

EXECUTIVE SUMMARY

Title: Allowing Retest Results in the Calculation of Performance Composites of the ABCs and AYP

Type of Executive Summary:

- Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
 General Statute # _____
 SBE Policy # EEO-I-005, HSP-A-004, HSP-C-005
 SBE Policy Amendment
 SBE Policy (New)
 APA # 16 NCAC 6D.0305, 16 NCAC 6D.0504
 APA Amendment
 APA (New)
 Other North Carolina Accountability Workbook

Presenter(s): Ms. Angela H. Quick (Deputy Chief Academic Officer/Assistant State Superintendent, Curriculum, Instruction, Technology and Accountability Services) and Dr. Louis M. Fabrizio (Director of Accountability Policy & Communications)

Description:

The State Board of Education (SBE), in its *Framework for Change* report (Immediate Improvement #5), calls for allowing retest results in the calculation of performance composites of the ABCs for Public Education. “Any student who scores at Achievement Level III on a retest of an end-of-grade test (EOG) or end-of-course (EOC) test for grades or courses included in the Student Accountability Standards [SAS] is to be counted as proficient for the school’s ABCs performance composite and Adequate Yearly Progress (AYP) purposes. *Effective:* 2008-09 school year.” This will necessitate changes in several current SBE policies and practices and amendments to the NC Accountability Workbook upon subsequent approval from the United States Department of Education (USED).

Some LEAs have argued that this item should be expanded to allow retesting at all grade levels and for all courses with EOC assessments. The USED has advised DPI that retest scores can be used at all grade levels and for all EOC assessments **IF** the SBE mandates that retesting be required for all grades and EOC courses and not remain as a local option. This ensures that AYP decisions are made equitably across the state. The June 30th deadline for data transmission to DPI might preclude some LEAs from having their second retest scores available. Therefore, to maintain consistency and equity, only the first retest score will be used for calculations. According to the USED, this will ensure equity across the state in making AYP determinations. Please note that retest scores are not included in growth calculations and do not affect financial incentive awards (bonuses).

The USED also does not allow the use of the Standard Error of Measurement (SEM) and a confidence interval for AYP. Therefore, students who meet the Achievement Level III standard using the SEM for SAS must be retested and score proficient without the SEM for their retest scores to be included in the performance composites and for AYP.

With the anticipation of the new assessments based on Essential Standards and the use of constructed-response (CR) items, the SBE should re-evaluate the issue of retesting because of the extended time needed to score the CR items. This could potentially involve moving the initial testing earlier in the school year.

The GCS Committee discussed this item at the December meeting and reviewed the attached set of options with advantages and disadvantages. The GCS Committee recommended to the full board that the retesting used for ABCs and AYP be restricted to grades 3, 5 & 8 for the 2008-09 school year. No action was taken on the recommendation. However, there is consensus among various advisory committees/councils that no decision be made about using retest scores from EOC assessments until the 2009-10 school year. The department, however, was asked to provide cost estimates for grades 3, 5, & 8 versus grades 3 through 8 by the next meeting.

Resources:

DPI staff time for programming and changes to numerous documents where the new procedures will be described.

Input Process:

Agency leadership, USED, superintendents attending the Superintendents' Quarterly Meeting on September 21, 2008, and October 2008 survey of Superintendents. Dr. Atkinson also discussed the issues with her Principals Advisory Council, Teachers Advisory Council and a follow-up discussion with her Superintendents Advisory Council. The Compliance Commission for Accountability also held a conference call meeting on November 14, 2008.

Stakeholders:

Staff of the public schools of North Carolina and the general public

Timeline For Action:

This item was presented for Discussion at the November and December meetings and is being presented for Action at the January meeting.

Recommendations:

It is recommended that the State Board of Education discuss options and implications for using first retest scores in the calculation of the performance composite of the ABCs and for AYP purposes for the 2008-09 school year and approve changes in the North Carolina Accountability Workbook at a subsequent meeting.

Audiovisual equipment requested for the presentation:

Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____

Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____

Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____

Seconded By: _____

Vote: Yes _____ No _____

Abstain _____

Approved _____ Disapproved _____

Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Lucy Medlin, 919-807-3771

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: Effective and Efficient Operations

Category: State Plans

Policy ID Number: EEO-I-005

Policy Title: Policy regarding the No Child Left Behind Consolidated State Plan for ESEA Reauthorization

Current Policy Date: 02/03/2005

Other Historical Information: Previous board dates: 06/06/2002, 08/25/2003, 01/08/2004, 03/04/2004, 5/06/2004, 06/30/2004, 07/01/2004

Statutory Reference: PL 107-110 (No Child Left Behind Act of 2001)

Administrative Procedures Act (APA) Reference Number and Category:

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Please refer to the insert **No Child Left Behind Consolidated State Plan Application**. This document is available from the:

NC Department of Public Instruction
State Superintendent's Office
6301 Mail Service Center
Raleigh, NC 27699-6301

Questions regarding the **No Child Left Behind Consolidated State Plan Application** should be directed to:

Coordinator of Federal Programs at (919) 807-3443.

