

**EXECUTIVE SUMMARY**

**Title:** Changes to SBE Policies Resulting From Actions of the N.C. General Assembly and U.S. Department of Education

**Type of Executive Summary:**

Consent     Action     Action on First Reading     Discussion     Information

**Policy Implications:**

- Constitution \_\_\_\_\_
- General Statute # \_\_\_\_\_
- SBE Policy # GCS-A-000, GCS-A-001, GCS-A-003, GCS-A-011, GCS-C-005, GCS-C-010, GCS-C-013, GCS-C-015, GCS-C-018, GCS-C-019, GCS-C-021, GCS-C-022, GCS-C-024, GCS-C-029, GCS-C-031, GCS-N-003, GCS-N-004, GCS-N-005
- SBE Policy Amendment
- SBE Policy (New)
- APA # 16 NCAC 6D.0301, 16 NCAC 6D.0302, 16 NCAC 6G.0305, 16 NCAC 6G.0312, 16 NCAC 6G.0313, 16 NCAC 6D.0502, 16 NCAC 6D.0503, 16 NCAC 6D.0504
- APA Amendment
- APA (New)
- Other \_\_\_\_\_

**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:**

Effective with the 2009-10 school year, Senate Bill 202/S.L. 2009-451 eliminated funding for most state administered tests that are not currently required by federal law or as a condition of federal grants. These tests include the following:

- Computer Skills,
- Chemistry End-of-Course,
- Physics End-of-Course,
- Reading and Mathematics Competency, and
- Grade 3 Reading and Mathematics Pretests.

In response to the technical peer review letter dated August 12, 2009 from the U.S. Department of Education (USED), the North Carolina Checklist of Academic Standards was eliminated from the North Carolina Testing Program at the September 2009 meeting.

In a response to the elimination of the aforementioned assessments, certain SBE policies have been amended or, as appropriate, deleted as reflected in the attached "Summary of NCSBE Policy Clarifications."

**Input Process:**

General Assembly, United States Department of Education

**Stakeholders:**

Teachers, administrators, students, parents, community members, and Department of Public Instruction staff

**Timeline For Action:**

This item is submitted for consent at the October 2009 meeting.

**Recommendations:**

SBE should approve the amendments to, or deletion, as appropriate, of the attached policies. Approval of the changes to APA policies will initiate the APA process.

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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)

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Motion By: \_\_\_\_\_

Seconded By: \_\_\_\_\_

Vote: Yes \_\_\_\_\_ No \_\_\_\_\_

Abstain \_\_\_\_\_

Approved \_\_\_\_\_ Disapproved \_\_\_\_\_

Postponed \_\_\_\_\_ Revised \_\_\_\_\_

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

*Summary of NCSBE Policy Clarifications*

|   | Policy ID Number  | Reason for Change | Policy Title   |
|---|---|-------------------|--|
| 1 | <p><b>GCS-A-000</b><br/><b>(16 NCAC 6D .0301)</b></p> <p><i>Clarifications:</i><br/>Letter (a) is in GCS-C-021 (b) applies to eliminated computer skills and competency requirements.</p>   | General Assembly  | <p><b>16 NCAC 6D.0301 Policy governing testing requirements and opportunities</b></p> <p>Delete the entire policy.</p>   |
| 2 | <p><b>GCS-A-001</b><br/><b>(16 NCAC 6D .0302)</b></p> <p><i>Clarifications:</i><br/>Computer skills tests are eliminated and no longer a graduation requirement.</p>  | General Assembly  | <p><b>16 NCAC 6D .0302 Policy governing test administration in the public schools</b></p> <p>(i) At the time the scores are reported for tests required for graduation, <del>such as the high school competency tests, the computer skills tests, and the high school exit exam,</del> the LEA shall provide information to students and parents or guardians to advise whether or not the student(s) has met the standards for the tests.</p> |
| 3 | <p><b>GCS-A-003</b></p> <p><i>Clarifications:</i><br/>Competency and computer skills tests are eliminated and no longer available to community colleges.</p>  | General Assembly  | <p><b>Policy regarding the need for administering the NC Competency Tests and Computer Skills Tests in the Community College System</b></p> <p>Delete the entire policy.</p>   |
| 4 | <p><b>GCS-A-011</b></p> <p><i>Clarifications:</i><br/>In response to a technical review by the U.S. Department of Education, all NCCLAS alternate assessments have been removed from the testing and accountability program.</p> <p>Change the title to remove reference to alternate assessment.</p> | Federal           | <p><b>Policy outlining the use of limited English proficient testing accommodations and eligibility for participation in the state-designated alternate assessment</b></p> <p>Policy outlining the use of limited English proficient testing accommodations and eligibility for participation in the state-designated <del>alternate</del> assessment</p>  |

