

The ABCs of Public Education Academic Change for Schools 2009-10

August 5, 2010

ABCs Reporting for 2009-10

No new test editions were introduced in 2009-10. ABCs performance composites and ABCs calculations of academic change were reported at the August State Board of Education (SBE) meeting.

There were a few modifications to the ABCs (academic change and the performance composite) effective for the 2009-10 accountability cycle. These included the following:

1. The formula for Civics and Economics was revised to use eighth-grade EOG reading and mathematics scores as alternate predictors whenever the default predictors (English I and Biology) are not available. This change accommodates selected LEAs who scheduled Civics and Economics courses in the ninth grade in 2009-10 and those who may do so in the future.
2. Grade 3 Reading and Math Pretests, Computer Skills, Competency (Reading & Math), EOCs (Chemistry & Physics) were eliminated to comply with (Senate Bill 202 S.L. 2009-451).
3. The higher of the original or Retest 1 scores on end-of-course assessments taken during the 2009-10 school year was applied for calculating ABCs Performance Composites and AYP results, where applicable.
4. The ABCs status for a K-3 school was based on the use of a feeder pattern to determine growth and the performance composite derived from the third grade EOG scores. (Note: K-3 schools were not identified as Low-Performing based on their inherited growth status, but were designated as Priority Schools.) AYP was based on the third grade scores

Additional details about the calculation of academic change are provided below. The examples are generic examples based on past implementations of the ABCs. See page 14 for the EOC courses used in growth for 2009-10.

A Standardized Scale Model

Based on revisions first implemented in 2005-06 in response to G.S. 115C-105.35 Section 7.12, the ABCs currently uses a standardized scale, similar to z -scores¹, to measure relative student performance. Under the current formulas, student scores are standardized and a student's performance is considered as a point on the *c-scale* (change scale) relative to standard performance for that grade level in a standard setting year. A student's developmental scale score is converted to a *c-scale* score.

In the first year of a test edition implementation (called the standard setting year), approximately half of the students in the state will score above "0" and half below. After the standard setting year, a student scoring above "0" on the *c-scale* is performing better than the average student in the standard setting year. Based on historical data, what is different about the *c-scale* from normative scales is that there is no reason why all students in the state cannot score above "0" in any year after the standard setting year. On the *c-scale*, if a student performs equally as well in two consecutive years, the *academic change*

(AC) would be “0,” meaning for example that the student is performing equally as well in grade 5 as previously in grade 4 (“equally well” being relative to the grade level average in the standard setting year).

Using these formulas, schools that assist students to achieve as well in the current year as in the previous year have a change of “0” on the *c-scale*. If the school does not perform as well in the current year, the AC is negative, and if the school performs better, the AC is positive.

Growth Expectations (EOG)

Under the current formulas, when a student’s scores are placed on the *c-scale* the individual student is expected to perform at least as well on the end-of-grade (EOG) assessment for the current year as she or he did, on average, during the previous two years. The current accountability model operationalizes “growth” as *academic change*. The *academic change* is based on an average of the previous two years’ assessments. If there is only one previous year’s EOG test data available, the expectation for change will be based on one previous assessment. Like the original formulas, the current formulas factor in an adjustment for regression to the mean (a student who performs above or below the mean score on one EOG will likely score closer to the mean on a subsequent EOG).

The Current Formula(s)

Academic change is expressed as the difference between a student’s actual *c-scale* score for the current year and the student’s average of two (in most cases) previous assessments (EOGs and EOCs) with a correction for regression toward the mean. A positive *academic change* indicates a gain in academic achievement, while a negative *academic change* indicates a loss in academic achievement from the previous two years. The simplified formula to determine *academic change* is:

$$AC = CS_{c-scale} - (0.92 \times ATPA_{c-scale})$$

Where

- AC = academic change
- CS = current score
- ATPA = average of two previous assessment scores

A modification is made to the formula for determining *academic change* in grade 3 and for any instance when only one previous year’s EOG score is available or only one previous year’s EOC score is required. The formula, adjusted for one previous year’s assessment score, is:

$$AC = CS_{c-scale} - (0.82 \times PA_{c-scale})$$

Where:

- AC = academic change
- CS = current score
- PA = previous assessment score

Calculations for Students

A Sample Calculation for Determining *Academic Change* for Grades 3-8

For our example, Ramon is a student in grade 5 in the 2009-10 school year. Ramon's test scores are:

	EOG Reading	EOG Math
Grade 5 (2009-10)	353	358
Grade 4 (2008-09)	359	349
Grade 3 (2007-08)	347	343

Steps in the Calculation of Academic Change:

1. **Convert the developmental scale scores to *c-scale* scores:**
 - a. Subtract the state mean for the standard setting year from the developmental scale score
 - b. Divide by the standard deviation for the standard setting year.

