

EXECUTIVE SUMMARY

Title: Changes to Policy Delineating the Components of the ABCs Accountability Program for the 2009-10 School Year

Type of Executive Summary:

Consent Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy #GCS-C-020
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other NCLB Act of 2001

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

Description:

To comply with Senate Bill 202/S.L. 2009-451, the NCDPI requests that the Competency Tests in Reading and Mathematics, the End-of-Course Tests in Chemistry and Physics, and the Computer Skills Tests be removed from the testing and accountability program effective with the 2009-10 school year. This will remove Chemistry, Physics, and Computer Skills from ABCs performance composite calculations.

In response to the technical peer review letter (attached) from the U.S. Department of Education (USED), the NCDPI requests that the NCCLAS Alternate Assessments be removed from the testing and accountability program for the 2009-10 school year. This will remove NCCLAS Alternate Assessments in Science Grades 5 and 8, Algebra II, Biology, Chemistry, Civics and Economics, Geometry, Physical Science, Physics, and U.S. History from ABCs performance composite calculations. NCCLAS Alternate Assessments in Reading Grades 3-8, Mathematics Grades 3-8, Algebra I, English I, and Writing Grade 10 will be removed from ABCs performance composite calculations and AYP results. Finally, reference to the High School Comprehensive Test of Mathematics is removed from the footnotes because the test has not met peer review.

Resources:

DPI Staff

Input Process:

Selected DPI Staff

Stakeholders:

LEAs, General Assembly, Parents, Teachers, Administrators and the Public

Timeline For Action:

To comply with Senate Bill 202/S.L. 2009-451 and the technical peer review by the USED, this item is provided for Discussion at the September 2009 meeting of the SBE and for Action at the October 2009 SBE meeting.

Recommendations:

The department recommends that the amendments to GCS-C-020 be approved.

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, 919-807-3769

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

Policy Identification

Priority: High Student Performance

Category: ABCs Accountability Model

Policy ID Number: **HSPGCS**-C-020

Policy Title: Policy delineating the components of the ABCs Accountability Program including Adequate Yearly Progress (AYP)

Current Policy Date: 05/06/2009

Other Historical Information: 03/04/2004, 10/07/2004, 05/05/2005,08/03/2006,04/03/2008, 07/01/2008,11/06/2008,04/02/09

Statutory Reference: GS 115C-105.20, No Child Left Behind Act of 2001 (P.L. 107-110)

Administrative Procedures Act (APA) Reference Number and Category:

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

Below is a chart listing the components of the ABCs Accountability Program including whether the component is used for ABCs Growth, Performance Composite, and/or Adequate Yearly Progress (AYP) for the No Child Left Behind (NCLB) Act of 2001.

ABCs Program 2003-04

Components	ABCs Growth	Performance Composite	Adequate Yearly Progress
End of Grade Tests			
Reading	✓	✓	✓
Mathematics	✓	✓	✓
End of Course Tests			
Algebra I	✓	✓	
Algebra II	✓	✓	

Components	ABCs Growth	Performance Composite	Adequate Yearly Progress
Biology	✓	✓	
Chemistry	✓	✓	
English I	✓	✓	
Geometry	✓	✓	
Physical Science	✓	✓	
Physics	✓	✓	
High School Comprehensive Tests			
Reading			✓
Mathematics			✓
North Carolina Alternate Assessment Portfolio			
Reading		✓	✓
Mathematics		✓	✓
North Carolina Alternate Assessment Academic Inventory			
Reading		✓	✓
Mathematics		✓	✓
Dropout Rate			
Grades 9-12	✓		
Graduation Rate			
Grade 12			✓
Attendance Rate			
All Grades 3 – 8			✓
Computer Skills			
Grade 8		✓	
Competency Passing Rate			
Grade 10	✓		
College University Prep/College Tech Prep			
Grade 12	✓		