| Policy ID Number   | Reason for Change | Policy Title   |
|--|-------------------|--|
| <p>Add ACCESS for ELLs<sup>®</sup> as the test administered annually.</p> <p>Delete information regarding eligibility for eliminated tests.</p> <p>Update information regarding eligibility for state tests other than the writing test.</p> <p>Delete outdated information regarding eligibility for alternate assessments.</p> <p>Update throughout the policy the student score from Level 5 to 5.0 Bridging.</p> |                   | <p><u>The ACCESS for ELLs<sup>®</sup> is the state-designated English language proficiency test annually administered starting with the 2008–09 school year.</u></p> <p><del>The reading subtest of the W-APT determines eligibility for LEP testing accommodations for all state tests other than the state writing assessment. If a student scores below Level 5 Bridging on the reading subtest of the W-APT, the student is eligible to receive LEP testing accommodations on state tests. State-approved accommodations are allowable on each of the following state tests: the grade 3 pretest, end-of-grade tests and, competency tests, computer skills test, end-of-course tests, and the high school comprehensive test (or its replacement).</del></p> <p><u>If a student scores below Level 5.0 Bridging on the reading subtest of the W-APT/ACCESS for ELLs<sup>®</sup>, the student is eligible to receive state-approved LEP testing accommodations on all state tests other than the state writing assessment at grade 10.</u></p> <p><del>In order to be eligible to participate in the state-designated alternate assessment, the student must score below Level 4 Expanding on the reading subtest of the W-APT and also meet the requirement for length of enrollment in U.S. schools. The student's length of enrollment must be less than 24 months from date of initial enrollment in U.S. schools.</del></p> <p>If the student scores Level 5.0 Bridging or above on the reading subtest of the W-APT/ACCESS for ELLs<sup>®</sup> <u>at any time or exits LEP identification</u>, the student must participate in all <del>state-mandated</del> tests (other than the state writing assessment) without accommodations.</p> <p>If the student scores Level 5.0 Bridging or above on the writing subtest of the W-APT/ACCESS for ELLs<sup>®</sup> <u>at any time or exits LEP identification</u>, the student must participate in the <u>state writing assessment</u> without accommodations.</p> |

