

# **Strategic Goal 1:**

To Improve Academic Achievement

## **Objective E :**

End of Course Tests  
(EOCT)

**Report Date:**

**October 1, 2014<sup>1</sup>**

# 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 <sup>th</sup> Grade Lit/Comp*	76	Biology*	50
American Lit/Comp*	80	Physical Science	61
Coordinate Algebra*	28	Economics	52
Analytic Geometry*	N/A	U.S. History	39

**Target:** SY 2013-2014

Content	Target	Content	Target
9 <sup>th</sup> Grade Lit/Comp*	81	Biology*	59
American Lit/Comp*	84	Physical Science	68
Coordinate Algebra*	50	Economics	61
Analytic Geometry*	N/A	U.S. History	54

\*RT3 measure

NA: SY2012-13 Coordinate Algebra replaced Math I, SY2013-14 Analytic Geometry replaced Math II.



# About the End of Course Tests (EOCT)

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- ❑ 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

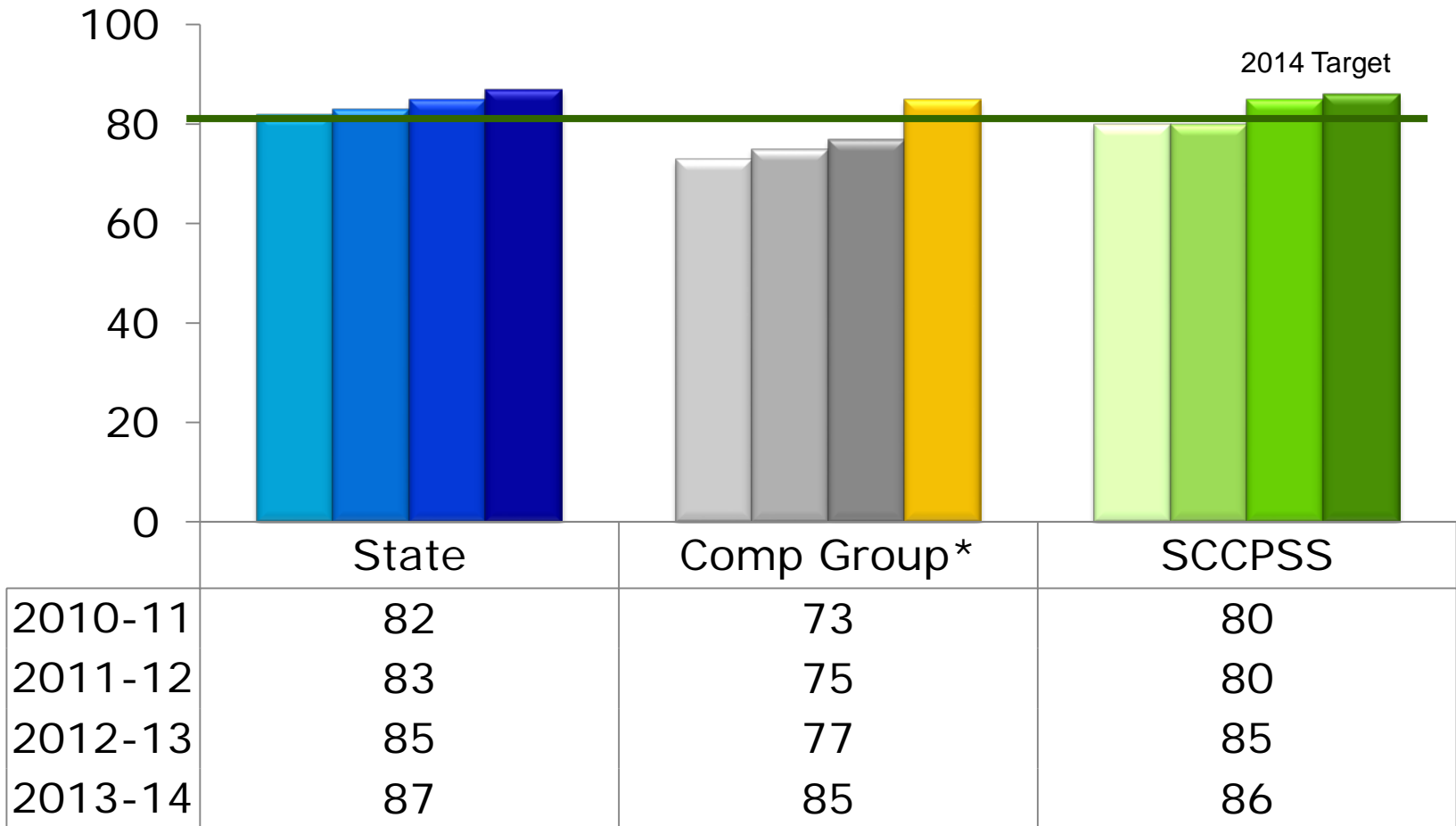
	Ninth Graders	Tenth Graders	Eleventh Graders	Twelfth Graders
2011-2012	EOCT = 20% of course grade Pass the GHSWT	EOCT = 15% of course grade [Pass <b>one</b> EOCT in <b>each of the four</b> content areas <b>or</b> pass the corresponding subject test of GHSGT] Pass the GHSWT	EOCT = 15% of course grade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

Note: EOCT has been replaced with Georgia Milestones and the 20% requirement has been waived for SY 2014-15.



