Brief Report
GCS AYP/ABCs Result: 2007 - 2008

Press Conference

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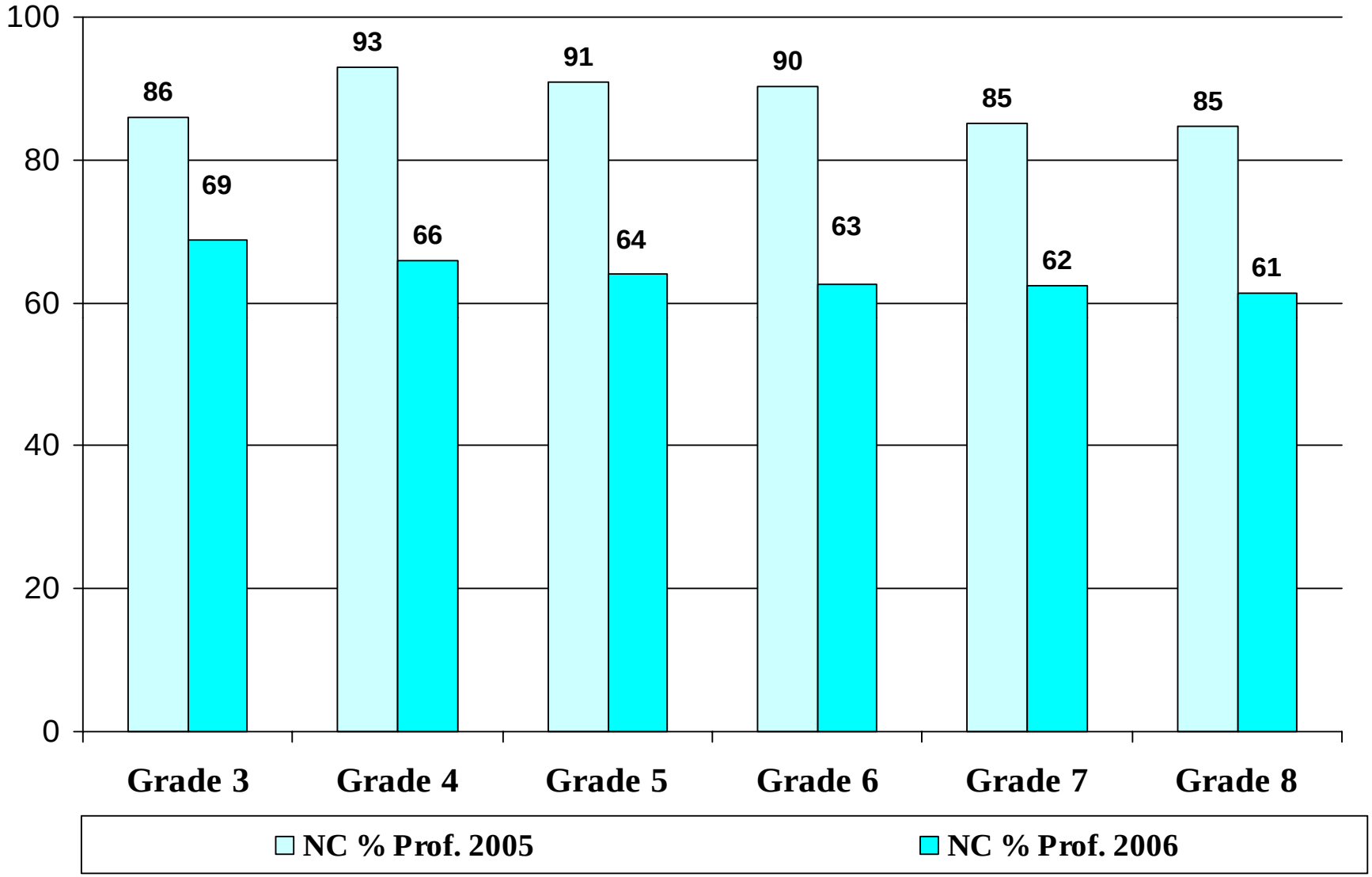
Part I
State Has Greatly Raised Proficiency Standards in EOG and EOC since 2006

