifically related to the accountability component.

Proposed New Accountability Model

The goals of the new accountability model are threefold: to improve student achievement, increase graduation rates and close achievement gaps. Various indicators in the model are being discussed by the SBE including student performance, student growth, post-secondary readiness, graduation rates and academic course rigor. One of the decisions that will be made by the SBE is how to “weight” the various indicators in the accountability model. For example, should some indicators, like cohort graduation rates in a high school, have a greater influence on the overall rating of the school? Numerous input sessions have been conducted statewide with different stakeholder groups as this work of the SBE continues. The audiences for the sessions have included local school superintendents, principals, teachers, curriculum directors, NC Association of Educators (NCAE) members and regional education service alliances/consortia (RESAs), to name a few. Additionally, materials about the ACRE effort are available on the NCDPI website at <http://www.ncpublicschools.org/acre/>.

Example of Worksheet Being Used at SBE Meetings/Proposed Discussion Calendar

The following pages contain an overview of the various indicators being discussed and list some questions (in shaded boxes) for which the SBE has been seeking input from across the state. A proposed discussion calendar with the SBE is also included.

Big Questions Worksheet: A Proposed New Accountability Model (Updated November 19, 2009)

Note:

As we engage in ongoing discussions this fall and winter about the design of the new accountability model, we will use the two-pager that was first presented to the Board in October of 2009 to record the consensus that we are building. This tool is a thinking tool and in **no way represents finalized decisions** from the Globally Competitive Students (GCS) Committee of the State Board of Education or the Department of Public Instruction. We encourage feedback as we record our thinking on what indicators should go into the model. We will use this document (and additional thinking tools as necessary) to track a building consensus based on our discussions and regular stakeholder involvement. **Emerging points of consensus are tracked in yellow highlights and included in the tables below.**

Emerging points of consensus from **October** SBE Discussion

Post-Secondary Readiness

We are moving forward exploring and planning for **Option B (pg. 3)** (using a widely used assessment(s) like the ACT, SAT, WorkKeys or Accuplacer) in the accountability model to measure post-secondary readiness. The GCS has generally expressed a desire to use a national test or tests as a measure of post-secondary readiness, a viewpoint echoed by external stakeholder groups.

Emerging points of consensus from **November** SBE Discussion

Committee unable to receive DPI presentation due to more time spent discussing EVAAS. Points of consensus scheduled to be presented at the December meeting.

Emerging points of consensus from **December** SBE Discussion

To come

Big Questions Worksheet: A Proposed New Accountability Model

Components

What components might be in the new accountability model, and how are these components defined?

Performance

Criterion-referenced student performance, as measured by the next generation of EOG and EOC assessments aligned to the Essential Standards.

End-of-Grade

Reading - grades 3-8
Mathematics - grades 3-8
Science - grades 5 and 8

End-of-Course

Math A	Civics and Economics
Math BC	U. S. History
Biology	Physical Science
English II	

?

Are these the right tests?

When and how many constructed-response items should be used?

What are the policy implications of reporting delays that will result from the time involved in scoring constructed-response items (25% policy, reporting timeline for ABCs/AYPs, retesting)?

Longitudinal Growth

Developmental scale scores on math and reading based on growth modeled as a function of time.

Value-Added Models (EVAAS®)

Value-added measures for teachers, schools and/or districts.

-----{Additionally in High School}-----

Graduation Rate

5-year cohort

?

Should measures of matriculation/retention grade-to-grade be included?

Future-Ready Core Participation

A measure of the ambition of the courses that a student takes in high school.

?

How should participation in the future-ready core be counted in the model? Is it redundant with the graduation rate? Should Algebra II completion be used? Concentration in CTE, Arts, etc.? Graduation Project? Credentials?

Post-Secondary Readiness Measure

A measure of the preparedness of a student for the workforce or post-secondary education.

?

Should NC use

- a) Actual outcomes {success in college or workforce}
- b) A widely used assessment(s) {ACT, SAT, WorkKeys, Accuplacer, etc.}
- c) EOC assessments aligned to Essential Standards?

Option B:
Potential
Point of
Consensus

Consequences

How do we classify schools? What are the rewards, sanctions and incentives?

Classification of Schools

Grouping schools based on results, both on an absolute scale and on year-to-year improvement.

?

Are our current categories (a mixture of achievement and improvement measures) the best way to categorize schools and LEAs? How else might we approach categorization?

Incentives

The rewards and sanctions in place to ensure adult ownership and responsibility for student outcomes. Recommended incentives to be included are:

- Adequate Yearly Progress sanctions
- Public reporting of results and proactive measures to deliver understandable results into the hands of the schools and the public
- Classifications of schools (e.g. Schools of Excellence, Low-performing)

?

Should we build a model that will allow teachers to be rewarded based on student outcomes? (LEA and school-based rewards and sanctions are assumed?)

Other Questions:

Will we continue to have and use the gateways?

Do we need to develop a model that can make a single "up or down" decision for an LEA, school, or teacher?

How should we balance the components in the model – particularly in high school – in terms of balancing achievement, growth, value-add, graduation rate, FRC, and post-secondary readiness?

Are there other components in the model that should be added (attendance, parental participation)?

What set of additional incentives could be put in place to support school improvement and student achievement?