Grade Level	Scale score	State mean	Difference	Standard deviation	Actual c-score*
Reading 5	353	350.0	3.0	9.4	.319
Reading 4	359	345.2	13.8	10.1	1.366
Reading 3	347	338.6	8.4	11.9	.706
Math 5	358	353.7	4.3	9.2	.467
Math 4	349	348.9	.1	9.5	.011
Math 3	343	343.2	-.2	9.7	-.021

**Full precision will be used in the actual calculations, although the values here are rounded for heuristic purposes.*

2. **Compute the ATPAs (average of two previous assessment scores on the c-scale), for reading and mathematics, and adjust for regression to the mean to determine what is expected for Ramon at grade 5.**

Grade Level	c-scale	ATPA	Coefficient	Expected c-score
Reading 4	1.366	1.036	0.92	.953
Reading 3	.706			
Math 4	.011	-.01	0.92	-.009
Math 3	-.021			

3. Subtract the expected c-scale score from the actual c-scale score (see step #1) to determine Ramon’s academic change.

Grade Level	Actual c-score (from Step # 1)	Expected c-score (from Step #2)	Difference = Academic Change	Met Expected Academic Change?
Reading 5	.319	.953	-.634	No
Math 5	.467	-.009	.458	Yes

(Caution: Due to the instability of a single student score, an individual Academic Change should be used with a margin of + or – 0.5. This caution notwithstanding, since 30 scores are used when calculating school level academic change, scores will be rounded to the 0.01 level for use in calculating c-ratios for schools.)

High School Example

Sample Calculations for Determining Student Academic Change:

As in 3-8, all scale scores will have to be converted to the change scale. Standard setting means and standard deviations for the relevant EOC and/or EOG tests will be needed, as for example in Tables 1 and 2.

Table 1: Standard Setting Means and Standard Deviations for End-Of-Grade (EOG):

EOG	Standard Setting Year	Mean	Standard Deviation
Reading (3 rd Edition)			
Grade 8	2008	358.4	8.80
Mathematics (3 rd Edition)			
Grade 8	2006	359.2	9.21

Table 2: Standard Setting Means and Standard Deviations for End-Of-Course (EOC):

EOC	Standard Setting Year	Mean	Standard Deviation
Algebra I	2007	151.0	10.10
Biology	2008	151.0	9.50
Civics and Economics	2007	151.7	9.30
English I	2007	151.1	8.93
U.S. History	2007	152.2	9.30

Example:

Nicole is a 9th grade student during the 2009-10 school year at a local school. Nicole’s test scores are:

Course	Scale Score
Algebra I	156
English I	154
Grade 8 Math EOG	357
Grade 8 Reading EOG	367

Steps in the Calculation of Academic Change:

1. **Convert the developmental scale scores to Change Scale Scores (CS) (both the current year’s test and the predictors):**
 - a. Subtract the state mean for the standard setting year from the developmental scale score.
 - b. Divide by the standard deviation for the standard setting year

EOC Course	Scale Score	State Mean	Difference	Standard Deviation	Actual c-score*
Algebra I	156	151.0	5.0	10.10	.495
English I	154	151.1	2.9	8.93	.325
Grade 8 Math EOG	357	359.2	-2.2	9.21	-.239
Grade 8 Reading EOG	367	358.4	8.6	8.80	.977

**Full precision will be used in the actual calculations, although the values here are rounded for heuristic purposes*

2. **Compute the Academic Change (AC) for each of the End-of-Course Tests**

Algebra I:

The predictor is Grade 8 EOG Math.

$$\text{Alg I}_{AC} = \text{Alg I}_{c\text{-score}} - (.82 * (\text{Grade 8 EOG Math})_{c\text{-score}})$$

Algebra I c-score	Grade 8 Math EOG c-score	Coefficient	Target Score ¹	Academic Change	Met expected academic change?
.495	-.239	0.82	-1.960	-.691	Yes

¹Target Score= Coefficient* Predictor

English I

The predictor is Grade 8 EOG Reading.

$$\text{Eng I}_{AC} = \text{Eng I}_{c\text{-score}} - (.82 * (\text{Grade 8 EOG Reading})_{c\text{-score}})$$

English I c-score	Grade 8 Reading EOG c-score	Coefficient	Target Score ¹	Academic Change	Met Expected Academic Change?
.325	.977	0.82	.801	-.476	No

¹*Target Score = Coefficient * Predictor*

Additional Considerations

Calculation of c-scores

The computation of the c-score is from the current year's developmental scale score and statistics from the year the test was first implemented operationally (the test's "standard setting" year).