# EOCT - 9<sup>th</sup> Grade Literature & Composition

## Percentage Meeting/Exceeding Standard



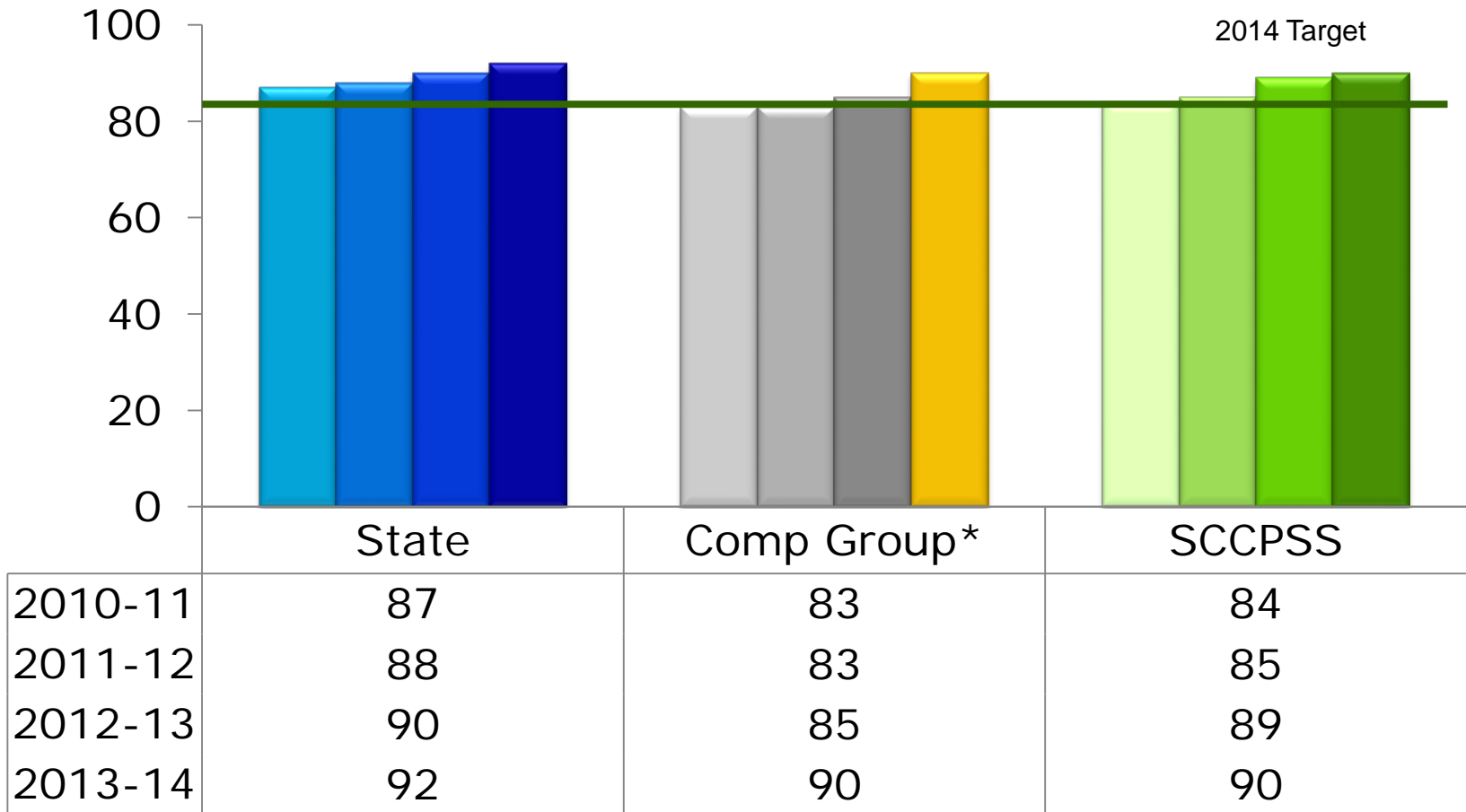
\*Comparison group data for SY2014 has been updated to reflect those districts most similar to SCCPSS and is not comparable to previous years.