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|--|--|---|---------------------|----------------|---|---------------|--|--|---------|-------------------|--------------------|---------------------|----------------|-------------------|---------------|---------|--|--|--|--|---|--|--|--|--|--|--|--|---------|---------------|----------------|-----------------|----------------|---------------|---------------|---------|--|--|--|--|---|--|---|--|--|--|--|--|
| <p>Update headings in Reading chart to delete reference to alternate assessment</p> <p>Delete unnecessary verbiage on the writing subtest.</p> <p>Delete outdated information regarding eligibility for alternate assessments.</p> <p>Update headings in Writing chart to delete reference to alternate assessment</p> |  | <table border="1" data-bbox="909 269 1885 626"> <thead> <tr> <th data-bbox="909 269 1024 367">Subtest</th> <th data-bbox="1024 269 1157 367">1<br/>Enterin<br/>g</th> <th data-bbox="1157 269 1297 367">2<br/>Beginnin<br/>g</th> <th data-bbox="1297 269 1457 367">3<br/>Developin<br/>g</th> <th data-bbox="1457 269 1612 367">4<br/>Expanding</th> <th data-bbox="1612 269 1745 367">5<br/>Bridgin<br/>g</th> <th data-bbox="1745 269 1885 367">6<br/>Reaching</th> </tr> </thead> <tbody> <tr> <td data-bbox="909 367 1024 626" rowspan="2">Reading</td> <td colspan="4" data-bbox="1024 367 1612 581">           Eligible to Receive <u>State-Approved LEP Testing Accommodations for All State Tests Other Than the State Writing Assessment</u><br/>           Eligible to Participate in State-Designated Alternate Assessment         </td> <td colspan="2" data-bbox="1612 367 1885 626">           Must Participate in General State Test Administration <u>without LEA Testing Accommodations</u> </td> </tr> <tr> <td colspan="6" data-bbox="1024 581 1885 626"> <p><del>The writing subtest of the state-identified English language proficiency test determines eligibility for LEP testing accommodations for the state writing assessment. If a student scores below Level 5.0 Bridging on the writing subtest of the W-APT/ACCESS for ELLs<sup>®</sup>, the student is eligible to receive state-approved LEP testing accommodations on the state writing assessment.</del></p> <p><del>In order to be eligible to participate in the state-designated alternate assessment, the student must score below Level 5 Bridging on the writing subtest of the W-APT and also meet the requirement for length of enrollment in U.S. schools. The student's length of enrollment must be less than 24 months from date of initial enrollment in U.S. schools.</del></p> </td> </tr> </tbody> </table><br><table border="1" data-bbox="909 1105 1896 1406"> <thead> <tr> <th data-bbox="909 1105 1024 1175">Subtest</th> <th data-bbox="1024 1105 1157 1175">1<br/>Entering</th> <th data-bbox="1157 1105 1297 1175">2<br/>Beginning</th> <th data-bbox="1297 1105 1457 1175">3<br/>Developing</th> <th data-bbox="1457 1105 1612 1175">4<br/>Expanding</th> <th data-bbox="1612 1105 1745 1175">5<br/>Bridging</th> <th data-bbox="1745 1105 1896 1175">6<br/>Reaching</th> </tr> </thead> <tbody> <tr> <td data-bbox="909 1175 1024 1406" rowspan="2">Writing</td> <td colspan="4" data-bbox="1024 1175 1612 1289">           Eligible to Receive <u>State-Approved LEP Testing Accommodations for Grade 10 Writing Assessment</u> </td> <td colspan="2" data-bbox="1612 1175 1896 1390">           Must Participate in <u>the Grade 10 General State Writing Assessment without LEP Testing Accommodations</u> </td> </tr> <tr> <td colspan="6" data-bbox="1024 1289 1896 1406">           Eligible to Participate in State-Designated Alternate Assessment for <u>Writing</u> </td> </tr> </tbody> </table> |                     |                |   |               |  |  | Subtest | 1<br>Enterin<br>g | 2<br>Beginnin<br>g | 3<br>Developin<br>g | 4<br>Expanding | 5<br>Bridgin<br>g | 6<br>Reaching | Reading | Eligible to Receive <u>State-Approved LEP Testing Accommodations for All State Tests Other Than the State Writing Assessment</u><br>Eligible to Participate in State-Designated Alternate Assessment |  |  |  | Must Participate in General State Test Administration <u>without LEA Testing Accommodations</u> |  | <p><del>The writing subtest of the state-identified English language proficiency test determines eligibility for LEP testing accommodations for the state writing assessment. If a student scores below Level 5.0 Bridging on the writing subtest of the W-APT/ACCESS for ELLs<sup>®</sup>, the student is eligible to receive state-approved LEP testing accommodations on the state writing assessment.</del></p> <p><del>In order to be eligible to participate in the state-designated alternate assessment, the student must score below Level 5 Bridging on the writing subtest of the W-APT and also meet the requirement for length of enrollment in U.S. schools. The student's length of enrollment must be less than 24 months from date of initial enrollment in U.S. schools.</del></p> |  |  |  |  |  | Subtest | 1<br>Entering | 2<br>Beginning | 3<br>Developing | 4<br>Expanding | 5<br>Bridging | 6<br>Reaching | Writing | Eligible to Receive <u>State-Approved LEP Testing Accommodations for Grade 10 Writing Assessment</u> |  |  |  | Must Participate in <u>the Grade 10 General State Writing Assessment without LEP Testing Accommodations</u> |  | Eligible to Participate in State-Designated Alternate Assessment for <u>Writing</u> |  |  |  |  |  |
| Subtest  | 1<br>Enterin<br>g  | 2<br>Beginnin<br>g  | 3<br>Developin<br>g | 4<br>Expanding | 5<br>Bridgin<br>g   | 6<br>Reaching |  |  |         |                   |                    |                     |                |                   |               |         |  |  |  |  |   |  |  |  |  |  |  |  |         |               |                |                 |                |               |               |         |  |  |  |  |   |  |   |  |  |  |  |  |
| Reading  | Eligible to Receive <u>State-Approved LEP Testing Accommodations for All State Tests Other Than the State Writing Assessment</u><br>Eligible to Participate in State-Designated Alternate Assessment   |   |                     |                | Must Participate in General State Test Administration <u>without LEA Testing Accommodations</u>             |               |  |  |         |                   |                    |                     |                |                   |               |         |  |  |  |  |   |  |  |  |  |  |  |  |         |               |                |                 |                |               |               |         |  |  |  |  |   |  |   |  |  |  |  |  |
|  | <p><del>The writing subtest of the state-identified English language proficiency test determines eligibility for LEP testing accommodations for the state writing assessment. If a student scores below Level 5.0 Bridging on the writing subtest of the W-APT/ACCESS for ELLs<sup>®</sup>, the student is eligible to receive state-approved LEP testing accommodations on the state writing assessment.</del></p> <p><del>In order to be eligible to participate in the state-designated alternate assessment, the student must score below Level 5 Bridging on the writing subtest of the W-APT and also meet the requirement for length of enrollment in U.S. schools. The student's length of enrollment must be less than 24 months from date of initial enrollment in U.S. schools.</del></p> |   |                     |                |   |               |  |  |         |                   |                    |                     |                |                   |               |         |  |  |  |  |   |  |  |  |  |  |  |  |         |               |                |                 |                |               |               |         |  |  |  |  |   |  |   |  |  |  |  |  |
| Subtest  | 1<br>Entering  | 2<br>Beginning  | 3<br>Developing     | 4<br>Expanding | 5<br>Bridging   | 6<br>Reaching |  |  |         |                   |                    |                     |                |                   |               |         |  |  |  |  |   |  |  |  |  |  |  |  |         |               |                |                 |                |               |               |         |  |  |  |  |   |  |   |  |  |  |  |  |
| Writing  | Eligible to Receive <u>State-Approved LEP Testing Accommodations for Grade 10 Writing Assessment</u>   |   |                     |                | Must Participate in <u>the Grade 10 General State Writing Assessment without LEP Testing Accommodations</u> |               |  |  |         |                   |                    |                     |                |                   |               |         |  |  |  |  |   |  |  |  |  |  |  |  |         |               |                |                 |                |               |               |         |  |  |  |  |   |  |   |  |  |  |  |  |
|  | Eligible to Participate in State-Designated Alternate Assessment for <u>Writing</u>  |   |                     |                |   |               |  |  |         |                   |                    |                     |                |                   |               |         |  |  |  |  |   |  |  |  |  |  |  |  |         |               |                |                 |                |               |               |         |  |  |  |  |   |  |   |  |  |  |  |  |

