

Strategic Goal 1:

To Improve Academic Achievement

Objective F :

End of Course Test
(EOCT)

Report Date:

October 2, 2013

Objective, Baseline, and Target

Objective: To improve students' success rate in mastering core subject areas as measured by pass rate on the End of Course Tests.

Baseline: SY 2009-2010

Content	Baseline	Content	Baseline
9 th Grade Lit/Comp*	76	Biology*	50
American Lit/Comp*	80	Physical Science	61
Math I*	52	Economics	52
Math II*	39	U.S. History	39

Target: 2014

Content	Target	Content	Target
9 th Grade Lit/Comp*	80.5	Biology*	59.3
American Lit/Comp*	83.7	Physical Science	68.2
Math I*	60.9	Economics	60.9
Math II*	54.1	U.S. History	54.1

*RT3 measure



About the End of Course Tests (EOCT)

- ❑ The EOCTs are criterion-referenced tests, aligned with the state-adopted curriculum. They are given as the final exam with the following weights on the final course grades:
 - ❑ 15% for students who first enrolled in ninth grade between July 1, 2008 and June 30, 2011
 - ❑ 20% for students who first enrolled in ninth grade on or after July 1, 2011

- ❑ Scores on the EOCTs range from 200 to 750, depending on the subject area. A score between 400 – 449 meets the state performance standard, and a score of 450 or above exceeds the standard. Students also receive a grade-conversion score ranging from 0 to 100, with a 70 or better indicating a passing score.



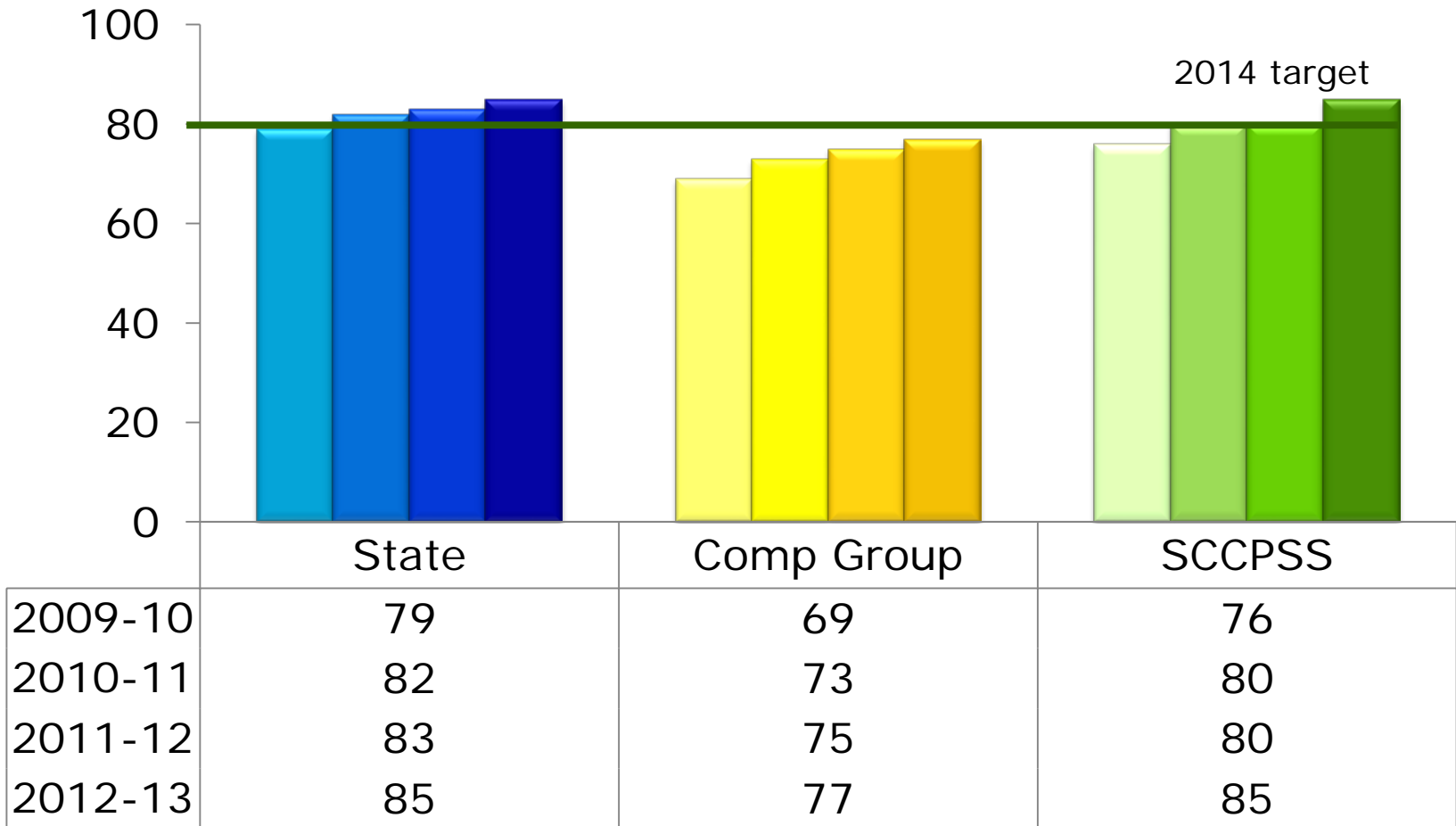
End of Course Tests (EOCT) GHSGT Transition Matrix