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



# EOCT - American Literature & Composition

## Percentage Meeting/Exceeding Standard



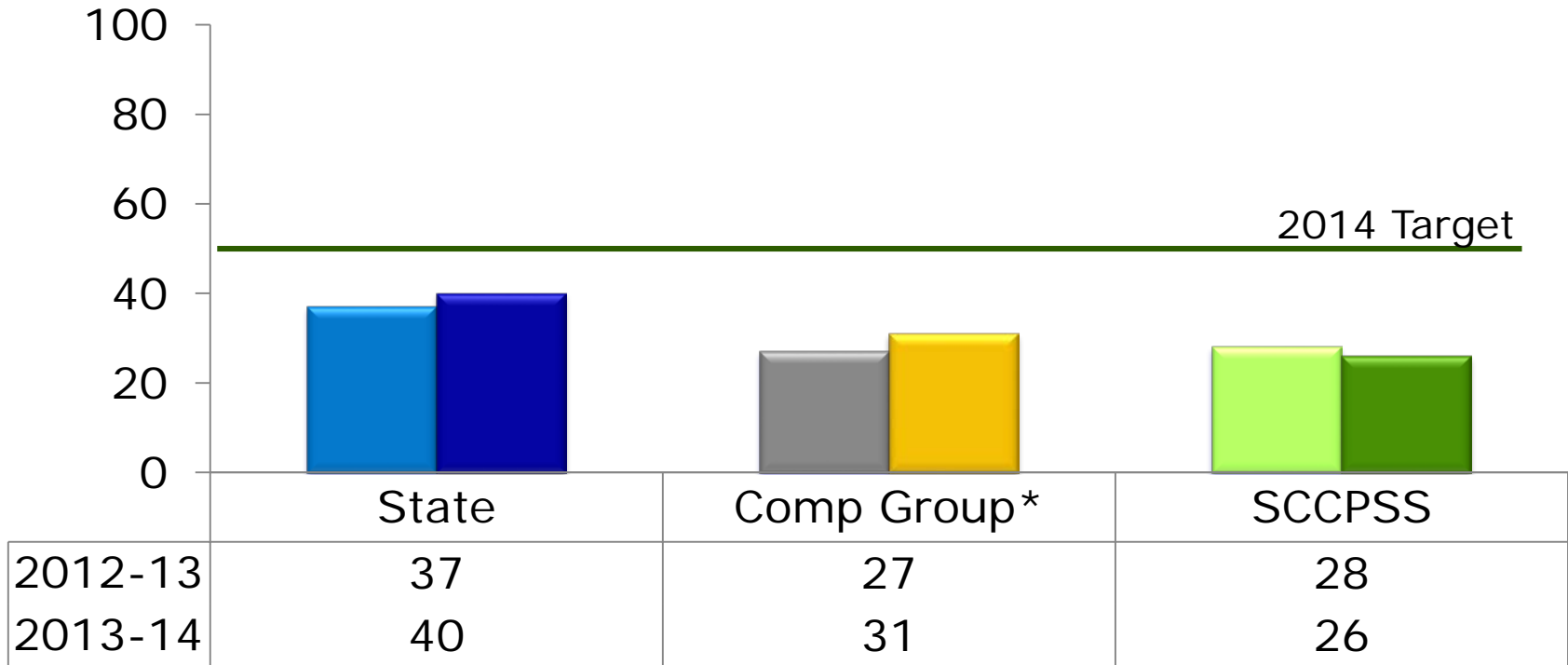
\*Comparison group data for SY2014 has been updated to reflect those districts most similar to SCCPSS and is not comparable to previous years.

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



# EOCT – Coordinate Algebra

## Percentage Meeting/Exceeding Standard



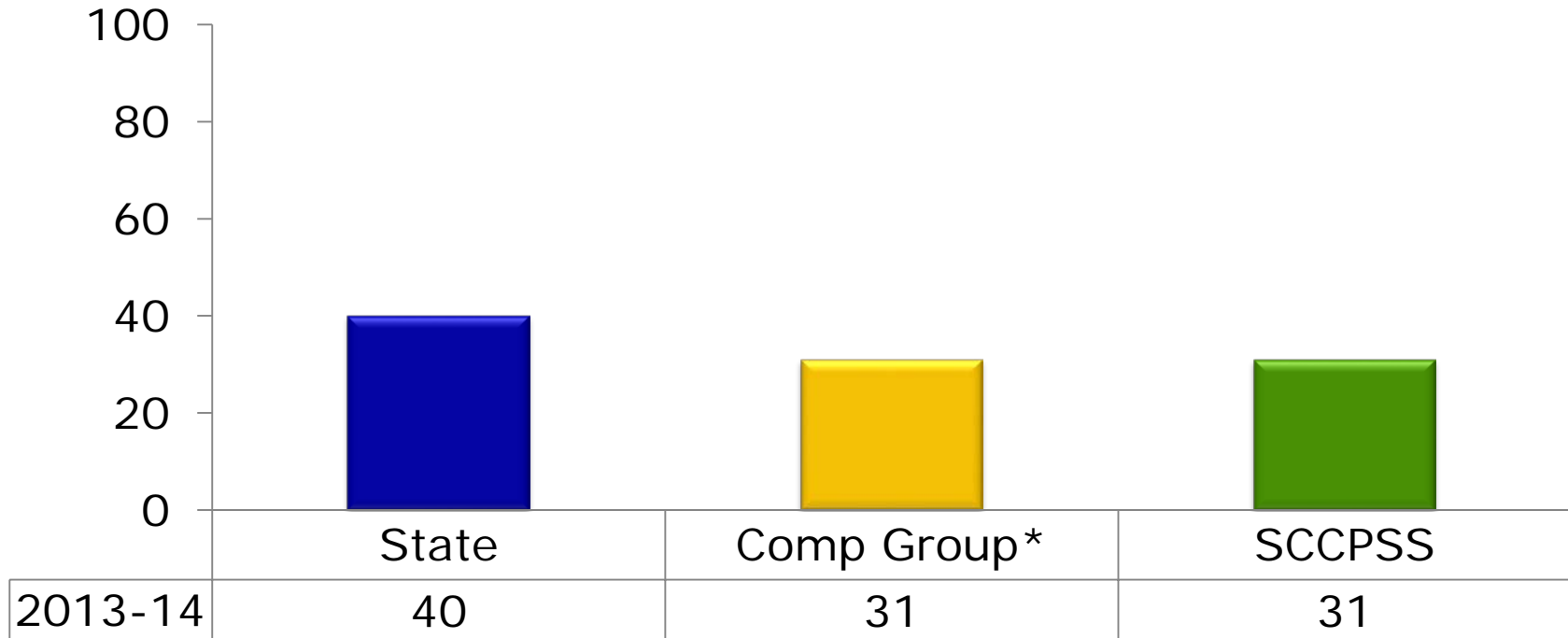
\*Comparison group data for SY2014 has been updated to reflect those districts most similar to SCCPSS and is not comparable to previous years.