|   | Policy ID Number  | Reason for Change       | Policy Title   |
|---|---|-------------------------|--|
| 5 | <p><b>GCS-C-005</b><br/><b>(16 NCAC 6G .0305)</b></p> <p><i>Clarifications:</i><br/>The competency tests and computer skills tests have been eliminated from the testing and accountability program. Writing scores at grades 3–8 are no longer used for any level of accountability, including the ABCs and AYP. Students with disabilities are assessed using alternate <i>academic</i> achievement standards and/or modified grade-level <i>academic</i> achievement standards.</p> <p>(5) Delete reference to the competency test pass rate.</p> <p>(10) Delete reference to the NC Computer Skills Test.</p> | <p>General Assembly</p> | <p><b>16 NCAC 6G.0305 Policy delineating the annual performance standards for Grades K-12 under the ABCs Model</b></p> <p>(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 <del>and the change in competency test pass rate</del> and including in the denominator, the factor for change in dropout rate.</p> <p>(10) "Performance Composite" is the percent of scores of students in a school that are at or above Achievement Level III, <del>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)</del>, and at proficiency level or above on the state alternate assessments <del>to the extent that any apply in a given school</del> and consistent with United States Department of Education</p> |

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|---|-------------------|---|
| <p>(10)(a) Delete reference to writing and the reference to the passing level on the NC Computer Skills Test.</p> <p>(13) Add “academic” to alternate achievement standards.</p> <p>(14) Add “academic” to modified grade-level achievement standards.</p> <p>(15) Delete reference to the competency passing rate.</p> |                   | <p>regulations concerning alternate assessments. The SBE shall:</p> <p>(a) determine the number of scores that are at Level III or IV in <u>all appropriate tests as specified in GCS-C-020; 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);</u> 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;</p> <p>(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 <u>academic</u> achievement standards as determined by their IEP.</p> <p>(14) “Students with persistent academic difficulties” means students with disabilities assessed using an alternate assessment based on modified grade-level <u>academic</u> achievement standards as determined by their IEP.</p> <p>(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, <del>the Competency Passing Rate,</del> and the ABCs Dropout Rate components.</p> |

|   | Policy ID Number   | Reason for Change | Policy Title  |
|---|--|-------------------|---|
| 6 | <p><b>GCS-C-010</b></p> <p><i>Clarifications:</i><br/>End-of-course chemistry and physics assessments have been eliminated from the testing and accountability program.</p> <p>Delete achievement level standards and descriptors for chemistry and physics.</p> | General Assembly  | <p><b>Policy setting the academic achievement standards (cut scores) and achievement level descriptors for the end-of-course tests</b></p> <p>Achievement Level Ranges<br/> <del>Chemistry (Interim for 2007–08) (Final effective 2008–09)</del><br/> <del>Physics (interim for 2007–08) (Final for 2008–09)</del><br/> <del>Achievement Level Descriptors–Chemistry</del><br/> <del>Achievement Level Descriptors–Physics</del></p>  |
| 7 | <p><b>GCS-C-013</b></p> <p><i>Clarifications:</i><br/>The competency tests have been eliminated from the testing and accountability program.</p> <p>Delete in Section I the reference to the competency passing rate.</p>  | General Assembly  | <p><b>Policy for incorporating alternate and special schools in the ABCs</b></p> <p>I. <del>Two</del> Components Based on State Testing</p> <p>A. High School Only:</p> <ol style="list-style-type: none"> <li>1. Change in e<u>End-of-Course</u> Test(s) Results; <del>and</del></li> <li>2. <del>Change in Competency passing rate (from the end of 8<sup>th</sup> grade to the end of 10<sup>th</sup> grade).</del></li> </ol> <p>B. Combination of High School and Lower Grades:</p> <ol style="list-style-type: none"> <li>1. Change in e<u>End-of-Course</u> Test(s) results and <u>End-of-Grade</u> Tests (s) results: <del>and</del></li> <li>2. <del>Change in Competency passing rate (from the end of 8<sup>th</sup> grade to the end of 10<sup>th</sup> grade).</del></li> </ol> <p>C. Grade 8 or Lower:</p> <ol style="list-style-type: none"> <li>1. <del>&amp;2.</del> Change in e<u>End-of-Grade</u> Test(s) and <u>End-of-Course</u> Test(s) results (shall count twice).</li> </ol> |