	Ninth Graders	Tenth Graders	Eleventh Graders	Twelfth Graders
2011-2012	EOCT = 20% of course grade Pass the GHSWT	EOCT = 15% of course grade [Pass one EOCT in each of the four content areas or pass the corresponding subject test of GHSGT] Pass the GHSWT	EOCT = 15% of course grade [Pass one EOCT in each of the four content areas or pass the corresponding subject test of GHSGT] Pass the GHSWT	EOCT = 15% of course grade [Pass one EOCT in each of the four content areas or pass the corresponding subject test of GHSGT] Pass the GHSWT
2012-2013	EOCT = 20% of course grade Pass the GHSWT	EOCT = 20% of course grade Pass the GHSWT	EOCT = 15% of course grade [Pass one EOCT in each of the four content areas or pass the corresponding subject test of GHSGT] Pass the GHSWT	EOCT = 15% of course grade [Pass one EOCT in each of the four content areas or pass the corresponding subject test of GHSGT] Pass the GHSWT
2013-2014	EOCT = 20% of course grade Pass the GHSWT	EOCT = 20% of course grade Pass the GHSWT	EOCT = 20% of course grade Pass the GHSWT	EOCT = 15% of course grade [Pass one EOCT in each of the four content areas or pass the corresponding subject test of GHSGT] Pass the GHSWT
2014-2015	Common Core Assessment Implementation (Language Arts & Mathematics) EOCT = 20% (Science & Social Studies)	Common Core Assessment Implementation (Language Arts & Mathematics) EOCT = 20% (Science & Social Studies)	Common Core Assessment Implementation (Language Arts & Mathematics) EOCT = 20% (Science & Social Studies)	EOCT = 20% of course grade Pass the GHSWT



EOCT - 9th Grade Literature & Composition

Percentage Meeting/Exceeding Standard

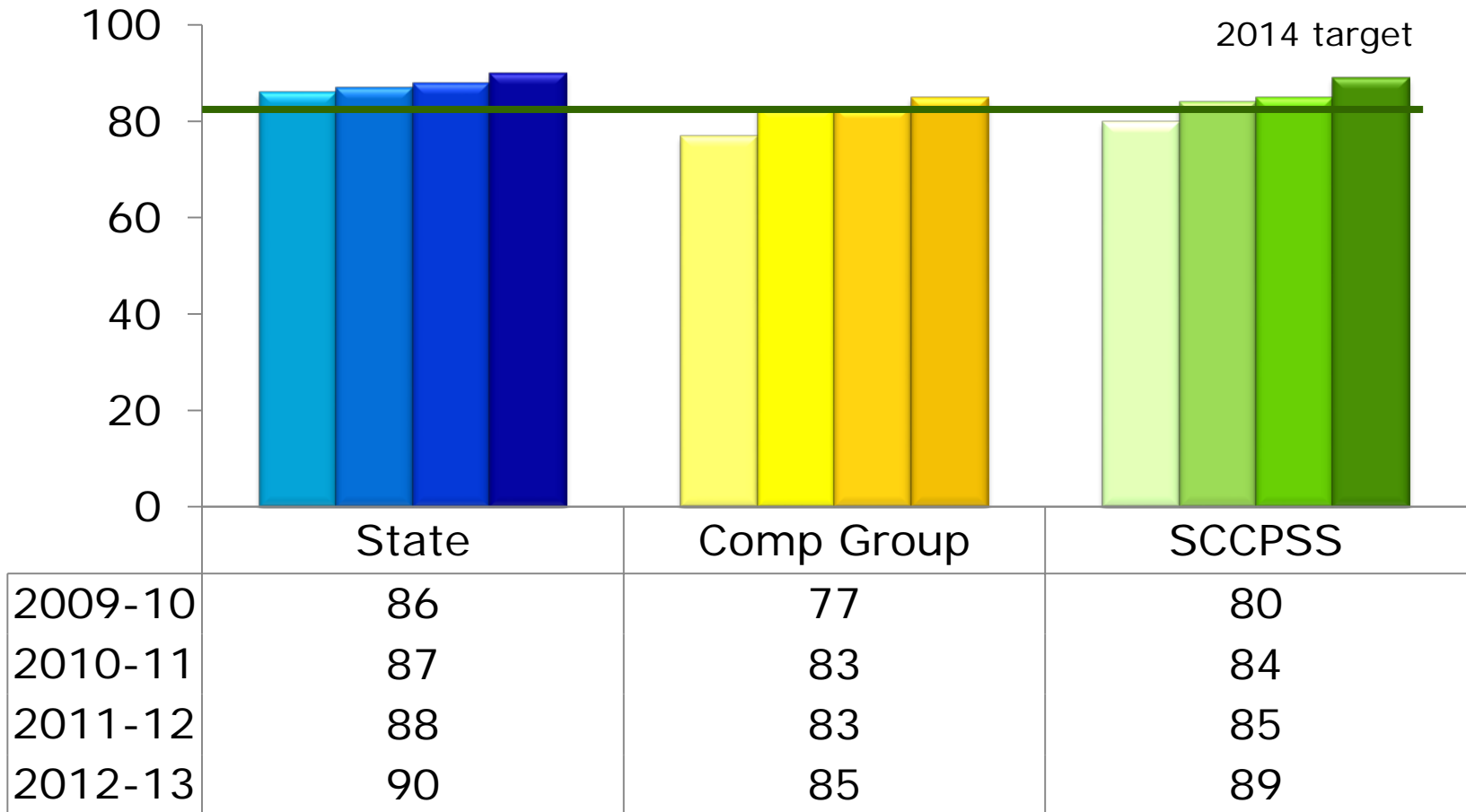


NOTE: Shading of chart color from lightest to darkest represents progression of years.



