

EXECUTIVE SUMMARY**Title:** Participation in American Diploma Project Algebra I and II Exams**Type of Executive Summary:**
 Action
 Action on First Reading
 Discussion
 Information
Policy Implications:

- Constitution _____
- General Statute #
- SBE Policy #HSP-C-003
- SBE Policy Amendment
- SBE Policy (New)
- APA #16 NCAC 6D.0305
- APA Amendment
- APA (New)
- Other NCLB

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, Accountability Services)

Description:

The State Board of Education (SBE) is a member of the American Diploma Project (ADP) Network sponsored by Achieve, Inc. which includes 33 states that are dedicated to making sure every high school graduate is prepared for college or work by raising the rigor of standards, exams, and curricula. In each ADP Network state, governors, education leaders, business executives, and college and university leaders have determined which ADP initiatives will best serve their students. A group of the states in the Network has partnered via a memorandum of understanding (MOU) to develop the ADP Algebra I and Algebra II exams based on standards developed by Achieve, Inc. In January 2008, North Carolina joined the ADP Algebra II partnership. North Carolina has participated in the ADP Algebra II test development activities and administered the ADP Algebra II exam to a volunteer sample of approximately 1,000 students in spring 2008. In May 2008, the MOU was amended to include the development of an ADP Algebra I exam. Since this amendment, North Carolina has participated in ADP Algebra I test development activities. The MOU requires North Carolina to provide spring 2009 Algebra I and Algebra II participation counts by February 1, 2009. The SBE now needs to decide how to continue in the partnership. Decisions regarding Algebra II involve possible waivers for the state Algebra II EOC requirement. The advantages and disadvantages of waiving this requirement are attached.

Resources:

Higher education staff, Instructional and Testing staff at the LEA and school levels, NCDPI staff

Input Process:

NCDPI staff, selected LEA feedback

Stakeholders:

Students, Parents, Schools, LEAs, IHEs, Business partners, legislators, public

Timeline For Action:

Presented as discussion at the January SBE meeting and for Action at the February SBE meeting.

Recommendations:

The department recommends that a representative sample of high schools participate in the ADP Algebra II assessment in spring 2009 so that test results will be representative of the state and state-to-state comparisons can be made. The department further recommends that the SBE waive the state Algebra II EOC requirement for the sampled high schools and that LEAs would have the local option to allow the sampled schools to administer the North Carolina Algebra II EOC. However, the Algebra II EOC results would not be used in accountability. Due to

budget constraints, the department recommends that North Carolina continue to be involved in ADP Algebra I test development activities but not administer the ADP Algebra I exam during spring 2009.

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: High Student Performance

Category: ABCs Accountability Model

Policy ID Number: HSP-C-003

Policy Title: 16 NCAC 6D.0305 Policy delineating use of end-of-course tests for accountability

Current Policy Date: 01/02/2006

Other Historical Information: Previous board dates: 11/01/1997, 02/04/1999, 04/01/1999, 05/06/1999, 08/01/1999, 02/03/2000, 05/04/2000, 08/01/2000, 01/10/2001, 06/07/2001, 08/02/2001, 02/07/2002, 10/07/2004, 10/06/2005, 01/06/2005

Statutory Reference: GS 115C-12(9)c.; GS 115C-81(b)(4)

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

***** Begin Policy *** (Do not tamper with this line)**

All eligible students shall participate in the administration of end-of-course assessments (standard administrations with or without accommodations or an alternate assessment).

.0305 END-OF-COURSE ASSESSMENTS

- (a) The LEA shall include each student's end-of-course assessment results in the student's permanent records and high school transcript.
- (b) The LEA shall give each end-of-course assessment within the final five days of the course on a block schedule and the final ten days of the course on a traditional schedule.
- (c) LEAs shall use results from all operational end-of-course assessments as at least twenty-five percent (25%) of the student's final grade for each respective course. LEAs shall adopt policies regarding the use of end-of-course assessment results in assigning final grades.
- (d) Students who are enrolled for credit in courses in which end-of-course assessments are

required shall take the appropriate end-of-course assessment.

- (e) Students who are exempt from final exams by local board of education policy shall not be exempt from end-of-course assessments.
- (f) Each student shall take the appropriate end-of-course assessment the first time the student takes the course even if the course is an honors or Advanced Placement Course.
- (g) Students shall take the appropriate end-of-course assessment at the end of the course or an alternate assessment regardless of the grade level in which the course is offered.
- (h) Students who are identified as failing a course for which an end-of-course assessment is required shall take the appropriate end-of-course assessment.
- (i) Students may drop a course with an end-of-course assessment within the first 10 days of a block schedule or within the first 20 days of a traditional schedule.
- (j) Students who are enrolled in the Integrated Math sequence shall take the Algebra I, Geometry, and Algebra II end-of-course assessments. The LEA shall administer these assessments as follows:
 - (1) The Algebra I end-of-course assessment shall be administered during the final five days of the Integrated Math II course if taken on a block schedule or the final ten days if taken on a traditional schedule.
 - (2) The Geometry end-of-course assessment shall be administered during the Integrated Math III course on a locally established test date.
 - (3) The Algebra II end-of-course assessment shall be administered during the final five days of the Integrated Math III course if taken on a block schedule or the final ten days if taken on a traditional schedule.