|   | Policy ID Number   | Reason for Change        | Policy Title  |
|---|--|--------------------------|---|
| 8 | <p><b>GCS-C-015</b></p> <p><i>Clarifications:</i><br/>The NC High School Comprehensive Test has been eliminated from the testing and accountability program.</p>   | Federal                  | <p><b>Policy delineating achievement level ranges for the North Carolina High School Comprehensive Test under the ABCs Accountability Program</b></p> <p>Delete the entire policy.</p>  |
| 9 | <p><b>GCS-C-018</b></p> <p><i>Clarifications:</i><br/>The Writing Instruction System replaces the traditional Writing assessments at grades 4 and 7. The Writing Assessments at grade 10 include the General Writing Assessment and the <i>NCXTEND2</i> OCS Writing Assessment. The Pretests in Reading and Mathematics were eliminated effective 2009–10.</p> <p>Update writing information in the title and in the paragraph preceding the achievement level ranges.</p> | SBE/<br>General Assembly | <p><b>Policy delineating achievement-level ranges for the NC End-of-Grade Tests in Reading, Mathematics at Grades 3-8 , Science at grades 5 &amp; 8, and the NC Writing Assessments at Grades 4, 7, &amp; 10</b></p> <p>Policy delineating achievement-level ranges for the NC End-of-Grade Tests in Reading, <del>and</del> Mathematics at Grades 3-8 , Science at <u>G</u>rades 5 &amp; 8, and the NC <u>General</u> Writing Assessments <del>s</del> at Grades <del>4, 7, &amp;</del> 10</p> <p>The achievement level ranges approved by the State Board of Education for the North Carolina End-of-Grades Tests in Reading, <del>and</del> Mathematics at Grades 3-8, Science at Grades 5 &amp; 8, and the North Carolina <u>General</u> Writing Assessments <del>s</del> at Grades <del>4, 7, and</del> 10 for the ABCs Accountability Program are as follows:</p> |

|    | Policy ID Number  | Reason for Change               | Policy Title   |
|----|---|---------------------------------|--|
|    | <p>Delete achievement level ranges for the Pretest– Grade 3 Reading and Mathematics and for Writing at Grades 4 and 7.</p> <p>Delete achievement level descriptors for the Pretest–Grade 3 Reading and Mathematics and for Writing at Grades 4 and 7.</p> <p>Update the title for the Grade 10 General Writing Assessment Achievement Level Descriptors</p> |                                 | <p>PT3 ranges:<br/> <del>Reading (Prior to 2002–03 school year)</del><br/> <del>–Reading (Starting with 2002–03 school year)</del><br/> <del>–Reading (Starting with 2008–09 school year)</del><br/> <del>–Mathematics (Beginning with 2001–02 through 2004–05)</del><br/> <del>–Mathematics (Starting with 2005–06 school year)</del></p> <p>Writing ranges:<br/> <del>–4, 7, &amp;</del></p> <p>Achievement Level Descriptors:<br/> <del>Reading Grade 3 Pretest:</del><br/> <del>Mathematics Grade 3 Pretest:</del><br/> <del>Grade 4 Writing Assessment</del><br/> <del>Grade 7 Writing Assessment</del></p> <p>Achievement Level Descriptors–Grade 10 <u>General</u> Writing Assessment</p> |
| 10 | <p><b>GCS-C-019</b></p> <p><i>Clarifications:</i><br/> NCAAAI alternate assessment was eliminated in the 2005–06.</p>   | Federal                         | <p><b>Policy delineating revision of the scoring, performance standards, and reporting for the NC Alternate Assessment Portfolio effective with the 2002–03 scoring and reporting</b></p> <p><del>Delete the entire policy.</del></p>  |
| 11 | <p><b>GCS-C-021<br/> 16 NCAC 6G .0312)</b></p> <p><i>Clarifications:</i><br/> Correct the policy number cited in (2).</p>   | Federal/<br>General<br>Assembly | <p><b>16 NCAC 6G .0312 Policy providing annual performance standards under the ABCs Model</b></p> <p>(2) ....as defined in 16 NCAC <del>06G</del> .0305.</p>   |

