

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 _____

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**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.