EOCT - American Literature & Composition

Percentage Meeting/Exceeding Standard

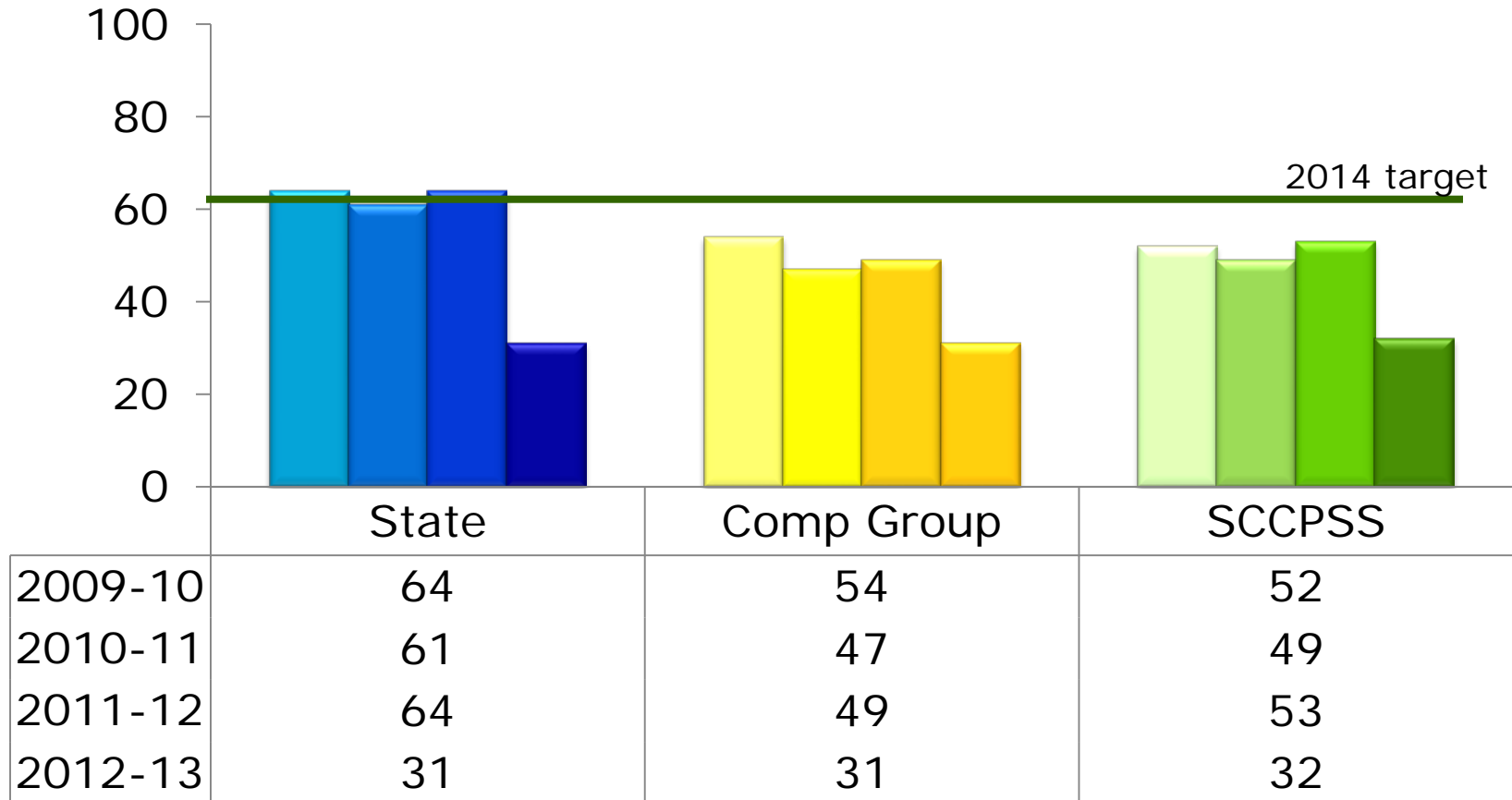


NOTE: Shading of chart color from lightest to darkest represents progression of years.



EOCT - Math I

Percentage Meeting/Exceeding Standard



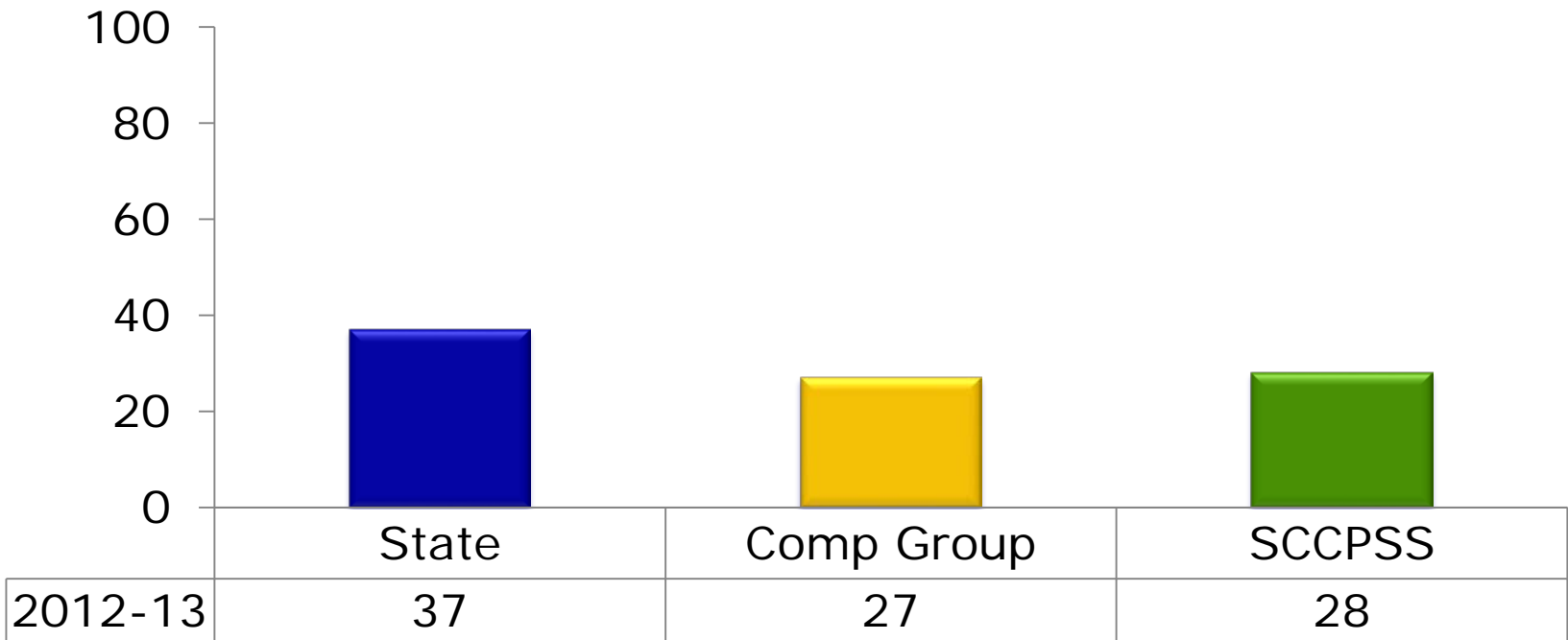
*For 2012-13 only course repeaters took Math I due to the transition to Coordinate Algebra.