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| <p>Delete reference to eliminated chemistry and physics assessments in (2) (C) and (D)</p> <p>In (2)(G) Biology will be used whenever Civics and Economics is <i>not</i> available. Replace Biology with Civics &amp; Economics.</p> <p>(d) (1) Delete reference to alternate assessment for students identified as limited English proficient</p> <p>(d) (2) Provide clarification on students who have exited limited English proficient identification during the last 2 years</p> |                   | <p>(2) <del>(C) For Physics, Chemistry and Geometry score shall be used.</del><br/> <del>(D) For Chemistry, Biology score shall be used.</del></p> <p><u>(IG) For US History, English I and <b>Biology-Civics &amp; Economics</b> if available, or <b>Biology-Civics &amp; Economics</b> only, if English I is not available, shall be used. <b>Biology shall substitute for Civics &amp; Economics whenever the latter is not available.</b></u></p> <p>(d) Students identified as limited English proficient shall be included in the statewide testing program as follows: standard test administration; <u>or the standard test administration with accommodations</u>; <del>or the state-designated alternate assessment.</del></p> <p>However schools shall:</p> <p>(1) exempt students identified as limited English proficient who score below Level 4 Expanding on the state English language proficiency reading test in their first year in US schools from being assessed on the reading end-of-grade assessments, <u>or the NC writing assessment</u>; <del>the state-designated alternate assessment for reading, or the state-designated alternate assessment for writing.</del></p> <p>(2) include students previously identified as limited English proficient, who have exited limited English proficient identification during the last two years <u>(known as Monitored Former LEP students [MFLEP])</u>, in the calculations for determining the status of the limited English proficient subgroup for AYP only if that subgroup already met the minimum number of 40 students required for a subgroup.</p> |

| Policy ID Number   | Reason for Change | Policy Title   |
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| <p>Students with disabilities are assessed using alternate <i>academic</i> achievement standards. Add to Section (e), paragraphs 2 and 3, “academic” to describe the alternate achievement standards for students with disabilities.</p> <p>Add information in (f)(4)(D) on how the SBE shall calculate a school’s growth in student performance when the baseline is greater than 90% and the current year’s percentage is above 90%.</p> |                   | <p>(e) Students with disabilities in grades 3 through 8 and 10 with the most significant cognitive disabilities may participate in a state-designated alternate assessment based on alternate <u>academic</u> achievement standards. For the purposes of ABCs performance composite and AYP these students shall be evaluated by alternate <u>academic</u> achievement standards. Only students with the most significant cognitive disabilities may be deemed proficient against alternate <u>academic</u> achievement standards.</p> <p>LEAs shall be held to having a maximum of 1 percent of their total number of students in the assessed grades (3 through 8 and 10) deemed proficient based on alternate <u>academic</u> achievement standards for AYP and ABCs purposes. This prohibition shall not apply to student level accountability. If an LEA finds that greater than 1 percent of its students in these grades are proficient based on alternate <u>academic</u> achievement standards, the LEA superintendent may apply to the state superintendent for an exception as prescribed in the Federal Register, April 9, 2007, Vol. 72 No. 67 RIN 1810-AA98. If an LEA does not receive an exception to the 1 percent limit and it has exceeded this limit, the state shall reassign enough proficient student scores for students held to alternate <u>academic</u> achievement standards to non-proficient such that the LEA will fall within the 1 percent limitation according to procedures in the NC Accountability Workbook (as accepted by the US Department of Education). This process shall be done using a statistically random process across schools in the LEA and shall apply to AYP and ABCs statuses but not to students.</p> <p>(f)(4)(D) <u>When the baseline is greater than ninety percent (90%) and the current year’s percentage is above 90%, the SBE shall add an amount equal to .01 times the difference between the baseline and 90%.</u></p> |

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| 12 | <p><b>GCS-C-022</b><br/><b>16 NCAC 6G .0313</b></p> <p><i>Clarifications:</i><br/>The competency tests have been eliminated from the testing and accountability program. Delete reference to the competency test passing rate in (1) (A) and (B)</p> | General Assembly  | <p><b>16 NCAC 6G .0313 Policy providing accountability standards under the ABCs Model for alternative schools</b></p> <p>(1) The SBE shall include the following two state testing components:</p> <p>(A) For schools that serve only high school grade students:</p> <p>(i) Change in EOC test results; <del>and</del><br/><del>(ii) the school's change in competency test passing rate measured from the end of Grade 8 to the end of Grade 10.</del></p> <p>(B) For schools that serve both high school grade students and students in grades below high school:</p> <p>(i) Change in EOG and EOC test results; <del>and</del><br/><del>(ii) the school's change in competency test passing rate measured from the end of Grade 8 to the end of Grade 10.</del></p> |
| 13 | <p><b>GCS-C-024</b></p> <p><i>Clarifications:</i><br/>In response to a technical review by the U.S. Department of Education, all NCCLAS Alternate Assessments have been removed from the testing and accountability program.</p>                     | Federal           | <p><b>Policy delineating Academic Achievement Standards (cut scores) for the North Carolina Checklist of Academic Standards (NCCLAS)</b></p> <p><del>Delete the entire policy.</del></p>  |
| 14 | <p><b>GCS-C-031</b></p> <p><i>Clarifications:</i><br/>HSP series policy has changed to GCS. Change HSP policies in Section I (D) and Section II (C) to GCS.</p>  | SBE               | <p><b>End-of-Grade and End-of-Course Retests and Review Procedures</b></p> <p>I. D. ...the Student Accountability Standards as outlined in Section I of 16 NCAC 6D .0502 (<del>HSP</del> <u>GCS</u>-N-003):</p> <p>II. C. ...as outlined in Section II of 16 NCAC 6D .0502 (<del>HSP</del> <u>GCS</u>-N-003):</p>   |