All components of the plan, listed below, may be found at the following url:

<http://www.ncpublicschools.org/nclb/federal/> .

- Consolidated State Application – 6/3/04
- Consolidated State Application Baseline Data and Performance Indicators — Updated 5/1/03
- Consolidated State Application Accountability Workbook – 5/11/04
- Consolidated State Application – Assurances – 6/7/02
- Consolidated State Application Accountability Workbook—2/3/2005

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: High Student Performance

Category: Testing

Policy ID Number: HSP-A-004

Policy Title: Policy delineating the appropriate use of state tests

Current Policy Date: 11/05/1998

Other Historical Information: Previous board dates: 05/01/1997

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

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Appropriate Use of State Tests

Secure tests developed by the State of North Carolina may not be used for purposes other than those approved by the Division of Accountability Services and the State Board of Education. Only one administration of secure end-of-grade tests shall be permitted during a given school year, except in documented cases where a misadministration yields invalid test scores.

Local school districts may administer a designated released form of the test to students who score below Achievement Level III in reading and/or mathematics to provide additional information to assist in making decisions regarding promotion. Appropriate focused supplemental instructional assistance (remediation) shall be provided prior to any re-testing.

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: High Student Performance

Category: ABCs Accountability Model

Policy ID Number: HSP-C-005

Policy Title: 16 NCAC 6G.0305 Policy delineating the annual performance standards for Grades K-12 under the ABCs Model

Current Policy Date: 01/06/2005

Other Historical Information: Previous board dates: 01/01/1998, 05/04/2000, 09/14/2000, 02/01/2001, 03/01/2001, 06/07/2001, 08/02/2001, 09/13/2001, 10/04/2001, 01/10/2002, 02/07/2002, 06/06/2002, 08/22/2002, 01/09/2003, 07/10/2003, 09/11/2003, 03/04/2004, 05/06/2004, 11/04/2004

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category: 16 NCAC 6G .0305

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.0305 DEFINITIONS

For purposes of this Section, the following definitions shall apply:

- ~~(8)~~(1) "Accountability measures" are SBE-adopted tests designed to gauge student performance and achievement.
- ~~(9)~~(2) "Adequate yearly progress" or "AYP" shall have the same definition as set out in P.L. 107-110, section 111(b)(2)(C).
- (3) "Compliance commission" means that group of persons selected by the SBE to advise the SBE on testing and other issues related to school accountability and improvement. The commission shall be composed of teachers, principals, central office staff representatives, local school board representatives, a charter schools representative, and at-large members who represent parents, business, and the community.
- (4) "C-scale" means change scale, which is a standardized scale to measure student performance across the years and content areas. To convert the developmental scale scores to c-scale scores, subtract the state mean for the standard setting year

from the developmental scale score, and then divide by the standard deviation for the standard setting year.

- (5) "C-ratio" means the ratio of student scores that achieve an academic change of "0.00" or greater to those with an academic change of less than "0.00", including in the numerator for high schools when used for calculating high growth, the factor for change in college tech prep and college university prep graduation rate and the change in competency test pass rate and including in the denominator, the factor for change in drop out rate.
- (6) "Eligible students" means the total number of students in membership in the respective grades or enrolled in the respective EOC courses at the time assessments are administered in a statewide assessment.
- (7) "Expected growth" means having met the standard defined by students on average performing as well in their current grade or content as is typical for the same student in previous grades and contents when using the change scale to compare and allowing for a factor of regression to the mean as defined in this policy.
- (8) "High growth" means the school has met the standard of having a c-ratio of 1.50 or greater.
- (9) "Growth standards" means and includes collectively all the factors defined in this Rule that are used in the calculations described in paragraph (h) of Rule .0312 of this Section to determine a school's growth/gain composite.
- (10) "Performance Composite" is the percent of scores of students in a school that are at or above Achievement Level III, are at a passing level on the North Carolina Computer Skills Test (students in eighth grade only) as specified by 16 NCAC 6D .0503(f), and at proficiency level or above on the state alternate assessments to the extent that any apply in a given school and consistent with United States Department of Education regulations concerning alternate assessments. The SBE shall:
 - (a) determine the number of scores that are at Level III or IV in reading, or mathematics, or writing across grades 3 through 8, or on all EOC assessments administered as a part of the statewide testing program; add the number of scores that are at a passing level on the North Carolina Computer Skills Test (students in eighth grade only); add the number of scores that are proficient or above on the state alternate assessments and use the total of these numbers as the numerator;
 - (b) determine the number of student scores in reading, or mathematics across grades 3 through 8; or on all EOC assessments administered as part of the statewide testing program; add the number of students in grade 8; add the number of student scores on the state alternate assessments and use the total of these numbers as the denominator; and
 - (c) total the numerators for each content area and subject, total the denominators for each content area and subject, and divide the denominator into the numerator and multiply the quotient by 100 to compute the performance composite.
- (11) "Regression coefficient" means an adjustment factored into the expected growth formula for the purpose of making a prediction about expected student performance. For the purposes of figuring student growth (academic change) the

factor shall be 0.08 when using the average of two previous assessments and 0.18 when using a single assessment.

