

Hot Topic Movies

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2006 Delay of Math Scores

Presented by the NC Department of Public Instruction

TRANSCRIPT

In Spring 2006, students in third through eighth grades took new math tests. These tests were designed to align closely with changes in the math curriculum. Every few years, the North Carolina Standard Course of Study is revised to make sure that our students learn what they need to know in order to be successful in the 21st century. You can find out more about the Standard Course of Study in math by contacting your child's teacher or on the Web.

Standard Course of Study for Math

www.ncpublicschools.org/curriculum/mathematics/scos/

Students' academic achievement on North Carolina's end-of-grade tests is reported according to achievement levels. The four levels range from Level I, where the student shows insufficient mastery of knowledge and skills in the subject area, to Level IV, where the student shows consistent mastery beyond proficiency.

Level I insufficient mastery

Level II inconsistent mastery

Level III consistent mastery

Level IV consistently beyond proficiency

When a test is new, the scores for each of the four level ranges is not decided until all the students' tests are graded. That's why results for mathematics end-of-grade tests are not expected until November 2006.

Lou Fabrizio, Director of Accountability Services, NCDPI: "What's different this time around with these new assessments is that we've learned from past experience that the best way to ensure that the tests are performing the way that we would want them to perform, in terms of meeting all the technical standards that the profession of test development has in place, is to collect the data from all of the students before making any decisions about what the achievement level scores or ranges need to be. And, based on that, we're collected all of that test information this spring. We will then be spending the summer determining and connecting what scores on third grade connect with different scores on fourth grade, fifth grade, all the way up to the eighth grade. To use the technical term, we will be developing the developmental scale that goes from third grade all the way up to the eighth grade."

Although the end-of-grade tests are a useful indicator of a student's achievement, and part of state and federal law requirements, they are only one indicator in determining student progress. Teachers make informed judgments about students' achievement after observing the breadth and depth of student work throughout the year. You should already have a pretty good idea of how your student is performing in math based on regular academic progress reports. The school principal has the final say in a student's promotion or retention.

Steve Mares, principal at Daniels Middle School, Raleigh: "You know, the end of grade test is a one-day test. We teach the students 180 days throughout the year. So I feel that we have a good grasp on how the student has grown, what they've mastered and what their needs are."



For this year, because of the new math tests, the performance of the state's elementary and middle schools under the ABC's school accountability model will not be reported until November 2006. In addition, schools' Adequate Yearly Progress status won't be reported until November 2006 either.

Title I schools may announce school choice and/or tutoring options if math scores are below target goals.

If your child attends a Title I school that has missed making Adequate Yearly Progress two or more years in a row in the same subject, you may have options for your child to transfer to another school or to receive special tutoring services. These options will be announced in November 2006, if they are available based on math scores.

Options must be implemented immediately. (Note: This is updated per the US Department of Education from the movie which indicates January 2007.)

Options will be available immediately after math scores indicate a school must offer public school choice or supplemental educational services. Remember, this affects only Title I schools that have not made Adequate Yearly Progress for two or more years in a row in the same subject.

If you have any questions regarding your child's academic performance, ask your child's teacher. For more information, check the Web.

www.ncpublicschools.org/accountability/reporting/abc/

www.ncpublicschools.org/nclb/parents