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|    | <p>In Section II (A) delete references to the eliminated chemistry and physics EOCs and specify the available alternate assessments.</p>   |  | <p>II. End-of-Course<br/> A. Effective with the 2009–10 school year and beyond:<br/> All public school students who score Achievement Level II on the first administration of an end-of-course assessment (i.e., Algebra I, Algebra II, Geometry, Biology, <del>Chemistry, Physics</del>, Physical Science, Civics and Economics, U.S. History, and English I) and/or their alternate assessment (<u>i.e., including NCEXTEND2 OCS reading, math, and science and NCEXTEND1 at grade 10</u>) shall be administered Retest 1, and the higher of the original or Retest 1 scores will be used for calculating ABCs Performance Composites and AYP results (where applicable). Parents of students who score Achievement Level I must be notified that they may request that their children be administered Retest 1.</p> |
| 15 | <p><b>GCS-N-003</b><br/> <b>16 NCAC 6D .0502</b></p> <p><i>Clarifications:</i><br/> HSP series policy has changed to GCS. Change HSP policies to GCS in Section II (A), (B), and (C).</p> <p>Session Law 2009-60, House Bill 223 states that “The State Board shall not require any student to prepare a high school graduation project as a condition of graduation from high school prior to July 1, 2011; local boards of education may, however, require their</p> | <p>SBE/<br/> General<br/> Assembly</p> | <p><b>16 NCAC 6D .0502 Student Accountability Standards</b></p> <p>II.<br/> A. ....State Board of Education policy HSP <del>HSP</del> <b>GCS</b>-N-004 (16 NCAC 6D .0503)<br/> B. 1. .... State Board of Education policy HSP <del>HSP</del> <b>GCS</b>-N-004 (16 NCAC 6D .0503)<br/> C. 1. .... State Board of Education policy HSP <del>HSP</del> <b>GCS</b>-N-004 (16 NCAC 6D .0503)</p>  |

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| <p>students to complete a high school graduation project." The Program Evaluation Division of the General Assembly will study the cost and effectiveness of a statewide high school graduation project requirement and report the results of its study to the Joint Legislative Education Oversight Committee on or before July 1, 2010.</p> <p>Remove graduation project requirement from Section II (A, 2) and (B, 1b).</p> |                   | <p>A. <u>2. Prior to July 1, 2011, the State Board shall not require any student to prepare a high school graduation project as a condition of graduation from high school; local boards of education may, however, require their students to complete a high school graduation project.</u><br/> <del>2. Successfully complete a The North Carolina Graduation Project in accordance with HSP N-000 The North Carolina Graduation Project implementation Guide; and</del></p> <p>B. 1.<br/> <u>b. Prior to July 1, 2011, the State Board shall not require any student to prepare a high school graduation project as a condition of graduation from high school; local boards of education may, however, require their students to complete a high school graduation project.</u><br/> <del>b. Successfully complete a The North Carolina Graduation Project in accordance with HSP N-000 The North Carolina Graduation Project implementation Guide; and</del></p> |

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| <p>Passing the computer skills test is no longer a graduation requirement.</p> <p>Remove the computer skills graduation requirement in Section II (A, 3), (B, 1c), (B, 2, b), and (C 2).</p> <p>Remove Section III (C), the Remediation/Retesting Procedures for Computer Proficiency.</p> <p>The competency test is eliminated from the testing and accountability program and no longer available for test administrations effective July 1, 2009.</p> |                   | <p><del>3. Pass the appropriate edition of the North Carolina Test of Computer Skills</del></p> <p><del>c. Pass the appropriate edition of the North Carolina Test of Computer Skills</del></p> <p><del>b. Pass the appropriate test edition for the North Carolina Test of Computer Skills</del></p> <p><del>2. Demonstrate computer proficiency as documented in the student's IEP</del></p> <p><del>C. Remediation/Retesting Procedures for Computer Proficiency</del><br/> <del>Regardless of the year a student was administered the computer skills test for the first time (i.e., sixth, seventh, or eighth grade), students who have not met the computer proficiency requirement must have at least one opportunity per year to take the test until the requirement has been met.</del><br/> <del>Until the graduation requirement has been met, a student who has not met this standard must be provided focused remedial instruction.</del><br/> <del>Any student who has failed to pass the computer skills test by the end of the last school month of the year in which the student's class graduates may receive additional remedial instruction and continue to take the computer skills test during regularly scheduled testing until the student reaches maximum school age.</del></p> |