ABCs Program 2004-05

Components	ABCs Growth	Performance Composite	Adequate Yearly Progress
End-of-Grade Tests			
Reading	✓	✓	✓
Mathematics	✓	✓	✓
End-of-Course Tests			
Algebra I	✓	✓	✓*
Algebra II	✓	✓	
Biology	✓	✓	
Chemistry	✓	✓	
English I	✓	✓	✓*
Geometry	✓	✓	
Physical Science	✓	✓	
Physics	✓	✓	
Writing Tests			
Grades 4 and 7			
Grade 10			✓*
High School Comprehensive Tests			
Reading			✓*
Mathematics			✓*
North Carolina Alternate Assessment Portfolio			
Reading		✓	✓
Mathematics		✓	✓
North Carolina Alternate Assessment Academic Inventory			
Reading		✓	✓
Mathematics		✓	✓
Dropout Rate			
Grades 9-12	✓		
Graduation Rate			
Grade 12			✓
Attendance Rate			
All Grades 3 – 8			✓

Computer Skills

Grade 8

✓

Competency Passing Rate

Grade 10

✓

College University Prep/College Tech Prep

Grade 12

✓

* Effective with the 2004-05 school year, Algebra I and a combination of the end-of-course English I and the Grade 10 Writing assessment will be used in place of the North Carolina High School Comprehensive Tests of Reading and Mathematics for AYP purposes. In rare cases, the North Carolina High School Comprehensive Tests of Reading and Mathematics (or their alternate assessments) will be used for students who do not take Algebra I or English I by the end of the tenth grade.

ABCs Program 2005-06

Components	ABCs Growth	Performance Composite	Adequate Yearly Progress
Third Grade Pretest			
Reading	✓		
Mathematics			
End-of-Grade Tests (and NCCLAS)¹			
Reading	✓	✓	✓
Mathematics		✓	✓
Grade 3			
Mathematics	✓	✓	✓
Grades 4, 5, 6			
Mathematics	✓	✓	✓
Grades 7 and 8			
End-of-Course Tests (and NCCLAS)¹			
Algebra I	✓	✓	✓*
Algebra II	✓	✓	
Biology	✓	✓	
Chemistry	✓	✓	
Civics and Economics		✓	
English I	✓	✓	✓*
Geometry	✓	✓	
Physical Science	✓	✓	
Physics	✓	✓	
U.S. History		✓	
Writing Tests			
Grades 4 and 7		✓	
Grade 10		✓	✓*
High School Comprehensive Tests			
Reading			✓*
Mathematics			✓*
North Carolina Alternate Assessment Portfolio			
Reading		✓	✓
Mathematics		✓	✓

NCEXTEND2		
Reading		✓
Mathematics		✓
Dropout Rate		
Grades 9-12	✓	
Graduation Rate		
Grade 12		✓
Attendance Rate		
All Grades 3 – 8		✓
Computer Skills		
Grade 8		✓
Competency Passing Rate		
Grade 10	✓	
College University Prep/College Tech Prep		
Grade 12	✓	

* Effective with the 2004-05 school year, Algebra I and a combination of the end-of-course English I and the Grade 10 Writing assessment will be used in place of the North Carolina High School Comprehensive Tests of Reading and Mathematics for AYP purposes. In rare cases, the North Carolina High School Comprehensive Tests of Reading and Mathematics (or their alternate assessments) will be used for students who do not take Algebra I or English I by the end of the tenth grade.

¹ Alternate assessments will not count in growth.

ABCs Program 2006-07

Components	ABCs Growth	Performance Composite	Adequate Yearly Progress
Third Grade Pretest			
Reading	✓		
Mathematics	✓		
End-of-Grade Tests (and NCCLAS)¹			
Reading	✓	✓	✓
Mathematics	✓	✓	✓
End-of-Course Tests (and NCCLAS)¹			
Algebra I	✓	✓	✓*
Algebra II	✓	✓	
Biology	✓	✓	
Chemistry			
Civics and Economics	✓	✓	
English I	✓	✓	✓*
Geometry	✓	✓	
Physical Science			
Physics			
U.S. History	✓	✓	
Writing Tests			
Grades 4 and 7		✓	
Grade 10		✓	✓*
High School Comprehensive Tests²			
Reading			✓*
Mathematics			✓*
NCEXTEND1³			
Reading		✓	✓
Mathematics		✓	✓
NCEXTEND2³			
Reading		✓	✓
Mathematics		✓	✓
Dropout Rate			
Grades 9-12	✓		