NOTE: Shading of chart color from lightest to darkest represents progression of years.



EOCT – Coordinate Algebra

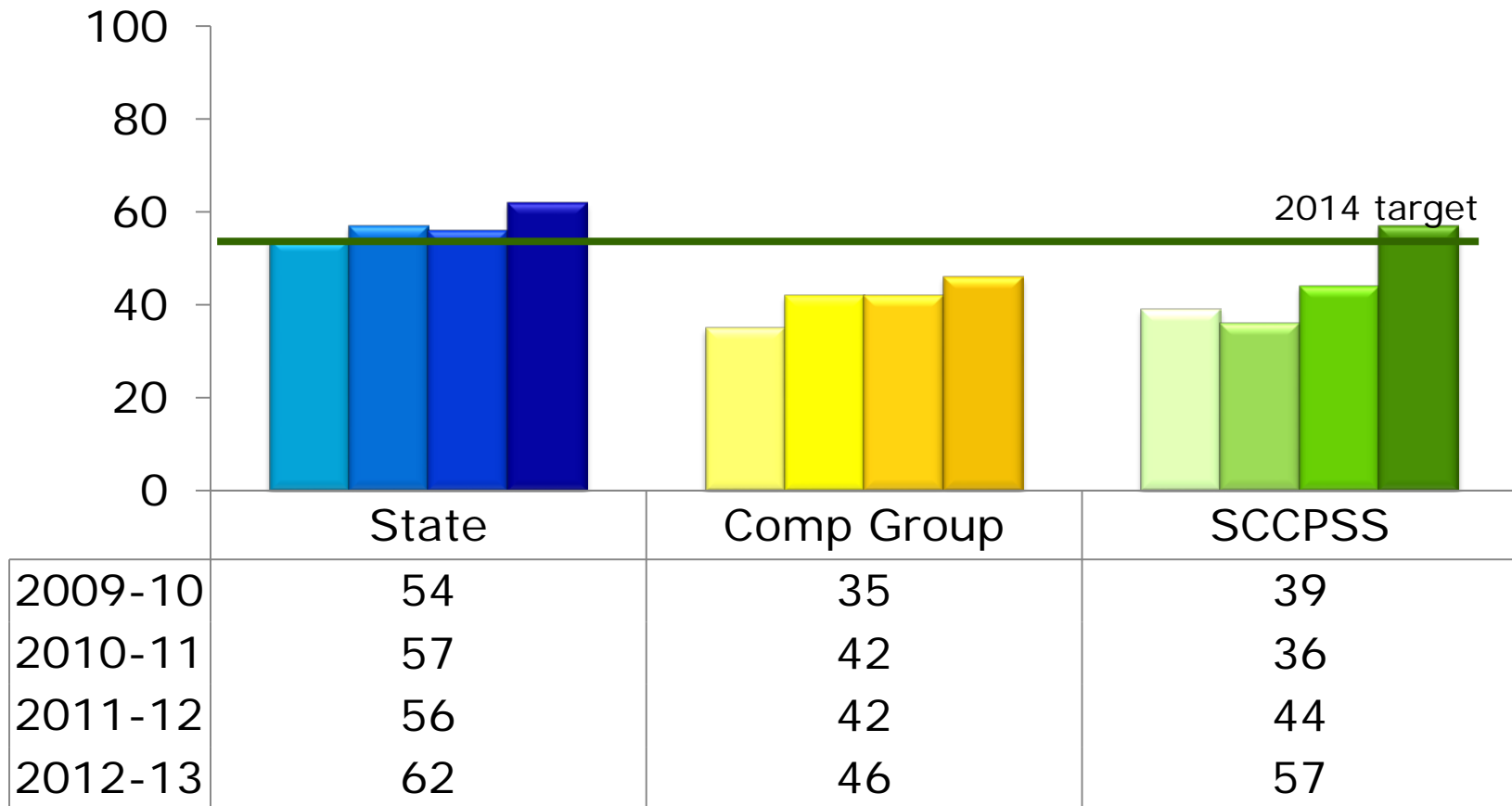
Percentage Meeting/Exceeding Standard





EOCT - Math II

Percentage Meeting/Exceeding Standard

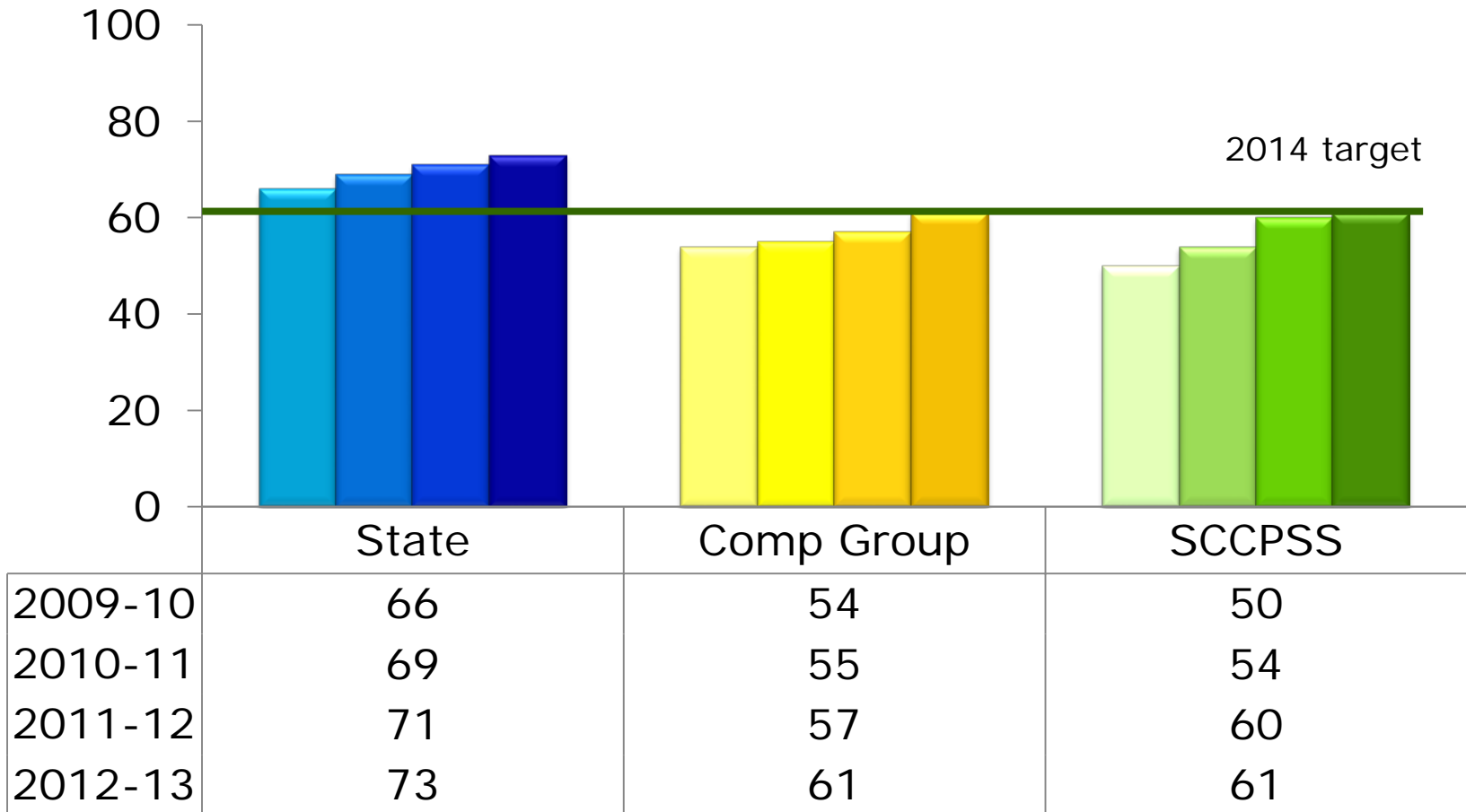