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| <p>Remove outdated standards of proficiency in Section II (B2)</p> <p>Remove Section III on Remediation/Intervention; this information is in GCS-N-006.</p> |                   | <p><del>2. A student who entered grade 9 for the first time prior to 2006-07 shall meet the following standards of proficiency:</del></p> <p><del>–a. Demonstrate their competency in reading and mathematics by either:</del></p> <ol style="list-style-type: none"> <li><del>1. Attaining Level III of Level IV on the eighth grade end-of-grade reading and mathematics tests; or</del></li> <li><del>2. Passing the North Carolina Competency Tests of Reading and Mathematics; or</del></li> <li><del>3. Using other approved measures</del></li> </ol> <p><del>III.—Remediation/Intervention</del></p> <p><del>A.—Focused intervention</del></p> <ol style="list-style-type: none"> <li><del>1. School districts shall provide focused intervention to all students not meeting 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 the student’s performance to proficient.</del></li> <li><del>2. 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.</del></li> <li><del>3. A student who scores below Level III on an end-of-grade test shall be given a second administration of the test unless the parents elect for the student not to be retested. In this case, the child shall be deemed to have accepted participation in focused intervention.</del></li> </ol> |

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|    | Create a new Section III that references GCS-C-031 for current Review Procedures.   |                             | <p>B. <del>III.</del> Review Procedures <u>for End-of-Course Assessments:</u><br/> <del>1.</del> For any student who does not score at Level III or above on an End-of-Grade test <u>at grades 5, 5, or 8,</u> and any student who does not score at Level III or above on an End-of-Course test required for <u>the high school graduation exit standards, or successfully complete the North Carolina Graduation Project,</u> the <del>following</del> procedures <u>apply outlined in GCS-C-031 apply.</u></p>  |
| 16 | <p><b>GCS-N-004</b><br/> <b>16 NCAC 6D .0503</b></p> <p><i>Clarifications:</i><br/> HSP series policy has changed to GCS. Change HSP policies to GCS in Sections I and II.</p> <p>In Section I and II, policy HSP-N-000 was deleted 11/6/08, replace with current policy GCS-N-003.</p> <p>In Section III (8), for students following the Occupational Course of Study, remove outdated information about computer proficiency.</p> | SBE/<br>General<br>Assembly | <p><b>16 NCAC 6D .0503 State graduation requirements</b></p> <p>I. ... State Board of Education Policy <del>HSP-GCS</del>-L-004 (High School Transcript)...</p> <p>II. ... State Board of Education Policy <del>HSP GCS</del>-L-004 (High School Transcript)...</p> <p>I. ... meet proficiency standards defined in State Board of Education Policy <del>HSP-N-000-GCS-N-003.</del></p> <p>II. ... and meet proficiency standards defined in State Board of Education policy <del>HSP-N-000—GCS-N-003,</del> and meet local school board requirements.</p> <p><del>8. Computer proficiency as specified in the student's IEP</del></p> |

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| 17 | <p><b>GCS-N-005</b><br/><b>16 NCAC 6D .0504</b></p> <p><i>Clarifications:</i> Outdated policy that does not address Retest 1 requirements/procedures. Current review procedures are located in GCS-C-031.</p>   | State                       | <p><b>16 NCAC 6D .0504 Review procedures for promotion requests</b></p> <p>Delete entire policy.</p>   |
| 18 | <p><b>GCS-N-009</b></p> <p><i>Clarifications:</i> Session Law 2009-60, House Bill 223 states that “The State Board shall not require any student to prepare a high school graduation project as a condition of graduation from high school prior to July 1, 2011; local boards of education may, however, require their students to complete a high school graduation project.”</p> | SBE/<br>General<br>Assembly | <p><b>North Carolina Graduation Project</b></p> <p><del>North Carolina public high schools shall implement The North Carolina Graduation Project in accordance with the philosophy, rubrics, procedures, and guidelines as described in the North Carolina Graduation Project Implementation Guide.</del></p> <p><u>Prior to July 1, 2011, the State Board shall not require any student to prepare a high school graduation project as a condition of graduation from high school; local boards of education may, however, require their students to complete a high school graduation project.</u></p> |