Example 1:

If the student's performance on a particular test (e.g., English I) during the current year (the developmental scale score, or DSS) was 154 and if statewide performance during the test's "standard setting" year averaged 151.1 with a standard deviation of 8.93,

the c-score = [(DSS) - (mean, ss year)]/(standard deviation, ss year),

or

c-score=(154-151.1)/8.93. The c-score equals .325.

Example 2:

If the c-score is known, but not the developmental scale score. Start with the formula above:

c-score = [(DSS) - (mean, ss year)]/(standard deviation, ss year)

(c-score)*(SD, ss year) = (DSS) - (mean, ss year)

[(c-score)*(SD, ss year)] + (mean, ss year) = DSS

Using the above example,

.325 = (DSS - 151.1)/8.93

.325*8.93 = DSS - 151.1

2.90225 + 151.1 = DSS

154.00225 = DSS, or 154.

U.S. History Prediction Formula as of 2008-09

For the ABCs growth calculations in 2008-09 (and subsequent years), the SBE approved the use of Civics and Economics in conjunction with English I as the primary and secondary predictors for U.S. History when both scores are available. Biology and English I are used as predictors if Civics and Economics are not available. Civics and Economics is used alone if English I is not available. Biology is used alone if neither Civics and Economics nor English I are available.

Calculations for Schools

Sample Calculations for Determining School *Academic Change*:

Calculating Academic Change at the School-level

For elementary schools with 30 or more scores, *academic change* at the school level is calculated using only those students who actually have the appropriate historic scores and scores for the current year. A mean *academic change* is computed for the school. A student with an EOG score in reading but not in math will contribute to the mean *academic change* for reading only. *Academic Change* for schools with fewer than 30 total scores will not be calculated. In the example provided above, to determine if Ramon's school met the expected *academic change*, Ramon's *academic changes* in reading and mathematics are averaged with all others for the school.

For high schools, other weighted components (change in the dropout rate, and change in the percent of students in the college/university prep or college tech prep courses of study) are included in the school's *academic change* composite. Performance expectations for students taking EOC tests in a current year are based on EOGs and EOCs from previous years, as indicated in the example later below.

High Academic Change

Only schools that meet the standard for expected growth (expected academic change) are eligible to meet the *high change* (growth) standard. *High change* will be calculated as a *c-ratio* (change ratio). This is the ratio of students in the school who have a "0" or greater *academic change* to those who have an *academic change* that is less than "0." To determine *high change*, divide the number of students with an *academic change* of "0.00" or greater by the number who have an *academic change* less than "0." If the result is 1.50 or greater, and the school has met expected *academic change*, the school has met high growth. As directed by SBE policies, change in dropout rate will be multiplied by $\frac{1}{4}$ the average daily membership (ADM) of the school and added to the denominator such that an increase in dropouts will have the same effect as more students not meeting the *academic change* target of "0." Also, change in percent of students graduating in the College Tech Prep Curriculum and College University Prep Curriculum will be multiplied by the number of graduates and added to the numerator such that this change will appear as students who meet the standard.

Step 1: High School Academic Change

Once all of the student academic change scores are known, the school’s academic change score can be computed. Compute the academic change for the EOG and EOC tests for the school by adding the academic changes for all tests administered during the accountability year.

$$School_AC = \frac{\sum AC_{EOC+EOG}}{TotalCount}$$

Count the number of Academic Change Scores computed = Total count
High School Example:

Below is a table containing academic change scores for each EOC in a school.

EOC	Total Academic Change	Number of Students in Course	Number of Students that Met	Number of Students that did not meet
Algebra I	48.657	164	119	45
Biology	7.061	231	119	112
English I	28.163	193	136	57
Civics and Economics	24.27	226	123	103
U.S. History	135.127	207	176	31
Total	243.278	1021	673	348

$$School_AC = \frac{243.278}{1021} = .238$$

Change in the percent of Graduates in the College Prep, College Tech Prep (CPCTP) courses of study:

To compute the change in the percent of graduates in CPCTP courses of study.

