

The 1999-2000
ABCs Accountability Model

I. Growth/Gain Composite

The total growth/gain composite for a school will be a sum of the following components. The composite must be equal to or greater than zero to meet the expected and exemplary growth/gain standards.

A. End-of-Grade (EOG) growth

For schools with any combination of grades 3 through grades 8: growth is computed using pretest to post-test differences in grades 3 through 8 in reading and mathematics on a matched set of students, and the 91-day membership rule will be used to determine inclusion in the cohort.

Growth in Reading and Mathematics from Grade 8 to Grade 10

For this component, cohort growth is computed from the grade 8 EOG test in reading and mathematics to the North Carolina Comprehensive Test in reading and mathematics administered in grade 10, and the 160 day membership rule will be used to determine inclusion in the cohort.

B. Writing index gain for grades 4 and 7

The index gain is based on improvement over a baseline; three successive years of writing data are necessary for computing gain; there is no membership rule for the writing index. There is no exemplary standard for the writing index.

C. End-of-Course (EOC) indexes gain

Gain is based on a comparison of the current year's index and the baseline (average of the two previous years).

The indexes are computed for:

Algebra I	English I
Biology	English II
ELPS	U.S. History

For exemplary gain, the target index for each course is 5% of the difference between the baseline and 100. (*Results from Algebra II, Geometry, Chemistry, Physics and Physical Science will become part of the gain score in the 2000-01 school year.*)

D. College Prep/College Tech Prep Component

For this component, the percentage of 1999-2000 diploma recipients, who have completed either a college prep or a college tech prep course of study are compared to a baseline average of the 1998 and 1999 percents. (All computations are based on unduplicated counts.)

E. Gain in competency passing rates

The gain in the percentage of students meeting the North Carolina Competency Standard will be computed as part of the growth/gain composite. The baseline rate is the percent of students who scored at or above Level III on the grade 8 EOG tests in reading and mathematics. This will be compared to the same group's (cohort) competency passing rate in grade 10.

II. Performance Composite

The performance composite for any school is the total number of scores at or above Level III (or at or above grade level) in each subject included in the ABCs model, divided by the total number of valid scores. The performance composite is reported as a percentage. Schools that do not meet their growth/gain standards AND that have a performance composite below 50% may be identified as low-performing. A confidence interval is applied to the performance composite of low-performing schools to ensure that it is significantly below 50%. (Calculations of the confidence interval are computed by DPI and are not part of the ABC Tools software.)

A. For a school with any combination of grades 3 through grades 8 and/or grade 10

The performance composite for the school is the total number of students who score at or above grade level (i.e. in Level III or IV) in reading and mathematics including the North Carolina High School Comprehensive Test, writing, and any course with an EOC test that may be offered at the school. For example, if a K-8 school offers Algebra I, the number of students who score at or above Level III on the Algebra I EOC test is also included in the above computation, as well as the total number of students taking the test in the course.

B. For a school that offers only high school courses

The performance composite is the percent of students at or above Level III in

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|---------------------------------------|--------------------|
| - Algebra I (<i>see Note below</i>) | - English II |
| - Algebra II | - Geometry |
| - Biology | - Physical Science |
| - Chemistry | - Physics |

- ELPS
- English I
- U.S. History
- NCHS Comprehensive Test

Note: Algebra I scores of current ninth grade high school students who took the course prior to high school are included in this computation for the high school where they are currently enrolled. For senior high schools, students who took Algebra I prior to tenth grade are included in the computation for the senior high school.

III. Reported Items

These items are included in publications reporting the results of the ABCs. They are not included in any computations that determine growth/gain, performance composite, award or sanction.

A. SAT results and participation rates

SAT results and participation rates are reported (for information purposes only) for three years.

B. Dropout rates

The State Board of Education adopted the federal guidelines for determining dropout rates, and these guidelines, including an adjustment for enforcing the Safe Schools Act and addressing chronic behavior problems, will be used in reporting in the 1999-00 accountability year. *(Computations based on changes in the rates will be included in the composite gain scores for high schools in the 2000-01 accountability year.)*