NOTE: Shading of chart color from lightest to darkest represents progression of years.



EOCT - Biology

Percentage Meeting/Exceeding Standard

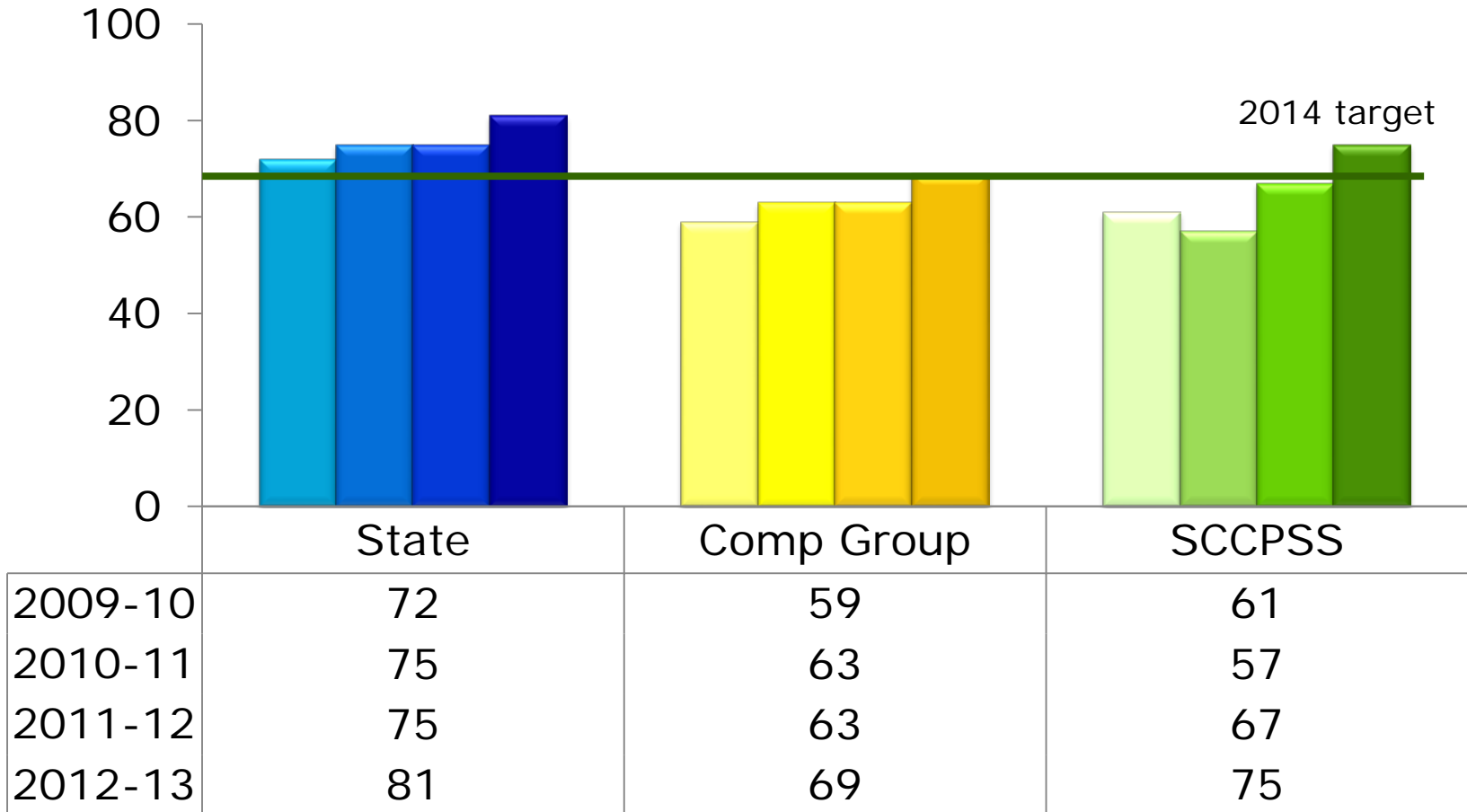


NOTE: Shading of chart color from lightest to darkest represents progression of years.