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



# EOCT – Analytic Geometry

## Percentage Meeting/Exceeding Standard



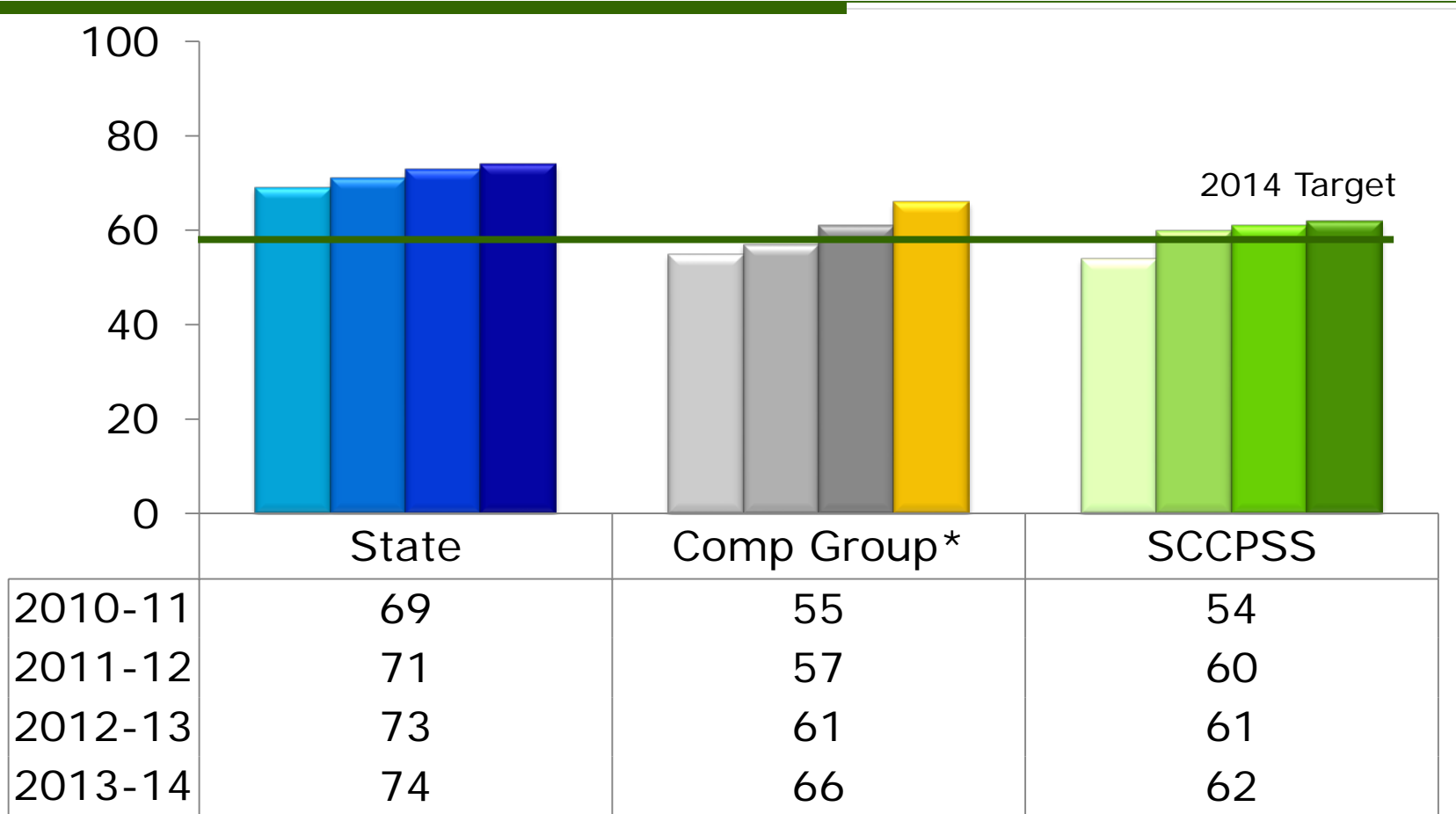
\*Comparison group data for SY2014 has been updated to reflect those districts most similar to SCCPSS. SY2013-14 was the first administration of Analytic Geometry. Performance levels represent baseline data.