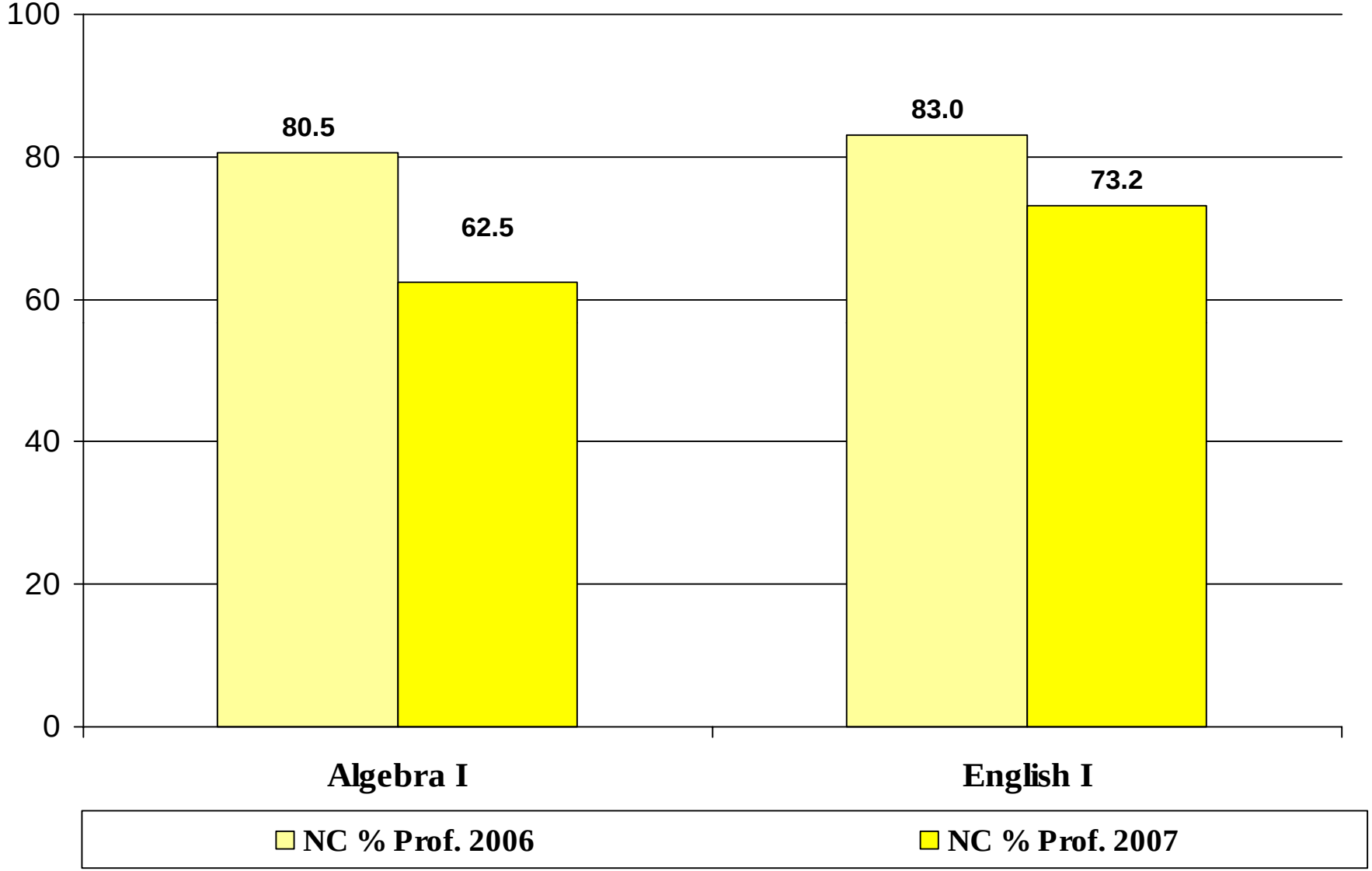
State Raised EOG Math Proficiency Standards Greatly in 2006