- (12) “Standard setting year” means the first year of the test edition implementation.
- (13) “Students with the most significant cognitive disabilities” means students with disabilities whose IEP has determined shall be assessed using an alternate assessment based on alternate achievement standards as determined by their IEP.
- (14) “Students with persistent academic difficulties” means students with disabilities assessed using an alternate assessment based on modified grade-level achievement standards as determined by their IEP.
- (15) “Weight” means the number of students used in the calculation of the amount of growth for a subject or content area, and the College University Prep/College Tech Prep, the Competency Passing Rate, and the ABCs Dropout Rate components.

History Note: Authority G.S. 115C-12(9)c4.;
Eff. January 1, 1998;
Amended Eff. December 1, 2000;
Temporary Amendment Eff. March 5, 2001;
Amended Eff. October 1, 2005; April 1, 2005; April 1, 2002; September 1, 2001.

FEEDBACK FROM RETESTING OPTIONS

	OPTION	ADVANTAGES	DISADVANTAGES
1	<p>No changes to current policies or practices in 2008-09</p>	<ul style="list-style-type: none"> • No new programming required • Fewer retests • Less impact on students • No extra costs • Consistent with previous years • Equitable for all schools • No negotiations needed with US Department of Education (USED) • Allows more time to implement in the future (if desired) 	<ul style="list-style-type: none"> • Does not comply with SBE's timeline in "Framework for Change" or Blue-Ribbon Commission recommendations
2	<p>Retest at Grades 3, 5, and 8 for student accountability standards (SAS) and for 5 EOCs for high school exit standards</p>	<ul style="list-style-type: none"> • Teacher Advisory Council and Compliance Commission for Accountability agree with grades 3, 5 and 8 retesting in the 2008-09 academic year • Teacher Advisory Council feels grades 3,5 and 8 retesting alone note: <ul style="list-style-type: none"> • Structure already in place • Option gives credit to remediation • Will build student confidence for future tests • This removes another barrier at the high school level if student does not pass • Only increases retesting for those students who scored within one SEM of Achievement Level III • Increases student opportunities to meet Achievement Level III • Greater success on ABCs Performance Composite and on AYP • Compliance Commission for Accountability 	<ul style="list-style-type: none"> • New programming required to generate ABCs and AYP reports • Increased expenses for tests, proctors, scoring, etc. • Students meeting SAS with 1 standard error of measurement (SEM) would still need to be retested for AYP determinations (per USED) • Increases number of students retested • Increases test anxiety • Teacher Advisory Council notes that EOCs affect college admissions, GPA, graduation rate • Creates greater discrepancy between NAEP and EOG results

	OPTION	ADVANTAGES	DISADVANTAGES
		<p>recommends determining high school retesting after this school year</p> <ul style="list-style-type: none"> • What counts for students (SAS) also counts for teachers and schools 	
<p>3</p>	<p>Retest at Grades 3-8 and for all 10 EOCs</p>	<ul style="list-style-type: none"> • Unanimously recommended by both North Carolina Association of School Administrators (NCASA) Executive Council and the State Superintendent's Superintendent Advisory Council (with the latter group preferring retesting for EOCs late in the 2008-09 school year or in the 2009-10 school year) • Increases student opportunities to meet Achievement Level III • Greater success on ABCs Performance Composite and on AYP • Students meeting SAS with 1 SEM would still need to be retested for AYP determinations (per USED) • What counts for students (SAS) also counts for teachers and schools • Superintendent Advisory Council believes: <ul style="list-style-type: none"> • Bottom line is to have more students who feel good about their progress and have an opportunity to succeed • Superintendents willing to procure proctors, retest any student • Want to offer all students as many opportunities to succeed as possible 	<ul style="list-style-type: none"> • New programming required to generate ABCs and AYP reports • Significantly increases number of students retested • Creates greater discrepancy between NAEP and EOG results • Significantly increased expenses for tests, proctors, scoring, etc. • Increases test anxiety • Disrupts instructional days • Must be SBE-mandated (per USED) • Superintendent Advisory Council believes LEAs need lead-time (not implement policy in Dec. or Jan.)