Graduation Rate		
9 th Grade Cohort 2003-04		✓
Attendance Rate		
All Grades 3 – 8		✓
Computer Skills		
Grade 8		✓
Competency Passing Rate		
Grade 10	✓	
College University Prep/College Tech Prep		
Grade 12	✓	

* Effective with the 2004-05 school year, Algebra I and a combination of the end-of-course English I and the Grade 10 Writing assessment will be used in place of the North Carolina High School Comprehensive Tests of Reading and Mathematics for AYP purposes. In rare cases, the North Carolina High School Comprehensive Tests of Reading and Mathematics ²(or their alternate assessments) will be used for students who do not take Algebra I or English I by the end of the tenth grade.

¹Alternate assessments will not count in growth.

²Or its replacement.

³These assessments will need to be approved by the US Department of Education during the 2006-07 school year.

ABCs Program 2007-08

Components	ABCs Growth	Performance Composite	Adequate Yearly Progress
Third Grade Pretest			
Reading			
Mathematics	✓		
End-of-Grade Tests			
Reading (Grade 3)		✓	✓
Reading (Grades 4-8)		✓	✓
Mathematics (Grades 3-8)	✓	✓	✓
Science (Grades 5 & 8) ¹			
End-of-Course Tests			
Algebra I	✓	✓	✓
Algebra II		✓	
Biology ¹		✓	
Chemistry		✓	
Civics and Economics	✓	✓	
English I	✓	✓	✓
Geometry	✓	✓	
Physical Science		✓	
Physics		✓	
U.S. History	✓	✓	
General Writing Tests			
Grades 4 and 7		✓	
Grade 10		✓	✓*
High School Comprehensive Test			
Mathematics			✓*
NCCLAS			
Reading (Grade 3)		✓	✓
Reading (Grades 4-8)		✓	✓
Mathematics (Grades 3-8)		✓	✓
Mathematics (Grade 10)			✓*
Science (Grades 5 & 8)			
Algebra I		✓	✓*

Components	ABCs Growth	Performance Composite	Adequate Yearly Progress
NCCLAS cont.			
Algebra II		✓	
Biology ¹		✓	
Chemistry		✓	
Civics and Economics		✓	
English I		✓	✓*
Geometry		✓	
Physical Science		✓	
Physics		✓	
U.S. History		✓	
Writing (Grades 4 & 7)		✓	
Writing (Grade 10)		✓	✓
NCEXTEND1²			
Reading (Grades 3-8)		✓	✓
Mathematics (Grades 3-8)		✓	✓
Science (Grades 5 & 8) ¹			
Writing (Grades 4 & 7)		✓	
NCEXTEND1² (Grade 10)			
Reading			✓
Mathematics			✓
Science ¹			
Writing		✓	✓
NCEXTEND2²			
Reading (Grades 3-8_)		✓	✓
Mathematics (Grades 3-8)		✓	✓
Science (Grades 5 & 8) ¹			
Writing (Grades 4 & 7)		✓	
OCS NCEXTEND2² (Grade 10)			
English			✓
Mathematics			✓
Science ¹			
Writing		✓	✓
Dropout Rate			
Grades 9-12	✓		

Graduation Rate	
9 th Grade Cohort 2004-05	✓
Attendance Rate	
All Grades 3 – 8	✓
Computer Skills	
Grade 8	✓
Competency Passing Rate³	
Grade 10	No longer applicable due to new High School Exit Standards
College University Prep/College Tech Prep	
Grade 12	✓

* Effective with the 2004-05 school year, Algebra I and a combination of the end-of-course English I and the Grade 10 Writing assessments are used in place of the North Carolina High School Comprehensive Tests of Reading and Mathematics for AYP purposes at grade 10. Banked scores are used for students who have taken the assessments prior to grade 10. In rare cases, starting in 2006-07, the North Carolina High School Comprehensive Test of Mathematics (or its alternate assessment) is used for students who do not take Algebra I or OCS Mathematics I by the end of the tenth grade.