State-wide Consequences: Overall Percent Proficient Reduced 24 Points



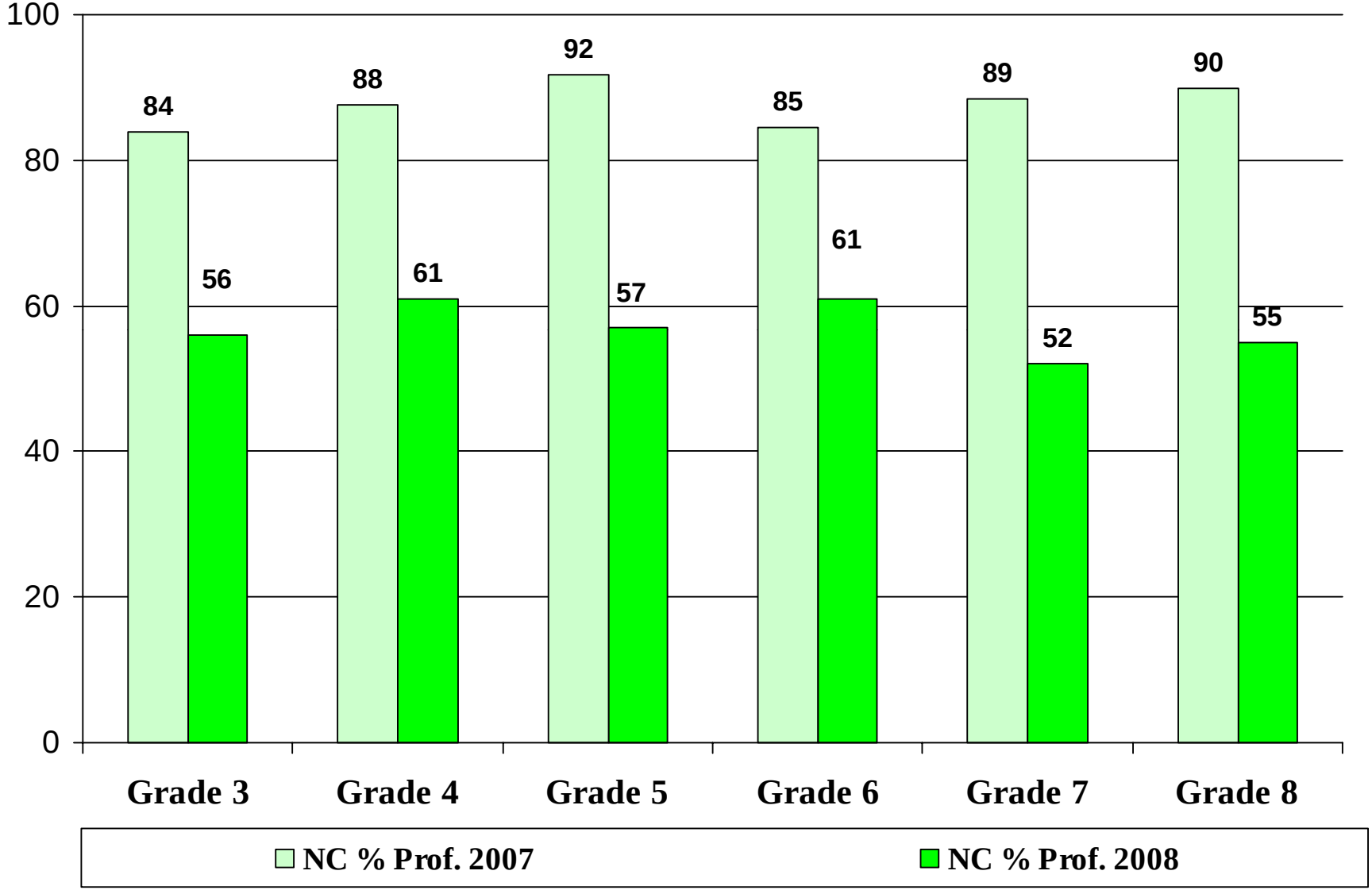
State Raised EOC Proficiency Standards in 2007