History Note: Authority GS 115C-12(9)c.; 115C-81(b)(4);
Eff. November 1, 1997;
Amended Eff. October 1, 2006; January 2, 2006; April 1, 2002; September 1,
2001; August 1, 2000; August 1, 1999.

Pros & Cons for Waiving Algebra II EOC

The SBE is interested in participating in the ADP Algebra II assessment in Spring 2009 using a representative sample of students. The SBE also is considering waiving the requirement for the sampled students from taking the NC Algebra II EOC assessment. The Accountability Services Division offers the following pros and cons to the SBE prior to making a final decision.

<u>Pros</u>	<u>Cons</u>
<ul style="list-style-type: none">• Students will not have to take two Algebra II exams in one year/semester.• This may provide students an incentive to do their best work.• Less time taken away from instruction.• No need for additional proctors, test administrators, etc.	<ul style="list-style-type: none">• ADP Algebra II assessment score cannot count toward the student's final grade.• Algebra II EOC is part of the performance composite and ADP Algebra II is not. Sampled schools <u>may</u> be hurt because the Algebra II scores will not be in the performance composite.• There would be inconsistency across the state with how high schools are held accountable for Algebra II.• Some students may want to take the Algebra II EOC and have it count as 25% of their final course grade.• Students may still need to have a final exam. Teachers may have to develop the final exam.• DPI loses the ability to determine the relationship between scores on the ADP Algebra II and NC EOC assessments.

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

Policy Identification

Priority: High Student Performance

Category: Student Accountability Standards/Graduation Requirements

Policy ID Number: HSP-N-000

Policy Title: Policy on minimum competency requirements for graduation from high school

Current Policy Date: ~~03/02/2006, 11/06/2008~~ [12/4/2008](#)

Other Historical Information: Previous board dates: 02/02/1995, 08/07/1996, 11/05/1998, 04/01/1999, 10/07/1999, 10/07/04, 03/03/05, 04/07/2005, ~~03/02/2006~~

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

***** Begin Policy *** (Do not tamper with this line)**

Proficiency Guidelines

~~1. Standards for proficiency~~

~~For students in grades 3 through 8, the standard for grade-level proficiency shall be a test score at Achievement Level III or above on end-of-grade tests in reading and mathematics.~~

~~Students who entered the ninth grade in 1994-95 through 2005-06 and have not met the competency requirements of Achievement Level III (without the standard error of measurement) or Achievement Level IV on the grade 8 end-of-grade reading and/or mathematics tests/retests or who have not met the competency standard on other approved measures must take and pass the competency test(s) in the content area (i.e., reading and/or mathematics) to attain the required minimum standard for graduation. In addition, these students must meet all other state and local requirements for graduation.~~

~~Effective with the class of 2001, all students must demonstrate computer proficiency as a prerequisite for high school graduation.~~

~~Effective with the class entering ninth grade for the first time in the 2006-2007 school year, students who are following the career preparation, college technical preparation, or college/university preparation course of study shall meet the following standards for proficiency:~~

~~(A.) score at Achievement Level III or above on the end-of-course assessment (i.e. standard administrations with or without accommodations or the designated alternate assessments) for English I, Algebra I, U.S. History, Biology, and Civics and Economics; and~~

~~(B.) successfully complete a graduation project that is developed, monitored, and scored within the LEA using state-adopted rubrics; and~~

~~(C.) must pass the North Carolina Online Test of Computer Skills (i.e. standard administration with or without accommodations or its designated alternate assessment).~~

~~Students following the Occupational Course of Study are required to meet rigorous exit standards as outlined in State Board of Education policy HSP-N-004 (16 NCAC 6D.0503).~~

~~As with other SBE policies, local school districts may enact higher standards for students.~~

~~2. Remediation/Intervention~~

~~School districts shall provide focused intervention to all students not demonstrating standards of proficiency. Such intervention shall involve extended instructional opportunities which are different from and supplemental to regular grade level or high school course work and which are specifically designed to improve these students' performance to proficient.~~

~~Strategies may include but are not limited to alternative learning models, special homework, smaller classes, tutorial sessions, extended school day, Saturday school, modified instructional programs, parental involvement, summer school instruction, or retention.~~

~~3. Review Procedures~~

~~For students who do not score at Achievement Level III or above on the end-of-grade reading and mathematics tests and for students at grades 5 and 8 who are not making adequate progress in developing writing skills, the school district shall follow these procedures as set forth in Rule .0504.~~

~~For students who do not score at Achievement Level III or above on the five end-of-course assessments (i.e. standard administration with or without accommodations or the designated alternate assessment) required to meet the high school exit standards (i.e., Algebra I, English I, Biology, Civics and Economics, and U.S. History), the school district~~

shall follow these procedures to determine if students have mastered the content and have met the exit standard for each course:

- ~~(1) If a student passes the course and scores below Achievement Level III on an end-of-course test (i.e. standard administration with or without accommodations) the student shall be given a retest no later than three weeks from the receipt of test results. Parents may request that their child be excused from the retest. In this case, the parents and child shall be deemed to have accepted participation in focused intervention.~~
- ~~(2) Any student who does not score Achievement Level III or above on the first retest, and any student who is excused from the first retest (i.e. alternate assessment participant, parent refuses retest) must have documentation (e.g., portfolio) of the student's performance in the EOC course placed on file and the student must receive focused intervention/remediation.~~
- ~~(3) Following intervention/remediation, the second retest/evaluation occurs.~~
- ~~(4) If the student does not score Achievement Level III or above on the second retest/evaluation, documentation (e.g., a portfolio) of the student's performance in the EOC course is updated.~~
- ~~(5) The student's documentation (e.g., a portfolio) is reviewed by a review committee to determine if the exit standard for that course has been met. The review committee should consist of teachers, principals, and central office staff members from the county. An exceptional children's (EC) teacher must be present if the student has exceptional needs. A limited English proficient (LEP) teacher must be present if the student is identified as LEP. The review committee has the option of recommending that the student (1) retake the course, (2) be provided additional remediation, or (3) based on the documentation, has met the requirements for the exit standard associated with the course.~~
- ~~(6) The principal reviews the recommendation by the committee and makes the final decision regarding the student meeting the exit standard for the course.~~

~~4. Resources~~

~~Existing funding resources are to be used to provide focused assistance which is designed to improve these students' performance to proficient. Practically all state and federal funds, through the waiver process, can be used for this purpose. Examples of funds which may be used include:~~

- ~~—Regular ADM~~
- ~~—Summer School~~
- ~~—Dropout Prevention~~
- ~~—Title I~~
- ~~—Low wealth funds~~
- ~~—Small District~~

~~5. Promotion and Retention Decisions~~

~~Promotion or retention decisions shall be made according to state and local policy and discretion, but must take into account test scores and other information which may indicate a student's level of proficiency.~~

~~6. Reporting~~

~~The Department of Public Instruction shall provide a mechanism for LEAs and schools to report annually their progress in increasing the number of students who meet the standard for grade-level proficiency. Percentages of students above grade-level proficiency and those who have moved from Level I to Level II shall be used to compare progress from year to year.~~

~~Effective with the 2006-07 school year, LEAs and schools shall report annually the number and percent of students performing at Achievement Level III or above on the EOC assessments required for meeting the exit standards.~~

~~7. Standardized Transcript~~

~~The NC standardized high school transcript certifies a level of proficiency in high school courses through both grades and test scores.~~

- ~~(A.) the LEA shall include each student's end-of-course assessment results in the student's permanent records and high school transcript; and~~
- ~~(B.) the LEA shall use results from all operational end-of-course assessments as at least twenty-five percent (25%) of the student's final grade for each respective course.~~

~~In order to inform parents and students of student progress, the transcript shall be issued to students at the end of each school year.~~

EXECUTIVE SUMMARY**Title: Dropout Data Report, 2007-08****Type of Executive Summary:**

- Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
 General Statute #115C-12(27)
 SBE Policy #HSP-Q-001
 SBE Policy Amendment
 SBE Policy (New)
 APA # _____
 APA Amendment
 APA (New)
 Other _____

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer/Associate State Superintendent, Academic Services and Instructional Support), Mrs. Charlotte Hughes (Interim Director, Student Support Services), and Dr. Kenneth Gattis (Senior Research and Evaluation Coordinator)

Description:

G.S. 115C-12(27) directs the State Board of Education (SBE) to compile a report on dropout rates and report findings to the Joint Legislative Education Oversight Committee. The SBE requires that each LEA submit dropout data as requested by the Department of Public Instruction (DPI) per SBE Policy GCS-Q-001. This 2007-08 dropout report contains statewide and LEA analysis of dropout events and rates. The report disaggregates data by age, grade, gender, race, and dropout reason. The full report will be distributed at the State Board meeting.

Resources:

N/A

Input Process:

The Program Monitoring and Support Division provides support on policies and procedures for LEA dropout prevention coordinators, LEA computer support staff, and charter school personnel for the annual dropout data collection. Day 20 of the current school year is the date of record for determining dropouts for the previous school year. The annual data collection begins in mid-October and extends into December. Most school districts report data to DPI either through SIMS and AS400 or via the NC Wise dropout reporting system. DPI posts error/edit reports on a secure dropout website, and LEAs and charters re-transmit data as needed to correct errors for individual schools. Dropout prevention coordinators, superintendents, and charter school directors submit online approvals of their dropout counts and rates.

Stakeholders:

State Board of Education, General Assembly, Department of Public Instruction, and public schools

Timeline For Action:

The 2007-08 Dropout Data Report is presented to the State Board of Education for information.

Recommendations:

N/A

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: Sylvia Moore, 919-807-4009