EOCT - Physical Science

Percentage Meeting/Exceeding Standard

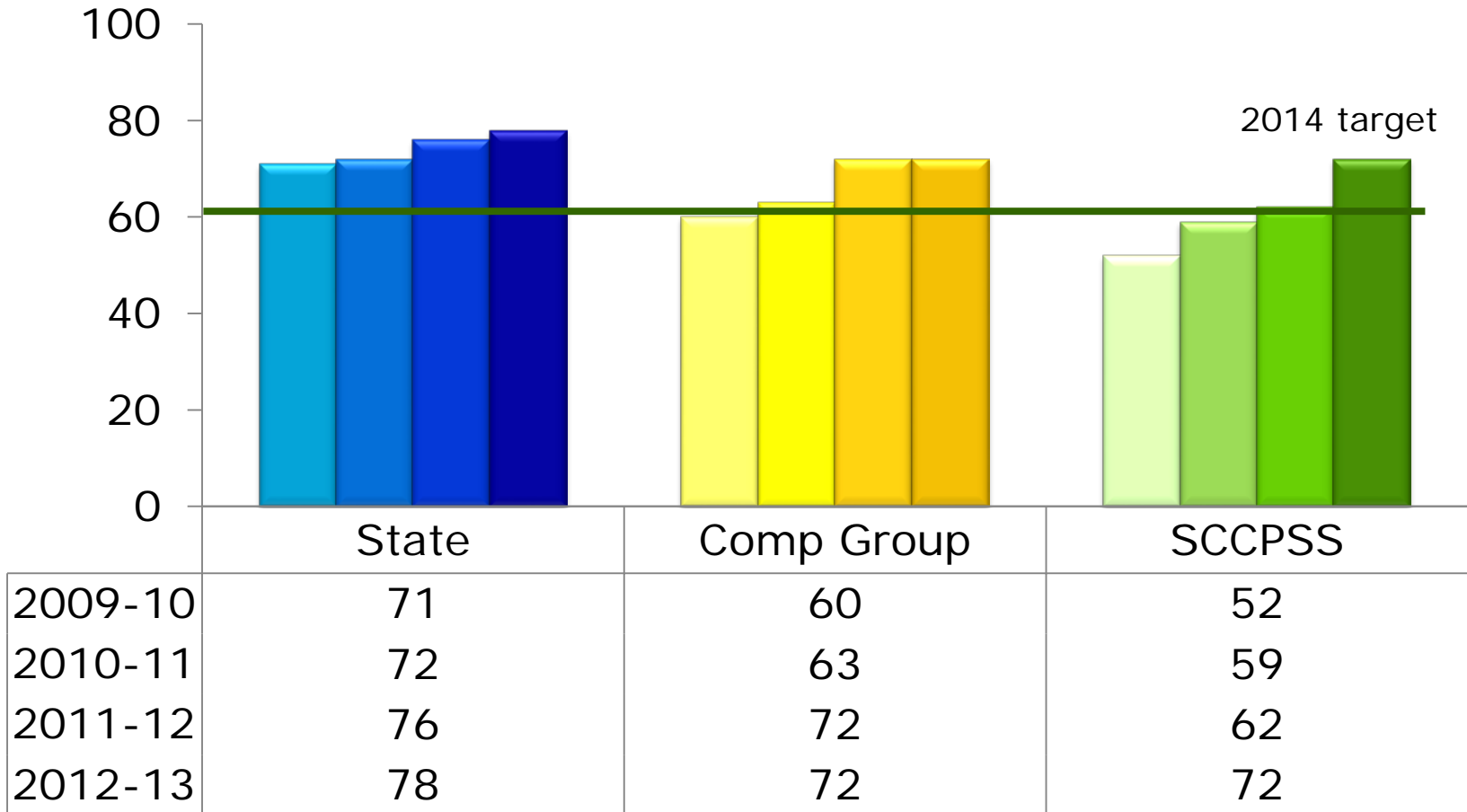


NOTE: Shading of chart color from lightest to darkest represents progression of years.