State-wide Consequences: Average A1&E1 Percent Proficient Reduced 14 Points

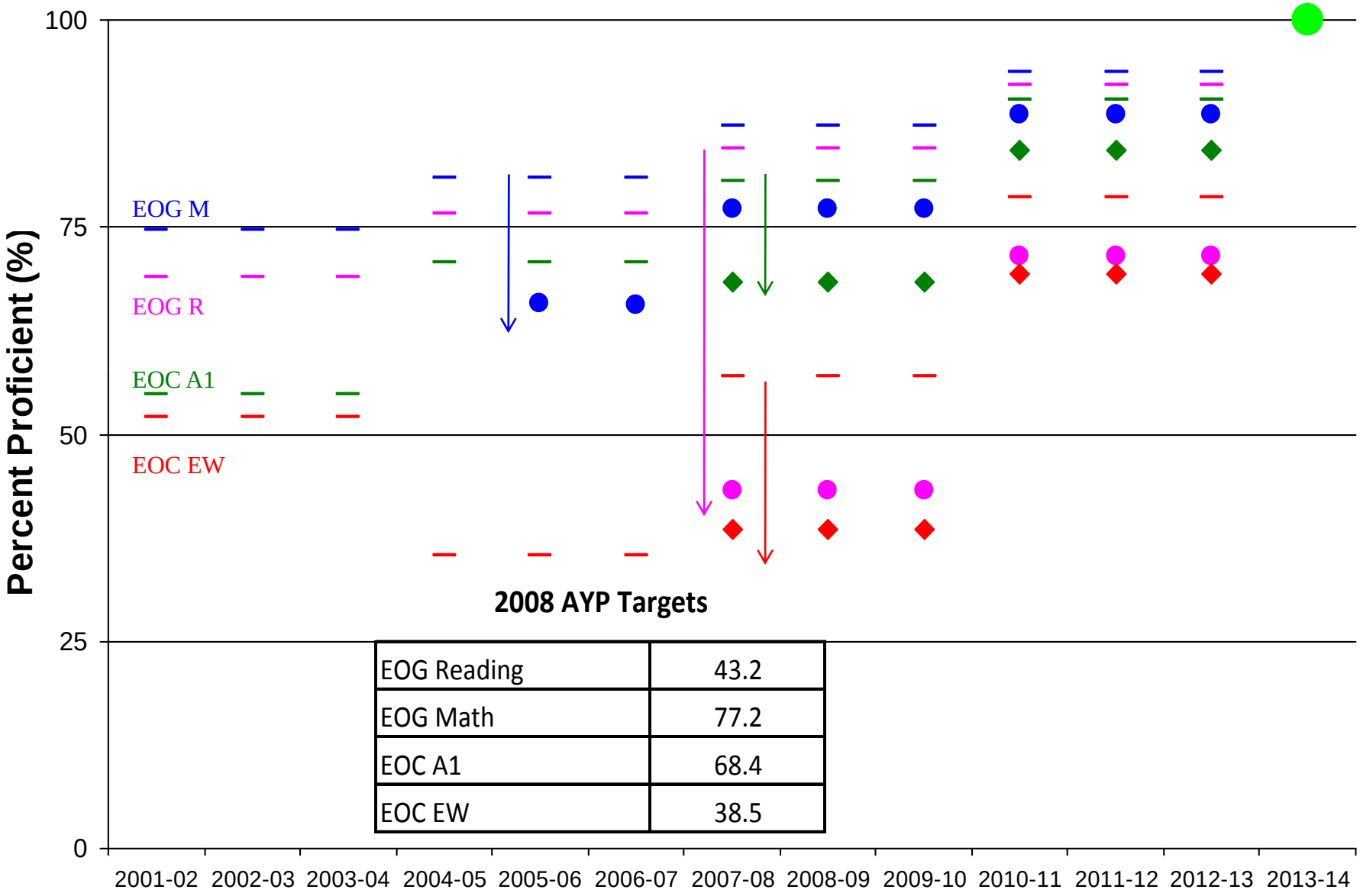


State Raised EOG Reading Proficiency Standards Greatly in 2008

State-wide Consequences: Overall Percent Proficient Reduced 31 Points



State Adjusted AYP Targets



EOG Reading	43.2
EOG Math	77.2
EOC A1	68.4
EOC EW	38.5

How Should We Measure Student Group Academic Progress by State Accountability Indices - AYP, ABCs Growth, and Performance Composite?

1. **Longitudinal comparison of scale score or percent proficient from the previous years to the current years, crossing standard setting year, for same county/school is inappropriate.**

2. **Comparison within a period of same standard setting with same calculation method is appropriate. However it does not provide a longitudinal trend.**