¹The No Child Left Behind Act of 2001 requires that the science assessments at elementary, middle, and high be administered but does not require that they be used for calculating AYP.

²These assessments will need to be approved by the US Department of Education.

³Removed from ABCs Program.

ABCs Program 2008-09

Components	ABCs Growth	Performance Composite	Adequate Yearly Progress
Third Grade Pretest			
Reading	✓		
Mathematics	✓		
End-of-Grade Tests			
Reading (Grades 3-8)	✓	✓	✓
Mathematics (Grades 3-8)	✓	✓	✓
Science (Grades 5 & 8) ¹		✓	
End-of-Course Tests			
Algebra I	✓	✓	✓*
Algebra II		✓	
Biology ¹	✓	✓	
Chemistry		✓	
Civics and Economics	✓	✓	
English I	✓	✓	✓*
Geometry		✓	
Physical Science		✓	
Physics		✓	
U.S. History	✓	✓	
General Writing Tests			
Grade 10		✓	✓*
NCCLAS			
Reading (Grades 3-8)		✓	✓
Mathematics (Grades 3-8)		✓	✓
Science (Grades 5 & 8) ¹		✓	
Algebra I		✓	✓*
Algebra II		✓	
Biology ¹		✓	
Chemistry		✓	
Civics and Economics		✓	
English I		✓	✓*
Geometry		✓	

Components	ABCs Growth	Performance Composite	Adequate Yearly Progress
NCCLAS cont.			
Physical Science		✓	
Physics		✓	
U.S. History		✓	
Writing (Grade 10)		✓	✓*
NCEXTEND1²			
Reading (Grades 3-8)		✓	✓
Mathematics (Grades 3-8)		✓	✓
Science (Grades 5 & 8) ¹		✓	
NCEXTEND1² (Grade 10)			
Reading		✓	✓*
Mathematics		✓	✓*
Science ¹		✓	
Writing		✓	✓
NCEXTEND2²			
Reading (Grades 3-8)		✓	✓
Mathematics (Grades 3-8)		✓	✓
Science (Grades 5 & 8) ¹		✓	
OCS NCEXTEND2² (High School)			
English		✓	
Mathematics		✓	
Science		✓	
Writing		✓	
Dropout Rate			
Grades 9-12	✓		
Graduation Rate			
9 th Grade Cohort 2005-06			✓
Attendance Rate			
All Grades 3-8			✓
Computer Skills			
Grade 8		✓	
College University Prep/College Tech Prep			
Grade 12	✓		

* Effective with the 2004-05 school year, Algebra I and a combination of the end-of-course English I and the Grade 10 Writing assessments are used in conjunction with the corresponding alternate assessments for AYP purposes at the high school level. Banked scores are used for students who have taken the assessments prior to grade 10. In rare cases, starting in 2006-07, the North Carolina High School Comprehensive Test of Mathematics is used for eligible students who do not take Algebra I by the end of the tenth grade. Effective with the 2008-09 school year, OCS students are not eligible to participate in any of these assessments and will be counted as nonparticipants.

¹The No Child Left Behind Act of 2001 requires that the science assessments at elementary, middle, and high be administered but does not require that they be used for calculating AYP.

²These assessments will need to be approved by the US Department of Education.

ABCs Program 2009-10

Components	ABCs Growth	Performance Composite	Adequate Yearly Progress
End-of-Grade Tests²			
Reading (Grade 3)		✓	✓
Reading (Grades 4-8)	✓	✓	✓
Mathematics (Grade 3)		✓	✓
Mathematics (Grades 4-8)	✓	✓	✓
Science (Grades 5 & 8) ¹		✓	
End-of-Course Tests			
Algebra I	✓	✓	✓*
Algebra II		✓	
Biology ¹	✓	✓	
Chemistry		✓	
Civics and Economics	✓	✓	
English I	✓	✓	✓*
Geometry		✓	
Physical Science		✓	
Physics		✓	
U.S. History	✓	✓	
General Writing Tests			
Grade 10		✓	✓*
NCCLAS			
Reading (Grades 3-8)		✓	✓
Mathematics (Grades 3-8)		✓	✓
Science (Grades 5 & 8)⁺		✓	
Algebra I		✓	✓*
Algebra II		✓	
Biology⁺		✓	
Chemistry		✓	
Civics and Economics		✓	
English I		✓	✓*
Geometry		✓	
Physical Science		✓	
Physics		✓	
U.S. History		✓	