EOCT – Economics

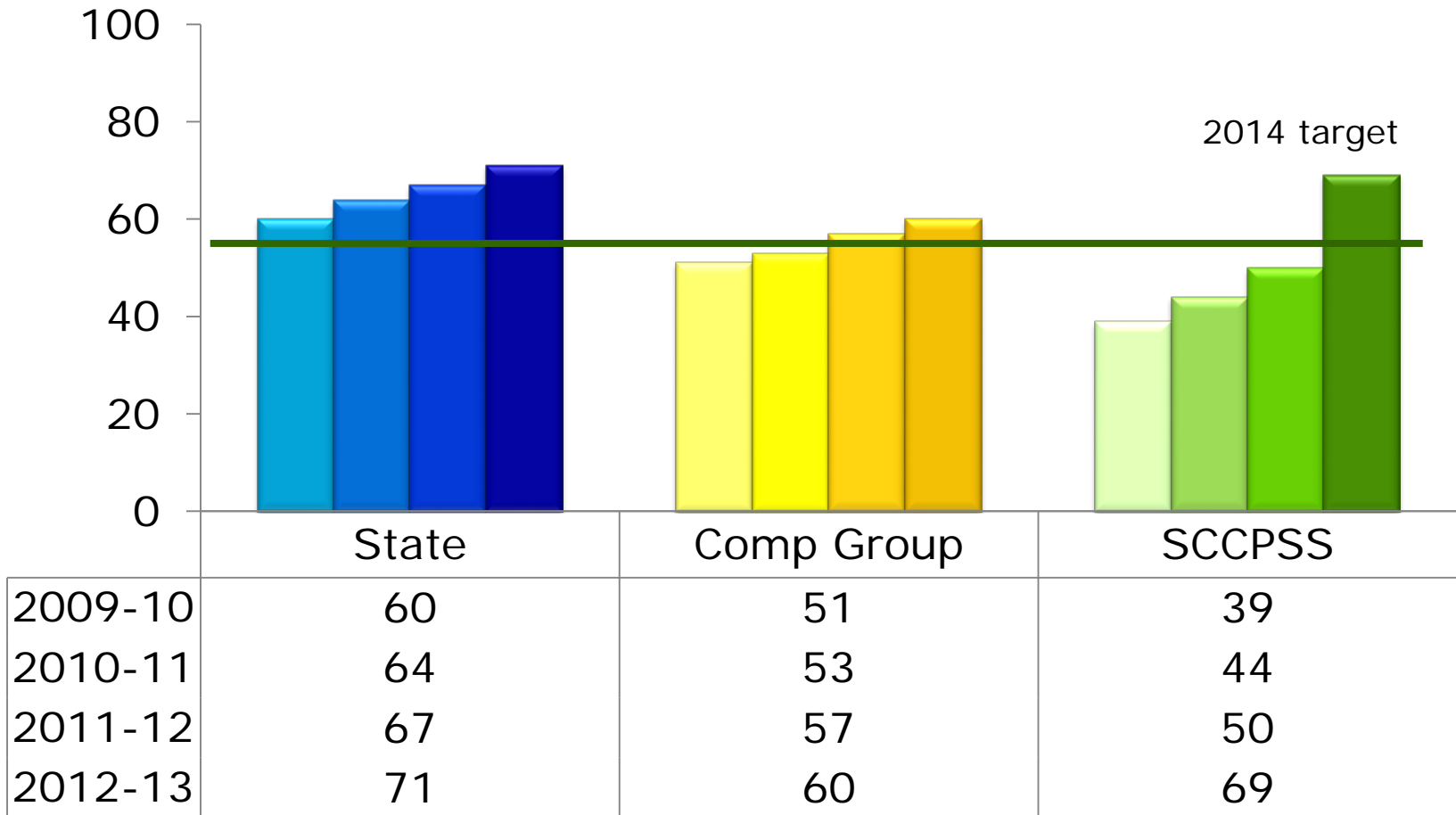
Percentage Meeting/Exceeding Standard



NOTE: Shading of chart color from lightest to darkest represents progression of years.

EOCT – U.S. History

Percentage Meeting/Exceeding Standard




NOTE: Shading of chart color from lightest to darkest represents progression of years

EOCT– Gender Subgroup

Percentage Meeting/Exceeding Standard

	9th Grade Literature & Composition						American Literature & Composition					
	2009-10	2010-11	2011-12	2012-13	1 Yr Chg	4 Yr Chg	2009-10	2010-11	2011-12	2012-13	1 Yr Chg	4 Yr Chg
Female	79	86	85	88	3	9	85	88	88	93	5	8
Male	73	74	76	81	5	8	76	81	82	85	3	9
	Math I						Math II					
	2009-10	2010-11	2011-12	2012-13	1 Yr Chg	4 Yr Chg	2009-10	2010-11	2011-12	2012-13	1 Yr Chg	4 Yr Chg
Female	54	51	58	31	NA	NA	38	38	46	60	14	22
Male	50	46	49	33	NA	NA	40	34	43	53	10	13
	Biology						Physical Science					
	2009-10	2010-11	2011-12	2012-13	1 Yr Chg	4 Yr Chg	2009-10	2010-11	2011-12	2012-13	1 Yr Chg	4 Yr Chg
Female	49	55	62	61	-1	12	60	54	68	75	7	15
Male	51	53	58	61	3	10	62	60	66	75	9	13
	Economics						United States History					
	2009-10	2010-11	2011-12	2012-13	1 Yr Chg	4 Yr Chg	2009-10	2010-11	2011-12	2012-13	1 Yr Chg	4 Yr Chg
Female	52	58	62	72	10	20	36	42	50	72	22	36
Male	53	61	63	72	9	19	42	46	50	65	15	23

 Increase

 At / above DAS 2014 target

NA: 2012-13 Math I scores are not comparable to prior years due to Coordinate Algebra transition.
Typically, only course repeaters took Math I in SY2012-13

EOCT – Ethnicity Subgroup

Percentage Meeting/Exceeding Standard

	9th Grade Literature & Composition						American Literature & Composition					
	2009-10	2010-11	2011-12	2012-13	1 Yr Chg	4 Yr Chg	2009-10	2010-11	2011-12	2012-13	1 Yr Chg	4 Yr Chg
Asian	90	93	87	95	8	5	92	88	97	93	-4	1
Black	69	73	74	80	6	11	76	80	80	86	6	10
Hispanic	79	76	85	91	6	12	81	76	89	86	-3	5
White	91	93	93	92	-1	1	91	96	95	96	1	5
Multi-Racial	92	85	89	91	2	-1	88	90	94	89	-5	1

	Math I						Math II					
	2009-10	2010-11	2011-12	2012-13	1 Yr Chg	4 Yr Chg	2009-10	2010-11	2011-12	2012-13	1 Yr Chg	4 Yr Chg
Asian	92	86	89	**	NA	NA	69	75	70	77	7	8
Black	42	39	45	26	NA	NA	29	26	36	48	12	19
Hispanic	52	45	50	**	NA	NA	43	42	42	65	23	22
White	74	68	70	53	NA	NA	62	59	61	72	11	10
Multi-Racial	75	51	66	**	NA	NA	63	39	44	68	24	5

At / above DAS 2014 target
 Increase
 ** Not reported; < 10 students


NA: *2012-13 Math I scores are not comparable to prior years due to Coordinate Algebra transition. Typically, only course repeaters took Math I in SY2012-13