# EOCT - Biology

## Percentage Meeting/Exceeding Standard



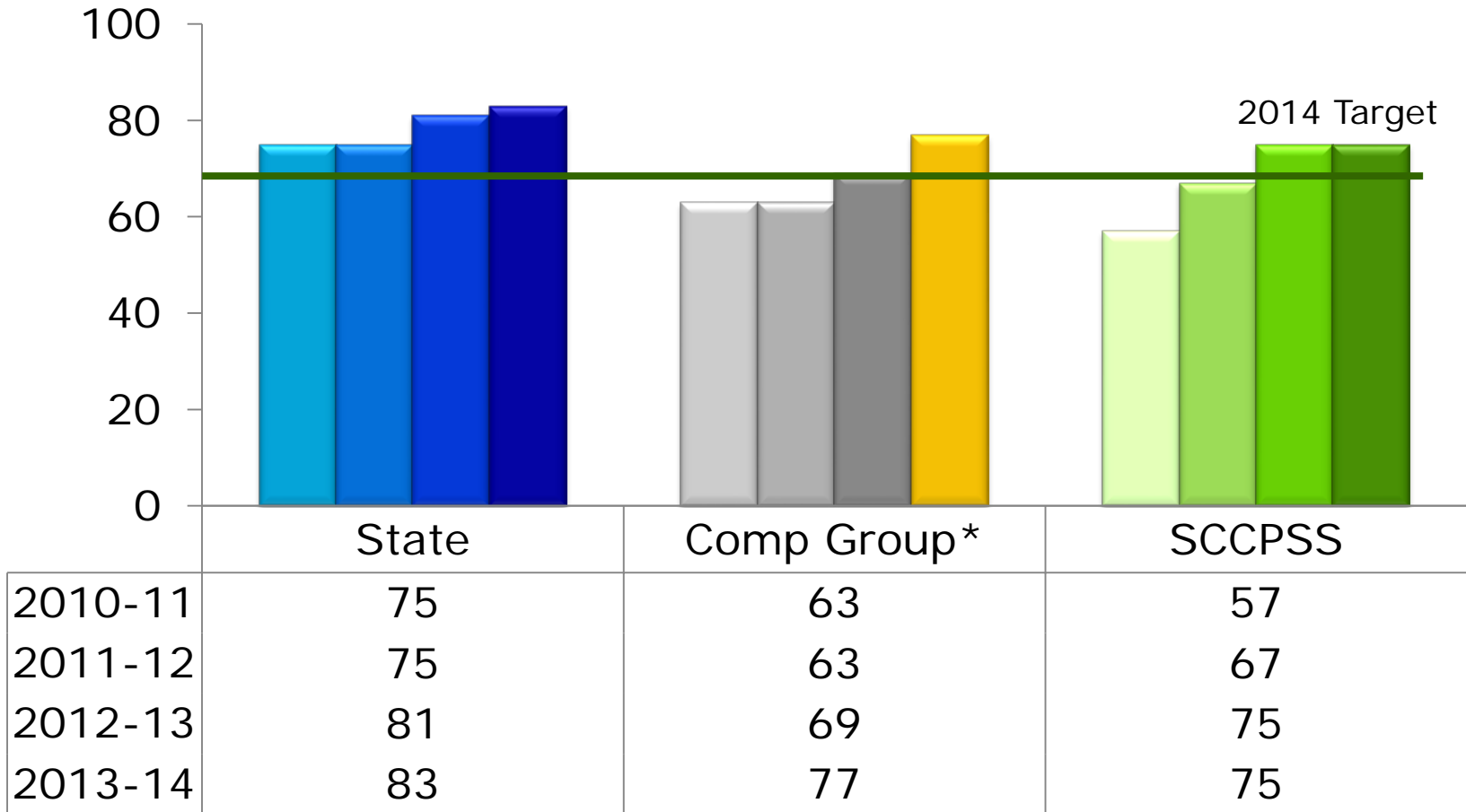
\*Comparison group data for SY2014 has been updated to reflect those districts most similar to SCCPSS and is not comparable to previous years.