Components	ABCs Growth	Performance Composite	Adequate Yearly Progress
NCCLAS-cont.			
Writing (Grade 10)		✓	✓*
NCEXTEND1²			
Reading (Grades 3-8)		✓	✓
Mathematics (Grades 3-8)		✓	✓
Science (Grades 5 & 8) ¹		✓	
NCEXTEND1² (Grade 10)			
Reading		✓	✓*
Mathematics		✓	✓*
Science ¹		✓	
Writing		✓	✓
NCEXTEND2²			
Reading (Grades 3-8)		✓	✓
Mathematics (Grades 3-8)		✓	✓
Science (Grades 5 & 8) ¹		✓	
OCS NCEXTEND2² (High School)			
English		✓	
Mathematics		✓	
Science		✓	
Writing		✓	
Dropout Rate			
Grades 9-12	✓		
Graduation Rate			
9 th Grade Cohort 2005-06			✓
Attendance Rate			
All Grades 3-8			✓
Computer Skills			
Grade 8		✓	
College University Prep/College Tech Prep			
Grade 12	✓		

* Effective with the 2004-05 school year, Algebra I and a combination of the end-of-course English I and the Grade 10 Writing assessments are used in conjunction with the corresponding alternate assessments for AYP purposes at the high school level. Banked scores are used for

students who have taken the assessments prior to grade 10. ~~In rare cases, starting in 2006-07, the North Carolina High School Comprehensive Test of Mathematics is used for eligible students who do not take Algebra I by the end of the tenth grade. Effective with the 2008-09 school year, OCS students are not eligible to participate in any of these assessments and will be counted as nonparticipants.~~

¹The No Child Left Behind Act of 2001 requires that the science assessments at elementary, middle, and high be administered but does not require that they be used for calculating AYP.

²These assessments will need to be approved by the US Department of Education.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

THE ASSISTANT SECRETARY

AUG 12 2009

Dr. June Atkinson
Superintendent of Public Instruction
North Carolina Department of Public Instruction
Education Building
301 North Wilmington Street
Raleigh, North Carolina 27601-2825

RECEIVED

AUG 17 2009

ACCOUNTABILITY
SERVICES

Dear Superintendent Atkinson:

Thank you for submitting additional assessment materials for peer review under the standards and assessment requirements of the *Elementary and Secondary Education Act of 1965 (ESEA)*, as amended. We appreciate the efforts that were required to prepare for the latest peer review that occurred in March 2009.

In a letter to you on January 15, 2009, we enumerated the evidence required for North Carolina's standards and assessment system to be fully approved. Outside peer reviewers and Department staff have evaluated North Carolina's additional submission, which was provided in response to that letter. On the basis of that peer review, I have determined that multiple components of North Carolina's standards and assessment system, including the general assessments, alternate assessments based on grade-level academic achievement standards (NCCLAS), alternate assessments based on alternate academic achievement standards (NCEXTEND1), and end-of-grade (EOG) alternate assessments based on modified academic achievement standards in grades 3 through 8 (NCEXTEND2 EOG) in reading, mathematics and science, still do not meet all the statutory and regulatory requirements of section 1111(b)(1) and (3) of the ESEA. Specifically, I cannot approve North Carolina's standards and assessment system due to the unresolved need for additional evidence related to academic achievement standards, technical quality, alignment, inclusion and reports for the general assessments in reading mathematics and science, the NCEXTEND1, and the NCEXTEND2 EOG.

In addition, North Carolina has failed to provide evidence that the NCCLAS is comparable in content and achievement expectations to the general assessments. Additional evidence regarding the NCCLAS is also required in the areas of academic achievement standards, technical quality, alignment, inclusion and reports. Unless North Carolina is able to demonstrate, prior to the 2009-2010 test administration, that the NCCLAS meets all applicable statutory and regulatory requirements as stated in the *Standards and Assessments Peer Review Guidance (Revised December 21, 2007)*, North Carolina will not be able to use this assessment to meet the requirements of section 1111(b)(3) of the ESEA and will not be able to include results from the NCCLAS in adequate yearly progress (AYP) calculations for the 2009-2010 school year. In that event, North Carolina will also need to demonstrate that the students who take the NCCLAS are also included in an assessment that meets the requirements of section 1111(b)(3) of the ESEA.

