North Carolina
Department of Public Instruction

Scott Beaudry, Accountability Services
Claire Greer, Exceptional Children

NCAASE Coordinating Meeting #1 March 7, 2012

Description of the General Assessment

• Content covered in Reading and Math
• Scores and scales
• Policies on allowed accommodations
• Retesting
• Changes in the assessments over the past 10 years
Description of the General Assessment

<table>
<thead>
<tr>
<th>GRADERS 3-8</th>
<th>GENERAL ASSESSMENT OPTIONS</th>
<th>ALTERNATE ASSESSMENT OPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General Test Administration</td>
<td>General Test Administration with Accommodations</td>
</tr>
<tr>
<td>Measured North Carolina Standard Course of Study (NCSCC) Content</td>
<td>Grade Level</td>
<td>Grade Level</td>
</tr>
<tr>
<td>Academic Achievement Standards (Core versus)</td>
<td>Grade-Level Academic Achievement Standards$^3$</td>
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</tr>
<tr>
<td>Test Format Reading and Math Grades 3-8 Science Grades 5 and 8</td>
<td>Multiple-Choice</td>
<td>Multiple-Choice</td>
</tr>
<tr>
<td>Eligible Students$^5$</td>
<td>All Students</td>
<td>Students who are LEP who meet specific criteria, students with disabilities who have an IEP or a Section 504 Plan, and students with a temporary impairment</td>
</tr>
</tbody>
</table>

Content covered in Reading and Math

- Grade-level content following the NC Standard Course of Study
- Field testing next generation using Common Core State Standards
Content covered in Math EOGs

<table>
<thead>
<tr>
<th>Grade</th>
<th>Goal 1 Number and Operations</th>
<th>Goal 2 Measurement</th>
<th>Goal 3 Geometry</th>
<th>Goal 4 Data Analysis &amp; Probability</th>
<th>Goal 5 Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>35-40%</td>
<td>10-12%</td>
<td>12-15%</td>
<td>20-25%</td>
<td></td>
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<tr>
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<td>35-40%</td>
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<td>10-15%</td>
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<td>20-25%</td>
<td>25-30%</td>
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<tr>
<td>8</td>
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<td>10-15%</td>
<td>10-15%</td>
<td>20-25%</td>
<td>35-40%</td>
</tr>
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Scores and scales

• NC EOG test results can be interpreted in both a norm-referenced and criterion-referenced framework

• Developmental scale scores, set on a continuous scale for grades 3-8

• Additional scores and scales
Policies on allowed accommodations

Three major categories of accommodations:

• Special Print Versions
  – Braille Edition
  – Large Print Edition
  – One Test Item Per Page Edition

• Assistive Technology (AT) Devices and Special Arrangements

• Special Test Environments
  – Hospital/Home Testing
  – Multiple Testing Sessions
  – Scheduled Extended Time
  – Testing in a Separate Room
Policies on allowed accommodations

Assistive Technology Devices and Special Arrangements

- Braille Writer/Slate and Stylus (Braille Paper)
- Cranmer Abacus
- Magnification Devices
- Student Marks Answers in Test Book
- Student Reads Test Aloud to Self
- AT Devices
- Dictation to a Scribe
- Keyboarding Devices
- Interpreter/Transliterator Signs/Cues Test
- Test Administrator Reads Test Aloud (In English)
- Computer Reads Test Aloud – Student Controlled

Online testing

- Large font and foreground/background options available to all students
- Not ‘accommodations’ – universal design
Retesting

• Currently permitted for students who do not score proficient
• Only one retest allowed
• With removal of Student Accountability Standards (gateways), retesting is being reconsidered

Changes in the assessments over the past 10 years

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<thead>
<tr>
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<tbody>
<tr>
<td>Math</td>
<td>EOG</td>
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<tr>
<td></td>
<td>Ed.1</td>
<td>Ed.2</td>
<td>Ed.3</td>
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Description of the Growth Model

• Growth question being answered
• Scores on a common scale
• How student and school-level growth outcomes are reported
• Handling of missing scores
• Calculation of growth score
• Handling of non-linear growth

Growth question being answered

• Academic change
• Amount of expected change is one grade level
Scores on a common scale

- NC ABCs model currently uses a standardized scale, similar to z-scores
- 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

How student and school-level growth outcomes are reported

- Student-level growth is not currently reported out
- For elementary schools with 30 or more scores, mean academic change is computed for the school
- High School growth includes additional factors (e.g. graduation rate)
Handling of missing scores

• Formula adjustment when using a single score instead of two scores
• Alternate Assessments (1% and 2%) are not included in growth calculations

Calculation of growth score

• 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 previous assessments (EOGs and EOCs) with a correction for regression toward the mean
• Will be moving to EVAAS
Calculation of growth score

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

Where

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

Handling of non-linear growth

- Growth is handled in a linear fashion
Database for student with disabilities

• Merge of December 1 child count with state test database
• Disability category defined
• Accommodations received on test
• Reduced or free lunch information
• Years retained

Merge of December 1 child count with state test database

• NC Common Education Data Analysis and Reporting System (CEDARS)
CEDARS

- Student Data
  - Demographics
  - Program Participation
  - Courses and grades
    - Student enrollment
  - Assessment
    - EOG, EOC
    - LEP, CTE
  - Attendance

- Student programs
  - EC Data
  - LEP
  - Migrant
  - All other programs collected annually (federal program data?)

Disability category defined

- NC uses the 13 Federally defined categories
Accommodations received on test

• Collected through WinScan files
• Test Administrator bubbles the accommodations *provided*
• Accommodations *used* are recorded in hard copy only (review of accommodations form)

Reduced or free lunch information

• FRL data are sensitive and access is restricted
Years retained

• Authoritative source for retention data

Contact Information

Scott Beaudry
Scott.Beaudry@dpi.nc.gov
919-807-3425

Claire Greer
Claire.Greer@dpi.nc.gov
919-807-4036