EOCT - Ethnicity Subgroup

Percentage Meeting/Exceeding Standard

	Biology						Physical Science					
	2009-10	2010-11	2011-12	2012-13	1 Yr Chg	4 Yr Chg	2009-10	2010-11	2011-12	2012-13	1 Yr Chg	4 Yr Chg
Asian	69	82	82	79	-3	10	**	83	97	92	-5	NA
Black	39	44	51	52	1	13	56	53	60	70	10	14
Hispanic	62	46	58	71	13	9	72	62	65	77	12	5
White	75	78	80	77	-3	2	77	73	90	86	-4	9
Multi-Racial	77	55	74	69	-5	-8	80	80	63	81	18	1

	Economics						United States History					
	2009-10	2010-11	2011-12	2012-13	1 Yr Chg	4 Yr Chg	2009-10	2010-11	2011-12	2012-13	1 Yr Chg	4 Yr Chg
Asian	75	73	88	78	-10	3	71	64	77	82	5	11
Black	41	50	54	64	10	23	29	34	40	55	15	26
Hispanic	51	71	68	68	0	17	40	50	53	42	-11	2
White	79	82	83	88	5	9	64	68	76	83	7	19
Multi-Racial	81	59	68	78	10	-3	61	47	55	74	19	13

 At / above DAS 2014 target

 Increase

** Not reported; < 10 students

EOCT – Other Subgroup

Percentage Meeting/Exceeding Standard

	9th Grade Literature & Composition						American Literature & Composition					
	2009-10	2010-11	2011-12	2012-13	1 Yr Chg	4 Yr Chg	2009-10	2010-11	2011-12	2012-13	1 Yr Chg	4 Yr Chg
Economically Disadvantaged	70	74	73	80	7	10	79	82	80	85	5	6
Students with Disabilities	41	45	40	51	11	10	51	55	50	53	3	2
English Learners	45	46	63	72	9	27	54	55	84	75	-9	21

	Math I						Math II					
	2009-10	2010-11	2011-12	2012-13	1 Yr Chg	4 Yr Chg	2009-10	2010-11	2011-12	2012-13	1 Yr Chg	4 Yr Chg
Economically Disadvantaged	52	48	44	32	NA	NA	39	44	36	47	11	8
Students with Disabilities	27	25	16	16	NA	NA	23	25	15	22	7	-1
English Learners	40	39	32	**	NA	NA	42	44	40	59	19	17

At / above DAS 2014 target
 Increase
 ** Not reported; < 10 students

NA: *2012-13 Math I scores are not comparable to prior years due to Coordinate Algebra transition.



Typically, only course repeaters took Math I in SY2012-13

EOCT – Other Subgroup

Percentage Meeting/Exceeding Standard

	Biology						Physical Science					
	2009-10	2010-11	2011-12	2012-13	1 Yr Chg	4 Yr Chg	2009-10	2010-11	2011-12	2012-13	1 Yr Chg	4 Yr Chg
Economically Disadvantaged	53	57	51	53	2	0	65	67	61	72	11	7
Students with Disabilities	32	35	25	30	5	-2	43	46	40	51	11	8
English Learners	36	37	41	47	6	11	52	52	71	66	-5	14

	Economics						United States History					
	2009-10	2010-11	2011-12	2012-13	1 Yr Chg	4 Yr Chg	2009-10	2010-11	2011-12	2012-13	1 Yr Chg	4 Yr Chg
Economically Disadvantaged	58	60	55	65	10	7	46	52	39	51	12	5
Students with Disabilities	38	37	35	43	8	5	30	34	25	44	19	14
English Learners	47	45	67	36	-31	-11	29	35	35	17	-18	-12

 At / above DAS 2014 target  Increase

EOCT– Gender, Ethnicity and Other Subgroup

Percentage Meeting/Exceeding Standard

		Coordinate Algebra 2012-13
Ethnicity	Asian	57
	Black	19
	Hispanic	32
	White	42
	Multi-Racial	37
Gender	Female	27
	Male	28
Other	Economically Disadvantaged	19
	Students with Disabilities	6
	English Learners	22

Actions

- During the 2013-2014 school year, the Curriculum and Instruction Department will provide middle and high school principals with domain summaries for the benchmark assessments to identify areas in need of additional instruction.
- During the 2013-2014 school year, the middle and high school principals will continue to monitor the implementation of the instructional standards through school benchmark assessment data.
- During the 2013-2014 school year, Professional Learning Coaches will continue to provide training related to Common Core Standards. Principals will ensure implementation of curriculum frameworks through the following: school improvement plan; formal and informal classroom observations of the teachers; and review and feedback of teacher lesson plans.

Questions

**DISTRICT
ACCOUNTABILITY
SYSTEM**

Data Criteria

- ❑ EOCT scores include winter, spring, and mid-month testing combined for the current eight EOCT courses taken by high school and middle school students.
- ❑ The data source for school years 2009-2010 was from the Governor's office of Student Achievement (GOSA). SY 2011-12 & SY 2012-13 data is not available from GOSA and was derived from individual student-level data files provided by the test vendor.
- ❑ Comparison group includes Clarke, Clayton, DeKalb, Dougherty, Liberty, Muscogee, Richmond, Spalding, Troup, and Atlanta Public Schools.
- ❑ Based on our district's current enrollment, 1,941 students were first time 9th graders as of July 1, 2008 through June 30, 2011. After July 1, 2011, there were 5,444 first time 9th graders.

Data Criteria

Number of Students Tested

	9th Grade Literature & Composition	American Literature & Composition	Coordinate Algebra	Math I	Math II	Biology	Physical Science	Economics	United States History
State	130,840	106,925	131,647	9,374	101,310	129,169	83,737	104,466	106,312
Comp Group	23,621	19,678	22,740	18,333	3,389	24,130	15,953	18,416	18,808
SCCPSS	2,531	1,919	2,585	115	2,333	2,511	1,962	1,935	931