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The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

The enclosed list provides greater detail about the evidence North Carolina must submit to the Department to demonstrate full compliance of its standards and assessment system. I have also enclosed detailed comments from the peer review team that evaluated North Carolina's submission, which I hope will help you in gathering the additional required evidence.

Please note that, notwithstanding these concerns, North Carolina may include the results of the NCEXTEND2 EOG assessments in AYP determinations for the 2008-2009 school year, so long as the percentage of proficient and advanced scores on the NCEXTEND1 EOG and NCEXTEND2 EOG assessments combined does not exceed 3.0 percent of all students in the grades assessed at the district or state level.

Because North Carolina was not able to demonstrate that its general standards and assessments, alternate assessments based on grade-level academic achievement standards, and alternate assessments based on alternate academic achievement standards are fully compliant, North Carolina's standards and assessment system remains designated *Approval Pending* and a condition will be placed on North Carolina's Title I, Part A grant award. In addition, North Carolina remains under Mandatory Oversight, as authorized under 34 C.F.R. § 80.12.

In light of North Carolina's continuing Mandatory Oversight status, the fact that the State's standards and assessment system was not in full compliance for the 2007-2008 and 2008-2009 school years, and the significance of North Carolina's non-compliance with the Title I statutory and regulatory requirements, North Carolina must enter into a Memorandum of Agreement (MOA) with the Department demonstrating its commitment and investment of resources necessary to address all outstanding issues in order to administer a fully compliant standards and assessment system during the 2009-2010 school year. The MOA must include a mutually acceptable timeline for how, when and by whom the remaining work will be completed and submitted for peer review, including the submission of quarterly reports of North Carolina's progress. I am asking Sue Rigney of my staff to work closely with your staff to develop this timeline to ensure that it includes all necessary activities and evidence.

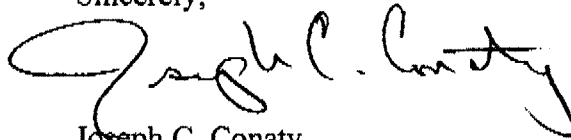
In addition to the issues addressed above, I am unclear how high school students enrolled in the Occupational Course of Studies (OCS) are included in North Carolina's standards, assessment and accountability system. Those students previously took end-of-course (EOC) alternate assessments based on modified academic achievement standards (NCEXTEND2 EOC). North Carolina did not use the results of those assessments in AYP determinations for the 2008-2009 school year. Students enrolled in the OCS, however, must be assessed with assessments that meet the requirements in section 1111(b)(3). Accordingly, North Carolina must indicate in the MOA how those students will be included in its assessment and accountability system for the purpose of determining AYP.

Because North Carolina's standards and assessment system does not meet all the requirements of section 1111(b)(1) and (3) of the ESEA, I am authorized, pursuant to section 1111(g)(2) of the ESEA, to withhold all or a portion of North Carolina's Title I, Part A administrative funds. I will refrain from exercising my authority under that provision as long as North Carolina complies with all material terms of the MOA (which will be specifically identified by the parties prior to signing the MOA), and as long as North Carolina makes a good faith effort to finalize and sign

the MOA on or before September 28, 2009. If, however, North Carolina fails to make a good faith effort to finalize and sign the MOA or, once signed, fails to comply with any material term of the MOA, the Department may initiate proceedings pursuant to the withholding authority. North Carolina may request reconsideration of the decision to require it to enter into an MOA by submitting in writing to me, within 10 days of receipt of this letter, the reasons North Carolina believes an MOA is not justified.

I appreciate the steps North Carolina has taken toward meeting the requirements of the ESEA, and I know you are eager to receive full approval of your standards and assessment system. We are committed to helping you accomplish that goal and remain available to provide technical assistance. If you have any questions or would like to discuss this further, please do not hesitate to contact Sue Rigney (sue.rigney@ed.gov) of my staff.