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



# EOCT - Physical Science

## Percentage Meeting/Exceeding Standard



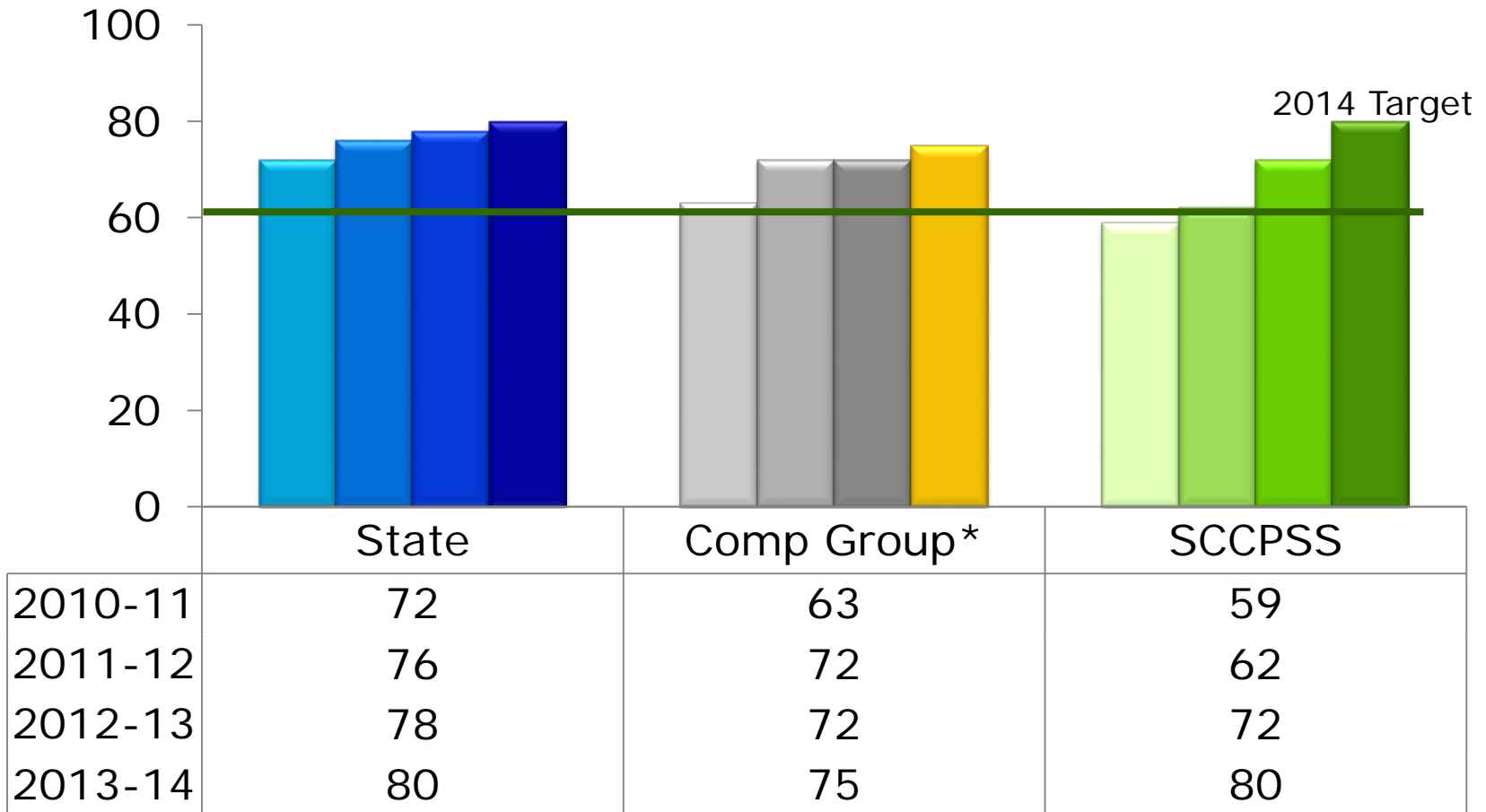
\*Comparison group data for SY2014 has been updated to reflect those districts most similar to SCCPSS and is not comparable to previous years. 10