3. **Cross sectional comparison to state performance may be appropriate.**

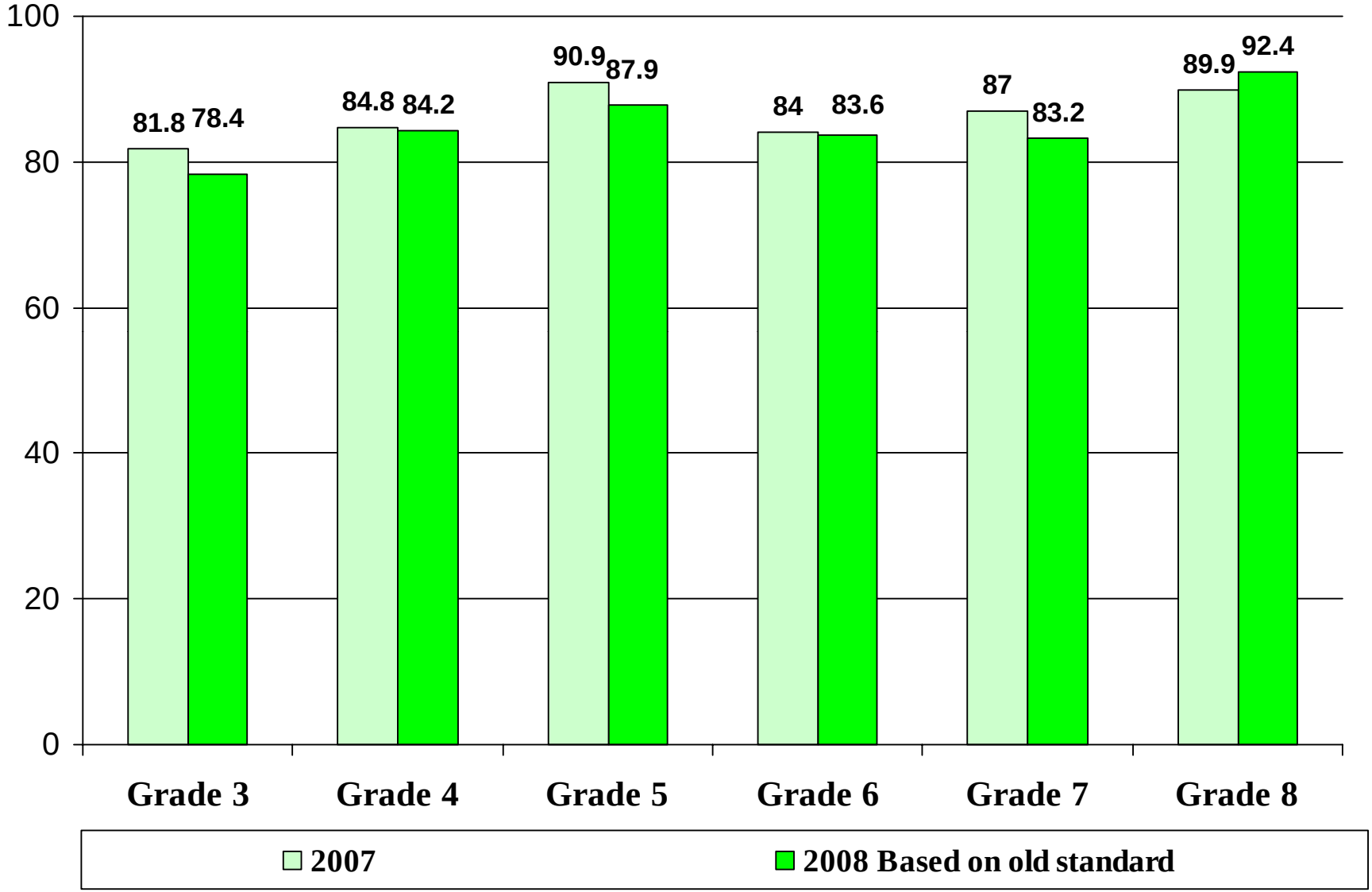
Part II

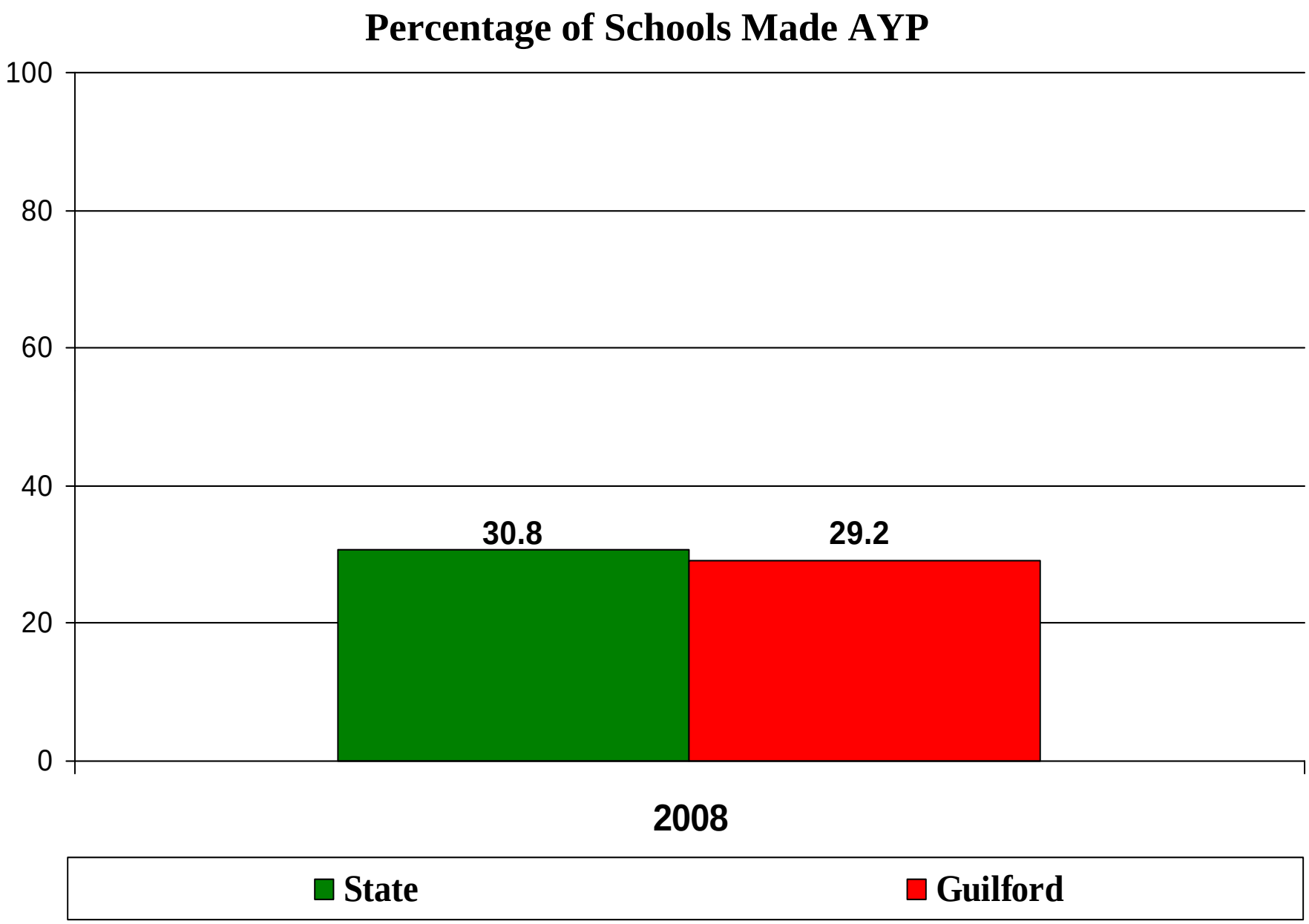
GCS AYP/ABCs Result