Sincerely,



Joseph C. Conaty
Delegated Authority to Perform the Functions and
Duties of the Assistant Secretary for Elementary
and Secondary Education

Enclosures

cc: Governor Beverly Perdue
Lou Fabrizio
Tammy Howard

SUMMARY OF ADDITIONAL EVIDENCE THAT NORTH CAROLINA MUST SUBMIT TO MEET ESEA REQUIREMENTS FOR NORTH CAROLINA'S STANDARDS AND ASSESSMENT SYSTEM

2.0 ACADEMIC ACHIEVEMENT STANDARDS

For the NCEXTEND1 (reading, math and science):

- A final report with a detailed description of standard-setting (summer 2009) procedures and characteristics of the standard-setting panel(s). (2.1, 2.2, 2.6)
- Final Achievement Level Descriptors that are subject- and grade-specific. (2.3)

For the NCEXTEND2 (EOG)

- Final revised achievement level descriptors that clearly differentiate performance on the EXTEND2 from the EOG tests (2.3)

For the NCCLAS

- A full description of the standard setting method, panelists, and resulting recommendations used to establish the new NCCLAS achievement standards (2.1, 2.2, 2.6)
- Evidence that the Board has approved new EOG and EOC achievement standards and achievement level descriptors (if needed) so that NCCLAS reflects the same expectations for achievement as the general EOG and EOC assessments (2.1, 2.2, 2.6)

3.0 FULL ASSESSMENT SYSTEM

For the NCCLAS

- Data confirming that NCCLAS datafolios yield comparable results for subgroups, especially LEP students (3.3c)
- Audit results or other data that shows these datafolios are equivalent on content coverage, difficulty and quality (3.3b)
- Confirmation that the achievement standards on NCCLAS represent the same knowledge and skills as achievement standards on the NC EOG & EOC tests (3.5)
- Data confirming that results from the NCCLAS and the general assessments are comparable on the basis of the criteria defined by the State: 1) they measure the same constructs; 2) they are of similar technical quality; 3) the knowledge and skills required to obtain each achievement level are the same on the tests and 4) they have the same predictive validity coefficient. (3.5)

4.0 TECHNICAL QUALITY

Reading and science:

- Data regarding the assessment system's intended and unintended consequences, or a plan and timeline for such data collection (4.1g)
- A clear description of how the results from the different standard setting methods contributed to the final academic achievement standards in reading adopted by the SBE (4.1a-g)

- Evidence of a *system* for monitoring and improving the on-going quality of the assessment (4.5)
- Evidence of a *system* for monitoring the implementation and effectiveness of the accommodations (4.6)

NCEXTEND1

- Evidence that decisions based on the results of this assessment are consistent with the purposes for which the assessment was designed (4.1f)
- Evidence that audits have taken place in the past and that the results have been used to evaluate the administration and scoring procedures (4.5)
- Evidence of how the state assures that the rater scoring processes allow for independent judgments and/or rater reliability at the item/task level (4.2)

NCEXTEND2 (EOG)

- Evidence unintended and intended consequences specific to NCEXTEND2 (4.1g)
- Plan and timeline for quality control procedures for consistency of documents. (4.1, 4.2, 4.5)

NCCLAS

- Audit information to verify that the SEA is tracking the quality and reliability of how teachers are implementing NCCLAS (4.1)
- Evidence that teacher training is provided to assist teachers in implementing NCCLAS in a consistent way (4.5)
- Evidence demonstrating that, for all subjects and grades assessed, the NCCLAS measures the same knowledge and skills across participating students and that the contents of student datafolios are consistent over time. (4.4)
- Evidence regarding intended and unintended consequences caused by the implementation of NCCLAS (4.1g)
- Evidence that the State has determined the reliability of scores it reports (4.2a)
- Evidence of generalizability for all relevant sources and conditional standard error measurement and student classification that are consistent at each cut score as specified in NC academic achievement standards (4.2b and c)
- Evidence that students taking the NCCLAS receive only accommodations (including linguistic accommodations) that do not compromise the validity of student scores (4.3 and 4.6)
- Evidence clarifying whether there are any restrictions on the use of accommodations and modifications for NCCLAS students (4.3 and 4.6)
- Evidence of bias reviews (4.1e)
- Evidence that the State has taken steps to ensure consistency of test forms over time in order to justify trend analyses (4.4)

