

FEEDBACK FROM RETESTING OPTIONS

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

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