Obtain the following variables:

- Gradsyr1 = number of school graduates, year 1
- Gradsyr2 = number of school graduates, year 2
- Gradsyr3 = number of school graduates, year 3 (current year)

Sample with actual school data:

Year	Number of Graduates	Graduates in CPCTP	Cpctp % Cpctp/gradsy	Baseline % = yr1/yr2
Year 1	163	144	88.3%	90.7%
Year 2	160	149	93.1%	
Year 3	150 (Gradnumber)	140	93.3%	

Note: The students who are in the Occupational course of study are not included in those counts.

Cpctpyr1 number of graduates in the CPCTP course of study, year 1

Cpctpyr2 number of graduates in the CPCTP course of study, year 2

Cpctpyr3 number of graduates in the CPCTP course of study, year 3 (current year)

The baseline is the average of the first two years' percentages:

$$\frac{(Cpctpyr1/Gradsyr1) + (Cpctpyr2/Gradsyr2)}{2}$$

The percent for the current year is:

$$cpctpyr3pct = Cpctpyr3/Gradsyr3$$

The **unweighted** CPCTP component is:

$$Unweighted\ CPCTP = cpctpyr3pct - Baseline + a$$

Note: A modification to the CPCTP component was approved by the SBE effective 2008-09 to give additional credit to schools that have baselines above 90% and whose current year's CPCTP

percentage is also above 90%. The adjustment, *a*, is given by the formula: $a = \left(\frac{baseline - 90}{10} \right) * (0.1)$

whenever the baseline is greater than or equal to 90. When the baseline is less than 90, then *a*=0. This provides additional credit of up to 0.1 points for the CPCTP component for schools with consistently high participation in CPCTP, with the amount of extra credit being prorated based on how far above 90 the baseline is.

The CPCTP component:

$$CPCTP = \frac{(cpctpyr3pct - Baseline + a)}{STD} * Gradnumber$$

- The total number of students for CPCTP is the **gradnumber** (which is the same as gradsy3)
- STD=10.0 (State Standard Deviation for CPCTP)

Using the example from above to calculate the CPCTP Component:

cpctpyr1pct	88.3%
cpctpyr2pct	93.1%
cpctpyr3pct	93.3%
baseline	90.7%
a	.0073
STD	10.0
gradnumber	150
CPCTP	39.11

$$CPCTP = \frac{(93.3 - 90.7 + .0073)}{10} * 150 = 39.1095$$

Change in dropout rate over 3 years:

Note: the dropout data lags a year as it is collected in October

To compute the change in your school’s dropout rate over the past 3 years.

- $\text{baseline} = \frac{\text{DORateYr1} + \text{DORateYr2}}{2}$
- STD = 2.1 (State Standard Deviation for Dropout)
- Weighted Dropout Component: $\text{DO} = \frac{(\text{baseline} - \text{DORateYr3})}{\text{STD}} * (\frac{1}{4} * \text{ADM})$
- The total number of scores for Dropout is weighted by:

$$\frac{1}{4} * \text{ADM (in grades 9 through 12)}$$

Follow the instructions below to obtain the components needed to calculate the ABCs dropout rate:

Calculate the ABCs dropout numerator as the total number of dropouts in grades 9-12, minus the total number of expulsions in grades 9-12, minus the total number of long term suspensions in grades 9-12, minus the total number of students incarcerated in an Adult Facility in grades 9-12.

Calculate the ABCs dropout membership as the 20th day previous year’s membership in grades 9-12, minus the initial enrollees in membership day 20 in grades 9-12, plus the 20th day current year’s membership in grades 9-12, divided by 2.

$$\text{The ABCs dropout rate} = \frac{100 * \text{ABCs dropout numerator}}{\text{ABCs dropout membership} + \text{ABCs dropout numerator}}$$

Actual school example:

Yr1rate	11.328
DORateYr2	7.180
DORateYr3	6.402
Baseline	9.254
STD	2.1
ADM	948
Weighted dropout component (DO)	321.89

Weighted Dropout Component:

$$\begin{aligned} \text{DO} &= \frac{(9.254 - 6.402)}{2.1} * \left(\frac{1}{4} * 948\right) \\ &= \frac{(2.852)}{2.1} * (237) \\ &= 1.35820 * (237) \\ &= 321.8934 \end{aligned}$$

Computing the Academic change for a school:

The Average Academic Change for the school is computed by adding the academic change for EOG and EOC tests, the weighted CPCTP component and the weighted dropout component and dividing by the sum of the total number of Academic Changes computed for EOG and EOC tests, the total number of scores for CPCTP and the total number of scores for Dropout.