5.0 ALIGNMENT

Reading, mathematics and science

- Final alignment reports for the EOG mathematics and EOC Algebra I and English I assessments, including a response by the agency for any alignment issues reported by the evaluators (5.2, 5.3, 5.4, 5.5)
- Evidence that the Grades 3 – 8 EOG reading assessments reflects both the content knowledge and procedural or process skills as represented in the State's academic content standards and whether the assessments reflect the same degree and pattern of emphasis that are in the State's content standards (5.3, 5.4)
- A plan that indicates how the State intends to use the results of the alignment studies to make ongoing improvements in the alignment of its Grades 3 – 8 EOG reading and HS EOC English 1 assessments to the English/Language Arts content standards (5.7)
- A plan and timeline for making revisions to the Grade 8 science EOG Form E that will result in depth of knowledge (DOK) consistent with the state content standards (5.7)
- A plan and timeline for making revisions to all four forms of the Biology EOC tests that will result in DOK consistent with the state content standards (5.7)

NCEXTEND1

- A final alignment report as well as a plan and timeline to address any shortcomings noted in the independent alignment study.

NCEXTEND2

- Results from the completed NC EXTEND2 reading alignment study (EOG and EOC) that shows the assessments reflect both the content knowledge and procedural or process skills as represented in the State's academic content standards and whether the assessments reflect the same degree and pattern of emphasis that are in the State's content standards (5.3, 5.4)
- Final NCEXTEND2 science and math alignment reports, accompanied by a plan and timeline, for how the State will address weaknesses found in alignment (5.2, 5.3, 5.4, 5.5, 5.7)

NCCLAS

- Evidence that audit reports have verified that the content of student folders are consistent with and aligned to the curricular expectations and content standards (5.1)
- Evidence from the final Edvantia reports about whether the NCCLAS and standards are aligned comprehensively, that NCCLAS is as cognitively challenging as the standards, whether NCCLAS and the standards are aligned to measure the depth of the standards, and whether NCCLAS reflects the degree of cognitively complexity and level of the difficulty of the concepts and processes described in the standards (5.2)
- Evidence that NCCLAS measures what the standards state students should both know and be able to do.(5.3)
- Evidence that the results are expressed in terms of the achievement standards not just scale scores or percentiles (5.6)
- Evidence that the state has a plan to maintain and improve alignment between the NCCLAS assessments and standards over time, including the state's official response to Edvantia recommendations. (5.7)

6.0 INCLUSION

Reading and science

Data confirming that all high school students have participated in the Algebra I EOC, Biology EOC and English I EOC assessments or the appropriate alternate assessment.

NCEXTEND2 (EOG)

A description of the procedures employed to ensure the annual IEP team review of assessment decisions (6.2.3)

NCCLAS

- The number of NCCLAS students receiving accommodations annually (6.1)
- Evidence that the state has ensured that general and special education teachers know how to administer NCCLAS, including making use of accommodations, for students with disabilities and students covered under Section 504. (6.2)
- Guidelines to determine how to select individual LEP students for participation in NCCLAS (6.3)

7.0 REPORTS

Reading and science

Interpretive guides to support appropriate understanding and use of assessment results as shown in the school and district level reports. (7.1)

NCEXTEND1

- Item analysis report (7.5)
- Interpretive guide for teachers and principals (7.1)

NCCLAS

- Evidence that the State's reporting system facilitates appropriate, credible, and defensible interpretation and use of its NCCLAS results (7.1)
- Evidence that the individual student reports for NCCLAS are valid given that the relationship between the descriptors used on the report and the actual content and scoring criteria is unclear (see section 4) (7.3)
- Evidence that the State has provided for the production of itemized score analyses so that parents, teachers and principals can interpret and address the specific academic needs of students (7.5)