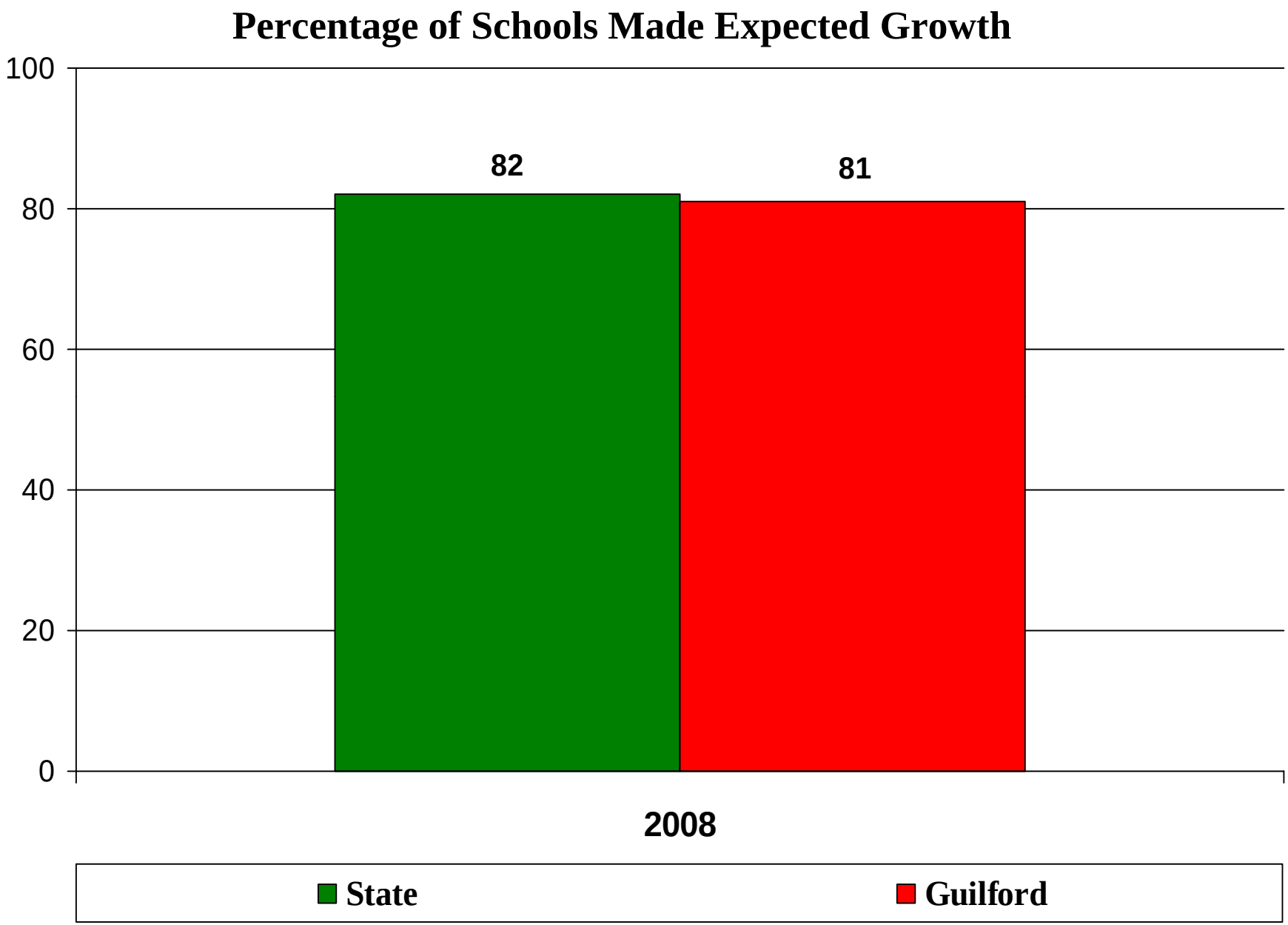
Data from DPI Web Post – 11/06/2008:

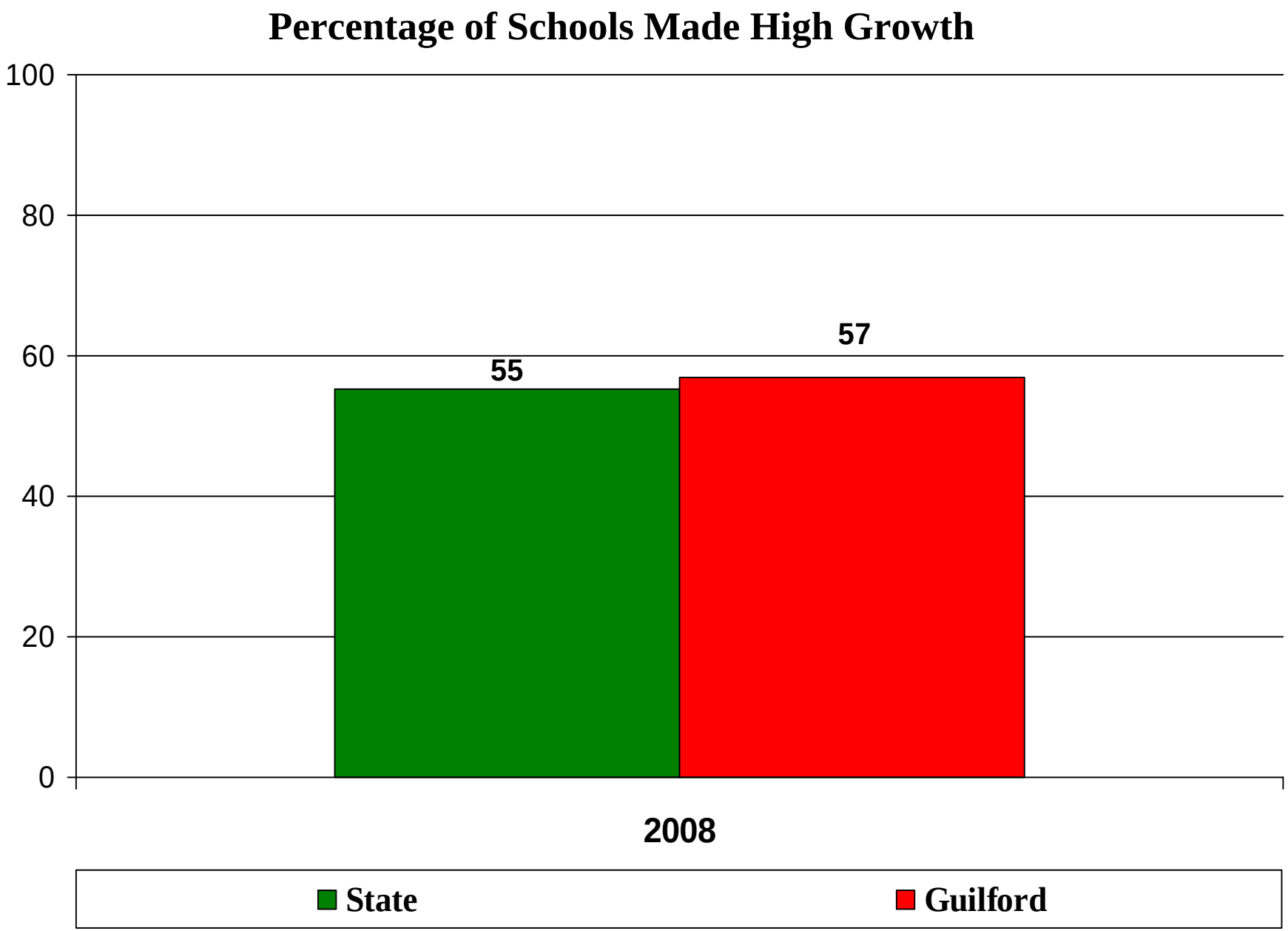
http://www.dpi.state.nc.us/nclb/abcayp/ayp/

Comparison of Percent Proficient: EOG Reading under Old Standard




Percentage of Schools Made AYP
100
80
60
40
20
0
30.8
29.2
2008
State
Guilford


Percentage of Schools Made Expected Growth
100
80
60
40
20
0
82
81
2008
State
Guilford


Percentage of Schools Made High Growth
100
80
60
40
20
0
55
57
2008
State
Guilford

Percentage of Schools by Status 2008

	GCS	State
Honor School of Excellence	0.9	1.2
School of Excellence	0	0.2
School of Distinction	12.2	8.4
School of Progress	35.7	45
No Recognition Schools	7	9.1
Priority Schools	36.5	29
Low Performing Schools	7.8	4.2

Summary

Overall, in comparing to State:

1. **We have done a comparatively better job in moving more students forward from previous two years.**
2. **Although we performed close to State average in percentage of schools making AYP and ABCs growth, our overall absolute performance, as measured by either mean scale score and percentage proficiency, needs to be improved.**
3. **Especially, we need to work with priority schools and low-performing schools more effectively.**

GCS Literacy:
A Proactive Approach

- Increased Rigor and Relevance
- Early Intervention
- Enrichment and Acceleration

Strategies for Improvement

Elementary

- PreK-5 Literacy Framework
- Vocabulary Development
- Guided Reading
- Intervention Prevention (RTI)
- DIBELS

Middle

- Balanced Literacy Model
- Modeled and Shared
- Read 180
- Springboard

High

- Strategic Reading
- High School Reading Teachers
- Reading in the Content Areas

Next Steps

- Increase Classroom Interventions
- Gather Teacher Input for Improvement Ideas
- Provide Differentiated Professional Development
- Deliver *Reading in the Content Area* Professional Development
- Improve Fidelity of Reading Initiatives