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



# EOCT – Economics

## Percentage Meeting/Exceeding Standard



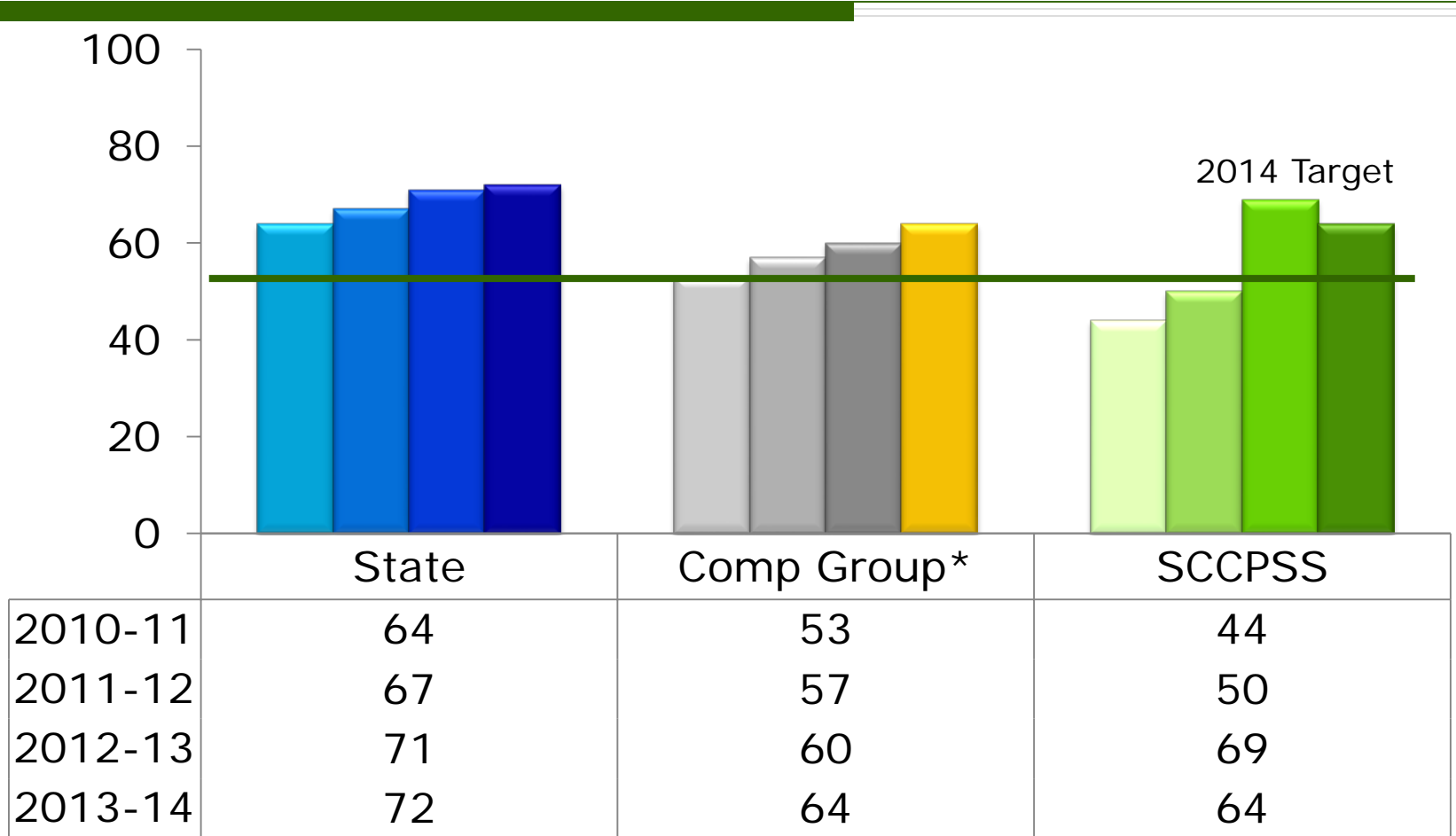
\*Comparison group data for SY2014 has been updated to reflect those districts most similar to SCCPSS and is not comparable to previous years.

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



# EOCT – U.S. History

## Percentage Meeting/Exceeding Standard



\*Comparison group data for SY2014 has been updated to reflect those districts most similar to SCCPSS and is not comparable to previous years.

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

# EOCT– Gender Subgroup

## Percentage Meeting/Exceeding Standard

	9th Grade Literature & Composition					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Female	86	85	88	90	2	4
Male	74	76	81	83	2	9

	American Literature & Composition					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Female	88	88	93	93	0	5
Male	81	82	85	88	3	7

	Coordinate Algebra					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Female	NA	NA	27	24	-3	NA
Male	NA	NA	28	28	0	NA

	Analytic Geometry					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Female	NA	NA	NA	30	NA	NA
Male	NA	NA	NA	31	NA	NA

	Biology					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Female	55	62	61	62	1	7
Male	53	58	61	62	1	9

	Physical Science					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Female	54	68	75	75	0	21
Male	60	66	75	75	0	15

	Economics					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Female	58	62	72	80	8	22
Male	61	63	72	80	8	19

	United States History					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Female	42	50	72	63	-9	21
Male	46	50	65	66	1	20

At / above DAS 2014 target       Increase

NA: Subject area not administered due to transition from Math I and Math II; scores are not comparable to prior years due to Coordinate Algebra and Analytic Geometry transition.

# EOCT – Ethnicity Subgroup

## Percentage Meeting/Exceeding Standard

	9th Grade Literature & Composition						American Literature & Composition					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Asian	93	87	95	95	0	2	88	97	93	94	1	6
Black	73	74	80	82	2	9	80	80	86	87	1	7
Hispanic	76	85	91	88	-3	12	76	89	86	98	12	22
White	93	93	92	93	1	0	96	95	96	95	-1	-1
Multi-Racial	85	89	91	94	3	9	90	94	89	93	4	3

	Coordinate Algebra						Analytic Geometry					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Asian	86	89	57	65	8	NA	75	70	77	58	NA	NA
Black	39	45	19	16	-3	NA	26	36	48	22	NA	NA
Hispanic	45	50	32	32	0	NA	42	42	65	35	NA	NA
White	68	70	42	43	1	NA	59	61	72	44	NA	NA
Multi-Racial	51	66	37	34	-3	NA	39	44	68	38	NA	NA

At / above DAS 2014 target       Increase

NA: Subject area not administered due to transition from Math I and Math II; scores are not comparable to prior years due to Coordinate Algebra and Analytic Geometry transition.