High School Average Academic Change:

$$\text{School_Average_AC} = \frac{(\text{School_AC} * \text{Totalcount}) + \text{CPCTP} + \text{DO}}{\text{Totalcount} + \text{Gradnumber} + (1/4 * \text{ADM})}$$

Example:

School_AC * Total Count	243
CPCTP	39.11
DO	321.89
Totalcount (in_growth_ncount)	1021
Gradnumber (gradsyr3)	150
ADM	948
School_Average_AC	.428

$$\text{School_Average_AC} = \frac{243 + 39.11 + 321.89}{1021 + 150 + 237} = .428$$

Determining if the School met expected growth.

If the Average School Academic Change is greater or equal to 0, then the school is said to have **Met Expected Growth**.

If the Average School Academic Change is less than 0, then the school is said to have **Not Met Expected Growth**

Example:

Since the school's Average Academic Change .26 was greater than 0, the school has met expected growth.

Computing the C-Ratio in order to determine if the School met High Growth

- Count the number of Academic Change Scores that are greater or equal to 0
= **NumberACGreater0**
- Count the number of Academic Change Scores that are less than 0
= **NumberACless0**

C-Ratio:

$$C - Ratio = \frac{NumberACGreater0 + CPCTP}{NumberACLess0 - DO}$$

*Note: DO is computed by subtracting the current year dropout rate from the baseline, dividing by the state standard deviation for dropout and multiplying by $\frac{1}{4} * ADM$; therefore, an **increase** in dropout rate leads to $DO \leq 0$. By subtracting DO from the denominator, the C-ratio is decreased. On the other hand, a **decrease** in dropout rate leads to $DO \geq 0$; by subtracting DO from the denominator; the C-Ratio is increased. Therefore, a decrease in dropout rate helps the school toward making High Growth.*

Two conditions are needed for a school to **Meet High Growth**

- The school must **Meet Expected Growth**
- C-Ratio ≥ 1.5

Example:

$$C - \text{Ratio} = \frac{673 + 39.11}{348 - 321.89} = 27.27$$

NumberACGreater0	673
NumberACLess0	348
CPCTP	39.11
DO	321.89
C-Ratio	27.3

The school met both criteria. Since their c-ratio rounds to greater than 1.5, it met High Growth.

Alternative Schools Local Options Calculations

Based on SBE action in April 2008, the change in competency passing rate was removed from ABCs growth calculations effective for the 2007-08 school year because the competency requirement was no longer applicable in light of the new high school exit standards. Because competency passing rate was one of the two required test-based components used for growth in alternative schools that serve high school grades (SBE policy GCS-C-013), a modification was necessary to the procedures for calculating growth for such alternative schools. To accommodate the removal of the competency passing rate from growth, the remaining test-based component (change in EOC test results for schools with grades 9-12 only; or, change in EOC and EOG test results in schools with a combination of high school and lower grades) was doubled for inclusion in the growth composite. This is comparable to the procedure prescribed in the policy for schools with grade 8 or lower.

EOC Predictors for 2009-10:

Expected performance in:
English I

Based on previous performance in:
EOG Reading Grade 8

Civics and Economics

Biology (previous edition) and English I, if available, or English I (if previous edition Biology is not available)
*Whenever both English I and Biology are not available, 8th grade reading and mathematics if available, or 8th grade reading only, if 8th grade math is not available, shall be used.

U.S. History

Civics and Economics, and English I, if available; or Civics and Economics alone (if English I is not available); Biology may be substituted for Civics and Economics when the latter is not available

Algebra I

EOG Mathematics Grade 8

Biology

EOG Reading Grade 8 and English I, if available, or EOG Reading Grade 8 (if English I is not available)

NOTES:

¹A z-score is a standardized score showing how far and in what direction a test score deviates from the mean, or average, of the distribution. The z-score is especially useful in comparing standings of test scores from differing measures that have different scales or standards.