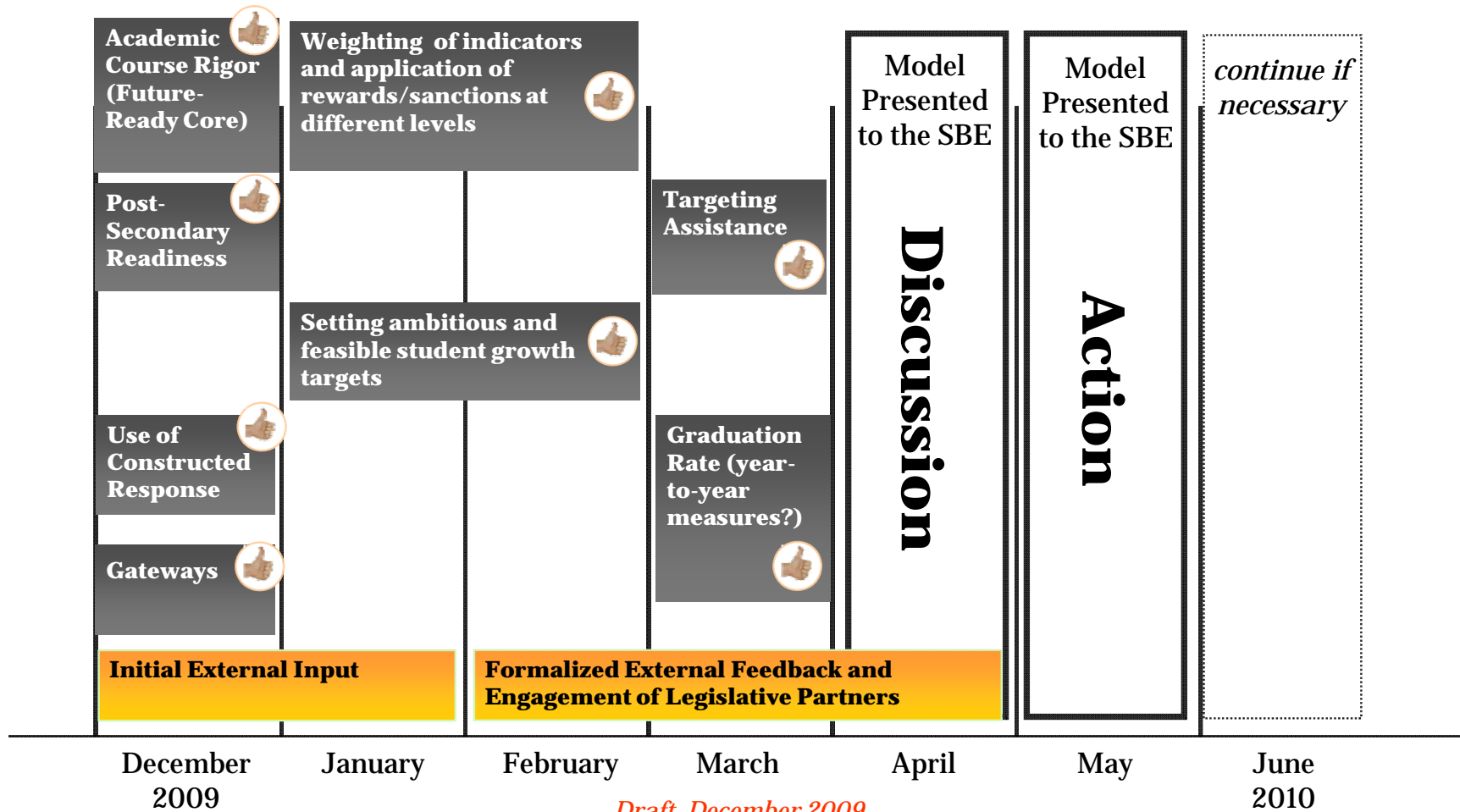
Extra points for increasing number of Level IV students?

Goal: Institute an accountability model that
improves student achievement, increases
graduation rates and closes achievement gaps.

Proposed Discussion Calendar w/ GCS on New Accountability



...means we are looking to achieve a general consensus at this meeting (non-binding, non-voting).



Next Steps

As seen in the discussion calendar above, the months of February through April will be devoted to seeking formalized external feedback from stakeholders as well as interaction with the General Assembly and the Governor's office.

Several high-level decisions that remain include, among others:

1. Revise the ABCs school recognition classification system?
2. Recommend changes to current statutes related to financial awards under the ABCs accountability program? (§115C-105.36. Performance recognition.)
3. Recommend changes to current statutes related to the definition of low-performing schools? (§115C-105.37. Identification of low-performing schools.)
4. Recommend changes to current statutes related to continually low-performing schools? (§115C-105.37A. Continually low-performing schools; definition; assistance and intervention; reassignment of students.)
5. Recommend changes to current statutes related to assistance teams? (§115C-105.38. Assistance teams; review by State Board.)
6. Recommend legislation related to identification of low-performing local education agencies (LEAs)?

Concluding Comments

Before any final decisions are made regarding the new accountability model, fiscal notes will need to be completed. In addition, the United States Department of Education (USED) has instituted the Race to the Top (RTTT) program, for which North Carolina will be submitting a proposal in January 2010, and the State Fiscal and Stabilization Fund (SFSF), for which North Carolina currently is receiving funds. Each of these programs requires that certain data elements are reported by the respective states. It is possible that some of these new data elements should be merged into the new accountability model.

The National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) are working jointly with 48 states across the nation on the development of Common Core Standards in mathematics and reading/language arts. Adoption of the Common Core Standards by the respective states should occur in the spring. These new standards may eventually lead to common assessments across states. Finally, the United States Congress is in the process of reauthorizing the Elementary and Secondary Education Act (ESEA), and it is possible that additional changes to the North Carolina Accountability Model may be required based on changes that occur due to the reauthorization. The Governor and members of the General Assembly will be informed by the SBE and NCDPI staff of any implications to the North Carolina Accountability Model resulting from NGA/CCSSO, USED or Congressional action.