# EOCT - Ethnicity Subgroup

## Percentage Meeting/Exceeding Standard

	Biology					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Asian	82	82	79	83	4	1
Black	44	51	52	53	1	9
Hispanic	46	58	71	71	0	25
White	78	80	77	76	-1	-2
Multi-Racial	55	74	69	70	1	15

	Physical Science					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Asian	83	97	92	91	-1	8
Black	53	60	70	72	2	19
Hispanic	62	65	77	75	-2	13
White	73	90	86	83	-3	10
Multi-Racial	80	63	81	82	1	2

	Economics					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Asian	73	88	78	94	16	21
Black	50	54	64	74	10	24
Hispanic	71	68	68	83	15	12
White	82	83	88	90	2	8
Multi-Racial	59	68	78	85	7	26

	United States History					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Asian	64	77	82	92	10	28
Black	34	40	55	55	0	21
Hispanic	50	53	42	72	30	22
White	68	76	83	79	-4	11
Multi-Racial	47	55	74	78	4	31

At / above DAS 2014 target
  Increase

# EOCT – Other Subgroup

## Percentage Meeting/Exceeding Standard

	9th Grade Literature & Composition						American Literature & Composition					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Economically Disadvantaged	74	73	80	83	3	9	82	80	85	86	1	4
Students with Disabilities	45	40	51	56	5	11	55	50	53	53	0	-2
English Learners	46	63	72	47	-25	1	55	84	75	64	-11	9
	Coordinate Algebra						Analytic Geometry					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Economically Disadvantaged	48	44	19	18	-1	NA	44	36	47	22	NA	NA
Students with Disabilities	25	16	6	6	0	NA	25	15	22	4	NA	NA
English Learners	39	32	22	25	3	NA	44	40	59	*	NA	NA
	Biology						Physical Science					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Economically Disadvantaged	57	51	53	54	1	-3	67	61	72	73	1	6
Students with Disabilities	35	25	30	25	-5	-10	46	40	51	46	-5	0
English Learners	37	41	47	46	-1	9	52	71	66	*	NA	NA
	Economics						United States History					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Economically Disadvantaged	60	55	65	75	10	15	52	39	51	55	4	3
Students with Disabilities	37	35	43	51	8	14	34	25	44	29	-15	-5
English Learners	45	67	36	*	NA	NA	35	35	17	*	NA	NA

At / above DAS 2014 target
  Increase
 \* <10 students

NA: Subject area not administered due to transition from Math I and Math II; scores are not comparable to prior years due to Coordinate Algebra and Analytic Geometry transition.



# EOCT – Other Subgroup Percentage Meeting/Exceeding Standard

	Biology						Physical Science					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Economically Disadvantaged	57	51	53	54	1	-3	67	61	72	73	1	6
Students with Disabilities	35	25	30	25	-5	-10	46	40	51	46	-5	0
English Learners	37	41	47	46	-1	9	52	71	66	50	-16	-2

	Economics						United States History					
	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg	2010-11	2011-12	2012-13	2013-14	1 Yr Chg	4 Yr Chg
Economically Disadvantaged	60	55	65	75	10	15	52	39	51	55	4	3
Students with Disabilities	37	35	43	51	8	14	34	25	44	29	-15	-5
English Learners	45	67	36	60	24	15	35	35	17	38	21	3

At / above DAS 2014 target
  Increase

# EOCT Achievement and Growth



--Typical expected growth is between the 35<sup>th</sup> – 65<sup>th</sup> percentile.

NOTE: Achievement data includes only those students for whom a Student Growth Percentile (SGP) could be calculated. The most recent SGP data available is for SY 2012-13.

# Actions

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- The Department of Curriculum and Instruction, in collaboration with principals, professional learning coaches, and the Office of Accountability, Assessment & Reporting will meet three times per year to review and analyze benchmark assessment data. These analyses will guide the development and delivery of customized job-embedded professional development in preparation for the Georgia End of Course (EOC) Milestone Assessments.
- The Executive Directors for School Governance will monitor academic progress in core content subjects through the school data team process and provide recommendations/guidance on effective research based instructional strategies in the areas of math and science.
- Principals will continue to monitor the implementation of the Common Core Georgia Performance Standards and research based instructional strategies through classroom observations, focus walks, TKES unit lesson plans, and common assessments. Diagnostic data will be used in developing individualized Professional Development Plans to support teacher growth and success.
- Principals will implement the *CompassLearning Odyssey* Program with fidelity to provide individualized support as students work toward mastery of critical mathematical concepts.

# Questions

**DISTRICT  
ACCOUNTABILITY  
SYSTEM**

# Data Criteria

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- ❑ EOCT scores include winter, spring, and mid-month testing combined for the current eight EOCT courses taken by high school and middle school students.
- ❑ District, state, and comp group official summary data was provided by GaDOE.
- ❑ Sub group data was derived from individual student-level data files provided by the test vendor.
- ❑ The SCCPSS Comparison group was revised in SY2014 and includes Bibb, Clayton, Douglas, Henry, Muscogee, Richmond, and Atlanta Public Schools.